

Parents' Guide to Reading Sufficiency Act

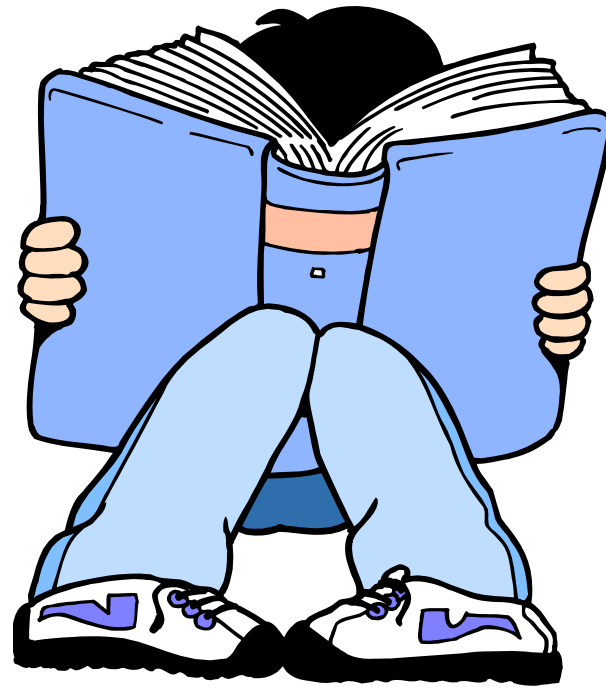
Reading Sufficiency Act

70 O.S. § 1210.508A
70 O.S. § 1210.508B
70 O.S. § 1210.508C
70 O.S. § 1210.508D
70 O.S. § 1210.508E
OAC 210-15-27

Presented by:

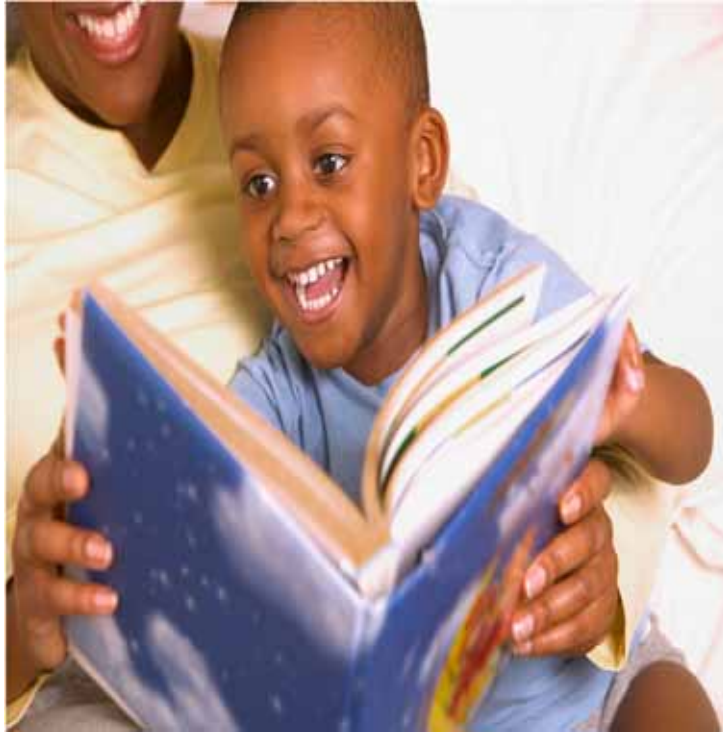
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Learning
to Read is
NOT
natural





Reading
What is more
effective?

**Pre Kindergarten
Intervention
or
Third-Grade
Remediation**



What is more effective for prevention of reading difficulties?

Pre Kindergarten Intervention

- Alphabetic Code
- Early establishment of efficient **phonemic decoding skills** is critical
- Many children struggle in learning in acquiring **phonics skills** because they are slow to develop **phonological awareness**
- **Vocabulary** (extensive word knowledge) this becomes particularly important to **comprehension** performance at about third grade

Third-Grade Remediation

- Inaccurate readers
- Don't read independently because there are too many words they can't decode on their own.
- Miss out on 1 or 2 years of productive reading practice.



