

Janet Barresi
State Superintendent of Public Instruction
Oklahoma State Department of Education

Achieving Classroom Excellence Act (ACE)
70 O.S. § 1210.521



Implementation Guide
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Office of Standards and Curriculum
Office of Accountability and Assessment



Achieving Classroom Excellence Act (ACE)
Implementation Guide
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- 70 O.S. § 11-103.6 (School Law Book. Chapter 1. Article XI. Section 244.)
- 70 O.S. § 628.13 (School Law Book. Chapter 7. Article I. Section 820.)
- 70 O.S. § 1210.505-1210.508 (School Law Book. Chapter 8. Article V. Sections 886-889.)
- 70 O.S. § 1210.521-1210.523 (School Law Book. Chapter 1. Article XI. Section 243.1-243.3.)
- 70 O.S. § 1210.526 (School Law Book. Chapter 1. Article XI. Section 244.1)
- Oklahoma Administrative Code (OAC) 210:10-13-2
- Oklahoma Administrative Code (OAC) 210:10-13-16

Resources from Other Agencies and Organizations

- State Regents' 15-Unit High School Core Curricular Requirements*
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Achieving Classroom Excellence Act (ACE)

Frequently Asked Questions and Answers

Purpose of ACE

1. What is the purpose of the *Achieving Classroom Excellence Act of 2005* including its amendments?

The Oklahoma ACE legislation provides a framework for all Oklahoma school systems to implement standards, curriculum, and assessments with the rigor and relevance necessary for Oklahoma students to be prepared for college and the world of work.

2. Where in law can the ACE legislation be found?

Senate Bill 982 of 2005 provides the language that is known as the *Achieving Classroom Excellence Act of 2005* (ACE). Some portions of the act were amended in 2006, 2008, 2009, and 2010. This includes Senate Bill 1792 of 2006, Senate Bill 1769 of 2008, Senate Bill 222 of 2009, and Senate Bill 1799 of 2010. Signed copies of these bills can be found on the Oklahoma Secretary of State's Web site <www.sos.state.ok.us/exec_legis/legislation.asp>.

ACE legislation can also be found in Oklahoma Statutes as documented in the References section of this guide. Legal references for ACE include:

70 O.S. § 11-103.6 (School Law Book. Chapter 1. Article XI. Section 244.)

70 O.S. § 628.13 (School Law Book. Chapter 7. Article I. Section 820.)

70 O.S. § 1210.505-1210.508 (School Law Book. Chapter 8. Article V. Sections 886-889.)

70 O.S. § 1210.521-1210.523 (School Law Book. Chapter 1. Article XI. Section 243.1-243.3.)

70 O.S. § 1210.526 (School Law Book. Chapter 1. Article XI. Section 244.1)

3. Where in State Board of Education Rules can information related to implementation of the ACE legislation be found?

Oklahoma Administrative Code (OAC) 210:10-13-2 and OAC 210:10-13-16 include rules related to ACE Remediation and ACE Testing, including exceptions and exemptions. These rules can be found on the ACE page of the State Department of Education Web site, <www.sde.state.ok.us>, and in the References section of this guide.

Achieving Classroom Excellence Act (ACE) **ACE Curriculum**



Beginning with students entering the ninth grade in the 2006-07 school year and subject to other provisions of law, in order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students shall complete the college preparatory/work ready curriculum units or sets of competencies at the secondary level. (70 O.S. § 11-103.6)



Achieving Classroom Excellence Act (ACE)

Frequently Asked Questions and Answers

ACE Curriculum

1. What are the college preparatory/work ready graduation requirements?

College Preparatory/Work Ready Curriculum (70 O.S. § 11-103.6)

Beginning with students who entered the ninth grade in the 2006-2007 school year, in order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students shall complete the following college preparatory/work ready curriculum units or sets of competencies at the secondary level:

- a. **Four units of English** to include Grammar, Composition, Literature, or any English course approved for college admission requirements;
- b. **Three units of mathematics**, limited to Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Calculus, Advanced Placement Statistics, or any mathematics course with content and/or rigor above Algebra I and approved for college admission requirements;
- c. **Three units of laboratory science**, limited to Biology, Chemistry, Physics, or any laboratory science course with content and/or rigor equal to or above Biology and approved for college admission requirements;
- d. **Three units of history and citizenship skills**, including one unit of American History, one-half unit of Oklahoma History, one-half unit of United States Government and one unit from the subjects of History, Government, Geography, Economics, Civics, or Non-Western culture and approved for college admission requirements;
- e. **Two units of the same foreign or non-English language or two units of computer technology** approved for college admission requirements whether taught at a high school or a technology center school including computer programming, hardware, and business computer applications, such as word processing, databases, spreadsheets, and graphics, excluding keyboarding or typing courses;
- f. **One additional unit** selected from paragraphs a through e or career and technology education courses approved for college admission requirements; and
- g. **One unit or set of competencies of fine arts**, such as music, art, drama, or one unit or set of competencies of speech.

2. What are college admission requirements for Oklahoma colleges and universities?

See *State Regents' 15-Unit High School Core Curricular Requirements* document in the Resources section.

3. What if a student does not want to enroll in the college preparatory/work ready curriculum?

Beginning with students who entered the ninth grade in the 2006-2007 school year, in lieu of the requirements of the college preparatory/work ready curriculum, a student may enroll in the core curriculum upon written approval of the parent or legal guardian of the student. School districts may require a parent or legal guardian of the student to meet with a designee of the school prior to enrollment. (70 O.S. § 11-103.6)

A sample template for a Parental Curriculum Choice Letter is provided in the ACE Resources section of this guide.

For students who entered the ninth grade prior to the 2006-2007 school year and for those students subject to the requirements of the core curriculum, in order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students shall complete the core curriculum units or sets of competencies at the secondary level. (70 O.S. § 11-103.6)

4. What is the core curriculum that is required if a student does not enroll in the college preparatory/work ready curriculum?

Core Curriculum (70 O.S. § 11-103.6)

- a. The State Board of Education shall adopt curricular standards for instruction of students in the public schools of this state that are necessary to ensure there is attainment of desired levels of competencies in a variety of areas to include language, mathematics, science, social studies, and communication. All students shall gain literacy at the elementary and secondary levels through a core curriculum.

Students must develop skills in reading, writing, speaking, computing, and critical thinking. They also must learn about cultures and environments—their own and those of others with whom they share the earth. Students, therefore, must study social studies, literature, languages, the arts, mathematics and science. Such curricula shall provide for the teaching of a hands-on career exploration program in cooperation with technology center schools.

The core curriculum shall be designed to teach the competencies for which students shall be tested as provided in Section 1210.508 of this title, and shall be designed to prepare all students for employment and/or postsecondary education.

- b. In order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students shall complete the following core curriculum units or sets of competencies at the secondary level:

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

- (a) American Literature,
- (b) English Literature,
- (c) World Literature,
- (d) Advanced English Courses, or
- (e) other English courses with content and/or rigor equal to or above grammar and composition;

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 Pre-calculus,
- (e) Calculus,
- (f) Statistics and/or Probability,
- (g) Computer Science,
- (h) contextual mathematics courses which enhance technology preparation whether taught at a:
 - (1) comprehensive high school, or
 - (2) technology center school when taken in the 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 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.

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,
- (k) Applied Biology/Chemistry,
- (l) Applied Physics,
- (m) Principles of Technology,
- (n) qualified agricultural education courses,
- (o) contextual science courses which enhance technology preparation whether taught at a:
 - (1) comprehensive high school, or
 - (2) technology center school when taken in the eleventh or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the independent district board of education,
- (p) science courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the eleventh or twelfth grade upon approval of the State Board of Education and the independent district board of education, or
- (q) other science courses with content and/or rigor equal to or above Biology I;

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

- (a) World History,
- (b) Geography,
- (c) Economics,
- (d) Anthropology, or
- (e) other social studies courses with content and/or rigor equal to or above United States History, United States Government, and Oklahoma History; and

Arts – 2 units or sets of competencies which may include, but are not limited to, courses in Visual Arts and General Music.

In addition to the 15 units or sets of competencies of core curriculum requirements established in subsection b of this section, in order to graduate from a public high school accredited by the State Board of Education students shall complete any additional course requirements or recommended elective courses as may be established by the State Board of Education and the district school board. School districts shall strongly encourage students to complete two units or sets of competencies of foreign languages and two units or sets of competencies of physical and health education.

5. Why does the core curriculum require two fine arts units and the college preparatory/work ready curriculum require one fine arts unit?

The core curriculum requires two units or sets of competencies in fine arts, which may include, but are not limited to, courses in Visual Arts and General Music (70 O.S. § 11-103.6). The college preparatory/work ready curriculum is based on the requirements for Oklahoma's Promise-OHLAP. Oklahoma's Promise-OHLAP only requires one unit or set of competencies in fine arts, such as music, art, or drama, or one unit or set of competencies of speech. See *High School Curricular Requirements for Admission to Oklahoma Colleges and Oklahoma's Promise-Oklahoma Higher Learning Access Program* document in the ACE Resources section of this guide.

6. Are Mathematics of Finance and Intermediate Algebra considered to meet college admission requirements by the Oklahoma State Regents for Higher Education?

No. The Oklahoma State Regents for Higher Education defines the college admissions requirements. The State Board of Education approved curriculum outlines for Mathematics of Finance and Intermediate Algebra as courses with rigor equal to above Algebra I, but these courses have not been approved for college admissions. See *High School Curricular Requirements for Admission to Oklahoma Colleges and Oklahoma's Promise-Oklahoma Higher Learning Access Program* document in the ACE Resources section of this guide.

7. What is the process for getting a course approved for college preparatory/work ready curriculum?

The State Board of Education shall allow as much flexibility at the district level as is possible without diminishing the rigor or undermining the intent of providing these courses. To accomplish this purpose, the State Department of Education shall work with school districts in reviewing and approving courses taught by districts that are not specifically listed in subsections B and D of this section. Options may include, but shall not be limited to, courses taken by concurrent enrollment, advanced placement, or correspondence, or courses bearing different titles. (70 O.S. § 11-103.6)

There are two steps in the process for getting a course approved for college preparatory/work ready curriculum. The first step is to get approval by the State Board of Education to offer graduation credit for the course. To obtain State Board of Education approval for a new course to be used to meet high school graduation requirements, school districts must submit to the State Department of Education a letter requesting such approval along with documentation showing alignment between the course content and the *Priority Academic Student Skills (PASS)*.

The second step requires approval from the Oklahoma State Regents for Higher Education to establish the course as one approved for college admissions. Contact the Oklahoma State Regents for Higher Education Office at (405) 225-9120 or <www.okhighered.org> for more information.

8. Do students with disabilities have to meet graduation requirements to receive a diploma?

Yes, students with disabilities have to choose either a college preparatory/work ready curriculum or a core curriculum in order to meet graduation requirements under the ACE legislation. Beginning with students who entered the ninth grade in the 2006-2007 school year, students are automatically enrolled in the college preparatory/work ready curriculum for high school graduation, unless a parent or legal guardian has opted out of these requirements, in writing. If opted out, the student would then be enrolled in the core curriculum for high school graduation.

9. Are students with an Individualized Education Program (IEP) required to complete core curriculum requirements?

A student with a disability, who is on an Individualized Education Program (IEP), may substitute courses in the core curriculum when determined by the IEP team on an individual basis (e.g., an individual IEP team may determine that Journalism is more appropriate than English IV for an individual student with a disability). Whether an IEP might require some or all of the core curriculum courses from the curriculum list in 70 O.S. § 11-103.6, is a question to be determined by the IEP team members including the parents on a student-by-student basis. This does not mean that students with disabilities are exempted all together, but that IEP teams have the ability to determine appropriate course titles for students with disabilities.

10. Who determines the course of study for a student with a disability?

For students with disabilities the Individualized Education Program (IEP) team determines the course of study for each student individually. For example, a student could take Algebra I, Intermediate Algebra, and Computer Science I (i.e., computer programming), to meet the requirements for graduation in the area of mathematics. The EOI exam the student would need to participate in and pass would be Algebra I. Even though Algebra II and Geometry are EOI exams that would meet graduation requirements, those courses are not required for graduation.

11. Can a district have a determined course of study for students with disabilities?

No, the course of study should be determined on an individual basis for students with disabilities by the IEP team.

12. Can an IEP team determine that a student will be enrolled in Math I, Math II, and Math III and the student still graduate with a diploma?

No. Credit is determined by completion of course requirements in the general education curriculum or as otherwise specified by the IEP. Course titles documented on transcripts should reflect actual courses taken (e.g., Algebra I, Algebra I Essentials, and Algebra I Concepts). The IEP team may address program modifications and modified course requirements to allow appropriate and individualized educational programming for students with disabilities under the provisions of the IDEA Part B and Oklahoma State law. (70 O.S. § 11-103.6)

13. What is the diploma for college preparatory/work ready curriculum?

Oklahoma has one standard high school diploma for students who meet either the college preparatory/work ready curriculum requirements or the core curriculum requirements.

14. What is the diploma for the core curriculum?

Oklahoma has one standard high school diploma for students who meet either the college preparatory/work ready curriculum requirements or the core curriculum requirements.

15. Which students are required to take three mathematics courses in high school?

Beginning with ninth grade students in 2008-2009, three units or sets of competencies in mathematics must be completed in 9th through 12th grade; provided, if a student completes any required courses in mathematics prior to ninth grade, the student may take any other mathematics courses to fulfill the requirement to complete three units in Grades 9 through 12. (70 O.S. § 11-103.6)

16. What incentives are available for college-bound students to take the college preparatory/work ready curriculum instead of taking the core curriculum, which meets the minimum requirements for college admission?

The college preparatory/work ready curriculum is designed to more fully prepare students for careers or credit-bearing courses in college. Additionally, in order to participate in Oklahoma's Promise-OHLAP scholarship program, students must complete the college preparatory/work ready curriculum, make at least a 2.5 grade point average in high school, stay out of trouble, and meet family income requirements. See *High School Curricular Requirements for Admission to Oklahoma Colleges and Oklahoma's Promise-Oklahoma Higher Learning Access Program* document in the ACE Resources section of this guide.

17. What are the requirements for high school seniors to be eligible for concurrent enrollment tuition waivers?

Each high school senior who meets the eligibility requirements for concurrent enrollment shall be entitled to receive a tuition waiver equivalent to the amount of resident tuition for a maximum of six credit hours per semester (70 O.S. § 628.13). See *Concurrent Enrollment of High School Students* document in the ACE Resources section of this guide.

18. How do students access the application for concurrent enrollment waivers as a high school senior?

The Oklahoma State Regents for Higher Education has established an application process and criteria for prioritizing applicants on the basis of need, timeliness of application, or other factors. (70 O.S. § 628.13)

19. Can college courses be used to meet high school graduation requirements?

The State Board of Education shall allow as much flexibility at the district level as is possible without diminishing the rigor or undermining the intent of providing these courses. To accomplish this purpose, the State Department of Education shall work with school districts in reviewing and approving courses taught by districts that are not specifically listed in subsections B and D of this section. Options may include, but shall not be limited to, courses taken by concurrent enrollment, advanced placement, or correspondence, or courses bearing different titles. (70 O.S. § 11-103.6)

When a student earns college credit through concurrent enrollment, school districts shall provide academic credit for any concurrently enrolled higher education courses that are correlated with the academic credit awarded by the institution of higher education. Academic credit shall only be transcribed as elective credit if there is no correlation between the concurrent enrollment higher education course and a course provided by the school district. (70 O.S. § 628.13)

School districts shall record concurrent enrollment courses on students' high school transcripts as either academic or elective credit. Students shall receive academic credit if the concurrent course content and objectives align to the *Priority Academic Student Skills (PASS)* taught through the course provided by the school district. If the concurrent course does not align to *PASS*, students shall receive elective credit.

Decisions regarding the transcription of a student's grade for concurrent college course work, the computation of the student's grade point average, or how college course work may affect his/her class ranking rest with the local educational authority.

Achieving Classroom Excellence Act (ACE)

ACE Testing



Beginning with students entering the ninth grade in the 2008-2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma.

- a. Algebra I;
- b. English II; and
- c. Two of the following five:
 1. Algebra II,
 2. Biology I,
 3. English III,
 4. Geometry, and
 5. United States History.

(70 O.S. § 1210.523)



Achieving Classroom Excellence Act (ACE)

Frequently Asked Questions and Answers

ACE Testing

- 1. What end-of-instruction (EOI) exams are required for a student to pass in order to graduate from a public high school?**

Beginning with students entering the ninth grade in the 2008-2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma:

- (a) Algebra I;*
- (b) English II; and*
- (c) Two of the following five:*
 - (1) Algebra II,*
 - (2) Biology I,*
 - (3) English III,*
 - (4) Geometry, and*
 - (5) United States History. (70 O.S. § 1210.523)*

- 2. How do we define student mastery on the end-of-instruction tests?**

To demonstrate mastery, the student shall attain at least a satisfactory or proficient score on the end-of-instruction criterion-referenced tests. (70 O.S. § 1210.523)

- 3. If a student takes the course for Algebra I, Algebra II, Biology I, English II, English III, Geometry, or United States History, must he or she take the aligned end-of-instruction test?**

Yes. (70 O.S. § 1210.508)

All End-of-Instruction assessments must be taken once the corresponding course of instruction has been completed. In order to meet the Federal No Child Left Behind (NCLB) legislation requirements, all students prior to graduating from high school must take the Algebra I, Biology I, and English II assessments regardless of whether instruction has been taken, unless otherwise exempt. (OAC 210:10-13-2)

4. What are the end-of-instruction testing windows for the 2011-2012 school year?

Winter Testing Window: Monday, November 28, 2011 – Friday, January 6, 2012, with the writing test on Tuesday, December 6, 2011 and Wednesday, December 7, 2011.

Trimester Testing Window: Monday, January 16, 2012 – Friday, February 10, 2012, with the writing test on Tuesday, January 24, 2012 and Wednesday, January 25, 2012.

Spring Testing Window: Monday, April 16, 2012 – Friday, May 11, 2012, with the writing test on Tuesday, April 24, 2012, and Wednesday, April 25, 2012

Summer Testing Window: Monday, June 4, 2012 – Friday, July 27, 2012

The Oklahoma School Testing Program Test Dates for 2011-2012, 2012-2013, and 2013-2014 are available in the ACE Resources section of this guide.

5. What additional windows will be available for students who are retaking the EOI?

Students who are retaking the EOI, may do so during the regular testing windows or within the two week time period prior to the Winter Testing Window and the two week time period prior to the Spring Testing Window. (70 O.S. § 1210.508)

6. Must a school district offer retakes prior to the regular testing window?

No. Senate Bill 1799 gives schools the option to offer retakes in the two weeks prior to the regular Winter and Spring Testing Windows if the school does not have the capacity to offer all necessary tests online during the regularly scheduled window. (70 O.S. § 1210.508)

7. Must all schools within a district choose the same option for when to offer retakes?

No. Any student may retake the EOI either during the regular testing window or during the two weeks prior to the regular Winter and Spring Testing Windows.

8. How many times may a student retake an end-of-instruction exam each year?

Beginning with students who enter the ninth grade in the 2008-09 school year, students who do not attain at least a satisfactory score (as defined by the State Board of Education) on any end-of-instruction test shall be provided remediation and the opportunity to retake the test until at least a satisfactory score is attained on the tests of Algebra I, English II, and two of the tests required or an approved alternative test. (70 O.S. § 1210.523)

Beginning with students who enter the ninth grade in the 2008-09 school year, students who do not attain at least a satisfactory score (as defined by the State Board of Education) on any end-of-instruction test shall be afforded the opportunity to retake each test up to three times each calendar year until at least achieving at the satisfactory level. (70 O.S. § 1210.508)

9. **If a student retakes and passes the end-of-instruction test in Algebra I and/or English II after remediation, will AYP and API be recalculated?**

No.

10. **How should the school document refusal of a student to retake an end-of-instruction exam when provided the opportunity?**

School districts shall document a student's failure to complete test retake opportunities including written acknowledgement by the student's parent or guardian of the graduation requirements related to end-of-instruction tests. (OAC 210:10-13-16)

11. **How shall the student performance level for end-of-instruction tests be reported?**

Beginning with students who enter the ninth grade in the 2008-09 school year, school districts shall report the student's performance levels of satisfactory and above on the end-of-instruction tests on the student's high school transcript. (70 O.S. § 1210.508)

For students who enter the ninth grade in or prior to the 2007-08 school year, school districts shall report the highest achieved state test performance level on the end-of-instruction tests on the student's high school transcript. (70 O.S. § 1210.508)

12. **How will the graduation requirement of demonstrating mastery in Algebra I, English II, and two of the other five content areas (70 O.S. § 1210.523) be reported?**

For each student who meets the graduation requirements of 70 O.S. § 1210.523, the student's transcript shall read, "The student has met the graduation requirement of demonstrating mastery in the state academic content standards." (OAC 210:10-13-16(c))

13. **Do business and industry-recognized endorsements attained by students need to be recorded on the student's high school transcript?**

Yes. The Oklahoma Department of Career and Technology Education provides high school students business and industry-recognized programs that culminate in attainment of endorsements. When students earn these endorsements while in high school, the school district shall report the endorsement attained on the student's high school transcript. (70 O.S. § 1210.508(A)(6))

Some of these endorsements are listed for your reference on the ACE page of the State Department of Education Web site, <www.sde.state.ok.us> and in the ACE Resources section of this guide.

14. What is the ACE Demonstration of Mastery Cumulative Record?

In order to facilitate the monitoring of student progress toward meeting the testing requirements for graduation, an ACE Demonstration of Mastery Cumulative Record must be kept for students who do not attain a satisfactory or proficient score on any of the required end-of-instruction exams on the first attempt (OAC 210:10-13-16). Information may be kept on the uniform document provided by the State Department of Education, or all information required on the uniform document may be kept in the school's student information system. An electronic version of the cumulative record may be found on the ACE page of the State Department of Education Web site, <www.sde.state.ok.us>. A copy of the cumulative record is available in the ACE Resources section of this guide.

15. What is the process for utilizing alternate test(s) and/or End of Course Project(s) to meet the graduation requirements?

Students who do not meet the requirements of testing may graduate from a public high school with a standard diploma by demonstrating mastery of state academic content standards through alternate test(s) and/or End of Course Project(s) as approved by the State Board of Education. (70 O.S. § 1210.523)

The State Board of Education has approved the following process for students who do not attain at least a satisfactory or proficient score on required test(s):

Step One: Students shall be provided remediation opportunities and will either:

- a. Retake the end-of-instruction test; or
- b. Apply a score from a previously administered alternate test; or
- c. Take an alternate test and meet the Oklahoma State Board of Education approved level of proficiency.

