STATE OF OKLAHOMA

1st Session of the 50th Legislature (2005)

COMMITTEE SUBSTITUTE
FOR
SENATE BILL 982 By: Morgan

COMMITTEE SUBSTITUTE

[schools - Achieving Classroom Excellence Act of 2005 - Oklahoma Mathematics Improvement Program - codification - effective date - emergency]

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

SECTION 1. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 11-103.9 of Title 70, unless there is created a duplication in numbering, reads as follows:

This act shall be known and may be cited as the "Achieving Classroom Excellence Act of 2005".

SECTION 2. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 6-207 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. The State Board of Education shall establish the Oklahoma Mathematics Improvement Program. The purpose of the program is to improve student mastery of the Priority Academic Student Skills (PASS) for sixth grade mathematics through algebra I by enhancing public school teachers' mastery of the subject matter content and process skills.

B. For purposes of this act, "middle level mathematics" means the Priority Academic Student Skills for sixth through eighth grade mathematics and algebra I.

C. Each public school teacher of a middle level mathematics course who completes a professional development program approved by the State Board of Education, as authorized in subsection E of this

section, shall receive a stipend in the amount of One Thousand Dollars ($1,000.00) if, prior or subsequent to completion of the professional development program, the teacher successfully completes the middle level/intermediate mathematics Oklahoma Subject Area Test administered by the Oklahoma Commission for Teacher Preparation. The State Board of Education shall provide the stipend to qualifying teachers who meet the requirements of this section. The stipend shall not be included in the calculation of the teacher's salary for purposes of meeting the district or statutory minimum salary schedule or for purposes of calculating Teachers' Retirement System of Oklahoma contributions or benefits.

D. The State Department of Education shall issue a request for proposals on or before November 1, 2005, seeking applications for the Oklahoma Mathematics Improvement Program. The State Department of Education shall review the applications for compliance with the established requirements.

E. The State Board of Education may approve programs that meet the requirements set forth in this subsection. Each participating teacher shall take a preassessment to establish current subject matter knowledge, and, based on the results of the preassessment, the teacher will participate in one of the three programs listed below:

1. Mathematics academies consisting of a minimum of forty (40) contact hours of training and twenty (20) contact hours of follow-up training through lesson study with identified mathematics specialists on-site and through video technology.

The mathematics academies shall incorporate both content knowledge and process knowledge that shall be modeled for teachers in the areas of problem-solving, reasoning, and critical thinking as applied to the mathematical concepts in PASS. The ultimate goal of the mathematics academies shall be to significantly increase the number of children becoming proficient in mathematics as

demonstrated on assessments administered pursuant to the Oklahoma School Testing Program Act. The mathematics academies shall be accepted for professional development purposes and shall be defined as continuing education experiences that consist of a minimum of forty (40) clock hours. The mathematics academies shall be designed to provide instruction that includes peer coaching;

2. Other programs including customized higher education courses and/or on-line courses similar in scope and nature to those described in this subsection designed to improve middle school mathematics knowledge including algebra I, as approved by the State Board of Education; and

3. Small learning community lesson studies facilitated by a mathematics coach and utilizing the Internet and video technology, as approved by the State Board of Education.

F. On or before February 1, 2006, the State Department of Education shall forward applications that the Department has determined meet the requirements of this section to the State Board of Education. On or before April 1, 2006, the Board shall award, through a competitive bid process, one or more grants for professional development programs approved by the Department.

G. The State Board of Education shall contract for independent evaluations of programs funded pursuant to this section.

H. Beginning June 30, 2006, and each year thereafter for which the Oklahoma Mathematics Improvement Program is funded, the State Board of Education shall prepare and submit a report to the Legislature and the Governor containing:

1. Descriptions of professional development programs approved and funded through the Oklahoma Mathematics Improvement Program;

2. Number and amount of grants awarded;

3. Number of teachers completing approved programs;

4. Number of teachers successfully completing the Oklahoma Subject Area Test for middle level/intermediate mathematics after completion of a program created pursuant to this section;

5. Amount of stipends paid to teachers pursuant to this section; and

6. Student achievement data for students in classes taught by teachers completing one of the course options authorized pursuant to this section.

