April 25, 2013

The Oklahoma State Department of Education (OSDE) is providing this public notice to solicit comments from local educational agencies (LEAs) and the public regarding amendments to Oklahoma's approved ESEA Flexibility Request. **Oklahoma's ESEA Flexibility Request** was approved by the U.S. Department of Education (USDE) on August 16, 2012. Additional information regarding **Principle 3: Supporting Effective Instruction and Leadership** through the Teacher and Leader Effectiveness Evaluation System (TLE) was incorporated into the request on January 10, 2013.

Since approval on August 16, 2012, the requirements for Focus Schools have been modified, clarification has been provided regarding requirements for ELL students, changes to AMOs have been suggested, language has been clarified, and timelines have been adjusted. These modifications require an amendment to the approved ESEA Flexibility Request. A summary of the proposed amendments and a draft of the changes are provided as attachments to this notice. The OSDE believes that these amendments would be beneficial to LEAs, schools, and children upon approval by USDE.

Comments received will be forwarded to the USDE with the requested amendments. OSDE will accept comments between Thursday, April 25, 2013, and Friday, May 10, 2013, via electronic submission or U.S. mail.

Comment Submissions:

Please submit your comments in writing to Kerri White, Assistant State Superintendent of Educational Support, Oklahoma State Department of Education, 2500 N. Lincoln Boulevard, Oklahoma City, Oklahoma 73105 or electronically to Kerri.White@sde.ok.gov.

ESEA FLEXIBILITY
Amendment Submission Template

Dear Assistant Secretary:

I am writing on behalf of the Oklahoma State Department of Education (OSDE) to request approval to amend Oklahoma's approved ESEA flexibility request. The relevant information, outlined in the *ESEA Flexibility Amendment Submission Process* document, is provided in the table below.

Flexibility Element(s) Affected by the Amendment	Brief Description of Element as Originally Approved	Brief Description of Requested Amendment	Rationale	Process for Consulting with Stakeholders, Summary of Comments, and Changes Made as a Result
1.B	Explained Oklahoma's transition to College- and Career-Ready (CCR) standards.	Provides an update on the activities and structure of the REAC3H Network and REAC3H Coaches for the 2013-2014 school year in assisting LEAs in transition to the CCR standards.	In the interest of continually updating and improving systems, OSDE determined that the REAC3H Network needed reorganization in order to be most helpful to districts in their differentiated levels of transition to the CCR standards. Further we determined that the greatest need for the REAC3H Coaches is to focus on implementation of Literacy strategies used in all content areas based on research of multi-tiered instruction aligned with CCR.	In addition to regular lines of communication and feedback on meeting evaluations, OSDE employees visited numerous schools for a two-hour interview on implementation of reforms and the use of the REAC3H Network in order to ascertain needs of school districts. It was determined through this feedback that our support needed to be more differentiated for schools of various sizes and levels of transition.

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1.B, 2.E.iii	Required a Language Instruction Educational Plan (LIEP) for all EL students in a Priority, Focus, or Targeted Intervention School; requires professional development in all Priority, Focus, or Targeted Intervention Schools with EL students; and requires a Language Instruction Program Delivery Plan (LIPDP) for each LEA with a Priority, Focus, or Targeted Intervention School.	Requires the LIEP for low-achieving EL students in identified schools, professional development for identified schools with low-achieving EL students, and the LIPDP for each LEA with identified schools with low-achieving EL students. Minor language edits in 2.E.iii were required to match amendment in 1.B.	Provides clarity on intent of whom the LIEP and LIPDP are required. Matches language in Principle 2. Although it is still recommended, it is not required for schools with high-achieving EL students to complete these three requirements.	Through meetings with all Priority, Focus, and Targeted Intervention Schools, it became evident that the intent of this requirement was unclear and that the discrepancies in the language were confusing.
1.B	Discussed strategies used by the SEA for providing access to rigorous standards and curriculum for students with disabilities.	Clarified which strategies are included in the SPDG and which ones are separate.	Wording was confusing and unclear.	We received questions from stakeholders regarding the language about SPDG and students with disabilities because the SPDG focuses on all students using a multi-tiered framework for both academic and behavioral interventions.

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2.A 2.C.i 2.F	Provided for “Grade +” and “Grade –” as a combination of factors related to AMOs, TLE, and convergence of data.	Removed “+” and “–” components to grades.	The “+” and “–” components created a great deal of confusion for districts and the public. Because the “+” and “–” components were not related to the calculations that led the grade, it was possible to have a very high percentage grade but have a “–” or a very low percentage grade and have a “+.”	We received many questions from stakeholders regarding the meaning of the “+” and “–” components. The public assumed that “A+” indicated a higher grade than “A” and that “A-” indicated a lower grade than “A,” when in fact the “+” and “–” components were not related to the grading system in state law.
2.B	Annual Measureable Objectives for Reading and Mathematics were calculated using proficiency status, growth of all students and growth of the bottom 25% achieving students.	Annual Measureable Objectives are calculated using proficiency status only.	The interpretations of the AMOs were unclear when all three factors were combined. Using the proficiency target focuses on improvement for all students.	We received many questions about the meaning of the new AMO calculation and how best to meet the AMOs.
2.D.i, 2.E.i, and 2.F	Established timeline for corrections and appeals.	Separates correction window from appeals window.	During the 30-day Data Verification process in 2012, it became apparent that the appeal process could not coincide with the correction window. Schools were provided with an additional 10-day appeal window following the processing of all Data Verification Requests.	During the public comment period for the A-F Grading System, many comments were received praising the 30-day correction process. Additional stakeholder conversations have occurred following the 2012 window, leading to implementation changes for 2013.

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2.D.iv	Timeline for implementation of Turnaround Principles in Priority Schools	Consider 2012-2013 as a partial year of implementation for LEAs that are unable to implement the Turnaround Principles in Priority Schools due to delays in identification.	Due to delays in identification for the 2012-2013 school year, it was impractical for some of the Turnaround Principles to be implemented. The OSDE evaluated current implementation of the Turnaround Principles at the end of December and will use that information to determine which schools must consider 2012-2013 as a partial implementation year.	
2.E.iii	Required interventions for Focus Schools	Removes the requirement to offer Public School Choice to low-achieving students in Focus Schools. Public School Choice is still one of the options for interventions that Focus Schools may implement, but they are no longer required to set-aside 5% of Title I funds to do so.	Since schools receiving a D or F in Oklahoma's A-F School Grading System are identified as Priority or Targeted Intervention Schools, only schools receiving an A, B, or C are eligible for Focus Designation. Communication with parents and community members was difficult in regards to explaining why a school with an A, B, or C must offer students an opportunity to transfer to a higher-achieving school when higher-achieving schools were often unavailable.	During conversations with administrators of Focus Schools, the State was repeatedly told that the Public School Choice requirement was not only incredibly difficult to implement and communicate, but also impractical since it is not possible to find a higher achieving school than an A school that is also identified as a Focus School.

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Attached to this letter is a redline version of Oklahoma's approved ESEA flexibility request containing strikeouts and additions to demonstrate how the request would read with the proposed amendments. Please contact Kerri White at kerri.white@sde.ok.gov or by phone at (405) 521-4514 if you have any questions regarding these proposed amendments.

Oklahoma acknowledges that the U.S. Department of Education may request supplementary information to inform consideration of this request.

4/25/2013

Chief State School Officer *Date*

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Oklahoma will be C^3 by 2020:
All children will graduate from high school College, Career, and Citizen Ready by 2020.

Amended: April 25, 2013

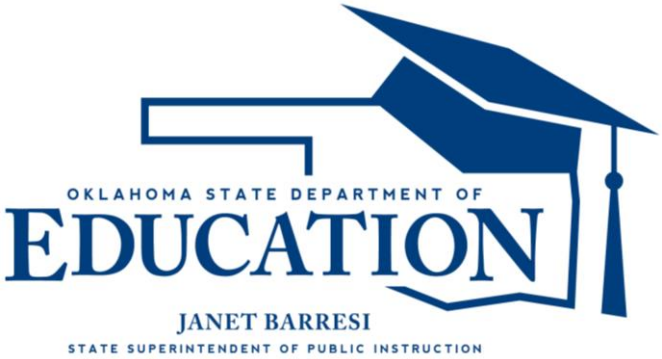


TABLE OF CONTENTS

Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA's flexibility request.

CONTENTS	PAGE
Cover Sheet for ESEA Flexibility Request	4
Waivers	5
Assurances	7
Consultation	9
Evaluation	13
Overview of SEA's ESEA Flexibility Request	14
Principle 1: College- and Career-Ready Expectations for All Students	16
1.A Adopt college-and career-ready standards	16
1.B Transition to college- and career-ready standards	17
1.C Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth	33
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support	34
2.A Develop and implement a State-based system of differentiated recognition, accountability, and support	34
2.B Set ambitious but achievable annual measurable objectives	51
2.C Reward schools	60
2.D Priority schools	66
2.E Focus schools	79
2.F Provide incentives and supports for other Title I schools	86
2.G Build SEA, LEA, and school capacity to improve student learning	89
Principle 3: Supporting Effective Instruction and Leadership	100
3.A Develop and adopt guidelines for local teacher and principal evaluation and support systems	100
3.B Ensure LEAs implement teacher and principal evaluation and support systems	116

TABLE OF CONTENTS, CONTINUED

For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA's request, indicate "N/A" instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
A	Request Addendum	117
1	Notice to LEAs	118
2	Comments on request received from LEAs (if applicable)	122
3	Notice and information provided to the public regarding the request	175
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	181
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	238
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups (if applicable).	246
9	Table 2: Reward, Priority, and Focus Schools	317
10	A copy of any guidelines that the SEA has already developed and adopted for local teacher and principal evaluation and support systems (if applicable).	335
11	Evidence that the SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems	338
12	Menu of Interventions and Supports for School Improvement	353
13	Oklahoma's Nine Essential Elements and 90 Performance Indicators	355
14	Teacher and Leader Qualitative Assessment Models	361
15	Glossary of Terms	363
16	Oklahoma Statutes Related to the Teacher and Leader Effectiveness Evaluation System (TLE)	371
17	Preliminary and Final Recommendations of the TLE Commission	385
18	Oklahoma's Support of Minority and Poverty Students in Schools Not Identified as Focus or Priority Schools	390
19	A-F School Grading System Adopted Rules	392
20	A-F Report Card Guide	402
21	Visual Representation of A-F Report Card and Accountability Designations	434
22	Public Comment on Amendment Request Submitted July 27, 2012	435
23	Oklahoma State Board of Education February 23, 2012 Board Minutes	444
24	Oklahoma TLE Selection Survey	465

25	Tulsa TLE Observation and Evaluation System Correlation Research	468
26	Oklahoma State Board of Education April 26, 2012 Board Minutes	471
27	Oklahoma TLE Needs Assessment Survey	494

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Oklahoma State Department of Education	Requester's Mailing Address: 2500 North Lincoln Boulevard Oklahoma City, Oklahoma 73105
State Contact for the ESEA Flexibility Request Name: Kerri K. White Position and Office: Assistant State Superintendent, Office of Educational Support Contact's Mailing Address: Oklahoma State Department of Education 2500 North Lincoln Boulevard Oklahoma City, Oklahoma 73105 Telephone: (405) 521-4514 Fax: (405) 522-0496 Email address: Kerri.White@sde.ok.gov	
Chief State School Officer (Printed Name): Janet C. Barresi	Telephone: (405) 521-4885
Signature of the Chief State School Officer: 	Date: 11/14/2011 Approved: 2/9/2012 Amended: 7/27/2012 Approved: 8/16/2012 Amended: 12/21/2012 Amended: 4/25/2013
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

Optional Flexibility:

An SEA should check the box below only if it chooses to request a waiver of the following requirements:

☒ The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

ASSURANCES

By submitting this application, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.

☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools. (Principle 2)

☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

If the SEA selects Option A or B in section 3.A of its request, indicating that it has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, it must also assure that:

☒ 14. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

The Oklahoma State Department of Education (State Education Agency [SEA]) has four primary methods of communicating and collaborating with teachers, administrators, and their representatives: (1) email listserves and web postings, (2) videoconference network and webinars, (3) surveys, (4) focus groups and advisory committees, including the Regional Educators Advancing College, Career, and Citizen Readiness Higher (REAC^{3}H) Network, which is the State's communication network for initiative implementation (detailed in Overview Section and Section 1.B).

Email listserves and web postings: The SEA operates a variety of email listserves specific to various content area teachers and supervisors, counselors, curriculum specialists, and administrators. In addition, the SEA posts information and resources on the SEA's web site. Beginning in the fall of 2009, the SEA has provided numerous communications to teachers, administrators, and their representatives regarding the adoption of the Common Core State Standards (CCSS) and the Teacher and Leader Effectiveness Evaluation System (TLE). Recently, bilingual educators have been given web links for the revised World-Class Instructional Design and Assessment (WIDA) Language Development Standards 2012 in order to provide comments on the realignment of the WIDA standards to the CCSS. In the fall of 2011, the SEA used these methods to provide information to teachers, administrators, and their representatives regarding the State's Differentiated Recognition, Accountability, and Support System as part of the State's entire *ESEA Flexibility Request* (see Attachment 1: Notice to LEAs). While these are primarily one-way communication tools, they do spur personal conversations between LEAs and the SEA. For example, one email listserve message caused several administrators to study the TLE in depth and to provide significant feedback to the TLE Commission. This feedback is reflected in the work detailed in Section 3.A of this request.

Videoconference network and webinars: The videoconference network and webinars provide two-way communication with teachers, administrators, and their representatives. Beginning in the fall of 2009, the SEA has used the statewide videoconference network to host collaborative sessions with teachers and their representatives regarding the adoption and implementation of the CCSS and the TLE. A series of webinars regarding the TLE system solicited input about the use of the TLE (Section 3.B) in particular as it relates to the State's new Differentiated Recognition, Accountability, and Support System (Section 2.A). Teachers and administrators were primarily concerned about and provided input into how the new TLE Evaluation System would impact the school's A-F Grade (detailed in Section 2.A).

Surveys: Online as well as paper surveys provide an opportunity for teachers, administrators, and their representatives to provide input in a confidential manner. In March 2010, the SEA used an online survey to solicit input from teachers and the public about the CCSS. The SEA has chosen to leave this survey open for ongoing input; to date, 273 teachers and 109 administrators have provided comments about the quality of the standards through this survey. In September 2011, the SEA used an online survey to solicit input from teachers and the public about the TLE. To date, 806 teachers and 173 administrators have provided comments about the elements of a valuable evaluation system through this survey. On October 28, 2011, the SEA hosted a Community Engagement Forum to receive input on the *ESEA Flexibility Request*, including a focus group of teachers and their representatives. Participants completed paper surveys as part of the event

(see Attachment 2A: Summary of Survey Results). Many of the suggestions from these surveys were included in the State's plan for components of the accountability system (Section 2.A), recognitions for successful schools (Section 2.C), and interventions for unsuccessful schools (Sections 2.D, 2.E, and 2.F).

Focus Groups and Advisory Committees: The SEA has several standing focus groups and advisory committees comprised of teachers and administrators. These include Academic Advisory, which includes curriculum directors and assistant superintendents from LEAs; Curriculum Consortium, a collaborative of curriculum directors and administrators focused on implementation of CCSS; Content Area Consortia, comprised of content experts, instructional facilitators, and district administrators; Title III Part A Consortium; and the Title I Committee of Practitioners, to name a few.

State Superintendent Janet Barresi has engaged in a comprehensive listening tour across the State since taking office in January 2011. The listening tour site visits are focused on in-depth engagement with teachers, administrators, students, and parents. Site visits have been extremely effective in gathering information about the full spectrum of viewpoints, from anxieties to aspirations and from best practices to innovative strategies. Many of the suggestions provided during this listening tour have been implemented in Oklahoma's *ESEA Flexibility Request*.

The REAC^{3}H Network was recently designed to provide training, collaboration, and partnerships throughout the State to facilitate the implementation of statewide initiatives, including CCSS and the TLE. As will be discussed in Section 1.B, the SEA's Offices of Instruction, Student Support, and Assessment are developing Toolkits for use by LEAs in implementing the CCSS and TLE. After release of the first toolkit, REAC^{3}H Network leaders provided suggestions for improvement and volunteered to serve on a Toolkit Development Committee. This is just one example of how teachers and administrators are providing guidance for the reform initiatives in Oklahoma.

Focus groups of teachers and administrators from the 70 REAC^{3}H Network Leadership Districts have provided direct support to the development of the State's *ESEA Flexibility Request*. Leadership Districts sent a total of 22 teachers and their representatives to provide input during the Community Engagement Forum (see Attachment 2B: Summary of Public Input from Community Engagement Forum). In addition, administrators from the lead districts were invited to participate in ESEA Working Groups that met face-to-face and electronically throughout the development of the request. The underlying structures as well as many of the specifics in Sections 2.A, 2.B, 2.C, 2.D, 2.E, 2.F, and 2.G are a direct result of these ESEA Working Groups.

Additional comments from LEAs and the public regarding the ESEA Flexibility Request are provided in Attachment 2C: Public Comments. These messages informed the final touches on the request.

Key Take Away: The beliefs, suggestions, and innovations of Oklahoma teachers and administrators have shaped Oklahoma's commitment to college- and career-ready expectations for all students (Principle 1), as well as accountability, recognition, and support systems for teachers, leaders, schools, and districts (Principles 2 and 3).

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

As mentioned in the previous section, the SEA hosted a Community Engagement Forum on the *ESEA Flexibility Request* on October 28, 2011 (see Attachments 3A: Invitation to the Community Engagement Forum, 3B: Agenda of the Forum, and 3C: Notice to the Public). In addition to the teachers, administrators, and their representatives that attended the forum, 14 other community members attended, including one student, several parents, and several representatives from community-based organizations, businesses, and Indian tribes. As part of the event, the SEA asked the participants to comment on the major components of the request and to complete a survey, providing direct input into the development of the *ESEA Flexibility Request* (see Attachments 2A: Summary of Survey Results and 2B: Summary of Public Input from Community Engagement Forum).

Community members have also responded to the online surveys discussed in the last section. Since March 2010, the SEA has received input from 14 individuals who are not employees of public school districts regarding the CCSS through an online survey. Since September 2011, the SEA has received input from 150 students, parents, business owners, government employees, representatives of philanthropic organizations, and other community members regarding the TLE through an online survey.

As stated above, many of the suggestions made through comments and survey responses were included in the State's plan for components of the accountability system (Section 2.A), recognitions for successful schools (Section 2.C), and interventions for unsuccessful schools (Sections 2.D, 2.E, and 2.F).

Because of the low response rate to the Community Engagement Forum and the CCSS online survey, the SEA has continued to reach out to the community. Executive staff members of the SEA have met with legislators, parent organizations, business representatives, and organizations representing students with disabilities and English Learners. Town hall meetings, round tables, State Superintendent listening tours, and State Superintendent site/community visits are designed to learn about the partnerships in successful schools and the needs of communities in struggling schools.

These meetings have resulted in feedback that has informed the ongoing development of the *ESEA Flexibility Request*. For example, the Oklahoma Foundation for Excellence has agreed to offer STEM grants and other professional development opportunities in Priority and Focus Schools. Upon approval of the *Request*, the SEA will continue to engage all stakeholders and education partners to ensure that the initiatives included in this *Request* are implemented with fidelity and result in transparent communication, easily interpreted accountability reports, and increased student achievement.

Further, the SEA has ongoing collaboration with several stakeholder committees and advisory groups such as the Oklahoma Business and Education Coalition, P-20 Data Council, legislator advisory groups, State Superintendent's Student Advisory Council, IDEA-B Advisory Panel, Teacher and Leader Effectiveness Commission, State System of Institutions of Higher Education, State System of Career and Technology Education Centers, and Oklahoma Intertribal Council. The SEA has engaged these groups throughout the past several years to discuss the adoption and implementation of statewide reform initiatives, which include the Achieving Classroom Excellence Act (ACE, detailed in the Overview Section), CCSS, and TLE. Much of the work of these groups over the past several years, particularly the work of the TLE Commission, has provided direct and indirect input into this *ESEA Flexibility Request*.

In order to facilitate this ongoing outreach to educational partners across the state and the country, the SEA has hired an Executive Director of Parent and Community Engagement. The primary responsibilities of the Executive Director of Parent and Community Engagement include connecting community-based resources with local school districts and identifying the education stakeholders on a state level that can support implementation of the state education reform initiatives.

Of great importance is the ongoing collaboration between the State Superintendent and the legislature in development of the State's educational reform agenda. This policy work is detailed in the Overview Section as the foundation of reform for the State's *ESEA Flexibility Request*.

Key Take Away: The reforms outlined in this *ESEA Flexibility Request* have widespread support of a variety of stakeholders, indicating that the reforms are likely to be implemented with fidelity and fervor across the State. The beliefs, suggestions, and innovations of Oklahoma community leaders have shaped Oklahoma's commitment to college- and career-ready expectations for all students (Principle 1), as well as accountability, recognition, and support systems for teachers, leaders, schools, and districts (Principles 2 and 3).

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Oklahoma in 2011 has arrived at a challenging and promising crossroads for its educational system.

The challenge: Recent results indicate that Oklahoma's students have fallen behind in the global competition for excellence (one study ranked Oklahoma among the worst 10 states in producing top-achieving math students), while remediation numbers for high school graduates entering college remain high. The promise: This year, Oklahoma finally turned the corner toward positive transformation with a commitment to rethink our approach to education, to restructure outdated and inefficient systems, and to enact real reforms.

Oklahoma can be a leader in education, but only if we are committed to new fundamentals for the 21st Century – and to an unambiguous goal. Superintendent Barresi has issued a call for the State: By the year 2020, each student graduating from an Oklahoma high school must be *college, career, and citizen ready.*

It is called the **C³ Plan**. Building on the success of a slate of reforms passed by the State Legislature and signed into law this year, the **C³ Plan** sets the stage for Oklahoma to win the competition for excellence. This ESEA waiver package will provide Oklahoma with the flexibility it needs to press forward with implementation of reforms, while giving schools room to grow.

Oklahoma's reforms are briefly summarized here:

Reforms Emphasizing Literacy, Accountability, & Choice - State Superintendent Barresi, Governor Fallin, and Oklahoma's State Legislature advanced a bold package of legislation in the 2011 session, which included ending social promotion after the third grade for children who are not reading proficiently at grade level, the implementation of an A-F report card on individual school performance, and an expanded menu of educational choices for parents. These reforms will identify struggling schools and students in need of additional supports for continuous improvement.

Achieving Classroom Excellence (ACE) - The Senior Class of 2012 will be the first full class of students that must demonstrate mastery in college and career preparatory courses in order to graduate. State end of instruction (EOI) tests, college entrance tests, workforce training preparedness tests, and advanced coursework validation exams, such as Advanced Placement and International Baccalaureate exams, serve as high school exit criteria.

Data Drives Decisions - The SEA is beginning the process of developing a comprehensive, user-friendly, accessible, and robust longitudinal data system that will drive decision-making in classrooms, schools, districts, and the SEA. Bringing useful and timely student-level data into the hands of educators will allow them to be more efficient in facilitating optimal learning and better support student outcomes from Pre-K through postsecondary education and into the workforce.

High-Quality Digital Learning - Oklahoma is working toward fully embracing the "Ten Elements of High-Quality Digital Learning" unveiled by the bipartisan Digital Learning Council last year and expanded this year with the 72-point "Roadmap for Reform" (http://digitallearningnow.com/wp-content/uploads/2011/10/Roadmap-for-Reform-.pdf). This effort will include an expansion of the supports available to schools in order to address the unique professional development needs for educators in online and blended learning environments, as well as creating new expectations for the integration of digital tools in all Oklahoma classrooms.

Common Core State Standards – In 2010, Oklahoma adopted the CCSS and subsequently joined the governing board of the Partnership for Assessment of Readiness for College and Careers (PARCC), a state-led collaborative effort developing a common set of K-12 assessments in English language arts and mathematics, anchored in what it takes to be ready for college and careers. Oklahoma districts have embraced the CCSS and are transitioning by developing their own curricula in line with these standards. The State is on track for a full implementation of the CCSS and PARCC assessments over the next three years.

Chiefs for Change - Oklahoma is honored to be a part of the reform-minded Chiefs for Change organization. Superintendent Barresi joins other state education leaders who share a common approach toward improving the nation's education system. Chiefs for Change has already provided USDE with a Statement of Principles for Reauthorization of the Elementary and Secondary Education Act. Oklahoma looked to this document as a guide to inform development of this *ESEA Flexibility Request*. In keeping with the direction of this document, Oklahoma looks forward to the Congressional reauthorization of ESEA and offers this plan as a blueprint for consideration.

An Effective Teacher in Every Classroom; An Effective Leader in Every School - Oklahoma is nearing completion of the development of the State's new Teacher and Leader Effectiveness Evaluation System (TLE). The TLE Commission will finish drafting rules for State Board of Education approval by December for piloting in 2012-2013 and full implementation in 2013-2014. The TLE promises to support all teachers and administrators toward continuous improvement of instructional practices and student outcomes.

REAC³H Network - To implement its broad slate of reforms, to introduce the new TLE system, and to assist schools with the transition to the CCSS, the SEA has also created a grassroots network called Regional Educators Advancing College, Career, and Citizen Readiness Higher *(REAC³H)* utilizing volunteer coordinating districts to work with other districts to disseminate information, share best practices, offer training, and more.

Oklahoma's reform movement, in short, is an empowerment agenda. We are empowering students by preparing them to be successful and informed citizens in the real world of the 21st Century. We are empowering parents by providing them with easy-to-understand information about schools, by utilizing data to drive decisions, and by expanding choice. And we are empowering educators through reforms like our new TLE system – encouraging teachers and administrators to reach their full potential.

Oklahoma's *ESEA Flexibility Request* reflects the intersection of the **C³ Plan**, diverse constituencies across the State, and the four waiver principles. The time is urgent. Oklahoma can turn its crisis into an opportunity. With the flexibility provided by this ESEA waiver package, the State can usher in this transformation all the more rapidly.

Key Take Away: Oklahoma sets the reform agenda known as the **C³ Plan** as the foundation for this *ESEA Flexibility Request*, and the State acknowledges that any relaxation of its commitment to these reforms would risk denial of the ESEA waiver package.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Since 1991, Oklahoma has had a fully-defined set of standards, the *Priority Academic Student Skills (PASS),* for grades one through twelve in the core content areas of English language arts (ELA), mathematics, science, social studies, the arts, and world languages. Standards for pre-kindergarten and kindergarten in all content areas except world languages were added in 2002. Local curricula must meet the broad array of ambitious goals set forth in the Oklahoma Administrative Code:

> *The curriculum translates the school's statement of philosophy (and/or mission) and goals into learning objectives and activities. The core curriculum shall be designed to teach competencies for which students shall be tested. The curriculum shall be designed to prepare all students for employment and/or post secondary education. The school shall use varied measures to determine the extent to which individual students are achieving the goals and levels of competencies. The instructional program is designed to impart the knowledge and skills essential to function successfully in a democratic society.* (**210:35-3-61, effective 5-17-91)**

As this passage makes clear, Oklahoma had made the commitment of setting college-, career-, and citizen-ready standards for our students 20 years prior to the adoption of the CCSS. By law, the SEA must review and revise the *PASS* standards at a minimum of every six years, which perfectly situated Oklahoma to be ready for adoption of the CCSS in mathematics and English language arts in June 2010. Upon release of the CCSS, the State Board of Education initiated the process for formal adoption of the standards (see Attachments 4A: State Board of Education Minutes – June 2010 and March 2011, 4B: Oklahoma Administrative Code – 210:35-3-61, 4C: Letter of Approval from former Governor Henry). The adoption process included a timeline of implementation for all CCSS content standards to be taught in each LEA not later than the 2013-2014 school year with assessments of the standards to follow in the 2014-2015 school year (see Attachment 4D: Implementation Timeline).

As a further result of the State's six-year standards review cycle, 2011 revisions to *PASS* 6-12 Science Standards incorporated concepts and expectations from the CCSS ELA and Literacy in History/Social Studies, Science, and Technical Subjects. The 2012 *PASS* Social Studies Standards revision, now in progress, will result in the addition of an entirely new competency strand for literacy, PK-12. Thus, Oklahoma's science and social studies standards already will be aligned intentionally with CCSS in ELA and mathematics when the CCSS are codified. While science and social studies assessments will not be a part of the Partnership for Assessment for Readiness in College and Careers (PARCC) suite of assessments, the anticipation of high levels of informational literacy and problem-solving demanded by PARCC tests has deeply informed the revisions to *PASS*.

Oklahoma educational leadership has joined the forward progress of common state standards in science and social studies, as well. The State Board of Education approved the SEA's participation as a monitoring state in the development of the Next Generation Science Standards. The SEA continues its membership in the Social Studies Assessment, Curriculum, and Instruction collaborative, which is

organized by the Council of Chief State School Officers (CCSSO) and is currently at work on creating guidelines to develop state standards for social studies in partnership with the National Council for Social Studies and 14 other content organizations. As host of the 2010 International Creativity Forum, the State understands that the promotion of multiple modes of thinking not only supports artistry, but develops problem-solving skills, engaged citizens, and entrepreneurship. The arts are a vital part of Oklahoma's core curriculum. The SEA has sent a representative to participate in discussions of the State Education Agency Directors of Arts Education and the National Coalition for Core Arts Standards as the collaborative begins exploration of a multi-state fine arts framework.

As our State transitions to the CCSS, our generational commitment to the 1991 Administrative Code can serve as a legacy to remind us that college-, career-, and citizen-ready learning standards have long been at the core of what Oklahomans expect for their children.

Raising the Rigor of *PASS* through the American Diploma Project and the Achieving Classroom Excellence Act of 2005 (as amended)

Within the last ten years, Oklahoma's standards reform efforts have intensified. In order to better understand why Oklahoma adopted the Common Core State Standards, as well as to appreciate the State's commitment to the full implementation of college- and career-ready expectations for all students, a brief background of the State's most recent actions is helpful.

In 2002, the State's education leaders – including the Oklahoma Business and Education Coalition (OBEC), the Oklahoma State Regents for Higher Education (Regents), the SEA, and the governor – invited Achieve, Inc. to review the *PASS* standards and assessments in ELA and mathematics, for the purpose of comparing them against the best standards from states across the United States and from other nations, as well as the ACT. As a result of the review, Achieve recommended that Oklahoma raise the rigor of its standards and assessments, and in response, Oklahoma moved to strengthen the *PASS* standards and the state assessments (http://www.achieve.org/node/276).

Two years later, Achieve released the American Diploma Project (ADP) College- and Career-Ready (CCR) Benchmarks and policy recommendations designed to ensure that all students acquire the knowledge and skills necessary to be prepared for success after high school.

In June 2005, the Oklahoma legislature adopted sweeping reforms through the Achieving Classroom Excellence Act (ACE) that reflected the college- and career-readiness goals of the ADP agenda. This landmark legislation established a common core of courses as the default curriculum for high school graduation. The curriculum was designed to prepare all students for success in work and postsecondary education, beginning with students who entered ninth grade in 2006-2007 (anticipated graduating class of 2010). Four credits of English, three credits of mathematics, three credits of science with a laboratory component, three credits of social studies, two credits of a foreign language or computer science, and two credits of fine arts are included in the CCR curriculum. The mathematics requirements were designed so that students complete courses through at least the level of Algebra II.

During the same time period, Oklahoma's education leaders joined Achieve's American Diploma Project (ADP) network to collaborate with other states also working to implement the ADP college- and career-readiness agenda. Leaders across the country embraced the rigor of the "specific content and skills that graduates must have mastered by the time they leave high school if they expect to succeed in postsecondary education or in high-growth jobs" (http://www.achieve.org/node/604).

In February 2006, an Oklahoma team participated in the ADP Alignment Institute for English Language Arts (ELA) and Mathematics Benchmarks to build on the State's earlier alignment work with Achieve and to provide a foundation of rigorous content for the new courses and assessments required under ACE.

With minor adjustment to its ELA standards, Oklahoma received an Affirmation of Alignment of the ADP Benchmarks and Oklahoma's standards from Achieve. An action plan for implementing the benchmarks was approved by the Oklahoma State Board of Education in March 2006. Additional changes were made to the mathematics standards in 2007 to better reflect CCR expectations. The subsequent ADP Quality Final Review found both Oklahoma's ELA and Mathematics standards to be well aligned to the ADP College and Career Readiness benchmarks.

In a 2008 report, "Out of Many, One; Toward Rigorous Common Core Standards From the Ground Up," Achieve suggested that college- and career-ready standards in a significant number of states had converged to the point that common state standards were possible (http://www.achieve.org/commoncore). Within a year, 48 states and the District of Columbia agreed to work together to develop common college- and career-ready standards. Oklahoma served as a state reviewer of drafts of the new standards and adopted the final Common Core State Standards in June 2010.

