

**TITLE 210. STATE DEPARTMENT OF EDUCATION
CHAPTER 15. CURRICULUM AND INSTRUCTION
SUBCHAPTER 27. READING SUFFICIENCY ACT**

210:15-27-1. District Reading Sufficiency Plans and Summer Academy Reading Programs

(a) Definitions. The following terms, when used in this Subsection, shall have the following meaning, unless the context clearly indicates otherwise:

"Individualized Program of Reading Instruction", also referred to as **"Academic Progress Plan" ("APP")**, means the program of reading instruction developed pursuant to 70 O.S. § 1210.508C for a student in first, second, or third grade who is not meeting grade level targets in reading, which is designed to enable the student to acquire the appropriate grade level reading skills.

"READ Initiative" means the Reading Enhancement and Acceleration Development Initiative that each school district is directed to establish pursuant to 70 O.S. § 1210.508C, which shall be focused on preventing the retention of third grade students, and which comprises statutory components including but not limited to: availability to all kindergarten through third grade students at risk of retention as identified by Reading Sufficiency Act assessments; provision of services during regular school hours; and a reading curriculum that provides skill development in phonemic awareness, phonics, reading fluency, vocabulary, and comprehension.

(a)(b) District Reading Sufficiency Plans. Each public school district will develop a ~~district reading sufficiency plan~~ District Reading Sufficiency Plan that includes a plan for each school site. The district and site reading plans shall provide for all students to receive at least ninety (90) minutes of reading instruction over the course of the school day, which may include instruction integrated into other subject areas. Each Reading Sufficiency Plan must be updated annually, signed by the school site principal, and electronically submitted to and approved by the Oklahoma State Department of Education (OSDE) Office of Curriculum and Instruction ~~of the State Department of Education~~ no later than August 30 as part of the requirements for receiving accreditation, provided that electronic submission and approval of annual updates to the district plan shall not be required if:

- (1) The last plan submitted by the school district was approved; and
- (2) Expenditures for the district's reading program include only expenses relating to:
 - (A) Individual and small group tutoring;
 - (B) Purchase of and training in the use of screening and assessment measures;
 - (C) Summer school programs; or
 - (D) Saturday school programs.

(b) Conditions requiring annual submission of Plans. If any expenditure for the district's reading program is deleted or changed or if any other type of expenditure for the district's reading program is implemented, the school district shall be required to submit the latest annual update for approval. Notwithstanding the provisions of (a)(1) and (2) of this Section, if a district has one or more schools that are not achieving the annual improvement goals as outlined in the Reading Sufficiency Act, or if a district has one or more schools designated as ~~a school in need of improvement~~ a Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI) site, the district shall submit its ~~district reading sufficiency plan~~ District Reading Sufficiency Plan for approval no later than August 30 of the applicable school year.

(c) Submitting data for the annual report to the Legislature. Each school district and each school site shall submit to the State Department of Education the information to be used for the

annually required Reading Sufficiency Act Annual Reading Report Card report to the Oklahoma Legislature by the submission deadline to be determined by the Office of Instruction of the State Department of Education.

(d) **Reporting the number of students in need of remediation.** Each school district will submit to the State Department of Education OSDE the "Beginning of Year" report indicating the number of students in kindergarten, first, second and third grades found to be in need of remediation in reading based on screening instruments approved by the State Board of Education by October 1 the submission deadline to be determined by the Office of Instruction of the State Department of Education.

~~(e)~~ Pursuant to the Reading Sufficiency Act, each school district which has any schools that are not achieving the required annual reading goal set forth in 70 O.S. § 1210.508B shall submit to the State Department of Education its annual improvement goals necessary to progress from the baseline established September 1, 2005, to achieving the reading goal for all third-grade students set forth at 70 O.S. 1210.508B(D). These improvement goals shall be submitted to the State Board of Education by the submission deadline to be determined by the Office of Instruction of the State Department of Education.

