



OKLAHOMA
Education

READING SUFFICIENCY ACT STUDY

PREPARED BY OKLAHOMA STATE DEPARTMENT OF EDUCATION
2019 - 2020 SCHOOL YEAR

In fulfillment of Section 1210.508C of Title 70 of the Oklahoma Statutes. This study provides data on third grade reading achievement by socio-economic status, learning disability status, English learner status and race. It also provides evidence on reading instructional practices and remediation efforts currently being used by districts in Oklahoma and explores the potential efficacy of these practices.

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EXECUTIVE SUMMARY

With school closures in March 2020 and the suspension of the Oklahoma State Testing Program (OSTP) due to the global pandemic, schools have faced many challenges enacting the Reading Sufficiency Act in the 2019-20 school year. Additionally, schools were faced with the challenge of distance learning in the spring along with the suspension of many summer reading programs.

Distance learning was addressed in various ways in schools across the state. Some districts had access to technology for all students along with broadband Internet access, while other districts relied on paper packets picked up by families at schools.

In addition, students who required various levels of supplemental instruction or intervention prior to the pandemic either did not receive those interventions due to lack of resources or received modified interventions based on what schools were able to provide. Often, these modified interventions were not as robust as the in-person instruction students received prior to shifting to distance learning.

While some data traditionally depicted in the annual report are missing from the report this year, the data available provides a picture of the progress and areas for growth still needed to support all students in becoming proficient readers by the end of grade three. Trends in data collected at the school-level over the last four years remains somewhat flat. However, Oklahoma continues to see improvement from the beginning-of-year to the end-of-year data at a consistent rate that demonstrates effectiveness of interventions and supplemental instruction in many schools.

Achievement gaps between students who are on an individualized education program (IEP) or students who are identified for English Learner (EL) services and their peers not receiving those specialized services continue to exist. There are also continuing achievement gaps for students who identified as Black or Hispanic when compared to their peers.

As schools consider how to best move forward from the challenges of the pandemic, the need for teachers well-trained in effective early literacy instruction, along with high-quality instructional materials in every classroom becomes critical. Evidence-based literacy practices grounded in the cognitive science of how students learn to read are gaining increasing traction, and with their spread there is an opportunity for positive change in Oklahoma's early literacy achievement.

PURPOSE OF ANNUAL REPORT

Section 1210.508C of Title 70 of the Oklahoma Statutes requires that the State Department of Education (SDE) conduct a study on reading instruction and the retention of students in the third grade based on reading assessments.

The purpose of the study is to identify trends in assessment data for students in kindergarten through third grade, as well as trends in promotion and retention decisions for third-grade students. Through this report, data is also collected on the instructional practices utilized by schools and the research literature regarding the effectiveness of those practices is discussed.

HISTORY

The Reading Sufficiency Act (RSA) was originally passed in 1997 to improve Oklahoma children's reading skills before the end of third grade. The law required that all kindergarten through third-grade students be assessed¹ at the beginning and end of each school year for the acquisition of reading skills. In 2012,² the law was amended to require that beginning in the 2013-2014 school year, third-grade students show proficiency on grade-level reading skills or meet one of the good-cause exemptions³ to be promoted to fourth grade. In 2014, HB 2625 was passed with emergency status, going into effect for the 2013-2014 academic year. This allowed a "probationary promotion" for third-graders through the recommendation of a Student Reading Proficiency Team (SRPT), a partnership of the student's parents and educators. The SRPT was made permanent in 2017 with the passage of HB 1760.⁴ In 2019, SB 601 was passed and adjusted some of the good-cause exemption requirements, added a mid-year screening assessment for kindergarten through third-grade students, and clarified language around the expectations for kindergarten students.⁵ These changes are reflected in Table 1.

¹ See *K-3 Screening and Assessments* (70 O.S. §1210.508C (A-B))

² See *Retention - No Social Promotion* (70 O.S. §1210.508C (I.3)(K))

³ See *Good Cause Exemptions* (70 O.S. § 1210.508C (L))

⁴ See *Probationary Promotion* (70 O.S. § 1210.508C (I)(5))

⁵ See *K-3 Screening and Assessments* (70 O.S. §1210.508C (A)(3))

TABLE 1. HISTORICAL CHANGES TO THE READING SUFFICIENCY ACT

Academic Year	Changes
2013-2014 <i>HB 2625</i>	<ul style="list-style-type: none"> Introduced Student Reading Proficiency Team (SRPT) to allow for probationary promotion SRPT established to consist of third-grade teacher, fourth-grade teacher, parent/guardian of student, principal, and certified reading specialist Allowed students in first, second and third grades to show proficiency through one of the state-approved screening assessments
2013-2014 <i>HB 2497</i>	<ul style="list-style-type: none"> Added prekindergarten retention as a qualifier for good-cause exemptions 5 and 6
2015-2016 <i>SB 630</i>	<ul style="list-style-type: none"> SRPT amended to consist of third-grade teacher, fourth-grade teacher, parent/guardian of student, and certified reading specialist Established RSA criteria based on Standards 2 and 4 of third-grade assessment to determine eligibility for automatic promotion Added good-cause exemption 7 for emergency situations
2016-2017 <i>HB 1760</i>	<ul style="list-style-type: none"> SRPT made permanent SRPT amended to include reading specialist only if one is available Oklahoma State Testing Program (OSTP) revised to align to new Oklahoma Academic Standards for English Language Arts
2018-2019 <i>SB 601</i>	<ul style="list-style-type: none"> Kindergarten students not meeting grade-level targets by the middle of the year would have a reading plan for support Required mid-year screening assessment for all kindergarten through third-grade students Eliminated the requirement that students on an Individualized Education Program (IEP) be retained once before qualifying for good-cause exemption 5. Adjusted good-cause exemption 6 to apply to students who had been previously retained one year (instead of two years) Clarified process for students transitioning to middle school who were promoted with probation

The ultimate goal of reading is for students to make meaning of text. Foundational skills, such as oral language, phonemic awareness, and phonics, are taught primarily in kindergarten through second grade then reinforced in third grade. While students must have a solid foundation in these skills, reading does not stop there. Students must also learn and apply vocabulary and comprehension skills at the same time. Reading is an extremely complex act that requires students to work on multiple skills in tandem. If any of those skills are not developed, the student cannot become a successful reader. The purpose of the RSA is to identify where students may have reading difficulties and intervene to ensure they become proficient readers. As such, the Reading Sufficiency Act (RSA) follows the Multi-Tiered Systems of Support (MTSS) model.

Third grade is the transition year in which students apply the foundational skills they have been learning in the early grades to focus on more critical analysis and understanding of text. Current legislation mandates that the initial determinant in assessing a third-grader's reading proficiency is the student's score on the reading portion of the Oklahoma School Testing Program (OSTP), although it is not the only one. There are multiple pathways for a student to be promoted to fourth grade.

- Pathway 1: Meet RSA criteria on the reading and vocabulary portions of the OSTP;⁶
- Pathway 2: Demonstrate reading proficiency through one of the approved screening assessments;⁷
- Pathway 3: Meet the requirements for one of the seven good-cause exemptions;⁸ and
- Pathway 4: Obtain a unanimous decision by the Student Reading Proficiency Team (SRPT) to be promoted with probation.⁹

If a student does not demonstrate sufficient ability with foundational reading skills to meet the qualifications for any of the four pathways, the student must be retained.

The 2019-20 school year presented unique challenges. Due to a worldwide pandemic, schools across the state moved to distance learning in mid-March for the remainder of the school year. Due to health concerns with in-person assessment, both the Oklahoma State Testing Program (OSTP) and the end-of-year screening assessment for the Reading Sufficiency Act were suspended. Without the OSTP, schools were requested to make promotion or retention decisions for all third-grade students based on screening assessment data or school work completed prior to March. There were over 204,400 kindergarten through third-grade students in the 2019-20 school year, all of which were supported by provisions of the Reading Sufficiency Act. This report provides an analysis

⁶ See *Third Grade Reading Proficiency* (70 O.S. §1210.508C (I)(4))

⁷ See *Third Grade Reading Proficiency* (70 O.S. §1210.508C (I)(1))

⁸ See *Good Cause Exemptions* (70 O.S. § 1210.508C (L))

⁹ See *Probationary Promotion* (70 O.S. § 1210.508C (I)(5))

of assessment data collected by schools in 2019-20 school year and showcases trends in assessment data over the past four years.

RESEARCH QUESTIONS

This annual study is tasked with researching the questions listed below. However, due to the circumstances created by the global pandemic in the spring of 2020, some data were not able to be collected. In those instances, information from previous years that address that question and an explanation for the missing data has been included.

1. How many students (number and percent) in kindergarten through third grade have been determined as at-risk for reading difficulties as compared to the total number of students enrolled in each grade?
2. How many students (number and percent) in kindergarten through third grade continue to be at risk for reading difficulties by the end of the academic year, as determined by the year-end measurement of reading progress?
3. How many students (number and percent) in kindergarten through third grade have successfully completed their program of reading instruction and are reading on grade level as determined by the results of approved reading assessments?
4. How many third-grade students (number and percent) met the performance criteria for the RSA as determined by the Commission for Educational Quality and Accountability on the reading portion of the statewide third-grade assessment?
5. How many third-grade students participated in the Oklahoma State Testing Program (OSTP) and, of that number, how many met proficiency on a screening instrument, how many were promoted through each of the good-cause exemptions, how many were retained, and how many were promoted through probationary promotion?
6. How does reading proficiency vary by socio-economic status, learning disability status, English learner (EL) status and race?
7. What funding was appropriated to each district for reading remediation?
8. What screening instruments are being used to identify reading deficiencies and monitor reading progress?
9. What types of reading instructional practices, instructional methods and remediation efforts are currently being used by districts?
10. What types of reading resources do students have access to outside of school?
11. Of the identified instructional practices, instructional methods and remediation efforts, which ones have been identified as best practices in the research literature for students not reading on grade level?

METHODOLOGY

To answer question 1, data from the beginning of year (BOY) district reports were used. Data from the end of year (EOY) district reports are traditionally used to answer questions 2 and 3. Due to school districts across the state moving to distance learning in the spring of 2020, however, this data was not collected. These reports are completed by districts to provide information on the number of students at risk for reading deficiencies and the number of students completing reading intervention plans.

Because of the pandemic, the Oklahoma State Testing Program (OSTP) was waived for the spring of 2020. The data from the OSTP are traditionally used to address questions 4 and 6. Without this data, these questions cannot be addressed for the 2019-20 report.

To answer questions 5 and 6, data from the Third-Grade Promotion Retention report was used. This report is completed by districts and contains data on the number of students who did not meet criteria and which promotion or retention decision was made for those students. Districts also identify which good-cause exemption was met for those students promoted through exemption. In addition, descriptive statistics on reading proficiency and retention by socio-economic status, learning disability status, English learner (EL) status, and race were calculated using promotion and retention decisions along with demographic data. The purpose of this is to better understand the demographic composition of students who are not reading at grade-level and who are retained.

To answer research question 7, RSA funding by district was reported.

To address question 8, data from the Annual District Reading Plan and RSA Beginning of Year report were used.

To answer research questions 9 and 10, school and district leaders were surveyed on instructional practices, instructional methods, remediation, and reading resource access. The survey data were aggregated to the district level to identify instructional practices, instructional methods, remediation efforts, and reading resource access available at each district.

To answer research question 11, Oklahoma reading experts reviewed and summarized peer-reviewed evidence on the instructional practices, instructional methods, remediation efforts, and reading resources teachers in Oklahoma reported using.

DATA SOURCES

This study used data from the following sources:

- Beginning of Year Reading Report
- Third-Grade Promotion and Retention Report
- RSA district funding data
- State-developed survey on instructional practices, instructional methods, remediation efforts and reading resource access
- Student information data
- Literature on instructional practices, instructional methods, remediation efforts, and reading resources.

Any student data contained in the report was reported only in the aggregate so that individual students could not be identified, with the exception of promotion and retention decisions for third grade students who did not meet RSA criteria on the state test. In this case, districts were asked to report the final retention decision, as well as the method that was used for a student who was promoted.

SURVEY RESULTS

To gather information on reading instruction, a survey was sent to district personnel, administrators, and teachers who work with kindergarten through third-grade students. The link to the survey was sent via electronic newsletters in early December, and was available for two weeks. Reminders were sent out through newsletters twice within that window. In total, 2,305 educators and administrators completed the survey. The respondents represented 96% of the counties in Oklahoma and 359 (68%) of 530 school districts. A variety of roles and positions were represented, including 1,381 (58%) classroom teachers, 337 (14%) academic support (e.g., special education, English learner, speech language pathologists) teachers, 26 (1%) superintendents, 256 (11%) building administrators, 228 (10%) reading specialists or instructional coaches, and 52 (2%) district personnel.

RESULTS

DISTRICT DATA RESULTS

Districts must use one of the screening instruments¹⁰ approved by the Oklahoma State Board of Education to assess all kindergarten through third-grade students. In the 2019-20 school year, there were seven screening instruments approved for use. This was a reduction from the previous list of fifteen approved assessments. Screening instruments are used to determine potential reading difficulties at the beginning of the year and again at the end of the year to determine growth. As districts identify students who need additional support, those students are placed on an Academic Progress Plan (APP)¹¹ outlining the additional reading intervention that will be provided for that student. Districts report the number of students who need intervention to the Oklahoma State Department of Education. Numbers are reported in aggregate and identify the number of kindergarten through third-grade students who were assessed, the number of students placed on an APP at the beginning of the year, the number of students still on an APP at the end of the year, and the number of students who successfully completed their APPs.

STUDENTS AT RISK FOR READING DIFFICULTIES AT THE BEGINNING OF THE YEAR

This section addresses the question, *How many students (number and percent) in kindergarten through third grade have been determined as at-risk for reading difficulties as compared to the total number of students enrolled in each grade?*

The following table showcases the percent of students who are identified as at-risk of not achieving reading proficiency as determined by a beginning-of-year screening assessment administered within the first few weeks of the school year. The data provided does not indicate the progress made in that grade level throughout the year.

¹⁰ See *K-3 Screening and Assessments* (70 O.S. §1210.508C (D))

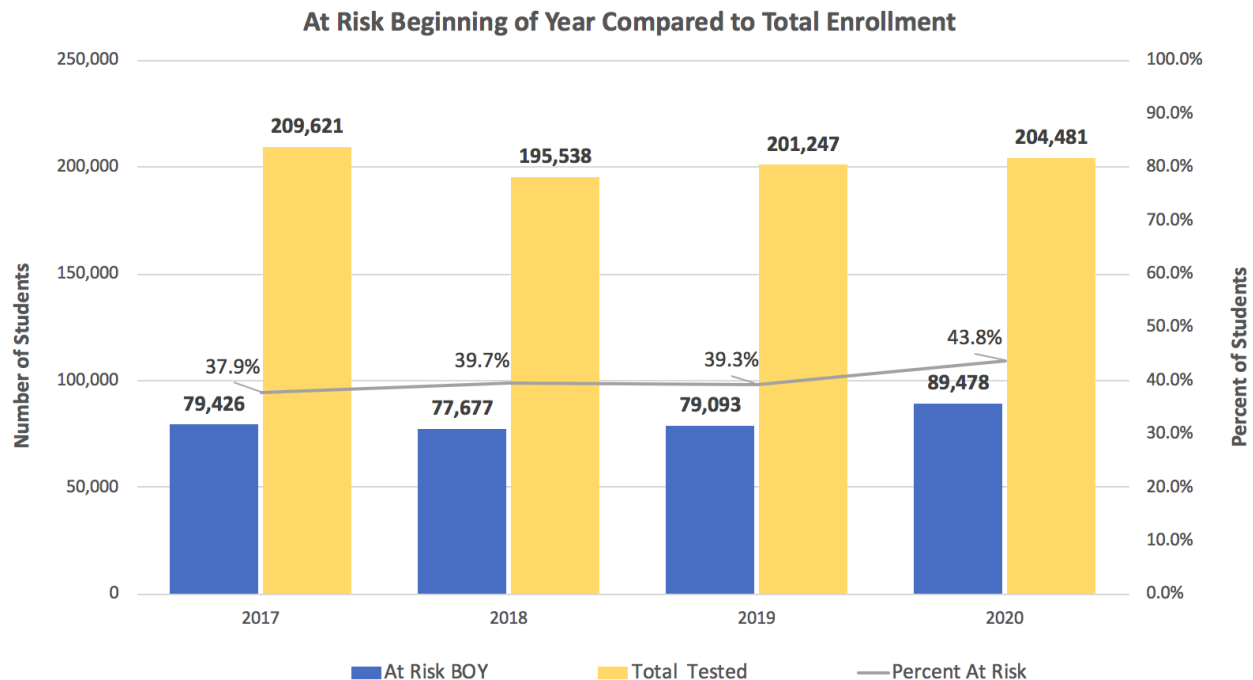
¹¹ See *Program of Reading Instruction* (70 O.S. §1210.508C (E-F))

TABLE 2. STUDENTS AT-RISK BEGINNING OF YEAR

	Grade	At-Risk BOY	Total Enrolled	Percent At-Risk BOY
2017	KG	18,128	51,347	35.3%
	1	20,293	53,072	38.2%
	2	20,578	52,155	39.5%
	3	20,427	53,047	38.5%
	All Grades	79,426	209,621	37.9%
2018	KG	16,875	50,832	33.2%
	1	19,847	51,340	38.7%
	2	20,561	50,688	40.6%
	3	20,394	52,678	38.7%
	All Grades	77,677	195,538	39.7%
2019	KG	17,282	50,797	34.0%
	1	20,899	50,647	41.3%
	2	20,903	49,199	42.5%
	3	20,009	50,604	39.5%
	All Grades	79,093	201,247	39.3%
2020	KG	21,105	52,001	40.59%
	1	24,261	52,123	46.55%
	2	22,570	49,993	45.15%
	3	21,542	50,364	42.77%
	All Grades	89,478	204,481	43.76%

In Figure 1, the total number of students enrolled for kindergarten through third grade is compared to the total number of students in those grades who were at-risk for reading difficulties at the beginning of each school year. The trend line shows the percentage of students in kindergarten through third grade who were considered at-risk for reading difficulties at the beginning of each school year.

FIGURE 1. STUDENTS AT-RISK BEGINNING OF YEAR COMPARED TO TOTAL ENROLLMENT



When looking at the beginning-of-year data over the last four years in Table 2 and Figure 1, the average percentage of kindergarten through third-grade students who have been identified as having reading difficulties at the beginning of the school year has increased from 37.9% in 2017 to 43.8% in 2020, with the largest percent of increase occurring in the 2019-20 school year. Grade one reflects the largest increase in students identified as not meeting proficiency benchmarks at the beginning of the school year and grade three shows the smallest increase over the four-year period. Students tend to have the most growth in reading proficiency skills in grade one, as they learn to apply sounds to print so they can decode words with increasingly difficult spelling patterns.

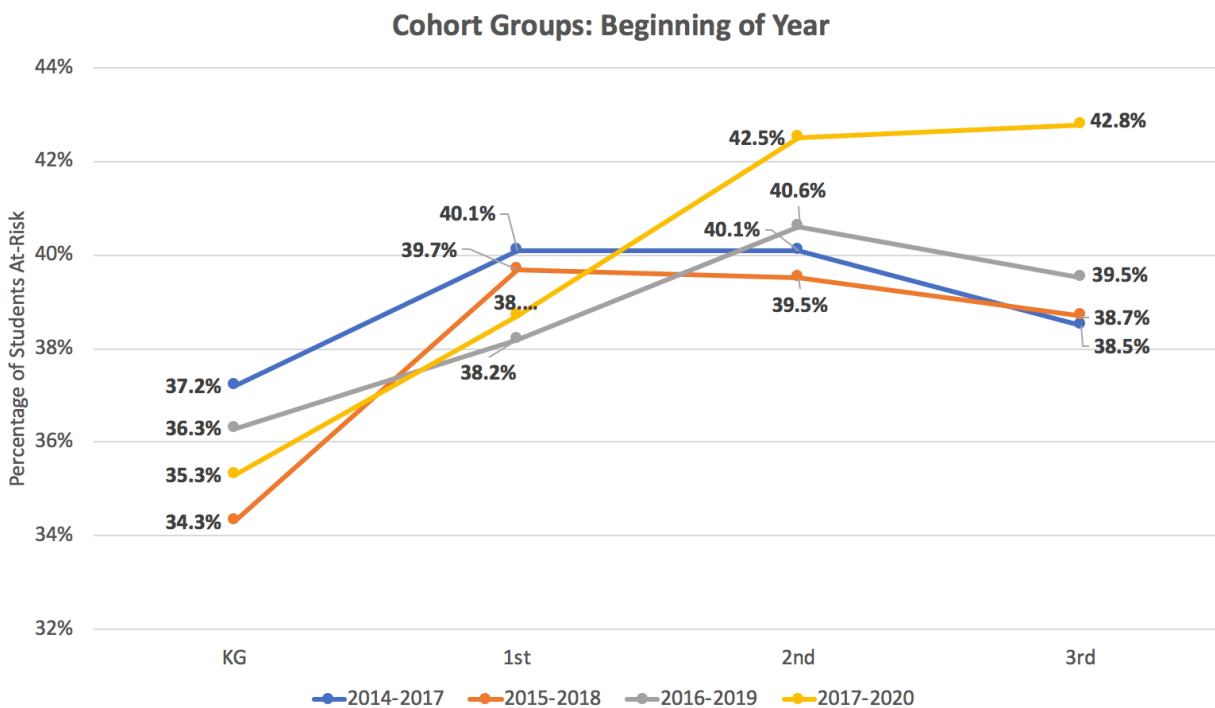
There were several factors that likely impacted the RSA assessment data in the 2019-20 school year. The 2019-20 school year represented the first-year districts selected screeners from the revised list of approved screening assessments determined by the Oklahoma State Board of Education in 2019. As a result, 527 (57%) elementary sites utilized new screening assessment tools, ensuring all districts were utilizing evidence-based screening assessments strongly aligned to the Oklahoma Academic Standards. With the revised list of approved screening instruments, districts were provided more direct guidance to define grade-level targets for reading proficiency. While this guidance provided greater consistency with grade-level proficiency expectations across the state, it did cause some districts to see an increase or decrease in the number of students reported as at-risk for reading difficulties from previous screener usage. Finally, as a result of changes in SB 601, it became a standard expectation that kindergarten students would be assessed at the three times a year and placed on a reading plan if

the student had not met grade-level targets by the middle of the year. In several cases, districts had not previously identified kindergarten students as at-risk for reading difficulties and now added these students to their data reports.

COHORT TRENDS FOR THE BEGINNING-OF-YEAR DATA

When looking over the data available since 2014, there are four cohort groups that can be followed from kindergarten through third grade. In earlier cohort groups, there was an increase in the percentage of students identified as at-risk for reading difficulties from kindergarten to first grade, then a decline in that percentage from first grade to third grade. The 2016-2019 cohort group, showed an increase in percentage of students identified as at-risk in kindergarten through second grade then declined from second grade to third grade. The 2017-2020 cohort showcased a sharp increase in the percentage of students identified as at-risk from kindergarten through second grade, with the percentage remaining relatively the same from second grade to third grade. The trend data for the 2017-2020 cohort may be affected by school districts shifting to new screening assessments.

FIGURE 2. BEGINNING-OF-YEAR COHORT TRENDS



As the complexity of skills increase, it is logical that some students who have been masking reading difficulties are no longer able to compensate, especially if they have not received high-quality instruction in word recognition skills. This unmasking generally

occurs around second grade, as curriculum moves from single-syllable words to longer words with more complex patterns. Students who have been getting by with basic skills in kindergarten and first grade have more difficulty with reading skills as both the curriculum and the text become more difficult. It has also been noted that many second- and third-grade teachers are shifting a majority of instructional focus to comprehension skills, often greatly reducing instruction for word recognition skills when students still need frequent instruction and practice with these skills. Making certain that all elementary teachers, beginning with the youngest grades, are well-prepared to teach foundational reading skills, using evidence-based instructional practices, is critical to ensuring that fewer students are identified with reading difficulties.

