Reading Sufficiency Act

Report Card
&
Study

OKLAHOMA STATE DEPARTMENT OF
EDUCATION
CHAMPION EXCELLENCE

To Governor Fallin and

the Honorable Members of the State Legislature,

In accordance with the Reading Sufficiency Act, the Oklahoma State Department of Education's objective is to facilitate improved reading proficiency and to reach the goal of all students reading at appropriate levels. By providing information on Oklahoma's success in meeting students' needs, we can see the positive effect of funding provided for reading remediation.

Two separate reports concerning the Reading Sufficiency Act are included in this submission: Reading Sufficiency Act Annual Report Card and the Reading Sufficiency Act Study.

Reading Sufficiency Act Annual Report Card

70 O.S.§ 1210.508C.S requires the following:

The Oklahoma State Department of Education shall issue a Reading Report Card for the state and each school district and elementary site which shall include, but is not limited to, trend data detailing three (3) years of data, disaggregated by student subgroups to include economically disadvantaged, major racial or ethnic groups, students with disabilities, and English language learners, as appropriate for the following:

1. The number and percentage of students in kindergarten through third grade determined to be at risk for reading difficulties compared to the total number of students enrolled in each grade;

2. The number and percentage of students in kindergarten who continue to be at risk for reading difficulties as determined by the year-end measurement of reading progress;

3. The number and percentage of students in kindergarten through third grade who have successfully completed their program of reading instruction and are reading on grade level as determined by the results of approved reading assessments;

4. The number and percentage of students scoring at each performance level on the reading portion of the statewide third-grade criterion-referenced test;

5. The amount of funds for reading remediation received by each district;

6. An evaluation and narrative interpretation of the report data analyzing the impact of the Reading Sufficiency Act on students' ability to read at grade level; and

7. Any recommendations for improvements or amendments to the Reading Sufficiency Act.

Reading Sufficiency Act Study

70 O.S.§ 1210.508G.B requires the Oklahoma State Department of Education to issue a report for the following:

1. Gather data and complete an assessment of the type of reading instruction practices and methods currently being used by school districts in the state;

2. Gather data on students who have been assessed pursuant to Section 1210.508C of Title 70 of the Oklahoma Statutes and have been found not to be reading at the appropriate grade level by the third grade including, but not limited to:

a. socioeconomic information,

b. access to reading resources outside of school, and

c. screening for and identification of learning disabilities; and

3. Address what intensive remediation efforts are being conducted by the district to identify the best practices for students that score limited knowledge and are not retained by school districts.

Sincerely,

Joy Hofmeister, State Superintendent of Public Instruction

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

Reading Sufficiency Act Report Card

Issued pursuant to 70 O.S. § 1210.508 C

Oklahoma State Department of Education Staff

December 2015

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Background

The Reading Sufficiency Act was introduced to ensure that all Oklahoma students read on grade-level by the end of third grade. Why such an emphasis on third grade? Third grade is the transition year in which the focus of reading instruction is on "learning to read" rather than "reading to learn." Current legislation[1] 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 Core Curriculum Test (OCCT). A student who scores at the Unsatisfactory level, and who does not qualify for any of the good cause exemptions[2] is to be retained in third grade. Retention is a serious matter for everyone involved. Oklahoma students, families, teachers, schools, and communities are deeply affected by the consequences of students' third grade reading test performance. The intentions of the law, its enforcement, and its implementation are well-placed: Oklahoma students must be able to read.

In preparation for the major OCCT assessment milestone, there are legislatively mandated screenings[3] implemented from kindergarten through third grade which assess reading skills including phonemic awareness, phonics, reading fluency, vocabulary, and comprehension. The purpose of these screenings is to identify students who are at risk for reading difficulty. The students at-risk for reading difficulties are then placed on a program[4] of reading instruction which is meant to prepare them to improve their literacy.

School districts report data to the Oklahoma State Department of Education (OSDE) for the number of students who are deemed to be at risk according to the approved screening instrument. School districts also report on the at-risk students' participation and completion of a program of reading instruction. At the beginning of the year (BOY), districts report the number of students placed on a program of reading instruction. At the end of the year (EOY), districts report the number of students who left the program of reading instruction; the number of students who entered the program of reading instruction; and the number of students who complete the program of reading instruction.

Why report these data? It is important to acknowledge that more than 200,000 individual kindergarten through third grade students, each of whom has a unique story, were affected by the Reading Sufficiency Act in 2015 alone. Together, those unique stories contribute in creating the fabric of communities across the state of Oklahoma. Thriving communities are sustained by a quality public education system. 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 our schools, our communities, and our state.

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

Purpose

Section 1210.508C of the Reading Sufficiency Act requires the State Department of Education to issue a Reading Report Card[5] which reports information concerning the following: students who are at risk for reading difficulty, students who have successfully completed a program of reading instruction, third grade students' performance on the statewide criterion-referenced reading test, and the funding for reading remediation received by each school district.

Organization

As per the request of a Report Card in 70 O.S. § 1210.508 C, this report is organized around five central questions. The data sources used to answer the questions are provided. The results are presented in tables and graphs.

Limitations

This report provides information that, when placed in the proper context, can help Oklahomans better understand the implementation and effectiveness of programs of reading instruction for kindergarten through third grade students across the state. Current data reporting methods include self-reported data from districts, and, thus, limit the conclusions that can be confidently drawn from this report.

[5] Individual district and site data can be posted upon request.

Results and Analysis

Question 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?*

To determine the number and percentage of students considered at risk for reading difficulties at the beginning of the year (BOY) as compared to the total number of students enrolled, we used district-reported data which delineated the number of students who were considered at risk based on their enrollment in a program of reading instruction and the number of students enrolled. These numbers were directly reported to the OSDE by districts.

Table 1. The number and percentage of students in K-3 determined to be at risk for reading difficulties compared to the total number of students enrolled in each grade.

	Grade	At-Risk BOY[6]	Total Enrolled	Percent At-Risk BOY
2013	KG	17,184	49,991	34.4%
	1	16,011	49,261	32.5%
	2	16,214	46,456	34.9%
	3	16,147	46,039	35.1%
	All Grades	65,556	191,747	34.2%
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%

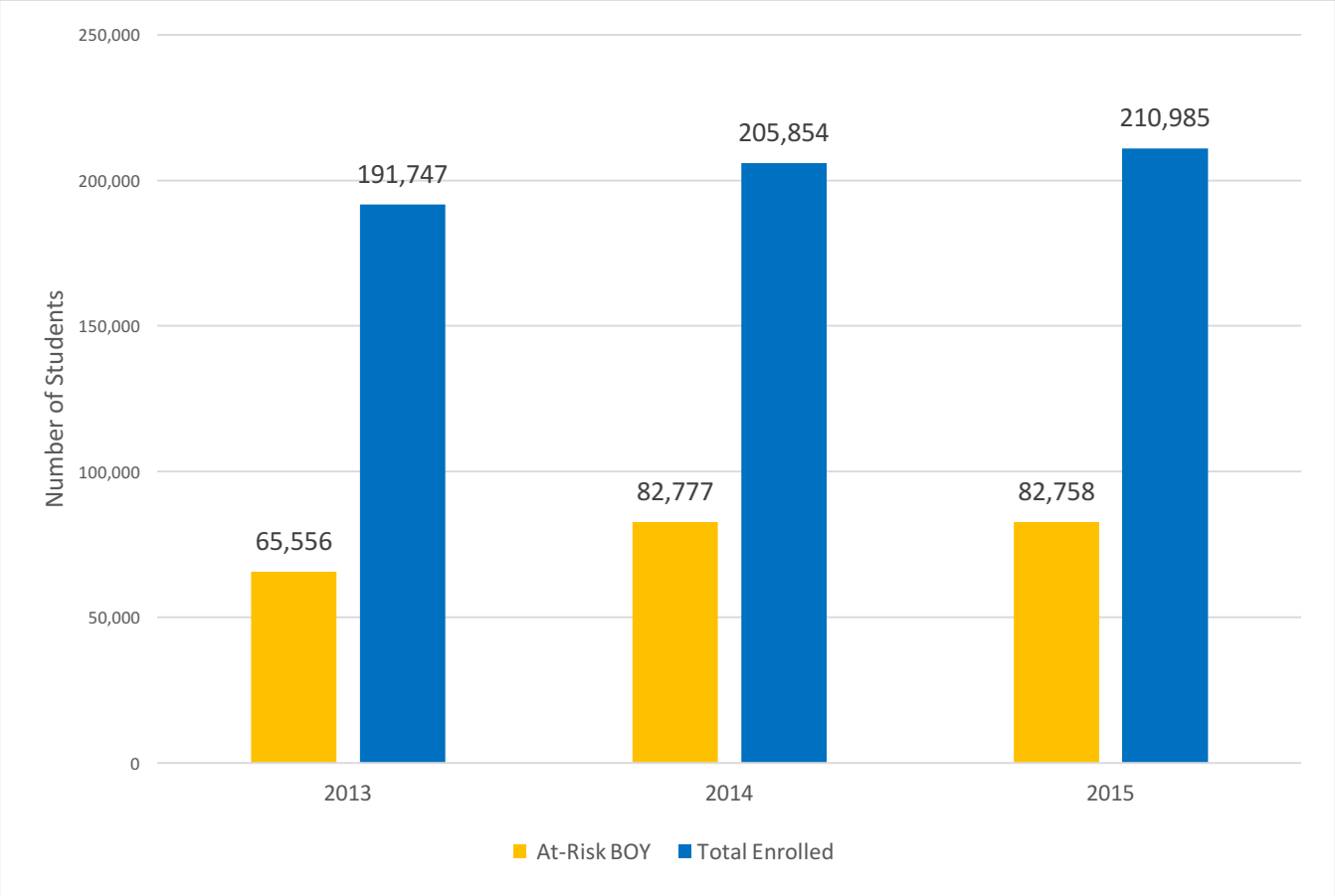
Points of interest:

- If we follow the first grade class of 2013, we see in 2013 that 32.5% were at risk at the beginning of the year. In 2014, as second graders 42.5% were at risk at the beginning of the year. In 2015, as third graders 42% were at risk at the beginning of the year. There was a sharp increase in the percentage of at risk students between 2013 and 2014.

[6] Beginning of Year

- Similarly, if we follow the kindergarten class of 2013, 34.4% were at risk at the beginning of the year. In 2014, as first graders, 39.7% were at risk at beginning of year, and in 2015, as second graders, 40.6% were at risk. Again, an increase between 2013 and 2014.
- Likewise, the second grade class of 2013 had 34.9% at risk, and they moved to 41.7% at risk in 2014 as third graders.

Figure 1: At Risk Beginning of Year Compared to Total Enrollment



Question 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?*

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 program of reading instruction at the end of the year (EOY) as compared to the number of students enrolled in the program at the beginning of the year. These data were directly reported to the OSDE by districts.

Table 2. The number and percentage of students in kindergarten through third grade who continue to be at risk for reading difficulties as determined by the year-end measurement of reading progress

	Grade	At-Risk EOY[7]	Total Enrolled	Percent At-Risk EOY
2013	All Students	46,024	191,747	24.0%
	KG	10,573	49,991	21.1%
	1	11,882	49,261	24.1%
	2	11,937	46,456	25.7%
	3	11,632	46,039	25.3%
2014	All Students	58,296	205,854	28.3%
	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%
2015	All Students	56,204	210,985	26.6%
	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%

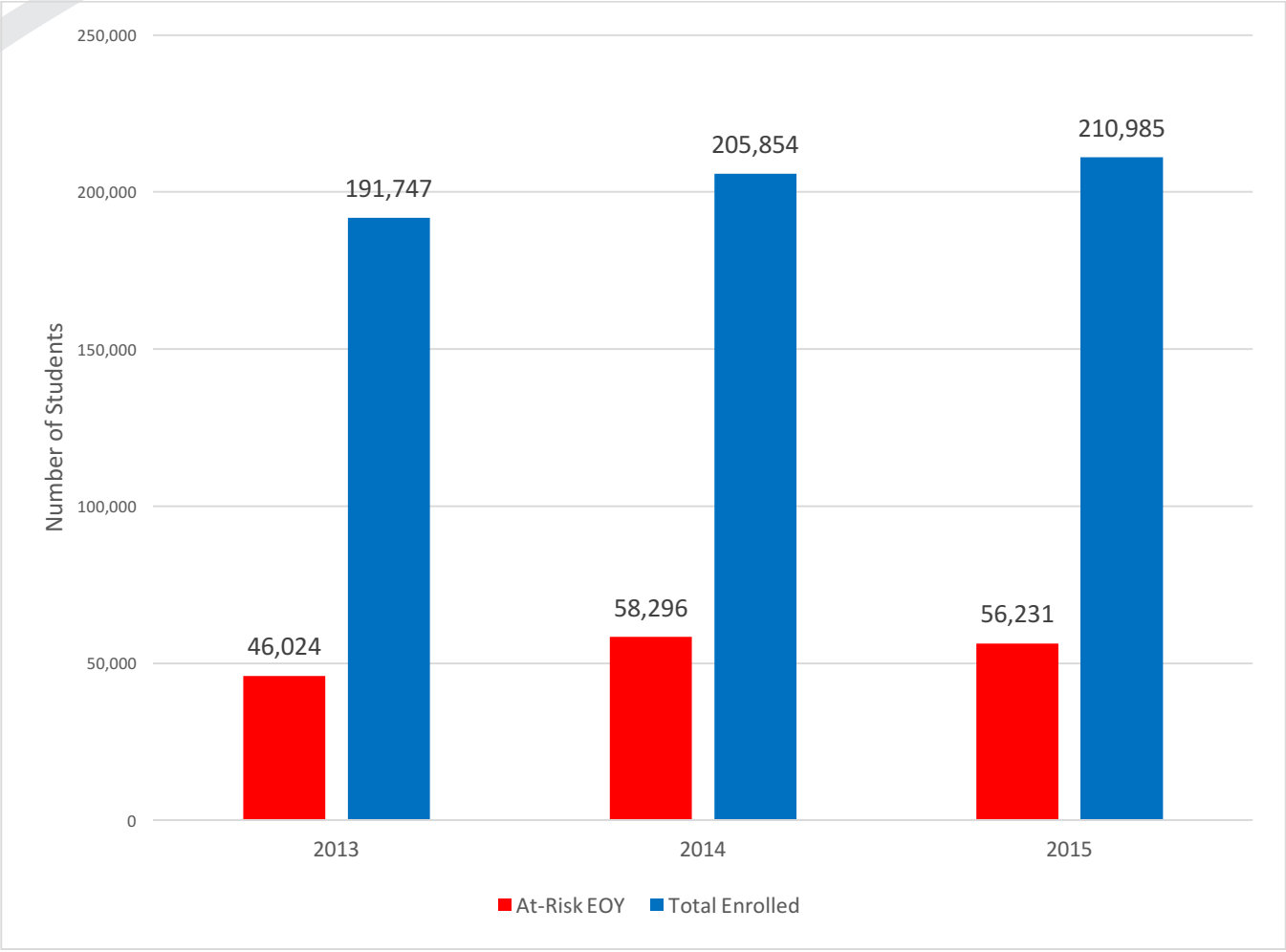
Points of Interest:

- Since this table constitutes EOY data, it does not reflect the influence (if any) of a summer break.
- For the kindergarten class of 2013, 21.1% are still reported at risk at the end of 2013. As first graders in 2014, 29.3% are reported as at risk by the end of the year. As second graders in 2015, 29.6% are considered at risk.
- Another sharp increase in students considered at risk occurred between 2013 and 2014. The first grade class of 2013 was 24.1% at risk; in 2014 they were reported as 31% at risk; in 2015, 29% of the class was reported at risk.

