OKLAHOMA

RSA

TODAY

2013-14

Oklahoma RSA Today 2013-2014 Outline

- Latest updates
- Reading Sufficiency Plan
- Parent or Guardian Written Notification
- No Social Promotion
- Six Good Cause Exemptions
- Six Good Cause Exemptions Documentation
- Program of Reading Instruction (APP)
- Required District Responsibilities
- R.E.A.D Initiative
- Progress Reporting Provided to Parent/Guardian in Writing
- School District Reporting
- RSA Funding
- Teacher Preparation Funding
- Summer Academy Reading Program
- Contact Information

READING SUFFICIENCY ACT TODAY

Updates Which Began in 2012-13

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

SENATE BILL 346

SB346

Reading Sufficiency Act

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

70 O.S. § 1210.508A

Reading Sufficiency Act

The Legislature finds that it is essential for children in the public schools to **read early and well in elementary school**. The Legislature further finds that **clear and visible goals**, **assessments** to determine the reading level at each elementary school, annual measurements of elementary school reading improvement, and **accountability** in each level of the educational system will result in a **significant increase** in the number of children **reading at or above grade lev**el.

70 O.S. § 1210.508B(A)

Reading Sufficiency Act

Reading Sufficiency Act

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(B)

HOUSE BILL 2511

HB 2511

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

70 O.S. § 1210.508C(B)(1)

HOUSE BILL 2511

HB 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:

70 O.S. § 1210.508C

HOUSE BILL 2511

HB 2511

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

70 O.S. § 1210.508C(C)

The 13 New RSA ASSESSMENTS

- Reading assessment companies submitted their assessments for evaluation
- Outside evaluators worked with 120 Oklahoma teachers and scored the assessments using a rubric
- Selected assessments were taken to State Board of Education and approved on April 25,2013

70 O.S. § 1210.508C(S) 7
70 O.S. § 1210.508C(A)(1) .

The 13 New RSA ASSESSMENTS

Aimsweb (K-3)	The Children's Progress Academic Assessment (K-3)	DIBELS Next (K-3)	iReady Diagnostic (K-3)
DRA2+ (K-3)	Measures of Academic Progress for Primary Grades (K-2)	mCLASS Dibels Next (K-3)	easyCBM (K-3)
Group Reading Assessment and Diagnostic Evaluation(GRADE) (K-3)	Measures of Academic Progress (2-3)	Star Early Literacy Enterprise (K-3)	Literacy First (K-3)
Woodcock Reading Mastery Tests, Third Edition III (K-3)			

70 O.S. § 1210.508S(7)

HOUSE BILL 2516

HB 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 who were assessed with the OAAP

70 O.S. § 1210.508D
70 O.S. § 1210.508C(F)
70 O.S. § 1210.508D)
70 O.S. § 1210.508C(K)(2)

HOUSE BILL 2516

HB 2516

Screen K through 3 at the beginning of every school year in the following areas:

Kindergarten

- Oral language skills
- Phonological awareness
  - Phonemic Awareness
- Letter recognition skills

Kindergarten – 3rd

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

70 O.S. § 1210.508C(A)

HOUSE BILL 2516

HB 2516

KINDERGARTEN STUDENTS

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

- Classroom assistants or volunteers may be used to assist with screening
- Kindergarten students are included in the **READ Initiative**
- Kindergarten students on a reading plan will be part of the funding

70 O.S. § 1210.508C(A)(3)
70 O.S. § 1210.508B(2)
70 O.S. § 1210.508D

READ INITIATIVE

BEGAN 2012-2013 K-3

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

70 O.S. § 1210.508C(O)

READ INITIATIVE

BEGAN 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
  - Assessments for diagnostic purposes and periodic monitoring

70 O.S. § 1210.508C(D)
70 O.S. § 1210.508C(O)

READ INITIATIVE

BEGAN 2012-2013 K-3

Continue

READ Initiative Reading Program

until student is determined by the results of approved reading assessments

to be reading on grade level.

