READING SUFFICIENCY ACT STUDY

In fulfillment of Section 1210.508C of Title 70 of the Oklahoma Statutes

State Department of Education Staff
2018

This study provides data on third grade reading achievement by socio-economic status, learning disability status, ELL 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.

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

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EXECUTIVE SUMMARY

Over the past several years, Oklahoma education has seen a great deal of change. The expectations of the new Oklahoma Academic Standards and the revision of assessments to meet those standards has required changes in curriculum and teaching strategies. There have been many teachers who have left Oklahoma education, either through retirement or for other purposes, taking their experience with them. Oklahoma has also seen an unprecedented number of teachers enter the field who have not gone through a traditional teacher education program and are learning how to teach reading while working with students in the classroom. As a result of these changes, schools across the state are expending effort and resources to meet existing requirements and stay up-to-date with best practices and resources as they work with the youngest students on mastering beginning reading skills.

There is good news. Despite the changes Oklahoma has seen, schools across the state are moving in the right direction. **Reading is a priority**, as evidenced by daily schedules containing a significant block of time for reading instruction. Systems for identifying and working with students with reading difficulties are in place, and schools across the state recognize the **need for early identification of reading difficulties and appropriate intervention for those difficulties** as evidenced by beginning- and end-of-year data collected from districts. In addition, schools are recognizing the **importance of using multiple data sources to form a more comprehensive picture** of students' literacy strengths and needs to make the most informed instructional decisions possible. This became increasingly evident this past school year as many schools referred to other data, including screening and diagnostic assessments, district- and teacher-created assessments, and classroom performance, in addition to state test scores being available to make decisions about student promotions.

As we move forward, there are opportunities for change and growth. This report provides information about **achievement gaps** that continue to exist for students receiving **free- and reduced-lunch** services, as well as those students with disabilities who are on an **individualized education program (IEP)** or those who are **English learners (EL).** There are also continuing achievement gaps for students who are identified as **African-American or Hispanic** when compared to their peers. Because of these ongoing achievement gaps, additional education is required to address the specific needs of each subgroup and meet the needs of every student in Oklahoma. The State Department of Education is currently working to gather additional data related to reading sufficiency. This will include data about how students are progressing through their educational careers when they do not meet reading proficiency at the end of third grade and are either retained or promoted to fourth grade through good-cause exemptions or probationary promotion.

Schools can further **refine procedures** to be more effective at early identification of reading difficulties and meeting the needs of students. Areas for refinement include **interpreting data** and **choosing appropriate interventions** for reading difficulties, as well as applying **effective instructional strategies** in general instruction. It would also be beneficial to continue working to understand how different data sources can be used to create a comprehensive picture of a student's readiness and how to use that data to make effective instructional decisions.

Stability in Oklahoma standards and assessments, will provide a greater opportunity for increased academic growth. With standards and assessments in place, schools can focus on ensuring teachers have solid a understanding of revised expectations and how to help students reach those goals.

BACKGROUND

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 assessed[1] 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 exemptions[3] 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 most recent legislation, HB 1760, passed in 2017 made the SRPT a permanent option.[4]

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 become fluent with text. Fluency means that students are able to apply those foundational skills with enough automaticity that their brains have sufficienct working memory to do the more strategic work of making meaning of text. 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 areas of difficulty early and intervene

[1] See *K-3 Screening and Assessments* (70 O.S.§1210.508C (B-C))
[2] See *Retention - No Social Promotion* (70 O.S.§1210.508C (H))
[3] See *Good Cause Exemptions* (70 O.S. § 1210.508C (J-K))
[4] See *Probationary Promotion* (70 O.S. § 1210.508C (H)(4))

before a student falls too far behind his or her peers. As such, the Reading Sufficiency Act (RSA) follows the Multi-Tiered System 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 begin to focus on more critical analysis and understanding of text. Current legislation mandates that the major 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). A student must either meet RSA criteria on the reading and vocabulary portions of the assessment, show reading proficiency through one of the approved screening assessments, qualify for any of the good-cause exemptions, be promoted with probation by the Student Reading Proficiency Team (SRPT) or be retained.

It is important to acknowledge that over 195,000 individual kindergarten through third-grade students were affected by the Reading Sufficiency Act in 2017 alone. It is through the dissemination of reports such as this one that Oklahomans are able to take an informed glance at our progress in continually improving literacy in our schools, our communities and our state.

PURPOSE

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 administered.

The purpose of the study is to better understand why some students in the state have not been successful in acquiring the appropriate grade-level reading skills, identify the best practices available to help students become successful readers and implement those best practices in schools statewide.

RESEARCH QUESTIONS

This research addresses the following questions:

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) continue to be at risk for reading difficulties by the end of the 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 RSA-funded program of instruction and are reading on grade level as determined by the results of approved reading assessments?

4. How many students (number and percent) scored at each performance level on the reading portion of the statewide third-grade criterion-referenced test?
5. How many 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, EL status and race?
7. What funding was appropriated to each district for reading remediation?
8. What screening instruments and reading support assessments 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?
12. What relationships exist between district reading performance and the identified interventions? Are there certain interventions that are associated with higher performance?

METHODOLOGY

To answer questions 1-3, data from the beginning of year (BOY) and end of year (EOY) district reports were used. 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.

To answer question 5, 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 each. Districts also identify which good-cause exemption was met for those students promoted through exemption.

To answer research questions 4 and 6, descriptive statistics on reading proficiency and retention by socio-economic status, learning disability status, EL status and race were calculated using test scores and demographic data. The purpose of this is to better understand the demographic composition of students who are not reading at grade-level and retained. Knowing this will help policy-makers better select best practices that work well for the student populations most in need.

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

To answer research question 8, data was gathered from the Annual District Reading Plan and RSA Beginning of Year report that is completed by districts each year.

To answer research questions 9 and 10, school and district leaders were surveyed on instructional practices, instructional methods, remediation efforts 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, an Oklahoma reading expert reviewed and summarized peer-reviewed evidence on the instructional practices, instructional methods, remediation efforts and reading resource teachers in Oklahoma reported using.

To answer research question 12, district-level performance data were compared to the instructional practices identified through the survey. Correlations between certain instructional practices, methods, remediation efforts and reading resources were examined. Instructional practices, methods, remediation efforts and reading resources associated with high reading performance or growth were identified. Additionally, educators were also asked to provide their assessments of the efficacy of the identified interventions. These results were compared to the results of the quantitative analysis.

DATA SOURCES

This study used data from the following sources:

- End of Year and Beginning of Year Reading Reports
- 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 and testing 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.

Survey Results

The survey was sent via email. The sample included all superintendents, elementary school principals and teachers. In total, 2,643 educators and administrators completed the survey. The respondents represented 100% of the counties in Oklahoma as well as a variety of roles and positions, including 1,941 (74%) teachers, 57 (2%) superintendents, 393 (15%) principals, 103 (4%) reading specialists and 29 (1%) district personnel. This response rate was high enough to make meaningful conclusions from the data.

Results

District Data Results

Districts use one of fifteen approved screeners[5] to assess all kindergarten through third- grade students 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)[6] 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 address 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?*

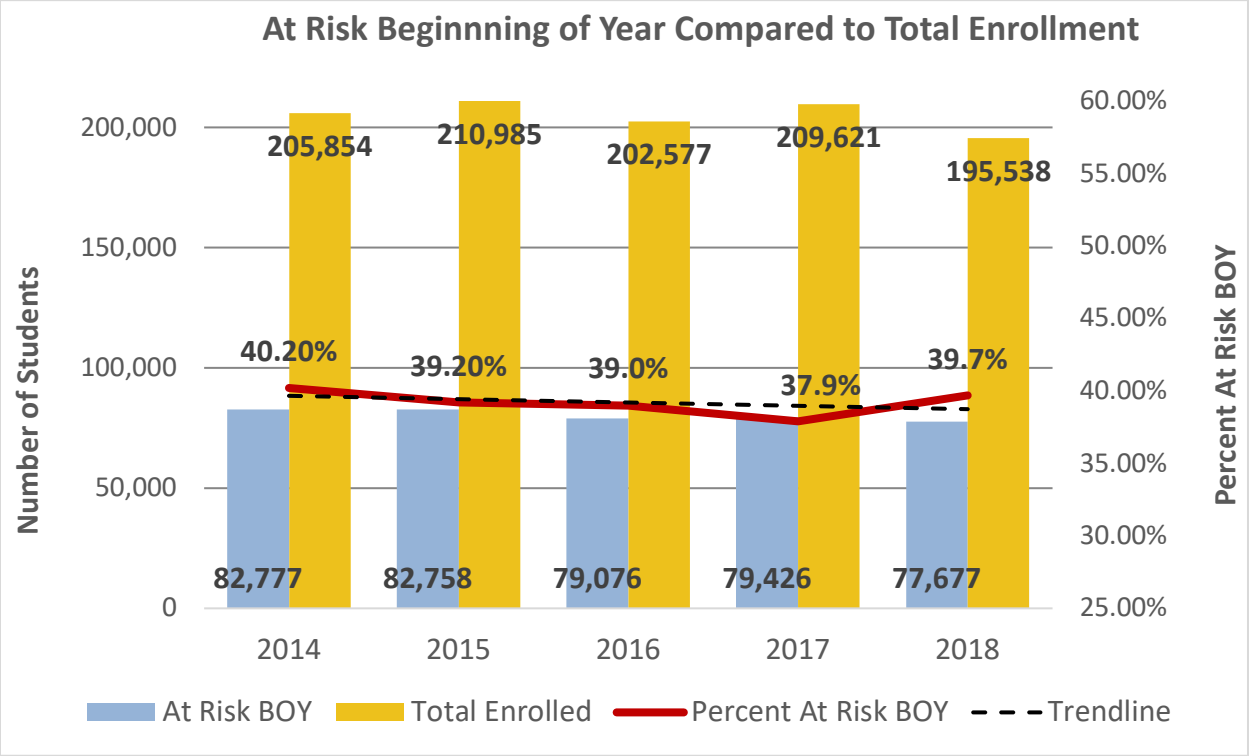
The following data shows what students are able to do in the area of reading proficiency within the first few weeks of the school year. It does not indicate the progress made in that grade level throughout the year.

[5] See *K-3 Screening and Assessments* (70 O.S.§1210.508C (B-C))
[6] See *Program of Reading Instruction* (70 O.S.§1210.508C (D-E))

TABLE 1. STUDENTS AT RISK BEGINNING OF YEAR

	Grade	At-Risk BOY	Total Enrolled	Percent At-Risk BOY
2014	KG	19,831	53,277	37.2%
	1	21,593	54,323	39.7%
	2	21,191	49,896	42.5%
	3	20,162	48,358	41.7%
	All Grades	**82,777**	**205,854**	**40.2%**
2015	KG	18,316	53,360	34.3%
	1	21,739	54,241	40.1%
	2	21,129	52,045	40.6%
	3	21,574	51,339	42.0%
	All Grades	**82,758**	**210,985**	**39.2%**
2016	KG	18,146	49,951	36.3%
	1	20,684	52,155	39.7%
	2	19,977	49,874	40.1%
	3	20,269	50,597	40.1%
	All Grades	**79,076**	**202,577**	**39.0%**
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%**

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



When looking at the beginning-of-year data over the last five years, the average percentage of kindergarten through third-grade students who have been identified as having reading difficulties has had a **slight decline of .5 percentage points** from 40.2% in 2014 to 39.7% in 2018. **Breaking the data down by grade level, it is noticeable that there is a more significant decline in second and third grade than in the kindergarten and first grade.** Kindergarten tends to identify slightly fewer students (about 35%) as being at-risk for having reading difficulties, while the other three grades tend to identify about 40% of their students as at-risk for reading difficulties at the beginning of the year. In second grade, the curriculum moves from single-syllable words to longer words with more complex patterns. Students who have been just getting by with basic skills in kindergarten and first grade suddenly see more difficulty as the curriculum becomes 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 leaving word recognition skills behind.

Following cohort groups of the same group of students across multiple years provides a better perspective. In the last five years, there have been two full cohort groups. The first cohort began kindergarten in 2014, when 37.2% of kindergarteners were at-risk at the beginning of the year. In 2015, when those same students as first graders, 40.1% were at-risk at the beginning of the year. As second graders in 2016, 40.1% of students were identified as at-risk at the

beginning of the year. In 2017, the number of third graders identified as at-risk at the beginning of the year dropped to 38.5%. The second cohort began kindergarten in 2015, when 39.7% of kindergarteners were at-risk at the beginning of the year. In 2016, when those same students as first graders, 39.5% were at-risk at the beginning of the year. As second graders in 2017, 38.7% of students were identified as at-risk at the beginning of the year. In 2018, the number of third graders identified as at-risk at the beginning of the year dropped to 38.7%.

Students At Risk for Reading Difficulties at the End of the Year

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

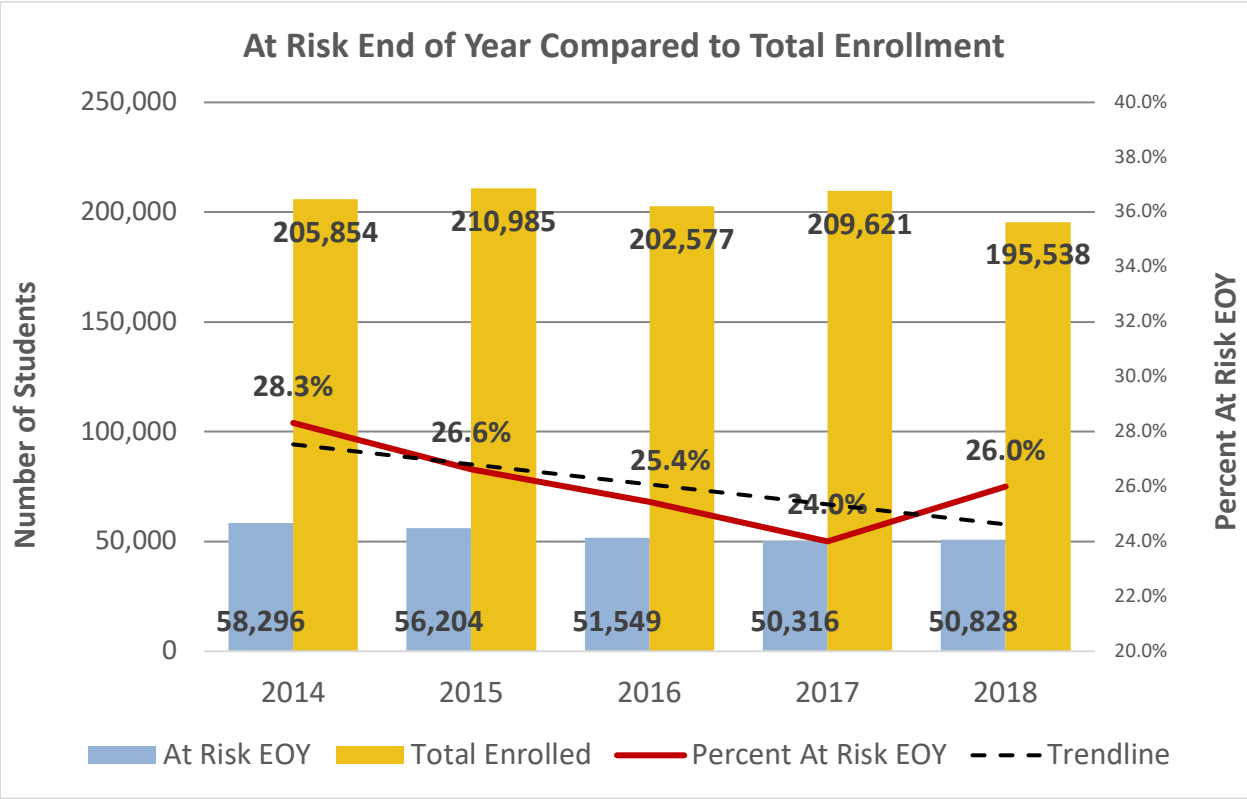
To determine the number and percentage of students considered at-risk for reading difficulties at the end of the year, a calculation was made using the number of students enrolled in a remediation program at the end of the year as compared to the number of students enrolled in the remediation program at the beginning of the year. These data were directly reported to the OSDE by districts.

End of year data reflects 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.

TABLE 2. STUDENTS AT RISK END OF YEAR

	Grade	At-Risk EOY	Total Enrolled	Percent At-Risk EOY
2014	KG	12,300	53,277	23.1%
	1	15,920	54,323	29.3%
	2	15,477	49,896	31.0%
	3	14,599	48,358	30.2%
	All Students	**58,296**	**205,854**	**28.3%**
2015	KG	11,099	53,360	20.8%
	1	14,807	54,241	27.3%
	2	15,407	52,045	29.6%
	3	14,891	51,339	29.0%
	All Students	**56,204**	**210,985**	**26.6%**
2016	KG	11,249	49,951	22.5%
	1	13,814	52,155	26.5%
	2	13,592	49,874	27.3%
	3	12,894	50,597	25.5%
	All Students	**51,549**	**202,577**	**25.4%**
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%**

FIGURE 2. STUDENTS AT RISK END OF YEAR



Students who end the year still on a reading plan have not met their goals and are still considered at-risk. The data does 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. Overall, there is a trend of **fewer students ending the year still on a reading plan**, with a greater decrease with older students. Kindergarten identified 23.1% students on a reading plan at the end of the year in 2014, while 21.7% were on a reading plan at the end of the year in 2018, with a decrease of 1.4% students ending the year on a reading plan. In third grade, 30.2% of the students were on a reading plan at the end of the year in 2014, while 24.3% were on a plan at the end of the year in 2018, with a decrease of 5.9% students ending the year on a reading plan. First grade had a decrease of 2.6% students from ending the year on a plan from 2014 to 2018, and second grade had a decrease of 3.7% students ending the year on a plan from 2014 to 2018. First, second and third grade students saw a steady decrease in the percentage of students on a reading plan at the end of the year from 2014 to 2017. However, all grades saw an increase in this percentage in 2018. Kindergarten had the least increase from 2017 to 2018 at 0.3%, while first grade had the greatest increase at 6.3%. Third grade had an increase of 0.7% and second grade had an increase of 1.9%.

Following cohort groups of the same group of students across multiple years shows a trend. In the last five years, there have been two full cohort groups. The first cohort began kindergarten in 2014, when 23.1% of kindergartners ended the year on a reading plan. In 2015, those same students as first graders had 27.3% still on a reading plan at the end of the year. As second graders in 2016, 27.3% of students were on a reading plan at the end of the year. In 2017, 23.6% of third graders were on a reading plan at the end of the year. The second cohort began kindergarten in 2015, when 20.8% of kindergartners ended the year on a reading plan. In 2016, those same students as first graders had 26.5% still on a reading plan at the end of the year. As second graders in 2017, 25.4% of students were on a reading plan at the end of the year. In 2018, 24.3% of third graders were on a reading plan at the end of the year. This same trend can be seen in other cohort groups. This also reflects the same data trend as the beginning of the year, with an increase in students on a reading plan from kindergarten to first grade, a similar percentage of students from first grade to second grade, and a decrease in the percentage of students on a reading plan from second grade to third grade.

