Mangum Public Schools
Math Achievement and Proficiency Act

The Oklahoma Math Achievement and Proficiency Act establishes a requirement for all students in grades 2–5 to participate in universal math screenings at the beginning, middle, and end of each school year. If screening indicates that students are struggling with any specific math skills, then that student will need to receive interventions and an intervention plan. Students who are working at advanced levels in mathematics will need to receive access to learning opportunities that meet their needs.

PURPOSE OF THE IMPLEMENTATION GUIDE

This guide is designed to support Oklahoma school districts with the implementation of the Oklahoma Math Achievement and Proficiency Act **(70 O.S. § 1210.901)**. **This policy requires all students in grades 2–5 to participate in universal mathematics screening.** These screenings are intended to provide schools with valuable data that can be used to inform instruction and support in mathematics. By identifying students who may need advanced learning opportunities and those who have deficiencies in mathematics, including students who may be at risk for characteristics of dyscalculia (dis-kal-KYOO-lee-uh), schools will be better equipped to meet students' needs. This guide provides school districts with essential information about the Oklahoma Math Achievement and Proficiency Act and outlines practical steps to help improve student outcomes in mathematics. The OklahomaMath Achievement and Proficiency Act may be commonly referred to as the “Math Proficiency Act.”

IMPORTANT NOTE ABOUT THIS GUIDE

Throughout this guide, the language “screening for dyscalculia” and “dyscalculia” will not refer to or confirm a diagnosis of dyscalculia. The statute, **70 O.S. § 1210.901**, establishes the need to identify students who are at risk of deficiencies in mathematics, including those with characteristics of dyscalculia. Screening provided by schools is intended to provide data to school staff and families to inform early interventions.

MULTI-TIERED SYSTEM OF SUPPORTS FOR MATHEMATICS

To address the needs of students who are at risk of difficulties in mathematics, it is important to identify and address potential problems as early as possible. A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement.

The critical components of MTSS in mathematics include:

- **Screening:** Generally conducted three times a year to identify students ready to access advanced learning opportunities and those who may be at risk of deficiencies in mathematics.
- **Tiered Instruction:** A continuum of academic instructional and intervention supports that are evidence-based.
- **Progress Monitoring:** Use of valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of instruction, interventions, and supports.
- **Data-Based Decision Making:** Data analysis and problem solving through teaming to make decisions about instruction, intervention and implementation.
  Tiered instruction is provided to meet the needs of all students. Those students who receive additional services according to the Individuals with Disabilities Education Act (IDEA) through special education or according to Title III for students with limited English proficiency are included in all levels within the tiered supports. The tiers describe the level of intensity regarding resources and tools needed to support students' specific instructional needs.
    - **Tier 1,** or core instruction, is research-based mathematics instruction for all students based on the science of how students learn mathematics and is aligned with the Oklahoma Academic Standards.
    - **Tier 2** is targeted instruction that is based on the cognitive science of how students learn mathematics. It is designed to supplement core instruction and address students' individual math skill deficits.
    - **Tier 3** is intensive intervention designed to address students' individual mathematics skill deficits by targeting the area(s) of greatest need.
      To learn more about the Oklahoma Multi-Tiered System of Supports, explore the Oklahoma Multi-Tiered System of Supports: Introductory Guide.
- ## UNDERSTANDING MATHEMATICS DIFFICULTIES
  Not all students with math difficulties have a specific learning disability, but timely, focused instruction can make a significant difference. Identifying where students struggle, whether it is understanding concepts, remembering steps, or applying strategies, helps schools tailor support and ensure students build a strong math foundation.

Grades K-2: When addressing math difficulties in early learners, it is recommended to focus on number sense, a critical foundation that includes skills like subitizing, counting, comparing quantities, recognizing patterns, and understanding numerical relationships. Students who struggle with early math skills often have gaps in these core areas, which can lead to broader challenges in arithmetic and problem solving as they move through school. Research shows that strong number sense in the early grades is a powerful predictor of later math success, while persistent difficulties can signal the need for targeted intervention. Students benefit from explicit, systematic instruction that builds conceptual understanding alongside procedural fluency (Gersten, Jordan, & Flojo, 2005). Tools such as number lines, manipulatives, and strategy-focused lessons are especially effective in supporting struggling learners.

Grades 3-5: As students progress into Grades 3-5, their mathematical learning begins to shift from basic arithmetic to more abstract thinking, including patterns, relationships, and generalized problem-solving. These skills are core components of algebraic reasoning and rely on a strong foundation in number sense for mastery. For students with math difficulties, this stage becomes a critical tipping point; delays at this level can significantly hinder future success in algebra and beyond.