Step Two: Students who do not meet requirements through Step One shall continue to be provided remediation opportunities and will either:

- a. Retake the end-of-instruction test; or
- b. Apply a score from a previously administered alternate test; or
- c. Take an alternate test and meet the Oklahoma State Board of Education approved level of proficiency; or
- d. Complete an End of Course Project.

Students who do not meet requirements through Step Two shall repeat Step Two as necessary. (OAC 210:10-13-16)

An ACE Testing Flowchart of this process is available in the ACE Resources section of this guide.

16. How will alternate tests, End of Course Projects, exceptions, and/or exemptions be documented and reported?

For each student, an alternate test or End of Course Project used to demonstrate mastery in required subjects in place of an end-of-instruction test or any exception/exemption applied for a student must be documented on the student's ACE Demonstration of Mastery Cumulative Record. Information may be kept on the uniform document provided by the State Department of Education, or all information required on the uniform document may be kept in the school's student information system (OAC 210:10-13-16). An electronic version of the cumulative record may be found on the ACE page of the State Department of Education Web site, <www.sde.state.ok.us>. A copy of the cumulative record is available in the ACE Resources section of this guide.

17. May a student use an alternate test and/or End of Course Project to meet the graduation testing requirement in place of more than one end-of-instruction test?

Yes. See Question #20 for examples.

18. What alternate tests are available to students who do not attain at least a satisfactory or proficient score on the required EOIs?

The State Board of Education approved an initial list of alternate tests with minimum cut score requirements on November 17, 2009, and updated this list in 2010 and 2011. The new tests include PSAT/NMSQT, the Algebra II EOI as an alternate for the Algebra I EOI, and the English III EOI as an alternate for the English II EOI. A student may use an alternate test from the approved list to demonstrate mastery in a required content area if the student does not receive a satisfactory or proficient score on the end-of-instruction test. This list may be found on the ACE page of the State Department of Education Web site, <www.sde.state.ok.us> and in the ACE Resources section of this guide.

19. May alternate tests taken prior to taking an end-of-instruction test be used?

Yes. Alternate tests may be administered before or after the administration of the end-of-instruction exam. Examples:

- Student A takes the Algebra I end-of-instruction test in the spring of his freshman year and scores limited knowledge. He takes the PLAN test in the fall of his sophomore year and scores above the minimum score set by the State Board of Education on the mathematics subsection. He may use the PLAN mathematics score to show mastery of Algebra I content.
- Student B takes the PLAN test in the fall of her sophomore year and scores above the minimum score set by the State Board of Education on the science subsection. She takes the Biology I end-of-instruction test in the spring of her sophomore year and scores unsatisfactory. She may use the PLAN science score to show mastery of Biology I content.

20. Can a single alternate test be used to meet the requirement for more than one course?

Yes. A single alternate test may be used to meet more than one testing requirement, and students may take more than one alternate test to meet the requirements of passing Algebra I, English II, and two of the other five tests. Examples:

- Student C does not score at the satisfactory or proficient level on the Algebra I and Geometry end-of-instruction tests. She takes the SAT and scores above the minimum score set by the State Board of Education on the mathematics subsection. She may use the SAT mathematics score to show mastery of Algebra I content and Geometry content.
- Student D does not score at the satisfactory or proficient level on the Biology I and English II end-of-instruction tests. He takes the ACT and scores above the minimum score set by the State Board of Education on the science subsection and the reading, English, and writing subsections. He may use the ACT science score to show mastery of Biology I content and the ACT reading, English, and writing scores to show mastery of English II content.

21. In addition to alternate tests, what alternate method has been approved by the State Board of Education for students to demonstrate mastery of state academic content standards?

Projects will encompass the key components of each course in order for students to demonstrate mastery in the content area by “integrating and applying the knowledge and skills gained throughout a course to address a practical, real world challenge.” End of Course Projects for English II and English III will include a response to literature and a writing sample of comparable rigor to the end-of-instruction exams. End of Course Projects for Biology I will include the process standards as assessed through laboratory experiments. (OAC 210:10-13-16)

The State Board of Education defined the alternate method for demonstrating mastery of state academic content as an End of Course Project. To date the State Board of Education has approved 2 projects for Algebra I, 1 project for Algebra II, 1 project for Biology I, 10 projects for English II, 14 projects for English III, 2 projects for Geometry, and 4 projects for U.S. History. The approved projects can be found on your School District Reporting Site.

22. How will student mastery of state academic content standards be determined for students using End of Course Projects?

Rubrics for evaluating End of Course Projects will be developed and approved by the State Board of Education. Subject to the availability of funds, projects will be assessed at the state level. If funds are not available, End of Course Projects will be evaluated at the local school district level according to requirements of the State Board of Education, including use of the rubrics established and approved by the State Board of Education. (OAC 210:10-13-16)

Completed End of Course Projects will be submitted by school districts to the State Department of Education by April 1, August 1, or November 1 of each year. Projects will be returned within 45 business days. End of Course Projects must be retained at the school district for a minimum of 5 years from completion. (OAC 210:10-13-16)

23. What exceptions and/or exemptions can be made by the State Board of Education?

The State Board of Education has provided exceptions, exemptions, and/or procedures for students in unique situations to demonstrate mastery of state academic content standards. These exceptions, exemptions, and/or procedures include the following:

- a. For students transferring into an Oklahoma public school district from out-of-state, mastery in required subject areas may be demonstrated by:
 1. Submitting documentation of proficiency on an equivalent state end-of-instruction exam(s) in the state in which instruction was received; or
 2. Attaining at least a satisfactory or proficient score (as defined by the Oklahoma State Board of Education) on the Oklahoma end-of-instruction exam(s); or
 3. Applying the score from a previously administered alternate test(s); or
 4. Meeting the approved level of proficiency on an alternate test(s); or
 5. Completing an End of Course Project. (OAC 210:10-13-16)
- b. For students transferring into an Oklahoma public school district from a private school or home school, mastery in required subject areas may be demonstrated by:
 1. Attaining at least a satisfactory or proficient score (as defined by the Oklahoma State Board of Education) on the Oklahoma end-of-instruction exam(s); or
 2. Applying the score from a previously administered alternate test(s); or
 3. Meeting the approved level of proficiency on an alternate test(s); or
 4. Completing an End of Course Project. (OAC 210:10-13-16)
- c. For students who have received credit for a course through proficiency based promotion rather than completing instruction in an Oklahoma public school, mastery in required subject areas may be demonstrated by:
 1. Attaining at least a satisfactory or proficient score (as defined by the Oklahoma State Board of Education) on the Oklahoma end-of-instruction exam(s);
 2. Applying the score from a previously administered alternate test(s); or
 3. Meeting the approved level of proficiency on an alternate test(s); or
 4. Completing an End of Course Project. (OAC 210:10-13-16)
- d. For students who do not have the opportunity to take the required end-of-instruction test(s) upon completion of instruction without extending the date of graduation, mastery in required subject areas may be demonstrated by:
 1. Applying the score from a previously administered alternate test(s); or
 2. Meeting the approved level of proficiency on an alternate test(s); or
 3. Completing an End of Course Project. (OAC 210:10-13-16)
- e. For students who have an Individualized Education Program (IEP) in accordance with the Individuals with Disabilities Education Act (IDEA), mastery in required

subject areas may be demonstrated through a modified proficiency score on the state assessment(s) as established by the IEP Team. Any deviation from the standard conditions, accommodations, or proficiency score on the state assessment(s) must be established within the student's IEP, and shall be denoted on the student's cumulative record. (OAC 210:10-13-16)

24. Does a student with disabilities have to take all of the EOI criterion-referenced tests?

Each student who completes the instruction for Algebra I, Algebra II, Biology I, English II, English III, and/or United States History at the secondary level shall complete an end-of-instruction test to measure for attainment in the appropriate state academic content standards in order to graduate from high school (70 O.S. § 1210.508). All students will take the EOI assessment of the courses in which they were enrolled and completed the instruction; three of which must be Algebra I, Biology I, and English II.

25. What accommodations are available for Special Education students?

Students who have individualized education programs (IEPs) shall have an appropriate statement on the student's IEP requiring administration of the assessment with or without accommodations or an alternate assessment. All documentation for each student shall be on file in the school prior to administration of the assessment. (70 O.S. § 1210.523)

Students with Individualized Education Programs (IEPs) shall have an appropriate statement on the IEP with regard to the type of assessment in which the student will participate (e.g., Oklahoma Core Curriculum Test (OCCT) with or without accommodations, the Oklahoma Modified Alternate Assessment Program (OMAAP) with or without accommodations, a combination of OCCT and OMAAP, or the Oklahoma Alternate Assessment Program (OAAP) Portfolio). The OCCT, OMAAP, and OAAP Portfolio are all a part of the Oklahoma School Testing Program (OSTP). Any state approved accommodations must be documented in the student's current IEP. Current documentation for each student shall be on file in the local school prior to test administration. (OAC 210:10-13-2)

Students who have an Individualized Education Program (IEP) in accordance with the Individuals with Disabilities Education Act (IDEA) may also demonstrate mastery in required subject areas through a modified proficiency score on the state assessment(s) as established by the IEP Team. Any deviation from the standard conditions, accommodations, or proficiency score on the state assessment(s) must be established within the student's IEP, and shall be denoted on the student's cumulative record. (OAC 210:10-13-16)

26. What alternate assessments are available for students with disabilities?

The EOIs that are available through the Oklahoma Alternate Assessment Program (OAAP) Portfolio for the 2011-2012 school year are: Algebra I, Algebra II, Biology I, English II,

English III, Geometry, and United States History. The EOIs available through the Oklahoma Modified Alternate Assessment Program (OMAAP) are: English II, Biology I, Algebra I, and United States History. If an IEP team determined that a student would take these courses to meet graduation requirements (along with any others in order to obtain credits for graduation) and the student passed each of these EOIs, the student would have met all the requirements to graduate with a standard diploma.

27. For which subjects may a student use a portfolio EOI?

Portfolio assessments are available for all end-of-instruction subjects (i.e., Algebra I, Algebra II, Biology I, English II, English III, Geometry, and United States History).

28. How should an IEP Team determine a modified proficiency score on the state assessment(s)?

Students who have an Individualized Education Program (IEP) in accordance with the Individuals with Disabilities Education Act (IDEA) may also demonstrate mastery in required subject areas through a modified proficiency score on the state assessment(s) as established by the IEP Team. Any deviation from the standard conditions, accommodations, or proficiency score on the state assessment(s) must be established within the student's IEP, and shall be denoted on the student's cumulative record. (OAC 210:10-13-16)

If the student still did not score proficient, but had an increase in the test score, the IEP team could identify the student as demonstrating mastery with a modified proficiency score. The student would have to demonstrate an increase in the score on the same type of assessment. If a general assessment was taken in the first administration, the general assessment would have to be administered again to be able to identify an increase in the score. A third administration would be required if two different types of assessments were utilized. The IEP team cannot issue a modified proficient score unless:

- The student must have a passing grade in the EOI course that was assessed.
- The student must meet the district's attendance policy.
- The student's IEP team must recommend the student for graduation.

29. If a student with a disability takes the Oklahoma Modified Alternate Assessment Program (OMAAP) assessment or the Oklahoma Alternate Assessment Program (OAAP) portfolio does their course title have to reflect Concepts or Essentials?

No. The nature of special education is that students with disabilities utilize modifications, accommodations and supplemental aids and services to aid them in the general education classroom. The course title could be based on the instructional tool that is utilized in providing instruction (i.e., CARG-A or CARG-M); not the specialized instruction provided to the student or the type of assessment in which the student participates.

30. What accommodations are available for English language learners?

Students identified as English language learners shall be assessed in a valid and reliable manner with the state academic assessments with acceptable accommodations as necessary or, to the extent practicable, with alternate assessments aligned to the state assessment provided by the school district in the language and form most likely to yield accurate data of the student's knowledge of the content areas. (70 O.S. § 1210.523)

When public schools receive transfer students from private schools, home schools, and other states, do these students take end-of-instruction tests for courses completed in other locations?

Students transferring into an Oklahoma public school district from private schools, home schools, and out-of-state may demonstrate mastery in required subject areas by:

1. Submitting documentation of proficiency on an equivalent state end-of-instruction exam(s) in the state in which instruction was received; or
2. Attaining at least a satisfactory or proficient score (as defined by the Oklahoma State Board of Education) on the Oklahoma end-of-instruction exam(s); or
3. Applying the score from a previously administered alternate test(s); or
4. Meeting the approved level of proficiency on an alternate test(s); or
5. Completing an End of Course Project. (OAC 210:10-13-16)

31. What exceptions or exemptions are available for students with extenuating circumstances?

Students with extenuating circumstances (circumstances which are unexpected, significantly disruptive, beyond a student's control, and which may have reasonably affected his/her academic performance) may appeal for a waiver for one or more of the steps listed in the ACE Testing Flowchart for an individual EOI from the Oklahoma State Board of Education. The State Board of Education has authority to grant such waivers for an individual student if the Board determines that extenuating circumstances justify the waiver for an end of instruction exam. (OAC 210:10-13-16)

32. How will alternate tests, End of Course Projects, exceptions, and/or exemptions be documented and reported?

For each student, an alternate test or End of Course Project used to demonstrate mastery in required subjects in place of an end-of-instruction test or any exception/exemption applied for a student as allowed by OAC 210:10-13-16 must be documented on the student's ACE Demonstration of Mastery Cumulative Record.

In addition, districts will be required to report through the State District Reporting Site (SDRS), by school site, the number of students issued diplomas based on alternate tests, End of Course Projects, exceptions, and/or exemptions. This report will also include the category of test, method, exception, or exemption granted. (70 O.S. § 1210.523)

Beginning October 1, 2012, the Board shall provide an annual report of this data to the Governor, President Pro Tempore of the State Senate, and Speaker of the House of Representatives. (70 O.S. § 1210.523)

Achieving Classroom Excellence Act (ACE) **ACE Remediation and Intervention**



Students who do not attain at least a proficient score on any end-of-instruction test shall be provided remediation and the opportunity to retake the test until at least a proficient score is attained on the tests of Algebra I, English II, and two of the tests required or an approved alternative test. (70 O.S. § 1210.523)

Remediation may be provided by means which may include, but are not limited to, extended time during the school day, a summer academy, tutoring, online coursework, or other supplementary services. (70 O.S. § 1210.522)



Achieving Classroom Excellence Act (ACE)
Frequently Asked Questions and Answers
ACE Remediation and Intervention

1. Who must be offered remediation?

To demonstrate mastery of reading and mathematics, a student shall attain at least a proficient score on the seventh-grade criterion-referenced tests in reading and mathematics . . . Each student who does not score at least at the proficient level shall be provided remediation for the purpose of assisting the student in performing at least at the proficient level on the eighth-grade criterion-referenced tests in reading and mathematics. (70 O.S. § 1210.522)

Each student who does not score at least at the proficient level on the eighth-grade criterion-referenced tests in reading and mathematics shall be provided remediation for the purpose of assisting the student in performing at least at the proficient level on the end-of-instruction tests administered in high school. (70 O.S. § 1210.522)

Beginning with students entering the ninth grade in the 2008-2009 school year, students who do not attain at least a proficient score on any end-of-instruction test shall be provided remediation and the opportunity to retake the test until at least a proficient score is attained on the tests of Algebra I, English II, and two of the tests required or an approved alternate test. (70 O.S. § 1210.523)

2. What remediation options are available to students if they are unsuccessful on the required criterion-referenced tests and end-of-instruction tests?

Remediation may be provided by means which may include, but are not limited to, extended time during the school day, a summer academy, tutoring, online coursework, or other supplementary services. (70 O.S. § 1210.522)

3. What resources are available for researching best practices in remediation strategies?

The State Department of Education shall provide information about best practices for remediation and interventions. School districts will monitor results of the remediation and interventions implemented and report the findings to the State Department of Education. (70 O.S. § 1210.522)

Many strategies for remediating students are referenced on the State Department of Education Web site <www.sde.state.ok.us> including links to *Achieve Best Practice*, *Ideas and Promising Programs for High Schools*, and *Academic Interventions to Help Students Meet Rigorous Standards*. In addition, the ACE Remediation and Intervention Survey Summary Report from February 2007 and results from the ACE District Remediation Report from November 2008 are included in the ACE Resources section of this guide.

4. Will school districts be required to offer remediation for all tested subject areas, or only mathematics and English/Language Arts?

Schools must provide remediation for all end-of-instruction tested subjects beginning with students who entered the ninth grade in the 2008-2009 school year.

5. If a school chooses to offer remediation during the school day, what are some sample schedules that show how to provide remediation in middle schools and high schools?

Schools may choose to offer an additional period of instruction in the subject area of remediation in place of an elective course. (Remediation must never be in place of a core course required for graduation.) This class may be coded as ACE Remediation in the given subject. (For example, remediation courses for Algebra I can be coded as 4414 ACE Algebra I Remediation.) In this situation, a student would be enrolled in a core course, such as Algebra I, and also in a remediation course to support the learning of Algebra I. In some instances, a child may be enrolled in remediation for a course without needing to be enrolled in the course itself. For example, if a child has successfully completed English II but has not attained at least a proficient score on the English II End-of-Instruction test, that child may be enrolled in ACE Remediation for English II while being enrolled in English III.

Schools may also offer remediation during the school day as part of a lunch and learn program, pull-out from elective classes on a periodic or continuing basis, or during a homeroom/advisory period.

6. What are the guidelines for the use of remediation funding from the Oklahoma State legislature (i.e., What are allowable expenses? What are unallowable expenses?)?

Funds for remediation shall be utilized to provide intervention and remediation for qualifying students as described in this section. Allowable expenditures include salaries and stipends for highly qualified teachers and tutors under the supervision of highly qualified teachers; instructional materials such as textbooks, workbooks, teacher-made materials, computer assisted instructional software, manipulatives, and classroom instructional tools necessary to provide remediation; assessments designed to monitor the progress of students in remediation programs; transportation to and from tutoring sessions held outside of the school day; and training in best practices for providing remediation. Funds for remediation may not be used for salaries, materials, or administrative services not directly related to remediation or for students who do not qualify for remediation as described in this section. (OAC 210:10-13-2)

ACE Remediation Funding is for supplemental remediation programs; therefore, funds may not be used for any purpose that would be supplanting of general budget funds.

7. How is ACE Remediation Funding different from ACE Technology Funding?

ACE Technology Funding is provided for the purchase of computers, servers, Internet access, etc., as needed to grant access to online testing (7th Grade Geography state tests, 8th Grade Mathematics and Reading state tests, and End-of-Instruction tests) as required by law. ACE Remediation Funding is for remediation purposes only.

8. How are ACE Remediation Funds determined?

By September 1 of each year, the State Department of Education will disburse funds to local school districts for remediating students as described in Question #1 of this section. In accordance with the requirements of 70 O.S. § 1210.526 and based on the availability of funds, a maximum of \$240 will be provided for students scoring at the unsatisfactory level and a maximum of \$180 will be provided for students scoring at the limited knowledge level.

Funds for each fiscal year shall be based on the most recent Oklahoma School Testing Program test results available for each student from the previous school year or summer test administration. (OAC 210:10-13-2)

For example, Student A scored unsatisfactory on the Algebra I EOI in December 2008. She retook the Algebra I EOI in May 2009 and scored limited knowledge. Her school will receive ACE Remediation funds based only on the May 2009 test when funds are disbursed by September 1, 2009.

For additional information related to funding, please contact the State Aid Office at (405) 521-3460.

- 9. Must remediation providers be Highly Qualified in the subject of remediation:**
- a. If the remediation is offered during the school day?**
 - b. If the remediation is offered after school, on Saturdays, during the summer?**

Remediation provided through instructional time during the school day, a summer academy, or school-based tutoring shall be provided by a Highly Qualified Teacher or under the supervision of a Highly Qualified Teacher in the appropriate content area. (OAC 210:10-13-2)

- 10. If remediation opportunities are made available for students and students do not access the remediation opportunities, has the district met its obligation for remediation?**

The district is required to make remediation opportunities available to students. However, districts shall document refusal of participation in remediation opportunities including an acknowledgement by the student's parent or guardian of the graduation requirements related to end-of-instruction tests and the benefits that can be provided by remediation. (OAC 210:10-13-2)

- 11. Is there a suggestion on how districts document the parent or student choice to "opt out" of remediation?**

Documentation of refusal to participate in remediation should include an acknowledgement by the student's parent or guardian of the graduation requirements related to ACE tests and the benefits that can be provided by remediation.

- 12. Do schools need to create an ACE Remediation Plan?**

The district shall submit an annual remediation plan to its local board of education at a regularly scheduled meeting prior to November 15 of each school year. The remediation plan shall be for those students who do not attain at least a satisfactory or proficient score on the tests required by 70 O.S. § 1210.522 and 70 O.S. § 1210.523. The plan should include how remediation funds will be spent, when and where remediation will be provided, what content will be addressed, how instruction will be delivered, and who will provide the instruction, including the highly qualified status of the instructor. The plan does not need to be submitted to the State Department of Education. (OAC 210:10-13-2)

A sample format for the District ACE Remediation Plan is available in the ACE Resources section of this guide and may be used to guide the district in development of a local plan. This sample may be modified and utilized at the district's discretion.

13. What will be included in the ACE District Report submitted to the State Department of Education?

School districts shall report the use of remediation funds and the results of the remediation, as measured by periodic progress assessments and district student performance on state assessments. Districts shall submit an online report annually to the State Department of Education through the Oklahoma School District Reporting Site (SDRS). The district shall also submit the annual report to its local board of education at a regularly scheduled meeting. Remediation results shall be presented by a designated public school principal for each site. (OAC 210:10-13-2)

14. Must schools provide remediation during the summer?

Remediation may be provided by means which may include, but are not limited to, extended time during the school day, a summer academy, tutoring, online coursework, or other supplementary services. (70 O.S. § 1210.522)

There is no requirement that remediation be provided during the summer.

15. Must a school provide remediation to students who have met the requirement of demonstrating mastery in Algebra I, English II, and two of the other required courses, but who score below proficient on one or more additional end-of-instruction exams?

Beginning with students entering the ninth grade in the 2008-2009 school year, students who do not attain at least a proficient score on any end-of-instruction test shall be provided remediation and the opportunity to retake the test until at least a proficient score is attained on the tests of Algebra I, English II, and two of the tests required or an approved alternate test. (70 O.S. § 1210.523)

Once a student has met the requirement to demonstrate mastery in Algebra I, English II, and two of the tests required or an approved alternate test, the school is not required to provide additional remediation.

