

1 **SENATE FLOOR VERSION**

February 25, 2026

2 **AS AMENDED**

3 SENATE BILL NO. 1360

By: Seifried of the Senate

4 and

5 Moore of the House

6
7
8 **[mathematics instruction - pilot program -**
9 **mathematics instructional team members - report -**
10 **Office of Mathematics Improvement - screening**
11 **instruments - list - codification - effective date -**
12 **emergency]**

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

14 SECTION 1. NEW LAW A new section of law to be codified
15 in the Oklahoma Statutes as Section 1210.908 of Title 70, unless
16 there is created a duplication in numbering, reads as follows:

17 A. Beginning with the 2026-2027 school year, the State
18 Department of Education shall establish a three-year pilot program
19 to utilize mathematics instructional teams to support school
20 districts in the implementation of the requirements of the Oklahoma
21 Math Achievement and Proficiency Act. The Department shall provide
22 technical assistance for mathematics instruction, math-related
23 learning disabilities, and related disorders, and it shall serve as
24 a primary source of information and support for schools in

1 addressing the needs of students struggling with mathematics and
2 math-related learning disabilities.

3 B. 1. For the 2026-2027 school year, the Department shall
4 assign mathematics instructional team members to school districts
5 that are identified by the Department based on the number and
6 percentage of students scoring in the lowest ten percent (10%) on
7 the statewide mathematics assessments administered the previous
8 school year pursuant to Section 1210.508 of Title 70 of the Oklahoma
9 Statutes.

10 2. For the 2027-2028 school year, the Department shall identify
11 and assign mathematics instructional team members to school
12 districts based on the number and percentage of students scoring in
13 the lowest twenty percent (20%) on the statewide mathematics
14 assessments administered the previous school year pursuant to
15 Section 1210.508 of Title 70 of the Oklahoma Statutes.

16 3. For the 2028-2029 school year, the Department shall identify
17 and assign mathematics instructional team members to school
18 districts based on the number and percentage of students scoring in
19 the lowest thirty percent (30%) on the statewide mathematics
20 assessments administered the previous school year pursuant to
21 Section 1210.508 of Title 70 of the Oklahoma Statutes.

22 C. The mathematics instructional teams shall assist general
23 education and special education teachers in recognizing educational
24 needs to improve mathematics outcomes for all students including

1 those with dyscalculia or identified with the risk characteristics
2 associated with math-related learning disabilities. The role of the
3 mathematics instructional teams shall also include increasing
4 professional awareness and instructional competencies to meet the
5 educational needs of all students including those with dyscalculia
6 or identified with risk characteristics associated with math-related
7 learning disabilities.

8 D. Mathematics instructional team members utilized by the
9 Department shall have training in:

- 10 1. The research-based science of how students learn mathematics
11 including number sense, operations, one-to-one correspondence,
12 algebraic thinking, geometry, measurement, and data analysis;
- 13 2. Foundations of multisensory, explicit, systematic, and
14 structured mathematics instruction;
- 15 3. Identification of and the appropriate interventions,
16 accommodations, and teaching techniques for struggling students;
- 17 4. The requirements of the Oklahoma Math Achievement and
18 Proficiency Act;
- 19 5. Special education laws and procedures; and
- 20 6. Appropriate interventions, accommodations, and assistive
21 technology supports for students with dyscalculia or a related
22 disorder.

23 E. The mathematics instructional team members may be employed
24 directly by the Department or may be contracted by the Department.

1 Mathematics instructional teams shall report to the Director of the
2 Office of Mathematics Improvement at the Department appointed
3 pursuant to Section 1210.900 of Title 70 of the Oklahoma Statutes.

4 F. The Department shall electronically submit a report to the
5 Governor, the President Pro Tempore of the Senate, and the Speaker
6 of the House of Representatives by December 31, 2029, that includes
7 an evaluation of the pilot program by participating school
8 districts, data on whether the program had an impact on increasing
9 the number of students who demonstrate proficiency in mathematics,
10 and recommendations for changes to the state's mathematics education
11 policies.

