

STATE OF OKLAHOMA

2nd Session of the 60th Legislature (2026)

SUBCOMMITTEE RECOMMENDATION
FOR

HOUSE BILL NO. 4420

By: Hilbert

SUBCOMMITTEE RECOMMENDATION

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 mandating that third-grade students be retained in
17 the third grade if certain conditions are not met;
18 providing good-cause exemptions from third grade
19 retention; allowing option for parents to retain
20 student when good-cause exemption applies;
21 implementing a good-cause exemption request process;
22 adding parental notification requirement of student
23 retention; requiring intensive reading intervention
24 for retained students; detailing additional support
and services to be provided to retained students;
requiring schools to establish an intensive
acceleration class for students retained more than
once; 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 or partner with
other districts to provide summer reading academies
to certain students; mandating minimum hours of
instructional time; requiring certain student
recommendations to summer programs for third through
eighth grades; 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

1 teacher candidates receive certain instruction
2 regarding balanced literacy and whole language
3 models; amending Section 2, Chapter 288, O.S.L. 2023,
4 as amended by Section 9, Chapter 411, O.S.L. 2024 (70
5 O.S. Supp. 2025, Section 1210.508H), which relates to
6 the literacy instructional team; making the literacy
7 instructional team pilot program permanent; changing
8 team language to coaches; requiring literacy coaches
9 to provide certain job support for K-3 teachers;
10 increasing minimum regional literacy leads; giving
11 priority to teachers with certain degrees and
12 experience; providing literacy coach assignment
13 criteria; providing literacy coach duties; creating
14 the Strong Readers Revolving Fund; designating source
15 of funds; designating Department to receive and
16 expend funds; requiring donors to designate specific
17 places to receive monies; requiring strict adherence
18 to donor designations; providing additional monetary
19 uses; providing for codification; and providing an
20 effective date.

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

22 SECTION 1. AMENDATORY 70 O.S. 2021, Section 1210.508A,
23 as amended by Section 3, Chapter 411, O.S.L. 2024 (70 O.S. Supp.
24 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:

Section 1210.508B. A. The Legislature finds that it is
essential for children in the public schools to read early and well

1 in elementary school. The Legislature further finds that clear and
2 visible goals, assessments to determine the reading level at each
3 elementary school, use of a scientifically based and researched
4 methodology in reading instruction in addition to regular and
5 periodic measurements of elementary school reading improvement, and
6 accountability in each level of the educational system will result
7 in a significant increase in the number of children reading at or
8 above grade level.

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

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

1 shall incorporate into instruction the five elements of reading
2 instruction which are phonological awareness, decoding, fluency,
3 vocabulary, and comprehension.

4 D. It is the intent of the Legislature that beginning with the
5 2025-2026 school year, school districts and charter schools in this
6 state shall be prohibited from using the three-cueing system model
7 of teaching students to read. For the purposes of this section, the
8 "three-cueing system" means any model of teaching students to read
9 based on meaning, structure, syntax, and visual cues, which may also
10 be known as meaning, structure, and visual (MSV), balanced literacy,
11 or whole language.

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

15 Section 1210.508C. A. To identify students who have a reading
16 deficiency or characteristics of dyslexia that lead to or cause
17 reading difficulty, each student enrolled in kindergarten and first,
18 second, and third grade in a public school in this state shall be
19 screened at the beginning, middle, and end of each school year for
20 reading skills including, but not limited to, phonological
21 awareness, decoding, fluency, vocabulary, and comprehension. A
22 ~~screening instrument approved by the State Board of Education, in~~
23 ~~consultation with the Commission for Educational Quality and~~
24 ~~Accountability and the Secretary of Education, shall~~ The Commission

1 for Educational Quality and Accountability shall evaluate and rank
2 up to three screening instruments, from which the State Board of
3 Education shall select one to be utilized for the purposes of this
4 section. In determining which screening instrument to approve, the
5 State Board of Education, the Commission for Educational Quality and
6 Accountability, and the Secretary of Education shall take into
7 consideration at a minimum the following factors:

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

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

13 3. The integration of the screening instrument into reading
14 curriculum; and

15 4. The ability to report all reading screening results to both
16 the State Department of Education and the Commission for Educational
17 Quality and Accountability.