70 O.S. § 1210.508C(E)

Reading Sufficiency Plan

- 70 O.S. § 1210.508C

READING SUFFICIENCY PLAN

Every school district shall:

- Adopt
- Implement

Annually Update RSA Plan

- Electronically submit to State Department of Education for Approval

With input from:

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

(70 O.S. § 1210.508C(F)(1)
1210.508C(F)(1)

READING SUFFICIENCY PLAN

(70 O.S. § 1210.508C(F)(1) Requires

ALL Sites and Districts to Submit

Initial RSA Plans for Approval to OSDE

(70 O.S. § 1210.508C(F)(1)

READING SUFFICIENCY PLAN

In order for a district NOT to electronically submit Reading Sufficiency Plan to OKSDE for approval, **all** of the following conditions must be met:

- ❑ Have All Site Plans Been Previously Approved by OKSDE?
- ❑ Were There No Changes in Expenditures from The Previous School Year?
- ❑ Do All Site Expenditures Meet The Following Criteria?
  - Individual and small group tutoring
  - Purchase of a training in the use of screening and assessment measures
  - Summer Reading Academy school programs
  - Saturday School Programs
- ❑ Are All of Your Sites Meeting 100% RSA Goal Calculator?
- ❑ No School Sites on Needs Improvement List?

If any responses from the above are "NO" then the Reading Sufficiency Plan must be electronically submitted for approval by deadline.

(70 O.S. § 1210.508(B)
70 O.S. § 1210.508(F)

READING SUFFICIENCY PLAN

- AFTER INITIAL SUBMISSION AND APPROVAL OF THEIR RSA PLANS, SITES AND DISTRICS ARE REQUIRED TO ANNUALLY UPDATE RSA PLANS FOR APPROVAL TO OSDE UNLESS;
- The last plan submitted was approved AND
- Expenditures for the district's reading program include **only** expenses relating to:
  - Individual and small group tutoring
  - Purchase of a training in the use of screening and assessment measures
  - Summer Reading Academy school programs
  - Saturday school Programs AND

  - The site or all sites within a district is meeting its annual goals of 100% reading proficiency for third graders.

(70 O.S. § 1210.508B)

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
- Other reading assessments which outline how each school site will comply with the provisions of the Reading Sufficiency Act

(70 O.S. § 1210.508C(F)(1)

READING SUFFICIENCY PLAN

- Each school site **shall** establish a committee composed of educators to develop the required programs of reading instruction, (APP)

- A parent or guardian **shall** be included in the development of the reading program for that student.

(70 O.S. § 1210.508C(F) (2)

READING SUFFICIENCY PLAN

BEGAN 2012-2013 K-3

Third graders not reading at grade level **shall** be provided:

- New program of reading instruction (Approved Progress Plan, APP) which must include the READ Initiative
- If possible, a fourth-grade teacher shall be involved in the development of the reading instruction

(70 O.S. § 1210.508C(G)

READING SUFFICIENCY PLAN

- 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**, in 2013-2014, the student **shall** be retained in the third-grade.
- With the exception of students who fit one of the Six Good Cause Exemptions.

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

(70 O.S. § 1210.508C(H)

Parent or Guardian Written Notification

- 70 O.S. § 1210.508C

PARENT OR GUARDIAN WRITTEN NOTIFICATION

Began in 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.

(70 O.S. § 1210.508C(I)

PARENT OR GUARDIAN WRITTEN NOTIFICATION

- The parent/guardian of that student shall be notified in writing of the following:
  1. Student is identified as having substantial deficiency in reading
  2. Description of current services that are provided to the student
  3. Description of proposed supplemental instructional services and supports that will be provided

(70 O.S. § 1210.508C(I)1) (2) (3)

PARENT OR GUARDIAN WRITTEN NOTIFICATION

4. 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** (unless good-cause exemptions apply)

5. Strategies for parents to use in helping their child succeed in reading sufficiency (Began in 2011-2012)

Love. Read. Learn! Trainings

- PROVIDED BY REACH COACHES

(70 O.S. § 1210.508C(I)1(4) (5)

