

1 ENGROSSED SENATE
2 BILL NO. 1906

By: Pugh and Young of the
Senate

3 and

4 Baker of the House

5
6 [legislative intent - reading assessments - reading
7 skills - reading instruction - screening instruments
8 - provisions - reading intervention plan -
notification - criteria - exemptions - reports -
funds - summer academies - effective date -
9 emergency]

10

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

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

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

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

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

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

20 2. Support teacher preparation programs accredited by the
21 Commission for Educational Quality and Accountability in developing
22 and implementing a micro-credential in the science of reading for
23 certified teachers employed by school districts and charter schools
24

1 in this state. A micro-credential awarded pursuant to this
2 paragraph shall be reflected on a teacher's certificate to teach.

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

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

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

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

20 B. The purpose of the ~~Reading Sufficiency Act~~ Strong Readers
21 Act is to ensure that each ~~child attains the necessary reading~~
22 ~~skills by completion of the third grade which will enable that~~
23 ~~student to continue development of reading skills and to succeed~~
24 ~~throughout school and life~~ progression from one grade to another is

1 determined, in part, upon proficiency in reading, that school
2 district board of education policies facilitate reading instruction
3 and intervention services to address student reading needs, and that
4 each student and his or her parent or legal guardian be informed of
5 that student's reading progress.

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

17 D. It is the intent of the Legislature that after the effective
18 date of this act, school districts and charter schools in this state
19 shall be prohibited from using the three-cueing system model of
20 teaching students to read. For the purposes of this section, the
21 "three-cueing system" means any model of teaching students to read
22 based on meaning, structure, syntax, and visual cues, which may also
23 be known as MSV, balanced literacy, or whole language.

24

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

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

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

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

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

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

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

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

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

22 ~~C. Any student enrolled in first, second or third grade who is~~
23 ~~assessed and who is not meeting grade-level targets in reading shall~~
24 ~~be provided a program of reading instruction designed to enable the~~

1 ~~student to acquire the appropriate grade level reading skills. The~~
2 ~~program of reading instruction shall include provisions of the READ~~
3 ~~Initiative adopted by the school district as provided for in~~
4 ~~subsection P of this section. Throughout the year progress~~
5 ~~monitoring shall continue, and diagnostic assessment, if determined~~
6 ~~appropriate, shall be provided. Year-end reading skills shall be~~
7 ~~measured to determine reading success.~~

8 ~~D.~~ The State Board of Education shall approve no fewer than
9 five (5) screening instruments for use at the beginning, middle, and
10 end of the school year, ~~for monitoring of progress,~~ and for
11 measurement of reading skills ~~at the end of the school year as~~
12 required in ~~subsections~~ subsection A and B of this section, ~~and~~
13 ~~provided, at least one of the.~~ The screening instruments shall meet
14 the following criteria:

- 15 1. Assess for ~~phonemic~~ phonological awareness, ~~phonics~~
16 decoding, ~~reading~~ fluency, vocabulary, and comprehension;
- 17 2. Document the validity and reliability of each assessment;
- 18 3. Can be used for identifying students who are at risk for
19 reading deficiency and progress monitoring throughout the school
20 year;
- 21 4. Can be used to assess students with disabilities and English
22 language learners; and
- 23 5. Accompanied by a data management system that provides
24 profiles ~~for~~ of students, class, grade level, and school building.

1 The profiles shall identify each student's instructional point of
2 need and reading achievement level. The State Board shall also
3 determine other comparable reading assessments for diagnostic
4 purposes to be used for students at risk of reading failure. ~~The~~
5 ~~State Board shall ensure that any assessments approved are in~~
6 ~~alignment with the subject matter standards adopted by the State~~
7 ~~Board of Education.~~

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

- 19 a. sufficient additional in-school instructional time for
20 the acquisition of ~~phonemic~~ phonological awareness,
21 ~~phonics~~ decoding, reading fluency, vocabulary, and
22 comprehension,
23 b. if necessary and if funding is available, tutorial
24 instruction after regular school hours, on Saturdays,

1 and during summer; however, such instruction may not
2 be counted toward the one-hundred-eighty-day or one-
3 thousand-eighty-hour school year required in Section
4 1-109 of this title, and

5 c. assessments identified for diagnostic purposes and
6 periodic monitoring to measure the acquisition of
7 reading skills including, but not limited to, ~~phonemic~~
8 phonological awareness, ~~phonics~~ decoding, reading
9 fluency, vocabulary, and comprehension, as identified
10 in the student's program of reading instruction,

11 d. high-quality instructional materials grounded in
12 scientifically based reading research, and

13 e. a means of providing every family of a student in
14 prekindergarten, kindergarten, and first, second, and
15 third grade access to free online evidence-based
16 literacy instruction resources to support the
17 student's literacy development at home.

