

1 STATE OF OKLAHOMA

2 1st Session of the 60th Legislature (2025)

3 SENATE BILL 215

By: Seifried

6 AS INTRODUCED

7 An Act relating to mathematics instruction; creating
8 the Oklahoma Math Achievement and Proficiency Act;
9 providing short title; providing legislative
10 findings; providing purpose of act; directing public
11 school districts to ensure students receive certain
12 education; directing teachers of mathematics to
13 incorporate certain foundational elements; requiring
14 students in certain grades to be screened at the
15 beginning, middle, and end of each school year for
16 certain skills; directing the State Board of
17 Education to consider certain criteria in selecting a
18 screening instrument; directing the Board to approve
19 certain number of screening instruments beginning in
20 certain school year; requiring screening instrument
21 to meet certain criteria; providing exemptions to
22 screening instruments; directing schools that grant
23 certain exception to provide certain evidence;
24 requiring certain learning opportunities to be
provided to certain students; prohibiting such
students from being removed from certain
opportunities unless certain consent is provided;
requiring certain program of instruction to be
provided to certain students; providing for contents
of program of math instruction; requiring certain
students be provided certain math intervention plan;
providing criteria for math intervention plan;
requiring plan to be developed by a student math
proficiency team; providing for composition of team;
requiring a school district to provide certain
notification within certain time period to the parent
or legal guardian of certain student; allowing public
school districts to be allocated certain monies,
contingent on certain funding; providing for
distribution of allocation; providing for calculation
of allocation; requiring school districts that

receive certain amount to spend certain percentage of funds for certain purpose; requiring professional development to include certain research or training; requiring the State Department of Education to approve and publish a list of certain programs; allowing a stipend to be provided to teachers who attend certain professional development institute; requiring notification of the parent or legal guardian of a student determined to be performing at certain levels; allowing a teacher to recommend a summer academy or other program for certain students; providing purpose of summer academy programs; directing the State Department of Education to provide a list of certain summer academy program providers by certain date; allowing school districts to approve certain option for certain students; allowing for expansion of certain requirements, subject to availability of funds; providing for promulgation of rules; directing the Commission for Educational Quality and Accountability, in certain collaboration, to ensure that certain teachers are provided certain training in mathematics; directing the Commission, in certain collaboration, to implement certain strategies; requiring certain training to include certain guidance; requiring certain education programs to incorporate the study of certain key elements of mathematics instruction; requiring candidates applying for certain teaching certificates to complete instruction in certain program; directing the State Department of Education to establish certain pilot program beginning in certain school year; directing the Department to provide certain technical assistance; directing the Department to use certain instructional teams; providing purpose of teams; requiring team members to have certain training; allowing certain team members to be engaged in certain employment; requiring electronic submission of certain report by certain date; providing for contents of report; creating the Statewide Mathematics Revolving Fund; specifying sources of fund; providing for expenditures; providing purpose of fund; directing the Oklahoma State Regents for Higher Education to use certain fund for certain purpose; requiring certain students beginning in certain school year to be screened for dyscalculia; providing for request of certain screening; directing the State Board of Education to

1 develop certain screening policy by certain date;
2 directing the Board to adopt certain list of certain
3 screening tools; directing screenings to be provided
4 in accordance with certain policies and guidance;
5 requiring school districts to provide certain data to
6 the State Department of Education by certain date
7 annually; providing for data to be submitted;
8 requiring the Department to electronically provide
9 certain report annually; providing for contents of
10 report; directing the Department to provide certain
11 training beginning in certain school year; amending
12 70 O.S. 2021, Section 6-200, as amended by Section 2,
13 Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2024, Section
14 6-200), which relates to training for residency
15 committees and professional development; requiring
16 professional development institutes in mathematics
17 for certain teachers to incorporate certain
18 requirements; amending 70 O.S. 2021, Section
19 1210.508, which relates to the statewide system of
20 student assessments; updating statutory language;
21 requiring the State Board of Education to
22 electronically submit certain report annually by
23 certain date; providing for contents of report;
24 directing the Board to provide certain guidance;
25 providing for codification; providing an effective
date; and declaring an emergency.

15
16 BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

17 SECTION 1. NEW LAW A new section of law to be codified
18 in the Oklahoma Statutes as Section 1210.900 of Title 70, unless
19 there is created a duplication in numbering, reads as follows:

20 A. Sections 1 through 8 of this act shall be known and may be
21 cited as the "Oklahoma Math Achievement and Proficiency Act".

22 B. The Legislature finds that it is essential for children
23 enrolled in the public schools in this state to develop strong
24 mathematical skills early and consistently. The Legislature further

1 finds that clear and visible goals, assessments to determine math
2 proficiency at each school, the use of scientifically based and
3 researched methodologies in math instruction, along with regular and
4 periodic measurements of school math improvement, and accountability
5 at each level of the educational system will result in a significant
6 increase in the number of children performing at or above grade
7 level in mathematics.

8 C. The purpose of the Oklahoma Math Achievement and Proficiency
9 Act is to ensure that student achievement in math is encouraged and
10 progression from one grade to another is determined, in part, upon
11 proficiency in mathematics, that school district board of education
12 policies facilitate promotion of advanced math instruction and
13 intervention services to address student math needs, and that each
14 student and his or her parent or legal guardian be informed of the
15 student's progress in mathematics.

16 D. Each public school district in this state shall ensure that
17 all students receive a well-rounded education focused on building
18 deep foundations in mathematics, reading, and writing. The State
19 Board of Education shall encourage school districts to integrate the
20 teaching of the other curricular areas in subject matter standards
21 adopted by the Board with the instruction of mathematics, reading,
22 and writing.

