OKLAHOMA'S CONSOLIDATED STATE PLAN

(DRAFT)

MAY 2017

Revised State Template for the Consolidated State Plan

The Elementary and Secondary Education Act of 1965,
as amended by the Every Student Succeeds Act

U.S. Department of Education

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Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).
Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

Alternative Template

If an SEA does not use this template, it must:

1. Include the information on the Cover Sheet;
2. Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
3. Indicate that the SEA worked through CCSSO in developing its own template; and
4. Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

[1] Unless otherwise indicated, citations to the ESEA refer to the ESEA as amended by the ESSA.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Contact Information and Signatures

SEA Contact (Name & Position):	Telephone:
Mailing Address:	Email:

By signing this document, I assure that:

To the best of my knowledge and belief, all information and data included in this plan are true and correct.

The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.

Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.

Authorized SEA Representative (Printed Name)	Telephone:
Signature of Authorized SEA Representative	Date:
Governor (Printed Name)	Date SEA provided plan to the Governor under ESEA section 8540:
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☑ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

Table of Contents

Acronym Glossary 10

Introduction 12

Stakeholder Engagement 16

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs) 20

1. Challenging State Academic Standards and Assessments 20
2. Eighth Grade Math Exception 22
3. Native Language Assessments 24
4. Statewide Accountability System and School Support and Improvement Activities 25
    - i. Subgroups 26
    - ii. Minimum N-Size 27
    - iii. Establishment of Long-Term Goals 29
    - iv. Indicators 32
    - v. Annual Meaningful Differentiation 36
    - vi. Identification of Schools 39
    - vii. Annual Measurement of Achievement 43
    - viii. Continued Support for School and LEA Improvement 43
5. Disproportionate Rates of Access for Educators 52
6. School Conditions 54
    - i. Incidences of Bullying and Harassment 55
    - ii. The Overuse of Discipline Practices that Remove Students from the Classroom 57
    - iii. Use of Aversive Behavioral Interventions that Compromise Student Health and Safety 58
7. School Transitions 59

B. Title I, Part C: Education of Migratory Children 66

1. Supporting Needs of Migratory Children 66
    - i. Full Range of Services Available 66
    - ii. Joint Planning Among Local, State and Federal Educational Programs 67
    - iii. Integration of Services 68
    - iv. Measureable Program Objectives and Outcomes 69

2. Promote Coordination of Services 72

3. Use of Funds 72

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent or At-Risk 74

1. Transitions Between Correctional Facilities and Local Programs 74

2. Program Objectives and Outcomes 76

D. Title II, Part A: Supporting Effective Instruction 77

1. Use of Funds 77

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools 78

3. System of Certification and Licensing 78

4. Improving Skills of Educators 80

5. Data and Consultation 80

6. Teacher Preparation 81

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement 82

1. Entrance and Exit Procedures 82

2. SEA Support for English Learner Progress 83

i. State-designed Long-term Goals 83

ii. Challenging State Academic Standards 85

3. Monitoring and Technical Assistance 87

i. How SEA Will Monitor Progress 87

ii. Steps SEA Will Take to Further Assist Eligible Entities 87

F. Title IV, Part A: Student Support and Academic Enrichment Grants 88

1. Use of Funds 89

2. Awarding Subgrants 91

G. Title IV, Part B: 21st Century Community Learning Centers 94

1. Use of Funds 94

2. Awarding Subgrants 96

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program 99

1. Outcomes and Objectives 99

2. Technical Assistance 99

I. Title VII, Subtitle B: Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act 101

1. Student Identification 101

2. Dispute Resolution 102

3. Support for School Personnel 103

4. Access to Services 104

5. Strategies to Address Other Problems 106

6. Policies to Remove Barriers 107

7. Assistance From Counselors 107

Acronym Glossary

ABCTE	American Board for the Certification of Teacher Excellence
AP	Advanced Placement
APR	Annual Performance Reporting
ASCD	Association of Supervision and Curriculum Development
CACFP	Child and Adult Care Food Programs
CARTT	Comprehensive Academic Resource and Training Toolkit
CCLC	(21st) Century Community Learning Center
CCSSO	Council of Chief State School Officers
CDC	Centers for Disease Control
CEP	Community Eligibility Provision
CNA	Comprehensive Needs Assessment
CSI	Comprehensive Support and Improvement
CSPR	Consolidated State Performance Report
ED	Economically Disadvantaged
EOI	End-of-Instruction (exam)
EL	English Learners
ELA	English Language Arts
ELD	English Language Development
ELP	English Language Proficiency
ELPA	English Learner Proficiency Assessment
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
GED	General Equivalency Diploma
GMS	Grants Management System
HEAT	Homeless Education Advisory Team
HLS	Home Language Survey
HSED	High School Equivalency Diploma
IB	International Baccalaureate
ICAP	Individual Career Academic Plan
IDEA	Individuals with Disabilities Education Act
ID&R	Identification and Recruitment
IEP	Individualized Education Program
IRRC	Identification and Rapid Recruitment Consortium
LEA	Local Educational Agency
LIEP	Language Instructional Education Plan
L2S	Lead 2 Succeed
MDT	Multi-Disciplinary Team
MEP	Migrant Education Program
MTSS	Multi-tier System of Support
NAEP	National Assessment of Educational Progress
NCIEA	National Center on the Improvement of Educational Assessment
NGA	National Governors' Association
NISL	National Institute for School Leadership
NSYI	New Skills for Youth Initiative

NTEP	Network for Transforming Teacher Preparation
OAC	Oklahoma Administrative Code
OAS	Oklahoma Academic Standards
OAYS	Oklahoma Association of Youth Services
OCEE	Oklahoma Council on Economic Education
OCSS	Oklahoma Council for Social Studies
ODHS	Oklahoma Department of Human Services
ODMHSAS	Oklahoma Department of Mental Health and Substance Abuse Services
ODOC	Oklahoma Department of Corrections
OER	Open Education Resources
OFLTA	Oklahoma Foreign Language Teachers' Association
OGET	Oklahoma General Education Test
OKAGE	Oklahoma Alliance for Geographic Education
OKDHS	Oklahoma Division of Health Services
OPTE	Oklahoma Professional Teacher Examination
OSAT	Oklahoma Subject Area Test
OSBE	Oklahoma State Board of Education
OSDE	Oklahoma State Department of Education
OSTP	Oklahoma School Testing Program
OSS	Office of School Support
OSTP	Oklahoma School Testing Program
OTISS	Oklahoma Tiered Intervention System of Support
PAC	Parental Advisory Council
PASS	Priority Academic Student Skills
PFS	Priority For Service
RAO	Regional Accreditation Officer
RLI	Rural and Low Income
RSA	Reading Sufficiency Act
SA	State Agency
SEA	State Educational Agency
SFSP	Summer Food Service Program
SIG	School Improvement Grant
SNAP	Supplemental Nutrition Assistance Program
SPDG	State Personnel Development Grant
SREB	Southern Regional Education Board
SSAE	Student Support and Academic Enrichment
SSDP	State Service Delivery Plan
STEM	Science Technology Engineering Mathematics
STEP	State Tribal Education Program
SWD	Students with disabilities
TEA	Tribal Educational Agencies
TLE	Teacher Leader Effectiveness
TSI	Targeted Support and Intervention
USDE	United States Department of Education
WIOA	Workforce Innovation Opportunity Act
YPQI	Youth Program Quality Intervention

Introduction

Through the Every Student Succeeds Act (ESSA), the Oklahoma State Department of Education (OSDE) has reaffirmed its focus on strengthening education, ensuring equity for all students, enhancing professional development and more – but it also provides an opportunity to spotlight the OSDE's commitment to the power of individualism.

Oklahoma is known for a pioneering, can-do spirit. That ethos is reflected in how the OSDE fulfills its mission of readying students for future success in college, career and life. There is no one-size-fits-all prescription for educating a child. While every student can learn, it is also true that every student brings his or her own unique perspective, passions and aspirations to the classroom. Under State Superintendent of Public Instruction Joy Hofmeister, the agency recognizes that every child and school can be successful if given the appropriate resources and expertise.

> **"The power of individualism"**

Strong collaboration and consultation strategies are critical for a pathway to success. No one has a monopoly on good ideas, and in the creation of Draft 1 and Draft 2 of the Oklahoma ESSA framework, the OSDE sought – and will continue to seek – feedback from a diverse array of education stakeholders. The OSDE understands that effective coordination must span many arenas to ensure a robust public education system.

This work comes in the midst of very challenging times, with Oklahoma's public schools and school districts battered by an historic teacher shortage and great fiscal uncertainty. But numerous glimmers of promise are also evident. Oklahoma students have seen recent increases in reading and science proficiency via the National Assessment of Educational Progress, (NAEP), also known as the nation's report card. The state's average ACT exam score of 20.4 compares to the national average of 20.8. Nearly 16,500 Oklahoma students took Advanced Placement tests in 2016, a 3.5% jump over the previous year.

On a more fundamental level, education and how to better it have taken center stage in a statewide conversation. Education's many stakeholders – essentially, everyone interested in Oklahoma's growth and prosperity – are engaged in a robust and far-reaching dialogue.

The ESSA Consolidated State Plan is a reflection of the OSDE Strategic plan. The Strategic plan is designed as a framework for decision making within the department as well as with its partners in the field. As a result, the agency's mission and efforts will become more clear and transparent, and trust among Oklahoma's education stakeholders will strengthen as all parties work toward a strong and equitable public education system.

The OSDE is committed to a more disciplined approach to progress-monitoring and problem-solving within the department, reducing duplication of efforts and maximizing how its staff members use time and resources. This strategy will enable true coordination across programs.

The OSDE Strategic plan follows:

Objective 1:

Achieve academic success: The OSDE will close the opportunity and achievement gap for each student in Oklahoma to ensure a high quality public education.

- **Strategy 1.1:** Focus on early childhood education
- **Strategy 1.2:** Ensure effective implementation of Oklahoma's new standards by using available data to target high-quality, aligned resources to educators

- **Strategy 1.3:** Improve student access to meaningful and diverse pathways that lead to careers and postsecondary opportunities
- **Strategy 1.4:** Enable educators to meaningfully use data from a high-quality assessment and accountability system to increase student learning
- **Strategy 1.5:** Reduce barriers to equity and close the opportunity and achievement gap for all students

Objective 2:

Build exceptional educators and schools: The OSDE will support the recruitment, preparation and retention of highly effective teachers and leaders.

- **Strategy 2.1:** Reinforce the teacher pipeline by supporting teacher pre-service training, recruitment, preparation and retention
- **Strategy 2.2:** Provide support and professional learning to increase instructional capacity for teachers and leaders
- **Strategy 2.3:** Provide district and school leaders with the training and support needed to improve instruction in their schools

Objective 3:

Create engaged communities: The OSDE will build external capacity to provide strong academic support through family and community engagement.

- **Strategy 3.1:** Advocate for a strong public education system and elevate the education profession
- **Strategy 3.2:** Strengthen and increase family and community engagement to support student learning
- **Strategy 3.3:** Build and maintain working relationships and ongoing feedback mechanisms with diverse partners and advisory groups

Objective 4:

Develop internal capacity: The OSDE will build its internal capacity to serve the field and use data to make informed decisions

- **Strategy 4.1:** Sustainably improve and strengthen agency capacity to fulfill its mission by sharing knowledge and best practices across all teams, developing skills and improving teamwork
- **Strategy 4.2:** Leverage technology systems and interpersonal relationships to improve access to data and allow the OSDE and districts to make data-driven decisions

Through careful integration of the Strategic plan with the State plan, the OSDE will build upon a strong foundation and existing momentum. The ultimate goal is as simple as it is absolutely critical: Every child deserves and must have the opportunity for a strong education that can lead to a productive and fulfilling life.

Goals

By 2025 the OSDE envisions several key improvements for the state of public education in Oklahoma.

Score above the national average on NAEP in all subjects for fourth grade and eighth grade. With the notable and concerning exception of eighth grade math, the proficiency of Oklahoma fourth- and eighth-grade students in reading and mathematics has roughly mirrored the national average. In the realm of science, Oklahoma fourth- and eighth-grade students have seen a significant narrowing of the so-called "achievement gap," while the state's American Indian student population has outpaced their counterparts in other states by 19 percentage points in reading and mathematics. Oklahoma is poised for much more significant progress on NAEP.

Reduce the need for emergency-certified teachers by 95%. While a teacher shortage has affected schools nationwide, the impact has been particularly hard in Oklahoma. In 2011, the Oklahoma State Board of Education (OSBE) was asked to approve 32 emergency certifications for school districts that had exhausted efforts to hire certified teachers for certain positions. By the 2016-17 school year, that number had skyrocketed to 1,125 and currently shows no sign of waning.

The OSDE is grateful for the dedication and passion of emergency certified teachers, many of whom have come from various careers and professions to share their expertise with Oklahoma's younger generations. But that means well more than 50,000 public school students have had a classroom teacher who lacks critical training. Legislative action is necessary to ensure competitive regional compensation for Oklahoma teachers, but the OSDE is committed to other efforts aimed at expanding and enhancing the teacher-to-classroom pipeline.

Be among the top 10 states for students graduating in the four-, five- and six-year cohort. The state's graduation rate of 82.5% hovers close to the national average, but that percentage may be challenging to maintain as the OSDE ratchets up higher expectations. Ultimately Oklahoma wants to achieve a 100-percent graduation rate, but the OSDE's intermediate goal toward that end is to reach Top 10 status. In doing so, Oklahoma would have to graduate at least 2,931 additional students per year.

Have 100% of students in grades 6 through 12 with an Individual Career Academic Plan (ICAP), impacting 335,000 students. Oklahoma currently is one of only seven states without a state-level ICAP strategy in which students direct their interests, aspirations into a clear and workable pathway to postsecondary success.

Align early childhood education and learning foundations to ensure at least 75% of students are "ready to read" upon kindergarten entry, affecting 39,000 new kindergarteners each year. Oklahoma will continue leveraging private and public partnerships for early learning opportunities, professional development support and strategic intervention to establish an unshakeable foundation across multiple domains of early childhood development.

Reduce by 50% the need for math remediation after high school. Ten years of end-of-instruction (EOI) exams failed to impact a college remediation rate that has hovered around 40%. Thirty-nine percent of all first-year college students in Oklahoma currently require remedial courses before earning college credit, which the Center for American Progress estimates is costing Oklahoma families $22.2 million yearly. Clearly it is time to employ other strategies.

Priority Pursuits

The previously mentioned power of individualism brings a renewed clarity as the OSDE envelops the perspective of meeting the needs of individual students, individual teachers and individual schools. Beyond the aspirational goals, the OSDE is committed to the following priority pursuits.

Increase the participation in food programs. Recognizing that Oklahoma has 1 in 4 food insecure students, the OSDE will increase participation in multiple programs such as Community Eligibility Provision, Breakfast in the Classroom and Summer Feeding.

Engage in collaborative identification and supports for students of incarcerated parents. One in 10 Oklahoma students has or has had an incarcerated parent. Collaborative efforts with other agencies and nonprofit organizations will bolster the OSDE's pursuit to establish tiered intervention and mentoring for these at-risk students.

Increase identification of gifted and talented minority students. Equitable access to educational opportunities should be afforded to all Oklahoma students. The OSDE will heighten counselor and teacher training to identify gifted and talented students from every student group.

Leverage out-of-school time to address tutoring, food insecurity, academic-related activities and to engage family and community. Oklahoma students have needs beyond the traditional school day; therefore, the OSDE will utilize the collective power of stakeholders to meet students' academic and social and emotional needs. Such engagement will also benefit students' families and the community at large.

Utilize a risk analysis, applying preventative measures for teachers who may become ineffective. The OSDE deems it appropriate to impede the trajectory of teachers who have likelihood for being identified as ineffective. This risk analysis will include multiple indicators to inform the agency of professional development and retention efforts and resources that need to be implemented.

Promote the opportunity for schools to establish levels of distinction by implementing specific areas of curricular and extracurricular focus. In an effort to acknowledge a well-rounded education for Oklahoma students, the OSDE has identified specific areas of educational engagement – such as the arts or world languages – that schools may implement, providing options for students and families.

[2] The Aspen Education & Society Program and the Council of Chief State School Officers. *Leading for Equity: Opportunities for State Education Chiefs.* February 2017.

Also, linked to the OSDE Strategic plan are intentionally aligned equity traits. These traits originate from the ten commitments produced by *Leading for Equity: Opportunities for State Education Chiefs,*[2] an Aspen Institute and Council of Chief State School Officers collaborative document. Oklahoma chooses four of the ten commitments on which to focus educational equity attention and capacity.

1. **Measure What Matters: Create accountability for equity**
   The OSDE is particularly dedicated to the implementation of multiple measures of accountability for school performance and evidence-based interventions as well as transparency for public reporting.

2. **Start Early: Invest in the youngest learners**
   Oklahoma's pronounced support of early childhood programs continues to be a priority, especially as academic achievement standards are now vertically aligned beginning with Pre-K, establishing a foundation for challenging standards.

3. **Value People: Focus on teachers and leaders**
   In the midst of a shortage of effective Oklahoma educators, the OSDE will continue to support its Equity Plan strategies implemented in 2015. These strategies of meaningful professional development, leadership training and educator preparation collaboration help to build momentum toward a strong, diverse and data-informed talent pool.

4. **Empower Student Options: Ensure families have access to high-quality educational options that align to community needs**
   Regardless of locale, Oklahoma students deserve access to a variety of educational choices that meet their learning needs while meeting the needs of the community.

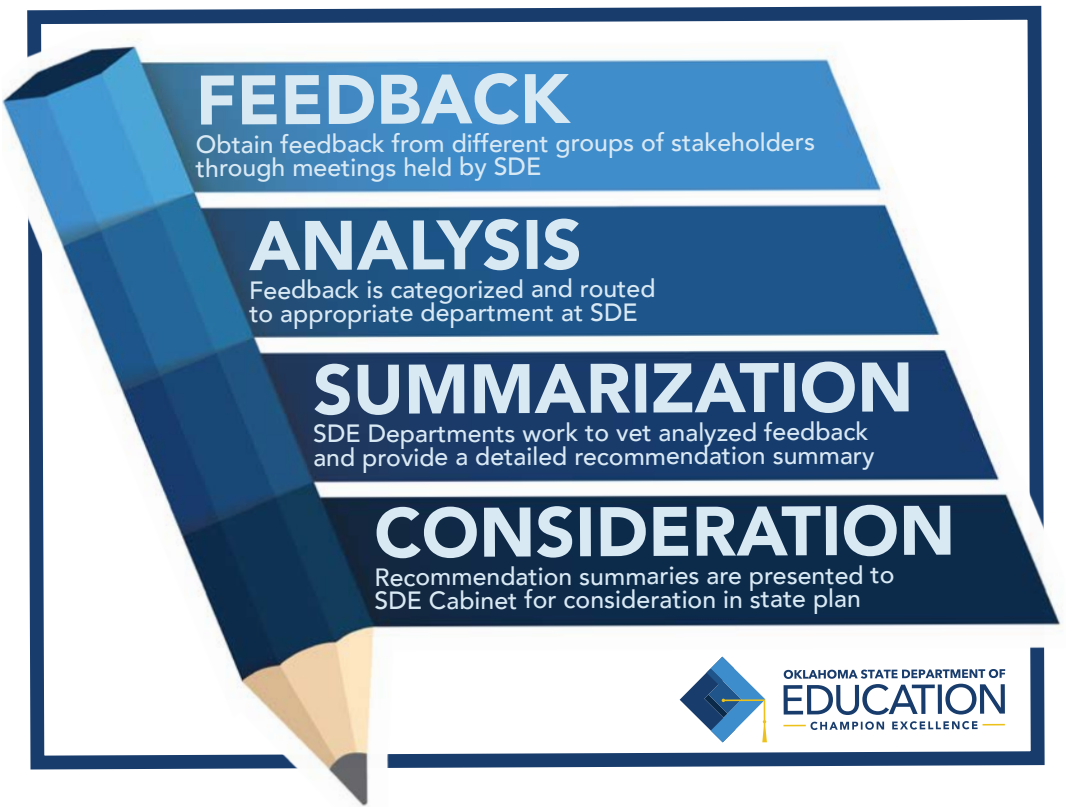
Stakeholder Engagement

Forging solid working relationships to support the agency's mission is reflected in the following strategies:

- **Strategy 3.2:** Strengthen and increase family and community engagement to support student learning.
- **Strategy 3.3:** Build and maintain working relationships and ongoing feedback mechanisms with diverse partners and advisory groups.
- **Strategy 4.1:** Sustainably improve and strengthen agency capacity to fulfill its mission by sharing knowledge and best practices across all teams, developing skills, and improving teamwork.
- **Strategy 4.2:** Use a whole-systems improvement approach to develop a data management system that transforms data into information and knowledge used to guide decision making.

The OSDE established and implemented a formal process for vetting feedback as seen in the Figure 1 below. First, feedback was reviewed by the appropriate OSDE division and staff. For example, a suggestion for improving a low-performing school was evaluated by the office of school support, and so on.

Figure 1: Feedback Vetting Process



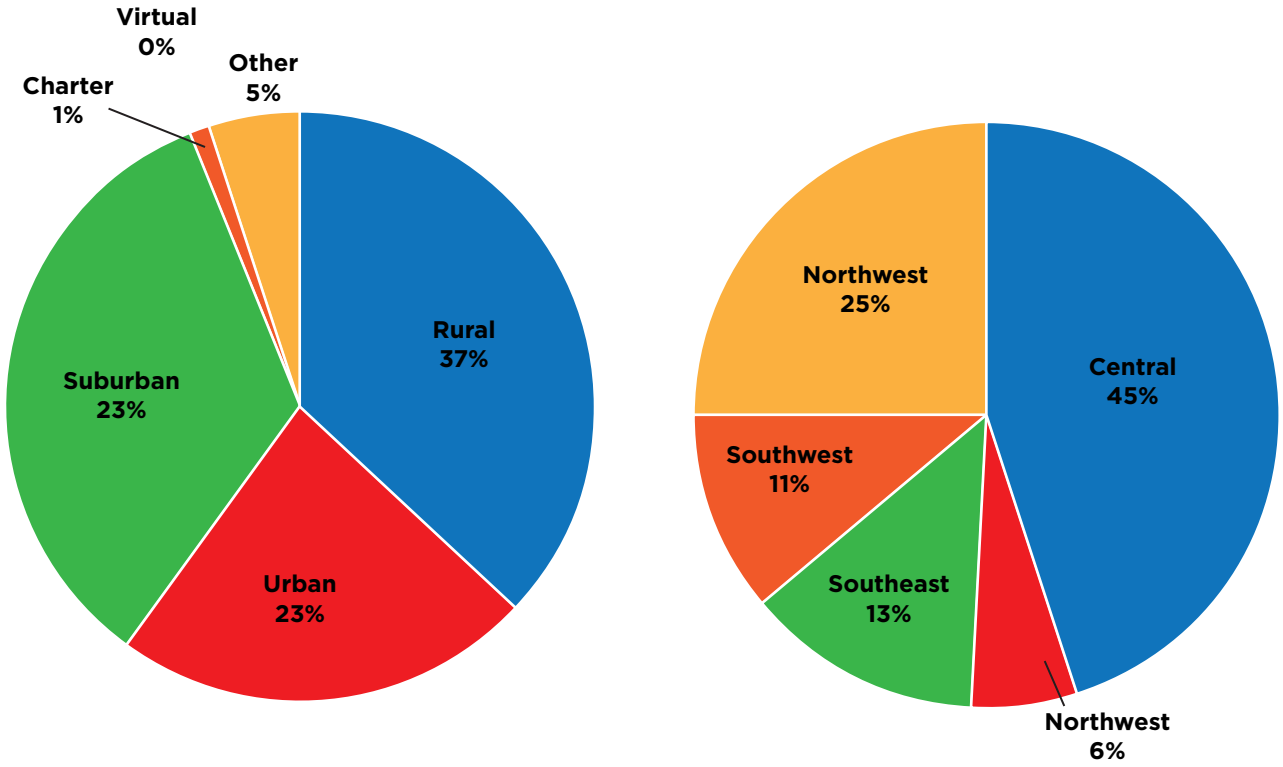
Next, to ensure consistency and cohesiveness in evaluating feedback, each OSDE staff member who reviewed feedback completed a form that detailed recommended items and non-recommended items with an explanation for each one. Finally, the agency's lead ESSA team reviewed the recommendations for potential inclusion in the State plan. The OSDE committed to assess each comment for possible use.

The OSDE began obtaining early feedback prior to the first draft of the State plan. Initial efforts began with a series of luncheons in which attendees considered basic questions on the major components of the ESSA. Held in six cities and towns across the state during the agency's annual EngageOK education conference, the luncheons utilized a polling platform to gather responses. A full report of the feedback can be found in Appendix 1.

Also during the EngageOK conference, stakeholders in breakout sessions utilized a polling platform to begin conversations that would shape the direction of changes to assessment and accountability. A full report of these responses can be found in Appendix 2.

The OSDE expanded its efforts for early feedback by deploying a survey in both English and Spanish. The agency distributed the 17-question survey to a range of groups – including educators, administrators, students, businesses, foster care agencies, military installations and Indian tribes – in order to capture responses from all education stakeholders. A full list of those invited to fill out the survey is in Appendix 3 and a full report of the survey responses can be found in Appendix 4. A representation of the more than 3,000 respondents is shown below. The charts in Figure 2 include phase 1 and phase 2 feedback.

Figure 2: Representation of Stakeholder Feedback



Superintendent Hofmeister has in place 13 active advisory councils, from which the OSDE sought verbal feedback, including those comprised of teachers, superintendents, principals, parents, students and counselors, business, Hispanic, African American and faith-based community leaders, and those representing nonprofit/ wrap-around services, foundations and education-based associations. The OSDE also solicited feedback from its Teaching and Learning Advisory, Assessment and Accountability Advisory, TLE Regional Advisory Stakeholder Groups, Teacher Shortage Task Force, Committee of Practitioners, the Oklahoma Partnership for School Readiness and the Oklahoma Advisory Council on Indian Education.

The OSDE held a specific topical convening on Indian education. Representatives from tribal associations and LEA Indian education directors shared successes within their communities that have lifted outcomes for Native students as well as provided suggestions on culturally responsive teacher training. Members of this convening also suggested reporting Indian student counts through Title VI rather than the reported count from the state. An additional suggestion was engaging students with their own heritage in order to successfully address early college- and career-readiness as well as promotion of Native language development and curriculum for the benefit of all students.

Contributing to the conversation about well-rounded student experiences, another intentionally focused meeting with advocates of arts education proved meaningful. The participants at this meeting emphasized the access to art teachers in rural schools where one is not afforded. The community partnering to place an art teacher in these settings is a realistic solution. Additionally, the infusion of the arts (drama, dance, music, visual and media arts) as an engagement method is an evidence-based strategy that addresses chronic absence.

The work of the ESSA surrounding the topics of assessment and accountability coincided with new state legislative mandates, requiring the OSDE to research and provide recommendations to the Legislature for a new system of assessments, accountability and graduation requirements. To accomplish the state directive, and to support feedback efforts required by the ESSA, the OSDE assembled an Assessment and Accountability Task Force to review the latest research and collaborate with a slate of experts in developing recommendations. The specific recommendations gathered and compiled by the task force are included in Title I, Part A, Section 4 on Accountability. A full description of the feedback can be found in the Assessments Requirements report in Appendix 5.

After posting the ESSA Draft 1 Framework, the OSDE collected additional feedback for its plan over the course of a series of town hall meetings with Superintendent Hofmeister. Town hall meetings were held in seven locations across the state, in urban, suburban and rural parts of the state. Overall, the town hall meetings drew 998 attendees. The agency used a set of seven questions in each location to compare perspectives across locale and demographic makeup of each meeting. While questions about challenges facing education were popular in some locations, in others meeting participants focused on attributes of a successful school and well-rounded education for students. Evident in all the meetings were concerns about education funding and Oklahoma's corresponding teacher shortage. Participants at all town hall locations discussed the importance of the ability to communicate and demonstrate the need for excellence in all educational endeavors for each and every child.

A full report of the feedback received from the town hall meetings is in Appendix 6.

The OSDE also released a survey alongside the ESSA Draft 1 Framework to collect specific feedback on key decision points for Draft 2. The 18-question survey required respondents to read the plan and respond in the same setting. While that second survey received fewer responses than the first, the OSDE thanks the 153 respondents who took the time to read, and respond to, the ESSA Draft 1 Framework. Responses generally mirrored those received through other means, specifically the need and desire for assistance from the OSDE regarding the support of low-performing schools. A full report of the survey responses can be found in Appendix 7.

Recognizing that Oklahoma has among the highest number of tribal students in the nation at 130,000-plus students, the OSDE set out to embark upon a unique collaboration process with Oklahoma's 39 recognized tribal nations for its ESSA Consolidated State Plan. The OSDE presented an update on the State plan and topics of concern to tribal communities at each of the quarterly meetings of the Oklahoma Advisory Council on Indian Education. This collaboration led to a first-of-its-kind event where an estimated 350 individuals representing 22 tribes and 120 school districts gathered to discuss the provisions of the ESSA and encourage greater partnerships between LEAs and tribes.

The OSDE also created a guide for LEAs to reference as they engage in the tribal consultation requirements of section 8538 of the ESEA as amended by the ESSA. The Oklahoma Tribal Consultation Guide is in Appendix 8.

The OSDE will continue to capitalize on the relationships and collaborative efforts that have been built through the ESSA stakeholder engagement process as it begins implementation of the State plan.

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

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

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- serving all students. A school operating a schoolwide program does not need to identify particular students as eligible to participate. (ESEA section 1114(a)(2)(A)(i)).

- consolidating federal, state and local funds. A school operating a schoolwide program may consolidate federal, state, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1)(3)).

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

1. Challenging State Academic Standards and Assessments (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)[3]

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

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

- **Strategy 1.1:** Focus on early childhood education.
- **Strategy 1.2:** Ensure effective implementation of Oklahoma's academic standards by using available data to target high quality, aligned resources to educators.
- **Strategy 1.4:** Enable educators to meaningfully use data from a high-quality assessment and accountability system to increase student learning and close the achievement gap.
- **Strategy 2.2:** Provide support and professional learning to increase instructional capacity for teachers and leaders.
- **Strategy 2.3:** Provide district and school leaders with the training and support needed to improve instruction in their schools.

In January 2016 the Oklahoma State Board of Education (OSBE) unanimously approved the final draft of new state academic standards for English language arts (ELA) and mathematics. They were adopted by the state Legislature two months later. It is important to note the historical context of Oklahoma's journey to adopt academic standards. Under state House Bill 3399 (2015), which repealed the Common Core State Standards

[3] The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

in Oklahoma, the OSBE was tasked with adopting a set of standards for use in schools beginning in the 2016-17 school year. As directed by state law, the drafted standards were reviewed by the Oklahoma Department of Commerce, Oklahoma Department of Career and Technology Education and the Oklahoma State Regents for Higher Education. The new Oklahoma Academic Standards (OAS) for ELA and Mathematics improve on and replace the Priority Academic Student Skills (PASS) standards, which had been temporarily re-implemented by H.B. 3399 after the repeal of Common Core.

> **"The new standards are more rigorous and renew focus on such foundational skills as phonics and cursive writing."**

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

Moreover, the Oklahoma Academic Standards for science, which are also vertically aligned, include standards for kindergarten through grade 12. The standards are arranged by grade levels at grades K-8, and by course subject area at the high school level. The OAS for science include the integration of scientific and engineering practices and crosscutting concepts with core content from Physical Science, Life Science and Earth/Space Science. This integrated approach provides students with a coordinated and coherent understanding of the necessary skills and knowledge to be scientifically literate citizens.

The OSDE will scale its approach to standards support by building and developing standards-aligned materials, including curriculum resources, professional development and a centralized online resource destination. These standards-aligned materials and professional development will also include a framework to promote data inquiry, improved data literacy and an overall resource-rich standards experience.

Oklahoma's new system of statewide summative assessments is aligned to the Oklahoma Academic Standards. The OSDE assembled the Assessment and Accountability Task Force, led by a team of experts, to study and make recommendations to the Oklahoma State Department of Education (OSDE) and the Oklahoma State Board of Education (OSBE). The OSBE had approved a new Assessment and Accountability Plan at its Dec. 15, 2016, regular board meeting based upon the recommendations. The OSDE then presented this plan to the state Legislature at the beginning of the Legislative Session in February of 2017. It was subsequently approved and signed into law a month later, on March 7. The approved report can be found in whole in Appendix 5.

The HumRRO alignment study of Oklahoma Academic Standards and the new summative assessments overall recognize the clear alignment between OAS and the new assessments. In particular, the report indicates that, "the OSTP math assessments generally capture breadth, depth and cognitive complexity of the OAS Math Standards…nearly all grade level math assessments were highly to fully aligned on each of the four Webb alignment criteria." [4]

[4]Webb's assessment alignment criteria are intended as a means for thinking about agreement among curriculum standards and assessments. The criteria are considered in this order: categorical concurrence, depth of knowledge consistency, range of knowledge correspondence, and balance of representation.

Norman L. Webb. "Issues Related to Judging the Alignment of Curriculum Standards and Assessments," *Measurement In Education*. Vol 20, No 1. (December 5, 2007), pp. 7–25.

E. Banjanovic, B. Crawford, R. Deatz, and A. Thacker. (2017, Jan. 31). *Independent alignment review of the Oklahoma School Testing Program (OSTP) English Language Arts, Mathematics, and Science Tests.* Alexandria, VA: HumRRO, 2017.

Oklahoma recognizes that a robust assessment system is tied closely to students' learning and teachers' instructional practices by valuing and promoting local, classroom-based formative assessments that help make student learning visible. At the same time, that system should provide a strong summative assessment program that fits as a component within a multifaceted state, district and school accountability system.

All districts and schools will be encouraged and given resources to use a data inquiry framework that informs programmatic, funding and policy decisions. The OSDE's expert data and assessment staff, as well as experts in data inquiry, will model effective data use, building on data inquiry workshops and coaching from the 2015-16 school year.

With respect to these requirements, in the summer of 2017 all statewide assessments will undergo standard setting, the process of establishing cut scores to define performance levels for assessments. Establishing strong expectations for all students, the standard-setting process will utilize benchmarking to nationally comparable assessments such as the National Assessment of Educational Progress (NAEP), the ACT and the SAT as the common gauge for comparing states' proportions of students classified into performance levels.

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

2. Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):

i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

- ☐ Yes
- ☑ No

Oklahoma has adopted a nationally recognized college- and career-readiness exam (ACT or SAT) as its high school assessment provided to all Oklahoma students during their 11th grade year, meeting the requirement of providing at least one mathematics assessment in grades 9-12 (Sec. 1111(b)(2)(B)(v)(I)(bb)). Since the state no longer has end-of-course assessments in grades 9-12 that could be utilized for middle school students in advanced mathematics, Oklahoma is not eligible for the "exception for advanced mathematics in middle school" (Sec. 1111(b)(2)(C)).

Oklahoma still provides access to advanced mathematics coursework in middle school and encourages the equitable placement of students into course pathways that promote completing no less than Algebra 1 by the end of ninth grade. Middle school students enrolled in advanced mathematics coursework can demonstrate mastery of those middle school competencies that otherwise have been skipped or compressed. Recognizing that this expectation may deter some from taking advanced mathematics coursework in middle school, it is maintained that students who are deemed advanced and yet unable to demonstrate mastery on middle school mathematics content risk later struggles in mathematics and indeed should not be placed in such advanced courses. This stance is supported by mathematician Hung-Hsi Wu, who argued, "Mathematics is by nature hierarchical. Every step is a preparation for the next one. Learning it properly requires thorough grounding at each step and skimming over any topics will only weaken one's ability to tackle more complex material down the road" (2012).

[5]Hung-Hsi Wu. "To accelerate, or not," The Huffington Post (blog). September 20, 2012.

ii. If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:

a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

Not Applicable

b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;

Not Applicable

c. In high school:

1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and

3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

□ Yes

□ No

Not Applicable

iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

Not Applicable

3. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4):

i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

According to Oklahoma student demographic data, Spanish is the main language other than English present in the total tested student population. Based on 2015-16 data, 42,291 of Oklahoma EL students are Spanish-speaking, which represents 6% of the total student population (approximately 692,670 students). Among EL students, the next three most common languages are Vietnamese, Cherokee and Marshallese, which together represent (2,370), or less than 1% of our students.

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Oklahoma is an English-only state and so does not offer assessments to students in languages other than English (70 O.S § 11-102).

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

Not applicable

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing:

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);

Not applicable

b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

Not applicable

c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Not applicable

4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):

In June 2016 Oklahoma began to study and develop recommendations for a new statewide assessment system and a new system of differentiated accountability. The Oklahoma State Department of Education (OSDE) held regional meetings the following month in Broken Arrow, Sallisaw, Durant, Edmond, Woodward and Lawton. These meetings yielded responses to various questions addressing the desired purposes of accountability and preferred measures for it.

This regional feedback was incorporated into the discussions of the Oklahoma Assessment and Accountability Task Force (see Appendix 5 for a list of members), which deliberated over many technical, policy and practical issues associated with implementing improved assessment and accountability systems. Representing educators, parents, business and community leaders, tribal leaders and lawmakers, the task force met four times between Aug. 4 and Nov. 9, 2016, and culminated in a set of recommendations for improvement that eventually went before the Oklahoma State Board of Education (OSBE).

The 95-member task force met with experts in assessment and accountability to consider each of the study requirements and provide feedback to improve the state's assessment and accountability systems. Two of those experts also served as the primary facilitators of the task force: Juan D'Brot, Ph.D., of the National Center on the Improvement of Educational Assessment (NCIEA), and Marianne Perie, Ph.D., of the University of Kansas' Achievement and Assessment Institute. At each meeting the group discussed federal and state law requirements, research and best practices in assessment and accountability development. Feedback from the task force was subsequently incorporated into the OSDE's recommendations to the OSBE on the new accountability system (the full report is in Appendix 5). The recommendations were subsequently approved by the state Legislature and governor in March, 2017.

The guiding principle of Oklahoma's new accountability system is that all students can grow and all schools can improve.

Oklahoma's accountability system (A-F Report Card) is based on a multi-measure approach, giving multiple grades for each indicator as well as a cumulative overview grade. To clarify the purpose of the system, the OSDE considered the recommendations by Linn (2001):[6]

- What results will be given to parents?
- What will be done with school-level results?
- How much emphasis should be placed on status versus improvement?

As is recommended by the Education Commission of the States' recently published report (Mikulecky & Christie, 2014),[7] the Oklahoma report card will be easy to find, easy to understand, and include indicators essential for measuring school and district performance.

[6] Robert L. Linn. "The Design and Evaluation of Educational Assessment and Accountability Systems," National Center for Research on Evaluation, Standards, and Student Testing. April 2001.

[7] Kathy Christie and Marga Mikulecky. "Rating states, grading schools: What parents and experts say states should consider to make school accountability systems meaningful," Education Commission of the States. May 18, 2014.

When developing the new A-F report card system, the indicators, calculation and design elements were grounded in the OSDE's Strategic plan. Specifically, the following strategies are achieved through the A-F report card.

- **Strategy 1.4:** Enable educators to meaningfully use data from a high-quality assessment and accountability system to increase student learning and close the achievement gap.
- **Strategy 2.3:** Provide district and school leaders with the training and support needed to improve instruction in their schools.
- **Strategy 4.2:** Use a whole-systems improvement approach to develop a data management system that transforms data into information and knowledge used to guide decision making.

i. Subgroups (ESEA section 1111(c)(2)):

a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

The accountability system will include the following subgroups:

- Economically disadvantaged students
- Students with disabilities
- English learners
- Black/African American students
- Hispanic students
- Native American/American Indian students
- Other students (White, Asian, two or more races, not economically disadvantaged, not having an identified disability, or not EL)

To provide data used for the accountability report card and for comprehensive support designations, each student will be assigned to one Elementary and Secondary Education Act (ESEA) subgroup, hereafter referred to as "student group," based on the priority groups listed above (e.g. economically disadvantaged takes precedence over special education, which takes precedence over EL, etc.). Identifying priority groups results from major concern expressed in stakeholder feedback and through the Assessment and Accountability Task Force; based upon reporting and accountability requirements in NCLB, students counted multiple times if their demographic characteristics crossed into multiple student groups. This over-representation of some individual students does not provide additional information about a school and actually provides a disincentive to work in schools with large disadvantaged populations.

To counter these concerns, each student will be assigned a primary student group for accountability purposes. The ESEA of 1965 was founded on the idea of providing an equitable education to those students from high-poverty areas. The Oklahoma accountability system will reinforce that goal by prioritizing economic disadvantage first. The ranking of the other student groups follows the past performance levels of those groups from lowest performance (students with disabilities) to highest (other students).

To supplement the report card, performance information on each indicator will also be reported by all ESEA required student groups, with all student group members included. Therefore, there will be transparency about the performance of each student group.

For targeted support designation, there will be no priority assignment to groups. For example, all White or Asian students will be assigned to each student group that applies to them and, therefore, may be represented in multiple student groups (i.e. White, economically disadvantaged, IEP, and/or EL status).

b. If applicable, describe any additional student groups of students other than the statutorily required subgroups (i.e., economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

Not applicable

c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

- ☑ Yes
- ☐ No

d. If applicable, choose one of the following options for recently arrived English learners in the State:

- ☐ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
- ☑ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
- ☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):

a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

The task force discussed the benefits and limitations of policies regarding the minimum number of students for reporting purposes. A large minimum N size can bolster the reliability of the resulting decisions, but, because it excludes certain populations from the system who do not meet the minimum sample size, it also undermines the validity of the system. OSDE will remain with the minimum number of students necessary for disaggregated accountability results as 10 students.

b. Describe how the minimum number of students is statistically sound.

The minimum N size meets federal regulations because it does not exceed 30 and will be the same for all accountability student groups and indicators. Oklahoma has a significant number of small schools (e.g., 57 schools in school year 2016 had less than 30 tested students in mathematics). A minimum N size of 10 for reporting will allow for greater transparency for rural schools and underrepresented student groups even if that group is not included in accountability. Additionally, in order to improve reliability of measures involving small numbers of students, Oklahoma will aggregrate up to three years of data when available if the number of students in the current year is between 10 and 30.

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

The Oklahoma Legislature directed the Oklahoma State Board of Education (OSBE) to evaluate the state's current assessment and accountability systems and make recommendations for the future. As a result, the OSDE held regional meetings across the state and convened the Oklahoma Assessment and Accountability Task Force to deliberate over the many technical, policy and practical issues, including the minimum N size associated with implementing an approved assessment and accountability system. Those giving input included teachers, Pre-K-12 administrators, higher education representatives, career technical representatives, parents, legislators, business representatives, tribal representatives and other community members. In the ESSA Framework Draft 1, stakeholders were asked to respond to the question of whether an N of 30 for accountability was reasonable. Many comments reflected the desire to see a lower N size to ensure the maximum number of students is included in accountability; therefore, the state has selected an N of 10.

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.[8]

Personally identifiable information is protected in multiple ways. First, Oklahoma ensures that student information remains private by employing complementary suppression of the information when all students score at a certain level (for example, 100% graduation rate) or when no students score at a certain level (for example, 0% graduation rate.) Oklahoma calculates or obtains the information and goes through a redaction process of suppressing the data before it is reported to the public. In addition, measures comprised of fewer than 10 students are not reported regardless of the result.

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

Not applicable

[8] Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):

a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

A focus on student growth: All schools will give students state assessments in English language arts, mathematics and science. The achievement of each student will be measured in terms of a scale score rather than the percentage meeting grade-level proficiency. The baseline year will be 2017, when standards are set for each grade, content area and student group. The methodology of the Oklahoma model is predicated on the staunch belief that all schools can improve and need to be recognized for such improvement. The interim goals will be set separately for each group in a manner that requires more progress from the lower-performing groups. The target goals will increase for each group.

By 2025 all groups will be expected to achieve a scaled score that indicates most students will be ready for the challenges of college or career. The status targets will also reduce the achievement gap each year, but at a rate that has proven to be feasible based on past performance. This achievement indicator is both rigorous and attainable. It incentivizes schools to work with every student to meet his or her target and not just those close to proficiency.

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

Each year, each student group (economically disadvantaged students, students with disabilities, English learners, Black/African American students, Hispanic students, Native American/ American Indian students, and other students) will be identified as on track or not on track to reach grade-level standards by 2025 to meet the goal of being college/career ready.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

Oklahoma's long-term goal is that by the year 2025 students meet grade-level standards within each assessment content area, representing they are on track to be college/career ready upon high school graduation. The interim goals show how well students in each group (economically disadvantages students, students with disabilities, English learners, Black/African American students, Hispanic students, Native American/American Indian students and other students) are progressing toward reaching proficiency. The targets for each student group will increase so that by the year 2025, each group will meet grade-level standards.

> **"The methodology of the Oklahoma model is predicated on the staunch belief that all schools can improve and need to be recognized for such improvement."**

b. Graduation Rate. (ESEA section 1111(c)(4)(A)(i)(I)(bb))

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

Oklahoma's long-term goal is to be among the top 10 states for students graduating in the four-, five- and six-year cohorts. The state could reach that goal if 90% of its students graduated. The 2016 baseline graduation rate for all students and by student groups is shown in Figure 3. The timeline for meeting the long-term goal is 2025. Intermediate goals will be determined for all students and for each student group to show the needed annual increase to meet the long-term goals.

Oklahoma's path to an excellent education for all students includes more rigorous academic content standards, enhanced supports for struggling students and schools, and a high school redesign through career pathway planning with greater family collaboration and targeted high school counseling that will lead to successful graduates. As the state follows this path to excellence, the state's current graduation rate of 81.6% should rise.

As Oklahoma's graduation rate has declined over the last three years, the OSDE is dedicated to stopping that slide and reversing course. Oklahoma's goal to reach 90% is well above the current national average of 83.2%,[9] and has been attained by only two states. These goals are also ambitious for each student group, with the American Indian student group goal of 90% well above the national average of 70%, and the goal for the Black student group at 90% in contrast to the national average of 73%.

Figure 3: Four-Year Graduation Rate for All Students and Each Subgroup

Group	Cohort Year	Numerator	Denominator	Graduation Rate
All Oklahomans	2016	39007	47804	82%
Econimically Disadvantaged	2016	17443	23011	76%
Not Economically Disadvantaged	2016	21564	24793	87%
Individual Education Plan	2016	5158	6933	74%
Not IEP	2016	33849	40871	83%
English Learner	2016	678	1171	58%
Not EL	2016	38329	46633	82%
American Indian	2016	5997	7378	81%
Black/African American	2016	3482	4516	77%
Hispanic	2016	4889	6287	78%
All Other Students	2016	24639	29623	83%

[9] Common Core of Data. "Table 1. Public high school 4-year adjusted cohort graduation rate (ACGR), by race/ethnicity and selected demographics for the United States, the 50 states, and the District of Columbia: School year 2014–15," National Center for Education Statistics. September 15, 2016.

2. **If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.**

Oklahoma will establish long-term goals for graduation rates that include five- and six-year graduates. The state will examine the baseline data and establish ambitious intermediate goals when the extended year graduation information is available in March 2018.

3. **Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.**

Interim targets will be set for the four-year adjusted cohort graduation rate. The targets will be set for each student group so that if the targets are reached, the group will meet the long-term goal of 90% graduation rate by 2025. Similarly, targets will be set for the five- and six-year adjusted cohort graduation rates for the student group.

4. **Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.**

The interim targets will be determined by the progress that each student group must make to reach a 90% graduation rate. Student groups with lower graduation rates in 2016 will have to make more progress annually to reach their target than student groups with higher 2016 graduation rates. Annual progress toward reaching the graduation rate targets will be monitored to ensure that graduation rate gaps are closing.

c. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))

1. **Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.**

Through the recommendation of the Assessment and Accountability Task Force in collaboration with Dr. Gary Cook, PhD, esteemed WIDA scholar, the long-term goal for English learners (ELs) is that students should be able to exit an English language development program within five years, depending on their starting point. This approach assumes that a year's worth of learning should result in growth of one performance level on WIDA. Thus, a student who starts at level 1 will have five years to exit the program, while a student who starts at level 3 will have three years to do so. This approach also reflects research that indicates ELs generally require four to seven years to develop academic language proficiency in English to be successful academically (Cook, Boals & Lundberg, 2011).[10]

[10] H. Gary Cook, Timothy Boals, and Todd Lundberg. "Academic achievement for English learners: What can we reasonably expect?" Phi Delta Kappan. Vol 93, Issue 3 (November 1, 2011), pp. 66–69.

The measure of English language proficiency (ELP) progress will be the percentage of students making their target. Clearly, this indicator requires two years of data, so only students who have been in the United States two years or longer will be included. In both the ELPA calculations and the EL subgroups for other indicators for four years after exiting.

A description of how this indicator is included in the overall accountability system is included in Section v. Annual Meaningful Differentiation.

2. **Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.**

Oklahoma will develop interim goals or targets that reflect the true trajectory of language development for our EL students. Annual ELP growth targets for EL students reflect two important student characteristics known to impact the ability for an EL to become proficient in English: the student's age at entry and his/her English proficiency at entry (demonstrated by their ELP achievement). Each year the student's ELP progress will be measured against his/her customized growth target for that year. WIDA ACCESS 2.0 has new content standards and has recently gone through a standards-setting adjustment that will apply to the 2017 WIDA ACCESS 2.0 administration. Student ELP interim growth targets will be established once data are available that can be used as a baseline.

iv. Indicators (ESEA section 1111(c)(4)(B))

Figure 4: Oklahoma's indicators for the A-F report card

Elementary & Middle School	High School
ELA Status	ELA Status
Math Status	Math Status
Science Status	Science Status
ELA Growth	Graduation Rate
Math Growth	Postsecondary Opportunities
ELPA Progress	ELPA Progress
Chronic Absenteeism	Chronic Absenteeism

a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

All schools will have indicators for ELA, math and science status. In grades 3-8, these indicators will be based on the state assessment. Achievement in one year will be measured in terms of scale score rather than the percentage meeting proficient. For each grade level and student group, the scale score at the 60th percentile will be set as the statewide baseline target. Interim goals will then be set based on ambitious and achievable progress from the baseline, with the end goal of all students from all student groups meeting grade level standards.

Among options being considered by OSDE is one in which each student will have a scale score goal for his or her grade level and year, based on his or her student group. Each student will either meet that goal or not. The school will receive credit for the percentage of students meeting the goal.

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

For elementary and middle schools, the other academic indicator is growth. Each student receives a growth score, which can then be averaged across schools or districts. Growth measures a student's achievement in fourth grade in 2018 compared to third grade in 2017, for example.

For grades 3-8 in ELA and mathematics, a score is given annually. Thus, growth can be measured at the student level between grades 3-4, 4-5, 5-6, 6-7 and 7-8. A K-5 school will have two grade levels inlcuded in growth measure per subject and a middle school with grades 6–8 will have three grade levels included in the growth measure.

The state has adopted a value table to measure growth.[11] Schools are given credit for growth across the entire scale. Each achievement level will be divided in half so that growth is measured within as well as across levels. By giving credit for moving a student from a low unsatisfactory to a high unsatisfactory, this indicator will provide different information about schools than the status indicator.

[11] David Griffith. "Touchdown, Colorado! A school rating system that gets the basics right," *Flypaper* (blog), March 29, 2017.

c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

The accountability system will continue to use the federal four-year cohort graduation rate formula for four-year graduation rates.

The four-year graduation rate is defined by the U.S. Department of Education in 34 C.F.R. §200.18(b)(i)(A) and 70 OS§3-151.1 as "the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class" (i.e., entered high school four years earlier, adjusting for transfers in and out, emigres and deceased students). In other words, students will be assigned to a cohort based on the year they are expected to graduate on a four-year plan. For example, students entering the ninth grade in the 2013-14 school year would be assigned to the 2017 cohort. The four-year graduation rate will then be calculated using the following formula:

$$\text{4 year graduation rate for cohort x} = \frac{\text{Number of graduates in cohort x}}{\text{Number of graduates in cohort x + Number of leavers in cohort x + Number of students in cohort x that are still enrolled}}$$

A student can be removed from a school's cohort if he or she enrolled in another institution that offers an accredited high school diploma, emigrates out of the country or passes away. Each year, the four-year graduation rate will be calculated based on the appropriate cohort.

That rate will be supplemented by the additional graduates from that year who fell into the five- or six-year cohort. The ESSA requires that the five- and six-year rates be given less weight than the four-year rate. However, the OSDE strongly believes that graduation is important at any time and wants to incentivize schools to continue working with all students to meet the graduation requirements. The weight for five- and six-year rates; therefore, is set at 0.85 and 0.50, respectively. The OSDE will also monitor the use of the six-year graduation rate; if it appears to be providing perverse incentives to delay graduation, the use of that rate for this indicator will be restricted to students with disabilities who are entitled by their IEP to additional years of schooling.

d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

The current OSDE long-term goal is to work toward yearly significant increases in the percentage of students achieving proficiency, as measured by the state-approved English Learner Proficiency Assessment (ELPA), the WIDA ACCESS 2.0, and ceasing to require EL services within a maximum of five years. As outlined below, the OSDE is currently not in a position to establish specific, percentage-based goals relating to either long-term goals or those involving interim progress.

Measurements of interim progress to reach the state's long-term goals for EL students in Oklahoma are currently under consideration for three reasons. First, the state adopted new standards for all core academic subjects in the 2015-16 academic year. Therefore, state educators are currently in the first year of teaching to the updated standards, and the initial Oklahoma School Testing Program (OSTP), which is based on the new state standards, has yet to be conducted. Subsequently, no baseline data has been established as to inform how appropriate measures of overall growth and interim progress would appear.

Second, the state's approved more rigorous performance level descriptions in 2016-17 ELP assessment, while the same assessment as the previous year, will be based on updated WIDA ACCESS 2.0. As a result, the state's ELP assessment will generate baseline data in the 2016-17 year. No data currently exists to show how any state students overall will score on the new OSTP assessments or how EL students will score in relation to non-EL students. Additionally, because no data yet exists on testing performance with the new WIDA ACCESS 2.0, it is not yet possible to correlate ELPA to EL OSTP performance.

Third, Oklahoma is adopting a new accountability model to go into effect in the 2017-18 school year. This accountability model will better measure EL linguistic growth, in addition to proficiency. While this is a change districts requested and will better inform EL progress, establishing accurate ELA growth measures through OSTP testing will require at least two years of testing data. EL growth targets focused on English proficiency as measured by the ELP assessment will be set and based on data from the 2017-18 school year.

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

For all schools the OSDE will use chronic absenteeism, defined as missing 10% or more days of school reflecting the general definition recognized in the Johns Hopkins University School of Education Researchers report (Balfanz & Byrnes, 2012).[12] Therefore, for a student enrolled for a full academic year defined as 180 instructional days, missing 10% of the school year would result in missing 18 days, or almost a full month of schooling.

The Hamilton Project at the Brookings Institution released a report recommending states adopt chronic absenteeism as the "fifth indicator" of student success and school quality (Schanzenbach, Bauer & Mumford, 2016).[13] Research shows that students who are chronically absent in sixth grade are much less likely to graduate high school on time, if at all (BERC, 2011).[14] Similarly, chronic absence in kindergarten was associated with lower academic performance in first grade (Balfanz & Byrnes, 2012).

All students enrolled in school for a full academic year (FAY) should be included in this indicator for that school year.

For high school, the OSDE will also use postsecondary opportunities with a focus on participation. Schools will receive credit for every student participating in one of the following:

- Advanced Placement (AP) classes
- International Baccalaureate (IB) program
- Dual (concurrent) enrollment in higher education courses
- A work-based internship or apprenticeship
- Programs leading to industry certification

Schools are rewarded for helping their students gain early college or career exposure. To start, this indicator measures participation, but gradually will move to crediting successful outcomes in future years.

v. Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Oklahoma's system of annual meaningful differentiation of all public schools (including public charter schools) fulfills the requirements of the ESSA and represents a shift toward recognizing the value of multiple indictors to monitor students' progress toward college and career readiness. The system is based on all indicators in the accountability system and includes all students as well as those in each student group. These indicators reflect a greater value on progress and improvement of each school and each individual child. For each school the status indicator will be measured in terms of a scale score, rather than the percentage meeting proficient, to identify whether students are on a trajectory to master fundamental grade-level skills. This indicator will have separate

[12] Robert Balfanz and Vaughan Byrnes. "The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools." Johns Hopkins University Center for Social Organization of Schools. May 2012.

[13] Diane Whitmore Schanzenbach, Lauren Bauer, and Megan Mumford. "Lessons for broadening school accountability under the Every Student Succeeds Act," Brookings. October 28, 2016.

[14] Baltimore Education Research Consortium. "Destination Graduation: Sixth Grade Early Warning Indicators for Baltimore City Schools: Their Prevalence and Impact." February 2011.

targets for each student group so that schools are better incentivized to close the achievement gap. The growth indicator measures a student's achievement and student advancement year to year.In addition to "status" and "growth," other indicators are

- graduation rate (including five- and six-year graduation rate in addition to the four-year graduation rate),
- EL progress,
- postsecondary readiness (high schools), and
- chronic absenteeism.

Oklahoma categorizes schools by grades A-F for each indicator, as well as an overview grade of all indicators. According to research by Learning Heroes, "parents overwhelmingly appreciate and value a summative rating, especially when it is easily interpreted and familiar, such as an A-F letter grade… Parents find less value in subjective scales, such as "excellent" to "needs improvement." The full report is in Appendix 9.

- "A" means schools making excellent progress
- "B" means schools making average progress
- "C" means schools making satisfactory progress
- "D" means schools making less than satisfactory progress
- "F" means schools failing to make adequate progress

Each of the indicators has a given weight and is summed to create an index. Summing the final numbers produces a score between 0-90 to deter "percent-correct" thinking. If, however, schools have fewer than 10 ELs across all grades, they will not have a score for that part of the index, making their total possible points 75.

The rubric used to assign letter grades will be identified following the calculation of baseline data to ensure that A's and F's are not over-identified.

Data on all indicators will be reported both for all students and by student group.

> **"Parents overwhelmingly appreciate and value a summative rating, especially when it is easily interpreted and familiar, such as an A-F letter grade…Parents find less value in subjective scales, such as "excellent" to "needs improvement."**

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Figure 5 describes the weighting of each indicator in the state's system of annual meaningful differentiation for elementary and middle schools.

Figure 5: Indicators and Weights for Elementary and Middle School Accountability Index

Weight	Indicator	Weight
1a.	English Language Arts Status	15
1b.	Mathematics Status	15
1c.	Science Status	5
2a.	English Language Proficiency Progress	15
2b.	Mathematics Growth	15
3.	English Language Proficiency Progress	15
4.	Chronic Absenteeism	10

As Figure 5 illustrates, the academic achievement (1a, 1b, and 1c), other academic (2a and 2b), and progress in ELP (3) comprise substantial weight individually (status 38%; growth 33%; ELPA progress 16.7%) and, in the aggregate (88.9%), much greater weight than the school quality indicator (chronic absenteeism 11%). Because of the substantial weighting of the academic indicators (1-3) over the non-academic indicator (4), schools that show low performance of these substantially weighted indicators will be more likely to be identified for comprehensive or targeted support and improvement.

Figure 6 describes the weighting of each indicator in the state's system of annual meaningful differentiation for high school.

Figure 6: Indicators and Weights for High School Accountability Index

Weight	Indicator	Weight
1a.	English Language Arts Status	15
1b.	Mathematics Status	15
1c.	Science Status	15
2.	English Language Proficiency Progress	15
3.	Graduation Rate	10
4.	Chronic Absenteeism	10
5.	Postsecondary opportunity (AP, IB, dual enrollment, internship, apprenticeships, industry certification)	10

As Figure 6 illustrates, the academic achievement (1a, 1b and 1c), progress in ELP (2), graduation rate and growth in postsecondary opportunity (5) comprise substantial weight individually (status 50%, ELPA progress 16.7%, graduation rate 11%; postsecondary opportunity 11%) and, in the aggregate (88.9%), much greater weight than the school quality indicator (chronic absenteeism 11%) in the aggregate. Because of the substantial weighting of the academic indicators (1-3 and 5) over the non-academic indicator (4), schools that show low performance of these substantially weighted indicators will be more likely to be identified for comprehensive or targeted support and improvement.

Additionally, schools that earn an "A" grade but qualify for Targeted Support and Intervention (TSI) will receive a "B" grade on their report card.

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

The accountability system described does not include schools that do not have tested grades, alternative schools and schools that do not meet the minimum number of students requirement (10). The OSDE will engage with other states, national experts and local stakeholders to develop alternative accountability models for non-traditional schools.

Potential alternative accountability models that are being considered include:

- Oklahoma's accountability model uses the Oklahoma School Testing Program (OSTP) assessments that begin in grade 3. For Pre-K-2 grade schools or grade-level centers (schools without a state assessment), the state uses the next tested grade level (i.e. third-grade achievement status for Pre-K-2) of the schools into which the students feed. All schools take attendance and give the English language proficiency test to students beginning in kindergarten. Under this model, the Pre-K-2 and grade-level centers can and will use their own data for EL progress and chronic absenteeism, so these schools will not necessarily receive the same letter grade as their feeder schools.
- Alternative schools serving entirely at-risk students may have the same indicators as traditional schools but with weighting more heavily for individual student growth and chronic absenteeism.
- Schools that do not meet the minimum number of students may be averaged across three years so that a sufficient number of students is available. There would be a delay in the date of the first report card because multiple years of information would be required. If three years of information is required, the first report card can be released for the 2019-20 school year. vi. Identification of Schools (ESEA section 1111(c)(4)(D))

vi. Identification of Schools (ESEA section 1111(c)(4)(D))

a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

Elementary and middle schools that earn an F in the Oklahoma A-F accountability system will be categorized as comprehensive support schools. For high schools the same criteria apply, but graduation rates are also a consideration. Any high school with a graduation rate of 67% or lower will be identified as needing comprehensive support and improvement.

In the baseline year, the model will be calibrated so that approximately 5% of schools will receive an F and 5% will receive an A. If fewer than 5% of schools receive an F in any subsequent year, the schools in the lowest 5% of overall points for each model (e.g. high school model, elementary and middle school) will be identified for comprehensive support. The first year Oklahoma will identify schools for comprehensive support and improvement (CSI) will be 2018-19. Every three years, the model will be reviewed to determine if new criteria are needed.

b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

High schools with graduation rates of 67% or lower will be identified for comprehensive support and improvement. To address the fact that Oklahoma has many rural schools with fewer than 100 total students and graduation classes as small as six students, a three-year average will be used to account for volatility in the graduation rate. The first year Oklahoma will identify schools for comprehensive support and improvement identification for graduation rate will be 2018-19.

c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

Schools that remain identified for targeted support and improvement (TSI) for three consecutive years due to a lack of improvement within the same student group and have not satisfied the statewide exit criteria will be deemed "chronically low performing" and designated CSI. The first year Oklahoma will identify schools for TSI will be in 2019-20. The first year Oklahoma will designate chronically low performing schools as CSI is 2021-22.

d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Schools will be assessed annually. Beginning in 2018-19, schools will be identified for CSI every three years with the ability to exit the program when they show improvement from the previous year.

Designations will occur every three years beginning in year 2018-19 for cohort 1 support. The OSDE will re-evaluate the designation cycle at the end of 2020-21 to ensure the individual needs of the schools are being met. If evidence supports the need for earlier support and intervention by the OSDE, a modification to the ESSA plan will be submitted to the U.S. Department of Education for approval.

Timeline Example:

Fall 2018:	Release of designations
Jan. – June 2019:	Step 1 – Identify local needs
	Step 2 – Select relevant, evidence-based interventions
	Step 3 – Plan for implementation (needs assessment, planning and budget finalized by June 30)
July 2019 – June 2020:	Step 4 – Implementation of evidence-based intervention
July 2020 – June 2021:	Step 5 – Examine and reflect (data collection, review and Revision plan)
	Step 1, 2, and 3 again
Aug. – Dec. 2021:	Step 4 – Implementation of revised plan
Fall 2021:	New designations (three-year designation cycle)

For sites that fail to exit CSI during the three years of support for cohort 1, the OSDE will increase the amount of support and rigor based on the needs of the individual sites. Appendix 10 further illustrates the timeline for identification.

e. Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (ESEA section 1111(c)(4)(C)(iii))

Oklahoma defines consistently low performing as sites with a student group in the bottom 5% for three consecutive years per content area. These sites will be designated as TSI schools with the first year of designation being in 2019-20. This designation will be based on data from the 2017, 2018 and 2019 school years. Sites that receive a TSI designation for three consecutive years will be considered chronically low performing and will receive a CSI designation.

f. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (ESEA section 1111(d)(2)(C)-(D))

The office of school support will develop a multitier system of support based on the individual needs of the sites designated for TSI during the 2019-20 school year, the first year for TSI designations. To support the OSDE's definition, three years of data (2017, 2018 and 2019) must be collected before sites can be designated as TSI. Schools with a TSI designation will be required to utilize the Oklahoma Nine Essential Elements Needs Assessment to identify focus areas of concern and develop a plan to support growth in the site's lowest performing student group. Appendix 11 further describes Oklahoma's Nine Essential Elements.

Oklahoma's Nine Essential Elements

Academic Performance

1. Curriculum
2. Classroom evaluation/assessment
3. Instruction

Environment

4. School culture
5. Student, family, community support
6. Professional growth and development

Leadership

7. Leadership
8. Organizational structure and resources
9. Comprehensive and effective planning

The first year of TSI designation, the site will be required to complete a targeted school improvement plan and budget associated with school improvement funds and based on the Oklahoma Nine Essential Elements Needs Assessment. TSI sites that do not exit designation after the first year will be considered second year TSI sites and regular on-site support and monitoring by a school support specialist will begin as indicated in the multitier system of support. Schools will be required to identify and implement evidence-based interventions focused on the student group need.

It is unknown at this time the number of sites that will receive a TSI designation. The OSDE will closely monitor the student group results over the next three years and develop the multitier system of support based on these results and the number of schools potentially identified. A focus on funds and capacity to serve will be a contributing factor in the development of the multitier plan.

Schools will be reviewed annually for TSI designation. The methodology for annually identifying TSI schools will include identifying schools that have at least one student group with a graduation rate of 67% or lower.

Beginning with the 2022-23 school year, sites that have failed to exit TSI designation for three years will receive a CSI designation. This cohort of CSI schools will be provided the same technical assistance and support as sites identified in the bottom 5% receiving a CSI designation.

g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

The OSDE intends to select the best-of-the-best "A" schools to receive a special recognition for excellence. Because Oklahoma has recently adopted a new accountability system, the first complete set of school grades will not be available until after the 2017-18 school year. It is therefore difficult to determine how schools will be designated to receive such recognition, or whether there will be sufficient differentiation at the top to be warranted. The OSDE is considering designating schools as reward schools that have no large achievement gaps and a participation rate above 95%. A reward school must also have an overall graduation rate of at least 85% with no student group falling below 75%. The OSDE, however, will not allocate Title I, Part A 515 funds to these schools.

vii. Annual Measurement of Achievement (ESEA section 1111(c)(4)(E)(iii)): Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

The state maintains student enrollment in a statewide student information system. In accordance with the ESSA and to maintain a valid system of school accountability, all students who are enrolled in grades 3-8 and 11 at the time of testing are required to participate. All high school students must take the college and career ready assessment (ACT or SAT), as chosen by their district, as well as any enhancement questions needed for science and social studies. Schools with participation rates for all students lower than 95% will be given a minus after their overall report card grade.

viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))

a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

A CSI school site that does not meet the exit criteria within three years will be given additional, more rigorous interventions. Site support will begin with the first year of designation, working collaboratively with the LEA. An increase in support at the LEA level will occur when sites do not meet exit criteria in three years. Schools can exit CSI status at any time during the three-year cycle when they

- improve the total score such that student performance is no longer in the bottom 5% of Oklahoma schools at any time during the three-year designation cycle;
- increase the school's four-year graduation rate to be at or above 67%; or
- improve the performance of "chronically" low-performing student groups, such that the student group has surpassed, at any point during the three-year designation cycle, similarly situated student groups in schools in the bottom 5%.

b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Annually, schools can exit TSI designation when their underperforming student group demonstrates substantial improvement (i.e. performance in year 4 is greater than year 3, or year 4 is greater than the composite of the three prior years). The threshold of substantial improvement will be determined once the state has multiple years of data under the new accountability system and can empirically establish an expected rate of improvement.

c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Oklahoma's approach to more rigorous interventions is summed up by the words of Andy Hargreaves, of Boston College's Lynch School of Education, who said, "One of the ways teachers improve is by learning from other teachers. Schools improve when they learn from other schools. Isolation is the enemy of all improvement."[15] The implementation of Networked Improvement Communities is an example of such collaboration.

An increase in rigor and intervention is required for schools that fail to meet the identified exit criteria for CSI status within a three-year period. For Oklahoma, such interventions may include but are not limited to

> **"Schools improve when they learn from other schools. Isolation is the enemy of all improvement."**

- required participation in instructional leadership development training to build capacity in curriculum/instruction, classroom evaluation/assessment, school culture, student, family and community engagement, collaborative leadership, organizational structures and resources, and comprehensive and effective planning;
- implementation of state-approved supplemental, evidence-based supports and resources;
- required professional development based on the needs assessment completed by the OSDE CSI team (This team is composed of OSDE representatives from curriculum/instruction, assessment, parent/community engagement, school support, accreditation, federal programs and finance.);
- mandatory five-day school week equaling a minimum of 170 days (if the school's current calendar is less); and
- implementation of a high-quality supplemental child nutrition program

For LEAs with sites that do not meet CSI exit criteria within three years, the OSDE may increase the rigor and support provided in addition to that which is provided at the site level.

Schools with a TSI designation will be required to make annual progress based on their individual student-group goals. The office of school support will develop a multitier system of support based on the needs of the designated sites from the 2019-20 school year. On-site support will begin in year two of TSI designation. These supports and resources may include but are not limited to school improvement funding, professional development, plan development and the implementation of evidence-based interventions.

[15] Pasi Sahlberg. *Finnish Lessons 2.0: what the world can learn from educational change in Finland.* (New York City, New York, Teachers College Press.) 2014.

Evidence-Based Interventions

To support LEAs in the implementation of evidence-based activities, strategies and interventions to improve student academic achievement, the OSDE will

1. provide technical assistance to LEAs by creating a model process for the completion of a school-level needs assessment that will include the process for engaging stakeholders in an effort to assess root causes;
2. train and partner with LEAs and school staff on conducting a local needs assessment that surfaces root causes in order to inform the evidence-based practices selected;
3. ensure districts and schools have access to evidence-based interventions for school improvement by providing links on the OSDE website to national databases and resources;
4. develop and post a state-approved list of evidence-based interventions;
5. provide professional development on matching, evidence-based best practices to locally identified needs; and
6. provide intense support and monitoring of the implementation of evidence-based practices to LEAs that have been identified for comprehensive or targeted support.

Instructional Leadership Development Training

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

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

Lead 2 Succeed (L2S) is a 24-session cohort of experienced, district-identified principals who will use curriculum from the National Institute for School Leadership to become change agents for their districts and surrounding areas. Connecting research-based practices to real school challenges, participants enhance their current expertise and strengthen their school's learning culture. Key participants within the cohort are identified for roles as facilitators for future L2S cohorts.

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

OSDE Comprehensive Support and Improvement (CSI) Teams

The OSDE has many opportunities to capitalize on the flexibility awarded under the ESSA to maximize capacity for serving districts. The OSDE has begun working cross-functionally within the agency to address the needs of Oklahoma students more holistically. Oklahoma's low socioeconomic students often are special education students and possibly EL students as well, and these students typically are in the lowest-performing schools. The OSDE is developing a system of cross-programmatic collaboration led by the OSDE School Support division to address the needs of low-performing schools through combining state and federal funds. To better support schools and students with multiple challenges, the OSDE will utilize CSI teams with representation from its departments of school improvement, special education, EL/Title III, finance, federal programs, educator effectiveness and instruction/curriculum to support struggling schools.

School Calendar

The 2016-17 school year marked a significant shift in school calendars. Due to lack of resources and funding uncertainty at the state level, Oklahoma saw a sharp upward trend of school districts moving to a calendar with four instructional days. This year 97 school districts are using a four-day calendar, dramatically different from 49 districts in 2015-16 and 29 in 2013-14. Survey research by the Oklahoma State School Boards Association[16] has shown that another 44 districts may consider such a move in the 2017-18 school year. While the reasons for this shift vary widely from an expectation of financial savings to teacher recruitment, one thing is certain: There is no evidence to suggest that shortening the calendar will improve the academic achievement of students. In fact, in the few studies looking at this trend, quite the opposite appears to be the case.

A recent Brookings study finds, "in an environment where young rural adults already suffer from isolation and low economic opportunity, the shorter school week could exacerbate their problems."[17] Research by Timothy Tharp[18] also supports the hypothesis that once a four-day school week calendar becomes part of the culture of a district, academic gains will begin to slide. As this trend continues, the OSDE will closely examine the ties between school calendar and those school sites that have a CSI designation. Schools on a four-day week calendar with a CSI designation may be required to change their school calendar as part of the state's more rigorous intervention strategies.

Supplemental Child Nutrition Program

With one in four Oklahoma children enduring food insecurity,[19] meeting this most basic need is necessary before students can be ready to learn. Food as an intervention is an approach that costs nothing, yet the gains are tremendous.

Positioning access to healthy, nutritious food as an academic intervention comes with evidence-based support. According to Kimbro and Denney, children who experience food insecurity, even over a short period of time, have significantly lower academic achievement in reading, math and science compared to those who have not experienced food insecurity.[20]

[16] Oklahoma State School Boards Association. "Survey: Budget cuts leaving Oklahoma students behind." April 2, 2017.

[17] Paul T. Hill and Georgia Heyward. "A troubling contagion: The rural 4-day school week," Brookings. March 3, 2017.

[18] Timothy W. Tharp. "A Comparison of Student Achievement in Rural Schools with Four and Five Day Weeks" (doctoral thesis, The University of Montana, 2014).

[19] Erin Nolen. "Ending Hunger in Oklahoma: An Assessment of food Insecurity and resources in Oklahoma," Hunger Free Oklahoma. April 3, 2017.

If it is well-known that food insecurity negatively impacts students' academic performance, behavior and mental/physical health, appropriate interventions must be implemented. Increased participation in Community Eligibility Provision (CEP), Breakfast in the Classroom and Child and Adult Care Food Programs (CACFP) is an OSDE actionable step. There is compelling evidence of improvement of student outcomes when students eat breakfast. New advances in neuroscience are used to show that skipping breakfast impairs cognitive function by affecting alertness, attention, memory, problem-solving and mathematical aspects of brain performance.[21]

Increased participation in CEP has proven to reduce paperwork and increase federal funding. A 2014 review of seven states showed a 13.5% per student boost in federal revenue. The same study found that CEP schools reduced paperwork by 68 minutes per child, saving the schools $29 per student annually.[22]

Aligning students with access to breakfast, lunch and afterschool meals is a worthwhile pursuit. The OSDE believes that addressing food insecurity as a rigorous intervention contributes to the advocacy of the "whole child."

Performance Management

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

System of support and monitoring:

- OSDE assignment of a school support specialist
- Needs assessment review
- Site visit (quarterly) with an emphasis on the Oklahoma Nine Essential Elements, goals based on the site's needs assessment
- Consistent communication via email, newsletter, webinars and on-site support
- Support in the creation of a prescriptive schoolwide/school improvement plan via the Grants Management System
- Budget/financial support throughout the year
- Technical assistance regarding the application, budget and claims process throughout the year

[20] R. T. Kimbro and J.T. Denney. "Transitions into food insecurity associated with behavioral problems and worse overall health among children," Health Affairs. 2015.

[21] Charles E. Basch. "Breakfast and the achievement gap among urban minority youth," Journal of School Health 81, no. 10 (2011): 635-640.

[22] Joseph Harkness, Christopher W. Logan, Azim Shivji, Hiren Nisar, and Patty Connor. "Community Eligibility Provision Evaluation: Year 3 Addendum." Project Officer: John R. Endahl. Abt Associates for the U.S. Department of Agriculture, Food and Nutrition Service, January 2015.

Review, Approval and Monitoring of LEA School Improvement Plans

The office of school support uses a Grants Management System to provide desktop monitoring throughout the year with each site application and budget being reviewed three times before approval. In addition, quarterly visits will be conducted to provide support, resources, on-site monitoring and technical assistance.

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

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

d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Oklahoma will use a combination of formula funding and competitive grants when addressing school improvement funding and allocations. Each school site with a CSI designation will receive a minimum of $50,000 to be allocated to the site for supplemental supports, services and resources designed to meet the needs of the lowest performing students. In addition, schools with a TSI designation will also receive school improvement funding with the amount to be determined based on the number of CSI and TSI sites designated and the amount of funds available from the Title I, Part A 7% set aside.

CSI Competitive Grant: The CSI grant will consist of a required focus on one of the three major areas of the Oklahoma Nine Essential Elements: academic performance, school culture or instructional leadership. The CSI grants would include best practices learned from the School Improvement Grant (SIG) process, including but not limited to CSI Professional Development Academy before school begins, transformation coach, embedded professional development plan and external professional development provider. The amount of allocation is still to be determined, but likely would be a minimum allocation in the amount of $150,000-$200,000 annually – depending on the size of the site – due to number of teachers on staff and number of professional development days planned.

To ensure equity is afforded to all CSI sites, it is recommended the grants be divided based on the number of students:

- 0-300 students
- 300-700 students
- 700 + students

The OSDE will provide an increase in rigor and support to districts with sites that fail to exit CSI designation status within a three-year period.

Figure 7: Possible Grant Allocations

(Based on 2016 Numbers)

7% is $11,277,421.47
90 sites at $50,000 = $4.5 million
31 sites at $200,000 for subgrant

e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The office of school support will provide additional training and begin using an evidence-based school improvement model under the ESSA. Figure 8 is a visual representation of the process designated schools will embark upon as they evaluate, adopt and implement evidence-based interventions.

Figure 8: School Improvement Model

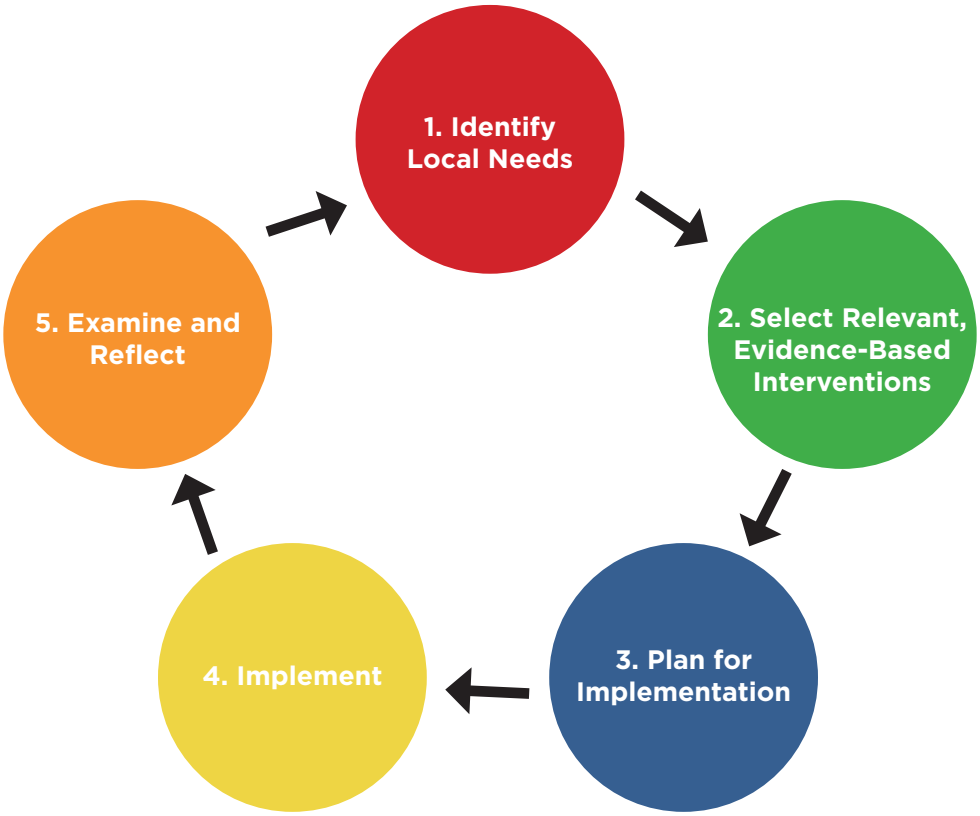


Figure 9: Identify Local Needs

1

Step 1: Based on the Nine Essential Elements Needs Assessments,[23] sites would be placed in a cohort for professional development focused on academic performance, learning environment or building capacity in the Instructional Leader.

Academic Performance:

- Tiered instruction
- Response to intervention
- Teacher Leader Effectiveness (TLE)

Instructional Leader:

- National Institute for School Leadership (NISL)
- OSDE instructional leader academy
- Mentorships

Learning Environment:

- Professional learning communities
- Positive behavior interventions and supports
- Great expectations

Step 2: Identify focus area of need and develop SMART goals for two to three areas. A template will be provided as well as support in to develop these goals. Goals should include information on the evidence-based interventions being implemented at the site. These goals should also be aligned to the school improvement budget to coordinate the allocations of funds.

2

3

Step 3: Planning for implementation will be supported by the OSDE CSI team and will include technical assistance, quarterly site visits, active and reflective coaching and job-embedded professional development. The OSDE CSI team will consist of experts in curriculum/instruction, accreditation, school support, special education, assessment and federal programs.

Step 4: Implementation period will be supported by the OSDE CSI team that would include technical assistance, quarterly site visits, active and reflective coaching and job-embedded professional development.

4

5

Step 5: Training and support will be provided in the data collection and review stage of the cycle through the offices of assessment, accountability and school support. It will be recommended that all sites implement components of the Assessment in Data Literacy Outreach program as well as the Oklahoma Data Inquiry Project. Site-level improvement teams will provide a presentation to the OSDE CSI team that should include an overview of data, documentation of improvements and plans for areas of improvement.

[23] Marzano Research. "What Works in Oklahoma Schools: A Comprehensive Needs Assessment of Oklahoma Schools." March 1, 2011.

f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

The OSDE has not yet determined what additional actions may be taken in the event an LEA with a significant percentage of designated schools fails to exit designated status. The OSDE will rely on data to determine if additional interventions are necessary to help these LEAs improve. The OSDE may submit a revised plan detailing those decisions in the future.

Stakeholder Recommendations	OSDE Implementation
When asked what supports low-performing schools need from the OSDE, survey responses ranked financial support and professional development as the top two supports needed. More than 50% of respondents noted that a partnership of continual ongoing support with the OSDE is important as schools develop their own local intervention plans. Finally, respondents indicated that school culture, family and community support, and effective leaders are the most critical factors for improving low-performing schools.	The OSDE will continue to build internal capacity to meet the needs of districts needing additional support. As described previously, Oklahoma is considering a multitier system of support, such that those schools not receiving a CSI designation still receive an effective level of support. The agency's ability to provide such supports to low-performing sites and districts will largely depend upon the amount of funding — both federally and from the state — to support these efforts. In response to public feedback concerning LEA's leadership capacity, the OSDE will continue its efforts to support training for school leadership discussed more in later sections of the plan. The OSDE is evaluating new ways to engage families and the community to support LEAs, also described in later sections of the plan.
When asked if achieving a state graduation rate of 90% in 10 years is a reasonable and ambitious goal, favorable responses were at 81%. Comments from respondents focused on best practices for retention and success and additional time needed to graduate.	The OSDE will provide teacher training for Reading Sufficiency Act implementation and an upper-level Math Ready course for seniors. Recognizing the need for additional time to meet graduation requirements, five- and six- year cohort graduation rates will be calculated.
When asked how the OSDE should measure student progress, respondents favored benchmark assessments most and then teacher-created assessments, college/career assessments and, lastly, statewide assessments.	The OSDE is committed to providing professional development on how to utilize assessment evaluation tools, how to use ACT/SAT to show progress toward college/career readiness and how to leverage data literacy to better equip teachers on how to access and utilize data.

Stakeholder Recommendations	OSDE Implementation
When asked if OSDE should consider a waiver process to allow Title I schools below 40% poverty to utilize the schoolwide funding strategy, respondents highlighted the intentional use of funds to close gaps and the aspect of equitable access.	The OSDE's accountability system aligns funds based on the pursuit of closing achievement gaps.
When asked what districts could do to successfully braid funding, responses indicated review of funding strategies, streamlining of reporting and caution of duplication of programs.	The OSDE intends to review funding and strategies on a continuous basis, to create a consolidated application to streamline reporting and to communicate that braided funding strategies allow more programs to implement funds to serve more students as opposed to a perceived duplication of services.
When asked about n-sizes of 10 and 30, stakeholders cautioned that a large n-size ensures large, urban, impoverished schools inclusion as "at-risk" while small, rural schools are overlooked.	The OSDE originally suggested a 30 n-size in the accountability system and a 10 n-size for public reporting. However, after concern was expressed that too many students would be excluded from accountability, the agency adopted a 10 n-size. To prevent volatility for small schools, a rolling-averages approach will be used.
When asked what supports the OSDE should provide to low-performing schools, responses were categorized into three areas: financial support, professional development and evidence-based instructional resources.	The OSDE will implement a tiered system of support so that schools not receiving a CSI designation will still receive an effective level of support. Professional development opportunities for teachers and leaders will be grounded in evidence-based instructional strategies and support for leadership capacity. The OSDE will utilize a needs assessment approach with professional development that will appropriately connect instructional resources to school staff.

5. Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B)):

Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.

According to Eric Hanushek (2011), effective teachers have been shown to help all kids in a class. "It's not to say that everyone is going to end up at the same level achievement, but we could improve learning if we make sure that there's an effective teacher in each classroom."

An effective teacher in every classroom and an effective leader in every building is one of the cornerstones of the OSDE's strategic plan. Plan strategies that support this work include

- **Strategy 1.4:** Enable educators to meaningfully use data from a high-quality assessment and accountability system to increase student learning.
- **Strategy 1.5:** Reduce barriers to equity and close the opportunity and achievement gap for all students
- **Strategy 2.1:** Reinforce the teacher pipeline by supporting teacher pre-service training, recruitment, preparation, and retention.
- **Strategy 2.2:** Provide support and professional learning to increase instructional capacity for teachers and leaders.
- **Strategy 3.3:** Build and maintain working relationships and ongoing feedback mechanisms with diverse partners and advisory groups.
- **Strategy 4.2:** Leverage technology systems and interpersonal relationships to improve access to data and allow OSDE and districts to make data-driven decisions.

It is Oklahoma's vision that all students will have equitable access to effective educators supported through

- collaboration with higher education institution teacher preparation programs to ensure the production of school-ready teachers and school-ready leaders who have the knowledge and ability to promote student learning;
- high-quality, relevant, and job-embedded professional development focused on improving student learning consistently provided for all teachers and leaders from the induction phase to the professional phase and beyond;
- effective induction programs implemented in every Oklahoma school district to support induction phase teachers and leaders; and
- effective teachers assigned to every classroom and effective leaders assigned to every Oklahoma public school.

It is the intent of the OSDE to develop effective teachers through the utilization of a teacher risk assessment. The assessment will take the approach of identifying at-risk indicators so that the OSDE can prevent teachers from becoming ineffective. The risk analysis approach will allow better targeting of agency resources.

Those indicators might include:

- Degree in major
- Certification type
- Certification exam attempts and results
- Meaningful participation in a teacher induction program
- Meaningful and applicable professional learning (PL) Focus
- Repetitive, unsuccessful remediation plans
- Site principal turnover (inability to stay more than three years)

Included in an Oklahoma teachers' evaluation plan will be an emphasis on the professional growth of teachers and supported by resources available and supplied by districts and the OSDE. To complete their individual professional learning (PL) focus plan, teachers will identify, within reason, resources that could aide in the implementation of their plan. These activities may include but are not limited to

- Presenter-led workshops
- Individual or faculty studies of books, scholarly articles, and video productions
- Peer observations
- Committee studies to address student achievement issues
- Work related to a specific subject area or areas associated with obtaining an advanced degree or professional certification
- Action research projects designed to improve student achievement
- Participation in local, regional, or state initiatives associated with the development or implementation of curriculum standards
- Work related with obtaining National Board Certification

Oklahoma's definitions related to disproportional rates of access to educators are depicted in Figure 10.

Figure 10: Definitions Related to Disproportionate Access to Educators

Term	Definition
Out-of-Field	A teacher who holds an emergency, temporary or provisional certificate.
Inexperienced	A teacher who has three or fewer years of teaching experience.
Ineffective	A measure based on a set of indicators of effectiveness including: 1) Teacher Leader Effectiveness (TLE) evaluation qualitative rating (two consecutive years of needs improvement or ineffective; 2) Limited progress on PL focus for two consecutive years; and 3) Teacher absences (10% or 18 days – not including FMLA, bereavement, military, approved professional development)
Minority Student	A student who is reported as a race or ethnicity other than White
Low-Income Student	A student who is eligible for free/reduced price meals

The OSDE will provide public reporting of progress toward equitable access to effective educators and annual calculations of disproportionate rates of access that high-poverty and high-minority students have to teachers who are ineffective, out-of-field or inexperienced. The OSDE will continue to produce quarterly Equity Bulletins and report out at the annual EngageOK summer conference. These data and information will be newly added to a public dashboard as depicted in Appendix 12.

6. School Conditions (ESEA section 1111(g)(1)(C)): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting—from Pre-K/elementary school to higher education. Oklahoma's Strategic plan addresses needs in these areas through the following strategies:

- **Strategy 1.5:** Reduce barriers to equity and close the opportunity and achievement gap for all students.
- **Strategy 2.2:** Provide support and professional learning to increase instructional capacity for teachers and leaders.
- **Strategy 2.3:** Provide district and school leaders with the training and support needed to improve instruction in their schools.
- **Strategy 3.2:** Strengthen and increase family and community engagement to support student learning.
- **Strategy 4.1:** Sustainably improve and strengthen agency capacity to fulfill its mission by sharing knowledge and best practices across all teams, developing skills, and improving Teamwork.
- **Strategy 4.2:** Leverage technology systems and interpersonal relationships to improve access to data and allow OSDE and districts to make data-driven decisions.

i. Incidences of bullying and harassment:

The Oklahoma Tiered Intervention System of Support (OTISS) is the state's intervention model to assure success for all students by providing a framework for identifying and addressing academic and behavioral difficulties that interfere with Pre-K-12 student success. Oklahoma has identified OTISS as a framework for continuous school improvement and providing equitable support for all students.

OTISS is based on a multitier system of support (MTSS), an education problem-solving framework of evidence-based practices in instruction, assessment and curricula alignment that addresses the needs of all students. MTSS allows educators to analyze the overall health of the educational system, implementation and outcome data sets. MTSS allows for a rapid response system to address group and individual student needs to ensure students are provided evidence-based, appropriately targeted instruction for academic, behavior and/or social emotional needs. Structured problem-solving occurs within the school and district setting at various tiers, and with growing complexity, as the resources needed for resolution increase.

This model was developed and is currently supported by the 2011 Oklahoma State Personnel Development Grant II (SPDG II), an evidence-based professional development (E-B PD) grant targeting behavioral and academic concerns from the U.S. Department of Education. OTISS's primary goal is to improve student academic and behavioral outcomes using tiers of research-based interventions matched to the needs and levels of students. LEAs are provided universal (school-wide), targeted (small-group) and individualized behavioral interventions that focus on positive behavior supports. Although the OK SPDG II grant focuses on students with special needs, these evidence-based interventions are in place to improve academic and behavioral outcomes for all students.

The OTISS framework uses the expertise of school professionals and parents in a proactive format that puts the students' needs first and bases decisions on data. The eight critical components of OTISS can be divided into two general categories: building capacity and providing systems of support.

Building Capacity

Leadership: The OSDE is leading the way in providing needed training for counselors, administrators, teachers and staff members across the state. The OSDE is a connector for schools statewide to receive training and support from many different state agencies and other local and non-profit agencies. Taking the lead in providing support for all students is of utmost importance.

Teaming: The counseling and prevention services department at the OSDE uses its many partnerships to provide avenues of support for all students in Oklahoma. The OSDE is a proud member of teams in committees, trainings, other state agencies and with counselors and educators statewide. These agencies include: Department of Mental Health and Substance Abuse Services (ODMHSAS); Oklahoma School Security Institute; Oklahoma Department of Health; Department of Human Services; law enforcement at the school, local, regional and state levels. Through this teamwork all children are supported and served.

Additionally, a student advisory team meeting was held in the fall of 2016 to discuss concerns about bullying and ideas to reduce it. Students suggested several approaches for improving school climate and culture such as an afterschool "safe hour" and a statewide kindness challenge.

Professional Development: The OSDE offers monthly webinars so counselors and educators can provide convenience of resources across the state. Some of those sessions include: mental health concerns and your students, teen dating violence and sexual assault, building empathy in the classroom and beyond, drugs and alcohol in schools, and bullying. The OSDE also visits districts to provide trainings and supports for all students upon request. Most recently, the OSDE has partnered with the Oklahoma School Security Institute to provide crisis team trainings to nearly 1,000 school and law enforcement professionals.

Systems of Support

Universal screening/benchmarking: Every school is provided the opportunity to use the Oklahoma Prevention Needs Assessment, which surveys students, staff and parents at many levels about the needs in their school and community. This survey is free for schools to use.

Tiered interventions: The OSDE offers a resource library that schools can utilize for free to provide tiered interventions that support all students.

Progress monitoring: The OSDE supports schools through providing information on academic advising and how to effectively implement legislation that affects students and schools, and more.

Data-based decision making: The OSDE references the Oklahoma Prevention Needs Assessment to help determine which trainings and webinars to develop to benefit all students. Surveys at the end of each training determine if the needs of educators are being met.

Bullying resources offered by the OSDE include:

- A resource library that schools may use at no cost. There are more than 150 curricula, DVDs and books that schools may check out and use.
- Webinars and live trainings on bullying prevention titled *Bullying in 2017* and *Empathy in the Classroom and Beyond*. There is another training in development titled *Empathy: The Anti Bully*. The OSDE trained

hundreds of educators in the 2016-17 school year, both in person and in webinar format. The webinars are archived on the OSDE web site for 24/7 access.

