HB3706 POLPCS1 Chad Caldwell-SW
2/11/2026 4:18:35 pm

COMMITTEE AMENDMENT

HOUSE OF REPRESENTATIVES
State of Oklahoma

SPEAKER:

CHAIR:

I move to amend HB3706
Of the printed Bill

Page _____ Section _____ Lines _____
Of the Engrossed Bill

By deleting the content of the entire measure, and by inserting in lieu thereof the following language:

AMEND TITLE TO CONFORM TO AMENDMENTS

Amendment submitted by: Chad Caldwell

Adopted: _____

_____
Reading Clerk

STATE OF OKLAHOMA

2nd Session of the 60th Legislature (2026)

PROPOSED POLICY
COMMITTEE SUBSTITUTE
FOR
HOUSE BILL NO. 3706 By: Caldwell (Chad)

PROPOSED POLICY COMMITTEE SUBSTITUTE

An Act relating to education; amending Section 3, Chapter 492, O.S.L. 2025 (70 O.S. Supp. 2025, Section 1210.901), which relates to math proficiency screenings; applying screening requirements to additional grade levels; setting timeline for initial screening; adding requirements to the math intervention plan; shortening parental notification timeline for identified deficiencies; providing parental notification requirements; mandating a personalized Math-at-Home plan for deficient students; requiring school district to departmentalize math instruction as needed; requiring school districts to provide job-embedded coaching support for math teachers; amending Section 4, Chapter 492, O.S.L. 2025 (70 O.S. Supp. 2025, Section 1210.902), which relates to professional development for teachers; applying certain allocation of monies to additional grade levels; requiring professional development to integrate data from screening instruments; amending Section 6, Chapter 492, O.S.L. 2025 (70 O.S. Supp. 2025, Section 1210.904), which relates to mathematics training methods; adding study requirements for teacher candidates; requiring a minimum amount of math instruction per day and week for kindergarten through fifth-grade students; requiring math instruction to align with the Oklahoma Academic Standards for Mathematics; requiring additional rubric criteria for review of math instruction materials; mandating that each school district develop an advanced math pathway; defining term; requiring automatic enrollment into advanced math pathways for certain students; providing opt-in and opt-out options for students; requiring

information to be provided to parents regarding the benefits of advanced math pathways; requiring school district to provide support for students in advanced math pathways; requiring the Department of Education to report annually to the Legislature regarding students in advanced math pathways; requiring all public school students to complete Algebra I or an equivalent course by ninth grade; requiring a math intervention plan for students at risk of not completing Algebra I; requiring parents to be notified of student risk of incompletion; describing notification requirements; providing for codification; providing an effective date; and declaring an emergency.

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

SECTION 1. AMENDATORY Section 3, Chapter 492, O.S.L. 2025 (70 O.S. Supp. 2025, Section 1210.901), is amended to read as follows:

Section 1210.901. A. To identify students who have a math deficiency including students with characteristics of dyscalculia, each student enrolled in ~~second, third, fourth, and fifth grade~~ kindergarten through eighth grades in a public school in this state shall be screened at the beginning, middle, and end of each school year for math proficiency including, but not limited to, real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions. A screening instrument approved by the State Board of Education shall be utilized for the purposes of this section. In determining which screening instrument

to approve, the State Board of Education shall take into consideration, at a minimum, the following factors:

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

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

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

B. Beginning in the 2026-2027 school year, the State Board of Education shall approve a list of screening instruments for use at the beginning, middle, and end of the school year for monitoring progress and measurement of math proficiency as required in subsection A of this section. The first screening shall be administered within thirty (30) days of the beginning of the school year. The screening instrument shall:

1. Assess mathematical proficiency, which is a combination of real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions for the grade level as defined by the state's subject matter standards;

2. Document the validity and reliability of each assessment;

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

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

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

C. 1. Exemptions to the screening requirements required by this section may be provided to students who have documented evidence that they meet at least one of the following criteria as 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 opportunities in mathematics approved for that student's grade level. No student who qualifies pursuant to this subsection shall be removed from the advanced learning opportunity provided to the student unless a parent or legal guardian of the student provides written consent for the student to be excluded or removed after being adequately informed that the student's placement was determined by the student's achievement on the screening instrument.

