1. 2016-2017 Proficient or higher? This year it was possible for a student to score Unsatisfactory yet Meet Criteria on 2.0 and 4.0. Could you clarify please?

A cut score for proficiency on a combination of 2.0 and 4.0 sections of the overall exam is figured separately. That cut score then determines if the student meets RSA criteria or does not meet RSA criteria. Per statute, the overall OSTP score no longer is used, only Standard 2.0 Reading Comprehension and 4.0 Vocabulary.

§70-1210.508C(H)(8): *To determine the promotion and retention of third-grade students pursuant to the Reading Sufficiency Act, the State Board of Education shall use only the reading comprehension and vocabulary scores portion of the statewide third-grade criterion-referenced test and shall not use the other language arts scores portions of the test.*

2. To assist district-received new students, will the WAVE indicate whether or not the student MET or DID NOT MEET criteria?

No. This designation has not been built into the system for this year.

3. Can you elaborate on the Student Reading Proficiency Team for 1st and 2nd?

§70-1210.508C(D)(2): *A student enrolled in first or second grades who has been assessed as provided for in subsection B of this section and found not to be reading at the corresponding grade level, shall be entitled to individualized remediation in reading until the student is determined by the results of a screening instrument to be reading on grade level. The program of reading instruction for each student shall be developed by a Student Reading Proficiency Team and shall include individualized remediation. Each team shall be composed of:*
- a. *the parent or guardian of the student,*
- b. *the teacher assigned to the student who had responsibility for reading instruction in that academic year,*
- c. *a teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student, and*
- d. *a certified reading specialist, if one is available.*

4. When might we know about APP funding for students?

RSA funding cannot be designated until every district's RSA Plans have been approved by the OSDE and the Beginning of Year (BOY) numbers have been collected. We are currently working with districts to help them complete their RSA Plans, and the BOY numbers are included in the report that was due on October 3, 2016. We hope that the funding notification will be sent to districts before the beginning of second semester, January, 2017.

5. Can you give more information on the time frames for tier two interventions? Is there a minimum time required?

"Tier 2 consists of children who fall below the expected levels of accomplishment (called benchmarks) and are at some risk for academic failure but who are still above levels considered to indicate a high risk for failure. The needs of these students are identified through the assessment process, and instructional programs are delivered that focus on their specific needs. Instruction is provided in smaller groups. Typically, depending on the model of RTI being used, small groups consist of anywhere from about 5 to 8 children.

Differentiating Tiers 2 and 3

Tiers of instruction can be differentiated on several dimensions. One dimension is the intensity of the instruction. Because students at Tier 2 are below expected benchmarks for their grade but have less intensive needs than those at Tier 3, interventions at Tier 2 involve instructional programs that are aimed at a level of skill development considered to be further along the continuum of skill acquisition than that seen at Tier 3. For example, a 2nd grade student who has been placed into Tier 2 for reading may already have well-developed skills in phonics and alphabetic principles underlying the reading process but may be struggling with the development of fluency in reading connected text. By contrast, a similar 2nd grade student identified as being at high risk and placed into Tier 3 may lack the more foundational skills of decoding and need intensive work on phonics. Clearly, these two tiers are being differentiated based on the nature of the instructional program, which is directly matched to the student's level of identified risk.

Another dimension may be the frequency of the delivery of the tiered instruction. In some models of RTI, the same intervention may be used for students at Tiers 2 and 3, but the difference is the amount of time that the student spends within the tiered instruction. In one model, students may spend 30 minutes per day, three days per week

with a particular intervention focused on enhancing vocabulary development, while those students at Tier 3 spend 30 minutes per day, five days per week in the same intervention.

Some models of RTI combine both the intensity and quantity of supplemental instruction. In these models, students in Tier 2 may receive this additional instruction 30 minutes per day for 5 days per week, while those in Tier 3 receive the instruction 45 minutes per day, five days per week, plus an additional 60 minutes each week. RTI has the flexibility that allows schools to define the nature of the tiered instruction along one or a combination of these dimensions."
http://rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model

6. For promotion path #3, can the alternate assessment after SARP be one of the 13 approved screening assessments?

Per statute, one of the 13 approved screening assessments can be used at any time to confirm student proficiency:

§70-1210.508C(H)(1): *Any first-grade, second-grade, or third-grade student who demonstrates proficiency in reading at the third-grade level through a screening instrument which meets the acquisition of reading skills criteria pursuant to subsection B of this section shall not be subject to the retention guidelines found in this section. Upon demonstrating the proficiency through the screening, the district shall provide notification to the parent(s) and/or guardian(s) of the student that they have satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention pursuant to this section.*

7. The SDE website NEW RSA portion of House Bill 3218. Question - Page 5, H1 - Any student enrolled in 1st, 2nd, 3rd who demonstrates proficiency in reading at the 3rd grade level through a screening instrument...Shall not be subject to the retention guidelines. Is this the same as promotion path #1?

