

FLOOR AMENDMENT
HOUSE OF REPRESENTATIVES
State of Oklahoma

SPEAKER:

CHAIR:

I move to amend SB362 _____
Of the printed Bill
Page _____ Section _____ Lines _____
Of the Engrossed Bill

By striking the Title, the Enacting Clause, the entire bill, and by inserting in lieu thereof the following language:

AMEND TITLE TO CONFORM TO AMENDMENTS

Adopted: _____

Amendment submitted by: Rhonda Baker

Reading Clerk

1 STATE OF OKLAHOMA

2 2nd Session of the 59th Legislature (2024)

3 FLOOR SUBSTITUTE
4 FOR ENGROSSED

5 SENATE BILL NO. 362

By: Pugh and Young of the
Senate

6 and

7 Baker of the House

8
9 FLOOR SUBSTITUTE

10 An act relating to the Reading Sufficiency Act;
11 amending 70 O.S. 2021, Section 6-200, which relates
12 to teacher training; updating reference to named act;
13 amending 70 O.S. 2021, Section 1210.508A, which
14 relates to short title; updating statutory citation;
15 renaming act to the Strong Readers Act; amending 70
16 O.S. 2021, Section 1210.508B, which relates to
17 legislative intent; modifying intent; updating
18 reference to named act; prohibiting use of the three-
19 cueing system model; amending 70 O.S. 2021, Section
20 1210.508C, which relates to reading assessments;
21 providing for consultation in approving certain
22 screening instrument; directing factors to be
23 considered in approving instrument; striking
24 requirements for certain kindergarten students;
removing requirements for certain classroom
assistants; requiring screening of reading skills for
kindergarten students; prescribing frequency for and
contents of screening; directing school to provide
program of reading instruction to certain students;
adding certain reading skills for students in first,
second, and third grades; authorizing exemptions from
screening requirements; requiring evidence of student
progression if exemption is granted; striking
adoption of certain program of reading instruction to
include specified initiative; directing certain
instruments to be approved for use in the middle of
the school year; modifying criteria for instruments;
modifying purpose of program of reading instruction;

1 requiring program to include certain provisions;
2 directing individual reading intervention plan to be
3 provided within certain time period to certain
4 students; requiring plan to include certain
5 provisions; requiring notification of a parent or
6 legal guardian within certain of identification of
7 certain deficiency; directing every school district
8 to adopt and implement a strong readers plan;
9 deleting requirement for development of new program
10 of reading instruction; striking prohibition for
11 automatic promotion of certain students; removing
12 language regarding minimum criteria for grade-level
13 performance; deleting provision allowing probationary
14 promotion; striking language requiring retention of
15 certain third grade students; establishing additional
16 requirements for school districts with a certain
17 amount of students who do not demonstrate sufficient
18 reading skills; requiring certain annual report to be
19 submitted electronically; expanding recipients and
20 contents of report; deleting good-cause exemptions
21 for promotion; striking provisions regarding
22 exemptions to retention; removing language requiring
23 school districts to conduct certain review of certain
24 program; deleting requirement for school districts to
establish certain initiative; requiring certain
annual reports to be submitted electronically to
specified recipients; modifying contents of reports;
amending 70 O.S. 2021, Section 1210.508D, which
relates to Reading Sufficiency Act funding; updating
act name; removing funding allocation for certain
retained students; amending 70 O.S. 2021, Section
1210.508E, which relates to summer academies;
expanding grade levels for which summer academies may
be provided; modifying criteria for student
participation in academy; striking requirement to
retain student for not completing certain academy;
updating statutory references; amending 70 O.S. 2021,
Section 1210.508F, which relates to teacher reading
competencies; transferring certain duty to Commission
for Educational Quality and Accountability; modifying
information to be included in teacher training and
instruction; requiring certain teacher candidates to
complete additional reading training; amending 70
O.S. 2021, Section 1210.508H, which relates to a
literacy instructional team; updating name of act and
director title; amending 70 O.S. 2021, Section
1210.520, which relates to student dyslexia

1 screening; updating name of act; updating statutory
2 citation; providing an effective date; and declaring
3 an emergency.

4
5 BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

6 SECTION 1. AMENDATORY 70 O.S. 2021, Section 6-200, is
7 amended to read as follows:

8 Section 6-200. A. Subject to the availability of funds, the
9 State Board of Education shall have authority to develop and
10 administer training for residency committees and training for
11 professional development through professional development
12 institutes. Included in the professional development institutes
13 training shall be technology training. Professional development
14 institutes shall be defined as continuing education experiences
15 which consist of a minimum of thirty (30) clock hours. The
16 institutes shall be competency-based, emphasize effective learning
17 practices, require collaboration among participants, and require
18 each participant to prepare a work product which can be utilized in
19 the classroom by the participant. Any state professional
20 development institutes administered by the Board shall be chosen
21 through a competitive bid process and if funds are available subject
22 to peer review. The Board, prior to offering any professional
23 development institute, shall promulgate rules related to
24 administering state professional development institutes.

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

22 C. Subject to the availability of funds, the State Board of
23 Education shall:

24

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

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

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

16 a. a five-day initial professional development institute
17 in elementary school reading for teachers of
18 kindergarten through third grade, instructional
19 leaders, and principals,

20 b. a three-day follow-up professional development
21 institute in elementary school reading for teachers of
22 kindergarten through third grade and instructional
23 leaders, and

1 c. continued support through ongoing teacher development
2 at school sites, including four (4) days of
3 professional development for principals and literacy
4 resource specialists, and six (6) days of on-site
5 visits by a program consultant.

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

8 a. at least eighty percent (80%) of the teachers of
9 kindergarten through third grade at the school shall
10 have demonstrated support for the training program
11 provided pursuant to this subsection,

12 b. the principal shall ensure that all members of the
13 leadership team and all teachers of kindergarten
14 through third grade will participate in all phases of
15 the training program,

16 c. the school district shall ensure that any new teacher
17 of kindergarten through third grade or principal at
18 the school will participate in all phases of the
19 training program, and

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

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

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

20 5. The professional development institutes in elementary
21 reading provided pursuant to this section shall incorporate the
22 requirements of the ~~Reading Sufficiency~~ Strong Readers Act.
23
24

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

4 1. Mathematics for teachers in grades kindergarten through
5 nine;

6 2. The use of technology in the classroom;

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

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

10 SECTION 2. AMENDATORY 70 O.S. 2021, Section 1210.508A,
11 is amended to read as follows:

12 Section 1210.508A. Sections 1210.508A through ~~1210.508E~~
13 1210.508H of this title shall be known and may be cited as the
14 ~~"Reading Sufficiency Act"~~ "Strong Readers Act".

15 SECTION 3. AMENDATORY 70 O.S. 2021, Section 1210.508B,
16 is amended to read as follows:

17 Section 1210.508B. A. The Legislature finds that it is
18 essential for children in the public schools to read early and well
19 in elementary school. The Legislature further finds that clear and
20 visible goals, assessments to determine the reading level at each
21 elementary school, ~~annual~~ use of a scientifically based and
22 researched methodology in reading instruction in addition to regular
23 and periodic measurements of elementary school reading improvement,
24 and accountability in each level of the educational system will

1 result in a significant increase in the number of children reading
2 at or above grade level.

