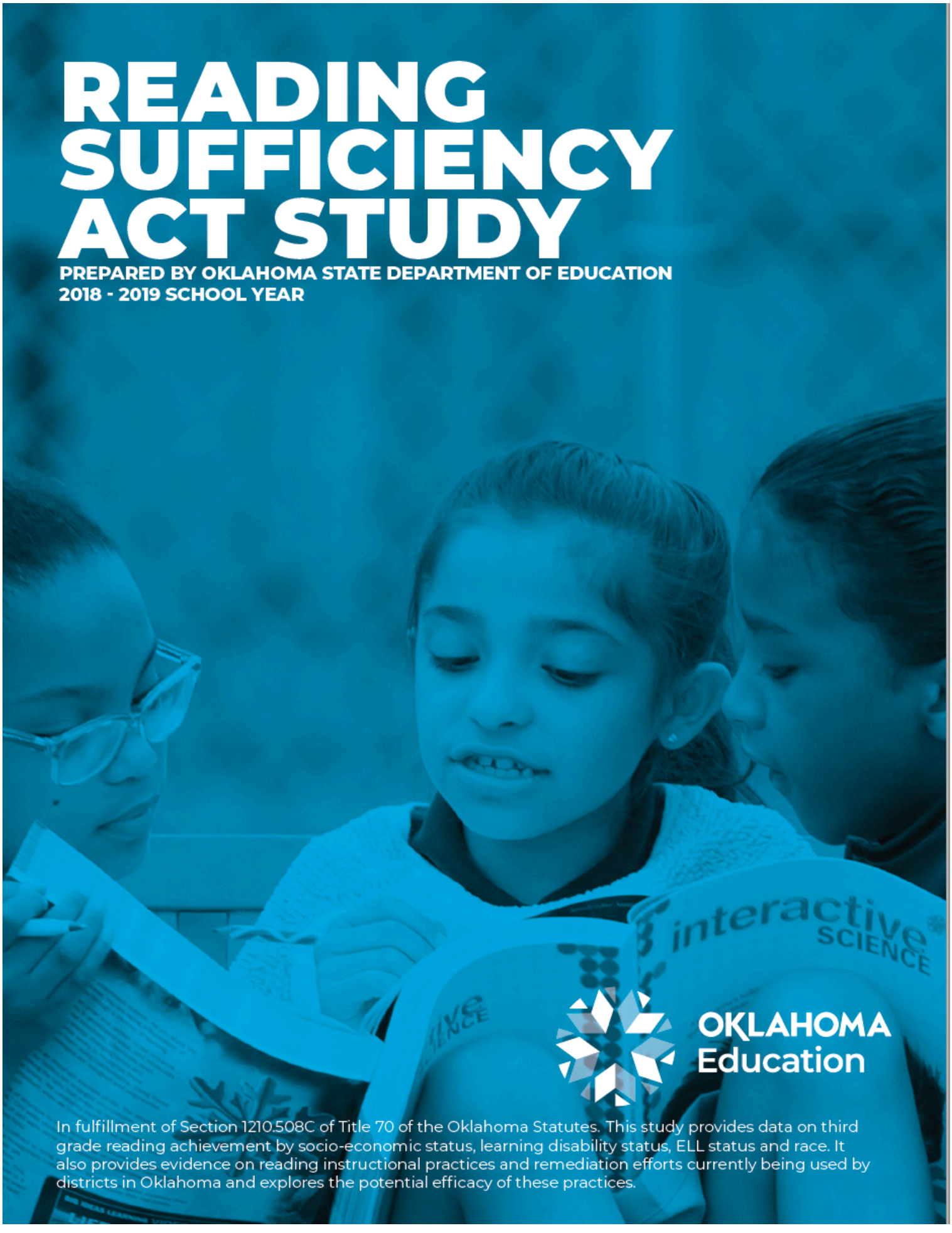
READING SUFFICIENCY ACT STUDY

PREPARED BY OKLAHOMA STATE DEPARTMENT OF EDUCATION
2018 - 2019 SCHOOL YEAR



OKLAHOMA Education

In fulfillment of Section 1210.508C of Title 70 of the Oklahoma Statutes. This study provides data on third grade reading achievement by socio-economic status, learning disability status, ELL status and race. It also provides evidence on reading instructional practices and remediation efforts currently being used by districts in Oklahoma and explores the potential efficacy of these practices.

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EXECUTIVE SUMMARY

The conversation around early literacy has seen a recent shift in Oklahoma and across the nation. As research in cognitive sciences has made its way into the classroom, along with data from the National Assessment of Educational Progress (NAEP), an increasing number of teachers and administrators are discussing how to address the early literacy needs of students through evidence-based practices.

In Oklahoma, the need for this shift is evidenced through the data contained in this report. In regards to early literacy, the data for Oklahoma has remained fairly stable over the last several years. However, the recent focus on professional development that is aligned with the cognitive science of how students learn to read, along with increased funding from the legislature for the 2019-2020 school year, has the potential to shift the data to show improvement across the state.

Even prior to this shift, schools across the state are moving in the right direction. **Reading is a priority**, as evidenced by daily schedules containing a significant block of time for reading instruction. Systems for identifying and working with students with reading difficulties are in place, and schools across the state recognize the **need for early identification of reading difficulties and appropriate intervention for those difficulties** as evidenced by beginning- and end-of-year data collected from districts. In addition, schools are recognizing the **importance of using multiple data sources to form a more comprehensive picture** of students' literacy strengths and needs to make the most informed instructional decisions possible. This became increasingly evident this past school year as many schools referred to other data, including screening and diagnostic assessments, district- and teacher-created assessments, and classroom performance, in addition to state test scores being available to make decisions about student promotions.

As we move forward, there are opportunities for change and growth. This report provides information about **achievement gaps** that continue to exist for students eligible for **free- and reduced-price lunch**, as well as those students with disabilities who are on an **individualized education program (IEP)** or those who are **English learners (EL).** There are also continuing achievement gaps for students who are identified as **African-American or Hispanic** when compared to their peers. Because of these ongoing achievement gaps, additional education is required to address the specific needs of each subgroup and meet the needs of every student in Oklahoma. The State Department of Education is currently working to gather additional data related to reading sufficiency. This will include data about how students are progressing through their educational careers when they do not meet reading proficiency at the end of third grade and are either retained or promoted to fourth grade through good-cause exemptions or probationary promotion.

Schools can further **refine procedures** to be more effective at early identification of reading difficulties and meeting the needs of students. Areas for refinement include **interpreting data** and **choosing appropriate interventions** for reading difficulties, as well as applying **effective instructional strategies** in general instruction. It would also be beneficial to continue working to understand how different data sources can be used to create a **comprehensive picture** of a student's readiness and how to use that data to make effective instructional decisions.

As the conversation and guidance around evidence-based literacy practices that are aligned with the cognitive science of how students learn to read continue to increase, there is an opportunity for positive change in Oklahoma's early literacy achievement.

Purpose of Annual Report

Section 1210.508C of Title 70 of the Oklahoma Statutes requires that the State Department of Education (SDE) conduct a study on reading instruction and the retention of students in the third grade based on reading assessments administered.

The purpose of the study is to better understand why some students in the state have not been successful in acquiring the appropriate grade-level reading skills, identify the best practices available to help students become successful readers and implement those best practices in schools statewide.

Background

The Reading Sufficiency Act (RSA) was originally passed in 1997 to improve Oklahoma children's reading skills before the end of third grade. The law required that all kindergarten through third-grade students be assessed[1] at the beginning and end of each school year for the acquisition of reading skills. In 2012,[2] the law was amended to require that beginning in the 2013-2014 school year, third-grade students show proficiency on grade-level reading skills or meet one of the good-cause exemptions[3] to be promoted to fourth grade. In 2014, HB 2625 was passed with emergency status, going into effect for the 2013-2014 academic year. This allowed a "probationary promotion" for third-graders through the recommendation of a Student Reading Proficiency Team (SRPT), a partnership of the student's parents and educators. The SRPT was made permanent in 2017 with the passage of HB 1760.[4] The most recent legislation, SB 601, was passed in 2019 and adjusted some of the good-cause exemption

[1] See *K-3 Screening and Assessments* (70 O.S.§1210.508C (B-C))
[2] See *Retention - No Social Promotion* (70 O.S.§1210.508C (H))
[3] See *Good Cause Exemptions* (70 O.S. § 1210.508C (J-K))
[4] See *Probationary Promotion* (70 O.S. § 1210.508C (H)(4))

requirements, added a mid-year screening assessment for kindergarten through third-grade students, and clarified language around the expectations for kindergarten students.[5] These most recent changes, however, went into effect for the 2019-2020 school year and are not reflected in this report. These changes are reflected in Table 1.

TABLE 1. CHANGES TO THE READING SUFFICIENCY ACT

Academic Year	Changes
2013-2014 *HB 2625*	• Introduced Student Reading Proficiency Team (SRPT) to allow for probationary promotion • SRPT consists of third grade teacher, fourth grade teacher, parent/guardian of student, principal, certified reading specialist • Allows students in first, second and third grades to show proficiency through one of the state-approved screening assessments
2013-2014 *HB 2497*	• Added prekindergarten retention as qualifiers for good-cause exemptions 5 and 6
2015-2016 *SB 630*	• SRPT consists of third grade teacher, fourth grade teacher, parent/guardian of student, certified reading specialist • Begin using only the reading portion of the third-grade assessment • Added good-cause exemption 7 for medical emergencies
2016-2017 *HB 1760*	• SRPT made permanent • SRPT consists of third grade teacher, fourth grade teacher, parent/guardian of student • Shift to Oklahoma State Testing Program (OSTP), new assessment over new Oklahoma Academic Standards
2018-2019 *SB 601*	• Clarification of kindergarten expectations • Adjusted good-cause exemption 5 to eliminate the need for a previous retention for students on an Individualized Education Program (IEP) • Adjusted good-cause exemption 6 to apply to students who had been previously retained one year (instead of two years) • Clarification of transition to middle school for students on probationary promotion

The ultimate goal of reading is for students to make meaning of text. Foundational skills, such as oral language, phonemic awareness and phonics, are taught primarily in kindergarten through second grade, then reinforced in third grade. While students must have a solid foundation in these skills, reading does not stop there. Students must also learn and apply

[5] See *K-3 Screening and Assessments* (70 O.S.§1210.508C (A)(3))

vocabulary and comprehension skills at the same time. Reading is an extremely complex act that requires students to work on multiple skills in tandem. If any of those skills are not developed, the student cannot become a successful reader. The purpose of the RSA is to identify areas of difficulty early and intervene before a student falls too far behind his or her peers. As such, the Reading Sufficiency Act (RSA) follows the Multi-Tiered System of Support (MTSS) model.

Third grade is the transition year in which students apply the foundational skills they have been learning in the early grades to begin to focus on more critical analysis and understanding of text. Current legislation mandates that the major determinant in assessing a third-grader's reading proficiency is the student's score on the reading portion of the Oklahoma School Testing Program (OSTP). A student must either meet RSA criteria on the reading and vocabulary portions of the assessment, show reading proficiency through one of the approved screening assessments, qualify for any of the good-cause exemptions, be promoted with probation by the Student Reading Proficiency Team (SRPT) or be retained.

There were over 201,000 kindergarten through third-grade students in the 2018-2019 school year, all of which were affected by the Reading Sufficiency Act. It is through the dissemination of reports such as this one that Oklahomans are able to take an informed glance at our progress in continually improving literacy in our schools, our communities and our state.

RESEARCH QUESTIONS

This research addresses the following questions:

1. How many students (number and percent) in kindergarten through third grade have been determined as at-risk for reading difficulties as compared to the total number of students enrolled in each grade?
2. How many students (number and percent) continue to be at risk for reading difficulties by the end of the year, as determined by the year-end measurement of reading progress?
3. How many students (number and percent) in kindergarten through third grade have successfully completed their RSA-funded program of instruction and are reading on grade level as determined by the results of approved reading assessments?
4. How many students (number and percent) met the RSA criteria as determined by the Commission for Educational Quality and Accountability on the reading portion of the statewide third-grade criterion-referenced test?
5. How many students participated in the Oklahoma State Testing Program (OSTP) and, of that number, how many met proficiency on a screening instrument, how many were

promoted through each of the good-cause exemptions, how many were retained and how many were promoted through probationary promotion?

6. How does reading proficiency vary by socio-economic status, learning disability status, EL status and race?
7. What funding was appropriated to each district for reading remediation?
8. What screening instruments and reading support assessments are being used to identify reading deficiencies and monitor reading progress?
9. What types of reading instructional practices, instructional methods and remediation efforts are currently being used by districts?
10. What types of reading resources do students have access to outside of school?
11. Of the identified instructional practices, instructional methods and remediation efforts, which ones have been identified as best practices in the research literature for students not reading on grade level?
12. What relationships exist between district reading performance and the identified interventions? Are there certain interventions that are associated with higher performance?

METHODOLOGY

To answer questions 1-3, data from the beginning of year (BOY) and end of year (EOY) district reports were used. These reports are completed by districts to provide information on the number of students at risk for reading deficiencies and the number of students completing reading intervention plans.

To answer question 5, data from the Third-Grade Promotion Retention report was used. This report is completed by districts and contains data on the number of students who did not meet criteria and which promotion or retention decision was made for each. Districts also identify which good-cause exemption was met for those students promoted through exemption.

To answer research questions 4 and 6, descriptive statistics on reading proficiency and retention by socio-economic status, learning disability status, EL status and race were calculated using test scores and demographic data. The purpose of this is to better understand the demographic composition of students who are not reading at grade-level and retained. Knowing this will help policy-makers better select best practices that work well for the student populations most in need.

To answer research question 7, RSA funding by district was reported.

To answer research question 8, data was gathered from the Annual District Reading Plan and RSA Beginning of Year report that is completed by districts each year.

To answer research questions 9 and 10, school and district leaders were surveyed on instructional practices, instructional methods, remediation efforts and reading resource access. The survey data were aggregated to the district level to identify instructional practices, instructional methods, remediation efforts and reading resource access available at each district.

To answer research question 11, an Oklahoma reading expert reviewed and summarized peer-reviewed evidence on the instructional practices, instructional methods, remediation efforts and reading resources teachers in Oklahoma reported using.

To answer research question 12, district-level performance data were compared to the instructional practices identified through the survey. Correlations between certain instructional practices, methods, remediation efforts and reading resources were examined. Instructional practices, methods, remediation efforts and reading resources associated with high reading performance or growth were identified. Additionally, educators were also asked to provide their assessments of the efficacy of the identified interventions. These results were compared to the results of the quantitative analysis.

DATA SOURCES

This study used data from the following sources:

- End-of-Year and Beginning-of-Year Reading Reports
- Third-Grade Promotion and Retention Report
- RSA district funding data
- State-developed survey on instructional practices, instructional methods, remediation efforts and reading resource access
- Student information and testing data
- Literature on instructional practices, instructional methods, remediation efforts and reading resources.

Any student data contained in the report was reported only in the aggregate so that individual students could not be identified, with the exception of promotion and retention decision for third grade students who did not meet RSA criteria on the state test. In this case, districts were asked to report the final retention decision, as well as the method that was used for a student who was promoted.

SURVEY RESULTS

The survey regarding reading instruction was sent via email. The sample included all superintendents, elementary school principals and teachers that work with kindergarten

through third-grade students. In total, 3,303 educators and administrators completed the survey. The respondents represented 100% of the counties in Oklahoma and 474 (87%) of school districts. A variety of roles and positions were represented, including 1,971 (63%) classroom teachers, 300 (10%) special education teachers, 31 (1%) superintendents, 334 (11%) principals, 172 (6%) reading specialists and 119 (4%) interventionists. Other roles included in the responses include speech language pathologists, instructional coaches, English language teachers, and district personnel. This response rate was high enough to make meaningful conclusions from the data.

RESULTS

DISTRICT DATA RESULTS

Districts use one of the screening instruments[6] approved by the Oklahoma State Board of Education to assess all kindergarten through third-grade students. There were fifteen screening instruments approved for use during the 2018-2019 school year. Screening instruments are used to determine potential reading difficulties at the beginning of the year and again at the end of the year to determine growth. As districts identify students who need additional support, those students are placed on an Academic Progress Plan (APP)[7] outlining the additional reading intervention that will be provided for that student. Districts report the number of students who need intervention to the Oklahoma State Department of Education. Numbers are reported in aggregate and identify the number of kindergarten through third-grade students who were assessed, the number of students placed on an APP at the beginning of the year, the number of students still on an APP at the end of the year and the number of students who successfully completed their APPs.

STUDENTS AT RISK FOR READING DIFFICULTIES AT THE BEGINNING OF THE YEAR

This section addresses the question, *How many students (number and percent) in kindergarten through third grade have been determined as at-risk for reading difficulties as compared to the total number of students enrolled in each grade?*

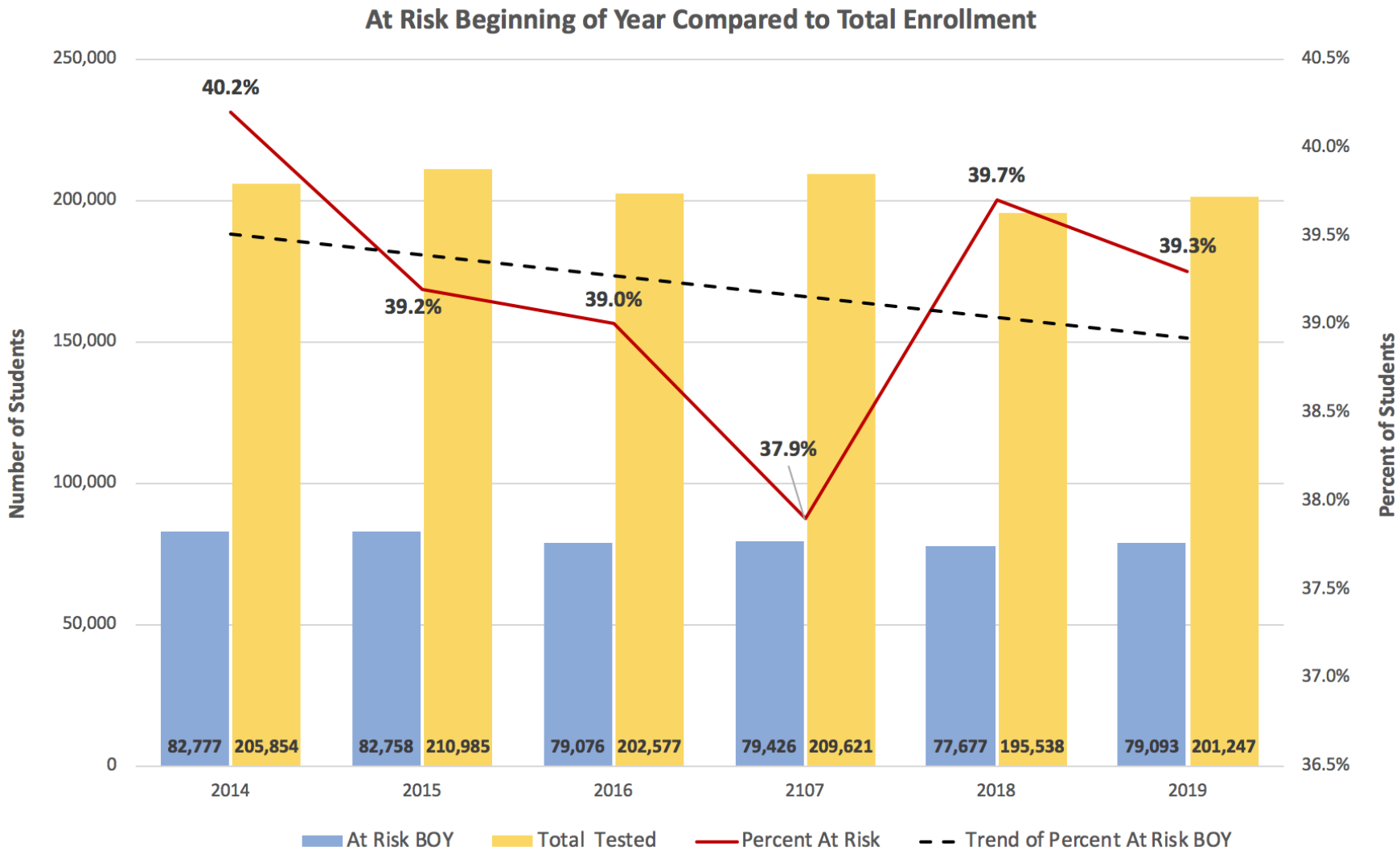
The following data shows what students are able to do in the area of reading proficiency within the first few weeks of the school year. It does not indicate the progress made in that grade level throughout the year.

[6] See *K-3 Screening and Assessments* (70 O.S.§1210.508C (B-C))
[7] See *Program of Reading Instruction* (70 O.S.§1210.508C (D-E))

TABLE 2. STUDENTS AT-RISK BEGINNING OF YEAR

	Grade	At-Risk BOY	Total Enrolled	Percent At-Risk BOY
2014	KG	19,831	53,277	37.2%
	1	21,593	54,323	39.7%
	2	21,191	49,896	42.5%
	3	20,162	48,358	41.7%
	All Grades	**82,777**	**205,854**	**40.2%**
2015	KG	18,316	53,360	34.3%
	1	21,739	54,241	40.1%
	2	21,129	52,045	40.6%
	3	21,574	51,339	42.0%
	All Grades	**82,758**	**210,985**	**39.2%**
2016	KG	18,146	49,951	36.3%
	1	20,684	52,155	39.7%
	2	19,977	49,874	40.1%
	3	20,269	50,597	40.1%
	All Grades	**79,076**	**202,577**	**39.0%**
2017	KG	18,128	51,347	35.3%
	1	20,293	53,072	38.2%
	2	20,578	52,155	39.5%
	3	20,427	53,047	38.5%
	All Grades	**79,426**	**209,621**	**37.9%**
2018	KG	16,875	50,832	33.2%
	1	19,847	51,340	38.7%
	2	20,561	50,688	40.6%
	3	20,394	52,678	38.7%
	All Grades	**77,677**	**195,538**	**39.7%**
2019	KG	17,282	50,797	34.0%
	1	20,899	50,647	41.3%
	2	20,903	49,199	42.5%
	3	20,009	50,604	39.5%
	All Grades	**79,093**	**201,247**	**39.3%**

FIGURE 1. AT-RISK BEGINNING OF YEAR COMPARED TO TOTAL ENROLLMENT



When looking at the beginning-of-year data over the last six years in Table 2 and Figure 1, the average percentage of kindergarten through third-grade students who have been identified as having reading difficulties has had a **slight decline of .9 percentage points** from 40.2% in 2014 to 39.3% in 2019. **Breaking the data down by grade level, it is noticeable that there is a more significant decline in second and third grade than in the kindergarten and first grade.** Third grade tends to identify slightly fewer students (about 35%) as being at-risk for having reading difficulties, while the other three grades tend to identify about 40% of their students as at-risk for reading difficulties at the beginning of the year.

Following cohort groups of the same group of students across multiple years provides a better perspective. In the last six years, there have been three full cohort groups.

COHORT 1 (2014-2017)

The first cohort began kindergarten in 2014, when 37.2% of kindergarteners were at-risk at the beginning of the year. In 2015, when those same students as first graders, 40.1% were at-risk at the beginning of the year. As second graders in 2016, 40.1% of students were identified as at-risk at the beginning of the year. In 2017, the number of third graders identified as at-risk at the beginning of the year dropped to 38.5%.

COHORT 2 (2015-2018)

The second cohort began kindergarten in 2015, when 34.3% of kindergarteners were at-risk at the beginning of the year. In 2016, when those same students as first graders, 39.7% were at-risk at the beginning of the year. As second graders in 2017, 39.5% of students were identified as at-risk at the beginning of the year. In 2018, the number of third graders identified as at-risk at the beginning of the year dropped to 38.7%.

COHORT 3 (2016-2019)

The third cohort began kindergarten in 2016, when 36.3% of kindergarteners were at-risk at the beginning of the year. In 2017, when those same students as first graders, 38.2% were at-risk at the beginning of the year. As second graders in 2018, 40.6% of students were identified as at-risk at the beginning of the year. In 2019, the number of third graders identified as at-risk at the beginning of the year dropped to 39.5%.

COHORT TRENDS

In all three cohort groups, fewer students were identified as at risk in kindergarten, with an increase in first grade. In the first two cohorts, the number of students at risk from first grade to second grade remained about the same. In the third cohort, however, there was a 2.4% increase in the number of second grade students with reading difficulties. All three cohorts saw a slight decrease of about 1% from second to third grade.

As complexity of skills increase, it is logical that some students who have been masking any difficulties are no longer able to compensate, especially if they have not received high quality word recognition instruction. This generally occurs around second grade, as curriculum moves from single-syllable words to longer words with more complex patterns. Students who have been getting by with basic skills in kindergarten and first grade have more difficulty with reading skills as both the curriculum and the text becomes more difficult. It has also been noted that many second- and third-grade teachers are shifting a majority of instructional focus to comprehension skills, often leaving word recognition skills behind when students are still needing instruction and practice with these skills.

