

RSA Quick Guide | 2017-2018

ASSESSMENT REQUIREMENTS

- All K-3 teachers must administer one of the State Board of Education approved RSA screening tools with accuracy and fidelity.
- Every student in kindergarten, first, second and third grades shall be assessed at the beginning and end of each school year for the acquisition of reading skills (phonics, phonemic awareness, vocabulary, comprehension and fluency) for the grade level in which enrolled.
- Any student who is assessed and found not to be reading at the appropriate grade level shall be provided a reading assessment plan (APP- Academic Progress Plan) designed to enable the students to acquire the appropriate grade level of reading skills.

INSTRUCTIONAL RECOMMENDATIONS

TIER ONE

Who: All K-3 Students

What: Grade Level Instruction using the district or school's core reading program. Whole-group instruction and small group differentiation, ongoing progress monitoring

Time: 90 Minute Uninterrupted Reading Block (Recommended for all students; required for students on an Academic Progress Plan)

TIER TWO

Who: All K-3 Students who are 6 months to 1 year behind grade level

What: Small group, targeted, skills-based instruction in order to accelerate progress and achieve grade-level proficiency; ongoing progress monitoring; diagnostic assessment as appropriate

Time: As needed for remediation. (In Addition to Tier 1)

TIER THREE

Who: All K-3 Students who are more than 1 year behind

What: Small group, intensive skills-based instruction; requires more systematic skill focus than previously received in Tier 2; frequent progress monitoring; diagnostic assessment as appropriate

Time: Additional 45-60 Minutes (In Addition to Tier 1 and Tier 2)

REQUIRED DOCUMENTATION

TIER ONE

Create Individual Program of Reading Instruction* to include:

- Documents grouped by grade
- Screening instrument results
- Benchmark results
- Student Work Samples with Dates

TIER TWO

Create Individual Program of Reading Instruction* to include:

- Documents grouped by grade
- Screening instrument results
- Benchmark and/or Progress Monitoring Results
- Student Work Samples with Dates
- **Copy of Academic Progress Plans with appropriate signatures and meetings two times a year**

TIER THREE

Create Individual Program of Reading Instruction* to include:

- Documents grouped by grade
- Benchmark and/or Progress Monitoring Results (should be more often than Tier 2)
- Student Work Samples with Dates
- **Copy of Academic Progress Plans with appropriate signatures and meetings two times a year**

*This may include, but not limited to: APP, Portfolio (such as the requirements for Exemption 4) and other locally determined documentation for students

PARENT NOTIFICATION REQUIREMENTS

TIER ONE

Meet with parents at scheduled parent/teacher conference time and any other time as deemed necessary.

TIER TWO

Meet with Student Reading Proficiency Team (SRPT) within **30 days** (recommended) of identification of reading deficiency and complete APP. (SRPT consists of parent/guardian, current reading teacher, future reading teacher and reading specialist if available.) Parents should be notified of progress through parent/teacher conferences two times a year. Parent notification must include:

1. Identified substantial deficiency in reading
2. Lexile score
3. A description of proposed supplemental instructional services and supports
4. Notification that the student will not be promoted to the fourth grade if the reading deficiency is not remediated
5. Strategies for parents to use in helping their child succeed in reading proficiency
6. The grade-level performance score on approved assessment
7. Explanation that while the OSTP serves as a determinant, portfolio reviews and assessments are also available
8. The school district's specific criteria and policies for mid-year promotion (70 O.S. §1210.508C(1)(1-8))

Parent signature required on "Academic Progress Plan"

Additional conferences may be scheduled as needed.

TIER THREE

Same as Tier 2



OKLAHOMA
STATE DEPARTMENT of EDUCATION

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■ 3RD GRADE READING RETENTION – THE LAW

The Reading Sufficiency Act (RSA) states that a third grade student cannot be automatically promoted to the fourth grade if he or she scores Unsatisfactory or Limited Knowledge on the reading comprehension and vocabulary portion of the Oklahoma School Testing Program (OSTP) except for "Good Cause Exemptions" (70 O.S. §1210.508C(J-K) or Probationary Promotion (70 O.S. §1210.508C(H)(4).

■ GOOD CAUSE EXEMPTIONS

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

■ PROBATIONARY PROMOTION PROCESS

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

■ 3RD GRADE READING TEST RESULTS AND PROMOTION/RETENTION

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| Meets RSA Criteria | Student may advance to 4th grade. |
| Does NOT meet RSA Criteria on the reading comprehension and vocabulary portion of the OSTP. | <p>Student shall remain in 3rd grade unless:</p> <ul style="list-style-type: none"> *Student meets one of the Good Cause Exemptions listed above. *The SRPT team members unanimously recommend "probationary promotion" to the school principal and the district superintendent and they both approve. If this is allowed, the team shall continue to review the reading performance of the student and be placed on an Academic Progress Plan to be monitored until the student demonstrates grade-level reading proficiency.(70 O.S. §1210.508C(H)(4) *Student scores at the end-of-3rd-grade proficiency on a district adopted screener from the list of approved screeners at any point in 1st, 2nd, and 3rd grade. (70 O.S. § 1210.508C(H)(1) <p><i>Students who are retained must receive individualized instructional services and supports (i.e. small group instruction, reduced teacher-student ratios, more frequent progress monitoring, tutoring, transitional classes, extended school day, week or year and summer reading academies) in reading outside of the 90 minute reading block.</i></p> |