

OKLAHOMA STATE SENATE  
GENERAL CONFERENCE COMMITTEE ON APPROPRIATIONS  
COMMITTEE REPORT

May 22, 2025

Mr. President:

Mr. Speaker:

The Conference Committee, to which was referred

SB140

By: Seifried of the Senate and Hasenbeck of the House

Title: Oklahoma Higher Learning Access Program; extending time period for eligible students to enter into participation; allowing exceptions to certain age limits. Effective date.

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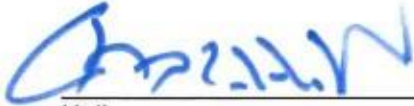
together with Engrossed House Amendments thereto, beg leave to report that we have had the same under consideration and herewith return the same with the following recommendations:

1. That the House recede from all Amendments.
2. That the attached Conference Committee Substitute (Request #2164) be adopted.

SB 140

Respectfully submitted,

SENATE CONFEREES:



Hall

Brooks

Dossett

Gollin

Goodwin

Green

Haste

Hicks

Howard

Jech

Kirt

Murdock



Pederson

Prieto

Pugh

Rader

Reinhardt

Rosino

Sacchieri

Seifried

Stanley

Stewart

Thompson

Weaver

Woods

HOUSE CONFEREES:

General Conference Committee on Appropriations

STATE OF OKLAHOMA

1st Session of the 60th Legislature (2025)

CONFERENCE COMMITTEE SUBSTITUTE  
FOR ENGROSSED

SENATE BILL NO. 140

By: Seifried of the Senate

and

Hasenbeck, Fugate, and  
Munson of the House

CONFERENCE COMMITTEE SUBSTITUTE

An Act relating to mathematics instruction; directing expenditure of funds for certain purpose; creating the Oklahoma Math Achievement and Proficiency Act; providing short title; providing legislative findings; providing purpose of act; directing public school districts to ensure students receive certain education; directing teachers of mathematics to incorporate certain foundational elements; requiring students in certain grades to be screened at the beginning, middle, and end of each school year for certain skills; directing the State Board of Education to consider certain criteria in selecting a screening instrument; directing the Board to approve a list of screening instruments beginning in certain school year; requiring screening instrument to meet certain criteria; providing exemptions to screening instruments; directing schools that grant certain exception to provide certain evidence; requiring certain learning opportunities to be provided to certain students; prohibiting such students from being removed from certain opportunities unless certain consent is provided; requiring certain program of instruction to be provided to certain students; providing for contents of program of math instruction; requiring certain students be provided certain math intervention plan; providing criteria for math intervention plan; requiring plan to be developed by a student math proficiency team; providing for composition of team; requiring a school

1 district to provide certain notification within  
2 certain time period to the parent or legal guardian  
3 of certain student; allowing public school districts  
4 to be allocated certain monies, contingent on certain  
5 funding; providing for distribution of allocation;  
6 providing for calculation of allocation; requiring  
7 school districts that receive certain amount to spend  
8 certain percentage of funds for certain purpose;  
9 requiring professional development to include certain  
10 research or training; requiring the State Department  
11 of Education to approve and publish a list of certain  
12 programs; allowing a stipend to be provided to  
13 teachers who attend certain professional development  
14 institute; requiring notification of the parent or  
15 legal guardian of a student determined to be  
16 performing at certain levels; allowing a teacher to  
17 recommend a summer academy or other program for  
18 certain students; providing purpose of summer academy  
19 programs; directing the State Department of Education  
20 to provide a list of certain summer academy program  
21 providers by certain date; allowing school districts  
22 to approve certain option for certain students;  
23 allowing for expansion of certain requirements,  
24 subject to availability of funds; providing for  
promulgation of rules; directing the Commission for  
Educational Quality and Accountability, in certain  
collaboration, to ensure that certain teachers are  
provided certain training in mathematics; directing  
the Commission, in certain collaboration, to  
implement certain strategies; requiring certain  
training to include certain guidance; requiring  
certain education programs to incorporate the study  
of certain key elements of mathematics instruction;  
requiring candidates applying for certain teaching  
certificates to complete instruction in certain  
program; creating the Statewide Mathematics Revolving  
Fund; specifying sources of fund; providing for  
expenditures; providing purpose of fund; directing  
the Oklahoma State Regents for Higher Education to  
use certain fund for certain purpose; requiring  
certain students beginning in certain school year to  
be screened for dyscalculia; providing for request of  
certain screening; directing the State Board of  
Education to develop certain screening policy by  
certain date; directing the Board to adopt certain  
list of certain screening tools; directing screenings  
to be provided in accordance with certain policies