3 B. The purpose of the ~~Reading Sufficiency~~ Strong Readers Act is
4 to ensure that each child attains the necessary reading skills by
5 completion of the third grade which will enable that student to
6 continue development of reading skills and to succeed throughout
7 school and life.

8 C. Each public school district in this state shall ensure that
9 all students receive a well-rounded education that is focused on
10 building deep foundations in reading, writing, and mathematics. The
11 State Board of Education shall encourage school districts to
12 integrate the teaching of the other curricular areas in the subject
13 matter standards adopted by the Board with the instruction of
14 reading, writing, and mathematics. All teachers of reading in the
15 public schools in this state in kindergarten through third grade
16 shall incorporate into instruction the five elements of reading
17 instruction which are phonemic awareness, phonics, reading fluency,
18 vocabulary, and comprehension.

19 D. It is the intent of the Legislature that beginning with the
20 2027-2028 school year, school districts and charter schools in this
21 state shall be prohibited from using the three-cueing system model
22 of teaching students to read. For the purposes of this section, the
23 "three-cueing system" means any model of teaching students to read
24 based on meaning, structure, syntax, and visual cues, which may also

1 be known as meaning, structure, and visual (MSV), balanced literacy,
2 or whole language.

3 SECTION 4. AMENDATORY 70 O.S. 2021, Section 1210.508C,
4 is amended to read as follows:

5 Section 1210.508C. A. ~~1. Each student enrolled in~~
6 ~~kindergarten in a public school in this state shall be screened at~~
7 ~~the beginning, middle and end of each school year for reading skills~~
8 ~~including, but not limited to, phonemic awareness, letter~~
9 ~~recognition, and oral language skills as identified in the subject~~
10 ~~matter standards adopted by the State Board of Education. A~~
11 screening instrument approved by the State Board of Education, in
12 consultation with the Commission for Educational Quality and
13 Accountability and the Secretary of Education, shall be utilized for
14 the purposes of this section. In determining which screening
15 instrument to approve, the State Board of Education, the Commission
16 for Educational Quality and Accountability, and the Secretary of
17 Education shall take into consideration, at a minimum, the following
18 factors:

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

21 2. The timeliness in reporting screening instrument results to
22 teachers, administrators, and parents and legal guardians of
23 students.

24

1 ~~2. For those kindergarten children at risk for reading~~
2 ~~difficulties at the beginning of the year, teachers shall emphasize~~
3 ~~reading skills as identified in the subject matter standards adopted~~
4 ~~by the State Board of Education, monitor progress throughout the~~
5 ~~year and measure mid-year and year-end reading progress.~~

6 ~~3. Kindergarten students who are not meeting grade-level~~
7 ~~targets by mid-year in reading shall be provided a program of~~
8 ~~reading instruction designed to enable the student to acquire the~~
9 ~~appropriate grade-level reading skills.~~

10 ~~4. Classroom assistants, which may include parents,~~
11 ~~grandparents, or other volunteers, shall be provided in kindergarten~~
12 ~~classes to assist with the screening of students if a teacher aide~~
13 ~~is not already employed to assist in a kindergarten classroom.~~

14 B. 1. Each student enrolled in kindergarten in a public school
15 in this state shall be screened at the middle and end of each school
16 year for reading skills including, but not limited to, phonemic
17 awareness, letter recognition, basic phonics, and rapid automatized
18 naming. Kindergarten students who are not meeting grade-level
19 targets by mid-year in reading shall be provided a program of
20 reading instruction designed to enable the student to acquire the
21 appropriate grade-level reading skills.

22 2. Each student enrolled in first, second and third grade of
23 the public schools of this state shall be assessed at the beginning,
24 middle and end of each school year using a screening instrument

1 approved by the State Board of Education for the acquisition of
2 reading skills including, but not limited to, phonemic awareness,
3 phonics, reading fluency, vocabulary, encoding, rapid automatized
4 naming, and comprehension.

5 3. Exemptions to the screening requirements of this subsection
6 may be provided for students who have documented evidence that they
7 meet at least one of the following criteria as related to the
8 provision of classroom instruction:

9 a. the student participates in the OAAP and is taught
10 using alternate methods,

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

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

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

21 4. A public school that grants an exemption pursuant to
22 paragraph 3 of this subsection shall provide ongoing evidence of
23 student progression toward English language acquisition with the
24 same frequency as administration of screening assessments. Evidence

1 may include, but not be limited to, student progression toward OAAP
2 reading essential elements, proficiency in sign language and reading
3 comprehension, and proficiency in Braille and reading comprehension.

4 C. Any student enrolled in first, second, or third grade who is
5 assessed and who is not meeting grade-level targets in reading shall
6 be provided a program of reading instruction designed to enable the
7 student to acquire the appropriate grade level reading skills. ~~The~~
8 ~~program of reading instruction shall include provisions of the READ~~
9 ~~Initiative adopted by the school district as provided for in~~
10 ~~subsection P of this section.~~ Throughout the year progress
11 monitoring shall continue, and diagnostic assessment, ~~if determined~~
12 ~~appropriate,~~ shall be provided. Year-end reading skills shall be
13 measured to determine reading success.

14 D. ~~The~~ Beginning in the 2025-2026 school year, the State Board
15 of Education shall approve no more than three screening instruments
16 for use at the beginning, middle, and end of the school year, ~~for~~
17 monitoring of progress, ~~and for measurement of reading skills at the~~
18 ~~end of the school year~~ as required in subsections A and B of this
19 section; ~~provided, at least one of the.~~ The screening instruments
20 shall meet the following criteria:

21 1. Assess for phonemic awareness, phonics, reading fluency,
22 vocabulary, letter recognition, rapid automatic naming, encoding,
23 and comprehension;

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

1 3. Can be used for identifying students who are at risk for
2 reading deficiency, including characteristics of dyslexia, and
3 progress monitoring throughout the school year;

4 4. Can be used to assess students with disabilities and English
5 language learners; and

6 5. Accompanied by a data management system that provides
7 profiles ~~for~~ of students, class, grade level, and school building.

8 The profiles shall identify each student's instructional point of
9 need and reading achievement level. The State Board shall also
10 determine other comparable reading assessments for diagnostic
11 purposes to be used for students at risk of reading failure. ~~The~~
12 ~~State Board shall ensure that any assessments approved are in~~
13 ~~alignment with the subject matter standards adopted by the State~~
14 ~~Board of Education.~~

15 E. 1. Students who are administered a screening instrument
16 pursuant to subsection B of this section and are found not to be
17 meeting grade-level targets shall be provided a program of reading
18 instruction designed to enable students to acquire the appropriate
19 grade-level reading skills. The program of reading instruction
20 ~~required in subsections A and B of this section shall be based on~~
21 scientific reading research and align with the subject matter
22 standards adopted by the State Board of Education ~~and shall include~~
23 ~~provisions of the READ Initiative adopted by the school district as~~

1 ~~provided for in subsection P of this section.~~ A program of reading
2 instruction ~~may include, but is not limited to~~ shall include:

- 3 a. sufficient additional in-school instructional time for
4 the acquisition of phonemic awareness, phonics,
5 reading fluency, vocabulary, encoding, writing, and
6 comprehension,
- 7 b. if necessary and if funding is available, tutorial
8 instruction after regular school hours, on Saturdays,
9 and during summer; however, such instruction may not
10 be counted toward the one-hundred-eighty-day or one-
11 thousand-eighty-hour school year required in Section
12 1-109 of this title, ~~and~~
- 13 c. assessments identified for diagnostic purposes and
14 periodic monitoring to measure the acquisition of
15 reading skills including, but not limited to, phonemic
16 awareness, phonics, reading fluency, vocabulary,
17 encoding, writing, and comprehension, as identified in
18 the student's program of reading instruction, and
- 19 d. high-quality instructional materials grounded in
20 scientifically based reading research.

