Early Literacy Matters
State-by-State Policy Implementation Report

Explore Oklahoma’s adoption and implementation of the 18 Early Literacy Fundamental Principles.
Early Literacy Policy Implementation Rubric

Comprehensive Early Literacy Policy establishes support and intensive reading interventions for all K–3 students to ensure they read on grade level by the end of 3rd grade. The policy also requires 3rd grade students to demonstrate sufficient reading skills for promotion to 4th grade. For students severely below grade level and who do not qualify for a good cause exemption, retention provides struggling readers the additional time and intensive interventions they need to catch up with their peers.

<table>
<thead>
<tr>
<th>FULL IMPLEMENTATION</th>
<th>The fundamental principle is adopted in policy, and there is evidence of full implementation.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ABOVE &amp; BEYOND BADGE:</strong></td>
<td>This badge recognizes efforts that exceed full implementation.</td>
</tr>
</tbody>
</table>

| PARTIAL IMPLEMENTATION | The fundamental principle is adopted in policy, but there is limited evidence of implementation. |

| FUTURE IMPLEMENTATION | The fundamental principle is adopted in policy with a future date for implementation. |

| PRINCIPLE NOT ADOPTED | The fundamental principle is not adopted in policy, does not meet minimum implementation requirements or is grant-based and not sustainable. |
Early Literacy Policy Implementation Rubric

PURPOSE

The purpose of this document is to provide an analysis of states’ implementation of K–3 reading policies aligned to ExcelinEd’s fundamental principles of an early literacy policy. It builds on an analysis of states’ adoption of statutes and regulations establishing requirements for each component of the four fundamental principle areas, which are:

1. Supports for Teachers & Policy
2. Assessment & Parent Notification
3. Instruction & Intervention
4. Retention & Intensive Intervention

This report summarizes evidence of the Oklahoma’s early literacy policy implementation using an implementation rubric designed to gauge state progress toward full implementation of early literacy policies. Each of the fundamental principles is addressed in a separate table.

ADOPTION IMPLEMENTATION

16 out of 18

STATE POLICY ADOPTION
REFERENCE MATERIALS

- Oklahoma Code, Title 70 Schools, Reading Sufficiency Act
- OSDE, Reading and Literacy
- OSDE, Reading Sufficiency
Science of Reading (SOR) Training

IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state offers science of reading training or requires districts to adopt a policy to identify science of reading training, providers of the training, and personnel who will be trained. Participation in science of reading training may be optional for teachers and/or administrators.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Oklahoma DOES offer science of reading training, which includes a comprehensive training on LETRS for Oklahoma educators at no cost, through Oklahoma Science of Reading Academies.

• Oklahoma HAS adopted science of reading training for K–3 teachers. The state has created a list of vendors that offer training options for emergency certified teachers that would fulfill the requirement for Pre-K–3 teachers, and the state has adopted LETRS training for all educators, which is offered through the Oklahoma Science of Reading Academies.

• Oklahoma HAS released guidance for districts on adopting training aligned to the science of reading. (OSDE, Science of Reading Professional Development Guidance for Districts)

• Oklahoma DOES have an implementation plan to provide quality, job-embedded professional learning on the science of reading to educators supporting Kindergarten–3rd grade by the end of 2024. The state created 4 cohorts to complete the training. (OSDE, Oklahoma Science of Reading Academies)
Science of Reading (SOR) Training

IMPLEMENTATION LEVEL
PARTIAL IMPLEMENTATION

NOTEWORTHY

The following aspects of the state’s work are particularly noteworthy:

• Districts that receive $2500 or more in Reading Sufficiency Act funds must use at least 10% of their funds for training on the science of reading.

• Through Oklahoma Science of Reading Academies, the state is providing professional learning to K–3 educators. Participants may receive stipends of $600 for completion of the full program. (OSDE, Oklahoma Science of Reading Academies)

RESOURCES

• OSDE, RSA Professional Development

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Oklahoma should expand policy to require all K–3 teachers and administrators to participate in science of reading training.

• Oklahoma should adopt science of reading training for K–3 administrators.
Literacy Coaches

IMPLEMENTATION LEVEL
PARTIAL IMPLEMENTATION

Literacy coaches are present in policy and trained in the science of reading, and they may provide job-embedded professional development and coaching to K–3 teachers based on student data or other models.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Coaches ARE trained in science of reading. Through a pilot program created in 2023, literacy instructional team members will have training in the science of how students learn to read. (Oklahoma Statute 1210.508H Literacy Instructional Team)
- Coaches ARE providing job-embedded professional development and coaching to K–3 teachers through the pilot program created in 2023. Placement of the teams are prioritized for those schools who have the highest percentage of students who do not demonstrate sufficient reading skills. (Oklahoma Statute 1210.508H Literacy Instructional Team)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Following completion of the pilot program created in 2023, Oklahoma should ensure that a literacy coach that is trained in the science of reading is assigned to each elementary school to provide job-embedded professional development and coaching to K–3 teachers.
Educator Preparation Program (EPP) Alignment

IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

EPP required coursework is aligned to the science of reading and includes evidence-based literacy instruction.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- EPPs DO offer coursework aligned to science of reading and policy REQUIRES all institutions within the Oklahoma State System of Higher Education must provide instruction that includes the study of the five elements of reading instruction, including phonemic awareness, phonics, reading fluency, vocabulary, and comprehension. ([NCTQ, Oklahoma Summary 2023](#))

- Coursework mandates DO extend to elementary education, early childhood, and special education students. ([Oklahoma Statutes 1210.508F Reading Competencies for Special Education Teachers – Training to Meet the Needs of Students Determined to be at Risk of Reading Difficulties](#))

- Oklahoma policy DOES require coursework to include instruction on how to administer reading assessments.

- Oklahoma policy DOES require coursework to include instruction on how to identify students with reading difficulties.

RESOURCES

- [Oklahoma Office of Educational Quality and Accountability, Educator Preparation](#)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Oklahoma should ensure course work requirements at educator preparation programs prohibit the use of course materials that include three-cueing.
IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Oklahoma DOES require a licensure test that addresses reading; however, policy DOES NOT appear to require these licensure tests to be aligned to the science of reading. (NCTQ, Oklahoma Summary (2023); Oklahoma Office of Educational Quality and Accountability, Oklahoma Certification Examinations)

• Oklahoma HAS adopted two tests to satisfy the assessment requirement:
  • Praxis Performance Assessment for Teachers (PPAT) - Multiple Subjects, Reading and Language Arts subtest, which IS NOT ALIGNED to the science of reading;
  • Oklahoma Subject Area Tests (OSAT) - Certification Examinations for Oklahoma Educators (CEOE) Elementary Education, Subtest 1: Reading/Language Arts, which is PARTIALLY aligned to the science of reading. (NCTQ, Oklahoma Summary (2023); NCTQ, False Assurances: Many states’ licensure tests don’t signal whether elementary teachers understand reading instruction (Nov. 2023))

• Oklahoma EPPs MUST submit Oklahoma Reading Test Pass Rates annually.

RESOURCES

• Oklahoma Office of Educational Quality and Accountability, Educator Preparation
Funding is dedicated to some but not all early literacy fundamental principles and may be temporary or grant based.

**EVIDENCE/GUIDANCE**

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Oklahoma DOES direct funding specifically to support state and/or local implementation of early literacy fundamental principles. These include funds for:
  - Districts upon approval of Reading Sufficiency Act plans – allocated for each enrolled K–3 student who is in need of remediation or intervention in reading;
  - Literacy coach pilot programs;
  - Professional development through the Oklahoma Science of Reading Academies.

**RESOURCES**

- [OSDE, Funding Checklist](#)
- [OSDE, Reading Sufficiency Act Study (2021–2022 School Year)](#) (information on district allocation of funding and proper uses of funds)

**CONSIDERATION(S) FOR STRENGTHENING POLICY**

- Oklahoma should determine the adequate funding level to ensure implementation of the fundamental principles are fully funded.
Universal Reading Screener

IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

A state-approved universal reading screener is administered to K–3 students three times per year to identify students at risk for reading failure.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Oklahoma HAS adopted a list of assessments that have been approved by the state to use for universal screening. (OSDE, Reading Sufficiency: RSA Coordinators/Teachers)

• Oklahoma DOES monitor district adoption of a universal reading screener by requiring all Oklahoma school districts to submit their district and site RSA plans that indicate which screeners will be used. (OSDE, 2023–2024 Timeline for the Reading Sufficiency Act (RSA); see also, OSDE, Reading Sufficiency Act Study (showing which screeners were used by districts in the 2021–2022 school year))

• Oklahoma DOES monitor districts’ administration of its universal reading screener by requiring districts to submit information on the administration of universal reading screeners three times per year. (OSDE, 2023–2024 Timeline for the Reading Sufficiency Act (RSA))

• Oklahoma DOES monitor districts’ use of screener data to identify students at risk of reading failure by requiring districts to submit information on student screener results and identification of students at risk of reading failure. (OSDE, 2023–2024 Timeline for the Reading Sufficiency Act (RSA))

RESOURCES

• OSDE, Implementation Guidance: Early Screening for Reading Difficulties, including Characteristics of Dyslexia

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.
A state-approved screener for characteristics of dyslexia assesses the following skills as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency. The screener is administered only to students who are flagged as at risk on the universal reading screener or upon teacher or parent request.