18 2. A student enrolled in kindergarten or first ~~or~~, second,
19 grades or third grade who ~~has been assessed as provided for in~~
20 ~~subsection B of this section and found not to be meeting grade-level~~
21 ~~targets in reading,~~ exhibits a deficiency in reading at any time
22 based on the screening instrument administered pursuant to
23 subsection A of this section shall ~~be entitled to supplemental~~
24 ~~instructional services and supports in reading until the student is~~

1 ~~determined by the results of a screening instrument to be meeting~~
2 ~~grade-level targets in reading~~ receive an individual reading
3 intervention plan no later than thirty (30) days after the
4 identification of the deficiency in reading. The reading
5 intervention plan shall be provided in addition to core reading
6 instruction that is provided to all students. The reading
7 intervention plan shall:

8 a. describe the research-based reading intervention
9 services the student will receive to remedy the
10 deficiency in reading,

11 b. provide explicit and systematic instruction in
12 phonological awareness, decoding, fluency, vocabulary,
13 and comprehension, as applicable,

14 c. monitor the reading progress of each student's reading
15 skills throughout the school year and adjust
16 instruction according to the student's needs, and

17 d. continue until the student is determined to be meeting
18 grade-level targets in reading based on screening
19 instruments administered pursuant to subsection A of
20 this section or assessments identified for diagnostic
21 purposes and periodic monitoring pursuant to
22 subparagraph c of paragraph 1 of this subsection.

23 3. The ~~program of reading instruction~~ intervention plan for
24 each student identified with a deficiency in reading shall be

1 developed by a Student Reading Proficiency Team and shall include
2 supplemental instructional services and supports. Each team shall
3 be composed of:

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

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

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

21 ~~G.~~ D. 1. Every school district shall adopt, and implement a
22 district ~~reading sufficiency~~ strong readers plan which has had input
23 from school administrators, teachers, and parents and legal
24 guardians and if possible a reading specialist, and which shall be

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

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

23 ~~H. For any third-grade student found not to be meeting grade-~~
24 ~~level targets as determined by reading assessments administered~~

1 ~~pursuant to this section, a new program of reading instruction,~~
2 ~~including provisions of the READ Initiative adopted by the school~~
3 ~~district as provided for in subsection P of this section, shall be~~
4 ~~developed by a Student Reading Proficiency Team and implemented as~~
5 ~~specified in subsection E of this section. In addition to other~~
6 ~~requirements of the Reading Sufficiency Act, the plan may include~~
7 ~~specialized tutoring.~~

8 ~~¶~~ E. 1. Any first-grade, second-grade, or third-grade student
9 who demonstrates ~~end of year~~ proficiency in reading at the ~~third-~~
10 ~~grade level~~ through a grade-level appropriate screening instrument
11 ~~which meets the acquisition of reading skills criteria approved~~
12 pursuant to subsection B of this section shall not ~~be subject to~~
13 ~~retention pursuant to this section~~ require a program of reading
14 instruction or an individual reading intervention plan. After a
15 student has demonstrated proficiency through a screening instrument,
16 the district shall provide notification to the parent or legal
17 guardian of the student that ~~they have~~ he or she has satisfied the
18 requirements of the Reading Sufficiency Act and ~~will not be subject~~
19 ~~to retention pursuant to this section~~ Strong Readers Act. The
20 district shall continue to monitor the student in the next
21 successive grade level to ensure he or she maintains proficiency.

22 2. ~~¶~~ Beginning with the 2024-2025 school year, if a third-
23 grade student is identified at any point of the academic year as
24 having a significant reading deficiency, which shall be defined as

1 not meeting grade-level targets on a screening instrument ~~which~~
2 ~~meets the acquisition of reading skills criteria~~ administered
3 pursuant to subsection ~~B~~ A of this section, the district shall
4 ~~immediately begin a student reading portfolio as provided by~~
5 ~~subsection L of this section and shall provide notice to the parent~~
6 ~~of the deficiency pursuant to subsection J of this section~~ provide
7 the student with intensive intervention services for the appropriate
8 amount of the instructional day consistent with the individual
9 reading intervention plan developed pursuant to paragraph 2 of
10 subsection C of this section and as determined by the Student
11 Reading Proficiency Team. Intensive intervention services shall
12 continue until the student demonstrates proficiency at his or her
13 grade level based on a screening instrument administered pursuant to
14 subsection A of this section.

