

An Act

ENROLLED SENATE
BILL NO. 362

By: Pugh and Jett of the Senate

and

Baker and Davis of the
House

An Act relating to the Reading Sufficiency Act; creating the Statewide Literacy Revolving Fund; specifying source of fund; providing for expenditures subject to availability of certain funding; providing purpose of fund; amending 70 O.S. 2021, Section 6-200, which relates to development of residency committees; updating statutory language; requiring electronic submission of certain report; updating statutory references; amending 70 O.S. 2021, Section 1210.508A, which relates to short title; renaming act the Strong Readers Act; amending 70 O.S. 2021, Section 1210.508B, which relates to legislative intent; modifying intent; modifying purpose of act; providing legislative intent to prohibit certain model of teaching beginning in certain school year; defining term; updating statutory language; amending 70 O.S. 2021, Section 1210.508C, which relates to reading assessments; requiring students in certain grades to be screened for certain reading skills with certain frequency; directing approval of certain screening instrument to be done with certain consultation; directing certain factors to be considered in approving certain screening instrument; removing language regarding students in kindergarten who are at risk for reading difficulties or are not meeting grade-level targets; removing language requiring provision of certain classroom assistants; removing language requiring certain program of reading instruction to include certain initiative; requiring certain number of screening instruments to be approved beginning in certain school year; modifying criteria for screening instruments;

providing exemptions from screening requirements to certain students; requiring schools that grant certain exemptions to provide certain ongoing evidence; requiring, rather than allowing, program of reading instruction to include certain provisions; directing an individual reading intervention plan to be provided within certain time period to certain students; requiring the plan to include certain provisions; requiring notification of a parent or legal guardian within certain time period of identification of certain deficiency; removing requirement for development of new program of reading instruction; providing certain exemption for certain students who demonstrate proficiency in reading; requiring continued monitoring of such student; requiring intensive intervention services to be provided to certain students beginning in certain school year; removing language prohibiting automatic promotion of certain students; removing language regarding minimum criteria for grade-level performance; removing language allowing probationary promotion; removing language requiring retention of certain third-grade students; requiring certain report to be submitted electronically to additional recipients; expanding contents of report; removing language establishing good-cause exemptions for promotion; removing language regarding exemptions to retention; removing language requiring school districts to conduct certain review of certain program; removing language directing school districts to establish a Reading Enhancement and Acceleration Development (READ) Initiative; requiring certain reports to be submitted electronically to additional recipients; modifying contents of reports; amending 70 O.S. 2021, Section 1210.508D, which relates to Reading Sufficiency Act funding; updating statutory language; directing funds allocated for professional development to be used to provide certain training; amending 70 O.S. 2021, Section 1210.508E, which relates to summer academies; expanding grade levels for which summer academies may be provided; modifying reason for which a student may participate in an

academy; removing requirement to retain certain student for not completing certain academy; updating statutory language; updating statutory references; amending 70 O.S. 2021, Section 1210.508F, which relates to reading competencies for certain teachers; directing the Commission for Educational Quality and Accountability rather than the State Board of Education to ensure certain teachers are provided certain training in the science of reading; directing the Commission to develop and administer certain assessment to certain teacher candidates beginning on certain date; requiring candidates for certain teaching certificates to complete instruction in the science of reading; amending Section 2, Chapter 288, O.S.L. 2023 (70 O.S. Supp. 2023, Section 1210.508H), which relates to literacy instructional teams; updating statutory language; updating statutory references; requiring electronic submission of certain report; amending 70 O.S. 2021, Section 1210.520, which relates to dyslexia screening; updating statutory language; updating statutory references; providing for codification; providing an effective date; and declaring an emergency.