18 B. Beginning in the ~~2025-2026~~ 2026-2027 school year, the ~~State~~
19 ~~Board of Education shall approve no fewer than three screening~~
20 ~~instruments for use at~~ Commission for Educational Quality and
21 Accountability shall evaluate and rank up to three screening
22 instruments, from which the State Board of Education shall select
23 one for use at the beginning, middle, and end of the school year for
24 monitoring of progress and for measurement of reading skills as

1 required in subsection A of this section. The selected screening
2 ~~instruments~~ instrument shall meet the following criteria:

3 1. Assess for phonological awareness, sound symbol recognition,
4 alphabet knowledge, rapid naming skills, decoding and encoding
5 skills, oral reading accuracy and fluency, vocabulary, and
6 comprehension as developmentally appropriate;

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

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

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

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

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

19 6. Capable of reporting student-level data to the State
20 Department of Education.

21 C. 1. Exemptions to the screening requirements of this section
22 may be provided to students who have documented evidence that they
23 meet at least one of the following criteria as related to the
24 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 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

1 grade-level reading skills. The program of reading instruction
2 shall be based on scientific reading research and align with the
3 subject matter standards adopted by the State Board of Education. A
4 program of reading instruction shall include:

5 a. sufficient additional in-school instructional time for
6 the acquisition of phonological awareness, ~~decoding,~~
7 ~~fluency, vocabulary, and comprehension~~ sound symbol
8 recognition, alphabet knowledge, rapid naming skills,
9 decoding and encoding skills, oral reading accuracy
10 and fluency, vocabulary, and comprehension as
11 developmentally appropriate. Additional in-school
12 instructional time for reading shall not occur during
13 other core curriculum lessons including math, science,
14 and social studies,

15 b. if necessary ~~and if funding is available,~~ tutorial
16 instruction after regular school hours, on Saturdays,
17 and during summer; however, such instruction may not
18 be counted toward the ~~one-hundred-eighty-day~~ one-
19 hundred-eighty-one-day or ~~one-thousand-eighty-hour~~
20 one-thousand-eighty-six-hour school year required in
21 Section 1-109 of this title,

22 c. assessments identified for diagnostic purposes and
23 periodic monitoring to measure the acquisition of
24 reading skills including, but not limited to,

1 phonological awareness, ~~decoding, fluency, vocabulary,~~
2 ~~and comprehension,~~ sound symbol recognition, alphabet
3 knowledge, rapid naming skills, decoding and encoding
4 skills, oral reading accuracy and fluency, vocabulary,
5 and comprehension as developmentally appropriate as
6 identified in the student's program of reading
7 instruction,

8 d. high-quality instructional materials grounded in
9 ~~scientifically based reading research~~ the science of
10 reading designed to reduce the risk of reading
11 failure, which do not include balanced literacy and
12 whole language models, such as three-cueing, and are
13 selected from a vetted list approved by the State
14 Board of Education, and

15 e. a means of providing every family of a student in
16 prekindergarten, kindergarten, and first, second, and
17 third grade access to free ~~online~~ evidence-based
18 literacy instruction resources to support the
19 student's literacy development at home.

20 2. A student enrolled in kindergarten or first, second, or
21 third grade who exhibits a deficiency in reading at any time based
22 on the screening instrument administered pursuant to subsection A of
23 this section and any fourth-grade student promoted for good cause
24 pursuant to subsection M of this section shall receive an individual

1 reading intervention plan no later than ~~thirty (30)~~ twenty-one (21)
2 days after the identification of the deficiency in reading. The
3 reading intervention plan shall be provided in addition to core
4 reading instruction that is provided to all students. The reading
5 intervention plan shall:

- 6 a. describe the research-based reading intervention
7 services the student will receive to remedy the
8 deficiency in reading,
- 9 b. provide explicit and systematic instruction in
10 phonological awareness, decoding, fluency, vocabulary,
11 and comprehension, as applicable,
- 12 c. monitor the reading progress of each student's reading
13 skills throughout the school year and adjust
14 instruction according to the student's needs, and
- 15 d. continue until the student is determined to be meeting
16 grade-level targets in reading based on screening
17 instruments administered pursuant to subsection A of
18 this section or assessments identified for diagnostic
19 purposes and periodic monitoring pursuant to
20 subparagraph c of paragraph 1 of this subsection.

