



1 fourth-grade students in receiving reading  
2 intervention plans; reducing time to receive a  
3 reading intervention plan; adding principal or  
4 designate to reading intervention team; requiring  
5 benchmarks for screening instrument results;  
6 requiring annual analysis and reporting of screening  
7 instruments tiers; prohibiting digital technology  
8 from solely being used in reading intervention;  
9 allowing retired teachers to contract as literacy  
10 coaches and reading specialists; adding additional  
11 requirements to parent notifications regarding the  
12 child's reading deficiency; requiring certain reading  
13 deficient kindergarten through third-grade students  
14 to receive intensive intervention; requiring  
15 retention review for certain first- and second-grade  
16 students; requiring summer tutoring for certain first  
17 and second grade students; allowing rescreening of  
18 retained first- and second-grade students; requiring  
19 more reading interventions for certain incoming  
20 third-grade students; requiring a review of progress  
21 and additional services for certain incoming third-  
22 grade students; requiring demonstration of sufficient  
23 reading skills for promotion to fourth grade  
24 beginning in the 2027-2028 school year; mandating  
that third-grade students be retained in the third  
grade if certain conditions are not met; providing  
good-cause exemptions from third grade retention;  
allowing option for parents to retain student when  
good-cause exemption applies; implementing a good-  
cause exemption request process; adding parental  
notification requirement of student retention;  
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

1 for third through eighth grades; requiring school  
2 districts to report on intensive reading intervention  
3 options; amending 70 O.S. 2021, Section 1210.508F, as  
4 last amended by Section 3, Chapter 297, O.S.L. 2025  
5 (70 O.S. Supp. 2025, Section 1210.508F), which  
6 relates to teacher training requirements; eliminating  
7 reference to adjuncts; providing professional  
8 development options; clarifying instruction to  
9 prospective teachers; mandating that teacher  
10 candidates receive certain instruction regarding  
11 balanced literacy and whole language models; amending  
12 Section 2, Chapter 288, O.S.L. 2023, as amended by  
13 Section 9, Chapter 411, O.S.L. 2024 (70 O.S. Supp.  
14 2025, Section 1210.508H), which relates to the  
15 literacy instructional team; making the literacy  
16 instructional team pilot program permanent; changing  
17 team language to coaches; requiring literacy coaches  
18 to provide certain job support for K-3 teachers;  
19 requiring minimum regional literacy coaches; giving  
20 priority to teachers with certain degrees and  
21 experience; requiring the Department to develop  
22 academies for teachers to obtain early literacy micro  
23 credentials for certain districts; providing literacy  
24 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:

1 Section 1210.508A. Sections 1210.508A through ~~1210.508H~~  
2 1210.508J of this title shall be known and may be cited as the  
3 "Strong Readers Act".

4 SECTION 2. AMENDATORY 70 O.S. 2021, Section 1210.508B,  
5 as amended by Section 4, Chapter 411, O.S.L. 2024 (70 O.S. Supp.  
6 2025, Section 1210.508B), is amended to read as follows:

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

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

1       C. To carry out the purpose of this act, it is the intent of  
2 the Legislature that the identification, instruction, and  
3 intervention required under the Strong Readers Act be implemented  
4 within a multitiered system of supports (MTSS) framework that  
5 emphasizes strong core literacy instruction for all students and  
6 provides increasing levels of instructional intensity based on  
7 student need and demonstrated response to instruction.

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

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

24

1 instruction which are phonological awareness, decoding, fluency,  
2 vocabulary, and comprehension.

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

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

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

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

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

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

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

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

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

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 ~~F~~ S 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 midyear 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. The State Department of Education  
8 shall approve one or two online or workbook-based  
9 summer tutoring programs for use by students under  
10 this paragraph. School districts shall also provide  
11 the parents or legal guardians of the student with a  
12 list of summer literacy programs available if a summer  
13 academy, as described in Section 1210.508E of this  
14 title, is not offered by the school district.

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

1 of the re-screening of the student, the Reading  
2 Proficiency Team shall redetermine if voluntary  
3 retention is appropriate.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

16 ~~6. 8.~~ The grade-level performance scores of the student; and

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

23 ~~F. J.~~ No student may be assigned to a grade level based solely  
24 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  
24

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

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

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

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

14 3. Students with disabilities who participate in the statewide  
15 English Language Arts assessment and who have an IEP or a Section  
16 504 plan that reflects that the student has received intensive  
17 reading intervention for more than two (2) years but still  
18 demonstrates a deficiency in reading, or who was previously retained  
19 for one (1) year in kindergarten, first, second, or third grade; and

20 4. Students who have received intensive reading intervention  
21 for two (2) or more years but still demonstrate a deficiency in  
22 reading, and who were previously retained in kindergarten, first,  
23 second, or third grade for a total of two (2) years. No student  
24 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;

24

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

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

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

23 ~~b.~~



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,

- 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 specialist~~ to become a literacy coach 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.

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.

14

15 COMMITTEE REPORT BY: COMMITTEE ON APPROPRIATIONS AND BUDGET, dated  
16 03/09/2026 - DO PASS, As Amended and Coauthored.

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