23 E. All teachers of mathematics in the public schools in this
24 state shall incorporate into instruction the foundational elements

1 of math instruction, which include number sense, mathematical
2 reasoning, problem solving, one-to-one correspondence, and fluency
3 in basic math operations.

4 SECTION 2. NEW LAW A new section of law to be codified
5 in the Oklahoma Statutes as Section 1210.901 of Title 70, unless
6 there is created a duplication in numbering, reads as follows:

7 A. To identify students who have a math deficiency including
8 students with characteristics of dyscalculia, each student enrolled
9 in fourth, fifth, sixth, and seventh grade in a public school in
10 this state shall be screened at the beginning, middle, and end of
11 each school year for math skills including, but not limited to,
12 number sense, counting, operations, and mathematical reasoning. A
13 screening instrument approved by the State Board of Education shall
14 be utilized for the purposes of this section. In determining which
15 screening instrument to approve, the State Board of Education shall
16 take into consideration, at a minimum, the following factors:

17 1. The time required to conduct the screening instrument with
18 the intention of minimizing the impact on instructional time;

19 2. The timeliness in reporting screening instrument results to
20 teachers, administrators, and parents or legal guardians of
21 students; and

22 3. The integration of the screening instrument into the math
23 curriculum.

1 B. Beginning in the 2026-2027 school year, the State Board of
2 Education shall approve no fewer than three screening instruments
3 for use at the beginning, middle, and end of the school year for
4 monitoring progress and measurement of math skills as required in
5 subsection A of this section. The screening instrument shall:

6 1. Assess number sense, mathematical reasoning, counting, and
7 fluency in basic operations;

8 2. Document the validity and reliability of each assessment;

9 3. Be used for identifying students who are at risk for math
10 deficiencies and for progress monitoring throughout the school year;

11 4. Be used to assess students with disabilities and English
12 language learners; and

13 5. Be accompanied by a data management system that provides
14 profiles of students, class, grade level, and school building. The
15 profiles shall identify each student's instructional point of need,
16 competency for advanced math coursework, and math proficiency level.
17 The State Board of Education shall also determine other comparable
18 math assessments for diagnostic purposes to be used for students at
19 risk of math failure.

20 C. 1. Exemptions to the screening requirements required by
21 this section may be provided to students who have documented
22 evidence that they meet at least one of the following criteria as
23 related to the provision of classroom instruction:

- a. the student participates in the Oklahoma Alternate Assessment Program (OAAP) and is taught using alternate methods,
 - b. the student's primary expressive or receptive communication is sign language,
 - c. the student's primary form of written or read text is Braille, or
 - d. 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.

2. A public school that grants an exemption pursuant to paragraph 1 of this subsection shall provide ongoing evidence of student progression toward English language acquisition with the same frequency as administration of screening assessments. Evidence may include, but not be limited to, student progression toward OAAP math essential elements, proficiency in sign language and mathematical reasoning, and proficiency in Braille and mathematical concepts.

D. 1. Students who are administered a screening instrument pursuant to subsection A of this section and are found to be exceeding grade-level targets shall be provided advanced learning

1 opportunities in mathematics approved for that student's grade
2 level. No student who qualifies pursuant to this subsection shall
3 be removed from the advanced learning opportunity provided to the
4 student unless a parent or legal guardian of the student provides
5 written consent for the student to be excluded or removed after
6 being adequately informed that the student's placement was
7 determined by the student's achievement on the screening instrument.

8 2. Students who are administered a screening instrument
9 pursuant to subsection A of this section and are found not to be
10 meeting grade-level targets shall be provided a program of math
11 instruction designed to enable students to acquire the appropriate
12 grade-level math skills. The program of math instruction shall be
13 based on scientific math research and align with the subject matter
14 standards adopted by the State Board of Education. A program of
15 math instruction shall include:

- 16 a. sufficient additional in-school instructional time for
17 the acquisition of number sense, operations, and
18 mathematical reasoning,
- 19 b. if necessary and if funding is available, tutorial
20 instruction after regular school hours, on Saturdays,
21 and during summer; however, such instruction may not
22 be counted toward the one-hundred-eighty-day or one-
23 thousand-eighty-hour school year required in Section
24 1-109 of Title 70 of the Oklahoma Statutes,

- 1 c. assessments identified for diagnostic purposes and
2 periodic monitoring to measure the acquisition of math
3 skills including, but not limited to, number sense,
4 counting, fluency, and problem-solving, as identified
5 in the student's program of math instruction,
- 6 d. high-quality instructional materials grounded in
7 scientifically based math research, and
- 8 e. a means of providing every family of a student in
9 fourth, fifth, sixth, and seventh grade access to free
10 online evidence-based math instruction resources to
11 support the student's math development at home.

12 3. A student enrolled in fourth, fifth, sixth, or seventh grade

13 who exhibits a deficiency in math at any time based on the screening
14 instrument administered pursuant to subsection A of this section
15 shall receive an individual math intervention plan no later than
16 thirty (30) days after the identification of the deficiency in math.

17 The math intervention plan shall be provided in addition to core
18 math instruction that is provided to all students. The math
19 intervention plan shall:

- 20 a. describe the research-based math intervention services
21 the student will receive to remedy the deficiency in
22 math,
- 23 b. provide explicit and systematic instruction in number
24 sense, operations, and problem-solving, as applicable,

1 c. monitor the math progress of each student's math
2 skills throughout the school year and adjust
3 instruction according to the student's needs, and
4 d. continue until the student is determined to be meeting
5 grade-level targets in math based on screening
6 instruments administered pursuant to subsection A of
7 this section or assessments identified for diagnostic
8 purposes and periodic monitoring pursuant to
9 subparagraph c of paragraph 2 of this subsection.