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Catch Them Before They Fall

CATCH THEM BEFORE THEY FALL

Identification and Assessment
To Prevent Reading Failure in Young Children

By JOSEPH K. TORGESSEN

ONE of the most compelling findings from recent reading research is that children who get off to a poor start in reading never catch up. In several studies, however, the poor first-grade reader at most invariably continues to be a poor reader (Francis, Sharwitz, Lesling, Shaywitz, & Fletcher, 1996; Torgesen & Burgess, 1998). And the consequences of a slow start in reading become monumental as they accumulate exponentially over time. As Stanovich (1986) pointed out in his well-known paper on the "Matthew effect" (the rich get richer and the poor get poorer) associated with failure to acquire early word reading skills, these consequences range from negative attitudes toward reading (Oki & Paris, 1986), to reduced opportunities for vocabulary growth (Nagy, Herman, & Anderson, 1983), to missed opportunities for development of reading comprehension strategies (Brown, Palincsar, & Powell, 1986), to less actual practice in reading than other children receive (Adington, 1984).

skills at roughly normal levels throughout the early elementary school period. Although adequate development of these skills in first grade does not guarantee that children will continue to maintain normal growth in second grade without extra help, to the extent that we allow children to fall seriously behind at any point during early elementary school, we are moving to a "remedial" rather than a "preventive" model of intervention. Once children fall behind in the growth of critical word reading skills, it may require very intensive interventions to bring them back up to adequate levels of reading accuracy (Allington & McGill-Francis, 1994; Vaughn & Schumm, 1996), and reading fluency may be even more difficult to restore because of the large amounts of reading practice that is lost by children each month and year that they remain poor readers (Rahmtlo, Ingesci, & Vajzer, 1997).

The purpose of this article is to provide practical advice about methods to prevent reading failure that is





Third Grade Graduation Law

The law outlines the adults' responsibilities in a student's academic career, leading up to and including third grade, who endorse the student reading on a third grade level before entering fourth grade.



Third Grade Graduation Law

- Oklahoma law states third-graders who score Unsatisfactory in reading on the OCCT must be retained (not promoted to fourth grade) with the exception of students who fit the Six Good Cause Exemptions.



Third Grade Graduation Law

- If a third grade student continues to have a reading deficiency indicated by an Unsatisfactory on OCCT and the child does not fit the Six Good Cause Exemptions, then another year is necessary (retention) for the child to have **intensive instruction** and more time to **catch up** in reading.





Third grade retention does not mean that the child failed, the school failed, or the parents failed.

The child must have intensive instruction and more time to catch up in reading.



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Academic Progress Plan

(APP)



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What is the Academic Progress Plan (APP)?

Describes the child's specific reading difficulties and includes:

- Identification of assessments used for diagnostic purposes and periodic monitoring
- The results of the assessment used to identify the reading deficiency



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Which Students Have The Academic Progress Plan (APP)?

The law requires schools to develop an **Academic Progress Plan (APP)** for each student who is retained or reading below grade level.



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Why Have The Academic Progress Plan (APP)?

- Intensive teaching practices that will be used to help the child catch up in reading.
- Provided during regular school hours in addition to the regular reading instruction.
- Each student's progress will be monitored frequently.
- This intensive help will be provided until the reading deficiency is corrected.