1 and guidance; requiring school districts to provide  
2 certain data to the State Department of Education by  
3 certain date annually; providing for data to be  
4 submitted; requiring the Department to electronically  
5 provide certain report annually; providing for  
6 contents of report; directing the Department to  
7 provide certain training beginning in certain school  
8 year; amending 70 O.S. 2021, Section 6-200, as  
9 amended by Section 2, Chapter 411, O.S.L. 2024 (70  
10 O.S. Supp. 2024, Section 6-200), which relates to  
11 training for residency committees and professional  
12 development; requiring professional development  
institutes in mathematics for certain teachers to  
incorporate certain requirements; amending 70 O.S.  
2021, Section 1210.508, which relates to the  
statewide system of student assessments; updating  
statutory language; requiring the State Board of  
Education to electronically submit certain report  
annually by certain date; providing for contents of  
report; directing the Board to provide certain  
guidance; providing for codification; providing for  
noncodification; providing an effective date; and  
declaring an emergency.

13  
14  
15 BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

16 SECTION 1. NEW LAW A new section of law not to be  
17 codified in the Oklahoma Statutes reads as follows:

18 Of the funds appropriated in Section 8 of Enrolled House Bill  
19 No. 2766 of the 1st Session of the 60th Oklahoma Legislature, One  
20 Million Dollars (\$1,000,000.00) shall be expended for the purpose of  
21 implementing the Oklahoma Math Achievement and Proficiency Act.

22 SECTION 2. NEW LAW A new section of law to be codified  
23 in the Oklahoma Statutes as Section 1210.900 of Title 70, unless  
24 there is created a duplication in numbering, reads as follows:

1       A. Sections 2 through 8 of this act shall be known and may be  
2 cited as the "Oklahoma Math Achievement and Proficiency Act".

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

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

21       D. Each public school district in this state shall ensure that  
22 all students receive a well-rounded education focused on building  
23 deep foundations in mathematics, reading, and writing. The State  
24 Board of Education shall encourage school districts to integrate the

1 teaching of the other curricular areas in subject matter standards  
2 adopted by the Board with the instruction of mathematics, reading,  
3 and writing.

4 E. All teachers of mathematics in the public schools in this  
5 state shall incorporate into instruction the foundational elements  
6 of math instruction, including the development of grade-level  
7 appropriate mathematical proficiency which is a combination of real-  
8 world problem-solving skills, procedural fluency, conceptual  
9 understanding, and productive dispositions.

10 SECTION 3. NEW LAW A new section of law to be codified  
11 in the Oklahoma Statutes as Section 1210.901 of Title 70, unless  
12 there is created a duplication in numbering, reads as follows:

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

24

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

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

6        3. The integration of the screening instrument into the math  
7 curriculum.

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

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

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

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

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

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



competency for advanced math coursework, and math proficiency level.  
The State Board of Education shall also determine other comparable math assessments for diagnostic purposes to be used for students at risk of math failure.

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

1 same frequency as administration of screening assessments. Evidence  
2 may include, but not be limited to, student progression toward OAAP  
3 math essential elements, proficiency in sign language and  
4 mathematical reasoning, and proficiency in Braille and mathematical  
5 concepts.

