Oklahoma State Department of Education (OSDE)

Reading Sufficiency Act (RSA):
Best Practices for Tier 2 Instruction

Videoconference
November 9, 2016

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Questions?

goo.gl/slides/xkgcdu

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Agenda

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

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Website

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

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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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** Students will use a variety of recursive reading and writing processes.
12%	6	**STANDARD 3: CRITICAL READING AND WRITING** Students will apply critical thinking skills to reading and writing.
24%	12	**STANDARD 4: VOCABULARY** 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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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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Approved RSA Rules changes for 2016-2017

1. Rules reflect changes in RSA law:
   - Seventh Good Cause Exemption (reflects 2014-2015 change)
   - 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

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Approved RSA Rules changes for 2016-2017

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

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

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

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2. 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)

2. Student Reading Proficiency Team (1st-2nd 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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3. Student Reading Proficiency Team (3rd grade)

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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3. Student Reading Proficiency Team (3rd 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.
    §70-1210.508C(H)(4.b)

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Three-Tiered Instructional Model
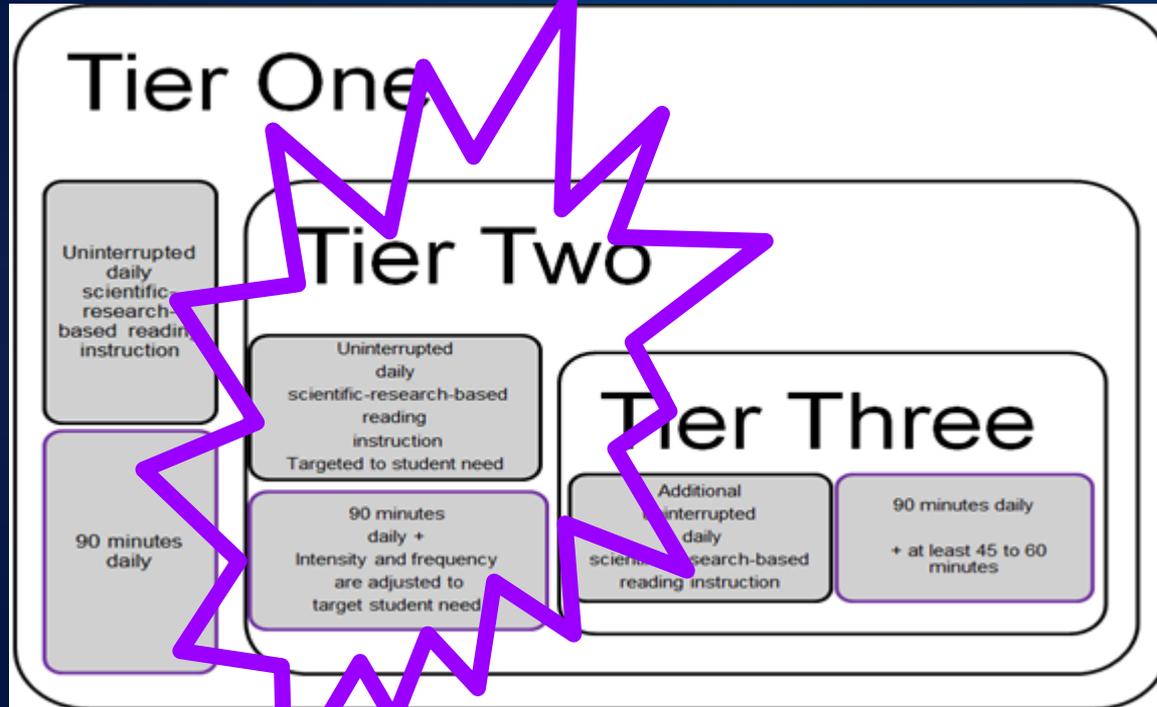
Five Components of Reading