SUBJECT: Strong Readers Act

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

SECTION 1. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 1210.508I of Title 70, unless there is created a duplication in numbering, reads as follows:

A. There is hereby created in the State Treasury a revolving fund for the Oklahoma State Regents for Higher Education to be designated the "Statewide Literacy Revolving Fund". The fund shall be a continuing fund, not subject to fiscal year limitations, and shall consist of all monies received by the State Regents from state appropriations provided for the purpose of implementing the provisions of subsection B of this section. All monies accruing to the credit of the fund are hereby appropriated and may be budgeted

and expended by the State Regents for the purpose provided for in this subsection. Expenditures from the fund shall be made upon warrants issued by the State Treasurer against claims filed as prescribed by law with the Director of the Office of Management and Enterprise Services for approval and payment.

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

1. Implement training in the science of reading in teacher preparation programs accredited by the Commission for Educational Quality and Accountability. For the purposes of this section, training in the science of reading includes providing explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension and implementing reading strategies that research has shown to be successful in improving reading among students with reading difficulties. Beginning with students entering a teacher preparation program accredited by the Commission for Educational Quality and Accountability in the 2025-2026 academic year, completion of training required by this paragraph shall lead to a micro-credential in the science of reading which shall be reflected on teaching certificates awarded to such individuals; and

2. Support teacher preparation programs accredited by the Commission for Educational Quality and Accountability in developing and implementing a micro-credential in the science of reading for certified teachers employed by school districts and charter schools in this state. A micro-credential awarded pursuant to this paragraph shall be reflected on a teacher's certificate to teach.

SECTION 2. AMENDATORY 70 O.S. 2021, Section 6-200, is amended to read as follows:

Section 6-200. A. Subject to the availability of funds, the State Board of Education shall have authority to develop and administer training for residency committees and training for professional development through professional development institutes. Included in the professional development ~~institutes~~ institute training shall be technology training. ~~Professional development institutes~~ "Professional development institutes" shall be defined as continuing education experiences which consist of a

minimum of thirty (30) clock hours. The institutes shall be competency-based, emphasize effective learning practices, require collaboration among participants, and require each participant to prepare a work product which can be utilized in the classroom by the participant. Any state professional development institutes administered by the Board shall be chosen through a competitive bid process and, if funds are available, subject to peer review. The Board, prior to offering any professional development institute, shall promulgate rules related to administering state professional development institutes.

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

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

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

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

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

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

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

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

- c. the school district shall ensure that any new teacher of kindergarten through third grade or principal at the school will participate in all phases of the training program, and
- d. the school district shall employ a literacy resource specialist for at least two (2) years after completion of the training provided in this subsection. One or more districts may share a literacy resource specialist upon approval of the Board.

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

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

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

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

1. Mathematics for teachers in grades kindergarten through nine;
2. The use of technology in the classroom;
3. Training of residency committee members in teacher mentoring; and
4. Hands-on inquiry-based science for elementary teachers.

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

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

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

Section 1210.508B. A. The Legislature finds that it is essential for children in the public schools to read early and well in elementary school. The Legislature further finds that clear and visible goals, assessments to determine the reading level at each elementary school, ~~annual~~ use of a scientifically based and researched methodology in reading instruction in addition to regular and periodic measurements of elementary school reading improvement, and accountability in each level of the educational system will result in a significant increase in the number of children reading at or above grade level.

B. The purpose of the ~~Reading Sufficiency Act~~ Strong Readers Act is to ensure that ~~each child attains the necessary reading skills by completion of the third grade which will enable that student to continue development of reading skills and to succeed throughout school and life~~ progression from one grade to another is determined, in part, upon proficiency in reading, that school district board of education policies facilitate reading instruction and intervention services to address student reading needs, and that each student and his or her parent or legal guardian be informed of that student's reading progress.

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

D. It is the intent of the Legislature that beginning with the 2025-2026 school year, school districts and charter schools in this state shall be prohibited from using the three-cueing system model of teaching students to read. For the purposes of this section, the "three-cueing system" means any model of teaching students to read based on meaning, structure, syntax, and visual cues, which may also be known as meaning, structure, and visual (MSV), balanced literacy, or whole language.

