

***Reading Sufficiency Act
(RSA) Implementation
Guide***

FY 2012-2013

This guide has been developed to assist the public school districts of the State of Oklahoma to implement recent changes to the Reading Sufficiency Act of 2005, enacted through the passage of Senate Bill 346.

In addition to this guide, please check <<http://www.sde.state.ok.us>> regularly for updated information and answers to Frequently Asked Questions on the “Reading Sufficiency” Web site.

Reading Sufficiency Act Contact Information

Teri Brecheen
Executive Director of Literacy
Office of Instruction
Teri.Brecheen@sde.ok.gov
(405) 521-2537
Fax: (405) 521-2971

Office of Instruction

Marsha Thompson, Assistant State Superintendent (405) 522-3521

Office of Accountability and Assessment

(405) 521-3341

Office of Student Support, Bilingual/Migrant Education

Melissa McGavock, Director (405) 521-3196

Special Education Services

(405) 521-4862

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Alisa Dorman (580) 920-1331

Oklahoma Commission for Teacher Preparation (Literacy First)

Teena Nations (405) 525-2612

Basic Early Assessment of Reading

Technical Advisor (testquestions@proedinc.com) (800) 897-3202

Reading Sufficiency Act Implementation Guide

Table of Contents

Reading Sufficiency Act Purpose	1
Reading Sufficiency Act Plan	1
Reading Sufficiency Act Goal	2
Reporting the Reading Sufficiency Goal	3
Reading Sufficiency Act Screening Assessments	3
Approved Reading Sufficiency Assessments	4
Academic Progress Plan Pursuant to the Reading Sufficiency Act of 2005	5
READ Initiative	6
Procedures	6
Oklahoma Core Curriculum Tests (OCCT) Annual Report to Parents	7
Retention: No Social Promotion	8
Good-Cause Exemptions	8
Teacher/Principal/Superintendent Documentation Exemption	9
Retained Student Procedures	9
Intensive Acceleration Class	10
Midyear Promotion	10
Written Notification to Parents	11
School District Reporting Requirements	12
Academic Progress Plan – Special Education Students	13
Summer Academy Reading Program	14
Reading Sufficiency Act Expenditures	16
Appendix A: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	17
Appendix B: Literacy First Battery of Screening Instruments	29
Appendix C: Basic Early Assessment of Reading (BEAR)	34

Appendix D: Approved Diagnostic Assessments 37
Appendix E: Academic Progress Plan Sample 38
Appendix F: READ Initiative 44
Appendix G: Reading Sufficiency Act Checklists 46

READING SUFFICIENCY ACT PURPOSE

The purpose of the Reading Sufficiency Act is to ensure that each child attains the necessary reading skills by completion of the third grade which will enable that student to continue development of reading skills and to succeed throughout school and life. (70 O.S. § 1210.508B)

Reading Sufficiency Act Plan

Every school district shall adopt and implement a district Reading Sufficiency Act Plan developed in consultation with school administrators, teachers, parents, and, if possible, a reading specialist, and which shall be submitted to and approved by the State Board of Education.

The plan shall be updated annually. School districts shall not be required to electronically submit the annual updates to the Board if the last plan submitted to the Board was approved and expenditures for the program include only expenses relating to individual and small group tutoring, purchase of and training in the use of screening and assessment measures, summer school programs and, Saturday school programs. If any expenditure for the program is deleted or changed or any other type of expenditure for the program is implemented, the school district shall be required to submit the latest annual update to the Board for approval.

The district Reading Sufficiency Act Plan shall include a plan for each site which includes an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized as required in this section. The plan shall outline how each school site will comply with the provisions of the Reading Sufficiency Act. (70 O.S. § 1210.508C)

Reading Sufficiency Act Plan Submission Requirements Pursuant to School Improvement Status of Sites

The district Reading Sufficiency Act Plan (which includes a plan for each site) shall be **electronically** submitted to the State Board of Education. If the district has one or more school sites which are identified for school improvement, the RSA Plan should be submitted within three months of such identification to the State Department of Education, Office of Instruction. (70 O.S. § 3-153)

Reading Sufficiency Act Plan Submission Requirements Pursuant to Annual RSA Goals

The district RSA Plan shall be **electronically** submitted to the State Board if the district has any schools that are not achieving the required annual improvement goals as established by the school district in order to meet the reading goal for Oklahoma public schools.

The Reading Sufficiency Act Reading Goal

The reading goal for Oklahoma public schools is as follows:

By July 1, 2008, and each year thereafter, all **third-grade students will read at or above grade level by the end of their third grade year**, excluding up to 15 percent of those students who have an Individualized Education Program (IEP), pursuant to the Individuals with Disabilities Education Act (IDEA), and excluding those students who are English Language Learners (ELL) who have been determined not to be proficient in English as defined by a state-designated English proficiency assessment. (70 O.S. § 1210.508B)

To achieve the reading goal, each public elementary school shall:

- Determine its baseline no later than September 1, 2005, which shall be the percentage of students reading at or above third-grade level as determined by the percentage of students scoring satisfactory or above on the third-grade criterion-referenced test in reading, administered pursuant to the Reading Sufficiency Act, and
- Set and achieve annual improvement goals necessary to progress from the baseline established in 2005 to the reading goal by July 1, 2008. The annual improvement goals shall be included in the district's RSA Plan. (70 O.S. § 1210.508B)

REPORTING THE READING SUFFICIENCY ACT OF 2005 ANNUAL GOAL

Effective September 1, 2005, all districts were to calculate their baseline based on the 2005 criterion-referenced test reading scores. After calculating the baseline, the District Reading Sufficiency Committee met and set annual reading goals, beginning with 2006 and ending 2008 where 100 percent of the students will be reading at or above grade level. This information was submitted to the State Department of Education on November 2005, and was included in the district's Reading Sufficiency Act Plan.

By July 1, 2008, and each year thereafter, the Reading Sufficiency Act goal is 100 percent. The State Department of Education will use scores from the Reading Sufficiency Act Spring assessments to determine district percentages. [Districts can find their percentage graphed on their Annual District Reading Plan located on the School District Reporting Site.](#)

The district RSA Plan shall be submitted electronically on the School District Reporting Site of the SDE on or before the deadline posted on the timeline, if:

- **Districts have one or more sites identified for school improvement**
- **Districts have one or more sites which did not achieve the required 2012 annual reading goal of 100 percent**

READING SUFFICIENCY ACT SCREENING AND ASSESSMENT

Kindergarten

Each student enrolled in kindergarten in a public school in this state shall be screened for reading skills including, but not limited to, phonological awareness, letter recognition, and oral language skills as identified in the *PASS*.

For those kindergarten children at risk for reading difficulties, teachers shall emphasize reading skills as identified in *PASS*, monitor progress throughout the year, and measure year-end reading progress.

Classroom assistants, which may include parents, grandparents, or other volunteers, shall be provided in kindergarten classes to assist with the screening of students if a teacher aide is not already employed to assist in a kindergarten classroom. (70 O.S. § 1210.508C)

Kindergarten, First-, Second-, and Third-Grade Students

Each student enrolled in kindergarten, first, second, and third grade of the public schools of this state shall be assessed at the beginning of each school year using a screening instrument approved by the State Board of Education for the acquisition of reading skills, including, but not limited to **phonological awareness, phonics, spelling, reading fluency, vocabulary, and comprehension.**

Throughout the year progress monitoring shall continue, and diagnostic assessment, if determined appropriate, shall be provided. Year-end reading skills shall be measured to determine reading success. (70 O.S. § 1210.508C)

APPROVED READING SUFFICIENCY ACT ASSESSMENTS

State Board of Education

The State Board of Education shall approve screening instruments for use at the beginning of the school year, for monitoring of progress, and for measurement of reading skills at the end of the school year. (70 O.S. § 1210.508C)

The following RSA screening assessments were approved by the State Board of Education on July 7, 2005, for use at the beginning of the school year, for monitoring of progress, and for measurement of reading skills at the end of the school year:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS and DIBELSNext) – **Appendix A**
- Literacy First Battery of Screening Instruments as recommended by the Oklahoma Commission for Teacher Preparation (OCTP) – **Appendix B**
Phonological Awareness Skill Test (PAST)
Literacy First Phonics Assessment
Curriculum Based Measurement (CBM) Oral Reading Fluency
- Basic Early Assessment of Reading (BEAR) – **Appendix C**

Each school site must select State Board approved assessments to use to meet the screening requirement and implement the assessment as directed.

*The State Board shall also determine other comparable reading assessments for diagnostic purposes and for periodic and post assessments to be used for students at risk of reading failure. State Board shall ensure that any assessments approved are in alignment with **PASS**. (70 O.S. § 1210.508C)*

See Appendix D for the diagnostic assessments approved by the State Board of Education on December 19, 2006. Districts may utilize diagnostic assessments which are not on the approved list. However, Reading Sufficiency Act funds **may not be utilized** to purchase such assessments.

ACADEMIC PROGRESS PLAN (APP)

Kindergarten Through Third-Grade Students

Any student in kindergarten, first, second, or third grade who is assessed and found not to be reading at the appropriate grade level shall be provided an APP designed to enable the student to acquire the appropriate grade level reading skills.

The APP shall align with PASS, shall include provisions of the READ Initiative beginning with students entering the first grade in the 2012-2013 school year (see Appendix F), and may include but is not limited to:

- Sufficient **additional in-school instructional time** for acquisition of phonological awareness, phonics, spelling, reading fluency, vocabulary, and comprehension;
- If necessary, **tutorial instruction** after regular school hours, on Saturdays, and during the summer; however, such instruction may not be counted toward the 180 day school year; and
- **Assessments identified for diagnostic purposes and periodic monitoring** to measure the acquisition of reading skills including, but not limited to, phonological awareness, phonics, spelling, reading fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction. (70 O.S. § 1210.508C)

Technical Assistance

The State Department of Education shall provide technical assistance as needed to aid school districts in administering the provisions of the Reading Sufficiency Act.

Remediation

All students participating in the screening assessment in kindergarten, first, second, and third grades that perform below the benchmark, identified as on grade level for the selected assessment, should be provided an APP.

The APP shall continue until the student is determined by the results of approved reading assessments to be reading on grade level.

Copies of the results of the assessments administered shall be made a part of the permanent record of each student.

For any **third-grade** student found not to be reading at grade level as determined by state-approved reading assessments administered, a **new APP**, including provisions of the READ Initiative (**see Appendix F**) adopted by the school district, shall be developed and implemented.