The Reading Sufficiency Act follows a Multi-Tiered Systems of Support model (MTSS). Such models,¹² indicate that a healthy and effective system for early literacy exists when 20% or fewer of the students in the system are identified as at-risk for reading difficulties. **Oklahoma RSA data indicates that double that percentage of students are identified as at-risk consistently since the 2016-2017 school year.** Remediation or intervention services are costly and often have undesirable opportunity costs, such as missing instruction in other content areas. While these services are sometimes necessary, schools are struggling to find the personnel and resources to support intervention efforts for such a high percentage of students. The most efficient and effective way to address the high percentage of students identifying as at-risk of reading difficulties is through strong core instruction. **Ensuring that schools have well-trained teachers with access to high-quality curriculum materials aligned to evidence-based instruction in every elementary classroom will be critical in the years moving forward from the pandemic.**

STUDENTS AT RISK FOR READING DIFFICULTIES AT THE END OF THE YEAR

This section addresses the question, *How many students (number and percent) in kindergarten through third grade continue to be at-risk for reading difficulties by the end of the academic year, as determined by the year-end measurement of reading progress?*

To determine the number and percentage of students considered at-risk for reading difficulties at the end of the year, a calculation was made using the number of students not meeting grade-level reading targets on an Academic Progress Plan (APP) at the end of the year as compared to the number of students not meeting grade-level reading targets on an APP at the beginning of the year. These data were directly reported to the OSDE by districts.

¹² More information about MTSS is provided in the Research Literature at the end of this report.

End-of-year data reflect the effectiveness of instruction for students over the course of that school year. It does not reflect the influence (if any) of a summer break.

It is important to note that these data were not collected for the 2020 school year, so only historical data are included in this section. Due to the pandemic, school districts across the state moved to distance learning in the spring of 2020. At the time, schools were not equipped to administer screening assessments virtually and it was not deemed safe for teachers to meet with students in-person.

Students who end the school year on a reading plan have not met goals set forth in the reading plan and are still considered at-risk. The data do not differentiate between students who have made progress but have not quite reached the goal, students who have maintained growth at the same rate as their peers but have not closed the learning gap, or students who continue to struggle and have fallen further behind their peers.

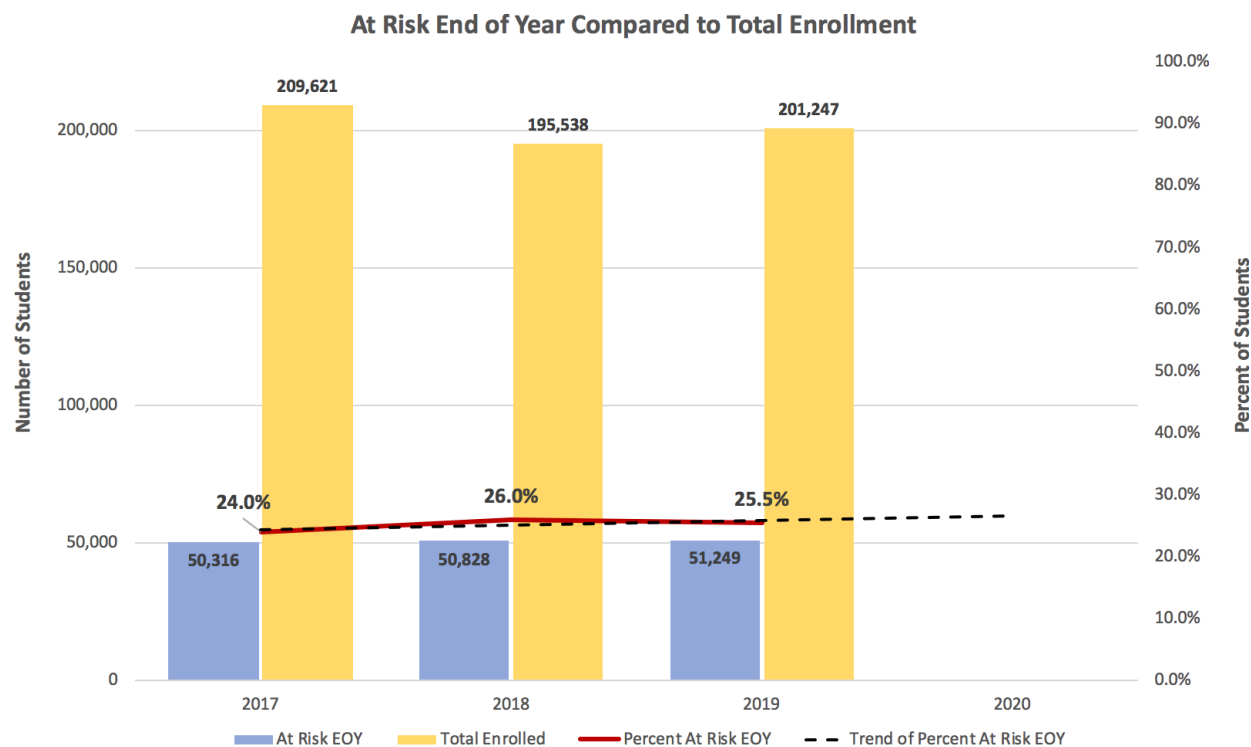
TABLE 3. STUDENTS REMAINING AT-RISK AT END OF YEAR

	Grade	At-Risk EOY	Total Enrolled	Percent At-Risk EOY
2017	KG	10,985	51,347	21.4%
	1	13,571	53,072	25.6%
	2	13,263	52,155	25.4%
	3	12,497	53,047	23.6%
	All Students	50,316	209,621	24.0%
2018	KG	11,015	50,832	21.7%
	1	13,179	41,340	31.9%
	2	13,822	50,688	27.3%
	3	12,812	52,678	24.3%
	All Students	50,828	195,538	26.0%
2019	KG	10,817	50,797	21.3%
	1	13,694	50,647	27.0%
	2	13,972	49,199	28.4%
	3	12,766	50,604	25.2%
	All Students	51,249	201,247	25.5%
2020	KG	No data available due to pandemic		
	1	No data available due to pandemic		
	2	No data available due to pandemic		
	3	No data available due to pandemic		
	All Students	No data available due to pandemic		

In Figure 3, the total number of students enrolled for kindergarten through third grade is compared to the total number of students in those grades who continued to be at-risk for reading difficulties at the end of each school year. The trend line shows the

percentage of students in kindergarten through third grade considered at-risk for reading difficulties at the end of each school year.

FIGURE 3. STUDENTS REMAINING AT-RISK AT END OF YEAR



The overall trend of **the percentage of students ending the year still on a reading plan displays little change**. From 2017 to 2019, the range of students ending the year on a reading plan has ranged from 24% to 26%.

Kindergarten identified 21.4% students on a reading plan at the end of the year in 2017, while 21.3% were on a reading plan at the end of the year in 2019. The percentage of students remaining on a plan in kindergarten remained consistent across all three years.

From 2017 to 2019, first grade and third grade showed a slight increase of about 1.5% of students ending the year on a reading plan. Second grade showed an increase of 3% of students ending the year on a reading plan from 2017 to 2019. During this time, all three grades reported percentages that were fairly similar, with an average of 26.5%.

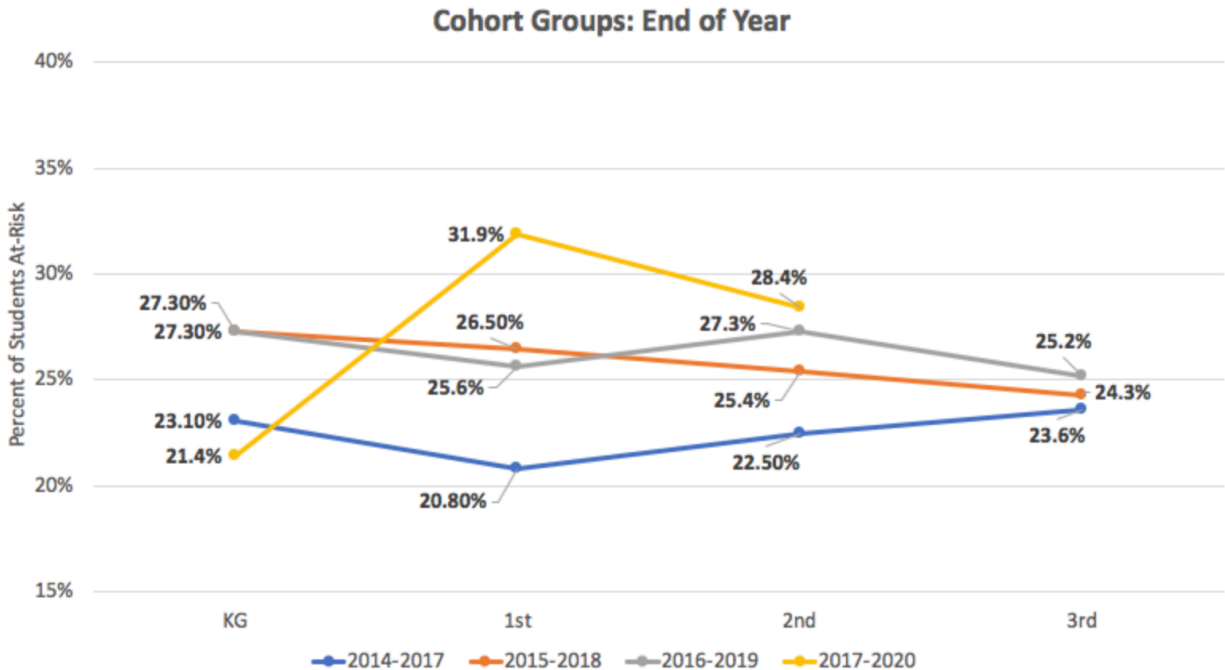
When considering the guidelines of the Multi-Tiered Systems of Support (MTSS) model, a percentage of about 20% of students identified as at-risk would indicate a healthy and effective system for early literacy. It is also important to note that these data were taken after instruction had been provided. **With more than 20% of Oklahoma students still**

demonstrating difficulty in reading after instruction, districts should closely examine instructional materials and practices for areas where improvements could be made. The most efficient and effective way to address early literacy instruction would be through core instruction that all students receive. **Remediation or intervention programs should be closely aligned to core instruction, and there should be clear communication between the classroom teacher and any specialized teachers providing intervention instruction.** Ensuring that schools have well-trained teachers with access to high-quality curriculum materials aligned to evidence-based instruction in every elementary classroom will be critical in the years moving forward from the pandemic.

COHORT TRENDS FOR THE END-OF-YEAR DATA

When looking at end-of-year data available since 2014, trend data for three cohorts of students can be tracked from kindergarten through grade three. Complete data for the latest cohort (2017-2020) are not available due to the pandemic. The first three cohorts demonstrated consistency in the percentage of students ending the year on a reading plan with little variance between grade levels. The latest cohort had the lowest percentage of kindergarten students end the year on reading plan, but also had a sharp increase in the percentage of first grade students, as compared to kindergarten students, who ended the year on a reading plan. Cohort groups are slowly increasing in the percentage of students remaining on a plan. One recommendation to address this increase is for **districts to carefully consider the instructional materials and practices being used, as well as ensure a strong alignment between grade levels and between core instruction in the classroom and supporting instruction that some students receive.**

FIGURE 4. END-OF-YEAR COHORT TRENDS



READING PLAN COMPLETION

This section addresses the question, *How many students (number and percent) in kindergarten through third grade have successfully completed their program of reading instruction and are reading on grade level as determined by the results of approved reading assessments?*

To determine the number and percentage of students who have successfully completed their reading remediation program, districts report the number of kindergarten through third-grade students who completed the program reading on grade level. Another way of constructing an understanding of successful remediation plan completion is by looking at the **percentage of students** who are considered at risk at the **beginning of the year** compared to the percentage of students considered at risk at the **end of the year**. These data were reported by the districts.

Due to the pandemic, school districts across the state moved to distance learning in the spring of 2020. At the time, schools were not equipped to administer screening assessments virtually and it was not deemed safe for teachers to meet with students in-person. Therefore, data for the 2019-20 school year are not included in the report.

Table 4 and Figure 3 reflect the number of students who met the requirements of their reading plan. However, it does not show the overall gains made by individual students. Some students may have made growth equivalent to multiple years in comparison to age peers, while others may have been just under the benchmark at the beginning of the year and were just over the benchmark at the end of the year. The data also do not

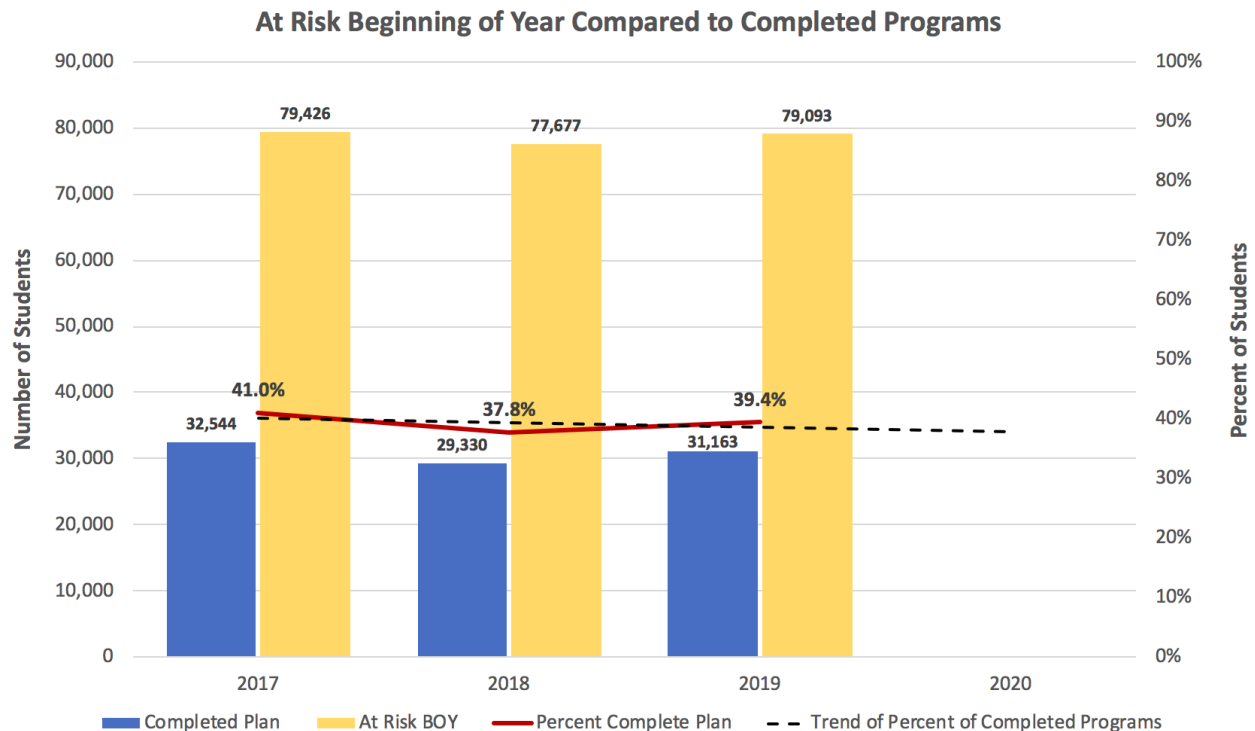
show how many students left the school prior to completing their reading plans who were making gains, nor how many (if any) students completed a plan but had to be placed on a new plan the following year with new grade-level expectations.

TABLE 4. READING PLAN COMPLETION

	Grade	Completed Plan	Total At-Risk BOY	Percent Completed
2017	KG	8,447	18,128	46.6%
	1	8,578	20,293	42.3%
	2	7,255	20,578	35.3%
	3	8,264	20,427	40.5%
	All Students	32,544	79,426	41.0%
2018	KG	6,855	16,875	40.6%
	1	7,442	19,847	37.5%
	2	6,856	20,561	33.3%
	3	8,177	20,394	40.1%
	All Students	29,330	77,677	37.8%
2019	KG	7,640	17,282	44.2%
	1	8,310	20,899	39.8%
	2	7,406	20,903	35.4%
	3	7,807	20,009	39.0%
	All Students	31,163	79,093	39.4%
2020	KG	No data available due to pandemic		
	1	No data available due to pandemic		
	2	No data available due to pandemic		
	3	No data available due to pandemic		
	All Students	No data available due to pandemic		

In Figure 5, the total number of students in kindergarten through third grade at-risk for reading difficulty at the beginning of the year is compared to the total number of students in those grades who successfully completed their reading plan at the end of each school year. The trend line shows the percentage of students in kindergarten through third grade who successfully completed their reading plan and were reading on grade-level at the end of each school year.

FIGURE 5. READING PLAN COMPLETION



The overall trend of **the percentage of students successfully completing their reading plan has remained fairly stable**. From 2017 to 2019, the range of students successfully completing their reading plan has ranged from 41% to 37.8%.

Each year, kindergarten consistently has the highest percentage of students who successfully complete their program of reading remediation. Second grade consistently has the lowest percentage of students who successfully complete their program of remediation. Second grade is generally a transitional year as students have often focused on skill-based instruction in the foundational skills in kindergarten and first grade, and are now spending more instructional time with application of foundational skills in text. Students in second grade are also working with more multisyllabic words, applying the decoding skills they have learned to read primarily single-syllable words in first grade to the syllables in longer words in second grade. **If students are still struggling with word recognition skills such as phonemic awareness and phonics, then they are often not successful with the increase in rigor as they move to multisyllabic words. Because of this increase in rigor, students who have been using coping skills to compensate for difficulties in this area are no longer able to keep up.** It is not uncommon for students who seemed to be meeting reading expectations in kindergarten and first grade to start showing difficulties at this stage of learning. In addition, many instructional programs used in second-grade do not address word recognition skills as thoroughly as research shows is needed. This means students are often not working with more advanced phonemic awareness skills or

complex phonics patterns. A recommendation to increase students' opportunities for reading proficiency is to **ensure second- and third-grade teachers are aware of the importance of continuing instruction in word recognition skills for all students.**

COHORT TRENDS FOR READING COMPLETION DATA

When looking at data available since 2014, there are three cohort groups that tracked from kindergarten through third grade. Complete data for the latest cohort (2017-2020) are not available due to the pandemic. There is an interesting trend to note when examining the data from cohort groups. As previously mentioned, kindergarten consistently has the highest percentage of students successfully completing a reading plan. That percentage drops in each grade level as the skills to be learned become harder, creating a larger gap between students who are on grade-level and those who are having reading difficulties. However, each cohort group reveals a rise in the percentage of students completing their reading plans in third grade. **This rise may be attributed to districts investing more time and resources in third grade in preparation for the third-grade OSTP and potential promotion or retention decisions. Students in Oklahoma may benefit from investing more resources into earlier grades when the learning gaps are less pronounced.**

FIGURE 6. READING PLAN COMPLETION COHORT TRENDS

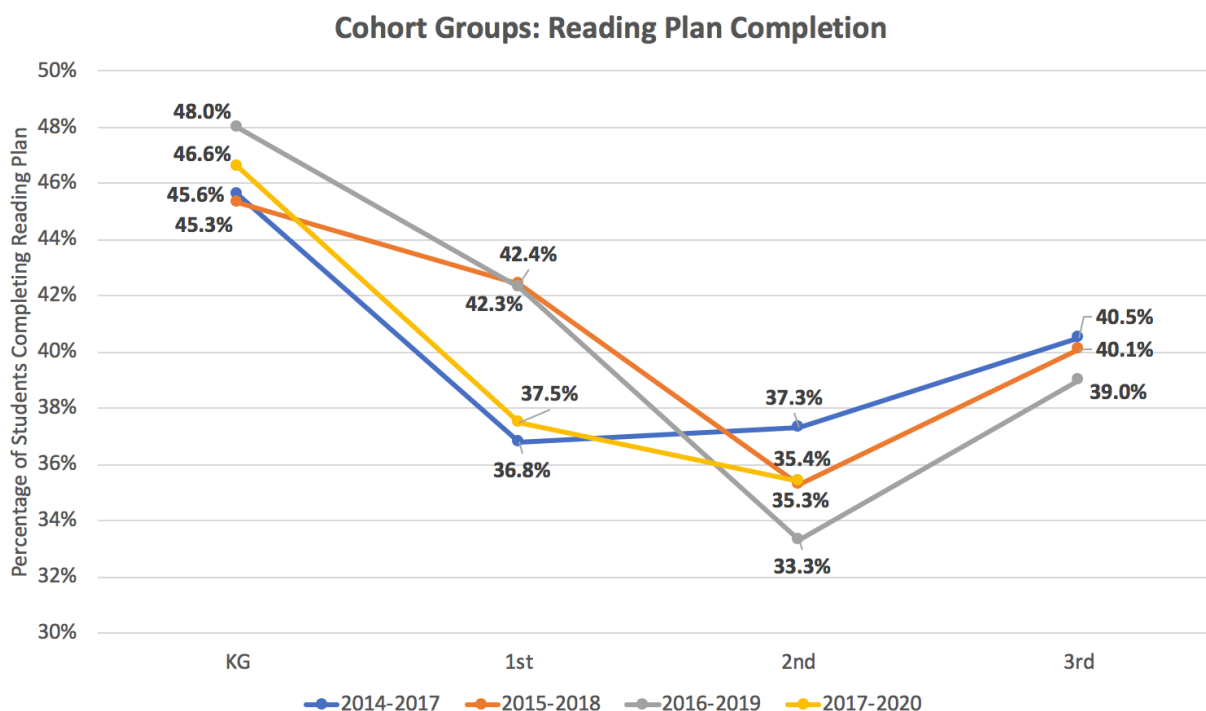


Table 5 and Figure 7 reflect the difference between the number of students identified as having reading difficulties at beginning of year and those still having reading difficulties

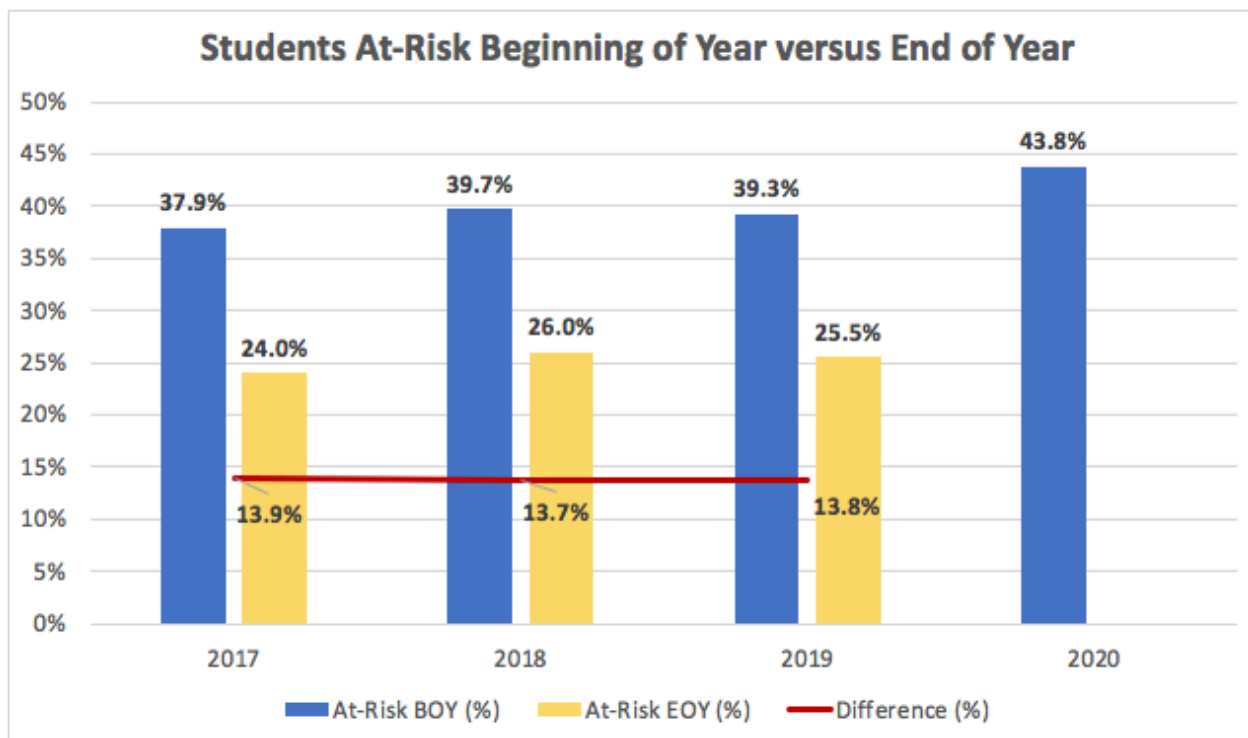
at the end of year. These data include students who made sufficient growth to complete the requirements of their reading plan as well as students who left the school either with or without completing their reading plan. These data do not reflect how much growth individual students made. Students who moved into the school and were placed on a reading plan after beginning-of-year data were collected may also be reflected in the end-of-year data. Again, there is a gap in the data for the 2020 school year due to the pandemic.