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

16 2. Students who are administered a screening instrument  
17 pursuant to subsection A of this section and are found not to be  
18 meeting grade-level targets shall be provided a program of math  
19 instruction designed to enable students to acquire the appropriate  
20 grade-level math proficiency. The program of math instruction shall  
21 be based on scientific math research and align with the subject  
22 matter standards adopted by the State Board of Education. A program  
23 of math instruction shall include:  
24

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

1        3. A student enrolled in second, third, fourth, and fifth grade  
2 who exhibits a deficiency in math at any time based on the screening  
3 instrument administered pursuant to subsection A of this section  
4 shall receive an individual math intervention plan no later than  
5 thirty (30) days after the identification of the deficiency in math.  
6 The math intervention plan shall be provided in addition to core  
7 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 4.        NEW LAW        A new section of law to be codified  
21 in the Oklahoma Statutes as Section 1210.902 of Title 70, unless  
22 there is created a duplication in numbering, reads as follows:

23           A. Contingent on the provision of appropriated funds designated  
24 for the Oklahoma Math Achievement and Proficiency Act, public school

1 districts may be allocated monies for each enrolled second-, third-,  
2 fourth-, and fifth-grade student of the current school year who is  
3 found to be in need of remediation or intensive intervention  
4 services in mathematics. The allocation shall be distributed to  
5 each public school district upon approval of the strong math plan  
6 for the school district by the State Board of Education and the  
7 submittal of a child-count report to the State Department of  
8 Education that details the number of students identified as needing  
9 remediation or intensive intervention services in mathematics. To  
10 determine a per-student allocation amount, the total amount of funds  
11 available for allocation each year shall be divided by the total  
12 number of students in the state identified as in need of remediation  
13 or intensive intervention services in mathematics as provided for in  
14 Section 3 of this act. Each public school district shall be  
15 allocated an amount equal to the per-student allocation amount  
16 multiplied by the number of identified students enrolled in the  
17 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 that are evidence-based  
9 and directly address the cognitive science of how students learn  
10 mathematics for which districts are permitted to use the funds  
11 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 5. NEW LAW A new section of law to be codified  
19 in the Oklahoma Statutes as Section 1210.903 of Title 70, unless  
20 there is created a duplication in numbering, reads as follows:

21 A. If a teacher determines that a student in second, third,  
22 fourth, and fifth grade is performing above 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 advanced math instruction available for the  
3 student; and

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

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

11        1. The math proficiency level of the student;

12        2. The program of math instruction for the student as required  
13 pursuant to this act; and

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

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

22        D. Summer academy programs shall be designed to ensure that  
23 participating students successfully complete an advanced  
24 mathematical program or grade-level competencies in mathematics to



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

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

21 F. Subject to the availability of funds, beginning one (1) year  
22 after implementation of this section, the requirements of subsection  
23 C of this section may be expanded to apply to students in first  
24 grade. Each year thereafter, the requirements may be expanded by

1 one grade level until the requirements apply to kindergarten  
2 students through fifth-grade students. Summer academy programs  
3 shall be designed for each grade level. Nothing in this section  
4 shall prevent the State Board of Education or a school district  
5 board of education from utilizing private, local, or federal funds  
6 to implement the provisions of this section.

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

12 SECTION 6. NEW LAW A new section of law to be codified  
13 in the Oklahoma Statutes as Section 1210.904 of Title 70, unless  
14 there is created a duplication in numbering, reads as follows:

15 A. The Commission for Educational Quality and Accountability  
16 shall ensure that the mathematics competencies for elementary  
17 teachers are included in the competencies for special education  
18 teachers.

19 B. The Commission for Educational Quality and Accountability,  
20 in collaboration with the Oklahoma State Regents for Higher  
21 Education, shall ensure that all teachers of early childhood  
22 education, elementary education, and special education are provided  
23 quality training in intervention, instruction, and remediation  
24 strategies in mathematics to provide explicit and systematic

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

19 C. All institutions of higher education within The Oklahoma  
20 State System of Higher Education that offer elementary, early  
21 childhood education, or special education programs approved by the  
22 Commission for Educational Quality and Accountability shall  
23 incorporate into those programs the requirement that teacher  
24 candidates study key elements of mathematics instruction including

1 real-world problem-solving skills, procedural fluency, conceptual  
2 understanding, and productive dispositions. Teacher candidates  
3 shall study strategies including, but not limited to, instruction  
4 that is explicitly taught, sequenced, multimodal (visual, auditory,  
5 kinesthetic, etc.), interdisciplinary, and reflective to adapt for  
6 individual learners.