- Phonemic Awareness

- Phonics

- Fluency

- Vocabulary

- Comprehension

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Reading Comprehension

Language Comprehension

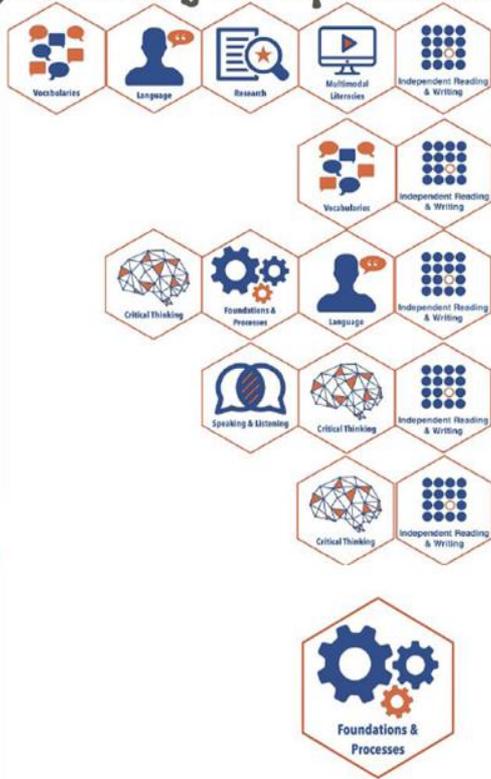Word Recognition

Background Knowledge

Vocabulary

Language Structures

Verbal Reasoning

Literacy Knowledge

Phonological Awareness

Decoding

Sight Recognition

Increasingly Strategic

Increasingly Automatic

Skilled Reading

Standards

1 Speaking & Listening
2 Foundations & Processes
3 Critical Thinking
4 Vocabularies
5 Language
6 Research
7 Multimodal Literacies
8 Independent Reading & Writing

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.

Gough & Tunmer, 1986
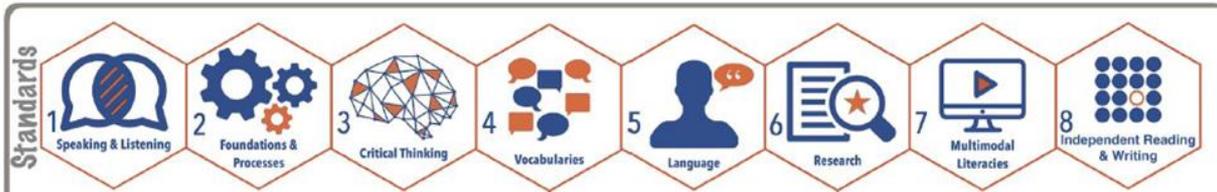
Tier 2 Self-Assessment Questions?

1. Is your Tier 2 instruction based on similar student needs?

2. Does your Tier 2 include small group targeted instruction?

3. Are your Tier 2 groups fluid?

4. Do you progress monitor at least once a month?

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RSA RESOURCE: 4 ASSESSMENTS FOR DATA LITERACY

SCREENING

Screening Assessments help quickly identify which students are lagging behind. RSA has 13 approved screeners.

Examples: STAR, DIBELS, AIMSweb

PROGRESS MONITORING

Progress Monitoring should be part of a school's comprehensive assessment plan. Progress monitoring helps track a student's progress throughout the year.

Tier 2 - Monthly

Tier 3 - Weekly or biweekly

Examples: AIMSweb, DIBELS, Yearly Progress Pro

DIAGNOSTIC

Diagnostic Assessments provide additional information for use in focusing and planning instruction.

Examples: DIBELS Next Deep, Woodcock Reading Mastery Test, Peabody Picture Vocabulary Test

SUMMATIVE

Summative Assessments are given to determine a student's overall performance and the effectiveness of core reading instruction. These are usually high-stakes tests.

