

# Strong Readers Act

2025

Deann Jones

# Deann Jones Project Director, Strong Readers



literacy@sde.ok.gov



405-522-4098



# Session Goals

- Understand the requirements for kindergarten through third grade students under the Strong Readers Act
- Understand the required documentation and reporting
- Understand new requirements for this school year
- Review recent changes

# Purpose of the Strong Reader's Act

The Strong Readers Act aims to **strengthen literacy** among Oklahoma's students by integrating reading proficiency into the criteria for grade progression, **ensuring appropriate instructional support**, and maintaining **clear communication with families** about student progress.

70 O.S. § 1210.508B(B)

# Reporting Requirements

# Annual District Reading Plan

- Opens August 1<sup>st</sup>
- Due August 30th
- New this year:
  - School Board Policy link
  - Website Requirement Assurance
  - 3-week restriction on district assessment window
  - Site assessment dates will be restricted to dates within the district window.

# Strong Readers Survey

- BOY Report
  - Opens August 15<sup>th</sup>
  - Due October 1<sup>st</sup>
- EOY Report
  - Opens April 15<sup>th</sup>
  - Due May 30<sup>th</sup>
- Summer School Report
  - Opens June 1<sup>st</sup>
  - Due August 15<sup>th</sup>

# Website Requirement

The following items are to be posted on the school website by **September 1<sup>st</sup>**.

- **Board Policies** to implement the provisions of the Strong Readers Act
- District Expenditures
- By grade, the **number** and **%** of students in K-3.....
  - who **did not meet grade-level** standards on the screener
  - who have been enrolled in the district for **fewer than 2 years**
  - who **demonstrated proficiency** on the screener
  - who are on an **IEP and proficiency** on the screener



# Website Requirement

- 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.

## Strong Readers Required Website Information



Strong Readers Student Data	Kindergarten	% of Kindergarten Students
Total number of students in grade-level		Not Applicable
Total number of students on an IEP		Not Applicable
Number of students who have been enrolled in the district for less than 2 years		Auto-calculated
Number of students who did not meet grade-level target on the screener		Auto-calculated
Number of students who demonstrated proficiency on the screener		Auto-calculated
Number of students who are on an IEP and demonstrated proficiency on the screener		Auto-calculated

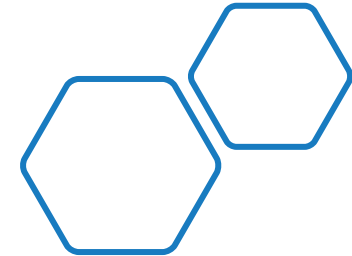
Strong Readers Student Data	First Grade	% of First Grade Students
Total number of students in grade-level		Not Applicable
Total number of students on an IEP		Not Applicable
Number of students who have been enrolled in the district for less than 2 years		Auto-calculated
Number of students who did not meet grade-level target on the screener		Auto-calculated
Number of students who demonstrated proficiency on the screener		Auto-calculated
Number of students who are on an IEP and demonstrated proficiency on the screener		Auto-calculated

Strong Readers Student Data	Second Grade	% of Second Grade Students
Total number of students in grade-level		Not Applicable
Total number of students on an IEP		Not Applicable
Number of students who have been enrolled in the district for less than 2 years		Auto-calculated
Number of students who did not meet grade-level target on the screener		Auto-calculated
Number of students who demonstrated proficiency on the screener		Auto-calculated
Number of students who are on an IEP and demonstrated proficiency on the screener		Auto-calculated

Strong Readers Student Data	Third Grade	% of Third Grade Students
Total number of students in grade-level		Not Applicable
Total number of students on an IEP		Not Applicable
Number of students who have been enrolled in the district for less than 2 years		Auto-calculated
Number of students who did not meet grade-level target on the screener		Auto-calculated
Number of students who demonstrated proficiency on the screener		Auto-calculated
Number of students who are on an IEP and demonstrated proficiency on the screener		Auto-calculated

Strong Readers School Data	Description
Number of staff implementing the provisions of the Strong Readers Act	
Average daily classroom time devoted to implementing the provisions of the Strong Readers Act	
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	\$0.00
Instructional Staff Training	Registration, travel, or stipends related to literacy trainings	\$0.00
Academic Student Assessment	Diagnostic and progress monitoring assessments	\$0.00
Vehicle Operation Services	Salaries for summer school bus drivers	\$0.00
Total		\$0.00



# Funding

- \$17.5 Million
- Per pupil allotment calculation
- Funding Checklist - located on the Strong Readers for Schools webpage
- Reminder: Districts that receive more than \$2,500 of Strong Readers Funds must spend 10% of these funds on science of reading professional development from an OSDE approved vendor.

