

1 STATE OF OKLAHOMA

2 1st Session of the 60th Legislature (2025)

3 COMMITTEE SUBSTITUTE

4 FOR

5 HOUSE BILL NO. 1412

6 By: Johns

7 COMMITTEE SUBSTITUTE

8 An Act relating to school reports; amending 70 O.S.  
9 2021, Section 3-151.1, which relates to high school  
10 graduation rates; modifying calculation of the four-  
11 year and extended-year adjusted cohort graduation  
12 rates; amending 70 O.S. 2021, Section 1210.545, which  
13 relates to annual school reports; excluding chronic  
14 absenteeism data from measures and reports; adding  
15 instructional time to grade measures; expanding items  
16 to include in postsecondary opportunities; requiring  
17 the State Board of Education to amend the current  
18 State ESSA Plan; establishing submission date;  
19 clarifying need of certain approval from the U.S.  
20 Department of Education; requiring replacement of  
21 certain student measures if amendment is approved;  
22 providing start date for measure changes; clarifying  
23 application of points on state report card; providing  
24 measure's weighted subcomponents; providing an  
effective date; and declaring an emergency.

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

SECTION 1. AMENDATORY 70 O.S. 2021, Section 3-151.1, is  
amended to read as follows:

Section 3-151.1. A. For purposes of establishing a uniform and  
accurate definition of high school graduation rate for school  
districts and secondary schools in the state, the State Board of

1 Education shall adopt and implement a four-year adjusted cohort  
2 graduation rate and an extended-year adjusted cohort graduation  
3 rate. The Board shall utilize and report the four-year adjusted  
4 cohort graduation rate and the extended-year adjusted cohort  
5 graduation rate at the secondary school site, the school district  
6 and the state level, and the graduation rates shall be reported in  
7 the aggregate as well as disaggregated by subgroups as required in  
8 the Elementary and Secondary Education Act of 2001 (ESEA), P.L. No.  
9 107-110, also known as the No Child Left Behind Act of 2001.

10 B. The Board shall use the four-year adjusted cohort graduation  
11 rate for purposes of determining the high school graduation rate  
12 indicator for the academic performance data calculation beginning  
13 with state and district report cards providing results of  
14 assessments administered in the 2011-2012 school year. The Board  
15 shall use the four-year adjusted cohort graduation rate for  
16 establishing the high school graduation rate for measuring alternate  
17 year percentage growth targets as set forth in Section 3-151.2 of  
18 this title beginning with the 2012-2013 school year.

19 C. The four-year adjusted cohort graduation rate shall be  
20 defined as the number of students who graduate in four (4) years  
21 with a standard high school diploma divided by the number of  
22 students who entered high school four (4) years earlier, ~~adjusted~~  
23 ~~for transfers.~~ Students who transfer in and out of the school,  
24 ~~émigrés~~ emigrate to another country, and deceased students shall not

1 be included in the adjusted cohort graduation rate. Students who  
2 graduate in four (4) years shall include students who earn a  
3 standard high school diploma at the end of their fourth year, before  
4 the end of their fourth year, and during a summer session  
5 immediately following their fourth year. To remove a student from a  
6 cohort, a school district shall confirm in writing or by electronic  
7 means that a student has transferred out of the school site or  
8 school district, has emigrated to another country, or is deceased.  
9 For a student who transfers out of a school site or school district,  
10 the written or electronic confirmation shall be official and  
11 document that the student has enrolled in another school site or  
12 school district or in an educational program that culminates in a  
13 high school diploma recognized by a state or private higher  
14 educational institution accredited or recognized by the Oklahoma  
15 State Regents for Higher Education for purposes of admission to the  
16 institution. Students who are not enrolled in a program which  
17 culminates in the award of a credential recognized by a state or  
18 private higher educational institution for purposes of admissions  
19 shall not be included in the graduation rate calculation as set  
20 forth in this subsection as a student who graduated in four (4)  
21 years with a standard high school diploma but shall be included in  
22 the number of students who entered high school four (4) years  
23 earlier.