[7] End of Year

- In all three years reported, second grade has the highest percentage of students still at risk at the end of the year.

Figure 2: At Risk End of Year Compared to Total Enrollment



Question 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?*

Districts self-report the data about the number and percentage of students who have successfully completed their program of reading instruction. Another way of constructing an understanding of successful program of reading instruction 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 also reported by the districts.

Table 3. Students in K-3 grade who have successfully completed their program of instruction

	Grade	Completed Program	Total Enrolled	Percent Completed
2013	All Students	36,138	191,747	18.8%
	KG	10,764	49,991	21.5%
	1	9,035	49,261	18.3%
	2	8,076	46,456	17.4%
	3	8,263	46,039	17.9%
2014	All Students	30,634	205,854	14.9%
	KG	9,051	53,277	17.0%
	1	8,000	54,323	14.7%
	2	6,603	49,896	13.2%
	3	6,980	48,358	14.4%
2015	All Students	30,163	210,985	14.3%
	KG	8,289	53,360	15.5%
	1	8,003	54,241	14.8%
	2	6,395	52,045	12.3%
	3	7,476	51,339	14.6%

Points of Interest

- Kindergarten consistently has the highest percentage of students who successfully complete their program of reading instruction.
- In 2013, 18.8% of all students completed their program of reading instruction. When juxtaposed against 2014 and 2015, both years just over 14% of all students completed their reading program.

Table 4. At Risk at Beginning of Year (BOY) compared to At Risk End of Year (EOY)

	Grade	Percent At-Risk BOY[8]	Percent At-Risk EOY[9]	Difference	Change
2013	All Students	34.4%	24.0%	-10.4%	Decreased from BOY
	KG	32.5%	21.1%	-11.4%	Decreased from BOY
	1	34.9%	24.1%	-10.8%	Decreased from BOY
	2	35.1%	25.7%	-9.4%	Decreased from BOY
	3	34.2%	25.3%	-8.9%	Decreased from BOY
2014	All Students	37.2%	28.3%	-8.9%	Decreased from BOY
	KG	39.7%	23.1%	-16.7%	Decreased from BOY
	1	42.5%	29.3%	-13.2%	Decreased from BOY
	2	41.7%	31.0%	-10.7%	Decreased from BOY
	3	40.2%	30.2%	-10.0%	Decreased from BOY
2015	All Students	34.3%	26.6%	-7.7%	Decreased from BOY
	KG	40.1%	20.8%	-19.3%	Decreased from BOY
	1	40.6%	27.3%	-13.3%	Decreased from BOY
	2	42.0%	29.6%	-12.4%	Decreased from BOY
	3	39.2%	29.0%	-10.2%	Decreased from BOY

[8] Beginning of Year
[9] End of Year

Points of Interest:

- This table demonstrates that the percent of students at risk for reading difficulties decreased every year.
- 2014 was the year with the highest percentage of all students considered at risk.
    - However, the kindergarten class of 2014 showed a larger decrease in percentage of students considered at risk than any other class in any other year, excluding the kindergarten class of 2015.
- The greatest decrease in the percentage of all students considered at risk occurred in 2013.
- The kindergarten classes in all three years consistently had greater rates of improvement.
- The third grade classes in all three years consistently had the least improvement with the third grade class of 2013 only improving by 8.9%.

Figure 3: At Risk Beginning of Year Compared to Completed Program

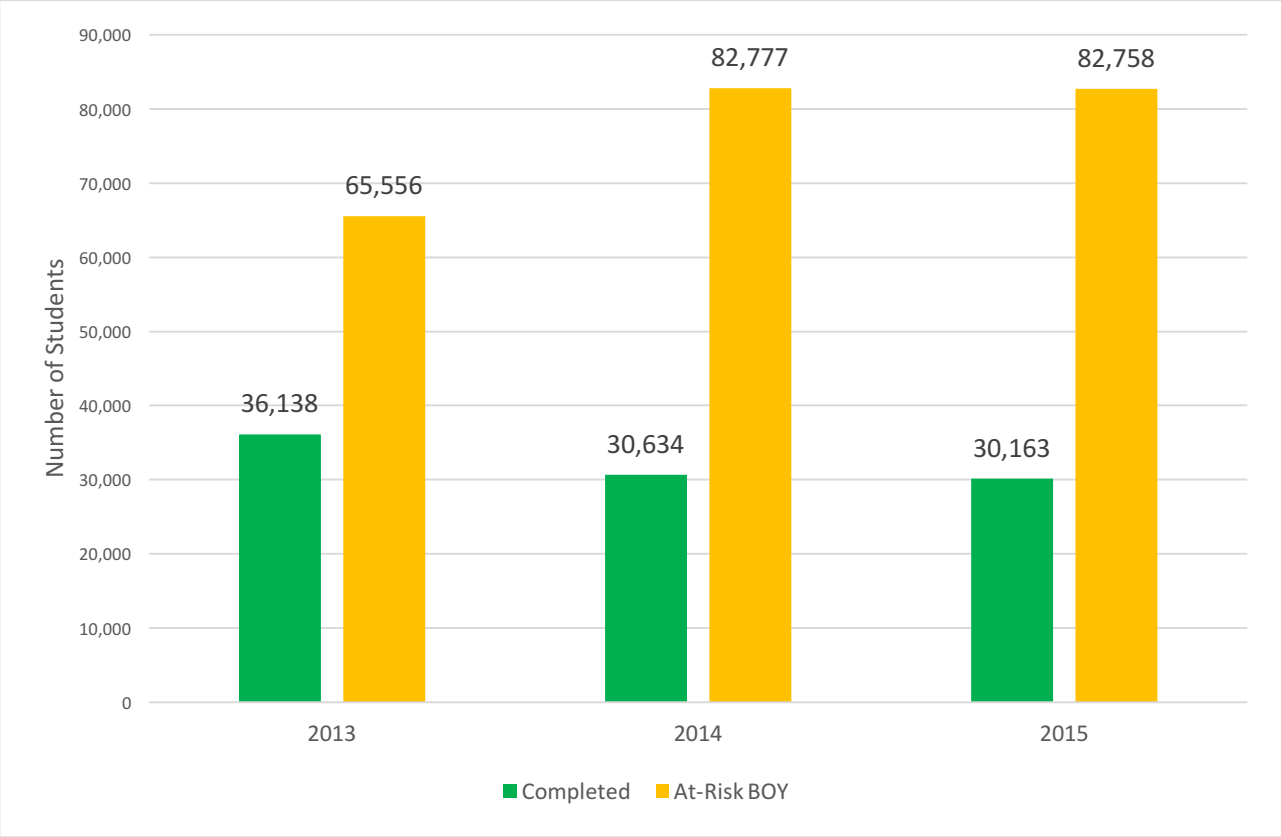
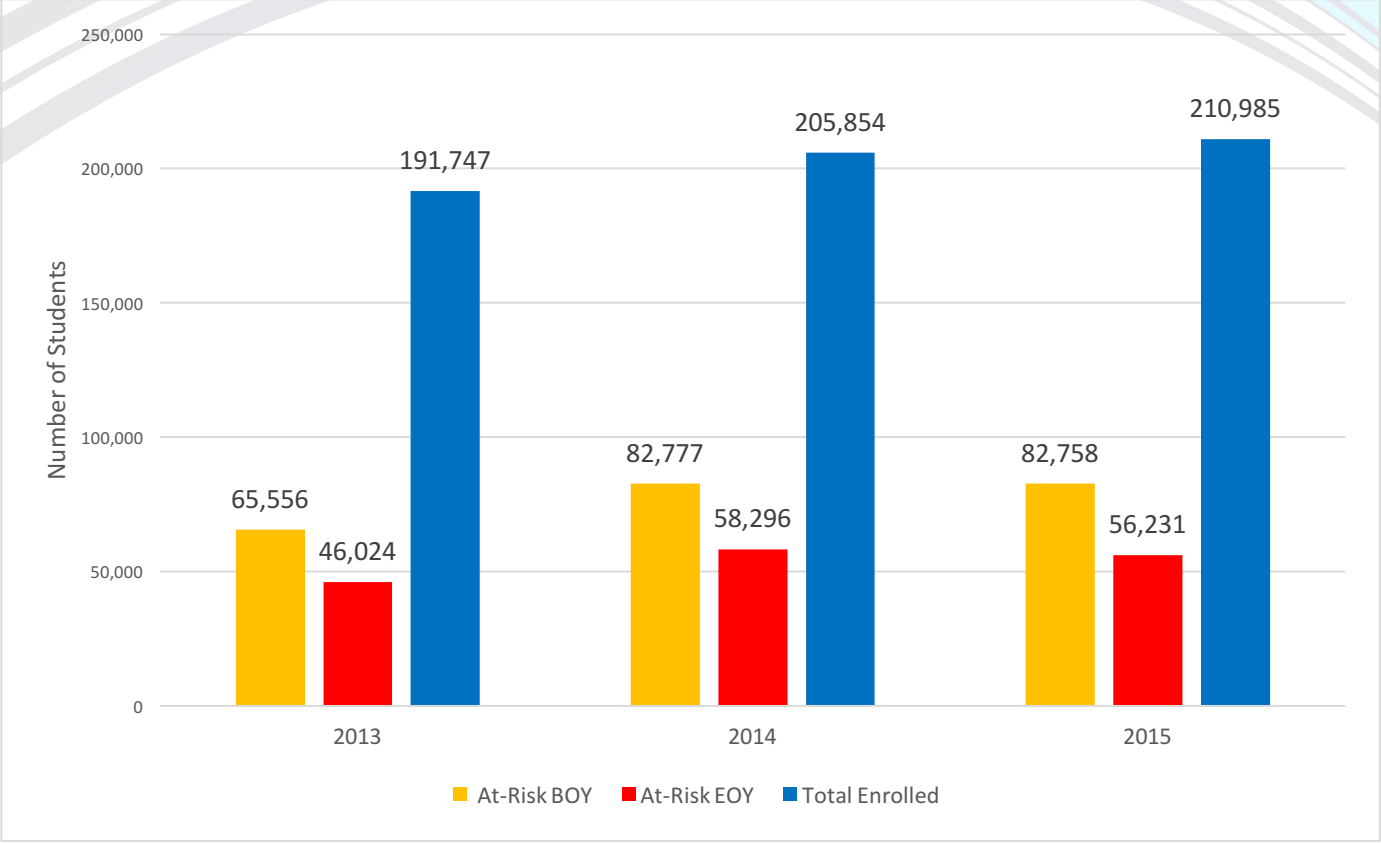


Figure 4: At Risk Beginning of Year/At Risk End of Year/Total Enrollment



Question 4. *How many students (number and percent) scored at each performance level on the reading portion of the statewide third grade criterion-referenced test?*

OCCT third grade reading scores provided the data to determine the number and percentage of students scoring at each performance level on the reading portion of the Oklahoma third grade criterion referenced test. Additionally, demographic data were analyzed to provide descriptive statistics on reading proficiency and retention by socio-economic status, learning disability status, English Language Learner status, and race.

