

Bill Summary
2nd Session of the 59th Legislature

Bill No.:	SB 215
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Bill Analysis

SB 215 creates the Oklahoma Math Achievement and Proficiency Act. It directs all teachers of mathematics in public schools to incorporate into instruction the foundational elements of math instruction. It requires students enrolled in second, third, fourth, and fifth grade to be screened at the beginning, middle, and end of each school year for math skills. It directs the State Board of Education to approve at least 3 screening instruments for use at the beginning, middle, and end of the school year beginning in the 2026-2027 school year. It provides exemptions to the screening requirements.

The bill directs students who are found to be exceeding grade-level targets to be provided advanced learning opportunities in mathematics. Students found not to be meeting grade-level targets are to be provided a program of math instruction. It directs students enrolled in second, third, fourth, and fifth grade who exhibit a deficiency in math at any time to receive an individual math intervention plan within 30 days of identification of the deficiency. It directs the plan to be developed by a student math proficiency team. The bill allows funds to be allocated to districts with second-, third-, fourth-, and fifth-grade students who are found to be in need of remediation or intensive intervention services. It requires districts that receive more than \$2,500 to spend at least 10 percent of the funds to provide professional development for teachers. It allows a teacher who attends and completes a professional development institute in elementary math to receive a stipend.

The bill provides for summer academy programs to ensure students successfully complete an advanced math program or grade-level competencies in math to enhance next-grade readiness. It directs the Commission for Educational Quality and Accountability to ensure that the mathematics competencies for elementary teachers are included in the competencies for special education teachers. It directs the Commission, in collaboration with the Oklahoma State Regents for Higher Education, to ensure all teachers of early childhood, elementary, and special education are trained in intervention, instruction, and remediation strategies in math. It requires candidates applying for an alternative placement or emergency teaching certificate in elementary education to complete instruction in a scientifically research-based math program. It also creates the Statewide Mathematics Revolving Fund. The bill directs any student enrolled in second, third, fourth, and fifth grade who is not meeting grade-level targets in math after the beginning-of-the-year screening instrument to be screened for dyscalculia. It directs the State Board of Education to adopt a list of approved screening tools. It establishes school district reporting requirements.

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