12 SECTION 2. AMENDATORY 70 O.S. 2021, Section 1210.508, as
13 last amended by Section 10, Chapter 492, O.S.L. 2025 (70 O.S. Supp.
14 2025, Section 1210.508), is amended to read as follows:

15 Section 1210.508. A. 1. By no later than December 31, 2016,
16 the State Board of Education shall adopt a statewide system of
17 student assessments in compliance with the Elementary and Secondary
18 Education Act of 1965 (ESEA), as reauthorized and amended by P.L.
19 No. 114-95, also known as the Every Student Succeeds Act (ESSA).

20 2. The statewide student assessment system adopted by the Board
21 pursuant to this subsection shall be aligned with the Oklahoma
22 Academic Standards as adopted by the Board and which prepare
23 students for college and careers.

24

1 B. 1. The Board shall issue a request for proposals for the
2 selection of assessments to be administered to students in grades
3 three through twelve as a part of the statewide student assessment
4 system adopted by the Board pursuant to this section.

5 2. The Board shall adopt assessments from the selected
6 proposals that were submitted pursuant to paragraph 1 of this
7 subsection. The adopted assessments shall be administered by the
8 Board for a period that is in coordination with the six-year subject
9 area textbook adoption cycle unless the vendor does not fulfill the
10 terms of the contract or fails to comply with or violates the terms
11 of the contract. The Board shall administer the assessments
12 beginning with the 2017-2018 school year.

13 C. The statewide student assessment system adopted by the Board
14 pursuant to this section shall include assessments that:

15 1. Are aligned with the Oklahoma subject matter standards as
16 adopted by the Board;

17 2. Provide a measure of comparability among other states;

18 3. Yield both norm-referenced scores and criterion-referenced
19 scores;

20 4. Have a track record of statistical reliability and accuracy;
21 and

22 5. For assessments administered in high school, provide a
23 measure of future academic performance.
24

1 D. For the 2016-2017 school year, the Board shall administer
2 assessments in:

3 1. English Language Arts or reading and mathematics in grades
4 three through eight and at least once in high school, during the
5 grade span of nine through twelve;

6 2. Science not less than once during each grade span of three
7 through five, six through nine, and ten through twelve; and

8 3. United States History not less than once during the grade
9 span of nine through twelve.

10 E. 1. Beginning with the 2017-2018 school year, the statewide
11 student assessment system shall include assessments in:

12 a. English Language Arts and mathematics in grades three
13 through eight and at least once in high school, during
14 the grade span of nine through twelve,

15 b. science not less than once during each grade span of
16 three through five, six through nine, and ten through
17 twelve, and

18 c. United States History, with an emphasis on civics, not
19 less than once during the grade span of nine through
20 twelve.

21 2. Beginning with the 2017-2018 school year, the statewide
22 student assessment system may include:

23 a. assessments in reading, writing, and mathematics in
24 certain grades as determined by the Board, and

1 b. contingent upon the availability of funds, an
2 additional nationally recognized college- and career-
3 readiness assessment or assessments as recommended by
4 the State Department of Education, which will be
5 administered to students in high school at no cost to
6 the student.

7 F. 1. Beginning with students entering the ninth grade in the
8 2017-2018 school year, each student shall take the assessment or
9 assessments included in the statewide student assessment system
10 adopted by the Board pursuant to subsection A of this section in
11 order to graduate from a public high school with a standard diploma.
12 All students shall take the assessment or assessments prior to
13 graduation, unless otherwise exempt by law.

14 2. Beginning with students entering the ninth grade in the
15 2017-2018 school year, each student, in addition to taking the
16 assessment or assessments included in the statewide student
17 assessment system adopted by the Board pursuant to subsection A of
18 this section, shall meet any other high school graduation
19 requirements adopted by the Board pursuant to Section 5 of Enrolled
20 House Bill No. 3218 of the 2nd Session of the 55th Oklahoma
21 Legislature in order to graduate from a public high school with a
22 standard diploma.