In all grades kindergarten through third grade, about **26% of students** are **ending the school year still on a reading plan**. This is **down from 28.3% in 2014**. While districts are moving in the right direction, a percentage of about 20% of students on a reading plan at the end of the year would be more in line with a goal that follows the Multi-Tiered System of Supports (MTSS) model.

Reading Plan Completion

This section address the question, *How many students (number and percent) in kindergarten through third grade have successfully completed their RSA-funded program of 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 students who completed the program. 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.

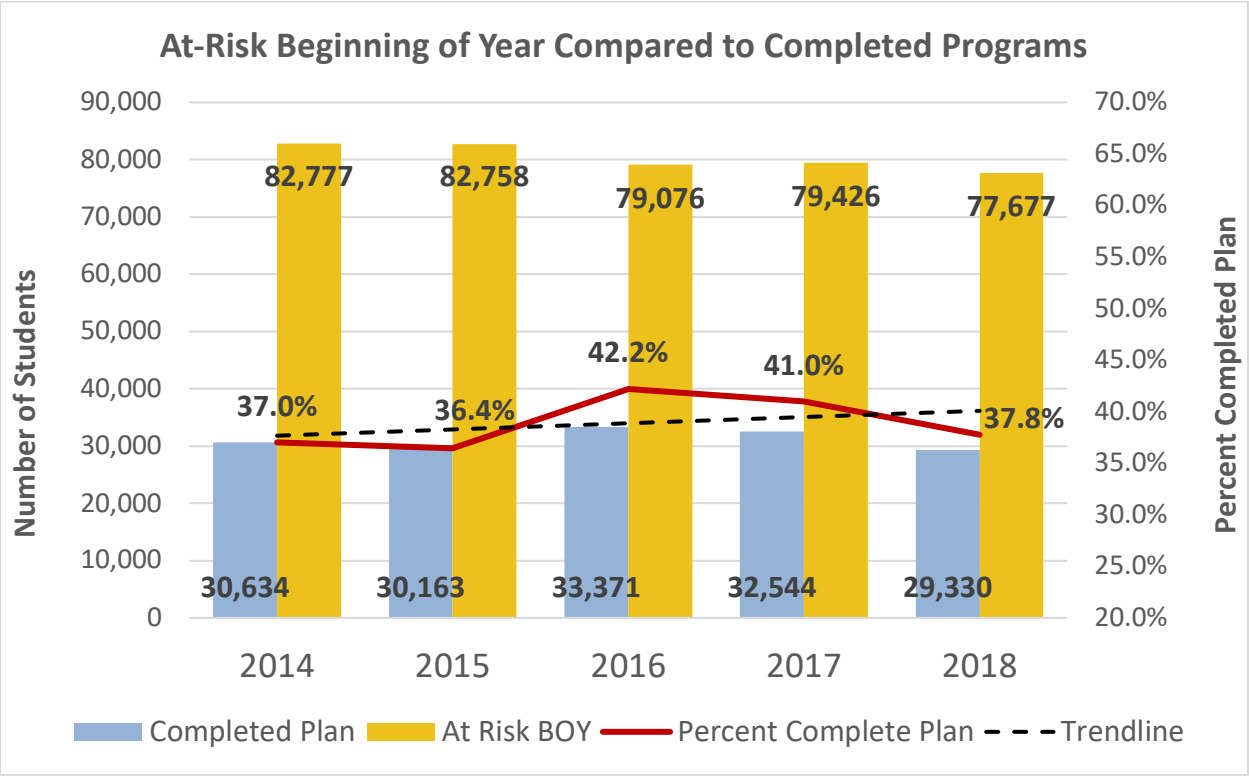
Table 3 and Figure 3 reflect the number of students who met the requirements of their reading plan. However, it does not show the overall gains made by individual students. Some students may have made growth equivalent to multiple years in comparison to age peers, while others may have been just under the benchmark at the beginning of the year and were just over the benchmark at the end of the year. The data also does not show how many students left the school prior to completing their reading plans who were making gains, nor does it show 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 3. READING PLAN COMPLETION

	Grade	Completed Plan	Total BOY	Percent Completed
2014	KG	9,051	19,831	45.6%
	1	8,000	21,593	37.0%
	2	6,603	21,191	31.2%
	3	6,980	20,162	34.6%
	All Students	**30,634**	**82,777**	**37.0%**
2015	KG	8,289	18,316	45.3%
	1	8,003	21,739	36.8%
	2	6,395	21,129	30.3%
	3	7,476	21,574	34.7%
	All Students	**30,163**	**82,758**	**36.4%**
2016	KG	8,707	18,146	48.0%
	1	8,779	20,684	42.4%
	2	7,443	19,977	37.3%
	3	8,442	20,269	41.6%
	All Students	**33,371**	**79,076**	**42.2%**
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%**

FIGURE 3. AT-RISK STUDENTS COMPLETING READING PLAN



When looking at the overall percentage of students in kindergarten through third grade in 2014 and 2015, around 37% of students who were on a reading program successfully completed it. In 2016, 42.2% of students who were at-risk for reading difficulties successfully completed their program of reading remediation, and in 2017 the percentage of students completing their reading program was 41%. In 2018, 37,8% of students determined to be at-risk at the beginning of the year successfully completed their program of reading remediation.

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 phononemic awareness and phonics, then they are often not successful with the increase in rigor as they move to multisyllabic words. In addition, many second grade teachers report that they do not spend much instructional time on word recognition skills, which means students are not working with the

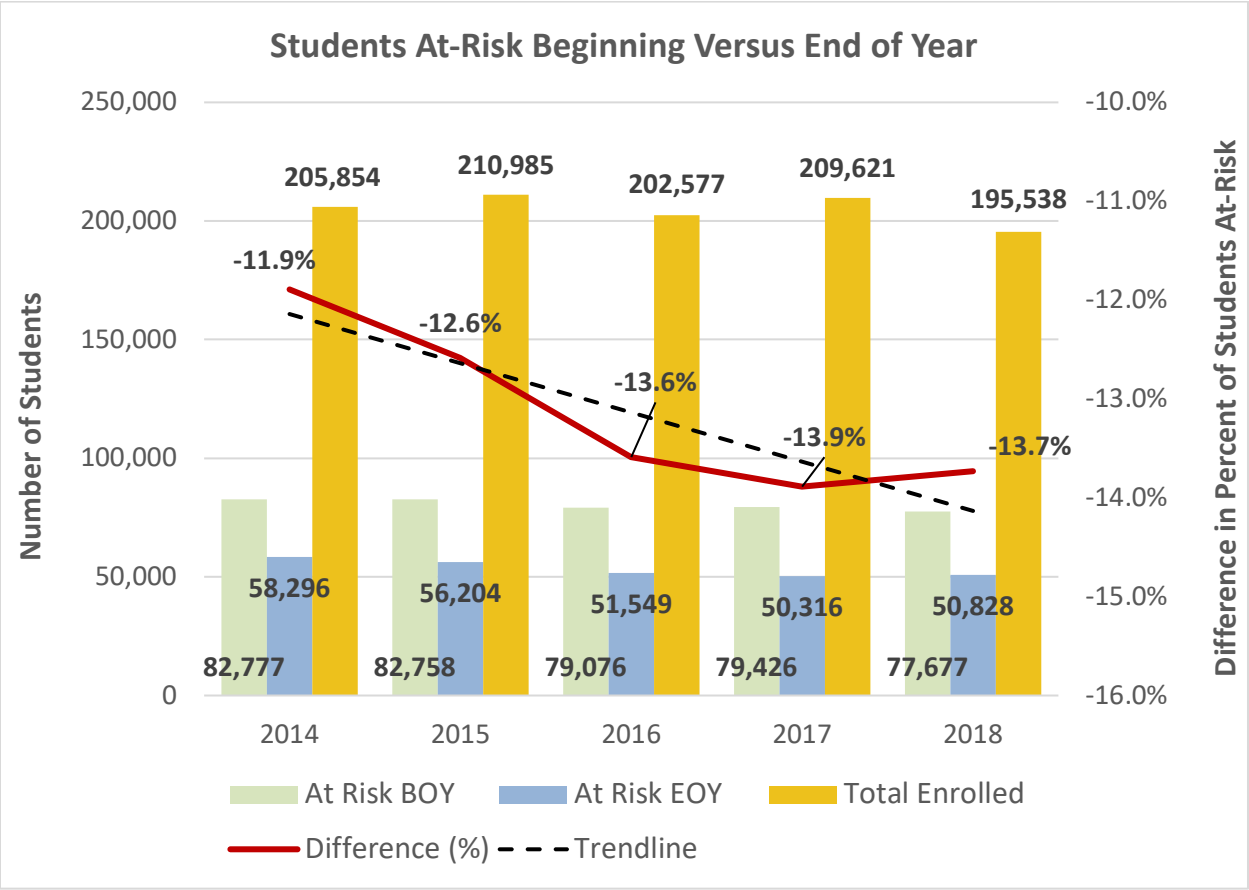
more advanced phonemic awareness skills or complex phonics patterns. Making second- and third-grade teachers aware of the importance of continuing instruction in these skills for all students is a priority.

Table 4 and Figure 4 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. This data includes 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. The data does 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 was collected may also be reflected in the end-of-year data.

TABLE 4. STUDENTS AT RISK BEGINNING VERSUS END OF YEAR

	Grade	Percent At-Risk BOY	Percent At-Risk EOY	Decrease from BOY
2014	KG	37.2%	23.1%	-14.1%
	1	39.7%	29.3%	-10.4%
	2	42.5%	31.0%	-11.5%
	3	41.7%	30.2%	-11.5%
	All Students	**40.2%**	**28.3%**	**-11.9%**
2015	KG	34.3%	20.8%	-13.5%
	1	40.1%	27.3%	-12.8%
	2	40.6%	29.6%	-11.0%
	3	42.0%	29.0%	-13.0%
	All Students	**39.2%**	**26.6%**	**-12.6%**
2016	KG	36.3%	22.5%	-13.8%
	1	39.7%	26.5%	-13.2%
	2	40.1%	27.3%	-12.8%
	3	40.1%	25.5%	-14.6%
	All Students	**39.0%**	**25.4%**	**-13.6%**
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%**

FIGURE 4. STUDENTS AT RISK BEGINNING VERSUS END OF YEAR



This data shows an increased difference between beginning-of-year data and end-of-year data, growing to nearly two percentage points difference since 2014.

Conclusions From District Data

Overall, this data reflects that districts across the state are making small strides. While fewer students are identified as being at risk for reading difficulties at the beginning of the year, there are even fewer students who are at risk at the end of the year. This difference is increasingly larger in the upper grades. One reason for this could be that students identified as at-risk in the earlier grades may have required reading interventions across multiple years to catch up to their peers. It stands to reason that the differences between beginning-of-year data and end-of-year data are smaller in the earlier grades because essential groundwork was being laid for the student to make sufficient gains later.

PERFORMANCE ON STATE READING EXAMINATION

This section address the question, *How many students (number and percent) scored at each performance level on the reading portion of the statewide third-grade criterion-referenced test?*

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 legislation has evolved over the last five years, making comparisons from year to year difficult. It is important to keep those changes in mind when looking at the data from the state reading examination. Those changes are outlined in Table 5. 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, 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 between the two. However, we can look at trends of subgroups within the OCCT and trends within the OSTP separately.

TABLE 5. CHANGES TO THE READING SUFFICIENCY ACT

Academic Year	Changes
2013-2014 *HB 2625*	• Introduced Student Reading Proficiency Team (SRPT) to allow for probationary promotion • SRPT consists of 3rd grade teacher, 4th grade teacher, parent/guardian of student, principal, certified reading specialist • Allows students in 1st-3rd grades to show proficiency through one of the state-approved screening assessments
2013-2014 *HB 2497*	• Added prekindergarten retention as qualifiers for good-cause exemptions 5 and 6
2015-2016 *SB 630*	• SRPT consists of 3rd grade teacher, 4th grade teacher, parent/guardian of student, certified reading specialist • Begin using only the reading portion of the third-grade assessment • Added good-cause exemption 7 for medical emergencies
2016-2017 *HB 1760*	• SRPT made permanent • SRPT consists of 3rd grade teacher, 4th grade teacher, parent/guardian of student • **New assessment over new Oklahoma Academic Standards**

OCCT HISTORICAL DATA (2014 – 2016)

At the beginning of this study, Oklahoma used the Oklahoma Core Curriculum Test (OCCT) to assess students. The OCCT was used until 2016. **Because this is a different test from the test**

currently being used, it is impossible to make meaningful comparisons between the two different assessmets. This historical information is included to give a picture of trend performance in the first three years of the RSA.

To determine the number and percentage of students scoring at each performance level on the reading portion of the third-grade criterion referenced test, we analyzed OCCT reading scores. 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. 2014 OCCT THIRD-GRADE SCORES

	Subgroup	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
FRL	Not FRL	1,388 (7%)	1,848 (10%)	14,878 (78%)	858 (5%)	18,972 (100%)
	FRL	6,621 (22%)	5,450 (18%)	18,263 (59%)	374 (1%)	30,708 (100%)
IEP	Not on IEP	4,173 (10%)	5,665 (14%)	29,794 (73%)	1,060 (3%)	40,692 (100%)
	IEP	3,836 (24%)	1,633 (18%)	3,347 (37%)	172 (2%)	8,988 (100%)
EL	Not EL	6,129 (14%)	6,060 (14%)	30,853 (70%)	1,215 (3%)	44,257 (100%)
	EL	1,880 (35%)	1,238 (23%)	2,288 (42%)	17 (<1%)	5,423 (100%)
Race/Ethnicity	African-American	1,339 (29%)	900 (20%)	2,267 (50%)	42 (1%)	4,548 (100%)
	American Indian	1,109 (15%)	1,197 (16%)	4,837 (66%)	155 (2%)	7,309 (100%)
	Asian/ Pacific Islander	151 (15%)	115 (11%)	713 (70%)	46 (4%)	1,025 (100%)
	Caucasian	2,806 (11%)	3,026 (12%)	18,606 (74%)	819 (10%)	25,257 (100%)
	Hispanic	2,063 (26%)	1,543 (19%)	4,317 (54%)	68 (1%)	7,991 (100%)
	Two or More	541 (15%)	517 (15%)	2,401 (68%)	91 (3%)	3,550 (100%)
All	**All Students**	**8,009 (16%)**	**7,298 (15%)**	**33,141 (67%)**	**1,232 (2%)**	**49,680 (100%)**

Criterion for promotion under the Reading Sufficiency Act for the 2013-2014 school year was for a student to score Limited Knowledge or above on the OCCT. In 2014, 16% of all students scored at the unsatisfactory level. The students who scored in this range had to do one of the following to be promoted to the fourth grade: (1) meet one of the good-cause exemptions, (2) be promoted by a unanimous decision of Student Reading Proficient Team or (3) be retained.

Free- and reduced-lunch (FRL) status is the most commonly used indicator of socio-economic status. If a child qualifies for free- and reduced-price school meals, it indicates the child's family has a lower socioeconomic status. Higher percentages of students qualifying for FRL occurred in the unsatisfactory scoring band than the non-FRL qualifying students. In 2014, there is a significant 15 percentage point difference between FRL and non-FRL in the unsatisfactory band. While 78% of non-FRL students scored proficient, only 59% of FRL students scored in the proficient category, which is a difference of 19 percentage points.

Students on an Individualized Education Program (IEP) have been identified as having a learning disability[7]. Students who are normally included as part of regular classroom instruction and are on an IEP are eligible for testing accommodations[8]. Of students on an IEP, 24% scored in the unsatisfactory category. Contrast this with 10% of students not on an IEP who scored in the unsatisfactory category. Of students on an IEP, 37% scored in the proficient category, while 73% of students not on an IEP scored at the level of proficiency. Federal law mandates that all students participate in state testing. Oklahoma offers two options for students with learning disabilities. Either the student qualifies for the Oklahoma Alternate Assessment Program (OAAP) or the student does not qualify and must take the regular assessment with or without accommodations[9].

English learners (EL) are students acquiring English as a second language. Federal law stipulates that all students, including English learners, with and without learning disabilities, participate in state testing. EL students can qualify for testing accommodations[10] that ensure the student is being assessed on his or her content knowledge rather than language proficiency. A much higher percentage of EL students scored unsatisfactory than those who are not EL students: Contrast 35% of EL students with 14% of non-EL students. The 21 percentage point difference is

[7] Oklahoma Administrative Code, OAC 210:10-13-2
[8] List of accommodations available in the Oklahoma School Testing Program (OSTP) report found online at: http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OSTP-IEP-504-Accommodations%20%2815-16%29_1.pdf
[9] More information about the OAAP found online at: http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OSTP%20FAQ.pdf
[10] More information found at: http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OSTP%20ELL%20Accommodations%20%2815-16%29.pdf

notable. 70% of non-EL students scored at the proficient level, while 42% of the English learners scored at the proficient level.

Oklahoma schools serve diverse student populations. It is pertinent to explore the differences in student subgroup population test scores. The scores show that African- American students have the highest percentage of students scoring at the unsatisfactory level. African-American students have the lowest number of students scoring at the proficient level, with only 50% scoring at proficient in 2014.

TABLE 7. 2015 OCCT THIRD-GRADE SCORES

	Subgroup	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
FRL	Not FRL	1,085 (6%)	1,732 (10%)	14,423 (79%)	928 (5%)	18,168 (100%)
	FRL	6,625 (19%)	6,613 (20%)	20,213 (60%)	394 (1%)	33,850 (100%)
IEP	Not on IEP	3,611 (9%)	6,326 (15%)	31,092 (74%)	1,218 (4%)	42,247 (100%)
	IEP	4,099 (42%)	2,019 (21%)	3,549 (36%)	104 (1%)	9,771 (100%)
EL	Not EL	6,002 (13%)	6,760 (15%)	31,950 (69%)	1,301 (3%)	46,013 (100%)
	EL	1,708 (28%)	1,585 (26%)	2,691 (45%)	21 (1%)	6,005 (100%)
Race/Ethnicity	African-American	1,337 (27%)	1,045 (21%)	2,493 (51%)	33 (1%)	4,908 (100%)
	American Indian	966 (13%)	1,267 (17%)	4,937 (68%)	140 (2%)	7,310 (100%)
	Asian/ Pacific Islander	131 (12%)	158 (15%)	753 (69%)	47 (4%)	1,089 (100%)
	Caucasian	2,687 (11%)	3,197 (13%)	18,373 (73%)	904 (3%)	25,161 (100%)
	Hispanic	2,006 (22%)	1,994 (22%)	5,057 (55%)	84 (1%)	9,141 (100%)
	Two or More	583 (13%)	684 (16%)	3,028 (69%)	114 (2%)	4,409 (100%)
All	**All Students**	**7,710 (15%)**	**8,345 (16%)**	**34,641 (67%)**	**1,322 (2%)**	**52,018 (100%)**

Criterion for promotion under the Reading Sufficiency Act for the 2014-2015 school year was for a student to score Limited Knowledge or above on the OCCT. In 2015, 15% of all students scored at the unsatisfactory level. This presents a very small change from the previous year. Students scoring at the unsatisfactory level had to do one of the following to be promoted to fourth grade: (1) meet one of the good-cause exemptions, (2) be promoted by a unanimous decision of Student Reading Proficient Team or (3) be retained.

