

STATE OF OKLAHOMA

2nd Session of the 60th Legislature (2026)

SENATE BILL 1360

By: Seifried

AS INTRODUCED

An Act relating to mathematics instruction; directing the State Department of Education to establish certain pilot program beginning in certain school year; directing the Department to provide certain assistance; requiring the Department to assign mathematics instructional team members each year of the pilot program to school districts based on student scores on certain assessments; providing duties of and qualifications for mathematics instructional team members; allowing team members to be employed directly or contracted; requiring team members to report to certain director; requiring submission of certain report by certain date; providing for contents of report; amending 70 O.S. 2021, Section 1210.508, as last amended by Section 10, Chapter 492, O.S.L. 2025 (70 O.S. Supp. 2025, Section 1210.508), which relates to the Oklahoma School Testing Program Act; modifying date by which certain report is to be submitted; amending Sections 2, 3, 4, 5, and 8, Chapter 492, O.S.L. 2025 (70 O.S. Supp. 2025, Sections 1210.900, 1210.901, 1210.902, 1210.903, and 1210.907), which relate to the Oklahoma Math Achievement and Proficiency Act; directing certain teachers to have access to certain training; creating the Office of Mathematics Improvement within the State Department of Education within certain time period; providing for appointment of Director; providing qualifications for and duties of Director; directing the State Board of Education to approve certain number of screening instruments beginning in certain school year; directing the Department to approve and publish list of certain professional development providers; removing language requiring

1 the Department to provide certain list of qualified
2 entities; modifying date by which public school
3 districts and the Department are to begin reporting
4 certain data; updating statutory language; updating
5 statutory references; providing for codification;
6 providing an effective date; and declaring an
7 emergency.

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

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

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

22 B. 1. For the 2026-2027 school year, the Department shall
23 assign mathematics instructional team members to school districts
24 that are identified by the Department based on the number and
25 percentage of students scoring in the lowest ten percent (10%) on

1 the statewide mathematics assessments administered the previous
2 school year pursuant to Section 1210.508 of Title 70 of the Oklahoma
3 Statutes.

4 2. For the 2027-2028 school year, the Department shall identify
5 and assign mathematics instructional team members to school
6 districts based on the number and percentage of students scoring in
7 the lowest twenty percent (20%) on the statewide mathematics
8 assessments administered the previous school year pursuant to
9 Section 1210.508 of Title 70 of the Oklahoma Statutes.

10 3. For the 2028-2029 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 thirty percent (30%) 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 C. The mathematics instructional teams shall assist general
17 education and special education teachers in recognizing educational
18 needs to improve mathematics outcomes for all students including
19 those with dyscalculia or identified with the risk characteristics
20 associated with math-related learning disabilities. The role of the
21 mathematics instructional teams shall also include increasing
22 professional awareness and instructional competencies to meet the
23 educational needs of all students including those with dyscalculia
24

1 or identified with risk characteristics associated with math-related
2 learning disabilities.

3 D. Mathematics instructional team members utilized by the
4 Department shall have training in:

5 1. The research-based science of how students learn mathematics
6 including number sense, operations, one-to-one correspondence,
7 algebraic thinking, geometry, measurement, and data analysis;

8 2. Foundations of multisensory, explicit, systematic, and
9 structured mathematics instruction;

10 3. Identification of and the appropriate interventions,
11 accommodations, and teaching techniques for struggling students;

12 4. The requirements of the Oklahoma Math Achievement and
13 Proficiency Act;

14 5. Special education laws and procedures; and

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

18 E. The mathematics instructional team members may be employed
19 directly by the Department or may be contracted by the Department.
20 Mathematics instructional teams shall report to the Director of the
21 Office of Mathematics Improvement at the Department appointed
22 pursuant to Section 1210.900 of Title 70 of the Oklahoma Statutes.

23 F. The Department shall electronically submit a report to the
24 Governor, the President Pro Tempore of the Senate, and the Speaker

1 of the House of Representatives by December 31, 2029, that includes
2 an evaluation of the pilot program by participating school
3 districts, data on whether the program had an impact on increasing
4 the number of students who demonstrate proficiency in mathematics,
5 and recommendations for changes to the state's mathematics education
6 policies.