TABLE 5. STUDENTS AT-RISK BEGINNING VERSUS END OF YEAR

	Grade	Percent At-Risk BOY	Percent At-Risk EOY	Decrease from BOY
2017	KG	35.3%	21.4%	-13.9%
	1	38.2%	25.6%	-12.6%
	2	39.5%	24.4%	-15.1%
	3	38.5%	23.6%	-14.9%
	All Students	37.8%	24%	-13.8%
2018	KG	33.2%	21.7%	-11.5%
	1	48.0%	31.9%	-16.1%
	2	40.6%	27.3%	-13.3%
	3	38.7%	24.3%	-14.4%
	All Students	39.7%	26.0%	-13.7%
2019	KG	34.0%	21.3%	-12.7%
	1	41.3%	27.0%	-14.3%
	2	42.5%	28.4%	-14.1%
	3	39.5%	25.2%	-14.3%
	All Students	39.3%	25.5%	-13.8%
2020	KG	No data available due to pandemic		
	1	No data available due to pandemic		
	2	No data available due to pandemic		
	3	No data available due to pandemic		
	All Students	No data available due to pandemic		

In Figure 7, the percentage of students in kindergarten through third grade at-risk for reading difficulty at the beginning of the year is compared to the percentage of students in those grades at-risk for reading difficulty at the end of each school year. The trend line shows the difference between the percentage of students in kindergarten through third grade at-risk for reading difficulty at the beginning of the year versus those at-risk for reading difficulty at the end of the school year.

FIGURE 7. STUDENTS AT-RISK BEGINNING VERSUS END OF YEAR



These data show a very consistent trend between beginning-of-year data and end-of-year data over the last three years.

CONCLUSIONS FROM DISTRICT DATA

Overall, district level data over the last four years has been somewhat flat, with little variation and slight increases in students identified as at-risk for reading difficulties likely due more to changes in assessment than student ability or instruction. In order to improve reading instruction across the state, districts should rely more heavily on systemic improvements in core instruction and alignment rather than increased intervention opportunities. The use of high-quality, evidence-based instructional materials by well-qualified teachers will have a more far-reaching effect and represents a more economical solution than increased investment in intervention materials and support.

Ensuring that students in the earliest grades receive effective instructional support, rather than waiting until third grade, is also critical. Reading difficulties in the early grades accumulate exponentially over time, producing immense consequences. Failure to acquire early word reading skills often leads to a phenomenon known as the “Matthew effect,” or that the rich get richer and the poor get poorer. Keith Stanovich¹³ identified this trend, showing consequences such as negative attitudes toward reading, reduced vocabulary growth, missed opportunities for development of

¹³ Stanovich, 1986

reading comprehension strategies, and less actual practice in reading than what other children receive.

As districts consider ways to address learning challenges resulting from the pandemic, these two conclusions—addressing core instruction and investing in the earliest grades—should be taken into consideration.

PERFORMANCE ON STATE READING EXAMINATION

This section addresses the question, *How many third-grade students (number and percent) met the performance criteria for the RSA as determined by the Commission for Educational Quality and Accountability on the reading portion of the statewide third-grade assessment?* It also begins to address the question *How does reading proficiency vary by socio-economic status, learning disability status, English learner (EL) status, and race?* This question continues to be addressed in a later section.

The 2013-2014 school year was the first year that promotion and retention decisions were tied to the state third-grade reading assessment. This portion of the Reading Sufficiency Act legislation has evolved over the last several years, making comparisons from year to year difficult. It is important to keep those changes in mind when looking at long-term data from the state reading examination. Those changes were outlined in Table 1 on page 6. In addition, the state assessment changed in the 2016-2017 academic year. Prior to that time, the Oklahoma Core Curriculum Tests (OCCT) was used. With the adoption of the new Oklahoma Academic Standards in 2016, a new state test called the Oklahoma State Testing Program (OSTP) was created. Because of the differences between the OCCT and the OSTP, it is impossible to draw comparisons across the years these assessments were administered. In addition, the OSTP was suspended for the 2020 school year due to the global pandemic. As a result, the data from this year is not provided in the report. For purposes of this report, a three-year history using only data from the 2017, 2018, and 2019 OSTP is provided.

OKLAHOMA STATE TESTING PROGRAM (OSTP) DATA

With the adoption of new standards in 2016, the state assessment for Oklahoma was changed to the Oklahoma State Testing Program (OSTP). **Because this is a different test from the OCCT, it is impossible to make meaningful comparisons between assessment results prior to 2017.**

To determine the number and percentage of students meeting the performance criteria for the RSA on the reading portion of the statewide third-grade assessment, OSTP reading scores were analyzed. The performance levels for the reading portion of the third-grade test identified by the Commission for Educational Quality and Accountability are “Meets RSA Criteria” and “Does Not Meet RSA Criteria.” These scores are determined by using only questions that address Standard 2: Reading and Writing

Process and Standard 4: Vocabulary.¹⁴ Additionally, demographic data were analyzed to provide descriptive statistics on reading proficiency and retention by free- and reduced-lunch (FRL), individualized education program (IEP), English learner (EL) status and race/ethnicity.

TABLE 6. 2017 OSTP RESULTS

	Sub-group	Met RSA Criteria	Did Not Meet RSA Criteria	Total
FRL	Not FRL	16,239 (89.1%)	1,979 (10.9%)	18,218 (35.9%)
	FRL	24,084 (74.2%)	8,376 (25.8%)	32,460 (64.1%)
IEP	Not on IEP	35,942 (86.2%)	5,734 (13.8%)	41,676 (82.2%)
	IEP	4,381 (48.7%)	4,621 (51.3%)	9,002 (17.8%)
EL	Not EL	36,975 (82.4%)	7,911 (17.6%)	44,886 (88.6%)
	EL	3,348 (57.8%)	2,444 (42.2%)	5,792 (11.4%)
Race/Ethnicity	Black	2,748 (63.7%)	1,569 (36.3%)	4,317 (8.5%)
	American Indian	5,292 (79.9%)	1,330 (20.1%)	6,622 (13.1%)
	Asian/Pacific Islander	896 (83.9%)	172 (16.1%)	1,068 (2.1%)
	White	20,754 (85.8%)	3,430 (14.2%)	24,184 (47.7%)
	Hispanic	6,390 (68.8%)	2,894 (31.2%)	9,284 (18.3%)
	Two or More	4,243 (81.5%)	960 (18.5%)	5,203 (10.3%)
	All Students	40,323 (79.6%)	10,355 (20.4%)	50,678
All				

Of all third-grade students assessed with the Oklahoma State Testing Program (OSTP) in 2017, 20.4% did not meet RSA criteria. Two groups, Black and Hispanic, had a higher percentage of students who did not meet RSA criteria as compared to their peers. There were 36.3% of Black students who did not meet RSA criteria, a difference of 15.9 percentage points as compared to all students, and 31.2% of Hispanic students who did not meet RSA criteria, a difference of 10.8 percentage points as compared to all students.

¹⁴ Pursuant to 70-2011 §1210.508C.H.8 (SB630)

There is an achievement gap that exists for students participating in free- and reduced-lunch, students with being served through an Individualized Education Program (IEP), and students receiving English learner (EL) support services when considering RSA criteria. There were 25.8% of students qualifying for free- and reduced-lunch who did not meet RSA criteria, while only 10.9% of students not qualifying for this service did not meet criteria, demonstrating a 14.9-point achievement gap for students in this sub-group.

Students receiving EL support services had 42.2% of students who did not meet RSA criteria, while 17.6% of students who were not receiving EL support services did not meet criteria. This was a gap of 24.6 percentage points for students in this sub-group. The largest achievement gap continues to be for students on an IEP. While only 13.8% of students who were not on an IEP did not meet RSA criteria, 51.3% of students on an IEP did not meet RSA criteria, creating an achievement gap of 37.5 percentage points as compared to all students.

TABLE 7. 2018 OSTP RESULTS

	Sub-group	Met RSA Criteria	Did Not Meet RSA Criteria	Total
FRL	Not FRL	14,431 (90.8%)	1,456 (9.2%)	15,887 (31.6%)
	FRL	24,998 (72.6%)	9,443 (27.4%)	34,441 (68.4%)
IEP	Not on IEP	35,410 (85.3%)	6,088 (14.7%)	41,498 (82.5%)
	IEP	4,019 (45.5%)	4,811 (54.5%)	8,830 (17.5%)
EL	Not EL	35,308 (80.9%)	8,360 (19.1%)	43,668 (86.8%)
	EL	4,121 (61.9%)	2,539 (38.1%)	6,660 (13.1%)
Race/Ethnicity	Black	2,760 (62.9%)	1,631 (37.1%)	4,391 (8.7%)
	American Indian	5,160 (78.4%)	1,418 (21.6%)	6,578 (13.1%)
	Asian/Pacific Islander	899 (83.9%)	173 (16.1%)	1,072 (2.1%)
	White	20,042 (84.6%)	3,652 (15.4%)	23,694 (47.1%)
	Hispanic	6,331 (68.1%)	2,971 (31.9%)	9,302 (18.5%)
	Two or More	4,237 (80.1%)	1,054 (19.9%)	5,291 (10.5%)
	All Students	39,429 (78.3%)	10,899 (21.7%)	50,328

Of all third-grade students assessed with the Oklahoma State Testing Program (OSTP) in 2018, 21.7% did not meet RSA criteria. Two groups, Black and Hispanic, had a higher percentage of students who did not meet RSA criteria. There were 37.1% of Black students who did not meet RSA criteria, a difference of 15.4 percentage points, and 31.9% of Hispanic students who did not meet RSA criteria, a difference of 10.2 percentage points. From 2017 to 2018, the achievement gap for both Black and Hispanic students have each been reduced by approximately one percentage point.

Again, the achievement gap that exists for students participating in free- and reduced-lunch, students with being served through an Individualized Education Program (IEP), and students receiving English learner (EL) support services in overall performance exists for RSA criteria. There were 27.4% of students qualifying for free- and reduced-lunch who did not meet RSA criteria, while only 9.2% of students not qualifying for this service did not meet criteria, demonstrating an 18.2-point achievement gap for students in this sub-group.

There were 38.1% of students who received EL support services that did not meet RSA criteria, while 19.1% of students who were not receiving EL support services that did not meet criteria. This was a gap of 19 percentage points for students in this sub-group. The largest achievement gap continues to be for students on an Individualized Education Program (IEP). While only 14.7% of students who were not on an IEP did not meet RSA criteria, 54.5% of students on an IEP did not meet RSA criteria, creating an achievement gap of 39.8 percentage points.

TABLE 8. 2019 OSTP RESULTS

	Sub-group	Met RSA Criteria	Did Not Meet RSA Criteria	Total
FRL	Not FRL	15,151 (90.9%)	1,512 (9.1%)	16,663 (32.8%)
	FRL	24,851 (72.7%)	9,339 (27.3%)	34,190 (67.2%)
IEP	Not on IEP	35,647 (85.0%)	6,281 (15.0%)	41,928 (82.4%)
	IEP	4,355 (48.8%)	4,570 (51.2%)	8,925 (17.6%)
EL	Not EL	35,676 (81.2%)	8,252 (18.8%)	43,928 (86.4%)
	EL	4,326 (62.5%)	2,599 (37.5%)	6,925 (13.6%)
Race/Ethnicity	Black	2,781 (63.5%)	1,599 (36.5%)	4,380 (8.6%)
	American Indian	5,061 (79.5%)	1,304 (20.5%)	6,365 (12.5%)
	Asian/Pacific Islander	993 (82.0%)	218 (18.0%)	1,211 (2.4%)
	White	20,284 (84.7%)	3,667 (15.3%)	23,951 (47.1%)
	Hispanic	6,364 (67.8%)	3,027 (32.2%)	9,391 (18.5%)
	Two or More	4,519 (81.4%)	1,036 (18.6%)	5,555 (10.9%)
	All Students	40,002 (78.7%)	10,851 (21.3%)	50,853

In 2019, 21.3% of third-grade students did not meet RSA criteria on the Oklahoma State Testing Program (OSTP). Black and Hispanic students continue to have a higher percentage of students who did not meet RSA criteria. There were 36.5% of Black students who did not meet RSA criteria, a difference of 15.2 percentage points, and 32.2% of Hispanic students who did not meet RSA criteria, a difference of 10.9 percentage points. From 2018 to 2019, the achievement gap for both of these groups has remained about the same.

Again, there is an achievement gap that exists for students participating in free- and reduced- lunch, students with being served through an Individualized Education Program (IEP), and students receiving English learner (EL) support services in overall

reading performance. Of students qualifying for free- and reduced-lunch, 27.3% did not meet RSA criteria, while only 9.1% of students not qualifying for this service did not meet criteria, demonstrating an 18.2-percentage point achievement gap for students in this sub-group.

Students receiving EL support services had 37.5% of students who did not meet RSA criteria, while 18.8% of students who were not receiving EL support services did not meet criteria. This was a gap of 18.7 percentage points for students in this sub-group. The largest achievement gap continues to exist for students on an IEP. While only 15% of students who were not on an IEP did not meet RSA criteria, 51.2% of students on an IEP did not meet RSA criteria, creating an achievement gap of 36.2 percentage points. **From 2017 to 2019, there has been no real change in overall performance.**

CONCLUSIONS FROM OSTP DATA

From 2017 to 2018, the achievement gap for students receiving EL support services reduced by 5 percentage points. The gap remained the same from 2018 to 2019. The achievement gap for students identified as qualifying for free- and reduced-lunch increased by 3 percentage points from 2017 to 2018, but remained consistent from 2018 to 2019. The achievement gap for students on an IEP had a 2-percentage point increase from 2017 to 2018, but a 3-percentage point decrease from 2018 to 2019, causing a net decrease of 1 percentage point over the three-year history.

Given these findings, **in order for the RSA to achieve its goal of all students reading on grade level, regardless of their socio-economic status or race, consideration needs to be given to the needs of these disproportionately underachieving sub-groups.** The Oklahoma Educator Equity plan is one way Oklahoma is exploring root causes of inequities and developing potential solutions in the distribution of qualified and effective teachers in high-poverty and high-minority schools. Further research on additional barriers to third-grade reading proficiency for sub-group populations of students should be conducted to more thoroughly understand and address the inequities in third-grade reading proficiency and how resources could be more effectively allocated to close achievement gaps.

Comparing data received from districts about students who are at-risk for reading difficulties at the end of the year and state testing data provides an opportunity to ensure that data is reliable. In 2017, 24% of students were reported by districts to still be on a reading plan. In that year, 20.4% of students did not meet RSA criteria. In 2018, 26% of students were reported by districts to still be on a reading plan. In that year, 21.7% of students did not meet RSA criteria. In 2019, 25.5% of students were reported by districts to still be on a reading plan. In that year, 21.3% of students did not meet RSA criteria. **The district-reported data supports that defined RSA criteria is in line**

with the expectations of mastery of necessary foundational skills for students to be successful in later grades.

PROMOTION AND RETENTION

This section addresses the question, How many third-grade students participated in the Oklahoma State Testing Program (OSTP) and, of that number, how many met proficiency on a screening instrument, how many were promoted through each of the good-cause exemptions, how many were retained, and how many were promoted through probationary promotion?

Through the Reading Sufficiency Act, students have four pathways to promotion to fourth grade:

- Pathway 1: Meet RSA criteria on the reading and vocabulary portions of the OSTP;¹⁵
- Pathway 2: Demonstrate reading proficiency through one of the approved screening assessments;¹⁶
- Pathway 3: Meet the requirements for one of the seven good-cause exemptions;¹⁷ and
- Pathway 4: Obtain a unanimous decision by the Student Reading Proficiency Team (SRPT) to be promoted with probation.¹⁸

Prior to 2017, students participated in the Oklahoma Core Curriculum Test (OCCT). The results of this test are not comparable to the Oklahoma State Testing Program (OSTP).

In order to make valid comparisons, information is used beginning in 2017, which was the first-year students participated in the OSTP.

To determine the number of students promoted by each of the pathways or retained, districts reported the data to OSDE. Any discrepancies between the data in this section and that in the previous section may be due to the variations in reporting structures. When reporting promotion decisions, districts often indicate all promotion options that a student may be eligible for. In this case, those data are reported here as a hierarchy. Students with multiple promotion pathways are tallied in the order of the pathways. For example, if a student qualified for promotion through both a screening assessment (Pathway 2) and good-cause exemption 5 (Pathway 3), the student was included in the data for Pathway 2 only.

Due to the global pandemic, the OSTP was waived for the spring of 2020. As a result, third-grade students could not demonstrate reading proficiency by meeting RSA criteria

¹⁵ See *Third Grade Reading Proficiency* (70 O.S. § 1210.508C (I)(4))

¹⁶ See *Third Grade Reading Proficiency* (70 O.S. § 1210.508C (I)(1))

¹⁷ See *Good Cause Exemptions* (70 O.S. § 1210.508C (L))

¹⁸ See *Probationary Promotion* (70 O.S. § 1210.508C (I)(5))

on the state test. Districts had to determine if one of the other pathways to promotion would apply to each third-grade student.

TABLE 9. PROMOTION PATHWAYS AND RETENTION DECISIONS

	2017	2018	2019	2020
Pathway 1: Met Criteria on OSTP	41,474 79.7%	39,429 76.3%	40,002 77.6%	n/a
Pathway 2: Promoted through Screener	3,008 5.8%	3,574 6.9%	2,669 5.2%	29,093 62.4%
Pathway 3: Met Good-Cause Exemption	3,118 6.0%	3,793 7.3%	3,645 7.1%	9,199 19.7%
Pathway 4: Probationary Promotion through SRPT	2,986 5.7%	3,316 6.4%	3,660 7.1%	7,184 15.4%
Retained	1,460 2.8%	1,591 3.1%	1,543 3.0%	1,171 2.5%

Table 9 reflects the number and percentage of students who were promoted through each of the four pathways or retained over the last four years. From 2017 to 2019, the majority of students were promoted to fourth grade by meeting RSA criteria on the state reading test, or OSTP. However, this was not an option for third graders in 2020.

From 2017 to 2019, there was a fairly even division among each of the last three pathways. Each of the promotion pathways—proficiency through a screening assessment, meeting a good-cause exemption, or probationary promotion through the SRPT—was used for approximately 6% to 7% of students during this three-year span. Also, during this time, approximately 3% of students were retained each year.

The 2020 school year presented unique challenges for the implementation of the RSA. Without OSTP data to determine if students were eligible for automatic promotion to fourth grade, districts had to rely on other pathways to promotion or determine if retention was the best option for every third-grade student, rather than just those who did not qualify for automatic promotion through meeting RSA criteria on the OSTP.

Adding to this challenge was the fact that schools were unable to administer the end-of-year screening assessment, so they had to rely on assessment data taken prior to March 2020. Students who may have been on track to be successful on the state test might not have yet met the end-of-year grade-level target on the screening assessment, making them ineligible for Pathway 2. Also due to the pandemic, many schools may not have been able to complete all of the requirements for some of the good-cause exemptions, specifically exemption 3 (taking an alternate assessment) and exemption 4 (completing a portfolio).

The data from the 2019-20 school year shows that schools opted to use Pathway 4 to promote students with probation through the Student Reading Proficiency Team (SRPT) more often this year. This is nearly double the percentage of students promoted through this Pathway 4 at the end of the 2020 school year when compared to previous years.

The challenges faced by districts when making decisions for promotion and retention without state-level assessment data and district-level end-of-year assessments may account for slightly fewer students being retained in 2020 compared to previous years. Approximately 3% of students were retained each year from 2017-2019. In 2020, 2.5% of students were retained.

Through the Reading Sufficiency Act, there are seven good-cause exemptions that students might meet to be promoted to fourth grade. These exemptions are:

1. English learners who have had less than two years of instruction in English and are identified as Limited English Proficient/English learner on an approved screening tool may advance to fourth grade.
2. Students with an Individualized Education Program (IEP) assessed with the Oklahoma Alternate Assessment Program may advance to fourth grade.
3. Students who demonstrate an acceptable level of performance on an approved alternative standardized reading test may advance to fourth grade.
4. Students who demonstrate through a teacher-developed portfolio that they can read on grade level may advance to fourth grade.
5. Students with disabilities who take the OSTP and have an IEP that states they have received intensive remediation in reading for more than two years and have made adequate progress in reading according to the student's IEP may advance to fourth grade. **This change went into effect for the 2020 school year.**
6. Students who have received intensive remediation in reading for two or more years and who were previously retained for one year may advance to fourth grade. The previous retention may be in prekindergarten for academic reasons, kindergarten, first grade, second grade or third grade. If the student attends a transitional grade for a year, it may also be considered a previous retention. **This change went into effect for the 2020 school year.**
7. Students facing exceptional emergency circumstances that prevented the student from being assessed during the testing window may advance to fourth grade. This exemption must be approved by OSDE. Since the OSTP was waived, this exemption was not applicable for the 2020 school year.

Good-cause exemptions 1, 2, 5 and 6 are based on student demographics, such as being identified for English learner supports or having an Individualized Education Program (IEP) through the Individuals with Disabilities Education Act (IDEA). Good-

cause exemptions 3 and 4 require the student to complete an alternate assessment or portfolio through opportunities the school provides.

TABLE 10. GOOD-CAUSE EXEMPTION PROMOTIONS

Exemption	2017	2018	2019	2020
Exemption 1	145 4.6%	219 5.8%	264 7.3%	434 4.7%
Exemption 2	401 12.7%	707 18.6%	791 21.7%	1,138 12.4%
Exemption 3	177 5.6%	302 8.0%	225 6.2%	458 5.0%
Exemption 4	285 9.1%	349 9.2%	243 6.7%	758 8.2%
Exemption 5	1,978 62.8%	2,026 53.4%	1,917 52.6%	4,087 44.4%
Exemption 6	156 5.0%	181 4.8%	193 5.3%	2,324 25.3%
Exemption 7	6 0.2%	9 0.2%	12 0.3%	n/a

Two changes to exemptions went into effect this year as noted above. These changes had an effect on the data for 2020. There was a large increase in the percentage of students promoted through exemption 6, along with a decrease in the percentage of students promoted through exemption 5. As schools moved to distance learning in March 2020, students may not have been able to finish the process for obtaining an IEP. However, these same students have often already been retained in a previous grade. While these students may have been promoted under exemption 5 in previous years, they met the requirements for exemption 6 in 2020. There are also more students who have already been retained one year rather than retained two years, as was previously required.

LONG TERM EFFECTS OF THE READING SUFFICIENCY ACT

This section continues to address the question *How does reading proficiency vary by socio-economic status, learning disability status, English learner (EL) status, and race?* This question was also addressed earlier in the section Performance on State Reading Examination.

In 2017, the RSA statute was revised requiring that data collection include tracking of students promoted through each of the good-cause exemptions, students promoted through probationary promotion, and students who were retained in third grade.¹⁹ This data collection was built in the Oklahoma Statewide Student Information System, the

¹⁹ Pursuant to 70-2011 §1210.508C.S.6 (HB1760)

Wave, and collected data beginning in 2019. This report shifted from an aggregate report on which districts reported the number of students in each category to a student level report. As a result of this new report, it is possible to identify how promotion and retention decisions vary by socio-economic status, learning disability status, EL status, and race.

