

Strong Readers Required Website Information



OKLAHOMA
Education

Strong Readers Student Data	Kindergarten	% of Kindergarten Students
Total number of students in grade-level	8	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	100%
Number of students who did not meet grade-level target on the screener	<10	63%
Number of students who demonstrated proficiency on the screener	<10	38%
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	10	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	20%
Number of students who did not meet grade-level target on the screener	<10	90%
Number of students who demonstrated proficiency on the screener	<10	10%
Number of students who are on an IEP and demonstrated proficiency on the screener	<10	0%

Strong Readers Student Data	Second Grade	% of Second Grade Students
Total number of students in grade-level	<10	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	33%
Number of students who did not meet grade-level target on the screener	<10	67%
Number of students who demonstrated proficiency on the screener	<10	33%
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	<10	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	20%
Number of students who did not meet grade-level target on the screener	<10	80%
Number of students who demonstrated proficiency on the screener	<10	20%
Number of students who are on an IEP and demonstrated proficiency on the screener	<10	N/A

Strong Readers School Data	Description
Number of staff implementing the provisions of the Strong Readers Act	6
Average daily classroom time devoted to implementing the provisions of the Strong Readers Act	90 Minutes
School District Board of Education Policy to Implement the provisions of the Strong Readers Act	Policy EKAB

District Expenditures	Included Expenses	Amount
Instruction	Books, technology, and salaries	\$10,000.00
Instructional Staff Training	Registration, travel, or stipends related to literacy trainings	\$0.00
Academic Student Assessment	Diagnostic and progress monitoring assessments	\$1,200.00
Vehicle Operation Services	Salaries for summer school bus drivers	\$0.00
Total		\$11,200.00

Lindel Fields
State Superintendent of Public Instruction
Oklahoma State Department of Education

Strong Readers Act - End-Of-Year Report

Fiscal Year - 2026

Site Code: 70-I001-105

District: YARBROUGH

Site: YARBROUGH ES

Contact Name: Sydni Smith
 Contact Phone: 580-545-3329
 Contact Email: ssmith@yarbrough.k12.ok.us

Amira

The same universal screening assessment was administered site-wide: Yes

Kindergarten	See Above
First Grade	See Above
Second Grade	See Above
Third Grade	See Above

Assessment utilized for characteristics of dyslexia: Amira

The same dyslexia screening assessment was administered site-wide: Yes

Kindergarten	See Above
First Grade	See Above
Second Grade	See Above
Third Grade	See Above

 Number of **trained** teachers who administered the screening assessment: 3

Student Literacy Intervention Plan
Initial BOY = The number of students reported as not meeting the grade-level target on the BOY report.

Entered = The number of students identified as not meeting the grade-level target on an approved universal screener after the BOY report was submitted, including current students and students who moved to the school site mid-year.

Exited = The number of students who were identified as not meeting the grade-level target and moved away from the school site after the BOY report was submitted.

Completed - On Level = The number of students who were below the grade-level target at some point in the year and are now reading on grade level.

Completed - Not On Level = The number of students who were below the grade-level target at some point in the year and are still below grade level target. (system calculated after the report is saved)

Improved = The number of students who improved 1 or more tiers during the school year.

Grade	Initial (BOY)	Entered Program	Exited Program	Completed Program - On Level	Completed Program - Not On Level	Improved
K	5	0	1	3	1	2
1	9	0	0	8	1	2
2	2	0	0	1	1	0
3	4	0	0	4	0	1

Risk for Characteristics of Dyslexia
Number Screened = Number of students screened for risk of characteristics of dyslexia.

At-Risk for Characteristics of Dyslexia = Number of students identified as being at-risk for characteristics of dyslexia

Intervention In School = Number of students receiving intervention for characteristics of dyslexia during the school day and in the school setting, provided by school personnel.

Intervention Outside of School = Number of students receiving intervention for characteristics of dyslexia outside of the school day or from a private tutor at any time of the day

Grade	Number Screened	At-Risk for Characteristics of Dyslexia	Intervention in School	Intervention Outside of School
K	5	2	2	0
1	9	0	0	0
2	2	1	1	0
3	4	0	0	0

Website Requirements
Newly Enrolled Students = The number of currently enrolled students who have not been continuously enrolled since Oct. 1st of the previous school year.

Proficient = The total number of students who demonstrated proficiency (60th PR) on the screener at BOY, MOY, or EOY.

IEP Proficient = The number of students on an IEP who demonstrated proficiency (60th PR) on the screener at BOY, MOY, or EOY.

Grade	Newly Enrolled Students	Proficient	IEP Proficient
K	2	0	0
1	1	0	0
2	1	0	0
3	1	0	0

STRONG READERS ACT

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 reading skills including, but not limited to, phonological awareness, decoding, fluency, vocabulary, and comprehension. Any student who is assessed and found not to be meeting grade level targets 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. A program of reading instruction shall also include, but not be limited to:

1. Sufficient additional in-school instructional time for the acquisition of phonological awareness, decoding, 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, phonological awareness, decoding, 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 ACT (Cont.)

The district strong readers 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 Act.

Beginning with the 2022-2023 school year, any student enrolled in first, second, or third grade who is assessed through the Strong Readers 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.