21 2. A student enrolled in kindergarten or first ~~or,~~ second
22 grades, or third grade ~~who has been assessed as provided for in~~
23 ~~subsection B of this section and found not to be meeting grade-level~~
24 ~~targets in reading,~~ exhibits a deficiency in reading at any time

1 based on the screening instrument administered pursuant to
2 subsection A of this section shall be entitled to supplemental
3 ~~instructional services and supports in reading until the student is~~
4 ~~determined by the results of a screening instrument to be meeting~~
5 ~~grade-level targets in reading~~ receive an individual reading
6 intervention plan no later than thirty (30) days after the
7 identification of the deficiency in reading. The reading
8 intervention plan shall be provided in addition to core reading
9 instruction that is provided to all students. The reading
10 intervention plan shall:

- 11 a. describe the research-based reading intervention
12 services the student will receive to remedy the
13 deficiency in reading,
- 14 b. provide explicit and systematic instruction in
15 phonemic awareness, phonics, reading fluency,
16 vocabulary, encoding, writing, and comprehension, as
17 applicable,
- 18 c. monitor the reading progress of each student's reading
19 skills throughout the school year and adjust
20 instruction according to the student's needs, and
- 21 d. continue until the student is determined to be meeting
22 grade-level targets in reading based on data from
23 screening instruments and a multi-tiered system of
24 supports.

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

- 6 a. the parent or legal guardian of the student,
- 7 b. the teacher assigned to the student who had
8 responsibility for reading instruction in that
9 academic year,
- 10 c. a teacher who is responsible for reading instruction
11 and is assigned to teach in the next grade level of
12 the student, and
- 13 d. a certified reading specialist, if one is available.

14 4. A school district shall notify the parent or legal guardian
15 of any student in kindergarten or first, second, or third grade who
16 exhibits a deficiency in reading 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 reading.

20 ~~F. The program of reading instruction shall continue until the~~
21 ~~student is determined by the results of approved reading assessments~~
22 ~~to be meeting grade-level targets.~~

23 ~~G. F.~~ 1. Every school district shall adopt, and implement a
24 district ~~reading sufficiency~~ strong readers plan which has had input

1 from school administrators, teachers, and parents and legal
2 guardians and if possible a reading specialist, and which shall be
3 submitted electronically to and approved by the State Board of
4 Education. The plan shall be updated annually. ~~School districts~~
5 ~~shall not be required to electronically submit the annual updates to~~
6 ~~the Board if the last plan submitted to the Board was approved and~~
7 ~~expenditures for the program include only expenses relating to~~
8 ~~individual and small group tutoring, purchase of and training in the~~
9 ~~use of screening and assessment measures, summer school programs and~~
10 ~~Saturday school programs. If any expenditure for the program is~~
11 ~~deleted or changed or any other type of expenditure for the program~~
12 ~~is implemented, the school district shall be required to submit the~~
13 ~~latest annual update to the Board for approval. The district~~
14 ~~reading sufficiency strong readers plan shall include a plan for~~
15 each site which includes an analysis of the data provided by the
16 Oklahoma School Testing Program and other reading assessments
17 utilized as required in this section, and which outlines how each
18 school site will comply with the provisions of the ~~Reading~~
19 ~~Sufficiency Strong Readers Act.~~

20 2. The State Board of Education shall adopt rules for the
21 implementation and evaluation of the provisions of the ~~Reading~~
22 ~~Sufficiency Strong Readers Act.~~ The evaluation shall include, but
23 not be limited to, an analysis of the data required in subsection ~~S~~
24 M of this section.

1 ~~H. For any third-grade student found not to be meeting grade-~~
2 ~~level targets as determined by reading assessments administered~~
3 ~~pursuant to this section, a new program of reading instruction,~~
4 ~~including provisions of the READ Initiative adopted by the school~~
5 ~~district as provided for in subsection P of this section, shall be~~
6 ~~developed by a Student Reading Proficiency Team and implemented as~~
7 ~~specified in subsection E of this section. In addition to other~~
8 ~~requirements of the Reading Sufficiency Act, the plan may include~~
9 ~~specialized tutoring.~~

10 ~~I. 1. Any first-grade, second-grade or third-grade student who~~
11 ~~demonstrates end of year proficiency in reading at the third-grade~~
12 ~~level through a screening instrument which meets the acquisition of~~
13 ~~reading skills criteria pursuant to subsection B of this section~~
14 ~~shall not be subject to retention pursuant to this section. After a~~
15 ~~student has demonstrated proficiency through a screening instrument,~~
16 ~~the district shall provide notification to the parent or guardian of~~
17 ~~the student that they have satisfied the requirements of the Reading~~
18 ~~Sufficiency Act and will not be subject to retention pursuant to~~
19 ~~this section.~~

20 ~~2. If a third-grade student is identified at any point of the~~
21 ~~academic year as having a significant reading deficiency, which~~
22 ~~shall be defined as not meeting grade-level targets on a screening~~
23 ~~instrument which meets the acquisition of reading skills criteria~~
24 ~~pursuant to subsection B of this section, the district shall~~

1 ~~immediately begin a student reading portfolio as provided by~~
2 ~~subsection L of this section and shall provide notice to the parent~~
3 ~~of the deficiency pursuant to subsection J of this section.~~

4 ~~3. If a student has not yet satisfied the proficiency~~
5 ~~requirements of this section prior to the completion of third grade~~
6 ~~and still has a significant reading deficiency, as identified based~~
7 ~~on assessments administered as provided for in subsection B of this~~
8 ~~section, has not accumulated evidence of third grade proficiency~~
9 ~~through a student portfolio as provided in subsection L of this~~
10 ~~section, or is not subject to a good-cause exemption as provided in~~
11 ~~subsection L of this section, then the student shall not be eligible~~
12 ~~for automatic promotion to fourth grade.~~

13 ~~4. The minimum criteria for grade-level performance of third-~~
14 ~~grade students pursuant to the Reading Sufficiency Act shall be that~~
15 ~~students are able to read and comprehend grade-level text. To~~
16 ~~determine the promotion and retention of third-grade students~~
17 ~~pursuant to the Reading Sufficiency Act, the State Board of~~
18 ~~Education shall use only the scores for the standards for reading~~
19 ~~foundations/processes and vocabulary portions of the statewide~~
20 ~~third grade assessment administered pursuant to Section 1210.508 of~~
21 ~~this title and shall not use the scores from the other language arts~~
22 ~~portions of the assessment. The performance levels established by~~
23 ~~the Commission for Educational Quality and Accountability pursuant~~
24 ~~to Section 1210.508 of this title shall ensure that students meeting~~

~~the performance level criteria are performing at grade level on the reading foundations and vocabulary portions of the statewide third-grade assessment.~~

~~5. a. A student not eligible for automatic promotion as provided for under paragraph 3 of this subsection and who does not meet the criteria established by the Commission for Educational Quality and Accountability on the reading portion of the statewide third-grade assessment administered pursuant to Section 1210.508 of this title may be evaluated for probationary promotion by the Student Reading Proficiency Team which was created for the student pursuant to subsection E of this section.~~

