

K – 3  
Reading Sufficiency Act  
&  
Academic Progress Plan

# Reading Sufficiency Act

- Main purpose of law is to be sure students are minimally prepared to move on to Fourth Grade.
- TPS Assessments approved by the State to measure minimal levels
  - MAP
  - CPAA
  - OCCT

# MAP

- 40% or higher during any testing window
- Testing windows include Beginning-of-year (BOY), Middle-of-year (MOY), and End-of-year (EOY).
- Minimum score will increase for MOY and again for EOY
- Administered in English to K-2 French students & all Third

# CPAA

- Must achieve above bench mark scores for each component during the testing window
- Testing windows include BOY, MOY, EOY
- Minimum scores will increase for MOY, EOY
- Administered in Spanish to K- 2 Spanish students

## 40<sup>th</sup> Percentile Cut-Scores\*: Children's Progress Academic Assessment (CPAA)

	FALL	WINTER	SPRING
<b>Kindergarten</b>			
Listening	21	41	61
Phonemic Awareness	21	46	67
Reading	26	46	67
Writing/Phonics	26	47	67
Measurement	21	41	61
Numeracy	29	47	61
Operations	27	41	61
Patterns/Functions	21	47	69
<b>First Grade</b>			
Phonemic Awareness	27	47	67
Reading	21	41	61
Writing/Phonics	27	41	69
Measurement	29	49	69
Numeracy	21	49	61
Operations	33	41	61
Patterns/Functions	29	41	61
<b>Second Grade</b>			
Phonemic Awareness	27	41	61
Reading	29	41	61
Writing/Phonics	29	49	61

# OCCT

- Must achieve at least Proficient
- Testing window is April
- Administered to Third – Fifth graders

# Academic Progress Plan (APP)

- Issued to all K – 3 grade students who did not reach a minimal score on the MAP or CPAA
- APP is a state mandated document that must be completed by all stakeholders to be in compliance for state funding.
- APP assures that all stakeholders are aware of student's need for intervention and the ways in which the student will be supported.
- Tier 2 – Students scoring below 39%
  - Receive additional 30 – 45 minutes of differentiated reading instruction
- Tier 3 – Students who are not progressing with Tier 2 interventions
  - Receive additional 45 – 60 minutes of differentiated reading instruction
  - Qualify for state funded tutoring (5 tutors teaching approx. 17 hours)

Tulsa Public Schools Academic Progress Plan  
2014-2015

Site: \_\_\_\_\_

Principal: \_\_\_\_\_

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

A. The student is placed under \_\_\_\_\_ Tier I \_\_\_\_\_ Tier II \_\_\_\_\_ Tier III

B. State-approved Assessments: A copy of all assessment results shall be made a part of the student's permanent academic records and student's reading portfolio.

\_\_\_\_ Measurement of Academic Progress (MAP) \_\_\_\_\_ Literacy First Battery Of Screening Instruments \_\_\_\_\_ Other: \_\_\_\_\_

C. The student is being placed on the Academic Progress Plan with the goal of improving his/her reading skills in the area(s) of:

\_\_\_\_ Comprehension \_\_\_\_\_ Phonological Awareness \_\_\_\_\_ Spelling \_\_\_\_\_ Phonics \_\_\_\_\_ Reading Fluency \_\_\_\_\_ Vocabulary

D. The Academic Progress Plan shall align with the Oklahoma C<sup>3</sup> Standards and may include:

\_\_\_\_ Additional in-school instructional time \_\_\_\_\_ After School \_\_\_\_\_ Before School \_\_\_\_\_ Saturday \_\_\_\_\_ Summer School  
\_\_\_\_ Minutes \_\_\_\_\_ Minutes \_\_\_\_\_ Minutes \_\_\_\_\_ Minutes \_\_\_\_\_ Minutes

\_\_\_\_ State-approved scientifically based researched reading curriculum \_\_\_\_\_ Reduced teacher-student ratio  
\_\_\_\_ Intervention reading program \_\_\_\_\_ Weekly/ongoing progress monitoring  
\_\_\_\_ Intensive language and vocabulary instruction using scientific research-based program including the use of a speech language therapist.