In 2015, 19% of students qualifying for free- and reduced-lunch status scored at the unsatisfactory level, an improvement of three percentage points from 2014. 60% of FRL students scored at the proficient level, which was an improvement of one percentage point from 2014.

The percentage of students on an IEP scoring unsatisfactory is 42%. This is up eighteen percentage points from the percentage of IEP students scoring unsatisfactory in 2014. Only 36% of IEP students tested with accommodations scored at the proficient level in 2015.

EL students again under-perform contrasted against the non-EL students. Twenty-eight percent of EL students scored unsatisfactory; this improved from 2014 by seven percentage points.

The scores show that African-American students have the highest percentage of students scoring at the unsatisfactory level. At 27% scoring unsatisfactory, this improved by two percentage points from the previous year. African-American students again have the lowest number of students scoring at the proficient level, with only 51% scoring at proficient in 2015.

TABLE 8. 2016 RSA CRITERIA

	Subgroup	Met RSA Criteria	Did Not Meet RSA Criteria	Total
FRL	Not FRL	16,683 (96%)	735 (4%)	17,418 (100%)
	FRL	28,509 (85%)	5,144 (15%)	33,653 (100%)
IEP	Not on IEP	39,827 (94%)	2,696 (6%)	42,523 (100%)
	IEP	5,365 (63%)	3,183 (37%)	8,548 (100%)
EL	Not EL	40,698 (90%)	4,406 (10%)	45,104 (100%)
	EL	4,494 (75%)	1,473 (24%)	5,967 (100%)
Race/Ethnicity	African- American	3,447 (76%)	1,095 (25%)	4,542 (100%)
	American Indian	6,048 (90%)	697 (10%)	6,745 (100%)
	Asian/Pacific Islander	987 (91%)	99 (9%)	1,086 (100%)
	Caucasian	22,700 (92%)	1,876 (8%)	24,576 (100%)
	Hispanic	7,561 (82%)	1,644 (18%)	9,205 (100%)
	Two or More	4,449 (90%)	468 (10%)	4,917 (100%)
All	**All Students**	**45,129 (88%)**	**5,879 (12%)**	**51,071 (100%)**

Criterion for promotion under the Reading Sufficiency Act for the 2015-2016 school year was for a student to meet RSA criteria[11] on the OCCT. This was a significant change in law for this year, as the criteria for reading proficiency was narrowed to the vocabulary and comprehension portions of the OSTP. Students who did not meet RSA criteria had to do one of the following: (1) meet one of the good-cause exemptions, (2) show proficiency through one of the approved screening assessments (new to 2016), (3) be promoted by a unanimous decision of Student Reading Proficient Team or (4) be retained.

[11] According to 70-2011 §1210.508C.H.8 (SB630), every student will receive one of two statuses on the third grade reading report: "Meets RSA Criteria" or "Does Not Meet RSA Criteria." This criteria was based solely on performance on the Vocabulary and Comprehension portions of the OSTP, Standards 2 and 4.

Of all third-grade students assessed with the Oklahoma Core Curriculum Test (OCCT) in 2016, 12% did not meet RSA criteria. Two groups, African-American and Hispanic, had a higher percentage of students who did not meet RSA criteria. There were 25% of African-American students and 18% of Hispanic students who did not meet RSA criteria. When compared to all students, there were 13% more African-American students and 6% more Hispanic students who did not meet RSA criteria.

The achievement gap that exists for students participating in free- and reduced-lunch, students with disabilities, and English learners in overall performance also exists for RSA criteria. There were 15% of students qualifying for free and reduced lunch who did not meet RSA criteria, while only 4% of students not qualifying for this service did not meet criteria, demonstrating an 11 percentage point achievement gap for students in this subgroup.

English learners had 24% of students who did not meet RSA criteria, while 10% of students who were not English Learners did not meet criteria, showing an achievement gap of 14 percentage points for EL students. The largest achievement gap exists for students on an IEP. While only 6% of students who were not on an IEP did not meet RSA criteria, 37% of students on an IEP did not meet RSA criteria, creating an achievement gap of 31 percentage points.

OSTP DATA (2017 – CURRENT)

With the adoption of new standards, 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. The years prior to 2017 provide a history, but 2017 should be considered a new baseline year for state testing data.**

To determine the number and percentage of students scoring at each performance level on the reading portion of the third-grade criterion referenced test, we analyzed OSTP reading scores. The performance levels for the reading portion of the third grade test 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 Processes and Standard 4: Vocabulary.[12] 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.

[12] Persuant to 70-2011 §1210.508C.H.8 (SB630)

TABLE 9. 2017 RSA CRITERIA

	Subgroup	Met RSA Criteria	Did Not Meet RSA Criteria	Total
FRL	Not FRL	16,239 (89%)	1,979 (11%)	18,218 (100%)
	FRL	24,084 (74%)	8,376 (26%)	32,460 (100%)
IEP	Not on IEP	35,942 (86%)	5,734 (14%)	41,676 (100%)
	IEP	4,381 (49%)	4,621 (51%)	9,002 (100%)
EL	Not EL	36,975 (82%)	7,911 (18%)	44,886 (100%)
	EL	3,348 (58%)	2,444 (42%)	5,792 (100%)
Race/Ethnicity	African-American	2,748 (64%)	1,569 (36%)	4,317 (100%)
	American Indian	5,292 (80%)	1,330 (20%)	6,622 (100%)
	Asian/Pacific Islander	896 (84%)	172 (16%)	1,068 (100%)
	Caucasian	20,754 (86%)	3,430 (14%)	24,184 (100%)
	Hispanic	6,390 (69%)	2,894 (31%)	9,284 (100%)
	Two or More	4,243 (82%)	960 (18%)	5,203 (100%)
All	**All Students**	**40,323 (80%)**	**10,355 (20%)**	**50,678 (100%)**

Of all third-grade students assessed with the Oklahoma State Testing Program (OSTP) in 2017, 20% did not meet RSA criteria. Two groups, African-American and Hispanic, had a higher percentage of students who did not meet RSA criteria as compared to their peers. There were 36% of African- American students who did not meet RSA criteria, a difference of 16 percentage points as compared to all students, and 31% of Hispanic students who did not meet RSA criteria, a difference of 11 percentage points as compared to all students.

Again, the achievement gap that exists for students participating in free- and reduced- lunch, students with disabilities, and English learners in overall performance exists for RSA criteria. There were 26% of students qualifying for free and reduced lunch who did not meet RSA criteria, while only 11% of students not qualifying for this service did not meet criteria, demonstrating a 15 point achievement gap for students in this subgroup.

English learners had 42% of students who did not meet RSA criteria, while 18% of students who were not English learners did not meet criteria. This was a gap of 24 percentage points for students in this subgroup. The largest achievement gap continues to exist for students on an IEP. While only 14% of students who were not on an IEP did not meet RSA criteria, 51% of students on an IEP did not meet RSA criteria, creating an achievement gap of 37 percentage points as compared to all students.

TABLE 10. 2018 RSA CRITERIA

	Subgroup	Met RSA Criteria	Did Not Meet RSA Criteria	Total
FRL	Not FRL	14,431 (91%)	1,456 (9%)	15,887
	FRL	24,998 (73%)	9,443 (27%)	34,441
IEP	Not on IEP	35,410 (85%)	6,088 (15%)	41,498
	IEP	4,019 (46%)	4,811 (54%)	8,830
EL	Not EL	35,308 (81%)	8,360 (19%)	43,668
	EL	4,121 (62%)	2,539 (38%)	6,660
Race/Ethnicity	African-American	2,760 (63%)	1,631 (37%)	4,391
	American Indian	5,160 (78%)	1,418 (22%)	6,578
	Asian/ Pacific Islander	899 (84%)	173 (16%)	1,072
	Caucasian	20,042 (85%)	3,652 (15%)	23,694
	Hispanic	6,331 (68%)	2,971 (32%)	9,302
	Two or More	4,237 (80%)	1,054 (20%)	5,291
All	**All Students**	**39,429 (78%)**	**10,899 (22%)**	**50,328**

Of all third-grade students assessed with the Oklahoma State Testing Program (OSTP) in 2018, 22% did not meet RSA criteria. **From 2017 to 2018, there has been no real change in overall performance.** Two groups, African-American and Hispanic, had a higher percentage of students who did not meet RSA criteria. There were 37% of African-American students who did not meet RSA criteria, a difference of 15 percentage points, and 32% of Hispanic students who did not

meet RSA criteria, a difference of 10 percentage points. From 2017 to 2018, the achievement gap for both African-American and Hispanic students has each been reduced by 1 percentage point.

Again, the achievement gap that exists for students participating in free- and reduced- lunch, students with disabilities, and English learners in overall performance exists for RSA criteria. There were 27% of students qualifying for free and reduced lunch who did not meet RSA criteria, while only 9% of students not qualifying for this service did not meet criteria, demonstrating a 18 point achievement gap for students in this subgroup.

English learners had 38% of students who did not meet RSA criteria, while 19% of students who were not English learners did not meet criteria. This was a gap of 19 percentage points for students in this subgroup. 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, 54% of students on an IEP did not meet RSA criteria, creating an achievement gap of 39 percentage points.

From 2017 to 2018, the achievement gap for EL students has been reduced by 5 percentage points. The achievement gap for free- and reduced lunch students has increased by 3 percentage points, while the achievement gap for students on an IEP has increased by 2 percentage points.

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 subgroups.** The Oklahoma Educator Equity plan is one way Oklahoma is exploring root causes of inequities in the distribution of qualified and effective teachers in high-poverty and high-minority schools and developing potential solutions. Further research on the additional barriers to third-grade reading proficiency for students who are economically disadvantaged, minority and on an IEP should be conducted to more thoroughly understand and address the inequities in third-grade reading proficiency and how we can more effectively allocate resources 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% of students did not met RSA criteria. In 2018, 26% of students were reported by districts to still be on a reading plan. In that year, 22% of students did not meet RSA criteria. **The district-reported data supports that the 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 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:

(1) meet RSA criteria on the state reading test,
(2) show end-of-year third grade proficiency on one of the approved screening assessments,
(3) meet one of the seven good-cause exemptions or
(4) be promoted by a unanimous decision of the Student Reading Proficiency Team (SRPT).

Prior to 2017, students participated in the Oklahoma Core Curriculum Test (OCCT). The results of this test are not comparable to the OSTP. **In order to make valid comparisons, information is used beginning in 2017, which was the first year students participated in the OSTP.**

TABLE 11. 2017 PATHWAYS TO PROMOTION

	Number of 3rd Grade Students	Percent of 3rd Grade Students
Pathway 1: Met Criteria on OSTP	41,474	80%
Pathway 2: Promoted through Screener	3,008	6%
Pathway 3: Met Good-Cause Exemption	3,118	6%
Pathway 4: Probationary Promotion through SRPT	2,986	6%
Retained	1,460	3%

In 2017, 80% of third graders were promoted through the first pathway by meeting RSA criteria. Table 11 reflects the number and percentage of students who were promoted through each of the four pathways or were retained. There is a fairly even division among the three alternate pathways. In 2017, OSTP scores were not released to districts until late in the summer. As a result, many districts looked at additional data to make informed promotion and retention decisions as early as possible for students.

TABLE 12. 2018 PATHWAYS TO PROMOTION

	Number of 3rd Grade Students	Percent of 3rd Grade Students
Pathway 1: Met Criteria	39,429	78%
Pathway 2: Promoted through Screener	3,574	7%
Pathway 3: Met Good-Cause Exemption	3,793	7%
Pathway 4: Probationary Promotion through SRPT	3,316	6%
Retained	1,591	3%

In 2018, 78% of third graders were promoted through the first pathway by meeting RSA criteria. Table 12 reflects the number and percentage of students who were promoted through each of the four pathways or were retained. There is still a fairly even division among the three alternate pathways, although there is now a 4% difference between probationary promotion and good-cause exemptions. This might indicate an increased awareness by districts about the pathways and their requirements.

TABLE 13. NUMBER AND PERCENT OF STUDENTS PROMOTED BY EXEMPTION TYPE

Exemption	2017 Total	% of Exemptions	2018 Total	% of Exemptions
Exemption 1	145	5%	219	6%
Exemption 2	401	13%	707	19%
Exemption 3	177	6%	302	8%
Exemption 4	285	9%	349	9%
Exemption 5	1,978	63%	2,026	53%
Exemption 6	156	5%	181	5%
Exemption 7	6	>1%	9	>1%

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 were previously retained one year or were in a transitional grade may advance to fourth grade.
6. Students who have received intensive remediation in reading for two or more years and who already have been retained for a total of two years may advance to fourth grade. Transitional grades count.
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.

In all years, exemption 5 is met by the largest percentage of students who meet exemptions.

Long Term Effects of the Reading Sufficiency Act

In 2017, the RSA statute was revised to include a data tracking collection over the progression of students promoted through each of the good-cause exemptions, students promoted through probationary promotion, and students who were retained in third grade.[13] This data collection was built in the Oklahoma Statewide Student Information System, the Wave, this past year, and will go live to begin collecting data in the spring of 2019.

The data collection was set up to load the names of each student who did not meet RSA criteria on the Oklahoma State Testing Program (OSTP). It will automatically indicate 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.

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.

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 keeps records of funding appropriated to each district. Those amounts are reported here.

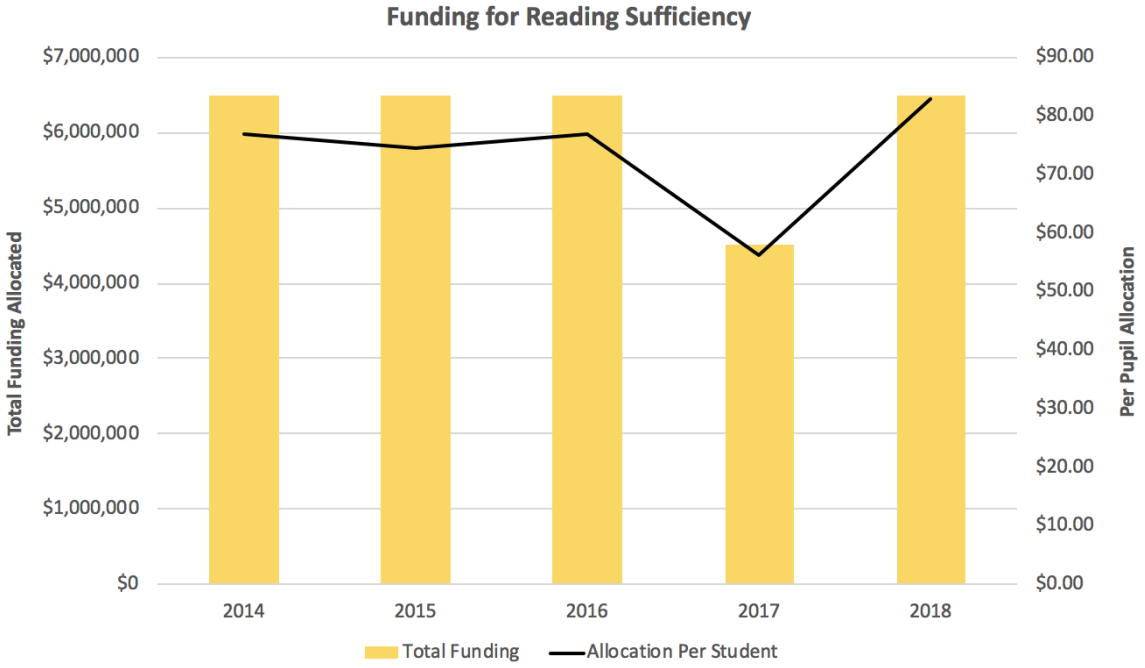
In Fiscal Year 2013, no state funding was appropriated for RSA. Since Fiscal Year 2014, RSA funds have been allocated and paid without districts submitting claims for reimbursement. Instead, the total allocation has been disbursed to districts for their use throughout the year.

[13] Persuant to 70-2011 §1210.508C.S.6 (HB1760)

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 5. FUNDING FOR READING SUFFICIENCY



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 as at-risk. In Fiscal Year 2015, the total allocation was $6,492,075 and 82,758 students were identified as at-risk, causing the per pupil allocation to be $74.52. In Fiscal Year 2016, the total allocation was $6,492,074. The per pupil allocation $76.87 per student identified as at-risk for 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 were identified as at-risk. The per pupil allocation was $82.95 per student identified as at-risk.

Table 14 showcases the RSA funding appropriated to each Oklahoma district from 2014 through 2018.