21 3. The reading intervention plan for each student identified
22 with a deficiency in reading shall be developed by a Student Reading
23 Proficiency Team and shall include supplemental instructional
24 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,
- c. a teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student, ~~and~~
- d. a certified reading specialist or an individual with advanced training or specialization in literacy instruction, ~~if one is available and~~
- e. principal, vice principal, or designate.

4. A school district shall notify the parent or legal guardian of any student 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. The notification shall occur no later than ~~thirty (30)~~ seven (7) days after the identification of the deficiency in reading.

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

5. The State Board of Education, in consultation with the Commission for Educational Quality and Accountability, shall annually define and set benchmarks for screening instrument results

1 that are predictive of future performance on the state summative
2 assessment to assist in identifying intervention tiers within a
3 reading intervention plan. Annually, the Commission for Educational
4 Quality and Accountability shall analyze and report to the State
5 Department of Education the correlation of screening instrument
6 tiers to state summative tiers using predictive modeling and prior
7 year formative and summative testing results.

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

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

17 E. 1. Every school district shall adopt and implement a
18 district strong readers plan which has had input from school
19 administrators, teachers, and parents and legal guardians, and ~~if~~
20 ~~possible~~ a reading specialist, and which shall be submitted
21 electronically to and approved by the State Board of Education. The
22 plan shall be updated annually. School districts shall not be
23 required to electronically submit the annual updates to the Board if
24 the last plan submitted to the Board was approved and expenditures

1 for the program include only expenses relating to individual and
2 small group tutoring, purchase of and training in the use of
3 screening and assessment measures, summer school programs, and
4 Saturday school programs. If any expenditure for the program is
5 deleted or changed or any other type of expenditure for the program
6 is implemented, the school district shall be required to submit the
7 latest annual update to the Board for approval. The district strong
8 readers plan shall include a plan for each site which includes an
9 analysis of the data provided by the Oklahoma School Testing Program
10 and other reading assessments utilized as required in this section,
11 and which outlines how each school site will comply with the
12 provisions of the Strong Readers Act.

13 2. The State Board of Education shall adopt rules for the
14 implementation and evaluation of the provisions of the Strong
15 Readers Act. The evaluation shall include, but not be limited to,
16 an analysis of the data required in subsection ~~H~~ T of this section.

17 F. 1. Any first-grade, second-grade, or third-grade student
18 who demonstrates proficiency in reading through a grade-level
19 appropriate screening instrument approved pursuant to subsection B
20 of this section shall not require a program of reading instruction
21 or an individual reading intervention plan. After a student has
22 demonstrated proficiency through a screening instrument, the
23 district shall provide notification to the parent or legal guardian
24 of the student that he or she has satisfied the minimum requirements

1 of the Strong Readers Act within thirty (30) days. The district
2 shall continue to monitor the student in the next successive grade
3 level to ensure he or she maintains grade-level proficiency.

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

18 G. 1. a. If a first-grade student has not met a basic
19 benchmark, as defined by the State Department of
20 Education in accordance with paragraph 5 of subsection
21 D of this section, by either the mid-year or the end-
22 of-year screening, the Reading Proficiency Team of the
23 student shall meet prior to the end of the school year
24 to discuss voluntary retention of the student.

1 Retention under this paragraph shall be optional and
2 based upon the recommendations of at least five
3 members of the Reading Proficiency Team of the
4 student.