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

Section 1210.508C. A. ~~1. Each~~ To identify students who have a reading deficiency including identifying students with characteristics of dyslexia, each student enrolled in kindergarten and first, second, and third grade in a public school in this state shall be screened at the beginning, middle, and end of each school year for reading skills including, but not limited to, ~~phonemic~~ phonological awareness, ~~letter recognition~~ decoding, fluency, vocabulary, and oral language skills as identified in the subject matter standards adopted by the State Board of Education comprehension. A screening instrument approved by the State Board 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 Secretary of Education shall take into consideration at a minimum the following factors:

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

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

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

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

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

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

~~B. Each student enrolled in first, second and third grade of the public schools of this state shall be assessed at the beginning, middle and end of each school year using a screening instrument approved by the State Board of Education for the acquisition of reading skills including, but not limited to, phonemic awareness, phonics, reading fluency, vocabulary, and comprehension.~~

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

~~appropriate, shall be provided. Year-end reading skills shall be measured to determine reading success.~~

~~D. The Beginning in the 2025-2026 school year, the State Board of Education shall approve no fewer than three (3) screening instruments for use at the beginning, middle, and end of the school year, for monitoring of progress, and for measurement of reading skills at the end of the school year as required in subsections subsection A and B of this section; provided, at least one of the. The screening instruments shall meet the following criteria:~~

- ~~1. Assess for phonemic phonological awareness, phonics decoding, reading fluency, vocabulary, and comprehension;~~
- ~~2. Document the validity and reliability of each assessment;~~
- ~~3. Can be used for identifying students who are at risk for reading deficiency and progress monitoring throughout the school year;~~
- ~~4. Can be used to assess students with disabilities and English language learners; and~~
- ~~5. Accompanied by a data management system that provides profiles for of students, class, grade level, and school building. The profiles shall identify each student's instructional point of need and reading achievement level. The State Board shall also determine other comparable reading assessments for diagnostic purposes to be used for students at risk of reading failure. The State Board shall ensure that any assessments approved are in alignment with the subject matter standards adopted by the State Board of Education.~~

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

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

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

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

D. 1. Students who are administered a screening instrument pursuant to subsection A of this section and are found not to be meeting grade-level targets shall be provided a program of reading instruction designed to enable students to acquire the appropriate grade-level reading skills. The program of reading instruction required in subsections A and B of this section shall be based on scientific reading research and align with the subject matter standards adopted by the State Board of Education and shall include provisions of the READ Initiative adopted by the school district as provided for in subsection P of this section. A program of reading instruction may include, but is not limited to shall include:

- a. sufficient additional in-school instructional time for the acquisition of phonemic phonological awareness, phonics decoding, reading fluency, vocabulary, and comprehension,
- b. if necessary and if funding is available, tutorial instruction after regular school hours, on Saturdays, and during summer; however, such instruction may not be counted toward the one-hundred-eighty-day or one-

thousand-eighty-hour school year required in Section 1-109 of this title, ~~and~~

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

2. A student enrolled in kindergarten or first ~~or~~, second, grades or third grade who has been assessed as provided for in ~~subsection B of this section and found not to be meeting grade-level targets in reading,~~ exhibits a deficiency in reading at any time based on the screening instrument administered pursuant to subsection A of this section shall be entitled to supplemental instructional services and supports in reading until the student is determined by the results of a screening instrument to be meeting grade-level targets in reading receive an individual reading intervention plan no later than thirty (30) days after the identification of the deficiency in reading. The reading intervention plan shall be provided in addition to core reading instruction that is provided to 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 program of reading instruction 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 or legal guardian of the student,
- b. the teacher assigned to the student who had responsibility for reading instruction in that academic year,
- c. a teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student, and
- d. a certified reading specialist, if one is available.