PARENT OR GUARDIAN WRITTEN NOTIFICATION

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

7. Mid-year promotion criteria and policies

(WRITTEN NOTIFICATION BEGAN IN 2011-2012)

(70 O.S. § 1210.508C(I)(6)(7)

No Social Promotion

- 70 O.S. § 1210.508C(J)

No Social Promotion

No student may be assigned a grade level based solely on age or other factors that constitute social promotion

(Began in 2011-2012)

(70 O.S. § 1210.508C(J)

Six Good Cause Exemptions for Promotion

- 70 O.S. § 1210.508C(K)

SIX GOOD-CAUSE EXEMPTIONS FOR PROMOTION

(Policies Implemented 2012-2013) (1 of 6)

1. Identified English Language Learner (ELL) on a screening tool approved by OSDE of Bilingual /Migrant Education and have a Language Instructional Educational Plan in place prior to administration of the OCCT **and** have less than two years of instruction in an ELL

http://www.ok.gov/sde/title-iii

(70 O.S. § 1210.508C(K)(1))

SIX GOOD-CAUSE EXEMPTIONS FOR PROMOTION

(Policies Implemented 2012-2013) (2 of 6)

2. Students with disabilities who are assessed with alternate achievement standards OAAP The student must be identified as needing special education services prior to the administration of the third grade criterion referenced test;

- The student must have an Individualized Education Program (IEP) in place prior to the administration of the third grade criterion referenced test; and
- The student's IEP must: direct that the student is to be assessed with alternate achievement standards through OAAP

(70 O.S. § 1210.508C(K)(2))

SIX GOOD-CAUSE EXEMPTIONS FOR PROMOTION

(Policies Implemented 2012-2013) (3 of 6)

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

70 O.S. § 1210.508C(K)(3)

ALTERNATIVE ASSESSMENTS

Students scoring **45th percentile** 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

70 O.S. § 1210.508C(K)(3)(a)(b)(c)(d)

ALTERNATIVE ASSESSMENTS

- May ONLY be administered FOLLOWING the ADMINISTRATION of the READING PORTION of the THIRD GRADE CRITERION-REFERENCED TEST (OCCT)

- The SPRING TEST FORM of the Assessment SHALL be administered

- May be administered AT ANY TIME PRIOR TO THE START of the next academic school year, **IF** there are **AT LEAST 30 CALENDAR DAYS BETWEEN a**dministrations and DIFFERENT Assessment forms are administered

70 O.S. § 1210.508C(K)(3).

SIX GOOD-CAUSE EXEMPTIONS FOR PROMOTION

(Policies Implemented 2012-2013) (4 of 6)

4. Students who demonstrate evidence, through a student **portfolio,** that the student has mastered state standards **beyond the retention level and that the student is reading on grade level or higher may be granted a good-cause exemption.**

1210.508C(K)(4).

PORTFOLIO

To promote a student through the use of a student portfolio, the following criteria shall apply:

The student portfolio shall include evidence demonstrating the student's mastery of the Oklahoma state standards in reading equal to grade level performance on the Reading portion of the statewide third grade criterion-referenced test(s). Such evidence shall be documented through an organized collection of work representing the student's mastery of such standards, including a demonstration of mastery of all of the following essential components of reading:

1210.508C(K)(4).

PORTFOLIO

Essential Components of Reading

- Phonological awareness
- Phonics (i.e., The student demonstrates awareness of letter-sound correspondence for consonants, vowels, and consonant diagraphs, syllable types, and two to three syllable words);
- Vocabulary (i.e., The student demonstrates ability to determine the meaning of general academic-specific and domain-specific words and phrases in a text relevant to a grade three topic or subject area);

1210.508C(K)(4).

PORTFOLIO

Essential Components of Reading

- Automaticity/Fluency (i.e., The student demonstrates timed letter and word identification, sight words, modeled paragraph reading)
- Comprehension (i.e., The student demonstrates ability to read and comprehend informational text independently and proficiently)
- Spelling/Writing (i.e., The student demonstrates proficiency in spelling and writing through spelling tests and writing samples).

1210.508C(K)(4).

