

READING SUFFICIENCY ACT

- SB 346 – Third Grade Graduation
- HB 2516 – Amendments to SB 346
- HB 2511 – Amendments to SB 346

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HOUSE BILL 2516

Amendment to SB 346 (enacted spring 2012)

- When funded, RSA monies include K students
- Provides for RSA Plans to be electronically submitted
- When funded, allocations provided to districts with approved RSA plans

HB 2516 (CONT.)

- Good-Cause Exemption includes OAAP students
- Changed documentation and requirements for documentation for Good-Cause Exemption for Students

OKLAHOMA RSA

HB 2511- Eliminates the language which provided “No more than 3 State Board Approved Screening Instruments”

2012-2013: ASSESS STUDENTS AT THE BEGINNING OF SCHOOL YEAR K-3

PHONOLOGICAL
AWARENESS
LETTER RECOGNITION
SKILLS
ORAL LANGUAGE
SKILLS

PHONICS
SPELLING
READING FLUENCY
VOCABULARY
COMPREHENSION

HB 2511

STATE BOARD APPROVED SCREENING INSTRUMENTS K-3

- At least one of the approved reading screening instruments must:
 - Assess for phonological awareness, phonics, reading fluency, and comprehension (*Progress monitoring does not include spelling/vocabulary; however, incorporates SB 346 (B) which does by incorporation*)
- Document the validity and reliability of each assessment

HB 2511(CONT.)

- Can be used for diagnosis and progress monitoring
- Can be used to assess special education and Limited-English Proficient students
- Include a data management system that provides profiles for students, class, grade level, and school building that identifies student's needs and achievement.
- Removes the cap of three on the number of screening instruments that the State Board of Education must approve at the beginning of the school year for monitoring progress and measurement of reading skills at the end of the year.

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PRESENTED VISION 2020 JUNE 2012

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KINDERGARTEN

- Emphasize reading skills
- Monitor progress throughout year
- Measure year-end reading progress
- Classroom assistants or volunteers may be used to assist with screening

2012-2013 - K-3

Reading program shall include :

- “READ INITIATIVE” - SB 346 (N)(1)

2012-2013

K- 3 STUDENTS NOT READING ON GRADE LEVEL

- Provide student with a program of reading instruction
- Progress monitor throughout the year
- Use diagnostic assessment if needed
- Determine reading success through year-end measurement

2012-2013 K -3

READ INITIATIVE READING PROGRAM NOT LIMITED TO, BUT MAY INCLUDE:

- Additional differentiated instructional time in school
- Tutorial instruction after school
- Saturday school and/or summer school

PROGRAM OF READING INSTRUCTION

- Assessments for diagnostic purposes and periodic monitoring
- Continue until student is determined by the results of approved reading assessments to be reading on grade level

READING SUFFICIENCY PLAN FOR EVERY SCHOOL DISTRICT

- ADOPT
- IMPLEMENT
- ANNUALLY
UPDATE

WITH INPUT FROM:

- ADMINISTRATORS
- TEACHERS
- PARENTS
- READING SPECIALIST
IF POSSIBLE

READING SUFFICIENCY PLAN

- Submit **electronically** to State Board of Education
- Includes a plan for each site and
- Analysis of the data (Oklahoma School Testing Program and other reading assessments)

READING SUFFICIENCY PLAN

- Each school site will establish a committee to develop the required programs of reading instruction
- Plan is to be included in the development of the reading program for that student

COMMITTEE MEMBERSHIP

The committee shall consist of:

- Educators
- A reading specialist if possible

BEGINNING 2011-2012

READING INSTRUCTION PROGRAM - 3RD GRADE

Any third graders not reading at grade level

- New program of reading instruction must include the READ INITIATIVE
- If possible, a 4th grade teacher to assist in the development of the reading instruction

(Highlighted in the law because this is the grade level responsible for implementing retention policies in 2013-2014. Implementation occurs now pursuant to Section (N). and (G))

BEGINNING - 2011-2012

If reading deficiency is not remedied by the end of 3rd grade, as demonstrated by scoring at the unsatisfactory level on the reading portion of the **OCCT or OMAAP**, in 2013-2014, the student shall be retained in the 3rd grade.

