

RSA Quick Guide for Educators | 2022-2023

ASSESSMENT REQUIREMENTS

- ▶ Every student in kindergarten, first, second and third grades shall be assessed at the beginning, middle and end of each school year for the acquisition of reading skills (phonics, phonemic awareness, vocabulary, comprehension and reading fluency) for the grade level in which enrolled with a screening assessment approved by the State Board of Education.
- ▶ Each student who does not meet the grade-level target on the screener must be screened for characteristics of dyslexia. This is required after the beginning of year assessment for grades 1-3 and after the mid-year assessment for kindergarten.
- ▶ Any student assessed and found not to be meeting grade-level targets shall be provided an Individualized Program of Reading Instruction (IPRI) designed to enable the students to acquire the appropriate reading skills.

INSTRUCTIONAL RECOMMENDATIONS

	TIER ONE	TIER ONE + DIFFERENTIATION	TIER TWO	TIER THREE
Who	All K-3 students	K-3 students with gaps in specific skills	K-3 students who are 6 months to 1 year below grade level	K-3 students who more than 1 year below grade level
What	Grade-level instruction using the district's core reading program through whole-group instruction	Small group, targeted, skills-based instruction in order to accelerate progress and achieve grade-level proficiency	Small group, targeted, skills-based instruction in order to accelerate progress and achieve grade-level proficiency	Small group, intensive skills-based instruction; requires more systematic skill focus than previously received in Tier 2
Diagnostic	Not needed	As appropriate	Recommended	Strongly recommended
Progress Monitor	Through core program	Recommended monthly	Recommended monthly	Recommended weekly
Time	Minimum of 90 minutes of daily reading instruction	As needed based on student needs (may occur in small groups during Tier 1)	As needed based on student needs (in addition to Tier 1)	As needed based on student needs (in addition to Tier 1)

REQUIRED DOCUMENTATION

KINDERGARTEN

- Create Individual Program of Reading Instruction (IPRI) if below grade-level target after **mid-year screening**
- Document results of dyslexia screening
- Maintain IPRI and scores from screening and progress monitoring in permanent record

GRADES 1-2

- Create Individual Program of Reading Instruction (IPRI) if below grade-level target after **beginning of year screening**
- Document results of dyslexia screening
- Maintain IPRI and scores from screening and progress monitoring in permanent record.

GRADE 3

- Create Individual Program of Reading Instruction (IPRI) if below grade-level target after **beginning of year screening**
- Document results of dyslexia screening
- Maintain IPRI and scores from screening and progress monitoring in permanent record.
- Gather work samples with dates for student portfolio (good cause exemption 4)

FAMILY NOTIFICATION REQUIREMENTS

INDIVIDUALIZED PROGRAM OF READING INSTRUCTION

Families of students who do not meet grade-level target must be informed of the following in writing within 30 days of the screening assessment.

- Identified substantial deficiency in reading
- Lexile score
- A description of proposed supplemental instructional services and supports
- Notification that the student will not be promoted to the fourth grade if the reading deficiency is not remediated
- Strategies for parents to use in helping their child succeed in reading proficiency
- The grade-level performance score on an approved assessment
- Explanation that while the OSTP serves as a determinant, additional data should also be considered
- The school district's specific criteria and policies for mid-year promotion 70 O.S § 1210.508C(J)

CHARACTERISTICS OF DYSLEXIA

If a student was screened for characteristics of dyslexia, inform families of the results of the screening within 30 days.

Families of students who are at-risk for characteristics of dyslexia should also receive the following:

- Information on the characteristics of dyslexia
- Resources for additional information on dyslexia



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3RD GRADE PROMOTION AND RETENTION

The Reading Sufficiency Act (RSA) states that a third-grade student cannot be automatically promoted to the fourth grade if they do not meet the RSA criteria on the Oklahoma State Testing Program (OSTP) unless they demonstrate sufficient reading ability on a state-approved screening assessment, meet the requirements of a good cause exemption, or are promoted with probation.

PATHWAY 1: MEET RSA CRITERIA ON THE OSTP

To determine the promotion and retention of third-grade students, only the scores for questions aligned to Standard 2: Reading Foundations/Processes and Standard 4: Vocabulary shall be used to determine minimum criteria for reading proficiency. 70 O.S. § 1210.508C(I)(4)

Meets RSA Criteria Student may advance to fourth grade.

Does NOT meet Student shall remain in third grade unless they meet one of the other pathways listed below:

RSA Criteria

- Pathway 2: Proficiency on Screening Assessment
- Pathway 3: Good Cause Exemptions
- Pathway 4: Probationary Promotion through the Student Reading Proficiency Team (SRPT)

PATHWAY 2: PROFICIENCY ON SCREENING ASSESSMENT

The student meets the end-of-year grade-level target for third grade on one of the state-approved screening assessments at any point in 1st, 2nd or 3rd grade. After a student has demonstrated proficiency through a screening instrument, the district will notify the parent or guardian of the student that they have satisfied the requirements of the RSA and will not be subject to retention. 70 O.S. § 1210.508C(I)(1)

PATHWAY 3: PROFICIENCY ON SCREENING ASSESSMENT

The student meets the requirements of one of the good cause exemptions listed below. 70 O.S. § 1210.508C(L)(1-7)

Exemption 1	English Language Learners who have had less than two years of instruction in English and are identified as LEP/ELL on a screening tool approved by OSDE.
Exemption 2	Students with an Individualized Education Plan and are assessed with OAAP.
Exemption 3	Students who demonstrate an acceptable level of performance on an alternative standardized reading test approved by State Board of Education.
Exemption 4	Students who demonstrate through a teacher-developed portfolio that they can read on grade level. Portfolio shall include evidence of the student's mastery of the state standards in reading equal to grade-level performance on the Oklahoma School Testing Program (OSTP).
Exemption 5	Students with disabilities who take the OSTP and have an IEP that states they have received intensive remediation in reading and have made adequate progress toward their IEP goals.
Exemption 6	Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who already have been retained in PK, kindergarten, first grade, second grade or third grade. Transitional grades count.
Exemption 7	Students facing exceptional emergency circumstances which prevent the student from being assessed during the testing window. These requests for exemptions must be approved by the Office of Accountability and Assessment.

PATHWAY 4: PROBATIONARY PROMOTION PROCESS

The members of the Student Reading Proficiency Team (SRPT) unanimously recommend "probationary promotion" to the school principal and the district superintendent and they both approve. If this is allowed, the team shall continue to review the reading performance of the student and be placed on an Individualized Program of Reading Instruction (IPRI) to be monitored until the student demonstrates grade-level reading proficiency. 70 O.S. § 1210.508C(I)(1)

STEP 1	Teacher shall request retention exemption which shall include documentation of alternate assessment or portfolio work and copy of IEP as applicable.
STEP 2	The Student Reading Proficiency Team (SRPT) evaluates for "probationary promotion." SRPT includes parent/ guardian, current teacher responsible for reading, future teacher responsible for reading, and certified reading specialist (if available).
STEP 3	The principal and superintendent must approve the recommendation of the SRPT.
STEP 4	Student must be provided an Individualized Program of Reading Instruction until the student meets grade level through an approved screening instrument.

RETENTION

Students who are retained must receive individualized instructional services and supports (i.e., small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring; transitional classes; extended school day, week, or year; or summer reading academies) in reading outside of the 90-minute Tier 1 reading block. 70 O.S. § 1210.508C(M)

