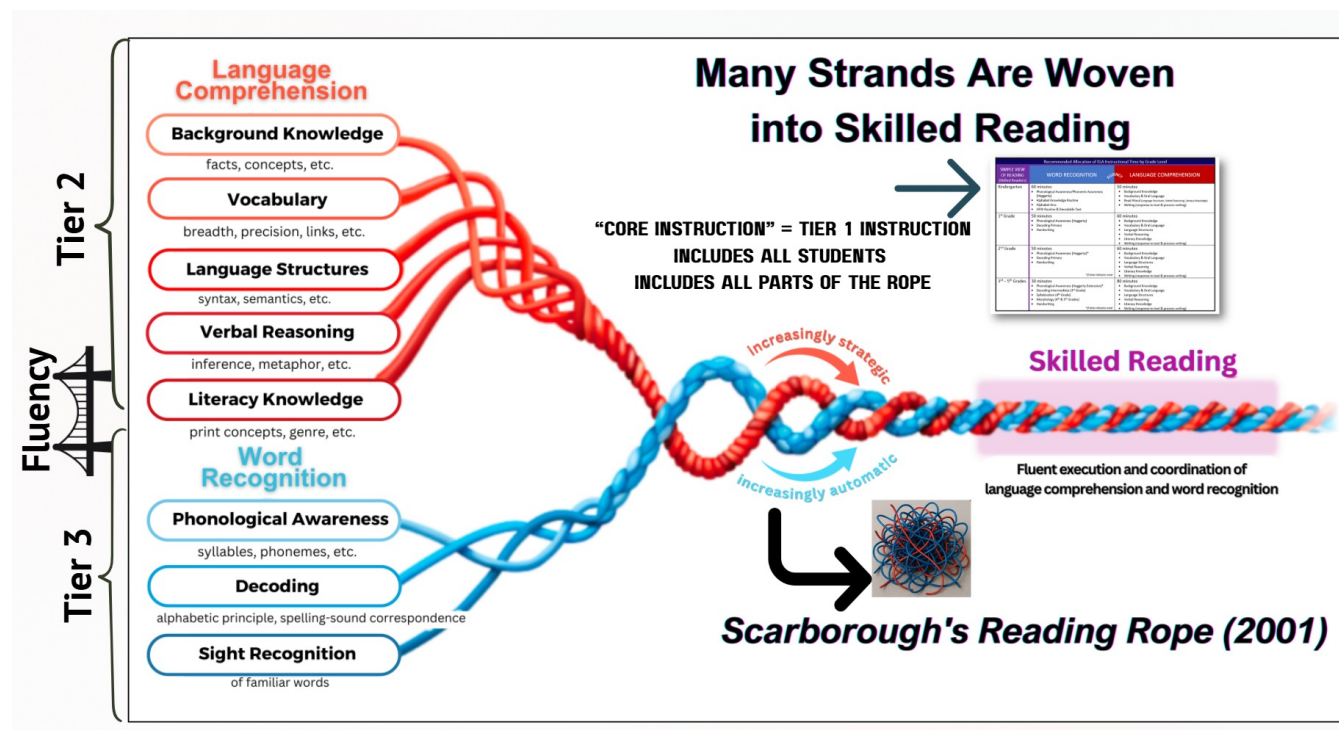




K-8 Reading Intervention

February 2, 2026
Board of Education Meeting

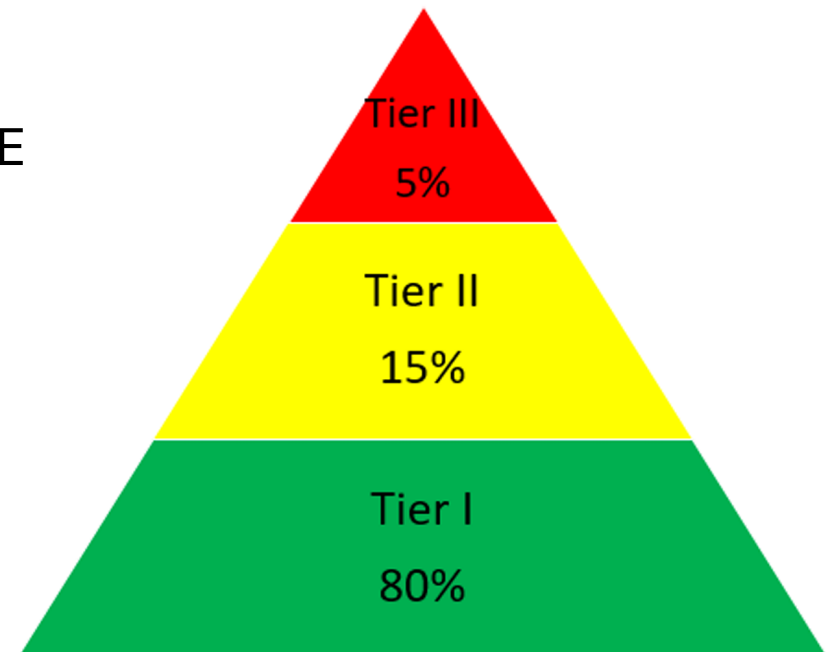
Reading Development

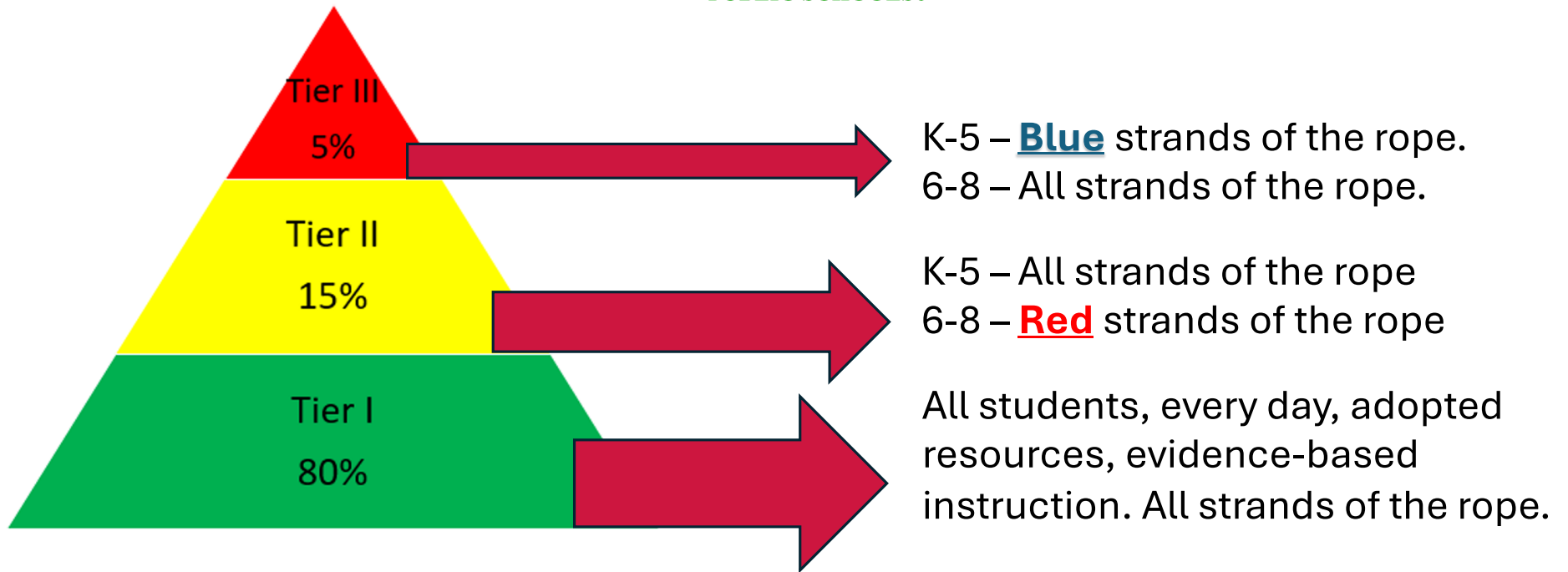




Supporting Reading through a Multi-Tiered System of Supports

- Guided by KSDE's MTSS Framework and BOE Policy
- Supported by district-wide protocols
- Supplementary to Tier 1 (core) instruction
- **Tier 2:** Targeted instruction for at-risk students nearing benchmark.
- **Tier 3:** Intensive instruction for at-risk students well below benchmark.