- An office of counseling and prevention who regularly consults with schools on bullying, when requested.
- An example of a bullying policy is located on the OSDE website for schools to follow.

Schools are required to submit an incident report to the OSDE by June 20 each year including incidents of weapons, employee assault, and bullying with and without physical injury. The OSDE also ensures that all schools have a bulling policy and requires a copy to be submitted to the OSDE accreditation office, which is responsible for ensuring schools follow their own bullying policy. When the OSDE office of prevention services receives a complaint of bullying, a detailed report is logged and sent on to the Regional Accreditation Officers (RAOs) to ensure the local bullying policy is followed. Callers are also directed to make their complaints known to the principal, superintendent and school board, in that order. The OSDE often refers callers to the Oklahoma School Security Institute Tipline (1-855-337-8300), while also making sure callers are aware of their rights, or legal obligation in some cases, to notify police, DHS and/or a private attorney.

Oklahoma state law[26] addresses and supports the work of the OSDE around bullying, harassment and intimidation. The School Bullying Prevention Act, 2002 – later updated to the School Safety and Bullying Prevention Act of 2013 – requires the school board of each district to adopt a policy for the control and discipline of all children attending public school in that district by specifically prohibiting harassment, intimidation, and bullying, including online and electronic communication bullying, by students at school and to address prevention of and education about such behavior.

State law also requires each school site to establish a safe school committee composed of at least six members including teachers, parents and students. Safe school committees are charged with making recommendations regarding: student harassment, intimidation and bullying at school, professional development for faculty and staff to decrease this behavior, methods to encourage involvement of community and students, developing individual relationships between students and staff, and the use of problem-solving teams. Due to the economic downturn in Oklahoma, the Legislature has suspended the requirement for safe school committees to meet, although the OSDE continues a priority of making training and assistance to districts to address bullying.

The Oklahoma School Security Act required all districts to add "electronic communication" and "threatening behavior" to their bullying prevention policy. Districts are to establish a procedure for the investigation of all reported incidents for the purpose of determining the severity of the incidents and their potential to result in future violence. Districts are also required to establish a procedure in which a school may recommend that available community mental health care options are provided to the student and disclose information concerning students who have received mental health care.

ii. The overuse of discipline practices that remove students from the classroom:

According to the U.S. Department of Education, "High rates of suspensions in schools have been related to lower school-wide academic achievement and standardized test scores. In addition, schools and communities bear the increased direct and indirect costs associated with grade retention and dropouts." [27]

The OSDE understands that well-chosen discipline alternatives can simultaneously diminish the negative outcomes of harmful discipline policies, boost student achievement, reduce student misconduct and maintain safe and orderly schools. The OSDE offers a variety of services to districts to assist with classroom management. These include comprehensive classroom management support, a strong mentoring program

[26] 70 OS § 5-148, 6-114 and 24-100 through 24-100.5

[27] U.S. Department of Education, *Guiding Principles: A Resource for Improving School Climate and Discipline*, Jan. 2014

and a focus on individual professional learning for teachers. The agency's counseling team offers an annual conference, For Counselors Only, which focuses on student discipline issues and provides training to crisis teams in collaboration with the Oklahoma School Security Institute.

The OSDE will assist LEAs with construction of discipline polices that combat the loss of instructional time. Considerations for LEA discipline policies come in these recommendations:

- Evaluate current discipline policies' ability to reduce the likelihood of disparate systems and the overuse of out-of-school suspensions and expulsions.
- Require a higher standard of recordkeeping and intervention before a student in elementary school is suspended or expelled.
- Exclude Pre-K students from out-of-school suspension and expulsion disciplinary actions.
- Develop and implement discipline policies and practices that take into account students' developmental and individual needs (i.e. student conduct expectations should be developmentally appropriate, age-appropriate and include the consideration of special education needs, gender and sex discrimination, and racial sensitivity).

Civil rights advocates note that many children have learning disabilities or histories of poverty, abuse, or neglect, and would benefit from additional educational and counseling services. Instead, they are isolated, punished and pushed out. The OSDE will strive to provide the educational and counseling services necessary so that no child is unwarrantedly removed from the education environment.

iii. Use of aversive behavioral interventions that compromise student health and safety:

The strength of the data collected in the OTISS process allows for better decision-making about which students need continued general education interventions, but with more intensity and frequency as determined through frequent progress monitoring, and which students may qualify for intensive special education programs. The core belief of OTISS is that success results from the implementation of appropriately matched instructional supports and evidence-based practices, along with curriculum choices within a well-designed environment.

To understand how best to help a student or a group of students, data are collected from multiple sources and carefully analyzed. Analysis of curriculum and instructional practices used to support teaching the standards is the critical first step of the problem-solving process for all students, including students who are English Learners (ELs), students with disabilities (SWD) and students who are economically disadvantaged. This information is used to determine student needs and how to support learning of academic and behavioral skills. Student progress is measured frequently to determine the most effective instructional approach for students. Decisions regarding instructional practices and curriculum selection based on student progress through the frequent data collection process. This is an integrated conceptual model of assessment and services incorporating general and special education efforts.

The OSDE is utilizing support structures from the State Personnel Development Grant II (SPDG II) targeted for students with special needs. Combining the structure of OTISS with the evidence-based practices supported/promoted through the ESSA will help create a robust structure to

- increase knowledge of evidence-based implementation supports for evidence-based practices, and
- establish implementation infrastructures at the OSDE and in local school districts to support effective use of evidence-based approaches to education.

The OSDE special education services department also contracts with the Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS) to provide classroom and school support to students with complex emotional/behavioral needs utilizing the tiered system of intervention. ODMHSAS provides guidance and support to the school's multi-disciplinary team (MDT) on procedures that foster a positive environment. Behavioral health aides are utilized to assist students in the classroom and families in the community setting. Additional supports are provided for students needing tier II supports when universal supports are not enough. The MDT develops individualized plans for students with tier III emotional/behavioral needs. Tier III services include wrap-around behavioral services that provide a learning collaborative and an MDT to address the needs of youth most at-risk for disciplinary action in the school setting. The ODMHSAS develops ongoing training plans for the MDT to better equip them with in-school behavioral interventions, classroom management models and other tier II behavior intervention supports.

Upon a district's request, professional development is also available and provided by a specialist in the special education department on classroom management and behavioral supports.

7. School Transitions (ESEA section 1111(g)(1)(D)): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

The OSDE will provide assistance to LEAs and elementary schools that are using federal funds to support the continuum of a student's education from early childhood programs to postsecondary education and careers. The following Strategic Plan strategies help define the work of the OSDE in supporting transitions for ALL students:

- **Strategy 1.1:** Focus on early childhood education. (State academic achievement standards are vertically aligned beginning with Pre-Kindergarten to establish a foundation for challenging academic standards.)
- **Strategy 1.2:** Ensure effective implementation of Oklahoma's academic standards by using available data to target high quality, aligned resources to educators.
- **Strategy 1.4:** Enable educators to meaningfully use data from a high-quality assessment and accountability system to increase student learning and close the achievement gap.
- **Strategy 1.3:** Improve student access to meaningful and diverse pathways that lead to careers and post-secondary opportunities.
- **Strategy 1.5:** Reduce barriers to equity and close the opportunity and achievement gap for all students.
- **Strategy 2.2:** Provide support and professional learning to increase instructional capacity for teachers and leaders.
- **Strategy 2.3:** Provide district and school leaders with the training and support needed to improve instruction in their schools.
- **Strategy 3.2:** Strengthen and increase family and community engagement to support student learning.
- **Strategy 3.3:** Build and maintain working relationships and ongoing feedback mechanisms with diverse partners and advisory groups.
- **Strategy 4.2:** Leverage technology systems and interpersonal relationships to improve access to data and allow OSDE and districts to make data-driven decisions.

Early Childhood

Early Childhood is foundational as a path to college and career readiness. For decades, Oklahoma has been at the forefront of early childhood education, recognizing its importance in the development and sharpening of cognitive skills, particularly for at-risk children. The OSDE is proud of Oklahoma's leadership in this realm, with its voluntary Pre-Kindergarten (Pre-K) initiative acclaimed for accessibility and quality. Studies have indicated that students in early childhood education programs typically perform stronger academically, are less likely to get into trouble or show disciplinary problems, and less likely to drop out of high school.

Over the decades, Oklahoma schools and communities have provided strong support for early learning initiatives. The state has many efforts to align early learning with K-12 systems to support students as they transition from home to school, including partnerships with the Oklahoma Partnership for School Readiness, which serves as a policy advisory group to the Governor and Legislature.

Oklahoma has strong public-private partnerships under which 152 school districts offer Pre-K through collaborations with Head Start, child care, faith-based facilities, tribal early childhood centers, YMCA locations, assisted living centers, business offices, universities, and Career Technology centers. The early years of a child's life are crucial for brain development, making exposure to early language skills, numeracy skills and social interactions vital. Oklahoma's Pre-K program is committed to providing all 4-year-olds access to developmentally appropriate classrooms so they can attain the academic and personal skills necessary for school readiness. The expansion of Oklahoma's Pre-K program is supported in research through collaboration with Georgetown University researchers studying longitudinal data about the effects of universal Pre-Kindergarten.[28] The study finds that, "All children benefit from Oklahoma's public school Pre-Kindergarten regardless of socioeconomic status or ethnic background."

> **"All children benefit from Oklahoma's public school pre-kindergarten regardless of socioeconomic status or ethnic background."**

The OSDE also works with LEAs to leverage resources from several state agencies to support early learning. One such agency, the Oklahoma Department of Human Services (ODHS), provides Early Learning Guidelines[29] for children birth through 5 years old. The ODHS also provides a system of professional development for Oklahoma child care staff to support best practices for children before entering school.

In an effort to support LEAs in implementing appropriate assessment systems to monitor early learning and student progress in Pre-K through third grade, the OSDE will

1. provide school-readiness guidance for parents,
2. help LEAs determine effective assessments aligned to Oklahoma Academic Standards, and
3. develop or identify an appropriate Early Learning Inventory to determine kindergarten readiness.

The OSDE will continue to provide professional development, online resources, ongoing communication and technical assistance to LEAs pertaining to best practices for early childhood. In addition, the OSDE collaborates with relevant stakeholders at the state and local levels on policy, resources and funding streams to support early childhood initiatives.

[28] William T. Gormley, Ted Gayer, Deborah Phillips, and Brittany Dawson. "Effects of universal Pre-K on cognitive development," Georgetown University, Center for Research on Children in the U.S. 2004.

[29] Oklahoma Department of Human Services. "ELG and Core Competencies." January 31, 2017.

The Oklahoma Pre-K program provides children opportunities to attain the skills necessary to be successful in life. Oklahoma has adopted academic standards that for the first time have vertical alignment from Pre-K through 12th grade to ensure continuity and that serve as foundational skills in progressions of learning. The Pre-K academic standards are connected to the ODHS Early Learning Guidelines to provide seamless learning transitions for students entering school. The standards intentionally begin with speaking and listening, the first ways students engage in literacy.

In addition to efforts to support Pre-K and Kindergarten readiness, the Oklahoma Reading Sufficiency Act (RSA)[30] outlines guidelines LEAs should follow to ensure all students, kindergarten through third grade, have the support structures needed to become proficient readers. The guidelines include tools for screening reading deficiencies, mechanisms for progress monitoring at regular intervals, and strategies for providing tiered interventions to students as needed. Oklahoma students, kindergarten through third grade, are screened in the areas of phonemic awareness, phonics, reading fluency, vocabulary and comprehension to ensure all students are reading on grade level by third grade. Reading sufficiency is an area of focus for Oklahoma because research shows that if students are still struggling with reading by third grade, they are more likely to drop out of high school and face difficulty as adults. Evaluating student reading proficiency early provides an opportunity to intervene and provide remediation for those students who need additional support.

Middle School

The OSDE will continue to identify evidence-based practices and provide professional development to support effective implementation for middle school transitions. One strategy to assist students transitioning from middle school to high school is the use of Individual Career Academic Plans (ICAPs).

An ICAP is a multi-year process that guides students as they explore career, academic and postsecondary opportunities. Family, student and educators collaborate to develop the ICAP, which equips students with the awareness, knowledge and skills to create their own meaningful exploration of college and career opportunities. The ICAP is an evolving document that reflects students' changing passions, aptitudes, interests and growth.

When students complete an ICAP, they discover which pathways fit their unique talents and what kind of academic preparation and experiences will prepare them for in-demand careers, some of which may not even exist when they graduate from high school. "We don't engage early enough with our kids to know what they want to do later in life," said one parent at the OSDE's town hall meeting in Duncan.

When students complete a meaningful ICAP process, they

1. connect the relevance of education to their future goals
2. create secondary and postsecondary course plans to pursue their career and life goals
3. strategically select a postsecondary pathway to align with self-defined career, college and life goals
4. establish better communication and engagement between school and home
5. understand and demonstrate career exploration and career planning

OSDE will introduce a pilot program study in the 2017-18 school year and continue with additional school district pilots during the 2018-19 school year. Implementation statewide will follow during the 2019-20 school year, with the ICAP as a graduation requirement. Students will be encouraged to start the ICAP process in sixth grade and update it every subsequent grade.

[30] 70 O.S. § 1210.508B

Other strategies Oklahoma is deploying for middle school transition include:

- Southern Regional Education Board (SREB) transition courses for eighth graders in English language arts and mathematics to be prepared for high school (2018-19)
- Oklahoma's Promise, a college tuition scholarship students in grades 8-10 whose families earn $50,000 or less annually and who meet academic and conduct requirements
- Summer STEM academies, sponsored by the Oklahoma State Regents for Higher Education, are open to upcoming eighth through 12th graders. Each academy explores the latest trends in math, science and technology by using fun, hands-on activities and innovative software as students experiment both in the classroom and outdoors. Many academies also include field trips to some of the state's top companies, science facilities and museums.
- Family guides in Pre-K through 12th grade will provide suggested strategies for family engagement with their children that highlights the Oklahoma Academic Standards in a convenient, user-friendly format.

High School

The OSDE will continue to empower school districts to make strategic spending decisions through comprehensive spending plans to address the needs of all students. Districts and schools may use the flexibility under the ESSA for expanded uses under Title I, Title II, and Title IV to improve postsecondary outcomes for all students. The OSDE will provide ongoing training to districts in how to braid funding streams effectively in order to maximize all funding sources.

Oklahoma supports, promotes, and collaborates on a variety of middle and high school programs to ensure students are engaged and learning a rigorous curriculum that leads to postsecondary success and eliminates the need for college remediation.

An essential high school tool, ICAPS

- enable youth to become college- and career-ready;
- enable students to become aware of the relevance and utility of academic courses and out-of-school learning opportunities; and
- encourage students to select a more rigorous academic course schedule, increase efforts to perform well academically, seek work-based learning opportunities and establish intentions to pursue postsecondary training or a degree program.

The OSDE staff will provide training to assist school counselors in implementing ICAPs. Teams consisting of students, parents and teachers will play key roles in selecting a path to success after high school. Through available tools, students can create individual portfolios, utilize high school planning tools and explore college and career options.

Redefining the Senior Year

The OSDE has placed an emphasis on making the senior year meaningful for all students. Students will be encouraged either to start their postsecondary work early or take remediation courses to ensure they are ready for their next steps. Redefining the senior year also will include expanding opportunities for students through apprenticeships, internships and mentorships. The OSDE will provide professional development to administrators and school counselors to help them understand the importance and urgency of redefining the

senior year. Figure 11 further describes the opportunities that will be available to students as schools work to bridge the transition between high school and postsecondary.

Figure 11: Opportunities under Redefining the Senior Year Initiative

College Entrance Examinations

The OSDE provides funding for school districts to administer the ACT or the SAT to all students in their junior year of high school. These assessments are given at the school site and on a school day to eliminate barriers with transportation and work conflicts. These college entrance examinations help students, families, and educators

- identify if a student is on track for being college ready;
- personalize and align interventions and student services to each student's specific academic strengths and weaknesses; and
- provide a coherent approach to educational and career planning based on student interests, motivations and aspirations.

Concurrent Enrollment

Since its inception in 2005, the concurrent enrollment program in Oklahoma, supported through the Oklahoma State Regents for Higher Education, has allowed outstanding juniors and seniors the opportunity to earn college credit while still in high school through reduced or free tuition for these courses. In 2015-16, more than 12,600 Oklahoma students enrolled in concurrent programs and cooperative agreement credit courses generating nearly 108,000 credit hours. The OSDE assists in the promotion of this program and encourages teachers, students, parents and community members to take advantage of this highly coveted opportunity.

Advanced Placement and International Baccalaureate Programs

In 1997, the Oklahoma State Legislature authorized Advanced Placement Incentive Program. Its goal is to increase access and success in Advanced Placement (AP) and International Baccalaureate (IB) coursework. In 2016, 14,487 student AP exams received scores of 3 or higher, representing 43,461 college credits and resulting in a total potential savings of $11,627,121 for Oklahoma students and their families. The percentage of students who have scored a 3 or higher from 2006 to 2016 rose from 9.3% to 11.7%.

The program includes professional development through workshops for AP teachers, test fee assistance for economically disadvantaged students, grants to schools for new and/or existing AP programs/classes and incentive funds to help districts support and expand AP programs.

The International Baccalaureate Diploma Program is available only through an approved IB World School, and provides high school students the opportunity to take a rigorous pre-college course of study. There are currently two districts in Oklahoma that have an IB program. The OSDE provides technical assistance to these schools' teachers as well as postsecondary option training to parents of IB students.

Oklahoma's Promise State Scholarship Program

Oklahoma's Promise allows students whose families earn $50,000 or less annually, and who meet academic and conduct requirements to earn a college tuition scholarship. The OSDE assists in promoting the program to teachers, students and parents and helping students get enrolled in the program when they are in either eighth, ninth or 10th grade. In FY 2016, 18,210 students received Oklahoma's Promise scholarships totaling $65 million. The OSDE supports the program through a website link in addition to providing information about it to students, teachers, school staff and communities. The agency also will be encouraging enrollment through the web-based ICAP portals.

New Skills for Youth Initiative

With external funding from J.P. Morgan Chase, the OSDE has initiated the New Skills For Youth (NSFY) program. This initiative provides for Oklahoma to accelerate and expand the current statewide initiative, Oklahoma Works, which is designed to increase the wealth of all Oklahomans by aligning education and training to produce a relevant workforce for Oklahoma's economy. Oklahoma Works is a coalition that includes business leaders, educational leaders and state agency partners, among others. It is fully aligned with both the federal Workforce Innovation Opportunity Act (WIOA) and a 14-state National Governors Association (NGA) Policy Academy cohort.

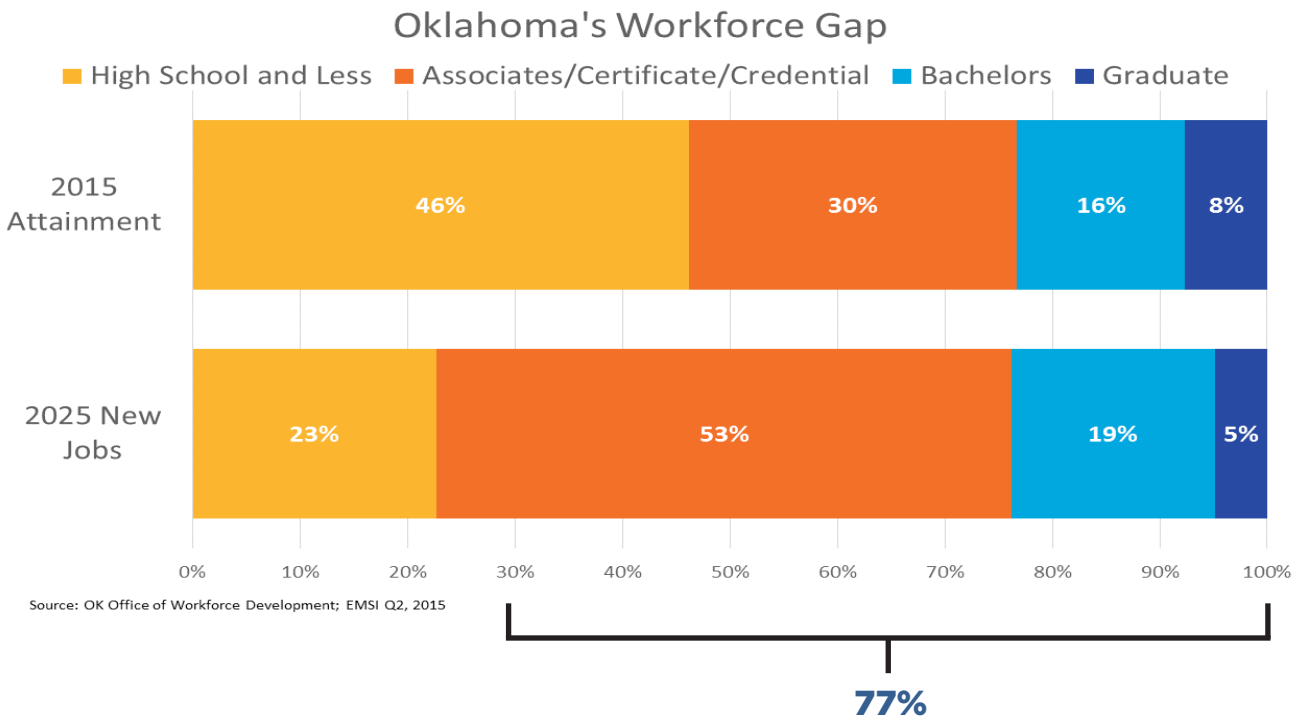
Oklahoma is committed to preparing middle and high school students for creating a bridge to postsecondary education or career success. Under the ESSA, Oklahoma plans to increase access and opportunity for postsecondary readiness for all students, especially those served in Title I schools by utilizing Title I and Title IV funding.

The economies of our country and state are changing – and changing quickly. No longer is a high school graduate able to compete for these increasingly high-skill, high-paying jobs of the present and future. Because tomorrow's workforce requires more than a high school diploma to achieve economic success, the OSDE is committed to ensuring students' successful transition after high school.

Oklahoma's workforce faces a substantial skills gap. As demonstrated in Figure 12, current estimates by the Lumina Foundation show a 37-point gap between the skill level of the state's current workforce (40%) and the postsecondary skill level (77%) employers advise they will need by 2025 for new jobs in the state. The new minimum for success, therefore, requires a postsecondary degree or credential to meet Oklahoma labor demands.

Oklahoma must increase our state's postsecondary attainment to grow the skilled workforce necessary to meet the needs of business. To reach this goal, nearly 600,000 more workers will need a postsecondary degree, certificate or other high-quality credential in eight years, which will come close to meeting workforce demand projections.

Figure 12: Academic Attainment for New Jobs in 2025



A goal of the Oklahoma Works initiative is to increase postsecondary education and training attainment for Oklahomans. The ambitious yet achievable goal calls for 70% of the state's residents ages 25-64 to complete a postsecondary degree, certificate or credential by 2025.

Collaboration among Oklahoma Works, Oklahoma's Secretary of Education and Workforce Development, Oklahoma State Regents for Higher Education, Oklahoma Department of Career Technology Education, Oklahoma State Department of Education, the Office of Workforce Development and the Oklahoma Educated Workforce Initiative will help close the current workforce gap in wealth generating occupations.

Stakeholder Recommendations	OSDE Implementation
When asked what data are important to have when determining the academic success and college/career readiness of students, several responses suggested using graduation rate data to better inform success strategies.	The OSDE will provide college- and career-readiness activities leading to improved graduation rates. Such activities include ensuring students complete an ICAP and providing college assessments (ACT, SAT) for all juniors during the school day.

B. Title I, Part C: Education of Migratory Children

The OSDE will ensure that migrant children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, state academic content and student academic achievement standards. The principal operational goal of the Oklahoma Migrant Education Program (MEP) is to ensure that all migrant students meet challenging academic standards so that they graduate with a high school diploma or receive a General Equivalency Diploma (GED) or High School Equivalency Diploma (HSED) that prepares them for responsible citizenship, further learning and productive employment. The following strategies support the OSDE's work in this area:

- **Strategy 1.1:** Focus on early childhood education. (State academic achievement standards are vertically aligned beginning with Pre-Kindergarten to establish a foundation for challenging academic standards.)
- **Strategy 1.2**: Ensure effective implementation of Oklahoma's academic standards by using available data to target high quality, aligned resources to educators.
- **Strategy 1.3:** Improve student equitable access to meaningful and diverse pathways that lead to careers and postsecondary opportunities.
- **Strategy 1.4:** Enable educators to meaningfully use data from a high-quality assessment and accountability system to increase student learning and close the achievement gap.
- **Strategy 1.5:** Reduce barriers to equity and close the opportunity and achievement gap for all students.
- **Strategy 2.2:** Provide support and professional learning to increase instructinoal capacity for teachers and leaders.
- **Strategy 3.2:** Strengthen and increase family and community engagement to support student learning.

1. Supporting Needs of Migratory Children (ESEA section 1304(b)(1)): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

The OSDE has developed the comprehensive needs assessment (CNA) and Oklahoma State Service Delivery Plan (SSDP), and works with the migrant local educational agencies (LEAs) to develop local versions of both. To develop the needs assessment, the OSDE collects data from a variety of sources, such as

- migrant student data as included in the Consolidated State Performance Report (CSPR);
- the state report card;
- the statistical information reported by National Assessment of Educational Progress (NAEP);
- information elicited from specifically designed surveys administered to teachers, administrators, teachers' assistants, parents, and students in all migrant programs in the state;
- input from local parental advisory councils (PACs);
- activities observed at the local educational agencies level through application review, on-site monitoring,

desktop monitoring and approval of claims; and

- migrant student assessment data collected from the Oklahoma School Testing Program (OSTP) assessments.

The CNA indentifies a wide range of services for migratory children, which includes the foundation of the State Service Delivery Plan (SSDP) and reflects the work to be done not only at the state level, but also at the LEA level. Eligible migrant students throughout Oklahoma are entitled to receive supplemental support services from the migrant education programs. Therefore, migrant services offered to eligible migrant students should not supplant basic educational services provided by the school districts and schools. Such migrant services range from preschool programs to academic home visits, extended day and summer school classes, health referrals and other activities.

The migrant regional/local sites are expected to implement programs and services aligned with the statewide standards. The implementation of the SSDP is based on a cycle of continuous improvement. Local Migrant Education Programs (MEPs) will maintain autonomy in implementing strategies and services, and therefore, have flexibility in designing services that better fit their district needs and resources in achieving the targeted outcomes.

LEAs in Oklahoma select children with the greatest need for MEP services according to the priority for services criteria, and identify other eligible migrant children with special educational needs who are expected to reside in the area. The LEAs also determine the educational needs of the children to be served, and determine the focus of the program based on a needs assessment.

Additionally, community-specific services such as Pre-K programs for all students are offered to migratory children. For migrant Pre-K students who do not have such access, free, downloadable materials[31] can be assembled as preschool packets. To enrich curriculum for migratory children, migrant LEAs offer supplemental services such as tutoring, summer school programs, evening and weekend classes.

To address the educational needs of migratory children who have dropped out of school, LEAs use online tools to help students improve literacy skills and increase English language acquisition, leading to a General Equivalency Diploma (GED). Some LEAs in Oklahoma will encourage their migratory out-of-school youth to participate in free online educational programs through Community Colleges (such as Tri-State HEP/CAMP) to help them with GED prep classes, or to participate in free online high school classes offered by universities that will help migratory students earn their GED. In addition, the OSDE belongs to the MiraCORE consortium, and through their website,[32] MiraCORE created literacy materials to assist with instruction of migrant students ranging from Pre-K through 12th grade.

ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A.

The OSDE's joint planning process is designed to facilitate interactive communication among interagency divisions (21st Century, office of federal programs, office of school support, office of special education), parental advisory council (PAC), community stakeholders (parents, teachers, community), tribal educational agencies (TEAs) and LEA representatives. Oklahoma also collaborates in planning of the MEP program with external entities such as: Oklahoma Division of Health Services (OKDHS), Committee of Practitioners (COP), Title I & III LEA Consortiums, Interstate Coordination, MiraCORE Consortium, Kansas Identification and Recruitment (ID&R) team and the Identification and Rapid Recruitment Consortium (IRRC).

[31] ORIGO Education. "Stepping Stones," *edreports.org*. 2017.
[32] www.migrantliteracynet.com

The joint planning committees develop a common mission and purpose of the Migrant Education Program (MEP), work on crafting activities for serving migrant children and generate effective plans of action to better serve the migratory population.

The planning goal is to coordinate local, state and federal educational programs serving migratory children. This goal is activated by

- meetings among OSDE and LEA staff;
- joint federal programs meetings among OSDE divisions;
- state tribal education programs (STEP) collaboration and consultation among OSDE staff and tribal representatives; and
- meetings among OSDE staff to strengthen OSDE's Strategic plan to achieve academic success for each student in Oklahoma, build exceptional educators and schools, and create engaged communities.

As a result of the joint planning, the State Service Delivery Plan (SSDP) increases the awareness to coordinate programs not only at the state level, but also at the LEA level, to meet the unique educational needs of migratory children. Eligible migrant students throughout Oklahoma, including preschool migratory children and those who have dropped out of school, are entitled to receive supplemental support services from the migrant education programs or other programs that for which students may qualify (such as Title I A, Title III A, Title IX A, etc.). Migrant services offered to eligible migrant students should not supplant basic educational services that are generated from state and local sources, provided by the school districts and schools. Such migrant services range from preschool programs to academic home visits, extended day and summer school classes, health referrals, and other activities.

iii. The integration of services available under Title I, Part C with services provided by those other programs.

Migrant children face mobility, language and cultural barriers, and often times face increased challenges in obtaining educational, health and social services. The migrant family model is unique because of high mobility due to seasonal work. As a result, multiple programs require coordination to address the needs of migrant students and their families. The OSDE and its LEAs continuously work together on developing systematic strategies, with the intent of maximizing the integration of services for migratory children and helping them become academically successful.

To ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed, the OSDE and its LEAs provide the following integration of services:

- Title I, Part A: Improving the Academic Achievement of the Disadvantaged
- Title III, Part A: English Language Acquisition, Language Enhancement and Academic Achievement
- Individuals with Disabilities Education Act (IDEA)
- Title IX, Part A: Homeless Education for Children and Youth
- Summer Food Service Program
- Head Start services
- Foster care services
- Social services

iv. Measurable program objectives and outcomes.

Based on the current comprehensive needs assessment (CNA), the OSDE has determined the following measurable program objectives and outcomes.

For reading/language arts, Oklahoma's measureable program objective is that the number of migrant students in Oklahoma who scored proficient or above on statewide assessments in reading/language arts in grades 3-12 will increase each year until the gap between migrant and non-migrant students is closed. Measurable program outcomes of this objective include

- at least 90% of EL students will show an increase in their composite scaled scores and/or composite proficiency levels on the ACCESS 2.0 for ELs English Language Proficiency test in the reporting year as compared to their scores the previous year;
- migrant students who participate in a program to help with reading/language arts will show increased confidence in and improvements in their grades in reading/language arts from the previous year and/or the beginning of the school year to the end of the school year in which they participated in the program; and
- the percent of migrant students scoring at the proficient level or above on the Oklahoma State Testing Program (OSTP) in reading/language arts will increase each year by two percentage points from the previous year.

Program Key Strategies

- Provide training to OMEP staff on differentiated instructional strategies for reading/language arts.
- Provide resources to instructional staff on evidence-based strategies for reading/language arts.
- Extend instructional time through programs such as after-school and Saturday classes, intersession classes, and/or standards-based 4-6 week summer school programs.
- Provide tutoring at home and school with flexible scheduling.
- Ensure sufficient support services are available to facilitate participation of all migrant students.
- Provide parent activities in the school and/or home to help migrant children with reading/language arts and English language development.
- Provide assistance to parents and students about navigating the school system; the parents' role in supporting their child's education; understanding student transcripts, progress reports, and report cards; and preparation for parent-teacher conferences.
- Utilize technology as a tool for student academic improvement.
- Use students' home languages to build understanding of concepts.
- Use culturally relevant materials to improve understanding of concepts.
- Hire bilingual staff to act as aides, interpreters/translators, parent liaisons or after-school tutors.
- Provide professional development to staff working with EL migrant students on strategies for working with those students.

For mathematics, Oklahoma's measurable program objective is that the number of migrant students who score proficient or above on statewide assessments in mathematics in grades 3-12 will increase each year until the gap between migrant and non-migrant students is closed. Measurable program outcomes of this objective include

- migrant students who participate in a program to help with mathematics will show improvements in their grades in mathematics from the previous year and/or the beginning of the school year to the end of the school year in which they participated in the program; and
- the percent of migrant students scoring at the proficient level or above on the Oklahoma State Testing Program (OSTP) in mathematics will increase each year by 2% from the previous year.

Program Key Strategies

- Provide training to MEP staff on differentiated instructional strategies for mathematics.
- Provide information and materials to instructional staff on evidence-based strategies for mathematics.
- Extend instructional time through programs such as after-school and Saturday classes, intersession classes, and/or standards-based 4-6 week summer school programs.
- Provide tutoring at home and school with flexible scheduling.
- Ensure that sufficient support services are available to facilitate the participation of all migrant students.
- Provide parent activities in the school and/or home to help migrant children with mathematics.
- Provide parents and students with information about navigating the school system; the parents' role in supporting their child's education; understanding student transcripts, progress reports, and report cards; and preparation for parent-teacher conferences.
- Utilize technology as a tool for student academic improvement.
- Use students' home languages to build understanding of concepts.
- Use culturally relevant materials to improve understanding of concepts.
- Hire bilingual staff to act as aides, interpreters/translators, parent liaisons or afterschool tutors.
- Provide professional development to staff working with EL migrant students on strategies for working those students.

For school readiness Oklahoma's measurable program objective is that the number of preschool-aged migrant children attending high-quality early childhood education programs will increase each year until all migrant children enter kindergarten with the necessary skills. Measurable program outcomes for this objective include

- at least 50% of migrant children aged 3 to 5 will be enrolled in a Pre-K program each year;
- each year at least 70% of migrant children entering kindergarten will be younger than six years of age; and
- each year at least 70% of migrant children entering kindergarten will score as kindergarten-ready on an Oklahoma State Board of Education-approved screening instrument to assess the acquisition of reading skills.

Program Key Strategies

- Assist migrant families with enrolling their children in Pre-K programs.
- Promote parental awareness of school enrollment requirements and opportunities, and support parents in enrolling their children in kindergarten in a timely manner.
- Inform parents about levels of skills expected for kindergarteners enrolled in local schools.
- Provide activities, materials, and resources for parents so they can help their children develop skills at home to ensure readiness as they enter kindergarten (e.g., language development, reading, mathematics).
- Offer programs in which parents and families participate alongside their children.
- Create environments where parents feel empowered to advocate for their children.
- Provide parents and students with information about navigating the school system; the parents' role in supporting their child's education; understanding student transcripts, progress reports, and report cards; and preparation for parent-teacher conferences.
- Conduct home visits to provide cognitive and linguistic early childhood development activities.
- Conduct transition-to-school activities for Pre-K children (e.g., organize 4-6 week summer academies for entering kindergarten students).

For high school graduation and out-of-school youth, Oklahoma's measureable program objective is that the number of migrant students graduating from high school will increase each year, and identified out-of-school youth will receive services to help them obtain a GED or high school diploma. Measurable program outcomes for this objective include

- each year at least 70% of migrant students in 12th grade will graduate from high school; and
- each year 100% of school districts with migrant education programs and identified out-of-school youth will report that they provide services to out-of-school youth, such as GED preparation assistance, flexible school schedules, Portable Assisted Study Sequence, and night classes.

Program Key Strategies

- Extend instructional time through after-school and Saturday classes, intersession classes, and/or standards-based 4-6 week summer school programs.
- Provide opportunities for alternative credit accrual, such as the Portable Assisted Study Sequence, evening classes, flexible scheduling, and online classes.
- Assign a student advisor to provide academic conferencing, support, and advocacy.
- Provide parents and students with information about graduation requirements; navigating the school system; parent/guardian role in supporting child's education; understanding student transcripts, progress reports, and report cards; and preparation for teacher conferences.
- Coordinate services for out-of-school youth to meet education and career goals through adult education classes, Mexican consulate programs, transition-to-college programs, community colleges, Job Corps, GED preparation, life skills courses, and ESL instruction.
- Provide services at times and days convenient for out-of-school youth (i.e., evenings, weekends, and summers).
- Provide tutoring at home and school with flexible scheduling.

2. **Promote Coordination of Services (ESEA section 1304(b)(3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.**

Oklahoma's Migrant Education Program (MEP) uses the following data programs to track students in order to improve the continuity of education of migrant students:

- MSIX (national migrant database)
- MIS2000 (state migrant database)
- WAVE (state database for all students)

These programs help track migrant student data (including credit accrual, health information, migrant eligibility criteria, test scores and other pertinent student information), and allow for easy transfer of information when a migrant student moves to a new school district. The state's migrant database (MIS2000) "speaks" to the national migrant database (MSIX) and promotes interstate and intrastate transfer of student data for migratory children. The state database for all students (WAVE) collects migrant student data such as demographics, test scores and the October count of migrant students (used for state allocation reports).

In order to enhance the continuity of timely transfer of pertinent school records, the OSDE is exploring the possibility of making the state database (WAVE) for all students speak to the state's migrant database (MIS2000). The OSDE sees the need for removing the duplicative data entry into both systems, which will increase the timely intrastate and interstate student data transfer.

3. **Use of Funds (ESEA section 1304(b)(4)): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.**

In alignment with the ESSA, Section 1304(d), the Oklahoma Migrant Education Program has a priority for service (PFS) requirement in place. This PFS ensures priority is given to migrant children who are failing – or at most risk of failing – to meet the state's challenging state academic content standards, and students whose education has been interrupted during the regular school year.

The OSDE requires the LEAs to complete a PFS form for each student who qualifies, and maintain supporting documentation for site or desk monitoring. The required documentation will include, but is not limited to

- a list of eligible migrant students;
- a list of students identified as PFS students;
- a list of services available;
- a list of students receiving migrant services; and
- individual PFS for each student receiving migrant services.

Federal law mandates that each MEP must provide services first to students who qualify for PFS. The criteria for students to be designated as PFS in Oklahoma are as follows:

1. Students must meet one of the following criteria for an interruption of services during the regular school year:

    - Most current qualifying arrival date or the start of regular school year until the end of the regular school year
    - Moved from one district to another due to migrant lifestyle
    - Absent for two or more weeks and then returns due to migrant lifestyle
    - Officially withdrawn and gone for at least two weeks and then re-enrolled due to migrant lifestyle

2. Students must meet at least one of the following at-risk criteria according to state assessment data:

    - Scored unsatisfactory or limited knowledge on reading assessment
    - Scored unsatisfactory or limited knowledge on mathematics assessment
    - Scored unsatisfactory or limited knowledge on writing assessment
    - Scored unsatisfactory or limited knowledge on science assessment
    - Scored unsatisfactory or limited knowledge on social studies assessment
    - Scored below proficient on assessments from other states
    - Scored below the 50th percentile on norm-referenced test (reading and/or math)

    Other at-risk criteria:

    - Is below grade level on any K-3 reading diagnostic assessment
    - Classified as English Learner (EL) on WIDA Screnner, LAS, IPT, LPT, ACCESS 2.0 for ELs, or English Learner Proficiency Assessment (ELPA)
    - Is behind on accruing credits toward graduation requirements
    - Placed in a class not age appropriate
    - Has grades indicating below average performance in math and/or language arts at the elementary level
    - Has grades indicating below average performance in math, language arts, sciences, or social studies at the middle or high school levels

3. State assessment data must be considered first for criterion #2. If there are results for a migrant student, they must be used. If state assessment data are not available, at least two of the at-risk criteria must be met to be considered PFS. If a student is proficient on the state assessments, that student is not considered a PFS student even though he or she may meet the other at-risk criteria.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

One in 10 students has or has had an incarcerated parent. The OSDE's intent is to align a stable, caring adult with each of these at-risk students. When listing characteristics of adult mentors, the toolkit *Mentoring Children of Incarcerated Parents*[33] notes the importance of a consistent adult presence, "What children of incarcerated parents need, above all, is stable, reliable care from adults." When considering at-risk factors for school success, this student population must not go unidentified or supported. Research suggests that having one dependable adult in the life of a child whose parent is incarcerated contributes to academic success. Providing a stable adult in the lives of the 1 in 10 Oklahoma students requires a systemic approach to tiered intervention and mentorship programming for students. The OSDE's strategies to support students with incarcerated parents and other at-risk students include the following:

- **Strategy 1.3:** Improve student equitable access to meaningful and diverse pathways that lead to careers and postsecondary opportunities.
- **Strategy 1.4:** Enable educators to meaningfully use data from a high-quality assessment and accountability system to increase student learning and close the achievement gap.
- **Strategy 1.5:** Reduce barriers to equity and close the opportunity and achievement gap for all students.
- **Strategy 3.3:** Build and maintain working relationships and ongoing feedback mechanisms with diverse partners and advisory groups.

1. Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

The identification and support of kids with incarcerated parents is an Oklahoma initiative that will require partnering with other entities interested in this work, such as the Oklahoma Department of Correction, the Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), the Oklahoma Commission for Children and Youth, the Oklahoma Messages Project and the Oklahoma Institute for Child Advocacy.

The OSDE supports the transition of students from a neglected, delinquent or correctional facility to a traditional LEA, by allowing student data access to the LEA administering the educational program in the correctional facility. In addition, state agencies are required to set aside at least 15% of Title I, Part D, allocation to perform transition activities for neglected and delinquent students.

OSDE's plan for assisting state agencies and LEAs in the transition of children and youth between correctional facilities and locally operated programs includes, but is not limited to

- requiring state agencies to reserve, in the grant application, at least 15% of allocated Title I, Part D funds for activities that help students transition from eligible institutions, projects, and programs into postsecondary education opportunities.
- requiring LEAs to indicate, in the grant application, how awarded funds support the successful re-enrollment of eligible students in secondary or postsecondary schools upon exiting a neglected or delinquent facility.

[33] LEARNS. "Mentoring Children of Incarcerated Parents: A Toolkit for Senior Corps Directors," *Corporation for National & Community Service.* June 2004.

- requiring state agencies and LEAs to describe, in the grant application, strategies that ensure children and youth are re-enrolled in secondary or postsecondary education upon exit from a neglected or delinquent facility. The OSDE requires state agencies and LEAs to report, in the annual neglected and delinquent report, the number of neglected or delinquent children that obtain a high school diploma prior to exiting the neglected or delinquent facility.
- supporting credit accrual and recovery for neglected and delinquent children by providing professional development webinars on best practice strategies that increase the credit accrual or recovery.
- providing trainings to state agencies and LEAs on how to prepare the neglected and delinquent youth for postsecondary education or career and technical training programs.
- collaborating with community organizations that may become resources for state agencies and LEAs to help students make a successful transition to postsecondary education and/or employment.
- facilitating collaboration among state agencies, LEAs and the tribal education agencies in Oklahoma to increase awareness of programs that help youth offenders reenter the workforce, and/or attend postsecondary education, or career and technical training programs.

Another intervention that will be an OSDE priority involves nourishment, as 1 in 4 Oklahoma children struggle with hunger. Research shows that hunger leads to decreased academic achievement in school.[34] Subsequently, the OSDE will encourage LEAs and aid them in pursuing all efforts to attain directly certified status (pre-qualification for free lunches based on income) for as many students as possible. These efforts will include continued collaboration with tribal nations and groups statewide to achieve easier access to free meals for their students. Efforts to incorporate Food Distribution Program on Indian Reservations (FDPIR) recipients' data with Supplemental Nutrition Assistance Program (SNAP) data will continue to be an active pursuit.

Community Eligibility Provision (CEP), the U.S. Department of Agriculture's provision to provide free meal access to all students, will continue to be encouraged and implemented in as many LEAs and their sites as possible. CEP allows more students to eat lunch without financial barriers. Oklahoma will focus on policies and procedure to see significant gains in the number of districts participating in the CEP. Oklahoma's goal is to increase the number of districts providing free meal access to all students by 100 by 2025.

> **"Hunger leads to decreased academic achievement in school."**

Repeated studies illustrate that students increase learning capabilities and maintain better behavior when they have started the day free of hunger. Schools are being encouraged to augment student participation in school breakfast through efforts and assistance for LEAs to implement "Breakfast in the Classroom" or some alternative method to the traditional service in the cafeteria. This initiative will include not only the methods used in serving the meal, but also improvement of the breakfast menus being offered. Training sessions and technical assistance efforts will begin in the summer of 2017 with presentations via statewide conferences for administrators, teachers, support staff and parents. Currently, the OSDE serves more than 35 million breakfasts in Oklahoma and, through alternative methods, would increase participation 25% by 2025.

The Summer Food Service Program (SFSP) meal program will remain a focused effort. Among the obstacles needing to be overcome are Oklahoma's demographics in many rural areas. Because few to no SFSP sites operate in a large number of counties, major efforts continue to increase the number of sponsors and sites, as has been the case in recent years. While Oklahoma has 645 feeding sites and 162 sponsors, the OSDE would like to see greater participation. In 2016, the number of meals served in the summer was 1,438,852. Oklahoma's goal is to increase this number by 10% by 2025.

[34] Food Research and Action Center. "Breakfast for Learning: Scientific Research on the link between children's nutrition and academic performance." October 2016.

The OSDE's long-range plan is to help eligible children benefit from the dinner program provided by the USDA. Through training and bringing awareness to the program, the OSDE expects to see participation grow across Oklahoma.

2. Program Objectives and Outcomes (ESEA section 1414(a)(2)(A)): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

To ensure neglected and delinquent children and youth have an opportunity to participate in effective educational programs, the OSDE has established the following objectives to assess the effectiveness of the Title I, Part D program:

Objective 1: The OSDE collaborates with state agencies and LEAs to identify quantifiable indicators of academic growth as it relates to program outcomes for neglected and delinquent children and youth.

Objective 2: The OSDE continues to collect the Neglected or Delinquent student data for the Consolidated State Performance Report (CSPR) LEAs provide pre/post reading and mathematics assessments of neglected or delinquent students. Gathering such data can help determine the effectiveness of the educational programs.

Objective 3: The OSDE collaborates with state agencies and LEAs that decide to pursue "pay for success model" and evidence-based approaches that aim to improve overall academic achievement of neglected, delinquent or at-risk children and youth. The OSDE may provide letters of support, attend meetings, and offer other state-level support for state agencies and LEAs that pursue "pay for success" initiatives.

To achieve these objectives, the OSDE will collect quantifiable growth data through the CSPR relative to reading and math based on pre/post assessments of neglected and delinquent children and youth. In addition, the OSDE will develop a survey addressed to facility personnel to collect a program evaluation report that may include information such as, student assessment data, behavior or discipline data, attendance data and data regarding the effectiveness of the educational program offered by the LEA.

The OSDE will evaluate neglected and delinquent programs by

- reviewing the state agency's and LEA's application funding request;
- conducting desktop and on-site monitoring of state agencies and LEAs that provide educational services to neglected, delinquent, or at-risk youth; and
- collecting an evaluation report from the state agencies, the LEAs and the correctional facilities at the end of each school year.

D. Title II, Part A: Supporting Effective Instruction

As part of the OSDE's Strategic plan, the agency supports the recruitment, preparation and retention of effective teachers and leaders. Oklahoma is experiencing a critical teacher shortage that has only underscored the great need for an effective teacher in every classroom. The ability to provide teachers from various credentialing backgrounds is not the current challenge; rather, the struggle is to place effective teachers in classrooms across the state. The same is true for the placement of effective leaders in each school building.

The following strategies depict the efforts of supporting excellent educators.

- **Strategy 1.2:** Ensure effective implementation of Oklahoma's academic standards by using available data to target high-quality, aligned resources to educators.
- **Strategy 1.4:** Enable educators to meaningfully use data from a high-quality assessment and accountability system to increase student learning.
- **Strategy 2.1:** Reinforce the teacher pipeline by supporting teacher pre-service training, recruitment, preparation and retention.
- **Strategy 2.2:** Provide support and professional learning to increase instructional capacity for teachers and leaders.
- **Strategy 2.3:** Provide district and school leaders with the training and support needed to improve instruction in their schools.
- **Strategy 3.1:** Advocate for a strong public education system and elevate the education profession.

1. Use of Funds (ESEA section 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

The OSDE plans to set aside 5% of the allocated Title II, Part A funds, using 1% for administrative costs and the remainder to champion efforts that attract, prepare, develop and retain effective teachers and leaders. Though an additional 3% may be set aside for state-level activities, the OSDE will not utilize those allowable funds. During state budgetary challenges, it is important that the federal funds expected by LEAs not be disrupted.

The OSDE plans to use Title II, Part A funds for the following state-level initiatives:

- Recognize and implement Learning Forward[35] Standards for Professional Learning to support newly implemented academic standards. The new definition of professional development emphasizes activities that are sustained, intensive, collaborative, job-embedded, data-driven and classroom-focused. Learning Forward standards will anchor the professional development offerings from the OSDE that, in turn, will foster student achievement.
- Implement a Professional Learning Focus (PL Focus), emphasizing professional growth and ownership, as part of the state's evaluation system.
- Strengthen the teacher residency program that provides support for strong mentorship and induction programs for new teachers.

[35] Learning Forward. "Definition of Professional Development," *The Professional Learning Association*. 2015.

- Improve quality and effectiveness of principals and other school leaders through established Lead 2 Succeed and Moving UP programs (descriptions in Appendices 13 and 14).
- Ensure implementation of the teacher-leader career ladder, established in state law to elevate teachers who take on responsibilities of mentor, model and lead roles while receiving additional compensation.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

For low-income and minority students to gain greater access to effective educators, the state will extend capacity to continue implementation of Equitable Access to Excellent Educators plan strategies:

- meaningful professional development,
- leadership training, and
- partnership with educator preparation programs.

The first two of the aforementioned points are apparent state-level initiatives. The third, partnership with educators preparation programs, will continue to be strengthened through recruitment and preparation of teachers. Acknowledging the decline in educator preparation enrollment, Title II, A funds will be utilized for recruitment and retention efforts.

For the full Equitable Access to Excellent Educators plan, see Appendix 15.

3. System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

The following are routes to certification for a teacher:

Traditional

- Oklahoma teacher preparation program: Completion of a state-approved teacher education program and the passing of state teacher certification assessments (OGET, OSAT, OPTE)[36]
- Out-of-state certified teachers (reciprocity): Teachers coming to Oklahoma who have teacher certification in another state. They apply with their out-of-state certificate and receive a two-year provisional certificate. After one year's employment in Oklahoma, they may apply for standard certification.

Non-traditional

- Alternative certification program: Individuals with at least a bachelor's degree in a subject other than teacher education. These individuals must meet the prerequisite of a bachelor's degree with a college major or work experience in the available teaching field. Upon passing a teacher certification test, they will receive three years of certification to complete the OPTE and any assigned professional education coursework.

[36] OGET – Oklahoma General Education Test, OSAT – Oklahoma Subject Area Test, OPTE – Oklahoma Professional Teacher Examination

- Paraprofessionals to Teachers: Individuals with at least a bachelor's degree and teacher assistant experience who want to teach elementary, early childhood or special education. They must have a bachelor's degree, a college grade point average of 2.5 and one year of experience as a paraprofessional or a teacher assistant in early childhood, elementary or special education. Applicants must pass the OGET, OPTE and OSAT in the area of their expertise upon which they will be issued a one-year provisional certification that can be renewed twice. By the end of their third year of teaching, individuals must have completed 12 hours of assigned coursework to receive a standard teaching certificate.
- Teach for America: Individuals with at least a bachelor's degree. Recommended for certification by completing certification requirements of the national Teach for America organization. Individuals receive an initial two-year teaching credential. They must meet testing and any other Teach for America requirements to move to a five-year standard certificate after the initial two years.
- American Board (ABCTE): Recommended for certification by completing certification requirements of this national organization. The applicant submits verification of ABCTE certification and is issued a one-year non-renewable certification. They must complete the ABCTE mentorship program before receiving a five-year standard certificate.
- Non-traditional special education (boot camp): An individual with 150 clock hours of workshops needed to get their provisional special education certificate. Applicants must have a bachelor's degree and be admitted by the boot camp provider. When completed, applicants must submit a completion certificate and apply for a one-year provisional certificate. The certificate can be renewed two times with six credit hours of coursework each year. Once a college or university verifies completion of a non-traditional special education program, that individual can apply for a standard certificate.
- Troops to Teachers: Veterans with at least a bachelor's degree in a subject other than teacher education. Individuals must meet the prerequisite of a bachelor's degree with a college major or work experience in the available teaching field. They must pass a teacher certification test upon which they will receive three years of certification to complete the OPTE and any assigned professional education coursework. They must also meet experience requirements.
- 4-year-olds and younger: Individuals must have at least a bachelor's degree and five years of Head Start experience, hold a child development associate credential, pass the OGET and Early Childhood OSAT to receive a standard certificate

An individual who wants to be certified as a school administrator in Oklahoma must pursue one of the following:

- Complete a state-approved program in Oklahoma and take the appropriately aligned test.
- Be able to provide a copy of a state-issued administration certification from another state.
- If an individual has completed an approved out-of-state certification program but did not acquire certification, one may provide verification of the program's completion and then pass the appropriately aligned test.
- Establish a plan of study with an Oklahoma university, take appropriate test and receive a three-year alternative administration certificate (see Appendix 16).

4. **Improving Skills of Educators (ESEA section 2101(d)(2)(J)): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.**

The OSDE will help to improve educators' skills with a focus on students with specific learning needs. The various offices at the OSDE such as curriculum and instruction, special education, and educator effectiveness contribute to professional development (PD) delivered in an array of formats – live workshops, webinars and "PD On Your Plan." Rich resources are continuously being vetted and updated on the OSDE website for access by educators. Specific vetting of open education resources (OER) is underway, as Oklahoma is part of the U.S. Department of Education's #GoOpen campaign. This initiative encourages states, schools districts and educators to use openly licensed educational materials that promote high-quality content, increase equity, save money and empower teachers.

The OSDE is poised to align the state's Teacher Leader Effectiveness (TLE) evaluation system to newly defined professional development that emphasizes sustained, intensive, collaborative, job-embedded, data-driven and classroom-focused educator capacity building. The evaluation system is rich in professional growth and requires annual growth goals from every educator through individual Professional Learning (PL) Focus plans. Through professional consultation following observation, those growth goals can be tailored to specific student needs.

It is imperative that the state expand administrator-focused professional learning experiences. Two such programs currently offered are Lead 2 Succeed and Moving UP, discussed previously. A 15-month, intensive series of training, Lead 2 Succeed is grounded in curriculum from the National Institute for School Leadership (NISL). Two cohorts of Oklahoma principals and assistant principals have been trained to serve as change agents in their respective schools. Moving UP focuses on equipping assistant and novice principals with skills and supports to assist the transition to head administrator.

5. **Data and Consultation (ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.**

A feature of the OSDE's state longitudinal data system is the foundation of an educator dashboard to help educators make instructional decisions about their students. In addition, the dashboard will serve as a source of indicators for educator professional growth. The OSDE will provide training to teachers and administrators in how to utilize the dashboard data to make informed instructional decisions.

[16] OEQA – *The Office of Educational Quality and Accountability supports high level student performance by ensuring quality evidence based educator preparation, improving P20 school efficiency and effectiveness, and providing comprehensive statistical information for all stakeholders.*

[17] NTEP – Sponsored by CCSSO emphasizing readiness for teaching and leading

6. Teacher Preparation (ESEA section 2101(d)(2)(M)): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

Multiple partnerships for recruiting, preparing and retaining educators have formed in an effort to address the severe teacher shortage in Oklahoma. The OSDE's partnership with educator preparation programs in the state as well as collaboration with the Office of Educational Quality and Accountability[37] and the State Regents for Higher Education are targeting quality preparation. One such effort is the work through the Network for Transforming Educator Preparation (NTEP),[38] a pilot project delivering college-credit coursework (classroom management and pedagogy) to emergency certified teachers. Another NTEP product is the creation of a data mapping and sharing initiative that informs educator preparation programs of the success their graduates have in the classroom.

Stakeholder Recommendations	OSDE Implementation
When asked what data are important to have when determining the academic success and college/career readiness of students, several responses suggested using graduation rate data to better inform success strategies.	The OSDE will provide college- and career-readiness activities leading to improved graduation rates. Such activities include ensuring students complete an ICAP and providing college assessments (ACT and SAT) for all juniors during the school day.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement.

The English Learner (EL) population in Oklahoma continues to rise, having increased by nearly 10,000 students in less than five years. Additionally, more than 180 languages are spoken in the homes of Oklahoma's schoolchildren. The languages, and thus the needs are diverse. The top five languages spoken in Oklahoma include, Spanish/Castilian, Cherokee, Vietnamese, Hmong and Chinese. With these challenges in mind, the following strategies are in place to support Oklahoma's EL population:

- **Strategy 1.2:** Ensure effective implementation of Oklahoma's academic standards by using available data to target high quality, aligned resources to educators.
- **Strategy 1.3:** Improve student equitable access to meaningful and diverse pathways that lead to careers and postsecondary opportunities.
- **Strategy 1.4:** Enable educators to meaningfully use data from a high-quality assessment and accountability system to increase student learning and close the achievement gap.
- **Strategy 1.5:** Reduce barriers to equity and close the opportunity and achievement gap for all students.
- **Strategy 2.2:** Provide support and professional learning to increase instructinoal capacity for teachers and leaders.
- **Strategy 3.2:** Strengthen and increase family and community engagement to support student learning.
- **Strategy 3.3:** Build and maintain working relationships and ongoing feedback mechanisms with diverse partners and advisory groups.

1. Entrance and Exit Procedures (ESEA section 3113(b)(2)): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

The English Learner (EL) program entrance procedures for students occur in the following manner:

All students enrolled in a public school in Oklahoma are required to have a home language survey (HLS) completed by the parent or guardian and kept on file by the students' attending district. The HLS poses three questions about a student's specific linguistic history. If two or more answers are a language other than English, the student is seen as influenced by an environment where a language other than English is spoken "more often." If the student is not a native English speaker, this student will be given a placement assessment such as WIDA Screener, PKST, WAPT, K-WAPT, or MODEL no later than 30 days after enrollment. To meet this requirement, OSDE requires LEAs to sign assurances in the online Grants Management System (GMS). At this time, the OSDE recommends that a student is designated EL if his or her placement assessment score is below a Literacy Proficiency level of 4.5 (encompassing both reading and writing domains) and a Composite Proficiency level of 5.0 (encompassing all four domains of reading, writing, speaking, and listening) on the WAPT or WIDA Screener. It is important to note that the K-WAPT placement assessment does not allow scores sufficiently high to qualify the student as proficient; therefore, if a student is administered the K-WAPT, he/she will be classified as EL until testing proficient on the ACCESS 2.0 proficiency assessment at the end of the first grade year, or by testing proficient through all four language domains on the K-ACCESS 2.0 at the end of the kindergarten year.

If the HLS responses indicate a language other than English one out of three times, the student is classified as influenced by an environment where a language other than English is spoken "less often." In this case, the student will be given one of the WIDA placement assessments if he or she

- is not a native English speaker,
- has no previous state content assessment scores, and
- has English language state content assessment scores that indicate unsatisfactory or limited knowledge.

For clarification, while the HLS can assist in identifying those students who may need EL services, it is in no way determinative of EL status. Only a WIDA assessment can justify entrance or exit from an EL program. Additionally, the HLS does not preclude a district from assessing a student who may have linguistic issues and be in need of support, regardless of the student's responses on the HLS.

The exit procedures from the English Learner (EL) program are as follows:

If students reach language proficiency by scoring 4.5 or greater on Literacy Proficiency level and a 5.0 or greater on Composite Proficiency level on the ACCESS 2.0 proficiency assessment, at this time the OSDE recommends that students no longer receive EL services that no accommodations be provided on state assessments, and they will not be considered ELs. Then, students are monitored for the four subsequent years (or until graduation from high school, whichever comes first), and may qualify to exit the EL program at the end of the four-year period. During the monitoring, the OSDE requires LEAs to establish various forms of communication among parent-teacher-students (such as written communication, online data systems, conferences, etc.) to ensure that parents are informed about students' academic progress, students' EL services status and if interventions are needed for students' academic success.

Current proficiency scores were determined through a collaborative process between the SEA and participating LEAs within the two statewide Title III, A consortiums. These two groups are comprised of LEAs that represent the geographic and cultural diversity of Oklahoma. Each consortium meets monthly to discuss issues in EL education and is a valuable collaborative resource in fostering state and local partnerships. Discussion regarding exit procedures for EL students is ongoing and a standing topic within the consortium meetings. Considering that WIDA proficiency assessment for the 2015-16 academic year utilized a new ELP assessment, the state and relevant stakeholders have agreed to postpone any decision regarding the entry and exit criteria cut scores until more data are collected and analyzed.

2. SEA Support for English Learner Progress (ESEA section 3113(b)(6)): Describe how the SEA will assist eligible entities in meeting.

i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G).

Oklahoma is a large and geographically diverse state. With this diversity comes significant district disparity in demographics and funding. The OSDE's priority is to ensure that EL and immigrant students are provided effective and equal instructional programs designed to assist students in meeting challenging state academic standards. To meet this obligation, the OSDE has provided meaningful assistance and consultation to LEAs serving EL and immigrant students by supporting multiple avenues of administrative, teacher and student support.

OSDE is continually working to streamline the processes related to both the administrative and instructional needs of EL students. When fully implemented, the following strategies will better support the work of local administrators and educators to ensure EL students receive the educational supports necessary for EL progress towards growth on both interim and long-term state goals.

1. The OSDE assists LEAs in identification, placement and development of student Language Instructional Education Plans (LIEPs). Proper identification and placement of EL students based on their English language proficiency level helps students work diligently towards meeting the challenging state academic standards. The OSDE hosts a series of webinars to address the basic requirements and responsibilities of new EL testing coordinators and program directors, administrative components of EL education including the bilingual count verification and English learner (EL) identification processes packet (to establish state bilingual funding status and aid in deciding appropriate EL placement assessment), proper student information coding of EL students in local student information systems (SISs), and the development of student LIEPs.

2. The OSDE, in conjunction with the state ELP assessment provider (WIDA), offers training opportunities for successful implementation of the state ELP assessment, which will lead to proper student placement. Within the scope of the contract with the state ELP assessment provider, the state receives the option of selecting various professional development opportunities reflecting both assessment administration and instructional aspects of EL education. The state works to allocate available professional development to address both of these areas. In the current year, as in past years, the state has opted to use approximately half of the professional development available from the ELP assessment provider to focus specifically on successful implementation of the EL placement and proficiency assessments. This decision was made due to the relative complexity of the ELP assessment process and the ongoing need for training among less experienced staff working with EL assessment at the local level. The remaining professional development available is expended on training targeted at supports for greater efficacy in EL instruction. The specific training provided is ultimately decided on by the OSDE after collaboration with the state consortium of EL directors to identify how those areas of greatest need can be best addressed through ELP assessment provider offerings.

3. The OSDE office of federal programs hosts an annual state EL Academy at the beginning of each academic year. The purpose of the event is to educate and inform LEA staff who directly serve EL and immigrant students about best practices in EL and immigrant education. The focus of the EL Academy will be on

    - instructional strategies for all teachers, regardless of grade level or content, on working with EL students to improve their academic achievement and language acquisition;
    - strategies for all school leaders (including principals and superintendents) on meeting the academic, social and emotional needs of EL students;
    - strategies for parent and family engagement that will help EL students not only reach fluency in English, but also increase student retention and graduation; and
    - increasing teacher awareness of the cultural and linguistic wealth EL students bring into the classroom, and how their uniqueness can contribute to the increase of their fluency and literacy in English.

The OSDE intends to enhance capacity to provide EL instructional support to teachers, offering specific content area instructional resources. To better address the academic needs of EL students in Oklahoma, and to help them work toward meeting the state academic achievement standards, tailored training will be provided to the individual needs of an LEA by

- directly assisting classroom teachers in adopting best practices to provide meaningful content area instruction to EL students;
- sharing strategies on challenging the linguistic and cognitive development of EL students to help them reach their full academic potential on challenging state standards.

4. In addition to instructional supports for educators, the OSDE also provides administrative support that indirectly impacts EL performance on challenging state academic standards. Administrative support comes primarily through events such as the EngageOK conference and the Joint Federal Programs Summit. These events provide the opportunity to train administrative staff regarding updates to federal policy related to EL instruction and operation of state-level systems, and to gather feedback to address specific, district-level concerns. These events also allow district and site-level staff to interact directly with state program area experts, which serves to clarify the expectations and requirements of federal law, and the mechanisms in place at the state level that allow the expenditure of supplemental Title III, A federal funds.

5. In addition to the professional development opportunities described above, the OSDE maintains a robust online portal of resources for those state educators unable to take advantage of face-to-face training sessions. Both the Comprehensive Academic Resource and Training Toolkit (CARTT) and the Title III, A section of the OSDE website contain numerous resources for educators to use to inform and supplement EL instruction. Webinars produced by the OSDE relating to EL policies, procedures and guidance are also posted here.

ii. The challenging state academic standards

Oklahoma is a large and geographically diverse state. With this diversity comes significant disparities in districts with regard to demographics and funding. The OSDE's priority is to ensure that EL and immigrant students are provided effective and equal instructional programs designed to assist students in meeting challenging state academic standards. To meet this obligation, the OSDE has provided meaningful assistance and consultation to LEAs serving EL and immigrant students by supporting

- continuous workshops and webinars provided through the state EL-testing vendor (WIDA);
- online assistance and information relevant to EL and immigrant education through the Comprehensive Academic Resource and Training Toolkit (CARTT), shown in Figure 14 and Appendix 17;
- the Title III, A webpage of the OSDE website with information regarding current Title III, A policies, procedures, and guidance;
- ongoing review of LEA Title III, A applications and expenditure requests to ensure district spending on supplemental resources for EL and immigrant students is in accordance with federal guidance and best-practices in implementing an EL program; and
- ongoing Title III, A technical assistance and support through the Office of Federal Programs.

Figure 14: CARTT for ELs Eight Modules

Moving forward, the OSDE has made a commitment to continue the support of these practices to best serve state EL and immigrant learners. In addition, the office of federal programs will host an annual state EL Academy to be held at the beginning of each academic year. The purpose of the event is to educate and inform LEA staff who directly serve EL and immigrant students about best practices in EL and immigrant education, guidance concerning the expenditure of Title III, A funds, how local programs can fulfill federal Title III, A requirements, and how to access funds through the state Grants Management System. The impetus behind this initiative stems from LEA requests for additional learning opportunities regarding their EL and immigrant populations. The ultimate goals are to create greater understanding of what constitutes an EL and immigrant program at the LEA level, and to foster greater communication and collaboration between the OSDE and the LEAs and among the LEAs themselves.

The OSDE will also create a series of webinars that address issues regarding state EL and immigrant students. Given the size of the state and the current funding limitations in many LEAs, many LEA staff serving EL and immigrant students may be unable to attend the state EL Academy meeting described above. To address this issue, the office of federal programs will create informational webinars outlining the major components of EL and immigrant education. Initially, the webinar series will address and discuss the 2017-18 Home Language Survey. Subsequent webinars will include, but not be limited to, the Bilingual Count Verification and English Learner (EL) Identification Processes packet, proper student information coding of EL students, and a discussion of the basic requirements and responsibilities of new EL testing coordinators and program directors. In addition, the office of federal programs will release an annual survey that will allow LEAs to suggest further webinar topics. As with the state EL Academy meeting, the goal of this initiative is to better support successful EL and immigrant services at the LEA level by providing guidance on how those local programs should appear and by addressing deficiencies in knowledge as they are identified.

The OSDE has community partners, such as the Oklahoma Foundation for Excellence, to extend support to English Learners by equipping EL teachers with the necessary knowledge and skills to effectively instruct EL students. This foundation has provided professional development support to teachers and is considering additional creative means for high-quality professional learning.

3. Monitoring and Technical Assistance (ESEA section 3113(b)(8)): Describe:

i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and

Oklahoma monitors all LEAs in the state, including Title III, A subgrantees, in their ability to progress EL students toward English language proficiency through student scores on both the OSTP state content assessments and the state ELPA. These scores are then factored into the state accountability system to identify those schools in need of additional assistance. LEAs are required to provide EL services to those students who qualify. These students, while classified as EL, still participate in OSTP as non-EL students, although ELs' scores are not counted for site accountability for the first two years of enrollment in the United States.

ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

The OSDE works to provide further assistance to LEAs serving EL students, including Title III, A subgrantees, whose current strategies are determined to be insufficient based on state assessment data.

Schools that are identified for targeted support and improvement (TSI) will receive supplemental funding and will be required to complete a Nine Essential Elements Needs Assessment as part of developing a TSI plan. This plan will require sites to identify evidence-based strategies and interventions focused on the needs of the lowest performing EL students. TSI will be provided technical assistance and support by the office of school support throughout the designation cycle with an increase in support provided to sites that do not meet exit criteria after the first year. Sites with a TSI designation that do not meet exit criteria over a three year period will receive a comprehensive support and improvement (CSI) designation.

Schools identified for comprehensive support and intervention are those whose EL students' performance levels are in the bottom 5% in the state in ELA and/or math based on the OSTP and who do not demonstrate a statistically-significant positive growth trajectory in either or both of these subject areas (depending upon which subject-area metric determined their designation initially) over a three-year period. If EL performance is identified as a factor in CSI designation, a percentage of the first-year supplemental assistance money received by the site should be used to implement an intervention targeted at EL growth as part of a consistent schoolwide plan of improvement required to be completed for every year the school maintains the designation. Schools receiving a CSI designation are provided specific growth targets calculated by the state that reflect those student groups in need of intervention. These schools continue to receive the individualized evidence-based intensive supports and interventions until their growth targets are met and they are no longer classified as CSI schools.

Stakeholder Recommendations	OSDE Implementation
When asked how the OSDE can help teachers and leaders serve English learners, respondents emphasized the need for direct services to students and families through engagement.	The OSDE will champion wrap-around services and purposeful two-way communication to best equip English learners for success in school and beyond.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

The OSDE recognizes that a holistic approach to the student support and academic enrichment (SSAE) grants is necessary to effectively improve students' academic achievement by improving the capacity of LEAs, schools and local communities to

- provide all students with access to a well-rounded education;
- improve school conditions for student learning; and
- improve the use of technology in order to improve the academic achievement and digital literacy of all students.

The funds available under this title provide a particular advantage to Oklahoma as the title's purpose is well-aligned to the following components of the OSDE Strategic plan:

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

To leverage these title funds to enhance the current work in Oklahoma, state activities must be designed to build a shared understanding of the complex system that helps to serve the whole child. Monitoring, technical assistance and training must be built in a manner that creates support structures to

- improve capacity;
- identify and eliminate barriers to the coordination and integration of programs; and
- increase the cooperation of funding streams and resources across agencies, schools and community-based services and programs.

The OSDE believes that the Whole Child Tenets[39] provide a meaningful perspective that helps to orient the work of the agency and the funds received under this title.

Whole Child Tenets

The OSDE recognizes the Whole Child Tenets as essential to a well-rounded education. The agency's approach to serving the whole child is based on the Association of Supervision and Curriculum Development (ASCD) and Centers for Disease Control (CDC) Whole Child, Whole School, Whole Community model that includes strategies for all students to be safe, healthy, challenged, engaged and supported.

- Each student enters school healthy and learns about and practices a healthy lifestyle.
- Each student learns in an environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.

[39]Association of Supervision and Curriculum Development. "Whole Child Tenets," *Whole Child Education*. 2013.

- Each student has access to personalized learning and is supported by qualified, caring adults.
- Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

Figure 15: ASCD Whole Child Tenets

To accomplish an ambitious vision for serving the Whole Child, the OSDE will deploy a host of state activities.

1. Use of Funds (ESEA section 4103(c)(2)(A)): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

Building strategies to serve the "whole child" provides the right opportunity to coordinate federal funds with state and local dollars at the agency and LEA level. To address the varying needs of all students, funds across the titles of ESEA alongside funding streams from other agencies can be braided together for a more comprehensive approach.

Braiding is a funding and resource allocation strategy that taps into existing categorical funding streams and uses them to support unified initiatives in a manner as flexible and integrated as possible. Unlike blended funding, braided funding streams remain visible and are used in common to produce greater strength, efficiency and/or effectiveness. This allows resources to be tracked more closely for the purpose of accounting to state and federal administrators, thereby contributing to long-term sustainability. Implementing a braided funding approach requires significant attention be paid to administrative issues. It is critical that communities ensure continued accountability for assessing services, data collection and reporting requirements of each collaborating agency.

The OSDE envisions partnering with all programs in relationship with the ESSA to foster collaboration and coordination – including within the OSDE and outside agencies – to braid funding to educate the whole child. The agency has created a committee with representatives from the Oklahoma Department of Rehabilitation Services, Oklahoma State Department of Health, Oklahoma Department of Human Services, Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma Department of Career and Technology Education and the Oklahoma Office of Workforce Development to identify possible funding streams for collaboration guiding students to become productive within the Oklahoma workforce.

Research has consistently demonstrated the value of spending time in enrichment activities and courses for developing critical-thinking, problem-solving, teamwork, creativity and communication skills. In the arts, for example, a RAND study[40] highlights the value in promoting underlying attributes linked to life-ready skills such as creativity, persistence and the ability to communicate and collaborate.

> **A RAND study highlights the value of the arts in promoting attributes such as creativity, persistence and the ability to communicate and collaborate.**

The OSDE will use funds set aside for state level activities to develop a process for defining, identifying and supporting Programs of Distinction. These structures will be designed with the intent to encourage LEAs to focus on well-rounded educational efforts for students, rather than a continued hyper-focus on English language arts, mathematics and science driven by state testing and accountability.

The OSDE – in cooperation with LEAs and relevant agencies and organizations – will develop Program of Distinction rubrics that meaningfully incorporate activities to support well-rounded educational opportunities, safe and healthy schools, and effective use of technology. Borrowing an example from similar programs in other states – such as the PEP Award for world language programs in Pennsylvania[41]– these rubrics will include a set of indicators providing LEAs the ability to submit evidence that, in turn, would allow them statewide public recognition through the state accountability reporting dashboard.

The state has intention to begin with rubrics for the following areas: world languages, social studies/civics, the fine arts, physical education/health, technology, Advanced Placement (AP)/International Baccalaureate (IB) education, and Science Technology Engineering Mathematics (STEM). Potential model rubrics are reflected in Appendices 18 and 19.

All LEAs will have the opportunity to submit evidence to the OSDE every three years to demonstrate their level of distinction: bronze, silver or gold. By allowing LEAs to submit evidence to prove the quality of their locally developed programs, Oklahoma strengthens school choice by providing additional information for families to make decisions about the education best for their child.

The OSDE will regularly bring together recipient LEAs and consortia (both virtually and in person) to provide technical assistance and trainings regarding the expectations of the SSAE grants and practice-based evidence that is showing promise across the state as positively impacting the identified indicators.

Additionally, the OSDE will consider activities such as small working groups to help create more targeted support to districts that are pursuing improvements in common indicators, to reduce duplication of effort, leverage wise and promising practices, and ensure that practical measures are utilized as a critical part of the improvement cycle. Through this work innovative approaches that improve school conditions, increase access to technology and advance well-rounded education experiences can be shared across the state.

[40] Research in the Arts, RAND Corporation, 2004

[41] Pennsylvania State Modern Language Association (PSMLA) Exemplary Program (PEP) Awards http://www.psmla.net/pep-awards

Oklahoma is a partner state of an exciting capacity-building effort: the #GoOpen campaign. The OSDE encourages schools and districts to utilize digital resources which, in turn, contribute to closing equity gaps and to saving money.

2. Awarding Subgrants (ESEA section 4103(c)(2)(B)): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

The OSDE currently plans to administer the Student Support and Academic Enrichment (SSAE) grants to all districts in the state as a formula grant. Formulas will be in the same proportion as to the districts' prior years' Title I, Part A allocations. If the OSDE does not have sufficient funds to make allocations to districts in an amount equal to the minimum of $10,000, the district allocations will be ratably reduced. All district allocations will be reduced proportionately to fit the funds that are available. Ratable reduction ensures that all of the districts will receive allocations of some amount. The SSAE grant funds can be used in conjunction with other titles within the ESSA to support interventions, activities or services being mindful that SSAE funds may be used only to supplement, not supplant, non-federal funds.

Dependent upon the amount of funds available, SSAE grants may be used more effectively through a competitive grant process as allowed under FY 17 allocations. The OSDE may opt to administer these funds through a competitive grant in the future if the opportunity exists.

Districts that receive an allocation of $30,000 or more must complete a needs assessment once every three years to analyze a district's

- access to, and opportunities for, a well-rounded education for all students;
- school conditions for student learning in order to create a healthy and safe school environment; and
- access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Once needs have been identified, districts, in partnership with stakeholders, will select relevant evidence-based activities that are likely to work in the local context. The OSDE will provide a model needs assessment to districts and, when appropriate, offer assistance in completing them. The agency will maintain a list of evidence-based resources on its website and will create a list of evidence-based practices within Oklahoma districts.

Any district that receives an allocation of $30,000 or more must spend its funds in three specific areas:

- Not less than 20% of funds must be spent on activities to support "well-rounded" education. Oklahoma defines "well-rounded" as content areas that develop deeper learning for students, but are not already addressed by the state accountability system. Based on the areas first identified under the ESSA's Well-Rounded Educational Opportunities and input from various stakeholder groups, the state has identified the following seven areas of curriculum as the focus:
    - o improving access to world languages and the fine arts,
    - o strengthening instruction in social studies/civics,

- implementing programs that support a healthy, active lifestyle (physical education/health),
- supporting effective use of technology in teaching and learning (digital literacy),
- promoting access to accelerated learning opportunities including Advanced Placement (AP)/ International Baccalaureate (IB) education,
- and providing programming to improve instruction and student engagement in Science, Technology, Engineering, and Mathematics (STEM).

- Not less than 20% of funds must be spent on activities to support "safe and healthy" students. This could include programs and activities such as social and emotional learning, comprehensive mental health awareness training, school-based counseling, violence prevention, bullying prevention, physical education, and integrated systems of student and family support.
- A portion of funds should support effective use of technology. This could include increased personalized learning experiences, building technological capacity and infrastructure, carrying out blended learning projects, and professional development in using data and technology to improve instruction. There will be a limitation that no more than 15% of funds may be used for purchasing technology infrastructure, including devices, equipment and software applications.

Stakeholder Recommendations	OSDE Implementation
When stakeholders were asked if they believe a strategy to align assessment, accountability and teacher quality with state academic standards is meaningful, nearly 44% responded yes. Just over 21% replied no, and more than 34% were unsure. For those who were unsure, comments reflecting parental contact and the home context accompanied their responses. Also mentioned were teacher qualifications and time for teachers to make the proper alignment.	The OSDE will consider funding that incentivizes programs for teacher retention and for class size challenges. Oklahoma will champion intentional professional development that aligns with teaching diverse learners, incorporates project-based learning and equips teachers and leaders with enhanced data literacy.
When asked what the OSDE, school districts, tribes, and community-based organizations can do to support a learning environment to better prepare diverse learners (i.e. English learners, children with disabilities, migratory children, American Indian and homeless children) for college and careers, the following themes emerged: • Funding • Professional development • Whole student emphasis • Academic rigor • College- and career-ready focus • Family and community engagement	The OSDE recognizes that the successful support of all students is contingent upon whole student emphasis that includes social services, life-skills access, and social and emotional support, including safe environments. Oklahoma makes a commitment to academic rigor that is defined by intense student engagement and technology-infused facilitation. One-on-one instruction will be effectively utilized when appropriate for success of all students. Access to college and career pathways will be afforded to all students, including access to early advisement, mentoring and internship opportunities. Family and community engagement will be a continued focus by way of purposeful, two-way communication, promotion of after-school programming and enlistment of other state agencies for contribution to overall success of all students.
When asked what is missing in Oklahoma schools that students need to receive a well-rounded education, responses targeted the Arts, social skill development, technology implementation and bilingual education.	The OSDE will promote and recognize levels of distinction found in individual schools. Such levels of distinction include incorporation of the arts, Indian education, STEM, health, world languages and gifted and talented emphasis.

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

G. Title IV, Part B: 21st Century Community Learning Centers

The Oklahoma State Department of Education (OSDE) 21st Century Community Learning Center (CCLC) program assists students attending high poverty, low-performing schools in succeeding academically by providing services to students and their families during the out-of-school hours. Funds received under the 21st CCLC program will be used to provide programs focused on helping students meet state and local standards in core academic subjects, such as reading and mathematics; offering students a broad array of enrichment activities that complement the students' regular academic program; and offering literacy and other educational services to the families of participating children and youth.

The following strategies of support are from the OSDE's Strategic plan.

- **Strategy 1.2:** Ensure effective implementation of Oklahoma's academic standards by using available data to target high-quality, aligned resources to educators.
- **Strategy 1.3:** Improve student equitable access to meaningful and diverse pathways that lead to careers and postsecondary opportunities.
- **Strategy 1.5:** Reduce barriers to equity and close the opportunity and achievement gap for all students.
- **Strategy 3.2:** Strengthen and increase family and community engagement to support student learning.
- **Strategy 3.3:** Build and maintain working relationships and ongoing feedback mechanisms with diverse partners and advisory groups.

1. Use of Funds (ESEA section 4203(a)(2)): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

Oklahoma currently has 59 awarded 21st CCLC grantees operating at 101 sites and serving more than 13,500 students. Awarded through a competitive application process, grantees receive no less than $50,000 annually for a period of three years, with an option for an additional two years, provided performance measures are met.

As permitted by the ESSA, the OSDE will reserve not less than 93% of the funds to support direct services through a competitive subgrant process. These funds will support new and sustain current subgrants.

Two percent of funds will be allocated for administration of the competitive application and peer-review process including capacity-building and technical assistance to applicants and community partners. These administrative functions primarily will be implemented by the OSDE 21st CCLC staff and support a contract for an online grants-management system. The 21st CCLC application, peer review, budget, claims, Annual Performance Reporting (APR) and monitoring processes will be administered through this system.

The remaining 5% will be allocated to support periodic, comprehensive evaluation using an evidence-based afterschool improvement process; provide technical assistance driven by data; and design state activities to support high-quality programming.

Performance Evaluation

The 21st CCLC evaluation process consists of four parts:

1. Youth Program Quality Intervention (YPQI)
2. Surveys of parents, youth, staff and leader
3. Annual Performance Reporting (APR) data collection and continuation reporting
4. Program monitoring

The continuous quality improvement process for 21st CCLC grantees and sites is based on the Youth Program Quality Intervention (YPQI). In Oklahoma 21st CCLC, the continuous quality improvement process consists of the following elements:

1. Performance data: Team-based program self-assessment of instructional quality using the Youth Program Quality Assessment and collection of data for grantee and site-level Leading Indicator reports. Selected sites receive on-site visits by trained external raters using the Youth Program Quality Assessment.
2. Improvement planning: Team-based improvement planning with performance data.
3. Technical assistance/coaching: All grantees receive technical assistance support throughout continuous improvement process from the evaluation contractor. First-year site supervisors receive coaching regarding implementation of the continuous quality improvement sequence.
4. Aligned professional development in youth work methods: Afterschool teachers receive training to build instructional skills identified in the performance data.
5. Instructional coaching: Site supervisors are trained to deliver strengths-based coaching on staff instruction using selected rubrics from the Youth Program Quality Assessment as the work to implement skills learned in professional development.

The leading indicators element of the 21st CCLC evaluation is based on a multi-level theory of change extending from the policy context to the experiences of individual children. In the Oklahoma 21st CCLC system, the leading indicators describe five primary domains of program functioning and are designed to reflect aggregate performance across all of Oklahoma's 21st CCLC grantees. Additionally, each year each grantee and site will receive an individual report with statewide normative comparisons for each of the 15 indicators. The five domains and 15 indicators are:

1. Organizational Context
   - Indicator 1.1 Staffing Model: Capacity, Experience and Expertise, Job Satisfaction
   - Indicator 1.2 Continuous Improvement: Continuous Quality Improvement, Horizontal Communication, Vertical Communication
   - Indicator 1.3 Youth Governance: Youth Voice and Governance
   - Indicator 1.4 Enrollment Policy: Access & Eligibility, Targeting Academic Risk, Recruitment & Retention
2. Instructional Context
   - Indicator 2.1 Academic Press: Academic Planning, Homework and Learning, Time on Academics

- Indicator 2.2. Engaging Instruction: Youth Engagement & Belonging, Growth and Mastery Goals, Instructional Quality (Safety, Supportive Environment, Interaction, Agency, Academic Alignment, STEM)

3. External Relationships
   - Indicator 3.1 System Norms: Accountability, Collaboration
   - Indicator 3.2 Family Engagement: Parent Communication
   - Indicator 3.3 School Alignment: Student Data, School Day Content
   - Indicator 3.4 Community Resources: Community Engagement, Partners
4. Program Outcomes: Student
   - Indicator 4.1 Socio-emotional Development: Social Competencies Self Report
   - Indicator 4.2 Academic Efficacy: Work Habits, Reading/English Efficacy, Math Efficacy Self Report
   - Indicator 4.3 Academic Outcomes: Proficiency on State Achievement Test, Math Grades, Language Arts Grades
   - Indicator 4.4 School Day Behavioral Reports
5. Program Outcomes: Family
   - Indicator 5.1 Parent Satisfaction: Confidence in Care, Convenience of Care, Family School Connection

The creation of grantee- and site-level reports across the aforementioned five domains and 15 indicators will provide an opportunity to identify areas of performance that represent both strengths and areas for improvement. This is a continuous improvement process that is intended to be repeated regularly to support frequent examination of performance, constant growth in staff practices and continuous improvement in overall program quality.

Each site will be responsible for completing a self-assessment annually and writing a plan of improvement with data gleaned from that self-assessment. The site is then responsible for reporting that information on a web-based reporting site. Subgrantees will also have an external assessment of their program at least twice during their grant cycle. The external assessors will be using the same tool(s) that the subgrantee used to do their self-assessment. After the external assessment report is received, the subgrantee compares it with the self-assessment and then writes the plan of improvement using both sets of data. All state evaluation findings will be available to the public via the OSDE website.

2. Awarding Subgrants (ESEA section 4203(a)(4)): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

The OSDE 21st CCLC will distribute Title IV, Part B funds utilizing an online grants management system developed and managed in coordination with all OSDE federal education programs. Awards will be issued on a competitive basis as funds are available.

Public notification for a competitive application process and a call for peer reviewers will be conducted. The OSDE will allocate 21st CCLC administrative funds to support the peer-review process. Funds may be used for stipends to attract an adequate number of high-quality reviewers. The OSDE will prepare selected reviewers through print materials and online training. The OSDE will maintain a roster of peer reviewers from previous years.

All 21st CCLC applicants will complete a competitive application during the request-for-proposal process. The application will be developed in consultation with community, faith-based, tribal, youth development and education partners. Applications will be peer reviewed and scored on a rubric that follows the grant application and is contained within the grants management system. Each application will be reviewed by a minimum of three peer reviewers.

Within the rubric, points will be awarded based on the applicant's ability to demonstrate program need, a comprehensive program design including community partnerships, reasonable and necessary program expenditures outlined in a resource management plan and competitive priorities. Awards will be made of sufficient size and scope, with consideration to geographic distribution, to support high-quality, effective programs.

Assurances will be provided by the applicant including, but not limited to

- programming will be developed and carried out
    - in active collaboration with the schools that participating students attend and
    - in alignment with challenging state academic standards;
- students who primarily attend schools eligible for schoolwide programs under section 1114 and the families of such students will be targeted for services;
- funds will be used to supplement, not supplant, other federal, state and local public funds;
- notice will be given to the community of an intent to submit an application and that the application is available for public review after submission;
- external organizations will be identified and partnered with, if available, in the community;
- safe and accessible facilities will be provided;
- a plan for safe transportation will be provided; and,
- consultation with private schools and tribes will be conducted during the application process.

Notice of appeals for all applicants not awarded will be available.

Under the ESSA, the OSDE will utilize a competitive process to make awards to eligible entities that serve

- students who primarily attend schools implementing comprehensive or targeted support and improvement activities under Section 1111(d) of ESSA; or
- students attending other schools determined by the LEA to be in need of intervention and support and
- families of students in the aforementioned categories.

Programs will target students who primarily attend schools eligible to operate schoolwide programs under Section 1114 of the ESSA and the families of eligible students in Section 4204(b)(2)(F).

Training and technical assistance for potential applicants will be provided throughout the year. Materials and guidance are available through the OSDE 21st CCLC website,[42] by phone and in person. Step-by-step guides are available to assist all eligible applicant organizations from needs assessment to community partnership development and then through application submission. Potential applicants are invited to participate in grantee training, as space is available, to assist them in preparing and understanding federal grant management.

Subgrantees will be required to submit regular claims and reports to verify that expenditures and activities are aligned with the program's purpose and the approved scope of work. Continuation performance data and performance measures will be reported and reviewed. On-site monitoring will be conducted based on a risk analysis.

[42] http://sde.ok.gov/sde/21cclc

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

Approximately 25% of Oklahoma's LEAs are rural and low income – geographically isolated. The secluded location of these LEAs creates barriers in hiring and retaining qualified teachers, attending professional development (PD) opportunities, accessing limited community resources, etc., which have a great impact on student academic achievement. To overcome these challenges, the OSDE will focus on the following strategies:

- **Strategy 1.1:** Focus on early childhood education.
- **Strategy 1.2:** Ensure effective implementation of Oklahoma's academic standards by using available data to target high-quality, aligned resources to educators.
- **Strategy 1.4:** Enable educators to meaningfully use data from a high-quality assessment and accountability system to increase student learning.
- **Strategy 2.2:** Provide support and professional learning to increase instructional capacity for teachers and leaders.
- **Strategy 2.3:** Provide district and school leaders with the training and support needed to improve instruction in their schools.
- **Strategy 3.2:** Strengthen and increase family and community engagement to support student learning.

1. Outcomes and Objectives (ESEA section 5223(b)(1)): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

Measurable program objectives to assist rural and low-income schools (RLIS) achieve the challenging state academic standards include

- Increasing federal program specific distance PD opportunities offered by the OSDE to LEAs through webinars, video conferences, etc., to reduce the financial burden that LEAs would encumber from physical attendance; and
- Training LEAs on best practices regarding the hiring and retention of state-qualified teachers, which will lead to improved student academic achievement and help students meet the challenging state academic standards.

Oklahoma's measurable program outcomes include

- At least 10% annual increase in small, rural LEA participation in program-specific distance trainings offered by OSDE will be achieved over the next five years.
- A 1% annual increase in small, rural LEA participation in trainings specifically addressing strategies to attract and retain effective teachers in small rural schools.

2. Technical Assistance (ESEA section 5223(b)(3)): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

The OSDE provides continuous technical assistance throughout the year to all LEAs, including those RLIS schools eligible LEAs, through multiple avenues, such as, but not limited to

- Application process
- Expenditure report reviews
- Desktop and on-site monitoring processes
- One-on-one technical assistance
- Conferences
- Communication via emails, phone calls, newsletters, etc.
- OSDE website

In order to better serve the LEAs, the OSDE conducts a survey to determine the needs of RLIS schools, to establish the types of activities that will be provided by the state to help all students meet the challenging state academic standards and evaluate the effectiveness of the technical assistance provided. The survey provides the baseline data that will determine the action steps for technical assistance necessary to be taken by the OSDE the next fiscal year.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

In the 2015-16 school year, the OSDE served 13,957 students through McKinney-Vento grants. To address this growing need in Oklahoma, the OSDE is committed to ensuring that each homeless child and youth has access to the same free, appropriate public education, including a public preschool education, as other children. The OSDE will address common challenges for homeless children and youth, such as enrolling, attending and succeeding in school through the following strategies:

- **Strategy 1.3:** Improve student equitable access to meaningful and diverse pathways that lead to careers and postsecondary opportunities.
- **Strategy 1.5:** Reduce barriers to equity and close the opportunity and achievement gap for all students.
- **Strategy 2.2:** Provide support and professional learning to increase instructional capacity for teacher and leaders.
- **Strategy 3.2:** Strengthen and increase family and community engagement to support student learning.
- **Strategy 3.3:** Build and maintain working relationships and ongoing feedback mechanisms with diverse partners and advisory groups.

1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

The OSDE requires each LEA to have a homeless liaison. The primary responsibility of the homeless liaison will be to locate and identify homeless children and youth within the community. Once identification has been completed, the liaison will determine any special needs (i.e., educational, health, or housing needs) the student has, so the LEA may provide appropriate services and referrals. The OSDE homeless coordinator and the LEA homeless liaison will coordinate and collaborate with other child-serving organizations, such as the Oklahoma Association of Youth Services (OAYS) and the Statewide Continuum of Care Networks, to provide appropriate services to homeless children and youth as special needs are identified, to assist them with enrolling and succeeding in school.

LEAs are required to enter student information in the Oklahoma Statewide Student Information System (WAVE) at the beginning of each school year. Homeless students are identified during the annual enrollment, and the homeless student data are reported in the WAVE along with other student data.

The OSDE implements various other strategies to help LEAs identify homeless children and youth in public schools:

- The OSDE collaborates with the Homeless Education Advisory Team (HEAT) to create a common identification tool for homeless children and youth.
- The OSDE provides professional development activities for homeless liaisons, coordinators, registrars, and enrollment and school personnel regarding best practices in the identification of homeless children and youth.
- The OSDE partners with tribal education agency (TEA) personnel to identify best practices that will help Native American children and youth meet the challenging state academic standards.
- The OSDE offers professional development and technical assistance to LEAs that appear to under-identify homeless children and youth.

- The needs of homeless students and youth will be assessed by the OSDE through gathering data from the WAVE on
- educational performance of homeless children and youth (such as assessment scores in science, reading and math),
- non-academic indicators affecting academic achievement (such as attendance rates), and
- the effectiveness of the educational programs for homeless students and youths (such as graduation rates).

