

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

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

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

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

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

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

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

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

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

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

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

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

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

5 a. the student participates in the Oklahoma Alternate
6 Assessment Program (OAAP) and is taught using
7 alternate methods,

8 b. the student's primary expressive or receptive
9 communication is sign language,

10 c. the student's primary form of written or read text is
11 Braille, or

12 d. the student's primary expressive or receptive language
13 is not English, the student is identified as an
14 English learner using a state-approved identification
15 assessment, and the student has had less than one (1)
16 school year of instruction in an English-learner
17 program.

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

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

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

21 a. sufficient additional in-school instructional time for
22 the acquisition of mathematical proficiency, which is
23 a combination of real-world problem-solving skills,

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1 procedural fluency, conceptual understanding, and
2 productive dispositions,

3 b. if necessary and if funding is available, tutorial
4 instruction after regular school hours, on Saturdays,
5 and during summer; however, such instruction may not
6 be counted toward the one-hundred-eighty-day or one-
7 thousand-eighty-hour school year required in Section
8 1-109 of Title 70 of the Oklahoma Statutes,

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

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

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

23 3. A student enrolled in ~~second, third, fourth, and fifth grade~~
24 kindergarten through eighth grades who exhibits a deficiency in math

1 at any time based on the screening instrument administered pursuant
2 to subsection A of this section shall receive an individual math
3 intervention plan no later than thirty (30) days after the
4 identification of the deficiency in math. The math intervention
5 plan shall be provided in addition to core math instruction that is
6 provided to all students. The math intervention plan shall:

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

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

12 ~~b.~~

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

17 ~~c.~~

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

21 ~~d.~~

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

1 this section or assessments identified for diagnostic
2 purposes and periodic monitoring pursuant to
3 subparagraph c of paragraph 2 of this subsection.

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

- 8 a. the parent or legal guardian of the student,
- 9 b. the teacher assigned to the student who had
10 responsibility for math instruction in that academic
11 year,
- 12 c. a teacher who is responsible for math instruction and
13 is assigned to teach in the next grade level of the
14 student, and
- 15 d. a teacher who specializes in math interventions, if
16 one is available.

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

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

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

9 2025 (70 O.S. Supp. 2025, Section 1210.902), is amended to read as
10 follows:

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

1 students in the state identified as in need of remediation or
2 intensive intervention services in mathematics as provided for in
3 Section ~~3~~ 1210.901 of this ~~act~~ title. Each public school district
4 shall be allocated an amount equal to the per-student allocation
5 amount multiplied by the number of identified students enrolled in
6 the school district.

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

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

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

9 SECTION 3. AMENDATORY Section 6, Chapter 492, O.S.L.
10 2025 (70 O.S. Supp. 2025, Section 1210.904), is amended to read as
11 follows:

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

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

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

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

1 that is explicitly taught, sequenced, multimodal (visual, auditory,
2 kinesthetic, etc.), interdisciplinary, and reflective to adapt for
3 individual learners. Teacher candidates shall study how to
4 understand and use student data to make instructional decisions.

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

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

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

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

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

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

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

1 SECTION 6. It being immediately necessary for the preservation
2 of the public peace, health or safety, an emergency is hereby
3 declared to exist, by reason whereof this act shall take effect and
4 be in full force from and after its passage and approval.

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6 COMMITTEE REPORT BY: COMMITTEE ON APPROPRIATIONS AND BUDGET, dated
7 02/25/2026 - DO PASS, As Amended and Coauthored.

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