

STATE OF OKLAHOMA

2nd Session of the 60th Legislature (2026)

SENATE BILL 1271

By: Bergstrom

AS INTRODUCED

An Act relating to the Strong Readers Act; amending 70 O.S. 2021, Section 1210.508C, as last amended by Section 2, Chapter 297, O.S.L. 2025 (70 O.S. Supp. 2025, Section 1210.508C), which relates to reading assessments; requiring a Student Reading Proficiency Team to include certain coach, if assigned; removing language allowing certain students to demonstrate proficiency on certain screening instruments; requiring retention of certain third-grade students who do not meet certain grade-level targets on certain statewide assessment and do not qualify for certain exemption; directing certain performance levels to ensure students are meeting certain criteria; requiring school districts to include certain information in annual report; providing good-cause exemptions for promotion of certain students; providing process for evaluation of good-cause exemption requests; directing certain intervention services to be provided to certain students subject to retention; allowing a school district to provide an intensive acceleration class for retained third-grade students; requiring the State Department of Education to employ literacy coaches; providing qualifications for literacy coach; providing for assignment and duties of literacy coaches; updating statutory language; updating statutory references; amending 70 O.S. 2021, Section 1210.508D, as amended by Section 6, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2025, Section 1210.508D), which relates to Strong Readers Act funding; directing allocation for certain retained students; amending 70 O.S. 2021, Section 1210.508E, as amended by Section 7, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2025, Section 1210.508E), which relates to summer academies; updating statutory language; requiring, rather than allowing, a teacher

1 to recommend a summer academy for students in certain  
2 grades; requiring school districts beginning in  
3 certain summer to provide a summer academy or other  
4 program to certain students; requiring administration  
5 of certain alternative assessment by certain date;  
6 providing for promotion of students who attend  
7 certain academy or other program; requiring school  
8 districts to notify the State Department of Education  
9 by certain date regarding offering of summer academy  
10 or other program; providing an effective date; and  
11 declaring an emergency.

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

13 SECTION 1. AMENDATORY 70 O.S. 2021, Section 1210.508C,  
14 as last amended by Section 2, Chapter 297, O.S.L. 2025 (70 O.S.  
15 Supp. 2025, Section 1210.508C), is amended to read as follows:

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

1 Secretary of Education shall take into consideration at a minimum  
2 the following factors:

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

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

8 3. The integration of the screening instrument into reading  
9 curriculum.

10 B. Beginning in the 2025-2026 school year, the State Board of  
11 Education shall approve no ~~fewer~~ more than three screening  
12 instruments for use at the beginning, middle, and end of the school  
13 year for monitoring of progress and for measurement of reading  
14 skills as required in subsection A of this section. The screening  
15 instruments shall meet the following criteria:

16 1. Assess for phonological awareness, decoding, fluency,  
17 vocabulary, and comprehension;

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

19 3. Can be used for identifying students who are at risk for  
20 reading deficiency and progress monitoring throughout the school  
21 year;

22 4. Can be used to assess students with disabilities and English  
23 language learners; and  
24  
25

1        5. Accompanied by a data management system that provides  
2 profiles of each student, class, grade level, and school building.  
3 The profiles shall identify each student's instructional point of  
4 need and reading achievement level. The State Board shall also  
5 determine other comparable reading assessments for diagnostic  
6 purposes to be used for students at risk of reading failure.

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

- 11            a. the student participates in the Oklahoma Alternate  
12                Assessment Program (OAAP) and is taught using  
13                alternate methods,
- 14            b. the student's primary expressive or receptive  
15                communication is sign language,
- 16            c. the student's primary form of written or read text is  
17                Braille, or
- 18            d. the student's primary expressive or receptive language  
19                is not English, the student is identified as an  
20                English learner using a state-approved identification  
21                assessment, and the student has had less than one (1)  
22                school year of instruction in an English-learner  
23                program.

1        2. A public school that grants an exemption pursuant to  
2 paragraph 1 of this subsection shall provide ongoing evidence of  
3 student progression toward English language acquisition with the  
4 same frequency as administration of screening assessments. Evidence  
5 may include, but not be limited to, student progression toward OAAP  
6 reading essential elements, proficiency in sign language and reading  
7 comprehension, and proficiency in Braille and reading comprehension.