- “Unless students learn to read by the end of first grade, they are highly likely to remain poor readers and suffer academic difficulties across all subjects.” (*Juel, Griffith, & Gough, 1986; Olson, Keenan, Byrne, & Samuelson, 2014; Sparks, Patton, & Murdoch, 2014*).
- “Studies have found that all but 2-5% of students can learn basic reading in first grade, even in populations where the incidence of poor reading is very high.” (*Mathes et al., 2005*)
- “Matthew effects in reading refer to the phenomenon that good readers become better readers and poor readers become poorer readers over time.” (*Pfost, Hattie & Dorfler, 2014*)

Intentional Programming

- Training and Capacity Building
- Technology Access
- Student Mobility
- Reduction in Variability



Qualifying Students' Data

Source: PowerBI; WPS Dashboards; Elementary Assessments; Fastbridge & CBMR Risk Level

Grade	T2 Data Fall 25/26		T2 Data Winter 25/26		T3 Data Fall 25/26		T3 Data Winter 25/26	
Kdg	2039	68.2%	1639	54.8%	712	23.8%	1186	39.7%
1st	1311	44.0%	1298	43.6%	911	30.6%	814	27.3%
2nd	554	18.4%	707	23.4%	1106	36.7%	1109	36.8%
3rd	681	21.6%	812	25.8%	935	29.7%	966	30.6%
4th	786	24.7%	774	24.3%	796	25.0%	844	26.5%
5th	735	24.3%	688	22.8%	698	23.1%	693	22.9%

Elementary Tier-2 Reading Interventions

Simple View of Reading	Decoding (Accuracy & Automaticity)			Language Comprehension (Meaning)
Big Five	Phonological Awareness	Phonics	Fluency	Vocabulary & Comprehension
Supplemental Tier 2 Some Risk (!) Some students receive 30 minutes of targeted skill-based instruction daily in addition to CORE with skill-specific small groups of students. Students should also receive 20 minutes of reading and conferencing daily.	<i>Least Intense</i>  <i>Most Intense</i> - Phonemic Awareness by Heggerty (PreK-2nd) - Phonemic Awareness by Heggerty Primary Extension (3rd-5th) - Interventions for All-Phonological Awareness by Y. Zgonc - Florida Center for Reading Research (FCRR) - Phonological Awareness Framework (1st) - Road to the Code (K-1st) - Bridge the Gap (2nd-5th)	- Lexia Core5 (1st-5th) - Florida Center for Reading Research (FCRR) - West Virginia Explicit Instruction for Phonics (1st-2nd) - District-Developed Syllabication Routine (4th) - Phonics Lesson Library (Basic, Advanced and Multi-Syllabic) (2nd-5th)	- Six-Minute Solution (2nd-5th) - Quick Reads A-F (2nd-5th) - Florida Center for Reading Research (FCRR) - District Fluency Routine (2nd-5th)	Comprehension Strategies Kit (2nd-5th)

Language Comprehension

Background Knowledge

facts, concepts, etc.

Vocabulary

breadth, precision, links, etc.

Language Structures

syntax, semantics, etc.

Verbal Reasoning

inference, metaphor, etc.

Literacy Knowledge

print concepts, genres, etc.

Word Recognition

Phonological Awareness

syllables, phonemes, etc.

Decoding

alphabetic principle, spelling-sound correspond

Sight Recognition

of familiar words

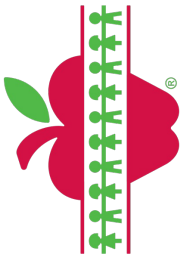
Elementary Tier-3 Reading Intervention

- Really Great Reading
 - Countdown (Kdg-1st)
 - Blast (2nd-3rd)
 - HD Word/Boost (3rd-5th)



Really Great Reading Data Winter

	Kdg	1 st	2 nd	3 rd	4 th	5 th	Total Enrolled
Countdown	483	675	52	21	6	3	1240
Blast	0	0	854	503	142	76	1575
HD Word	0	0	0	138	220	118	476
Boost	0	0	0	14	48	42	104
	483	675	906	676	416	239	3395



Really Great Reading Data

As of January 2026:

- On average, students grew:
 - +8 words in Word Segmenting
 - +5 words in Nonsense Word Fluency
 - +13% in accuracy
 - +12 words per minute on CBMR
 - 233 students were exited from RGR based on Winter accuracy increases (moved into T2 intervention for fluency).
 - Added 447 Kindergarteners in January
 - 403 students who were in RGR in the fall are now at or above 95% accuracy on Winter CBMR
-
- *1141 English Language Learners*
 - *1099 Students with Disabilities*