10 4. The math intervention plan for each student identified with
11 a deficiency in math shall be developed by a student math
12 proficiency team and shall include supplemental instructional
13 services and supports. Each team shall be comprised of:

- 14 a. the parent or legal guardian of the student,
15 b. the teacher assigned to the student who had
16 responsibility for math instruction in that academic
17 year,
18 c. a teacher who is responsible for math instruction and
19 is assigned to teach in the next grade level of the
20 student, and
21 d. a teacher who specializes in math interventions, if
22 one is available.

23 5. A school district shall notify the parent or legal guardian
24 of any student in fourth, fifth, sixth, or seventh grade who

1 exhibits a deficiency in math at any time based on the screening
2 instrument administered pursuant to subsection A of this section.
3 The notification shall occur no later than thirty (30) days after
4 the identification of the deficiency in math.

5 SECTION 3. NEW LAW A new section of law to be codified
6 in the Oklahoma Statutes as Section 1210.902 of Title 70, unless
7 there is created a duplication in numbering, reads as follows:

8 A. Contingent on the provision of appropriated funds designated
9 for the Oklahoma Math Achievement and Proficiency Act, public school
10 districts may be allocated monies for each enrolled fourth-, fifth-,
11 sixth-, and seventh-grade student of the current school year who is
12 found to be in need of remediation or intensive intervention
13 services in mathematics. The allocation shall be distributed to
14 each public school district upon approval of the strong math plan
15 for the school district by the State Board of Education and the
16 submittal of a child-count report to the State Department of
17 Education that details the number of students identified as needing
18 remediation or intensive intervention services in mathematics. To
19 determine a per-student allocation amount, the total amount of funds
20 available for allocation each year shall be divided by the total
21 number of students in the state identified as in need of remediation
22 or intensive intervention services in mathematics as provided for in
23 Section 2 of this act. Each public school district shall be
24 allocated an amount equal to the per-student allocation amount

1 multiplied by the number of identified students enrolled in the
2 school district.

3 B. Public school districts receiving more than Two Thousand
4 Five Hundred Dollars (\$2,500.00) pursuant to subsection A of this
5 section shall spend no less than ten percent (10%) to provide
6 professional development for teachers. The professional development
7 shall include training in scientifically based math research
8 including how students learn mathematical concepts; training in
9 providing explicit and systematic instruction in number sense,
10 operations, problem-solving, algebraic thinking, and mathematical
11 fluency; implementing math strategies that research has shown to be
12 successful in improving math skills among students with math
13 difficulties; courses leading to a micro-credential in mathematics;
14 and instructional materials required for implementation.

15 C. The State Department of Education shall approve and publish
16 a list of professional development programs that are evidence-based
17 and directly address the cognitive science of how students learn
18 mathematics for which districts are permitted to use the funds
19 received pursuant to this section.

20 D. If a teacher attends and completes a professional
21 development institute in elementary math approved by the Commission
22 for Educational Quality and Accountability during the summer or when
23 school is not in session, the teacher may receive a stipend equal to

1 the amount of the cost for a substitute teacher, based on the amount
2 of funds allocated.

3 SECTION 4. NEW LAW A new section of law to be codified
4 in the Oklahoma Statutes as Section 1210.903 of Title 70, unless
5 there is created a duplication in numbering, reads as follows:

6 A. If a teacher determines that a student in fourth, fifth,
7 sixth, or seventh grade is performing above grade level in
8 mathematics by the start of the second quarter of the school year,
9 the parent or legal guardian of the student shall be notified of:

10 1. The math proficiency level of the student;
11 2. The program of advanced math instruction available for the
12 student; and

13 3. The potential for the student to participate in a summer
14 academy or other program designed to assist the student in excelling
15 in mathematics.

16 B. If a teacher determines that a student in fourth, fifth,
17 sixth, or seventh grade is not performing at grade level in
18 mathematics by the start of the second quarter of the school year,
19 the parent or legal guardian of the student shall be notified of:

20 1. The math proficiency level of the student;
21 2. The program of math instruction for the student as required
22 pursuant to this act; and

1 3. The potential need for the student to participate in a
2 summer academy or other program designed to assist the student in
3 attaining grade-level math skills.

4 C. A teacher who determines a student in fourth, fifth, sixth,
5 or seventh grade is exceeding or not meeting grade-level targets for
6 mathematics may, after consultation with the parent or legal
7 guardian of the student, recommend that the student participate in
8 and complete a summer academy or other program.

9 D. Summer academy programs shall be designed to ensure that
10 participating students successfully complete an advanced
11 mathematical program or grade-level competencies in mathematics to
12 enhance next-grade readiness. A summer academy math program shall
13 be a program that incorporates the content of a scientifically
14 research-based professional development program administered by the
15 Commission for Educational Quality and Accountability or a
16 scientifically research-based math program administered by the State
17 Board of Education which is taught by teachers who have successfully
18 completed professional development in the math program. All summer
19 academy programs shall consist of a minimum of three (3) consecutive
20 days. The State Department of Education shall provide a list of
21 qualified entities for providing the summer academy programs to all
22 schools by April 1, 2026.