The analysis of these data provides insight into the identification of homeless program changes, and the best practices needing implementation to enhance student growth and development. If necessary, the OSDE will modify its current strategies and processes to better identify the needs of homeless students and youth in order to help them be successful in school.

2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

The OSDE has a dispute resolution policy in place as described below. This policy is also included in Oklahoma's administrative rules – Oklahoma Administrative Code (OAC) 210:40-9. If necessary, any modifications of this policy will be based on the requirements outlined in the ESSA and will be reviewed with the Homeless Education Advisory Team (HEAT).

Every effort must be made to resolve the complaint or dispute at the district level before it is brought to the OSDE. It is the responsibility of the LEA to inform the complainant of the district's complaint resolution procedure when a question concerning the education of a homeless child or youth arises.

The process for complaints at the school district level is as follows:

1. Notify the district's homeless coordinator. The homeless coordinator serves as a liaison between the homeless child and the school the child attends. Someone in the school or in the superintendent's office will be able to identify the homeless coordinator.

    a. Request a copy of or access to the district board of education policies addressing the education of homeless children and youths and review them. Make an appointment with the homeless coordinator to discuss the complaint.

    b. If the dispute is not resolved after the initial discussion with the district's homeless coordinator, the complainant may file a complaint in writing to the district's homeless coordinator for further review.

    c. In the complaint, include a request that a written proposed resolution of the dispute of a plan of action be provided within five (5) days of the date, the complaint was received by the district's homeless coordinator. A review of the proposal or plan of action with the homeless coordinator should follow. The parties may mutually agree on an extension; however, every effort should be made to resolve the complaint in the shortest possible time.

2. If the dispute is not resolved at the district homeless coordinator level, the complaint may be forwarded to the superintendent of the district for review followed by a meeting with the superintendent to discuss the dispute. The complainant should request from the superintendent a written resolution within five (5) days of the date of the discussion. The parties may mutually agree on an extension; however, every effort should be made to resolve the complaint in the shortest possible time.

3. If the dispute is not resolved at the district superintendent level, the complainant may take the matter before the school district board of education for resolution.

If the dispute is not resolved in a satisfactory manner at the LEA level, the complaint may be brought to the OSDE. The complaint must be in writing and signed by the complainant. The process for complaints at the state level is as follows:

1. Address a physical complaint to the state homeless coordinator at the OSDE. Include in the complaint:
    a. Detailed description of the dispute
    b. Name(s) and age(s) of the children involved
    c. Name(s) of involved school district personnel and the district(s) they represent
    d. Description of attempts that were made to resolve the issue at the school district level
2. The team leader of the office of grants planning will inform the involved school district(s) of the complaint. The team leader or team leader's designee will gather needed information, including documentation and statements of the parties, and may conduct an independent investigation through an on-site visit if necessary.
3. Within 30 days after receiving and investigating the complaint, the team leader will make a determination regarding the allegations on the complaint and will inform the parties, in writing, of the decision. The parties may mutually agree on an extension; every effort, however, should be made to resolve the complaint in the shortest possible time.
4. If a complainant disagrees with the decision, the complainant may, within 10 working days, appeal the decision to the deputy state superintendent of finance and federal programs. This appeal must be in writing and state the reasons why the complainant disagrees with the decision.
5. Within 30 days after receiving the appeal, the deputy state superintendent of finance and federal programs will render a final decision and notify the complainant and all other interested parties in writing. Although the standard procedure allows 30 days for a response, every effort will be made to resolve the complaint in the shortest possible time
6. While the dispute is ongoing, the child(ren) in question must be enrolled in and attending school. If the dispute revolves around which school is the school of best interest for the child, the child shall remain in the school he or she currently attends until the dispute is resolved, unless arrangements already implemented allow that child to attend the school of origin.

3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

The OSDE offers several opportunities to increase school personnel awareness of topics relating to children and youth experiencing homelessness and addressing the needs of unaccompanied homeless youth and runaway youth, including the following activities:

- Annual EngageOK statewide conference
- Webinar trainings
- Joint federal programs summit (federal grant programs specific)
- Resources (furnishing available materials (brochures, books, websites and community resource information)

The OSDE homeless coordinator gathers information from other agencies and organizations that provide services to homeless children and their families. Technical assistance is provided to school district personnel through

- on-site visits, consultation sessions and/or mailing pertinent program information;
- communication and coordination of the services available for homeless Native American children and youth;
- development of strategies to help eliminate enrollment barriers;
- provision of information for referrals to health and/or housing services; and
- development of strategies for retaining homeless children and youth in school.

The OSDE will continue efforts to increase awareness of school personnel at all levels to ensure homeless students and youth are offered the same educational opportunities to meet the challenging state academic standards.

4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:

i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State.

Oklahoma began its early childhood four-year-old program in 1980. In 1998, due to its success, Oklahoma became the second state in the nation to provide free preschool for all 4-year-olds. Today, 99% of Oklahoma school districts offer access to the program. Districts receive program funding from the state's school finance formula on a per-pupil rate, with additional resources allocated if a child is considered a dual-language learner.

The OSDE homeless coordinator collaborates with other personnel at the agency (Title I, early childhood, afterschool programs, etc.) to develop and disseminate information on homelessness and how state and federal funds can assist in serving homeless children and youth, including Pre-K students. OSDE provides trainings to LEAs to increase awareness of federal requirements regarding the access to public preschool programs for preschool-age homeless children and youth. The homeless coordinator will communicate and coordinate with the agency's designees on various councils and committees (such as Oklahoma Partnership for School Readiness, Smart Start Central Oklahoma and Oklahoma Association of Community Action Agencies) that aim to improve collaboration between state- and local-level service providers of early childhood education for homeless preschool age children and youth. The OSDE homeless coordinator will collaborate with LEA homeless liaisons to identify preschool age homeless children who are not enrolled in school, and develop local strategies that will increase enrollment of preschool age children experiencing homelessness, including giving homeless children priority on waitlists and reserving slots for preschool age homeless children and youth based on local data.

The OSDE will provide technical assistance to LEA-administered preschool programs regarding the transportation of preschool age children to their school of origin. In addition, the OSDE will support LEA-administered preschool programs to establish transportation agreements, upon request from the LEA. The OSDE will require LEA homeless liaisons to maintain data on outreach and other efforts specific to identification, enrollment and retention of preschool-age homeless children in the district.

All children (including preschool children) enrolled in a public school district that participates in the child nutrition program will have the opportunity to participate in the program, if all eligibility requirements are met (7 CFR 210 and 220). The OSDE homeless coordinator will collaborate with the OSDE's child nutrition program personnel, as well as other agencies and organizations assisting homeless children and families, to provide information on food and nutrition programs that are available at the state and local levels. The OSDE homeless coordinator will work with OSDE's child nutrition personnel to address any policy barriers that may inhibit a homeless child or youth from participating in the child nutrition program.

ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

Credit Accrual and Recovery

The OSDE's procedures to identify homeless youth and youth separated from public schools, and to give them equal access to appropriate secondary education and support services, include the following:

- collaborating with LEA homeless liaisons to identify strategies that support efficient retrieval of full or partial coursework satisfactorily completed by homeless children and youth;
- supporting credit accrual and recovery for highly mobile homeless children and youth by providing professional development webinars on best-practice strategies that increase homeless children and youth credit accrual or recovery;
- working with LEAs to identify common educational tools enabling homeless children and youth to receive appropriate or partial credit for coursework satisfactorily completed; and
- training LEAs through webinars and professional development activities on strategies to help remove barriers that prevent homeless children and youth from receiving appropriate credit for full or partial coursework

The OSDE continues to explore avenues that support seamless and efficient transfer of homeless children and youths' coursework that is either complete or partially completed.

iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

The OSDE's procedures to identify barriers of homeless children and youth to access academic and extracurricular activities, include the following:

- providing technical assistance to LEAs to deploy strategies that support enrollment and involvement of homeless children and youth in LEA academic and extracurricular activities
- training LEA homeless liaisons about their responsibilities to inform homeless students about their rights under the McKinney-Vento Homeless Act, which include the students' rights to participate in advanced placement (AP) classes, career and technical programs, online programs and extracurricular activities offered by the LEA
- providing technical assistance to any LEA homeless liaison that identifies barriers that prevent homeless children and youth from participating in academic and extracurricular activities. The OSDE will provide guidance to help LEAs remove these barriers, to ensure the child participates in these activities successfully.
- reviewing, along with the Homeless Education Advisory Team (HEAT), identified LEA policies that may be barriers to homeless children and youth participating in extracurricular activities, and advising the LEAs how to successfully revise these policies to remove barriers

The OSDE continues to research innovative possibilities to assist LEAs in removing barriers that will help homeless students succeed academically and extracurricularly.

5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—

i. requirements of immunization and other required health records;

ii. residency requirements;

iii. lack of birth certificates, school records, or other documentation;

iv. guardianship issues; or

v. uniform or dress code requirements.

The OSDE works with all LEAs on enrolling identified homeless children and youth prior to location of documents such as immunization and medical records, residency documentation, birth certificates, school records, guardianship, etc. The OSDE homeless coordinator assists LEA homeless liaisons in using community resources to locate documents to prevent enrollment delays. In addition, LEAs are required to set aside Title I, A funds for the costs related to the retrieval of essential documents.

To eliminate any policy barriers at the OSDE and LEA level that result in enrollment delays due to the lack of required records, the OSDE

- works with the Oklahoma State Department of Health office of vital statistics to identify seamless ways to retrieve immunization and birth certificate records for homeless students at the LEA;
- works with LEA homeless liaisons to identify key local community resources that support the retrieval of required enrollment records;

- provides professional development, consultation and technical assistance to LEAs on best practices to eliminate policy and documentation barriers and to support immediate enrollment and retention of homeless children and youth; and
- partners with the Homeless Education Advisory Team (HEAT) to access data collected during desktop and on-site monitoring visits regarding policies and procedures that lead to documentation barriers.

Additionally, it is an allowable expense to use Title I homeless set-aside funds to help homeless students meet uniform and dress code requirements. The OSDE works with LEAs to ensure they are taking full advantage of the flexibilities offered in meeting students' basic needs. The OSDE continues collaborating with LEAs to develop enrollment policies that will allow homeless students and youth to receive the same educational opportunities as all students and prevent enrollment delays.

6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

The OSDE requires LEAs to develop policies that do not impose barriers to enrolling and retaining homeless children and youth in school. The OSDE, the Homeless Education Advisory Team (HEAT) and LEA homeless liaisons review and revise these policies as necessary. The OSDE conducts annual on-site and desk monitoring to LEAs and McKinney-Vento subgrantees to ensure that policies and practices align with immediate enrollment and retention of homeless children and youth in school. Through the Homeless Census Report, the OSDE homeless coordinator collects qualitative information on homeless students and common enrollment barriers, and then disseminates the overall results to LEA homeless liaisons via newsletters, website, webinars and workshops, etc.

The OSDE's procedures to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools, include the following:

- The OSDE and the HEAT meet at least semi-annually to review LEA policies and practices that may lead to the removal of enrollment barriers for of homeless children and youth.
- The OSDE conducts on-site and desktop monitoring of LEAs to ensure policies do not create barriers for the enrollment of homeless children and youth.
- The OSDE provides technical assistance to LEAs to identify policies that lead to barriers for the enrollment of homeless children and youth.

7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The OSDE establishes a partnership with the Oklahoma State Regents for Higher Education to deliver professional development workshops and disseminate information to guidance counselors related to postsecondary opportunities for homeless students.

The OSDE requires LEA homeless liaisons to ensure that unaccompanied homeless youths are informed of their status as independent students in accordance with Title IX, Part A, Section 722(g)(6)(A)(x)(III). During professional development webinars and other activities, the OSDE will emphasize the importance of identifying and declaring unaccompanied homeless youths as independent students for financial aid purposes.

The OSDE encourages LEA homeless liaisons to coordinate with LEA guidance counselors regarding the postsecondary academic needs and resources available for homeless children and youth. In addition, the OSDE disseminates information about unaccompanied homeless youth access to postsecondary education opportunities through OSDE's communication platform.

OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix A - Measurements of interim progress

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

All schools will have indicators for ELA, math and science status. In grades 3-8, these indicators will be based on the state assessment. Achievement in one year will be measured in terms of scale score rather than the percentage meeting proficient. Since Oklahoma adopted and implemented new, more rigorous standards and assessments in 2016-17, the baseline year for data will be from those assessments. These data that will not be available until October, 2017. A simulation of these goals is reflected in Figure 1.

In summer 2017, standards-setting committees will review the new assessments and recommend cut scores that will then be set by the Commission on Educational Quality and Accountability. This process will reflect the state's desire to close the "honesty gap" by accurately measuring student achievement and making those results transparent to the public. This focus has engendered increased expectations for students, teachers, schools and LEAs. This urgent commitment to truth telling and higher standards reflects the fundamental assumption that — regardless of a student's background or prior performance — all students can and will succeed academically at a level that prepares them to be college- and career-ready in a highly-competitive, 21st century economy.

Figure 1: Simulated Goals for the 3-8 Grade State Assessment

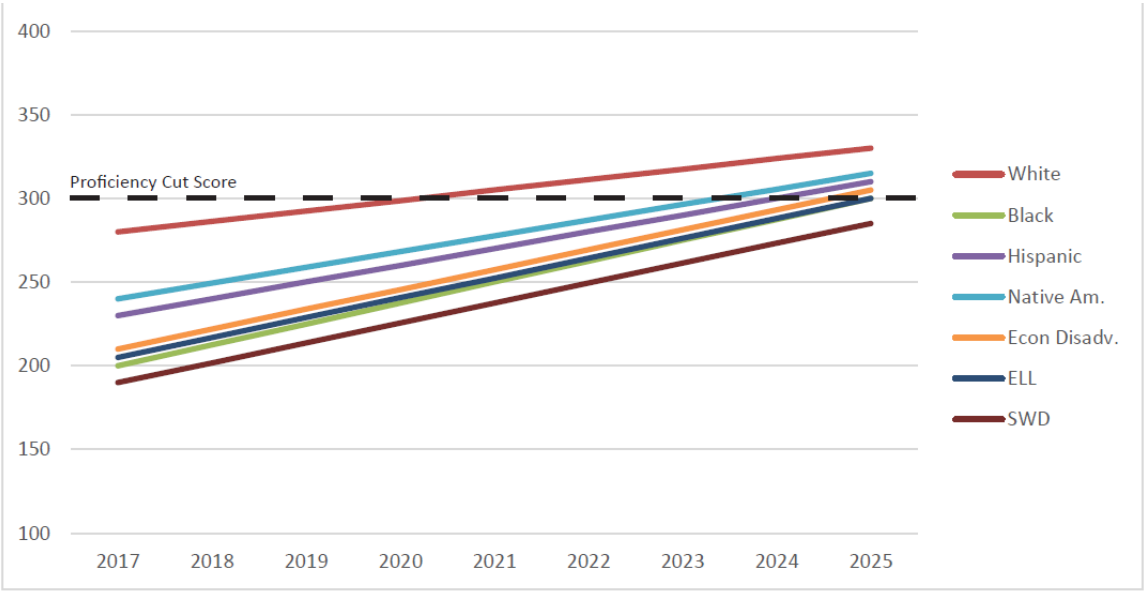


Figure 1. Simulated annual targets for elementary and middle schools
NOTE: The proficiency cut is assumed to be at 300.

A similar set of goals using a nationally recognized college- and career-ready assessment in high school will be set. For purposes of the simulation, data from a nationally recognized college-ready assessment was used, as there was a previous report demonstrating Oklahoma performance on that assessment. This data does not reflect all students since this was an optional exam for Oklahoma students before 2018.

In this example, shown in Figure 2, the 2017 data represent the average score in Oklahoma from 2014. These starting points are likely to be lower when every student in the state takes the college-ready assessment. Then, the annual targets are determined by increasing the average by 0.2 – 0.5 points each year, depending on student groups. The goal is for all students to reach the college-ready benchmark of 22 in reading and math, and simultaneously reduce the achievement gaps, by 2025

Figure 2: Simulated Goals for the High School State Assessment

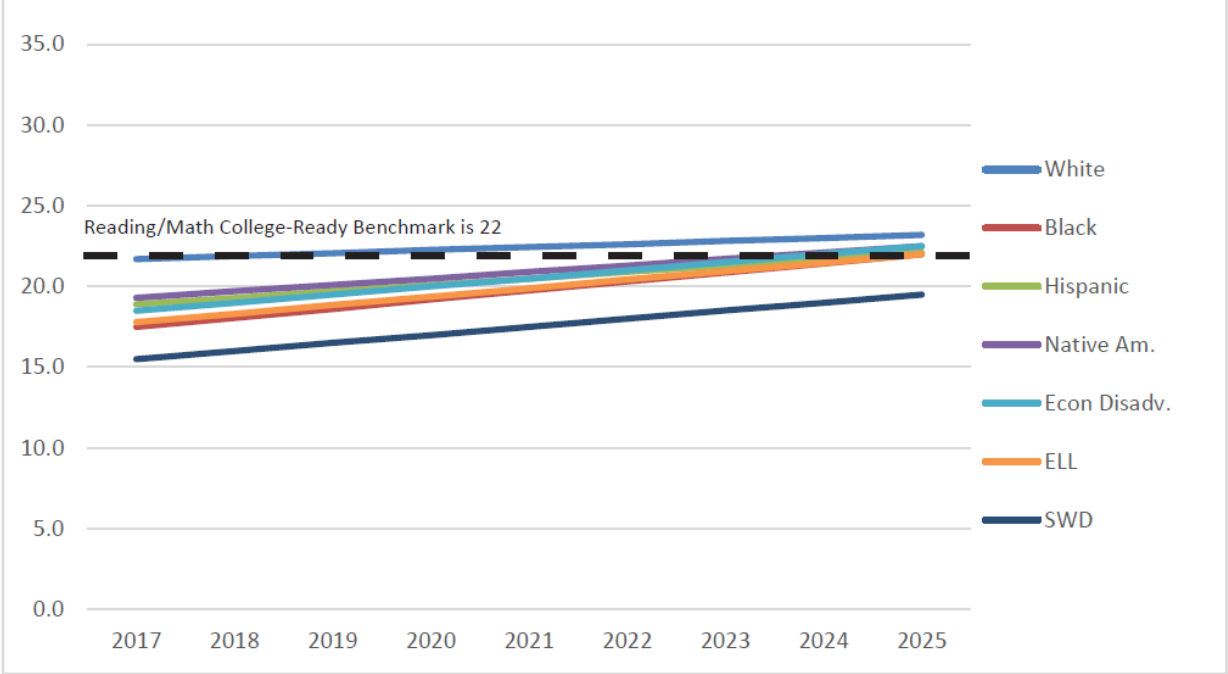


Figure 2. Simulated annual targets for high school

NOTE: Reading/Math College-Ready Benchmark is 22.

B. Graduation Rates

Oklahoma's long-term goal is to be among the top 10 states for students graduating in the four-, five- and six-year cohorts. The state could reach that goal if 90% of its students graduated. Figure 3 shows the intermediate goals students will need to meet in order to achieve that ambitious long-term goal and the incremental achievement rate required for each student group.

Figure 3: Four Year Graduation Rate Goals

	Year									
	0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Student Group	2016		2018	2019	2020	2021	2022	2023	2024	2025
All	81.6%	82.6%	83.5%	84.4%	85.3%	86.3%	87.2%	88.1%	89.1%	90.0%
Economically Disadvantaged	75.9%	77.4%	79.0%	80.6%	82.1%	83.7%	85.3%	86.9%	88.4%	90.0%
Individual Education Plan	74.4%	76.2%	77.9%	79.6%	81.4%	83.1%	84.8%	86.5%	88.3%	90.0%
Female	84.2%	84.8%	85.5%	86.1%	86.8%	87.4%	88.1%	88.7%	89.4%	90.0%
Male	79.2%	80.4%	81.6%	82.8%	84.0%	85.2%	86.4%	87.6%	88.8%	90.0%
Homeless	80.9%	81.9%	82.9%	84.0%	85.0%	86.0%	87.0%	88.0%	89.0%	90.0%
English Language Learner	57.9%	61.5%	65.0%	68.6%	72.2%	75.7%	79.3%	82.9%	86.4%	90.0%
Migrant	87.5%	87.5%	87.5%	87.5%	87.5%	87.5%	87.5%	87.5%	87.5%	90.0%
American Indian	81.4%	82.3%	83.3%	84.3%	85.2%	86.2%	87.1%	88.1%	89.0%	90.0%
Asian	85.9%	85.9%	85.9%	85.9%	85.9%	85.9%	85.9%	85.9%	85.9%	90.0%
Black	77.1%	78.5%	80.0%	81.4%	82.8%	84.3%	85.7%	87.1%	88.6%	90.0%
Hispanic	77.8%	79.1%	80.5%	81.8%	83.2%	84.6%	85.9%	87.3%	88.6%	90.0%
Two or More Races	81.8%	82.7%	83.6%	84.6%	85.5%	86.4%	87.3%	88.2%	89.1%	90.0%
Pacific Islander	85.7%	85.7%	85.7%	85.7%	85.7%	85.7%	85.7%	85.7%	85.7%	90.0%
White	83.2%	84.0%	84.7%	85.5%	86.2%	87.0%	87.7%	88.5%	89.2%	

	Increments
All	0.9%
Economically Disadvantaged	1.6%
Individual Education Plan	1.7%
Female	0.6%
Male	1.2%
Homeless	1.0%
English Language Learner	3.6%
Migrant	0.3%
American Indian	1.0%
Asian	0.5%
Black	1.4%
Hispanic	1.4%
Two or More Races	0.9%
Pacific Islander	0.5%
White	0.8%

Five- and Six-Year Graduation Rate Goals

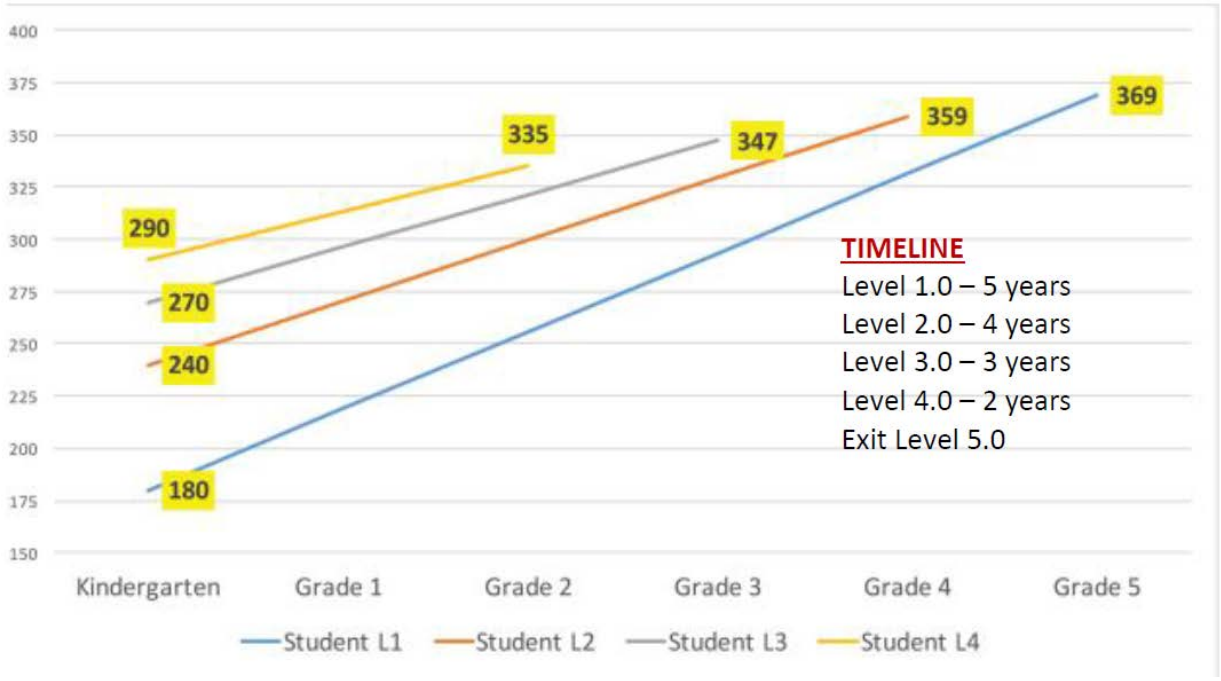
Oklahoma does not currently have baseline data that can be used to establish long-term and interim goals for the five- and six-year graduation rates. The state will calculate these rates for the first time for the 2016-17 report card, at which point goals, using 2017-17 data as the baseline, can be established.

C. Progress in Achieving English Language Proficiency

Current proficiency scores were determined through a collaborative process between the SEA and participating LEAs within the two statewide Title III-A consortiums. As the data from the 2017 WIDA ACCESS 2.0 is gathered and analyzed, the state will set new entry and exit criteria cut scores with input from stakeholders. Additional metrics may provide multiple indicators for decision-making.

As seen in the Figure 4, each kindergarten student has a trajectory allowing him or her to exit the program in 2-5 years depending on his or her starting point. A similar graph would be created for each grade. Based on these expectations, all ELs would either make their annual target or not. The measure of ELPA progress will be the percentage of students making their target. Clearly, this indicator requires two years of data, so Oklahoma will begin including this measure in accountability in 2018.

Figure 4: Simulated growth for ELPA



OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix 1 - EngageOK Luncheon Feedback Survey

ESSA Feedback Survey Results

Executive Summary

The Every Student Succeeds Act (ESSA) Feedback Survey studied feedback from education stakeholders on topics such as academic measurement, state assessment system, support from Oklahoma State Department of Education (OSDE), and how to use federal funds in initiatives. The analysis resulted in the following findings:

- The majority of educators prefer benchmark assessments and college and career readiness assessments, which provide more accurate and valid assessment for prompt improvement of student performance.
- Measuring growth of individual students from year to year and providing feedback to teachers and school leaders for professional development are considered the main goals of state assessment system.
- Graduation rate, opportunities for advanced coursework, and school culture are weighed as the three most important indicators for determining the academic success and college/career readiness of students.
- To support low-performing schools, stakeholders requested that OSDE provide professional development, financial support, and evidence-based instructional resources. To improve low-performing school, most educators indicated that effective leaders, student, family and community support, as well as school culture are critical factors.
- The majority of participants show positive support for current role of OSDE in development of a local intervention plan and suggest continual partnership with ongoing support.
- Efforts to retain effective teachers and leaders are regarded as the most important initiatives to use Federal Title II, Part A funds.
- Most educators agree that a strategy to align assessment, accountability and teacher quality with state academic standards so that the four elements work together toward interim goals is meaningful.

Background/Overview

The Every Student Succeeds Act (ESSA), signed into law by President Obama in December of 2015, reauthorizes the Elementary and Secondary Education Act and replaces the controversial No Child Left Behind Act of 2001.

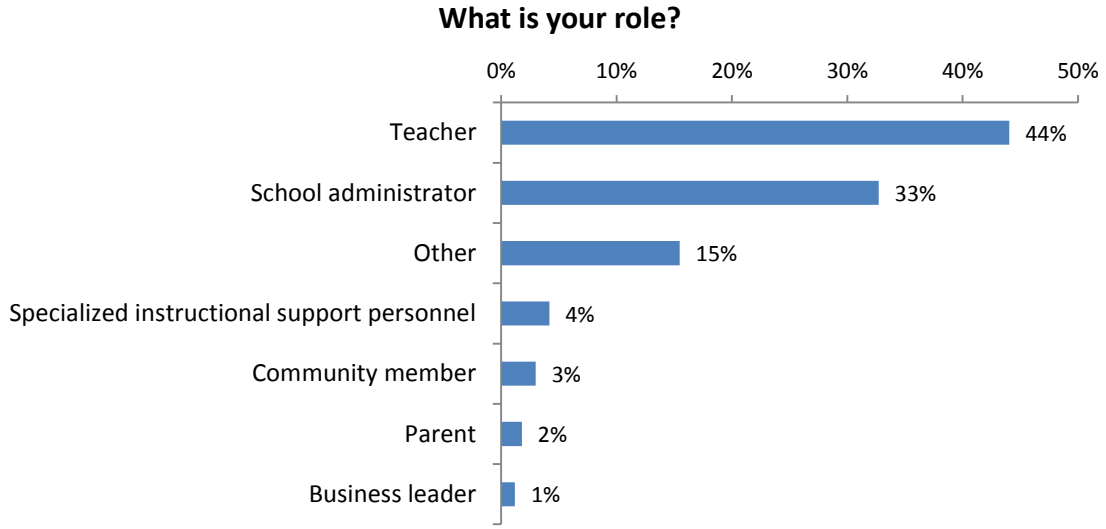
The ESSA restores greater flexibility about federal education policy to states and districts while ensuring accountability for the success of all children. In addition, the ESSA enhances the ability of the Oklahoma State Department of Education to collaborate with education's many stakeholders – including parents, educators and community members – on an ESSA state plan improving results for kids. The EngageOK Summer conference served as a venue to seek such stakeholder feedback to inform the agency on the best use of federal funds. Poll Everywhere was utilized as a tool to collect data and to engage the live audience.

Results

Demographics

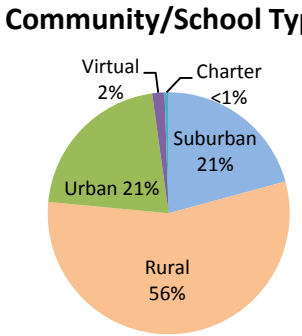
In this survey the State Department of Education (OSDE) collected responses from at least 278 participants during one-hour sessions facilitated by the State Superintendent of Public Instruction, Joy Hofmeister. Some participants provided multiple responses as applicable on certain questions, and some questions required multiple selections. For this reason, the actual number of responses varies by question and results do not always add up to 100%.

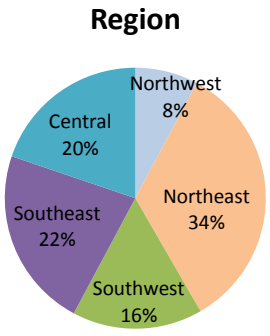
Education stakeholders from several different roles responded to the survey. The majority of responses resulted from teachers (44%), school administrators (33%), and others (15%). A small portion of participants (6%) represented community members, parents or business leaders. The variety of roles represented in this survey means the survey reflects the views of a wide variety of stakeholders rather than a single group, such as superintendents.



1. Community Types and Region

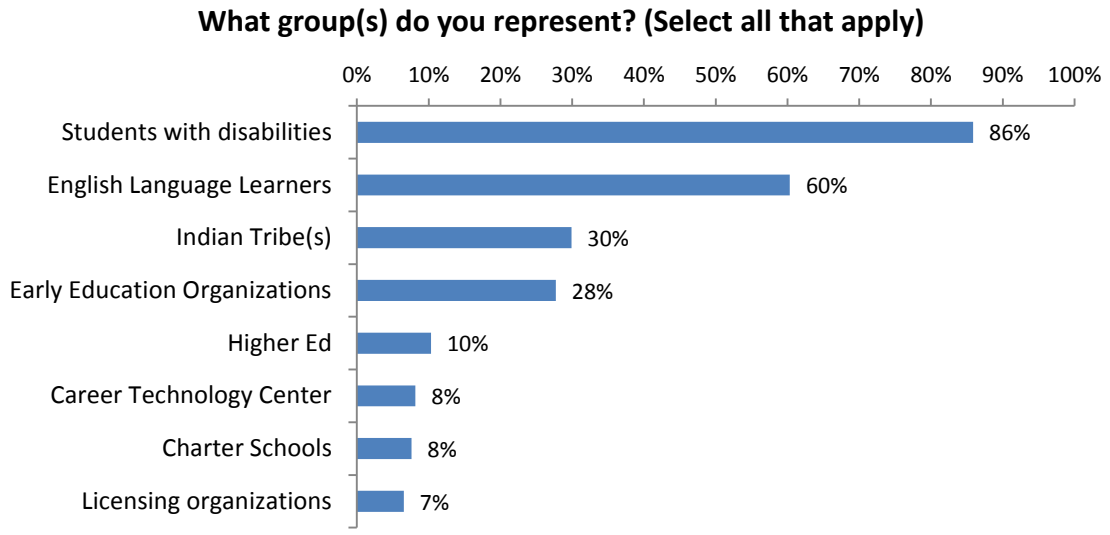
This survey showed broad diversity of community and school stakeholders. It included 56% of responses from rural areas, 21% from urban, 21% from suburban, and 2% from virtual schools. As for regional distribution, all five regions (Northwest, Northeast, Central, Southeast and Southwest) participation percentages ranged from 8% to 34%.





2. Groups

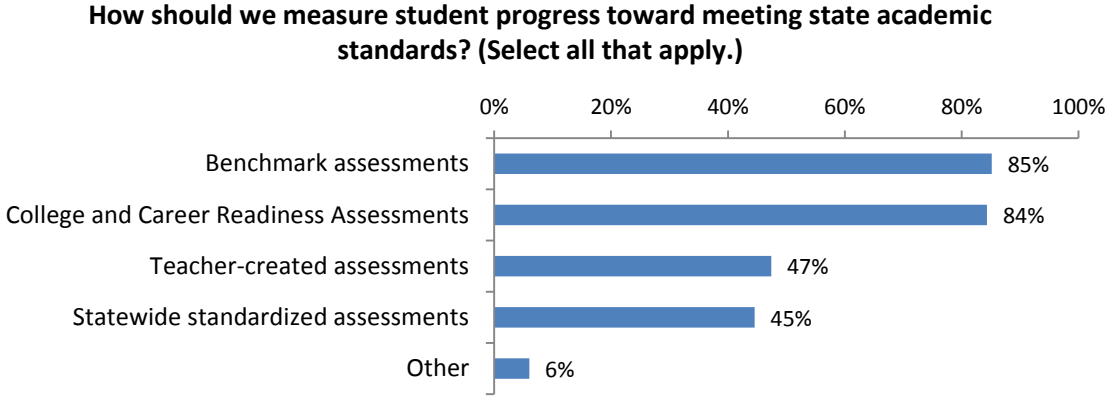
Among all 435 responses from 184 respondents, the four main groups they represented were students with disabilities (86%), English language learners (60%), Indian tribes (30%) and early education organizations (28%).



ESSA Feedback

1. Academic Measurement

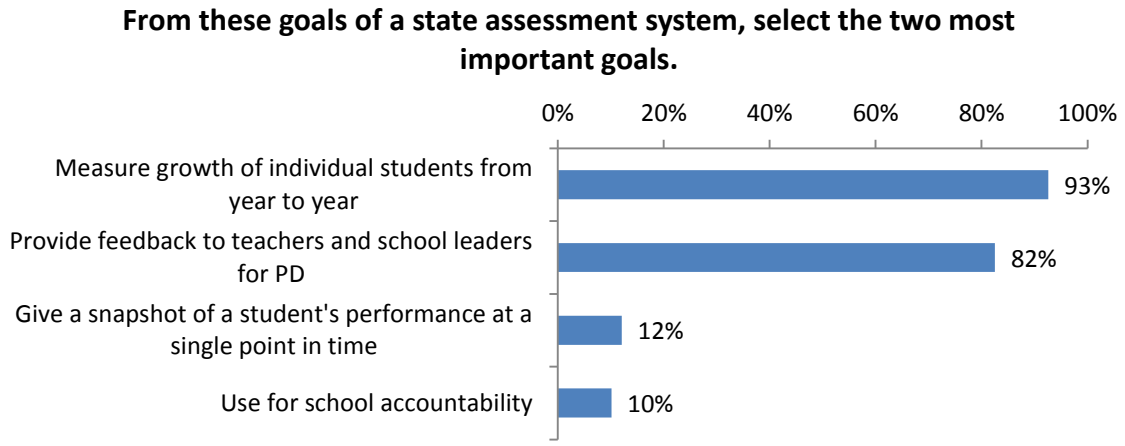
Responses to the measurement of student progress showed that a majority of respondents favor benchmark assessments (85%) and college and career readiness assessment (84%), while approximately half of respondents support teacher-created assessments (47%) and statewide standardized assessments (45%). It indicates that our educators prefer to have more timely and frequent feedback so that more accurate and valid assessment of student performance will be available for improvement. After recent changes in the Oklahoma state testing requirements from a total of 26 tests in 2015-2016 to 18 tests in 2016-2017 for grades 3 and up, teachers will be able to focus more on curriculum, instruction and other assessments.



2. Goal of State assessment System

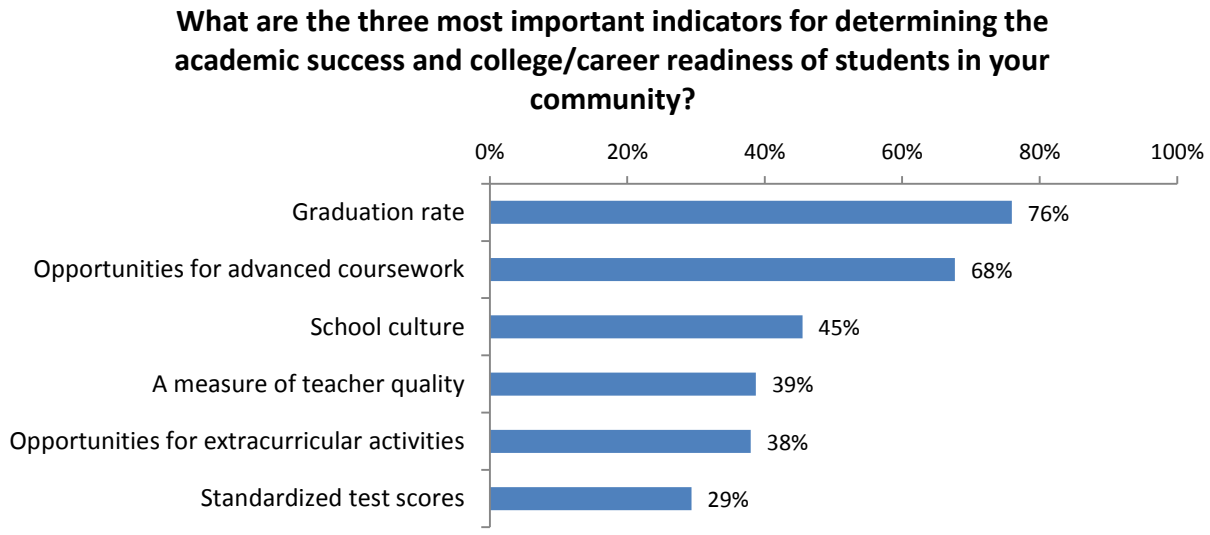
When asked to select the two most important goals of a state assessment system, most participants highly valued the measurement of growth of individual students from year to year (93%) and providing feedback to teachers and school leaders for professional development (82%). These two goals echo with previous responses of favoring benchmark assessments, as they measure growth of individual students more often. The survey does not seem to

favor giving a snapshot of a student's performance at a single point in time or using school accountability as a main goal of a state assessment system.



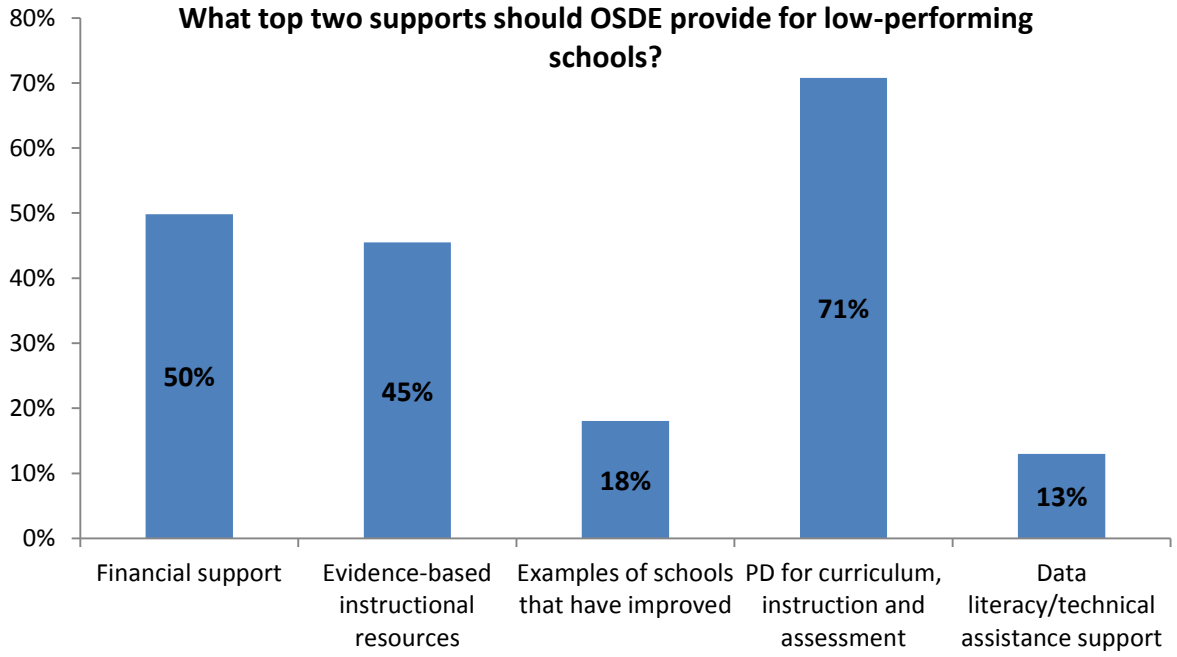
3. Indicators for Academic Success and College/Career Readiness

To determine the academic success and college/career readiness of students in our community, the indicators selected by survey respondents are considerably varied. The top three indicators selected by a majority of respondents are graduation rate (76%), opportunities for advanced coursework (68%), and school culture (45%). While the first two indicators are measureable and included the A-F report card grading system for accountability, the third most important indicator, school culture, is not easy to measure. In addition, only one-third of respondents report that standardized test scores are an important indicator, yet these scores are a major component of A-F report system. It could be that test scores are more likely taken as measures of student learning, not of student success.



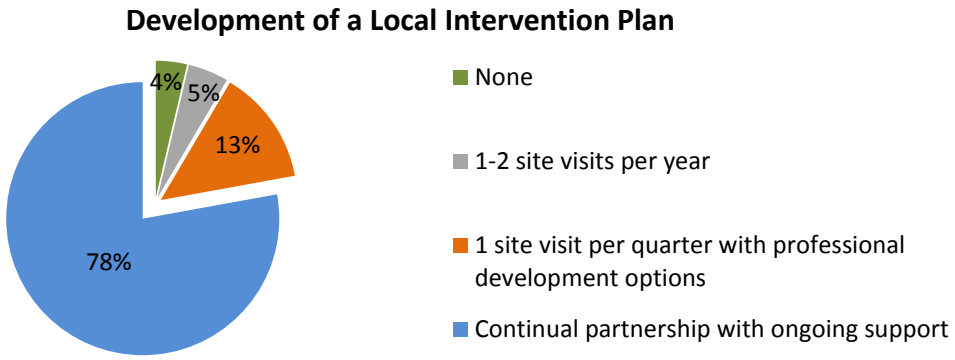
4. Support from OSDE for Low-performing Schools

To understand what support our communities need most from OSDE for low-performing schools, participants were asked to select top two areas among the five options. The result suggests that professional development for curriculum, instruction and assessment (71%), financial support (50%) and evidence-based instructional resources (45%) are the three most requested areas that OSDE can provide to improve school performance.



5. Role of OSDE in Development of a Local Intervention Plan

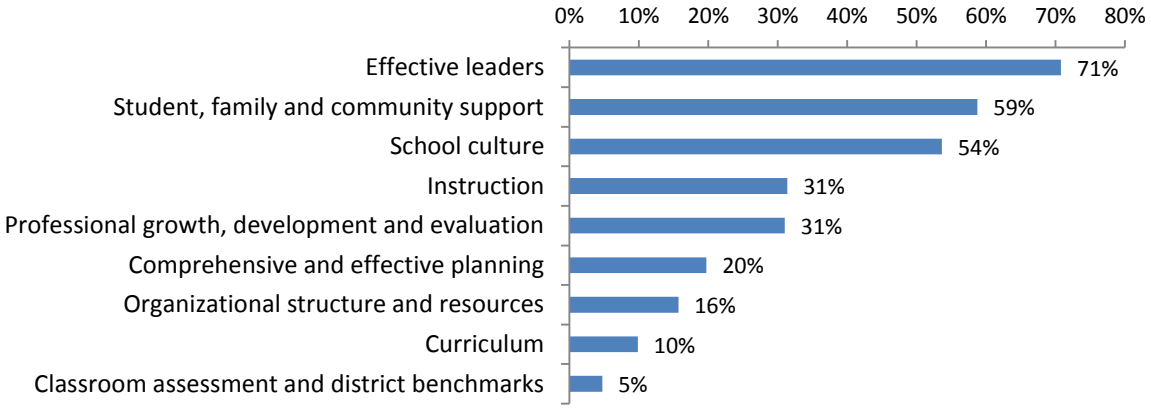
Analysis of responses as to the role of OSDE in the development of a local intervention plan indicates that continual partnership with ongoing support is mostly expected (78%). Clearly, it's a very strong and positive indication of educators' support for the previous work of OSDE. Other roles that are expected for OSDE include one site visit per quarter with professional development options (13%) and/or one to two site visits per year (5%).



6. Critical Factors to Improving Low-performing Schools

To further identify areas OSDE can help in improving low-performing schools, survey respondents reported the top three critical factors to improving school performance are effective leaders (71%), student, family and community support (59%) and school culture (54%). This analysis can be related with the Equitable Access to Excellent Educators Plan (EAEE) as in this plan, professional development provided for principals and teachers was identified as a key approach to increasing access to qualified and effective teachers. Strong and effective leaders will also play a vital role in developing a diverse and inclusive community, as well as in nurturing effective school culture and working conditions.

Which of the following do you believe is most critical to improving a low-performing school? (Choose 3)



7. Rank of Importance for Initiatives to use Federal Title II, Part A Funds

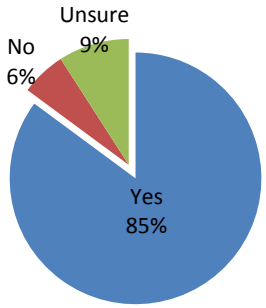
In order to obtain feedback on usage of Federal Title II, Part A funds, respondents were asked to rank the top three most important initiatives. The results show that focusing efforts to retain effective teachers and leaders is extremely high (87%). The other several initiatives getting relatively high percentages are better implementation of induction and mentoring programs for new educators (58%), efforts to attract effective teachers and leaders (40%), and assisting districts in developing differential pay and other incentives to recruit and retain educators in high need areas (40%).

Federal Title II, Part A funds can be used at the state level for a variety of purposes. Select three of the most important initiatives.	
Efforts to retain effective teachers and leaders	87%
Better implement induction and mentoring programs for new educators	58%
Efforts to attract effective teachers and leaders	40%
Assist districts in developing differential pay and other incentives to recruit & retain educators in high need areas	40%
Develop and assist districts with teacher-leader career ladder opportunities	38%
Refine teacher and leader evaluation system	10%
Revise and innovate certification system	7%

8. Evaluation of Current Strategy

OSDE's current strategy is to align assessment, accountability and teacher quality with state academic standards so the four elements work together toward interim goals. In the survey, when asked whether this strategy is meaningful, 85% of participants responded with "Yes", and only 6% responded with "No". This shows very strong support of this strategy from education stakeholders. Although in question 3 when asked about most important indicators for determining the academic success and college/career readiness of students, over half of respondents did not list teacher quality and state academic standards among the top three most important indicators, the responses to this questions showed that educators preferred to align these four elements, but they might not find current measures of these four elements as meaningful as they could be. As such, future reforms of these elements to make it more meaningful and effective are necessary.

Do you believe a strategy to align assessment, accountability and teacher quality with state academic standards so the four elements work together toward interim goals is meaningful?



9. Participation of Activities in Promoting a Better Environment for Diverse Learners

The survey proposed a series of activities to involve OSDE, school districts and community-based organizations in supporting a learning environment to better prepare diverse learners (i.e. English Learners, children with disabilities, migrant children, American Indian and homeless children) for college and careers. Survey respondents were encouraged to select any activities in which they would participate. All five activities received very high potential participation rate, and 97% people said they would like to have digital communication allowing parents to interact with teachers and/or other parents. The other four activities received similar percentage ranges from 59% to 71%.

Gauge your interest or willingness to participate in one of these ways (select all that apply)	
Digital communication allowing parents to interact with teachers and/or other parents	97%
Allow parents to serve on decision-making committees	71%
Host/attend family fun nights	69%
Offer parents the opportunity to have input in their children's college/career pathway	66%
Use child- and/or parent-led parent/teacher conferences	59%

Conclusions

This study describes feedback on three major aspects of ESSA: academic assessments, state intervention and support system, and the use of federal funds.

For academic assessments, education stakeholders prefer to have a state assessment system that can provide more frequent and valid feedback to effectively improve education outcomes. Therefore, it is necessary to continue to make reforms to state testing to make it more meaningful and useful to educators. These efforts can

include steps such as the vertical alignment of tests so that they are more accurate measures of year-over-year growth and shifting from end-of-year tests to more formative assessments.

For local intervention and support from OSDE, this study found that the role of OSDE in continual partnership with ongoing support is highly endorsed. This study also identified three areas that demand most of OSDE support for low-performing schools: professional development, financial support and instructional resources. In addition, the top three most critical factors to improve a low-performing school are effective leaders, community support and school culture. All of these tie to the important role of OSDE in providing professional development for both effective leadership and effective teaching. An effective leadership can impact the community, provide positive school culture and encourage professional development for teachers to increase teaching effectiveness.

Moreover, efforts to retain effective teachers and leaders were ranked as the most significant priority in the use of federal funds. Providing more financial support to retain effective teachers and leaders will mitigate the problem of teacher shortages in Oklahoma. More research in finding the driving factors of losing effective teachers and leaders, as well as solutions to improve recruitment and retention, will be needed.

OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix 2 - Assessment Poll Results

Assessment Stakeholder Poll Results

Craig Walker, Executive Director of State Assessments

OKLAHOMA STATE DEPARTMENT
EDUCATION
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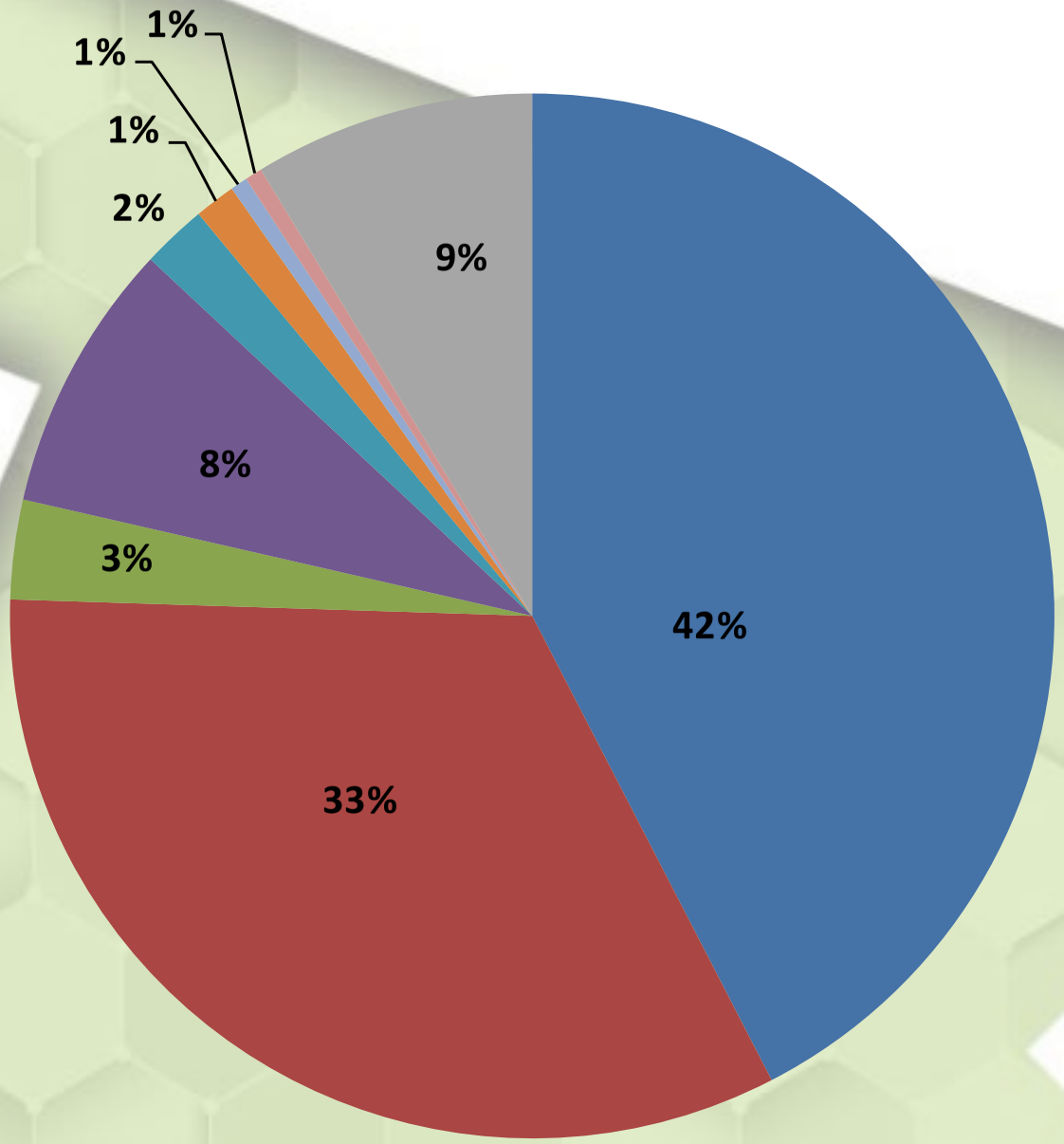
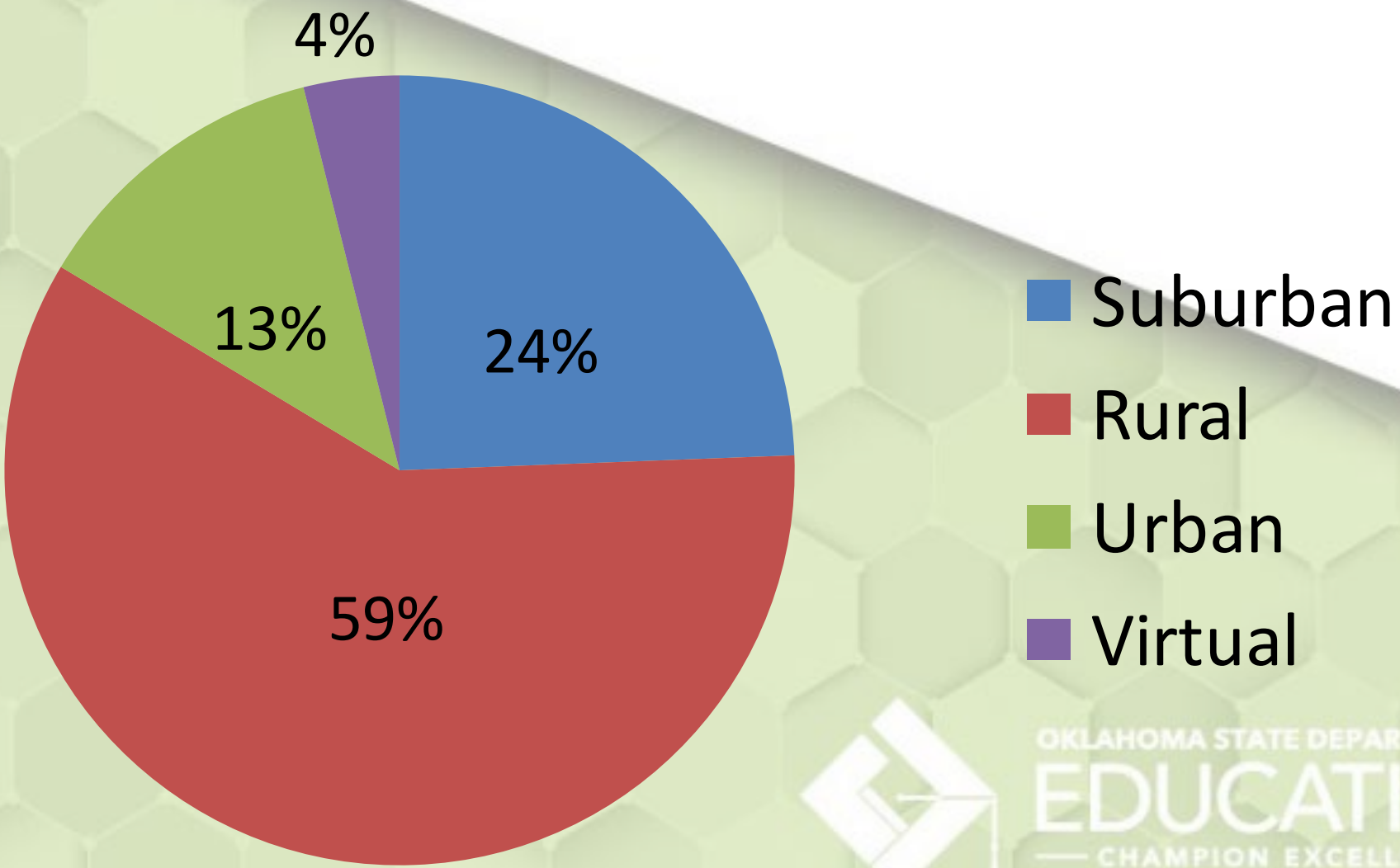
What is your role?



- School Administrator
- Teacher
- Paraprofessional
- Specialized instruction support personnel
- Community member
- Parent
- Business leader
- Student
- Other

What community or school type do you represent?

(Select all that apply.)



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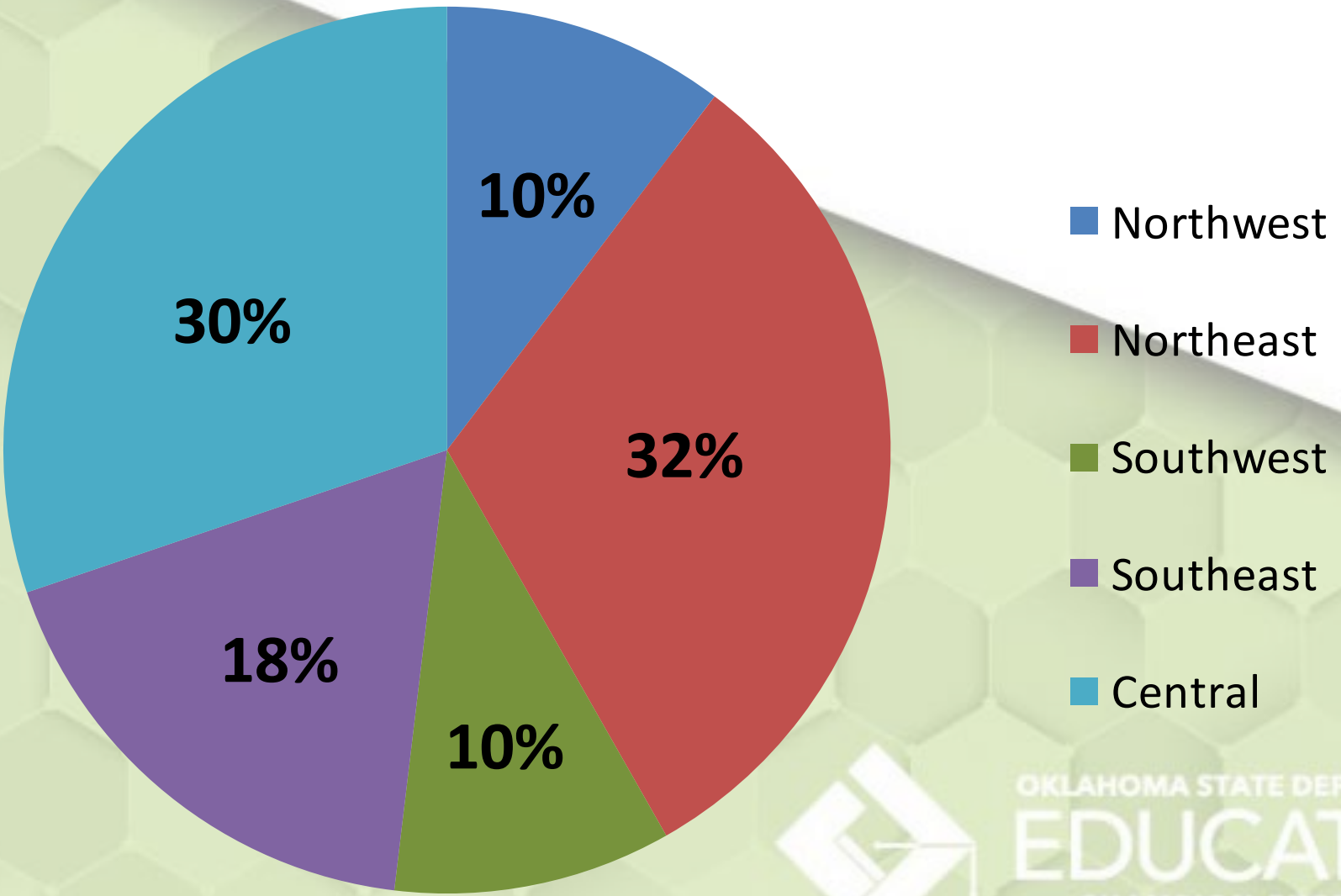
What part of Oklahoma do you represent?



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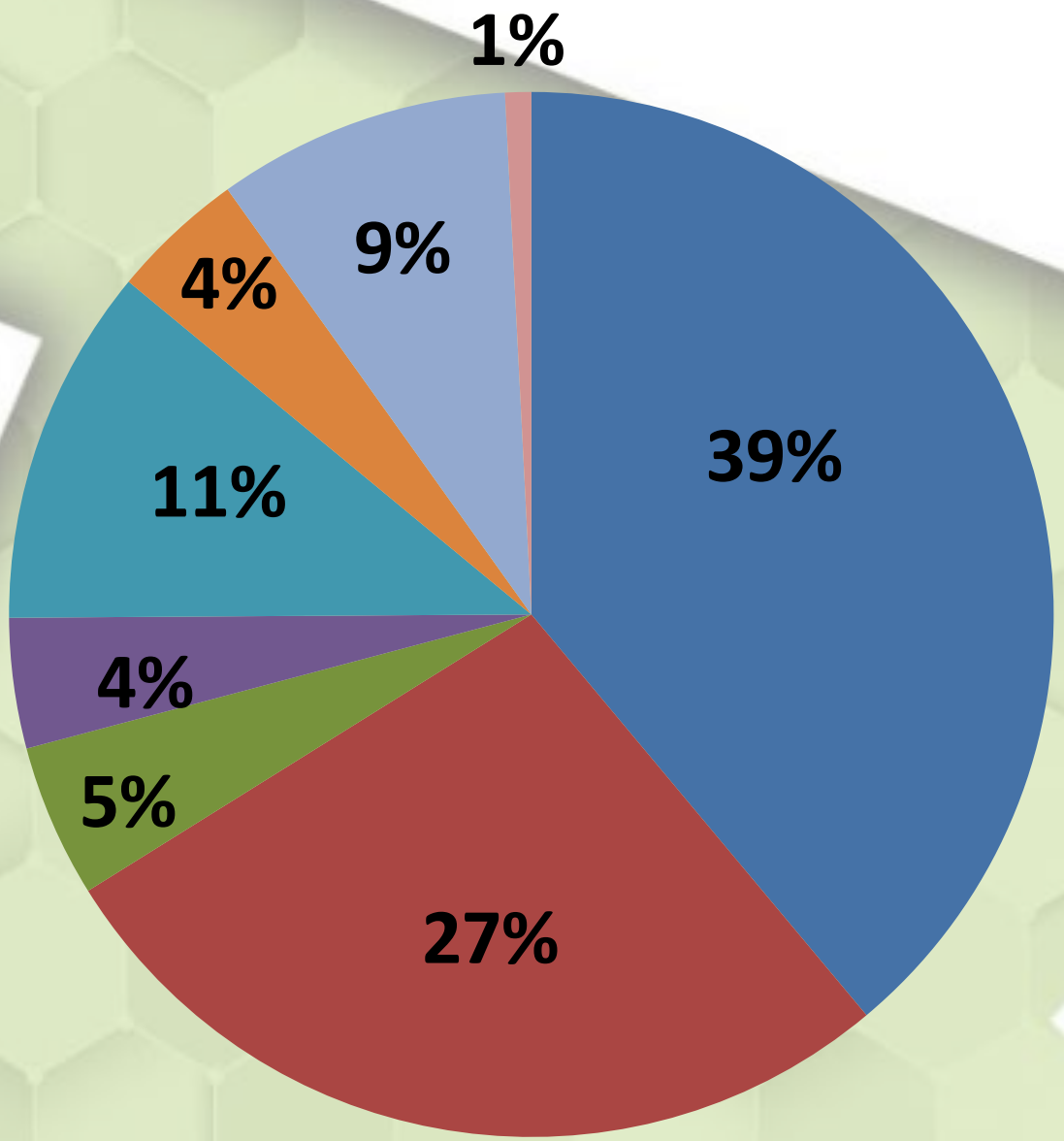
What group(s) are you a representative for?

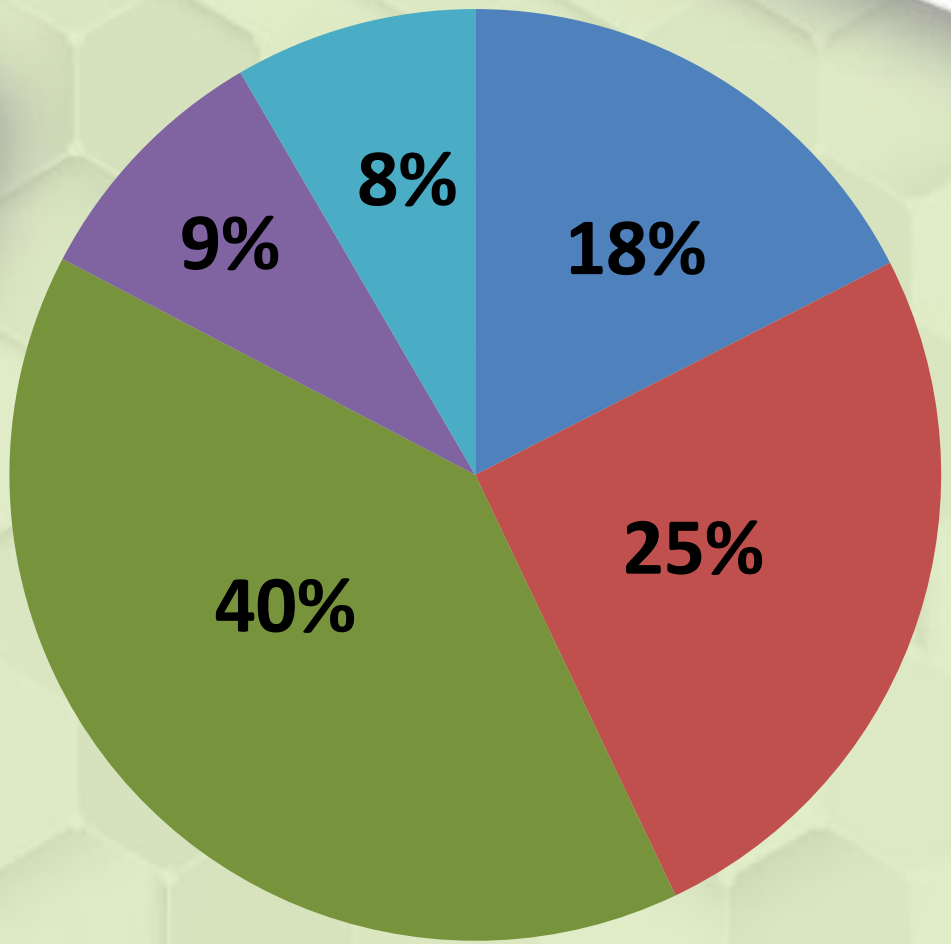
(Select all that apply.)



- Students with disabilities (IEP/504)
- English Language Learners (ELL)
- Higher Ed
- Career Technology Center
- Indian Tribe(s)
- Charter Schools
- Early Education Organizations
- Licensing organizations

Which of the following measure college readiness?

(Select all that apply.)



- GPA/Class rank
- Advanced coursework
- College entrance exam
- Oklahoma School Testing Program State Assessments
- Other

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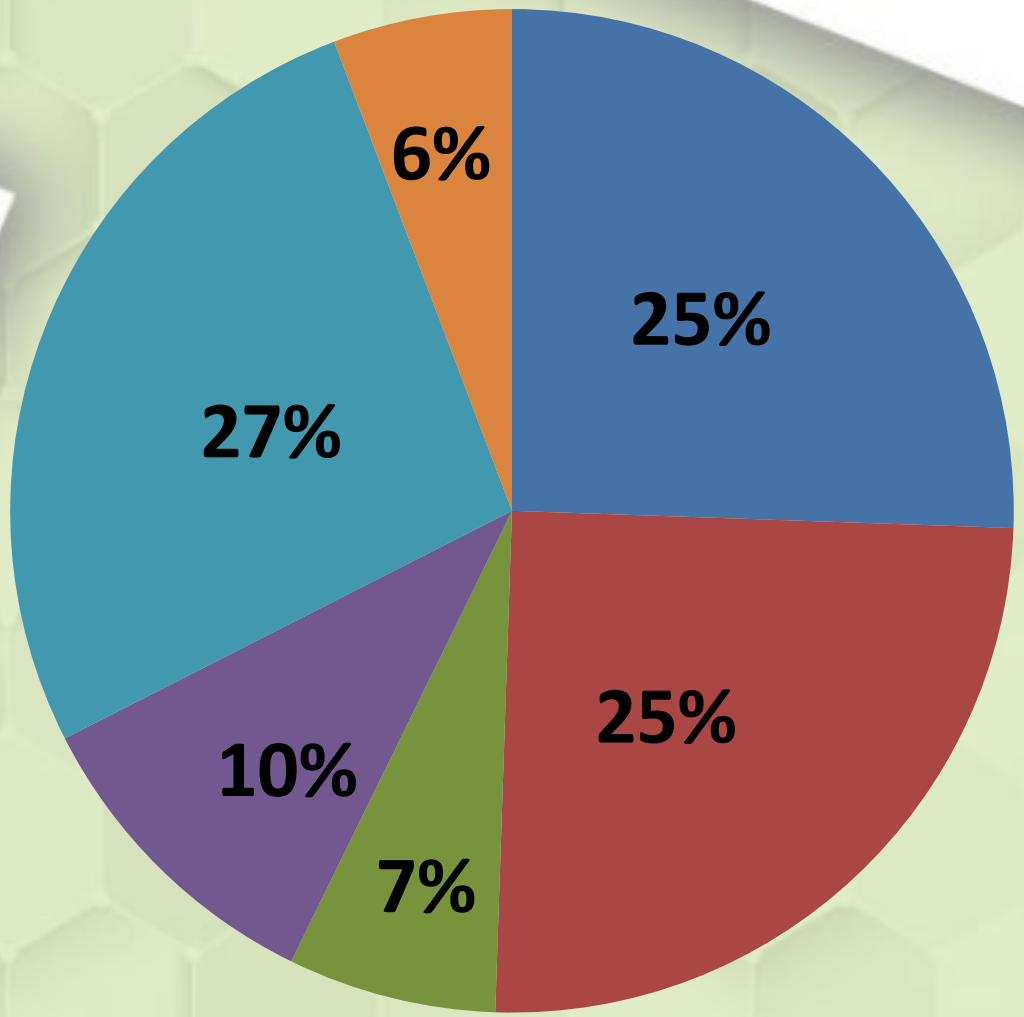
Which of the following measure career readiness?

(Select all that apply.)

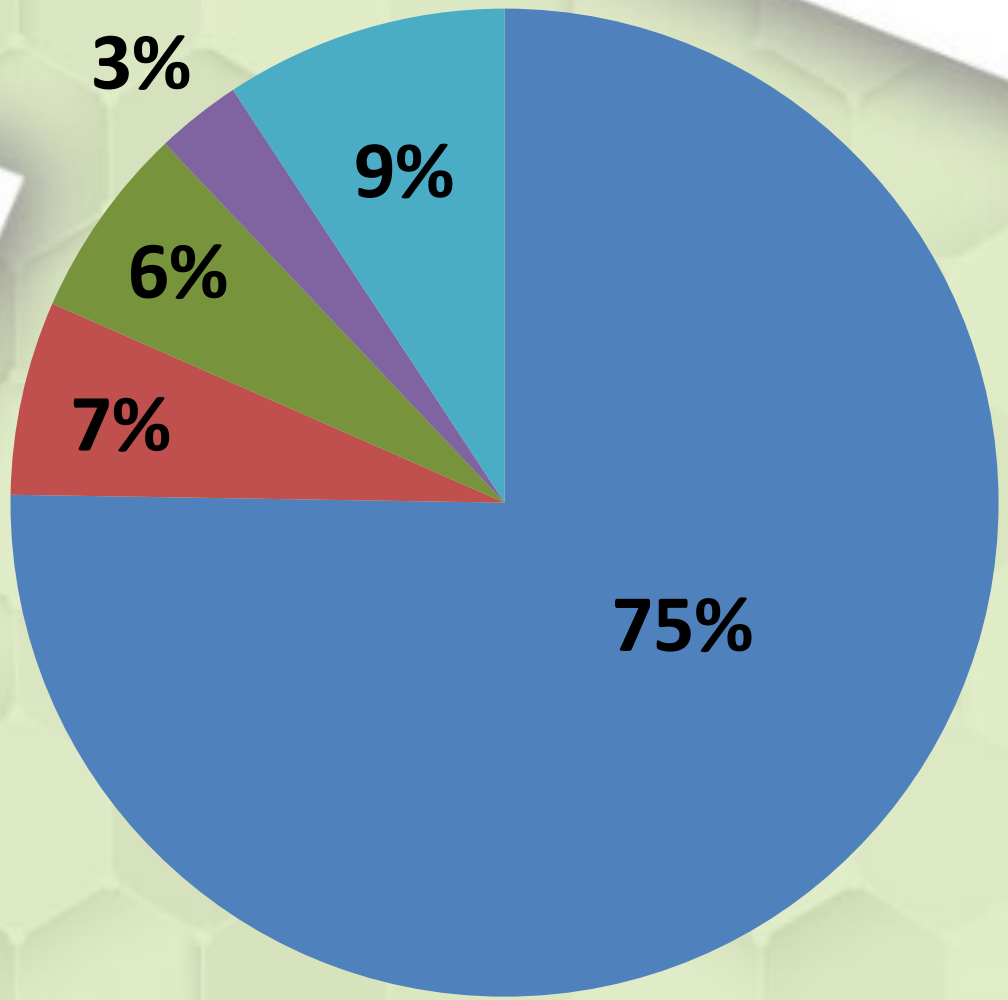


- Industry certification
- Career pathway assessment (ASVAB, WorkKeys, etc.)
- Oklahoma School Testing Program State Assessments
- State graduation requirement completed
- Internship/Apprenticeship
- Other

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

What test(s) would you prefer students to take for college- and career-readiness?

(Select all that apply.)



- ACT/SAT
- Oklahoma School Testing Program State Assessments
- Iowa Test of Basic Skills
- NWEA assessments
- Other

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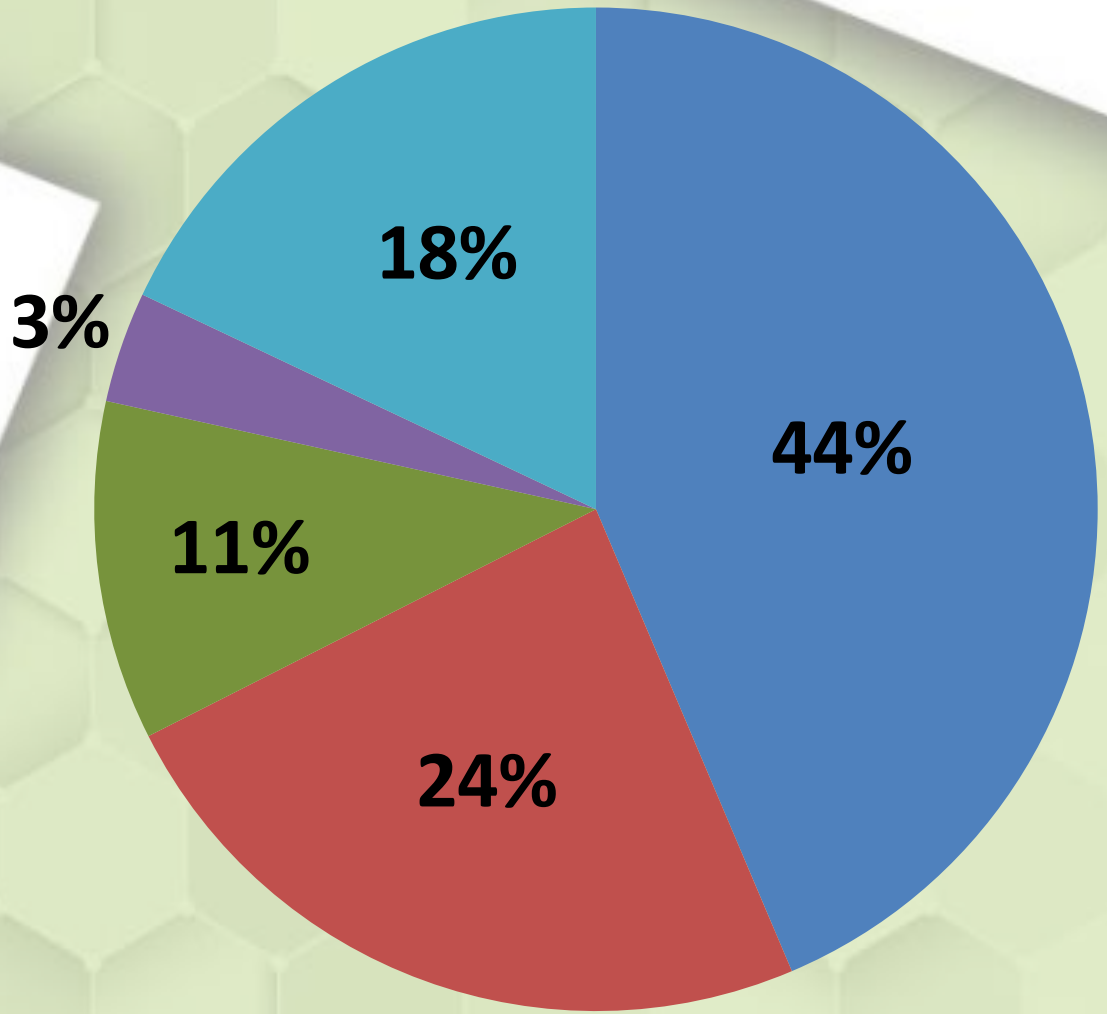
CHAMPION EXCELLENCE

What test(s) would you prefer students to take for school accountability purposes?

(Select all that apply.)



- ACT/SAT
- Oklahoma School Testing Program State Assessments
- Iowa Test of Basic Skills
- NWEA assessments
- Other

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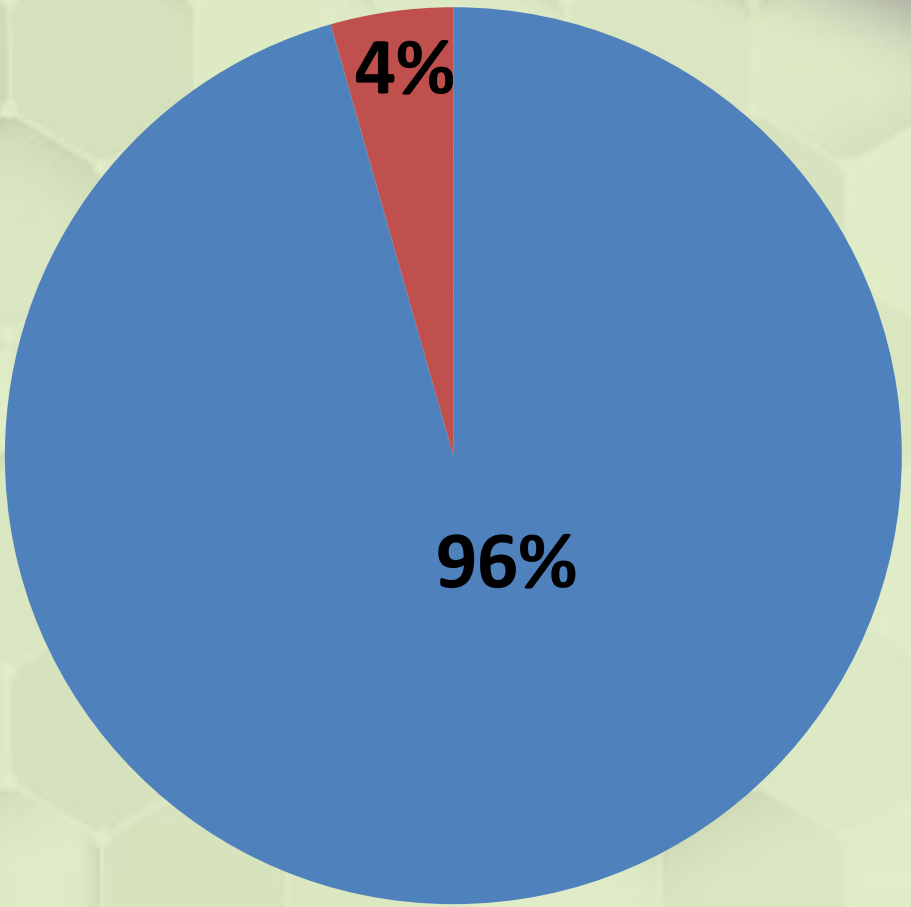
For the purpose of the summative reporting, when would be most beneficial to receive reports?



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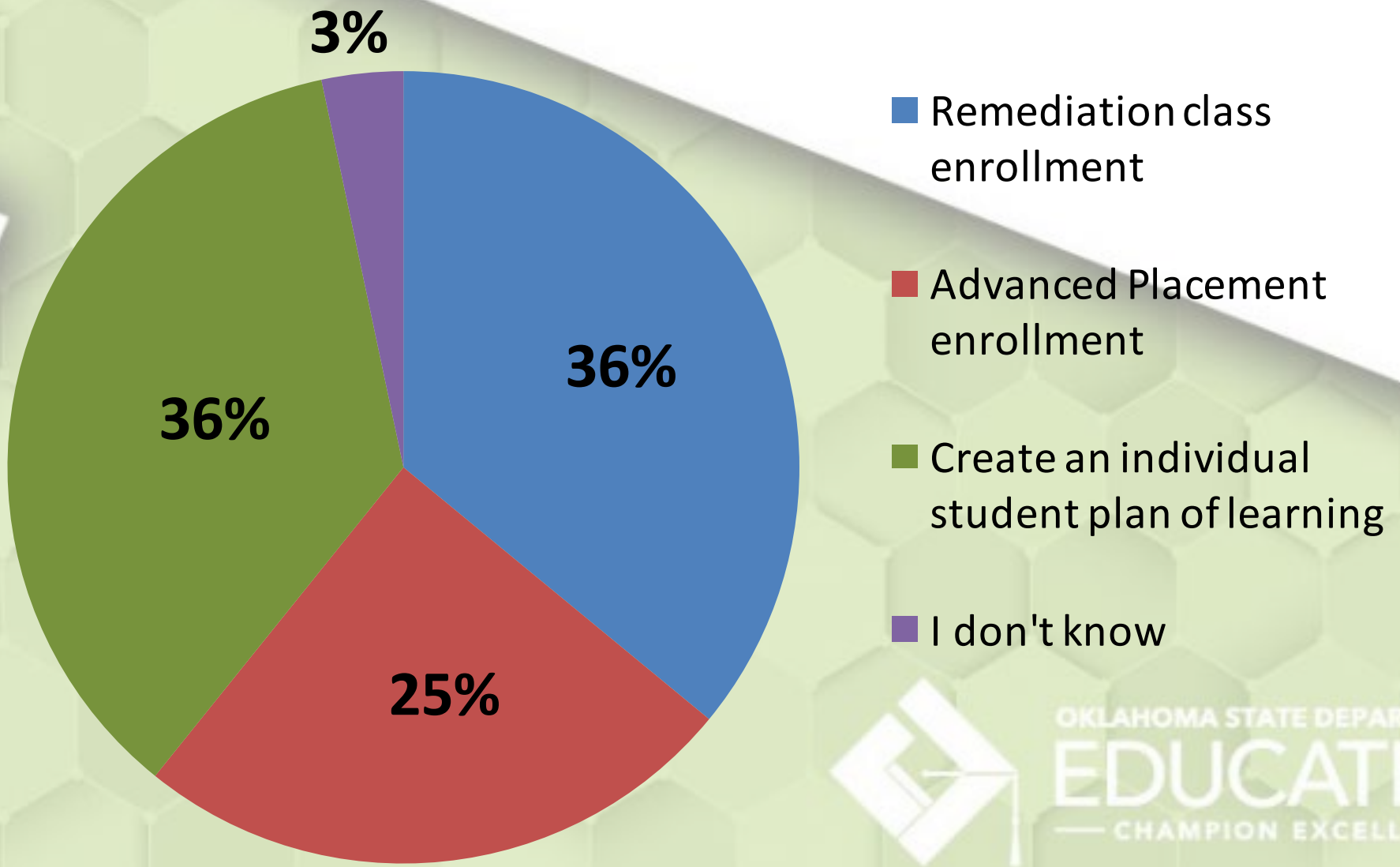
How do you think schools should use state assessment results to support student success?

(Select all that apply.)



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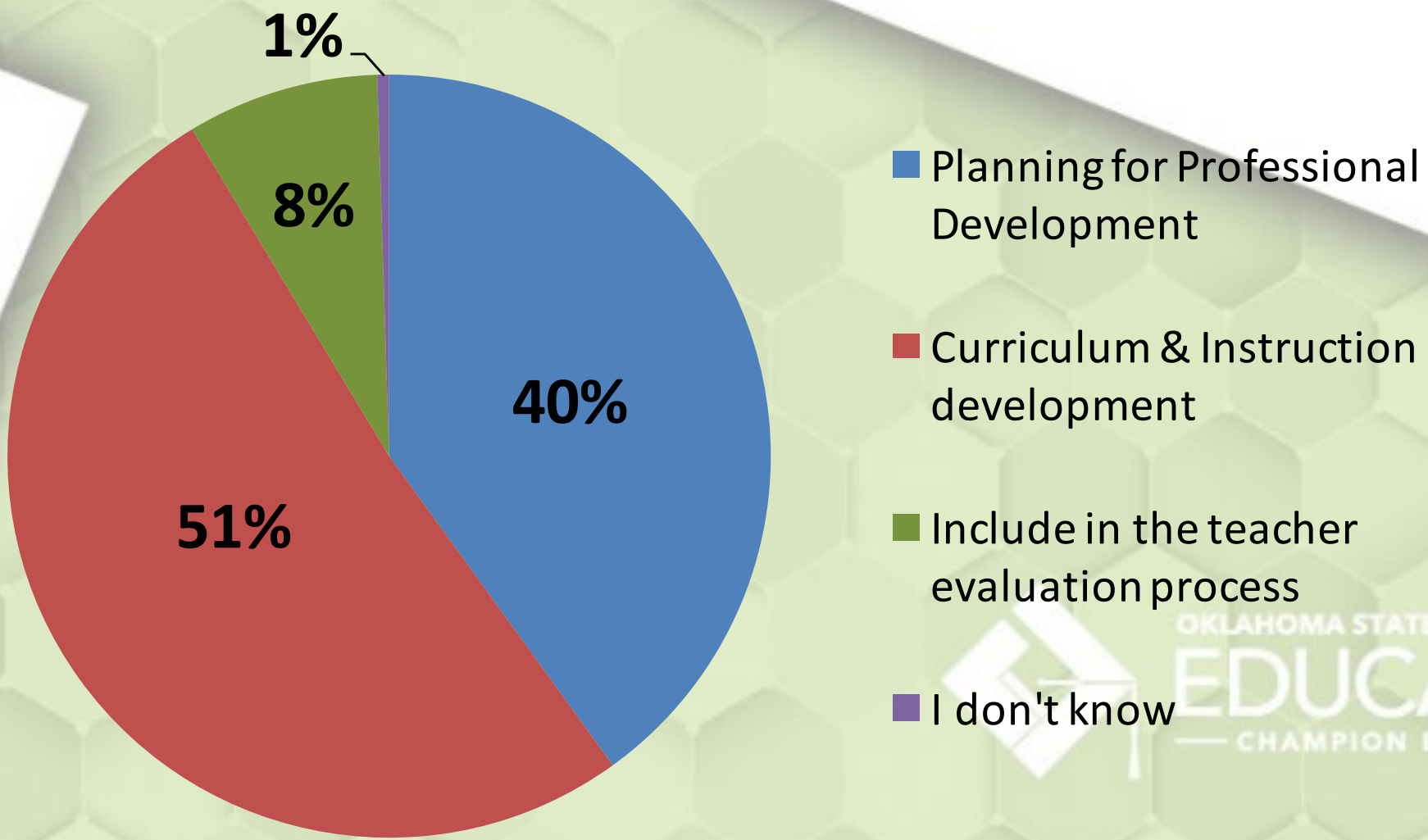
How do you think schools should use state assessment results to strengthen teacher quality and instruction?

(Select all that apply.



OKLAHOMA STATE DEPARTMENT
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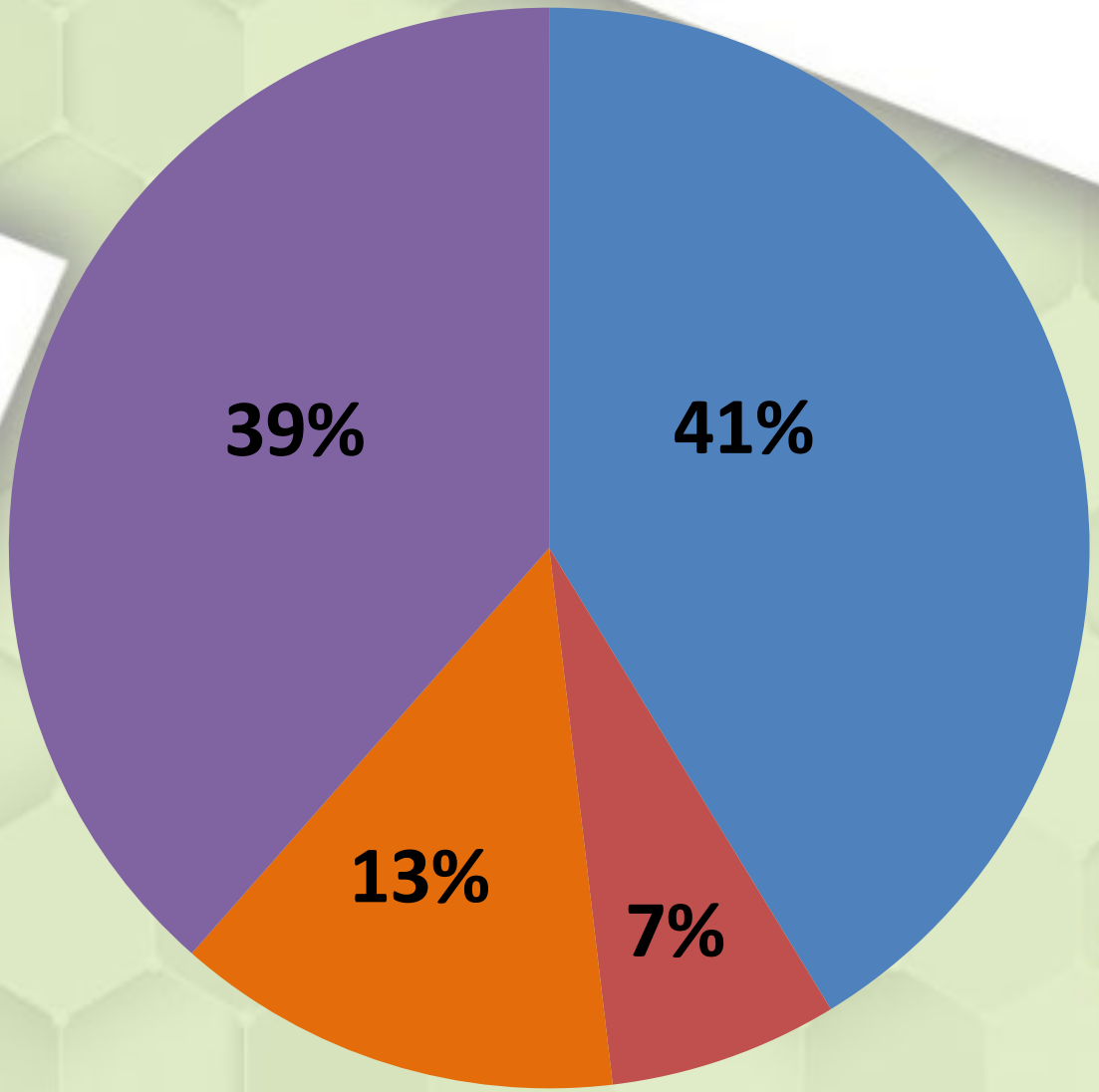
At what grade-level should students begin taking computer based assessments?