For more than eight years, Oklahoma has remained fully committed to raising the bar for all students to the college- and career-readiness level in ELA and mathematics. In addition, Oklahoma has collaborated with other states to establish college and career readiness as the norm through the ADP Network and the CCSS Initiative.

CCSS Implementation

Implementing the Common Core State Standards will be a multi-year, multi-phased process. Oklahoma has looked to the Achieve Common Core Implementation Workbook to inform the development of its own four-year implementation plan. Immediately upon adoption of the CCSS, the State's four-year implementation plan was launched. In Oklahoma, "full implementation" is intended to include administration of assessments based on CCSS in the 2014-2015 school year. Full implementation of curriculum and instruction aligned to the CCSS will be completed by June 2014 (see Attachment 4D: Implementation Timeline).

The success of the CCSS in Oklahoma depends on the effectiveness of this plan in bringing the following new expectations to the classroom level and in supporting all students as they prepare to graduate from high school college, career, and citizen ready:

- The initial efforts focus on getting the word out – communicating with key stakeholders and educating educators about what the CCSS are and how they build upon and raise the expectations established in *PASS*.
- The second phase of implementation focuses on aligning instructional materials and providing technical assistance/professional development to teachers so that they will be able to teach the new CCSS to their students. Integrated into phase two is the transition to the new PARCC assessments that will measure student mastery of the CCSS starting in 2014-15.
- The third phase will involve aligning the State's student information system and accountability system with the expectations contained in the CCSS and measured by PARCC.
- The fourth phase will focus on strengthening relationships across education sectors to ensure that the full education system in Oklahoma is well aligned with CCSS expectations embedded throughout. In addition, reinforcing implementation with technical assistance from each education sector will allow Oklahoma to accomplish more than if CCSS implementation were the sole responsibility of the SEA.

- The fifth phase will be to measure and evaluate the State's progress in delivering a rigorous and well-rounded education to all students. Students will enter kindergarten ready to learn, making progress and staying on track until they graduate college, career, and citizen ready.

Phase One

The first goal for the initial year of adoption (2010-2011) focused on educating key stakeholders, including PK-12 educators, Career and Technical educators, Higher Education faculty, and SEA leadership and staff about the CCSS and how they differ from *PASS*.

Following is a list of representative professional development efforts designed to create awareness and build consensus through presentations, meetings, videoconferences, and regional conferences:

- July 2010 State Superintendent's Leadership Conference presentations: Two sessions at a conference of 1,500 attendees provided an overview of the CCSS and the implementation timeline. Audience: PK-12 superintendents, assistant superintendents, curriculum directors, federal programs directors, teacher leaders.
- July 2010 State Superintendent's Mathematics Academy *Working on Common Ground*: Keynote presentations at two academies highlighted the shifts in mathematics instruction imminent with adoption of CCSS. Audience: 600 PK-12 mathematics educators.
- Fall 2010 Common Core State Standards videoconferences: Overviews and frequently asked questions. Audience: PK-12 educators at ten regional videoconference centers.
- December 2010 and August 2011 First-Year Superintendents training: CCSS overview sessions. Audience: 100 first-year superintendents.
- Winter 2010 Oklahoma Regents for Higher Education Committee on Instruction presentation: Overview and discussion with Deans of Arts and Sciences for Oklahoma comprehensive and regional two- and four-year colleges. Audience: 45 deans and assistant deans.
- April 2011 Oklahoma State Department of Education all-employee training: overview and frequently asked questions. Audience: 250 agency employees.
- June 2011 Oklahoma *PASS*ages Regional Curriculum Conferences keynotes and CCSS strand: Keynote addresses and dedicated CCSS classroom strategies breakout strand at each of six regional conferences. Audience: 1,000 PK-12 educators.
- July 2011 State Superintendent's Alternative Education Summer Institute: Two-day summer institute for educators of low-achieving and at-risk students. Content-specific and integrated classroom strategies for CCSS implementation. Audience: 400 educators.
- August 2011 State Superintendent's Master Teachers Project Summer Institute: Three-day summer institute for Title II commended program to build teacher leadership. Keynote and content-specific training for CCSS implementation; members return to districts to conduct study groups throughout school year. Audience: 120 Master Teacher members.
- October 2011 Oklahoma CareerTech presentation: Overview and frequently asked questions. Audience: 50 Career Technology Center superintendents, assistant superintendents, and professional development directors.
- Ongoing from September 2010 CCSS Regular Agenda Updates Mathematics State Consortium and Language Arts State Consortium: Monthly meetings for math and ELA district leaders provide more current information on CCSS and allow for advisory input. Audience: 25 PK-12 curriculum specialists and directors.

Phase Two

The second goal for the initial year of adoption (2010-2011) focused on providing technical assistance to districts as they moved toward full implementation. Two important CCSS technical assistance initiatives were launched in fall 2010 to support the work of CCSS. (1) Both educator-led and independently-conducted alignment studies were directed by the SEA in order to assist LEAs in understanding the similarities and differences in the *Priority Academic Student Skills* (*PASS*) ELA and Mathematics standards and the CCSS. (2) A CCSS webpage was developed to house CCSS information and resources.

- October 2010 *PASS*/CCSS Alignment Institute: 200 mathematics and English language arts K-12 educators, as well as representatives from business, higher education, and the community met for two days to align the Oklahoma state *PASS* standards with the CCSS, using the alignment tool and protocol developed by Achieve. Results are posted on the SEA's CCSS webpage and educators were notified through the SEA's various listserves.
- Surveys of Enacted Curriculum (SEC): The SEA contracted with the Wisconsin Center for Education Research to conduct an alignment study of *PASS* with CCSS using the SEC model. The study gives LEAs information regarding the relative emphasis within each set of standards of particular concepts and skills, as well as the depth to which these concepts should be taught. The study results are linked to the SEA's CCSS webpage (http://www.seconline.org).
- Common Core Webpage: A page on the SEA's website has been established to provide educators and other stakeholders with important information and technical assistance for implementing the CCSS. The page includes:
  - The English Language Arts and Mathematics Standards and Appendices;
  - Oklahoma adoption rules and implementation timeline information;
  - Presentations and videos on CCSS for public use;
  - Multiple links to teacher, administrator, and parent resources for assistance in developing curriculum, improving classroom practice, and helping students at home; and
  - Templates and guiding questions for District 3-year Transition Plans, required for every Oklahoma district to develop and submit to local board of education.

  (http://sde.state.ok.us/Curriculum/CommonCore/default.html)

In addition, Oklahoma is a member of the PARCC governing board and will begin piloting PARCC-like items within the state assessment system in 2011-2012, with continued refinement as additional information becomes available through PARCC. Beyond integrating pilot PARCC items into existing state assessments, the SEA will make these pilot items and others developed to illustrate the level and complexity of PARCC items aligned with the CCSS to teachers, along with guidance on integrating these items into classroom-level formative assessments and lesson plans. The SEA's plans for providing the professional development required for such efforts to be successful are described in *Phase Three*.

Phase Three

This request outlines Oklahoma's approach to accountability in support of the CCSS and college, career, and citizen readiness for all students, but it is worth stressing that work is underway to enhance the SEA's student information system. With a stronger data system linked with other education agencies, Oklahoma will be able to produce a complete picture of a student's progress from Pre-K through high school graduation and into college, training programs, and the workforce as the State implements the CCSS and transitions to the PARCC assessments in 2014-2015.

REAC^{3}H Network: To further reinforce the SEA's relationship with the LEAs, Oklahoma launched the REAC^{3}H Network in August 2011, comprised of 70 volunteer districts throughout Oklahoma who have agreed to serve as coordinating agents for professional development, capacity-building efforts, and feedback from parents and local community members. The REAC^{3}H Network is designed to advance the transition to college- and career-ready standards on multiple fronts throughout the 2011-2014 timeframe to

full implementation of the CCSS. To provide additional support to coordinating districts, the SEA is integrating existing partnerships with the state system of Higher Education and the Career and Technical Education system into the REAC³H Network.

Each REAC³H coordinating district serves by doing the following:

- Develops a detailed regional plan for implementing CCSS with assigned districts;
- Identifies a training timeline and delivery methods;
- Develops partnerships to coordinate a training network;
- Enlists local higher education institutions and CareerTech to support REAC³H activities;
- Describes how capacity-building would look in area served;
- Hosts regular meetings based on SEA guidelines;
- Provides SEA-developed training on CCSS and other related topics;
- Disseminates professional development (tools, resources, model curricula, etc.) to area districts;
- Collects data on implementation effectiveness;
- Submits annual report on REAC³H activities, participation, and implementation; and
- Defines other appropriate responsibilities.

The SEA is responsible for "leading the leaders." Defined roles of SEA include the following:

- Organizing and hosting three network summits per year through 2013-14;
- Developing and delivering "train-the-trainers" CCSS professional development, via videoconferences and webinars;
- Developing and distributing professional toolkits for trainer and district use. Each toolkit to include suggested agenda, PowerPoint presentation, follow-up activities, and resources.
  - Toolkit #1 Making the Case for the Common Core – an Overview
  - Toolkit #2 Aligning School Curriculum to the Common Core
  - Toolkit #3 Changing Instruction for the Common Core
  - Toolkit #4 Developing Effective Teachers and Leaders for the Common Core
  - Toolkit #5 Assessing Student Performance for the Common Core
  - Toolkit #6 Using Data to Implement the Common Core
  - Toolkit #7 Integrating the Common Core across the Curriculum
  - Toolkit #8 Collaborating about the Common Core
  - Toolkits #9-12: Focus determined through district input
- Providing technical support;
- Seeking incentives for REAC³H Network coordinating districts, including grant opportunities and pilot programs; and
- Other services to be determined.

The REAC³H Network's greatest asset is the synergy created through local ownership of professional development and instructional practice. Early feedback indicates that LEAs are designing systems of support for transitioning to CCSS based on local needs.

In addition, the OSDE is collaborating with the REAC³H Network to develop a shared vision for the new State Longitudinal Data System (SLDS). In the fall of 2011, the SEA formed an SLDS committee within the REAC³H Network comprised of 15 district superintendents from across the state to discuss how to improve the exchange of data between the state and districts, including improving the quantity and quality of useful information, streamlining reporting (a significant burden on districts), and getting data into the hands of teachers and parents that will enable them to understand the progress of their students against the expectations of the Common Core, to anticipate where students will be relative to the expectations of the PARCC assessments, and predict the success of graduates in college, the workplace, and as citizens.

The REAC³H SLDS Committee has also organized parent, teacher, and school leader focus groups that began meeting late in 2011 (and will continue into 2012) and the SEA is working to coalesce the series of focus groups into standing advisory committees of parents, teachers, and school leaders that will provide the SEA with feedback as end users of the SLDS. A representative of the REAC³H SLDS Committee and of the parent, teacher, and school leader committees will serve on the SEA data governance committee (the SEA adopted its governance framework in December 2011).

Oklahoma's current data system has critical gaps and the state's FY2012 grant application requests federal funds that will be needed to close these gaps and help the OK SLDS better serve our PK-12 constituents, as well as connect the PK-12 SLDS at the SEA to the larger P20 SLDS being developed under the P20 Data Coordinating Committee. The FY2012 SLDS application defines a three year timeline to close these gaps (the grant term expires in the summer of 2015), but the SEA will operationalize key components early in the grant term to better support the transition to the Common Core State Standards and the PARCC assessments.

Phase Four

To build on the success of the REAC³H Network, the SEA plans to partner with our state Career and Technical Education system and the state system of Higher Education to house REAC³H Coaches in each region of the State. The SEA intends to hire 60 REAC³H Coaches as part of the statewide professional development plan outlined below to assist with implementation of CCSS at the district, building, and classroom level. Coaches will provide assistance on instructional strategies for teachers as well as instructional leadership for principals and district leaders. This assistance will include specific training on instructional strategies designed for effectiveness in teaching ELs and students with disabilities. Taking a multi-perspective approach to learning across the State will enable the SEA to provide more robust and more permanent support to districts through the implementation process and beyond.

As part of the state agency partnerships that will assist in implementation of CCSS and PARCC assessments, the SEA is working with other education agencies as part of the P20 Data Coordinating Council, established by state law in 2009 to "advise the State Department of Education (OSDE), State Regents for Higher Education (OSRHE), Department of Career and Technology Education, Office of Accountability, Oklahoma Employment Security Commission (OESC), Legislature and Governor on coordination of the creation of a unified, longitudinal student data system." In December 2011, the P20 Data Coordinating Council adopted a governance framework supported by a data sharing memorandum of understanding signed by the SEA, higher education, Career Tech, and the OESC that was developed along with the SEA's internal governance framework to connect more strongly the agency data systems across P20 education.

In 2011, Oklahoma adopted a new law calling on state agencies to consolidate their IT systems together under the Office of State Finance's Information Services Division (ISD). The State IT director for Education at the ISD was hired in December 2011 to help shape the consolidation of technology and the linking of IT systems while the P20 Data Coordinating Council shapes the policy direction for P20 education. The SEA, the P20 Data Coordinating Council, and the ISD are currently evaluating the IT needs to link the education data systems together within a federated P20 SLDS and will identify needs that will require additional funds to complete the connections across agencies and systems. This work will run concurrently with the development of the SEA's SLDS.

Phase Five

The SEA has committed to the goal of graduating each student from an Oklahoma high school *college, career, and citizen ready* by 2020. To reach this goal, the SEA itself must think anew about how it operates and provides supports to the LEAs and classroom teachers. To help develop a new approach that supports the C^3 goal, the SEA has contracted with the U.S. Education Delivery Institute to help the department transform from being a compliance organization into a service organization, capable of providing the level and type of timely assistance schools need to teach its students at the level of the CCSS and as measured by PARCC. The SEA is building a Delivery Unit to ensure that the department successfully makes this transition and provides the supports required for CCSS implementation as reflected in improved outcomes for students – including ultimately graduating college, career, and citizen ready.

The delivery goals of the SEA will require close alignment of data collections, student performance, and policy. The set of data indicators required for Delivery, the A-F School Grading System, Teacher and Leader Effectiveness, and local decision making, the will refine the P20 vision for Oklahoma and define the short and long term goals for the SLDS. The data systems within SEA and across P20 education agencies must meet these needs, but in turn the efficiencies achieved by coordinating and synching of indicators across these needs will reinforce these reforms while clarifying accountability for districts, schools, teachers, parents, students, legislators, the business community, the media, and all those interested in the success of PK-12 students in Oklahoma specifically against the Common Core and PARCC, but also more generally in their success after they graduate from high school as they continue their education and training, and as they begin their careers.

Key Milestones

The following page includes a timeline for statewide professional development to support the full implementation of college- and career-ready (CCR) standards, including the Common Core State Standards (CCSS). In the timeline, funding is listed as a significant obstacle. SEA leadership is currently reviewing professional development budgets and realigning professional development priorities to ensure that the most critical activities receive necessary funding. The four activities listed in the timeline – Hiring REAC^{3}H Coaches; Providing Curriculum Mapping Software; Facilitating Collaboration between Higher Education Faculty and PK-12 Educators; and Facilitating Collaboration between Career and Technical Educators, Business Representatives, and PK-12 Educators – are the top professional development priorities for the State in terms of implementation of CCR standards.

The SEA expects to be able to provide necessary funding for all four activities and will have all budgets finalized in order to meet expected timelines; however, if full funding is not available, the SEA will assign fewer REAC^{3}H Coaches to more schools during the transition to CCSS. Additional funding will be secured in the fiscal year beginning July 1, 2012, to implement the full range of statewide professional development activities outlined in this section.

Update for 2013-2014: The REAC^{3}H Network, REAC^{3}H Coaches, and REAC^{3}H SDLS Committee have been incredibly beneficial in assisting educators with the transition to Oklahoma's CCR standards and using data to inform instruction; however, in the interest of continually improving systems, the REAC3H Network has been reorganized for the 2013-2014 school year. The umbrella of REAC^{3}H will continue to focus on communication and collaboration networks within the state with the intention of expanding to provide opportunities for educators of all types to connect with one another and critical information sources. With the reorganization, fewer districts will be identified as coordinating districts, and OSDE will take on direct responsibility for providing training on CCR standards and other state initiatives in each of ten regions, while using the coordinating districts to support ongoing collaboration within each region. Further, the REAC^{3}H Coaches will continue with their efforts to support Literacy across the state in the regions established in the 2012-2013 school year with minor modifications where necessary.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles
Hire REAC³H Coaches to Provide Professional Development for CCSS Literacy Implementation across the State	Meet with REAC³H Lead Districts to determine needs and job descriptions by January 2012 Identify Coaches by March 2012 Conduct ongoing professional development beginning May 2012	Deputy Superintendent REAC³H Coordinating Districts	Funding for coaches salaries for three years	If full funding of all 60 coaches is not available, the number of coaches may be limited.
Provide Curriculum Mapping Software	Available to LEAs for use by June 2012	Assistant State Superintendent, Office of Instruction	Staff Time Professional Development Funds	Funding
Facilitate Collaboration Between Higher Education Faculty and PK-12 Educators around College Readiness Expectations	Beginning May 2012	Assistant State Superintendent, Office of Instruction Assistant State Superintendent, Office of Educational Support	Staff Time Travel, Substitute, and Stipend Costs	Funding
Facilitate Collaboration Between Career and Technical Educators, Business Representatives, and PK-12 Educators around Career Readiness Expectations	Beginning May 2012	Assistant State Superintendent, Office of Instruction Assistant State Superintendent, Office of Educational Support	Staff Time Travel, Substitute, and Stipend Costs	Funding

Increasing Access to College and Career Preparatory Courses

In 2005, Oklahoma has funded up to six credit hours per semester of dual or concurrent enrollment for high school seniors who meet academic requirements. In 2009, the Oklahoma state legislature mandated that LEAs award either academic or elective high school credit, as appropriate, for concurrent courses in order to meet graduation requirements.

Oklahoma schools offer Advanced Placement (AP) and International Baccalaureate (IB) programs. Schools have annually increased AP participation and scores of 3, 4, and 5 for all students and for traditionally underserved subgroups of students. In order to improve the chances of success in AP, IB, and advanced coursework for traditionally underserved subgroups of students, the SEA's Office of Instruction promotes the growth of Advancement Via Individual Determination (AVID) programs by building awareness, arranging training, and supporting an AVID page on the SEA website.

In order to expand opportunities for students to take advanced courses in small and rural schools, the Oklahoma legislature mandated that LEAs offer supplemental online courses for students beginning in the 2011-2012 school year. Additionally, Oklahoma plans to become a leader in digital learning opportunities for students at all grade levels, including virtual school for PK-12, by fully embracing the 72-point "Roadmap for Reform" developed by the Digital Learning Council.

For decades, Oklahoma has been known as a leader in Career and Technical Education (CTE). The State's CTE system (CareerTech) offers career-training programs as well as academies designed to prepare students for high-level college programs focused in Science, Technology, Engineering, and Mathematics (STEM) careers. These academies include Biomedical, Aerospace, Pre-Engineering, and Biotechnology. Many of the academies and course programs offered through the CTE system allow students to earn high school and college credit while obtaining a career certification.

Addressing the Success of English Learners, Students with Disabilities, and Low-Achieving Students

Oklahoma requires that all students are provided an education that will enable them to be college, career, and citizen ready upon graduation from high school. Oklahoma currently assists English Learners (ELs), student with disabilities, and low-achieving students by offering research-based remedial or developmental programs, as well as programs designed to accelerate student learning, implemented by an effective teacher. Additionally, a counselor is available in all schools to help with motivation, social skills, study skills, goal setting, and any mental health issues that might arise. Programs are designed to connect curriculum, instruction, and assessments that are parallel to the academic goals for all students. Multiple professional development opportunities are provided to assist with training of administrators, teachers, and counselors.

English Learners: Oklahoma's goal is to ensure that English Learners and immigrant children and youth meet the same challenging state academic content and student academic achievement standards as all other children. The foundation of Oklahoma's program rests upon the World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards, which have recently been aligned to the CCSS. The WIDA ELD Standards, an augmentation of the WIDA English Language Proficiency (ELP) Standards, outline uniform underlying cognitive functions and grade-level topical vocabulary across the levels of language proficiency. WIDA's Grade Level CAN DO Descriptors serve as a companion piece to the WIDA ELD Standards. The Grade Level CAN DO Descriptors are a standards-based resource tool, outlining expectations for ELs for each of the language domains and each of the five levels of English language proficiency. Both the WIDA ELD Standards and the Grade Level CAN DO Descriptors are essential components of Oklahoma's Professional Development Plan for administrators, counselors, content

area teachers, paraprofessionals, and English as a Second Language (ESL) or bilingual education specialists. These tools assist all educators in differentiating, scaffolding, and accelerating instruction for ELs.

Because accelerating the learning of ELs and immigrant students and closing the achievement gap is an Oklahoma priority, Oklahoma developed the Language Instruction Educational Plan (LIEP) and recommends this plan to be completed by a team consisting of the ESL specialist and content area teacher(s) for each EL student in Oklahoma. Beginning with school year 2012-2013, all Priority Schools, Focus Schools, and Targeted Intervention Schools with low achievement among their EL students must complete the LIEP for each student that qualifies for EL status that has demonstrated low achievement. Updated yearly and shared with the parent, a complete LIEP contains ELP placement test data, ACCESS for ELs Test data, state testing data, program placement information, and individual language learning goals tied to the WIDA ELD Standards and the CAN DO Descriptors. In addition to an annual update, the LIEP team will perform quarterly evaluations of each student's progress in meeting outlined language development goals. The LIEP will serve as the companion piece to the LEA's Language Instruction Program Delivery Plan (also known as the LEA's Lau Plan) designed by staff and stakeholders.

The SEA plans to implement two acceleration strategies in schools across the state: (1) Advancement Via Individual Determination (AVID). AVID targets EL students and works with them and their families to prepare students for success in college and careers. Part of that preparation includes their enrollment in Pre-Advanced Placement (Pre-AP) classes in middle school and high school as well as Advanced Placement (AP) classes during high school. (2) Native Speakers Classes. Because proficiency in one's native language will increase proficiency in English, schools with high Hispanic student populations will be targeted to expand or create Spanish for Native Speakers classes that will lead into AP Spanish Language and AP Spanish Literature classes. Similarly, other Native Speakers classes will be encouraged across the state, including Cherokee, Vietnamese, Hmong, and Chinese (Mandarin).

Professional development for all educators of ELs and immigrant students is the next essential component of Oklahoma's program. The SEA has designed a professional development plan broken down by topic and month. Professional development is made available regionally to all educators. Most recently, the SEA has begun offering an EL Data Digging Workshop, which assists LEAs in goal setting, program design, and data analysis. In addition to group workshops, professional development is also offered through webinars, peer-to-peer chats, Delicious, Twitter, Edmodo, videoconferences, and on-site technical assistance. Currently, all Title III schools are required to offer on-site, high-quality, research-based professional development related to the teaching and learning of English Learners and annually report to the SEA the number of professional development offerings and attendees. For the 2012-2013 school year, each Priority School, Focus School, and Targeted Intervention School with low achievement among its EL students will have to offer professional development in the following areas: interventions for language learners, identification and exit criteria, connection of data to program services, and accelerated learning.

A Language Instruction Program Delivery Plan should be developed by each LEAs with ELs; it is required of LEAs with at least one Priority School, Focus School, or Targeted Intervention School that has low achievement among its EL students. LEAs must establish a team for the purpose of conducting a district needs assessment to gain input from all stakeholders, including staff, parents, and community members. The LEA's district needs assessment informs the design of the Language Instruction Program Delivery Plan, which is evaluated on an annual basis. The Language Instruction Program Delivery Plan includes the following areas: interventions for language learners, identification and exit criteria, connection of data to program services, and accelerated learning.

Students with Disabilities: Accelerating learning of students with disabilities and closing the achievement gap is an Oklahoma priority. The SEA ~~developed the 2011 Oklahoma State Personnel Development Grant (OK SPDG) for the purpose of accelerating~~ is working with LEAs to accelerate student learning experiences

so that all students with disabilities, including those who have been participating in the Oklahoma Modified Alternate Assessment Program (OMAAP) or the Oklahoma Alternate Assessment Program (OAAP), are able to meet the expectations of the Common Core State Standards. Because the State will be administering the PARCC assessments, which will not include an assessment with modified achievement standards, it is imperative that Oklahoma educators are preparing students with disabilities who participate in the OMAAP for transitioning to the PARCC general assessment with accommodations. ~~OK SPDG~~The SEA's Office of Special Education Services will promote systems change in the content and delivery of professional development for educators and parents directed at ensuring better academic and social outcomes for all Oklahoma's students with disabilities. ~~This~~ Additionally, Oklahoma's State Personnel Development Grant (OK SPDG) is promoting a multi-tiered system of academic and behavior support (a blended model of Positive Behavioral Interventions and Supports [PBIS] and Response to Intervention [RtI]), which provides a framework for using child-specific data to identify and address specific academic and behavior needs of all students. ~~with disabilities, particularly those students who have been participating in the OMAAP or general assessments with accommodations.~~ However, this framework provides a valid method of identifying gaps in services for students with disabilities.~~In addition, it provides a valid method of identifying gaps in services for students with disabilities. This framework provides~~ These approaches provide an opportunity for this population of students to be provided education in their least restrictive environment and access to the same curriculum as all other students ~~without disabilities~~. The~~i~~se initiatives will have the long-term outcome of closing the achievement gap.

The SEA has undergone restructuring of personnel and programs that will integrate special education initiatives into the current transition plan for CCSS. All programs outlined for the transition of CCSS will have a representative from the office of Special Education services to ensure that students with disabilities have access to accelerated programs and opportunities to decrease the achievement gaps. The collaboration between offices within the SEA will provide opportunities to deliver essential training to LEAs and schools that will decrease the achievement gap in all subgroups.

Students with disabilities are expected to be taught in the least restrictive environment and to have access to the same curriculum as all other students ~~students without disabilities~~. The SEA monitors implementation of the federal requirements included in the Individuals with Disabilities Education Act (IDEA). As a result of the monitoring, each district is provided a district data profile that identifies how they are performing with regard to each of the indicators outlined in Oklahoma's State Performance Plan. The information from the district data profiles provide valuable information to assist in making decisions on assessment, instruction, graduation, and drop-out rates. Access to this type of data will provide the SEA and LEA the opportunity to develop programs and provide targeted professional development to assist educators in decreasing the achievement gap.

The SEA provides training and support to educators and parents in developing Individualized Education Programs (IEPs) based on grade level standards to improve student outcomes. The SEA has recently launched an online option for LEAs to submit IEPs for statewide, district, and site data analysis. This will assist in further data analysis of student IEP goals, the environments in which students receive instruction, accommodations and modifications, types of assessment, and assessment results. This will assist educators in understanding patterns of students who take the general assessments~~, OMAAP assessments,~~ and alternate assessments and in providing transitional interventions that will lead students toward higher achievement on PARCC assessments and alternate assessments in the future. Supports, personnel, accommodations, and modifications are used in general and special education classes, along with differentiated instruction, to provide access to the curriculum for all students. Additionally, an accommodation manual specific to Oklahoma assists district personnel in selecting appropriate accommodations to be utilized for student assessments. The SEA provides resources, training, and professional development from national experts to ensure educators have the tools needed to assist with this population. The SEA partners with outside agencies to support access to the curriculum, even for students with the most significant cognitive disabilities.

Annual professional development is offered to all educators in areas such as collaborative teaching, accommodations, and modifications~~, .Positive Behavioral Interventions and Supports (PBIS), and Response to Intervention (RtI).~~ In addition, ~~training will be provided to~~ districts have an opportunity through an application process to receive support from OK SPDG to implement ~~regarding~~ a multi-tiered system of academic and behavior supports ~~(blending PBIS and RtI)~~.

Oklahoma has implemented an alternate assessment based on alternate achievement standards for students with significant cognitive disabilities as well as a~~n~~ modified assessment based on grade-level achievement standards for students who require modifications to the general assessment. Educators are also provided a criteria checklist for the identification of the appropriate assessment and curriculum access resource guides to assist all educators with suggestions and activities to implement appropriate instruction for students with disabilities. In preparation for the PARCC assessments, which do not include an assessment based on modified achievement standards, Oklahoma is updating ~~curriculum access resource guides~~guidance documents and training materials to provide suggestions and activities aligned to the CCSS. Oklahoma is also participating in the Dynamic Learning Maps (DLM), a consortium funded to assist states in developing assessments for students with the most significant cognitive disabilities. The DLM consortium is in the process of developing alternate academic achievement standards to align with CCSS.

Low Achieving Students: Although the OK SPDG's main goal is to improve ~~ensure better~~ academic and social outcomes for students with disabilities, the grant will provide educators with tools and supports to assist all students who need interventions for academics and/or behaviors in accessing the curriculum. The grant will also assist in implementing statewide initiatives for early literacy and implementation of CCSS.

Oklahoma was a pioneer in the creation of a statewide system to serve low-achieving students through the creation of its Statewide Alternative Education Academy System. Currently, Oklahoma invests more than $14.8 million annually to support 240 Alternative Education Academies serving approximately 10,000 students in Grades 6-12. In partnership with the University of Oklahoma, the SEA has implemented the K20alt project to deliver high-quality professional development through the design of model lessons, as well as teacher coaching, and an online professional learning community. Activities are specifically focused on areas of weakness for low-achieving students, as well instructional strategies aligned with the CCSS.

The SEA's Parent and Community Engagement team oversees implementation of 21st Century Community Learning Centers Grants and Learn and Serve America Grants. Both programs are designed to support children in reaching high levels of curriculum expectations through well-rounded approaches to education, including community service, arts in education, enrichment, and content connections to real world experiences. Both grant programs are supporting implementation of CCSS in local schools.

All LEAs are currently required to set aside a minimum of 1 percent, up to a maximum of 5 percent, of their Title I, Part A funds in order to specifically serve students who are identified as homeless. To help support the academic needs of homeless students, schools can provide additional tutoring and supplemental educational materials as well as pay for class and testing fees. Tutoring supports will assist homeless students in accessing and achieving the CCSS.

In light of the CCSS and the future of computer-based General Educational Development (GED) testing, the SEA's Adult Education Team has begun work on the alignment of adult education standards to the CCSS, the integration of more technology-based curriculum, and professional development opportunities focused on teacher effectiveness.

Third Grade Reading: Oklahoma has screened all kindergarten, first, second, and third grade students for indicators of being at risk of reading below grade level since 1998. Funding appropriated for interventions

and remediation of identified first through third grade students has been set at up to $180 per pupil for programs during the school year and up to $400 per pupil for third grade summer reading academies. Students unable to read at third grade level after summer academy remediation could be recommended for retention.

In 2011, new legislation passed requiring that Oklahoma students entering first grade in school year 2011-2012 be retained if they are reading below grade level on the state reading assessment by the end of their third grade year. All K-3 students identified as being at risk of reading below grade level, as determined by initial screening, diagnostic, and progress monitoring assessments, will be placed on a plan of reading improvement. Students will receive individualized remediation and accelerated interventions designed to help them achieve reading proficiency as described in the CCSS. All districts will provide identified students with reading initiative interventions, including, but not limited to, in-school and after-school differentiated instruction, Saturday school, and summer school. Students who are identified for retention in the 2013-2014 school year will be provided an accelerated reading program intended to remediate the student during an altered instructional day. The law provides for "good cause" promotions in certain instances, but the intention of the legislation and the SEA's subsequent guidance is to end social promotion for students who are not achieving at acceptable levels in reading, as described in the CCSS. Professional development in the use of scientifically based reading research (SBRR) strategies is now an allowable expenditure of Reading Sufficiency funds, and funding for kindergarten interventions will be proposed in the 2012 legislative session.

Teacher and Principal Preparation Programs

The Oklahoma State Regents for Higher Education (Regents) has partnered with the SEA to implement Common Core systems across the State. This partnership focuses on expectations for students entering college as well as for graduates from colleges of education.

The Oklahoma Commission for Teacher Preparation (OCTP) oversees colleges of education and teacher and leader certification examinations. The Commission is working diligently with all colleges of education to understand and implement reforms necessary to align with CCSS.

The SEA representative to the Oklahoma Association of Colleges of Teacher Education provides regular information to the Association members and receives feedback from the members regarding implementation strategies. Additional training for the OACTE members, who are deans of Oklahoma's colleges of teacher education preparation programs, related to implementation of the CCSS was provided on January 13, 2012. At this meeting, the Association members discussed how CCSS would impact their work and how they would ensure that all new teachers would be able to teach CCSS. In addition, they discussed how colleges of education would support practicing teachers and administrators through ongoing professional development related to CCSS.

The SEA provides leadership and guidance to support teachers- and principals-in-training as well as in their entry years. The SEA conducts principal academies for new principals as well as principals in School Improvement Schools, conducts first-year superintendent training, and provides leadership coaches to principals in struggling schools. Through the 60 REAC^{3}H Coaches and the program formerly known as the State Superintendent's Master Teachers Project, the SEA develops teacher leaders in all six regions of the State focused on implementation of the CCSS. The REAC^{3}H Coaches will model lessons for and facilitate collaboration between educators in all regions of the state.