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

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

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

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

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

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

~~I. F. 1. Any first-grade, second-grade, or third-grade student who demonstrates end-of-year proficiency in reading at the third-grade level through a grade-level appropriate screening instrument which meets the acquisition of reading skills criteria approved pursuant to subsection B of this section shall not be subject to retention pursuant to this section require a program of reading~~

instruction or an individual reading intervention plan. After a student has demonstrated proficiency through a screening instrument, the district shall provide notification to the parent or legal guardian of the student that they have he or she has satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention pursuant to this section Strong Readers Act. The district shall continue to monitor the student in the next successive grade level to ensure he or she maintains proficiency.

2. ~~If Beginning with the 2025-2026 school year, if a third-grade student is identified at any point of the academic year as having a significant reading deficiency, which shall be defined as not meeting grade-level targets on a screening instrument which meets the acquisition of reading skills criteria administered pursuant to subsection B~~ A of this section, the district shall immediately begin a student reading portfolio as provided by subsection L of this section and shall provide notice to the parent of the deficiency pursuant to subsection J of this section provide the student with intensive intervention services for the appropriate amount of the instructional day consistent with the individual reading intervention plan developed pursuant to paragraph 2 of subsection D of this section and as determined by the Student Reading Proficiency Team. Intensive intervention services shall continue until the student demonstrates proficiency at his or her grade level based on a screening instrument administered pursuant to subsection A of this section.

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

4. ~~The minimum criteria for grade-level performance of third-grade students pursuant to the Reading Sufficiency Act shall be that students are able to read and comprehend grade-level text. To determine the promotion and retention of third-grade students pursuant to the Reading Sufficiency Act, the State Board of~~

~~Education shall use only the scores for the standards for reading foundations/processes and vocabulary portions of the statewide third-grade assessment administered pursuant to Section 1210.508 of this title and shall not use the scores from the other language arts portions of the assessment. The performance levels established by the Commission for Educational Quality and Accountability pursuant 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 identified through a screening instrument which meets the acquisition of reading skills criteria pursuant to subsection B of this section, for the corresponding grade level in which the student is enrolled or transitions to a locally designed remediation plan after the fifth grade which shall have the goal of ensuring that the student is on track to be college and career ready.~~

~~6. Beginning with the 2017-2018 school year, students who do not meet the performance 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, who are not subject to a good cause exemption as provided in subsection L of this section, and who do not qualify for promotion or probationary promotion as provided in this subsection, shall be retained in the third grade and provided intensive instructional services and supports as provided for in subsection O of this section.~~

~~7. G.~~ Each school district shall annually report in an electronic format to the State Department of Education, the Office of Educational Quality and Accountability, and the Secretary of Education the number of students ~~promoted to the fourth grade pursuant to this subsection and the number of students promoted to a subsequent grade pursuant to the provisions in paragraph 5 of this subsection~~ in kindergarten through third grade per grade level who exhibit grade-level reading proficiency, the number of students per grade level who received intensive intervention services pursuant to paragraph 2 of subsection F of this section, the number of students per grade level who attended a summer academy as provided for in Section 1210.508E of this title, the number of students per grade level who exhibited improved reading proficiency after completion of intensive intervention services, and the number of students per grade level who are still in need of intensive intervention services. The State Department of Education shall publicly report the aggregate and district-specific ~~number of students promoted~~ numbers submitted pursuant to this subsection on ~~their~~ its website and shall provide electronic copies of the report to the Governor, Secretary of Education, President Pro Tempore of the Senate, Speaker of the House of Representatives, and to the respective chairs of the committees with responsibility for common education policy in each legislative chamber.