- 3rd grade
- 4th grade
- 5th grade
- Keep as is, with 6th grade

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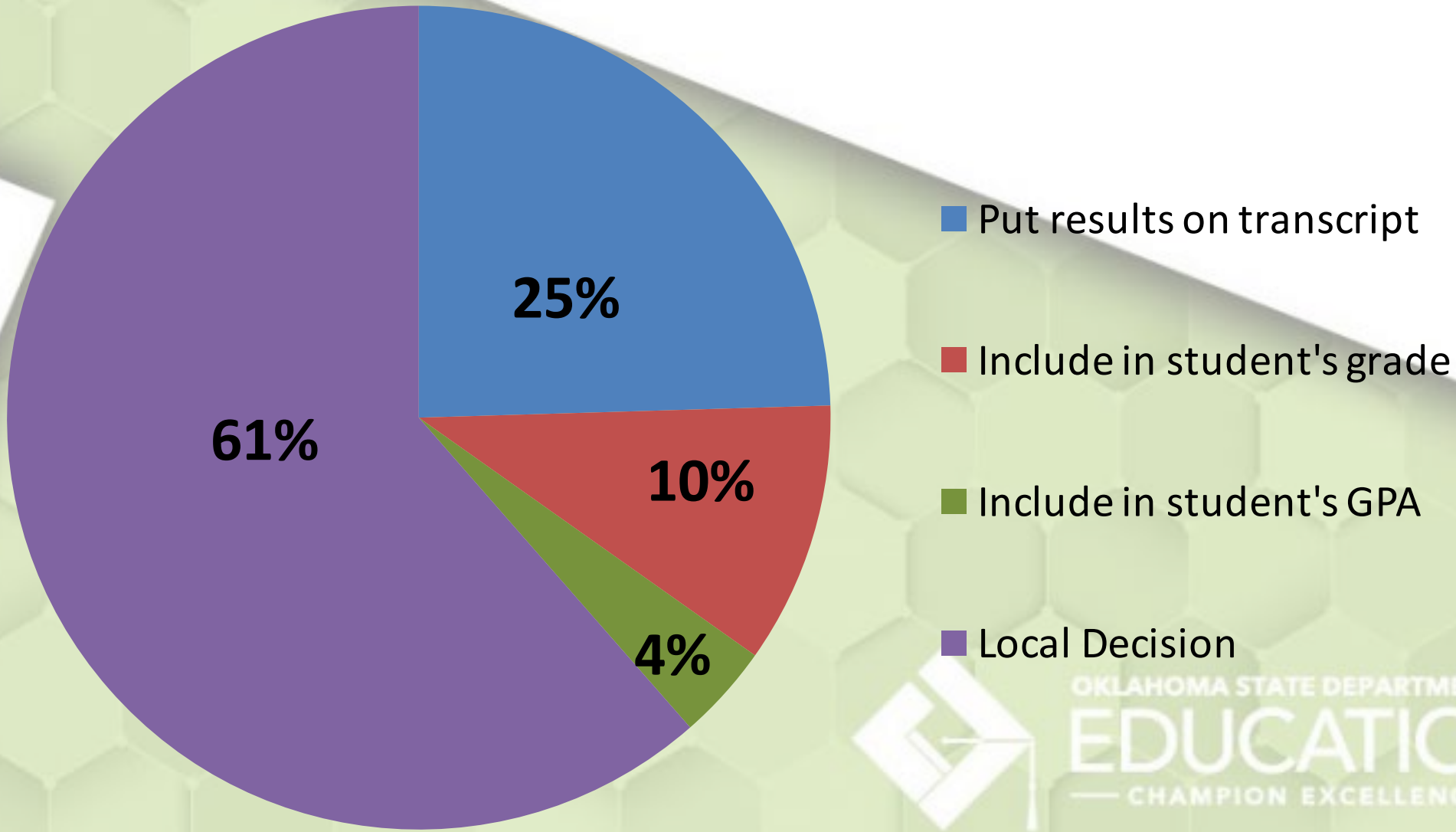
How do we best ensure student accountability on state assessments?



OKLAHOMA STATE DEPARTMENT
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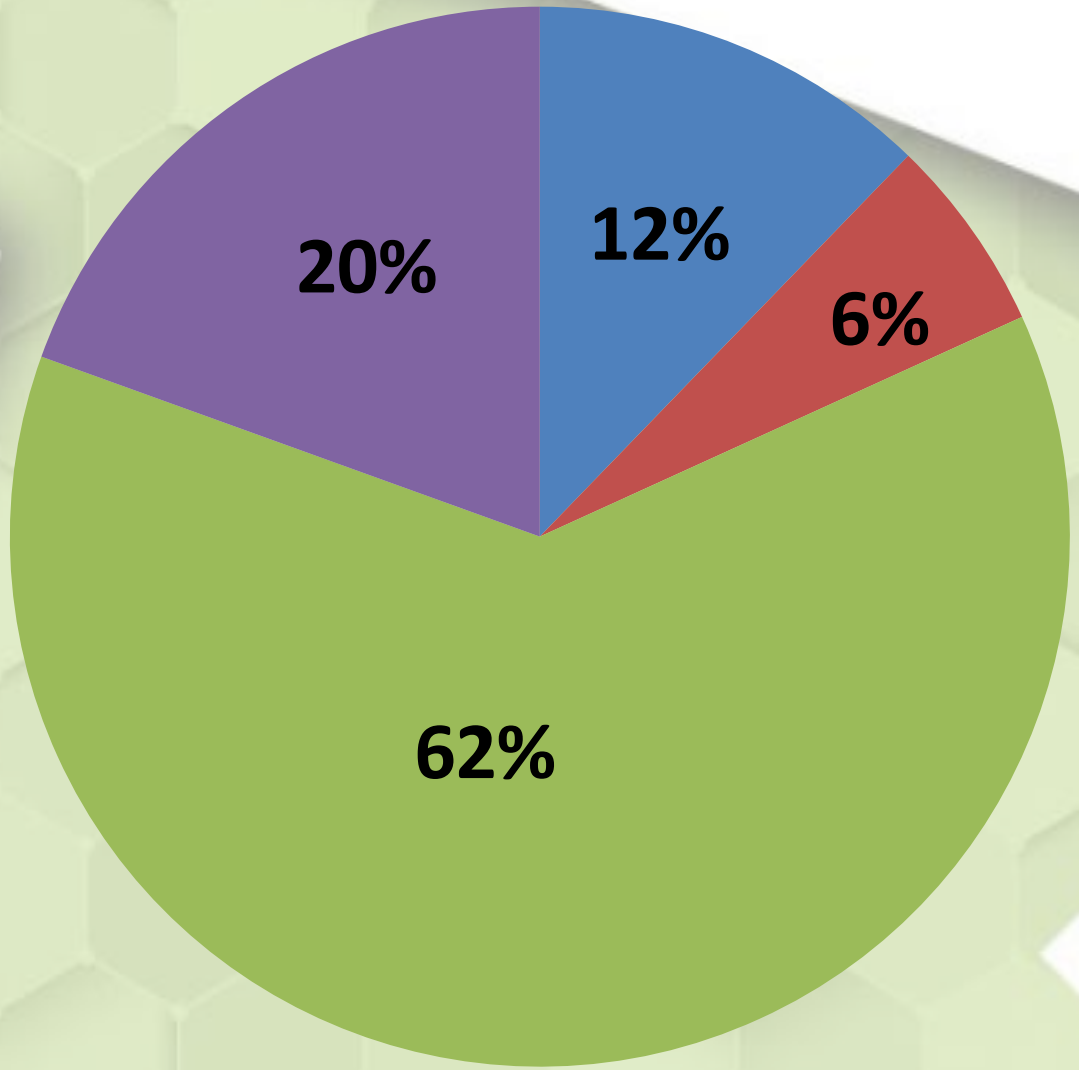
At what performance level should students be provided remediation?



- Unsatisfactory
- Limited Knowledge
- Limited Knowledge & Unsatisfactory
- Leave it up to local decision

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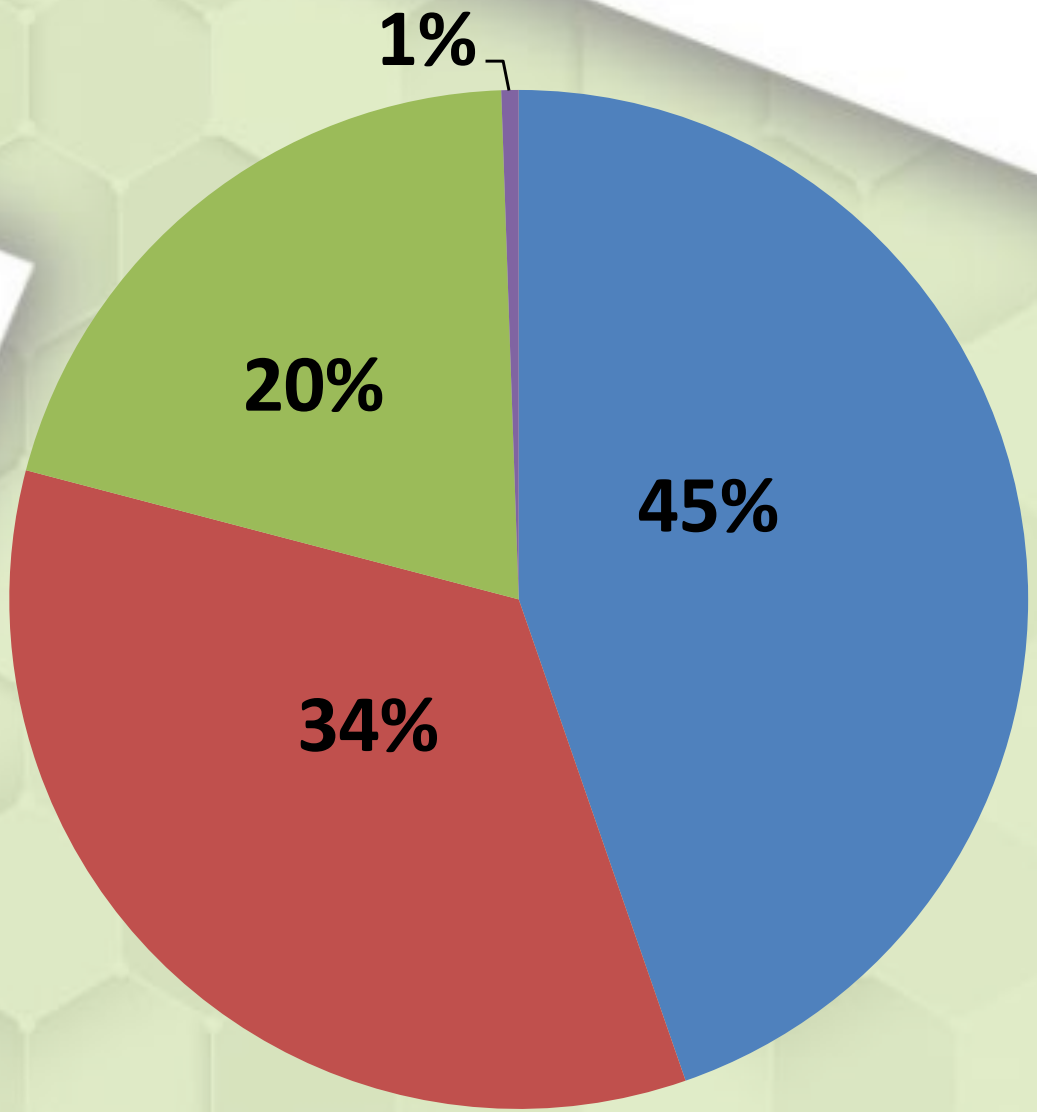
What is the purpose of the Oklahoma School Testing Program state assessments?

(Select all that apply.)

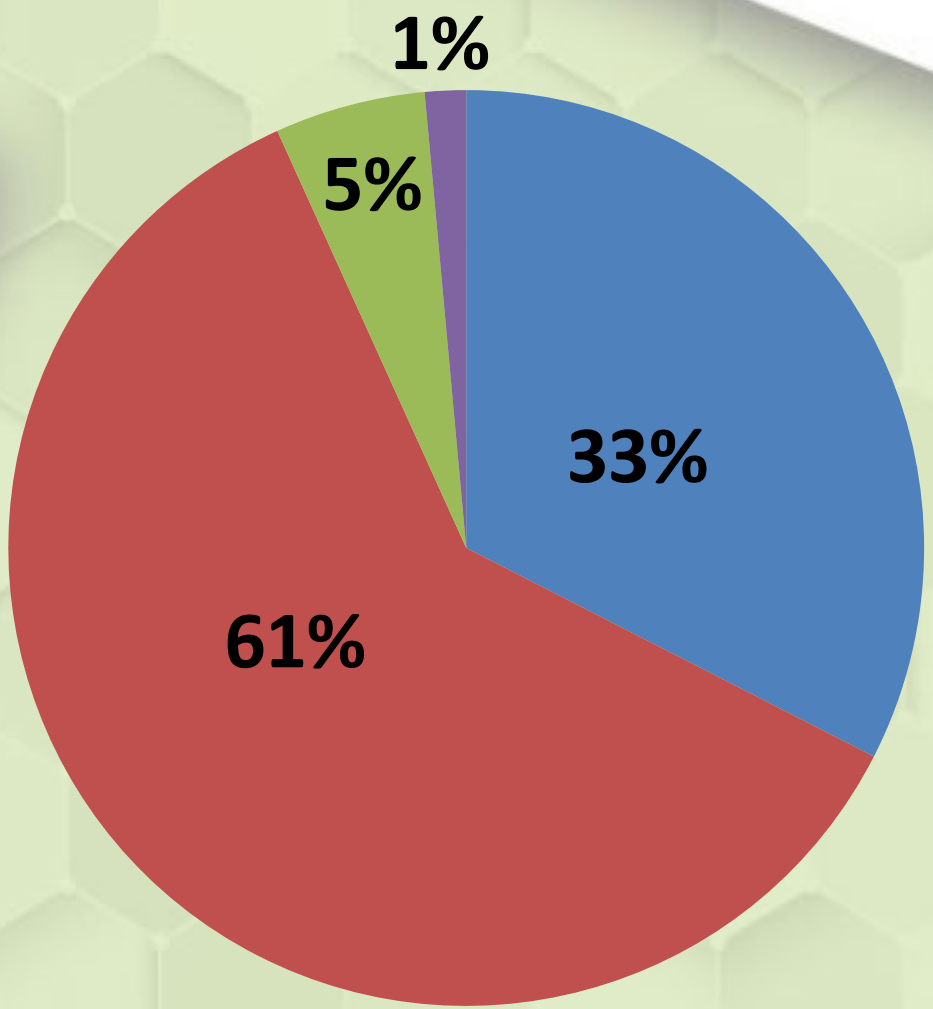


- To measure progress toward college and career readiness
- To indicate the need for remediation
- To determine proficiency based promotion
- To be included in the student's GPA calculation

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

What recommendation(s) would you give to promote an effective and efficient testing system?

(Select all that apply.)



- Eliminate writing prompts and open-ended responses from assessments
- Combine different contents into one assessment
- Combine different grade levels into one assessment
- Adding additional subject area assessments

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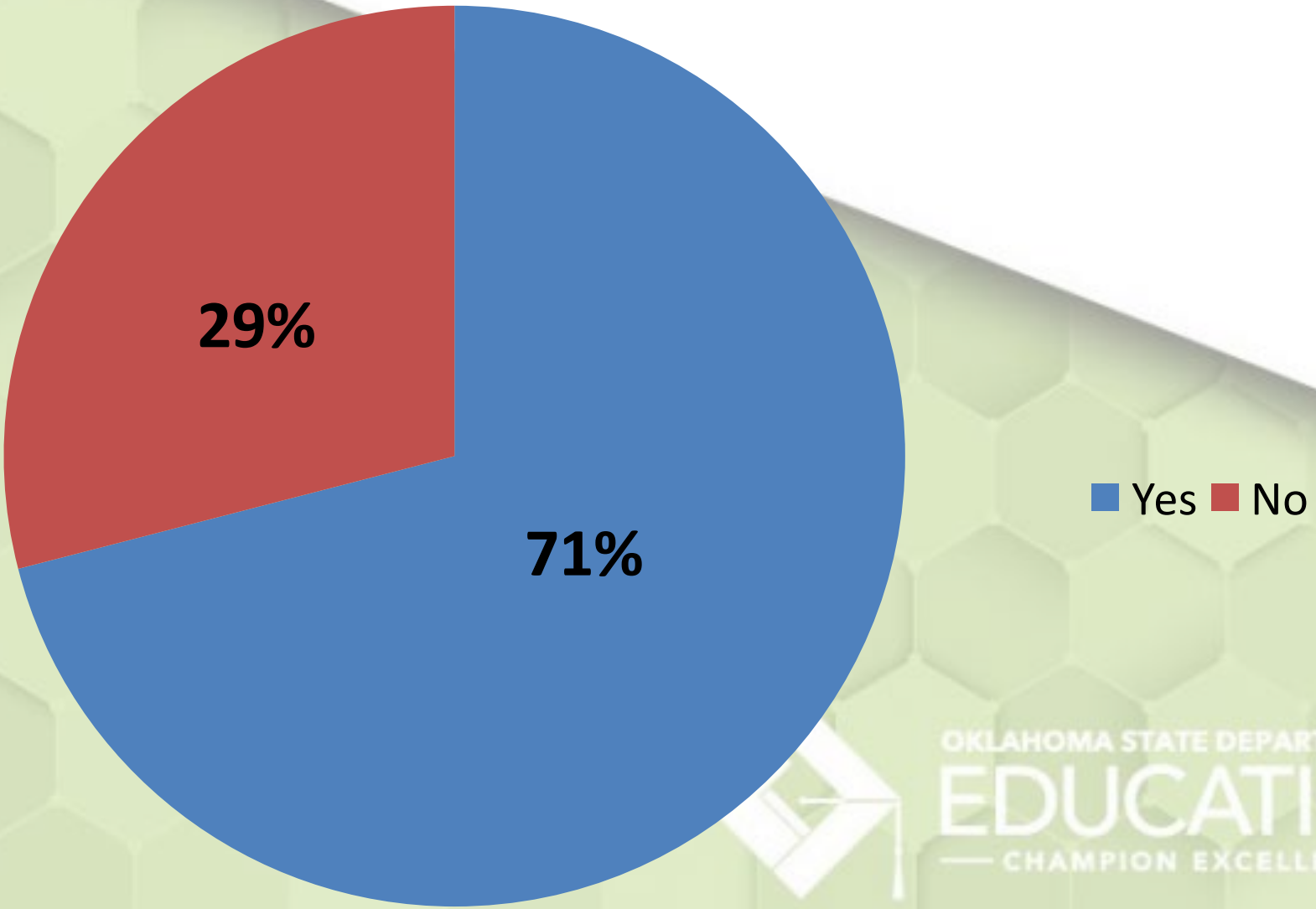
Should state assessment results show how our students compare to other states?



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OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix 3 - Surveyed organizations

Organizations formally invited to complete the first ESSA Survey:
(At time of posting, the survey had more then 3,000 responses)

Business and Employers
State Chamber of Oklahoma
Oklahoma City Chamber of Commerce
Tulsa Chamber of Commerce
Oklahoma Educated Workforce Initiative
Latino Community Development Agency, Oklahoma City
Greater Oklahoma City Hispanic Chamber of Commerce

Community-based Organizations
Citizens Caring for Children, Oklahoma City
Sunbeam Family Support Services
The Homeless Alliance
Governor's Interagency Council on Homelessness
Archdiocese of Oklahoma City
Smart Start Oklahoma
Potts Family Foundation
African American Advisory Council

Higher Education
Oklahoma Association of Colleges of Teacher Education
Oklahoma State Regents for Higher Education

LEAs, School Leaders, Teachers and Staff
Oklahoma City Public Schools
Tulsa Public Schools
Cooperative Council for Oklahoma School Administration
Oklahoma State School Boards Association
Oklahoma Public School Resource Center
Oklahoma Education Association
Professional Oklahoma Educators
Superintendent Advisory Council

Teacher Advisory Council
Counselor Advisory Council

Parents
Oklahoma PTA
Parents Advisory Council
Oklahoma Parents and Educators for Public Education

Representing Indian Tribes
Oklahoma Advisory Council on Indian Education
Oklahoma Council for Indian Education
Absentee-Shawnee Tribe of Indians
Alabama-Quassarte Tribal Town
Apache Tribe of Oklahoma
Caddo Nation of Oklahoma
Cherokee Nation
Cheyenne and Arapaho Tribes
Citizen Potawatomi Nation
Comanche Nation
Delaware Nation
Delaware Tribe of Indians
Eastern Shawnee Tribe of Oklahoma
Fort Sill Apache Tribe of Oklahoma
Iowa Tribe of Oklahoma
Kaw Nation
Kialegee Tribal Town
Kickapoo Tribe of Oklahoma
Kiowa Indian Tribe of Oklahoma
Miami Tribe of Oklahoma
Modoc Tribe of Oklahoma
Muscogee *(Creek)* Nation
Osage Tribe
Ottawa Tribe of Oklahoma
Otoe-Missouria Tribe of Indians
Pawnee Nation of Oklahoma
Peoria Tribe of Indians of Oklahoma
Ponca Tribe of Indians of Oklahoma
Quapaw Tribe of Indians
Sac & Fox Nation
Seminole Nation of Oklahoma

Seneca-Cayuga Tribe of Oklahoma
Shawnee Tribe
Chickasaw Nation
Choctaw Nation of Oklahoma
Thlopthlocco Tribal Town
Tonkawa Tribe of Indians of Oklahoma
United Keetoowah Band of
Cherokee Indians in Oklahoma
Wichita and Affiliated Tribes
Wyandotte Nation

Representing Military Families
Tinker Air Force Base
Altus Air Force Base
Vance Air Force Base
Ft. Sill Army Base
Oklahoma National Guard

State Board of Education Members

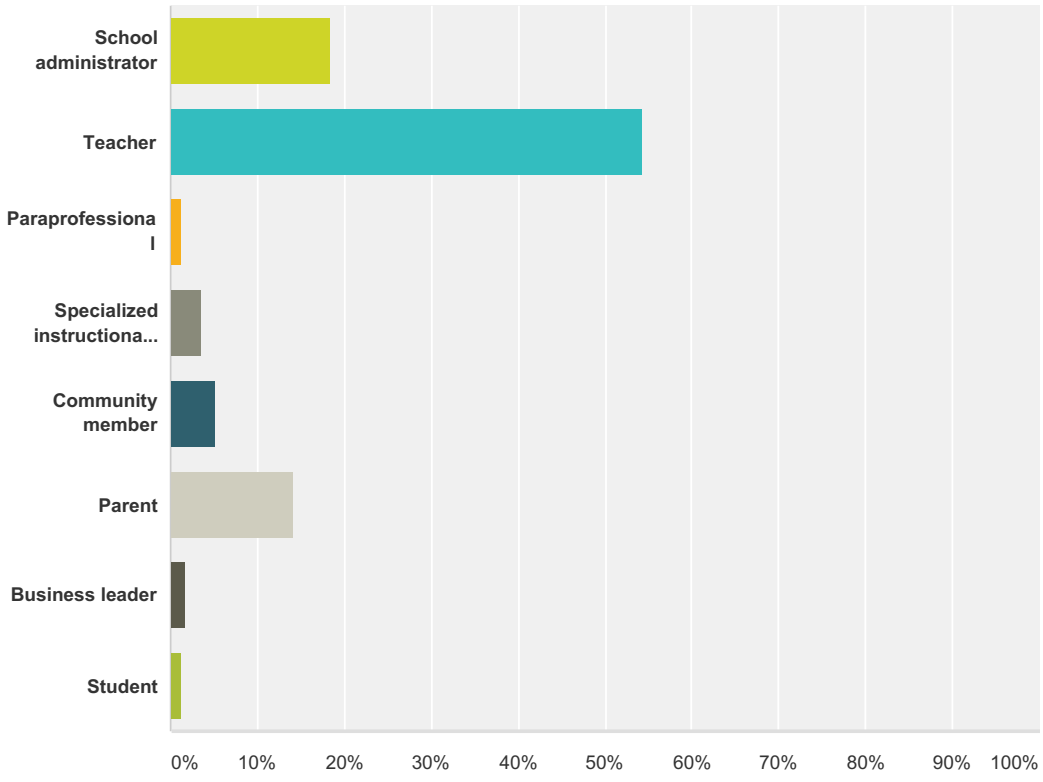
Students
Student Advisory Council

OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix 4 - ESSA Survey Responses

Q1 What is your role?

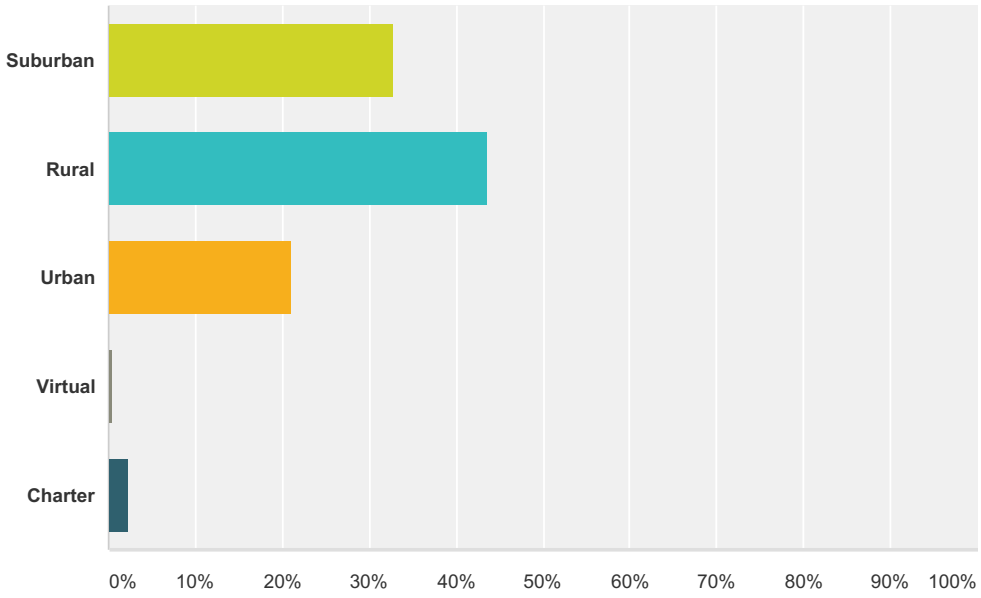
Answered: 2,848 Skipped: 271



Answer Choices	Responses	
School administrator	**18.33%**	522
Teacher	**54.35%**	1,548
Paraprofessional	**1.26%**	36
Specialized instructional support personnel	**3.58%**	102
Community member	**5.27%**	150
Parent	**14.29%**	407
Business leader	**1.62%**	46
Student	**1.30%**	37
Total		**2,848**

Q2 What community/school type do you represent?

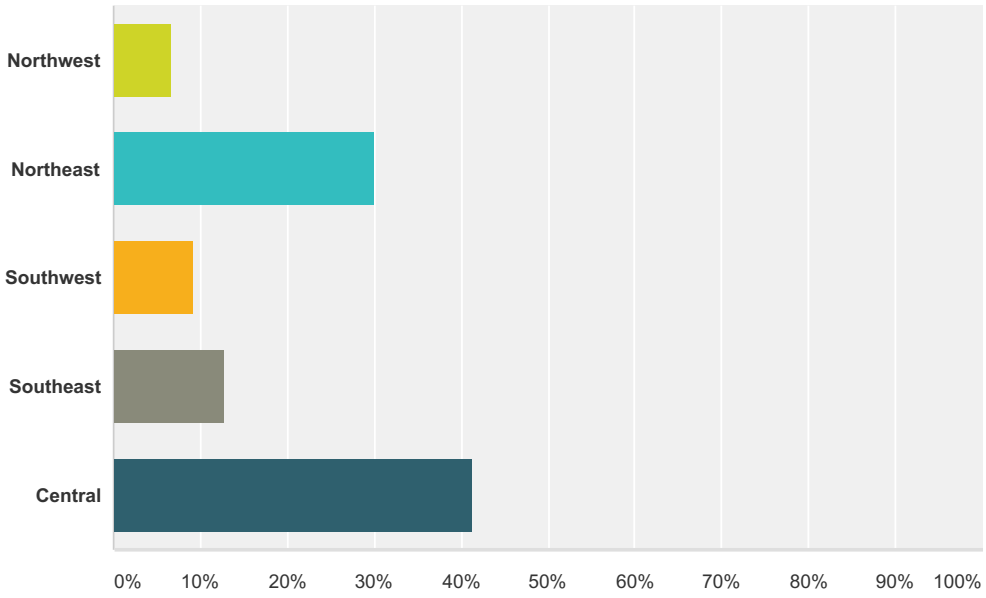
Answered: 3,094 Skipped: 25



Answer Choices	Responses	
Suburban	**32.77%**	1,014
Rural	**43.57%**	1,348
Urban	**21.04%**	651
Virtual	**0.42%**	13
Charter	**2.20%**	68
Total		**3,094**

Q3 What part of Oklahoma do you represent?

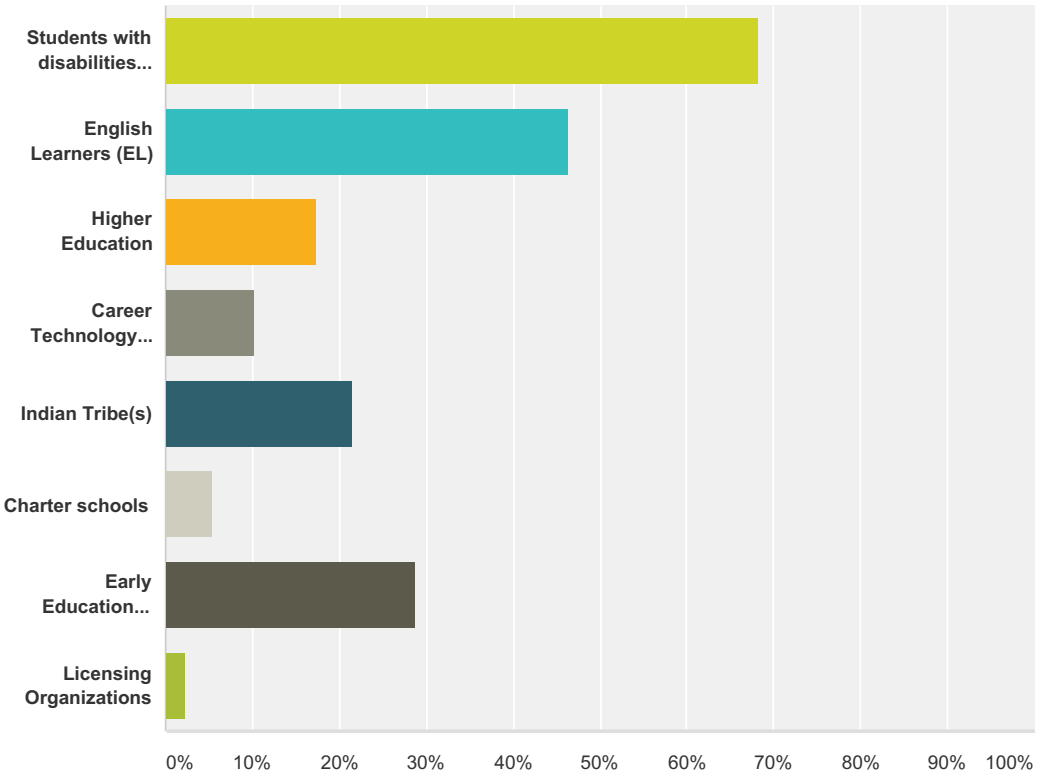
Answered: 3,101 Skipped: 18



Answer Choices	Responses	
Northwest	**6.68%**	207
Northeast	**30.05%**	932
Southwest	**9.29%**	288
Southeast	**12.71%**	394
Central	**41.28%**	1,280
Total		**3,101**

Q4 What group(s) are you a representative for? (Select all that apply)

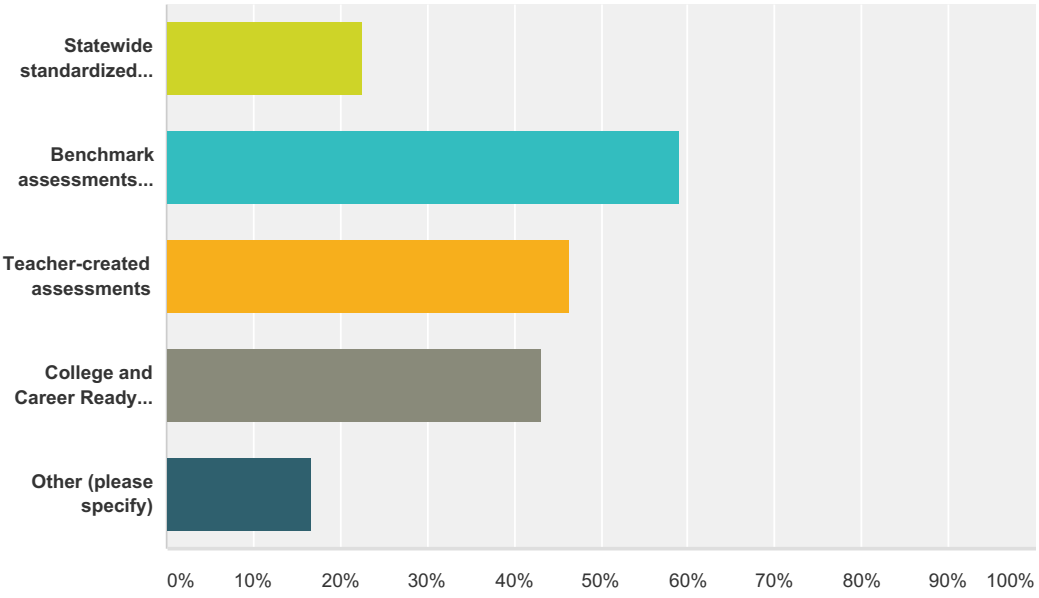
Answered: 2,350 Skipped: 769



Answer Choices	Responses	
Students with disabilities (IEP/504)	**68.21%**	1,603
English Learners (EL)	**46.43%**	1,091
Higher Education	**17.40%**	409
Career Technology Center	**10.30%**	242
Indian Tribe(s)	**21.49%**	505
Charter schools	**5.40%**	127
Early Education Organizations	**28.89%**	679
Licensing Organizations	**2.38%**	56
Total Respondents: 2,350		

Q5 How should we measure student progress toward meeting state academic standards? (Select all that apply)

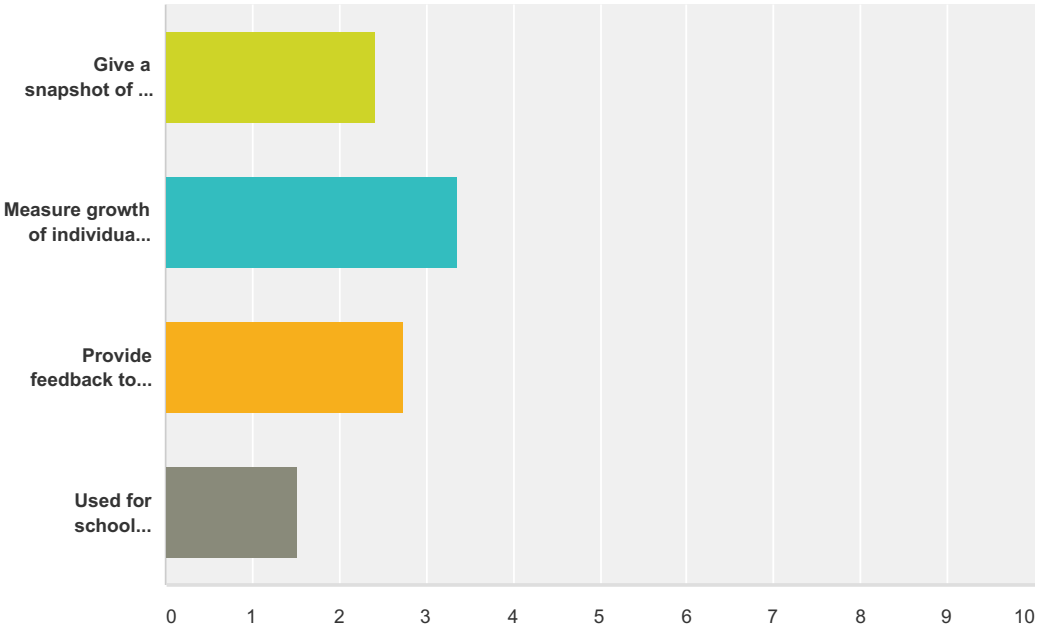
Answered: 3,083 Skipped: 36



Answer Choices	Responses
Statewide standardized assessments	**22.61%** 697
Benchmark assessments (Benchmark assessments are designed to measure student progress throughout the school year giving teachers immediate feedback)	**59.10%** 1,822
Teacher-created assessments	**46.38%** 1,430
College and Career Ready Assessment (e.g. ACT, SAT)	**43.20%** 1,332
Other (please specify)	**16.61%** 512
Total Respondents: 3,083	

Q6 The goal of a state assessment system should be (Rank with 1 being the most important):

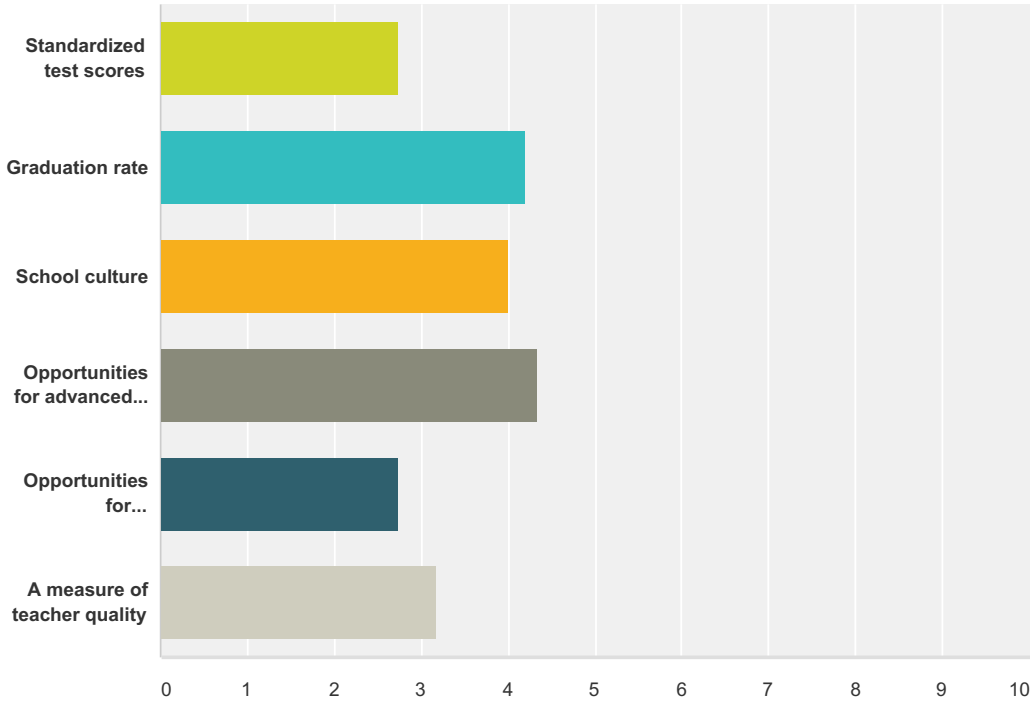
Answered: 3,097 Skipped: 22



	1	2	3	4	Total	Score
Give a snapshot of a student's performance at a single point in time	**20.71%** 610	**24.44%** 720	**31.33%** 923	**23.52%** 693	2,946	2.42
Measure growth of individual students from year to year	**56.53%** 1,688	**26.99%** 806	**13.76%** 411	**2.71%** 81	2,986	3.37
Provide feedback to teachers and school leaders for professional development	**20.95%** 629	**41.37%** 1,242	**28.75%** 863	**8.93%** 268	3,002	2.74
Used for school accountability	**4.04%** 123	**7.23%** 220	**25.20%** 767	**63.53%** 1,934	3,044	1.52

Q7 What data is important to have when determining the academic success and college/career readiness of students in your community? (Rank with 1 being the most important)

Answered: 3,072 Skipped: 47



	1	2	3	4	5	6	Total	Score
Standardized test scores	**12.92%** 382	**9.10%** 269	**10.72%** 317	**12.07%** 357	**16.20%** 479	**38.99%** 1,153	2,957	2.73
Graduation rate	**28.72%** 841	**21.31%** 624	**15.78%** 462	**14.69%** 430	**14.41%** 422	**5.09%** 149	2,928	4.20
School culture	**23.79%** 698	**20.04%** 588	**18.44%** 541	**16.39%** 481	**13.29%** 390	**8.04%** 236	2,934	4.01
Opportunities for advanced coursework	**23.91%** 705	**26.49%** 781	**23.07%** 680	**15.20%** 448	**8.82%** 260	**2.51%** 74	2,948	4.34
Opportunities for extracurricular activities	**2.40%** 71	**11.50%** 340	**16.17%** 478	**22.19%** 656	**23.41%** 692	**24.32%** 719	2,956	2.74
A measure of teacher quality	**10.89%** 328	**13.45%** 405	**17.00%** 512	**18.39%** 554	**21.41%** 645	**18.86%** 568	3,012	3.17

Q8 What are the most important things schools can do to help students succeed?

Answered: 2,733 Skipped: 386

This question was open response.

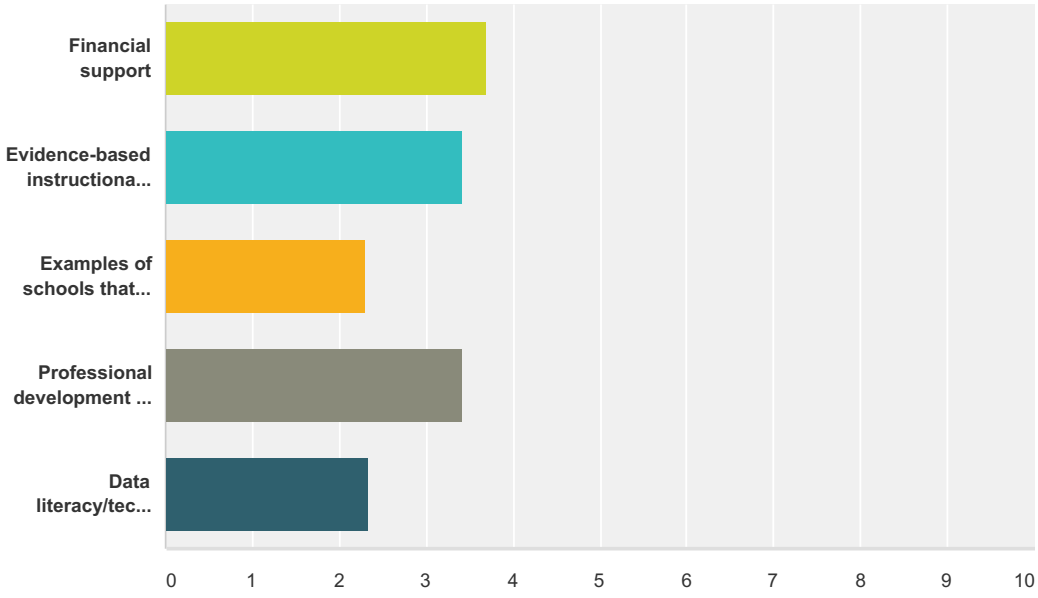
Q9 What are the qualities of a school you would want your child to attend?

Answered: 2,718 Skipped: 401

This question was open response.

Q10 What supports should OSDE provide in supporting low-performing schools? (Rank with 1 being the most important)

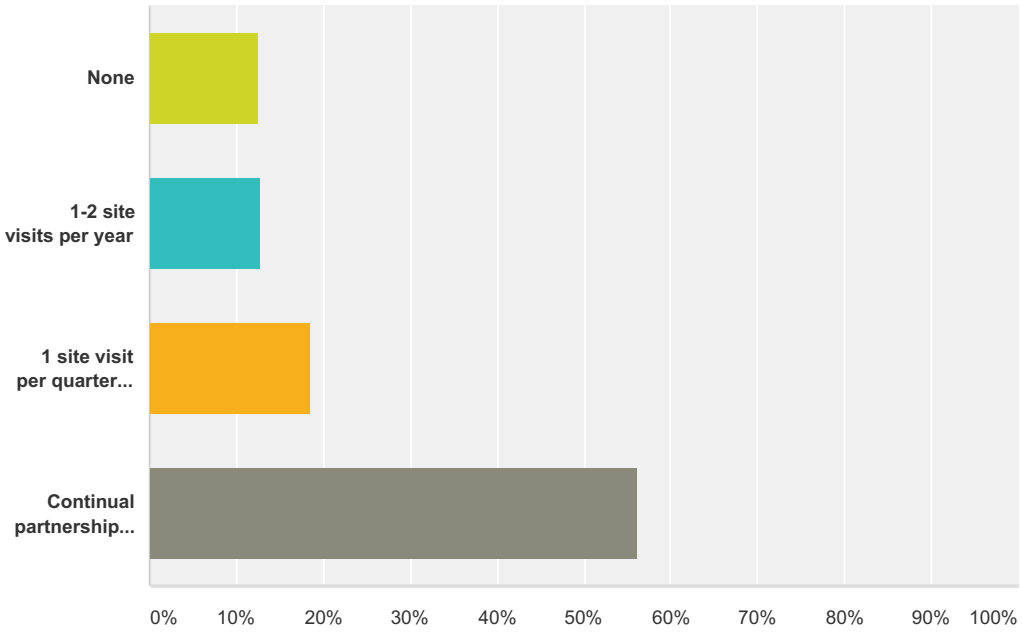
Answered: 3,080 Skipped: 39



	1	2	3	4	5	Total	Score
Financial support	**45.76%** 1,345	**13.30%** 391	**16.77%** 493	**13.00%** 382	**11.16%** 328	2,939	3.70
Evidence-based instructional resources	**19.08%** 559	**32.90%** 964	**24.61%** 721	**17.41%** 510	**6.01%** 176	2,930	3.42
Examples of schools that have improved	**9.26%** 273	**13.77%** 406	**15.20%** 448	**20.45%** 603	**41.32%** 1,218	2,948	2.29
Professional development in types of curriculum, instruction and assessment	**22.91%** 684	**28.13%** 840	**23.95%** 715	**17.95%** 536	**7.07%** 211	2,986	3.42
Data literacy/technical assistance support	**6.16%** 186	**13.34%** 403	**19.47%** 588	**29.44%** 889	**31.59%** 954	3,020	2.33

Q11 What role should OSDE play in the development of a local intervention plan?

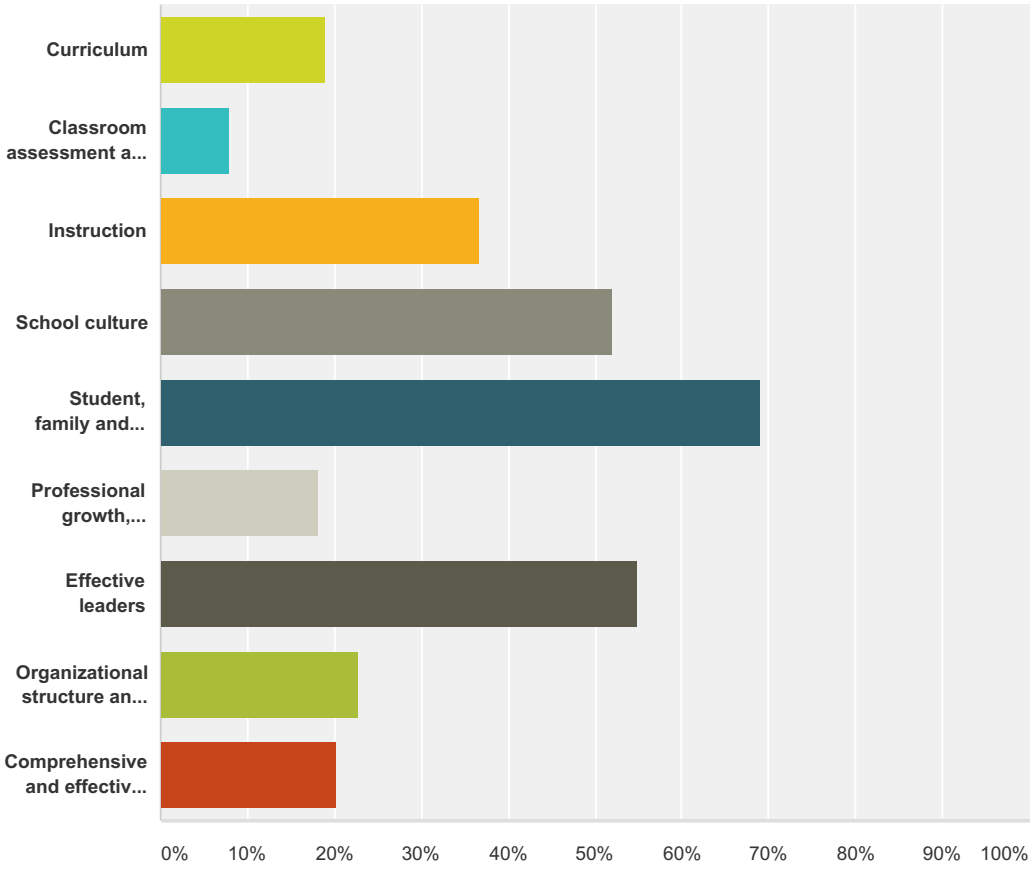
Answered: 3,082 Skipped: 37



Answer Choices	Responses	
None	**12.49%**	385
1-2 site visits per year	**12.69%**	391
1 site visit per quarter with professional development options	**18.56%**	572
Continual partnership with ongoing support	**56.26%**	1,734
Total		**3,082**

Q12 Which of the following do you believe is most critical to improving a low-performing school? (Choose 3)

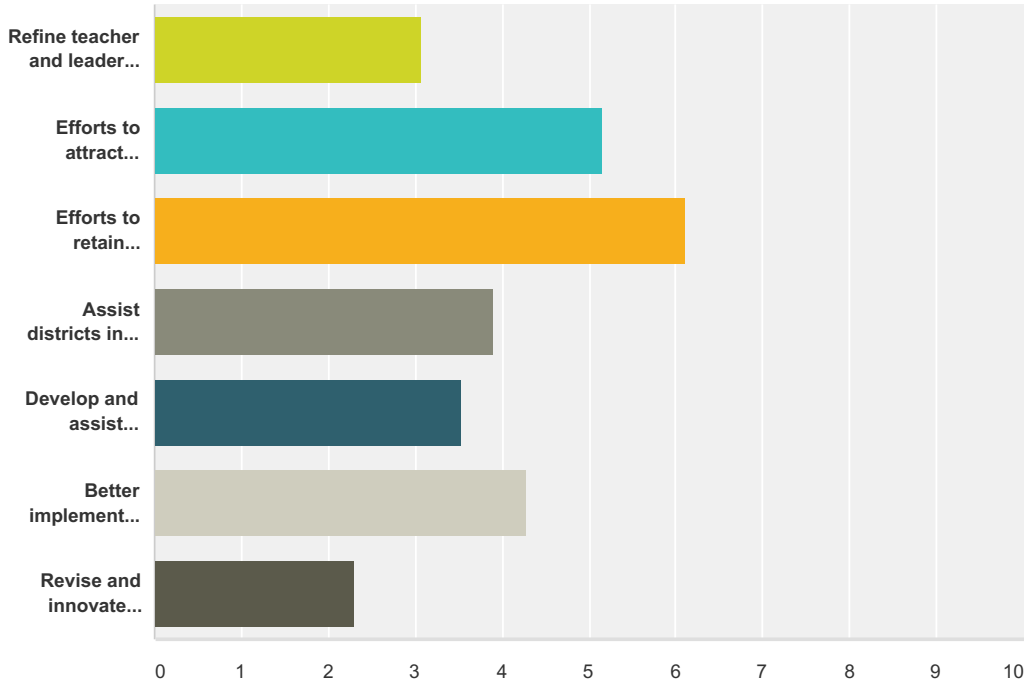
Answered: 3,105 Skipped: 14



Answer Choices	Responses	
Curriculum	**19.00%**	590
Classroom assessment and district benchmarks	**7.86%**	244
Instruction	**36.68%**	1,139
School culture	**51.88%**	1,611
Student, family and community support	**69.02%**	2,143
Professional growth, development and evaluation	**18.07%**	561
Effective leaders	**55.01%**	1,708
Organizational structure and resources	**22.74%**	706
Comprehensive and effective planning	**20.16%**	626
Total Respondents: 3,105		

Q13 Federal Title II, Part A funds can be used at the state level for a variety of purposes. (Rank with 1 being most important)

Answered: 3,047 Skipped: 72



	1	2	3	4	5	6	7	Total	Score
Refine teacher and leader evaluation system	**5.41%** 154	**5.91%** 168	**9.49%** 270	**14.94%** 425	**18.73%** 533	**23.90%** 680	**21.62%** 615	2,845	3.06
Efforts to attract effective teachers and leaders	**19.13%** 551	**32.33%** 931	**19.69%** 567	**12.92%** 372	**8.33%** 240	**5.42%** 156	**2.19%** 63	2,880	5.16
Efforts to retain effective teachers and leaders	**50.24%** 1,474	**28.66%** 841	**11.32%** 332	**4.67%** 137	**3.07%** 90	**1.36%** 40	**0.68%** 20	2,934	6.12
Assist districts in developing differential pay and other incentives to recruit retain educators in high need areas	**11.30%** 324	**10.64%** 305	**21.67%** 621	**14.48%** 415	**13.75%** 394	**12.74%** 365	**15.42%** 442	2,866	3.91
Develop and assist districts with teacher-leader career ladder opportunities	**3.50%** 100	**9.46%** 270	**13.17%** 376	**22.10%** 631	**23.40%** 668	**18.46%** 527	**9.91%** 283	2,855	3.53
Better implement induction and mentoring programs for new educators	**11.10%** 325	**11.78%** 345	**22.30%** 653	**21.52%** 630	**18.37%** 538	**11.85%** 347	**3.07%** 90	2,928	4.28
Revise and innovate certification system	**3.55%** 103	**3.62%** 105	**4.14%** 120	**8.58%** 249	**12.13%** 352	**23.47%** 681	**44.50%** 1,291	2,901	2.29

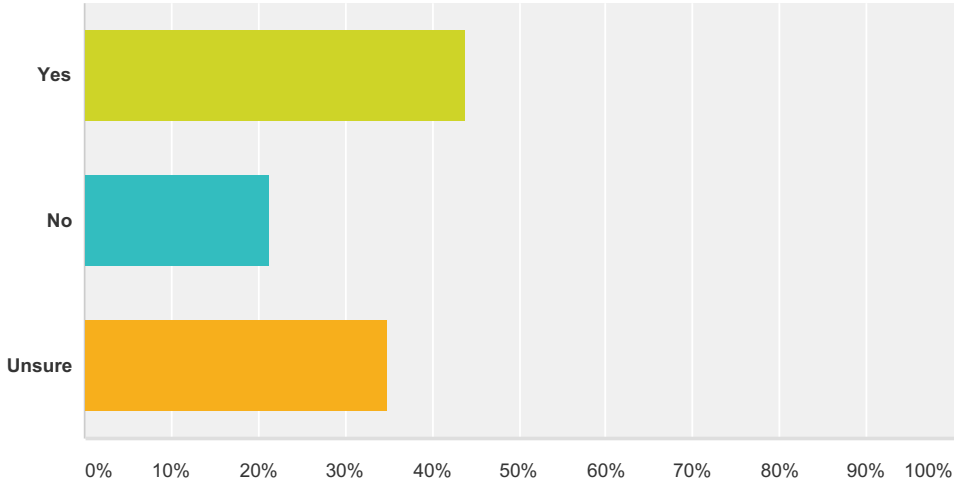
Q14 How can the OSDE help all teachers and leaders: serve low-income students, minority students, students with disabilities, and English Learners?

Answered: 2,199 Skipped: 920

This question was open response.

Q15 Do you believe a strategy to align assessment, accountability and teacher quality with state academic standards - so the four elements work together toward interim goals - is meaningful? Please share your willingness to contribute to the conversation in the comments.

Answered: 3,038 Skipped: 81



Answer Choices	Responses	
Yes	**43.94%**	1,335
No	**21.20%**	644
Unsure	**34.86%**	1,059
Total		**3,038**

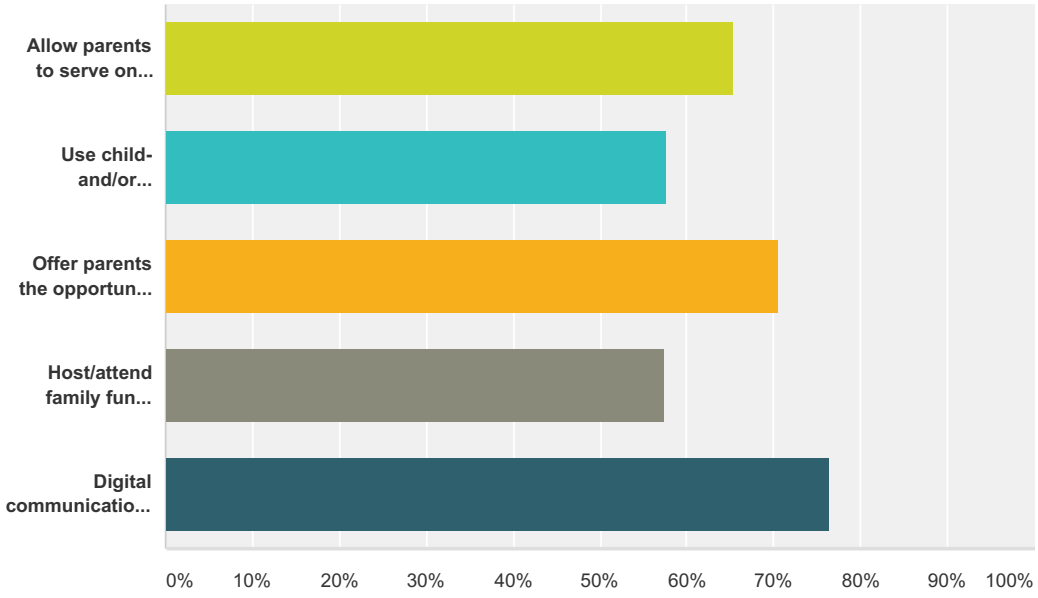
Q16 What can OSDE, school districts, tribes, and community-based organizations do to support a learning environment to better prepare diverse learners (i.e. English Learners, children with disabilities, migratory children, American Indian and homeless children) for college and careers?

Answered: 2,090 Skipped: 1,029

This question was open response.

Q17 Gauge your interest or willingness in participating in one of these ways: (Check all that apply)

Answered: 2,433 Skipped: 686

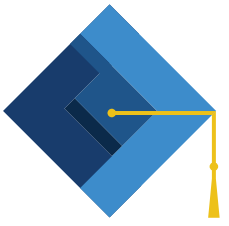


Answer Choices	Responses	
Allow parents to serve on decision-making committees	**65.43%**	1,592
Use child- and/or parent-led parent/teacher conferences	**57.54%**	1,400
Offer parents the opportunity to have input in their child's college/career pathway	**70.49%**	1,715
Host/attend family fun nights	**57.46%**	1,398
Digital communication allowing parents to interact with teachers and/or other parents	**76.37%**	1,858
Total Respondents: 2,433		

OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix 5 - Assessment Requirements HB 3218

ASSESSMENT REQUIREMENTS (HB 3218 §5)



OKLAHOMA STATE DEPARTMENT OF EDUCATION

CHAMPION EXCELLENCE

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

MEMORANDUM

TO: Speaker of the House Charles McCall
President Pro Tempore of the Senate Mike Schulz

FROM: Joy Hofmeister, State Superintendent of Public Instruction
Chair, State Board of Education

DATE: February 6, 2017

SUBJECT: Assessment Requirements Recommendations pursuant to HB 3218 §5

House Bill 3218 ("HB 3218"), Laws 2016, requires the State Board of Education (Board) to study, develop and adopt assessment requirements, which upon final approval pursuant to legislative review as set forth therein, "shall be implemented in conjunction with the statewide system of student assessments adopted pursuant to Section 1210.508 [i.e., Section 4 of HB 3218]."[1] *See* HB 3218, §5, pp.19-21. The assessments requirements must include:

1. Establishment of a multimeasures approach to high school graduation, which may include statewide assessments, alternative assessments, nationally recognized assessments, local performance assessments, assessment performance bands, grades and course records;
2. A determination of the performance level on the assessments at which students will be provided remediation or intervention and the type of remediation or intervention to be provided;
3. Establishment of a means for ensuring student accountability on the assessments;
4. Ways to make the school testing program more efficient and effective while still achieving the objective of having assessments designed to indicate whether students have attained an understanding of Oklahoma subject matter standards; and,
5. Establishment of a multimeasures approach to accountability, as required in 70 O.S. §1210.545 and in accordance with ESSA[2]

Id., at pp. 19-20.

[1] Section 4 of HB 3218 amends, in part, 70 O.S. §1210.508 and specifically states that by December 31, 2016, the State Board of Education (the "Board") shall adopt a statewide system of student assessments in compliance with the Every Student Succeeds Act ("ESSA"). *See* HB 3218, §4, page 10. Pursuant to this requirement, the State Board of Education took action to adopt the statewide student assessment system on December 15, 2016.

[2] 70 O.S. §1210.545 requires the State Board of Education to prepare annual reports of the results of the Oklahoma School Testing Program which describe student achievement in the state and each school site, and identify school sites as having letter grades, ranging from A-F. *See* 70 O.S. §1210.545.

On December 15, 2016, the Board adopted the assessment requirements as described in the enclosed report and PowerPoint presentations. Subsequent to adoption, Section 5 of HB 3218 requires the Board to submit the assessment requirements to the Speaker of the House and President Pro Tempore of the Senate on or prior to the first day of the 2017 Legislative Session. As such, the enclosed report and PowerPoint presentations include the recommendations for the aforementioned assessment requirements as studied and developed, hereby submitted for consideration and requested approval pursuant to Section 5 of HB 3218. Subject to any contrary legislative directive, further information and recommendation(s) will be presented to the Board for its consideration and possible approval.

PowerPoint Presentation vs. Report

As set forth herein, at the December 15, 2016 Board meeting, the Board voted to incorporate the PowerPoint presentation(s) into the report being submitted to the Legislature as required by Section 5 of HB 3218. To the extent there is a question as to the intent of the report and/or the recommendation(s), it is respectfully requested that greater weight be provided to the PowerPoint presentation relating to the items set forth below.

1. Growth: For elementary and secondary schools, the second academic indicator is growth. For example, growth measures a student's achievement in fifth grade in 2018 compared to that same student's achievement in fourth grade in 2017. Each student receives a growth score, which can be averaged across schools or districts. The measurement for growth that was recommended and adopted by the Board is a value table, and both the report and PowerPoint presentation reflect the same value table. *See* Report, Figure 3, page 14; PowerPoint slides 11-12. Though the report states that "[s]takeholders will need to continue to meet to examine the value table," the PowerPoint presentation provides that there should be fewer points for negative growth (ex. fewer points awarded to a student who drops from a proficient or advanced level to a lower level) such that the numeric values highlighted in green font in the PowerPoint presentation need to be reexamined. As such, it is respectfully requested that when stakeholders continue to meet to set values for the growth value table, the values highlighted in green font in the PowerPoint presentation be given a lesser value prior to any implementation of the State's revised accountability system.

2. Postsecondary Readiness: An indicator at the secondary level weighs college and career readiness. The report states that "to start, this indicator measures participation [in one of the following: Advanced Placement courses, International Baccalaureate program, dual/concurrent enrollment, work-based internship or apprenticeship and industry certification], but we expect to gradually move that to crediting successful outcomes in future years." *See* Report, p. 14. Similarly, the PowerPoint presentation provides as follows: "[f]or the first year, the focus on post-secondary activities will be on participation. As programs become more available to students, the goal will shift from participation to successful outcomes. (E.g., move from rewarding enrollment in an AP course to rewarding the receipt of a 3 or higher on the AP test.)" *See* PowerPoint, slide 20. As such, it is respectfully requested that the language in the PowerPoint presentation be given greater weight to the extent there is a question as to the intent of the report's recommendation relating to the postsecondary readiness indicator.

3. Interim Status Targets: All schools will have indicators for English Language Arts (ELA), Math and Science status, with a baseline scaled score being set in 2017. Subsequent interim

goals will follow a set number of score points based on progress in earlier years. *See* Report, Figures 1 and 2. As clarified in the PowerPoint presentation, slide 32, once the baseline scaled score has been set, the target values will be determined by a formula that ensures all student subgroups are on a trajectory to be proficient.

4. Performance Rubric: Of the multiple indicators that are weighted in the overall rubric of school performance in the adopted accountability system, one indicator examines student performance on statewide assessments in ELA, Math and Science. *See* report, p. 9-10, 17-19. The PowerPoint presentation, and comments at the December 15, 2016, Board meeting, reflect that the Board should consider administrative rules to ensure that no school with a significant portion of students scoring below proficient is able to receive a "high" score on the overview school performance rubric. *See* PowerPoint, slide 32.

Should you have any questions or want to further discuss, please do not hesitate to contact me.

Enc.

Assessment Report and Presentation
Accountability Report and Presentation
Graduation Requirements Report
Remediation and Intervention Report
HB 3218

Cc:

Governor Mary Fallin
Minority Leader of the House of Representatives Scott Inman
Minority Leader of the Senate John Sparks
Members of the House Common Education Committee
Members of the Senate Education Committee

ASSESSMENT REPORT

Prepared By:
Juan D'Brot, Ph.D.
Erika Hall, Ph.D.

With Contributions From:
Scott Marion, Ph.D.
Joseph Martineau, Ph.D.

Contents

Executive Summary iii
Purpose of This Report iii
House Bill 3218 iii
Collecting Feedback from Regional Engage Oklahoma Meetings and the Oklahoma Task Force iv
Key Summative Assessment Recommendations iv
Recommendations for Assessments in Grades 3-8 v
Recommendations for Assessments in High School vi
Key Considerations for Summative Assessment Recommendations vii
Conclusion viii
Limitations of This Report x
Introduction 1
Purpose of This Report 1
House Bill 3218 1
Convening the Oklahoma Assessment and Accountability Task Force 2
Feedback from Regional Meetings and the Oklahoma Task Force 2
Considerations for Developing an Assessment System 3
Types of Assessments and Appropriate Uses 4
The Role and Timing of Assessments in Relation to Standards and Instruction 8
The Assessment Development Process 8
OSDE Recommendations for Oklahoma's Assessments 9
Assessment Goals Based on Desired Characteristics and Uses 10
OSDE Recommendations: Addressing Intended Goals 11
Recommendations for 3-8 Statewide Assessments 11
Recommendations for Assessments in High School 14
Key Areas of Importance to Consider 19
Conclusion 19
References 22
Appendix A: Task Force Representation 24
Appendix B: Detail on Issues in Sub-Score Reporting 28

Executive Summary

The Oklahoma Legislature directed the State Board of Education (OSBE) to evaluate Oklahoma's current state assessment system and make recommendations for its future. As a result, the Oklahoma State Department of Education (OSDE) held regional meetings across the state and convened the Oklahoma Assessment and Accountability Task Force to deliberate over many technical, policy, and practical issues associated with implementing an improved assessment system. The 95 Task Force members met four times between August 4 and October 18, 2016. This report presents the results of those deliberations in the form of recommendations from the OSDE to the Oklahoma State Board of Education (OSBE).

Purpose of This Report

This report addresses the requirements stated in House Bill 3218, provides an overview of key assessment concepts, describes the role of the Task Force, and presents the recommendations made by the OSDE. Additionally, this report provides considerations relevant to the recommendations made by the OSDE, which are presented in the full body of the report.

House Bill 3218

In June 2016, Oklahoma Governor Mary Fallin signed House Bill 3218 (HB 3218), which relates to the adoption of a statewide system of student assessments. HB 3218 required the OSBE to study and develop assessment recommendations for the statewide assessment system. The House Bill specifically tasks the OSBE, in consultation with representatives from the Oklahoma State Regents for Higher Education, the Commission for Educational Quality and Accountability, the State Board of Career and Technology Education, and the Secretary of Education and Workforce Development, to study and develop assessment requirements. Additionally, HB 3218 requires the State Board to address accountability requirements under ESSA, which will be presented in a separate report for accountability. This report focuses specifically on the assessment requirements of HB 3218, which include the degree to which the Oklahoma assessment:

- Aligns to the Oklahoma Academic Standards (OAS);
- Provides a measure of comparability among other states;
- Yields both norm-referenced and criterion-referenced scores;
- Has a track record of statistical reliability and accuracy; and
- Provides a measure of future academic performance for assessments administered in high school.

Collecting Feedback from Regional Engage Oklahoma Meetings and the Oklahoma Task Force

Prior to convening Oklahoma's Assessment and Accountability Task Force, the OSDE held regional meetings in Broken Arrow, Sallisaw, Durant, Edmond, Woodward, and Lawton. These meetings yielded responses on various questions addressing the desired purposes and types of assessments. This regional feedback was incorporated in the discussions with the Oklahoma Assessment and Accountability Task Force. The Task Force included 95 members who represented districts across the state, educators, parents, business and community leaders, tribal leaders, and lawmakers. Additionally, members from the Oklahoma State Regents for Higher Education, the Commission for Educational Quality and Accountability, the State Board of Career and Technology Education, and the Secretary of Education and Workforce Development were also represented on the Task Force. For a complete list of Task Force members, please refer to Appendix A of this report.

On four occasions, the members of the Task Force met with experts in assessment and accountability to consider each of the study requirements and provide feedback to improve the state's assessment and accountability systems. Two of those experts also served as the primary facilitators of the Task Force: Juan D'Brot, Ph.D., from the National Center for the Improvement of Educational Assessment (NCIEA) and Marianne Perie, Ph.D., from the University of Kansas' Achievement and Assessment Institute. These meetings occurred on August 4 and 5, September 19, and October 18, 2016. At each meeting, the Task Force discussed the elements of HB 3218, research and best practices in assessment and accountability development, and feedback addressing the requirements of HB 3218. This feedback was subsequently incorporated into OSDE's recommendations to the OSBE.

Key Summative Assessment Recommendations

Oklahoma's Assessment and Accountability Task Force and the OSDE recognized that assessment design is a case of optimization under constraints[1]. In other words, there may be many desirable purposes, uses, and goals for assessment, but they may be in conflict. Any given assessment can serve only a limited number of purposes well. Finally, assessments always have some type of restrictions (e.g., legislative requirements, time, and cost) that must be weighed in finalizing recommendations. Therefore, a critical early activity of the Task Force was to identify and prioritize desired characteristics and intended uses for a new Oklahoma statewide summative assessment for OSDE to consider.

Upon consolidating the uses and characteristics, the facilitators returned to the Task Force with draft goals for the assessment system. The Task Force provided revisions and input to these goals. Facilitators then presented the final goals to the Task Force. Once goals were defined, the

1 See Braun (in press).

desired uses and characteristics were clarified within the context of the Task Force's goals. The members of the Task Force agreed to the following goals for OSDE to consider for Oklahoma's assessment system:

1. Provide instructionally useful information to teachers and students with appropriate detail (i.e., differing grain sizes for different stakeholder groups) and timely reporting;
2. Provide clear and accurate information to parents and students regarding achievement and progress toward college- and career-readiness (CCR) using an assessment that is meaningful to students;
3. Provide meaningful information to support evaluation and enhancement of curriculum and programs; and
4. Provide information to appropriately support federal and state accountability decisions.

Following discussion of the Oklahoma assessment system's goals, the Task Force worked with the facilitators to articulate feedback for the grade 3-8 and high school statewide summative assessments. This feedback was subsequently incorporated into the OSDE's recommendations to the State Board. These recommendations are separated into those for grades 3-8 and those for high school.

Recommendations for Assessments in Grades 3-8

The feedback provided by the Task Force and subsequently incorporated by the OSDE for grades 3-8 can be grouped into four categories: Content Alignment and Timing, Intended Purpose and Use, Score Interpretation, and Reporting and State Comparability. The OSDE's recommendations are presented below.

Content Alignment and Timing

- Maintain the focus of the new assessments on the Oklahoma Academic Standards (OAS) and continue to administer them at the end of grades 3 through 8; and
- Include an adequate assessment of writing to support coverage of the Oklahoma English Language Arts (ELA) standards.

Intended Purpose and Use

- Ensure the assessment can support calculating growth for students in at least grades 4-8 and explore the potential of expanding growth to high school depending on the defensibility of the link between grade 8 and high school assessments and intended interpretations; and
- Ensure the assessment demonstrates sufficient technical quality to support the intended purposes and current uses of student accountability (e.g., promotion in grade 3 based on reading and driver's license requirements on the grade 8 ELA assessments).

Score Interpretation

- Provide a measure of performance indicative of being on track to CCR, which can inform preparation for the Oklahoma high school assessment;
- Support criterion-referenced interpretations (i.e., performance against the OAS) and report individual claims including but not limited to scale score[2], Lexile[3], Quantile[4], content cluster[5], and growth[6] performance; and
- Provide normative information to help contextualize the performance of students statewide such as intra-state percentiles.

Reporting and State Comparability

- Support aggregate reporting on claims including but not limited to scale score, Lexile, Quantile, content cluster, and growth performance at appropriate levels of grain size (e.g., grade, subgroup, teacher, building/district administrator, state); and
- Utilize the existing National Assessment of Educational Progress (NAEP) data to establish statewide comparisons at grades 4 and 8. NAEP data should also be used during standard- setting[7] activities to ensure the CCR cut score is set using national and other state data.

Recommendations for Assessments in High School

The feedback provided by the Task Force and subsequently incorporated by the OSDE can be grouped into four categories: Content Alignment and Timing, Intended Purpose and Use, Score Interpretation, and Reporting and State Comparability. The OSDE's recommendations are presented below.

Content Alignment and Timing

- Use a commercial off-the-shelf college-readiness assessment (e.g., SAT, ACT) in lieu of state-developed high school assessments in grades 9 or 10; and
- Consider how assessments measuring college readiness can still adequately address assessment peer review requirements, including but not limited to alignment.

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[2] A scale score (or scaled scores) is a raw score that has been transformed through a customized set of mathematical procedures (i.e., scaling and equating) to account for differences in difficulty across multiple forms and to enable the score to represent the same level of difficulty from one year to the next.
[3]A score developed by MetaMetrics that represents either the difficulty of a text or a student's reading ability level
[4]A score developed by MetaMetrics that represents a forecast of or a measure of a student's ability to successfully work with certain math skills and concepts
[5]A content cluster may be a group of items that measures a similar concept in a content area on a given test.
[6] Growth can be conceptualized as the academic performance of the same student over two or more points in time. This is different from improvement, which is change in performance over time as groups of students matriculate or when comparing the same collection of students across time (e.g., Grade 3 students in 2016 and Grade 3 students in 2015).
[7] The process through which subject matter experts set performance standards, or cut scores, on an assessment or series of assessments.

Intended Purpose and Use

- Ensure the assessment demonstrates sufficient technical quality to support the need for multiple and differing uses of assessment results;
- Explore the possibility of linking college-readiness scores to information of value to students and educators (e.g., readiness for postsecondary, prediction of STEM readiness, remediation risk);
- Maintain a focus on rigorous expectations of college and career-readiness that are not lessened by tying assessments to graduation requirements or course grades; and
- Ensure that all students in the state of Oklahoma can be provided with a reliable, valid, and fair score, regardless of accommodations provided or the amount of time needed for a student to take the test. Ensure that scores reflecting college readiness can be provided universally to the accepting institution or employer of each student.

Score Interpretation

- Support criterion-referenced interpretations (i.e., performance against the OAS) and report individual claims appropriate for high school students;
- Provide evidence to support claims of CCR. These claims should be (1) supported using theoretically related data in standard-setting activities (e.g., measures of college readiness and other nationally available data) and (2) validated empirically using available postsecondary data linking to performance on the college-readiness assessment; and
- Provide normative information to help contextualize the performance of students statewide such as intra-state percentiles.

Reporting and State Comparability

- Support aggregate reporting on claims at appropriate levels of grain size for high school assessments (e.g., grade, subgroup, teacher, building/district administrator, state); and
- Support the ability to provide norm-referenced information based on other states that may be administering the same college-ready assessments, as long as unreasonable administration constraints do not inhibit those comparisons.

Key Considerations for Summative Assessment Recommendations

While the Task Force addressed a targeted set of issues stemming from HB 3218, the facilitators were intentional in informing Task Force members of three key areas that must be considered in large-scale assessment development and/or selection:

1. **Technical quality**, which serves to ensure the assessment is reliable, valid for its intended use, and fair for all students;
2. **Peer Review**, which serves as a means to present evidence of technical quality; and
3. **Accountability**, which forces the issue of intended purpose and use.

In the time allotted, the Task Force was not able to consider all of the constraints and requirements necessary to fully expand upon their feedback to the OSDE. The facilitators worked to inform the Task Force that the desired purposes and uses reflected in their feedback would be optimized to the greatest extent possible in light of technical- and policy-based constraints[8]. As historically demonstrated, we can expect that the OSDE will continue to prioritize fairness, equity, reliability, and validity as the agency moves forward in maximizing the efficiency of Oklahoma's assessment system. A more detailed explanation of the context and considerations for adopting OSDE's recommendations is provided in the full report below.

Conclusion

The conversations that occurred among Task Force members, assessment and accountability experts, and the OSDE resulted in a cohesive set of goals for an aligned comprehensive assessment system which includes state and locally selected assessments designed to meet a variety of purposes and uses. These goals are listed on page 9 of this report. The feedback provided by the Task Force and the recommendations presented by the OSDE, however, are focused only on Oklahoma's statewide summative assessments.

While the OSDE's recommendations can be grouped into the four categories of (1) Content Alignment and Timing, (2) Intended Purpose and Use, (3) Score Interpretation, and (4) Reporting and State Comparability, it is important to understand how these recommendations address the overarching requirements outlined in HB 3218.

Alignment to the OAS. Summative assessments used for accountability are required to undergo peer review to ensure the assessments are reliable, fair, and valid for their intended uses. One such use is to measure student progress against Oklahoma's college- and career-ready standards. The Task Force and department believe it is of vital importance that students have the opportunity to demonstrate their mastery of the state's standards. However, there is also a perceived need to increase the relevance of assessments, especially in high school. The Task Force and OSDE believe a state-developed set of assessments for grades 3-8 and a college-readiness assessment in high school would best support teaching and learning efforts in the state.

Comparability with other states. Throughout feedback sessions, Task Force meetings, and OSDE deliberations, the ability to compare Oklahoma performance with that of other states was considered a valuable feature of the assessment system. However, there are tensions among administration constraints, test design requirements, and the strength of the comparisons that may make direct comparisons difficult. Currently, Oklahoma can make comparisons using statewide aggregated data (e.g., NAEP scores in grades 4 and 8, college-

8 See Braun (in press).

readiness scores in grade 11), but is unable to support comparisons at each grade. Task Force feedback and OSDE recommendations suggest leveraging available national comparison data beyond its current use and incorporating it into assessment standard-setting activities. This will allow the OSDE and its stakeholders to determine CCR cut scores on the assessment that reflect nationally competitive expectations.

Norm-referenced and criterion-referenced scores. Based on Task Force feedback, the OSDE confirmed that reported information supporting criterion-referenced interpretations (e.g., scale score, Lexile, Quantile, content cluster, and growth performance) are valuable and should continue to be provided in meaningful and accessible ways. Additional feedback and OSDE's recommendations note that norm-referenced interpretations would enhance the value of statewide summative assessment results by contextualizing student learning and performance. By working with a prospective vendor, the OSDE should be able to supplement the information provided to stakeholders with meaningful normative data based on the performance of other Oklahoma students.

Statistical reliability and accuracy. The technical quality of an assessment is an absolute requirement for tests intended to communicate student grade-level mastery and for use in accountability. The Standards for Educational and Psychological Testing[9] present critical issues that test developers and test administrators must consider during assessment design, development, and administration. While custom state-developed assessments require field testing and operational administration to accumulate evidence of statistical reliability and accuracy, the quality of the processes used to develop those assessments can be easily demonstrated by prospective vendors and the state. In contrast, off-the-shelf assessments should already have evidence of this, and the state can generalize their technical quality if the assessment is given under the conditions defined for the assessment. Thus, the technical quality of an assessment is a key factor in ensuring assessment results are reliable, valid, and fair.

Future academic performance for assessments administered in high school. As noted earlier in the report, there is a clear value in high school assessment results being able to predict future academic performance. Based on OSDE's recommendation of using a college-readiness assessment in high school, the state and its prospective vendor should be able to determine the probability of success in early post-secondary academics based on high school assessments. However, the state and its prospective vendor should amass additional Oklahoma-specific evidence that strengthens the claims of likely postsecondary success. This can be supported both through standard-setting activities and empirical analyses that examine high school performance based on postsecondary success.

[9] AERA, APA, & NCME. (2014). Standards for Educational and Psychological Testing. Washington, DC: AERA.

The recommendations made to the OSDE in the previous section offer relatively fine-grain suggestions that can be interpreted through the lens of the HB 3218 requirements. These recommendations also reflect the Task Force's awareness of the three areas of technical quality, peer review requirements, and accountability uses, which were addressed throughout deliberations. Through regional meetings and in-depth conversations with the Task Force, the OSDE was able to critically examine the feedback provided and present recommendations to support a strong statewide summative assessment that examines the requirements of HB 3218 and seeks to maximize the efficiency of the Oklahoma assessment system in support of preparing students for college and careers.

Limitations of This Report

The OSDE and Task Force acknowledged that there are many other assessments that comprise the Oklahoma assessment system, including the Alternate Assessment on Alternate Achievement Standards (AA-AAS), the English Language Learner Proficiency Assessment (ELPA), and the many assessments that make up the career and technical assessments. However, the Task Force did not address these assessments in this report for two main reasons. First, the focus placed on the Task Force was to address the requirements of HB 3218 specific to the state summative assessment. While the goals defined by the Task Force go beyond the scope of the House Bill, they are important in framing OSDE's recommendations specific to the statewide summative assessment. Second, the time frame for making these recommendations and issuing this report was compressed. The OSDE devoted considerable effort in a short amount of time to arrive at these recommendations through regional feedback meetings and by convening the Task Force within the specified deadline. Therefore, it may be prudent for the OSDE to examine more specific aspects of this report with small advisory groups that include representation from the original Task Force.

Introduction

The Oklahoma Legislature directed the State Board of Education (OSBE) to evaluate Oklahoma's current state assessment system and make recommendations for its future. As a result, the Oklahoma State Department of Education (OSDE) held regional meetings across the state and convened the Oklahoma Assessment and Accountability Task Force to deliberate over many technical, policy, and practical issues associated with implementing an improved assessment system. This report presents the results of those deliberations in the form of OSDE's recommendations to the State Board.

Purpose of This Report

As part of the response to House Bill 3218, the OSBE was tasked with studying a variety of requirements for Oklahoma's assessment and accountability system. This report addresses the requirements stated in House Bill 3218, provides an overview of key assessment concepts, describes the role of the Task Force, and presents the recommendations made by the OSDE. Additionally, this report provides considerations relevant to the recommendations made by the OSDE.

House Bill 3218

In May 2016, the Oklahoma Legislature approved House Bill 3218 (HB 3218), which relates to the adoption of a statewide system of student assessments. HB 3218 required the OSBE to study and develop assessment recommendations for the statewide assessment system.

The House Bill specifically tasks the OSBE, in consultation with representatives from the Oklahoma State Regents for Higher Education, the Commission for Educational Quality and Accountability, the State Board of Career and Technology Education, and the Secretary of Education and Workforce Development, to study assessment requirements and develop assessment recommendations. Additionally, HB 3218 requires the State Board to address accountability requirements under ESSA, which is presented in a separate report for accountability. The House Bill study notes the following requirements should be examined by the State Board for both assessment and accountability:

- A multi-measures approach to high school graduation;
- A determination of the performance level on the assessments at which students will be provided remediation or intervention and the type of remediation or intervention to be provided;
- A means for ensuring student accountability on the assessments, which may include calculating assessment scores in the final or grade-point average of a student; and
- Ways to make the school testing program more efficient.

The House Bill also specifies additional requirements for assessment that the Board should examine as part of the study. These include an assessment that:

- Aligns to the Oklahoma Academic Standards (OAS);
- Provides a measure of comparability among other states;
- Yields both norm-referenced and criterion-referenced scores;
- Has a track record of statistical reliability and accuracy; and
- Provides a measure of future academic performance for assessments administered in high school.

Convening the Oklahoma Assessment and Accountability Task Force

In response to the HB 3218 requirements, the OSDE convened an Assessment and Accountability Task Force that included representatives from those noted on page 20 of the House Bill: students, parents, educators, organizations representing students with disabilities and English learners, higher education, career technology education, experts in assessment and accountability, community-based organizations, tribal representatives, and business and community leaders. For a complete list of Task Force members, please refer to Appendix A of this report.

The role of the Task Force was to deliberate over the assessment and accountability topics required in the House Bill and provide feedback that the OSDE would incorporate into their recommendations to the State Board. The Task Force was comprised 95 members who met with experts in assessment and accountability to consider each of the study requirements and make recommendations to improve the state's assessment and accountability systems. Two of those experts also served as the primary facilitators of the Task Force: Juan D'Brot, Ph.D., from the National Center on the Improvement of Educational Assessment (NCIEA) and Marianne Perie, Ph.D., from the University of Kansas' Achievement and Assessment Institute.

The Task Force met four times to discuss best practices in assessment and accountability and to provide feedback informing OSDE's recommendations to the State Board. These meetings occurred on August 4, August 5, September 19, and October 18, 2016. Throughout these meetings, the Task Force discussed HB 3218, the role of the Task Force, research and best practices in assessment and accountability development, and feedback addressing the requirements of HB 3218. This feedback was subsequently incorporated into OSDE's recommendations to the OSBE.

Feedback from Regional Meetings and the Oklahoma Task Force

Prior to convening Oklahoma's Assessment and Accountability Task Force, the OSDE held regional meetings in Broken Arrow, Sallisaw, Durant, Edmond, Woodward, and Lawton. These meetings yielded responses on various questions addressing the desired purposes and types of

assessments. This regional feedback was incorporated into the discussions with the Oklahoma Assessment and Accountability Task Force. Additional information on House Bill 3218 can be found on OSDE's website: http://sde.ok.gov/sde/hb3218.

The Task Force includes 95 members who represent districts across the state, educators, parents, and lawmakers (for a complete list of Task Force members, please refer to Appendix A of this report) and met four times to address the assessment. The August meeting served primarily as an introduction to the requirements of the House Bill and to the issues associated with assessment and accountability design. Task Force members were also introduced to the *Every Student Succeeds Act* (ESSA), a bipartisan measure that reauthorized the *Elementary and Secondary Education Act* (ESSA), and ESSA's requirements for statewide educational systems. The August meeting also served as a foundational meeting that allowed the Task Force members to identify the primary goals of the assessment system. The September meeting served as an opportunity to clarify the goals of the Task Force and provide specific feedback that directly addressed the House Bill requirements. The October meeting was used to finalize the feedback from the Task Force and discuss next steps for the OSDE to develop recommendations for the OSBE.

Throughout the four meetings, Task Force members engaged in discussion that addressed the varied uses, interpretations, and values associated with the state's assessment system. These discussions were used to establish and refine the Task Force's feedback, which were subsequently incorporated into the OSDE's recommendations. The final recommendations are presented in the section titled "OSDE Recommendations for Oklahoma's Assessment Recommendations," which can be found in the full report.

Considerations for Developing an Assessment System

Before presenting OSDE's recommendations in response to House Bill 3218, we must first provide some critical definitions and necessary context.

We begin by defining two broad categories of assessment use: (1) *high-stakes accountability* uses and (2) *lower-stakes instructional uses*. Stakes (or consequences) may be high for students, teachers or administrators, or schools and districts. For students, test scores may be used for making high-stakes decisions regarding grades, grade promotion, graduation, college admission, and scholarships. For educators, student test scores may formally or informally factor into periodic personnel evaluations. In addition, students, teachers, and administrators are affected by high-stakes uses of test scores in school and district accountability: Identification as a school or district in need of intervention often leads to required interventions intended to correct poor outcomes.

Lower-stakes instructional uses of test scores for teachers and administrators include informing moment-to-moment instruction; self-evaluation of teaching strategies and instructional effectiveness; and evaluating the success of a curriculum, program, or intervention.

As described above, within the *high stakes accountability* and *lower stakes formative* categories there are many different uses of assessment results; however, for many uses, the distinction between categories is blurred. For example, many of the appropriate uses of assessment introduced below may fall into both broad categories. We present a further distinction of assessments based on the appropriate use of those assessments below. These distinctions include formative, summative, and interim assessments.

Types of Assessments and Appropriate Uses

While there are several possible categorizations of assessment by type, we focus on the distinction among *summative, interim*, and *formative* assessment[10] because of the direct relevance to the Task Force's work. The facilitators provided a similar overview to the Task Force members to focus feedback on the statewide summative assessment. We define and outline the appropriate uses of the three types of assessment below.

Formative Assessment

Formative assessment, when well implemented, could also be called formative instruction. The purpose of formative assessment is to evaluate student understanding against key learning targets, provide targeted feedback to students, and adjust instruction on a moment-to-moment basis.

In 2006, the Council of Chief State School Officers (CCSSO) and experts on formative assessment developed a widely cited definition (Wiley, 2008):

> *Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievements of intended instructional outcomes (p. 3).*

The core of the formative assessment process is that it takes place during instruction (i.e., "in the moment") and under full control of the teacher to support student learning. Further, unless formative assessment leads to feedback to individual students to improve learning, it is not formative! This is done through diagnosing on a very frequent basis where students are in their progress toward learning goals, where gaps in knowledge and skill exist, and how to help students close those gaps. Instruction is not paused when teachers engage in formative assessment. In fact, instruction should be inseparable from formative assessment processes.

[10]In defining formative, interim, and summative assessment, this section borrows from three sources (Perie, Marion, & Gong, 2009; Michigan Department of Education, 2013; Wiley, 2008).

Formative assessment is not a product, but an instruction-embedded process tailored to monitoring the learning of and providing frequent targeted feedback[11] to individual students. Effective formative assessment occurs frequently, covering small units of instruction (such as part of a class period). If tasks are presented, they may be targeted to individual students or groups. There is a strong view among some scholars that because formative assessment is tailored to a classroom and to individual students, results cannot (and should not) be meaningfully aggregated or compared.

Data gathered through formative assessment have essentially no use for evaluation or accountability purposes such as student grades, educator accountability, school/district accountability, or even public reporting that could allow for inappropriate comparisons. There are at least four reasons for this:

1. If carried out appropriately, the data gathered from one unit, teacher, moment, or student will not be comparable to the next;
2. Students will be unlikely to participate as fully, openly, and honestly in the process if they know they are being evaluated by their teachers or peers on the basis of their responses;
3. For the same reasons, educators will be unlikely to participate as fully, openly, and honestly in the process; and
4. The nature of the formative assessment process is likely to shift (i.e., be corrupted) in such a way that it can no longer optimally inform instruction.

Summative Assessment

Summative assessments are generally infrequent (e.g., administered only once to any given student) and cover major components of instruction such as units, semesters, courses, credits, or grade levels. They are typically given at the end of a defined period to evaluate students' performance against a set of learning targets for the instructional period. The prototypical assessment conjured by the term "summative assessments" is given in a standardized manner statewide (but can also be given nationally or districtwide) and is typically used for accountability or to otherwise inform policy. Such summative assessments are typically the least flexible of the various assessment types. Summative assessments may also be used for "testing out" of a course, diploma endorsement, graduation, high school equivalency, and college entrance. Appropriate uses of standardized summative assessments may include school and district accountability, curriculum/program evaluation, monitoring educational trends, and informing policymakers and other stakeholders. Depending on their alignment to classroom instruction and the timing of the administration and results, summative assessments may also be appropriate for grading (e.g., end-of-course exams).

[11]See Sadler (1989).

Less standardized summative assessments are also found in the majority of middle and high school classrooms. Such assessments are typically completed near the end of a semester, credit, course, or grade level. Common examples are broad exams or projects intended to give a summary of student achievement of marking period objectives, and they frequently figure heavily in student grading. These assessments are often labeled "mid-terms," "final projects," "final papers," or "final exams" in middle and high school grades. Elementary school classrooms have similar types of summative assessments, but they tend not to be referenced using a consistent label. Classroom summative assessments may be created by individual teachers or by staff from one or more schools or districts working together.

Summative assessments tend to require a pause in instruction for test administration. They may be controlled by a single teacher (for assessments unique to the classroom), groups of teachers working together, a school (e.g., for all sections of a given course or credit), a district (to standardize across schools), a group of districts working together, a state, a group of states, or a test vendor. The level at which test results are comparable depends on who controls the assessment. Depending on the conditions of assessments, results may be comparable within and across classrooms, schools, districts, or even states.

Assuming they are well designed, appropriate uses of such summative assessments include:

- Student grading in the specific courses for which they were developed;
- Evaluating and adjusting curriculum, programming, and instruction the next time the large unit of instruction is taught;
- Serving as a post-test measure of student learning; and
- As indicators for educational accountability.

Interim Assessment

Many periodic standardized assessment products currently in use that are marketed as "formative," "benchmark," "diagnostic," and/or "predictive" actually belong in the interim assessment category. They are neither formative (e.g., they do not facilitate moment-to-moment targeted analysis of and feedback designed to student learning) nor summative (they do not provide a broad summary of course- or grade-level achievement tied to specific learning objectives).

Many interim assessments are commercial products and rely on fairly standardized administration procedures that provide information relative to a specific set of learning targets – although generally not tied to specific state content standards – and are designed to inform decisions at the classroom, school, and/or district level. Although infrequent, interim assessments may be controlled at the classroom level to provide information for the teacher,

but unlike formative assessment, the results of interim assessments can be meaningfully aggregated and reported at a broader level.

However, the adoption and timing of such interim assessments are likely to be controlled by the school district. The content and format of interim assessments are also very likely to be controlled by the test developer. Therefore, these assessments are considerably less instructionally relevant than formative assessment in that decisions at the classroom level tend to be *ex post facto* regarding post-unit remediation needs and adjustment of instruction the next time the unit is taught.

Common assessments developed by a school or district for the purpose of measuring student achievement multiple times throughout a year may be considered interim assessments. These may include common mid-term exams and other periodic assessments such as quarterly assessments. Many educators refer to "common formative assessments," but these tend to function more like interim assessments. This is not a negative connotation because there is tremendous transformative power in having educators collaboratively examine student work.