The SEA is currently partnering with OCTP and the Regents to develop standards, curriculum, and a certification test for Elementary Math Specialists that will target implementation of the CCSS in elementary schools. In addition, the SEA is collaborating with OCT and the Regents to explore possibilities surrounding CCSS certification as a way of validating the work that teachers and administrators are doing to understand,

master, and lead implementation of the CCSS.

Transition of State Assessments to Align with College- and Career-Ready Expectations

The SEA's Office of Accountability and Assessments, under the direction of the State Board of Education and the State's ACE legislation, has addressed raising the rigor of our assessments. For grades 3-8 Math and Reading, the performance standards (or cut scores) were reviewed and the rigor increased in June of 2009. Comparisons were made between the proficient cut scores on the National Assessment of Educational Progress (NAEP) and the State's previous cut score, so that committees of teachers could begin closing the gap between what had been expected of students previously and how students scored on the sampling of the NAEP test. These standards settings resulted in significantly raising the rigor of the tests, which caused a drop in the level of student proficiency by as much as 15%-29% on each assessment.

In accordance with the State's ACE legislation, our seven end-of-instruction tests (EOIs) were reviewed, realigned, and recalibrated with a three-year phase-in of rigorous cut scores. Algebra I was the first to begin this process in 2007; followed by English III, Algebra II, and Geometry in 2008; and finally, English II, Biology I, and U.S. History in 2010. The rigor of the EOIs was addressed through item development, and the cut scores were set with rigorous expectations during performance standard setting. CCR standards were addressed during these performance standards setting sessions, and a study was conducted to compare our students' scores on these tests and on the ACT. The Algebra II EOI, which is the math EOI that is most closely linked with college readiness, had a proficiency rate of 54% in its first year; after 3 years, the proficiency rate has increased to 66%, indicating that students are now mastering higher-level mathematics in alignment with state Algebra II content standards and assessments.

In 2011-2012, the State will begin transitioning our Oklahoma Core Curriculum Tests (OCCT) to bridge to the PARCC assessments. Grades 3-8 mathematics and reading assessments will include five field test items per subject aligned to the CCSS, which will include one constructed response item on each reading form. The State also plans to move Grade 7 mathematics and reading tests online in spring 2012 and then add Grade 6 mathematics and reading online in spring 2013. These four tests will be added to an already successful online delivery of Oklahoma's seven End-of-Instruction tests, Grade 7 geography, and Grade 8 mathematics and reading. These computer-delivered tests present tremendous opportunities to develop innovative assessment items that allow students to demonstrate their abilities more fully. These items enable students to show how they arrived at an answer, and the items allow scoring with a range of possible point values, rather than simply scoring answers as only right or wrong. In spring 2012, Grades 5 and 8 will participate in a field test writing prompt linked to a passage and aligned to the writing standards of the CCSS. The State plans to give districts feedback on how well their students are responding to CCSS item types.

In spring 2012, Oklahoma will offer educator item writing workshops facilitated by our current testing vendor. This two-day workshop will help administrators, curriculum directors, and other instructional leaders explore the implications the CCSS have on English language arts and mathematics content and curriculum as well as classroom instruction and assessment. Participants will be led through item writing exercises linked to the CCSS. The State also plans to develop an accessible, academically-sound educator item bank to support instruction and development of CCSS skills. The bank will provide opportunities for students to practice and engage in CCSS-aligned Grades 3-8 English language arts and mathematics performance tasks. Teachers will have the opportunity to learn how to score and provide feedback according to the new standards.

Likewise, the State has plans to implement the same field testing of CCSS-aligned items with our online End-of-Instruction tests in Algebra I, Algebra II, Geometry, English II, and English III beginning in 2012-2013. These current plans will continue during the 2013-2014 school year in anticipation of PARCC assessments in the 2014-2015 school year.

Further, Oklahoma is a participant in the WIDA Enhanced Assessment Grant. Over the next four years, this grant will build a comprehensive and balanced technology-based assessment system for ELs. The assessment system will be anchored in WIDA's ELD Standards that are aligned with the CCSS, informed by rigorous, ongoing research, and supported by comprehensive professional development and outreach. WIDA will maintain its consortium approach to decision-making about the design and direction of the project and will involve the expertise of partners such as the Center for Applied Linguistics, UCLA, WestEd, Data Recognition Corporation, and MetriTech, Inc. The system will include a summative test, an on-demand diagnostic (screener) test, classroom benchmark assessments, and formative assessment resources.

Key Take Away for Section 1.B: Oklahoma knows that college-, career-, and citizen-ready (C^3) expectations must be set for all students; that all students must be given access and supports in order to achieve C^3 expectations; and that high-quality assessments must measure each student's progress toward meeting C^3 expectations. Oklahoma is committed to full implementation of the CCSS and other college and career ready standards, PARCC and other college and career ready assessments, and an array of student supports, especially for those students who traditionally are underserved in advanced courses and college and career preparatory programs.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Based primarily on the State's newly adopted A-F School Grading System, the Differentiated Recognition, Accountability, and Support System will provide a focused and coherent approach to continuous school improvement.

Oklahoma's *ESEA Flexibility Request* will transform accountability in the State by integrating state and federal accountability systems into one clearly defined, transparent system that will inform parents, districts, and other community stakeholders as to the progress of their schools, including their celebrations and their challenges. Oklahoma's new accountability system is a systemic approach to increasing student achievement by differentiating proactive interventions and raising the bar for all students to be college, career, and citizen ready; it will no longer be a system myopically focused on performance in math and reading, graduation rates, and implementation of reactive interventions. To help Oklahoma reach this goal, highlights of the new accountability system include:

- An A-F School Grading System applied to all schools and districts across the State;
- Student growth measures;
- Opportunities to achieve higher accountability status by demonstrating success in College, Career, and Citizen readiness indicators, such as AP and IB participation and performance, performance on the SAT and ACT, and completion of Algebra I at the 8th Grade level;
- A career readiness component that gives schools credit for student performance on national industry certification tests;
- Performance in core content areas (math, reading, science, social studies, and writing); and
- The effectiveness of teachers and principals.

Oklahoma's vision for comprehensive educational reform includes an accountability system that is not isolated, but instead works in conjunction with new College and Career readiness standards and assessments, as well as a new Teacher and Leader Effectiveness system to ensure success for every student.

A-F School Grading System

In 2011, the Oklahoma legislature adopted an A-F School Grading System to hold all schools and districts accountable in a manner that was transparent to districts and easily communicated to the public. This system will be applied equally to Title I and non-Title I schools.

The A-F School Grading System is defined by 70 O.S. § 1210.545.
The grade of a school shall be based on a combination of the following:

1. Thirty-three percent (33%) on student test scores, including achievement on all criterion-referenced tests and end-of-instruction tests administered in the State;
2. Seventeen percent (17%) on student learning gains in reading and mathematics as measured by criterion-referenced tests and end-of-instruction tests used under the previous federal accountability system;
3. Seventeen percent (17%) on improvement of the lowest twenty-fifth percentile of students in the school in reading and mathematics on the criterion-referenced tests and end-of-instruction tests used under the previous federal accountability system, unless these students are exhibiting satisfactory performance;
4. Thirty-three percent (33%) on whole school improvement, which shall include:
    a. For schools comprised of high school grades:
        i. The percentage of students completing the State's college and career preparatory curriculum,
        ii. The high school graduation rate of the school,
        iii. Parent and community engagement factors,
        iv. School culture indicators,
        v. The performance and participation of students in College Board Advanced Placement courses, International Baccalaureate courses, concurrent enrollment courses, Advanced International Certificate of Education courses, and the achievement of students on national industry certification identified pursuant to rules adopted by the Board,
        vi. Postsecondary readiness of students as measured by the SAT or the ACT,
        vii. The high school graduation rate of students who scored at Limited Knowledge or Unsatisfactory on the eighth-grade criterion-referenced tests in reading and mathematics, and
        viii. The growth or decline in these components from year to year, and
    b. For schools comprised of middle school grades and elementary school grades:
        i. The attendance rate of the school,
        ii. Parent and community engagement factors,
        iii. School culture indicators,
        iv. The drop-out rate of the school,
        v. The percentage of students who are taking higher level coursework at a satisfactory or higher level (for example, incentives for 8th Grade students successfully completing Algebra I and scoring Proficient or Advanced on the Algebra I End of Instruction test), and
        vi. Any other factors selected by the State Superintendent of Public Instruction.

Timeline for Development of A-F School Grading System: Administrative rules were written and adopted by the Oklahoma State Board of Education in early 2012 for implementation of the new A-F School Grading System beginning with the assessment results from the 2011-2012 school year. The Oklahoma Legislature and Governor approved these rules in spring 2012, making them final. Oklahoma followed the legal process to incorporate the system into Oklahoma's Formal Rules. The timeline for completing the process is below.

ACTIVITY	DATE
Rule Impact Statement Filing	January 25, 2012
Publication in Oklahoma Register	February 15, 2012
Draft of Rules Released for Public Comment	February 20, 2012
Public Hearing	March 19, 2012
Approval by Oklahoma State Board of Education	March 29, 2012
Approval by Oklahoma Legislature and Governor	Spring 2012
Implementation	Summer/Fall 2012 (based on 2011-2012 assessment results and other school data)

The SEA explored best practices and consulted with state legislators, teachers, administrators, educator associations, interested organizations, and other states that have implemented A-F School Grading Systems, or comparable differentiated accountability systems, throughout the process of developing rules appropriate to Oklahoma. The SEA has begun running preliminary simulations of various aspects of the A-F School Grading System data.

The rules adopted by the Oklahoma State Board of Education for the State's A-F School Grading System can be found in Attachment 19. These rules include details for implementation of the components listed in law.

> Please note that these rules do ***not*** necessarily apply to other components of the waiver request, such as the State's AMOs, which are overviewed later in this section and described in detail in Section 2.B. For example, the N-size of 30 described for the State's A-F School Grading System does not apply to the AMOs or Focus School calculations, both of which have an N-size of 25.

Details that can be found in Attachment 19 include:

- For Section 1: Student Achievement (33% of overall grade)
  - Includes all Oklahoma State Testing Program (OSTP) exams administered during the most recent school year: Oklahoma Core Curriculum Tests (OCCT), End-of-Instructions Exams (EOI), Oklahoma Modified Alternate Assessment Program (OMAAP), and Oklahoma Alternate Assessment Program (OAAP).
  - Student Achievement Section Shows Performance in All Content Areas: Reading, Math, Science, Social Studies, History, Geography, Writing, Algebra I, Geometry, Algebra 2, English II, English III, Biology, and US History.
  - There must be at least thirty (30) valid test scores before a performance index is reported.
  - Students Included in Performance Section are:
    a. From all testing sessions (Summer, Winter/Trimester, and Spring);
    b. Only "First Opportunity EOI Test Takers;"
    c. Only students designated as "Full Academic Year (FAY);"
    d. No students identified as "Other Placement" (Other Placement: A student placed by state or court order in a facility within a district other than the student's original district of residence, or a student placed in a healthcare facility in a district other than the student's original district of residence); and
    e. Students taking high school courses at the middle school will be included for both the current middle school and the future high school.
  - The Performance Index Formula is:
    ((Number of Limited Knowledge * 0.2) + (Number of Satisfactory * 1) + (Number of Advanced * 1.2)) ÷ Total Number Tested = Performance Index.
  - An overall index of:
    a. 90 or above = "A"
    b. 80-89 = "B"
    c. 70-79 = "C"
    d. 60-69 = "D"
    e. below 60 = "F"

- For Section 2: Student Growth (34% of overall grade)
  - Growth is divided into two sub-categories:
    a. All students in a school worth seventeen percent (17%) of the final grade.
    b. Bottom twenty-five percent of students in a school worth seventeen percent (17%) of the final grade.
  - OSTP Reading and Math exams only (Grades 3-8 OCCT/OMAAP/OAAP Reading and Mathematics, Algebra I EOI/OMAAP/OAAP, and English II EOI/OMAAP/OAAP).
  - Students identified in Section 1 are paired with a previous test score to evaluate growth.
  - Scores are paired with similar versions of the exam. For example, a modified exam (OMAAP) to modified exam (OMAAP), not a modified exam (OMAAP) to a general exam (OCCT).
  - For the Growth Index of the Bottom 25%, only students with a pre-score proficiency level of "Unsatisfactory" or "Limited Knowledge" are included.
  - Points are awarded based on the information in the following chart:

	Student Growth Calculation				
	Number of Points Awarded Based on Change of Proficiency Level				
Previous Proficiency Level	Current Proficiency Level				
	Increase OPI > State Avg.	Unsatisfactory	Limited Knowledge	Proficient	Advanced
Unsatisfactory	1	0	1	2	3
Limited Knowledge	1	0	0	1	2
Proficient	0	0	0	1	1
Advanced	0	0	0	1	1

  - The Growth Index Formula is:
    Points Awarded ÷ Total Number of Exams = Growth Index.
  - An overall index of:
    a. 90 or above = "A"
    b. 80-89 = "B"
    c. 70-79 = "C"
    d. 60-69 = "D"
    e. below 60 = "F"
- For Section 3: Whole School Performance (33% of overall grade)
  - Schools are identified as Elementary if the highest grade served is 6th Grade or lower, Middle School/Junior High if the highest grade served is 7th Grade - 9th Grade, and High School if the highest grade served is 10th Grade - 12th Grade.
  - Elementary Whole School Performance
    a. For next year, attendance will carry 100% of the base grade for Whole School Improvement.
    b. Elementary sites can earn bonus points for Climate Survey results, Parent/Community volunteer hours, and middle school course enrollment*.
  - Middle School/Junior High Whole School Performance
    a. Attendance accounts for 90% of the base grade.
    b. Dropout rate accounts for 4% of the base grade.
    c. Advanced coursework* accounts for 6% of the base grade.
    d. Bonus points are available for Climate Survey results and Parent/Community volunteer hours.

- High School Whole School Performance
  a. The base grade contains scores from:
     1) Graduation Rate – 79%;
     2) Participation in advanced coursework* (i.e. Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), concurrent college enrollment, and industry certification courses) – 3%;
     3) Performance on AP and IB exams – 3%;
     4) Performance in concurrent enrollment, AICE, and industry certification courses – 3%;
     5) college entrance exam participation (ACT or SAT) – 3%;
     6) college entrance exam performance – 3%;
     7) high school graduation rate of low achieving eighth grade students – 3%; and
     8) five or more year graduation rate – 3%.
  b. Bonus points are available for Climate Survey results, Parent/Community volunteer hours, percent of students following the State's C^3 curriculum* (also known as the ACE College Preparatory/Work Ready Curriculum), and percent of graduates who do not need remediation in college.
- (*) Since advanced coursework is included in Oklahoma's A-F School Grading System, the SEA is working with districts to provide greater access to advanced coursework at all levels. Examples of the strategies and activities that are being utilized include the following:
  a. Requiring all LEAs to offer supplemental online courses (such as AP courses that the school cannot afford to offer because of low participation rates);
  b. Encouraging LEAs to offer full-time virtual programming when educationally appropriate;
  c. Requiring all LEAs to offer C^3 Curriculum Course Offerings;
  d. Encouraging LEAs to offer C^3 Curriculum Course Offerings to middle school students for high school credit;
  e. Requiring LEAs to give high school credit to any middle school student who completes a C^3 Curriculum Course; and
  f. Encouraging the expansion of AP/IB course offerings, supporting College Board's equity and access policies, providing more professional development for AP and Pre-AP teachers, and encouraging the use of AVID and other programs that support students to complete advanced coursework.

- If a school does not test 95% of eligible students enrolled, the school's overall letter grade will be reduced by one whole letter grade. For example, if a school gets an "A" in every area but only tested 94% of the students, the overall letter grade of "A" will be reduced to a "B". Schools assessing less than ninety percent (90%) of eligible students will result in the school earning an overall performance grade of F.
- The Overall GPA Calculation Formula is:
  (Student Achievement Point * .33) + (Overall Student Growth Point * .17) + (Bottom 25% Point * .17) + (Whole School Performance * .33) = Overall School Grade Point Average
- An overall GPA of:
  a. 3.75-4.0 = "A"
  b. 2.75-3.74 = "B"
  c. 1.75-2.74 = "C"
  d. 0.75-1.74 = "D"
  e. 0-0.74 = "F"

The A-F Report Card Guide is available as Attachment 20. This document explains:

- How schools will receive credit for graduation rate based on a four-year adjusted cohort rate, when data is available, as well as how schools will receive credit for recovering dropouts who may take more than four years to complete a college-preparatory curriculum in order to graduate;
- How results from all assessments administered in the State will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards;
- How growth will be determined from results on reading/language arts and mathematics tests, including Algebra I and English II; and
- How whole school improvement factors (such as graduation rate) will be weighted to ensure that the outcome of the A-F School Grading System will result in improved instructional practices and options for students.

The purpose of the A-F School Grading System is to provide incentives to schools for challenging all students to reach high levels of college and career readiness.

The graduation rate will comprise 79% of the 33% of the report card that is allocated to **measures other than test scores** in schools designated as high schools. Additionally, schools will obtain points for graduating recovered dropouts or for other students who take longer than four years to graduate. Graduation is a key focus of the A-F School Grading System. Full weight will be given for on-time graduates, but additional points (less than full weight) will be awarded for students taking more than four years to graduate.

Dropouts are included as a portion of the 33% of the report card that is **allocated to measures other than test scores**. Sites and LEAs will lose points for students who drop out of school. Oklahoma will begin collecting dropout data at all grade levels to include elementary as well as middle and high school grade levels.

Upon implementation, all schools will be rank-ordered and the administrative rules will provide criteria for distinguishing schools as A, B, C, D, or F schools. These school grades will be shared publicly, through the State Board of Education, the media, and the SEA website. The school grades will also be recorded on the school's report card, which must be shared with the parents of students in the school and posted on the school's and LEA's websites.

Recognitions and Interventions

As opposed to the Accountability System currently in place for the 2011-2012 school year and that would continue to operate in the State in the absence of this ESEA waiver package, the State's new Differentiated Recognition, Accountability, and Support System will incentivize whole school improvements, while providing supports for all groups of students at all levels of performance. Sections 2.C, 2.D, 2.E, and 2.F provide detailed explanations of the recognitions and interventions that will be implemented in each school and district across the State to support educators in meaningful ways:

- Schools with the highest performance will be rewarded and will be encouraged to continue to push for higher C^3 expectations among all students (Section 2.C);
- Schools with high progress will be rewarded and will be supported as they continue to implement high quality instructional practices that will likely result in even more progress toward high achievement (Section 2.C);
- Schools with low achievement for the majority of students or low graduation rates will be required to implement Turnaround Principles with the greatest likelihood of improving student achievement

within three years so that all students can meet C^3 expectations (Section 2.D);

- Schools with achievement gaps or graduation rate gaps between subgroups of students will be required to implement interventions targeted at the needs of those subgroups while pushing for higher C^3 expectations among the highest performing students (Section 2.E);
- Schools with low achievement for a significant number of students will be required to implement targeted interventions with the greatest likelihood of improving student achievement (Section 2.F); and
- All schools will be provided with resources to assist in making the wisest decisions about school funding, professional development opportunities, instructional materials, and educator effectiveness – all with the intent of meeting the State's goal that all students will graduate college, career, and citizen ready by 2020: C^3 by 2020 (Sections 2.F and 2.G).

Identification of Reward, Priority, Focus, and Targeted Intervention Schools Using the A-F School Grading System

Initial identification of Reward, Priority, Focus, and Targeted Intervention Schools is detailed in Sections 2.C, 2.D, 2.E, and 2.F, respectively. This identification will take place immediately upon approval of the *ESEA Flexibility Request*. Unless changes are required to the identification methodologies, the schools that will be identified based on 2011 data are listed in Appendix 9 of the *Request*.

Beginning in 2012, identification of Reward, Priority, and Targeted Intervention Schools will be based on the State's A-F School Grading System as explained in Sections 2.C, 2.D, and 2.F; however, additional schools may be named as Reward and Priority schools in order to ensure that the definitions provided by USDE are met as explained below. Focus schools will be determined based on the methodologies described in Section 2.E and will not be based on the State's A-F School Grading System in future years. See Attachment 21 for a visual representation of these classifications.

Reward Schools: Schools that receive a School Grade of A ~~or A+~~ will be identified as Reward Schools. In addition, any school that would be identified as a High-Performing or High-Progress Reward School using the same methodology outlined for 2011 but using the most current data available will also be named as a Reward School.

Priority Schools: Schools that receive a School Grade of F will be identified as Priority Schools. In addition, any school that would be identified as a Priority School using the same methodologies outlined for 2011 (Category 1, Category 2, and Category 3) but using the most current data available will also be named as a Priority School.

Targeted Intervention Schools: Schools that receive a School Grade of D~~, D+, or D-~~ that have not already been identified as Priority Schools will be identified as Targeted Intervention Schools.

Focus Schools: Schools that are not identified as Priority or Targeted Intervention Schools that would be identified as a Focus School using the same methodologies outlined for 2011 (Method 3, Method 4, and Method 5) but using the most current data available will be named as a Focus School.

Comparison of Students Served by Former (Adequate Yearly Progress) and New (A-F School Grading) Accountability System

The intention of Oklahoma's *ESEA Flexibility Request* is to meet the needs of more students under the new A-F School Grading Accountability System than were previously served using the former AYP Accountability System. Under the former accountability system, Oklahoma had a uniform minimum N-size of 30 for All Students and each student subgroup beginning in 2008. Schools that did not make AYP in particular subgroups were identified for School Improvement, Corrective Action, or Restructuring, if the school had at least 30 students in that particular subgroup. Schools focused their attention on serving students in these subgroup populations, sometimes to the detriment of struggling students that were not in low-performing subgroups. Schools with less than 30 students in a subgroup were not held accountable for making AYP. Based on data from the 2010-2011 school year, schools that were identified for School Improvement, Corrective Action, or Restructuring in 2011 had student enrollments in subgroups for which the school was identified as shown in the table below. Comparatively, under the new A-F School Grading System, ALL SCHOOLS will be held accountable for reading and mathematics performance of the bottom 25% of students, regardless of the students' race, ethnicity, socio-economic status, or any other subgroup criteria as long as the school had at least 30 valid test scores, which could be as few as 15 students. The combining of these subgroups to consider all students in the bottom 25% will hold schools accountable for more students since they will not have to meet the threshold (N=30) for each subgroup. The number of students in tested grades in the bottom 25% of students is provided in the table below.

Subgroup	Adequate Yearly Progress (Tested Grades)		Bottom 25% of Students in A-F School Grading (Tested Grades)	
White	11,978	39.8%	28,225	40.6%
Hispanic	7,309	24.3%	12,484	17.9%
Multiple Races	128	0.4%	3,728	5.4%
Asian/Pacific Islander	0	0.0%	893	1.3%
Black	5,776	19.2%	11,272	16.2%
American Indian	4,869	16.2%	12,989	18.7%
IEP	8,864	29.5%	12,559	18.0%
English Language Learner	5,167	17.2%	7,922	11.4%
Migrant	0	0.0%	108	0.2%
Economically Disadvantaged	24,349	81.0%	49,671	75.8%
TOTAL STUDENTS*	30,060		69,591	

*Please note that each student can be included in multiple subgroups.

~~**"Grade +" and "Grade –"**~~

~~As of July 2011, Oklahoma was home to 522 districts and 16 charter school districts, containing almost 1,800 school sites. To provide greater differentiation between them, schools and districts may earn a designation of "Grade +" or a "Grade –" based on additional criteria. This differentiation will allow school sites, LEAs, and the SEA to provide targeted recognitions and interventions based on the "all students" group as well as each subgroup, including ELs and students with disabilities. The additional criteria include new annual measurable objectives (AMOs) as discussed in Section 2.B, implementation of the Teacher and Leader Effectiveness Evaluation System (TLE) as discussed in Sections 3.A and 3.B, and convergence of various school metrics.~~

~~**AMOs (see Section 2.B):** The new AMOs will exist for 10 subgroups of students, including the "all students" group and each of following subgroups when there are 25 or more students in the group: EL Students, IEP Students, Regular Education Students, Black Students, American Indian Students, Hispanic Students, Asian Students, White Students, and Economically Disadvantaged Students. Each group of~~

~~students will need to meet AMOs in three categories: (1) mathematics performance, growth, and participation; (2) reading performance, growth, and participation; and (3) school indicator (graduation or attendance). In total, there are 30 AMOs for each school site.~~

~~In order to incentivize schools to strive for continuous improvement, high expectations for meeting AMOs have been set in order for schools to achieve a designation of "Grade +". To achieve an A+, schools must meet all AMOs for which the school has a student subgroup. Grades of B+, C+, and D+ require schools to meet all but 3, 6, and 9 AMOs respectively, in addition to other requirements. In other words, a school cannot receive any "Grade +" designation if the school misses AMOs in any category for all student subgroups.~~

~~In order to hold schools accountable for AMOs of subgroups in addition to the "all students" group used for determining the school grade, schools that do not meet a significant number of AMOs will receive a designation of "Grade –". The SEA used 95%, 85%, 75%, and 65% of the 30 AMOs to determine that a school would earn a designation of A-, B-, C-, or D- if the school missed more than 2, 5, 8, and 11 AMOs respectively, in addition to other criteria.~~

~~**TLE (see Sections 3.A and 3.B):** The "Grade +" and "Grade –" designations are also dependent on the school's implementation of the TLE. In order for a school to get a designation of "Grade +", the majority of teachers must earn a rating of effective, highly effective, and superior, and the head principal cannot be rated as ineffective or needs improvement.~~

~~**Convergence:** The various metrics used by schools for accountability should point in the same direction. Student achievement, graduation rate, teacher and leader ratings, student success factors, and growth in various measures should align. When significant discrepancies arise in school metrics, this could indicate that some or all metrics are not accurate. For example, if the majority of teachers and leaders in the school have ratings of effective, highly effective, and superior but the student achievement in that school is consistently low, there is an indication that teacher evaluations are not being implemented with fidelity. Significant discrepancies will prevent a school from receiving a designation of "Grade +".~~

~~The table below summarizes how a school may be given a "Grade +" or Grade –" designation.~~

	~~Grade +~~	~~Grade~~	~~Grade –~~
~~A~~	~~Must meet all criteria for a Grade of A and *all* of the following criteria:~~ ~~• Meet all AMOs in "All Students" and all subgroups;~~ ~~• Have at least 50% of teachers rated Effective, Highly Effective, or Superior;~~ ~~• Have a head principal that is rated Effective, Highly Effective, or Superior; and~~ ~~• Have no significant discrepancies between school accountability metrics.~~	~~Must meet all criteria for a Grade of A and:~~ ~~• Miss no more than 2 AMOs in "All Students" and any combination of subgroups;~~ ~~*And* must meet *at least one* of the following criteria:~~ ~~• Have at least 50% of teachers rated Effective, Highly Effective, or Superior;~~ ~~or~~ ~~• Have all principals and assistant principals rated as Effective, Highly Effective, or Superior;~~ ~~or~~ ~~• Have no significant discrepancies between school accountability metrics.~~	~~Must meet all criteria for a Grade of A and:~~ ~~• Miss more than 2 AMOs in "All Students" and any combination of subgroups;~~ ~~*Or*~~ ~~Must meet all criteria for a Grade of A and *all* of the following criteria:~~ ~~• Have less than 50% of teachers rated Effective, Highly Effective or Superior;~~ ~~• Have at least one principal or assistant principal rated as Ineffective or Needs Improvement; and~~ ~~• Have significant discrepancies between school accountability metrics.~~
~~B~~	~~Must meet all criteria for a Grade of B and *all* of the following criteria:~~ ~~• Miss no more than 3 AMOs in "All Students" and any combination of subgroups;~~ ~~• Have at least 50% of teachers rated Effective, Highly Effective, or Superior;~~ ~~• Have a head principal that is rated Effective, Highly Effective, or Superior; and~~ ~~• Have no significant discrepancies between school accountability metrics.~~	~~Must meet all criteria for a Grade of B and:~~ ~~• Miss no more than 5 AMOs in "All Students" and any combination of subgroups;~~ ~~*And* must meet *at least one* of the following criteria:~~ ~~• Have at least 50% of teachers rated Effective, Highly Effective, or Superior;~~ ~~or~~ ~~• Have all principals and assistant principals rated as Effective, Highly Effective, or Superior;~~ ~~or~~ ~~• Have no significant discrepancies between school accountability metrics.~~	~~Must meet all criteria for a Grade of B and:~~ ~~• Miss more than 5 AMOs in "All Students" and any combination of subgroups;~~ ~~*Or*~~ ~~Must meet all criteria for a Grade of B and *all* of the following criteria:~~ ~~• Have less than 50% of teachers rated Effective, Highly Effective or Superior;~~ ~~• Have at least one principal or assistant principal rated as Ineffective or Needs Improvement; and~~ ~~• Have significant discrepancies between school accountability metrics.~~

	~~Grade +~~	~~Grade~~	~~Grade –~~
~~C~~	~~Must meet all criteria for a Grade of C and *all* of the following criteria:~~ ~~• Miss no more than 6 AMOs in "All Students" and any combination of subgroups;~~ ~~• Have at least 50% of teachers rated Effective, Highly Effective, or Superior;~~ ~~• Have a head principal that is rated Effective, Highly Effective, or Superior; and~~ ~~• Have no significant discrepancies between school accountability metrics.~~	~~Must meet all criteria for a Grade of C and:~~ ~~• Miss no more than 8 AMOs in "All Students" and any combination of subgroups;~~ ~~*And* must meet *at least one* of the following criteria:~~ ~~• Have at least 50% of teachers rated Effective, Highly Effective, or Superior;~~ ~~or~~ ~~• Have all principals and assistant principals rated as Effective, Highly Effective, or Superior;~~ ~~or~~ ~~• Have no significant discrepancies between school accountability metrics.~~	~~Must meet all criteria for a Grade of C and:~~ ~~• Miss more than 8 AMOs in "All Students" and any combination of subgroups;~~ ~~*Or*~~ ~~Must meet all criteria for a Grade of B and *all* of the following criteria:~~ ~~• Have less than 50% of teachers rated Effective, Highly Effective or Superior;~~ ~~• Have at least one principal or assistant principal rated as Ineffective or Needs Improvement; and~~ ~~Have significant discrepancies between school accountability metrics.~~
~~D~~	~~Must meet all criteria for a Grade of D and *all* of the following criteria:~~ ~~• Miss no more than 9 AMOs in "All Students" and any combination of subgroups;~~ ~~• Have at least 50% of teachers rated Effective, Highly Effective, or Superior;~~ ~~• Have a head principal that is rated Effective, Highly Effective, or Superior; and~~ ~~• Have no significant discrepancies between school accountability metrics.~~	~~Must meet all criteria for a Grade of D and:~~ ~~• Miss no more than 11 AMOs in "All Students" and any combination of subgroups;~~ ~~*And* must meet *at least one* of the following criteria:~~ ~~• Have at least 50% of teachers rated Effective, Highly Effective, or Superior;~~ ~~or~~ ~~• Have all principals and assistant principals rated as Effective, Highly Effective, or Superior;~~ ~~Or~~ ~~• Have no significant discrepancies between school accountability metrics.~~	~~Must meet all criteria for a Grade of D and:~~ ~~• Miss more than 11 AMOs in "All Students" and any combination of subgroups;~~ ~~*Or*~~ ~~Must meet all criteria for a Grade of B and *all* of the following criteria:~~ ~~• Have less than 50% of teachers rated Effective, Highly Effective or Superior;~~ ~~• Have at least one principal or assistant principal rated as Ineffective or Needs Improvement; and~~ ~~• Have significant discrepancies between school accountability metrics.~~
~~F~~	~~F+ designations will not be made.~~	~~Must meet all criteria for a Grade of F.~~	~~F- designations will not be made.~~

Contingency Plan for Measuring District/Site Performance
Since the Oklahoma State Board of Education has adopted the administrative rules for the A-F School Grading System, there is no need for a contingency plan.

Key Take Away for Section 2.A.i: Oklahoma's Differentiated Recognition, Accountability, and Support System will provide a coherent approach to continuous school improvement by holding schools accountable to preparing all students for college, career, and citizen readiness (C^3); by encouraging higher levels of growth each year; by integrating federally-required AMOs and reporting for all student groups with the school-wide performance indicators of the State's newly adopted A-F School Grading System; and by honoring both high achievement and significant progress of students, teachers, and schools.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	**Option B**
☐ The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☒ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

At the time of submission of this ESEA Flexibility Request, the State's newly adopted A-F School Grading System has not been implemented. Implementation will begin with the 2012-2013 school year; therefore, initial identification of Reward, Priority, and Focus Schools will be based on the methodology described in Sections 2.C, 2.D, and 2.E. Identification of Reward and Priority Schools in future years will be based on the A-F School Grading System as explained at the end of each section. In addition, any school that would be identified as a Reward, Priority, or Focus School using the same methodologies outlined for 2011 but using the most current data available will also be named in future years. Moreover, Oklahoma will be identifying additional schools for targeted interventions as described in 2.F both for initial identification and in future years.