23 E. School districts may approve an option for students who are
24 unable to attend a summer academy. The optional program may

1 include, but not be limited to, an approved private provider of
2 instruction, approved computer- or Internet-based instruction, or an
3 approved program of math instruction monitored by the parent or
4 legal guardian of the student. Public school districts shall not be
5 required to pay for the optional program but shall clearly
6 communicate to the parent or legal guardian the expectations of the
7 program and any costs that may be involved.

8 F. Subject to the availability of funds, beginning one (1) year
9 after implementation of this section, the requirements of subsection
10 C of this section may be expanded to apply to students in eighth
11 grade. Each year thereafter, the requirements may be expanded by
12 one grade level until the requirements apply to fourth-grade
13 students through twelfth-grade students. Summer academy programs
14 shall be designed for each grade level. Nothing in this section
15 shall prevent the State Board of Education or a school district
16 board of education from utilizing private, local, or federal funds
17 to implement the provisions of this section.

18 G. The State Board of Education shall promulgate rules to
19 implement the provisions of this section, which shall include
20 requirements for instructional time for summer academy programs,
21 teacher qualifications, and evaluation of student achievement as a
22 result of summer academy programs or other optional programs.

1 SECTION 5. NEW LAW A new section of law to be codified

2 in the Oklahoma Statutes as Section 1210.904 of Title 70, unless
3 there is created a duplication in numbering, reads as follows:

4 A. The Commission for Educational Quality and Accountability
5 shall ensure that the mathematics competencies for elementary
6 teachers are included in the competencies for special education
7 teachers.

8 B. The Commission for Educational Quality and Accountability,
9 in collaboration with the Oklahoma State Regents for Higher
10 Education, shall ensure that all teachers of early childhood
11 education, elementary education, and special education are provided
12 quality training in intervention, instruction, and remediation
13 strategies in mathematics to provide explicit and systematic
14 instruction in number sense, operations, one-to-one correspondence,
15 algebraic thinking, geometry, measurement, and data analysis. The
16 Commission, in collaboration with the State Regents, shall also
17 implement mathematical strategies that research has shown to be
18 successful in improving mathematics understanding among students
19 with math difficulties. In addition, quality education for
20 prospective teachers shall be provided in research-based
21 instructional strategies for teaching, assessing, and intervening in
22 mathematics development for all students including advanced
23 learners, typically developing learners, and struggling learners who
24 face a range of challenges including, but not limited to, English

1 learners and students with disabilities or learning challenges, such
2 as dyscalculia. Quality training shall include guidance from
3 professional resources such as the National Council of Teachers of
4 Mathematics (NCTM) guidelines, Response to Intervention guidelines,
5 and professional organizations such as the Council for Exceptional
6 Children, National Association for the Education of Young Children,
7 and other relevant professional mathematics education bodies.

8 C. All institutions of higher education within The Oklahoma
9 State System of Higher Education that offer elementary, early
10 childhood education, or special education programs approved by the
11 Commission for Educational Quality and Accountability shall
12 incorporate into those programs the requirement that teacher
13 candidates study key elements of mathematics instruction including
14 number sense, operations, one-to-one correspondence, algebraic
15 thinking, geometry, measurement, and data analysis. Teacher
16 candidates shall study strategies including, but not limited to,
17 instruction that is explicitly taught, sequenced, multimodal
18 (visual, auditory, kinesthetic, etc.), interdisciplinary, and
19 reflective to adapt for individual learners.

20 D. Candidates applying for an alternative placement teaching
21 certificate or an emergency teaching certificate in elementary
22 education shall complete instruction in a scientifically research-
23 based math program as determined by the Commission for Educational
24 Quality and Accountability and the State Board of Education.

1 SECTION 6. NEW LAW A new section of law to be codified

2 in the Oklahoma Statutes as Section 1210.905 of Title 70, unless
3 there is created a duplication in numbering, reads as follows:

4 A. Beginning with the 2025-2026 school year, the State
5 Department of Education shall establish a three-year pilot program
6 to utilize mathematics instructional teams to support school
7 districts in the implementation of the requirements of Section 2 of
8 this act. The Department shall provide technical assistance for
9 mathematics instruction, math-related learning disabilities, and
10 related disorders, and serve as a primary source of information and
11 support for schools in addressing the needs of students struggling
12 with mathematics and math-related learning disabilities.

13 B. The Department shall utilize mathematics instructional teams
14 with the ability to offer support to every public school district in
15 this state. The mathematics instructional teams shall assist
16 general education and special education teachers in recognizing
17 educational needs to improve mathematics outcomes for all students
18 including those with dyscalculia or identified with the risk
19 characteristics associated with math-related learning disabilities.
20 The role of the mathematics instructional teams shall also include
21 increasing professional awareness and instructional competencies to
22 meet the educational needs of all students including those with
23 dyscalculia or identified with risk characteristics associated with
24 math-related learning disabilities. The Department shall prioritize

1 supports and interventions, including enrollment in mathematics
2 training and professional development, for schools that have the
3 highest percentage of students who do not demonstrate sufficient
4 math skills as established by the State Board of Education.

5 C. Mathematics instructional team members utilized by the
6 Department shall have training in:

7 1. The research-based science of how students learn mathematics
8 including number sense, operations, one-to-one correspondence,
9 algebraic thinking, geometry, measurement, and data analysis;

10 2. Foundations of multisensory, explicit, systematic, and
11 structured mathematics instruction;

12 3. Identification of and the appropriate interventions,
13 accommodations, and teaching techniques for struggling students;

14 4. The requirements of this act;

15 5. Special education laws and procedures; and

16 6. Appropriate interventions, accommodations, and assistive
17 technology supports for students with dyscalculia or a related
18 disorder.

19 D. The mathematics instructional team members may be employed
20 directly by the Department or may be contracted by the Department.