PORTFOLIO

- The student portfolio shall include clear evidence that the standards assessed by the Reading portion of the statewide third grade criterion-referenced test(s) have been met. Clear evidence must include multiple choice items and passages that are 50% literary text and 50% expository text that are between 200-600 words, with an average of 350 words. Such evidence could consist of:
  - Chapter or unit tests from the district's adopted core reading curriculum that are aligned with the Oklahoma State Standards; or
  - Teacher-prepared assessments

1210.508C(K)(4).

PORTFOLIO

- Each standard and objective assessed by the Reading portion of the third grade criterion-referenced test(s) must include
  - a minimum of four (4) work samples of mastery
  - student attained a grade of 70% or above.
- Demonstrating mastery of each objective for each standard is required.

1210.508C(K)(4).

PORTFOLIO

The student portfolio shall include:

- copies of the screening assessments
- benchmark/progress monitoring assessments
- copy of the student's Academic Progress Plan.

1210.508C(K)(4).

PORTFOLIO

The student portfolio shall be signed by the certified classroom teacher responsible for the student's Reading instruction and the principal of the school, attesting that:

- The portfolio is an accurate assessment of the student's reading achievement level
- The portfolio includes only work that has been independently produced by the student in the third grade, including programs of reading instruction provided after regular school hours, on Saturdays, and during the summer following the student's third grade year
- The student possesses required reading skills to be promoted to fourth grade.

1210.508C(K)(4).

SIX GOOD-CAUSE EXEMPTIONS FOR PROMOTION

(Implemented 2013-2014) (5 of 6)

5. Students with disabilities who take the **OCCT and** who have an Individualized Education Plan (IEP)

- received **intensive remediation in reading** for more than **two** years
- but still demonstrate a deficiency in reading
- previously retained or was in a **transitional grade** during kindergarten, first, second, or third grade

70 O.S. § 1210.508C(K)(5)

SIX GOOD-CAUSE EXEMPTIONS FOR PROMOTION

(Implemented 2013-2014) (6 of 6)

6. 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*
- previously retained or in a transitional class during kindergarten, first, second, or third grade for a total of **two** years

70 O.S. § 1210.508C(K)(6).

STUDENTS PROMOTED FOR GOOD-CAUSE EXEMPTIONS

(Implemented 2013-2014)

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

- Specialized diagnostic information
- Specific reading strategies for each student

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

1210.508C(L)

GOOD-CAUSE EXEMPTION DOCUMENTATION PROCESS

- 70 O.S. § 1210.508C(M)

GOOD-CAUSE EXEMPTION DOCUMENTATION PROCESS

(Implemented 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:

70 O.S. § 1210.508C(M)

GOOD-CAUSE EXEMPTION DOCUMENTATION PROCESS

(Implemented 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**.

70 O.S. § 1210.508C (M)(1)

GOOD-CAUSE EXEMPTION DOCUMENTATION PROCESS

(Implemented 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.

70 O.S. § 1210.508C (M)(2)

GOOD-CAUSE EXEMPTION DOCUMENTATION PROCESS

(Implemented 2013-2014)

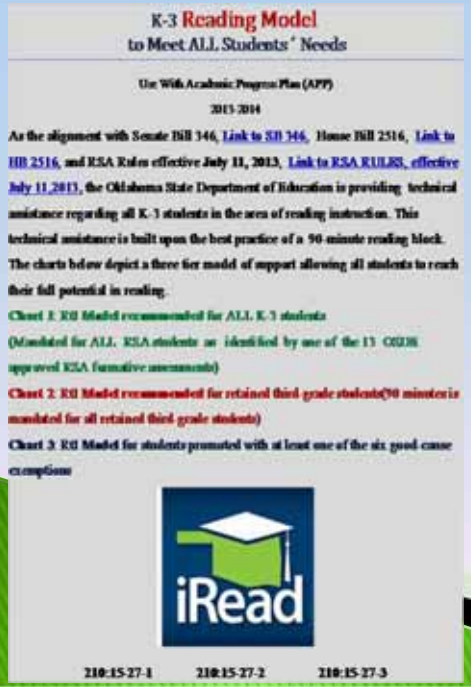
3. After the review of the documentation, the school district superintendent **shall** accept or reject the recommendation of the principal in writing.