~~(f)~~(e) **Funding.** Contingent on the availability of appropriated funds designated for the Reading Sufficiency Act, the State Department of Education may allocate funds to public school districts in accordance with the provisions of 70 O.S. § 1210.508D. Superintendents of school districts allocated such funds will sign and submit an assurance statement that their reading program meets the requirements of the Reading Sufficiency Act prior to receipt of funding. In order to be eligible for Reading Sufficiency Act funds, a school district must submit its District Reading Sufficiency Plan to the OSDE by August 30, and must submit its "Beginning of Year" report of the number of students in need of remediation by October 1. A school district that has not submitted either of these documents by the applicable due dates will not be eligible to receive Reading Sufficiency Act funds for the school year in which the submission was not provided to the OSDE by the due date. A district that is unable to meet a submission deadline due to a technical problem in its Student Information System or in a system operated by the OSDE should immediately notify the Office of Curriculum and Instruction of the technical difficulty preventing a timely submission, and may be provided an extension of the applicable due date until the relevant technical issue is resolved. A district that is unable to meet a submission deadline due to circumstances that are beyond the district's control, but not attributable to a technical issue, may file an appeal with the State Board of Education. Such appeals shall be considered by the Board within forty-five (45) days of receipt.

~~(g)~~(f) **Authorized expenses for RSA funds.** Reading sufficiency funds allocated pursuant to subsection ~~(f)~~(e) of this Section must be used for expenses relating to individual and small group tutoring, purchase of and and/or development of instructional training in the use of screening assessment measures, summer academy reading sufficiency plan programs, Saturday school programs, and any other reading program or professional development training contemplated as necessary by the districts to perform the goals of the Reading Sufficiency Act for students in the kindergarten, first, second, and third grades who have been identified by the elementary site as in need of a program of reading instruction. Professional development funded pursuant to this Section shall be consistent with guidance made available on the OSDE website by the Office of Curriculum and Instruction.

~~(h)~~(g) **Summer Academy Reading Programs.** Summer ~~academy reading programs~~ Academy Reading Programs for students, as authorized by 70 O.S. § 1210.508E shall be courses that:

- (1) provide at least four (4) weeks of tutoring a half (1/2) day a minimum of three (3) hours each day for four (4) days;
- (2) incorporate the content of a reading program reading sufficiency plan that meets the criteria set forth in the Reading Sufficiency Act;
- (3) are taught by teachers who have successfully completed a professional development institute or program in reading as prescribed by the statutory provisions of the Reading Sufficiency Act; and
- (4) include only eligible students not reading at grade level based on results from an assessment approved by the State Board of Education.

~~(i)~~**(h) Alternative schedule for Summer Academy Reading Program.** School districts observing a continuous learning calendar may request to implement a summer academy reading program Summer Academy Reading Program on an alternative schedule throughout the extended school year (e.g., during intersession breaks) by submitting a proposed alternative summer academy reading program Summer Academy Reading Program schedule to the State Department of Education OSDE for approval prior to the deadline established by the Office of Curriculum and Instruction of the State Department of Education, provided that any proposed alternative schedule must meet the requirements set forth in (i) of this Section.

~~(j)~~—Superintendents of districts will sign and submit an assurance statement that their reading program(s) meet the requirements of the Reading Sufficiency Act prior to receipt of funding.

(k)(i) Promotion upon completion of a Summer Academy Reading Program. Upon completion of a Summer Academy Reading Program pursuant to 70 O.S. § 1210.508E, a student may demonstrate successful completion of the required competencies for reading necessary for promotion to fourth grade upon the student's completion of either:

- (1) A student portfolio in accordance with the criteria set forth in 210:15-27-2(b)(4); or
- (2) An acceptable level of performance on an alternative reading assessment in accordance with the criteria set forth in 210:15-27-2(b)(3)(A); or
- (3) An acceptable level of performance on one of the screening instruments approved by the State Board of Education.

210:15-27-2. Good cause exemptions for promotion under the Reading Sufficiency Act

(a) ~~Beginning with the 2013-2014 school year, students~~Students who score at the Unsatisfactory leveldo not meet grade-level criteria as established by the Office of Educational Quality and Accountability (OEQA) on the Reading reading foundations/processes and vocabulary portions of the third grade criterion referenced test(s)assessment administered pursuant to 70 O.S. § 1210.508 may only be promoted to fourth grade if the student qualifies for a good cause exemption pursuant to authorized by 70 O.S. § 1210.508C. Only the scores from the reading comprehension foundations/processes and vocabulary portions of the third grade criterion referenced testassessment shall be used to determine the promotion and retention of third grade students pursuant to the Reading Sufficiency Act.