Students At Risk for Reading Difficulties at the End of the Year

This section addresses the question, *How many students (number and percent) continue to be at-risk for reading difficulties by the end of the year, as determined by the year-end measurement of reading progress?*

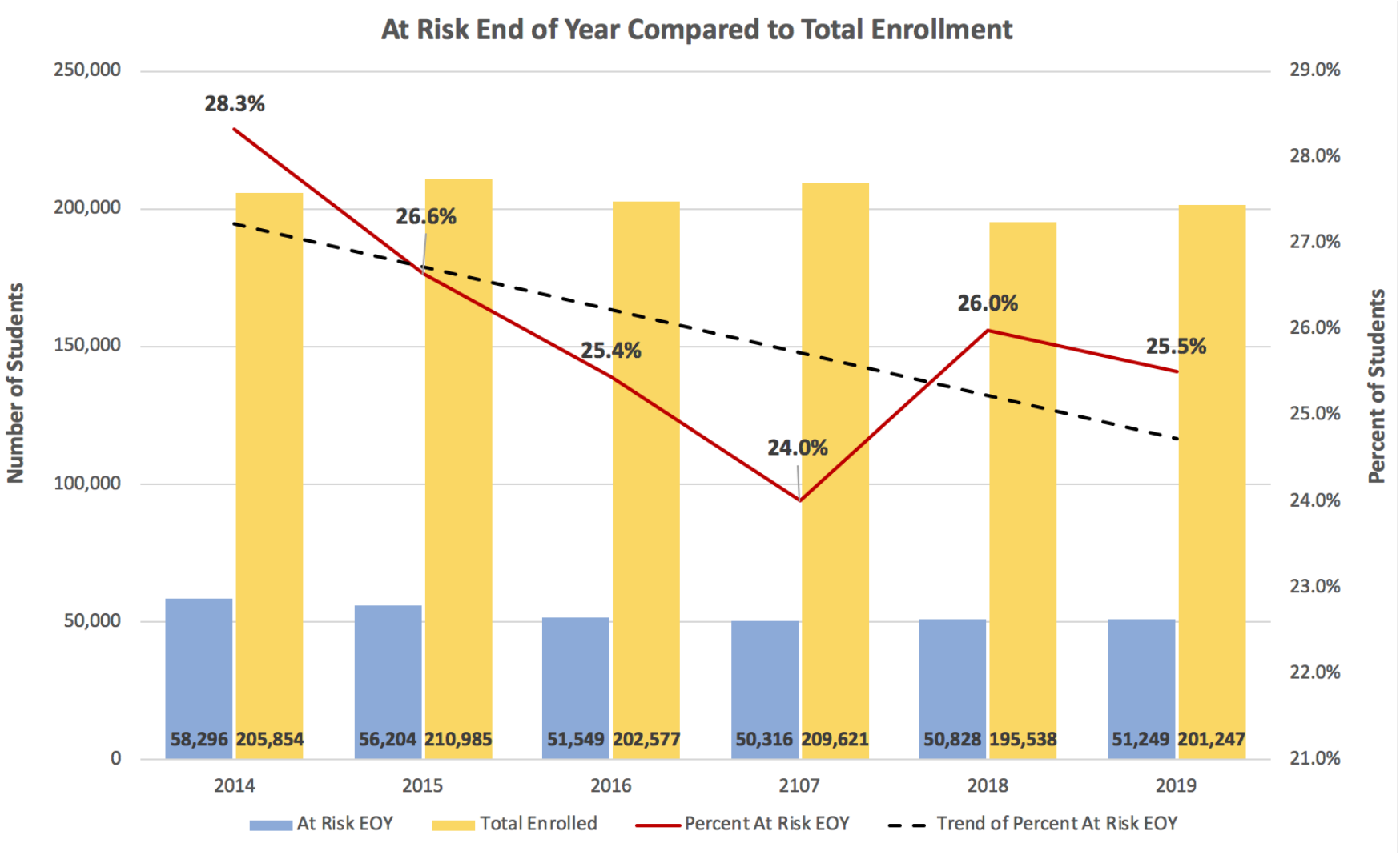
To determine the number and percentage of students considered at-risk for reading difficulties at the end of the year, a calculation was made using the number of students enrolled in a remediation program at the end of the year as compared to the number of students enrolled in the remediation program at the beginning of the year. These data were directly reported to the OSDE by districts.

End of year data reflects the effectiveness of instruction for students over the course of that school year. It does not reflect the influence (if any) of a summer break.

TABLE 3. STUDENTS REMAINING AT-RISK AT END OF YEAR

	Grade	At-Risk EOY	Total Enrolled	Percent At-Risk EOY
2014	KG	12,300	53,277	23.1%
	1	15,920	54,323	29.3%
	2	15,477	49,896	31.0%
	3	14,599	48,358	30.2%
	All Students	**58,296**	**205,854**	**28.3%**
2015	KG	11,099	53,360	20.8%
	1	14,807	54,241	27.3%
	2	15,407	52,045	29.6%
	3	14,891	51,339	29.0%
	All Students	**56,204**	**210,985**	**26.6%**
2016	KG	11,249	49,951	22.5%
	1	13,814	52,155	26.5%
	2	13,592	49,874	27.3%
	3	12,894	50,597	25.5%
	All Students	**51,549**	**202,577**	**25.4%**
2017	KG	10,985	51,347	21.4%
	1	13,571	53,072	25.6%
	2	13,263	52,155	25.4%
	3	12,497	53,047	23.6%
	All Students	**50,316**	**209,621**	**24.0%**
2018	KG	11,015	50,832	21.7%
	1	13,179	41,340	31.9%
	2	13,822	50,688	27.3%
	3	12,812	52,678	24.3%
	All Students	**50,828**	**195,538**	**26.0%**
2019	KG	10,817	50,797	21.3%
	1	13,694	50,647	27.0%
	2	13,972	49,199	28.4%
	3	12,766	50,604	25.2%
	All Students	**51,249**	**201,247**	**25.5%**

FIGURE 2. STUDENTS REMAINING AT-RISK AT END OF YEAR



Students who end the year still on a reading plan have not met their goals and are still considered at-risk. The data does not differentiate between students who have made progress but have not quite reached the goal, students who have maintained growth at the same rate as their peers but have not closed the learning gap, or students who continue to struggle and have fallen further behind their peers.

Overall, there is a trend of **fewer students ending the year still on a reading plan**, with a greater decrease with older students. Kindergarten identified 23.1% students on a reading plan at the end of the year in 2014, while 21.3% were on a reading plan at the end of the year in 2019, with a decrease of 1.8% students ending the year on a reading plan. The percentage of students remaining on a plan in kindergarten has remained about the same for the last three years.

First grade had a decrease of 2.3% students from ending the year on a plan from 2014 to 2019. From 2014 to 2017, there was also a continuous decline. In 2018, there was an increase of 6.3% of students continuing to have reading difficulties for a 6-year high of 31.9%. However, there was a 4.9% decline in 2019.

Second grade had a decrease of 2.6% students ending the year on a plan from 2014 to 2019. As with first and third grade, second grade also had a decline from 2014 to 2017. However, there has been an increase of 3% of students still having reading difficulties in the last two years from the low of 25.4% in 2017.

In third grade, 30.2% of the students were on a reading plan at the end of the year in 2014, while 25.2% were on a plan at the end of the year in 2018, with a decrease of 5% students ending the year on a reading plan. From 2014 to 2017, there was a continuous decline. However, there has been an increase of 1.6% of students still having reading difficulties in the last two years from the low of 23.6% in 2017.

In all grades kindergarten through third grade, **25.5% of students** are **ending the school year still on a reading plan**. This is **down from 28.3% in 2014**. While districts are moving in the right direction, a percentage of about 20% of students on a reading plan at the end of the year would be more in line with a goal that follows the Multi-Tiered System of Supports (MTSS) model.

Following cohort groups of the same group of students across multiple years can provide insight as to how students have responded to instruction over time. In the last six years, there have been three full cohort groups.

COHORT 1

The first cohort began kindergarten in 2014, when 23.1% of kindergartners ended the year on a reading plan. In 2015, those same students as first graders had 27.3% still on a reading plan at the end of the year. As second graders in 2016, 27.3% of students were on a reading plan at the

COHORT 2

The second cohort began kindergarten in 2015, when 20.8% of kindergartners ended the year on a reading plan. In 2016, those same students as first graders had 26.5% still on a reading plan at the end of the year. As second graders in 2017, 25.4% of students were on a reading plan at the end of the year. In 2018, 24.3% of third graders were on a reading plan at the end of the year.

COHORT 3

The third cohort began kindergarten in 2016, when 22.5% of kindergartners ended the year on a reading plan. In 2017, those same students as first graders had 25.6% still on a reading plan at the end of the year. As second graders in 2018, 27.3% of students were on a reading plan at the end of the year. In 2019, 25.2% of third graders were on a reading plan at the end of the year.

COHORT TRENDS

Each cohort tends to reflect the same trend at the end of the year as it does at the beginning of the year. Kindergarten consistently has the lowest percentage of students at both times of the year, with the sharpest increase usually occurring between kindergarten and first grade. There is consistently a decline at both times of the year between second grade and third grade. In the first two cohorts, the percentage of first graders and second graders on a reading plan is similar from beginning of year to end of year. In the last cohort, there is a steady increase from kindergarten to second grade, with a slight decrease in third grade at both the beginning and end of the year.

READING PLAN COMPLETION

This section addresses the question, *How many students (number and percent) in kindergarten through third grade have successfully completed their RSA-funded program of instruction and are reading on grade level as determined by the results of approved reading assessments?*

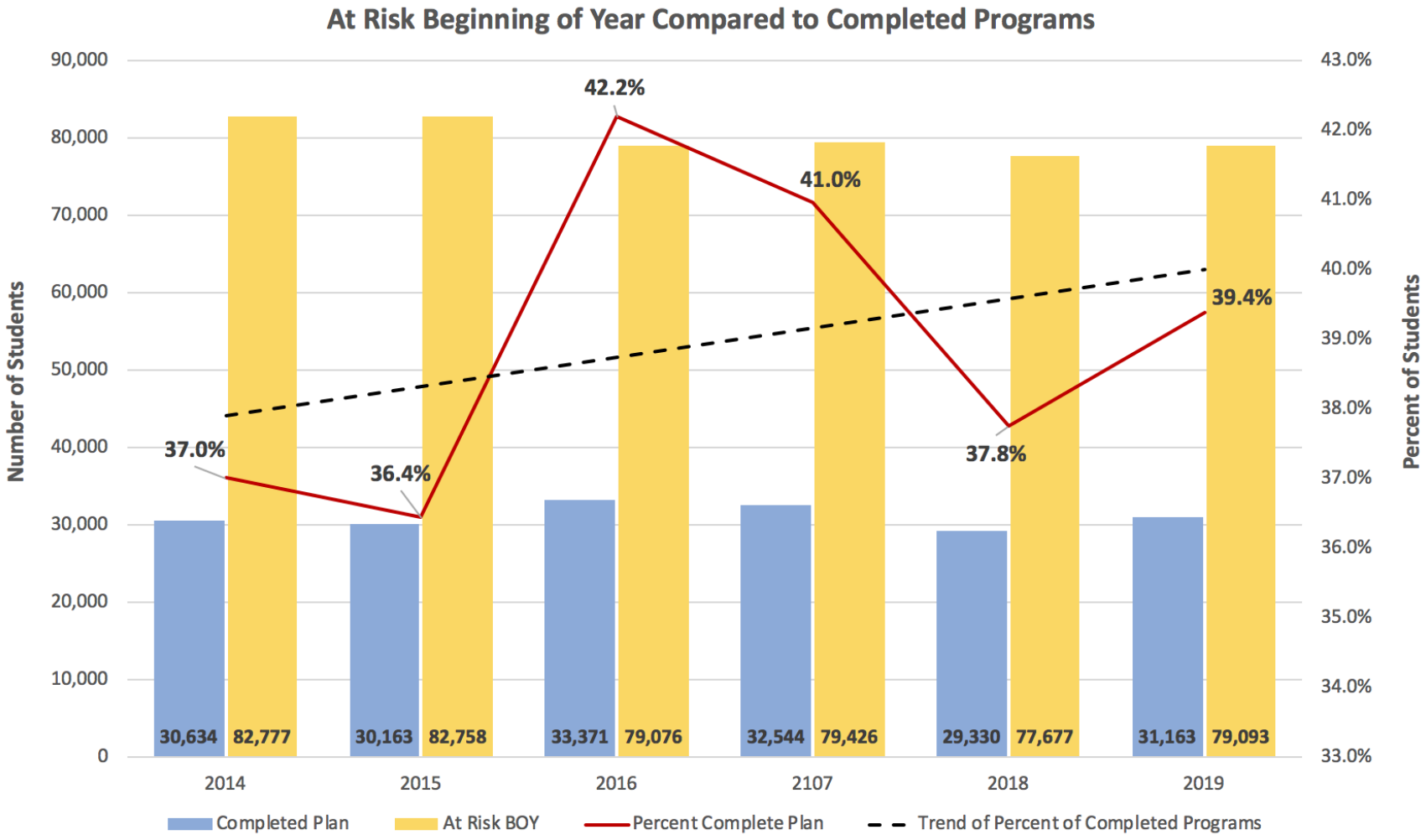
To determine the number and percentage of students who have successfully completed their reading remediation program, districts report the number of students who completed the program reading on grade level. Another way of constructing an understanding of successful remediation plan completion is by looking at the **percentage of students** who are considered at risk at the **beginning of the year** compared to the percentage of students considered at risk at the **end of the year**. These data were reported by the districts.

Table 4 and Figure 3 reflect the number of students who met the requirements of their reading plan. However, it does not show the overall gains made by individual students. Some students may have made growth equivalent to multiple years in comparison to age peers, while others may have been just under the benchmark at the beginning of the year and were just over the benchmark at the end of the year. The data also does not show how many students left the school prior to completing their reading plans who were making gains, nor does it show how many (if any) students completed a plan but had to be placed on a new plan the following year with new grade-level expectations.

TABLE 4. READING PLAN COMPLETION

	Grade	Completed Plan	Total BOY	Percent Completed
2014	KG	9,051	19,831	45.6%
	1	8,000	21,593	37.0%
	2	6,603	21,191	31.2%
	3	6,980	20,162	34.6%
	All Students	**30,634**	**82,777**	**37.0%**
2015	KG	8,289	18,316	45.3%
	1	8,003	21,739	36.8%
	2	6,395	21,129	30.3%
	3	7,476	21,574	34.7%
	All Students	**30,163**	**82,758**	**36.4%**
2016	KG	8,707	18,146	48.0%
	1	8,779	20,684	42.4%
	2	7,443	19,977	37.3%
	3	8,442	20,269	41.6%
	All Students	**33,371**	**79,076**	**42.2%**
2017	KG	8,447	18,128	46.6%
	1	8,578	20,293	42.3%
	2	7,255	20,578	35.3%
	3	8,264	20,427	40.5%
	All Students	**32,544**	**79,426**	**41.0%**
2018	KG	6,855	16,875	40.6%
	1	7,442	19,847	37.5%
	2	6,856	20,561	33.3%
	3	8,177	20,394	40.1%
	All Students	**29,330**	**77,677**	**37.8%**
2019	KG	7,640	17,282	44.2%
	1	8310	20,899	39.8%
	2	7,406	20,903	35.4%
	3	7,807	20,009	39.0%
	All Students	**31,163**	**79,093**	**39.4%**

FIGURE 3. READING PLAN COMPLETION



When looking at the overall percentage of students in kindergarten through third grade in 2014 and 2015, around 37% of students who were on a reading program successfully completed it. In 2016, 42.2% of students who were at-risk for reading difficulties successfully completed their program of reading remediation, and in 2017 the percentage of students completing their reading program was 41%. In 2018, 37,8% of students determined to be at-risk at the beginning of the year successfully completed their program of reading remediation, and in 2019 the percentage of students completing their reading program was 39.4% Examining the three cohort groups shows a similar trend, with the highest completion rate in kindergarten, then first grade, with the completion rate in second grade being consistently the lowest. In the cohort groups, the only grade level that sees significant change is second grade, with a consistent decrease of 4% over the three groups in the percentage of students completing their reading program.

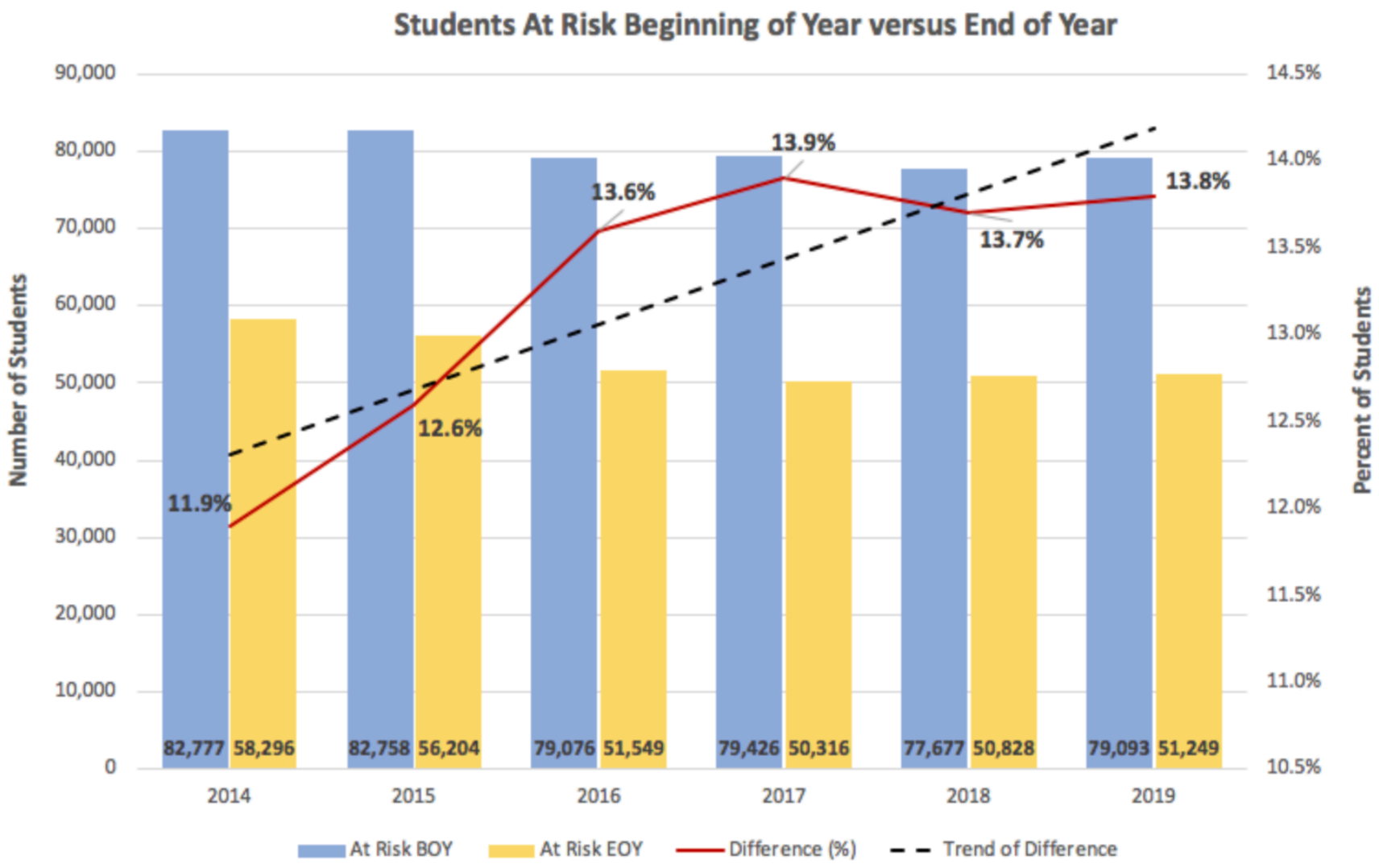
Each year, kindergarten consistently has the highest percentage of students who successfully complete their program of reading remediation. Second grade consistently has the lowest percentage of students who successfully complete their program of remediation. Second grade is generally a transitional year as students have often focused on skill-based instruction in the foundational skills in kindergarten and first grade, and are now spending more instructional time with application of foundational skills in text. Students in second grade are also working with more multisyllabic words, applying the decoding skills they have learned to read primarily single-syllable words in first grade to the syllables in longer words in second grade. If students are still struggling with word recognition skills such as phonemic awareness and phonics, then they are often not successful with the increase in rigor as they move to multisyllabic words. Because of this increase in rigor, students who have been using coping skills to compensate for difficulties in this area are no longer able to keep up. It is not uncommon for students who seemed to be doing fine in kindergarten and first grade to start showing difficulties at this stage of learning. In addition, many second-grade teachers report that they do not spend much instructional time on word recognition skills, which means students are not working with the more advanced phonemic awareness skills or complex phonics patterns. **Making second- and third-grade teachers aware of the importance of continuing instruction in word recognition skills for all students is a priority.**

Table 5 and Figure 4 reflect the difference between the number of students identified as having reading difficulties at beginning of year and those still having reading difficulties at the end of year. This data includes students who made sufficient growth to complete the requirements of their reading plan as well as students who left the school either with or without completing their reading plan. The data does not reflect how much growth individual students made. Students who moved into the school and were placed on a reading plan after beginning of year data was collected may also be reflected in the end-of-year data.

TABLE 5. STUDENTS AT-RISK BEGINNING VERSUS END OF YEAR

	Grade	Percent At-Risk BOY	Percent At-Risk EOY	Decrease from BOY
2014	KG	37.2%	23.1%	-14.1%
	1	39.7%	29.3%	-10.4%
	2	42.5%	31.0%	-11.5%
	3	41.7%	30.2%	-11.5%
	All Students	**40.2%**	**28.3%**	**-11.9%**
2015	KG	34.3%	20.8%	-13.5%
	1	40.1%	27.3%	-12.8%
	2	40.6%	29.6%	-11.0%
	3	42.0%	29.0%	-13.0%
	All Students	**39.2%**	**26.6%**	**-12.6%**
2016	KG	36.3%	22.5%	-13.8%
	1	39.7%	26.5%	-13.2%
	2	40.1%	27.3%	-12.8%
	3	40.1%	25.5%	-14.6%
	All Students	**39.0%**	**25.4%**	**-13.6%**
2017	KG	35.3%	21.4%	-13.9%
	1	38.2%	25.6%	-12.6%
	2	39.5%	24.4%	-15.1%
	3	38.5%	23.6%	-14.9%
	All Students	**37.8%**	**24%**	**-13.8%**
2018	KG	33.2%	21.7%	-11.5%
	1	48.0%	31.9%	-16.1%
	2	40.6%	27.3%	-13.3%
	3	38.7%	24.3%	-14.4%
	All Students	**39.7%**	**26.0%**	**-13.7%**
2019	KG	34.0%	21.3%	-12.7%
	1	41.3%	27.0%	-14.3%
	2	42.5%	28.4%	-14.1%
	3	39.5%	25.2%	-14.3%
	All Students	**39.3%**	**25.5%**	**-13.8%**

FIGURE 4. STUDENTS AT-RISK BEGINNING VERSUS END OF YEAR



This data shows an increased difference between beginning-of-year data and end-of-year data, growing to nearly two percentage points difference since 2014.

Conclusions from District Data

Overall, this data reflects that districts across the state are making small strides. While fewer students are identified as being at risk for reading difficulties at the beginning of the year, there are even fewer students who are at risk at the end of the year. This difference is increasingly larger in the upper grades. One reason for this could be that students identified as at-risk in the earlier grades may have required reading interventions across multiple years to catch up to their peers. It stands to reason that the differences between beginning-of-year data and end-of-year data are smaller in the earlier grades because essential groundwork was being laid for the student to make sufficient gains later.

Performance on State Reading Examination

This section addresses the question, *How many students (number and percent) scored at each performance level on the reading portion of the statewide third-grade criterion-referenced test?*

The 2013-2014 school year was the first year that promotion and retention decisions were tied to the state third-grade reading assessment. This portion of the Reading Sufficiency legislation has evolved over the last several years, making comparisons from year to year difficult. It is important to keep those changes in mind when looking at the data from the state reading examination. Those changes were outlined in Table 1. In addition, the state assessment changed in the 2016-2017 academic year. Prior to that time, the Oklahoma Core Curriculum Tests (OCCT) was used. With the adoption of the new Oklahoma Academic Standards, a new state test called the Oklahoma State Testing Program (OSTP) was created. Because of the differences between the OCCT and the OSTP, it is impossible to draw comparisons between the two. For purposes of this report, a three-year history using only data from the OSTP will be examined.

Oklahoma State Testing Program (OSTP) Data

With the adoption of new standards, the state assessment for Oklahoma was changed to the Oklahoma State Testing Program (OSTP). **Because this is a different test from the OCCT, it is impossible to make meaningful comparisons between assessment results prior to 2017.**

To determine the number and percentage of students scoring at each performance level on the reading portion of the third-grade criterion referenced test, OSTP reading scores were analyzed. The performance levels for the reading portion of the third-grade test identified by the Commission for Educational Quality and Accountability are “Meets RSA Criteria” and “Does Not Meet RSA Criteria.” These scores are determined by using only questions that address

Standard 2: Reading and Writing Processes and Standard 4: Vocabulary.[8] Additionally, demographic data were analyzed to provide descriptive statistics on reading proficiency and retention by free and reduced lunch (FRL), individualized education program (IEP), English learner (EL) status and race/ethnicity.