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

17 c. If the Reading Proficiency Team of the student
18 determines that retention of the student in the first
19 grade is necessary, the student shall be permitted to
20 re-screen prior to the start of the subsequent school
21 year on a date determined by school personnel if the
22 rescreening is requested by the parent or legal
23 guardian of the student, at least five members of the
24 Reading Proficiency Team of the student agree to the

1 re-screening, and a reasonable time has been provided
2 for summer remediation. After reviewing the results
3 of the re-screening of the student, the Reading
4 Proficiency Team shall redetermine if voluntary
5 retention is appropriate.

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

21 b. If the student is not retained in the second grade,
22 the family of the student shall be provided with a
23 summer tutoring program and shall be scheduled for a
24 rescreening prior to the start of the subsequent

1 school year. The State Department of Education shall
2 approve one or two online or workbook-based summer
3 tutoring programs for use by students under this
4 paragraph. School districts shall also provide the
5 parents or legal guardians of the student with a list
6 of summer literacy programs available if a summer
7 academy as described in Section 1210.508E of this
8 title is not offered by the school district.

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

22 H. Each school district shall annually report in an electronic
23 format to the State Department of Education, the Office of
24 Educational Quality and Accountability, and the Secretary of

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

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

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

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

3 3. A description of the proposed intensive intervention
4 services and supports that will be provided to the student that are
5 designed to remediate the identified area of reading deficiency as
6 provided for in paragraph 2 of subsection F of this section;

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

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

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

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

20 ~~6. 8.~~ The grade-level performance scores of the student; and

21 9. That while the statewide English Language Arts assessment is
22 the initial determinate for promotion, students may be provided with
23 an alternative reading assessment option that is approved by the
24 State Department of Education or Commission for Educational Quality

1 and Accountability to demonstrate sufficient reading skills for
2 promotion to fourth grade.

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

5 ~~J.~~ K. 1. Any incoming third-grade student identified with a
6 reading deficiency shall be provided more intensified interventions
7 to remedy his or her specific reading deficiency. Intervention
8 services shall include effective instructional strategies to
9 accelerate student progress and be delivered by a highly effective
10 teacher of reading as demonstrated by student reading performance
11 data and teacher performance evaluations.

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

17 a. reading instruction and intervention services and
18 supports to correct any identified area of reading
19 deficiency,

20 b. daily targeted small group reading intervention based
21 on student need, including explicit, systematic,
22 sequential and cumulative instruction with detailed
23 explanations, extensive opportunities for guided

24

1 practice, and opportunities for error correction and
2 feedback, and

3 c. specialized supplemental reading intervention before
4 or after school delivered by a highly effective
5 teacher of reading as demonstrated by student reading
6 performance data and teacher performance evaluations.

7 L. 1. Beginning with the 2026-2027 school year, third-grade
8 students shall demonstrate sufficient reading skills for promotion
9 to fourth grade. Students shall be provided the following options
10 to demonstrate sufficient reading skills for promotion to fourth
11 grade:

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

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

23 M. The district school board may only exempt students from
24 mandatory third-grade retention, as provided in subsection K of this

1 section, for good cause. A student who is promoted to fourth grade
2 with a good-cause exemption, except for students who meet the
3 definition of a student with the most significant cognitive
4 disabilities, shall continue to receive intensive reading
5 intervention that includes specific reading strategies prescribed in
6 the student's individual reading intervention plan until the
7 deficiency is remedied. The school district shall assist schools
8 and teachers with the implementation of reading strategies that
9 research has shown to be successful in improving reading among
10 students with reading difficulties. Good-cause exemptions shall be
11 limited to the following:

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

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

18 3. Students with disabilities who participate in the statewide
19 English Language Arts assessment and who have an IEP or a Section
20 504 plan that reflects that the student has received intensive
21 reading intervention for more than two (2) years but still
22 demonstrates a deficiency in reading, or who was previously retained
23 for one (1) year in kindergarten, first, second, or third grade; and
24

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

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

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

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

23 3. The parents or legal guardians of a third-grade student
24 eligible for a good-cause exemption may choose that the student be

1 retained for one (1) year even if the school district superintendent
2 accepts a recommendation for a good-cause exemption pursuant to this
3 subsection.

