# Oklahoma State Department of Education (OSDE)
# Reading Sufficiency Act (RSA) Update

Videoconference
October 11, 2016

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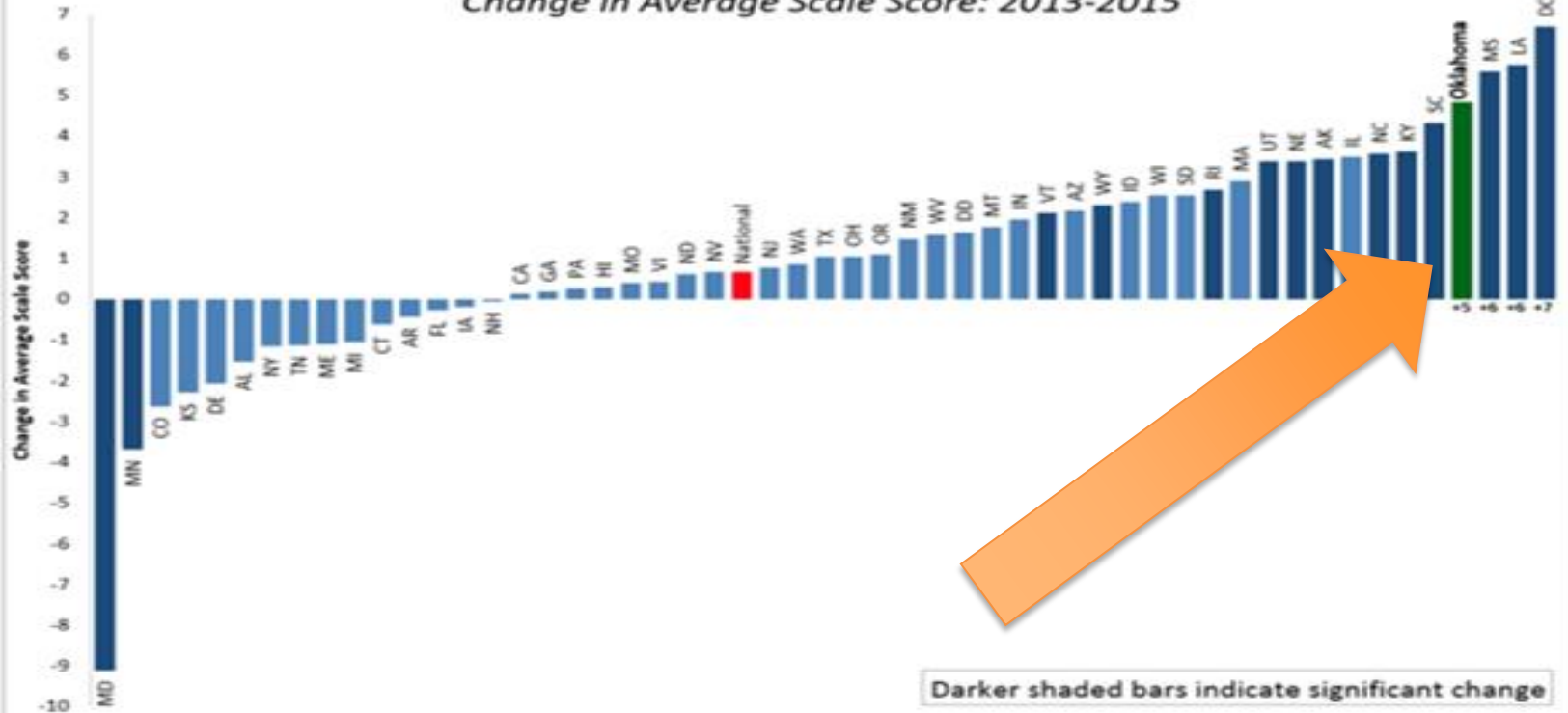EDUCATION
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# Agenda

1. RSA Overview
2. Promotion Considerations and RSA Updates for 2016-2017
3. Tier I Best Practices

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**NAEP Reading Grade 4 – Overall**
*Change in Average Scale Score: 2013-2015*