PARENT/GUARDIAN WRITTEN NOTIFICATION

Beginning 2011-2012

- Notification provided for any Student (K-3) who is found to have a reading deficiency, not reading at the appropriate grade level, and who has been provided a remedial program of reading instruction

PARENT/GUARDIAN WRITTEN NOTIFICATION

BEGINNING 2011-2012

The parent/guardian of that student shall be notified in writing of the following:

- Student is identified as having substantial deficiency in reading
- Description of current services that are provided to the student
- Description of proposed supplemental instructional services and supports that will be provided

PARENT/GUARDIAN NOTIFICATION

- Begins in 2013-2014, the student will not be promoted to 4TH grade if reading deficiency is not remediated by the end of 3RD grade, as demonstrated by an unsatisfactory level on the reading portion of the 3RD Grade **OCCT** or **OMAAP** (unless good-cause exemptions apply)
- Strategies for parents to use in helping their child succeed in reading sufficiency (Begins in 2011-2012)

PARENT/GUARDIAN NOTIFICATION

- OCCT or OMAAP reading portion is the initial determinant, but not the sole determiner of promotion
- Portfolio reviews and assessments are available (Begins in 2011-2012)

PARENT/GUARDIAN NOTIFICATION

- Midyear promotion criteria and policies (SECTION M)
- No student may be assigned a grade level based solely on age or other factors that constitute social promotion

(Begins in 2011-2012)

GOOD-CAUSE EXEMPTIONS FOR PROMOTION

(DEVELOP POLICIES NOW FOR IMPLEMENTATION BY 2013-2014)

- ELL Students with less than 2 years of English language instruction
- Students who are assessed with OAAP
- Students with in Intellectual Quotient of 70-79

GOOD-CAUSE EXEMPTIONS FOR PROMOTION

(DEVELOP POLICIES NOW FOR IMPLEMENTATION BY 2013-2014 (CONT'D.))

Students who demonstrate an acceptable level of performance (45%) on an Alternative Standardized Reading Assessment approved by the Oklahoma State Board of Education

STATE BOARD APPROVED ALTERNATIVE ASSESSMENTS

Students scoring 45% or above on the following will be promoted:

- Stanford Achievement Test (SAT 10)
- ITBS Complete Battery Form A, C, or E, Level 9, Reading Comprehension
- ITBS Core Battery, Form A, C, or E, Level 9 Reading Comprehension
- Terranova, Third Edition Complete Battery, Level 13, Reading

GOOD-CAUSE EXEMPTION

(DEVELOP POLICIES NOW FOR IMPLEMENTATION BY 2013-2014)

Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the state standards beyond the retention level
(Unsatisfactory on **OCCT** or **OMAAP** reading portion)

GOOD-CAUSE EXEMPTION

(DEVELOP POLICIES NOW FOR IMPLEMENTATION BY 2013-2014)

Students with disabilities who take the OCCT/OMAAP:

- Who have an IEP reflecting that the student has received intensive remediation in reading for more than 2 years
- But still demonstrates a deficiency in reading
- And was previously retained or was in a transitional grade during kindergarten, first, second or third grade

DOCUMENTATION EXEMPTIONS

(DEVELOP NOW FOR IMPLEMENTATION BY 2013-2014)

In Addition to GOOD-CAUSE EXEMPTIONS:

Step 1. Requests to exempt students shall only be made upon documentation submitted from the teacher of the student to the school principal that indicates that the student meets one of the good-cause exemptions and promotion of the student is appropriate.

DOCUMENTATION EXEMPTIONS (CONT'D.)

(DEVELOP NOW FOR IMPLEMENTATION BY 2013-2014)

The documentation shall consist only of the alternative assessment results or student portfolio work and the individual education plan (IEP)

DOCUMENTATION EXEMPTIONS (CONT'D.)

STEP 2. The principal shall review and discuss documentation with the teacher

DOCUMENTATION EXEMPTIONS (CONT'D.)

STEP 3. If principal determines that the student meets one of the good-cause exemptions and should be promoted, based on the documentation, the principal shall make a recommendation in writing to the school district superintendent

DOCUMENTATION EXEMPTIONS (CONT'D.)

