OKLAHOMA RSA TODAY

READING SUFFICIENCY ACT TODAY

UPDATES BEGINNING 2012-13

- SB 346 – Third-Grade Graduation
- HB 2516 – Amendments to SB 346
- HB 2511 – Amendments to SB 346
- HB 2306 – Amendments to SB 346

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

SENATE BILL 346

Reading Sufficiency Act

- Enacted 2005
- Provides legislation for reading education K-3
- Provides funding for struggling readers K-3
- Amended 2011 and 2012

HOUSE BILL 2516

Amendment to SB 346 (enacted spring 2012)

- When funded, RSA monies include kindergarten students
- Provides for RSA Plans to be **electronically** submitted
- When funded, allocations provided to districts with approved RSA plans
- Good-Cause Exemption – IEP students assessed with the OAAP

HOUSE BILL 2511

Eliminates the language which provided "No more than three State Board approved screening instruments."

RSA ASSESSMENT SELECTION PROCESS

- Reading assessment companies submit their assessments for evaluation
- Outside evaluators select assessments that meet the qualifications written in the law
- Selected assessments will be taken to State Board of Education for approval

HOUSE BILL 2511

State Board of Education **shall** approve screening instruments **(removes the cap of three on the number of screening instruments)** for use at the beginning of the school year, for monitoring progress, and for measurement of reading skills at the end of the school year, provided at least one of the screening instruments **shall** meet the following criteria:

- Assess for phonological awareness, phonics, reading fluency, and comprehension ***(include spelling and vocabulary; incorporates SB 346 (B) which does by incorporation)***

HOUSE BILL 2511

- Document the validity and reliability of each assessment
- Can be used for diagnosis and progress monitoring
- Can be used to assess special education and limited-English proficient students
- Include a data management system that provides profiles for students, class, grade level, and school building that identifies student's needs and achievement.

HOUSE BILL 2306

- Reading plans will no longer be a part of the Comprehensive Local Education Plan (CLEP).
- Reading plans that have been submitted electronically do not have to be updated annually unless changes are made.

HOUSE BILL 2516

2012-2013: Screen kindergarten and assess kindergarten through third-grade students at the beginning of school year

Kindergarten:

- Phonological awareness
- Letter recognition skills
- Oral language skills

Kindergarten – 3rd

- Phonological awareness
- Phonics
- Spelling
- Reading fluency
- Vocabulary
- Comprehension

KINDERGARTEN

- Kindergarten students who are screened in reading and are found to be reading below grade level shall be counted, served, and placed on a reading plan of improvement
- Kindergarten students on a reading plan will be part of the funding
- Classroom assistants or volunteers may be used to assist with screening
- Kindergarten students are included in the **READ Initiative**

2012-2013 - K-3

Reading programs shall include:

- "READ INITIATIVE" - SB 346 (N)(1)
- District will provide kindergarten through third-grade students not reading on grade level:
  - A program of reading instruction
  - Progress monitor throughout the year
  - Diagnostic assessment if needed
  - Determination of reading success through year-end measurement

2012-2013 - K-3

- READ Initiative reading program is not limited to, but may include:
  - Sufficient additional instructional time in school for the acquisition of phonological awareness, phonics, spelling, reading fluency, vocabulary, and comprehension
  - Tutorial instruction after regular school hours, on Saturdays and during the summer

2012-2013 - K-3

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

READING SUFFICIENCY PLAN

Every school district shall:

- Adopt
- Implement
- Electronically submit to State Board of Education and update when changes are made

With input from:

- Administrators
- Teachers
- Parents
- Reading specialist, if possible

READING SUFFICIENCY PLAN

The district 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 and which outlines how each school site will comply with the provisions of the Reading Sufficiency Act.

READING SUFFICIENCY PLAN

Each school site **shall** establish a committee composed of educators to develop the required programs of reading instruction. A parent or guardian **shall** be included in the development of the reading program for that student.

BEGINNING 2011-2012

READING INSTRUCTION PROGRAM - 3rd GRADE

Any third graders not reading at grade level

- New program of reading instruction must include the READ Initiative
- If possible, a fourth-grade teacher shall be involved in the development of the reading instruction

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

BEGINNING - 2011-2012

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

(SB 346 does not require students scoring Limited Knowledge to be retained.)

PARENT OR GUARDIAN WRITTEN NOTIFICATION

Beginning 2011-2012: Notification shall be provided in writing for any kindergarten through third-grade student who is found to have a reading deficiency, not reading at the appropriate grade level, and who has been provided a remedial program of reading instruction.