Standardized interim assessments may be appropriate for a variety of uses, including predicting a student's likelihood of success on a large-scale summative assessment, evaluating a particular educational program or pedagogy, identifying potential gaps in a student's learning after a limited period of instruction has been completed, or measuring student learning over time.

There are three other types of interim assessments currently in use beyond the "backward looking" interim assessments described above. All are "forward-looking." One useful but less widely used type is a pre-test given before a unit of instruction to gain information about what students already know in order to adjust plans for instruction before beginning the unit (teachers may do these pre-instruction checks on a more frequent, formative basis). Such forward-looking assessments may be composed of prerequisite content or the same content as the end-of-unit assessment.

A second type of forward-looking assessment is a placement exam used to personalize course-taking according to existing knowledge and skills. Finally, a third type of forward-looking assessment is intended to predict how a student will do on a summative assessment before completing the full unit of instruction. The usefulness of this last type of interim assessment is debatable in that it is unlikely to provide much instructionally relevant information and there is often other information available to determine who is likely to need help succeeding on the end-of-year summative assessment.

The Role and Timing of Assessments in Relation to Standards and Instruction

Throughout conversations with the Assessment and Accountability Task Force, the facilitators defined and described the assessment types and uses presented here to ensure members had a shared understanding of assessment. To address the specific requirements of HB 3218, the Task Force only focused on the role and uses of *summative* assessments – specifically, the state summative assessment for accountability. To further explore the role of state summative assessments, the Task Force spent time discussing the role and timing of these assessments in the educational system.

Given the backwards-looking nature of the information gleaned from statewide summative assessments and their potential uses (e.g., evaluate achievement, monitor progress over time, support accountability), it is important to understand how these assessments follow standards and instruction. However, after-the-fact assessment results can be used to inform adjustments to curriculum that may lead to revisions in instruction. That is, once standards are developed and adopted, curriculum aligned to those standards is implemented, which helps inform teachers' instruction to those standards.

The statewide summative assessment must also be aligned to those standards to inform educators whether students are making progress against grade-level expectations. Depending on the results of the assessments, educators then determine whether any adjustments to curriculum or instruction are necessary to support student learning. However, the assessment is dependent on the state standards, and great efforts are taken to determine the facets of the standards that are most appropriate to assess. This process is described in more detail in the next section.

The Assessment Development Process

As described to the Task Force, the assessment development process must begin with a clarification of the uses and purposes of the assessment. In the case of Oklahoma's state summative assessment, the assessments must provide evidence of student proficiency of grade-level standards, inform progress toward college- and career-readiness (CCR), and support student and school accountability. A detailed description of the major goals established in light of the Task Force's suggested uses is provided in the OSDE Recommendations section of this report.

In order to appropriately frame the OSDE's recommendations, it is important to consider the general steps that are necessary to develop an assessment. Those steps include, but are not necessarily limited to, the following[12] – depending on the uses of the assessment:

[12] Adapted from DRC|CTB (2016).

1. Develop assessment specifications based upon: the state's academic standards, detailed specifications about the learning objectives that support the standards, and the rules dictating requirements for test content, format, and accessibility for all students;
2. Develop and review assessment materials, which include item development guides, scoring rubrics, graphic design requirements, a verification of content and standard alignment, and score report requirements;
3. Conduct pilot tests, usability studies (to ensure ease of use by students and educators), tryout studies (to confirm consistent and accurate scoring if relevant), and bias and sensitivity reviews (to ensure content is validly and fairly represented for all students);
4. Conduct field tests to determine how well items are performing, that items effectively represent the content being assessed, and that items can be accessed fairly and appropriately by all students;
5. Produce final assessment materials, which include final test versions, reports for educators and students, and supporting information/data that helps contextualize test results to those consuming reports from the test such as administrative manuals and interpretative guides;
6. Administer, score, and report student performance using the final version of the tests; and
7. Engage in ongoing evaluation of the assessment system to ensure the assessment is meeting the goals of the system and to determine if any refinements or revisions to improve its quality and effectiveness are needed.

While these can be considered a general set of steps for assessment development, there may be additional or fewer steps depending on the intended uses of the assessment results. Although this report focuses only on Oklahoma's summative assessment, there are additional components of an assessment system that may provide a more comprehensive view of student performance and school quality (e.g., locally selected assessments, assessments common across districts, or classroom- developed assessments and formative practices). Those additional components may include all, a subset, or additional steps than those listed here.

OSDE Recommendations for Oklahoma's Assessment

Oklahoma's Assessment and Accountability Task Force and the OSDE recognized that assessment design is a case of optimization under constraints[13]. In other words, there may be many desirable purposes, uses, and goals for assessment, but some of them may be in conflict. Any given assessment can serve only a limited number of purposes well. Finally, assessments always have some type of restrictions (e.g., legislative requirements, time, and cost) that must be weighed in determining assessment design and specifications. Therefore, a critical early

13 See Braun (in press).

activity of the Task Force was to identify and prioritize desired characteristics and intended uses for a new Oklahoma statewide summative assessment for OSDE to consider.

It is important to note that the Task Force recognized that Oklahoma's assessment system should have a wider set of goals, but the feedback in response to HB 3218 should be focused around the statewide summative assessment. The following section describes the process through which the Task Force established goals and provided feedback to the OSDE. This feedback was incorporated into OSDE's recommendations to the State Board, which is included later in this section.

Assessment Goals Based on Desired Characteristics and Uses

Task Force members initially were asked to ignore constraints and identify their highest-priority purposes for assessment and their desired uses and characteristics of assessment results. Task Force members, working in small groups, identified their highest-priority uses and shared their thoughts with other smaller groups. After the first meeting, the proposed uses and characteristics were consolidated and returned to the Task Force as a set of draft goals for the assessment system. The Task Force provided revisions and feedback to these goals. Facilitators then presented the final goals to the Task Force for confirmation. Once goals were defined, the desired uses and characteristics were articulated within the context of the Task Force's feedback to the required study points of the House Bill. The members of the Task Force agreed to the following goals for OSDE to consider for Oklahoma's assessment system:

1. Provide instructionally useful information to teachers and students with appropriate detail (i.e., differing grain sizes for different stakeholder groups) and timely reporting;
2. Provide clear and accurate information to parents and students regarding achievement and progress toward CCR using an assessment that is meaningful to students;
3. Provide meaningful information to support evaluation and enhancement of curriculum and programs; and
4. Provide information to appropriately support federal and state accountability decisions.

An important outcome of this process is that no single type of assessment (formative, interim, or summative) can accommodate all of the uses and characteristics represented in the Task Force's goals. In fact, to accomplish the full set of desired uses and characteristics, a system of assessments would be required that spans across assessment types (formative, interim, and summative) and levels (classroom, district, and state). This can be accomplished by combining state and local assessments to create a coherent system and eliminating unnecessary assessment. Furthermore, this is in addition to the more process-oriented formative assessment practices that are synonymous with instruction. However, those needs exceed the scope of examination required as part of the response to HB 3218. The OSDE should continue

to work with the State Board and those representatives on the Task Force to address the needs stated by the Task Force that are beyond the scope of the statewide summative assessment.

OSDE Recommendations: Addressing Intended Goals

In developing recommendations for a new state summative assessment, the OSDE considered the Task Force's deliberation of issues presented in HB 3218. As a reminder, the areas to be studied specific to the statewide assessment included:

- Ensuring alignment to the OAS;
- Providing a measure of comparability among other states;
- Demonstrating a track record of statistical reliability and accuracy;
- Yielding both norm-referenced and criterion-referenced scores; and
- Providing a measure of future academic performance for assessments administered in high school.

To address these areas, Task Force members were asked to respond to specific questions that focused on each of the above-stated points, any relevant development or administration constraints that may need to be considered, and the intended and unintended consequences that might be associated with the assessment's uses.

Task Force members, working in small groups, reflected upon each of the major areas presented in the House Bill and shared their thoughts with other smaller groups. Facilitators compiled and consolidated input into feedback distinguished by grades 3-8 and high school assessments. Upon consolidating feedback, the facilitators returned to the Task Force with draft feedback statements for 3-8 and high school assessments, and the Task Force provided revisions and edits to these feedback statements. Facilitators then presented the final feedback statements to the Task Force for confirmation. This feedback was then reviewed by the OSDE and incorporated into recommendations for the State Board.

What follows is a brief description of the recommendations grouped by category. The recommendations are separated into recommendations for grades 3-8 assessments and recommendations for high school assessments.

Recommendations for 3-8 Statewide Assessments

The feedback provided by the Task Force and subsequently incorporated by the OSDE for grades 3-8 can be grouped into four categories: Content Alignment and Timing, Intended Purpose and Use, Score Interpretation, and Reporting and State Comparability. Following each set of recommendations, a brief discussion on the context of and considerations for adopting these recommendations is provided.

Content Alignment and Timing

The following recommendations are presented for Content Alignment and Timing:

- Maintain the focus of the new assessments on the Oklahoma State Standards and continue to administer them at the end of grades 3 through 8; and
- Include an adequate assessment of writing to support coverage of the Oklahoma English Language Arts (ELA) standards.

The Task Force members made it apparent that the assessments in grades 3-8 should maximize the amount of instruction available to students by administering the assessments at the end of each grade. Additionally, the Task Force recognized that the Oklahoma ELA standards included expectations of writing for students and that the assessment should reflect those standards. The OSDE should explore ways in which they can continue to support educators and administrators in ensuring the assessment is administered in the most efficient manner to support learning opportunities for students.

Intended Purpose and Use

The following recommendations are presented for Intended Purpose and Use:

- Ensure the assessment can support calculating growth for students in at least grades 4-8 and explore the potential of expanding growth to high school depending on the defensibility of the link between grade 8 and high school assessments and intended interpretations; and
- Ensure the assessment demonstrates sufficient technical quality to support the intended purposes and current uses of student accountability (e.g., promotion in grade 3 based on reading and driver's license requirements on the grade 8 ELA assessments).

The Task Force recognized the need for the assessment to communicate progress toward CCR but noted that students may differ in their degree of progress toward CCR. As a result, the Task Force believed that it is important for the assessment to support the calculation of growth across years and potentially growth to standard (i.e., the required growth to reach or maintain grade-level expectations). While this is something that the OSDE is already considering, the Department should explore the multiple options available in calculating growth that may or may not require the use of vertical scales to inform educators of student progress over time.

Additionally, Task Force members were aware of the potentially conflicting intended purposes and uses of the assessment at grades 3 and 8. That is, using a single assessment as both a signal for CCR and as a signal for minimum competency can lead to mixed messages. While the OSDE currently uses a subscore specific to grade 3 for reading (i.e., Reading Sufficiency Act Status), it will be important to examine how the assessments are used in policy to identify potential systematic problems. The OSDE should continue exploring how policy decisions can help

mitigate any unintended consequences associated with using assessments signaling CCR for student accountability.

Score Interpretation

The following recommendations are presented for Score Interpretation:

- Provide a measure of performance indicative of being on track to CCR, which can inform preparation for the Oklahoma high school assessment;
- Support criterion-referenced interpretations (i.e., performance against the OAS) and report individual claims including but not limited to scale score, Lexile, Quantile, content cluster, and growth performance; and
- Support normative information to help contextualize performance of students statewide using something such as intra-state percentiles.

The Task Force deliberated for some time regarding how scores should be interpreted. The two key areas of discussion included interpretations in support of progress toward CCR and interpretations to help contextualize performance. With regard to CCR interpretations, clearly articulating how students perform against the state standards was critical. Furthermore, because the OAS are reflective of students being college and career ready upon graduation from high school, the grade-level interpretations should reflect whether students are on track for CCR (assuming the cut score for grades 3-8 is informed using data that reflects CCR-like expectations). However, sufficient information should be reported at the individual level to help students and educators understand progress against the state standards. This contextualization should extend to providing within-state normative information that may include percentiles of performance, like-student performance, or like-school performance data. The OSDE should explore the types of within-state normative information their prospective vendors could provide to the public through reporting.

Reporting and State Comparability

The following recommendations are presented for Reporting and State Comparability:

- Support aggregate reporting on claims including but not limited to scale score, Lexile, Quantile, content cluster, and growth performance at appropriate levels of grain size (e.g., grade, subgroup, teacher, building/district administrator, state); and
- Utilize the existing National Assessment of Educational Progress (NAEP) data to establish statewide comparisons at grades 4 and 8. NAEP data should also be used during standard-setting[14] activities to ensure the CCR cut score is set using national and other state data.

[14] The process through which subject matter experts set performance standards, or cut scores, on an assessment or series of assessments.

The Task Force also wrestled with the best way to support statewide reporting and comparisons to other states. It was evident to Task Force members that the same information reported at the student level should be reported in the aggregate. Specifically, information made available to students and their guardians should be aggregated (at the school, district, and state level) and provided to educators, administrators, and the public. The OSDE should continue to explore meaningful ways to report information clearly and publically when working with their prospective vendor.

How to support state-by-state comparisons was less straightforward. Members generally agreed that there was significant value in understanding how Oklahoma students perform in comparison to students in other states. There was less agreement, however, with regard to the level of granularity necessary to support those comparisons. That is, some Task Force members believed that comparisons would be most valuable at each grade (and in some cases by student), whereas other members believed comparisons were sufficient at the state level.

Upon further examination of this issue, the facilitators noted the technical requirements necessary to make state-to-state comparisons at varying units of analysis (e.g., student, subgroup, school, grade, district, state). Once the Task Force members became aware of the additional requirements (e.g., embedded field-test items, additional testing time, cost, similar testing administration conditions, use of nationally normed tests) and the potential limitations of the interpretations based on various approaches, the perceived value of fine-grained comparisons diminished. Ultimately, Task Force members generally agreed that the *system* of assessments should support state-to-state comparisons of performance. That is, the statewide summative assessment may not serve that purpose, but other assessments in Oklahoma's assessments system (e.g., NAEP) are intended to serve this purpose.

Additionally, the information gleaned from Oklahoma's participation in NAEP can be extended to inform nationally relevant expectations of student performance on the statewide summative assessment. This can be done by leveraging existing methodologies[15] using NAEP data that can be applied to Oklahoma's standard-setting activities. This process can inform standard-setting participants of how Oklahoma student performance compares to other states across the country. The OSDE should explore the inclusion of national comparison data into standard-setting activities with their prospective vendor and determine the level of rigor to which Oklahoma's CCR cut score should be aligned.

Recommendations for Assessments in High School

The feedback provided by the Task Force and subsequently incorporated by the OSDE can be grouped into four categories: Content Alignment and Timing, Intended Purpose and Use, Score

[15]See Jia, Phillips, Wise, Rahman, Xu, Wiley, & Diaz (2014) and Phillips (2009).

Interpretation, and Reporting and State Comparability. Following each set of recommendations, a brief discussion on the context of and considerations for adopting these recommendations is provided.

Content Alignment and Timing

The following recommendations are presented for Content Alignment and Timing:

- Use of a commercial off-the-shelf college-readiness assessment (e.g., SAT, ACT) in lieu of state-developed high school assessments in grades 9 or 10; and
- Consideration of how assessments measuring college readiness can still adequately address assessment peer review requirements, including but not limited to alignment.

Building off of the conversation in grades 3-8, the Task Force recognized the inherent value in signals of CCR. To that end, the Task Force members believed strongly that the state should consider the adoption of a commercial off-the-shelf college-readiness assessment. However, Task Force members were made aware that large-scale statewide assessments must adequately pass peer review requirements[16]. One of these requirements includes demonstrating that statewide assessments demonstrate sufficient alignment to the full range of the state's grade-level academic content standards[17].

The statewide summative assessment has to support several purposes. For example, Oklahoma's high school assessment must be aligned to the standards that students are taught by the year students are assessed (e.g., 11th grade), should reflect evidence of student learning in the state's accountability system, and serve as a signal of CCR. While an off-the-shelf college-readiness assessment will readily provide evidence of claims of college readiness, it may be more difficult to amass evidence that the assessment sufficiently reflects the OAS to support claims of grade-level mastery and progress toward Oklahoma's conceptualization of CCR. As a result, the OSDE will need to explore the degree to which different off-the-shelf college-readiness assessments will demonstrate sufficient alignment and what, if any, augmentation may be necessary to satisfy peer review requirements. To that end, the OSDE should continue to be involved in thoughtful discussion with other states and contacts familiar with peer review requirements. This will help inform expectations of prospective vendors with regard to alignment and additional peer review requirements for college-readiness assessments.

[16]Peer review requirements are requirements that have been developed by the U.S. Department of Education that support ESSA's requirement that that each state annually administer high-quality assessments in at least reading/language arts, mathematics, and science that meet nationally recognized professional and technical standards. Peer review involves states receiving feedback from external experts and the Department on the assessments it is using to meet ESEA requirements.

[17]See U.S. Department of Education (2015)

Intended Purpose and Use

The following recommendations are presented for Intended Purpose and Use:

- Ensure the assessment demonstrates sufficient technical quality to support the need for multiple and differing uses of assessment results;
- Explore the possibility of linking college-readiness scores to information of value for students and educators (e.g., readiness for postsecondary, prediction of STEM readiness, remediation risk);
- Maintain a focus on rigorous expectations of college and career readiness that are not lessened by tying assessments to graduation requirements or course grades; and
- Ensure that all students in the state of Oklahoma can be provided with a reliable, valid, and fair score, regardless of accommodations provided or the amount of time needed for a student to take the test. Ensure that scores reflecting college readiness can be provided universally to the accepting institution or employer of each student.

Like the recommendations presented in grades 3-8, Task Force members were aware of the challenges associated with using assessments for multiple purposes. Given the critical focus placed on signals of CCR for high school students, unintended consequences may be best avoided through the operationalization of the accountability system to ensure schools are recognized for progress in student learning and by not using the assessment for student accountability. Instead, the OSDE and OSBE should leverage the additional information being included in the ESSA accountability system (please see the accountability design report) that supplements high-stakes academic achievement data (i.e., chronic absenteeism and postsecondary opportunities). The OSDE should continue working to avoid potential negative unintended consequences in operationalizing Oklahoma's ESSA accountability system.

The Task Force recognized the challenges associated with stretching the assessment beyond its intended uses. Specifically, high school assessments should prioritize college- and career-ready expectations and should not be used as part of student grades or graduation requirements. Little empirical research has been conducted to determine the efficacy or impact of using high-stakes assessments in course grades, grade point averages, or graduation requirements. Descriptive examinations of how exit exams are associated with student outcomes have yielded mixed results (Amrein and Berliner, 2002; Center on Education Policy, 2003; Davenport, Davison, Kwak, et al., 2002; Warren and Edwards, 2003). This highlights the lack of clarity associated with the effects of high-stakes assessments used for student accountability.

From a policy standpoint, exit requirements based on CCR-oriented assessments and cut scores may have unintended negative consequences. For example, a state may design an assessment with a rigorous cut score where approximately 50% of students are proficient. Because many states demonstrate proficiency rate improvements of 1%-2% per year, it is unreasonable to

expect significant shifts in the overall rate of change by making the assessment a graduation requirement or a part of a student's grade. As states have explored the use of required remediation strategies or policies when high-stakes assessments are used for student accountability, resource constraints have emerged. If coupled with graduation requirements based on proficiency, the potential number of non-graduates can become difficult to manage publically, politically, and practically. This leads to an inherent tension in using a CCR assessment for two distinctly different purposes (i.e., signals of CCR and course/graduation requirements) that may damage the credibility of the assessment and the system in which it is used (D'Brot, 2016). Thus, the OSDE and OSBE should work with the Legislature to establish overt language or policy that requires students to take high-stakes assessments but should avoid making the assessment score part of a student's final grade, grade-point average, or graduation requirement.

Another potentially negative unintended consequence that the Task Force discussed was associated with college-readiness scores and information of value. A primary reason why so many Task Force members were interested in the use of an off-the-shelf college-readiness assessment was the immediate value it added to students by providing a score that would be recognized by postsecondary institutions as an indicator of readiness. However, Task Force members were aware of the current challenges associated with providing an institution-recognized score to those students who received accommodations or if the assessment administration conditions were markedly different from those required by an off-the-shelf provider. Thus, it is important for the OSDE to ensure that advocacy viewpoints are reflected in conversations with prospective vendors to support the provision of reliable, valid, and fair scores to all students in the state of Oklahoma.

It is important to note that a small minority (i.e., two of the 95-member Task Force) believed it would be valuable to have a grade-level assessment aligned to the OAS rather than an off-the-shelf college-readiness assessment.

Score Interpretation

The following recommendations are presented for Score Interpretation:

- Support criterion-referenced interpretations (i.e., performance against the OAS) and report individual claims appropriate for high school students;
- Provide evidence to support claims of CCR. These claims should be (1) supported using theoretically related data in standard-setting activities (e.g., measures of college readiness and other nationally available data) and (2) validated empirically using available postsecondary data linking to performance on the college-readiness assessment; and

- Provide normative information to help contextualize the performance of students statewide such as intra-state percentiles.

Like the recommendations for grades 3-8, the Task Force discussed the most important interpretations that should be supported for the high school assessments. Given the recommendations under Intended Purpose and Use, it should come as no surprise that Task Force members prioritized claims of CCR. However, claims of student performance should also reflect progress against the state standards. Like recommendations for grades 3-8, sufficient information should be reported at the individual level to help students and educators understand progress against the state standards, which may include within-state normative information. The OSDE should explore the types of within-state normative information their prospective vendors could provide to the public through reporting.

Aligned with the previous set of recommendations for high school, the OSDE will need to work with their prospective vendor to ensure that the high school assessment can support both a CCR and standards-based claim for students. These CCR-based claims should also be further validated using empirical evidence within the state of Oklahoma and using any available national data, depending on the vendor.

Reporting and State Comparability

The following recommendations are presented for Reporting and State Comparability:

- Support aggregate reporting on claims at appropriate levels of grain size for high school assessments (e.g., grade, subgroup, teacher, building/district administrator, state); and
- Support the ability to provide norm-referenced information based on other states that may be administering the same college-ready assessments, as long as unreasonable administration constraints do not inhibit those comparisons.

The feedback provided by the Task Force for statewide reporting was similar to those for grades 3-8. That is, aggregate reporting should reflect the same types of information that are provided at the individual level, and aggregate information should be provided to educators, administrators, and the public in meaningful and easily accessible ways.

Given the Task Force's suggestion to adopt an off-the-shelf college-readiness assessment, Task Force members recommended that the OSDE work to support state-to-state comparisons. The availability of students across states potentially being administered the same items and test forms (i.e., depending on the selected vendor) allows for the possibility of direct comparisons of college readiness. However, the Task Force members recognized the potential challenges that might be associated with changes in test administration practices that may be required to support fair administration for all students in Oklahoma. In other words, national comparisons

were believed to be important, but those comparisons of CCR should not require unreasonable administration constraints. The OSDE should ensure that any prospective vendor be very clear in the kinds of comparisons that can be supported when considering Oklahoma-specific administration practices.

Key Areas of Importance to Consider

While the Task Force addressed a targeted set of issues stemming from House Bill 3218, the facilitators were intentional in informing Task Force members of three key areas of importance that must be considered in large-scale assessment development:

1. **Technical quality**, which serves to ensure the assessment is reliable, valid for its intended use, and fair for all students;
2. **Peer Review**, which serves as a means to present evidence of technical quality; and
3. **Accountability**, which forces the issue of intended purpose and use.

In the time allotted, the Task Force was not able to consider all of the constraints and requirements necessary to fully expand upon their feedback to the OSDE. The facilitators worked to inform the Task Force that the desired purposes and uses reflected in their feedback would be optimized to the greatest extent possible in light of technical- and policy-based constraints[18]. As historically demonstrated, we can expect that the OSDE will continue to prioritize fairness, equity, reliability, and validity as the agency moves forward in maximizing the efficiency of Oklahoma's assessment system.

Conclusion

The conversations that occurred between Task Force members, assessment and accountability experts, and the OSDE resulted in a cohesive set of goals for an aligned comprehensive assessment system which includes state and locally selected assessments designed to meet a variety of purposes and uses. These goals are listed on page 9 of this report. The feedback provided by the Task Force and the recommendations presented by the OSDE, however, are focused only on Oklahoma's statewide summative assessments.

While the OSDE's recommendations can be grouped into the four categories of (1) Content Alignment and Timing, (2) Intended Purpose and Use, (3) Score Interpretation, and (4) Reporting and State Comparability, it is important to understand how these recommendations address the overarching requirements outlined in HB 3218.

Alignment to the OAS. Summative assessments used for accountability are required to undergo peer review to ensure the assessments are reliable, fair, and valid for their intended uses. One such use is to measure student progress against Oklahoma's college- and career-ready

18 See Braun (in press).

standards. The Task Force and department believe it is of vital importance that students have the opportunity to demonstrate their mastery of the state's standards. However, there is also a perceived need to increase the relevance of assessments, especially in high school. The Task Force and OSDE believe a state-developed set of assessments for grades 3-8 and a college-readiness assessment in high school would best support teaching and learning efforts in the state.

Comparability with other states. Throughout feedback sessions, Task Force meetings, and OSDE deliberations, the ability to compare Oklahoma performance with that of other states was considered a valuable feature of the assessment system. However, there are tensions among administration constraints, test design requirements, and the strength of the comparisons that may make direct comparisons difficult. Currently, Oklahoma can make comparisons using statewide aggregated data (e.g., NAEP scores in grades 4 and 8, college-readiness scores in grade 11) but is unable to support comparisons at each grade. Task Force feedback and OSDE recommendations suggest leveraging available national comparison data beyond its current use and incorporating it into assessment standard-setting activities. This will allow the OSDE and its stakeholders to determine CCR cut scores on the assessment that reflect nationally competitive expectations.

Norm-referenced and criterion-referenced scores. Based on Task Force feedback, the OSDE confirmed that reported information supporting criterion-referenced interpretations (e.g., scale score, Lexile, Quantile, content cluster, and growth performance) are valuable and should continue to be provided in meaningful and accessible ways. Additional feedback and OSDE's recommendations note that norm-referenced interpretations would enhance the value of statewide summative assessment results by contextualizing student learning and performance. By working with a prospective vendor, the OSDE should be able to supplement the information provided to stakeholders with meaningful normative data based on the performance of other Oklahoma students.

Statistical reliability and accuracy. The technical quality of an assessment is an absolute requirement for tests intended to communicate student grade-level mastery and for use in accountability. The Standards for Educational and Psychological Testing[19] present critical issues that test developers and test administrators must consider during assessment design, development, and administration. While custom state-developed assessments require field testing and operational administration to accumulate evidence of statistical reliability and accuracy, the quality of the processes used to develop those assessments can be easily demonstrated by prospective vendors and the state. In contrast, off-the-shelf assessments should already have evidence of this, and the state can generalize their technical quality if the

[19] AERA, APA, & NCME. (2014). Standards for Educational and Psychological Testing. Washington, DC: AERA.

assessment is given under the conditions defined for the assessment. Thus, the technical quality of an assessment is a key factor in ensuring assessment results are reliable, valid, and fair.

Future academic performance for assessments administered in high school. As noted earlier in the report, there is a clear value in high school assessment results being able to predict future academic performance. Based on OSDE's recommendation of using a college-readiness assessment in high school, the state and its prospective vendor should be able to determine the probability of success in early post-secondary academics based on high school assessments. However, the state and its prospective vendor should amass additional Oklahoma-specific evidence that strengthens the claims of likely post-secondary success. This can be supported both through standard-setting activities and empirical analyses that examine high school performance based on postsecondary success.

The recommendations made to the OSDE in the previous section offer relatively fine-grain suggestions that can be interpreted through the lens of the HB 3218 requirements. These recommendations also reflect the Task Force's awareness of the three areas of technical quality, peer review requirements, and accountability uses which were addressed throughout deliberations. Through regional meetings, advisory group meetings, input in response to posted questions, and in-depth conversations with the Task Force, the OSDE was able to critically examine the feedback provided and present recommendations to support a strong statewide summative assessment that examines the requirements of HB 3218 and seeks to maximize the efficiency of the Oklahoma assessment system in support of preparing students for college and careers.

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Appendix A: Invited Task Force Members

Name	Organization	Title
Hofmeister, Joy	State Dept. Education	State Superintendent of Public Instruction
Dunlap, Katie Dr.	State Dept. Education	Deputy Superintendent of Assessment and Accountability
Tamborski, Michael Dr.	State Dept. Education	Executive Director of Accountability
Walker, Craig	State Dept. Education	Executive Director of State Assessments
Barnes, Lynn	Oklahoma City Public Schools	Sr. Executive Director of Curriculum & Federal Programs
Bax, Benjamin	American Federation of Teachers	Field Representative
Baxter, Leo J.	Oklahoma State Board of Education	Board Member
Bendick, Debbie Dr.	Edmond Public Schools	Assoc. Superintendent
Best, Mary	American Federation of Teachers	President
Bishop, Katherine	Oklahoma Education Association	Vice President
Blanke, Debbie Dr.	Oklahoma State Regents for Higher Education	Academic Affairs
Burchfield, Rocky	Fairview Public Schools	Superintendent
Burk, Jana	Tulsa Public Schools	Executive Director of Teacher/Leadership Effectiveness Initiative
Bushey, Brent	Oklahoma Public School Resource Center	Executive Director
Buswell, Robert	Office of Educational Quality and Accountability	Director of Educational Accountability
Caine, Ann	Oklahoma State School Boards Association	Director of Education Leadership
Capps, Staci	Byng Public Schools	Curriculum Director/Grant Developer
Casey, Dennis Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Charney, Randee	Research Associate	Schusterman Family Foundation
Choate, Tony	Chickasaw Nation	Media Relations
Cobb, Rick	Mid-Del Schools	Superintendent
Condit, Donnie Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Cook, H. Gary Dr.	University of Wisconsin	Associate Scientist, Expert in Assessment and Accountability, E.L.L.
Cooper, Donna	Choctaw-Nicoma Park Schools	Asst. Superintendent
D'Brot, Juan Dr.	Center for Assessment	Senior Associate, Expert in Assessment and Accountability
DeBacker, Terri Dr.	University of Oklahoma College of Education	Assoc. Dean

Name	Organization	Title
Dossett, J.J. Sen.	Oklahoma Senate	Oklahoma Senator
Dugan, Drew	Greater Oklahoma City Chamber	Vice President
Dunlop, Janet Dr.	Broken Arrow Public Schools	Assoc. Superintendent
Dunn, Kathy	Mid-Del Schools	Asst. Superintendent for Teaching and Learning
Elam, Mary Dr.	Oklahoma City Public Schools	Senior Research Associate, Planning, Research, and Evaluation Dept.
Fedore, Stephen	Tulsa Public Schools	Director of Data Quality and Data Use
Flanagan, William	Oklahoma State Board of Education	Board Member
Font, Raul	Latino Community Dev. Agency	CEO/Executive Director
Ford, John Sen.	Oklahoma Senate	Oklahoma Senator
Foster, Becki	Oklahoma Department of Career and Technology Education	Associate State Director for Curriculum, Assessment, Digital Delivery and Federal Programs
Franks, Cathryn	Oklahoma State Board of Education	Board Member
Fulton, Lisa	Ada City Schools	District Test Coordinator
Garn, Gregg A. Dr.	University of Oklahoma	Dean of Education
Grunewald, Angela	Edmond Public Schools	Executive Director of Elementary Education
Guerrero, Julian Jr.	Tribal Education Dept. National Assembly (TEDNA)	Project Director, Native Youth Community Project
Heigl, Brenda	Oklahoma Parent Teacher Association	President
Henke, Katie Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Hernandez, Kristy	Moore Public Schools	Director of Student Services
Hime, Shawn	Oklahoma State School Boards Association	Executive Director
Hooper, Tony	Lawton Public Schools	Director of Accountability and Assessment
House, Sharon	Oklahoma Parents Center, Services for Families of Children with Disabilities	Executive Director
Hutchinson, Tony	Oklahoma State Regents for Higher Education	Strategic Planning Analysis Workforce and Economic Development
Keating, Daniel	Oklahoma State Board of Education	Board Member
Lepard, Jennifer	Oklahoma State Chamber	V.P. of Government Affairs
Lester, Erin	Tulsa Public Schools	Director of Educational Indicators
Lora, Aurora	Oklahoma City Public Schools	Superintendent
Love, Courtney	Oklahoma Virtual Charter Academy	Operations Manager

Name	Organization	Title
Mack, Marcie	Oklahoma Department of Career and Technology Education	State Director
McDaniel, Tracy	KIPP Charter Oklahoma City	Founding School Leader & Principal
Monies, Jennifer	Oklahoma Educated Workforce Initiative	Executive Director
Mouse, Melanie Dr.	Putnam City Schools	Asst. Superintendent
Nollan, Jadine Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Ogilvie, Clark	Owasso Public Schools	Superintendent
Owens, Beecher	Mannford HS	2016 Graduate
Owens, Rick	Lawton Public Schools	Secondary Education
Owens, Ryan	CCOSA	Co-Executive Director/General Counsel; Director Legislative Services
Parks, Tammy	Howe Public Schools	PDC Coordinator
Parrish, Jim	Choctaw Nation	Executive Director of Education
Pennington, David	Ponca City Public Schools	Superintendent
Perie, Marianne Dr.	University of Kansas	Director Achievement and Assessment Institute; Expert in Assessment and Accountability
Pittman, Anatasia Sen.	Oklahoma Senate	Oklahoma Senator
Polk, Jamie	Lawton Public Schools	Asst. Superintendent
Price, Bill	Oklahoma State Board of Education	Board Member
Priest, Alicia	Oklahoma Education Association	President
Reavis, Madison	Muskogee HS	2016 Graduate
Riggs, Ruthie	Edmond Public Schools	Assoc. Superintendent
Roberts, Kuma	Tulsa Regional Chamber	Education Program Manager
Roberts, Sarah	Inasmuch Foundation	Senior Program Officer
Rogers, Rep. Michael	Oklahoma House of Representatives	Oklahoma House Representative
Roman Nose, Quinton	Tribal Education Departments National Assembly (TEDNA)	Executive Director, Board of Directors
Ross, Robert	Inasmuch Foundation & Oklahoma State Board of Education	Board of Directors, Board Member
Sadler, Kimberly	Oklahoma Department of Career and Technology Education	Associate State Director for Curriculum, Assessment, Digital Delivery, and Federal Programs
Shirley, Natalie	Oklahoma Governor's Office	Secretary of Education and Workforce Development
Simmons, Shirley Dr.	Norman Public Schools	Asst. Superintendent
Shouse, Jerrod	Owner	Shouse Consulting
Sly, Gloria Dr.	Cherokee Nation	Education Liaison Education Services

Name	Organization	Title
Stanislawski, Gary Sen.	Oklahoma Senate	Oklahoma Senator
Stoycoff, Zack	Tulsa Regional Chamber	Government Affairs Director
Tatum, Sheryl	Oklahoma Virtual Charter Academy	Head of School
Taylor, Etta	Oklahoma Parent Teacher Association	President Elect
Thompson, Shannon	Moore Public Schools	Dean of Academics
Thomsen, Todd Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Tinney, Ginger	Professional OK Educators	Executive Director
Trent, Sean	Mid-Del Schools	Executive Director of Academic Services & Technology
Viles, Susan	Woodward Schools	District Test Coordinator/RSA Test Coordinator
Weeter, Richard Dr.	Oklahoma City Public Schools	Executive Director of Planning, Research, and Evaluation Dept.
Woodard, Johanna Dr.	Owasso Public Schools	Coordinator of Academic Services
Woodard, Petra	Millwood Public Schools	High School Principal
Yunker, Jake	Oklahoma Governor's Office	Deputy Policy Director

Appendix B: Detail on Issues in Subscore Reporting

Subscores serve as achievement reports on subsets of the full set of knowledge and skill represented by a total score. For example, many ELA summative assessments produce a total score for ELA, subscores for at least reading and writing, and often finer-grained subscores for topics such as informational and literary reading. Similarly, a mathematics test typically yields an overall math score and potential subscores in topics such as numbers and operations, algebraic reasoning, measurement and geometry, and statistics and probability. One of the greatest challenges in current large-scale summative assessment design is to create tests that are no longer than necessary to produce a very reliable total score (e.g., grade 5 mathematics) while yielding adequately reliable subscores to help educators and others gain more instructionally-relevant information than gleaned from just the total score.

Unfortunately, there is a little known aspect of educational measurement (outside of measurement professionals) that large-scale tests are generally designed to report scores on a "unidimensional" scale. This means the grade 5 math test, for example, is designed to report overall math performance, but not to tease out differences in performance on things like geometry or algebra because the only questions that survive the statistical review processes are those that relate strongly to the total score of overall math. If the test was designed to include questions that better distinguish among potential subscores, the reliability (consistency) of the total score would be diminished. There are "multidimensional" procedures that can be employed to potentially produce reliable and valid subscores, but these are much more expensive to implement and complicated to ensure the comparability of these subscores and the total score across years. The National Assessment of Educational Progress (NAEP) is the one example of a well-known assessment designed to produce meaningful results at the subscore level, but NAEP has huge samples to work with and more financial resources and psychometric capacity at its disposal than any state assessment. In other words, it is not realistic at this time to consider moving away from a unidimensional framework for Oklahoma's next statewide summative assessment, which means the subscores will unfortunately be much less reliable estimates of the total score than useful content-based reports. This is true for essentially all commercially-available interim assessments as well, so in spite of user reports they like assessment X or Y because it produces fine-grain subscores useful for instructional planning, any differences in subscores are likely due to error rather than anything educationally meaningful.

In spite of this widely-held knowledge by measurement professionals, every state assessment designer knows they need to produce scores beyond the total score otherwise stakeholders would complain they are not getting enough from the assessment. Recall, producing very reliable total scores is critical for accountability uses of statewide assessments and, all things being equal, the reliability is related to the number of questions (or score points) on a test.

Therefore, most measurement experts recommend having at least 10 score points for each subscore to achieve at least some minimal level of reliability, so statewide summative tests tend to get longer to accommodate subscore reporting. Therefore, one way to lessen the time required on the statewide summative assessment is to focus the summative assessment on reporting the total score and use the optional modules for districts that would like more detailed and accurate information about particular aspects of the content domain.

Oklahoma Assessment System Recommendations

Oklahoma State Board of Education Meeting

Juan D'Brot, Ph.D.

Center for Assessment

December 15, 2016

Presentation Topics

1. Purpose and goals of the feedback process for House Bill 3218
2. Task Force representation
3. The process for obtaining feedback
4. Role of the Task Force experts
5. Draft recommendations for Oklahoma's assessments
6. Response to the House Bill 3218 assessment requirements

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2

Purpose and Goals

- House Bill 3218
  - Directed the State Board to evaluate Oklahoma's assessment system and provide a report to the Legislature
- The Oklahoma State Department of Education (OSDE) sought to study the degree to which the assessment should
  - Align to the Oklahoma Academic Standards (OAS);
  - Provide a measure of comparability among other states;
  - Yield both norm-referenced and criterion-referenced scores;
  - Have a track record of statistical reliability and accuracy; and
  - Provide a measure of future academic performance for assessments administered in high school

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3

Purpose and Goals

- To study the requirements, the OSDE sought feedback from across the state
  - Hosting regional feedback sessions
  - Convening the Assessment and Accountability Task Force
- The role of the Task Force was to provide input and feedback around the major study requirements
- The Task Force was supported by experts in assessment and accountability to inform discussion and deliberation

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4

Task Force Representation

- House Bill 3218 required the State Board to consult with representatives from the following groups
  - Oklahoma State Regents for Higher Education
  - The Commission for Educational Quality and Accountability
  - The State Board of Career and Technology Education
  - The Secretary of Education and Workforce Development

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5

Task Force Representation

- Additionally, the OSDE included representatives from the following to provide public comment:
  - Districts across the state
  - Educators and parents
  - Business and community leaders
  - Tribal leaders
  - Lawmakers
- A total of 94 members participated on the Task Force, including OSDE and facilitators/experts

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6

Process to Obtain Feedback

- Using HB 3218 as a guide, the OSDE sought feedback from the Task Force on each major topic
- The facilitators (Drs. Juan D'Brot & Marianne Perie) worked with the Task Force to discuss the following:
  - The requirements of the House Bill
  - The role of the Task Force
  - Research and best practices in assessment and accountability development
  - Considerations for ensuring an assessment demonstrates technical quality (i.e., reliable, valid, and fair)
  - Requirements for peer review as a means to present evidence of technical quality
  - Considerations for the intended use of the assessments (i.e., grade-level performance and accountability)

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Role of the Experts

- Several experts were invited to discuss aspects of assessment and accountability development:
  - Dr. H. Gary Cook, University of Wisconsin (ELL Expert)
  - Dr. Juan D'Brot, Center for Assessment (Primary Facilitator and Expert)
  - Dr. Marianne Perie, University of Kansas (Primary Facilitator and Expert)
  - Dr. David Steiner, Johns Hopkins School of Education (Goal-setting Expert)
- The facilitators sought to collect Task Force feedback and ensure input was comprehensive and clear
- The experts strove to ensure the Task Force members were informed about technical constraints and design considerations during their discussions

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8

Draft Recommendations for Oklahoma's Assessment System

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9

Draft Recommendations for the Assessment System

- The following over-arching recommendations are specific to the assessments for students in grades 3-8 and the high school assessments.
- Following the over-arching recommendations, recommendations are summarized under each major point of HB 3218.

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10

Draft Recommendations for the Assessment System

*For assessments in **grades 3-8**, the OSDE recommends the adoption of a standards-based assessment that is aligned to the new Oklahoma Academic Standards (OAS).*

*For assessments in **high school**, the OSDE recommends the adoption of a single off-the-shelf college-readiness assessment (e.g., ACT/SAT) for **grade 11,** and further consideration of writing, science, and U.S. History.*

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11

Draft Recommendations based on HB 3218 Requirements

As a reminder, the following recommendation summaries are based on the major points of study in House Bill 3218:

1. Alignment to the Oklahoma Academic Standards
2. Comparability with Other States
3. Norm-referenced and criterion-referenced interpretations
4. Statistical reliability and accuracy
5. Future academic performance for assessments administered in high school

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12

Draft Recommendations based on HB 3218 Requirements

1. *Align the assessment system to the OAS, but also provide a signal for college-readiness in high school;*
2. *Use available national data (e.g., NAEP) to set CCR cut scores that reflect nationally competitive expectations. To keep those expectations focused on CCR, do not use high school assessments for student accountability;*
3. *Provide meaningful and accessible criterion- and norm-referenced interpretations, but limit the norm-referenced interpretations to within-state comparisons;*
4. *Ensure assessments demonstrate the technical quality necessary for the intended uses of grade 3-8 and high school assessments. The assessments must exhibit sufficient evidence of reliability, validity, and fairness for all students; and*
5. *Provide students with a score indicating the likelihood of success in post-secondary academics using a college-readiness assessment.*

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13

Additional Questions?

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14

ACCOUNTABILITY REPORT

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Contents

Executive Summary iii
Purpose of this Report iii
House Bill 3218 iii
Collecting Feedback from Regional Engage Oklahoma Meetings and the Oklahoma Task Force iv
Key Accountability Recommendations iv
Recommendations for Accountability in Elementary and Middle Schools iv
Recommendations for Accountability in High School vi
Key Considerations for Accountability Recommendations vii
Conclusion viii
Limitations of This Report viii
Introduction 1
Purpose of This Report 1
House Bill 3218 1
Convening the Oklahoma Assessment and Accountability Task Force 2
Feedback from Regional Meetings and the Oklahoma Task Force 3
Considerations for Developing an Accountability System 3
Goals 4
Indicators 5
Design Decisions 5
Identifying Schools and Districts 6
Reports 7
Validation 8
OSDE Recommendations for Oklahoma's Accountability System 8
Goals 8
Indicators 9
Status 9
Growth 12
Postsecondary Opportunities 14
Graduation Rate 15
ELPA Progress 16
Chronic Absenteeism 17
Design Decisions 17
Identifying Schools and Districts 20
Reports 21
Validation 22
Further Work 22
Conclusion 23
References 24
Appendix A: Invited Task Force Members 25
Appendix B: Ohio's School Report Card 29
Appendix C: Sample A–F Calculations 30

Executive Summary

The Oklahoma Legislature directed the Oklahoma State Board of Education (OSBE) to evaluate Oklahoma's current school and district accountability system and make recommendations for its future. As a result, the Oklahoma State Department of Education (OSDE) held regional meetings across the state and convened the Oklahoma Assessment and Accountability Task Force to deliberate over the many technical, policy, and practical issues associated with implementing an improved assessment system. The 95 Task Force members met four times between August 4 and November 9, 2016. This report presents the results of those deliberations in the form of recommendations from the OSDE to the OSBE.

Purpose of this Report

This report addresses the requirements stated in House Bill 3218, provisions required under the federal legislation known as the *Every Student Succeeds Act* (ESSA), provides an overview of key accountability concepts, describes the role of the Task Force, and presents the recommendations made by the OSDE. Additionally, the full body of this report provides considerations relevant to these recommendations.

House Bill 3218

In June 2016, Oklahoma Governor Mary Fallin signed House Bill 3218 (HB 3218), which relates to the adoption of a statewide system of student assessments. HB 3218 requires the OSBE to study and develop assessment recommendations for the statewide assessment system. The House Bill specifically tasks the OSBE, in consultation with representatives from the Oklahoma State Regents for Higher Education, the Commission for Educational Quality and Accountability, the State Board of Career and Technology Education, and the Secretary of Education and Workforce Development to study and develop assessment requirements. Additionally, HB 3218 requires the State Board to address accountability requirements under ESSA, which will be presented in a separate report for assessment. This report focuses specifically on the accountability requirements of HB 3218, which include:

- A multi-measures approach to high school graduation;
- A determination of the performance level on the assessments at which students will be provided remediation or intervention and the type of remediation or intervention to be provided;
- A means for ensuring student accountability on the assessments, which may include calculating assessment scores in the final or grade-point average of a student;
- Ways to make the school testing program more efficient; and
- A multi-measures approach to accountability.

Collecting Feedback from Regional Engage Oklahoma Meetings and the Oklahoma Task Force

Prior to convening Oklahoma's Assessment and Accountability Task Force, the OSDE held regional meetings in Broken Arrow, Sallisaw, Durant, Edmond, Woodward, and Lawton. These meetings yielded responses on various questions addressing the desired purposes of accountability and preferred measures. This regional feedback was incorporated in the discussions with the Oklahoma Assessment and Accountability Task Force. The Task Force included 95 members who represented districts across the state, educators, parents, business and community leaders, tribal leaders, and lawmakers. Additionally, members from the Oklahoma State Regents for Higher Education, the Commission for Educational Quality and Accountability, the State Board of Career and Technology Education, and the Secretary of Education and Workforce Development were also represented on the Task Force. For a complete list of Task Force members, please refer to Appendix A.

On four occasions, the members of the Task Force met with experts in assessment and accountability to consider each of the study requirements and provide feedback to improve the state's assessment and accountability systems. Two of those experts also served as the primary facilitators of the Task Force: Juan D'Brot, Ph.D., from the National Center on the Improvement of Educational Assessment (NCIEA) and Marianne Perie, Ph.D., from the University of Kansas' Achievement and Assessment Institute. These meetings occurred on August 4–5, September 19, October 18, and November 9, 2016. At each meeting, the Task Force discussed elements of HB 3218, research and best practices in assessment and accountability development, and feedback addressing the requirements of HB 3218. This feedback was subsequently incorporated into OSDE's recommendations to the OSBE.

Key Accountability Recommendations

Oklahoma's Assessment and Accountability Task Force and the OSDE recommend a school and district accountability system based on a set of indicators and design decisions that meet both the state and federal requirements.

Recommendations for Accountability in Elementary and Middle Schools

The Task Force and OSDE recommend that the Oklahoma accountability system begin with seven indicators for elementary and middle schools, focusing on ELA, math, and science status, growth in ELA and math, ELPA progress, and chronic absenteeism as the additional indicator of school quality. These indicators and their weights are shown in Table 1. Equal weight has been given to status and growth, with status focused on each student meeting a targeted scale score and growth based on a value table organized around the achievement levels.

No.	Indicator	Points possible	Points earned	Percentage	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal		15	
1b.	Math status (with progress targets)	# students with math score	# students meeting goal		15	
1c.	Science status (with progress targets)	# students with science score	# students meeting goal		5	
2a.	ELA growth	Highest value on table	Value table average		15	
2b.	Math growth	Highest value on table	Value table average		15	
3.	ELPA progress	# of ELs in US for more than one year	# of ELs meeting goal		15	
4.	Chronic Absenteeism	#students enrolled	#students missing <18 school days		10	

Table 1. Indicators and weights for accountability index

Each school enters the data in the appropriate column, multiplies by the weights shown, and then enters the final numbers in the far right-hand column. Summing the final numbers will produce a score between 0–90 to deter "percent-correct" thinking. In discussing whether it would be clearer to move it to 100, the Task Force members decided that grading on a rubric is a natural education concept. Move to 100 would mean changing the weights or converting to a decimal, both of which would dilute the intention of the system. The rubric assumes that the setting of the cut score on the new assessments will be appropriately rigorous and reflect true readiness for postsecondary work.

The scores convert to A–F grades as follows:

A. > 70
B. 57–70.00
C. 43–56.99
D. 30–42.99
F. < 30

This rubric is intentionally weighted toward grades B, C, and D and reserves grades A and F for the best and worst schools. Schools that earn an F or have the lowest 5% of overall points in the states (if fewer than 5% of schools earn an F) will be categorized as comprehensive support schools. Schools with the lowest achievement for one or more student groups, but not in the lowest 5% overall, will be identified for targeted support. The growth rating will be considered as a key indicator for exiting these support designations. "A" schools with no large achievement gaps and a participation rate above 95% will be identified as reward schools. The intent is to effectively distinguish schools, but we expect to see improvement over time. When at least 60%

of Oklahoma schools are scoring at the A or B level, the rubric will be adjusted so that 62 points is needed for a B and 78 points is needed for an A.

In addition, the participation rate will factor into the grade only if it falls below 95% for any student group. Historically, Oklahoma has not had an issue with low participation rates, but incentives are needed to maintain that high bar. Any school with a participation rate below 95% for any student group will have a "minus (–)" placed after its letter grade. The participation rate will also be shown on the report card, with detailed data available by student group.

Recommendations for Accountability in High School

The high school system is parallel to that of elementary and middle schools but has an additional emphasis on college and career readiness. The same approach is used and the table only differs by the two indicators: There are no growth measures, but there are indicators for a graduation rate and postsecondary opportunities. OSDE will look to incorporate a moderate growth measure in 2020 when students who take the grade 8 test in 2017 will take the college-ready test in 2020.

Even with the two different indicators, the total points here also sum to 90, so the same rubrics are used, with the same automatic adjustment applied over time. Likewise, any grade could be adjusted downward by adding a "minus (–)" after the letter grade if the participation rate falls below 95% for any student group in the school or district. An additional bonus point is available for high schools to promote participation in U.S. History. If 95% of students complete the U.S. History class by 11th grade and if 75% of those students either receive a score of "proficient" or above on the Oklahoma end-of-course assessment or receive college credit for the course (through an AP test or concurrent college enrollment), the school will receive one full bonus point added to the final sum. Table 2 displays the indicators and weights for high schools, or any school that includes grade 12.

No.	Indicator	Points possible	Points earned	Percentage	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal		15	
1b.	Math status (with progress targets)	# students with math score	# students meeting goal		15	
1c.	Science status (with progress targets)	# students with science score	# students meeting goal		15	
2.	ELPA progress	# of ELs in US for more than one year	# of ELs meeting goal		15	
3.	Graduation rate	Use state graduation formula to determine percentage			10	
4.	Chronic Absenteeism	# students enrolled	# students NOT missing 10% of school days		10	
5.	Postsecondary opportunity (AP/IB/dual enrollment/ internship/apprenticeship/ industry certification)	10% of enrollment	# enrolled in one program		10	

Table 2. Indicators and weights for high school accountability index

To identify high schools for comprehensive and targeted support, the same criteria apply, but graduation rates are also a consideration. Based on the federal regulations, any high school with a graduation rate less than 67% must be identified as needing comprehensive support and improvement. Likewise, if one or more student groups has a graduation rate significantly below the others and less than 67%, the school is eligible to be targeted for support and intervention. A reward school must have an overall graduation rate of at least 80% with no student group falling below 70%.

Key Considerations for Accountability Recommendations

As historically demonstrated, we can expect that the OSDE will continue to prioritize fairness, equity, reliability, and validity as the agency moves forward in maximizing the efficiency of Oklahoma's assessment system. The recommendations will need to be examined once two full years of data exist (in summer 2018) to ensure the weights and the rubrics differentiate the schools as intended. A more detailed explanation of the context and considerations for adopting OSDE's recommendations is provided in the full report below.

Conclusion

The goal of this system is to differentiate meaningfully among Oklahoma schools, identifying those in need of additional supports to help all students meet the goal of graduating high school ready for postsecondary success. Careful consideration was given to the list of indicators, their weights, and how they are combined to give each school a letter grade. The Task Force focused on the reliability of the indicators, their link to successful outcomes, and the clarity with which they could be reported and explained to the public.

Limitations of This Report

This report did not detail every indicator considered and rejected or the reasons why. These are all detailed in the extensive notes from the committee meetings and should be considered when the system is adjusted in future years. Because no "real" data was available when making these recommendations, many of the values used are placeholders that must be replaced when the new assessments are in place. For instance, the starting point for the target scores in 2017 should be based on real data, with interim goals set with an understanding of where the cut score for "proficient" is located.

Introduction

The Oklahoma Legislature directed the Oklahoma State Board of Education (OSBE) to evaluate Oklahoma's current state assessment and accountability systems and make recommendations for the future. As a result, the Oklahoma State Department of Education (OSDE) held regional meetings across the state and convened the Oklahoma Assessment and Accountability Task Force to deliberate over the many technical, policy, and practical issues associated with implementing an improved assessment and accountability system. This report presents the results of those deliberations in the form of the OSDE's recommendations to the OSBE regarding a new statewide accountability system.

Purpose of This Report

As part of the response to House Bill 3218, the OSBE was tasked with studying a variety of requirements for Oklahoma's assessment and accountability systems. This report reviews requirements under both state and federal law regarding school accountability, provides an overview of key components in an accountability system, describes the role of the Task Force, and presents the recommendations made by the OSDE. A previous report addressed the requirements stated in House Bill 3218 for the summative assessment system, provided an overview of key assessment concepts, and laid out the recommendations for that system. This report assumes the recommended assessment system will be adopted and become a component of the accountability system.

House Bill 3218

In June 2016, Oklahoma Governor Mary Fallin signed House Bill 3218 (HB 3218), which relates to the adoption of a statewide system of student assessments and clarifies language around the school accountability system. HB 3218 requires the OSBE to study and develop recommendations for both the statewide assessment and accountability systems.

The House Bill specifically tasks the OSBE, in consultation with representatives from the Oklahoma State Regents for Higher Education, the Commission for Educational Quality and Accountability, the State Board of Career and Technology Education, and the Secretary of Education and Workforce Development, to study accountability requirements under the new federal law, the *Every Student Succeeds Act* (ESSA), and develop recommendations. The House Bill study notes that the OSBE should examine the following requirements for both assessment and accountability:

- A multi-measures approach to high school graduation;
- A determination of the performance level on the assessments at which students will be provided remediation or intervention and the type of remediation or intervention to be provided;

- A means for ensuring student accountability on the assessments, which may include calculating assessment scores in the final or grade-point average of a student;
- Ways to make the school testing program more efficient; and
- A multi-measures approach to accountability.

Additional information on House Bill 3218 can be found on OSDE's website: http://sde.ok.gov/sde/hb3218.

ESSA requires that an accountability system include the following components:

1. Annual assessments (which may include a measure of student growth);
2. Graduation rates for high schools;
3. Another statewide "academic" indicator for elementary and middle schools
4. English language proficiency for English learners; and
5. At least one additional statewide indicator of school quality or student success (e.g. school climate/safety, student engagement, educator engagement, postsecondary readiness).

Additional information on ESSA can be found on the U.S. Department of Education website at http://www2.ed.gov/policy/elsec/leg/essa/index.html.

Convening the Oklahoma Assessment and Accountability Task Force

In response to the HB 3218 requirements, the OSDE convened an Assessment and Accountability Task Force that included representatives from the groups noted on page 20 of the House Bill: students, parents, educators, organizations representing students with disabilities and English language learners, higher education professionals, career technology educators, experts in assessment and accountability, community-based organizations, tribal representatives, and business and community leaders. For a complete list of Task Force members, please refer to Appendix A of this report.

The role of the Task Force was to deliberate over the assessment and accountability topics required in the House Bill and provide feedback that the OSDE would incorporate into their recommendations to the OSBE. The Task Force was comprised of 95 members who met with experts in assessment and accountability to consider each of the study requirements and make recommendations to improve the state's assessment and accountability systems. Two of those experts also served as the primary facilitators of the Task Force: Juan D'Brot, Ph.D., from the National Center on the Improvement of Educational Assessment (NCIEA) and Marianne Perie, Ph.D., from the University of Kansas' Achievement and Assessment Institute. Additionally, Gary Cook, Ph.D., from the University of Wisconsin joined the first meeting to discuss the inclusion of English learners (ELs) in the accountability system.

The Task Force met four times on August 4–5, September 19, October 18, and November 9, 2016. Throughout these meetings, the Task Force discussed HB 3218, the role of the Task Force, research and best practices in assessment and accountability development, and feedback addressing the requirements of HB 3218. OSDE incorporated this feedback in its recommendations to the OSBE.

Feedback from Regional Meetings and the Oklahoma Task Force

Prior to convening Oklahoma's Assessment and Accountability Task Force, the OSDE held regional meetings in Broken Arrow, Sallisaw, Durant, Edmond, Woodward, and Lawton. These meetings yielded responses on various questions addressing the desired purposes and types of assessments and goals for the accountability system. This regional feedback was incorporated into the discussions with the Oklahoma Assessment and Accountability Task Force.

The first Task Force meeting in August served primarily as an introduction to the requirements of the House Bill and to the issues associated with assessment and accountability design. Task Force members were also introduced to ESSA, a bipartisan measure that reauthorized the *Elementary and Secondary Education Act* (ESEA), and the Act's requirements for statewide educational systems. The August meeting also served as a foundational meeting that allowed the Task Force members to identify the primary goals of the assessment system. The September meeting served as an opportunity to clarify the goals of the Task Force and provide specific feedback that directly addressed the House Bill requirements. In the October meeting, Task Force members focused on details related to the indicators, measuring and combining them into an overall rating. The November meeting was used to finalize the feedback from the Task Force and discuss next steps for the OSDE to develop recommendations for the OSBE. Throughout the four meetings, Task Force members engaged in discussion that addressed the varied uses, interpretations, and values associated with the state's assessment system. These discussions were used to establish and refine the Task Force's feedback, which were subsequently incorporated into the OSDE's recommendations. The final recommendations are presented in the section titled "OSDE Recommendations for Oklahoma's Accountability System."

Considerations for Developing an Accountability System

Before presenting OSDE's recommendations in response to House Bill 3218 and ESSA, we first provide some critical definitions and necessary context.

Educational accountability has been a much-used phrase since the 1970s. The 1980s saw a movement to standards-based accountability. The Improving America's Schools Act (IASA) of 1994 moved the discussion to state-level educational accountability systems. The onus was initially put on state governments to define their accountability systems. The *No Child Left Behind Act* (NCLB) of 2001 laid out a much more prescriptive accountability system, providing a

specific framework within which states must develop their accountability systems. The *Every Student Succeeds Act* of 2016 maintains many of the requirements for the elements of the accountability system, but provides states with more flexibility in determining how to combine the elements to make a judgment about each school and district and in creating a plan for improvement for those deemed in need of assistance.

Accountability systems start with a set of goals and a theory of action that states that a specific act will produce a desired outcome. Those actions are rewarded when successful; other actions that do not produce the desired outcome are sanctioned. The system must undergo constant monitoring to ensure that the action will produce the desired outcome, that the rewards and sanctions are effective, and that the feedback and supports given to the various parties provide useful information on how to adapt their actions to produce the desired outcomes.

According to Carlson (2002), there are five key elements of accountability systems:

1. The goals of the system;
2. The selection of key indicators of success and ways to measure them (multiple measures), rather than merely using information that is available;
3. Decisions about how the selected indicators will be scaled, weighted, combined, and reported;
4. The types of actions that will be taken based on the resulting performance data (rewards and sanctions); and
5. Steps that will be taken to determine and improve the effectiveness of the accountability system itself.

In addition, school report cards are an important component of an accountability system and required by ESSA. Effective report cards communicate results in a clear and accurate manner to stakeholders, including school and district administrators, parents, and community members.

Goals

Linn (2001) encourages state policymakers to be clear about the intended purpose(s) of their educational accountability system. For example, while most states or districts would agree that the purpose of accountability is to improve student learning, Linn argues that states need to be more specific in stating their priorities for achieving such a goal. For instance, beyond improving student learning, state policymakers may specifically desire to:

- Reinforce content standards in priority subjects;
- Support deep understanding and problem-solving ability; and
- Assure a given level of achievement for students before promotion.

Linn also recommends that policymakers clarify the uses of their system, asking specific questions such as:

- What results will be given to parents?
- What will be done with school-level results?
- How much emphasis should be placed on status versus improvement?

Policy context is also important for setting goals. In the case of Oklahoma, goals specified in HB 3218 and ESSA weigh heavily in the design.

Indicators

A major issue in any accountability system is the question of what to measure. Among the considerations in selecting indicators is an understanding of what data are available, the targets of the data collection, the timing of the data collection, and the coherence with the stated goals. In addition, any indicator needs to be measured in a manner allowing for reliable and valid data that will accurately inform the accountability system. Although both NCLB and ESSA require placing large weight on assessment outcomes, there is flexibility in determining which assessments are included and which outcomes are valued. For example, ESSA requires using results from the English language arts (ELA) and mathematics assessments, but Oklahoma also measures student achievement in science and social studies. The assessment results in ELA and math provide the means to report both status (a one-year snapshot of performance) and growth (an across-year calculation at the student level) in grades 3–8. Conversely, science and social studies can only provide status measures, as they are not administered in every grade. Growth measures are also problematic in high school given the current recommendation to use only an off-the-shelf college-ready assessment in eleventh grade. However, any of these assessments can provide information on achievement gaps among various student groups.
In addition to assessment scores, ESSA requires states to include an indicator on graduation rates for high schools and at least one additional statewide indicator of school quality or student success. These additional indicators could focus on school climate, student safety, parent engagement, or postsecondary readiness. Finally, for the first time, ESSA requires that English language proficiency for ELs be included in the Title I accountability system.
Most importantly, ESSA requires that the indicators differentiate among schools. The selected indicators need to provide unique information and not simply be multiple measures of the same result.

Design Decisions

Once policymakers have decided on a set of indicators, the next question is how to use them to make judgments about school or district effectiveness. The first design decision involves determining how to combine the different performance indicators to determine if the school has met the goal(s). In a coherent system, many of these decisions will be based on the goals. For instance, weighting the various elements in a system relates directly to the values placed on

each element. Another issue is how fine-grained the decision measure should be. While NCLB breaks down all decisions into "meets annual measurable objectives" or "does not meet annual measurable objectives," Hanushek and Raymond (2002) argue that binary pass/fail decisions lead to a set of complications, which can be avoided by providing more detailed information about the distribution of scores.

A major issue in accountability systems is how to incorporate information on student groups. Experts and advocates agree that group performance should be reported separately; otherwise strong majority performance can overshadow the poor performance of a minority. However, not every indicator reported needs to be included in the accountability system. For example, an overall absentee rate could be reported for every demographic group but only the overall rate included in the accountability system.

Under NCLB, we saw a lot of discussion of "minimum *n*" (i.e., sample size). A large minimum *n* can increase the reliability of the decisions, but because it excludes certain populations from the system who do not meet the minimum sample size, it decreases the validity of the system. A key feature in any educational accountability system is setting annual targets for students, teachers, and/or schools. Targets are measurable steps toward a system's ultimate goal, but it can be difficult to determine what that target should be – that is, what is good enough.

Identifying Schools and Districts

ESSA lays out two primary categories for identification: comprehensive support and targeted support. States are required to identify the lowest-performing schools in the state as schools in need of comprehensive support and improvement. This category must comprise at least 5% of all Title I schools. In addition, any high school with an overall graduation rate of less than 67% should be identified for comprehensive support. Schools that have one or more student groups consistently performing in the bottom 5% must be identified for targeted support and intervention. Likewise, if one or more student groups have a graduation rate below 67% and in the bottom 5% for the state, that school must also be identified for targeted support.
Outside the scope of this report but important to any accountability system is the system of supports for identified schools. ESSA requires the following steps:

- For Comprehensive Support and Improvement Schools, districts must develop, and the state must approve, an evidence-based improvement plan with input from stakeholders, including school leaders, teachers, and parents. The state must monitor progress against the plan and further intervene if the school does not improve within four years; and
- Targeted Support and Improvement Schools must develop an evidence-based school-level plan with input from school leaders, teachers, and parents. This plan must be approved and monitored by the district. The district must monitor implementation and

take action if the school does not improve the performance and/or outcomes for all student groups.

Reports

Another ESSA requirement is that each state develops a system of school report cards. These report cards must include each indicator used in the accountability system as well as staff and financial information. Specifically, each state must publish an annual statewide report card and each district must publish a district report card. District report cards must include information for the district as a whole, as well as for each school in that district. (When used in this document, the term "district" refers to both traditional public school districts and charters.) These report cards must include, at minimum:

1. Details of the state accountability system, including schools identified for Comprehensive Support and Improvement and Targeted Support and Improvement;
2. Disaggregated results on all accountability indicators, including state assessments and graduation rates;
3. Disaggregated assessment participation rates;
4. Disaggregated results on the indicators that the state and its districts are already reporting to the Civil Rights Data Collection, including, but not limited to: a. access to advanced coursework, such as AP, IB, and dual enrollment; b. exclusionary discipline rates; and c. chronic absenteeism;
5. The professional qualifications of educators, including the number and percentage of a. inexperienced teachers, principals, and other school leaders; b. teachers teaching with emergency credentials; and c. teachers who are out of field. Districts and state report cards must include comparisons of high-poverty and low-poverty schools on these metrics;
6. State, local, and federal per-pupil expenditures, by funding source. These expenditures have to include actual personnel expenditures for each school, not just district averages.
7. The number and percentage of students with the most significant cognitive disabilities taking the alternate assessment;
8. At the state level, results of the National Assessment of Educational Progress, as compared with national averages; and
9. Disaggregated rates at which high school graduates enroll in higher education, if available.

Finally, the Education Commission of the States recently published a report laying out evaluation criteria for a statewide report card system (Mikulecky & Christie, 2014). They identified the best report cards as the ones that are easy to find, easy to understand, and

include indicators essential for measuring school and district performance. The indicators include:

- Student achievement;
- Student academic growth;
- Achievement gap closure;
- Graduation rates; and
- Postsecondary and career readiness.

The Commission highlighted Illinois, Ohio, and Wisconsin as providing some of the best report cards.

Validation

Finally, the last core concept of accountability systems is the need to monitor, evaluate, and improve the system. Researchers seem to agree that an accountability system should include a mechanism for continuously monitoring and evaluating the effects of the system and potential strategies for adapting and improving the system in response to new information. A key question is how the system design will incorporate the need for revisions over time. State- and district-level policymakers need to have a predetermined plan of how they will manage deficiencies uncovered by the accountability system and how their solutions will feed back into the system itself. As mentioned in a previous section, policymakers should monitor how schools and educators respond to sanctions and rewards.

Gong and the ASR SCASS (2002) also list evaluation and monitoring as key design principles for accountability systems. He recommends asking questions, such as

- Is the system complete?
- Can the system be improved?
- Is the system having the desired effects?
- Is the system producing any undesired effects?
- Have assumptions or circumstances changed to an extent that the system should change?

OSDE Recommendations for Oklahoma's Accountability System

At the end of the November meeting, the Task Force agreed on a set of recommendations for indicators, measures, and design decisions. Broad advice for report cards and validation was also provided. OSDE incorporated these ideas into their recommendations, summarized in this section.

Goals

The task force quickly agreed on the goal for the Oklahoma public school system. The focus should be on preparing students for college and career readiness, where "college and career ready" means that students graduate from high school prepared to enter and succeed in postsecondary opportunities, whether college or career. All parts of the school system,

including elementary and secondary schools, must put students on a trajectory for postsecondary success.

Indicators

All indicators in the final list have a research basis associated with postsecondary success. Throughout the four meetings, multiple indicators were proposed and rejected because either there was no evidence that the indicator supported the goal, there was no reliable way to gather the data, or the measure was susceptible to manipulation or might lead to other undesirable outcomes. A guiding principle of the Task Force was to start with a relatively simple and straightforward list of indicators keyed on successful outcomes. Over time, as the accountability system matures, additional indicators may be added.

The final list of indicators is as follows:

Elementary & Middle School	High school
ELA status	ELA status
Math status	Math status
Science status	Science status
ELA growth	Graduation rate
Math growth	Postsecondary opportunities
ELPA progress	ELPA progress
Chronic absenteeism	Chronic absenteeism

Status

All schools will have indicators for ELA, math, and science status. In grades 3–8, these indicators will be based on the state assessment. The Task Force recommended that achievement in one year be measured in terms of scale score rather than the percentage meeting proficient. The base year will be in 2017. The average scale score for the school at the 40th percentile will set the initial goals for each student group. Then, interim goals will follow a set number of score points, based on progress seen in earlier years. In addition, the goals will be set separately for each student group in a manner that requires more progress from the lower performing groups. As an example, see Figure 1.

Clarification: Once the scale and cut scores have been set, the target values will be determined by a formula that ensures all student groups are on a trajectory to be proficient. These numbers are placeholders.

This graph shows a simulated set of interim targets from 2017 through 2025. For this example, we assumed a scale of 100 – 400 with the "target" cut score set at 300. Each grade and subject will require a separate graph. Goals increase by a variable number of points each year, ranging from 5 points for whites, the highest-performing group, to 10 points for the lowest-performing groups: economically disadvantaged, ELs, and students with disabilities. By the year 2025, all students will be expected to achieve proficiency on state assessments. The goals will also reduce the achievement gap each year, but at a rate that has been shown to be feasible based

on past performance. This achievement indicator is thus both rigorous and attainable. It also incentivizes schools to work with every student to meet their target and not just those close to proficiency.

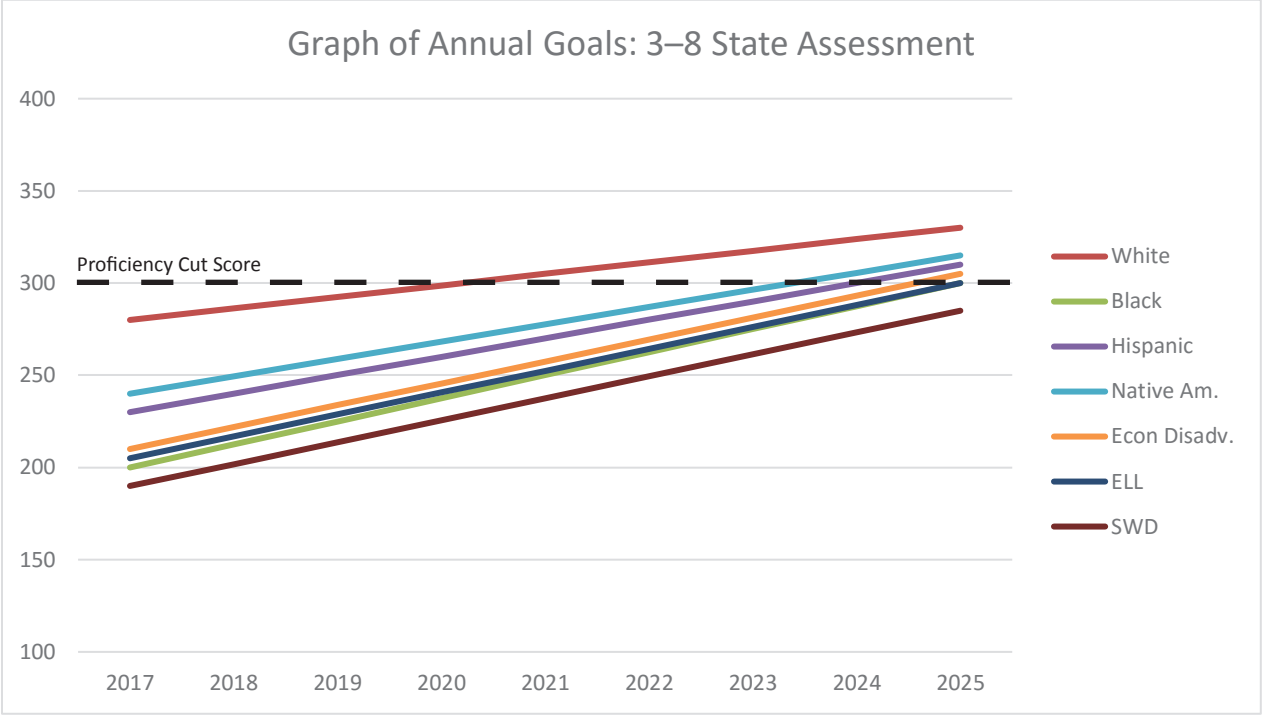

Figure 1. Simulated annual targets for elementary and middle schools
NOTE: The proficiency cut is assumed to be at 300.

Clarification: Breaking out results by race/ethnicity, IEP, EL and economic status is a requirement of ESSA.

An important component of the status indicator is examining progress by each student group. However, a lesson learned from NCLB is that counting a student multiple times does not provide additional information about a school and actually provides a disincentive to work in schools with large disadvantaged populations. To counter these concerns, each student will be assigned a primary student group for accountability purposes. The original *Elementary and Secondary Education Act* of 1965 was founded on the idea of providing an equitable education to those from high poverty areas. This accountability system will reinforce that goal by prioritizing economic disadvantage first. That is, a student who is both Hispanic and economically disadvantaged will be placed in the economically disadvantaged group and required to meet those interim goals. (Economically disadvantaged is defined as eligible for the federal free and reduced price lunch program, also known as the National School Lunch Program.) The prioritized order of student characteristics is based on the degree to which data shows them to be related to achievement outcomes. Thus, the groups will be formed as follows:

1. Economically disadvantaged students;
2. Student with disabilities;
3. English learners;

4. Black/African American students;
5. Hispanic students;
6. Native American/American Indian students; and
7. Other students (white or Asian, not economically disadvantaged, not having an identified disability, not an EL).

If a student is a black student with a disability but not economically disadvantaged, he or she will be categorized as a student with a disability and required to meet that goal. A Hispanic EL will be categorized as an EL. All of those students will have the same interim goal, regardless of their race/ethnicity.

Returning to Figure 1, each student will have a scale score goal for his or her grade level and year, based on his or her student group. Each student will either meet that goal or not. The school will receive credit for the percentage of students meeting the goal. It is important to note that this indicator requires each school to show progress each year, but this is not a growth measure. Growth follows an individual student from one year to the next and calculates how much his or her achievement changed in that time. This measure uses an improvement model comparing cohorts of students. That is, each school will be comparing third-graders in 2018 to third-graders in 2017, for example, and trying to improve the performance of each cohort incrementally.

Similar to Figure 1, Figure 2 provides an example of a similar set of goals using a nationally recognized college-ready assessment in high school. For purposes of the simulation, data from a nationally recognized college-ready assessment was used, as there was a previous report demonstrating Oklahoma performance on that assessment.

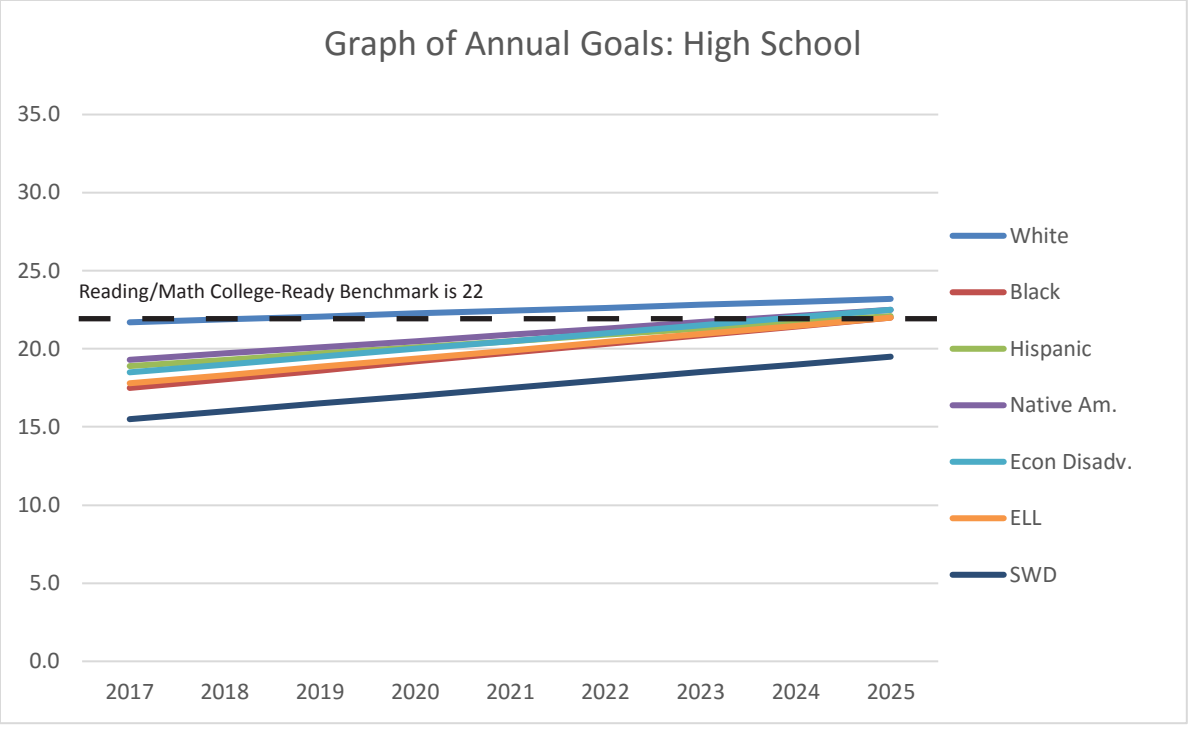

Figure 2. Simulated annual targets for high school
NOTE: Reading/Math College-Ready Benchmark is 22.

In this example, the 2017 data represent the average score in Oklahoma from 2014. These starting points are likely to be lower when every student in the state takes the college-ready assessment. Then, the annual targets are determined by increasing the average by 0.2 – 0.5 points each year, depending on student groups. Again, the goal by 2025 is for all students to reach the college-ready benchmark of 22 in reading and math and simultaneously reduce the achievement gaps.

Growth

For elementary and middle schools, the second academic indicator is growth. To clarify definitions, the previous indicator required each school to show improvement. That is, the cohort of third-graders in 2018 needs to outperform the cohort of third-graders in 2017. In contrast, growth follows an individual student. Growth measures a student's achievement in fourth grade in 2018 compared to third grade in 2017. Each student receives a growth score, which can then be averaged across schools or districts.

For grades 3–8 in ELA and mathematics, a score is given annually. Thus, growth can be measured at the student level between grades 3–4, 4–5, 5–6, 6–7, and 7–8. A K–5 school will have two growth measures per subject and a middle school with grades 6–8 will have three growth measures.

No growth measures in high school are possible in the short term without adding additional assessments at that level. However, in 2020 a cohort of students will have taken the grade 8

test in 2017 and the college-ready test in 2020. Those data can be used to develop a predictive model, using the grade 8 scores to project performance onto the college-ready test. Then, as students take the college-ready assessment, they can be labeled as exceeding their predictive performance (high growth), meeting the predicted performance (average growth), or failing to meet the predictive performance (low growth). When the data are sufficiently reliable, this indicator can be added to the accountability calculation.

The Task Force was clear that both status and growth are important. Clearly, the best schools are those that have high status and high growth, and the schools needing intervention would be those with low status and low growth. However, there was less clarity on whether a school with high status and low growth should be rated higher than one with low status and high growth. By providing these two different metrics in a manner that does not double the information the way the "growth to target" indicator under NCLB did, making decisions about these schools becomes clearer.

The Task Force discussed many growth models but settled on the value table. Because the status measure focuses on average scale score, Task Force members wanted the growth model to take achievement levels into consideration. The value table model was developed by Richard Hill and his colleagues at NCIEA (Hill, et al., 2005). They describe the basic idea behind a value table as a mechanism to create an indicator that examines the achievement level a student earns one year, compare it to the level earned the previous year, and then assign a numerical value to that change. Higher values are assigned to results that are more highly valued. The Task Force members wanted to give schools credit for growth across the entire scale. Each achievement level would be divided in half so that growth could be measured within as well as across achievement levels. By giving credit for moving a student from a low unsatisfactory to a high unsatisfactory, this indicator will provide different information about schools than the status indicator.

Figure 3 displays one possible table. Stakeholders will need to continue to meet to examine the values in this table, but it meets several criteria. It provides similar credit for moving students to a low score within an achievement level to a high one, regardless of the level. See for example, the points associated with moving from low unsatisfactory to high unsatisfactory: 120. Compare that to the points associated with moving from low proficient to high proficient: 130. The target of staying at a low level 3 is set at 100. Any improvement has a value greater than 100 and any backwards movement results in a value less than 100. Thus, any school with an average score above 100 is showing growth. The tables can be calculated for all students and any student group, but the accountability measure will be for all students.

Previous year (e.g., 2017)	Current year (e.g., 2018)								
		Unsatisfactory Low	Unsatisfactory High	Limited Knowledge Low	Limited Knowledge High	Proficient Low	Proficient High	Advanced Low	Advanced High
	Unsatisfactory Low	0	120	160	185	200	200	200	200
	Unsatisfactory High	0	90	130	150	195	200	200	200
	Limited Knowledge Low	0	50	95	130	165	175	195	195
	Limited Knowledge High	0	30	55	95	130	160	185	195
	Proficient Low	0	0	30	80	100	130	150	175
	Proficient High	0	0	0	30	70	105	135	160
	Advanced Low	0	0	0	0	40	75	115	145
	Advanced High	0	0	0	0	25	50	95	125

Figure 3. Sample value table to measure growth.

Clarification: Values will be adjusted to award fewer points for students dropping from proficient or advance to below proficient (see values highlighted in green on presentation slides 11-12 and memorandum dated Feb. 6, 2017).

Postsecondary Opportunities

Because growth cannot be measured in high school with a one-time assessment, another academic indicator is needed. The Task Force selected the indicator on postsecondary opportunities with a focus on participation. Thus, schools will receive credit for every student participating in one of the following programs:

- Advanced Placement (AP) classes;
- International Baccalaureate (IB) program;
- Dual (concurrent) enrollment in higher education courses;
- A work-based internship or apprenticeship; and
- Industry certification.

This list incorporates both college success indicators as well as career preparation activities. Schools are rewarded for helping their students gain early college or career exposure. The initial target was set at 10% of students in high school meeting this goal, or 20% of juniors and seniors. The Task Force felt that was a high but attainable goal. This goal may increase over time. Likewise, the Task Force debated whether participation or outcomes should be rewarded. Task Force members decided that early on, OSDE needs to incentivize schools first to offer the opportunities and that later the system could reward outcomes. Thus, to start, this indicator measures participation, but we expect to gradually move that to crediting successful outcomes in future years. The timeline will be discussed in future Task Force meetings.

Clarification: Years 2-3 will phase in credit for successful outcomes (see presentation slide 20 and memorandum dated Feb. 6, 2017).

Graduation Rate

The system will continue to use the state formula for four-year graduation rates, but also factor in the five-year rate and the six-year rate. The state language appears in the next few paragraphs.

As with the dropout data for middle schools, the **Four-Year Adjusted Cohort Graduation Rate** (hereafter referred to as the four-year graduation rate) will be calculated using graduation data from the previous year in order to allow schools to count summer graduates.

The four-year graduation rate is defined by the U.S. Department of Education in 34 C.F.R. § 200.18 (b)(i)(A) and 70 OS § 3-151.1 as "the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class" (i.e., entered high school four years earlier, adjusting for transfers in and out, émigrés and deceased students).

In other words, students will be assigned to a cohort based on the year they are expected to graduate on a four-year plan. For example, students entering the ninth grade in the 2013-2014 school year would be assigned to the 2017 cohort. The four-year graduation rate will then be calculated using the following formula:

$$4\ year\ graduation\ rate\ for\ cohort\ x = \frac{Number\ of\ graduates\ in\ cohort\ x}{\begin{array}{c}Number\ of\ graduates\ in\ cohort\ x + \\ Number\ of\ leavers\ in\ cohort\ x + \\ Number\ of\ students\ in\ cohort\ x\ that\ are\ still\ enrolled\end{array}}$$

A student can be removed from a school's cohort only if he or she enrolls in another institution that offers an accredited high school diploma, emigrates out of the country, or passes away.[1] Each year, the four-year graduation rate will be calculated based on the appropriate cohort. Then, that rate will be supplemented by the additional graduates from that year who fell into the five- or six-year cohort. ESSA requires that the five- and six-year rates be given less weight than the four-year rate. However, the Task Force felt strongly that graduation is important at any time and wanted to incentivize schools to continue to work with all students to meet the graduation requirements. Therefore, the weight is set at 0.85 and 0.50 for five- and six-year rates, respectively. The OSDE will also monitor the use of the six-year graduation rate, and if it appears to be providing perverse incentives to delay graduation, the use of that rate for this indicator will be restricted to students with disabilities who are entitled by their IEP to additional years of schooling.

Continuing the above example, the four-year rate for the graduation year 2017 will be calculated first. Then, the percentage of students who graduated in 2017 who were ninth-

[1] Note that although an exit for homeschooling is not considered a dropout on the Annual Dropout Report, it is considered a non-graduate for purposes of calculating the four-year graduation rate. The same is true for students who exit to receive their GED or to go to any other institution that does *not* grant a high school diploma.

graders in the 2012-2013 school year will be calculated, multiplied by 0.85 and added to the four-year rate. Finally, the percentage of students who graduated in 2017 who were ninth-graders in the 2011-2012 school year will be calculated, multiplied by 0.70, and added to the four-year + five-year rate, for the final 2017 graduation rate.

ELPA Progress

Dr. Gary Cook attended the first Task Force meeting and presented a plan for measuring progress on the English language proficiency assessment, WIDA ACCESS 2.0. The idea is that students should be able to exit an English language development program within five years, depending on their starting point. This approach assumes that a year's worth of learning should result in growth of one performance level on WIDA. Thus, a student who starts at Level 1 will have five years to exit the program, while a student who starts at level 3 will have three years to exit the program. Figure 4 provides an example of four students following this rule.

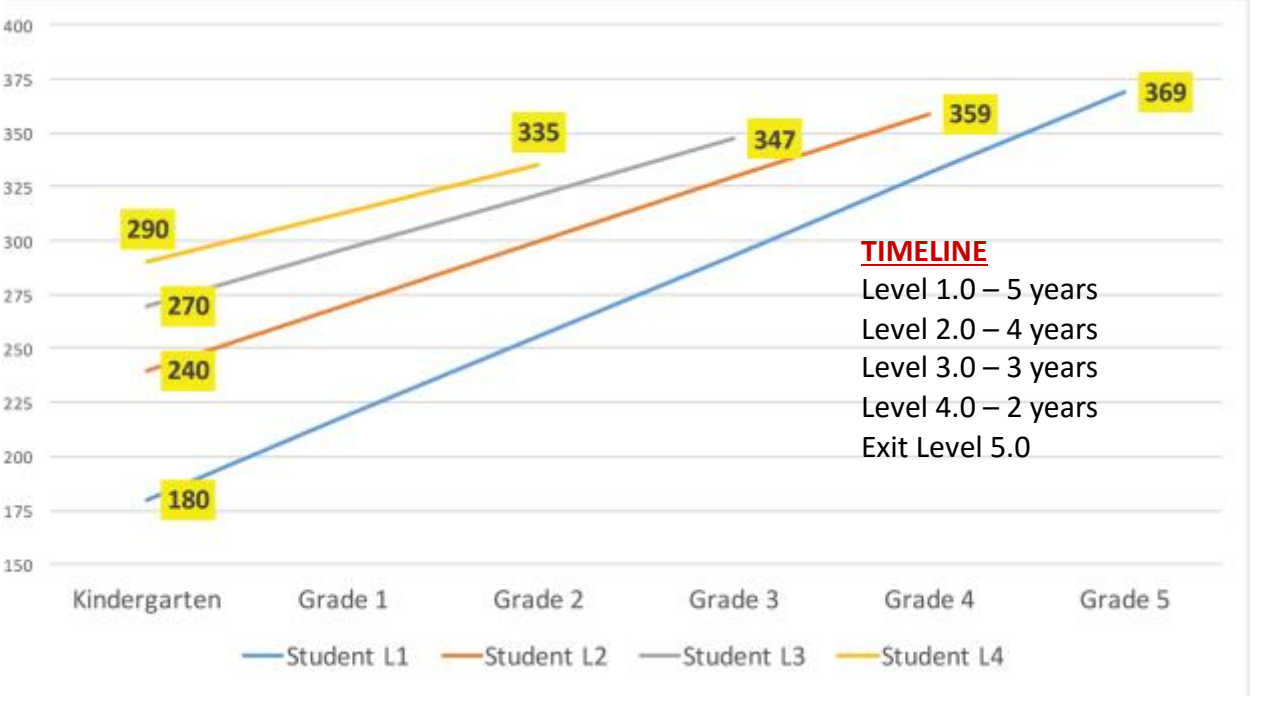

Figure 4. Growth to target for ELPA

As seen in Figure 4, each kindergarten student has a trajectory allowing him or her to exit the program in 2–5 years depending on his or her starting point. A similar graph would be created for each grade. Based on these expectations, all ELs would either make their annual target or not. The measure of ELPA progress will be the percentage of students making their target. Clearly, this indicator requires two years of data, so only students who have been in the United States two years or longer will be included.

An important note is that students who are reclassified as non-EL will remain in the EL calculations for four years after exiting as allowed under ESSA rules and regulations.

Additionally, ELs are not included in the subject-specific indicators until they have been in the country two years. They should take the assessments the first year for purposes of establishing a baseline, but the scores should not count in the school's rating. The second year, these newly entered students will be added to the rating for the growth metric only. Once the students have been in the United States for three years, they will be fully included in all achievement indicators for a school and district.

Chronic Absenteeism

There is a fair amount of research demonstrating a relationship between chronic absenteeism and future success, and recently, The Hamilton Project at the Brookings Institution released a report recommending states adopt chronic absenteeism as the "fifth indicator" of student success and school quality (Schanzenbach, Bauer & Mumford, 2016). Chronic absenteeism is defined as missing 10% or more days of school. Thus, for a student enrolled for the full academic year, missing 10% of the school year would result in missing 18 days, or almost a full month of schooling. Research shows that students who are chronically absent in sixth grade are much less likely to graduate high school on time, if at all (BERC, 2011). Similarly, chronic absence in kindergarten was associated with lower academic performance in first grade (Balfanz & Byrnes, 2012).

All students enrolled in school since January 2 should be included in this indicator for that school year. However, for students enrolled for less than the full academic year, the 10% threshold will result in fewer than 18 days that can be missed before the student is considered chronically absent.

Design Decisions

ESSA requires a summative rating for all schools, and Oklahoma has a history of categorizing all schools by grades A–F. Thus, each of the various indicators was given weights and summed to create an index. The weights are shown in Figures 5 and 6. For elementary and middle schools, equal weight has been given to status and growth, with status focused on each student meeting a targeted scale score and status based on a value table organized around the achievement levels. Oklahoma will also continue with the practice of using 10 as the minimum *n* size.

No.	Indicator	Points possible	Points earned	Percentage (earned/possible)	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal		15	
1b.	Math status (with progress targets)	# students with math score	# students meeting goal		15	
1c.	Science status (with progress	# students with science score	# students meeting goal		5	

	targets)					
2a.	ELA growth	Highest value on table	Value table average		15	
2b.	Math growth	Highest value on table	Value table average		15	
3.	ELPA progress	# of ELs in US for more than one year	# of ELs meeting goal		15	
4.	Chronic absenteeism	# students enrolled	# students NOT missing 10% of school days		10	

Figure 5. Indicators and weights for elementary and middle school accountability index

Each school enters the data in the appropriate column, multiplies by the weights shown, and then enters the final numbers in the far right-hand column. Summing the final numbers will produce a score between 0–90 to deter "percent-correct" thinking. It was determined by carefully considering the relative weight of each indicator. Then a rubric was developed with the intent of spreading the grades across schools in such a way that the majority of schools would be rated with a grade of B, C, or D, reserving grades A and F for the best and worst schools. As the distribution of grades shifts and schools improve, the rubric will need to change to reflect OSDE goals of continuing improvement. When at least 60% of Oklahoma schools are scoring at the A or B level, the rubric will be adjusted so that 62 points is needed for a B and 78 points is needed for an A.

The initial rubric converting the scores to grades is proposed as follows:

A. > 70
B. 57–70.00
C. 43–56.99
D. 30–42.99
F. < 30

Clarification: Rules should be considered to ensure that no school with a significant portion of students scoring below proficient is able to receive a high score on the rubric.

If, however, schools have fewer than 10 ELs across all grades, they will not have a score for that part of the index, making their total possible points 75. A second rubric was developed for this scenario:

A. > 60
B. 47–60.00
C. 38–46.99
D. 25–37.99
F. < 25

Notice that this rubric does not simply subtract 15 points from every category. The goal was to distribute the weight so that schools with ELs do not feel an undue burden from that population. Instead, strong performance from this group can provide an additional boost to the overall score. Although consideration was given to weighting the ELPA progress indicator differently depending on the proportion of ELs in the school, the decision was made to keep it

static to ensure that every EL had equal consideration regardless if in a school with 30 other students or 300.

In addition, the participation rate will factor into the grade only if it falls below 95% for any student group. Historically, Oklahoma has not had an issue with low participation rates, but incentives are needed to maintain that high bar. Any school with a participation rate below 95% for any student group will have a "minus (–)" placed after its letter grade. The participation rate will also be shown on the report card, with detailed data available by student group.