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

24

1 ~~4. The minimum criteria for grade-level performance of third-~~
2 ~~grade students pursuant to the Reading Sufficiency Act shall be that~~
3 ~~students are able to read and comprehend grade-level text. To~~
4 ~~determine the promotion and retention of third-grade students~~
5 ~~pursuant to the Reading Sufficiency Act, the State Board of~~
6 ~~Education shall use only the scores for the standards for reading~~
7 ~~foundations/processes and vocabulary portions of the statewide~~
8 ~~third-grade assessment administered pursuant to Section 1210.508 of~~
9 ~~this title and shall not use the scores from the other language arts~~
10 ~~portions of the assessment. The performance levels established by~~
11 ~~the Commission for Educational Quality and Accountability pursuant~~
12 ~~to Section 1210.508 of this title shall ensure that students meeting~~
13 ~~the performance-level criteria are performing at grade level on the~~
14 ~~reading foundations and vocabulary portions of the statewide third-~~
15 ~~grade assessment.~~

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

24

1 ~~which was created for the student pursuant to~~
2 ~~subsection E of this section.~~

3 ~~b. The student shall be promoted to the fourth grade if~~
4 ~~the team members unanimously recommend probationary~~
5 ~~promotion to the school principal and the school~~
6 ~~district superintendent and the principal and~~
7 ~~superintendent approve the recommendation that~~
8 ~~promotion is the best option for the student. If a~~
9 ~~student is allowed a probationary promotion, the team~~
10 ~~shall continue to review the reading performance of~~
11 ~~the student and repeat the requirements of this~~
12 ~~paragraph each academic year until the student~~
13 ~~demonstrates grade-level reading proficiency, as~~
14 ~~identified through a screening instrument which meets~~
15 ~~the acquisition of reading skills criteria pursuant to~~
16 ~~subsection B of this section, for the corresponding~~
17 ~~grade level in which the student is enrolled or~~
18 ~~transitions to a locally designed remediation plan~~
19 ~~after the fifth grade which shall have the goal of~~
20 ~~ensuring that the student is on track to be college~~
21 ~~and career ready.~~

22 ~~6. Beginning with the 2017-2018 school year, students who do~~
23 ~~not meet the performance criteria established by the Commission for~~
24 ~~Educational Quality and Accountability on the reading portion of the~~

1 ~~statewide third-grade assessment administered pursuant to Section~~
2 ~~1210.508 of this title, who are not subject to a good cause~~
3 ~~exemption as provided in subsection L of this section, and who do~~
4 ~~not qualify for promotion or probationary promotion as provided in~~
5 ~~this subsection, shall be retained in the third grade and provided~~
6 ~~intensive instructional services and supports as provided for in~~
7 ~~subsection O of this section.~~

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

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

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

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

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

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

23 4. That ~~the~~ a student ~~will not be~~ who is promoted to the fourth
24 grade ~~if the reading deficiency is not remediated by the end of the~~

1 ~~third grade, unless the student is otherwise promoted as provided~~
2 ~~for in subsection I of this section or is exempt for good cause as~~
3 ~~set forth in subsection L of this section~~ shall receive supplemental
4 intensive intervention services;

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

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

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

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

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

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

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

24

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

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

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

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

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

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

1 ~~M. A student who is otherwise promoted as provided for in~~
2 ~~subsection I of this section or is promoted for good cause as~~
3 ~~provided for in subsection L of this section shall be provided~~
4 ~~intensive reading instruction that includes specialized diagnostic~~
5 ~~information and specific reading strategies for each student until~~
6 ~~the student meets grade-level targets in reading. The school~~
7 ~~district shall assist schools and teachers to implement reading~~
8 ~~strategies for the promoted students that research has shown to be~~
9 ~~successful in improving reading among low-performing readers.~~

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

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

20 ~~2. The principal of the school shall review and discuss the~~
21 ~~documentation with the teacher and, if applicable, the other members~~
22 ~~of the Student Reading Proficiency Team as described in subsection E~~
23 ~~of this section. If the principal determines that the student meets~~
24 ~~one of the good-cause exemptions and should be promoted based on the~~

1 ~~documentation provided, the principal shall make a recommendation in~~
2 ~~writing to the school district superintendent; and~~

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

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

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

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

24 ~~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~~

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

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

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

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

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

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

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

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

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

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

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

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

- ~~e. 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,~~
- ~~c. provide uninterrupted reading instruction for the majority of student contact time each day and~~