Darker shaded bars indicate significant change

# RSA Overview

# Website



http://sde.ok.gov/sde/reading-sufficiency

# 2017 Funding

RSA Coordinators / Teachers

Resources on assessments, RSA Today, electronic submission, SARP, sample letters, retention and district plans

http://sde.ok.gov/sde/rsa-coordinators-distict-administrators-reading-sufficiency

RSA Funding

- RSA Approved Funding Checklist

FY2017 30.57% decrease

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# Timeline (Dates you should know)

1. K-3 End of Year report
   - Open May 2, 2016; closes June 1, 2016
2. Annual District Reading Plan report
   - Open May 2, 2016; closes August 31, 2016
3. Third Grade Promotion and Retention report
   - Open August 1, 2016; closes October 31, 2016
4. Beginning of Year report
   - Open September 1, 2016; closes October 3, 2016

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# What?: 2015-2016 only

Based on SB630, each student will receive one of two statuses on the 3rd grade reading report:

- ✓ Meets RSA Criteria
- ✓ Does Not Meet RSA Criteria

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# §70-1210.508C(H)(8):

"To determine the promotion and retention of third-grade students pursuant to the Reading Sufficiency Act, the State Board of Education shall use only the reading comprehension and vocabulary scores portion of the statewide third-grade criterion-referenced test and shall not use the other language arts scores portions of the test."

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# Assessment 2016-2017 only

Only 2.0 and 4.0 are considered for RSA

2.0 Comprehension/ Reading Process

4.0 Vocabulary

## OKLAHOMA SCHOOL TESTING PROGRAM

### TEST BLUEPRINT ENGLISH LANGUAGE ARTS
### 2016-2017 GRADE 3

This blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard of the Oklahoma Academic Standards (OAS).

| IDEAL PERCENTAGE OF ITEMS | IDEAL NUMBER OF ITEMS | STANDARDS |
|---|---|---|
| 40% | 20 | **STANDARD 2: READING AND WRITING PROCESS**\*\* <br> Students will use a variety of recursive reading and writing processes. |
| 12% | 6 | **STANDARD 3: CRITICAL READING AND WRITING** <br> Students will apply critical thinking skills to reading and writing. |
| 24% | 12 | **STANDARD 4: VOCABULARY**\*\* <br> Students will expand their working vocabularies to effectively communicate and understand texts. |

# Meets RSA Criteria (2016-2017)

- Based on performance on Standards 2 and 4 only

- Must score *Proficient* or *Advanced* on these two standards only

New for 2016-2017

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# Multiple Paths to Promotion

- Path #1:  13 State Board of Education Screening Instruments

- Path #2:  Good Cause Exemptions

- Path #3:  Successful completion of Summer Academy Reading Program (SARP):  Alternative Reading Assessment or Portfolio

- Path #4:  Probationary Promotion

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# Promotion Path #1

For the **2016-2017 school year only,**

A student who scores at the *Unsatisfactory or Limited Knowledge* level on the **reading portion (2.0 , 4.0)** of the state-wide third-grade assessment (Oklahoma School Testing Program:  OSTP) is not eligible for automatic promotion <u>unless</u>  he or she

- Scores third grade proficient on one of the 13 Oklahoma State Board of Education  approved screening instruments …

70-2011 §1210.508C H.1

# State Board of Education Approved Screening Instruments

- aimsweb
- Children's Progress Academic Assessment
- **DIBELS Next**
- Developmental Reading Assessment (DRA)
- easyCBM

- iREADY Diagnostic
- **Literacy First**
- MAP
- MPG
- mCLASS:  DIBELS Next
- **STAR**
- Woodcock Reading

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# Promotion Path #2

For the 2016-2017 school year only,

A student who scores at the *Unsatisfactory* or *Limited Knowledge* level on the **reading portion (2.0, 4.0)** of the third-grade OSTP is not eligible for automatic promotion <u>unless</u> he or she

- Scores at 45th percentile on one of the four approved alternative standardized reading assessments (Good cause exemption #3)