If possible, a **fourth-grade** teacher shall be involved in the development of the APP. In addition to other requirements of the Reading Sufficiency Act, the plan may include specialized tutoring.

Reading Enhancement and Acceleration Development (READ)

READ INITIATIVE

Beginning with the 2011-2012 school year, each school district shall establish a Reading Enhancement and Acceleration Development (READ) Initiative.

Purpose

The focus of the READ Initiative shall be to prevent the retention of third-grade students by offering intensive accelerated reading instruction to third-grade students who failed to meet standards for promotion to fourth grade and to kindergarten through third-grade students who are exhibiting a reading deficiency. (**See Appendix F**)

Procedures

The READ Initiative shall:

- Be provided to all kindergarten through third-grade students at risk of retention as identified by the assessments administered pursuant to the Reading Sufficiency Act.
- Measure phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Be provided during regular school hours in addition to the regular reading instruction.
- Provide a state-approved reading curriculum that, at a minimum, meets the following specifications:
 - Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level,
 - Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension,
 - Provides scientifically based and reliable assessment,
 - Provides initial and ongoing analysis of the reading progress of each student,
 - Is implemented during regular school hours, and
 - Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects,

- Establish at each school, where applicable, an Intensive Acceleration Class for retained third-grade students who subsequently score at the Unsatisfactory Level on the reading portion of the statewide criterion-referenced tests.
- Increase the reading level of a child at least two grade levels in one school year based on the Intensive Acceleration Class.
- Provide reports to the State Board of Education, upon request, on the 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, and
- Provide to a student who has been retained in the third grade and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting.

Annual Report to Parents

Each school district board of education shall annually report to the parent or 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 mathematics. **(grade applicable only)**

The school district board of education shall report to the parent or guardian of each student the results on each statewide criterion-referenced test.

The school district board of education shall report the results in writing on each statewide criterion-referenced test to the parent or guardian of each student. **(grade applicable only)**

- The evaluation of the progress of each student shall be based upon classroom work, observations, tests, district and state assessments, and other relevant information.
- Progress reporting shall be provided to the parent or guardian in writing.

2013-2014 Requirements/Procedures District Responsibilities

Conduct a review of the APP for all students who score at the Unsatisfactory Level on the reading portion of the criterion-referenced test administered and did not meet the criteria for one of the good-cause exemptions as set forth on **page 8**. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency.

Implement a policy for the midyear promotion of a retained student who can demonstrate that the student is a successful and independent reader, is reading at or above grade level, and is ready to be promoted to the fourth grade (**see page 10**).

Retention No Social Promotion

Beginning with students entering the first grade in the 2011-2012 school year, if the reading deficiency of a student, as identified based on assessments administered, is not remedied by the end of third grade, as demonstrated by scoring at the Unsatisfactory Level on the reading portion of the third-grade criterion-referenced test administered, the student **shall be retained in the third grade**. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Good-Cause Exemptions

For those students who do not meet the academic requirements for promotion, a school district may promote the student for **good-cause exemptions** only.

Good-cause exemptions for promotion shall be limited to the following:

- Limited-English-proficient students who have had less than two years of instruction in an English Language Learner (ELL) program;
- Students with disabilities whose IEP, consistent with state law, indicates that participation in the statewide criterion-referenced test OAAP is administered;
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;
- 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;
- Students with disabilities who participate in the statewide criterion-referenced tests and who have an IEP that reflects that the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained in kindergarten, first grade, second grade, or third grade; and
- Students who have received intensive remediation in reading through an APP for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, first grade, second grade, or third grade for a total of two years. A student who is promoted as provided for in this paragraph shall be provided intensive reading instruction during an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The school district 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.

Documentation Exemption Teacher/Principal/Superintendent

In addition to the good-cause exemptions, requests to exempt students from the academic requirements for promotion to the next grade shall be made upon:

- Documentation submitted from the teacher of the student to the school principal that indicates that the promotion of the student is appropriate and is based upon the record of the student.
- The principals review and discussion of the documentation with the teacher. If the principal determines that the student meets the good-cause exemption, the principal shall make a recommendation **in writing** to the school district superintendent. After review, the school district superintendent shall accept or reject the recommendation of the principal **in writing**.

Retained Student Procedures

The school district shall:

- Require a student portfolio to be completed for each retained student.
- Provide students who have been retained with intensive interventions in reading, intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientific-research-based reading instruction.
- Provide students who have been retained with other strategies prescribed by the school district, which may include, but are not limited to:
 - Small group instruction,
 - Reduced teacher-student ratios,
 - More frequent progress monitoring, tutoring or mentoring,
 - Transitional classes containing third- and fourth-grade students,
 - Extended school day, week, or year, and
 - Summer reading academies.
- Provide students who have been retained with a high-performing teacher who can address the needs of the student, based on student performance data and above-satisfactory performance appraisals; and
- Provide students who have been retained with at least one of the following instructional options:
 - Supplemental tutoring in scientific-research-based reading services in addition to the regular reading block, including tutoring before or after school,
 - A parent-guided “Read at Home” assistance plan, as developed by the State Department of Education, the purpose of which is to encourage regular parent-guided home reading, or
 - A mentor or tutor with specialized reading training.

- Provide students who have been retained in the third grade and have received intensive instructional services but are still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting.
- Provide written notification to the parent or guardian of any student who is to be retained that the student has not met the proficiency level required for promotion and the reasons the student is not eligible for a good-cause exemption. The notification shall include a description of proposed interventions and intensive instructional supports that will be provided to the student to remediate the identified areas of reading deficiency.

Intensive Acceleration

The Intensive Acceleration Class shall:

- Be provided to any student in the third grade who scores at the Unsatisfactory Level on the reading portion of the statewide criterion-referenced tests and who was retained in the third grade the prior year because of scoring at the Unsatisfactory Level on the reading portion of the statewide criterion-referenced tests,
- Have a reduced teacher-student ratio,
- Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the fourth-grade state standards in other core subject areas,
- Use a reading program that is scientific-research-based and has proven results in accelerating student reading achievement within the same school year,
- Provide intensive language and vocabulary instruction using a scientific-research-based program, including use of a speech-language therapist,
- Include weekly progress monitoring measures to ensure progress is being made, and
- Provide reports to the State Department of Education, in the manner described by the Department, outlining the progress of students in the class at the end of the first semester.

Transitional Setting

A transitional setting shall specifically be designed to produce learning gains sufficient to meet fourth-grade performance standards while continuing to remediate the areas of reading deficiency.

Midyear Promotion

Districts shall implement a midyear promotion policy for retained students who can demonstrate that the student is a successful and independent reader, is reading at or above grade level, and is ready to be promoted to the fourth grade.

In accordance with rules of the State Board of Education, tools that school districts may use in reevaluating any retained student may include:

- Subsequent assessments,
- Alternative assessments, and
- Portfolio reviews.

Retained students may only be promoted midyear prior to November 1 and only upon demonstrating a level of proficiency required to score above the Unsatisfactory Level on the third-grade statewide criterion-referenced test and upon showing progress sufficient to master appropriate fourth-grade-level skills, as determined by the school.

A midyear promotion shall be made only upon agreement of the parent or guardian of the student and the school principal.

Written Notifications to Parents

Beginning with students entering the first grade in the 2011-2012 school year, if the reading deficiency of a student, as identified based on assessments administered, is not remedied by the end of third grade (2013-2014), as demonstrated by scoring at the Unsatisfactory Level on the reading portion of the third-grade criterion-referenced test administered, the student **shall be retained in the third grade**.

The parent of any student who is found to have a reading deficiency and is not reading at the appropriate grade level and has been provided an APP shall be notified in writing of the following:

- That the student has been identified as having a substantial deficiency in reading;
- A description of the current services that are provided to the student;
- A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency;
- That the student **will not be promoted** to the fourth grade if the reading deficiency is not remediated by the end of the third grade, unless the student is exempt for **good cause**;
- Strategies for parents to use in helping their child succeed in reading proficiency;
- That while the results of the criterion-referenced test administered are the initial determinant, they are not the sole determiner of promotion and that portfolio reviews and assessments are available; and
- Implementation of the specific criteria and policies of the school district for **midyear promotion**.

School District Reporting Requirements

Report annually the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics to the parent or guardian of each student in the district.

Report the results on each statewide criterion-referenced test to the parent or guardian of each student:

- The evaluation of the progress of each student shall be based upon classroom work, observations, tests, district and state assessments, and other relevant information.
- Progress reporting shall be provided to the parent or guardian in writing.

Each school district board of education shall publish annually on the school Web site, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

- The provisions of this section relating to public school student progression and the policies and procedures of the school district on student retention and promotion,
- The number and percentage of all students in Grades 3 through 10 performing at the Unsatisfactory Level on the reading portion of the statewide criterion-referenced tests by grade,
- The number and percentage of all students retained in Grades 3 through 10 by grade,
- Information on the total number and percentage of students who were promoted for good cause, by each category of good cause as **specified on page 13**, and
- Any revisions to the policies of the school district on student retention and promotion from the prior year.

Academic Progress Plan (APP) Site Committee

Each school site shall establish a committee, composed of educators, which if possible shall include a certified reading specialist, to develop the APP. A parent or guardian shall be included in the APP for that student. (70 O.S. § 1210.580C)

Academic Progress Plan – Special Education Students

With the change in exemptions for eligibility for participation in the Reading Sufficiency Act, students who are also served through other programs may be provided an APP. Sites should take into consideration the entire educational program for each student when planning the APP. Collaborating programs cannot be used in place of the student's APP.

If you are providing an APP for a student who has an IEP, you must consult with the special education teacher. The special education teacher should be involved in the placement of the child. You may either:

- Consult with the special education teacher in developing an APP for the child and create a separate document from the IEP to outline the child's services under the Reading Sufficiency Act; or
- Convene the IEP team and add the APP information directly in the IEP.

When calculating the achieved reading goal, the Reading Sufficiency Act of 2005 exempts up to 15 percent of students on an IEP from being identified for calculating the reading goal but does not exempt the special education students from being assessed unless the student's IEP identifies that the student shall qualify for an alternate assessment for example, the Oklahoma Alternate Assessment Program (OAAP).

For further explanation contact Special Education Services Section at the Oklahoma State Department of Education at (405) 521-4862.

SUMMER ACADEMY READING PROGRAM (SARP)

Summer academy programs shall be designed to ensure that participating students successfully complete the competencies necessary in reading for promotion for fourth grade and to enhance next-grade readiness. A Summer Academy Reading Program shall be a program that incorporates the content of a scientifically researched-based professional development program administered by the Oklahoma Commission for Teacher Preparation or a scientific-research-based reading program administered by the State Board of Education and is taught by teachers who have successfully completed professional development in the reading program or who are certified as reading specialists.