~~J. H.~~ The parent of any student who is found to have a reading deficiency and is not meeting grade-level reading targets and has been provided a program of reading instruction as provided for in paragraph 1 of subsection B D of this section shall be notified in writing of the following:

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

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

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

4. That ~~the a student will not be who is~~ promoted to the fourth grade if the reading deficiency is not remediated by the end of the third grade, unless the student is otherwise promoted as provided for in subsection I of this section or is exempt for good cause as set forth in subsection L of this section shall receive supplemental intensive intervention services;

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

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

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

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

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

~~L. For those students who do not meet the academic requirements for promotion and who are not otherwise promoted as provided for in subsection I of this section, a school district may promote the~~

~~student for good cause only. Good cause exemptions for promotion shall be limited to the following:~~

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

~~2. Students with disabilities whose individualized education program (IEP), consistent with state law, indicates that the student is to be assessed with alternate achievement standards through the Oklahoma Alternate Assessment Program (OAAP);~~

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

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

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

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

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

~~M. A student who is otherwise promoted as provided for in subsection I of this section or is promoted for good cause as provided for in subsection L of this section shall be provided intensive reading instruction that includes specialized diagnostic information and specific reading strategies for each student until the student meets grade-level targets in reading. The school district shall assist schools and teachers to implement reading~~

~~strategies for the promoted students that research has shown to be successful in improving reading among low-performing readers.~~

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

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

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

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

~~O. Each school district shall:~~

~~1. Conduct a review of the program of reading instruction for all students who 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 and did not meet the criteria for one of the good-cause exemptions as set forth in subsection L of this section. The review shall address additional supports and services, as described in this subsection, needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each retained student;~~

~~2. Provide to students who have been retained as set forth in subsection I of this section with intensive interventions in reading, intensive instructional services and supports to remediate~~

~~the identified areas of reading deficiency, including a minimum of ninety (90) minutes of daily, uninterrupted, scientific-research-based reading instruction. Retained students shall be provided other strategies prescribed by the school district, which may include, but are not limited to:~~

- ~~a. small group instruction,~~
- ~~b. reduced teacher-student ratios,~~
- ~~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 Accountability on the reading portion of the statewide third-grade~~

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

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

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

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

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

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

~~P. Beginning with the 2011-2012 school year, each school district shall establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of third-grade students by offering intensive accelerated reading instruction to third-grade students who failed to meet standards for promotion to fourth grade and to kindergarten through third-grade students who are exhibiting a reading deficiency. The READ Initiative shall:~~

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

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

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

- ~~a. assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level,~~
- ~~b. provides skill development in phonemic awareness, phonics, reading fluency, vocabulary, and comprehension,~~
- ~~c. provides a scientific-research-based and reliable assessment,~~
- ~~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,~~

- ~~e. 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. J. 1. 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 Accountability, and the Secretary of Education by September 1 of each year, the following information on the prior school year:~~

- ~~a. the provisions of this section relating to public school student progression and the policies and procedures of adopted by the school district on student retention and promotion 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 grade three that did 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 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 retained in grades three through ten in kindergarten through third grade who have been enrolled in the district for fewer than two (2) years,
- d. information on the total number and percentage of students who were promoted for good cause, by each category of good cause as specified above, and 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. any revisions to the policies of the school district on student retention and promotion from the prior year 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) days prior to the annual due date. The Department shall annually compile the information required, along with state-level summary information, and electronically report the information to the public, the Governor, the Secretary of Education, the President Pro Tempore of the Senate, and the Speaker of the House of Representatives.

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

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

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

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

3. The statewide aggregate number and percentage of students in kindergarten through third grade who have successfully completed their program of reading instruction and are reading on grade level

as determined by the results of screening instruments approved reading assessments administered pursuant to subsection A of this section;

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

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

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

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

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

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

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

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

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

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

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

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

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

multiplied by the number of identified students enrolled in the school district.

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

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

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

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

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

1. The reading level of the student;

2. The program of reading instruction for the student as required pursuant to the ~~Reading Sufficiency~~ Strong Readers Act; and

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

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

C. Summer academy programs shall be designed to ensure that participating students successfully complete the grade-level competencies ~~necessary~~ in reading ~~for promotion to fourth grade~~ and to enhance next-grade readiness. A summer academy reading program shall be a program that incorporates the content of a scientifically research-based professional development program administered by the ~~Oklahoma Commission for Teacher Preparation~~ Commission for Educational Quality and Accountability or a scientifically research-based reading program administered by the State Board of Education and is taught by teachers who have successfully completed professional development in the reading program or who are certified as reading specialists.

