

1 **HOUSE OF REPRESENTATIVES - FLOOR VERSION**

2 STATE OF OKLAHOMA

3 1st Session of the 56th Legislature (2017)

4 HOUSE BILL 2156

 By: Nollan

7 AS INTRODUCED

8 An Act relating to schools; amending 70 O.S. 2011,
9 Section 11-103.6, as last amended by Section 1,
10 Chapter 379, O.S.L. 2016 (70 O.S. Supp. 2016, Section
11 11-103.6), which relates to student competencies;
12 permitting world language to be a set of
13 competencies; and providing an effective date.

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

14 SECTION 1. AMENDATORY 70 O.S. 2011, Section 11-103.6, as
15 last amended by Section 1, Chapter 379, O.S.L. 2016 (70 O.S. Supp.
16 2016, Section 11-103.6), is amended to read as follows:

17 Section 11-103.6 A. 1. The State Board of Education shall
18 adopt subject matter standards for instruction of students in the
19 public schools of this state that are necessary to ensure there is
20 attainment of desired levels of competencies in a variety of areas
21 to include language, mathematics, science, social studies and
22 communication.

23 2. School districts shall develop and implement curriculum,
24 courses and instruction in order to ensure that students meet the

1 skills and competencies as set forth in this section and in the
2 subject matter standards adopted by the State Board of Education.

3 3. All students shall gain literacy at the elementary and
4 secondary levels. Students shall develop skills in reading,
5 writing, speaking, computing and critical thinking. For purposes of
6 this section, critical thinking means a manner of analytical
7 thinking which is logical and uses linear factual analysis to reach
8 a conclusion. They also shall learn about cultures and environments
9 - their own and those of others with whom they share the earth.
10 Students, therefore, shall study social studies, literature,
11 languages, the arts, mathematics and science. Such curricula shall
12 provide for the teaching of a hands-on career exploration program in
13 cooperation with technology center schools.

14 4. The subject matter standards shall be designed to teach the
15 competencies for which students shall be tested as provided in
16 Section 1210.508 of this title, and shall be designed to prepare all
17 students for active citizenship, employment and/or successful
18 completion of postsecondary education without the need for remedial
19 coursework at the postsecondary level.

20 5. The subject matter standards shall be designed with rigor as
21 defined in paragraph 3 of subsection F of this section.

22 6. The subject matter standards for English Language Arts shall
23 give Classic Literature and nonfiction literature equal
24

1 consideration to other literature. In addition, emphasis shall be
2 given to the study of complete works of literature.

3 7. At a minimum, the subject matter standards for mathematics
4 shall require mastery of the standard algorithms in mathematics,
5 which is the most logical, efficient way of solving a problem that
6 consistently works, and for students to attain fluency in Euclidian
7 geometry.

8 B. Subject to the provisions of subsection C of this section,
9 in order to graduate from a public high school accredited by the
10 State Board of Education with a standard diploma, students shall
11 complete the following college preparatory/work ready curriculum
12 units or sets of competencies at the secondary level:

13 1. Four units or sets of competencies of English to include
14 Grammar, Composition, Literature, or any English course approved for
15 college admission requirements;

16 2. Three units or sets of competencies of mathematics, limited
17 to Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis,
18 Calculus, Advanced Placement Statistics, or any mathematics course
19 with content and/or rigor above Algebra I and approved for college
20 admission requirements;

21 3. Three units or sets of competencies of laboratory science
22 approved for college admission requirements, including one unit or
23 set of competencies of life science, meeting the standards for
24 Biology I; one unit or set of competencies of physical science,

1 meeting the standards for Physical Science, Chemistry or Physics;
2 and one unit or set of competencies from the domains of physical
3 science, life science or earth and space science such that the
4 content and rigor is above Biology I or Physical Science;

5 4. Three units or sets of competencies of history and
6 citizenship skills, including one unit of American History, 1/2 unit
7 of Oklahoma History, 1/2 unit of United States Government and one
8 unit from the subjects of History, Government, Geography, Economics,
9 Civics, or non-Western culture and approved for college admission
10 requirements;