7 SECTION 2. AMENDATORY 70 O.S. 2021, Section 1210.508, as
8 last amended by Section 10, Chapter 492, O.S.L. 2025 (70 O.S. Supp.
9 2025, Section 1210.508), is amended to read as follows:

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

15 2. The statewide student assessment system adopted by the Board
16 pursuant to this subsection shall be aligned with the Oklahoma
17 Academic Standards as adopted by the Board and which prepare
18 students for college and careers.

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

23 2. The Board shall adopt assessments from the selected
24 proposals that were submitted pursuant to paragraph 1 of this

1 subsection. The adopted assessments shall be administered by the
2 Board for a period that is in coordination with the six-year subject
3 area textbook adoption cycle unless the vendor does not fulfill the
4 terms of the contract or fails to comply with or violates the terms
5 of the contract. The Board shall administer the assessments
6 beginning with the 2017-2018 school year.

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

9 1. Are aligned with the Oklahoma subject matter standards as
10 adopted by the Board;

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

12 3. Yield both norm-referenced scores and criterion-referenced
13 scores;

14 4. Have a track record of statistical reliability and accuracy;
15 and

16 5. For assessments administered in high school, provide a
17 measure of future academic performance.

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

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

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

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

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

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

8 b. science not less than once during each grade span of
9 three through five, six through nine, and ten through
10 twelve, and

11 c. United States History, with an emphasis on civics, not
12 less than once during the grade span of nine through
13 twelve.

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

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

18 b. contingent upon the availability of funds, an
19 additional nationally recognized college- and career-
20 readiness assessment or assessments as recommended by
21 the State Department of Education, which will be
22 administered to students in high school at no cost to
23 the student.

1 F. 1. Beginning with students entering the ninth grade in the
2 2017-2018 school year, each student shall take the assessment or
3 assessments included in the statewide student assessment system
4 adopted by the Board pursuant to subsection A of this section in
5 order to graduate from a public high school with a standard diploma.
6 All students shall take the assessment or assessments prior to
7 graduation, unless otherwise exempt by law.

8 2. Beginning with students entering the ninth grade in the
9 2017-2018 school year, each student, in addition to taking the
10 assessment or assessments included in the statewide student
11 assessment system adopted by the Board pursuant to subsection A of
12 this section, shall meet any other high school graduation
13 requirements adopted by the Board pursuant to Section 5 of Enrolled
14 House Bill No. 3218 of the 2nd Session of the 55th Oklahoma
15 Legislature in order to graduate from a public high school with a
16 standard diploma.

17 3. For students who start the ninth grade prior to or during
18 the 2016-2017 school year, school districts shall adopt a plan that
19 establishes the assessment or assessments those students are
20 required to take in order to graduate from a public high school with
21 a standard diploma. The plan may also include any or all of the
22 other high school graduation requirements adopted by the Board
23 pursuant to Section 5 of Enrolled House Bill No. 3218 of the 2nd
24 Session of the 55th Oklahoma Legislature that those students will be

1 required to meet in order to graduate from a public high school with
2 a standard diploma.

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

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

16 H. Students who do not perform at a proficiency level on
17 assessments shall be remediated as established in the assessment
18 requirements adopted by the Board pursuant to Section 5 of Enrolled
19 House Bill No. 3218 of the 2nd Session of the 55th Oklahoma
20 Legislature, subject to the availability of funding.

21 I. 1. All assessments required by this section shall measure
22 academic competencies in correlation with the subject matter
23 standards adopted by the Board pursuant to Sections 11-103.6 and 11-
24 103.6a of this title and referred to as the Oklahoma Academic

Standards. The State Board of Education shall evaluate the subject matter standards to ensure the competencies reflect high standards, are specific, well-defined, measurable, and challenging, and will prepare elementary students for next-grade-level course work and secondary students for postsecondary studies at institutions of higher education or technology center schools without the need for remediation. All subject matter standards shall reflect the goals as set forth in Section 11-103.6 of this title and of improving the state average of college entrance exam scores.