Achieving Classroom Excellence Act (ACE)

ACE Resources



ACE Resources are available on the Oklahoma State Department of Education Web site <www.sde.state.ok.us> and include the following:

- 1. ACE Curriculum Standards and Related Resources**
- 2. ACE End-of-Instruction Testing Resources**
- 3. ACE Remediation and Intervention Resources**
- 4. Oklahoma Nine Essential Elements**



Achieving Classroom Excellence Act (ACE)

Frequently Asked Questions and Answers

ACE Resources

1. What resources are available on the Oklahoma State Department of Education Web site <www.sde.state.ok.us> to help implement ACE?

- ACE Alternate Test List Approved by the State Board of Education
- ACE Demonstration of Mastery Cumulative Record
- ACE End-of-Instruction Test Blueprints and Sample Assessment Items
- ACE Implementation Guide and Resources
- ACE Remediation and Intervention Resources
- Oklahoma Curriculum Standards (*Priority Academic Student Skills [PASS]*) and Related Resources
- Oklahoma Nine Essential Elements Guide – Ways to Improve School Effectiveness (WISE) Planning Tool Resources
- Oklahoma State Department of Education Professional Development Webcasts



Achieving Classroom Excellence Act (ACE)

Contact Persons

OFFICE OF EDUCATIONAL SUPPORT

<i>Assistant State Superintendent</i>	<i>Kerri White</i>	<i>(405) 521-4514</i>
<i>Executive Director-Counseling/ACE</i>	<i>Melissa White</i>	<i>(405) 521-3549</i>
<i>Executive Director-Teacher Leader Effectiveness</i>	<i>Alicia Currin-Moore</i>	<i>(405) 522-0282</i>
<i>Executive Director-School Support/School Improvement</i>	<i>Mary Colvin</i>	<i>(405) 522-3253</i>
<i>Executive Director-Parent/Community Involvement</i>	<i>Melodie Fulmer</i>	<i>(405) 522-3220</i>
<i>Director of Alternative Education</i>	<i>Laura Buxton</i>	<i>(405) 522-0277</i>
<i>Co-Director of Instructional Technology</i>	<i>Eric Hileman</i>	<i>(405) 521-3994</i>
<i>Safe and Healthy Schools-Coordinator</i>	<i>Kalee Isenhour</i>	<i>(405) 521-2106</i>

OFFICE OF INSTRUCTION

<i>Assistant State Superintendent</i>	<i>Marsha Thompson</i>	<i>(405) 521-3362</i>
Core Academic Subjects		
<i>Director-Arts Education</i>	<i>Glen Henry</i>	<i>(405) 521-3034</i>
<i>Director-Language Arts</i>	<i>Phyllis Hartfiel</i>	<i>(405) 522-3522</i>
<i>Director-Mathematics</i>	<i>Courtney Lockridge</i>	<i>(405) 522-3525</i>
<i>Executive Director Literacy</i>	<i>Teri Brecheen</i>	<i>(405) 521-2537</i>
<i>Director-Science</i>	<i>Vacant</i>	<i>(405) 522-3524</i>
<i>Director-Social Studies</i>	<i>Kelly Curtright</i>	<i>(405) 522-3523</i>
<i>Director-World Languages</i>	<i>Desa Dawson</i>	<i>(405) 521-3035</i>
<i>Director of Early Childhood</i>	<i>Erin Nation</i>	<i>(405) 521-3346</i>
 <i>Advanced Placement/Gifted and Talented Executive Director</i>		
	<i>Cathy Douglas</i>	<i>(405) 521-4287</i>
<i>Gifted and Talented Director</i>	<i>Sara Smith</i>	<i>(405) 521-4287</i>
<i>Instructional Materials (Textbooks) Director</i>	<i>Paige Pierce-Phillips</i>	<i>(405) 521-3456</i>
<i>Instructional Media (Libraries) Director</i>	<i>Vacant</i>	<i>(405) 521-2956</i>

OFFICE OF ACCOUNTABILITY AND ASSESSMENTS

<i>Assistant State Superintendent</i>	<i>Maridyth McBee</i>	<i>(405) 521-3341</i>
Oklahoma School Testing Program		
<i>Secondary Level End-of-Instruction Criterion-Referenced Tests</i>		
<i>Criterion-Referenced Tests, Grades 3 – 8</i>		
<i>Executive Director-State Testing</i>	<i>Joyce DeFehr</i>	<i>(405) 521-3341</i>

<i>Director-Research/Evaluation</i>	<i>Scott Goldman</i>	<i>(405) 521-3341</i>
<i>ELA/Reading and Social Studies Assessment Specialist</i>	<i>Judy Godwin</i>	<i>(405) 521-3341</i>
<i>Mathematics Assessment Specialist</i>	<i>Sonya Fitzgerald</i>	<i>(405) 521-3341</i>
<i>Science Assessment Specialist</i>	<i>Gaile Loving</i>	<i>(405) 521-3341</i>

National Assessment of Educational Progress

<i>Director-NAEP</i>	<i>vacant</i>	<i>(405) 521-3341</i>
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Academic Performance Index (API) and Adequate Yearly Progress (AYP)

<i>Director-API</i>	<i>vacant</i>	<i>(405) 521-3341</i>
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FINANCIAL SERVICES DIVISION

<i>Assistant State Superintendent</i>	<i>Mathangi Shankar</i>	<i>(405) 521-3460</i>
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State Aid

<i>Executive Director</i>	<i>Renee McWaters</i>	<i>(405) 521-3460</i>
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Financial Accounting

<i>Executive Director</i>	<i>Chad Bratton</i>	<i>(405) 522-0275</i>
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SPECIAL EDUCATION SERVICES

<i>Assistant State Superintendent</i>	<i>Vacant</i>	<i>(405) 521-4873</i>
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Response to Intervention (RtI)

<i>RtI Specialist</i>	<i>Christa Knight</i>	<i>(405) 521-3575</i>
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Curriculum Access Resource Guide/Special Education Assessment

<i>Associate State Director-Dispute Resolution/Monitoring/Special Education Paraprofessionals</i>	<i>Malissa Cook</i>	<i>(405) 521-4858</i>
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<i>Associate State Director-Alternate Assessment/Data</i>	<i>Amy Daugherty</i>	<i>(405) 521-4881</i>
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OFFICE OF FEDERAL PROGRAMS

<i>Assistant State Superintendent</i>	<i>Ramona Coats</i>	<i>(405) 521-2846</i> <i>(405) 521-3466</i>
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Bilingual Education/Migrant Education

<i>Director-Title III, Part A: Limited English Proficient</i>	<i>Melissa McGavock</i>	<i>(405) 521-3196</i>
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Achieving Classroom Excellence Act (ACE)

ACE Resources

Parental Curriculum Choice Letter Template

Dear Parent or Legal Guardian:

Senate Bill 1792 was passed by the Oklahoma Legislature and signed into law by Governor Henry, effective July 1, 2006. The law requires eighth grade students entering the ninth grade to complete the college preparatory/work ready curriculum as outlined in Senate Bill 1792, unless the student's parent or legal guardian approves the student to enroll in the core curriculum. The college preparatory/work ready curriculum and the core curriculum requirements are attached. Successful completion of either curriculum will result in a student receiving a standard diploma.

Choosing the courses a student takes in high school is an important decision for you and your child. A college preparatory curriculum is challenging and may help determine a student's future success in higher education and the world of work. Students who take a college preparatory curriculum designed to prepare them for both college and career have more opportunities.

According to the law, your child will automatically be enrolled in the college preparatory/work ready curriculum. You do not need to do anything. However, if you choose the core curriculum, you must complete the information below and return it to the school prior to enrollment. Please contact the high school principal or school counselor if you have questions or need additional information.

As the parent or legal guardian, I am selecting the following curriculum for my student:

Check one:

Core Curriculum

College preparatory/work ready curriculum

Student's Name (print): _____ Grade: _____

Name of High School: _____

Parent/Guardian's Name (print)

Parent/Guardian's Signature

Date

Parent/Guardian's Mailing Address: _____

Daytime Telephone Number: _____

Janet Barresi
State Superintendent of Public Instruction
Oklahoma State Department of Education

**Oklahoma School Testing Program
2011 – 2012 Test Dates
State Law Title 70 O.S. § 1210.508 and Federal Law H.R. 1**

Oklahoma Alternate Assessment Program (OAAP) portfolio must be submitted May 14-25, 2012.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Secondary Level End-of-Instruction (EOI)
<i>Oklahoma Core Curriculum Tests (OCCT)</i> Mathematics and Reading	<i>Oklahoma Core Curriculum Tests (OCCT)</i> Mathematics and Reading	<i>Oklahoma Core Curriculum Tests (OCCT)</i> Writing; Reading, Mathematics, Science, and Social Studies	<i>Oklahoma Core Curriculum Tests (OCCT)</i> Mathematics and Reading	<i>Oklahoma Core Curriculum Tests (OCCT)</i> Mathematics, Reading, and Geography	<i>Oklahoma Core Curriculum Tests (OCCT)</i> Writing; Reading, Mathematics, Science, and U. S. History	<i>Oklahoma Core Curriculum Tests (OCCT)</i> ACE Algebra I, ACE Algebra II, ACE Biology I, ACE English II, ACE English III, ACE Geometry, and ACE U.S. History
<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Mathematics and Reading	<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Mathematics and Reading	<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Mathematics, Reading, and Science	<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Mathematics and Reading	<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Mathematics and Reading	<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Mathematics, Reading, and Science	<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Algebra I, English II, Biology I, and U.S. History
Multiple-Choice Testing Window: Tuesday, April 10, 2012 – Tuesday, April 24, 2012	Multiple-Choice Testing Window: Tuesday, April 10, 2012 – Tuesday, April 24, 2012	Writing Test Dates: Tuesday, February 21, 2012 and Wednesday, February 22, 2012 Multiple-Choice Testing Window: Tuesday, April 10, 2012 – Tuesday, April 24, 2012	Multiple-Choice Testing Window: Tuesday, April 10, 2012 – Tuesday, April 24, 2012	Multiple-Choice Testing Window: Tuesday, April 10, 2012 – Tuesday, April 24, 2012 Online testing window for Grade 7 Geography is extended through Tuesday, May 1, 2012, for flexibility in scheduling computer time.	Multiple-Choice Testing Window: Tuesday, April 10, 2012 – Tuesday, April 24, 2012 Online testing window for Grade 8 Reading and Mathematics is extended through Tuesday, May 1, 2012, for flexibility in scheduling computer time.	Testing Windows: Spring/Regular Schools: Multiple-Choice Testing Window Paper/pencil accommodation: Monday, April 16, 2012 – Friday, May 4, 2012 Online is extended through Friday, May 11, 2012 Writing Tests on Tuesday, April 24, 2012, and Wednesday, April 25, 2012 Winter/Block Schools: Multiple-Choice Testing Window Paper/pencil accommodation: Monday, November 28, 2011 – Friday, December 16, 2011 Online is extended through Friday, January 6, 2012 Writing Tests on Tuesday, December 6, 2011, and Wednesday, December 7, 2011 Trimester Schools: Multiple-Choice Testing Window Paper/pencil accommodation: Monday, January 16, 2012 – Friday, February 3, 2012 Online is extended through Friday, February 10, 2012 Writing Tests on Tuesday, January 24, 2012, and Wednesday, January 25, 2012 Summer: Monday, June 4, 2012, through Friday, July 27, 2012

**Oklahoma School Testing Program
2012 – 2013 Test Dates
State Law Title 70 O.S. § 1210.508 and Federal Law H.R. 1**

Oklahoma Alternate Assessment Program (OAAP) portfolio must be submitted May 20-31, 2013.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Secondary Level End-of-Instruction (EOI)
<i>Oklahoma Core Curriculum Tests (OCCT)</i> Mathematics and Reading	<i>Oklahoma Core Curriculum Tests (OCCT)</i> Mathematics and Reading	<i>Oklahoma Core Curriculum Tests (OCCT)</i> Writing; Reading, Mathematics, Science, and Social Studies	<i>Oklahoma Core Curriculum Tests (OCCT)</i> Mathematics and Reading	<i>Oklahoma Core Curriculum Tests (OCCT)</i> Mathematics, Reading, and Geography	<i>Oklahoma Core Curriculum Tests (OCCT)</i> Writing; Reading, Mathematics, Science, and U. S. History	<i>Oklahoma Core Curriculum Tests (OCCT)</i> ACE Algebra I, ACE Algebra II, ACE Biology I, ACE English II, ACE English III, ACE Geometry, and ACE U.S. History
<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Mathematics and Reading	<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Mathematics and Reading	<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Mathematics, Reading, and Science	<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Mathematics and Reading	<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Mathematics and Reading	<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Mathematics, Reading, and Science	<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Algebra I, English II, Biology I, and U.S. History
Multiple-Choice Testing Window: Wednesday, April 10, 2013 – Wednesday, April 24, 2013	Multiple-Choice Testing Window: Wednesday, April 10, 2013 – Wednesday, April 24, 2013	Writing Test Date: Wednesday, February 27, 2013 Multiple-Choice Testing Window: Wednesday, April 10, 2013 – Wednesday, April 24, 2013	Multiple-Choice Testing Window: Wednesday, April 10, 2013 – Wednesday, April 24, 2013	Multiple-Choice Testing Window: Wednesday, April 10, 2013 – Wednesday, April 24, 2013 Online testing window for Grade 7 Geography is extended through Wednesday, May 1, 2013, for flexibility in scheduling computer time.	Multiple-Choice Testing Window: Wednesday, April 10, 2013 – Wednesday, April 24, 2013 Online testing window for Grade 8 Reading and Mathematics is extended through Wednesday, May 1, 2013, for flexibility in scheduling computer time.	Testing Windows: Spring/Regular Schools: Multiple-Choice Testing Window Paper/pencil accommodation: Monday, April 15, 2013 – Friday, May 3, 2013 Online is extended through Friday, May 10, 2013 Writing Tests on Tuesday, April 23, 2013, and Wednesday, April 24, 2013 Winter/Block Schools: Multiple-Choice Testing Window Paper/pencil accommodation Monday, December 3, 2012 – Friday, December 21, 2012 Online is extended through Friday, January 11, 2013 Writing Tests on Tuesday, December 11, 2012 Trimester Schools: Multiple-Choice Testing Window Paper/pencil accommodation: Monday, January 21, 2013 – Friday, February 8, 2013 Online is extended through Friday, February 15, 2013 Writing Tests on Tuesday, January 29, 2013 Summer: Monday, June 3, 2013, through Friday, July 26, 2013

Oklahoma School Testing Program
2013 – 2014 Test Dates
 State Law Title 70 O.S. § 1210.508 and Federal Law H.R. 1

Oklahoma Alternate Assessment Program (OAAP) portfolio must be submitted May 12-23, 2014.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Secondary Level End-of-Instruction (EOI)
<i>Oklahoma Core Curriculum Tests (OCCT)</i> Mathematics and Reading	<i>Oklahoma Core Curriculum Tests (OCCT)</i> Mathematics and Reading	<i>Oklahoma Core Curriculum Tests (OCCT)</i> Writing; Reading, Mathematics, Science, and Social Studies	<i>Oklahoma Core Curriculum Tests (OCCT)</i> Mathematics and Reading	<i>Oklahoma Core Curriculum Tests (OCCT)</i> Mathematics, Reading, and Geography	<i>Oklahoma Core Curriculum Tests (OCCT)</i> Writing; Reading, Mathematics, Science, and U. S. History	<i>Oklahoma Core Curriculum Tests (OCCT)</i> ACE Algebra I, ACE Algebra II, ACE Biology I, ACE English II, ACE English III, ACE Geometry, and ACE U.S. History
<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Mathematics and Reading	<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Mathematics and Reading	<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Mathematics, Reading, and Science	<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Mathematics and Reading	<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Mathematics and Reading	<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Mathematics, Reading, and Science	<i>Oklahoma Modified Alternate Assessment Program (OMAAP)</i> Algebra I, English II, Biology I, and U.S. History
Multiple-Choice Testing Window: Thursday, April 10, 2014–Tuesday, April 29, 2014	Multiple-Choice Testing Window: Thursday, April 10, 2014–Tuesday, April 29, 2014	Writing Test Date: Wednesday, February 26, 2014 Multiple-Choice Testing Window: Thursday, April 10, 2014–Tuesday, April 29, 2014	Multiple-Choice Testing Window: Thursday, April 10, 2014–Tuesday, April 29, 2014	Multiple-Choice Testing Window: Thursday, April 10, 2014–Tuesday, April 29, 2014 Online testing window for Grade 7 Geography is extended through Friday, May 2, 2014, for flexibility in scheduling computer time.	Multiple-Choice Testing Window: Thursday, April 10, 2014–Tuesday, April 29, 2014 Online testing window for Grade 8 Reading and Mathematics is extended through Friday, May 2, 2014, for flexibility in scheduling computer time.	Testing Windows: Spring/Regular Schools: Multiple-Choice Testing Window Paper/pencil accommodation: Monday, April 14, 2014 – Friday, May 2, 2014 Online is extended through Friday, May 9, 2014 Writing Tests on Wednesday, April 23, 2014, and Thursday, April 24, 2014 Winter/Block Schools: Multiple-Choice Testing Window Paper/pencil accommodation: Monday, December 2, 2013 – Friday, December 20, 2013 Online is extended through Friday, January 10, 2014 Writing Tests on Tuesday, December 10, 2013, and Wednesday, December 11, 2013 Trimester Schools: Multiple-Choice Testing Window Paper/pencil accommodation: Monday, January 20, 2014 – Friday, February 7, 2014 Online is extended through Friday, February 14, 2014 Writing Tests on Tuesday, January 28, 2014, and Wednesday, January 29, 2014 Summer: Monday, June 2, 2014, through Friday, July 25, 2014

Achieving Classroom Excellence Act (ACE)

Achieving Classroom Excellence (ACE) Demonstration of Mastery Cumulative Record

This ACE Demonstration of Mastery Cumulative Record documents the student's progress toward meeting the graduation requirements set forth by 70 O.S. § 1210.523. The required information must be kept on this form or in the district's student information system for each student who does not attain at least a satisfactory or proficient score on the first administration of any of the required end-of-instruction (EOI) exams. Satisfactory and proficient scores on EOI exams are documented on the student's transcripts; therefore, attaining a satisfactory or proficient score on the first attempt does not need to be documented on the cumulative record.

Student Name: _____ Student Testing Number (STN): _____

Name of School District: _____ Name of School Site: _____

ACE Graduation Requirements: *Beginning with students entering the ninth grade in the 2008-2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma:*

1. *Algebra I;*
2. *English II; and*
3. *Two of the following five:*
 - a. *Algebra II,*
 - b. *Biology I,*
 - c. *English III,*
 - d. *Geometry, and*
 - e. *United States History.*

Verification: The name and signature of the school district official responsible for student records is required to verify the accuracy of this cumulative record upon graduation and when it accompanies a student transferring to a new district.

Name of School Official (Typed)	Title	Official Signature	Date
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Oklahoma Administrative Code 210:10-13-16(c): Beginning with students entering the ninth grade in 2008-2009, in order to facilitate the monitoring of student progress toward meeting the graduation requirements of 70 O.S. § 1210.523, districts will maintain an Achieving Classroom Excellence (ACE) Demonstration of Mastery cumulative record for those students who do not attain at least a satisfactory or proficient score on any of the required end-of-instruction exams. All school districts in the state shall use this cumulative record uniform document, or all information required on the uniform document must be contained within the district's student information system. The State Department of Education will provide an electronic version of this cumulative record to the districts. This cumulative record shall accompany the student when transferring to a new district. For each student who meets the graduation requirements, the student's transcript shall read, "The student has met the graduation requirement of demonstrating mastery in the state academic content standards."

Achieving Classroom Excellence (ACE) Demonstration of Mastery Cumulative Record

Directions: Use this table to document progress of students toward meeting the graduation requirements set forth by 70 O.S. § 1210.523. This table should serve as final documentation that a student has demonstrated mastery in Algebra I, English II, and two of the remaining five courses, leading to the transcript statement, “The student has met the graduation requirement of demonstrating mastery in the state academic content standards.” Each attempt at the end-of-instruction (EOI) exams, alternate tests, and alternate methods must be documented (except for those students who attain a Satisfactory/Proficient or Advanced score on their first attempt at an EOI exam). In addition, any exceptions or exemptions applied according to Oklahoma Administrative Code 210:10-13-16, one-year exemptions based on other Student Assessment rules and policies, absences, or additional notes of unusual circumstances must be documented. Additional lines or copies may be made and included in the cumulative record as necessary. Supporting documents may also be attached.