The data collection was set up to include the names of each student who did not meet RSA criteria on the Oklahoma State Testing Program (OSTP). It automatically indicates if the student is eligible for good-cause exemption 2 by participating in the Oklahoma Alternate Assessment Program (OAAP). For each third-grade student who takes the OSTP and does not meet RSA criteria, the district will indicate how that student was promoted or retained. Because the OSTP was waived for 2020, the report was adjusted to include the names of every student enrolled in third grade.

Once the promotion and retention data has been entered, reports can be run to provide information regarding demographics of students who are promoted or retained, as well as how they progress through their public-school academic career, if they graduate with their peer group, or if and for what reason they might exit the public-school system in Oklahoma. The demographics of students who were promoted through Pathway 1 are discussed in the previous section about OSTP results.

When examining the following data, information has been provided for sub-groups of students, promotion or retention decisions related to those students, and retention decisions for peers not in the sub-group.

TABLE 11. PROMOTION DECISIONS FOR STUDENTS WITH AN INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

		Pathway 1: OSTP	Pathway 2: Screener	Pathway 3: Exemption	Pathway 4: SRPT	Retained	Total
2019	IEP	4,355 45.4%	506 5.3%	2,745 28.6%	1,534 16.0%	450 4.7%	9,590 18.6%
	No IEP	35,647 85.0%	2,163 5.2%	900 2.1%	2,126 5.1%	1,093 2.6%	41,929 81.4%
2020	IEP	n/a	2,716 30.9%	5,255 59.8%	643 7.3%	177 2.0%	8,791 18.8%
	No IEP	n/a	26,467 69.7%	3,944 10.4%	6,541 17.2%	994 2.6%	37,946 81.2%

Table 11 examines the number and percentage of students who receive services through the Individuals with Disabilities Education Act (IDEA) and the promotion or retention decision made as compared to students who are not served under IDEA.

Students who receive services through IDEA have an Individualized Education Program (IEP). In both years, there were about 19% of students on an IEP and about 81% of students who were not on an IEP.

In 2019, nearly half of the students on an IEP (45.4%) were promoted to fourth grade through Pathway 1. **When compared to the 85% of students not on an IEP who were promoted the same way, there is a gap of 40 percentage points.** Since Pathway 1 was not available as an option in 2020, comparing the percentages between the two years is difficult. **However, the same type of gap for Pathway 1 in 2019 can be seen in 2020 with Pathway 2.**

The discrepancy between students on an IEP and students not on an IEP promoted through Pathway 3 increased greatly from 2019 to 2020. There are two reasons that would contribute to this increase. First, without the OSTP, the other pathways were used for promotion for all students. Because two of the exemptions for Pathway 3 directly address students on an IEP, it would be logical that an increased number and percentage of students on an IEP were promoted in this way.

Secondly, there was a statutory change for exemption 5 that went into effect for 2020. Exemption 5 directly addresses students on an IEP and the requirements to meet the exemption were expanded. Formerly, students on an IEP had to have also been retained to qualify for this exemption. Beginning in 2020, students on an IEP making adequate progress in reading met the requirements of the exemption without a previous retention. This change also explains why there was a lower percentage of students on an IEP promoted through Pathway 4, as well as a lower percentage of students on an IEP retained.

TABLE 12. PROMOTION DECISIONS FOR STUDENTS WHO ARE ENGLISH LEARNERS

		Pathway 1: OSTP	Pathway 2: Screener	Pathway 3: Exemption	Pathway 4: SRPT	Retained	Total
2019	EL	4,326 63.8%	569 8.4%	660 9.7%	956 14.1%	266 3.9%	6,777 13.2%
	Not EL	35,676 79.7%	2,100 4.7%	2,985 6.7%	2,704 6.0%	1,277 2.9%	44,742 86.8%
2020	EL	n/a	2,828 42.8%	1,719 26.0%	1,903 28.8%	163 2.5%	6,613 14.1%
	Not EL	n/a	26,355 65.7%	7,480 18.6%	5,281 13.2%	1,008 2.5%	40,124 85.9%

Table 12 examines the number and percentage of students receiving English learner (EL) support services and the promotion or retention decision made as compared to students who are not receiving EL services. In both years, there were about 14% of students receiving EL services and about 86% of students who were not receiving EL services.

In 2019, a majority (63.8%) of the students receiving EL services were promoted to fourth grade through Pathway 1. By comparison, 79.7% of students not receiving EL services were promoted through Pathway 1. Since Pathway 1 was not an option in 2020, comparing the percentages between the two years is difficult.

In 2020, the majority of students receiving EL support services were promoted through Pathway 2. There were 42.8% of students receiving EL services promoted in this way, while there were 65.7% of students not receiving EL services promoted through Pathway 2. This shows a gap of 22.9 percentage points. The other two pathways for promotion—Pathway 3 and Pathway 4—are split fairly evenly for students receiving EL services. Both of these pathways were used for a higher percentage of students receiving EL support services than students who were not receiving EL services.

There was a slightly higher percentage (1 percentage point) of students receiving EL support services retained in 2019 as compared to those who did not receive EL services. In 2020, the same percentage of students receiving EL support services were retained as those who were not receiving EL services.

TABLE 13. PROMOTION DECISIONS FOR ECONOMICALLY DISADVANTAGED STUDENTS

		Pathway 1: OSTP	Pathway 2: Screener	Pathway 3: Exemption	Pathway 4: SRPT	Retained	Total
2019	FRL	24,851 73.3%	1,999 5.9%	2,852 8.4%	2,951 8.7%	1,272 3.7%	33,925 65.8%
	Not FRL	15,151 86.1%	670 3.8%	793 4.5%	709 4.0%	271 1.5%	17,594 34.2%
2020	FRL	n/a	16,990 54.5%	7,452 23.9%	5,815 18.6%	929 3.0%	31,186 66.7%
	Not FRL	n/a	12,192 78.4%	1,747 11.2%	1,369 8.8%	242 1.6%	15,550 33.3%

Table 13 examines the number and percentage of students who receive free- and reduced-lunch services and the promotion or retention decision made as compared to students who do not receive free- and reduced-lunch services. In both years, there were about 66% of students receiving these services and about 34% of students who were did not receive these services.

In 2019, a large majority (73.3%) of the students receiving free- and reduced-lunch services were promoted to fourth grade through Pathway 1. By comparison, there were 86.1% of students not receiving free- and reduced-lunch services that were promoted through Pathway 1. Since Pathway 1 was not an available option in 2020, comparing the percentages between the two years is difficult.

In 2020, the majority of students were promoted through Pathway 2. There were 54.5% of students receiving free- and reduced-lunch services promoted in this way, while there were 78.4% of students not receiving free- and reduced-lunch services promoted through Pathway 2. This shows a gap of 23.9 percentage points.

The next most frequently used pathway for promotion is Pathway 3. Of students receiving free- and reduced-lunch services, there were 23.9% of students promoted through an exemption, which is 12.7 percentage points more than students not receiving those services. Pathway 4 showed 18.6% of students receiving free- and reduced-lunch services promoted, which is 9.8 percentage points more than peers not receiving those services.

The percentage of students who were retained and receiving free- and reduced-lunch services was more than double their peers who were retained and not receiving those services in 2019. There were 3.7% of retained students receiving free- and reduced-lunch who were retained, as opposed to 1.5% of students not receiving those services. In 2020, the percentage of students who received free- and reduced-lunch that were retained was still double those who did not receive those services.

TABLE 14. PROMOTION DECISIONS BY RACE/ETHNICITY

		Pathway 1: OSTP	Pathway 2: Screener	Pathway 3: Exemption	Pathway 4: SRPT	Retained	Total
2019	Black	2,781 58.0%	469 9.8%	439 9.2%	784 16.3%	321 6.7%	4,794 9.3%
	American Indian	5,061 73.7%	395 5.8%	745 10.8%	414 6.0%	253 3.7%	6,868 13.3%
	Asian/Pacific Islander	993 78.1%	72 5.7%	83 6.5%	101 7.9%	23 1.8%	1,272 2.5%
	White	20,284 83.6%	956 3.9%	1,513 6.2%	988 4.1%	529 2.2%	24,270 47.1%
	Hispanic	6,364 70%	603 6.6%	681 7.5%	1,129 12.4%	316 3.5%	9,093 17.6%
	Two or More	4,519 86.5%	174 3.3%	184 3.5%	244 4.7%	101 1.9%	5,222 10.1%
	Total	40,002 77.6%	2,669 5.2%	3,645 7.1%	3,660 7.1%	1,543 3.0%	51,519
2020	Black	n/a	1,713 40.5%	1,107 26.2%	1,266 29.9%	145 3.4%	4,231 9.1%
	American Indian	n/a	3,471 64%	1,201 22.1%	588 10.8%	167 3.1%	5,427 11.6%
	Asian/Pacific Islander	n/a	819 67.7%	161 13.3%	213 17.6%	16 1.3%	1,209 2.6%
	White	n/a	15,217 70.2%	3,786 17.5%	2,189 10.1%	474 2.2%	21,666 46.4%
	Hispanic	n/a	4,477 50.7%	1,996 22.6%	2,132 24.1%	225 2.5%	8,830 18.9%
	Two or More	n/a	3,486 64.9%	948 17.6%	796 14.8%	144 2.7%	5,374 11.5%
	Total	n/a	29,183 62.4%	9,199 19.7%	7,184 15.4%	1,171 2.5%	46,737

Table 14 examines the number and percentage of students by race and ethnicity and the promotion or retention decisions made for each sub-group. The percentage for each sub-group is similar from 2019 to 2020. As previously noted, the majority of students in all sub-groups were promoted through Pathway 1 in 2019. In 2020, the majority of students were promoted through Pathway 2. Since Pathway 1 was not an available option in 2020, comparing the percentages between the two years is difficult.

There was a smaller percentage of students retained in 2020 as compared to 2019. Black students had the biggest difference from 2019 to 2020, with a difference of 3.3 percentage points. There were 6.7% of Black students retained in 2019 and 3.4% Black students retained in 2020. Hispanic students also saw a slight decline (1%) in the percentage of students retained from 2019 to 2020. At the same time, there was a slight increase (0.8%) in the decision to retain with the percentage of students who identified with two or more sub-groups from 2019 to 2020.

FUNDING FOR READING REMEDIATION

This section addresses the question, *What funding was appropriated to each district for reading remediation?*

The State Department of Education Office of State Aid maintains records of funding allocated to each district. Those amounts are reported here.

In Fiscal Year 2013, no state funding was appropriated for RSA. Since Fiscal Year 2014, RSA funds have been allocated and paid without districts submitting claims for reimbursement. Instead, the total allocation has been disbursed to districts for their use throughout the year. Funds are disbursed after every school site serving kindergarten through third-grade students has certified their Beginning of Year data report and has submitted an Annual District Reading Plan that has been approved by the Oklahoma State Department of Education. **Funds are generally received by districts in December of each year.**

RSA funds may be used for the following:

- Salaries for teachers and teaching assistants for before-school and after-school programs
- Summer school teachers and during-school reading interventionists
- Data processing services, software services and internet services
- Printing and binding, copy supplies and office supplies
- Instructional materials for students identified and placed on a program of reading instruction

- Approved screening assessments, academic student assessment supplies and materials
- Books, state-adopted textbooks, supplemental non-state-adopted textbooks, workbooks, magazines, approved technology-related equipment and reading software
- Contracted services (non-payroll personnel) for offsite, onsite or online professional development training
- Travel and registration fees for teachers, paraprofessionals and interventionists to attend approved RSA professional development training
- Salaries for bus drivers providing student transportation for before- and after-school programs or the Summer Academy Reading Program for RSA

Figure 8 depicts the history of overall funding for the RSA, as well as the per-pupil allocation determined each year based on data received from districts. In Fiscal Year 2014, \$6,500,000 was allocated across the state. With 82,777 students identified as at-risk, districts received \$76.78 per student identified. In Fiscal Year 2015, the total allocation was \$6,492,075 and 82,758 students were identified as at-risk, making the per pupil allocation \$74.52. In Fiscal Year 2016, the total allocation was \$6,492,074. The per-pupil allocation in that year was \$76.87 per student identified as at-risk with a total of 79,076 students. In Fiscal Year 2017, the allocation was \$56.13 per student identified as at-risk. The total allocation for the state was \$4,507,426 to be spread among 79,426 students. In Fiscal Year 2018, the total allocation was \$6,500,000 and 77,677 students were identified as at-risk, with a per-pupil allocation of \$82.95 per student identified. The total allocation in Fiscal Year 2019 was \$6,500,000. The per-pupil allocation was \$81.51 for the 79,738 students identified as at-risk. In Fiscal Year 2020, the total allocation was \$12,000,000 and 89,459 students were identified as at-risk. The per-pupil allocation was \$134.14 per students identified as at-risk.

Table 15 showcases the RSA funding appropriated to each Oklahoma district over the last four years from 2017 through 2020.

FIGURE 8. FUNDING FOR READING SUFFICIENCY

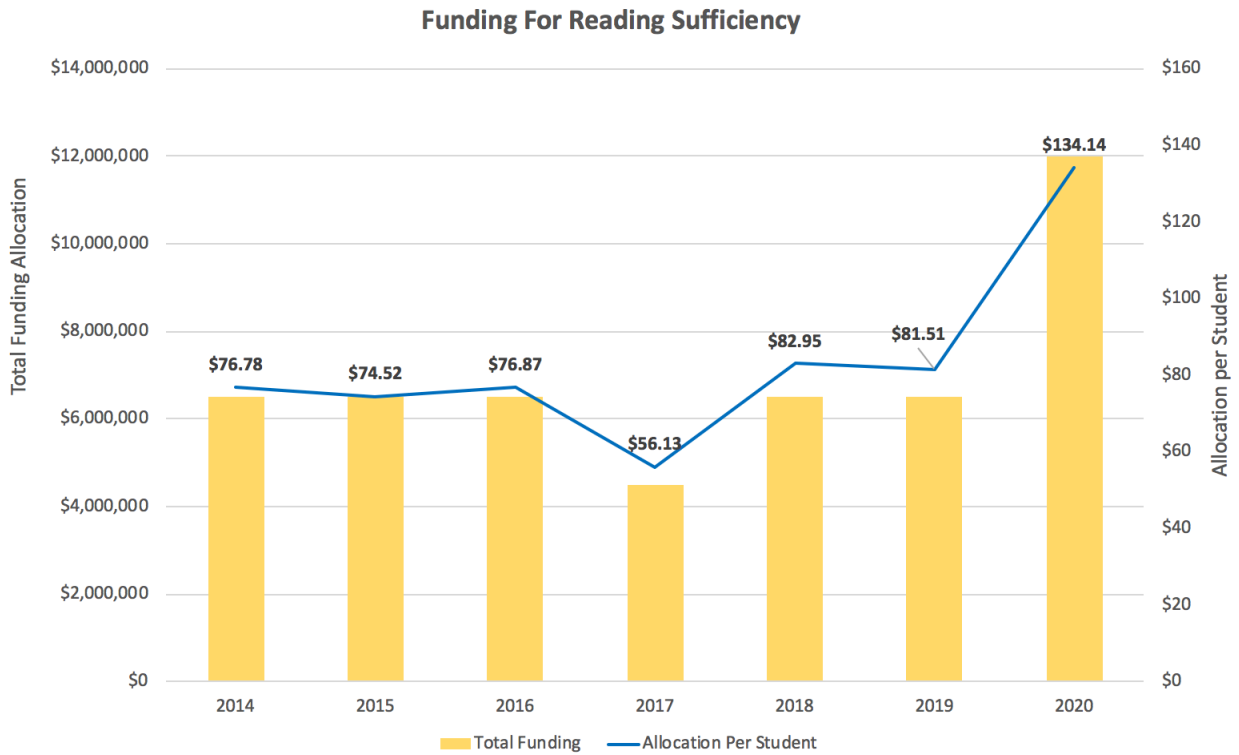


TABLE 15. RSA FUNDING APPROPRIATED TO EACH DISTRICT

County	District	2017	2018	2019	2020
ADAIR	CAVE SPRINGS	\$561.30	\$561.30	\$1,630.20	\$1,475.54
ADAIR	DAHLONEGAH	\$1,234.85	\$1,627.76	\$1,793.22	\$4,024.20
ADAIR	GREASY	\$1,515.50	\$1,571.63	\$1,304.16	\$2,682.80
ADAIR	MARYETTA	\$4,265.84	\$5,332.31	\$6,846.84	\$9,658.08
ADAIR	PEAVINE	\$1,234.85	\$1,403.24	\$2,119.26	\$1,743.82
ADAIR	ROCKY MOUNTAIN	\$898.07	\$1,178.72	\$2,608.32	\$3,219.36
ADAIR	STILWELL	\$19,889.13	\$8,924.60	\$13,612.17	\$21,194.12
ADAIR	WATTS	\$898.07	\$1,010.33	\$1,548.69	\$3,621.78
ADAIR	WESTVILLE	\$6,791.67	\$4,939.40	\$11,166.87	\$20,255.14
ADAIR	ZION	\$3,255.51	\$2,806.48	\$3,341.91	\$5,768.02
ALFALFA	BURLINGTON	\$336.78	\$336.78	\$407.55	\$1,877.96
ALFALFA	CHEROKEE	\$2,638.09	\$2,189.05	\$2,037.75	\$1,877.96
ALFALFA	TIMBERLAKE	\$1,459.37	\$1,459.37	\$1,222.65	\$2,816.94
ATOKA	ATOKA	\$3,704.55	\$2,918.74	\$5,868.72	\$7,243.56
ATOKA	CANEY	\$2,076.79	\$2,245.18	\$3,097.38	\$5,231.46
ATOKA	HARMONY	\$954.20	\$1,403.24	\$1,874.73	\$4,963.18
ATOKA	LANE	\$4,771.01	\$3,423.90	\$3,830.97	\$7,377.70
ATOKA	STRINGTOWN	\$841.94	\$898.07	\$2,037.75	\$1,341.40
ATOKA	TUSHKA	\$1,122.59	\$1,290.98	\$2,363.79	\$3,890.06
BEAVER	BALKO	\$785.81	\$561.30	\$570.57	\$1,475.54
BEAVER	BEAVER	\$2,245.18	\$2,918.74	\$2,934.36	\$5,633.88
BEAVER	FORGAN	\$336.78	\$449.04	\$244.53	\$536.56
BEAVER	TURPIN	\$1,403.24	\$1,403.24	\$2,771.34	\$3,755.92
BECKHAM	ELK CITY	\$12,067.85	\$8,307.17	\$12,552.54	\$27,096.28
BECKHAM	ERICK	\$673.55	\$561.30	\$1,304.16	\$2,682.80
BECKHAM	MERRITT	\$1,796.15	\$4,546.49	\$7,580.43	\$12,206.74
BECKHAM	SAYRE	\$4,714.88	\$5,669.08	\$8,640.06	\$9,121.52

County	District	2017	2018	2019	2020
BLAINE	CANTON	\$3,872.94	\$3,087.12	\$2,934.36	\$3,621.78
BLAINE	GEARY	\$1,627.76	\$2,638.09	\$5,298.15	\$3,890.06
BLAINE	OKEENE	\$1,852.27	\$505.17	\$1,548.69	\$1,877.96
BLAINE	WATONGA	\$4,265.84	\$3,423.90	\$5,053.62	\$10,731.20
BRYAN	ACHILLE	\$2,918.74	\$3,872.94	\$3,504.93	\$8,853.24
BRYAN	BENNINGTON	\$2,413.57	\$2,357.44	\$4,890.60	\$5,365.60
BRYAN	CADDO	\$3,030.99	\$2,862.61	\$3,830.97	\$6,438.72
BRYAN	CALERA	\$2,469.70	\$3,648.42	\$4,890.60	\$8,584.96
BRYAN	COLBERT	\$4,771.01	\$4,658.75	\$4,727.58	\$10,462.92
BRYAN	DURANT	\$24,304.09	\$30,197.69	\$40,999.53	\$63,984.78
BRYAN	ROCK CREEK	\$2,020.66	\$3,143.25	\$4,564.56	\$8,182.54
BRYAN	SILO	\$5,612.95	\$5,051.66	\$8,721.57	\$15,694.38
CADDO	ANADARKO	\$12,123.98	\$11,618.81	\$14,916.33	\$25,620.74
CADDO	BINGER-ONEY	\$2,245.18	\$2,245.18	\$2,200.77	\$4,694.90
CADDO	BOONE-APACHE	\$3,255.51	\$2,525.83	\$3,260.40	\$5,902.16
CADDO	CARNEGIE	\$2,581.96	\$3,087.12	\$5,461.17	\$7,511.84
CADDO	CEMENT	\$673.55	\$898.07	\$2,200.77	\$3,219.36
CADDO	CYRIL	\$1,796.15	\$1,178.72	\$3,097.38	\$8,987.38
CADDO	FORT COBB-BROXTON	\$2,469.70	\$1,964.53	\$2,200.77	\$7,243.56
CADDO	GRACEMONT	\$1,403.24	\$1,796.15	\$1,793.22	\$2,280.38
CADDO	HINTON	\$3,030.99	\$2,189.05	\$2,363.79	\$4,963.18
CADDO	HYDRO-EAKLY	\$3,255.51	\$1,740.02	\$3,097.38	\$6,438.72
CADDO	LOOKEBA SICKLES	\$1,964.53	\$1,234.85	\$1,630.20	\$2,280.38
CANADIAN	BANNER	\$1,290.98	\$841.94	\$1,630.20	\$3,621.78
CANADIAN	CALUMET	\$1,010.33	\$1,010.33	\$1,385.67	\$2,146.24
CANADIAN	DARLINGTON	\$1,627.76	\$2,469.70	\$2,200.77	\$5,499.74
CANADIAN	EL RENO	\$20,936.32	\$21,441.48	\$37,820.64	\$58,350.90
CANADIAN	MAPLE	\$1,122.59	\$1,066.46	\$2,037.75	\$2,816.94
CANADIAN	MUSTANG	\$59,665.69	\$60,619.90	\$110,201.52	\$231,659.78

County	District	2017	2018	2019	2020
CANADIAN	PIEDMONT	\$8,700.08	\$9,429.76	\$12,144.99	\$42,522.38
CANADIAN	RIVERSIDE	\$280.65	\$336.78	\$570.57	\$1,073.12
CANADIAN	UNION CITY	\$1,740.02	\$898.07	\$2,037.75	\$3,755.92
CANADIAN	YUKON	\$53,154.67	\$50,853.36	\$82,895.67	\$139,371.46
CARTER	ARDMORE	\$26,268.62	\$23,798.92	\$28,365.48	\$51,912.18
CARTER	DICKSON	\$5,893.60	\$5,163.92	\$7,172.88	\$21,462.40
CARTER	FOX	\$2,638.09	\$1,796.15	\$2,608.32	\$2,951.08
CARTER	HEALDTON	\$3,985.20	\$3,255.51	\$6,846.84	\$13,145.72
CARTER	LONE GROVE	\$8,475.56	\$5,220.05	\$9,210.63	\$13,950.56
CARTER	PLAINVIEW	\$4,602.62	\$6,567.16	\$10,270.26	\$20,925.84
CARTER	SPRINGER	\$1,178.72	\$1,796.15	\$2,771.34	\$4,158.34
CARTER	WILSON	\$4,097.46	\$2,469.70	\$3,015.87	\$6,572.86
CARTER	ZANEIS	\$2,750.35	\$3,255.51	\$4,238.52	\$8,987.38
CHEROKEE	BRIGGS	\$5,107.79	\$3,536.16	\$9,292.14	\$15,694.38
CHEROKEE	CHEROKEE IMMERSION CHARTER	\$1,740.02	\$1,740.02	\$896.61	\$5,902.16
CHEROKEE	GRAND VIEW	\$7,409.10	\$6,511.03	\$11,900.46	\$18,108.90
CHEROKEE	HULBERT	\$1,908.40	\$3,311.64	\$3,341.91	\$8,048.40
CHEROKEE	KEYS	\$2,750.35	\$4,602.62	\$7,254.39	\$6,572.86
CHEROKEE	LOWREY	\$954.20	\$841.94	\$896.61	\$1,609.68
CHEROKEE	NORWOOD	\$1,290.98	\$785.81	\$1,222.65	\$2,146.24
CHEROKEE	PEGGS	\$2,525.83	\$2,301.31	\$2,689.83	\$6,170.44
CHEROKEE	SHADY GROVE	\$1,627.76	\$1,066.46	\$1,956.24	\$3,353.50
CHEROKEE	TAHLEQUAH	\$19,925.98	\$19,982.11	\$30,729.27	\$62,911.66
CHEROKEE	TENKILLER	\$3,087.12	\$2,413.57	\$2,852.85	\$5,902.16
CHEROKEE	WOODALL	\$5,163.92	\$3,985.20	\$3,015.87	\$4,158.34
CHOCTAW	BOSWELL	\$1,066.46	\$1,683.89	\$4,075.50	\$7,109.42
CHOCTAW	FORT TOWSON	\$2,020.66	\$1,740.02	\$3,667.95	\$6,304.58
CHOCTAW	HUGO	\$13,022.05	\$12,629.14	\$20,948.07	\$30,852.20
CHOCTAW	SOPER	\$2,245.18	\$2,694.22	\$2,852.85	\$5,633.88