SECTION 3. NEW LAW A new section of law not to be codified in the Oklahoma Statutes reads as follows:

A. There is hereby created until December 31, 2005, the Achieving Classroom Excellence Task Force. The purpose of the task force shall be to study the testing requirements for eighth grade and high school established pursuant to Section 1210.508 of Title 70 of the Oklahoma Statutes and by Sections 4 and 5 of this act. The task force shall study, hold public hearings, and make recommendations on:

1. Subjects to be included for demonstration of mastery;

2. Additional end-of-instruction tests to be developed;

3. Benchmarks and cut scores for assessments;

4. Optional methods to demonstrate subject matter mastery;

5. Alternatives for English language learners;

6. Exceptions that may be needed;

7. Intervention strategies;

8. Remediation options;

9. Consequences for students;

10. Review of other states' experiences;

11. Development of an action plan to implement recommendations;

12. Information to provide to teachers, parents and students, that will emphasize this initiative as a tool to improve student success; and

13. Funding necessary to implement recommendations.

B. The task force shall be composed of nineteen (19) members as follows:

1. One member of the State Senate to be appointed by the President Pro Tempore of the Senate;

2. One member of the Oklahoma House of Representatives to be appointed by the Speaker of the House of Representatives;

3. One member of the State Senate to be appointed by the minority leader of the Senate;

4. One member of the Oklahoma House of Representatives to be appointed by the minority leader of the House of Representatives;

5. Four members appointed by the President Pro Tempore of the Senate, as follows:

a. one school administrator who is a member of a statewide organization representing school administrators,

b. one teacher who is a member of a statewide association representing classroom teachers,

c. one teacher or administrator from a school district with an average daily attendance of one thousand (1,000) or less, and

d. one representative of the private business sector;

6. Four members appointed by the Speaker of the House of Representatives, as follows:

a. one school board member who is a member of a statewide organization representing school board members,

b. one teacher who is a member of a statewide organization representing professional educators,

c. one teacher or administrator from a school district with an average daily attendance of more than one thousand (1,000) but less than ten thousand (10,000), and

d. one representative of the private business sector;

7. Four members appointed by the Governor, as follows:

a. one school administrator who is a member of a statewide organization representing urban school districts,

b. one teacher who is a member of a statewide federation representing classroom teachers,

c. one teacher or administrator from a school district with an average daily attendance of ten thousand (10,000) or more, and

d. one representative of the private business sector;

8. The Director of the State Department of Career and Technology Education, or designee;

9. The Chancellor of the Oklahoma State Regents for Higher Education, or designee; and

10. The State Superintendent of Public Instruction.

C. The State Superintendent of Public Instruction and the representative of the private business sector appointed by the Governor shall serve as cochairs of the task force. Staffing assistance shall be provided by the staff of the State Department of Education.

D. The task force shall present a written report of findings and recommendations to the Legislature and the Governor by December 31, 2005.

E. Members of the task force shall receive no compensation for serving on the task force but may receive travel reimbursement as follows:

1. Legislative members of the task force may be reimbursed for necessary travel expenses incurred in the performance of duties, in accordance with Section 456 of Title 74 of the Oklahoma Statutes, from the legislative body in which they serve;

2. Other members of the task force may be reimbursed for necessary travel expenses incurred in the performance of duties by

the respective appointing authorities in accordance with the State Travel Reimbursement Act.