2. The State Department of Education shall annually evaluate the results of the assessments. The State Board of Education shall ensure that preliminary results for all statewide assessments are reported to districts no later than June 20 of each year and are presented in a manner that yields detailed, diagnostic information for the purpose of guiding instruction and student remediation. As improvements are made to the assessments required by this section, the Board shall seek to increase the depth of knowledge assessed for each subject. The State Board of Education shall seek to ensure that data yielded from the assessments required in this section ~~are~~ is utilized at the school district level to inform instruction, professional development, school improvement, and remediation for students.

3. The Commission for Educational Quality and Accountability shall determine the cut scores for the performance levels on all

1 statewide assessments. The Commission shall conduct an ongoing
2 review to compare the statewide assessment content and performance
3 descriptors with those of other states. Upon receipt of the review,
4 the Commission may adjust the cut scores as necessary.

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

17 J. 1. The State Board of Education shall promulgate rules
18 setting the assessment window dates for each statewide assessment so
19 that the assessments are administered according to recommended
20 testing protocols and so that the assessment results are reported
21 back to school districts in a timely manner. The vendor shall
22 provide a final electronic data file of all school site, school
23 district, and state results to the State Department of Education and
24 the Office of Educational Quality and Accountability prior to August

1 20 of each year. The Department shall forward the final data files
2 for each school district and each school site in that district to
3 the school district. The Board shall ensure the contract with the
4 vendor includes a provision that the vendor report assessment
5 results directly to the Office of Educational Quality and
6 Accountability at the same time ~~it is~~ they are reported to the
7 Board.

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

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

23 L. The State Board of Education shall develop, administer, and
24 incorporate as a part of the Oklahoma School Testing Program other
25

1 assessment programs or procedures including appropriate
2 accommodations for the assessment of students with disabilities as
3 required by the Individuals with Disabilities Education Act (IDEA),
4 20 U.S.C., Section 1400 et seq.

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

9 N. By ~~December 15, 2026~~ December 15, 2028, and annually
10 thereafter, the State Board of Education shall electronically submit
11 a report to the Legislature containing data collected for the most
12 recently completed school year on the number and demographics of
13 students who were eligible for advanced mathematics courses, the
14 number and demographics of students who were placed in advanced
15 mathematics courses, the number and demographics of students placed
16 in mathematics intervention courses, and the number and demographics
17 of students not placed in advanced mathematic courses or mathematic
18 intervention courses. The report shall include information on the
19 type and format of advanced mathematic courses and the type and
20 format of mathematic intervention courses.

21 O. The State Board of Education shall provide guidance on how
22 to best develop programming and courses to ensure all impacted
23 students receive rigorous, academically appropriate instruction in
24 mathematics.

1 SECTION 3. AMENDATORY Section 2, Chapter 492, O.S.L.

2 2025 (70 O.S. Supp. 2025, Section 1210.900), is amended to read as
3 follows:

4 Section 1210.900. A. ~~Sections 2~~ This section through ~~& Section~~
5 1210.907 of this ~~act~~ title shall be known and may be cited as the
6 "Oklahoma Math Achievement and Proficiency Act".

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

17 C. The purpose of the Oklahoma Math Achievement and Proficiency
18 Act is to ensure that student achievement in math is encouraged and
19 progression from one grade to another is determined, in part, upon
20 proficiency in mathematics, that school district board of education
21 policies facilitate promotion of advanced math instruction and
22 intervention services to address student math needs, and that each
23 student and his or her parent or legal guardian be informed of the
24 student's progress in mathematics.

1 D. Each public school district in this state shall ensure that
2 all students receive a well-rounded education focused on building
3 deep foundations in mathematics, reading, and writing. The State
4 Board of Education shall encourage school districts to integrate the
5 teaching of the other curricular areas in subject matter standards
6 adopted by the Board with the instruction of mathematics, reading,
7 and writing.

8 E. All teachers of mathematics in the public schools in this
9 state shall have access to training in evidence-based professional
10 development programs to deepen their content knowledge, learn
11 specific effective and impactful teaching strategies, and develop
12 productive dispositions toward math, and then incorporate into
13 instruction the foundational elements of math instruction, including
14 the development of grade-level appropriate mathematical proficiency
15 which is a combination of real-world problem-solving skills,
16 procedural fluency, conceptual understanding, and productive
17 dispositions.