Research consistently shows that algebraic reasoning is a key predictor of success in secondary mathematics and STEM pathways (National Mathematics Advisory Panel, 2008; Lange, Booth, & Newton, 2014). Difficulties that are not addressed in Grades 3-5 frequently lead to long-term learning gaps.

UNIVERSAL SCREENING FOR MATHEMATICS

Universal Screener: Indicates valid and reliable data for identifying students who may be at risk for poor learning outcomes.

Universal screening is a key component of the Multi-Tiered System of Supports (MTSS) framework. When a screener is administered to all students in a class or grade level, such as what is required under the Math Proficiency Act, it is called a **universal screener**.

Universal screening is generally conducted three times a year to identify students ready to access advanced learning opportunities and those who may be at risk of deficiencies in mathematics. Some students may perform below desired levels. In this case, teachers need to analyze the universal screening data to best address the students' mathematical deficits and provide appropriate instructional support. Educators can use a diagnostic assessment to identify more specific skill areas for

targeted support. Recommendations for diagnostics can be explored in *Diagnostic Recommendations*.

Data from universal screeners can do two things: (1) quickly assess students in key skills that strongly correlate to later mathematics success and (2) provide a snapshot of the effectiveness of the core instructional program. A universal screener does not always measure mastery of skills at grade level. Students who have lower than expected screening results may benefit from additional instruction and support in specific areas of math.

Because of their high reliability and validity, universal screeners can identify students experiencing difficulties. By identifying students who need early intervention, districts and schools can match the most intensive instructional supports to those students with the most intensive needs.

It is important to remember that a lower score on a **universal screener does not identify or diagnose a mathematics disability** and does not mean the student is eligible for an Individualized Educational Program (IEP) under IDEA. There are many reasons a student may perform below the desired targets, such as lack of instruction, chronic absenteeism, limited English proficiency, etc. Ensuring students are receiving high-quality, evidence- based instruction to target any learning gaps at the appropriate level of intensity is the most effective way to help students. Exemptions to universal screening for mathematics may be available for qualifying students and are further detailed in *Exemptions to the Provisions of the Math Achievement and Proficiency Act*.

PURPOSE OF UNIVERSAL SCREENING

The purpose of universal screeners in early mathematics is to quickly assess students in key skills that strongly correlate to later success in mathematics. A universal screener does not always measure mastery of skills at grade level. Students who have lower than expected screening results may benefit from additional instruction and support in specific mathematics areas.

There are two types of assessments: **curriculum-based measures (CBM)** and **adaptive assessments**. CBMs consist of brief tasks in which student scores are often compared to a benchmark goal based on grade-level expectations. They are often timed to measure both accuracy and automaticity. Automaticity, the ability to do something reflexively or without conscious thought, is important for students to develop foundational skills to allow more working memory for skills that require strategic thinking. Without automaticity of foundational skills, students use up too much working memory on low-level skills (e.g., counting on, basic arithmetic) and cannot perform higher-level skills that lead to further success in

mathematics.Adaptive assessments use a different method to measure risk. In a computer-adaptive measure, individual students are given different assessment questions based on their performance on previous assessment items. The student's overall performance in mathematics can then be compared to a typical student's performance in the same grade. **Both types of assessments provide valuable and actionable data and can be effective at determining students at risk of deficiencies in mathematics.**

REQUIREMENTS FOR UNIVERSAL SCREENING

Under the Math Proficiency Act, **all students in 2nd through 5th grade are screened three times a year using one of the universal screeners approved by the Oklahoma State Board of Education.** These universal screeners are highly reliable, valid, and measure the key components of mathematics aligned to the Oklahoma Academic Standards for Mathematics.

Universal screeners are designed to be administered and interpreted by general educators. Other than training on administration protocols and how data is organized, specialized training or credentials are not needed or required. It is recommended that, if possible, universal screeners be administered by the certified classroom teacher of record. Teachers should be trained to administer the screening instrument being used and understand the data.

It is the site administrator's responsibility to ensure that all teachers who will administer the universal screener participate in professional learning for the district's selected screener and are trained in the administration of screening tools according to publisher recommendations. This includes general education teachers in grades 2-5. This training may be provided by the vendor or the school district. The district, along with building administrators, should develop a professional learning plan for the onboarding of new educators and staff.

