

STATE OF OKLAHOMA

2nd Session of the 60th Legislature (2026)

COMMITTEE SUBSTITUTE
FOR

HOUSE BILL NO. 4420

By: Hilbert

COMMITTEE SUBSTITUTE

An Act relating to the Strong Readers Act; amending 70 O.S. 2021, Section 1210.508A, as amended by Section 3, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2025, Section 1210.508A), which relates to the short title of the act; updating references; amending 70 O.S. 2021, Section 1210.508B, as amended by Section 4, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2025, Section 1210.508B), which relates to legislative findings; declaring intent of the Legislature; amending 70 O.S. 2021, Section 1210.508C, as last amended by Section 2, Chapter 297, O.S.L. 2025 (70 O.S. Supp. 2025, Section 1210.508C), which relates to reading screenings; including reading deficiencies for identification in screenings; requiring the Commission for Educational Quality and Accountability to evaluate three screening instruments; requiring the State Department of Education to choose one screening instrument; adding criteria to screening instrument; removing reference to additional reading assessments; clarifying additional skills assessed in screenings; prohibiting program of reading instruction from occurring during other core classes; prohibiting reading instruction for deficient students from including the three-cueing systems model and other similar models; including certain fourth-grade students in receiving reading intervention plans; reducing time to receive a reading intervention plan; adding principal or designate to reading intervention team; requiring benchmarks for screening instrument results; requiring annual analysis and reporting of screening instruments tiers; prohibiting digital technology from solely being used in reading intervention;

1 allowing retired teachers to contract as literacy
2 coaches and reading specialists; adding additional
3 requirements to parent notifications regarding the
4 child's reading deficiency; requiring certain reading
5 deficient kindergarten through third-grade students
6 to receive intensive intervention; requiring
7 retention review for certain first- and second-grade
8 students; requiring summer tutoring for certain first
9 and second grade students; allowing rescreening of
10 retained first- and second-grade students; requiring
11 more reading interventions for certain incoming
12 third-grade students; requiring a review of progress
13 and additional services for certain incoming third-
14 grade students; requiring demonstration of sufficient
15 reading skills for promotion to fourth grade
16 beginning in the 2027-2028 school year; mandating
17 that third-grade students be retained in the third
18 grade if certain conditions are not met; providing
19 good-cause exemptions from third grade retention;
20 allowing option for parents to retain student when
21 good-cause exemption applies; implementing a good-
22 cause exemption request process; adding parental
23 notification requirement of student retention;
24 requiring intensive reading intervention for retained
students beginning in the 2028-2029 school year;
detailing additional support and services to be
provided to retained students; adding school district
reporting and publication requirements; adding State
Department of Education reporting requirements;
amending 70 O.S. 2021, Section 1210.508E, as amended
by Section 7, Chapter 411, O.S.L. 2024 (70 O.S. Supp.
2025, Section 1210.508E), which relates to summer
academy programs; clarifying that summer reading
academies shall include services to correct reading
deficiencies; requiring school districts to provide
summer reading academies or other reading
intervention programs to certain students; mandating
minimum hours of instructional time; requiring
certain student recommendations to summer programs
for third through eighth grades; requiring school
districts to report on intensive reading intervention
options; amending 70 O.S. 2021, Section 1210.508F, as
last amended by Section 3, Chapter 297, O.S.L. 2025
(70 O.S. Supp. 2025, Section 1210.508F), which
relates to teacher training requirements; eliminating
reference to adjuncts; providing professional
development options; clarifying instruction to

prospective teachers; mandating that teacher candidates receive certain instruction regarding balanced literacy and whole language models; amending Section 2, Chapter 288, O.S.L. 2023, as amended by Section 9, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2025, Section 1210.508H), which relates to the literacy instructional team; making the literacy instructional team pilot program permanent; changing team language to coaches; requiring literacy coaches to provide certain job support for K-3 teachers; requiring minimum regional literacy coaches; giving priority to teachers with certain degrees and experience; requiring the Department to develop academies for teachers to obtain early literacy micro credentials for certain districts; providing literacy coach assignment criteria; providing literacy coach duties; creating the Strong Readers Revolving Fund; designating source of funds; designating Department to receive and expend funds; requiring donors to designate specific places to receive monies; requiring strict adherence to donor designations; providing additional monetary uses; providing for codification; and providing an effective date.

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

SECTION 1. AMENDATORY 70 O.S. 2021, Section 1210.508A, as amended by Section 3, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2025, Section 1210.508A), is amended to read as follows:

Section 1210.508A. Sections 1210.508A through ~~1210.508H~~ 1210.508J of this title shall be known and may be cited as the "Strong Readers Act".

SECTION 2. AMENDATORY 70 O.S. 2021, Section 1210.508B, as amended by Section 4, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2025, Section 1210.508B), is amended to read as follows:

1 Section 1210.508B. A. The Legislature finds that it is
2 essential for children in the public schools to read early and well
3 in elementary school. The Legislature further finds that clear and
4 visible goals, assessments to determine the reading level at each
5 elementary school, use of a scientifically based and researched
6 methodology in reading instruction in addition to regular and
7 periodic measurements of elementary school reading improvement, and
8 accountability in each level of the educational system will result
9 in a significant increase in the number of children reading at or
10 above grade level.

11 B. The purpose of the Strong Readers Act is to ensure that
12 progression from one grade to another is determined, in part, upon
13 proficiency in reading, that school district board of education
14 policies facilitate reading instruction and intervention services to
15 address student reading needs, and that each student and his or her
16 parent or legal guardian be informed of that student's reading
17 progress. It is the intent of the Legislature that every student
18 reads at or above grade level by the end of third grade.

19 C. To carry out the purpose of this act, it is the intent of
20 the Legislature that the identification, instruction, and
21 intervention required under the Strong Readers Act be implemented
22 within a multitiered system of supports (MTSS) framework that
23 emphasizes strong core literacy instruction for all students and
24

1 provides increasing levels of instructional intensity based on
2 student need and demonstrated response to instruction.

3 D. It is further the intent of the Legislature that strong core
4 literacy instruction include explicit, systematic instruction in
5 foundational reading and writing skills, including phonological
6 awareness, decoding, encoding, spelling, sentence-level writing,
7 language development, fluency, vocabulary, and comprehension,
8 recognizing the reciprocal relationship between reading and writing
9 proficiency.