TABLE 6. 2017 OSTP RESULTS

	Subgroup	Met RSA Criteria	Did Not Meet RSA Criteria	Total
FRL	Not FRL	16,239 (89%)	1,979 (11%)	18,218 (36%)
	FRL	24,084 (74%)	8,376 (26%)	32,460 (64%)
IEP	Not on IEP	35,942 (86%)	5,734 (14%)	41,676 (82%)
	IEP	4,381 (49%)	4,621 (51%)	9,002 (18%)
EL	Not EL	36,975 (82%)	7,911 (18%)	44,886 (89%)
	EL	3,348 (58%)	2,444 (42%)	5,792 (11%)
Race/Ethnicity	African-American	2,748 (64%)	1,569 (36%)	4,317 (9%)
	American Indian	5,292 (80%)	1,330 (20%)	6,622 (13%)
	Asian/Pacific Islander	896 (84%)	172 (16%)	1,068 (2%)
	Caucasian	20,754 (86%)	3,430 (14%)	24,184 (48%)
	Hispanic	6,390 (69%)	2,894 (31%)	9,284 (18%)
	Two or More	4,243 (82%)	960 (18%)	5,203 (10%)
All	**All Students**	**40,323 (80%)**	**10,355 (20%)**	**50,678**

Of all third-grade students assessed with the Oklahoma State Testing Program (OSTP) in 2017, 20% did not meet RSA criteria. Two groups, African-American and Hispanic, had a higher percentage of students who did not meet RSA criteria as compared to their peers. There were 36% of African- American students who did not meet RSA criteria, a difference of 16 percentage

[8] Persuant to 70-2011 §1210.508C.H.8 (SB630)

points as compared to all students, and 31% of Hispanic students who did not meet RSA criteria, a difference of 11 percentage points as compared to all students.

There is an achievement gap that exists for students participating in free- and reduced- lunch, students with disabilities, and English learners when considering RSA criteria. There were 26% of students qualifying for free and reduced lunch who did not meet RSA criteria, while only 11% of students not qualifying for this service did not meet criteria, demonstrating a 15-point achievement gap for students in this subgroup.

English learners had 42% of students who did not meet RSA criteria, while 18% of students who were not English learners did not meet criteria. This was a gap of 24 percentage points for students in this subgroup. The largest achievement gap continues to exist for students on an IEP. While only 14% of students who were not on an IEP did not meet RSA criteria, 51% of students on an IEP did not meet RSA criteria, creating an achievement gap of 37 percentage points as compared to all students.

TABLE 7. 2018 OSTP RESULTS

	Subgroup	Met RSA Criteria	Did Not Meet RSA Criteria	Total
FRL	Not FRL	14,431 (91%)	1,456 (9%)	15,887 (32%)
	FRL	24,998 (73%)	9,443 (27%)	34,441 (68%)
IEP	Not on IEP	35,410 (85%)	6,088 (15%)	41,498 (82%)
	IEP	4,019 (46%)	4,811 (54%)	8,830 (18%)
EL	Not EL	35,308 (81%)	8,360 (19%)	43,668 (87%)
	EL	4,121 (62%)	2,539 (38%)	6,660 (13%)
Race/Ethnicity	African-American	2,760 (63%)	1,631 (37%)	4,391 (9%)
	American Indian	5,160 (78%)	1,418 (22%)	6,578 (13%)
	Asian/Pacific Islander	899 (84%)	173 (16%)	1,072 (2%)
	Caucasian	20,042 (85%)	3,652 (15%)	23,694 (47%)
	Hispanic	6,331 (68%)	2,971 (32%)	9,302 (18%)
	Two or More	4,237 (80%)	1,054 (20%)	5,291 (11%)
All	**All Students**	**39,429 (78%)**	**10,899 (22%)**	**50,328**

Of all third-grade students assessed with the Oklahoma State Testing Program (OSTP) in 2018, 22% did not meet RSA criteria. Two groups, African-American and Hispanic, had a higher percentage of students who did not meet RSA criteria. There were 37% of African-American students who did not meet RSA criteria, a difference of 15 percentage points, and 32% of Hispanic students who did not meet RSA criteria, a difference of 10 percentage points. From 2017 to 2018, the achievement gap for both African-American and Hispanic students have each been reduced by one percentage point.

Again, the achievement gap that exists for students participating in free- and reduced- lunch, students with disabilities, and English learners in overall performance exists for RSA criteria. There were 27% of students qualifying for free and reduced lunch who did not meet RSA

criteria, while only 9% of students not qualifying for this service did not meet criteria, demonstrating an 18-point achievement gap for students in this subgroup.

English learners had 38% of students who did not meet RSA criteria, while 19% of students who were not English learners did not meet criteria. This was a gap of 19 percentage points for students in this subgroup. The largest achievement gap continues to exist for students on an IEP. While only 15% of students who were not on an IEP did not meet RSA criteria, 54% of students on an IEP did not meet RSA criteria, creating an achievement gap of 39 percentage points.

TABLE 8. 2019 OSTP RESULTS

	Subgroup	Met RSA Criteria	Did Not Meet RSA Criteria	Total
FRL	Not FRL	15,151 (91%)	1,512 (9%)	16,663 (33%)
	FRL	24,851 (73%)	9,339 (27%)	34,190 (67%)
IEP	Not on IEP	35,647 (85%)	6,281 (15%)	41,928 (82%)
	IEP	4,355 (49%)	4,570 (51%)	8,925 (18%)
EL	Not EL	35,676 (81%)	8,252 (19%)	43,928 (86%)
	EL	4,326 (62%)	2,599 (38%)	6,925 (14%)
Race/Ethnicity	African-American	2,781 (63%)	1,599 (37%)	4,380 (9%)
	American Indian	5,061 (80%)	1,304 (20%)	6,365 (13%)
	Asian/Pacific Islander	993 (82%)	218 (18%)	1,211 (2%)
	Caucasian	20,284 (85%)	3,667 (15%)	23,951 (47%)
	Hispanic	6,364 (68%)	3,027 (32%)	9,391 (18%)
	Two or More	4,519 (81%)	1,036 (19%)	5,555 (11%)
All	**All Students**	**40,002 (79%)**	**10,851 (21%)**	**50,853**

In 2019, 21% of third-grade students who did not meet RSA criteria on the Oklahoma State Testing Program (OSTP). The African-American and Hispanic continue to have a higher percentage of students who did not meet RSA criteria. There were 37% of African-American students who did not meet RSA criteria, a difference of 15 percentage points, and 32% of Hispanic students who did not meet RSA criteria, a difference of 10 percentage points. From 2018 to 2019, the achievement gap for both of these groups has remained the same.

Again, the achievement gap that exists for students participating in free- and reduced- lunch, students with disabilities, and English learners in overall performance exists for RSA criteria. Twenty-seven percent of students qualifying for free and reduced lunch did not meet RSA criteria, while only 9% of students not qualifying for this service did not meet criteria, demonstrating an 18-percentage point achievement gap for students in this subgroup.

English learners had 38% of students who did not meet RSA criteria, while 19% of students who were not English learners did not meet criteria. This was a gap of 19 percentage points for students in this subgroup. The largest achievement gap continues to exist for students on an IEP. While only 15% of students who were not on an IEP did not meet RSA criteria, 51% of students on an IEP did not meet RSA criteria, creating an achievement gap of 36 percentage points. **From 2017 to 2019, there has been no real change in overall performance.**

CONCLUSIONS FROM OSTP DATA

From 2017 to 2018, the achievement gap for EL students reduced by 5 percentage points. The gap remained the same from 2018 to 2019. The achievement gap for free- and reduced lunch students increased by 3 percentage points from 2017 to 2018, but remained consistent from 2018 to 2019. The achievement gap for students on an IEP had a 2-percentage point increase from 2017 to 2018, but a 3-percentage point decrease from 2018 to 2019, causing a net decrease of 1 percentage points over the three-year history.

Given these findings, **in order for the RSA to achieve its goal of all students reading on grade level, regardless of their socio-economic status or race, consideration needs to be given to the needs of these disproportionately underachieving subgroups.** The Oklahoma Educator Equity plan is one way Oklahoma is exploring root causes of inequities in the distribution of qualified and effective teachers in high-poverty and high-minority schools and developing potential solutions. Further research on the additional barriers to third-grade reading proficiency for students who are economically disadvantaged, minority and on an IEP should be conducted to more thoroughly understand and address the inequities in third-grade reading proficiency and how resources be more effectively allocated to close achievement gaps.

Comparing data received from districts about students who are at-risk for reading difficulties at the end of the year and state testing data provides an opportunity to ensure that data is reliable. In 2017, 24% of students were reported by districts to still be on a reading plan. In that year, 20% of students did not met RSA criteria. In 2018, 26% of students were reported by districts to still be on a reading plan. In that year, 22% of students did not meet RSA criteria. In 2019, 25.5% of students were reported by districts to still be on a reading plan. In that year, 21% of students did not meet RSA criteria. **The district-reported data supports that the defined RSA criteria is in line with the expectations of mastery of necessary foundational skills for students to be successful in later grades.**

PROMOTION AND RETENTION

This section addresses the question, *How many students participated in the Oklahoma State Testing Program (OSTP) and, of that number, how many met proficiency on a screening instrument, how many were promoted through each of the good-cause exemptions, how many were retained, and how many were promoted through probationary promotion?*

Through the Reading Sufficiency Act, students have four pathways to promotion to fourth grade:

(1) meet RSA criteria on the state reading test,
(2) show end-of-year third grade proficiency on one of the approved screening assessments,
(3) meet one of the seven good-cause exemptions or
(4) be promoted by a unanimous decision of the Student Reading Proficiency Team (SRPT).

Prior to 2017, students participated in the Oklahoma Core Curriculum Test (OCCT). The results of this test are not comparable to the Oklahoma State Testing Program (OSTP). **In order to make valid comparisons, information is used beginning in 2017, which was the first year students participated in the OSTP.**

TABLE 9. 2017 PATHWAYS TO PROMOTION

	Number of Third Grade Students	Percent of Third Grade Students
Pathway 1: Met Criteria on OSTP	41,474	80%
Pathway 2: Promoted through Screener	3,008	6%
Pathway 3: Met Good-Cause Exemption	3,118	6%
Pathway 4: Probationary Promotion through SRPT	2,986	6%
Retained	1,460	3%

In 2017, 80% of third graders were promoted through the first pathway by meeting RSA criteria. Table 9 reflects the number and percentage of students who were promoted through each of the four pathways or were retained. There is a fairly even division among the three alternate pathways. In 2017, OSTP scores were not released to districts until late in the summer. As a result, many districts looked at additional data to make informed promotion and retention decisions as early as possible for students.

TABLE 10. 2018 PATHWAYS TO PROMOTION

	Number of Third Grade Students	Percent of Third Grade Students
Pathway 1: Met Criteria	39,429	78%
Pathway 2: Promoted through Screener	3,574	7%
Pathway 3: Met Good-Cause Exemption	3,793	7%
Pathway 4: Probationary Promotion through SRPT	3,316	6%
Retained	1,591	3%

In 2018, 78% of third graders were promoted through the first pathway by meeting RSA criteria. Table 10 reflects the number and percentage of students who were promoted through each of the four pathways or were retained. There is still a fairly even division among the three alternate pathways, although there is now a 4% difference between probationary promotion and good-cause exemptions. This might indicate an increased awareness by districts about the pathways and their requirements.

TABLE 11. 2019 PATHWAYS TO PROMOTION

	Number of Third Grade Students	Percent of Third Grade Students
Pathway 1: Met Criteria	40,002	79%
Pathway 2: Promoted through Screener	2,669	5%
Pathway 3: Met Good-Cause Exemption	3,645	7%
Pathway 4: Probationary Promotion through SRPT	3,660	7%
Retained	1,543	3%

Table 11 reflects the number and percentage of students who were promoted through each of the four pathways or were retained in 2019. Seventy-nine percent of third-grade students met RSA criteria and were promoted through the first pathway. Five percent of third-grade students were promoted by meeting grade-level targets on a screening instrument (Pathway 2), while 7% of third-grade students were promoted through each of the two remaining pathways—good-cause exemption and probationary promotion.

TABLE 12. GOOD-CAUSE EXEMPTION PROMOTIONS

Exemption	2017 Total	% of Exemptions	2018 Total	% of Exemptions	2019 Total	% of Exemptions
Exemption 1	145	5%	219	6%	264	7%
Exemption 2	401	13%	707	19%	791	22%
Exemption 3	177	6%	302	8%	225	6%
Exemption 4	285	9%	349	9%	243	7%
Exemption 5	1,978	63%	2,026	53%	1,917	53%
Exemption 6	156	5%	181	5%	193	5%
Exemption 7	6	>1%	9	>1%	12	>1%

Through the Reading Sufficiency Act, there are seven good-cause exemptions that students might meet to be promoted to fourth grade. These exemptions are:

1. English learners who have had less than two years of instruction in English and are identified as Limited English Proficient/English learner on an approved screening tool may advance to fourth grade.
2. Students with an Individualized Education Program (IEP) assessed with the Oklahoma Alternate Assessment Program may advance to fourth grade.

3. Students who demonstrate an acceptable level of performance on an approved alternative standardized reading test may advance to fourth grade.
4. Students who demonstrate through a teacher-developed portfolio that they can read on grade level may advance to fourth grade.
5. Students with disabilities who take the OSTP and have an IEP that states they have received intensive remediation in reading for more than two years and were previously retained one year or were in a transitional grade may advance to fourth grade.
6. Students who have received intensive remediation in reading for two or more years and who already have been retained for a total of two years may advance to fourth grade. Transitional grades count.
7. Students facing exceptional emergency circumstances that prevented the student from being assessed during the testing window may advance to fourth grade. This exemption must be approved by OSDE.

Good-cause exemptions 1, 2, 5 and 6 are based on student demographics, such as being an English learner or having an Individualized Education Program (IEP) through the Individuals with Disabilities Education Act (IDEA). Good-cause exemptions 3 and 4 require the student to complete an alternate assessment or portfolio through opportunities the school provides. In all years, exemption 5 is met by the largest percentage of students who meet exemptions.

LONG TERM EFFECTS OF THE READING SUFFICIENCY ACT

In 2017, the RSA statute was revised to include a data tracking collection over the progression of students promoted through each of the good-cause exemptions, students promoted through probationary promotion, and students who were retained in third grade.[9] This data collection was built in the Oklahoma Statewide Student Information System, the Wave, this past year, and collected data in 2019. This report shifted from an aggregate report on which districts reported the number of students in each category to a student level report. As a result of this new report, it is possible to identify the demographics of students in each of the promotion and retention options.

The data collection was set up to load the names of each student who did not meet RSA criteria on the Oklahoma State Testing Program (OSTP). It automatically indicates if the student is eligible for good-cause exemption 2 by participating in the Oklahoma Alternate Assessment Program (OAAP). For each third-grade student who takes the OSTP and does not meet RSA criteria, the district will indicate how that student was promoted or retained.

Once the promotion and retention data has been entered, reports can be run to provide information regarding demographics of students who are promoted or retained, as well as how

[9] Persuant to 70-2011 §1210.508C.S.6 (HB1760)

they progress through their public school academic career, if they graduate with their peer group, or if and for what reason they might exit the public school system in Oklahoma.

TABLE 13. DEMOGRAPHICS OF 2019 PROMOTION DECISIONS

	Subgroup	Retained	Pathway 2: Screener	Pathway 3: Exemption	Pathway 4: SRPT	Total
FRL	Not FRL	271 (11%)	670 (27%)	793 (32%)	709 (29%)	2,443 (21%)
	FRL	1,272 (14%)	1,999 (22%)	2,852 (31%)	2,951 (33%)	9,074 (79%)
IEP	Not on IEP	1,093 (17%)	2,163 (34%)	900 (14%)	2,126 (34%)	6,282 (55%)
	IEP	450 (9%)	506 (10%)	2,745 (52%)	1,534 (29%)	5,235 (45%)
EL	Not EL	1,277 (14%)	2,100 (23%)	2,985 (33%)	2,704 (30%)	9,066 (79%)
	EL	266 (11%)	569 (23%)	660 (27%)	956 (39%)	2,451 (21%)
Race/Ethnicity	African-American	321 (16%)	469 (23%)	439 (22%)	784 (39%)	2,013 (17%)
	American Indian	253 (14%)	395 (22%)	745 (41%)	414 (23%)	1,807 (16%)
	Asian/Pacific Islander	23 (8%)	72 (26%)	83 (30%)	101 (36%)	279 (2%)
	Caucasian	529 (13%)	956 (24%)	1,513 (38%)	988 (25%)	3,986 (35%)
	Hispanic	316 (12%)	603 (22%)	681 (25%)	1,129 (41%)	2,729 (24%)
	Two or More	101 (14%)	174 (25%)	184 (26%)	244 (35%)	703 (6%)
All	**All Students**	**1,543 (13%)**	**2,669 (23%)**	**3,641 (32%)**	**3,660 (32%)**	**11,517**

When looking at the demographics for retention and promotion decisions, the total number on Table 13 differs from what was reported in Table 8. The Table 13 total shows all students who had to be considered for retention or an alternative pathway to promotion, including those students who participated in the Oklahoma Alternate Assessment Program (OAAP) due to requirements in an Individualized Assessment Program (IEP) and met Good Cause Exemption 2.

These students were not included in the Table 8 data since they did not participate in the Oklahoma State Testing Program (OSTP).

African-American students have a higher rate (16%) of being retained than other groups. Caucasian (13%) and Hispanic (12%) students have a much lower rate of being retained compared to the total percentage of students in each group who did not meet RSA criteria. Between 20% and 25% of students in each group were promoted due to performance on a screening instrument approved by the State Board of Education. A higher percentage of American Indian (41%) and Caucasian (38%) students were promoted through a good-cause exemption as compared to other students. African-American students had the lowest percentage of students (22%) meeting one of the seven good-cause exemptions. American Indian (23%) and Caucasian (25%) had the lowest percentage of students promoted through a Student Reading Proficiency Team (SRPT). All other groups had 35% to 41% of the students promoted through this pathway.

Students participating in free- and reduced-lunch had a higher percentage of students who were retained or promoted with a Student Reading Proficiency Team than their peers. Students who were not participating in free- and reduced-lunch had a higher percentage of students who showed proficiency through a screening assessment. The percentage of students who were promoted with a good-cause exemption was almost equal. For all four options, the largest achievement gap for free- and reduced-lunch students was five percentage points.

Students on an Individualized Education Plan (IEP) had a much larger achievement gap. Fewer students on an IEP were retained (a difference of six percentage points), and fewer students on an IEP were promoted through the SRPT pathway (a difference of five percentage points). There were many more students on an IEP that were promoted with a good-cause exemption than students who were not on an IEP. The difference of 38 percentage points makes sense as two of the good-cause exemptions directly address students on an IEP. There was a difference of 24 percentage points for promotion through a screening instrument, with fewer students on an IEP promoted through this pathway.

English learners (EL) had very little or no achievement gap for student being retained or promoted through proficiency on a screening instrument. There was a larger percentage (difference of six percentage points) of student not receiving EL services promoted with good-cause exemptions, despite there being one exemption that addresses English learners. The largest achievement gap for English learners was for those promoted through a Student Reading Proficiency Team. There was a nine-percentage point difference in favor of students who were English learners being promoted through this pathway.

FUNDING FOR READING REMEDIATION

This section addresses the question, *What funding was appropriated to each district for reading remediation?*

The State Department of Education Office of State Aid keeps records of funding appropriated to each district. Those amounts are reported here.

In Fiscal Year 2013, no state funding was appropriated for RSA. Since Fiscal Year 2014, RSA funds have been allocated and paid without districts submitting claims for reimbursement. Instead, the total allocation has been disbursed to districts for their use throughout the year.

RSA funds may be used for the following:

- Salaries for teachers and teaching assistants for before-school and after-school programs
- Summer school teachers and during-school reading interventionists
- Data processing services, software services and internet services
- Printing and binding, copy supplies and office supplies
- Instructional materials for students identified and placed on a program of reading instruction
- Approved screening assessments, academic student assessment supplies and materials
- Books, state-adopted textbooks, supplemental non-state-adopted textbooks, workbooks, magazines, approved technology-related equipment and reading software
- Contracted services (non-payroll personnel) for offsite, onsite or online professional development training
- Travel and registration fees for teachers, paraprofessionals and interventionists to attend approved RSA professional development training
- Salaries for bus drivers providing student transportation for before-and after-school programs or the Summer Academy Reading Program for RSA

Figure 5 shows the history of overall funding for the RSA, as well as the per-pupil allocation determined each year based on data received from districts. In Fiscal Year 2014, $6,500,000 was allocated across the state. With 82,777 students identified as at-risk, districts received $76.78 per student identified as at-risk. In Fiscal Year 2015, the total allocation was $6,492,075 and 82,758 students were identified as at-risk, causing the per pupil allocation to be $74.52. In Fiscal Year 2016, the total allocation was $6,492,074. The per pupil allocation $76.87 per student identified as at-risk for 79,076 students. In Fiscal Year 2017, the allocation was $56.13 per student identified as at-risk. The total allocation for the state was $4,507,426 to be spread among 79,426 students. In Fiscal Year 2018, the total allocation was $6,500,000 and 77,677

were identified as at-risk. The per pupil allocation was $82.95 per student identified as at-risk. The total allocation in Fiscal Year 2019 was $6,500,000. The per pupil allocation was $81.51 for the 79,738 students identified as at-risk.

Table 14 showcases the RSA funding appropriated to each Oklahoma district from 2014 through 2019.