SARP Guidelines/Requirements

Summer Reading Academy Programs shall:

- Be designed to ensure that participating students successfully complete the competencies necessary in reading for promotion to fourth grade and to enhance next-grade readiness.
- Be programs that incorporate the content of a scientific-research-based professional development program administered by the Oklahoma Commission for Teacher Preparation or a scientific-based reading program administered by the State Board of Education.
- School districts may approve an option for students who are unable to attend a summer academy.
 - The optional program may include, but is not limited to:
 - An approved private provider of instruction,
 - Approved computer- or Internet-based instruction, or
 - An approved APP monitored by the parent or guardian.
 - School districts **shall not** be required to pay for the optional program, but shall clearly communicate to the parent or guardian the expectations of the program and any costs that may be involved. (70 O.S. § 1210.508E)

SARP Reporting Requirements

Each district will submit the number of eligible third-grade students who may participate in an approved SARP based on the results from an approved assessment as outlined in the Reading Sufficiency Act. (OAC 210:15-27-1)

SARP End-of-Second-Quarter Notification to Parents

If a teacher determines that a third-grade student is not reading at grade level by the end of the second quarter of the school year, the parent or guardian of the student shall be notified IN WRITING of:

- The reading level of the student;
- The APP for the student as required pursuant to the Reading Sufficiency Act; and
- The potential need for the student to participate in a SARP or other program designed to assist the student in attaining grade-level reading skills.

SARP-Retention 2013-2014

A teacher who determines a third-grade student is unable to meet competencies required for reading for completion of third grade and promotion to fourth grade **may**, after consultation with the parent or guardian of the student, recommend that the promotion of the student to the fourth 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.

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 third grade. (70 O.S. § 1210.508C)

Future Expansion Summer Academy Reading Program

Subject to the availability of funds, beginning one year after implementation, the requirements may be expanded to apply to fourth-grade student promotion to fifth grade. Each year thereafter, the requirements may be expanded by one grade level until the requirements apply to third-grade students through eighth-grade students.

Summer academy programs shall be designed for each grade level. Nothing in this section shall prevent the State Board of Education or a school district board of education from utilizing private, local, or federal funds to implement this section.

READING SUFFICIENCY ACT EXPENDITURES

RSA Procedures- Project Code 367

Contingent on the provision of appropriated funds designated for the Reading Sufficiency Act, school districts may be allocated monies for each enrolled kindergarten student or first-, second- and third-grade student of the current school year, including any student who has been retained in the third grade, or who is found to be in need of remediation or intervention in reading. (70 O.S. § 1210.508C) **The allocation shall be distributed to each school district upon approval of the Reading Sufficiency Act Plan for the school district by the State Department of Education and the submittal of a child-count report to the Department that details the number of students identified as needing remediation or intervention in reading.** To determine a per-student allocation amount, the total amount of funds available for allocation each year shall be divided by the total number of students in the state identified as in need of remediation or intervention in reading. Each school district shall be allocated an amount equal to the per-student allocation amount multiplied by the number of identified students enrolled in the school district.

Federal Funds

Federal funds may be used to supplement but not supplant the Reading Sufficiency Act requirements. Title I teachers cannot administer RSA benchmark assessments, progress monitoring assessments, or manage the RSA program for their building unless it is outside of their Title I contract time (for example, afterschool tutoring). For example, a teacher may be paid .5 with Title I funds and .5 with state funds. Time and effort logs should be kept on “split-funded” personnel. Contact Title I, (405) 521-2846, for questions related to federal personnel.

Allowable Expenditures

The following are allowable expenditures pursuant to the Reading Sufficiency Act of 2005, as identified in the district and site Reading Sufficiency Act Plan and as approved by the State Board of Education: **only expenses relating to individual and small group tutoring, purchase of and training in the use of screening and assessment measures, summer school programs, and Saturday school programs.** Allowable RSA expenditures are approved based on what is in the district and site RSA Plan that is on file with the district and or the State Department of Education. Materials purchased with RSA funds are for students screened and identified by an approved assessment and placed on an APP.

Prior approval from the State Department of Education shall be required for other types of expenditures. (70 O.S. §1210.508C) If a district is incurring expenses not detailed in their RSA Plan, an amendment to the plan needs to be submitted to justify RSA expenditures. All expenditures pertaining to technology hardware must have a technology justification form completed and prior approval for the expenditure. See **Appendix G** for a sample of RSA expenditures.

Appendix A

DIBELS® Next Benchmark Goals and Composite Score

© Dynamic Measurement Group, Inc. / December 1, 2010

Benchmark Goals

DIBELS *benchmark goals* are empirically derived, criterion-referenced target scores that represent adequate reading progress. A benchmark goal indicates a level of skill where the student is likely to achieve the next DIBELS benchmark goal or reading outcome. Benchmark goals for DIBELS are based on research that examines the predictive validity of a score on a measure at a particular point in time, compared to later DIBELS measures and external outcome assessments. If a student achieves a benchmark goal, then the odds are in favor of that student achieving later reading outcomes if he/she receives research-based instruction from a core classroom curriculum.

Benchmark Goal Research

The DIBELS Next benchmark goals, cut points for risk, and Composite Score were developed based upon data collected in a study conducted during the 2009–2010 school year. The goals represent a series of conditional probabilities of meeting later important reading outcomes. The external criterion was the Group Reading and Diagnostic Evaluation (GRADE; Williams, 2001). The 40th percentile on the GRADE assessment was used as an indicator that the student was making adequate progress in acquisition of important early reading and/or reading skills. Data for the study were collected in thirteen elementary and middle schools in five states. Data collection included administering the DIBELS Next measures to participating students in grades K–6 in addition to the GRADE. Participants in the study were 3816 students across grades K-6 from general education classrooms who were receiving English language reading instruction, including students with disabilities and students who were English language learners provided they had the response capabilities to participate. The study included both students who were struggling in reading and those who were typically achieving. A subset of the total sample participated in the GRADE assessment (n = 1306 across grades K–6). Additional information about the study will be included in the *DIBELS Next Technical Manual*, which will be available in January, 2011.

Cut Points for Risk

The *cut points for risk* indicate a level of skill below which the student is unlikely to achieve subsequent reading goals without receiving additional, targeted instructional support. Students with scores below the cut point for risk are identified as likely to need intensive support. Intensive support refers to interventions that incorporate something more or something different from the core curriculum or supplemental support. Intensive support might entail:

- delivering instruction in a smaller group,
- providing more instructional time or more practice,
- presenting smaller skill steps in the instructional hierarchy,
- providing more explicit modeling and instruction, and/or
- providing greater scaffolding and practice

Because students needing intensive support are likely to have individual and sometimes unique needs, we recommend that their progress be monitored frequently and their intervention modified dynamically to ensure adequate progress.

Between a benchmark goal and a cut point for risk is a range of scores where the student's future performance is harder to predict. To ensure that the greatest number of students achieve later reading success, it is best for students with scores in this range to receive carefully targeted additional support in the skill areas where they are having difficulty, to be monitored regularly to ensure that they are making adequate progress, and to receive increased or modified support if necessary to achieve subsequent reading goals. This type of instructional support is referred to as strategic support.

Table 1 provides the target or design odds of achieving later reading outcomes and labels for likely need for support for each of the score levels. Benchmark goals and cut points for risk are provided for the DIBELS Composite Score as well as for individual DIBELS measures.

Table 1. Odds of Achieving Subsequent Early Literacy Goals, *DIBELS Next* Benchmark Goal Levels, and Likely Need for Support

Odds of achieving subsequent early literacy goals	Visual Representation	Score Level	Likely need for support to achieve subsequent early literacy goals
80% to 90%		At or Above Benchmark <i>scores at or above the benchmark goal</i>	Likely to Need Core Support
40% to 60%		Below Benchmark <i>scores below the benchmark goal and at or above the cut point for risk</i>	Likely to Need Strategic Support
10% to 20%		Well Below Benchmark <i>scores below the cut point for risk</i>	Likely to Need Intensive Support

DIBELS Composite Score

The DIBELS Composite Score is a combination of multiple DIBELS scores and provides the best overall estimate of the student's early literacy skills and/or reading proficiency. Most data management services will calculate the DIBELS Composite Score for you. To calculate the DIBELS Composite Score yourself, see the *DIBELS Next Composite Score Worksheets*. In DIBELS 6th Edition, the Instructional Recommendations provided the best overall estimate of the student's early literacy skills and/or reading proficiency. The DIBELS Next Composite Score and the benchmark goals and cut points for risk based on the composite score replace the Instructional Recommendations on DIBELS 6th Edition.

Benchmark goals and cut points for risk for the DIBELS Composite Score are based on the same logic and procedures as the individual DIBELS measures; however, since the DIBELS Composite Score provides the best overall estimate of a student's skills, the DIBELS Composite Score should generally be interpreted first. If a student is at or above the benchmark goal on the DIBELS Composite Score, the odds are in the student's favor of reaching later important reading outcomes. Some students who score at or above the DIBELS Composite Score benchmark goal may still need additional support in one of the basic early literacy skills, as indicated by a below benchmark score on an individual DIBELS Next measure (FSF, PSF, NWF, DORF, or Daze), especially for students whose composite score is close to the benchmark goal.

Because the scores used to calculate the DIBELS Composite Score vary by grade and time of year, it is important to note that the composite score generally cannot be used to directly measure growth over time or to compare results across grades or times of year. However, because the logic and procedures used to establish benchmark goals are consistent across grades and times of year, the percent of students at or above benchmark can be compared, even though the mean scores are not comparable.