Table 5. 2013 OCCT 3rd Grade Scores

	Subgroup	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
FRL[10]	Not FRL	1,047 (6%)	2,381 (13%)	14,034 (74%)	1,522 (8%)	19,015 (100%)
	FRL	4,967 (16%)	6,987 (23%)	17,635 (57%)	1,131 (4%)	30,778 (100%)
IEP[11]	Not on IEP	3,923 (10%)	6,582 (16%)	28,812 (70%)	1,806 (4%)	41,166 (100%)
	IEP with Accommodations	2,091 (24%)	2,786 (32%)	2,857 (33%)	847 (10%)	8,627 (100%)
ELL[12]	Not ELL	4,652 (10%)	7,873 (18%)	29,514 (66%)	2,553 (6%)	44,671 (100%)
	ELL	1,362 (27%)	1,495 (29%)	2,155 (42%)	100 (2%)	5,122 (100%)
Race/Ethnicity	African American	1,038 (22%)	1,142 (25%)	2,295 (50%)	148 (3%)	4,634 (100%)
	American Indian	907 (12%)	1,538 (20%)	4,760 (63%)	330 (4%)	7,548 (100%)
	Asian	1,515 (19%)	1,915 (25%)	4,130 (53%)	215 (3%)	7,786 (100%)
	Caucasian	81 (8%)	116 (12%)	655 (69%)	99 (10%)	953 (100%)
	Hispanic	2,057 (8%)	4,064 (16%)	17,614 (69%)	1,679 (7%)	25,460 (100%)
	Two or More	388 (12%)	566 (17%)	2,147 (65%)	177 (5%)	3,283 (100%)
All	All Students	6,014 (12%)	9,368 (19%)	31,669 (64%)	2,653 (5%)	49,793 (100%)

[10] Free and Reduced Lunch Status
[11] Individualized Education Plan
[12] English Language Learner

Points of Interest:

- As we analyze data broken down in various subgroups, we should keep in mind that some students may fit in all subgroups. For example, we could have a Native American student on an IEP who qualifies for Free and Reduced lunch. Therefore, a variable that impacts one subgroup may impact all subgroups.
- Free and Reduced Lunch status is the most commonly used indicator of socio-economic status. If a child qualifies for free and reduced school meals, it indicates that child's family is low income.
    - Higher percentages of students qualifying for FRL occurred in the Unsatisfactory scoring band than the non-FRL qualifying students. In fact, there is a 10 percentage point difference between FRL and non FRL in the Unsatisfactory band.
    - Eighty-two percent of non-FRL students scored Proficient or above, while only 61% of FRL students scored Proficient or above; this is a 21 percentage point difference.
- Students on an IEP have been identified as having a learning disability[13]. Students who are normally included as part of regular classroom instruction and are on an IEP are eligible for testing accommodations[14].
    - Of students on an IEP, 24% scored in the Unsatisfactory category. Contrast this with 10% of students not on an IEP.
    - Of students on an IEP, 43% scored Proficient or above, while 74% of students not on an IEP scored Proficient or above.
    - Federal law mandates that all students participate in state testing. In 2013, Oklahoma offered three options for students with learning disabilities. Either the student qualified for the Oklahoma Alternate Assessment Program (OAAP) or the Oklahoma Modified Assessment Program (OMAP), or the student did not qualify for either and, therefore, took the regular assessment with or without accommodations[15].
- English Language Learners are students with limited English proficiency.
    - Federal law stipulates that all students, including English Language Learners, with and without learning disabilities, participate in state testing. ELL students can qualify for testing accommodations[16] that ensure the student is being assessed on his or her content knowledge rather than language proficiency.

[13] Oklahoma Administrative Code, OAC 210:10-13-2
[14] List of accommodations available in the Oklahoma School Testing Program (OSTP) report found online at: http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OSTP-IEP-504-Accommodations%20%2815-16%29_1.pdf
[15] More information about the OAAP found online at: http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OSTP%20FAQ.pdf
[16] More information found at: http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OSTP%20ELL%20Accommodations%20%2815-16%29.pdf

- A much higher percentage of ELL students scored Unsatisfactory than those who are not ELL students: Contrast 27% of ELL students with 10% of non-ELL students. A seventeen percentage point difference occurred.
- Seventy-two percent of non-ELL students scored at the Proficient level, while 44% of the English Language Learners scored at the Proficient level.

- Oklahoma schools serve diverse student populations. It is important to explore the differences in student subgroup population test scores.
  - Native American students' performance closely matches All Students with 67% scoring Proficient or above compared to 69% for All Students. Twelve percent score Unsatisfactory as compared to 12% of All Students; 22% of African American students score Unsatisfactory.
  - The African American subgroup has the highest rate of Unsatisfactory scores compared with any other racial group and has the lowest percentage scoring at the Proficient or above level with just 53% scoring at this level.
  - It is important to look at the overall distribution of "all students" at the bottom of the table as a reference point for comparison's sake.

Table 6. 2014 OCCT 3rd Grade Scores

	Subgroup	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
FRL	Not FRL	1,388 (7%)	1,848 (10%)	14,878 (78%)	858 (5%)	18,972 (100%)
	FRL	6,621 (22%)	5,450 (18%)	18,263 (59%)	374 (1%)	30,708 (100%)
IEP	Not on IEP	4,173 (10%)	5,665 (14%)	29,794 (73%)	1,060 (3%)	40,692 (100%)
	IEP with Accommodations	3,836 (43%)	1,633 (18%)	3,347 (37%)	172 (2%)	8,988 (100%)
ELL	Non-ELL	6,129 (14%)	6,060 (14%)	30,853 (70%)	1,215 (3%)	44,257 (100%)
	ELL	1,880 (35%)	1,238 (23%)	2,288 (42%)	17 (0%)	5,423 (100%)
Race/Ethnicity	African American	1,339 (29%)	900 (20%)	2,267 (50%)	42 (1%)	4,548 (100%)
	American Indian	1,109 (15%)	1,197 (16%)	4,837 (66%)	166 (2%)	7,309 (100%)
	Asian	105 (12%)	97 (11%)	640 (72%)	44 (5%)	886 (100%)
	Caucasian	2,806 (11%)	3,026 (12%)	18,606 (74%)	819 (3%)	25,257 (100%)
	Hispanic	2,063 (26%)	1,543 (19%)	4,317 (54%)	68 (1%)	7,991 (100%)
	Two or More Races	541 (15%)	517 (15%)	2,401 (68%)	91 (3%)	3,550 (100%)
All	All Students	8,009 (16%)	7,298 (15%)	33,141 (67%)	1,232 (2%)	49,680 (100%)

Points of Interest

- In 2014, FRL students still score much lower on the OCCT than non-FRL students. Twenty-two percent of the FRL students score Unsatisfactory. This percentage is up six percentage points from 2013.
- The percentage of students on an IEP scoring Unsatisfactory is 43%. This is up almost twenty percentage points from the percentage of IEP students scoring Unsatisfactory in 2013. Only 37% of IEP students tested with accommodations scored at the Proficient level in 2014.
    - It is important to note that in 2014 the USDE decreed that Oklahoma could no longer use the Oklahoma Modified Assessment Program (OMAP). This means that all students on an IEP had only two options: either the student qualified for the Oklahoma Alternate Assessment Program (OAAP), or the student did not qualify and, therefore, must take the regular assessment with or without accommodations.
    - As we analyze data broken down in various subgroups, we should keep in mind that some students' performance may be represented in all subgroups. For example, we could have a Native American student on an IEP who qualifies for Free and Reduced lunch. Therefore, a variable (like removing the OMAP as a testing option) that impacts one subgroup may impact all subgroups.
- ELL students again under-perform contrasted against the non-ELL students. More than 40% of ELL students scored Unsatisfactory; this is an increased percentage from 2013 by almost twenty percentage points.
- Once again, with 68% scoring Proficient or above Native American students perform closer to All Students' performance of 69% scoring Proficient or above. Fifteen percent of Native American students score Unsatisfactory as compared to 16% of All Students and 29% of African American students.
- African American students again have the lowest number of students scoring at the Proficient level within an ethnic/race subgroup, with only 51% scoring at Proficient or above in 2014.
- In 2014, 16% of All Students scored at Unsatisfactory as compared to 12% scoring Unsatisfactory in 2013. Overall, 2014 had noticeably lower scores in student subgroups.
    - It is important to compare year-to-year growth, and it is imperative to look at the scoring of student subgroups.
    - It is also important to keep in mind variables that impact student performance.

Table 7. 2015 OCCT 3rd Grade Scores

	Subgroup	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
FRL	Non-FRL	1,085 (6%)	1,732 (10%)	14,423 (79%)	928 (5%)	18,168 (100%)
	FRL	6,625 (19%)	6,613 (20%)	20,218 (60%)	394 (1%)	33,850 (100%)
IEP	IEP with Accommodations	3,030 (51%)	1,275 (22%)	1,503 (26%)	47 (1%)	5,855 (100%)
	Not on IEP	3,611 (9%)	6,326 (15%)	31,092 (74%)	1,218 (2%)	42,247 (100%)
ELL	Non-ELL	6,002 (13%)	6,760 (15%)	31,950 (69%)	1,301 (3%)	46,013 (100%)
	ELL	1,708 (28%)	1,585 (26%)	2,691 (45%)	21 (1%)	6,005 (100%)
Race/Ethnicity	African American	1,337 (27%)	1,045 (21%)	2,493 (51%)	33 (1%)	4,908 (100%)
	American Indian	966 (13%)	1,267 (17%)	4,937 (68%)	140 (2%)	7,310 (100%)
	Asian	81 (9%)	109 (12%)	665 (74%)	46 (5%)	901 (100%)
	Caucasian	2,687 (11%)	3,197 (13%)	18,373 (73%)	904 (3%)	25,161 (100%)
	Hispanic	2,006 (22%)	1,994 (22%)	5,057 (55%)	84 (1%)	9,141 (100%)
	Two or More Races	583 (13%)	684 (16%)	3,028 (69%)	114 (2%)	4,409 (100%)
	All Students	7,710 (15%)	8,345 (16%)	34,641 (67%)	1,322 (2%)	52,018 (100%)

Points of Interest

- In 2015, 19% of students qualifying for Free and Reduced Lunch status scored at the Unsatisfactory level. This improved by three percentage points from 2014, but it is still a higher percentage of Unsatisfactory scores than 2013.
    - Sixty-one percent of FRL students scored at the Proficient level or above. This improved by one percentage point from 2014.
- Fifty-one percent of students on an IEP tested with accommodations scored at the Unsatisfactory level in 2015 compared to 9% of students who are not on an IEP scoring Unsatisfactory.

    - Over half of students on an IEP scored Unsatisfactory.
- In 2013, 24% of students on an IEP scored Unsatisfactory. That number went up by nineteen percentage points to 43% scoring Unsatisfactory in 2014. This number increased by another eight percentage points in 2015.
    - Again, it is important to note that in 2014 the USDE decreed that Oklahoma could no longer use the Oklahoma Modified Assessment Program (OMAP). This means that all students on an IEP had only two options: either the student qualified for the Oklahoma Alternate Assessment Program (OAAP), or the student did not qualify and, therefore, must take the regular assessment with or without accommodations.
    - Most students on an IEP took the regular assessment.

- In 2015, 28% of the ELL students scored Unsatisfactory; this is an improvement from 2014 by seven percentage points. Forty-five percent of ELL students scored at the Proficient level. This is also an improvement from 2014 and 2013 by three percentage points.
- This year, 70% of Native American students score Proficient or above, exceeding the All Students performance of 69% at Proficient or above. Thirteen percent of Native American students scored Unsatisfactory, compared to 15% for All Students. Twenty-seven percent of African American students scored Unsatisfactory, an improvement by two percentage points from 2014.
- Of all third grade students tested on the reading portion of the OCCT in 2015, 15% scored Unsatisfactory. Sixty-nine percent of all third grade students scored in the Proficient or above bands.
    - This represents no change over the three year period.

Question 5. *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. These amounts are reported here.

Table 8. RSA funding appropriated to each district

County	District	Funds Received 2014	Funds Received 2015
Carter	Zaneis	$3,839	$4,098
Carter	Ardmore	$50,599	$43,444
Carter	Springer	$2,073	$2,161
Carter	Plainview	$6,526	$7,452
Carter	Lone Grove	$11,517	$7,973
Carter	Wilson	$2,150	$4,993
Carter	Healdton	$3,609	$2,608
Carter	Fox	$2,994	$1,565
Carter	Dickson	$20,040	$4,695
Cherokee	Lowrey	$1,382	$969
Cherokee	Norwood	$1,382	$2,161
Cherokee	Woodall	$5,682	$6,334
Cherokee	Shady Grove	$2,227	$2,534
Cherokee	Peggs	$2,841	$3,800
Cherokee	Grand View	$7,755	$7,005
Cherokee	Briggs	$2,534	$9,911
Cherokee	Tenkiller	$1,996	$2,236
Cherokee	Keys	$2,994	$3,726
Cherokee	Hulbert	$5,528	$5,961
Cherokee	Tahlequah	$38,084	$29,211
Cherokee	Cherokee Immersion School	$0	$2,459
Choctaw	Grant	$3,071	$2,534
Choctaw	Swink	$2,687	$2,459
Choctaw	Boswell	$4,223	$3,651
Choctaw	Fort Towson	$3,686	$2,683
Choctaw	Soper	$3,225	$2,832
Choctaw	Hugo	$21,499	$12,668
Cimarron	Boise City	$3,225	$2,012
Cimarron	Felt	$998	$447
Cimarron	Keyes	$384	$298
Cleveland	Robin Hill	$2,457	$1,788
Cleveland	Moore	$120,931	$119,303
Cleveland	Norman	$111,486	$103,058
Cleveland	Noble	$35,089	$30,329
Cleveland	Lexington	$7,141	$11,699
Cleveland	Little Axe	$10,519	$13,860

County	District	Funds Received 2014	Funds Received 2015
Coal	Cottonwood	$921	$1,565
Coal	Coalgate	$3,762	$4,918
Coal	Tupelo	$2,687	$2,608
Comanche	Flower Mound	$3,378	$4,546
Comanche	Bishop	$5,451	$5,067
Comanche	Cache	$10,135	$22,132
Comanche	Indiahoma	$691	$745
Comanche	Sterling	$1,843	$2,087
Comanche	Geronimo	$2,534	$2,683
Comanche	Lawton	$196,867	$176,607
Comanche	Fletcher	$1,996	$2,310
Comanche	Elgin	$8,830	$8,942
Comanche	Chattanooga	$1,152	$1,788
Cotton	Walters	$4,837	$3,279
Cotton	Temple	$691	$1,341
Cotton	Big Pasture	$1,305	$1,267
Craig	White Oak	$845	$745
Craig	Ketchum	$1,996	$2,981
Craig	Welch	$1,075	$820
Craig	Bluejacket	$1,305	$894
Craig	Vinita	$13,667	$30,031
Creek	Lone Star	$8,907	$6,483
Creek	Gypsy	$2,841	$969
Creek	Pretty Water	$2,150	$1,863
Creek	Allen-Bowden	$5,375	$6,707
Creek	Bristow	$14,588	$15,351
Creek	Mannford	$13,283	$8,197
Creek	Mounds	$7,525	$3,130
Creek	Olive	$2,687	$4,769
Creek	Kiefer	$5,759	$4,695
Creek	Oilton	$3,071	$2,832
Creek	Depew	$1,152	$2,385
Creek	Kellyville	$13,514	$14,158
Creek	Sapulpa	$28,639	$21,610
Creek	Drumright	$3,532	$6,781
Adair	Peavine	$2,073	$1,714
Adair	Maryetta	$1,766	$5,589
Adair	Rocky Mountain	$537	$596
Adair	Zion	$4,453	$2,832
Adair	Dahlonegah	$1,075	$894
Adair	Greasy	$2,611	$1,863
Adair	Watts	$2,227	$2,161
Adair	Westville	$14,665	$17,810
Adair	Stilwell	$8,753	$11,550