10 E. Each public school district in this state shall ensure that
11 all students receive a well-rounded education that is focused on
12 building deep foundations in reading, writing, and mathematics. The
13 State Board of Education shall encourage school districts to
14 integrate the teaching of the other curricular areas in the subject
15 matter standards adopted by the Board with the instruction of
16 reading, writing, and mathematics. All teachers of reading in the
17 public schools in this state in kindergarten through third grade
18 shall incorporate into instruction the five elements of reading
19 instruction which are phonological awareness, decoding, fluency,
20 vocabulary, and comprehension.

21 ~~D.~~ F. It is the intent of the Legislature that beginning with
22 the 2025-2026 school year, school districts and charter schools in
23 this state shall be prohibited from using the three-cueing system
24 model of teaching students to read. For the purposes of this

1 section, the "three-cueing system" means any model of teaching
2 students to read based on meaning, structure, syntax, and visual
3 cues, which may also be known as meaning, structure, and visual
4 (MSV), balanced literacy, or whole language.

5 SECTION 3. AMENDATORY 70 O.S. 2021, Section 1210.508C,
6 as last amended by Section 2, Chapter 297, O.S.L. 2025 (70 O.S.
7 Supp. 2025, Section 1210.508C), is amended to read as follows:

8 Section 1210.508C. A. To identify students who have a reading
9 deficiency or characteristics of dyslexia that lead to or cause
10 reading difficulty, each student enrolled in kindergarten and first,
11 second, and third grade in a public school in this state shall be
12 screened at the beginning, middle, and end of each school year for
13 reading skills including, but not limited to, phonological
14 awareness, decoding, fluency, vocabulary, and comprehension. A
15 ~~screening instrument approved by the State Board of Education, in~~
16 ~~consultation with the Commission for Educational Quality and~~
17 ~~Accountability and the Secretary of Education, shall~~ The Commission
18 for Educational Quality and Accountability shall evaluate and rank
19 up to three screening instruments, from which the State Board of
20 Education shall select one to be utilized for the purposes of this
21 section. In determining which screening instrument to approve, the
22 State Board of Education, the Commission for Educational Quality and
23 Accountability, and the Secretary of Education shall take into
24 consideration at a minimum the following factors:

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

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

6 3. The integration of the screening instrument into reading
7 curriculum; and

8 4. The ability to report all reading screening results to both
9 the State Department of Education and the Commission for Educational
10 Quality and Accountability.

11 B. Beginning in the ~~2025-2026~~ 2026-2027 school year, the ~~State~~
12 ~~Board of Education shall approve no fewer than three screening~~
13 ~~instruments for use at~~ Commission for Educational Quality and
14 Accountability shall evaluate and rank up to three screening
15 instruments, from which the State Board of Education shall select
16 one for use at the beginning, middle, and end of the school year for
17 monitoring of progress and for measurement of reading skills as
18 required in subsection A of this section. The selected screening
19 ~~instruments~~ instrument shall meet the following criteria:

20 1. Assess for phonological awareness, sound symbol recognition,
21 alphabet knowledge, rapid naming skills, decoding and encoding
22 skills, oral reading accuracy and fluency, vocabulary, and
23 comprehension as developmentally appropriate;

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

1 3. Can be used for identifying students who are at risk for
2 reading deficiency and progress monitoring throughout the school
3 year;

4 4. Can be used to assess students with disabilities and English
5 language learners; ~~and~~

6 5. Accompanied by a data management system that provides
7 profiles of each student, class, grade level, and school building.

8 The profiles shall identify each student's instructional point of
9 need and reading achievement level. ~~The State Board shall also~~
10 ~~determine other comparable reading assessments for diagnostic~~
11 ~~purposes to be used for students at risk of reading failure; and~~

12 6. Capable of reporting student-level data to the State
13 Department of Education.

14 C. 1. Exemptions to the screening requirements of this section
15 may be provided to students who have documented evidence that they
16 meet at least one of the following criteria as related to the
17 provision of classroom instruction:

18 a. the student participates in the Oklahoma Alternate
19 Assessment Program (OAAP) and is taught using
20 alternate methods,

21 b. the student's primary expressive or receptive
22 communication is sign language,

23 c. the student's primary form of written or read text is
24 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 reading essential elements, proficiency in sign language and reading comprehension, and proficiency in Braille and reading comprehension.

D. 1. 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 reading instruction designed to enable students to acquire the appropriate grade-level reading skills. The program of reading instruction shall be based on scientific reading research and align with the subject matter standards adopted by the State Board of Education. A program of reading instruction shall include:

a. sufficient additional in-school instructional time for the acquisition of phonological awareness, ~~decoding,~~
~~fluency, vocabulary, and comprehension~~ sound symbol

recognition, alphabet knowledge, rapid naming skills,
decoding and encoding skills, oral reading accuracy
and fluency, vocabulary, and comprehension as
developmentally appropriate. Additional in-school
instructional time for reading shall not occur during
other core curriculum lessons including math, science,
and social studies,

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~~ one-hundred-eighty-one-day or ~~one-thousand-eighty-hour~~ one-thousand-eighty-six-hour school year required in Section 1-109 of this title,

c. assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonological awareness, ~~decoding, fluency, vocabulary,~~ ~~and comprehension,~~ sound symbol recognition, alphabet knowledge, rapid naming skills, decoding and encoding skills, oral reading accuracy and fluency, vocabulary, and comprehension as developmentally appropriate as identified in the student's program of reading instruction,

- d. high-quality instructional materials grounded in ~~scientifically based reading research~~ the science of reading designed to reduce the risk of reading failure, which do not include balanced literacy and whole language models, such as three-cueing, and are selected from a vetted list approved by the State Board of Education, and
- e. a means of providing every family of a student in prekindergarten, kindergarten, and first, second, and third grade access to free ~~online~~ evidence-based literacy instruction resources to support the student's literacy development at home.

2. A student enrolled in kindergarten or first, second, or third grade who exhibits a deficiency in reading at any time based on the screening instrument administered pursuant to subsection A of this section and any fourth-grade student promoted for good cause pursuant to subsection M of this section shall receive an individual reading intervention plan no later than ~~thirty (30)~~ twenty-one (21) days after the identification of the deficiency in reading. The reading intervention plan shall be provided in addition to core reading instruction that is provided to all students. The reading intervention plan shall:

- a. describe the research-based reading intervention services the student will receive to remedy the deficiency in reading,
- b. provide explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension, as applicable,
- c. monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to the student's needs, and
- d. continue until the student is determined to be meeting grade-level targets in reading 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 1 of this subsection.