~~b. The student shall be promoted to the fourth grade if the team members unanimously recommend probationary promotion to the school principal and the school district superintendent and the principal and superintendent approve the recommendation that promotion is the best option for the student. If a student is allowed a probationary promotion, the team shall continue to review the reading performance of the student and repeat the requirements of this paragraph each academic year until the student demonstrates grade-level reading proficiency, as~~

1 ~~identified through a screening instrument which meets~~
2 ~~the acquisition of reading skills criteria pursuant to~~
3 ~~subsection B of this section, for the corresponding~~
4 ~~grade level in which the student is enrolled or~~
5 ~~transitions to a locally designed remediation plan~~
6 ~~after the fifth grade which shall have the goal of~~
7 ~~ensuring that the student is on track to be college~~
8 ~~and career ready.~~

9 ~~6. Beginning with the 2017-2018 school year, students who do~~
10 ~~not meet the performance criteria established by the Commission for~~
11 ~~Educational Quality and Accountability on the reading portion of the~~
12 ~~statewide third grade assessment administered pursuant to Section~~
13 ~~1210.508 of this title, who are not subject to a good cause~~
14 ~~exemption as provided in subsection L of this section, and who do~~
15 ~~not qualify for promotion or probationary promotion as provided in~~
16 ~~this subsection, shall be retained in the third grade and provided~~
17 ~~intensive instructional services and supports as provided for in~~
18 ~~subsection O of this section.~~

19 G. Each school district that has more than twenty percent (20%)
20 of its students in third grade who do not demonstrate sufficient
21 reading skills as established by the State Board of Education
22 according to the reading portion of the statewide assessment shall:

23 1. Complete a district literacy plan that shall be approved by
24 staff working in the Department's Office of Literacy;

1 2. Have all expenditures approved by staff working in the
2 Department's Office of Literacy; and

3 3. All kindergarten through eighth grade teachers in school
4 districts shall complete training approved by the Department in the
5 area of effective literacy instruction.

6 ~~7. H.~~ H. Each school district shall annually report in an
7 electronic format to the State Department of Education, the Office
8 of Educational Quality and Accountability, and the Secretary of
9 Education the number of students ~~promoted to the fourth grade~~
10 ~~pursuant to this subsection and the number of students promoted to a~~
11 ~~subsequent grade pursuant to the provisions in paragraph 5 of this~~
12 ~~subsection~~ in kindergarten through third grade per grade level who
13 exhibit grade-level reading proficiency, the number of students per
14 grade level who received intervention services pursuant to paragraph
15 2 of subsection E of this section, the number of students per grade
16 level who attended a summer academy as provided for in Section
17 1210.508E of this title, the number of students per grade level who
18 demonstrate grade level reading skills after completion of
19 intervention services, the number of students per grade level who
20 are still in need of intervention services, and the number of
21 students in kindergarten through fifth grade who have been retained.
22 The State Department of Education shall publicly report the
23 aggregate and district-specific ~~number of students promoted~~ numbers
24 submitted pursuant to this subsection on ~~their~~ its website and shall

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

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

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

13 2. A description of the current services that are provided to
14 the student pursuant to ~~a conjoint measurement model such that a~~
15 ~~reader and a text are placed on the same scale~~ subsection C of this
16 section;

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

22 4. ~~That the student will not be promoted to the fourth grade if~~
23 ~~the reading deficiency is not remediated by the end of the third~~
24 ~~grade, unless the student is otherwise promoted as provided for in~~

1 ~~subsection I of this section or is exempt for good cause as set~~
2 ~~forth in subsection L of this section;~~

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

5 ~~6. 5. The grade-level performance scores of the student;~~

6 ~~7. That while the results of the statewide assessments~~
7 ~~administered pursuant to Section 1210.508 of this title are the~~
8 ~~initial determinant, they are not the sole determiner of promotion~~
9 ~~and that portfolio reviews and assessments are available; and~~

10 ~~8. The specific criteria and policies of the school district~~
11 ~~for midyear promotion implemented as provided for in paragraph 4 of~~
12 ~~subsection O of this section.~~

13 ~~K. J. No student may be assigned to a grade level based solely~~
14 ~~on age or other factors that constitute social promotion.~~

15 ~~L. For those students who do not meet the academic requirements~~
16 ~~for promotion and who are not otherwise promoted as provided for in~~
17 ~~subsection I of this section, a school district may promote the~~
18 ~~student for good cause only. Good cause exemptions for promotion~~
19 ~~shall be limited to the following:~~

20 ~~1. English language learners who have had less than two (2)~~
21 ~~years of instruction in an English language learner program;~~

22 ~~2. Students with disabilities whose individualized education~~
23 ~~program (IEP), consistent with state law, indicates that the student~~

24

1 ~~is to be assessed with alternate achievement standards through the~~
2 ~~Oklahoma Alternate Assessment Program (OAAP);~~

3 ~~3. Students who demonstrate an acceptable level of performance~~
4 ~~on an alternative standardized reading assessment approved by the~~
5 ~~State Board of Education;~~

6 ~~4. Students who demonstrate, through a student portfolio, that~~
7 ~~the student is reading on grade level as evidenced by demonstration~~
8 ~~of mastery of the state standards beyond the retention level;~~

9 ~~5. Students with disabilities who participate in the statewide~~
10 ~~assessments administered pursuant to Section 1210.508 of this title~~
11 ~~and who have an individualized education program that reflects that~~
12 ~~the student has received intensive remediation in reading and has~~
13 ~~made adequate progress in reading pursuant to the student's~~
14 ~~individualized education program;~~

15 ~~6. Students who have received intensive remediation in reading~~
16 ~~through a program of reading instruction for two (2) or more years~~
17 ~~but still demonstrate a deficiency in reading and who were~~
18 ~~previously retained in prekindergarten for academic reasons,~~
19 ~~kindergarten, first grade, second grade, or third grade; and~~

20 ~~7. Students who have been granted an exemption for medical~~
21 ~~emergencies by the State Department of Education.~~

22 ~~M. A student who is otherwise promoted as provided for in~~
23 ~~subsection I of this section or is promoted for good cause as~~
24 ~~provided for in subsection L of this section shall be provided~~

1 ~~intensive reading instruction that includes specialized diagnostic~~
2 ~~information and specific reading strategies for each student until~~
3 ~~the student meets grade-level targets in reading. The school~~
4 ~~district shall assist schools and teachers to implement reading~~
5 ~~strategies for the promoted students that research has shown to be~~
6 ~~successful in improving reading among low-performing readers.~~

7 N. ~~Requests to exempt students from the retention requirements~~
8 ~~based on one of the good-cause exemptions as described in subsection~~
9 ~~L of this section shall be made using the following process:~~

10 1. ~~Documentation submitted from the teacher of the student to~~
11 ~~the school principal that indicates the student meets one of the~~
12 ~~good-cause exemptions and promotion of the student is appropriate.~~
13 ~~In order to minimize paperwork requirements, the documentation shall~~
14 ~~consist only of the alternative assessment results or student~~
15 ~~portfolio work and the individual education plan (IEP), as~~
16 ~~applicable;~~

