ESSA

Every Student Succeeds Act | Consolidated State Plan Framework
Draft One | November 2016

OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

Presented by

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ESSA
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Introduction

What is ESSA?
Signed into law in December 2015, the Every Student Succeeds Act (ESSA) reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965 and replaces the No Child Left Behind Act (NCLB) of 2001. This law serves as the primary federal governance structure for common education in the U.S. It requires states to submit plans for compliance in order to receive federal funding.

The ESSA challenges states to think more comprehensively about leveraging federal funding streams to provide equity to historically disadvantaged students, including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities and English learners (ELs). Additionally, there is new focus on students in foster care, students of military families and homeless students.

States are challenged to describe how they will support students and hold schools and districts accountable in the following areas:
- academic standards and assessments
- accountability and school improvement
- excellent educators
- opportunities and access for all students to a well-rounded education

About this Document
In order to receive federal funds, state education agencies (SEAs) — in this case being the Oklahoma State Department of Education, or the OSDE — must submit a plan to the U.S. Secretary of Education. Oklahoma has chosen to submit a consolidated state plan (hereafter referred to as state plan) to achieve greater flexibility, efficiency and collaboration across federal programs to support equity and excellence for all students. Submitting a consolidated state plan enables Oklahoma to think more holistically in allocating and designing support services for local education agencies (LEAs), submitting a single plan to cover all program areas instead of multiple plans for each individual area.

This document is a framework for drafting Oklahoma's state plan. As a preliminary document, readers can expect significant changes in future drafts as the OSDE continues to gather stakeholder feedback. This document, however, does give stakeholders insight into the early vision and direction of the state plan.

It is important to note that the U.S. Department of Education (USDE) is in the process of developing rules for state plan requirements. A Notice of Proposed Rulemaking was posted on May 31, 2016, and the public comment period closed Aug. 1, 2016. Subsequently, the contents of this document may change based on the publication of final regulations.

The following elements are contained in each section:
- alignment of the OSDE's Strategic Plan strategies, with each area required in the consolidated state plan
- an explanation of the requirements set out in the ESSA
- a description of the OSDE's strategies to meet the requirements of each area
- a summary of feedback received to date and recommendations based on that feedback

Accompanying this document is a series of questions on which the OSDE is seeking input from the public. Click here to access the survey as you read this document. Readers will be directed to the survey throughout the document. Readers are also encouraged to send additional comments on the state plan to ESSAfeedback@sde.ok.gov. Comments from this draft will be incorporated into future drafts of the consolidated state plan.

Agency Strategic Plan

Under the direction of State Superintendent of Public Instruction Joy Hofmeister, the OSDE has developed well-defined strategic objectives as part of its Strategic Plan. Within these objectives exist specific strategies to achieve those objectives. This document aligns the requirements of the ESSA with these strategies to create a unified approach in improving student achievement in Oklahoma. An overview of the OSDE's Strategic Plan can be found here.

Our Vision: Champion Excellence
We will ensure each student in Oklahoma has access to a high-quality public education that inspires deep learning and leads to success.

In pursuit of this vision, the OSDE will adhere to Oklahoma's ABCs for excellence: **ACHIEVE** academic success for each student in Oklahoma, **BUILD** exceptional educators and schools and **CREATE** engaged communities.

Our Four Objectives:
- **Objective 1:** Achieve Academic Success.
  - The OSDE will close the opportunity and achievement gap for each student in Oklahoma to ensure a high-quality public education.
- **Objective 2:** Build Exceptional Educators and Schools.
  - The OSDE will support the recruitment, preparation and retention of highly qualified teachers and leaders.
- **Objective 3:** Create Engaged Communities.
  - The OSDE will build external capacity to provide strong academic support through family and community engagement.
- **Objective 4:** Internal Capacity.
  - The OSDE will build its internal capacity to serve the field and use data to make informed decisions.

Section 1 - Long-Term Goals and Measures of Interim Progress

ESSA Requirements

Each SEA is required to develop ambitious long-term goals and measurements of interim progress as part of its accountability system. Goals are required in the areas of academic achievement, graduation rate, cohort graduation rate (i.e. five-year) and English Language Proficiency (ELP). Additionally, specific goals in the aforementioned areas must be developed for certain designated student-population groups, including the economically disadvantaged, children with disabilities, English learners, African American, American Indian or Alaska Native, Asian or Native Hawaiian/Other Pacific Islander and Hispanic or Latino.

State Level Strategies

Academic Achievement — Oklahoma has not yet set its goals for academic achievement and will consider goal possibilities as it develops its new accountability plan. Oklahoma is considering a proportional improvement approach that is supported by longitudinal assessment data. It is a priority for the OSDE that the long-term goals are lofty, but achievable. The agency is committed to providing LEAs, schools and students the supports necessary to achieve these goals.

Graduation Rate — Long-term goals for the four-year graduation rate have not yet been developed; however, several possible goals are being considered. Among them is the possibility that starting with the current graduation rate of 83%, schools below that figure of 83% should reach 83% within five years; those at or above 83% should reach 87% within five years; and within 10 years, all schools should achieve at least a 90% graduation rate. Oklahoma has not yet developed its goals for subgroup graduation rates.

Cohort Graduation Rate — Oklahoma has not yet developed its goals for cohort graduation rate, but is committed to including a minimum of a five-year cohort rate and possibly a six-year cohort rate.

English Language Proficiency (ELP) — Long-term goals for growth toward English Language Proficiency (ELP) have not yet been developed; they will be set through a process similar to that which will produce goals for academic achievement. Oklahoma will consider a long-term goal of English learners achieving ELP within five years of their entering school with the exit date dependent on their proficiency level upon entrance. The calculation will include three factors: beginning level of English Language Proficiency, length of time in country and growth.

These goals will be informed by the work of Oklahoma's Assessment and Accountability Task Force as it considers the indicators for Oklahoma's new accountability system.

➡ Please refer to survey question 7.

Section 2 – Consultation and Coordination

ALIGNMENT WITH STRATEGIC GOALS

Under State Superintendent Joy Hofmeister, the Oklahoma State Department of Education has established a framework that supports continual feedback from education stakeholders and ensures such feedback is utilized. Effective coordination across all departments and teams is essential to the OSDE's success in lifting student outcomes.

The OSDE Strategic Plan is designed as a framework for decision-making within the department as well as with its partners in the field. As a result, the agency's mission and efforts will become more clear and transparent, and trust among all education stakeholders will strengthen as Oklahoma works toward a strong and equitable public education system. The OSDE is committed to a more disciplined approach to progress-monitoring and problem-solving within the department, reducing duplication of efforts and maximizing how its staff members use time and resources. This strategy will enable true coordination across programs.

The OSDE has embodied the words of Andy Hargreaves who said, *"One of the ways teachers improve is by learning from other teachers. Schools improve when they learn from other schools. Isolation is the enemy of all improvement."* Forging solid, working relationships to support the agency's mission is reflected in the following strategies:

Strategy 3.2: Strengthen and increase family and community engagement to support student learning.

Strategy 3.3: Build and maintain working relationships and ongoing feedback mechanisms with diverse partners and advisory groups.

Strategy 4.1: Sustainably improve and strengthen agency capacity to fulfill its mission by sharing knowledge and best practices across all teams, developing skills, and improving teamwork.

Strategy 4.2: Use a whole-systems improvement approach to develop a data management system that transforms data into information and knowledge used to guide decision-making.

TIMELY AND MEANINGFUL CONSULTATION

ESSA Requirements
The ESSA requires each SEA to engage in timely and meaningful consultation with stakeholders in developing its state plan. "Timely and meaningful" has been broadly interpreted to include both early and ongoing efforts to engage stakeholders in conversation that helps shape the direction and provisions of the state plan.

Stakeholders must reflect the geographic diversity of the state and include the Governor/ Governor's Office, members of the State Legislature, State Board of Education, LEAs, Indian tribes, teachers, principals, other school leaders, paraprofessionals, support personnel and organizations representing these individuals. Also to be included are charter school leaders, parents/families, community-based organizations, civil rights organizations and those representing students with disabilities, English learners and other historically underserved students, higher education, employers and the public.

SEAs must also post the state plan for public comment for not less than 30 days prior to submitting it to the U.S. Secretary of Education. Additionally, the SEA must allow the Governor 30 days to consider signing the plan prior to submission. If the Governor does not do so within that period, the SEA is to proceed with the submission.

State Level Strategies
The OSDE launched its efforts to obtain early feedback prior to this first draft of the state plan. Initial efforts began with a series of luncheons in which attendees considered basic questions on the major components of the ESSA. Held in six cities and towns across the state during the OSDE's annual EngageOK education conference, the luncheons utilized a polling platform to gather responses. A full report of the feedback can be found here.

Also during this conference, stakeholders in breakout sessions utilized a polling platform to begin conversations that would shape the direction of changes to assessment and accountability. A full report of these responses can be found here.

Subsequently, the OSDE expanded its efforts for early feedback by deploying a survey in both English and Spanish. The agency distributed the 17-question survey to a range of groups — including educators, administrators, students, businesses, foster care agencies, military installations and Indian tribes — in order to capture responses from all education stakeholders. See a full list of those invited to fill out the survey here. A representation of the respondents is shown below.

