

Strong Readers Required Website Information

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Strong Readers Student Data	Kindergarten	% of Kindergarten Students
Total number of students in grade-level	26	Not Applicable
Total number of students on an IEP	<10	Not Applicable
Number of students who have been enrolled in the district for less than 2 years	<10	Not Available
Number of students who did not meet grade-level target on the screener	11	42%
Number of students who demonstrated proficiency on the screener	15	58%
Number of students who are on an IEP and demonstrated proficiency on the screener	<10	N/A

Strong Readers Student Data	First Grade	% of First Grade Students
Total number of students in grade-level	36	Not Applicable
Total number of students on an IEP	<10	Not Applicable
Number of students who have been enrolled in the district for less than 2 years	<10	Not Available
Number of students who did not meet grade-level target on the screener	<10	Not Available
Number of students who demonstrated proficiency on the screener	32	89%
Number of students who are on an IEP and demonstrated proficiency on the screener	<10	N/A

Strong Readers Student Data	Second Grade	% of Second Grade Students
Total number of students in grade-level	23	Not Applicable
Total number of students on an IEP	<10	Not Applicable
Number of students who have been enrolled in the district for less than 2 years	<10	Not Available
Number of students who did not meet grade-level target on the screener	<10	Not Available
Number of students who demonstrated proficiency on the screener	16	70%
Number of students who are on an IEP and demonstrated proficiency on the screener	<10	0%

Strong Readers Student Data	Third Grade	% of Third Grade Students
Total number of students in grade-level	27	Not Applicable
Total number of students on an IEP	<10	Not Applicable
Number of students who have been enrolled in the district for less than 2 years	<10	Not Available
Number of students who did not meet grade-level target on the screener	15	56%
Number of students who demonstrated proficiency on the screener	12	44%
Number of students who are on an IEP and demonstrated proficiency on the screener	<10	0%

Strong Readers School Data	Description
Number of staff implementing the provisions of the Strong Readers Act	7
Average daily classroom time devoted to implementing the provisions of the Strong Reader	90 minutes
School District Board of Education Policy to implement the provisions of the Strong Readers Act	

District Expenditures	Included Expenses	Amount
Instruction	Books, technology, and salaries	\$389.61
Instructional Staff Training	Registration, travel, or stipends related to literacy trainings	\$101.65
Academic Student Assessment	Diagnostic and progress monitoring assessments	\$2,633.75
Vehicle Operation Services	Salaries for summer school bus drivers	\$0.00
Total		\$3,125.01

STRONG READERS ACT READING SUFFICIENCY TESTING

~~Reading sufficiency testing will be conducted in this school district to ensure that each student has attained the necessary reading skills upon completion of the third grade.~~

To identify students who have a reading deficiency including students with characteristics of dyslexia, every student enrolled in kindergarten, first, second, and third grades shall be assessed at the beginning, middle, 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 phonological awareness, phonics, decoding, reading fluency, vocabulary, and comprehension. Any student who is assessed and found not to be meeting reading at the appropriate grade level targets before the close of each school year shall be provided a program of reading instruction designed to enable the student to acquire the appropriate grade level reading skills. The program of reading instruction required shall be based on scientific reading research and shall align with the subject matter standards adopted by the State Board of Education and shall include provision of the READ Initiative adopted by the school district. A program of reading instruction shall also include, but not be limited to:

1. Sufficient additional in-school instructional time for the acquisition of phonemic phonological awareness, phonics, spelling decoding, reading fluency, vocabulary, and comprehension;
2. If necessary, and if funding is available, tutorial instruction after regular school hours, on Saturdays, and during the summer; however, such instruction may not be counted toward the 180 day or 1080 hour school year required by law;
3. Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonemic phonological awareness, phonics, spelling decoding, reading fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction;
4. High-quality instructional materials grounded in scientifically based reading research, and
5. A means of providing every family of a student in prekindergarten, kindergarten, first, second, and third grade access to free online evidence-based literacy instruction resources to support the student's literacy development at home.

A student enrolled in kindergarten, first, second, or third grade who exhibits a deficiency in reading at any time based upon the screening instrument shall receive an individual reading intervention plan no later than thirty (30) days after the identification of the deficiency in reading. The reading intervention plan shall be provided in addition to core reading instruction that is provided to all students. The reading intervention plan shall:

1. Describe the research-based reading intervention services the student will receive to remedy the deficiency in reading,
2. Provide explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension as applicable,
3. Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to the student's needs; and

4. Continue until the student is determined to be meeting grade-level targets in reading based on screening instruments or assessments.

STRONG READERS READING SUFFICIENCY ACT (Cont.)

~~The program will be continued until the student is determined by the results of approved reading assessments to be meeting grade level targets in reading. The program of reading instruction for each student shall be developed by a Student Reading Proficiency Team and shall include supplemental instructional services and supports in reading until the student is determined by the results of a screening instrument to be meeting grade level targets in reading. Each team for a first or second grade student shall be composed of:~~

- ~~a. The parent(s) 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.~~

~~Teams for third grade students shall be comprised of:~~

- ~~a. The parent(s) 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 in reading who teaches in the subsequent grade level, and~~
- ~~d. A certified reading specialist.~~

The district strong readers reading sufficiency plan shall be adopted and annually updated, with input from school administrators, teachers, and parents and legal guardians, and if possible a reading specialist, and which shall be submitted to and approved by the State Board of Education. This plan shall include a plan for each site that includes an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized which outlines how each school site shall comply with the provision of the Strong Readers Reading Sufficiency Act.

Beginning with the 2022-2023 school year, any student enrolled in first, second, or third grade who is assessed through the Strong Readers Reading Sufficiency Act and is not meeting grade level targets in reading after the beginning of the year assessment shall be screened for dyslexia. Screening may also be requested for a student by his or her parent or guardian, teacher, counselor, speech-language pathologist or school psychologist.

REFERENCE: 70 O.S. §1210.508A, et seq.

NOTE: Referenced statute requires each school district to adopt and annually update a district plan that includes a plan for each site, and which outlines how each school site will comply with the provisions of the Reading Sufficiency Strong Readers Act.