8        D. 1. Students who are administered a screening instrument  
9 pursuant to subsection A of this section and are found not to be  
10 meeting grade-level targets shall be provided a program of reading  
11 instruction designed to enable students to acquire the appropriate  
12 grade-level reading skills. The program of reading instruction  
13 shall be based on scientific reading research and align with the  
14 subject matter standards adopted by the State Board of Education. A  
15 program of reading instruction shall include:

- 16            a. sufficient additional in-school instructional time for  
17                the acquisition of phonological awareness, decoding,  
18                fluency, vocabulary, and comprehension,
- 19            b. if necessary and if funding is available, tutorial  
20                instruction after regular school hours, on Saturdays,  
21                and during summer; however, such instruction may not  
22                be counted toward the ~~one-hundred-eighty-day~~ one-  
23                hundred-eighty-one-day or ~~one-thousand-eighty-hour~~

1           one-thousand-eighty-six-hour school year required in  
2           Section 1-109 of this title,

- 3           c.   assessments identified for diagnostic purposes and  
4               periodic monitoring to measure the acquisition of  
5               reading skills including, but not limited to,  
6               phonological awareness, decoding, fluency, vocabulary,  
7               and comprehension, as identified in the student's  
8               program of reading instruction,
- 9           d.   high-quality instructional materials grounded in  
10               scientifically based reading research, and
- 11           e.   a means of providing every family of a student in  
12               prekindergarten, kindergarten, and first, second, and  
13               third grade access to free online evidence-based  
14               literacy instruction resources to support the  
15               student's literacy development at home.

16           2.   A student enrolled in kindergarten or first, second, or  
17               third grade who exhibits a deficiency in reading at any time based  
18               on the screening instrument administered pursuant to subsection A of  
19               this section shall receive an individual reading intervention plan  
20               no later than thirty (30) days after the identification of the  
21               deficiency in reading. The reading intervention plan shall be  
22               provided in addition to core reading instruction that is provided to  
23               all students. The reading intervention plan shall:

- a. describe the research-based reading intervention services the student will receive to remedy the deficiency in reading,
- b. provide explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension, as applicable,
- c. monitor the reading progress of each student's reading skills 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 reading 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 1 of this subsection.

3. The reading intervention plan for each student identified with a deficiency in reading shall be developed by a Student Reading Proficiency Team and shall include supplemental instructional services and supports. Each team shall be composed of:

- a. the ~~parent~~ parent(s) or legal ~~guardian~~ guardian(s) of the student,
- b. the teacher assigned to the student who had responsibility for reading instruction in that academic year,

- 1 c. a teacher who is responsible for reading instruction  
2 and is assigned to teach in the next grade level of  
3 the student, ~~and~~  
4 d. a certified reading specialist or an individual with  
5 advanced training or specialization in literacy  
6 instruction, if one is available, and  
7 e. the literacy coach assigned to the school district in  
8 accordance with the provisions of subsection O of this  
9 section, if one is assigned.

10 4. A school district shall notify the ~~parent~~ parent(s) or legal  
11 ~~guardian~~ guardian(s) of any student in kindergarten or first,  
12 second, or third grade who exhibits a deficiency in reading at any  
13 time based on the screening instrument administered pursuant to  
14 subsection A of this section. The notification shall occur no later  
15 than thirty (30) days after the identification of the deficiency in  
16 reading.

17 E. 1. Every school district shall adopt and implement a  
18 district strong readers plan which has had input from school  
19 administrators, teachers, and parents and legal guardians and if  
20 possible a reading specialist, and which shall be submitted  
21 electronically to and approved by the State Board of Education. The  
22 plan shall be updated annually. School districts shall not be  
23 required to electronically submit the annual updates to the Board if  
24 the last plan submitted to the Board was approved and expenditures



1 for the program include only expenses relating to individual and  
2 small group tutoring, purchase of and training in the use of  
3 screening and assessment measures, summer school programs, and  
4 Saturday school programs. If any expenditure for the program is  
5 deleted or changed or any other type of expenditure for the program  
6 is implemented, the school district shall be required to submit the  
7 latest annual update to the Board for approval. The district strong  
8 readers plan shall include a plan for each site which includes an  
9 analysis of the data provided by the Oklahoma School Testing Program  
10 and other reading assessments utilized as required in this section,  
11 and which outlines how each school site will comply with the  
12 provisions of the Strong Readers Act.