4 O. The school district shall provide written notification to
5 the parent or legal guardian of any student who is retained. Such
6 notification shall state that his or her child has not met the
7 reading level required for promotion to the fourth grade, the
8 reasons the child is not eligible for a good-cause exemption, and
9 that his or her child will be retained in third grade. The
10 notification shall include a description of the proposed
11 interventions and supports that will be provided to the child to
12 remedy the identified areas of reading deficiency in the retained
13 year.

14 P. Beginning with the 2027-2028 school year, students retained
15 under the provisions of subsection L of this section shall be
16 provided intensive reading intervention to remedy the student's
17 specific reading deficiency. The reading intervention services
18 shall include effective instructional strategies to accelerate
19 student progress. Each school district shall conduct a review of
20 student reading intervention plans for all students retained in
21 third grade. The review shall address additional supports and
22 services needed to remedy the identified areas of reading deficiency
23 and ensure the following are provided to retained students:

24

1 1. A highly effective teacher of reading as demonstrated by
2 student reading performance data and teacher performance
3 evaluations;

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

7 a. more dedicated time than the previous school year in
8 scientifically research-based reading instruction and
9 intervention,

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

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

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

1 e. reading intervention shall not be provided solely by
2 digital technology. Reading intervention shall
3 include a majority of direct instruction from a
4 teacher or reading specialist training in the science
5 of reading;

6 3. The option of a transitional instructional setting. Such
7 setting shall be designed to produce learning gains sufficient to
8 meet fourth-grade performance standards in all other core academic
9 areas while continuing to correct the areas of reading deficiency;

10 4. Before or after school supplemental research-based reading
11 intervention delivered by a teacher or tutor with specialized
12 reading training; and

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

19 Q. Each school shall establish an intensive acceleration class
20 for any student retained in third grade who was previously retained
21 in kindergarten, first, or second grade. The intensive acceleration
22 class shall include the additional supports and services described
23 in subsection P of this section and provide explicit, systematic,
24

1 sequential, and cumulative reading instruction and intervention for
2 the majority of student contact time each day.

3 R. 1. Each school district board of education shall annually
4 publish on the school website and report electronically to the State
5 Department of Education, the Office of Educational Quality and
6 Accountability, and the Secretary of Education by September 1 of
7 each year the following information on the prior school year:

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

1 e. by grade, the number and percentage of students in
2 kindergarten through third grade who demonstrated
3 grade-level proficiency based on a screening
4 instrument administered pursuant to subsection A of
5 this section, ~~and~~

6 ~~e.~~

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

15 g. the number and percentage of all students in third
16 grade who demonstrated sufficient reading skills for
17 promotion to the next grade on the test-based student
18 portfolio,

19 h. the number and percentage of all students in third
20 grade who demonstrated sufficient reading skills for
21 promotion to the next grade on the alternative reading
22 assessment,

23 i. the number and percentage of students in third grade
24 who were promoted to fourth grade for good cause, by

1 category of good cause as specified in subsection M of
2 this section, and

3 j. the performance of fourth-grade students on the
4 statewide English Language Arts assessment who were
5 promoted with a good-cause exemption in the previous
6 school year.

7 2. The State Department of Education shall establish a uniform
8 format for school districts to report the information required in
9 this subsection. The format shall be developed with input from
10 school districts and shall be provided not later than ninety (90)
11 days prior to the annual due date. The Department shall annually
12 compile the information required, along with state-level summary
13 information, and electronically report the information to the
14 public, the Governor, the Secretary of Education, the President Pro
15 Tempore of the Senate, and the Speaker of the House of
16 Representatives and shall post such information on its website.

17 ~~K.~~ S. The State Department of Education shall provide technical
18 assistance as needed to aid school districts in administering the
19 provisions of the Strong Readers Act.