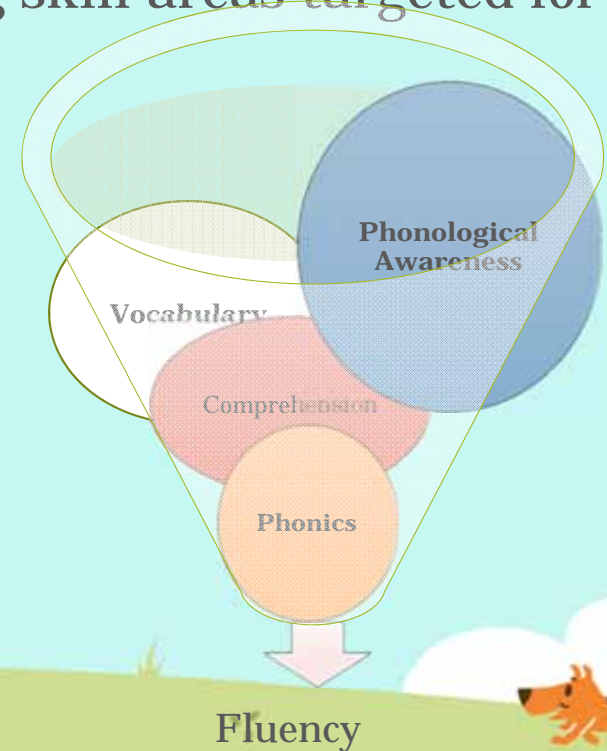
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What Is In The Academic Progress Plan (APP)?

A list of the developmental reading skill areas targeted for improvement

- phonological awareness
- phonics
- reading fluency
- vocabulary
- comprehension
- spelling



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What Else Is In The Academic Progress Plan (APP)?

- A description of the supplemental and/or remedial services and supports provided to the student
- Identification of any collaborative services provided to the child in order to facilitate the APP (i.e., Title I, IDEA, ELL/Title III).



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What Else Is In The Academic Progress Plan (APP)?

- A description of
parental involvement
strategies



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Three-tiered Response to Intervention (“RtI”) model

For purposes of the Reading Sufficiency Act, a
“program of reading instruction”



Tier I Intervention

For students identified for Tier I intervention,

- a minimum of ninety minutes of
- uninterrupted
- daily
- scientific-research-based reading instruction



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Tier II intervention

For students identified for Tier II intervention,

- at least thirty to forty-five minutes of
- additional
- uninterrupted
- daily
- scientific-research-based reading instruction
- in addition to the ninety minutes of uninterrupted daily reading instruction provided under Tier I



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Tier III Intervention

For students identified for Tier III intervention,

- at least forty-five to sixty minutes of
- additional
- uninterrupted
- daily
- scientific-research-based reading instruction
- in addition to the ninety minutes of uninterrupted daily reading instruction provided under Tier I.



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Intensive Intervention and Intensive Acceleration



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Intensive Interventions

In Addition to RtI

- Small group instruction
- Reduced teacher-student ratio
- More frequent progress monitoring
- Tutoring or mentoring
- Transition classes containing third- and fourth-grade students
- Extended school day, week, or year
- Summer Academy Reading Program



Intensive Interventions

Students must also be offered at least one of the following options:

- Supplemental scientific research-based reading
- Tutoring before or after school
- A parent-guided Read at Home assistance plan
- A mentor or tutor with specialized reading training
- Once the intensive instruction has begun, the student's progress will be checked frequently so the teaching strategies may be adjusted if necessary.



Intensive Acceleration Class

If a student has already been retained once in third grade and then scores an Unsatisfactory again,

- the school must provide an intensive acceleration class that focuses on
 - increasing the **child's reading level at least two grade levels**
 - **in one school year.**



Intensive Acceleration Class must:

- Have a reduced teacher-student ratio
- Have a high-performing teacher
- Provide uninterrupted reading instruction for most of the school day



Intensive Acceleration Class

- Must give students the opportunity to master the fourth-grade Oklahoma C3 Standards in other core subject areas
- Provide intensive language and vocabulary instruction using a scientifically research-based program, including the use of a speech-language therapist



Intensive Acceleration Class

- Must monitor student progress weekly
- The district must also offer this student the option of being served in a transitional instructional setting designed to help them meet the fourth-grade Oklahoma C3 Standards, while continuing the remediation of the reading deficiency.