E. Assessments identified for diagnostic purposes and periodic monitoring

\_\_\_\_ Diagnostic Assessment of Reading (DAR) \_\_\_\_\_ Kaufman Test of Education Achievement 2<sup>nd</sup> Ed.  
\_\_\_\_ Gray Oral Reading Test (GORT 4) \_\_\_\_\_ Woodcock-Johnson III Diagnostic Reading Battery  
\_\_\_\_ Texas Primary Reading Inventory (TRPI) \_\_\_\_\_ Group Reading Assessment and Diagnostic Evaluation (GRADE)  
\_\_\_\_ Developmental Reading Assessment 2 (DRA2) \_\_\_\_\_ Peabody Picture Vocabulary Test 4 (PPVT 4)  
\_\_\_\_ Other \_\_\_\_\_

F. Child will receive collaborative services through: \_\_\_\_\_ Title I \_\_\_\_\_ IDEA \_\_\_\_\_ English Language Learner/Title III

G. Parent Involvement Strategies:

\_\_\_\_ Parent Reads to Student \_\_\_\_\_ Reading/Word Games \_\_\_\_\_ Website \_\_\_\_\_  
\_\_\_\_ Student Reads to Parents \_\_\_\_\_ Writing (letter, story, journal, poem, etc.) \_\_\_\_\_ Other \_\_\_\_\_  
\_\_\_\_ Weekly Library Visits \_\_\_\_\_ Flashcards (alphabet letters/sounds, sight words, vocabulary)

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

Other \_\_\_\_\_ Date \_\_\_\_\_



**Written notice** is to be provided to the parent/guardian by one of the options below **within 30 days** of a child being identified as having reading deficiency. A copy of this notice is to be placed in the reading portfolio.

- Mailed via certified mail. If written notice is sent by certified mail, document the date written notice sent, certified letter receipt numbers and name of person mailing the document.
- Signed during a parent/teacher conference.
- Or emailed. If notice is sent by email, a read receipt must be requested and printed when received.

The parent/teacher private conference may be scheduled in writing, email, or by phone.

An administrator or designee, teacher, and parent/guardian should attend the private conference. An Academic Progress Plan is to be designed during the conference.

**A private conference is being held on \_\_\_\_\_ . Those attending are \_\_\_\_\_ .**

**During the private conference, the reading assessment(s) and progress monitoring (s) were fully explained to me/ us by \_\_\_\_\_ .**

**Parent Signature \_\_\_\_\_**

**A **review** of the Academic Progress Plan was held on \_\_\_\_\_ , and we are all in agreement as to the provisions of this plan.**

**Parent Signature \_\_\_\_\_ Teacher Signature \_\_\_\_\_ Administrator Signature \_\_\_\_\_**

During every regularly scheduled parent/teacher conference, a written update of the student's reading progress will be included. If the parent/guardian is unable to attend, that written update will be sent via certified mail to the parent/guardian requesting signature and return of the form within 14 days. Two copies of forms need to be sent when mailing, so the parent can return one and retain one. A pre-addressed, stamped envelope should be included in the mailing. A copy of each update must be retained in the student's reading portfolio.

A parent/guardian was unable to attend the parent/teacher conference. A written reading progress update was sent by certified mail to the parent/guardian and copy of the form was returned to the school within 14 days.

**Promotion to the next grade level:**

Written notification must be mailed to the parent/guardian of each student who will not be promoted unless reading deficiency is remediated by end of the third grade unless the student is exempt for good cause. See good-cause exemptions. The results of the Oklahoma Core Curriculum Tests (OCCT/OMAAP) are the initial determiner of promotion to the fourth grade; however, they are not the sole determiner of promotion. Portfolio reviews and assessments are available. Please refer to the school district for midyear promotion-specific criteria and policies. A copy of this correspondence is to be placed in the student's reading portfolio and permanent academic record.

**The parent/guardian has been notified in writing by certified mail that \_\_\_\_\_ 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 exempt for good cause.**

**\_\_\_\_\_ Student is exempt based on a good cause exemption/MAP proficiency/probationary promotion. Exemptions 1, 2, and 5 are confidential; the documentation worksheet will be placed in the collaborative service's confidential folder. For exemptions 3, 4, and 6, the documentation worksheet will be placed in the student's cumulative folder. The Office of Accountability must have copies of all documentation for promotion.**

**Parent Signature \_\_\_\_\_ Teacher \_\_\_\_\_ Principal \_\_\_\_\_ Date \_\_\_\_\_**

# Eisenhower's Uniqueness

- Full Immersion (K – 2nd Grade, 65% in Third Grade)
- Over the last few years only a few students have not reached “Proficient” in 3<sup>rd</sup> grade OCCT
- By 5<sup>th</sup> grade full immersion students have equaled or mostly likely surpassed non-immersion students.