70 O.S. § 1210.508C(M)(3)

Program of Reading Instruction Academic Progress Plan (APP) Documentation

70 O.S. § 1210.508C(K)

OAC 210-15-27



K-3 Reading Model
to Meet ALL Students' Needs

Use With Academic Progress Plan (APP)

2013-2014

As the alignment with Senate Bill 346, Link to SB 346, House Bill 2516, Link to HB 2516, and RSA Rules effective July 11, 2013, Link to RSA RULES, effective July 11, 2013, the Oklahoma State Department of Education is providing technical assistance regarding all K-3 students in the area of reading instruction. This technical assistance is built upon the best practice of a 90-minute reading block. The charts below depict a three tier model of support allowing all students to reach their full potential in reading.

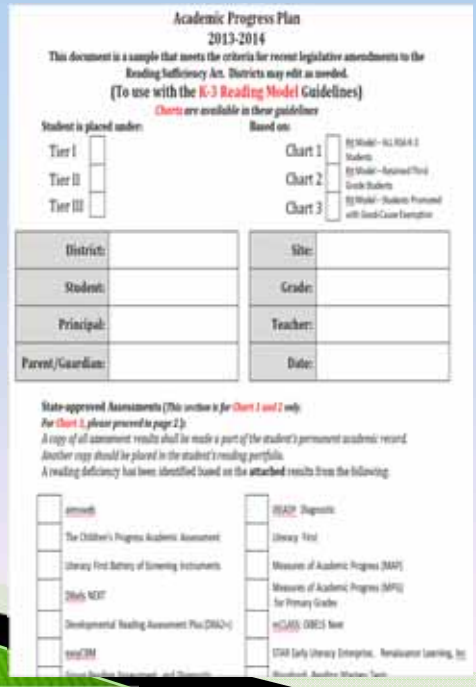
Chart 1: RI Model recommended for ALL K-3 students
(Mandated for ALL RSA students as identified by one of the 13 OSDE approved RSA formative assessments)

Chart 2: RI Model recommended for retained third grade students(90 minutes is mandated for all retained third grade students)

Chart 3: RI Model for students promoted with at least one of the six good cause exemptions

iRead

210:15-27-1 210:15-27-2 210:15-27-3



Academic Progress Plan
2013-2014

This document is a sample that meets the criteria for recent legislative amendments to the Reading Sufficiency Act. Districts may edit as needed.

(To use with the K-3 Reading Model Guidelines)

Charts are available in these guidelines

Student is placed under:

Tier I
Tier II
Tier III

Based on:

Chart 1
Chart 2
Chart 3

District:		Site:	
Student:		Grade:	
Principal:		Teacher:	
Parent/Guardian:		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:

The Children's Progress Academic Assessment
Literacy First Battery of Screening Instruments
Measures of Academic Progress (MAP)
Measures of Academic Progress (MPG) for Primary Grades
Developmental Reading Assessment Plus (DRA2+)
mCLASS: DIBELS Next
easyCBM
STAR Early Literacy Enterprise, Renaissance Learning, Inc

Program of Reading Instruction

Academic Progress Plan (APP)

For purposes of the Reading Sufficiency Act, a "program of reading instruction" shall be based upon a three-tiered Response to Intervention ("RtI") model, and shall include:

70 O.S. § 1210.508C
OAC 210-15-27

Program of Reading Instruction

Academic Progress Plan (APP)

TIER I

- **For students identified for Tier I intervention**
  - a minimum of ninety (90) minutes of
  - uninterrupted daily scientific-research-based reading instruction

70 O.S. § 1210.508C
OAC 210-15-27

Program of Reading Instruction

Academic Progress Plan (APP)

TIER II

- **For students identified for Tier II intervention**
  - at least thirty (30) to forty-five (45) minutes of
  - additional uninterrupted daily scientific-research-based reading instruction

in addition **to the ninety (90) minutes of uninterrupted daily reading instruction provided under Tier I**

70 O.S. § 1210.508C
OAC 210-15-27

Program of Intensive Reading Instruction *TIER III*

Academic Progress Plan (APP)

- **For students identified for Tier III intervention**
  - at least forty-five (45) to sixty (60) minutes of
  - additional uninterrupted daily scientific-research-based reading instruction

in addition to the ninety (90) minutes of uninterrupted daily reading instruction provided under Tier I.