End-of-Instruction (EOI) Tests			Date Offered Remediation*	Date Offered EOI Retake*	Alternate Test, End of Course Project, Exception, Exemption, or Other Notes		Date Graduation Requirement Met and Initials of Official
Test	Date Attempted	Performance Level			Explanation of Test (Name/Score), End of Course Project (Name/Score), Exception, Exemption, or Other Notes	Date Attempted	
Algebra I (Required for Graduation)							
English II (Required for Graduation)							
Biology I							
U.S. History							

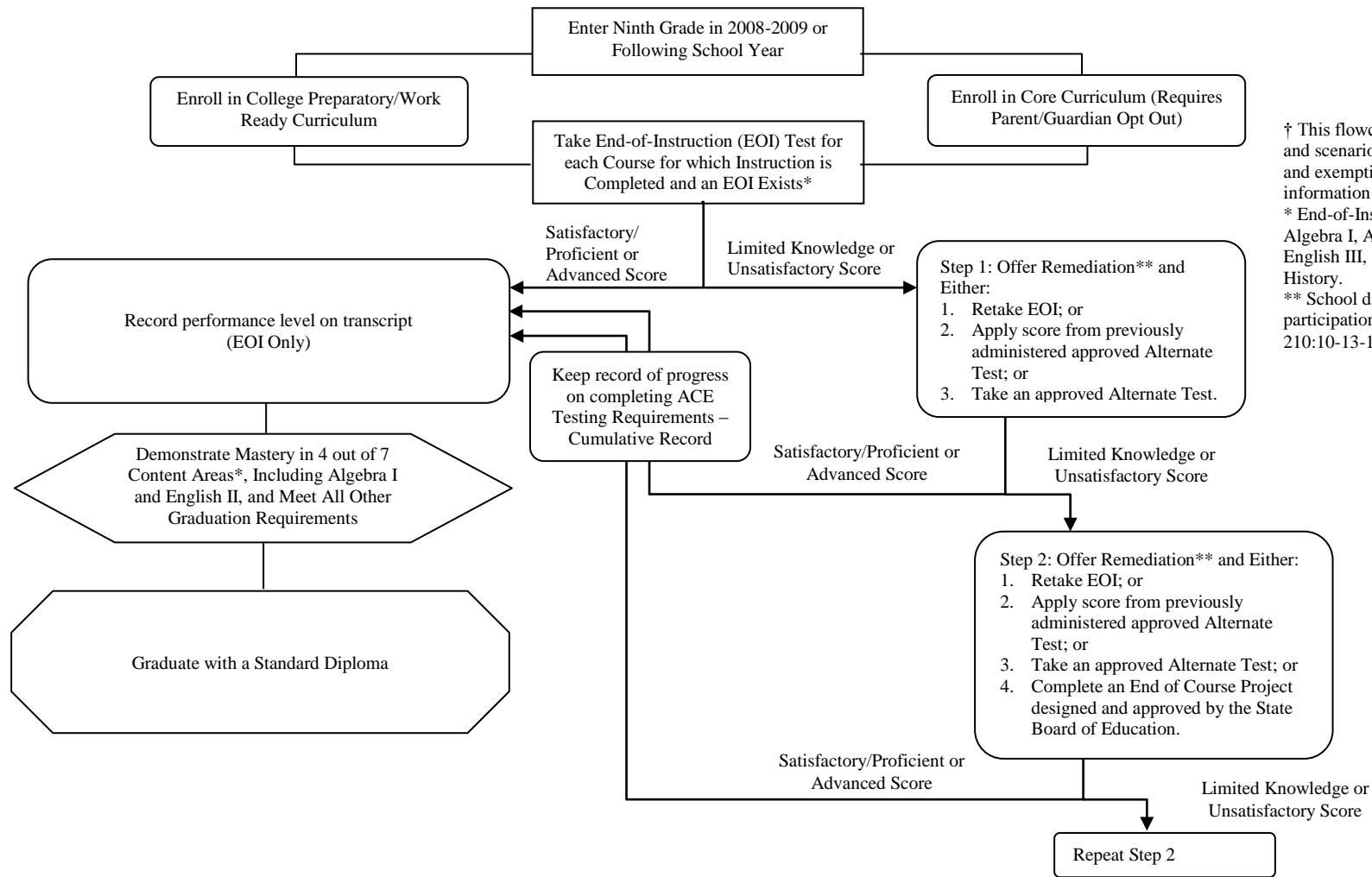
Algebra II							
Geometry							
English III							

* Oklahoma Administrative Code 210:10-13-16: (E) Remediation opportunities will be outlined in the local school district remediation plan (70 O.S. § 1210.523). School districts shall document a student's failure to participate in remediation including written acknowledgement of the graduation requirements by the student's parent or guardian. (F) School districts shall document a student's failure to complete test retake opportunities including written acknowledgement by the student's parent or guardian of the graduation requirements related to end-of-instruction tests.



Achieving Classroom Excellence Act (ACE)

ACE Testing Flowchart†



† This flowchart represents typical situations and scenarios. For special cases, exceptions, and exemptions, please refer to the information on the back of this page.
 * End-of-Instruction Tests are available for Algebra I, Algebra II, Biology I, English II, English III, Geometry, and United States History.
 ** School districts will document refusal of participation in remediation. (OAC 210:10-13-16)

ACE Testing Exceptions and Exemptions

Students who transfer from out of state

Enter the ninth grade in 2008-2009 or Following School Year
in Another State

Complete instruction of Algebra I, English II, or any other
course needed to meet ACE graduation testing requirements
while in other state

Transfer to an Oklahoma Public High School

Either:

1. Submit documentation of passing a state-administered EOI or similar equivalent assessment in other state; or
2. Take EOI in Oklahoma; or
3. Apply score from previously administered approved Alternate Test; or
4. Take an approved Alternate Test; or
5. Complete an End of Course Project designed and approved by the State Board of Education.

Satisfactory/Proficient or
Advanced Score

Limited Knowledge or
Unsatisfactory Score

Record performance level on
transcript (EOI only); Keep record of
progress on completing ACE Testing
Requirements – Cumulative Record
(if necessary); and Continue through
ACE Testing Flowchart

Offer Remediation**
and Repeat Options

Students who transfer from private school or home school

Enter the ninth grade in 2008-2009 or Following School Year
in private school or home school

Complete instruction in Algebra I, English II, or any other
course needed to meet ACE graduation testing requirements
while in private school or home school

Transfer to an Oklahoma Public High School

Either:

1. Take EOI; or
2. Apply score from previously administered approved Alternate Test; or
3. Take an approved Alternate Test; or
4. Complete an End of Course Project designed and approved by the State Board of Education.

Satisfactory/Proficient or
Advanced Score

Limited Knowledge or
Unsatisfactory Score

Record performance level on
transcript (EOI only); Keep record of
progress on completing ACE Testing
Requirements – Cumulative Record
(if necessary); and Continue through
ACE Testing Flowchart

Offer Remediation**
and Repeat Options

Students who receive course credit through Proficiency Based Promotion (PBP)

Enter the ninth grade in 2008-2009 or Following School Year

Earn credit for Algebra I, English II, or any other course needed
to meet ACE graduation testing requirements through PBP

Either:

1. Take EOI; or
2. Apply score from previously administered approved Alternate Test; or
3. Take an approved Alternate Test; or
4. Complete an End of Course Project designed and approved by the State Board of Education.

Satisfactory/Proficient or
Advanced Score

Limited Knowledge or
Unsatisfactory Score

Record performance level on
transcript (EOI only); Keep record of
progress on completing ACE Testing
Requirements – Cumulative Record
(if necessary); and Continue through
ACE Testing Flowchart

Offer Remediation**
and Repeat Options

Students who do not have the opportunity to take a required EOI without extending their date of graduation

Either:

1. Apply score from previously administered approved Alternate Test; or
2. Take an approved Alternate Test; or
3. Complete an End of Course Project designed and approved by the State Board of Education.

Students who have an Individualized Education Program (IEP)

Mastery in required subject areas may be demonstrated through a modified proficiency score on the state assessment(s) as established by the IEP team. Any deviation from the standard conditions, accommodations, or proficiency score on the state assessment(s) must be established with the student's IEP and denoted on the student's ACE Demonstration of Mastery Cumulative Record.

Students with extenuating circumstances

Students with extenuating circumstances (circumstances which are unexpected, significantly disruptive, beyond a student's control, and which may have reasonably affected his/her academic performance) may apply for a waiver for one or more of the steps listed in the ACE Testing Flowchart for an individual EOI from the Oklahoma State Board of Education.



Achieving Classroom Excellence Act (ACE)

**Alternate Tests and Minimum Cut Scores
for Meeting Achieving Classroom
Excellence (ACE) Graduation Testing
Requirements for Each of the Oklahoma
End-of-Instruction Exams:**

**ACE Algebra I
ACE Algebra II
ACE Geometry
ACE Biology I
ACE English II
ACE English III
ACE United States History**

Purpose of the Alternate Tests

Oklahoma Statutes (70 O.S. § 1210.523) allow for students to use alternate tests approved by the State Board of Education to meet the ACE Testing Requirements set forth in the same section of law. Those testing requirements state:

Beginning with students entering the ninth grade in the 2008-2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma:

1. Algebra I;
2. English II; and
3. Two of the following five:
 - a. Algebra II,
 - b. Biology I,
 - c. English III,
 - d. Geometry, and
 - e. United States History.

To demonstrate mastery, the student shall attain at least a proficient score on the end-of-instruction criterion-referenced tests administered pursuant to Section 1210.508 of this title.

All students must take the End-of-Instruction (EOI) exams for any course they complete and for which an EOI exists.

Each student who completes the instruction for English II, English III, United States History, Biology I, Algebra I, Geometry, and Algebra II at the secondary level shall complete an end-of-instruction test. (70 O.S. § 1210.508)

This means that the alternate tests may not be given in lieu of End-of-Instruction (EOI) exams but may be used by students who did not score at least at the proficient level on one of the required EOI exams in order to meet the ACE Testing Requirements for graduation.

Development of the Alternate Test List and Minimum Scores

According to law, the ACE Steering Committee made recommendations to the State Board of Education regarding appropriate minimum cut scores for each of the approved alternate tests. The ACE Steering Committee established a subcommittee to study the details of this task. Their work was conducted between June 2009 and November 2009. The subcommittee requested that Pearson Education, Inc. conduct a relational study between the state EOI exams and the ACT and ACT PLAN. The recommendations of the subcommittee and the ACE Steering Committee were based on the Pearson relational study as well as published research from the proprietary owners of the alternate tests.

Use of the Alternate Tests

Oklahoma Statutes (70 O.S. § 1210.523 and 70 O.S. § 1210.525) and Oklahoma Administrative Code (OAC 210:10-13-16) provide procedures whereby alternate tests may be used by Oklahoma students to meet the ACE graduation testing requirements set forth in 70 O.S. § 1210.523. Documentation requirements are also set forth in OAC 210:10-13-16. A flowchart, the requirements, and frequently asked questions may be found in the ACE Implementation Guide on the State Department of Education Web site, <<http://www.sde.state.ok.us>>.

The following list of tests and minimum cut scores was approved by the State Board of Education on November 17, 2009, and updated on March 25, 2010.

Mathematics Alternate Tests

EOI Exam	Alternate	Proficient	Advanced
ACE Algebra I	ACE Algebra II EOI	Proficient	Advanced
	ACT PLAN [®] : Mathematics Subtest	15	21
	ACT [®] : Mathematics Subtest	18	23
	AP [®] Calculus	2	3
	CLEP [®] College Algebra	30	40
	IB [®] Math Methods (Standard Level)	2	3
	IB [®] Math Studies (Standard Level)	2	3
	IB [®] Mathematics (Higher Level)	2	3
	PSAT/NMSQT [®] : Mathematics Subtest	42	52
	SAT [®] : Mathematics Subtest	435	535
WorkKeys [®] : Applied Mathematics	5	6	
ACE Algebra II	ACT [®] : Mathematics Subtest	20	25
	AP [®] Calculus	2	3
	CLEP [®] College Algebra	40	50
	COMPASS [®] Algebra	46	NA
	IB [®] Math Method (Standard Level)	2	3
	IB [®] Math Studies (Standard Level)	2	3
	IB [®] Mathematics (Higher Level)	2	3
	PSAT/NMSQT [®] : Mathematics Subtest	46	55
	SAT [®] : Mathematics Subtest	475	575
	WorkKeys [®] : Applied Mathematics	5	6
ACE Geometry	ACT [®] : Mathematics Subtest	18	23
	AP [®] Calculus	2	3
	IB [®] Math Methods (Standard Level)	2	3
	IB [®] Math Studies (Standard Level)	2	3
	IB [®] Mathematics (Higher Level)	2	3
	PSAT/NMSQT [®] : Mathematics Subtest	42	52
	SAT [®] : Mathematics Subtest	435	535
	WorkKeys [®] : Applied Mathematics	5	6

Science Alternate Tests

EOI Exam	Alternate	Proficient	Advanced
ACE Biology I	ACT PLAN [®] : Science Subtest	16	23
	ACT [®] : Science Subtest	19	25
	AP [®] Biology	2	3
	CLEP [®] General Biology	30	40
	IB [®] Biology (Higher Level)	2	3
	IB [®] Biology (Standard Level)	2	3

History and Social Sciences Alternate Tests

EOI Exam	Alternate	Proficient	Advanced
ACE U.S. History	AP [®] US History	2	3
	CLEP [®] History of United States I and History of the United States II (total score for both tests)	Combined 60	Combined 80
	IB [®] US History (Higher Level)	2	3

English/Language Arts Alternate Tests

EOI Exam	Alternate	Proficient	Advanced
ACE English II	ACE English III EOI	Proficient	Advanced
	ACT [®] : Reading Subtest ACT [®] : English Subtest and ACT [®] : Writing	Combined 30 (with neither below 14) and 8	Combined 46 (with neither below 22) and 10
	AP [®] English Language and Composition	2	3
	AP [®] English Literature and Composition	2	3
	IB [®] English (Higher Level)	2	3
	IB [®] English (Standard Level)	2	3
	PSAT/NMSQT [®] : Critical Reading Subtest	34	51
	SAT [®] : Critical Reading Subtest	370	535
	WorkKeys [®] : Reading for Information and WorkKeys [®] : Business Writing	4 and 4	5 and 5
	ACE English III	ACT [®] : Reading Subtest ACT [®] : English Subtest and ACT [®] : Writing	Combined 32 (with neither below 15) and 8
AP [®] English Language and Composition		2	3
AP [®] English Literature and Composition		2	3
IB [®] English (Higher Level)		2	3
IB [®] English (Standard Level)		2	3
PSAT/NMSQT [®] : Critical Reading Subtest		37	53
SAT [®] : Critical Reading Subtest		395	555
WorkKeys [®] : Reading for Information and WorkKeys [®] : Business Writing		4 and 4	5 and 5

Definitions	Notes
AP [®] – Advanced Placement [®]	ACT [®] , COMPASS [®] , PLAN [®] , and WorkKeys [®] are registered trademarks of ACT, Inc.
CLEP [®] – College-Level Examination Program [®]	AP [®] , Advanced Placement [®] , CLEP [®] , College-Level Examination Program [®] , and SAT [®] are registered trademarks or owned trademarks of College Board.
IB [®] – International Baccalaureate [®]	IB [®] and International Baccalaureate [®] are registered trademarks of the International Baccalaureate Organization.



Achieving Classroom Excellence Act (ACE)

Sample District ACE Remediation Plan

Note: This is a sample format for a District ACE Remediation Plan, which may be used to guide the district in development of a local plan. This sample may be modified and utilized at the district's discretion.

Each school site should complete the following information to be included in the district ACE Remediation Plan.

School Site: _____

Grade levels served by ACE Remediation at this site: __ 8 __ 9 __ 10 __ 11 __ 12

(Note: For 2009-2010, only Grades 8, 9, and 10 will be served based on 2008-2009 test results. For 2010-2011, only Grades 8, 9, 10, and 11 will be served based on 2009-2010 test results.)

Number of Students Qualifying for ACE Remediation by subject:

_____ Mathematics	_____ Algebra II	_____ English III
_____ Reading	_____ Biology I	_____ Geometry
_____ Algebra I	_____ English II	_____ United States History

Overview of remediation program		
How will remediation funds be spent?	Salaries/ Stipends	
	Instructional Materials	

	Assessments	
	Transportation	
	Training	
When and where will remediation be provided?		
For each subject, what content will be addressed?		
How will instruction be delivered (e.g., online courses, tutoring, games/activities, teacher-created materials for small groups, research-based interventions)?		
Who will provide the instruction? Include whether the instructor is highly qualified or will be working under the supervision of a teacher who is highly qualified in the appropriate content area.		



School Law Book

Chapter 1 ARTICLE XI: CURRICULUM

Section 244. Curricular Standards and Options for High School Graduation.

A. The State Board of Education shall adopt curricular standards for instruction of students in the public schools of this state that are necessary to ensure there is attainment of desired levels of competencies in a variety of areas to include language, mathematics, science, social studies and communication. All students shall gain literacy at the elementary and secondary levels through a core curriculum. Students must develop skills in reading, writing, speaking, computing and critical thinking. They also must learn about cultures and environments - their own and those of others with whom they share the earth. Students, therefore, must study social studies, literature, languages, the arts, mathematics and science. Such curricula shall provide for the teaching of a hands-on career exploration program in cooperation with technology center schools. The core curriculum shall be designed to teach the competencies for which students shall be tested as provided in Section 1210.508 of this title, and shall be designed to prepare all students for employment and/or postsecondary education.

B. Beginning with students entering the ninth grade in the 2006-07 school year and subject to the provisions of subsection C of this section, in order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students shall complete the following college preparatory/work ready curriculum units or sets of competencies at the secondary level:

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

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

3. Three units of laboratory science, limited to Biology, Chemistry, Physics, or any laboratory science course with content and/or rigor equal to or above Biology and approved for college admission requirements;

4. Three units of history and citizenship skills, including one unit of American History, ½ unit of Oklahoma History, ½ unit of United States Government and one unit from the subjects of History, Government, Geography, Economics, Civics, or Non-Western culture and approved for college admission requirements;

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

6. One additional unit selected from paragraphs 1 through 5 of this subsection or career and technology education courses approved for college admission requirements; and

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

C. Beginning with students entering the ninth grade in the 2006-07 school year, in lieu of the requirements of subsection B of this section which requires a college preparatory/work ready curriculum, 1a student may enroll in the core curriculum as provided in subsection D of this section upon written approval of the parent or legal guardian of the student. School districts may require a parent or legal guardian of the student to meet with a designee of the school prior to enrollment in the core curriculum. The State Department of Education shall develop and distribute to school districts a form suitable for this purpose, which shall include information on the benefits to students of completing the college preparatory/work ready curriculum as provided for in subsection B of this section.

D. For students who entered the ninth grade prior to the 2006-07 school year and for those students subject to the requirements of subsection C of this section, in order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students shall complete the following core curriculum units or sets of competencies at the secondary level:

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

- a. American Literature,
- b. English Literature,
- c. World Literature,
- 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,
- f. Computer Science,
- g. contextual mathematics courses which enhance technology preparation whether taught at a:

- (1) comprehensive high school, or

(2) technology center school when taken in the 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 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,

k. Applied Biology/Chemistry,

l. Applied Physics,

m. Principles of Technology,

n. qualified agricultural education courses,

o. contextual science courses which enhance technology preparation whether taught at a:

(1) comprehensive high school, or

(2) technology center school when taken in the eleventh or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the independent district board of education,

p. science courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the eleventh or twelfth grade upon approval of the State Board of Education and the independent district board of education, or

q. other science courses with content and/or rigor equal to or above Biology I;

4. Social Studies – 3 units or sets of competencies, to consist of 1 unit or set of competencies of United States History, ½ to 1 unit or set of competencies of United States Government, ½ unit or set of competencies of Oklahoma History, and ½ to 1 unit or set of competencies which may include, but are not limited to, the following courses:

a. World History,

b. Geography,

c. Economics,

d. Anthropology, or

e. other social studies courses with content and/or rigor equal to or above United States History, United States Government, and Oklahoma History; and

5. Arts – 2 units or sets of competencies which may include, but are not limited to, courses in Visual Arts and General Music.

E. 1. In addition to the curriculum requirements of either subsection B or D of this section, in order to graduate from a public high school accredited by the State Board of Education students shall complete the requirements for a personal financial literacy passport as set forth in the Passport to Financial Literacy Act and any additional course requirements or recommended elective courses as may be established by the State Board of Education and the district school board. School districts shall strongly encourage students to complete two units or sets of competencies of foreign languages and two units or sets of competencies of physical and health education.

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

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

F. For purposes of this section:

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

2. “Qualified agricultural education courses” means courses that have been determined by the State Board of Education to offer the sets of competencies in the Priority Academic Student Skills (PASS), as adopted by the Board, for one or more science content areas and which correspond to academic science courses. Qualified agricultural education courses shall include, but are not limited to, Horticulture, Plant and Soil Science, Natural Resources and Environmental Science, and Animal Science. The courses shall be taught by teachers

certified in agricultural education and comply with all rules of the Oklahoma Department of Career and Technology Education;

3. “Rigor” means a level of difficulty that is appropriate for the grade level and that meets state and/or national standards;

4. “Sets of competencies” means those skills and competencies that are specified in the Priority Academic Student Skills (PASS), as adopted by the State Board of Education, subchapter 5, Chapter 15, Title 210 of the Oklahoma Administrative Code, and other skills and competencies adopted by the Board; and

5. “Unit” means a Carnegie Unit as defined by the North Central Association’s Commission on Schools.

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

2. The State Board of Education shall allow as much flexibility at the district level as is possible without diminishing the rigor or undermining the intent of providing these courses. To accomplish this purpose, the State Department of Education shall work with school districts in reviewing and approving courses taught by districts that are not specifically listed in subsections B and D of this section. Options may include, but shall not be limited to, courses taken by concurrent enrollment, advanced placement, or correspondence, or courses bearing different titles.

3. Technology center school districts may offer programs designed in cooperation with institutions of higher education which have an emphasis on a focused field of career study upon approval of the State Board of Education and the independent district board of education. Students in the tenth grade may be allowed to attend these programs for up to one-half (½) of a school day and credit for the units or sets of competencies required in paragraphs 2 and 3 of subsection B or D of this section shall be given if the courses are taught by a teacher certified in the secondary subject area; provided, credit for units or sets of competencies pursuant to subsection B of this section shall be approved for college admission requirements.

4. If a student enrolls in a concurrent course, the school district shall not be responsible for any costs incurred for that course, unless the school district does not offer enough course selection during the student’s secondary grade years to allow the student to receive the courses needed to meet the graduation requirements of this section. If the school district does not offer the necessary course selection during the student’s secondary grade years, it shall be responsible for the cost of resident tuition at an institution in The Oklahoma State System of Higher Education, fees, and books for the concurrent enrollment course, and providing for transportation to and from the institution to the school site.

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

5. Credit for the units or sets of competencies required in subsection B or D of this section shall be given when such units or sets of competencies are taken in the seventh or eighth grades if the teachers are certified or authorized to teach the subjects for high school credit and the required rigor is maintained.

6. Beginning with ninth-grade students enrolled in the 2008-2009 school year, the three units or sets of competencies in mathematics required in subsection B or D of this section shall be completed in the ninth through twelfth grades; provided, if a student completes any required courses in mathematics prior to ninth grade, the student may take any other mathematics courses to fulfill the requirement to complete three units in grades nine through twelve after the student has satisfied the requirements of subsection B or D of this section.

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

H. As a condition of receiving accreditation from the State Board of Education, all students in grades nine through twelve shall enroll in a minimum of six periods, or the equivalent in block scheduling, of rigorous academic and/or rigorous vocational courses each day, which may include arts, vocal and instrumental music, speech classes, and physical education classes.

I. 1. Academic and vocational-technical courses designed to offer sets of competencies integrated or embedded within the course that provide for the teaching and learning of the appropriate skills and knowledge in the Priority Academic Student Skills (PASS), as adopted by the State Board of Education, may upon approval of the Board be counted for academic credit and toward meeting the graduation requirements of this section.

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

3. Internet-based courses or vocational-technical courses utilizing integrated or embedded skills for which no Priority Academic Student Skills have been adopted by the State Board of Education may be approved by the Board if such courses incorporate standards of nationally recognized professional organizations and are taught by certified teachers.

4. Courses offered by a supplemental education organization that is accredited by a national accrediting body and that are taught by a certified teacher and provide for the teaching and learning of the appropriate skills and knowledge in the PASS may, upon approval of the State Board of Education and the school district board of education, be counted for academic credit and toward meeting the graduation requirements of this section.