23 3. For students who start the ninth grade prior to or during
24 the 2016-2017 school year, school districts shall adopt a plan that

1 establishes the assessment or assessments those students are
2 required to take in order to graduate from a public high school with
3 a standard diploma. The plan may also include any or all of the
4 other high school graduation requirements adopted by the Board
5 pursuant to Section 5 of Enrolled House Bill No. 3218 of the 2nd
6 Session of the 55th Oklahoma Legislature that those students will be
7 required to meet in order to graduate from a public high school with
8 a standard diploma.

9 4. The Board shall promulgate rules to ensure that students who
10 transfer into ~~an Oklahoma~~ a school district in this state from out-
11 of-state after the junior year of high school shall not be denied
12 the opportunity to be awarded a standard diploma due to differing
13 testing requirements.

14 G. In order to provide an indication of the levels of
15 competency attained by the student in a permanent record for
16 potential future employers and institutions of higher education,
17 school districts shall report on the high school transcript of the
18 student the highest-achieved score on the assessment or assessments
19 included in the statewide student assessment system adopted by the
20 Board pursuant to subsection A of this section and any business- and
21 industry-recognized endorsements attained.

22 H. Students who do not perform at a proficiency level on
23 assessments shall be remediated as established in the assessment
24 requirements adopted by the Board pursuant to Section 5 of Enrolled

1 House Bill No. 3218 of the 2nd Session of the 55th Oklahoma
2 Legislature, subject to the availability of funding.

3 I. 1. All assessments required by this section shall measure
4 academic competencies in correlation with the subject matter
5 standards adopted by the Board pursuant to Sections 11-103.6 and 11-
6 103.6a of this title and referred to as the Oklahoma Academic
7 Standards. The State Board of Education shall evaluate the subject
8 matter standards to ensure the competencies reflect high standards,
9 are specific, well-defined, measurable, and challenging, and will
10 prepare elementary students for next-grade-level course work and
11 secondary students for postsecondary studies at institutions of
12 higher education or technology center schools without the need for
13 remediation. All subject matter standards shall reflect the goals
14 as set forth in Section 11-103.6 of this title and of improving the
15 state average of college entrance exam scores.

16 2. The State Department of Education shall annually evaluate
17 the results of the assessments. The State Board of Education shall
18 ensure that preliminary results for all statewide assessments are
19 reported to districts no later than June 20 of each year and are
20 presented in a manner that yields detailed, diagnostic information
21 for the purpose of guiding instruction and student remediation. As
22 improvements are made to the assessments required by this section,
23 the Board shall seek to increase the depth of knowledge assessed for
24 each subject. The State Board of Education shall seek to ensure

1 that data yielded from the assessments required in this section ~~are~~
2 is utilized at the school district level to inform instruction,
3 professional development, school improvement, and remediation for
4 students.

5 3. The Commission for Educational Quality and Accountability
6 shall determine the cut scores for the performance levels on all
7 statewide assessments. The Commission shall conduct an ongoing
8 review to compare the statewide assessment content and performance
9 descriptors with those of other states. Upon receipt of the review,
10 the Commission may adjust the cut scores as necessary.

11 4. The State Board of Education, for the purposes of conducting
12 reliability and validity studies, monitoring contractor adherence to
13 professionally accepted testing standards, and providing
14 recommendations for testing program improvement, shall retain the
15 services of an established, independent agency or organization that
16 is nationally recognized for its technical expertise in educational
17 testing but is not engaged in the development of aptitude or
18 achievement tests for elementary or secondary level grades. These
19 national assessment experts shall annually conduct studies of the
20 reliability and validity of the statewide assessments administered
21 pursuant to this section. Validity studies shall include studies of
22 decision validity and concurrent validity.

23 J. 1. The State Board of Education shall promulgate rules
24 setting the assessment window dates for each statewide assessment so

1 that the assessments are administered according to recommended
2 testing protocols and so that the assessment results are reported
3 back to school districts in a timely manner. The vendor shall
4 provide a final electronic data file of all school site, school
5 district, and state results to the State Department of Education and
6 the Office of Educational Quality and Accountability prior to August
7 20 of each year. The Department shall forward the final data files
8 for each school district and each school site in that district to
9 the school district. The Board shall ensure the contract with the
10 vendor includes a provision that the vendor report assessment
11 results directly to the Office of Educational Quality and
12 Accountability at the same time ~~it is~~ they are reported to the
13 Board.