70 O.S. § 1210.508C
OAC 210-15-27

Program of Reading Instruction

Academic Progress Plan (APP)

- Any student **promoted on the basis of a good cause exemption**
  - should **continue** to receive **intensive reading instruction** and **intensive instructional services**
  - supports through the **continued implementation** of an Academic Progress Plan (APP) to remedy the reading deficiency.

70 O.S. § 1210.508C
OAC 210-15-27

Program of Reading Instruction

Academic Progress Plan (APP)

Documentation

- Each student's APP required under this section shall be documented on a form approved by the Office of Instruction of the State Department of Education, and shall include, but not be limited to, the following information:

70 O.S. § 1210.508C(N)(2);
OAC-2150-15-27

Program of Reading Instruction

Academic Progress Plan (APP)

Documentation

1. Identification of assessments used for diagnostic purposes and periodic monitoring;
2. The results of the assessment(s) used to identify the reading deficiency;
3. A list of the developmental reading skill areas targeted for improvement (i.e., comprehension, phonics, phonological awareness, spelling, reading fluency, or vocabulary);

70 O.S. § 1210.508C(N)(2)(1)(2)(3)
OAC 210-15-27

Program of Reading Instruction

Academic Progress Plan (APP)

Documentation

(Continued)

4. A description of the supplemental and/or remedial services and supports provided to the student
5. A description of parental involvement strategies
6. Identification of any collaborative services provided to the child in order to facilitate the APP (i.e., Title I, IDEA, ELL/Title III).

70 O.S. § 1210.508C(N)(2)(4)(5)(6);
OAC 210-15-27

Required District Responsibilities

- 70 O.S. § 1210.508C

REQUIRED DISTRICT RESPONSIBILITIES

(Began in 2011-2012)

- School districts should have implemented policies relating to individual review of retained students who fail to meet GOOD-CAUSE EXEMPTIONS.

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

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

(70 O.S. § 1210.508C(N)

REQUIRED DISTRICT RESPONSIBILITIES

(Began in 2011-2012)

1. **Review of Reading Instruction Program:**
   - Conduct a review of the reading program instruction for **all students** who score at the unsatisfactory level on reading portion of **OCCT**, and did not meet the criteria for one of the GOOD-CAUSE EXEMPTIONS.
   - The review shall address additional supports and services needed to remediate identified areas of reading deficiency
   - A student portfolio is required to be completed for each retained student

(70 O.S. § 1210.508C(N)

REQUIRED DISTRICT RESPONSIBILITIES

(Began in 2011-2012)

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

(70 O.S. § 1210.508C(N)

REQUIRED DISTRICT RESPONSIBILITIES

(Began in 2011-2012)

Retained students shall be provided other strategies such as:

a. Small group instruction
b. Reduced teacher-student ratio
c. Progress monitoring more frequently
d. Tutoring or mentoring
e. Transitional classes (third- and fourth-grade students)
f. Extended school day, week, or year
g. Summer reading academies

(70 O.S. § 1210.508C(N

REQUIRED DISTRICT RESPONSIBILITIES

(Began in 2011-2012)

3. Provide written notification to the parent or guardian of any student who is to be retained:
   - Student has not met proficiency level required for promotion
   - Reasons student is not eligible for a good-cause exemption
   - A description of proposed interventions
   - A description of intensive instructional supports that will be provided to the student to remediate the identified areas of reading deficiency

(70 O.S. § 1210.508C(N

REQUIRED DISTRICT RESPONSIBILITIES

(Began in 2011-2012)