210:15-27-2.3.A.i-iv

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# Alternative Standardized Reading Assessment

(Good Cause Exemption #3)

- SAT 10, Tenth Edition
- ITBS, Complete Battery, Level 9,Reading Comprehension
- ITBS, Core Battery, Level 9,Reading Comprehension
- TerraNova, Third Edition, Complete Battery Level 13,Reading

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# Promotion Path #2

For the 2016-2017 school year only,

A student who scores at the *Unsatisfactory* or *Limited Knowledge* level on the reading portion (2.0, 4.0) of the third-grade OSTP is not eligible for automatic promotion **unless** he or she

- accumulates evidence of third-grade proficiency through a student portfolio (Good Cause Exemption #4) or
- is subject to other good cause exemptions …

70-2011 §1210.508C.H.3

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# Promotion Path #3

For the 2016-2017 school year only,

A student who scores at the *Unsatisfactory* or *Limited Knowledge* level on the reading portion (2.0, 4.0) of the third-grade OSTP is not eligible for automatic promotion unless he/she

- Successfully completes Summer Academy Reading Program (SARP) by demonstrating competency through either a student portfolio or scoring proficient on an alternative reading assessment

210:15-27-1.l

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# Promotion Path #4

For the 2016-2017 school year only,

A student who scores at the *Unsatisfactory* or *Limited Knowledge* level on the **reading portion (2.0, 4.0)** of the third- grade OSTP is not eligible for automatic promotion unless

- The Student Reading Proficiency Team (SRPT) unanimously recommends **probationary promotion** to the school principal and the school district superintendent and the principal and school district superintendent approve the recommendation...

210:15-27-2.3.A.i-iv

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# Student Reading Proficiency Team (1st-2nd grade)

•A student enrolled in first or second grades who has been assessed …and found not to be reading at the corresponding grade level, shall be entitled to individualized remediation in reading until the student is determined by the results of a screening instrument to be reading on grade level.

•The program of reading instruction for each student shall be developed by a Student Reading Proficiency Team and shall include individualized remediation.

§70-1210.508C(D)(2)

# Student Reading Proficiency Team (1$^{st}$-2$^{nd}$ grade)

- Each team shall be composed of:
  - a. the parent or guardian of the student,
  - b. the teacher assigned to the student who had responsibility for reading instruction in that academic year,
  - c. a teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student, and
  - d. a certified reading specialist, if one is available.

§70-1210.508C(D)(2)

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# Transition from RSA to ACE

"Even though HB 3218 both repealed ACE and further amended the RSA statute, it did *not* remove the language in 1210.508C(H)(4)(b) that provides that students approved for probationary promotions must have their reading proficiency reviewed by their probationary promotion team every year until they read on grade level or "transition to the requirements set forth by the Achieving Classroom Excellence Act.""

70 §1210.508.E.E

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# Transition from RSA to ACE

"The 2016 RSA rule amendments that were approved by the State Board and the Governor go into effect August 25, [2016] and provide for "Transition to ACE remediation for students approved for probationary promotion" who do not read on grade level by the time they enter middle school (210:15-27-4(e))."

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# Transition from RSA to ACE

"Although ACE itself was repealed as of July 1, we advise that for the 2016-2017 school year, schools may provide secondary students the reading remediation required by the RSA through any ACE remediation plans already in place for such students, although the Achieving Classroom Excellence Act is no longer in effect. This approach will allow districts to provide students with the reading remediation they are entitled to, without being required to develop new remediation plans with so little time left before the school year begins."