For high school, the same approach is used and the table only differs by the two indicators: There are no growth measures, but there are indicators for graduation rate and postsecondary opportunities. However, the total points here also sum to 90, so the same rubrics are used, with the same automatic adjustment applied over time. Likewise, any grade could be adjusted downward by adding a "minus (–)" after the letter grade if the participation rate falls below 95% for any student group in the school or district. An additional bonus point is available for high schools to promote participation in U.S. History. If 95% of students complete the U.S. History class by 11th grade and if 75% of those students either receive a score of "proficient" or above on the Oklahoma end-of-course assessment or receive college credit for the course, the school will receive one full bonus point added to the final sum.

Figure 6 displays the indicators and weights for high school.

No.	Indicator	Points possible	Points earned	Percentage (earned/possible)	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal		15	
1b.	Math status (with progress targets)	# students with math score	# students meeting goal		15	
1c.	Science status (with progress targets)	# students with science score	# students meeting goal		15	
2.	ELPA progress	# of ELs in US for more than one year	# of ELs meeting goal		15	
3.	Graduation rate	Use state graduation formula to determine percentage			10	
4.	Chronic absenteeism	# students enrolled	# students NOT missing 10% of school days		10	
5.	Postsecondary opportunity (AP/IB/dual enrollment/ internship/apprenticeship/ industry certification)	10% of enrollment	# enrolled in one program		10	

Figure 6. Indicators and weights for high school accountability index

The total points here also sum to 90, so the same rubrics are used. One difference in weights to notice is the variation of science compared to ELA and math. In elementary and middle schools, science is given once each, while ELA and math are given in grades 3–8. Since science is given one-third as often as ELA and math, it is weighted at one-third of their weight. In high school, however, all three subjects are given once, so they have all been weighted the same. An example of calculations for an elementary school and a high school is provided in Appendix C.

Identifying Schools and Districts

Elementary and middle schools that earn an F or have the lowest 5% of overall points in the state (if fewer than 5% of schools earn an F) will be categorized as comprehensive support schools. Schools with the lowest achievement for one or more student groups, but not in the lowest 5% overall, will be identified for targeted support. The growth rating will be considered as a key indicator for exiting these support designations. “A” schools with no large achievement gaps and a participation rate above 95% will be identified as reward schools.

For high schools, the same criteria apply but graduation rates are also a consideration. Based on the federal regulations, any high school with a graduation rate less than 67% must be identified as needing comprehensive support and improvement. Likewise, if one or more student groups has a graduation rate significantly below the others and less than 67%, the school is eligible to be targeted for support and intervention. A reward school must have an overall graduation rate of at least 85% with no student group falling below 75%.

Note that participation rate does not factor into the identification of comprehensive and targeted support schools. It will be included, however, as a requirement for exiting that status. Schools will need to show improvement in achievement and graduation rates for all students while measuring at least 95% of their student population.

Reports

The Task Force examined report cards from several states and chose Ohio as the model. (A sample Ohio school report card is shown in Appendix B.) However, the group felt more information would be gained by providing comparative information about each indicator rather than simply displaying an icon as Ohio does. Each school will have six to seven indicators, depending on whether they have a sufficient EL population to produce the ELPA indicator. Each indicator will be shown on a dashboard with an overall rating for the school displayed in the header. For each indicator, the measure will show that school's performance, the performance of like schools, the performance of the district, and the performance of the state. The target for the indicator will be clearly displayed, and a grade given for each indicator.

Figure 7 shows an example of how data for each indicator would be displayed.

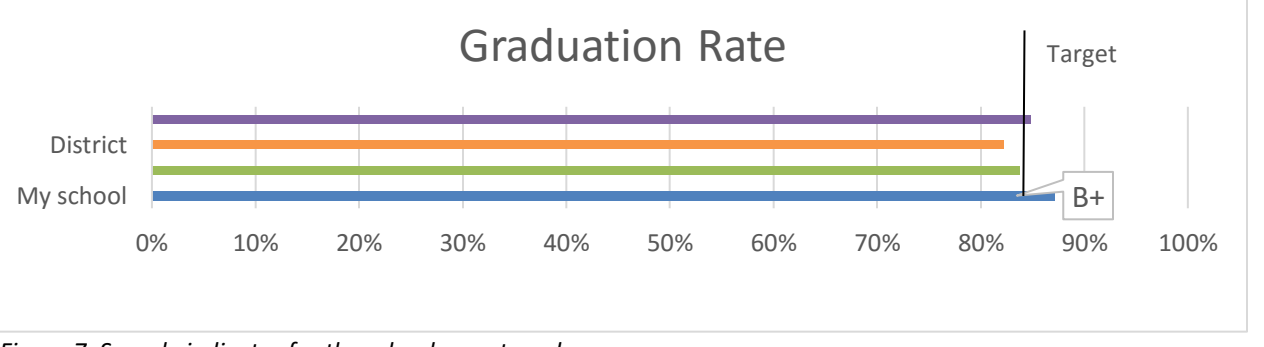

Figure 7. Sample indicator for the school report card

Similar to the interactive report card system in Ohio, Oklahoma's system would also allow users to drill down to see more information. For example, they could click on "my school" and see the breakdown by student group.

Overall, there will be more information in the school report cards than what counts for accountability. As required by ESSA, there will be information on per-student expenditures, NAEP (National Assessment of Educational Progress) results, participation rates, and

professional qualification of educators. Additionally, all indicators will have information disaggregated by student groups in the detail data.

Importantly, not all data will be available to incorporate into the report card in 2017. With the first year of a new assessment in grades 3–8, there will be no growth data, only status. Likewise, 2017 is the final year of the grade 10 assessment, and the nationally recognized high school assessment will not be required until 2018. Therefore, in 2017, the report card will be designed as if it was final and display data for all possible indicators, but no summative grade will be calculated. As shown in the Ohio example in Appendix B, the spot for the summative grade will display "Coming in 2018" instead. To support the districts and schools during this transition, information about growth targets will be provided, demonstrating to each school how they need to perform in 2018 to hit their targets.

Validation

As described earlier, all accountability systems should be continuously monitored and evaluated. Prior to implementing this system statewide, OSDE will work with a few districts to apply this system to their schools to determine their rating and discuss the face validity of that rating. The rubric could be adjusted accordingly. The second year of the system (2018) will be the first year a growth metric is available and the first year the system can be implemented as intended. The Task Force will reconvene at that point to examine the list of A and F schools to see if they are aligned with the differentiations intended by this system.

Of particular interest to watch over time is the status indicator. Should it be readjusted if students continually fail to meet the targeted increase in scores? That should not be necessary for the first three years, but it will be worth watching.

In addition, other indicators were discussed by the Task Force and designated as indicators of interest to add in future years. As the system stabilizes, OSDE could adjust indicators such as social studies status, school climate surveys, or teacher professional development activities. Furthermore, working with the Oklahoma State Regents for Higher Education and the business community, OSDE may be able to collect data on students' postsecondary activities that could be used to inform high school ratings.

Further Work

This report primarily addresses the methodology for grading schools and determining which schools should be identified for comprehensive and targeted support. It does not explore school improvement models to implement for those schools. Further work is needed to support the districts with identified schools and determine effective remediation strategies.

Additionally, this plan is based on outdated data. Oklahoma will be implementing new assessments with a new scale and new cut scores in grades 3–8 and a new college-ready assessment in high school. All of the baseline data will need to be calculated and targets set once those data become available. The Task Force will need to continue to meet to discuss the values in the value table and elements of the report card, as well as review the goals and interim targets once data become available.

Finally, additional work is ongoing for non-traditional schools. Those include virtual schools, very small schools, and K–2 schools. Not all of these measures work for such schools, but no school will be excused from the accountability system. A separate group is working to develop rules for these schools that maintain the goals of this system.

This report is intended as a blueprint to construct the accountability system. It is the process that is recommended for adoption here, not the final numbers.

Conclusion

The conversations that occurred among Task Force members, assessment and accountability experts, and the OSDE resulted in a cohesive system developed with the goal of preparing students for college and careers. The system begins with a fairly simple list of indicators that meets the requirements of both HB 3218 and ESSA. Other indicators could be developed, validated, and added to the index over time. The first goal, however, is to establish a system that is reliable and valid and that Oklahoma stakeholders believe provides meaningful data to differentiate among our schools. The Task Force will continue to meet as more data become available to review the details of each measure and work on the accountability report card. The consistent monitoring will help ensure the system is transparent and understandable to all stakeholders.

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Appendix A: Invited Task Force Members

Name	Organization	Title
Hofmeister, Joy	State Dept. Education	State Superintendent of Public Instruction
Dunlap, Katie Dr.	State Dept. Education	Deputy Superintendent of Assessment and Accountability
Tamborski, Michael Dr.	State Dept. Education	Executive Director of Accountability
Walker, Craig	State Dept. Education	Executive Director of State Assessments
Barnes, Lynn	Oklahoma City Public Schools	Sr. Executive Director of Curriculum & Federal Programs
Bax, Benjamin	American Federation of Teachers	Field Representative
Baxter, Leo J.	Oklahoma State Board of Education	Board Member
Bendick, Debbie Dr.	Edmond Public Schools	Assoc. Superintendent
Best, Mary	American Federation of Teachers	President
Bishop, Katherine	Oklahoma Education Association	Vice President
Blanke, Debbie Dr.	Oklahoma State Regents for Higher Education	Academic Affairs
Burchfield, Rocky	Fairview Public Schools	Superintendent
Burk, Jana	Tulsa Public Schools	Executive Director of Teacher/Leadership Effectiveness Initiative
Bushey, Brent	Oklahoma Public School Resource Center	Executive Director
Buswell, Robert	Office of Educational Quality and Accountability	Director of Educational Accountability
Caine, Ann	Oklahoma State School Boards Association	Director of Education Leadership
Capps, Staci	Byng Public Schools	Curriculum Director/Grant Developer
Casey, Dennis Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Charney, Randee	Research Associate	Schusterman Family Foundation
Choate, Tony	Chickasaw Nation	Media Relations
Cobb, Rick	Mid-Del Schools	Superintendent
Condit, Donnie Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Cook, H. Gary Dr.	University of Wisconsin	Associate Scientist, Expert in Assessment and Accountability, E.L.L.
Cooper, Donna	Choctaw Nicoma Park Schools	Asst. Superintendent
D'Brot, Juan Dr.	Center for Assessment	Senior Associate, Expert in Assessment and Accountability
DeBacker, Terri Dr.	University of Oklahoma College of Education	Assoc. Dean

Name	Organization	Title
Dossett, J.J. Sen.	Oklahoma Senate	Oklahoma Senator
Dugan, Drew	Greater Oklahoma City Chamber of Commerce	Vice President
Dunlop, Janet Dr.	Broken Arrow Public Schools	Assoc. Superintendent
Dunn, Kathy	Mid-Del Schools	Asst. Superintendent for Teaching and Learning
Elam, Mary Dr.	Oklahoma City Public Schools	Senior Research Associate, Planning, Research, and Evaluation Dept.
Fedore, Stephen	Tulsa Public Schools	Director of Data Quality and Data Use
Flanagan, William	Oklahoma State Board of Education	Board Member
Font, Raul	Latino Community Dev. Agency	CEO/Executive Director
Ford, John Sen.	Oklahoma Senate	Oklahoma Senator
Foster, Becki	Oklahoma Department of Career and Technology Education	Associate State Director for Curriculum, Assessment, Digital Delivery and Federal Programs
Franks, Cathryn	Oklahoma State Board of Education	Board Member
Fulton, Lisa	Ada City Schools	District Test Coordinator
Garn, Gregg A. Dr.	University of Oklahoma	Dean of Education
Grunewald, Angela	Edmond Public Schools	Executive Director of Elementary Education
Guerrero, Julian Jr.	Tribal Education Dept. National Assembly (TEDNA)	Project Director, Native Youth Community Project
Heigl, Brenda	Oklahoma Parent Teacher Association	President
Henke, Katie Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Hernandez, Kristy	Moore Public Schools	Director of Student Services
Hime, Shawn	Oklahoma State School Boards Association	Executive Director
Hooper, Tony	Lawton Public Schools	Director of Accountability and Assessment
House, Sharon	Oklahoma Parents Center, Services for Families of Children with Disabilities	Executive Director
Hutchison, Tony	Oklahoma State Regents for Higher Education	Strategic Planning Analysis Workforce and Economic Development
Keating, Daniel	Oklahoma State Board of Education	Board Member
Lepard, Jennifer	Oklahoma State Chamber	V.P. of Government Affairs
Lester, Erin	Tulsa Public Schools	Director of Educational Indicators
Lora, Aurora	Oklahoma City Public Schools	Superintendent

Name	Organization	Title
Love, Courtney	Oklahoma Virtual Charter Academy	Operations Manager
Mack, Marcie	Oklahoma Department of Career and Technology Education	State Director
McDaniel, Tracy	KIPP Charter Oklahoma City	Founding School Leader & Principal
Monies, Jennifer	Oklahoma Educated Workforce Initiative	Executive Director
Mouse, Melanie Dr.	Putnam City Schools	Asst. Superintendent
Nollan, Jadine Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Ogilvie, Clark	Owasso Public Schools	Superintendent
Owens, Beecher	Mannford HS	2016 Graduate
Owens, Rick	Lawton Public Schools	Secondary Education
Owens, Ryan	CCOSA	Co-Executive Director/General Counsel; Director Legislative Services
Parks, Tammy	Howe Public Schools	PDC Coordinator
Parrish, Jim	Choctaw Nation	Executive Director of Education
Pennington, David	Ponca City Public Schools	Superintendent
Perie, Marianne Dr.	University of Kansas	Director Center for Assessment and Accountability Research and Design; Expert in Assessment and Accountability
Pittman, Anatasia Sen.	Oklahoma Senate	Oklahoma Senator
Polk, Jamie	Lawton Public Schools	Asst. Superintendent
Price, Bill	Oklahoma State Board of Education	Board Member
Priest, Alicia	Oklahoma Education Association	President
Reavis, Madison	Muskogee HS	2016 Graduate
Riggs, Ruthie	Edmond Public Schools	Assoc. Superintendent
Roberts, Kuma	Tulsa Regional Chamber	Education Program Manager
Roberts, Sarah	Inasmuch Foundation	Senior Program Officer
Rogers, Michael Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Roman Nose, Quinton	Tribal Education Departments National Assembly (TEDNA)	Executive Director, Board of Directors
Ross, Robert	Inasmuch Foundation & Oklahoma State Board of Education	Board of Directors, Board Member
Sadler, Kimberly	Oklahoma Department of Career and Technology Education	Associate State Director for Curriculum, Assessment, Digital Delivery and Federal Programs
Shirley, Natalie	OK Governor's Office	Secretary of Education and Workforce Dev.
Shouse, Jerrod	Owner	Shouse Consulting

Name	Organization	Title
Simmons, Shirley Dr.	Norman Public Schools	Asst. Superintendent
Sly, Gloria Dr.	Cherokee Nation	Education Liaison Education Services
Stanislawski, Gary Sen.	Oklahoma Senate	Oklahoma Senator
Stoycoff, Zack	Tulsa Regional Chamber	Government Affairs Director
Tatum, Sheryl	Oklahoma Virtual Charter Academy	Head of School
Taylor, Etta	Oklahoma Parent Teacher Association	President Elect
Thompson, Shannon	Moore Public Schools	Dean of Academics
Thomsen, Todd Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Tinney, Ginger	Professional OK Educators	Executive Director
Trent, Sean	Mid-Del Schools	Executive Director of Academic Services & Technology
Viles, Susan	Woodward Schools	District Test Coordinator/RSA Test Coordinator
Weeter, Richard Dr.	Oklahoma City Public Schools	Executive Director of Planning, Research, and Evaluation Dept.
Woodard, Johanna Dr.	Owasso Public Schools	Coordinator of Academic Services
Woodard, Petra	Millwood Public Schools	High School Principal
Yunker, Jake	Oklahoma Governor's Office	Deputy Policy Director

Appendix B: Ohio's School Report Card

2015 - 2016 Report Card for
Dublin Scioto High School

SCHOOL GRADE

Coming in
2018

Achievement
The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

C

Performance Index
72.7%..... **C**

Indicators Met
53.8%..... **D**

Progress
The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

B

Value Added
Overall..... **A**
Gifted..... **A**
Students with Disabilities..... **D**
Lowest 20% in Achievement..... **A**

Gap Closing
The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

F

Annual Measurable Objectives
45.5%..... **F**

Graduation Rate
The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

B

Graduation Rates
92.3% of students graduated in 4 years..... **B**
93.9% of students graduated in 5 years..... **B**

K-3 Literacy
The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

Not Rated

K-3 Literacy Improvement
NC..... **NR**

Prepared for Success
Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

Downloaded from http://reportcard.education.ohio.gov/Pages/default.aspx.

Appendix C: Sample A–F Calculations

Elementary School Total score=62.2 B

No.	Indicator	Points possible	Points earned	Percentage	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal	0.65	15	9.75
1b.	Math status (with progress targets)	# students with math score	# students meeting goal	0.59	15	8.85
1c.	Science status (with progress targets)	# students with science score	# students meeting goal	0.62	5	3.10
2a.	ELA growth	Highest value on table	Value table average	0.67	15	10.05
2b.	Math growth	Highest value on table	Value table average	0.71	15	10.65
3.	ELPA progress	# of ELs in US for more than one year	# of ELs meeting goal	0.68	15	10.20
4.	Chronic absenteeism	# students enrolled	# students NOT missing 18+ days of school	0.96	10	9.60

High School Total score = 55.9 C

No.	Indicator	Points possible	Points earned	Percentage	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal	.55	15	8.25
1b.	Math status (with progress targets)	# students with math score	# students meeting goal	.42	15	6.30
1c.	Science status (with progress targets)	# students with science score	# students meeting goal	.52	15	7.80
2.	ELPA progress	# of ELs in US for more than one year	# of ELs meeting goal	.75	15	11.25
3.	Graduation rate	Use state grad formula to determine percentage		.92	10	9.20
4.	Chronic absenteeism	# students enrolled	#students NOT missing 18+ days of school	.96	10	9.60
5.	Postsecondary opportunity (AP/IB/dual enrollment/ internship/apprenticeship)	10% of enrollment	# enrolled in one program	.35	10	3.50

CREATING A NEW ACCOUNTABILITY SYSTEM

MARIANNE PERIE, UNIVERSITY OF KANSAS

DECEMBER 15, 2016

1

TASK FORCE MEETINGS

- Four between August and November
- Involved ~95 stakeholders from around Oklahoma
- Tasked with developing a system to meet both ESSA and Oklahoma statutes
- Agreed on an approach, but many numbers are hypothetical
  - Need to see scale and cut scores for new grade 3–8 assessment
  - Waiting on contract award for nationally-recognized college readiness assessment
  - Accountability and assessment are quite intertwined.

2

GOALS FOR OKLAHOMA SCHOOLS

- We started the process articulating the goals for Oklahoma schools.
- Focus on college and career readiness:

  College and career ready means that students graduate from high school prepared to enter and succeed in postsecondary opportunities whether college or career.
- Students should graduate high school ready for postsecondary success and need to demonstrate they are on-track towards that goal in grades 3–8.

3

NEXT STEP: INDICATORS

- What are the variables that should go into the accountability system?
  - Annual assessments
  - Graduation rates for high schools
  - Another statewide "academic" indicator for elementary and middle schools (e.g., growth or achievement gap)
  - English language proficiency for English learners
  - At least one additional statewide indicator of school quality or student success (e.g. school climate/safety, student engagement, educator engagement, postsecondary readiness)

4

INDICATORS

ELEMENTARY AND MIDDLE SCHOOLS

- ELA status
- Math status
- Science status
- ELA growth
- Math growth
- ELPA progress
- Chronic absenteeism

HIGH SCHOOLS

- ELA status
- Math status
- Science status
- Graduation rate
- Postsecondary opportunities
- ELPA progress
- Chronic absenteeism

5

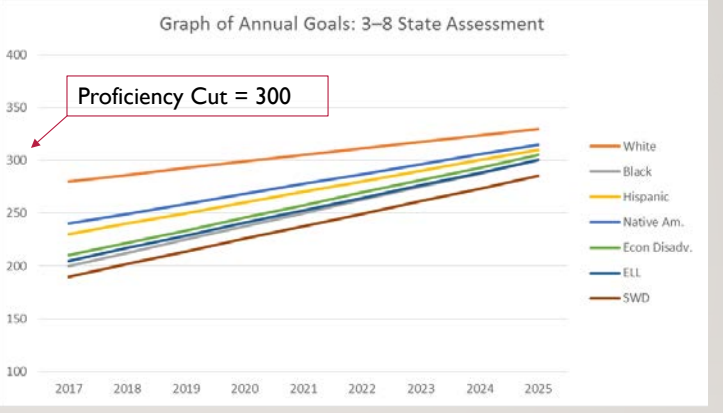
STUDENT GROUPS

- ESSA does not require the 24 hurdles that NCLB did, but we do need to incorporate the performance of students in the various demographic groups.
- New approach:
  - Assign students to only one demographic category for purposes of accountability.
  - Order categories by statistical relationship with achievement: economically disadvantaged, students with disabilities, English learners, black, Hispanic, Native American, other.
  - Each student only counts once per school for accountability purposes (unlike under NCLB), but their scores will be reported in every category they represent.
- Minimum N (sample size) remains at 10 students per school

6

SAMPLE STATUS MEASURE FOR GRADES 3–8

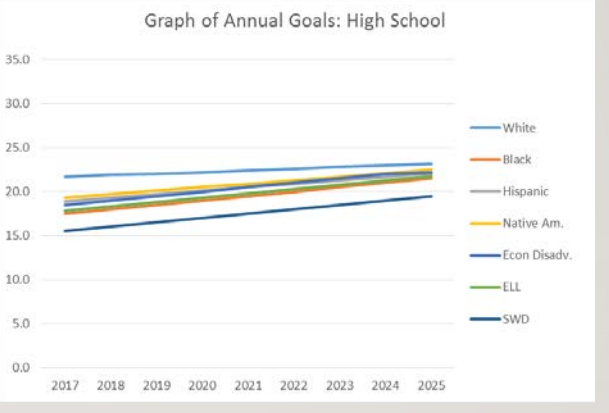
- Combines status with gap closure
- Assumed a scale of 100 – 400 with the "target" cut score set at 300.
- Goals are set based on where the 60th percentile school scored on average (40% of schools at or above this point).
- Goals increase by 6-13 points each year (depending on group), increasing more for lower performing groups to narrow achievement gap.



7

SAMPLE STATUS MEASURE FOR HIGH SCHOOL WITH NATIONALLY RECOGNIZED HS TEST

- Same process combining status with gap reduction
- Started with state averages from 2014.
- 22 is the college-ready goal for reading and math.
- Goals increase by 2–5 points each year.
- Goals must increase more for lower performing groups.



8

IMPLICATIONS OF THIS APPROACH

QUESTIONS

1. Doesn't this reflect lower expectations for some groups?
2. Are we hiding the performance of black students by first separating out performance of economically-disadvantaged groups?

ANSWERS

1. We start with meeting students where they are. Student groups who start at a lower level have to improve faster.
2. Socioeconomic status has a much higher correlation with achievement than race, so we want our focus there. The percent proficient statistic will be reported for all students in every category.

9

GROWTH: VALUE TABLES

- One type of growth measure is value tables:
  - Based solely on performance categories, but performance categories can be split.
  - Each student earns a different amount of points depending on how their performance category changed from one year to the next.
  - Points are averaged across all students to give a score for the school or district.
  - Point values should reflect system goals.
- Oklahoma values growth across the scale, not simply growth to proficiency

10

SAMPLE VALUE TABLE (ACTUAL POINTS MAY CHANGE)

		2018							
		1L	1H	2L	2H	3L	3H	4L	4H
2017	Level 1—Low	0	120	160	185	200	200	200	200
	Level 1—High	0	90	130	150	195	200	200	200
	Level 2—Low	0	50	95	130	165	175	195	195
	Level 2—High	0	30	55	95	130	160	185	195
	Level 3--Low	0	0	30	80	100	130	150	175
	Level 3—High	0	0	0	30	70	105	135	160
	Level 4—Low	0	0	0	0	40	75	115	145
	Level 4—High	0	0	0	0	25	50	95	125

Level 1 = Unsatisfactory
Level 2 = Limited Knowledge
Level 3 = Proficient
Level 4 = Advanced

- More emphasis is placed on the movement: Greater reward for positive growth, fewer points for negative growth.
- The goal is 100 points, as that is the value for staying at a low Level 3.

11

SAMPLE VALUE TABLE (ACTUAL POINTS MAY CHANGE)

		2018							
		1L	1H	2L	2H	3L	3H	4L	4H
2017	Level 1—Low	0	120	160	185	200	200	200	200
	Level 1—High	0	90	130	150	195	200	200	200
	Level 2—Low	0	50	95	130	165	175	195	195
	Level 2—High	0	30	55	95	130	160	185	195
	Level 3--Low	0	0	30	80	100	130	150	175
	Level 3—High	0	0	0	30	70	105	135	160
	Level 4—Low	0	0	0	0	40	75	115	145
	Level 4—High	0	0	0	0	25	50	95	125

Green numbers need to be re-examined. Criticized as too high.

- More emphasis is placed on the movement: Greater reward for positive growth, fewer points for negative growth.
- The goal is 100 points, as that is the value for staying at a low Level 3.

12

IMPLICATIONS ABOUT THIS GROWTH MODEL

QUESTIONS

1. How were these numbers determined?
2. Why should students get any credit for falling back?

ANSWERS

1. Modeled from anther state and will be tailored to Oklahoma.
2. The goal is 100. A student moving from a high level 3 to a low level 3 receiving zero points seems harsh. Particularly when it may mean moving from a 320 in one grade to a 318 in the next.

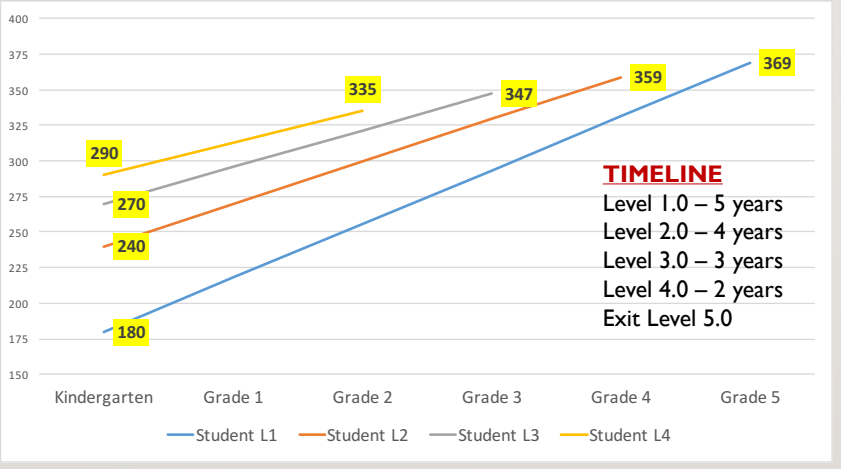
13

ELPA PROGRESS

- Make long-term goal that all students should achieve English proficiency within 5 years of entering school. For students currently in system:
  - Level 1 student has 5 years to exit.
  - Level 2 student has 4 years to exit
  - Level 3 student has 3 years to exit
  - Level 4 student has 2 years to exit
- Determine current proficiency levels and set goals for each student to be proficient in five years
- Use interim benchmarks to measure progress. Students will enter accountability system when they have two years of data.

14

GROWTH TO TARGET 5-YEARS



15

IMPLICATIONS FOR SCHOOLS WITH ELLS

QUESTIONS

1. Does this mean that English language learners have to test their first year in school?

2. Does this include all students in grades K–12?

ANSWERS

1. ELLs will test the first year only to provide a baseline. Their scores will not be used for accountability. Second year, their ELPA scores will count, and their ELA and math growth scores will count. Third year, growth and proficiency will count.
2. This indicator will be for all ELLs. A K–5 school will include grades

16

OTHER INDICATORS

ELEMENTARY/MIDDLE

- Chronic absenteeism
  - Typically defined as missing 15+ days a year or 10% or more of school days.
  - OSDE has chosen to use the metric of 10% of school days, which is 18 days per year.

HIGH SCHOOL

- *(No growth measure until a cohort of students has taken the new 8th grade test in 2017 and the HS test in 2020.)*
- Chronic absenteeism
- Graduation rate (4 yr/5 yr/6 yr)
- Participation in AP/IB/dual (concurrent) enrollment/internship/apprenticeship/ industry certification

17

CHRONIC ABSENTEEISM

- Indicator focuses on issue of a single student missing multiple days rather than multiple students missing a single day.
- Follows research:
  - Students who are chronically absent in sixth grade are much less likely to graduate high school on time, if at all
  - Chronic absence in kindergarten is associated with lower academic performance in first grade.
  - In California, only 17 percent of the students who were chronically absent in both kindergarten and 1st grade were reading proficiently by 3rd grade, compared with 64 percent of those with good attendance in the early years

18

HIGH SCHOOL GRADUATION RATE

- The graduation rate will focus on 4-year graduation using the current formula.
- Then, the percentage of students who graduated in 5 years will be calculated, multiplied by 0.85 and added to the 4-year percentage.
  - We do not want schools to give up on students who do not graduate in 4-years
- The percentage of students who graduated in 6 years will be calculated, multiplied by 0.50 and added in.
  - OSDE will monitor the 6-year graduation rate to ensure it is not creating perverse incentives.
  - Later graduation is often associated with an IEP, and we do not want to penalize schools for providing students with disabilities the extra instructional time needed and allowed.

19

POSTSECONDARY PARTICIPATION

- For the first year, the focus on post-secondary activities will be on participation. Schools will receive credit for the percentage of their students enrolling and completing the following activities:
  - AP courses
  - IB program
  - Dual enrollment
  - Career-based internship or apprenticeship
  - Industry certification
- As programs become more available to students, the goal will shift from participation to successful outcomes. (E.g., move from rewarding enrollment in an AP course to rewarding the receipt of a 3 or higher on the AP test.)

20

BRINGING IT ALL TOGETHER INTO A SUMMATIVE JUDGMENT

- The indicators were given weights by the Task Force. The weights summed to 90 points for schools with at least 30 English learners and to 75 points for schools with fewer than 30.
- A rubric was created to spread most schools in the B, C, and D grades, with fewer schools in A or F. Assuming strong rigor in assessments and proficient cut score.
- The approach is similar to what a teacher does with a grade book, as assignments are worth different points, and rubrics are created to ensure an appropriate spread of grades.
- As a majority of schools improve to As and Bs, the rubric will be adjusted to highlight the greatest success.

21

SAMPLE ELEMENTARY OR SECONDARY TABLE

	With ELL	Without ELL
A	> 70	> 60
B	57–70.00	47–60.00
C	43–56.99	38–46.99
D	30–42.99	25–37.99
F	< 30	< 25
	or lowest 5% in achievement	

No.	Indicator	Points possible	Points earned	Percentage	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal	0.65	15	9.75
1b.	Math status (with progress targets)	# students with math score	# students meeting goal	0.59	15	8.85
1c.	Science status (with progress targets)	# students with science score	# students meeting goal	0.62	5	3.10
2a.	ELA growth	Highest value on table	Value table average	0.67	15	10.05
2b.	Math growth	Highest value on table	Value table average	0.71	15	10.65
3.	ELPA progress	# of ELLs in US for more than one year	# of ELLs meeting goal	0.68	15	10.20
4.	Chronic Absenteeism	#students enrolled	#students NOT missing 18+ days of school	0.96	10	9.60

Sum = 62.20 B

22

SAMPLE HIGH SCHOOL TABLE

	With ELL	Without ELL
A	> 70	> 60
B	57–70.00	47–60.00
C	43–56.99	38–46.99
D	30–42.99	25–37.99
F	< 30	< 25

or lowest 5% in achievement
or graduation rate <67%

No.	Indicator	Points possible	Points earned	Percentage	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal	.55	15	8.25
1b.	Math status(with progress targets)	# students with math score	# students meeting goal	.42	15	6.30
1c.	Science status(with progress targets)	# students with science score	# students meeting goal	.52	15	7.80
2.	ELPA progress	# of ELLs in US for more than one year	# of ELLs meeting goal	.75	15	11.25
3.	Graduation rate	Use state graduation formula to determine percentage		.92	10	9.20
4.	Chronic Absenteeism	#students enrolled	#students NOT missing 18+ days of school	.96	10	9.60
5.	Postsecondary opportunity	10% of enrollment	# enrolled in one program	.35	10	3.50

Sum = 55.90 C

23

IMPLICATIONS OF A–F SYSTEM

QUESTIONS

1. Why 90 points?

2. With 20 points in the "A" category, is Oklahoma watering down the grading system?

ANSWERS

1. After weighting all indicators, that's what the total was. We could turn it into "percent of available points" but that adds another layer and reduces transparency.

2. The new assessments are expected to be much more rigorous, making the status and growth targets harder to reach. Rubric may be more lenient, but indicators are tougher.

24

DESIGN DECISIONS

- Base comprehensive support schools on those who are in the lowest category, lowest 5% on overall points, and/or graduation rate below 67%
- Base targeted support schools on those with large achievement gaps (first year) and little change or increases in gaps (subsequent years)
- Identify reward schools
  - Highest category schools
  - Top 5% in points
  - Must show some growth (accounting for ceiling affect)
  - No large achievement gaps/progress for all student groups
  - Graduation rate above 80%, no student group below 70%
  - Participation rate of 95% or higher

25

EXITING TARGETED AND COMPREHENSIVE SUPPORT CATEGORIES

- More than just no longer in bottom 5%
- Must show continued progress on multiple indicators
- Must have plan for continued success

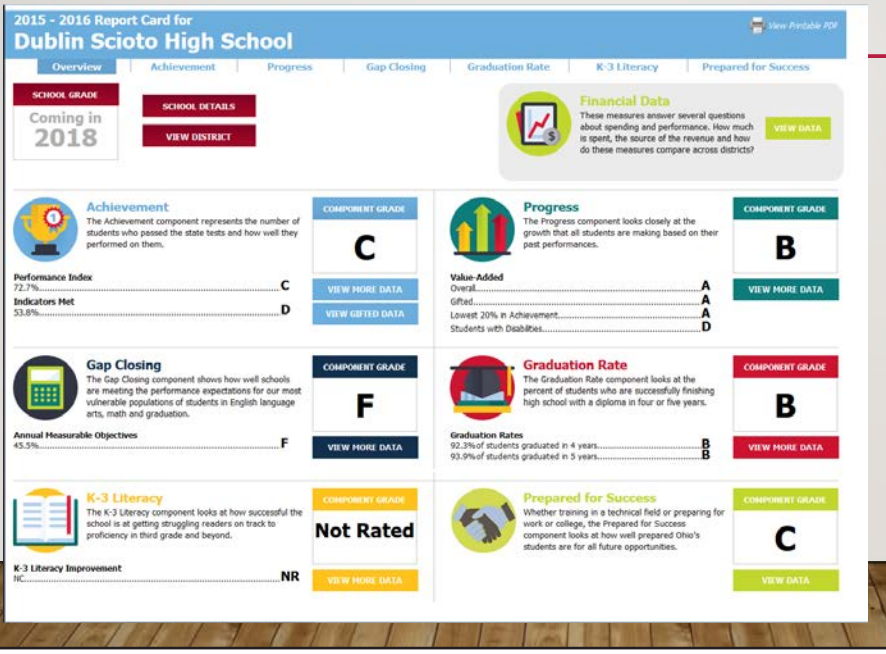
26

REPORTING RESULTS: DASHBOARD APPROACH

- It is important for the public to see how schools did on all indicators in the accountability system and overall.
- Grades will be given for each indicator and overall.
- Schools could receive a "B" for multiple reasons. Public can distinguish between schools that are high achieving but not growing, or lower achieving but improving rapidly.
- Additional indicators will be included such as per-student expenditures, performance on NAEP, professional qualification of educators, and participation rates in assessments.

27

SAMPLE REPORT—DASHBOARD + INDEX



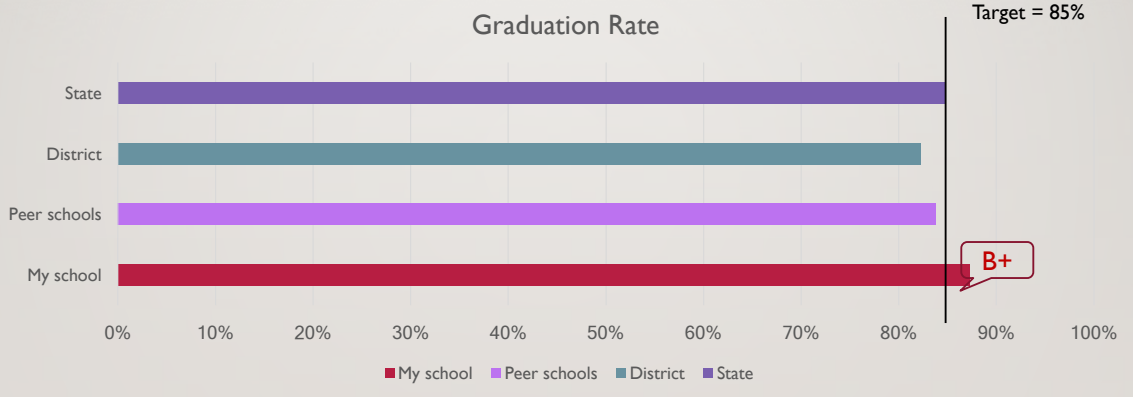
28

CHANGES TO SAMPLE REPORT

- Present number lines to show where on the continuum the school falls on each of the indicators
- Include district and state comparison
  - Or possibly a peer school/group of schools
- Online, reports should be dynamic, allowing users to dive deeper to see student group comparisons, data tables, graphs, and contextual information.

29

EXAMPLE ALTERNATE GRAPHIC



30

VALIDATION OF A–F SYSTEM

- Once we have real data, the system will need to be validated. Analyses will include:
  - How often do schools with different rates of proficiency receive different grades? Why does this happen?
  - How close in performance are schools among the various grades? How influential is measurement error?
  - Do external stakeholders agree that schools in the A category are truly excelling and schools in the F category need additional supports?

31

ONGOING WORK

- We need to wait until students have take new assessments in 2017 to determine baselines and create targets.
- At that point, the calculations and weights will be reviewed to ensure the schools identified validly reflect the intention of the system.
- Schools and districts are calculating growth using the value table and older data to examine whether the results match the intention.
- Continuing to examine the influence of including a "percent proficient" indicator.
- Work is ongoing to determine a parallel system for non-traditional schools.

32

GRADUATION REQUIREMENTS

Prepared By:
Oklahoma State Department of Education (OSDE)

Introduction

House Bill 3218 specifically tasks the Oklahoma State Board of Education (OSBE), in consultation with representatives from the Oklahoma State Regents for Higher Education, the Commission for Educational Quality and Accountability, the State Board of Career and Technology Education, and the Secretary of Education and Workforce Development, to conduct a study and develop assessment requirements in five areas, including:

> *"Establishment of a multimeasures approach to high school graduation. For purposes of this paragraph, "multimeasures" may include but are not limited to designated statewide assessments, alternative assessments, local performance assessments, nationally recognized assessments, assessment performance bands, grades, and course records."*

In developing the requirements, the OSBE was charged with providing reasonable opportunity for public comment from a variety of representatives and organizations. To that end, the Oklahoma State Department of Education (OSDE) solicited feedback at its annual EngageOK Conference sites in Broken Arrow, Sallisaw, Durant, Edmond, Woodward, and Lawton and from the Oklahoma Assessment and Accountability Task Force, Superintendents Advisory Council and the Teaching and Learning Advisory Council.

College and Career Ready Definition

In developing new graduation requirements, it was important that the OSDE establish the value of a high school diploma and therefore adopted the following definition for college and career readiness:

> *College and career ready means that students graduate from high school prepared to enter and succeed in postsecondary opportunities, whether college or career.*

Graduation requirements should support this vision and identify students' demonstration of the preparedness and skills defined in our college and career ready definition.

Goals for New Graduation Requirements

In adopting new graduation requirements, the OSDE's recommendations will provide value, access, and equity for all students.

- **Value**
  - Student is engaged and finds relevance in learning; and
  - Student learning is validated and valued.
- **Access**
  - Each student's learning is personalized to his or her needs and interests;
  - Each student is supported by a caring, responsible adult; and
  - Students have access to high-quality course content.

- **Equity**
  - Students' opportunity to learn is equitable; and
  - Student learning is relevant and rigorous in order to prepare him or her for college and career.

Blueprint for College Readiness

The Education Commission of the States (ECS) *Blueprint for College Readiness* provides a framework describing policy goals, challenges, and opportunities that define the multiple education reform efforts related to building an improved education pipeline and improving student success.

The two forces driving state and federal policymaking are:

1. Improving the college and career readiness of graduating high school students; and
2. Decreasing remedial education and improving the rate of students who earn a degree or credential (ECS, 2014).

Below are the ECS framework policy goals designed to improve student success in postsecondary opportunities. Oklahoma has current policy supporting each of these identified goals in order to prepare Oklahoma students to be college and career ready.

ECS Policy Goals	Current Oklahoma Policy
Ensure exposure to college and career readiness content.	✔
Help student achieve college and career readiness before high school graduation.	✔
Align statewide high school minimum graduation requirements with statewide minimum higher education admission standards.	✔
Increase number of high school graduates entering postsecondary institutions.	✔
Introduce early interventions for high school students not meeting graduation and college readiness standards by 11th grade.	✔
Include multiple measures to determine a student's college and career readiness.	✔
Provide competency-based options to show proficiency in course requirements.	✔

In order to effectively meet the policy goals, Oklahoma is continuing to support student transitions and decisions which include:

- College and career advising throughout the student's high school experience, including an Individual Career Academic Plan (ICAP);
- Content acceleration, including dual enrollment, advanced placement, concurrent enrollment, and career academies;
- College readiness standards communicated to students, PK-12 schools, parents, and the public; and

- Evidence-based remediation to successfully progress to and through college-level mathematics and English courses.

Recommendations

Multi-Measure Approach to High School Graduation Requirements

- Ensure continued alignment of Oklahoma's graduation course requirements with Oklahoma college admission course requirements;
- Administer college and career ready assessment (CCRA) to all students in their junior year;
- Require students to take all required state and federal assessments;
- Phase in Individual Career Academic Plans (ICAP)* beginning in 2017-2018 school year; and
- Explore a system of advanced diplomas based on a review of research

***Individual Career Academic Plan Phase-In**

2017-2018	Pilot Individual Career Academic Plan for grades 6-12
	Study Lessons Learned
	Establish ICAP Advisory
2018-2019	Continue ICAP Pilot with Additional Districts/Schools
	Study Lessons Learned
	Convene Quarterly ICAP Advisory Meetings
2019-2020	Require all high schools to implement ICAP beginning with 9th-grade cohort

Individual Career Academic Plan (ICAP)

The Individual Career Academic Plan is a multi-year process that intentionally guides students as they explore career, academic, and postsecondary opportunities. Beginning with the family and student involvement in the ICAP process and with support from educators, students develop the awareness, knowledge, and skills to create their own meaningful pathways to be career and college ready.

The ICAP process helps students consider a future career and helps them design the way to get there. Students have an opportunity to determine their interests and passions and ways to explore and experience career opportunities. With increased knowledge, students – with family and educator support – can create their individual career pathway to success.

Why Is the Individual Career Academic Plan Valuable?

Life beyond high school requires different competencies than in the past. Most jobs in Oklahoma now and in the future require training or education beyond high school. Students who graduate and work in Oklahoma will need in-demand skills that meet business, industry, and higher education standards.

By 2025, three out of four jobs in Oklahoma will require education or training beyond high school. (See Figure 1.) When students complete a meaningful ICAP, they will discover which

pathways fit their unique talents and what kind of academic preparation and experiences will prepare them for in-demand careers now and in the future.

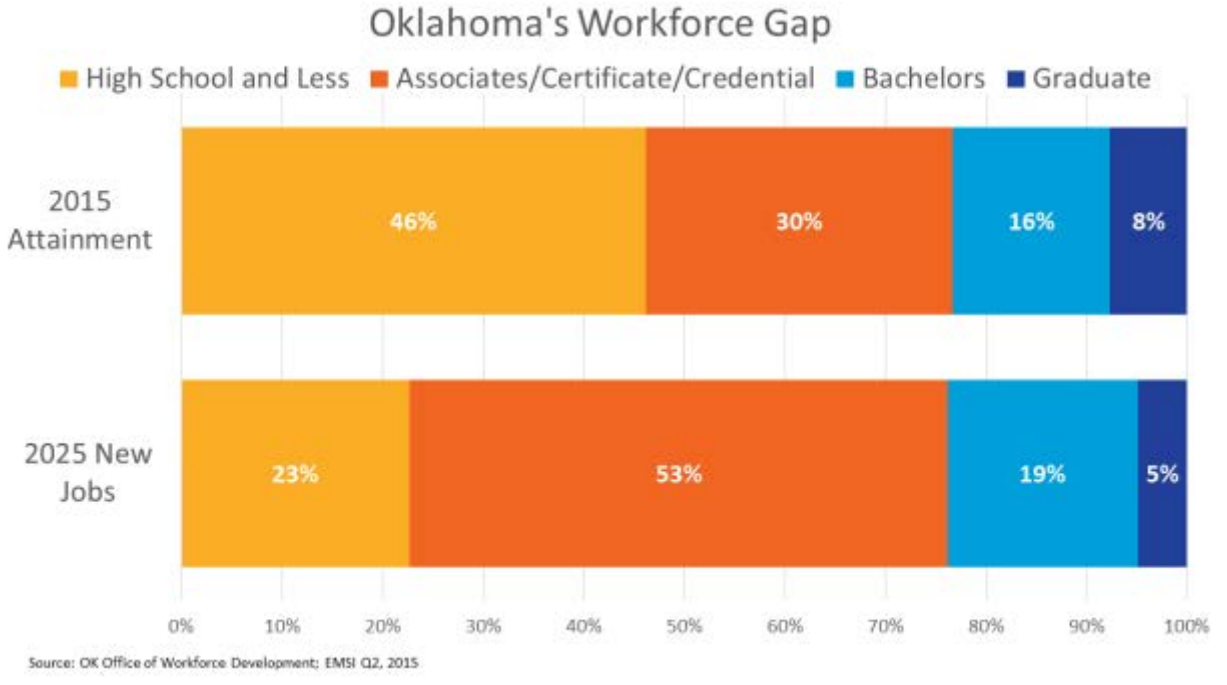
ICAP will give students ownership of a process to help them explore their unique talents and aspirations, participate in career and postsecondary options, and create pathways to financial success after high school.

When students complete a meaningful ICAP process, they will:

1. Connect the relevance of education to their future goals;
2. Create secondary and postsecondary course plans to pursue their career and life goals;
3. Select a postsecondary pathway more strategically to align with self-defined career, college, and life goals; and
4. Establish better communication and engagement between their school and home; and
5. Understand and demonstrate career exploration and career planning.

When students take the initiative to complete a meaningful ICAP, they will find out which pathway(s) fit their learning styles and their unique talents, which careers ignite their imagination, and what kind of training and academic experiences will prepare them for in-demand jobs and those that may not exist when they graduate from high school.

Figure 1.



What Is an Individual Career Academic Plan?

An Individual Career Academic Plan has a strong, intentional connection with readiness for career and college. An ICAP includes several areas of consideration to identify student interests, skills, postsecondary and workforce goals, and experiences that lead to a meaningful plan that identifies the progress needed to prepare students for college, career, and life.

Areas to Include in Individual Career Academic Plan:

- Career and college interest surveys;
- Written postsecondary and workforce goals and information of progress toward those goals;
- Scores on assessments (required state and federal assessments and college and career ready assessment);
- Experiences in service learning and/or work environments including but not limited to apprenticeships, internships, mentorships, and job shadowing;
- Intentional sequence of courses that reflect progress toward the postsecondary goal (this may include identified career pathways or career endorsements); and
- Academic progress.

How Will the Individual Career Academic Plan Process Be Implemented?

Schools and districts will pilot the ICAP program in the 2017-2018 and 2018-2019 school year, moving to implementation during the 2019-2020 school year. Students may start the ICAP process in sixth grade and must update the ICAP every year. With the guidance of adults, including their parents, students will build their ICAP.

Students, families, school counselors, educators, and school leaders can access an online tool to create their ICAP. Oklahoma has two free online tools to help guide students on their ICAP journey. Through the Oklahoma Department of Career and Technology Education *OK Career Guide* and the Oklahoma State Regents for Higher Education *OK College Start*, students and their families can access an ICAP online. The Oklahoma State Department of Education is working with these partners to include elements in their online tools so that students have a meaningful ICAP.

Beginning in 2017-2018, districts/schools are invited to work with existing programs to identify opportunities and challenges with building ICAPs beginning with students in 6th grade. In addition, the OSDE will establish an ICAP Advisory Council to meet regularly to determine best practices, lessons learned, and ways to provide professional development for everyone engaged in the ICAP process.

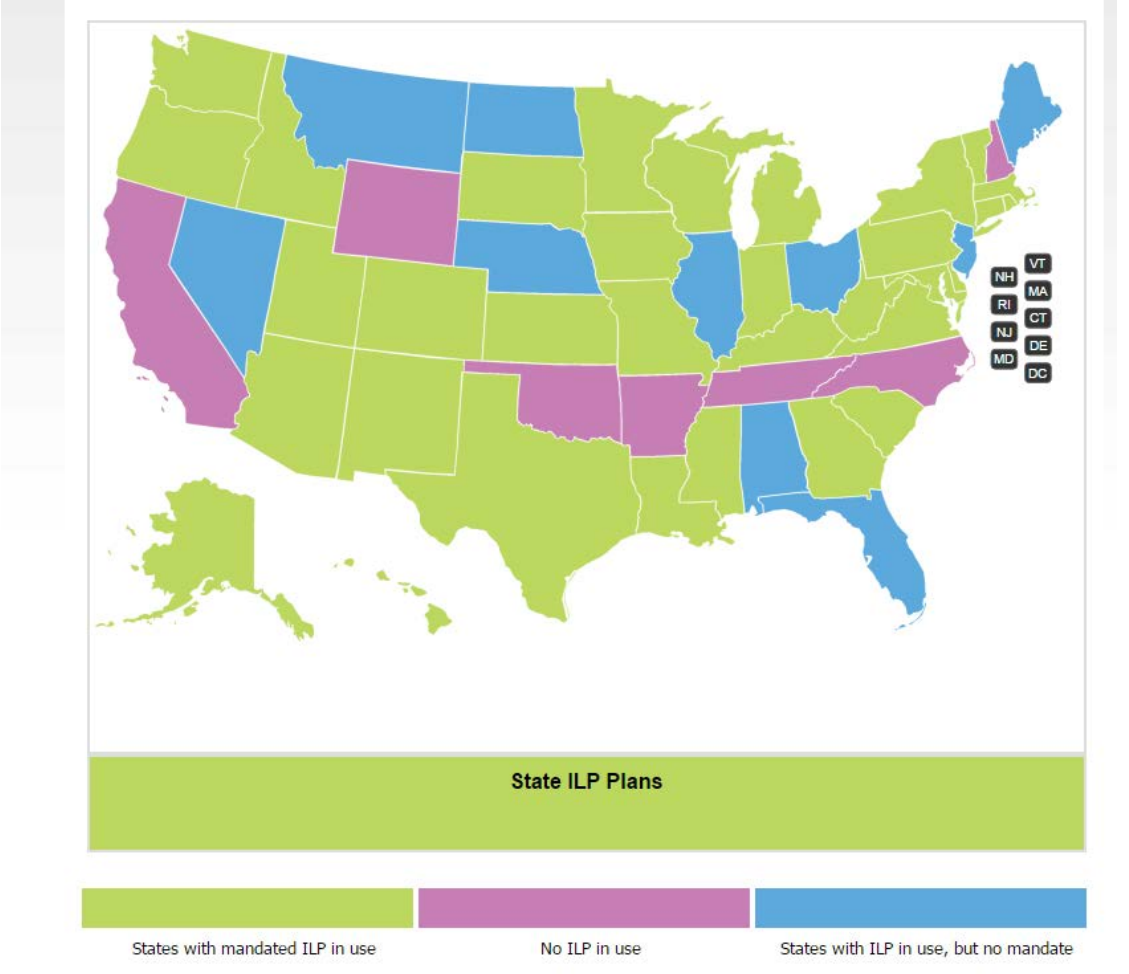
Individual Career Academic Plan Advisory Council

The ICAP advisory will include stakeholders from across the state who will be charged with valid, reliable, meaningful implementation. In pursuit of this effort, the advisory council will:

- Identify opportunities, challenges, and best/promising practices;
- Develop implementation recommendations;

- Explore and outline resources and tools;
- Align skills, abilities, and knowledge that are valued by business, industry, career technology, and higher education;
- Outline systematic pathways for students to explore and develop these skills;
- Identify stakeholder connections and messages;
- Maintain a written record of implementation recommendations, tools, and resources, best/promising practices, and relevant discussions; and
- Conduct a survey to gauge the status of ICAP in districts across the state.

Figure 2.



Source: Individual Learning Plans (U.S. Department of Labor, Fall 2016)

Definitions of ICAP Basics

Self-Awareness — Provide interest inventories for students to identify talents and aspirations that play a role in decision-making as students and families complete an ICAP.

Career Awareness — Articulate a wide range of local, regional, national, and global career pathways and opportunities**.**

Postsecondary Aspirations — Participate in career exploration activities centered on students' passions, interests, dreams, and visions of their future options.

Postsecondary Options — Make students aware of and encourage participation in a variety of postsecondary and career opportunities, using tools such as career clusters and learning style inventories to highlight individual strengths and interests.

Academic Planning — Apply the skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals.

Employability Skills — Define, develop, and hone skills that increase the likelihood of becoming and remaining successfully employed and civically responsible citizens.

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REMEDIATION AND INTERVENTIONS

Prepared By:
Oklahoma State Department of Education (OSDE)

Introduction and Purpose of This Report

House Bill 3218 specifically tasks the Oklahoma State Board of Education (OSBE), in consultation with representatives from the Oklahoma State Regents for Higher Education, the Commission for Educational Quality and Accountability, the State Board of Career and Technology Education, and the Secretary of Education and Workforce Development, to conduct a study and develop assessment requirements in five areas, including:

> *"A determination of the performance level on the assessments at which students will be provided remediation or intervention and the type of remediation or intervention to be provided."*

In developing the requirements, the OSBE was charged with providing reasonable opportunity for public comment from a variety of representatives and organizations. To that end, the Oklahoma State Department of Education (OSDE) solicited feedback at its annual EngageOK Conference sites in Broken Arrow, Sallisaw, Durant, Edmond, Woodward, and Lawton and from the Oklahoma Assessment and Accountability Task Force, Superintendents Advisory Council and the Teaching and Learning Advisory Council.

Oklahoma's current challenge is that a significant number of students need remediation as they enter postsecondary education. The remediation rate in Oklahoma was 38.9% for students taking at least one developmental course during the 2014-2015 school year, while the remediation rate for mathematics was 34.3%. (See Table 1.) A focus on remediation while students are in high school can ensure that students are prepared for success in college and career. In response, the OSDE is piloting the SREB (Southern Regional Education Board) Math Ready Course — discussed in more detail later in this report — for the 2016-2017 school year in partnership with the Oklahoma State Regents for Higher Education and the Oklahoma Department of Career and Technology Education.

Table 1.

Number and Percent of Fall, First-Time Freshmen Enrolled in Developmental Courses by Subject Area (2014-2015)

Tier	Number of Fall 2014 First-Time Freshmen	Number of Fall 2014 First-Time Freshmen (unduplicated) Enrolled in At Least One Developmental Education Course During the 2014-15 Academic Year	Percent of Fall 2014 First-Time Freshmen Taking At Least One Developmental Course During the 2014-15 Academic Year	Students* Taking at Least One Developmental English Course During 2014-15		Students* Taking at Least One Developmental Math Course During 2014-15		Students* Taking at Least One Developmental Science Course During 2014-15		Students* Taking at Least One Developmental Reading Course During 2014-15	
				N	%	N	%	N	%	N	%
Research	8,893	693	7.8%	90	1.0%	536	6.0%	16	0.2%	158	1.8%
Regional	8,057	3,527	43.8%	1,353	16.8%	3,138	38.9%	147	1.8%	748	9.3%
Liberal Arts	169	51	30.2%	10	5.9%	45	26.6%	13	7.7%	0	0.0%
Community	15,056	8,252	54.8%	3,844	25.5%	7,308	48.5%	167	1.1%	1,681	11.2%
State System	32,175	12,523	38.9%	5,297	16.5%	11,027	34.3%	343	1.1%	2,587	8.0%

Note: Some reading developmental education is reported as English developmental education and vice-versa.

*Unduplicated annual headcount withing each subject because some students enrolled in the same developmental course more than once or in more than one developmental course per subject area.

Source: Oklahoma State Regents for Higher Education, Remediation Report, May 2016

Blueprint for College Readiness

The Education Commission of the States (ECS) *Blueprint for College Readiness* provides a framework describing policy goals, challenges, and opportunities that define multiple education reform efforts related to building an improved education pipeline and improving student success.

The two forces driving state and federal policymaking are:

1. Improving the college and career readiness of graduating high school students; and
2. Decreasing remedial education and improving the rate of students who earn a degree or credential (ECS, 2014).

Oklahoma will provide opportunities for students with academic deficits to receive the interventions and remediation they need to successfully progress to and through college-level math and English courses by:

- Communicating college readiness standards to students, K-12 schools, parents, and the public;
- Providing remediation opportunities for students to successfully progress to and through college-level math and English courses; and
- Expanding advising to support student transitions and decisions.

Interventions and Remediation

The OSDE will provide list of resources and information for districts and schools so that they can deliver evidence-based interventions and remediation through:

- Early intervention initiatives to address remedial needs at all grade levels;
- Alignment of course rigor at the high school and postsecondary levels, including but not limited to concurrent enrollment, dual enrollment, career academies, and Advanced Placement coursework; and
- High school transition courses that provide remediation in high school in order to prepare for success in postsecondary entry-level courses.

Recommendations

- After administration of the 2016-2017 assessments, the OEQA (Office of Educational Quality and Accountability) will make recommendations to define performance levels for the assessments. Based on those levels, the OSDE will provide the aforementioned opportunities and resources to students and school districts for students needing interventions and remediation;
- Beginning in the 2017-2018 school year, the OSDE will pilot the SREB Math Ready Senior Transition Course;
- As required by the Every Student Succeeds Act (ESSA), the OSDE will share evidence-based practices for interventions and remediation for schools to use – particularly for the lowest-performing schools – in formulating school improvement plans; and
- The OSDE will continue to implement the Reading Sufficiency Act and provide schools with training and resources for early literacy intervention and remediation.

Southern Regional Education Board – Math Ready

The Southern Regional Education Board (SREB) has worked with states to develop Ready for College courses, including ***Math Ready***, which schools can use to help prepare students for college-level coursework before they graduate from high school. For more information about SREB Readiness courses, visit http://www.sreb.org/ready-college.

The *Math Ready* course emphasizes understanding of mathematics concepts rather than merely memorizing procedures. By engaging students in real-world applications, Math Ready develops critical thinking skills students will use in college and career. For more information about Math Ready, visit http://www.sreb.org/math-ready.

> "The *Ready for High School courses* offer an earlier intervention, reaching underprepared students as they enter high school, which for many students is the most critical time in their education in determining future success." (SREB, February 2016)

Evidence-Based Interventions as Required by the Every Student Succeeds Act

The term "evidence-based" appears 58 times throughout ESSA (excluding references to the term in the paragraph which defines evidence-based). The term "evidence-based intervention" is used to govern the use of funds and selection of activities and interventions throughout nearly all major programs of ESEA. One area of note that requires the use of evidence-based activities and interventions includes interventions in schools identified for comprehensive interventions and supports under Title I (as the bottom 5% of schools, those which are graduating less than 67% of their students and those with consistent subgroup underperformance).

The OSDE will provide an evidence-based resource list that is available through the *What Works Clearinghouse – Institute of Education Sciences* for districts to use based on their data and needs assessment as required in the *Every Student Succeeds Act*.

Early Literacy Intervention as Defined in the Oklahoma Reading Sufficiency Act (RSA)

RSA requires that schools give benchmark assessments in kindergarten through third grade to identify students who need intensive intervention in reading, and that schools notify parents in writing about their student's skill level. Many Oklahoma schools assess pre-kindergarten students in literacy as well to provide early intervention.

As described in the schools' program of reading instruction, students found not to be reading at grade level must be provided with intensive interventions to remediate their specific areas of reading deficiency. These intervention strategies are defined in statute (70 O.S. §1210.508C(N)(2)) and may include:

a. Small group instruction;
b. Reduced teacher-student ratios;
c. More frequent progress monitoring;
d. Tutoring or mentoring;

e. Transition classes containing third- and fourth-grade students;
f. Extended school day, week, or year; and
g. Summer reading academies.

The OSDE requires in its administrative rules (210:15-27) a “program of reading instruction” to be based upon a three-tiered Response to Intervention ("RtI") model that includes:

1. For students identified for Tier I intervention, a minimum of ninety (90) minutes of uninterrupted daily scientific research-based reading instruction.
2. For students identified for Tier II intervention, at least an amount of uninterrupted scientific research-based reading instructional time that is:
    A. Based on specific student needs;
    B. Reflects the needed intensity and/or frequency as identified on a screening tool, diagnostic assessment, and/or progress monitoring instrument
    C. Is determined by the classroom teacher, reading specialist (if available), and building principal
3. For students identified for Tier III intervention, at least forty-five (45) to sixty (60) minutes of additional uninterrupted daily scientific research-based reading instruction in addition to the ninety (90) minutes of uninterrupted daily reading instruction provided under Tier I.

Students in elementary school who have not demonstrated reading proficiency as defined in the RSA law continue to be provided with an individualized reading plan that fulfills the remediation requirements listed above until they can demonstrate reading proficiency.

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OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix 6 - Essa Townhall Feedback Summary

ESSA TOWNHALL FEEDBACK SUMMARY

Town Hall Locations and Dates	Duncan, October 18, 2016 Ada, November 1, 2016 Oklahoma City, November 14, 2016 Tulsa, November 15, 2016 Enid, December 5, 2016 Yukon, December 6, 2016 Muskogee, December 12, 2016
Conducted by	Superintendent of Public Instruction, Joy Hofmeister
Number of Attendees	Total: 998 Duncan: 343/Ada: 99/Oklahoma City: 87 Tulsa: 168/Enid: 85/Yukon: 102/ Muskogee: 114

List of Questions and Summary of Responses

1. **What impact have you experienced from funding challenges?**

   Lack of resources for teachers
   Large class sizes
   Limited textbooks
   Limited technology
   Loss of exceptional/effective teachers

Notable Quotes:
You can only guilt education majors for so long with "it's for the kids" (teacher).
We have pro-books and are very lucky. Small towns don't have that luxury (teacher).

2. **What attributes describe a successful school?**

   Parental involvement
   Teacher empowerment
   Community involvement
   Consistent and fair discipline
   Meaningful professional development
   Students accountable for their own learning
   Kids are excited and engaged
   Collaborative
   Proactive
   Robust curriculum
   More transparency
   Pathways for Success
   Positive morale of teachers

Safe for kids
Connection to real world
Resources to carry out and sustain initiatives
Strong leader
Arts-incorporated
Outreach programs from counselors

Notable Quotes:
Parents who aren't there are not necessarily disinterested (retired teacher).
Students have to start early exploring career options (teacher).
I appreciate the Twitter talks on Sunday evenings; we learn from each other (principal).

3. **What is missing or in short supply?**

Fewer students claiming education as a major
Teacher shortage is a pipeline issue
Grow the future through teacher programs in high schools
Raise level of respect and recognize teaching as a noble profession
Time to collaborate and plan
Traditionally certified teachers
Music as part of brain development
Money
Paper
Businesses don't want to come to state due to education system
Clear strategy to keep curriculum from broadening
Concurrent courses, expanded AP, internships
Social and emotional soft skills
Middle school guidance counselors
Growth model for testing
Consistency of instruction and assessments
One-on-one time with teachers

Notable Quotes:
We don't engage early enough with our kids to know what they want to do later in life (parent).
Students need academic choices in school – options are missing due to funding (superintendent).

4. **How would you describe a well-rounded education?**

Cross-curriculum learning, relevant to children's lives
Develop love of learning
Fine Arts-embedded
Business partnerships
Educate families that their children need to learn basics at an early age
Technology
Diverse experiences
Exercise
Produce productive citizens
Sports
Becoming "life-ready" – not just focused on college and career
Hands-on and innovative – includes music, art, and drama
Pathways for kids
Exposure to professionals
A-F system change so that culture and climate are improved
Address needs for every student – hungry students, unchallenged students
Teacher externships from businesses
Allow teachers to be creative

Notable Quotes:
Learn from others the importance of education (student).
Students should have their own opinions – think for themselves (student).

5. **How is your school doing and how do you know?**

Excellent job due to community involvement
Standards are great – test model needs to follow
Relationships with students and work ethic are important
Extra-curricular activities are important
Teachers are performing at high levels but are under-appreciated
Known success due to communication
Rural settings have administrators teaching classes
Appreciate the effort to re-define the senior year
Kids have to feel safe in their country and not fear deportation
Parents have much to say – continue to invite their views
Teacher are resourceful, but overall they are not doing well
Teachers who value the identity of students
Efforts to improve classroom management, climate, restorative justice
Caution tracking of students
Difficult to run school on lowest per pupil expenditure nationwide
Need to provide role models for students – personnel and resources

Notable Quotes:
K-8 schools succeed in serving the community of rural areas (legislator).
Testing students is not the answer to measuring them – too many aspects to measure (student).
When kids come back from college and say that they were prepared (principal).

6. **How do we ensure that all students are successful?**

Give students opportunities
Adequately compensate teachers
Funding
Collective efforts
Slow down process of government over-reach
Remove unfunded mandates
Hold high expectations for students and educators
Human needs must be met
Meet needs of diverse learners, including English learners

Notable Quotes:
If you don't know anything about education, get on the local board (school board member).
Core subjects are important; education is the force against prejudice (student).

7. **What is it that makes this community so engaged?**

Media attention has brought more volunteers
Communication with legislators to hold them accountable
Collaboration with businesses
Industry programs with nothing expected in return

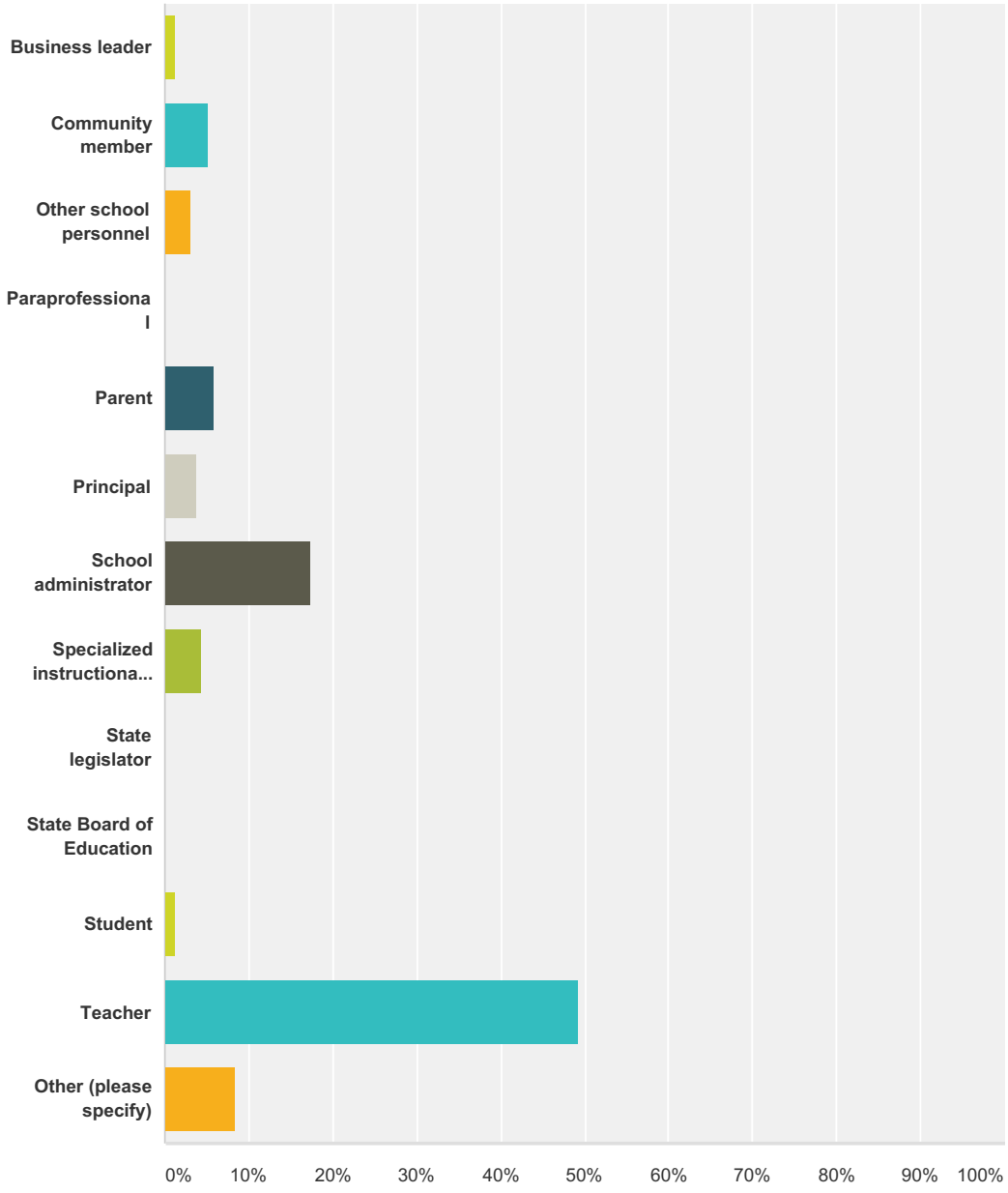
Notable Quotes:
Engaged parents are critical (parent).
If we create great schools, families will follow (superintendent).

OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix 7 - ESSA Framework Responses

Q1 What is your role?

Answered: 156 Skipped: 0

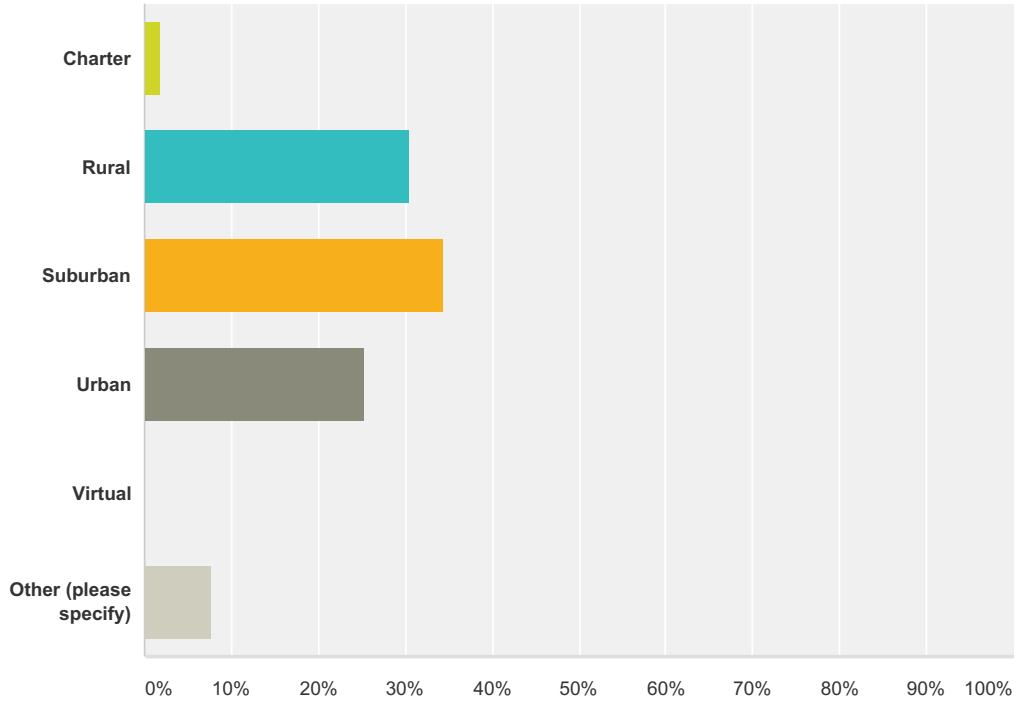


Answer Choices	Responses	
Business leader	**1.28%**	2
Community member	**5.13%**	8
Other school personnel	**3.21%**	5
Paraprofessional	**0.00%**	0
Parent	**5.77%**	9
Principal	**3.85%**	6

School administrator	**17.31%**	27
Specialized instructional support personnel	**4.49%**	7
State legislator	**0.00%**	0
State Board of Education	**0.00%**	0
Student	**1.28%**	2
Teacher	**49.36%**	77
Other (please specify)	**8.33%**	13
Total		**156**

Q2 What community/school type do you represent (if applicable)?

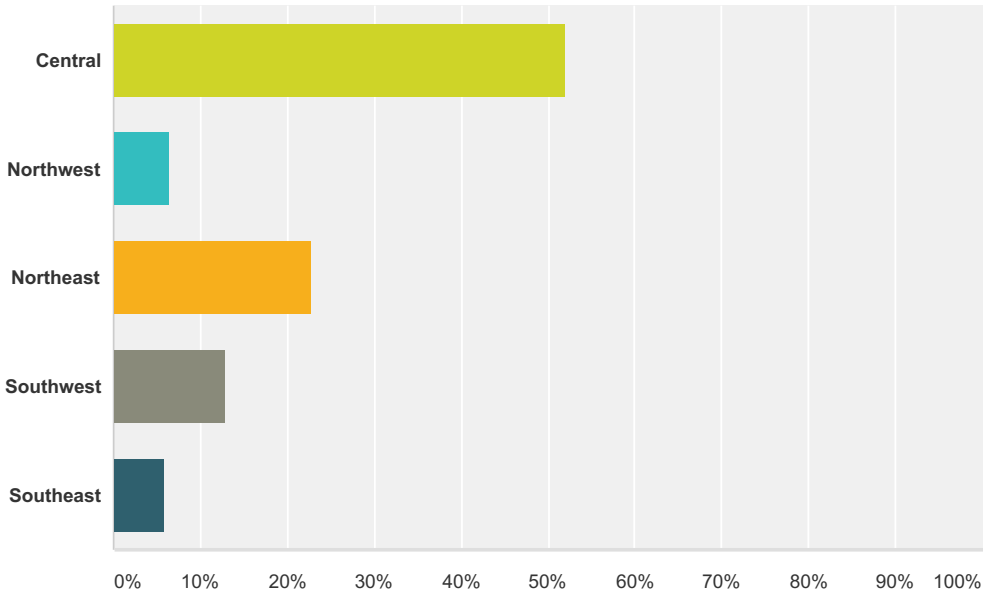
Answered: 154 Skipped: 2



Answer Choices	Responses	
Charter	**1.95%**	3
Rural	**30.52%**	47
Suburban	**34.42%**	53
Urban	**25.32%**	39
Virtual	**0.00%**	0
Other (please specify)	**7.79%**	12
Total		**154**

Q3 What part of Oklahoma do you represent?

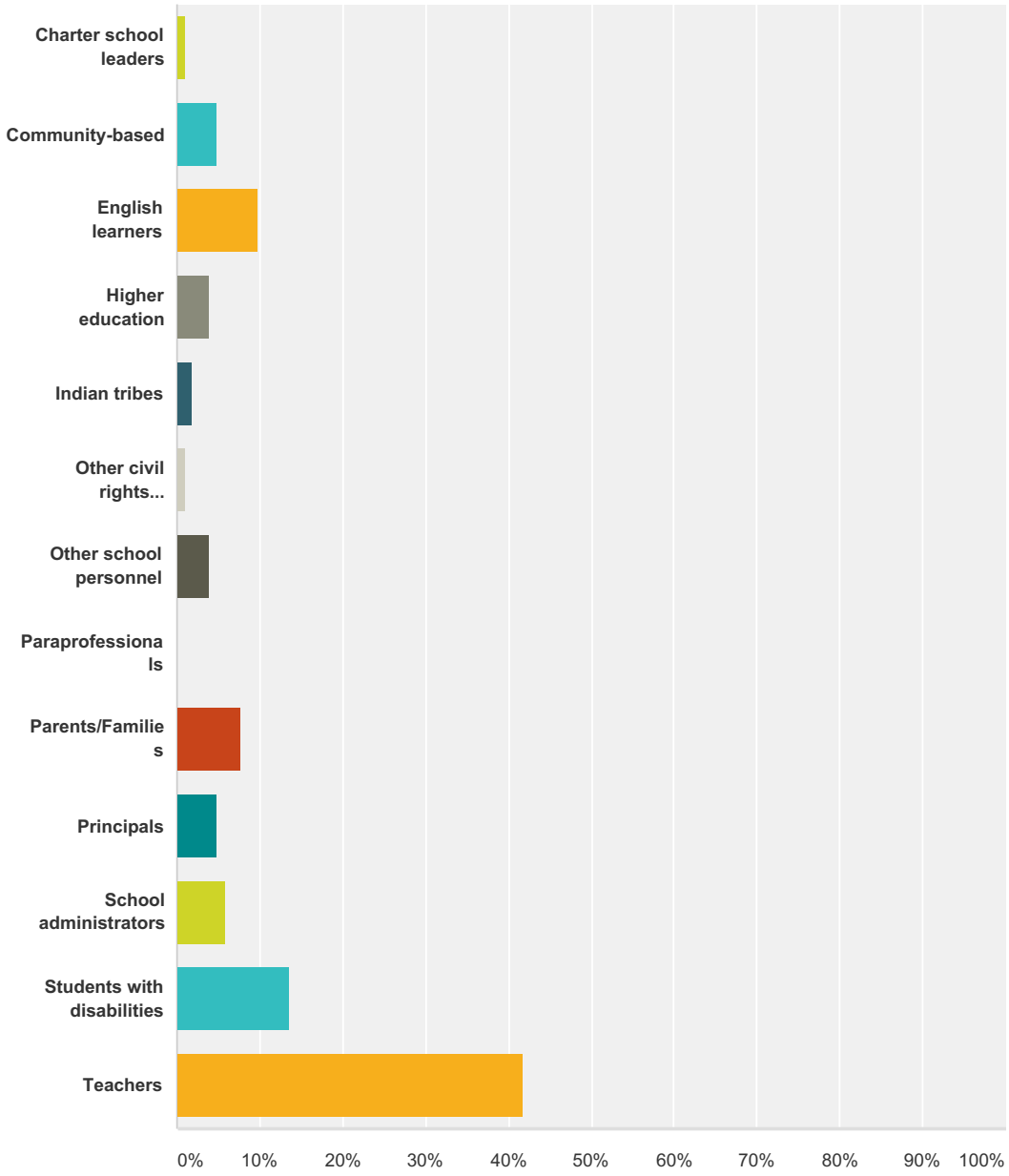
Answered: 154 Skipped: 2



Answer Choices	Responses	
Central	**51.95%**	80
Northwest	**6.49%**	10
Northeast	**22.73%**	35
Southwest	**12.99%**	20
Southeast	**5.84%**	9
Total		**154**

Q4 Do you represent, in a formal capacity, any of the following organizations? (if applicable)

Answered: 103 Skipped: 53

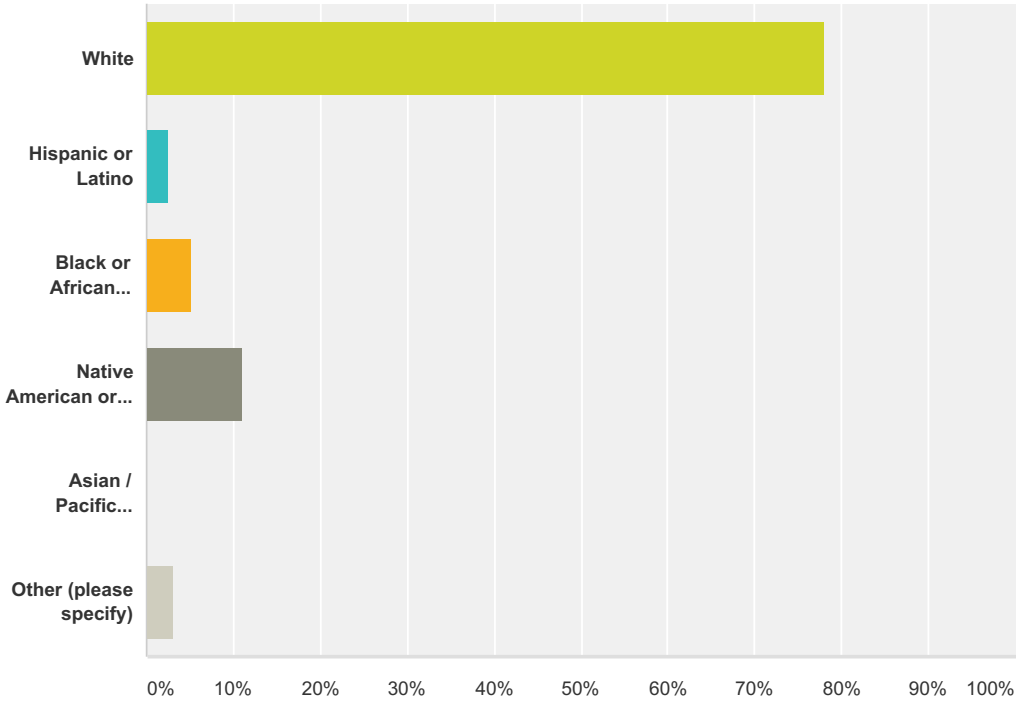


Answer Choices	Responses	
Charter school leaders	0.97%	1
Community-based	4.85%	5
English learners	9.71%	10
Higher education	3.88%	4
Indian tribes	1.94%	2

Other civil rights organizations	**0.97%**	1
Other school personnel	**3.88%**	4
Paraprofessionals	**0.00%**	0
Parents/Families	**7.77%**	8
Principals	**4.85%**	5
School administrators	**5.83%**	6
Students with disabilities	**13.59%**	14
Teachers	**41.75%**	43
Total		**103**

Q5 Please specify your ethnicity.

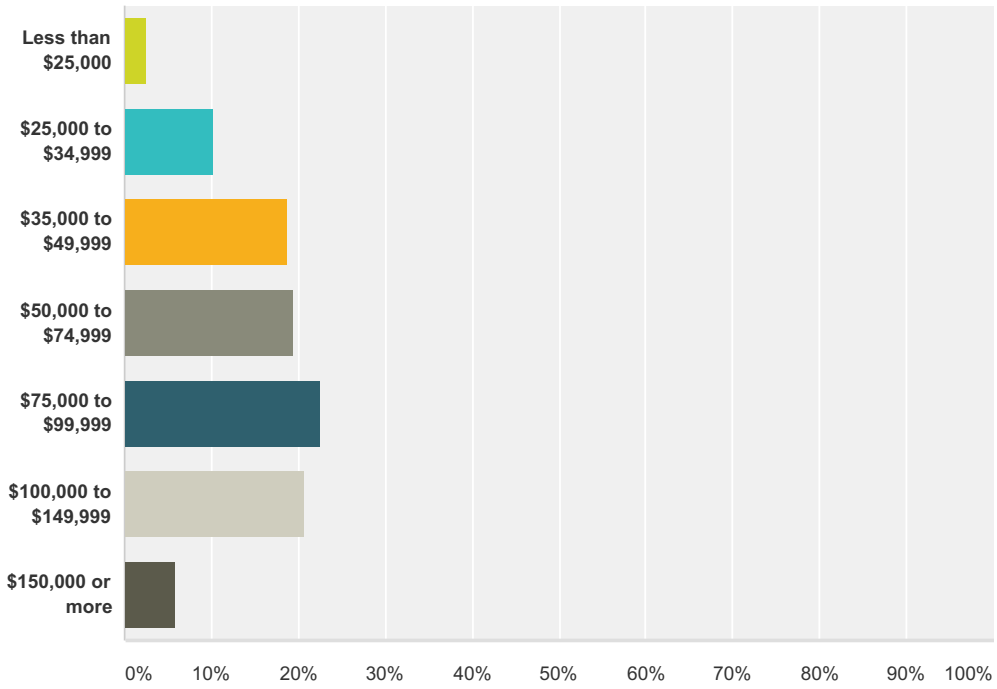
Answered: 155 Skipped: 1



Answer Choices	Responses	
White	**78.06%**	121
Hispanic or Latino	**2.58%**	4
Black or African American	**5.16%**	8
Native American or American Indian	**10.97%**	17
Asian / Pacific Islander	**0.00%**	0
Other (please specify)	**3.23%**	5
Total		**155**

Q6 What was your total household income before taxes during the past 12 months?

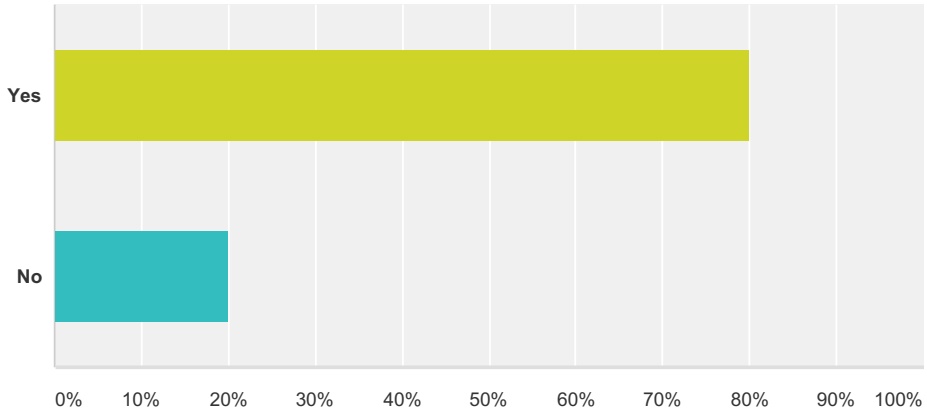
Answered: 155 Skipped: 1



Answer Choices	Responses	
Less than $25,000	**2.58%**	4
$25,000 to $34,999	**10.32%**	16
$35,000 to $49,999	**18.71%**	29
$50,000 to $74,999	**19.35%**	30
$75,000 to $99,999	**22.58%**	35
$100,000 to $149,999	**20.65%**	32
$150,000 or more	**5.81%**	9
Total		**155**

Q7 Is achieving a state graduation rate of 90% in 10 years a reasonable and ambitious goal?

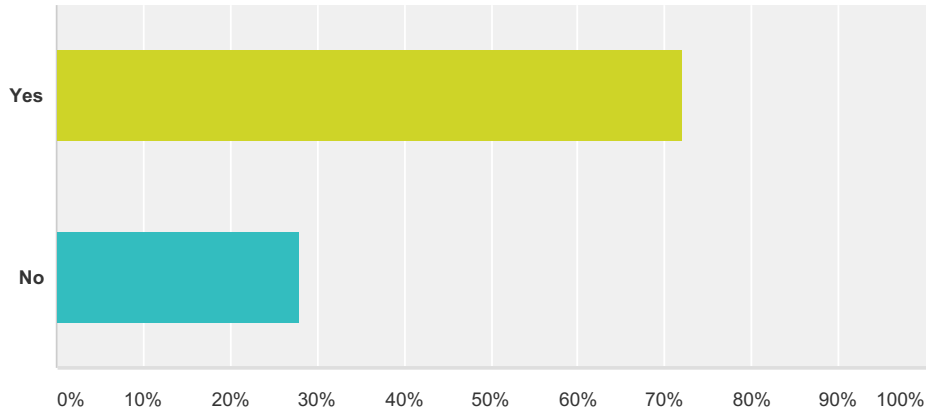
Answered: 155 Skipped: 1



Answer Choices	Responses	
Yes	**80.00%**	124
No	**20.00%**	31
Total		**155**

Q8 The ESSA provides the opportunity for Title I schools that do not meet the 40% poverty requirement to apply for a waiver from the OSDE to implement a schoolwide program. Should the OSDE consider a waiver process to allow for Title I schools below 40% poverty to utilize the schoolwide funding strategy?

Answered: 147 Skipped: 9



Answer Choices	Responses	
Yes	**72.11%**	106
No	**27.89%**	41
Total		**147**

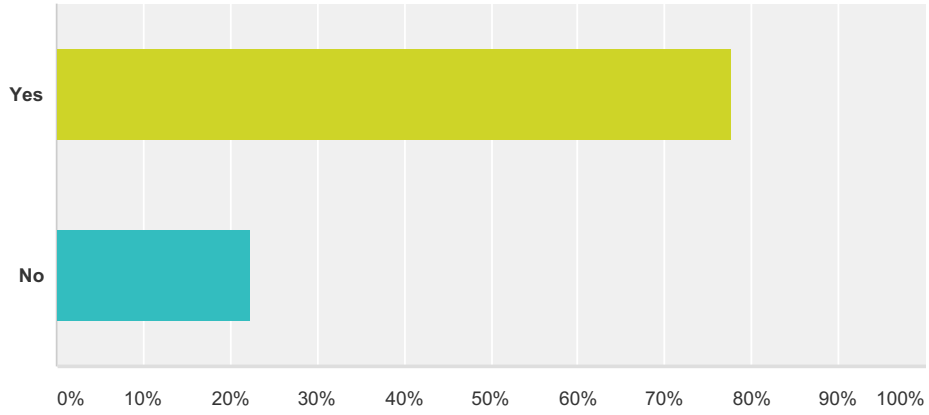
Q9 In what ways could your district more successfully braid funding? (braiding funds refers to the practice of using two or more sources of funding for the same purpose while still being able to account for the funds separately.)

Answered: 84 Skipped: 72

This question was open response.

Q10 Is this a reasonable n size for these purposes?

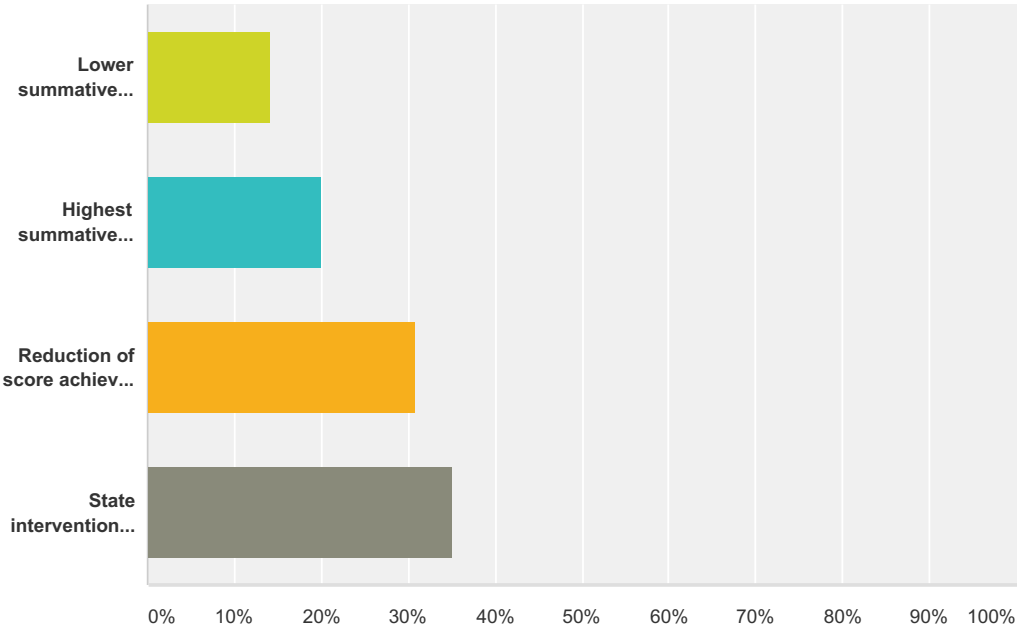
Answered: 85 Skipped: 71



Answer Choices	Responses	
Yes	**77.65%**	66
No	**22.35%**	19
Total		**85**

Q11 What actions are reasonable for not meeting the 95% participation rate in the accountability system?

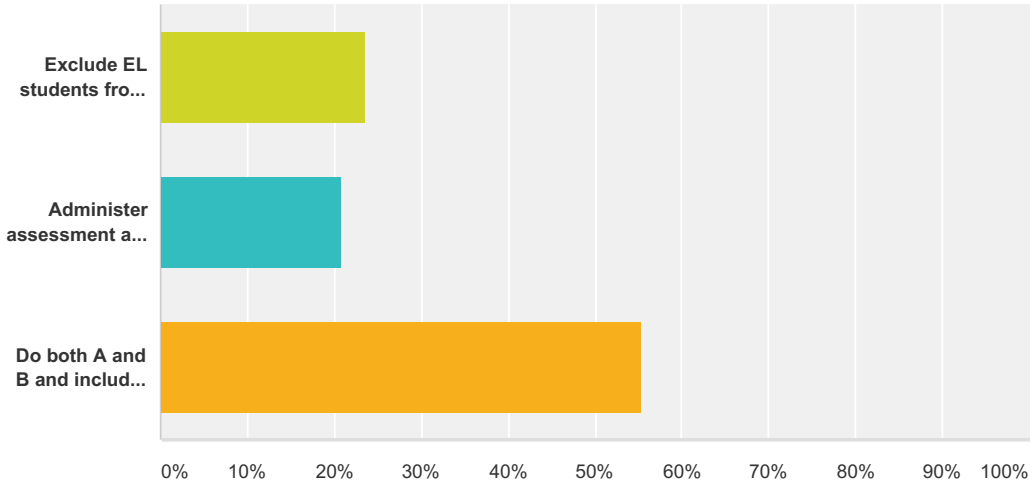
Answered: 120 Skipped: 36



Answer Choices	Responses	
Lower summative rating	**14.17%**	17
Highest summative rating not achievable	**20.00%**	24
Reduction of score achieved on academic achievement indicator	**30.83%**	37
State intervention to be determined	**35.00%**	42
Total		**120**

Q12 For EL students in their first year (new comer), what is reasonable in measuring the academic proficiency for English language arts?