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

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

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

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

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

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

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

Q. The State Department of Education shall collect and report data by school site and district on the number of students who enroll in the core curriculum as provided in subsection D of this section. **(70-11-103.6)**

School Law Book



Chapter 7 ARTICLE I: STUDENTS

Section 820. High School Seniors - Enrollment in College Courses.

A. The Oklahoma State Regents for Higher Education, in cooperation with the State Board of Education, shall actively encourage the concurrent enrollment in college or university courses of high school students of exceptional ability. The State Regents and State Board shall establish concurrent enrollment requirements and take all necessary actions to ensure the availability of concurrent enrollment opportunities.

B. The State Board of Education in cooperation with the Oklahoma State Regents for Higher Education shall prepare promotional materials explaining the requirements, features, and opportunities of concurrent enrollment and shall ensure that the independent school districts distribute the materials to each student prior to enrollment for each year of high school.

C. No institution of The Oklahoma State System of Higher Education shall deny enrollment in any course to any otherwise qualified high school student, or student of at least thirteen (13) years of age who is receiving high-school-level instruction at home, who meets the requirements of concurrent enrollment, nor shall any independent school district prohibit any student who meets the requirements of concurrent enrollment from participating.

D. 1. Each high school senior who meets the eligibility requirements for concurrent enrollment shall be entitled to receive a tuition waiver equivalent to the amount of resident tuition for a maximum of six (6) credit hours per semester.

2. Tuition waivers provided pursuant to this section shall be granted without any limitation on the number of waivers granted in any year other than the amount of funds available for the program and the number of eligible applicants. The Oklahoma State Regents for Higher Education shall establish an application process and criteria for prioritizing applicants on the basis of need, timeliness of application, or other factors as determined by the State Regents.

E. When a student earns college credit through concurrent enrollment, school districts shall provide academic credit for any concurrently enrolled higher education courses that are correlated with the academic credit awarded by the institution of higher education. Academic credit shall only be transcribed as elective credit if there is no correlation between the concurrent enrollment higher education course and a course provided by the school district. **(70-628.13)**

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Chapter 8 ARTICLE V: OKLAHOMA SCHOOL TESTING PROGRAM ACT

- 886. Oklahoma School Testing Program Act.
- 887. Definitions.
- 888. Implementation and Administration of Act.
- 889. Test for Students - Norm-Referenced - Writing Assessment - Criterion-Referenced.

Section 886. Oklahoma School Testing Program Act.

Sections 1210.505 et seq. of this title shall be known and may be cited as the “Oklahoma School Testing Program Act”. (70-1210.505)

Section 887. Definitions.

As used in the Oklahoma School Testing Program Act, Section 1210.505 et seq. of this title:

1. “Board” means the State Board of Education;
2. “Department” means the State Department of Education;
3. “Norm-referenced test” means a test which measures skill objectives and enables the tester to compare performance to that of a specified norm group;
4. “Norm group” means a randomly selected group considered to be performing at an average level according to grade placement; and
5. “Criterion-referenced test” means a test which determines whether a student has learned a specific skill. (70-1210.506)

Section 888. Implementation and Administration of Act.

A. The State Board of Education shall promulgate rules necessary for the implementation and administration of the provisions of the Oklahoma School Testing Program Act.

B. The State Board of Education shall require school district boards of education to annually provide information to the district’s students, parents of students, and the public at large about the proper meaning and use of tests administered pursuant to the provisions of the Oklahoma School Testing Program Act. The Department shall develop materials and make them available to school districts regarding the Oklahoma School Testing Program.

C. The State Board of Education shall seek to establish and post on the Internet a sample test item bank that will be made available to teachers and will allow them to create and deliver classroom assessments throughout the school year to check for student mastery of key concepts assessed by the criterion-referenced tests administered to students pursuant to the Oklahoma School Testing Program Act. Subject to the availability of funds, the Board shall annually release end-of-instruction test items and make them available to the public.

D. The State Board of Education shall post on the Internet criterion-referenced sample tests for each grade level and subject matter test administered to students pursuant to the Oklahoma School Testing Program Act for the purpose of communicating expectation concerning test difficulty level and format to teacher, parents and students. The Board shall maintain the sample tests on the Internet throughout the year and, as changes are made in the state academic content standards, known as the Priority Academic Student Skills Curriculum, the Board shall update the sample tests. The Board shall seek to expand the number of sample test items each year and to revise test items as needed. The sample tests shall reflect the actual test administered to students and may contain questions used on actual tests given in previous years.

E. The State Board of Education shall seek to implement an electronic delivery system for all tests administered pursuant to the Oklahoma School Testing Program Act that will allow students to participate in computer-based assessments in order to expedite the delivery and use of the test results. **(70-1210.507)**

Section 889. Test for Students - Norm-Referenced - Writing Assessment - Criterion - Referenced.

A. 1. The State Board of Education shall develop and administer a series of criterion-referenced tests designed to indicate whether the state academic content standards, as defined by the State Board of Education in the Priority Academic Student Skills Curriculum, which Oklahoma public school students are expected to have attained have been achieved. The Board may develop and administer any criterion-referenced test in any subject not required by federal law, contingent upon the availability of funding. Students who do not perform at least at the proficient level on tests shall be remediated, subject to the availability of funding.

2. Contingent upon the availability of state and federal funds, the Board, in accordance with federal law, shall administer criterion-referenced tests for grades three and four in:

- a. reading, and
- b. mathematics.

3. Contingent upon the availability of funds, the Board shall administer criterion-referenced tests for grade five in:

- a. reading,
- b. mathematics,
- c. science,
- d. social studies, which shall consist of the history, Constitution and government of the United States, and geography, and
- e. writing of English.

4. Contingent upon the availability of state and federal funds, the Board, in accordance with federal law, shall administer criterion-referenced tests for grades six and seven in:

- a. reading,
- b. mathematics,

In addition, the Board shall administer a criterion-referenced test in geography in grade seven.

5. Contingent upon the availability of state and federal funds, the Board, shall administer criterion-referenced tests for grade eight in:

- a. reading, and
- b. mathematics,
- c. science,
- d. social studies, which shall consist of the history, Constitution, and government of the United States, and
- e. writing of English.

The Board shall administer the tests for grade eight in reading and mathematics online with raw score test results reported immediately and complete results reported in less than two (2) weeks beginning in the 2007-08 school year.

6. Each student who completes the instruction for English II, English III, United States History, Biology I, Algebra I, Geometry, and Algebra II at the secondary level shall complete an end-of-instruction test, when implemented, to measure for attainment in the appropriate state academic content standards in order to graduate from a public high school with a standard diploma. All students shall take the tests prior to graduation, unless otherwise exempt by law. The State Board of Education shall administer the criterion-referenced tests. The Board shall develop and field test the end-of-instruction tests in English III, Geometry, and Algebra II during the 2006-07 school year, implement the tests during the 2007-08 school year, and administer them each year thereafter. The Board shall administer the multiple choice portion of the end-of instruction tests online with raw score test results reported immediately and complete results reported in less than two (2) weeks beginning in the 2008-09 school year.

The end-of-instruction tests shall serve the purpose of the criterion-referenced tests as provided in paragraph 1 of this subsection. The English II and English III end-of-instruction tests shall include a writing component. Students who do not score at least at the proficient level shall be afforded the opportunity to retake each test up to three (3) times each calendar year until at least achieving at the proficient level. In order to provide an indication of the levels of competency attained by the student in a permanent record for potential future employers and institutions of higher education, for students who enter the ninth grade in or prior to the 2007-08 school year, school districts shall report the highest achieved state test performance level on the end-of-instruction tests on the student's high school transcript. Beginning with students who enter the ninth grade in the 2008-09 school year, school districts shall report the student's performance levels of proficient and above on the end-of-instruction tests and any business and industry-recognized endorsements attained on the student's high school transcript. Any student at the middle school level who completes the instruction in a secondary course specified in this paragraph shall be administered the appropriate end-of-instruction test.

7. a. Each school district shall administer to each student in the school district in grades three through eight an assessment designed to assess the student in the fine arts area in which the student has received instruction.

b. Each school district shall prepare an annual report for approval by the State Board of Education outlining the fine arts assessment strategies used by the district, when the assessments were administered, how many students were assessed during the previous year, and the results of the assessments.

B. 1. All criterion-referenced tests required by this section shall measure academic competencies in correlation with the state academic content standards adopted by the Board pursuant to Section 11-103.6 of this title and known as the Priority Academic Student Skills Curriculum. The State Board of Education shall evaluate the academic content standards to ensure the competencies reflect high standards, are specific, well-defined, measurable, challenging, and will prepare elementary students for next-grade-level course work and secondary students for postsecondary studies at institutions of higher education or technology center schools without the need for remediation in core curriculum areas. All state academic content standards shall reflect the benchmarks of the American Diploma Project and the goal of improving the state average ACT score.

2. The State Department of Education shall annually evaluate the results of the criterion-referenced tests. The State Board of Education shall ensure that test results are reported to districts in a manner that yields detailed, diagnostic information for the purpose of guiding instruction and student remediation. As improvements are made to the criterion-referenced tests required by this section, the Board shall seek to increase the depth of knowledge assessed for each subject. The State Board of Education shall seek to ensure that data yielded from the tests required in this section are utilized at the school district level to prescribe reinforcement and/or remediation by requiring school districts to develop and implement a specific program of improvement based on the test results.

3. The State Board of Education in coordination with the Educational Quality and Accountability Board shall review, realign, and recalibrate, as necessary, the tests in reading and mathematics in third through eighth grade and the end-of-instruction tests. The State Board of Education shall determine the cut scores for the performance levels on the end-of-instruction tests developed pursuant to paragraph 6 of subsection A of this section, which shall be phased in over a multi-year period. The State Board of Education shall conduct an ongoing review to compare the end-of instruction test content and performance descriptors with those of other states. Upon receipt of the review, the State Board of Education may adjust the cut scores as necessary.

4. The State Board of Education, for the purposes of conducting reliability and validity studies, monitoring contractor adherence to professionally accepted testing standards, and providing recommendations for testing program improvement, shall retain the services of an established, independent agency or organization that is nationally recognized for its technical expertise in educational testing but is not engaged in the development of aptitude or achievement tests for elementary or secondary level grades. These national assessment experts shall annually conduct studies of the reliability and validity of the end-of-instruction tests administered pursuant to this section. Validity studies shall include studies for decision validity, concurrent validity and the validity of performance level cut scores.

C. 1. The State Board of Education shall set the testing window dates for each criterion-referenced test required in paragraphs 1 through 5 of subsection A of this section for grades three through eight so that, with the exception of the writing assessments, the tests are administered to students no earlier than April 10 each year and so that the test results are reported back to school districts in a timely manner. Each criterion-referenced test required in paragraph 6 of subsection A of this section may be administered to students at a time set by the State Board of Education as near as possible to the end of the course; provided, if a school district is unable to administer the tests online to all students taking the test for the first time and all students retaking the test during the testing window time set by the Board, the school district may elect to administer any of the tests to students retaking the test at any time not more than two weeks prior to the start of the testing window time set by the Board. All results and reports of the criterion-referenced test series required in paragraphs 1 through 5 of subsection A of this section for grades three through eight shall be returned to each school district prior to the beginning of the next school year. The vendor shall provide a final electronic data file of all school site, school district, and state results to the State Department of Education and the Office of Accountability prior to September 1 of each year. The Department shall forward the final data files for each school district and each school site in that district to the school district. The Board shall ensure the contract with the testing vendor includes a provision that the vendor report test results directly to the Office of Accountability at the same time it is reported to the Board.

2. State, district, and site level results of all tests required in this section shall be disaggregated by gender, race ethnicity, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. Each school site shall notify the student's parents of the school's performance levels in the Oklahoma School Testing Program as reported in the Oklahoma Educational Indicators Program at the end of each school year.

D. The State Board of Education shall be responsible for the development, field-testing, and validation of the criterion-referenced test series required in subsection A of this section. In the interest of economy the Board shall adapt criterion-referenced tests that have been developed by or in collaboration with other states or are otherwise commercially available, or portions of such tests, to the extent that such tests are appropriate for use in the testing program to be administered to Oklahoma students.

E. The State Board of Education shall develop, administer, and incorporate as a part of the Oklahoma School Testing Program, other testing programs or procedures, including appropriate accommodations for the testing of students with disabilities as required by the Individuals with Disabilities Education Act (IDEA), 20 USC, Section 1400 et seq. **(70-1210.508)**

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Chapter 1 ARTICLE XI: CURRICULUM

- 243.1. Achieving Classroom Excellence Act of 2005.
- 243.2. Eighth-Grade Student Mastery.
- 243.3. Student Mastery – High School Diploma.

Section 243.1. Achieving Classroom Excellence Act of 2005.

This act shall be known and may be cited as the “Achieving Classroom Excellence Act of 2005”. (70-1210.521)

Section 243.2. Eighth-Grade Student Mastery.

A. Except as provided in subsection D of this section, every public school student shall demonstrate mastery of the state academic content standards in reading and mathematics by the end of the student’s seventh-grade year, beginning in the 2006-07 school year. To demonstrate mastery of reading and mathematics, a student shall attain at least a proficient score on the seventh-grade criterion-referenced tests in reading and mathematics administered pursuant to Section 1210.508 of this title. Each student who does not score at least at the proficient level shall be provided remediation for the purpose of assisting the student in performing at least at the proficient level on the eighth-grade criterion-reference tests in reading and mathematics

B. Except as provided in subsection D of this section, beginning in the 2007-08 school year, each student who does not score at least at the proficient level on the eighth-grade criterion-referenced tests in reading and mathematics shall be provided remediation for the purpose of assisting the student in performing at least at the proficient level on the end-of-instruction tests administered in high school.

C. Remediation may be provided by means which may include, but are not limited to, extended time during the school day, a summer academy, tutoring, online coursework, or other supplementary services. The State Department of Education shall provide information about best practices for remediation and interventions. School districts will monitor results of the remediation and interventions implemented and report the findings to the State Department of Education.

D. 1. Students who have individualized education programs pursuant to the Individuals with Disabilities Education Act (IDEA) shall have an appropriate statement on the student’s individualized education program requiring administration of the assessment with or without accommodations or an alternate assessment. Any accommodations normally employed for the assessment shall be approved by the State Board of Education and be provided for in the individualized education program. All documentation for each student shall be on file in the school prior to administration of the assessment.

2. Students identified as English language learners shall be assessed in a valid and reliable manner with the state academic assessments with acceptable accommodations as necessary or, to the extent practicable, with alternate assessments aligned to the state assessment provided by the school district in the language and form most likely to yield accurate data of the student’s knowledge of the content areas. (70-1210.522)

Section 243.3. Student Mastery – High School Diploma.

A. Except as provided in subsections C and D of this section, beginning with students entering the ninth grade in the 2008-2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduation from a public high school with a standard diploma:

1. Algebra I;
2. English II; and
3. Two of the following five:
 - a. Algebra II,
 - b. Biology I,
 - c. English III,
 - d. Geometry, and
 - e. United States History.

B. To demonstrate mastery, the student shall attain at least a proficient score on the end-of-instruction criterion-referenced tests administered pursuant to Section 1210.508 of this title.

C. Notwithstanding any other provision of law, students who do not attain least a proficient score on any end-of-instruction test shall be provided remediation and the opportunity to retake the test until at least a proficient score is attained on the tests of Algebra I, English II and two of the tests required in paragraph 3 of subsection A of this section or an approved alternative test. Technology center schools shall be authorized to provide intervention and remediation in Algebra I, Algebra II, Geometry, English II, English III, United States History, and Biology I to students enrolled in technology center schools, with the approval of the independent school district board.

D. 1. Students who do not meet the requirements of subsection A of this section may graduate from a public high school with a standard diploma by demonstrating mastery of state academic content standards by alternative methods as approved by the State Board of Education.

2. The State Board of Education shall adopt rules providing for necessary student exceptions and exemptions to the requirements of this section. The board shall collect data by school site and district on the number of students provided and categories of exceptions and exemptions granted. Beginning October 1, 2012, the Board shall provide an annual report of this data to the Governor, President Pro Tempore of the State Senate and Speaker of the House of Representatives.

E. 1. Students who have individualized education programs pursuant to the Individuals with Disabilities Education Act (IDEA) shall have an appropriate statement on the student's individualized education program requiring administration of the assessment with or without accommodations or an alternate assessment. Any accommodations normally employed for the assessment shall be approved by the State Board of Education and be provided for in the individualized education program. All documentation for each student shall be on file in the school prior to administration of the assessment.

2. Students identified as English language learners shall be assessed in a valid and reliable manner with the state academic assessments with acceptable accommodations as necessary or, to the extent practicable, with alternate assessments aligned to the state assessment provided by the school district in the language and form most likely to yield accurate data of the student's knowledge of the content areas.

F. The State Board of Education shall be authorized to contract with an entity to develop and advise on the implementation of a communications campaign to build public understanding of and support of the testing requirements of this section. **(70-1210.523)**

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Chapter 1 ARTICLE XI: CURRICULUM

Section 244.1. Funding for Remediation.

A. Contingent on the provision of appropriated funds designated for the Achieving Classroom Excellence Act of 2005, school districts shall be eligible for funding as follows:

1. A maximum of Two Hundred Forty Dollars (\$240.00) for remediation for each subject-specific test by a student that resulted in a score at the unsatisfactory level and for which the student has been found to be in need of remediation pursuant to Sections 1210.522 and 1210.523 of Title 70 of the Oklahoma Statutes;

2. A maximum of One Hundred Eighty Dollars (\$180.00) for remediation for each subject-specific test by a student that resulted in a score at the limited knowledge level and for which the student has been found to be in need of remediation pursuant to Sections 1210.522 and 1210.523 of Title 70 of the Oklahoma Statutes;

3. Funds for remediation as provided for in paragraphs 1 and 2 of this subsection shall be disbursed by the State Department of Education by September 1 of each year and shall be based on the most recent test results available from the previous school year or summer test administration; and

4. Claims for reimbursement for costs associated with administration of alternative assessments as required by Section 1210.523 of Title 70 of the Oklahoma Statutes shall be filed with the State Department of Education at the end of each school semester or prior to the end of the fiscal year in which the alternative assessment is provided. Claims from summer alternative assessment administration provided in July or August shall be filed with the first semester claim of the subsequent school year. Claims shall be reimbursed in a timely manner.

B. Remediation provided pursuant to this section by school districts shall be for the purpose of assisting students in performing at least at the satisfactory level on the applicable criterion-referenced tests in reading and mathematics at the eighth-grade level, or the applicable end-of-instruction tests as required in Section 1210.523 of Title 70 of the Oklahoma Statutes, or an alternative assessment if eligible. Remediation may be provided by means which may include, but are not limited to, tutoring, additional help during the school day, extended-day programs, Saturday programs, summer programs, online coursework, or other supplementary services.

C. School districts shall report on their use of funds for remediation as provided for in this section to the State Board of Education in a manner prescribed by the Board.

D. The State Board of Education shall promulgate rules to implement the provisions of this section.
(70-1210.526)

Oklahoma Administrative Code



Title 210 **State Department of Education**
Chapter 10 **School Administration and Instructional Services**
Subchapter 13 **Student Assessment**
Section 2 **OSTP Scope and General Administration**

210:10-13-2. Oklahoma School Testing Program (OSTP) scope and general administration

(a) Definitions

In this Section, the words and terms shall have the following meaning:

"Proficient/Satisfactory" means achieving at least the minimum required score for demonstrating mastery as defined by the State Board of Education on an academic achievement test of the Oklahoma School Testing Program (OSTP).

(b) All public school districts shall administer the state mandated academic achievement tests of the OSTP to all students enrolled in the designated grades. The series of tests shall be field-tested/implemented by the amended schedule in Title 70 O.S., Section 1210.508, or federal law.

(1) Students with Individualized Education Programs (IEPs) shall have an appropriate statement on the IEP with regard to the type of assessment in which the student will participate (e.g., Oklahoma Core Curriculum Test (OCCT) with or without accommodations, the Oklahoma Modified Alternate Assessment Program (OMAAP) with or without accommodations, a combination of OCCT and OMAAP, or the Oklahoma Alternate Assessment Program (OAAP) Portfolio). The OCCT, OMAAP, and OAAP Portfolio are all a part of the Oklahoma School Testing Program (OSTP). Any state approved accommodations must be documented in the student's current IEP. Current documentation for each student shall be on file in the local school prior to test administration.

(2) All students who have been determined to be limited English proficient (LEP), also known as English language learners (ELL), as identified in Public Law 107-110 shall be included in all of the state-mandated academic achievement tests of the OSTP. ELL students are those who have been appropriately identified, through English proficiency screening by the local school districts, as requiring specialized instructional services designed to increase their English proficiency and academic performance. For every student identified as ELL, the local district shall have on file verification that the student is receiving special instruction designed for the specific purpose of improving the ELL student's English proficiency. Any State Department of Education approved and adopted English proficiency assessment shall be considered an official assessment of the OSTP, and will be subject to the same security, privacy, and administration measures accorded to all other OSTP assessments.

(A) Students identified as ELL shall be assessed in a valid and reliable manner with the state academic assessments with acceptable accommodations as necessary and, to the extent practicable, with alternate assessments aligned to the state assessment provided by the local school district in the language and form most likely to yield accurate data on what such students know and can do in these content areas; these alternate assessments will continue until such students have achieved English language proficiency with the exception noted in paragraph (B).

(B) If ELL students are administered the state-mandated reading and language arts achievement tests in a language other than English, this will be allowed only during their first three consecutive years of school attendance in the United States (not including Puerto Rico). After these first three years these tests must be administered in English, except that if the local school district determines on a case-by-case basis, that a student has not yet reached a level of English language proficiency that will allow valid and reliable information to be obtained, even with testing accommodations, in which case individual waivers will be allowed by the local district for up to two additional consecutive years, according to federal law.

(3) All End-of-Instruction assessments must be taken once the corresponding course of instruction has been completed. In order to meet the Federal No Child Left Behind (NCLB) legislation requirements, all students prior to graduating from high school must take the Algebra I, Biology I, and English II assessments regardless of whether instruction has been taken, unless otherwise exempt.

(c) On an annual basis, school superintendents or their designees shall provide a copy of the State Board of Education Rules, OAC 210:10-13, for all school personnel responsible for receipt, inventory, distribution, or return of tests documents, and/or for administration of tests within the Oklahoma School Testing Program.