14 2. State, district, and site level results of all assessments
15 required in this section shall be disaggregated by gender, race,
16 ethnicity, disability status, migrant status, English proficiency,
17 and status as economically disadvantaged, except that such
18 disaggregation shall not be required in a case in which the number
19 of students in a category is insufficient to yield statistically
20 reliable information or the results would reveal personally
21 identifiable information about an individual student. Each school
22 site shall notify the student's parents or legal guardians of the
23 school's performance levels in the Oklahoma School Testing Program

24

1 as reported in the Oklahoma Educational Indicators Program at the
2 end of each school year.

3 K. The State Board of Education shall be responsible for the
4 field-testing and validation of the statewide assessment system
5 required in subsection A of this section.

6 L. The State Board of Education shall develop, administer, and
7 incorporate as a part of the Oklahoma School Testing Program other
8 assessment programs or procedures including appropriate
9 accommodations for the assessment of students with disabilities as
10 required by the Individuals with Disabilities Education Act (IDEA),
11 20 U.S.C., Section 1400 et seq.

12 M. For purposes of developing and administering alternate
13 assessments for students with the most significant cognitive
14 disabilities, the State Board of Education shall not be subject to
15 subsections D and E of Section 11-103.6a of this title.

16 N. By ~~December 15, 2026~~ December 15, 2028, and annually
17 thereafter, the State Board of Education shall electronically submit
18 a report to the Legislature containing data collected for the most
19 recently completed school year on the number and demographics of
20 students who were eligible for advanced mathematics courses, the
21 number and demographics of students who were placed in advanced
22 mathematics courses, the number and demographics of students placed
23 in mathematics intervention courses, and the number and demographics
24 of students not placed in advanced mathematic courses or mathematic

1 intervention courses. The report shall include information on the
2 type and format of advanced mathematic courses and the type and
3 format of mathematic intervention courses.

4 O. The State Board of Education shall provide guidance on how
5 to best develop programming and courses to ensure all impacted
6 students receive rigorous, academically appropriate instruction in
7 mathematics.

8 SECTION 3. AMENDATORY Section 2, Chapter 492, O.S.L.
9 2025 (70 O.S. Supp. 2025, Section 1210.900), is amended to read as
10 follows:

11 Section 1210.900. A. ~~Sections 2~~ This section through & Section
12 1210.907 of this ~~act~~ title shall be known and may be cited as the
13 "Oklahoma Math Achievement and Proficiency Act".

14 B. The Legislature finds that it is essential for children
15 enrolled in the public schools in this state to develop strong
16 mathematical proficiency early and consistently. The Legislature
17 further finds that clear and visible goals, assessments to determine
18 math proficiency at each school, the use of scientifically based and
19 researched methodologies in math instruction, along with regular and
20 periodic measurements of school math improvement, and accountability
21 at each level of the educational system will result in a significant
22 increase in the number of children performing at or above grade
23 level in mathematics.

24

1 C. The purpose of the Oklahoma Math Achievement and Proficiency
2 Act is to ensure that student achievement in math is encouraged and
3 progression from one grade to another is determined, in part, upon
4 proficiency in mathematics, that school district board of education
5 policies facilitate promotion of advanced math instruction and
6 intervention services to address student math needs, and that each
7 student and his or her parent or legal guardian be informed of the
8 student's progress in mathematics.

9 D. Each public school district in this state shall ensure that
10 all students receive a well-rounded education focused on building
11 deep foundations in mathematics, reading, and writing. The State
12 Board of Education shall encourage school districts to integrate the
13 teaching of the other curricular areas in subject matter standards
14 adopted by the Board with the instruction of mathematics, reading,
15 and writing.