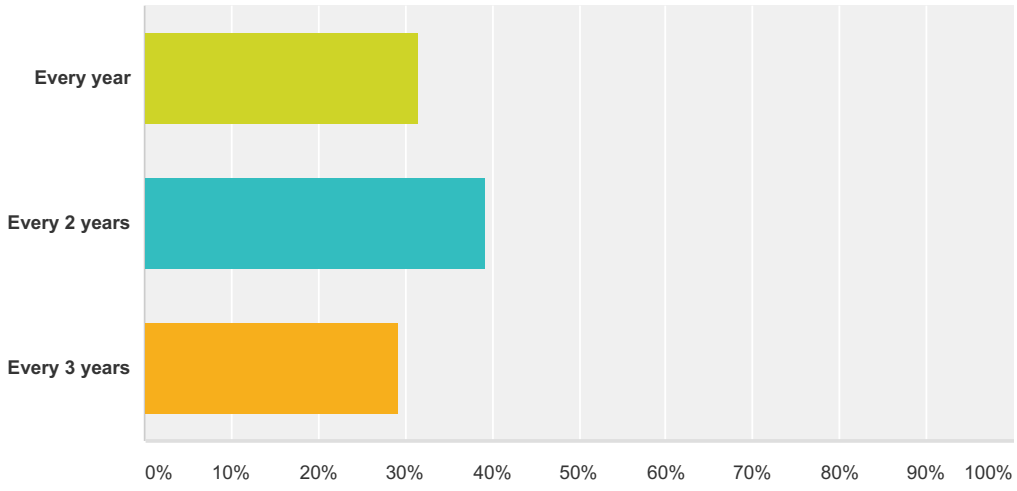
Answered: 148 Skipped: 8



Answer Choices	Responses	
Exclude EL students from administration of ELA assessment for one year	**23.65%**	35
Administer assessment and exclude EL students' results from accountability	**20.95%**	31
Do both A and B and include EL students' results as a measure of student growth	**55.41%**	82
Total		**148**

Q13 How often should Oklahoma assign school designations?

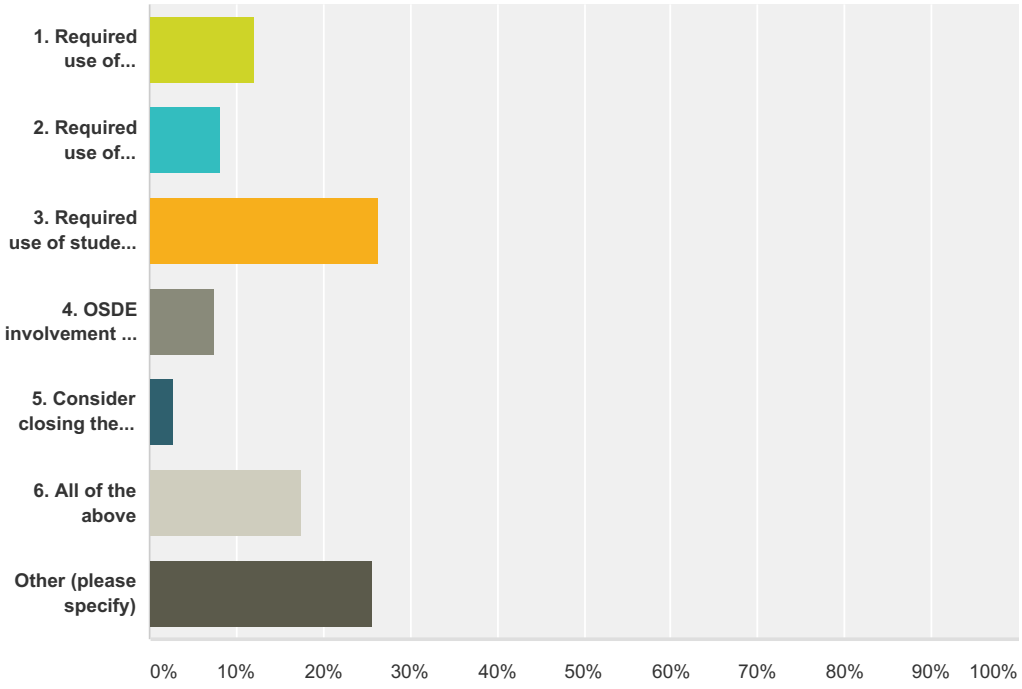
Answered: 140 Skipped: 16



Answer Choices	Responses	
Every year	**31.43%**	44
Every 2 years	**39.29%**	55
Every 3 years	**29.29%**	41
Total		**140**

Q14 Which of the following options should the OSDE impose upon such low-performing LEAs in order to meet the requirement for more rigorous interventions? (check all that apply)

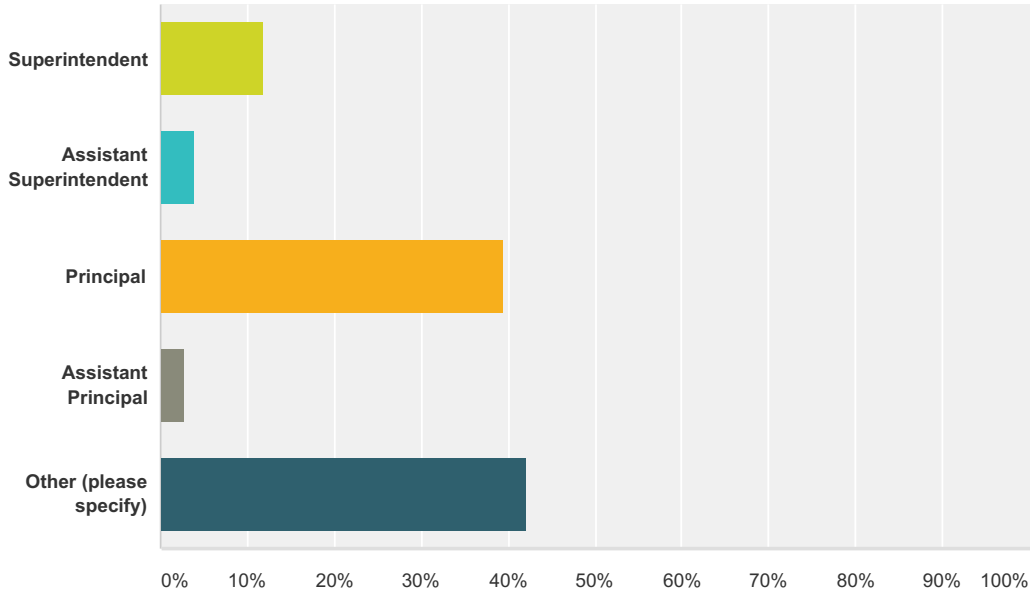
Answered: 148 Skipped: 8



Answer Choices	Responses	
1. Required use of curriculum identified by OSDE	**12.16%**	18
2. Required use of benchmark assessments identified by OSDE	**8.11%**	12
3. Required use of student interventions identified by OSDE	**26.35%**	39
4. OSDE involvement in local hiring decisions of leadership	**7.43%**	11
5. Consider closing the school/district	**2.70%**	4
6. All of the above	**17.57%**	26
Other (please specify)	**25.68%**	38
Total		**148**

Q15 Which members of the LEA and site should be required to attend the Instructional Leadership Development training?

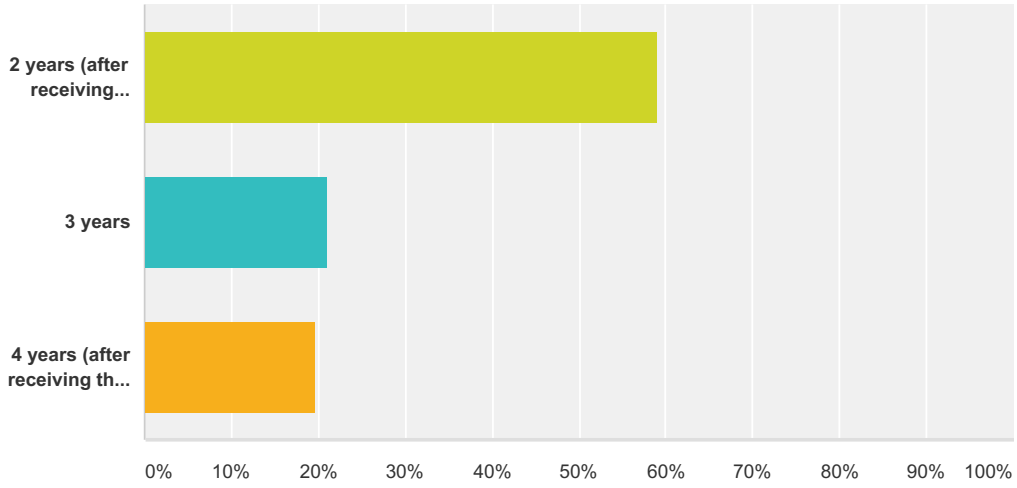
Answered: 152 Skipped: 4



Answer Choices	Responses	
Superintendent	**11.84%**	18
Assistant Superintendent	**3.95%**	6
Principal	**39.47%**	60
Assistant Principal	**2.63%**	4
Other (please specify)	**42.11%**	64
Total		**152**

Q16 How many years should a site be designated for comprehensive support and improvement before receiving an increase in rigor and support from the state?

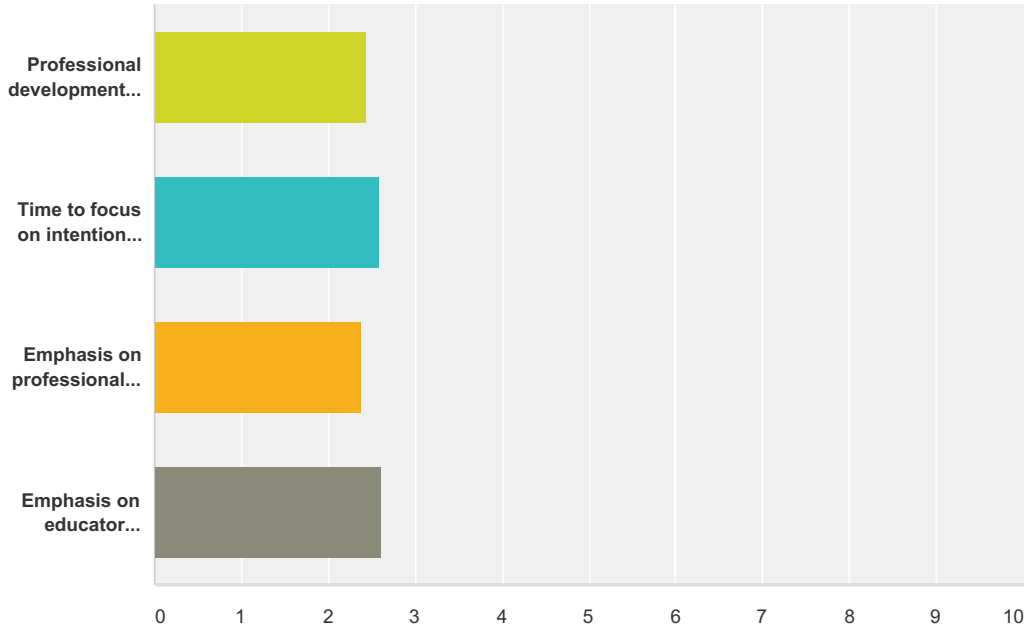
Answered: 142 Skipped: 14



Answer Choices	Responses	
2 years (after receiving second consecutive CSI designation)	**59.15%**	84
3 years	**21.13%**	30
4 years (after receiving third consecutive CSI designation)	**19.72%**	28
Total		**142**

Q17 What are key strategies for equipping educators with rich, applicable professional development? (Rank order with 1 being the most important.)

Answered: 146 Skipped: 10



	1	2	3	4	Total	Score
Professional development that is anchored to proven professional learning standards to ensure quality	**24.65%** 35	**23.94%** 34	**23.24%** 33	**28.17%** 40	142	2.45
Time to focus on intentional professional learning	**29.37%** 42	**22.38%** 32	**26.57%** 38	**21.68%** 31	143	2.59
Emphasis on professional development for new teacher induction program	**20.83%** 30	**20.83%** 30	**33.33%** 48	**25.00%** 36	144	2.38
Emphasis on educator preparation for those teaching low income and minority students	**26.39%** 38	**31.94%** 46	**17.36%** 25	**24.31%** 35	144	2.60

Q18 What is missing in Oklahoma schools that students need to receive a well-rounded education?

Answered: 136 Skipped: 20

This question was open response.

OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix 8 - Tribal Consulation Guide

OKLAHOMA

TRIBAL CONSULTATION

GUIDE

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

TABLE OF CONTENTS

5 Letter from Joy Hofmeister, State Superintendent of Public Instruction

7 Letter to Tribal Leaders and District Superintendents

9 What Is Tribal Consultation?

9 Recommended District Consultation Checklist

11 Dear Colleague Letter from the United States Department of Education (USDE)

12 USDE FAQs: Consultation with Indian Tribes and Tribal Organizations

15 Oklahoma's 39 Tribal Nations and Tribal Leaders

20 Tribal Jurisdictions in Oklahoma

23 Oklahoma School Districts Participating in Tribal Consultation

31 Suggested Topics

37 ESSA Tribal Consultation Agreement

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

Dear Tribal Leaders and District Superintendents,

No state is richer in American Indian culture and heritage than Oklahoma, and with 130,000 tribal children benefiting from Title VI grants in our public schools – the highest number in the country – nowhere are our opportunities for collaboration richer. With this opportunity comes responsibility: School administrators must prepare all school personnel to understand their students. Each tribe possesses unique cultures and customs, and successful schools tailor their instruction and practices to incorporate tribal stories and history into their curriculum.

In addition, schools must educate faculty and staff to abandon bias, stereotypes, and misconceptions about their students. By understanding the values of those they serve, educators can, and must, initiate regular two-way communication between schools and tribal nations.

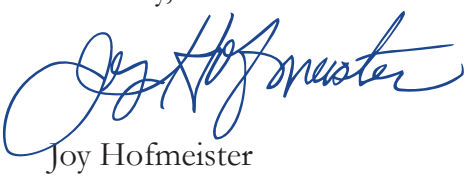
During tribal consultation, which is required under the Every Student Succeeds Act (ESSA), I challenge administrators and tribal leaders to engage in active listening as they collaborate to devise a plan for our school communities. Next comes reflection, follow-up, and most importantly, follow-through. A vision without action will not strengthen student success.

By nurturing these partnerships, we not only bolster ties between educators and families, we also enable our schools to qualify for additional federal resources – resources that translate to more time for individual instruction and advanced technological tools to fuel academic progress.

We have seen how community involvement can impact our children. Oklahoma's American Indian students continue to lead the nation in both math and reading scores, with our fourth-graders scoring 19 points above the national average in reading. I challenge our districts with distinctive ties to tribal nations to be a model for the rest of our state and, indeed, the nation. The practice of elevating our children through family engagement is something from which all schools can benefit, regardless of the make-up of their population.

Thank you for all of your work to empower our schoolchildren. The future of our state and nation depends on their continued success.

Sincerely,



Joy Hofmeister
State Superintendent of Public Instruction

Oklahoma State
Department *of* Education

Dear Tribal Leaders and Superintendents,

In this packet, and pursuant to the Every Student Succeeds Act (ESSA), the Oklahoma State Department of Education (OSDE) is providing guidance on tribal consultations with Oklahoma's 39 recognized tribal nations.

The OSDE's Office of Federal Programs and our STEP grant partners of the Chickasaw Nation, Cheyenne & Arapaho Tribes, and the Muscogee (Creek) Nation have collaborated to create this tool for Oklahoma school districts and the 39 recognized tribal nations headquartered in the state.

Included is contact information for Oklahoma's 39 recognized tribal nations, correspondence from the United States Department of Education (USDE), an Oklahoma tribal jurisdiction map, consultation details, a list of Oklahoma school districts participating in tribal consultation, frequently asked questions about tribal consultation, suggested consultation topics, a checklist for districts, and a consultation agreement.

Meaningful consultations will assist us in building relationships and strengthening support systems to bridge the gap between educators and tribes so that we may increase academic success and cultural understanding for Oklahoma students from Pre-K through 12th grade. For additional information, please do not hesitate to contact me.

Sincerely,

Dwight M. Pickering
Director, American Indian Education
Oklahoma State Department of Education
Oliver Hodge Building
2500 North Lincoln Blvd.
Oklahoma City, Oklahoma 73105
(405) 522-1591
Dwight.Pickering@sde.ok.gov

WHAT IS TRIBAL CONSULTATION?

Tribal consultation, required by the Every Student Succeeds Act (ESSA) for states with Title I grants and Title VI programs, is a formal process between tribal representatives and local educational agencies (LEAs) that serve an American Indian/Alaska Native (AI/AN) population. This consultation is for the LEA's benefit, not the State Education Agency's state plan.

This consultation process is essential to meeting the needs of Oklahoma's 130,000 American Indian students. It is required of any LEA with more than $40,000 in funding under Title VI's Indian, Native Hawaiian, and Alaska Native title or with AI/AN enrollment of at least 50 percent.

LEAs and tribal leaders are recommended to follow federal 30/60/90 guidelines for tribal consultation: 30 days' notice of consultation, 60 days for response, and 30 additional days for collaboration if needed. **Note: If a district and tribal nation have begun a consultation process, they should continue working together. There is no need to move a timeline back to restart the 30/60/90 continuum.**

The intent of the consultation process is to open the door to more conversation and collaboration between districts and tribes. Ideally, this work will be ongoing and evolve to become a monthly, bimonthly, quarterly, or annual opportunity to enhance the education of Oklahoma's American Indian student population. Please refer to the Dear Colleague letter from the United States Department of Education on pages 11-14 for additional information on tribal consultation.

RECOMMENDED DISTRICT CONSULTATION CHECKLIST

- ☑ District has arranged for consultation with relevant tribal nation(s), including time, place, and length of meeting.
- ☑ Tribal leaders have agreed upon the time, place, and length of meeting.
- ☑ District has provided a copy of all awarded grants before the meeting.
- ☑ District has posted a public notice of the meeting.
- ☑ District has prepared an agenda for the meeting.
- ☑ District has provided a sign-in sheet for the meeting.
- ☑ Tribal official and district have signed a consultation agreement.

September 26, 2016

Dear Colleague:

Thank you for your hard work and commitment in implementing the new requirements of the Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA). The ESSA represents a unique opportunity to increase equity and access for all children. I write today to offer guidance on a provision in the law that is of particular importance to our Nation's tribal communities: the new requirement under section 8538 of the ESEA, as amended by the ESSA,[1] for affected local educational agencies (LEAs) to consult with Indian tribes and tribal organizations on issues affecting Native students.[2]

Consultation will create opportunities for LEAs and tribal leaders to work together on behalf of American Indian and Alaska Native students. The consultation process will allow affected LEAs to gather input from Indian tribes and tribal organizations, fostering the collaboration that is a critical part of improving academic outcomes for Native students.[3]

The enclosed Frequently Asked Questions provide basic information to assist LEAs in ensuring that this process drives positive outcomes for administrators, Indian tribes and tribal representatives, and, most importantly, Native students.

I look forward to continuing to work with you and your staff to address the needs of our Native students.

Sincerely,

/s/

Ann Whalen
Senior Advisor to the Secretary Delegated
the Duties of Assistant Secretary for
Elementary and Secondary Education

Enclosure

[1] Throughout this document, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.
[2] Under Title I, State educational agencies (SEAs) are also required to conduct timely and meaningful consultation with Indian tribes, among other entities, prior to submitting their State plan to the Secretary (ESEA section 1111(a)(1)(A)).
[3] The U.S. Department of Education conducted tribal consultations on the changes to the ESEA generally, which included the SEA and LEA consultation requirements, with four meetings which took place on April 24, April 28, May 12, and June 27, 2016.

Frequently Asked Questions
ESEA, Section 8538, CONSULTATION WITH INDIAN TRIBES AND TRIBAL ORGANIZATIONS

1. What are the consultation requirements under section 8538 of the ESEA[1]?

In general, section 8538 requires affected local educational agencies (LEAs) (see Question 3 for definition of "affected LEA") to consult with Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, prior to submitting a plan or application for covered programs (see Question 5 for more information on the programs covered by section 8538). This requirement is designed "to ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students." The consultation must be done "in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute" to plans under covered programs.

2. When do the consultation requirements under section 8538 of the ESEA begin?

Consultation requirements under section 8538 of the ESEA begin with the plans or applications for fiscal year (FY) 2017 formula grant funding, or for the 2017-2018 school year. Affected LEAs (see Question 3) that educate American Indian/Alaska Native (AI/AN) students will be required to consult with local Indian tribes prior to submitting a plan or application under covered ESEA formula grant programs (see Question 5).

3. Which LEAs must consult with Indian tribes in accordance with section 8538 of the ESEA?

Under section 8538, an affected LEA is one that either: 1) has 50 percent or more of its student enrollment made up of AI/AN students; *or* 2) received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA[1], in the previous fiscal year that exceeds $40,000. In order to determine whether an LEA has 50 percent or more of its enrollment made up of AI/AN students, an LEA should use the enrollment data from the 2016-2017 school year to determine whether it is an affected LEA in FY 2017. The total AI/AN enrollment data would include those students who self-identify as AI/AN alone and AI/AN in combination with one or more races, regardless of Hispanic ethnicity. An LEA that receives an Indian education formula grant award greater than $40,000 in FY 2016 is an affected LEA for consultation purposes in FY 2017. Please contact Bernard Garcia, at bernard.garcia@ed.gov, Group Lead for Title VI Indian Education Formula Program, Office of Indian Education, OESE, for assistance in determining whether an LEA is an affected LEA under section 8538 of the ESEA.

4. How can an LEA find information about tribes?

The Bureau of Indian Affairs (BIA) publishes an official list of federally recognized tribes each year. This list is available at the Title VI community of practice website under "Additional Resources": https://easie.grads360.org/#communities/pdc/documents/9980. To find tribal addresses, see the list at the National Congress of American Indians (NCAI) website: http://www.ncai.org/tribal-directory. If you need information about the tribes in your service area, contact your respective state office for assistance.

[1] Throughout this document, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

5. On which programs must an affected LEA consult with Indian tribes?

Beginning with FY 2017, affected LEAs must consult with Indian tribes before submitting plans or applications for the following programs under ESEA:

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, subpart 2 (Rural and Low-Income School Program)
- Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies)

6. When should affected LEAs conduct the consultation required under section 8538 of the ESEA?

LEAs should conduct their consultation in advance of making significant decisions regarding plans or applications for covered programs, to ensure an "opportunity for . . . appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute" to an LEA's plan (section 8538(a)). The timeline for each consultation is dictated by requirements of the relevant formula grant program, which have different application deadlines. For example, a State may have a deadline for LEAs to submit a consolidated local plan to the State by a certain date in 2017, so for those programs the consultation must be completed before that date. Given that tribes may receive multiple requests for consultation, LEAs should consider arranging for informational meetings prior to consultation.

7. What should an LEA do to ensure "meaningful consultation"?

In order to ensure that consultation is meaningful, LEAs should provide Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, an opportunity to provide input and feedback to the LEA on plans for any covered program. An LEA should consider providing a list of issues or questions on which the LEA seeks input, or provide draft plans for this purpose, in advance of the consultation. An LEA should consult before it makes a final decision on significant and substantive issues related to the content of the plans. In addition, an LEA should consider providing written responses to tribal input received during consultation to explain how input was considered.

8. What documentation is required for consultation with Indian tribes under section 8538 of the ESEA?

Each LEA must maintain in the agency's records and, for State-administered ESEA programs, provide to the SEA, a written affirmation signed by the appropriate officials of the participating tribes (or tribal organizations approved by the tribes) that the required consultation occurred. If tribal officials do not provide such affirmation within a reasonable period of time, the LEA must forward to the SEA documentation that consultation has taken place.

9. **May an LEA combine this consultation with other requirements regarding tribal or parent involvement?**

Yes, an LEA may coordinate or consolidate the required ESEA consultation with the parent activities required under the Indian Education formula grant program, the Impact Aid program, and the Johnson O'Malley program. An LEA may only do so, however, if the activity in question – *i.e.*, the consultation – meets all of the requirements of each program. For example, an LEA may plan a public hearing or meeting with its local tribe regarding its education program generally in order to meet the Impact Aid requirements for Indian Policies and Procedures; that hearing with the tribe could incorporate the elements of the LEA's proposed plans under the covered programs, rather than hold a separate consultation event. The LEA should involve the local tribe or tribes in planning the best approach that satisfies the needs of the tribe(s) and the LEA in a time-effective manner, and that meets the requirements of the various programs.

10. **If an LEA has multiple tribes in the geographic area it serves, or if there is one tribe and multiple LEAs, must there be separate consultations with each tribe or LEA?**

Where there are multiple tribes and a single LEA, the LEA may hold a consultation that includes all affected local tribes. Similarly, where there are multiple LEAs and one tribe, there is no federal prohibition against a joint consultation held by several LEAs. In both cases the LEA must ensure that the tribe or tribes have a meaningful and timely opportunity to give input into an LEA's plans or applications.

11. **Can the Department provide additional information?**

Yes, the Department may offer assistance or provide other information upon request. Please contact the Office of Indian Education (OIE) at IndianEducation@ed.gov.

OKLAHOMA'S 39 TRIBAL NATIONS AND TRIBAL LEADERS

Absentee Shawnee Tribe of Indians of Oklahoma
Governor Edwina Butler-Wolfe
2025 South Gordon Cooper Drive
Shawnee, OK 74801
(405) 275-4030, Ext. 6308
tparker@astribe.com
astribe.com

Alabama-Quassarte Tribal Town
Chief Tarpie Yargee
P.O. Box 187
Wetumka, OK 74883
(405) 452-3987
chief@alabama-quassarte.org
aqtribal.com

Apache Tribe of Oklahoma
Chairman Bobby Komardley
P.O. Box 1330
Anadarko, OK 73005
(405) 247-9493
rjelizarraras@outlook.com
apachetribe.org

Caddo Nation of Oklahoma
Chairperson Tamara Francis-Fourkiller
P.O. Box 487
Binger, OK 73009
(405) 656-2344
tffourkiller.cn@gmail.com
caddonation-nsn.gov

Cherokee Nation
Principal Chief Bill John Baker
P.O. Box 948
Tahlequah, OK 74465
(918) 453-5000
ron-etheridge@cherokee.org
cherokee.org

Cheyenne & Arapaho Tribes of Oklahoma
Governor Eddie Hamilton
100 Red Moon Circle
Concho, OK 73022
(405) 422-7733
ehamilton@c-a-tribes.org
c-a-tribes.org

The Chickasaw Nation
Governor Bill Anoatubby
P.O. Box 1548
Ada, OK 74820
(580) 436-7280
tammy.gray@chickasaw.net
chickasaw.net

Choctaw Nation of Oklahoma
Chief Gary Batton
P.O. Box 1210
Durant, OK 74702
(580) 924-8280
tlouis@choctawnation.com
choctawnation.com

Citizen Potawatomi Nation
Chairman John "Rocky" Barrett
1601 South Gordon Cooper Drive
Shawnee, OK 74801
(405) 275-3121
cpn@potawatomi.org
potawatomi.org

Comanche Nation
Chairman William Nelson
P.O. Box 908
Lawton, OK 73502
(580) 492-4988
administration@comanchenation.com
comanchenation.com

Delaware Nation
President Kerry Holton
P.O. Box 825
Anadarko, OK 73005
(405) 247-2448
lenapendn@gmail.com
delawarenation.com

Delaware Tribe of Indians
Chief Chester Brooks
5100 Tuxedo Boulevard
Bartlesville, OK 74006
(918) 337-6593
cbrooks@delewaretribe.org
delawaretribe.org

Eastern Shawnee Tribe of Oklahoma
Chief Glenna J. Wallace
12755 South 705 Road
Wyandotte, OK 74370
(918) 666-2435
gjwallace@estoo.net
estoo-nsn.gov

Euchee (Yuchi) Tribe of Indians
Chairman Geoffrey Rolland
P.O. Box 10
Sapulpa, OK 74067

Fort Sill Apache Tribe of Oklahoma
Chairman Jeff Haozous
Route 2, Box 121
Apache, OK 73006
(580) 588-2298
jeff@fortsillapache-nsn.gov
apachetribe.org

Iowa Tribe of Oklahoma
Chairman Bobby Walkup
335588 E. 750 Road
Perkins, OK 74059
(405) 547-2402
bwalkup@iowanation.org
bahkhoje.com

Kaw Nation
Chairwoman Jacque Hensley
P.O. Box 50
Kaw City, OK 74641
(580) 269-2552
jshensley@kawnation.com
kawnation.com

Kialegee Tribal Town
Mekko Jeremiah Hobia
P.O. Box 332
Wetumka, OK 74883
(405) 452-3262
jeremiah.hobia@kialegeetribe.net

Kickapoo Tribe of Oklahoma
Chairman David Pacheco, Jr.
P.O. Box 70
McLoud, OK 74851
(405) 964-7053
dpacheco@kickapootribeofoklahoma.com
kickapootribeofoklahoma.com

Kiowa Tribe of Oklahoma
Chairman Matthew M. Komalty
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Carnegie, OK 73015
(580) 654-2300, Ext. 344
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kiowatribe.org

Miami Tribe of Oklahoma
Chief Douglas Lankford
P.O. Box 1326
Miami, OK 74355
(918) 542-1445
dlankford@miamination.com
miamination.com

Modoc Tribe of Oklahoma
Chief Bill Follis
22 N. Eight Tribes Trail
Miami, OK 74354
(918) 542-1190
modoctribe@cableone.net
modoctribe.com

Muscogee (Creek) Nation
Principal Chief James Floyd
P.O. Box 580
Okmulgee, OK 74447
(918) 732-7605
jfloyd@mcn-nsn.gov
mcn-nsn.gov

Osage Nation
Principal Chief Geoffrey Standing Bear
627 Grandview
Pawhuska, OK 74056
(918) 287-5555
sdecker@osagenation-nsn.gov
osagenation-nsn.gov

Otoe-Missouria Tribe of Indians
Chairman John R. Shotton
8151 Highway 177
Red Rock, OK 74651
(580) 723-4466, Ext. 107
jshotton@omtribe.org
omtribe.org

Ottawa Tribe of Oklahoma
Chief Ethel Cook
P.O. Box 110
Miami, OK 74355
(918) 961-0980
cethel@cableone.net
ottawatribe.org

Pawnee Nation of Oklahoma
President W. Bruce Pratt
P.O. Box 470
Pawnee, OK 74058
(918) 762-3621
bpratt@pawneenation.org
pawneenation.org

Peoria Tribe of Indians of Oklahoma
Chief John P. Froman
P.O. Box 1527
Miami, OK 74355
(918) 540-2535
jfroman@peoriatribe.com
peoriatribe.com

Ponca Tribe of Oklahoma
Chairman Earl Howe
20 White Eagle Drive
Ponca City, OK 74601
(580) 762-8104
e.howe707@gmail.com
ponca.com

Quapaw Tribe
Chairman John L. Berrey
P.O. Box 765
Quapaw, OK 74363
(918) 542-1853
jberrey@ogahpah.com
quapawtribe.com

Sac & Fox Nation of Oklahoma
Principal Chief Kay Rhoads
920883 S. Highway 99
Stroud, OK 74079
(918) 968-3526
chief@sacandfoxnation-nsn.gov
sacandfoxnation-nsn.gov

Seminole Nation
Principal Chief Leonard M. Harjo
P.O. Box 1498
Wewoka, OK 74884
(405) 257-7200
chief.prin@sno-nsn.gov
sno-nsn.gov

Seneca-Cayuga Nation
Chief William L. Fisher
23701 South 655 Road
Grove, OK 74344
(918) 787-5452
wfisher@sctribe.com
sctribe.com

Shawnee Tribe
Chief Ron Sparkman
P.O. Box 189
Miami, OK 74355
(918) 542-2441
rondede1@gmail.com
shawnee-tribe.com

Thlopthlocco Tribal Town
Town King Ryan Morrow
P.O. Box 188
Okemah, OK 74859-0188
(918) 560-6198
rmorrow@tttown.org
tttown.org

Tonkawa Tribe of Oklahoma
President Russell Martin
1 Rush Buffalo Road
Tonkawa, OK 74653
(580) 628-2561
mallen@tonkawatribe.com
tonkawatribe.com

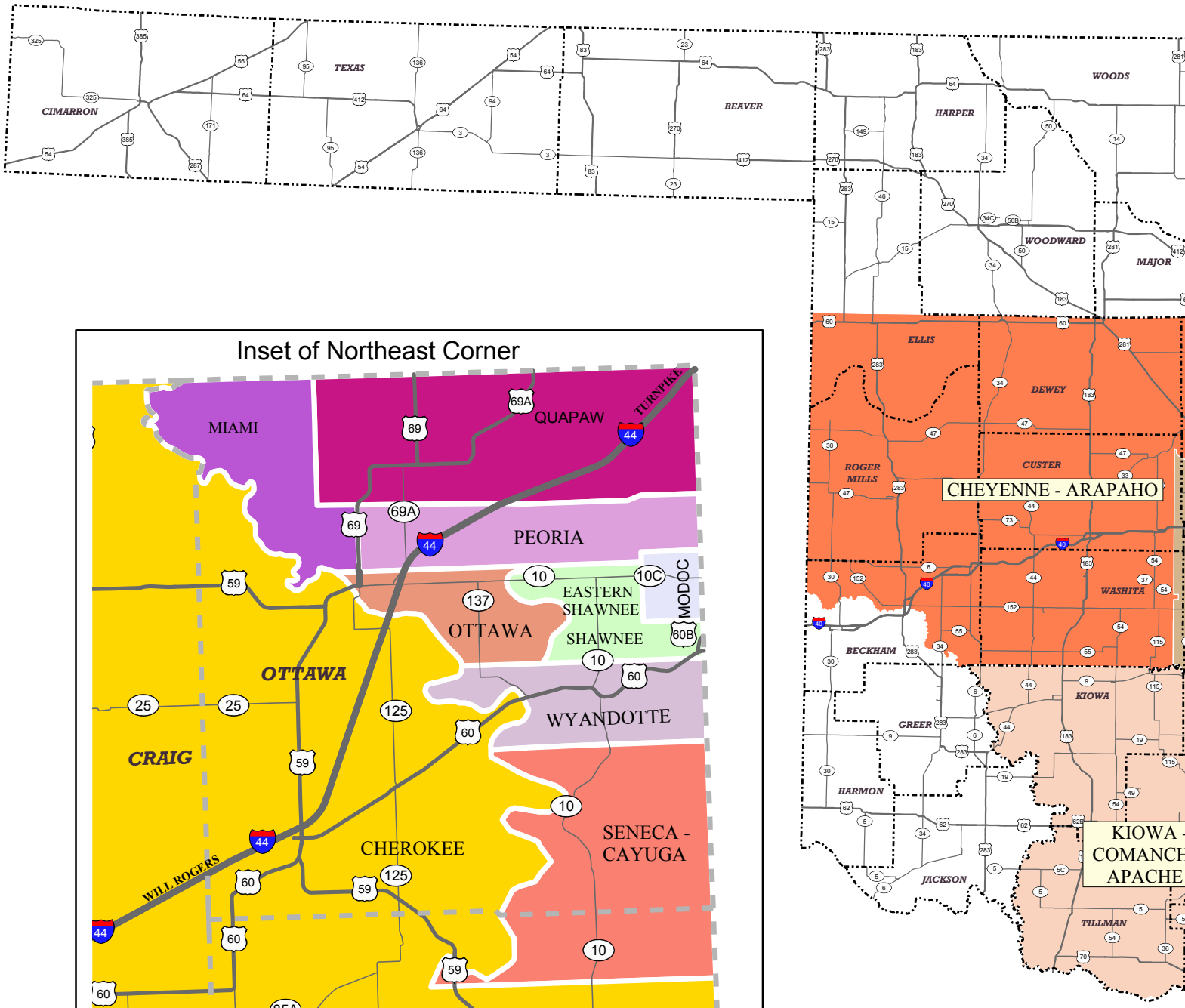
United Keetoowah Band of Cherokee Indians
Chief Joe Bunch
P.O. Box 746
Tahlequah, OK 74465
(918) 722-4300
jbunch@ukb-nsn.gov
keetoowahcherokee.org

Wichita & Affiliated Tribes
President Terri Parton
P.O. Box 729
Anadarko, OK 73005
(405) 247-2425, Ext. 101
Terri.Parton@wichitatribe.com
wichitatribe.com

Wyandotte Nation
Chief Billy Friend
64700 East Highway 60
Wyandotte, OK 74370
(918) 678-2297
bfriend@wyandotte-nation.org
wyandotte-nation.org

If you have difficulty making contact with a tribal leader, please reach out to Dwight Pickering, OSDE's Director of American Indian Education, at Dwight.Pickering@sde.ok.gov or (405) 522-1591.

TRIBAL JURISDICTI

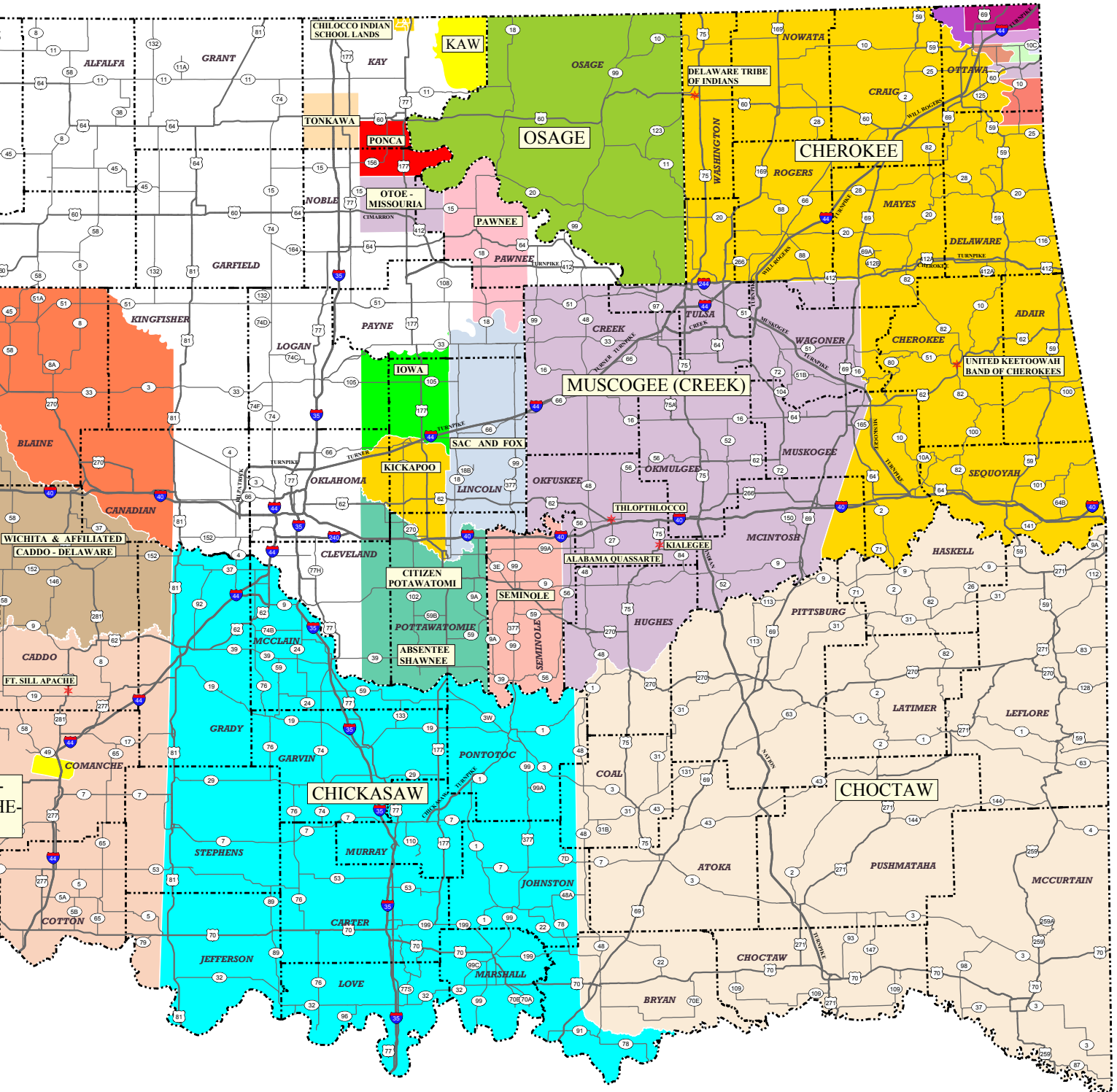


38 FEDERALLY RECOGNIZED TRIBES

- ABSENTEE SHAWNEE TRIBE
- ALABAMA QUASSARTE TRIBAL TOWN
- APACHE TRIBE
- CADDO NATION
- CHEROKEE NATION
- CHEYENNE - ARAPAHO TRIBES
- THE CHICKASAW NATION
- CHOCTAW NATION
- CITIZEN POTAWATOMI NATION
- COMANCHE NATION
- DELAWARE NATION
- DELAWARE TRIBE OF INDIANS
- EASTERN SHAWNEE TRIBE
- FT. SILL APACHE TRIBE
- IOWA TRIBE
- KAW NATION
- KIALEGEE TRIBAL TOWN
- KICKAPOO TRIBE
- KIOWA TRIBE
- MIAMI TRIBE
- MODOC TRIBE

OKLAHOMA DEPARTMENT OF TRANSPORTATION
PLANNING & RESEARCH DIVISION
GIS MANAGEMENT BRANCH
200 N.E. 21ST. STREET
OKLAHOMA CITY, OKLAHOMA 73105

ONS IN OKLAHOMA



(Tribal Boundaries provided by the Bureau of Land Management)

MUSCOGEE (CREEK) NATION	QUAPAW TRIBE	UNITED KEETOOWAH BAND OF CHEROKEES
OSAGE NATION	SAC AND FOX NATION	WICHITA & AFFILIATED TRIBES
OTOE - MISSOURIA TRIBE	SEMINOLE NATION	WYANDOTTE NATION
OTTAWA TRIBE	SENECA - CAYUGA NATION	
PAWNEE NATION	SHAWNEE TRIBE	
PEORIA TRIBE	THLOPTHLOCCO TRIBAL TOWN	
PONCA TRIBE	TONKAWA TRIBE	

*THE EUCHEE (YUCHI) TRIBE IS A STATE-RECOGNIZED TRIBE THAT IS PART OF THE MUSCOGEE (CREEK) NATION

OKLAHOMA SCHOOL DISTRICTS PARTICIPATING IN TRIBAL CONSULTATION

DISTRICT/SCHOOL	SUPERINTENDENT	PHONE NUMBER	EMAIL ADDRESS
Ada	Mike Anderson	(580) 310-7200	andersonm@adapss.com
Adair	Tom Linihan	(918) 785-2424	tlinihan@adairschools.org
Albion*	C. Lynn Bullard	(918) 563-4331	clynnbullardsupt@hotmail.com
Anadarko**	Cindy Hackney	(405) 247-6605	chackney@apswarriors.com
Antlers	Cary Ammons	(580) 298-5504	cammons@antlers.k12.ok.us
Ardmore	Kim Holland	(580) 223-2483	kholland@ardmoreschools.org
Atoka	Jay McAdams	(580) 889-6611	jmc@atoka.org
Bartlesville	Chuck McCauley	(918) 336-8600	mccauleycr@bps-ok.org
Battiest*	Stace Ebert	(580) 241-7810	eberts@battiest.k12.ok.us
Beggs	Ronald Martin	(918) 267-3628	rwmartin@beggs.k12.ok.us
Belfonte*	Paul Pinkerton	(918) 427-3522	ppinkerton@belfonte.k12.ok.us
Berryhill	Mike Campbell	(918) 446-1966	mike.campbell@berryhillschools.org
Bethel	Tod Harrison	(405) 273-0385	harrisont@bethel.k12.ok.us
Bixby	Kyle Wood	(918) 366-2200	kwood@bixbyps.org
Blackwell	Richard Riggs	(580) 363-2570	rriggs@blackwell.k12.ok.us
Blanchard	Jim Beckham	(405) 485-3391	drbeckham@blanchard.k12.ok.us
Briggs**	Stephen Haynes	(918) 456-4221	shaynes@briggs.k12.ok.us
Bristow	Curtis Shelton	(918) 367-5555	cshelton@bristow.k12.ok.us
Broken Arrow	Janet Dunlop	(918) 259-5700	jcdunlop@baschools.org
Broken Bow	Carla Ellisor	(580) 584-3306	cjellisor@bbisd.org
Brushy	Greg Reynolds	(918) 775-4458	greynolds@brushy.k12.ok.us
Buffalo Valley*	Justin Kennedy	(918) 522-4426	jkennedy@bvpsd.org
Byng	Todd Crabtree	(580) 310-6751	todd@byngschools.com
Cache	Randy Batt	(580) 429-3266	randy.batt@cacheps.org
Calera	Gerald Parks	(580) 434-5700	gparks@caleraisd.k12.ok.us
Canadian	Rodney Karch	(918) 339-7251	rkarch@canadian.k12.ok.us

Districts without designation receive a minimum of $40,000 per year in Title VI funding
**Districts with at least 50% AI/AN enrollment | **Title VI funding and 50%+ enrollment*

DISTRICT/SCHOOL	SUPERINTENDENT	PHONE NUMBER	EMAIL ADDRESS
Caney Valley	Rick Peters	(918) 536-2500	rpeters@cvalley.k12.ok.us
Carnegie	Mark Batt	(580) 654-1470	mbatt@carnegie.k12.ok.us
Catoosa	Rick Kibbe	(918) 266-8603	rkibbe@catoosa.k12.ok.us
Cave Springs*	Geary Brown	(918) 775-2364	gbrown@cavesprings.k12.ok.us
Central	Larry G. Henson	(918) 775-5525	lhenson@centralps.k12.ok.us
Chandler	Wayland Kimble	(405) 258-1450	wkimble@chandler.k12.ok.us
Checotah	Janet Blocker	(918) 473-5610	jblocker@checotah.k12.ok.us
Chelsea**	Rich McSpadden	(918) 789-2528	rmcspadden@chelseadragons.net
Cherokee Immersion Charter*	Leroy Qualls	(918) 453-5172	leroy-qualls@cherokee.org
Choctaw-Nicoma Park	Jim McCharen	(405) 769-4859	supt@cnpschools.org
Chouteau-Mazie	Kenny Mason	(918) 476-8376	kmason@chouteauwildcats.com
Claremore	J. Michael McClaren	(918) 923-4200	mmcclaren@claremore.k12.ok.us
Clinton	Kevin Hime	(580) 323-1800	kevin.hime@clintonokschools.org
Coalgate	Gregory Davidson	(580) 927-2351	gdavidson@coalgateschools.org
Colbert	Jarvis Dobbs	(580) 296-2624	dobbsj@colbert.k12.ok.us
Colcord**	Bud Simmons	(918) 326-4116	bsimmons@colcordschools.com
Collinsville	Lance West	(918) 371-4776	lwest@collinsville.k12.ok.us
Commerce	Jimmy Haynes	(918) 675-4316	jhaynes@commercetigers.net
Coweta	Jeff Holmes	(918) 486-6506	jeff.holmes@cowetaps.org
Cushing	Koln Knight	(918) 225-3425	koln.knight@cushing.k12.ok.us
Dahlonegah*	Jeff Limore	(918) 696-7807	jtlimore@dahlonegah.k12.ok.us
Darlington*	Jimmie Smith	(405) 262-0137	jsmith@darlington.k12.ok.us
Davis	Todd Garrison	(580) 369-2386	tgarrison@davis.k12.ok.us
Deer Creek	Ranet Tippens	(405) 348-6100	ranettippens@dcsok.org
Dewar**	Todd Been	(918) 652-9625	tpbeen@dewar.k12.ok.us
Dewey	Vince Vincent	(918) 534-2241	vwvincent@deweyk12.org
Dickson	Jeff Colclasure	(580) 223-3624	jcolclasure@dickson.k12.ok.us
Drumright	Robby Dorsey	(918) 352-2492	rdorsey@drumright.k12.ok.us
Durant	Duane Merideth	(580) 924-1276	duane.merideth@durantisd.org
Edmond	Bret Towne	(405) 340-2828	bret.towne@edmondschools.net

Districts without designation receive a minimum of $40,000 per year in Title VI funding
**Districts with at least 50% AI/AN enrollment | **Title VI funding and 50%+ enrollment*

DISTRICT/SCHOOL	SUPERINTENDENT	PHONE NUMBER	EMAIL ADDRESS
El Reno	Craig McVay	(405) 262-1703	cmcvay@elrenops.org
Enid	Darrell Floyd	(580) 366-7000	dgfloyd@enidk12.org
Eufaula	Jeanette Smith	(918) 689-2152	jfsmith@eufaula.k12.ok.us
Fairland	Mark Alexander	(918) 676-3811	malexander@fairlandowls.com
Fort Gibson	Derald Glover	(918) 478-2474	d_glover@ftgibson.k12.ok.us
Frontier**	Robert Weckstein	(580) 723-4361	wecksteinb@frontierok.com
Gans	Larry Calloway	(918) 775-2236	lcalloway@gans.k12.ok.us
Glenpool	Jerry Olansen	(918) 322-9500	jdolansen@glenpoolps.org
Gore**	Lucky McCrary	(918) 489-5587	lmccrary@gorepublicschools.org
Gracemont*	Jamie Mitchell	(405) 966-2236	sup@gracemont.k12.ok.us
Grand View**	Ed Kennedy	(918) 456-5131	ekennedy@grandview.k12.ok.us
Greasy*	Michael Wolfe	(918) 696-7768	michael.wolfe@greasy.k12.ok.us
Grove	Sandy Jo Coaly	(918) 786-3003	scoaly@ridgerunners.net
Guthrie	Mike Simpson	(405) 282-8900	mike.simpson@guthrieps.net
Haileyville	Roger Hemphill	(918) 297-2626	rhemphill@haileyville.k12.ok.us
Hanna*	Richard Boatright	(918) 657-2523	rboatright@hanna.k12.ok.us
Harrah	Paul Blessington	(405) 454-6244	pblessington@harrahschools.com
Hartshorne**	Mark Ichord	(918) 297-2534	michord@hartshorne.k12.ok.us
Haskell	Doyle Bates	(918) 482-5221	dbates@haskellps.org
Heavener	Edward Wilson	(918)-653-7223	ewilson@heavenerschools.org
Henryetta	Dwayne Noble	(918) 652-6523	dnoble@henryetta.k12.ok.us
Hilldale	Kaylin Coody	(918) 683-0273	kcoody@hilldaleps.org
Hodgen**	Ward Brown	(918) 653-4476	wbrown@hodgen.k12.ok.us
Holdenville	Randy Davenport	(405) 379-5483	rdavenport@holdenville.k12.ok.us
Hominy**	Doyle Edwards	(918) 885-6511	ed@hominy.k12.ok.us
Hugo	Earl Dalke	(580) 326-6483	edalke@hugoschools.com
Hulbert**	Marilyn Dewoody	(918) 772-2501	mdewoody@hulbertriders.com
Idabel	Doug Brown	(580) 286-7639	doug.brown@idabelps.org
Inola	Kent Holbrook	(918) 543-2255	kholbrook@inola.k12.ok.us
Jay	Charles Thomas	(918) 253-4293	cthomas@jay.k12.ok.us

Districts without designation receive a minimum of $40,000 per year in Title VI funding
**Districts with at least 50% AI/AN enrollment | **Title VI funding and 50%+ enrollment*

DISTRICT/SCHOOL	SUPERINTENDENT	PHONE NUMBER	EMAIL ADDRESS
Jenks	Stacey Butterfield	(918) 299-4411	stacey.butterfield@jenksps.org
Justice*	Chris Bryan	(405) 257-2962	cbryan@justice.k12.ok.us
Justus-Tiawah	David Garroutte	(918) 341-3626	dgarroutte@justustiawah.com
Kansas**	Jim Burgess	(918) 868-2562	jim@kansasps.com
Kellyville	Joe Pierce	(918) 247-6133	jpierce@kellyvilleschools.org
Kenwood*	Billy Taylor	(918) 434-5799	billyt@sstelco.com
Ketchum	Pete Hiseley	(918) 782-5091	phiseley@ketchumwarriors.com
Keys**	Vol Woods	(918) 458-1835	vwoods@keys.k12.ok.us
Kiefer	Mary Murrell	(918) 321-3421	mmurrell@kiefer.k12.ok.us
Kingfisher	Jason Sternberger	(405) 375-4194	jason.sternberger@kingfisher.k12.ok.us
Kingston	Ron Whipkey	(580) 564-9033	rwhipkey@kingston.k12.ok.us
Konawa	Andy Gower	(580) 925-3244	andygower@konawa.k12.ok.us
Latta	Cliff Johnson	(580) 332-2092	supt@latta.k12.ok.us
Lawton	Tom Deighan	(580) 357-6900	tom.deighan@lawtonps.org
Le Flore*	Lane Jackson	(918) 753-2345	ljackson@leflore.k12.ok.us
Leach*	Andrea Sealock	(918) 868-2277	asealock@leachschool.net
Little Axe	Jay Thomas	(405) 329-7691	jay.thomas@littleaxeps.org
Locust Grove	Lori Helton	(918) 479-5243	lhelton@lg.k12.ok.us
Lone Grove	Meri Jayne Miller	(580) 657-3131	mjmiller@lonegrove.k12.ok.us
Lowrey*	Cris Wyse	(918) 456-4053	cwyse@lowrey.k12.ok.us
Madill	Jon Tuck	(580) 795-3303	jtuck@madillok.com
Mannford	Steve Waldvogel	(918) 865-4062	waldvogels@mannford.k12.ok.us
Marble City*	Bill London	(918) 775-2135	blondon@mcps.k12.ok.us
Marlow	George Coffman, Jr.	(580) 658-2719	gcoffman@marlow.k12.ok.us
Maryetta**	Lori Means	(918) 696-2285	lmeans@maryetta.k12.ok.us
McAlester	Randy Hughes	(918) 423-4771	rhughes@mcalester.k12.ok.us
McLoud	Steve Stanley	(405) 964-3314	sstanley@mcloudschools.us
Miami	Jeremy Hogan	(918) 542-8455	jhogan@mpswardogs.com
Midwest City-Del City	Rick Cobb	(405) 737-4461	rcobb@mid-del.net
Moore	Robert Romines	(405) 735-4249	robertromines@mooreschools.com

Districts without designation receive a minimum of $40,000 per year in Title VI funding
**Districts with at least 50% AI/AN enrollment | **Title VI funding and 50%+ enrollment*

DISTRICT/SCHOOL	SUPERINTENDENT	PHONE NUMBER	EMAIL ADDRESS
Morris	James Lyons	(918) 733-9072	jlyons@morrisschools.net
Muldrow	Ronal Flanagan	(918) 427-7406	ronald.flanagan@staff.muldrowps.org
Muskogee	Mike Garde	(918) 684-3700	mike.garde@mpsi20.org
Mustang	Sean McDaniel	(405) 376-2461	mcdaniels@mustangps.org
Nashoba*	Charles Caughern, Jr.	(918) 755-4343	ccaughern@nashoba.k12.ok.us
Newcastle	Tony O'Brien	(405) 387-2890	tobrien@newcastle.k12.ok.us
Noble	Frank Solomon	(405) 872-3452	fsolomon@nobleps.com
Norman	Joseph Siano	(405) 364-1339	jsiano@norman.k12.ok.us
North Rock Creek	Blake Moody	(405) 275-3473	bmoody@nrc.k12.ok.us
Nowata	Leon Ashlock	(918) 273-3425	lashlock@npsok.org
Oaks-Mission**	John Sheridan	(918) 868-2183	oakssupt@oaksschools.com
Okay*	Charles McMahan	(918) 682-2548	cmcmahan@okayps.org
Okemah	Tony Dean	(918) 623-1874	tdean@okemahk12.com
Oklahoma City	Aurora Lora	(405) 587-0448	aalora@okcps.org
Okmulgee	Renee Dove	(918) 758-2000	rdove@okmulgeeps.com
Oktaha**	Jerry Needham	(918) 687-7556	jneedham@oktahaschool.com
Oologah-Talala	Max Tanner	(918) 443-6079	max.tanner@oologah.k12.ok.us
Owasso	Clark Ogilvie	(918) 272-5367	clark.ogilvie@owassops.org
Pauls Valley	Mike Martin	(405) 238-6453	mmartin@paulsvalley.k12.ok.us
Pawhuska	Janet Neufeld	(918) 287-1265	jneufeld@ppshuskies.org
Pawnee	Ned Williams	(918) 762-3676	ned.williams@pawnee.k12.ok.us
Peavine*	Michael Hargis	(918) 696-7818	mhargis@peavinepanthers.net
Peggs*	John Cox	(918) 598-3412	jcox@peggs.k12.ok.us
Perkins-Tryon	James Ramsey	(405) 547-5703	jeramsey@p-t.k12.ok.us
Piedmont	James White	(405) 373-2311	james.white@piedmontschools.org
Plainview	Karl Stricker	(580) 223-6319	kstricker@plainview.k12.ok.us
Pocola	Lawrence Barnes	(918) 436-2424	lbarnes@pocola.k12.ok.us
Ponca City	David Pennington	(580) 767-8000	pennid@pcps.us
Porum	Landon Berry	(918) 484-5121	lberry@porum.k12.ok.us
Poteau	Don Sjoberg	(918) 647-7700	sjobergdon@poteau.k12.ok.us

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**Districts with at least 50% AI/AN enrollment | **Title VI funding and 50%+ enrollment*

DISTRICT/SCHOOL	SUPERINTENDENT	PHONE NUMBER	EMAIL ADDRESS
Prague	Justin Lockwood	(405) 567-8580	jlockwood@prague.k12.ok.us
Preston	Mark Hudson	(918) 756-3388	mhudson@preston.k12.ok.us
Pryor	Don Raleigh	(918) 825-1255	raleighd@pryorschools.org
Putnam City	Fred Rhodes	(405) 495-5200	frhodes@putnamcityschools.org
Quapaw	Randy Darr	(918) 674-2501	rdarr@quapaw.k12.ok.us
Riverside Indian School	Clay Vinyard	(405) 247-6670	martin.vinyard@bie.edu
Rocky Mountain*	Alicia Ketcher	(918) 696-7509	aketcher@rockymtn.k12.ok.us
Roland	Paul Wood	(918) 427-4601	rwood@rolandschools.org
Ryal*	Lynn Maxwell	(918) 652-7461	lmaxwell@ryal.k12.ok.us
Salina**	Tony Thomas	(918) 434-5091	tthomas@salina.k12.ok.us
Sallisaw	Scott Farmer	(918) 775-5544	sfarmer@sallisaw.k12.ok.us
Sand Springs	Sherry Durkee	(918) 246-1406	sherry.durkee@sandites.org
Sapulpa	Robert Armstrong	(918) 224-3400	rarmstrong@sapulpaps.org
Seminole	Alfred Gaches	(405) 382-5085	agaches@sps.k12.ok.us
Sequoyah	Terry Saul	(918) 341-5472	terry.saul@sequoyaheagles.net
Sequoyah HS	Leroy Qualls	(918) 453-5400	leroy-qualls@cherokee.org
Shady Grove*	Emmett Thompson	(918) 772-2511	ethompson@shadygrove.k12.ok.us
Shawnee	April Grace	(405) 273-0653	agrace@shawnee.k12.ok.us
Silo	Kate McDonald	(580) 924-7000	k.mcdonald@siloisd.org
Skiatook	Rick Thomas	(918) 396-1792	rthomas@skiatookschools.org
Sperry	Brian Beagles	(918) 288-6258	bbeagles@sperry.k12.ok.us
Spiro	Richard Haynes	(918) 962-2463	rhaynes@spiro.k12.ok.us
Stigler	Clayton Edwards	(918) 967-2805	cedwards@stigler.k12.ok.us
Stillwater	Marcus Moore	(405) 707-5043	mmoore@stillwaterschools.com
Stilwell**	Geri Gilstrap	(918) 696-7001	ggilstrap@stilwellk12.org
Stonewall	Kevin Flowers	(580) 265-4241	kflowers@stonewall.k12.ok.us
Stratford	Michael Blackburn	(580) 759-3615	mblackburn@stratford.k12.ok.us
Stringtown*	Tony Potts	(580) 346-7423	tpotts@stringtownisd.org
Stuart*	Tracy Blasengame	(918) 546-2476	tblas@stuart.k12.ok.us
Sulphur	Gary Jones	(580) 622-2061	gary.jones@sulphurk12.org

Districts without designation receive a minimum of $40,000 per year in Title VI funding
**Districts with at least 50% AI/AN enrollment | **Title VI funding and 50%+ enrollment*

DISTRICT/SCHOOL	SUPERINTENDENT	PHONE NUMBER	EMAIL ADDRESS
Tahlequah	Lisa Presley	(918) 458-4100	presleyl@tahlequahschools.org
Talihina*	Jason Lockhart	(918) 567-2259	jlockhart@talihina.k12.ok.us
Tecumseh	Tom Wilsie	(405) 598-3739	wilsiet@tecumseh.k12.ok.us
Tenkiller**	Bryan Hix	(918) 457-5996	bhix@tenkiller.k12.ok.us
Tishomingo	Kevin Duncan	(580) 371-9190	kduncan@tishomingo.k12.ok.us
Tulsa	Deborah Gist	(918) 746-6800	gistde@tulsaschools.org
Union	Kirtis Hartzler	(918) 357-4321	hartzler.kirt@unionps.org
Valliant	Craig Wall	(580) 933-7232	cwall@vpsd.org
Vian	Victor Salcedo	(918) 773-5798	vsalcedo@vian.k12.ok.us
Vinita	Kelly Grimmett	(918) 256-6778	grimmekd@vinitahornets.com
Wagoner	Randy Harris	(918) 485-4046	rharris@wagonerps.org
Wainwright*	Jim Ogden	(918) 474-3484	wainwright.ps@lycos.com
Warner	David Vinson	(918) 463-5171	davidvinson@warner.k12.ok.us
Webbers Falls*	Dixie Swearingen	(918) 464-2580	dswearingen@webbersfalls.k12.ok.us
Western Heights	Joe Kitchens	(405) 350-3410	joe.kitchens@westernheights.k12.ok.us
Westville	Terry Heustis	(918) 723-3181	theustis@westville.k12.ok.us
Wetumka**	Donna McGee	(405) 452-5150	dmcgee@wetumka.k12.ok.us
Wewoka	Torrey Gaines	(405) 257-5475	tgaines@wps.k12.ok.us
White Oak*	Richard McSpadden	(918) 256-4484	rmcspadden@whiteoakschool.net
Wickliffe*	Teresia Knott	(918) 434-5558	teresia.knott@wickliffeschool.com
Wilburton	Beatrice Butler	(918) 465-2100	trice.butler@wilburtondiggers.org
Wister	Rachel Pugh	(918) 655-7381	rachel.pugh@wisterschools.org
Woodall	Linda Clinkenbeard	(918) 458-5444	lclink@woodall.k12.ok.us
Woodland**	Todd Kimrey	(918) 642-3297	tkimrey@woodland.k12.ok.us
Wright City	David Hawkins	(580) 981-2824	dhawkins@wcisd.org
Wyandotte	Troy Gray	(918) 678-2255	tgray@wyandotte.k12.ok.us
Yukon	W. Jason Simeroth	(405) 354-2587	jason.simeroth@yukonps.com
Zion**	Charles Benham	(918) 696-7866	c_benham@zionjets.com

Districts without designation receive a minimum of $40,000 per year in Title VI funding
**Districts with at least 50% AI/AN enrollment | **Title VI funding and 50%+ enrollment*

SUGGESTED TOPICS

THE FOLLOWING QUESTIONS ARE SUGGESTIONS TO CREATE MEANINGFUL CONSULTATION BETWEEN DISTRICTS AND FEDERALLY RECOGNIZED TRIBES.

CONSULTATION Q&A

Who is responsible for initiating the ESSA tribal consultation?

The school district superintendent is responsible for contacting a tribal leader.

What tribe or tribes should be invited to a school district ESSA tribal consultation?

District superintendents must consult with the tribe in which their school district is located. Refer to the tribal directory and tribal jurisdiction map.

What if a school is not located in a tribal jurisdiction?

District superintendents should set up a consultation with a tribe or tribes within a 50-mile radius. Refer to the tribal directory and tribal jurisdiction map.

What if there is more than one tribe within a 50-mile radius?

District superintendents should refer to their student American Indian/Alaska Native (AI/AN) population. They may choose to consult with the tribe with the highest population of students in their district or with more than one tribe.

When should tribal consultations begin?

The Title VI formula grant tribal consultation process begins now and must be completed by the end of the Part 2 application process, which is due in ***June 2017****.*

For Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; and Title V, Part B, subpart 2, the consultation process may begin now and must be completed prior to federal grant submission in ***September 2017****.*

QUESTIONS TRIBAL NATIONS MAY ASK THE LOCAL EDUCATION AGENCY (LEA)

What technical assistance is needed from the tribe or tribes to enhance students' academic and cultural needs?

How many educators on staff are AI/AN?

What is the level of AI/AN parent involvement?

What programs are offered specifically for AI/AN students? (Please include clubs, activities, and cultural events.)

How many AI/AN students speak their tribal language?

Are any tribal languages offered at the school? Which ones?

How do you identify your AI/AN students?

How do you identify your at-risk students?

How many of your students are members of our tribe? (You may check with your Indian education director for this answer.)

QUESTIONS THE LEA MAY ASK TRIBAL NATIONS

What mutual benefit do we hope to achieve as a result of the consultation?

What will you do with the information obtained from the consultation?

How do you foresee your tribe working with our school?

How will tribal consultation benefit our district?

What programs and services does your tribe offer?

Do you provide services to all tribes? In or outside your tribal boundaries?

What should we know about your tribe and tribal culture?

How many school districts are in your tribal jurisdiction?

How many people are employed by the tribe?

Who is my contact for Impact Aid?

How much revenue does your tribe contribute to the Oklahoma Compact Agreement?

Would your tribe conduct home visits? If so, in what areas?

Who is my contact in the tribe?

Do you offer professional development or training?

How would you like to see us handle issues like the Land Run and mascots?

How can we reach out to parents more effectively?

Is it possible for a student to be enrolled in more than one tribe?

Are you allowed to pick your tribe?

What is a Certificate of Degree of Indian Blood (CDIB) card and how does someone obtain one?

Are AI/AN students only identified by their CDIB card?

What is the correct way to identify the tribes?

How should I address my Native students?

How does your Johnson O'Malley Program work?

INFORMATION OR DATA A TRIBAL NATION MAY REQUEST

What American Indian/Alaska Native (AI/AN) data is available?

Number of AI/AN:

- Transfer students
- Students with high mobility
- At-risk students
- Dropouts
- Truants
- Students with discipline problems
- Students in alternative education
- Students participating in free and reduced lunch programs
- Students attending after-school programs
- Students on an Individualized Education Program (IEP)
- Students involved in extracurricular programs (sports, band, choir, academic team, FFA, etc.)
- Students concurrently enrolled
- Students enrolled in Career Tech
- Students enrolled in postsecondary coursework
- Students enrolled in Oklahoma's Promise

AI/AN student population by grade:

- Elementary
- Middle School
- Junior High School
- High School

AI/AN student assessment scores:

- Reading
- Mathematics
- Reading Sufficiency Act (RSA)
- Test scores disaggregated by grade
- Average GPA (secondary students only)

AI/AN student scores on college-readiness assessments and percentage of students taking the following tests:

- ACT
- SAT
- Armed Services Vocational Aptitude Battery (ASVAB)

FEDERAL PROGRAM FUNDING

What funding amount do you receive per program?

How are those funds used to benefit AI/AN students?

How many AI/AN students participate in these programs?

Have you sent a copy of title grants prior to consultation? (You may send an electronic version.)

USE OF DATA

As a part of consultation, tribes may request data from LEAs that relate to services/interventions the tribe provides its citizens. Please keep in mind that tribal nations support LEAs and American Indian/Alaska Native students and share a mutual goal of success for all students.

ESSA TRIBAL CONSULTATION AGREEMENT

This form affirms that the requirements for tribal consultation, as set forth under section 8538 of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA), have occurred between the Local Educational Agency (LEA) and Tribal Leader/Representative.

This is an official document that should be used by districts and tribal leaders to document all consultations. A separate signature sheet is required for each tribe present.

☐ **WE AGREE** that timely and meaningful consultation occurred before the district made any decisions that affected the participation of eligible American Indian/Alaska Native students under ESSA.

☐ **WE AGREE** that we have participated in meaningful and timely discussion on each federal program.

☐ **WE AGREE** that timely and meaningful consultation shall continue throughout implementation and evaluation of services provided under ESSA.

SIGNATURE OF LEA OFFICIAL REPRESENTATIVE

DATE

SCHOOL DISTRICT

SIGNATURE OF TRIBAL LEADER/REPRESENTATIVE

DATE

TRIBAL AFFILIATION

THIS TRIBAL CONSULTATION GUIDE

DEVELOPED BY:

THE OKLAHOMA STATE DEPARTMENT OF EDUCATION

THE OFFICE OF FEDERAL PROGRAMS

THE OFFICE OF PARENT AND COMMUNITY ENGAGEMENT / 21ST CENTURY

THE STATE TRIBAL EDUCATION PARTNERSHIPS (STEP) GRANT

OF

THE CHICKASAW NATION, CHEYENNE & ARAPAHO TRIBES,
AND MUSCOGEE (CREEK) NATION

OKLAHOMA

STATE DEPARTMENT *of* EDUCATION

OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix 9 - Research Summary for LH Report Card Model

Model School Report Card
Research Summary

As many of you know, Learning Heroes is an organization aimed at equipping parents with the information and resources they need to help their children succeed. We partner with some of the most well-respected parent and education organizations in the country and develop evidence-based parent resources and materials. Having spent our first two years focused on improving aligned assessment score reports and the supplemental materials surrounding them, we transitioned our efforts to school report cards and the opportunity to make them a valuable communications tool to parents.

Over the past year, in partnership with HCM and Edge Research, we have conducted an unprecedented amount of qualitative and quantitative research to understand how to effectively communicate school performance to parents and create a school report card that serves as a parent communications tool. Our work spanned five states in all regions of the country and included diverse sets of parents in twenty-one focus groups, several state-specific parent surveys, and fifteen in-depth one-on-one interviews. [1]

In order to operationalize our learnings, we partnered with Tembo Inc., a leader in educational data analysis and reporting, to create an evidence-based, school report card prototype that meets parents where they are and provides the information they want and need in an understandable way. The prototype was designed to work for a variety of accountability systems, including states that are using a summative rating or a dashboard, and is customizable so states can modify it to meet their needs. The intent of the prototype is to ultimately lead to a more informed parent community that understands the educational practices that are being put in place.

Combining our research findings with Tembo's expertise, we made several decisions surrounding the format and language to ensure the prototype is both compliant and true to our evidence-base, while also taking into consideration the capacity of states and districts. We have compiled the following list to help you better understand the evidence and rationale behind the design and language used in our model:

Content Decisions

- **Summative Measure:** We understand how much debate surrounds the inclusion of a summative rating. Our research revealed that parents overwhelmingly appreciate and value a summative rating, especially when it is easily interpreted and familiar, such as an A-F letter grade or a percentage. Parents find less value in subjective scales, such as "excellent" to "needs improvement." To remain true to our evidence-base, our template includes a summative percentage scale, but the model lends itself to states using other summative measures, as well as those using dashboards.

  The one exception to this finding was with parents in choice-rich locations, such as Washington, D.C. Because these parents are using the report card as a tool to select their child's school as opposed to simply an informative snapshot of how their school performs, they placed less value

[1] Research was conducted in California's CORE districts, New Mexico, District of Columbia, Mississippi, and Ohio.

on the overall score, and more on the individual measures to ensure that they were selecting a "well-rounded" school that does well across the board.

- **Inclusion of a District Comparison:** Our research illustrated that parents place little value on state comparisons because schools across the state can vary greatly from those in their backyard. Parents want to see how their school fares compared to similar schools and those they are familiar with in their surrounding area or district.

- **Exclusion of Achievement Levels in Student Performance:** We know that when parents are provided with too much information, many become overwhelmed and misinterpret or even disregard the information. For this reason, we chose not to include achievement-level breakdowns, which for most states would mean four to five additional data points in each subject. Our research shows that parents are more concerned about whether students are improving than about reaching a certain score, which is illustrated in the student progress section.

- **Disaggregating Data for Performance and Progress Only:** We are aware that subgroup information is required for each measure, but we also know that parents do not value this information at all, nor do they know how to use it. At best, they see it not intended for them and at worst, interpret it as discriminatory and stigmatizing. This finding was consistent across all locations, income levels, and ethnicities. Because of this expansive evidence base, we made a tough decision to disaggregate data only for academic measures (those that have been historically disaggregated).

- **Expanded list of Subgroups:** Our research showed that when limiting subgroups to income levels and racial and ethnic groups, it raised additional questions about how and why those populations were identified. Our approach was to include additional racial and ethnic groups, as well as to further disaggregate by gender. This seemed to mitigate the perception that certain groups of students are being targeted and stigmatized. In addition to the contextual language, this was effective in mitigating the negative responses, but by no means made it valuable to parents.

- **Illustrating Improvement Over Time:** In our research, parents felt more positively about a school that showed consistent improvement over time than one that was simply performing above the district average in a single year. This is the rationale for illustrating student performance over a 3-year period.

- **Inclusion of Teacher Qualifications & School Safety:** Across all demographics and locations, parents placed high value on these measures. We know that safety in particular, is difficult and subjective to measure, but parents want reassurance that their children are safe, especially given the prevalence and widespread concerns around bullying. We included expulsion and suspension rates, incidents of violence, and law enforcement referrals as measures of school safety since states are already required to collect this information, and it is objective and quantifiable.

- **"About the School" Button:** ESSA requires demographic information for each school, but because we know parents do not place a lot of value on subgroup information, we did not embed it in our prototype. Instead, we envision the "About the School" button to link to this and other important information not related to performance, which we know from our research that parents want. For example, some parents wanted to see the school's mission statement, names and contact information for administrators, disciplinary policies, and information on curriculum programs and extra-curricular activities. This button allows schools to link to information that gives a more comprehensive picture of their school. While our list is not exhaustive, it illustrates how this button and what it links to can be a powerful way for the school to communicate important information to parents.

Language Decisions

- **"Student Progress" instead of Growth:** When asked to define growth, parents saw it as continuous and as a concept that extends beyond the classroom, like their child's journey from childhood to adulthood. They saw progress as measurable and moving from a starting point to an endpoint, which more accurately reflects the idea we are trying to communicate.

- **"Student Performance" instead of Proficiency:** When asked to define proficiency, parents offered multiple interpretations, ranging from "mastery" to "the bare minimum". Labeling this measure "student performance" more clearly indicates to parents what is being measured—whether students are meeting the expectations of their grade level.

- **"Classroom Environment" instead of Culture and Climate:** Parents across all locations interpreted culture and climate very literally, thinking of weather or a student's ethnic background. For parents in minority communities, they tended to react negatively and some thought it pertained to a students' immigration status. Classroom environment better embodied what this measure illustrates.

- **"Experienced Teachers" instead of Inexperienced:** Parents place teachers on a pedestal. The current reporting requirements succeed in identifying teachers that are *not* qualified, but they do not indicate a teacher's real level of skill or ability. We changed inexperienced to experienced to decrease the negative connotation. We also suggest that states include other teacher information they may already collect, such as the percentage of teachers who have graduate degrees or advanced certifications. Several parents expected this information to be provided as part of a measure illustrating how qualified teachers are at a school.

OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix 10 - Timeline for Designtations

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

ESEA to ESSA Timeline

CSI - Comprehensive Support and Improvement

TSI - Targeted Support and Improvement

Y- Year

Consistently - bottom 5% per subroup subject for 3 consecutive years

Chronically - TSI for 3 consecutive years

OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix 11 - 9 Essential Elements

Oklahoma Nine Essential Elements for School Improvement

Oklahoma Essential Element 1: Academic Performance - Curriculum

The school faculty develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards.

Oklahoma Essential Element 2: Academic Performance - Classroom Evaluation/Assessment

The school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Oklahoma Essential Element 3: Academic Performance - Instruction

The school faculty provides an instructional program that actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Oklahoma Essential Element 4: Learning Environment - School Culture

The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence.

Oklahoma Essential Element 5: Learning Environment - Student, Family, and Community Support

The school/district leadership team works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

Oklahoma Essential Element 6: Learning Environment - Professional Growth, Development, and Evaluation

The school/district leadership team provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Oklahoma Essential Element 7: Collaborative Leadership

The school/district leadership team provides instructional decisions focusing on support for teaching and learning, organizational direction, and high performance expectations. The school/district leadership team creates a learning culture and develops leadership capacity.

Oklahoma Essential Element 8: Collaborative Leadership - Organizational Structure and Resources

The school/district leadership is organized to maximize use of all available resources to support high quality performance of students and staff.

Oklahoma Essential Element 9: Collaborative Leadership - Comprehensive and Effective Planning

The school/district leadership team develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

Office of School Turnaround, 2015
Oklahoma State Department of Education

OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix 12 - Equity Rates Calculated

STUDENT GROUPS	Rate at which students are taught by an **ineffective** teacher	Differences between rates	Rate at which students are taught by an **out-of-field** teacher	Differences between rates	Rate at which students are taught by an **inexperienced** teacher	Differences between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	0.16%	0.16%	12.54%	2.89%	27.53%	8.74%
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	0.00%		9.66%		18.79%	
Minority students enrolled in schools receiving funds under Title I, Part A	0.21%	0.21%	13.67%	3.70%	28.50%	9.29%
Non-minority students enrolled in schools not receiving funds under Title I, Part A	0.00%		9.97%		19.21%	

OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix 13 - L2S Program Description 2017

OKLAHOMA STATE DEPARTMENT OF EDUCATION

LEAD TO SUCCEED

EMPOWERING PRINCIPALS

Objective: to build an administrator support system in the OKC metropolitan area and then expand to other areas of the state with the purpose of creating great schools and increasing student achievement statewide.

Key Traits:

- ✓ A rigorous executive leadership curriculum designed to support all school leaders in becoming strategic thinkers, instructional leaders and creators of just, fair, caring communities in which all students meet high standards.

- ✓ A research based curriculum developed by leading experts, with leadership practices drawn from education, business, medicine and the military.

- ✓ A track record of success – there are several large-scale evaluations of the program that have found that schools led by trained leaders increase student learning faster than comparable schools.

- ✓ Ability to implement a trained cadre of Oklahoma facilitators to sustain the program in the future.

National Institute for School Leadership (NISL) Curriculum:

- Strategic Planning
- Standards-based instruction
- Content area Emphasis
- Pedagogical Emphasis
- Data Literacy
- Community Engagement
- Identification of key elements of math and science as well as literacy standards and best practices

OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix 14 - Moving UP Project Overview Recruitment Notice

KNOWLEDGE & SKILL BUILDING FOR TURNAROUND LEADERSHIP | OVERVIEW

*OSDE announces the launch of **Moving UP!** a series of face-to-face and virtual professional learning sessions designed to develop select leadership skills and competencies required for effective school turnaround.*

- Large group presentations
- Small cohort-based intensive discussion, application, problem-solving, and networking

MOVING UP

Transitioning into the Principalship

SCOPE & SEQUENCE

- Project Launch & Overview (9/13/16)
- Planned face-to-face session major topics
  - Preparing for Results |Building Turnaround Skills & Competencies (10/26/16)
  - Driving for Results | Setting the Vision & Focus (1/25/17)
  - Driving for Results | Collaborative Decision-Making (3/29/17)
  - Driving for Results | School Climate & Culture (5/31/17)
  - Influencing for Results | Focused Engagement & Communication (9/27/17)
  - Hiring for Results | Building & Sustaining Turnaround Talent (11/29/17)
- Five asynchronous virtual professional learning sessions to bring theory into practice presented through a fully integrated, interactive learning platform leading to the development of a community of practice for turnaround leaders in Oklahoma. 2016 dates are Oct. 26 and Nov. 30; 2017 dates are Feb. 22, Apr. 26, Aug. 30 and Oct. 25.

ELIGIBLE PARTICIPANTS OKC Metro-Area school district assistant principals, entry-level principals, and aspiring leaders are encouraged to apply. Priority is given to applicants with principal certification and those currently enrolled in a certification program. Participants must commit to attend all sessions. Each face-to-face session is scheduled from 8:30 a.m. to 3:00 p.m. at Metro Tech, 1900 Springlake Drive, OKC. There is no cost for participation, but registration is required.

PARTNERS Presentations and facilitated conversations with proven content experts, turnaround leaders, and colleagues from the Center on Great Teachers and Leaders, the Center on School Turnaround, Public Impact, National Center for School Climate & Safety, Focused Schools, EDUTAS at the University of Oklahoma with capacity building support from the South Central Comprehensive Center at the University of Oklahoma.

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CHANGE | COMMUNICATION | CULTURE

OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix 15 - Oklahoma Educator Equity Plan Distrib. 6-3-15

2015

Oklahoma State Department of Education

EQUITABLE ACCESS TO EXCELLENT EDUCATORS PLAN

Prepared for the United States Department of Education

MISSION

Oklahoma is committed to engaging stakeholders through a unified and sustainable effort that includes resources and funding that develops a robust public education system - one that is focused on a positive culture, mentoring and leadership.

TABLE OF CONTENTS

TABLE OF CONTENTS II

FIGURES IV

TABLES IV

ABBREVIATIONS V

EXECUTIVE SUMMARY VI

INTRODUCTION 1

- Background 1
- Overview of Plan Development Process 1
- Theory of Action 2

STAKEHOLDER ENGAGEMENT 5

- Background 5
- Approach 5
- On-Going Monitoring, Support and Engagement 9
- Long-term Partnership Development 10

IDENTIFICATION OF EQUITY GAPS 11

- Key Terms 11
- Data Sources 12
- Approach 13
- Results 13
- Gaps 18

ROOT CAUSES OF EQUITY GAPS 19

- Approach 19

STRATEGIES FOR ELIMINATING EQUITY GAPS 21

ONGOING MONITORING AND SUPPORT 28

- Measuring Progress to Eliminate Gaps 28
- Reporting Progress of Eliminating Gaps 28

CONCLUSION 30

APPENDIX A – DETAILED PROCESS TIMELINE 31

APPENDIX B – ADVISORY COMMITTEE 33

APPENDIX C – STAKEHOLDER LIST 34

APPENDIX D – STAKEHOLDER INVITATION LETTER 37

APPENDIX E – POWER POINT AT STAKEHOLDER MEETINGS 38

APPENDIX F – CHALLENGE STATEMENTS 46

APPENDIX G – INTERVIEW PROTOCOL 48

APPENDIX H– VIRTUAL FORUM 50

APPENDIX I – SENATE BILL 706 51

APPENDIX J – TLE TIMELINE **52**

REFERENCES **54**

FIGURES

Figure 1 Stakeholder Engagement Process Overview 5
Figure 2 Stakeholder Selection Factors 6
Figure 3 Fishbone Diagram to Identify Equity Gaps 9
Figure 4 Sampling Parameters 20
Figure 5 Strategies to Address Gaps 21

TABLES

Table 1 Theory of Action 4
Table 2 Focus Group Stakeholder Participation 7
Table 3 Definition of Key Terms 11
Table 4 Data Sources 12
Table 5 Subgroup Quartiles 13
Table 6 Teacher Preparation and Experience Gap Analysis: All Schools (unqualified) 14
Table 7 Gap Analysis: Rural and Small Town Schools 15
Table 8 Gap Analysis: Urban and Suburban Schools 15
Table 9 Teacher Preparation and Experience Gap Analysis: All Schools (new & experienced) . 16
Table 10 Gap Analysis: Rural and Small Town Schools 16
Table 11 Gap Analysis: Urban and Suburban Schools 17
Table 12 Teacher Effectiveness Gap Anlaysis: All Schools 17
Table 13 Teacher Effectiveness Gap Analysis: Rural and Small Town Schools 18
Table 14 Teacher Effectiveness Gap Analysis: Urban and Suburban Schools 18
Table 15 Activities to Eliminate Gaps 27
Table 16 Activities for Monitoring Progress 28

ABBREVIATIONS

American Institutes for Research (AIR)

Cooperative Council for Oklahoma School Administration (CCOSA)

Equitable Access to Excellent Educators (EAEE)

Equitable Access Support Network (EASN)

High-minority (MP)

High-minority quartile (HMQ)

High-poverty (HP)

High-poverty quartile (HPQ)

Local Education Agency (LEA)

Low-minority quartile (LMQ)

Low-poverty quartile (LPQ)

National Center for Education Statistics (NCES)

Office of Educational Quality and Accountability (OEQA)

Oklahoma State Department of Education (OSDE)

Oklahoma State School Boards Association (OSSBA)

State Education Agency (SEA)

South Central Comprehensive Center (SC3)

Teacher and Leader Effectiveness (TLE)

The Center on Great Teachers and Leaders (GTL Center)

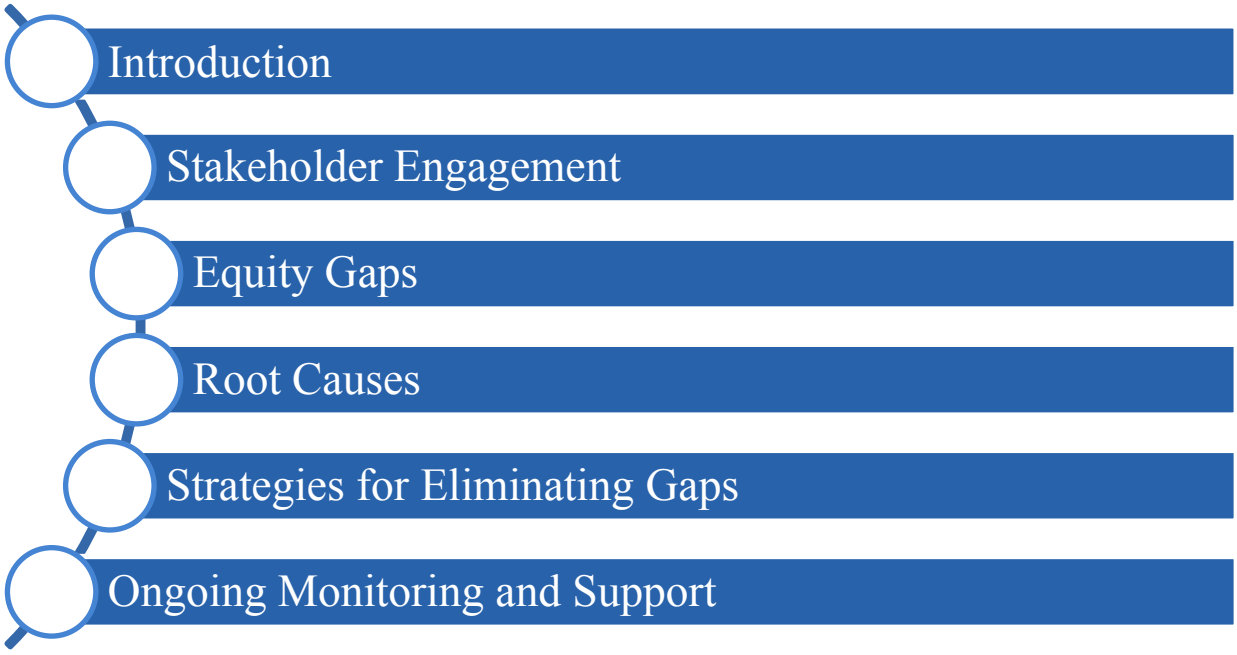
EXECUTIVE SUMMARY

The current state of education in Oklahoma is a direct reflection of its citizens' commitment to promote education, to address work force needs and to function as a collective whole for the betterment of its communities. Oklahoma is enduring a teacher shortage as well as uncertainty related to standards development, A-F grading and Teacher/Leader evaluation. The work of this Equitable Access to Excellent Educators (EAEE) Plan is significant as a means to target educational inequity for the purpose of designing and implementing powerful solutions.

This plan meets the requirement set forth by the U.S. Department of Education in July 2014 to "ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers and the measures that the [SEA] will use to evaluate and publicly report the progress of the [SEA] with respect to such steps." Not only does this plan meet the USDE requirement, it also affords our state the opportunity to have a positive impact on Oklahoma education.

Oklahoma's governor, Mary Fallin, advocates for improved health of the state and its citizens, reduced incarceration and higher education attainment. This quest for elevated education achievement is echoed by State Superintendent for Public Instruction, Joy Hofmeister. She specifically yearns to improve the educational opportunities for Oklahoma children by providing adequate and appropriate resources in classrooms, schools and districts as well as acknowledging teachers as the most important factors in children's educational success.

This EAEE Plan details Oklahoma's initiative to provide data-identified equity gaps, root-causes for those gaps, strategies to close the gaps and future plans to monitor and report success of the strategies. The plan conveys a mixed-method approach that uses quantitative data for base-line analysis and qualitative data in the form of focus groups and personal interviews to further explore the root causes of the equity gaps. The EAEE Plan components include the following:



The **Introduction** reveals the process used for plan development and a Theory of Action that targets Qualified, Experienced and Effective Teachers, Valuing Education, Workforce Development and Oklahoma's Unified Voice.

The **Stakeholder Engagement** section depicts the diverse perspectives from a variety of individuals representing educators, parents, students, economic development and community agencies. The role of these stakeholders is an agreed transitioning role from advisor to reviewer to partners in work.

The **Equity Gaps** identified and supported by data include (1) fewer qualified teachers in high minority and high poverty schools; (2) fewer experienced teachers in high minority and high poverty schools and (3) fewer effective teachers in high minority and high poverty schools.

The **Root Causes** pertain to an overall devalued educational culture, poor school climate, teacher shortage, a lack of support for teachers and ineffective teacher retention policies and strategies.

The **Strategies for Eliminating Gaps** include professional development and mentoring for teachers; professional development for principals; improved recruitment and retention strategies; and improved educator preparation and pathways.

Lastly, the **Ongoing Monitoring and Support** section captures future goals to have sustainable efforts supported by adequate resources and funding. Such efforts include wrap-around funding of services for high minority and high poverty schools, resources for needs based professional development, and accountability for district and building leadership through rigorous evaluations.

Equitable Access to Excellent Educators Plan

INTRODUCTION

The goal of Oklahoma's Equitable Access to Excellent Educators Plan is to ensure that all students–regardless of race or income–have equitable access to excellent educators. The EAEE Plan includes quantitative measurements of existing equity gaps, analyses of the root causes of these gaps, strategies for eliminating these gaps and specific steps for ongoing monitoring and support. This plan was prepared with the input of stakeholders representing multiple backgrounds, interests and agencies. OSDE submitted this plan in compliance with (1) the requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state's Title I, Part A plan include information on the specific steps that the SEA will take to ensure that low-income and minority students are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers and the measures that the agency will use to evaluate and publicly report the progress of the agency with respect to such steps; and (2) the requirement in ESEA Section 1111(e)(2) that a state's plan be revised by the SEA as data indicate changes in state's needs.

BACKGROUND

It is a priority for Oklahoma that all students have access to qualified and effective educators. The 2015 Oklahoma EAEE Plan outlines equity gaps in the areas of teacher qualifications, experience and effectiveness. The EAEE Plan aligns with several other OSDE education reform efforts including:

- The development of new, rigorous College and Career Ready Standards
- The development and implementation of a high-quality Teacher and Leader Effectiveness (TLE) Evaluation system
- Early childhood programs such as pre-kindergarten to improve access to quality education for all students.

OVERVIEW OF PLAN DEVELOPMENT PROCESS

The development of this plan was led by the OSDE's Deputy Superintendent for Educator Effectiveness and Policy Research and the Executive Director of the Office of Educational Quality and Accountability (OEQA). The team obtained guidance from The Center on Great Teachers and Leaders (GTL Center) at American Institutes for Research (AIR) and the Equitable Access Support Network (EASN) in the development of this process. The team also worked closely with the State Superintendent of Public Instruction, statewide stakeholders and an internal advisory committee.

The process consisted of five main steps: identification of equity gaps, stakeholder engagement, identification of root causes of equity gaps, identification of strategies for eliminating equity gaps and the development of a plan for on-going monitoring and support. In Winter 2015, the team created a work plan that examined preliminary data on equity gaps. These data measured differences in the teacher qualifications, experience and effectiveness among schools in the

highest and lowest quartile of poverty and minority students. Guided by these data, the team facilitated a series of eight stakeholder focus groups to further explore these gaps. During these focus groups, stakeholders reviewed data on equity gaps, identified potential root causes of these gaps as well as potential strategies for eliminating them. In Spring 2015, the team developed a process for on-going monitoring and support.

THEORY OF ACTION

The theory of action guiding this work is displayed in Table 1.

QUALIFIED, EXPERIENCED AND EFFECTIVE TEACHERS

Students deserve equitable access to excellent educators who are qualified, experienced and effective. Unfortunately, however, Oklahoma is in a crisis. We have a severe teacher shortage and are rapidly losing many of our best teachers. We need to identify ways to address this key issue in order to give students the quality education they deserve.

EDUCATION IS VALUED

Teaching is one of the most important career paths in our society. Yet, compared to other professional occupations, public education in Oklahoma is not valued. It is important to the future of our state that we change this perception. We need to be able to attract high-quality teaching candidates and retain our effective teachers in order to develop our young people into a robust workforce and improve our economy. In this way, valuing the profession is synonymous with valuing our future. If legislators, parents, business and other community members support and value education and work to better it, then education itself will improve and those very communities will benefit.

WORKFORCE DEVELOPMENT

Mary Fallin, Oklahoma's Governor, has launched an initiative, "Oklahoma Works" in order to strengthen partnerships between local schools and local businesses where students can dually track their education and work skills. "Oklahoma Works" is designed to realign education and work-skill training systems to better meet the needs of both students and employers.

