MANGUM PUBLIC SCHOOLS
STRONG READERS ACT

5.46 Strong Readers Act Testing and Procedures

The Strong Readers Act ensures that reading proficiency is a key factor in grade promotion, while providing high-quality instruction, interventions based on student needs, and clear communication with families. It emphasizes a multi-tiered system of support(MTSS) with the goal of all students reading at or above grade level by the end of third grade.
Paraphrased from 70 O.S. § 1210.508B(B-D)

Universal Screening

Every student in kindergarten, first, second, and third grades shall be assessed at the beginning, middle, and end of each school year for the acquisition of reading skills (phonics, phonemic awareness, vocabulary, comprehension and reading fluency) for the grade level in which enrolled with a screening assessment approved by the State Board of Education. Mangum Public School will be using **Star Early Learning Suite**. Each student who does not meet the grade-level target on the beginning of the year screener must be screened for the risk of dyslexia. Any student assessed and found not to be meeting grade-level targets shall be provided a Student Literacy Intervention Plan (Slip) designed to enable the students to acquire the appropriate reading skills. Any student who does not meet the grade-level target on the screener should be given a diagnostic assessment to determine the focus of the intervention and support that will be provided. Students that are on the SLIP will be given progress monitoring assessments every 4-5 weeks. Parents of students on a SLIP must receive written notification of student progress every 30 days.

Progress of Reading Instruction and Proficiency Team

Multi-Level Prevention System

• **Tier 1,** or core instruction, is **research-based reading instruction** for all students based on the science of how students learn to read and is aligned with the Oklahoma Academic Standards. Tier I instruction provides all students with a minimum of **ninety (90) minutes** of reading instruction **daily**.

• **Tier 2** is **targeted instruction** that is based on the cognitive science of how students learn to read. It is designed to supplement core instruction and address students' reading skill deficits.

• **Tier 3** is **intensive intervention** designed to address students' individual reading skill deficits by targeting the area(s) of greatest need.

Tier 1 Core Instruction

• Initial Screener Score: At or above the **40th Percentile**
• All students receive this instruction. Other intensity levels are **in addition to** Tier I.
• Student Literacy Intervention Plan (SLIP) **NOT NEEDED** • Whole Class: Daily, 90 minutes minimum (required)
• General Education Teacher

Tier 1 + Differentiation

- Initial Screener Score: **26th-39th Percentile**
- Other Considerations: If one or more sub-test scores are **significantly lower** than the target, consider increasing intensity
- Student Literacy Intervention Plan (SLIP) **REQUIRED**
- Recommended group size of **6-8** students that meet **2-4 days/week**
- **May occur within Tier 1** (small group instruction)
- General Education Teacher
- Parents of students on a **SLIP** must receive written notification of student progress every **30 days**.70 O.S. § 1210.508C(H.4)

Tier 2 Supplemental Instruction

- Initial Screener Score: **11th-25th Percentile**
- Other Considerations: Received Tier 1+ differentiated instruction or more than **12 weeks or 3 data** points from progress monitoring without making significant progress
- Student Literacy Intervention Plan (SLIP) **REQUIRED**
- Recommended group size of **6-8** students that meet **3-5 days/week**
- At least 15 minutes **in addition to Tier I**
- General Education Teacher or Interventionist (Pull out or Push In)
- Parents of students on a **SLIP** must receive written notification of student progress every **30 days**.70 O.S. § 1210.508C(H.4)

Tier 3 Intensive Intervention• Initial Screener Score: **1st-10th Percentile**

• Other Considerations: Received Tier 2 instruction for more than **20 weeks or 5 data points** from progress monitoring without making significant progress

• Student Literacy Intervention Plan (SLIP) **REQUIRED**

- Recommended group size of **1-3** students that meet **daily**
- At least 30 minutes **in addition to Tier I**

- Interventionist (Pull out)
- Parents of students on a **SLIP** must receive written notification of student progress every **30 days**.70 O.S. § 1210.508C(H.4)

The program of reading instruction shall be based on scientific reading research and shall align with the State subject matter standards adopted by the State Board of Education, shall be based on a three tiered Response to Intervention ("RtI") model. The plan may include, but is not limited to:

1. Sufficient additional in-school instructional time sufficient for the acquisition of phonological awareness, decoding, fluency, vocabulary, and comprehension,
2. If necessary, and 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 as identified in the student's program of reading instruction.
4. High-quality instructional materials grounded in scientifically based reading research.

A student enrolled in kindergarten, first, second, or third grades 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. **Parents of students on a SLIP must receive written notification of student progress every 30 days.**

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.
5. Required signatures: Reading Specialist, Interventionist, or Teacher with Micro-credential, and an administrator
6. Signed and in place within 30 days of completion of the screening window

7. Parents of students on a SLIP must receive written notification of student progress every 30 days. 70 O.S. § 1210.508C(H.4)

Intervention Rules -

1. Interventions cannot occur during math instruction time.
2. Interventions cannot be provided solely by digital technology.
3. Interventions should consist primarily of direct instruction from a reading specialist or a teacher trained in the science of reading.
4. Rules will be developed for the 27-28 School Year.

The District Strong Readers Plan

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 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 kindergarten, first, second, or third grade who is assessed through the Strong Readers Act 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.