D. School districts may approve an option for students who are unable to attend a summer academy. The optional program may include, but is not limited to, an approved private provider of instruction, approved computer- or Internet-based instruction, or an approved program of reading instruction monitored by the parent or legal guardian. School districts shall not be required to pay for the optional program, but shall clearly communicate to the parent or

legal guardian the expectations of the program and any costs that may be involved.

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

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

SECTION 8. AMENDATORY 70 O.S. 2021, Section 1210.508F, is amended to read as follows:

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

B. ~~The State Board of Education and the~~ Commission for Educational Quality and Accountability in collaboration with the Oklahoma State Regents for Higher Education shall ensure that all teachers of early childhood education, elementary education, and special education are provided quality training in intervention, instruction, and remediation strategies ~~in order to meet the needs of students in kindergarten through third grade who are determined to be at risk of reading difficulties~~ in the science of reading to provide explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension and implement reading strategies that research has shown to be successful in improving reading among students with reading difficulties. In addition, quality education for prospective teachers shall be provided in research-based instructional

strategies for instruction, assessment, and intervention for literacy development for all students, including advanced readers, typically developing readers, and struggling readers who are coping with a range of challenges, including, but not limited to, English learners and learners with handicapping conditions and learning disabilities ~~(including dyslexia)~~, including dyslexia. Quality training shall include guidance from professional resources such as the Report of the National Reading Panel, Response to Intervention guidelines, and professional organizations such as the Council for Exceptional Children, International Dyslexia Association, International Literacy Association, National Council of Teachers of English, and National Association for the Education of Young Children.

C. All institutions within The Oklahoma State System of Higher Education that offer elementary, early childhood education, or special education programs approved by the Commission for Educational Quality and Accountability shall incorporate into those programs the requirement that teacher candidates study the five elements of reading instruction which are ~~phonemic~~ phonological awareness, ~~phonics~~ decoding, ~~reading~~ fluency, vocabulary, and comprehension. Teacher candidates shall study strategies including, but not limited to, instruction that is explicitly taught, sequenced, multimodal (reading, writing, speaking, listening, hands-on, etc.), multidisciplinary, and reflective to adapt for individual learners.

D. Effective July 1, ~~2010~~ 2025, teacher candidates enrolled in an institution within The Oklahoma State System of Higher Education in a special education, early childhood education, or elementary education program approved by the Commission for Educational Quality and Accountability shall pass, prior to graduation, a comprehensive assessment to measure their teaching skills in the area of reading instruction. The assessment shall be developed and administered by the ~~institutions that offer special education programs that lead to certification~~ Commission for Educational Quality and Accountability. The assessment shall measure the knowledge and understanding of the teacher candidate in the teaching of the five elements of reading instruction which are ~~phonemic~~ phonological awareness, ~~phonics~~ decoding, ~~reading~~ fluency, vocabulary, and comprehension. The results of the assessment shall be ~~reported annually by the institution to the Commission for Educational Quality and~~

~~Accountability as a part of the~~ included in the Commission's required annual report for ~~the~~ each institution. The Commission shall include the data in the annual report to the ~~Oklahoma~~ Legislature as required pursuant to Section 6-186 of this title. It is the intent of the Legislature to ensure that teachers graduating from institutions within The Oklahoma State System of Higher Education have the knowledge and skills to effectively teach reading to all children.

E. Candidates applying for an alternative placement teaching certificate or an emergency teaching certificate in elementary education shall complete instruction in the science of reading as determined by the Commission for Educational Quality and Accountability and the State Board of Education.