DIBELS® Next: Summary of Benchmark Goals and Cut Points for Risk

DIBELS Composite Score		26	122	119	113	130	155	141	190	238	220	285	330	290	330	391	357	372	415	344	358	380	
		13	85	89	97	100	111	109	145	180	180	235	280	245	290	330	258	310	340	280	285	324	
First Sound Fluency (FSF)																							
10																							
5																							
Letter Naming Fluency (LNF)																							
No benchmark set for LNF																							
Phoneme Segmentation Fluency (PSF)																							
20																							
40																							
10																							
25																							
Nonsense Word Fluency (NWF)																							
17																							
28																							
8																							
15																							
1																							
0																							
Whole Words Read																							
Correct Letter Sounds																							
8																							
17																							
28																							
15																							
18																							
33																							
47																							
35																							
8																							
1																							
8																							
13																							
6																							
DIBELS Oral Reading Fluency (DORF)																							
23																							
47																							
16																							
32																							
78%																							
68%																							
15																							
0																							
8																							
2																							
2																							
1																							
Retell Quality of Response																							
1																							
1																							
1																							
Daze																							
8																							
11																							
7																							
14																							
19																							
15																							
10																							
12																							
20																							
24																							
17																							
12																							
12																							
20																							
24																							
115																							
103																							
79																							
95																							
98%																							
95%																							
33																							
30																							
27																							
14																							
20																							
24																							
22																							
25																							
36																							
25																							
3																							
2																							
1																							
2																							
1																							
2																							
2																							
1																							
18																							
20																							
12																							
13																							
18																							
24																							
18																							
14																							
19																							
21																							
14																							
15																							
18																							
14																							
107																							
90																							
92																							
97%																							
94%																							
27																							
16																							
2																							
2																							
1																							
2																							
1																							
18																							
20																							
12																							
13																							
14																							
19																							
21																							
14																							
15																							
18																							
14																							
109																							
92																							
97%																							
94%																							
29																							
18																							
2																							
2																							
1																							
32																							
24																							
3																							
2																							
1																							
21																							
15																							
15																							
18																							
14																							
15																							
18																							
14																							
19																							
21																							

DIBELS Composite Score: A combination of multiple DIBELS scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the *DIBELS Next Benchmark Goals and Composite Score* document available from <http://dibels.org/>.

BENCHMARK GOAL (large number in top of each box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80%–90%) of achieving later important reading outcomes. These scores are identified as *At or Above Benchmark* and the students are likely to need *Core Support*.

CUT POINT FOR RISK (small number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%–20%) to achieve subsequent goals without receiving additional, targeted instructional support. These scores are identified as *Well Below Benchmark* and the students are likely to need *Intensive Support*.

Scores below the benchmark goal and at or above the cut point for risk are identified as *Below Benchmark*. In this range, a student's future performance is harder to predict, and these students are likely to need *Strategic Support*.

This is a summary of the DIBELS Next benchmark goals. For a full description, see the *DIBELS Next Benchmark Goals and Composite Score* document available from <http://dibels.org/>. DIBELS is a registered trademark of Dynamic Measurement Group, Inc. This page is adapted from a chart developed by Cache County School District.

Kindergarten Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	At or Above Benchmark	Likely to Need Core Support	26 +	122 +	119 +
	Below Benchmark	Likely to Need Strategic Support	13 - 25	85 - 121	89 - 118
	Well Below Benchmark	Likely to Need Intensive Support	0 - 12	0 - 84	0 - 88
FSF	At or Above Benchmark	Likely to Need Core Support	10 +	30 +	
	Below Benchmark	Likely to Need Strategic Support	5 - 9	20 - 29	
	Well Below Benchmark	Likely to Need Intensive Support	0 - 4	0 - 19	
PSF	At or Above Benchmark	Likely to Need Core Support		20 +	40 +
	Below Benchmark	Likely to Need Strategic Support		10 - 19	25 - 39
	Well Below Benchmark	Likely to Need Intensive Support		0 - 9	0 - 24
NWF-GLS	At or Above Benchmark	Likely to Need Core Support		17 +	28 +
	Below Benchmark	Likely to Need Strategic Support		8 - 16	15 - 27
	Well Below Benchmark	Likely to Need Intensive Support		0 - 7	0 - 14

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

Kindergarten Odds of Meeting Selected Later Important Reading Outcomes from Benchmark Goal Research

Measure	Score Level	Odds of being on track on the Middle of Year DIBELS Composite Score based on the Beginning of Year DIBELS Composite Score	Odds of being on track on the End of Year DIBELS Composite Score based on the Middle of Year DIBELS Composite Score	Odds of being on track on GRADE based on the End of Year DIBELS Composite Score
DIBELS Composite Score	At or Above Benchmark	84%	83%	74%
	Below Benchmark	50%	38%	50%
	Well Below Benchmark	22%	35%	36%
FSF	At or Above Benchmark	81%	76%	
	Below Benchmark	43%	43%	
	Well Below Benchmark	33%	29%	
PSF	At or Above Benchmark		75%	70%
	Below Benchmark		54%	56%
	Well Below Benchmark		38%	50%
NWF-CLS	At or Above Benchmark		82%	74%
	Below Benchmark		46%	63%
	Well Below Benchmark		30%	20%

Note. This table shows the odds of being on track for the DIBELS Composite Score at the middle and end of the year and the GRADE assessment administered at the end of the year, based on the student's DIBELS Composite Score at the beginning, middle, and end of the year. The 40th percentile for the GRADE assessment was used to indicate whether the student was on track.

First Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	At or Above Benchmark	Likely to Need Core Support	113 +	130 +	155 +
	Below Benchmark	Likely to Need Strategic Support	97 - 112	100 - 129	111 - 154
	Well Below Benchmark	Likely to Need Intensive Support	0 - 96	0 - 99	0 - 110
PSF	At or Above Benchmark	Likely to Need Core Support	40 +		
	Below Benchmark	Likely to Need Strategic Support	25 - 39		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 24		
NWF-CLS	At or Above Benchmark	Likely to Need Core Support	27 +	43 +	58 +
	Below Benchmark	Likely to Need Strategic Support	18 - 26	33 - 42	47 - 57
	Well Below Benchmark	Likely to Need Intensive Support	0 - 17	0 - 32	0 - 46
NWF-WWR	At or Above Benchmark	Likely to Need Core Support	1 +	8 +	13 +
	Below Benchmark	Likely to Need Strategic Support	0	3 - 7	6 - 12
	Well Below Benchmark	Likely to Need Intensive Support		0 - 2	0 - 5
DORF Words Correct	At or Above Benchmark	Likely to Need Core Support		23 +	47 +
	Below Benchmark	Likely to Need Strategic Support		16 - 22	32 - 46
	Well Below Benchmark	Likely to Need Intensive Support		0 - 15	0 - 31
DORF Accuracy	At or Above Benchmark	Likely to Need Core Support		78% +	90% +
	Below Benchmark	Likely to Need Strategic Support		68% - 77%	82% - 89%
	Well Below Benchmark	Likely to Need Intensive Support		0% - 67%	0% - 81%
Retell	At or Above Benchmark	Likely to Need Core Support			15 +
	Below Benchmark	Likely to Need Strategic Support			0 - 14
	Well Below Benchmark	Likely to Need Intensive Support			

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

First Grade Odds of Meeting Selected Later Important Reading Outcomes from Benchmark Goal Research

Measure	Score Level	Odds of being on track on the Middle of Year DIBELS Composite Score based on the Beginning of Year DIBELS Composite Score	Odds of being on track on the End of Year DIBELS Composite Score based on the Middle of Year DIBELS Composite Score	Odds of being on track on GRADE based on the End of Year DIBELS Composite Score
DIBELS Composite Score	At or Above Benchmark	84%	90%	90%
	Below Benchmark	35%	34%	48%
	Well Below Benchmark	26%	12%	10%
PSF	At or Above Benchmark	75%		
	Below Benchmark	56%		
	Well Below Benchmark	39%		
NWF-GLS	At or Above Benchmark	83%	85%	83%
	Below Benchmark	40%	42%	50%
	Well Below Benchmark	20%	26%	35%
NWF-WWR	At or Above Benchmark	81%	85%	83%
	Below Benchmark	36%	42%	59%
	Well Below Benchmark		21%	32%
DORF Words Correct	At or Above Benchmark		88%	90%
	Below Benchmark		34%	42%
	Well Below Benchmark		7%	10%
DORF Accuracy	At or Above Benchmark		87%	89%
	Below Benchmark		39%	36%
	Well Below Benchmark		20%	13%
Retell	At or Above Benchmark			87%
	Below Benchmark			62%
	Well Below Benchmark			

Note. This table shows the odds of being on track for the DIBELS Composite Score at the middle and end of the year and the GRADE assessment administered at the end of the year, based on the student's DIBELS Composite Score at the beginning, middle, and end of the year. The 40th percentile for the GRADE assessment was used to indicate whether the student was on track.

Second Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	At or Above Benchmark	Likely to Need Core Support	141 +	190 +	238 +
	Below Benchmark	Likely to Need Strategic Support	109 - 140	145 - 189	180 - 237
	Well Below Benchmark	Likely to Need Intensive Support	0 - 108	0 - 144	0 - 179
NWF-CLS	At or Above Benchmark	Likely to Need Core Support	54 +		
	Below Benchmark	Likely to Need Strategic Support	35 - 53		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 34		
NWF-WWR	At or Above Benchmark	Likely to Need Core Support	13 +		
	Below Benchmark	Likely to Need Strategic Support	6 - 12		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 5		
DORF Words Correct	At or Above Benchmark	Likely to Need Core Support	52 +	72 +	87 +
	Below Benchmark	Likely to Need Strategic Support	37 - 51	55 - 71	65 - 86
	Well Below Benchmark	Likely to Need Intensive Support	0 - 36	0 - 54	0 - 64
DORF Accuracy	At or Above Benchmark	Likely to Need Core Support	90% +	96% +	97% +
	Below Benchmark	Likely to Need Strategic Support	81% - 89%	91% - 95%	93% - 96%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 80%	0% - 90%	0% - 92%
Retell	At or Above Benchmark	Likely to Need Core Support	16 +	21 +	27 +
	Below Benchmark	Likely to Need Strategic Support	8 - 15	13 - 20	18 - 26
	Well Below Benchmark	Likely to Need Intensive Support	0 - 7	0 - 12	0 - 17
Retell Quality of Response	At or Above Benchmark	Likely to Need Core Support		2 +	2 +
	Below Benchmark	Likely to Need Strategic Support		1	1
	Well Below Benchmark	Likely to Need Intensive Support			

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

Second Grade Odds of Meeting Selected Later Important Reading Outcomes from Benchmark Goal Research

Measure	Score Level	Odds of being on track on the Middle of Year DIBELS Composite Score based on the Beginning of Year DIBELS Composite Score	Odds of being on track on the End of Year DIBELS Composite Score based on the Middle of Year DIBELS Composite Score	Odds of being on track on GRADE based on the End of Year DIBELS Composite Score
DIBELS Composite Score	At or Above Benchmark	92%	92%	89%
	Below Benchmark	41%	37%	45%
	Well Below Benchmark	10%	9%	14%
NWF-CLS	At or Above Benchmark	90%		
	Below Benchmark	52%		
	Well Below Benchmark	24%		
NWF-WWR	At or Above Benchmark	89%		
	Below Benchmark	52%		
	Well Below Benchmark	42%		
DORF Words Correct	At or Above Benchmark	95%	95%	89%
	Below Benchmark	48%	46%	43%
	Well Below Benchmark	12%	10%	14%
DORF Accuracy	At or Above Benchmark	89%	92%	88%
	Below Benchmark	48%	45%	39%
	Well Below Benchmark	9%	12%	26%
Retell	At or Above Benchmark	86%	88%	86%
	Below Benchmark	59%	48%	56%
	Well Below Benchmark	23%	17%	19%
Retell Quality of Response	At or Above Benchmark		86%	81%
	Below Benchmark		46%	41%
	Well Below Benchmark			

Note. This table shows the odds of being on track for the DIBELS Composite Score at the middle and end of the year and the GRADE assessment administered at the end of the year, based on the student's DIBELS Composite Score at the beginning, middle, and end of the year. The 40th percentile for the GRADE assessment was used to indicate whether the student was on track.