13 2. The State Board of Education shall adopt rules for the  
14 implementation and evaluation of the provisions of the Strong  
15 Readers Act. The evaluation shall include, but not be limited to,  
16 an analysis of the data required in subsection ~~L~~ P of this section.

17 ~~F. 1. Any first grade, second grade, or third grade student~~  
18 ~~who demonstrates proficiency in reading through a grade-level~~  
19 ~~appropriate screening instrument approved pursuant to subsection B~~  
20 ~~of this section shall not require a program of reading instruction~~  
21 ~~or an individual reading intervention plan. After a student has~~  
22 ~~demonstrated proficiency through a screening instrument, the~~  
23 ~~district shall provide notification to the parent or legal guardian~~  
24 ~~of the student that he or she has satisfied the requirements of the~~

1 ~~Strong Readers Act. The district shall continue to monitor the~~  
2 ~~student in the next successive grade level to ensure he or she~~  
3 ~~maintains proficiency.~~

4 ~~2.~~ Beginning with the 2025-2026 school year, if a third-grade  
5 student is identified at any point of the academic year as having a  
6 significant reading deficiency, which shall be defined as not  
7 meeting grade-level targets on a screening instrument administered  
8 pursuant to subsection A of this section, the district shall provide  
9 the student with intensive intervention services for the appropriate  
10 amount of the instructional day consistent with the individual  
11 reading intervention plan developed pursuant to paragraph 2 of  
12 subsection D of this section and as determined by the Student  
13 Reading Proficiency Team. Intensive intervention services shall  
14 continue until the student demonstrates proficiency at his or her  
15 grade level based on a screening instrument administered pursuant to  
16 subsection A of this section.

17 G. Beginning with the 2027-2028 school year, if a student has  
18 not met grade-level performance based on scores for the standards  
19 for reading foundations and processes and the vocabulary portions of  
20 the statewide third-grade assessment administered pursuant to  
21 Section 1210.508 of this title or is not subject to a good-cause  
22 exemption as provided for in subsection K of this section, he or she  
23 shall be retained in the third grade and provided intensive  
24 intervention services and supports as provided for in subsection M

1 of this section. The performance levels established by the  
2 Commission for Educational Quality and Accountability pursuant to  
3 Section 1210.508 of this title shall ensure that students meeting  
4 the performance level criteria are performing at grade level on the  
5 reading foundations and processes and the vocabulary portions of the  
6 statewide third-grade assessment.

7     H. Each school district shall annually report in an electronic  
8 format to the State Department of Education, the Office of  
9 Educational Quality and Accountability, and the Secretary of  
10 Education the number of third-grade students retained pursuant to  
11 this section, the number of third-grade students promoted to the  
12 fourth grade due to a good-cause exemption as provided for in  
13 subsection K of this section by each category of good cause, the  
14 number of students in kindergarten through third grade per grade  
15 level who exhibit grade-level reading proficiency, the number of  
16 students per grade level who received intensive intervention  
17 services pursuant to ~~paragraph 2 of~~ subsection F of this section,  
18 the number of students per grade level who attended a summer academy  
19 as provided for in Section 1210.508E of this title, the number of  
20 students per grade level who exhibited improved reading proficiency  
21 after completion of intensive intervention services, and the number  
22 of students per grade level who are still in need of intensive  
23 intervention services. The State Department of Education shall  
24 publicly report the aggregate and district-specific numbers

1 submitted pursuant to this subsection on its website and shall  
2 provide electronic copies of the report to the Governor, Secretary  
3 of Education, President Pro Tempore of the Senate, Speaker of the  
4 House of Representatives, and to the respective chairs of the  
5 committees with responsibility for common education policy in each  
6 legislative chamber.

7 ~~H.~~ I. The ~~parent~~ parent(s) or legal guardian(s) of any student  
8 who is found to have a reading deficiency and is not meeting grade-  
9 level reading targets and has been provided a program of reading  
10 instruction as provided for in paragraph 1 of subsection D of this  
11 section shall be notified in writing of the following:

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

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

16 3. A description of the proposed intensive intervention  
17 services and supports that will be provided to the student that are  
18 designed to remediate the identified area of reading deficiency as  
19 provided for in ~~paragraph 2 of~~ subsection F of this section;

20 4. That a student ~~who is~~ shall not be promoted to the fourth  
21 grade if he or she has not met grade-level performance based on  
22 scores for the standards for reading foundations and processes and  
23 the vocabulary portions of the statewide third-grade assessment  
24 administered pursuant to Section 1210.508 of this title unless the

1 student qualifies for a good-cause exemption as provided for in  
2 subsection K of this section. A student who is promoted due to a  
3 good-cause exemption shall receive supplemental intensive  
4 intervention services;

5 5. Strategies for parents to use in helping their child succeed  
6 in reading proficiency; and

7 6. The grade-level performance scores of the student.