County	District	Funds Received 2014	Funds Received 2015
Adair	Cave Springs	$1,612	$1,341
Custer	Arapaho-Butler	$1,996	$2,087
Custer	Thomas-Fay-Custer Unified Dist	$1,305	$1,937
Custer	Weatherford	$11,287	$18,630
Custer	Clinton	$18,888	$20,865
Delaware	Cleora	$614	$1,639
Delaware	Leach	$1,075	$1,490
Delaware	Kenwood	$1,920	$1,043
Delaware	Moseley	$2,380	$4,098
Delaware	Jay	$27,718	$27,423
Delaware	Grove	$40,387	$37,855
Delaware	Kansas	$3,455	$2,608
Delaware	Colcord	$3,993	$3,949
Delaware	Oaks-Mission	$461	$596
Dewey	Vici	$3,071	$894
Dewey	Seiling	$3,686	$4,322
Dewey	Taloga	$768	$596
Ellis	Fargo	$1,766	$1,267
Ellis	Arnett	$921	$745
Ellis	Gage	$691	$522
Ellis	Shattuck	$845	$1,192
Garfield	Waukomis	$2,764	$1,937
Garfield	Kremlin-Hillsdale	$1,843	$1,341
Garfield	Chisholm	$6,526	$5,589
Garfield	Garber	$2,227	$2,757
Garfield	Pioneer-Pleasant Vale	$5,682	$6,409
Garfield	Enid	$80,006	$104,847
Garfield	Drummond	$3,839	$1,490
Garfield	Covington-Douglas	$3,455	$2,534
Garvin	Whitebead	$3,071	$3,651
Garvin	Stratford	$4,069	$3,875
Garvin	Paoli	$1,766	$671
Garvin	Maysville	$1,229	$522
Garvin	Lindsay	$8,523	$12,296
Garvin	Pauls Valley	$9,751	$9,762
Garvin	Wynnewood	$5,068	$4,546
Garvin	Elmore City-Pernell	$4,530	$2,683
Grady	Friend	$614	$2,087
Grady	Middleberg	$1,459	$2,385
Grady	Pioneer	$1,766	$1,639
Grady	Chickasha	$15,203	$17,661
Grady	Minco	$5,605	$3,130

County	District	Funds Received 2014	Funds Received 2015
Grady	Ninnekah	$5,375	$5,067
Grady	Alex	$2,457	$1,788
Grady	Rush Springs	$3,609	$2,981
Grady	Bridge Creek	$11,287	$16,319
Grady	Tuttle	$7,832	$5,067
Grady	Verden	$1,075	$1,490
Grady	Amber-Pocasset	$3,839	$7,079
Grant	Medford	$4,069	$3,353
Grant	Pond Creek-Hunter	$2,457	$3,055
Grant	Deer Creek-Lamont	$845	$671
Greer	Mangum	$3,225	$3,577
Greer	Granite	$2,303	$1,863
Harmon	Hollis	$1,536	$2,832
Alfalfa	Burlington	$921	$745
Alfalfa	Cherokee	$3,071	$3,502
Alfalfa	Timberlake	$1,229	$671
Harper	Laverne	$1,305	$3,726
Harper	Buffalo	$2,457	$1,416
Haskell	Whitefield	$1,152	$522
Haskell	Kinta	$384	$820
Haskell	Stigler	$8,139	$7,303
Haskell	Mccurtain	$1,459	$1,863
Haskell	Keota	$3,071	$2,459
Hughes	Moss	$845	$2,087
Hughes	Wetumka	$3,839	$3,055
Hughes	Holdenville	$14,512	$9,166
Hughes	Calvin	$2,303	$2,087
Hughes	Stuart	$1,229	$745
Jackson	Navajo	$3,225	$3,353
Jackson	Duke	$2,457	$2,757
Jackson	Altus	$48,603	$45,232
Jackson	Eldorado	$614	$745
Jackson	Olustee	$998	$1,118
Jackson	Blair	$2,611	$2,459
Jefferson	Terral	$845	$1,267
Jefferson	Ryan	$1,996	$894
Jefferson	Ringling	$2,841	$2,310
Jefferson	Waurika	$3,609	$3,875
Johnston	Mannsville	$1,766	$969
Johnston	Ravia	$1,382	$1,267
Johnston	Mill Creek	$998	$1,714
Johnston	Tishomingo	$9,674	$10,433
Johnston	Milburn	$230	$745
Johnston	Coleman	$1,075	$1,490

County	District	Funds Received 2014	Funds Received 2015
Johnston	Wapanucka	$2,303	$1,043
Kay	Peckham	$1,152	$1,639
Kay	Kildare	$614	$969
Kay	Blackwell	$11,901	$14,158
Kay	Ponca City	$61,732	$59,987
Kay	Tonkawa	$3,071	$3,055
Kay	Newkirk	$7,985	$9,091
Kingfisher	Dover	$1,075	$2,534
Kingfisher	Lomega	$2,150	$1,788
Kingfisher	Kingfisher	$4,991	$4,322
Kingfisher	Hennessey	$9,905	$9,538
Kingfisher	Cashion	$2,764	$6,483
Kingfisher	Okarche	$921	$2,459
Kiowa	Hobart	$10,058	$4,024
Kiowa	Lone Wolf	$1,152	$1,118
Kiowa	Mountain View-Gotebo	$4,069	$2,012
Kiowa	Snyder	$4,146	$3,875
Latimer	Wilburton	$6,450	$5,142
Latimer	Red Oak	$4,377	$1,341
Latimer	Buffalo Valley	$1,459	$894
Latimer	Panola	$2,227	$1,714
Atoka	Harmony	$3,455	$2,161
Atoka	Lane	$5,451	$6,409
Atoka	Stringtown	$998	$522
Atoka	Atoka	$5,451	$6,334
Atoka	Tushka	$1,843	$2,012
Atoka	Caney	$2,380	$2,310
Le Flore	Shady Point	$2,227	$1,788
Le Flore	Monroe	$921	$969
Le Flore	Hodgen	$1,843	$2,459
Le Flore	Fanshawe	$0	$894
Le Flore	Spiro	$9,982	$15,947
Le Flore	Heavener	$4,760	$1,937
Le Flore	Pocola	$3,071	$4,695
Le Flore	Le Flore	$2,380	$2,087
Le Flore	Cameron	$3,225	$2,832
Le Flore	Panama	$3,455	$6,334
Le Flore	Bokoshe	$2,150	$3,949
Le Flore	Poteau	$14,051	$11,848
Le Flore	Wister	$2,534	$3,204
Le Flore	Talihina	$4,530	$3,577
Le Flore	Whitesboro	$768	$1,341
Le Flore	Howe	$6,143	$5,961

County	District	Funds Received 2014	Funds Received 2015
Le Flore	Arkoma	$4,146	$2,385
Lincoln	White Rock	$2,841	$1,341
Lincoln	Chandler	$6,143	$9,985
Lincoln	Davenport	$3,302	$2,012
Lincoln	Wellston	$4,069	$6,558
Lincoln	Stroud	$5,989	$4,173
Lincoln	Meeker	$5,451	$4,695
Lincoln	Prague	$4,146	$3,800
Lincoln	Carney	$3,071	$2,534
Lincoln	Agra	$6,066	$4,918
Logan	Guthrie	$34,014	$36,514
Logan	Crescent	$8,216	$4,471
Logan	Mulhall-Orlando	$2,073	$1,863
Logan	Coyle	$3,609	$4,024
Love	Greenville	$1,996	$2,832
Love	Thackerville	$2,073	$4,471
Love	Turner	$5,221	$6,185
Love	Marietta	$7,294	$11,103
Major	Ringwood	$2,687	$1,118
Major	Aline-Cleo	$1,382	$820
Major	Fairview	$7,371	$6,632
Major	Cimarron	$1,305	$2,385
Marshall	Madill	$12,131	$8,346
Marshall	Kingston	$8,830	$9,017
Mayes	Spavinaw	$1,920	$1,416
Mayes	Wickliffe	$1,996	$1,416
Mayes	Osage	$2,227	$2,534
Mayes	Pryor	$20,808	$15,574
Mayes	Adair	$5,451	$6,036
Mayes	Salina	$7,525	$7,154
Mayes	Locust Grove	$25,952	$24,591
Mayes	Chouteau-Mazie	$6,143	$9,538
Mcclain	Byars	$998	$745
Mcclain	Newcastle	$6,834	$7,154
Mcclain	Dibble	$7,141	$5,291
Mcclain	Washington	$4,760	$4,844
Mcclain	Wayne	$4,991	$3,800
Mcclain	Purcell	$9,367	$10,284
Mcclain	Blanchard	$10,596	$10,134
Mccurtain	Forest Grove	$2,227	$1,490
Mccurtain	Lukfata	$2,611	$1,937
Mccurtain	Glover	$537	$1,043
Mccurtain	Denison	$998	$1,267
Mccurtain	Holly Creek	$2,303	$1,490

County	District	Funds Received 2014	Funds Received 2015
Mccurtain	Idabel	$12,746	$11,848
Mccurtain	Haworth	$3,071	$2,683
Mccurtain	Valliant	$5,144	$4,918
Mccurtain	Eagletown	$2,073	$969
Mccurtain	Smithville	$1,382	$2,310
Mccurtain	Wright City	$1,766	$2,906
Mccurtain	Battiest	$2,457	$1,937
Mccurtain	Broken Bow	$32,402	$13,264
Mcintosh	Ryal	$1,305	$1,118
Mcintosh	Stidham	$1,152	$1,118
Mcintosh	Eufaula	$9,444	$10,060
Mcintosh	Checotah	$19,195	$34,204
Mcintosh	Midway	$3,378	$820
Mcintosh	Hanna	$461	$224
Beaver	Beaver	$2,841	$3,055
Beaver	Balko	$998	$373
Beaver	Forgan	$921	$894
Beaver	Turpin	$2,841	$4,098
Murray	Sulphur	$6,834	$13,562
Murray	Davis	$8,983	$7,303
Muskogee	Wainwright	$2,303	$2,981
Muskogee	Haskell	$8,062	$14,457
Muskogee	Fort Gibson	$7,448	$9,091
Muskogee	Webbers Falls	$3,686	$5,589
Muskogee	Oktaha	$7,448	$8,719
Muskogee	Muskogee	$70,408	$78,169
Muskogee	Hilldale	$15,894	$17,363
Muskogee	Braggs	$1,996	$969
Muskogee	Warner	$5,144	$5,291
Muskogee	Porum	$6,143	$4,769
Noble	Perry	$8,983	$8,942
Noble	Billings	$998	$0
Noble	Frontier	$4,530	$3,428
Noble	Morrison	$4,300	$5,812
Nowata	Oklahoma Union	$2,918	$3,055
Nowata	Nowata	$14,205	$9,240
Nowata	South Coffeyville	$1,459	$1,118
Okfuskee	Bearden	$461	$373
Okfuskee	Graham-Dustin Charter: Epic 1 On 1	$15,971	$19,300
Okfuskee	Mason	$2,687	$1,937
Okfuskee	Paden	$307	$671
Okfuskee	Okemah	$10,749	$11,029
Okfuskee	Weleetka	$3,993	$6,558

County	District	Funds Received 2014	Funds Received 2015
Okfuskee	Graham-Dustin	$1,229	$1,043
Oklahoma	Oakdale	$1,996	$1,714
Oklahoma	Crutcho	$8,676	$8,942
Oklahoma	OKC Charter: Seeworth Academy	$384	$671
Oklahoma	OKC Charter: Hupfeld/W Village	$8,753	$8,570
Oklahoma	OKC Charter: Dove Science Es	$9,291	$5,589
Oklahoma	Choctaw-Nicoma Park Charter	$16,354	N/A
Oklahoma	Santa Fe South Es (Charter)	$9,291	$10,060
Oklahoma	Alexis Rainbow (Charter)	$307	$522
Oklahoma	John W Rex Charter School	N/A	$2,012
Oklahoma	Putnam City	$242,783	$185,401
Oklahoma	Luther	$7,141	$7,601
Oklahoma	Choctaw-Nicoma Park	$33,477	$35,247
Oklahoma	Deer Creek	$32,095	$31,149
Oklahoma	Harrah	$19,656	$17,363
Oklahoma	Jones	$8,600	$7,079
Oklahoma	Edmond	$125,154	$110,585
Oklahoma	Millwood	$11,748	$13,264
Oklahoma	Western Heights	$46,990	$46,201
Oklahoma	Midwest City-Del City	$119,241	$165,132
Oklahoma	Crooked Oak	$18,351	$22,952
Oklahoma	Bethany	$9,367	$8,197
Oklahoma	Oklahoma City	$735,565	$668,277
Oklahoma	Oklahoma Virtual Charter Academy	N/A	$17,959
Oklahoma	Oklahoma Connections Academy	N/A	$8,048
Okmulgee	Twin Hills	$1,612	$1,267
Okmulgee	Okmulgee	$18,581	$24,665
Okmulgee	Henryetta	$13,897	$14,158
Okmulgee	Morris	$6,526	$9,091
Okmulgee	Beggs	$7,141	$11,327
Okmulgee	Preston	$2,994	$2,534
Okmulgee	Schulter	$1,612	$1,267
Okmulgee	Wilson	$2,073	$1,863

