

Strong Readers Act

Deann Jones Project Director, Strong Readers



literacy@sde.ok.gov



405-522-4098



Session Goals

- Understand the requirements for kindergarten through third grade students under the Strong Readers Act
- Discuss the changes under the new legislation.
- Understand the required documentation and reporting.

Purpose of the Strong Reader's Act

The Strong Readers Act aims to **strengthen literacy** among Oklahoma's students by integrating reading proficiency into the criteria for grade progression, **ensuring appropriate instructional support**, and maintaining **clear communication with families** about student progress.

70 O.S. § 1210.508B(B)

Third Grade Retention

- SB362 **removed** 3rd grade retention from Oklahoma's Early Literacy Law.
- Beginning with the 24-25 SY, 3rd grade retentions will be handled **just like the other grades. District policies** will determine retention, not state requirements.
- **No longer needed:** good cause exemptions, portfolios, RSA criteria on OSTP, or pathway documentation.


Reading Plan

- Every school district shall adopt, and implement a district **strong readers plan** which has had input from school administrators, teachers, and parents and legal guardians and if possible, a reading specialist, and which shall be submitted electronically to and approved by the State Board of Education. The plan shall be updated annually.

- Due August 31st

70 O.S. § 1210.508C(G.1)

Strong Readers Survey

- BOY Report
 - Name of the **dyslexia screener** that was used
 - # of students that qualified for **exemptions**
- EOY Report
 - # of students enrolled in the district for **less than 2 years**
 - # of students on an **IEP** who demonstrated **grade-level proficiency**
- Summer School Report 
 - # of students that attended **summer school**

New Reporting Requirements

Annual District Plan

- additional **date** requirements for **timeline**
- **diagnostic** assessment
- **supplemental resources** for tier 1 instruction
- average daily time for **additional instruction** (school wide intervention block)
- # of **staff** working with students to implement Strong Readers provisions
- dates for specific **parent communications**
- **intervention time** for specific **student groups**

3rd Grade Promotion / Retention Report

Located in the WAVE

- This report will be **eliminated** after this fall.

Website requirements

NEW

The following items are to be posted on the **district website** by **September 1st, 2025**.

- **Board Policies** to implement the provisions of the Strong Readers Act
- By grade, the **number** and **%** of students in K-3.....
 - who **did not meet grade-level** standards on the screener
 - who have been enrolled in the district for **fewer than 2 years**
 - who **demonstrated grade-level proficiency** on the screener
 - who are on an **IEP and demonstrated proficiency** on the screener

*We will release a unified format for districts to utilize.

Funding

- **\$4.5 Million increase** in Strong Readers funds
- \$17.5 Million total
- Updated **funding checklist** – available on the Strong Readers webpage
- Reminder: Districts that receive more than \$2,500 of Strong Reader's Funds must spend **10%** of these funds on **science of reading professional development** from an OSDE approved vendor.

Early Reading Instruction

Multi-Level Prevention System

- **Tier 1**, or core instruction, is **research-based reading instruction** for all students based on the science of how students learn to read and is aligned with the Oklahoma Academic Standards. Tier 1 instruction provides all students with a minimum of **ninety (90) minutes** of reading instruction **daily**.
- **Tier 2** is **targeted instruction** that is based on the cognitive science of how students learn to read. It is designed to supplement core instruction and address students' reading skill deficits.
- **Tier 3** is **intensive intervention** designed to address students' individual reading skill deficits by targeting the area(s) of greatest need.

Tier 1 Core Instruction

- Initial Screener Score: At or above the **40th Percentile**
- All students receive this instruction. Other intensity levels are **in addition to** Tier I.
- Student Literacy Intervention Plan (SLIP), formerly IPRI **NOT NEEDED**
- Whole Class: Daily, 90 minutes minimum (required)
- General Education Teacher

Tier 1+ Differentiation

- Initial Screener Score: **26th-39th Percentile**
- Other Considerations: If one or more sub-test scores are **significantly lower** than the target, consider increasing intensity
- Student Literacy Intervention Plan (SLIP)
REQUIRED
- Recommended group size of **6-8** students that meet **2-4 days/week**
- **May occur within Tier 1** (small group instruction)
- General Education Teacher

Tier 2 Supplemental Instruction

- Initial Screener Score: **11th-25th Percentile**
- Other Considerations: Received Tier 1+ differentiated instruction or more than **12 weeks or 3 data** points from progress monitoring without making significant progress
- Student Literacy Intervention Plan (SLIP) **REQUIRED**
- Recommended group size of **6-8** students that meet **3-5 days/week**
- At least 15 minutes **in addition to Tier I**
- General Education Teacher or Interventionist (Pull out or Push In)

Tier 3 Intensive Intervention

- Initial Screener Score: **1st-10th Percentile**
- Other Considerations: Received Tier 2 instruction for more than **20 weeks or 5 data points** from progress monitoring without making significant progress
- Student Literacy Intervention Plan (SLIP) **REQUIRED**
- Recommended group size of **1-3** students that meet **daily**
- At least 30 minutes **in addition to Tier I**
- Interventionist (Pull out)

Assessments: Using Data to Guide Instruction

Universal Screening

- Students in kindergarten through 3rd grade.
- Purpose: Identify students who are at-risk for reading difficulties.
- **NEW** Student Literacy Intervention Plan must be in place within 30 days of the assessment.
- Timeline
 - Beginning of year **Report Due October 1st**
 - Middle of year **Report Due May 31st**
 - End of year

Dyslexia Screener

- Students who are found to have a reading deficit by the universal screener will then be screened for the characteristics of dyslexia using an OSDE approved screening assessment within **30 days**.
- Parents will be notified of the results from the risk assessment within **15 days** of the end of the dyslexia screening window.