(d) Districts may request special reports beyond those provided by state contract with the testing company at their own cost (i.e., individual student records on CD or disk, District Title I Report, District Alpha Order Report, etc.).

(e) Test results of all students not enrolled in a district for a full academic year shall be disaggregated and shall not be used to determine the progress of the district, according to federal law. Test results of all students not enrolled in a school site for a full academic year shall be disaggregated and shall not be used to determine the progress of the school site, according to federal law. Beginning with the 2008-2009 school year "Full Academic Year" shall be defined for the purposes of the Oklahoma Core Curriculum Tests (OCCT), Oklahoma Modified Alternate Assessment Program (OMAAP), and the Oklahoma Alternate Assessment Program (OAAP) as continuous enrollment beginning within the first ten days of the school year without an enrollment lapse of ten or more consecutive days.

(f) Test results of all students who have been placed in a facility within a district by state- or court-order, shall not be used to determine the progress of the site or the district. Instead their scores will be used in accountability calculations in one statewide "virtual" district.

(g) Each public school student who does not score at least at the satisfactory level on state criterion-referenced tests in reading and mathematics by the end of the student's seventh grade year shall be provided remediation for the purpose of assisting the student in performing at least at the satisfactory level on the eighth-grade criterion-referenced tests in reading and mathematics. Each public school student who does not score at least at the satisfactory level on state criterion-referenced tests in reading and mathematics by the end of the student's eighth grade year shall be provided remediation for the purpose of assisting the student in performing at least at the satisfactory level on the end-of-instruction tests administered in high school. Beginning with students entering the ninth grade in the 2008-2009 school year, each public school student who does not attain at least a satisfactory or proficient score on the state end-of-instruction tests shall be provided remediation for the purpose of assisting the student in attaining at least a satisfactory or proficient score on the Algebra I, English II, and two of the remaining five end-of-instruction tests, in order to graduate from an Oklahoma accredited public high school.

(1) Districts and/or schools may provide remediation through extended instructional time during the school day, a summer academy, tutoring, online coursework, or other supplementary services. Remediation is not limited to these practices.

(2) Remediation provided through instructional time during the school day, a summer academy, or school-based tutoring shall be under the supervision of a highly qualified teacher in the appropriate content area.

(3) The State Department of Education shall provide information about best practices for remediation and interventions on the State Department of Education website.

(4) Beginning with the 2008-2009 school year, the district shall submit an annual remediation plan to its local board of education at a regularly scheduled meeting prior to November 15 of each school year. The remediation plan shall be for those students who do not attain at least a satisfactory or proficient score on the tests listed in this section. The plan should include how remediation funds will be spent, when and where remediation will be provided, what content will be addressed, how instruction will be delivered, and who will provide the instruction, including the highly qualified status of the instructor.

(5) Funds for remediation shall be disbursed by the State Department of Education to the local school districts by September 1 of each year in accordance with the requirements of 70 O.S. § 1210.526. Funds for each fiscal year shall be based on the most recent OSTP test results available for each student from the previous school year or summer test administration.

(6) Funds for remediation shall be utilized to provide intervention and remediation for qualifying students as described in this section. Allowable expenditures include salaries and stipends for highly qualified teachers and tutors under the supervision of highly qualified teachers; instructional materials such as textbooks, workbooks, teacher-made materials, computer assisted instructional software, manipulatives, and classroom instructional tools necessary to provide remediation; assessments designed to monitor the progress of students

in remediation programs; transportation to and from tutoring sessions held outside of the school day; and training in best practices for providing remediation. Funds for remediation may not be used for salaries, materials, or administrative services not directly related to remediation or for students who do not qualify for remediation as described in this section.

(7) School districts shall report the use of remediation funds and the results of the remediation, as measured by periodic progress assessments and district student performance on state assessments. Districts shall submit an online report annually to the State Department of Education through the Oklahoma School District Reporting Site (SDRS). The district shall also submit the annual report to its local board of education at a regularly scheduled meeting. Remediation results shall be presented by a designated public school principal for each site.

Oklahoma Administrative Code



Title 210 **State Department of Education**
Chapter 10 **School Administration and Instructional Services**
Subchapter 13 **Student Assessment**
Section 16 **Student Exceptions and Exemptions**

210:10-13-16. Student exceptions and exemptions related to graduation requirements for end-of-instruction exams

(a) **Definitions.** Words and terms in this section shall have the following meaning:

(1) **"Alternate method"** means demonstrating mastery of state curriculum standards through an End of Course Project designed and approved by the State Board of Education. An End of Course Project is a project integrating and applying the knowledge and skills gained throughout a course to address a practical, real world challenge.

(2) **"Alternate test"** means a state or national test approved by the Oklahoma State Board of Education for one or more of the subject areas assessed by an end-of-instruction exam, which equals or exceeds the rigor of the end-of-instruction exam.

(3) **"Extenuating Circumstances"** means circumstances which are unexpected, significantly disruptive, beyond a student's control, and which may have reasonably affected his/her academic performance.

(4) **"Proficient/Satisfactory"** means achieving at least the minimum score for demonstrating mastery as defined by the State Board of Education on an academic achievement test of the Oklahoma School Testing Program (OSTP).

(b) In accordance with 70 O.S. § 1210.523 A-E, students may graduate from a public high school with a standard diploma by demonstrating mastery in the state academic content standards for Algebra I; English II; and two of the following five: Algebra II, Biology I, English III, Geometry, and United States History by attaining at least a satisfactory or proficient score on the end-of-instruction exams or in the following way:

(1) Students who do not attain at least a satisfactory or proficient score on any of the required end-of-instruction exams in Algebra I, English II, and two of the following five: Algebra II, Biology I, English III, Geometry, and United States History may be eligible to graduate with a standard diploma by completing steps below until a satisfactory or proficient score is attained and meeting all other graduation requirements:

(A) Step One: Students shall be provided one or more remediation opportunities and will either:

(i) Retake the end-of-instruction exam(s); or

(ii) Score satisfactory or proficient on a State Board of Education approved alternate test in the subject area which may be taken prior to or subsequent to the end-of-instruction exam.

(B) Step Two: Students who do not achieve a satisfactory or proficient score through step one shall continue to receive remediation opportunities and will either:

(i) Retake the end-of-instruction exam(s); or

(ii) Score satisfactory or proficient on a State Board of Education approved alternate test in the subject area which may be taken prior to or subsequent to the end-of-instruction exam; or

(iii) Demonstrate mastery of the subject matter through an End of Course Project which includes meeting the level of mastery defined by the rubrics explained in (b)(2) of this section.

(C) Students who do not meet the graduation requirements through Step Two may repeat Step Two as necessary. School districts will only provide remediation for students while they are enrolled in public school.

(D) An alternate test may be used to meet the graduation requirements for more than one end-of-instruction exam. A student may take more than one alternate test to meet the graduation requirements.

(E) Remediation opportunities will be outlined in the local school district remediation plan (70 O.S. § 1210.523). School districts shall document a student's failure to participate in remediation including written acknowledgement of the graduation requirements by the student's parent or guardian.

(F) School districts shall document a student's failure to complete test retake opportunities including written acknowledgement by the student's parent or guardian of the graduation requirements related to end-of-instruction tests.

(2) Demonstration of mastery through an End of Course Project (Alternate Method).

(A) In order to demonstrate mastery and graduate through an alternate method on end of instruction exams, students must complete an End of Course Project for Algebra I, Algebra II, Biology I, English II, English III, Geometry, or United States History. End of Course Projects will be designed by the State Department of Education and approved by the State Board of Education.

(i) End of Course Projects for English II and English III must include a response to literature and a writing sample of comparable rigor to the end-of-instruction exams.

(ii) End of Course Projects for Biology I must include the process standards as assessed through laboratory experiments.

(B) School districts, shall submit completed student End of Course Project(s) to the State Department of Education by April 1, August 1, or November 1 of each year. Projects will be evaluated and returned within 45 business days. Subject to the availability of funds, the State Department of Education may contract with individuals, educational institutions, or companies to evaluate these End of Course Projects. Evaluators shall use rubrics approved by the State Board of Education for determining student mastery of state academic content standards through End of Course Projects. If funds are not available, End of Course Projects will be evaluated at the local school district level according to requirements of the State Board of Education.

(C) End of Course Projects must be retained for a minimum of 5 years from completion.

(3) The Oklahoma State Board of Education has the authority to waive one or more of the requirements in (b)(1) of this section for an individual student if the Board determines that extenuating circumstances justify the waiver for an end of instruction exam.

(4) Students who do not receive instruction in Oklahoma public schools may demonstrate mastery in required subjects by submitting documentation of proficiency on an equivalent state end-of-instruction exam(s) in the state in which instruction was received; attaining at least a satisfactory or proficient score (as defined by the Oklahoma State Board of Education) on the Oklahoma end-of-instruction exam(s); meeting the approved level of proficiency on an alternate test(s); demonstrating mastery through an End of Course Project(s) as described in (b)(1) and (b)(2) of this section.

(5) Students who do not have an opportunity to take required end-of-instruction exams without extending the date of graduation may demonstrate mastery in required subject areas by meeting the approved level of proficiency on an alternate test(s) or an End of Course Project(s).

(6) Students who have an Individualized Education Program (IEP) in accordance with the Individuals with Disabilities Education Act (IDEA) may demonstrate mastery of state academic content standards through a modified proficiency score on the state assessment(s) as established by the IEP Team. Any deviation from the standard conditions, accommodations, or proficiency score on the state assessment(s) must be established on the student's IEP, and shall be recorded on the student's cumulative record.

(7) Each year beginning with the 2011-2012 school year, school districts shall report to the State Department of Education through the School District Reporting Site, by school site, the

number of students issued standard diplomas based on the exceptions and exemptions outlined in these rules, including the categories of exceptions and exemptions granted.

(c) Beginning with students entering the ninth grade in 2008-2009, in order to facilitate the monitoring of student progress toward meeting the graduation requirements of 70 O.S. § 1210.523, districts will maintain an Achieving Classroom Excellence (ACE) Demonstration of Mastery cumulative record for those students who do not attain at least a satisfactory or proficient score on any of the required end-of-instruction exams. All school districts in the state shall use this cumulative record uniform document, or all information required on the uniform document must be contained within the district's student information system. The State Department of Education will provide an electronic version of this cumulative record to the districts. This cumulative record shall accompany the student when transferring to a new district. For each student who meets the graduation requirements, the student's transcript shall read, "The student has met the graduation requirement of demonstrating mastery in the state academic content standards."

STATE REGENTS' 15-UNIT HIGH SCHOOL CORE CURRICULAR REQUIREMENTS

(Updated May 2011)

SUBJECT	UNITS	DESCRIPTION	COMMENTS
English	4	English/Language Arts (I, II, III, IV), American Literature, Classical Literature, English Literature, Introduction to Literature, Shakespeare, World Literature, AP English Language & Composition, AP English Literature & Composition	<ul style="list-style-type: none"> ✓ English courses should include an integrated writing component, demonstrate critical thinking skills, and fit into one of the categories of grammar, composition, or literature. ✓ Journalism, speech, reading, and English-as-a-Second-Language courses may not be used to fulfill this requirement.
Laboratory Science	3	Biology, Chemistry, Physics or any lab science certified by the school district	<ul style="list-style-type: none"> ✓ General Science courses with or without a lab may not be used to fulfill this requirement. ✓ All science courses must include a laboratory component and be taught at or above the rigor of Biology I.
Mathematics	3	Algebra I, Algebra II, Geometry, Math Analysis, Trigonometry, Pre-Calculus (<i>must have completed Geometry and Algebra II</i>), Calculus, Advanced Placement Statistics	<ul style="list-style-type: none"> ✓ All mathematics courses must be taught at or above the rigor of Algebra I. ✓ Statistics/Probability, Computer Science, Intermediate Algebra, and Mathematics of Finance may not meet this requirement.
History and Citizenship Skills	3	Including 1 unit of American history and 2 units from the subjects of history, government, geography, economics, and/or non-Western culture	<ul style="list-style-type: none"> ✓ Anthropology, psychology, sociology, Aerospace Science, American Documents, Contemporary Social Issues, Introduction to Law, Military History, 20th-Century Legal Issues, are examples of courses which may not be used to fulfill this requirement. ✓ One half-unit (one semester) combinations OR one full unit of any of the prescribed subjects may be used to fulfill this requirement. ✓ Courses about non-Western culture should teach students about cultures and traditions other than their own.
Other	2	From any of the subjects above or computer science or foreign language.	<ul style="list-style-type: none"> ✓ A computer science course used to fulfill this requirement should include programming and convey an understanding of computer hardware. Courses that teach business computer applications will also be accepted. These courses will typically include more than one type of application, for example, word processing, databases, spreadsheets, and graphics programs. ✓ Keyboarding and other courses designed to teach typing skills may not be used to fulfill this requirement. ✓ For a complete list of acceptable Computer Science/Technology courses, see the Regents for Higher Education Web site address provided below.
Total	15		
<ul style="list-style-type: none"> ✓ Four additional units are recommended for college preparation: 1 unit of lab science, 1 unit of mathematics, and 2 units of speech or fine arts (music, art, or drama). ✓ For a list of the acceptable courses in all subject areas, go to <www.okhighered.org>, click on Student Center, click on Jr. High/High School Students, and then click on Courses to Take. 			



High School Curricular Requirements for Admission to Oklahoma Colleges and Oklahoma's Promise – (Oklahoma Higher Learning Access Program)

Guidelines for High Schools and Postsecondary Institutions

College Admission Curricular Requirements

The State Regents' "*Institutional Admission and Retention policy*" requires a 15-unit high school core curriculum for college admission. Research shows that students who take rigorous high school courses score higher on college entrance exams, are better prepared to take college-level courses, persist in college, and have a greater chance of earning a college degree than those who take a different curriculum. The following high school core courses are required for admission to all Oklahoma public colleges and universities:

High School Curricular Requirements for College Admission

Subjects	
English	4 units
Mathematics	3 units
Laboratory Science	3 units
History and Citizenship Skills	3 units
Additional units (from subjects above)*	2 units
Total	15 units

Note: In addition to the above requirements, four additional units are ***recommended*** for college preparation: 2 units fine arts (music, art, drama, and speech); 1 unit mathematics.

*Foreign language or computer science/computer technology from the lists below will also count as additional units. Any AP courses (except studio art courses or International English) may be used as additional units.

ACE College Preparatory/Work Ready Curriculum

In 2005, the Oklahoma Legislature passed SB 982 also known as the ACE College Preparatory/Work Ready Curriculum, mandating a default college preparatory/work ready curriculum for students graduating from high school in 2010. The default curriculum is aligned with the Oklahoma's Promise curriculum and the legislation requires that all courses within the curriculum be approved for college admission. The ACE Curriculum requires one unit of United States History, one half unit of Oklahoma History, and one half unit of United States Government to be included in the history/citizenship skills three unit requirement.

Oklahoma's Promise (Oklahoma Higher Learning Access Program)

This scholarship program for students who take a rigorous high school curriculum, make at least a 2.5 grade point average in high school both in the core curriculum and overall, stay out of trouble, and meet family

income requirements, builds on the State Regents' curricular admission requirements and requires students to take a 17-unit core curriculum to be eligible. Oklahoma's Promise requires the following:

Oklahoma's Promise Core Curriculum

Subjects	Units
English	4 units
Mathematics	3 units
Laboratory Science	3 units
History and Citizenship Skills	3 units
Foreign language or computer technology*	2 units
Additional units of above	1 unit
Fine arts or speech	1 unit
Total	17 units

*2 units of the same foreign/non-English language OR 2 units of computer technology. Important Note: 1 unit of foreign/non-English language and 1 unit of computer technology will not meet this requirement.

The following guidelines are designed to help students, parents, teachers, counselors and college officials determine what high school courses meet the State Regents' requirements for college admission, the eligibility requirements for Oklahoma's Promise and the requirements for the college-preparatory/work ready curriculum for Oklahoma high school graduation.

ALL COURSES FOR COLLEGE ADMISSION AND OKLAHOMA'S PROMISE

To meet approval, all courses must meet the following requirements:

- All courses must fit into one of the State Regents' categories for college admission: English, laboratory science, mathematics, or history/citizenship skills; or be one of the following: Foreign language, computer science/computer technology, or Advanced Placement (AP) (except studio art courses). All additional units must fit one of these categories. Oklahoma's Promise also requires coursework in the fine arts.
- Students participating in Oklahoma's Promise must complete the college preparatory curriculum as outlined above. Students with a disability or on an Individualized Education Plan (IEP) may participate in Oklahoma's Promise. However, to qualify for the scholarship, the core courses completed by the student must have the same academic content and be of the same academic rigor as the regular college preparatory core courses offered by the high school in the same academic subject.
- All courses must meet the Oklahoma Priority Academic Student Skills (PASS) if standards have been developed for that course. Course PASS standards can be found on the Oklahoma State Department of Education web site at <http://www.sde.state.ok.us/Curriculum/PASS/default.html>.
- **Note: The following does not automatically qualify the course as acceptable.**
- All courses must meet the NCAA's criteria for a core course and be listed as an acceptable course on the NCAA web site at https://web1.ncaa.org/eligibilitycenter/hs/index_hs.html (except computer science/computer technology courses, which do not apply to the NCAA core).
- One year courses taught over a two-year period will count as only one unit (e.g., Algebra IA and Algebra IB).

- A course taken in the 8th grade may count only if it is a high school level course (e.g., Algebra I).
- High school courses not listed as approved may be submitted by the high school principal. All of the following documentation must be provided:
 - Course syllabus
 - Description of course
 - Course outline with units of instruction covered and time spent on each unit
- Requests may be submitted by mail to Gina Wekke, Assistant Vice Chancellor for Academic Affairs, Oklahoma State Regents for Higher Education, P.O. Box 108850, Oklahoma City, OK 73101-8850 or by fax to 405-225-9230 (Attention: Academic Affairs). State Regents' staff will respond in writing to the high school principal within 45 days of receipt of the materials.
- A limited number of career technology center courses may be included in the course listing. For course consideration, career technology centers and high school faculty/staff must submit the request to the Oklahoma Department of Career and Technology Education (ODCTE). The request must be submitted to Becki Foster, Oklahoma Department of Career and Technology Education, 1500 West 7th Avenue, Stillwater, Oklahoma 74074. (405) 377-2000, bfost@okcareertech.org. **Career tech courses submitted by high schools or other staff to State Regents' staff will not be reviewed.**
- Concurrent Enrollment courses may be used to satisfy the high school curricular requirements for college admission, Oklahoma's Promise and the college preparatory/work ready curriculum if the courses fit within one of the core subject areas and are approved for that purpose by the student's school district. The student should check with the school counselor to verify that the school district allows the concurrent enrollment course to count for high school credit. If a concurrent enrollment course is used for high school curricular requirements, it is recommended that the course be shown on the student's high school transcript.

ENGLISH

Four units are required. All English courses *must include an integrated writing component, demonstrate critical thinking skills, and fit into one of the categories of grammar, composition, or literature.* The following are acceptable courses for the English requirement:

English/Language Arts I (grade 9)	Must be taught to PASS standards http://www.sde.state.ok.us/Curriculum/PASS/default.html
English/Language Arts II (grade 10)	
English/Language Arts III (grade 11)	
English/Language Arts IV (grade 12)	
AP English Language and Composition	Must be taught to AP course standards
AP English Literature and Composition	
American Literature	Must be taught to PASS standards http://www.sde.state.ok.us/Curriculum/PASS/default.html
Classical Literature	
English Literature	
Introduction to Literature	
Shakespeare	
World Literature	

LABORATORY SCIENCE

Three units are required. All science courses *must include a laboratory component and be taught at or above the rigor of Biology I*. The following are some of the acceptable courses for the laboratory science requirement:

Biology I	Must be taught to PASS standards http://www.sde.state.ok.us/Curriculum/PASS/default.html
Chemistry	
Physics	
Physical Science	
AP Biology	Must be taught to AP course standards
AP Chemistry	
AP Environmental Science	
AP Physics (B or C)	
Biology I taught in a contextual methodology	Must be taught to PASS standards for Biology I http://www.sde.state.ok.us/Curriculum/PASS/default.html
Biology II	<u>As with all science courses</u> , these courses must include a laboratory component and be taught at or above the rigor of Biology I.
Earth Science	
Environmental Science	
Anatomy and Physiology	
Principles of Technology (Career Technology Centers)	Must meet the Oklahoma Department of Career and Technology Education's official course description including 120 contact hours.
Anatomy and Physiology (Career Technology Centers)	<p><i>Anatomy and Physiology courses taught within the following Health Careers Certifications at Career Technology Centers may count for one unit if the outlined requirements below are met, a second year of a course will not count as a second unit of lab science or as an "additional" unit for the requirement:</i></p> <ul style="list-style-type: none"> • <i>Health Science Technology – Grades 11 or 12</i> • <i>Health Careers Certification – Grades 11 or 12 (Level II Anatomy and Physiology or Level III Anatomy and Physiology)</i> • <i>Dental Assisting – Grades 11 or 12</i> • <i>Medical Assisting – Grades 11 or 12</i> • <i>Practical Nursing – Grade 12</i> <p><i>The course must also meet the following conditions to count for college admission and Oklahoma's Promise:</i></p> <ul style="list-style-type: none"> • <i>be taught by a teacher certified to teach secondary biological sciences;</i> • <i>be taken by the student in the 11th or 12th grade;</i> • <i>be approved for credit by the local boards of education for both the school district and the technology center; and</i> • <i>be certified by the local school district as a lab science.</i>

MATHEMATICS

Three units are required. All math courses *must be taught at or above the rigor of Algebra I*. Algebra courses taught over two years (i.e. Algebra IA and Algebra IB) will count as only one unit of mathematics. The following are acceptable courses for the mathematics requirement:

Algebra I	Must be taught to PASS standards http://www.sde.state.ok.us/Curriculum/PASS/default.html
Geometry	
Algebra II	
AP Calculus (AB or BC)	Must be taught to AP course standards
AP Statistics	
Algebra I taught in a contextual methodology	Must be taught to PASS standards for Algebra I http://www.sde.state.ok.us/Curriculum/PASS/default.html
Geometry taught in a contextual methodology	Must be taught to PASS standards for Geometry http://www.sde.state.ok.us/Curriculum/PASS/default.html
Algebra III	Must have completed Geometry and Algebra II
Calculus	
Math Analysis	
Pre-Calculus	
Trigonometry	

HISTORY/CITIZENSHIP SKILLS**High School Curricular Requirements for College Admission/Oklahoma's Promise**

Three units are required. The ACE College Preparatory/Work Ready Curriculum does require one unit of United States History, one half unit of Oklahoma History, and one half unit of United States Government to be included in the history/citizenship skills three unit requirement. All students *must have one unit of US History*. Courses must be from one of the following categories: history, economics, geography, government, civics, or non-Western culture. Courses in non-Western culture should teach students about a culture other than their own. The majority of the content of a course must match one of these categories. The following are acceptable courses for the history/citizenship skills requirement:

US History	Must be taught to PASS standards http://www.sde.state.ok.us/Curriculum/PASS/default.html
World History	
Oklahoma History	
US Government	
Economics	
World Geography	Must be taught to AP course standards
AP Economics (Macro or Micro)	
AP European History	
AP Government and Politics (Comparative or US)	
AP Human Geography	
AP US History	
AP World History	Courses in non-Western culture, Native American studies, or African American studies should provide students with an in-depth view of the subject.
African American History	
Asian History	
European History	
Native American History	Must be taught to US Government PASS standards http://www.sde.state.ok.us/Curriculum/PASS/default.html
Political Science	
Civics	

FOREIGN/NON-ENGLISH LANGUAGE

Foreign/non-English language courses may be used as additional units for college admission. Oklahoma's Promise students must have two years of the same foreign/non-English language OR two years of computer science/technology. One year of each will not count for Oklahoma's Promise.

