

the Oklahoma Commission for Teacher Preparation establish a math professional development program for elementary school teachers, contingent upon available funding. The program will be for teachers licensed prior to July 1, 2001, who are teaching kindergarten through third grade. The training will focus on those teachers because they were certified prior to the change in math education requirements for undergraduates seeking degrees in early elementary education at Oklahoma universities. The professional development must be scientifically research-based, meet state law requirements for professional development and address content skill and methodology and may contain a technology component.

scored in the lowest 25th percentile of the state in the previous school year, without revealing students' identities.

School grades will be based 33 percent upon test scores, 17 percent upon student learning gains and 17 percent on improvement in the lowest 25th percentile of students in reading and mathematics on state tests. The remaining 33 percent of a school's grade will include factors such as graduation rate, participation in Advanced Placement courses and concurrent enrollment, ACT and SAT scores and graduation rate of students who scored limited knowledge or unsatisfactory on the eighth-grade state tests in math and reading. Schools that do not have enough students to meet the minimum sample

DID YOU KNOW?

Phonics vs. Phonemic Awareness

Phonemic awareness is auditory and does not involve words in print while phonics is the connection of those sounds to letters.

Legislators concentrated on reforms to help students develop better reading and math skills in the early grades, offer parents more choices and give administrators more flexibility.

In addition, **HB 1917** allows school districts to use remediation funds for intervention purposes. *Remediation* is defined as supplemental instruction provided to students who scored *unsatisfactory* or *limited knowledge* on state tests. *Intervention* is defined as supplemental instruction provided to students in grades six through 12 prior to administration of a criterion-referenced test or end-of-instruction test who are at risk of scoring *unsatisfactory* or *limited knowledge*.

To encourage transparency and improvement in schools, **HB 1456** requires that the State Board of Education give schools performance-based letter grades of A, B, C, D or F and provide that information to parents. The State Board of Education must prepare annual reports showing the letter grades of school districts and school sites and also must show results of the Oklahoma School Testing Program describing student, school district and school site achievement. This report also must include the median scores of students who

size necessary will not receive grades. A school site where students are not tested because they are in grades kindergarten through three will receive the grade of the school those students will feed into.

NEW CALCULATIONS FOR GRADUATION RATES

$\frac{\text{Number graduating in 4 years}}{\text{Number entering 9th grade 4 years before}^*} = \text{4-year adjusted cohort graduation rate}$
$\frac{\text{Number graduating in 4 or 5 years}}{\text{Number in cohort of extended period}^*} = \text{Extended-year adjusted cohort graduation rate}$

*adjusted for transfers, deceased and those leaving the country

In an effort to obtain more accurate graduation statistics and to improve graduation rates, **SB 2** instructs the State Board of Education to calculate a school's graduation rate by using a four-year adjusted cohort and an extended-year adjusted cohort. The four-year adjusted cohort graduation rate is the number of

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*To encourage transparency and improvement, **HB 1456** requires the State Board of Education to give schools performance-based letter grades:*

- A = making excellent progress*
- B = making above average progress*
- C = making satisfactory progress*
- D = making less than satisfactory progress*
- F = failing to make adequate progress*