3. The reading intervention plan for each student identified with a deficiency in reading shall be developed by a Student Reading Proficiency Team and shall include supplemental instructional services and supports. Each team shall be composed of:

- a. the parent or legal guardian of the student,
- b. the teacher assigned to the student who had responsibility for reading instruction in that academic year,

- 1 c. a teacher who is responsible for reading instruction
2 and is assigned to teach in the next grade level of
3 the student, ~~and~~
4 d. a certified reading specialist or an individual with
5 advanced training or specialization in literacy
6 instruction, ~~if one is available~~ and
7 e. principal, vice principal, or designate.

8 4. A school district shall notify the parent or legal guardian
9 of any student in kindergarten or first, second, or third grade who
10 exhibits a deficiency in reading at any time based on the screening
11 instrument administered pursuant to subsection A of this section.
12 The notification shall occur no later than ~~thirty (30)~~ seven (7)
13 days after the identification of the deficiency in reading.

14 Parents or legal guardians of students who receive a reading
15 intervention plan shall be notified at least every thirty (30) days
16 of the progress and ongoing goals of the student. Such notification
17 shall include home support suggestions.

18 5. The State Board of Education, in consultation with the
19 Commission for Educational Quality and Accountability, shall
20 annually define and set benchmarks for screening instrument results
21 that are predictive of future performance on the state summative
22 assessment to assist in identifying intervention tiers within a
23 reading intervention plan. Annually, the Commission for Educational
24 Quality and Accountability shall analyze and report to the State

Department of Education the correlation of screening instrument tiers to state summative tiers using predictive modeling and prior year formative and summative testing results.

6. Reading intervention shall not be provided solely by digital technology. Reading intervention shall include a majority of direct instruction from a teacher or reading specialist trained in the science of reading.

7. Retired teachers shall be permitted to contract with the State Department of Education as literacy coaches or with local school districts as reading specialists for purposes of assisting teachers and students in accordance with their reading intervention plans.

E. 1. Every school district shall adopt and implement a district strong readers plan which has had input from school administrators, teachers, and parents and legal guardians, and ~~if possible~~ a reading specialist, and which shall be submitted electronically to and approved by the State Board of Education. The plan shall be updated annually. School districts shall not be required to electronically submit the annual updates to the Board if the last plan submitted to the Board was approved and expenditures for the program include only expenses relating to individual and small group tutoring, purchase of and training in the use of screening and assessment measures, summer school programs, and Saturday school programs. If any expenditure for the program is

1 deleted or changed or any other type of expenditure for the program
2 is implemented, the school district shall be required to submit the
3 latest annual update to the Board for approval. The district strong
4 readers plan shall include a plan for each site which includes an
5 analysis of the data provided by the Oklahoma School Testing Program
6 and other reading assessments utilized as required in this section,
7 and which outlines how each school site will comply with the
8 provisions of the Strong Readers Act.

9 2. The State Board of Education shall adopt rules for the
10 implementation and evaluation of the provisions of the Strong
11 Readers Act. The evaluation shall include, but not be limited to,
12 an analysis of the data required in subsection ~~F~~ S of this section.

13 F. 1. Any first-grade, second-grade, or third-grade student
14 who demonstrates proficiency in reading through a grade-level
15 appropriate screening instrument approved pursuant to subsection B
16 of this section shall not require a program of reading instruction
17 or an individual reading intervention plan. After a student has
18 demonstrated proficiency through a screening instrument, the
19 district shall provide notification to the parent or legal guardian
20 of the student that he or she has satisfied the minimum requirements
21 of the Strong Readers Act within thirty (30) days. The district
22 shall continue to monitor the student in the next successive grade
23 level to ensure he or she maintains grade-level proficiency.

1 2. Beginning with the ~~2025-2026~~ 2026-2027 school year, if a
2 kindergarten through third-grade student is identified at any point
3 of the academic year as having a significant reading deficiency,
4 which shall be defined as not meeting grade-level targets on a
5 screening instrument administered pursuant to subsection A of this
6 section, the district shall provide the student with intensive
7 intervention services for the appropriate amount of the
8 instructional day consistent with the individual reading
9 intervention plan developed pursuant to paragraph 2 of subsection D
10 of this section and as determined by the Student Reading Proficiency
11 Team. Intensive intervention services shall continue until the
12 student demonstrates proficiency at his or her grade level based on
13 a screening instrument administered pursuant to subsection A of this
14 section.

15 G. 1. a. If a first-grade student has not met a basic
16 benchmark, as defined by the State Department of
17 Education in accordance with paragraph 5 of subsection
18 D of this section, by either the midyear or the end-
19 of-year screening, the Reading Proficiency Team of the
20 student shall meet prior to the end of the school year
21 to discuss voluntary retention of the student.
22 Retention under this paragraph shall be optional and
23 based upon the recommendations of at least five
24

1 members of the Reading Proficiency Team of the
2 student.

3 b. If the student is not retained in the first grade, the
4 family of the student shall be provided with a summer
5 tutoring program. The State Department of Education
6 shall approve one or two online or workbook-based
7 summer tutoring programs for use by students under
8 this paragraph. School districts shall also provide
9 the parents or legal guardians of the student with a
10 list of summer literacy programs available if a summer
11 academy, as described in Section 1210.508E of this
12 title, is not offered by the school district.

13 c. If the Reading Proficiency Team of the student
14 determines that retention of the student in the first
15 grade is necessary, the student shall be permitted to
16 re-screen prior to the start of the subsequent school
17 year on a date determined by school personnel if the
18 rescreening is requested by the parent or legal
19 guardian of the student, at least five members of the
20 Reading Proficiency Team of the student agree to the
21 re-screening, and a reasonable time has been provided
22 for summer remediation. After reviewing the results
23 of the re-screening of the student, the Reading
24

1 Proficiency Team shall redetermine if voluntary
2 retention is appropriate.

3 2. a. If a second-grade student has not met a basic
4 benchmark, as defined by the State Department of
5 Education in accordance with paragraph 5 of subsection
6 D of this section, by the end-of-year screening, the
7 Reading Proficiency Team of the student shall meet
8 prior to the end of the school year to discuss
9 retention of the student. If the second-grade student
10 previously met the midyear screening basic benchmark
11 and has shown growth for the remainder of the year,
12 the Reading Proficiency Team may consider the growth
13 of the student in its retention determination.
14 Retention under this paragraph shall be optional and
15 based upon the recommendations of at least five
16 members of the Reading Proficiency Team of the
17 student.