16 E. All teachers of mathematics in the public schools in this
17 state shall have access to training in evidence-based professional
18 development programs to deepen their content knowledge, learn
19 specific effective and impactful teaching strategies, and develop
20 productive dispositions toward math, and then incorporate into
21 instruction the foundational elements of math instruction, including
22 the development of grade-level appropriate mathematical proficiency
23 which is a combination of real-world problem-solving skills,

24

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

3 F. 1. There is hereby created within the State Department of
4 Education an Office of Mathematics Improvement, which shall be
5 created within ninety (90) days of the effective date of this act.

6 The Superintendent of Public Instruction shall appoint a Director of
7 the Office of Mathematics Improvement whose exclusive focus shall be
8 mathematics instruction for students in grades kindergarten through
9 five. The Director shall have experience in administrative duties,
10 in teaching mathematics in a public or private elementary school,
11 and as an elementary mathematics specialist, coach, or
12 administrator.

13 2. The Director of the Office of Mathematics Improvement shall:

14 a. determine the scope and pace of scaling state-level
15 members of mathematics instructional teams created
16 pursuant to Section 1 of this act,

17 b. monitor the implementation of intensive professional
18 development on foundational mathematics content
19 knowledge for school districts assigned mathematics
20 instructional team members pursuant to Section 1 of
21 this act,

22 c. monitor implementation of screening instruments,
23 diagnostic assessments, and formative assessments for
24

- 1 grades kindergarten through five to identify students
2 in need of support for key numeracy concepts,
3 d. recommend training and support for educators for the
4 effective implementation and interpretation of
5 diagnostic tools. The diagnostic tool shall be used
6 with students who have been identified with
7 deficiencies in mathematics based on screening
8 instruments, diagnostic assessments, formative
9 assessments, benchmark assessments, teacher
10 observation, or any combination thereof,
11 e. designate a team of educators to explore the
12 connection between difficulties with number sense and
13 dyscalculia as well as possible effective screening
14 instruments,
15 f. commit necessary resources to understanding the needs
16 of students struggling with number sense or
17 dyscalculia, or both, before implementing
18 instructional practices or assessments that could
19 adversely affect student learning,
20 g. monitor the implementation and progress of summer
21 mathematics academies in school districts assigned
22 mathematics instructional team members pursuant to
23 Section 1 of this act,
24

- 1 h. recommend changes and improvements to any professional
2 development providers and public schools in this state
3 based on data collected and analyzed by the Office of
4 Mathematics Improvement, and
5 i. monitor the implementation and progress of the
6 Oklahoma Math Achievement and Proficiency Act.

7 SECTION 4. AMENDATORY Section 3, Chapter 492, O.S.L.
8 2025 (70 O.S. Supp. 2025, Section 1210.901), is amended to read as
9 follows:

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

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

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

4 3. The integration of the screening instrument into the math
5 curriculum.

6 B. Beginning in the ~~2026-2027~~ 2027-2028 school year, the State
7 Board of Education shall approve a list of three screening
8 instruments for use at the beginning, middle, and end of the school
9 year for monitoring progress and measurement of math proficiency as
10 required in subsection A of this section. The screening instrument
11 shall:

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

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

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

19 4. Be used to assess students with disabilities and English
20 language learners; and

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

1 The State Board of Education shall also determine other comparable
2 math assessments for diagnostic purposes to be used for students at
3 risk of math failure.

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

8 a. the student participates in the Oklahoma Alternate
9 Assessment Program (OAAP) and is taught using
10 alternate methods,

11 b. the student's primary expressive or receptive
12 communication is sign language,

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

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

21 2. A public school that grants an exemption pursuant to
22 paragraph 1 of this subsection shall provide ongoing evidence of
23 student progression toward English language acquisition with the
24 same frequency as administration of screening assessments. Evidence

1 may include, but not be limited to, student progression toward OAAP
2 math essential elements, proficiency in sign language and
3 mathematical reasoning, and proficiency in Braille and mathematical
4 concepts.

