

BILL SUMMARY
2nd Session of the 59th Legislature

Bill No.:	SB1906
Version:	ENGR
Request Number:	
Author:	Rep. Baker
Date:	4/5/2024
Impact:	Please see previous summary of this measure

Research Analysis

The engrossed version of SB 1906 modifies the Reading Sufficiency Act in many ways. The measure:

Changes the name of the Reading Sufficiency Act to the Strong Readers Act and changes the purposed of the Act;

Creates the Statewide Literacy Revolving Fund which the Oklahoma State Regents for Higher Education must use to:

- Implement training in the science of reading in teacher preparation programs, and
- To support teacher preparation programs in developing a micro-credential in the science of reading for certified teachers.

Prevents schools from using the "three-cueing system" of teaching students to read;

Requires the State Board of Education to consult with the Commission for Educational Quality and Accountability and the Secretary of Education to approve reading screening instruments;

Requires the State Board of Education to approve at least 5 screening instruments;

Requires any student exhibiting a deficiency in reading to receive an individual reading intervention plan within 30 days of identifying the deficiency. The measure lists the requirements of the reading plan;

Requires a school to notify a student's parent if the student exhibits a reading deficiency within 30 days of identifying the deficiency;

Requires school districts to send a detailed report to the State Department of Education, OEQA, and the Secretary of Education regarding the reading proficiency levels and intervention outcomes for students in grades k-3;

Requires schools to also provide a report detailing their expenditures, number of staff, and daily classroom time devoted to implementing the Strong Readers Act. The report must also include the number of students who have an IEP, and number of students enrolled in the school fewer than two years;

Requires schools to provide third grade students who are not meeting grade-level targets with intensive intervention services, which must continue until the student demonstrates proficiency on a screening instrument;

Modifies the procedure for remediating retained students;

Eliminates the READ Initiative;

Removes language referring to a reading portfolio;

Removes the good-cause exemption for students who are not demonstrating proficiency by the third grade;

Requires pre-k through fifth grade teachers who are designated as reading coaches to receive professional development in Language Essentials for Teachers of Reading and Spelling (LETRS); and

Requires teacher candidates seeking degrees in early childhood education or elementary education to pass a comprehensive assessment measuring their teaching skills in reading instruction.

Prepared By: Emily Byrne

Fiscal Analysis

The measure is currently under review and impact information will be completed.

Prepared By: House Fiscal Staff

Other Considerations

None.