

<b>Reading Sufficiency Act Testing and Procedures</b>	<b>E.18</b>
<i>Adopted: August 14, 2012  Revised: November 12, 2013;  November 11, 2014; September 8,  2015; October 11, 2016</i>	

Every student enrolled in kindergarten, first, second, and third grades shall be assessed at the beginning and end of each school year using a screening instrument approved by the State Board of Education for the acquisition of reading skills including, but not limited to, phonemic awareness, phonics, reading fluency, vocabulary, and comprehension, 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 program of reading instruction designed to enable the student to acquire the appropriate grade level of reading skills.

Progress of Reading Instruction and Proficiency Team

Beginning with students who entered the first grade in the 2011-2012 school year, the program of reading instruction shall align with the State subject matter standards and shall include provisions of the Reading Enhancement and Acceleration Development (READ) Initiative adopted by the school district. The plan may include, but is not limited to:

1. Sufficient additional in-school instructional time sufficient for the acquisition of phonemic awareness, phonics, reading fluency, vocabulary, and comprehension,
2. If necessary, tutorial instruction after regular school hours, on Saturdays, and during the summer,
3. Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills as identified in the student’s program of reading instruction.

A student enrolled in first or second grades who has been assessed 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 the:

1. The parent or guardian of the student,
2. The teacher assigned to the student who had responsibility for reading instruction in that academic year,
3. A teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student, and
4. A certified reading specialist, if one is available.

Throughout the school year progress monitoring shall continue, and diagnostic assessment, if determined appropriate, shall be provided. Year-end reading skills shall be measured to determine reading success. The program of reading instruction shall continue until the student is determined by the results of approved reading assessments to be reading on grade level. If a reading instruction program is being provided for a student on an Individualized Education Program (IEP), a special education teacher must be consulted and the plan may be a separate document from the IEP, or an IEP team meeting may be convened and the plan could then be included in the student's IEP.

#### Grade Promotion After Participation in Summer Academy Programs

If, by the end of the second quarter of the school year, a teacher determines that a third grade student is not reading at grade level, the parent or guardian shall be notified of the student's current reading level, the proposed program of reading instruction for the student, and the potential need for the student to participate in a summer academy or other program designed to assist the student in attaining grade-level reading skills.

A teacher who determines that a third grade student is unable to meet the reading competencies required for completion of third grade may, after consultation with the parent or guardian of the student, recommend that the promotion of the student to the fourth grade be contingent upon the participation in, and successful completion of the required reading competencies, at a summer academy or other program. If the student does not participate in the summer academy or other program or does not successfully complete the reading competencies in the summer academy or other program, the student shall be retained in the third grade.

#### Program of Reading Instruction and Retention

For any third grade student not reading at grade level, as determined by the screening instruments for the acquisition of reading skills approved by the State Board of Education, a new program of reading instruction shall be developed and implemented. The new program of reading instruction shall include provisions of the READ Initiative adopted by the school district and may include specialized tutoring. If possible, a fourth-grade teacher shall be involved in the development of the program of reading instruction.

The parent of any student who is found to have a reading deficiency and is not reading at the appropriate grade level, and has been provided a reading assessment plan, shall be notified in writing of the following:

1. That the student has been identified as having a substantial deficiency in reading;
2. A description of the current services being provided to the student pursuant to a conjoint measure model such that a reader and a text are placed on the same scale;
3. A description of the proposed supplemental instructional services designed to remediate the reading deficiency that will be provided to the student;

4. That the student will **not** be promoted to the fourth grade if the reading deficiency is not remediated by the end of the third grade, unless the student is otherwise promoted pursuant to the school district's Student Retention and Promotion Policy or is exempt for good cause;
5. Strategies for parents to use in helping their child succeed in reading proficiency;
6. Third grade level performance scores of the student;
7. That, while the results of statewide assessments are the initial determinant, they are not the sole determiner of promotion and that portfolio reviews and assessments are also available in considering promotion or retention;
8. The specific criteria and policies of the school district for mid-year promotion.

For students who do not meet the academic requirements for promotion, the school district may promote the student only as provided for in the school district's Student Retention and Promotion Policy. For details on the good-cause exceptions and other requests to exempt students from the academic requirements for promotion, see the school district's Student Promotion and Retention Policy.

Students who score below the proficient level on the reading portion of the statewide third-grade assessment and who are not subject to a good cause exemption, and who do not qualify for promotion or "probationary promotion," shall be retained in the third grade and provided intensive instructional services and supports.

#### Instruction and Interventions for Retained Students

The school district shall conduct a review of the reading instruction program for all students who score below the proficient level on the reading portion of the statewide assessment administered to the student. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. A student portfolio shall be completed for each retained student.