Community/School Type of Respondents

- Virtual School 0.4%
- Charter School 2.1%
- Urban 21.3%
- Suburban 32.7%
- Rural 43.5%
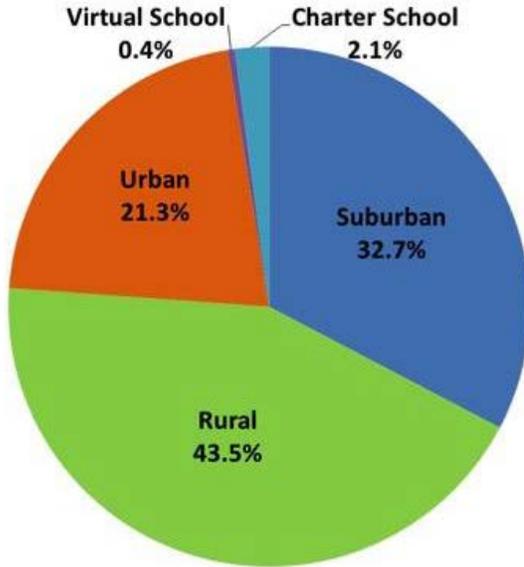
Region Distribution of Respondents

- Northwest 7%
- Central 41%
- Northeast 30%
- Southeast 13%
- Southwest 9%

Role of Respondents

Role	Percent
Teacher	55%
School administrator	18%
Parent	14%
Community member	5%
Specialized instructional support personnel	3%
Business leader	2%
Paraprofessional	1%
Student	1%
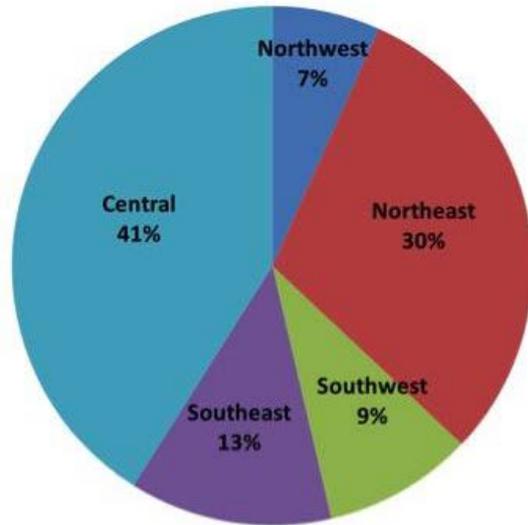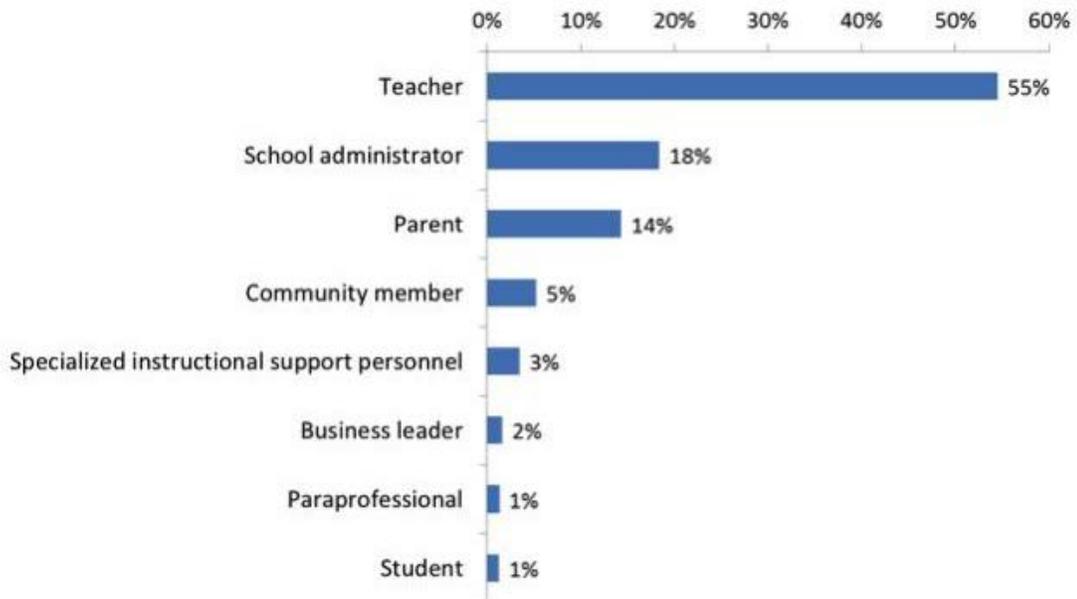
Groups/Organizations Represented
(Note: Respondents allowed to select all that apply.)

Group/Organization	Percentage
Students with disabilities	68%
English Learners	46%
Early Education Organizations	29%
Indian Tribe(s)	21%
Higher Education	17%
Career Technology Center	10%
Charter schools	5%
Licensing Organizations	2%
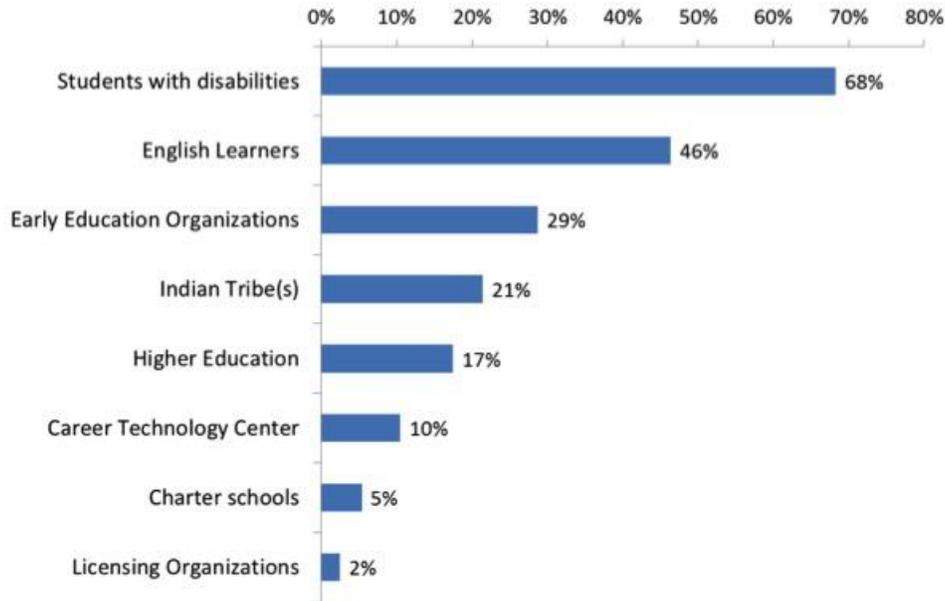
Superintendent Hofmeister already has in place 13 active advisory councils. The OSDE sought verbal feedback from several of these councils, including those comprised of superintendents, parents, counselors, teachers and African American leaders. The OSDE also solicited feedback from its Teaching and Learning Advisory, Assessment and Accountability Advisory, Committee of Practitioners and the Oklahoma Indian Education Advisory Council.

The work of the ESSA surrounding the topics of assessment and accountability also coincides with new state legislative mandates. State H.B. 3218, signed into law at the end of the 2016 Oklahoma legislative session, requires the OSDE to research and provide recommendations back to the Legislature for a new system of assessments, accountability and graduation requirements.

To accomplish the directive of H.B. 3218, and to support feedback efforts required by the ESSA, the OSDE assembled an Assessment and Accountability Task Force to review the latest research and collaborate with a slate of experts in developing recommendations. More information on the work of the Task Force, which consists of 95 members and continues to grow, can be found here.

The OSDE will collect additional feedback for its plan over the course of a series of town hall meetings with Superintendent Hofmeister. The OSDE will also deploy additional mechanisms to collect specific feedback on questions posed in the remaining pages of this draft.

Town Hall Meetings:
 6 p.m. Oct. 18: Duncan High School, 515 N. 19th St., Duncan
 6 p.m. Nov. 1: Pontotoc Technology Center, 601 W. 33rd St., Ada
 6 p.m. Nov. 14: Capitol Hill High School, 500 SW 36th St., Oklahoma City
 6:30 p.m. Nov. 15: Metropolitan Baptist Church, 1228 W. Apache St., Tulsa
 6 p.m. Dec. 5: Enid High School, 611 W. Wabash Ave., Enid
 6 p.m. Dec. 6: Yukon High School, 1777 S. Yukon Parkway, Yukon
 6 p.m. Dec. 12: Martin Luther King Community Center, 627 N. 3rd St., Muskogee

Oklahoma State Plan Key Milestones

Complete	Date	Task
✔	July-Aug. 2016	Collect early feedback for drafting
✔	November 2016	Draft 1 of Plan posted for review/comment
→	November-December 2016	Additional opportunities for feedback
	February 2017	Draft 2 of Plan posted for review/comment
	May 2017	Governor's Review
	July 2017	Submit Plan to USDE

Stakeholder Feedback Process
The OSDE has implemented a formal process for vetting the feedback that is received. The following graphic illustrates that process. Feedback is reviewed by the relevant OSDE division and staff according to the topic at hand. For example, a suggestion for improving a low-performing school would be evaluated by the Office of School Support, and so on.

To ensure consistency and cohesiveness in these evaluations, each OSDE staff member who reviews feedback must complete a form that details recommended items and non-recommended items with an explanation for each one. The agency's lead ESSA team then reviews the recommendations for potential inclusion in the state plan. The OSDE is committed to reading and assessing each comment for possible use; much of the feedback to date is included in this draft plan.

COORDINATION OF FEDERAL PROGRAMS

ESSA Requirements

Coordination here describes how funding across multiple federal program areas, in combination with state and local funds, can be braided together to better support students. Interaction between programs and staff will produce generally better services to students, schools and LEAs.

The state plan must **coordinate** with other federal programs, including:
- The Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)
- The Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.)
- The Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)
- The Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.)
- The Head Start Act (42 U.S.C. 9831 et seq.)
- The Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.)
- The Education Sciences Reform Act of 2002 (20 U.S.C. 9501 et seq.)
- The Education Technical Assistance Act of 2002 (20 U.S.C. 9601 et. seq.)
- The National Assessment of Educational Progress Authorization Act (20 U.S.C. 9621 et seq.)
- The McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.)
- The Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.)

In coordinating federal funds with state and local dollars at the agency and LEA level, the challenge is to build an effective plan that is
- driven by a wide-ranging needs assessment,
- identifies target areas,
- is propelled by data and
- is supported with necessary resources.

The Office of Federal Programs (OFP) utilizes many resources that guide decision-making to support the LEA's ability to maximize the use of local, state and federal funds.

State Level Strategies

Braided funding — It is the OSDE's vision to partner with all programs in relationship with the ESSA to foster collaboration and coordination — including within the OSDE and outside agencies — to braid funding to educate the whole child from preK-20. The agency has created a committee with representatives from the Oklahoma Department of Rehabilitation Services, Department of Health, Department of Mental Health and Substance Abuse Services, Department of Career and Technology Education and the Oklahoma Office of Workforce Development to identify the funding streams that can be used in collaboration for guiding and educating students to become productive within the Oklahoma workforce. Members of this team, through the Governor's Oklahoma Works Initiative, have undertaken extensive asset mapping — an inventory of all federal, state and private funding streams that support state workforce efforts, including education — to better align the efforts of each agency. If funding streams are effectively braided, they can be leveraged for greater impact.