Any modern language course	Must be taught to PASS standards http://www.sde.state.ok.us/Curriculum/PASS/default.html
American Sign Language	
Any Native American language course	
Greek	
Latin	
Any AP language course	Must be taught to AP course standards

**COMPUTER SCIENCE/COMPUTER TECHNOLOGY FOR COLLEGE ADMISSION AND
OKLAHOMA'S PROMISE**

College Admission

Computer science or computer technology courses may be used as additional units for college admission. Courses in computer science/computer technology *must* teach one or more of the following concepts: Programming, hardware, and/or business computer applications (such as word processing, databases, spreadsheets, and graphics). Additionally, courses in this area offered at high schools must meet the Instructional Technology PASS standards at the Advanced Level. Courses that simply use the computer as a tool do not qualify. Not all courses with "technology" or "business" in the title qualify.

Oklahoma's Promise

Oklahoma's Promise students must have two years of the same foreign/non-English language OR two years of computer science/computer technology. One year of each will not count for Oklahoma's Promise.

The following are acceptable courses for the computer science/computer technology requirement and meet the Oklahoma Department of Career and Technology Education's official course description including 120 contact hours:

Active Directory Infrastructure – 1 unit
 Administrative Technologies II – 1 unit
 Advanced Computer Applications for the Law Office – 1 unit
 Advanced Design Techniques – 1 unit
 Advanced Desktop Publishing and Graphic Design – 1 unit
 Advanced Digital Animation – 1 unit
 Advanced Programming – 1 unit
 Advanced Routing & Remote Access Networks - 1 unit
 Advanced Scripting Languages – 1 unit
 Advanced Web and Animation Design – 1 unit
 Architectural Computer Aided Drafting and Design – 1 unit
 Business and Computer Technology – ½ unit
 C++ Programming – 1 unit
 C# Programming – 1 unit
 Computer Repair and Troubleshooting I – 1 unit
 Computer Repair and Troubleshooting II – 1 unit
 Computer Repair and Troubleshooting III – 1 unit
 Computerized Accounting – 1 unit
 Cyber Forensics – ½ unit
 Database Administration – 1 unit

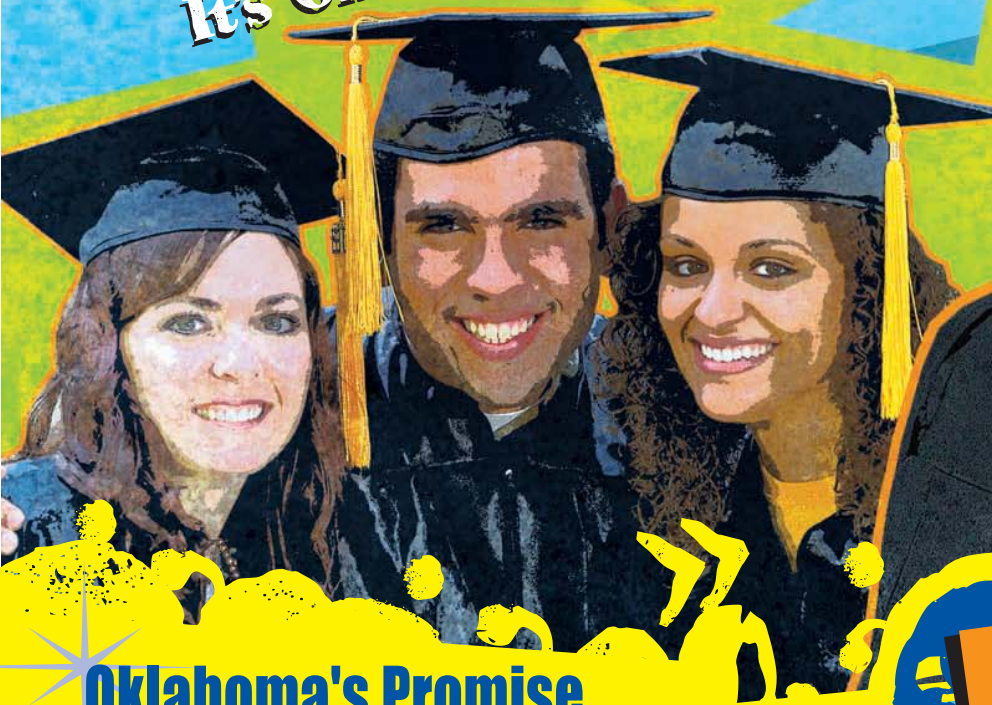
Database Design and Programming – 1 unit
Design Tools and Electronic Marketing Strategies – 1 unit
Desktop Publishing and Graphic Design – 1 unit
E-Commerce Site Production – 1 unit
Engineering Computer Aided Drafting and Design – 1 unit
Enterprise Security Management – ½ unit
Forms Development – 1 unit
Fundamentals of Administrative Technologies – 1 unit
Fundamentals of Computer Aided Drafting and Design – 1 unit
Fundamentals of Database Development – 1 unit
Fundamentals of Linux/UNIX – 1 unit
Fundamentals of Technology – 1 unit
Fundamentals of Web Design – 1 unit
Manufacturing Computer Aided Drafting and Design – 1 unit
Multi-Layer Switching & Internetwork Support – 1 unit
Multimedia and Image Management Techniques – 1 unit
Network/Client Operating Systems – 1 unit
Network and Routing Fundamentals – 1 unit
Network Management – 1 unit
Network Security – ½ unit
Office Administration and Management – 1 unit
Principles of Information Assurance – ½ unit
Regulatory Compliance & Auditing – 1 unit
Routing, Switching, & WAN Technologies – 1 unit
Scripting Language Fundamentals – 1 unit
Secure Electronic Commerce – ½ unit
Server Infrastructure Design – 1 unit
Server Operating Systems – 1 unit
Software Configuration Management – 1 unit
SQL and PL/SQL Database Applications Development – 1 unit
Systems Analysis, Design & Testing – 1 unit
User Interface Design – 1 unit
Visual Basic .NET Programming – 1 unit
Web Scripting Foundations – 1 unit
Windows XP Command Line – 1 unit

The following are acceptable courses for the computer science/computer technology requirement and must be offered as part of the Project Lead the Way (PLTW) curriculum and meet the PLTW course requirements:

Introduction to Engineering Design – 1 unit
Principles of Engineering – 1 unit

EARN FREE COLLEGE TUITION

It's Oklahoma's Promise!



Oklahoma's Promise

OKLAHOMA HIGHER LEARNING ACCESS PROGRAM

Who May Apply

Applicants must be:

- Oklahoma residents.
- 8th-, 9th- or 10th-grade students (homeschool students must apply while age 13, 14 or 15).
- Students whose parents earn \$50,000 or less per year.*
- Students who promise to meet the requirements of the program.

* Special income provisions apply to certain adopted children and children in the custody of court-appointed legal guardians.

The Promise

Upon completion of the program's requirements, you will earn:

- Free tuition at an Oklahoma public two-year college or four-year university.
- OR a portion of tuition at an accredited Oklahoma private college or university.
- OR a portion of tuition for courses at public technology centers that are approved for credit toward an Associate in Applied Science degree at a public college.

(The Oklahoma's Promise scholarship does not cover fees, books, supplies, or room and board.)

APPLY ONLINE!
WWW.OKPROMISE.ORG

HOW TO APPLY

- Online at www.okpromise.org.
- Get an application from your counselor.

GET MORE INFO

- www.okpromise.org
- okpromise@osrhe.edu
- (800) 858-1840
(225-9152 in OKC)



For more information, go to www.okpromise.org or scan here with your smartphone.



Find us on
Facebook

High School Requirements

- Graduate from an Oklahoma high school or homeschool education program.
- Take the 17 units of college prep high school courses (see side) and achieve at least a 2.5 cumulative GPA in those courses.
- Achieve at least a 2.5 cumulative GPA for all courses in grades 9-12.
- Attend school regularly.
- Do your homework.
- Stay away from drugs and alcohol.
- Don't commit criminal or delinquent acts.
- Provide information when requested.
- Meet with a school official to go over your school work and records on a regular basis.
- Apply for other financial aid during your senior year of high school.
- Take part in Oklahoma's Promise activities that will prepare you for college.

If you don't qualify for this program, see your counselor for information on additional scholarships, grants and student loans, or visit Oklahoma's higher education website at www.OKcollegestart.org.

College Requirements

- Your parents' income may not exceed \$100,000 at the time you begin college and prior to receiving any program benefit.
- You must be a U.S. citizen or lawfully present in the United States.
- You must meet normal admission standards for first-time entering students at the college or university to which you apply.
- You must start taking college courses within three years after you graduate high school.*
- You may not receive funds for more than five consecutive years after enrolling in college.*
- You cannot use the award for courses taken after you complete your bachelor's degree.
- You must achieve a college GPA of 2.0 for courses taken through your sophomore year and a 2.5 for courses taken during your junior and senior years.
- You must meet the eligibility requirements to receive federal financial aid based on the college's Satisfactory Academic Progress policy.
- Any Oklahoma's Promise college student who is suspended for more than one semester for conduct reasons will lose the scholarship permanently.

* Students on active military duty may be eligible for certain waivers of these requirements.

APPLY ONLINE!
WWW.OKPROMISE.ORG

Required Courses*

4 ENGLISH (grammar, composition, literature; courses should include an integrated writing component)

3 LAB SCIENCE (biology, chemistry, physics or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement)

3 MATHEMATICS (from Algebra I, Algebra II, geometry, trigonometry, math analysis, pre-calculus [must have completed geometry and Algebra II], calculus, Advanced Placement [AP] statistics)

3 HISTORY AND CITIZENSHIP SKILLS (including 1 unit of American history and 2 additional units from the subjects of history, economics, geography, government, non-Western culture)

2 FOREIGN OR NON-ENGLISH LANGUAGE (two years of the same language)

...OR...

COMPUTER TECHNOLOGY

(Two units in programming, hardware and business computer applications, such as word processing, databases, spreadsheets and graphics, will qualify. Keyboarding or typing classes do NOT qualify.)
(1 foreign language and 1 computer course will NOT meet this requirement.)

1 ADDITIONAL COURSE (of any of the subjects listed above)

1 FINE ARTS (music, art, drama)

...OR... **SPEECH**

17 TOTAL UNITS

*Homeschool students and students graduating from a high school not accredited by the Oklahoma State Board of Education or a recognized accrediting agency must also achieve a composite ACT score of 22 or higher on a national test date.

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OK Promise Curriculum Worksheet

Please record the letter grade or numerical value on the lines next to the courses completed. (i.e. A=4, B=3, C=2, D=1) Each short line indicates $\frac{1}{2}$ unit of credit.

Student Name: _____

ENGLISH: (4 units)

English I	_____	_____	English III	_____	_____
English II	_____	_____	English IV	_____	_____

LAB SCIENCE: (3* units - must be a district certified lab science)

Biology	_____	_____	Physical Science (lab)	_____	_____
Chemistry	_____	_____		_____	_____
Physics	_____	_____		_____	_____

MATH: (3 units)

Algebra I	_____	_____	Trig/Calculus	_____	_____
Geometry	_____	_____	Math Analysis	_____	_____
Algebra II	_____	_____	AP Statistics	_____	_____
Algebra III	_____	_____		_____	_____

HISTORY AND CITIZENSHIP SKILLS: (3 units - 1 unit must be American/U.S. History)

American History	_____	_____	World History	_____	_____
Oklahoma History	_____	_____	Modern History	_____	_____
Government/Civics	_____	_____	Ancient History	_____	_____
Geography	_____	_____	World Geography	_____	_____
Economics	_____	_____		_____	_____

FOREIGN OR NON-ENGLISH LANGUAGE: (2 units of the SAME language)

Spanish I/Span II	_____	_____	_____	_____	Native Amer. Lang I/II	_____	_____	_____	_____
French I/French II	_____	_____	_____	_____	Sign Language I/II	_____	_____	_____	_____
German I/German II	_____	_____	_____	_____		_____	_____	_____	_____

OR

COMPUTER TECHNOLOGY: (2 units - not including keyboarding or typing)

ADDITIONAL COURSE: (1* unit of the subjects listed above)

FINE ARTS OR SPEECH:

(1 unit of music, art, drama or Speech - competencies WILL count if noted on the transcript.)

ACT Score: _____
 Required for non-accredited schools
 and homeschooled students

17-unit OHLAP Core GPA (must be 2.5 or above) _____
 Overall GPA (transcript) (must be a 2.5 or above) _____

Oklahoma State Regents for Higher Education

Updated Tuition Waivers for Concurrent Enrollment of High School Seniors May 2010

Background

In 2005, the Oklahoma Legislature passed SB 982, which amended Title 70 O.S. §628.13, mandating that all eligible high school seniors be entitled to receive a waiver of college tuition for up to six credit hours each semester, provided funding is available. The law was effective July 1, 2005.

The State Regent's *Institutional Admission and Retention* policy governs admission standards for concurrent enrollment.

Who is eligible for the tuition waiver?

Any Oklahoma high school student who has completed the junior year but has not graduated from high school and meets the State Regents' admission standards for concurrent enrollment for seniors is eligible (attached).

Note: Effective Fall 2011, active duty military dependent children will be eligible for the tuition waiver, unless the institution has requested, from the Chancellor, earlier implementation. Please check with the institution for the specific implementation date.

Does the waiver include the summer semester?

Students are eligible for a waiver of tuition for up to six semester hours per semester, including the summer term after the junior year and before the senior year, plus the fall and spring semesters during the senior year. The summer following the senior year is not included. Once a student graduates from high school, he/she is considered a regular student and not eligible for the waiver.

Are nonresidents eligible for the tuition waiver?

The waiver is intended for Oklahoma high school students; therefore, students residing or attending school in other states would not be eligible.

Note: For clarification, foreign exchange students attending high school in Oklahoma are not eligible for the tuition waiver.

Are home-schooled students eligible for the waiver?

Provided that they meet the provisions of the State Regents' admission standards for concurrent enrollment (attached) and reside in Oklahoma, home-schooled students are eligible for the

waiver. By policy, 17-year-old home-schooled students are considered seniors. Home-schooled students are eligible for the waiver for one full academic year only, regardless of the time spent on the 12th grade curriculum. Additionally, students must provide evidence that they are currently completing the high school curriculum.

Are undocumented immigrant students eligible for the waiver?

Yes, high school undocumented immigrant students are eligible to participate in concurrent enrollment and undocumented high school seniors are eligible for the tuition waiver.

What does the tuition waiver cover?

The waiver covers up to six hours of tuition only per semester. Students are responsible for all fees, books, supplies, and other charges that may be associated with enrollment.

Do the concurrent enrollment waivers count against the institution's 3.5 percent budget limit for tuition waivers allowed by policy?

The mandated concurrent enrollment waivers will be included in the category of special waivers that are not counted against the institution's allowed percentage. However, if an institution awards high school seniors a waiver for more than 6 credit hours within a semester, the additional waiver amount above the 6 credit hours is included in the 3.5% limitation. Also, any waivers awarded to sophomores or juniors who enroll concurrently are included in the 3.5% limitation.

How will institutions be reimbursed?

Contingent on availability of state appropriation funding, the institutions will be reimbursed through the process defined by the State Regent's Budget and Fiscal office.

Are students enrolled in off-campus courses offered specifically for concurrent students eligible for the waiver?

Many institutions have special contracts with high schools to offer concurrent courses on the high school campuses. In these instances, institutions may have additional costs associated with a course and may make arrangements for funding with the school to fit the situation. Institutions are encouraged to offer the waiver any time it is financially feasible and to consider factors other than location when making this determination. Institutions will be reimbursed for waivers granted, regardless of the location of the course.

Oklahoma State Regents for Higher Education
 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma 73104
 Phone: 405-225-9100; E-mail: studentinfo@osrhe.edu
 Web Site: www.okhighered.org

Admission Standards 2010-2011
CONCURRENT ENROLLMENT OF HIGH SCHOOL STUDENTS

Minimum High School Performance Standards

	<u>Option 1</u> Minimum ACT/SAT	<u>Option 2</u> Minimum GPA and Class Rank
HIGH SCHOOL SENIORS		
University of Oklahoma	24/1090 AND 3.0 GPA or top 50%	3.0 AND top 30%
Oklahoma State University	24/1090	3.0 AND top 33% *
University of Science and Arts of Oklahoma	24/1090	3.0 AND top 25%
Regional Universities	20/940	3.0 AND top 50%
Community Colleges	19/900	3.0
HIGH SCHOOL JUNIORS		
University of Oklahoma	25/1130	3.5
Oklahoma State University	25/1130	3.5
University of Science and Arts of Oklahoma **	24/1090	3.5
Regional Universities	23/1050	3.5
Community Colleges	21/980	3.5

**The State Regents approved Oklahoma State University's (OSU) request to revise option 3 admission standard (from 25% to 33%).*

***The University of Science and Arts of Oklahoma (USAO) will apply first-time student admission standards to high school seniors and as shown for high school juniors. Changes are effective June 2009.*

All concurrent students must have a signed statement from the high school principal stating that they are eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year, and must also provide a letter of recommendation from the school counselor and written permission from a parent or legal guardian. A high school student may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester credit hours. For purposes of calculating workload, one-half high school unit shall be equivalent to three semester credit hours of college work.

Concurrent students who are receiving instruction at home or from an unaccredited high school must be 17 years of age and meet the requirements for high school seniors above or be 16 years of age and meet the requirements for high school juniors above.

Minimum ACT Subject Scores for Concurrent Enrollment in Courses in Subject Area

Concurrent students may only enroll in curricular areas where they have met the ACT assessment requirements for college placement as indicated below:

English	Reading	Mathematics	Science Reasoning
19	19	19	19

An ACT subject score of 19 in Reading is required for enrollment in any subject area other than English, Mathematics and Science Reasoning; institutional secondary testing may not be used for placement. Additionally, concurrent students may not enroll in remedial (zero-level) coursework offered by colleges and universities designed to remove high school deficiencies.

Oklahoma State Regents for Higher Education
 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma 73104
 Phone: 405-225-9100; E-mail: studentinfo@osrhe.edu
 Web Site: www.okhighered.org

Admission Standards 2010-2011
CONCURRENT ENROLLMENT OF HIGH SCHOOL STUDENTS
TECHNOLOGY PROGRAMS

As part of the State Regents' Cooperative Alliance Project, some higher education institutions, in partnership with Oklahoma's career technology centers, have been approved to allow high school students to enroll in technical programs and courses under separate admission standards noted below. High school students taking courses at technology centers that are part of approved college degree Associate in Applied Science degree programs may take these courses for college credit if the students meet the admission requirements. **Note: These Concurrent Enrollment admission standards apply to students enrolled in a Cooperative Alliance Project-identified Associate of Applied Science degree program/ and not students enrolled in unrelated technology programs.**

Eleventh or twelfth grade students enrolled in an accredited high school or a student who are at least 16 years of age and receiving high-school-level instruction at home or from an unaccredited high school to be admitted to a college or university in The Oklahoma State System of Higher Education that offers technical AAS and certificate programs and enroll in technical courses only. Students must meet the following standards:

	<u>Option 1</u> ACT	<u>Option 2</u> ACT PLAN	<u>Option 3</u> High School GPA
Regional Universities	19	15	2.5

Community colleges	19	15	2.5
--------------------	----	----	-----

The required ACT score is the composite score without the writing component.

In addition to meeting the requirements above, students must provide a letter of support from the high school counselor and written permission from a parent or legal guardian. All other concurrent admission policy requirements remain in effect for technical students, including retention standards.

BUSINESS AND INDUSTRY-RECOGNIZED ENDORSEMENTS

Approved for High School Transcripts by OK Dept. of Career & Technology Education

Senate Bill 497 – *“Beginning with students who enter the 9th grade in 2008-2009 school year, school districts shall report the student’s performance levels...on end of instructions tests and any business and industry-recognized endorsements attained on the high school transcript.”*

These **Business and Industry-Recognized Endorsements** have been approved by the OK Department of Career and Technology Education using the following criteria: 1) rigorous, 2) standardized, 3) independently graded, 4) knowledge-based, 5) administered on a multi-state or international level, and 6) covers a program of study (not individual course).