STEP 4. After the review of the documentation, the school district superintendent shall accept or reject the recommendation of the principal in writing.

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INTENSIVE READING

(DEVELOP NOW FOR IMPLEMENTATION BY 2013-2014)

Students who have received intensive remediation in reading through a program of reading instruction

- For 2 or more years but still demonstrate a deficiency in reading
- And who were previously retained or in a transitional class during kindergarten, 1st 2nd, or 3rd for a total of 2 years

INTENSIVE READING INSTRUCTION (Cont'd.)

(Develop Now for Implementation in 2013-2014)

**THIS STUDENT SHALL BE PROVIDED
INTENSIVE READING INSTRUCTION
DURING AN ALTERED INSTRUCTIONAL DAY
THAT INCLUDES:**

- Specialized diagnostic information
- Specific reading strategies for each student

INTENSIVE READING INSTRUCTION (Cont'd.)

(DEVELOP NOW FOR IMPLEMENTATION BY 2013-2014)

School districts shall assist schools and teachers to implement reading strategies for the promoted students that research has shown to be successful in improving reading among low-performing readers

DISTRICT RESPONSIBILITIES

BEGINNING 2011-2012

Starting in 2011-2012, school districts must implement policies relating to individual review of retained students who fail to meet GOOD- CAUSE EXEMPTIONS.

Policies are to be developed in 2011-2012 and implemented by 2013-2014.

(This law would not apply to students being retained prior to 2013-2014)

BEGINNING 2011-2012

SCHOOL DISTRICTS ARE REQUIRED TO:

Conduct a review of the reading program instruction for all third graders who score at the unsatisfactory level on reading portion of OCCT or OMAAP, and did not meet the criteria for a GOOD-CAUSE EXEMPTIONS

BEGINNING 2011-2012

- Address additional supports and services needed to remediate identified areas of reading deficiency
- Student portfolio to be completed for each retained student

DEVELOP THESE POLICIES NOW

PROVIDE RETAINED STUDENTS:

(DEVELOP POLICIES NOW TO BE IMPLEMENTED BY 2013-2104)

- Intensive interventions in reading
- Intensive instructional services and supports to remediate the identified areas of reading deficiency
- A minimum of 90 minutes daily uninterrupted scientific research-based reading instruction

OTHER STRATEGIES

- Small group instruction
- Reduced teacher-student ratio
- Progress monitoring more frequently
- Tutoring or mentoring

OTHER STRATEGIES

- Transitional classes
(3rd- and 4th-grade students)
- Extended school day, week, or year
- Summer reading academies

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RETAINED STUDENTS PROVIDE WRITTEN NOTIFICATION TO PARENTS/GUARDIANS

- Student has not met proficiency level required for promotion
- Reasons student is not eligible for a good-cause exemption

RETAINED STUDENTWRITTEN NOTIFICATION TO PARENTS/GUARDIAN

DESCRIPTION OF:

- Proposed interventions
- Intensive instructional supports that will be provided to the student to remediate the identified areas of reading deficiency

DEVELOP MIDYEAR PROMOTION POLICY FOR RETAINED STUDENTS

- Demonstrates that they are a successful and independent reader
- Reading at or above grade level
- Ready to be promoted to the 4th grade

(Develop Now to be Implemented by 2013-2014)

MIDYEAR PROMOTION REEVALUATION OF RETAINED STUDENT

(DEVELOP NOW FOR IMPLEMENTATION BY 2013-2014)

- TOOLS THAT ARE IN ACCORDANCE WITH THE RULES OF THE STATE BOARD OF EDUCATION:
- Subsequent assessments
- Alternative assessments
- Portfolio reviews

MIDYEAR PROMOTION

(DEVELOP NOW TO BE IMPLEMENTED BY 2013-2014)

- Only prior to November 1st
- Only upon demonstrating a level of proficiency required to score above the unsatisfactory level on the 3rd-grade OCCT or OMAAP

MIDYEAR PROMOTION (CONT'D.)