17 2. ~~The principal of the school shall review and discuss the~~
18 ~~documentation with the teacher and, if applicable, the other members~~
19 ~~of the Student Reading Proficiency Team as described in subsection E~~
20 ~~of this section. If the principal determines that the student meets~~
21 ~~one of the good-cause exemptions and should be promoted based on the~~
22 ~~documentation provided, the principal shall make a recommendation in~~
23 ~~writing to the school district superintendent; and~~

24

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

3 ~~0. Each school district shall:~~

4 ~~1. Conduct a review of the program of reading instruction for~~
5 ~~all students who do not meet the performance criteria established by~~
6 ~~the Commission for Educational Quality and Accountability on the~~
7 ~~reading portion of the statewide assessment administered pursuant to~~
8 ~~Section 1210.508 of this title and did not meet the criteria for one~~
9 ~~of the good-cause exemptions as set forth in subsection L of this~~
10 ~~section. The review shall address additional supports and services,~~
11 ~~as described in this subsection, needed to remediate the identified~~
12 ~~areas of reading deficiency. The school district shall require a~~
13 ~~student portfolio to be completed for each retained student;~~

14 ~~2. Provide to students who have been retained as set forth in~~
15 ~~subsection I of this section with intensive interventions in~~
16 ~~reading, intensive instructional services and supports to remediate~~
17 ~~the identified areas of reading deficiency, including a minimum of~~
18 ~~ninety (90) minutes of daily, uninterrupted, scientific research-~~
19 ~~based reading instruction. Retained students shall be provided~~
20 ~~other strategies prescribed by the school district, which may~~
21 ~~include, but are not limited to:~~

- 22 ~~a. small group instruction,~~
- 23 ~~b. reduced teacher-student ratios,~~
- 24 ~~c. more frequent progress monitoring,~~

- ~~d. tutoring or mentoring,~~
- ~~e. transition classes containing third and fourth grade students,~~
- ~~f. extended school day, week, or year, and~~
- ~~g. summer reading academies as provided for in Section 1210.508E of this title, if available;~~

~~3. Provide written notification to the parent or guardian of any student who is to be retained as set forth in subsection I of this section that the student has not met the performance criteria required for promotion and was not otherwise promoted and the reasons the student is not eligible for a good-cause exemption. The notification shall include a description of proposed interventions and intensive instructional supports that will be provided to the student to remediate the identified areas of reading deficiency;~~

~~4. Implement a policy for the midyear promotion of a retained student who can demonstrate that the student is a successful and independent reader, is reading at or above grade-level targets, and is ready to be promoted to the fourth grade. Tools that school districts may use in reevaluating any retained student may include screening assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Retained students may only be promoted midyear prior to November 1 and only upon demonstrating that the student has met the performance criteria established by the Commission for Educational Quality and~~

1 ~~Accountability on the reading portion of the statewide third-grade~~
2 ~~assessment administered pursuant to Section 1210.508 of this title,~~
3 ~~or upon demonstrating proficiency in reading at the third-grade~~
4 ~~level through a screening instrument administered pursuant to~~
5 ~~subsection B of this section, and upon showing progress sufficient~~
6 ~~to master appropriate fourth-grade-level skills, as determined by~~
7 ~~the school. A midyear promotion shall be made only upon agreement~~
8 ~~of the parent or guardian of the student and the school principal;~~

9 ~~5. Provide students who are retained with a high-performing~~
10 ~~teacher who can address the needs of the student, based on student~~
11 ~~performance data and above-satisfactory performance appraisals; and~~

12 ~~6. In addition to required reading enhancement and acceleration~~
13 ~~strategies, provide students who are retained with at least one of~~
14 ~~the following instructional options:~~

15 ~~a. supplemental tutoring in scientific-research-based~~
16 ~~reading services in addition to the regular reading~~
17 ~~block, including tutoring before or after school,~~

18 ~~b. a parent-guided "Read at Home" assistance plan, as~~
19 ~~developed by the State Department of Education, the~~
20 ~~purpose of which is to encourage regular parent-guided~~
21 ~~home reading, or~~

22 ~~c. a mentor or tutor with specialized reading training.~~

23 ~~P. Beginning with the 2011-2012 school year, each school~~
24 ~~district shall establish a Reading Enhancement and Acceleration~~

1 ~~Development (READ) Initiative. The focus of the READ Initiative~~
2 ~~shall be to prevent the retention of third-grade students by~~
3 ~~offering intensive accelerated reading instruction to third-grade~~
4 ~~students who failed to meet standards for promotion to fourth grade~~
5 ~~and to kindergarten through third-grade students who are exhibiting~~
6 ~~a reading deficiency. The READ Initiative shall:~~

7 1. ~~Be provided to all kindergarten through third-grade students~~
8 ~~at risk of retention as identified by the assessments administered~~
9 ~~pursuant to the Reading Sufficiency Act. The assessment used shall~~
10 ~~measure phonemic awareness, phonics, reading fluency, vocabulary,~~
11 ~~and comprehension;~~

12 2. ~~Be provided during regular school hours in addition to the~~
13 ~~regular reading instruction;~~

14 3. ~~Provide a reading curriculum that, at a minimum, meets the~~
15 ~~following specifications:~~

16 a. ~~assists students assessed as exhibiting a reading~~
17 ~~deficiency in developing the ability to read at grade~~
18 ~~level,~~

19 b. ~~provides skill development in phonemic awareness,~~
20 ~~phonics, reading fluency, vocabulary, and~~
21 ~~comprehension,~~

22 c. ~~provides a scientific research-based and reliable~~
23 ~~assessment,~~

24

- d. ~~provides initial and ongoing analysis of the reading progress of each student, and~~
- e. ~~is implemented during regular school hours,;~~

4. ~~Establish at each school, where applicable, an Intensive Acceleration Class for retained third grade students who subsequently do not meet the performance criteria established by the Commission for Educational Quality and Accountability on the reading portion of the statewide assessment administered pursuant to Section 1210.508 of this title. The focus of the Intensive Acceleration Class shall be to increase the reading level of a child at least two grade levels in one (1) school year. The Intensive Acceleration Class shall:~~

- a. ~~be provided to any student in the third grade who does not meet the performance criteria established by the Commission for Educational Quality and Accountability on the reading portion of the statewide assessments and who was retained in the third grade the prior year because of not meeting the performance criteria on the reading portion of the statewide assessments,~~
- b. ~~have a reduced teacher student ratio,~~
- c. ~~provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the fourth-grade state standards in other core subject areas,~~

- d. ~~use a reading program that is scientific-research-based and has proven results in accelerating student reading achievement within the same school year,~~
- e. ~~provide intensive language and vocabulary instruction using a scientific-research-based program, including use of a speech-language therapist, and~~
- f. ~~include weekly progress monitoring measures to ensure progress is being made;~~

~~5. Provide reports to the State Board of Education, upon request, on the specific intensive reading interventions and supports implemented by the school district. The State Superintendent of Public Instruction shall annually prescribe the required components of the reports; and~~

~~6. Provide to a student who has been retained in the third grade and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. A transitional setting shall specifically be designed to produce learning gains sufficient to meet fourth-grade performance standards while continuing to remediate the areas of reading deficiency.~~

~~Q. K. 1. Each Beginning in the 2025-2026 school year, each school district board of education shall annually publish on the school website, and report in writing electronically to the State ~~Board~~ Department of Education, the Office of Educational Quality and~~