20 ~~L.~~ T. On or before January 31 of each year, the State
21 Department of Education shall electronically submit to the Governor,
22 the President Pro Tempore of the Senate, the Speaker of the House of
23 Representatives, and members of the committees with responsibility
24 over common education in both houses of the Legislature a Strong

1 Readers Report which shall include, but is not limited to, trend
2 data detailing three (3) years of data, disaggregated by student
3 subgroups to include economically disadvantaged, major racial or
4 ethnic groups, students with disabilities, and English language
5 learners, as appropriate for the following:

6 1. The statewide aggregate number and percentage of students in
7 kindergarten through third grade determined to be at risk for
8 reading difficulties compared to the total number of students
9 enrolled in each grade;

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

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

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

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

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

3 ~~6.~~ 7. An evaluation and narrative interpretation of the report
4 data analyzing the impact of the Strong Readers Act on students'
5 ability to read at grade level;

6 ~~7.~~ 8. The type of reading instruction practices and methods
7 currently being used by school districts in the state;

8 ~~8.~~ 9. Socioeconomic information, access to reading resources
9 outside of school, and screening for and identification of learning
10 disabilities for students not reading at the appropriate grade level
11 in kindergarten and first through third grade;

12 ~~9.~~ 10. By grade level, the types of intensive intervention
13 efforts being conducted by school districts for students who are not
14 on an IEP and who are not reading at the appropriate grade level and
15 for students who are on an IEP and who are not reading at the
16 appropriate grade level; and

17 ~~10.~~ 11. Any recommendations for improvements or amendments to
18 the Strong Readers Act.

19 The State Department of Education may contract with an
20 independent entity for the reporting and analysis requirements of
21 this subsection.

22 ~~M.~~ U. Copies of the results of the screening instruments
23 administered pursuant to subsection A of this section shall be made
24 a part of the permanent record of each student.

1 SECTION 4. AMENDATORY 70 O.S. 2021, Section 1210.508E,
2 as amended by Section 7, Chapter 411, O.S.L. 2024 (70 O.S. Supp.
3 2025, Section 1210.508E), is amended to read as follows:

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

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

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

14 B. A teacher who determines a student in kindergarten or first
15 through third grade is not meeting grade-level targets for reading
16 may, after consultation with the parent or legal guardian of the
17 student, recommend that the student participate in and complete a
18 summer academy or other program.

19 C. Summer academy programs shall be designed to ensure that
20 participating students successfully complete grade-level
21 competencies in reading to enhance next-grade readiness. A summer
22 academy reading program shall be a program that incorporates the
23 content of a scientifically research-based professional development
24 program administered by the Commission for Educational Quality and

1 Accountability or a scientifically research-based reading program
2 administered by the State Board of Education and is taught by
3 teachers who have ~~successfully completed professional development in~~
4 ~~the reading program~~ demonstrated their effectiveness through student
5 reading data and evaluations or who are certified as reading
6 specialists. Teachers shall provide explicit, systematic,
7 sequential, and cumulative reading intervention services and
8 supports to correct students' identified areas of reading
9 deficiency.

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

19 E. ~~Subject to the availability of funds, beginning~~ School
20 districts shall provide summer reading academies or partner with
21 neighboring school districts to provide summer reading academies to
22 all third-grade students scoring at the below basic achievement
23 level on the third-grade statewide English Language Arts assessment,
24 as well as students who have completed kindergarten through second

1 grade and are at risk of reading deficiency as determined by a
2 screening instrument administered pursuant to subsection A of
3 Section 1210.508C of this title. Summer reading academies shall
4 include, at a minimum, seventy (70) hours of instructional time in
5 reading and shall not use balanced literacy and whole language
6 models, such as three-cueing as defined in subsection D of Section
7 1210.508B of this title.

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

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

23
24

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

4 Section 1210.508F. A. The Commission for Educational Quality
5 and Accountability shall ensure that the reading competencies for
6 elementary teachers are included in the competencies for special
7 education teachers.