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# Approved RSA Rules changes for 2016-2017

Rules reflect changes in RSA law:

- Seventh Good Cause Exemption (reflects change in law 2014-2015)
- Good Exemption 4: Student Portfolio Changes
  - Phonological awareness is focused on phonemic awareness
  - Spelling/Writing is no longer required
  - Only Vocabulary and Reading Comprehension portions
- Good Cause Exemptions 5 and 6 : Pre-Kindergarten for academic reasons

  Student Reading Proficiency Team (SRPT) for first and second graders

  Probationary Promotion Reading Proficiency Team is the same as SRPT for THIRD GRADE (not to be confused with first and second grade SRPT)

  Tier Two's intensity and frequency are used as variables instead of constants

# Three-Tiered Instructional Model
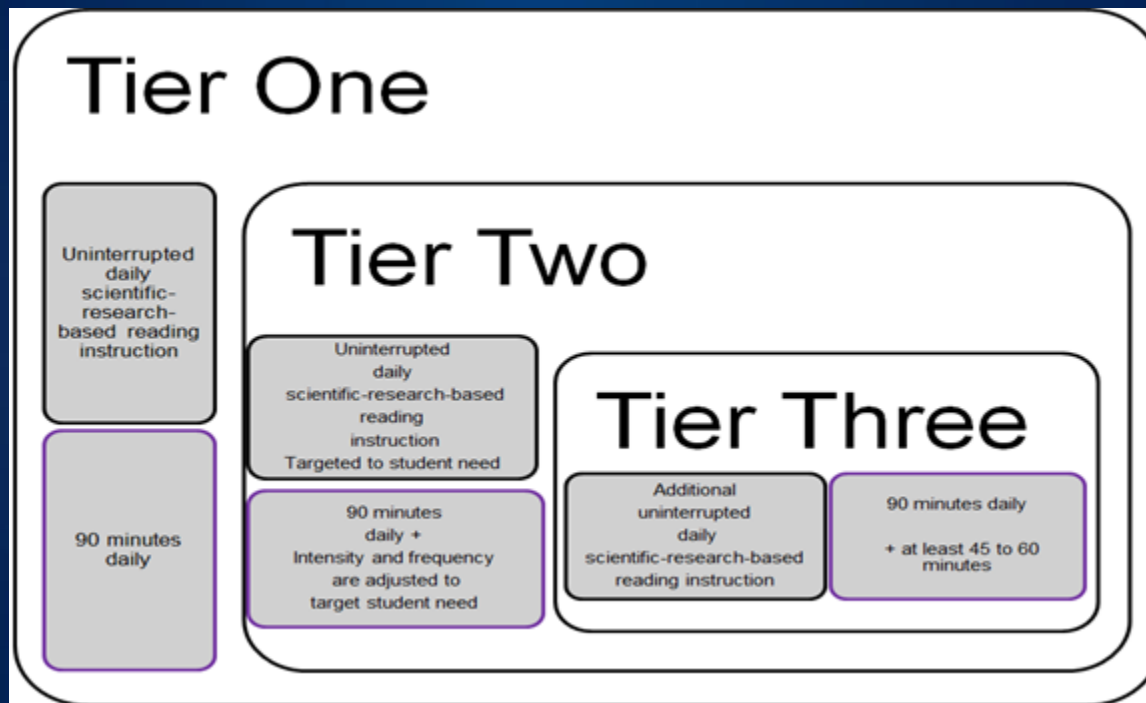
# Turn and Talk

What does effective Tier 1 instruction look like ?

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# Tier 1 Self-Assessment Questions?

1. Is your Tier 1 90 minutes?

2. Does your Tier 1 include whole group and small group instruction?

3. Does your Tier 1 instruction include all of the five components of reading? List examples.

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# Five Components of Reading

- Phonemic Awareness

- Phonics

- Fluency

- Vocabulary

- Comprehension

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# Examples of Tier 1 Instruction

- Read Alouds including content area subject matter
  - These are great for rich vocabulary in content areas.