FIGURE 5. FUNDING FOR READING SUFFICIENCY

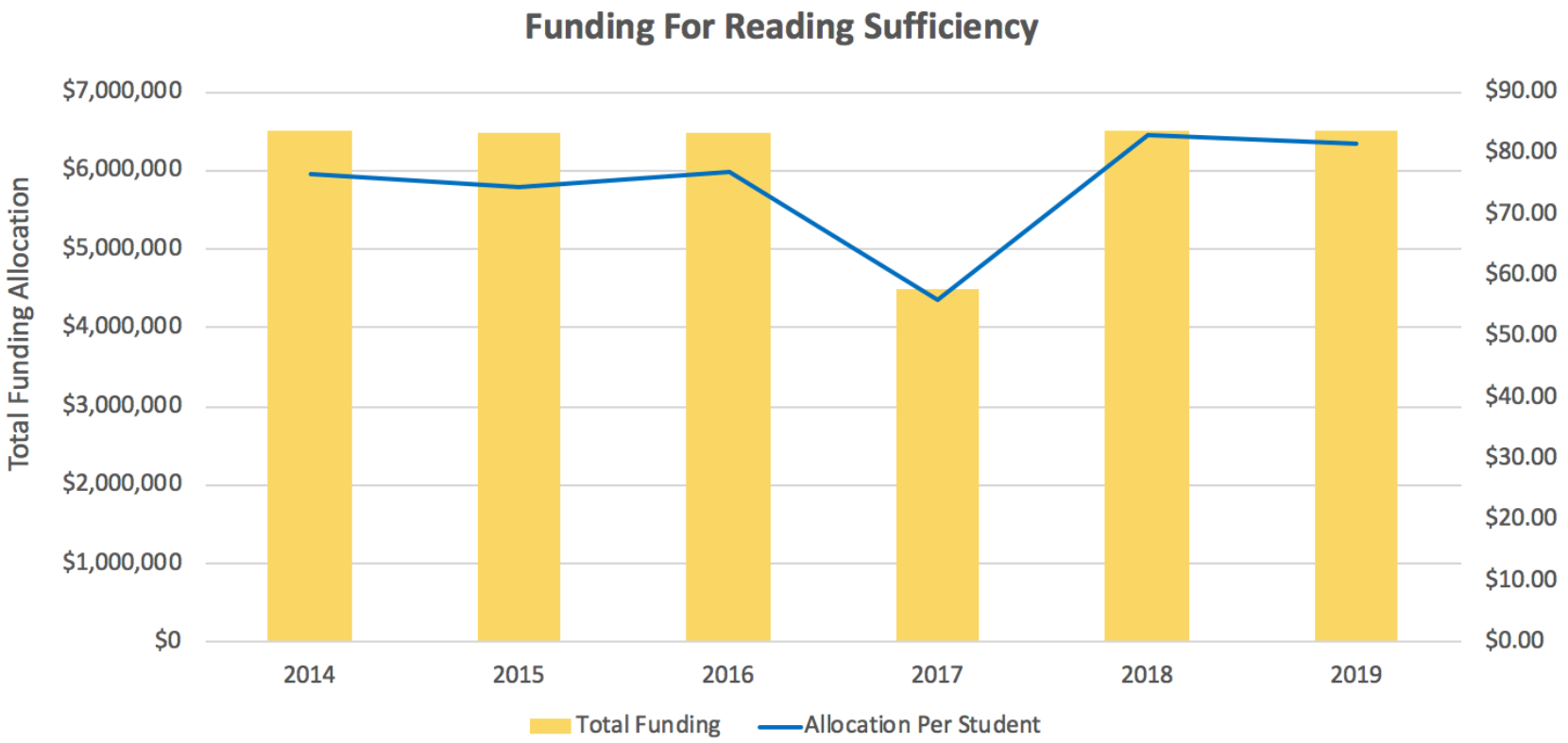


TABLE 14. RSA FUNDING APPROPRIATED TO EACH DISTRICT

County	District	2014	2015	2016	2017	2018	2019
Adair	Cave Springs	$1,612	$1,341	$1,307	$561	$830	$1,630
Adair	Dahlonegah	$1,075	$894	$1,230	$1,235	$2,406	$1,793
Adair	Greasy	$2,611	$1,863	$1,691	$1,516	$2,323	$1,304
Adair	Maryetta	$1,766	$5,589	$6,688	$4,266	$7,880	$6,847
Adair	Peavine	$2,073	$1,714	$1,922	$1,235	$2,074	$2,119
Adair	Rocky Mountain	$537	$596	$922	$898	$1,742	$2,608
Adair	Stilwell	$8,753	$11,550	$13,914	$10,889	$13,189	$13,612
Adair	Watts	$2,227	$2,161	$2,690	$898	$1,493	$1,549
Adair	Westville	$14,665	$17,810	$11,838	$6,792	$7,300	$11,167
Adair	Zion	$4,453	$2,832	$4,843	$3,256	$4,148	$3,342
Alfalfa	Burlington	$921	$745	$615	$337	$498	$408
Alfalfa	Cherokee	$3,071	$3,502	$2,767	$2,638	$3,235	$2,038
Alfalfa	Timberlake	$1,229	$671	$1,153	$1,459	$2,157	$1,223
Atoka	Atoka	$5,451	$6,334	$4,382	$3,705	$4,313	$5,869
Atoka	Caney	$2,380	$2,310	$2,383	$2,077	$3,318	$3,097
Atoka	Harmony	$3,455	$2,161	$846	$954	$2,074	$1,875
Atoka	Lane	$5,451	$6,409	$5,688	$4,771	$5,060	$3,831
Atoka	Stringtown	$998	$522	$384	$842	$1,327	$2,038
Atoka	Tushka	$1,843	$2,012	$1,845	$1,123	$1,908	$2,364
Beaver	Balko	$998	$373	$692	$786	$830	$571
Beaver	Beaver	$2,841	$3,055	$1,922	$2,245	$4,313	$2,934
Beaver	Forgan	$921	$894	$1,384	$337	$664	$245
Beaver	Turpin	$2,841	$4,098	$4,305	$1,403	$2,074	$2,771
Beckham	Elk City	$23,418	$26,752	$18,603	$12,068	$12,277	$12,553
Beckham	Erick	$845	$820	$2,229	$674	$830	$1,304
Beckham	Merritt	$4,837	$2,608	$3,459	$1,796	$6,719	$7,580

County	District	2014	2015	2016	2017	2018	2019
Beckham	Sayre	$5,375	$3,279	$4,766	$4,715	$8,378	$8,640
Blaine	Canton	$4,991	$3,651	$5,381	$3,873	$4,562	$2,934
Blaine	Geary	$3,916	$4,620	$3,844	$1,628	$3,899	$5,298
Blaine	Okeene	$2,918	$1,490	$2,921	$1,852	$747	$1,549
Blaine	Watonga	$2,227	$9,315	$5,458	$4,266	$5,060	$5,054
Bryan	Achille	$1,152	$1,639	$1,768	$2,919	$5,724	$3,505
Bryan	Bennington	$3,455	$3,502	$2,844	$2,414	$3,484	$4,891
Bryan	Caddo	$2,457	$3,428	$3,382	$3,031	$4,231	$3,831
Bryan	Calera	$4,530	$5,738	$4,459	$2,470	$5,392	$4,891
Bryan	Colbert	$5,451	$2,757	$2,921	$4,771	$6,885	$4,728
Bryan	Durant	$27,027	$28,838	$35,130	$24,304	$44,628	$41,000
Bryan	Rock Creek	$2,303	$2,683	$2,306	$2,021	$4,645	$4,565
Bryan	Silo	$8,292	$9,315	$9,455	$5,613	$7,466	$8,722
Caddo	Anadarko	$25,875	$20,567	$21,447	$12,124	$17,171	$14,916
Caddo	Binger-Oney	$2,918	$2,757	$2,690	$2,245	$3,318	$2,201
Caddo	Boone-Apache	$4,607	$2,906	$3,767	$3,256	$3,733	$3,260
Caddo	Carnegie	$2,303	$2,087	$3,075	$2,582	$4,562	$5,461
Caddo	Cement	$1,766	$1,043	$1,153	$674	$1,327	$2,201
Caddo	Cyril	$1,152	$969	$538	$1,796	$1,742	$3,097
Caddo	Fort Cobb-Broxton	$2,994	$2,161	$2,152	$2,470	$2,903	$2,201
Caddo	Gracemont	$1,689	$1,714	$1,922	$1,403	$2,654	$1,793
Caddo	Hinton	$6,603	$4,322	$3,997	$3,031	$3,235	$2,364
Caddo	Hydro-Eakly	$3,071	$3,130	$1,922	$3,256	$2,572	$3,097
Caddo	Lookeba Sickles	$3,839	$2,534	$1,537	$1,965	$1,825	$1,630
Canadian	Banner	$691	$1,788	$1,537	$1,291	$1,244	$1,630
Canadian	Calumet	$1,459	$1,937	$1,537	$1,010	$1,493	$1,386
Canadian	Darlington	$3,762	$522	$1,691	$1,628	$3,650	$2,201
Canadian	El Reno	$28,639	$29,509	$31,902	$20,936	$31,688	$37,821
Canadian	Maple	$998	$2,087	$1,461	$1,123	$1,576	$2,038

County	District	2014	2015	2016	2017	2018	2019
Canadian	Mustang	$73,633	$90,316	$77,486	$59,666	$89,588	$110,202
Canadian	Piedmont	$11,671	$11,178	$11,992	$8,700	$13,936	$12,145
Canadian	Riverside	$3,532	$1,267	$1,153	$281	$498	$571
Canadian	Union City	$3,378	$2,832	$1,922	$1,740	$1,327	$2,038
Canadian	Yukon	$64,112	$88,378	$72,720	$53,155	$75,154	$82,896
Carter	Ardmore	$50,599	$43,444	$33,131	$26,269	$35,171	$28,365
Carter	Dickson	$20,040	$4,695	$5,535	$5,894	$7,632	$7,173
Carter	Fox	$2,994	$1,565	$2,152	$2,638	$2,654	$2,608
Carter	Healdton	$3,609	$2,608	$5,688	$3,985	$4,811	$6,847
Carter	Lone Grove	$11,517	$7,973	$11,608	$8,476	$7,714	$9,211
Carter	Plainview	$6,526	$7,452	$6,380	$4,603	$9,705	$10,270
Carter	Springer	$2,073	$2,161	$1,614	$1,179	$2,654	$2,771
Carter	Wilson	$2,150	$4,993	$4,997	$4,097	$3,650	$3,016
Carter	Zaneis	$3,839	$4,098	$4,382	$2,750	$4,811	$4,239
Cherokee	Briggs	$2,534	$9,911	$3,767	$5,108	$5,226	$9,292
Cherokee	Cherokee Immersion School	$0	$2,459	$2,614	$1,740	$2,572	$897
Cherokee	Grand View	$7,755	$7,005	$9,916	$7,409	$9,622	$11,900
Cherokee	Hulbert	$5,528	$5,961	$3,305	$1,908	$4,894	$3,342
Cherokee	Keys	$2,994	$3,726	$3,767	$2,750	$6,802	$7,254
Cherokee	Lowrey	$1,382	$969	$1,384	$954	$1,244	$897
Cherokee	Norwood	$1,382	$2,161	$1,384	$1,291	$1,161	$1,223
Cherokee	Peggs	$2,841	$3,800	$2,844	$2,526	$3,401	$2,690
Cherokee	Shady Grove	$2,227	$2,534	$3,382	$1,628	$1,576	$1,956
Cherokee	Tahlequah	$38,084	$29,211	$33,593	$19,926	$29,531	$30,729
Cherokee	Tenkiller	$1,996	$2,236	$2,998	$3,087	$3,567	$2,853
Cherokee	Woodall	$5,682	$6,334	$6,073	$5,164	$5,890	$3,016
Choctaw	Boswell	$4,223	$3,651	$3,075	$1,066	$2,489	$4,076
Choctaw	Fort Towson	$3,686	$2,683	$2,460	$2,021	$2,572	$3,668

County	District	2014	2015	2016	2017	2018	2019
Choctaw	Grant	$3,071	$2,534	$1,999	---	---	---
Choctaw	Hugo	$21,499	$12,668	$17,219	$13,022	$18,664	$20,948
Choctaw	Soper	$3,225	$2,832	$2,537	$2,245	$3,982	$2,853
Choctaw	Swink	$2,687	$2,459	$2,844	$1,179	$2,323	$2,608
Cimarron	Boise City	$3,225	$2,012	$2,306	$1,516	$2,737	$2,853
Cimarron	Felt	$998	$447	$307	$674	$1,161	$489
Cimarron	Keyes	$384	$298	$384	$337	$332	$571
Cleveland	Lexington	$7,141	$11,699	$10,454	$6,960	$8,129	$9,292
Cleveland	Little Axe	$10,519	$13,860	$10,531	$7,634	$18,332	$6,928
Cleveland	Moore	$120,931	$119,303	$116,306	$124,608	$156,944	$169,052
Cleveland	Noble	$35,089	$30,329	$31,517	$21,666	$29,946	$28,529
Cleveland	Norman	$111,486	$103,058	$98,011	$56,747	$91,993	$90,965
Cleveland	Robin Hill	$2,457	$1,788	$1,461	$1,459	$664	$571
Coal	Coalgate	$3,762	$4,918	$5,227	$3,199	$4,811	$4,891
Coal	Cottonwood	$921	$1,565	$1,153	$1,010	$2,240	$1,223
Coal	Tupelo	$2,687	$2,608	$2,076	$1,852	$2,654	$3,179
Comanche	Bishop	$5,451	$5,067	$5,381	$3,256	$7,466	$7,906
Comanche	Cache	$10,135	$22,132	$8,456	$9,205	$17,752	$19,888
Comanche	Chattanooga	$1,152	$1,788	$1,384	$1,235	$2,820	$2,282
Comanche	Elgin	$8,830	$8,942	$11,608	$7,241	$11,862	$13,042
Comanche	Fletcher	$1,996	$2,310	$3,459	$2,133	$2,903	$4,157
Comanche	Flower Mound	$3,378	$4,546	$3,459	$9,093	$5,060	$5,380
Comanche	Geronimo	$2,534	$2,683	$2,844	$1,347	$2,323	$1,793
Comanche	Indiahoma	$691	$745	$922	$449	$747	$1,386
Comanche	Lawton	$196,867	$176,607	$192,178	$123,822	$186,060	$188,207
Comanche	Sterling	$1,843	$2,087	$1,999	$1,347	$2,323	$2,364
Cotton	Big Pasture	$1,305	$1,267	$1,461	$898	$2,820	$3,097
Cotton	Temple	$691	$1,341	$692	$2,133	$2,074	$2,853
Cotton	Walters	$4,837	$3,279	$3,536	$2,806	$4,728	$4,320

County	District	2014	2015	2016	2017	2018	2019
Craig	Bluejacket	$1,305	$894	$2,076	$1,628	$2,489	$2,853
Craig	Ketchum	$1,996	$2,981	$2,076	$1,066	$1,991	$3,994
Craig	Vinita	$13,667	$30,031	$12,684	$9,823	$12,609	$9,944
Craig	Welch	$1,075	$820	$1,076	$393	$664	$734
Craig	White Oak	$845	$745	$231	$0	$83	$82
Creek	Allen-Bowden	$5,375	$6,707	$7,918	$2,863	$4,148	$4,891
Creek	Bristow	$14,588	$15,351	$19,910	$9,205	$14,434	$13,368
Creek	Depew	$1,152	$2,385	$3,613	$1,965	$3,318	$1,875
Creek	Drumright	$3,532	$6,781	$3,690	$2,806	$5,724	$4,483
Creek	Gypsy	$2,841	$969	$922	$393	$1,078	$489
Creek	Kellyville	$13,514	$14,158	$11,069	$7,128	$10,452	$8,803
Creek	Kiefer	$5,759	$4,695	$5,535	$3,648	$6,221	$4,320
Creek	Lone Star	$8,907	$6,483	$11,761	$6,960	$8,544	$7,499
Creek	Mannford	$13,283	$8,197	$13,837	$7,241	$11,364	$8,966
Creek	Mounds	$7,525	$3,130	$2,383	$1,010	$1,825	$1,956
Creek	Oilton	$3,071	$2,832	$3,844	$1,403	$2,240	$1,793
Creek	Olive	$2,687	$4,769	$2,537	$2,750	$3,650	$1,712
Creek	Pretty Water	$2,150	$1,863	$1,230	$1,628	$2,157	$2,282
Creek	Sapulpa	$28,639	$21,610	$38,974	$32,218	$41,642	$40,592
Custer	Arapaho-Butler	$1,996	$2,087	$1,845	$842	$2,074	$1,956
Custer	Clinton	$18,888	$20,865	$22,831	$20,094	$22,812	$21,437
Custer	Thomas-Fay-Custer Unified District	$1,305	$1,937	$1,614	$1,347	$1,991	$1,141
Custer	Weatherford	$11,287	$18,630	$17,603	$9,823	$14,765	$21,193
Delaware	Cleora	$614	$1,639	$615	$449	$912	$489
Delaware	Colcord	$3,993	$3,949	$5,535	$5,332	$8,046	$8,559
Delaware	Grove	$40,387	$37,855	$35,745	$27,560	$38,987	$44,015
Delaware	Jay	$27,718	$27,423	$29,288	$11,675	$18,996	$16,139
Delaware	Kansas	$3,455	$2,608	$2,998	$2,357	$2,903	$2,853

County	District	2014	2015	2016	2017	2018	2019
Delaware	Kenwood	$1,920	$1,043	$1,076	$786	$1,161	$1,223
Delaware	Leach	$1,075	$1,490	$1,230	$1,291	$1,908	$3,097
Delaware	Moseley	$2,380	$4,098	$6,150	$1,291	$3,567	$3,586
Delaware	Oaks-Mission	$461	$596	$2,229	$954	$2,157	$2,119
Dewey	Seiling	$3,686	$4,322	$4,151	$3,480	$4,811	$4,728
Dewey	Taloga	$768	$596	$846	$1,010	$581	$326
Dewey	Vici	$3,071	$894	$2,383	$954	$995	$1,141
Ellis	Arnett	$921	$745	$1,076	$842	$912	$734
Ellis	Fargo	$1,766	$1,267	$1,691	$1,459	$912	$1,141
Ellis	Gage	$691	$522	$231	---	---	---
Ellis	Shattuck	$845	$1,192	$769	$730	$995	$1,386
Garfield	Chisholm	$6,526	$5,589	$6,380	$6,006	$10,701	$10,841
Garfield	Covington-Douglas	$3,455	$2,534	$1,614	$617	$1,410	$1,304
Garfield	Drummond	$3,839	$1,490	$1,768	$1,965	$1,078	$2,119
Garfield	Enid	$80,006	$104,847	$123,686	$85,429	$105,431	$107,593
Garfield	Garber	$2,227	$2,757	$2,998	$2,133	$2,406	$4,076
Garfield	Kremlin-Hillsdale	$1,843	$1,341	$1,845	$1,347	$1,908	$1,304
Garfield	Pioneer-Pleasant Vale	$5,682	$6,409	$7,380	$3,929	$12,940	$5,543
Garfield	Waukomis	$2,764	$1,937	$922	$2,245	$3,484	$1,630
Garvin	Elmore City-Pernell	$4,530	$2,683	$2,844	$2,638	$2,820	$3,586
Garvin	Lindsay	$8,523	$12,296	$10,685	$9,654	$15,927	$11,656
Garvin	Maysville	$1,229	$522	$1,999	$1,179	$1,244	$3,260
Garvin	Paoli	$1,766	$671	$999	$505	$1,078	$1,223
Garvin	Pauls Valley	$9,751	$9,762	$11,684	$3,929	$6,304	$13,857
Garvin	Stratford	$4,069	$3,875	$3,459	$2,357	$3,982	$4,972
Garvin	Whitebead	$3,071	$3,651	$3,920	$3,143	$7,300	$5,624
Garvin	Wynnewood	$5,068	$4,546	$4,843	$3,312	$4,479	$5,543

County	District	2014	2015	2016	2017	2018	2019
Grady	Alex	$2,457	$1,788	$2,229	$1,908	$3,235	$2,690
Grady	Amber-Pocasset	$3,839	$7,079	$7,303	$3,648	$5,392	$5,624
Grady	Bridge Creek	$11,287	$16,319	$5,996	$3,985	$10,950	$10,922
Grady	Chickasha	$15,203	$17,661	$14,836	$7,185	$13,272	$15,568
Grady	Friend	$614	$2,087	$2,537	$954	$1,659	$1,060
Grady	Middleberg	$1,459	$2,385	$2,998	$1,684	$2,572	$1,630
Grady	Minco	$5,605	$3,130	$2,998	$2,582	$4,313	$2,853
Grady	Ninnekah	$5,375	$5,067	$3,229	$1,066	$747	$978
Grady	Pioneer	$1,766	$1,639	$1,845	$1,347	$1,244	$1,875
Grady	Rush Springs	$3,609	$2,981	$6,611	$5,388	$4,977	$2,364
Grady	Tuttle	$7,832	$5,067	$8,840	$6,904	$10,535	$12,145
Grady	Verden	$1,075	$1,490	$3,920	$2,077	$3,484	$3,749
Grant	Deer Creek-Lamont	$845	$671	$922	$281	$747	$408
Grant	Medford	$4,069	$3,353	$3,152	$2,077	$2,489	$1,467
Grant	Pond Creek-Hunter	$2,457	$3,055	$1,845	$1,179	$2,240	$897
Greer	Granite	$2,303	$1,863	$1,614	$1,235	$2,074	$1,956
Greer	Mangum	$3,225	$3,577	$3,536	$3,985	$9,622	$8,640
Harmon	Hollis	$1,536	$2,832	$2,537	$3,312	$5,392	$6,684
Harper	Buffalo	$2,457	$1,416	$1,614	$1,179	$1,161	$1,141
Harper	Laverne	$1,305	$3,726	$3,613	$2,414	$2,489	$3,342
Haskell	Keota	$3,071	$2,459	$4,612	$2,414	$3,567	$3,179
Haskell	Kinta	$384	$820	$1,384	$786	$1,576	$815
Haskell	McCurtain	$1,459	$1,863	$1,461	$954	$1,825	$1,875
Haskell	Stigler	$8,139	$7,303	$11,223	$6,736	$9,705	$9,700
Haskell	Whitefield	$1,152	$522	$769	$1,347	$2,903	$2,364
Hughes	Calvin	$2,303	$2,087	$1,691	$1,179	$2,240	$3,179
Hughes	Holdenville	$14,512	$9,166	$8,148	$5,052	$7,714	$8,722
Hughes	Moss	$845	$2,087	$1,153	$505	$2,240	$2,364

County	District	2014	2015	2016	2017	2018	2019
Hughes	Stuart	$1,229	$745	$769	$561	$995	$652
Hughes	Wetumka	$3,839	$3,055	$2,690	$2,189	$2,820	$2,690
Jackson	Altus	$48,603	$45,232	$39,358	$29,412	$45,375	$38,554
Jackson	Blair	$2,611	$2,459	$1,999	$1,965	$3,235	$3,179
Jackson	Duke	$2,457	$2,757	$2,306	$1,066	$2,157	$2,364
Jackson	Eldorado	$614	$745	$615	$674	---	---
Jackson	Eldorado-Olustee	---	---	---	---	$2,820	$3,342
Jackson	Navajo	$3,225	$3,353	$3,229	$2,357	$4,894	$4,157
Jackson	Olustee	$998	$1,118	$1,230	$1,459	---	---
Jefferson	Ringling	$2,841	$2,310	$2,844	$2,021	$3,401	$2,934
Jefferson	Ryan	$1,996	$894	$615	$449	$581	$1,793
Jefferson	Terral	$845	$1,267	$769	$1,010	$581	$652
Jefferson	Waurika	$3,609	$3,875	$3,229	$3,031	$5,143	$4,728
Johnston	Coleman	$1,075	$1,490	$1,691	$1,347	$747	$1,630
Johnston	Mannsville	$1,766	$969	$1,153	$1,235	$1,244	$2,771
Johnston	Milburn	$230	$745	$769	$617	$1,493	$978
Johnston	Mill Creek	$998	$1,714	$1,614	$1,628	$2,654	$1,712
Johnston	Ravia	$1,382	$1,267	$922	$730	$912	$652
Johnston	Tishomingo	$9,674	$10,433	$8,994	$5,108	$4,894	$7,336
Johnston	Wapanucka	$2,303	$1,043	$2,537	$1,628	$4,148	$3,831
Kay	Blackwell	$11,901	$14,158	$16,758	$12,461	$16,010	$16,547
Kay	Kildare	$614	$969	$615	$393	$1,161	$489
Kay	Newkirk	$7,985	$9,091	$8,302	$4,603	$8,378	$8,314
Kay	Peckham	$1,152	$1,639	$846	$1,235	$2,572	$1,386
Kay	Ponca City	$61,732	$59,987	$67,032	$46,588	$60,886	$49,558
Kay	Tonkawa	$3,071	$3,055	$4,151	$2,975	$9,456	$5,543
Kingfisher	Cashion	$2,764	$6,483	$4,305	$3,929	$4,231	$4,483
Kingfisher	Dover	$1,075	$2,534	$2,537	$2,021	$2,737	$1,793
Kingfisher	Hennessey	$9,905	$9,538	$7,841	$8,588	$8,959	$10,270

County	District	2014	2015	2016	2017	2018	2019
Kingfisher	Kingfisher	$4,991	$4,322	$2,844	$3,929	$5,724	$7,662
Kingfisher	Lomega	$2,150	$1,788	$1,691	$1,291	$1,244	$652
Kingfisher	Okarche	$921	$2,459	$3,152	$2,021	$5,807	$3,749
Kiowa	Hobart	$10,058	$4,024	$8,302	$5,501	$7,383	$7,499
Kiowa	Lone Wolf	$1,152	$1,118	$1,614	$842	$747	$815
Kiowa	Mountain View-Gotebo	$4,069	$2,012	$2,229	$1,908	$2,654	$2,690
Kiowa	Snyder	$4,146	$3,875	$2,614	$3,087	$3,982	$3,260
Latimer	Buffalo Valley	$1,459	$894	$769	$954	$1,410	$1,060
Latimer	Panola	$2,227	$1,714	$1,691	$1,684	$995	$1,304
Latimer	Red Oak	$4,377	$1,341	$538	$898	$1,659	$1,304
Latimer	Wilburton	$6,450	$5,142	$5,612	$3,873	$10,784	$8,966
Le Flore	Arkoma	$4,146	$2,385	$1,307	$1,066	$2,074	$2,608
Le Flore	Bokoshe	$2,150	$3,949	$2,767	$1,403	$2,489	$3,179
Le Flore	Cameron	$3,225	$2,832	$2,306	$2,638	$3,235	$2,853
Le Flore	Fanshawe	$0	$894	$922	$842	$1,493	$1,386
Le Flore	Heavener	$4,760	$1,937	$1,076	$730	$747	$1,141
Le Flore	Hodgen	$1,843	$2,459	$3,844	$2,919	$4,065	$4,239
Le Flore	Howe	$6,143	$5,961	$4,766	$2,975	$4,065	$5,869
Le Flore	Le Flore	$2,380	$2,087	$922	$449	$1,908	$3,912
Le Flore	Monroe	$921	$969	$1,076	$674	$581	$571
Le Flore	Panama	$3,455	$6,334	$8,994	$4,771	$7,134	$8,477
Le Flore	Pocola	$3,071	$4,695	$7,303	$7,409	$6,719	$7,580
Le Flore	Poteau	$14,051	$11,848	$12,453	$10,216	$15,678	$13,286
Le Flore	Shady Point	$2,227	$1,788	$538	$3,256	$3,484	$4,157
Le Flore	Spiro	$9,982	$15,947	$13,452	$10,047	$15,927	$18,177
Le Flore	Talihina	$4,530	$3,577	$4,459	$2,301	$4,396	$6,847
Le Flore	Whitesboro	$768	$1,341	$1,076	$1,010	$1,244	$897
Le Flore	Wister	$2,534	$3,204	$2,844	$1,796	$4,148	$978
Lincoln	Agra	$6,066	$4,918	$4,612	$2,694	$3,484	$2,690