Schoolwide programs — According to the USDE, a Title I schoolwide program is a comprehensive reform strategy to upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest-achieving students through consolidating federal, state and local education funds to benefit *all* students. A Title I school with 40% or more of its students living in poverty is eligible to implement a schoolwide program.

Over the past two years, the OSDE has offered workshops and professional development opportunities to encourage districts to take advantage of Title I's schoolwide provisions to allow more flexibility with funding. The agency provides a tutorial webinar and onsite training throughout the year for schools that wish to adopt a schoolwide funding strategy.

Cross-functional Teams — The OSDE has many opportunities to capitalize on the flexibility awarded under the ESSA to maximize capacity for serving districts. The OSDE has begun working cross-functionally within the agency to address the needs of Oklahoma students more holistically. Oklahoma's low socioeconomic students often are special education students and possibly EL students as well, and these students typically are in the lowest-performing schools. Under the ESSA, Oklahoma hopes to create a system of support for districts and students that will improve overall academic achievement.

More specifically, the OSDE is developing a system of cross-programmatic collaboration led by the OSDE School Support division to address the needs of low performing schools through combining state and federal funds. To better support schools and students with multiple challenges, the OSDE will utilize teams with representation from the departments of school improvement, special education, ELL/Title III, finance, federal programs, educator effectiveness and instruction/curriculum to serve as a support system for struggling schools. An equipped team of those from various federal programs will provide support through intervention resources, guidance and onsite visits.

Leadership Training — The OSDE has recently implemented a rigorous, year-long leadership development for principals. Titled Lead to Succeed (L2S), it uses curriculum designed by the National Institute for School Leadership to help participants improve areas from instruction to community engagement at their schools. Principals in L2S will reflect on their own schools and utilize new strategies as they continue their professional development. A new potential strategy Oklahoma has identified is to leverage L2S for those principals in schools identified for comprehensive support and improvement (CSI), braiding state resources and federal school improvement funds with the goal of quickly producing student gains through increasing leadership capacity at the school site level.

➡️Please refer to survey questions 8 and 9.

Section 3 – Challenging State Academic Standards and Academic Assessments

ALIGNMENT WITH STRATEGIC GOALS

Oklahoma is committed to creating a strong academic learning experience for all students based on rigorous standards. The OSDE intentionally and strategically encourages and supports schools as they work to align curriculum, instruction and assessments to the academic standards.

To facilitate and support effective implementation and to promote the academic achievement of all students, it is critical that the OSDE provide all educators with tools, resources, professional development and technical support aligned with Oklahoma's standards. The OSDE will scale its approach to standards support by building and developing standards-aligned materials, including curriculum resources, professional development and a centralized online resource destination. These standards-aligned materials and professional development will also include a framework to promote data inquiry, improved data literacy and an overall resource-rich standards experience.

Oklahoma is in the process of developing new assessments aligned to the academic standards. Oklahoma is seeking to shift the focus of statewide assessments from compliance to student learning. Data inquiry, a framework designed to support statewide data inquiry practice, informs programmatic, funding and policy decisions at the school, district and state level. All districts and schools, regardless of current student achievement or designation, will be encouraged and given resources to use this data inquiry framework for decision-making. The OSDE's expert data and assessment staff, as well as experts in data inquiry, will model effective data use, building on data inquiry workshops and coaching from the 2015-2016 school year.

Five strategies will provide the OSDE focus on an ambitious vision to champion excellence for all students:

Strategy 1.1: Focus on early childhood education.

Strategy 1.2: Ensure effective implementation of Oklahoma's academic standards by using available data to target high quality, aligned resources to educators.

Strategy 1.4: Enable educators to meaningfully use data from a high quality assessment and accountability system to increase student learning and close the achievement gap.

Strategy 2.2: Provide support and professional learning to increase instructional capacity for teachers and leaders.

Strategy 2.3: Provide district and school leaders with the training and support needed to improve instruction in their schools.

CHALLENGING ACADEMIC CONTENT STANDARDS AND ALIGNED ACADEMIC ACHIEVEMENT STANDARDS

ESSA Requirements

Each state must provide assurance it has adopted challenging academic achievement standards, which include not less than three levels of achievement, in the areas of mathematics, reading or language arts and science. States must demonstrate that the standards are aligned with entrance requirements for credit-bearing coursework in college and with the state's career and technical education standards. States may adopt alternate academic achievement standards for students with the most significant cognitive disabilities. States must also adopt English language proficiency (ELP) standards that address the different proficiency levels of English learners (EL). States are not required to submit their academic standards to the U.S. Secretary of Education for review or approval.

State Level Strategies

Oklahoma has developed challenging State academic standards certified by the Oklahoma State Regents for Higher Education.

At their meeting on Jan. 28, 2016, the State Regents approved the findings of the review committees that the Oklahoma Academic Standards (OAS) for English language arts (ELA) and Mathematics are college- and career-ready and will address the goals of reducing the need for remedial coursework at the postsecondary level, increasing successful completion of postsecondary education.

Across all content areas, the OSDE's priority has been to create clear learner expectations that help drive effective instruction and assessment in order to ensure all students are college- and career-ready. The persistent focus on these rigorous learner expectations provides consistency across professional development efforts for teachers and administrators, allowing also for the identification of more productive, connected strategies that promote an equitable learning experience for all students in Oklahoma.

Replacing Common Core State Standards — In January 2016 the Oklahoma State Board of Education (OSBE) unanimously approved the final draft of new state academic standards for ELA and Mathematics. They were adopted by the state Legislature in spring of that year.

Under state H.B. 3399 (2015), which repealed the Common Core State Standards in Oklahoma, the OSBE was tasked with adopting a set of standards for use in schools beginning in the 2016-2017 school year. As directed by state law, the drafted standards were sent to the Oklahoma Department of Commerce, Oklahoma Department of Career and Technology Education and the Oklahoma State Regents for Higher Education for review. The new OAS for ELA and Mathematics improve on and replace the Priority Academic Student Skills (PASS) standards, which were temporarily re-implemented by H.B. 3399 after the repeal of Common Core.

The new standards were written by teams of educators from Oklahoma institutions of higher education and school districts statewide that based their research on successful, non-Common Core standards in other states. These standards provide measurable goals and benchmarks for instruction. Specific curriculum and lesson plans remain under the control of local school districts.

The new standards are more rigorous and offer a renewed focus on foundational skills, including phonics, cursive writing, basic grammar and writing research papers in ELA; and counting money, standard algorithms, patterns, ratios and proportions in mathematics. They are also the first standards in Oklahoma to be published with vertical progressions, which allow teachers to base their lesson plans not just on where students should be performing in their grade, but also where they will be expected to go in future grades, allowing for interconnected instruction with fewer knowledge gaps between grades.

The South Central Comprehensive Center (SC3) at the University of Oklahoma assembled committees to review the new standards, which can be found here. Additional information about the standards drafting process and reviews can be found here. The OAS Standards Certification by the Oklahoma State Regents for Higher Education can be found here.

English Language Arts (ELA) — The standards writing and development was informed through the efforts of the Standards Steering Committee organized by the OSBE. The English language arts (ELA) writing team included a combination of 16 Oklahoma educators from preK-12 and higher education in collaboration with the OSDE. The ELA writing team collaborated in person and through virtual workspaces to produce multiple drafts of the standards and respond to feedback submitted for each draft. The final draft represents the culmination of intensive research, collaboration and advocacy among Oklahoma teachers, students, administrators, parents, businesses, district representatives, and multiple education stakeholders, including both state and national experts.

In the spring of 2015 and continuing through 2016, new academic standards for ELA were drafted, reviewed, edited and finalized for legislative approval through collaborative efforts with Oklahoma educators and the OSDE. The success of the OAS for ELA hinges on continuing collaborative efforts with districts that begun in the summer of 2016. These will focus on implementing new ELA standards through the development of the outlined deliverables — the curriculum frameworks — with professional development geared toward building a network of district Literacy Leaders.

Mathematics — The Oklahoma Academic Standards for Mathematics 2016 are the result of the contributions of hundreds of mathematics teachers, mathematics educators and mathematicians from across Oklahoma. The standards document reflects a balanced synthesis of the work of all members of the OAS for Mathematics writing team and feedback from teachers, mathematicians, external reviews and numerous education stakeholders including business, industry and commerce, parent groups, career tech, higher education and external reviewers.

The OAS for Mathematics 2016 specify what students should know and be able to do as learners of mathematics at the end of each grade level or course. Students are held responsible for learning standards listed at earlier grade levels as well as their current grade level. The standards are written to allow time for study of additional material at every grade level. The order of the standards at any grade level is not meant to imply a sequence of topics and should be considered flexible for the organization of any course. The document provides standards for preK-7, Pre-Algebra, Algebra I, Geometry and Algebra II, with Algebra I as the prerequisite for both Geometry and Algebra II.

These standards envision all students in Oklahoma will become mathematically proficient and literate through a strong mathematics program that emphasizes and engages them in problem-solving, communicating, reasoning and proof, making connections and using representations. Mathematically proficient and literate students can confidently and effectively use mathematics concepts, computation skills and numbers to problem-solve, reason and analyze information. Developing mathematical proficiency and literacy for Oklahoma students depends in large part on a clear, comprehensive, coherent and developmentally appropriate set of standards to guide curricular decisions.

Science — The Oklahoma Academic Standards for Science include standards for kindergarten through grade twelve. The standards are arranged by grade levels at grades K-8, and by course subject area at the high school level. The OAS for Science include the integration of scientific and engineering practices and crosscutting concepts with core content from Physical Science, Life Science and Earth/Space Science. This integrated approach provides students with a coordinated and coherent understanding of the necessary skills and knowledge to be scientifically literate citizens.

The rigor of and alignment to collegiate expectations for the academic standards was established through the active participation of higher education faculty on the executive committee, writing team and draft teams. The expectations were also met with the use of *A Framework for K-12 Science Education* (NRC, 2012) the *Next Generation Science Standards* (NGSS Lead States, 2012) and state standards, such as Minnesota and Massachusetts, as guiding documents in the development of the OAS for Science.