Mid Year Promotion

If the child can demonstrate the required reading level before the start of the next school year, he/she may be promoted to fourth grade.



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SIX GOOD CAUSE EXEMPTIONS FROM THIRD-GRADE RETENTION



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GOOD CAUSE EXEMPTIONS

Some third graders who score Unsatisfactory on the OCCT reading may be exempted from the retention requirement and be promoted to fourth grade. This is called a good-cause exemption. Good-cause exemptions are only given to the following students:



1

One of SIX GOOD CAUSE EXEMPTIONS FROM THIRD-GRADE RETENTION

Be identified as Limited-English Proficient (LEP)/English Language Learner (ELL) on a screening tool approved by the Oklahoma State Department of Education Office of Bilingual/Migrant Education



1

One of SIX GOOD CAUSE EXEMPTIONS FROM THIRD-GRADE RETENTION

Have a Language Instruction Educational Plan (LIEP) in place prior to the administration of the third grade criterion referenced test;



1

One of SIX GOOD CAUSE EXEMPTIONS FROM THIRD-GRADE RETENTION

The student must have had less than two (2) years of instruction in an English Language Learner (ELL) program.





Two of SIX GOOD CAUSE EXEMPTIONS FROM THIRD-GRADE RETENTION

Students with disabilities who are assessed with alternate achievement standards (AA- AAS) under the Oklahoma School Testing Program (OSTP) with the Oklahoma Alternative Assessment Program (OAAP) qualify for the good cause exemption. The student must be identified as needing special education services prior to the administration of the third grade criterion referenced test



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Two of SIX GOOD CAUSE EXEMPTIONS FROM THIRD-GRADE RETENTION

The student must have an Individualized Education Program (IEP) in place prior to the administration of the third grade criterion referenced test and the student's IEP must direct that the student is to be assessed with alternate achievement standards through the Oklahoma Alternative Assessment Program (OAAP) based upon the OSDE Criteria Checklist for Assessing Students with Disabilities on State Assessments.



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Three of SIX GOOD CAUSE EXEMPTIONS FROM THIRD-GRADE RETENTION

To promote a student using an alternative standardized reading assessment, the following criteria shall apply: The student must score an acceptable level of performance on an approved alternative standardized reading assessment. The following are approved alternative standardized reading assessments that may be used to justify a good cause promotion. The listed score constitutes an acceptable level of performance, and the student must score at or above the following percentiles:



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Three of SIX GOOD CAUSE EXEMPTIONS FROM THIRD-GRADE RETENTION

- Stanford Achievement Test, Tenth Edition, (SAT 10)-45th Percentile
- Iowa Test of Basic Skills (ITBS) **Complete Battery**, Form A, C or E, Level 9, Reading Comprehension -45th Percentile
- Iowa Test of Basic Skills (ITBS) **Core Battery**, Form A, C, or E, Level 9, Reading Comprehension – 45th Percentile
- TerraNova, Third Edition Complete Battery Level 13, Reading– 45th Percentile



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Three of SIX GOOD CAUSE EXEMPTIONS FROM THIRD-GRADE RETENTION

Alternative standardized reading assessments may only be administered following the administration of the Reading portion of the third grade criterion-referenced test.

- The spring test form of the exam shall be administered.
- An approved alternative standardized reading assessment may be administered at any time prior to the start of the next academic year,
- if there are at least thirty calendar days between administrations and different test forms are administered.



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Four of SIX GOOD CAUSE EXEMPTIONS FROM THIRD-GRADE RETENTION

To promote a student based on evidence from the Student Portfolio,

- Student Portfolio shall include evidence demonstrating the student's mastery of the Oklahoma state standards in reading equal to grade level performance on the Reading portion of third grade OCCT.
- Such evidence shall be documented through an organized collection of work representing the student's mastery of such standards