4. **Develop mid-year promotion policy for retained students:**
   - Demonstrates that they are a successful and independent reader
   - Reading at or above grade level
   - Ready to be promoted to the fourth grade
   - Tools that are in accordance with the rules of the State Department of Education:
     - Subsequent assessments
     - Alternative assessments
     - Portfolio reviews

(70 O.S. § 1210.508C(N)

REQUIRED DISTRICT RESPONSIBILITIES

(Mid Year Promotion)

(Began in 2011-2012)

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

- Upon demonstrating a level of proficiency required to score above the Unsatisfactory Level on the third-grade OCCT
- And upon showing progress sufficient to master appropriate fourth-grade level skills as determined by the school
- And upon agreement of the parent or guardian of the student and the school principal

(70 O.S. § 1210.508C(N)

REQUIRED DISTRICT RESPONSIBILITIES

(Began in 2011-2012)

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

(70 O.S. § 1210.508C(N)

REQUIRED DISTRICT RESPONSIBILITIES

(Began in 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
   b) A parent-guided "Read at Home" assistance plan (Love. Read. Learn!)to encourage parent-guided home reading
   c) A mentor or tutor with specialized reading training

(70 O.S. § 1210.508C(N)

R.E.A.D. Initiative

- 70 O.S. § 1210.508C

READ INITIATIVE

Began (2011-2012)

Beginning with the 2011-2012 school year, each school district should have established a:

- READING
- ENHANCEMENT
- ACCELERATION
- DEVELOPMENT Initiative

(70 O.S. § 1210.508C(O)

READ INITIATIVE

Began (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.

(70 O.S. § 1210.508C(O)

READ INITIATIVE

Began (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

(70 O.S. § 1210.508C(O)

READ INITIATIVE

Began (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

(70 O.S. § 1210.508C(O)

READ INITIATIVE

Began (2011-2012)

3. (continued)Provide a state-approved reading curriculum that, **at a minimum**, meets the following specifications:

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

(70 O.S. § 1210.508C(O)

READ INITIATIVE

Began (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**. 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:

(70 O.S. § 1210.508C(O)

READ INITIATIVE

Began (2011-2012)

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 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 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.

(70 O.S. § 1210.508C(O)

READ INITIATIVE

Began (2011-2012)

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 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

(70 O.S. § 1210.508C(O)

READ INITIATIVE

Began (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

(70 O.S. § 1210.508C(O)

READ INITIATIVE

Began (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.

(70 O.S. § 1210.508C(O)

Progress Reporting Provide to Parent or Guardian in Writing

- 70 O.S. § 1210.508C

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.

(70 O.S. § 1210.508C(P)

PROGRESS REPORTING PROVIDED TO PARENT OR GUARDIAN IN WRITING

- The school district board of education shall report each student's **OCCT** 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.

(70 O.S. § 1210.508C(P)

School District Reporting

- 70 O.S. § 1210.508C

SCHOOL DISTRICT REPORTING

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

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

c) By grade, the number and percentage of all students retained in grades 3-10

70 O.S. § 1210.508C(Q)

SCHOOL DISTRICT REPORTING

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

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

70 O.S. § 1210.508C(Q)

RSA Funding

- 70 O.S. § 1210.508D

RSA 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.

70 O.S. § 1210.508D(A)

RSA 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.

70 O.S. § 1210.508D(A)

Teacher Preparation Funding

- 70 O.S. § 1210.508D

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.

70 O.S. § 1210.508D(C)

Summer Academy Reading Program

- 70 O.S. § 1210.508E

SUMMER READING ACADEMY

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

70 O.S. § 1210.508E

SUMMER READING 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**:

70 O.S. § 1210.508E

SUMMER READING 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.

70 O.S. § 1210.508E

SUMMER READING ACADEMY

Summer Reading 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

70 O.S. § 1210.508E

SUMMER READING ACADEMY TEACHERS

Be taught by teachers who:

- Have successfully completed professional development in the reading program **or**
- Are certified as reading specialists

70 O.S. § 1210.508E

SUMMER READING 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

70 O.S. § 1210.508E(D)

SUMMER READING 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

70 O.S. § 1210.508E(E)

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