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1 D. The extended-year adjusted cohort graduation rate shall be  
2 defined as the number of students who graduate in four (4) years or  
3 five (5) years with a high school diploma divided by the number of  
4 students who form the adjusted cohort for the four-year graduation  
5 rate as calculated as provided for in subsection C of this section,  
6 ~~provided that the adjustments add to the cohort all students who~~  
7 ~~transfer into the cohort by the end of the year of graduation being~~  
8 ~~considered and subtract students who transfer out, emigrate to~~  
9 ~~another country or are deceased by the end of that year.~~ The  
10 extended-year adjusted cohort graduation rate shall be reported  
11 separately from the four-year adjusted cohort graduation rate.

12 SECTION 2. AMENDATORY 70 O.S. 2021, Section 1210.545, is  
13 amended to read as follows:

14 Section 1210.545. A. Except as otherwise provided, as part of  
15 the accountability system developed as provided for in Section  
16 1210.541 of this title, the State Board of Education shall prepare  
17 annual reports of the results of the Oklahoma School Testing Program  
18 which describe student achievement in the state, and each school  
19 site, pursuant to the Elementary and Secondary Education Act of 1965  
20 (ESEA) as reauthorized by P.L. No. 114-95, also known as the Every  
21 Student Succeeds Act (ESSA), and any related federal regulations.

22 B. The annual report as required pursuant to subsection A of  
23 this section shall identify school sites as having one of the  
24 following grades for each indicator, separately, and by a single

1 overview grade of all indicators, defined according to rules of the  
2 State Board of Education:

- 3 1. "A" means schools making excellent progress;
- 4 2. "B" means schools making above average progress;
- 5 3. "C" means schools making satisfactory progress;
- 6 4. "D" means schools making less than satisfactory progress;

7 and

- 8 5. "F" means schools failing to make adequate progress.

9 C. Each school that has students who are tested and included in  
10 the school grading system as provided for in this section shall  
11 receive a school grade, except as follows:

- 12 1. A school shall not receive a school grade if the number of  
13 students tested and included in the school grading system is less  
14 than the minimum sample size necessary for statistical reliability  
15 and prevention of the unlawful release of personally identifiable  
16 student data. The State Board of Education is directed to establish  
17 the lowest minimum sample size necessary to meet the requirements of  
18 this paragraph; and

- 19 2. The academic performance of students who are enrolled full-  
20 time in an online program that is offered by a school district or  
21 charter school that is not the district of residence or is not  
22 located in the district of residence of the student shall be  
23 reported separately by the school district or charter school and

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1 shall not be included when determining the grade of the school site  
2 or charter school.

3 D. The State Board of Education may adopt alternate systems of  
4 accountability for statewide virtual charter schools, alternative  
5 education programs as defined in Section 1210.568 of this title, and  
6 schools serving only grades prekindergarten or kindergarten through  
7 two.

8 E. The grade of a school shall be based on a multimeasures  
9 approach to accountability in accordance with the Elementary and  
10 Secondary Education Act of 1965 (ESEA) as reauthorized by P.L. No.  
11 114-95, also known as the Every Student Succeeds Act (ESSA) and any  
12 federal regulations that include, but are not limited to, the  
13 following indicators:

14 1. Statewide assessments, including the establishment of  
15 student performance bands;

16 2. Graduation rates for high schools;

17 3. Statewide academic measures for elementary and middle  
18 schools;

19 4. English language proficiency for English learners; and

20 5. At least one additional statewide measure of school quality  
21 or student success, including, but not limited to, school climate,  
22 school safety, student engagement, educator engagement, and/or  
23 advanced coursework and postsecondary readiness. Chronic

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1 absenteeism shall not be included as any statewide measure of school  
2 quality or student success.

3 F. Of the indicators included in subsection E of this section,  
4 not less than seventy percent (70%) of the overview grade must be  
5 given to indicators 1, 2, 3 and 4 and, in the aggregate, with not  
6 more than thirty percent (30%) of the grade given to indicator 5.

7 G. Further, the grade of an elementary or middle school site  
8 shall include, but not be limited to, a measure of status for  
9 English language arts (ELA), math and science, growth in ELA and  
10 math, English Language Proficiency Assessment (ELPA) progress, and  
11 ~~chronic absenteeism~~ instructional time as described in subsection M  
12 of this section.