Universal screening data will be used to identify students ready for advanced learning opportunities and those who may need additional academic support in mathematics. Educators providing services through special education may provide support as appropriate. **It should not be assumed that all students who demonstrate risk for deficiencies in mathematics should receive special education services.** It is critical that all educators working with the student communicate openly and frequently to ensure a systemic education for the student.

UNIVERSAL SCREENERS MEETING CRITERIA

Universal screeners are intended to identify students with deficiencies in math, including those with characteristics of dyscalculia. A Request for Information (RFI) established legislative criteria and used prior precedent to identify valid and reliable universal screeners for the Math Proficiency Act. The universal screeners that met the established criteria for Mangum Public Schools will be STAR Math.

UNIVERSAL SCREENING PERCENTILE RANK INDICATOR

All approved universal screeners report student achievement using an overall norm-referenced national percentile rank. The National Assessment of Educational Progress (NAEP) data was utilized as an external measure to consider the group of students that need high-quality interventions.

In mathematics, approximately 25% of students in grades 2–5 perform within the NAEP **Below Basic** achievement band. Based on this data, the 30th percentile has been adopted as the indicator for intervention in mathematics. This measure will ensure that an appropriate margin of error is considered. All students performing below the 30th percentile in mathematics will receive an **Individualized Math Intervention Plan (IMIP)**.

DYSCALCULIA DEFINED

IDEA defines a specific learning disability as a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest as difficulties in listening, thinking, speaking, reading, writing, spelling, or performing mathematical calculations (*Individuals with Disabilities Education Improvement Act of 2004*, 2004).

“Dyscalculia is a neurodevelopmental learning difference which can co-occur with a range of other specific learning needs. Dyscalculia can be described as a specific difficulty in understanding number and number processes which persists despite the provision of appropriate learning opportunities” (Scottish Working Definition of Dyscalculia 2022).

CHARACTERISTICS OF DYSCALCULIA

Characteristics of dyscalculia may include difficulties with:

- counting
- comparing quantities
- recognizing patterns
- understanding numerical relationships

- processing and memorizing information
  Dyscalculia is further defined, and the characteristics of this specific learning disorder are detailed in the Oklahoma Dyslexia and Dysgraphia Handbook.

IDENTIFYING STUDENTS AT-RISK FOR DYSCALCULIA

In 2025, the Oklahoma State Department of Education released two solicitations to gather information on valid and reliable dyscalculia screeners that can be administered by general education teachers. Neither solicitation was successful, and no information was found regarding a standalone dyscalculia screener that met essential criteria.

What is known is that **students who struggle in mathematics, particularly with foundational skills such as counting, comparing quantities, recognizing patterns, and understanding numerical relationships, may be considered at-risk for difficulties in mathematics, including characteristics of dyscalculia**. Students who demonstrate difficulty with these foundational skills are likely achieving below the 30th percentile. **All students achieving below the 30th percentile should receive high-quality, evidence-based instruction and interventions tailored to their individual needs.**

Families of students performing below the 30th percentile will receive information and resources to support learning in math and will be informed that their child's progress will be monitored throughout the implementation of the Individualized Math Intervention Plan (IMIP). Monitoring progress ensures that instructional strategies and interventions are adjusted as needed to support the student's development of essential math skills.

The universal screener does not provide a diagnosis of dyscalculia or any other mathematics disability.

It should not be assumed that all students who demonstrate risk for difficulties in mathematics, including characteristics of dyscalculia, are eligible for special education services.

DIAGNOSTIC RECOMMENDATIONS

A **diagnostic assessment** is an assessment to specifically identify skill deficits with a specific area of need.

Early mathematics skills affected most frequently by students struggling in math, including those at risk for characteristics of dyscalculia, are found in the ***Numbers & Operations*** and ***Algebraic Reasoning and Algebra*** strands of the Oklahoma

Academic Standards for Mathematics (OAS-M). These include, but are not limited to, counting, number recognition, understanding quantity and magnitude, comparing values, performing basic arithmetic, and grasping place value and number patterns. The Oklahoma State Department of Education recommends the use of diagnostics that emphasize a focus on these topics to clearly indicate the skill deficits a student might have and implement interventions that target the appropriate skill(s).

GRADES 2 – 5: CREATING A MATH INTERVENTION PLAN

If a student does not meet the target on the universal screener at the beginning of the year, an Individualized Math Intervention Plan (IMIP) will be designed to enable the student to acquire the appropriate grade-level mathematics skills. The IMIP should directly address the needs of the student at the appropriate intensity. A recommendation for intervention intensity levels and student services aligned with the Oklahoma Multi-Tiered System of Supports (OKMTSS) framework is detailed in *Teacher Actions: Math Proficiency Act*.