Third Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	At or Above Benchmark	Likely to Need Core Support	220 +	285 +	330 +
	Below Benchmark	Likely to Need Strategic Support	180 - 219	235 - 284	280 - 329
	Well Below Benchmark	Likely to Need Intensive Support	0 - 179	0 - 234	0 - 279
DORF Words Correct	At or Above Benchmark	Likely to Need Core Support	70 +	86 +	100 +
	Below Benchmark	Likely to Need Strategic Support	55 - 69	68 - 85	80 - 99
	Well Below Benchmark	Likely to Need Intensive Support	0 - 54	0 - 67	0 - 79
DORF Accuracy	At or Above Benchmark	Likely to Need Core Support	95% +	96% +	97% +
	Below Benchmark	Likely to Need Strategic Support	89% - 94%	92% - 95%	94% - 96%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 88%	0% - 91%	0% - 93%
Retell	At or Above Benchmark	Likely to Need Core Support	20 +	26 +	30 +
	Below Benchmark	Likely to Need Strategic Support	10 - 19	18 - 25	20 - 29
	Well Below Benchmark	Likely to Need Intensive Support	0 - 9	0 - 17	0 - 19
Retell Quality of Response	At or Above Benchmark	Likely to Need Core Support	2 +	2 +	3 +
	Below Benchmark	Likely to Need Strategic Support	1	1	2
	Well Below Benchmark	Likely to Need Intensive Support			1
Daze Adjusted Score	At or Above Benchmark	Likely to Need Core Support	8 +	11 +	19 +
	Below Benchmark	Likely to Need Strategic Support	5 - 7	7 - 10	14 - 18
	Well Below Benchmark	Likely to Need Intensive Support	0 - 4	0 - 6	0 - 13

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

Third Grade Odds of Meeting Selected Later Important Reading Outcomes from Benchmark Goal Research

Measure	Score Level	Odds of being on track on the Middle of Year DIBELS Composite Score based on the Beginning of Year DIBELS Composite Score	Odds of being on track on the End of Year DIBELS Composite Score based on the Middle of Year DIBELS Composite Score	Odds of being on track on GRADE based on the End of Year DIBELS Composite Score
DIBELS Composite Score	At or Above Benchmark	93%	91%	90%
	Below Benchmark	47%	43%	48%
	Well Below Benchmark	4%	8%	7%
DORF Words Correct	At or Above Benchmark	93%	90%	89%
	Below Benchmark	37%	42%	50%
	Well Below Benchmark	8%	11%	18%
DORF Accuracy	At or Above Benchmark	89%	86%	87%
	Below Benchmark	54%	44%	38%
	Well Below Benchmark	5%	7%	19%
Retell	At or Above Benchmark	85%	84%	86%
	Below Benchmark	54%	58%	48%
	Well Below Benchmark	21%	26%	20%
Retell Quality of Response	At or Above Benchmark	88%	82%	87%
	Below Benchmark	50%	40%	60%
	Well Below Benchmark			15%
Daze Adjusted Score	At or Above Benchmark	90%	89%	90%
	Below Benchmark	41%	50%	48%
	Well Below Benchmark	14%	19%	14%

Note. This table shows the odds of being on track for the DIBELS Composite Score at the middle and end of the year and the GRADE assessment administered at the end of the year, based on the student's DIBELS Composite Score at the beginning, middle, and end of the year. The 40th percentile for the GRADE assessment was used to indicate whether the student was on track.

DIBELS NEXT ORDERING INFORMATION

DIBELS Materials

DIBELS Next can be obtained in three ways:

1. Published: <http://www.soprislearning.com/DIBELS/>

DIBELS Next can be purchased from their publisher, Cambium/Sopris. The published version is in color and includes a user-friendly flip-book format, with the student materials on one side and the assessor directions on the other side. Components can be ordered in classroom sets (a good choice for the first year) or individually (when additional components are needed or to replace consumable components such as scoring booklets). An order form is available on the Sopris Website with pricing information.

2. Mobile-to-Web: <http://www.wirelessgeneration.com/>

Wireless Generation's mCLASSR:DIBELS Next mobile assessment solution is available for a variety of handheld devices. The mCLASS system includes the Sopris-published student materials in color. mCLASS automates scoring, data analysis, and reporting. For more information and pricing, contact Wireless Generation.

3. Download: <https://dibels.org/next/index.php>

DIBELS Next is available for free download from their Website. The Assessment Manual and all testing materials can be downloaded. The download version is in black and white. Instructions are available for printing and photocopying. Pricing for this version will be based on your school's printing and photocopying costs.

DIBELS Contact Information

Dynamic Measurement Group:

Sarah Laszlo

(541) 228-3291

Free Downloads Data

(541) 431-6931

Professional Development Training in Oklahoma

Alisa Dorman

(580) 920-1331

Wireless Generation:

Handheld Devices

(212) 213-8177

Appendix B

LITERACY FIRST BATTERY OF SCREENING INSTRUMENTS

The Literacy First formative assessments have two purposes:

1. Inform instruction according to the needs of each student; and
2. Identify students who need to be placed on a Reading Sufficiency Act program of reading instruction.

If a school district uses the Literacy First Battery of Assessments, all assessments should be used as directed. To accurately place a student on a Reading Sufficiency Act program of reading instruction, the following assessments must be utilized as directed:

- Phonological Awareness Skill Test (PAST) – required
- Literacy First Phonics Assessment – required
- Curriculum Based Measurement (CBM) Oral Reading Fluency – required
- Comprehension Assessment*

**If the Literacy First Comprehension Assessment is not utilized, another developmentally appropriate comprehension assessment approved by the local school district must be administered.*

Participation in Literacy First Training is not required in order to utilize the Literacy First Battery of Screening Instruments. If educators have not received the assessments through the Literacy First Phase I professional development training process and choose to use these assessments to meet the screening requirements of the Reading Sufficiency Act, school districts may order the assessments directly using the information on **page 33** of this section.

FOR THOSE TEACHERS/ADMINISTRATORS WHO ARE USING THE ASSESSMENTS IN THEIR LITERACY FIRST TRAINING NOTEBOOKS (AKA – BOB). THERE HAVE BEEN REVISIONS IN THE PHONOLOGICAL AWARENESS ASSESSMENT AND THE FLUENCY NORMS. AS A RESULT, CHANGES WERE MADE IN THE LITERACY FIRST TRAINING NOTEBOOK PAGES.

In accordance with the Reading Sufficiency Act of 2005, the Literacy First Battery of Screening Instruments was recommended by the Oklahoma Commission for Teacher Preparation (OCTP) and approved by the State Board of Education, July 7, 2005. OCTP staff provided the information included in this guide. Go to www.octp.org to find ordering information, benchmarks, and frequently asked

questions for Literacy First. If you need additional information contact Dr. Teena Nations at (405) 525-2612, <tnations@octp.org>.

Summary of the On-Grade-Level Criteria for Grades K-3

	YEAR BEGIN	MID YEAR	YEAR END
KINDERGARTEN			
Phonological Awareness	All Phonological Awareness skills through Pre-K.	All Phonological Awareness skills through syllable segmentation.	All Phonological Awareness skills through Pre-K plus 6 of the 7 Kindergarten Phonological Awareness skills.
Phonics	No Phonics skills required.	Consonant names lower, consonant names upper, vowel names.	4 of the 6 tested Kindergarten skills.
FIRST GRADE			
Phonological Awareness	All Phonological Awareness skills through Pre-K plus 6 of the 7 Kindergarten Phonological Awareness skills.	All Phonological Awareness skills through First Grade phoneme segmentation.	All Phonological Awareness skills through Kindergarten, plus 6 of the 7 First Grade Phonological Awareness skills.
Phonics	4 of the 6 tested Kindergarten skills.	All skills through First Grade onset & rime.	All skills through Kindergarten, plus 7 of the 10 tested First Grade skills.
Fluency	**50th percentile with 3's or 4's on the Multidimensional Fluency Scale using 1st grade level Passage 1.*	**50th percentile with 3's or 4's on the Multidimensional Fluency Scale using 1st grade level Passage 2.*	**50th percentile with 3's or 4's on the Multidimensional Fluency Scale using 1st grade level Passage 3.*
SECOND GRADE			
Phonological Awareness	All Phonological Awareness skills through Kindergarten, plus 6 of the 7 First Grade Phonological Awareness skills.	All Phonological Awareness skills completed.	
Phonics	All skills through Kindergarten, plus 7 of the 10 tested First Grade skills.	All skills through R- or L-controlled vowels.	All skills through First Grade, plus 4 of the 6 tested Second Grade skills.
Fluency	50th percentile with 3's or 4's on the Multidimensional Fluency Scale using 2nd grade level Passage 1.*	50th percentile with 3's or 4's on the Multidimensional Fluency Scale using 2nd grade level Passage 2.*	50th percentile with 3's or 4's on the Multidimensional Fluency Scale using 2nd grade level Passage 3.*

*The Fluency Assessments should not be administered until all skills through first grade have been mastered. Administration of the fluency assessments to first grade students who have mastered first grade skills is optional and, if administered, results should be used as a diagnostic tool and not be used to indicate below grade level performance. As with any timed assessment, students should have ample practice opportunities in developing fluency skills and in taking timed assessments before the Oral Reading Fluency Assessment is administered. Instructions for administering the fluency assessments are located in the fluency tab of the Literacy First Teacher Manual.

**Results of the Phonological Awareness Skills Test and Literacy First Phonics Assessment determine whether students are on grade level in grades K-1. (Grade Level Mastery information is also located at the end of the Phonological Awareness Skill Sequence and Literacy First Phonics Developmental Continuum in the Literacy First Teacher Manuals.)