County	District	2017	2018	2019	2020
CHOCTAW	SWINK	\$1,178.72	\$1,571.63	\$2,608.32	--
CIMARRON	BOISE CITY	\$1,515.50	\$1,852.27	\$2,852.85	\$2,951.08
CIMARRON	FELT	\$673.55	\$785.81	\$489.06	\$1,475.54
CIMARRON	KEYES	\$336.78	\$224.52	\$570.57	\$804.84
CLEVELAND	LEXINGTON	\$6,960.06	\$5,500.69	\$9,292.14	\$17,438.20
CLEVELAND	LITTLE AXE	\$7,633.62	\$12,404.63	\$6,928.35	\$23,742.78
CLEVELAND	MOORE	\$124,607.56	\$106,197.08	\$169,051.74	\$316,570.40
CLEVELAND	NOBLE	\$21,666.00	\$20,262.76	\$28,528.50	\$44,668.62
CLEVELAND	NORMAN	\$56,746.96	\$62,247.65	\$90,965.16	\$266,267.90
CLEVELAND	ROBIN HILL	\$1,459.37	\$449.04	\$570.57	\$1,207.26
COAL	COALGATE	\$3,199.38	\$3,255.51	\$4,890.60	\$8,584.96
COAL	COTTONWOOD	\$1,010.33	\$1,515.50	\$1,222.65	\$2,414.52
COAL	TUPELO	\$1,852.27	\$1,796.15	\$3,178.89	\$3,487.64
COMANCHE	BISHOP	\$3,255.51	\$5,051.66	\$7,906.47	\$14,352.98
COMANCHE	CACHE	\$9,205.24	\$12,011.72	\$19,888.44	\$28,169.40
COMANCHE	CHATTANOOGA	\$1,234.85	\$1,908.40	\$2,282.28	\$4,426.62
COMANCHE	ELGIN	\$7,240.71	\$8,026.52	\$13,041.60	\$21,730.68
COMANCHE	FLETCHER	\$2,132.92	\$1,964.53	\$4,157.01	\$6,170.44
COMANCHE	FLOWER MOUND	\$9,092.98	\$3,423.90	\$5,379.66	\$6,170.44
COMANCHE	GERONIMO	\$1,347.11	\$1,571.63	\$1,793.22	\$2,280.38
COMANCHE	INDIAHOMA	\$449.04	\$505.17	\$1,385.67	\$2,951.08
COMANCHE	LAWTON	\$123,821.75	\$125,898.54	\$188,206.59	\$324,618.80
COMANCHE	STERLING	\$1,347.11	\$1,571.63	\$2,363.79	\$4,158.34
COTTON	BIG PASTURE	\$898.07	\$1,908.40	\$3,097.38	\$4,426.62
COTTON	TEMPLE	\$2,132.92	\$1,403.24	\$2,852.85	\$2,146.24
COTTON	WALTERS	\$2,806.48	\$3,199.38	\$4,320.03	\$7,377.70
CRAIG	BLUEJACKET	\$1,627.76	\$1,683.89	\$2,852.85	\$4,426.62
CRAIG	KETCHUM	\$1,066.46	\$1,347.11	\$3,993.99	\$6,841.14
CRAIG	VINITA	\$9,822.67	\$8,531.69	\$9,944.22	\$18,645.46

County	District	2017	2018	2019	2020
CRAIG	WELCH	\$392.91	\$449.04	\$733.59	\$1,743.82
CRAIG	WHITE OAK	\$0.00	\$56.13	\$81.51	\$134.14
CREEK	ALLEN-BOWDEN	\$2,862.61	\$2,806.48	\$4,890.60	\$8,719.10
CREEK	BRISTOW	\$9,205.24	\$9,766.54	\$13,367.64	\$27,230.42
CREEK	DEPEW	\$1,964.53	\$2,245.18	\$1,874.73	\$2,548.66
CREEK	DRUMRIGHT	\$2,806.48	\$3,872.94	\$4,483.05	\$6,036.30
CREEK	GYPSY	\$392.91	\$729.68	\$489.06	\$804.84
CREEK	KELLYVILLE	\$7,128.45	\$7,072.32	\$8,803.08	\$16,901.64
CREEK	KIEFER	\$3,648.42	\$4,209.71	\$4,320.03	\$16,365.08
CREEK	LONE STAR	\$6,960.06	\$5,781.34	\$7,498.92	\$9,121.52
CREEK	MANNFORD	\$7,240.71	\$7,689.75	\$8,966.10	\$16,096.80
CREEK	MOUNDS	\$1,010.33	\$1,234.85	\$1,956.24	\$4,158.34
CREEK	OILTON	\$1,403.24	\$1,515.50	\$1,793.22	\$3,487.64
CREEK	OLIVE	\$2,750.35	\$2,469.70	\$1,711.71	\$3,085.22
CREEK	PRETTY WATER	\$1,627.76	\$1,459.37	\$2,282.28	\$2,682.80
CREEK	SAPULPA	\$32,218.35	\$28,177.03	\$40,591.98	\$63,448.22
CUSTER	ARAPAHO-BUTLER	\$841.94	\$1,403.24	\$1,956.24	\$3,353.50
CUSTER	CLINTON	\$20,094.37	\$15,435.62	\$21,437.13	\$32,864.30
CUSTER	THOMAS-FAY-CUSTER UNIFIED DIST	\$1,347.11	\$1,347.11	\$1,141.14	\$4,560.76
CUSTER	WEATHERFORD	\$9,822.67	\$9,991.06	\$21,192.60	\$22,267.24
DELAWARE	CLEORA	\$449.04	\$617.42	\$489.06	\$1,073.12
DELAWARE	COLCORD	\$5,332.31	\$5,444.56	\$8,558.55	\$11,938.46
DELAWARE	GROVE	\$27,559.60	\$26,380.88	\$44,015.40	\$59,289.88
DELAWARE	JAY	\$11,674.94	\$12,853.66	\$16,138.98	\$21,998.96
DELAWARE	KANSAS	\$2,357.44	\$1,964.53	\$2,852.85	\$4,426.62
DELAWARE	KENWOOD	\$785.81	\$785.81	\$1,222.65	\$2,548.66
DELAWARE	LEACH	\$1,290.98	\$1,290.98	\$3,097.38	\$6,438.72
DELAWARE	MOSELEY	\$1,290.98	\$2,413.57	\$3,586.44	\$4,292.48
DELAWARE	OAKS-MISSION	\$954.20	\$1,459.37	\$2,119.26	\$2,280.38

County	District	2017	2018	2019	2020
DEWEY	SEILING	\$3,480.03	\$3,255.51	\$4,727.58	\$7,243.56
DEWEY	TALOGA	\$1,010.33	\$392.91	\$326.04	\$1,743.82
DEWEY	VICI	\$954.20	\$673.55	\$1,141.14	\$3,487.64
ELLIS	ARNETT	\$841.94	\$617.42	\$733.59	\$1,743.82
ELLIS	FARGO	\$1,459.37	\$617.42	\$1,141.14	\$1,207.26
ELLIS	SHATTUCK	\$729.68	\$673.55	\$1,385.67	\$4,158.34
GARFIELD	CHISHOLM	\$6,005.86	\$7,240.71	\$10,840.83	\$19,047.88
GARFIELD	COVINGTON-DOUGLAS	\$617.42	\$954.20	\$1,304.16	\$1,743.82
GARFIELD	DRUMMOND	\$1,964.53	\$729.68	\$2,119.26	\$4,292.48
GARFIELD	ENID	\$85,429.15	\$71,340.64	\$107,593.20	\$172,772.32
GARFIELD	GARBER	\$2,132.92	\$1,627.76	\$4,075.50	\$5,902.16
GARFIELD	KREMLIN-HILLSDALE	\$1,347.11	\$1,290.98	\$1,304.16	\$2,414.52
GARFIELD	PIONEER-PLEASANT VALE	\$3,929.07	\$8,756.21	\$5,542.68	\$8,853.24
GARFIELD	WAUKOMIS	\$2,245.18	\$2,357.44	\$1,630.20	\$5,902.16
GARVIN	ELMORE CITY-PERNELL	\$2,638.09	\$1,908.40	\$3,586.44	\$3,890.06
GARVIN	LINDSAY	\$9,654.28	\$10,776.87	\$11,655.93	\$21,462.40
GARVIN	MAYSVILLE	\$1,178.72	\$841.94	\$3,260.40	\$3,890.06
GARVIN	PAOLI	\$505.17	\$729.68	\$1,222.65	\$938.98
GARVIN	PAULS VALLEY	\$3,929.07	\$4,265.84	\$13,856.70	\$21,194.12
GARVIN	STRATFORD	\$2,357.44	\$2,694.22	\$4,972.11	\$9,389.80
GARVIN	WHITEBEAD	\$3,143.25	\$4,939.40	\$5,624.19	\$8,316.68
GARVIN	WYNNEWOOD	\$3,311.64	\$3,030.99	\$5,542.68	\$9,523.94
GRADY	ALEX	\$1,908.40	\$2,189.05	\$2,689.83	\$6,841.14
GRADY	AMBER-POCASSET	\$3,648.42	\$3,648.42	\$5,624.19	\$7,377.70
GRADY	BRIDGE CREEK	\$3,985.20	\$7,409.10	\$10,922.34	\$31,657.04
GRADY	CHICKASHA	\$7,184.58	\$8,980.73	\$15,568.41	\$28,840.10
GRADY	FRIEND	\$954.20	\$1,122.59	\$1,059.63	\$2,012.10
GRADY	MIDDLEBERG	\$1,683.89	\$1,740.02	\$1,630.20	\$3,353.50
GRADY	MINCO	\$2,581.96	\$2,918.74	\$2,852.85	\$3,755.92

County	District	2017	2018	2019	2020
GRADY	NINNEKAH	\$1,066.46	\$505.17	\$978.12	\$4,158.34
GRADY	PIONEER	\$1,347.11	\$841.94	\$1,874.73	\$2,951.08
GRADY	RUSH SPRINGS	\$5,388.44	\$3,367.77	\$2,363.79	\$6,841.14
GRADY	TUTTLE	\$6,903.93	\$7,128.45	\$12,144.99	\$16,230.94
GRADY	VERDEN	\$2,076.79	\$2,357.44	\$3,749.46	\$4,426.62
GRANT	DEER CREEK-LAMONT	\$280.65	\$505.17	\$407.55	\$804.84
GRANT	MEDFORD	\$2,076.79	\$1,683.89	\$1,467.18	\$2,816.94
GRANT	POND CREEK-HUNTER	\$1,178.72	\$1,515.50	\$896.61	\$2,012.10
GREER	GRANITE	\$1,234.85	\$1,403.24	\$1,956.24	\$2,816.94
GREER	MANGUM	\$3,985.20	\$6,511.03	\$8,640.06	\$9,792.22
HARMON	HOLLIS	\$3,311.64	\$3,648.42	\$6,683.82	\$10,462.92
HARPER	BUFFALO	\$1,178.72	\$785.81	\$1,141.14	\$1,877.96
HARPER	LAVERNE	\$2,413.57	\$1,683.89	\$3,341.91	\$7,243.56
HASKELL	KEOTA	\$2,413.57	\$2,413.57	\$3,178.89	\$6,841.14
HASKELL	KINTA	\$785.81	\$1,066.46	\$815.10	\$3,890.06
HASKELL	MCCURTAIN	\$954.20	\$1,234.85	\$1,874.73	\$4,426.62
HASKELL	STIGLER	\$6,735.54	\$6,567.16	\$9,699.69	\$18,511.32
HASKELL	WHITEFIELD	\$1,347.11	\$1,964.53	\$2,363.79	\$5,097.32
HUGHES	CALVIN	\$1,178.72	\$1,515.50	\$3,178.89	\$2,548.66
HUGHES	HOLDENVILLE	\$5,051.66	\$5,220.05	\$8,721.57	\$17,974.76
HUGHES	MOSS	\$505.17	\$1,515.50	\$2,363.79	\$5,231.46
HUGHES	STUART	\$561.30	\$673.55	\$652.08	\$938.98
HUGHES	WETUMKA	\$2,189.05	\$1,908.40	\$2,689.83	\$8,048.40
JACKSON	ALTUS	\$29,411.88	\$30,702.85	\$38,554.23	\$56,204.66
JACKSON	BLAIR	\$1,964.53	\$2,189.05	\$3,178.89	\$4,963.18
JACKSON	DUKE	\$1,066.46	\$1,459.37	\$2,363.79	\$3,487.64
JACKSON	ELDORADO	\$673.55	--	--	--
JACKSON	ELDORADO-OLUSTEE	--	\$1,908.40	\$3,341.91	\$938.98
JACKSON	NAVAJO	\$2,357.44	\$3,311.64	\$4,157.01	\$5,499.74

County	District	2017	2018	2019	2020
JEFFERSON	OLUSTEE	\$1,459.37	--	--	--
JEFFERSON	RINGLING	\$2,020.66	\$2,301.31	\$2,934.36	\$5,768.02
JEFFERSON	RYAN	\$449.04	\$392.91	\$1,793.22	\$4,694.90
JEFFERSON	TERRAL	\$1,010.33	\$392.91	\$652.08	\$670.70
JOHNSTON	WAURIKA	\$3,030.99	\$3,480.03	\$4,727.58	\$10,865.34
JOHNSTON	COLEMAN	\$1,347.11	\$505.17	\$1,630.20	\$3,353.50
JOHNSTON	MANNSVILLE	\$1,234.85	\$841.94	\$2,771.34	\$2,682.80
JOHNSTON	MILBURN	\$617.42	\$1,010.33	\$978.12	\$1,475.54
JOHNSTON	MILL CREEK	\$1,627.76	\$1,796.15	\$1,711.71	\$4,829.04
JOHNSTON	RAVIA	\$729.68	\$617.42	\$652.08	\$1,877.96
JOHNSTON	TISHOMINGO	\$5,107.79	\$3,311.64	\$7,335.90	\$7,243.56
KAY	WAPANUCKA	\$1,627.76	\$2,806.48	\$3,830.97	\$5,365.60
KAY	BLACKWELL	\$12,460.76	\$10,833.00	\$16,546.53	\$24,681.76
KAY	KILDARE	\$392.91	\$785.81	\$489.06	\$1,609.68
KAY	NEWKIRK	\$4,602.62	\$5,669.08	\$8,314.02	\$12,609.16
KAY	PECKHAM	\$1,234.85	\$1,740.02	\$1,385.67	\$1,877.96
KAY	PONCA CITY	\$46,587.51	\$41,199.08	\$49,558.08	\$76,459.80
KINGFISHER	TONKAWA	\$2,974.87	\$6,398.77	\$5,542.68	\$9,792.22
KINGFISHER	CASHION	\$3,929.07	\$2,862.61	\$4,483.05	\$9,255.66
KINGFISHER	DOVER	\$2,020.66	\$1,852.27	\$1,793.22	\$2,012.10
KINGFISHER	HENNESSEY	\$8,587.82	\$6,061.99	\$10,270.26	\$17,304.06
KINGFISHER	KINGFISHER	\$3,929.07	\$3,872.94	\$7,661.94	\$15,291.96
KINGFISHER	LOMEGA	\$1,290.98	\$841.94	\$652.08	\$1,341.40
KIOWA	OKARCHE	\$2,020.66	\$3,929.07	\$3,749.46	\$5,097.32
KIOWA	HOBART	\$5,500.69	\$4,995.53	\$7,498.92	\$8,987.38
KIOWA	LONE WOLF	\$841.94	\$505.17	\$815.10	\$2,146.24
KIOWA	MOUNTAIN VIEW-GOTEBO	\$1,908.40	\$1,796.15	\$2,689.83	\$4,829.04
LATIMER	SNYDER	\$3,087.12	\$2,694.22	\$3,260.40	\$8,316.68
LATIMER	BUFFALO VALLEY	\$954.20	\$954.20	\$1,059.63	\$2,146.24

County	District	2017	2018	2019	2020
LATIMER	PANOLA	\$1,683.89	\$673.55	\$1,304.16	\$938.98
LATIMER	RED OAK	\$898.07	\$1,122.59	\$1,304.16	\$2,682.80
LE FLORE	WILBURTON	\$3,872.94	\$7,296.84	\$8,966.10	\$13,279.86
LE FLORE	ARKOMA	\$1,066.46	\$1,403.24	\$2,608.32	\$4,963.18
LE FLORE	BOKOSHE	\$1,403.24	\$1,683.89	\$3,178.89	\$4,292.48
LE FLORE	CAMERON	\$2,638.09	\$2,189.05	\$2,852.85	\$5,097.32
LE FLORE	FANSHAWE	\$841.94	\$1,010.33	\$1,385.67	\$2,682.80
LE FLORE	HEAVENER	\$729.68	\$505.17	\$1,141.14	\$3,487.64
LE FLORE	HODGEN	\$2,918.74	\$2,750.35	\$4,238.52	\$6,170.44
LE FLORE	HOWE	\$2,974.87	\$2,750.35	\$5,868.72	\$8,719.10
LE FLORE	LE FLORE	\$449.04	\$1,290.98	\$3,912.48	\$4,158.34
LE FLORE	MONROE	\$673.55	\$392.91	\$570.57	\$2,012.10
LE FLORE	PANAMA	\$4,771.01	\$4,827.14	\$8,477.04	\$15,962.66
LE FLORE	POCOLA	\$7,409.10	\$4,546.49	\$7,580.43	\$21,596.54
LE FLORE	POTEAU	\$10,215.58	\$10,608.48	\$13,286.13	\$19,718.58
LE FLORE	SHADY POINT	\$3,255.51	\$2,357.44	\$4,157.01	\$5,231.46
LE FLORE	SPIRO	\$10,047.19	\$10,776.87	\$18,176.73	\$18,511.32
LE FLORE	TALIHINA	\$2,301.31	\$2,974.87	\$6,846.84	\$9,389.80
LE FLORE	WHITESBORO	\$1,010.33	\$841.94	\$896.61	\$2,414.52
LINCOLN	WISTER	\$1,796.15	\$2,806.48	\$978.12	\$12,340.88
LINCOLN	AGRA	\$2,694.22	\$2,357.44	\$2,689.83	\$5,902.16
LINCOLN	CARNEY	\$3,030.99	\$2,469.70	\$2,771.34	\$4,292.48
LINCOLN	CHANDLER	\$6,735.54	\$7,296.84	\$9,699.69	\$17,572.34
LINCOLN	DAVENPORT	\$898.07	\$954.20	\$1,711.71	\$3,353.50
LINCOLN	MEEKER	\$7,689.75	\$5,444.56	\$7,091.37	\$11,938.46
LINCOLN	PRAGUE	\$2,862.61	\$2,862.61	\$6,765.33	\$15,694.38
LINCOLN	STROUD	\$1,852.27	\$1,515.50	\$2,608.32	\$6,707.00
LINCOLN	WELLSTON	\$4,939.40	\$5,725.21	\$6,113.25	\$8,316.68
LOGAN	WHITE ROCK	\$2,357.44	\$1,347.11	\$2,363.79	\$2,951.08

County	District	2017	2018	2019	2020
LOGAN	COYLE	\$2,525.83	\$1,515.50	\$4,075.50	\$3,487.64
LOGAN	CRESCENT	\$3,648.42	\$2,750.35	\$4,075.50	\$7,511.84
LOGAN	GUTHRIE	\$21,216.96	\$25,538.94	\$34,234.20	\$61,704.40
LOVE	MULHALL-ORLANDO	\$1,234.85	\$1,290.98	\$2,119.26	\$3,219.36
LOVE	GREENVILLE	\$1,122.59	\$1,459.37	\$2,282.28	\$3,621.78
LOVE	MARIETTA	\$5,893.60	\$7,240.71	\$7,987.98	\$13,279.86
LOVE	THACKERVILLE	\$3,872.94	\$2,918.74	\$4,972.11	\$6,841.14
MAJOR	TURNER	\$2,750.35	\$1,683.89	\$2,037.75	\$5,633.88
MAJOR	ALINE-CLEO	\$449.04	\$449.04	\$407.55	\$536.56
MAJOR	CIMARRON	\$2,357.44	\$1,796.15	\$4,238.52	\$4,829.04
MAJOR	FAIRVIEW	\$3,143.25	\$2,750.35	\$7,987.98	\$12,206.74
MARSHALL	RINGWOOD	\$954.20	\$2,020.66	\$3,097.38	\$3,085.22
MARSHALL	KINGSTON	\$5,332.31	\$5,220.05	\$9,699.69	\$14,352.98
MAYES	MADILL	\$5,837.47	\$8,363.30	\$10,596.30	\$24,145.20
MAYES	ADAIR	\$6,903.93	\$6,118.12	\$6,683.82	\$11,938.46
MAYES	CHOUTEAU-MAZIE	\$5,725.21	\$4,209.71	\$6,846.84	\$11,401.90
MAYES	LOCUST GROVE	\$8,812.34	\$8,924.60	\$19,480.89	\$18,511.32
MAYES	OSAGE	\$1,290.98	\$954.20	\$1,630.20	\$5,365.60
MAYES	PRYOR	\$14,313.03	\$17,680.80	\$31,788.90	\$53,521.86
MAYES	SALINA	\$8,026.52	\$7,240.71	\$9,862.71	\$14,621.26
MCCLAIN	WICKLIFFE	\$729.68	\$729.68	\$733.59	\$1,609.68
MCCLAIN	BLANCHARD	\$8,419.43	\$9,205.24	\$11,248.38	\$24,011.06
MCCLAIN	DIBBLE	\$5,781.34	\$4,939.40	\$8,966.10	\$12,877.44
MCCLAIN	NEWCASTLE	\$4,939.40	\$8,419.43	\$12,144.99	\$27,096.28
MCCLAIN	PURCELL	\$7,465.23	\$7,352.97	\$11,574.42	\$20,255.14
MCCLAIN	WASHINGTON	\$2,862.61	\$3,255.51	\$5,624.19	\$7,914.26
MCCURTAIN	WAYNE	\$2,750.35	\$2,357.44	\$4,809.09	\$9,121.52
MCCURTAIN	BATTIEST	\$1,515.50	\$785.81	\$1,630.20	\$2,548.66
MCCURTAIN	BROKEN BOW	\$9,878.80	\$7,633.62	\$10,025.73	\$17,035.78