TABLE 14. RSA FUNDING APPROPRIATED TO EACH DISTRICT

County	District	Funds Received 2014	Funds Received 2015	Funds Received 2016	Funds Received 2017	Funds Received 2018
Adair	Cave Springs	$1,612	$1,341	$1,307	$561	$830
Adair	Dahlonegah	$1,075	$894	$1,230	$1,235	$2,406
Adair	Greasy	$2,611	$1,863	$1,691	$1,516	$2,323
Adair	Maryetta	$1,766	$5,589	$6,688	$4,266	$7,880
Adair	Peavine	$2,073	$1,714	$1,922	$1,235	$2,074
Adair	Rocky Mountain	$537	$596	$922	$898	$1,742
Adair	Stilwell	$8,753	$11,550	$13,914	$10,889	$13,189
Adair	Watts	$2,227	$2,161	$2,690	$898	$1,493
Adair	Westville	$14,665	$17,810	$11,838	$6,792	$7,300
Adair	Zion	$4,453	$2,832	$4,843	$3,256	$4,148
Alfalfa	Burlington	$921	$745	$615	$337	$498
Alfalfa	Cherokee	$3,071	$3,502	$2,767	$2,638	$3,235
Alfalfa	Timberlake	$1,229	$671	$1,153	$1,459	$2,157
Atoka	Atoka	$5,451	$6,334	$4,382	$3,705	$4,313
Atoka	Caney	$2,380	$2,310	$2,383	$2,077	$3,318
Atoka	Harmony	$3,455	$2,161	$846	$954	$2,074
Atoka	Lane	$5,451	$6,409	$5,688	$4,771	$5,060
Atoka	Stringtown	$998	$522	$384	$842	$1,327
Atoka	Tushka	$1,843	$2,012	$1,845	$1,123	$1,908
Beaver	Balko	$998	$373	$692	$786	$830
Beaver	Beaver	$2,841	$3,055	$1,922	$2,245	$4,313
Beaver	Forgan	$921	$894	$1,384	$337	$664
Beaver	Turpin	$2,841	$4,098	$4,305	$1,403	$2,074
Beckham	Elk City	$23,418	$26,752	$18,603	$12,068	$12,277
Beckham	Erick	$845	$820	$2,229	$674	$830

Beckham	Merritt	$4,837	$2,608	$3,459	$1,796	$6,719
Beckham	Sayre	$5,375	$3,279	$4,766	$4,715	$8,378
Blaine	Canton	$4,991	$3,651	$5,381	$3,873	$4,562
Blaine	Geary	$3,916	$4,620	$3,844	$1,628	$3,899
Blaine	Okeene	$2,918	$1,490	$2,921	$1,852	$747
Blaine	Watonga	$2,227	$9,315	$5,458	$4,266	$5,060
Bryan	Achille	$1,152	$1,639	$1,768	$2,919	$5,724
Bryan	Bennington	$3,455	$3,502	$2,844	$2,414	$3,484
Bryan	Caddo	$2,457	$3,428	$3,382	$3,031	$4,231
Bryan	Calera	$4,530	$5,738	$4,459	$2,470	$5,392
Bryan	Colbert	$5,451	$2,757	$2,921	$4,771	$6,885
Bryan	Durant	$27,027	$28,838	$35,130	$24,304	$44,628
Bryan	Rock Creek	$2,303	$2,683	$2,306	$2,021	$4,645
Bryan	Silo	$8,292	$9,315	$9,455	$5,613	$7,466
Caddo	Anadarko	$25,875	$20,567	$21,447	$12,124	$17,171
Caddo	Binger-Oney	$2,918	$2,757	$2,690	$2,245	$3,318
Caddo	Boone-Apache	$4,607	$2,906	$3,767	$3,256	$3,733
Caddo	Carnegie	$2,303	$2,087	$3,075	$2,582	$4,562
Caddo	Cement	$1,766	$1,043	$1,153	$674	$1,327
Caddo	Cyril	$1,152	$969	$538	$1,796	$1,742
Caddo	Fort Cobb-Broxton	$2,994	$2,161	$2,152	$2,470	$2,903
Caddo	Gracemont	$1,689	$1,714	$1,922	$1,403	$2,654
Caddo	Hinton	$6,603	$4,322	$3,997	$3,031	$3,235
Caddo	Hydro-Eakly	$3,071	$3,130	$1,922	$3,256	$2,572
Caddo	Lookeba Sickles	$3,839	$2,534	$1,537	$1,965	$1,825
Canadian	Banner	$691	$1,788	$1,537	$1,291	$1,244
Canadian	Calumet	$1,459	$1,937	$1,537	$1,010	$1,493
Canadian	Darlington	$3,762	$522	$1,691	$1,628	$3,650

Canadian	El Reno	$28,639	$29,509	$31,902	$20,936	$31,688
Canadian	Maple	$998	$2,087	$1,461	$1,123	$1,576
Canadian	Mustang	$73,633	$90,316	$77,486	$59,666	$89,588
Canadian	Piedmont	$11,671	$11,178	$11,992	$8,700	$13,936
Canadian	Riverside	$3,532	$1,267	$1,153	$281	$498
Canadian	Union City	$3,378	$2,832	$1,922	$1,740	$1,327
Canadian	Yukon	$64,112	$88,378	$72,720	$53,155	$75,154
Carter	Ardmore	$50,599	$43,444	$33,131	$26,269	$35,171
Carter	Dickson	$20,040	$4,695	$5,535	$5,894	$7,632
Carter	Fox	$2,994	$1,565	$2,152	$2,638	$2,654
Carter	Healdton	$3,609	$2,608	$5,688	$3,985	$4,811
Carter	Lone Grove	$11,517	$7,973	$11,608	$8,476	$7,714
Carter	Plainview	$6,526	$7,452	$6,380	$4,603	$9,705
Carter	Springer	$2,073	$2,161	$1,614	$1,179	$2,654
Carter	Wilson	$2,150	$4,993	$4,997	$4,097	$3,650
Carter	Zaneis	$3,839	$4,098	$4,382	$2,750	$4,811
Cherokee	Briggs	$2,534	$9,911	$3,767	$5,108	$5,226
Cherokee	Cherokee Immersion School	$0	$2,459	$2,614	$1,740	$2,572
Cherokee	Grand View	$7,755	$7,005	$9,916	$7,409	$9,622
Cherokee	Hulbert	$5,528	$5,961	$3,305	$1,908	$4,894
Cherokee	Keys	$2,994	$3,726	$3,767	$2,750	$6,802
Cherokee	Lowrey	$1,382	$969	$1,384	$954	$1,244
Cherokee	Norwood	$1,382	$2,161	$1,384	$1,291	$1,161
Cherokee	Peggs	$2,841	$3,800	$2,844	$2,526	$3,401
Cherokee	Shady Grove	$2,227	$2,534	$3,382	$1,628	$1,576
Cherokee	Tahlequah	$38,084	$29,211	$33,593	$19,926	$29,531
Cherokee	Tenkiller	$1,996	$2,236	$2,998	$3,087	$3,567

Cherokee	Woodall	$5,682	$6,334	$6,073	$5,164	$5,890
Choctaw	Boswell	$4,223	$3,651	$3,075	$1,066	$2,489
Choctaw	Fort Towson	$3,686	$2,683	$2,460	$2,021	$2,572
Choctaw	Grant	$3,071	$2,534	$1,999	---	---
Choctaw	Hugo	$21,499	$12,668	$17,219	$13,022	$18,664
Choctaw	Soper	$3,225	$2,832	$2,537	$2,245	$3,982
Choctaw	Swink	$2,687	$2,459	$2,844	$1,179	$2,323
Cimarron	Boise City	$3,225	$2,012	$2,306	$1,516	$2,737
Cimarron	Felt	$998	$447	$307	$674	$1,161
Cimarron	Keyes	$384	$298	$384	$337	$332
Cleveland	Lexington	$7,141	$11,699	$10,454	$6,960	$8,129
Cleveland	Little Axe	$10,519	$13,860	$10,531	$7,634	$18,332
Cleveland	Moore	$120,931	$119,303	$116,306	$124,608	$156,944
Cleveland	Noble	$35,089	$30,329	$31,517	$21,666	$29,946
Cleveland	Norman	$111,486	$103,058	$98,011	$56,747	$91,993
Cleveland	Robin Hill	$2,457	$1,788	$1,461	$1,459	$664
Coal	Coalgate	$3,762	$4,918	$5,227	$3,199	$4,811
Coal	Cottonwood	$921	$1,565	$1,153	$1,010	$2,240
Coal	Tupelo	$2,687	$2,608	$2,076	$1,852	$2,654
Comanche	Bishop	$5,451	$5,067	$5,381	$3,256	$7,466
Comanche	Cache	$10,135	$22,132	$8,456	$9,205	$17,752
Comanche	Chattanooga	$1,152	$1,788	$1,384	$1,235	$2,820
Comanche	Elgin	$8,830	$8,942	$11,608	$7,241	$11,862
Comanche	Fletcher	$1,996	$2,310	$3,459	$2,133	$2,903
Comanche	Flower Mound	$3,378	$4,546	$3,459	$9,093	$5,060
Comanche	Geronimo	$2,534	$2,683	$2,844	$1,347	$2,323
Comanche	Indiahoma	$691	$745	$922	$449	$747
Comanche	Lawton	$196,867	$176,607	$192,178	$123,822	$186,060

Comanche	Sterling	$1,843	$2,087	$1,999	$1,347	$2,323
Cotton	Big Pasture	$1,305	$1,267	$1,461	$898	$2,820
Cotton	Temple	$691	$1,341	$692	$2,133	$2,074
Cotton	Walters	$4,837	$3,279	$3,536	$2,806	$4,728
Craig	Bluejacket	$1,305	$894	$2,076	$1,628	$2,489
Craig	Ketchum	$1,996	$2,981	$2,076	$1,066	$1,991
Craig	Vinita	$13,667	$30,031	$12,684	$9,823	$12,609
Craig	Welch	$1,075	$820	$1,076	$393	$664
Craig	White Oak	$845	$745	$231	$0	$83
Creek	Allen-Bowden	$5,375	$6,707	$7,918	$2,863	$4,148
Creek	Bristow	$14,588	$15,351	$19,910	$9,205	$14,434
Creek	Depew	$1,152	$2,385	$3,613	$1,965	$3,318
Creek	Drumright	$3,532	$6,781	$3,690	$2,806	$5,724
Creek	Gypsy	$2,841	$969	$922	$393	$1,078
Creek	Kellyville	$13,514	$14,158	$11,069	$7,128	$10,452
Creek	Kiefer	$5,759	$4,695	$5,535	$3,648	$6,221
Creek	Lone Star	$8,907	$6,483	$11,761	$6,960	$8,544
Creek	Mannford	$13,283	$8,197	$13,837	$7,241	$11,364
Creek	Mounds	$7,525	$3,130	$2,383	$1,010	$1,825
Creek	Oilton	$3,071	$2,832	$3,844	$1,403	$2,240
Creek	Olive	$2,687	$4,769	$2,537	$2,750	$3,650
Creek	Pretty Water	$2,150	$1,863	$1,230	$1,628	$2,157
Creek	Sapulpa	$28,639	$21,610	$38,974	$32,218	$41,642
Custer	Arapaho-Butler	$1,996	$2,087	$1,845	$842	$2,074
Custer	Clinton	$18,888	$20,865	$22,831	$20,094	$22,812
Custer	Thomas-Fay-Custer Unified Dist	$1,305	$1,937	$1,614	$1,347	$1,991
Custer	Weatherford	$11,287	$18,630	$17,603	$9,823	$14,765

Delaware	Cleora	$614	$1,639	$615	$449	$912
Delaware	Colcord	$3,993	$3,949	$5,535	$5,332	$8,046
Delaware	Grove	$40,387	$37,855	$35,745	$27,560	$38,987
Delaware	Jay	$27,718	$27,423	$29,288	$11,675	$18,996
Delaware	Kansas	$3,455	$2,608	$2,998	$2,357	$2,903
Delaware	Kenwood	$1,920	$1,043	$1,076	$786	$1,161
Delaware	Leach	$1,075	$1,490	$1,230	$1,291	$1,908
Delaware	Moseley	$2,380	$4,098	$6,150	$1,291	$3,567
Delaware	Oaks-Mission	$461	$596	$2,229	$954	$2,157
Dewey	Seiling	$3,686	$4,322	$4,151	$3,480	$4,811
Dewey	Taloga	$768	$596	$846	$1,010	$581
Dewey	Vici	$3,071	$894	$2,383	$954	$995
Ellis	Arnett	$921	$745	$1,076	$842	$912
Ellis	Fargo	$1,766	$1,267	$1,691	$1,459	$912
Ellis	Gage	$691	$522	$231	---	---
Ellis	Shattuck	$845	$1,192	$769	$730	$995
Garfield	Chisholm	$6,526	$5,589	$6,380	$6,006	$10,701
Garfield	Covington-Douglas	$3,455	$2,534	$1,614	$617	$1,410
Garfield	Drummond	$3,839	$1,490	$1,768	$1,965	$1,078
Garfield	Enid	$80,006	$104,847	$123,686	$85,429	$105,431
Garfield	Garber	$2,227	$2,757	$2,998	$2,133	$2,406
Garfield	Kremlin-Hillsdale	$1,843	$1,341	$1,845	$1,347	$1,908
Garfield	Pioneer-Pleasant Vale	$5,682	$6,409	$7,380	$3,929	$12,940
Garfield	Waukomis	$2,764	$1,937	$922	$2,245	$3,484
Garvin	Elmore City-Pernell	$4,530	$2,683	$2,844	$2,638	$2,820
Garvin	Lindsay	$8,523	$12,296	$10,685	$9,654	$15,927
Garvin	Maysville	$1,229	$522	$1,999	$1,179	$1,244
Garvin	Paoli	$1,766	$671	$999	$505	$1,078

Garvin	Pauls Valley	$9,751	$9,762	$11,684	$3,929	$6,304
Garvin	Stratford	$4,069	$3,875	$3,459	$2,357	$3,982
Garvin	Whitebead	$3,071	$3,651	$3,920	$3,143	$7,300
Garvin	Wynnewood	$5,068	$4,546	$4,843	$3,312	$4,479
Grady	Alex	$2,457	$1,788	$2,229	$1,908	$3,235
Grady	Amber-Pocasset	$3,839	$7,079	$7,303	$3,648	$5,392
Grady	Bridge Creek	$11,287	$16,319	$5,996	$3,985	$10,950
Grady	Chickasha	$15,203	$17,661	$14,836	$7,185	$13,272
Grady	Friend	$614	$2,087	$2,537	$954	$1,659
Grady	Middleberg	$1,459	$2,385	$2,998	$1,684	$2,572
Grady	Minco	$5,605	$3,130	$2,998	$2,582	$4,313
Grady	Ninnekah	$5,375	$5,067	$3,229	$1,066	$747
Grady	Pioneer	$1,766	$1,639	$1,845	$1,347	$1,244
Grady	Rush Springs	$3,609	$2,981	$6,611	$5,388	$4,977
Grady	Tuttle	$7,832	$5,067	$8,840	$6,904	$10,535
Grady	Verden	$1,075	$1,490	$3,920	$2,077	$3,484
Grant	Deer Creek-Lamont	$845	$671	$922	$281	$747
Grant	Medford	$4,069	$3,353	$3,152	$2,077	$2,489
Grant	Pond Creek-Hunter	$2,457	$3,055	$1,845	$1,179	$2,240
Greer	Granite	$2,303	$1,863	$1,614	$1,235	$2,074
Greer	Mangum	$3,225	$3,577	$3,536	$3,985	$9,622
Harmon	Hollis	$1,536	$2,832	$2,537	$3,312	$5,392
Harper	Buffalo	$2,457	$1,416	$1,614	$1,179	$1,161
Harper	Laverne	$1,305	$3,726	$3,613	$2,414	$2,489
Haskell	Keota	$3,071	$2,459	$4,612	$2,414	$3,567
Haskell	Kinta	$384	$820	$1,384	$786	$1,576
Haskell	Mccurtain	$1,459	$1,863	$1,461	$954	$1,825
Haskell	Stigler	$8,139	$7,303	$11,223	$6,736	$9,705

Haskell	Whitefield	$1,152	$522	$769	$1,347	$2,903
Hughes	Calvin	$2,303	$2,087	$1,691	$1,179	$2,240
Hughes	Holdenville	$14,512	$9,166	$8,148	$5,052	$7,714
Hughes	Moss	$845	$2,087	$1,153	$505	$2,240
Hughes	Stuart	$1,229	$745	$769	$561	$995
Hughes	Wetumka	$3,839	$3,055	$2,690	$2,189	$2,820
Jackson	Altus	$48,603	$45,232	$39,358	$29,412	$45,375
Jackson	Blair	$2,611	$2,459	$1,999	$1,965	$3,235
Jackson	Duke	$2,457	$2,757	$2,306	$1,066	$2,157
Jackson	Eldorado	$614	$745	$615	$674	---
Jackson	Eldorado-Olustee	---	---	---	---	$2,820
Jackson	Navajo	$3,225	$3,353	$3,229	$2,357	$4,894
Jackson	Olustee	$998	$1,118	$1,230	$1,459	---
Jefferson	Ringling	$2,841	$2,310	$2,844	$2,021	$3,401
Jefferson	Ryan	$1,996	$894	$615	$449	$581
Jefferson	Terral	$845	$1,267	$769	$1,010	$581
Jefferson	Waurika	$3,609	$3,875	$3,229	$3,031	$5,143
Johnston	Coleman	$1,075	$1,490	$1,691	$1,347	$747
Johnston	Mannsville	$1,766	$969	$1,153	$1,235	$1,244
Johnston	Milburn	$230	$745	$769	$617	$1,493
Johnston	Mill Creek	$998	$1,714	$1,614	$1,628	$2,654
Johnston	Ravia	$1,382	$1,267	$922	$730	$912
Johnston	Tishomingo	$9,674	$10,433	$8,994	$5,108	$4,894
Johnston	Wapanucka	$2,303	$1,043	$2,537	$1,628	$4,148
Kay	Blackwell	$11,901	$14,158	$16,758	$12,461	$16,010
Kay	Kildare	$614	$969	$615	$393	$1,161
Kay	Newkirk	$7,985	$9,091	$8,302	$4,603	$8,378
Kay	Peckham	$1,152	$1,639	$846	$1,235	$2,572

Kay	Ponca City	$61,732	$59,987	$67,032	$46,588	$60,886
Kay	Tonkawa	$3,071	$3,055	$4,151	$2,975	$9,456
Kingfisher	Cashion	$2,764	$6,483	$4,305	$3,929	$4,231
Kingfisher	Dover	$1,075	$2,534	$2,537	$2,021	$2,737
Kingfisher	Hennessey	$9,905	$9,538	$7,841	$8,588	$8,959
Kingfisher	Kingfisher	$4,991	$4,322	$2,844	$3,929	$5,724
Kingfisher	Lomega	$2,150	$1,788	$1,691	$1,291	$1,244
Kingfisher	Okarche	$921	$2,459	$3,152	$2,021	$5,807
Kiowa	Hobart	$10,058	$4,024	$8,302	$5,501	$7,383
Kiowa	Lone Wolf	$1,152	$1,118	$1,614	$842	$747
Kiowa	Mountain View-Gotebo	$4,069	$2,012	$2,229	$1,908	$2,654
Kiowa	Snyder	$4,146	$3,875	$2,614	$3,087	$3,982
Latimer	Buffalo Valley	$1,459	$894	$769	$954	$1,410
Latimer	Panola	$2,227	$1,714	$1,691	$1,684	$995
Latimer	Red Oak	$4,377	$1,341	$538	$898	$1,659
Latimer	Wilburton	$6,450	$5,142	$5,612	$3,873	$10,784
Le Flore	Arkoma	$4,146	$2,385	$1,307	$1,066	$2,074
Le Flore	Bokoshe	$2,150	$3,949	$2,767	$1,403	$2,489
Le Flore	Cameron	$3,225	$2,832	$2,306	$2,638	$3,235
Le Flore	Fanshawe	$0	$894	$922	$842	$1,493
Le Flore	Heavener	$4,760	$1,937	$1,076	$730	$747
Le Flore	Hodgen	$1,843	$2,459	$3,844	$2,919	$4,065
Le Flore	Howe	$6,143	$5,961	$4,766	$2,975	$4,065
Le Flore	Le Flore	$2,380	$2,087	$922	$449	$1,908
Le Flore	Monroe	$921	$969	$1,076	$674	$581
Le Flore	Panama	$3,455	$6,334	$8,994	$4,771	$7,134
Le Flore	Pocola	$3,071	$4,695	$7,303	$7,409	$6,719