(DEVELOP NOW TO BE IMPLEMENTED BY 2013-2014)

- And upon showing progress sufficient to master appropriate 4th-grade level skills as determined by the school
- And only upon agreement of the parent/guardian of the student and the school principal

RETAINED STUDENTS

(DEVELOP NOW FOR IMPLEMENTATION BY 2013-2014)

Retained students will be provided a high performing teacher :

- Who can address the student's needs based on student performance data
- And above satisfactory performance appraisals

RETAINED STUDENTS

(DEVELOP NOW FOR IMPLEMENTATION BY 2013-2014)

IN ADDITION TO REQUIRED READING ENHANCEMENT AND ACCELERATION STRATEGIES, PROVIDE STUDENTS WITH AT LEAST ONE OF THE FOLLOWING:

- A. Supplemental tutoring in scientific research-based reading services in addition to the regular reading block, including tutoring before or after school

RETAINED STUDENTS

(DEVELOP NOW FOR IMPLEMENTATION BY 2013-2014)

- B. A parent-guided “read at home” assistance plan (developed by SDE) to encourage parent-guided home reading
- C. A mentor/tutor with specialized reading training

READ INITIATIVE

(2011-2012)

SCHOOL DISTRICT SHALL ESTABLISH A:

- READING
- ENHANCEMENT
- ACCELERATION
- DEVELOPMENT

INITIATIVE

READ INITIATIVE CONT'D.

(2011-2102)

Program Focus - to prevent the retention of 3rd-grade students by offering intensive accelerated reading instruction to K through 3rd-grade students who are exhibiting a reading deficiency and 3rd-grade students who are retained.

READ INITIATIVE CONT'D.

(2011-2102)

- PROVIDE TO ALL K THROUGH 3rd-grade STUDENTS AT RISK OF RETENTION IDENTIFIED BY THE ASSESSMENTS ADMINISTERED FROM THE READING SUFFICIENCY ACT.
- Provided during regular school hours in addition to regular reading instruction

READ INITIATIVE (CONT'D.)

(2011-2012)

STATE-APPROVED READING CURRICULUM THAT MEETS THE FOLLOWING SPECIFICATIONS:

- Assists students assessed that exhibit a reading deficiency
- Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension

READ INITIATIVE (CONT'D.)

(2011-2012)

- Provides scientifically based and reliable assessment
- Provides initial and ongoing analysis of the reading progress of each student
- Implemented during regular school hours
- Provides a curriculum in core academic subjects to maintain or meet proficiency levels/appropriate grade in all academic subjects

READ INITIATIVE INTENSIVE ACCELERATION CLASS

- Established at each school where applicable
- Established for: retained 3rd-grade students scoring unsatisfactory level on the reading portion of state **OCCT/OMAAP**
- Focus: increase the reading level of a child at least 2 grade levels in one school year

INTENSIVE ACCELERATION CLASS (CONT'D.)

Any 3rd-grade student who scores at unsatisfactory level on the reading portion of the state OCCT or OMAAP

And

Who was retained in the 3rd grade the prior year because of scoring unsatisfactory on OCCT or OMAAP reading portion

INTENSIVE ACCELERATION CLASS (CONT'D.)

- Reduced teacher-student ratio
- Uninterrupted reading instruction for the majority of student contact time each day
- Incorporate opportunities to master the 4th-grade state standards in other core subject areas

INTENSIVE ACCELERATION CLASS (CONT'D.)

- Use a reading program that is scientific- research based and has proven results in accelerating student reading achievement within the same school year.
- Intensive language and vocabulary instruction using a scientific research-based program, including use of a speech-language therapist

INTENSIVE ACCELERATION CLASS (CONT'D.)

- Weekly progress monitoring to ensure progress is being made
- Provide reports to SDE outlining the progress of students in the class at the end of the first semester

READ INITIATIVE

- Provide reports to the SDE upon request.
- Specific intensive reading interventions and supports implemented by the school district.
- The state superintendent of public instruction shall annually prescribe the required components of the reports.

READ INITIATIVE - **TRANSITIONAL CLASS**

- Provide to a student who has been retained in 3rd grade and . . .
- Has received intensive instructional services but . . .
- Is still not ready for grade promotion . . .
- The option of being placed in a transitional instructional setting

READ INITIATIVE - **TRANSITIONAL CLASS**

It shall specifically be designed to produce learning gains sufficient to meet 4th-grade performance standards while . . .