County	District	2017	2018	2019	2020
MCCURTAIN	DENISON	\$1,178.72	\$1,627.76	\$1,874.73	\$4,560.76
MCCURTAIN	EAGLETOWN	\$1,010.33	\$898.07	\$1,304.16	\$2,682.80
MCCURTAIN	FOREST GROVE	\$2,245.18	\$1,908.40	\$2,608.32	\$3,890.06
MCCURTAIN	GLOVER	\$617.42	\$785.81	\$978.12	\$1,207.26
MCCURTAIN	HAWORTH	\$2,469.70	\$3,423.90	\$2,934.36	\$8,316.68
MCCURTAIN	HOLLY CREEK	\$1,234.85	\$1,290.98	\$2,526.81	\$3,219.36
MCCURTAIN	IDABEL	\$8,812.34	\$6,454.90	\$10,188.75	\$13,548.14
MCCURTAIN	LUKFATA	\$1,740.02	\$1,740.02	\$2,037.75	\$8,182.54
MCCURTAIN	SMITHVILLE	\$1,122.59	\$1,066.46	\$896.61	\$1,073.12
MCCURTAIN	VALLIANT	\$3,760.68	\$2,862.61	\$5,298.15	\$6,707.00
MCINTOSH	WRIGHT CITY	\$1,796.15	\$2,132.92	\$5,216.64	\$6,707.00
MCINTOSH	CHECOTAH	\$9,261.37	\$9,878.80	\$10,596.30	\$21,998.96
MCINTOSH	EUFAULA	\$5,949.73	\$7,970.39	\$9,536.67	\$5,902.16
MCINTOSH	HANNA	\$561.30	\$449.04	\$815.10	\$268.28
MCINTOSH	MIDWAY	\$1,290.98	\$1,066.46	\$1,385.67	\$2,682.80
MCINTOSH	RYAL	\$954.20	\$1,347.11	\$2,037.75	\$3,621.78
MURRAY	STIDHAM	\$673.55	\$1,178.72	\$1,630.20	\$3,219.36
MURRAY	DAVIS	\$6,511.03	\$5,669.08	\$10,188.75	\$12,072.60
MUSKOGEE	SULPHUR	\$13,134.31	\$11,787.20	\$12,960.09	\$13,414.00
MUSKOGEE	BRAGGS	\$1,347.11	\$505.17	\$1,304.16	\$2,816.94
MUSKOGEE	FORT GIBSON	\$4,883.27	\$4,602.62	\$7,172.88	\$11,804.32
MUSKOGEE	HASKELL	\$7,072.32	\$5,107.79	\$8,640.06	\$14,352.98
MUSKOGEE	HILLDALE	\$17,231.77	\$11,843.33	\$13,775.19	\$35,681.24
MUSKOGEE	MUSKOGEE	\$54,894.68	\$47,261.07	\$68,060.85	\$104,763.34
MUSKOGEE	OKTAHA	\$7,016.19	\$7,521.36	\$8,477.04	\$10,194.64
MUSKOGEE	PORUM	\$4,827.14	\$2,974.87	\$5,787.21	\$8,584.96
MUSKOGEE	WAINWRIGHT	\$841.94	\$561.30	\$1,548.69	\$1,073.12
MUSKOGEE	WARNER	\$4,378.10	\$4,097.46	\$6,683.82	\$9,926.36
NOBLE	WEBBERS FALLS	\$1,796.15	\$2,189.05	\$3,097.38	\$7,645.98

County	District	2017	2018	2019	2020
NOBLE	BILLINGS	\$449.04	\$505.17	\$407.55	\$0.00
NOBLE	FRONTIER	\$2,020.66	\$1,908.40	\$4,564.56	\$6,438.72
NOBLE	MORRISON	\$5,669.08	\$4,434.23	\$4,483.05	\$8,719.10
NOWATA	PERRY	\$8,307.17	\$6,118.12	\$12,797.07	\$26,962.14
NOWATA	NOWATA	\$6,791.67	\$7,072.32	\$12,797.07	\$13,548.14
NOWATA	OKLAHOMA UNION	\$4,546.49	\$4,714.88	\$5,950.23	\$7,377.70
OKFUSKEE	SOUTH COFFEYVILLE	\$1,234.85	\$1,347.11	\$2,037.75	\$4,292.48
OKFUSKEE	BEARDEN	\$617.42	\$729.68	\$815.10	\$1,207.26
OKFUSKEE	GRAHAM-DUSTIN	\$954.20	\$1,347.11	\$1,467.18	\$2,548.66
OKFUSKEE	MASON	\$1,122.59	\$1,290.98	\$2,934.36	\$4,426.62
OKFUSKEE	OKEMAH	\$9,766.54	\$7,689.75	\$5,298.15	\$8,987.38
OKFUSKEE	PADEN	\$3,423.90	\$1,066.46	\$1,467.18	\$2,012.10
OKLAHOMA	WELEETKA	\$2,806.48	\$2,469.70	\$6,276.27	\$8,182.54
OKLAHOMA	ABLE CHARTER ABLE LEARNING	\$0.00	--	--	--
OKLAHOMA	ACADEMY OF SEMINOLE	--	--	\$0.00	\$3,890.06
OKLAHOMA	ASTEC CHARTERS	\$0.00	\$0.00	\$0.00	\$0.00
OKLAHOMA	BETHANY	\$5,556.82	\$5,893.60	\$8,069.49	\$16,767.50
OKLAHOMA	CHOCTAW-NICOMA PARK	\$28,962.84	\$32,442.87	\$35,130.81	\$69,350.38
OKLAHOMA	CROOKED OAK	\$12,123.98	\$12,180.11	\$13,123.11	\$26,157.30
OKLAHOMA	CRUTCHO	\$6,061.99	\$6,174.25	\$10,759.32	\$11,133.62
OKLAHOMA	DEER CREEK	\$20,655.67	\$26,886.05	\$48,335.43	\$96,446.66
OKLAHOMA	EDMOND	\$83,183.97	\$91,042.10	\$144,924.78	\$331,728.22
OKLAHOMA	EPIC BLENDED LEARNING CHARTER	--	\$12,404.63	\$34,723.26	\$90,276.22
OKLAHOMA	EPIC ONE ON ONE CHARTER				
OKLAHOMA	SCHOOL	\$21,946.65	\$17,063.38	\$44,748.99	\$112,945.88
OKLAHOMA	ESCHOOL VIRTUAL	--	--	--	\$268.28
OKLAHOMA	HARRAH	\$17,231.77	\$13,751.74	\$22,333.74	\$27,632.84
OKLAHOMA	INSIGHT SCHOOL OF OKLAHOMA	\$0.00	\$0.00	\$0.00	\$0.00

County	District	2017	2018	2019	2020
OKLAHOMA	JOHN W REX CHARTER ELEMENTARY	\$4,939.40	\$2,918.74	\$3,423.42	\$6,438.72
OKLAHOMA	JONES	\$6,679.41	\$6,903.93	\$9,699.69	\$16,365.08
OKLAHOMA	LEMONDE INTERNATIONAL SCHOOL	--	--	\$978.12	\$7,109.42
OKLAHOMA	LUTHER	\$5,556.82	\$5,893.60	\$10,840.83	\$16,230.94
OKLAHOMA	MIDWEST CITY-DEL CITY	\$138,864.47	\$127,526.30	\$183,479.01	\$314,558.30
OKLAHOMA	MILLWOOD	\$5,893.60	\$8,082.65	\$16,220.49	\$23,876.92
OKLAHOMA	OAKDALE	\$1,178.72	\$1,571.63	\$2,771.34	\$3,487.64
OKLAHOMA	OKC CHARTER: DOVE SCIENCE ACAD	\$0.00	\$3,143.25	\$6,928.35	\$20,121.00
OKLAHOMA	OKC CHARTER: DOVE SCIENCE ES	\$4,209.71	--	--	--
OKLAHOMA	OKC CHARTER: HARDING CHARTER	\$0.00	\$0.00	\$0.00	\$0.00
OKLAHOMA	OKC CHARTER: HARDING FINE ARTS	\$0.00	\$0.00	\$0.00	\$0.00
OKLAHOMA	OKC CHARTER: HARPER ACADEMY	\$0.00	--	--	--
OKLAHOMA	OKC CHARTER: HUPFELD/W VILLAGE	\$5,220.05	\$4,658.75	\$9,210.63	\$13,279.86
OKLAHOMA	OKC CHARTER: INDEPENDENCE MS	\$0.00	\$0.00	\$0.00	\$0.00
OKLAHOMA	OKC CHARTER: KIPP REACH COLL.	\$0.00	\$0.00	\$0.00	\$0.00
OKLAHOMA	OKC CHARTER: LIGHTHOUSE OKC	\$2,020.66	--	--	--
OKLAHOMA	OKC CHARTER: SANTA FE SOUTH CHARTERS	\$19,308.56	\$21,834.39	\$19,480.89	\$70,557.64
OKLAHOMA	OKC CHARTER: SEEWORTH ACAD	\$336.78	\$168.39	\$1,222.65	--
OKLAHOMA	OKLAHOMA CITY	\$389,875.74	\$330,771.34	\$461,183.58	\$1,242,136.40
OKLAHOMA	OKLAHOMA CONNECTIONS ACAD	\$3,143.25	\$3,199.38	\$4,157.01	\$6,841.14
OKLAHOMA	OKLAHOMA VIRTUAL CHARTER ACAD	\$14,649.81	\$12,180.11	\$19,399.38	\$19,047.88
OKLAHOMA	OKLAHOMA YOUTH ACADEMY	\$0.00	\$0.00	\$0.00	\$0.00
OKLAHOMA	PUTNAM CITY	\$112,483.58	\$122,137.86	\$179,322.00	\$494,171.76
OKLAHOMA	SOVEREIGN COMMUNITY SCHOOL	--	--	--	\$0.00
OKMULGEE	WESTERN HEIGHTS	\$41,591.98	\$39,010.03	\$55,834.35	\$99,800.16
OKMULGEE	BEGGS	\$5,051.66	\$5,051.66	\$9,536.67	\$8,450.82

County	District	2017	2018	2019	2020
OKMULGEE	DEWAR	\$2,189.05	\$1,852.27	\$3,912.48	\$4,426.62
OKMULGEE	HENRYETTA	\$10,327.83	\$7,577.49	\$11,900.46	\$13,011.58
OKMULGEE	MORRIS	\$7,858.13	\$7,802.01	\$9,210.63	\$14,218.84
OKMULGEE	OKMULGEE	\$8,138.78	\$9,485.89	\$14,101.23	\$20,255.14
OKMULGEE	PRESTON	\$2,525.83	\$1,403.24	\$4,564.56	\$7,780.12
OKMULGEE	SCHULTER	\$673.55	\$673.55	\$1,711.71	\$2,548.66
OKMULGEE	TWIN HILLS	\$785.81	\$785.81	\$1,711.71	\$4,024.20
OSAGE	WILSON	\$1,122.59	\$729.68	\$1,141.14	\$3,487.64
OSAGE	ANDERSON	\$3,816.81	\$4,546.49	\$4,727.58	\$10,194.64
OSAGE	AVANT	\$1,515.50	\$1,178.72	\$1,630.20	\$2,012.10
OSAGE	BARNSDALL	\$3,030.99	\$3,255.51	\$4,401.54	\$7,780.12
OSAGE	BOWRING	\$449.04	\$449.04	\$652.08	\$1,207.26
OSAGE	HOMINY	\$7,858.13	\$4,602.62	\$7,172.88	\$12,206.74
OSAGE	MCCORD	\$2,132.92	\$2,750.35	\$4,075.50	\$6,572.86
OSAGE	OSAGE HILLS	\$1,010.33	\$954.20	\$1,874.73	\$4,694.90
OSAGE	PAWHUSKA	\$6,342.64	\$7,072.32	\$8,884.59	\$14,621.26
OSAGE	PRUE	\$1,796.15	\$2,918.74	\$3,912.48	\$7,511.84
OSAGE	SHIDLER	\$2,076.79	\$1,964.53	\$1,467.18	\$4,158.34
OSAGE	WOODLAND	\$2,020.66	\$2,694.22	\$2,608.32	\$4,829.04
OTTAWA	WYNONA	\$617.42	\$1,010.33	\$1,630.20	\$2,012.10
OTTAWA	AFTON	\$3,199.38	\$3,985.20	\$3,912.48	\$11,267.76
OTTAWA	COMMERCE	\$4,209.71	\$4,041.33	\$6,031.74	\$15,560.24
OTTAWA	FAIRLAND	\$3,367.77	\$4,546.49	\$6,683.82	\$9,255.66
OTTAWA	MIAMI	\$11,787.20	\$15,604.01	\$25,838.67	\$46,010.02
OTTAWA	QUAPAW	\$4,321.97	\$3,648.42	\$5,950.23	\$10,194.64
OTTAWA	TURKEY FORD	\$841.94	\$954.20	\$1,467.18	\$3,621.78
PAWNEE	WYANDOTTE	\$5,332.31	\$4,434.23	\$6,439.29	\$9,389.80
PAWNEE	CLEVELAND	\$22,451.81	\$15,267.23	\$22,496.76	\$28,303.54
PAWNEE	JENNINGS	\$1,740.02	\$2,750.35	\$4,238.52	\$6,304.58

County	District	2017	2018	2019	2020
PAYNE	PAWNEE	\$7,858.13	\$3,704.55	\$4,972.11	\$9,926.36
PAYNE	CUSHING	\$4,939.40	\$10,608.48	\$16,383.51	\$17,974.76
PAYNE	GLENCOE	\$2,918.74	\$2,638.09	\$3,667.95	\$5,633.88
PAYNE	OAK GROVE	\$1,403.24	\$1,234.85	\$1,711.71	\$2,414.52
PAYNE	PERKINS-TRYON	\$8,643.95	\$6,847.80	\$15,323.88	\$23,340.36
PAYNE	RIPLEY	\$3,255.51	\$3,199.38	\$3,097.38	\$5,499.74
PAYNE	STILLWATER	\$53,491.45	\$49,618.51	\$83,710.77	\$106,775.44
PITTSBURG	YALE	\$2,413.57	\$2,132.92	\$4,157.01	\$5,231.46
PITTSBURG	CANADIAN	\$2,020.66	\$1,403.24	\$5,461.17	\$9,121.52
PITTSBURG	CANADIAN CHARTER: CARLTON LANDING ACADEMY	\$336.78	\$280.65	\$489.06	\$1,475.54
PITTSBURG	CROWDER	\$1,571.63	\$954.20	\$1,874.73	\$1,877.96
PITTSBURG	FRINK-CHAMBERS	\$617.42	\$561.30	\$1,059.63	\$4,292.48
PITTSBURG	HAILEYVILLE	\$3,480.03	\$1,683.89	\$2,526.81	\$5,231.46
PITTSBURG	HARTSHORNE	\$5,332.31	\$6,398.77	\$11,003.85	\$16,096.80
PITTSBURG	HAYWOOD	\$505.17	\$673.55	\$896.61	\$1,743.82
PITTSBURG	INDIANOLA	\$1,459.37	\$898.07	\$2,119.26	\$1,877.96
PITTSBURG	KIOWA	\$1,459.37	\$1,347.11	\$1,630.20	\$2,951.08
PITTSBURG	KREBS	\$3,199.38	\$7,072.32	\$4,890.60	\$3,755.92
PITTSBURG	MCALESTER	\$27,840.25	\$24,977.64	\$32,848.53	\$59,692.30
PITTSBURG	PITTSBURG	\$505.17	\$505.17	\$163.02	\$268.28
PITTSBURG	QUINTON	\$1,852.27	\$3,592.29	\$3,260.40	\$8,719.10
PITTSBURG	SAVANNA	\$841.94	\$1,459.37	\$1,874.73	\$5,231.46
PONTOTOC	TANNEHILL	\$1,683.89	\$1,234.85	\$1,630.20	\$2,012.10
PONTOTOC	ADA	\$22,900.85	\$16,614.34	\$23,230.35	\$45,607.60
PONTOTOC	ALLEN	\$2,862.61	\$3,423.90	\$4,890.60	\$7,109.42
PONTOTOC	BYNG	\$7,016.19	\$7,072.32	\$10,351.77	\$16,767.50
PONTOTOC	LATTA	\$2,357.44	\$3,929.07	\$4,320.03	\$6,438.72
PONTOTOC	ROFF	\$2,020.66	\$2,076.79	\$4,320.03	\$6,036.30

County	District	2017	2018	2019	2020
PONTOTOC	STONEWALL	\$3,704.55	\$4,265.84	\$3,667.95	\$4,963.18
POTTAWATOMIE	VANOSS	\$2,301.31	\$2,694.22	\$5,787.21	\$9,523.94
POTTAWATOMIE	ASHER	\$2,357.44	\$1,964.53	\$2,037.75	\$2,816.94
POTTAWATOMIE	BETHEL	\$5,444.56	\$4,546.49	\$5,787.21	\$12,475.02
POTTAWATOMIE	DALE	\$1,964.53	\$2,413.57	\$1,059.63	\$6,707.00
POTTAWATOMIE	EARLSBORO	\$1,796.15	\$2,245.18	\$2,363.79	\$6,036.30
POTTAWATOMIE	GROVE	\$3,199.38	\$3,255.51	\$4,564.56	\$8,450.82
POTTAWATOMIE	MACOMB	\$1,964.53	\$1,515.50	\$2,037.75	\$5,499.74
POTTAWATOMIE	MAUD	\$1,290.98	\$2,132.92	\$4,075.50	\$4,426.62
POTTAWATOMIE	MCCLOUD	\$15,604.01	\$13,246.57	\$19,806.93	\$25,486.60
POTTAWATOMIE	NORTH ROCK CREEK	\$2,525.83	\$2,750.35	\$7,009.86	\$7,780.12
POTTAWATOMIE	PLEASANT GROVE	\$2,132.92	\$1,515.50	\$2,771.34	\$4,024.20
POTTAWATOMIE	SHAWNEE	\$29,860.91	\$29,524.13	\$48,172.41	\$75,923.24
POTTAWATOMIE	SOUTH ROCK CREEK	\$2,076.79	\$2,076.79	\$3,015.87	\$4,829.04
POTTAWATOMIE	TECUMSEH	\$10,889.13	\$10,720.74	\$12,878.58	\$28,974.24
PUSHMATAHA	WANETTE	\$785.81	\$1,122.59	\$2,689.83	\$2,682.80
PUSHMATAHA	ALBION	\$449.04	\$392.91	\$1,385.67	\$2,414.52
PUSHMATAHA	ANTLERS	\$3,704.55	\$3,367.77	\$5,216.64	\$19,047.88
PUSHMATAHA	CLAYTON	\$2,020.66	\$1,796.15	\$3,504.93	\$4,292.48
PUSHMATAHA	MOYERS	\$841.94	\$1,010.33	\$1,059.63	\$1,609.68
PUSHMATAHA	NASHOBA	\$280.65	\$617.42	\$652.08	\$2,012.10
PUSHMATAHA	RATTAN	\$2,357.44	\$2,413.57	\$4,075.50	\$7,243.56
ROGER MILLS	TUSKAHOMA	\$449.04	\$617.42	\$1,222.65	\$536.56
ROGER MILLS	CHEYENNE	\$898.07	\$617.42	\$1,467.18	\$3,219.36
ROGER MILLS	HAMMON	\$1,852.27	\$1,908.40	\$1,956.24	\$5,499.74
ROGER MILLS	LEEDEY	\$785.81	\$336.78	\$896.61	\$402.42
ROGER MILLS	REYDON	\$898.07	\$841.94	\$1,304.16	\$2,280.38
ROGERS	SWEETWATER	\$1,459.37	\$785.81	\$896.61	\$2,012.10
ROGERS	CATOOSA	\$21,666.00	\$17,007.25	\$26,653.77	\$25,352.46

County	District	2017	2018	2019	2020
ROGERS	CHELSEA	\$6,511.03	\$7,072.32	\$8,721.57	\$13,816.42
ROGERS	CLAREMORE	\$27,054.44	\$27,784.12	\$41,896.14	\$63,179.94
ROGERS	FOYIL	\$3,423.90	\$2,525.83	\$4,075.50	\$6,707.00
ROGERS	INOLA	\$7,465.23	\$5,051.66	\$7,498.92	\$15,694.38
ROGERS	JUSTUS-TIAWAH	\$2,245.18	\$3,087.12	\$4,401.54	\$7,511.84
ROGERS	OOLOGAH-TALALA	\$8,475.56	\$9,036.85	\$10,188.75	\$12,743.30
ROGERS	SEQUOYAH	\$7,465.23	\$6,960.06	\$10,270.26	\$19,047.88
SEMINOLE	VERDIGRIS	\$5,444.56	\$6,623.28	\$8,395.53	\$13,145.72
SEMINOLE	BOWLEGS	\$2,132.92	\$3,030.99	\$2,852.85	\$2,682.80
SEMINOLE	BUTNER	\$1,290.98	\$1,403.24	\$1,956.24	\$1,743.82
SEMINOLE	JUSTICE	\$3,255.51	\$3,648.42	\$3,015.87	\$4,426.62
SEMINOLE	KONAWA	\$2,301.31	\$2,918.74	\$4,564.56	\$13,279.86
SEMINOLE	NEW LIMA	\$785.81	\$2,020.66	\$2,119.26	\$4,024.20
SEMINOLE	SASAKWA	\$561.30	\$1,571.63	\$1,304.16	\$4,829.04
SEMINOLE	SEMINOLE	\$13,695.61	\$10,552.35	\$19,073.34	\$26,157.30
SEMINOLE	STROTHER	\$2,581.96	\$3,423.90	\$4,972.11	\$8,316.68
SEMINOLE	VARNUM	\$1,234.85	\$1,347.11	\$2,771.34	\$2,951.08
SEQUOYAH	WEWOKA	\$4,658.75	\$3,704.55	\$5,379.66	\$10,194.64
SEQUOYAH	BELFONTE	\$2,806.48	\$2,806.48	\$4,646.07	\$6,036.30
SEQUOYAH	BRUSHY	\$5,051.66	\$5,556.82	\$8,640.06	\$9,792.22
SEQUOYAH	CENTRAL	\$1,683.89	\$1,908.40	\$2,445.30	\$9,926.36
SEQUOYAH	GANS	\$0.00	\$2,301.31	\$3,260.40	\$5,097.32
SEQUOYAH	GORE	\$7,858.13	\$7,745.88	\$6,194.76	\$18,108.90
SEQUOYAH	LIBERTY	\$2,581.96	\$3,872.94	\$3,423.42	\$5,902.16
SEQUOYAH	MARBLE CITY	\$1,010.33	\$1,290.98	\$1,141.14	\$2,414.52
SEQUOYAH	MOFFETT	\$1,683.89	\$1,683.89	\$2,037.75	\$804.84
SEQUOYAH	MULDROW	\$10,047.19	\$8,363.30	\$12,389.52	\$21,596.54
SEQUOYAH	ROLAND	\$2,862.61	\$2,862.61	\$3,423.42	\$7,377.70
SEQUOYAH	SALLISAW	\$13,583.35	\$7,970.39	\$15,486.90	\$24,011.06