The OAS for Science were developed over an 18-month process under the guidance of an executive committee that spent six months conducting extensive research on rigorous and effective frameworks for science education to utilize in the science standards development process. The executive committee identified the following goals to guide the development of the OAS for Science:
- Support students in being College, Career, and Citizen Ready
- Integrate Literacy in Science
- Utilize the 8 scientific and engineering practices
- Integrate scientific practices with science content
- Showcase logical progressions in learning and experiencing science K-12
- Grade level appropriate
- Encourage a deeper focus on fewer topics

- Provide clearer expectations for teachers
- Support the authentic/real world application of science
- Support student understanding of big topics in science vs. isolated facts
- Are research based
- Are accessible for All students

The committee then selected representatives to comprise a writing committee and a draft committee to conduct the development of the standards. The writing committee was comprised of 37 members and the draft committee was comprised of 21 members representing K-12 education, higher education, career technology, scientists, engineers, parents and community members from across the state.

An additional level of review of the draft version of the OAS for Science was conducted through regional focus groups including over 500 educators and community members and two focus groups held at each of the major universities in Oklahoma. Participants were able to review samples of the draft standards and provide feedback to the writing committee.

Public comments were solicited from December 2013 through March 2014 and modifications were made based on some of the comments. In March 2014, the Oklahoma State Board of Education voted to adopt the OAS for Science. The standards were then signed into law by the Governor in the summer of 2014.

Creating a Collaborative Culture & Deepening Learning — If standards are to have a tangible impact on student achievement, it is essential that extensive opportunities and support structures are provided to help districts align their curriculum, instruction and assessments to the full intent of the standards.

To facilitate the ongoing work of continually strengthening teacher capacity to implement the standards with fidelity, the OSDE has prioritized efforts that simultaneously improve communication channels, lead to the development of useful tools and resources, and increase individual and system capacity.

Chief among these efforts is the focus on ensuring teachers from across the state are engaged in working and learning together. The OSDE is active in supporting existing and emerging collaborative groups of content-specific educators and leaders throughout the state and/or regional consortia for multiple subject areas. Now with multiple consortia formed across the state, these connected teachers and leaders are working together to align curriculum, develop new instructional and benchmark assessments, and design professional development modules to be used in their districts and shared with smaller districts.

Many schools in Oklahoma are so small, they are not able to support teachers with instructional leaders or coaches. To improve access to professional development opportunities, the OSDE has taken its annual professional development conference, EngageOK, on the road. In 2016, EngageOK made stops in six different locations, hitting

each quadrant of the state. Sessions during these full-day conferences are designed to meet the needs of district administrators, curriculum specialists and classroom instructors related to deepening understanding of the standards and envisioning improved classroom assessments that provide actionable evidence of student thinking and reasoning. Virtual modules and short courses, referred to as "PD on Your Plan," are also accessible to schools across the state at no cost to ensure that professional learning opportunities are sustained throughout the school year.

While experiencing the new OAS interactively through these numerous professional learning opportunities is important, the OSDE has recognized the opportunity to connect educators from around the state to build resources and tools that support more comprehensive unpacking of the standards and the translation of the standards into high quality instruction, curriculum, and instructional assessments.

The **English language arts** framework project was initiated with the objective to develop curriculum tools that accurately address literacy goals in districts. The framework team includes Oklahoma educators across all grade levels and aims for representation from all regions of the state. The curriculum frameworks include standards-aligned model tasks and formative assessments associated with exemplar texts for grades preK-12. The team will also inform and develop future professional development focused on the curriculum frameworks to be used in PD on Your Plan modules.

The **mathematics** framework project supports analysis of the standards and objectives and provides guidance for learning progressions, unit design and instructional task selection. For each objective in the new OAS for Mathematics, the OKMath framework provides a rephrasing of the objective, referred to as "in a nutshell." This is followed by related Teacher Actions and Student Actions, inspired by the National Council of Teachers of Mathematics' Effective Teaching Practices and the Mathematical Actions and Processes from the OAS for Mathematics, respectively. Each objective also has a list of Key Understandings and Common Misconceptions to support increased alignment of instruction, curriculum and instructional assessments to the standards.

The **science** framework project was initiated to provide resources and support to teachers and districts adjusting curriculum and instruction to meet the new OAS for Science. The frameworks include "Overviews" for standards at each grade level that unpack each standard, provide scaffolding objectives and common student misconceptions associated with each standard. Additionally, the science framework provides "Lesson Adaptation Narratives," which identify how to adapt lessons to better meet the complex science reasoning expectations of the OAS for Science.

For more information about all of the resources developed for mathematics, science, English language arts, visit the following websites.
- http://bit.ly/okmathtoolkit
- http://bit.ly/elaoktoolkit
- http://bit.ly/okscitoolkit

Alternate Academic Achievement Standards — The Oklahoma State Board of Education adopted the Dynamic Learning Maps (DLM) Essential Elements on February 28, 2013. These alternate achievement standards set an expectation of performance that differs in complexity from grade-level achievement standards. DLM uses four performance levels: Advanced, Target, Approaching and Emergent. Through the assessment, students are able to demonstrate their knowledge in a way that considers their unique needs as identified by members of the Individualized Education Plan (IEP) team who work closely with the student.

The OSDE Special Education Services division is currently working collaboratively with DLM to conduct an alignment study during the spring of 2017. The purpose of the alignment study is to ensure adequate alignment between the Essential Elements and the Oklahoma Academic Standards (OAS). Standard setting for English language arts and mathematics was conducted in June of 2015. Standard setting for science was conducted in June of 2016. The Oklahoma Commission for Educational Quality and Accountability (CEQA) approved the cut points for the DLM English language arts and mathematics assessments on August 19, 2015. The cut points for the DLM science assessment were approved by the CEQA in July of 2016.

English Language Proficiency Standards — Oklahoma is a member state in the WIDA consortium and has adopted the WIDA English Language Development standards. WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school. These multiple theories and approaches form a theoretical foundation that supports the WIDA standards framework.

The standards framework consists of five components. Some of these components are expressions of a particular philosophy, while others are explicit representations of knowledge. The five components are
1. can-do philosophy,
2. guiding principles of language development,
3. age-appropriate academic language in sociocultural contexts,
4. performance definitions and
5. strands of model performance indicators.

The OSDE implemented a plan to establish and clarify the alignment between the newly released OAS for ELA and the WIDA standards released for the 2016-2017 academic year. Educational experts involved with the crafting of the OAS provided guidance to the Office of Federal Programs (OFP) team in the creation of a plan designed to establish the level of alignment between OAS and WIDA standards.

The following steps were implemented by the OFP team:
1. Used a uniform methodology for standards alignment to identify correlations between OAS and WIDA standards

2. Created written rationales that describe the alignment between the two sets of standards
3. Ensured that both sets of standards addressed the four domains of speaking, listening, reading and writing
4. Ensured that proficiency levels were appropriate for ELs
5. Collaborated with district-level stakeholders to provide subject-area expertise and additional input to finalize identified correlations and rationales
6. Created an evidentiary document summarizing the results of the process

The primary focus at each step of the process was to ensure that both sets of standards not only aligned, but also adequately addressed the four domains, as well as the required proficiency levels mandated by ESSA.

ACADEMIC ASSESSMENTS

ESSA Requirements
Each state, in consultation with LEAs, must implement a set of high-quality academic assessments in mathematics, reading or language arts and science that measures the achievement of all students and are aligned with the state academic standards. States may provide for alternate assessments for students with the most significant cognitive disabilities; however, the state must ensure that for each subject, the total number of students assessed using the alternate assessments does not exceed one percent of the total number of students assessed in each subject. States must provide an annual assessment of English proficiency for all English learners. States may choose to exclude English learners who have been enrolled for less than 12 months from administration of the reading or language arts assessment.

State Level Strategies
Oklahoma is in the process of developing a new system of statewide student academic assessments, under the direction of state H.B. 3218, passed in 2016. The OSDE will make recommendations to the State Board of Education in December 2016 with subsequent submission to the Legislature. Oklahoma has assembled the Assessment and Accountability Task Force, led by a team of experts, to study and make recommendations to the OSDE. The Task Force is discussed in detail in previous sections.

For the 2016-2017 school year, Oklahoma is in a transition year with its assessment system. Specifically, the OSDE is in the process of aligning its English language arts (ELA) and mathematics assessments with its newly adopted state academic standards.

For school year 2016-17, Oklahoma will test in the following subjects and will test the new standards with new blueprints, test specifications and items found here:

	MATH	ELA	SCIENCE
Grade 3	✓	✓	
Grade 4	✓	✓	
Grade 5	✓	✓	✓
Grade 6	✓	✓	
Grade 7	✓	✓	
Grade 8	✓	✓	✓
Grade 10	✓	✓	✓

+

- College/Career Readiness Assessment
- U.S. History once in high school

Documentation outlining how Oklahoma's 2016-2017 assessments will be aligned to the Oklahoma Academic Standards (OAS) can be found here, under "Blueprints."

Oklahoma made an initial report on its assessment system on October 27, 2016 to the OSBE. The report and current recommendations can be found here.

Considerations for the assessment system include
- aligns to the Oklahoma Academic Standards (OAS);
- provides a measure of comparability among other states;
- yields both norm-referenced and criterion-referenced scores;
- has a track record of statistical reliability and accuracy;
- provides a measure of future academic performance for assessments administered in high school; and
- high technical quality.

Science — While Oklahoma's assessments in ELA and mathematics are currently being redesigned, state science assessments have been developed over several years and will be in place for the 2017 school year. The OAS for Science are defined as performance expectations and were used as the basis for the development of items on the Oklahoma School Testing Program (OSTP).

Consistent with the current structure of the OAS for Science, assessment items will measure three-dimensional learning constructs, including science and engineering practices, disciplinary core ideas and crosscutting concepts at grades 5, 8 and 10. For example, an assessment item for a performance expectation that requires students to construct explanations may also ask students to use other practices such as asking questions, using models, or analyzing data around the core content with a science and engineering practice. Please see the current test and item specifications document for the state science tests here.

ELA, mathematics, and science will all have standard setting, the process of establishing cut scores that defines performance levels for assessments, in the summer of 2017 to set new expectations for all students. The standard setting process will use the National Assessment of Educational Progress (NAEP) as the common yardstick for comparing states' proportions of students classified into the different levels against the NAEP results.