Students retained due to a reading deficiency will be provided intensive interventions in reading as well as intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of ninety (90) minutes of daily, uninterrupted, scientific-research based reading instruction. Retained students shall be provided other strategies prescribed by the school district, which may include, but are not limited to:

1. small group instruction,
2. reduced teacher-student ratios,
3. more frequent progress monitoring,
4. tutoring or mentoring,
5. transition classes containing third and fourth grade students,

6. extended school day, week, or year, and
7. summer reading academies, if available.

Additionally, students who are retained will be provided a high-performing teacher who can address the needs of the student, based on student performance data and above-satisfactory performance appraisals. In addition to the required reading enhancement and acceleration strategies, students who are retained will be provided at least one of the following instructional options:

1. supplemental tutoring in scientific research based reading programs in addition to the regular reading block, including tutoring before or after school,
2. a parent-guided “Read at Home” assistance plan developed by the State Department of Education,
3. a mentor or tutor with specialized reading training.

The school district may, in accordance with rules of the State Board of Education, use subsequent assessments, alternative assessments, or portfolio reviews in order to reevaluate a retained third grade student for mid-year promotion to the fourth grade. See the school district’s Promotion and Retention Policy for details on mid-year promotion.

Copies of the results of all assessments administered shall be made a part of the student’s permanent record.

#### Reading Enhancement and Acceleration Development (READ) Initiative

The school district establishes the following READ Initiative. The focus of the school district’s READ Initiative is to prevent the retention of third grade students by offering intensive accelerated reading instruction to third grade students who have failed to meet the reading standards for promotion to fourth grade, and to kindergarten through third grade students who are exhibiting a reading deficiency.

The school district’s READ Initiative will be provided to all kindergarten through third grade students at risk of retention as identified by the reading assessments administered to the student. The school district’s READ Initiative program will be provided during regular school hours in addition to the regular reading instruction and will provide a state approved reading curriculum that at a minimum, meets the following specifications:

1. assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level,
2. provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension,
3. provides scientific–research-based and reliable assessment,
4. provides initial and ongoing analysis of the reading progress of each student,

5. is implemented during regular school hours,
6. provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects,
7. establishes at each school an Intensive Acceleration Class for retained third-grade students who subsequently score below the proficient level on the reading portion of the statewide assessments. The focus of the Intensive Acceleration Class shall be to increase the reading level of a child at least two grade levels in one school year.
8. provide reports to the State Department of Education, upon request, on the specific intensive reading interventions and support implemented,
9. provide to a student who has been retained in the third grade and has received intensive instructional services but is still not ready for grade promotion, the option of being placed in a transitional instructional setting. A transitional instructional setting shall specifically be designed to produce learning gains sufficient to meet fourth grade performance standards while remediating the student's areas of reading deficiency.

The Intensive Acceleration Class shall:

1. be provided to any student in the third grade who scores below the proficient level on the reading portion of the statewide assessments and who was retained in the third grade the prior year because of scoring below the proficient level on the reading portion of the statewide assessment,
2. have a reduced student-teacher ratio,
3. provide an uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the fourth grade state standards in other core subject areas,
4. use a reading program that is scientific-research-based and has proven results in accelerating student reading achievement within the same school year,
5. provide intensive language and vocabulary instruction using a scientific-research-based program, including use of a speech-language therapist,
6. include weekly progress monitoring measures to ensure progress is being made, and
7. provide reports outlining the progress of students in the class at the end of the first semester to the State Department of Education.

## Board of Education Reporting Requirements

In addition to other reporting requirements under the Reading Sufficiency Act, the board of education shall annually report to the parent or guardian of each student in the district the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The board of education shall report to the parent or guardian of each student the results of each statewide assessment. The evaluation of the progress of each student shall be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information. The progress of each student will be provided in writing to the student's parent or guardian.

Additionally, the board of education will annually publish on the district's website, and report in writing in the format prescribed by the State Department of Education, to the State Board of Education by September 1 of each year the following information on the prior school year:

1. the progression of the district's students identified as having reading deficiencies and the policies and procedures of the school district on student retention and promotion,
2. by grade, the number and percentage of all students in grades three through ten performing below the proficient level on the reading portion of the statewide assessment,
3. by grade, the number and percentage of all students retained in grades three through ten,
4. information on the total number and percentage of students who were promoted for good cause, by each category of good cause as specified in the District's Promotion and Retention Policy, and
5. any revisions to the policies of the school district on student retention and promotion from the prior year.

Reference: 70 OKLA. STAT. §1210-508C, 70 OKLA. STAT. §1210-508E