Examples: OSTP (formerly known as the OCCT)

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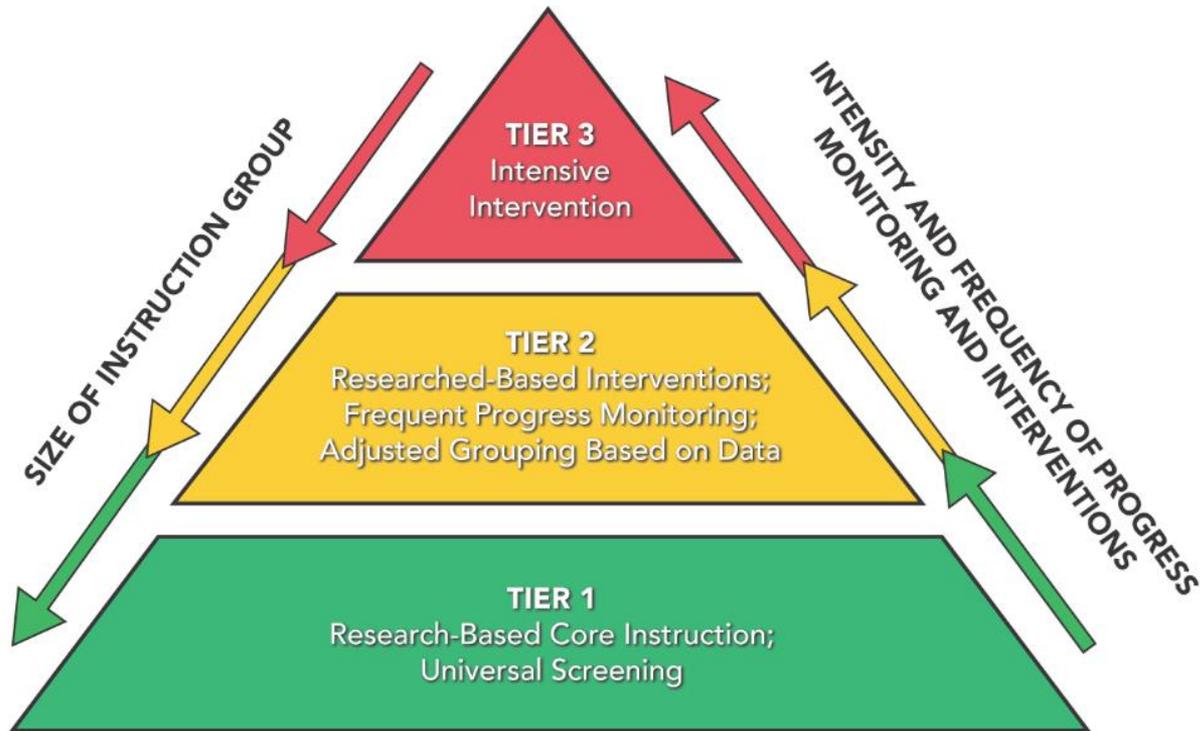
Tier 2 Defined

Focus
- Students failing to meet benchmark
- Students not responding to Tier 1 instruction
- Students who are within a year below grade level

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Tier 2 Defined

Setting

- Outside of 90 min reading block
- Intensity and frequency as needed
- General education classroom
- Other locations within the school

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Tier 2 Defined

Interventions

- Data driven
- Supplemental to Tier 1 instruction
- Short-termed
- Homogenous groups
- Teacher:Student 1:6

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Tier 2 Defined

Interventionists

- Classroom teachers
- Specialists
  - Special Education, EL, Reading Specialist, Resource Teachers
- Others trained in instruction of Tier 2 Interventions

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Tier 2 Defined

Assessments

Progress monitoring should occur at least once a month.

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Resources for Tier 2 Instruction

Tier 3 Defined

Focus

- Students failing to meet benchmark
- Students not responding to Tier 1 or Tier 2 instruction
- Students who are a year or more below grade level

Tier 3 Defined

Setting

- Outside of 90 min reading block
- 45-60 minutes
- General education classroom
- Other locations within the school

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Tier 3 Defined

Interventions

- Data driven
- Supplemental, intensive interventions
- Homogenous groups
- Teacher:Student 1:3

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Tier 3 Defined

Interventionists

- Classroom teachers
- Specialists
  - Special Education, EL, Reading Specialist, Resource Teachers

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Tier 3 Defined

Assessments

- Frequent progress monitoring
- At least every two weeks

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Turn and Talk

Summarize the difference of Tier 2 and Tier 3 Instruction:

Focus, setting, intervention, interventionists, and assessments

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Final Takeaway

Programs don't teach kids, teachers do!

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Thank you!

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