1 Accountability, and the Secretary of Education by September 1 of
2 each year, the following information on the prior school year:

3 a. ~~the provisions of this section relating to public~~
4 ~~school student progression and the policies and~~
5 ~~procedures of~~ adopted by the school district ~~on~~
6 ~~student retention and promotion~~ board of education to
7 implement the provisions of this section. The
8 information submitted shall include expenditures
9 related to implementing the provisions of this
10 section, the number of staff implementing the
11 provisions of this section, and average daily
12 classroom time devoted to implementing the provisions
13 of this section,

14 b. by grade, the number and percentage of all students in
15 ~~grade three that did not meet the performance criteria~~
16 ~~established by the Commission for Educational Quality~~
17 ~~and Accountability on the reading portion of the~~
18 ~~statewide assessment administered pursuant to Section~~
19 ~~1210.508 of this title~~ kindergarten through third
20 grade who did not meet grade-level targets based on a
21 screening instrument administered pursuant to
22 subsection A of this section,

23 c. by grade, the number and percentage of all students
24 ~~retained in grades three through ten~~ in kindergarten

1 through third grade who have been enrolled in the
2 district for fewer than two (2) years,

3 d. ~~information on the total number and percentage of~~
4 ~~students who were promoted for good cause, by each~~
5 ~~category of good cause as specified above, and by~~
6 grade, the number and percentage of students in
7 kindergarten through third grade who demonstrated
8 grade-level proficiency based on a screening
9 instrument administered pursuant to subsection A of
10 this section,

11 e. ~~any revisions to the policies of the school district~~
12 ~~on student retention and promotion from the prior year~~
13 by grade, the number and percentage of students in
14 kindergarten through third grade who are on an
15 individualized education program (IEP) in accordance
16 with the Individuals with Disabilities Education Act
17 (IDEA) and who demonstrated grade-level proficiency
18 based on a screening instrument administered pursuant
19 to subsection A of this section,

20 f. the number of students by grade level in kindergarten
21 through third grade who were newly identified as
22 having characteristics of dyslexia in a school year,

1 g. the number of trained school system personnel or
2 licensed professionals used to administer the
3 qualified dyslexia screening tool, and

4 h. the number of students in kindergarten through third
5 grade who were participating in interventions within
6 the school setting and the number of students
7 participating in interventions outside the school
8 setting.

9 2. The State Department of Education shall establish a uniform
10 format for school districts to report the information required in
11 this subsection. The format shall be developed with input from
12 school districts and shall be provided not later than ninety (90)
13 days prior to the annual due date. The Department shall annually
14 compile the information required, along with state-level summary
15 information, and electronically report the information to the
16 public, the Governor, the Secretary of Education, the President Pro
17 Tempore of the Senate, and the Speaker of the House of
18 Representatives.

19 ~~R.~~ L. The State Department of Education shall provide technical
20 assistance as needed to aid school districts in administering the
21 ~~provision~~ provisions of the ~~Reading Sufficiency~~ Strong Readers Act.

22 ~~S.~~ M. On or before January 31 of each year, the State
23 Department of Education shall ~~issue~~ electronically submit to the
24 Governor, the President Pro Tempore of the Senate, the Speaker of

1 the House of Representatives, and members of the ~~Senate and House of~~
2 ~~Representatives Education Committees~~ committees with responsibility
3 over common education in both houses of the Legislature a ~~Reading~~
4 ~~Sufficiency~~ Strong Readers Report which shall include, but is not
5 limited to, trend data detailing three (3) years of data,
6 disaggregated by student subgroups to include economically
7 disadvantaged, major racial or ethnic groups, students with
8 disabilities, and English language learners, as appropriate for the
9 following:

10 1. The statewide aggregate number and percentage of students in
11 kindergarten through third grade determined to be at risk for
12 reading difficulties compared to the total number of students
13 enrolled in each grade;

14 2. The statewide aggregate number and percentage of students in
15 kindergarten who continue to be at risk for reading difficulties as
16 determined by the year-end ~~measurement of reading progress~~
17 administration of the screening instrument required in subsection A
18 of this section;

19 3. The statewide aggregate number and percentage of students in
20 kindergarten through third grade who have successfully completed
21 their program of reading instruction and are reading on grade level
22 as determined by the results of ~~approved reading assessments~~
23 screening instruments administered pursuant to subsection A of this
24 section;

1 4. The statewide aggregate and district-specific number and
2 percentage of students that meet or do not meet ~~the performance~~
3 ~~criteria established by the Commission for Educational Quality and~~
4 ~~Accountability on the reading portion of the statewide third-grade~~
5 ~~assessment administered pursuant to Section 1210.508 of this title~~
6 grade-level targets for reading based on screening instruments
7 administered pursuant to subsection A of this section;

8 5. ~~The number of students tested, the number of students~~
9 ~~promoted through meeting proficiency on a screening instrument as~~
10 ~~provided for in subsection I of this section, the number of students~~
11 ~~promoted through each of the good-cause exemptions as provided for~~
12 ~~in subsection L of this section and the number of students retained~~
13 ~~and the number of students promoted through probationary promotion~~
14 ~~as provided for in subsection I of this section for each elementary~~
15 ~~site;~~

16 6. ~~Data tracking the progression of students promoted through~~
17 ~~each of the good-cause exemptions as provided for in subsection L of~~
18 ~~this section and students promoted through probationary promotion or~~
19 ~~students who are retained in third grade as provided for in~~
20 ~~subsection I of this section. The data shall include but not be~~
21 ~~limited to information regarding whether students graduate on time;~~

22 7. The amount of funds ~~for reading remediation~~ received by each
23 district for implementation of the Strong Readers Act;
24

1 ~~8.~~ 6. An evaluation and narrative interpretation of the report
2 data analyzing the impact of the ~~Reading Sufficiency~~ Strong Readers
3 Act on students' ability to read at grade level;

4 ~~9.~~ 7. The type of reading instruction practices and methods
5 currently being used by school districts in the state;

6 ~~10.~~ 8. Socioeconomic information, access to reading resources
7 outside of school, and screening for and identification of learning
8 disabilities for students not reading at the appropriate grade level
9 ~~by third grade~~ in kindergarten and first through third grade, as
10 available;

11 ~~11.~~ The 9. By grade level, the types of ~~intensive remediation~~
12 intervention efforts being conducted by school districts ~~to identify~~
13 ~~best practices~~ for students ~~that~~ who are not on an IEP and who are
14 not reading at the appropriate grade level ~~and are not retained~~
15 ~~under the provisions of this section~~ and for students who are on an
16 IEP and who are not reading at the appropriate grade level; and

17 ~~12.~~ 10. Any recommendations for improvements or amendments to
18 the ~~Reading Sufficiency~~ Strong Readers Act.

19 The State Department of Education may contract with an
20 independent entity for the reporting and analysis requirements of
21 this subsection.

22 ~~F.~~ N. Copies of the results of the ~~assessments~~ screening
23 instruments administered pursuant to subsection A of this section
24 shall be made a part of the permanent record of each student.