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

12 SECTION 7. NEW LAW A new section of law to be codified  
13 in the Oklahoma Statutes as Section 1210.906 of Title 70, unless  
14 there is created a duplication in numbering, reads as follows:

15 A. There is hereby created in the State Treasury a revolving  
16 fund for the Oklahoma State Regents for Higher Education to be  
17 designated the "Statewide Mathematics Revolving Fund". The fund  
18 shall be a continuing fund, not subject to fiscal year limitations,  
19 and shall consist of all monies received by the State Regents from  
20 state appropriations provided for the purpose of implementing the  
21 provisions of subsection B of this section. All monies accruing to  
22 the credit of the fund are hereby appropriated and may be budgeted  
23 and expended by the State Regents for the purpose provided for in  
24 this subsection. Expenditures from the fund shall be made upon

warrants issued by the State Treasurer against claims filed as prescribed by law with the Director of the Office of Management and Enterprise Services for approval and payment.

B. Subject to the availability of funding, the Oklahoma State Regents for Higher Education shall utilize the Statewide Mathematics Revolving Fund created in subsection A of this section to:

1. Implement training for a scientifically research-based math program in teacher education programs accredited by the Commission for Educational Quality and Accountability. For the purposes of this section, training in a scientifically research-based math program includes providing explicit and systematic instruction in real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions, and implementing instructional strategies that research has shown to be successful in improving mathematics achievement among students with learning difficulties in math. Beginning with students entering a teacher education program accredited by the Commission for Educational Quality and Accountability in the 2026-2027 academic year, completion of training required by this paragraph shall lead to a micro-credential in mathematics, which shall be reflected on teaching certificates awarded to such individuals; and

2. Support teacher education programs accredited by the Commission for Educational Quality and Accountability in developing and implementing a micro-credential in mathematics for certified

1 teachers employed by school districts and charter schools in this  
2 state. A micro-credential awarded pursuant to this paragraph shall  
3 be reflected on a teacher's certificate to teach.

4 SECTION 8. NEW LAW A new section of law to be codified  
5 in the Oklahoma Statutes as Section 1210.907 of Title 70, unless  
6 there is created a duplication in numbering, reads as follows:

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

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

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

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

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

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

1 E. Beginning June 30, 2026, and June 30 each year thereafter,  
2 public school districts shall provide the following data to the  
3 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.

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



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

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

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

SECTION 9. AMENDATORY 70 O.S. 2021, Section 6-200, as amended by Section 2, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2024, Section 6-200), is amended to read as follows:

Section 6-200. A. Subject to the availability of funds, the State Board of Education shall have authority to develop and administer training for residency committees and training for professional development through professional development institutes. Included in the professional development institute training shall be technology training. "Professional development institutes" shall be defined as continuing education experiences which consist of a minimum of thirty (30) clock hours. The institutes shall be competency-based, emphasize effective learning practices, require collaboration among participants, and require each participant to prepare a work product which can be utilized in the classroom by the participant. Any state professional development institutes administered by the Board shall be chosen through a competitive bid process and, if funds are available,

1 subject to peer review. The Board, prior to offering any  
2 professional development institute, shall promulgate rules related  
3 to administering state professional development institutes.

4 B. The State Board of Education shall develop, offer, and  
5 administer professional development institutes to train elementary  
6 school teachers in reading education and, if funds are available,  
7 which may include, but not be limited to, grant, foundation, or  
8 other funds, to train middle school teachers in reading education.  
9 Funds appropriated for this purpose shall be used for the cost of  
10 developing, administering, and contracting for the professional  
11 development institutes. When possible, certified reading  
12 specialists shall be included as consultants. All costs of the  
13 institutes shall be included in the contract price, and no tuition  
14 or registration fee shall be collected from teachers attending the  
15 institutes. The institutes shall be offered by or through the  
16 Commission for Educational Quality and Accountability. Working in  
17 conjunction with the State Department of Education, the Commission  
18 shall develop a state plan for administration of such institutes and  
19 shall report electronically on or before November 1 of each year to  
20 the Governor and the Legislature on the format of and participation  
21 in the institutes. The State Department of Education shall  
22 cooperate with and provide any information requested, including data  
23 available through the state student record system, to the State

