

**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**

Adopted: \_\_\_\_\_

Amendment submitted by: Chad Caldwell  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reading Clerk

1 STATE OF OKLAHOMA

2 2nd Session of the 60th Legislature (2026)

3 PROPOSED SUBCOMMITTEE  
SUBSTITUTE  
4 FOR  
HOUSE BILL NO. 3706

5 By: Caldwell (Chad)

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8 PROPOSED SUBCOMMITTEE SUBSTITUTE

9 An Act relating to education; amending Section 3,  
10 Chapter 492, O.S.L. 2025 (70 O.S. Supp. 2025, Section  
11 1210.901), which relates to math proficiency  
12 screenings; applying screening requirements to  
13 additional grade levels; setting timeline for initial  
14 screening; adding requirements to the math  
15 intervention plan; shortening parental notification  
16 timeline for identified deficiencies; providing  
17 parental notification requirements; amending Section  
18 4, Chapter 492, O.S.L. 2025 (70 O.S. Supp. 2025,  
19 Section 1210.902), which relates to professional  
20 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; providing for codification; providing an  
effective date; and declaring an emergency.

21  
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23  
24 BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

1 SECTION 1. AMENDATORY Section 3, Chapter 492, O.S.L.

2 2025 (70 O.S. Supp. 2025, Section 1210.901), is amended to read as  
3 follows:

4 Section 1210.901. A. To identify students who have a math  
5 deficiency including students with characteristics of dyscalculia,  
6 each student enrolled in ~~second, third, fourth, and fifth grade~~  
7 kindergarten through eighth grades in a public school in this state  
8 shall be screened at the beginning, middle, and end of each school  
9 year for math proficiency including, but not limited to, real-world  
10 problem-solving skills, procedural fluency, conceptual  
11 understanding, and productive dispositions. A screening instrument  
12 approved by the State Board of Education shall be utilized for the  
13 purposes of this section. In determining which screening instrument  
14 to approve, the State Board of Education shall take into  
15 consideration, at a minimum, the following factors:

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

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

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

23 B. Beginning in the 2026-2027 school year, the State Board of  
24 Education shall approve a list of screening instruments for use at

1 the beginning, middle, and end of the school year for monitoring  
2 progress and measurement of math proficiency as required in  
3 subsection A of this section. The first screening shall be  
4 administered within thirty (30) days of the beginning of the school  
5 year. The screening instrument shall:

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

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

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

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

15 5. Be accompanied by a data management system that provides  
16 profiles of students, class, grade level, and school building. The  
17 profiles shall identify each student's instructional point of need,  
18 competency for advanced math coursework, and math proficiency level.

19 The State Board of Education shall also determine other comparable  
20 math assessments for diagnostic purposes to be used for students at  
21 risk of math failure.

22 C. 1. Exemptions to the screening requirements required by  
23 this section may be provided to students who have documented  
24

1 evidence that they meet at least one of the following criteria as  
2 related to the provision of classroom instruction:

- 3 a. the student participates in the Oklahoma Alternate  
4 Assessment Program (OAAP) and is taught using  
5 alternate methods,
- 6 b. the student's primary expressive or receptive  
7 communication is sign language,
- 8 c. the student's primary form of written or read text is  
9 Braille, or
- 10 d. the student's primary expressive or receptive language  
11 is not English, the student is identified as an  
12 English learner using a state-approved identification  
13 assessment, and the student has had less than one (1)  
14 school year of instruction in an English-learner  
15 program.

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

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

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

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

1                   b. if necessary and if funding is available, tutorial  
2                   instruction after regular school hours, on Saturdays,  
3                   and during summer; however, such instruction may not  
4                   be counted toward the one-hundred-eighty-day or one-  
5                   thousand-eighty-hour school year required in Section  
6                   1-109 of Title 70 of the Oklahoma Statutes,  
7                   c. assessments identified for diagnostic purposes and  
8                   periodic monitoring to measure the acquisition of math  
9                   proficiency including, but not limited to, real-world  
10                  problem-solving skills, procedural fluency, conceptual  
11                  understanding, and productive dispositions, as  
12                  identified in the student's program of math  
13                  instruction,  
14                  d. high-quality instructional materials grounded in  
15                  scientifically based math research, and  
16                  e. a means of providing every family of a student in  
17                  second, third, fourth, and fifth grade kindergarten  
18                  through eighth grades access to free online evidence-  
19                  based math instruction resources to support the  
20                  student's math development at home.