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

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

23 a. sufficient additional in-school instructional time for
24 the acquisition of mathematical proficiency, which is

1 a combination of real-world problem-solving skills,
2 procedural fluency, conceptual understanding, and
3 productive dispositions,

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

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

19 d. high-quality instructional materials grounded in
20 scientifically based math research, and

21 e. a means of providing every family of a student in
22 second, third, fourth, and fifth grade access to free
23 online evidence-based math instruction resources to
24 support the student's math development at home.

1 3. A student enrolled in second, third, fourth, ~~and~~ or fifth
2 grade who exhibits a deficiency in math at any time based on the
3 screening instrument administered pursuant to subsection A of this
4 section shall receive an individual math intervention plan no later
5 than thirty (30) days after the identification of the deficiency in
6 math. The math intervention plan shall be provided in addition to
7 core math instruction that is provided to all students. The math
8 intervention plan shall:

- 9 a. describe the research-based math intervention services
10 the student will receive to remedy the deficiency in
11 math,
- 12 b. provide explicit and systematic instruction in real-
13 world problem-solving skills, procedural fluency,
14 conceptual understanding, and productive dispositions,
15 as applicable,
- 16 c. monitor the math progress of each student's math
17 proficiency throughout the school year and adjust
18 instruction according to the student's needs, and
- 19 d. continue until the student is determined to be meeting
20 grade-level targets in math based on screening
21 instruments administered pursuant to subsection A of
22 this section or assessments identified for diagnostic
23 purposes and periodic monitoring pursuant to
24 subparagraph c of paragraph 2 of this subsection.

1 4. The math intervention plan for each student identified with
2 a deficiency in math shall be developed by a student math
3 proficiency team and shall include supplemental instructional
4 services and supports. Each team shall be comprised of:
5 a. the parent or legal guardian of the student,
6 b. the teacher assigned to the student who had
7 responsibility for math instruction in that academic
8 year,
9 c. a teacher who is responsible for math instruction and
10 is assigned to teach in the next grade level of the
11 student, and
12 d. a teacher who specializes in math interventions, if
13 one is available.

14 5. A school district shall notify the parent or legal guardian
15 of any student in second, third, fourth, and fifth grade who
16 exhibits a deficiency in math at any time based on the screening
17 instrument administered pursuant to subsection A of this section.
18 The notification shall occur no later than thirty (30) days after
19 the identification of the deficiency in math.

20 SECTION 5. AMENDATORY Section 4, Chapter 492, O.S.L.
21 2025 (70 O.S. Supp. 2025, Section 1210.902), is amended to read as
22 follows:

23 Section 1210.902. A. Contingent on the provision of
24 appropriated funds designated for the Oklahoma Math Achievement and

1 Proficiency Act, public school districts may be allocated monies for
2 each enrolled second-, third-, fourth-, and fifth-grade student of
3 the current school year who is found to be in need of remediation or
4 intensive intervention services in mathematics. The allocation
5 shall be distributed to each public school district upon approval of
6 the strong math plan for the school district by the State Board of
7 Education and the submittal of a child-count report to the State
8 Department of Education that details the number of students
9 identified as needing remediation or intensive intervention services
10 in mathematics. To determine a per-student allocation amount, the
11 total amount of funds available for allocation each year shall be
12 divided by the total number of students in the state identified as
13 in need of remediation or intensive intervention services in
14 mathematics as provided for in Section ~~3~~ 1210.901 of this ~~act~~ title.
15 Each public school district shall be allocated an amount equal to
16 the per-student allocation amount multiplied by the number of
17 identified students enrolled in the school district.

18 B. Public school districts receiving more than Two Thousand
19 Five Hundred Dollars (\$2,500.00) pursuant to subsection A of this
20 section shall spend no less than ten percent (10%) to provide
21 professional development for teachers. The professional development
22 shall include training in scientifically based math research
23 including how students learn mathematical concepts; training in
24 providing explicit and systematic instruction in real-world problem-

1 solving skills, procedural fluency, conceptual understanding, and
2 productive dispositions; implementing math strategies that research
3 has shown to be successful in improving math proficiency among
4 students with math difficulties; courses leading to a micro-
5 credential in mathematics; and instructional materials required for
6 implementation.

