



## Miami Public Schools - Reading Sufficiency Guide

### RSA - A guide for Families:

The Oklahoma Reading Sufficiency Act—or RSA—helps ensure that by the end of third grade, each student has the opportunity to develop strong foundational reading skills needed to be successful in fourth grade and beyond. Parents are a child’s first teacher, and building literacy starts in the home even before children enter public school. Your child will be assessed to determine his or her reading skills. We want you to be familiar with RSA and the supports available to you and your child during the early grades, when reading development is critical to future academic success.

<p><b>What is a successful reader?</b>          The fundamental goal of reading is to comprehend, or understand what has been read.</p> <ul style="list-style-type: none"> <li>*Identify letters on the page</li> <li>*Translate those letters into words</li> <li>*Understand the meaning of words</li> <li>*Put words together for greater meaning</li> <li>*Recall what was read in order to understand the message.</li> </ul> <p>Reading is a complex act that requires practice and requires a number of skills working together.</p>	<p><b>How do I know if my child is making appropriate progress?</b>          Under RSA, schools must assess every student on grade-level reading skills, beginning in kindergarten. If a student does not meet established benchmarks, the school must work with the parent to create a plan for helping the student in any area that needs attention. This Academic Progress Plan (APP) will provide the following information:</p> <ul style="list-style-type: none"> <li>*Your child’s specific area of need</li> <li>*Instructional services and supports</li> <li>*Strategies you can use to help your child</li> <li>*Information and policies for promotion to 4th grade</li> </ul>
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Each person or group can work to improve a student’s reading success in the following ways:

Student	Family	School
<ul style="list-style-type: none"> <li>*Be at school on time</li> <li>*Be engaged in class</li> <li>*Read at least 20 minutes per day</li> <li>*Read books that interest you</li> <li>*Write about what you read</li> <li>*Ask questions in class</li> <li>*Discuss learning with your family</li> </ul>	<ul style="list-style-type: none"> <li>*Have your child to school on time</li> <li>*Model reading at home</li> <li>*Provide books at home</li> <li>*Read with your child</li> <li>*Talk to your child’s teacher about strategies that support reading</li> <li>*Weave reading activities into daily activities</li> </ul>	<ul style="list-style-type: none"> <li>*Provide instruction on the OAS standards with an evidence based program</li> <li>*Set aside time for literacy instruction</li> <li>*Assess students’ skills</li> <li>*Inform parents of learning gaps and make a plan</li> <li>*Provide appropriate interventions</li> <li>*Monitor progress of goals</li> </ul>

### WHAT DOES THE READING SUFFICIENCY ACT (RSA) MEAN FOR MY STUDENT?

By the end of third grade, students must have solid foundational reading skills to be successful in later grades. RSA provides multiple pathways for students to either be promoted by demonstrating those skills or, if they do not, for a teacher-family committee to create an Academic Progress Plan (APP) to promote the student with appropriate supports. If necessary, a student may need to be retained in third grade for additional instruction. The purpose of this section of RSA is to ensure that students are either ready to move forward with their learning or have a plan in place to help them be successful as they continue to



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work on foundational skills. **Any student who does not meet grade-level targets will be screened for characteristics of dyslexia.**

### WHAT ARE THE PATHWAYS TO PROMOTION?

Different students have different needs. No child's promotion or retention is based on one test on one day. Students can qualify for promotion to fourth grade in the following ways:

#### **MEET RSA CRITERIA ON THE STATE READING TEST**

Students are eligible for automatic promotion to fourth grade if they meet RSA criteria on the reading portion (which consists of reading comprehension and vocabulary sections only) of the third-grade state English language arts assessment.

#### **DEMONSTRATE READING PROFICIENCY ON A STATE-APPROVED SCREENING ASSESSMENT**

Beginning in kindergarten, schools assess students at the beginning and end of each year (at minimum). Any student who shows end-of-year third-grade reading proficiency on one of these screeners during first through third grade is eligible for automatic promotion. Visit with your child's teacher to find out which screening assessment is used and its proficiency requirements.

#### **MEET ONE OF THE SEVEN GOOD CAUSE EXEMPTIONS**

Every child is different, and there can be special circumstances in which it would be in the best interest of the child to advance to fourth grade. If one of the following seven Good Cause exemptions apply, the student may be promoted and receive additional help through intensive reading instruction in fourth grade as outlined through an APP.

1. English learners who have had less than two years of instruction in English and are identified as Limited English Proficient/ English learner on an approved screening tool
2. Students with disabilities whose Individualized Education Plan (IEP) indicates they are to be assessed with the Oklahoma Alternate Assessment Program (OAAP)
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading test approved by the Oklahoma State Board of Education
4. Students who demonstrate through a teacher-developed portfolio that they can read on grade level
5. Students with disabilities who participate in the Oklahoma School Testing Program (OSTP) and who have an Individualized Education Program (IEP) that reflects that the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and has made adequate progress toward IEP goals
6. Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained for academic reasons
7. Students facing exceptional emergency circumstances that prevent them from being assessed during the testing window

#### **UNANIMOUS DECISION BY THE STUDENT READING PROFICIENCY TEAM**

When a student does not meet the above criteria for advancement to fourth grade, the student may receive a probationary promotion through a unanimous decision of the Student Reading Proficiency Team (SRPT). The team is made up of a parent or guardian, the child's current reading teacher, future reading teacher and a certified reading specialist (if one is available). The principal and superintendent must approve the



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promotion. Any student promoted on a probationary basis will receive intensive reading instruction in fourth grade as outlined through an APP.