Oklahoma will use results from all state administered assessments as part of its A-F School Grading System based on final administrative rules for implementation as described in Section 2.A. The State will use results from assessments in science, social studies, and writing, in addition to reading and mathematics to identify Highest-Performing Reward Schools, with reading and mathematics assessments weighted more heavily as discussed in Section 2.C, and the State will use results from assessments in reading and mathematics to identify High-Progress Reward Schools as discussed in Section 2.C. Focus and Priority Schools for the 2012-2013 school year will be identified using only assessments in reading and mathematics. The State will implement the A-F School Grading System to identify additional Reward and Priority Schools beginning in the 2012-2013 school year as described in Sections 2.C and 2.D. Results from each of the content areas assessed through the Oklahoma School Testing Program (OSTP), including the OCCT, EOI, OMAAP, and OAAP assessments, will be used for these additional identifications. By adding each of the content areas assessed though the OSTP, the criteria will match Oklahoma's district and site Report Card criteria while encouraging a comprehensive approach to college, career, and citizen readiness (C^3). Oklahoma desires to recognize and provide incentives to sites and districts that help students to increase success in all content areas and to be well prepared to meet and exceed college- and career-ready standards.

Oklahoma's 2011 Achievement

Results from all assessments administered through the OSTP during the 2010-2011 school year are provided. These include assessment results from general assessments (Oklahoma Core Curriculum Tests [OCCT] and End of Instruction [EOI]), modified assessments (Oklahoma Modified Alternate Assessment Program [OMAAP]), and alternate portfolio assessments (Oklahoma Alternate Assessment Program [OAAP]). Forty percent (40.3%) of students with disabilities take the general mathematics state assessments, Oklahoma Core Curriculum Tests and End of Instruction Tests. Thirty-four percent (34.5%) of students with disabilities take the general reading state assessments, Oklahoma Core Curriculum Tests and End of Instruction Tests. Subject matter assessments are given in the following:

- 3rd Grade Mathematics and Reading
- 4th Grade Mathematics and Reading
- 5th Grade Mathematics, Reading, Science, Social Studies, and Writing
- 6th Grade Mathematics and Reading
- 7th Grade Mathematics, Reading, and Geography
- 8th Grade Mathematics, Reading, Science, U.S. History, and Writing
- High School Algebra I, Algebra II, Biology I, English II, English III, Geometry, and U.S. History

Results for the "all students" group for the State from the 2010-2011 School Year are listed below.

		# Tested	Combined Percent Proficient	# Advanced	% Advanced	# Proficient/Satisfactory	% Proficient/Satisfactory	# Limited Knowledge	% Limited Knowledge	# Unsatisfactory	% Unsatisfactory
3rd Grade Mathematics	OCCT	43,661		11,631	27%	19,015	44%	9,229	21%	3,786	9%
	OMAAP	3,138		877	28%	1,508	48%	561	18%	192	6%
	OAAP	668		277	42%	344	52%	22	3%	25	4%
	TOTAL	**47,467**	**71%**	**12,785**	**27%**	**20,867**	**44%**	**9,812**	**21%**	**4,003**	**8%**
3rd Grade Reading	OCCT	43,065		1,797	4%	28,386	66%	7,697	18%	5,185	12%
	OMAAP	3,748		1,026	27%	1,297	35%	983	26%	442	12%
	OAAP	663		128	19%	449	68%	73	11%	13	2%
	TOTAL	**47,476**	**70%**	**2,951**	**6%**	**30,132**	**63%**	**8,753**	**18%**	**5,640**	**12%**
4th Grade Math	OCCT	43,195		11,257	26%	19,837	46%	7,689	18%	4,412	10%
	OMAAP	3,492		799	23%	1,819	52%	612	18%	262	8%
	OAAP	653		221	34%	320	49%	87	13%	25	4%
	TOTAL	**47,340**	**72%**	**12,277**	**26%**	**21,976**	**46%**	**8,388**	**18%**	**4,699**	**10%**
4th Grade Reading	OCCT	42,491		1,689	4%	25,352	60%	8,726	21%	6,724	16%
	OMAAP	4,149		1,703	41%	1,287	31%	1,014	24%	145	3%
	OAAP	650		79	12%	447	69%	115	18%	9	1%
	TOTAL	**47,290**	**64%**	**3,471**	**7%**	**27,086**	**57%**	**9,855**	**21%**	**6,878**	**15%**

		# Tested	Combined Percent Proficient	# Advanced	% Advanced	# Proficient/Satisfactory	% Proficient/Satisfactory	# Limited Knowledge	% Limited Knowledge	# Unsatisfactory	% Unsatisfactory
5th Grade Math	OCCT	42,605		10,257	24%	19,418	46%	8,907	21%	4,023	9%
	OMAAP	4,051		906	22%	1,907	47%	809	20%	429	11%
	OAAP	629		252	40%	309	49%	38	6%	30	5%
	TOTAL	**47,285**	**70%**	**11,415**	**24%**	**21,634**	**46%**	**9,754**	**21%**	**4,482**	**9%**
5th Grade Reading	OCCT	42,407		3,794	9%	24,724	59%	9,007	21%	4,682	11%
	OMAAP	4,432		1,527	34%	1,480	33%	1,259	28%	166	4%
	OAAP	625		63	10%	457	73%	95	15%	10	2%
	TOTAL	**47,464**	**67%**	**5,384**	**11%**	**26,661**	**56%**	**10,361**	**22%**	**4,858**	**10%**
5th Grade Writing	OCCT	47,478		4,215	9%	32,922	69%	6,706	14%	3,635	8%
	OAAP	615		124	20%	424	69%	51	8%	16	3%
	TOTAL	**48,093**	**78%**	**4,339**	**9%**	**33,346**	**69%**	**6,757**	**14%**	**3,651**	**8%**
5th Grade Science	OCCT	43,171		13,032	30%	25,369	59%	3,845	9%	925	2%
	OMAAP	3,435		695	20%	2,071	60%	544	16%	126	4%
	OAAP	616		188	31%	317	52%	65	11%	46	8%
	TOTAL	**47,222**	**88%**	**13,915**	**29%**	**27,757**	**59%**	**4,454**	**9%**	**1,097**	**2%**
5th Grade Social Studies	OCCT	46,500		11,019	24%	21,659	47%	8,135	17%	5,687	12%
	OAAP	612		48	8%	324	53%	207	34%	33	5%
	TOTAL	**47,112**	**70%**	**11,067**	**23%**	**21,983**	**47%**	**8,342**	**18%**	**5,720**	**12%**
6th Grade Math	OCCT	41,976		7,410	18%	20,720	49%	6,435	15%	7,411	18%
	OMAAP	4,009		700	17%	2,284	57%	812	20%	213	5%
	OAAP	546		253	46%	250	46%	30	6%	13	2%
	TOTAL	**46,531**	**68%**	**8,363**	**18%**	**23,254**	**50%**	**7,277**	**16%**	**7,637**	**16%**
6th Grade Reading	OCCT	41,451		3,938	10%	22,960	55%	8,444	20%	6,109	15%
	OMAAP	4,181		1,875	45%	1,035	25%	1,175	28%	96	2%
	OAAP	545		192	35%	214	39%	89	16%	50	9%
	TOTAL	**46,177**	**65%**	**6,005**	**13%**	**24,209**	**52%**	**9,708**	**21%**	**6,255**	**14%**
7th Grade Math	OCCT	41,325		7,909	19%	20,211	49%	5,340	13%	7,865	19%
	OMAAP	4,044		595	15%	1,345	33%	1,882	47%	222	5%
	OAAP	555		196	35%	278	50%	48	9%	33	6%
	TOTAL	**45,924**	**66%**	**8,700**	**19%**	**21,834**	**48%**	**7,270**	**16%**	**8,120**	**18%**
7th Grade Reading	OCCT	41,341		6,892	17%	22,651	55%	5,347	13%	6,451	16%
	OMAAP	4,082		988	24%	1,662	41%	1,358	33%	74	2%
	OAAP	563		119	21%	295	52%	77	14%	72	13%
	TOTAL	**45,986**	**71%**	**7,999**	**17%**	**24,608**	**54%**	**6,782**	**15%**	**6,597**	**14%**

		# Tested	Combined Percent Proficient	# Advanced	% Advanced	# Proficient/Satisfactory	% Proficient/Satisfactory	# Limited Knowledge	% Limited Knowledge	# Unsatisfactory	% Unsatisfactory
7th Grade Geography	OCCT	45,148		8,409	19%	28,127	62%	7,183	16%	1,429	3%
	OAAP	547		52	10%	271	50%	169	31%	55	10%
	TOTAL	**91,681**	**76%**	**16,460**	**18%**	**53,006**	**58%**	**14,134**	**15%**	**8,081**	**9%**
8th Grade Math	OCCT	39,734		10,230	26%	16,370	41%	8,403	21%	4,731	12%
	OMAAP	3,796		559	15%	1,566	41%	1,399	37%	272	7%
	OAAP	463		141	31%	270	58%	36	8%	16	4%
	TOTAL	**43,993**	**66%**	**10,930**	**25%**	**18,206**	**41%**	**9,838**	**22%**	**5,019**	**11%**
8th Grade Reading	OCCT	39,801		5,896	15%	24,777	62%	5,242	13%	3,886	10%
	OMAAP	3,848		1,039	27%	1,911	50%	659	17%	239	6%
	OAAP	463		112	24%	250	54%	80	17%	21	5%
	TOTAL	**44,112**	**77%**	**7,047**	**16%**	**26,938**	**61%**	**5,981**	**14%**	**4,146**	**9%**
8th Grade Writing	OCCT	44,706		5,694	13%	32,276	72%	3,728	8%	3,008	7%
	OAAP	456		43	9%	315	69%	74	16%	24	5%
	TOTAL	**45,162**	**85%**	**5,737**	**13%**	**32,591**	**72%**	**3,802**	**8%**	**3,032**	**7%**
8th Grade Science	OCCT	40,657		7,455	18%	29,052	71%	3,154	8%	996	2%
	OMAAP	2,997		531	18%	2,370	79%	70	2%	26	1%
	OAAP	445		81	18%	240	54%	103	23%	21	5%
	TOTAL	**44,099**	**90%**	**8,067**	**18%**	**31,662**	**72%**	**3,327**	**8%**	**1,043**	**2%**
8th Grade U.S. History	OCCT	43,577		6,092	14%	25,064	58%	9,609	22%	2,812	6%
	OMAAP										
	OAAP	454		117	26%	236	52%	79	17%	22	5%
	TOTAL	**44,031**	**72%**	**6,209**	**14%**	**25,300**	**57%**	**9,688**	**22%**	**2,834**	**6%**
Algebra I	EOI	38,360		12,487	33%	18,312	48%	5,274	14%	2,287	6%
	OMAAP	4,389		1,838	42%	2,261	52%	278	6%	12	0%
	OAAP	632		184	29%	308	49%	119	19%	21	3%
	TOTAL	**43,381**	**82%**	**14,509**	**33%**	**20,881**	**48%**	**5,671**	**13%**	**2,320**	**5%**
Algebra II	EOI	30,936		7,891	26%	12,548	41%	5,871	19%	4,626	15%
	OAAP	54		9	17%	19	35%	15	28%	11	20%
	TOTAL	**30,990**	**66%**	**7,900**	**25%**	**12,567**	**41%**	**5,886**	**19%**	**4,637**	**15%**
Biology I	EOI	37,110		13,243	36%	16,146	44%	5,287	14%	2,434	7%
	OMAAP	3,835		1,463	38%	1,367	36%	946	25%	59	2%
	OAAP	541		55	10%	333	62%	116	21%	37	7%
	TOTAL	**41,486**	**79%**	**14,761**	**36%**	**17,846**	**43%**	**6,349**	**15%**	**2,530**	**6%**

		# Tested	Combined Percent Proficient	# Advanced	% Advanced	# Proficient/Satisfactory	% Proficient/Satisfactory	# Limited Knowledge	% Limited Knowledge	# Unsatisfactory	% Unsatisfactory
English II	EOI	36,230		12,962	36%	18,485	51%	4,306	12%	497	1%
	OMAAP	3,793		2,382	63%	1,045	28%	334	9%	32	1%
	OAAP	549		174	32%	270	49%	64	12%	41	8%
	TOTAL	**40,572**	**87%**	**15,518**	**38%**	**19,800**	**49%**	**4,704**	**12%**	**570**	**1%**
English III	EOI	36,695		10,414	28%	20,646	56%	2,577	7%	3,058	8%
	OAAP	207		88	43%	65	31%	45	22%	9	4%
	TOTAL	**36,902**	**85%**	**10,502**	**28%**	**20,711**	**56%**	**2,622**	**7%**	**3,067**	**8%**
Geometry	EOI	39,342		14,652	37%	16,246	41%	5,856	15%	2,588	7%
	OAAP	129		35	27%	60	47%	19	15%	15	12%
	TOTAL	**39,471**	**78%**	**14,687**	**37%**	**16,306**	**41%**	**5,875**	**15%**	**2,603**	**7%**
U.S. History	EOI	34,494		16,509	48%	10,289	30%	6,399	19%	1,297	4%
	OMAAP	3,174		806	25%	1,048	33%	763	24%	557	18%
	OAAP	430		76	18%	248	58%	85	20%	21	5%
	TOTAL	**38,098**	**76%**	**17,391**	**46%**	**11,585**	**30%**	**7,247**	**19%**	**1,875**	**5%**

Key Take Away for Section 2.A.ii: Although statewide proficiency rates have increased at the same time that higher expectations are being implemented for all students, Oklahoma is not complacent. Oklahomans expect that our students will perform among the best in the nation, so the SEA is setting ambitious AMOs for the "all students" group and each subgroup of students as detailed in Section 2.B. Striving to meet the new AMOs and attain higher grades through the A-F School Grading System, schools and districts will push for higher rates of Proficient/Satisfactory and Advanced on all state assessments.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	**Option B**	**Option C**
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

The AMOs will consist of three major components: a Mathematics Index (including Participation Index), a Reading Index (including Participation Index), and a School Indicator Index. The factors that contribute to each index will differ by school level.

High Schools and K-12 District AMOs will consist of the following factors:

- Mathematics Index, including Participation Index
- Reading Index, including Participation Index
- Graduation Index

Elementary, Middle School, and K-8 District AMOs will consist of the following factors:

- Mathematics Index, including Participation Index
- Reading Index, including Participation Index
- Attendance Index

Definitions

FAY: Oklahoma defines students as Full Academic Year (FAY) if they enroll within the first 10 days of the beginning of the school year and do not have a lapse of ten or more consecutive days during the school year. Students are included in the performance calculations if they are FAY students. Students are included in the growth calculations if they are FAY students for the current school year. The students do not need to be FAY students at the site or LEA during the previous school year to be included in the growth measures.

Assessments for Students with Disabilities: The results of the Oklahoma Alternate Assessment Program (OAAP), the Oklahoma Modified Alternate Assessment Program (OMAAP), and the Oklahoma Core Curriculum Tests (OCCT) are combined and included in the calculation of the Annual Measureable Objectives (AMO's), and in the identification of the Priority Schools, the Focus Schools, the Targeted Intervention Schools, and the Reward Schools. The use of the performance levels in the calculations for each accountability system allowed for the results of all three tests to be used together. Therefore, the scores of Special Education students who take the portfolio assessment (OAAP) and of Special Education students who take the modified assessment (OMAAP) are included in the accountability system calculations. As a result, all of Oklahoma's students are reflected in the AMOs and the identification of Priority, Focus, Targeted Intervention and Reward schools. Note: Oklahoma will continue to use all current processes for determining what percentage of all students tested can count as proficient based on results from the OAAP and OMAPP, including the general rule as defined in the Accountability Workbook that only 1% of all students assessed may count as proficient on the OAAP and only 2% of all students assessed may count as proficient on the OMAAP. As explained in Oklahoma's approved Accountability Workbook, the 1% and 2% calculations will be made at a district level and applied proportionally to all schools within the district.

Mathematics Index: The Mathematics Index is calculated based on a weighted scale of proficiency status. ~~calculated using three components: a performance component, a growth component for all students, and a growth component for the bottom 25% of students. The components are weighted as they are in the calculations for the State Report Cards. The test score performance is weighted as 50% of the Index, the growth of all students is weighted as 25% of the Index and the growth of the lowest 25% of students is weighted as 25% of the Index~~. ~~Only Full Academic Year (FAY) students are included in the computation of the Index.~~ Students receive 3 points for achieving Advanced, 3 points for achieving Proficient/Satisfactory, 2 points for achieving Limited Knowledge, and 1 point for achieving Unsatisfactory. The rationale for awarding the same points for advanced and proficient in the AMOs is to ensure that schools are not able to use advanced scores to statistically mitigate for students performing

below grade level. Schools will be awarded additional points in the A-F School Grading System for students scoring advanced on state assessments. Only Full Academic Year (FAY) students are included in the computation of the Index. The Mathematics Index is calculated for Grades 3-8 Mathematics OCCT, OMAAP, or OAAP or Algebra I OCCT, OMAAP, or OAAP assessment. The points for each student are summed and converted to a standard score ranging from 20 to 80 points.

~~The total growth component is calculated by comparing the previous year's OCCT, OMAAP, or OAAP math score to the current year's OCCT, OMAAP, or OAAP math score for all FAY students. At the high school level, the 8th Grade OCCT, OMAAP, or OAAP math score is compared to the Algebra I EOI, OMAAP, or OAAP score for all FAY students. Students receive one point if they remain proficient in both years or advanced in both years. Students receive one point if they move from Unsatisfactory to Limited Knowledge, if they move from Limited Knowledge to Proficient, or if they move from Proficient to Advanced. Students receive 2 points if they move from Unsatisfactory to Proficient or if they move from Limited Knowledge to Advanced. Students receive 3 points if they move from Unsatisfactory to Advanced. See the Table below. The total number of math points received for a site or district is summed and divided by the total number of students with two years of math test scores. This number is converted to a standard score ranging from 20 to 80 points.~~

~~The bottom 25% growth component is calculated in the same manner as the total growth component for those students who are ranked in the lowest 25% of the Oklahoma Performance Index (OPI) scores in the previous year's mathematics OSTP score. This number is converted to a standard score ranging from 20 to 80 points.~~

		~~Current Year's Test Score~~			
~~Previous Year's Test Score~~		~~Unsatisfactory~~	~~Limited Knowledge~~	~~Satisfactory/ Proficient~~	~~Advanced~~
	~~Unsatisfactory~~	~~0~~	~~1~~	~~2~~	~~3~~
	~~Limited Knowledge~~	~~0~~	~~0~~	~~1~~	~~2~~
	~~Satisfactory/ Proficient~~	~~0~~	~~0~~	~~1~~	~~1~~
	~~Advanced~~	~~0~~	~~0~~	~~0~~	~~1~~

~~The Math Index is calculated using the formula below. The Math Index is a standard score ranging from 80 to 320.~~

~~Index = 2 (Performance Component) + (Total Growth Component) + (Bottom 25% Growth Component)~~

Reading Index: In a similar manner as the Mathematics Index, the Reading Index is calculated based on a weighted scale of proficiency status. ~~calculated using three components: a performance component, a growth component for all students, and a growth component for the bottom 25% of students. The components are weighted as they are in the calculations for the Site Report Cards. The test score performance is weighted as 50% of the Index, the growth of all students is weighted as 25% of the Index and the growth of the lowest 25% of students is weighted as 25% of the Index. Only Full Academic Year (FAY) students are included in the computation of the Index.~~ Students receive 3 points for achieving Advanced, 3 points for achieving Proficient/Satisfactory, 2 points for achieving Limited Knowledge, and 1 point for achieving Unsatisfactory. The rationale for awarding the same points for advanced and

proficient in the AMOs is to ensure that schools are not able to use advanced scores to statistically mitigate for students performing below grade level. Schools will be awarded additional points in the A-F School Grading System for students scoring advanced on state assessments. Only Full Academic Year (FAY) students are included in the computation of the Index. The Reading Index is calculated for Grades 3-8 Reading OCCT, OMAAP, or OAAP or English II EOI, OMAAP, or OAAP assessment. The points for each student are summed and converted to a standard score ranging from 20 to 80 points.

~~The total growth component is calculated by comparing the previous year's OCCT, OMAAP, or OAAP reading score to the current year's OCCT, OMAAP, or OAAP reading score for all FAY students. At the high school level, the 8th Grade OCCT, OMAAP, or OAAP reading score is compared to the English II EOI, OMAAP, or OAAP score for all FAY students. Students receive one point if they remain proficient in both years or advanced in both years. Students receive one point if they move from Unsatisfactory to Limited Knowledge, if they move from Limited Knowledge to Proficient, or if they move from Proficient to Advanced. Students receive 2 points if they move from Unsatisfactory to Proficient or if they move from Limited Knowledge to Advanced. Students receive 3 points if they move from Unsatisfactory to Advanced. See the Table above. The total number of reading points received for a school or district is summed and divided by the total number of students with two years of reading test scores. This number is converted to a standard score ranging from 20-80 points.~~

~~The bottom 25% growth component is calculated in the same manner as the total growth component for those students who are ranked in the lowest 25% of the OPI scores in the previous year's reading OSTP scores. This number is converted to a standard score ranging from 20-80 points.~~

~~The Reading Index is calculated using the formula below. The Reading Index is a standard score ranging from 80 to 320.~~

~~Index = 2 (Performance Component) + (Total Growth Component) + (Bottom 25% Growth Component)~~

~~The improvement or Growth Component is calculated by comparing the previous year's proficiency level to the current year's proficiency level. An LEA could earn up to 80 on each of two growth components. If every FAY student at an LEA earned one growth point then the LEA would earn an 80 on the Total Growth Component and an 80 on the Bottom 25% Growth Component, 80 being a perfect score on each Growth Index. Points are earned by increasing from Proficient to Advanced, from Unsatisfactory to Limited Knowledge, from Limited Knowledge to Proficient, from Unsatisfactory to Proficient, from Limited Knowledge to Advanced, or from Unsatisfactory to Advanced. Points are also earned by maintaining a Proficient score in both years or by maintaining an Advanced score in both years. Likewise, if **no** FAY student improved proficiency levels or maintained a Proficient or Advanced score for two years, the LEA or school would earn a 20 on each Growth Index. A 20 is the lowest score.~~

~~Each Growth Component (Total Growth and Bottom 25% Growth) is calculated by converting the percent of students earning growth points to z-scores. The z-scores are then transformed into standard scores with a mean of 50 and a standard deviation of 10. The z-scores are transformed so that no LEA will receive a negative number index score. An LEA score of 50 is the average amount of growth for the state.~~

~~The Performance Index is based on the number of students who score at each proficiency level in a given year. If **all** FAY students scored proficient or advanced, the LEA would receive an Index score of 80. The performance component is calculated by summing the proficiency level of each FAY student (Advanced=3, Proficient=3, Limited Knowledge=2, Unsatisfactory=1) and dividing by the number of FAY students. This rate is converted to a z-score. The z-scores are~~

~~transformed into a standard score with a mean of 50 and a standard deviation of 10. Therefore, an LEA would obtain a Reading Index score of 320 if all students scored Proficient or Advanced on the Reading test giving the LEA an 80 on the Performance Component and all students scored a one on each Growth Component giving the LEA an 80 on both Total Growth and Bottom 25% Growth Components. The formula for obtaining a 320 is:~~

~~Reading Index = 2 (80 on Performance Component) + (80 on Total Growth Component) + (80 on Bottom 25% Growth Component)~~

~~The Mathematics Index is calculated in the same manner.~~

Participation Index: The Participation Index is calculated as a ratio of students who took the OCCT/EOI, OMAAP, or OAAP over the number of students enrolled during the time of testing. The calculation will be done separately for reading assessment participation and mathematics assessment participation.

Graduation Index: The Graduation Index is calculated using the currently approved graduation rate as shown below because Oklahoma cannot use the 4 year adjusted cohort rate until information is collected in the State's longitudinal data system (see Oklahoma's Accountability Workbook at http://www.sde.state.ok.us/NCLB/pdf/API_AYP/AcctWork.pdf). Once the data is available, the Graduation Index will be calculated using a 4 year adjusted cohort rate.

Beginning in 2005-2006, the graduation rate will be calculated using an estimated cohort group rate which is a recommended method by the National Center of Educational Statistics. The calculation is listed below:

$$\frac{\text{Number of Students Graduating in the standard number of years (4) with a Regular Diploma including summer graduates in (current year – 1)}}{\text{*Total number of Students Graduating with a Regular Diploma including summer graduates in (current year – 1)} + \text{Number of Grade 12 Dropouts in (current year – 1)} + \text{Number of Grade 11 Dropouts in (current year – 2)} + \text{Number of Grade 10 Dropouts in (current year – 3)} + \text{Number of Grade 9 Dropouts in (current year – 4)} + \text{Number Receiving GEDs}} \times 100$$

*Total number of graduates includes those students who have continued in school beyond the standard number of years and graduated.
Also, the graduation rate will be disaggregated by student group by 2005-2006.

Attendance Index: The Attendance Index is calculated by taking the average daily attendance divided by the average daily membership.

Criteria for AMOs

Each AMO will be applied to the achievement of the "all students" group and each of following subgroups when there are 25 or more students in the group: EL Students, IEP Students, Regular Education Students, Black Students, American Indian Students, Hispanic Students, Asian Students, White Students, and Economically Disadvantaged Students.

Mathematics AMO: Districts or sites will achieve the Mathematics AMO if they receive a Mathematics Index score of ~~300~~70, or if they increase their score by 15% of the difference between their previous year's

score and ~~320~~80, and if they meet the Mathematics Participation Index of 95% or above.

Reading AMO: Districts or sites will achieve the Reading AMO if they receive a Reading Index score of ~~300~~70, or if they increase their score by 15% of the difference between their previous year's score and ~~320~~80, and if they meet the Reading Participation Index of 95% or above.

Graduation AMO: For the 2010-2011 school year, districts and sites achieved the Graduation Index AMO if their graduation rate met or exceeded 67.8%. Districts or sites will achieve the Graduation Index AMO if their graduation rate reaches or exceeds 82% in 2011-2012, 85% in 2012-2013, and 87% in 2013-2014; or if their graduation rate improves by 10% of the difference between 100% and the previous year's rate.

Attendance Index AMO: For the 2010-2011 school year, districts and sites achieved the Attendance Index AMO if their attendance rate met or exceeded 91.2%. Districts or sites will achieve the Attendance Index if their attendance rate meets or exceeds 92% in 2011-2012, 94% in 2012-2013, and 95% in 2013-2014. Attendance can also include proficiency on online courses as measured by completed course work and test results.

Rationale for the new AMOs

Oklahoma's new AMOs set achievable and ambitious goals for the State's districts and sites. The Performance Components of both the Mathematics and Reading Indices focus efforts to increase the number of students who are proficient in reading and mathematics until all students meet this high standard of readiness for college, careers, and citizenship (C^3). ~~The Growth Components allow for recognition for districts and sites that are helping students increase their learning. Combining both performance and growth for the "all students" group and for all subgroups provides the needed information to see how well each subgroup is progressing and allows supports to be offered to target the areas and students in most need of assistance.~~ The Graduation Index and Attendance Index AMOs require districts and schools to push for continually higher expectations. The Participation Index remains the same as the current AYP criteria.

~~The new AMOs reflect Oklahoma's new state reporting system that provides each district and site with a grade of A-F. By using the same kind of criteria for AMOs as well as the state accountability system, a consistent message is given to all educators in the State.~~

Oklahoma has chosen Option C of the ESEA Waiver for setting new AMOs. The criteria for meeting the proposed AMOs requires LEAS and school sites to meet or exceed the criteria set in Options A and B of the *ESEA Waiver*. To obtain a score of ~~300~~70, the site or LEA must have almost all students and students in each subgroup both at proficient or advanced levels~~ and improving their proficiency level~~. Option A requires SEAs to reduce by half the percentage of students in the "all" category and in each subgroup not proficient in six years. The Oklahoma AMOs requires nearly all students and students in each subgroup to be proficient each year. Option B requires annual increases in students reaching the proficient level until all students reach proficiency by 2019-20. The Oklahoma AMOs requires nearly all students to obtain proficiency or improvement each year. Oklahoma's AMOs definitely meet the intention and the criteria set forth in Options A and B.

Reporting AMOs

Each LEA and site will receive a report card that includes the LEA or site's A-F School Letter Grade.~~, including the + or – indication related to AMOs and other measures~~. In addition, each LEA and site will receive an AMO report. A sample of the AMO report is found on the next two pages. Please note that Oklahoma's Test Score Reports provide the percent of student who score at each proficiency level at each LEA and the site. The percent of students scoring proficient is easily found on the score reports for all students and by student subgroups. LEAs can use these reports as well as the AMO reports to determine how well students are performing.

Statewide Proficiency

See Attachment 8 for the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups.

Key Take Away for Section 2.B: Oklahoma's new AMOs set achievable and ambitious goals for the State's districts and sites for the "all students" group and all subgroups. Since the AMOs are integrated into the State's Differentiated Recognition, Accountability, and Support System, the AMOs will provide information for the SEA, LEA, and schools to provide targeted interventions while pushing for continuous growth of all students.

Student Group	Mathematics Performance Index	~~Mathematics Total Growth~~	~~Mathematics Bottom 25% Growth~~	~~Mathematics Index~~
Regular Education	50	~~66~~	~~60~~	~~226~~
Language Learner	45	~~55~~	~~49~~	~~194~~
IEP	47	~~54~~	~~58~~	~~206~~
All Students	49	~~64~~	~~57~~	~~219~~
Black	42	~~50~~	~~46~~	~~180~~
American Indian	43	~~49~~	~~44~~	~~179~~
Hispanic	33	~~53~~	~~49~~	~~168~~
Asian	75*	~~75~~	~~75~~	~~300*~~
White	55	~~48~~	~~52~~	~~210~~
Other	50	~~55~~	~~52~~	~~207~~
Economically Disadvantaged	45	~~55~~	~~50~~	~~195~~
Male	50	~~50~~	~~50~~	~~200~~
Female	50	~~50~~	~~50~~	~~200~~
Migrant	33	~~63~~	~~57~~	~~186~~

Sample Annual Measureable Objectives Report

*Met Objective

Student Group	Reading Performance Index	~~Reading Total Growth~~	~~Reading Bottom 25% Growth~~	~~Reading Index~~
Regular Education	55	~~71~~	~~65~~	~~246~~
Language Learner	50	~~60~~	~~54~~	~~214~~
IEP	52	~~59~~	~~63~~	~~226~~
All Students	54	~~69~~	~~62~~	~~239~~
Black	47	~~55~~	~~51~~	~~200~~

American Indian	48	~~54~~	~~49~~	~~199~~
Hispanic	38	~~58~~	~~54~~	~~188~~
Asian	80*	~~80~~	~~80~~	~~320*~~
White	60	~~53~~	~~57~~	~~230~~
Other	55	~~60~~	~~57~~	~~227~~
Economically Disadvantaged	50	~~60~~	~~55~~	~~215~~
Male	55	~~55~~	~~55~~	~~220~~
Female	55	~~55~~	~~55~~	~~220~~
Migrant	38	~~68~~	~~62~~	~~206~~

*Met Objective

Sample Annual Measureable Objectives Report (Continued)

Student Group	**Reading Participation Index**	**Mathematics Participation Index**	**Graduation Index**
Regular Education	95%*	97%*	85%*
Language Learner	96%*	96%*	75%
IEP	97%*	98%*	80%
All Students	96%*	96%*	84%*
Black	95%*	94%	82%*
American Indian	98%*	98%*	82%*
Hispanic	99%*	99%*	80%
Asian	95%*	95%*	90%*
White	95%*	94%	85%*
Other	95%*	95%*	70%
Economically Disadvantaged	95%*	97%*	78%
Male	95%*	95%*	84%*
Female	95%*	95%*	86%*
Migrant	95%*	98%*	70%

*Met Objective

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools.

At the time of submission of this ESEA Flexibility Request, the State's newly adopted A-F School Grading System has not been implemented. Implementation will begin with the 2012-2013 school year; therefore, initial identification of Reward Schools will be based on the methodology described below. Identification of Reward Schools in future years will be based on the A-F School Grading System as well as the following methodologies as explained at the end of this section.

Initial Year (In 2011): In order to identify schools as highest-performing Reward Schools, the State will include scores on the most recent administrations as well as prior administrations of the state assessments in reading, mathematics, science, social studies, and writing. These include assessments of Grades 3-8 reading and mathematics, Grades 5 and 8 writing, Grades 5 and 8 science, Grade 5 social studies, Grade 7 geography, Grade 8 U.S. History, and at the high school level, Algebra I, Algebra II, Biology I, English II, English III, Geometry, and U.S. History for the "all students" group and for all subgroups, including students with disabilities and English Learners, administered during the 2010-2011 school year and prior school years as identified below. In order to identify schools as high-progress Reward Schools, the State will include scores on the most recent administrations as well as prior administrations of the state assessments in reading, mathematics, Algebra I, and English II for the "all students" group and for all subgroups.