Summary of the On-Grade-Level Criteria for Grades K–3 (continued)

THIRD GRADE	YEAR BEGIN	MID YEAR	YEAR END
Phonological Awareness	All Phonological Awareness skills completed.	All Phonological Awareness skills completed.	All Phonological Awareness skills completed.
Phonics	All skills through First Grade, plus 4 of the 6 tested Second Grade skills.	All skills tested and not tested, completed.	All skills tested and not tested, completed.
Fluency	50th percentile with 3's or 4's on the Multidimensional Fluency Scale using 3rd grade level Passage 1.	50th percentile with 3's or 4's on the Multidimensional Fluency Scale using 3rd grade level Passage 2.	50th percentile with 3's or 4's on the Multidimensional Fluency Scale using 3rd grade level Passage 3.

* The Fluency Assessments should not be administered until all skills through first grade have been mastered. Administration of the fluency assessments to first grade students who have mastered first grade skills is optional and, if administered, results should be used as a diagnostic tool and not be used to indicate below grade level performance. As with any timed assessment, students should have ample practice opportunities in developing fluency skills and in taking timed assessments before the Oral Reading Fluency Assessment is administered. Instructions for administering the fluency assessments are located in the fluency tab of the Literacy First Teacher Manual.

**Results of the Phonological Awareness Skills Test and Literacy First Phonics Assessment determine whether students are on grade level in grades K-1. (Grade Level Mastery information is also located at the end of the Phonological Awareness Skill Sequence and Literacy First Phonics Developmental Continuum in the Literacy First Teacher Manuals.)

Literacy First Process ♦ Professional Development Institute, Inc. ♦ 3109 150th Place SE ♦ Mill Creek, WA 98012 ♦ 425-745-3029
 © 2011 by Professional Development Institute, Inc. ♦ All rights reserved. ♦ Rev0711K2/PRI

LITERACY FIRST BATTERY OF ASSESSMENTS

Ordering Information

1. Phonological Awareness Skills Test (PAST) (Included in training materials)
Developed by Yvette Zgonc and published in Sounds in Action
Published by Crystal Springs Books, Peterborough, New Hampshire
1-800-321-0401, <www.crystalsprings.com>

Can be purchased directly from Literacy First
3109 150th Place S.E., Mill Creek, WA 98012

Retail \$19.95

Your Cost \$16.90 (if ordering from Literacy First)

Phone (888) 734-5481

Shipping and Handling Cost \$2.00 per book

2. Literacy First Phonics Assessment (Included in training materials)

Can be purchased directly from Literacy First
3109 150th Place S.E., Mill Creek, WA 98012

Retail \$175.00

Your Cost \$150.00 (if ordering from Literacy First)

Phone (888) 734-5481

Shipping and Handling Cost \$10.00

All Literacy First orders shipped UPS Ground.

Expect 2-4 weeks deliver time.

CALL FOR RUSH ORDERS

No Returns after 30 days

All orders must be accompanied with payment, check or purchase order. No credit cards accepted. Make checks payable to Professional Development Institute. Faxed orders use: (509) 926-2375.

In accordance with the Reading Sufficiency Act of 2005, the Literacy First Battery of Screening Instruments was recommended by the Oklahoma Commission for Teacher Preparation (OCTP) and approved by the State Board of Education, July 7, 2005. OCTP staff provided the information included in this guide. Go to <www.octp.org> to find ordering information, benchmarks, and frequently asked questions for Literacy First. If you need additional information contact Dr. Teena Nations at (405) 525-2612, <tnations@octp.org>.

3. Curriculum Based Measurement (CBM) Oral Reading Fluency Assessment
(Included in training materials)
For school or individual license contact <www.edformation.com>.

Current Oral Reading Fluency Norms for Grades 1-8 can be found at:
<www.edformation.com>. Note: Oral Reading Fluency (ORF) norms are updated in the fall, winter, and spring of each school year. They are from an electronic aggregation of all students using Edformation's AIMSweb Benchmark Web-based software and Edformation's Standard Oral Reading Benchmark Passages. Questions can be directed to Edformation, Inc., 6420 Flying Cloud Drive, Suite 204, Eden Prairie, MN 55344, Call 952-944-1882 or fax 952-944-1884.

4. Comprehension Assessment box features innovative, diagnostic, research-based comprehension assessments and lessons to reinforce specific comprehension skills. (\$250.00 plus shipping)
To order call Patty at the Professional Development Institute, 509-926-2144.

For more information about the
Literacy First Battery of Assessments,
please contact:

Oklahoma Commission for Teacher Preparation:

Dr. Teena Nations
(405) 525-2612
<tnations@octp.org>

Literacy First office:
(425) 745-3029
<www.literacyfirst.com>

For more information about
Literacy First training,

please contact:
Jim Vercelli
(580)310-5638
<www.ecok.edu>

Click on: "Continuing Education" then "Literacy First"

In accordance with the Reading Sufficiency Act of 2005, the Literacy First Battery of Screening Instruments was recommended by the Oklahoma Commission for Teacher Preparation (OCTP) and approved by the State Board of Education, July 7, 2005. OCTP staff provided the information included in this guide. Go to <www.octp.org> to find ordering information, benchmarks, and frequently asked questions for Literacy First. If you need additional information contact Dr. Teena Nations at (405) 525-2612, <tnations@octp.org>.

Appendix C



Basic Early Assessment of Reading

BEAR updates for 2011-2012 Oklahoma Reading Sufficiency

Oklahoma has successfully implemented the *Basic Early Assessment of Reading (BEAR)* for Oklahoma Reading Sufficiency assessment. The *BEAR* provides information on reading basics, comprehension, and language arts. We also have some suggestions for administration and a possible calendar for the upcoming school year.

Oklahoma Reading Sufficiency Assessment Calendar for the Basic Early Assessment of Reading

Initial-Skills Analysis – For the identification of reading sufficiency, the Initial-Skills Analysis should be administered in late August or early September. Students who score “Emerging” will be in the regular classroom, and students who score “Limited” will be placed on a reading sufficiency plan. All students are required to take the Initial-Skills Analysis.

Specific-Skill Analysis – The Specific-Skill Analysis will be administered only to students who have been identified as “Limited” on the Initial-Skills Analysis. The Specific-Skill Analysis provides diagnostic information to be used for instructional decisions. It should be administered in late September or early October.

Oral Reading Fluency – The Oral Reading Fluency Assessment should be administered once in the fall and once in the spring. Kindergarten has four letter recognition cards and four sight word cards; Grades 1-3 have six prompts - three informative and three narrative. It is the teacher’s discretion whether to administer an informative or narrative prompt. It takes approximately five to ten minutes to administer a prompt and record the student’s response. It is suggested under special circumstances the administrator might consider taping the response for a parental conference or to confirm a student’s response.

Summative Assessment – We suggest that the Summative Assessment be administered in late April or early May. The instructional levels of “Developed,” “Developing,” and “Not Developed” will appear on the reports.

Source: Pro-Ed, Inc.

The guidelines are:

- **Kindergarten** – A student should have an average score of 70 percent or above correct on the Reading Basics and Comprehension subtests.
 - The Language Arts subtest should still be administered but will not be part of the decision about whether the student is proficient. The Language Arts section provides excellent information for instructional decisions.
- **Grades 1-3** – Students would need to score an average of 65 percent or above correct on all three subtests - Reading Basics, Comprehension, and Language Arts. If a student does not score an average of 65 percent or above on all three subtests, the student would not be proficient according to the BEAR reading guidelines for Oklahoma Reading Sufficiency.
- **Summer Academy Reading Program** – It is appropriate to use the Summative Assessment results to identify students who are eligible for Summer Academy Reading Program. If a student meets the proficient criteria for the Summative Assessment, he or she would not be recommended for Summer Academy Reading Program.

Below you will find a table that has the required scores for the paper-and-pencil version of the *Basic Early Assessment of Reading* by grade.

Grade	Reading Basics	Comprehension	Language Arts	Required to Demonstrate Proficiency
Kindergarten	Required	Required	Optional	70% average or above for Reading Basics and Comprehension
First	Required	Required	Required	65% average or above for all three subtests
Second	Required	Required	Required	65% average or above for all three subtests
Third	Required	Required	Required	65% average or above for all three subtests

***Computer editions of the BEAR assessment are no longer available**

Source: Pro-Ed, Inc.

- Paper-Pencil Summative Assessment – Proficiency levels on the paper-pencil test differ slightly from those on the computer-administered version of the test. The following briefly explains why:
 - The paper-pencil Summative Assessment includes open-ended questions that, at Grades 1–3, require students to write their own answers. Since younger students lack keyboarding skills, it was decided that each Summative Assessment open-ended question would be converted in the computer-administered version of the test into a multiple-choice question that would cover the same standard and focus on the same idea. A study was conducted to determine the psychometric properties of these new items (items in the Language Arts sections of the tests, in particular, proved easier in the computer-administered test), and new performance standards were set for the computer-administered Summative Assessment.

Reading Sufficiency 2011-2012 Summative Assessment Paper Edition Guidelines

Grades 1-3 – Students need to attempt all three subtests, Reading Basics, Comprehension, and Language Arts. A student needs to have a **total** score of 65 percent or above. Per example: A student could score 68 percent on the Reading Basics, 63 percent on the Comprehension, and 65 percent on the Language Arts and have a **total** score of 65 percent and be proficient. If a student has a **total** score of 65 percent or above the student would be proficient according to the *BEAR* reading guidelines for Oklahoma Reading Sufficiency.

These guidelines are designed to be more reflective of the goals and progress of the students in Oklahoma as they develop the necessary reading skills to be proficient. The *BEAR* provides a complete assessment that measures phonological awareness, phonics, reading fluency, vocabulary, comprehension, and language arts. It measures proficiency in and provides diagnostic information on the components of reading throughout the school year.

If you have any questions, please contact:

Technical Advisor
testquestions@proedinc.com
800-897-3202

Source: Pro-Ed, Inc.