Oklahoma Alternate Assessment Program (OAAP) — Students with disabilities on an IEP must be included in all state and districtwide assessments. The IEP team determines annually how the student will participate in state and districtwide assessments — with or without accommodations — or by means of alternate assessment. The OSDE provides guidance to school districts and parents regarding assessment participation policies and the different types of assessments through FAQs, test manuals, website information and online/in-person trainings.

The Oklahoma Alternate Assessment Program (OAAP) is a system of alternate assessments based on alternate achievement standards intended for students with the most significant cognitive disabilities who cannot participate in the general assessment, even with the use of accommodations. These alternate achievement standards differ in complexity from the standards of the state curriculum. Students accessing these standards will have an IEP containing rigorous and measurable goals; the student's IEP will also contain objectives/short-term benchmarks. IEP teams must use the state-established criteria checklist in making this assessment decision.

Alternate assessments are developed in lieu of general assessments and are designed to measure academic skills within the same domains required by the regular state or districtwide assessment. They are meant to assess grade-level content with less depth, breadth and complexity than the regular assessment, and with a different definition of how well and how much students know and do in the content to be considered proficient. Oklahoma uses the Dynamic Learning Maps (DLM) alternate assessment system to assess the science, mathematics, and English language arts content knowledge of students with the most significant cognitive disabilities.

The OSDE monitors school districts for implementation of the required testing procedures as provided in the OSTP Test Prep Manual. The OSDE also monitors school districts to ensure that schools are utilizing the Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments when making alternate assessment decisions and utilizing the assessment identified in the IEP document for state assessments. IEP teams are required to document the appropriate state assessment as well as all needed accommodations and accessibility related needs within the student's IEP on an annual basis. In addition, school districts are required to ensure that the accommodations provided for students during state assessment are utilized on a regular basis for instructional purposes throughout the school year as well.

Student's IEPs must reflect the use of the same or similar accommodations in instruction and assessment.

Universal Design for Learning — Oklahoma emphasizes making all state assessments accessible to a wide range of students. Requests for proposals include language to ensure, "The proposal will indicate procedures used to ensure that the computer-based tests (CBT) accurately assess students possessing a diverse range of physical, sensory, and cognitive abilities; the system must ensure adherence to universal design concepts. The system must be easy to use for all participants. This includes item layouts, navigation tools, and administrative controls such as managing participant demographic and performance information, as well as CBT setup activities. The supplier will modify any proposed system to achieve these objectives."

The Dynamic Learning Maps (DLM) Alternate Assessment System applied principles of Universal Design for Learning (UDL) in the development of the assessment to factor in student population characteristics, with an emphasis on accessibility and bias considerations.

English Learners — Effective accommodations for students with limited English proficiency, including students dually identified with a disability, address the unique linguistic and sociocultural needs of the student by reducing construct-irrelevant variance due to language, without altering the test construct. Decisions concerning OSTP Accommodations should be made by the Language Instruction Educational Plan (LIEP) or locally designed equivalent committee responsible for planning the student's academic program.

The role of the LIEP committee is to discuss and decide which state-approved accommodations a student may need for state testing (if any) and then document them in the student's LIEP or equivalent plan. The committee must coordinate with all teachers of English learners (ELs) to ensure that these students use the accommodations as part of classroom instruction on a regular basis. The day of the assessment should not be the first time a student with limited English proficiency uses the accommodation(s) called for in his or her LIEP. The OSTP Accommodations manual for ELs may be found here.

The OSDE monitors school districts for implementation of the required testing procedures, including ensuring districts properly provide testing accommodations as described in the OSTP Test Prep Manual, the OSTP IEP/504 Accommodation Manual, and the EL Accommodation Manual. Please see the OSDE's Test Security and Assessment Monitoring webpage for additional information regarding the Academic Assessment Monitoring Program.

Recommendations Based on Stakeholder Feedback

Feedback — The majority of respondents were teachers from rural central Oklahoma with a large percentage representing the interests of the special education population. When measuring student progress toward meeting state academic goals the survey shows that almost 60% of respondents wish to utilize Benchmark assessments administered throughout the school year. The use of teacher-created assessments was recommended by 47% of respondents while College and Career Readiness (CCR) assessments were recommended by 43% of respondents.

While only 23% of respondents stated that state assessments should be used for measuring student progress toward state standards, when asked what the goal of a state assessment system should be, 56% of respondents chose the option of "Measure growth of individual students from year to year." Secondarily, respondents also believe state assessments should be used as a snapshot of student performance at a single point in time. An overwhelming 63% of individuals stated that we should not use the state assessments for school accountability purposes.

Recommendations — This feedback highlights some areas where the OSDE can provide greater support to districts. One of those areas is data and assessment literacy, and ways that educators can access and utilize data from the state assessments in order to increase the opportunity for data-driven instruction. It is clear that education stakeholders all want the same end goal for our Oklahoma students — post-secondary success. The OSDE is committed to working collaboratively to create a program that includes summative and interim goals that allow all of our students to reach this achievement.

1. Provide professional development to train districts to utilize assessment evaluation tools to determine and distinguish between high quality and low quality benchmark assessments. This training will provide districts opportunities to make informed decisions when selecting a benchmarking system aligned to the OAS.
2. Provide Assessment and Data Literacy Outreach (ADLO) program to districts in order to reduce barriers restricting teacher access to state assessment results. Instruct educators on how to access the existing state data warehousing and analysis tools of student scores, including the use of longitudinal student data. Encouraging utilization of this data to drive instruction in the classroom.
3. Consider using a CCR assessment in high school to meet federal requirements. College and Career Readiness (CCR) assessments to show student progress is also a positive method for assessing students in high school. While challenges lay ahead for the use of a CCR tool in this manner, Oklahoma is considering pursuing this path in response to stakeholder input and at the recommendation of the Assessment and Accountability Task Force.

NOTE: Feedback comments <u>not for recommendation:</u>

1. Benchmark assessments and teacher-created assessments are optimal tools to use to show student progression towards achieving academic standards, but the standardization of these tools throughout the state, as well as, the funds to implement a statistically reliable and valid set of benchmark assessments is a significant challenge.

Section 4 – Accountability, Support and Improvement for Schools

ALIGNMENT WITH STRATEGIC GOALS

The OSDE is committed to a strong, valid and reliable accountability system that shines a light on areas of weakness in our districts and provides the necessary supports for schools to ultimately succeed. To achieve the necessary collaboration between the state, districts and schools, Oklahoma must first have an accountability system that accurately reflects school performance and has had the necessary development input such that schools trust the system.

Central to this effort is the need to collect, analyze and report accurate data in order to inform decision-making. This process needs to occur both within the OSDE and between the OSDE and school districts. Data accuracy is dependent upon the effectiveness of the technology systems and the interpersonal relationships that serve as the conduit for the flow of information. Information flow is achieved by access and shared understanding. Oklahoma is confident the following accountability and school support strategies will ultimately help lift student outcomes across the state:

Strategy 1.4: Enable educators to meaningfully use data from a high quality assessment and accountability system to increase student learning.

Strategy 2.3: Provide district and school leaders with the training and support needed to improve instruction in their schools.

Strategy 4.2: Use a whole-systems improvement approach to develop a data management system that transforms data into information and knowledge used to guide decision-making.

ACCOUNTABILITY SYSTEM

ESSA Requirements
Each state must describe its statewide accountability system — which must be based on the academic achievement standards for reading or language arts and mathematics — that will improve student academic achievement and school success. The State must establish long-term goals and interim progress goals for all students and separately for economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners.

The accountability system must include indicators for
1. academic achievement, as measured by the annual state assessments;
2. a valid and reliable statewide academic indicator for elementary and middle/junior high schools;
3. graduation rate;
4. progress in achieving English language proficiency; and
5. not less than one indicator of school quality and success with greater weight placed on the first four indicators.

All indicators must allow for meaningful differentiation in school performance. Indicators of school quality and student success may include, but are not limited to, measures of student and educator engagement, access to and completion of advanced coursework, postsecondary readiness and school climate and safety.

States must prepare an annual report card for the state as a whole that describes the state's accountability system, number of students included, long-term goals, indicators, system of differentiation, schools that have been identified for support and criteria for schools to exit the list of support. The report card must also include, among other things, achievement information for homeless students, students in foster care and students whose parents are in the Armed Forces, in addition to economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners. States must also ensure that LEAs prepare and disseminate a similar annual report card for the LEA as a whole and for each school served by the LEA.

State Level Strategies

Oklahoma's current accountability system is an index system that awards points based on the proficiency level of the student on the assessment. Oklahoma currently uses an A-F grade card as a single indicator to represent the accountability system, and is operating under the assumption that USDE will require a single indicator as delineated in its Notice of Proposed Rulemaking for accountability. Oklahoma's current A-F accountability system must be significantly reconfigured to meet the requirements of the ESSA, as it currently only includes one of the required five indicators, with graduation rate counted as a bonus point only.

As part of the requirements under both the ESSA and state H.B. 3218, Oklahoma's Assessment and Accountability Task Force is studying options for a new accountability system and will make recommendations to the OSDE. That final recommendation then goes to the State Board of Education for approval in December with subsequent submission to the state Legislature in February 2017.

As part of the academic achievement measures, Oklahoma is considering including science assessment scores and a growth measure to highlight those schools making significant gains. To measure school quality and student success, Oklahoma will likely use chronic absenteeism and an additional indicator measuring access to postsecondary opportunities such as AP/IB, dual enrollment and industry credentials.

For purposes of accountability decisions, the OSDE is considering a minimum n size (n size being sample size determination) of 30 in order for a subgroup to be included in accountability. An n size of 30 is the maximum allowed under the ESSA without justifying the exclusion of a subgroup. Oklahoma is considering aggregating data over three years for subgroups of students in schools that do not meet the minimum n size of 30. However, for purposes of public reporting, Oklahoma will maintain the n size of 10.

➡️ Please refer to survey question 10.

According to the USDE, states must factor into their accountability systems whether all schools have assessed at least 95% of all their students and 95% of each subgroup of students. The proposed regulations do not prescribe *how* those rates must be factored into accountability systems, but they do require states to take *robust action for schools* that do not meet the 95% participation requirement. As states must maintain a statewide 95% participation rate, states may choose among options or propose their own equally *rigorous strategy* for addressing low participation rates. In addition, schools that fall below 95% participation will be required to develop a plan, approved by their district, to improve participation rates in the future.