County	District	Funds Received 2014	Funds Received 2015
Okmulgee	Dewar	$7,371	$1,118
Osage	Osage Hills	$1,689	$1,639
Osage	Bowring	$768	$447
Osage	Avant	$1,536	$1,341
Osage	Anderson	$5,068	$3,875
Osage	Mccord	$4,914	$4,844
Osage	Pawhuska	$8,676	$10,060
Osage	Shidler	$1,305	$1,341
Osage	Barnsdall	$3,993	$4,024
Osage	Wynona	$1,075	$894
Osage	Hominy	$5,144	$8,346
Osage	Prue	$1,766	$2,087
Osage	Woodland	$4,300	$4,397
Ottawa	Turkey Ford	$1,536	$1,416
Ottawa	Wyandotte	$6,373	$6,707
Ottawa	Quapaw	$5,759	$4,993
Ottawa	Commerce	$6,450	$6,260
Ottawa	Miami	$18,965	$18,779
Ottawa	Afton	$6,526	$10,805
Ottawa	Fairland	$5,451	$2,683
Pawnee	Jennings	$1,843	$1,863
Pawnee	Pawnee	$7,141	$5,589
Pawnee	Cleveland	$9,828	$11,103
Beckham	Merritt	$4,837	$2,608
Beckham	Elk City	$23,418	$26,752
Beckham	Sayre	$5,375	$3,279
Beckham	Erick	$845	$820
Payne	Oak Grove	$1,996	$2,012
Payne	Ripley	$6,450	$6,036
Payne	Stillwater	$61,195	$83,237
Payne	Perkins-Tryon	$11,364	$17,437
Payne	Cushing	$8,600	$9,836
Payne	Glencoe	$3,686	$2,906
Payne	Yale	$3,302	$2,757
Pittsburg	Krebs	$2,457	$5,663
Pittsburg	Frink-Chambers	$2,380	$1,341
Pittsburg	Tannehill	$1,075	$2,385
Pittsburg	Haywood	$1,382	$894
Pittsburg	Hartshorne	$4,530	$5,589
Pittsburg	Canadian	$2,764	$2,459
Pittsburg	Haileyville	$3,609	$3,353
Pittsburg	Kiowa	$2,457	$1,714
Pittsburg	Quinton	$2,687	$2,683
Pittsburg	Indianola	$1,536	$1,714

County	District	Funds Received 2014	Funds Received 2015
Pittsburg	Crowder	$3,225	$1,863
Pittsburg	Savanna	$1,152	$820
Pittsburg	Pittsburg	$461	$373
Pittsburg	Mcalester	$38,084	$35,396
Pontotoc	Allen	$3,148	$3,800
Pontotoc	Vanoss	$3,378	$2,683
Pontotoc	Byng	$11,364	$7,824
Pontotoc	Ada	$26,720	$21,759
Pontotoc	Latta	$4,377	$3,875
Pontotoc	Stonewall	$4,453	$5,887
Pontotoc	Roff	$3,532	$3,353
Pottawatomie	North Rock Creek	$7,908	$5,216
Pottawatomie	Grove	$3,071	$2,832
Pottawatomie	Pleasant Grove	$2,303	$2,012
Pottawatomie	South Rock Creek	$5,835	$2,608
Pottawatomie	Mcloud	$27,334	$20,343
Pottawatomie	Dale	$4,530	$4,397
Pottawatomie	Bethel	$11,748	$11,774
Pottawatomie	Macomb	$3,839	$2,906
Pottawatomie	Earlsboro	$1,766	$1,490
Pottawatomie	Tecumseh	$16,969	$26,230
Pottawatomie	Shawnee	$53,133	$34,204
Pottawatomie	Asher	$537	$820
Pottawatomie	Wanette	$1,996	$1,341
Pottawatomie	Maud	$2,841	$2,534
Pushmataha	Albion	$691	$522
Pushmataha	Tuskahoma	$1,229	$2,385
Pushmataha	Nashoba	$691	$745
Pushmataha	Rattan	$1,996	$2,459
Pushmataha	Clayton	$2,994	$3,055
Pushmataha	Antlers	$13,974	$14,009
Pushmataha	Moyers	$921	$671
Roger Mills	Leedey	$921	$894
Roger Mills	Reydon	$1,536	$1,788
Roger Mills	Cheyenne	$2,303	$2,608
Roger Mills	Sweetwater	$1,459	$820
Roger Mills	Hammon	$3,225	$969
Rogers	Justus-Tiawah	$2,994	$2,981
Rogers	Claremore	$30,022	$32,266
Rogers	Catoosa	$20,577	$24,889
Rogers	Chelsea	$10,442	$10,433
Rogers	Oologah-Talala	$19,502	$24,293
Rogers	Inola	$10,058	$9,911
Rogers	Sequoyah	$7,141	$7,452

County	District	Funds Received 2014	Funds Received 2015
Rogers	Foyil	$4,146	$3,577
Rogers	Verdigris	$5,759	$9,240
Seminole	Justice	$2,611	$2,087
Seminole	Seminole	$20,193	$16,469
Seminole	Wewoka	$10,058	$7,079
Seminole	Bowlegs	$1,075	$3,577
Seminole	Konawa	$4,146	$4,918
Seminole	New Lima	$1,459	$1,565
Seminole	Varnum	$2,227	$2,385
Seminole	Sasakwa	$307	$298
Seminole	Strother	$4,223	$4,322
Seminole	Butner	$2,918	$1,863
Sequoyah	Liberty	$2,687	$2,385
Sequoyah	Marble City	$998	$1,639
Sequoyah	Brushy	$4,837	$5,589
Sequoyah	Belfonte	$3,455	$3,875
Sequoyah	Moffett	$2,764	$2,534
Sequoyah	Sallisaw	$14,435	$13,637
Sequoyah	Vian	$10,519	$4,844
Sequoyah	Muldrow	$14,819	$14,755
Sequoyah	Gans	$3,225	$2,906
Sequoyah	Roland	$6,450	$7,154
Sequoyah	Gore	$2,918	$9,911
Sequoyah	Central	$4,607	$3,428
Stephens	Grandview	$691	$1,267
Stephens	Duncan	$32,402	$32,937
Stephens	Comanche	$9,214	$7,154
Stephens	Marlow	$7,141	$6,707
Stephens	Velma-Alma	$1,996	$2,832
Stephens	Empire	$4,377	$3,279
Stephens	Central High	$2,303	$1,490
Stephens	Bray-Doyle	$3,071	$2,534
Blaine	Okeene	$2,918	$1,490
Blaine	Watonga	$2,227	$9,315
Blaine	Geary	$3,916	$4,620
Blaine	Canton	$4,991	$3,651
Texas	Optima	$768	$671
Texas	Straight	$1,152	$1,267
Texas	Yarbrough	$998	$1,341
Texas	Guymon	$35,243	$35,471
Texas	Hardesty	$1,536	$447
Texas	Hooker	$6,219	$6,110
Texas	Tyrone	$2,303	$2,757
Texas	Goodwell	$2,764	$2,757

County	District	Funds Received 2014	Funds Received 2015
Texas	Texhoma	$0	$0
Tillman	Tipton	$5,912	$6,185
Tillman	Davidson	$307	$1,490
Tillman	Frederick	$6,680	$8,421
Tillman	Grandfield	$1,766	$2,012
Tulsa	Keystone	$8,216	$4,695
Tulsa	Tulsa Charter: Lighthouse Acad	$5,221	$4,024
Tulsa	Deborah Brown (Charter)	$2,918	$4,397
Tulsa	Discovery Schools Of Tulsa	$4,760	$4,620
Tulsa	Sankofa	$0	$224
Tulsa	Tulsa	$648,726	$579,749
Tulsa	Sand Springs	$41,232	$47,170
Tulsa	Broken Arrow	$195,946	$165,579
Tulsa	Bixby	$25,568	$23,920
Tulsa	Jenks	$59,966	$58,497
Tulsa	Collinsville	$22,036	$64,756
Tulsa	Skiatook	$14,742	$19,300
Tulsa	Sperry	$13,590	$11,029
Tulsa	Union	$177,749	$203,508
Tulsa	Berryhill	$11,440	$8,048
Tulsa	Owasso	$83,922	$85,323
Tulsa	Glenpool	$34,782	$54,398
Tulsa	Liberty	$5,451	$5,216
Wagoner	Okay	$7,755	$4,769
Wagoner	Coweta	$18,044	$23,846
Wagoner	Wagoner	$30,636	$28,540
Wagoner	Porter Consolidated	$3,225	$4,471
Washington	Copan	$845	$1,788
Washington	Dewey	$6,450	$7,899
Washington	Caney Valley	$5,989	$7,452
Washington	Bartlesville	$49,217	$65,203
Washita	Sentinel	$2,150	$2,459
Washita	Burns Flat-Dill City	$5,605	$5,961
Washita	Canute	$2,918	$3,875
Washita	Cordell	$3,762	$4,024
Woods	Alva	$6,296	$5,514
Woods	Waynoka	$1,766	$1,192
Woods	Freedom	$691	$969
Woodward	Woodward	$32,862	$53,578
Woodward	Mooreland	$2,380	$2,161
Woodward	Sharon-Mutual	$1,920	$2,683

County	District	Funds Received 2014	Funds Received 2015
Woodward	Fort Supply	$921	$522
Bryan	Silo	$8,292	$9,315
Bryan	Rock Creek	$2,303	$2,683
Bryan	Achille	$1,152	$1,639
Bryan	Colbert	$5,451	$2,757
Bryan	Caddo	$2,457	$3,428
Bryan	Bennington	$3,455	$3,502
Bryan	Calera	$4,530	$5,738
Bryan	Durant	$27,027	$28,838
Caddo	Hydro-Eakly	$3,071	$3,130
Caddo	Lookeba Sickles	$3,839	$2,534
Caddo	Anadarko	$25,875	$20,567
Caddo	Carnegie	$2,303	$2,087
Caddo	Boone-Apache	$4,607	$2,906
Caddo	Cyril	$1,152	$969
Caddo	Gracemont	$1,689	$1,714
Caddo	Cement	$1,766	$1,043
Caddo	Hinton	$6,603	$4,322
Caddo	Fort Cobb-Broxton	$2,994	$2,161
Caddo	Binger-Oney	$2,918	$2,757
Canadian	Riverside	$3,532	$1,267
Canadian	Banner	$691	$1,788
Canadian	Darlington	$3,762	$522
Canadian	Maple	$998	$2,087
Canadian	Piedmont	$11,671	$11,178
Canadian	Yukon	$64,112	$88,378
Canadian	El Reno	$28,639	$29,509
Canadian	Union City	$3,378	$2,832
Canadian	Mustang	$73,633	$90,316
Canadian	Calumet	$1,459	$1,937
State	**All Districts**	$6,500,000	$6,492,075

2015 Reading test Points of Interest:

- In fiscal year 2013, no state funding was appropriated for RSA.
- In fiscal years 2014 and 2015, the RSA funds were allocated and paid based on the number of students identified as at risk by districts. District expenditure reports to State Aid identified OCAS Project 367 reporting codes and program expenditure dimension code 441 for Summer Academy Reading Program without the districts submitting claims for reimbursement.
- RSA funds may be used for the following as identified in RSA Rules (Title 210, Chapter 15, Subchapter 27):
    - Salaries for teachers and teacher assistants for before-school and after-school programs

- Summer school teachers, and during-school reading interventionists
- Data processing services, software services, internet services
- Printing and binding
- Instructional materials for students identified and placed on a program of reading instruction
- Copy supplies, office supplies
- Approved screening assessments
- 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
- Academic Student Assessment supplies and materials
- Salaries for bus drivers providing student transportation for before-and after-school programs or the Summer Academy Reading Program for RSA

- 70 O.S. § 1210.508D states that contingent on the provision of appropriated funds designated for RSA, school districts may be reimbursed in the amount of up to $150 per at-risk student.
- In Fiscal Year 2014, the allocation was $76.78 per at-risk student.
- In Fiscal Year 2015, the allocation was $74.52 per at-risk student.

Conclusions

The Reading Sufficiency Act has assisted in the overall reduction of students considered at risk for reading difficulties in the early years of elementary school. Every year since 2013, the percentage of students considered at risk at the beginning of the year has decreased by the end of the year. This suggests that throughout a single school year, a combination of time and focus on improving reading proficiency targeted toward students considered at risk yields positive results. RSA highlights the necessity of reading proficiency in the earliest elementary years. The resources provided to schools to fund programs of reading instruction through the Reading Sufficiency Act make it possible for teachers and schools to develop the needed focus on learning to read targeted toward those students who need the most help.

OKLAHOMA STATE DEPARTMENT OF EDUCATION

Reading Sufficiency Act Study

In fulfillment of Section 1210.508G of Title 70 of the Oklahoma Statutes

State Department of Education Staff

12/31/2015

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 Reading Sufficiency Act (RSA) outlines several changes to K-3 reading assessment and instruction. Using evidence from student testing data, a state-developed survey on reading instructional practices and the research literature, this study examines the impact of this legislation. The analysis resulted in the following observations:

- English Language Learners (ELL), students eligible for free or reduced lunches (FRL), students on individualized education plans (IEPs), African American students, and Hispanic students, score lower on reading third grade reading tests relative to their peers, on average.
- FRL, African American, Hispanic and ELL students were retained at higher rates compared to their non-FRL, non-minority, non-ELL peers who also scored unsatisfactory.
- All districted used screening assessments to identify reading deficiencies as required by law and many administered these assessments more frequently than is legally required.
- Most districts also used optional progress assessments to monitor student progress and the efficacy of reading interventions and instructional practices.
- Educators used a wide variety of reading instructional strategies that are in-line with best-practices when applied appropriately based on student needs.
- Educators found many of the reading interventions effective. Notably, the majority of teachers found legislatively mandated daily reading blocks and screening and monitoring assessments effective, which supports their continued use. They questioned the usefulness of before-school and Saturday school program.
- Students in many districts lacked access to reading services and supports outside of the classroom, such as libraries or mentoring programs.

Based on these findings, this research concludes that while districts are making changes to the assessment and instructional practices in compliance with the RSA, there are still several challenges and questions that need to be addressed regarding the implementation and efficacy of these practices. Accordingly, this research proposes the following:

- Given the inequities in achievement among student subgroups, additional research to better understand the root causes of these achievement gaps and how to close them would be beneficial.
- While this research provided some preliminary evidence on the effectiveness of various instructional strategies and reading interventions, additional and more rigorous research on specific programs at the student level is needed in order to more accurately identify which interventions are most effective and for what students. Student-level research would also provide important information on what students are getting what interventions and how frequently so that states can better assess whether or not students have equitable access to the appropriate reading interventions and supports.
- Given that many students lacked access to reading resources outside of schools, it would be beneficial to explore opportunities to further develop these resources.

BACKGROUND AND PURPOSE

Section 1210.508G of Title 70 of the Oklahoma Statutes requires The State Department of Education (SDE) to 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.

