

FACT SHEET



Kansas Every Child Can Read Act

K.S.A. 72-3262

Purpose

K.S.A. 72-3262 establishes the Every Child Can Read Act with the stated purpose of ensuring students move toward grade-level proficiency in literacy, especially by the third grade.

Requirements

The Every Child Can Read Act requires each school district's local board of education to provide opportunities to participate in targeted educational interventions to promote proficiency. Reading literacy must be attained through the Science of Reading, evidence-based instruction, and any competencies necessary to attain reading proficiency. To achieve these goals, schools are required to follow the framework of the dyslexia handbook developed by the Kansas State Department of Education (KSDE). The Board of Education of every school district must include the following competencies as part of instruction in literacy:

- Phonics, phonological and phonetic awareness;
- Vocabulary development;
- Silent and oral reading fluency; and
- Reading comprehension.

The law requires each school district to measure student achievement through state assessments and other universal screening and assessment tools that are approved by the district's local board of education, or by KSDE.

School districts are required to provide targeted and tiered interventions designed to match a student's individual needs through additional contact hours with the student, which may include additional one-on-one instruction, small group instruction, tutoring, or summer school.

Communication with parents and guardians

Each teacher of third grade must communicate with the parent or guardian of each student to provide information on the student's literacy proficiency or deficiencies and any recommended interventions for the student to achieve proficiency. This communication must occur once during the fall semester and once during the spring semester. This communication must include the following:

- A summary of the Every Child Can Read Act;
- Any assessment data relating to literacy that pertains to the student;



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- Any recommended interventions for the student; and
- How the school district tracks the outcomes of such interventions.

On or before June 30 of each year, each school district must report to KSDE information regarding the school district's implementation of the Every Child Can Read Act, including:

- The school district's interventions and the outcomes of such interventions;
- The number of third grade students in the school district;
- The screening and assessment data from at least the preceding two school years that the school district is using as a baseline to evaluate student progress in literacy;
- The percent of students that are proficient, moving towards proficiency, or deficient, with percentages provided for all students and subgroups;
- The number of students in prekindergarten through grade eight who performed in the high-risk category on the fall screening measure;
- Beginning in school year 2027-2028, the number of students in kindergarten through grade three with an individual student literacy plan; and
- Beginning in school year 2027-2028, the number of students in kindergarten through grade three who exited the high-risk category or the student's individual student literacy plan by the end of the school year.

KSDE is required to compile these reports and submit a summary to the Governor, Legislature, Literacy Advisory Committee, and the State Board of Education by October 1 each year.

For more information, contact:

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