County	District	2014	2015	2016	2017	2018	2019
Lincoln	Carney	$3,071	$2,534	$2,076	$3,031	$3,650	$2,771
Lincoln	Chandler	$6,143	$9,985	$9,301	$6,736	$10,784	$9,700
Lincoln	Davenport	$3,302	$2,012	$1,230	$898	$1,410	$1,712
Lincoln	Meeker	$5,451	$4,695	$10,301	$7,690	$8,046	$7,091
Lincoln	Prague	$4,146	$3,800	$1,845	$2,863	$4,231	$6,765
Lincoln	Stroud	$5,989	$4,173	$2,076	$1,852	$2,240	$2,608
Lincoln	Wellston	$4,069	$6,558	$4,535	$4,939	$8,461	$6,113
Lincoln	White Rock	$2,841	$1,341	$2,152	$2,357	$1,991	$2,364
Logan	Coyle	$3,609	$4,024	$2,614	$2,526	$2,240	$4,076
Logan	Crescent	$8,216	$4,471	$4,766	$3,648	$4,065	$4,076
Logan	Guthrie	$34,014	$36,514	$31,748	$21,217	$37,743	$34,234
Logan	Mulhall-Orlando	$2,073	$1,863	$1,768	$1,235	$1,908	$2,119
Love	Greenville	$1,996	$2,832	$2,152	$1,123	$2,157	$2,282
Love	Marietta	$7,294	$11,103	$6,688	$5,894	$10,701	$7,988
Love	Thackerville	$2,073	$4,471	$2,844	$3,873	$4,313	$4,972
Love	Turner	$5,221	$6,185	$4,459	$2,750	$2,489	$2,038
Major	Aline-Cleo	$1,382	$820	$692	$449	$664	$408
Major	Cimarron	$1,305	$2,385	$2,998	$2,357	$2,654	$4,239
Major	Fairview	$7,371	$6,632	$5,919	$3,143	$4,065	$7,988
Major	Ringwood	$2,687	$1,118	$2,690	$954	$2,986	$3,097
Marshall	Kingston	$8,830	$9,017	$7,457	$5,332	$7,714	$9,700
Marshall	Madill	$12,131	$8,346	$6,688	$5,837	$12,360	$10,596
Mayes	Adair	$5,451	$6,036	$8,533	$6,904	$9,042	$6,684
Mayes	Chouteau-Mazie	$6,143	$9,538	$8,379	$5,725	$6,221	$6,847
Mayes	Locust Grove	$25,952	$24,591	$15,297	$8,812	$13,189	$19,481
Mayes	Osage	$2,227	$2,534	$1,691	$1,291	$1,410	$1,630
Mayes	Pryor	$20,808	$15,574	$14,067	$14,313	$26,130	$31,789
Mayes	Salina	$7,525	$7,154	$7,533	$8,027	$10,701	$9,863
Mayes	Spavinaw	$1,920	$1,416	$1,307	---	---	---

County	District	2014	2015	2016	2017	2018	2019
Mayes	Wickliffe	$1,996	$1,416	$1,384	$730	$1,078	$734
Mcclain	Blanchard	$10,596	$10,134	$11,377	$8,419	$13,604	$11,248
Mcclain	Dibble	$7,141	$5,291	$6,457	$5,781	$7,300	$8,966
Mcclain	Newcastle	$6,834	$7,154	$6,765	$4,939	$12,443	$12,145
Mcclain	Purcell	$9,367	$10,284	$9,148	$7,465	$10,867	$11,574
Mcclain	Washington	$4,760	$4,844	$5,381	$2,863	$4,811	$5,624
Mcclain	Wayne	$4,991	$3,800	$3,229	$2,750	$3,484	$4,809
Mccurtain	Battiest	$2,457	$1,937	$2,614	$1,516	$1,161	$1,630
Mccurtain	Broken Bow	$32,402	$13,264	$11,454	$9,879	$11,281	$10,026
Mccurtain	Denison	$998	$1,267	$5,765	$1,179	$2,406	$1,875
Mccurtain	Eagletown	$2,073	$969	$1,768	$1,010	$1,327	$1,304
Mccurtain	Forest Grove	$2,227	$1,490	$1,691	$2,245	$2,820	$2,608
Mccurtain	Glover	$537	$1,043	$615	$617	$1,161	$978
Mccurtain	Haworth	$3,071	$2,683	$2,229	$2,470	$5,060	$2,934
Mccurtain	Holly Creek	$2,303	$1,490	$1,153	$1,235	$1,908	$2,527
Mccurtain	Idabel	$12,746	$11,848	$10,531	$8,812	$9,539	$10,189
Mccurtain	Lukfata	$2,611	$1,937	$4,766	$1,740	$2,572	$2,038
Mccurtain	Smithville	$1,382	$2,310	$999	$1,123	$1,576	$897
Mccurtain	Valliant	$5,144	$4,918	$5,381	$3,761	$4,231	$5,298
Mccurtain	Wright City	$1,766	$2,906	$2,229	$1,796	$3,152	$5,217
Mcintosh	Checotah	$19,195	$34,204	$15,605	$9,261	$14,600	$10,596
Mcintosh	Eufaula	$9,444	$10,060	$9,532	$5,950	$11,779	$9,537
Mcintosh	Hanna	$461	$224	$231	$561	$664	$815
Mcintosh	Midway	$3,378	$820	$2,306	$1,291	$1,576	$1,386
Mcintosh	Ryal	$1,305	$1,118	$1,384	$954	$1,991	$2,038
Mcintosh	Stidham	$1,152	$1,118	$1,768	$674	$1,742	$1,630
Murray	Davis	$8,983	$7,303	$9,993	$6,511	$8,378	$10,189
Murray	Sulphur	$6,834	$13,562	$9,840	$13,134	$17,420	$12,960
Muskogee	Braggs	$1,996	$969	$2,460	$1,347	$747	$1,304

County	District	2014	2015	2016	2017	2018	2019
Muskogee	Fort Gibson	$7,448	$9,091	$8,225	$4,883	$6,802	$7,173
Muskogee	Haskell	$8,062	$14,457	$7,764	$7,072	$7,549	$8,640
Muskogee	Hilldale	$15,894	$17,363	$21,216	$17,232	$17,503	$13,775
Muskogee	Muskogee	$70,408	$78,169	$83,175	$54,895	$69,845	$68,061
Muskogee	Oktaha	$7,448	$8,719	$8,840	$7,016	$11,116	$8,477
Muskogee	Porum	$6,143	$4,769	$4,689	$4,827	$4,396	$5,787
Muskogee	Wainwright	$2,303	$2,981	$1,230	$842	$830	$1,549
Muskogee	Warner	$5,144	$5,291	$5,919	$4,378	$6,055	$6,684
Muskogee	Webbers Falls	$3,686	$5,589	$4,382	$1,796	$3,235	$3,097
Noble	Billings	$998	$0	$1,307	$449	$747	$408
Noble	Frontier	$4,530	$3,428	$2,998	$2,021	$2,820	$4,565
Noble	Morrison	$4,300	$5,812	$7,149	$5,669	$6,553	$4,483
Noble	Perry	$8,983	$8,942	$11,915	$8,307	$9,042	$12,797
Nowata	Nowata	$14,205	$9,240	$6,611	$6,792	$10,452	$12,797
Nowata	Oklahoma Union	$2,918	$3,055	$6,842	$4,546	$6,968	$5,950
Nowata	South Coffeyville	$1,459	$1,118	$1,845	$1,235	$1,991	$2,038
Okfuskee	Bearden	$461	$373	$461	$617	$1,078	$815
Okfuskee	Graham-Dustin	$1,229	$1,043	$999	$954	$1,991	$1,467
Okfuskee	Mason	$2,687	$1,937	$2,537	$1,123	$1,908	$2,934
Okfuskee	Okemah	$10,749	$11,029	$11,454	$9,767	$11,364	$5,298
Okfuskee	Paden	$307	$671	$461	$3,424	$1,576	$1,467
Okfuskee	Weleetka	$3,993	$6,558	$3,920	$2,806	$3,650	$6,276
Oklahoma	Bethany	$9,367	$8,197	$7,226	$5,557	$8,710	$8,069
Oklahoma	Choctaw-Nicoma Park	$33,477	$35,247	$51,427	$28,963	$47,946	$35,131
Oklahoma	Crooked Oak	$18,351	$22,952	$21,063	$12,124	$18,001	$13,123
Oklahoma	Crutcho	$8,676	$8,942	$13,222	$6,062	$9,125	$10,759
Oklahoma	Deer Creek	$32,095	$31,149	$29,134	$20,656	$39,734	$48,335
Oklahoma	Edmond	$125,154	$110,585	$112,462	$83,184	$134,547	$144,925

County	District	2014	2015	2016	2017	2018	2019
Oklahoma	Epic Blended Learning Charter	---	---	---	---	$18,332	$34,723
Oklahoma	Epic One on One	---	---	$32,978	$21,947	$25,217	$44,749
Oklahoma	Harrah	$19,656	$17,363	$21,601	$17,232	$20,323	$22,334
Oklahoma	John W Rex Charter School	N/A	$2,012	$5,688	$4,939	$4,313	$3,423
Oklahoma	Jones	$8,600	$7,079	$11,069	$6,679	$10,203	$9,700
Oklahoma	LeMonde International School	N/A	N/A	N/A	N/A	N/A	$978
Oklahoma	Luther	$7,141	$7,601	$13,837	$5,557	$8,710	$10,841
Oklahoma	Midwest City-Del City	$119,241	$165,132	$205,015	$138,864	$188,466	$183,479
Oklahoma	Millwood	$11,748	$13,264	$13,837	$5,894	$11,945	$16,220
Oklahoma	Oakdale	$1,996	$1,714	$1,384	$1,179	$2,323	$2,771
Oklahoma	OKC Charter: Dove Science Academy	$0	$0	$0	$0	$4,645	$6,928
Oklahoma	OKC Charter: Dove Science Es	$9,291	$5,589	$5,612	$4,210	---	---
Oklahoma	OKC Charter: Hupfeld/W Village	$8,753	$8,570	$9,148	$5,220	$6,885	$9,211
Oklahoma	OKC Charter: Lighthouse OKC	---	---	---	$2,021	---	---
Oklahoma	OKC Charter: Santa Fe South Charters	$9,291	$10,060	$16,374	$19,309	$32,268	$19,481
Oklahoma	OKC Charter: Seeworth Academy	$384	$671	$692	$337	$249	$1,223
Oklahoma	Oklahoma City	$735,565	$668,277	$714,901	$389,876	$488,833	$461,184

County	District	2014	2015	2016	2017	2018	2019
Oklahoma	Oklahoma Connections Academy	N/A	$8,048	$4,382	$3,143	$4,728	$4,157
Oklahoma	Oklahoma Virtual Charter Academy	N/A	$17,959	$19,910	$14,650	$18,000	$19,399
Oklahoma	Putnam City	$242,783	$185,401	$165,965	$112,484	$180,503	$179,322
Oklahoma	Western Heights	$46,990	$46,201	$66,801	$41,592	$57,651	$55,834
Okmulgee	Beggs	$7,141	$11,327	$10,839	$5,052	$7,466	$9,537
Okmulgee	Dewar	$7,371	$1,118	$2,767	$2,189	$2,737	$3,912
Okmulgee	Henryetta	$13,897	$14,158	$8,994	$10,328	$11,199	$11,900
Okmulgee	Morris	$6,526	$9,091	$12,069	$7,858	$11,530	$9,211
Okmulgee	Okmulgee	$18,581	$24,665	$26,136	$8,139	$14,019	$14,101
Okmulgee	Preston	$2,994	$2,534	$4,382	$2,526	$2,074	$4,565
Okmulgee	Schulter	$1,612	$1,267	$922	$674	$995	$1,712
Okmulgee	Twin Hills	$1,612	$1,267	$1,384	$786	$1,161	$1,712
Okmulgee	Wilson	$2,073	$1,863	$1,153	$1,123	$1,078	$1,141
Osage	Anderson	$5,068	$3,875	$5,073	$3,817	$6,719	$4,728
Osage	Avant	$1,536	$1,341	$1,384	$1,516	$1,742	$1,630
Osage	Barnsdall	$3,993	$4,024	$3,305	$3,031	$4,811	$4,402
Osage	Bowring	$768	$447	$154	$449	$664	$652
Osage	Hominy	$5,144	$8,346	$5,996	$7,858	$6,802	$7,173
Osage	McCord	$4,914	$4,844	$4,920	$2,133	$4,065	$4,076
Osage	Osage Hills	$1,689	$1,639	$1,461	$1,010	$1,410	$1,875
Osage	Pawhuska	$8,676	$10,060	$8,917	$6,343	$10,452	$8,885
Osage	Prue	$1,766	$2,087	$3,152	$1,796	$4,313	$3,912
Osage	Shidler	$1,305	$1,341	$2,767	$2,077	$2,903	$1,467
Osage	Woodland	$4,300	$4,397	$4,766	$2,021	$3,982	$2,608
Osage	Wynona	$1,075	$894	$922	$617	$1,493	$1,630
Ottawa	Afton	$6,526	$10,805	$5,765	$3,199	$5,890	$3,912
Ottawa	Commerce	$6,450	$6,260	$7,687	$4,210	$5,973	$6,032

County	District	2014	2015	2016	2017	2018	2019
Ottawa	Fairland	$5,451	$2,683	$4,689	$3,368	$6,719	$6,684
Ottawa	Miami	$18,965	$18,779	$20,678	$11,787	$23,061	$25,839
Ottawa	Quapaw	$5,759	$4,993	$3,997	$4,322	$5,392	$5,950
Ottawa	Turkey Ford	$1,536	$1,416	$1,153	$842	$1,410	$1,467
Ottawa	Wyandotte	$6,373	$6,707	$6,765	$5,332	$6,553	$6,439
Pawnee	Cleveland	$9,828	$11,103	$18,757	$22,452	$22,563	$22,497
Pawnee	Jennings	$1,843	$1,863	$2,614	$1,740	$4,065	$4,239
Pawnee	Pawnee	$7,141	$5,589	$6,611	$7,858	$5,475	$4,972
Payne	Cushing	$8,600	$9,836	$6,918	$4,939	$15,678	$16,384
Payne	Glencoe	$3,686	$2,906	$2,614	$2,919	$3,899	$3,668
Payne	Oak Grove	$1,996	$2,012	$1,768	$1,403	$1,825	$1,712
Payne	Perkins-Tryon	$11,364	$17,437	$12,376	$8,644	$10,120	$15,324
Payne	Ripley	$6,450	$6,036	$5,073	$3,256	$4,728	$3,097
Payne	Stillwater	$61,195	$83,237	$69,799	$53,491	$73,329	$83,711
Payne	Yale	$3,302	$2,757	$3,382	$2,414	$3,152	$4,157
Pittsburg	Canadian	$2,764	$2,459	$2,152	$2,021	$2,074	$5,461
Pittsburg	Canadian Charter: Carlton Landing Academy	---	---	---	$337	$415	$489
Pittsburg	Crowder	$3,225	$1,863	$1,230	$1,572	$1,410	$1,875
Pittsburg	Frink-Chambers	$2,380	$1,341	$769	$617	$830	$1,060
Pittsburg	Haileyville	$3,609	$3,353	$5,612	$3,480	$2,489	$2,527
Pittsburg	Hartshorne	$4,530	$5,589	$7,457	$5,332	$9,456	$11,004
Pittsburg	Haywood	$1,382	$894	$2,076	$505	$995	$897
Pittsburg	Indianola	$1,536	$1,714	$2,076	$1,459	$1,327	$2,119
Pittsburg	Kiowa	$2,457	$1,714	$1,537	$1,459	$1,991	$1,630
Pittsburg	Krebs	$2,457	$5,663	$3,920	$3,199	$10,452	$4,891
Pittsburg	McAlester	$38,084	$35,396	$40,127	$27,840	$36,913	$32,849
Pittsburg	Pittsburg	$461	$373	$922	$505	$747	$163

County	District	2014	2015	2016	2017	2018	2019
Pittsburg	Quinton	$2,687	$2,683	$2,614	$1,852	$5,309	$3,260
Pittsburg	Savanna	$1,152	$820	$1,307	$842	$2,157	$1,875
Pittsburg	Tannehill	$1,075	$2,385	$3,152	$1,684	$1,825	$1,630
Pontotoc	Ada	$26,720	$21,759	$23,830	$22,901	$24,554	$23,230
Pontotoc	Allen	$3,148	$3,800	$3,459	$2,863	$5,060	$4,891
Pontotoc	Byng	$11,364	$7,824	$8,917	$7,016	$10,452	$10,352
Pontotoc	Latta	$4,377	$3,875	$3,613	$2,357	$5,807	$4,320
Pontotoc	Roff	$3,532	$3,353	$3,459	$2,021	$3,069	$4,320
Pontotoc	Stonewall	$4,453	$5,887	$5,688	$3,705	$6,304	$3,668
Pontotoc	Vanoss	$3,378	$2,683	$3,844	$2,301	$3,982	$5,787
Pottawatomie	Asher	$537	$820	$1,153	$2,357	$2,903	$2,038
Pottawatomie	Bethel	$11,748	$11,774	$7,303	$5,445	$6,719	$5,787
Pottawatomie	Dale	$4,530	$4,397	$1,999	$1,965	$3,567	$1,060
Pottawatomie	Earlsboro	$1,766	$1,490	$1,614	$1,796	$3,318	$2,364
Pottawatomie	Grove	$3,071	$2,832	$4,535	$3,199	$4,811	$4,565
Pottawatomie	Macomb	$3,839	$2,906	$2,844	$1,965	$2,240	$2,038
Pottawatomie	Maud	$2,841	$2,534	$3,075	$1,291	$3,152	$4,076
Pottawatomie	McLoud	$27,334	$20,343	$19,372	$15,604	$19,577	$19,807
Pottawatomie	North Rock Creek	$7,908	$5,216	$5,304	$2,526	$4,065	$7,010
Pottawatomie	Pleasant Grove	$2,303	$2,012	$3,229	$2,133	$2,240	$2,771
Pottawatomie	Shawnee	$53,133	$34,204	$40,972	$29,861	$43,633	$48,172
Pottawatomie	South Rock Creek	$5,835	$2,608	$3,382	$2,077	$3,069	$3,016
Pottawatomie	Tecumseh	$16,969	$26,230	$13,145	$10,889	$15,844	$12,879
Pottawatomie	Wanette	$1,996	$1,341	$1,307	$786	$1,659	$2,690
Pushmataha	Albion	$691	$522	$615	$449	$581	$1,386
Pushmataha	Antlers	$13,974	$14,009	$7,687	$3,705	$4,977	$5,217
Pushmataha	Clayton	$2,994	$3,055	$4,074	$2,021	$2,654	$3,505
Pushmataha	Moyers	$921	$671	$1,076	$842	$1,493	$1,060
Pushmataha	Nashoba	$691	$745	$846	$281	$912	$652

County	District	2014	2015	2016	2017	2018	2019
Pushmataha	Rattan	$1,996	$2,459	$2,306	$2,357	$3,567	$4,076
Pushmataha	Tuskahoma	$1,229	$2,385	$846	$449	$912	$1,223
Roger Mills	Cheyenne	$2,303	$2,608	$2,537	$898	$912	$1,467
Roger Mills	Hammon	$3,225	$969	$1,230	$1,852	$2,820	$1,956
Roger Mills	Leedey	$921	$894	$1,076	$786	$498	$897
Roger Mills	Reydon	$1,536	$1,788	$1,614	$898	$1,244	$1,304
Roger Mills	Sweetwater	$1,459	$820	$1,614	$1,459	$1,161	$897
Rogers	Catoosa	$20,577	$24,889	$27,674	$21,666	$25,134	$26,654
Rogers	Chelsea	$10,442	$10,433	$10,454	$6,511	$10,452	$8,722
Rogers	Claremore	$30,022	$32,266	$35,438	$27,054	$41,061	$41,896
Rogers	Foyil	$4,146	$3,577	$6,227	$3,424	$3,733	$4,076
Rogers	Inola	$10,058	$9,911	$5,996	$7,465	$7,466	$7,499
Rogers	Justus-Tiawah	$2,994	$2,981	$4,074	$2,245	$4,562	$4,402
Rogers	Oologah-Talala	$19,502	$24,293	$11,531	$8,476	$13,355	$10,189
Rogers	Sequoyah	$7,141	$7,452	$14,529	$7,465	$10,286	$10,270
Rogers	Verdigris	$5,759	$9,240	$8,610	$5,445	$9,788	$8,396
Seminole	Bowlegs	$1,075	$3,577	$2,460	$2,133	$4,479	$2,853
Seminole	Butner	$2,918	$1,863	$1,922	$1,291	$2,074	$1,956
Seminole	Justice	$2,611	$2,087	$3,382	$3,256	$5,392	$3,016
Seminole	Konawa	$4,146	$4,918	$3,382	$2,301	$4,313	$4,565
Seminole	New Lima	$1,459	$1,565	$1,461	$786	$2,986	$2,119
Seminole	Sasakwa	$307	$298	$538	$561	$2,323	$1,304
Seminole	Seminole	$20,193	$16,469	$22,139	$13,696	$15,595	$19,073
Seminole	Strother	$4,223	$4,322	$3,690	$2,582	$5,060	$4,972
Seminole	Varnum	$2,227	$2,385	$2,229	$1,235	$1,991	$2,771
Seminole	Wewoka	$10,058	$7,079	$6,918	$4,659	$5,475	$5,380
Sequoyah	Belfonte	$3,455	$3,875	$3,844	$2,806	$4,148	$4,646
Sequoyah	Brushy	$4,837	$5,589	$6,765	$5,052	$8,212	$8,640
Sequoyah	Central	$4,607	$3,428	$1,999	$1,684	$2,820	$2,445

County	District	2014	2015	2016	2017	2018	2019
Sequoyah	Gans	$3,225	$2,906	$4,305	$0	$3,401	$3,260
Sequoyah	Gore	$2,918	$9,911	$19,986	$7,858	$11,447	$6,195
Sequoyah	Liberty	$2,687	$2,385	$3,382	$2,582	$5,724	$3,423
Sequoyah	Marble City	$998	$1,639	$1,076	$1,010	$1,908	$1,141
Sequoyah	Moffett	$2,764	$2,534	$1,384	$1,684	$2,489	$2,038
Sequoyah	Muldrow	$14,819	$14,755	$13,837	$10,047	$12,360	$12,390
Sequoyah	Roland	$6,450	$7,154	$6,457	$2,863	$4,231	$3,423
Sequoyah	Sallisaw	$14,435	$13,637	$11,531	$13,583	$11,779	$15,487
Sequoyah	Vian	$10,519	$4,844	$6,534	$8,476	$7,300	$6,358
Stephens	Bray-Doyle	$3,071	$2,534	$2,690	$1,740	$2,572	$3,342
Stephens	Central High	$2,303	$1,490	$1,384	$842	$830	$1,141
Stephens	Comanche	$9,214	$7,154	$4,689	$4,378	$8,959	$9,048
Stephens	Duncan	$32,402	$32,937	$30,441	$20,263	$39,983	$39,288
Stephens	Empire	$4,377	$3,279	$3,690	$2,414	$4,148	$4,728
Stephens	Grandview	$691	$1,267	$1,153	$954	$1,161	$815
Stephens	Marlow	$7,141	$6,707	$11,454	$6,679	$6,636	$8,477
Stephens	Velma-Alma	$1,996	$2,832	$2,460	$1,291	$1,991	$2,445
Texas	Goodwell	$2,764	$2,757	$2,690	$2,919	$664	$897
Texas	Guymon	$35,243	$35,471	$39,512	$27,953	$49,854	$49,477
Texas	Hardesty	$1,536	$447	$769	$730	$912	$978
Texas	Hooker	$6,219	$6,110	$6,534	$1,010	$11,364	$11,819
Texas	Optima	$768	$671	$2,152	$1,572	$1,244	$2,527
Texas	Straight	$1,152	$1,267	$1,307	$0	$83	$82
Texas	Texhoma	$0	$0	$0	$0	$0	$0
Texas	Tyrone	$2,303	$2,757	$1,922	$786	$1,908	$897
Texas	Yarbrough	$998	$1,341	$1,614	$505	$1,742	$1,060
Tillman	Davidson	$307	$1,490	$154	$337	$332	$734
Tillman	Frederick	$6,680	$8,421	$8,225	$6,567	$7,217	$9,048
Tillman	Grandfield	$1,766	$2,012	$1,537	$1,572	$2,074	$1,467

County	District	2014	2015	2016	2017	2018	2019
Tillman	Tipton	$5,912	$6,185	$4,997	$2,526	$3,899	$3,831
Tulsa	Berryhill	$11,440	$8,048	$8,533	$6,623	$9,871	$8,151
Tulsa	Bixby	$25,568	$23,920	$27,289	$17,569	$33,927	$36,190
Tulsa	Broken Arrow	$195,946	$165,579	$176,804	$117,423	$186,309	$204,346
Tulsa	Collinsville	$22,036	$64,756	$21,755	$14,650	$21,070	$18,421
Tulsa	Deborah Brown (Charter)	$2,918	$4,397	$1,307	$1,403	$664	$4,565
Tulsa	Discovery Schools of Tulsa	$4,760	$4,620	$3,767	$4,322	$6,968	$5,298
Tulsa	Glenpool	$34,782	$54,398	$26,597	$20,768	$33,098	$32,441
Tulsa	Jenks	$59,966	$58,497	$54,655	$42,490	$60,223	$64,393
Tulsa	Keystone	$8,216	$4,695	$5,304	$5,052	$5,973	$4,565
Tulsa	Langston Hughes Acad Arts-Tech	---	---	---	$0	$0	$0
Tulsa	Liberty	$5,451	$5,216	$4,535	$4,210	$6,138	$4,972
Tulsa	Owasso	$83,922	$85,323	$80,638	$61,518	$97,883	$92,758
Tulsa	Sand Springs	$41,232	$47,170	$46,123	$36,204	$54,416	$51,514
Tulsa	Sankofa	$0	$224	$384	$617	$664	$489
Tulsa	Skiatook	$14,742	$19,300	$25,598	$14,594	$20,738	$19,318
Tulsa	Sperry	$13,590	$11,029	$17,065	$13,864	$19,245	$17,280
Tulsa	Tulsa	$648,726	$579,749	$544,632	$371,016	$533,793	$517,425
Tulsa	Tulsa Charter: College Bound	---	---	---	$0	$0	$15,650
Tulsa	Tulsa Legacy Charter Schl Inc	$5,221	$4,024	$6,765	$4,097	$12,692	$9,618
Tulsa	Union	$177,749	$203,508	$196,636	$139,763	$210,116	$200,596
Wagoner	Coweta	$18,044	$23,846	$39,127	$24,809	$29,863	$33,338
Wagoner	Okay	$7,755	$4,769	$5,535	$4,210	$3,152	$3,749
Wagoner	Porter Consolidated	$3,225	$4,471	$3,920	$2,526	$3,816	$5,217
Wagoner	Wagoner	$30,636	$28,540	$30,748	$25,258	$37,992	$28,284

County	District	2014	2015	2016	2017	2018	2019
Washington	Bartlesville	$49,217	$65,203	$44,278	$32,948	$44,960	$45,401
Washington	Caney Valley	$5,989	$7,452	$11,454	$7,521	$8,793	$12,063
Washington	Copan	$845	$1,788	$2,076	$1,403	$1,493	$1,223
Washington	Dewey	$6,450	$7,899	$8,686	$6,679	$9,125	$9,455
Washita	Burns Flat-Dill City	$5,605	$5,961	$9,686	$5,220	$8,129	$8,885
Washita	Canute	$2,918	$3,875	$3,767	$1,684	$2,157	$1,141
Washita	Cordell	$3,762	$4,024	$4,766	$2,694	$2,903	$3,342
Washita	Sentinel	$2,150	$2,459	$2,998	$1,965	$2,406	$2,771
Woods	Alva	$6,296	$5,514	$12,223	$6,455	$9,788	$4,320
Woods	Freedom	$691	$969	$307	$898	$830	$815
Woods	Waynoka	$1,766	$1,192	$769	$393	$830	$815
Woodward	Fort Supply	$921	$522	$1,230	$505	$498	$571
Woodward	Mooreland	$2,380	$2,161	$2,998	$1,628	$5,309	$3,586
Woodward	Sharon-Mutual	$1,920	$2,683	$3,767	$2,021	$1,576	$1,141
Woodward	Woodward	$32,862	$53,578	$32,209	$24,978	$29,448	$27,713
STATE	**ALL DISTRICTS**	**$6,500,000**	**$6,492,075**	**$6,492,074**	**$4,507,426**	**$6,5000,000**	**$6,5000,000**

WHAT SCREENING INSTRUMENTS AND READING SUPPORT ASSESSMENTS ARE BEING USED TO IDENTIFY READING DEFICIENCIES AND MONITOR READING PROGRESS?