PARENT OR GUARDIAN WRITTEN NOTIFICATION

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

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

PARENT OR GUARDIAN WRITTEN NOTIFICATION

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

PARENT OR GUARDIAN WRITTEN NOTIFICATION

- **OCCT or OMAAP reading portion** is the initial determinant but not the sole determiner of promotion
- Portfolio reviews and assessments are available

(Begins in 2011-2012)

PARENT OR GUARDIAN WRITTEN NOTIFICATION

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

(Begins in 2011-2012)

SIX GOOD-CAUSE EXEMPTIONS FOR PROMOTION

(Develop Policies Now for Implementation by 2013-2014)

1. English Language Learners (ELL) with less than two years of English language instruction
2. Students who are assessed with **OAAP**

SIX GOOD-CAUSE EXEMPTIONS FOR PROMOTION

(Develop Policies Now for Implementation by 2013-2014)

3. Students who demonstrate an acceptable level of performance (minimum of 45%) on an alternative standardized reading assessment approved by the State Board of Education

SIX GOOD-CAUSE EXEMPTIONS FOR PROMOTION

(Develop Policies Now for Implementation by 2013-2014)

State Board Approved ALTERNATIVE ASSESSMENTS

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

a) Stanford Achievement Test (SAT 10)
b) Iowa Test Basic Skills (ITBS) Complete Battery Form A, C, or E, Level 9, Reading Comprehension
c) ITBS Core Battery, Form A, C, or E, Level 9 Reading Comprehension
d) Terranova, Third Edition Complete Battery, Level 13, Reading

SIX GOOD-CAUSE EXEMPTIONS FOR PROMOTION

(Develop Policies Now for Implementation by 2013-2014)

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

SIX GOOD-CAUSE EXEMPTIONS FOR PROMOTION

(Develop Policies Now for Implementation by 2013-2014)

ALTERNATIVE MEANS TO DEMONSTRATE PROFICIENCY

To be accepted as meeting the **portfolio** option for demonstrating mastery of the required reading skills, the student **portfolio** must:

a) Be selected by the student's teacher;
b) Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;

SIX GOOD-CAUSE EXEMPTIONS FOR PROMOTION

(Develop Policies Now for Implementation by 2013-2014)

c) Include evidence that the benchmarks assessed by the grade-three reading portion of the OCCT or OMAAP have been met. This includes multiple choice items and passages that are approximately 50 percent literary text and 50 percent expository text that are between 200-600 words with an average of 350 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Oklahoma C^3 Standards or teacher-prepared assessments that are aligned with the Oklahoma C^3 Standards;

SIX GOOD-CAUSE EXEMPTIONS FOR PROMOTION

(Develop Policies Now for Implementation by 2013-2014)

d) Be an organized collection of evidence of the student's mastery of the Oklahoma C^3 State Standard Benchmarks for Language Arts that are assessed by the grade-three reading OCCT or OMAAP. For each benchmark, there must be at least four examples of mastery as demonstrated by a grade of "70 percent" or above; and

e) Be signed by the student's reading teacher, principal, and superintendent attesting that the portfolio is an accurate assessment and that the student possesses the required reading skills to be promoted to the fourth grade.

SIX GOOD-CAUSE EXEMPTIONS FOR PROMOTION

(Develop Policies Now for Implementation by 2013-2014)

5. Students with disabilities who take the **OCCT or OMAAP**:
   a) Who have an Individualized Education Plan (IEP) reflecting that the student has received intensive remediation in reading for more than **two** years
   b) But still demonstrate a deficiency in reading
   c) And was previously retained or was in a **transitional grade** during kindergarten, first, second, or third grade

SIX GOOD-CAUSE EXEMPTIONS FOR PROMOTION

(Develop Policies Now for Implementation by 2013-2014)

Intensive reading:

6. Students who have received intensive remediation in reading through a program of reading instruction.
   a) For **two** or more years but still demonstrate a deficiency in reading
   b) And who were previously retained or in a transitional class during kindergarten, first, second, or third grade for a total of **two** years

STUDENTS PROMOTED FOR GOOD-CAUSE EXEMPTIONS

(Develop Policies Now for Implementation by 2013-2014)

Students promoted for good-cause exemption shall be provided intensive reading instruction during an altered instructional day that includes:

1) Specialized diagnostic information
2) Specific reading strategies for each student

SIX GOOD-CAUSE EXEMPTIONS FOR PROMOTION

(Develop Policies Now for Implementation by 2013-2014)

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

GOOD-CAUSE EXEMPTION DOCUMENTATION PROCESS

(Develop Now For Implementation by 2013-2014)

Requests to exempt students from the mandatory retention requirements based on one of the good-cause exemptions shall be made using the following process:

GOOD-CAUSE EXEMPTION DOCUMENTATION PROCESS

(Develop Now For Implementation by 2013-2014)

1. Documentation submitted from the teacher of the student to the school principal that indicates the student meets one of the good-cause exemptions and promotion of the student is appropriate. The documentation **shall** consist only of the alternative assessment results or student **portfolio** work and the **IEP**.