NO.	Endorsement	Endorsed By	Career Cluster 1
11501	A+ Essentials	CompTIA	11-Information Technology
11513	A+ Practical Applications	CompTIA	11-Information Technology
10160	Accredited Legal Secretary (ALS)	National Assoc of Legal Secretaries (NALS)	4-Business Management Admin
14251	Adobe Acrobat Professional ACE	Adobe	3 - Arts, A/V Technology & Communications
14252	Adobe After Effects ACE	Adobe	3-Arts, A/V Tech & Comm
14256	Adobe Dreamweaver ACE	Adobe	3-Arts, A/V Tech & Comm
14257	Adobe Flash ACE	Adobe	3-Arts, A/V Tech & Comm
14254	Adobe Illustrator ACE	Adobe	3-Arts, A/V Tech & Comm
14255	Adobe InDesign ACE	Adobe	3-Arts, A/V Tech & Comm
14253	Adobe LiveCycle Core ACE	Adobe	3-Arts, A/V Tech & Comm
14258	Adobe Photoshop ACE	Adobe	3-Arts, A/V Tech & Comm
14259	Adobe Premier Pro ACE	Adobe	3-Arts, A/V Tech & Comm
18603	Adult Day Care Aide	OK State Department of Health	8-Health Science
18627	Advanced Unlicensed Assistant	Oklahoma Board of Nursing (OBN)	8-Health Science
10288	Apple Certified Pro: Final Cut Pro	Apple	11-Information Technology
10292	Apple Certified Pro: Sound Editing in Final Cut Studio	Apple	11-Information Technology
13455	ARI Industry Competency Exam	Air Conditioning, Heating and Refrigeration Institute (AHRI)	2-Architecture & Construction
14055	Associate Electronics Technician (CETA)	Electronics Technicians Association (ETA)	13-Manufacturing
12207	AST: Automatic Transmission/Transaxle	ASE/NATEF/Automotive Youth Educational Services (AYES)	16-Transportation
12210	AST: Automatic Transmission/Transaxle	Nat'l Institute for Automotive Service Excellence (ASE); National Automotive Technicians Education Foundation (NATEF)	16-Transportation
12201	AST: Brakes	ASE/NATEF/AYES	16-Transportation
12211	AST: Brakes	ASE/NATEF	16-Transportation
12204	AST: Electrical & Electronic Systems	ASE/NATEF/AYES	16-Transportation
12212	AST: Electrical & Electronic Systems	ASE/NATEF	16-Transportation
12202	AST: Engine Performance	ASE/NATEF/AYES	16-Transportation
12213	AST: Engine Performance	ASE/NATEF	16-Transportation
12206	AST: Engine Repair	ASE/NATEF/AYES	16-Transportation
12214	AST: Engine Repair	ASE/NATEF	16-Transportation
12209	AST: Heating & Air Conditioning	ASE/NATEF/AYES	16-Transportation
12215	AST: Heating & Air Conditioning	ASE/NATEF	16-Transportation
12220	AST: Light Vehicle Diesel Engine	ASE/NATEF	16-Transportation
12208	AST: Manual Drive Train & Axles	ASE/NATEF/AYES	16-Transportation
12216	AST: Manual Drive Train & Axles	ASE/NATEF	16-Transportation
12203	AST: Steering & Suspension	ASE/NATEF/AYES	16-Transportation
12217	AST: Suspension & Steering	ASE/NATEF	16-Transportation
10991	AutoDesk 3ds Max Certified Associate	AutoDesk	11-Information Technology
10990	AutoDesk Maya Certified Associate	AutoDesk	11-Information Technology
12426	Aviation Maintenance Technician - Airframe (AMA)	Federal Aviation Administration (FAA)	16-Transportation
12425	Aviation Maintenance Technician - General (AMG)	Federal Aviation Administration (FAA)	16-Transportation

12427	Aviation Maintenance Technician - Power Plant (AMP)	Federal Aviation Administration (FAA)	16-Transportation
10293	Avid Pro Tools Certified User	Avid	11-Information Technology
13053	Carpenter - Level 1 (Entry)	National Center for Construction Education & Research (NCCER)	2-Architecture & Construction
13055	Carpentry Level One (Academic)	NCCER	2-Architecture & Construction
12757	Certified Apprentice Drafter - Architectural	American Design Drafting Association (ADDA)	2-Architecture & Construction
12758	Certified Apprentice Drafter - Mechanical	ADDA	2-Architecture & Construction
10252	Certified Associate Webmaster (CAW)	World Organization of Webmasters (WOW)	11-Information Technology
14402	Certified Associate Welding Inspector	American Welding Society	2-Architecture & Construction
18727	Certified Billing & Coding Specialist (CBCS)	National Healthcareer Association	8-Health Science
10051	Certified Bookkeeper	American Institute of Professional Bookkeepers (AIPB)	4-Business Management Admin
18510	Certified Clinical Medical Assistant (CCMA)	National Healthcareer Association (NHA)	8-Health Science
18507	Certified Coding Associate (CCA)	American Health Information Management Association (AHIMA)	8-Health Science
18508	Certified Coding Specialist (CCS)	AHIMA	8-Health Science
17403	Certified Culinarian	American Culinary Federation (ACF)	9-Hospitality & Tourism
18708	Certified Dental Assistant (CDA-DANB)	Dental Assisting National Board (DANB)	8-Health Science
18717	Certified Dental Technician (CDT)	National Board for Certification in Dental Laboratory Technology (NBC)	8-Health Science
18721	Certified EKG Technician (CET)	National Healthcareer Association	8-Health Science
18726	Certified Electronic Health Record Specialist (CEHRS)	National Healthcareer Association	8-Health Science
14051	Certified Electronics Technician - Associate Level	International Society of Certified Electronics Technicians (ISCET)	13-Manufacturing
10558	Certified eMarketing Associate (CeMA)	e-Marketing Association	14-Marketing & Sales
10988	Certified Hacking Forensic Investigator (CHFI)	EC Council	11-Information Technology
18512	Certified Insurance & Coding Specialist (NCICS)	National Center for Competency Testing (NCCT)	8-Health Science
18728	Certified Medical Administrative Assistant (CMAA)	National Healthcareer Association	8-Health Science
18501	Certified Medical Administrative Specialist (CMAS)	American Medical Technologist	8-Health Science
18513	Certified Medical Assistant (NCMA)	National Center for Competency Testing	8-Health Science
18722	Certified Medical Laboratory Assistant (CMLA)	National Healthcareer Association	8-Health Science
11103	Certified Novell Administrator (CNA)	Novell	11-Information Technology
18718	Certified Occupational Therapist Assistant (COTA)	National Board for Certification in Occupational Therapy (NBCOT)	8-Health Science
18725	Certified Operating Room/Surgical Technician (CORST)	National Healthcareer Association	8-Health Science
18723	Certified Patient Care Tech/Nurse Tech/Patient Care Associate (CPCT/CNT/CPCA)	National Healthcareer Association	8-Health Science
18706	Certified Pharmacy Technician	Pharmacy Technician Certification Board (PTCB)	8-Health Science
18724	Certified Pharmacy Technician (CphT)	National Healthcareer Association	8-Health Science
18712	Certified Phlebotomy Technician (CPT)	National Healthcareer Association	8-Health Science
13975	Certified Production Technician	Manufacturing Skills Standard Council (MSSC)	13-Manufacturing
10903	Certified Professional Banker	American Bankers Association (ABA)/Institute of Certified Bankers (ICB)	6-Finance
18511	Certified Professional Coder (CPC)	American Academy of Professional Coders (AAPC)	8-Health Science
10171	Certified Professional Salesperson	Sales & Marketing Executives International (SMEI)	14-Marketing & Sales
10161	Certified Professional Secretary (CPS)	Int'l Assoc for Administrative Professionals (IAAP)	4-Business Management Admin
10270	Certified Web Administrator Associate (CWAA)	World Organization of Webmasters (WOW)	11-Information Technology
10253	Certified Web Designer Associate (CWDSA)	World Organization of Webmasters (WOW)	11-Information Technology
10269	Certified Web Developer Associate (CWDVA)	World Organization of Webmasters (WOW)	11-Information Technology
10272	Certified Webmaster Professional (CWP)	World Organization of Webmasters (WOW)	11-Information Technology
14401	Certified Welder	American Welding Society (AWS)	2-Architecture & Construction
17109	Child Development Associate	Council for Professional Recognition (CPR)	10-Human Services
11114	Cisco Certified Entry Network Technician (CCENT)	Cisco	11-Information Technology

11101	Cisco Certified Network Associate (CCNA)	Cisco	11-Information Technology
11701	Cisco Certified Network Associate-Security (CCNA Security)	Cisco	11-Information Technology
10169	Concepts of Entrepreneurship & Management	Assessment of Skills & Knowledge for Business Institute (ASK)	14-Marketing & Sales
10541	Concepts of Finance Specialist	Assessment of Skills & Knowledge for Business Institute	6-Finance
13054	Construction Technologist	National Center for Construction Education and Research (NCCER)	2-Architecture & Construction
13056	Construction Technology (Academic)	NCCER	2-Architecture & Construction
13826	Cosmetician	Oklahoma State Board of Cosmetology (OSBC)	10-Human Services
12055	CRR: Damage Analysis & Estimating	ASE/NATEF	16-Transportation
12052	CRR: Mechanical & Electrical Components	ASE/NATEF	16-Transportation
12060	CRR: Mechanical & Electrical Components	ASE/NATEF/AYES	16-Transportation
12051	CRR: Non-Structural Analysis & Damage Repair	ASE/NATEF	16-Transportation
12059	CRR: Non-Structural Analysis & Damage Repair	ASE/NATEF/AYES	16-Transportation
12053	CRR: Painting & Refinishing	ASE/NATEF	16-Transportation
12057	CRR: Painting & Refinishing	ASE/NATEF/AYES	16-Transportation
12054	CRR: Structural Analysis & Damage Repair	ASE/NATEF	16-Transportation
12058	CRR: Structural Analysis & Damage Repair	ASE/NATEF/AYES	16-Transportation
11505	Customer Service Representative (HDI-CSR)	Help Desk Institute (HDI)	11-Information Technology
10192	Customer Support Technician for Windows	Microsoft	11-Information Technology
10987	Cyber Security Forensic Analyst	Cyber Security Institute	11-Information Technology
10242	Database Design Specialist	Prometric, Pearson VUE	11-Information Technology
18602	Developmentally Disabled Direct Care Nurse Aide	OK State Department of Health	8-Health Science
10268	E-Commerce Specialist	Certified Internet Web Professional (CIW)	11-Information Technology
13253	Electrical - Level 1 (Academic)	NCCER	2-Architecture & Construction
13251	Electrician - Level 1 (Entry)	NCCER	2-Architecture & Construction
14052	Electronics Systems Associate (ESA)	Int'l Society of Certified Electronics Technician	13-Manufacturing
18610	Emergency Medical Responder	OK State Department of Health	8-Health Science
10193	Enterprise Desktop Support Technician for Windows	Microsoft	11-Information Technology
10191	Enterprise Support Technician for Windows	Microsoft	11-Information Technology
13827	Esthetician/Facialist	OK State Board of Cosmetology	10-Human Services
15251	Firefighter 1	Oklahoma Fire Service Training (OFST)	12-Law, Public Safety, Corrections and Security
18702	First Responder	National Registry of Emergency Medical Technicians (NREMT)	8-Health Science
13953	Fluid Power Certified Mechanic	The International Fluid Power Society (IFPS)	13-Manufacturing
13952	Fluid Power Certified Technician	The International Fluid Power Society (IFPS)	13-Manufacturing
13951	Fluid Power Specialist	The International Fluid Power Society (IFPS)	13-Manufacturing
10166	Fundamental Business Concepts	Assessment of Skills & Knowledge for Business Institute (ASK)	14-Marketing & Sales
10540	Fundamental Marketing Concepts	ASK Institute	14-Marketing & Sales
10005	Fundamental Payroll Certification (FPC)	American Payroll Association (APA)	4-Business Management Admin
11715	GIAC Certified Forensic Analyst (GCFA)	Global Information Assurance Certification (GIAC)	11-Information Technology
15252	Hazardous Materials First Responder - Operations	OK Fire Service Training	12-Law, Public Safety, Corrections and Security
12376	Heavy Equipment Operator - Level 1 (Academic)	NCCER	2-Architecture & Construction
12375	Heavy Equipment Operator - Level 1 (Entry)	National Center for Construction Education and Research (NCCER)	2-Architecture & Construction
18605	Home Health Care Nurse Aide	OK State Department of Health	8-Health Science
18601	Home Health/Long-Term Care Nurse Aide	Oklahoma State Dept of Health (OSDH)	8-Health Science
13451	HVAC (Academic)	NCCER	2-Architecture & Construction
11514	Information Storage and Management Associate	EMC2	11-Information Technology
10965	Insurance Customer Service Representative (Life, Accident & Health, Property & Casual Personal, Property & Casual Commercial)	Oklahoma Insurance Department	4-Business Management Admin
10905	Internet and Computing Core Certification (IC3)	Certiport	4-Business Management Admin
10240	JavaScript Specialist	Prometric, Pearson VUE	11-Information Technology
11301	Linux+	CompTIA	11-Information Technology
18607	Long-Term Care Nurse Aide	OK State Department of Health	8-Health Science

13828	Manicurist	OK State Board of Cosmetology	10-Human Services
13176	Masonry - Level 1 (Academic)	NCCER	2-Architecture & Construction
13175	Masonry - Level 1 (Entry)	NCCER	2-Architecture & Construction
18714	Massage Therapist	National Certification Board for Therapeutic Massage & Bodywork (NCBTMB)	8-Health Science
10190	MCIPT Server Administrator	Microsoft	11-Information Technology
18301	Medical Lab Technician	American Medical Technologists (AMT)	8-Health Science
12251	MHT: Brakes	ASE/NATEF	16-Transportation
12263	MHT: Brakes	ASE/NATEF/AYES	16-Transportation
12252	MHT: Diesel Engine Repair	ASE/NATEF	16-Transportation
12260	MHT: Diesel Engines	ASE/NATEF/AYES	16-Transportation
12253	MHT: Drive Train	ASE/NATEF	16-Transportation
12254	MHT: Electrical/Electronics	ASE/NATEF	16-Transportation
12261	MHT: Electrical/Electronics	ASE/NATEF/AYES	16-Transportation
12255	MHT: Gasoline Engines	ASE/NATEF	16-Transportation
12256	MHT: Heating, Ventilation & AC Repair	ASE/NATEF	16-Transportation
12258	MHT: Preventive Maintenance Inspection	ASE/NATEF	16-Transportation
12262	MHT: Steering & Suspension	ASE/NATEF/AYES	16-Transportation
12259	MHT: Suspension & Steering	ASE/NATEF	16-Transportation
10162	Microsoft Certified IT Professional (MCITP) Enterprise Administrator	Microsoft	11-Information Technology
11702	Microsoft Certified Systems Administrator (MCSA)	Microsoft	11-Information Technology
11703	Microsoft Certified Systems Engineer (MCSE)	Microsoft	11-Information Technology
10189	Microsoft Certified Technology Specialist	Microsoft	11-Information Technology
10148	Microsoft Office Specialist (MOS): MS Access	Microsoft	4-Business Management Admin
10151	Microsoft Office Specialist: Excel	Microsoft	4-Business Management Admin
10150	Microsoft Office Specialist: MS Word	Microsoft	4-Business Management Admin
10964	Microsoft SQL Server Administration	Microsoft	11-Information Technology
18720	National Certified Phlebotomy Technician (NCPT)	National Center for Competency Testing (NCCT)	8-Health Science
18001	National Health Science Assessment	National Council for Health Science Education(NCHSE)	8-Health Science
15001	National Law Public Safety Security & Corrections Core Assessment	NPCLPSSC	12-Law, Public Safety, Corrections and Security
10452	National Professional Certification in Customer Service	National Retail Federation (NRF)	14-Marketing & Sales
10557	National Professional Certification in Sales	National Retail Federation (NRF)	14-Marketing & Sales
10952	Network+	Comp TIA	11-Information Technology
11506	Oracle Certified Associate (Oracle)	Oracle	11-Information Technology
11512	PDI+	CompTIA	11-Information Technology
10241	Perl Specialist	Prometric, Pearson VUE	11-Information Technology
12902	Precision Machining - Level 1	National Institute for Metalworking Skills	13-Manufacturing
12903	Precision Machining - Level 2	National Institute for Metalworking Skills	13-Manufacturing
12904	Precision Machining - Level 3	National Institute for Metalworking Skills	13-Manufacturing
10170	Professional Certified Marketer	American Marketing Association (AMA)	14-Marketing & Sales
10951	Project+	CompTIA	11-Information Technology
18509	Registered Health Information Technician (RHIT)	American Health Information Mgmt Assoc	8-Health Science
18719	Registered Phlebotomist	American Association of Medical Personnel (AAMP)	8-Health Science
18709	Registered Phlebotomy Technician	American Medical Technicians (AMT)	8-Health Science
18604	Residential Care Aide	OK State Department of Health	8-Health Science
10571	Retail Management Certification	National Retail Federation (NRF)	14-Marketing & Sales
10994	Rich Media Communication with Flash Adobe Certified Associate	Adobe	11-Information Technology
10954	Security Certified Net Specialist (SCNS)	SNP	11-Information Technology
10989	Security Certified Network Architect (SCNA)	SNP	11-Information Technology
10953	Security Certified Network Professional (SCNP)	SNP	11-Information Technology
11707	Security+	CompTIA	11-Information Technology
10955	Server+	CompTIA	11-Information Technology
10254	Site Development Associate	Certified Internet Web Professional (CIW)	11-Information Technology
18608	Sterile Processing & Distribution Technician (CSPDT)	Certification Board for Sterile Processing and Distribution (CBSPD)	8-Health Science

11302	SUN Certified Java Associate	Oracle	11-Information Technology
14056	Telecommunication Apprentice (APP)	ETA	13-Manufacturing
15151	Unarmed Private Investigator	CLEET	12-Law, Public Safety, Corrections and Security
15101	Unarmed Security Guard	Council on Law Enforcement Education & Training (CLEET)	12-Law, Public Safety, Corrections and Security
10995	Video Communication with Premiere Pro Adobe Certified Associate	Adobe	11-Information Technology
10992	Visual Communication with Photoshop Adobe Certified Associate	Adobe	11-Information Technology
10993	Web Communication with Dreamweaver Adobe Certified Associate	Adobe	11-Information Technology
10255	Web Design Specialist	Certified Internet Web Professional (CIW)	11-Information Technology
10256	Web Security Associate	Certified Internet Web Professional (CIW)	11-Information Technology
14403	Welding (Academic)	NCCER/AWS	2-Architecture & Construction

*Updated by ODCTE October 2011

Credit Chart for CareerTech Courses for Computer Technology
that meet requirements for OKLAHOMA'S PROMISE (OHLAP),
COLLEGE PREP/WORK READY, and CORE CURRICULUMS

2011-12 OCAS Course Number	Course Name	Cluster	Meets Oklahoma's Promise (OHLAP) Requirements	Meets College Prep/ Work Ready Requirements
8184	Active Directory Infrastructure	Information Technology	✓	✓
8104	Administrative Technologies II	Business, Management and Administration	✓	✓
8219	Advanced Computer Applications for the Law Office	Business, Management and Administration	✓	✓
8155	Advanced Design Techniques	Information Technology	✓	✓
8901	Advanced Desktop Publishing and Graphic Design	Arts, Audio/Video Technology and Communications	✓	✓
8156	Advanced Digital Animation	Information Technology	✓	✓
8160	Advanced Programming	Information Technology	✓	✓
8128	Advanced Routing and Remote Access Networks	Information Technology	✓	✓
8162	Advanced Scripting Languages	Information Technology	✓	✓
8902	Advanced Web and Animation Design	Arts, Audio/Video Technology and Communications	✓	✓
8903	Architectural Computer Aided Drafting and Design	Architecture and Construction	✓	✓
8101	Business and Computer Technology (1/2 unit)	Business Management and Administration; Information Technology; Finance; Marketing	✓	✓
8165	C++ Programming	Information Technology	✓	✓
8166	C# Programming	Information Technology	✓	✓
8136	Computer Repair and Troubleshooting I	Information Technology	✓	✓
8137	Computer Repair and Troubleshooting II	Information Technology	✓	✓
8138	Computer Repair and Troubleshooting III	Information Technology	✓	✓
8109	Computerized Accounting	Business, Management and Administration	✓	✓
8134	Cyber Forensics (1/2 unit)	Information Technology	✓	✓
8142	Database Administration	Information Technology	✓	✓
8140	Database Design and Programming	Information Technology	✓	✓
8154	Design Tools and Electronic Marketing Strategies	Information Technology	✓	✓
8149	Desktop Publishing and Graphic Design	Information Technology	✓	✓
8158	E-Commerce Site Production	Information Technology	✓	✓
8904	Engineering Computer Aided Drafting and Design	Manufacturing	✓	✓
8132	Enterprise Security Management (1/2 unit)	Information Technology	✓	✓
8144	Forms Development	Information Technology	✓	✓
8103	Fundamentals of Administrative Technologies	Business, Management and Administration	✓	✓
8905	Fundamentals of Computer Aided Drafting and Design	Architecture and Construction	✓	✓
8139	Fundamentals of Database Development	Information Technology	✓	✓
8124	Fundamentals of Linux/UNIX	Information Technology	✓	✓
8169	Fundamentals of Technology	All Business and Information Technology Clusters	✓	✓

2010-11 OCAS Course Number	Course Name	Cluster	Meets Oklahoma's Promise (OHLAP) Requirements For Computer Technology	Meets College Prep/ Work Ready Requirements For Computer Technology
8153	Fundamentals of Web Design	Information Technology	✓	✓
8709	Introduction to Engineering Design	Science, Technology, Engineering and Mathematics	✓	✓
8906	Manufacturing Computer Aided Drafting and Design	Manufacturing	✓	✓
8129	Multi-Layer Switching and Internetwork Support	Information Technology	✓	✓
8150	Multimedia and Image Management Techniques	Information Technology	✓	✓
8121	Network/Client Operating Systems	Information Technology	✓	✓
8125	Network and Routing Fundamentals	Information Technology	✓	✓
8123	Network Management	Information Technology	✓	✓
8131	Network Security (1/2 unit)	Information Technology	✓	✓
8105	Office Administration and Management	Business, Management and Administration	✓	✓
8710	Principles of Engineering	Science, Technology, Engineering and Mathematics	✓	✓
8130	Principles of Information Assurance (1/2 unit)	Information Technology	✓	✓
8186	Regulatory Compliance and Auditing	Information Technology	✓	✓
8126	Routing, Switching, and WAN Technologies	Information Technology	✓	✓
8159	Scripting Language Fundamentals	Information Technology	✓	✓
8133	Secure Electronic Commerce (1/2 unit)	Information Technology	✓	✓
8185	Server Infrastructure Design	Information Technology	✓	✓
8122	Server Operating Systems	Information Technology	✓	✓
8163	Software Configuration Management	Information Technology	✓	✓
8141	SQL and PL/SQL Database Applications Development	Information Technology	✓	✓
8161	Systems Analysis, Design and Testing	Information Technology	✓	✓
8168	User Interface Design	Information Technology	✓	✓
8167	Visual Basic .NET Programming	Information Technology	✓	✓
8157	Web Scripting Foundations	Information Technology	✓	✓
8182	Windows XP Command Line	Information Technology	✓	✓

**Unless otherwise noted, all courses provide 1 unit of credit

***Check ODCTE website for continuous updates. (www.okcareertech.org/cac)

****Developed by the Career and Academic Connections Division

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Achieving Classroom Excellence Act (ACE)
70 O.S. § 1210.521

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Janet Barresi, State Superintendent of Public Instruction

Oklahoma State Department of Education
Office of Standards and Curriculum
Office of Accountability and Assessment
Special Education Services