Middle School Tier-3 Reading Intervention

- **Language Live!**

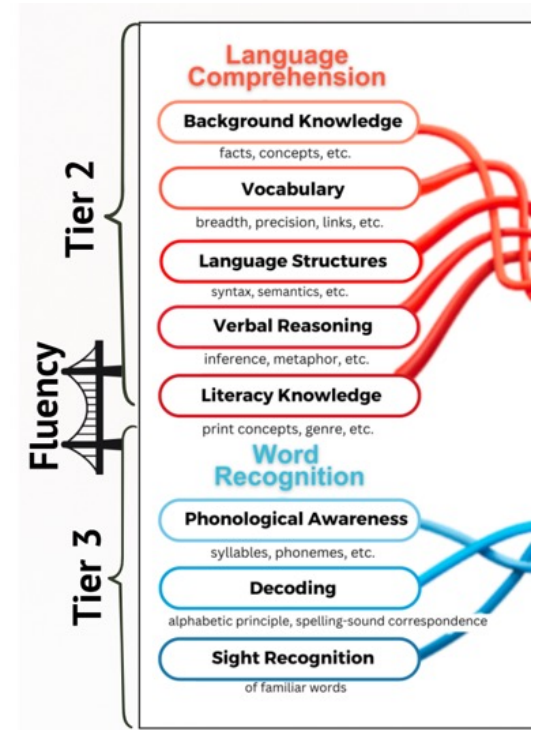
- Aligned with the Science of Reading
- Developed by the authors of LETRS

- **Implementation:**

- CMBR Data for placement – Low accuracy & low fluency
- Word Training (*computer*) Text Training (*teacher led*)
- ≈ 1,230 6-8th grade students
- 5 Days/week – 40-45 min classes

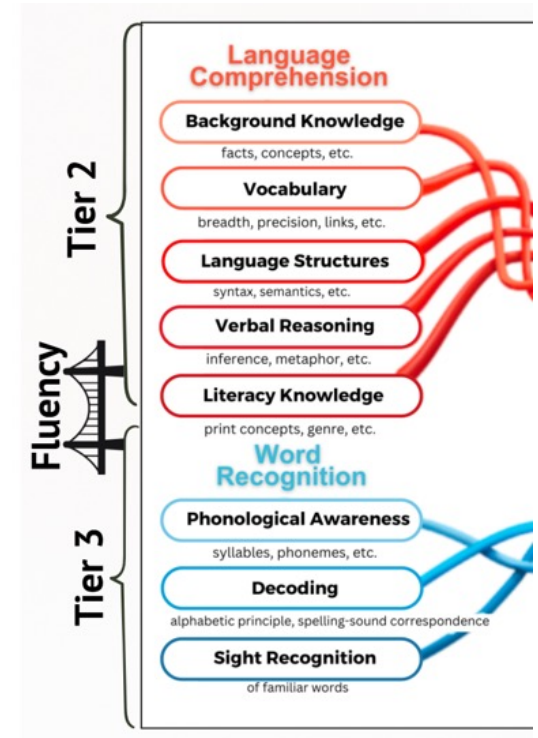
- **Reading Skills Addressed:**

- Word Recognition – Phonics, Decoding, Site Words
- Language Comprehension – Background, Vocabulary
- Reading Fluency Practice



Middle School Tier-2 Reading Intervention

- **Reading Plus**
 - Adaptive
 - Data-driven to match students' needs
- **Implementation:**
 - CMBR Data for placement – fluent but low comprehension
 - Computer practice and small group teacher instruction
 - ≈ 2521 6-8th grade students
 - 3-5 Days/week – 40-45 min classes
- **Reading Skills Addressed:**
 - Silent Reading Practice
 - Vocabulary Development
 - Comprehension Development





How *Reading Plus* and *Language Live!* Work Together

Tier 2: Reading Plus

- *Best for students who can decode but struggle with understanding grade-level text*
- *Builds comprehension, vocabulary, and reading stamina*

Tier 3: Language Live!

- *Designed for students with significant decoding and language gaps*
- *Provides intensive, teacher-led instruction in foundational reading and language skills*

Progress Monitoring

- *FastBridge screening and progress monitoring guide placement and movement between Tiers*

WINTER FASTBRIDGE SCREENER

MIDDLE SCHOOL aREADING

Grade & Assessment	District % Proficient Winter 21	District % Proficient Winter 22	District % Proficient Winter 23	District % Proficient Winter 24 (Added LL!)	District % Proficient Winter 25	Since we Implemented Language Live!
6 th Grade aReading	41.0%	43.2%	44.5%	40.1%	44.5%	+4.4 PP
7 th Grade aReading	39.7%	38.8%	40.1%	36.7%	39.9%	+3.2 PP
8 th Grade aReading	43.6%	40.0%	41.4%	40.8%	43.5%	+2.7 PP



Questions

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