8 ~~I.~~ J. No student may be assigned to a grade level based solely  
9 on age or other factors that constitute social promotion.

10 ~~J.~~ K. For those students who have not met grade-level  
11 performance based on scores for the standards for reading  
12 foundations and processes and the vocabulary portions of the  
13 statewide third-grade assessment administered pursuant to Section  
14 1210.508 of this title, a school district may promote the student  
15 for good cause only. Good-cause exemptions for promotion shall be  
16 limited to the following:

17 1. English language learners who have had fewer than two (2)  
18 years of instruction in an English language learner program;

19 2. Students with disabilities whose individualized education  
20 program (IEP), consistent with state law, indicates that the student  
21 is to be assessed with alternate achievement standards through the  
22 OAAP;

23 3. Students who demonstrate an acceptable level of performance  
24 on an alternative standardized reading assessment approved by the

1 State Board of Education. A student shall be provided one  
2 opportunity during the school year and one opportunity during the  
3 summer pursuant to the provisions of Section 1210.508E of this title  
4 to demonstrate an acceptable level of performance on an alternative  
5 standardized reading assessment;

6 4. Students with disabilities who participate in the statewide  
7 assessments administered pursuant to Section 1210.508 of this title  
8 and who have an IEP that reflects that the students have received  
9 intensive remediation in reading and have made adequate progress in  
10 reading pursuant to the student's IEP; and

11 5. Students who have received intensive remediation in reading  
12 through a program of reading instruction for two (2) or more years  
13 but still demonstrate a deficiency in reading and who were  
14 previously retained in third grade.

15 L. 1. To request a good-cause exemption as provided for in  
16 subsection K of this section, a third-grade student's teacher shall  
17 submit documentation to the school principal that indicates the  
18 promotion of the student is appropriate and is based on the  
19 student's record. The documentation shall consist of the specific  
20 good-cause exemption being requested and shall clearly prove that  
21 the student is eligible for the exemption.

22 2. The principal shall review and discuss the recommendation  
23 with the teacher and the third-grade student's parent(s) or legal  
24

1 guardian(s) and shall make a recommendation in writing to the school  
2 district superintendent as to whether the student shall be promoted.

3 3. After review, the school district superintendent shall  
4 accept or reject the recommendation of the principal in writing.

5 4. The parent(s) or legal guardian(s) of a third-grade student  
6 who is eligible for a good-cause exemption may choose that the  
7 student be retained for one (1) year even if the school district  
8 superintendent accepts a recommendation for a good-cause exemption  
9 pursuant to this subsection.

10 M. Third-grade students who are subject to retention pursuant  
11 to the provisions of this section shall receive a minimum of ninety  
12 (90) minutes each school day of scientifically research-based  
13 intensive intervention services that include instruction in  
14 phonological awareness, decoding, fluency, vocabulary, and  
15 comprehension and other strategies prescribed by a school district  
16 which may include, but are not limited to:

17 1. Small group instruction;

18 2. Reduced teacher-to-student ratios;

19 3. Tutoring in scientifically research-based reading services  
20 in addition to the ninety (90) minutes required by this subsection;

21 4. The option of transition classes;

22 5. Extended school day, week, or year;

23 6. Summer reading academies, as provided for in Section  
24 1210.508E of this title; and

1        7. Placement of the student in a classroom with a teacher rated  
2 superior or highly effective in accordance with the Oklahoma Teacher  
3 and Leader Effectiveness Evaluation System.

4        N. Each school district may provide an intensive acceleration  
5 class for retained third-grade students. The focus of the intensive  
6 acceleration class shall be to increase the reading level of a  
7 student at least two grade levels in one school year. The intensive  
8 acceleration class shall provide reading instruction and  
9 intervention for the majority of student contact each school day and  
10 incorporate opportunities to master fourth-grade subject matter  
11 standards in core academic areas.