18 b. If the student is not retained in the second grade,
19 the family of the student shall be provided with a
20 summer tutoring program. The State Department of
21 Education shall approve one or two online or workbook-
22 based summer tutoring programs for use by students
23 under this paragraph. School districts shall also
24 provide the parents or legal guardians of the student

1 with a list of summer literacy programs available if a
2 summer academy as described in Section 1210.508E of
3 this title is not offered by the school district.

4 c. If the Reading Proficiency Team of the student
5 determines that retention of the student in the second
6 grade is necessary, the student shall be permitted to
7 re-screen prior to the start of the subsequent school
8 year on a date determined by school personnel if the
9 rescreening is requested by the parent or legal
10 guardian of the student, at least five members of the
11 Reading Proficiency Team of the student agree to the
12 re-screening, and a reasonable time has been provided
13 for summer remediation. After reviewing the results
14 of the re-screening of the student, the Reading
15 Proficiency Team shall redetermine if voluntary
16 retention is appropriate.

17 H. Each school district shall annually report in an electronic
18 format to the State Department of Education, the Office of
19 Educational Quality and Accountability, and the Secretary of
20 Education the number of students in kindergarten through third grade
21 per grade level who exhibit grade-level reading proficiency, the
22 number of students per grade level who received intensive
23 intervention services pursuant to paragraph 2 of subsection F of
24 this section, the number of students per grade level who attended a

1 summer academy as provided for in Section 1210.508E of this title,
2 the number of students per grade level who exhibited improved
3 reading proficiency after completion of intensive intervention
4 services, and the number of students per grade level who are still
5 in need of intensive intervention services. The State Department of
6 Education shall publicly report the aggregate and district-specific
7 numbers submitted pursuant to this subsection on its website and
8 shall provide electronic copies of the report to the Governor,
9 Secretary of Education, President Pro Tempore of the Senate, Speaker
10 of the House of Representatives, and to the respective chairs of the
11 committees with responsibility for common education policy in each
12 legislative chamber.

13 ~~H.~~ I. The parent or legal guardian of any student who is found
14 to have a reading deficiency and is not meeting grade-level reading
15 targets and has been provided a program of reading instruction as
16 provided for in paragraph 1 of subsection D of this section shall be
17 notified in writing of the following:

18 1. That the student has been identified as having a substantial
19 deficiency in reading;

20 2. A description of the current services that are provided to
21 the student pursuant to subsection D of this section;

22 3. A description of the proposed intensive intervention
23 services and supports that will be provided to the student that are
24

designed to remediate the identified area of reading deficiency as provided for in paragraph 2 of subsection F of this section;

4. That the parent or legal guardian shall be informed in writing of the child's progress toward grade level reading at least once a month and provided with strategies to assist at home;

5. That if the child's reading deficiency is not remediated by the end of third grade, the child shall not be promoted to fourth grade unless a good-cause exemption is met;

6. That a student who is promoted to the fourth grade for good cause shall receive supplemental intensive intervention services unless he or she is a student who meets the definition of a student with the most significant cognitive disabilities;

~~5. Strategies~~ 7. A description of the specific skill deficits of the child and strategies for parents or legal guardians to use in helping their child succeed in reading proficiency; and

~~6. 8.~~ The grade-level performance scores of the student; and

9. That while the statewide English Language Arts assessment is the initial determinate for promotion, students may be provided with an alternative reading assessment option that is approved by the State Department of Education or Commission for Educational Quality and Accountability to demonstrate sufficient reading skills for promotion to fourth grade.

~~I. J.~~ No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

1 ~~J.~~ K. 1. Any incoming third-grade student identified with a
2 reading deficiency shall be provided more intensified interventions
3 to remedy his or her specific reading deficiency. Intervention
4 services shall include effective instructional strategies to
5 accelerate student progress and be delivered by a teacher or
6 provider with appropriate training and demonstrated competency in
7 evidence-based reading intervention.

8 2. A review of individualized progress monitoring plans shall
9 be conducted for all incoming third-grade students identified with a
10 reading deficiency. The review shall address additional supports
11 and services the student will receive. The supports and services
12 shall include:

- 13 a. reading instruction and intervention services and
14 supports to correct any identified area of reading
15 deficiency,
- 16 b. daily targeted small group reading intervention based
17 on student need, including explicit, systematic,
18 sequential and cumulative instruction with detailed
19 explanations, extensive opportunities for guided
20 practice, and opportunities for error correction and
21 feedback, and
- 22 c. specialized supplemental reading intervention before
23 or after school delivered by a teacher or provider

1 with appropriate training and demonstrated competency
2 in evidence-based reading intervention.

3 L. 1. Beginning with the 2027-2028 school year, third-grade
4 students shall demonstrate sufficient reading skills for promotion
5 to fourth grade. Students shall be provided the following options
6 to demonstrate sufficient reading skills for promotion to fourth
7 grade:

- 8 a. scoring above the below basic level on the third-grade
9 statewide English Language Arts assessment, or
10 b. earning an acceptable score on an alternative
11 standardized reading assessment as determined and
12 approved by the State Board of Education,

13 2. If the third-grade student cannot demonstrate sufficient
14 reading skills on one of the two options described in subparagraph 1
15 of this subsection and does not qualify for a good-cause exemption,
16 the student shall be retained in the third grade for the next school
17 year. Screening instruments described in this section shall not be
18 used for promotion purposes.

19 M. The district school board may only exempt students from
20 mandatory third-grade retention, as provided in subsection K of this
21 section, for good cause. A student who is promoted to fourth grade
22 with a good-cause exemption, except for students who meet the
23 definition of a student with the most significant cognitive
24 disabilities, shall continue to receive intensive reading

intervention that includes specific reading strategies prescribed in the student's individual reading intervention plan until the deficiency is remedied. The school district shall assist schools and teachers with the implementation of reading strategies that research has shown to be successful in improving reading among students with reading difficulties. Good-cause exemptions shall be limited to the following:

1. Students with disabilities whose Individualized Education Program (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with state law;

2. Students identified as English language learners who have had less than two (2) years of instruction in an English-learner program;

3. Students with disabilities who participate in the statewide English Language Arts assessment and who have an IEP or a Section 504 plan that reflects that the student has received intensive reading intervention for more than two (2) years but still demonstrates a deficiency in reading, or who was previously retained for one (1) year in kindergarten, first, second, or third grade; and

4. Students who have received intensive reading intervention for two (2) or more years but still demonstrate a deficiency in reading, and who were previously retained in kindergarten, first, second, or third grade for a total of two (2) years. No student shall be retained twice in third grade.