2. Students who are administered a screening instrument pursuant to subsection A of this section and are found not to be meeting grade-level targets shall be provided a program of math instruction designed to enable students to acquire the appropriate

grade-level math proficiency. The program of math instruction shall be based on scientific math research and align with the subject matter standards adopted by the State Board of Education. A program of math instruction shall include:

a. sufficient additional in-school instructional time for the acquisition of mathematical proficiency, which is a combination of real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions,

b. if necessary and if funding is available, tutorial instruction after regular school hours, on Saturdays, and during summer; however, such instruction may not be counted toward the one-hundred-eighty-day or one-thousand-eighty-hour school year required in Section 1-109 of Title 70 of the Oklahoma Statutes,

c. assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of math proficiency including, but not limited to, real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions, as identified in the student's program of math instruction,

d. high-quality instructional materials grounded in scientifically based math research, and

e. a means of providing every family of a student in ~~second, third, fourth, and fifth grade~~ kindergarten through eighth grades access to free online evidence-based math instruction resources to support the student's math development at home.

3. A student enrolled in ~~second, third, fourth, and fifth grade~~ kindergarten through eighth grades who exhibits a deficiency in math at any time based on the screening instrument administered pursuant to subsection A of this section shall receive an individual math intervention plan no later than thirty (30) days after the identification of the deficiency in math. The math intervention plan shall be provided in addition to core math instruction that is provided to all students. The math intervention plan shall:

a. include the math knowledge and skills that are underdeveloped,

b. describe the research-based math intervention services the student will receive to remedy the deficiency in math,

~~b.~~

c. provide explicit and systematic instruction in real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions, as applicable,

d. include targeted individual or small group math intervention for at least thirty (30) minutes three (3) times per week or sixty (60) hours in a school year based on student need, that uses purposeful instruction with clear explanations of concepts, modeling strategies and immediate feedback to students,

e. be delivered by a highly effective math teacher as demonstrated by student math performance data and teacher performance evaluations,

f. be implemented during regular school hours and as needed before and after school,

~~c.~~

g. monitor the math progress of each student's math proficiency throughout the school year and adjust instruction according to the student's needs, and

~~d.~~

h. continue until the student is determined to be meeting grade-level targets in math based on screening instruments administered pursuant to subsection A of this section or assessments identified for diagnostic purposes and periodic monitoring pursuant to subparagraph c of paragraph 2 of this subsection.

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

a. the parent or legal guardian of the student,

b. the teacher assigned to the student who had responsibility for math instruction in that academic year,

c. a teacher who is responsible for math instruction and is assigned to teach in the next grade level of the student, and

d. a teacher who specializes in math interventions, if one is available.

5. A school district shall notify the parent or legal guardian of any student in ~~second, third, fourth, and fifth grade~~ kindergarten through eighth grades who exhibits a deficiency in math at any time based on the screening instrument administered pursuant to subsection A of this section. The notification shall occur no later than ~~thirty (30)~~ fifteen (15) days after the identification of the deficiency in math. The notice shall include:

a. a statement that the student has been identified as needing intervention,

b. the student's screening results, and

c. a statement that an individual math intervention plan will be developed by a student math proficiency team which includes the parent or legal guardian of the student.

6. A personalized Math-at-Home plan for each student identified with a deficiency in math shall be provided by the school district for parents or legal guardians to support student learning at home. The Math-at-Home plan shall include:

a. a copy of the individual math intervention plan of the student,

b. notification that the parent or legal guardian will be informed in writing of the progress of the student toward grade-level math at least once per month, and

c. strategies and resources for parents and legal guardians to use at home to help the student succeed at math.

7. School districts shall departmentalize math instruction, as needed, to ensure all students have effective math instruction.