(b) Good cause exemptions shall be limited to the seven (7) statutory exemptions outlined in 70 O.S. § 1210.508C-~~(K)~~ as follows:

- (1) Students with limited English proficiency may be granted a good cause exemption for promotion to the fourth grade pursuant to 70 O.S. § 1210.508C(K)(1). To qualify for this exemption, the student must:

- (A) Be identified as Limited-English Proficient (LEP)/English Language Learner (ELL) on a screening tool approved by the Oklahoma State Department of Education Office of

Bilingual/Migrant Education and have a Language Instruction Educational Plan (LIEP) in place prior to the administration of the third grade ~~criteria-referenced test~~assessment; and

(B) The student must have had less than two (2) years of instruction in an English Language Learner (ELL) program that meets the definition of a "language instruction educational program" set forth in 20 U.S.C. § 7011.

(2) Students with disabilities who are assessed with alternate achievement standards (~~AA-AAS~~) under the Oklahoma School Testing Program (OSTP) with the Oklahoma Alternative Assessment Program (OAAP) qualify for ~~the~~ a good cause exemption ~~for promotion to fourth grade pursuant to 70 O.S. § 1210.508C(K)(2)~~. To qualify for this exemption, the student must meet all of the following criteria:

(A) The student must be identified as needing special education services prior to the administration of the third grade ~~criteria-referenced test~~assessment;

(B) The student must have an Individualized Education Program (IEP) in place prior to the administration of the third grade ~~criteria-referenced test~~assessment; and

(C) The student's IEP must direct that the student is to be assessed with alternate achievement standards through the Oklahoma Alternative Assessment Program (OAAP) based upon the OSDE Criteria Checklist for Assessing Students with Disabilities on State Assessments.

(3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment may be granted a good cause exemption for promotion to the fourth grade ~~pursuant to 70 O.S. § 1210.508C(K)(3)~~. To promote a student using an alternative standardized reading assessment, the following criteria shall apply:

(A) The student must score an acceptable level of performance on an approved alternative standardized reading assessment. The following are approved alternative standardized reading assessments that may be used to justify a good cause promotion ~~pursuant to 70 O.S. § 1210.508C(K)(3)~~under this exemption. The listed score constitutes an acceptable level of performance, and the student must score at or above the following percentiles:

(i) Stanford Achievement Test, ~~Tenth Edition~~, (SAT-10) - 45th Percentile

(ii) Iowa Test of Basic Skills (ITBS) Complete Battery ~~Form A, C or E, Level 9~~, Reading Comprehension - 45th Percentile

(iii) Iowa Test of Basic Skills (ITBS) Core Battery, ~~Form A, C, or E, Level 9~~, Reading Comprehension - 45th Percentile

(iv) TerraNova, ~~Third Edition~~ Complete Battery Level 13, Reading - 45th Percentile

(B) Alternative standardized reading assessments may only be administered following the administration of the ~~Reading reading foundations/processes and vocabulary~~ portions of the third grade ~~criteria-referenced test(s)~~assessment. The spring test form of the exam shall be administered.

(C) An approved alternative standardized reading assessment may be administered at any time prior to the start of the next academic year, if there are at least twenty (20) calendar days between administrations and different test forms are administered.

(4) Students who can demonstrate evidence through a student portfolio that the student has mastered state standards beyond the retention level and that the student is reading on grade level or higher may be granted a good cause exemption ~~pursuant to 70 O.S. §~~

1210.508C(K)(4). To promote a student through the use of a student portfolio, the following criteria shall apply:

(A) The student portfolio shall include evidence demonstrating the student's mastery of the Oklahoma state standards in reading equal to grade level performance on the reading comprehension foundations/processes and vocabulary portions of the statewide third grade riterion-referenced test(s) assessment. Such evidence shall be documented through an organized collection of work representing the student's mastery of such standards, including a demonstration of mastery of all of the following essential components of reading:

- (i) Phonemic awareness;
- (ii) Phonics (i.e., The student demonstrates awareness of letter-sound correspondence for consonants, vowels, and consonant digraphs, syllable types, and two to three syllable words);
- (iii) Reading fluency (i.e., The student demonstrates timed letter and word identification, sight words, modeled paragraph reading);
- (iv) Vocabulary (i.e., The student demonstrates ability to determine the meaning of general academic-specific and domain-specific words and phrases in a text relevant to a grade three topic or subject area); and
- (v) Comprehension (i.e., The student demonstrates ability to read and comprehend informational text independently and proficiently).