11 5. Two units or sets of competencies of the same foreign or
12 non-English language or two units of computer technology approved
13 for college admission requirements, whether taught at a high school
14 or a technology center school, including computer programming,
15 hardware, and business computer applications, such as word
16 processing, databases, spreadsheets, and graphics, excluding
17 keyboarding or typing courses;

18 6. One additional unit or set of competencies selected from
19 paragraphs 1 through 5 of this subsection or career and technology
20 education courses , concurrently enrolled courses, Advanced
21 Placement courses or International Baccalaureate courses approved
22 for college admission requirements; and

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

1 C. In lieu of the requirements of subsection B of this section
2 which requires a college preparatory/work ready curriculum, a
3 student may enroll in the core curriculum as provided in subsection
4 D of this section upon written approval of the parent or legal
5 guardian of the student. School districts may require a parent or
6 legal guardian of the student to meet with a designee of the school
7 prior to enrollment in the core curriculum. The State Department of
8 Education shall develop and distribute to school districts a form
9 suitable for this purpose, which shall include information on the
10 benefits to students of completing the college preparatory/work
11 ready curriculum as provided for in subsection B of this section.

12 D. For those students subject to the requirements of subsection
13 C of this section, in order to graduate from a public high school
14 accredited by the State Board of Education with a standard diploma,
15 students shall complete the following core curriculum units or sets
16 of competencies at the secondary level:

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

- 21 a. American Literature,
- 22 b. English Literature,
- 23 c. World Literature,
- 24 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. (1) contextual mathematics courses which enhance technology preparation, or
(2) a science, technology, engineering and math (STEM) block course meeting the requirements for course competencies listed in paragraph 2 of subsection B of this section, whether taught at a:
 - (a) comprehensive high school, or
 - (b) technology center school when taken in the tenth, 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 tenth, 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,

- 1 k. Applied Biology/Chemistry,
- 2 l. Applied Physics,
- 3 m. Principles of Technology,
- 4 n. qualified agricultural education courses,
- 5 o. (1) contextual science courses which enhance
- 6 technology preparation, or
- 7 (2) a science, technology, engineering and math
- 8 (STEM) block course meeting the requirements for
- 9 course competencies listed in paragraph 3 of
- 10 subsection B of this section, whether taught at
- 11 a:
- 12 (a) comprehensive high school, or
- 13 (b) technology center school when taken in the
- 14 tenth, eleventh or twelfth grade, taught by
- 15 a certified teacher, and approved by the
- 16 State Board of Education and the independent
- 17 district board of education,
- 18 p. science courses taught at a technology center school
- 19 by a teacher certified in the secondary subject area
- 20 when taken in the tenth, eleventh or twelfth grade
- 21 upon approval of the State Board of Education and the
- 22 independent district board of education, or
- 23 q. other science courses with content and/or rigor equal
- 24 to or above Biology I;

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

- 7 a. World History,
- 8 b. Geography,
- 9 c. Economics,
- 10 d. Anthropology, or
- 11 e. other social studies courses with content and/or rigor
12 equal to or above United States History, United States
13 Government, and Oklahoma History;

14 5. Arts - 1 unit or set of competencies which may include, but
15 is not limited to, courses in Visual Arts and General Music; and

16 6. Computer Education or World Language - 1 unit or set of
17 competencies of computer technology, whether taught at a high school
18 or a technology center school, including computer programming,
19 hardware and business computer applications, such as word
20 processing, databases, spreadsheets and graphics, excluding
21 keyboarding or typing courses, or 1 unit or set of competencies of
22 foreign or non-English language.