GOOD-CAUSE EXEMPTION DOCUMENTATION PROCESS

(Develop Now For Implementation by 2013-2014)

2. The principal **shall** review and discuss the documentation with the teacher. If the principal determines that the student meets one of the good-cause exemptions and should be promoted, based on the documentation provided, the principal **shall** make a recommendation in writing to the school district superintendent.

GOOD-CAUSE EXEMPTION DOCUMENTATION PROCESS

(Develop Now For Implementation by 2013-2014)

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

REQUIRED DISTRICT RESPONSIBILITIES

(BEGINNING 2011-2012)

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

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

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

REQUIRED DISTRICT RESPONSIBILITIES

(BEGINNING 2011-2012)

1. Review of Reading Instruction Program:
   a) Conduct a review of the reading program instruction for **all students** who score at the unsatisfactory level on reading portion of **OCCT or OMAAP**, and did not meet the criteria for one of the GOOD-CAUSE EXEMPTIONS.

REQUIRED DISTRICT RESPONSIBILITIES

(BEGINNING 2011-2012)

b) The review shall address additional supports and services needed to remediate identified areas of reading deficiency

c) A student portfolio is required to be completed for each retained student

DEVELOP THESE POLICIES NOW

REQUIRED DISTRICT RESPONSIBILITIES

(BEGINNING 2011-2012)

2. Provide to Retained Students:
   a) Intensive interventions in reading
   b) Intensive instructional services and supports to remediate the identified areas of reading deficiency
   c) A minimum of 90 minutes daily uninterrupted scientific-research-based reading instruction

REQUIRED DISTRICT RESPONSIBILITIES

(BEGINNING 2011-2012)

d) Retained students shall be provided other strategies such as:

i. Small group instruction
ii. Reduced teacher-student ratio
iii. Progress monitoring more frequently
iv. Tutoring or mentoring

REQUIRED DISTRICT RESPONSIBILITIES

(BEGINNING 2011-2012)

v. Transitional classes
   (third- and fourth-grade students)
vi. Extended school day, week, or year
vii. Summer reading academies

REQUIRED DISTRICT RESPONSIBILITIES

(BEGINNING 2011-2012)

3. Provide written notification to the parent or guardian of any student who is to be retained:
   a) Student has not met proficiency level required for promotion
   b) Reasons student is not eligible for a good-cause exemption

REQUIRED DISTRICT RESPONSIBILITIES

(BEGINNING 2011-2012)

c) A description of proposed interventions;
d) A description of intensive instructional supports that will be provided to the student to remediate the identified areas of reading deficiency

REQUIRED DISTRICT RESPONSIBILITIES

(BEGINNING 2011-2012)

4. Develop mid-year promotion policy for retained students:
   a) Demonstrates that they are a successful and independent reader
   b) Reading at or above grade level
   c) Ready to be promoted to the fourth grade

(Develop Now to be Implemented by 2013-2014)

REQUIRED DISTRICT RESPONSIBILITIES

(BEGINNING 2011-2012)

d) Tools that are in accordance with the rules of the State Board of Education:

   i. Subsequent assessments
   ii. Alternative assessments
   iii. Portfolio reviews

REQUIRED DISTRICT RESPONSIBILITIES

(BEGINNING 2011-2012)

e) Retained students may be promoted mid year only prior to November 1st

i. Upon demonstrating a level of proficiency required to score above the Unsatisfactory Level on the third-grade OCCT or OMAAP

ii. And upon showing progress sufficient to master appropriate fourth-grade level skills as determined by the school

iii. And upon agreement of the parent or guardian of the student and the school principal

REQUIRED DISTRICT RESPONSIBILITIES

(BEGINNING 2011-2012)

5. Retained students will be provided a high-performing teacher who can address the student's needs based on student performance data and above satisfactory performance appraisals.

REQUIRED DISTRICT RESPONSIBILITIES

(BEGINNING 2011-2012)

6. In addition to required reading enhancement and acceleration strategies, provide students with at least one of the following:
   a) Supplemental tutoring in scientific-research-based reading services in addition to the regular reading block, including tutoring before or after school

REQUIRED DISTRICT RESPONSIBILITIES

(BEGINNING 2011-2012)

b) A parent-guided “Read at Home” assistance plan (developed by SDE) to encourage parent-guided home reading

c) A mentor or tutor with specialized reading training

READ INITIATIVE

(2011-2012)

Beginning with the 2011-2012 school year, each school district shall establish a:

- READING
- ENHANCEMENT
- ACCELERATION
- DEVELOPMENT

Initiative

READ INITIATIVE

(2011-2012)

Program Focus - To prevent the retention of third-grade students by offering intensive accelerated reading instruction to kindergarten through third-grade students who are exhibiting a reading deficiency