RESEARCH QUESTIONS

This research addresses the following questions:

1. How do reading proficiency and retention vary by socio-economic status, learning disability status, ELL status and race?
2. What screening instruments and reading support assessments are being used to identify reading deficiencies and monitor reading progress?
3. What types of reading instructional practices, instructional methods and remediation efforts are currently being used by districts?
4. What types of reading resources do students have access to outside of school?
5. Of the identified instructional practices, instructional methods and remediation efforts, which ones have been identified as best practices in the research literature for students for students not reading on grade level?
6. What relationships exist between district reading performance and the identified interventions? Are there certain interventions that are associated with higher performance?

METHODOLOGY

To answer research question 1, descriptive statistics on reading proficiency and retention by socio-economic status, learning disability status, ELL 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 questions 2 and 3, 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 in order to identify instructional practices,

instructional methods, remediation efforts and reading resource access available at each district.

To answer research question 4, an Oklahoma reading expert reviewed and summarized peer-reviewed evidence on the instructional practices, instructional methods, remediation efforts and reading resource teachers in Oklahoma reported using.

To answer research question 5, 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:

- 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.

SURVEY RESULTS

The survey was sent via email to 2,496 educators. The sample included all superintendents as well as randomly selected elementary school principals and teachers. In total, **979 educators completed the survey for a response rate of 39%.** This response rate was high enough to make meaningful conclusions from the data. Additionally, the respondents represented a diverse cross-section of educators across the state so the results of the survey reflect not just the experiences and opinions of a few, but of a wide variety of educators throughout the entire state. **The respondents represented every county in Oklahoma as well as a variety of roles and positions.** In total, 383 (43%) teachers, 264 (30%) superintendents, 156 (17%) principals, 49 (5%) reading specialists and 42 (5%) district personnel responded to the survey.

RESULTS

HOW DO READING PROFICIENCY AND RETENTION VARY BY SOCIO-ECONOMIC STATUS, LEARNING DISABILITY STATUS, ELL STATUS AND RACE?

READING PROFICIENCY

Table 1 and Table 2 show third grade reading performance by student population subgroup for 2014 and 2015 respectively. Reading performance is broken down by free or reduced lunch (FRL), Individualized Education Plan (IEP), and English Language Learner (ELL) status as well as race for each performance level. Thick black lines separate the subgroups. The column percentages in parentheses consider all students who scored in a specific performance category as the total[1]. Calculating the percentages this way addresses questions such as: *Out of all students who scored unsatisfactory, what percent of them qualify for a free or reduced lunch? What percent of them are Hispanic? What percent are on IEPs?*

The data reveal significant gaps in reading performance by poverty status, IEP status, ELL status, and race. Students in poverty score lower than students not in poverty on Oklahoma third grade reading exams. In 2014, while 62% of all Oklahoma students are eligible for a free or reduced lunch, 83% of students scoring unsatisfactory qualified for a free or reduced lunch. In contrast, only 17% of the students scoring unsatisfactory did not qualify for a free or reduced lunch. Students on IEPs also scored lower than their peers not on IEPs. Although students on IEPs represent only 18% of all Oklahoma students, they make up 48% of the students scoring unsatisfactory. African American and Hispanic students also performed disproportionately worse than their white, Native American, Asian, and multi-racial peers. While only 9% of students in Oklahoma are African American, 17% of students scoring unsatisfactory were African American. Likewise, 26% of the students scoring unsatisfactory were Hispanic even though they made up only 16% of the total third grade student population in 2014. In contrast, white students performed disproportionately higher on third grade reading tests. While 51% of all third graders in 2014 were white, only 35% of students scoring unsatisfactorily were white. Similar inequities were seen across all subgroups for 2015 as well, suggesting little improvement between those two years.

Given these findings, **in order for the RSA to achieve its goal of all students reading on grade level, regardless of their socioeconomic status or race, consideration needs to be given to the needs of these disproportionately underachieving subgroups.** The 2014 Oklahoma Educator Equity plan is one way Oklahoma is exploring root causes of inequities in the distribution of

[1] For example, the denominator in all the calculations in the first column of Table 1 is 8,009, the number of students scoring unsatisfactory that year. Therefore, 1,388/8,009 (17%) of students that scored unsatisfactory in 2014 did not qualify for a free or reduced priced lunch while 6,621/8,009 (83%) did. Note that these two percentages add up to 100%.

qualified and effective teachers in high-poverty and high-minority schools and developing potential solution. Further research on the additional barriers to third grade reading proficiency for poor, minority and IEP students would also should be conducted in order to more thoroughly understand and address the inequities in third grade reading proficiency and how we can more effectively allocate resources to close achievement gaps.

TABLE 1 2014 THIRD GRADE READING PERFORMANCE BY STUDENT POPULATION SUBGROUP

Subgroup	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
Not FRL	1,388 (17%)	1,848 (25%)	14,878 (45%)	858 (70%)	18,972 (38%)
FRL	6,621 (83%)	5,450 (75%)	18,263 (55%)	374 (30%)	30,708 (62%)
Not on IEP	4,173 (52%)	5,665 (78%)	29,794 (90%)	1,060 (86%)	40,692 (82%)
IEP with Accommodations	3,836 (48%)	1,633 (22%)	3,347 (10%)	172 (14%)	8,988 (18%)
Not ELL	6,129 (77%)	6,060 (83%)	30,853 (93%)	1,215 (99%)	44,257 (89%)
ELL	1,880 (23%)	1,238 (17%)	2,288 (7%)	17 (1%)	5,423 (11%)
African American	1,339 (17%)	900 (12%)	2,267 (7%)	42 (3%)	4,548 (9%)
American Indian	1,109 (14%)	1,197 (16%)	4,837 (15%)	166 (13%)	7,309 (15%)
Asian or Pacific Islander	151 (2%)	115 (2%)	713 (2%)	46 (4%)	1025 (2%)
White	2,806 (35%)	3,026 (41%)	18,606 (56%)	819 (66%)	25,257 (51%)
Hispanic	2,063 (26%)	1,543 (21%)	4,317 (13%)	68 (6%)	7,991 (16%)
Two or More	541 (7%)	517 (7%)	2,401 (7%)	91 (7%)	3,550 (7%)
All Students	8,009 (100%)	7,298 (100%)	33,141 (100%)	1,232 (100%)	49,680 (100%)

TABLE 2 2015 THIRD GRADE READING PERFORMANCE BY STUDENT POPULATION SUBGROUP

Subgroup	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
Not FRL	1,085 (14%)	1,732 (21%)	14,423 (42%)	928 (70%)	18,168 (35%)
FRL	6,625 (86%)	6,613 (79%)	20,218 (58%)	394 (30%)	33,850 (65%)
IEP with Accommodations	3,030 (39%)	1,275 (15%)	1,503 (4%)	47 (4%)	5,855 (11%)
IEP without Accommodations	1,069 (14%)	744 (9%)	2,046 (6%)	57 (4%)	3,916 (8%)
Not on IEP	3,611 (47%)	6,326 (76%)	31,092 (90%)	1,218 (92%)	42,247 (81%)
Not ELL	6,002 (78%)	6,760 (81%)	31,950 (92%)	1,301 (98%)	46,013 (88%)
ELL	1,708 (22%)	1,585 (19%)	2,691 (8%)	21 (2%)	6,005 (12%)
African American	1,337 (17%)	1,045 (13%)	2,493 (7%)	33 (2%)	4,908 (9%)
American Indian	966 (13%)	1,267 (15%)	4,937 (14%)	140 (11%)	7,310 (14%)
Asian or Pacific Islander	131 (2%)	158 (2%)	753 (2%)	47 (3%)	1,089 (2%)
Caucasian	2,687 (35%)	3,197 (38%)	18,373 (53%)	904 (68%)	25,161 (48%)
Hispanic	2,006 (26%)	1,994 (24%)	5,057 (15%)	84 (6%)	9,141 (18%)
Two or More Races	583 (8%)	684 (8%)	3,028 (9%)	114 (9%)	4,409 (8%)
All Students	7,710 (100%)	8,345 (100%)	34,641 (100%)	1,322 (100%)	52,018 (100%)

RETENTION

Effective 2014, students who scored satisfactory on their Oklahoma reading test were subject to retention under the RSA unless granted one of six good cause exemptions. Table 3 contains data on the outcomes of third graders subject to retention under the RSA. The results are also broken down by subgroup.

As Table 3 shows, there were **a total of 8,009 third graders scoring unsatisfactory in 2014**. Of these students, **2,513 (31%) were retained in 3rd grade, 5,012 (63%) were given a good cause exemption and promoted to 4th grade** and 484 (6%) were no longer enrolled in the public education system in Oklahoma in 2015.

TABLE 3 2014-2015 RETENTION OF STUDENTS SCORING UNSATISFACTORY BY STUDENT POPULATION SUBGROUP

Subgroup	Retained in third Grade	Promoted to 4th Grade	No Longer Enrolled	Total
Not FRL	337 (13%)	957 (19%)	94 (19%)	1,388 (17%)
FRL	2,176 (87%)	4,055 (81%)	390 (81%)	6,621 (83%)
Not on IEP	1,650 (66%)	2,249 (45%)	274 (57%)	4,173 (52%)
IEP with Accommodations	863 (34%)	2,763 (55%)	210 (43%)	3,836 (48%)
Not ELL	1,839 (73%)	3,891 (78%)	399 (82%)	6,129 (77%)
ELL	674 (27%)	1,121 (22%)	85 (18%)	1,880 (23%)
African American	499 (20%)	760 (15%)	80 (17%)	1,339 (17%)
American Indian	306 (12%)	745 (15%)	58 (12%)	1,109 (14%)
Asian	28 (1%)	72 (1%)	5 (1%)	105 (1%)
Caucasian	718 (29%)	1,867 (37%)	221 (46%)	2,806 (35%)
Hispanic	774 (31%)	1,198 (24%)	91 (19%)	2,063 (26%)
Pacific Islander	15 (1%)	24 (0%)	7 (1%)	46 (1%)
Two or More Races	173 (7%)	346 (7%)	22 (5%)	541 (7%)
All Students	2,513 (100%)	5,012 (100%)	484 (100%)	8,009 (100%)

As the Table 3 demonstrates, **students in poverty, on IEPs, ELL students, African American and Hispanic students were retained at higher rates relative to their share in the population**. While 62% of all third graders in Oklahoma qualified for a free or reduced lunch in 2014, 87% of the students retained qualified for a free or reduced lunch. IEP students were also disproportionately retained. While only 18% of Oklahoma third-graders in 2014 were on IEPs, 34% of retained students were on IEPs. The same pattern is evident in the ELL population. While only 11% of the total 2014 third grade population was ELL students, 27% of retained students was ELL students. Minority students were also more likely to be retained. As Table 3

shows, 31% of students retained were Hispanic, despite being only 18% of the population and 12% of African American students were retained even though they make up only 9% of the population.

While the aforementioned inequities in the retention rates of FRL, IEP ELL, African American and Hispanic students are extremely concerning, it is potentially explained by the fact that these groups tend to read on grade level at lower rates as demonstrated in Tables 1 and 2. In other words, since FRL, IEP, ELL, African American and Hispanic students score unsatisfactory on the third grade reading exam relative to their share of the total population, we would expect them to be retained at higher rates.

Looking only at students subject to retention (i.e., those students scoring proficient or below), however, reveals additional concerns about the fairness of retention decisions. As Table 3 shows, **FRL, ELL, African American and Hispanic students are more likely to be retained compared to their non-FRL, non-ELL, white peers who score in the same proficiency band on the third grade reading exam.** While 83% of the students at-risk for retention qualified for a free or reduced priced lunch and 17% did not, 87% of the students retained qualified for a free or reduced lunch and 13% of the students did not. ELL students were also retained at higher rates than non-ELL students, despite ELL being a potential good cause exemption. While 23% of the students subject to retention were ELL students, 27% of the retained students were ELL students. In contrast, non-ELL students represented 77% of the population at-risk for retention but only 73% of the retained population. African American and Hispanic students were also disproportionately retained while white students disproportionately promoted. While African American students were only 17% of all at-risk students, they were 20% of the students retained. Likewise, 26% of the total population at-risk for retention was Hispanic, but 31% of the retained population. In contrast, while white students represented 35% of the students at-risk for retention, they made up only 29% of the population actually retained.

These data thus reveal alarming inequities. **Not only are FRL, minority and ELL students more likely to score lower on their third grade reading exams, but they are more likely to be retained if they do relative to their peers who scored the same.** These concerning outcomes demonstrate a need for a thorough analysis as to why poor, minority, and ELL students are more likely to be retained than their same-scoring peers.

What screening instruments and reading support assessments are being used to identify reading deficiencies and monitor reading progress?

Screening Assessments

Screening assessments are diagnostic reading tests that measure students' 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 **drive instruction towards the specific needs of their students**. The RSA requires that all K-3 teachers administer one of the State Board of Education approved RSA screening assessments with accuracy and fidelity at the beginning and end of each school year.

All districts reported screening assessments to identify reading deficiencies in K-3 classrooms, as per state law. As shown in Figure 1, districts reported using thirteen different state-approved exams. **STAR, DIBELS NEXT, and the Literacy First Battery of Screening Assessments were the most frequently used exams. Most districts administered the exams more frequently than legally required.** As Figure 2 illustrates, 362 (42%) respondents reported administering these exams at the beginning, middle and end-of-year only. 213 (25%) respondents administered them monthly, 150 (18%) respondents reported administering exams 2-3 times a month and 108 (14%) respondents reported administering exams weekly.