E. Each school district shall provide job-embedded coaching support for teachers who teach math in kindergarten through fifth grades. Such coaching support shall include:

1. On-site teacher training on data-based decision making and teaching practices that are supported by research grounded in

quantitative and qualitative empirical evidence and are shown to positively impact student math learning outcomes;

2. Demonstrated lessons;

3. Leading professional learning;

4. Co-teaching or observation with immediate feedback for improving instruction; and

5. Development of all aspects of real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions.

SECTION 2. AMENDATORY Section 4, Chapter 492, O.S.L. 2025 (70 O.S. Supp. 2025, Section 1210.902), is amended to read as follows:

Section 1210.902. A. Contingent on the provision of appropriated funds designated for the Oklahoma Math Achievement and Proficiency Act, public school districts may be allocated monies for each enrolled ~~second-, third-, fourth-, and fifth-grade~~ kindergarten through eighth grade student of the current school year who is found to be in need of remediation or intensive intervention services in mathematics. The allocation shall be distributed to each public school district upon approval of the strong math plan for the school district by the State Board of Education and the submittal of a child-count report to the State Department of Education that details the number of students identified as needing remediation or intensive intervention services in mathematics. To determine a per-

student allocation amount, the total amount of funds available for allocation each year shall be divided by the total number of students in the state identified as in need of remediation or intensive intervention services in mathematics as provided for in Section ~~3~~ 1210.901 of this ~~act~~ title. Each public school district shall be allocated an amount equal to the per-student allocation amount multiplied by the number of identified students enrolled in the school district.

B. Public school districts receiving more than Two Thousand Five Hundred Dollars ($2,500.00) pursuant to subsection A of this section shall spend no less than ten percent (10%) to provide professional development for teachers. The professional development shall include training in scientifically based math research including how students learn mathematical concepts; training in providing explicit and systematic instruction in real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions; implementing math strategies that research has shown to be successful in improving math proficiency among students with math difficulties; courses leading to a micro-credential in mathematics; data from screening instruments and assessments to inform instruction and intervention based on student needs, and instructional materials required for implementation.

C. The State Department of Education shall approve and publish a list of professional development programs that are evidence-based

and directly address the cognitive science of how students learn mathematics for which districts are permitted to use the funds received pursuant to this section.

D. If a teacher attends and completes a professional development institute in elementary math approved by the Commission for Educational Quality and Accountability during the summer or when school is not in session, the teacher may receive a stipend equal to the amount of the cost for a substitute teacher, based on the amount of funds allocated.

SECTION 3. AMENDATORY Section 6, Chapter 492, O.S.L. 2025 (70 O.S. Supp. 2025, Section 1210.904), is amended to read as follows:

Section 1210.904. A. The Commission for Educational Quality and Accountability shall ensure that the mathematics competencies for elementary teachers are included in the competencies for special education teachers.

B. The Commission for Educational Quality and Accountability, in collaboration with the Oklahoma State Regents for Higher Education, shall ensure that all teachers of early childhood education, elementary education, and special education are provided quality training in intervention, instruction, and remediation strategies in mathematics to provide explicit and systematic instruction in real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions. The

Commission, in collaboration with the State Regents, shall also implement mathematical strategies that research has shown to be successful in improving mathematics understanding among students with math difficulties. In addition, quality education for prospective teachers shall be provided in research-based instructional strategies for teaching, assessing, and intervening in mathematics development for all students including advanced learners, typically developing learners, and struggling learners who face a range of challenges including, but not limited to, English learners and students with disabilities or learning challenges, such as dyscalculia. Quality training shall include guidance from professional resources such as the National Council of Teachers of Mathematics (NCTM) guidelines, Response to Intervention guidelines, and professional organizations such as the Council for Exceptional Children, National Association for the Education of Young Children, and other relevant professional mathematics education bodies.

C. All institutions of higher education within The Oklahoma State System of Higher Education that offer elementary, early childhood education, or special education programs approved by the Commission for Educational Quality and Accountability shall incorporate into those programs the requirement that teacher candidates study key elements of mathematics instruction including real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions. Teacher candidates

shall study strategies including, but not limited to, instruction that is explicitly taught, sequenced, multimodal (visual, auditory, kinesthetic, etc.), interdisciplinary, and reflective to adapt for individual learners. Teacher candidates shall study how to understand and use student data to make instructional decisions.

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

SECTION 4. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 1210.908 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. Beginning with the 2026-2027 school year, all public elementary schools shall provide instruction in mathematics for:

1. A minimum of two hundred twenty-five (225) minutes each week for no less than thirty (30) minutes per school day for students in full-day kindergarten and grades one and two; and

2. A minimum of three hundred (300) minutes each week for no less than thirty (30) minutes per school day for students in grades three through five.