Exemptions

Exemptions to the provisions of the Strong Readers Act may be provided for students who meet at least one of the following criteria.

•The student participates in the **Oklahoma Alternate Assessment Program (OAAP**), as indicated on the Individual Education Program (IEP),and is taught using alternate methods.

•The student's primary expressive or receptive communication is **sign language**.

•The student's primary form of written or read text is **Braille**.

•The student's primary **expressive or receptive language is not English,** the student is identified as an English learner using a state-approved identification assessment, AND the student has had l**ess than one (1) school year of instruction in an English-learner program**.

Decisions to exempt a student should be made with the **IEP team or an EL teacher** working with the student. Documentation is required and should remain in the student's permanent record. **Documentation will cover the student through 3rd grade, with the exception of the EL exemption, which only applies for the current year.** Schools that grant exemptions shall provide ongoing evidence of student progression toward goals with the same frequency as the administration of screening assessments.

REFERENCE: 70 O.S. § 1210.508C(C.1)

Transitional Grades

• Screen as the previous grade
• Remain on SLIP all year regardless of screener scores.
• Count as a year of retention.

Family Notification Requirements

1. **Student Literacy Intervention Plan (SLIP)**

   Families of students who do not meet the grade-level target must be informed of the following in writing within 30 days of the identification of the reading deficiency. **Parents of students on a SLIP must receive written notification of student progress every 30 days.**

   - Identified substantial deficiency in reading.
   - A description of proposed supplemental instructional services and supports
   - The grade-level performance score on an approved assessment
   - Strategies for parents to use in helping their child succeed in reading proficiency
   - Free online evidence-based literacy instruction resources to support the student's literacy development at home.

2. **Characteristics of Dyslexia**

Students who are found to have a reading deficit by the universal screener will then be screened for risk for characteristics of dyslexia using an OSDE-approved screening assessment within **30 days**. Mangum Public Schools will be using **STAR CBM** to assess students. Parents will be notified of the results from the risk assessment within **15 days**.

Families of students who are at-risk for the characteristics of dyslexia should also receive the following:

- Information on the characteristics of dyslexia
- Resources for additional information on

dyslexia.Sample information sheet can be found on the Strong Readers for Schools webpage.

Summer School

A student who is not meeting grade-level targets may, after consultation of the teacher with the family, be recommended for summer school if funds are available. The summer school program should incorporate the content of a scientifically researched-based program and be taught by trained and qualified teachers. Rules changes for summer 2027 a minimum of 70 hours (days and weeks requirements removed).

REFERENCE: 70 O.S. §1210.508E

Required Documentation

1.SLIP (including scores from universal screening dyslexia screening and progress monitoring)

2. Exemption to Strong Readers Provisions (if applicable) and ongoing progress

3. Recommendation to attend Summer School (if funding is available)

Reading Plan

Every school district shall adopt and implement a district strong readers plan which has had input from school administrators, teachers, and parents and legal guardians and a reading specialist, interventionist or certified personnel with an early childhood literacy micro-credential, and which shall be submitted electronically to and approved by the State Board of Education. The plan shall be updated annually. 70 O.S. § 1210.508C(E.1)

Strong Readers Survey

Updated Application in Single Sign On

BOY Report

- Opens August 15th
- Due October 1st

EOY Report

- Opens April 15th
- Due May 30th

Summer School Report – Removed from Survey

- Opens June 1st
- Due July 30th

Website Requirement

- Must be posted on school website by September 1st
- Schools must use the OSDE provided format.
- Guidance for completion can be found on the Strong Readers for Schools webpage.
- Data is to be collected at the site level, except district expenditure information.
- No changes to this requirement for the current year.
- Additional requirements will be added for next year

Ban on “three-cueing”

It is the intent of the Legislature that beginning with the 2025- 2026 school year, school districts and charter schools in this state shall be prohibited from using the three-cueing system model of teaching students to read. For the purposes of this section, the “three-cueing system” means any model of teaching students to read based on meaning, structure, syntax, and visual cues, which

may also be known as meaning, structure, and visual (MSV), balanced literacy, or whole language." 70 O.S. § 1210.508B(F)

Definition of Terms

Grade-level target – the grade-specific benchmark scores established for a state approved screening assessment.

Highly qualified teacher – a teacher with appropriate training and demonstrated competency in evidence-based intervention.

Literacy Coach – educator with expertise in evidence-based instruction who provides job-embedded support such as modeling, observation, and feedback to improve teaching within a multitiered system of supports. The non-evaluative role focuses on strengthening practices and systems.

Multi-tiered system of supports – a framework that provides strong core instruction to all students and increasingly intense levels of support based on student need.

Reading deficiency – performance below grade-level target on screener or diagnostic assessment indicating that a student is not meeting grade-level expectations.

Reading Specialist – an educator who has completed a graduate-level degree in reading and passed the certification exam. They are responsible for designing, delivering or monitoring reading interventions and supporting teachers.

Reading Interventionist – an educator trained in evidence-based reading instruction who provides interventions to students.

Science of Reading–a body of research that explains how individuals learn to read and write and informs explicit, systematic, and cumulative instruction in phonological awareness, decoding, fluency, vocabulary, comprehension, writing, and oral language.

Significant reading deficiency – a reading deficiency that persists despite supplemental interventions and indicates a need for intensive intervention.

70 O.S. § 1210.508B-1