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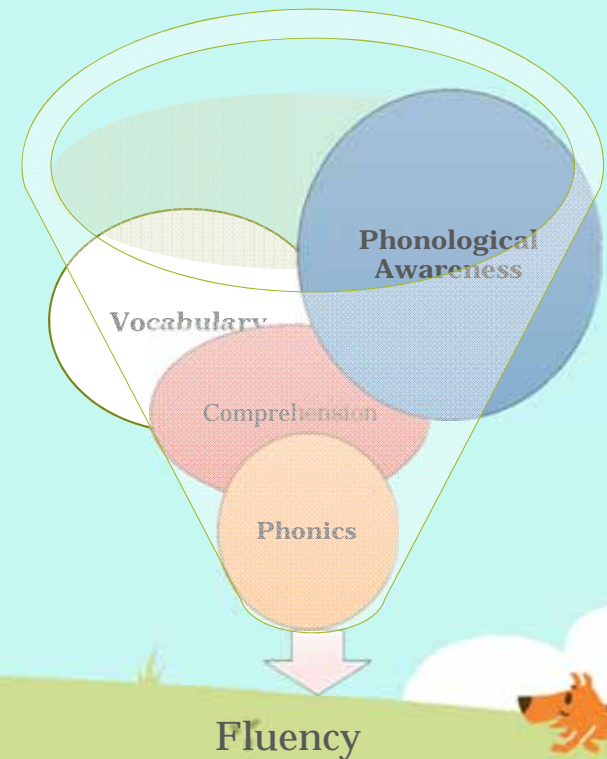


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Four of SIX GOOD CAUSE EXEMPTIONS FROM THIRD-GRADE RETENTION

➤ including a demonstration of mastery of all of the following essential components of reading:

- Phonological Awareness,
- Phonics
- Vocabulary
- Automaticity/Fluency
- Comprehension
- Spelling/Writing



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Four of SIX GOOD CAUSE EXEMPTIONS FROM THIRD-GRADE RETENTION

The student portfolio shall include clear evidence that the standards assessed by the Reading portion of the third grade OCCT have been met. Clear evidence must include multiple choice items and passages

- that are 50% literary text and 50% expository text
- that are between 200-600 words,
- with an average of 350 words.



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Four of SIX GOOD CAUSE EXEMPTIONS FROM THIRD-GRADE RETENTION

Such evidence could consist of: Chapter or unit tests from the district's adopted core reading curriculum that are aligned with the Oklahoma State Standards or Teacher-prepared assessments.



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Four of SIX GOOD CAUSE EXEMPTIONS FROM THIRD-GRADE RETENTION

Each standard and objective assessed by the Reading portion of the third grade OCCT must include a minimum of four work samples of mastery whereby the student attained a grade of 70% or above.

Demonstrating mastery of each objective for each standard is required.



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Five of SIX GOOD CAUSE EXEMPTIONS FROM THIRD-GRADE RETENTION

Students with disabilities who participate in the statewide criterion-referenced test and have an IEP may qualify for a good cause exemption.

To qualify for this exemption, the student must meet the following criteria:

- The student must have been previously retained in kindergarten, first grade, second grade, or third grade.



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Five of SIX GOOD CAUSE EXEMPTIONS FROM THIRD-GRADE RETENTION

- The student's IEP must identify Reading as an area of education need for the student or
- identify some type of special education service in the area of reading and
- reflect that the student has received intensive remediation for more than two years.
- Intensive remediation may include any type of program offering intensive reading instruction that is identified as appropriate by the IEP team.



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Six of SIX GOOD CAUSE EXEMPTIONS FROM THIRD-GRADE RETENTION

Students who demonstrate a reading deficiency and have been previously retained may qualify for a good cause exemption. To qualify for this exemption, the student must meet the following criteria:

- The student must have been previously retained in kindergarten, first grade, second grade, or third grade for a total of two years and
- The student must have received intensive reading instruction for two or more years.



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Available Resources

Oklahoma SDE Web pages:

<http://ok.gov/sde/reading-sufficiency-act>

<http://ok.gov/sde/reading-and-literacy>

<http://ok.gov/sde/parent-resources>

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