



Early Literacy Matters

State-by-State Policy Implementation Report

Explore Oklahoma's adoption and implementation of the 18 Early Literacy Fundamental Principles.






OK

PRINCIPLE ADOPTION
IMPLEMENTATION



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.

 <p>FULL IMPLEMENTATION</p>	<p>The fundamental principle is adopted in policy, and there is evidence of full implementation.</p> <p> ABOVE & BEYOND BADGE: This badge recognizes efforts that exceed full implementation.</p>
 <p>PARTIAL IMPLEMENTATION</p>	<p>The fundamental principle is adopted in policy, but there is limited evidence of implementation.</p>
 <p>FUTURE IMPLEMENTATION</p>	<p>The fundamental principle is adopted in policy with a future date for implementation.</p>
 <p>PRINCIPLE NOT ADOPTED</p>	<p>The fundamental principle is not adopted in policy, does not meet minimum implementation requirements or is grant-based and not sustainable.</p>

Early Literacy Policy Implementation Rubric

PURPOSE

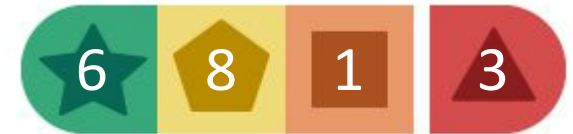
The purpose of this document is to provide an analysis of states' implementation of K–3 reading policies aligned to ExcelinEd's [fundamental principles](#) of an early literacy policy. It builds on an analysis of states' adoption of statutes and regulations establishing requirements for each component 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

15 out of 18



STATE POLICY ADOPTION REFERENCE MATERIALS

- [Oklahoma Code, Title 70 Schools, Strong Readers Act](#)
- [OSDE, Strong Readers Legislation](#)
- [OSDE, Literacy Policy and Programs](#)
- [OSDE, Strong Readers Act](#)

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 are focused on elementary instruction and address the science of reading, 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 DID 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 has now created 5 cohorts to complete the training, and this last cohort will complete the training in 2026. ([OSDE, Oklahoma Science of Reading Academies](#))
- Oklahoma [policy](#) DOES provide for grants to schools to provide for professional development institutes for K–3 teachers, instructional leaders, and principals. Schools determined by the State Board to be in need of improvement must be given priority for receipt of a grant.

Science of Reading (SOR) Training

CONTINUED

IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

NOTEWORTHY

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

- Districts that receive \$2,500 or more in Strong Readers Act funds must use at least 10% of their funds for training on the science of reading. ([OSDE, Literacy Professional Development](#))
- 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](#))
- Oklahoma has created the Evidence-Based Literacy Instruction Communities of Practice – an abbreviated science of reading training – which allows educators to earn a micro-credential for Early Literacy. Educators also receive \$600 for completion of this program. ([OSDE, OSDE Literacy Initiatives](#))
- Oklahoma now requires secondary ELA instructors to receive training on teaching reading and decoding – this training provides instruction in the science of reading designed for teachers in grades 4-8. The training began in fall 2024 and will continue until spring 2030. ([OSDE, OSDE Literacy Initiatives](#))

RESOURCES

- [OSDE, Literacy 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](#); *see also* [OSDE, HEROES 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 to provide instruction that includes the study of the five elements of reading instruction, including phonological awareness, decoding, fluency, vocabulary, and comprehension. ([NCTQ, Oklahoma Summary 2023](#); [Oklahoma Statute 1210.508F Strong Readers Act](#))
- 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.

Educator Preparation Program (EPP) Alignment

CONTINUED

IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

EVIDENCE/GUIDANCE (CONTINUED)

- Oklahoma [policy](#) DOES create the Statewide Literacy Revolving Fund, which is used to implement training in the science of reading in teacher preparation programs accredited in the state. This training MUST provide explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension, and implementing certain reading strategies. Beginning in 2025–2026, candidates who complete this training will receive a micro-credential in the science of reading, reflected on their teaching certificate.