FIGURE 1 NUMBER OF DISTRICTS USING STATE-APPROVED SCREENING ASSESSMENTS

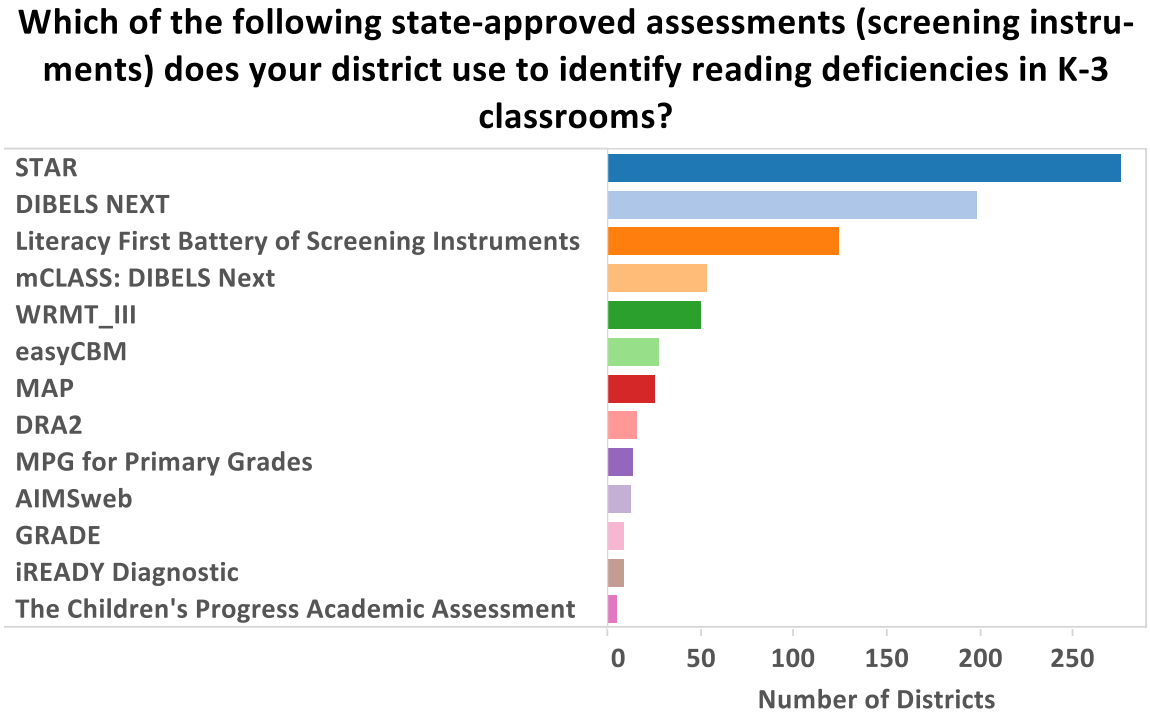
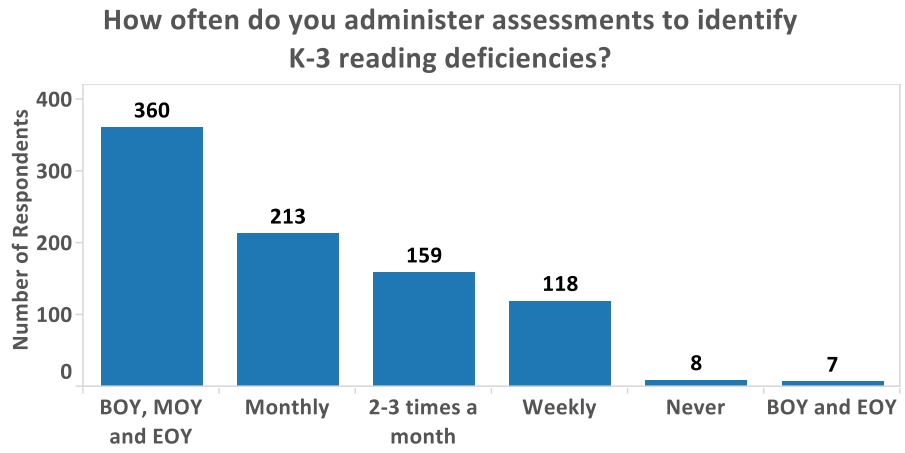


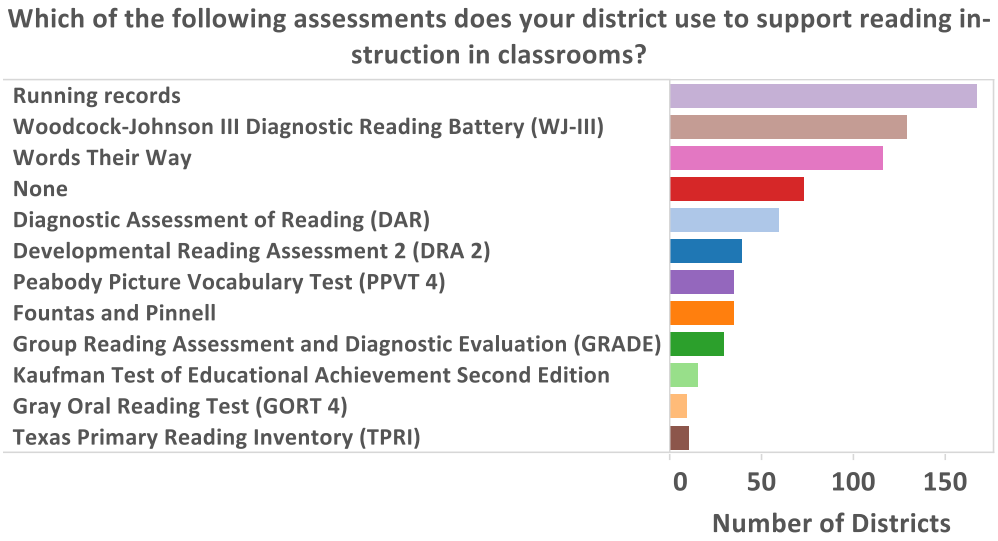
FIGURE 2 FREQUENCY OF USE OF STATE-APPROVED SCREENING ASSESSMENTS



PERIODIC MONITORING

In addition to the required screening assessments, **many districts also administered optional periodic monitoring assessments**. Under the periodic monitoring model, students identified for reading deficiencies by screening assessments are given additional examinations to monitor their academic performance, quantify their rate of improvement or responsiveness to instruction, and evaluate the effectiveness of instruction. Such assessments thus help teachers more accurately identify students' reading deficiencies, select the most appropriate instructional strategies and make mid-course adjustments to their instruction based on their students' needs. Notably, periodic monitoring can be implemented with individual students or an entire class. As demonstrated in Figure 3, running records, **Woodcock-Johnson II Diagnostic Reading Battery (WJ-III), and Words Their Way were among the most popular assessments.**

FIGURE 3 USE OF ASSESSMENTS TO SUPPORT READING INSTRUCTION



WHAT TYPES OF READING INSTRUCTIONAL PRACTICES, INSTRUCTIONAL METHODS AND REMEDIATION EFFORTS ARE CURRENTLY BEING USED BY DISTRICTS?

The survey also provided information on how teachers use their instructional time.[2] As shown in Figure 4, the **top four activities teachers reported spending moderate or considerable time doing were demonstrating or modeling reading processes for their students, leading guided reading or writing practice, having the students work in pairs or small groups and having the students work individually on assignments.** The majority of teachers also reported their students spent moderate to considerable time listening to the teacher read aloud, practicing test-taking strategies, reading aloud, silently reading books and magazines, taking a quiz or test and using work centers or work stations. The activities that teachers spent no or very little time on were engaging in language arts activities outside of the classroom, participating in student-teacher conferences, viewing films, videos, DVDs or listening to recordings, engaging in a speech, oral presentation or performance, and reciprocal reading.

Teachers also reported a strong level of parental engagement. As Figure 5 shows, 262 (46%) teachers reported communicating with at least 5 parents about their student's K-3 reading performance on a monthly basis. 175 (31%) teachers reported communicating with 5 or more parents weekly and 114 (20%) said they communicated with at least 5 parents each semester. Fewer than 20 (3%) reported communicating only once a year or not at all.

Survey respondents also confirmed the offering of several supplemental or remedial services and supports. As Figure 6 highlights, **most frequently, districts offered additional in-school instructional time, after-school programs, daily reading blocks and weekly on-going progress monitoring**, with over 350 districts reporting offering these services. Saturday and before-school programs were among the most infrequently offered services, with fewer than 100 districts offering these services.

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

FIGURE 4 INSTRUCTIONAL TIME USE

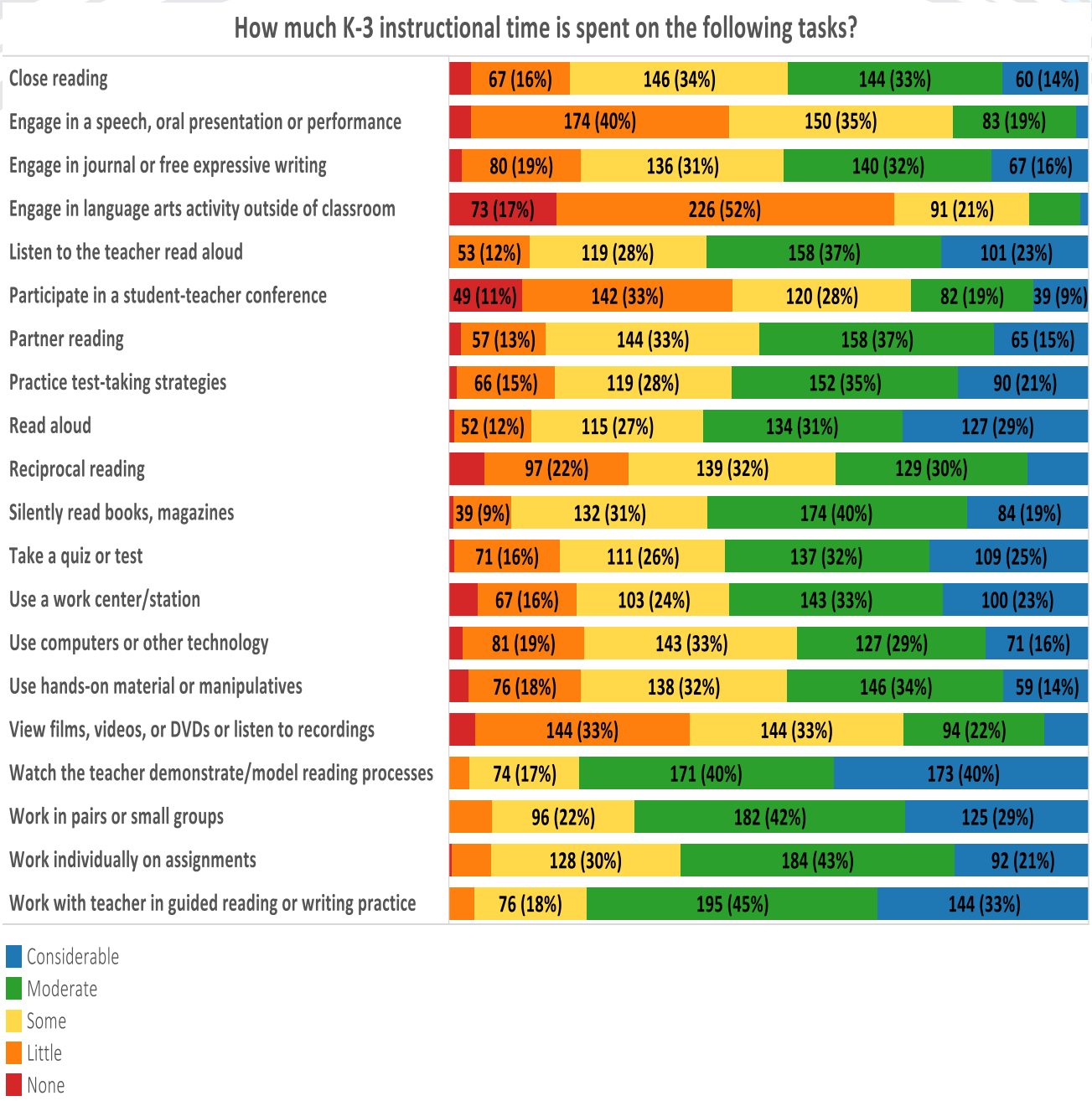


FIGURE 5 PARENTAL ENGAGEMENT

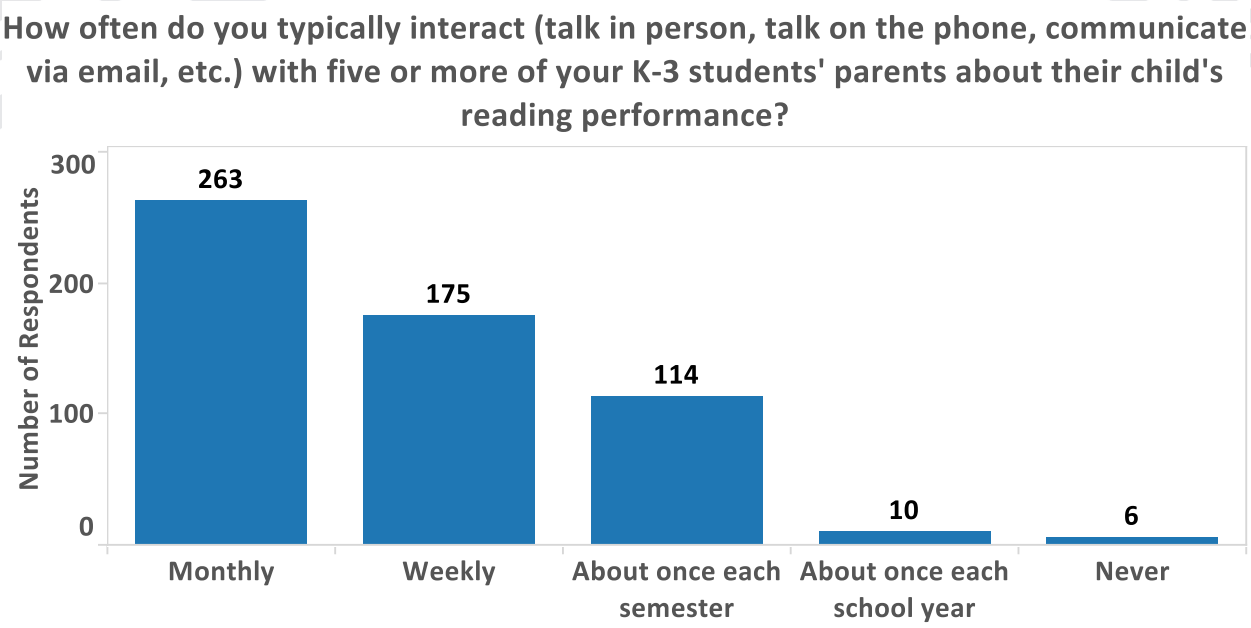
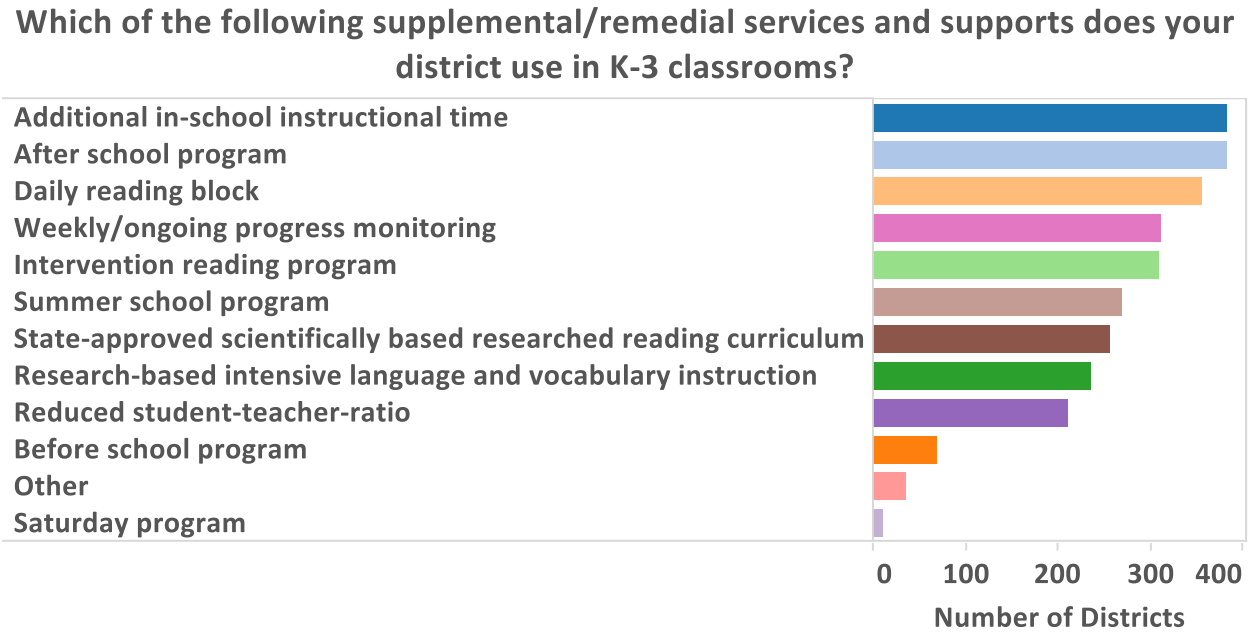