21 Mathematics instructional teams shall report to the Program Director
22 for Mathematics at the Department.

23 E. The Department shall electronically submit a report to the
24 Governor, the President Pro Tempore of the Senate, and the Speaker

1 of the House of Representatives by December 31, 2028, that includes
2 an evaluation of the pilot program by school districts, data on
3 whether the program had an impact on increasing the number of
4 students who demonstrate proficiency in mathematics, and
5 recommendations for changes to the state's mathematics education
6 policies.

7 SECTION 7. NEW LAW A new section of law to be codified
8 in the Oklahoma Statutes as Section 1210.906 of Title 70, unless
9 there is created a duplication in numbering, reads as follows:

10 A. There is hereby created in the State Treasury a revolving
11 fund for the Oklahoma State Regents for Higher Education to be
12 designated the "Statewide Mathematics Revolving Fund". The fund
13 shall be a continuing fund, not subject to fiscal year limitations,
14 and shall consist of all monies received by the State Regents from
15 state appropriations provided for the purpose of implementing the
16 provisions of subsection B of this section. All monies accruing to
17 the credit of the fund are hereby appropriated and may be budgeted
18 and expended by the State Regents for the purpose provided for in
19 this subsection. Expenditures from the fund shall be made upon
20 warrants issued by the State Treasurer against claims filed as
21 prescribed by law with the Director of the Office of Management and
22 Enterprise Services for approval and payment.

1 B. Subject to the availability of funding, the Oklahoma State
2 Regents for Higher Education shall utilize the Statewide Mathematics
3 Revolving Fund created in subsection A of this section to:

4 1. Implement training for a scientifically research-based math
5 program in teacher education programs accredited by the Commission
6 for Educational Quality and Accountability. For the purposes of
7 this section, training in a scientifically research-based math
8 program includes providing explicit and systematic instruction in
9 number sense, mathematical reasoning, problem-solving, one-to-one
10 correspondence, algebraic thinking, and data analysis, and
11 implementing instructional strategies that research has shown to be
12 successful in improving mathematics achievement among students with
13 learning difficulties in math. Beginning with students entering a
14 teacher education program accredited by the Commission for
15 Educational Quality and Accountability in the 2026-2027 academic
16 year, completion of training required by this paragraph shall lead
17 to a micro-credential in mathematics, which shall be reflected on
18 teaching certificates awarded to such individuals; and

19 2. Support teacher education programs accredited by the
20 Commission for Educational Quality and Accountability in developing
21 and implementing a micro-credential in mathematics for certified
22 teachers employed by school districts and charter schools in this
23 state. A micro-credential awarded pursuant to this paragraph shall
24 be reflected on a teacher's certificate to teach.

1 SECTION 8. NEW LAW A new section of law to be codified

2 in the Oklahoma Statutes as Section 1210.907 of Title 70, unless
3 there is created a duplication in numbering, reads as follows:

4 A. Beginning with the 2025-2026 school year and for each school
5 year thereafter, any student enrolled in fourth, fifth, sixth, or
6 seventh grade in a public school in this state who is assessed
7 through the Oklahoma Math Achievement and Proficiency Act pursuant
8 to Section 2 of this act, and who is not meeting grade-level targets
9 in mathematics after the beginning-of-the-year screening instrument,
10 shall be screened for dyscalculia. Screening also may be requested
11 for a student by his or her parent or legal guardian, teacher, or
12 counselor. A student who tests positive for dyscalculia shall not
13 be required to be rescreened unless requested by his or her parent
14 or legal guardian.

15 B. No later than December 31, 2025, the State Board of
16 Education shall develop policies for dyscalculia screening required
17 pursuant to this section and shall include, but not be limited to:

- 18 1. The definition and characteristics of dyscalculia and
19 related disorders;
- 20 2. The process for referring students in grades four through
21 seven for screening;
- 22 3. A process for providing notification to parents or legal
23 guardians of the use of a qualified dyscalculia-screening tool and
24 notification of the results of the screening;

1 4. A process for providing the parents or legal guardians of
2 students screened for dyscalculia with information and resource
3 material regarding dyscalculia;

4 5. A process for monitoring the student's progress after the
5 positive identification of characteristics of dyscalculia or other
6 math-related disorders; and

7 6. Requirements and qualifications for screeners that
8 demonstrate an understanding of and training to administer the
9 screening instrument.

10 C. The Board shall adopt a list of approved qualified
11 dyscalculia screening tools that address developmentally appropriate
12 components.

13 D. Screening shall be conducted in accordance with the policies
14 developed by the State Board of Education pursuant to subsection B
15 of this section and the guidance within the dyslexia and dysgraphia
16 handbook developed pursuant to Section 1210.517 of Title 70 of the
17 Oklahoma Statutes including policies and information developed
18 relating to universal screening of students for characteristics of
19 dyscalculia.

20 E. Beginning June 30, 2026, and June 30 each year thereafter,
21 public school districts shall provide the following data to the
22 State Department of Education:

23 1. The number of students by grade level in grades four through
24 seven who were screened for dyscalculia in a school year;

1 2. The number of students by grade level in grades four through
2 seven who were newly identified as having characteristics of
3 dyscalculia in a school year;

4 3. The process or tools used to evaluate student progress;

5 4. The number of trained school system personnel or licensed
6 professionals used to administer the qualified dyscalculia screening
7 tool;

8 5. The number of students in grades four through seven who were
9 participating in interventions within the school setting and the
10 number of students participating in interventions outside the school
11 setting; and

12 6. The programs used by districts for intervention within the
13 school setting.