1 N. Requests to exempt students from the mandatory third-grade
2 retention requirement, as provided in subsection L of this section,
3 using one of the good-cause exemptions, as described in subsection M
4 of this section, shall be made consistent with the following:

5 1. Documentation shall be submitted from the student's teacher
6 to the school principal indicating that the promotion of the student
7 is appropriate. Such documentation shall consist only of the good-
8 cause exemption being requested, and the existing reading
9 intervention plan or IEP;

10 2. The school principal shall review and discuss the
11 recommendation for exemption with the student's teacher. If the
12 principal determines that the student meets one of the good-cause
13 exemptions based on the discussion and documentation provided, the
14 school principal shall make such recommendation in writing to the
15 school district superintendent. The school district superintendent
16 shall accept or reject the school principal's recommendation in
17 writing; and

18 3. The parents or legal guardians of a third-grade student
19 eligible for a good-cause exemption may choose that the student be
20 retained for one (1) year even if the school district superintendent
21 accepts a recommendation for a good-cause exemption pursuant to this
22 subsection.

23 O. The school district shall provide written notification to
24 the parent or legal guardian of any student who is retained. Such

1 notification shall state that his or her child has not met the
2 reading level required for promotion to the fourth grade, the
3 reasons the child is not eligible for a good-cause exemption, and
4 that his or her child will be retained in third grade. The
5 notification shall include a description of the proposed
6 interventions and supports that will be provided to the child to
7 remedy the identified areas of reading deficiency in the retained
8 year.

9 P. Beginning with the 2028-2029 school year, students retained
10 under the provisions of subsection L of this section shall be
11 provided intensive reading intervention to remedy the student's
12 specific reading deficiency. The reading intervention services
13 shall include effective instructional strategies to accelerate
14 student progress. Each school district shall conduct a review of
15 student reading intervention plans for all students retained in
16 third grade. The review shall address additional supports and
17 services needed to remedy the identified areas of reading deficiency
18 and ensure the following are provided to retained students:

19 1. A teacher with appropriate training and demonstrated
20 competency in evidence-based reading intervention. School districts
21 with only one third grade teacher are exempt from the requirements
22 of this paragraph;
23
24

1 2. Reading intervention services and supports to correct the
2 identified areas of reading deficiency, including, but not limited
3 to:

4 a. more dedicated time than the previous school year in
5 scientifically research-based reading instruction and
6 intervention,

7 b. use of reading strategies and programs from a
8 preapproved list approved by the State Board of
9 Education that are scientifically research-based and
10 have proven results in accelerating student reading
11 achievement within the same school year,

12 c. daily targeted small group reading intervention based
13 on student needs, including explicit and systematic
14 instruction with detailed explanations, extensive
15 opportunities for guided practice, and opportunities
16 for error correction and feedback,

17 d. frequent monitoring of the reading progress of each
18 student's reading skills throughout the school year
19 and adjusting instruction according to student needs,
20 and

21 e. reading intervention shall not be provided solely by
22 digital technology. Reading intervention shall
23 include a majority of direct instruction from a
24

1 teacher or reading specialist training in the science
2 of reading;

3 3. One of the following intervention supports:

- 4 a. a transitional instructional setting designed to
5 produce learning gains sufficient to meet fourth-grade
6 performance standards in all other core academic areas
7 while continuing to correct the areas of reading
8 deficiency,
- 9 b. before or after school supplemental research-based
10 reading intervention delivered by a teacher or tutor
11 with specialized reading training, or
- 12 c. summer academy programs designed to ensure that
13 participating students successfully complete grade-
14 level competencies in reading to enhance next-grade
15 readiness; and

16 4. A "Read at Home" plan as created by the Office of
17 Educational Quality and Accountability shall be outlined in a
18 parental or legal guardian contract, including participation in
19 parent or legal guardian training workshops or regular parent-guided
20 or legal guardian-guided home reading activities which are aligned
21 to scientifically based reading research.

22 Q. 1. Each school district board of education shall annually
23 publish on the school website and report electronically to the State
24 Department of Education, the Office of Educational Quality and

1 Accountability, and the Secretary of Education by September 1 of
2 each year the following information on the prior school year:

- 3 a. the policies and procedures adopted by the school
4 district board of education to implement the
5 provisions of this section. The information submitted
6 shall include expenditures related to implementing the
7 provisions of this section, the number of staff
8 implementing the provisions of this section, and
9 average daily classroom time devoted to implementing
10 the provisions of this section,
- 11 b. by grade, the number and percentage of all students in
12 kindergarten through third grade who did not meet
13 grade-level targets based on a screening instrument
14 administered pursuant to subsection A of this section,
- 15 c. by grade, the number and percentage of all students in
16 kindergarten through third grade who have been
17 enrolled in the district for fewer than two (2) years,
- 18 d. by grade, the number and percentage of all students in
19 kindergarten through third grade who were retained,
- 20 e. by grade, the number and percentage of students in
21 kindergarten through third grade who demonstrated
22 grade-level proficiency based on a screening
23 instrument administered pursuant to subsection A of
24 this section, ~~and~~

1 e.

2 f. by grade, the number and percentage of students in
3 kindergarten through third grade who are on an
4 individualized education program (IEP) in accordance
5 with the Individuals with Disabilities Education Act
6 (IDEA) and who demonstrated grade-level proficiency
7 based on a screening instrument administered pursuant
8 to subsection A of this section or an alternative
9 assessment prescribed by the student's IEP,

10 g. the number and percentage of all students in third
11 grade who demonstrated sufficient reading skills for
12 promotion to the next grade on the alternative reading
13 assessment,

14 h. the number and percentage of students in third grade
15 who were promoted to fourth grade for good cause, by
16 category of good cause as specified in subsection M of
17 this section, and

18 i. the performance of fourth-grade students on the
19 statewide English Language Arts assessment who were
20 promoted with a good-cause exemption in the previous
21 school year.

22 2. The State Department of Education shall establish a uniform
23 format for school districts to report the information required in
24 this subsection. The format shall be developed with input from

1 school districts and shall be provided not later than ninety (90)
2 days prior to the annual due date. The Department shall annually
3 compile the information required, along with state-level summary
4 information, and electronically report the information to the
5 public, the Governor, the Secretary of Education, the President Pro
6 Tempore of the Senate, and the Speaker of the House of
7 Representatives and shall post such information on its website.

8 ~~K.~~ R. The State Department of Education shall provide technical
9 assistance as needed to aid school districts in administering the
10 provisions of the Strong Readers Act.