Le Flore	Poteau	$14,051	$11,848	$12,453	$10,216	$15,678
Le Flore	Shady Point	$2,227	$1,788	$538	$3,256	$3,484
Le Flore	Spiro	$9,982	$15,947	$13,452	$10,047	$15,927
Le Flore	Talihina	$4,530	$3,577	$4,459	$2,301	$4,396
Le Flore	Whitesboro	$768	$1,341	$1,076	$1,010	$1,244
Le Flore	Wister	$2,534	$3,204	$2,844	$1,796	$4,148
Lincoln	Agra	$6,066	$4,918	$4,612	$2,694	$3,484
Lincoln	Carney	$3,071	$2,534	$2,076	$3,031	$3,650
Lincoln	Chandler	$6,143	$9,985	$9,301	$6,736	$10,784
Lincoln	Davenport	$3,302	$2,012	$1,230	$898	$1,410
Lincoln	Meeker	$5,451	$4,695	$10,301	$7,690	$8,046
Lincoln	Prague	$4,146	$3,800	$1,845	$2,863	$4,231
Lincoln	Stroud	$5,989	$4,173	$2,076	$1,852	$2,240
Lincoln	Wellston	$4,069	$6,558	$4,535	$4,939	$8,461
Lincoln	White Rock	$2,841	$1,341	$2,152	$2,357	$1,991
Logan	Coyle	$3,609	$4,024	$2,614	$2,526	$2,240
Logan	Crescent	$8,216	$4,471	$4,766	$3,648	$4,065
Logan	Guthrie	$34,014	$36,514	$31,748	$21,217	$37,743
Logan	Mulhall-Orlando	$2,073	$1,863	$1,768	$1,235	$1,908
Love	Greenville	$1,996	$2,832	$2,152	$1,123	$2,157
Love	Marietta	$7,294	$11,103	$6,688	$5,894	$10,701
Love	Thackerville	$2,073	$4,471	$2,844	$3,873	$4,313
Love	Turner	$5,221	$6,185	$4,459	$2,750	$2,489
Major	Aline-Cleo	$1,382	$820	$692	$449	$664
Major	Cimarron	$1,305	$2,385	$2,998	$2,357	$2,654
Major	Fairview	$7,371	$6,632	$5,919	$3,143	$4,065
Major	Ringwood	$2,687	$1,118	$2,690	$954	$2,986
Marshall	Kingston	$8,830	$9,017	$7,457	$5,332	$7,714

Marshall	Madill	$12,131	$8,346	$6,688	$5,837	$12,360
Mayes	Adair	$5,451	$6,036	$8,533	$6,904	$9,042
Mayes	Chouteau-Mazie	$6,143	$9,538	$8,379	$5,725	$6,221
Mayes	Locust Grove	$25,952	$24,591	$15,297	$8,812	$13,189
Mayes	Osage	$2,227	$2,534	$1,691	$1,291	$1,410
Mayes	Pryor	$20,808	$15,574	$14,067	$14,313	$26,130
Mayes	Salina	$7,525	$7,154	$7,533	$8,027	$10,701
Mayes	Spavinaw	$1,920	$1,416	$1,307	---	---
Mayes	Wickliffe	$1,996	$1,416	$1,384	$730	$1,078
Mcclain	Blanchard	$10,596	$10,134	$11,377	$8,419	$13,604
Mcclain	Dibble	$7,141	$5,291	$6,457	$5,781	$7,300
Mcclain	Newcastle	$6,834	$7,154	$6,765	$4,939	$12,443
Mcclain	Purcell	$9,367	$10,284	$9,148	$7,465	$10,867
Mcclain	Washington	$4,760	$4,844	$5,381	$2,863	$4,811
Mcclain	Wayne	$4,991	$3,800	$3,229	$2,750	$3,484
Mccurtain	Battiest	$2,457	$1,937	$2,614	$1,516	$1,161
Mccurtain	Broken Bow	$32,402	$13,264	$11,454	$9,879	$11,281
Mccurtain	Denison	$998	$1,267	$5,765	$1,179	$2,406
Mccurtain	Eagletown	$2,073	$969	$1,768	$1,010	$1,327
Mccurtain	Forest Grove	$2,227	$1,490	$1,691	$2,245	$2,820
Mccurtain	Glover	$537	$1,043	$615	$617	$1,161
Mccurtain	Haworth	$3,071	$2,683	$2,229	$2,470	$5,060
Mccurtain	Holly Creek	$2,303	$1,490	$1,153	$1,235	$1,908
Mccurtain	Idabel	$12,746	$11,848	$10,531	$8,812	$9,539
Mccurtain	Lukfata	$2,611	$1,937	$4,766	$1,740	$2,572
Mccurtain	Smithville	$1,382	$2,310	$999	$1,123	$1,576
Mccurtain	Valliant	$5,144	$4,918	$5,381	$3,761	$4,231
Mccurtain	Wright City	$1,766	$2,906	$2,229	$1,796	$3,152

Mcintosh	Checotah	$19,195	$34,204	$15,605	$9,261	$14,600
Mcintosh	Eufaula	$9,444	$10,060	$9,532	$5,950	$11,779
Mcintosh	Hanna	$461	$224	$231	$561	$664
Mcintosh	Midway	$3,378	$820	$2,306	$1,291	$1,576
Mcintosh	Ryal	$1,305	$1,118	$1,384	$954	$1,991
Mcintosh	Stidham	$1,152	$1,118	$1,768	$674	$1,742
Murray	Davis	$8,983	$7,303	$9,993	$6,511	$8,378
Murray	Sulphur	$6,834	$13,562	$9,840	$13,134	$17,420
Muskogee	Braggs	$1,996	$969	$2,460	$1,347	$747
Muskogee	Fort Gibson	$7,448	$9,091	$8,225	$4,883	$6,802
Muskogee	Haskell	$8,062	$14,457	$7,764	$7,072	$7,549
Muskogee	Hilldale	$15,894	$17,363	$21,216	$17,232	$17,503
Muskogee	Muskogee	$70,408	$78,169	$83,175	$54,895	$69,845
Muskogee	Oktaha	$7,448	$8,719	$8,840	$7,016	$11,116
Muskogee	Porum	$6,143	$4,769	$4,689	$4,827	$4,396
Muskogee	Wainwright	$2,303	$2,981	$1,230	$842	$830
Muskogee	Warner	$5,144	$5,291	$5,919	$4,378	$6,055
Muskogee	Webbers Falls	$3,686	$5,589	$4,382	$1,796	$3,235
Noble	Billings	$998	$0	$1,307	$449	$747
Noble	Frontier	$4,530	$3,428	$2,998	$2,021	$2,820
Noble	Morrison	$4,300	$5,812	$7,149	$5,669	$6,553
Noble	Perry	$8,983	$8,942	$11,915	$8,307	$9,042
Nowata	Nowata	$14,205	$9,240	$6,611	$6,792	$10,452
Nowata	Oklahoma Union	$2,918	$3,055	$6,842	$4,546	$6,968
Nowata	South Coffeyville	$1,459	$1,118	$1,845	$1,235	$1,991
Okfuskee	Bearden	$461	$373	$461	$617	$1,078
Okfuskee	Graham-Dustin	$1,229	$1,043	$999	$954	$1,991
Okfuskee	Mason	$2,687	$1,937	$2,537	$1,123	$1,908

Okfuskee	Okemah	$10,749	$11,029	$11,454	$9,767	$11,364
Okfuskee	Paden	$307	$671	$461	$3,424	$1,576
Okfuskee	Weleetka	$3,993	$6,558	$3,920	$2,806	$3,650
Oklahoma	Bethany	$9,367	$8,197	$7,226	$5,557	$8,710
Oklahoma	Choctaw-Nicoma Park	$33,477	$35,247	$51,427	$28,963	$47,946
Oklahoma	Crooked Oak	$18,351	$22,952	$21,063	$12,124	$18,001
Oklahoma	Crutcho	$8,676	$8,942	$13,222	$6,062	$9,125
Oklahoma	Deer Creek	$32,095	$31,149	$29,134	$20,656	$39,734
Oklahoma	Edmond	$125,154	$110,585	$112,462	$83,184	$134,547
Oklahoma	Epic Blended Learning Charter	---	---	---	---	$18,332
Oklahoma	Epic One on One	---	---	$32,978	$21,947	$25,217
Oklahoma	Harrah	$19,656	$17,363	$21,601	$17,232	$20,323
Oklahoma	Insight School Of Oklahoma	N/A	$0	$0	$0	$0
Oklahoma	John W Rex Charter School	N/A	$2,012	$5,688	$4,939	$4,313
Oklahoma	Jones	$8,600	$7,079	$11,069	$6,679	$10,203
Oklahoma	Luther	$7,141	$7,601	$13,837	$5,557	$8,710
Oklahoma	Midwest City-Del City	$119,241	$165,132	$205,015	$138,864	$188,466
Oklahoma	Millwood	$11,748	$13,264	$13,837	$5,894	$11,945
Oklahoma	Oakdale	$1,996	$1,714	$1,384	$1,179	$2,323
Oklahoma	OKC Charter: Astec Charters	$0	$0	$0	$0	$0
Oklahoma	OKC Charter: Dove Science Acad	$0	$0	$0	$0	$4,645
Oklahoma	OKC Charter: Dove Science Es	$9,291	$5,589	$5,612	$4,210	---

Oklahoma	OKC Charter: Harding Charter	$0	$0	$0	$0	$0
Oklahoma	OKC Charter: Harding Fine Arts	$0	$0	$0	$0	$0
Oklahoma	OKC Charter: Harper Academy	N/A	$0	$0	$0	---
Oklahoma	OKC Charter: Hupfeld/W Village	$8,753	$8,570	$9,148	$5,220	$6,885
Oklahoma	OKC Charter: Independence Ms	$0	$0	$0	$0	$0
Oklahoma	OKC Charter: Kipp Reach Coll.	$0	$0	$0	$0	$0
Oklahoma	OKC Charter: Lighthouse OKC	---	---	---	$2,021	---
Oklahoma	OKC Charter: Santa Fe South Charters	$9,291	$10,060	$16,374	$19,309	$32,268
Oklahoma	OKC Charter: Seeworth Academy	$384	$671	$692	$337	$249
Oklahoma	Oklahoma City	$735,565	$668,277	$714,901	$389,876	$488,833
Oklahoma	Oklahoma Connections Academy	N/A	$8,048	$4,382	$3,143	$4,728
Oklahoma	Oklahoma Virtual Charter Academy	N/A	$17,959	$19,910	$14,650	$18,000
Oklahoma	Oklahoma Youth Academy	---	---	---	$0	$0
Oklahoma	Putnam City	$242,783	$185,401	$165,965	$112,484	$180,503
Oklahoma	Western Heights	$46,990	$46,201	$66,801	$41,592	$57,651
Okmulgee	Beggs	$7,141	$11,327	$10,839	$5,052	$7,466
Okmulgee	Dewar	$7,371	$1,118	$2,767	$2,189	$2,737

Okmulgee	Henryetta	$13,897	$14,158	$8,994	$10,328	$11,199
Okmulgee	Morris	$6,526	$9,091	$12,069	$7,858	$11,530
Okmulgee	Okmulgee	$18,581	$24,665	$26,136	$8,139	$14,019
Okmulgee	Preston	$2,994	$2,534	$4,382	$2,526	$2,074
Okmulgee	Schulter	$1,612	$1,267	$922	$674	$995
Okmulgee	Twin Hills	$1,612	$1,267	$1,384	$786	$1,161
Okmulgee	Wilson	$2,073	$1,863	$1,153	$1,123	$1,078
Osage	Anderson	$5,068	$3,875	$5,073	$3,817	$6,719
Osage	Avant	$1,536	$1,341	$1,384	$1,516	$1,742
Osage	Barnsdall	$3,993	$4,024	$3,305	$3,031	$4,811
Osage	Bowring	$768	$447	$154	$449	$664
Osage	Hominy	$5,144	$8,346	$5,996	$7,858	$6,802
Osage	Mccord	$4,914	$4,844	$4,920	$2,133	$4,065
Osage	Osage Hills	$1,689	$1,639	$1,461	$1,010	$1,410
Osage	Pawhuska	$8,676	$10,060	$8,917	$6,343	$10,452
Osage	Prue	$1,766	$2,087	$3,152	$1,796	$4,313
Osage	Shidler	$1,305	$1,341	$2,767	$2,077	$2,903
Osage	Woodland	$4,300	$4,397	$4,766	$2,021	$3,982
Osage	Wynona	$1,075	$894	$922	$617	$1,493
Ottawa	Afton	$6,526	$10,805	$5,765	$3,199	$5,890
Ottawa	Commerce	$6,450	$6,260	$7,687	$4,210	$5,973
Ottawa	Fairland	$5,451	$2,683	$4,689	$3,368	$6,719
Ottawa	Miami	$18,965	$18,779	$20,678	$11,787	$23,061
Ottawa	Quapaw	$5,759	$4,993	$3,997	$4,322	$5,392
Ottawa	Turkey Ford	$1,536	$1,416	$1,153	$842	$1,410
Ottawa	Wyandotte	$6,373	$6,707	$6,765	$5,332	$6,553
Pawnee	Cleveland	$9,828	$11,103	$18,757	$22,452	$22,563
Pawnee	Jennings	$1,843	$1,863	$2,614	$1,740	$4,065

Pawnee	Pawnee	$7,141	$5,589	$6,611	$7,858	$5,475
Payne	Cushing	$8,600	$9,836	$6,918	$4,939	$15,678
Payne	Glencoe	$3,686	$2,906	$2,614	$2,919	$3,899
Payne	Oak Grove	$1,996	$2,012	$1,768	$1,403	$1,825
Payne	Perkins-Tryon	$11,364	$17,437	$12,376	$8,644	$10,120
Payne	Ripley	$6,450	$6,036	$5,073	$3,256	$4,728
Payne	Stillwater	$61,195	$83,237	$69,799	$53,491	$73,329
Payne	Yale	$3,302	$2,757	$3,382	$2,414	$3,152
Pittsburg	Canadian	$2,764	$2,459	$2,152	$2,021	$2,074
Pittsburg	Canadian Charter: Carlton Landing Academy	---	---	---	$337	$415
Pittsburg	Crowder	$3,225	$1,863	$1,230	$1,572	$1,410
Pittsburg	Frink-Chambers	$2,380	$1,341	$769	$617	$830
Pittsburg	Haileyville	$3,609	$3,353	$5,612	$3,480	$2,489
Pittsburg	Hartshorne	$4,530	$5,589	$7,457	$5,332	$9,456
Pittsburg	Haywood	$1,382	$894	$2,076	$505	$995
Pittsburg	Indianola	$1,536	$1,714	$2,076	$1,459	$1,327
Pittsburg	Kiowa	$2,457	$1,714	$1,537	$1,459	$1,991
Pittsburg	Krebs	$2,457	$5,663	$3,920	$3,199	$10,452
Pittsburg	Mcalester	$38,084	$35,396	$40,127	$27,840	$36,913
Pittsburg	Pittsburg	$461	$373	$922	$505	$747
Pittsburg	Quinton	$2,687	$2,683	$2,614	$1,852	$5,309
Pittsburg	Savanna	$1,152	$820	$1,307	$842	$2,157
Pittsburg	Tannehill	$1,075	$2,385	$3,152	$1,684	$1,825
Pontotoc	Ada	$26,720	$21,759	$23,830	$22,901	$24,554
Pontotoc	Allen	$3,148	$3,800	$3,459	$2,863	$5,060
Pontotoc	Byng	$11,364	$7,824	$8,917	$7,016	$10,452

Pontotoc	Latta	$4,377	$3,875	$3,613	$2,357	$5,807
Pontotoc	Roff	$3,532	$3,353	$3,459	$2,021	$3,069
Pontotoc	Stonewall	$4,453	$5,887	$5,688	$3,705	$6,304
Pontotoc	Vanoss	$3,378	$2,683	$3,844	$2,301	$3,982
Pottawatomie	Asher	$537	$820	$1,153	$2,357	$2,903
Pottawatomie	Bethel	$11,748	$11,774	$7,303	$5,445	$6,719
Pottawatomie	Dale	$4,530	$4,397	$1,999	$1,965	$3,567
Pottawatomie	Earlsboro	$1,766	$1,490	$1,614	$1,796	$3,318
Pottawatomie	Grove	$3,071	$2,832	$4,535	$3,199	$4,811
Pottawatomie	Macomb	$3,839	$2,906	$2,844	$1,965	$2,240
Pottawatomie	Maud	$2,841	$2,534	$3,075	$1,291	$3,152
Pottawatomie	Mcloud	$27,334	$20,343	$19,372	$15,604	$19,577
Pottawatomie	North Rock Creek	$7,908	$5,216	$5,304	$2,526	$4,065
Pottawatomie	Pleasant Grove	$2,303	$2,012	$3,229	$2,133	$2,240
Pottawatomie	Shawnee	$53,133	$34,204	$40,972	$29,861	$43,633
Pottawatomie	South Rock Creek	$5,835	$2,608	$3,382	$2,077	$3,069
Pottawatomie	Tecumseh	$16,969	$26,230	$13,145	$10,889	$15,844
Pottawatomie	Wanette	$1,996	$1,341	$1,307	$786	$1,659
Pushmataha	Albion	$691	$522	$615	$449	$581
Pushmataha	Antlers	$13,974	$14,009	$7,687	$3,705	$4,977
Pushmataha	Clayton	$2,994	$3,055	$4,074	$2,021	$2,654
Pushmataha	Moyers	$921	$671	$1,076	$842	$1,493
Pushmataha	Nashoba	$691	$745	$846	$281	$912
Pushmataha	Rattan	$1,996	$2,459	$2,306	$2,357	$3,567
Pushmataha	Tuskahoma	$1,229	$2,385	$846	$449	$912
Roger Mills	Cheyenne	$2,303	$2,608	$2,537	$898	$912
Roger Mills	Hammon	$3,225	$969	$1,230	$1,852	$2,820
Roger Mills	Leedey	$921	$894	$1,076	$786	$498

