

1 STATE OF OKLAHOMA

2 2nd Session of the 59th Legislature (2024)

3 HOUSE BILL 3273

By: Baker

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6 AS INTRODUCED

7 An Act relating to schools; creating the Intensive
8 School Support Act; defining terms; directing the
9 Office of Educational Quality and Accountability to
10 identify a certain subset of schools for
11 comprehensive support and improvement; requiring
12 identified schools to receive additional intensive
13 support; establishing school improvement committee;
14 selecting independent school improvement expert;
15 developing and implementing a continuous improvement
16 plan with certain criteria; directing Office to
17 identify independent school improvement experts;
18 providing contents of contract for independent school
19 improvement expert; specifying professional fee
20 amounts; subjecting certain schools to more rigorous
21 interventions; authorizing contract extension in
22 certain circumstances; prescribing annual budget;
23 providing for codification; and declaring an
24 emergency.

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

20 SECTION 1. NEW LAW A new section of law to be codified
21 in the Oklahoma Statutes as Section 1210.651 of Title 70, unless
22 there is created a duplication in numbering, reads as follows:

23 This act shall be known and may be cited as the "Intensive
24 School Support Act".
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1 SECTION 2. NEW LAW A new section of law to be codified
2 in the Oklahoma Statutes as Section 1210.652 of Title 70, unless
3 there is created a duplication in numbering, reads as follows:

4 As used in the Intensive School Support Act:

5 1. "Educator" means any person who is employed to serve as
6 district superintendent, principal, supervisor, a counselor,
7 librarian, school nurse, or classroom teacher or in any other
8 instructional, supervisory, or administrative capacity. The person
9 shall not be deemed qualified unless he or she holds a valid
10 certificate issued by and in accordance with the rules of the State
11 Board of Education or the rules of the State Board of Career and
12 Technology Education to perform the particular services for which
13 the person is employed;

14 2. "Initial year" means the year in which a school is
15 identified for comprehensive support and improvement;

16 3. "Office" means the Office of Educational Quality and
17 Accountability;

18 4. "School" means a public school under the control of a school
19 district board of education; and

20 5. "School receiving additional intensive support" means a
21 school that has been both identified for comprehensive support and
22 improvement and designated to receive additional intensive support
23 by the Office of Educational Quality and Accountability.
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1 SECTION 3. NEW LAW A new section of law to be codified
2 in the Oklahoma Statutes as Section 1210.653 of Title 70, unless
3 there is created a duplication in numbering, reads as follows:

4 On or before September 1 of the year after the initial year,
5 beginning with the cohort identified in the 2023-2024 school year,
6 the Office of Educational Quality and Accountability shall designate
7 a subset of schools that have been identified for comprehensive
8 support and improvement to receive additional intensive support.

9 SECTION 4. NEW LAW A new section of law to be codified
10 in the Oklahoma Statutes as Section 1210.654 of Title 70, unless
11 there is created a duplication in numbering, reads as follows:

12 A. On or before September 1 of the year after the initial year,
13 a school district board of education governing a school receiving
14 additional intensive support shall establish a school improvement
15 committee composed of, at a minimum, the following members:

- 16 1. One member of the school district board of education
17 governing the school designated to receive additional intensive
18 support, selected by the board;
- 19 2. The school principal;
- 20 3. Three parents of students enrolled in the school, selected
21 by the board;
- 22 4. Four teachers at the school appointed by the principal; and

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1 5. Any additional stakeholders that the school district board
2 of education and the Office of Educational Quality and
3 Accountability deem appropriate.

4 B. Where applicable, membership on the school improvement
5 committee shall overlap with membership on any existing leadership
6 teams that are involved with school improvement.

7 C. 1. On or before October 1 after an initial year, a school
8 district board of education governing a school receiving additional
9 intensive support shall collaborate with the school improvement
10 committee to select an independent school improvement expert from
11 the experts identified by the Office pursuant to Section 5 of the
12 Intensive School Support Act.

13 2. An independent school improvement expert shall not be:

14 a. a member of the school district board of education
15 governing the school designated to receive additional
16 intensive support, or

17 b. an employee of the school district board of education
18 governing the school designated to receive additional
19 intensive support.

20 D. The independent school improvement expert selected pursuant
21 to subsection C of this section shall collaborate with the Office to
22 assist in the development and implementation of a continuous
23 improvement plan as required by the Office.

1 E. A school district board of education governing a school in
2 need of intervention may:

3 1. Prioritize funding and resources to the school in need of
4 intervention; and

5 2. Grant the school streamlined authority over staff, schedule,
6 policies, budget, and academic programs to implement the continuous
7 improvement plan.

