



JOY HOFMEISTER  
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION  
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

## *Committee of Practitioners Meeting*

**Date:** Wednesday, September 9, 2015  
**Time:** 9:00 a.m. – 11:00 am.  
**Location:** Room 215, OSDE

**Purpose:** To ensure collaboration between the Oklahoma State Department of Education and the Title I Committee of Practitioners.

## *AGENDA OVERVIEW*

Welcome and Introductions .....Matt Holder  
ESEA flexibility waiver .....Dr. Cindy Koss  
OSDE updates ..... SDE Staff

- Special Education.....Anita Eccard
- Grants Management System (GMS).....Matt Holder/Bo Merritt
- Uniform Grant Guidance (UGG)..... Kay Townsend/Nancy Hughes

Group discussion.....LEAs/OSDE  
Closing .....Matt Holder



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## ***SDE PURCHASING COUNCIL MEETING MINUTES***

**Date:** September 9, 2015  
**Time:** 9:00 a.m. – 11:00 a.m.  
**Location:** Room 215, OSDE

### **Discussion Points:**

#### **Welcome and Introductions:**

- Welcome made by Matt Holder, Chief of Operations Officer
- All attendees introduced themselves, title, district and etc.

#### **Matt Holder, Chief of Operations Officer, OSDE**

- Announced October 30<sup>th</sup> Federal Programs Summit; those in attendance will include, Joy Hofmeister, USDE representatives, OU researcher, MTW rep, OSDE personnel.
- ACT:  
March 15-19 – Online Assessment  
March 29 – Pencil/Paper  
May 23 – Make- update  
OSDE will send out to districts who will participate.

#### **Dr. Cindy Koss, Deputy State Superintendent of Academic Affairs & SDE Staff Members**

- ESEA – 3 principles
- Waiver is good for 1 year due to waiting for new standards and new assessment.
- Standards draft in June – Review
- Second review – July 7
- Third draft – online Monday, September 14<sup>th</sup>
- Dr. Larry Graves – reviewed standards
- The third draft will be vetted and sent to COP
- Dr. Koss reviewed the process that standards has undergone for feedback
- September 22 – Overview of standards; opportunity to review English/Reading
- September 24 – Same feedback for math

- Review Standards: Oct 1, Nov 4, Higher Ed, State Board in December-Standards Approval
- Principal 2: A-F Accountability, HB1823, Priority –Focus
- USDE concern: Graduation rate
- USDE allowed OSDE to change business rule
- AMAO discussion (see handouts) Focus is the greatest change. If the graduation ratio is below state average then the school falls into Focus category.
- Targeted Intervention: High School only – a school that has a subgroup with a graduation ratio below the national average for that subgroup
- Priority: School receives an F. Must receive a C to get removed from the designation list
- A-F based on current law, designation based on chart (see handout). A-F is about 10 weeks out. Waiver states that three advisory groups are created
- Working to capture the good things schools are doing and not focus on what schools are doing wrong

**Dr. Robyn Miller, Deputy Superintendent for Educator Effectiveness & Policy Research,**

- Oversees TLE. Quantitative measures (6 possibilities) need feedback

**Anita Eccard, Executive Director**

- Special Education, PowerPoint presentation (see handout) presented

**Matt Holder, Chief of Operations Officer & Bo Merritt, Director of Finance, Office of Federal Programs**

- GMS: Various opinions on the system. Some are comfortable and some rather have a different system

**Kay Townsend and Nancy Hughes, Executive Director, Financial Services**

- UGG: Overview of UGG (see handout) presented. Encourages districts to look at ed.gov to research UGG further. ID Award-GAN-OSDE will need to update info on award notice (allocation). Audit required: new threshold \$750,000. Waste, fraud, abuse, internal controls.

**Matt Holder, Chief of Operations Officer, OSDE**

- Feedback cards:
  1. What is going well at OSDE?
  2. What can we do better?
  3. What topic would you like at the summit?
- Meeting closure



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### Committee of Practitioners Meeting

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9:00 a.m. - 11:00 am.

Room 215, OSDE

NAME	TITLE	DISTRICT	SIGNATURE
Kathy Dunn	Asst Supt.	Mid-Deel	<i>Patty S Dunn</i>
Ramon Bauer	Exec Dir Fed Prog	McAlester	<i>Ramon Bauer</i>
Randy Hughes	Supt.	Middlebeg	<i>Randy Hughes</i>
Annex Jones	Assoc. Dir	OU / SC3	<i>Annex Jones</i>
Liam Bond	Associate Supt.	Arch of Okc	<i>Liam Bond</i>
Jennifer Daves	Dist Title III coord	Sender	<i>Jennifer Daves</i>
Karl White	CFO	Enid	<i>Karl White</i>
Cindy Fox	Deputy Supt.	OSDE	<i>Cindy Fox</i>
Arlene Eckert	S.D. - Sped.	State	<i>Arlene Eckert</i>