SECTION 4. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 11-103.9a of Title 70, unless there is created a duplication in numbering, reads as follows:

A. Except as provided in subsection B of this section, every public school student shall demonstrate mastery of the state academic content standards in reading and mathematics by the end of the student's eighth grade year, beginning in the 2010-2011 school year. To demonstrate mastery of reading and mathematics, a student shall attain a satisfactory or advanced score on the eighth grade criterion-referenced tests in reading and mathematics administered pursuant to Section 1210.508 of Title 70 of the Oklahoma Statutes. Students who do not score satisfactory or advanced shall be provided remediation by the school district. School districts may provide necessary remediation by offering a summer academy, tutoring, on-line coursework, or other supplementary services.

B. Students who have individualized education programs pursuant to the Individuals with Disabilities Education Act (IDEA) shall be exempt from the requirements of this section unless provided for in the student's individualized education program.

SECTION 5. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 11-103.9b of Title 70, unless there is created a duplication in numbering, reads as follows:

A. Except as provided in subsections C and D of this section, beginning with students entering the ninth grade in the 2008-2009 school year, every student shall demonstrate mastery of the state academic content standards in a minimum of four out of six selected subject areas in order to receive a high school diploma from a public school in this state. To demonstrate mastery, the student shall attain a satisfactory or advanced score on the end-of-instruction criterion-referenced tests administered pursuant to

Section 1210.508 of Title 70 of the Oklahoma Statutes. Two of the four required end-of-instruction tests shall include Algebra I and English II. Notwithstanding any other provision of law, students who do not attain a satisfactory or advanced score on any required test shall be provided remediation and the opportunity to retake the test until a satisfactory or advanced score is attained.

B. Determination of the two additional end-of-instruction tests to be developed shall be made by the Legislature upon receipt of recommendations of the Achieving Classroom Excellence Task Force created pursuant to Section 3 of this act.

C. Students who do not meet the requirements of subsection A of this section may receive a high school diploma by demonstrating mastery of state academic content standards by alternative methods as recommended by the Achieving Classroom Excellence Task Force created pursuant to Section 3 of this act.

D. Students who have individualized education programs pursuant to the Individuals with Disabilities Education Act (IDEA) shall be exempt from the requirements of subsection A of this section unless provided for in the student's individualized education program.

SECTION 6. AMENDATORY 70 O.S. 2001, Section 11-103.6, as last amended by Section 1, Chapter 82, O.S.L. 2004 (70 O.S. Supp. 2004, Section 11-103.6), is amended to read as follows:

Section 11-103.6 A. The State Board of Education shall adopt curricular standards for instruction of students in the public schools of this state that are necessary to ensure there is attainment of desired levels of competencies in a variety of areas to include language, mathematics, science, social studies and communication. All students shall gain literacy at the elementary and secondary levels through a core curriculum. Students must develop skills in reading, writing, speaking, computing and critical thinking. They also must learn about cultures and environments - their own and those of others with whom they share the earth.

Students, therefore, must study social studies, literature, languages, the arts, mathematics and science. Such curricula shall provide for the teaching of a hands-on career exploration program in cooperation with technology center schools. The core curriculum shall be designed to teach the competencies for which students shall be tested as provided in Section 1210.508 of this title, and shall be designed to prepare all students for employment and/or postsecondary education.

B. ~~Beginning with the 2002-2003 school year, in~~ In order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students shall complete the following core curriculum units or sets of competencies at the secondary level:

1. Language Arts - 4 units or sets of competencies, to consist of 1 unit or set of competencies of grammar and composition, and 3 units or sets of competencies which may include, but are not limited to, the following courses:

a. American Literature,

b. English Literature,

c. World Literature,

d. Advanced English Courses, or

e. other English courses with content and/or rigor equal to or above grammar and composition;

2. Mathematics - 3 units or sets of competencies, to consist of 1 unit or set of competencies of Algebra I or Algebra I taught in a contextual methodology, and 2 units or sets of competencies which may include, but are not limited to, the following courses:

a. Algebra II,

b. Geometry or Geometry taught in a contextual methodology,

c. Trigonometry,

d. Math Analysis or Precalculus,

e. Calculus,

f. Statistics and/or Probability,

g. Computer Science,

h. contextual mathematics courses which enhance technology preparation whether taught at a:

(1) comprehensive high school, or

(2) technology center school when taken in the eleventh or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the independent district board of education,

i. mathematics courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the eleventh or twelfth grade upon approval of the State Board of Education and the independent district board of education, or

j. equal to or above Algebra I;

3. Science – 3 units or sets of competencies, to consist of 1 unit or set of competencies of Biology I or Biology I taught in a contextual methodology, and 2 units or sets of competencies in the areas of life, physical, or earth science or technology which may include, but are not limited to, the following courses:

a. Chemistry I,

b. Physics,

c. Biology II,

d. Chemistry II,

e. Physical Science,

f. Earth Science,

g. Botany,

h. Zoology,

i. Physiology,

j. Astronomy,

k. Applied Biology/Chemistry,

l. Applied Physics,

m. Principles of Technology,

n. qualified agricultural education courses,

o. contextual science courses which enhance technology preparation whether taught at a:

(1) comprehensive high school, or

(2) technology center school when taken in the eleventh or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the independent district board of education,

p. science courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the eleventh or twelfth grade upon approval of the State Board of Education and the independent district board of education, or

q. other science courses with content and/or rigor equal to or above Biology I;

4. Social Studies – 3 units or sets of competencies, to consist of 1 unit or set of competencies of United States History, 1/2 to 1 unit or set of competencies of United States Government, 1/2 unit or set of competencies of Oklahoma History, and 1/2 to 1 unit or set of competencies which may include, but are not limited to, the following courses:

a. World History,

b. Geography,

c. Economics,

d. Anthropology, or

e. other social studies courses with content and/or rigor equal to or above United States History, United States Government, and Oklahoma History; and

5. Arts – 2 units or sets of competencies which may include, but are not limited to, courses in Visual Arts and General Music.

C. In addition to the 15 units or sets of competencies of core curriculum requirements established in subsection B of this section, in order to graduate from a public high school accredited by the State Board of Education students shall complete any additional course requirements or recommended elective courses as may be established by the State Board of Education and the local school board. School districts shall strongly encourage students to complete two units or sets of competencies of foreign languages.

D. No student shall receive credit for high school graduation more than once for completion of the same unit or set of competencies to satisfy the core curriculum requirements of subsection B of this section.

E. A school district shall not be required to offer every course listed in subsection B of this section, but shall offer sufficient courses to allow a student to meet the graduation requirements during the secondary grade years of the student.

F. For purposes of this section:

1. "Contextual methodology" means academic content and skills taught by utilizing real-world problems and projects in a way that helps students understand the application of that knowledge;

2. "Qualified agricultural education courses" means courses that have been determined by the State Board of Education to offer the sets of competencies in the Priority Academic Student Skills (PASS), as adopted by the Board, for one or more science content areas and which correspond to academic science courses. Qualified agricultural education courses shall include, but are not limited to, Horticulture, Plant and Soil Science, Natural Resources and Environmental Science, and Animal Science. The courses shall be taught by teachers certified in agricultural education and comply

with all rules of the Oklahoma Department of Career and Technology Education;

3. "Rigor" means a level of difficulty that is appropriate for the grade level and that meets state and/or national standards;

4. "Sets of competencies" means those skills and competencies that are specified in the Priority Academic Student Skills (PASS), as adopted by the State Board of Education, subchapter 5, Chapter 15, Title 210 of the Oklahoma Administrative Code, and other skills and competencies adopted by the Board; and

5. "Unit" means a Carnegie Unit as defined by the North Central Association's Commission on Schools.

G. 1. The State Board of Education shall adopt a plan to ensure that rigor is maintained in the content, teaching methodology, level of expectations for student achievement, and application of learning in all the courses taught to meet the graduation requirements as specified in subsection B of this section.

