Oklahoma Math Achievement and Proficiency Act Purpose

70 O.S. § 1210.900

The purpose of the Oklahoma Math Achievement and Proficiency Act is "to ensure that student achievement in math is encouraged and progression from one grade to another is determined, in part, upon proficiency in mathematics, that school district board of education policies facilitate promotion of advanced math instruction and intervention services to address student math and that each student and his or her parent or legal guardian be informed of the student's progress in mathematics."

Assessment Requirements

70 O.S. § 1210.901

- "To identify students who have a math deficiency including students with characteristics of dyscalculia, each student enrolled in 2nd-5th grade shall be screened at the beginning, middle, and end of each school year for math proficiency. A screening instrument approved by the State Board of Education shall be utilized."
- School districts shall administer the screening instrument beginning in the 2027-2028 school year.

Math Instruction and Intervention

70 O.S. § 1210.903

Students found to be below grade level (below the 30th percentile):

- Must be placed on an individualized math intervention plan (IMIP) no later than thirty days after the screener is taken.
    - The **plan** and **family communication** must include:
        - "The math proficiency level of the student,"
        - "The program of math instruction for the student," and
        - "The potential need for the student to participate in a summer academy or other program designed to assist the student in attaining grade-level math proficiency."
        - If the student was screened for **dyscalculia**, which tool was used and information and resources regarding dyscalculia, if applicable.
    - The intervention plan shall be developed by the students' math proficiency team and:
        - Describe the research-based intervention the student will receive.
        - Provide for explicit and systematic instruction in "real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions."
        - Monitor math progress throughout the year, and adjust as needed.

        - Identify assessments for diagnostic purposes and periodic monitoring to measure the acquisition of math proficiency.
        - Continue until the student achieves grade-level target on the screening instrument.
        - Provide families with free online evidence-based math instruction resources to support the student's math development at home.
    - The student's math proficiency team should consist of:
        - "the parent or legal guardian of the student,
        - the teacher assigned to the student who had responsibility for math instruction in that academic year,
        - a teacher who is responsible for math instruction and is assigned to teach in the next grade level of the student, and
        - a teacher who specializes in math interventions, if one is available."

Students found to be above grade level (above the 75th percentile):

- Must be provided advanced learning opportunities in math
- Families must be notified of:
    - "The math proficiency level of the student,"
    - "The program of advanced math instruction available for the student," and
    - "The potential need for the student to participate in a summer academy or other program designed to assist the student in excelling in mathematics."
- An optional OSDE Advanced Mathematics Plan (AMP) document may be utilized to document and communicate with families.

Exemptions

Exemptions to the provisions of the Math Achievement and Proficiency Act may be provided for students who meet at least one of the following criteria.

- The student participates in the Oklahoma Alternate Assessment Program (OAAP), as indicated on the Individual Education Program (IEP),and is taught using alternate methods.
- The student's primary expressive or receptive communication is sign language.
- The student's primary form of written or read text is Braille.
- 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.

Instructional Recommendations

<table>
<tr><th colspan="4">Student Universal Screener Percentile Indicator</th></tr>
<tr><td colspan="2">1st-29th Percentile</td><td>30th-74th Percentile</td><td>75-99th Percentile</td></tr>
<tr><td colspan="4">High-quality Tier 1 instruction is delivered to all students.</td></tr>
<tr><td colspan="2">Individualized Math Intervention Plan (IMIP)
Provide family notification within 30 calendar days.</td><td rowspan="3">Students receive high-quality Tier 1 instruction.</td><td rowspan="3">Students receive access to an Advanced Mathematics Plan (AMP).</td></tr>
<tr><td colspan="3">Recommendation</td></tr>
<tr><td>1st-10th percentile</td><td>11th-20th percentile</td><td>21st-29th percentile</td></tr>
<tr><td>Tier 2 and Tier 3 intervention</td><td>Tier 2 intervention</td><td>High-quality Tier 1 instruction with differentiation</td><td></td></tr>
</table>

Required Documentation for Schools

- An IMIP for every student that has taken the state-wide screener and scored below the 30th percentile at the beginning of the year and/or middle of the year.
- An Exemption form for every student exempt from taking the screener.
- Documentation of family contact for both students on an Individualized Math Intervention Plan (IMIP) and those needing access to an Advanced Mathematics Plan (AMP).