B. The instruction required by this section shall align with the Oklahoma Academic Standards for Mathematics (OAS-M) as approved by the State Board of Education.

SECTION 5. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 1210.909 of Title 70, unless there is created a duplication in numbering, reads as follows:

The State Textbook Committee shall include, in the rubric adopted pursuant to subsection F of Section 16-102 of this title, the following criteria for all mathematic instructional materials evaluated by a review team:

1. Research-based math knowledge progressions that draw connections between the mathematical knowledge learned in previous grades, the mathematical knowledge that is to be learned in the current grade level and how the student will build on this math knowledge in the future;

2. The development of real-world problem-solving skills, procedural fluency, conceptual understanding and productive dispositions;

3. Incorporation of teaching practices that are supported by research grounded in quantitative and qualitative empirical evidence and are shown to positively impact student math learning outcomes, including but not limited to, instruction using clear explanations of concepts, modeling strategies and providing immediate feedback to students; and

4. The inclusion of intervention materials that support the development of grade-level math knowledge.

SECTION 6. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 1210.910 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. Each school district shall develop an advanced math pathway that is designed to enable students to be prepared for and enroll in Algebra I, or the integrated equivalent, in middle school and college-credit-bearing math courses in high school. "Advanced math pathway" means a sequence of courses that accelerates or combines math content from grades six through eleven.

B. A school district shall automatically enroll a student who scores proficient or higher on the statewide end-of-year math assessment in grades five through eleven in a Middle School or High School advanced math pathway.

1. A parent or legal guardian of a student who does not meet the criteria for automatic enrollment under this subsection may opt their student in to an advanced math pathway.

2. A parent or legal guardian of a student automatically enrolled pursuant to this subsection may opt their student out of the advanced math pathway.

C. Districts shall provide transparent information to students and parents regarding:

1. How advanced math enrollment in middle and high school affects student progression through math pathways;

2. The purpose and goals of guaranteed access to advanced math;

3. The available math pathways including high school math pathways; and

4. How each math pathway supports preparation for postsecondary college and career opportunities.

D. Each school district shall provide a system of support for students to achieve success in the advanced math pathway. These supports may include, but are not limited to:

1. A specific high-quality instructional program; or

2. A set of steps used to help students improve in math and instruction including additional instructional time, high-dosage tutoring, small group instruction, or technology enabled activities during the school day.

E. The Department of Education shall annually report to the Legislature:

1. The number of students who scored proficient or higher on the statewide annual end-of-year math assessment in grades five through eleven by school, district, and statewide;

2. Of the students reported pursuant to paragraph 1 of this subsection, the number and percentage of students who were:

a. enrolled in advanced math courses the subsequent year, including Algebra I, or an integrated equivalent, in middle school,

b. enrolled in advanced math courses in high school,

c. not proficient or above on the end-of-year assessment and subsequently opted into the advanced math pathway, and

d. automatically enrolled into the advanced math pathway and subsequently opted out;

3. Information about the advanced math pathway offered to middle school and high school students in each school district; and

4. A list of supports offered by each school district, and the number and percentage of students participating in each support option.

F. 1. To ensure that students are mathematically prepared for postsecondary opportunities, all school districts shall require that students complete Algebra I or an integrated equivalent, no later than grade nine.

2. A student enrolled in ninth grade who is at risk for not passing Algebra I or an integrated equivalent, shall receive a math intervention plan as described in Section 1210.901 of this title.

3. School districts shall notify parents or legal guardians of students who are at risk of not passing Algebra I or an integrated equivalent. The written notification shall include:

a. a statement that the student has been identified as at risk of not passing Algebra I or an integrated equivalent,

b. a statement that an individual math intervention plan will be developed by a student math proficiency team which includes the parent or legal guardian of the student,

c. a list of resources available to the student both during and outside of the school day, and

d. strategies and resources for parents and legal guardians to use at home to help the student succeed at Algebra I or an integrated equivalent.

SECTION 7. This act shall become effective July 1, 2026.

SECTION 8. It being immediately necessary for the preservation of the public peace, health or safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

60-2-15964 SW 02/10/26