NAME	TITLE	DISTRICT	SIGNATURE
Bene Axtell	SES	OSDE	<i>Bene Axtell</i>
Kay Townsend	Fin Analyst	OSDE	<i>Kay Townsend</i>
Nancy Hughes	Ex Dir	OSDE	<i>Nancy Hughes</i>



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NAME	TITLE	DISTRICT	SIGNATURE
Jill Hendricks	Exec. Dir. of FP	Tulsa	Jill Hendricks
Ree Wall	Dir. of FP	Norman	Ree Wall
Terry Fraley	Exc. Dir. of FP	OKPS	Terry Fraley
Angela Rhodes	Dir. of FP	Woodward	Angela Rhodes
Kris Gree	Dir. of FP	Mustang	Kris Gree
Earl Johnson	Dir. of FP	S.P.S.	Earl Johnson
Teresa Donahue	Title I Coordinator	Lawton	Teresa Donahue
Sworry Durkee	Assistant Supt.	Sand Springs	Sworry Durkee
Karet Nichols	Fed. Prog. Dir.	Mid-De	Karet Nichols



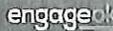
SUMMER EDUCATION EVENT 

**ESEA Flexibility Waiver Renewal Request**

Dr. Cindy Koss, Deputy Superintendent for Academic Affairs  
 Dr. Robyn Miller, Deputy Superintendent for Educator Effectiveness  
 Ms. Desarae Wilmer, Executive Director for School Turnaround  
 Dr. Michael Tamborski, Executive Director for Accountability  
 Oklahoma State Department of Education

**ESEA Flexibility Waiver Request - An Overview**

Oklahoma State Department of Education  
 Met March 31, 2015 Deadline Established for all States  
 After Consultation With Stakeholders  
 After Edits Requested by USDE Were Made  
 Next Submission was made  
 June 25, 2015  
 To the United States Department of Education

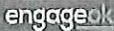


**ESEA WAIVER DESIGN**

**Principle 1:**  
 College- and Career-ready expectations for all students

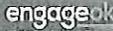
**Principle 2:**  
 State-developed differentiated recognition, accountability and support

**Principle 3:**  
 Supporting effective instruction & leadership



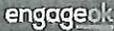
**PRINCIPLE 1**

**College- and Career- Ready Expectations for All Students**



**Principle 1 – Theory of Action**

- College- and career-ready standards establish the content, rigor and critical thinking skills necessary to prepare students for college and career.
- State assessments in reading/language arts and mathematics aligned to State standards provide a measure for determining student achievement necessary to be college- and career-ready.
- All students should graduate college- and career-ready.

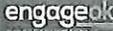


**Principle 1**

**I.A. Adopt College- and Career-Ready Standards**  
 2015 –PASS Standards (2010) Certified by the Oklahoma State Regents for Higher Education as College and Career Ready

**I.B. Transition to College- and Career- Ready Standards**  
 2015-2016 – Oklahoma Academic Standards To Be Developed by Oklahoma Educators With Stakeholder Feedback and Expert Reviewers

**I.C. Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments That Measure Student Growth**  
 2015 – Measured Progress Assessments





### PRINCIPLE 2 - AMOs - Math

MATH	total tested	total proficient	Baseline (Year)	Targets							
			2013-14	2014-15	2015-2016	2016-17	2017-18	2018-19	2019-20		
Report Subgroup											
All	317376	210206	66%	69%	72%	75%	78%	80%	83%		
Asian	6524	5335	82%	83%	85%	85%	83%	85%	91%		
Economically Disadvantaged	150222	110569	58%	61%	63%	63%	72%	75%	79%		
English Language Learner	19149	7666	41%	45%	51%	56%	61%	66%	71%		
American Indian	5962	32138	64%	67%	70%	73%	76%	79%	82%		
Black	29015	13764	47%	52%	58%	61%	65%	69%	74%		
Hispanic	47471	27253	57%	61%	65%	68%	72%	75%	79%		
Other	21402	14228	66%	69%	72%	75%	78%	80%	83%		
White	161893	118168	73%	75%	77%	79%	82%	84%	86%		
Individual Education Plan	55179	19747	36%	41%	48%	52%	57%	63%	68%		
Regular Education	247435	184319	74%	77%	79%	81%	83%	85%	87%		

### PRINCIPLE 2 - AMOs - Reading

READING	total tested	total proficient	Targets								
			2013-14	2014-15	2015-2016	2016-17	2017-18	2018-19	2019-20		
Report Subgroup											
All	333310	227274	70%	72%	75%	77%	80%	82%	85%		
Asian	6839	5397	78%	80%	82%	84%	85%	87%	88%		
Economically Disadvantaged	152344	116407	60%	64%	67%	70%	71%	77%	82%		
English Language Learner	35111	3572	3%	3%	4%	4%	5%	6%	6%		
American Indian	5937	34721	63%	65%	71%	73%	76%	79%	81%		
Black	25615	15617	53%	57%	61%	63%	63%	70%	76%		
Hispanic	47591	27385	58%	61%	65%	68%	72%	75%	79%		
Other	21979	15606	71%	73%	76%	78%	81%	83%	85%		
White	169235	128346	76%	78%	80%	82%	84%	85%	87%		
Individual Education Plan	54555	18203	33%	39%	44%	50%	55%	61%	67%		
Regular Education	256810	203535	79%	81%	83%	85%	86%	88%	90%		