11 ~~L.~~ S. On or before January 31 of each year, the State
12 Department of Education shall electronically submit to the Governor,
13 the President Pro Tempore of the Senate, the Speaker of the House of
14 Representatives, and members of the committees with responsibility
15 over common education in both houses of the Legislature a Strong
16 Readers Report which shall include, but is not limited to, trend
17 data detailing three (3) years of data, disaggregated by student
18 subgroups to include economically disadvantaged, major racial or
19 ethnic groups, students with disabilities, and English language
20 learners, as appropriate for the following:

21 1. The statewide aggregate number and percentage of students in
22 kindergarten through third grade determined to be at risk for
23 reading difficulties compared to the total number of students
24 enrolled in each grade;

1 2. The statewide aggregate number and percentage of students in
2 kindergarten who continue to be at risk for reading difficulties as
3 determined by the year-end administration of the screening
4 instrument required in subsection A of this section;

5 3. The statewide aggregate number and percentage of students in
6 kindergarten through third grade who have successfully completed
7 their program of reading instruction and are reading on grade level
8 as determined by the results of screening instruments administered
9 pursuant to subsection A of this section;

10 4. The statewide aggregate and district-specific number and
11 percentage of students that meet or do not meet grade-level targets
12 for reading based on screening instruments administered pursuant to
13 subsection A of this section;

14 5. The statewide aggregate and district-specific number and
15 percentage of students that were retained in third grade;

16 6. The amount of funds received by each district for
17 implementation of the Strong Readers Act;

18 ~~6.~~ 7. An evaluation and narrative interpretation of the report
19 data analyzing the impact of the Strong Readers Act on students'
20 ability to read at grade level;

21 ~~7.~~ 8. The type of reading instruction practices and methods
22 currently being used by school districts in the state;

23 ~~8.~~ 9. Socioeconomic information, access to reading resources
24 outside of school, and screening for and identification of learning

1 disabilities for students not reading at the appropriate grade level
2 in kindergarten and first through third grade;

3 ~~9.~~ 10. By grade level, the types of intensive intervention
4 efforts being conducted by school districts for students who are not
5 on an IEP and who are not reading at the appropriate grade level and
6 for students who are on an IEP and who are not reading at the
7 appropriate grade level; and

8 ~~10.~~ 11. Any recommendations for improvements or amendments to
9 the Strong Readers Act.

10 The State Department of Education may contract with an
11 independent entity for the reporting and analysis requirements of
12 this subsection.

13 ~~M.~~ T. Copies of the results of the screening instruments
14 administered pursuant to subsection A of this section shall be made
15 a part of the permanent record of each student.

16 SECTION 4. AMENDATORY 70 O.S. 2021, Section 1210.508E,
17 as amended by Section 7, Chapter 411, O.S.L. 2024 (70 O.S. Supp.
18 2025, Section 1210.508E), is amended to read as follows:

19 Section 1210.508E. A. If a teacher determines that a student
20 in kindergarten or first through third grade is not reading at grade
21 level by the end of the second quarter of the school year, the
22 parent or legal guardian of the student shall be notified of:

23 1. The reading level of the student;

1 2. The program of reading instruction for the student as
2 required pursuant to the Strong Readers Act; and

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

6 B. A teacher who determines a student in kindergarten or first
7 through third grade is not meeting grade-level targets for reading
8 may, after consultation with the parent or legal guardian of the
9 student, recommend that the student participate in and complete a
10 transitional instructional setting, before or after school
11 supplemental tutoring, a summer academy program, or other program.

12 C. Summer academy programs shall be designed to ensure that
13 participating students successfully complete grade-level
14 competencies in reading to enhance next-grade readiness. A summer
15 academy reading program shall be a program that incorporates the
16 content of a scientifically research-based professional development
17 program administered by the Commission for Educational Quality and
18 Accountability or a scientifically research-based reading program
19 administered by the State Board of Education and is taught by
20 ~~teachers who have successfully completed professional development in~~
21 ~~the reading program~~ a teacher or provider with appropriate training
22 and demonstrated competency in evidence-based reading intervention
23 or who are certified as reading specialists. The program shall
24 provide explicit, systematic, sequential, and cumulative reading

1 intervention services and supports to correct students' identified
2 areas of reading deficiency.

3 D. School districts may approve an option for students who are
4 unable to attend a summer academy. The optional program may
5 include, but is not limited to, an approved private provider of
6 instruction, approved computer- or Internet-based instruction, or an
7 approved program of reading instruction monitored by the parent or
8 legal guardian. School districts shall not be required to pay for
9 the optional program but shall clearly communicate to the parent or
10 legal guardian the expectations of the program and any costs that
11 may be involved.

12 E. ~~Subject to the availability of funds, beginning~~ 1. School
13 districts shall provide at least one of the following intensive
14 reading intervention options to all third-grade students scoring at
15 the below basic achievement level on the third-grade statewide
16 English Language Arts assessment, as well as students who have
17 completed kindergarten through second grade and are at risk of
18 reading deficiency as determined by a screening instrument
19 administered pursuant to subsection A of Section 1210.508C of this
20 title.

21 a. A transitional instructional setting, which is
22 designed to produce learning gains sufficient to meet
23 fourth-grade performance standards in all other core
24

1 academic areas while continuing to correct the areas
2 of reading deficiency;

3 b. Before or after school supplemental research-based
4 reading intervention delivered by a teacher or tutor
5 with specialized reading training; or

6 c. Summer academy programs designed to ensure that
7 participating students successfully complete grade-
8 level competencies in reading to enhance next-grade
9 readiness.

10 2. Summer reading academies shall include, at a minimum,
11 seventy (70) hours of instructional time in reading and shall not
12 use balanced literacy and whole language models, such as three-
13 cueing as defined in subsection D of Section 1210.508B of this
14 title.

15 F. Beginning one (1) year after implementation of this section,
16 the requirements of subsection B of this section ~~may~~ shall be
17 expanded to apply to students in fourth grade. Each year
18 thereafter, the requirements ~~may~~ shall be expanded by one grade
19 level until the requirements apply to third-grade students through
20 eighth-grade students. ~~Summer academy programs~~ The intensive
21 reading intervention options outlined in subsection E of this
22 section shall be designed for each grade level. Nothing in this
23 section shall prevent the State Board of Education or a school
24

1 district board of education from utilizing private, local, or
2 federal funds to implement this section.