Appendix D

APPROVED DIAGNOSTIC ASSESSMENTS FOR RSA

ASSESSMENT	COMPONENTS ASSESSED						GRADE/ AGE LEVEL	PUBLISHER/CONTACT INFORMATION
	Comprehension	Fluency	Phonemic Awareness	Phonics	Vocabulary	Receptive Vocabulary		
Diagnostic Assessment of Reading (DAR)	X	X	X	X	X		K-3 and beyond	Riverside Publishing 3800 Golf Road, Suite 200 Rolling Meadows IL 60008 1-800-323-9540 www.riversidepublishing.com
Developmental Reading Assessment 2 (DRA 2)	X	X	X	X			K-3 and beyond	Pearson P.O. Box 2500 Lebanon IN 46052 1-800-848-9500 www.pearsonschool.com
Group Reading Assessment and Diagnostic Evaluation (GRADE)	X		X	X	X		K-3 and beyond	Pearson PO Box 599704 San Antonio TX 78259 1-800-328-5999 www.pearsonassessments.com
Gray Oral Reading Test (GORT 4)	X	X					Ages 7-18	Pearson P.O. Box 599700 San Antonio TX 78259 1- 800.627.7271 www.pearsonassessments.com
Kaufman Test of Educational Achievement Second Edition	X	X	X	X			K-3 and beyond	Pearson P.O. Box 599700 San Antonio TX 78259 1-800.627.7271 www.pearsonassessments.com
Peabody Picture Vocabulary Test 4 (PPVT 4)						X	Pre-K and beyond	Pearson P.O. Box 599700 San Antonio TX 78259 1-800.627.7271 www.pearsonassessments.com
Texas Primary Reading Inventory (TPRI)	X	X	X	X	X		K-3	Paper and Pencil Versions Brookes Publishing 1-800-638-3775 Electronic Versions http://www.tangosoftware.com/ http://www.wirelessgeneration.com/ www.tpri.org
Woodcock-Johnson III Diagnostic Reading Battery (WJ-III)	X	X	X	X	X		K-3 and beyond	Riverside Publishing 3800 Golf Road, Suite 200 Rolling Meadows IL 60008 1-800-323-9540 www.riversidepublishing.com

Appendix E Academic Progress Plan

This document is a sample that meets the criteria for recent legislative amendments to the Reading Sufficiency Act. Districts may find an editable version on our Website, <http://ok.gov/sde/reading-sufficiency-act>.

(To use with the K-3 Reading Model Guidelines)
Charts are available in these guidelines.

This student is placed under:

Tier I	
Tier II	
Tier III	

Based on:

Chart 1		Rtl Model – ALL K-3 Students
Chart 2		Rtl Model – Retained Third Grade Students
Chart 3		Rtl Model – Students Promoted with Good-Cause Exemption

District:	
Student:	
Principal:	
Parent/Guardian:	

Site:	
Grade:	
Teacher:	
Date:	

State-approved Assessments (*This section is for Chart 1 and 2 only. For Chart 3, please proceed to page 2.*):

A copy of all assessment results shall be made a part of the student's permanent academic record. Another copy should be placed in the student's reading portfolio.

A reading deficiency has been identified based on the **attached** results from the following:

	Basic Early Assessment of Reading (BEAR)
	Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next)
	Literacy First Battery of Screening Instruments

This student is being placed on the **Academic Progress Plan** with the goal of improving his/her reading skills in the area(s) of:

	Comprehension		Phonics
	Phonological Awareness		Reading Fluency
	Spelling		Vocabulary

A DESCRIPTION OF THE SUPPLEMENTAL/REMEDIAL READING SERVICES AND SUPPORTS

The Academic Progress Plan shall align with the Oklahoma C³ Standards and may include:

	Daily reading block	Minutes _____
	Additional in-school instructional time	Minutes _____
	After school	Minutes _____
	Before school	Minutes _____
	Saturday	Minutes _____
	Summer school	Minutes _____
	State-approved scientific-based researched reading curriculum	
	Intervention reading program	
	Reduced teacher-student ratio	
	Intensive language and vocabulary instruction using scientific-research-based program including the use of a speech language therapist.	
	Weekly/ongoing progress monitoring	

Assessments identified for diagnostic purposes and periodic monitoring:

<input type="checkbox"/>	Diagnostic Assessment of Reading (DAR)
<input type="checkbox"/>	Developmental Reading Assessment 2 (DRA 2)
<input type="checkbox"/>	Group Reading Assessment and Diagnostic Evaluation (GRADE)
<input type="checkbox"/>	Gray Oral Reading Test (GORT 4)
<input type="checkbox"/>	Kaufman Test of Educational Achievement Second Edition
<input type="checkbox"/>	Peabody Picture Vocabulary Test 4 (PPVT 4)
<input type="checkbox"/>	Texas Primary Reading Inventory (TPRI)
<input type="checkbox"/>	Woodcock-Johnson III Diagnostic Reading Battery (WJ-III)
<input type="checkbox"/>	Other (Please Specify) _____

This child will receive collaborative services through:

Title I IDEA English Language Learner/Title III

Parental involvement strategies:

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

Plan for early identification, progress monitoring, and parental involvement:

Written notice is to be provided to the parent/guardian by one of the options below within 30 days of a child being identified as having reading deficiency. A copy of this notice is to be placed in the reading portfolio.

Within 30 days of a child being identified as having a reading deficiency as determined by an approved assessment, the parent/guardian must be notified in writing. This notice can be:

- mailed via certified mail
- signed during a parent/teacher conference
- or emailed

The parent/teacher private conference may be scheduled in writing, email, or by phone.

If written notice is sent by certified mail, document the date written notice sent, certified letter receipt numbers, and name of person mailing the document.

If notice is sent by email, a read receipt must be requested and printed when received.

An administrator or designee, teacher, and parent/guardian should attend the private conference. An Academic Progress Plan is to be designed during the conference.

Examples:

A private conference is being held on _____ . Those attending are:

Administrator/Designee

Teacher

Parent/Guardian

During the private conference, the reading assessment(s) and progress monitoring(s) were fully explained to me/us by _____.

Teacher

Parent/Guardian Signature

Date

Examples (cont.)

A review of the Academic Progress Plan was held on _____, and we are all in agreement as to the provisions of this plan.

_____ Administrator/Designee	_____ Date
_____ Teacher	_____ Date
_____ Parent/Guardian	_____ Date

During every regularly scheduled parent/teacher conference, a written update on all students' reading progress will be included. If the parent/guardian is unable to attend, then that written update will be mailed certified to the parent/guardian requesting signature and return of the form within 14 days. Two forms need to be made when mailing, so the parent can return one and retain one. A pre-addressed, stamped envelope should be included in the mailing. A copy of each update must be retained in the student's reading portfolio.

An update on reading progress was given on _____, during parent-teacher conference. Date

_____ Teacher	_____ Date
_____ Parent/Guardian	_____ Date

A parent/guardian was unable to attend parent/teacher conference. A written reading progress update was mailed by certified mail to the parent/guardian and copy of the form was returned to the school within 14 days.

_____ Teacher	_____ Date
_____ Parent/Guardian	_____ Date

Promotion to the next grade level:

Written notification must be mailed to the parent/guardian of each student who will not be promoted unless reading deficiency is remediated by end of the third grade unless the student is exempt for good cause. See good-cause exemptions. The results of the Oklahoma Core Curriculum Tests (OCCT/OMAAP) are the initial determinant of promotion to the fourth grade; however, they are not the sole determiner of promotion. Portfolio reviews and assessments are available. Please refer to the school district for midyear promotion specific criteria and policies. A copy of this correspondence is to be placed in the student's reading portfolio and permanent academic record.

Example:

The parent/guardian has been notified in writing by certified mail that _____(Student's Name)____ will not be promoted to the fourth grade if the reading deficiency is not remediated by the end of the third grade unless the student is exempt for good cause.

Date Mailed	Certified Mail Receipt Number
Person Mailing (Please Print)	

Appendix F

READ Initiative

O. Beginning with the 2011-2012 school year, each school district shall establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of third-grade students by offering intensive accelerated reading instruction to third-grade students who failed to meet standards for promotion to fourth grade and to kindergarten through third-grade students who are exhibiting a reading deficiency. The READ Initiative shall:

1. Be provided to all kindergarten through third-grade students at risk of retention as identified by the assessments administered pursuant to the Reading Sufficiency Act. The assessment used shall measure phonemic awareness, phonics, fluency, vocabulary, and comprehension;
2. Be provided during regular school hours in addition to the regular reading instruction; and
3. Provide a state-approved reading curriculum that, at a minimum, meets the following specifications:
 - a) assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level,
 - b) provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension,
 - c) provides scientifically based and reliable assessment,
 - d) provides initial and ongoing analysis of the reading progress of each student,
 - e) is implemented during regular school hours,
 - f) provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects,
 - g) establishes at each school, where applicable, an Intensive Acceleration Class for retained third-grade students who subsequently score at the Unsatisfactory Level on the reading portion of the statewide criterion-referenced tests. The focus of the Intensive Acceleration Class shall be to increase the reading level of a child at least two grade levels in one school year. The Intensive Acceleration Class shall:
 - 1) be provided to any student in the third grade who scores at the Unsatisfactory Level on the reading portion of the statewide criterion-referenced tests and who was retained in the third grade the prior year because of scoring at the Unsatisfactory Level on the reading portion of the statewide criterion-referenced tests,
 - 2) have a reduced teacher-student ratio,
 - 3) provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the fourth-grade state standards in other core subject areas,
 - 4) use a reading program that is scientific-research-based and has proven results in accelerating student reading achievement within the same school year,
 - 5) provide intensive language and vocabulary instruction using a scientific-research-based program, including use of a speech-language therapist,

- 6) include weekly progress monitoring measures to ensure progress is being made,
- 7) provide reports to the State Department of Education, in the manner described by the Department, outlining the progress of students in the class at the end of the first semester,
- 8) provide reports to the State Board of Education, upon request, on the 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, and
- 9) provide to a student who has been retained in the third grade and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. A transitional setting shall specifically be designed to produce learning gains sufficient to meet fourth-grade performance standards while continuing to remediate the areas of reading deficiency. **(70-1210.508C, section O)**

Appendix G READING SUFFICIENCY ACT (RSA) CHECKLISTS

Funding Checklist 2012-2013 (RSA Funds May Be Used For the Following)

Description	Function	Sub-Function	Object	Sub-Object
Salaries for teachers for before- and after-school programs, summer school teachers, and interventionists (individual and small group tutoring, summer school programs, and Saturday school programs)	1000		100	
Benefits for personnel mentioned above	1000		200	
Data Processing Services - Contracted Services	1000		300	
Internet Services and Subscriptions	1000		500	530
Printing and Binding	1000		500	550
Instructional materials for students identified and placed on a program of reading instruction for the Reading Sufficiency Act	1000		600	
Copy Supplies				611
Approved Screening and Assessments				614
Office Supplies				619
Books				641
State-Adopted Textbooks				643
Supplemental Non-State-Adopted Textbooks				644
Workbooks				645
Magazines				648
Technology-Related Equipment and Reading Software- Must be pre-approved and on file with the Reading and Literacy office				653
Co-curricular				681

Contracted Services (non-payroll personnel) for offsite, onsite, or online professional development training	2210	2213	300	
Travel for teachers, paraprofessionals, and interventionists to attend approved RSA professional development training (training must be pre-approved). Covers mileage, lodging, tolls, and parking (no meals).	2210	2213	500	580
Staff Registration for Training	2210	2213	800	860
Academic Student Assessment	2240		300	320
Supplies and Materials				614
Salaries for bus drivers providing student transportation for before-and after-school programs or the Summer Academy Reading Program for RSA.	2720		100	
Benefits for personnel mentioned above	2720		200	

**DISTRICT RSA
PROFILE
2012-2013**

Grade Level	# of Students Not Passing Screening	Total # of Students Screened	Percentage of Students Not Reading on Grade Level

**STUDENT RECORDS CHECKLIST
2012-2013**

Student Records	Completed
Copies of the assessment results shall be made a part of the permanent record of each student.	