### PRINCIPLE 2 - AMOs - Graduation Rate

Four Year Adjusted Cohort Graduation Rate	Grad rates Cohort	Baseline (Year)	Targets							
		2012-13	2014-15	2015-2016	2016-17	2017-18	2018-19	2019-20		
Report Subgroup										
All	45817	42199	84.9%	85.1%	87.4%	87.7%	89.9%	91.2%	92.4%	
Economically Disadvantaged	14975	10369	72.9%	81.6%	83.2%	84.5%	84.8%	88.3%	89.2%	
English Language Learner	478	1050	64.0%	67.0%	70.0%	71.0%	76.0%	78.0%	81.0%	
American Indian	3548	7024	64.6%	65.5%	67.2%	68.6%	71.0%	72.3%		
Black	3131	4159	77.0%	78.5%	80.4%	81.7%	84.7%	86.6%	88.5%	
Other	1542	1317	84.0%	87.4%	88.1%	90.5%	91.8%	93.0%		
White	26320	23507	87.3%	88.3%	89.4%	90.5%	91.5%	92.6%	93.6%	
Regular Education	30997	33445	88.4%	87.5%	88.6%	89.8%	90.9%	92.1%	93.2%	
Individual Education Plan	4277	5452	78.4%	80.2%	82.0%	83.8%	85.6%	87.4%	89.2%	
Asian	838	923	90.3%	91.1%	91.5%	92.7%	93.5%	94.3%	95.2%	
Hispanic	3701	4583	78.6%	80.4%	82.1%	83.8%	85.7%	87.5%	89.3%	

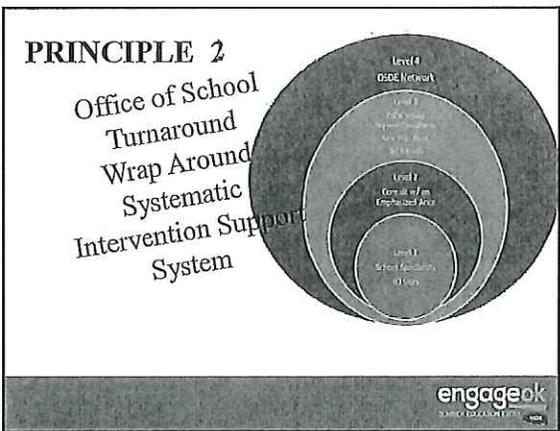
Note: Because of reporting requirements, graduation rate is lagged one year.

### PRINCIPLE 2

For the 2015-2016 school year, the OSDE Office of School Turnaround (OST) will be working with:

- 240 schools with a Priority Designation and
- 233 schools with a Focus Designation.

The OST team reviewed the schools based on need and geographical location. Keeping in mind the need to be effective, efficient and equitable, the schools with a school improvement designation were **divided into 6 regions** with each school being assigned an OST School Specialist.



### PRINCIPLE 2

**Priority Schools Advisory Board:**  
Efforts to support school and student accountability will include a Priority Schools Advisory Board.

The board members will consist of:

- Deputy Superintendent of Academic Affairs and Planning,
- Executive Director of School Turnaround,
- other SEA personnel,
- practicing educators,
- School Support Team leaders,
- members from the Committee of Practitioners,
- community stakeholders,
- career and technology education representatives,
- and higher education representatives.

**PRINCIPLE 2**

**Priority Schools Advisory Board**

This board will continue throughout the *ESEA Flexibility* waiver timeframe. The board members, or executive committee of the board, will:

- Review LEA capacity for supporting implementation of the Turnaround Principles
- Annually review all relevant documentation from for the purpose of determining progress being made toward established goals and fidelity of implementation
- Make recommendations to the SEA and State Board of Education for the continuation of Priority School status



**MONITORING**

**SCHOOL IMPROVEMENT STATUS REPORTS**

Priority Schools will be required to submit a quarterly School Improvement Status Report (SISR) report.

Purpose: The purpose of the status report is for LEAs to report to the SEA the progress schools have made toward meeting goals.

Currently, School Improvement Grant (SIG) schools submit School Improvement Status Reports (SISRs) quarterly.



**MONITORING**

**SCHOOL IMPROVEMENT STATUS REPORTS**

Status reports will include:

- School-level data such as benchmark assessments in reading, mathematics, and other content areas as requested;
- Teacher and student attendance data;
- Discipline and suspension data;
- Graduation/dropout rate data; and
- Progress made toward implementation of the selected intervention model.



**FOCUS SCHOOLS**

USDE APPROVAL FOR  
WAIVER PENDING

Focus is defined as any school contributing to the achievement gap for students with disabilities (IEP), English Learners and/or Black subgroups and the school that had a higher than the state's average population percentage for the subgroup and have the lowest performance for a grade span in reading and math or have the lowest graduation rate for the subgroups.