1 SECTION 5. AMENDATORY 70 O.S. 2021, Section 1210.508D,
2 is amended to read as follows:

3 Section 1210.508D. A. Contingent on the provision of
4 appropriated funds designated for the ~~Reading Sufficiency~~ Strong
5 Readers Act, school districts may be allocated monies for each
6 enrolled kindergarten student or first-, second-, and third-grade
7 student of the current school year, ~~including any student who has~~
8 ~~been retained in the third grade pursuant to Section 1210.508C of~~
9 ~~this title~~, who is found to be in need of remediation or
10 intervention services in reading. The allocation shall be
11 distributed to each school district upon approval of the ~~reading~~
12 ~~sufficiency~~ strong readers plan for the school district by the State
13 ~~Department~~ Board of Education and the submittal of a child-count
14 report to the State Department of Education that details the number
15 of students identified as needing remediation or intervention
16 services in reading. To determine a per-student allocation amount,
17 the total amount of funds available for allocation each year shall
18 be divided by the total number of students in the state identified
19 as in need of remediation or intervention services in reading as
20 provided for in Section 1210.508C of this title. Each school
21 district shall be allocated an amount equal to the per-student
22 allocation amount multiplied by the number of identified students
23 enrolled in the school district.

24

1 B. Beginning with the 2022-2023 school year, districts
2 receiving more than Two Thousand Five Hundred Dollars (\$2,500.00)
3 pursuant to subsection A of this section shall spend no less than
4 ten percent (10%) to provide professional development for teachers
5 teaching prekindergarten through grade five. The professional
6 development shall include training in the science of how students
7 learn to read as well as instructional materials required for
8 implementation.

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

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

21 SECTION 6. AMENDATORY 70 O.S. 2021, Section 1210.508E,
22 is amended to read as follows:

23 Section 1210.508E. A. If a teacher determines that a ~~third-~~
24 ~~grade~~ student in kindergarten or first through third grade is not

1 reading at grade level by the end of the second quarter of the
2 school year, the parent or guardian of the student shall be notified
3 of:

- 4 1. The reading level of the student;
- 5 2. The program of reading instruction for the student as
6 required pursuant to the ~~Reading Sufficiency~~ Strong Readers Act; and
- 7 3. The potential need for the student to participate in a
8 summer academy or other program designed to assist the student in
9 attaining grade-level reading skills.

10 B. A teacher who determines a ~~third-grade~~ student in
11 kindergarten or first through third grade is ~~unable to meet~~
12 ~~competencies required~~ not meeting grade-level targets for reading
13 ~~for completion of third grade and promotion to fourth grade~~ may,
14 after consultation with the parent or legal guardian of the student,
15 recommend that the ~~promotion of the student to the fourth grade is~~
16 ~~contingent upon the participation~~ participate in and ~~successful~~
17 ~~completion of the required competencies for reading by the student~~
18 ~~at~~ complete a summer academy or other program. ~~If the student does~~
19 ~~not participate in the summer academy or other program or does not~~
20 ~~successfully complete the competencies in the summer academy or~~
21 ~~other program, the student shall be retained in the third grade as~~
22 ~~set forth in Section 1210.508C of this title.~~

23 C. Summer academy programs shall be designed to ensure that
24 participating students successfully complete ~~the~~ grade-level

1 competencies necessary in reading ~~for promotion to fourth grade and~~
2 to enhance next-grade readiness. A summer academy reading program
3 shall be a program that incorporates the content of a scientifically
4 research-based professional development program administered by the
5 ~~Oklahoma Commission for Teacher Preparation~~ Commission for
6 Educational Quality and Accountability or a scientifically research-
7 based reading program administered by the State Board of Education
8 and is taught by teachers who have successfully completed
9 professional development in the reading program or who are certified
10 as reading specialists.

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

20 E. Subject to the availability of funds, beginning one (1) year
21 after implementation of this section, the requirements of subsection
22 B of this section may be expanded to apply to ~~fourth-grade student~~
23 ~~promotion to fifth~~ students in fourth grade. Each year thereafter,
24 the requirements may be expanded by one grade level until the

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

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

12 SECTION 7. AMENDATORY 70 O.S. 2021, Section 1210.508F,
13 is amended to read as follows:

14 Section 1210.508F. A. ~~The State Board of Education~~ Commission
15 for Educational Quality and Accountability shall ensure that the
16 reading competencies for elementary teachers are included in the
17 competencies for special education teachers.

18 B. ~~The State Board of Education and the~~ Commission for
19 Educational Quality and Accountability in collaboration with the
20 Oklahoma State Regents for Higher Education shall ensure that all
21 teachers of early childhood education, elementary education, and
22 special education are provided quality training in intervention,
23 instruction, and remediation strategies ~~in order to meet the needs~~
24 ~~of students in kindergarten through third grade who are determined~~

1 ~~to be at risk of reading difficulties~~ in the science of reading to
2 provide explicit and systematic instruction in phonemic awareness,
3 phonics, reading fluency, vocabulary, encoding, writing, and
4 comprehension and implement reading strategies that research has
5 shown to be successful in improving reading among students with
6 reading difficulties. In addition, quality education for
7 prospective teachers shall be provided in research-based
8 instructional strategies for instruction, assessment, and
9 intervention for literacy development for all students, including
10 advanced readers, typically developing readers, and struggling
11 readers who are coping with a range of challenges, including, but
12 not limited to, English learners and learners with handicapping
13 conditions and learning disabilities ~~(including dyslexia),~~ including
14 dyslexia. Quality training shall include guidance from professional
15 resources such as the Report of the National Reading Panel, ~~Response~~
16 ~~to Intervention guidelines~~ multi-tiered system of supports, and
17 professional organizations such as the Council for Exceptional
18 Children, International Dyslexia Association, International Literacy
19 Association, National Council of Teachers of English, and National
20 Association for the Education of Young Children.

21 C. All institutions within The Oklahoma State System of Higher
22 Education that offer elementary, early childhood education, or
23 special education programs approved by the Commission for
24 Educational Quality and Accountability shall incorporate into those

1 programs the requirement that teacher candidates study the five
2 elements of reading instruction which are phonemic awareness,
3 phonics, reading fluency, vocabulary, encoding, writing, and
4 comprehension. Teacher candidates shall study strategies including,
5 but not limited to, instruction that is explicitly taught,
6 sequenced, multimodal (reading, writing, speaking, listening, hands-
7 on, etc.), multidisciplinary, and reflective to adapt for individual
8 learners.

9 D. Effective July 1, ~~2010~~ 2025, teacher candidates enrolled in
10 an institution within The Oklahoma State System of Higher Education
11 in a special education, early childhood education, or elementary
12 education program approved by the Commission for Educational Quality
13 and Accountability shall pass, prior to graduation, a comprehensive
14 assessment to measure their teaching skills in the area of reading
15 instruction. The assessment shall be developed and administered by
16 the institutions that offer special education, early childhood
17 education, and elementary education programs that lead to
18 certification. The assessment shall measure the knowledge and
19 understanding of the teacher candidate in the teaching of the five
20 elements of reading instruction which are phonemic awareness,
21 phonics, reading fluency, vocabulary, encoding, writing, and
22 comprehension. The results of the assessment shall be
23 electronically reported annually by the institution to the
24 Commission for Educational Quality and Accountability as a part of

1 the required annual report for the institution. The Commission
2 shall include the data in the annual report to the ~~Oklahoma~~
3 Legislature as required pursuant to Section 6-186 of this title. It
4 is the intent of the Legislature to ensure that teachers graduating
5 from institutions within The Oklahoma State System of Higher
6 Education have the knowledge and skills to effectively teach reading
7 to all children.