RESOURCES

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

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Oklahoma should expand policy to require that educator preparation program coursework prohibits the use of course materials that include three-cueing instructional strategies.

Educator Preparation Program (EPP) Assessment



IMPLEMENTATION LEVEL

FUTURE IMPLEMENTATION

Full implementation of this principle requires the following: Elementary education candidates must pass a science of reading aligned assessment to obtain teacher licensure.

EVIDENCE/GUIDANCE

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

- In the 2025–2026 school year, Oklahoma [policy](#) DOES require elementary education candidates, including candidates for early childhood, elementary, or special education licenses, to pass a licensure test that measures five elements of reading instruction, including phonological awareness, decoding, fluency, vocabulary, and comprehension: [Foundations of Reading](#) OR Oklahoma Reading Test. (See [OSDE, Certification Assessments](#))
- Beginning in the 2026 school year, Oklahoma WILL require elementary education candidates, including candidates for early childhood, elementary, or special education licenses, to pass a licensure test that is aligned to the science of reading and measures five elements of reading instruction, including phonological awareness, decoding, fluency, vocabulary, and comprehension: [Foundations of Reading](#). (See [OSDE, Certification Assessments](#))
- Oklahoma EPPs MUST submit [Oklahoma Reading Test Pass Rates](#) annually.

RESOURCES

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

CONSIDERATION(S) FOR STRENGTHENING POLICY

- At this time, we have no considerations for strengthening this principle.

Funding for Literacy Efforts



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

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 Strong Readers 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 and through professional development institutes
 - Teacher preparation programs to implement training in the science of reading, leading to micro-credentials in the science of reading
 - High impact tutoring programs

RESOURCES

- [OSDE, Strong Readers Funding Checklist](#)
- [OSDE, Governor’s Report 2023–2024](#)

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 [policy](#) DOES require schools to administer a universal reading screener to K–3 students three times per year, to identify students at risk for reading failure, including identifying students with characteristics of dyslexia.
- Oklahoma HAS adopted a list of assessments that have been approved by the state to use for universal screening. The [Amira](#) statewide screener is available at no cost to districts; however, districts still have the ability to purchase any screener from the approved list at their own cost. ([OSDE, Strong Readers for Schools](#))
- Beginning in the 2025–2026 school year, Oklahoma [policy](#) WILL require the State Board to approve no fewer than 3 screening instruments to be used for all 3 annual administrations, including instruments for the beginning, middle, and end of the school year for monitoring progress and for measurement of reading skills.
- Oklahoma DOES monitor district adoption of a universal reading screener by requiring all Oklahoma school districts to submit their district and site reading plans that indicate which screeners will be used. ([OSDE, 2025–2026 Timeline for the Strong Readers Act](#))

Universal Reading Screener

CONTINUED

IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

EVIDENCE/GUIDANCE (CONTINUED)

- 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, 2025–2026 Timeline for the Strong Readers Act](#))
- 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, 2025–2026 Timeline for the Strong Readers Act](#))

RESOURCES

- [OSDE, Implementation Guidance: Early Screening for Reading Difficulties, including Characteristics of Dyslexia \(August 2025\)](#)

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

Screeners for Characteristics of Dyslexia



IMPLEMENTATION LEVEL

PARTIAL 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 \(August 2025\)](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Oklahoma should screen all students for the characteristics of dyslexia, at a minimum, at the end of Kindergarten and the beginning of 1st and 2nd grade, not just those students identified as at risk on the universal reading screener.

Parental Notification



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 \(August 2025\)](#))
- Oklahoma REQUIRES parental notification of students who are at-risk for characteristics of dyslexia in writing within 30 days of completing the screening. ([OSDE, 2025–2026 Timeline for the Strong Readers Act](#))
- Oklahoma PROVIDES [guidance](#) focused on parental notification.
- Oklahoma REQUIRES [parent signatures](#) on the Student Literacy Intervention Plans and parents are provided with a checklist within the Student Literacy Intervention Plans so the parent knows what information schools must be providing.