This section addresses the question, *What screening instruments and reading support assessments are being used to identify reading deficiencies and monitor reading progress?*

SCREENING INSTRUMENTS

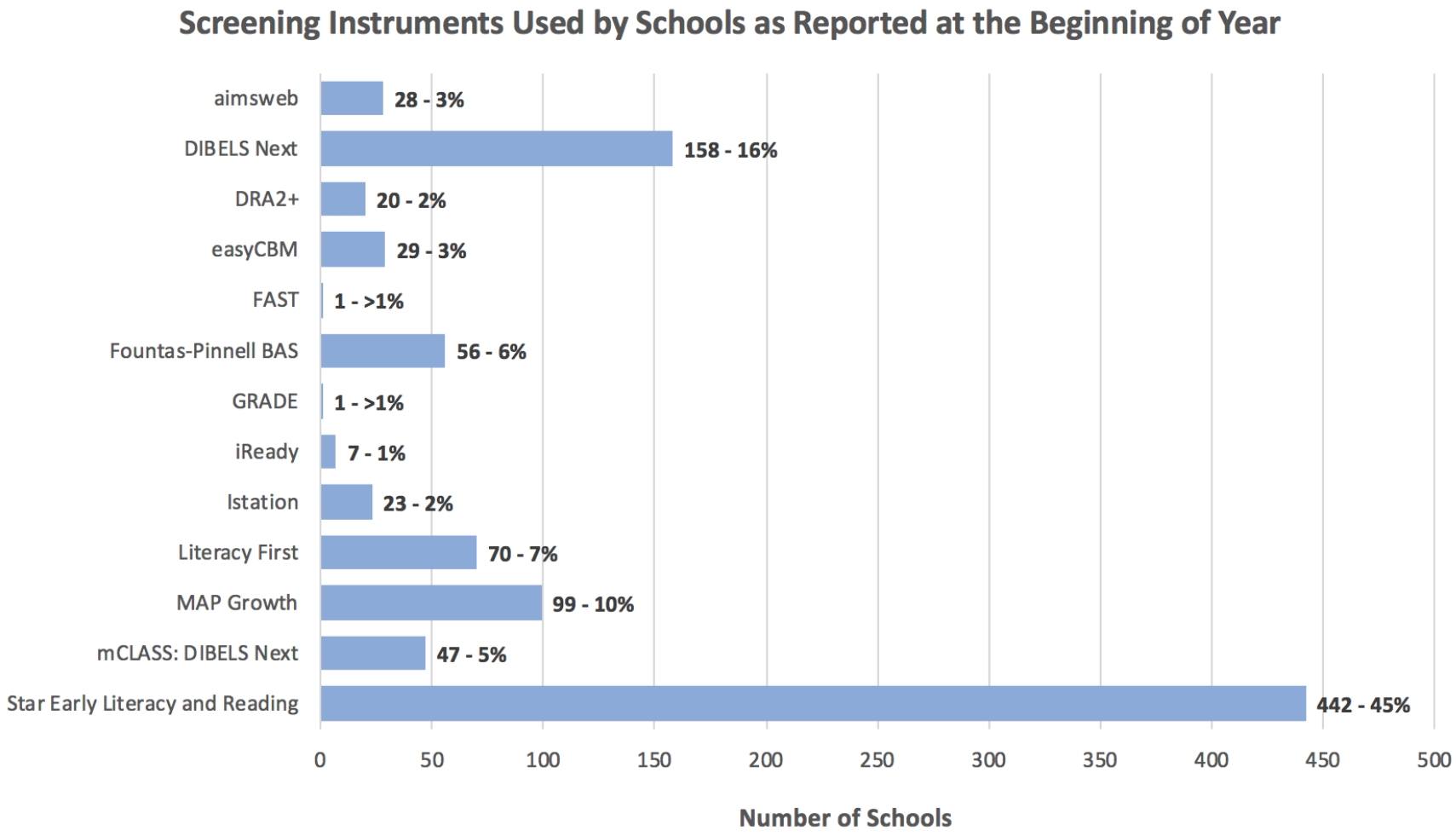
Screening instruments are brief tests that are valid, reliable, and evidence-based. They are used with all students to measure their skills in each of the five components of reading: phonemic awareness, vocabulary, phonics, fluency and comprehension. These tests help teachers **identify students with reading deficiencies** and, together with diagnostic assessments, **drive instruction toward the specific needs of their students**.

During the 2018-2019 school year, there were fifteen screening instruments approved by the Oklahoma State Board of Education. Districts were able to choose which of the screening instruments best fit their needs. The screening instruments districts could choose from are listed in Table 15.

TABLE 15. SCREENING INSTRUMENTS APPROVED FOR 2018-2019

Aimsweb
The Children's Progress Academic Assessment
DIBELS Next
Developmental Reading Assessment Plus (DRA2+)
easyCBM
Fountas and Pinnell Benchmark Assessment System (BAS)
Group Reading Assessment and Diagnostic Evaluation (GRADE)
iREADY Diagnostic
Istation
Literacy First Battery of Screening Instruments
Measures of Academic Progress (MAP)
Measures of Academic Progress for Primary Grades (MPG)
mCLASS: DIBELS Next
STAR Early Literacy and STAR Reading
Woodcock Ready Mastery Tests, Third Edition (WRMT-III)

FIGURE 6. SCREENING INSTRUMENT USE IN 2018-2019 AS REPORTED BY SCHOOLS

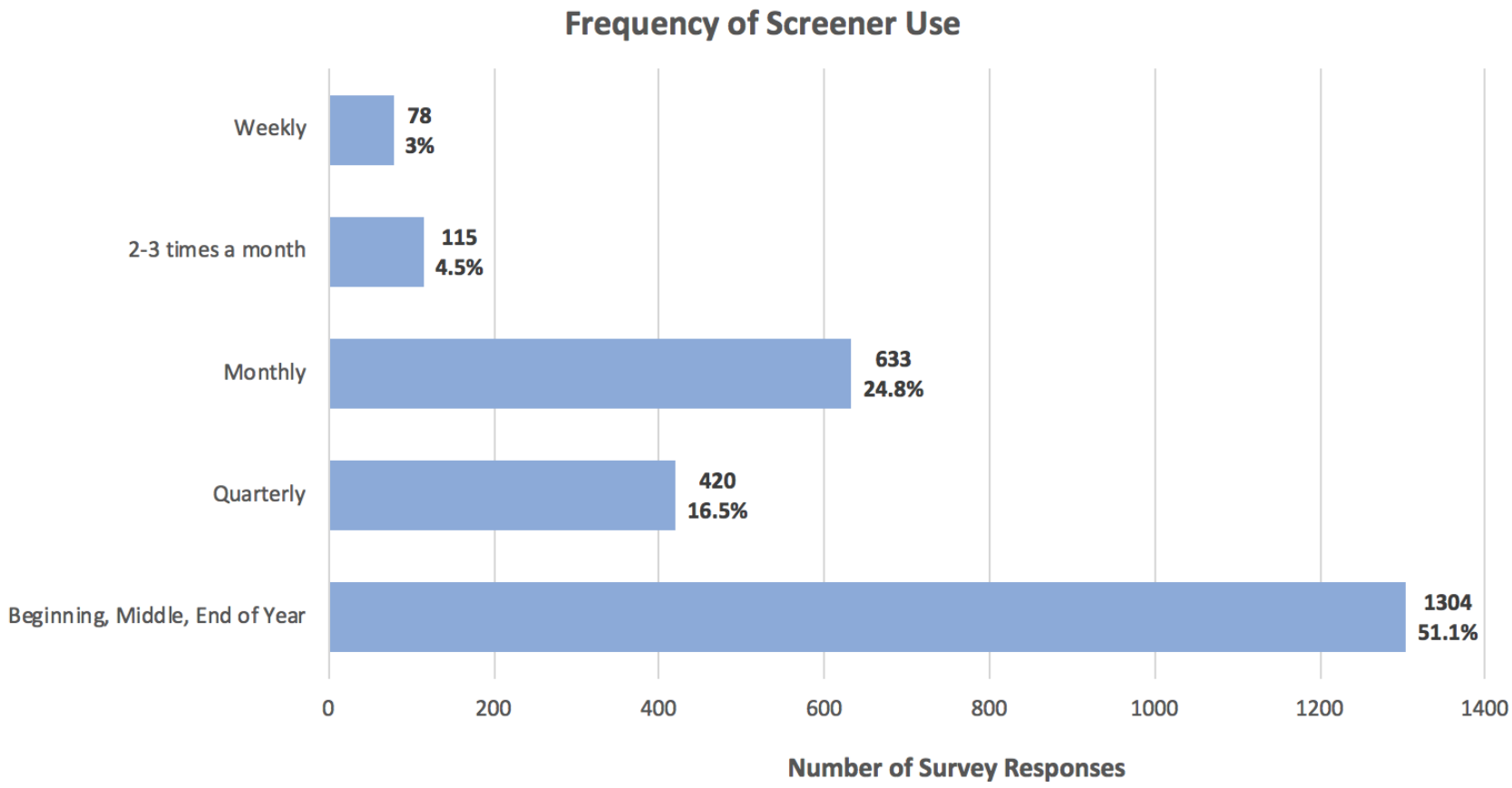


Schools report the screening instrument they will use for each grade at the beginning of each year on the Beginning of Year Report. While many schools use the same instrument for all schools and all grades, there are several who report the use of different instruments from one grade to the next or from one school to the next. If a school reported using multiple instruments across grades, then all instruments used are reflected in this data.

All schools reported screening instruments to identify reading deficiencies in kindergarten through third-grade classrooms, as per state law. As shown in Figure 6, districts reported using one of fifteen different state-approved instruments. **Star Early Literacy and Reading, DIBELS Next, and MAP Growth were the three most frequently used screening instrument**s **by schools.** The Star Early Literacy and Reading assessment is the most frequently used screening instrument, with 45% of schools using it in one more grade levels. DIBELS Next was the next instrument in frequency, being used by 16% of schools. MAP Growth was the third most frequent instrument, being used by 10% of schools.

In the spring of 2018, a review was conducted on screening instruments and an updated list of screening instruments was presented to the Oklahoma State Board of Education for approval. The 2018-2019 school year was a transition year for districts to determine which instrument on the updated list would be appropriate for the needs of their students and make any changes needed. The updated list of screening instruments goes into effect for the 2019-2020 school year.

FIGURE 7. FREQUENCY OF USE OF STATE-APPROVED SCREENING INSTRUMENTS



Frequency of Screening

The RSA requires that all kindergarten through third-grade students are screened for reading difficulties by one of the screening instruments approved by the State Board of Education at the beginning and end of each school year. Beginning with the 2019-2020 school year, schools are required to assess all students at the beginning, middle and end of the school year. This survey was administered in the fall of 2019, so responses reflect the changes in legislation. **Survey responses show that most districts administer the screening instruments at the rate that is legally required in the fall of 2019—three times a year.** As Figure 7 illustrates, 1,304 (51%) respondents reported administering these exams at the beginning, middle and end of year only. There were 633 (25%) respondents who reported administering exams monthly, 115 (5%) respondents reported administering them two to three times a month and 78 (3%) respondents reported administering exams weekly. **These results show a sharp decrease in the number of districts administering screening instruments more frequently.** When presenting the updated list of approved screening instruments, the Oklahoma State Department of Education (OSDE) also provided professional development about the proper use of screening instruments. **This information shows that the professional development that was provided may be having a positive effect on district practices.**

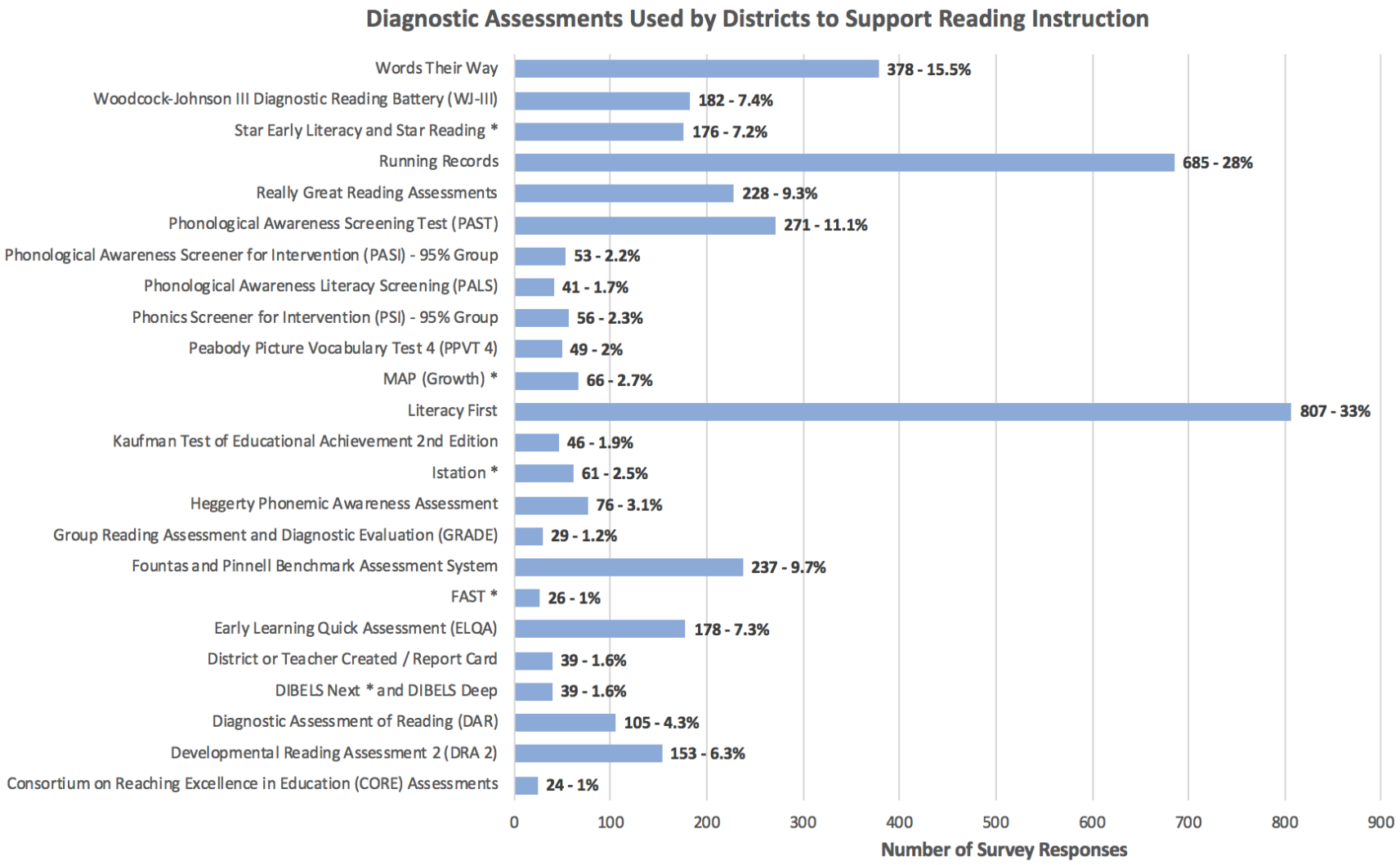
Diagnostic and Periodic Monitoring Assessments

In addition to the required screening instruments, **many districts also administered diagnostic and periodic monitoring assessments**. The purpose of a diagnostic assessment is to identify the specific strengths and needs of a student. Because diagnostic assessments are more time intensive, they are usually given just to those students who have demonstrated reading difficulty through a screening instrument.

Under the periodic monitoring model, students identified for reading deficiencies by screening instruments are given additional instruction, or intervention. Periodic monitoring assessments monitor a student's academic performance, quantify their rate of improvement, and evaluate the effectiveness of instruction. Such assessments help teachers more accurately identify students' reading deficiencies, select the most appropriate instructional strategies and make mid-course adjustments to their instruction based on students' needs. Notably, periodic monitoring can be implemented with individual students or an entire class.

As demonstrated in Figure 8, **Literacy First, Running Records** and **Words Their Way were among the most popular assessments.** There were 103 (4.2%) of respondents who indicated that no other assessments are used in conjunction with the screening instrument. These are areas where continuing education about how to use a **balanced system of assessments** to effectively identify the needs of a student and monitor the effectiveness of intervention efforts could be beneficial to student progress.

FIGURE 8. ADDITIONAL ASSESSMENTS USED TO INFORM READING INSTRUCTION



What Types of Reading Instructional Practices, instructional Methods and Remediation Efforts Are Used By Districts?

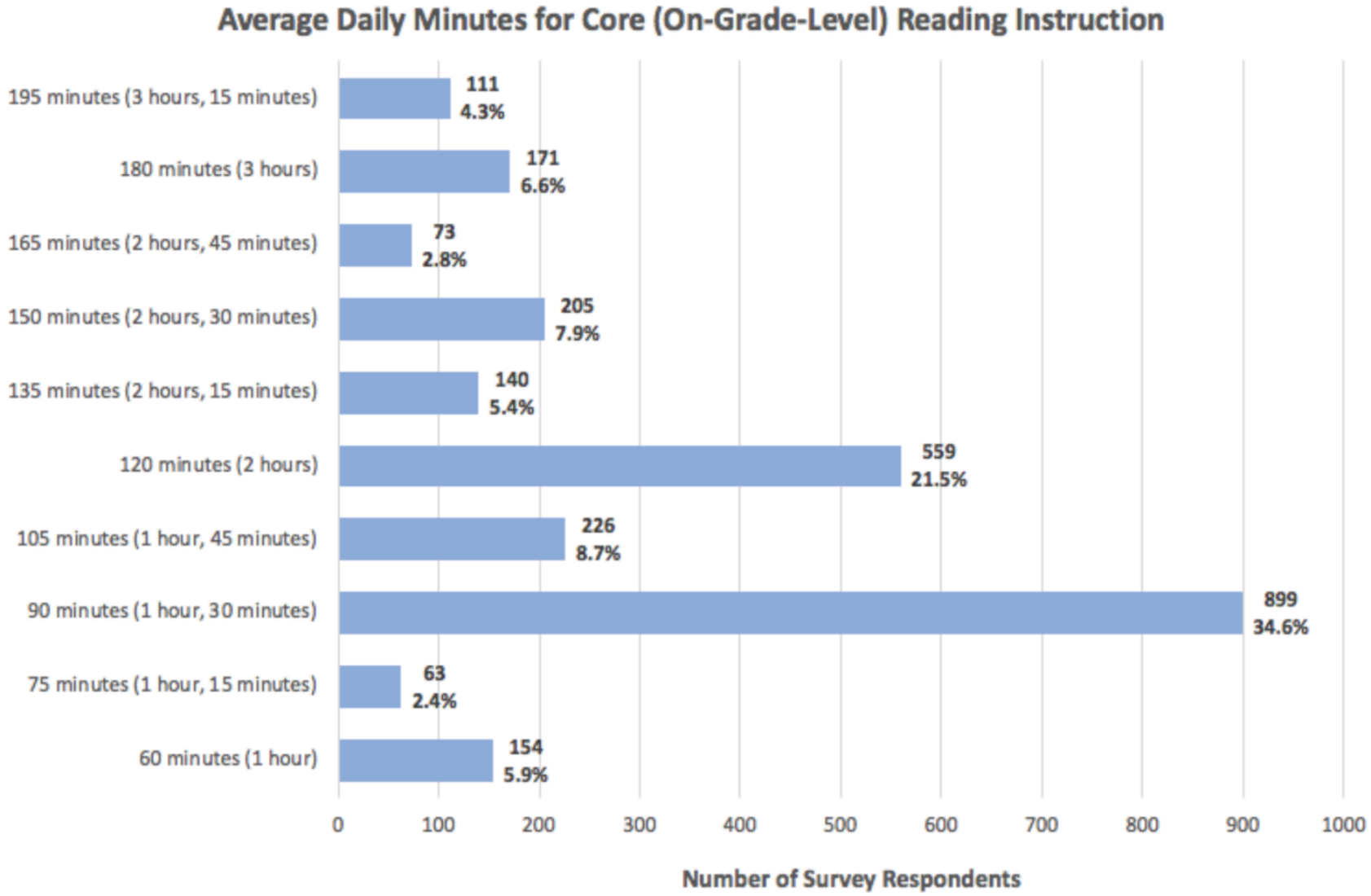
This section addresses the question, *What types of reading instructional practices, instructional methods and remediation efforts are currently being used by districts?*

Time Allotted for Reading Instruction

Survey participants were asked to identify about how much of the school day is devoted to core, or on-grade-level, reading-related instruction. Reading-related instruction includes instruction in foundational reading skills such as phonological awareness and phonics, vocabulary, reading comprehension, grammar, spelling, and writing. The administrative rules for RSA indicate that students in Tier 1 (or core) instruction should receive 90 minutes of uninterrupted instruction on grade-level skills.

Figure 9 shows the results from the survey. While the question asked respondents to identify the time spend on core instruction, it is probable that some respondents indicated the amount of time spent on both core instruction and off-grade-level intervention for students receiving Tier 2 or Tier 3 services. For participants who responded with less than 90 minutes of core instruction, it is possible that these are not kindergarten through third-grade teachers or that they are not aware of the administrative rule.

FIGURE 9. AVERAGE DAILY MINUTES FOR CORE READING INSTRUCTION



INSTRUCTIONAL TIME USE

The survey also provided information on how teachers use their instructional time.[10] This was divided into two questions. The first question focused on activities for core instructional tasks that would likely be down with the class as a whole. The second question asked survey participants about activities that might be used for small group or independent instructional activities that address on-grade-level skills.