Continuing to remediate the areas of reading deficiency

NOTIFICATION TO PARENTS - REPORTING IN WRITING

EACH SCHOOL DISTRICT BOARD OF EDUCATION SHALL ANNUALLY REPORT TO THE PARENT AND GUARDIAN OF EACH STUDENT IN THE DISTRICT:

The progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and math.

PROGRESS REPORTING PROVIDED TO PARENT/GUARDIAN IN WRITING

- School districts report each student's OCCT /OMAAP results to parent/guardian
- Evaluation of each student's progress based on classroom work, observations, tests, district and state assessments, and other relevant information

DISTRICT REPORTING

Each school district board of education shall annually publish on the school website and report in writing to the Oklahoma State Board of Education by September 1st of each year

PRIOR YEAR REPORTING BY SEPTEMBER 1ST

THE FOLLOWING INFORMATION ON THE PRIOR SCHOOL YEAR:

- Public school
- Student progression
- District policies and procedures on student retention and promotion

REPORTING

ALL STUDENTS IN GRADES 3-10 NUMBER AND PERCENTAGE:

- Performing unsatisfactory on reading portion of OCCT or OMAAP
- Retained

DISTRICT REPORTING

- Total number of students promoted for good cause by each category
- Any revisions to school policies on student retention and promotion from the prior year

FUNDING

Allocations will be distributed upon approval of the RSA Plan and submittal of the detailed child- count report of the K-3rd students identified as needing remediation or intervention in reading to the State Department of Education.

Each school district shall be allocated an equal amount per student identified.

TEACHER PREPARATION FUNDING

If a teacher attends and completes a professional development institute in elementary reading when the school is not in session, the teacher **may** receive a stipend equal to the amount of the cost of the substitute teacher.

SUMMER ACADEMY

NO MORE SOCIAL PROMOTION

IF A TEACHER DETERMINES THAT A 3RD-GRADE STUDENT IS NOT READING AT GRADE LEVEL BY THE END OF THE SECOND QUARTER:

THE PARENT/GUARDIAN OF THE STUDENT SHALL BE NOTIFIED OF:

- Reading level of student

SUMMER ACADEMY

NO MORE SOCIAL PROMOTION (CONT'D.)

- Program of reading instruction
- Potential need for summer academy or other program designed to assist the student in attaining grade-level reading skills

SUMMER ACADEMY OR OTHER PROGRAM

TEACHER DETERMINES A 3RD-GRADE STUDENT IS UNABLE TO MEET COMPETENCIES REQUIRED FOR READING FOR COMPLETION OF 3RD GRADE AND PROMOTION TO 4TH GRADE, AFTER CONSULTATION WITH THE PARENT/GUARDIAN **MAY:**

Recommend that promotion to 4th grade is contingent upon the participation in and successful completion of the required competencies for reading by the student at a summer academy or other program.

SUMMER ACADEMY

If the student does not participate in the summer academy or other program

Or does not successfully complete the competencies in the summer academy or other program

The student shall be retained in the 3rd grade

SUMMER ACADEMY PROGRAMS

- Students successfully complete the competencies necessary in reading for promotion to 4th grade
- Enhances next-grade readiness
- Incorporates the content of a scientifically research-based professional development program administered by teacher preparation commission or state board of education

SUMMER ACADEMY

- And is taught by teachers who have successfully completed professional development in the reading program or are certified reading specialists

OPTIONS TO SUMMER ACADEMY

FOR STUDENTS WHO ARE UNABLE TO ATTEND SUMMER ACADEMY, SCHOOL DISTRICTS **MAY** APPROVE AN OPTIONAL PROGRAM:

- Private provider of instruction
- Computer- or internet-based instruction
- Approved program of reading instruction monitored by parent/guardian

OPTIONS TO SUMMER ACADEMY

- School districts shall not be required to pay for the optional program but . . .
- Shall clearly communicate to the parent/guardian the expectations of the program and any costs that may be involved.

SUMMER ACADEMY EXPANSION

- Subject to funding
- Beginning one year after implementation
- THE REQUIREMENTS **MAY** BE EXPANDED BY:
 - ▶ One grade level at a time until the requirements apply to 3rd – 8th grade students
- May be designed for each grade level

CONTACT INFORMATION

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