The target is equivalent to the 30th percentile at that grade level and in that testing window. Students who score at or above the 30th percentile are likely to be able to interact with core curriculum successfully without additional instructional supports.

The IMIP will need to be written to address specific math deficits that a student has. Interventions provided for students who demonstrate risk for math difficulties should be evidence-based and address difficulties with early mathematics skills. For a more detailed explanation of the types of interventions these students may need, see the Oklahoma Dyslexia and Dysgraphia Handbook.

INTERVENTIONS

An intervention is a systematic, evidence-based instructional approach designed to address identified skill deficits with students who are at risk of academic difficulties. It is delivered more frequently and with greater intensity than traditional Tier 1 core instruction and is implemented on a scheduled basis over weeks or months.

PROGRESS MONITORING

Progress monitoring, another critical component of MTSS, provides data for school personnel to evaluate the effectiveness of instruction and intervention supports. Progress Monitoring requires the use of valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of instruction, interventions, and supports. Progress monitoring should reflect growth with intervention at a rate that is adequate to meet the student's learning goal. If appropriate growth is not observed,

intervention and/or intensity need to be modified for the student to make adequate progress.
Students receiving more intensive instructional supports should be assessed more frequently. The following timeframes are **recommended** for Tier 2 and Tier 3:

- **Tier 2**: monitor 1-2 times monthly
- **Tier 3**: monitor 2-4 times monthly

FAMILY COMMUNICATION

Within 30 days of screening, school personnel should notify the student's parent or guardian of the universal screener results by completing the Individualized Math Intervention Plan (IMIP). The parent/guardian must also be provided with resource materials, including more information about:

- The screening process,
- Appropriate general education classroom interventions and accommodations for
  students who are at risk for difficulties in mathematics, and
- Dyscalculia.

The *Supporting Math Learning: Information and Resources for Families* document addresses the definition and characteristics of dyscalculia as required by **70 O.S. § 1210.907**. **It is essential to reinforce that the screening process does not indicate a diagnosis of a specific learning disability, including dyscalculia.** The purpose of this resource is to explain the screening process and detail how educators and families can support students' academic growth.
The *Individualized Math Intervention Plan (IMIP)* with the required information can be found in the supporting documents of this guidance document.

EXEMPTIONS TO THE PROVISIONS OF THE MATH ACHIEVEMENT AND PROFICIENCY ACT

In the Math Proficiency Act, exemptions are provided for students who meet at least one of the following qualifications.

- The student participates in the **Oklahoma Alternate Assessment Program (OAAP)**, which is indicated on the 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 (EL)** using a state-approved identification assessment, **AND** the student has had less than one (1) school year of instruction in an English-learner program.

Exempted students are not required to take a state-approved universal screener or be placed on an Individualized Math Intervention Plan (IMIP). These students must demonstrate progress toward mathematics goals as defined on an IEP or English Language Academic Plan (ELAP). Decisions to exempt a student should be made with the IEP team or the EL teacher working with the student. Exemptions must be documented on the *Exemption Form for Math Proficiency Act*.

ACCOMMODATIONS FOR SPECIAL SITUATIONS

Special situations require special considerations. Please see below.

- **Students who have limited English proficiency**: Students who are in the process of learning English are not exempt from screening requirements except as defined under the exemptions to the provisions. These students must be able to meet the target in Mathematics to demonstrate they do not need supplemental instruction or intervention. The assessment administrator should use the stop or discontinue rules provided by the publisher as needed. It is important to consider language data (e.g., WIDA scores) when determining the type and intensity of intervention. Valuable instructional information can be gained if the school is able to assess the student in their home language. Additional considerations for students with limited English proficiency can be found in the Oklahoma Dyslexia and Dysgraphia Handbook.
- **Students who receive services through an existing IEP:** Students who receive services as defined in an IEP are not exempt from screening requirements except as defined above. Districts should use the stop or discontinue rules provided by the publisher as needed. Intervention plans should align with the IEP. If appropriate, the same intervention can meet the needs of both the IEP and the IMIP.
- **Students who receive accommodations through an existing Section 504 Plan:** Student who receive accommodations as defined in a Section 504 Plan are not exempt from screening requirements except

as defined above. Intervention plans should be created to include the accommodations outlined in the 504 plan.

CONSIDERATIONS FOR CHILD FIND AND SPECIAL EDUCATION

If a student demonstrates significant risk or is not making appropriate progress with interventions, a school review team should meet to review individual student records and progress to the extent possible. When the team suspects a disability, they must begin with the Review of Existing Data (RED) to determine the evaluation components needed to rule out a mathematics disability according to Child Find policies of the Individuals with Disabilities Education Act (IDEA) or to determine that a comprehensive evaluation is not needed.