(B) The student portfolio shall include clear evidence that the standards assessed by the reading comprehension foundations/processes and vocabulary portions of the statewide third grade riterion-referenced test(s) assessment have been met. Clear evidence must include multiple choice items and passages that are 50% literary text and 50% expository text that are between 200-600 words, with an average of 350 words. Such evidence could consist of:

- (i) Chapter or unit tests from the district's adopted core reading curriculum that are aligned with the Oklahoma State Academic Standards; or
- (ii) Teacher-prepared assessments.

(C) Each standard and objective assessed by the reading comprehension foundations/processes and vocabulary portions of the third grade riterion-referenced test(s) assessment must include a minimum of four (4) work samples of mastery whereby the student attained a grade of 70% or above. Demonstrating mastery of each objective for each standard is required.

(D) The student portfolio shall include copies of the any screening, diagnostic, or assessments and benchmark/progress monitoring assessments administered pursuant to 70 O.S. § 1210.508C(B) and (C), as well as a copy of the student's Individualized Program of Reading Instruction (also known as "Academic Progress Plan").

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

- (i) The portfolio is an accurate assessment of the student's reading achievement level;
- (ii) The portfolio includes only work that has been independently produced by the student in the third grade, including programs of reading instruction provided after

regular school hours, on Saturdays, and during the summer following the student's third grade year; and

(iii) The student possesses required reading skills to be promoted to fourth grade.

(5) Students with disabilities who participate in the statewide ~~test assessments~~ critereon-referenced test assessments and have an IEP may qualify for a good cause exemption ~~pursuant to 70 O.S. § 1210.508C(K)(5) for promotion to fourth grade.~~ To qualify for this exemption, the student must meet the following criteria:

~~(A) The student must have been previously retained in pre-kindergarten for academic reasons, kindergarten, first grade, second grade, or third grade; and~~

~~(B)(A)~~ The student's IEP must:

~~(i) Identify Reading as an area of education need for the student or identify some type of special education service in the area of Reading reflect that the student has received intensive remediation in reading; and~~

~~(ii) Reflect that the student has received intensive remediation for more than two (2) years. Intensive remediation may include any type of program offering intensive reading instruction that is identified as appropriate by the IEP team made adequate progress in reading pursuant to the student's IEP.~~

(6) Students who demonstrate a reading deficiency and have been previously retained may qualify for a good cause exemption ~~pursuant to 70 O.S. § 1210.508C(K)(6) for promotion to fourth grade.~~ To qualify for this exemption, the student must meet the following criteria:

(A) The student must have been previously retained in pre-kindergarten for academic reasons, kindergarten, first grade, second grade, or third grade ~~for a total of two (2) years; and~~

(B) The student must have received intensive reading instruction for two (2) or more years.

(7) Students who have been granted an exemption for medical emergencies by the State Department of Education may qualify for a good cause exemption pursuant to 70 O.S. § 1210.508C ~~(K)(7)~~. To qualify for this exemption, the student must have been granted a medical emergency exemption pursuant to 70 O.S. § 1210.508-2 and 210:10-13-23, applicable to the testing window during which the reading ~~comprehension/foundations/processes~~ comprehension/foundations/processes and vocabulary portions of the third grade ~~critereon reference test assessment~~ critereon reference test assessment were administered to the student's class.

(c) Each student completion of a transitional grade between kindergarten and third grade shall be considered a previous retention for purposes of 70 O.S. § 1210.508C ~~(K)~~. A transitional grade consists of subject area curriculum selected from two consecutive grade levels to provide differentiated instruction needed for a student to master appropriate skills required for promotion.