1 Board of Education as is necessary to carry out the provisions of  
2 this section.

3 C. Subject to the availability of funds, the State Board of  
4 Education shall:

5 1. Contract for an independent evaluation of the reading  
6 professional development institutes. The evaluation shall determine  
7 adherence to program requirements as provided in this section and  
8 the program's effectiveness in increasing teacher knowledge and  
9 student achievement; and

10 2. Provide continued support of the reading professional  
11 development institutes through ongoing teacher development at  
12 individual school sites. Funds may be used for the cost of mentor  
13 training, payment for substitute teachers, on-site facilitation, and  
14 any other costs necessary to ensure improved reading by students.

15 D. 1. For the purpose of implementing comprehensive reading  
16 reform and systemic change, the State Board of Education shall award  
17 one-year grants renewable for up to two (2) additional years to  
18 public schools that serve students in kindergarten through third  
19 grade. The grants shall provide for:

20 a. a five-day initial professional development institute  
21 in elementary school reading for teachers of  
22 kindergarten through third grade, instructional  
23 leaders, and principals,  
24

- b. a three-day follow-up professional development institute in elementary school reading for teachers of kindergarten through third grade and instructional leaders, and
- c. continued support through ongoing teacher development at school sites, including four (4) days of professional development for principals and literacy resource specialists and six (6) days of on-site visits by a program consultant.

2. In order to qualify for a grant pursuant to this subsection, the following requirements shall be met:

- a. at least eighty percent (80%) of the teachers of kindergarten through third grade at the school shall have demonstrated support for the training program provided pursuant to this subsection,
- b. the principal shall ensure that all members of the leadership team and all teachers of kindergarten through third grade will participate in all phases of the training program,
- c. the school district shall ensure that any new teacher of kindergarten through third grade or principal at the school will participate in all phases of the training program, and

1           d.    the school district shall employ a literacy resource  
2                   specialist for at least two (2) years after completion  
3                   of the training provided in this subsection. One or  
4                   more districts may share a literacy resource  
5                   specialist upon approval of the Board.

6           3.   Any school which has been determined by the State Board of  
7 Education to be a school in need of improvement shall be given  
8 priority for receipt of a grant. Grants to ~~local~~ school districts  
9 may be awarded based on the amount of funds allocated to the State  
10 Board of Education for the purposes of this section. Funds may be  
11 used for payment for substitute teachers, program consultants, on-  
12 site facilitation, and literacy resource specialists.

13          4.   For program evaluation purposes, each school awarded a grant  
14 pursuant to this subsection shall provide to the Commission for  
15 Educational Quality and Accountability student-level data and  
16 results of the reading assessments administered pursuant to the  
17 Oklahoma School Testing Program Act for the year prior to the grant  
18 award, for each year a grant is received by the school, and for  
19 three (3) years after completion of the program. If funds are not  
20 sufficient to award grants to all eligible applicants, schools may  
21 be placed on a waiting list for priority consideration for the  
22 following year's round of grant awards which shall be superior to  
23 the priority given to schools as provided in paragraph 3 of this  
24

subsection, if the school provides student data for the current year to the Board as provided in this paragraph.

5. The professional development institutes in elementary reading provided pursuant to this section shall incorporate the requirements of the Strong Readers Act.

E. As additional funds become available for such purpose, the Board shall develop and offer professional development institutes in:

1. Mathematics for teachers in grades kindergarten through nine which incorporate the requirements of Sections 2 through 8 of this act;

2. The use of technology in the classroom;

3. Training of residency committee members in teacher mentoring; and

4. Hands-on inquiry-based science for elementary teachers.

SECTION 10. AMENDATORY 70 O.S. 2021, Section 1210.508, is amended to read as follows:

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

2. The statewide student assessment system adopted by the Board pursuant to this subsection shall be aligned with the Oklahoma

1 Academic Standards as adopted by the Board and which prepare  
2 students for college and careers.

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

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

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

17 1. Are aligned with the Oklahoma subject matter standards as  
18 adopted by the Board;

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

20 3. Yield both norm-referenced scores and criterion-referenced  
21 scores;

22 4. Have a track record of statistical reliability and accuracy;  
23 and  
24

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

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

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

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

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

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

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

17           b. ~~Science~~ science not less than once during each grade  
18 span of three through five, six through nine, and ten  
19 through twelve, and

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

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



- 1           a.    assessments in ~~Reading and Writing~~ reading, writing,  
2                   and mathematics in certain grades as determined by the  
3           Board, and
- 4           b.    contingent upon the availability of funds, an  
5                   additional nationally recognized college- and career-  
6                   readiness assessment or assessments as recommended by  
7                   the State Department of Education which will be  
8                   administered to students in high school at no cost to  
9                   the student.