12        O. 1. The State Department of Education shall employ literacy  
13 coaches to assist in implementing the provisions of this act. Each  
14 literacy coach shall:

15            a. (1) hold a master's degree in education with three  
16                    (3) years of documented successful experience  
17                    teaching reading, or  
18            (2) hold a bachelor's degree with five (5) years of  
19                    documented successful experience teaching reading  
20                    with a minimum of three (3) years of literacy  
21                    experience at the state, district, or school  
22                    level,

23            b. have a valid certificate to teach issued by the State  
24                    Board of Education,



- c. have experience delivering professional development specific to literacy instruction, mentoring and coaching classroom teachers, leading others in a collaborative process, and analyzing and using student performance data for instructional purposes, and
- d. be trained and be competent to train others in science-of-reading-based literary instruction including, but not limited to, phonological awareness, decoding, fluency, vocabulary, and comprehension.

2. The State Department of Education shall assign literacy coaches to school districts that are identified by the Department based on the number and percentage of students scoring in the lowest two performance levels on the standards for reading foundations and processes and the vocabulary portions of the statewide third-grade assessment administered pursuant to Section 1210.508 of this title.

3. Literacy coaches assigned to school districts pursuant to the provisions of this subsection shall:

- a. provide daily technical support to teachers responsible for reading instruction and reading specialists,
- b. assist administrators, teachers responsible for reading instruction, and reading specialists in addressing grade-specific curriculum,

- c. design and conduct professional development to meet the needs of teachers responsible for reading instruction and reading specialists,
- d. provide clear, practical, timely, and candid written and oral feedback to teachers responsible for reading instruction and reading specialists, and
- e. meet regularly with teachers responsible for reading instruction, reading specialists, and principals to review data and make recommendations for adjustments in instructional practices.

P. 1. Each school district board of education shall annually publish on the school website and report electronically to the State Department of Education, the Office of Educational Quality and Accountability, and the Secretary of Education by September 1 of each year the following information on the prior school year:

- a. the policies and procedures adopted by the school district board of education to implement the provisions of this section. The information submitted shall include expenditures related to implementing the provisions of this section, the number of staff implementing the provisions of this section, and average daily classroom time devoted to implementing the provisions of this section,

- b. by grade, the number and percentage of all students in kindergarten through third grade who did not meet grade-level targets based on a screening instrument administered pursuant to subsection A of this section,
- c. by grade, the number and percentage of all students in kindergarten through third grade who have been enrolled in the district for fewer than two (2) years,
- d. by grade, the number and percentage of students in kindergarten through third grade who demonstrated grade-level proficiency based on a screening instrument administered pursuant to subsection A of this section, and
- e. by grade, the number and percentage of students in kindergarten through third grade who are on an individualized education program (IEP) in accordance with the Individuals with Disabilities Education Act (IDEA) and who demonstrated grade-level proficiency based on a screening instrument administered pursuant to subsection A of this section or an alternative assessment prescribed by the student's IEP.

2. The State Department of Education shall establish a uniform format for school districts to report the information required in this subsection. The format shall be developed with input from school districts and shall be provided not later than ninety (90)

1 days prior to the annual due date. The Department shall annually  
2 compile the information required, along with state-level summary  
3 information, and electronically report the information to the  
4 public, the Governor, the Secretary of Education, the President Pro  
5 Tempore of the Senate, and the Speaker of the House of  
6 Representatives.

7 ~~K.~~ Q. The State Department of Education shall provide technical  
8 assistance as needed to aid school districts in administering the  
9 provisions of the Strong Readers Act.

10 ~~L.~~ R. On or before January 31 of each year, the State  
11 Department of Education shall electronically submit to the Governor,  
12 the President Pro Tempore of the Senate, the Speaker of the House of  
13 Representatives, and members of the committees with responsibility  
14 over common education in both houses of the Legislature a Strong  
15 Readers Report which shall include, but is not limited to, trend  
16 data detailing three (3) years of data, disaggregated by student  
17 subgroups to include economically disadvantaged, major racial or  
18 ethnic groups, students with disabilities, and English language  
19 learners, as appropriate for the following:

20 1. The statewide aggregate number and percentage of students in  
21 kindergarten through third grade determined to be at risk for  
22 reading difficulties compared to the total number of students  
23 enrolled in each grade;