Highest-Performing (See Table 2, Key A): In Oklahoma, all Title I and all non-Title I schools will have an opportunity to be named as highest-performing Reward Schools. All schools in the State will be rank-ordered based on the following criteria for each school year listed:

- For the 2010-2011 school year, for each of the assessments listed above, all students scoring Advanced will receive 4 points, all students scoring Proficient will receive 3 points, all students scoring Limited Knowledge will receive 2 points, and all students scoring Unsatisfactory will receive 1 point. Each school's total score will be determined by:
    - 30% coming from mathematics assessments used in the prior accountability system (Grades 3-8 mathematics and Algebra I) – the total number of points received will be divided by the number of mathematics assessments given in that year.
    - 30% coming from reading assessments used in the prior accountability system (Grades 3-8 reading and English II) – the total number of points received will be divided by the number of reading assessments given in that year.
    - 40% coming from all other assessments listed above – the total number of points received will be divided by the number of all of the other assessments given in that year.
    - If the grade configuration of the school does not include assessments other than reading and mathematics, the school's total score will be determined by weighting mathematics as 50% and reading as 50% of the score.
    - In both cases a total score between 1 and 4 will be calculated for each school being ranked.
- For the 2009-2010 and 2008-2009 school years, the same process will be followed.

To ensure compliance with the *ESEA Flexibility* definition of Reward Schools, schools in the top 10% of Title I and non-Title I schools in each of the three years will be named as Reward Schools if the following conditions are also met:

- For high schools, the school has a graduation rate for the 2009-2010 school year (reported in the 2010-2011 school year) of 82.4% or higher.
- The school made AYP in 2010-2011 in the "all students" group and all of its subgroups.

- The school does not have any significant achievement gaps between subgroups that are not closing.
- The school cannot be identified as a Priority School or a Focus School under any criteria.

High-Progress (See Table 2, Key B): In Oklahoma, all Title I and non-Title I schools will have an opportunity to be named as a high-progress Reward School. All schools in the State will be considered based on the following criteria:

- For the 2010-2011 school year, based only on the assessments used in the prior accountability system (Grades 3-8 reading and mathematics, Algebra I, and English II), all students scoring Advanced will receive 4 points, all students scoring Proficient will receive 3 points, all students scoring Limited Knowledge will receive 2 points, and all students scoring Unsatisfactory will receive 1 point. For each school, the total number of points received will be divided by the number of these assessments given in that year in that school.
- For the 2009-2010 and 2008-2009 school years, the same process will be followed. (The 2008-2009 assessment data will serve as a baseline to show progress over two years ending in 2010-2011.)
- Schools will be rank-ordered based on the difference between the 2008-2009 data and the 2010-2011 data.

To ensure compliance with the *ESEA Flexibility* definition of Reward Schools, schools in the top 10% of Title I and non-Title I schools will be named as Reward Schools if the following conditions are also met:

- The school's progress is consistent in growth over the time period.
- The school has not declined from its highest performance during the two-year period.
- For high schools, the school is in the top 20% of schools with the largest gains in graduation rate between 2007-2008 and 2009-2010.
- The school does not have any significant achievement gaps between subgroups that are not closing.
- The school cannot be identified as a Reward School if it has received a School Improvement Grant (SIG). Oklahoma made a policy decision to identify SIG schools as Priority Schools rather than Reward Schools so that the SEA could continue to provide support and resources needed to assist the schools to continue to improve. Once a SIG school has completed SIG implementation, it would become eligible to serve as a high-progress Reward School.

Definition of Terms

The gains for the High Progress Reward **S**chools were initially calculated differently from the gains calculated for the AMOs and proposed for the A-F School Grading System. The High Progress Reward School gains were calculated at the school level instead of the student level based on 2011 data. Students received 4 for Advanced, 3 for Proficient, 2 for Limited Knowledge, and 1 for Unsatisfactory Scores in each of Grades 3-8 OSTP Reading and Mathematics, Algebra I EOI, and English II EOI assessments. The points were summed and divided by the number of students taking each assessment to produce an index score. The index scores for each assessment given at the site were summed and divided by the number of content areas assessed. For example, if a site gave Algebra I and English II EOIs, the index scores from each of these two assessments were summed and divided by two. If a site gave all four assessments, the four index scores were summed and divided by four.

These index scores were calculated for the most recent three years for all of the sites in Oklahoma. The index score from three years ago was subtracted from the index score of the most recent year. These differences were rank ordered by gains. The top 10% were identified to be Reward Schools if there were positive gains between each of the years; the school had not received a School

Improvement Grant; the school did not have achievement gaps between subgroups that were not closing; and, if a high school, the school was in the top 20% of schools with the largest gains in graduation rate over the last three years.

The SEA made a policy decision to provide recognition to Title I and non-Title I schools as part of the Differentiated Recognition, Accountability, and Support System. The SEA chose to set stringent criteria for these rewards, within the definitions of the *ESEA Flexibility* document. A significant number of Title I schools met these criteria. Of the 129 Reward Schools, 49 were Title I schools; therefore, Title I sites comprise 39% of all Reward Schools.

Subsequent Years (Beginning in 2012): Any Title I or non-Title I school that is identified as an A ~~or A+~~ school based on the State's A-F Grading System as defined by Oklahoma Statute Title 70 Section 1210.545 and subsequent Oklahoma Administrative Code will be identified as a highest-performing Reward School. In addition, any school that would be identified as a highest-performing or high-progress Reward School using the same methodologies outlined for 2011 but using the most current data available will also be named as a Reward School.

2.C.ii Provide the SEA's list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

LEAs, teachers, and the public developed the following ideas regarding appropriate recognitions and rewards:

- Give as many non-financial rewards as possible since financial rewards may not always be available. These include, but are not limited to:
  - Increased autonomy as it relates to state and federal flexibility,
  - Public notification of designation, and
  - Opportunities to serve as advisors to the SEA.
- If funding is available for rewards, grant more reward for progress than for absolute performance. Grant a greater percentage of financial reward for schools with the highest poverty rates.
- Make grant opportunities available for Reward Schools that are willing to partner with Priority Schools, Focus Schools, and schools earning grades of C, D, or F in the State's A-F School Grading System to assist all partners in continuous improvement.
- Encourage businesses and philanthropic organizations to recognize Reward Schools financially, including offering scholarships to students who graduate from Reward Schools and to children of educators employed by Reward Schools.

Based on this input, the SEA has established the plan shown below for recognizing and rewarding Reward Schools.

Key Take Away for Section 2.C: Incentives for school improvement are as equally important as consequences for lack of school improvement. Section 2.C seeks to identify and provide meaningful rewards to schools that are reaching goals for student performance and student growth. Meaningful rewards were selected based on their likelihood to encourage other schools to work toward obtaining Reward School status.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles
Honor all Reward Schools at State Board of Education Meeting	First State Board Meeting following acceptance of Request; Annually at first meeting of the school year	Assistant State Superintendent, Office of Educational Support		Staff Time Certificates/Plaques	None
Create a Press Release listing all Reward Schools	Within 15 days of acceptance of Request; Annually in conjunction with first State Board Meeting of the school year	Communications Director		Staff Time	None
Recognize Reward Schools through REAC^{3}H Network	Ideally, at January Summit, but no later than May Summit; Annually	Deputy Superintendent		Staff Time	None
Ensure that all Reward Schools are included in State Superintendent's Listening Tour	By the end of the 2012-2013 school year	Event Coordinator		Staff Time Travel Costs	Time – May have to conduct regionally
Request citations from Governor and State Legislators	Within 30 days of acceptance of request; Annually	Legislative Liaison		Staff Time	None
Conduct a "Reward School Day at the Capitol" for recognition by the Legislature and the Governor during Legislative Session	February-May 2012; Annually	Legislative Liaison		Staff Time	None
Ensure that all Reward Schools are represented through various advisory groups and councils	Beginning with the 2012-2013 school year	Assistant State Superintendent, Office of Educational Support		Staff Time	None

Invite Reward Schools to provide training sessions at statewide conferences and regional workshops	June 2012 and following	Assistant State Superintendent, Office of Instruction		Staff Time	None
Provide more autonomy regarding state and federal funds to LEAs with one or more Reward Schools if the LEA can demonstrate that the flexible use of funds will lead to greater results in the Reward Schools and the other schools in the LEA	July 1, 2012	Assistant State Superintendent, Office of Federal Programs Comptroller Legislative Liaison		Significant staff time for training on flexible uses of funds Technical Assistance Costs	This will require more autonomy for the SEA from ED, including relaxed expectations on budget approvals and monitoring of LEAS with Reward Schools. This will also require changes to state law regarding specific requirements on uses of funds.
Exempt Reward Schools from annual monitoring of certain accreditation requirements and certain site plans (to be determined)	July 1, 2012	Executive Director of Accreditation Deputy Superintendent		Staff Time	Review and potential revision of state statutes and state administrative codes.
Provide financial rewards to Reward Schools – with an emphasis on high-progress schools and high-poverty schools – if funding is available	Within 60 days of acceptance of Request; Annually	Assistant State Superintendent, Office of Federal Programs Comptroller		Staff Time Federal funds designated for recognition programs State Funds	Funding may not be available.

Offer grant opportunities to Reward Schools willing to partner with Priority Schools, Focus Schools, or schools earning grades of C, D, or F in the State's A-F School Grading System within the same LEA or in surrounding LEAs to assist all partner schools with continuous improvement	2012-2013 school year	Assistant State Superintendent, Office of Federal Programs Assistant State Superintendent, Office of Educational Support		Federal funds designated for recognition programs Federal funds designated for improving teacher and principal quality State Funds	Funding may not be available.
Establish a School Recognition and Support Registry for businesses, community organizations, and philanthropic organizations to engage with schools specific to their needs for continuous improvement	2011-2012 school year	Executive Director of Parent and Community Engagement		Staff Time Community Funds	None

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools.

At the time of submission of this ESEA Flexibility Request, the State's newly adopted A-F School Grading System has not been implemented. Implementation will begin in the 2012-2013 school year; therefore, initial identification of Priority Schools will be based on the methodology described below. Identification of Priority Schools in future years will be based on the A-F School Grading System as well as the following methodologies as explained at the end of this section.

Initial Year (In 2011): In order to identify schools as lowest-performing (i.e., Priority Schools), the State will include scores on the most recent administrations as well as prior administrations of the state assessments in reading and mathematics used in the prior accountability system. These include assessments of Grades 3-8 reading and mathematics, and at the high school level, Algebra I and English II for the "all students" group, which includes students with disabilities and English Learners, administered during the 2010-2011 school year and prior years as defined in the high-progress Reward School identification.

The SEA chose not to include science, social studies, and writing in the initial identification of Priority Schools based on feedback from LEAs that it would be unfair to identify schools and require interventions aligned with the Turnaround Principles based on 2010-2011 assessment data in subjects that were not used in the Accountability System that was in place for the 2010-2011 school year. (See the end of this section for how this identification will differ beginning in 2012-2013.)

In 2010-2011, the State had 1208 Title I schools; therefore, the State will identify at least 60 Title I schools (5%) as Priority Schools. In addition, Oklahoma will identify non-Title I schools with student achievement that is comparable to the Title I schools identified.

Category 1 (See Table 2, Key C): All Title I and non-Title I schools in the State will be rank-ordered based on the following criterion:

- For the 2010-2011 school year, based only on the assessments used in the prior accountability system (Grades 3-8 reading and mathematics OCCT, OMAAP, and OAAP; Algebra I OCCT, OMAAP, and OAAP; and English II OCCT, OMAAP, and OAAP), all students scoring Advanced will receive 4 points, all students scoring Proficient will receive 3 points, all students scoring Limited Knowledge will receive 2 points, and all students scoring Unsatisfactory will receive 1 point. For each school, the total number of points received will be divided by the number of these assessments given in that year in that school.

Schools will be ranked by grade span served: elementary, middle/junior high, or high school. Any Title I school in the bottom 5% of Title I schools as well as any school in the bottom 5% of all schools (Title I and non-Title I) in each grade span for the 2010-2011 school year will be named as a Priority School unless the school has been named as a high-progress Reward School, which would indicate that the school has *not* demonstrated a lack of progress on those assessments over a number of years in the "all students" group.

Category 2 (See Table 2, Key D): Each Title I-participating high school, Title I-eligible high school, and non-Title I high school in the State with a graduation rate below 60% for three consecutive years (2007-2008, 2008-2009, and 2009-2010) will be named as a Priority School. If the total number of these schools exceeds 25% of the Priority School identifications, the schools with the lowest graduation rate average for these three years will be identified as Priority Schools. The remainder of the high schools with a graduation rate below 60% for three consecutive years will be identified as Focus Schools as described in Section 2.E.

Category 3 (See Table 2, Key E): All Tier I schools receiving School Improvement Grant (SIG) funds to implement a school intervention model will be named as Priority Schools.

Subsequent Years (Beginning in 2012): Any Title I or non-Title I school that is identified as an F school based on the State's A-F School Grading System as defined by Oklahoma Statute Title 70 Section 1210.545 and subsequent Oklahoma Administrative Code will be identified as a Priority School. This identification will include student achievement on all state assessments as well as other school and student achievement factors related to college, career, and citizen readiness (C^3). In addition, any school that would be identified as a Priority School using the same methodologies outlined for 2011 (Category 1, Category 2, and Category 3) but using the most current data available will also be named as a Priority School. This will ensure that at least 5% of Title I schools and 5% of all schools in the state will be identified as Priority Schools.

Beginning in 2012, LEAs will have ~~30 days to submit corrections or~~ 10 days to submit appeals to identification on the preliminary Priority School List, which will be closely connected to the 30 days to submit corrections for each data element in the state report card ~~or appeals~~ as defined in the administrative rules for the A-F School Grading System (See Attachment 19).

2.D.ii Provide the SEA's list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

The SEA is committed to closing all achievement gaps and delivering on the State's goal that each student will graduate from high school ready for college, careers, and citizenship (C^3) by the year 2020: C^3 by 2020. To accomplish this goal, Priority Schools must make profound improvement in student achievement and graduation rate. LEAs with identified Priority Schools will be required to implement the Turnaround Principles defined in this ESEA waiver package.

The SEA will complete the steps listed below as part of the implementation of Priority School Turnaround Principles. This process will be discussed in detail throughout this section.

1. SEA hires the State Director of C^3 Schools. (December 2011)
2. SEA contacts all schools preliminarily identified as Priority Schools and conducts informational webinar. (December 2011)
3. SEA establishes Priority Schools Advisory Board and Executive Committee. (January 2012)
4. Executive Committee conducts an LEA Capacity Review. (To begin approximately three weeks after the announcement of *ESEA Flexibility Request* approval)
5. SEA Academic Leadership Team examines the outcome of the LEA Capacity Review and makes recommendations to the State Board of Education. (Within approximately one week of completion of the LEA Capacity Review)
6. State Board of Education makes a decision regarding inclusion of Priority Schools in the C^3 Schools. (First State Board of Education meeting following the LEA Capacity Review)
7. SEA assumes control of the academic functions of schools recommended for the C^3 Schools, overseen by the State Director of C^3 Schools. (Transition to begin immediately following State Board of Education meeting with full implementation prior to the 2012-2013 school year)
8. Determine which, if any, of the C^3 Schools would be better operated by an Educational Management Organization (EMO) and contract with such EMO.

LEA Capacity Review

LEAs must demonstrate that the LEA has the capacity to support dramatic improvement in the Priority Schools within three years and that the district leadership has a viable plan for facilitating improvement at the site. As part of the demonstration of capacity, the LEA must commit to implementing the Turnaround Principles in the 2012-2013 school year, and for at least the following two school years, for each Priority School in the LEA. In determining capacity, the SEA and the Priority Schools Advisory Board (discussed below) will place significant weight on historical information about the school and LEA, including proficiency rates of all students and subgroups, progress, staffing mobility and needs, and demonstration of adjustments to meet the needs of changing demographics in the local community. The SEA will support LEAs that are able to demonstrate this capacity as they implement the Turnaround Principles.

Priority Schools Advisory Board: The SEA will create a Priority Schools Advisory Board. The board members will consist of the State Director of C^3 Schools, other SEA personnel, practicing educators, School Support Team leaders, members from the Committee of Practitioners, community stakeholders, career and technology education representatives, and higher education representatives. This board will continue throughout the *ESEA Flexibility* waiver timeframe. The board members, or executive committee of the board, will review LEA capacity for supporting implementation of the Turnaround Principles. The board will also annually review all relevant documentation from the State Director of C^3 Schools and Priority School LEAs for the purpose of determining progress being made toward established goals and the fidelity with which the Turnaround Principles are being implemented. The Advisory Board will make recommendations to the SEA and State Board of Education for the continuation of Priority School status, as described in Section 2.D.v.

Capacity Determination

District capacity for supporting Priority Schools will be determined based on evidence provided by LEAs to the SEA for committee review. The evidence will need to show that the LEA can implement the Turnaround Principles as defined in Section 2.D of the *ESEA Flexibility Request*. The following categories of information should be included in the LEA's evidence.

GENERAL INDICATORS OF CAPACITY FOR SCHOOL IMPROVEMENT

Historical Data Analysis

- Data for a period of five years:
  - School and district OSTP scores in reading/language arts
  - School and district OSTP scores in mathematics
  - School and district graduation rates
  - School and district dropout rates
  - School and district attendance rates
  - School and district suspension rates and behavior records
  - School and district teacher/principal attrition rates
  - School and district mobility rates
  - School and district enrollment data, including subgroups
- Historical analysis of data over a period of five years and evidence that historical data has been used to develop school-level interventions (data should include, but is not limited to, the categories listed above)
- A plan for developing school-level interventions for the upcoming school year based on historical and current data (data should include, but is not limited to, the categories listed

above)

District Expectations Communicated to All Stakeholders

- Strategic, yet attainable, goals at the district and school level (including goals for each subgroup)
- A communication plan for involvement of all stakeholders in meeting annual goals
- Analysis of the percent of district's annual goals that have been met each year for five years

Academic Supports

- District curriculum aligned to state standards
- School and classroom alignment to district curriculum expectations
- A plan for periodic progress monitoring in reading/language arts
- A plan for periodic progress monitoring in mathematics
- Periodic benchmark assessments aligned to state standards
- Use of periodic benchmark assessments and other student data to inform classroom instruction
- Timely, effective student interventions in classrooms
- Data system that collects, stores, and disseminates timely school- and student-level academic data
- Timely and equitable distribution of textbooks and instructional materials aligned to state standards
- Timely district interventions when a school is not making progress
- School board's unified vision for school improvement

Organizational Supports

- Human resource policies that effectively recruit, hire, induct, and retain effective school personnel and release ineffective personnel in a timely manner
- Timeline to place certified personnel at the site when filling vacancies
- Equitable distribution of highly qualified and effective teachers
- Strategies for recruitment of teachers and administrators
- Information technology supports aligned with district/school academic goals
- Transportation aligned with district/school academic goals (District transportation ensures students are in school prior to start of school day. Bus schedules ensure students attend school in a timely manner.)
- Local, state, and federal funds aligned to subgroup academic goals
- Local, state, and federal funds use to purchase research-based programs, materials, and professional learning opportunities
- Special Education resources aligned with the needs of the students
- English Learner resources aligned with the needs of the students
- Plan for maintaining a safe and orderly environment

INDICATORS OF CAPACITY SPECIFIC TO TURNAROUND PRINCIPLES

Strong Leadership

- Details of how performance of a current principal or a new principal (with a proven track record for turning around schools) will be reviewed for hiring, retention, or dismissal
- Details of how principals will be given operational flexibility in the areas of scheduling, staffing, curriculum, and budget

Effective Teachers

- Details of how the performance of current teachers or new teachers (with proven track record for success in challenging schools) will be reviewed for hiring, retention, or dismissal
- Policy for preventing ineffective teachers to transfer to the school

Extended Learning Time

- Plan for extended learning time (beyond the regular school day) for student learning and teacher collaboration

Research-Based Instruction

- Strong instructional program that is research-based, rigorous, and aligned with state standards

Use of Data

- Time for principals and teachers to analyze data to inform instruction for continuous improvement

School Environment

- Strong support for school safety and discipline, addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs

Family and Community Engagement

- Strong ongoing family and community engagement

C^3 Schools: LEAs that are unable to demonstrate capacity and the ability to facilitate improvement will relinquish control of all aspects of a Priority School's operations that directly or indirectly relate to student achievement to the SEA to be included in a theoretical, geographically-unbound group of schools, known as the C^3 Schools (C^3S). The State Board of Education and the State Superintendent of Public Instruction will assume control of the operations and management for schools designated as C^3S as they directly or indirectly relate to student achievement; however, during the period of time that the school operates as part of the C^3S, the school retains its county-district-site code. The purpose of the C^3S is to highlight the strategies and activities that are most likely to lead to dramatic improvement of schools and to serve as models for other low performing schools in the State. Additionally, during this period of time, the SEA will collaborate with the LEA personnel in order to enhance the capacity of the LEA and the local school board for the future success of the school when the school is returned to full control of the LEA. The intent of these activities is to enable the LEA to deliver improved services to all schools within the LEA.

Funding: Funding for the C^3 Schools will come from state and federal revenues that would have been allocated to the school through the LEA to ensure that funding follows the students being served. This includes all formula and competitive funds, including SIG funds if the Priority School was previously awarded a School Improvement Grant to implement a school intervention model. In addition, the State Board of Education may choose to reserve a percentage, not to exceed 20% consistent with the requirements listed below, of the LEA's Title I, Part A allocation to allow the SEA to begin or continue implementing the Turnaround Principles in C^3S Priority Schools in the LEA.

Each LEA with at least one Title I Priority School will be required to set aside a percentage of its Title I, Part A allocation, which is reasonable and necessary to implement the Turnaround Principles in the Priority Schools and to provide school choice options for parents/guardians of students in the school, in consultation with the SEA. This percentage will be determined on a sliding scale and will take the following into

consideration:

- the number of schools in the LEA that are identified as Priority Schools,
- the number of schools in the LEA that are identified as Reward Schools,
- the number of schools in the LEA that did not make AMOs or otherwise are in need of intervention as defined by the State's Differentiated Recognition, Accountability, and Support System, and
- the percentage of the student population that is performing below grade level or at risk of not graduating.

Based on demand, at least 5% of the LEA's Title I, Part A allocation must be available to provide school choice options to parents/guardians of students in Title I Priority Schools. These funds will provide transportation from the Priority Schools to higher-performing schools that are able to accept additional students.

Title I Priority Schools or Title I-eligible high school Priority Schools that are not operating Title I Schoolwide Programs may begin operating Schoolwide Programs since the LEA or C^3S will be implementing interventions consistent with the Turnaround Principles, according to procedures established by the Office of Federal Programs at the SEA. In addition, the Priority Schools that implement one of the four SIG-approved intervention models may apply to use SIG funds to implement those models, as funding exists.

> All local education agencies with designated Title I, or Title I-eligible Priority Schools, will be held accountable for ensuring those schools are fully supported by applying the long standing principle of 'best use' of all funding resources; such as, state and local funds, and especially, Title I, Part A program funds. The Title I, Part A funds should target and support intervention strategies that are aligned to the principles included in the Turnaround Principles. With this in mind, LEAs are strongly encouraged to consider all Title I Priority and Title I-eligible Priority sites within their district for receiving Title I funds, consistent with the requirements of Section 1113 in ESEA. Specifically, the SEA strongly encourages LEAs to support with Title I funds those Title I-eligible Priority sites that have never been served with Title I funds. This can be accomplished by requiring that the district perform an intensive review of each site's needs assessment, numbers of students from low-income families, student assessment data, school attendance data, graduation rate, numbers of highly qualified teachers, viable curriculum and a curriculum aligned to CCSS. By reviewing the needs assessment and all data pertinent to the reason the school has been identified as a Priority School, the LEA, along with the site principal, will be able to make highly informed decisions regarding how that site will best utilize Title I program funds. These Priority sites that have never participated in receiving federal program funds may begin operating as Title I Schoolwide sites according to procedures established by the Office of Federal Programs.

The State Board of Education may choose to review and approve the total operating budgets of all LEAs within which a Priority School exists to ensure that appropriate funds are being spent on improvements in the Priority School.

Requirements for Priority Schools

As stated above, LEAs with identified Priority Schools will be required to implement the Turnaround Principles defined in this ESEA waiver package. LEAs that are unable to demonstrate capacity to do so will relinquish control of all aspects of a Priority School's operations that directly or indirectly relate to student achievement to the SEA to be included in the C^3S.

LEAs that are able to demonstrate capacity to implement the Turnaround Principles will retain control of the school. Implementation of Turnaround Principles in Schools *not* in the C^3S is defined below.

Implementation of Turnaround Principles in Schools *not* in the C³S: For those Priority Schools in LEAs that have demonstrated capacity to implement the Turnaround Principles, the LEAs must operate the schools according to the following Turnaround Principles:

- The LEA shall review the performance of every principal, using established criteria, to determine if the principal has the skills, abilities, and leadership qualities to serve as an instructional leader in the school. Any principal who does not have the skills, abilities, and leadership qualities necessary to lead the turnaround efforts will be replaced.
- The principal of each Priority School shall be provided autonomy to the greatest extent possible and will be given operational flexibility in the areas of scheduling, staff, curriculum, and budget.
- In conjunction with the LEA, the principal of each Priority School shall (a) review the qualities of all staff, using established criteria, and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (b) prevent ineffective teachers from being hired or transferred to the school.
- The principal of each Priority School shall ensure that all teachers have high-quality, job-embedded, ongoing professional development informed by the TLE that is aligned with teacher and student needs.
- The principal of each Priority School shall design the school day, week, and year to include additional time for student learning and teacher collaboration.
- The principal of each Priority School shall serve as instructional leader, strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned to CCSS and the State's standards, the *Priority Academic Student Skills (PASS)*.
- The principal of each Priority School along with a team of teacher leaders shall participate in state-provided training in the Oklahoma Data Review Model. The principal of each Priority School and all teachers within each Priority School shall participate in regular reviews of data to inform instruction and for continuous improvement. This will require providing time for collaboration on the use of data.
- The principal of each Priority School shall establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. All Priority Schools will be encouraged to implement Positive Behavior Interventions and Supports models along with Response to Intervention models to assist with achieving this type of school environment.
- The principal of each Priority School shall facilitate family and community engagement by partnering with the SEA to conduct an audit of the current level of family and community engagement and using tools such as the Family Engagement Tool provided by the Center for Innovation and Improvement to establish policies and routines that will encourage ongoing family and community partnerships with the school.

Implementation of Turnaround Principles in the C³S: For those Priority Schools under the control of the C³S, the State Board of Education may choose to contract with an Educational Management Organization (EMO) to work under the leadership of the State Director of C³ Schools for operational oversight of the schools in the C³S, according to the following Turnaround Principles:

- The State Director of C³ Schools or EMO shall review the performance of every principal, using established criteria, to determine if the principal has the skills, abilities, and leadership qualities to serve as an instructional leader in the school. Any principal who does not have the skills, abilities, and leadership qualities necessary to lead the turnaround efforts will be replaced.

- The principal of each Priority School shall be provided autonomy to the greatest extent possible and will be given operational flexibility in the areas of scheduling, staff, curriculum, and budget. The principal will report to the State Director of C^3 Schools or EMO and the State Superintendent of Public Instruction.
- In conjunction with the State Director of C^3 Schools or EMO, the principal of each Priority School shall (a) review the qualities of all staff, using established criteria, and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (b) prevent ineffective teachers from being hired or transferred to the school.
- In conjunction with the State Director of C^3 Schools or EMO, the principal of each Priority School shall ensure that all teachers have high-quality, job-embedded, ongoing professional development informed by the TLE that is aligned with teacher and student needs.
- In conjunction with the State Director of C^3 Schools or EMO, the principal of each Priority School shall design the school day, week, and year to include additional time for student learning and teacher collaboration.
- The principal of each Priority School shall serve as instructional leader, strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned to CCSS and the State's standards, the *Priority Academic Student Skills (PASS)*.
- The principal of each Priority School along with a team of teacher leaders shall participate in state-provided training in the Oklahoma Data Review Model. The principal of each Priority School and all teachers within each Priority School shall participate in regular reviews of data to inform instruction and for continuous improvement. This will require providing time for collaboration on the use of data.
- The principal of each Priority School shall establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. All Priority Schools will be encouraged to implement Positive Behavior Interventions and Supports models along with Response to Intervention models to assist with achieving this type of school environment.
- The principal of each Priority School shall facilitate family and community engagement by partnering with the SEA and the State Director of C^3 Schools or EMO to conduct an audit of the current level of family and community engagement and using tools such as the Family Engagement Tool provided by the Center for Innovation and Improvement to establish policies and routines that will encourage ongoing family and community partnerships with the school.
- The State Board of Education will accept nominations of parents and community members to serve on an Advisory Board to the State Board of Education and the State Director of C^3 Schools or EMO.

Required Resources, Activities, and Interventions: All Priority Schools must utilize the appropriate resources and professional development identified by the State Department of Education, including those described in Section 2.G designed for intensive and focused support of schools in consultation with the SEA, including the What Works in Oklahoma Schools needs assessment survey, Oklahoma Data Review Model, and professional development designed to meet the needs of teachers and administrators in Priority Schools. In addition, all Priority Schools with low achievement of IEP and/or EL students must implement the interventions discussed in Section 1.B. Because schools in the C^3S are Priority Schools, it is anticipated that they will participate in all professional development and interventions that are required of other Priority Schools; however, if the State Director of C^3 Schools determines that other **equivalent** professional development or interventions are being provided, the State Director of C^3 Schools may choose to exempt a school in the C^3S from participation in one or more of the requirements of all Priority Schools on a case-by-case basis.

WISE: All Priority Schools will be required to use the Ways to Improve School Effectiveness (WISE) Online Planning Tool based on the State's Nine Essential Elements and 90 Performance Indicators (described in detail in Section 2.G). For Priority Schools in the C^3S, the State Director of C^3 Schools or EMO will assist principals in determining the focus of the school's improvement plan created through WISE. For non-traditional schools, such as virtual schools, alternative schools, or schools that serve students in court-ordered placements, the SEA will work with the school to select or modify sections of the WISE Tool most appropriate for those settings. All Priority Schools will be required to attend SEA-, LEA-, and C^3S leadership-provided professional development targeted to the intervention strategies implemented in the school and based on the school's improvement plan created through WISE. No teacher or administrator in a Priority School will be exempt from participation in required training or professional development, regardless of the time of day, week, or year, except in circumstances protected by federal or state law; however, the SEA and the State Director of C^3 Schools or EMO will conscientiously protect instructional time for classroom teachers.

REAC^{3}H Network: All Priority Schools will be required to participate in their local REAC^{3}H Network, to receive training from REAC^{3}H Coaches, and to implement instructional strategies aligned to the CCSS.

Advanced Placement: All Priority Schools will be required to participate in Advanced Placement (AP) and/or Pre-AP professional development in order to assist with implementation of the CCSS and to accelerate the learning of students who are underperforming.

21st Century Community Learning Centers (21st CCLC): A Priority School that is currently receiving or is awarded a 21st CCLC grant may submit an amendment to their original grant application to use a limited percentage of their 21st CCLC funds for extended learning time in accordance with the guidance provided by the SEA and based on a comprehensive needs assessment. This amendment must be approved by the SEA. The extended learning time must include the following:

- **School Community Partnerships:** To ensure that expanded learning programs are high quality, creative, and maximize the potential of each local community, strong partnerships that emphasize collaboration, data and resource sharing, communication, and alignment between schools and community-based/faith-based organizations should be at the core of expanded learning time programs. Meaningful, active collaboration at all levels increase the likelihood of success.
- **Engaged Learning:** Expanded learning programs should be used to enhance and complement—but not replicate—learning that takes place during the traditional school day. Quality expanded learning opportunities provide children and youth with hands on, student-centered learning that motivates and inspires them. These meaningful experiences, involving science, math, physical activity, music, arts and opportunities for service, complement but do not replicate the traditional school day and take place in an environment that is less stressful than the traditional school day. Expanded learning programs should provide opportunities for mentoring, tutoring, internships, apprenticeships, individualized learning, college and career exploration, and even jobs.
- **Family Engagement:** Expanded learning programs should maintain parental choice, community involvement, and family engagement. Quality programs succeed because parents and children choose to fully participate. This forces programs to ensure that the learning is meaningful, engaging, and relevant, particularly for older children and youth. Expanded learning time programs can make it easier for working parents to interact with instructors. A wide body of research points to active parent involvement in their children's education as a factor in student success, and community-based organizations partnering with schools on expanded learning time can help facilitate that involvement. Expanded learning programs should focus on meeting the needs of the most at-risk students to ensure that resources are appropriately directed to students most in need of additional supports. For these reasons, expanded learning programs should emphasize parental engagement and parental

choice.