New Guidance

- The OSDE Legal Office has provided clarification regarding the timeline to notify families of a reading difficulty. Please prioritize the updated information, even if it contradicts previous guidance.
- The timeline to notify families of a reading difficulty and have the Student Literacy Intervention Plan (SLIP) in place is 30 calendar days. This timeline **must start** from the **date** that the **student completes the screener**.

To aid districts, OSDE suggests using one of the following practices:

1. Track each student's individual test completion date and SLIP deadline.

Student	Date of Screening	Due date for SLIP	Date SLIP Completed
Amy B.	9-1-24	10-1-24	9-26-24
Jack C.	9-2-24	10-2-24	9-30-24
Kevin D.	9-3-24	10-3-24	10-1-24

2. Start the 30 day timeline at the beginning of the testing window and use that deadline for all students.

Universal Screening Window	September 3 rd – 13th
Notify parents of reading difficulty and have SLIP created for all applicable students	By October 3rd

Kindergarten Considerations

NEW

- **Kindergarten** was previously allowed to wait until the **middle of the year** screening window to take the **dyslexia screener** and be put on an IPRI.
- **Now** they will follow the **same rules** as the **other grades**. They will be given both screenings in the beginning of the year window and should be put on a SLIP within 30 days if reading deficiency is determined.

Universal Screening Assessments

Assessments approved for both Universal Screening and screening for the characteristics of dyslexia.

Acadience

Amira

Exact Path

Fast Bridge

i-Ready Diagnostic

istation

MAP Reading Fluency

Mclass Dibels 8th Ed.

Star Early Learning Suite

Universal Screening Assessments

Assessments approved for Universal Screening only.
Additional assessments required for screening for the characteristics of dyslexia.

aimswebPlus

Early Learning Quick Assessment (ELQA)

MAP Growth

Exemptions to Strong Readers

NEW

- The student participates in the Oklahoma Alternate Assessment Program (**OAAP**) and is taught using alternate methods.
- The student's primary expressive or receptive communication is **sign language**.
- The student's primary form of written or read text is **Braille**.
- The student's primary expressive or receptive language is not English, the student is identified as an **English learner** using a state-approved identification assessment, and the student has had **less than one (1) school year** of instruction in an **English-learner program**.

70 O.S. § 1210.508C.C

Diagnostic Assessment

- Recommended for students who are determined to be at-risk for reading difficulties.
- Purpose: Identify specific strengths and needs of students at-risk for reading difficulties.

70 O.S. § 1210.508C(D.1.c)

Progress Monitoring

- Purpose: Monitor progress of students receiving intervention.
- It is important to monitor with the skill on which a student is receiving intervention.
- Recommended frequency for **Tier 2: monthly**
- Recommended frequency for **Tier 3: weekly**

70 O.S. § 1210.508C(D.1.c)

Student Literacy Intervention Plan (SLIP)

Student Literacy Intervention Plan (SLIP)

Formerly Individualized Program of Reading Instruction (IPRI)

Plans must include:

- **Additional in-school** instructional time
- **Tutorial instruction** after regular school hours, on Saturdays, and during summer; if necessary and funds are available
- **Diagnostic** and **progress monitoring** assessments
- **High-quality instructional materials** grounded in scientifically based reading research
- Access to **free online** evidence-based literacy **instruction resources** to support the student's literacy development at home.

Will be posted on Strong Readers webpage by September 1st.

NEW

NEW

Proficiency Notice

- 70 O.S. § 1210.508C(F)
- 1st – 3rd grade students
- 60th Percentile
- Notify parents that the student has satisfied the requirements of the Strong Readers Act yearly
- Sample letter is posted on the Strong Readers webpage

Documentation

- Parent Notification of Screener results
- SLIP including results of dyslexia screener

NEW

- Proficiency Notice

NEW

- Exemption from Screener

Ban on “three-cueing”

- “It is the intent of the Legislature that beginning with the 2025-2026 school year, school districts and charter schools in this state shall be **prohibited** from using the **three-cueing system model** of teaching students to read. For the purposes of this section, the “three-cueing system” means any model of teaching students to read based on meaning, structure, syntax, and visual cues, which may also be known as **meaning, structure, and visual (MSV), balanced literacy, or whole language.**”

“

- Guidance will be released before the 25-26 SY.

COMING SOON

- **New Administration Rules**
- **Guidance on eliminating three-cueing practices**

Evidence-Based Intervention Review

- A list is being compiled to provide more targeted guidance for districts when selecting intervention materials (not an “approval” list)
- The information will be posted on the Strong Readers webpage when completed.

HEROES Literacy Instructional Team

- HEROES worked with 305 schools in SY 23-24.
- Submit a request for help or professional development.
- Link is located on the OSDE Reading and Literacy page.
- [HEROES help link](#)

Stay updated with Strong Readers

- **Strong Readers Virtual Meeting**
2nd Tuesday of each month
[Zoom links](#) posted on the Strong Readers website

- **Subscribe to the Strong Readers newsletter**

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