14 F. By December 31, 2026, and by December 31 each year
15 thereafter, the State Department of Education shall electronically
16 provide a report containing all of the data provided pursuant to
17 subsection E of this section to the Governor and Legislature and
18 make the report available on the Department's website.

19 G. As funds are available, beginning with the 2025-2026 school
20 year, the Department shall provide training on the best practices
21 for screening for dyscalculia.

22 H. The State Board of Education may promulgate rules to
23 implement the provisions of this section.

1 SECTION 9. AMENDATORY 70 O.S. 2021, Section 6-200, as
2 amended by Section 2, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2024,
3 Section 6-200), is amended to read as follows:

4 Section 6-200. A. Subject to the availability of funds, the
5 State Board of Education shall have authority to develop and
6 administer training for residency committees and training for
7 professional development through professional development
8 institutes. Included in the professional development institute
9 training shall be technology training. "Professional development
10 institutes" shall be defined as continuing education experiences
11 which consist of a minimum of thirty (30) clock hours. The
12 institutes shall be competency-based, emphasize effective learning
13 practices, require collaboration among participants, and require
14 each participant to prepare a work product which can be utilized in
15 the classroom by the participant. Any state professional
16 development institutes administered by the Board shall be chosen
17 through a competitive bid process and, if funds are available,
18 subject to peer review. The Board, prior to offering any
19 professional development institute, shall promulgate rules related
20 to administering state professional development institutes.

21 B. The State Board of Education shall develop, offer, and
22 administer professional development institutes to train elementary
23 school teachers in reading education and, if funds are available,
24 which may include, but not be limited to, grant, foundation, or

1 other funds, to train middle school teachers in reading education.
2 Funds appropriated for this purpose shall be used for the cost of
3 developing, administering, and contracting for the professional
4 development institutes. When possible, certified reading
5 specialists shall be included as consultants. All costs of the
6 institutes shall be included in the contract price, and no tuition
7 or registration fee shall be collected from teachers attending the
8 institutes. The institutes shall be offered by or through the
9 Commission for Educational Quality and Accountability. Working in
10 conjunction with the State Department of Education, the Commission
11 shall develop a state plan for administration of such institutes and
12 shall report electronically on or before November 1 of each year to
13 the Governor and the Legislature on the format of and participation
14 in the institutes. The State Department of Education shall
15 cooperate with and provide any information requested, including data
16 available through the state student record system, to the State
17 Board of Education as is necessary to carry out the provisions of
18 this section.

19 C. Subject to the availability of funds, the State Board of
20 Education shall:

21 1. Contract for an independent evaluation of the reading
22 professional development institutes. The evaluation shall determine
23 adherence to program requirements as provided in this section and

1 the program's effectiveness in increasing teacher knowledge and
2 student achievement; and

3 2. Provide continued support of the reading professional
4 development institutes through ongoing teacher development at
5 individual school sites. Funds may be used for the cost of mentor
6 training, payment for substitute teachers, on-site facilitation, and
7 any other costs necessary to ensure improved reading by students.

8 D. 1. For the purpose of implementing comprehensive reading
9 reform and systemic change, the State Board of Education shall award
10 one-year grants renewable for up to two (2) additional years to
11 public schools that serve students in kindergarten through third
12 grade. The grants shall provide for:

13 a. a five-day initial professional development institute
14 in elementary school reading for teachers of
15 kindergarten through third grade, instructional
16 leaders, and principals,

17 b. a three-day follow-up professional development
18 institute in elementary school reading for teachers of
19 kindergarten through third grade and instructional
20 leaders, and

21 c. continued support through ongoing teacher development
22 at school sites, including four (4) days of
23 professional development for principals and literacy

1 resource specialists and six (6) days of on-site
2 visits by a program consultant.

3 2. In order to qualify for a grant pursuant to this subsection,
4 the following requirements shall be met:

- 5 a. at least eighty percent (80%) of the teachers of
6 kindergarten through third grade at the school shall
7 have demonstrated support for the training program
8 provided pursuant to this subsection,
- 9 b. the principal shall ensure that all members of the
10 leadership team and all teachers of kindergarten
11 through third grade will participate in all phases of
12 the training program,
- 13 c. the school district shall ensure that any new teacher
14 of kindergarten through third grade or principal at
15 the school will participate in all phases of the
16 training program, and
- 17 d. the school district shall employ a literacy resource
18 specialist for at least two (2) years after completion
19 of the training provided in this subsection. One or
20 more districts may share a literacy resource
21 specialist upon approval of the Board.

22 3. Any school which has been determined by the State Board of
23 Education to be a school in need of improvement shall be given
24 priority for receipt of a grant. Grants to ~~local~~ school districts

1 may be awarded based on the amount of funds allocated to the State
2 Board of Education for the purposes of this section. Funds may be
3 used for payment for substitute teachers, program consultants, on-
4 site facilitation, and literacy resource specialists.

5 4. For program evaluation purposes, each school awarded a grant
6 pursuant to this subsection shall provide to the Commission for
7 Educational Quality and Accountability student-level data and
8 results of the reading assessments administered pursuant to the
9 Oklahoma School Testing Program Act for the year prior to the grant
10 award, for each year a grant is received by the school, and for
11 three (3) years after completion of the program. If funds are not
12 sufficient to award grants to all eligible applicants, schools may
13 be placed on a waiting list for priority consideration for the
14 following year's round of grant awards which shall be superior to
15 the priority given to schools as provided in paragraph 3 of this
16 subsection, if the school provides student data for the current year
17 to the Board as provided in this paragraph.