7 C. The State Department of Education shall approve and publish
8 a list of professional development programs and providers that are
9 evidence-based and directly address the cognitive science of how
10 students learn mathematics for which districts are permitted to use
11 the funds received pursuant to this section.

12 D. If a teacher attends and completes a professional
13 development institute in elementary math approved by the Commission
14 for Educational Quality and Accountability during the summer or when
15 school is not in session, the teacher may receive a stipend equal to
16 the amount of the cost for a substitute teacher, based on the amount
17 of funds allocated.

18 SECTION 6. AMENDATORY Section 5, Chapter 492, O.S.L.
19 2025 (70 O.S. Supp. 2025, Section 1210.903), is amended to read as
20 follows:

21 Section 1210.903. A. If a teacher determines that a student in
22 second, third, fourth, and fifth grade is performing above grade
23 level in mathematics by the start of the second quarter of the
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1 school year, the parent or legal guardian of the student shall be
2 notified of:

- 3 1. The math proficiency level of the student;
- 4 2. The program of advanced math instruction available for the
5 student; and

- 6 3. The potential for the student to participate in a summer
7 academy or other program designed to assist the student in excelling
8 in mathematics.

9 B. If a teacher determines that a student in second, third,
10 fourth, ~~and~~ or fifth grade is not performing at grade level in
11 mathematics by the start of the second quarter of the school year,
12 the parent or legal guardian of the student shall be notified of:

- 13 1. The math proficiency level of the student;
- 14 2. The program of math instruction for the student as required
15 pursuant to ~~this act~~ the Oklahoma Math Achievement and Proficiency
16 Act; and

- 17 3. The potential need for the student to participate in a
18 summer academy or other program designed to assist the student in
19 attaining grade-level math proficiency.

20 C. A teacher who determines a student in second, third, fourth,
21 ~~and~~ or fifth grade is exceeding or not meeting grade-level targets
22 for mathematics may, after consultation with the parent or legal
23 guardian of the student, recommend that the student participate in
24 and complete a summer academy or other program.

1 D. Summer academy programs shall be designed to ensure that
2 participating students successfully complete an advanced
3 mathematical program or grade-level competencies in mathematics to
4 enhance next-grade readiness. A summer academy math program shall
5 be a program that incorporates the content of a scientifically
6 research-based professional development program administered by the
7 Commission for Educational Quality and Accountability or a
8 scientifically research-based math program administered by the State
9 Board of Education which is taught by teachers who have successfully
10 completed professional development in the math program. All summer
11 academy programs shall consist of a minimum of three (3) consecutive
12 days. ~~The State Department of Education shall provide a list of~~
13 ~~qualified entities for providing the summer academy programs to all~~
14 ~~schools by April 1, 2026.~~

15 E. School districts may approve an option for students who are
16 unable to attend a summer academy. The optional program may
17 include, but not be limited to, an approved private provider of
18 instruction, approved computer- or Internet-based instruction, or an
19 approved program of math instruction monitored by the parent or
20 legal guardian of the student. Public school districts shall not be
21 required to pay for the optional program but shall clearly
22 communicate to the parent or legal guardian the expectations of the
23 program and any costs that may be involved.

24

1 F. Subject to the availability of funds, beginning one (1) year
2 after implementation of this section, the requirements of subsection
3 C of this section may be expanded to apply to students in first
4 grade. Each year thereafter, the requirements may be expanded by
5 one grade level until the requirements apply to kindergarten
6 students through fifth-grade students. Summer academy programs
7 shall be designed for each grade level. Nothing in this section
8 shall prevent the State Board of Education or a school district
9 board of education from utilizing private, local, or federal funds
10 to implement the provisions of this section.

11 G. The State Board of Education shall promulgate rules to
12 implement the provisions of this section, which shall include
13 requirements for instructional time for summer academy programs,
14 teacher qualifications, and evaluation of student achievement as a
15 result of summer academy programs or other optional programs.