➡️ Please refer to survey questions 11 and 12.

Recommendations Based on Stakeholder Feedback

Feedback — When asked which data is important to have when determining the academic success and college/career readiness of students, there was not a clear top choice. Graduation rate and school culture were chosen most frequently as the top factors at 29% and 23% respectively. Opportunity for advanced coursework while ranking second, was noted 26% of the time. Standardized test scores were the least-ranked data piece with 39% of the respondents giving it the lowest ranking.

Certainly graduation rate is a defining factor in determining college/career readiness. A school's culture also plays a strong role in shaping the student's perspective on the importance of college- and career-readiness skills, but this is a piece of data that is subjective and difficult to measure. Again, respondents do not support state test scores as a means for determining readiness. However, as reflected in the feedback on assessments, respondents desire to use state tests as a measure of student growth.

Recommendation — It is clear that Oklahoma's past focus on high-stakes testing has resulted in a lack of trust and an overall negative view of the state assessment system, such that it is not desired to be used in any significant way. While some of this sentiment can be attributed to general dislike of standardized testing, it is evident that respondents want an assessment system that can show student growth. Oklahoma's current accountability system does not include a measure of growth, but its new system most certainly will include growth in a significant way.

Moreover, it is clear that respondents want to reward schools and students for making progress toward a goal, rather than whether they meet a specific standard. In setting its long-term and interim goals, the OSDE will take this into consideration.

1. Adopt assessments that can measure student growth and give schools and students credit for growth toward a goal in the accountability system.
2. Include supporting pieces of information on a statewide dashboard to contextualize performance in the accountability system.
3. Include as part of the dashboard a "satisfaction"-type survey that allows the public to rate school sites/districts using a five-star system to provide a rating or overall survey for school climate/culture that would not be incorporated into the accountability score.

SUPPORT AND IMPROVEMENT FOR SCHOOLS

ESSA Requirements
States must establish a system to identify and support schools that consistently underperform on all indicators. Schools will be identified for comprehensive support and improvement (formerly known as priority schools) if they are in the bottom 5% of lowest-performing schools in the state, if they fail to graduate one third or more of their students, or if they have underperforming populations (subgroups) of students. Schools will be identified for targeted support and intervention (formerly known as focus schools) if they have consistently underperforming populations (subgroups).

LEAs are responsible for developing an evidence-based comprehensive support and improvement plan for any school receiving a comprehensive support and improvement (CSI) designation. States must develop uniform exit criteria that must be met in a state-determined number of years, not exceeding four years, for designated schools. States must develop plans to address schools that do not exit designated status.

State Level Strategies
Support and Improvement Designations — While much of the work of the Assessment and Accountability Task Force will impact school improvement strategies, Oklahoma is considering a multi-criteria approach when identifying the lowest 5% of schools for CSI designation. Due to revisions in the accountability system discussed in the previous section, it is difficult at this time to specify the exact approach that will be taken in identifying schools. However, knowing that it is likely the accountability system will still identify more than 5% of schools as "F" schools, additional criteria is needed to focus the support efforts of the OSDE.

While it is allowable to designate only 5% of Title I schools for CSI, Oklahoma will likely designate 5% of *all* schools in the state for CSI. Designation criteria will be based on measures from the A-F Report Card, beginning with the grades issued for the 2016-2017 school year (dependent upon USDE requirements), with any site receiving a grade of "F" being considered for the CSI designation.

Under Oklahoma's current accountability system, more than 5% of schools are identified for priority designation. For Oklahoma to use its resources most efficiently under ESSA, the OSDE is considering further narrowing the focus from all schools receiving the grade of "F" to 5% of the lowest-performing schools by looking at other indicators. Indicators that could be considered include a new comprehensive Accreditation Report, the number of previous years a school has been designated and fiscal management. In an effort to ensure equity of support, the student population may also be a consideration during the development of the identification methodology.

In an effort to provide LEAs and sites opportunity for a planning period as well as implementation of the identified school improvement initiatives, reforms and strategies, Oklahoma is considering assigning designations at intervals greater than one year.

➡ Please refer to survey question 13.

Oklahoma is also required to establish uniform exit criteria for schools identified for CSI, including the number of years schools have to meet the criteria. Oklahoma is still in the process of determining the appropriate exit criteria and timeframe required for exiting designation status.

Oklahoma must establish a methodology for identifying schools with "consistently underperforming" subgroups of students for targeted support and improvement (TSI). Due to a new emphasis on subgroup performance in the accountability system, Oklahoma will wait to make these determinations until indicators and calculations within the accountability system are better developed.

Oklahoma must set aside funding from the allocation it receives under Title I, Part A in order to make subgrants to LEAs to implement CSI And TSI plans in designated schools. Oklahoma will continue to use an allocation formula when providing school improvement funds to the 5% of sites with a CSI designation. In addition, Oklahoma will use an allocation formula to provide supplemental funding to schools who do not receive a CSI designation, but have received a letter grade of "F" on the Oklahoma accountability report card. The amount of these allocations are still to be determined and will be based on the 7% set aside for school improvement reform strategies and student interventions.

CSI-designated sites will receive on-site monitoring, technical support and assistance through the Office of School Support. In addition, the site's Schoolwide/School Improvement Plans and budgets are reviewed by a school support specialist, a financial grants consultant and the executive director of school support. All plans and budgets are reviewed to ensure the school improvement plan and budget are aligned and designed to meet the needs of the site's lowest-achieving students on an annual basis (at a minimum).

Evidence-Based Interventions — The OSDE is committed to developing high-quality, evidence-based interventions to provide support to districts. Oklahoma is waiting on further guidance from the USDE regarding the definition of evidence-based interventions and the documentation that is required. What is apparent is that states, districts and

schools will need to rely on evidence-based interventions to increase student academic achievement and success. Such interventions are categorized by level of evidence. The four levels are defined below:

1. Strong evidence, such as randomized controlled trial studies, that demonstrates an effect on improving outcomes
2. Moderate evidence, such as quasi-experimental studies, that demonstrates an effect on improving outcomes
3. Promising evidence, such as correlational studies, that demonstrates an effect on improving outcomes
4. Demonstration of a rationale as evidence, such as, findings and evaluation of existing interventions that are likely to improve outcomes

It is important to note that some programs and funding streams allow the use of all four levels, and others, such as the set-aside in Title I for low-performing schools, do not allow the use of the fourth level of evidence.

Previously, Oklahoma has used the Oklahoma 9 Essential Elements for School Improvement Framework, and will reevaluate its methodology as required under ESSA. The 9 Essential Elements and the associated needs-assessment provide a framework of improvement for sites in the areas of academic performance, learning environment and collaborative leadership.

Oklahoma's 9 Essential Elements for School Improvement:

1. Align Curriculum with Oklahoma Academic Standards (OAS)
2. Provide multiple rigorous and aligned assessments with data-informed instruction
3. Provide varied instructional strategies and systems of intervention to ensure students receive additional time and support for learning and require higher-order thinking skills in all classrooms
4. Provide a safe, orderly, and focused learning environment for all students
5. Engage families and communities as active partners in student learning
6. Facilitate team collaboration and job-embedded professional development
7. Develop shared vision and make decisions that are collaborative and data-driven with leadership team and all staff
8. Maximize instructional time, organizational resources, and state and federal funds for improved student achievement as facilitated by leadership team
9. Develop a planning process that engages stakeholder groups, involves collecting and analyzing data, and is evaluated effectively, at least annually

More rigorous interventions are required for schools that fail to meet the identified exit criteria for CSI status within the given timeframe. For Oklahoma, such interventions may include the following:

● Required participation in an instructional leadership development training that builds capacity in the areas of curriculum/instruction; classroom evaluation/assessment; school culture; student, family and community

engagement; collaborative leadership; organizational structures and resources; and comprehensive and effective planning

- Implementation of state-approved supplemental, evidence-based supports and resources
- Required professional development based on the needs assessment completed by the OSDE Comprehensive Support Team (This team is composed of OSDE representatives from Curriculum/Instruction, Assessment, Parent/Community Engagement, School Support, Accreditation, Federal Programs and Finance)

The OSDE is considering a system where sites that fail to exit CSI status could lose local control of certain decision-making authority.

➡ Please refer to survey questions 14 and 15.

Other State Identified Strategies — Development of a strong principal pipeline directly impacts every school in Oklahoma. Current parallel efforts by school districts, principal preparation programs and other separate organizations offer sporadic opportunities for leadership training. However, aligning leadership standards and professional learning supports will create a leadership pipeline to guide and ground principal recruitment, preparation, hiring, evaluation and support. Administrators who are properly trained on a continual basis in best practices and strong pedagogy can offer sound feedback and reflection for their teaching staff. In turn, this comprehensive approach strengthens the evaluation process and leads to enhanced educator growth and collaboration.

Moving Up is a 15-month professional learning program structured for new or aspiring administrators, primarily focusing on turnaround leadership competencies for CSI schools. Participants collaborate through face-to-face trainings and virtual learning sessions, and they receive coaching from master administrators between sessions. Subsequently, new administrators create a strong foundation built on research-based practices and Oklahoma-specific goals.

Lead 2 Succeed (L2S) is a 13-session cohort of experienced, district-identified principals who will use curriculum from the National Institute for School Leadership to become change agents for their districts and surrounding areas. Connecting research-based practices to real school challenges, participants enhance their current expertise and strengthen their school's learning culture. Within the cohort, key participants are identified for roles as facilitators for future L2S cohorts.

Cohort-based training emphasizes the collective work of representatives from multiple districts that progress through an academic program together. Cohorts are believed to help participants by providing academic and logistical support as well as building collegial relationships. In utilizing regional cohorts, urban and rural districts can benefit from the collaborative effects of these groups and share best practices across district lines, both virtually and in person.

Performance Management — Starting with the first year of ESSA implementation, the Office of School Support will begin implementing a comprehensive systematic intervention support system to provide schools with individual and differentiated levels of support designed to meet the needs of students, teachers and administrators. The OSDE understands that simply directing interventions at the school level may not result in improvement of student achievement if district policies and practices either create barriers or do not explicitly support required interventions.