18 5. The professional development institutes in elementary
19 reading provided pursuant to this section shall incorporate the
20 requirements of the Strong Readers Act.

21 E. As additional funds become available for such purpose, the
22 Board shall develop and offer professional development institutes
23 in:

1 1. Mathematics for teachers in grades kindergarten through nine
2 which incorporate the requirements of Sections 1 through 8 of this
3 act;

4 2. The use of technology in the classroom;
5 3. Training of residency committee members in teacher
6 mentoring; and

7 4. Hands-on inquiry-based science for elementary teachers.

8 SECTION 10. AMENDATORY 70 O.S. 2021, Section 1210.508,
9 is amended to read as follows:

10 Section 1210.508. A. 1. By no later than December 31, 2016,
11 the State Board of Education shall adopt a statewide system of
12 student assessments in compliance with the Elementary and Secondary
13 Education Act of 1965 (ESEA), as reauthorized and amended by P.L.
14 No. 114-95, also known as the Every Student Succeeds Act (ESSA).

15 2. The statewide student assessment system adopted by the Board
16 pursuant to this subsection shall be aligned with the Oklahoma
17 Academic Standards as adopted by the Board and which prepare
18 students for college and careers.

19 B. 1. The Board shall issue a request for proposals for the
20 selection of assessments to be administered to students in grades
21 three through twelve as a part of the statewide student assessment
22 system adopted by the Board pursuant to this section.

23 2. The Board shall adopt assessments from the selected
24 proposals that were submitted pursuant to paragraph 1 of this

1 subsection. The adopted assessments shall be administered by the
2 Board for a period that is in coordination with the six-year subject
3 area textbook adoption cycle unless the vendor does not fulfill the
4 terms of the contract or fails to comply with or violates the terms
5 of the contract. The Board shall administer the assessments
6 beginning with the 2017-2018 school year.

7 C. The statewide student assessment system adopted by the Board
8 pursuant to this section shall include assessments that:

- 9 1. Are aligned with the Oklahoma subject matter standards as
10 adopted by the Board;
- 11 2. Provide a measure of comparability among other states;
- 12 3. Yield both norm-referenced scores and criterion-referenced
13 scores;
- 14 4. Have a track record of statistical reliability and accuracy;
15 and
- 16 5. For assessments administered in high school, provide a
17 measure of future academic performance.

18 D. For the 2016-2017 school year, the Board shall administer
19 assessments in:

- 20 1. English Language Arts or ~~Reading~~ reading and ~~Mathematics~~
21 mathematics in grades three through eight and at least once in high
22 school, during the grade span of nine through twelve;
- 23 2. Science not less than once during each grade span of three
24 through five, six through nine, and ten through twelve; and

1 3. United States History not less than once during the grade
2 span of nine through twelve.

3 E. 1. Beginning with the 2017-2018 school year, the statewide
4 student assessment system shall include assessments in:

- 5 a. English Language Arts and ~~Mathematics~~ mathematics in
6 grades three through eight and at least once in high
7 school, during the grade span of nine through twelve,
8 b. ~~Science~~ science not less than once during each grade
9 span of three through five, six through nine, and ten
10 through twelve, and
11 c. United States History, with an emphasis on civics, not
12 less than once during the grade span of nine through
13 twelve.

14 2. Beginning with the 2017-2018 school year, the statewide
15 student assessment system may include:

- 16 a. assessments in ~~Reading and Writing~~ reading, writing,
17 and mathematics in certain grades as determined by the
18 Board, and
19 b. contingent upon the availability of funds, an
20 additional nationally recognized college- and career-
21 readiness assessment or assessments as recommended by
22 the State Department of Education which will be
23 administered to students in high school at no cost to
24 the student.

1 F. 1. Beginning with students entering the ninth grade in the
2 2017-2018 school year, each student shall take the assessment or
3 assessments included in the statewide student assessment system
4 adopted by the Board pursuant to subsection A of this section in
5 order to graduate from a public high school with a standard diploma.
6 All students shall take the assessment or assessments prior to
7 graduation, unless otherwise exempt by law.

8 2. Beginning with students entering the ninth grade in the
9 2017-2018 school year, each student, in addition to taking the
10 assessment or assessments included in the statewide student
11 assessment system adopted by the Board pursuant to subsection A of
12 this section, shall meet any other high school graduation
13 requirements adopted by the Board pursuant to Section 5 of Enrolled
14 House Bill No. 3218 of the 2nd Session of the 55th Oklahoma
15 Legislature in order to graduate from a public high school with a
16 standard diploma.

17 3. For students who start the ninth grade prior to or during
18 the 2016-2017 school year, school districts shall adopt a plan that
19 establishes the assessment or assessments those students are
20 required to take in order to graduate from a public high school with
21 a standard diploma. The plan may also include any or all of the
22 other high school graduation requirements adopted by the Board
23 pursuant to Section 5 of Enrolled House Bill No. 3218 of the 2nd
24 Session of the 55th Oklahoma Legislature that those students will be

1 required to meet in order to graduate from a public high school with
2 a standard diploma.

3 4. The Board shall promulgate rules to ensure that students who
4 transfer into an Oklahoma school district from out-of-state after
5 the junior year of high school shall not be denied the opportunity
6 to be awarded a standard diploma due to differing testing
7 requirements.

8 G. In order to provide an indication of the levels of
9 competency attained by the student in a permanent record for
10 potential future employers and institutions of higher education,
11 school districts shall report on the high school transcript of the
12 student the highest-achieved score on the assessment or assessments
13 included in the statewide student assessment system adopted by the
14 Board pursuant to subsection A of this section and any business- and
15 industry-recognized endorsements attained.