**EVIDENCE/GUIDANCE**

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Oklahoma HAS adopted a list of approved assessments that can be used for both universal screening and screening for characteristics of dyslexia. The universal screening assessments are administered three times per year, and dyslexia screening is conducted following the universal screening, adding subtest skills.

- Oklahoma PROVIDES guidance with additional screeners that have been approved for dyslexia.

- Oklahoma’s approved screener for characteristics of dyslexia DOES assess the identified skills. Oklahoma provides information through guidance on the characteristics of dyslexia and information on what the screeners will measure, followed by a list of approved screeners that meet those requirements.

- Oklahoma ADMINISTERS the dyslexia screener to all students in 1st–3rd grade who do not meet the beginning-of-year grade-level target for their current grade and to all Kindergarten students who do not meet the middle-of-year grade level target for Kindergarten. (OSDE, Implementation Guidance: Early Screening for Reading Difficulties, including Characteristics of Dyslexia)
IMPLEMENTATION LEVEL
FULL IMPLEMENTATION

The state requires parental notification of students identified with reading difficulties within 30 days of each administration of the state-approved universal reading screener and/or dyslexia screener.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Oklahoma REQUIRES parental notification of students identified with reading difficulties within 30 days of each administration. (OSDE, Implementation Guidance: Early Screening for Reading Difficulties, including Characteristics of Dyslexia)

- Oklahoma REQUIRES parental notification of students who are at-risk for characteristics of dyslexia in writing within 30 days of completing the screening. (OSDE, 2023–2024 Timeline for the Reading Sufficiency Act (RSA))

- Oklahoma PROVIDES guidance focused on parental notification.

- Oklahoma REQUIRES parent signatures on the Individualized Program of Reading Instruction and parents are provided with a checklist within the Individualized Program of Reading Instruction so the parent knows what information schools must be providing.

RESOURCES

- OSDE, Characteristics of Dyslexia – Information and Resources for Families
- OSDE, Individualized Program of Reading Instruction (2022–2023)
District Adoption of High-Quality Instructional Materials

IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state provides guidance and resources to assist districts in the identification and selection of high-quality instructional materials aligned to the science of reading and state standards.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Oklahoma DOES provide some guidance and resources to support the identification and selection of instructional materials aligned to science of reading and state standards through the OSDE High-Quality Instructional Materials and State Textbooks Homepage.
- Oklahoma HAS created readily accessible guidance to assist districts in the identification and selection of high-quality instructional materials aligned to the science of reading and state standards.
- Oklahoma HAS created specific rubrics for PK–2 English Language Arts and 3–5 English Language Arts that align with the science of reading.

NOTE

- While the Reading Sufficiency Act requires a reading curriculum to meet certain specifications, a note on the OSDE Reading Sufficiency Act webpage indicates the “Oklahoma Department of Education does not endorse or recommend reading material for its schools. Curriculum decisions are made at the district/local level in Oklahoma.”

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Oklahoma should require districts to adopt high-quality instructional material aligned to the science of reading and state standards from a vetted and approved list.
- Oklahoma should require districts to post their adopted materials on the district website.
Elimination of Three-Cueing Instructional Materials

IMPLEMENTATION LEVEL
PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Oklahoma HAS NOT adopted a policy that bans three-cueing instructional materials.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Oklahoma should adopt a policy, clearly in statute or regulation, that prohibits the use of three-cueing as part of their comprehensive literacy policy.
Individual Reading Plans

IMPLEMENTATION LEVEL
FULL IMPLEMENTATION

The state requires schools to develop and implement an individual reading plan for students who are identified as having a reading deficiency within 30 days of receiving screening results. There is an established process for monitoring the implementation of those plans and a timeline for notifying parents of the development of the plan.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Oklahoma REQUIRES Individualized Program of Reading Instruction plans to be developed within 30 days of receiving the results of the universal screener. ([OSDE, Implementation Guidance: Early Screening for Reading Difficulties, including Characteristics of Dyslexia](#))

- Oklahoma DOES monitor district compliance with the state’s individual reading plan requirements by requiring districts to report information on reading plans through the annual reporting process.

- Oklahoma REQUIRES parental notification when the Individualized Program of Reading Instruction plan is developed. ([OSDE, Implementation Guidance: Early Screening for Reading Difficulties, including Characteristics of Dyslexia](#))

RESOURCES

- [OSDE, 2023–2024 Timeline for the Reading Sufficiency Act (RSA)](#)
- [Individualized Program of Reading Instruction 2022–2023](#)

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.
Regular Monitor Student Progress

IMPLEMENTATION LEVEL
PARTIAL IMPLEMENTATION

The state requires schools to monitor students’ progress within a multi-tiered system of supports (MTSS). Monitoring can take many forms (i.e., observations, screeners, assessments, and student work).