1        2. The statewide aggregate number and percentage of students in  
2 kindergarten who continue to be at risk for reading difficulties as  
3 determined by the year-end administration of the screening  
4 instrument required in subsection A of this section;

5        3. The statewide aggregate number and percentage of students in  
6 kindergarten through third grade who have successfully completed  
7 their program of reading instruction and are reading on grade level  
8 as determined by the results of screening instruments administered  
9 pursuant to subsection A of this section;

10       4. The statewide aggregate and district-specific number and  
11 percentage of students that meet or do not meet grade-level targets  
12 for reading based on screening instruments administered pursuant to  
13 subsection A of this section;

14       5. The amount of funds received by each district for  
15 implementation of the Strong Readers Act;

16       6. An evaluation and narrative interpretation of the report  
17 data analyzing the impact of the Strong Readers Act on students'  
18 ability to read at grade level;

19       7. The type of reading instruction practices and methods  
20 currently being used by school districts in the state;

21       8. Socioeconomic information, access to reading resources  
22 outside of school, and screening for and identification of learning  
23 disabilities for students not reading at the appropriate grade level  
24 in kindergarten and first through third grade;

1        9. By grade level, the types of intensive intervention efforts  
2 being conducted by school districts for students who are not on an  
3 IEP and who are not reading at the appropriate grade level and for  
4 students who are on an IEP and who are not reading at the  
5 appropriate grade level; and

6        10. Any recommendations for improvements or amendments to the  
7 Strong Readers Act.

8        The State Department of Education may contract with an  
9 independent entity for the reporting and analysis requirements of  
10 this subsection.

11        ~~M.~~ S. Copies of the results of the screening instruments  
12 administered pursuant to subsection A of this section shall be made  
13 a part of the permanent record of each student.

14        SECTION 2.        AMENDATORY        70 O.S. 2021, Section 1210.508D,  
15 as amended by Section 6, Chapter 411, O.S.L. 2024 (70 O.S. Supp.  
16 2025, Section 1210.508D), is amended to read as follows:

17        Section 1210.508D. A. Contingent on the provision of  
18 appropriated funds designated for the Strong Readers Act, school  
19 districts may be allocated monies for each enrolled kindergarten  
20 student or first-, second-, and third-grade student of the current  
21 school year, including any student who has been retained in the  
22 third grade pursuant to Section 1210.508C of this title, who is  
23 found to be in need of remediation or intensive intervention  
24 services in reading. The allocation shall be distributed to each

1 school district upon approval of the strong readers plan for the  
2 school district by the State Board of Education and the submittal of  
3 a child-count report to the State Department of Education that  
4 details the number of students identified as needing remediation or  
5 intensive intervention services in reading. To determine a per-  
6 student allocation amount, the total amount of funds available for  
7 allocation each year shall be divided by the total number of  
8 students in the state identified as in need of remediation or  
9 intensive intervention services in reading as provided for in  
10 Section 1210.508C of this title. Each school district shall be  
11 allocated an amount equal to the per-student allocation amount  
12 multiplied by the number of identified students enrolled in the  
13 school district.

14 B. Beginning with the 2022-2023 school year, districts  
15 receiving more than Two Thousand Five Hundred Dollars (\$2,500.00)  
16 pursuant to subsection A of this section shall spend no less than  
17 ten percent (10%) to provide professional development for teachers  
18 teaching prekindergarten through grade five. The professional  
19 development shall include training in the science of reading  
20 including how students learn to read; training in providing explicit  
21 and systematic instruction in phonological awareness, decoding,  
22 fluency, vocabulary, and comprehension; implementing reading  
23 strategies that research has shown to be successful in improving  
24

1 reading among students with reading difficulties; and instructional  
2 materials required for implementation.

3 C. By June 30, 2022, the Department shall approve and publish a  
4 list of professional development programs that are evidence-based  
5 and directly address the cognitive science of how students learn to  
6 read for which districts are permitted to use the funds received  
7 under this section.

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

14 SECTION 3. AMENDATORY 70 O.S. 2021, Section 1210.508E,  
15 as amended by Section 7, Chapter 411, O.S.L. 2024 (70 O.S. Supp.  
16 2025, Section 1210.508E), is amended to read as follows:

17 Section 1210.508E. A. If a teacher determines that a student  
18 in kindergarten or first through third grade is not reading at grade  
19 level by the end of the second quarter of the school year, the  
20 ~~parent~~ parent(s) or legal ~~guardian~~ guardian(s) of the student shall  
21 be notified of:

- 22 1. The reading level of the student;
- 23 2. The program of reading instruction for the student as  
24 required pursuant to the Strong Readers Act; and  
25



1        3. The potential need for the student to participate in a  
2 summer academy or other program designed to assist the student in  
3 attaining grade-level reading skills.