- **Prepared staff:** Forming healthy relationships with program staff can lead to a positive emotional climate for students, allowing them to feel comfortable learning and exploring. Factors that serve as a catalyst for establishing these bonds are a small staff-child ratio and a well-prepared and compensated staff. Professional development in both content areas and youth development contribute to staff becoming role models and informal mentors for participating young people.

- **Intentional programming:** The best programs are structured with explicit goals and activities designed with these goals in mind. For instance, program goals might address improving a specific set of social skills, building on previous knowledge, meeting age-specific developmental needs or maximizing engagement in school. Intentional alignment with traditional school-day instruction allows struggling students to catch up to their classmates, while helping all students hone the skills necessary for success in school.
- **Student participation and access:** In order for youth to take advantage of all that expanded learning opportunities offer, there must be steady access to programs over a significant period of time. Programs that contain components of quality – specifically safety, youth engagement, and supportive relationships – are more likely to keep children in school.
- **Ongoing assessment and improvement:** Programs that employ management practices focused on continuous improvement have the most success in establishing and maintaining quality services. Frequent assessment, both informal and formal, and regular evaluation, both internal and external, are ingredients needed to refine and sustain expanded learning programs.

State Board of Education Oversight: If at any point the State Board of Education determines that a Priority School cannot make improvement or should not be allowed to continue serving students, the LEA may voluntarily surrender the school to the C³S for a period of three years, or the State Board of Education may choose to close the school and reassign students, without prior notice, to higher performing schools in the following:

- LEA,
- Another LEA that does not operate any Priority or Focus Schools, or
- C³S.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

For those LEAs that maintain control of their Priority Schools, Turnaround Principles must be implemented during the 2012-2013 school year. Because the SEA will obtain control of all other Priority Schools beginning July 1, 2012, and begin implementing the Turnaround Principles immediately, the turnaround principles will be implemented in all Priority Schools during the 2012-2013 school year. If, due to delays in identification, any LEA is unable to implement the Turnaround Principles in a Priority School during the 2012-2013 school year, the 2012-2013 school year will be considered a partial implementation year, with the three years of full implementation beginning in 2013-2014. This will be determined through regular reporting and monitoring during 2012-2013 that will continue through subsequent years. While all LEAs will continue to operate Priority Schools for the 2011-2012 school year, LEAs must cooperate with the SEA, State Board of Education, and C³S Leadership throughout the 2011-2012 school year to ensure seamless transition and necessary planning and implementation strategies prior to July 1, 2012. If the State Board of Education determines that the LEA is providing a barrier to the implementation of C³S and Turnaround Principles, the State Board of Education may obtain control of the school identified as a Priority School immediately. The plan shown below outlines the steps that will be taken before July 2012.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles
Clarify state law to include state control of "Priority Schools" in addition to the current reasons for which the state may obtain control of a school	February – May 2012	State Superintendent Legislative Liaison	Staff Time	Currently, the State law references State Board of Education takeover of a school in relation to School Improvement Status. The State law will need to be amended to use the term "Priority School Status" instead of "School Improvement Status."
Determine funding amounts for each Priority School	No later than June 1, 2012	Assistant State Superintendent, Office of Federal Programs Comptroller	Staff Time	Calculating Title I district allocations for federal FY12 (state FY13) including funds to be reserved at the SEA to serve the C^3S.
Allow LEAs to submit documentation of their capacity to implement Turnaround Principles in Priority Schools	February 2012	State Director of C^3 Schools	Staff Time	None
Hire State Director of C^3 Schools	December 1, 2011	State Superintendent of Public Instruction General Counsel	Staff Time	Reserved funds will be used to pay for the services overseen by the State Director of C^3 Schools and EMO.
Evaluate principals in C^3S Priority Schools	No later than April 1, 2012	State Director of C^3 Schools and/or EMO Executive Director of Teacher and Leader Effectiveness	Staff Time	TLE Commission work may not be complete, so judgments may be made on existing qualitative criteria and State Director of C^3 Schools expertise.

Determine which principals and teachers will be allowed to continue working in C^3S Priority Schools and hire replacements as necessary	No later than June 1, 2012	State Director of C3 Schools and/or EMO Executive Director of Teacher and Leader Effectiveness	Staff Time	TLE Commission work may not be complete, so judgments may be made on existing qualitative criteria and State Director of C^3 Schools expertise. State law will need to be reviewed and may be amended to allow for replacement of teachers in Priority Schools without rights to appeal termination.
Begin implementation of Turnaround Principles in all Priority Schools (operated by C^3S and LEAs)	August 1, 2012	State Superintendent State Board of Education LEAs	Staff Time	None

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

In order to exit Priority School status, a school must earn an A, B, or C on the State's A-F School Grading System. In addition, the school cannot be in the bottom 5% of performance in the state in reading and mathematics as defined in Section 2.D.i, and the school cannot have a graduation rate less than 60% for at least three years as defined in Section 2.D.i.

If a school exits Priority Status prior to implementation of Turnaround Principles, the LEA may maintain control of the school and will not have to implement Turnaround Principles.

If a school exits Priority Status after beginning implementation of the Turnaround Principles, the school must continue implementation of the Turnaround Principles until the Turnaround Principles have been in place for at least three years.

If the Priority School is a member of C^3S at the time that the school exits Priority Status, control of the school may be returned to the LEA if all of the following criteria are met:

- The LEA can demonstrate capacity to support the school in continuous improvement efforts to ensure that the school does not worsen after leaving the C^3S.
- The State Board of Education agrees to relinquish control of the school to the LEA, believing that the LEA is the best suited entity to run the school.
- The LEA has demonstrated improvement in other schools across the LEA during the three-year or longer period in which the school was operated by the C^3S.
- The parents of students in the school agree by majority vote to return the school to control of the LEA.

If all of these conditions are not met, the State Board of Education may choose to keep control of the school as part of the C^3S, or the State Board of Education may reassign control of the school to the original LEA, another LEA, or a Charter School Operator.

In addition, the Priority Schools Advisory Board will make recommendations to the SEA and State Board of Education regarding continuation of C^3 School status. As described previously, the board members will consist of the State Director of C^3 Schools, other SEA personnel, practicing educators, School Support Team leaders, members from the Committee of Practitioners, community stakeholders, career and technology education representatives, and higher education representatives. The board will annually review all relevant documentation from the State Director of C^3 Schools and Priority School LEAs for the purpose of determining progress being made toward established goals and the fidelity with which the Turnaround Principles are being implemented.

Key Take Away for Section 2.D: Failure is no longer an option in Oklahoma schools. In order to preserve and protect the futures of all Oklahoma children, Turnaround Principles and drastic improvement will be required of the State's lowest performing schools.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools."

At the time of submission of this ESEA Flexibility Request, the State's newly adopted A-F School Grading System has not been implemented. Implementation will begin in the 2012-2013 school year; therefore, initial identification of Focus Schools will be based on the methodology described below. Further, identification of Focus Schools in future years will not be based on the A-F School Grading System because the A-F School Grading System does not capture the intent of Focus School Definition related to subgroup performance.

Initial Year (In 2011): In order to identify schools that are contributing to the achievement gap (i.e., Focus Schools), the State will include scores on the most recent administrations as well as prior administrations of the state assessments in reading and mathematics used in the prior accountability system. These include assessments of Grades 3-8 reading and mathematics OCCT, OMAAP, and OAAP, and at the high school level, Algebra I and English II OCCT, OMAAP, and OAAP, for the "all students" group, which includes students with disabilities and English Learners, administered during the 2010-2011 school year.

The SEA chose not to include science, social studies, and writing in the initial identification of Focus Schools based on feedback from LEAs that it would be unfair to identify schools and require drastic interventions based on 2010-2011 assessment data in subjects that were not used in the Accountability System that was in place for the 2010-2011 school year. (See the end of this section for how this identification will differ beginning in 2012-2013.)

In 2010-2011, the State had 1208 Title I schools; therefore, the State will identify at least 121 schools (10%) as Focus Schools. In addition, Oklahoma will identify non-Title I schools with student achievement that is comparable to the Title I schools identified.

Five methods for identifying Focus Schools were defined in the *ESEA Flexibility*. Oklahoma has chosen to use three of these five methods. The first two options based on within-school achievement gaps were not chosen because of the inability of within-school gaps based on small population sizes to "move the needle" on statewide achievement gaps; <u>therefore, Oklahoma used Methods 3, 4, and 5 of the *ESEA Flexibility* definition for Focus Schools.</u>

Method 3 (See Table 2, Key G): The lowest achieving three subgroups in the State will be identified by averaging each subgroup's reading Academic Performance Index and mathematics Academic Performance Index for the 2010-2011 school year. For each of the three subgroups, any school that has a population of students in that subgroup that is more than the State's population percentage will be considered based on the criteria listed below. (For example, if the State identifies the Black student subgroup as one of the three lowest performing subgroups in the State, any school with a population greater than 10% Black students would be considered because the State's enrollment of Black students is 10% of the population.)

- For each school, the proficiency index scores for each subgroup under consideration will be averaged. The content areas included for 2010-11 are Grades 3-8 reading and mathematics OCCT, OMAAP, and OAAP; Algebra I OCCT, OMAAP, and OAAP; and English II OCCT, OMAAP, and OAAP. All students in each subgroup scoring Advanced will receive 4 points, all students scoring Proficient will receive 3 points, all students scoring Limited Knowledge will receive 2 points, and all students scoring Unsatisfactory will receive 1 point. For each subgroup at each school, the total number of points received will be divided by the number of these assessments given in that year in that school.
- Schools will be rank ordered by grade span (elementary, middle/junior high, and high school) within each subgroup.

Any Title I school in the bottom 30% of the Title I schools within each grade span (elementary, middle/junior high, and high school) as well as any school in the bottom 30% of all schools (Title I and non-Title I) for each grade span for any of the three subgroups will be named as a Focus School unless the school has been named as a Priority School or unless the school has been named as a high-progress Reward School, which would indicate that the school has *not* demonstrated a lack of progress on those assessments over a number of years in the "all students" group. The percent of schools identified was chosen in order to obtain at least 121 Title I Focus Schools and additional non-Title I Focus Schools.

Oklahoma chose to identify as Focus Schools those schools with poor performance in their students with disabilities (IEP), English Learners (EL), and Black subgroups if the school had higher than the state's average population percentage for that subgroup. This definition was developed so that the SEA could focus assistance to those schools to help increase performance for these subgroups. In the future, if all schools that exceed the state's average population percentage for those subgroups have high achievement, the State will look toward identifying schools that have a lower percentage of students in those subgroups in which the students are not performing. Further, if the State closes the achievement gap for those subgroups, the State will reexamine the subgroups used for identification of Focus Schools. (See Attachment 18: Oklahoma's Support of Minority and Poverty Students in Schools Not Identified as Focus or Priority Schools.)

Black

- 10% of state population is African American
- 368 (21%) schools have an African American population greater than the state average representing 76% of the state population
- Of the 368 schools, only 324 have an N>25 representing 70% of the African American population
- Identified 74 (23%) of the 324 as a Focus School representing 21% (approx 7000 students) of the African American population

EL

- 5% of the state population is EL
- 387 (22%) schools have an EL population greater than the state average representing 78% of the state population
- Of the 387, only 168 have N>25 representing 63% of the state EL population
- Identified 45 (27%) of the 168 as a Focus School representing 22% (approx 4000 students) of the state EL population

IEP

- 17% of the state population has an IEP
- 811 (48%) schools have an IEP population of students > 25 representing 78% of the state IEP population
- 983 (57%) schools have a IEP population greater than the state average representing 60% of the state IEP population
- 496 (29%) schools with a population greater than the state average and N of students > 25 represent 48% of the state IEP population
- Identified 137 (17%) of the 496 as a Focus School representing 11% (approx 6400 students) of the state IEP population

Number of Schools

			N > 25		
			No	Yes	Total
Above State Average	No	Count	402	315	717
		% of Total	23.6%	18.5%	42.2%
	Yes	Count	487	496	983
		% of Total	28.6%	29.2%	57.8%
Total		Count	889	811	1700
		% of Total	52.3%	47.7%	100.0%

Method 4 (See Table 2, Key G): The two subgroups with the lowest graduation rates in the State will be identified for the 2009-2010 school year. For each of these subgroups, any school that has a population of students in that subgroup that is more than the State's population percentage will be considered based on the criteria listed below. (For example, if the State identifies the Black student subgroup as one of the two subgroups in the State with the lowest graduation rates, any school with a population greater than 10% Black students would be considered because the State's enrollment of Black students is 10% of the population.)

- For each school, the graduation rate for the subgroup under consideration will be averaged for the 2007-2008, 2008-2009, and 2009-2010 school years.
- Schools will be rank ordered within each subgroup.

Any Title I school that is in the bottom 10% of Title I schools as well as any Title I or non-Title I school that is in the bottom 10% of all schools for either of the subgroups will be named as a Focus School unless the school has been named as a Priority School or unless the school has decreased by half the difference between the subgroup's graduation rate and 100% since the 2007-2008 school year. (For example, if a school had a graduation rate of 40% in 2007-2008 for the subgroup under consideration, but the school had a graduation rate of 70% or higher for the subgroup in the 2009-2010 school year, the school would not be named as a Focus School because the school decreased by half the difference between 40% and 100% for that subgroup.)

Method 5 (See Table 2, Key H): Since the total number of high schools in the State with a graduation rate below 60% for three consecutive years (2007-2008, 2008-2009, and 2009-2010) did not exceed 25% of the Priority School identification, no additional schools were identified as Focus Schools.

Subsequent Years (Beginning in 2012): Any Title I or non-Title I school that would be identified as a Focus School using the same methodologies outlined for 2011 (Method 3, Method 4, and Method 5) but using the most current data available will also be named as a Focus School. This will ensure that at least 10% of Title I schools and 10% of all schools in the state will be identified as Focus Schools.

It is possible that schools with the largest achievement gaps and schools contributing to the State's achievement gap will not receive a low grade on the A-F School Grading System Report Card. This is likely to happen when the school has a large population of students in one or more subgroups that are performing very well and a much smaller population of students in one or more subgroups that are performing very poorly. In these cases, the school's overall grade based

on the All Students category could be an A, B, or C. Therefore, beginning in 2012, Oklahoma decided to identify only those schools who meet the criteria described in the *ESEA Flexibility Request* to identify Focus Schools.

Beginning in 2012, LEAs will have ~~30 days to submit corrections or~~ 10 days to submit appeals to identification on the Focus School List, which will be closely connected to the 30 days to submit corrections for each data element in the state report card~~or appeals~~ as defined in the administrative rules for the A-F School Grading System (See Attachment 19).

2.E.ii Provide the SEA's list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Focus School identification is based on achievement of subgroups and closing gaps between subgroups. Implementing strong interventions in Focus Schools aligns perfectly with the State's goals of closing all achievement gaps and seeing each student graduate from high school ready for college, careers, and citizenship (C^3) by the year 2020: C^3 by 2020.

Because Focus Schools will have vastly different intervention needs based on the subgroups that are underperforming or graduating at lower rates, it is imperative that Focus School interventions be designed to target the specific needs of the school, its educators, and its students, including specific subgroups. This differentiation in interventions that are required to be implemented in no way lowers the rigorous expectations for school improvement or intervention strategies; rather, the purpose of the differentiation is to provide highly stringent but appropriate interventions in schools that will meet the needs of the students who are struggling to meet C^3 benchmarks.

An appropriate alignment will be demonstrated between needs assessment data, the school improvement plan, intervention strategies selected and implemented, Title I set asides, and all school expenditures as described below.

Required Resources, Activities, and Interventions: All Focus Schools must utilize the appropriate resources and professional development identified by the State Department of Education, including those described in Section 2.G designed for intensive and focused support of schools in consultation with the SEA, including the What Works in Oklahoma Schools needs assessment survey, Oklahoma Data Review Model, and professional development designed to meet the needs of teachers and administrators in Focus Schools. For example, if space is available, principals of Focus Schools will be encouraged to attend the Principal's Academy described in Section 2.G, and any principal in a Focus School that demonstrates lack of leadership will be required to attend the Principal's Academy. In addition, all Focus Schools with low achievement of IEP and/or EL students must implement the interventions discussed in Section 1.B. For example, if the school was identified as a Focus School based on the EL subgroup, the school must complete a Language Instruction Educational Plan for each low-achieving EL student as described in Section 1.B.

Focus schools will receive training on conducting a comprehensive needs assessment. One component of the training will include utilizing the What Works in Oklahoma Schools Resource Toolkit. The Toolkit includes administrator, teacher, and student surveys aligned to Oklahoma's Nine Essential Elements.

Examples of the surveys are available in an online format and are located on the Oklahoma State Department of Education Website at: http://www.sde.state.ok.us/Curriculum/Essential . Data from the surveys can be analyzed to determine which interventions are best to close the achievement gaps and meet the needs of individual students.

Examples of other data to be included in the comprehensive needs assessment training are: OSTP achievement; district benchmark; student attendance; student behavior; and other relevant data focused on improving the performance of the identified subgroup. The schools, in consultation with SEA staff, will select research-based differentiated supports from the *Menu of Interventions and Supports for School Improvement* (see Attachment 12) that are most appropriate for their schools, and for the students in the identified subgroup in particular. These interventions and supports are in the following categories:

1. Schoolwide Interventions & Supports
2. Leadership Interventions & Supports
3. Teacher Interventions & Supports
4. Classroom Interventions & Supports
5. Parent and Community Interventions & Supports

The SEA will work in close collaboration with each LEA in which a Focus School is identified to determine a plan for meeting the needs of that school. All Focus Schools will be required to use the appropriate indicators from the WISE Online Planning Tool based on the State's Nine Essential Elements and 90 Performance Indicators (described in detail in Section 2.G) and may choose to use the What Works in Oklahoma Schools needs assessment survey (described in detail in Section 2.G) in order to determine the root causes of low student performance in the school. If an LEA with a Focus School believes that use of the WISE tool will hinder the ongoing work of improving the school, the LEA may seek a waiver of the requirement to use the WISE tool but must still complete a comprehensive needs assessment and comparably rigorous school improvement plan. SEA leadership, SEA staff, or a representative on behalf of the SEA will assist the LEA and site principal with determining the focus of the school's improvement plan created through WISE, by assisting the LEA and site principal in selecting approved interventions that align with site needs. For non-traditional schools, such as virtual schools, alternative schools, or schools that serve students in court-ordered placements, the SEA will work with the school to select or modify sections of the WISE Tool most appropriate for those settings. All Focus Schools will be required to attend SEA-provided professional development targeted to the intervention strategies implemented in the school and based on the school's improvement plan created through WISE.

The principal of each Focus School, along with a team of teacher leaders, will be required to use data to drive instruction and may participate in state-provided training in the Oklahoma Data Review Model. Data review presentations and relevant documents are located on the OSDE Webpage at http://www.sde.state.ok.us/NCLB/SIG.html. Training will include using data to set performance targets for each building and grade level, planning for the success of all children, and closing achievement and expectation gaps for every subgroup.

The principal of each Focus School and all teachers within each Focus School will be required to participate in regular reviews of data to inform instruction for continuous improvement, particularly in the subgroup(s) for which the school was identified. This will require providing time for collaboration on the use of data. The purpose of the Data Reviews is to analyze school benchmark assessment data at the student level in reading, mathematics, and other content areas and to analyze how performance relates to the state standards/CCSS. Other data to be reviewed may include student behavior and professional activities. Schools will develop timely action steps targeted to improve student achievement and close achievement gaps in specific subgroups.

Each LEA with at least one Title I Focus School will be required to set aside a percentage, not to exceed 20%, of its Title I, Part A allocation to implement appropriate and rigorous interventions in the Focus Schools~~ and to provide~~ , which may include providing school choice options for parents/guardians of low-achieving students~~, including low-achieving students in the low-performing subgroup(s)~~. This percentage will be determined on a sliding scale and will take the following into consideration:

- the number of low-achieving students in the school,
- the number of schools in the LEA that are identified as Priority Schools,
- the number of schools in the LEA that are identified as Reward Schools,
- the number of schools in the LEA that did not make AMOs or otherwise are in need of intervention as defined by the State's Differentiated Recognition, Accountability, and Support System, and
- the percentage of the student population that is performing below grade level or at risk of not graduating.

~~At least 5% of the LEA's Title I, Part A allocation must be available to provide school choice options to parents/guardians of low-achieving students, including low-achieving students in the subgroup(s) that led to identification in Title I Focus Schools. These funds will provide transportation from the Focus Schools to higher-performing schools that are able to accept additional students.~~

The ~~remainder of the~~ LEA's Title I, Part A set-aside as described above must be spent on interventions and strategies consistent with the research-based *Menu of Interventions and Supports for School Improvement* (see Attachment 12). Selection of interventions that will be paid for with Title I, Part A funds must be done in consultation with SEA leadership, SEA staff, or a representative on behalf of the SEA and must align with the school's improvement plan. It is likely that Focus Schools will direct the majority of these set-aside funds toward interventions for low-achieving students in the subgroup(s) that led to identification; however, the school may use the set-aside funds for low-achieving students regardless of subgroups in accordance with other Title I funding requirements.

Title I Focus Schools that are not operating Title I Schoolwide Programs may begin operating Schoolwide Programs if the LEA is implementing interventions consistent with the Turnaround Principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in the school, as appropriate. The Office of Federal Programs at the SEA will establish procedures for this transition. LEAs with Title I-eligible Focus Schools that are not being served with Title I funds are strongly encouraged to begin serving these schools with Title I funds, consistent with the requirements of Section 1113 in ESEA, in order to meet the academic needs of these students.

All local education agencies with designated Title I, or Title I-eligible Focus Schools, will be held accountable for ensuring those schools are fully supported by applying the long standing principle of 'best use' of all funding resources; such as, state and local funds, and especially, Title I, Part A program funds. The Title I, Part A funds should target and support intervention strategies that are best suited for the school. With this in mind, LEAs are strongly encouraged to consider all Title I Focus and Title I-eligible Focus sites within their district for receiving Title I funds. Specifically, the SEA strongly encourages LEAs to support with Title I funds those Title I eligible Focus sites that have never been served with Title I funds, consistent with the requirements of Section 1113 in ESEA. This can be accomplished by requiring that the district perform an intensive review of each site's needs assessment, numbers of students from low-income families, student assessment data, school attendance data, graduation rate, numbers of highly qualified teachers, viable curriculum and a curriculum aligned to CCSS. By reviewing the needs assessment and all data pertinent to the reason the school has been identified as a Focus School, the LEA, along with the site principal, will be able to make highly informed decisions regarding how that site will best utilize Title I program funds. If a Title I-eligible Focus School that has never participated in receiving federal program funds implements interventions consistent with the Turnaround

Principles, the Title I eligible school may begin operating as Title I Schoolwide site according to procedures established by the Office of Federal Programs.

All LEAs with Focus Schools will be required to demonstrate capacity to implement appropriate interventions and provide assurances that interventions likely to produce significant student achievement will be implemented in the 2012-2013 school year with additional interventions implemented in subsequent years, as needed.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

In order to exit Focus School status, a school must do the following:

- Make AMOs in the student subgroup(s) for which the school was identified as a Focus School, based on the State's new Differentiated Accountability, Recognition, and Support System for two years; and
- Not meet the criteria for Focus School status for any other subgroup of students.

At the time that the school exits Focus Status, the school may amend its site improvement plan for the following school years.

Key Take Away for Section 2.E: Closing achievement gaps and raising student performance or graduation rate of particular subgroups will require targeted interventions specific to the needs of each subgroup. Significant commitments of financial resources and professional development will be needed to close these gaps.

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE 1 SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

The State's newly adopted A-F School Grading System will provide incentives and supports to ensure continuous improvement in all Title I and non-Title I schools. The following table summarizes the differentiated interventions and incentives for Title I schools:

	~~Grade +~~	~~Grade~~Designation	~~Grade –~~
A	~~*Reward School*~~	*Reward School*	~~LEA-identified Interventions~~
B	~~LEA-identified Interventions~~	LEA-identified Interventions	~~LEA-identified Interventions~~
C	~~LEA-identified Interventions~~	LEA-identified Interventions	~~LEA-identified Interventions~~
D	~~*Targeted Intervention School*~~	*Targeted Intervention School*	~~*Targeted Intervention School*~~
F		*Priority School*	

* *Focus School* designations will be made apart from the State's A-F School Grading System as described in Section 2.E.

The rewards and recognitions described in section 2.C for Reward Schools provide incentives for all schools to work toward continuous improvement in order to receive this designation.

The research-based interventions described in section 2.D for Priority Schools and section 2.E for Focus Schools are the strategies proven to have the greatest likelihood of resulting in continuous improvement for these schools.

In addition, the LEA-identified Interventions for schools receiving a School Grade of ~~A-, B+,~~ B~~, B-, C+,~~ or C~~, or C-~~ (described below) along with the SEA-provided supports described in section 2.G will provide the support that all Title I and non-Title I schools will need to continuously improve student achievement and close achievement gaps.

School Improvement Plans

Oklahoma state law requires all schools to have a school improvement plan that is updated annually. Schools that are awarded a School Grade of C or above would include in their school improvement plan those LEA- and school-identified interventions that would lead to continuous school improvement. These interventions may be chosen from the research-based *Menu of Interventions and Supports for School Improvement* (see Attachment 12). These interventions and supports are in the following categories:

1. Schoolwide Interventions & Supports
2. Leadership Interventions & Supports
3. Teacher Interventions & Supports
4. Classroom Interventions & Supports
5. Parent and Community Interventions & Supports

Some of these interventions may be provided by the State for any interested school. For example, some of the strategies offered by the SEA as described in section 2.G might be interventions that a school would

voluntarily choose to implement.

Schools will be offered school improvement planning training for the WISE Online Planning Tool based on the State's Nine Essential Elements and 90 Performance Indicators (described in detail in Section 2.G). A variety of methods will be used to train, including workshops, Webinars, videos, and videoconferences.

Required Interventions

Innovating beyond the *ESEA Flexibility* requirements, Oklahoma will initially require interventions of all schools that are in the bottom 25% of the State in student achievement that have not been previously identified as Priority Schools or Focus Schools. These schools will be identified as Targeted Intervention Schools **(See Table 2, Key I)** and must complete a comprehensive needs assessment, which includes a review of the school's most recent OSTP data and other relevant data, and may include data from the What Works in Oklahoma Schools needs assessment surveys. Schools will select targeted interventions and strategies consistent with the research-based *Menu of Interventions and Supports for School Improvement* (see Attachment 12). These interventions and supports are in the following categories:

1. Schoolwide Interventions & Supports
2. Leadership Interventions & Supports
3. Teacher Interventions & Supports
4. Classroom Interventions & Supports
5. Parent and Community Interventions & Supports

In addition, the State Board of Education may choose to review and approve the total operating budgets of all LEAs within which a Targeted Intervention School exists to ensure that appropriate funds are being spent on improvements in the Targeted Intervention School.

Beginning in 2012, schools that receive a School Grade of ~~D+,~~ D~~, or D-~~ that have not been identified as Priority Schools will be identified as Targeted Intervention Schools and will be required to implement interventions and strategies consistent with the research-based *Menu of Interventions and Supports for School Improvement* (see Attachment 12). Beginning in 2012, LEAs will have ~~30 days to submit corrections or~~ 10 days to submit appeals to identification on the Targeted Intervention School List, which will be closely connected to the 30 days to submit corrections for each data element in the state report card ~~or appeals~~ as defined in the administrative rules for the A-F School Grading System (See Attachment 19).

LEAs with Title I schools that are Targeted Intervention Schools must provide assurances that a sufficient amount of Title I, Part A funding is used at that school site to implement interventions that are likely to produce significant student achievement. The LEA may choose to set aside a percentage of the LEA's Title I, Part A allocation, not to exceed 10%, to serve these schools directly, or the LEA may choose to spend site allocations on these targeted interventions. When LEAs are making this decision, they should take into consideration the number of schools in the LEA that are identified as Priority Schools and Focus Schools as well as the number of schools in the LEA required to implement interventions because they are Targeted Intervention Schools.

Targeted Intervention Schools must include in their school improvement plan the professional development and other required interventions that will be implemented in the school that are likely to improve student achievement. These schools are encouraged to use the WISE Online Planning Tool, Oklahoma's Nine Essential Elements, and 90 Performance Indicators to create their plan, but they are not required to do so. For non-traditional schools, such as virtual schools, alternative schools, or schools that serve students in court-ordered placements, the SEA will work with the school to select or modify sections of the WISE Tool most appropriate for those settings. These schools are highly encouraged to include in their plan data analysis processes consistent with the Oklahoma Data Review Model and state-provided professional

development that targets the specific needs of the school, its educators, and its students.

Required Resources, Activities, and Interventions: Beginning with schools identified based on 2011-2012 test data, all Targeted Intervention Schools must begin implementing the Turnaround Principles within twelve months of being identified as Targeted Intervention Schools or petition for a waiver of one or more Turnaround Principles. Progress toward meeting the Turnaround Principles will be reported semi-annually to the Oklahoma State Department of Education and the Oklahoma State Board of Education. Turnaround Principles must be implemented for a period of three years, even if the school exists Targeted Intervention status.

All Targeted Intervention Schools must utilize the appropriate resources and professional development identified by the State Department of Education, including those described in Section 2.G designed for intensive and focused support of schools in consultation with the SEA, including the What Works in Oklahoma Schools needs assessment survey, Oklahoma Data Review Model, and professional development designed to meet the needs of teachers and administrators in Targeted Intervention Schools. For example, if space is available, principals of Targeted Intervention Schools will be encouraged to attend the What Works in Oklahoma Schools Conference described in Section 2.G. In addition, all Targeted Intervention Schools with low achievement of IEP and/or EL students must implement the interventions discussed in Section 1.B. For example, the school should complete a Language Instruction Educational Plan for each EL student with low achievement as described in Section 1.B.

State Supports

In addition to the research-based *Menu of Interventions and Supports for School Improvement* (see Attachment 12), the State provides supports for capacity building in all schools as described in 2.G.

Key Take Away for Section 2.F: Oklahoma's Differentiated Recognition, Accountability, and Support System provides a comprehensive framework for all schools to show continuous improvement regardless of the school's current level of student achievement, graduation rate, or school success components.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
ii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools; and
iii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

The SEA builds capacity to improve student learning in the SEA as well as in each LEA and school through a variety of processes and structures.

i. The SEA's School Support/School Improvement Team and other SEA staff will provide timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in Priority Schools and Focus Schools.

School and LEA monitoring and technical assistance for intervention implementation is designed to increase the capacity of school and district leadership. For example, when WISE plans (described below) are reviewed, the SEA provides feedback to LEAs and sites regarding gaps in capacity and ineffective implementation of required interventions. This support provides districts with increased capacity to identify needs and implement interventions that will lead to improved student achievement.

Monitoring of LEAs/Schools

WISE: Priority Schools and Focus Schools will submit their school improvement plans through the WISE Online Planning Tool as referenced in Sections 2.D and 2.E. SEA staff will review the plans and will conduct periodic review, monitoring, and provide timely feedback of implementation of the plan. School Support Teams will assist in this process.

Monitoring Structure: Priority schools will be required to implement one of four United States Department of Education's SIG models, or implement an intervention that satisfies the Turnaround Principles. Monitoring of Priority and Focus schools will be conducted by the SEA's School Support/School Improvement Team in collaboration with the Office of Federal Programs, the Office of Student Support, the Office of Instruction, the Office of Special Education, and the Office of Accountability and Assessment.

Monitoring of the schools will be a key focus of the SEA to ensure implementation of requirements, addressing programmatic and fiscal accountability in the use of federal funds and the manner in which schools have supported and leveraged funds that LEAs were previously required to reserve under ESEA section 1116(b)(10). Monitoring will include the use of School Improvement Grant funds as well as any other federal funds that are permitted for use according to *ESEA Flexibility* guidance. Expenditures will be thoroughly reviewed for accountability and transparency to ensure alignment to program goals and

reform initiatives. Student achievement results will be evaluated in order to determine effectiveness of implementation.

Monitoring of Interventions in Priority Schools and Focus Schools

Currently, SIG schools submit School Improvement Status Reports (SISRs) quarterly. Priority Schools will also be required to complete a quarterly status report. The purpose of the status reports is for LEAs or leadership from the group of schools known as C^3 Schools (C^3S) to report to the SEA the progress schools have made toward meeting goals. Status reports will include school-level data such as benchmark assessments in reading, mathematics, and other content areas as requested; teacher and student attendance data; discipline and suspension data; graduation/dropout rate data; and progress made toward implementation of the selected intervention model.

Focus schools will be required to complete a semi-annual status report beginning in their second year of identification as a Focus School if, during the first year, the school does not meet all AMOs for the subgroup(s) that led to identification. The purpose of the status reports is for LEAs to report to the SEA in the following areas: the progress made by schools toward meeting district goals; the progress demonstrated at the school level such as district benchmark assessments in reading, mathematics, and other content areas as requested; student attendance data, discipline and suspension data; and graduation/dropout rate data.