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

17       2.   Beginning with students entering the ninth grade in the  
18   2017-2018 school year, each student, in addition to taking the  
19   assessment or assessments included in the statewide student  
20   assessment system adopted by the Board pursuant to subsection A of  
21   this section, shall meet any other high school graduation  
22   requirements adopted by the Board pursuant to Section 5 of Enrolled  
23   House Bill No. 3218 of the 2nd Session of the 55th Oklahoma  
24

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

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

13       4. The Board shall promulgate rules to ensure that students who  
14 transfer into an Oklahoma school district from out-of-state after  
15 the junior year of high school shall not be denied the opportunity  
16 to be awarded a standard diploma due to differing testing  
17 requirements.

18       G. In order to provide an indication of the levels of  
19 competency attained by the student in a permanent record for  
20 potential future employers and institutions of higher education,  
21 school districts shall report on the high school transcript of the  
22 student the highest-achieved score on the assessment or assessments  
23 included in the statewide student assessment system adopted by the  
24

1 Board pursuant to subsection A of this section and any business- and  
2 industry-recognized endorsements attained.

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

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

21 2. The State Department of Education shall annually evaluate  
22 the results of the assessments. The State Board of Education shall  
23 ensure that preliminary results for all statewide assessments are  
24 reported to districts no later than June 20 of each year and are

1 presented in a manner that yields detailed, diagnostic information  
2 for the purpose of guiding instruction and student remediation. As  
3 improvements are made to the assessments required by this section,  
4 the Board shall seek to increase the depth of knowledge assessed for  
5 each subject. The State Board of Education shall seek to ensure  
6 that data yielded from the assessments required in this section are  
7 utilized at the school district level to inform instruction,  
8 professional development, school improvement, and remediation for  
9 students.

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

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

1 reliability and validity of the statewide assessments administered  
2 pursuant to this section. Validity studies shall include studies of  
3 decision validity and concurrent validity.

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

18 2. State, district, and site level results of all assessments  
19 required in this section shall be disaggregated by gender, race,  
20 ethnicity, disability status, migrant status, English proficiency,  
21 and status as economically disadvantaged, except that such  
22 disaggregation shall not be required in a case in which the number  
23 of students in a category is insufficient to yield statistically  
24 reliable information or the results would reveal personally

1 identifiable information about an individual student. Each school  
2 site shall notify the student's parents or legal guardians of the  
3 school's performance levels in the Oklahoma School Testing Program  
4 as reported in the Oklahoma Educational Indicators Program at the  
5 end of each school year.

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

9 L. The State Board of Education shall develop, administer, and  
10 incorporate as a part of the Oklahoma School Testing Program, other  
11 assessment programs or procedures, including appropriate  
12 accommodations for the assessment of students with disabilities as  
13 required by the Individuals with Disabilities Education Act (IDEA),  
14 20 U.S.C., Section 1400 et seq.

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

19 N. By December 15, 2026, and annually thereafter, the State  
20 Board of Education shall electronically submit a report to the  
21 Legislature containing data collected for the most recently  
22 completed school year on the number and demographics of students who  
23 were eligible for advanced mathematics courses, the number and  
24 demographics of students who were placed in advanced mathematics

1 courses, the number and demographics of students placed in  
2 mathematics intervention courses, and the number and demographics of  
3 students not placed in advanced mathematic courses or mathematic  
4 intervention courses. The report shall include information on the  
5 type and format of advanced mathematic courses and the type and  
6 format of mathematic intervention courses.

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

11 SECTION 11. This act shall become effective July 1, 2025.

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

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