**FOCUS SCHOOLS**

USDE APPROVAL FOR  
WAIVER PENDING

Beginning in 2015-2016, with approval of the ESEA Waiver, Focus Designation will also be assigned to schools with a graduation rate below the state's average. Any school with one or more subgroups below the national average for that subgroup will be identified as Targeted Intervention.



**MONITORING – FOCUS SCHOOLS**

USDE APPROVAL FOR  
WAIVER PENDING

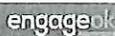
Focus schools will be required to complete a semi-annual status report beginning in their second year of identification as a Focus School if, during the first year, the school does not meet all AMOs for the subgroup(s) that led to identification.



### MONITORING – FOCUS SCHOOLS

The purpose of the status reports is for LEAs to report to the SEA in the following areas:

- The progress made by schools toward meeting district goals;
- The progress demonstrated at the school level such as district benchmark assessments in reading, mathematics, and other content areas as requested;
- Student attendance data, discipline and suspension data; and
- Graduation/dropout rate data.



### SCHOOLS WITH A DESIGNATION FOR 3 OR MORE YEARS

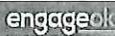
Required to complete the following:

- 15 Hours of required professional development for school leaders in the area of school improvement (SI) with a focus on closing achievement gaps
- Coordinated district wide professional development and technical assistance related to how the district will address any opportunity gaps among subgroups
- An SI Plan that includes the 9 Essential Elements for School Improvement via the GMS and the SISR to ensure appropriate planning, tracking & data review reporting.



### PRINCIPLE 3

#### Supporting effective instruction and leadership



### PRINCIPLE 3

#### Theory of Action-

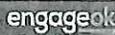
- Every child deserves to have an effective teacher every year.
- Every teacher deserves to have a team of effective leaders throughout his/her career.
- Effectiveness can be developed.
- Educator growth is best achieved through deliberate practice on specific knowledge and skills.



### Principle 3 Timeline

USDE APPROVAL FOR  
WAIVER PENDING

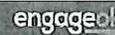
Full implementation will begin in the 2016-2017 school year based on student academic achievement/growth data collection. This delay allows for the study of valid and reliable alternative measures to be determined and provided to LEAs.



### Principle 3 Timeline

USDE APPROVAL FOR  
WAIVER PENDING

For school years 2014-2015 and 2015-2016, teacher evaluations are based on qualitative measures only, and those ratings are collected by the State Department of Education (SEA). Quantitative measures, considered as VAM scores, will continue to be collected by the SEA with no application to evaluations at this time. Quantitative measures, considered as Other Academic Measures, for those in non-tested grades and subjects were gathered for site level use this school year (2014-2015) with no submission to the SEA.



**Principle 3 Timeline**  
**USDE APPROVAL FOR  
 WAIVER PENDING**

**Beginning in school year 2016-2017,** quantitative data will be collected for all teachers including those in non-tested grades and subject areas. The level of TLE implementation that will include employment decisions will be in school year 2017-2018.



**Principle 3 Timeline**

It is legislatively mandated (SB 706 from 2015 Legislative Session) that the SEA will study valid and reliable measures for the quantitative portion of the Teacher Leader Effectiveness Evaluation system.

- Southern Regional Education Board (SREB) has committed to funding the SEA and will enter into an agreement that began with a capacity review.



**Principle 3 Timeline**

- The time allowance directed by SB 706 will afford the opportunity to task our Joint Research Partners to study quantitative measures that will be suitable to place in a list that the SEA will provide to school districts for flexibility of use for those teachers with non-tested grades and subjects.
- SLOs and SOOs may be among those measures recommended for teachers of non-tested grades and subjects.



**Principal 3 Timeline**

- Part of the process to **create a list for district use** is to include stakeholders' input at the summer conference, EngageOK.
- Sessions will be provided that target superintendents, principals, and teachers to better understand educators' perspectives on student academic growth measures that will prompt teacher and leader professional growth and improvement.



**Principal 3 Timeline**

- Finally, the **monthly TLE Commission meetings** and the State Board meetings are important milestones to fully implement the TLE evaluation system.
- As outlined in SB 706, the TLE Commission will make **recommendations to the State Board of Education by December 1, 2015.**
- **In turn, the State Board of Education must approve and publish a list of quantitative measures by February 1, 2016.**



**PRINCIPLE 3**

- Qualitative implementation in place
- Quantitative component to include: Value Added Measures and Other Multiple Measures
- Study valid and reliable measures for quantitative component for one year
- SREB consultation through published report and participation at meetings
- Continue building Dashboard for educator access



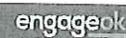
### ADVISORY BOARDS

ESEA Flexibility Waiver Advisory Board  
Priority Schools Advisory Board  
Focus Schools Advisory Board