1 ~~incorporate opportunities to master the fourth-grade~~
2 ~~state standards in other core subject areas,~~
3 ~~d. use a reading program that is scientific research-~~
4 ~~based and has proven results in accelerating student~~
5 ~~reading achievement within the same school year,~~
6 ~~e. provide intensive language and vocabulary instruction~~
7 ~~using a scientific research-based program, including~~
8 ~~use of a speech-language therapist, and~~
9 ~~f. include weekly progress monitoring measures to ensure~~
10 ~~progress is being made;~~

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

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

23 ~~Q. I.~~ 1. Each school district board of education shall
24 annually publish on the school website, and report in writing

1 electronically to the State ~~Board~~ Department of Education, the
2 Office of Educational Quality and Accountability, and the Secretary
3 of Education by September 1 of each year, the following information
4 on the prior school year:

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

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

- 1 c. ~~by grade, the number and percentage of all students~~
2 ~~retained in grades three through ten~~ in kindergarten
3 through third grade who have been enrolled in the
4 district for fewer than two (2) years,
- 5 d. ~~information on the total number and percentage of~~
6 ~~students who were promoted for good cause, by each~~
7 ~~category of good cause as specified above, and by~~
8 grade, the number and percentage of students in
9 kindergarten through third grade who demonstrated
10 grade-level proficiency based on a screening
11 instrument administered pursuant to subsection A of
12 this section, and
- 13 e. ~~any revisions to the policies of the school district~~
14 ~~on student retention and promotion from the prior year~~
15 by grade, the number and percentage of students in
16 kindergarten through third grade who are on an
17 individualized education program (IEP) in accordance
18 with the Individuals with Disabilities Education Act
19 (IDEA) and who demonstrated grade-level proficiency
20 based on a screening instrument administered pursuant
21 to subsection A of this section or an alternative
22 assessment prescribed by the student's IEP.

23 2. The State Department of Education shall establish a uniform
24 format for school districts to report the information required in

1 this subsection. The format shall be developed with input from
2 school districts and shall be provided not later than ninety (90)
3 days prior to the annual due date. The Department shall annually
4 compile the information required, along with state-level summary
5 information, and electronically report the information to the
6 public, the Governor, the Secretary of Education, the President Pro
7 Tempore of the Senate, and the Speaker of the House of
8 Representatives.

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

12 ~~S. K.~~ On or before January 31 of each year, the State
13 Department of Education shall ~~issue~~ electronically submit to the
14 Governor, the President Pro Tempore of the Senate, the Speaker of
15 the House of Representatives, and members of the Senate and House of
16 ~~Representatives Education Committees~~ committees with responsibility
17 over common education in both houses of the Legislature a ~~Reading~~
18 ~~Sufficiency~~ Strong Readers Report which shall include, but is not
19 limited to, trend data detailing three (3) years of data,
20 disaggregated by student subgroups to include economically
21 disadvantaged, major racial or ethnic groups, students with
22 disabilities, and English language learners, as appropriate for the
23 following:
24

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

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

10 3. The statewide aggregate number and percentage of students in
11 kindergarten through third grade who have successfully completed
12 their program of reading instruction and are reading on grade level
13 as determined by the results of screening instruments approved
14 ~~reading assessments~~ administered pursuant to subsection A of this
15 section;

16 4. The statewide aggregate and district-specific number and
17 percentage of students that meet or do not meet ~~the performance~~
18 ~~criteria established by the Commission for Educational Quality and~~
19 ~~Accountability on the reading portion of the statewide third-grade~~
20 ~~assessment administered pursuant to Section 1210.508 of this title~~
21 grade-level targets for reading based on screening instruments
22 administered pursuant to subsection A of this section;

23 5. ~~The number of students tested, the number of students~~
24 ~~promoted through meeting proficiency on a screening instrument as~~

1 ~~provided for in subsection I of this section, the number of students~~
2 ~~promoted through each of the good cause exemptions as provided for~~
3 ~~in subsection L of this section and the number of students retained~~
4 ~~and the number of students promoted through probationary promotion~~
5 ~~as provided for in subsection I of this section for each elementary~~
6 ~~site;~~

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

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

15 ~~8. 6. An evaluation and narrative interpretation of the report~~
16 ~~data analyzing the impact of the Reading Sufficiency Strong Readers~~
17 ~~Act on students' ability to read at grade level;~~

18 ~~9. 7. The type of reading instruction practices and methods~~
19 ~~currently being used by school districts in the state;~~

20 ~~10. 8. Socioeconomic information, access to reading resources~~
21 ~~outside of school, and screening for and identification of learning~~
22 ~~disabilities for students not reading at the appropriate grade level~~
23 ~~by third grade in kindergarten and first through third grade;~~

24

1 ~~11.~~ 9. By grade level, the types of intensive ~~remediation~~
2 intervention efforts being conducted by school districts ~~to identify~~
3 ~~best practices~~ for students ~~that~~ who are not on an IEP and who are
4 not reading at the appropriate grade level ~~and are not retained~~
5 ~~under the provisions of this section~~ and for students who are on an
6 IEP and who are not reading at the appropriate grade level; and

7 ~~12.~~ 10. Any recommendations for improvements or amendments to
8 the ~~Reading Sufficiency~~ Strong Readers Act.

