

1 STATE OF OKLAHOMA

2 2nd Session of the 56th Legislature (2018)

3 HOUSE BILL 3221

By: Nollan

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6 AS INTRODUCED

7 An Act relating to schools; amending 70 O.S. 2011,
8 Section 1210.541, as last amended by Section 1,
9 Chapter 131, O.S.L. 2017 (70 O.S. Supp. 2017, Section
10 1210.541), which relates to student performance
11 levels; modifying performance level labels; updating
12 definitions of levels; and providing an effective
13 date.

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

15 SECTION 1. AMENDATORY 70 O.S. 2011, Section 1210.541, as
16 last amended by Section 1, Chapter 131, O.S.L. 2017 (70 O.S. Supp.
17 2017, Section 1210.541), is amended to read as follows:

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

22 B. The Commission for Educational Quality and Accountability
23 shall have the authority to set cut scores using any method which
24 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~~ challenging subject matter and
17 , can analyze and apply such knowledge to real-world situations,
18 that students are ready for the next grade, course, or level of
19 education, ~~as applicable~~ and that students are on track to be ready
20 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 grade level or course; and

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

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

23 E. A school that is identified as in need of improvement by the
24 State Board of Education pursuant to this section, because of

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

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

17 2. Incorporating strategies to promote high quality
18 professional development; and

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

21 SECTION 2. This act shall become effective November 1, 2018.

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23 56-2-9059 EK 12/20/17

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