### Contact Information

Dr. Cindy Koss, Deputy Superintendent  
Academic Affairs & Planning  
[cindy.koss@sde.ok.gov](mailto:cindy.koss@sde.ok.gov)  
Dr. Robyn Miller, Deputy Superintendent  
Educator Effectiveness & Policy Research  
[robyn.miller@sde.ok.gov](mailto:robyn.miller@sde.ok.gov)  
Dr. Michael Tamborski, Executive Director  
Office of Accountability  
[michael.tamborski@sde.ok.gov](mailto:michael.tamborski@sde.ok.gov)  
Ms. Desarae Witmer, Executive Director  
Office of School Turnaround  
[desarae.witmer@sde.ok.gov](mailto:desarae.witmer@sde.ok.gov)



# OFFICE *of* SCHOOL SUPPORT

## Grants Management Update:

- FY16 Project 515 Application went live Friday, September 4<sup>th</sup> at approximately 3:30pm.
- SIG applications (516, 519, and 537) are live now, too.
- There is a webinar scheduled for Thursday, September 10<sup>th</sup> at 10am to review the 515 application. Once a site has an approved application, claims can be submitted

## AMO Update:

100 percent minus OCCT score \_\_\_\_\_ divided by 2 (half) = \_\_\_\_\_ divided by 6 years

100 – 45% = 55 divided in half (by 2)= 27.5 points to improve by 2019-2020.  
27.5 improvement points divided by 6 years = 4.5 improvement points a year.

13/14 55%    14/15 60%    15/16 65%

## Chart Example:

<b>READING</b>									
ReportSubgroup	total tested	total proficient	2013-14	2014-15	2015-2016	2016-17	2017-18	2018-19	2019-20
ALL	325310	227274	70%	72%	75%	77%	80%	82%	85%
Asian	6899	5397	78%	80%	82%	84%	85%	87%	89%
Economically Disadvantaged	192941	116407	60%	64%	67%	70%	74%	77%	80%
English Language Learner	18111	5872	32%	38%	44%	49%	55%	61%	66%
American Indian	50947	34721	68%	71%	73%	76%	79%	81%	84%
Black	29635	15617	53%	57%	61%	65%	68%	72%	76%
Hispanic	47591	27385	58%	61%	65%	68%	72%	75%	79%
Other	21979	15606	71%	73%	76%	78%	81%	83%	86%
White	168256	128546	76%	78%	80%	82%	84%	86%	88%
Individual Education Plan	54855	18203	33%	39%	44%	50%	55%	61%	67%
Regular Education	256610	203836	79%	81%	83%	85%	86%	88%	90%

**MATH**

**Baseline  
Targets  
(Year 0)**

ReportSubgroup	total		total proficient									
	tested	2013-14	2014-15	2015-2016	2016-17	2017-18	2018-19	2019-20				
ALL	317376	210906	66%	69%	72%	75%	78%	80%	83%			
Asian	6524	5335	82%	83%	85%	86%	88%	89%	91%			
Economically Disadvantaged	192022	110569	58%	61%	65%	68%	72%	75%	79%			
English Language Learner	19149	7866	41%	46%	51%	56%	61%	66%	71%			
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**READING**

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# Four Year Adjusted Cohort Graduation Rate

Baseline  
(Year 0)

Targets

ReportSubgroup	Graduates	Cohort	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
All	35817	42199	84.9%	86.1%	87.4%	88.7%	89.9%	91.2%	92.4%
Economically Disadvantaged	14675	18369	79.9%	81.6%	83.2%	84.9%	86.6%	88.3%	89.9%
English Language Learner	678	1060	64.0%	67.0%	70.0%	73.0%	76.0%	79.0%	82.0%
American Indian	5946	7026	84.6%	85.9%	87.2%	88.5%	89.8%	91.0%	92.3%
Black	3233	4199	77.0%	78.9%	80.8%	82.7%	84.7%	86.6%	88.5%
Other	1562	1817	86.0%	87.1%	88.3%	89.5%	90.6%	91.8%	93.0%
White	20630	23637	87.3%	88.3%	89.4%	90.5%	91.5%	92.6%	93.6%
Regular Education	30997	35885	86.4%	87.5%	88.6%	89.8%	90.9%	92.1%	93.2%
Individual Education Plan	4277	5452	78.4%	80.2%	82.0%	83.8%	85.6%	87.4%	89.2%
Asian	838	928	90.3%	91.1%	91.9%	92.7%	93.5%	94.3%	95.2%
Hispanic	3601	4583	78.6%	80.4%	82.1%	83.9%	85.7%	87.5%	89.3%