In addition, School Support Teams, comprised of current practitioners and led by contracted employees of the SEA, will make regular visits to Priority Schools and will be assigned to Focus Schools as funding is available to check for implementation of interventions and to offer ongoing support of these schools, their teachers, and their leadership.

ii. The SEA's Office of Accountability and Assessment (including the Regional Accreditation Officers), Office of Student Support (including the School Support/School Improvement Team), the Office of Federal Programs, the Office of Instruction, the Office of Special Education, and the Priority Schools Advisory Board will hold LEAs and schools accountable for improvement of student and school achievement, particularly for turning around Priority Schools.

School and LEA accountability, including monitoring of regulations implementation, is designed to increase the capacity of school and district leadership. For example, when Regional Accreditation Officers (described below) monitor district implementation of state and federal laws, they identify gaps in school capacity and unnecessary redundancies. The SEA, LEAs, and sites are then able to collaborate with the Regional Accreditation Officers on processes that will increase district capacity to meet regulations that will ultimately improve student achievement.

A-F School Grading System: The Office of Accountability and Assessment will implement the A-F School Grading System. The system is designed to hold LEAs and schools accountable for continuous improvement by incorporating student growth as a component of the A-F School Grading System.

Federal Programs and School Support/School Improvement Monitoring: The Office of Federal Programs in conjunction with the School Support/School Improvement Team will hold LEAs accountable for improving schools and student performance and particularly for turning around the Priority Schools. A monitoring tool and timeline for the LEAs with Priority Schools will be developed by the SEA to ensure model implementation, improved student achievement, and effective use of program funds.

Priority Schools Advisory Board: Other efforts supporting school and student accountability will include the development of a Priority Schools Advisory Board. The board members will consist of the State Director of C^3 Schools, other SEA personnel, practicing educators, School Support Team leaders, members from the Committee of Practitioners, community stakeholders, career and technology education representatives, and higher education representatives. This board will continue throughout the *ESEA Flexibility* waiver timeframe. The board members, or executive committee of the board, will review LEA capacity for supporting implementation of the Turnaround Principles. The board will also annually review all relevant documentation from the State Director of C^3 Schools and Priority School LEAs for the purpose of determining progress being made toward established goals and the fidelity with which the Turnaround Principles are being implemented. The Advisory Board will make recommendations to the SEA and State Board of Education for the continuation of Priority School status, as described in Section 2.D.v.

Regional Accreditation Officers: The Regional Accreditation Officers (RAOs) will hold LEAs and schools accountable for improvement of student and school achievement by assigning the 13 RAOs to perform timely, consistent reviews addressing the components included in this *ESEA Flexibility Request* and how they align with state-mandated requirements.

iii. The SEA has been restructured to ensure sufficient support for implementation of interventions in Priority Schools, Focus Schools, Targeted Intervention Schools, and other Title I schools identified under the SEA's Differentiated Recognition, Accountability, and Support System.

The structure of the SEA was designed to place focus on the State's goal that all students will graduate college, career, and citizen ready. With the focus of the SEA on this ultimate goal, all efforts of the State will coalesce around implementing interventions in schools where students are not achieving this goal.

Additionally, LEAs will be supported in the use of federal, state, and local funds that are focused on implementation of these interventions. The SEA will remove all possible obstacles that currently limit the capacity of LEAs and schools to use available funds to meet the direct needs of schools, educators, and students.

The SEA processes will include developing training/technical support for LEAs and schools that will ensure resources are maximized and allocated toward strategic goals. LEAs and schools will be trained in developing a comprehensive needs assessment (as discussed in detail below) and analyzing data to make informed fiscal decisions, including federal, state, and local dollars. LEAs will demonstrate an appropriate alignment between needs assessment data, school improvement plans, intervention strategies selected and implemented, Title I funds, and all school expenditures.

Capacity-Building Initiatives for SEA, LEAs, Schools, Leaders, and Teachers

Initiatives that will Increase Capacity of the SEA

The SEA has chosen to participate in multi-state consortia and collaborative associations in order to develop its own capacity to serve LEAs and schools. The SEA will continue to participate in these multi-state organizations and to seek out additional support from other states implementing similar reform strategies. Additionally, the SEA uses internal strategies to increase the capacity of its leadership and staff. The following are examples of capacity-building initiatives implemented for the SEA.

Chiefs for Change: Oklahoma is honored to be a part of the reform-minded Chiefs for Change organization. Superintendent Barresi joins other state education leaders who share a common approach toward improving the nation's education system. Chiefs for Change has already provided USDE with a Statement of Principles for Reauthorization of the Elementary and Secondary Education Act. Oklahoma looked to this document as a guide to inform development of this *ESEA Flexibility Request*. In keeping with the direction of this document, Oklahoma looks forward to the Congressional reauthorization of ESEA and offers this plan as a blueprint for consideration. As a member of Chiefs for Change, Superintendent Barresi and SEA staff have participated in several activities that have enhanced the capacity of the SEA. These include the attendance of the SEA's Academic Leadership Team at the annual Excellence in Action Summit in October 2011, regular informational conference calls, and cross-pollination of best practices and innovations for solutions to common challenges. (http://www.excelined.org/Pages/Excellence_in_Action/Chiefs_for_Change.aspx)

Implementing Common Core Systems (ICCS): Oklahoma is a member state in the Council of Chief State School Officers (CCSSO) collaborative to work within state teams, across states, and with national experts to discuss and share concrete resources and strategies to meet the challenges and leverage the opportunities presented by Implementing the Common Core State Standards (ICCS). The ICCS collaborative meets three times annually, with frequent interaction between meetings. Oklahoma's team members include Assistant State Superintendent, Office of Instruction; Assistant State Superintendent, Office of Student Support; Vice Chancellor, Oklahoma State Regents for Higher Education; and Principal, Tulsa Public Schools. Two team positions are currently open. Training from meetings in January 2011 and April 2011 provided the SEA's ICCS team with a deeper understanding of the systems change process as related to CCSS. Using the systems change model, team members provided the SEA's new administration leadership staff with a full day of training on implementing CCSS, and used this training to create more abbreviated presentations to specific and targeted audiences. At the August 2011 ICSS collaborative meeting, the SEA's team members designed the 3-year framework of professional development for the REAC^{3}H Network, including key focuses for future REAC^{3}H Leader Summits and an overview of topics for implementation toolkits. At the meeting, the CCSSO team provided sessions on using the ICCS online resources to help with state implementation and cross-state sharing, as well as with communicating the CCSS message. Oklahoma's team has used these tools to advantage. The collaborative provides an ICSS coach to support the State's efforts by serving as a "critical friend." Monthly conversations help the SEA review progress on meeting CCSS implementation goals.

PARCC: Oklahoma is a governing member of the Partnership for Assessment of Readiness for College and Careers (PARCC). The purpose of PARCC is to create an innovative and in-depth assessment of the CCSS. The Oklahoma staff work collaboratively with other PARCC member state leaders to design this next-generation assessment system. Once the new system is operational in 2014-15, Oklahoma educators will benefit from the information provided that will demonstrate how well students are prepared for college and career readiness curriculum found in the CCSS. As a member of this collaborative, Oklahoma SEA staff as well as selected LEA leaders, legislators, and other stakeholders have the opportunity to participate in capacity-building institutes that focus on planning for implementation, developing a coalition of support, disseminating resources, and providing feedback to the PARCC leadership.

Academy of Pacesetting States: The Academy of Pacesetting States, established through the Center on Innovation and Improvement (CII), included Alaska, Arkansas, Idaho, Illinois, Louisiana, Michigan, Montana, Oklahoma, and Virginia. The purpose of the Academy was to create a learning community for state teams from states intent upon leading the way to rapid improvement of districts and schools. The Center provided training, consultation, and support to enable the participating states to develop a high quality, comprehensive statewide system of support. The Oklahoma team collaborated with all SEA divisions during this process to build SEA capacity in order to better serve our districts and schools.

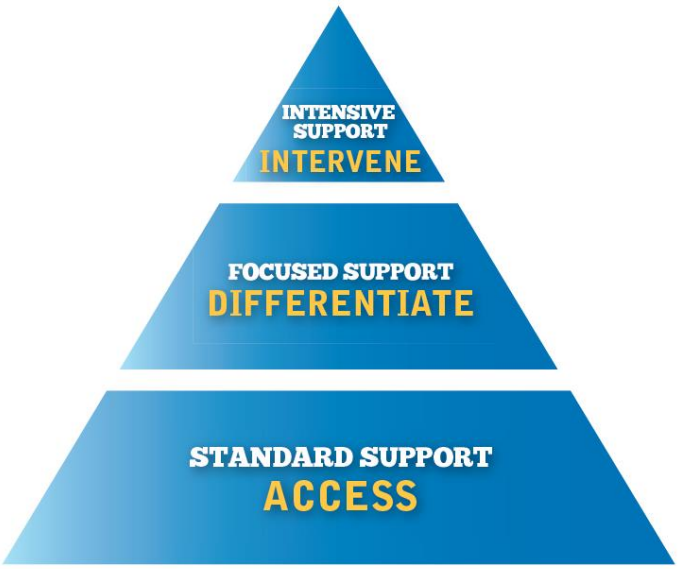
State Longitudinal Data System: In partnership with the P-20 Data Coordinating Council, the Oklahoma Partnership for School Readiness, and the Information Services Division of the Office of State Finance, the SEA has begun development of a P-20 state longitudinal data system capable of providing data and information related to improving teacher preparation, professional development, and classroom instruction. This system will provide critical support to SEA reforms including TLE, A-F School Grading System, Third Grade Reading Success, CCSS Implementation, and the new PARCC assessments.

Professional Learning Community Teams: The SEA will implement The Professional Learning Community (PLC) Team Concept in support of CCSS throughout the various divisions of the agency. The teams are defined as a community of SEA professionals committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for improved student achievement and teacher/leader effectiveness throughout the State. The PLC Teams will operate under the assumption that the key to improved student achievement and teacher/leader effectiveness should be continuous and job-embedded learning for all stakeholders.

Lunch and Learn: The SEA will increase opportunities for leadership and staff to participate in bi-weekly Lunch and Learn workshops. Lunch and Learn workshops are offered by SEA staff, sometimes in collaboration with LEA leaders, for other SEA staff. These workshops encourage cross-division collaboration and breaking down of silos as SEA staff members have the opportunity to learn about activities, initiatives, requirements, and best practices used throughout the SEA and the State.

Initiatives that will Increase the Capacity of LEAs, Schools, Leaders, and Teachers

Oklahoma's Statewide System of Support (SSOS) is designed to offer assistance and increase the capacity of LEAs, schools, leaders, and teachers using a model of differentiation. This model, shown in the figure below, offers universal access to Standard Support for Schools, differentiated access to Focused Support for Schools, and intervention and highly-selective Intensive Support for Schools.



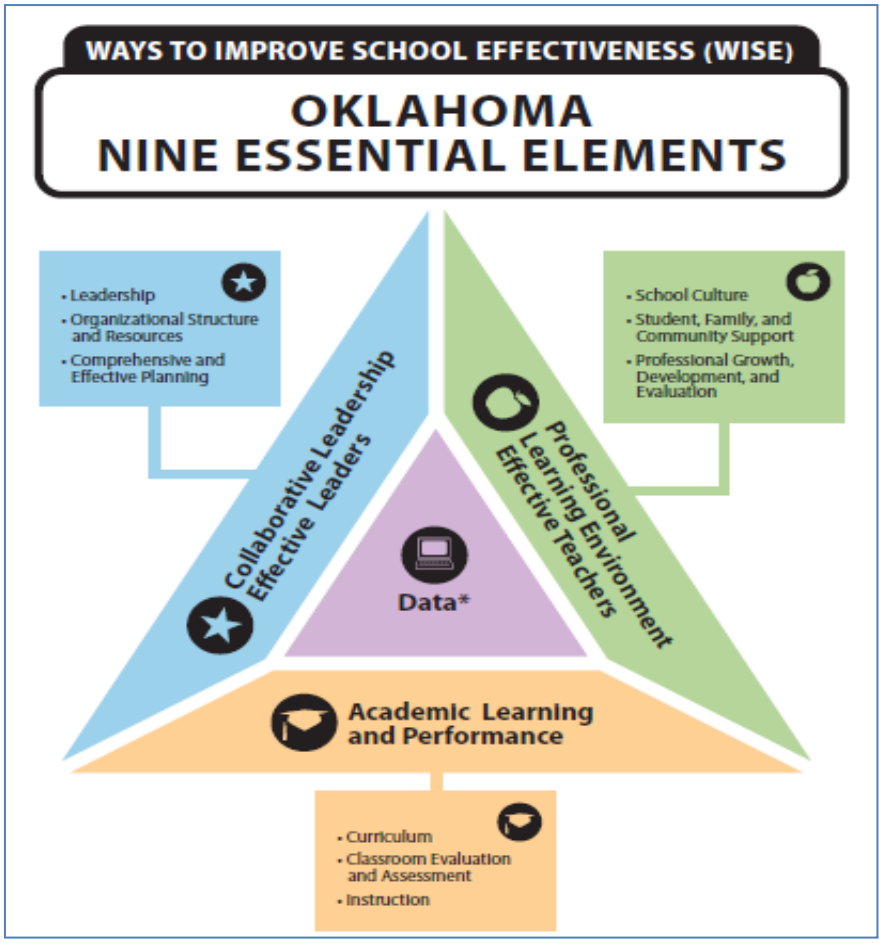
- ***Standard Support for Schools (All Title I and Non-Title I Schools)*** is designed to assist educators providing access to challenging curriculum that will lead to college, career, and citizen readiness for all students. Professional development and technical assistance is offered in all aspects of continuous school improvement, including leadership, culture development, curriculum, assessment, special education, and EL instructional strategies.

- ***Focused Support for Schools (Focus Schools, Targeted Intervention Schools, B, and C Schools)*** includes standard and differentiated support as identified by specific needs of students. For example, if a school had an EL subgroup that did not meet the reading performance benchmark, the school may need to hire EL coaches or participate in SEA-provided professional development in Sheltered Instruction Observation Protocol and literacy strategies.

- ***Intensive Support for Schools (Priority Schools, C³ Schools and SIG Schools):*** In addition to the standard and differentiated support designed to reflect the needs of the school, intensive and comprehensive professional development and technical assistance is provided. This includes on-site training, summer academies for all staff and administrators, ongoing educational leadership coaching, and other interventions and supports aligned with turnaround principles.

Standard Support for Schools

Oklahoma Nine Essential Elements Performance Indicators, Rubrics, and Strategies to Implement: The Oklahoma Nine Essential Elements is a comprehensive framework that guides districts and schools in making strategic decisions in the areas of (a) academic learning and performance, (b) professional learning environment, and (c) collaborative leadership. The nine elements are (1) curriculum; (2) classroom evaluation and assessment; (3) instruction; (4) school culture; (5) student, family, and community support; (6) professional growth, development, and evaluation; (7) leadership; (8) organizational structure and resources; and (9) comprehensive and effective planning.



The Oklahoma Nine Essential Elements are subdivided into 90 Performance Indicators of effective practice that represent all aspects of school operations (See Attachment 13). For those schools utilizing the WISE Online Planning Tool (detailed below), the Elements are embedded in and aligned with the school improvement plan. Priority and Focus Schools would be required to utilize WISE and Oklahoma's Nine Essential Elements Performance Indicators and Rubrics to develop a comprehensive plan to improve teaching and learning.

Ways to Improve School Effectiveness (WISE) Online Planning Tool: Oklahoma's WISE Tool, developed by the Center on Innovation and Improvement, is an online planning tool for schools and is based on the Oklahoma Nine Essential Elements. WISE allows districts and schools to meet federal Title I requirements and LEA requirements. The WISE Tool is designed to help district and school staff identify which of the Nine Essential Elements performance indicators to assess, plan, and monitor.

Features of the WISE Tool include self-assessing district and school indicators; utilizing the 29 rapid improvement indicators; creating a school plan that meets federal Title I regulations; accessing WISE Ways™ to obtain research-based strategies for each Essential Element; receiving coaching comments; and monitoring progress toward full implementation of the plan.

The State Superintendent's Master Teachers Project (MTP): MTP is dedicated to increasing the number of highly effective teachers in each region of the State by developing their knowledge of specific content and instructional strategies that support rigorous learning standards and performance-based assessments of the CCSS. The project grows teacher leaders in a number of ways:

- Members attend an intensive 3-day summer institute where they receive training in research-based instructional strategies and facilitation of professional development sessions. Training is provided by nationally-known presenters and the SEA's Curriculum Team.
- Members conduct professional learning groups in their districts to deepen the content and pedagogical knowledge of instructional teams as they research and discuss best practice and lessons learned, through collaboration. Instructional teams receive this job-embedded professional development on a voluntary basis and share their conclusions with their colleagues regularly.
- Members receive content-specific literature and teaching materials to add to their professional libraries.
- Graduates of the two-year project are eligible to apply for membership in the Master Teachers Leadership Project. Members design, implement, and collect efficacy data on school improvement projects in their home districts.

MTP members in each of the six regions serve as conference organizers and presenters at summer regional curriculum conferences sponsored by the SEA, developing their skills as teacher leaders in the process. Additional presenters are selected by the conference committees from proposals submitted to the SEA online. The Oklahoma *PASS*ages Regional Curriculum Conferences provide opportunities for highly effective teachers to share their content knowledge and best practices. One-day conferences "for teachers, by teachers" offer sessions in mathematics, science, reading and language arts, social studies, fine arts, and world languages. Other sessions provide training in classroom management techniques, differentiating curriculum, working with generational poverty, incorporating strategies for ELs, and co-teaching techniques for mainstreamed students with special needs. All sessions must demonstrate a connection to raising students' measurable achievement. Nationally-known keynote speakers focus on topics of interest to all educators. In 2011, keynoters addressed CCSS, supported by CCSS breakout sessions throughout the day.

The mission of the regional conferences is to spotlight excellent teaching and learning in every part of Oklahoma and to create regional networks of professional and community support. Through the work of local teacher leaders, partnerships have been formed with chambers of commerce, business sponsors, regional colleges and universities, and CareerTech centers. The regional MTP curriculum conferences can

serve to support the goal of the REAC³H Network to implement CCSS, TLE, Third Grade Reading, and other state initiatives.

To date, MTP has trained and supported more than 600 Oklahoma teachers. In 2010, MTP was given a commendation as an effective professional development program by the USDE Title II monitoring team.

Windows on Curriculum (WOC): WOC is designed as a systemic change process. WOC gives school sites and districts a method of providing feedback for reflection on practice as well as a tool for data collection and analysis to guide professional development planning. Participants are trained in collecting data, coaching, and supporting quality classroom instruction. WOC is a collaborative, non-evaluative model that can be implemented by both administrators and teachers. Windows on Curriculum provides the following:

- A brief classroom visit structure and process that focuses on teaching and learning;
- Skills to analyze teaching and learning through frequent, brief classroom visits;
- Effective data-gathering strategies;
- Curriculum analysis skills;
- Means for aligning instruction with state standards and CCSS; and
- Use of techniques and strategies for increasing reflection on classroom practices.

WOC identifies "window frame" indicators that help educators get a clear view of the classroom. Participants learn to analyze these viewings and use the information to design activities that promote individual, departmental, or school-wide reflection. Participants also are trained to analyze data over time for use in long-range planning. Training is conducted on-site, using actual classrooms, and is targeted to principals and assistant principals, directors of curriculum and instruction, district-level administrators, teacher mentors and instructional coaches, content specialists, and classroom teachers.

State Superintendent's Mathematics Academies: Mathematics Academies provide professional development to mathematics educators that foster improved student achievement on Algebra I EOIs and mathematics portions of the state assessments in all grade levels. Any teacher of mathematics in Grades PK-12 may participate in the professional development opportunity. Each summer more than 400 participants receive instruction in creating hands-on, application-based math lessons for all students. Since Summer 2010, Math Academy sessions have been designed to prepare teachers to implement the increased rigor of the CCSS.

Science Inquiry Institutes: Science Inquiry Institutes provide teachers with the opportunity to experience science inquiry at two levels. Level I participants reflect and incorporate inquiry into classroom instruction. Science inquiry supports CCSS problem-solving, higher order thinking, literacy, and mathematics instructional strategies. Level II participants experience formative assessment through inquiry and reflection activities and incorporate new formative assessment strategies into classroom instruction. Teachers are required to complete daily and end-of-institute reflection journals. Teachers are also required to complete a follow-up assignment through shifting a lesson to inquiry, teaching the lesson, and providing reflection and documentation to the SEA. Teachers in Level II are required to incorporate formative assessment strategies into their classroom and to provide reflection and documentation to the SEA.

Oklahoma *Building Academic Vocabulary (BAV):* BAV is a partnership with Dr. Robert Marzano and educators in Oklahoma. Oklahoma educators have identified key vocabulary for each core content area at each grade level to be used as a teaching resource to increase the number of students who reach the proficient and advanced levels of academic achievement. SEA staff provides professional development in the use of *Building Academic Vocabulary* strategies for teaching vocabulary concept attainment, as designed by Dr. Marzano. A webpage on the SEA website is continuously updated with new activities and links. (http://www.sde.state.ok.us/Curriculum/BAV/default.html)

Oklahoma Advanced Placement Incentives Program/Advancement Via Individual Determination (AVID): Funding for the Oklahoma Advanced Placement Incentives Program consists of the following components: Teacher training to attend College Board AP Conferences, Oklahoma Advanced Placement AP and Pre-AP Conferences, AP Summer Institutes, IB Institutes and Conferences; materials and equipment grants for AP or IB classes and second-time materials and equipment grants after four years of successful implementation of the original AP or IB grant course; AP and IB Vertical Team and Training grants; exam fee subsidies; score incentives to the school sites for each score of 3 or better on an AP exam OR 4 or better on an IB exam. The SEA promotes the growth of AVID programs by building awareness, arranging training, and supporting an AVID page on the SEA website.

Focused Support for Schools

Adolescent Literacy Conferences: Adolescent Literacy Conferences are conducted to support teachers in implementing literacy strategies that maximize student learning in reading, writing, communication, and higher order thinking skills. Priority and Focus schools will continue to have high quality professional development from nationally recognized presenters.

What Works in Oklahoma Schools (WWIOS) Conferences: WWIOS Conferences have been held annually, since 2005, for Oklahoma schools needing improvement. Dr. Robert Marzano has aligned the Oklahoma Nine Essential Elements to the What Works in Schools strategies. Presentations are developed to support the areas of need for Oklahoma schools and to ensure that scientifically based research and best practices are being presented to the schools. During the institute, Dr. Marzano and associates meet in small groups with the SIG principals to discuss challenges, successes, and best practices in similar schools. Priority and Focus schools will continue to have high quality professional development from Marzano Research & Associates and/or other nationally recognized presenters.

What Works in Oklahoma Schools Study: Oklahoma contracted with the Marzano Research Laboratory (MRL) in the spring of 2010 to conduct a research study based on the Oklahoma Nine Essential Elements Performance Indicators. The study included 33 schools in improvement and 28 schools that were not in improvement, but had similar demographics. The study was designed to (1) validate the Oklahoma Nine Essential Elements Performance Indicators that are integral to the success of Oklahoma schools, (2) provide feedback on strengths and areas of need for a sample of Oklahoma schools, and (3) use the results to create a replicable system for all Oklahoma schools to better identify areas of strength and need.

Phase I consisted of MRL surveying administrators, teachers, parents, and students. During Phase II, researchers interviewed administrators and observed classrooms.

Based on surveys, principal interviews, on-site observations, and videotape analyses conducted during Phases I and II, MRL provided the following five recommendations to help schools move from Improvement status to Non-Improvement status:

- Administrators and teachers should seek agreement on the school's strengths and weaknesses regarding school performance.
- All teachers should set personal goals regarding instructional strategies.
- Student engagement should receive a school-wide focus.
- Students' perceptions of acceptance and order should be examined.
- Schools should find ways for staff to work together (e.g., professional learning communities).

The What Works in Oklahoma Schools Resource Toolkit can be used by Oklahoma district administrators, principals, and teachers to determine the best courses of action for their schools and classrooms. Included in the toolkit are the following:

- Administrator Survey
- Teacher Survey
- Student Survey Grades 3-5
- Student Survey Grades 6-8
- Student Survey Grades 9-12
- Principal Interview Questions
- Planning Questions

The electronic surveys, aligned to the Oklahoma Nine Essential Elements, will be used to conduct a comprehensive needs assessment at the school or district level.

Intensive Support for Schools

School Support Teams (SSTs): SSTs are currently comprised of a retired, highly successful educator (SST Leader); experienced, practicing educators; and an SEA designee. The SST Leaders will visit the Priority Schools multiple times during the school year, but at least quarterly, in addition to the three team visits. Focus Schools will be selected to receive a SST based on specific criteria and evidence of need. Title I schools will receive support according to the SEA's Statewide System of Support assistance model.

SST members will be directly involved in facilitating school improvement processes in identified schools. In collaboration with the SEA, school and district staff, parents, and community members, SST members facilitate an educational needs assessment of each school based on Oklahoma's Nine Essential Elements Performance Indicators and provide guidance for the development and implementation of a comprehensive school improvement plan to build on the school's strengths and address the identified needs.

School Support Teams shall:

- Review development and implementation of the School Improvement plan;
- Utilize Oklahoma's Nine Essential Elements Performance Indicators to examine school and classroom practices in three areas: Academic Learning, Learning Environment and Collaborative Leadership;
- Conduct brief classroom walk-throughs during each SST visit to ensure implementation of the models, including student engagement, implementation of State Standards and CCSS, varied instructional strategies, and a positive learning environment;
- Conduct interviews with administrators, teachers, other school staff, parents, and students to determine if needs of all stakeholders are being met;
- Examine and analyze most recent school benchmark data to ensure the needs of all students are being met;
- Advise schools in scientifically researched based (SBR) strategies that are proven to promote improved practices;
- Create a SST report that assesses the current level of implementation and progress based on the Oklahoma Nine Essential Elements rubrics. The SST will also list strengths and challenges for the school site and make recommendations that are designed to reduce barriers to improving teaching and learning.
- For Priority Schools, reports will include evidence of implementation of the turnaround model.

Educational Leadership Coaching: School Support Team Leaders who work directly with SIG schools currently serve as Educational Leadership Coaches. The leaders are trained in leadership strategies and coaching by Dr. Karla Reiss, author of *Leadership Coaching for Educators* (2006). The Educational Leadership Coaches read the SIG applications and the SIG school improvement plans via the WISE Tool. Therefore, they know what the action plans are and what implementation steps should be evident. During site visits, the coaches monitor implementation of the plan and provide timely feedback. As an additional support, leaders provide coaching comments through the WISE Tool.

The Educational Leadership Coaches meet with the individual principals more frequently than the scheduled team visits, and follow up after each School Support Team visit and each report. In addition, Educational Leadership Coaches visit the schools at least once a month to work specifically with the principal to develop his or her leadership capacity. The coaches provide additional support by attending and facilitating Professional Learning Community (PLC) meetings, and completing classroom observations.

Mid-year and end-of-the-year surveys are completed by the Educational Leadership Coaches as another tool to gather feedback to make necessary changes as the SEA continues to improve its support and service to schools. Priority Schools will continue to be served by the Educational Leadership Coaches pending funding.

Oklahoma Data Review Model: The SEA is currently using a portion of SIG reserve funds to provide on-site data analysis to SIG schools. Data Facilitators formally monitor progress at least three times a year at each SIG school. The purpose of the Data Reviews is to analyze school benchmark assessment data at the student level in reading, mathematics, and other content areas and to analyze how performance relates to the state standards/CCSS. Other data to be reviewed may include student behavior and professional activities. The purpose of the Oklahoma Data Review is to develop timely action steps to be implemented at the district, school, and classroom level to improve teaching and learning. The goal is for the school leadership team to ensure that individual teachers have a focused summary of the Data Review in order to monitor progress of students, subgroups, and class groups.

The Office of School Support/School Improvement will continue to facilitate Data Reviews at each Priority School. Priority School staff in attendance will include the principal, school leadership team, content/grade level team leaders, parents, and students, when appropriate.

Focus Schools and Title I schools will be offered professional development in how to implement the Oklahoma Data Review Train-the-Trainer Model. The train-the-trainer model is designed to build the capacity at the district/school level to conduct the Data Reviews with district/school staff.

SIG Principals' Academy: During the summer of 2011, a SIG Principals' Academy was conducted by the Leadership and Learning Center. Presentations were focused on best practices. During the summer of 2012, another SIG Principals' Academy will allow principals to share challenges and successes and determine appropriate action steps. The Principals' Academy will expand to all Priority and Focus schools as funding is available.

Key Take Away for Section 2.G: The SEA provides significant resources for capacity building at the SEA, LEA, and school site levels. All capacity building efforts will be enhanced as the SEA provides targeted interventions to schools based on a Differentiated Recognition, Accountability, and Support System.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B	Option C
☐ If the SEA has not already developed any guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☐ If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide: i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); iii. the SEA's plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; iv. a description of the process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☒ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachments 10 and 16) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

In order to allow the SEA and LEAs to focus on developing and implementing more meaningful evaluation and support systems, the SEA has requested the waiver of requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers.

During the 2010 Regular Session, the Oklahoma Legislature made bold changes to its Teacher and Leader Evaluation System. The Legislature mandated some elements of the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) by statute, and required that the Oklahoma State Board of Education adopt additional guidelines of the TLE by December 15, 2011. By the 2013-2014 school year, each school district in the State must adopt a teacher and principal evaluation policy based on the statewide TLE System (see Attachment 16: Oklahoma Statutes Regarding TLE, Attachment 17: Preliminary and Final Recommendations of the TLE Commission, and Attachment 10: State Board of Education TLE Policy).

In order to implement this process, 70 O.S. § 6-101.17 creates the TLE Commission. This Commission is comprised of the Superintendent of Public Instruction (Chairperson), members of the State Senate and House of Representatives, and a representative from the Office of the Governor. In addition, the Commission consists of representatives from the Oklahoma Commission for Teacher Preparation, Career and Technology Education, higher education, local school boards, superintendent organizations, local businesses, teachers' unions, parent-teacher organizations, philanthropic organizations, and an individual involved in Science, Technology, Engineering and Mathematics education. State law requires our TLE Commission to meet regularly through June of 2016. Their role is to continue to shape the TLE process in Oklahoma by offering recommendations to the Oklahoma State Board of Education (OSBE) regarding details of implementation, viable quantitative and qualitative measures of teacher and leader effectiveness, and monitoring of district compliance. The TLE Commission is currently scheduled to meet monthly in order to continue this work. The following table indicates the regularly scheduled TLE Commission meetings:

Dates of regularly scheduled TLE Commission Meetings where possible action might be taken related to TLE
Wednesday, September 19, 2012
Wednesday, October 17, 2012
Tuesday, November 13, 2012
Tuesday, December 11, 2012
2013, 2014, 2015, 2016 Dates to Be Determined

The State Department of Education provides staff support for the Commission. As stated earlier, the TLE statute has charged the Commission with overseeing and advising the State Board of Education in the development and implementation of the TLE program and with reporting its findings and recommendations to the State Board for approval. The following table indicates the regularly scheduled State Board of Education Meetings:

Dates of regularly scheduled Oklahoma State Board of Education Meetings where possible action might be taken related to TLE
Wednesday, September 27, 2012
Wednesday, October 25, 2012
Tuesday, November 15, 2012
Tuesday, December 20, 2012
2013 and Beyond Dates to Be Determined

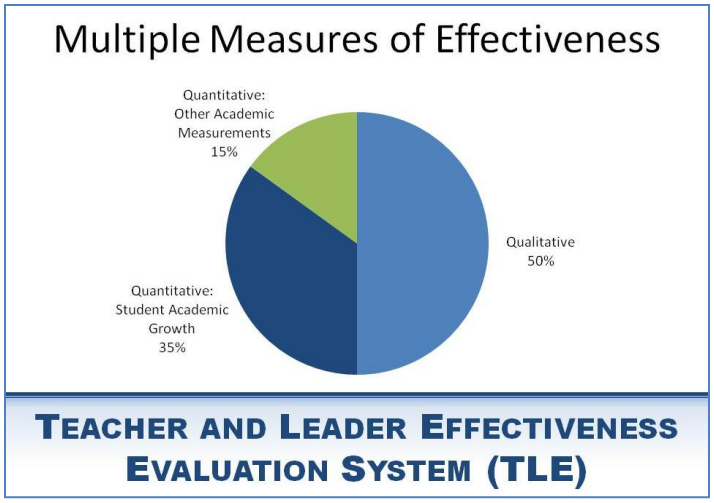
The TLE statute requires that the evaluation shall include a five-tier rating system as follows:

1. Superior,
2. Highly Effective,
3. Effective,
4. Needs Improvement, and
5. Ineffective.

Districts will evaluate teachers and leaders at least on an annual basis. Probationary teachers shall be evaluated twice per school year, once prior to November 15 and once prior to February 1. This evaluation must provide feedback and opportunities for professional growth geared to improve student learning and outcomes. The TLE shall be comprised of both quantitative and qualitative assessment components.