Roger Mills	Reydon	$1,536	$1,788	$1,614	$898	$1,244
Roger Mills	Sweetwater	$1,459	$820	$1,614	$1,459	$1,161
Rogers	Catoosa	$20,577	$24,889	$27,674	$21,666	$25,134
Rogers	Chelsea	$10,442	$10,433	$10,454	$6,511	$10,452
Rogers	Claremore	$30,022	$32,266	$35,438	$27,054	$41,061
Rogers	Foyil	$4,146	$3,577	$6,227	$3,424	$3,733
Rogers	Inola	$10,058	$9,911	$5,996	$7,465	$7,466
Rogers	Justus-Tiawah	$2,994	$2,981	$4,074	$2,245	$4,562
Rogers	Oologah-Talala	$19,502	$24,293	$11,531	$8,476	$13,355
Rogers	Sequoyah	$7,141	$7,452	$14,529	$7,465	$10,286
Rogers	Verdigris	$5,759	$9,240	$8,610	$5,445	$9,788
Seminole	Bowlegs	$1,075	$3,577	$2,460	$2,133	$4,479
Seminole	Butner	$2,918	$1,863	$1,922	$1,291	$2,074
Seminole	Justice	$2,611	$2,087	$3,382	$3,256	$5,392
Seminole	Konawa	$4,146	$4,918	$3,382	$2,301	$4,313
Seminole	New Lima	$1,459	$1,565	$1,461	$786	$2,986
Seminole	Sasakwa	$307	$298	$538	$561	$2,323
Seminole	Seminole	$20,193	$16,469	$22,139	$13,696	$15,595
Seminole	Strother	$4,223	$4,322	$3,690	$2,582	$5,060
Seminole	Varnum	$2,227	$2,385	$2,229	$1,235	$1,991
Seminole	Wewoka	$10,058	$7,079	$6,918	$4,659	$5,475
Sequoyah	Belfonte	$3,455	$3,875	$3,844	$2,806	$4,148
Sequoyah	Brushy	$4,837	$5,589	$6,765	$5,052	$8,212
Sequoyah	Central	$4,607	$3,428	$1,999	$1,684	$2,820
Sequoyah	Gans	$3,225	$2,906	$4,305	$0	$3,401
Sequoyah	Gore	$2,918	$9,911	$19,986	$7,858	$11,447
Sequoyah	Liberty	$2,687	$2,385	$3,382	$2,582	$5,724
Sequoyah	Marble City	$998	$1,639	$1,076	$1,010	$1,908

Sequoyah	Moffett	$2,764	$2,534	$1,384	$1,684	$2,489
Sequoyah	Muldrow	$14,819	$14,755	$13,837	$10,047	$12,360
Sequoyah	Roland	$6,450	$7,154	$6,457	$2,863	$4,231
Sequoyah	Sallisaw	$14,435	$13,637	$11,531	$13,583	$11,779
Sequoyah	Vian	$10,519	$4,844	$6,534	$8,476	$7,300
Stephens	Bray-Doyle	$3,071	$2,534	$2,690	$1,740	$2,572
Stephens	Central High	$2,303	$1,490	$1,384	$842	$830
Stephens	Comanche	$9,214	$7,154	$4,689	$4,378	$8,959
Stephens	Duncan	$32,402	$32,937	$30,441	$20,263	$39,983
Stephens	Empire	$4,377	$3,279	$3,690	$2,414	$4,148
Stephens	Grandview	$691	$1,267	$1,153	$954	$1,161
Stephens	Marlow	$7,141	$6,707	$11,454	$6,679	$6,636
Stephens	Velma-Alma	$1,996	$2,832	$2,460	$1,291	$1,991
Texas	Goodwell	$2,764	$2,757	$2,690	$2,919	$664
Texas	Guymon	$35,243	$35,471	$39,512	$27,953	$49,854
Texas	Hardesty	$1,536	$447	$769	$730	$912
Texas	Hooker	$6,219	$6,110	$6,534	$1,010	$11,364
Texas	Optima	$768	$671	$2,152	$1,572	$1,244
Texas	Straight	$1,152	$1,267	$1,307	$0	$83
Texas	Texhoma	$0	$0	$0	$0	$0
Texas	Tyrone	$2,303	$2,757	$1,922	$786	$1,908
Texas	Yarbrough	$998	$1,341	$1,614	$505	$1,742
Tillman	Davidson	$307	$1,490	$154	$337	$332
Tillman	Frederick	$6,680	$8,421	$8,225	$6,567	$7,217
Tillman	Grandfield	$1,766	$2,012	$1,537	$1,572	$2,074
Tillman	Tipton	$5,912	$6,185	$4,997	$2,526	$3,899
Tulsa	Berryhill	$11,440	$8,048	$8,533	$6,623	$9,871
Tulsa	Bixby	$25,568	$23,920	$27,289	$17,569	$33,927

Tulsa	Broken Arrow	$195,946	$165,579	$176,804	$117,423	$186,309
Tulsa	Collinsville	$22,036	$64,756	$21,755	$14,650	$21,070
Tulsa	Deborah Brown (Charter)	$2,918	$4,397	$1,307	$1,403	$664
Tulsa	Discovery Schools Of Tulsa	$4,760	$4,620	$3,767	$4,322	$6,968
Tulsa	Glenpool	$34,782	$54,398	$26,597	$20,768	$33,098
Tulsa	Jenks	$59,966	$58,497	$54,655	$42,490	$60,223
Tulsa	Keystone	$8,216	$4,695	$5,304	$5,052	$5,973
Tulsa	Langston Hughes Acad Arts-Tech	---	---	---	$0	$0
Tulsa	Liberty	$5,451	$5,216	$4,535	$4,210	$6,138
Tulsa	Owasso	$83,922	$85,323	$80,638	$61,518	$97,883
Tulsa	Sand Springs	$41,232	$47,170	$46,123	$36,204	$54,416
Tulsa	Sankofa	$0	$224	$384	$617	$664
Tulsa	Skiatook	$14,742	$19,300	$25,598	$14,594	$20,738
Tulsa	Sperry	$13,590	$11,029	$17,065	$13,864	$19,245
Tulsa	Tulsa	$648,726	$579,749	$544,632	$371,016	$533,793
Tulsa	Tulsa Charter: College Bound	---	---	---	$0	$0
Tulsa	Tulsa Charter: Collegiate Hall	---	---	---	$0	$0
Tulsa	Tulsa Charter: Honor Academy	---	---	---	$0	$0
Tulsa	Tulsa Charter: Kipp Tulsa	$0	$0	$0	$0	$0
Tulsa	Tulsa Charter: Schl. Arts/Science	$0	$0	$0	$0	$0

Tulsa	Tulsa Legacy Charter Schl Inc	$5,221	$4,024	$6,765	$4,097	$12,692
Tulsa	Union	$177,749	$203,508	$196,636	$139,763	$210,116
Wagoner	Coweta	$18,044	$23,846	$39,127	$24,809	$29,863
Wagoner	Okay	$7,755	$4,769	$5,535	$4,210	$3,152
Wagoner	Porter Consolidated	$3,225	$4,471	$3,920	$2,526	$3,816
Wagoner	Wagoner	$30,636	$28,540	$30,748	$25,258	$37,992
Washington	Bartlesville	$49,217	$65,203	$44,278	$32,948	$44,960
Washington	Caney Valley	$5,989	$7,452	$11,454	$7,521	$8,793
Washington	Copan	$845	$1,788	$2,076	$1,403	$1,493
Washington	Dewey	$6,450	$7,899	$8,686	$6,679	$9,125
Washita	Burns Flat-Dill City	$5,605	$5,961	$9,686	$5,220	$8,129
Washita	Canute	$2,918	$3,875	$3,767	$1,684	$2,157
Washita	Cordell	$3,762	$4,024	$4,766	$2,694	$2,903
Washita	Sentinel	$2,150	$2,459	$2,998	$1,965	$2,406
Woods	Alva	$6,296	$5,514	$12,223	$6,455	$9,788
Woods	Freedom	$691	$969	$307	$898	$830
Woods	Waynoka	$1,766	$1,192	$769	$393	$830
Woodward	Fort Supply	$921	$522	$1,230	$505	$498
Woodward	Mooreland	$2,380	$2,161	$2,998	$1,628	$5,309
Woodward	Sharon-Mutual	$1,920	$2,683	$3,767	$2,021	$1,576
Woodward	Woodward	$32,862	$53,578	$32,209	$24,978	$29,448
STATE	**ALL DISTRICTS**	**$6,500,000**	**$6,492,075**	**$6,492,074**	**$4,507,426**	**$6,5000,000**

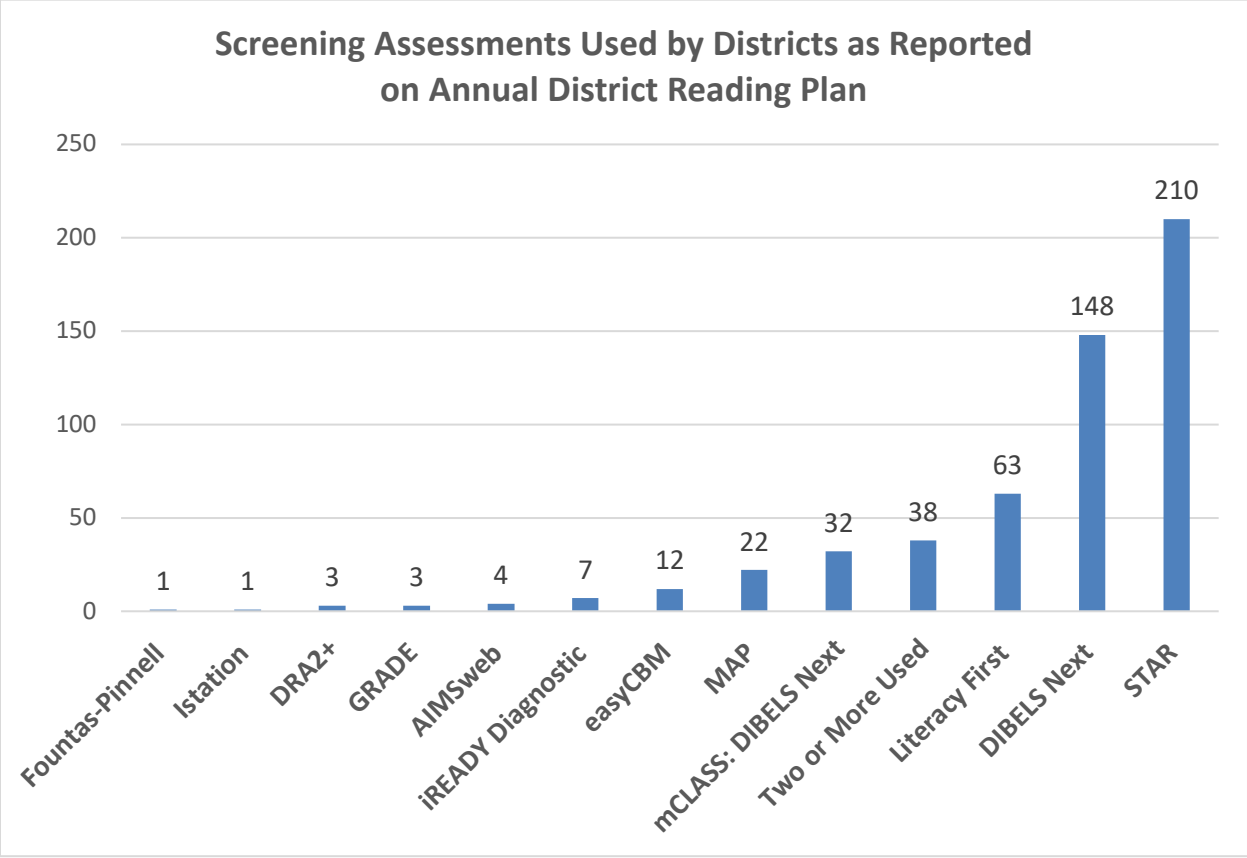
What Screening Instruments and Reading Support Assessments Are Being Used to Identify Reading Deficiencies and Monitor Reading Progress?

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

Screening Assessments

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**.

FIGURE 6. SCREENING ASSESSMENTS USED BY DISTRICTS IN 2017-2018 ACCORDING TO ANNUAL DISTRICT READING PLANS

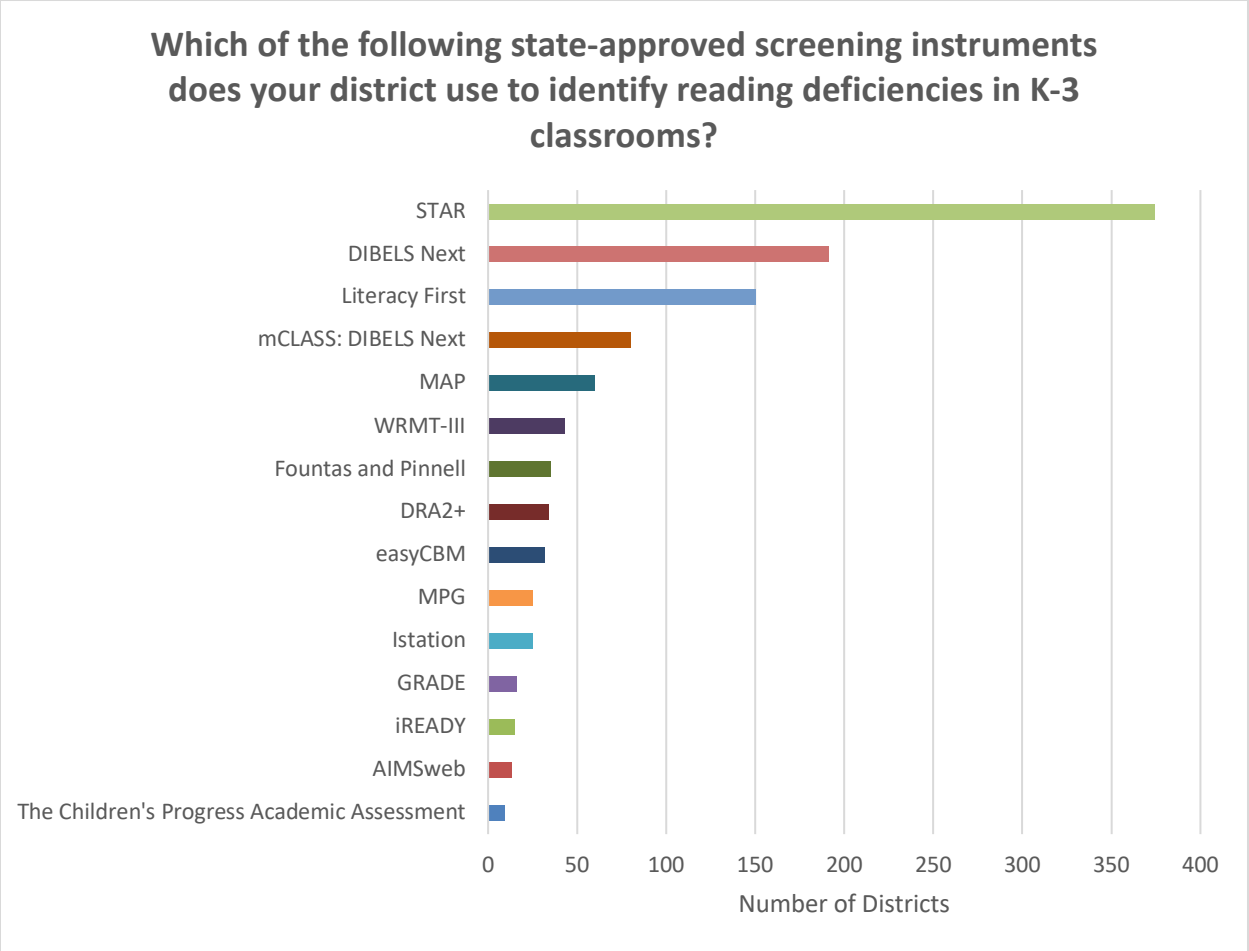


Schools report the screening instrument they will use for each grade at the beginning of each year in the Annual District Reading Plan. While many districts use the same assessment for all schools and all grades, there are several who report the use of different assessments from one

grade to the next or from one school to the next. The Annual District Reading Plan only allows a school to report one assessment for screening for reading difficulties.

All districts reported screening assessments to identify reading deficiencies in K-3 classrooms, as per state law. As shown in Figure 6, districts reported using one of fifteen different state-approved exams. **STAR, DIBELS Next and the Literacy First Battery of Screening Assessments were the most frequently used exams.**

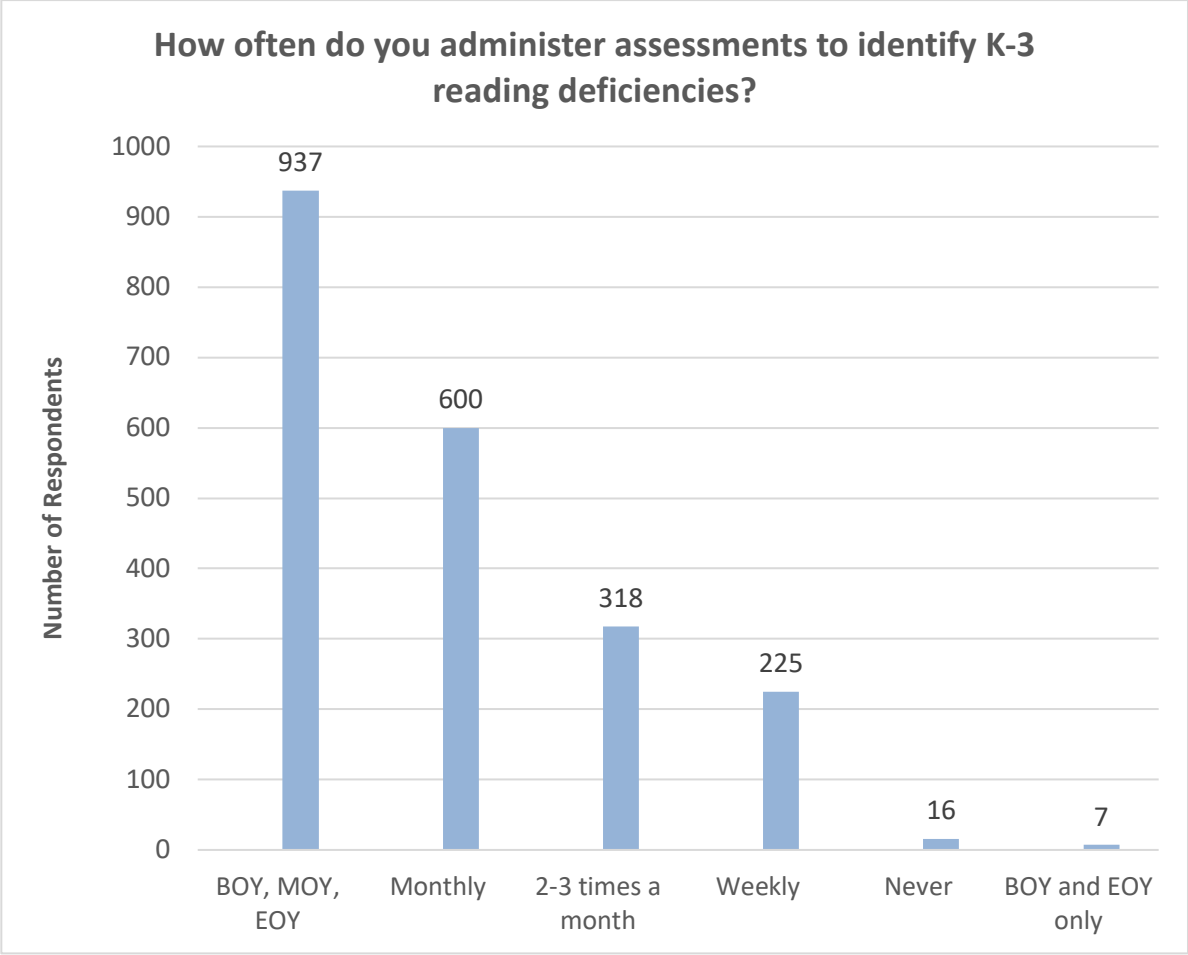
FIGURE 7. DISTRICTS USING STATE-APPROVED SCREENING ASSESSMENTS IN 2017-2018 ACCORDING TO SURVEY



Schools were also surveyed about their screening instrument. Survey data was aggregated to the district level. However, not every district responded to the survey. It is interesting to note that in the survey, respondents could select multiple assessments. It was noted that several respondents reported using multiple assessments, sometimes as many as five, for the purposes of screening students for reading difficulties. **This information speaks to the need to ensure that districts are aware of the purposes of different assessments and how to appropriately**

use the data. Using assessments appropriately and for the correct purpose would help districts more effectively use their resources and reduce the time spent assessing students.