FIGURE 6 SUPPLEMENTAL AND REMEDIAL SERVICES



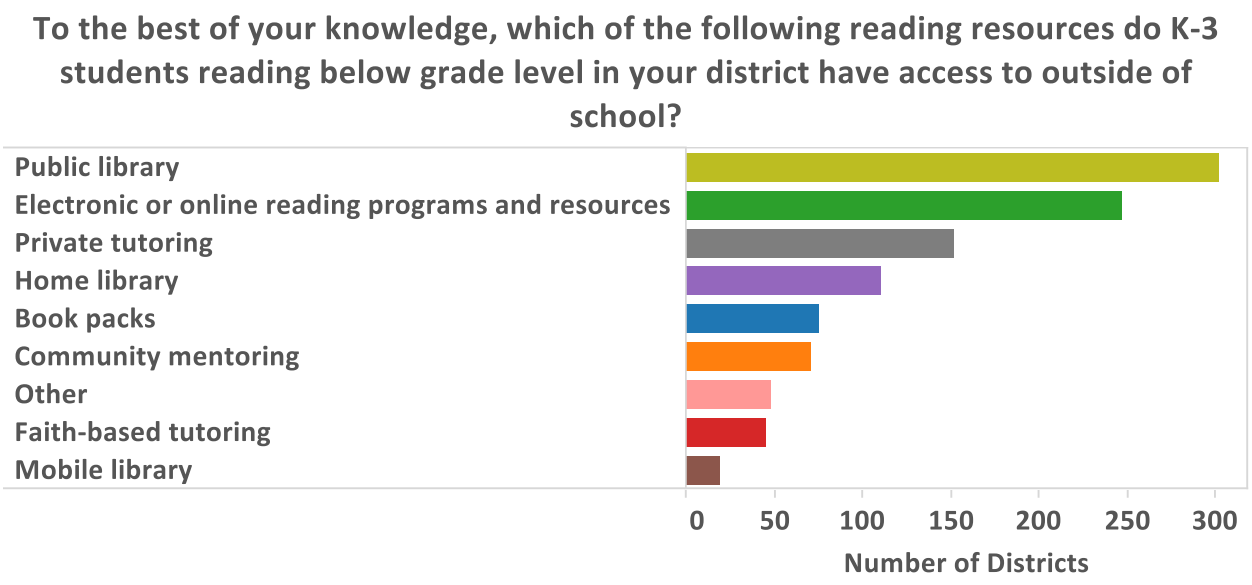
WHAT TYPES OF READING RESOURCES DO STUDENTS HAVE ACCESS TO OUTSIDE OF SCHOOL?

Survey results reveal that many students in Oklahoma do not have access to a wide variety of resources to improve their reading skills outside of schools. As Figure 7 shows, the most common reading resources educators reported that their students have access to were public libraries and electronic and online reading, with respondents from over 300 and 250 districts respectively reporting the availability of these services. Educators in 150 districts reported that some of their students utilize private tutoring services and educators in about 100 districts reported that some of their students have home libraries. Mobile libraries, faith-based tutoring and community mentoring were among the least accessible resources. Educators in only about 15 districts reported having mobile libraries. Educators in about 50 districts reported having faith-based tutoring or community mentoring.

Furthermore, **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 in order to understand what resources individual students actually have access to outside of school. Such research would also help us understand what outside reading resources are associated with improved learning outcomes.

While discouraging, 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 book packs, mobile libraries, faith-based tutoring and community mentoring since those were some of the least commonly available resources.

FIGURE 7 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 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. 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.

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 (Marzano) and testing-specific vocabulary (Bell). Test taking strategies are effective when they are ongoing, purposeful, and used to enhance students' familiarity with directions prior to taking a standardized test.

Quizzes and tests are two techniques for measuring student performance. Formative and summative assessments are used to provide 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. 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 (2014) 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.

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 theI 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 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.

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.

Reciprocal Reading is an instructional activity in which students become the teacher in small group reading sessions with the teacher. The four specific strategies used to support comprehension are: Questioning, Clarifying, Summarizing and Predicting. Reciprocal Reading uses explicit teaching of cognitive strategies and deliberate practices with content for students to gain meaning from text. This teaching strategy includes encouraging students to think about their own thought processes during reading, monitoring their comprehension as they read, and teaching students to ask questions while reading.

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.

Work Centers/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. The work centers allow for student choice with explicit and ongoing learning purposes. This strategy facilitates student motivation, collaboration and targeted practice.

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.

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 Elkonian boxes. 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. 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 ELL students because it lowers the linguistic demands.

Viewing films, videos or DVD's 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.

Close reading is a thorough, methodical critical analysis of a text that focuses on significant details or patterns in order to develop a deep, complex understanding of the text's form, craft, meanings, etc. It directs the reader's attention to the text itself. Close reading is a strategy for whole and small groups and is used to uncover layers of meaning that lead to deep comprehension.

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 less literate homes. Also, nonreaders and young readers learn most of their vocabulary through oral context and conversations with peers and adults.

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).

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.

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 parent 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) 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.

What relationships exist between district reading performance and the identified interventions? Are there certain interventions that are associated with higher performance?

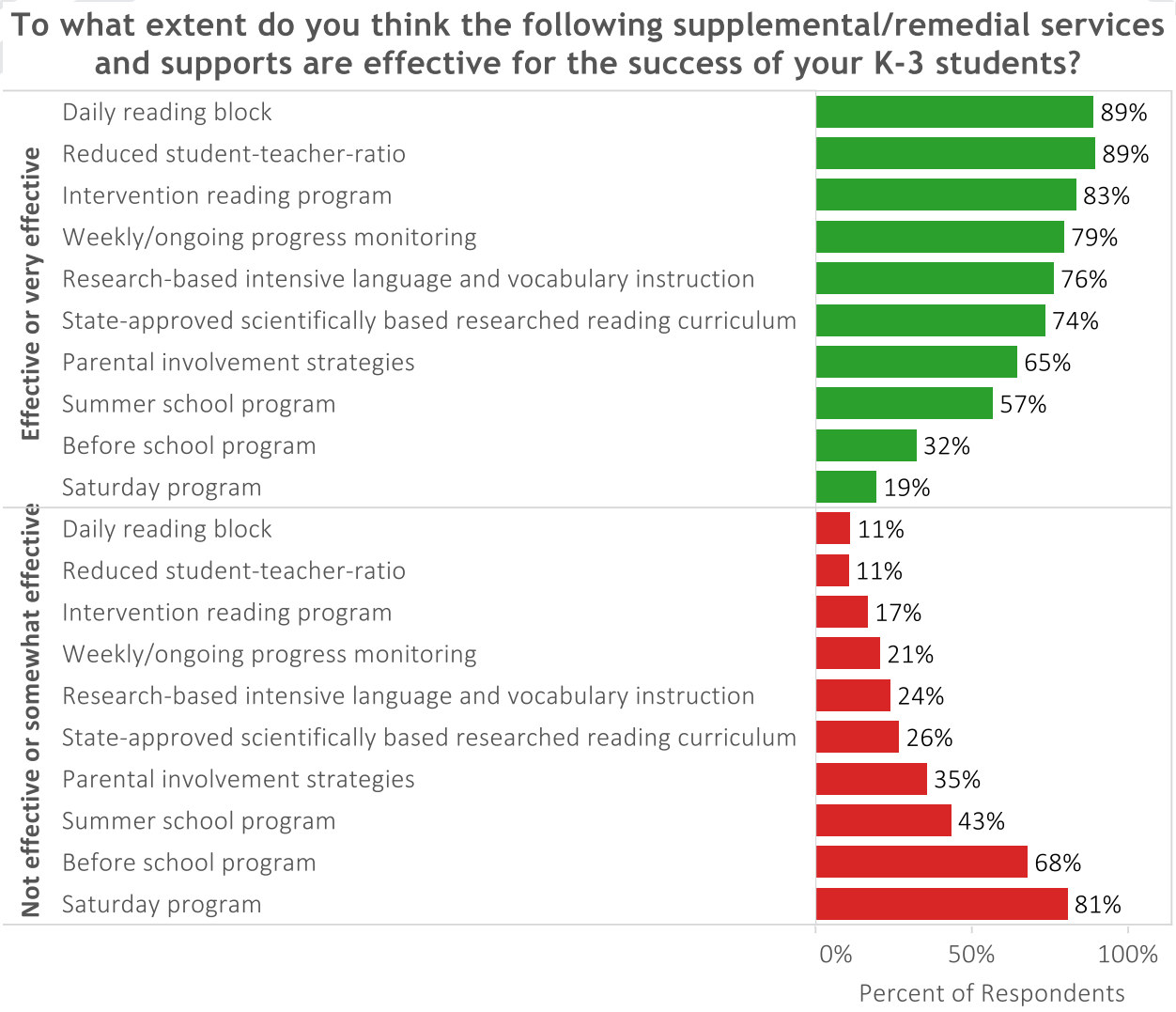
Unfortunately**, since no student-level data linking individual students to specific interventions exists, it is impossible to accurately determine the impact of specific interventions using student testing data.** For this reason, this study uses survey data on teacher opinions of the efficacy of the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

As Figure 8 demonstrates, the majority of survey respondents found **daily reading blocks, reduced student-teacher ratios, intervention reading programs, weekly on-going progress monitoring, research-based intensive language and vocabulary instruction, state-approved scientifically based researched reading curriculum, parental involvement strategies and summer school programs very effective or effective for improving reading outcomes in K-3 students.** 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 daily reading blocks and weekly, on-going progress monitoring to be effective or very effective**, as the state legislation requires the use of both these activities. The findings of this study therefore support the continued use of these practices.

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 us understand the characteristics of successful interventions as well as the populations they work best for.

FIGURE 8 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.

DISSEMINATION

Per subsection C of Section 1210.508G of Title 70, this report, including recommendations for best practices, was shared with districts. The report was sent to districts through the superintendent's listserv and principal's listserv and posted on SDE webpage. Policy briefs highlighting the main findings of this report will also be prepared and disseminated in 2016.

CONCLUSION

This report provides information concerning three major questions. First, how does reading proficiency and retention vary by socio-economic status, learning disability status, ELL 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 for statewide implementation?

The study found that FRL, IEP, African American, Hispanic, and ELL students score lower on reading 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.

Additionally, among students identified for retention, FRL, African American, Hispanic and ELL students were disproportionately retained relative to their non-FRL, non-minority, non-ELL peers. This means that not only are these groups more likely to score unsatisfactory on the third grade reading exams, they are also more likely to be retained if they do. Further research should explore these higher retention rates of FRL, minority, and ELL students as compared to their peers with the same third grade reading performance.

The study found that screening assessments and periodic monitoring are being used by all districts. **STAR, DIBELS NEXT, and the Literacy First Battery of Screening Assessments were the most frequently used screening assessments. Running records, Woodcock-Johnson II Diagnostic Reading Battery (WJ-III), and Words Their Way were among the most popular**

assessments for periodic monitoring. Educators reported using these assessments more frequently than is actually required by law. The overwhelming majority of teachers also reported that they found these assessments effective or very effective at improving reading outcomes for K-3 students, which supports the continued use of screening assessments and periodic monitoring.

This report also highlighted the **use of a wide variety of reading instructional strategies.** The top four activities teachers reported spending moderate or considerable time doing were demonstrating or modeling reading processes for their students, leading guided reading or writing practice, having the students work in pairs or small groups and having the students work individually on assignments. The literature supports the effectiveness of these practices when applied appropriately based on student needs.

Teachers also identified **several effective reading strategies including daily reading blocks, reduced student-teacher ratios, intervention reading programs, weekly on-going progress monitoring, research-based intensive language and vocabulary instruction, state-approved scientifically based researched reading curriculum, parental involvement strategies and summer school programs.** They **questioned the usefulness of before-school and Saturday school program.** Due to shortcomings in the data collection, however, additional research needs to be done 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.