18 F. 1. There is hereby created within the State Department of
19 Education an Office of Mathematics Improvement, which shall be
20 created within ninety (90) days of the effective date of this act.
21 The Superintendent of Public Instruction shall appoint a Director of
22 the Office of Mathematics Improvement whose exclusive focus shall be
23 mathematics instruction for students in grades kindergarten through
24 five. The Director shall have experience in administrative duties,

1 in teaching mathematics in a public or private elementary school,
2 and as an elementary mathematics specialist, coach, or
3 administrator.

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

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

8 b. monitor the implementation of intensive professional
9 development on foundational mathematics content
10 knowledge for school districts assigned mathematics
11 instructional team members pursuant to Section 1 of
12 this act,

13 c. monitor implementation of screening instruments,
14 diagnostic assessments, and formative assessments for
15 grades kindergarten through five to identify students
16 in need of support for key numeracy concepts,

17 d. recommend training and support for educators for the
18 effective implementation and interpretation of
19 diagnostic tools. The diagnostic tool shall be used
20 with students who have been identified with
21 deficiencies in mathematics based on screening
22 instruments, diagnostic assessments, formative
23 assessments, benchmark assessments, teacher
24 observation, or any combination thereof,

- 1 e. designate a team of educators to explore the
2 connection between difficulties with number sense and
3 dyscalculia as well as possible effective screening
4 instruments,
- 5 f. commit necessary resources to understanding the needs
6 of students struggling with number sense or
7 dyscalculia, or both, before implementing
8 instructional practices or assessments that could
9 adversely affect student learning,
- 10 g. monitor the implementation and progress of summer
11 mathematics academies in school districts assigned
12 mathematics instructional team members pursuant to
13 Section 1 of this act,
- 14 h. recommend changes and improvements to any professional
15 development providers and public schools in this state
16 based on data collected and analyzed by the Office of
17 Mathematics Improvement, and
- 18 i. monitor the implementation and progress of the
19 Oklahoma Math Achievement and Proficiency Act.

20 SECTION 4. AMENDATORY Section 3, Chapter 492, O.S.L.
21 2025 (70 O.S. Supp. 2025, Section 1210.901), is amended to read as
22 follows:

23 Section 1210.901. A. To identify students who have a math
24 deficiency including students with characteristics of dyscalculia,

1 each student enrolled in second, third, fourth, and fifth grade in a
2 public school in this state shall be screened at the beginning,
3 middle, and end of each school year for math proficiency including,
4 but not limited to, real-world problem-solving skills, procedural
5 fluency, conceptual understanding, and productive dispositions. A
6 screening instrument approved by the State Board of Education shall
7 be utilized for the purposes of this section. In determining which
8 screening instrument to approve, the State Board of Education shall
9 take into consideration, at a minimum, the following factors:

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

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

15 3. The integration of the screening instrument into the math
16 curriculum.

17 B. Beginning in the ~~2026-2027~~ 2027-2028 school year, the State
18 Board of Education shall approve a list of three screening
19 instruments for use at the beginning, middle, and end of the school
20 year for monitoring progress and measurement of math proficiency as
21 required in subsection A of this section. The screening instrument
22 shall:

23 1. Assess mathematical proficiency, which is a combination of
24 real-world problem-solving skills, procedural fluency, conceptual

1 understanding, and productive dispositions for the grade level as
2 defined by the state's subject matter standards;

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

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

6 4. Be used to assess students with disabilities and English
7 language learners; and

8 5. Be accompanied by a data management system that provides
9 profiles of students, class, grade level, and school building. The
10 profiles shall identify each student's instructional point of need,
11 competency for advanced math coursework, and math proficiency level.
12 The State Board of Education shall also determine other comparable
13 math assessments for diagnostic purposes to be used for students at
14 risk of math failure.

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

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

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

- 1 c. the student's primary form of written or read text is
2 Braille, or
- 3 d. the student's primary expressive or receptive language
4 is not English, the student is identified as an
5 English learner using a state-approved identification
6 assessment, and the student has had less than one (1)
7 school year of instruction in an English-learner
8 program.