As shown in Figure 10, **more than two-thirds of teachers reported spending considerable time (40% or more of reading instruction) doing during whole group instruction were explicit phonics instruction, using hands-on materials or manipulatives, and explicit phonological or phonemic awareness instruction.** The majority of teachers also reported their students spent moderate to considerable time listening to the teacher read aloud; participating in choral reading, shared reading or shared writing activities; observing the teacher modeling the reading process through think-alouds; explicit vocabulary instruction; and viewing videos or listening to recordings.

The majority of teachers reported spending no, little, or some time (0-25% of reading instruction) having students give oral presentations or speeches, guided instruction in the writing process, grammar instruction, handwriting instruction, and practicing test-tasking strategies. **A third or more of teachers reported spending no or little time** (less than 10% of reading instruction) **on having students give oral presentations or speeches, guided instruction in the writing process, and grammar instruction.**

Figure 11 shows the responses for small group or independent activities. **More than two-thirds of teachers reported spending moderate or considerable time reading leveled texts to practice reading skills and working with the teacher in guided reading or guided writing practice.** More than half of teachers reported spending moderate or considerable time reading decodable texts to practice phonics skills; working individually on assignments; silently reading books, magazines, or other written material; using computers or other technology for ELA practice; and using a work center or station. **The majority of teachers reported spending no, little, or some time having students read with a partner, participate in free expressive writing, or writing in journals.**

[10] Only teachers were asked questions about the use of instructional time on the survey.

FIGURE 10. INSTRUCTIONAL TIME USE FOR CORE READING ACTIVITIES

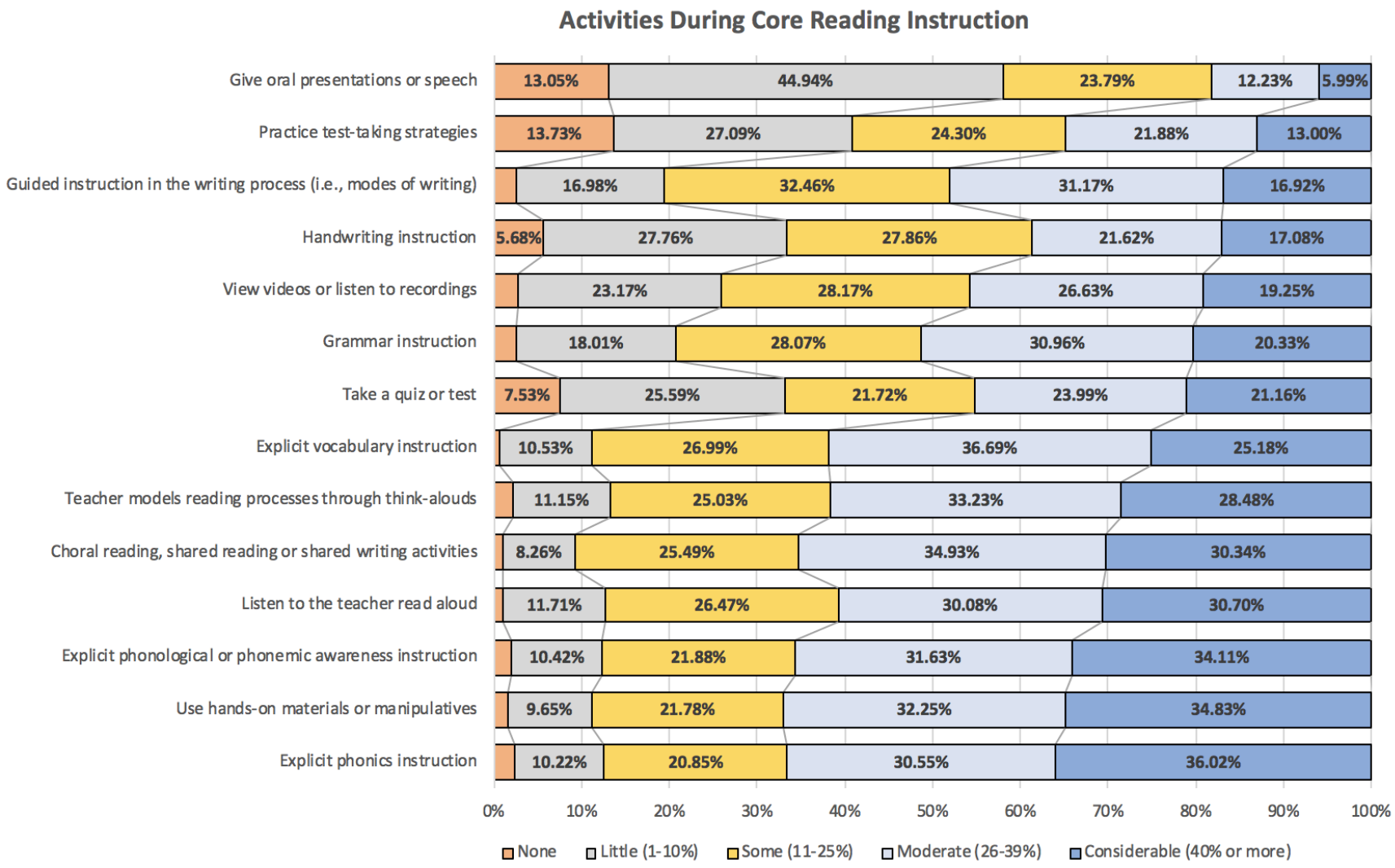
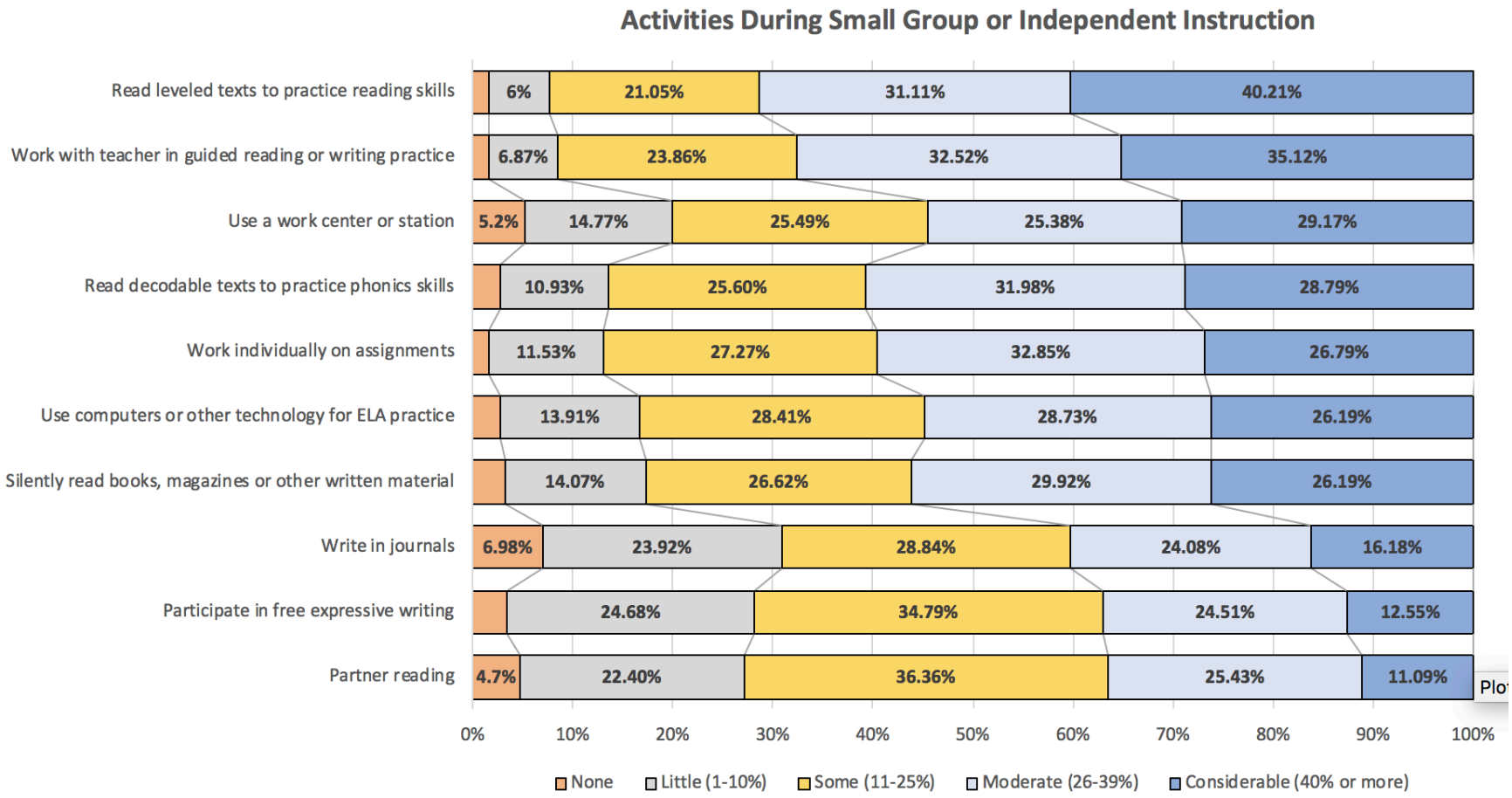


FIGURE 11. INSTRUCTIONAL TIME USE FOR SMALL GROUP OR INDEPENDENT ACTIVITIES



CORE INSTRUCTIONAL RESOURCES

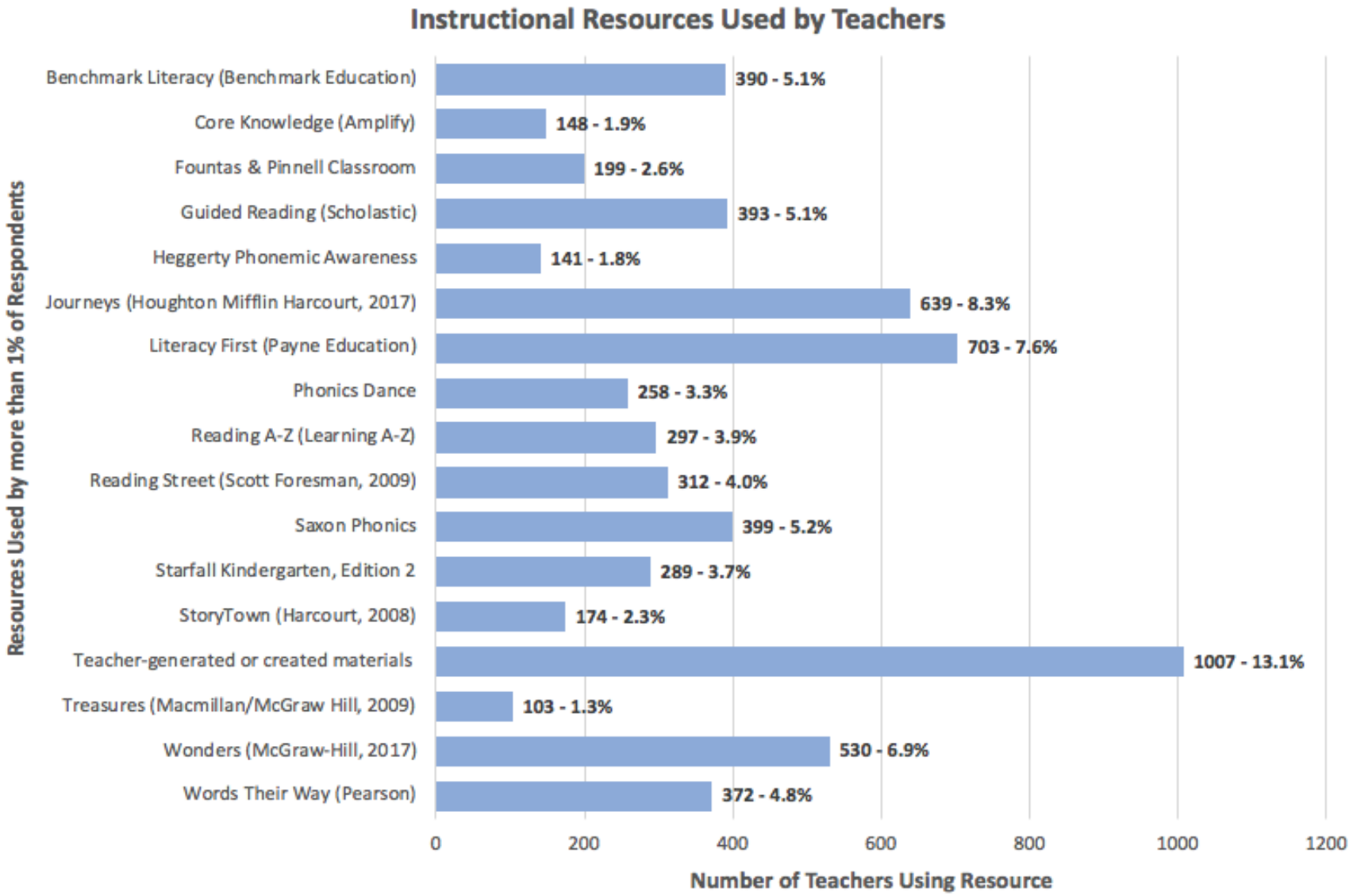
Teachers were also asked to identify the instructional resources that were used for core, or on-grade-level instruction. Participants listed 1,372 different resources that are used in their classroom. Figure 12 shows that the responses that had more than 100, or over 1%, of the responses. Participants had the opportunity to indicate multiple resources that might be used throughout the day, which most did. Resources listed include comprehensive reading programs, resources for a particular area, such as phonics, as well as online programs that provide individual practice.

The resource that is **used most frequently** was teacher-generated or -created materials, including resources from Pinterest and Teachers Pay Teachers. **There were 1,007 (13.1%) of participants that reported using teacher-created resources.** One of the requirements of RSA is that teachers use research-based materials for reading instruction. **Because of the nature of teacher-created materials and the websites that house these materials, there is no way of knowing the quality of these materials being used for kindergarten through third-grade reading instruction.**

The next three common responses are, Literacy First with 703 (9.1%) responses, Journeys with 639 (8.3%) responses and Wonders 530 (6.9%) responses. Literacy First is a program that focuses on foundational reading skills, while Journeys and Wonders are comprehensive reading programs that address all areas of reading and writing instruction.

One observation made is the use of multiple online programs by several participants. Some responses listed as many as seven different online programs being used in one classroom. Future research questions could be to **compare the costs of online and teacher-delivered programs**, as well as the **use online versus teacher-delivered instruction as compared to student achievement**. When multiple programs are made available, districts may wish to **monitor the usage** of both online and teacher-delivered programs to ensure that funds for those materials or subscriptions are being used effectively.

FIGURE 12. INSTRUCTIONAL RESOURCES FOR CORE READING INSTRUCTION

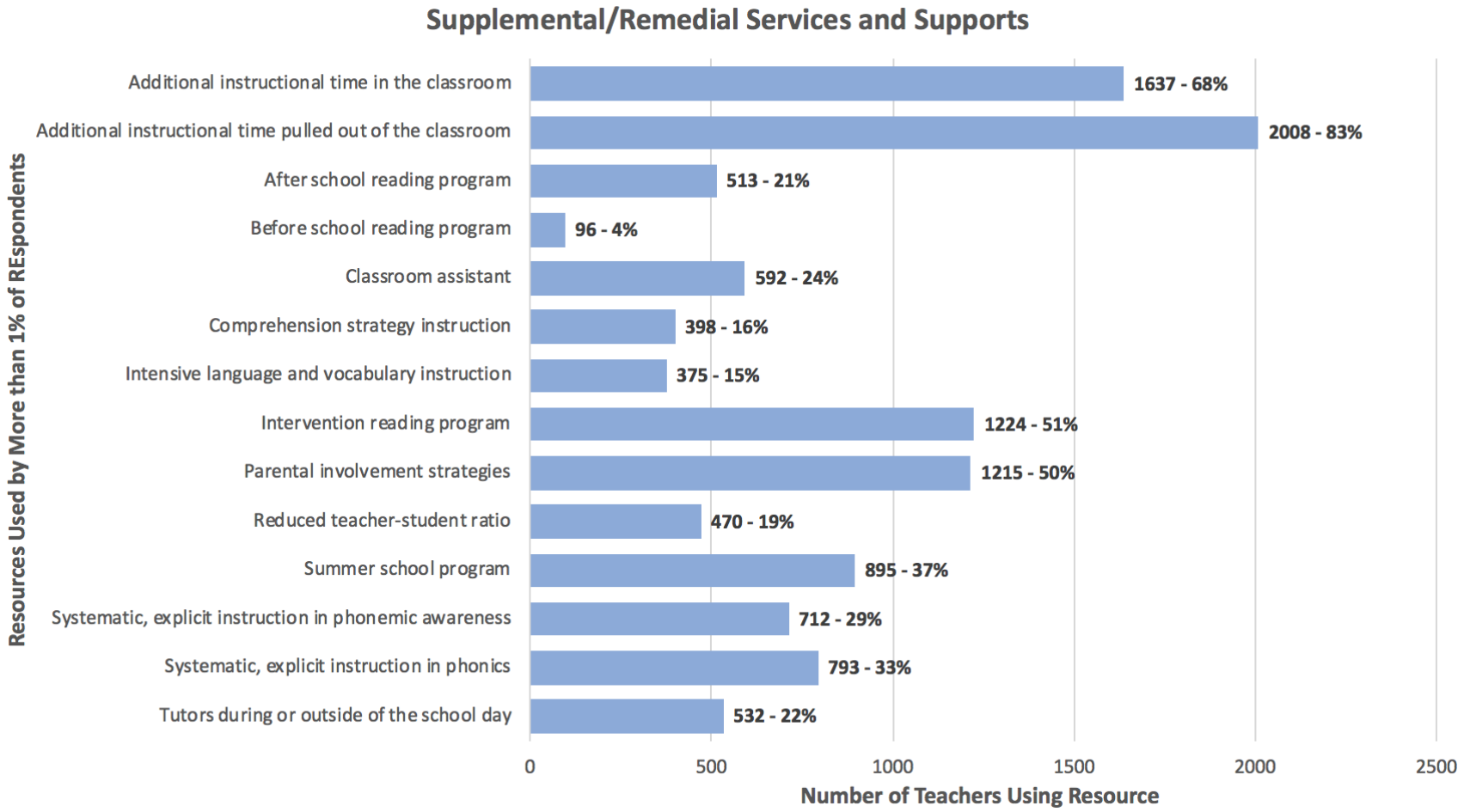


Supplemental or Remedial Services and Supports

Survey respondents also confirmed the offering of several supplemental or remedial services and supports. As Figure 13 highlights, **more than half of the teachers responding identified additional instructional time pulled out of the classroom, additional instructional time in the classroom, intervention reading programs, and parental involvement strategies** as services and supports offered to their students**.** Saturday and before-school programs were among the most infrequently offered services, with fewer than 100 teachers identifying these services as available to their students.

About a third of teachers responding identified summer school as being a service available to their students, as well as systematic, explicit instruction in both phonemic awareness and phonics. Fewer than 5% of teachers who responded identified intensive language and vocabulary instruction, comprehension strategy instruction, reduced teacher-student ratio, and an after-school reading program as services available to their students.

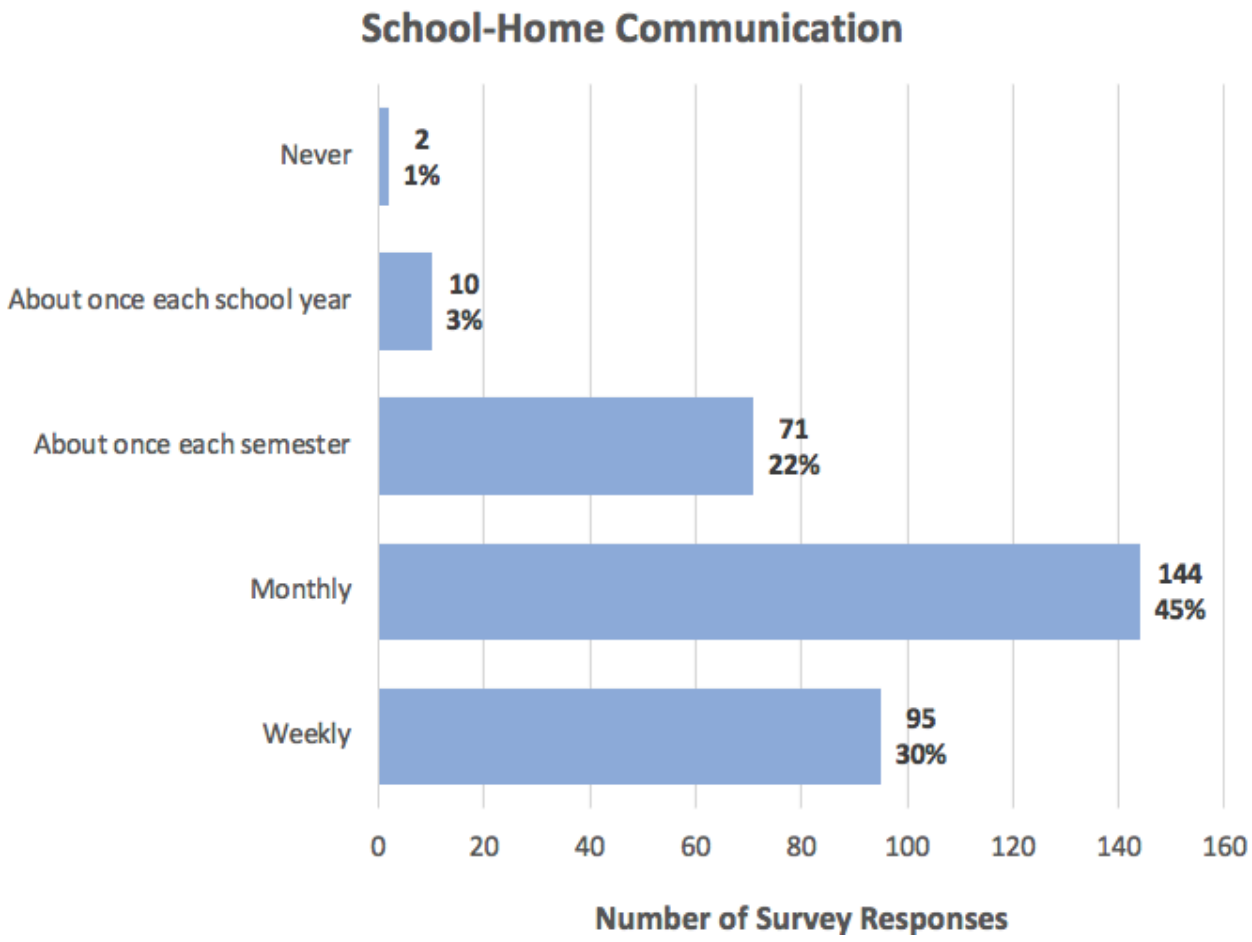
FIGURE 13. SUPPLEMENTAL/REMEDIAL SERVICES AND SUPPORTS USED



FAMILY ENGAGEMENT

Teachers and administrators also reported a strong level of family engagement. As Figure 14 shows, 144 (45%) respondents reported communicating with at least five parents about their student's kindergarten through third-grade reading performance on a monthly basis. 95 (30%) respondents reported communicating with five or more parents weekly and 71 (22%) said they communicated with at least five parents each semester. Only 12 (4%) reported communicating only once a year or not at all. Compared to last year, these numbers demonstrate no meaningful change in the frequency of communication with parents regarding reading performance.

FIGURE 14. FAMILY ENGAGEMENT



WHAT TYPES OF READING RESOURCES DO STUDENTS HAVE ACCESS TO OUTSIDE OF SCHOOL?