(d) Documentation shall be maintained in the student record of any student promoted on the basis of a good cause exemption listed in 70 O.S. § 1210.508C ~~(K)~~. Documentation shall include the student's ~~critereon-referenced test assessment~~ critereon-referenced test assessment score on the reading foundations/processes and vocabulary portions and any documentation relied upon to grant a good cause exemption ~~or exemption pursuant to (b) of this Section.~~

(e) Any student promoted on the basis of a good cause exemption listed in 70 O.S. 1210.508C ~~(K)~~ should continue to receive intensive reading instruction and intensive instructional services and supports through the continued implementation of an Academic

~~Progress Plan (APP)~~Individualized Program of Reading Instruction to remedy the reading deficiency.

(f) Each student's ~~APP~~Individualized Program of Reading Instruction~~required under this section~~ shall be documented on a form approved by the OSDE Office of Curriculum and Instruction of the State Department of Education, and shall include, but not be limited to, the following information:

- (1) Identification of assessments used for diagnostic purposes and periodic progress monitoring;
- (2) The results of the assessment(s) used to identify the reading deficiency;
- (3) A list of the developmental reading skill areas targeted for improvement (i.e., phonemic awareness, phonics, reading fluency, vocabulary, or comprehension);
- (4) A description of the supplemental and/or remedial services and supports provided to the student in accordance with the provisions of 70 O.S. § 1210.508C ~~(N)(2)~~;
- (5) A description of parental involvement strategies; and
- (6) Identification of any collaborative services provided to the ~~child~~student in order to facilitate the ~~APP~~Individualized Program of Reading Instruction (i.e., Title I, IDEA, ELL/Title III).

210:15-27-3. Standards for mid-year promotion of retained third graders

(a) ~~District school~~School district boards of education shall adopt and implement a policy for the mid-year promotion of any student retained in third grade due to a reading deficiency as required by 70 O.S. § 1210.508C. Such mid-year promotions of retained third grade students must occur during the first semester of the academic year, and ~~must~~shall occur prior to November 1 of that academic year.

(b) To be eligible for mid-year promotion, a student must demonstrate by reasonable expectation that ~~he or she~~they:

- (1) ~~Is~~Are a successful and independent reader as demonstrated by reading at or above grade level;
- (2) ~~Has~~Have progressed sufficiently to master appropriate fourth grade reading skills; and
- (3) ~~Has~~Have met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

(c) Standards that provide a reasonable expectation that the student has met the requirements of (b) of this Section include demonstrating a level of proficiency required to ~~score above the Unsatisfactory level~~meet grade-level criteria as established by the Office of Educational Quality and Accountability (OEQA) on the ~~Grade 3~~third grade criterion referenced test(s)assessment and mastery of reading skills, consistent with the month of promotion to fourth grade, as presented in the scope and sequence of the school district's core reading program. Evidence of demonstrated mastery shall be shown by the following:

- (1) Successful completion of portfolio elements that meet state criteria in (d) of this Section; or
- (2) Satisfactory performance on a subsequent alternative standardized assessment as specified in (e) of this Section.

(d) To promote a student mid-year using a student portfolio as provided for in (c)(1) of this Section, there must be evidence of the student demonstrating a level of proficiency required to ~~score above the Unsatisfactory level~~meet criteria on the Oklahoma state standards as assessed by the reading comprehension and vocabulary portions of the ~~Grade 3 third grade criterion~~

~~referenced test(s) assessment administered pursuant to 70 O.S. § 1210.508,~~ and mastery of the Oklahoma ~~state standards~~ Academic Standards as assessed by the reading ~~comprehension foundations/processes~~ and vocabulary portions of the ~~Grade 4 fourth grade criterion-referenced test(s) assessment,~~ as specified in (b) of this Section. The student portfolio must meet the following requirements:

- (1) Consist only of work selected by the certified classroom teacher responsible for the student's Reading instruction;
 - (2) Be an accurate representation of the student's reading achievement level, and only include work that has been independently produced by the student in the classroom of the certified classroom teacher responsible for the student's Reading instruction;
 - (3) Include evidence demonstrating a level of proficiency required to ~~score above the Unsatisfactory level~~ meet criteria on the standards assessed by the reading comprehension and vocabulary portions of the ~~Grade 3 third grade criterion-referenced test(s) assessment~~ by meeting all portfolio requirements set forth in 210:15-27-2(b)(4);
 - (4) Include evidence of beginning mastery of fourth grade state standards that are assessed by the ~~Grade 4 fourth grade reading comprehension foundations/processes~~ and vocabulary portions of the ~~criterion-referenced test(s) assessment.~~ Clear evidence must include multiple choice items and passages that are 50% literary text and 50% expository text that are between 200-600 words, with an average of 350 words. Such evidence could consist of:
 - (A) Chapter or unit tests from the district's adopted core reading curriculum that are aligned with the Oklahoma State Standards; or
 - (B) Teacher-prepared assessments;
 - (5) Each standard and objective assessed by the ~~Grade 4 fourth grade reading comprehension foundations/processes~~ and vocabulary portions of the ~~criterion-referenced test(s) assessment~~ must include a minimum of three (3) work samples of mastery whereby the student attained a grade of 70% or above. Demonstrating mastery of each objective for each standard is required; and
 - (6) Be signed by the certified classroom teacher responsible for the student's reading instruction and the principal of the school, both attesting that the portfolio is an accurate assessment of the student's ability and that the student possesses the required reading skills to be promoted to fourth grade.
- (e) To promote a student mid-year using an alternative standardized assessment as provided for in (c)(2) of this Section, there must be evidence that the student scored at or above grade level on the reading portion of an alternative standardized reading assessment listed in OAC 210:15-27-2(b)(3)(A), as demonstrated by standard scores or percentiles consistent with the month of promotion to the fourth grade. Alternative assessments administered for the purpose of determining a student's eligibility for mid-year promotion must also comply with the requirements of 210:15-27-2(b)(3)(B)-(C) and the school district's policy for mid-year promotion, provided that alternative assessments administered for this purpose may be administered until November 1 of the school year.
- ~~(f) The Academic Progress Plan (APP) for any retained third-grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year.~~
- ~~(g)~~ (f) A mid-year promotion shall only occur upon agreement of the parent or legal guardian of the student, and the principal of the school. Such decision should be made in consultation with the student's third and fourth grade teachers.

(g) The Individualized Program of Reading Instruction for any retained third grade student who has been promoted mid-year to fourth grade shall re-evaluated and modified as appropriate to support success in fourth grade, and shall be implemented for the entire academic year.

210:15-27-4. Program of reading instruction**Individualized Program of Reading Instruction**

(a) **Eligible students.** Each student enrolled in kindergarten, first, second, and third grade in the public schools of Oklahoma shall be assessed at the beginning, middle, and end of each school year using a screening instrument approved by the State Board of Education. Any student found not to be reading at grade level shall be provided a program of reading instruction an Individualized Program of Reading Instruction designed to enable the student to acquire the appropriate grade level reading skills. Diagnostic assessment shall be provided if determined appropriate, and progress monitoring shall continue throughout the year.

(b) **Student Reading Proficiency Team.** For students found not to be reading at the corresponding grade level upon completion of an approved screening instrument, a Student Reading Proficiency Team shall be created. The following guidelines apply to Student Reading Proficiency Teams:

(1) For a student not reading at the corresponding grade level in first grade or second grade as identified by an approved screening instrument, the Student Reading Proficiency Team shall develop an individualized program of reading instruction. The team shall be composed of:

- (A) The student's parent(s) or guardian(s);
- (B) The teacher assigned responsibility for the student's reading instruction in that academic year;
- (C) A teacher assigned responsibility for reading instruction in the student's next grade level; and
- (D) A certified reading specialist, if available.

(2) For a third grade student who is not eligible for automatic promotion and who scores at the unsatisfactory or limited knowledge levels does not meet criteria on the reading foundations/processes and vocabulary portions of the third-grade statewide criterion-referenced test assessment administered pursuant to 70 O.S. § 1210.508, a Probationary Promotion Reading Proficiency Team may evaluate the student for probationary promotion. Upon the unanimous recommendation of the Probationary Promotion Reading Proficiency Team and approval of the school principal and district superintendent, a student recommended for probationary promotion shall be promoted to fourth grade. The Probationary Promotion Reading Proficiency Team shall be composed of:

- (A) The student's parent(s) or guardian(s);
- (B) The teacher assigned responsibility for the student's reading instruction in that academic year;
- (C) A teacher assigned responsibility for reading instruction in the student's next grade level; and
- (D) A certified reading specialist.