16 H. Students who do not perform at a proficiency level on
17 assessments shall be remediated as established in the assessment
18 requirements adopted by the Board pursuant to Section 5 of Enrolled
19 House Bill No. 3218 of the 2nd Session of the 55th Oklahoma
20 Legislature, subject to the availability of funding.

21 I. 1. All assessments required by this section shall measure
22 academic competencies in correlation with the subject matter
23 standards adopted by the Board pursuant to Sections 11-103.6 and 11-
24 103.6a of this title and referred to as the Oklahoma Academic

1 Standards. The State Board of Education shall evaluate the subject
2 matter standards to ensure the competencies reflect high standards,
3 are specific, well-defined, measurable, and challenging, and will
4 prepare elementary students for next-grade-level course work and
5 secondary students for postsecondary studies at institutions of
6 higher education or technology center schools without the need for
7 remediation. All subject matter standards shall reflect the goals
8 as set forth in Section 11-103.6 of this title and of improving the
9 state average ACT score.

10 2. The State Department of Education shall annually evaluate
11 the results of the assessments. The State Board of Education shall
12 ensure that preliminary results for all statewide assessments are
13 reported to districts no later than June 20 of each year and are
14 presented in a manner that yields detailed, diagnostic information
15 for the purpose of guiding instruction and student remediation. As
16 improvements are made to the assessments required by this section,
17 the Board shall seek to increase the depth of knowledge assessed for
18 each subject. The State Board of Education shall seek to ensure
19 that data yielded from the assessments required in this section are
20 utilized at the school district level to inform instruction,
21 professional development, school improvement, and remediation for
22 students.

23 3. The Commission for Educational Quality and Accountability
24 shall determine the cut scores for the performance levels on all
25

1 statewide assessments. The Commission shall conduct an ongoing
2 review to compare the statewide assessment content and performance
3 descriptors with those of other states. Upon receipt of the review,
4 the Commission may adjust the cut scores as necessary.

5 4. The State Board of Education, for the purposes of conducting
6 reliability and validity studies, monitoring contractor adherence to
7 professionally accepted testing standards, and providing
8 recommendations for testing program improvement, shall retain the
9 services of an established, independent agency or organization that
10 is nationally recognized for its technical expertise in educational
11 testing but is not engaged in the development of aptitude or
12 achievement tests for elementary or secondary level grades. These
13 national assessment experts shall annually conduct studies of the
14 reliability and validity of the statewide assessments administered
15 pursuant to this section. Validity studies shall include studies of
16 decision validity and concurrent validity.

17 J. 1. The State Board of Education shall promulgate rules
18 setting the assessment window dates for each statewide assessment so
19 that the assessments are administered according to recommended
20 testing protocols, and so that the assessment results are reported
21 back to school districts in a timely manner. The vendor shall
22 provide a final electronic data file of all school site, school
23 district, and state results to the State Department of Education and
24 the Office of Educational Quality and Accountability prior to August

1 20 of each year. The Department shall forward the final data files
2 for each school district and each school site in that district to
3 the school district. The Board shall ensure the contract with the
4 vendor includes a provision that the vendor report assessment
5 results directly to the Office of Educational Quality and
6 Accountability at the same time it is reported to the Board.

7 2. State, district, and site level results of all assessments
8 required in this section shall be disaggregated by gender, race,
9 ethnicity, disability status, migrant status, English proficiency,
10 and status as economically disadvantaged, except that such
11 disaggregation shall not be required in a case in which the number
12 of students in a category is insufficient to yield statistically
13 reliable information or the results would reveal personally
14 identifiable information about an individual student. Each school
15 site shall notify the student's parents or legal guardians of the
16 school's performance levels in the Oklahoma School Testing Program
17 as reported in the Oklahoma Educational Indicators Program at the
18 end of each school year.

19 K. The State Board of Education shall be responsible for the
20 field-testing and validation of the statewide assessment system
21 required in subsection A of this section.

22 L. The State Board of Education shall develop, administer, and
23 incorporate as a part of the Oklahoma School Testing Program, other
24 assessment programs or procedures, including appropriate

1 accommodations for the assessment of students with disabilities as
2 required by the Individuals with Disabilities Education Act (IDEA),
3 20 U.S.C., Section 1400 et seq.

4 M. For purposes of developing and administering alternate
5 assessments for students with the most significant cognitive
6 disabilities, the State Board of Education shall not be subject to
7 subsections D and E of Section 11-103.6a of this title.

8 N. By December 15, 2026, and annually thereafter, the State
9 Board of Education shall electronically submit a report to the
10 Legislature containing data collected for the most recently
11 completed school year on the number and demographics of students who
12 were eligible for advanced mathematics courses, the number and
13 demographics of students who were placed in advanced mathematics
14 courses, the number and demographics of students placed in
15 mathematics intervention courses, and the number and demographics of
16 students not placed in advanced mathematic courses or mathematic
17 intervention courses. The report shall include information on the
18 type and format of advanced mathematic courses and the type and
19 format of mathematic intervention courses.

20 O. The State Board of Education shall provide guidance on how
21 to best develop programming and courses to ensure all impacted
22 students receive rigorous, academically appropriate instruction in
23 mathematics.

24 SECTION 11. This act shall become effective July 1, 2025.
25

1 SECTION 12. It being immediately necessary for the preservation
2 of the public peace, health, or safety, an emergency is hereby
3 declared to exist, by reason whereof this act shall take effect and
4 be in full force from and after its passage and approval.

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