16 SECTION 7. AMENDATORY Section 8, Chapter 492, O.S.L.
17 2025 (70 O.S. Supp. 2025, Section 1210.907), is amended to read as
18 follows:

19 Section 1210.907. A. Beginning with the 2026-2027 school year
20 and for each school year thereafter, any student enrolled in second,
21 third, fourth, and fifth grade in a public school in this state who
22 is assessed through the Oklahoma Math Achievement and Proficiency
23 Act pursuant to Section ~~3~~ 1210.901 of this ~~act~~ title, and who is not
24 meeting grade-level targets in mathematics after the beginning-of-

1 the-year screening instrument, shall be screened for dyscalculia.
2 Screening also may be requested for a student by his or her parent
3 or legal guardian, teacher, or counselor. A student who is
4 identified with characteristics of dyscalculia shall not be required
5 to be rescreened unless requested by his or her parent or legal
6 guardian.

7 B. No later than December 31, 2025, the State Board of
8 Education shall develop policies for dyscalculia screening required
9 pursuant to this section and shall include, but not be limited to:

10 1. The definition and characteristics of dyscalculia and
11 related disorders;

12 2. The process for referring students in grades two through
13 five for screening;

14 3. A process for providing notification to parents or legal
15 guardians of the use of a qualified ~~dyscalculia-screening~~
16 dyscalculia screening tool and notification of the results of the
17 screening;

18 4. A process for providing the parents or legal guardians of
19 students screened for dyscalculia with information and resource
20 material regarding dyscalculia;

21 5. A process for monitoring the student's progress after the
22 positive identification of characteristics of dyscalculia or other
23 math-related disorders; and
24

1 6. Requirements and qualifications for screeners that
2 demonstrate an understanding of and training to administer the
3 screening instrument.

4 C. The Board shall adopt a list of approved qualified
5 dyscalculia screening tools that address developmentally appropriate
6 components.

7 D. Screening shall be conducted in accordance with the policies
8 developed by the State Board of Education pursuant to subsection B
9 of this section and the guidance within the dyslexia and dysgraphia
10 handbook developed pursuant to Section 1210.517 of ~~Title 70 of the~~
11 ~~Oklahoma Statutes~~ this title including policies and information
12 developed relating to universal screening of students for
13 characteristics of dyscalculia.

14 E. Beginning ~~June 30, 2026~~ June 30, 2028, and June 30 each year
15 thereafter, public school districts shall provide the following data
16 to the State Department of Education:

17 1. The number of students by grade level in grades two through
18 five who were screened for dyscalculia in a school year;

19 2. The number of students by grade level in grades two through
20 five who were newly identified as having characteristics of
21 dyscalculia in a school year;

22 3. The process or tools used to evaluate student progress;

23

24

1 4. The number of trained school system personnel or licensed
2 professionals used to administer the qualified dyscalculia screening
3 tool;

4 5. The number of students in grades two through five who were
5 participating in interventions within the school setting and the
6 number of students participating in interventions outside the school
7 setting; and

8 6. The programs used by districts for intervention within the
9 school setting.

10 F. The State Department of Education shall designate personnel
11 to provide technical assistance to implement the provisions of ~~this~~
12 ~~act~~ the Oklahoma Math Achievement and Proficiency Act.

13 G. By ~~December 31, 2026~~ December 31, 2028, and by December 31
14 each year thereafter, the State Department of Education shall
15 electronically provide a report containing all of the data provided
16 pursuant to subsection E of this section to the Governor and
17 Legislature and make the report available on the Department's
18 website.

19 H. As funds are available, ~~beginning with the 2026-2027 school~~
20 ~~year~~, the Department shall provide training on the best practices
21 for screening for dyscalculia.

22 I. The State Board of Education may promulgate rules to
23 implement the provisions of this section.

24 SECTION 8. This act shall become effective July 1, 2026.

1 SECTION 9. 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.

5 COMMITTEE REPORT BY: COMMITTEE ON APPROPRIATIONS
6 February 25, 2026 - DO PASS
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