Note: Because of reporting requirements, graduation rate is lagged one year

## FY16 Assurances

- 1) The LEA must establish conflict of interest policies for Federal awards. The LEA must disclose in writing any potential conflict of interest to the State Department of Education (SDE) in accordance with applicable SDE policy.  
***[OMB, § 200.112 Conflict of Interest]***
- 2) The LEA must disclose, in a timely manner, in writing to SDE all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award. Failure to make required disclosures can result in any of the remedies described in § 200.338 Remedies for noncompliance, including suspension or debarment. (See also 2 CFR Part 180 and 31 U.S.C. 3321).  
***[OMB§ 200.113 Mandatory disclosures]***
- 3) The LEA is required to submit to SDE certifications and representations required by Federal statutes, or regulations on an annual basis. Submission may be required more frequently if the LEA fails to meet a requirement of a Federal award.  
***[§ 200.208 Certifications and representations]***
- 4) The LEA must: (a) Establish and maintain effective internal control over the Federal award that provides reasonable assurance that the LEA is managing the Federal award in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award.(b) Comply with Federal statutes, regulations, and the terms and conditions of the Federal awards. (c) Evaluate and monitor the LEA's compliance with statute, regulations and the terms and conditions of Federal awards. (d) Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings. (e) Take reasonable measures to safeguard protected personally identifiable information and other information the SDE designates as sensitive or the LEA considers sensitive consistent with applicable Federal, state and local laws regarding privacy and obligations of confidentiality.***[OMB, § 200.303 Internal controls]***
- 5) The LEA must use its own documented procurement procedures which reflect applicable State and local laws and regulations, provided that the procurements conform to applicable Federal law and the standards identified in this section.  
***[OMB, § 200.318 General procurement standards]***
- 6) The LEA will submit data elements for collection of financial information to SDE with the frequency required by the terms and conditions of the Federal award. The frequency will be no less than annually, and no more than quarterly except in unusual circumstances, for example where more frequent reporting is necessary for the effective monitoring of the Federal award or could significantly affect program outcomes, and preferably in coordination with performance reporting.  
***[OMB, § 200.327 Financial reporting]***

- 7) The LEA will be monitored by SDE, which is responsible for oversight of the operations of the Federal award supported activities. Monitoring by SDE must cover each program, function or activity. The LEA must monitor its activities under Federal awards to assure compliance with applicable Federal requirements and performance expectations are being achieved. The LEA must submit performance reports at the interval required by SDE to best inform improvements in program outcomes and productivity. Intervals must be no less frequent than annually nor more frequent than quarterly, except in unusual circumstances. Annual reports must be due 90 calendar days after the reporting period; quarterly or semiannual reports must be due 30 calendar days after the reporting period. **[OMB, 200.328 Monitoring and reporting program performance]**
- 8) The LEA should, whenever practicable, submit to SDE Federal award-related information in open and machine readable formats rather than in closed formats or on paper. **[OMB, § 200.335 Methods for collection, transmission and storage of information]**
- 9) The LEA may seek the prior written approval of SDE for indirect costs in advance of the incurrence of special or unusual costs, in order to avoid subsequent disallowance or dispute based on unreasonableness or non-allocability. **[OMB, § 200.407 Prior written approval (prior approval)]**
- 10) The LEA is required to assure that expenditures are proper and in accordance with the terms and conditions of the federal award and approved project budgets, the annual and final fiscal reports or vouchers requesting payment under the agreements must include a certification, signed by an official who is authorized to legally bind the LEA. **[OMB, 200. 415 Required Certification]**
- 11) The LEA assures that the compensation for personal services includes all remuneration, paid currently or accrued, for employee services rendered during the period of performance under the Federal award, including, but not necessarily limited to wages and salaries, which may also include fringe benefits. The total compensation for individual employees is reasonable for the services rendered and conforms to the established written policy of the LEA consistently applied to both Federal and non-Federal activities. **[OMB, 200.430 Compensation-Personal services]**
- 12) The LEA, as a sponsor or host of the conference, assures that allowable conference costs may include rental of facilities, speakers' fees, costs of meals and refreshments, local transportation, and other items incidental to such conferences unless further restricted by the terms and conditions of the Federal award. As needed, the costs of identifying, but not providing, locally available dependent-care resources are allowable. Conference hosts/sponsors must exercise discretion and judgment in ensuring that conference costs are appropriate, necessary and managed in a manner that minimizes costs to the Federal award, and conforms to the established written policy of the LEA consistently applied to both Federal and non-Federal activities. See also Section § 200.474 **[OMB, § 200.432 Conferences]**

- 13) The LEA assures that travel costs are expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the LEA. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the LEA's non-federally funded activities and in accordance with LESA's written travel reimbursement policies. *[OMB, § 200.474 Travel costs]*
- 14) The LEA that expends \$750,000 or more during the LEA's fiscal year in Federal awards must have a single audit conducted in accordance with § 200.514. The LEA that expends less than \$750,000 during the non-Federal entity's fiscal year in Federal awards is exempt from Federal audit requirements for that year, except as noted in § 200.503. Relation to other audit requirements, but records must be available for review or audit by appropriate officials of the Federal agency, pass-through entity, and Government Accountability Office. *[OMB, § 200.501 Audit requirements]*





# Community of Practitioners

Empowering Collaboration by  
Saying "YES!"  
September 9, 2015

Special Education Services



## Special Education

### Who Do We Serve and How Do We Fund?

- Infants and Toddlers with disabilities from Birth – 3 years of age (over 4,000)
  - IDEA Part C federal grant funds
  - State appropriated funds
- Students from 3 – 5 years of age
  - IDEA Part B Preschool federal grant funds



## Special Education

### Who Do we serve and How do we fund?

- Students with disabilities from 3 – 21 years of age (over 100,000)
  - IDEA Part B Flow-through federal grant funds
  - State Personnel Development Improvement Grant (SPDG)
  - Lindsey Nicole Henry Scholarship (LNHS) State appropriated funds
  - State level Contracts, MOU's, and Interagency Agreements
- Sequestration



## Special Education

### Why Do We Serve?

- Requirements of the Individuals with Disabilities Education Act (IDEA)
- Current State Legislation
- New agency vision
  - Woo Hoo!!!!