(c) **Program requirements.** Each program of reading instruction shall include provisions of the READ Initiative adopted by the school district as provided for in 70 O.S. § 1210.508C. For purposes of the Reading Sufficiency Act, a "program of reading instruction" shall be based upon

a ~~three-tiered Response to Intervention ("RtI")~~ Multi-Tiered Systems of Support (MTSS) model, and shall include:

- (1) ~~For students identified for Tier I intervention, a minimum of ninety (90) minutes of uninterrupted daily scientific research-based reading instruction;~~ **Tier I.** Tier I, or core instruction, is research-based reading instruction for all students that is based on the science of how students learn to read and is aligned with the Oklahoma Academic Standards. Tier I instruction provides all students a minimum of ninety (90) minutes of reading instruction over the course of the school day. The minimum of ninety (90) minutes of reading instruction may include instruction integrated into other subject areas.
- (2) ~~For students identified for Tier II intervention, at least an amount of uninterrupted scientific research-based reading instructional time that is;~~ **Tier II.** Tier II intervention is supplemental, direct, research-based instruction based on the cognitive science of how students learn to read, designed to supplement core instruction and address students' reading skill deficits. Tier II intervention is:
 - (A) Based on specific student needs;
 - (B) Reflects the needed intensity and/or frequency as identified ~~on a screening tool, by a diagnostic assessment, and/or progress monitoring instrument;~~ and
 - (C) Is determined by the classroom teacher, reading specialist (if available), and building principal.
 - (D) Tier II intervention may take place within the ninety (90) minutes of core reading instruction, provided the student receives all direct instruction, including whole and small group instruction. Tier II intervention cannot supplant a student's access to core instruction or substitute for a core lesson in the general education classroom.
- (3) ~~For students identified for Tier III intervention, at least forty-five (45) to sixty (60) minutes of additional uninterrupted daily scientific research-based reading instruction in addition to the ninety (90) minutes of uninterrupted daily reading instruction provided under Tier I.~~ **Tier III.** Tier III intervention is supplemental, direct, customized, and intensive research-based instruction based on the cognitive science of how students learn to read, designed to supplement core instruction and address students' reading skill deficits by targeting the area(s) of greatest need. Tier III intervention is:
 - (A) Based on specific student needs;
 - (B) Reflects the needed intensity and/or frequency as identified by a diagnostic assessment; and
 - (C) Is determined by the classroom teacher, reading specialist (if available), and building principal.
 - (D) Tier III intervention may take place within the ninety (90) minutes of core reading instruction, provided the student receives all direct instruction, including whole and small group instruction. Tier III intervention cannot supplant a student's access to core instruction or substitute for a core lesson in the general education classroom.
- (d) **District review of program.** Each district shall conduct a review of the program of reading instruction for all students who ~~score below the proficient level~~ **do not meet criteria** on the reading ~~comprehension foundations/processes~~ and vocabulary portions of the third grade ~~statewide criterion-referenced tests assessment~~ and do not qualify for a good-cause exemption under 70 O.S. § 1210.508C ~~(K)~~. For each student retained under the provisions of the Reading Sufficiency Act, the school district shall require a student portfolio to be completed. The district review of each retained student's program of reading instruction shall address additional supports

and services needed to remediate the identified areas of reading deficiency, which may include but not limited to:

- (1) Small group instruction;
- (2) Reduced teacher-student ratios;
- (3) More frequent progress monitoring;
- (4) Tutoring or mentoring;
- (5) Transition classes containing third and fourth grade students;
- (6) Extended school day, week, or year; and
- (7) ~~Summer reading academies~~Summer Academy Reading Programs as provided for in 70 O.S. § 1210.508E, if available.

(e) ~~Transition to ACE remediation for students~~ **Students** approved for probationary promotion. For a student who is approved for probationary promotion, the Probationary Promotion Reading Proficiency Team shall continue to review the student's reading performance and repeat the evaluation and recommendation process described in 1210.508C(H)(4) each academic year until the student demonstrates grade-level reading proficiency on an approved screening instrument or transitions to ~~remediation provided under the Achieving Classroom Excellence Act (ACE)~~ another school. If a student who has been approved for probationary promotion transitions to another school before demonstrating grade-level proficiency on an approved screening instrument, a copy of the student's Individualized Program of Reading Instruction shall be provided to the student's subsequent school.