SECTION 9. AMENDATORY Section 2, Chapter 288, O.S.L. 2023 (70 O.S. Supp. 2023, Section 1210.508H), is amended to read as follows:

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

B. The Department shall employ a literacy instructional team with team members who are placed regionally across the state. The literacy instructional teams shall assist general education and special education teachers in recognizing educational needs to improve literacy outcomes for all students including those with dyslexia or identified with the risk characteristics associated with dyslexia. The role of the literacy instructional team shall also include increasing professional awareness and instructional competencies to meet the educational needs of all students including those with dyslexia or identified with risk characteristics associated with dyslexia. The Department shall prioritize supports and interventions including enrollment in reading trainings and

professional development for schools which have the highest percentage of students who do not demonstrate sufficient reading skills as established by the State Board of Education.

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

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

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

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

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

5. Special education laws and procedures; and

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

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

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

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

- b. are knowledgeable of multitiered systems of support, and
- c. have been trained in the identification of and intervention for dyslexia and related disorders including best practice interventions and treatment models for dyslexia; and

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

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

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

SECTION 10. AMENDATORY 70 O.S. 2021, Section 1210.520, is amended to read as follows:

Section 1210.520. A. Beginning with the 2022-2023 school year and for each school year thereafter, any student enrolled in kindergarten, first, second, or third grade in a public school in this state who is assessed through the ~~Reading Sufficiency Strong Readers Act~~ pursuant to Section 1210.508C of ~~Title 70 of the Oklahoma Statutes~~ this title and who is not meeting grade-level targets in reading after the beginning-of-the-year assessment shall be screened for dyslexia. Screening also may be requested for a

student by his or her parent or legal guardian, teacher, counselor, speech-language pathologist, or school psychologist.

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

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

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

3. A process for providing notification to parents or legal guardians of the use of a qualified dyslexia-screening tool and notification of the results of the screening;

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

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

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

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

1. Phonological awareness;
2. Advanced phonemic awareness;
3. Sound symbol recognition;
4. Alphabet knowledge;
5. Decoding skills;

6. Encoding skills;
7. Rapid naming; and
8. Developmental language.

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

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

1. The number of students by grade level in kindergarten through grade three who were screened for dyslexia in a school year;
2. The number of students by grade level in kindergarten through grade three who were newly identified as having characteristics of dyslexia in a school year;
3. The process or tools used to evaluate student progress;
4. The number of trained school system personnel or licensed professionals used to administer the qualified dyslexia screening tool;
5. The number of students in kindergarten through grade three who were participating in interventions within the school setting and the number of students participating in interventions outside the school setting; and
6. The programs used by districts for intervention within the school setting.

F. By December 31, 2023, and for each year thereafter, the State Department of Education shall provide a report electronically containing all of the information provided in subsection E of this

section to the Governor and Legislature and make the report available on the Department's website.

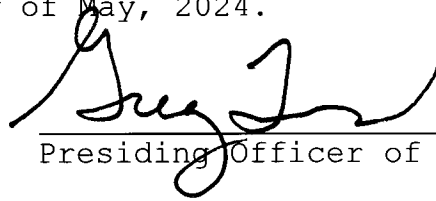
G. As funds are available, beginning with the 2021-2022 school year, the Department shall provide training on the best practices for screening for dyslexia.

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

SECTION 11. This act shall become effective July 1, 2024.

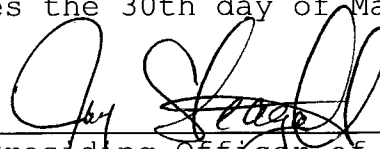
SECTION 12. It being immediately necessary for the preservation of the public peace, health, or safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

Passed the Senate the 29th day of May, 2024.



Presiding Officer of the Senate

Passed the House of Representatives the 30th day of May, 2024.



Presiding Officer of the House of Representatives

OFFICE OF THE GOVERNOR

Received by the Office of the Governor this 30

day of May, 20 24, at 10:03 o'clock a. M.

By: Luis A. Lueck

Approved by the Governor of the State of Oklahoma this 14

day of June, 20 24, at 8:18 o'clock a. M.


Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Office of the Secretary of State this 14th

day of June, 20 24, at 3:10 o'clock P. M.

By: J. L. [Signature]