# Early Reading Instruction

DATA- DRIVEN DECISIONS	SUSTAINABLE TEAMING	EVIDENCE-BASED PRACTICES
Measurement for Team-based Decisions	Leadership Support	Tier 1- Universal School-wide Supports
Effective screening tools and processes	Administrator involvement	<i>Academics</i> Core curriculum with standards for rigor
Structure to analyze graphic results	Allocation of resources	<i>Behavior/Mental Health</i> Prevent, Teach, Reinforce, Respond practices to support school climate and culture
Identifying Needs and Selecting Interventions and Practices	Multidisciplinary Teams	Tier 1- Universal Class-wide Supports
Multiple sources of data for decision making at Tier 1, Tier 2, and Tier 3	Engagement of students, families, and community stakeholders	<i>Academics</i> High-quality, differentiated instruction for core academics
Decision rules to identify areas of needed supports and interventions (Tier 1, Tier 2, and Tier 3)	Selection/identification of appropriate school personnel	<i>Behavioral/Mental Health</i> Prevent, Teach, Reinforce, Respond practices to support classroom climate and culture
Student grouping for intervention that prioritizes skill needs	Multi-directional communication	Tier 2 Interventions
Evaluate Effectiveness of Interventions and Practices	Effective Meetings	Standard protocol, evidence-based interventions to address specific skill deficits
Data informs instructional changes and alterations	Agenda and Action plan	Tier 3 Interventions
Progress monitoring individual student interventions	Team member roles and responsibilities	Intensified evidence-based interventions matched to individual's needs
Progress monitoring class, school, and district-level interventions and practices	MTSS Coaching Support	Data-based Individualization protocol
Evaluate Fidelity of Implementation	Internal coaching capacity through district-level support	
Fidelity checks for teaming structure	Access to external MTSS coaching expertise	
Fidelity inventories for practices	Professional learning	
Implement on the Foundation of the 4 R's of a Trauma-Informed Approach	<ul style="list-style-type: none"> <li>• <b>Realize</b> how trauma can affect people and groups</li> <li>• <b>Recognize</b> the signs of trauma</li> <li>• <b>Respond</b> to trauma</li> <li>• <b>Resists (re-)traumatization</b> in the organizational environment</li> </ul>	

**Strong Readers follows the MTSS model for providing support to all readers.**

# 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



# 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)

# 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)

# Assessments: Using Data to Guide Instruction

# Universal Screening

- Students in kindergarten through 3rd grade.
- Purpose: Identify students who are at-risk for reading difficulties.
- Student Literacy Intervention Plan must be in place within 30 days of completion of the assessment.
- Timeline
  - Beginning of year 

Report Due October 1st
  - Middle of year
  - End of year 

Report Due May 30th

# Amira: State-Provided Screener

- Amira is a universal screener.
- Amira also screens for risk for characteristics of dyslexia.
- After an extensive review process, Amira was selected as the state-provided screener. It is available to all K-5 students at no cost to districts.

# Dyslexia Screener

- 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**.
- Parents will be notified of the results from the risk assessment within **15 days**.

# Universal Screening Assessments

Assessments approved for both Universal Screening and screening for the characteristics of dyslexia.

Acadience

Amira

Exact Path

Fast Bridge

i-Ready Diagnostic

Istation

MAP Reading Fluency

mCLASS DIBELS 8<sup>th</sup> Edition

Star Early Learning Suite

# Universal Screening Assessments

Assessments approved for Universal Screening only.  
Additional assessment required for screening for the characteristics of dyslexia.

aimswebPlus

Early Learning Quick Assessment (ELQA) – Kindergarten only

MAP Growth



# Exemptions to Strong Readers

- The student participates in the Oklahoma Alternate Assessment Program (OAAP) 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 less than one (1) school year of instruction in an English-learner program.

70 O.S. § 1210.508C.C

# Diagnostic Assessment

- Recommended for students who are determined to be at-risk for reading difficulties.
- Purpose: Identify specific strengths and needs of students at-risk for reading difficulties.
- Districts can choose any diagnostic assessment that fits the needs of their students and teachers. OSDE does not have an approved list.

70 O.S. § 1210.508C(D.1.c)

# Progress Monitoring

- Purpose: Monitor progress of students receiving intervention.
- It is important to monitor with the skill on which a student is receiving intervention.
- Recommended frequency for **Tier 2: monthly**
- Recommended frequency for **Tier 3: weekly**

70 O.S. § 1210.508C(D.1.c)

# Student Literacy Intervention Plan (SLIP)

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Plans must include:

- **Additional in-school** instructional time
- **Tutorial instruction** after regular school hours, on Saturdays, and during summer; if necessary and funds are available
- **Diagnostic** and **progress monitoring** assessments
- **High-quality instructional materials** grounded in scientifically based reading research

The SLIP should be signed and in place within 30 days of completion of the screening assessment.

# Proficiency Notice

- 70 O.S. § 1210.508C(F)
- 60<sup>th</sup> Percentile
- Purpose: to notify parents that the student has satisfied the requirements of the Strong Readers Act and are unlikely to need additional supports this school year.
- Sample Notice can be found on the Strong Readers for Schools webpage.

# 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.”

# Documentation

- Parent Notification of Screener results
- SLIP including results of dyslexia screener
- Notice of Proficiency
- Exemption from Screener



# Evidence-Based Intervention Materials

- The Oklahoma State Department of Education has reviewed intervention programs submitted for consideration. The table, located on the OSDE Strong Readers for Schools webpage, provides information based on this review.
- Please note this is NOT an approved list. It is provided for guidance to support districts in finding the best products to suit their needs.

# HEROES

## Literacy Instructional Team

Helping to Elevate Reading Outcomes  
for Every Student



- HEROES worked with 144 schools in SY 24-25.
- Submit a request for help or professional development.
- [HEROES help link](#) can be found on the OSDE HEROES Literacy Instructional Team webpage.

Please help us by completing this 10 question survey about your role during the 24-25 School Year.

2025-2026 Survey on Early  
Reading Instruction in Oklahoma



# Stay updated with Strong Readers

- Subscribe to the Strong Readers newsletter
- Join my monthly zoom meetings on the 2nd Tuesday of each month at 1pm. [Strong Readers Monthly Meeting](#)
- Zoom links and recordings from previous meetings can be found on the Strong Readers for Schools webpage.