Level I Intervention: (During the first year of CSI designation)
- OSDE assignment of a school support specialist
- Site visit (minimum of twice a year) with an emphasis on the needs assessment
- Ongoing communication:
  - Email within 10 days of the visit to include action steps and recommendations
  - Phone call/email 4-6 weeks later
- Provide support in the creation of a prescriptive schoolwide/school improvement plan via the Grants Management System
- Budget/financial support throughout the year
- Technical assistance regarding the application, budget and claims process throughout the year

Level II Intervention: (Based on site's visit and needs assessment)
- Team site visit to provide coaching with resources, strategies and supplemental educational services ideas provided (Team may include various OSDE department resources)
- Follow-up communication:
  - Email within 10 days of the site visit with action steps and recommendations
  - Phone call/email within 4-6 weeks
- Professional development: data analysis, curriculum, classroom instruction, differentiated instruction, English learners, special education, professional learning communities, building leadership capacity

Level III Intervention:
- CSI schools with the designation for four years require an increase in rigor and support by the SEA. As described previously, support and intervention for these schools will include leadership/professional development based on the Oklahoma 9 Essential Elements for School Improvement. In addition, a comprehensive needs assessment will be completed by the site and the OSDE with follow-up plans and intervention support by the OSDE. These departments include, but are not limited to, School Support, Curriculum/Instruction, Special Education, Federal Programs/Title III and Accreditation.

➡ Please refer to survey question 16.

Review, Approval and Monitoring of LEA Plans — The Office of School Support uses a Grants Management System to provide desktop monitoring throughout the year with each site application and budget reviewed three times before being approved. In addition, a minimum of two site visits are conducted annually to provide support, resources, on-site monitoring and technical assistance.

The application is reviewed, with the option to amend as necessary based on plan/budget alignment; approval is based on the site's plan to use the funds to increase the academic achievement of the site and the lowest-achieving students on campus. A Schoolwide/ School Improvement Plan and budget will be required annually and reviewed by a school support specialist, grants coordinator and the executive director of school support.

Sites with a CSI designation will receive quarterly site visits to provide support, resources, on-site monitoring and technical assistance by various OSDE staff members. The site's schoolwide/school improvement plan is reviewed and approved based on its plan to use the funds to increase the academic achievement for both the lowest-achieving students on campus and the entire student population. This monitoring will be based on the needs assessment completed by the OSDE, LEA and site.

Recommendations Based on Stakeholder Feedback

Feedback — When asked what supports low-performing schools need from the OSDE, survey responses ranked financial support and professional development as the top two supports needed. More than 50% of respondents noted that a partnership of continual ongoing support with the OSDE is important as schools develop their own local intervention plans. Finally, respondents indicated that school culture, family and community support, and effective leaders are the most critical factors for improving low-performing schools.

Recommendations — The OSDE will continue to build internal capacity to meet the needs of districts needing additional support. As described above, Oklahoma is considering a tiered system of support, such that those schools not receiving a CSI designation still receive an effective level of support. The agency's ability to provide such supports to low-performing sites and districts will largely depend upon the amount of funding both federally and from the state that is secured to support these efforts.

1. In response to public feedback concerning LEA's leadership capacity, the OSDE will continue its efforts to support training for school leadership discussed more in detail in the next section.
2. The agency is evaluating new ways to engage families and the community to support LEAs, and will provide more information on those efforts in future drafts of the state plan.

Section 5 – Supporting Excellent Educators

ALIGNMENT WITH STRATEGIC GOALS

As part of the OSDE's strategic plan, the agency will support the recruitment, preparation, and retention of highly qualified teachers and leaders. Oklahoma is experiencing a critical teacher shortage, sharpening the focus on an effective teacher in every classroom. The ability to provide teachers from various credentialing backgrounds is not the current challenge; rather, the struggle is to place qualified teachers in classrooms across the state. The same is true for the placement of effective leaders in each school building. The following strategies depict the efforts of supporting excellent educators:

Strategy 1.2: Ensure effective implementation of Oklahoma's academic standards by using available data to target high-quality, aligned resources to educators.

Strategy 1.4: Enable educators to meaningfully use data from a high-quality assessment and accountability system to increase student learning.

Strategy 2.1: Reinforce the teacher pipeline by supporting teacher pre-service training, recruitment, preparation and retention.

Strategy 2.2: Provide support and professional learning to increase instructional capacity for teachers and leaders.

Strategy 2.3: Provide district and school leaders with the training and support needed to improve instruction in their schools.

Strategy 3.1: Advocate for a strong public education system and elevate the education profession.

SUPPORTING EXCELLENT EDUCATORS

ESSA Requirements
States must describe how low-income and minority children are *not* served at disproportionate rates by ineffective, out-of-field or inexperienced teachers, and how the state will evaluate and report progress in these areas.

While the ESSA itself does not go into further detail for state plans regarding this fourth element, the USDE under its authority to establish procedures and criteria for state plans, directs states to describe their educator development, retention and advancement systems, including teacher certification, teacher preparation and professional development.

State Level Strategies

The state's assurance of high-quality professional development for educator induction, development, compensation, advancement and support to LEAs is described below:
- Development of professional learning standards at the state level based on standards established by Learning Forward
- Implementation of the Individualized Program of Professional Development (Growth Goal), which ties professional growth into the evaluation process for all teachers and administrators
- Leveraging legislative language supporting teacher leadership advancement by prioritizing Title II funds
- Continuing to provide resources and advocate for funds to strengthen teacher residency models and mentorship across the state
- Prioritizing programs such as *Lead 2 Succeed* and *Moving Up*, which emphasize leadership development for new and established administrators
- Providing training and support to promote a performance-driven evaluation system that stresses growth, feedback and personalized learning

Development — Educator development systems include certification of teachers, principals and other school leaders. The certification office of the OSDE ensures that educators are properly credentialed and provides technical assistance on certification to school districts, teachers and college administrators.

Currently, the state has nine pathways to teacher certification.
- Traditional
- Alternative
- ABCTE – Passport to Teaching Middle and Secondary Level
- Troops to Teachers
- Teach for America
- Four-Year-Olds and Younger
- Career Development Program for Paraprofessionals
- Out-of-State Teachers Seeking Oklahoma Certification
- Non-Traditional Special Education

For more information showing preparation, testing, residency and additional requirements, click here.

The state has two pathways for principal and superintendent certification.
- Traditional Administrator Certificate
- Alternative Administrator Certificate

For a chart showing preparation, testing and years of teaching/relevant work experience, click here.

Note: Emergency certification is not accessed as a pathway; rather, it is by request only from district superintendents who have been unsuccessful in finding an educator who fits their district needs. The emergency certificate requires approval by the State Board of Education.

A targeted development pursuit emphasizing preparation of new educators includes partnering with educator preparation programs as they prepare their candidates for the classroom. One model might be collaboration invested in the metropolitan area while another might be a rural focus. Both demographics have access to higher education and educator preparation program offerings.

Already ongoing is a project that maps data from preK-12 teaching impact back to the originating preparation program for program improvement.

Retention — The state intends to ensure adequate preparation of new educators by adhering to initiatives regarding adequate professional resources, expanding the Teacher Residency Program and utilizing a teacher and leader evaluation system rich in professional growth.

The aforementioned initiatives will provide a strong foundation for entry into the teaching profession as well as sustainability once teachers reach levels of experience that allow for coaching, leading and mentoring of new teachers.

In May 2016 Oklahoma's Governor signed H.B. 2957 redefining the evaluation system of educators. A robust emphasis on professional growth and ownership of said growth will follow this timeline:
- Pilot Individualized Program of Professional Development (Professional Learning Focus) with all districts (2017-2018)
- Implement growth goal with all districts (2018-2019)
- Incorporate a teacher leadership model
- Create a specific data-collection application for confirmation of LEA's dedicated Teacher Residency Program and dispensation of mentor stipends

Advancement —The state is eager to implement the new legislatively approved teacher-leader framework depicted in state H.B. 3114. The framework allows for three levels of teacher leadership: Model, Mentor, and Lead, each requiring responsibilities beyond the classroom for additional compensation.

The SEA plans to use Title II, Part A funds for the following state-level initiatives:
- Continued rich, job-embedded professional development to support the newly implemented *challenging academic standards*
- Improvement of *quality and effectiveness* of teachers and school leaders through legislatively established robust professional development element of the educator evaluation system
- Improvement of *quality and effectiveness* of principals and other school leaders through established **Lead to Succeed** and **Moving Up** programs

- Increase of educator pipeline of those *effective in improving student academic achievement* by extending the work of the state's Teacher Shortage Task Force. To read the preliminary report of the Teacher Shortage Task Force, see the link here.
- For *low-income and minority students to gain greater access to effective educators*, the state will extend capacity to continue implementation of Equitable Access to Excellent Educators plan strategies: (1) meaningful professional development; (2) leadership training; and (3) Partnership with Educator Preparation programs. For the full Equitable Access to Excellent Educators plan, see the link here

➡ Please refer to survey question 17.

Recommendations Based on Stakeholder Feedback

Feedback — When asked to rank the potential use of Title II, Part A federal funds, the area ranking the highest was *efforts to retain effective teachers and leaders.* Ranked second was *efforts to attract effective teachers and leaders,* while third was to *better implement induction and mentoring programs for new educators.*

Ranked fourth was *assisting districts in developing differential pay and other incentives to recruit and retain educators in high need areas.* Fifth was to *develop and assist districts with teacher-leader career ladder opportunities.* Ranked sixth and seventh respectively were *refine teacher and leader evaluation system* and *revise and innovate certification system.*

Following are emerging themes from the open-response survey question: *How can the OSDE help all teacher and leaders serve low-income students, minority student, students with disabilities and English learners?*

1. Funding
2. Professional development
3. Family and Community Engagement
4. Culture and Organizational Structure
5. Assessment and Accountability

Recommendations — Stakeholder feedback is clear that initiatives to help recruit, retain and reward educators are necessary to fund with Title II, Part A funds.

1. The OSDE will continue to develop Teacher Shortage Task Force strategies that emphasize hard-to-staff areas and career development for teachers.
2. Oklahoma will pursue intentional professional learning that addresses recruitment and retention such as educator preparation emphasis on teaching diverse student groups and technologically accessible learning for inservice educators.
3. The OSDE intends to provide professional development that targets a strong induction program for new teachers and cross-team PLC training.

4. To meet the varied needs of Oklahoma's school districts, the OSDE supports mental health education as well as training to effectively work with specific student populations.