8 B. The Commission for Educational Quality and Accountability in
9 collaboration with the Oklahoma State Regents for Higher Education
10 shall ensure that all teachers ~~and adjuncts~~ of early childhood
11 education, elementary education, and special education are provided
12 quality training in intervention, instruction, and remediation
13 strategies in the science of reading to provide explicit and
14 systematic instruction in phonological awareness, decoding, fluency,
15 vocabulary, and comprehension and implement reading strategies that
16 research has shown to be successful in improving reading among
17 students with reading difficulties. Professional development may
18 include effective use of data, progress monitoring, and intervention
19 planning as it fits into a multi-tiered system of supports (MTSS)
20 framework. In addition, quality education for prospective teachers
21 shall be provided in research-based instructional strategies for
22 instruction, assessment, and intervention for literacy development
23 for all students including advanced readers, typically developing
24 readers, and struggling readers who are coping with a range of

1 challenges including, but not limited to, English language learners,
2 students at risk for reading deficiencies, and learners students
3 with handicapping conditions and learning disabilities, including
4 dyslexia. Quality training shall include guidance from professional
5 resources such as the Report of the National Reading Panel, Response
6 to Intervention guidelines, and professional organizations such as
7 the Council for Exceptional Children, International Dyslexia
8 Association, International Literacy Association, National Council of
9 Teachers of English, and National Association for the Education of
10 Young Children.

11 C. All institutions within The Oklahoma State System of Higher
12 Education that offer elementary, early childhood education, or
13 special education programs approved by the Commission for
14 Educational Quality and Accountability shall incorporate into those
15 programs the requirement that teacher candidates study the five
16 elements of reading instruction which are phonological awareness,
17 decoding, fluency, vocabulary, and comprehension and the study
18 methods based on the science of reading. Teacher candidates shall
19 study strategies including, but not limited to, instruction that is
20 explicitly taught, sequenced, multimodal (reading, writing,
21 speaking, listening, hands-on, etc.), multidisciplinary, and
22 reflective to adapt for individual learners. Additionally, teacher
23 candidates shall study the negative impacts of balanced literacy and
24 whole language models, including three-cueing practices. They shall

1 further study how to identify balanced literacy and whole language
2 models including three-cueing practices in curriculum, and
3 subsequently, learn how to implement reading instruction using high-
4 quality instructional materials grounded in the science of reading
5 which do not include balanced literacy and whole language models
6 such as three-cueing, and the negative impacts of three-cueing.

7 D. Effective July 1, 2025, any person seeking initial
8 certification in a special education, early childhood education, or
9 elementary education program in this state shall be required to
10 successfully complete a comprehensive reading instruction assessment
11 approved by the Commission for Educational Quality and
12 Accountability as a condition for certification. The assessment
13 shall be aligned to scientifically based reading research and
14 evaluate the certification applicant's knowledge and understanding
15 of the five elements of reading instruction which are phonological
16 awareness, decoding, fluency, vocabulary, and comprehension.

17 E. Candidates applying for adjunct positions, an alternative
18 placement teaching certificate, or an emergency teaching certificate
19 in elementary education shall complete instruction in the science of
20 reading as determined by the Commission for Educational Quality and
21 Accountability and the State Board of Education.

22 SECTION 6. AMENDATORY Section 2, Chapter 288, O.S.L.
23 2023, as amended by Section 9, Chapter 411, O.S.L. 2024 (70 O.S.
24 Supp. 2025, Section 1210.508H), is amended to read as follows:

1 Section 1210.508H. A. Beginning with the 2023-2024 school
2 year, the State Department of Education shall establish a ~~three-year~~
3 ~~pilot~~ program to employ a literacy ~~instructional team~~ coaches to
4 support school districts in implementation of the requirements of
5 Section 1210.508C of this title. The Department shall provide
6 technical assistance for literacy instruction, dyslexia, and related
7 disorders, and serve as a primary source of information and support
8 for schools and teachers in addressing the needs of students
9 struggling with literacy, dyslexia, and related disorders.