3 ~~F.~~ G. The State Board of Education shall adopt rules to
4 implement the provisions of this section ~~which shall include~~
5 ~~requirements for instructional time for summer academy programs,~~
6 ~~teacher qualifications, and evaluation of student achievement as a~~
7 ~~result of summer academy programs or other optional programs~~ and
8 shall require school districts to report on the availability of
9 intensive reading intervention options, the number of students
10 participating in each option, and evaluation of student achievement
11 as a result of each provided option.

12 SECTION 5. AMENDATORY 70 O.S. 2021, Section 1210.508F,
13 as last amended by Section 3, Chapter 297, O.S.L. 2025 (70 O.S.
14 Supp. 2025, Section 1210.508F), is amended to read as follows:

15 Section 1210.508F. A. The Commission for Educational Quality
16 and Accountability shall ensure that the reading competencies for
17 elementary teachers are included in the competencies for special
18 education teachers.

19 B. The Commission for Educational Quality and Accountability in
20 collaboration with the Oklahoma State Regents for Higher Education
21 shall ensure that all teachers ~~and adjuncts~~ of early childhood
22 education, elementary education, and special education are provided
23 quality training in intervention, instruction, and remediation
24 strategies in the science of reading to provide explicit and

1 systematic instruction in phonological awareness, decoding, fluency,
2 vocabulary, and comprehension and implement reading strategies that
3 research has shown to be successful in improving reading among
4 students with reading difficulties. Professional development may
5 include effective use of data, progress monitoring, and intervention
6 planning as it fits into a multi-tiered system of supports (MTSS)
7 framework. In addition, quality education for prospective teachers
8 shall be provided in research-based instructional strategies for
9 instruction, assessment, and intervention for literacy development
10 for all students including advanced readers, typically developing
11 readers, and struggling readers who are coping with a range of
12 challenges including, but not limited to, English language learners,
13 students at risk for reading deficiencies, and ~~learners~~ students
14 with handicapping conditions and learning disabilities, including
15 dyslexia. Quality training shall include guidance from professional
16 resources such as the Report of the National Reading Panel, Response
17 to Intervention guidelines, and professional organizations such as
18 the Council for Exceptional Children, International Dyslexia
19 Association, International Literacy Association, National Council of
20 Teachers of English, and National Association for the Education of
21 Young Children.

22 C. All institutions within The Oklahoma State System of Higher
23 Education that offer elementary, early childhood education, or
24 special education programs approved by the Commission for

1 Educational Quality and Accountability shall incorporate into those
2 programs the requirement that teacher candidates study the five
3 elements of reading instruction which are phonological awareness,
4 decoding, fluency, vocabulary, and comprehension and the study
5 methods based on the science of reading. Teacher candidates shall
6 study strategies including, but not limited to, instruction that is
7 explicitly taught, sequenced, multimodal (reading, writing,
8 speaking, listening, hands-on, etc.), multidisciplinary, and
9 reflective to adapt for individual learners. Additionally, teacher
10 candidates shall study the negative impacts of balanced literacy and
11 whole language models, including three-cueing practices. They shall
12 further study how to identify balanced literacy and whole language
13 models including three-cueing practices in curriculum, and
14 subsequently, learn how to implement reading instruction using high-
15 quality instructional materials grounded in the science of reading
16 which do not include balanced literacy and whole language models
17 such as three-cueing, and the negative impacts of three-cueing.

18 D. Effective July 1, 2025, any person seeking initial
19 certification in a special education, early childhood education, or
20 elementary education program in this state shall be required to
21 successfully complete a comprehensive reading instruction assessment
22 approved by the Commission for Educational Quality and
23 Accountability as a condition for certification. The assessment
24 shall be aligned to scientifically based reading research and

1 evaluate the certification applicant's knowledge and understanding
2 of the five elements of reading instruction which are phonological
3 awareness, decoding, fluency, vocabulary, and comprehension.

4 E. Candidates applying for adjunct positions, an alternative
5 placement teaching certificate, or an emergency teaching certificate
6 in elementary education shall complete instruction in the science of
7 reading as determined by the Commission for Educational Quality and
8 Accountability and the State Board of Education.

9 SECTION 6. AMENDATORY Section 2, Chapter 288, O.S.L.
10 2023, as amended by Section 9, Chapter 411, O.S.L. 2024 (70 O.S.
11 Supp. 2025, Section 1210.508H), is amended to read as follows:

12 Section 1210.508H. A. Beginning with the 2023-2024 school
13 year, the State Department of Education shall establish a ~~three-year~~
14 ~~pilot~~ program to employ ~~a literacy instructional team~~ coaches to
15 support school districts in implementation of the requirements of
16 Section 1210.508C of this title. The Department shall provide
17 technical assistance for literacy instruction, dyslexia, and related
18 disorders, and serve as a primary source of information and support
19 for schools and teachers in addressing the needs of students
20 struggling with literacy, dyslexia, and related disorders.

21 B. The Department shall employ ~~a literacy instructional team~~
22 ~~with team members~~ coaches who are placed ~~regionally~~ in six major
23 geographic regions across the state. The literacy ~~instructional~~
24 ~~teams~~ coaches shall assist general education and special education

1 teachers in recognizing educational needs to improve literacy
2 outcomes for all students including those with reading deficiencies,
3 dyslexia, or identified with the risk characteristics associated
4 with dyslexia. Priority shall be given to lowest performing schools
5 on the end-of-year English language arts assessment or the statewide
6 reading screener as approved by the State Department of Education.

7 The role of the literacy ~~instructional team~~ coaches shall also
8 include increasing professional awareness and instructional
9 competencies to meet the educational needs of all students including
10 those with reading deficiencies, dyslexia, or identified with risk
11 characteristics associated with dyslexia. The Department shall
12 prioritize supports and interventions including enrollment in
13 reading trainings and professional development for schools which
14 have the highest percentage of students who do not demonstrate
15 sufficient reading skills as established by the State Board of
16 Education.

17 C. Literacy coaches shall provide job-embedded support for
18 kindergarten through third-grade reading teachers that includes but
19 is not limited to:

20 1. On-site teacher training on evidence-based reading
21 instruction and data-based decision making to support the
22 effectiveness of classroom reading instruction;

23 2. Demonstration lessons;

24 3. Co-teaching; and

1 4. Feedback for improving instruction.

