

INTENSIVE ACCELERATION	
Tier III Minimum of 135-150 Minutes REQUIREMENTS AND RECOMMENDATIONS	
Instructional Setting	Reduced teacher-student ratio in a small homogeneous group setting of 3 to 5 students
Instructional Time	45 to 60 minutes outside of the 90-minute reading block of Tier I. 90 minutes of this is uninterrupted block of time.
Materials- (These materials are in addition to those used in Tier I)	Intervention Materials: Research-based materials that teach areas of deficits as determined by a diagnostic assessment aligned to the five components of reading (phonological awareness, phonics, fluency, vocabulary and comprehension) Language Materials: Research based materials that instruct student on language and vocabulary skills. A speech language pathologist is consulted about appropriate materials.
Assessments	Screening: Oklahoma State Board of Education approved RSA screening administered two to three times per school year. Progress Monitoring: Should be ongoing and weekly. The progress monitoring should be more frequent than for a non-retained student. This can be as simple as a CORE reading program weekly test, timed readings, or teacher observations. Diagnostic: Every child is required to be given a diagnostic measure.
Academic Progress Plan (APP)	All students in grades K-3 reading below grade level, based on one of the thirteen Oklahoma state approved reading formative assessments, or who have been retained or placed in a transitional grade must have an APP. The APP must be driven by a diagnostic assessment.
Portfolio	Recommendation: Any child retained in third grade must have an ongoing portfolio that meets the state portfolio requirement.
Summer Reading Academy	For a third-grade student who scores Unsatisfactory on the Oklahoma Core Curriculum Test (OCCT) for reading.
Tutoring and Mentoring	Recommendation: Assign a trained volunteer or mentor to each student and/or assign someone to tutor each student on deficit areas.
Transition Classes	In every district's reading plan there should be language that describes their mid-year promotion procedures. Student should be provided grade level work for the subject areas that are not at risk. Third- and fourth-grade transition classes are an option. Districts shall provide a student that has been retained and received intervention instruction an option of being placed in a transitional instructional setting.
Extended School Day	Provide an after school program with research-based materials and certified teachers to tutor and remediate students. Saturday school with research-based materials and certified teachers to tutor and remediate students. Extended year with research-based materials and certified teachers to tutor and remediate students.
Instructor/Staff	A high-performing teacher as determined by student performance data and above satisfactory on performance appraisals. Recommendation: At least two professionals in the class during differentiated and intervention instruction.
Speech Language Pathologist	A licensed or certified speech language pathologist used in the classroom for instruction or with collaboration with lesson planning.
Para Professional	Recommendation: Trained on materials and strategies used in the classroom.
Reporting Requirements	Schools will enter progress monitoring data information on the School District Reporting Site.
Monitoring by the State	The state will monitor reports and make visits to districts if needed.