Parental Notification

CONTINUED

IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

RESOURCES

- [OSDE, Helping Your Child Become a Successful Reader – The Strong Readers Act: A Guide for Families](#)
- [OSDE, Implementation Guidance: Early Screening for Reading Difficulties, including Characteristics of Dyslexia \(August 2025\)](#)
- [OSDE, Student Literacy Intervention Plan \(SLIP\) 2025–2026](#)

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

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 [policy](#) DOES specify that programs of reading instruction must include “high-quality instructional materials grounded in scientifically based reading research.”
- 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 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.

District Adoption of High-Quality Instructional Materials

CONTINUED**IMPLEMENTATION LEVEL****PARTIAL IMPLEMENTATION****NOTE**

- While the Strong Readers Act requires a reading curriculum to meet certain specifications, a note on the [OSDE Strong Readers for Schools](#) 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. Reading material for students should always be previewed by parents or educators.”

**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

FULL IMPLEMENTATION

The state has adopted a policy to eliminate the use of all instructional materials that include the three-cueing systems model for teaching word reading with a clear timeline for the elimination of the use of these materials.

EVIDENCE/GUIDANCE

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

- Oklahoma [policy](#) DOES prohibit school districts and charter schools from using the three-cueing system model of teaching students to read.

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

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 Student Literacy Intervention Plans (SLIP) 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 \(August 2025\)](#))
- 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 \(August 2025\)](#))

RESOURCES

- [OSDE, 2025–2026 Timeline for the Strong Readers Act](#)
- [Student Literacy Intervention Plan \(SLIP\) 2025–2026](#)

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

Regular Monitor Student Progress



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state requires schools to regularly monitor and document students' progress within a multi-tiered system of supports (MTSS) and utilize the data to inform instruction and interventions as needed and in a timely manner. 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 an [annual study](#).
- Oklahoma [policy](#) REQUIRES a plan for monitoring progress of a student, which is described within the [Student Literacy Intervention Plan](#), and instruction must be adjusted according to the student's needs.

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

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, as required in [law](#), on the provision of interventions – before, during, or after school – and reports this through the [annual report](#).
- Oklahoma PROVIDES SOME professional development programs relating to interventions and examples of tiered interventions. ([OSDE, Literacy Professional Development](#))
- Oklahoma DOES provide guidance in the selection of interventions. (See [OSDE, Strong Readers for Schools](#))

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](#) DOES allow 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.

Parent Read-At-Home Plan



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, Strong Readers for Families](#); [OSDE, 2025–2026 Timeline for the Strong Readers Act](#); [Student Literacy Intervention Plan \(SLIP\) 2025–2026](#); [OSDE, Oklahoma Family Guides](#); [OSDE, Helping Your Child Become a Successful Reader – The Strong Readers Act: A Guide for Families](#); [OSDE, Early Screening for Reading Difficulties, including Characteristics of Dyslexia – Information and Resources for Families](#))
- Through the Individualized Program of Reading Instruction, educators are required to outline family responsibilities for supporting literacy within the home. ([Student Literacy Intervention Plan \(SLIP\) 2025–2026](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

Initial Determinant Retention at 3rd Grade Based on State Assessment



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 REPEALED policy that requires a student who is unable to demonstrate sufficient reading skills on the state test-based options provided be retained.
- Oklahoma [policy](#) DOES allow districts to determine if retention is necessary and requires districts to monitor students in the successive grade level to ensure they maintain proficiency.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Oklahoma should adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include multiple pathways for promotion to 4th grade including achieving a predetermined level on the state reading assessment or qualifying for a good cause exemption.

Multiple Options for Promotion



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 NOT have a retention policy and DOES NOT offer at least three pathways for promotion to 4th grade.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Oklahoma should adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include 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.

Good Cause Exemptions for Some Students



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 NOT have a retention policy and DOES NOT allow specific good cause exemptions for promotion to 4th grade.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Oklahoma should adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include 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.
- Oklahoma should further require intensive interventions to continue in 4th grade for students promoted for good cause.