Qualitative Components

Rigorous and fair qualitative assessment components will comprise 50% of the teachers' and leaders' evaluation ratings. The qualitative assessment components for teachers include observable and measureable characteristics of personnel and classroom practices that are correlated to student performance. This assessment must be research-based, utilizing national best practices and methodology. Examples of observable and measureable characteristics include, but are not limited to:



- Organizational and classroom management skills,
- Demonstrations of effective instruction,
- Evidence of continuous improvement,
- Interpersonal skills, and
- Leadership skills.

Similar to the qualitative assessment components for teachers, the qualitative assessment components for leaders must also be research-based, incorporating national best practices and methodology. Examples of observable and measureable characteristics for leaders include, but are not limited to:

- Demonstrations of organizational and school management,
- Instructional leadership,
- Professional growth and responsibility,
- Interpersonal skills,
- Leadership skills, and
- Stakeholder perceptions.

Quantitative Components

The quantitative component of the TLE will compromise the remaining 50% of the teachers' and leaders' ratings. The TLE further dissects the quantitative portion into two categories. Thirty-five percent of the overall ranking will be based on student academic growth using multiple years of standardized data (as

available), and 15% will be based on other academic measurements. State law states: "For those teachers in grades and subjects for which there is no state-mandated testing measure to create a quantitative assessment for the quantitative portion of the TLE, an assessment using objective measures of teacher effectiveness including student performance on unit or end-of-year tests. Emphasis shall be placed on the observed qualitative assessment as well as contribution to the overall school academic growth."

Weighting and Evaluation Emphasis

More weight or emphasis may be placed on the qualitative measures and/or school-wide measures typically for teachers of non-tested grades and subjects. These decisions are part of the deliberations of the TLE Commission and OSBE during the 2012-2013 school year. Details will include under what condition the state's final calculation of a TLE Evaluation Score will have more weight or emphasis on qualitative measures and/or school-wide measures. This calculation will occur at the state level on behalf of those teachers/leaders for whom the calculation is appropriate.

On October 17, 2012, the TLE Commission voted to have working groups of Commission Members, teachers, administrators, and other educators study the details of various aspects of the quantitative components of the evaluation system. One of those working groups will specifically study and provide suggestions to the TLE Commission on the topic of Non-Tested Grades and Subjects. This working group is scheduled to meet in December 2012 and/or January 2013. Finding would be shared with the full TLE Commission in late January or early February 2013. Tentatively, recommendations from the TLE Commission to the Oklahoma State Board of Education would be presented to the OSBE for approval in late February 2013.

Work of the TLE Commission

TLE Commission members became intimately involved in reviewing a variety of qualitative evaluation frameworks to determine which framework(s) best fits the needs of Oklahoma educators. On September 12, 2011, the Commission made two preliminary recommendations (see Attachment 17: Preliminary Recommendations of the TLE Commission).

One preliminary recommendation was to choose a default framework for the qualitative evaluation. This preliminary recommendation also suggested that the SEA would fund the training, materials, and software for the default framework. The Commission determined that establishing a default framework would allow the SEA to focus its resources on a single framework. The Commission also made a preliminary recommendation to allow a district to choose from a limited number of other approved frameworks, which would be paid for primarily with local funds. Providing LEAs the option to select from a limited number of other approved frameworks provides flexibility and control at the local level. Specifically, this allows LEAs that have already implemented frameworks aligned to the TLE to continue their efforts if the framework meets the criteria for approval by the State Board of Education.

The Commission examined a variety of possible ways to evaluate student growth for teachers who teach grades or subject areas where student growth data exists. One option the Commission reviewed was a Simple Growth Model. This model compares student performance at the end of instruction to performance prior to instruction. The Commission also reviewed Value Added Models. While this option also measures student growth, it measures that growth against the student's predicted growth level for the school year. This prediction is determined through a complex series of calculations that factor in such variables as attendance, mobility, past achievement, EL status, and/or number of subject-specific courses in which the student is enrolled. The focus of the variables can be based either on the student's prior achievement (Covariate Model), or on the student's propensity to achieve along with the durability of the teacher's effect on the expected growth (Learning Path Model). In essence, a Value Added Model

determines what *value* the teacher *added* to the student's success.

The Commission determined that utilizing a Value Added Model would best reflect Oklahoma's need to take into account other student and school-level variables in order to have the most accurate evaluation system possible. Therefore, at the November 7, 2011 Commission meeting, the Commission approved a recommendation to adopt a Value Added Model (see Attachment 17: Preliminary Recommendations of the TLE Commission).

For teachers who teach in grades or subject areas in which no state-mandated testing exists, the quantitative component of the TLE shall involve an assessment using objective measures of teacher effectiveness including student performance on unit or end-of-year tests. The Commission has reviewed several ways to generate data for those grades and subjects where statewide student assessment data does not exist. These methods include developing additional state assessments, developing a list of content-specific appropriate measures of student achievement, using student growth data of "owned students" or all school-wide data, or using a combination of the above referenced methods. In the event that these options do not address the particular needs of the evaluation process, districts may have the option to place a greater emphasis on qualitative measures.

Also at the November 7, 2011 Commission meeting, the Commission approved a preliminary recommendation to conduct further research on the most appropriate measure(s) of teacher effectiveness for those teachers in non-tested grades and subjects and to take into consideration the input of representatives of those teacher groups (see Attachment 17: Preliminary Recommendations of the TLE Commission). As stated previously, since the preliminary recommendations were made, the TLE Commission has determined to convene a working group to specifically study and provide suggestions to the TLE Commission on the topic of Non-Tested Grades and Subjects. This working group is scheduled to meet in December 2012 and/or January 2013.

In addition, the Commission approved a preliminary recommendation on November 7, 2011 to involve Oklahoma educators in development of a list of appropriate measures for teacher and supervisor selection based on findings from research regarding multiple measures of teacher effectiveness (see Attachment 17: Preliminary Recommendations of the TLE Commission). Since the time of this preliminary recommendation, involvement of Oklahoma educators has happened in numerous ways as will be discussed throughout this section. One of those methods has been the first TLE Working Group, focused solely on Other Academic Measures for this 15% of the overall evaluation. Fifty-six individuals (teachers, administrators, other educators, and TLE Commission Members) volunteered to serve on Working Group #1 to discuss this topic in depth.

Each of the preliminary recommendations made at the September 12, 2011 and November 7, 2011 Commission meeting were distributed for public comment. The results of the public comments were presented by the SEA to the Commission and discussed in depth at each subsequent meeting. To date, 1,166 teachers, administrators, and members of the community have participated in the survey process.

On December 5, 2011, the TLE Commission approved permanent recommendations to be submitted to the State Board of Education for consideration at the Board's December 15, 2011 meeting. The Commission's permanent recommendations were as follows (also available in Attachment 17):

Qualitative Component (50% of Total TLE)

Teacher Evaluations

- **Permanent Recommendation #1a:** For the Teacher Evaluation System, the TLE Commission recommends that the Oklahoma State Board of Education name a default framework that is paid for by the state in terms of training and implementation requirements to serve as the qualitative assessment component that must comprise 50% of the total evaluation criteria required by 70 O.S. § 6-101.16.
- **Permanent Recommendation #1b:** The TLE Commission recommends that the Teacher Evaluation default framework be Tulsa's TLE Observation and Evaluation System.
- **Permanent Recommendation #1c:** The TLE Commission recommends that the Oklahoma State Board of Education name a limited number of frameworks that meet specific criteria, including all statutory requirements, for district selection. Frameworks other than the default will be supported by local funds and twenty-five percent (25%) of available state training funds. The following frameworks should be included in the list of approved options: Danielson's Framework for Teaching, Marzano's Causal Teacher Evaluation Model, and Tulsa's TLE Observation and Evaluation System.

Information about each of the three teacher frameworks is available in Attachment 14: Teacher and Leader Qualitative Assessment Models.

Leader Evaluations

- **Permanent Recommendation #1d:** For the Leader Evaluation System, the TLE Commission recommends that the Oklahoma State Board of Education name a default framework that is paid for by the state in terms of training and implementation requirements to serve as the qualitative assessment component that must comprise 50% of the total evaluation criteria required by 70 O.S. § 6-101.16.
- **Permanent Recommendation #1e:** The TLE Commission recommends that the Leader Evaluation default framework be Mc.REL's Principal Evaluation System.
- **Permanent Recommendation #1f:** The TLE Commission recommends that the Oklahoma State Board of Education name a limited number of frameworks that meet specific criteria, including all statutory requirements for district selection. Frameworks other than the default will be supported by local funds or at the discretion of the Oklahoma State Department of Education through a formula based on the district's Average Daily Attendance. The following frameworks should be included in the list of approved options: McREL's Principal Evaluation System and Reeves's Leadership Performance Matrix.

Information about each of the leader frameworks is available in Attachment 14: Teacher and Leader Qualitative Assessment Models.

Teacher and Leader Effectiveness

- **Permanent Recommendation #2:** For both the Teacher Evaluation System and the Leader Evaluation System, the TLE Commission recommends that any modifications to the default framework or other approved frameworks must be approved by the Oklahoma State Board of

Education against a specific set of criteria, including all statutory requirements, based on impact to student learning.

Quantitative Measures of Student Academic Growth (35% of Total TLE)

- **Permanent Recommendation #3a:** In regards to the quantitative portion of the Teacher and Leader Evaluation System, the TLE Commission recommends using a Value Added Model in calculating the thirty-five percentage points attributed to student academic growth using multiple years of standardized test data for those teachers in grades and subjects for which multiple years of standardized test data exist.
- **Permanent Recommendation #3b:** In regards to the quantitative portion of the Teacher and Leader Evaluation System, the TLE Commission recommends using a Value Added Model in calculating the thirty-five percentage points attributed to student academic growth using multiple years of standardized test data for those leaders of buildings containing grades and subjects for which multiple years of standardized test data exist.
- **Permanent Recommendation #4:** In addressing those teachers and leaders in grades and subjects for which there is no state-mandated testing measure to create a quantitative assessment, the TLE Commission recommends conducting more research to determine the appropriate measure(s) of student achievement taking into account a combination of multiple measures and including teacher, leader, and specialist input.

Quantitative Measures of Other Academic Factors (15% of Total TLE)

- **Permanent Recommendation #5**: In regards to the fifteen percentage points based on other academic measures, the TLE Commission recommends conducting further study of best practices across the country as well as inviting Oklahoma educators to provide input to develop a list of appropriate measures for Oklahoma.

Oklahoma State Board of Education Decisions

On December 15, 2011, the State Board of Education met the statutory requirement (70 O.S. § 6-101.16A) to adopt a TLE system. Using the TLE Commission's Permanent Recommendations as a guide, the Oklahoma State Board of Education (OSBE) determined that the 2012-2013 school year would be the pilot year for the qualitative portion of the TLE. At the end of the pilot year, the State Board of Education, relying on recommendations made by the TLE Commission, will evaluate the progress of the qualitative portion of the TLE and possibly propose additional guidelines.

Through efficiencies within the Department, the SEA set aside 1.5 million dollars to assist in funding the initial implementation training for the TLE system. The OSBE determined that funding for the initial qualitative training would be supported by local funds or at the discretion of the SEA through a formula based on the districts' Average Daily Attendance.

The OSBE named Danielson's Framework for Teaching (Danielson), Marzano's Causal Teacher Evaluation Model (Marzano) and Tulsa's TLE Observation and Evaluation System (Tulsa TLE) as the approved teacher evaluation frameworks, and named the Tulsa TLE model as the presumptive default. For the Leader Evaluations, the OSBE named the McREL Principal Evaluation System (McREL) and the

Reeves' Leadership Performance Matrix (Reeves) as the approved leader evaluation frameworks and named the McREL model as the presumptive default.

The OSBE also approved using a Value-Added Model to calculate the thirty-five percentage points attributed to student academic growth using multiple years of standardized test data for the teachers and leaders for whom multiple years of test data exist. For those teachers and leaders in grades and subjects for which there is no state-mandated testing to create a quantitative assessment, the OSBE granted the SEA the ability to conduct further research to determine the appropriate measure(s) of student achievement taking into account input from teachers, leaders, and other specialists. This research and input-gathering is an on-going process. A new TLE Working Group will convene in December 2012 and/or January 2013 to provide further suggestions on how to determine the thirty-five percentage points of the evaluation for those teachers and leaders of non-tested grades and subjects.

Finally, the OSBE granted the SEA authority to conduct further research of best practices across the country as well as inviting Oklahoma educators to provide input in developing a list of appropriate measures to assess Other Academic Measures. A TLE Working Group studying this topic has met during November 2012 and plans to present their suggestions to the TLE Commission on December 11, 2012.

A copy of the entire OSBE TLE Policy can be found in Attachment 10. Additionally, minutes from the OSBE's December 15, 2011 Board meeting providing evidence of the policy adoption can be found in Attachment 11.

Moving Toward Full Implementation

As stated earlier, the OSBE developed policy to launch a pilot program for the 2012-2013 school year. The pilot of qualitative measures is for all districts, all schools, and all teachers. The term pilot references that the results will not be used in a high-stakes way during the 2012-2013 school year unless individual districts determine to do so. Districts will be responsible for sharing with the state the qualitative scores of teachers in the district as well as responding to survey questions related to the ease of use for each framework, the framework's ability to spur quality conversations between teachers and leaders, the framework's ability to differentiate between qualities of teachers, etc. Data will be collected on or about November 30, February 1, and April 30. This data will be shared with the TLE Commission and the OSBE as they continue to oversee implementation of the TLE process according to state law.

By statute, full implementation will begin in the 2013-2014 school year. During this process, the Commission will play an important role in reviewing the progress towards the development and implementation of the System. As stated earlier, the Commission will continue to meet on a regular basis to review the correlation between the quantitative and qualitative scores as well as other data, to ensure that the TLE is valid and meaningful. Until 2016, the Commission must submit a report of its findings to the Oklahoma Governor, the Speaker of the House, and the President Pro Tempore of the Senate by December 31st of each year.

In addition, the SEA has solicited and will continue to solicit key members of the education community to participate in a variety of taskforces and TLE Working Groups charged with addressing those teachers and leaders in grades and subjects for which there is no state-mandated testing measure to create a Value Added Score, as well as the 15% based on quantitative measures of other academic factors.

On June 21, August 7, August 13, and September 4, 2012, the SEA met with a variety of groups of teachers and administrators, regarding non-tested grades and subjects as well as Other Academic Measures. Specifically, teachers and administrators recommended by their district superintendent (June 21, 2012), the 12 finalists for Oklahoma Teacher of the Year (August 7, 2012), REAC³H Network representatives

(August 13, 2012), and an entire suburban elementary school staff (September 4, 2012) met for several hours providing input to the SEA regarding these issues.

The results of these meetings provided valuable guidance to the TLE Commission and input that guided the beginning phases of the TLE Working Group studies. In general, teachers and administrators expressed concern regarding the potential covariants that could be used to calculate the Value-Added Model. Specifically, teachers wanted reassurance that those educators who taught in high-risk schools or taught high-risk populations within their school would not receive a lower Value-Added Score. Several "non-tested" teachers did not feel it was universally appropriate to assign a school-wide Value-Added score to a "non-tested" teacher unless they actually interacted with every child in the building.

In regards to the 15% based on Other Academic Measures, Oklahoma is learning from the experiences of other states, best practices, and next practices related to the quantitative components, including the other academic measures. For example, Oklahoma has been studying the Measures of Effective Teaching (MET) Study as well as research out of Florida, Tennessee, and Rhode Island among others to determine what other academic measures are effective in monitoring teacher and leader effectiveness. In addition, Oklahoma has a list of academic measures that are included in the State's A-F Grading System that are being considered. Oklahoma plans to have an approved list of other academic measures from which district/school leaders may choose for their teachers. The TLE Commission is considering whether these measures will be selected for each individual teacher, for whole school sites, or entire districts, and whether these measures will remain constant for several years or will be selected on an annual basis dependent on the needed focus of the teacher/school/district. The TLE Commission and OSBE will be finalizing these details during the 2012-2013 school year for implementation the following school year. Oklahoma is also looking for partnerships with research entities including the state's higher education institutions and publicly- and privately-funded research organizations to monitor the effectiveness of other academic measure options during implementation.

When discussing Other Academic Measures, teachers and administrators who have participated in ongoing taskforces and working groups have had very different opinions as to the types of instruments to be used. Teachers were very interested in using portfolios as an additional academic measure. Teachers felt as though a portfolio would be a reliable way to evaluate. Administrators, on the other hand, had deep concerns about the time-consuming nature of portfolio evaluations. Administrators tended to be interested in the use of surveys: a student survey, parent survey, or both. In general, teachers were hesitant to agree to the use of a survey because they felt that students might score a teacher low based on the rigor in the classroom. Interestingly, the 12 finalists for the Oklahoma Teacher of the Year were intrigued by the possible use of a survey. They universally agreed that a rigorous teacher can also gain the respect of her students which would in turn be reflected in the survey. The TLE Working Group #1 studying Other Academic Measures met for three full days in November 2012 and is tentatively scheduled to share their findings on this matter with the TLE Commission on December 11, 2012.

Educators of Special Populations

From the very beginning of designing Oklahoma's TLE System, educators of special populations have been a primary consideration during each decision-making step. Learning from other states, Oklahoma determined to consider teachers of special education students, teachers of English learners, teachers of virtual classrooms, teachers without classroom assignments (e.g., instructional coaches), and non-teaching faculty members (e.g., nurses) throughout the process.

During the selection of qualitative frameworks, framework developers were required to demonstrate that the proposed tool would be useable when evaluating educators of special populations. Both the Tulsa

TLE and the Marzano framework were modified where necessary to ensure that the framework would be appropriate for all teachers, including teachers of special populations. Also during the statewide and local selection process, educators of special populations were encouraged to provide feedback and to participate in the conversation about their unique needs in an evaluation system.

Notably, there are a few populations for whom the frameworks need additional refinement. These include school psychometrists, physical therapists, nurses, virtual educators, and educators who travel between buildings and have multiple supervisors. This work is ongoing during the pilot year.

In reference to the quantitative portions of the TLE, educators of special populations tend to have less in common with teachers of tested grades in subjects than with teachers of non-tested grades and subjects (although this is not always the case). In those situations where the educators of special populations contribute to the tested content (e.g., supplemental math instruction for students with IEPs), these educators have been asked to serve on committees and working groups to discuss the Value Added Model components. Oklahoma has contracted for research to be conducted on previous test scores in order to determine which covariants should be included in the state's Value Added Model. Special education categories, English learner status, and many other qualities are being considered. Once the research has been conducted, conversations with educators of these populations will contribute to final decisions.

In the cases where educators of special populations are more similar to non-tested grades and subjects, these educators are being recruited to participate in those working groups and taskforces. Because the lack of state mandated testing significantly effects Special Education educators, the SEA has made a targeted effort to recruit Special Education educators to participate in these taskforces. In addition, the TLE department has coordinated with the Special Education department at the state level to outline possible alternative measures. Further, the SEA will solicit input from EL educators regarding appropriate use of EL testing as it relates to this process. Efforts similar to those between the TLE and Special Education departments are occurring between the TLE department and the EL department. The research and findings gathered by these taskforces will be presented by the SEA to the TLE Commission as well as the State Board for further decision-making.

Beyond intentional inclusion in conversations and decision-making sessions, it is hard to discuss how the TLE System is different for educators of special populations. It is important to Oklahoma to ensure that all teachers are treated fairly and equitably through the TLE System; therefore, the TLE System is being designed with appropriate flexibilities and options to meet the needs of all educators – both of general populations and special populations.

The Qualitative Pilot Year

In Spring 2012, the SEA, in conjunction with each framework vendor, provided informative presentations regarding each framework through regional meetings, district meetings, and webinars. During the pilot year, the SEA, in conjunction with each framework vendor, will provide a variety of resources regarding the TLE including all Board approved frameworks, FAQ's, teleconferences, webinars, additional training and professional development and other tools via the SEA's website. During December 2012 and January 2013, the SEA plans to gather mid-year data from districts regarding various aspects of the TLE system as a whole, as well as the district's specific framework. In April 2013 and May 2013, the SEA plans to gather final data results regarding framework evaluations as well as input on the TLE process. The SEA will

disseminate data regarding the frameworks to the TLE Commission for review. Recommendations made by the Commission will be presented to the Oklahoma State Board of Education. By July 2013 the State Board may make adjustments to the TLE system based on research gathered during the pilot year.

Trainers for each of the evaluation frameworks, in consultation with the SEA, developed an aggressive training schedule during the summer and early fall of 2012. In total, nineteen (19) teacher evaluation trainings and nine (9) leader evaluation trainings have occurred. The SEA is in constant communication with the training providers to ensure that all required evaluators are trained by October 2012. Training consists of at minimum, 20 hours of instruction. In addition, each training participant must pass a two-part certification assessment. The first part of the certification assessment involves a written examination over the details of the framework. The second portion of the certification assessment test is a calibration examination to assess inter-rater reliability. When a training participant successfully passes each portion of the assessment, they will be preliminarily certified to evaluate teachers in Oklahoma. This preliminary certification will be valid for two (2) years. At the end of the two (2) year period, a more challenging inter-rater reliability assessment will be given.

Once the quantitative potion of the TLE system is implemented, the SEA will continue to monitor each district's qualitative and quantitative evaluation scores to ensure each teacher's scores are comparable. If the analysis shows that there is a discrepancy between the qualitative and quantitative scores, additional monitoring will occur. This may include, but is not limited to, site visits, outside evaluators, and additional training.

This data will be collected three times per year on the use of the TLE system components. This information will be shared with the TLE Commission and OSBE in both aggregated and disaggregated formats. Recommendations will be made on the effectiveness of the system and changes will be made to state policy as necessary. Additionally, Oklahoma has set as one of its Seven Statewide Goals, a goal that each child will be taught by an effective teacher and led by an effective administrator. In order to monitor the state's progress toward that the goal, a goal team under the direction of the State Superintendent and the Executive Director for Teacher and Leader Effectiveness will be measuring several metrics including statewide VAM scores, statewide evaluation scores, statewide student achievement, and percent of teachers and administrators statewide that show improvement from year to year in their evaluations.

The data generated from the TLE will be used by the LEA as well as the SEA to drive a multitude of educational decisions. State law 70 O.S. § 5-141.4 permits a district to reward teachers who increase student and school growth (see Section 3.B). On the other hand, if a teacher receives a rating of needs improvement or ineffective, the teacher will receive a comprehensive remediation plan as well as instructional coaching. Both the remediation plan and the instructional coaching will contain meaningful and targeted interventions to ensure continuous improvement. The TLE System is designed so that administrators and teachers will be able to directly connect areas of need made apparent by the evaluation with professional development that will result in improvement in those particular areas.

Specific Work of the SEA

JANUARY 2012

Soon after the OSBE adopted policy pertaining to TLE, the SEA began preparations to implement the newly created policy. Because each district was required to make a teacher and leader framework selection by April 16, 2012, the SEA began soliciting input from each district in January 2012 using a TLE Needs Assessment Survey (See Attachment 27). In this survey, the SEA asked districts to describe the district's progress in terms of TLE implementation. Districts were asked whether it was currently using any of the three approved teacher frameworks or the two approved leader frameworks, whether the district had

participated in any form of TLE training, and what resources would districts need to make an informed decision regarding which teacher and leader framework to select. Additionally, the survey asked each superintendent to provide one to four names of educators in their district who would like to serve on a task force to discuss ways to measure student achievement for teachers and leaders in non-tested grades and subjects as well as ways to assess the Other Academic Measures potion of the TLE.

The SEA also conducted numerous webinars, videoconferences, and in-person presentations concerning the overall TLE implementation. These presentations focused on providing a clear understanding of SB 2033, the role of the TLE Commission, and the work of the OSBE. These presentations also provided multiple opportunities for the SEA to gather input from districts regarding the implementation process. Many of these presentations were recorded and posted on the TLE webpage for future reference. The SEA reviewed over 200 surveys and used this information to establish a variety of resources.

In late January of 2012, the SEA began soliciting resources from each of the framework providers and posted this information on the TLE webpage. This information included the framework itself, an overview of the theory and research behind the framework, a synopsis of the training process as well as links to the framework's webpage and other important resources. The SEA then requested that each framework provider develop an Oklahoma specific webinar that detailed the framework's design and how the framework meets the needs of Oklahoma educators. Four of the five frameworks developed webinars. The Tulsa Model decided to provide this information through various in-person presentations throughout the state. Districts were given the opportunity to invite local stakeholders to participate in all of the webinars. Each webinar was then posted on the SEA website.

In January 2012, the Danielson framework revised its model based on the model's participation in the MET Study. These revisions were approved by the OSBE at the February 23, 2012 Board meeting (See Attachment 23).

FEBRUARY and MARCH 2012

Once it was determined that districts needed a way to make "side-by-side" comparisons of the frameworks, the SEA coordinated three TLE Informational Meetings. These live, in-person meetings were held throughout the state in February and March of 2012. Each framework gave a one-hour presentation to introduce the research behind the framework, the opportunities for professional growth, and other important framework characteristics. Nearly 500 superintendents, principals, and other district administrators attended these informational meetings.

As the framework selection deadline drew closer, the SEA provided a final opportunity for districts to gain additional information about each evaluation framework through a TLE Virtual Town Hall Meeting in late March 2012. Districts submitted to the SEA specific questions they would like to ask the framework providers. Districts then watched a live "debate" as the SEA posed these questions to a representative of each of the teacher and leader frameworks.

Shortly after the TLE Virtual Town Hall Meeting, the SEA provided each district superintendent a TLE Selection Survey (See Attachment 24). This survey asked the superintendent to list the teacher and leader framework selected, the number of administrators who need framework training, three options for training locations, any contractual obligations the SEA should consider when scheduling training, as well as other questions that were all designed to assist the SEA in implementation.

APRIL 2012

During this qualitative selection process, the SEA began introducing information regarding the quantitative

potion of the TLE, specifically Value-Added Models. In April 2012, during the SEA's third REAC^{3}H Summit, the SEA gave district administrators an opportunity to participate in an interactive presentation by two national leaders in the area of Value-Added Models. In addition, the SEA hosted a Superintendent's Roundtable discussion where superintendents participated in a robust question and answer session with three national leaders on Value-Added Models.

Tulsa Public Schools conducted a study of the Tulsa TLE Observation and Evaluation System's correlation to student performance success in Tulsa Public Schools. According to the research conducted by the Value-Added Research Center (VARC), "[t]he overall correlation between value-added and teacher evaluation scores using the Tulsa evaluation rubric, averaged across grades and subjects, is 0.23" (See Attachment 25). A complete set of Tulsa TLE Observation and Evaluation correlations can be found on page 2 of Attachment 25. Because of the results of this research, in conjunction with other research, Tulsa Public Schools made proposed changes to its evaluation framework. These changes were approved by the OSBE on April 26, 2012 (See Attachment 26).

JUNE 2012

The SEA released a Request For Proposals (RFP) for TLE qualitative evaluation training. The SEA designed this RFP, valued at over 1 million dollars, to allow framework-specific experts to assist the SEA in the massive undertaking of statewide evaluation training. The deadline for bid submission was May 31, 2012. The SEA, in partnership with other state regulation agencies, engaged in negotiations with approved qualitative training providers, but negotiations were unsuccessful. The SEA recommended to the State Board of Education that funds reserved for TLE qualitative evaluation training be distributed to districts on a per evaluator basis on July 1, 2012, so that TLE training may begin in early July. These funds will be earmarked for training by approved framework trainers.

On June 21, 2012, the LEA hosted a webinar to discuss ways to measure Other Academic Measures. The SEA utilized the educators nominated by their districts during the TLE Needs Assessment Survey to invite educators to participate in this discussion. The information gathered during this meeting will be presented to the TLE Commission as well as the OSBE and relied upon to make future policy decisions.

At the June 28, 2012, OSBE meeting, the Board approved the addition of the Marzano School Leadership Framework as an additional option for leader evaluations. Districts were provided an opportunity to change leader evaluation frameworks if the district determined that the Marzano School Leadership Framework better fit the district's needs.

FALL 2012

The state will be issuing a Request for Proposals for the Value Added Model. It is expected that this RFP will be released during early fall 2012. The specific measure and variables have not yet been determined by the TLE Commission and OSBE, which are steps necessary before the issuing of an RFP.

The SDE is convening TLE Working Groups to study in depth specific aspects of the quantitative components of the TLE in order to present suggestions to the TLE Commission with support of educators across the state.

Key Take Away for Section 3.A: Oklahoma is poised for implementation of a Teacher and Leader Effectiveness Evaluation System (TLE) that will encourage

continuous improvement of all educators so that all teachers and leaders will have the opportunity to become effective, highly effective, or superior.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles
TLE Commission makes a preliminary determination regarding the default framework and approvable(s) frameworks as well as recommendations for the quantitative portions of the TLE System	December 5, 2011	TLE Commission		The State Department of Education has hired an Executive Director of TLE whose primary duty is to gather data, resources, and other information to guide the Commission's decision.	Significant decisions regarding the selection of the quantitative and qualitative portions of the TLE must be made within a short period of time.
The State Board of Education selects an evaluation framework and quantitative designs based on the Commission's recommendations	December 15, 2011	The State Board of Education	*See* 70 O.S. § 6-101.16 (Attachments 10, 11, and 16)	The Assistant State Superintendent of Educational Support along with the Executive Director of TLE will prepare a presentation regarding the recommendation(s) of the Commission.	The statutory deadline requires the State Board to make a decision swiftly.
Implementation of a pilot framework program	2012-2013 school year	The State Department of Education in conjunction with all districts		The Assistant State Superintendent of Educational Support, Executive Director of TLE, framework trainers, software programmers, and district staff	Significant time will be spent in training administrators regarding the framework. Teachers and administrators must spend time away from the classroom and/or campus to attend training and other professional development.

Research regarding addressing those teachers and leaders in grades and subjects for which there is no state-mandated testing measure to create a Value Added Score	Spring, Summer, Fall 2012	The State Department of Education in Conjunction with volunteer Oklahoma educators		The Assistant State Superintendent of Educational Support, Executive Director of TLE, and volunteer Oklahoma educators	Significant time
Research regarding the fifteen percentage points based on other academic measures	Spring, Summer, Fall 2012	The State Department of Education in Conjunction with volunteer Oklahoma educators		The Assistant State Superintendent of Educational Support, Executive Director of TLE, and volunteer Oklahoma educators	Significant time
Full implementation of the framework	2013-2014 school year	The State Department of Education in conjunction with all school districts within the State	*See* 70 O.S. § 6-101.10 (Attachments 10, 11, and 16)	The Assistant State Superintendent of Educational Support, Executive Director of TLE, framework trainers, software programmers, and district staff	Significant time will be spent in training administrators regarding the framework. Teachers and administrators must spend time away from the classroom/school site for training and other professional development.
Ongoing evaluation of the system	December 31st of each year through 2016	TLE Commission	*See* 70 O.S. § 6-101.17 (Attachments 10, 11, and 16)	Commission members, The Assistant State Superintendent of Educational Support, Executive Director of TLE, Assistant State Superintendent of Assessment and Accountability, and Executive Director of Student Information	Gathering meaningful data from the student information system to make a well-informed determination as to the effectiveness of the TLE

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

By the 2013-2014 school year, each school district in the State must adopt a teacher and principal evaluation policy based on the statewide TLE System. Regional Accreditation Officers assigned to each LEA will audit documents and teacher records to determine if each LEA has implemented the TLE System for evaluation purposes. In addition, data generated through the TLE will be submitted to the SEA annually and analyzed for trends.

LEAs, as well as the SEA, will use the data generated from the TLE to drive a multitude of educational decisions.

- 70 O.S. § 5-141.4 permits a district to implement an incentive pay plan based on teacher performance that rewards teachers who increase student and school growth. Among other requirements, teachers and leaders must achieve either a "superior" or "highly effective" rating under TLE and demonstrate grade level, subject area, or school level performance success to qualify for the incentive pay.
- 70 O.S. § 6-101.3 requires career teacher status to be awarded based on TLE ratings.
- 70 O.S. § 6-101.13 requires that administrator non-reemployment decisions be based on TLE ratings.
- 70 O.S. § 6-101.16 requires that a comprehensive remediation plan as well as instructional coaching be provided to all teachers rated as needs improvement or ineffective.
- 70 O.S. § 6-101.22 requires that teacher non-reemployment decisions be based on TLE ratings.
- 70 O.S. § 6-101.31 requires Reduction in Force policies to use teacher effectiveness as the primary basis for releasing teachers.

Alignment between TLE ratings and student test scores will be reviewed and monitored by the SEA and the TLE Commission. Significant discrepancies will be addressed through the State's newly adopted Differentiated Recognition, Accountability, and Support System as discussed in Section 2.A.

Key Take Away for Section 3.B: The Oklahoma TLE is designed to be an integral part of the entire school improvement process. The evaluation of teachers and leaders will once again have meaning since the results of evaluations will be used for all varieties of data-based decisions at the classroom, building, LEA, and SEA levels.