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

12 ~~F.~~ L. Copies of the results of the ~~assessments~~ screening
13 instruments administered pursuant to subsection A of this section
14 shall be made a part of the permanent record of each student.

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

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

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

15 B. Beginning with the 2022-2023 school year, districts
16 receiving more than Two Thousand Five Hundred Dollars (\$2,500.00)
17 pursuant to subsection A of this section shall spend no less than
18 ten percent (10%) to provide professional development for teachers
19 teaching prekindergarten through grade five. The professional
20 development shall include ~~training~~:

21 1. Training in the science of how students learn to read as
22 well as instructional materials required for implementation; and

23 2. Training in Language Essentials for Teachers of Reading and
24 Spelling (LETRS) for certified personnel designated as reading

1 coaches. Completion of LETRS training pursuant to this paragraph
2 shall be reflected on the reading coach's certificate to teach.

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

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

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

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

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

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

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

17 C. Summer academy programs shall be designed to ensure that
18 participating students successfully complete ~~the~~ grade-level
19 ~~competencies necessary in reading for promotion to fourth grade and~~
20 to enhance next-grade readiness. A summer academy reading program
21 shall be a program that incorporates the content of a scientifically
22 research-based professional development program administered by the
23 ~~Oklahoma Commission for Teacher Preparation~~ Commission for
24 Educational Quality and Accountability or a scientifically research-

1 based reading program administered by the State Board of Education
2 and is taught by teachers who have successfully completed
3 professional development in the reading program or who are certified
4 as reading specialists.

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

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

24

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

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

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

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

1 teachers shall be provided in research-based instructional
2 strategies for instruction, assessment, and intervention for
3 literacy development for all students, including advanced readers,
4 typically developing readers, and struggling readers who are coping
5 with a range of challenges, including, but not limited to, English
6 learners and learners with handicapping conditions and learning
7 disabilities ~~(including dyslexia)~~, including dyslexia. Quality
8 training shall include guidance from professional resources such as
9 the Report of the National Reading Panel, Response to Intervention
10 guidelines, and professional organizations such as the Council for
11 Exceptional Children, International Dyslexia Association,
12 International Literacy Association, National Council of Teachers of
13 English, and National Association for the Education of Young
14 Children.

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

1 on, etc.), multidisciplinary, and reflective to adapt for individual
2 learners.

3 D. Effective July 1, ~~2010~~ 2025, teacher candidates enrolled in
4 an institution within The Oklahoma State System of Higher Education
5 in a special education, early childhood education, or elementary
6 education program approved by the Commission for Educational Quality
7 and Accountability shall pass, prior to graduation, a comprehensive
8 assessment to measure their teaching skills in the area of reading
9 instruction. The assessment shall be developed and administered by
10 the institutions that offer special education, early childhood
11 education, and elementary education programs that lead to
12 certification. The assessment shall measure the knowledge and
13 understanding of the teacher candidate in the teaching of the five
14 elements of reading instruction which are ~~phonemic~~ phonological
15 awareness, ~~phonics~~ decoding, ~~reading~~ fluency, vocabulary, and
16 comprehension. The results of the assessment shall be
17 electronically reported annually by the institution to the
18 Commission for Educational Quality and Accountability as a part of
19 the required annual report for the institution. The Commission
20 shall include the data in the annual report to the ~~Oklahoma~~
21 Legislature as required pursuant to Section 6-186 of this title. It
22 is the intent of the Legislature to ensure that teachers graduating
23 from institutions within The Oklahoma State System of Higher
24

1 Education have the knowledge and skills to effectively teach reading
2 to all children.

3 SECTION 8. This act shall become effective July 1, 2024.

4 SECTION 9. It being immediately necessary for the preservation
5 of the public peace, health, or safety, an emergency is hereby
6 declared to exist, by reason whereof this act shall take effect and
7 be in full force from and after its passage and approval.

8 Passed the Senate the 14th day of March, 2024.

9

10

Presiding Officer of the Senate

11

12 Passed the House of Representatives the ____ day of _____,
13 2024.

14

15

Presiding Officer of the House
of Representatives

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