21                  3. A student enrolled in second, third, fourth, and fifth grade  
22                  kindergarten through eighth grades who exhibits a deficiency in math  
23                  at any time based on the screening instrument administered pursuant  
24                  to subsection A of this section shall receive an individual math

1 intervention plan no later than thirty (30) days after the  
2 identification of the deficiency in math. The math intervention  
3 plan shall be provided in addition to core math instruction that is  
4 provided to all students. The math intervention plan shall:

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

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

10 b.

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

15 e.

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

19 d.

20 e. continue until the student is determined to be meeting  
21 grade-level targets in math based on screening  
22 instruments administered pursuant to subsection A of  
23 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,

1                   b. the student's screening results, and  
2                   c. a statement that an individual math intervention plan  
3                   will be developed by a student math proficiency team  
4                   which includes the parent or legal guardian of the  
5                   student.

6                   SECTION 2.           AMENDATORY           Section 4, Chapter 492, O.S.L.

7                   2025 (70 O.S. Supp. 2025, Section 1210.902), is amended to read as  
8                   follows:

9                   Section 1210.902. A. Contingent on the provision of  
10                  appropriated funds designated for the Oklahoma Math Achievement and  
11                  Proficiency Act, public school districts may be allocated monies for  
12                  each enrolled ~~second, third, fourth, and fifth grade~~ kindergarten  
13                  through eighth grade student of the current school year who is found  
14                  to be in need of remediation or intensive intervention services in  
15                  mathematics. The allocation shall be distributed to each public  
16                  school district upon approval of the strong math plan for the school  
17                  district by the State Board of Education and the submittal of a  
18                  child-count report to the State Department of Education that details  
19                  the number of students identified as needing remediation or  
20                  intensive intervention services in mathematics. To determine a per-  
21                  student allocation amount, the total amount of funds available for  
22                  allocation each year shall be divided by the total number of  
23                  students in the state identified as in need of remediation or  
24                  intensive intervention services in mathematics as provided for in

1 Section 3 1210.901 of this ~~act~~ title. Each public school district  
2 shall be allocated an amount equal to the per-student allocation  
3 amount multiplied by the number of identified students enrolled in  
4 the school district.

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

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

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

7       SECTION 3.       AMENDATORY       Section 6, Chapter 492, O.S.L.  
8 2025 (70 O.S. Supp. 2025, Section 1210.904), is amended to read as  
9 follows:

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

14       B. The Commission for Educational Quality and Accountability,  
15 in collaboration with the Oklahoma State Regents for Higher  
16 Education, shall ensure that all teachers of early childhood  
17 education, elementary education, and special education are provided  
18 quality training in intervention, instruction, and remediation  
19 strategies in mathematics to provide explicit and systematic  
20 instruction in real-world problem-solving skills, procedural  
21 fluency, conceptual understanding, and productive dispositions. The  
22 Commission, in collaboration with the State Regents, shall also  
23 implement mathematical strategies that research has shown to be  
24 successful in improving mathematics understanding among students

1 with math difficulties. In addition, quality education for  
2 prospective teachers shall be provided in research-based  
3 instructional strategies for teaching, assessing, and intervening in  
4 mathematics development for all students including advanced  
5 learners, typically developing learners, and struggling learners who  
6 face a range of challenges including, but not limited to, English  
7 learners and students with disabilities or learning challenges, such  
8 as dyscalculia. Quality training shall include guidance from  
9 professional resources such as the National Council of Teachers of  
10 Mathematics (NCTM) guidelines, Response to Intervention guidelines,  
11 and professional organizations such as the Council for Exceptional  
12 Children, National Association for the Education of Young Children,  
13 and other relevant professional mathematics education bodies.

14 C. All institutions of higher education within The Oklahoma  
15 State System of Higher Education that offer elementary, early  
16 childhood education, or special education programs approved by the  
17 Commission for Educational Quality and Accountability shall  
18 incorporate into those programs the requirement that teacher  
19 candidates study key elements of mathematics instruction including  
20 real-world problem-solving skills, procedural fluency, conceptual  
21 understanding, and productive dispositions. Teacher candidates  
22 shall study strategies including, but not limited to, instruction  
23 that is explicitly taught, sequenced, multimodal (visual, auditory,  
24 kinesthetic, etc.), interdisciplinary, and reflective to adapt for

1 individual learners. Teacher candidates shall study how to  
2 understand and use student data to make instructional decisions.

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

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

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

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

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

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

22 SECTION 5. This act shall become effective July 1, 2026.

23 SECTION 6. It being immediately necessary for the preservation  
24 of the public peace, health or safety, an emergency is hereby

1 declared to exist, by reason whereof this act shall take effect and  
2 be in full force from and after its passage and approval.  
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