County	District	2017	2018	2019	2020
STEPHENS	VIAN	\$8,475.56	\$4,939.40	\$6,357.78	\$15,023.68
STEPHENS	BRAY-DOYLE	\$1,740.02	\$1,740.02	\$3,341.91	\$5,902.16
STEPHENS	CENTRAL HIGH	\$841.94	\$561.30	\$1,141.14	\$2,012.10
STEPHENS	COMANCHE	\$4,378.10	\$6,061.99	\$9,047.61	\$13,414.00
STEPHENS	DUNCAN	\$20,262.76	\$27,054.44	\$39,287.82	\$85,313.04
STEPHENS	EMPIRE	\$2,413.57	\$2,806.48	\$4,727.58	\$8,316.68
STEPHENS	GRANDVIEW	\$954.20	\$785.81	\$815.10	\$1,743.82
STEPHENS	MARLOW	\$6,679.41	\$4,490.36	\$8,477.04	\$13,950.56
TEXAS	VELMA-ALMA	\$1,290.98	\$1,347.11	\$2,445.30	\$6,707.00
TEXAS	GOODWELL	\$2,918.74	\$449.04	\$896.61	\$536.56
TEXAS	GUYMON	\$27,952.51	\$33,733.85	\$49,476.57	\$79,813.30
TEXAS	HARDESTY	\$729.68	\$617.42	\$978.12	\$1,609.68
TEXAS	HOOKER	\$1,010.33	\$7,689.75	\$11,818.95	\$6,304.58
TEXAS	OPTIMA	\$1,571.63	\$841.94	\$2,526.81	\$2,951.08
TEXAS	STRAIGHT	\$0.00	\$56.13	\$81.51	\$2,816.94
TEXAS	TEXHOMA	\$0.00	\$0.00	\$0.00	\$0.00
TEXAS	TYRONE	\$785.81	\$1,290.98	\$896.61	\$2,280.38
TILLMAN	YARBROUGH	\$505.17	\$1,178.72	\$1,059.63	\$1,207.26
TILLMAN	DAVIDSON	\$336.78	\$224.52	\$733.59	\$804.84
TILLMAN	FREDERICK	\$6,567.16	\$4,883.27	\$9,047.61	\$11,670.18
TILLMAN	GRANDFIELD	\$1,571.63	\$1,403.24	\$1,467.18	\$2,414.52
TULSA	TIPTON	\$2,525.83	\$2,638.09	\$3,830.97	\$6,707.00
TULSA	BERRYHILL	\$6,623.28	\$6,679.41	\$8,151.00	\$15,426.10
TULSA	BIXBY	\$17,568.54	\$22,956.98	\$36,190.44	\$96,044.24
TULSA	BROKEN ARROW	\$117,422.98	\$126,066.93	\$204,345.57	\$342,057.00
TULSA	COLLINSVILLE	\$14,649.81	\$14,256.90	\$18,421.26	\$52,582.88
TULSA	DEBORAH BROWN (CHARTER)	\$1,403.24	\$449.04	\$4,564.56	\$8,853.24
TULSA	DISCOVERY SCHOOLS OF TULSA	\$4,321.97	\$4,714.88	\$5,298.15	\$13,682.28
TULSA	GLENPOOL	\$20,767.93	\$22,395.68	\$32,440.98	\$39,839.58

County	District	2017	2018	2019	2020
TULSA	JENKS	\$42,490.06	\$40,750.04	\$64,392.90	\$139,773.88
TULSA	KEYSTONE	\$5,051.66	\$4,041.33	\$4,564.56	\$9,658.08
TULSA	LANGSTON HUGHES ACAD ARTS-TECH	\$0.00	\$0.00	\$0.00	\$0.00
TULSA	LIBERTY	\$4,209.71	\$4,153.59	\$4,972.11	\$8,182.54
TULSA	OWASSO	\$61,517.97	\$66,232.85	\$92,758.38	\$167,540.86
TULSA	SAND SPRINGS	\$36,203.55	\$36,820.97	\$51,514.32	\$103,690.22
TULSA	SANKOFA MIDDLE SCHL (CHARTER)	\$617.42	\$449.04	\$489.06	\$1,341.40
TULSA	SKIATOOK	\$14,593.68	\$14,032.38	\$19,317.87	\$19,047.88
TULSA	SPERRY	\$13,863.99	\$13,022.05	\$17,280.12	\$20,389.28
TULSA	TULSA	\$371,016.22	\$361,193.55	\$517,425.48	\$855,410.78
TULSA	TULSA CHARTER: COLLEGE BOUND	\$0.00	\$0.00	\$15,649.92	\$24,279.34
TULSA	TULSA CHARTER: COLLEGIATE HALL	\$0.00	\$0.00	\$0.00	\$0.00
TULSA	TULSA CHARTER: HONOR ACADEMY	\$0.00	\$0.00	\$0.00	\$0.00
TULSA	TULSA CHARTER: KIPP TULSA	\$0.00	\$0.00	\$0.00	\$0.00
TULSA	TULSA CHARTER: SCHL ARTS/SCI.	\$0.00	\$0.00	\$0.00	\$0.00
TULSA	TULSA LEGACY CHARTER SCHL INC	\$4,097.46	\$8,587.82	\$9,618.18	\$23,474.50
WAGONER	UNION	\$139,762.54	\$142,176.11	\$200,596.11	\$333,203.76
WAGONER	COWETA	\$24,809.25	\$20,206.63	\$33,337.59	\$58,753.32
WAGONER	OKAY	\$4,209.71	\$2,132.92	\$3,749.46	\$4,158.34
WAGONER	PORTER CONSOLIDATED	\$2,525.83	\$2,581.96	\$5,216.64	\$12,609.16
WASHINGTON	WAGONER	\$25,258.29	\$25,707.33	\$28,283.97	\$38,766.46
WASHINGTON	BARTLESVILLE	\$32,948.04	\$30,422.21	\$45,401.07	\$86,252.02
WASHINGTON	CANEY VALLEY	\$7,521.36	\$5,949.73	\$12,063.48	\$19,852.72
STATE	ALL DISTRICTS	\$4,507,426	\$6,500,000	\$6,500,000	\$12,000,000

ASSESSMENTS USED TO IDENTIFY READING DEFICIENCIES AND MONITOR READING PROGRESS

This section addresses the question, *What screening instruments are being used to identify reading deficiencies and monitor reading progress?*

Screening assessments are brief tests that are valid, reliable, and evidence-based. They are used with all students to measure their skills in each of the five components of reading: phonemic awareness, vocabulary, phonics, fluency and comprehension. These tests help teachers **identify students with reading deficiencies** and, together with diagnostic assessments, **drive instruction toward the specific needs of their students.**

In the spring of 2018, a review was conducted on screening assessments and a list of screening assessments was presented to the Oklahoma State Board of Education for approval. The 2018-2019 school year was a transition year for districts to determine which assessment on the updated list would be appropriate for the needs of their students and transition to a new assessment if needed. The updated list of screening assessments went into effect for the 2019-20 school year.

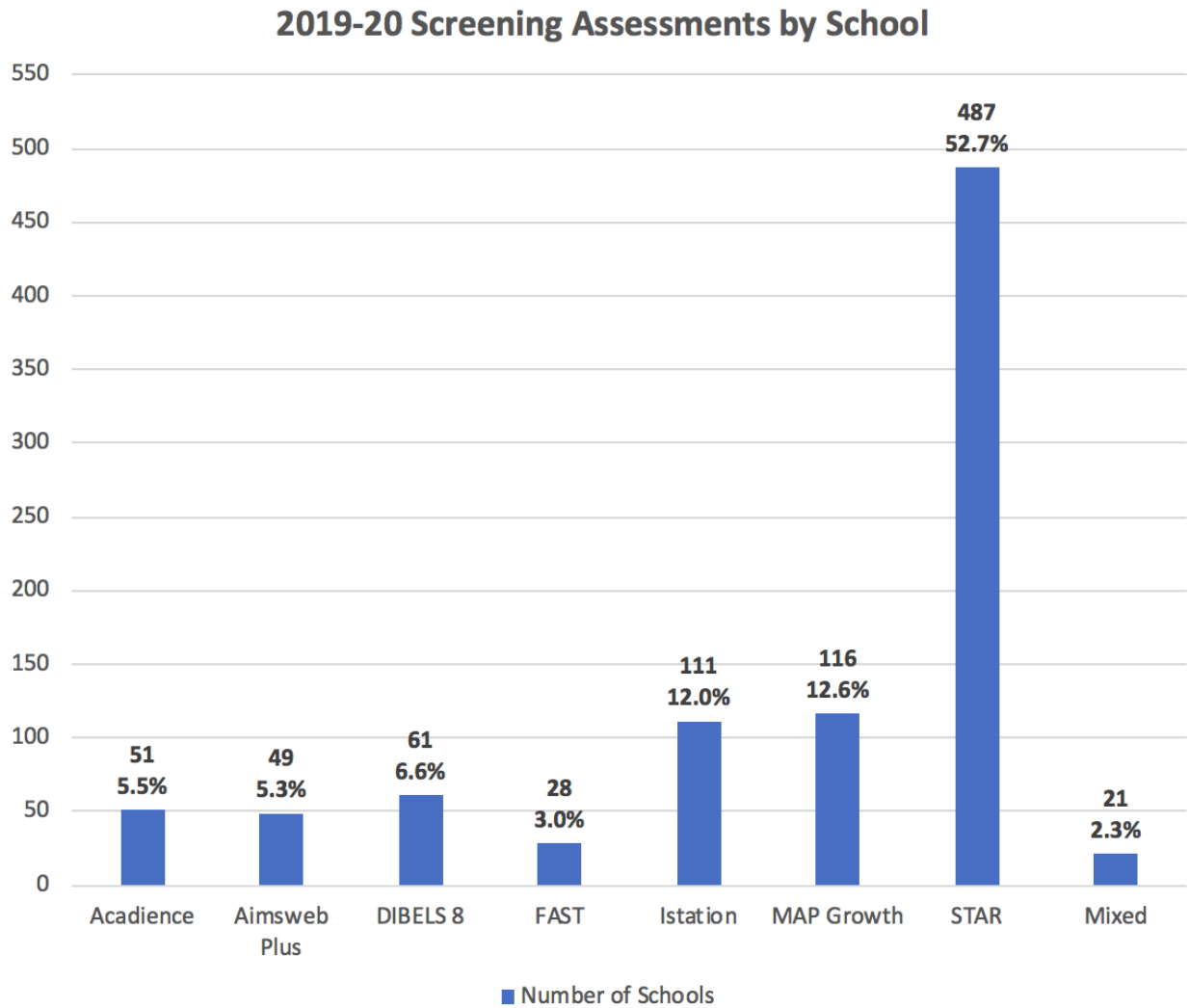
The Oklahoma State Board of Education approved seven screening assessments for the 2019-20 school year, reduced from fifteen assessment that had been previously approved. The assessments on this revised list met criteria for stronger reliability and validity that was not previously required, as well as alignment to the Oklahoma Academic Standards. Districts were able to choose which of the screening assessments best fit their needs. The screening assessments districts could choose from are listed in Table 16.

TABLE 16. SCREENING ASSESSMENTS APPROVED FOR 2019-20

Acadience (formerly DIBELS Next)
Aimsweb Plus
DIBELS 8
Formative Assessment System for Teachers (FAST)
Istation
Measures of Academic Progress (MAP) Growth
STAR Early Literacy and STAR Reading

In addition to the revised list of screening assessments, OSDE provided technical guidance to clarify the grade-level targets for each assessment window in all applicable grade levels. This guidance was constructed based on the research provided by each publisher to ensure the reliability and validity of the data for each assessment. The clarification of the grade-level targets ensured consistency of expectations across the state as well as across the different assessments being used.

FIGURE 9. SCREENING ASSESSMENTS USED IN 2019-20



Schools report the screening instrument they will use for each grade at the beginning of each school year on the Beginning of Year Report. Most schools use the same assessment for all grades. However, there are several schools who report the use of different assessments from one grade to the next. If a school reported using multiple assessments across grades, it was indicated through the category labeled Mixed.

All schools reported screening assessments to identify reading deficiencies in kindergarten through third-grade classrooms, as per state law. As shown in Figure 9, districts reported using one of seven different state-approved exams. **Star Early Literacy and Reading was the most frequently used assessments by schools, being used by more than half (52.7%) of the schools in the state**, including six districts with ten or more elementary schools. MAP Growth was the second most used assessment, being used by 12.6% of schools, including one of the two largest urban districts in the state. Istation was the third most frequently used assessment, being utilized by 12.0% of schools, including the other largest urban district in Oklahoma.

When comparing the screening assessments being used in 2020 with those being used in 2019, it appears that 527 schools out of the 924 elementary sites across the state, or 57%, made a change in the screening assessment used. There were 168 schools that reported using an assessment in 2019 that was no longer approved for use in 2020. The remaining schools made a change from one assessment that was approved to a different screening assessment that had been approved in 2020.

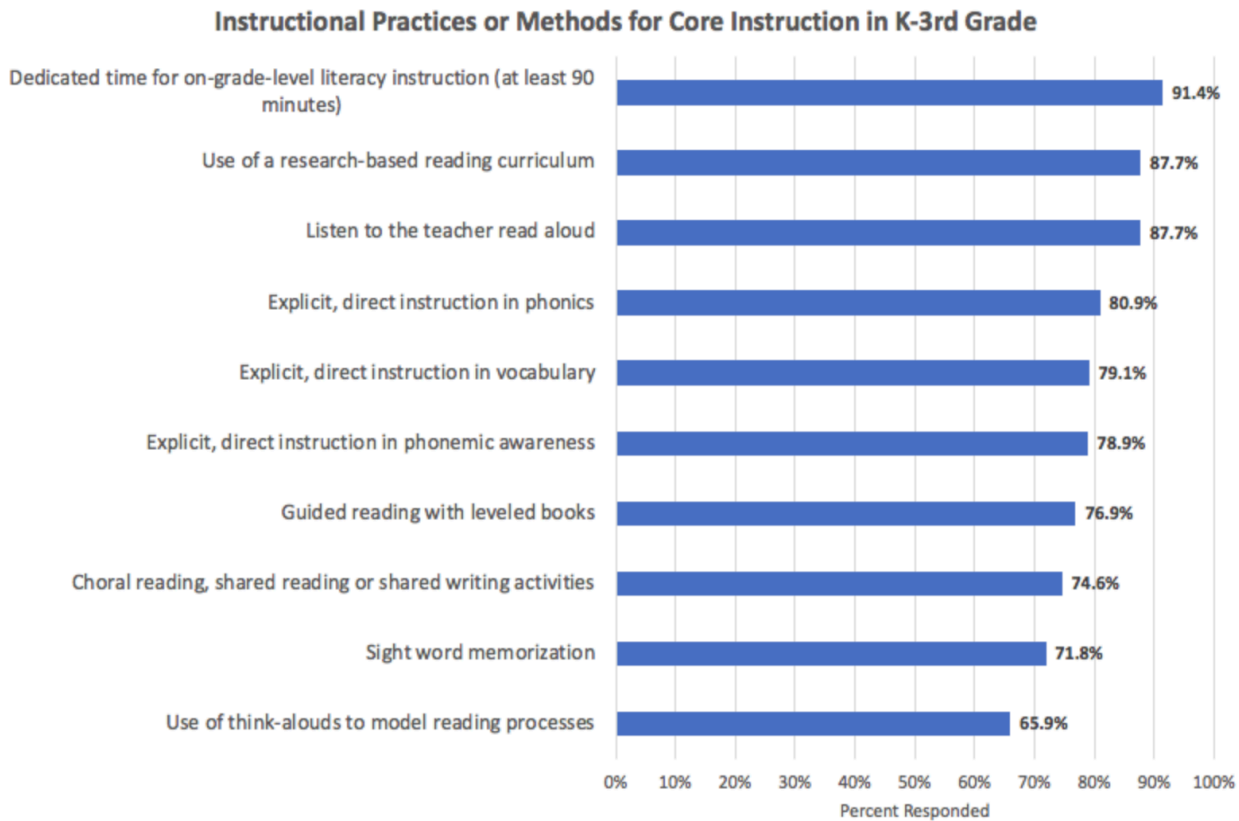
INSTRUCTIONAL PRACTICES AND REMEDIATION EFFORTS USED BY DISTRICTS

This section addresses the question, *What types of reading instructional practices, instructional methods and remediation efforts are currently being used by districts?*

A survey was sent to Oklahoma teachers and administrators to gain feedback on the types of instructional practices and methods being used for both core and supplemental instruction in kindergarten through third grade, as well as supplemental practices to aid students after third grade who were promoted through a good-cause exemption or the Student Reading Proficiency Team.

For this question, respondents were asked to identify the instructional practices or methods regularly used as part of on-grade-level core instruction for all kindergarten through third-grade students.

FIGURE 10. INSTRUCTIONAL PRACTICES USED FOR CORE INSTRUCTION



Each of the instructional methods listed in the survey were reported as being used by more than half of the respondents. The most frequently used instructional method was a dedicated time for on-grade-level literacy instruction of at least 90 minutes. This is a requirement under the RSA in the adopted Administrative Rules for grades kindergarten through third grade. Those who did not select this option may teach a grade outside of that range and not be aware of the scheduling requirements. The use of a research-based reading curriculum and listening to the teacher read aloud were also indicated as widely-used practices, with 87.7% of respondents selecting them.

Fewer respondents indicated they used explicit, direct instruction in phonics, vocabulary or phonemic awareness. While about 80% indicated they used these instructional practices, **it is concerning that 20% of the respondents indicated not using these instructional practices when considering how critical foundational reading skills are for all students.**

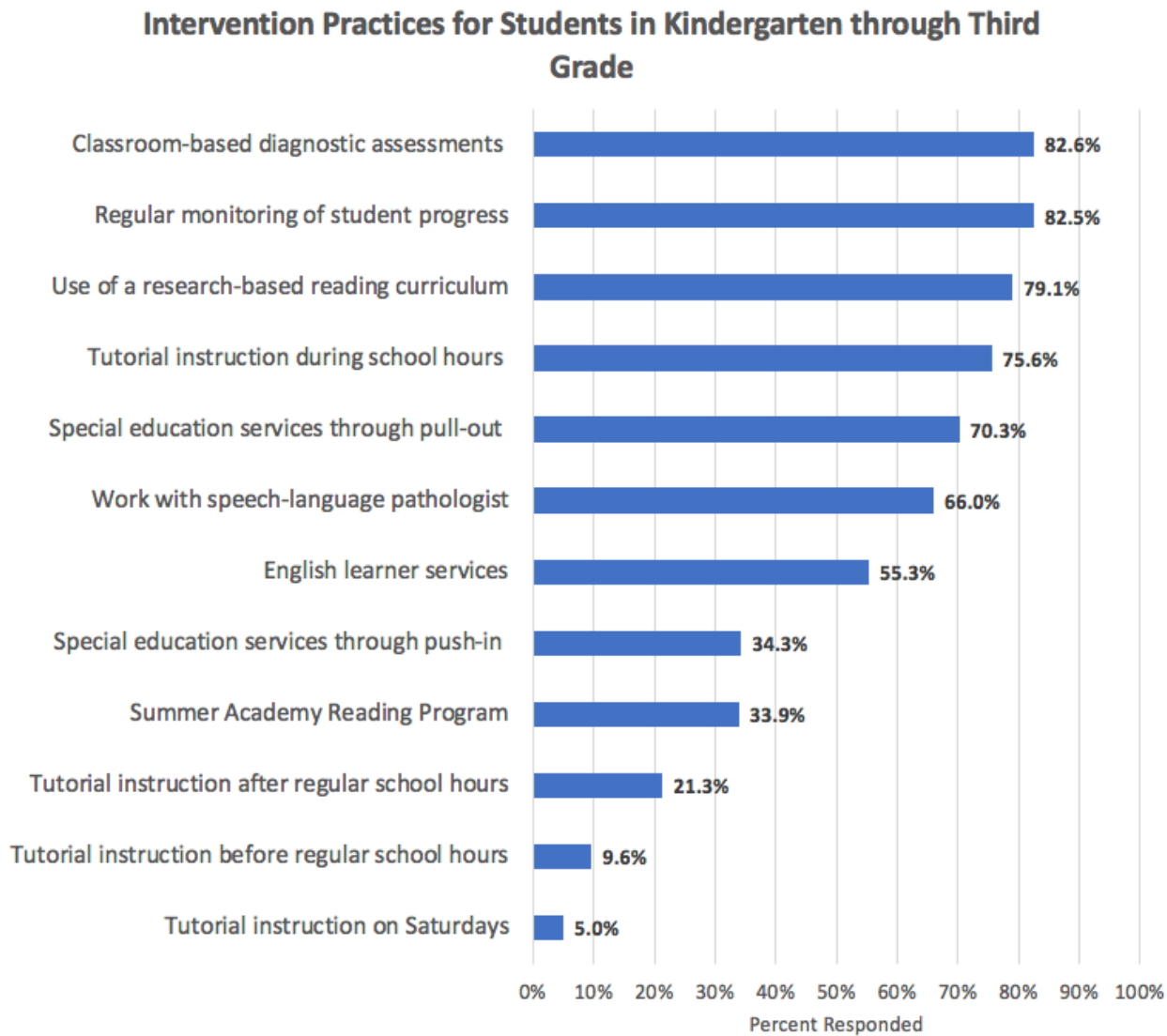
Fewer respondents (65.9%) indicated they used “think-alouds” to model reading processes. In the earlier grades, a “think-aloud” is a process used to help students understand how the many complex processes involved in reading work together.

Helping teachers understand how to use this instructional practice more effectively may be helpful to students in these grades.

There were 71.8% of respondents who indicated they used memorization of sight words in their classrooms on a regular basis. While this has been a common practice, research has shown that it is a very ineffective way for learning to read. **Helping teachers understand and apply more effective methods for beginning reading instruction to help students develop a robust sight word vocabulary would be beneficial for overall reading success.**

For the next question, respondents were asked to identify the instructional practices or methods regularly used with kindergarten through third-grade students who were not meeting grade-level targets. This would include students who may need just a bit of supplemental instruction and practice as well as those who need intensive intervention with skills their peers had mastered in earlier grades.

FIGURE 11. INTERVENTION PRACTICES FOR GRADES K-3



The two most common instructional practices selected for kindergarten through third grade students showing reading difficulties was to administer diagnostic assessments in order to identify the student’s area(s) of need and to regularly monitor student progress. There were 82.6% of respondents who stated using diagnostic assessments was a regular practice, which can be a powerful instructional tool as long as there is a structure in place to analyze the data and use it to make instructional decisions. By the same token, progress monitoring, selected by 82.5% of respondents, is also a potent method for driving student success provided there is a routine for reviewing the data and adjusting instruction accordingly. **Without the knowledge of how to interpret the data or a consistent structure to review and**

use the data, teachers will feel as if they are being asked to spend too much time giving meaningless assessments.

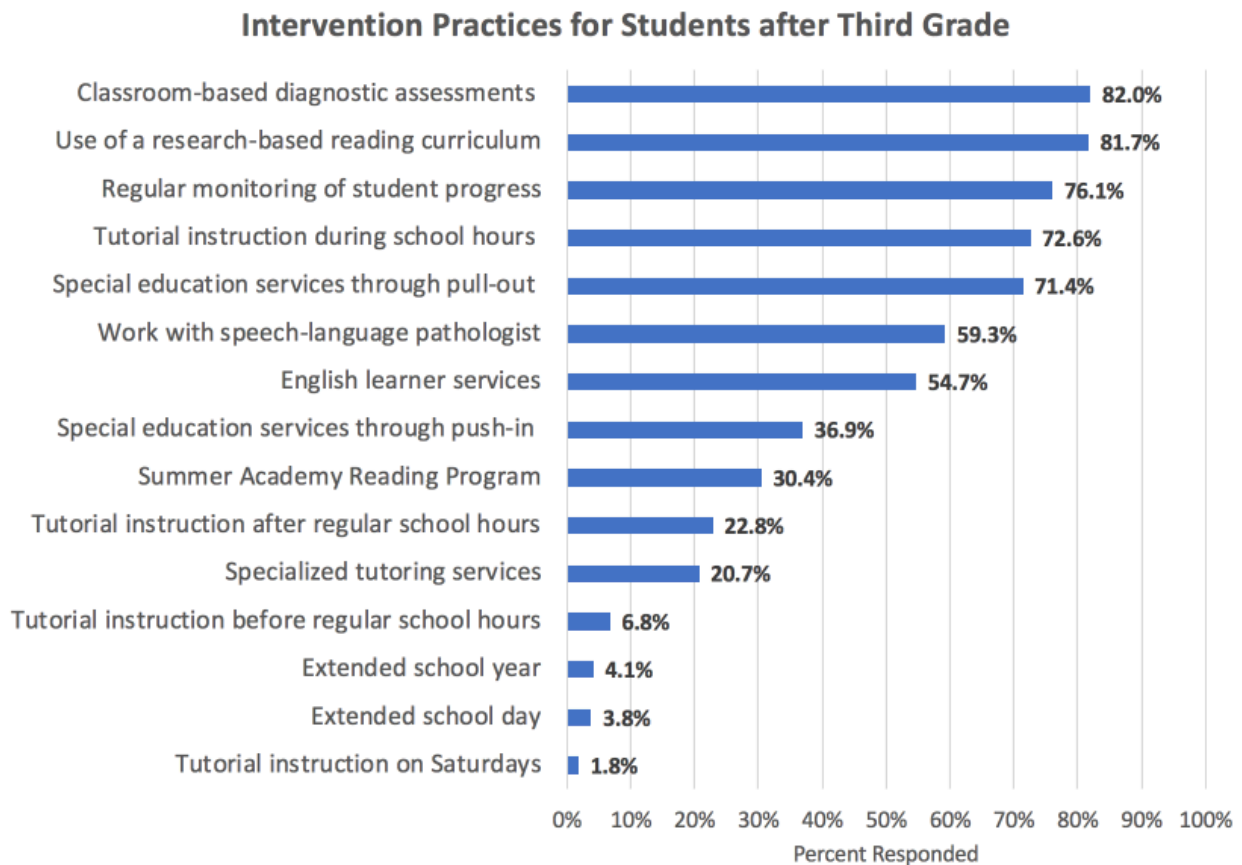
The majority of reported instructional methods for students who are having reading difficulties involves having the student work with a tutor or specialized teacher outside of the classroom. It is important when students leave the classroom for specialized instruction that the school consider what grade-level instruction the student might be missing. While students receiving more intensive intervention will give up something for that time, it is important to balance the need for intervention with ensuring students receive a well-rounded education. In some cases, depending on the resources available to the school, having a school-wide structure for supplemental instruction may reduce the amount of instruction students miss in other content areas.