## Special Education How Do We Serve?

- Birth – 3 years of age
  - **SoonerStart**
    - Collaboration between OSDE (lead agency) and Oklahoma State Department of Health (OSDH) to identify and serve infants and toddlers with disabilities and their families
    - Assists with transition from natural to public school environment
- 3 – 5 years of age
  - **Preschool Program**
    - Parent Education Program (PEP)
    - Professional Development and Training



## Special Education How Do We Serve?

- 3 – 21 years of age
  - **Assessment and Instruction**
    - Oklahoma Alternate Assessment Program
      - Regional Workshops
      - Technical Assistance
    - Disability Specific Resources (13 Categories)
      - Toolkits
      - Technical Assistance
      - Webcasts
      - Onsite Trainings
      - Special Education Teacher Boot Camp
      - Paraprofessional Training
      - Secondary Transition Resources
      - Parent Training
      - Individualized Education Program (IEP) Service (OK EdPlan)



## Special Education How Do We Serve?

- **Compliance, Data, and Finance = One Stop Shop**
  - General Supervision
    - All districts each year
    - Follow up TA and support
  - Data Collection
    - 19 Reporting Indicators
    - End-of-Year Report
    - Child Count
  - Fiscal Management
    - 14 Regional Hands On Budget Application workshops
    - Budget review/approvals
    - Claims processing
    - Resources/technical assistance
    - Funding opportunities



## Special Education How Can We Serve You Better?

- Review processes
- Reduce duplication
- Collect feedback and take action

**Contact Information**  
Special Education Services  
(405) 521-3351

## Q&A

What are principles of the Oklahoma ESEA Flexibility Waiver and its renewal?

### Principle 1

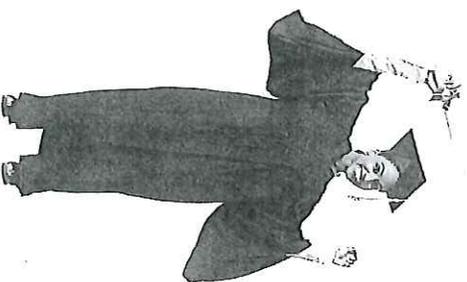
College- and Career-Ready Expectations for All Students

### Principle 2

State-Developed Differentiated Recognition, Accountability and Support System

### Principle 3

Supporting Effective Instruction and Leadership



# ESEA FLEXIBILITY WAIVER

### Principle 1: Theory of Action

College- and career-ready standards establish the content, rigor and critical thinking skills necessary to prepare students for college and career.

State assessments in reading/language arts and mathematics aligned to State standards provide a measure for determining student achievement necessary to be college- and career-ready.

All students should graduate college- and career-ready.

### Principle 2: Theory of Action

All students should graduate college- and career-ready.

An accountability system is established to measure progress toward student achievement goals.

Accountability determinations identify levels of interventions, supports and rewards for schools.

### Principle 2: Theory of Action

Differentiation for students and teachers marks the difference between successfully educating some and successfully educating all students.

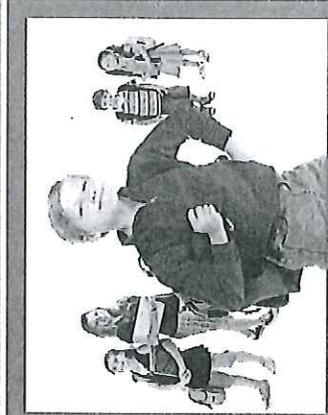
### Principle 3: Theory of Action

Every child deserves to have an effective teacher every year.

Every teacher deserves to have a team of effective leaders throughout his/her career.

Effectiveness can be developed.

Educator growth is best achieved through deliberate practice on specific knowledge and skills.



## Principle 2

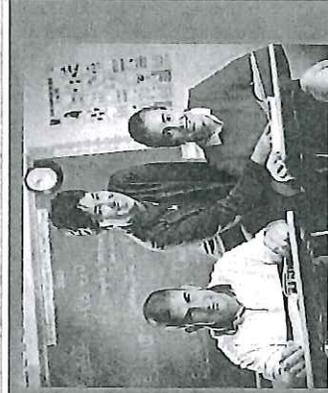
### State Differentiated Recognition, Accountability and Support System

Set school-based annual measurable objectives

Focus efforts on improving achievement for all students including subgroup achievement and graduation rates.

Concentrate resources on schools that have academic challenges

Recognize schools that are high performing and making the most progress.