9 2. A public school that grants an exemption pursuant to
10 paragraph 1 of this subsection shall provide ongoing evidence of
11 student progression toward English language acquisition with the
12 same frequency as administration of screening assessments. Evidence
13 may include, but not be limited to, student progression toward OAAP
14 math essential elements, proficiency in sign language and
15 mathematical reasoning, and proficiency in Braille and mathematical
16 concepts.

17 D. 1. Students who are administered a screening instrument
18 pursuant to subsection A of this section and are found to be
19 exceeding grade-level targets shall be provided advanced learning
20 opportunities in mathematics approved for that student's grade
21 level. No student who qualifies pursuant to this subsection shall
22 be removed from the advanced learning opportunity provided to the
23 student unless a parent or legal guardian of the student provides
24 written consent for the student to be excluded or removed after

1 being adequately informed that the student's placement was
2 determined by the student's achievement on the screening instrument.

3 2. Students who are administered a screening instrument
4 pursuant to subsection A of this section and are found not to be
5 meeting grade-level targets shall be provided a program of math
6 instruction designed to enable students to acquire the appropriate
7 grade-level math proficiency. The program of math instruction shall
8 be based on scientific math research and align with the subject
9 matter standards adopted by the State Board of Education. A program
10 of math instruction shall include:

- 11 a. sufficient additional in-school instructional time for
12 the acquisition of mathematical proficiency, which is
13 a combination of real-world problem-solving skills,
14 procedural fluency, conceptual understanding, and
15 productive dispositions,
- 16 b. if necessary and if funding is available, tutorial
17 instruction after regular school hours, on Saturdays,
18 and during summer; however, such instruction may not
19 be counted toward the ~~one hundred eighty-day~~ one-
20 hundred-eighty-one-day or ~~one thousand eighty-hour~~
21 one-thousand-eighty-six-hour school year required in
22 Section 1-109 of ~~Title 70 of the Oklahoma Statutes~~
23 this title,

- c. assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of math proficiency including, but not limited to, real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions, as identified in the student's program of math instruction,
- d. high-quality instructional materials grounded in scientifically based math research, and
- e. a means of providing every family of a student in second, third, fourth, and fifth grade access to free online evidence-based math instruction resources to support the student's math development at home.

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

- a. describe the research-based math intervention services the student will receive to remedy the deficiency in math,

- b. provide explicit and systematic instruction in real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions, as applicable,
- c. monitor the math progress of each student's math proficiency throughout the school year and adjust instruction according to the student's needs, and
- d. continue until the student is determined to be meeting grade-level targets in math based on screening instruments administered pursuant to subsection A of this section or assessments identified for diagnostic purposes and periodic monitoring pursuant to subparagraph c of paragraph 2 of this subsection.

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

- a. the parent or legal guardian of the student,
- b. the teacher assigned to the student who had responsibility for math instruction in that academic year,
- c. a teacher who is responsible for math instruction and is assigned to teach in the next grade level of the student, and

1 d. a teacher who specializes in math interventions, if
2 one is available.

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

9 SECTION 5. AMENDATORY Section 4, Chapter 492, O.S.L.
10 2025 (70 O.S. Supp. 2025, Section 1210.902), is amended to read as
11 follows:

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

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

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

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

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

7 SECTION 6. AMENDATORY Section 5, Chapter 492, O.S.L.
8 2025 (70 O.S. Supp. 2025, Section 1210.903), is amended to read as
9 follows:

10 Section 1210.903. A. If a teacher determines that a student in
11 second, third, fourth, and fifth grade is performing above grade
12 level in mathematics by the start of the second quarter of the
13 school year, the parent or legal guardian of the student shall be
14 notified of:

- 15 1. The math proficiency level of the student;
- 16 2. The program of advanced math instruction available for the
17 student; and
- 18 3. The potential for the student to participate in a summer
19 academy or other program designed to assist the student in excelling
20 in mathematics.