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# Read Aloud Samples

- Ten Apples Up On Top!
- Ten Eggs in a Nest
- Bears On Wheels
- One Vote, Two Votes, I Vote, You Vote
- How They Croaked

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# Blank template

# Ten Apples Up On Top! template
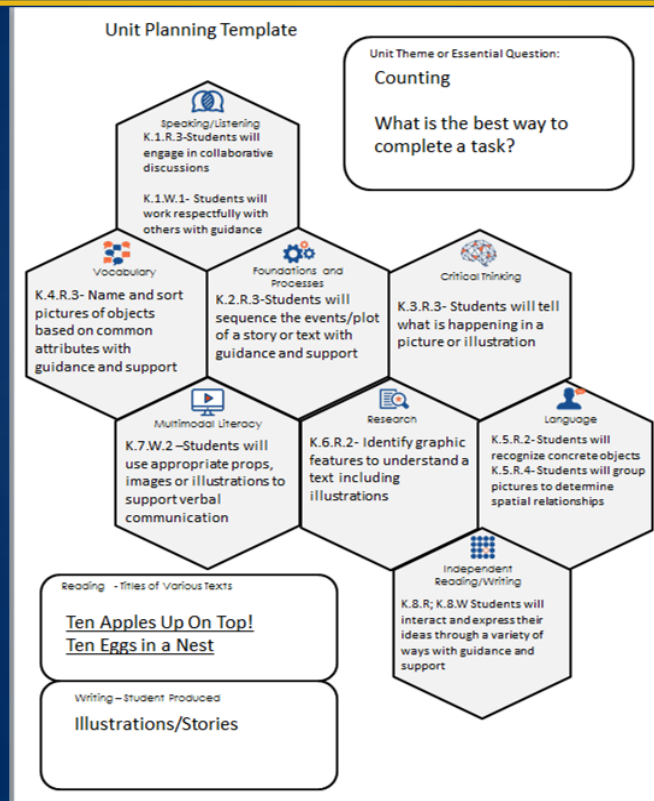
# Curriculum Frameworks



http://sde.ok.gov/sde/ela-curriculum-framework

# Reading Comprehension
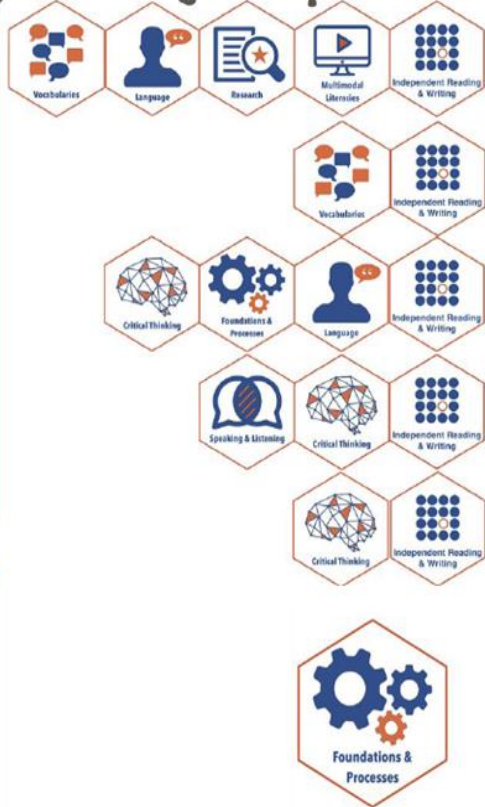
Background Knowledge

Vocabulary

Language Structures

Verbal Reasoning

Literacy Knowledge

Phonological Awareness

Decoding

Sight Recognition

*Increasingly Strategic*

*Increasingly Automatic*

Skilled Reading

Word Recognition

Language Comprehension

Vocabularies  Language  Research  Multimodal Literacies  Independent Reading & Writing

Vocabularies  Independent Reading & Writing

Critical Thinking  Foundations & Processes  Language  Independent Reading & Writing

Speaking & Listening  Critical Thinking  Independent Reading & Writing

Critical Thinking  Independent Reading & Writing

Foundations & Processes

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97-110). New York: Guilford Press.