READ INITIATIVE

(2011-2012)

The READ Initiative shall:

1. Be provided to all kindergarten through third-grade students at risk of retention identified by the assessments administered pursuant to the Reading Sufficiency Act
2. Provided during regular school hours in addition to regular reading instruction

READ INITIATIVE

(2011-2012)

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

READ INITIATIVE

(2011-2012)

c) Provides a scientific-research-based and reliable assessment
d) Provides initial and ongoing analysis of the reading progress of each student
e) 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

READ INITIATIVE

(2011-2012)

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 **OCCT or OMAAP**. 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 **OCCT or OMAAP** 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 **OCCT or OMAAP** tests

READ INITIATIVE

(2011-2012)

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.

READ INITIATIVE

(2011-2012)

6. Include weekly progress monitoring to ensure progress is being made, and
7. Provide reports to the State Department of Education, in a manner described by the Department, outlining the progress of students in the class at the end of the first semester

READ INITIATIVE

(2011-2012)

h) 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

READ INITIATIVE

(2011-2012)

i) Provide to a student who has been retained in 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.

PROGRESS REPORTING PROVIDED TO PARENT OR GUARDIAN IN WRITING

- 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.

PROGRESS REPORTING PROVIDED TO PARENT OR GUARDIAN IN WRITING

- The school district board of education shall report each student's **OCCT or OMAAP** results to parent or guardian.
- The evaluation of each student's progress shall be based upon classroom work, observations, tests, district and state assessments, and other relevant information.

SCHOOL DISTRICT REPORTING

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

SCHOOL DISTRICT REPORTING

a) The provisions relating to public school student progression and the district policies and procedures of the school district on student retention and promotion
b) By grade, the number and percentage of all students in grades 3-10 performing at the Unsatisfactory Level on reading portion of **OCCT or OMAAP**
c) By grade, the number and percentage of all students retained in grades 3-10

SCHOOL DISTRICT REPORTING

d) Information on the total number and percentage of students who were promoted for good cause by each category of good cause
e) Any revisions to school policies on student retention and promotion from the prior year

FUNDING

Contingent on the provision of appropriated funds designated for Reading Sufficiency Act (RSA), school districts may be allocated monies for each enrolled kindergarten, first-, second-, and third-grade student of the current school year including any student who has been retained in the third grade who is found to be in need of remediation or intervention in reading.

The allocation shall be distributed upon approval of the RSA plan by the State Department of Education (SDE) and the submittal of a child count report to SDE the details of students identified as needing remediation or invention in reading.

FUNDING

To determine a per-student allocation amount, the total amount of funds available 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 in the school district.

TEACHER PREPARATION FUNDING

If a teacher attends and completes a professional development institute approved by the Oklahoma Commission for Teacher Preparation in elementary reading during the summer or when school is not in session, the teacher **may** receive a stipend equal to the amount of the full cost for a substitute teacher, based on the amount of funds allocated.

SUMMER ACADEMY

(NO MORE SOCIAL PROMOTION)

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

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

SUMMER ACADEMY OR OTHER PROGRAM

Teacher who determines a third-grade student is unable to meet competencies required for reading for completion of third grade and promotion to fourth grade, after consultation with the parent/guardian **may**:

- Recommend that promotion to 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.

SUMMER ACADEMY

Summer Academy Program shall:

- Be designed to ensure participating students successfully complete the competencies necessary in reading for promotion to fourth grade and
- Be designed to enhance next-grade readiness
- Incorporate the content of a scientifically research-based professional development program administered by the Oklahoma Teacher Preparation Commission or State Board of Education

SUMMER ACADEMY

- Be taught by teachers who:
  - Have successfully completed professional development in the reading program or
  - Are certified as reading specialists

SUMMER ACADEMY OPTIONS

- For students who are **unable** to attend Summer Academy, school districts **may** approve an optional program:
  - Private provider of instruction
  - Computer- or internet-based instruction
  - Program of reading instruction monitored by 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

SUMMER ACADEMY EXPANSION

- Subject to availability of funding, beginning one year after implementation
  - The requirements **may** be expanded to apply to fourth-grade student promotion to fifth grade
- Each year thereafter, **may** be expanded one grade level at a time until the requirements apply to third- through eighth-grade students
- Summer Academy Program **shall** be designed for each grade level
- State Board or District Board of Education **may** utilize private, local, or federal money to fund a Summer Academy Expansion Program

CONTACT INFORMATION

OKLAHOMA STATE DEPARTMENT OF EDUCATION
TERI BRECHEEN
EXECUTIVE DIRECTOR OF LITERACY
2500 NORTH LINCOLN BOULEVARD
OKLAHOMA CITY, OKLAHOMA
73105-4599
Teri.Brecheen@sde.ok.gov