The use of a Summer Academy Reading Program has declined recently. In 2018, 64% of survey respondents reported they used a summer program. However, this dropped to 37% of respondents in 2019. In the current survey for 2020, 34% of respondents reported that a summer reading academy was regularly used. However, this does not mean that all of them held a summer reading program in the summer of 2020, as most schools cancelled their summer programs due to the pandemic. As schools return to in-person learning, this is an area they may wish to explore to provide additional learning opportunities for students who need those programs to be successful.

As schools are looking for additional time for instruction for students who are well below grade-level targets, it may be helpful to consider tutorial instruction before or after school or on Saturdays. These instructional practices are used infrequently. There are many challenges to address in these situations, such as student attendance and transportation, staffing availability and availability of finances. **However, it would have the benefit of ensuring students receive the specialized instruction needed while minimizing the need for those students to miss instruction in other content areas that are also important.**

The following question asked respondents to identify the instructional practices or methods regularly used for students who were not meeting grade-level targets after third grade. This would include students who were promoted with a good-cause exemption or promoted with probation through the Student Reading Proficiency Team, as these students must continue to receive instructional support until they demonstrate on-grade-level reading proficiency.

FIGURE 12. INTERVENTION PRACTICES AFTER THIRD GRADE



As with the younger grades, these respondents also indicated that administering diagnostic assessments and regularly monitoring students’ progress were among the most frequently used routines, although monitoring student progress was not quite as frequent at 76.1%. Use of a research-based reading curriculum was selected a bit more frequently in the upper grades as opposed to the early grades.

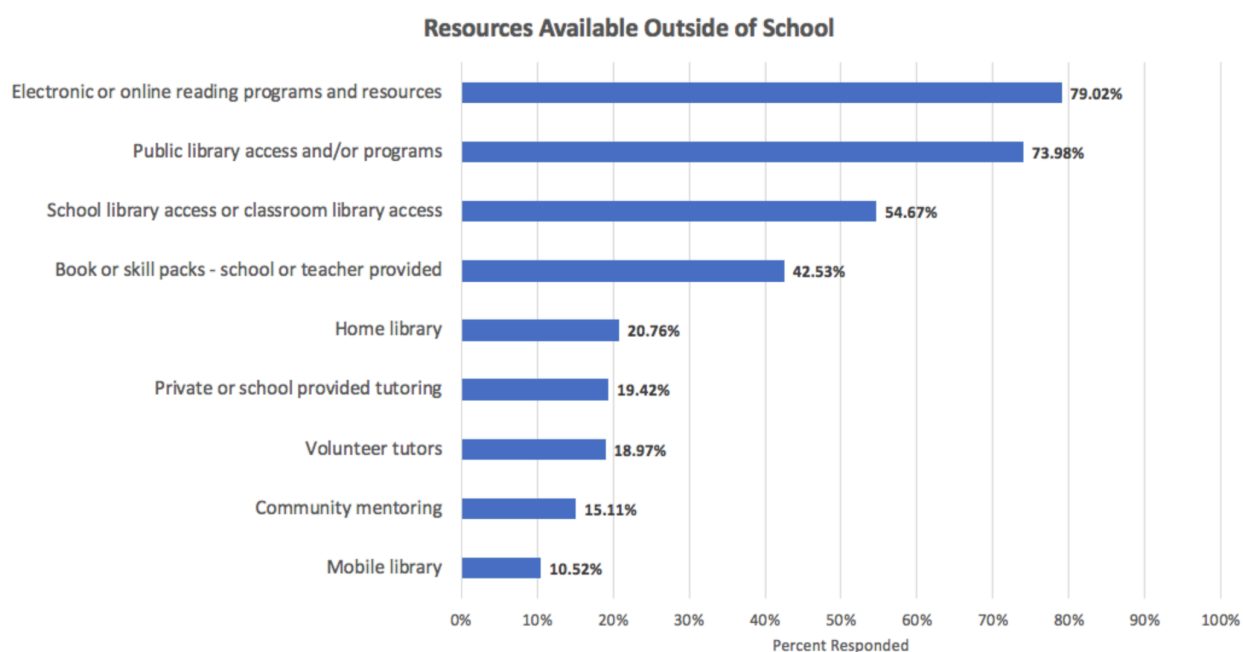
Many responses for each of these questions indicated the participant didn’t know how student needs were addressed since they did not work in that grade. While understandable, **one potential area for improvement is to ensure a fully aligned vertical plan from the earliest to the oldest grade in a building.** Utilizing the expertise of teachers in younger grades for students who are having difficulty, as well as teachers in older grades for students who need enrichment, can provide more efficient resources. Having similar or school-wide structures for supplemental instruction and intervention, as well as enrichment, can help to build an academic culture that would better support both students and staff.

RESOURCES AVAILABLE OUTSIDE OF SCHOOL

This section addresses the question, *What types of reading resources do students have access to outside of school?*

This question asked respondents to identify the reading resources available to students outside of school. This could include resources used after school, on weekends during the school year or over the summer. Several respondents indicated they were not aware of the resources available to students.

FIGURE 13. STUDENT ACCESS TO RESOURCES OUTSIDE OF SCHOOL



As Figure 13 shows, the most common reading resource available outside of school was electronic or online reading programs and resources. This resource increased in frequency from what was reported last year, likely due to the resources schools provided to address the pandemic. While 79% of teachers reported this was a resource available to students, it does not measure how frequently students used the resource.

Public or school libraries were also frequently reported as a resource that students have access to outside of school. These resources were not ranked as highly as they were last year, perhaps due to the pandemic.

There was also a large increase in the number of respondents who reported that school- or teacher-provided book and/or skill packs were available to students outside of school. As with the online resources, it is likely this resource was utilized more often in an effort to address disruptions to learning caused by the pandemic.

A mobile library was the resource reported least frequently, with only 10.52% of respondents stating this was a resource available to their students. This is an area that could be considered by schools should they be able to fund it. If paired with a teacher or tutor who could provide additional instruction, a mobile library could provide materials and instruction for students outside of the school day in both rural and urban communities.

While educators in a district may report that some of their students have access to certain resources outside of school, that does not mean that all students have access to these resources. Additional research at the student level is necessary to understand what resources individual students actually have access to outside of school. Such research would also help to better understand what outside reading resources are associated with improved learning outcomes.

These findings suggest **opportunities to improve the accessibility of reading resources to students when they are not at school.** In particular, there is a lot of room for improvement in the offerings of volunteer tutors, community mentors and mobile libraries since those were some of the least commonly available resources. Developing relationships with community partners across the state, particularly in rural areas where resources are not as abundant, may also be helpful for schools seeking resources to support their students. Potential community partners include local libraries, faith-based communities and service organizations.

WHAT THE RESEARCH LITERATURE IDENTIFIES AS BEST PRACTICES FOR STUDENTS NOT READING ON GRADE LEVEL

This section addresses the question, *Of the identified instructional practices, instructional methods and remediation efforts, which ones have been identified as best practices in the research literature for students not reading on grade level?*

The research surrounding evidence-based reading instruction is often referred to as the science of reading. This term has sometimes been misconstrued to only mean instruction in phonics. A common definition developed by experts in the field is helpful to keep in mind:

The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research

has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and, therefore, improve student outcomes through prevention of and intervention for reading difficulties. The science of reading is derived from researches from multiple fields, including cognitive psychology, communication sciences, developmental psychology, education, implementation science, linguistics, neuroscience, and school psychology.²⁰

Learning to read is a complex process that does not come naturally. While the human brain is wired for speech and oral language, written language is a relatively new man-made invention. Reading comprehension is the goal of reading instruction, and is the result of both word recognition and language comprehension skills. Word recognition involves foundational reading skills, such as phonological and phonemic awareness, phonics, and sight word recognition. These are the skills that are emphasized in the youngest grades. Language comprehension includes skills such as vocabulary, interpreting meaning of text, grammar, syntax, etc. These are the academic skills that are emphasized in grades three and above.

Word recognition skills become automatic. These are skills that students should master and perform with automaticity. Language comprehension skills are strategic. Even proficient readers continue to work with and improve these skills. If a student does not master the word recognition skills, then working memory must be used for these skills when trying to read a text. Because working memory is limited, there is not enough for students to be able to understand what they read if they are able to decode the text accurately. Fluency is when students are able to apply those foundational skills with enough automaticity that their brains have sufficient working memory to do the more strategic work of making meaning of text.

Students cannot learn just word recognition skills and then move to language comprehension skills. They must learn both in tandem, although different skills are emphasized at different times. If a student does not develop the skills in both areas, then they will not be able to comprehend what they read.

The Reading Sufficiency Act focuses primarily on reading skills in kindergarten through third grade. For the majority of this time, there is a stronger emphasis on word recognition skills, while language comprehension skills are often addressed through speaking, listening to text read aloud, and having discussions. Through research, it has

²⁰ The Reading League, 2021 <https://www.whatisthescienceofreading.org/>

been shown that most students require and all students benefit from **explicit, systematic, and cumulative instruction** in foundational skills.²¹

When using **explicit, or direct, instruction**, concepts are taught deliberately with continuous student-teacher interaction. Lessons are highly structured with specific goals, modeling of expected learning, and multiple opportunities for students to apply new learning with teacher support. It is not assumed that students will naturally deduce these concepts on their own. Explicit, or direct, instruction has been shown to have large effect, or a greater than average influence, on student achievement.²²

Systematic instruction occurs when skills are taught in a clearly defined sequence which follows the logical order of the language. These skills build upon one another so that learning is **cumulative**. The sequence must begin with the easiest and most basic concepts and elements and progress methodically to more difficult concepts and elements. Cumulative means each step must be based on concepts previously learned.

The question of what reading practices are best practices for students not reading on grade level is complex and does not have a simple, straightforward answer. There is support in the literature for the use of all the practices, methods and strategies discussed in this report, but whether or not it is a best practice depends on the context of the learning. Instructional practices, methods and remediation efforts are best applied in certain contexts, to certain groups of students and to address specific reading deficiencies. **A teacher using best practices thus does not uniformly apply a specific set of strategies but rather applies strategies based on the unique needs and learning styles of his or her students.** For this reason, rather than merely labeling strategies as being best practices or not, this section defines each strategy and identifies when and for which students they are most effective.

Choral reading, shared reading or shared writing activities is an instructional framework for all students based on the gradual release of responsibility model (Fisher & Frey, 2013). These activities are the second of the four phases of the gradual release model: I DO, WE DO, YOU DO TOGETHER and YOU DO ALONE. Teachers work collaboratively with students in the WE DO phase to practice and reinforce skills that have been previously demonstrated in the I DO phase. This is used in whole group instruction with all students.

Oral reading connects spoken and written language through the Language Experience Approach. Through this approach, students can see the connection between their oral speech and written words. After students share an experience, the experience is

²¹ Hempenstall, 2016

²² Hattie, 2012

discussed in class and then transferred into print by the teacher acting as a scribe. Students then practice reading what has been written.

Explicit phonological and phonemic awareness instruction is critical for early learners and students who are struggling with word recognition skills, including students with dyslexia. According to Kilpatrick, “phoneme awareness is a critical cognitive/linguistic skill needed to store words for immediate, effortless retrieval.” (p. 27)²³ Ensuring that students have a solid foundation in these skills requires explicit instruction rather than leaving it to students to discover these skills on their own. It has been shown that “the development of phonological representations for words and their parts is a major step in learning language. The properties of these representations also play a critical role in reading, and impairments in phonological representations are usually observed in developmental reading as speech disorders. Phonological development is not the only factor involved in learning to read, but it is always an important part.” (p. 107)²⁴

Explicit phonics instruction is also a critical foundational skill. Since reading is not natural, explicit instruction in this area is critical for most students. Phonics instruction addresses the relationship between letters and their sounds. While the goal of reading is to make meaning from print, a reader has to first know what the printed symbols represent before meaning can be assigned to them. Since this is not a natural process for the human brain, it must be explicitly taught so that students can develop the neural connections in the brain in order to decode print effectively and efficiently. This process is called orthographic mapping, and “is the mental process we use to permanently store words for immediate, effortless retrieval.” (p. 31)²⁵

Explicit vocabulary instruction means ensuring students know the meaning of the words they encounter. Children in the early grades encounter relatively few of the words they know in the books they read. The vocabulary in written text is often more advanced than what is used in everyday conversation. Charles Perfetti refers to the “lexical quality” of words. He describes words as a hub linking many types of information. When considering a word such as *cup*, readers must consider the following as part of its lexical quality: its sound, pronunciation, and spelling; its multiple definitions or meanings (e.g., drinking utensil, unit of measurement, trophy); the entities to which it refers (e.g., types of cups) and their various descriptions; facts and associations (e.g., where they are made, where they are kept, Mother’s favorite); their grammatical functions (e.g.,

²³ Kilpatrick, D.A. *Equipped for Reading Success*. Syracuse, NY: Casey & Kirsh Publishers. 2016.

²⁴ Seidenberg, M. *Language at the Speed of Sight: How We Read, Why so Many Can’t, and What Can Be Done about It*. Basic Books, 2018.

²⁵ Kilpatrick, D.A. *Equipped for Reading Success*. Syracuse, NY: Casey & Kirsh Publishers. 2016.

“cup” as a noun or a verb) and how the word combines with others to form expressions (e.g., “sippy cup”). (p. 110)²⁶

Working with the teacher in guided reading practice is a strategy used in the second phase of the gradual release of responsibility model and is referred to as the WE DO phase. This phase allows for active student participation, student engagement, and collaboration, which can result in high levels of student achievement. This second phase is grounded in explicit guided instruction, which is a research-proven best practice and is appropriate for all grade levels and across content areas.

Through guided reading, providing students the opportunity to read texts appropriate for the skills being practiced is an important step in having students apply the skills they are learning. Some texts are better for reinforcing phonics skills, while others are better aligned to support general comprehension skills. Two types of text—leveled and decodable—are often used in this structure. **Leveled texts** are written with predictable sentence structures and include pictures that emphasize meaning. The words in the stories usually aren’t constrained to specific letter-sound correspondences, and may or may not line up with the phonics patterns student have already learned. For beginning readers, these texts are best used as a read-aloud or for echo reading. A benefit of this practice is to help students develop concepts of print and the elements of a book. Leveled texts can be used to apply and reinforce comprehension skills that have been taught. **Decodable texts** contain words that mostly consist of letter-sound correspondences that students have already learned. Decodable texts are effectively used to give beginning readers practice reading words spelled with phonics patterns and high frequency words that have been taught. The primary benefit of using decodable texts is to develop a habit of accurate reading in the early stages.

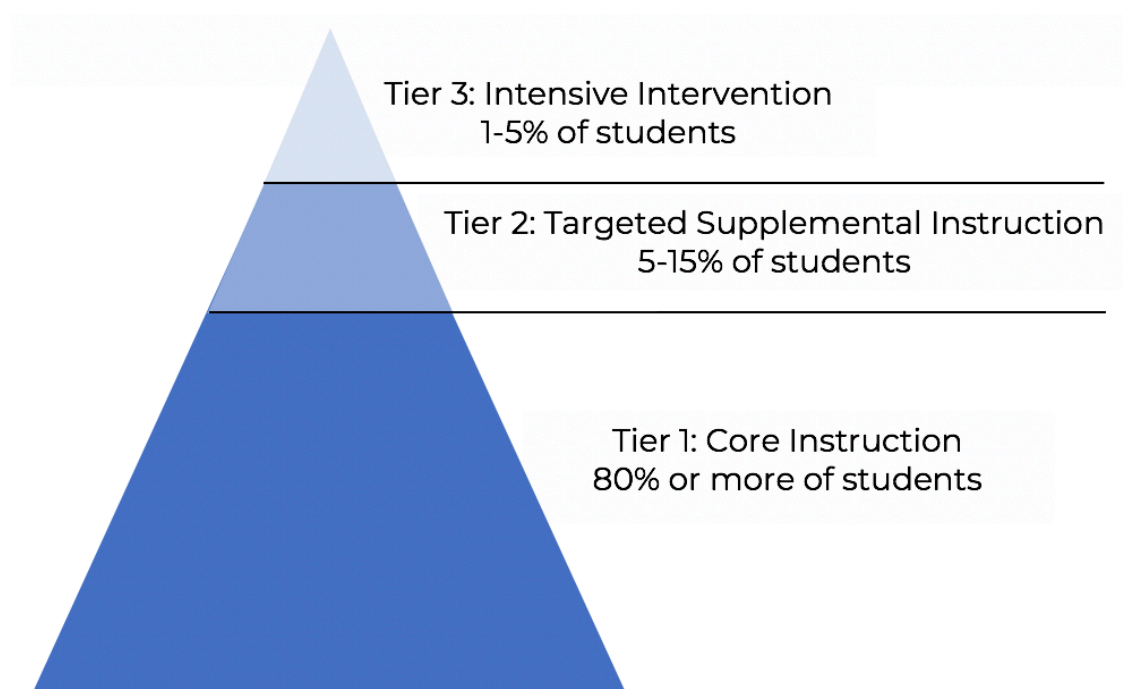
Using think-alouds to model reading processes is an instructional reading framework for all students based on the gradual release of responsibility model (Fisher & Frey, 2013). The teacher demonstration model is the first in four phases of the gradual release model: I DO, WE DO, YOU DO TOGETHER and YOU DO ALONE. Teacher demonstration is in the I DO phase of the lesson. This focused instruction is used to demonstrate thinking aloud strategies, model what fluent reading sounds like, model summarizing and note taking, and identifying similarities and differences. This is used in whole-group instruction with all students.

²⁶ Seidenberg, M. *Language at the Speed of Sight: How We Read, Why so Many Can’t, and What Can Be Done about It*. Basic Books, 2018.

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

The Reading Sufficiency Act is structured as a Multi-Tiered System of Support (MTSS). MTSS is a comprehensive framework used to provide targeted support for all learners. It is rooted in supporting the “whole child.” MTSS as a structure is intended to include researched-based principles and practices that increase the effectiveness of instruction for all students. The MTSS framework uses universal screening data to identify students who might need additional instruction and informal diagnostic assessments to develop appropriate student interventions. Additionally, data is analyzed at the school and district level to clarify system-wide shifts to student growth over time.

FIGURE 14. MULTI-TIERED SYSTEM OF SUPPORT (MTSS) MODEL



Within the MTSS framework, teachers must provide quality instruction across three tiers. Tier 1 is core instruction aligned to content standards appropriate for all students, including Bilingual and English learners. This is essentially “great teaching” based on the needs of all learners. In a healthy system, the majority of learners, about 80%, should make sufficient growth in this tier.

Tier 2 is more strategic support for students in need of supplemental resources that extend beyond the range of Tier 1 services. The instruction in Tier 3 includes the most intense support that is individualized based on the students’ unique needs. In a healthy system, about 5-15% of the population will require Tier 2 services, and 1-5% of students

will need intensive support at Tier 3.²⁷ Students receiving special education services through the Individuals with Disabilities Education Act (IDEA) may be in any Tier, depending on the needs of the individual student.

The Institute for Education Sciences noted there are benefits of using a Multi-Tier System of Support (MTSS).²⁸ As a result of universal screening, students who are struggling with reading are able to receive assistance early, rather than waiting to receive help through special education after a diagnosis of a specific learning disability. This usually would not happen until second grade or much later. Longitudinal research consistently shows that students who are weak readers at the early elementary grades tend to stay weak readers in the higher grades without that intervention. Another benefit from MTSS is the recommendation to use evidence-based practices and high-quality instructional materials in all tiers. Finally, “the panel also believes that [MTSS] holds the most potential for serious ongoing collaboration between the special education community and that of general education— largely because the collaboration is based on objective data and shared understandings of the evidence.” This collaboration is critical for providing a cohesive, systematic instructional program for all students.

LIMITATIONS

Data on the instructional practices, instructional methods, remediation efforts and reading resource access were available only at the district level, not the student level, so linking specific interventions to specific students was not possible. Also, it was not possible to accurately identify the time students spent with the intervention. Data on reading resource access outside of school were reported by educators, not parents, so it is likely that not all reading resources outside of school were identified.

It is also important to note the limitations due to the disruptions caused by COVID-19. All Oklahoma schools moved to distance learning in March 2019. As a result, schools were unable to administer end-of-year screening assessments or the third-grade OSTP reading assessment. It was also difficult to have students complete portfolios or participate in alternate assessments to meet some of the good-cause exemptions. In addition, most schools were unable to provide ongoing interventions in the fourth quarter of school or extended learning opportunities such as summer school.

²⁷ Oklahoma Response to Intervention Guidance Document, July 2010

²⁸ Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, 2009

CONCLUSION

This report provides information concerning several major questions. First, how have reading proficiency rates changed over time in Oklahoma? Second, how does reading proficiency and retention vary by socio-economic status, learning disability status, English Learner status and race? Third, what interventions do districts use to improve reading outcomes? Fourth, what are some of the best instructional practices available that help students become successful readers?

Students meeting reading proficiency benchmarks for the last four years has remained somewhat flat, with approximately 40% of students consistently needing intervention supports. To have a healthy MTSS framework, core instruction should meet the instructional needs of about 80% of students. Only about 20% of students should need supplemental supports to be successful. In Oklahoma, the percentage of students needing support to be successful readers are more than double that expectation. It is important for schools to ensure all students are receiving quality core instruction with instructional materials and assessments that are well-aligned to Oklahoma Academic Standards and principles of the science of reading.

The study finds that on average, **Black and Hispanic students, as well as students receiving services through an Individualized Education Program (IEP), English Learner instruction, or free- and reduced-lunch, continue to score lower on third-grade reading tests relative to their peers.** Since the RSA targets students who are not reading at proficiency, the policy therefore disproportionately impacts these groups. It is important to better understand the root causes of inequity among these groups and develop interventions that best address their needs. Additional research is needed at district and school levels to determine root causes.

This report also highlighted the use of a wide variety of reading instructional strategies. The **most frequently used instructional method was a dedicated time for on-grade-level literacy instruction of at least 90 minutes.** The use of a research-based reading curriculum and listening to the teacher read aloud were also indicated as widely-used practices, with 87.7% of respondents selecting them. While approximately 80% of respondents indicated they used explicit, direct instruction in phonics, vocabulary, or phonemic awareness, all students should be afforded this opportunity.

Teachers also identified using several intervention practices to support students who do not meet reading proficiency benchmarks at grade-level. **The two most common instructional practices utilized to support intervention were administering diagnostic assessments in order to identify the student's area(s) of need and to regularly monitor student progress.**

Finally, the study found that **the most common reading resource available outside of school was electronic or online reading programs and resources.** This resource increased in frequency from what was reported last year, likely due to the resources schools provided to address the pandemic. Additional research at the student level is necessary to understand what resources individual students actually have access to outside of school.

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