8 SECTION 5. NEW LAW A new section of law to be codified
9 in the Oklahoma Statutes as Section 1210.655 of Title 70, unless
10 there is created a duplication in numbering, reads as follows:

11 A. On or before August 30, 2024, the Office of Educational
12 Quality and Accountability shall identify, through a request for
13 proposals process, one or more approved independent school
14 improvement experts to:

15 1. Collaborate with the Office to ensure that all professional
16 learning, coaching, and other school improvement efforts are aligned
17 with the support already being provided by the Office to all schools
18 identified for comprehensive support and improvement;

19 2. If deemed necessary by the school district board of
20 education and the Office, supplement previous needs assessments,
21 collect and analyze data on the school's student achievement,
22 personnel, culture, curriculum, assessments, instructional
23 practices, digital tools for teaching and learning, governance,
24 leadership, finances, and policies;

1 3. Recommend changes to the school's culture, curriculum,
2 assessments, instructional practices, governance, finances,
3 policies, or other areas based on data collected in paragraph 2 of
4 this subsection;

5 4. Support the development and implementation of, in
6 partnership with the school improvement committee and the Office, a
7 continuous improvement plan that meets the criteria established by
8 the Office;

9 5. Monitor the effectiveness of a continuous improvement plan
10 through reliable means of evaluation, including on-site visits,
11 observations, surveys, analysis of student achievement data, and
12 interviews;

13 6. Provide ongoing implementation support and project
14 management for a continuous improvement plan;

15 7. Provide high-quality professional development and coaching
16 personalized for school staff that is designed to build the:

- 17 a. leadership capacity of the school principal,
- 18 b. instructional capacity of school staff, and
- 19 c. collaborative practices of teacher and leadership
20 teams;

21 8. Provide job-embedded professional learning and coaching for
22 all instructional staff on a weekly basis, at a minimum;

23 9. Provide job-embedded professional learning and coaching for
24 the school principal at least twice monthly, focused on proven
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1 strategies to improve schools that are aligned with approved state
2 leadership frameworks; and

3 10. Leverage support from community partners to coordinate an
4 efficient delivery of supports to students both inside and outside
5 the classroom.

6 B. In identifying independent school improvement experts
7 pursuant to subsection A of this section, the Office shall identify
8 experts who meet evidence-based requirements as provided in the
9 Every Student Succeeds Act (Public Law 114-95), and:

10 1. Have a credible track record of improving student academic
11 achievement in public schools with various demographic
12 characteristics, as measured by statewide assessments;

13 2. Have experience designing, implementing, and evaluating
14 data-driven instructional systems in public schools;

15 3. Have experience coaching public school administrators and
16 teachers on designing and implementing data-driven school
17 improvement plans;

18 4. Have experience collaborating with the education entities
19 that govern public schools;

20 5. Have experience delivering high-quality professional
21 development and coaching in instructional effectiveness to public
22 school administrators and teachers;

23 6. Are willing to be compensated for professional services
24 based on performance; and
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1 7. Are willing to collaborate with any school in need of
2 intervention in the state, regardless of location.

3 C. 1. When awarding a contract to an independent school
4 improvement expert selected by a school district board of education
5 under subsection C of Section 4 of this act, the Office shall ensure
6 that a contract between a school district board of education and the
7 independent school improvement expert specifies that the Office
8 shall:

- 9 a. pay an independent school improvement expert no more
10 than fifty percent (50%) of the expert's professional
11 fees at the beginning of the independent school
12 improvement expert's work for the school designated to
13 receive additional intensive support, and
14 b. pay the remainder of the independent school
15 improvement expert's professional fees upon the
16 independent school improvement expert successfully
17 helping a school receiving additional intensive
18 support improve so that it no longer qualifies for
19 comprehensive support and improvement within three (3)
20 school years after a school is identified for
21 comprehensive support and improvement.

22 2. In negotiating a contract with an independent school
23 improvement expert, the Office shall offer:
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- 1 a. an average of Six Hundred Fifty Thousand Dollars
2 (\$650,000.00) per school for the entirety of the
3 project,
4 b. differentiated funds based on student enrollment, and
5 c. a higher amount of funds for schools that are in the
6 lowest-performing one percent (1%) of schools
7 statewide.

8 SECTION 6. NEW LAW A new section of law to be codified
9 in the Oklahoma Statutes as Section 1210.656 of Title 70, unless
10 there is created a duplication in numbering, reads as follows:

11 A. A school receiving additional intensive support that does
12 not meet exit criteria for comprehensive support and improvement
13 within three (3) years of identification for comprehensive support
14 and improvement shall be subject to more rigorous interventions as
15 determined by the Office of Educational Quality and Accountability.
16 If the school qualifies for more rigorous interventions, the school
17 may petition the Office to extend the contract with an independent
18 school improvement expert of a school receiving additional intensive
19 support.

20 B. The annual budget for the Intensive School Support Act shall
21 be Six Million Five Hundred Thousand Dollars (\$6,500,000.00) which
22 shall enable the Office to serve a cohort of ten (10) new schools
23 each year.

1 SECTION 7. 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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