FIGURE 8. FREQUENCY OF USE OF STATE-APPROVED SCREENING ASSESSMENTS



FREQUENCY OF SCREENING

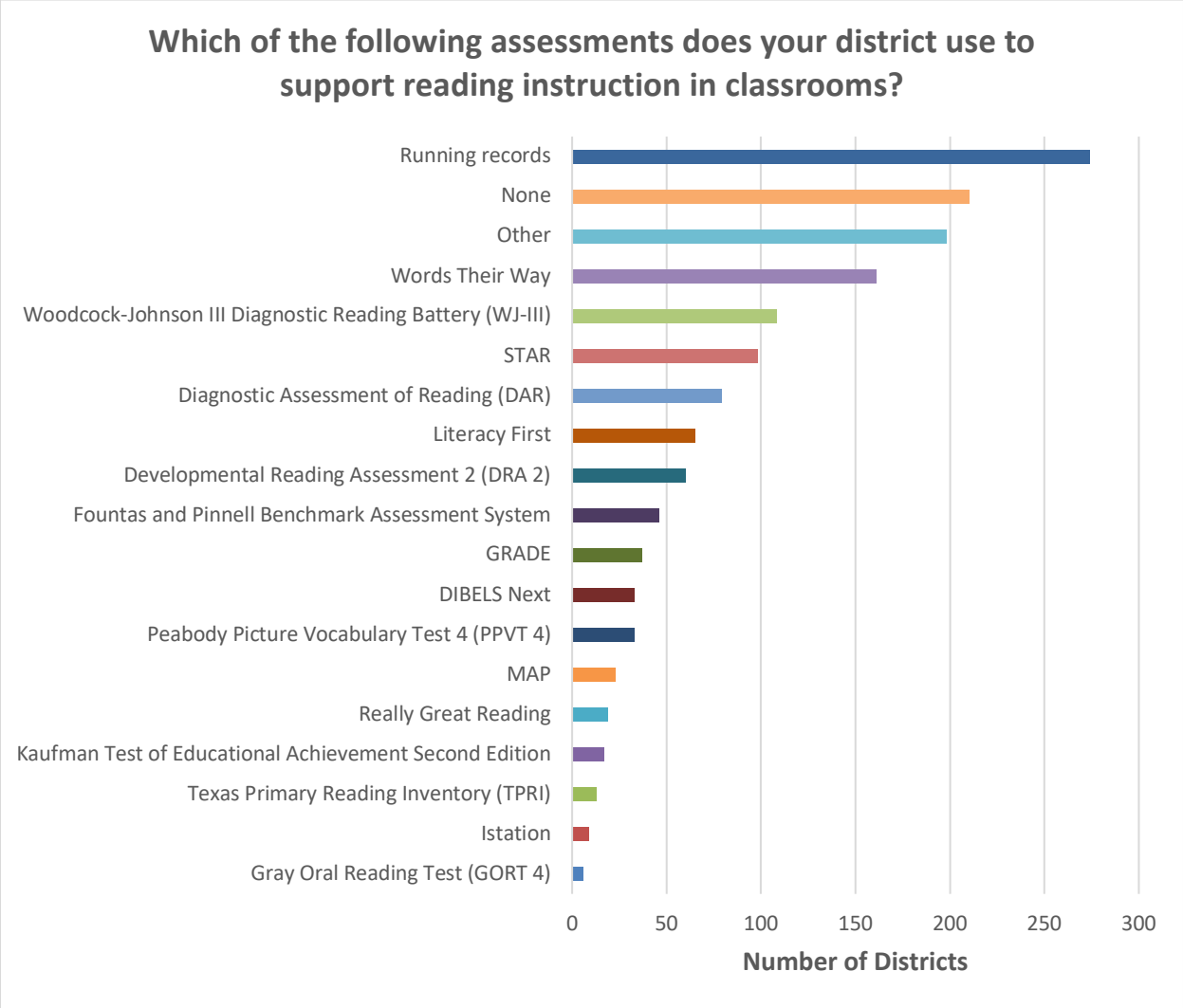
The RSA requires that all K-3 teachers administer one of the State Board of Education-approved RSA screening assessments at the beginning and end of each school year. **In 2018, most districts administered the screening assessments more frequently than legally required.** As Figure 8 illustrates, 937 (45%) respondents reported administering these exams at the beginning, middle and end of year only. There were 600 (29%) respondents who reported administering exams monthly, 318 (15%) respondents reported administering them two to three times a month and 225 (11%) respondents reported administering exams weekly. There were 16 respondents who claim they never administer exams. It is likely that these responses are from teachers who are not responsible for assessing K-3 students or that these respondents did not clearly understand the question being asked. These results are consistent with the results from last year's survey except for a slight increase in respondents assessing monthly.

Diagnostic and Periodic Monitoring Assessments

In addition to the required screening assessments, **many districts also administered diagnostic and periodic monitoring assessments**. Diagnostic assessments take more time to administer. The purpose of a diagnostic assessment is to identify the specific strengths and needs of a student. Because diagnostic assessments are more time intensive, they are usually given just to those students who have demonstrated reading difficulty through a screening instrument.

Under the periodic monitoring model, students identified for reading deficiencies by screening assessments are given additional instruction, or intervention. Periodic monitoring assessments monitor a student's academic performance, quantify their rate of improvement or responsiveness to instruction, and evaluate the effectiveness of instruction. Such assessments help teachers more accurately identify students' reading deficiencies, select the most appropriate instructional strategies and make mid-course adjustments to their instruction based on students' needs. Notably, periodic monitoring can be implemented with individual students or an entire class.

FIGURE 9. USE OF ASSESSMENTS TO SUPPORT READING INSTRUCTION



As demonstrated in Figure 9, **Running Records, Words Their Way** and **Woodcock-Johnson II Diagnostic Reading Battery (WJ-III) were among the most popular assessments.** The high number of respondents who indicated that no other assessments are used in conjunction with the screening instrument reinforces the need to ensure districts are aware of how to use a **balanced system of assessments** to effectively identify the needs of a student and monitor the effectiveness of intervention efforts.

What Types of Reading Instructional Practices, Instructional Methods and Remediation Efforts Are 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?*

The survey also provided information on how teachers use their instructional time.[14] As shown in Figure 10, the **top four activities teachers reported spending moderate or considerable time doing were demonstrating or modeling reading processes for their students, leading guided reading or writing practice, having students work in pairs or small groups, and listening to the teacher read aloud.** The majority of teachers also reported their students spent moderate to considerable time working on individual assignments, reading aloud, using a work center or station, using computers or other technology, and silently reading books and magazines. A third of teachers reported spending no or very little time on the following activities: engaging in language arts activities outside of the classroom, engaging in a speech, oral presentation or performance, participating in student-teacher conferences, and reciprocal reading.

Teachers and administrators also reported a strong level of parental engagement. As Figure 11 shows, 887 (43%) respondents reported communicating with at least 5 parents about their student's K-3 reading performance on a monthly basis. 492 (24%) respondents reported communicating with 5 or more parents weekly and 633 (31%) said they communicated with at least 5 parents each semester. Only 50 (3%) reported communicating only once a year or not at all. Compared to last year, these numbers demonstrate no meaningful change in the frequency of communication with parents regarding reading performance.

Survey respondents also confirmed the offering of several supplemental or remedial services and supports. As Figure 12 highlights, **most frequently districts offered daily reading blocks, additional in-school instructional time, intervention reading programs, weekly on-going progress monitoring, scientifically based reading programs, and intensive language and vocabulary instruction,** with over 300 districts reporting offering these services. Saturday and before-school programs were among the most infrequently offered services, with fewer than 100 districts offering these services.

[14] Only teachers were asked questions about the use of instructional time on the survey.

FIGURE 10. INSTRUCTIONAL TIME USE

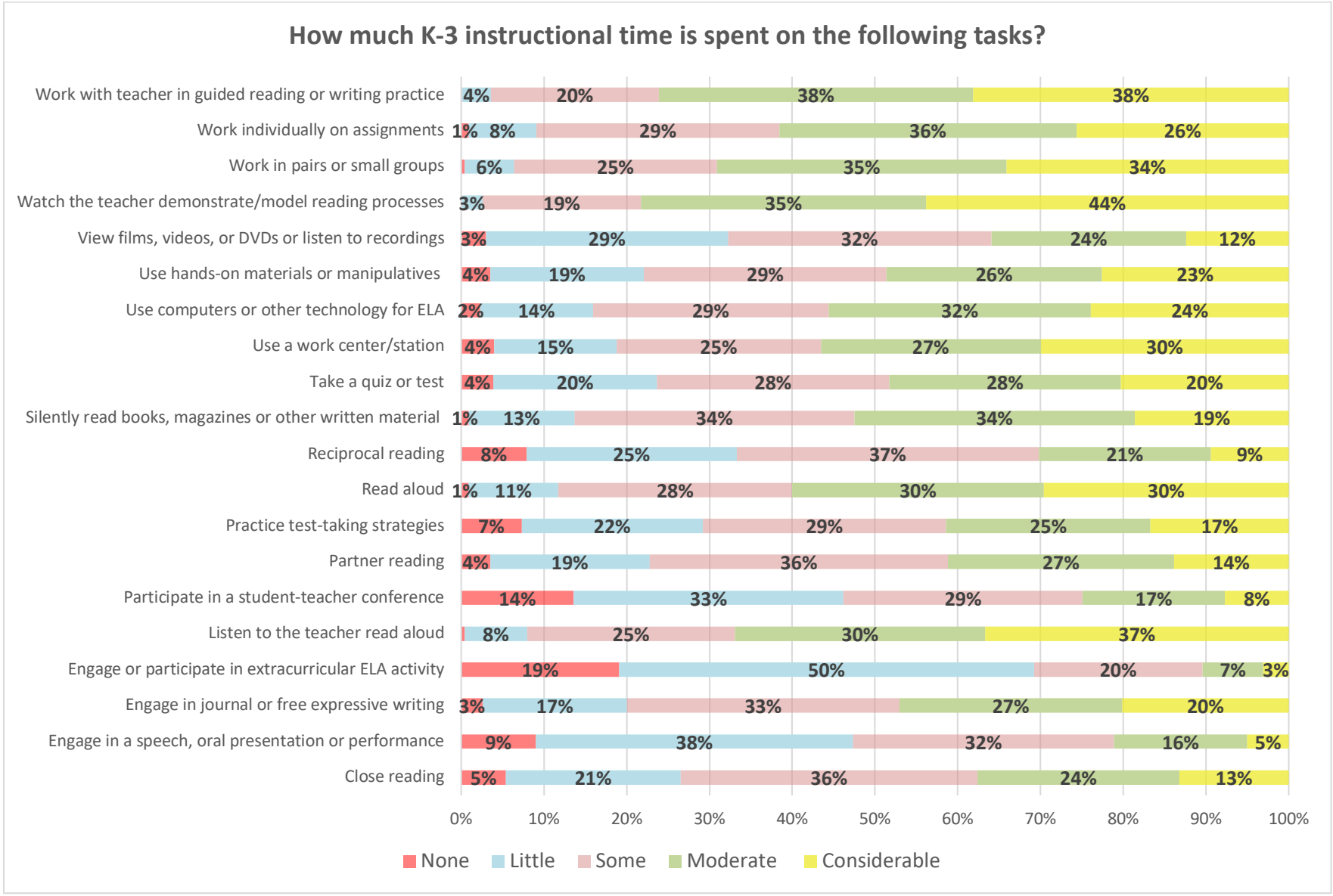


FIGURE 11. PARENTAL ENGAGEMENT

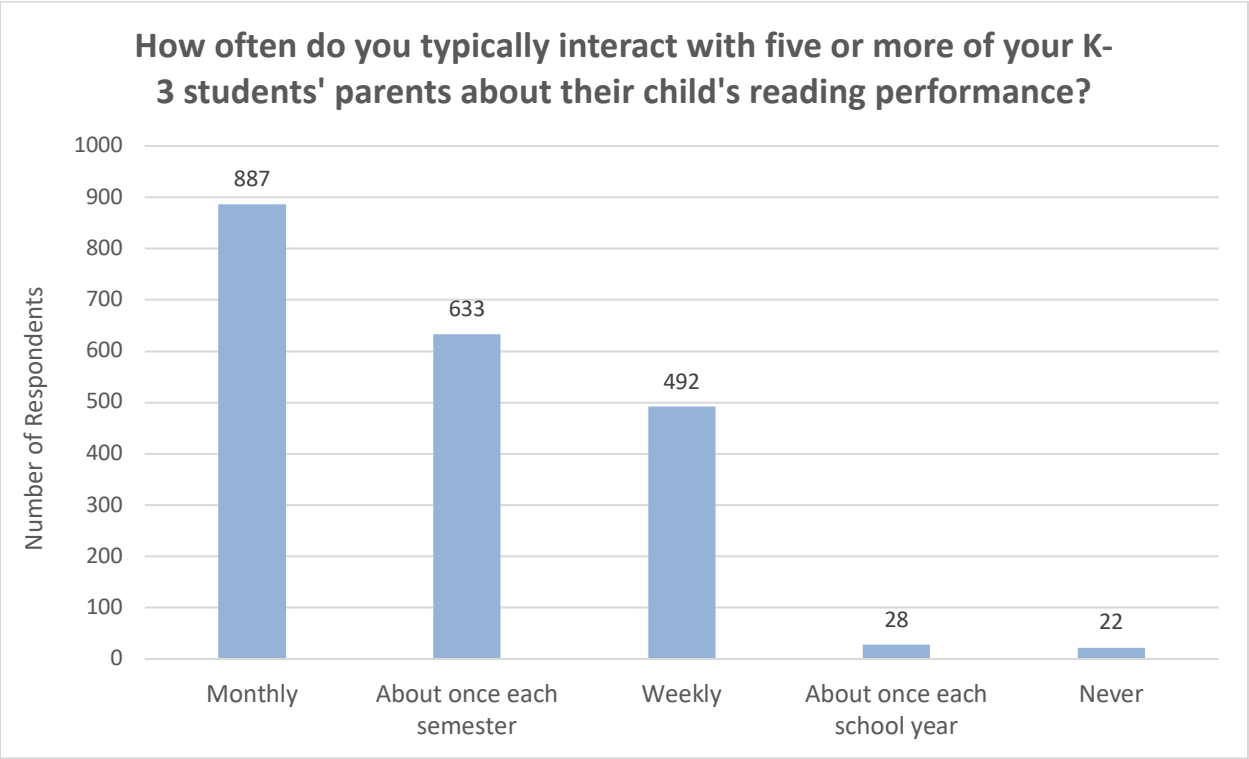
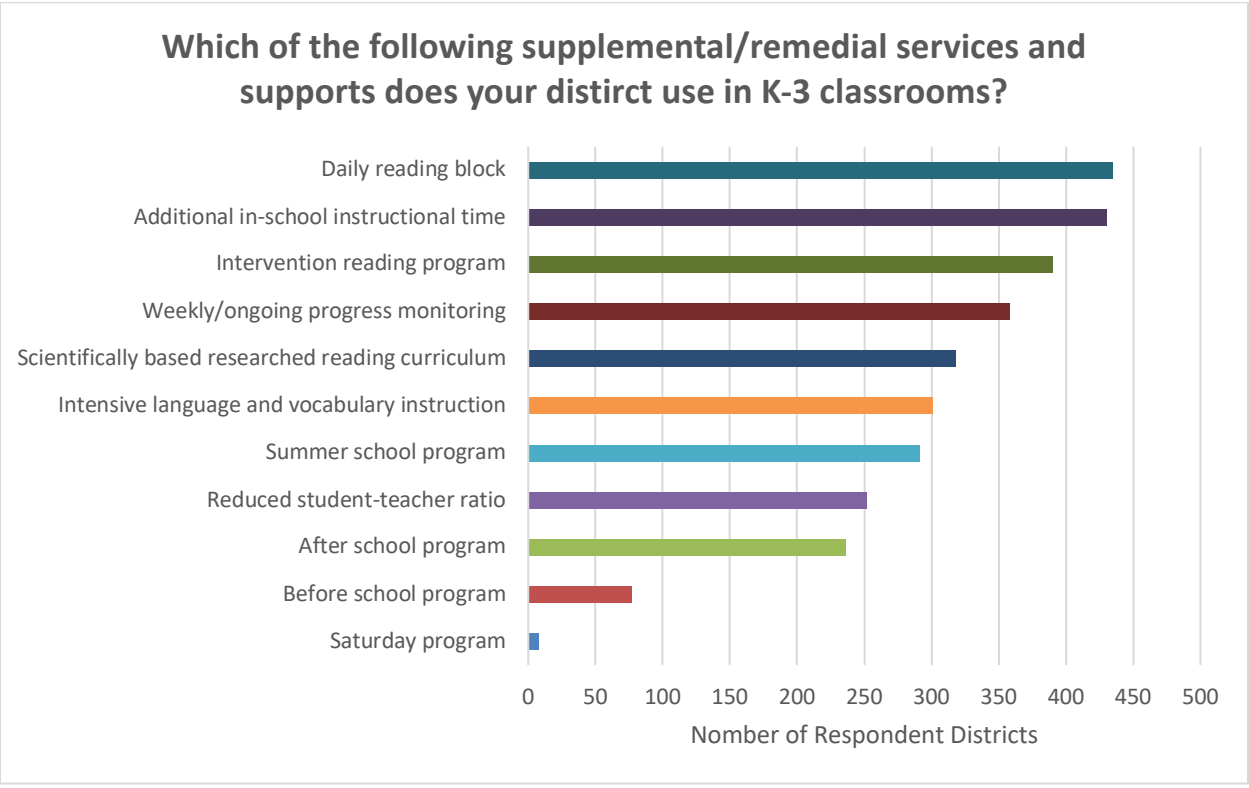


FIGURE 12. SUPPLEMENTAL AND REMEDIAL SERVICES



WHAT TYPES OF READING RESOURCES DO STUDENTS HAVE ACCESS TO OUTSIDE OF SCHOOL?