4        B. A teacher who determines a student in kindergarten or first  
5 through third grade is not meeting grade-level targets for reading  
6 ~~may shall~~, after consultation with the ~~parent~~ parent(s) or legal  
7 ~~guardian~~ guardian(s) of the student, recommend that the student  
8 participate in and complete a summer academy or other program.

9        C. Summer academy programs shall be designed to ensure that  
10 participating students successfully complete grade-level  
11 competencies in reading to enhance next-grade readiness. A summer  
12 academy reading program shall be a program that incorporates the  
13 content of a scientifically research-based professional development  
14 program administered by the Commission for Educational Quality and  
15 Accountability or a scientifically research-based reading program  
16 administered by the State Board of Education and is taught by  
17 teachers who have successfully completed professional development in  
18 the reading program or who are certified as reading specialists.

19        D. School districts may approve an option for students who are  
20 unable to attend a summer academy. The optional program may  
21 include, but is not limited to, an approved private provider of  
22 instruction, approved computer- or Internet-based instruction, or an  
23 approved program of reading instruction monitored by the ~~parent~~  
24 parent(s) or legal ~~guardian~~ guardian(s). School districts shall not

1 be required to pay for the optional program but shall clearly  
2 communicate to the ~~parent~~ parent(s) or legal ~~guardian~~ guardian(s)  
3 the expectations of the program and any costs that may be involved.

4 E. 1. Beginning with the summer following completion of the  
5 2027-2028 school year, each school district in this state shall  
6 provide an in-person summer academy or other program to students  
7 who:

- 8 a. do not meet grade-level performance based on scores  
9 for the standards for reading foundations and  
10 processes and the vocabulary portions of the statewide  
11 third-grade assessment administered pursuant to  
12 Section 1210.508 of this title, and
- 13 b. do not demonstrate an acceptable level of performance  
14 on an alternative standardized reading assessment when  
15 taken the first time during the student's third-grade  
16 year in accordance with the provisions of paragraph 3  
17 of subsection K of Section 1210.508C of this title.

18 2. Students who participate in a summer academy or other  
19 program pursuant to the provisions of this subsection shall be given  
20 an alternative standardized reading assessment approved by the State  
21 Board of Education pursuant to the provisions of paragraph 3 of  
22 subsection K of Section 1210.508C of this title prior to July 1. A  
23 student who demonstrates an acceptable level of performance on the  
24 assessment shall be promoted to the fourth grade.

1       3. The summer academy or other program provided pursuant to  
2 this subsection may be offered in cooperation with other school  
3 districts or a public library or by contracting with a nonprofit  
4 education organization. School districts shall notify the State  
5 Department of Education by December 1, 2028, and each December 1  
6 thereafter, of its plan to provide a summer academy or other  
7 program.

8       F. Subject to the availability of funds, beginning one (1) year  
9 after implementation of this section, the requirements of subsection  
10 B of this section may be expanded to apply to students in fourth  
11 grade. Each year thereafter, the requirements may be expanded by  
12 one grade level until the requirements apply to third-grade students  
13 through eighth-grade students. Summer academy programs shall be  
14 designed for each grade level. Nothing in this section shall  
15 prevent the State Board of Education or a school district board of  
16 education from utilizing private, local, or federal funds to  
17 implement this section.

18       ~~F.~~ G. The State Board of Education shall adopt rules to  
19 implement the provisions of this section which shall include  
20 requirements for instructional time for summer academy programs,  
21 teacher qualifications, and evaluation of student achievement as a  
22 result of summer academy programs or other optional programs.

23       SECTION 4. This act shall become effective July 1, 2026.  
24  
25

1       SECTION 5. It being immediately necessary for the preservation  
2 of the public peace, health, or safety, an emergency is hereby  
3 declared to exist, by reason whereof this act shall take effect and  
4 be in full force from and after its passage and approval.

5  
6       60-2-2219       EB       12/18/2025 12:10:58 PM  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25