2. The State Board of Education shall allow as much flexibility at the district level as is possible without diminishing the rigor or undermining the intent of providing these courses. To accomplish this purpose, the State Department of Education shall work with school districts in reviewing and approving courses taught by districts that are not specifically listed in subsection B of this section. Options may include, but shall not be limited to, courses taken by concurrent enrollment, advanced placement, or correspondence, or courses bearing different titles.

3. Technology center school districts may offer programs designed in cooperation with institutions of higher education which have an emphasis on a focused field of career study upon approval of the State Board of Education and the independent district board of education. Students in the tenth grade may be allowed to attend these programs for up to one-half (1/2) of a school day and credit

for the units or sets of competencies required in paragraphs 2 and 3 of subsection B of this section shall be given if the courses are taught by a teacher certified in the secondary subject area.

4. If a student enrolls in a concurrent course, the school district shall not be responsible for any costs incurred for that course, unless the school district does not offer enough course selection during the student's secondary grade years to allow the student to receive the courses needed to meet the graduation requirements of subsection B of this section. If the school district does not offer the necessary course selection during the student's secondary grade years, it shall be responsible for the cost of resident tuition at an institution in The Oklahoma State System of Higher Education, ~~fee~~ fees, and books for the concurrent enrollment course, and providing for transportation to and from the institution to the school site.

It is the intent of the Legislature that for students enrolled in a concurrent enrollment course which is paid for by the school district pursuant to this paragraph, the institution charge only the supplementary and special service fees that are directly related to the concurrent enrollment course and enrollment procedures for that student. It is further the intent of the Legislature that fees for student activities and student service facilities, including the student health care and cultural and recreational service fees, not be charged to such students.

5. Credit for the units or sets of competencies required in paragraph 2 of subsection B of this section shall be given when such units or sets of competencies are taken in the seventh or eighth grades if the teachers are certified or authorized pursuant to Section 6-189.1 of this title to teach the subjects for high school credit and the required rigor is maintained. Beginning with ninth grade students enrolled in the 2005-2006 school year, the three units or sets of competencies in mathematics required in subsection

B of this section shall be completed in the ninth through twelfth grades; provided, if a student completes any required courses in mathematics prior to ninth grade, the student may take any other mathematics courses to fulfill the requirement to complete three units in grades nine through twelve after the student has satisfied the requirements of paragraph 2 of subsection B of this section.

6. All units or sets of competencies required for graduation may be taken in any sequence recommended by the ~~local~~ school district.

H. As a condition of receiving accreditation from the State Board of Education, all students in grades nine through twelve shall enroll in a minimum of six periods, or the equivalent in block scheduling, of rigorous academic and/or rigorous vocational courses each day, which may include arts, vocal and instrumental music, speech classes, and physical education classes.

I. 1. Academic and vocational-technical courses designed to offer sets of competencies integrated or embedded within the course that provide for the teaching and learning of the appropriate skills and knowledge in the Priority Academic Student Skills (PASS), as adopted by the State Board of Education, may upon approval of the Board be counted for academic credit and toward meeting the graduation requirements of subsection B of this section.

2. Internet-based courses offered by a technology center school that are taught by a certified teacher and provide for the teaching and learning of the appropriate skills and knowledge in the PASS may, upon approval of the State Board of Education and the independent district board of education, be counted for academic credit and toward meeting the graduation requirements of subsection B of this section.

3. Internet-based courses or vocational-technical courses utilizing integrated or embedded skills for which no Priority Academic Student Skills have been adopted by the State Board of

Education may be approved by the Board if such courses incorporate standards of nationally recognized professional organizations and are taught by certified teachers.

J. The State Board of Education shall provide an option for high school graduation based upon attainment of the desired levels of competencies as required in tests pursuant to the provisions of Section 1210.508 of this title. Such option shall be in lieu of the amount of course credits earned.

