

SENATE CHAMBER
STATE OF OKLAHOMA

DISPOSITION

☐ FLOOR AMENDMENT

No. _____

☐ COMMITTEE AMENDMENT

(Date)

Mr./Madame President:

I move to amend Senate Bill No. 1197, by substituting the attached floor substitute for the title, enacting clause and entire body of the measure.

Submitted by:

Senator Stanislawski

Stanislawski-EB-FS-Req#3415
2/20/2018 3:30 PM

(Floor Amendments Only) Date and Time Filed: _____

☐ Untimely

☐ Amendment Cycle Extended

☐ Secondary Amendment

STATE OF OKLAHOMA

2nd Session of the 56th Legislature (2018)

FLOOR SUBSTITUTE

FOR

SENATE BILL NO. 1197

By: Stanislawski

FLOOR SUBSTITUTE

[schools - student performance levels - labels and
descriptions - ~~effective date~~ -
~~emergency~~]

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

SECTION 1. AMENDATORY 70 O.S. 2011, Section 1210.541, as
last amended by Section 1, Chapter 131, O.S.L. 2017 (70 O.S. Supp.
2017, Section 1210.541), is amended to read as follows:

Section 1210.541. A. The Commission for Educational Quality
and Accountability shall determine and adopt a series of student
performance levels and the corresponding cut scores pursuant to the
Oklahoma School Testing Program Act.

B. The Commission for Educational Quality and Accountability
shall have the authority to set cut scores using any method which
the State Board of Education was authorized to use in setting cut
scores prior to July 1, 2013.

1 C. The performance levels shall be set by a method that
2 indicates students are ready for the next grade, course, or level of
3 education, as applicable. The Commission for Educational Quality
4 and Accountability shall establish panels to review and revise the
5 performance level descriptors for each subject and grade level. The
6 Commission shall ensure that the assessments developed and
7 administered by the State Board of Education pursuant to the
8 Oklahoma School Testing Program Act in grades three through eight
9 and at the secondary level are vertically aligned by content across
10 grade levels to ensure consistency, continuity, alignment and
11 clarity. The Commission shall adopt performance levels that are
12 labeled and defined as follows:

13 1. Advanced, which shall indicate that students demonstrate
14 superior performance on challenging subject matter;

15 2. Proficient, which shall indicate that students demonstrate
16 mastery over ~~appropriate grade-level subject matter and~~ challenging
17 grade-level subject matter, can analyze and apply such knowledge to
18 real-world situations, that students are ready for the next grade,
19 course, or level of education, ~~as applicable~~ and that students are
20 on track to be ready for college or career;

21 3. ~~Limited knowledge~~ Basic, which shall indicate that students
22 demonstrate partial mastery of the essential knowledge and skills
23 ~~appropriate to~~ that are foundational for proficient work at their
24

1 grade level or course and that students are not on track to be ready
2 for college or career; and

3 4. ~~Unsatisfactory~~ Below basic, which shall indicate that
4 students have not performed at least at the ~~limited knowledge~~ Basic
5 level.

6 D. The State Board of Education shall develop and implement in
7 accordance with the Elementary and Secondary Education Act of 1965
8 (ESEA), as reauthorized and amended by P.L. No. 114-95, also known
9 as the Every Student Succeeds Act (ESSA), an accountability system
10 as provided for in 20 U.S.C., 6311 and any related federal
11 regulations. The accountability system shall be implemented
12 beginning with the 2002-2003 school year and shall be based on the
13 data as established pursuant to Section 1210.545 of this title and
14 as modified to meet the mandates of the ESEA. For the 2002-2003
15 school year and every year thereafter the State Board of Education
16 shall publish and ensure that each local education agency is
17 provided with data annually by site so that the local education
18 agency can make determinations to identify schools for rewards, and
19 supports and interventions. The State Board of Education shall
20 establish a system of recognition, rewards, interventions and
21 technical assistance, as required by state law and the Elementary
22 and Secondary Education Act of 1965 (ESEA) as reauthorized and
23 amended by P.L. No. 114-95, also known as the Every Student Succeeds
24 Act (ESSA).

1 E. A school that is identified as in need of improvement by the
2 State Board of Education pursuant to this section, because of
3 failure to meet either an academic performance target or an
4 attendance or graduation performance target, or both, and is
5 identified as in need of improvement pursuant to the Elementary and
6 Secondary Education Act of 1965 (ESEA), as reauthorized and amended
7 by P.L. No. 114-95, also known as the Every Student Succeeds Act
8 (ESSA), shall utilize the assistance of a school support team or
9 other similar team formed by the State Department of Education to
10 provide support for schools in need of improvement, subject to
11 school support team capacity. The school support team shall review
12 and analyze all facets of operation of the school including the
13 design and operation of the instructional program. The school
14 support team shall assist the school in:

15 1. Incorporating strategies based on scientifically based
16 research that will strengthen the core academic subjects in the
17 school and address the specific academic issues that caused the
18 school to be identified for school improvement;

19 2. Incorporating strategies to promote high quality
20 professional development; and

21 3. Training teachers to analyze classroom and school-level data
22 and use the data to inform instruction.

23 ~~SECTION 2. This act shall become effective July 1, 2018.~~
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1 ~~SECTION 3. It being immediately necessary for the preservation~~
2 ~~of the public peace, health or safety, an emergency is hereby~~
3 ~~declared to exist, by reason whereof this act shall take effect and~~
4 ~~be in full force from and after its passage and approval.~~

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6 56-2-3415 EB 2/20/2018 3:30:19 PM
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