

Strong Readers Required Website Information

Strong Readers Student Data	Kindergarten	% of Kindergarten Students
Total number of students in grade-level	74	Not Applicable
Total number of students on an IEP	16	Not Applicable
Number of students who have been enrolled in the district for less than 2 years	74	100%
Number of students who did not meet grade-level target on the screener	41	55%
Number of students who demonstrated proficiency on the screener	33	45%
Number of students who are on an IEP and demonstrated proficiency on the screener	5	Not Available
Strong Readers Student Data	First Grade	% of First Grade Students
Total number of students in grade-level	78	Not Applicable
Total number of students on an IEP	9	Not Applicable
Number of students who have been enrolled in the district for less than 2 years	19	24%
Number of students who did not meet grade-level target on the screener	48	62%
Number of students who demonstrated proficiency on the screener	30	38%
Number of students who are on an IEP and demonstrated proficiency on the screener	3	33%
Strong Readers Student Data	Second Grade	% of Second Grade Students
Total number of students in grade-level	82	Not Applicable
Total number of students on an IEP	17	Not Applicable
Number of students who have been enrolled in the district for less than 2 years	16	20%
Number of students who did not meet grade-level target on the screener	59	72%
Number of students who demonstrated proficiency on the screener	23	28%
Number of students who are on an IEP and demonstrated proficiency on the screener	2	Not Available
Strong Readers Student Data	Third Grade	% of Third Grade Students
Total number of students in grade-level	82	Not Applicable
Total number of students on an IEP	13	Not Applicable
Number of students who have been enrolled in the district for less than 2 years	19	23%
Number of students who did not meet grade-level target on the screener	54	66%
Number of students who demonstrated proficiency on the screener	28	34%
Number of students who are on an IEP and demonstrated proficiency on the screener	4	Not Available
Strong Readers School Data	Description	
Number of staff implementing the provisions of the Strong Readers Act		29
Average daily classroom time devoted to implementing the provisions of the Strong Readers Act		105
"The reading goal for Oklahoma public schools is as follows: By July 1, 2008, and each year thereafter, one hundred percent (100%) of all third-grade students, excluding those students who have individualized education programs in an area related to reading, pursuant to the Individuals with Disabilities Education Act (IDEA), limited English proficiency, or for whom English is a second language, will read at or above grade level by the end of their third-grade year. 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 grades K, 1, 2, and 3. 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 awareness, phonics, reading fluency, vocabulary, and comprehension. 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 reading skills. The program of reading instruction required shall align with the subject matter standards adopted by the State Board of Education. A program of reading shall also include, but not be limited to: 1. Sufficient additional in-school instructional time for the acquisition of phonemic awareness, phonics, spelling, reading fluency, vocabulary, and comprehension; 2. If necessary, 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 awareness, phonics, reading fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction. The program will be continued until the student is determined not to be in need of remediation. The district reading sufficiency plan shall be adopted and annually updated, with input from school administrators, teachers, and parents, 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 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 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. "	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	\$30,670.46
Instructional Staff Training	Registration, travel, or stipends related to literacy trainings	\$4,445.00
Academic Student Assessment	Diagnostic and progress monitoring assessments	\$0.00
Vehicle Operation Services	Salaries for summer school bus drivers	\$0.00
Total		\$35,115.46