8 E. All candidates applying for an alternative placement
9 teaching certificate or emergency teaching certificate for
10 Elementary Certification shall complete additional reading training
11 as determined by the State Department of Education literacy
12 instructional team.

13 SECTION 8. AMENDATORY Section 2, Chapter 288, O.S.L.
14 2023 (70 O.S. Supp. 2023, Section 1210.508H), is amended to read as
15 follows:

16 Section 1210.508H. A. Beginning with the 2023-2024 school
17 year, the State Department of Education shall establish a three-year
18 pilot program to employ a literacy instructional team to support
19 school districts in implementation of the requirements of Section
20 1210.508C of Title 70 of the Oklahoma Statutes. The Department
21 shall provide technical assistance for literacy instruction,
22 dyslexia, and related disorders, and serve as a primary source of
23 information and support for schools in addressing the needs of
24 students struggling with literacy, dyslexia, and related disorders.

1 B. The Department shall employ a literacy instructional team
2 with team members who are placed regionally across the state. The
3 literacy instructional teams shall assist general education and
4 special education teachers in recognizing educational needs to
5 improve literacy outcomes for all students, including those with
6 dyslexia or identified with the risk characteristics associated with
7 dyslexia. The role of the literacy instructional team shall also
8 include increasing professional awareness and instructional
9 competencies to meet the educational needs of all students,
10 including those with dyslexia or identified with risk
11 characteristics associated with dyslexia. The Department shall
12 prioritize supports and interventions including enrollment in
13 reading trainings and professional development for schools which
14 have the highest percentage of students who do not demonstrate
15 sufficient reading skills as established by the State Board of
16 Education.

17 C. Literacy instructional team members employed by the
18 Department shall have training in:

19 1. The science of how students learn to read, including
20 phonological awareness, phonics, fluency, vocabulary, comprehension,
21 writing, and language;

22 2. Foundation of multisensory, explicit, systematic, and
23 structured reading instruction;

24

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

3 4. The requirements of the ~~Reading Sufficiency~~ Strong Readers
4 Act;

5 5. Special education laws and procedures; and

6 6. Appropriate interventions, accommodations, and assistive
7 technology supports for students with dyslexia or a related
8 disorder.

9 D. The literacy instructional team members employed by the
10 Department shall report to the Program Director of Reading
11 Sufficiency for Literacy at the Department and have:

12 1. A minimum of five regional literacy leads, at least one who
13 shall be designated by the Department as a dyslexia specialist to
14 provide school districts with support and resources that are
15 necessary to assist students with dyslexia. The Department shall
16 give preference to educators applying for regional literacy lead
17 who:

18 a. have an endorsement or certification as a certified
19 structured literacy dyslexia specialist or certified
20 academic language therapist,

21 b. are knowledgeable of multitiered systems of support,
22 and

23 c. have been trained in the identification of and
24 intervention for dyslexia and related disorders

1 including best practice interventions and treatment
2 models for dyslexia; and

3 2. A minimum of ten literacy specialists. The Department shall
4 give preference to educators applying for literacy specialist who:

- 5 a. have training in the science of reading,
- 6 b. are knowledgeable of multitiered systems of support,
7 and
- 8 c. have been trained in the identification of and
9 intervention for dyslexia and related disorders
10 including best practice interventions and treatment
11 models for dyslexia.

12 E. The State Department of Education shall submit a report to
13 the Governor, the President Pro Tempore of the Senate, and the
14 Speaker of the House of Representatives by December 31, 2026, that
15 includes an evaluation of the pilot program by school districts,
16 data on whether the program had an impact on increasing the number
17 of students who demonstrate proficiency in reading, and
18 recommendations for changes to the ~~Reading Sufficiency~~ Strong
19 Readers Act.

20 SECTION 9. AMENDATORY 70 O.S. 2021, Section 1210.520, is
21 amended to read as follows:

22 Section 1210.520. A. Beginning with the 2022-2023 school year
23 and for each school year thereafter, any student enrolled in
24 kindergarten, first, second or third grade in a public school in

1 this state who is assessed through the ~~Reading Sufficiency Strong~~
2 Readers Act pursuant to Section 1210.508C of ~~Title 70 of the~~
3 ~~Oklahoma Statutes~~ this title and who is not meeting grade-level
4 targets in reading after the beginning-of-the-year assessment shall
5 be screened for dyslexia. Screening also may be requested for a
6 student by his or her parent or guardian, teacher, counselor,
7 speech-language pathologist or school psychologist.

8 B. No later than July 1, 2021, the State Board of Education
9 shall develop policies for dyslexia screening required under this
10 subsection and shall include, but not be limited to:

11 1. The definition and characteristics of dyslexia and related
12 language disorders;

13 2. The process for referring students in kindergarten and
14 grades one through three for screening;

15 3. A process for providing notification to parents of the use
16 of a qualified dyslexia-screening tool and notification of the
17 results of the screening;

18 4. A process for providing the parents of students screened for
19 dyslexia with information and resource material regarding dyslexia;

20 5. A process for monitoring the student's progress after the
21 positive identification of characteristics of dyslexia⁷ or other
22 disorders; and
23
24

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

4 C. The Board shall adopt a list of approved qualified dyslexia
5 screening tools that address the following components, as
6 developmentally appropriate:

- 7 1. Phonological awareness;
- 8 2. Advanced phonemic awareness;
- 9 3. Sound symbol recognition;
- 10 4. Alphabet knowledge;
- 11 5. Decoding skills;
- 12 6. Encoding skills;
- 13 7. Rapid naming; and
- 14 8. Developmental language.

15 D. Screening shall be conducted in accordance with the policies
16 developed by the State Board of Education pursuant to subsection B
17 of this section and the Oklahoma Dyslexia Handbook, including
18 policies and information developed relating to universal screening
19 of kindergarten students for characteristics of dyslexia.

20 E. ~~Beginning June 30, 2023, and for each year thereafter,~~
21 ~~school districts shall provide the following data to the State~~
22 ~~Department of Education:~~

- 23 ~~1. The number of students by grade level in kindergarten~~
24 ~~through grade three who were screened for dyslexia in a school year;~~

1 ~~2. The number of students by grade level in kindergarten~~
2 ~~through grade three who were newly identified as having~~
3 ~~characteristics of dyslexia in a school year;~~

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

5 ~~4. The number of trained school system personnel or licensed~~
6 ~~professionals used to administer the qualified dyslexia screening~~
7 ~~tool;~~

8 ~~5. The number of students in kindergarten through grade three~~
9 ~~who were participating in interventions within the school setting~~
10 ~~and the number of students participating in interventions outside~~
11 ~~the school setting; and~~

12 ~~6. The programs used by districts for intervention within the~~
13 ~~school setting.~~

14 ~~F.~~ By December 31, 2023, and for each year thereafter, the
15 State Department of Education shall provide a report containing all
16 of the information provided in subsection E of this section to the
17 Governor and Legislature and make the report available on the
18 Department's website.

19 ~~G.~~ F. As funds are available, beginning with the 2021-2022
20 school year, the Department shall provide training on the best
21 practices for screening for dyslexia.

22 ~~H.~~ G. The State Board of Education may promulgate rules
23 necessary to implement the provisions of this section.

24 SECTION 10. This act shall become effective July 1, 2024.

1 SECTION 11. 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
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1 and be in full force from and after its passage and approval.

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