This section addresses the question, *What types of reading resources do students have access to outside of school?*

As Figure 15 shows, the most common reading resources available outside of school was public or school libraries, with 81% of educators reporting that their students have access to them. This was followed by access to online reading resources, with 62% of educators reporting their students had this service available.[11]

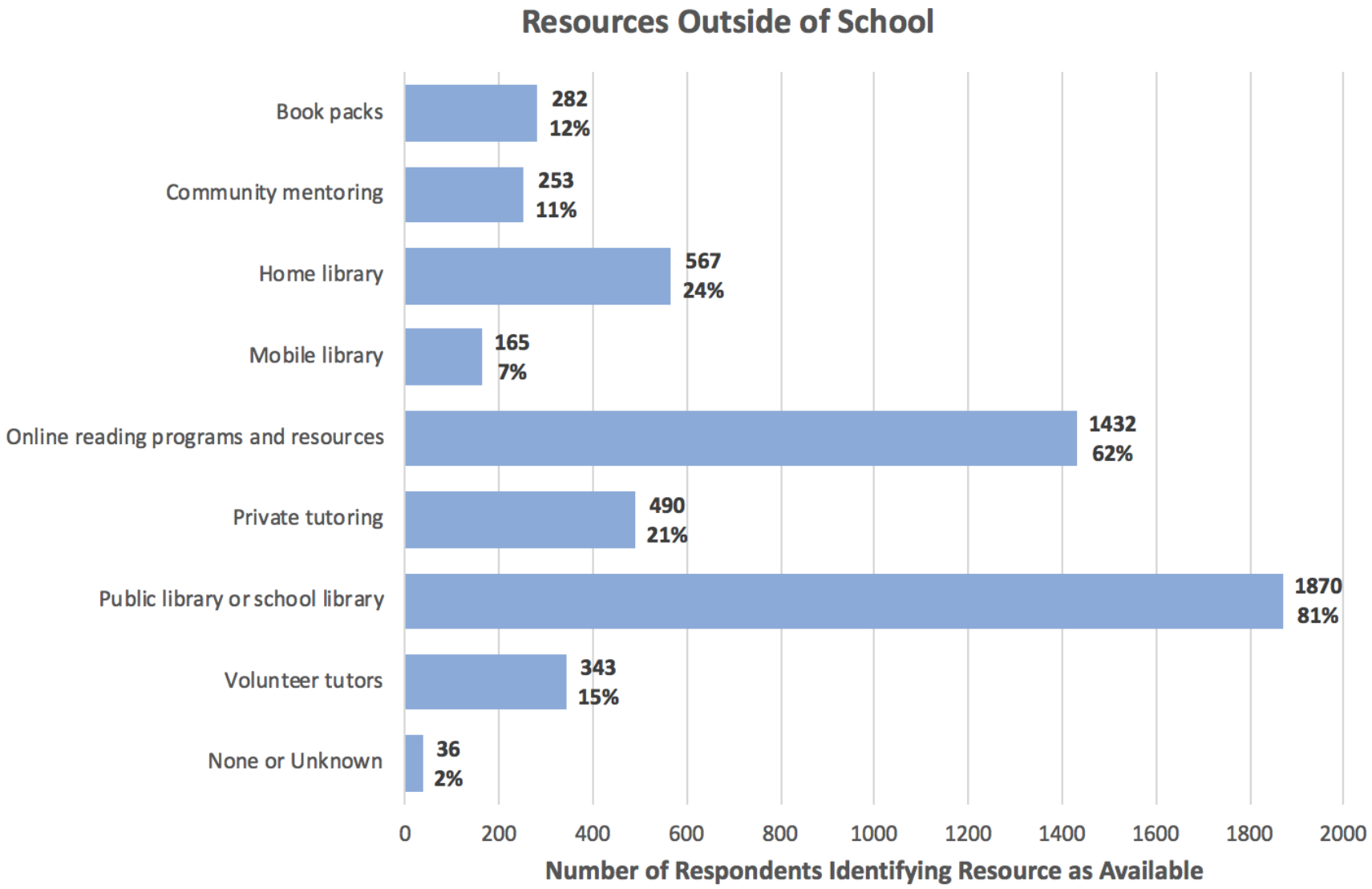
About 20% - 25% of educators indicated their students had access to a home library or private tutoring outside of the instructional day. There were approximately 10% - 15% of educators who responded that volunteer tutors, book packs or community mentors were available to their students. Only 2% of survey participants indicated there were no services available outside of school or that the participant was unaware of any services.

While educators in a district may report that some of their students have access to certain resources outside of school, that does not mean that all students have access to these resources. Additional research at the student level is necessary to understand what resources individual students actually have access to outside of school. Such research would also help to better understand what outside reading resources are associated with improved learning outcomes.

These findings suggest **opportunities to improve the accessibility of reading resources to students when they are not at school.** In particular, there is a lot of room for improvement in the offerings of volunteer tutors, book packs, community mentors and mobile libraries since those were some of the least commonly available resources.

[11] Note that actual figures may be higher as these figures are based on self-reported data from responding districts. Some districts might not have answered the survey or respondents may have been unaware of some services.

FIGURE 15. ACCESS TO RESOURCES OUTSIDE OF SCHOOL



Of the Identified Instructional Practices, Instructional Methods and Remediation Efforts, Which Ones Have Been Identified as Best Practices in the Research Literature for Students Not Reading on Grade Level?

This section addresses the question, *Of the identified instructional practices, instructional methods and remediation efforts, which ones have been identified as best practices in the research literature for students not reading on grade level?*

The question of what reading practices are best practices for students not reading on grade level is complex and does not have a simple, straightforward answer. There is support in the literature for the use of all the practices, methods and strategies discussed in this report, but whether or not it is a best practice depends on the context of the learning. Instructional practices, methods and remediation efforts are best applied in certain contexts, to certain groups of students and to address specific reading deficiencies. **A teacher using best practices thus does not uniformly apply a specific set of strategies but rather applies strategies based on the unique needs and learning styles of his or her students.** For this reason, rather than merely labeling strategies as being best practices or not, this section defines each strategy, identifies when and for which students they are most effective.

Choral reading, shared reading or shared writing activities is an instructional framework for all students based on the gradual release of responsibility model (Fisher & Frey, 2013). These activities are the second of the four phases of the gradual release model: I DO, WE DO, YOU DO TOGETHER and YOU DO ALONE. Teachers work collaboratively with students in the WE DO phase to practice and reinforce skills that have been previously demonstrated in the I DO phase. This is used in whole group instruction with all students.

Oral reading connects spoken and written language through the Language Experience Approach. Through this approach, students can see the connection between their oral speech and written words. After students share an experience, the experience is discussed in class and then transferred into print by the teacher acting as a scribe. Students then practice reading what has been written.

Computers or other technology-assisted instruction refers to instruction or remediation presented on a computer through interactive programs that allow students to progress at their own pace. Used to enhance teacher instruction, computer-assisted instruction (CAI) provides a resource for both collaboration and individual practice. Usually set up in classrooms as a work center/station, CAI works well in the WE DO TOGETHER and YOU DO ALONE phase and are not used during the teacher directed phase of the lessons.

Engaging in journal or free expressive writing is an instructional practice that allows students to express themselves in a journal without concern for written language conventions. If this practice is used in the classroom, it should not be used as time filler, without any teacher guidance or expectations. "Furthermore, students should realize that journal writing is only one type of writing they are expected to do, and they should maintain high standards for legibility and neatness." (Adapted from Routman, 2000, p. 235)[12].

Engaging in language arts activities outside of classroom may include private tutoring, reading (with parents, family members or individually) from a personal library of books, attending public library reading programs and/or checking out books from the public library, interacting with online reading games, etc. These activities supplement language arts activities inside the classroom and their impact on student performance cannot be quantified or assessed.

Engaging in speech, oral presentation or performance is recognizing that speaking and listening are as essential to students' success as reading and writing. It is most crucial for students before third grade, especially for children who come from homes where children have not been exposed to as many early literacy skills. Also, nonreaders and young readers learn most of their vocabulary through oral context and conversations with peers and adults.

Explicit phonological and phonemic awareness instruction is critical for early learners and students who are struggling with word recognition skills, including students with dyslexia. According to Kilpatrick, "phoneme awareness is a critical cognitive/linguistic skill needed to store words for immediate, effortless retrieval." (p. 27)[13] Ensuring that students have a solid foundation in these skills requires explicit instruction rather than leaving it to students to discover these skills on their own. It has been shown that "the development of phonological representations for words and their parts is a major step in learning language. The properties of these representations also play a critical role in reading, and impairments in phonological representations are usually observed in developmental reading a speech disorders. Phonological development is not the only factor involved in learning to read, but it is always an important part." (p. 107)[14]

Explicit phonics instruction is also a critical foundational skill. Since reading is not natural, explicit instruction in this area is critical for most students. Phonics instruction addresses the relationship between letters and their sounds. While the goal of reading is to make meaning from print, a reader has to first know what the printed symbols represent before meaning can

[12] Routman, R. *Conversations: Strategies for Teaching, Learning, and Evaluating.* Portsmouth, NH: Heinemann. 2000

[13] Kilpatrick, D.A. *Equipped for Reading Success*. Syracuse, NY: Casey & Kirsh Publishers. 2016.

[14] Seidenberg, M. *Language at the Speed of Sight: How We Read, Why so Many Can't, and What Can Be Done about It.* Basic Books, 2018.

be assigned to them. Since this is not a natural process for the human brain, it must be explicitly taught so that students can develop the neural connections in the brain in order to decode print effectively and efficiently. This process is called orthographic mapping, and "is the mental process we use to permanently store words for immediate, effortless retrieval." (p. 31)[15]

Explicit vocabulary instruction means ensuring students know the meaning of the words they encounter. Children in the early grades encounter relatively few of the words they know in the books they read. The vocabulary in written text is often more advanced than what is used in everyday conversation. Charles Perfetti refers to the "lexical quality" of words. He describes words as a hub linking many types of information. When considering a word such as *cup*, readers must consider the following as part of its lexical quality: its sound, pronunciation, and spelling; its multiple definitions or meanings (e.g., drinking utensil, unit of measurement, trophy); the entities to which it refers (e.g., types of cups) and their various descriptions; facts and associations (e.g., where they are made, where they are kept, Mother's favorite); their grammatical functions (e.g., "cup" as a noun or a verb) and how the word combines with others to form expressions (e.g., "sippy cup"). (p. 110)[16]

Grammar instruction is the study of the language and how it works. There is a lot of evidence showing the importance of grammar in reading comprehension. Along with the meaning of each word, sentences carry the meaning of text. As students learn to employ more complex sentences in their oral and written language, their ability to make sense of what they read increases, too. "Researchers have demonstrated that good readers process the structure of sentences (and thereby their meaning) quickly and accurately making inferences as they go. Poor readers benefit from instruction that builds syntactic awareness and attention to sentences form." (p. 154)[17]

Guided instruction in the writing process provides students with opportunities to experience successful and independent writing within the context of strong teacher support. Guided writing lessons are temporary, small-group lessons teaching those strategies that a group of students most need to practice with immediate guidance from the teacher. This allows all students to receive on-grade-level instruction in writing, with supplemental support for students in the areas they need.

Handwriting instruction in the earliest grades is linked to basic reading and spelling achievement, and is shown to help students make the connections between sounds and the

[15] Kilpatrick, D.A. *Equipped for Reading Success*. Syracuse, NY: Casey & Kirsh Publishers. 2016.
[16] Seidenberg, M. *Language at the Speed of Sight: How We Read, Why so Many Can't, and What Can Be Done about It.* Basic Books, 2018.
[17] Moats, L. *Speech to Print: Language essentials for teachers* (2nd edition). Baltimore, MD: Paul H Brookes Publishing Co. 2010

letters they represent. Handwriting is also considered a foundational skill that should become automatic in the early grades. When handwriting is effortful and labored, it creates a drain on mental resources needed for high-level aspects of writing such as attention to content, elaboration of details, and organization of ideas.

Listening to the teacher read aloud is not an instructional strategy, but rather a foundation for literacy development. It is used for students to hear fluent, confident and expert reading. Children can listen on a higher language level than they can read, which reinforces the need for instructional time to be spent on reading aloud.

Participating in a student-teacher conference is used as an instructional component so that students take ownership of their education by running the meeting of their teacher and parents. The students inform their parents about how they are doing, what their goals are going forward, and what kind of learners they are. For students to be informed enough to run such a meeting, they must prepare by learning more about themselves, articulating their own learning goals and reflecting upon their current performance.

Partner reading is sometimes referred to as peer tutoring. Students take turns acting as the tutor, coaching and correcting each other. Vanderbilt University folded this strategy into the Peer Assisted Learning Strategy (PALS)[18] in which students are paired and perform a structured set of activities in reading. The What Works Clearinghouse recognizes PALS as an effective strategy for building fluency.

Quizzes and tests are used for measuring student performance. **Formative** and **summative** assessments provide differently types feedback to teachers and students. **Formative** assessments are in-process evaluations of student comprehension, learning needs and academic progress during a lesson. Quizzes are one form of formative assessments used by teachers to provide students with effective and accurate feedback of their progress. Teachers should assess frequently and routinely where students are in relation to the unit of study's learning goals or end product (**summative** assessment). Hattie (2015)[19] recommends that teachers spend the same amount of time on formative evaluation as they do on summative assessment. In other words, teachers should be checking the progress of students as they move toward taking a summative assessment.

Read texts appropriate for the skills being practiced is an important step in having students apply the skills they are learning. Some texts are better for reinforcing phonics skills, while

[18] Fuchs, L.S., Fuchs, D., Kazdan, S., & Allen, S. "Effects of peer-assisted learning strategies in reading with and without training in elaborated help giving." *The Elementary School Journal,* 99(3), 1999: 201-219.
[19] Hattie, J. *What Doesn't Work in Education: The Politics of Distraction*. London: Pearson. 2015

others are better aligned to support general comprehension skills. Two types of text—decodable and leveled—are discussed below.

Decodable texts contain words that mostly consist of letter-sound correspondences that students have already learned. Decodable texts are effectively used to give beginning readers practice reading words spelled with phonics patterns and high frequency words that have been taught. The primary benefit of using decodable texts is to develop a habit of accurate reading in the early stages.

Leveled texts are written with predictable sentence structures and include pictures that emphasize meaning. The words in the stories usually aren't constrained to specific letter-sound correspondences, and may or may not line up with the phonics patterns student have already learned. For beginning readers, these texts are best used as a read-aloud or for echo reading. A benefit of this practice is to help students develop concepts of print and the elements of a book. Leveled texts can be used to apply and reinforce comprehension skills that have been taught.

Reading aloud is a framework teachers use to model comprehension strategies and a tool to increase the vocabularies of all students. It is used during the first phrase of the gradual release model. The purpose is to model what good reading sounds and looks like. Using read aloud provides opportunity for the teacher to model "fluency" and allows students to develop an understanding of story structure while actively listening to the story. It has been noted that "reading to children is important but not sufficient; children benefit from it, some quite a lot, but it neither obviates the role of instruction nor vaccinates against dyslexia." (p. 114)[20]

Silently reading books is intended to develop a fluent reader by providing time during the day to read silently. Teachers are charged with directing students to appropriate reading level texts and making sure that the independent reading time is used for productive reading practice.

Test-taking strategies include reviewing and defining words (both assessment vocabulary and academic vocabulary of a certain subject-area), using comprehension strategies and modeling multiple-choice elimination strategies. These practices can be effective for students at all grade levels, particularly those that focus on building academic vocabulary[21] and testing-specific

[20] Seidenberg, M. *Language at the Speed of Sight: How We Read, Why so Many Can't, and What Can Be Done about It.* Basic Books, 2018.
[21] Marzano, R.J. & Pickering, D.J. *Buidling Academic Vocabulary*. Alexandria, VA: Association for Supervision and Curriculum Development. 2010

vocabulary[22]. Test-taking strategies are effective when they are ongoing, purposeful and used to enhance students' familiarity with directions prior to taking a standardized test.

Using hands-on materials or manipulatives may be one of the oldest teaching strategies and is simply what it says: using physical objects to engage students and help them learn new concepts and/or solve problems. An example of using hands-on manipulatives in reading instruction includes teachers modeling the sound/symbol relationship by using Elkonin boxes[23]. Students, then, manipulate the boxes either in a group or for independent practice at a work center. Other hands-on manipulative activities may include classifying through sorting word cards or pictures. These activities are especially powerful for EL students because it lowers the linguistic demands.

Viewing films, videos or DVDs or listening to recordings visual/audio methods are used to enhance instruction and are not as effective as instructional strategies. The use of these methods is in conjunction with other high-yield instructional strategies including identifying similarities and differences, summarizing and note taking while viewing and/or listening.

Watching the teacher demonstrate and/or model reading is an instructional reading framework for all students based on the gradual release of responsibility model (Fisher & Frey, 2013). The teacher demonstration model is the first in four phases of the gradual release model: I DO, WE DO, YOU DO TOGETHER and YOU DO ALONE. Teacher demonstration is in the I DO phase of the lesson. This focused instruction is used to demonstrate thinking aloud strategies, model what fluent reading sounds like, model summarizing and note taking, and identifying similarities and differences. This is used in whole group instruction with all students.

Working with the teacher in guided reading or writing practice is a strategy used in the second phase of the gradual release of responsibility model and is referred to as the WE DO phase. This phase allows for student active participation, student engagement, and collaboration, which can result in high levels of student achievement. This second phase is grounded in explicit guided instruction, which is a research proven best practice and is appropriate for all grade levels and across content areas.

Working in pairs or small groups (i.e. collaborative learning) helps to ensure active participation of reluctant students and increases motivation for students and teachers. Group cohesion is greater in small groups because the teacher and students are working together

[22] Beck, I.L., McKeown, M.G., & Kucan, L. *Bringing Words to Life: Robust Vocabulary Instruction* (2nd edition). New York: Guilford Press. 2013

[23] Elkonin boxes build phonological awareness skills by segmenting words into individual sounds or phonemes. To use Elkonin boxes, a child listens to a word and moves a token into a box for each sound or phoneme.

toward positive learning goals. Teachers use this phase of YOU DO TOGETHER to target small groups of students who have the same educational need.

Working individually on assignments is the fourth phase of the gradual release of responsibility model I DO and is used for all students to have enough practice to increase their knowledge. The amount of practice begins with frequent and intense, or massed, practice; then, practice is spread apart, or distributed, practice. Working individually on assignments may be facilitated through silently reading books, work centers/stations, and computers or other technology assisted instruction. Homework is another avenue of independent work, but it is of little value unless the student receives feedback from the teacher.

Work centers or stations are physical areas or stations designated for specific learning purposes. Work centers can be used during the WE DO TOGETHER and YOU DO ALONE phase of the gradual release of responsibility model. Work centers allow for student choice with explicit and ongoing learning purposes. This strategy facilitates student motivation, collaboration and targeted practice.

WHAT RELATIONSHIPS EXIST BETWEEN DISTRICT READING PERFORMANCE AND THE IDENTIFIED INTERVENTIONS? ARE THERE CERTAIN INTERVENTIONS THAT ARE ASSOCIATED WITH HIGH PERFORMANCE?

This section addresses the question, *What relationships exist between district reading performance and the identified interventions? Are there certain interventions that are associated with higher performance?*

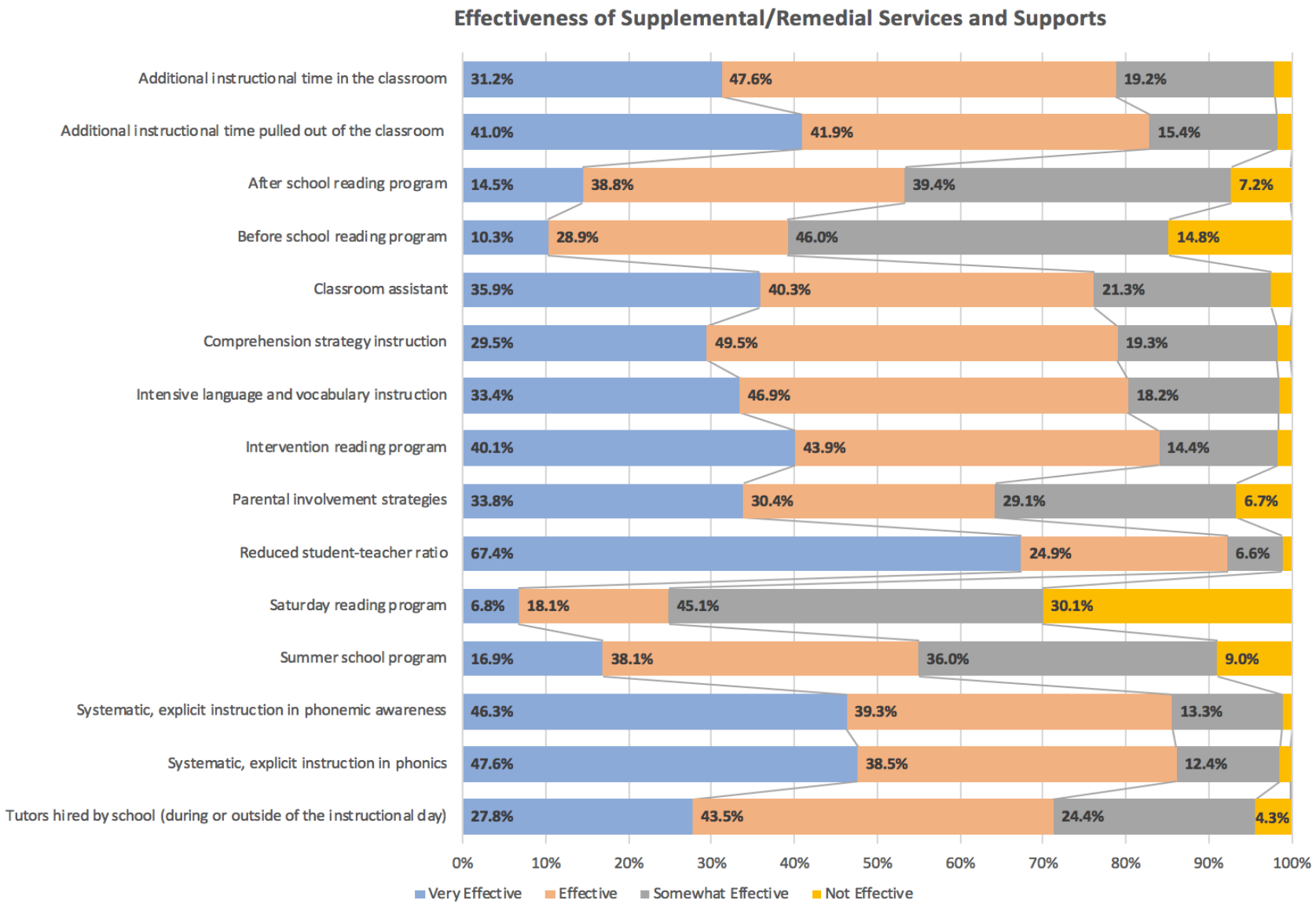
Unfortunately**, since no student-level data linking individual students to specific interventions exists, it is impossible to accurately determine the impact of specific interventions using student testing data.** For this reason, this study uses survey data on teacher opinions of the efficacy of the reading interventions identified in this report in order to provide some information on the potential effectiveness of some interventions.

As Figure 16 demonstrates, more than 80% of survey respondents found **reduced student-teacher ratios, systematic and explicit instruction in phonemic awareness and phonics, intervention reading programs, additional instructional time pulled out of the classroom,** and **intensive language and vocabulary instruction** to be effective or very effective**.** In addition, between 50% and 79% of survey respondents found **comprehension strategy instruction, additional instructional time in the classroom, having a classroom assistant, tutors hired by the school, parental involvement strategies, summer school program, and after school reading programs** to be effective or very effective. In contrast, the majority of respondents reported **before-school and Saturday programs only somewhat effective or ineffective.**

The overwhelming positive impressions of these interventions among teachers are promising. **It is especially encouraging, moreover, that teachers overwhelmingly found the use of systematic, explicit instruction on phonemic awareness and phonics to be effective or very effective.** These involve methods of instruction over which teachers have direct control.

These results, furthermore, suggest that **additional and more robust research on interventions such as reading intervention programs and reduced student-teacher ratios would be beneficial.** Such research could determine if these interventions are actually leading to higher reading achievement. If positive results were found, this research could help to better understand the characteristics of successful interventions as well as the populations they work best for in Oklahoma.

FIGURE 16. EFFECTIVENESS OF SUPPLEMENTAL/REMEDIAL SERVICES AND SUPPORTS



LIMITATIONS

Data on the instructional practices, instructional methods, remediation efforts and reading resource access were available only at the district level, not the student level, so linking specific interventions to specific students was not possible. Also, it was not possible to accurately identify the time students spent with the intervention. Finally, data on reading resource access outside of school were reported by educators, not parents, so it is likely that not all reading resources outside of school were identified.

CONCLUSION

This report provides information concerning three major questions. First, how does reading proficiency and retention vary by socio-economic status, learning disability status, EL status and race? Second, what interventions do districts use to improve reading outcomes? Third, what are some of the best instructional practices available that help students become successful readers?

The study found that FRL, IEP, African-American, Hispanic, and EL students score lower on third-grade reading tests relative to their peers, on average. Since the RSA targets students who are not reading at proficiency, the policy therefore disproportionately impacts these groups. It is important to better understand the root causes of inequity among these groups and develop interventions that best address their needs.

Districts listed a wide variety of interventions that are available and in use. **The most prevalent resource was teacher-created resources, including Pinterest and Teachers Pay Teachers.** Given the importance of evidence-based resources for students who are struggling with early reading skills, it is critical that teachers have access to these resources rather than feeling the need to find or create their own that is not always aligned with best practices.

This report also highlighted the **use of a wide variety of reading instructional strategies.** The top activities teachers reported spending moderate or considerable time during whole group instruction were explicit phonics instruction, using hands-on materials or manipulatives, and explicit phonological or phonemic awareness instruction. This is a shift from past survey data in which teacher response showed the majority of the time was spent demonstrating or modeling reading **processes** for their students rather than having students do the bulk of the work. The literature supports the effectiveness of these practices when applied appropriately based on student needs.

Teachers also identified **several effective reading strategies** including **reduced student-teacher ratios, systematic and explicit instruction in phonemic awareness and phonics, intervention reading programs, additional instructional time pulled out of the classroom,** and **intensive**

language and vocabulary instruction. They **questioned the usefulness of before-school and Saturday school programs.** Due to shortcomings in the data collection, however, additional research is needed before drawing firm conclusions about programs.

Finally, the study also found that **students in many districts lacked access to reading services and supports outside of the classroom.** While some districts had public libraries, few reported the existence of community-based tutoring and mentoring programs. It would be beneficial to explore opportunities to further develop some of these resources.

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