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

1 1. The math proficiency level of the student;

2 2. The program of math instruction for the student as required
3 pursuant to ~~this act~~ the Oklahoma Math Achievement and Proficiency
4 Act; and

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

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

13 D. Summer academy programs shall be designed to ensure that
14 participating students successfully complete an advanced
15 mathematical program or grade-level competencies in mathematics to
16 enhance next-grade readiness. A summer academy math program shall
17 be a program that incorporates the content of a scientifically
18 research-based professional development program administered by the
19 Commission for Educational Quality and Accountability or a
20 scientifically research-based math program administered by the State
21 Board of Education which is taught by teachers who have successfully
22 completed professional development in the math program. All summer
23 academy programs shall consist of a minimum of three (3) consecutive
24 days. ~~The State Department of Education shall provide a list of~~

~~qualified entities for providing the summer academy programs to all schools by April 1, 2026.~~

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

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

G. The State Board of Education shall promulgate rules to implement the provisions of this section, which shall include requirements for instructional time for summer academy programs,

1 teacher qualifications, and evaluation of student achievement as a
2 result of summer academy programs or other optional programs.

3 SECTION 7. AMENDATORY Section 8, Chapter 492, O.S.L.
4 2025 (70 O.S. Supp. 2025, Section 1210.907), is amended to read as
5 follows:

6 Section 1210.907. A. Beginning with the 2026-2027 school year
7 and for each school year thereafter, any student enrolled in second,
8 third, fourth, and fifth grade in a public school in this state who
9 is assessed through the Oklahoma Math Achievement and Proficiency
10 Act pursuant to Section ~~3~~ 1210.901 of this ~~act~~ title, and who is not
11 meeting grade-level targets in mathematics after the beginning-of-
12 the-year screening instrument, shall be screened for dyscalculia.
13 Screening also may be requested for a student by his or her parent
14 or legal guardian, teacher, or counselor. A student who is
15 identified with characteristics of dyscalculia shall not be required
16 to be rescreened unless requested by his or her parent or legal
17 guardian.

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

21 1. The definition and characteristics of dyscalculia and
22 related disorders;

23 2. The process for referring students in grades two through
24 five for screening;

1 3. A process for providing notification to parents or legal
2 guardians of the use of a qualified ~~dyscalculia-screening~~
3 dyscalculia screening tool and notification of the results of the
4 screening;

5 4. A process for providing the parents or legal guardians of
6 students screened for dyscalculia with information and resource
7 material regarding dyscalculia;

8 5. A process for monitoring the student's progress after the
9 positive identification of characteristics of dyscalculia or other
10 math-related disorders; and

11 6. Requirements and qualifications for screeners that
12 demonstrate an understanding of and training to administer the
13 screening instrument.

14 C. The Board shall adopt a list of approved qualified
15 dyscalculia screening tools that address developmentally appropriate
16 components.

17 D. Screening shall be conducted in accordance with the policies
18 developed by the State Board of Education pursuant to subsection B
19 of this section and the guidance within the dyslexia and dysgraphia
20 handbook developed pursuant to Section 1210.517 of ~~Title 70 of the~~
21 ~~Oklahoma Statutes~~ this title including policies and information
22 developed relating to universal screening of students for
23 characteristics of dyscalculia.

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

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

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

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

10 4. The number of trained school system personnel or licensed
11 professionals used to administer the qualified dyscalculia screening
12 tool;

13 5. The number of students in grades two through five who were
14 participating in interventions within the school setting and the
15 number of students participating in interventions outside the school
16 setting; and

17 6. The programs used by districts for intervention within the
18 school setting.

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

22 G. By ~~December 31, 2026~~ December 31, 2028, and by December 31
23 each year thereafter, the State Department of Education shall
24 electronically provide a report containing all of the data provided

1 pursuant to subsection E of this section to the Governor and
2 Legislature and make the report available on the Department's
3 website.

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

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

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

10 SECTION 9. It being immediately necessary for the preservation
11 of the public peace, health, or safety, an emergency is hereby
12 declared to exist, by reason whereof this act shall take effect and
13 be in full force from and after its passage and approval.

14
15 60-2-2696 EB 12/30/2025 3:17:07 PM
16
17
18
19
20
21
22
23
24
25