# Phoneme Awareness Samples

- Segmenting
- Onset and Rime
- Rhyme
- Sound deletion
- Sound substitution

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# Phonics

- Phoneme-Mapping Graphing
- Word Families
- Making Words
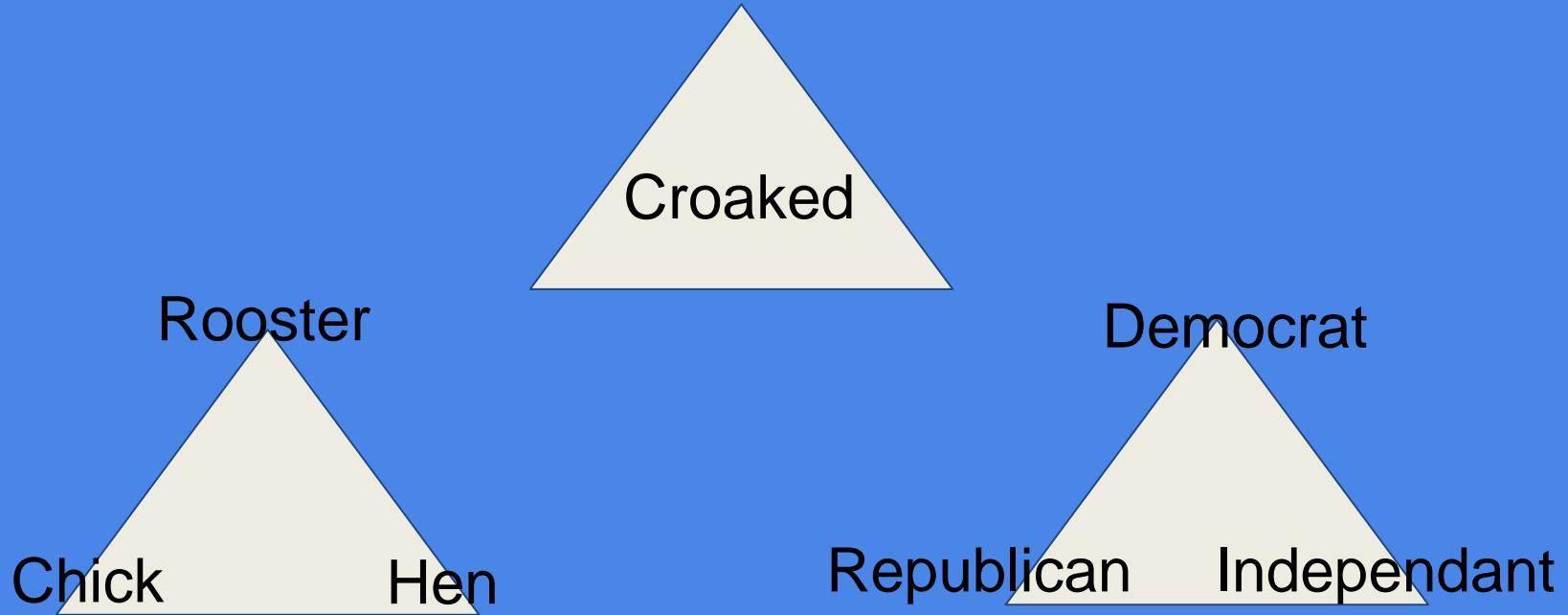- Write words related to a phonic pattern on hands, backs, or in the air.

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# Vocabulary Samples

- Vocabulary Journals
- Vocabulary Triangles
- Tri-Fold  Vocabulary
- Vocabulary Wall

# Triangle Clues



Croaked

Rooster

Chick          Hen

Democrat

Republican    Independant

# Word Splash

President

Vote

November

Ballot

Party

Citizen

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# Comprehension

- Turn and Talk
- Graphic Organizers
- Exit Tickets
- Summarizing
- Sequencing / Timelines

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# Problem Solving System for Tier 2

1. ## What intervention?
   - Choose evidence-based, systematic and explicit interventions to decrease the chances for this variable.

2. ## How long?
   - Begin with more time then decrease time according to how the student responds.

3. ## How often?
   - Begin with daily then decrease sessions according to how the student responds.

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# Tier 2 Self Assessment Question

- What does a Tier 2 intervention look like?

    1. Are you meeting the needs of your Tier 2 students?

    1. How often do you progress monitor?

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# Tier 2



It's not a set time.

Ask how much time does this student need?

www.otiss.net

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# Tier 2 and 3 Video Conference

# November 9 at 2:00 pm

# Thank you!

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