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Oklahoma DOES require schools to track district/school monitoring of students’ progress within a MTSS.

• Oklahoma DOES provide guidance and/or assistance on different tools that may be used for monitoring through the state’s Implementation Guide.

• Oklahoma DOES gather information on what progress monitoring programs are being used by schools through the annual Reading Sufficiency Act study.

• Oklahoma REQUIREES a plan for monitoring progress of a student, which is described within the student’s Individualized Program of Reading Instruction.

RESOURCES

• OSDE, Reading Sufficiency Act Study (2021–2022 School Year)

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Oklahoma should expand policy to require schools to use data to inform instruction and interventions as needed and in a timely manner. Note that monitoring can take many forms, including observations, screeners, assessments, and student work.
Evidence-Based Interventions

IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state requires school districts to target students’ needs by adopting evidence-based interventions grounded in the science of reading and may provide guidance in the selection of the interventions. Interventions are provided before, during, or after school.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Oklahoma DOES gather information on the provision of interventions – before, during, or after school – and reports this through the RSA Report. (See OSDE, Reading Sufficiency Act Study (2021–2022 School Year))

- Oklahoma PROVIDES SOME professional development programs relating to interventions and examples of tiered interventions. (OSDE, RSA Professional Development)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Oklahoma should make clear that school districts should adopt evidence-based interventions grounded in the science of reading.
- Oklahoma should adopt a vetted and approved list of interventions.
Summer Reading Camps

IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state requires districts to offer summer reading camps to students at risk of reading failure to remediate learning loss and/or build reading skills.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Oklahoma’s policy allows for summer reading camps; however, schools are not required to use this approach.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Oklahoma should expand policy and require districts to provide summer reading camps to rising 1st–4th grade students at risk of reading failure to remediate learning loss and/or build reading skills.

• Oklahoma should also require staff that teach at summer reading camps be trained in the science of reading.
IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state requires schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency. Strategies shared with parents target students’ needs based on data and are aligned with the science of reading.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Oklahoma DOES provide online resources to parents to support reading at home through the OSDE website, which includes information on Read-At-Home plans and provides links to other resources for families.

- Oklahoma DOES encourage districts to provide such resources. Several resources released by OSDE include encouragement to provide resources for parents to use at home. (See OSDE, Parents – Reading Sufficiency; OSDE, 2023–2024 Timeline for the Reading Sufficiency Act (RSA); Individualized Program of Reading Instruction, OSDE, Family Guides)

- Through the Individualized Program of Reading Instruction, educators are required to outline family responsibilities for supporting literacy within the home. (Individualized Program of Reading Instruction 2022–2023)
IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state requires that a student who is unable to demonstrate sufficient reading skills on the state test-based options provided – and does not meet a good cause exemption – be retained.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

• Oklahoma REQUIRES students be retained in 3rd grade if they are unable to demonstrate sufficient reading skills on the state test-based options provided.

• Oklahoma REQUIRES districts to submit a 3rd grade promotion and retention report, which provides information on the promotion or retention decisions for each student who did not meet RSA criteria on the Oklahoma State Testing Program. (OSDE, 2023–2024 Timeline for the Reading Sufficiency Act (RSA))
Multiple Options for Promotion

IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state offers at least three pathways for promotion to 4th grade including achieving a predetermined level on the state reading assessment, passing an alternative assessment or retest, or successfully demonstrating sufficient 3rd grade reading skills through a portfolio of student work.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Oklahoma DOES offer at least three pathways for promotion to 4th grade, including through a screening instrument (meets RSA criteria on the Oklahoma State Testing Program at the end of 3rd grade OR meets the end-of-year grade-level target for 3rd grade), Student Reading Proficiency Team (with probation), or a student may be exempt for good cause. (Individualized Program of Reading Instruction (2022–2023))

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Oklahoma should amend the policy to require schools to use a summative assessment, an alternate assessment which is not a literacy screener, a test-based portfolio, or being exempt for good cause for promotion determinations.
Good Cause Exemptions for Some Students

IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state allows specific good cause exemptions for promotion to 4th grade that recognize the special needs of some students with disabilities, English language learners, and students who were previously retained. Intensive interventions are required to continue in 4th grade for students promoted for good cause.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Oklahoma DOES allow specific good cause exemptions for promotion to 4th grade, including the use of alternative assessments or portfolios, as well as promotion options for English learners, students with IEPs, and others. (See OSDE, Approved Alternative Assessments for Reading)

• Oklahoma REQUIRES intensive interventions to continue in 4th grade for students promoted for good cause – Oklahoma requires students promoted on probationary bases to receive intensive reading instruction in 4th grade. (OSDE, Ensuring a Successful Transition from Third to Fourth Grade)