K. The State Board of Education shall prescribe, adopt and approve a promotion system based on the attainment by students of specified levels of competencies in each area of the core curriculum.

L. Children who have individualized education programs pursuant to the Individuals with Disabilities Education Act (IDEA), and who satisfy the graduation requirements through the individualized education program for that student shall be awarded a standard diploma.

M. Students enrolled in an alternative education program who meet the requirements of their plans leading to high school graduation developed pursuant to Section 1210.568 of this title shall be awarded a standard diploma.

N. Any student who completes the curriculum requirements of the International Baccalaureate Diploma Program shall be awarded a standard diploma.

O. Notwithstanding any other provision of law, any student who successfully completes an advanced mathematics or science course offered pursuant to Section 1210.404 of this title shall be granted academic credit toward meeting the graduation requirements pursuant to paragraphs 2 or 3, as appropriate, of subsection B of this section.

SECTION 7. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 11-103.9c of Title 70, unless there is created a duplication in numbering, reads as follows:

A. Beginning with students entering the ninth grade in the 2005-2006 school year, all students shall complete the following college preparatory curricular requirements:

1. Four units of English to include grammar, composition, and literature;

2. Two units of laboratory science, limited to biology, chemistry, physics, or any certified laboratory science, excluding general science courses;

3. Three units of mathematics, limited to algebra I, algebra II, geometry, trigonometry, math analysis, calculus, and advanced placement statistics;

4. Three units of history and citizenship skills, including one unit of American history and two units from the subjects of history, government, geography, economics, civics, or non-Western culture;

5. Two units of the same foreign or non-English language or two units of computer technology, including computer programming, hardware, and business computer applications such as word processing, databases, spreadsheets, and graphics, excluding keyboarding or typing courses;

6. Two additional units selected from paragraphs 1 through 5 of this subsection; and

7. One unit or set of competencies of fine arts, such as music, art, or drama, or one unit of speech.

B. A student may enroll in a curriculum that does not meet the requirements of subsection A of this section upon approval of the student's parent or legal guardian. The State Department of Education shall develop and distribute to school districts a form suitable for this purpose which shall include information on the benefits to students of taking a college preparatory curriculum.

C. The State Department of Education shall collect and report data by school site and district on the number of students whose parents approve enrollment in other than a college preparatory curriculum.

D. Notwithstanding the provisions of this section, in order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students shall continue to be subject to the curricular requirements established pursuant to Section 11-103.6 of Title 70 of the Oklahoma Statutes.

SECTION 8. AMENDATORY 70 O.S. 2001, Section 628.13, is amended to read as follows:

Section 628.13 A. The Oklahoma State Regents for Higher Education, in cooperation with the State Board of Education, shall actively encourage the concurrent enrollment in college or university courses of high school students of exceptional ability. The State Regents and State Board shall establish concurrent enrollment requirements and take all necessary actions to ensure the availability of concurrent enrollment opportunities.

B. The State Board of Education <u>in cooperation with the Oklahoma State Regents for Higher Education</u> shall prepare promotional materials explaining the requirements, features, and opportunities of concurrent enrollment and shall ensure that the independent school districts distribute ~~said~~ <u>the</u> materials to each student prior to enrollment for <u>each year of</u> high school.

C. No institution of The Oklahoma State System of Higher Education shall deny enrollment in any course to any otherwise qualified high school student, or student of at least thirteen (13) years of age who is receiving high-school-level instruction at home, who meets the requirements of concurrent enrollment, nor shall any independent school district prohibit any student who meets the requirements of concurrent enrollment from participating.

D. Each high school senior who meets the eligibility requirements for concurrent enrollment shall be entitled to enroll in a maximum of six (6) credit hours per semester and receive a tuition waiver equivalent to the amount of resident tuition.

SECTION 9. This act shall become effective July 1, 2005.

SECTION 10. It being immediately necessary for the preservation of the public peace, health and safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

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