13 H. The grade of a high school site shall include, but not be  
14 limited to, a measure of status for English language arts (ELA),  
15 math and science status, English Language Proficiency Assessment  
16 (ELPA) progress, graduation rate, ~~chronic absenteeism,~~ and  
17 postsecondary opportunities, and instructional time as described in  
18 subsection M of this section. For purposes of this section,  
19 postsecondary opportunities shall include Advanced Placement,  
20 International Baccalaureate, dual and concurrent enrollment, scoring  
21 Silver Level or above on American College Testing (ACT) WorkKeys,  
22 internships, mentorships and apprenticeships, military readiness as  
23 evidenced by being accepted for enlistment into any branch of the  
24 military within the first year after high school graduation or

1 earning a military readiness score on the Armed Services Vocational  
2 Aptitude Battery (ASVAB), and industry certifications. The Board  
3 shall adopt a time line for moving from completion of such  
4 opportunities to crediting achievement of such opportunities.

5 I. The annual report shall identify the performance of each  
6 school as having improved, remained the same, or declined. This  
7 school improvement rating shall be based on a comparison of the  
8 student and school performance data of the current year to the  
9 previous year data.

10 J. The State Department of Education shall annually develop a  
11 school site report card to be delivered to parents throughout each  
12 school district. The report card shall be in accordance with the  
13 requirements of the Elementary and Secondary Education Act of 1965  
14 (ESEA), as reauthorized and amended by P.L. No. 114-95, also known  
15 as the Every Student Succeeds Act (ESSA) and includes the grade for  
16 the school, information regarding school improvement, an explanation  
17 of school performance, and indicators of return on investment. The  
18 report card for each school site shall be published annually by the  
19 Department on its website, and every school district shall provide  
20 the school site report card to the parent or guardian of each  
21 student enrolled in the school site. In order to provide  
22 information regarding school performance for school report cards  
23 issued during the 2016-2017 and 2017-2018 school year, the  
24 Department shall include an explanation of the changes to the



1 statewide system of student assessments as required in Section  
2 1210.508 of this title and how the transition in assessments may  
3 impact school performance. The Department shall issue school report  
4 cards using the 2016-2017 school year assessment data that is  
5 available.

6 K. The Legislature may factor in the performance of schools in  
7 calculating any performance-based funding policy that is provided to  
8 public school districts.

9 L. The State Board of Education shall promulgate rules to  
10 implement the provisions of this section.

11 M. The State Board of Education shall amend the State ESSA Plan  
12 in accordance with the requirements of the Every Student Succeeds  
13 Act (ESSA) to replace the measure of chronic absenteeism with a  
14 measure of instructional time as described in this subsection. The  
15 Board shall submit the proposed amendment to the United States  
16 Department of Education no later than August 1, 2025.

17 If the amended state plan is approved by the United States  
18 Department of Education, beginning with the 2025-2026 school year,  
19 the grade for an elementary, middle, and high school site shall  
20 include a measure of instructional time in lieu of chronic  
21 absenteeism. This measure shall account for a total of ten (10)  
22 possible points out of ninety (90) points on a school's report card.

23 The measure of instructional time shall comprise the following  
24 weighted subcomponents:

1        1. Total in-person school days. A school's total  
2 instructional days shall be benchmarked against a one-hundred-  
3 eighty-day school year with a weight of 0.50. A full school day  
4 shall be at least five and one-half (5.5) hours. School days and  
5 hours shall be calculated pursuant to Sections 1-109 and 1-109.1 of  
6 this title. The total number of school days may not include virtual  
7 days;

8        2. Total school hours for the academic year. A school's total  
9 school hours shall be benchmarked against a one-thousand-two-  
10 hundred-hour school year with a weight of 0.40. Total school hours  
11 shall include all hours students are present, including lunch and  
12 passing periods; and

13        3. Day length. A school's day length shall be benchmarked  
14 against a seven-hour school day for middle and high schools and a  
15 six-and-one-half-hour school day for elementary schools. This  
16 subcomponent shall have a weight of 0.10.

17        SECTION 3. This act shall become effective July 1, 2025.

18        SECTION 4. It being immediately necessary for the preservation  
19 of the public peace, health or safety, an emergency is hereby  
20 declared to exist, by reason whereof this act shall take effect and  
21 be in full force from and after its passage and approval.

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