2 D. Literacy ~~instructional team members~~ coaches employed by the
3 Department shall be required to pass Oklahoma's "Foundations of
4 Reading" test and shall have training in:

5 1. The science of how students learn to read including
6 phonological awareness, phonics, fluency, vocabulary, comprehension,
7 writing, and language;

8 2. Foundation of multisensory, explicit, systematic, and
9 structured reading instruction;

10 3. Identification of and the use of appropriate interventions,
11 accommodations, and teaching techniques for ~~struggling~~ students with
12 dysgraphia, dyslexia, a related reading disorder, or reading
13 deficiency;

14 4. The requirements of the Strong Readers Act;

15 5. Special education laws and procedures; and

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

19 ~~D.~~ E. The literacy ~~instructional team members~~ coaches employed
20 by the Department shall report to the Program Director for Literacy
21 at the Department ~~and have~~. The Department shall:

22 1. ~~A~~ Have a minimum of ~~five~~ twenty regional literacy ~~leads~~
23 coaches, at least one who shall be designated by the Department as a
24 dyslexia specialist to provide school districts with support and

resources that are necessary to assist students with dyslexia. The Department shall give preference to educators applying for regional literacy lead who:

- a. (1) hold a master's degree in education with three (3) years of documented successful experience teaching reading as evidenced by reading assessment scores,
- (2) hold a bachelor's degree with five (5) years of documented successful experience teaching reading as evidenced by reading assessment scores with a minimum of three (3) years of literacy experience at the state, district, or school level,
- b. have a valid certificate to teach issued by the State Board of Education,
- c. have experience delivering professional development specific to literacy instruction, mentoring and coaching classroom teachers, leading others in a collaborative process, and analyzing and using student performance data for instructional purposes,
- d. have an endorsement or certification as a certified structured literacy dyslexia specialist or certified academic language therapist,

~~b.~~

e. are knowledgeable of multitiered systems of support,
and

~~e.~~

f. have been trained in the identification of and
~~intervention for dyslexia and related disorders~~
~~including best practice~~ the use of appropriate
~~interventions and treatment models for,~~
accommodations, and teaching techniques for students
with dysgraphia, dyslexia, a related reading disorder,
or reading deficiency; and

2. ~~A minimum of ten literacy specialists~~ Have a minimum of one
reading specialist, or access to a contracted reading specialist,
for each public elementary school.

3. For school districts who do not currently employ or contract
with a reading specialist, the Department shall work with
institutions of higher education within this state to develop summer
academies for teachers to obtain an early literacy microcredential.
The academies shall provide a competency-based professional learning
microcredential after completing an intensive summer academy held at
Oklahoma-based universities. The academies may include in-person
instruction, online, or hybrid options. The intensive academy shall
be focused on MTSS, the Science of Reading, and standards alignment
for early literacy instruction in Kindergarten through third grade.
Districts shall select at least one (1) staff member per school,

1 with priority given to districts without a current full- or part-
2 time reading specialist, per year to attend the summer academies.
3 These individuals can be teachers and full- or part-time
4 interventionists who will work with students in Kindergarten through
5 third grade.

6 F. The State Department of Education shall assign literacy
7 coaches to school districts that are identified by the Department
8 based on the number and percentage of students scoring in the below
9 basic performance level on the standards of reading foundations and
10 processes and the vocabulary portions of the statewide third-grade
11 assessment administered pursuant to Section 1210.508C of this title
12 or the statewide reading screener in kindergarten through second
13 grade.

14 G. Literacy coaches assigned to school districts pursuant to
15 the provisions of this subsection shall:

- 16 a. provide daily technical support to teachers
17 responsible for reading instruction and reading
18 specialists,
- 19 b. assist administrators, teachers responsible for
20 reading instruction, and reading specialists in
21 addressing grade-specific curriculum,
- 22 c. design and conduct professional development to meet
23 the needs of teachers responsible for reading
24 instruction and reading specialists,

- d. provide clear, practical, timely, and candid written and oral feedback to teachers responsible for reading instruction and reading specialists, and
- e. meet regularly with teachers responsible for reading instruction, reading specialists, and principals to review data and make recommendations for adjustments in instructional practices.

H. The Department shall give preference to educators applying ~~for literacy specialist~~ to become a literacy coach who:

- a. have training in the science of reading,
- b. are knowledgeable of multitiered systems of support, and
- c. have been trained in the identification of and ~~intervention for dyslexia and related disorders including best practice~~ the use of appropriate interventions and treatment models for, accommodations, and teaching techniques for students with dysgraphia, dyslexia, a related reading disorder, or reading deficiency, and
- d. have previously retired and were a highly effective elementary school teacher based on student reading scores on the statewide English language arts assessment or teacher evaluations.

1 I. State accreditation shall be withdrawn from or denied to
2 schools or school districts that deny access to the statewide
3 literacy team.

4 ~~E.~~ J. The State Department of Education shall electronically
5 submit a report to the Governor, the President Pro Tempore of the
6 Senate, and the Speaker of the House of Representatives by December
7 31, 2026, that includes an evaluation of the pilot program by school
8 districts, data on whether the program had an impact on increasing
9 the number of students who demonstrate proficiency in reading, and
10 recommendations for changes to the Strong Readers Act.

11 SECTION 7. NEW LAW A new section of law to be codified
12 in the Oklahoma Statutes as Section 1210.508J of Title 70, unless
13 there is created a duplication in numbering, reads as follows:

14 A. There is hereby created in the State Treasury a revolving
15 fund for the State Department of Education to be designated the
16 "Strong Readers Revolving Fund". The fund shall be a continuing
17 fund, not subject to fiscal year limitations, and shall consist of
18 all monies received by the State Department of Education from
19 private businesses, nonprofit organizations, and federally
20 recognized Indian tribes or nations. All monies accruing to the
21 credit of said fund are hereby appropriated and may be budgeted and
22 expended by the State Department of Education for the purpose of
23 improving reading outcomes in accordance with the Strong Readers
24 Act. Expenditures from said fund shall be made upon warrants issued

1 by the State Treasurer against claims filed as prescribed by law
2 with the Director of the Office of Management and Enterprise
3 Services for approval and payment.

4 B. Donors to the Strong Readers Revolving Fund shall designate
5 a specific school, school district, or region to receive their
6 donation. The State Department of Education shall distribute monies
7 from the Strong Readers Revolving Fund in strict compliance with
8 donor designations required by this subsection.

9 C. Monies in the Strong Readers Revolving Fund may be expended
10 for implementation support services, teacher training, data
11 integration, evaluation, reporting, and professional learning, to
12 support statewide MTSS implementation goals.

13 SECTION 8. This act shall become effective September 1, 2026.

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