23 E. 1. In addition to the curriculum requirements of either
24 subsection B or D of this section, in order to graduate from a

1 public high school accredited by the State Board of Education
2 students shall complete the requirements for a personal financial
3 literacy passport as set forth in the Passport to Financial Literacy
4 Act and any additional course requirements or recommended elective
5 courses as may be established by the State Board of Education and
6 the district school board. School districts shall strongly
7 encourage students to complete two units or sets of competencies of
8 foreign languages and two units or sets of competencies of physical
9 and health education.

10 2. No student shall receive credit for high school graduation
11 more than once for completion of the same unit or set of
12 competencies to satisfy the curriculum requirements of this section.

13 3. A school district shall not be required to offer every
14 course listed in subsections B and D of this section, but shall
15 offer sufficient courses to allow a student to meet the graduation
16 requirements during the secondary grade years of the student.

17 F. For purposes of this section:

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

21 2. "Qualified agricultural education courses" means courses
22 that have been determined by the State Board of Education to offer
23 the sets of competencies for one or more science content areas and
24 which correspond to academic science courses. Qualified

1 agricultural education courses shall include, but are not limited
2 to, Horticulture, Plant and Soil Science, Natural Resources and
3 Environmental Science, and Animal Science. The courses shall be
4 taught by teachers certified in agricultural education and comply
5 with all rules of the Oklahoma Department of Career and Technology
6 Education;

7 3. "Rigor" means a level of difficulty that is thorough,
8 exhaustive and accurate and is appropriate for the grade level;

9 4. "Sets of competencies" means instruction in those skills and
10 competencies that are specified in the subject matter standards
11 adopted by the State Board of Education and other skills and
12 competencies adopted by the Board, without regard to specified
13 instructional time; and

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

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

21 2. The State Board of Education shall allow as much flexibility
22 at the district level as is possible without diminishing the rigor
23 or undermining the intent of providing these courses. To accomplish
24 this purpose, the State Department of Education shall work with

1 school districts in reviewing and approving courses taught by
2 districts that are not specifically listed in subsections B and D of
3 this section. Options may include, but shall not be limited to,
4 courses taken by concurrent enrollment, advanced placement, or
5 correspondence, or courses bearing different titles.

6 3. The State Board of Education shall approve an advanced
7 placement computer science course to meet the requirements of course
8 competencies listed in paragraph 2 of subsection B of this section
9 if the course is taken in a student's senior year and the student is
10 concurrently enrolled in or has successfully completed Algebra II.

11 4. Technology center school districts may offer programs
12 designed in cooperation with institutions of higher education which
13 have an emphasis on a focused field of career study upon approval of
14 the State Board of Education and the independent district board of
15 education. Students in the tenth grade may be allowed to attend
16 these programs for up to one-half (1/2) of a school day and credit
17 for the units or sets of competencies required in paragraphs 2 , 3
18 and 6 of subsection B or D of this section shall be given if the
19 courses are taught by a teacher certified in the secondary subject
20 area; provided, credit for units or sets of competencies pursuant to
21 subsection B of this section shall be approved for college admission
22 requirements.

23 5. If a student enrolls in a concurrent course, the school
24 district shall not be responsible for any costs incurred for that

1 course, unless the school district does not offer enough course
2 selection during the student's secondary grade years to allow the
3 student to receive the courses needed to meet the graduation
4 requirements of this section. If the school district does not offer
5 the necessary course selection during the student's secondary grade
6 years, it shall be responsible for the cost of resident tuition at
7 an institution in The Oklahoma State System of Higher Education,
8 fees, and books for the concurrent enrollment course, and providing
9 for transportation to and from the institution to the school site.

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

19 6. Credit for the units or sets of competencies required in
20 subsection B or D of this section shall be given when such units or
21 sets of competencies are taken prior to ninth grade if the teachers
22 are certified or authorized to teach the subjects for high school
23 credit and the required rigor is maintained.

1 7. The three units or sets of competencies in mathematics
2 required in subsection B or D of this section shall be completed in
3 the ninth through twelfth grades. If a student completes any
4 required courses or sets of competencies in mathematics prior to
5 ninth grade, the student may take any other mathematics courses or
6 sets of competencies to fulfill the requirement to complete three
7 units or sets of competencies in grades nine through twelve after
8 the student has satisfied the requirements of subsection B or D of
9 this section.