The district should consult guidance from the Office of Special Education Services to help determine the eligibility provision of special education services to students with disabilities. The district is responsible for ensuring that all children with disabilities residing in district boundaries, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated (34 C.F.R. § 300.111, 2023).

ENGAGING STUDENTS IN ADVANCED LEARNING OPPORTUNITIES

If a student performs above the target on the universal screener at the beginning of the year, the family will be notified of advanced learning opportunities available to support and extend the student's mathematical thinking. These opportunities are designed to ensure continued growth by providing access to content and learning opportunities that may expand beyond the core curriculum. 'Above target' is defined as scoring above the 75th percentile on the administered universal screener.

Advanced learning opportunities in grades 2–5 may include, but are not limited to, participation in advanced mathematics programming, enrollment in STEM or STEAM courses, eligibility and engagement in Gifted and Talented classes, pull-out enrichment sessions, or invitations to summer academy enrichment programs. A school district may identify other solutions to engage this group of students in advanced learning opportunities.

DOCUMENTATION AND REPORTING

The Individualized Math Intervention Plan (IMIP) provides documentation of supplemental instruction or intervention and should be kept as part of a student's permanent educational record.

The IMIP shall be based on research that addresses the cognitive science of how students learn mathematics and aligns with the subject matter standards adopted by the State Board of Education. The IMIP shall **(70 O.S. § 1210.901.D.3)**:

- Apply interventions provided in addition to core math instruction that is provided to all students;
- Include a description of the research-based math intervention services the student will receive to remedy the deficiency in math;
- Address explicit and systematic instruction in real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions, as applicable;
- Monitor the math progress of each student's math proficiency throughout the school year and adjust instruction according to the student's needs; and
- Continue until the student is determined to be meeting grade-level targets in math based on screening instruments administered.

The math intervention plan for each student identified with a deficiency in math shall be developed by a student math proficiency team and shall include supplemental instructional services and supports. Each team shall be comprised of **(70 O.S. § 1210.901.D.4)**:

- 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.
  A school district shall notify the parent or legal guardian of any student in second, third, fourth, and fifth grade who exhibits a deficiency in math at any time based on the screening instrument. The notification shall occur no later than thirty (30) days after the identification of the deficiency in math **(70 O.S. § 1210. 901.D.5)**.

If a teacher determines that a student in second, third, fourth, and fifth grade is **performing above grade level**(75th percentile or higher) in mathematics by the start of the second quarter of the school year, the parent or legal guardian of the student shall be notified of **(70 O.S. § 1210. 901.A)**:

- The math proficiency level of the student;
- The program of advanced math instruction available for the student; and
- The potential for the student to participate in a summer academy or other program designed to assist the student in excelling in mathematics.

If a teacher determines that a student in second, third, fourth, and fifth grade is **not performing at grade level** in mathematics by the start of the second quarter of the school year, the parent or legal guardian of the student shall be notified of **(70 O.S. § 1210. 903.B)**:

- 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.

For students whose universal screening assessment data was used to determine characteristics of dyscalculia, the family should be informed of the following **(70 O.S. § 1210.907.B.3):**

- The name of the screening assessment used;
- When the assessment was administered; and
- The results of the screening assessment.

Schools will report the information specified below to the Oklahoma State Department of Education each year **(70 O.S. § 1210.508)**. This information will be incorporated into the existing reports for the Math Achievement and Proficiency Act.

> The number and demographics of students who were eligible for advanced mathematics courses;
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> The number and demographics of students who were placed in advanced mathematics courses;
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> The number and demographics of students placed in mathematics intervention courses; and
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> The number and demographics of students not placed in advanced mathematics courses or mathematical intervention courses.
> The report shall include information on the type and format of advanced mathematics courses and the type and format of mathematical intervention courses.

STRATEGIES FOR FAMILY SUPPORT

To help you support families, the Oklahoma State Department of Education (OSDE) developed Oklahoma Family Guides. These guides include helpful information aligned to the Oklahoma Academic Standards (what students know and should be able to do) and details on how to support student learning at home at each grade level.

If a student is struggling in mathematics, families may be provided with a family guide aligned to a lower grade level, in addition to the student's assigned grade level, to ensure access to appropriate knowledge and resources. Similarly, students achieving above grade level may benefit from family guides that address content beyond their assigned grade level.