## Principle 3

### Supporting Effective Instruction and Leadership

Use the guidelines from the Teacher Leader Effectiveness Commission and SB 706 for the qualitative and quantitative components of TLE System

Focus on support and professional learning for principals and educators

Allow for time to build a high quality, meaningful system for Teacher Leader Effectiveness

Include significant measures on student learning and other multiple measures

# OKLAHOMA ESEA WAIVER 2015-2016

## Principle 1

College- and career-ready expectations for all students

Ensure all students have access to high quality academic content standards

Implement assessment systems focused on determining student mastery of knowledge and skills

Oklahoma State  
Department of  
Education



ESEA Flexibility Waiver  
[www.sde.ok.gov](http://www.sde.ok.gov)

<b>SIG</b>	<b>Priority</b>	<b>Targeted Intervention</b>	<b>Focus</b>
<p>Priority or Focus designation assigned (SIG schools are included in count of Priority or Focus Schools)</p>	<p>(1) Any school that receives a grade of F; or  (2) Any school in the bottom 5% for grade span served in reading and mathematics and has not been named a high-progress Reward School; or  (3) Any high school with a graduation rate below 60% for three consecutive years; or  (5) Any high school with a graduation rate of 50% or less in any given year.</p>	<p>Any school that has a subgroup with a graduation rate below the national average for that subgroup.</p>	<p>1) Have a graduation rate that falls below the state's average for graduation rate.  2.) Any school contributing to the achievement gap for students with disabilities (IEP), English Learners (EL), and/or Black subgroups and the school had higher than the state's average population percentage for that subgroup and/or  (a) Have the lowest performance for any of the three lowest achieving subgroups within each grade span for reading and mathematics; <b>OR</b>  (b) Have the lowest graduation rate for either of the two subgroups (EL and Black) with the lowest graduation rates that have not already been designated as Priority or Targeted Intervention School.</p>
	<p>To exit Priority status, a school must earn an A, B, or C on the State's A-F School Grading System, cannot be in the bottom 5% of performance in reading and math, and cannot have a graduation rate less than 60% for three consecutive years.</p>		<p>To exit Focus status, a school must make all AMOs in the student subgroup(s) for which the school was identified for two consecutive years and not meet the criteria for Focus status for any other subgroup.</p>
<p><b>School Improvement Status Report (SISR)</b> includes the following:</p> <ul style="list-style-type: none"> <li>• Consultation</li> <li>• Baseline</li> <li>• Initial Report</li> <li>• Mid-year Report</li> <li>• End-of-year Report</li> <li>• Final Report</li> </ul>	<p><b>School Improvement Status Report (SISR)</b> includes the following:</p> <ul style="list-style-type: none"> <li>• Consultation</li> <li>• Baseline</li> <li>• Initial Report</li> <li>• Mid-year Report</li> <li>• End-of-year Report</li> <li>• Final Report</li> </ul>	<p><b>School Improvement Status Report (SISR)</b> includes the following:</p> <ul style="list-style-type: none"> <li>• Consultation</li> <li>• Baseline</li> <li>• Initial Report</li> <li>• End-of-year Report</li> <li>• Final Report</li> </ul>	<p><b>School Improvement Status Report (SISR)</b> includes the following:</p> <ul style="list-style-type: none"> <li>• Consultation</li> <li>• Baseline</li> <li>• Initial Report</li> <li>• End-of-year Report</li> <li>• Final Report</li> </ul>
<p>Parent Notification Letter (School Choice waived for 2015-2016.)  Web site posting of Letter Grade and designation (<a href="#">link</a>)</p>	<p>Parent Notification Letter (School Choice waived for 2015-2016.)  Web site posting of Letter Grade and designation (<a href="#">link</a>)</p>		



## SIG

Priority or Focus designation assigned (SIG schools are included in count of Priority or Focus Schools)

## Priority

- (1) Any school that receives a grade of F, or
- (2) Any school in the bottom 5% for grade span served in reading and mathematics and has not been named a high-progress Reward School; or
- (3) Any high school with a graduation rate below 60% for three consecutive years; or
- (5) Any high school with a graduation rate of 50% or less in any given year.

## Targeted Intervention

Any school that has a subgroup with a graduation rate below the national average for that subgroup.

## Focus

- 1) Have a graduation rate that falls below the state's average for graduation rate.
- 2.) Any school contributing to the achievement gap for students with disabilities (IEP), English Learners (EL), and/or Black subgroups and the school had higher than the state's average population percentage for that subgroup and/or
  - (a) Have the lowest performance for any of the three lowest achieving subgroups within each grade span for reading and mathematics; **OR**
  - (b) Have the lowest graduation rate for either of the two subgroups (EL and Black) with the lowest graduation rates that have not already been designated as Priority or Targeted Intervention School:

To exit Priority status, a school must earn an A, B, or C on the State's A-F School Grading System, cannot be in the bottom 5% of performance in reading and math, and cannot have a graduation rate less than 60% for three consecutive years.

To exit Focus status, a school must make all AMOs in the student subgroup(s) for which the school was identified for two consecutive years and not meet the criteria for Focus status for any other subgroup.

### School Improvement Status Report (SISR) includes the following:

- Consultation
- Baseline
- Initial Report
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