Yes

8. Clarification: In order for students to be exempt from retention, they have to be proficient on the 3rd grade End of Year assessment from one of the approved 13 screening instruments?

Yes, and/or be designated as *Meets RSA Criteria* on Standards 2 and 4 of the Third grade English Language Arts test.

9. So does that mean the assessment will be based on *PASS* then and not the Oklahoma Academic Standards (OAS), if we are utilizing the already created test bank?

The items on the test will be aligned to the OAS standards. All of the items used for the RSA portion of the test have been field tested.

10. When do you expect Item Specs to be released?

The Assessment Office has released the specifications. They can be accessed at:
http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OSTP_2016-17_ItemSpecs_ELA_G3%20%283%29.pdf

11. In the updated requirements listed on the site it stated what written notification we give parents. Do we have to send all of it home or part of it, such as the promotion law? Can we notify them that information is available or put program information on the website?

The issue with making required information available online is that not everyone has internet access at home or otherwise easily available. So it's not permissible to make required notifications in *only* electronic format, or to make information available *only* online. But it is acceptable to make information available online if it is also available in hard copy on request, as long as notice is provided in hard copy form stating how to access the information online and also how to request a free printed copy of all the information. There should be an easy, free process for making those requests, such as a phone number to call and ask for the full content to be mailed.

The actual written notification that a child has been identified as having a substantial reading deficiency does need to be a hard copy, either mailed or hand-delivered to the parent. I would also say the student's individual performance information used to identify the reading deficiency (see (I)(6)) should also be provided physically along with the notification itself.

If a district chooses to make some of the lengthier, non-individualized information available online as the default format, they do need to be prepared to provide it in hard copy at no charge quickly and conveniently (…convenient for the parent). No charge means no printing fees either, even nominal per-page fees.

12. Can you share 3rd grade end of year scaled score for STAR reading?

This is the communication provided to the OSDE from Renaissance's Heather Tennyson, District Account Executive:

*"In keeping with the state requirements for students to be at the 40th percentile in the spring of 3rd grade to meet the alternate assessment requirement, the cut scores for Star Early Learning (this solution includes Star Early Literacy and Star Reading) have not changed. As noted in the state's Oklahoma K-3 Screening Instruments for Reading guidance document, the cut score for Star Reading is a **scaled score of 393** in order to meet this 40th percentile benchmark for minimum demonstration of third-grade-level proficiency.*

Please note that the benchmark performance levels vary for each grade level available in Star Early Literacy; however, by third grade, students with a minimum of grade-level proficiency will have transitioned out of Star Early Literacy and will be taking the Star Reading assessment. For this reason, you will want to be sure to use Star Reading when determining the third-grade proficiency level for RSA reporting purposes, and utilize the score equivalent to the 40th percentile in the spring of 3rd grade – which was and is 393."

13. Where can we get the template for documenting the exemption?

Reading Sufficiency
RSA Coordinators/ Teachers

http://sde.ok.gov/sde/rsa-coordinators-distict-administrators-reading-sufficiency

Sample Documents

*(These documents are **samples** that meet the criteria for recent legislative amendments to the Reading Sufficiency Act.)*

Notices and Letters - *revised for 2016-17*

- Third Grade Proficiency Notice
- Third Grade Retention Letter
- Progression Letter
- Struggling Reader Letter

14. Will there be any allowances made for students who score Proficient over all, but do not meet criteria?

No. The law does not provide flexibility on performance on the OSTP. However, remember that students have four other paths to promotion that the Reading team should review.

15. Was the language removed concerning the number of students that should be in a "small group"?

There is no state requirement for the number of students that should be in a "small group." However, research says, "Typically, depending on the model of RTI being used, small groups (for Tier 2) consist of anywhere from about 5 to 8 children...The groups of students at Tier 3 are of much smaller sizes, ranging from 3 to 5 children, with some models using one-to-one instruction."
http://rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model

16. Question regarding last year's 4th grades moving to 5th. If they were on an APP in 2015-2016 and scored limited knowledge or unsatisfactory on the 4th grade OSTP (formerly OCCT), are they still required to remain on an APP in 5th for this year?

If a fourth grade student was on an APP in 2015-2016, scored *Limited Knowledge* or *Unsatisfactory* but met RSA criterion, they are no longer required to remain on an APP." However, the student's grade level performance should indicate whether or not to continue remediation services.