5. In order to leverage a collective impact from families and communities, the OSDE will champion wrap-around services to best equip students for success in school and beyond.

6. Oklahoma will improve educator morale by continuing to promote public messaging that reimagines the teaching profession, while building on collaborative efforts of stakeholders.

7. The OSDE will remain committed to appropriate testing options, including testing for special needs students and advocate for meaningful accountability standards necessary for both educator use and for public consumption.

NOTE: Feedback comments not for recommendation include references made to professional learning funding.

1. The state believes that effective professional learning for preservice and inservice support will require dedicated funding.

Section 6: Well-Rounded and Supportive Education for Students

ALIGNMENT WITH STRATEGIC GOALS

Oklahoma has many strategies that support equity of access and opportunity for all students. Key to Oklahoma's approach will be increasing focus on early childhood education, providing meaningful access to career pathways for all students, ensuring that each student has a highly qualified teacher in his/her classroom and engaging families and communities of traditionally underperforming student groups in innovative ways. Efforts in each of these areas are underway and will be delineated further in future drafts of the state plan.

The following Strategic Plan strategies help define the work of the OSDE in supporting all students:

> *Strategy 1.1: Focus on early childhood education.*
>
> *Strategy 1.3: Improve student access to meaningful and diverse pathways that lead to careers and postsecondary opportunities.*
>
> *Strategy 1.5: Reduce barriers to equity and close the opportunity and achievement gap for all students.*
>
> *Strategy 2.3: Provide district and school leaders with the training and support needed to improve instruction in their schools.*
>
> *Strategy 4.2: Use a whole-systems improvement approach to develop a data management system that transforms data into information and knowledge used to guide decision-making.*

ESSA Requirements

States must describe how they will use the funds available to ensure that all children receive a fair, equitable, and high-quality education. Included in this section:

- Strategies to provide assistance to LEAs and elementary schools that use federal funds to support the continuum of a student's education from early childhood programs to postsecondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out
- Strategies to provide equitable access to a well-rounded education
- Strategies to support LEAs in improving conditions for student learning through reducing incidents of bullying and harassment, the overuse of discipline practices that remove students from the classroom, and the use of aversive behavioral interventions that compromise student health and safety
- Strategies to support use of technology to improve the academic achievement and digital literacy of all students
- Strategies for parent, family and community engagement

- Strategies for the accurate identification of English learners and children with disabilities
- Description of how the SEA is taking steps to ensure educational stability for children in foster care through collaboration with other agencies
- Description of how the SEA is supporting LEAs in the identification, enrollment, attendance and school stability of homeless children and youths

➡ Please refer to survey question 18.

Recommendations Based on Stakeholder Feedback

Feedback — When stakeholders were asked if they believe a strategy to align assessment, accountability and teacher quality with state academic standards is meaningful, nearly 44% responded yes. Just over 21% replied no, and over 34% were unsure. For those who were unsure, comments reflecting the parental touch and the home context accompanied their responses. Also mentioned were teacher qualifications and time for teachers to make the proper alignment.

The OSDE gauged stakeholder interest and willingness for involvement. From the choices offered, responses showed over 76% interested in digital communication between parents and teachers. Over 70% wanted the opportunity to have input in their child's college/career pathway. Over 65% were willing to serve on decision-making committees. Two areas that both came in at just over 57% were child-and/or-parent-led parent/teacher conferences and attending or hosting family fun nights.

Following are emerging themes from the open response question: *What can the OSDE, school districts, tribes, and community-based organizations do to support a learning environment to better prepare diverse learners (i.e. English learners, children with disabilities, migratory children, American Indian and homeless children) for college and careers?*

1. Funding
2. Professional Development
3. Whole Student Emphasis
4. Academic Rigor
5. College- and Career-Ready Focus
6. Family and Community Engagement

Recommendations — Stakeholder feedback centered on equitable and proven resources.

1. The OSDE will consider funding that incentivizes programs for teacher retention and for class size challenges.
2. Oklahoma will champion intentional professional development that aligns with teaching diverse learners, incorporates project-based learning and equips teachers and leaders with enhanced data literacy.

3. The OSDE recognizes that the successful support of all students is contingent upon whole student emphasis that includes social services, life-skills access, and social and emotional support, including safe environments.

4. Oklahoma makes a commitment to academic rigor that is defined by intense student engagement and technology-infused facilitation. One-on-one instruction will be effectively utilized when appropriate for success of all students.

5. Access to college and career pathways will be afforded to all students, including access to early advisement, mentoring and internship opportunities.

6. Family and community engagement will be a continued focus by way of purposeful, two-way communication, promotion of after-school programming and enlistment of other state agencies for contribution to overall success of all students.

NOTE: Feedback comments not for recommendation:

1. A considerable number of comments were made regarding funding for class size reduction, time for professional development, resources and teacher pay. These are all initiatives that require state — and not federal — funding.

Appendices

APPENDIX A: Glossary of Terms and Acronyms

ADLO – Assessment and Data Literacy Outreach
ALDO is the OSDE's innovative framework created for educators to meaningfully use data from high-quality local and state assessments while balancing the impact of state assessments with well-designed local assessments.

CBT – Computer-based tests
Computer-based testing is the standard for many test delivery programs.

CCR – College and Career Readiness
Referring to high school graduate preparation to have the English and mathematics knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for a chosen career.

CEQA/OEQA – Commission for Educational Quality and Accountability/Office of Educational Quality and Accountability
The CEQA is the oversight board for the OEQA which is an agency that supports high level student performance by ensuring quality evidence-based educator preparation, improving P20 school efficiency and effectiveness and by providing comprehensive statistical information for all stakeholders.

CSI – Comprehensive Support and Improvement
Beginning with school year 2017-2018 and at least once every 3 years, SEAs identify schools for "comprehensive support and improvement."

DLM – Dynamic Learning Map
The DLM Alternate Assessment System helps educators facilitate student success by illustrating the interrelation among the knowledge, skills, and understandings necessary to meet academic content standards in a *learning map model*.

EL – English learners
Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

ELA – English Language Arts (standards)
Oklahoma Academic Standards that include speaking and listening; reading foundations/reading process and writing process;critical reading and writing;vocabulary; language; research; multimodal literacies; and independent reading and writing.

ELP – English Language Proficiency
Language proficiency or linguistic proficiency is the ability of an individual to speak or perform in an acquired language. This level of proficiency corresponds with preK-12 practices regarding standards and assessments.

ESEA – Elementary and Secondary Education Act
The federal Elementary and Secondary Education Act (ESEA), enacted in 1965, is the nation's national education law and shows a longstanding commitment to equal opportunity for all students.

IEP – Individualized Education Program
An Individualized Education Program is a written statement for a student eligible for special education that is developed, reviewed, and revised in accordance with state and federal laws.

LIEP – Language Instruction Educational Plan
LIEPs may be English-only or both English and another language. English-only LIEPS include structured English immersion, sheltered English instruction, content-based English as a second language and pull-out programs. Other LIEPs consist of transitional bilingual, dual-language, developmental and heritage language programs.

LEA – Local Education Agency
The U.S. Department of education defines an LEA as a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.

L2S - Lead To Succeed
OSDE's principal and assistant principal training program grounded in the National Institute for School Leadership curriculum.

NAEP – National Assessment of Educational Progress
The National Assessment of Educational Progress (NAEP) is designed to measure what students across the nation know and can do in 10 subject areas, including mathematics, reading, writing, and science.

NCLB – No Child Left Behind Act
The No Child Left Behind Act (NCLB) of 2001 enacted some of the most sweeping changes to the Elementary and Secondary Education Act of 1965 (ESEA). NCLB required states to adopt challenging academic content and student achievement standards, to administer a set of high-quality yearly student academic assessments in mathematics and reading or language arts and to develop a single statewide accountability system that applied to all public schools.

OAAP – Oklahoma Alternate Assessment Program
Alternate assessment based on alternate achievement standards; intended for students who could not participate in the general assessment, even with accommodations. The OAAP measures academic achievement of alternate achievement standards.

OAS – Oklahoma Academic Standards
Expectations for what students should know and be able to do by the end of the school year. Written by Oklahomans for Oklahomans.

OFP – Office of Federal Programs
OSDE office that monitors the use of funds and supports the programs of Titles I, IIA, VI and X, Bilingual/Migrant Education

OSDE – Oklahoma State Department of Education
OSDE is a state agency with approximately 300 employees. The main office is housed in the Oklahoma State Capitol Complex. The agency works directly with the state's 500+ school districts and the Legislature to ensure that Oklahoma students receive a quality education.

OSTP – Oklahoma School Testing Program
Assessments for Grades 3-8 and 10 that are aligned to the Oklahoma Academic Standards, and adopted by the State Board of Education.

SEA – State Education Agency
A government department that is responsible for public education within the boundaries of a particular state.

TLE – Teacher and Leader Effectiveness
TLE oversees Oklahoma's new teacher/leader evaluation system that is used to inform instruction, create professional development opportunities and improve both the practice and art of teaching and leading.

TSI – Targeted Support and Improvement
States must identify schools with "consistently underperforming" subgroups of students as targeted support and improvement schools, including the definition and time period used by the state to determine consistent underperformance.

UDL – Universal Design for Learning
Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

USDE – United States Department of Education
USDE's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. The USDE was created in 1980 by combining offices from several federal agencies.

UTPA – Urban Teacher Prep Academy

The Urban Teacher Preparation Academy (UTPA) is one of the nation's premier teacher preparation programs for candidates driven to make a difference in the urban teaching environment. This partnership with Oklahoma City Public Schools consists of current University of Central Oklahoma and University of Oklahoma teacher candidates.

WIDA

While there is no longer an acronym definition, WIDA is a consortium whose mission is to advance academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research and professional learning for educators.

APPENDIX B: **Entities and Programs of Strategic Alignment and Technical Assistance**

The following organizations and initiatives represent ongoing collaborative efforts with the OSDE. These are national, regional and local partnerships that help to extend the capacity at the SEA and, ultimately, at the LEAs.

CCSSO - Council of Chief State School Officers
REL SW - Regional Education Lab Southwest
SC3 - South Central Comprehensive Center
SREB - Southern Regional Education Board
P21 - Partnership for 21st Century Learning
UDL - Universal Design for Learning
#GoOpen - Campaign to promote use of openly licensed educational materials
EASN - Equitable Access Support Network