10 B. The Department shall employ a literacy ~~instructional team~~
11 ~~with team members~~ coaches who are placed ~~regionally~~ in six major
12 geographic regions across the state. The literacy ~~instructional~~
13 ~~teams~~ coaches shall assist general education and special education
14 teachers in recognizing educational needs to improve literacy
15 outcomes for all students including those with reading deficiencies,
16 dyslexia, or identified with the risk characteristics associated
17 with dyslexia. Priority shall be given to lowest performing schools
18 on the end-of-year English language arts assessment or the statewide
19 reading screener as approved by the State Department of Education.
20 The role of the literacy ~~instructional team~~ coaches shall also
21 include increasing professional awareness and instructional
22 competencies to meet the educational needs of all students including
23 those with reading deficiencies, dyslexia, or identified with risk
24 characteristics associated with dyslexia. The Department shall

1 prioritize supports and interventions including enrollment in
2 reading trainings and professional development for schools which
3 have the highest percentage of students who do not demonstrate
4 sufficient reading skills as established by the State Board of
5 Education.

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

9 1. On-site teacher training on evidence-based reading
10 instruction and data-based decision making to support the
11 effectiveness of classroom reading instruction;

12 2. Demonstration lessons;

13 3. Co-teaching; and

14 4. Feedback for improving instruction.

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

18 1. The science of how students learn to read including
19 phonological awareness, phonics, fluency, vocabulary, comprehension,
20 writing, and language;

21 2. Foundation of multisensory, explicit, systematic, and
22 structured reading instruction;

23 3. Identification of and the use of appropriate interventions,
24 accommodations, and teaching techniques for ~~struggling~~ students with

1 dysgraphia, dyslexia, a related reading disorder, or reading
2 deficiency;

- 3 4. The requirements of the Strong Readers Act;
- 4 5. Special education laws and procedures; and
- 5 6. Appropriate interventions, accommodations, and assistive
6 technology supports for students with dyslexia or a related
7 disorder.

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

11 1. A minimum of ~~five~~ twenty regional literacy leads, at least
12 one who shall be designated by the Department as a dyslexia
13 specialist to provide school districts with support and resources
14 that are necessary to assist students with dyslexia. The Department
15 shall give preference to educators applying for regional literacy
16 lead who:

17 a. (1) hold a master's degree in education with three
18 (3) years of documented successful experience
19 teaching reading as evidenced by reading
20 assessment scores,

21 (2) hold a bachelor's degree with five (5) years of
22 documented successful experience teaching reading
23 as evidenced by reading assessment scores with a
24

1 minimum of three (3) years of literacy experience
2 at the state, district, or school level,

3 b. have a valid certificate to teach issued by the State
4 Board of Education,

5 c. have experience delivering professional development
6 specific to literacy instruction, mentoring and
7 coaching classroom teachers, leading others in a
8 collaborative process, and analyzing and using student
9 performance data for instructional purposes,

10 d. have an endorsement or certification as a certified
11 structured literacy dyslexia specialist or certified
12 academic language therapist,

13 ~~b.~~

14 e. are knowledgeable of multitiered systems of support,
15 and

16 ~~e.~~

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

24

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

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

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

14 a. provide daily technical support to teachers
15 responsible for reading instruction and reading
16 specialists,

17 b. assist administrators, teachers responsible for
18 reading instruction, and reading specialists in
19 addressing grade-specific curriculum,

20 c. design and conduct professional development to meet
21 the needs of teachers responsible for reading
22 instruction and reading specialists,

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

8 H. The Department shall give preference to educators applying
9 for ~~literacy~~ reading specialist who:

- 10 a. have training in the science of reading,
11 b. are knowledgeable of multitiered systems of support,
12 and
13 c. have been trained in the identification of and
14 ~~intervention for dyslexia and related disorders~~
15 ~~including best practice~~ the use of appropriate
16 ~~interventions and treatment models for,~~
17 accommodations, and teaching techniques for students
18 with dysgraphia, dyslexia, a related reading disorder,
19 or reading deficiency, and
20 d. have previously retired and were a highly effective
21 elementary school teacher based on student reading
22 scores on the statewide English language arts
23 assessment or teacher evaluations.
24

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 ~~F.~~ 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, data integration, evaluation,
11 reporting, and professional learning, to support statewide MTSS
12 implementation goals.

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

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