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

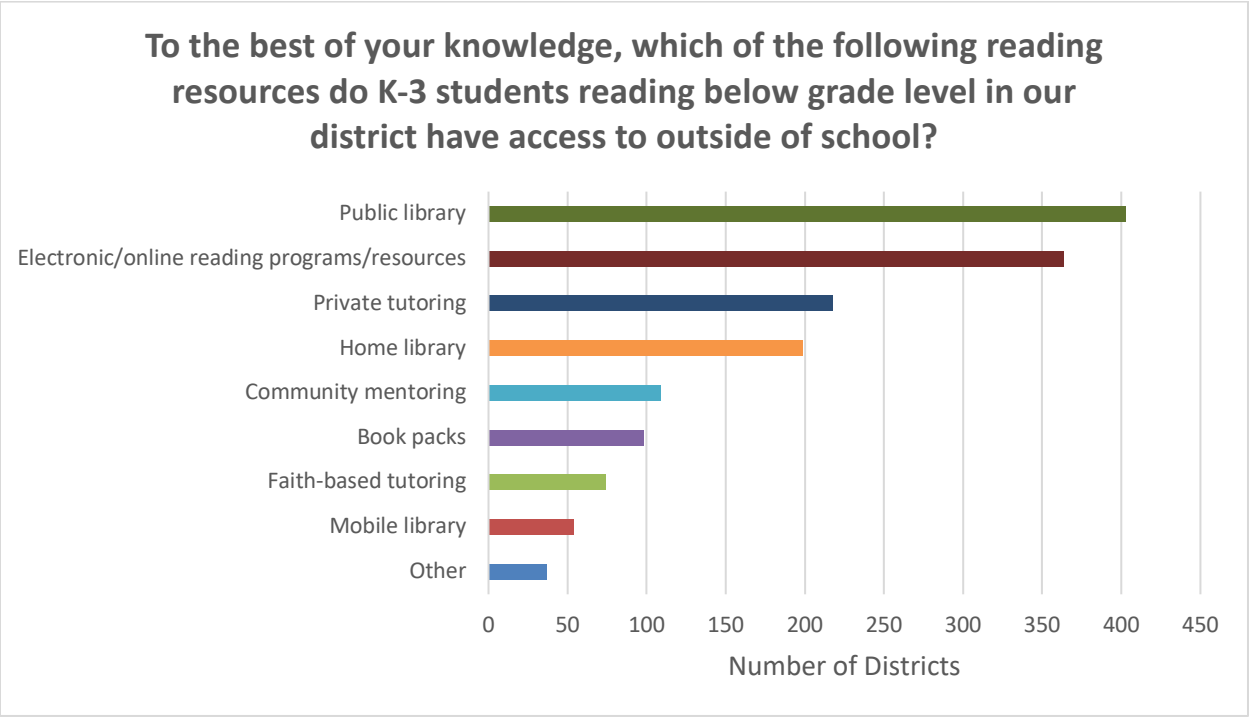
Survey results reveal that many students in Oklahoma do not have access to a wide variety of resources to improve their reading skills outside of schools. As Figure 13 shows, the most common reading resources educators reported that their students have access to were public libraries, and electronic and online reading resources, with respondents from over 300 districts respectively reporting the availability of these services[15]. Educators in approximately 200 districts reported that some of their students utilize private tutoring services or have home libraries. Mobile libraries, faith-based tutoring and community mentoring were among the least accessible resources. Educators in only 54 districts reported having mobile libraries. Educators in fewer than 100 districts reported having faith-based tutoring or book packs, and 109 districts reported the availability of community mentoring.

Furthermore, **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.

While discouraging, 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 book packs, mobile libraries, faith-based tutoring and community mentoring since those were some of the least commonly available resources.

[15] Note that actual figures may be higher as these figures are based on self-reported data from responding districts. Some districts might not have answered the survey or respondents may have been unaware of some services.

FIGURE 13. ACCESS TO RESOURCES OUTSIDE OF SCHOOL



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?

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 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, identifies when and for which students they are most effective.

Close reading is a thorough, methodical critical analysis of a text that focuses on significant details or patterns to develop a deep, complex understanding of the text's form, craft, meanings, etc. It directs the reader's attention to the text itself. Close reading is a strategy for whole and small groups and is used to uncover layers of meaning that lead to deep comprehension.

Computers or other technology-assisted instruction refers to instruction or remediation presented on a computer through interactive programs that allow students to progress at their own pace. Used to enhance teacher instruction, computer-assisted instruction (CAI) provides a resource for both collaboration and individual practice. Usually set up in classrooms as a work center/station, CAI works well in the WE DO TOGETHER and YOU DO ALONE phase and are not used during the teacher directed phase of the lessons.

Engaging in journal or free expressive writing is an instructional practice that allows students to express themselves in a journal without concern for written language conventions. If this practice is used in the classroom, it should not be used as time filler, without any teacher guidance or expectations. “Furthermore, students should realize that journal writing is only one

type of writing they are expected to do, and they should maintain high standards for legibility and neatness." (Adapted from Routman, 2000, p. 235)[16].

Engaging in language arts activities outside of classroom may include private tutoring, reading (with parents, family members or individually) from a personal library of books, attending public library reading programs and/or checking out books from the public library, interacting with online reading games, etc. These activities supplement language arts activities inside the classroom and their impact on student performance cannot be quantified or assessed.

Engaging in speech, oral presentation or performance is recognizing that speaking and listening are as essential to students' success as reading and writing. It is most crucial for students before third grade, especially for children who come from homes where children have not been exposed to as many early literacy skills. Also, nonreaders and young readers learn most of their vocabulary through oral context and conversations with peers and adults.

Listening to the teacher read aloud is not an instructional strategy, but rather a foundation for literacy development. It is used for students to hear fluent, confident and expert reading. Children can listen on a higher language level than they can read, which reinforces the need for instructional time to be spent on reading aloud.

Participating in a student-teacher conference is used as an instructional component so that students take ownership of their education by running the meeting of their teacher and parents. The students inform their parents about how they are doing, what their goals are going forward, and what kind of learners they are. For students to be informed enough to run such a meeting, they must prepare by learning more about themselves, articulating their own learning goals and reflecting upon their current performance.

Partner reading is sometimes referred to as peer tutoring. Students take turns acting as the tutor, coaching and correcting each other. Vanderbilt University folded this strategy into the Peer Assisted Learning Strategy (PALS)[17] in which students are paired and perform a structured set of activities in reading. The What Works Clearinghouse recognizes PALS as an effective strategy for building fluency.

Quizzes and tests are used for measuring student performance. **Formative** and **summative** assessments provide differenty types feedback to teachers and students. **Formative**

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[16] Routman, R. *Conversations: Strategies for Teaching, Learning, and Evaluating.* Portsmouth, NH: Heinemann. 2000

[17] Fuchs, L.S., Fuchs, D., Kazdan, S., & Allen, S. "Effects of peer-assisted learning strategies in reading with and without training in elaborated help giving." *The Elementary School Journal,* 99(3), 1999: 201-219.

assessments are in-process evaluations of student comprehension, learning needs and academic progress during a lesson. Quizzes are one form of formative assessments used by teachers to provide students with effective and accurate feedback of their progress. Teachers should assess frequently and routinely where students are in relation to the unit of study's learning goals or end product (**summative** assessment). Hattie (2015)[18] recommends that teachers spend the same amount of time on formative evaluation as they do on summative assessment. In other words, teachers should be checking the progress of students as they move toward taking a summative assessment.

Reading aloud is a framework teachers use to model comprehension strategies and a tool to increase the vocabularies of all students. It is used during the first phrase of the gradual release model. The purpose is to model what good reading sounds and looks like. Using read aloud provides opportunity for the teacher to model "fluency" and allows students to develop an understanding of story structure while actively listening to the story.

Reciprocal reading is an instructional activity in which students become the teacher in small group reading sessions with the teacher. The four specific strategies used to support comprehension are: questioning, clarifying, summarizing and predicting. Reciprocal reading uses explicit teaching of cognitive strategies and deliberate practices with content for students to gain meaning from text. This teaching strategy includes encouraging students to think about their own thought processes during reading, monitoring their comprehension as they read, and teaching students to ask questions while reading.

Silently reading books is intended to develop a fluent reader by providing time during the day to read silently. Teachers are charged with directing students to appropriate reading level texts and making sure that the independent reading time is used for productive reading practice.

Test-taking strategies include reviewing and defining words (both assessment vocabulary and academic vocabulary of a certain subject-area), using comprehension strategies and modeling multiple-choice elimination strategies. These practices can be effective for students at all grade levels, particularly those that focus on building academic vocabulary[19] and testing-specific vocabulary[20]. Test-taking strategies are effective when they are ongoing, purposeful and used to enhance students' familiarity with directions prior to taking a standardized test.

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[18] Hattie, J. *What Doesn't Work in Education: The Politics of Distraction*. London: Pearson. 2015

[19] Marzano, R.J. & Pickering, D.J. *Buidling Academic Vocabulary*. Alexandria, VA: Association for Supervision and Curriculum Development. 2010

[20] Beck, I.L., McKeown, M.G., & Kucan, L. *Bringing Words to Life: Robust Vocabulary Instruction* (2nd edition). New York: Guilford Press. 2013

Using hands-on materials or manipulatives may be one of the oldest teaching strategies and is simply what it says: using physical objects to engage students and help them learn new concepts and/or solve problems. An example of using hands-on manipulatives in reading instruction includes teachers modeling the sound/symbol relationship by using Elkonin boxes[21]. Students, then, manipulate the boxes either in a group or for independent practice at a work center. Other hands-on manipulative activities may include classifying through sorting word cards or pictures. These activities are especially powerful for EL students because it lowers the linguistic demands.

Viewing films, videos or DVDs or listening to recordings visual/audio methods are used to enhance instruction and are not as effective as instructional strategies. The use of these methods is in conjunction with other high-yield instructional strategies including identifying similarities and differences, summarizing and note taking while viewing and/or listening.

Watching the teacher demonstrate and/or model reading 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.

Working with the teacher in guided reading or writing 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 student active 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.

Working in pairs or small groups (i.e. collaborative learning) helps to ensure active participation of reluctant students and increases motivation for students and teachers. Group cohesion is greater in small groups because the teacher and students are working together toward positive learning goals. Teachers use this phase of YOU DO TOGETHER to target small groups of students who have the same educational need.

Working individually on assignments is the fourth phase of the gradual release of responsibility model I DO and is used for all students to have enough practice to increase their knowledge. The amount of practice begins with frequent and intense, or massed, practice; then, practice is

[21] Elkonin boxes build phonological awareness skills by segmenting words into individual sounds or phonemes. To use Elkonin boxes, a child listens to a word and moves a token into a box for each sound or phoneme.

spread apart, or distributed, practice. Working individually on assignments may be facilitated through silently reading books, work centers/stations, and computers or other technology assisted instruction. Homework is another avenue of independent work, but it is of little value unless the student receives feedback from the teacher.

Work centers or stations are physical areas or stations designated for specific learning purposes. Work centers can be used during the WE DO TOGETHER and YOU DO ALONE phase of the gradual release of responsibility model. Work centers allow for student choice with explicit and ongoing learning purposes. This strategy facilitates student motivation, collaboration and targeted practice.

What Relationships Exist Between District Reading Performance and the Identified Interventions? Are There Certain Interventions That Are Associated with Higher Performance?

This section addresses the question, *What relationships exist between district reading performance and the identified interventions? Are there certain interventions that are associated with higher performance?*

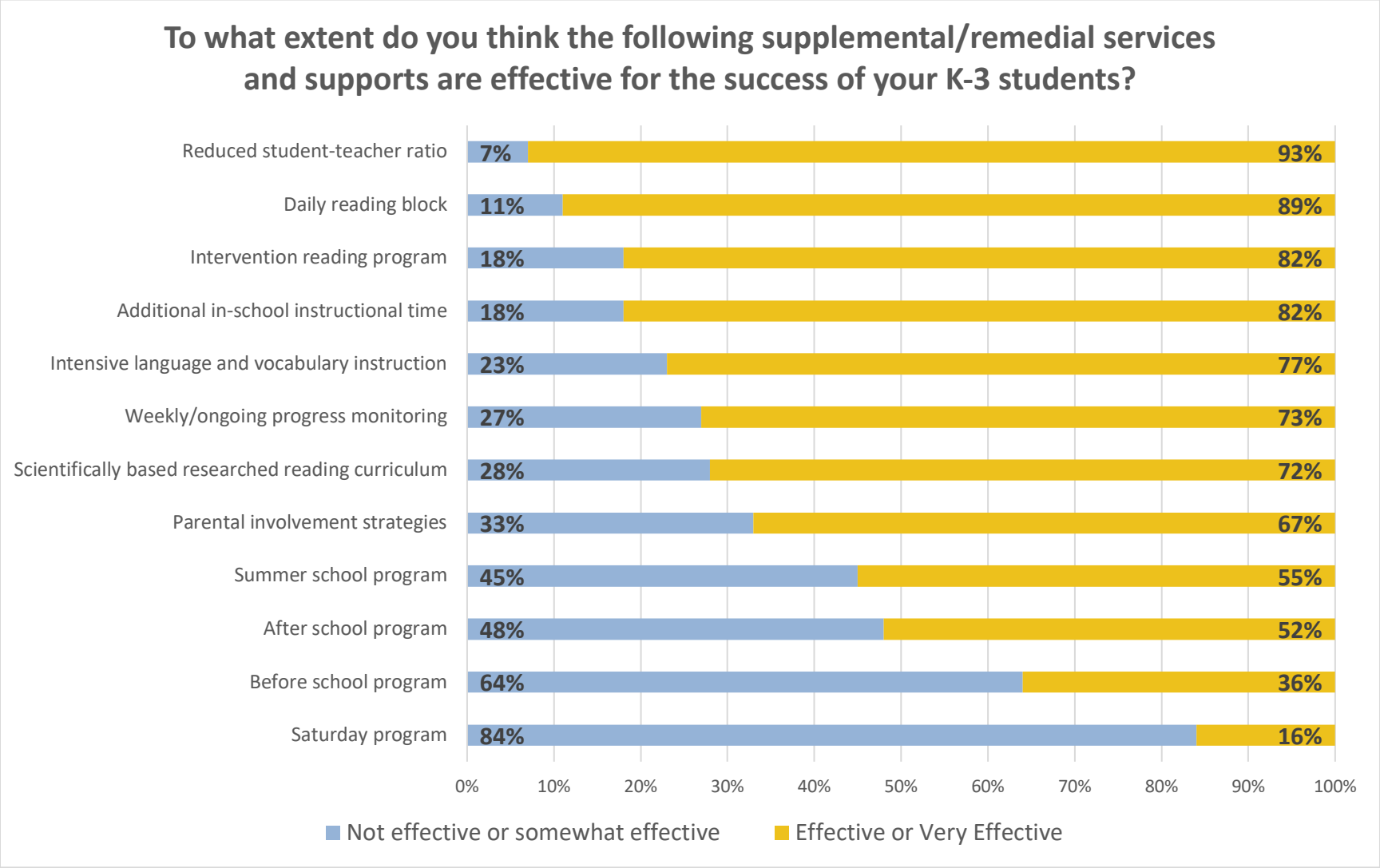
Unfortunately**, since no student-level data linking individual students to specific interventions exists, it is impossible to accurately determine the impact of specific interventions using student testing data.** For this reason, this study uses survey data on teacher opinions of the efficacy of the reading interventions identified in this report in order to provide some information on the potential effectiveness of some interventions.

As Figure 14 demonstrates, the majority of survey respondents found **reduced student-teacher ratios, daily reading blocks, additional in-school instructional time, intervention reading programs, research-based intensive language and vocabulary instruction, weekly/ongoing progress monitoring, state-approved scientifically based researched reading curriculum, parental involvement strategies, summer school program, and after-school programs very effective or effective for improving reading outcomes in K-3 students.** In contrast, the majority of respondents reported **before-school and Saturday programs only somewhat effective or ineffective.**

The overwhelming positive impressions of these interventions among teachers are promising. **It is especially encouraging, moreover, that teachers overwhelmingly found the use of daily reading blocks and weekly, on-going progress monitoring to be effective or very effective**, as the state legislation requires the use of both these activities. The findings of this study therefore support the continued use of these practices.

These results, furthermore, suggest that **additional and more robust research on interventions such as reading intervention programs and reduced student-teacher ratios would be beneficial.** Such research could determine if these interventions are actually leading to higher reading achievement. If positive results were found, this research could help to better understand the characteristics of successful interventions as well as the populations they work best for in Oklahoma.

FIGURE 14. EFFECTIVENESS OF SUPPLEMENTAL/REMEDIAL SERVICES AND SUPPORTS



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. Finally, 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.

CONCLUSION

This report provides information concerning three major questions. First, how does reading proficiency and retention vary by socio-economic status, learning disability status, EL status and race? Second, what interventions do districts use to improve reading outcomes? Third, what are some of the best instructional practices available that help students become successful readers for statewide implementation?

The study found that FRL, IEP, African-American, Hispanic, and EL students score lower on third-grade reading tests relative to their peers, on average. 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.

The study found that screening assessments and periodic monitoring are being used by districts. **STAR, DIBELS NEXT, and the Literacy First Battery of Screening Assessments were the most frequently used screening assessments. Running Records, Words Their Way, and Woodcock-Johnson II Diagnostic Reading Battery (WJ-III) were among the most popular assessments to further support reading instruction. Educators reported using these assessments more frequently than what is required by law.** The overwhelming majority of teachers also reported that they found these assessments effective or very effective at improving reading outcomes for K-3 students, which supports the continued use of screening assessments and periodic monitoring.

This report also highlighted the **use of a wide variety of reading instructional strategies.** The top four activities teachers reported spending moderate or considerable time doing were demonstrating or **modeling reading processes** for their students, leading **guided reading** or writing practice, having the students **work in pairs or small groups** and **listening to the teacher read aloud**. The literature supports the effectiveness of these practices when applied appropriately based on student needs.

Teachers also identified **several effective reading strategies including daily reading blocks, additional in-school instructional time, intervention reading programs, weekly on-going progress monitoring, state-approved scientifically based researched reading curriculum, and intensive language and vocabulary instruction.** They **questioned the usefulness of before-school and Saturday school programs.** Due to shortcomings in the data collection, however, additional research is needed before drawing firm conclusions about programs.

Finally, the study also found that **students in many districts lacked access to reading services and supports outside of the classroom.** While some districts had public libraries, few reported the existence of community-based tutoring and mentoring programs. It would be beneficial to explore opportunities to further develop some of these resources.

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