10 8. All units or sets of competencies required for graduation
11 may be taken in any sequence recommended by the school district.

12 H. As a condition of receiving accreditation from the State
13 Board of Education, all students in grades nine through twelve shall
14 enroll in a minimum of six periods, or the equivalent in block
15 scheduling or other scheduling structure that allows for instruction
16 in sets of competencies, of rigorous academic and/or rigorous
17 vocational courses each day, which may include arts, vocal and
18 instrumental music, speech classes, and physical education classes.

19 I. 1. Academic and vocational-technical courses designed to
20 offer sets of competencies integrated or embedded within the course
21 that provide for the teaching and learning of the appropriate skills
22 and knowledge in the subject matter standards, as adopted by the
23 State Board of Education, may upon approval of the Board, in
24 consultation with the Oklahoma Department of Career and Technology

1 Education if the courses are offered at a technology center school
2 district, be counted for academic credit and toward meeting the
3 graduation requirements of this section.

4 2. Internet-based courses offered by a technology center school
5 that are taught by a certified teacher and provide for the teaching
6 and learning of the appropriate skills and knowledge in the subject
7 matter standards may, upon approval of the State Board of Education
8 and the independent district board of education, be counted for
9 academic credit and toward meeting the graduation requirements of
10 this section.

11 3. Internet-based courses or vocational-technical courses
12 utilizing integrated or embedded skills for which no subject matter
13 standards have been adopted by the State Board of Education may be
14 approved by the Board, in consultation with the Oklahoma Department
15 of Career and Technology Education if the courses are offered at a
16 technology center school district, if such courses incorporate
17 standards of nationally recognized professional organizations and
18 are taught by certified teachers.

19 4. Courses offered by a supplemental education organization
20 that is accredited by a national accrediting body and that are
21 taught by a certified teacher and provide for the teaching and
22 learning of the appropriate skills and knowledge in the subject
23 matter standards may, upon approval of the State Board of Education
24 and the school district board of education, be counted for academic

1 credit and toward meeting the graduation requirements of this
2 section.

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

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

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

17 M. Students who enter the ninth grade in or prior to the 2007-
18 08 school year who are enrolled in an alternative education program
19 and meet the requirements of their plans leading to high school
20 graduation developed pursuant to Section 1210.568 of this title
21 shall be awarded a standard diploma.

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

1 O. Any student who successfully completes an advanced
2 mathematics or science course offered pursuant to Section 1210.404
3 of this title shall be granted academic credit toward meeting the
4 graduation requirements pursuant to paragraph 2 or 3, as
5 appropriate, of subsection B or D of this section.

6 P. For purposes of this section, the courses approved for
7 college admission requirements shall be courses which are approved
8 by the Oklahoma State Regents for Higher Education for admission to
9 an institution within The Oklahoma State System of Higher Education.

10 Q. Students who have been denied a standard diploma by the
11 school district in which the student is or was enrolled for failing
12 to meet the requirements of this section may re-enroll in the school
13 district that denied the student a standard diploma following the
14 denial of a standard diploma. The student shall be provided
15 remediation or intervention and the opportunity to complete the
16 curriculum units or sets of competencies required by this section to
17 obtain a standard diploma. Students who re-enroll in the school
18 district to meet the graduation requirements of this section shall
19 be exempt from the hourly instructional requirements of Section 1-
20 111 of this title and the six-period enrollment requirements of this
21 section.

22 R. The State Department of Education shall collect and report
23 data by school site and district on the number of students who
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1 enroll in the core curriculum as provided in subsection D of this
2 section.

3 SECTION 2. This act shall become effective July 1, 2018.
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5 COMMITTEE REPORT BY: COMMITTEE ON COMMON EDUCATION, dated 02/21/2017
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