**SCREENING AND ASSESSMENT CHECKLIST
2012-2013**

Screening and Assessment Instrument (Identify Which Assessment Utilized)		
DIBELS or DIBELS <i>Next</i>		
Literacy First Battery		
BEAR™		

Beginning of School Year		
Screening and Assessment		Completed
Kindergarten		
First		
Second		
Third		

Summer Academy Reading Program		
Screening and Assessment		Completed
Third		

End of School Year		
Screening and Assessment		Completed
Kindergarten		
First		
Second		
Third		

Summer Academy Reading Program Schedule

School District Reporting Site	Dates of Operation	Days of Operation (Circle four days)	Hours of Operation
Week One		M, T, W, TH, F	
Week Two		M, T, W, TH, F	
Week Three		M, T, W, TH, F	
Week Four		M, T, W, TH, F	

End of School Year

School District Reporting Site	Number of Students Initially Identified Below Grade Level	Number of Students Who Remain Below Grade Level
Kindergarten		

End of School Year

School District Reporting Site	Number of Students Served on a Reading Sufficiency Act Academic Progress Plan	Number of Students Who Successfully Completed a Reading Sufficiency Act Academic Progress Plan & are Reading on Grade Level
First		
Second		
Third		

**OCCT/OMAAP/OAAP PARENT/GUARDIAN NOTIFICATION CHECKLIST
2012-2013**

Annual Written Notification	Completed
Parent/guardian notified in writing of student's proficiency in reading, writing, science, and mathematics (grade applicable only)	
The school district board of education shall report each student's results on OCCT/OMAAP/OAAP to parents or guardians	
Evaluation of progress of classroom work, observations, tests, district and state assessments, and other relevant information	

**END OF SECOND QUARTER CHECKLIST – THIRD GRADE STUDENTS
2012-2013**

Written Parent/Guardian Notification – Third-Grade Students	Completed
Parents notified in writing of student's reading grade level	
Description of current services that are provided to the student	
Description of proposed supplemental instruction services and support that will be provided	
Potential need for summer academy or other program designed to assist the student in attaining grade-level reading skills	

**ACADEMIC PROGRESS PLAN CHECKLIST
2012-2013**

RSA Program of Reading Instruction	Completed
Includes provisions of the READ Initiative beginning with students in kindergarten through third grade in the 2012-2013 school year	
If necessary, tutorial instruction after school, Saturday school, or summer school	
Assessments identified for diagnostic purposes and periodic monitoring to measure phonemic awareness, phonics, fluency, vocabulary, and comprehension	
Shall continue until the student is determined by the results of approved reading assessments to be reading on grade level	
If possible, a fourth-grade teacher shall be involved in the development of the Academic Progress Plan	

READING ENHANCEMENT AND ACCELERATION DEVELOPMENT (READ)

Initiative Checklist 2012-2013	
READ Initiative	Implemented
Focus is retention prevention	
Provide to all kindergarten through third-grade students at risk of retention	
Provide during regular school hours in addition to regular reading instruction	
Provide state-approved reading curriculum (i.e., state approved adopted curriculum textbooks or scientific-research-based curriculum) meeting the following specifications: <ul style="list-style-type: none"> • Assists students not reading on grade level • Provides skills development in phonemic awareness, phonics, fluency, vocabulary, and comprehension • Provides scientific-based and reliable assessment • Provides initial and ongoing analysis of reading progress of each student • Implemented during regular school hours • Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects 	
Provides reports to the State Board of Education upon request on the specific intensive reading interventions and supports implemented by the school district	
Establish an intensive acceleration class (after retention)	
Provides to a student who has been retained in the third grade and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional setting (2014-2015)	

INTENSIVE ACCELERATION CLASS CHECKLIST

Beginning With Third-Grade Students in 2013-2014	
Intensive Acceleration Class Requirements	Completed
For retained third-grade students who score below the Proficient level on the reading portion of the OCCT/OMAAP	
Focus is to increase the reading level of a child at least two grade levels in one school year	
The intensive acceleration class shall be provided to any student in the third grade scoring Unsatisfactory on the reading portion of the OCCT/OMAAP and who was retained in the third grade the prior year because of scoring Unsatisfactory Level on the reading portion of the OCCT/OMAAP	
A reduced teacher-student ratio	
Uninterrupted reading instruction for the majority of student contact time and incorporate opportunities to master the fourth-grade state standards in other core areas	
Use a reading program that is scientific-research-based and has proven results in accelerating student reading achievement within the same school year	
Provide intensive language and vocabulary instruction using scientific-research-based program	
Include weekly progress monitoring measures	
Provide reports to the State Department of Education outlining the progress of the student in class at the end of the first semester	
Provide reports to the State Board of Education upon request	

GOOD-CAUSE EXEMPTIONS CHECKLIST

Beginning With Third-Grade Students in 2013-2014	
Good-Cause Exemptions for Promotion	Number of Exemptions
English Language Learners with less than two years of English language instruction	
Disability students whose IEP indicates OAAP state criterion referenced test is appropriate	
Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Department of Education	
Students who demonstrate through a student portfolio mastery of reading on grade level evidenced by demonstration of mastery of the state standards beyond the retention level	
Students with disabilities who take OCCT who have an IEP reflecting that student has received intensive remediation in reading for more than two years but still demonstrate a deficiency in reading and were previously retained in kindergarten, first, second, or third grades	
Students who have received intensive remediation in reading through a program of reading instruction for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, first, second, or third grade for a total of two years	

MIDYEAR PROMOTION CHECKLIST

Beginning With Third-Grade Students in 2014-2015	
Midyear Promotion	Requirement Met
Demonstrates that he or she is a successful and independent reader	
Is reading at or above grade level	
Is ready to be promoted to the fourth grade	
Is promoted prior to November 1	
Demonstrates a level of proficiency required to score above the Unsatisfactory Level on the third-grade OCCT/OMAAP	
Shows progress sufficient to master appropriate fourth-grade level skills as determined by the school	
Is made only upon agreement of the teacher and parent/guardian of the student and the school principal	

TRANSITIONAL CLASS CHECKLIST

Beginning With Third-Grade Students Retained in 2013-2014	
Transitional Class	Completed
To be provided to any student who: <ul style="list-style-type: none"> • Has been retained in third grade • Has received intensive instructional services • Is not ready for grade promotion 	
The option of being placed in a transitional setting*	

**A transitional setting shall be specifically designed to produce learning gains sufficient to meet fourth-grade performance standards while continuing to remediate the areas of reading deficiency.*

PORTFOLIOS CHECKLIST

Beginning With Third-Grade Students in 2013-2014		
Portfolios		Completed

ALTERNATIVE ASSESSMENTS CHECKLIST

Beginning With Third-Grade Students in 2013-2014		
Alternative Assessments		Completed
SAT 10		
ITBS Form A, C, E Level 9 Complete Battery, Reading Comprehension		
ITBS Form A, C, E Level 9 Core Battery, Reading Comprehension		
Terranova Third Edition, Level 13, Reading		

**DISTRICT PUBLISHED REPORT CHECKLIST
2013-2014**

Due by September 1st Each Year	
Each school district board of education shall annually publish on the school Website and report in writing to the State Board of Education the following on the prior school year:	Completed
Student progression	
Policies and procedures of student retention and promotion	
By grade, the number and percentage of all students in Grade 3 through 10 performing Unsatisfactory on the reading portion of the OCCT/OMAAP	
By grade, the number and percentage of all students retained in Grades 3 through 10	
Total number and percentage of students promoted for good cause by each category of good cause	
Any revisions to policies on student retention and promotion from the prior year	

**PARENT/GUARDIAN NOTIFICATION CHECKLIST
2013-2014**

Beginning With Third-Grade Students Retained in 2013-2014	
Written Notification	Completed
Parent/Guardian notified in writing of student's reading grade level	
Student identified 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	
Student will not be promoted to fourth grade if reading deficiency is not remediated by the end of the third grade (unless student is exempt for good cause)	
Strategies for parent to use to help their child succeed in reading	
Results of the OCCT/OMAAP are the initial determinant but not the sole determiner of promotion, and portfolio reviews and assessments are available	
Midyear promotion criteria and policies	
Student has not met proficiency level required for promotion	
Reasons student is not eligible for a good-cause exemption	
Description of proposed interventions and intensive instructional supports that will be provided to the student to remediate the identified areas of reading deficiency	
Potential need for summer academy or other program designed to assist the student in attaining grade-level reading skills	

RETAINED STUDENTS' CHECKLIST 2013-2014

Beginning With Third-Grade Students in 2013-2014	
Retained Students	Completed
New Academic Progress Plan (APP)	
Must include READ Initiative	
May include specialized tutoring	
Intensive interventions in reading	
Intensive instructional services and supports to remediate the identified areas of reading deficiency	
A minimum of 90 minutes uninterrupted scientific-research-based reading instruction	
Small group instruction	
Reduced teacher-student ratio	
Progress monitoring more frequently	
Tutoring or mentoring	
Transitional classes (third- and fourth-grade students) extended school day, week, or year	
Summer Academy Reading Programs	
Provide with a high-performing teacher who can address the student's needs based on student performance data and above satisfactory performance appraisals	
Supplemental tutoring in scientific-research-based reading services in addition to the regular reading block, including tutoring before or after school	
A parent-guided "Read-at-Home" assistance plan (developed by the State Department of Education) to encourage parent-guided home reading	
A mentor/tutor with specialized reading training	