In order to develop a college and career ready culture, Oklahoma is also developing more rigorous educational standards for our students. Oklahoma Academic Standards serve as expectations for what students should know and be able to do by the end of the school year. The development, review and revision process involves stakeholders throughout the state of Oklahoma and is an ongoing and critical component to ensure Oklahoma students in every classroom receive current and relevant learning experiences. The goal is that all students be college, career and citizen ready upon graduation from high school. By the school year 2016-2017, Oklahoma Academic Standards shall be fully developed and implemented.

UNIFIED OKLAHOMA VOICE

By 2016-17 Oklahoma will fully implement a new set of P-12 Oklahoma Academic State Standards; educators will have a defined roadmap that can determine student preparation and readiness for college and careers. Adopting rigorous standards, aligning the curriculum, enabling quality instruction and implementing assessments that improve teaching and learning are research-based indicators that must be communicated to teachers, students, parents, business leaders, communities and stakeholders.

To speak with a unified voice for Oklahoma education, it will take an allied approach of everyone working together toward common goals. We will build on the progress that has been made and push aggressively in the areas where we still need to improve.

TABLE 1 THEORY OF ACTION

VISION	STRATEGIC INTENT	IMPLICATIONS	COMPACT	INVESTED STAKEHOLDERS
Qualified, Experienced and Effective Teachers	Recruit, Prepare, Mentor, Grow, Retain	By 2018 Oklahoma will increase the number of highly effective teachers in targeted high minority and high poverty classrooms by 25%.	All students, specifically minority and impoverished, will benefit from a robust public education system – one that is focused on a positive culture, mentoring and leadership	P-12 Educators Higher Education Business/Industry Economic Development Community Parents Legislators Students
Education is Valued	Funding, Partnerships, Advocacy, Collaboration	By 2020 a culture of cohesion will exist between schools, legislators, parents, businesses and community.		
Workforce Development	Partnerships, Coalitions, Communication, Career Pathways	Beginning 2015 focused awareness of the urgency of workforce needs. By 2020 we will align education outcomes and workforce development. Beginning in the 2015-2016 school year, Oklahoma will start to close student skills gaps by raising academic standards and expectations.		
Unified Oklahoma Voice	Champion education, focused and positive campaign	Beginning 2016 Oklahomans will communicate a commitment to education for all.		

STAKEHOLDER ENGAGEMENT

BACKGROUND

OSDE values the input and feedback from the communities it serves. To ensure that diverse points of view were included in the EAEE Plan's development, OSDE sought feedback from a wide variety of stakeholders. OSDE very much valued the input of its stakeholders and is committed to ongoing collaborative work with these groups.

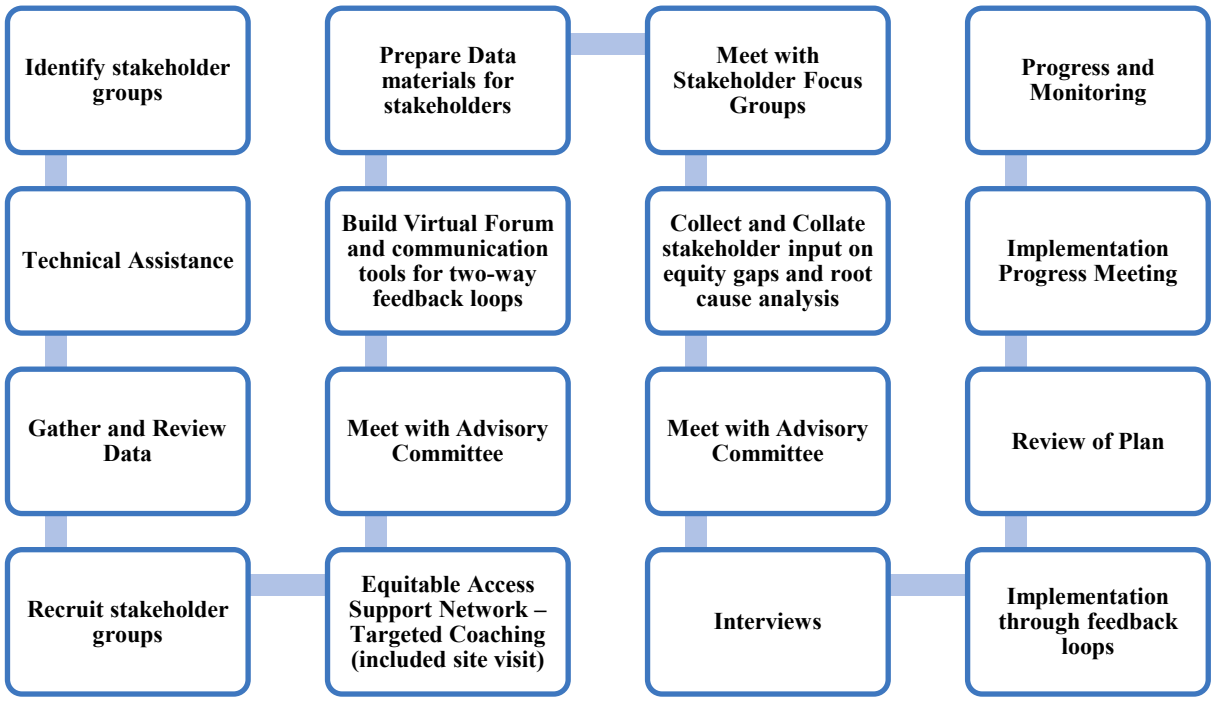
These stakeholders played a key role in the following tasks:

- Defining key terms
- Identifying equity gaps
- Identifying root causes of equity gaps
- Identifying strategies for eliminating equity gaps

APPROACH

Figure 1 provides an overview of the stakeholder engagement process (for a more detailed timeline of the process, see Appendix A). As the illustration shows, the stakeholder engagement process involved several iterative steps.

FIGURE 1 STAKEHOLDER ENGAGEMENT PROCESS OVERVIEW

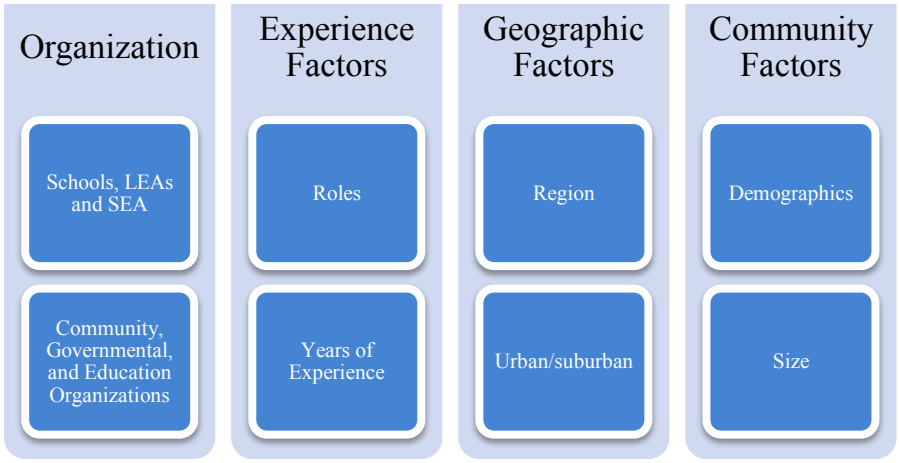


During the first stage, OSDE identified and recruited stakeholders for the focus groups, sought technical assistance and prepared preliminary data for stakeholder meetings, seeking input from the EASN and its own internal advisory committee during the process. OSDE then held a series of eight focus groups. The purpose of these meetings was to collaborate with participants to analyze data on equity gaps, identify root causes and propose strategies for eliminating them. The EAEE Plan was then drafted and distributed to stakeholders for their review. Finally a process for on-going monitoring and support was developed and implemented. This section describes these steps in greater detail.

STAKEHOLDER IDENTIFICATION AND SELECTION

OSDE designed the approach to stakeholder engagement using guidance from The Center on Great Teachers and Leaders (GTL Center) at American Institutes for Research (AIR) and feedback from other states in the Equitable Access Support Network (EASN) working sessions. OSDE identified stakeholders with a special focus on inclusivity and diversity, while still making sure the stakeholder engagement process was manageable in terms of time and resources. Figure 2 summarizes some of the key selection criteria used to identify focus group participants.

FIGURE 2 STAKEHOLDER SELECTION FACTORS



As it was important to OSDE that the stakeholders reflect the communities they serve, a special effort was made to include stakeholders representing Oklahoma's unique context, which includes a large Native American population and many small rural LEAs. In order to make the EAEE Plan most useful and contextualize it within the larger picture, OSDE engaged stakeholders throughout the educational pipeline, from early childhood to higher education. To ensure the applicability of the EAEE Plan to broader state workforce development goals, OSDE also brought in individuals from economic development agencies.

To identify specific individuals for inclusion in the stakeholder groups, OSDE relied heavily on the feedback of its internal advisory committee. This committee represented individuals from a wide range of departments including–but not limited to–special education, community outreach

and certification (for a full list of participants, see Appendix B). The internal advisory committee reviewed the list of proposed focus group participants and identified additional individuals for inclusion. A list of the resulting individuals included in the focus groups is available in Appendix C.

OSDE grouped participants into eight focus groups based on stakeholder type: teachers; parents/students; administrators; school personnel; education organizations; economic development; higher education/teacher preparation; and community agencies. As summarized in Table 2 below, the individuals in these groups represented a wide range of roles and backgrounds, including students, teachers, LEA administrators, central support staff and community organizations.

TABLE 2 FOCUS GROUP STAKEHOLDER PARTICIPATION

Stakeholder Group	Total	Percent
Community Agency Personnel	10	11%
Economic Development Organization Personnel	9	10%
Higher Education and Teacher Preparation Program Personnel	10	11%
Parents	5	6%
Principals	3	3%
School Personnel	10	11%
State Education Personnel	14	16%
Students	4	4%
Superintendents	5	6%
Teachers	10	11%
Education Organization Representatives	10	11%
Grand Total	90	100%

To recruit individuals, OSDE sent an initial letter of invitation signed by the Governor and the State Superintendent for Public Instruction (Appendix D). Participation in the stakeholder groups was high, with 74% of invited participants agreeing to participate in the focus groups.

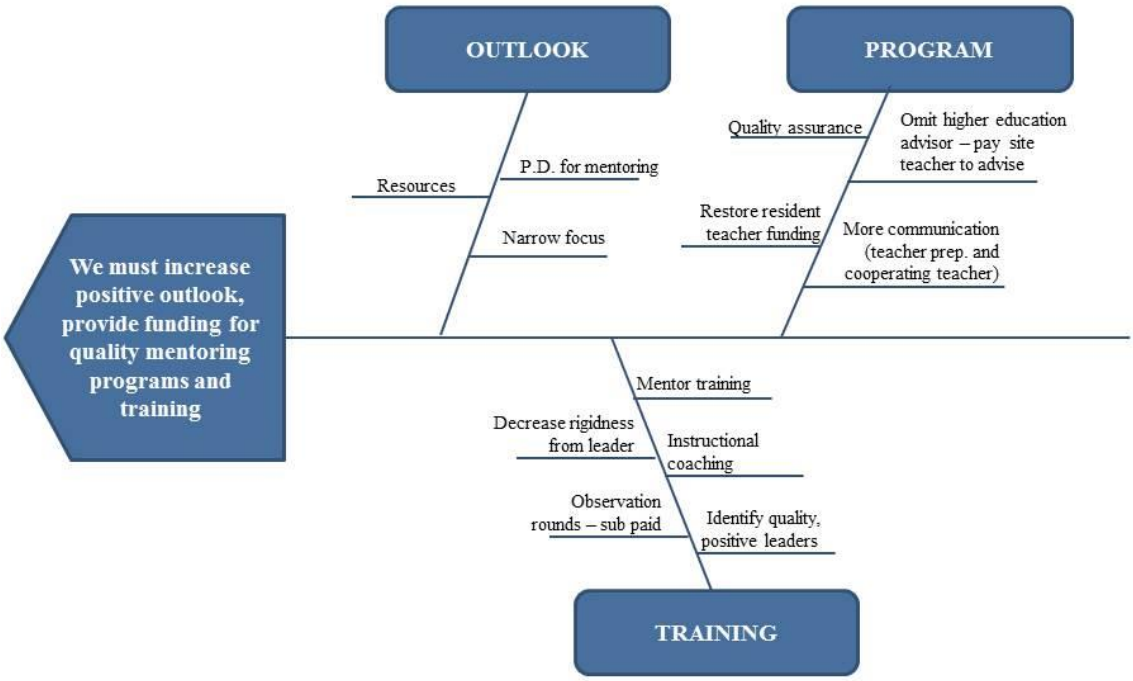
FOCUS GROUPS

Conducting the focus groups involved several steps and input from multiple stakeholders. The internal advisory committee played a strong role in developing and refining the presentation materials for the focus groups. It served as a pilot focus group and gave OSDE important feedback for modifying future presentations, improving and clarifying definitions and identifying additional data that would be helpful to understanding equity gaps. Based on these discussions, for instance, we added additional data for students on individualized education plans (IEPs) and English language learning (ELL) students as our advisory committee thought that stakeholders might be interested in data on these sub-groups as well. We also added district-level data. For example, based on feedback from the stakeholder groups, we added a list of the districts with the

most new teachers both in total number and percent. We also moved several data analyses on statutory terms to tables which were available at the focus groups but not included in the PowerPoint presentations. The purpose of this change was to be able to share some data which the advisory committee thought would be useful for all stakeholder groups in the PowerPoints and use data in the tables in a focused manner to better direct and engage each group based on their interests, experiences and expertise. Thus, rather than providing all groups with all data on statutory terms, stakeholder groups instead discussed what gaps they chose to address and then data for those gaps were provided.

Once the materials were finalized (Appendix E), the stakeholder focus groups were facilitated at OSDE. The same agenda was used for each of the eight groups. Facilitators first shared baseline data with the stakeholders prior to engaging in a series of brainstorming activities related to understanding equity gaps, identifying root causes, citing possible strategies to eliminate gaps and capturing challenge statements from each group (Appendix F). Participants also completed fishbone diagrams, like the one displayed in Figure 3 developed by the teacher focus group, in order to capture their ideas. These materials and other evidence from the interviews were heavily used in drafting the EAEE plan.

FIGURE 3 FISHBONE DIAGRAM TO IDENTIFY EQUITY GAPS



Once this EAEE draft was complete and prior to submission, OSDE disseminated it to the internal advisory committee, focus group participants, state board of education members, superintendents and educators. OSDE's comprehensive dissemination plan leveraged its own networks and those of community partners to reach the largest audience possible. The draft EAEE plan was posted on the public website, sent directly to focus group participants and distributed through our community partners, such as Cooperative Council for Oklahoma School Administration (CCOSA) and Oklahoma State School Boards Association (OSSBA). Feedback from this process was used to improve the EAEE Plan.

ON-GOING MONITORING, SUPPORT AND ENGAGEMENT

To facilitate ongoing communication and engagement, OSDE created a virtual forum for stakeholders to continue the conversation beyond the focus groups and submission of the initial plan (Appendix G). Stakeholders have already been using this forum to engage meaningfully with other educators on issues related to equity and to identify important areas for consideration. For example, one stakeholder stated, "I think it is important that we develop real stories from Oklahoma schools that illustrate the challenges of HP/HM [high-poverty/high-minority] schools but also celebrate the successes." As this comment illustrates, the virtual forum has allowed

stakeholders to dig deeper into the issue of inequity while recognizing success stories that exist in the state.

OSDE will also continue the stakeholder engagement process through the implementation phase. It will continue to use focus groups to assess implementation efforts, identify ways to support LEAs during the implementation process and review new data to determine the progress of narrowing equity gaps.

LONG-TERM PARTNERSHIP DEVELOPMENT

Evidence from the focus groups reinforced the common sense notion that stakeholder engagement is key to fostering buy-in and long-term partnership development. The success and importance of stakeholder engagement were evident in two emerging themes from the focus groups.

First, focus group facilitators noted that several participants expressed extreme gratitude for being included in the focus groups. Expressing the sentiment of many others in the room, one gentleman noted, “I’ve never been asked to be around the table before. Thank you for asking.” He and other participants were extremely interested and engaged in identifying equity gaps and potential solutions to them. OSDE found great value in such inclusion, both in terms of actual content and morale building. In recent years, Oklahoma educators have been plagued with a sense of diminished support. Armed with this information, our approach seeks to include, recognize and empower teachers, administrators, parents and other stakeholders. Including a wide variety of educators and other stakeholders-many of whom had never been included before-fostered a unique sense of appreciation and respect among participants that was invaluable. We believe that this process of recognizing the unique professional knowledge and expertise of educators is empowering to them and helps us build trust and partnership.

Secondly, including stakeholders from multiple perspectives also improved the actual content of the EAEE Plan. Another focus group participant noted the importance of engaging multiple stakeholders and truly listening to what they say. He asked, “Why is education not in tune with the customer?” “Who is the customer?” When questioned about what he meant by customer, he noted that everyone is a customer: students, parents and the workforce. Such comments highlight the importance of working to foster solutions to equity gaps from the ground up, from the people who experience them every day. OSDE believes that in order to really make impactful change, there cannot be disconnect between the people leading the work and the people implementing and living it. Communication needs to run in both directions. Through continued stakeholder engagement, buy-in and partnership development, we believe that together we can make a difference.

IDENTIFICATION OF EQUITY GAPS

To ensure that our work is data-driven, OSDE used data from multiple sources to identify and quantify equity gaps. Our data use was based on suggestions and guidance from federal guidelines, the EASN and stakeholder focus groups. This section defines the key terms used in this document, discusses the data sources used and presents analytical findings.

KEY TERMS

Oklahoma defined key terms internally with feedback from the internal advisory committee. Definitions are derived from national sources, state sources and research literature. Table 3 summarizes these definitions.

TABLE 3 DEFINITIONS OF KEY TERMS

Term	Definition
Unqualified Teacher	A teacher who does not hold standard teaching certification or has requirements waived on an emergency, temporary, or provisional basis.
Out-of-Field Teacher	Teaching a core academic subject or a grade for which the teacher does not meet the NCLB definition of "highly qualified." Includes teaching without a major, with only a minor or without any endorsement.
New Teacher	A teacher with less than one year of experience.
Inexperienced Teacher	A teacher with three or fewer years of teaching experience.
Effective Teacher	Defined in pending legislation (See Appendix I)
Minority Student	A student who is reported as a race or ethnicity other than White.
Low-Income (Poor) Student	A student who is reported as eligible for free or reduced price meals.
Rural	Census-defined rural territory (NCES)
Urban	Territory inside an urbanized area (NCES)
Town	Territory inside an urban cluster (NCES)
Suburban	Territory outside a principal city and inside an urbanized area (NCES)

Oklahoma's selection of these key terms for analysis was guided by federal statutory terms and guidelines, research evidence and internal discussion. Federal guidelines require the exploration of the distribution of out-of-field and unqualified teachers. The importance of these factors is also supported in the research. A study from the Center for Public Education, for instance, identified content knowledge and teacher training/credentials as two key characteristics of an effective teacher. To enrich the analysis and make it more relevant for Oklahoma, the EAEE Plan also explores the distribution of new and inexperienced teachers. The inclusion of new and inexperienced teachers in the analysis is based on research evidence which finds that new and inexperienced teachers are less effective, on average. The same study from the Center for Public Education also identified teaching experience as another one of the five characteristics of an effective teacher. Another study by Rivkin, Hanushek & Kain (2005) also provides evidence that

students of experienced teachers attain significantly higher levels of achievement than students of new and inexperienced teachers (less than three years of experience).

Current legislation includes a five tier rating system for the effectiveness of teachers.

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

Once these ratings are implemented, effective teachers will be defined as the legislation from Senate Bill 706 outlines (see Appendix I). While Oklahoma has yet to finalize a Teacher Leader Effectiveness Evaluation system, the EAEE Plan also includes preliminary evidence on teacher effectiveness as measured through qualitative teacher evaluations, which are currently already in use.

Finally, in defining the terms for analysis, it is important to note that there are individual teachers who are highly effective although they lack one or more of the factors OSDE identified for analysis (content knowledge, teaching experience, professional certification, and effective teacher rating). Likewise, there are ineffective teachers who have all of these traits. We nonetheless examine these measures since the presence of these qualities is more likely to produce positive outcomes for students ("Teacher Quality and Student Achievement").

DATA SOURCES

OSDE used data from 2013-2014 from several sources to conduct the rest of this analysis. Table 4 summarizes these data sources.

TABLE 4 DATA SOURCES

Data Source	Description
School Personnel Records (SPR)	District certified teacher and support personnel reports that include employment data for all certified and support school employees.
Teacher Certification	Teacher certification data, including certification route, subject(s) and degree-granting institution.
The WAVE	Student information database that includes student demographic, enrollment, teacher and course data.
Teacher Evaluation Pilot Data	District certified qualitative data from teacher evaluation rubrics.

Notably, since the teacher effectiveness system is still under development and has not been fully implemented, the teacher evaluation data are preliminary and incomplete. For example, qualitative teacher effectiveness data from teacher evaluation is available for only 37,080 of 49,156 total teachers (33,992 of 41,118 FTE teachers).

For the stakeholder PowerPoint (Appendix E), OSDE also included 2011-2012 data from the state profile produced from the Civil Rights Data Collection.

In the future, we plan to include additional years of data to demonstrate whether gaps are a one-time occurrence or an ongoing issue.

APPROACH

In order to better understand gaps in the equitable distribution of students *across schools*, OSDE conducted a school-level gap analysis. The goal of this analysis was to identify gaps in the equitable distribution of new, inexperienced, alternatively certified and effective teachers for poor and minority students.

The analysis consisted of three steps. First, the 25th and 75th percentile values for the student level variables were calculated. These values are summarized in Table 5 below.

TABLE 5 SUBGROUP QUARTILES

Student Group	Low Quartile	High Quartile
Poverty	52%	80%
Minority	31%	58%

Next, schools were classified into the low or high quartiles of each group based on the percent of students at their school in each student group. Schools with 52% percent or fewer poor students were labeled as low poverty quartile (LPQ) schools. Schools with 80% or more poor students were labeled as high poverty quartile (HPQ) schools. Schools with 31% percent or fewer minority students were labeled as low minority quartile (LMQ) schools. Schools with 58% or more minority students were labeled as high minority quartile (HMQ) schools.

Finally, OSDE calculated the average percent of new, inexperienced, unqualified teachers and average teacher effectiveness ratings for all quartile groups.

RESULTS

The following sections outline the results of the data analysis for each of the defined terms.

OUT-OF-FIELD TEACHERS

Fewer than 1% of all teachers met OSDE's definition for out-of-field teachers. Analysis of gaps based on these variables therefore produced no meaningful results. Consequently, out-of-field teachers will not be a focus of the equitable access plan for 2015.

UNQUALIFIED TEACHERS

Equity gap analysis revealed a noticeable gap in the equitable distribution of unqualified teachers for poor students and a significant gap for minority students. The results of these analyses are shown in Table 6. Statewide, 17.5% of teachers are unqualified. In high-poverty schools, however, 19.4% of teachers are unqualified compared to 16.8% in low-poverty schools—a 2.6% gap. A more significant gap exists in high-minority schools; 20.5% of teachers are unqualified, on average, compared to only 15.7% of teachers in low-minority schools—a 4.8% equity gap.

TABLE 6 TEACHER PREPARATION AND EXPERIENCE GAP ANALYSIS: ALL SCHOOLS

Group	Percent of Unqualified Teachers
All Schools	17.5%
HPQ	19.4%
LPQ	16.8%
Income Gap	2.6%
HMQ	20.5%
LMQ	15.7%
Minority Gap	4.8%

In order to understand how these gaps vary by geographical region, OSDE also conducted separate analyses comparing rural and small town schools to urban and suburban schools. Examining the schools in the top and bottom poverty and minority quartiles revealed underrepresentation of rural schools in both quartiles. Most of the schools in the high poverty and minority quartiles were located in cities while many of the low poverty and minority quartile schools were located in suburban settings. In order to ensure adequate representation of schools in different geographical settings and provide meaningful results for LEAs in different geographical settings, OSDE thought it was important to conduct geographic sub-group analyses.

Interestingly, equity gaps differ significantly for rural and small town schools relative to urban and suburban schools. As Tables 7 illustrates, schools in rural areas and small towns[1] have similar shares of unqualified teachers. In urban and suburban areas from Table 8, however, the gap is 8.2%. Similar trends are seen in minority gaps as well. This analysis suggests that inequities are much more pronounced in urban and suburban schools in Oklahoma relative to rural areas and small town schools.

[1] As classified by NCES

TABLE 7 GAP ANALYSIS: RURAL AND SMALL TOWN SCHOOLS

Group	Percent of Unqualified Teachers
All Schools	16.2%
HPQ	15.6%
LPQ	16.7%
Income Gap	-1.1%
HMQ	15.2%
LMQ	16.0%
Minority Gap	-0.8%

TABLE 8 GAP ANALYSIS: URBAN AND SUBURBAN SCHOOLS

Group	Percent of Unqualified Teachers
All Schools	21.2%
HPQ	25.1%
LPQ	16.9%
Income Gap	8.2%
HMQ	26.4%
LMQ	13.9%
Minority Gap	12.5%

NEW AND INEXPERIENCED TEACHERS

Equity gap analysis revealed significant gaps in the equitable distribution of new and inexperienced teachers for poor and minority students. The results of these analyses are shown in Table 9. Statewide, 6.7% of teachers are new and 21.6% are inexperienced. In high-poverty schools, however, 9.5% of teachers are new, on average, compared to only 5.5% of teachers in low-poverty schools—a 4% equity gap. The gap is even greater—9.2%—for the percent of teachers with three or fewer years of experience.

The similar gaps exist for high-minority schools. In high-minority schools, 9.8% of teachers are new, on average, compared to only 5.4% of teachers in low-minority schools—a 4.4% equity gap. In high-minority schools, 27.2% of teachers are inexperienced, on average, compared to only 19.4% of teachers in low-minority schools—a 7.9% equity gap.

TABLE 9 TEACHER PREPARATION AND EXPERIENCE GAP ANALYSIS: ALL SCHOOLS

Group	Percent of New Teachers	Percent of Teachers with Three or Fewer Years of Experience
All Schools	6.7%	21.6%
HPQ	9.5%	27.9%
LPQ	5.5%	18.8%
Income Gap	4.0%	9.2%
HMQ	9.8%	27.2%
LMQ	5.4%	19.4%
Minority Gap	4.4%	7.9%

The percent of new and inexperienced teachers differs significantly for rural and small town schools compared to urban and suburban schools. As Tables 10 illustrates, schools in rural areas and small towns have a 4.3% difference between the percent of teachers with three or fewer years of experience in high and low poverty schools. Table 11 shows that in urban and suburban areas, however, the gap is 16%—about four times greater. Similar trends are seen in minority gaps as well. This discrepancy suggests that inequities are much more pronounced in urban and suburban schools in Oklahoma relative to rural areas and small town schools.

TABLE 10 GAP ANALYSIS: RURAL AND SMALL TOWN SCHOOLS

Group	Percent of New Teachers	Percent of Teachers with Three or Fewer Years of Experience
All Schools	5.7%	19.1%
HPQ	7.0%	22.1%
LPQ	5.2%	17.9%
Income Gap	1.8%	4.3%
HMQ	6.6%	19.6%
LMQ	5.2%	19.1%
Minority Gap	1.4%	0.5%

TABLE 11 GAP ANALYSIS: URBAN AND SUBURBAN SCHOOLS

Group	Percent of New Teachers	Percent of Teachers with Three or Fewer Years of Experience
All Schools	10.0%	28.9%
HPQ	13.3%	36.8%
LPQ	6.3%	20.8%
Income Gap	7.1%	16.0%
HMQ	13.3%	35.8%
LMQ	6.1%	21.0%
Minority Gap	7.1%	14.8%

EFFECTIVE TEACHERS

Analysis on preliminary teacher and leader evaluation data from 2013-2014 revealed gaps in the equitable distribution of effective teachers for poor and minority students. As shown in Table 12, statewide, the average qualitative teacher evaluation score is 3.61. In high-poverty schools, however, the average score is 3.57 compared to 3.66 in low-poverty schools—a .09 equity gap.

A small gap also exists among teachers in high-minority versus low-minority schools. As Table 12 demonstrates, in high-minority schools the average qualitative teacher evaluation score of teachers is 3.6. In low-minority schools, the average score in 3.62—a .02 equity gap.

TABLE 12 TEACHER EFFECTIVENESS GAP ANALYSIS: ALL SCHOOLS

Group	Qualitative Scores from Teacher Evaluations
All Schools	3.61
HPQ	3.57
LPQ	3.66
Income Gap	.09
HMQ	3.60
LMQ	3.62
Minority Gap	.02

Equity gaps for the effectiveness metric also differ significantly for rural and small town schools relative to urban and suburban schools. As Tables 13 illustrates, schools in rural areas and small towns have a .13 difference in the average qualitative teacher evaluation scores between high and low poverty schools. Table 14 shows that in urban and suburban areas, however, the gap is .04—about three times smaller. Similar trends are seen in minority gaps as well. This suggests that inequities in the qualitative scores from teacher evaluations are much more pronounced in rural and small town schools in Oklahoma relative to urban and suburban schools.

TABLE 13 TEACHER EFFECTIVENESS GAP ANALYSIS: RURAL AND SMALL TOWN SCHOOLS

Group	Qualitative Scores from Teacher Evaluations
All Schools	3.55
HPQ	3.49
LPQ	3.62
Income Gap	.13
HMQ	3.49
LMQ	3.59
Minority Gap	.10

TABLE 14 TEACHER EFFECTIVENESS GAP ANALYSIS: URBAN AND SUBURBAN SCHOOLS

Group	Qualitative Scores from Teacher Evaluations
All Schools	3.71
HPQ	3.69
LPQ	3.73
Income Gap	.04
HMQ	3.71
LMQ	3.71
Minority Gap	0

GAPS

The above data and analyses support the presence of the following three equity gaps:

- Gap #1 – Fewer qualified teachers in high poverty and high minority schools.
- Gap #2 – Fewer experienced teachers in high poverty and high minority schools.
- Gap #3 – Fewer effective teachers in high poverty and high minority schools.

The root causes for these equity gaps are discussed in the following section.

ROOT CAUSES OF EQUITY GAPS

APPROACH

FOCUS GROUPS

Focus group facilitators used the protocol from the Root-Cause Analysis Workbook produced by the Center for Great Teachers and Leaders (GTL) at the American Institutes for Research (AIR) to guide the root-cause analysis. The process involved:

1. Reviewing relevant and available data
2. Identifying equity gaps found in the data
3. Analyzing root causes through a series of fishbone diagram activities
4. Connecting root-causes to practical strategies

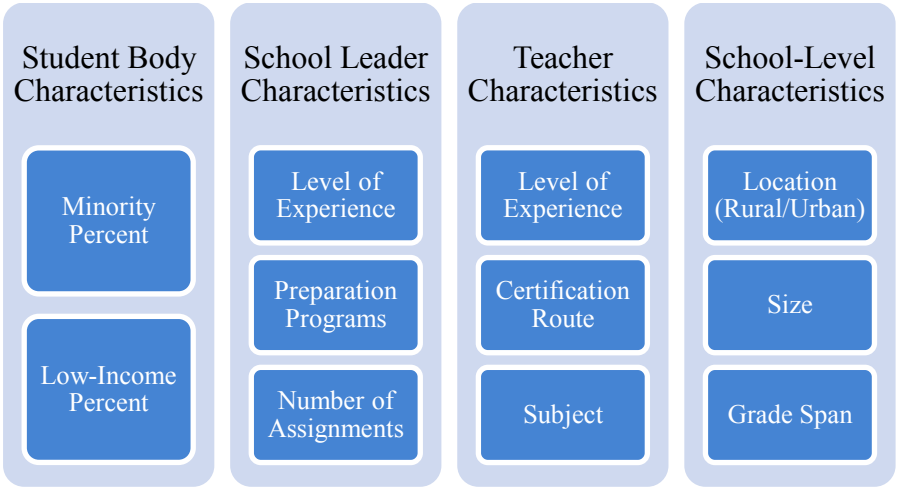
This process resulted in the identification of several root causes for inequities related to issues including school climate and culture, a devalued educational culture, teacher shortage, a lack of support for teachers and ineffective teacher retention policies and strategies, among others. For a detailed list of the root causes identified, please see the challenge statements in Appendix F.

In order to better understand these root causes and how to best address them, OSDE is conducting additional qualitative research on these topics. Specifically, OSDE is completing a series of interviews with both teachers and administrators and will conduct a survey examining shared perspectives. The details of the approaches to both the interviews and survey are described below.

INTERVIEWS

OSDE is conducting a series of interviews with both teachers and administrators. The purpose of these interviews is to further explore the factors that support or hinder their success in diverse settings. Using the factors identified in the focus groups, OSDE developed a semi-structured interview protocol (Appendix G) with questions aiming at unpacking the root causes identified in the focus groups. To this end, OSDE is interested in how factors such as professional development or school environment support—or fail to support—success and persistence in diverse classrooms. OSDE is also interested in understanding what its staff can do to better support and improve teacher experiences, satisfaction and persistence towards the ultimate goal of closing equity gaps and improving overall student success.

FIGURE 4 SAMPLING PARAMETERS



As summarized in Figure 4, OSDE is interviewing principals and teachers in a wide variety of settings. Principals and teachers working in schools with large poor and minority populations are being interviewed so that we may better understand the unique challenges they face. Likewise, we are also interviewing new and inexperienced principals and teachers as well as teachers who entered the field through different pathways in order to understand how we may better support them. We are also interviewing teachers who teach different subjects so that we can understand how their experiences differ relative to teachers teaching other subjects. Finally, we are interviewing educators in a wide variety of school settings. We are interviewing educators in rural as well as urban schools, in small and large schools and in elementary, middle and high schools. By sampling a diverse set of educators in a diverse set of schools, we hope to identify common solutions as well as issues that require differentiated solutions.

SURVEY

Using data derived from the interviews, OSDE will identify the most salient findings regarding root causes for equity gaps as well as solutions to better support educators in their work to close them. We will then develop a survey based on this evidence in order to quantify the extent to which the thoughts and opinions of the interview subjects are shared with other educators across the state. The results of this survey will help us identify the most widespread challenges and supports to educating students in a wide variety of settings and closing equity gaps. The findings will also help us identify the most promising solutions and help us leverage state resources for maximal impact.

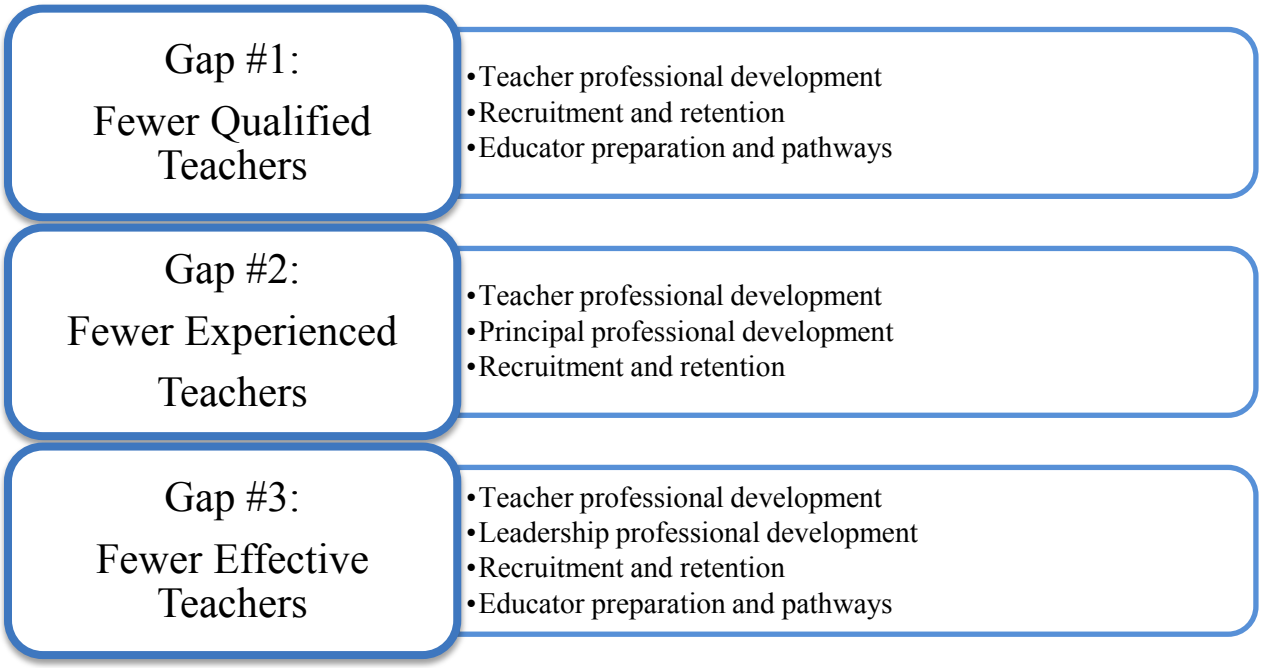
STRATEGIES FOR ELIMINATING EQUITY GAPS

The stakeholder engagement process resulted in the identification of the following specific strategies to shrink equity gaps in Oklahoma:

- Professional development and mentoring for teachers in high-poverty/high minority schools
- Professional development for principals in high-poverty/high-minority schools
- Improved recruitment and retention practices
- Improved educator preparation and pathways

These strategies reflect and align with the root causes identified in the root cause analysis. Figure 5 summarizes the strategies that address each gap. This section describes each strategy in detail and outlines the mechanisms by which it intends to reduce equity gaps.

FIGURE 5 STRATEGIES TO ADDRESS GAPS



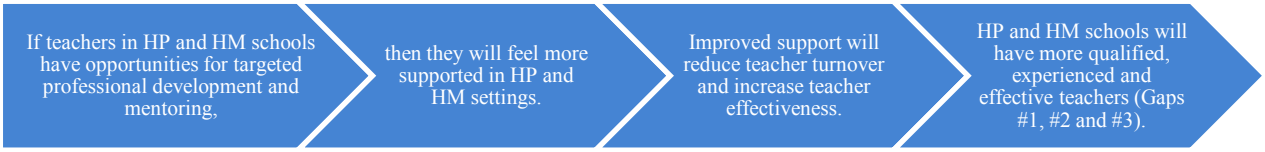
DEVELOPMENT OF THE TLE SYSTEM

Notably, while not a strategy in and of itself, the further development and eventual full implementation of Oklahoma's TLE evaluation system is necessary for the successful implementation of the strategies outlined in this section for three main reasons. First, the TLE evaluation system provides the state with important data for understanding the distribution of effective teachers in Oklahoma and setting targets for closing gaps. Secondly, the TLE evaluation system provides principals with useful data on teacher effectiveness that can help them identify their most effective teachers. Additionally, it can also help principals identify areas for professional development for teachers. Finally, the TLE evaluation system serves teachers by

helping them understand and address their strengths and areas for development. Most important, it can also help them identify opportunities for targeted professional development. Specifically, providing meaningful and relevant professional development for teachers requires the following:

1. Make evaluation system to improve practice
2. Ensure principals have ability to rate accurately and give high quality feedback
3. Ensure that principals can direct or provide teachers with resources to improve practice
4. Help districts develop data capacity to disaggregate evaluation data by domain, by school

STRATEGY ONE: PROFESSIONAL DEVELOPMENT AND MENTORING FOR TEACHERS IN HIGH-POVERTY/HIGH MINORITY SCHOOLS



PROFESSIONAL DEVELOPMENT

Stakeholders expressed a strong desire for meaningful and practical professional development opportunities for teachers in high-poverty (HP) and high-minority (HM) settings. Teachers said that they love it when they can go to a professional development session and leave with immediate applications for their classrooms. Currently, however, most professional development opportunities are delivered at the district-level and do not accurately serve the varied needs of the Oklahoma teachers and particularly teachers in high-poverty and high-minority settings.

In order to address this root cause, OSDE intends to help provide more meaningful professional development to educators that reflects the voice and needs of Oklahoma educators. We support the implementation of professional development opportunities that:

1. Extend over long periods of time
2. Engage teachers as active learners
3. Focus on combining content and pedagogy
4. Include opportunities for practice, feedback and reflection rather than one-day workshops

Evidence from "Teacher Quality and Student Achievement" suggests these four factors are associated with professional development opportunities that have the greatest impact.

Since we do not currently have the resources to provide comprehensive professional development in-person, we will focus our efforts initially on virtual and regional options. Also as part of our support of priority and focus schools (many of which are high-poverty and high-minority), OSDE also intends to offer assistance in developing meaningful professional development opportunities to teachers in these schools as part of the school turnaround process.

MENTORING

Evidence from "Collaboration: Closing the Effective Teaching Gap" (2009) shows that when teachers are given time and tools to collaborate with their peers, they are more likely to teach effectively and remain in the high-needs schools that need them most. Stakeholders in the focus groups echoed this research finding, stating they find great value in peer-to-peer mentoring and that quality mentoring (or lack of it) is an important part in their decision about whether or not to stay in the teaching profession.

Previously, Oklahoma had a resident teacher mentoring program for first year teachers. Each new teacher was supported by a committee of three people: a veteran teacher at his or her school, his or her school principal and a faculty mentor from a teacher preparation program. Notably, a high-poverty, high-minority district in a small town deemed that mentoring was important, so it has since always projected those costs. Even in times of financial difficulty, the district continued to fund a mentoring program because it met with the district's beliefs and strategic planning. Focus group participants expressed a strong desire to bring this program back. They said that it was particularly valuable for first-year teachers to have on-site support from a veteran teacher and principal. Veteran teachers and principals expressed interest in being mentors as well. As one special education expert stated, "No one says no [to being a mentor] when they are dedicated to the profession and doing meaningful work."

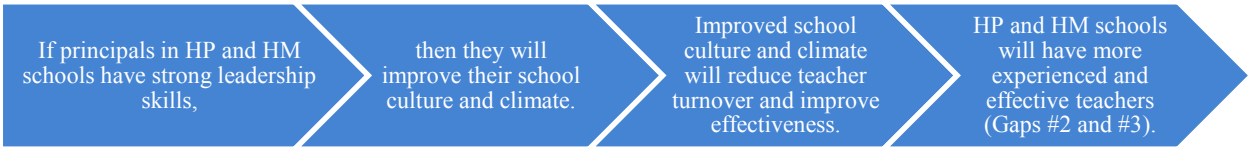
OSDE would like to work with other groups such as the State Regents for Higher Education, OEQA and teacher preparation programs to reinstate a statewide mentoring program for first year teachers. OEQA is currently piloting and evaluating an induction mentoring program that could prove promising. Since a statewide mentoring program would require legislative action, OSDE and its partners plan to champion for this cause. While we will do our best to obtain legislative approval for this program, if we are not able to ultimately offer such a program, we will provide some mentoring sessions as an agency to support first-year teachers, many of whom are in high-poverty and high-minority schools.

We also think it is important to provide training to mentors. In one focus group, a special education teacher reported that he was asked to be a mentor, but did not feel equipped to do so. He had no preparation and did not know how to effectively mentor. As a state, we intend to identify schools with the highest rates of new teachers−many of which are in high-poverty and high-minority schools−and offer mentor training services to them.

Key Metrics for Monitoring and Evaluation

- Percent of teachers in high-poverty, high-minority schools who report feeling supported in their professional growth
- Percent of teachers in high-poverty, high-minority schools who report being satisfied with their PD experiences
- Number of mentored teachers in high-poverty, high-minority schools
- Number of mentors in high-poverty, high-minority schools
- Number of mentors participating in mentor training services

STRATEGY TWO: PROFESSIONAL DEVELOPMENT FOR PRINCIPALS IN HIGH-POVERTY/HIGH-MINORITY SCHOOLS



Stakeholders reported school culture and climate as one of the key root causes for equity gaps. Focus group participants noted that they thought it was the role of the principal to set the tone of the building and foster a positive school climate marked by high academic expectations, cultural sensitivity and professionalism. Teachers in the focus groups said that they feel dissatisfied when their building principal is not a true instructional leader, does not value them, does not understand them and does not know how to empower them to become leaders themselves.

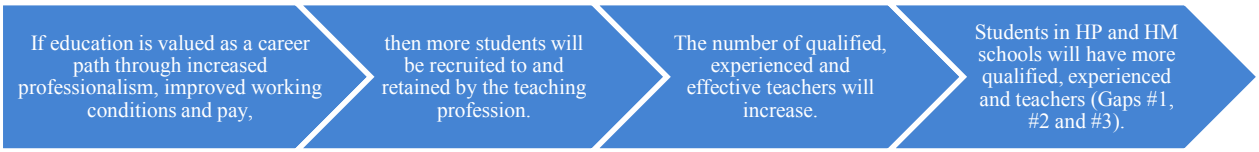
Given the importance stakeholders placed in the principal's role in developing the school culture and environment, focus group participants noted that principals in high-minority and high-poverty settings may benefit from professional development aimed at improving their leadership skills. For instance, principals may benefit from cultural competency training to help them understand the importance of diversity and how to effectively lead instruction in a diverse setting. Principals may also benefit from increased knowledge about how to use data to drive instruction or obtain funding for their school, among other skills.

To help principals grow these skills and improve their effectiveness in leading high-poverty and high-minority schools, OSDE will offer trainings and resources to help new and existing principals in high-poverty and high-minority settings build these skills.

Key Metrics for Monitoring and Evaluation

- Number of principals who stay more than 5 years in high-poverty, high-minority schools
- Number of principals in high-poverty, high-minority schools participating in OSDE principal professional development
- Percent of principals in high-poverty, high-minority schools reporting being satisfied with their PD experiences
- Principal turnover rate in high-poverty, high-minority schools

STRATEGY THREE: IMPROVED RECRUITMENT AND RETENTION STRATEGIES

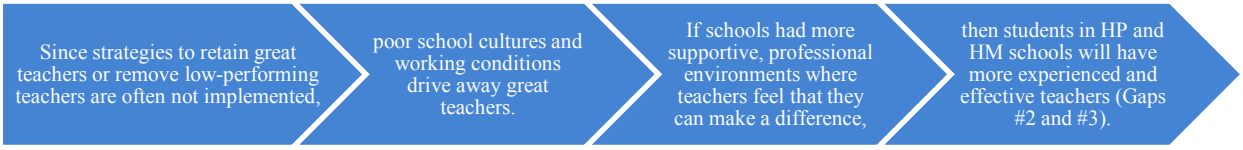


VALUING EDUCATION

Teaching is one of the most important career paths in our society. Members of society could not acquire their current career paths if it were not for teachers. Yet, compared to other professional occupations, public education in Oklahoma is not valued. Several misconceptions about the teaching profession still exist and teachers are often not treated with the respect and professionalism they deserve. It is important to the future of our state that we change this perception. We need to be able to attract high-quality teaching candidates and retain our effective teachers in order to develop our young people into a robust workforce and improve our economy. In this way, valuing the profession is synonymous with valuing our future.

To address this root cause, focus group participants noted the importance of recognizing the accomplishments of teachers. Teachers, often, do not seek attention for their accomplishments so it is up to principals, superintendents, OSDE and other stakeholders to recognize and praise the accomplishments of teachers. Also, while teachers are not primarily motivated by pay, OSDE believes that pay parity is nonetheless critical to fostering an environment in which education is valued and attracting and retaining top talent is enhanced. To this end, OSDE leadership is advocating for regional pay parity. By making Oklahoma teaching salaries more comparable to those in neighboring states, we hope to more effectively recruit and retain great teachers.

IMPLEMENTING STRATEGIES TO RETAIN GREAT TEACHERS



Research from *The Irreplaceables* suggests that principals are a critical factor in teacher retention. Findings include

- Policies to retain irreplaceables or remove low-performing teachers are not implemented.
- Poor school cultures and working conditions drive away great teachers.
- Policies give principals and district leaders few incentives to change their ways.

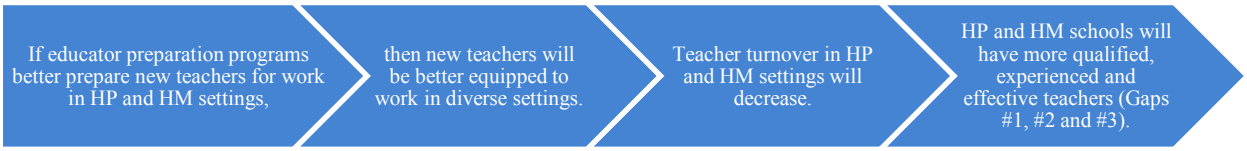
If principals are equipped to retain top teachers, equity gaps in high needs areas have the potential of being decreased.

Unfortunately, districts do not tend to rigorously review their processes of recruiting and retaining. They also do not study and track their retention and use that knowledge to craft smarter retention policies. To address this gap, OSDE is offering a session at our summer conference on "The Irreplaceables." This session will help principals learn specific strategies to retain their great teachers (the irreplaceables), which the TLE system will help them identify.

Key Metrics for Monitoring and Evaluation

- Teacher turnover in high-poverty, high-minority schools
- Teacher pay
- Number of high-poverty, high-minority schools implementing interventions to improve the school climate and culture
- Disparities in disciplinary actions between minority and non-minority students in high-poverty, high-minority schools, as an indicator of school climate

STRATEGY FOUR: IMPROVED EDUCATOR PREPARATION AND PATHWAYS



Since many new teachers teach in high-poverty and high-minority settings, efforts to better prepare teachers to teach in diverse settings are important. Equally important are efforts to attract more qualified and effective teachers and more minority teachers. To address this gap, OSDE, in partnership with the State Regents for Higher Education, plans to expand its Teach Oklahoma program and offer it in more high-poverty and high-minority schools. The mission of the Teach Oklahoma program is to encourage high performing high school juniors and seniors who possess exemplary interpersonal and leadership skills to consider teaching as a career. The program provides a curriculum based, hands-on approach educating students regarding the requirements to become a successful teacher and enabling students to put their knowledge to work through a classroom internship. In this way, Teach Oklahoma provides schools and districts with the opportunity to recruit homegrown professionals.

Key Metrics for Monitoring and Evaluation

- Number of high school students in high-poverty, high-minority schools completing the Teach Oklahoma program
- Percent of minority teachers in high-poverty, high-minority schools
- Percent of students majoring in education, as an indicator of interest in the teaching profession

TIMELINE

Table 15 outlines the timeline and parties involved for each of the aforementioned activities.

TABLE 15 ACTIVITIES TO ELIMINATE GAPS

Major Activities	Parties Involved	Organizer	Dates
Professional Development for Principals	OSDE	Executive Director of Professional Development	Summer 2015 (conference)
Professional Development for Teachers	OSDE	Executive Director of Professional Development	Summer 2016 (conference)
Recruitment and Retention Efforts (Higher Education; Teach Oklahoma)	OSDE OACTE OEQA State Regents for Higher Education	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA; Oklahoma Teacher Connection Coordinator	Fall 2015
Educator Preparation and Pathways (Higher Education; Teach Oklahoma)	OSDE OACTE OEQA State Regents for Higher Education	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA; Oklahoma Teacher Connection Coordinator	Fall 2015

ONGOING MONITORING AND SUPPORT

MEASURING PROGRESS TO ELIMINATE GAPS

Once implementation to address equity gaps begins, the OSDE will measure progress toward short and long term goals with particular focus on sustainable efforts that includes resources and funding. The path toward these goals includes (1) advocating for wrap-around funding of services for high minority and high poverty schools, (2) providing resources for quality, needs based professional development, and (3) holding district and building leadership accountable, through relevant and rigorous evaluations.

REPORTING PROGRESS OF ELIMINATING GAPS

Public reporting of the progress being made toward decreasing or eliminating equity gaps will begin immediately as legislation passes in the Spring of 2015. Notification of newly passed legislation will be broadcast through weekly email messages to district level leaders and through the OSDE website. Laser-focused advisory committee meetings will be continuous, deliberate and intentional to explore and solve equity gaps. The stakeholder groups will continue to stay engaged via the virtual forum. Feedback from this forum will be gathered and shared at TLE Commission monthly meetings as well as State Board of Education monthly meetings. The plan to conduct interviews with targeted individuals should prove to be a method of progress toward the goal of equity gap reduction. The EngageOK Summer Conference focuses on several sessions linked to equity gap awareness and strategies. The core group serving as the Advisory Committee for the state's EAEE Plan will stay in close contact with analytical working sessions. The state superintendent's Advisory Councils will be a critical avenue for reporting to the public. Beyond educator councils, some of those councils include parent groups, economic development and community advocacy. All major activities listed below will allow for a continuous process of updating the EAEE Plan.

TABLE 16 ACTIVITIES FOR MONITORING PROGRESS

Major Activity	Parties Involved	Organizer	Dates
Weekly Superintendent Message	OSDE	Executive Director of Communications	Spring 2015-Winter 2018
Equity Gap Literacy for Legislators	OSDE	Director of Government Affairs, Deputy Superintendent for Educator Effectiveness & Policy Research	Spring 2015-ongoing
Website	OSDE	Communication Department	Spring 2015-Winter 2018
TLE Commission Monthly Meetings	OSDE	Executive Director TLE	Spring 2015-Winter 2018
State Board Monthly Meetings	OSDE	Deputy Superintendent for Educator Effectiveness & Policy Research	Spring 2015 – Winter 2018

Virtual Forum	Stakeholders	Deputy Superintendent for Educator Effectiveness & Policy Research	Spring 2015 – Winter 2018
Educator Interviews	OSDE OEQA	Deputy Superintendent for Educator Effectiveness & Policy Research	Spring 2015-ongoing
EngageOK Summer Conference	OSDE LEAs	OSDE Cabinet	Summer 2015
Quarterly Advisory Analysis Committee	OSDE	Deputy Superintendent for Educator Effectiveness & Policy Research	Spring 2015-ongoing
State Superintendent's Advisory Councils	OSDE	Deputy Chief of Staff	Spring 2015-ongoing
Individual Public Presentations	OSDE	Deputy Superintendent for Educator Effectiveness & Policy Research	Spring 2015-ongoing

CONCLUSION

Driven by the belief that all students deserve great teachers, Oklahoma's Equitable Access to Excellent Educators (EAEE) Plan identifies gaps in the distribution of qualified, experienced and effective teachers in high-poverty and high-minority schools; proposes a set of potential root causes for these gaps; and outlines a specific set of strategies to shrink the gaps. The EAEE Plan reflects thoughtful input from a wide variety of stakeholders and is designed to evolve over time through ongoing monitoring, support and engagement. Rooted in a Theory of Action in which Oklahoma has qualified, experienced and effective teachers, values education, is adequately preparing its students for the workforce and has a unified voice as our guiding vision, Oklahoma's Equitable Access to Excellent Educators plan is a reasonable and realistic agenda for positive impact in our state's quest for equity of opportunity. We and our stakeholders believe in and are committed to this goal. As one educator explains, "It's about the kids – my heart is in high-poverty and high-minority schools; we are their only hope and it is a pretty awesome responsibility."

APPENDIX A – DETAILED PROCESS TIMELINE

ADVISORS, REVIEWERS, & PARTNERS IN WORK

Major Activity	Parties Involved	Organizer	Dates
Identify stakeholder groups	OSDE; ESAN	Executive Director of Systems Approach to Building quality Schools	Fall 2014
Technical Assistance	GTL Center	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA	Winter 2015
Gather and Review Data	OSDE; OEQA	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA	Winter 2015
Recruit stakeholder groups	OSDE; OEQA	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA	Winter 2015
Equitable Access Support Network Targeted Coaching (included site visit)	OSDE; OEQA	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA	Winter – Spring 2015
Meet with Advisory Committee	OSDE; OEQA; SC3	Deputy Superintendent for Educator Effectiveness and Policy Research	Winter 2015
Build Equitable Access website and communication tools for two-way feedback loops	OSDE Tech. Support and staff	Deputy Superintendent for Educator Effectiveness and Policy Research	Winter 2015
Prepare Data materials for stakeholders	OSDE; OEQA	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA; OSDE Data Scientist	Winter 2015
Meet with Eight Stakeholder Groups	Stakeholders (approx. 64) *Advisors*	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA	Winter 2015
Collect and Collate stakeholder input on equity gaps and root cause analysis	OSDE; OEQA	Deputy Superintendent for Educator Effectiveness and Policy Research	Spring 2015
Meet with Advisory Committee	OSDE; OEQA; SC3	Deputy Superintendent for Educator Effectiveness	Spring 2015

Major Activity	Parties Involved	Organizer	Dates
Interviews	Identified interviewees (HP/HM school leaders/teachers and other stakeholders)	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA	Spring 2015
Implementation through feedback loops	Stakeholders *Advisors*	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA	Spring 2015
Review of Plan	Stakeholders *Reviewers*	Deputy Superintendent for Educator Effectiveness and Policy Research; OSDE Data Scientist	Spring 2015
Implementation Progress Meeting	Stakeholders *Partners in Work*	Deputy Superintendent for Educator Effectiveness and Policy Research	Fall 2015
Progress and Monitoring	Stakeholders *Partners in Work*	Deputy Superintendent for Educator Effectiveness and Policy Research	Twice per year through Winter 2018

APPENDIX B – ADVISORY COMMITTEE

Name	Position	Agency
Melissa White	Executive Director, ACE/Counseling	OSDE
Cindy Koss	Deputy Superintendent, Academic Affairs & Planning	OSDE
Todd Loftin	Executive Director, Special Education Assessment & Instruction	OSDE
Joanie Hildenbrand	Assist. Superintendent, Child Nutrition	OSDE
Melissa McGavock	Director, Federal Programs, Bilingual/Migrant Educ.	OSDE
Jennifer Lamb	Director, Elementary Mathematics	OSDE
Joshua Flores	Director, Secondary English Language Arts	OSDE
Ramona Coats	Executive Director, Federal Programs	OSDE
Jeff Smith	Executive Director, Certification	OSDE
Sonia Johnson	Executive Director, Parent & Community Engagement	OSDE
Gloria Bayouth	Executive Director, Federal Programs	OSDE
Shellie Gammill	Accreditation	OSDE
Robyn Miller	Deputy Superintendent for Educator Effectiveness and Policy Research	OSDE
Desarae Witmer	Executive Director of School Turnaround	OSDE
Megan Clifford	Data Scientist	OMES
Sherry Labyer	Executive Director	OEQA
Sarah Hall	Associate Director, Technical Assistance	South Central Comprehensive Center

APPENDIX C – STAKEHOLDER LIST

Teachers	Affiliation
Jason Proctor	H.S. Mathematics, Tahlequah, Teacher of the Year 2015
Michael Rogers	5th grade, Blackwell, District Teacher of the Year 2015
Kari Monholland	9th grade English, Millwood, District Teacher of the Year 2015
Kris Zorn	4th grade, Bartlesville, District Teacher of the Year 2015
Stacy Ford	Elementary Librarian, Norman, District Teacher of the Year
Veronica Johnson	Mathematics, OKC, Dove Academy
Misty Rangle	1st grade, Collinsville
Seth Meier	Special Education, Mid-Del
Tina Roger	Middle School Science, Woodward
Genia Harber	High School Social Studies, Wister
Parents/Students	Affiliation
Christopher Stockton	Senior, Oklahoma State University
Dillon Stanley	Sophomore, University of Oklahoma
Kayla Bickell	Senior, Mustang High School
Anjali Kumari	Senior, Northwest Classen High School, OKC
Stacey Husted	Parent, Blackwell
Mike Daffin	Parent, Sallisaw
Chris Deal	Parent/School Board Member, Duncan
Dianna Carter	Parent/PTA President, Putnam City
Jim Blevins	Parent/School Board Member, Elk City
Administrators	Affiliation
Steve Dunham	Principal, Comanche High School
Dr. Sean McDaniel	Superintendent, Mustang
Dr. Jeanene Barnett	Superintendent, Bristow
Melissa Hitt	Principal, Elgin
Dr. Tom Diehgan	Superintendent, Lawton
Merry Stone	Assistant Superintendent, Duncan
Kathy Dunn	Assistant Superintendent, Mid-Del
Heather Zacharias	Principal, John Adams Elementary, OKC
School Personnel	Affiliation
Mashon Edge	Psychologist, Deer Creek
Kasey Brenneis	Director, Human Resources, Duncan
Charleen Hudson	Title IIA Coordinator, OKC
Talia Shaull	Chief Human Capital Officer, Tulsa
Beth Richert	Director, Instructional Technology, Clinton
Gena Koster	Director, Secondary Special Education, Broken Arrow
Amy Spiva	Registered Nurse, Elementary, Stillwater
Lorrie Conley	Middle School Counselor, Antlers
Christy Prather-Skinner	Counselor, Boulevard Academy Alternative, Edmond
Jana Burke	Executive Director of Teacher & Leadership, Tulsa Public Schools

Education Organizations	Affiliation
Shawn Hime	Executive Director, Oklahoma State School Board Association
Alicia Priest	Vice President, Oklahoma Educators Association
Steven Crawford	Executive Director, Cooperative Council for Oklahoma School Administration
Ginger Tinney	Executive Director, Professional Oklahoma Educators
Kathy Adams	President, United Suburban Schools Association
Robert Trammell	President, Organization of Rural Oklahoma Schools
Cathryn Franks	Board Member, State Board of Education
Ryan Owens	Executive Director, United Suburban Schools Association
Economic Development	Affiliation
Steven Hendrickson	Director of Government Operations, Boeing
	Community Outreach, Devon
Marilyn Feaver	Executive Director, Southern Oklahoma Impact Coalition
Cynthia Reid	Sr. Vice President of Communications & Marketing, OKC Chamber of Commerce
Dr. Phyllis Hudecki	Executive Director, Oklahoma Business & Education Coalition
Keith Wilson	Executive Director, Oklahoma Juvenile Affairs
Jari Askins	Interim Executive Director, Oklahoma Pardon & Parole Board
Tim Burg	Executive Director, Shawnee Economic Development Foundation
Jonathan Small	Executive Vice President, Oklahoma Council of Public Affairs
Michael Southard	President, Ada Jobs Foundation
Higher Education/ Teacher Preparation	Affiliation
Dr. Bryan Duke	Associate Dean, College of Education, University of Central Oklahoma
Dr. Stan Sanders	Chair, Teacher Education, Northeastern State University
Dr. Stacy Reeder	Chair, Instructional Leadership & Academic Curriculum, University of Oklahoma
Dr. Lisa Huffman	Dean, School of Education, Cameron University
Dr. Jennifer Job	Assistant Professor, Curriculum & Instruction, Oklahoma State University
Dr. Lois Lawler Brown	Chair, Education Department, Oklahoma City University
Dr. Beverly Devries	Professor, School of Education, Southern Nazarene University
Dr. Ruth Jackson	Chair, Teacher Education, Langston University
Dr. Vanessa Anton	Associate Dean, College of Education, Northeastern State University
Dr. Brenda Sherbourne	Dean, College of Education, East Central University
Community Agencies	Affiliation
Brent Bushey	Executive Director, Oklahoma Public School Resource Center
Joan Korenbilt	Executive Director, Respect Diversity Foundation
Dr. Raúl Font	President/Executive Director, Latino Community Development Agency

Julia Sterr	Child Welfare Services, Oklahoma Department of Human Services
Danny Wells	Executive Officer, Education, Chickasaw Nation
Lynne Chatfield	Public School Director, Chickasaw Nation
Travis Hartfield	Coordinator, Office of Community & Faith Engagement, Oklahoma Department of Human Services
Jake Yunker	Deputy Policy Director, Office of Governor Fallin
Phil Gover	Teach for America
Sandra Kent	Executive Director, OKLA+ Schools

APPENDIX D – STAKEHOLDER INVITATION LETTER

STATE OF OKLAHOMA
OFFICE OF THE GOVERNOR
March 16, 2015

Dear Stakeholder,

Please accept this letter as an invitation to participate in an important stakeholder group commitment. The critical work described below would require your valued perspective as an advisor, reviewer, and monitor over the next several months.

On July 7, 2014, the U.S. Department of Education announced the ***Excellent Educators for All*** initiative to help states and school districts support high quality educators for the students who need them most. As a key piece of the initiative, each state is required to submit a *State Plan to Ensure Equitable Access to Excellent Educators* by June 2015 describing how the state education agency (SEA) will make certain minority students and low-income students are taught by experienced, qualified, or in-field teachers at the same rate as other students. As Oklahoma seeks to compile this information, we request your engagement on our state's plan.

If you are willing to participate in this unique opportunity, we ask that you first attend one of the stakeholder group meetings that will be held in March and April. In the coming week, you will be contacted to finalize your commitment and determine which stakeholder group meeting date best fits your schedule. Following this meeting, you would be expected to electronically engage in continued conversations as we determine strategies for closing the identified gaps and monitoring the plans developed from the stakeholder meetings.

Thank you for your dedication to education in Oklahoma. Ultimately, we hope you will choose to engage in this effort to sustain equitable access to excellent educators. Again, you will be contacted directly as a follow-up to this letter.

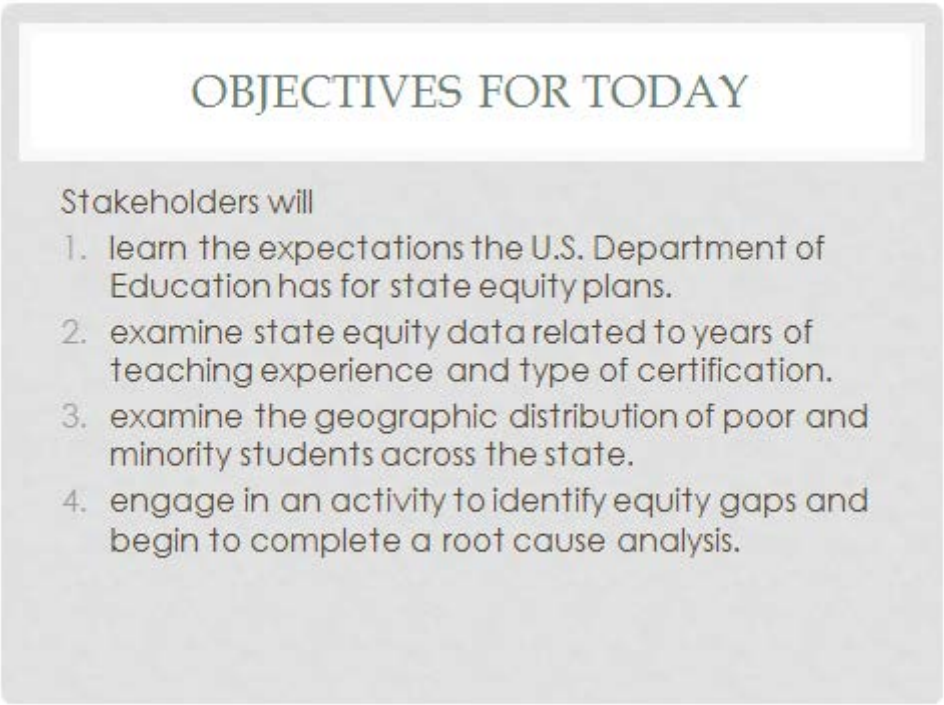
Mary Fallin
Governor

Joy Hofmeister
State Superintendent for Public Instruction

SUITE 212 • STATE CAPITOL BUILDING • OKLAHOMA CITY, OKLAHOMA • 73105 • 405/521-2342

recycled paper

APPENDIX E – POWER POINT AT STAKEHOLDER MEETINGS



U.S. DEPARTMENT OF EDUCATION

Announced in July 2014 – State Education Agencies (SEAs) are to develop State Plans to Ensure Equitable Access to Excellent Educators

Submission date June 1, 2015

U.S. DEPARTMENT OF EDUCATION EXPECTATIONS

- Stakeholder Engagement
- Identification of Equity Gaps
- Root Cause Analysis of the Identified Equity Gaps
- Steps to eliminate Equity Gaps
- Measures and Methodology for Evaluating Progress
- Public Reporting on the Progress

U.S. DEPARTMENT OF EDUCATION REQUIREMENT

Calculate Equity Gaps between the rates which minority children and impoverished children are taught by **inexperienced**, **unqualified**, or **out-of-field** teachers compared to rates at which other children are taught by these teachers

U.S. DEPARTMENT OF EDUCATION ALLOWANCE

Encourages states to also look at Equity Gaps for other sub-groups, including English Language Learners and students with disabilities

PRELIMINARY DATA: STATE PROFILE

About this State	
Number of Schools	1,773
In each quartile	Approximately 443
Number of Districts	529
Total Student Enrollment	666,011
Total Number of Teachers	41,254

Average Percent of Students in Poverty		Average Percent of Minority Students	
All Schools	61%	All Schools	46%
Highest Poverty Quartile Schools (HPQ)	90%	Highest Minority Quartile Schools (HMQ)	74%
Lowest Poverty Quartile Schools (LPQ)	35%	Lowest Minority Quartile Schools (LMQ)	23%

SCHOOL LOCALE DEFINED

- City
- Suburb
- Town
- Rural

- Each subdivided into three subcategories (handout provided)

DISTRICTS WITH THE MOST NEW TEACHERS

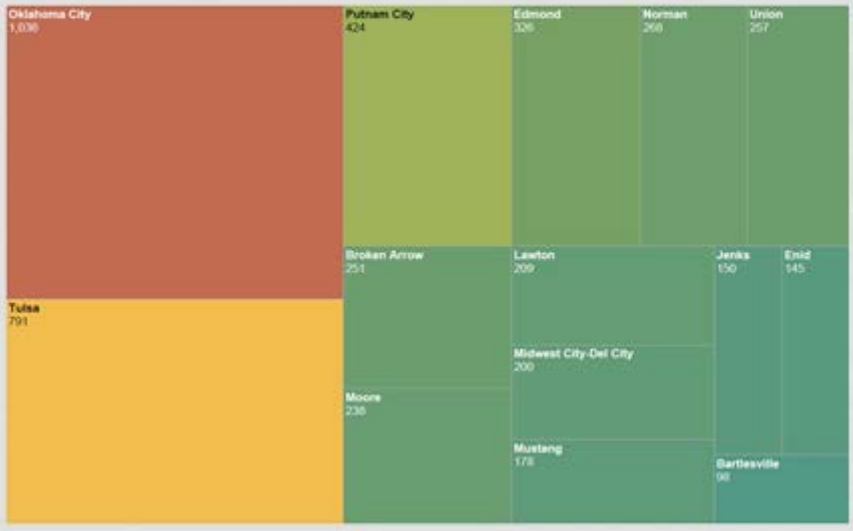
District	Number of New Teachers	Number of Total Teachers	Percent of New Teachers
Oklahoma City	425	2,897	15%
Tulsa	317	2,654	12%
Putnam City	153	1,259	12%
Edmond	102	1,433	7%
Norman	91	990	9%
Broken Arrow	86	1,103	8%
Union	82	895	9%
Lawton	81	970	8%
Midwest City-Del City	73	882	8%
Mustang	64	644	10%

NUMBER OF NEW TEACHERS BY DISTRICT

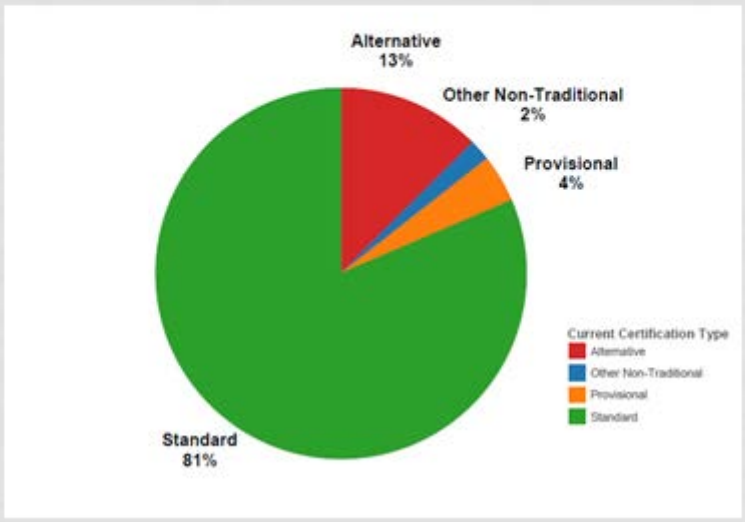
DISTRICTS WITH THE MOST INEXPERIENCED (<3 YEARS) TEACHERS

District	Number of Inexperienced Teachers	Number of Total Teachers	Percent of Inexperienced Teachers
Oklahoma City	1,036	2,897	36%
Tulsa	791	2,654	30%
Putnam City	424	1,259	34%
Edmond	326	1,433	23%
Norman	268	990	27%
Union	257	895	29%
Broken Arrow	251	1,103	23%
Moore	238	1,266	19%
Lawton	209	970	22%
Midwest City-Del City	200	882	23%
Mustang	178	644	28%

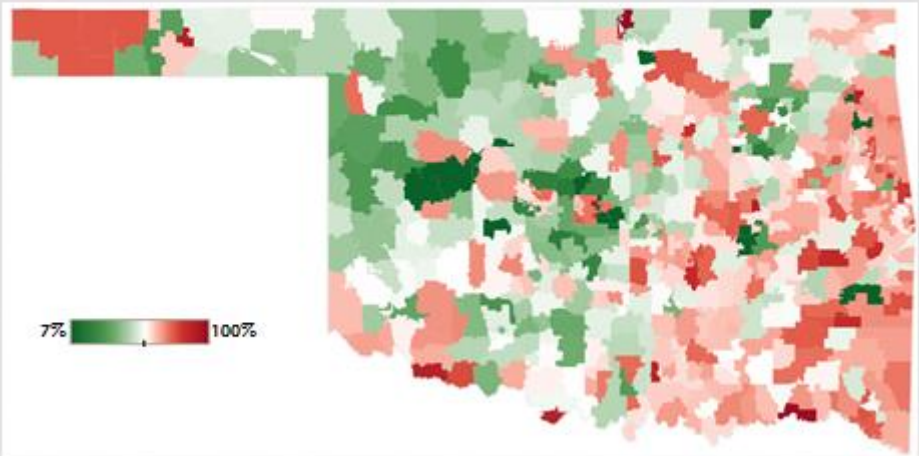
NUMBER OF INEXPERIENCED TEACHERS (< 3 YEARS) BY DISTRICT

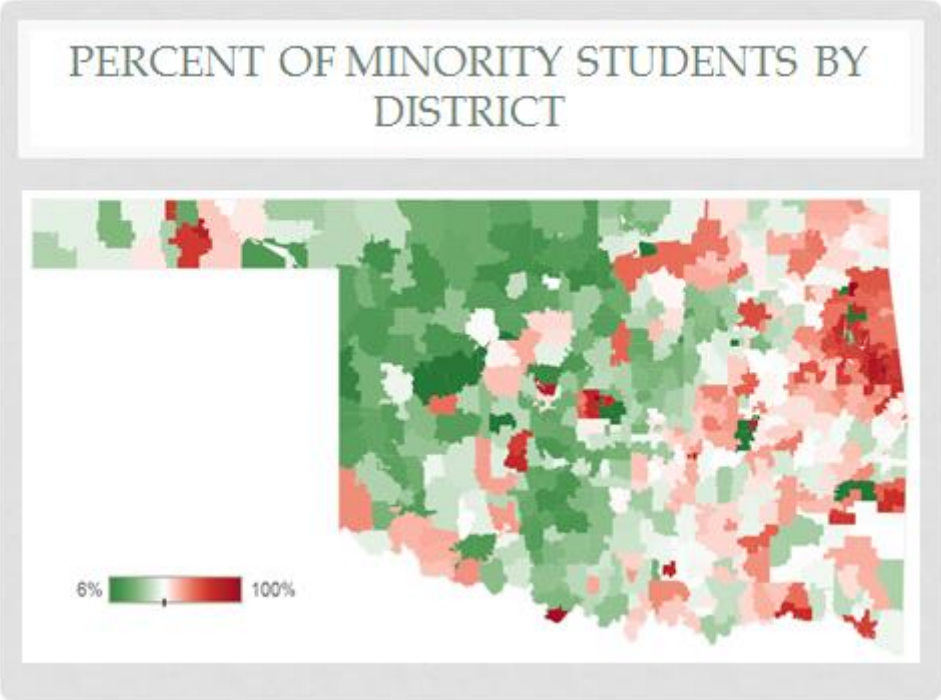


PERCENT OF TEACHERS BY CERTIFICATION TYPE



PERCENT OF STUDENTS IN POVERTY BY DISTRICT




PERCENT OF MINORITY STUDENTS BY DISTRICT
6%
100%

APPENDIX F – CHALLENGE STATEMENTS

COMMUNITY

Challenge Statement:

Engaging Oklahoma to improve state and school reputations by prioritizing effective school culture and professionalization of educators.

Professionalization

School Culture

State & School Reputation

ECONOMIC DEVELOPMENT

Challenge Statement:

Improved Partnerships & Communication MUST be forged between businesses, communities and educators.

Define Quality/Successful Education

Communication

School Climate/Culture

SCHOOL PERSONNEL

Challenge Statement:

In order to achieve student growth, we must address the deteriorating value of public education by prioritizing appropriate funding and addressing poverty and structural, ineffective teacher preparation concerns currently interfering in Oklahoma's Education system.

Education devalued

Poverty

Structural Issues

PARENTS/STUDENTS

Challenge Statement:

In order to address equity gaps, we need to successfully recruit and incentivize teachers to lure them and then mentor and engage them to keep them; a key factor in making this happen is funding.

Recruiting, Mentoring, Incentivizing

Home life-Parental Support-Student Apathy

Climate &culture of education in Oklahoma

ADMINISTRATORS

Challenge Statement:

Develop and promote a strategic, focused and positive campaign to champion public education with a united effort from legislators, school leadership, teachers, parents, students and higher education.

Professional Development

Leadership

Legislative Inconsistencies

Public Relations

Legislative Inconsistencies

EDUCATION ORGANIZATIONS

Challenge Statement:

We must have a climate that provides resources and support that encourages and sustains highly effective teachers in high minority and high poverty schools.

Lack of support

Lack of resources

Lack of mentoring

HIGHER EDUCATION

Challenge Statement:

Changing Perceptions: Collaborative advocacy through broad based support to elevate the professional status of educators.

Teaching Profession

Professional Image/Opportunities/Demands

Governance

TEACHERS

Challenge Statement:

We must increase positive outlook and provide funding for quality mentoring programs and training.

Programs

Outlook

Training

APPENDIX G – INTERVIEW PROTOCOL

Introductory Background Questions

1. What is your current role?
2. How long have you been in this role?
3. What other roles did you have prior to your current role?

Equity Gap Content Questions

1. Oklahoma has large gaps in the equitable distribution of experienced and traditionally certified teachers, particularly in urban settings. Why do you think this is?
2. What would you suggest?
3. Do you think that teachers are equitably distributed in Oklahoma? Why are why not? What student groups do you think are affected (IEP, ELL, poor, minority, etc.)?
4. What do you think are some of the root causes of these equity gaps?
5. What would you suggest to close the equity gaps related to effective teachers in high minority and high poverty schools?
    a. Retention
    b. Distribution

Specific Teacher Questions

1. What factors influenced your placement?
2. If it was your goal (mission, social justice) to teach in this setting, do you feel that you are achieving your goals? Do you feel that you are making a difference?
3. Do you plan to return? Why or why not?
4. Do you feel that you were adequately prepared to teach in a high minority and high poverty school?
5. What were your expectations entering this demographic?
6. Did your expectations meet your experience?
7. Any surprises?
8. What supports have you been given?

Professional Development Content Questions

(Teachers)

1. How has PD changed your teaching?
2. Tell me about a PD experience that improved your teaching practices
3. Do you think the individuals providing training are sufficiently trained?
4. To what extent do you have input in designing/choosing your own PD experience?

5. Thinking about all the PD that you have received over the course of your career, how useful has it been for helping you improve your instruction?

(Principals)

1. What types of PDs have been offered in your district?
2. To what extent do you have input in designing/choosing your teachers' own PD experience?
3. Do you think the individuals providing training are sufficiently trained?
4. What other resources are you using and sharing with your teachers?
5. What kinds of PD are available specific to your role as principal?
6. Tell me about a PD experience that improved your leadership skills/ practices

Mentoring Content Questions

(Teachers)

1. Do you have a mentor?
2. Based on feedback from your mentor, did you make any changes in your instruction?
3. Do you think mentors are sufficiently trained or experienced?
4. How much burden does mentoring place on the mentors? How much burden does mentoring place on the administrators?
5. What selection/matching process is there for mentor assignment?
6. What should an effective mentor/mentee relationship look like?
7. Does it go beyond the first year? First three years?
8. Have your retention rates increased due to mentoring?
9. If you do/did not have a mentor, what is your idea of effective mentoring?

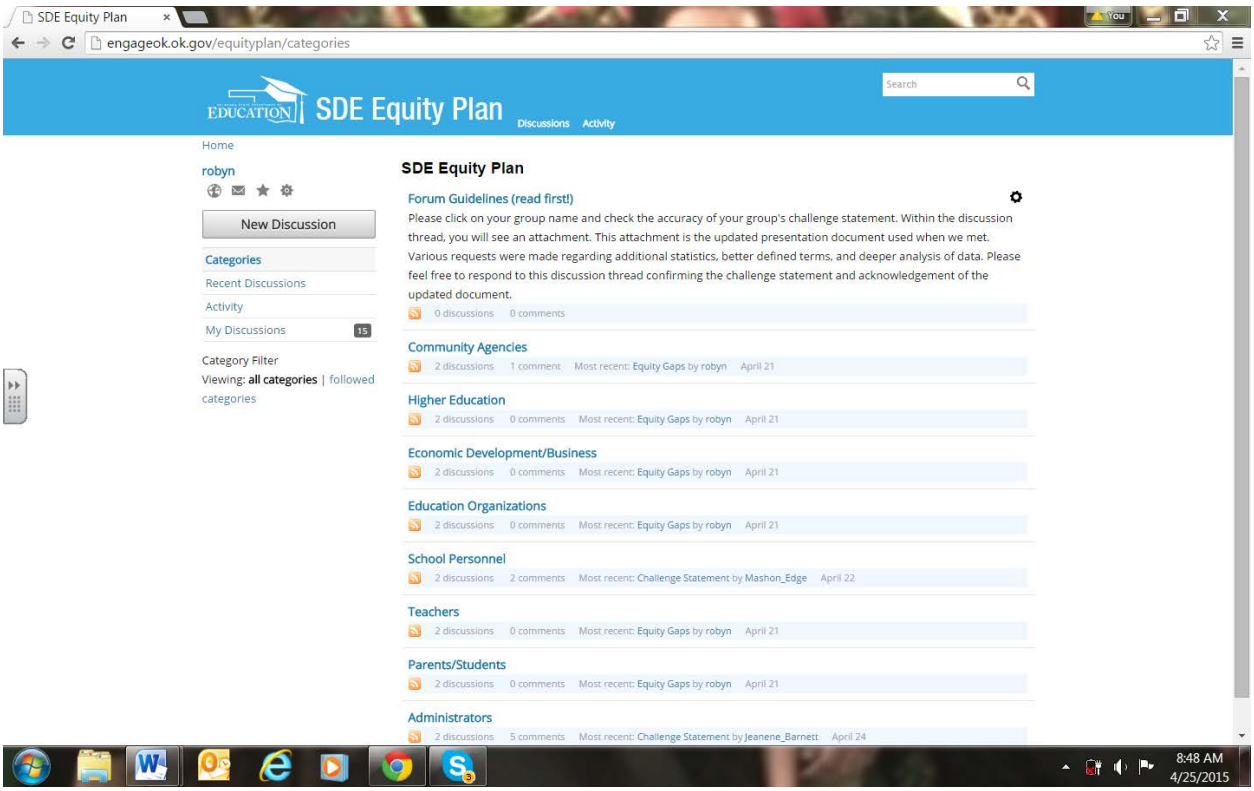
(Principals)

1. Do you have a process for mentor/mentee assignment? If so, what is it?
2. Are mentors compensated for their efforts? If so, how much? (money, credit hours, benefits)
3. What burden is associated with a mentoring program?
4. If no mentor program is implemented, how do you assist, train and support teachers?

Effectiveness in Teacher/Leaders Content Questions

1. When it comes to the effectiveness of a teacher/leader, what characteristics come to mind?
2. What necessary steps can be taken to enhance the effectiveness of a teacher?
3. Do you have the resources for such steps? What are those resources?

APPENDIX H– VIRTUAL FORUM



APPENDIX I – SENATE BILL 706

An evidence-based qualitative assessment tool for the teacher qualitative portion of the TLE that will include observable and measurable characteristics of personnel and classroom practices that are correlated to student performance success, including, but not limited to:

a. organizational and classroom management skills,
b. ability to provide effective instruction,
c. focus on continuous improvement and professional growth,
d. interpersonal skills and
e. leadership skills

An evidence-based qualitative assessment tool for the leader qualitative portion of the TLE that will include observable and measurable characteristics of personnel and site management practices that are correlated to student performance success, including, but not limited to:

a. organizational and school management, including retention and development of effective teachers and dismissal of ineffective teachers,
b. instructional leadership,
c. professional growth and responsibility,
d. interpersonal skills,
e. leadership skills and
f. stakeholder perceptions

Comprehensive remediation plans and instructional coaching for all teachers who receive qualitative or quantitative ratings of "needs improvement" or "ineffective." A career teacher who has received a qualitative and quantitative rating of "ineffective" for two (2) consecutive school years shall be dismissed or not reemployed on the grounds of instructional ineffectiveness by the school district, subject to the provisions of the Teacher Due Process Act of 1990.

A career teacher who has received a qualitative and quantitative rating of "needs improvement" or lower for three (3) consecutive school years shall be dismissed or not reemployed on the grounds of instructional ineffectiveness by the school district, subject to the provisions of the Teacher Due Process Act of 1990.

A career teacher who has not averaged a qualitative and quantitative rating of at least "effective" as measured pursuant to the TLE over a five-year period shall be dismissed or not reemployed on the grounds of instructional ineffectiveness by the school district, subject to the provisions of the Teacher Due Process Act of 1990.

APPENDIX J – TLE TIMELINE

TEACHER AND LEADER EVALUATION (TLE) SYSTEM TIMELINE

Major Activities	Parties Involved	Organizer	Dates
Complete build-out of Teacher Leader Evaluation (TLE) system	OSDE, Legislators, SBE, LEA's, TLE Commission	TLE Executive Director Teacher Effectiveness Department	School Year 2017-2018
Qualitative and quantitative scores become consequential/employment	OSDE, Legislators, SBE, TLE Commission	TLE Executive Director Teacher Effectiveness Department	School Year 2017-2018
Qualitative and quantitative scores implemented	OSDE, Legislators, SBE, TLE Commission	TLE Executive Director Teacher Effectiveness Department	School Year 2016-17
Implemented roster verification	OSDE, LEA's	TLE Executive Director Teacher Effectiveness Department	School Year 2014-2015
TLE currently researching further reliable quantitative measures	TLE Commission, OSDE	TLE Executive Director Teacher Effectiveness Department	School Year 2014-15 2015-2016
Qualitative component only ○ **LEA's pilot roster verification**	OSDE, LEA's	TLE Executive Director Teacher Effectiveness Department	School Year 2013-2014
Further research required by TLE Commission regarding OAM'S – Quantitative component of TLE temporarily suspended	TLE Commission, OSDE	TLE Executive Director Teacher Effectiveness Department	School Year 2014-2015
LEA's pilot quantitative component of TLE ○ **Collected Value Added Measurement**	OSDE, Legislators, SBE, TLE Commission	TLE Executive Director Teacher Effectiveness Department	School Year 2013-2014

Major Activities	Parties Involved	Organizer	Dates
(VAM) Results			
Research conducted by TLE Commission on Student Academic Growth, Other Academic Measures for quantitative component of TLE	TLE Commission, OSDE	TLE Executive Director Teacher Effectiveness Department	School Year 2012-2013
TLE Commission develops guidelines for quantitative components of TLE	OSDE, Legislators, SBE, TLE Commission	TLE Executive Director Teacher Effectiveness Department	School Year 2012-2013
Statewide Professional Development for TLE system	OSDE, LEA's	TLE Executive Director Teacher Effectiveness Department	School Year 2012-2013
Selection of Qualitative Evaluation Instrument	OSDE, Legislators, SBE, TLE Commission	TLE Executive Director Teacher Effectiveness Department	School Year 2011-2012
Legislative Mandate of TLE System ○ **New evaluation system for Oklahoma Teachers and Leaders (including formation of TLE Commission)**	OSDE, Legislators, SBE, TLE Commission	TLE Executive Director Teacher Effectiveness Department	School Year 2010-2011

REFERENCES

Rivkin, S., Hanushek, E. & Kain, J. (2005) *Teachers, schools and academic achievement.* Econometrica, Vol. 73, No. 2, 417–458.

Teacher quality and student achievement: research review. (2005) The Center for Public Education.

Teacher Quality and Student Achievement (2014). The Center for Public Education.

The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools (2012).

OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix 16 - Alternative Certification for Administrators

OKLAHOMA STATE DEPARTMENT OF EDUCATION
JOY HOFMEISTER
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

ALTERNATIVE ADMINISTRATOR CERTIFICATION REQUIREMENTS FOR INDIVIDUALS SEEKING ADMINISTRATOR CERTIFICATION THROUGH AN OKLAHOMA HIGHER EDUCATION INSTITUTION

70 O.S. § 6-189 (HOUSE BILL 1477)
Effective July 1, 2007

FOR PRINCIPAL AND/OR SUPERINTENDENT

Hold a standard master's degree

+

Have two years of relevant work experience in a supervisory or administrative capacity

+

Have passing scores on the required administrator subject area test(s)

+

Have on file with the director of teacher education at an Oklahoma accredited institution of higher education a declaration of intent to earn standard certification through completion of an approved alternative administrative preparation program within three years.

=

State Department of Education issues an initial alternative administrative credential valid for three years (nonrenewable)

+

Completion of an alternative administrative preparation program

=

State Department of Education Issues Standard Certificate for Principal or Superintendent as Applicable

OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix 17 - CARTT Book Mark 2017

48,652

EL STUDENTS IN OKLAHOMA

11.1%

INCREASE OF EL STUDENTS SINCE 2013

74 OF 77

OKLAHOMA COUNTIES HAVE EL STUDENTS

307 OF 513

OKLAHOMA DISTRICTS HAVE EL STUDENTS

1,195 OF 1,787

OKLAHOMA SCHOOLS HAVE EL STUDENTS

788 OF 40,851

FTE EDUCATORS WITH ESL CERTIFICATION

OKLAHOMA STATE DEPARTMENT OF EDUCATION

CHAMPION EXCELLENCE

OKLAHOMA ENGLISH LEARNERS 2016-2017 SCHOOL YEAR

TOP 10 REPORTED WORLD LANGUAGES IN OKLAHOMA

SPANISH | 41,016 STUDENTS
VIETNAMESE | 907 STUDENTS
CHEROKEE | 740 STUDENTS
MARSHALLESE | 624 STUDENTS
BURMESE | 563 STUDENTS
HMONG | 540 STUDENTS
ZOMI | 536 STUDENTS
ARABIC | 438 STUDENTS
CHINESE | 413 STUDENTS
TRUK | 159 STUDENTS

OKLAHOMA STATE DEPARTMENT OF EDUCATION

CARTT

COMPREHENSIVE ACADEMIC RESOURCE AND TRAINING TOOLKIT
for English Learners

http://cartt.sde.ok.gov

Dan Ruhl
Program Specialist
Office of Federal Programs
Phone: (405) 522-5158
Fax: (405) 522-2067
Daniel.Ruhl@sde.ok.gov

OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix 18 - OSDE Social Studies EAGLE Award Rubric

OSDE Social Studies EAGLE Award Rubric

	*To receive an award, a secondary school must meet or exceed the **1 required element** in each of the three categories and at least **6 additional elements** of its choosing. (9 total out of 15 elements)*	GOLDEN EAGLE AWARD	SILVER EAGLE AWARD	BRONZE EAGLE AWARD
Curriculum	Administer common standards based assessments &/or performance tasks at each grade level **	At least three common assessments &/or performance tasks administered building wide for each grade level's required Social Studies course	At least two common assessments &/ or performance tasks administered building wide for each grade level's required Social Studies course	At least one common assessment &/ or performance task administered building wide for each grade level's required Social Studies course
	Participation in advanced level Social Studies programs	School has students enrolled in at least three distinct AP, IB, pre-AP, honors, concurrent enrollment, &/or dual credit Social Studies programs	School has students enrolled in at least two distinct AP, IB, pre-AP, honors, concurrent enrollment, &/or dual credit Social Studies programs	School has students enrolled in at least one AP, IB, pre-AP, honors, concurrent enrollment, &/or dual credit Social Studies program
	Implement research based best instructional practices	80% to 100% of Social Studies teachers routinely implement research based instructional practices	70% to 79% of Social Studies teachers routinely implement research based instructional practices	60% to 69% of Social Studies teachers routinely implement based instructional practices
	Personal Financial Literacy	Offers a single self-contained class for meeting the 14 PFL competencies as identified by OSDE	Offers the 14 PFL competencies as identified by OSDE within another class or classes (i.e. included in a government class or other required class)	Offers a process other than a single self-contained class for meeting the 14 PFL competencies as identified by OSDE or inclusion of competencies in a required class (i.e. online)
	Diversity in curriculum	School provides opportunities for enrichment through a special emphasis on at least three of the following: American Indian Heritage Month, Black History Month, Women's History Month, Asian Heritage Month, Latino Heritage Month, etc.	School provides opportunities for enrichment through a special emphasis on at least two of the following: American Indian Heritage Month, Black History Month, Women's History Month, Asian Heritage Month, Latino Heritage Month, etc.	School provides opportunities for enrichment through a special emphasis on at least one of the following: American Indian Heritage Month, Black History Month, Women's History Month, Asian Heritage Month, Latino Heritage Month, etc.
	Social Studies electives	School has students enrolled in at least three distinct Social Studies related elective courses (beyond OSDE graduation requirements)	School has students enrolled in at least two distinct Social Studies related elective courses (beyond OSDE graduation requirements)	School has students enrolled in at least one Social Studies related elective course (beyond OSDE graduation requirements)
	Project based learning	80% to 100% of Social Studies teachers include project based learning in their classroom	60% to 79% of Social Studies teachers include project based learning in their classroom	50% to 59% of Social Studies teachers include project based learning in their classroom

Teachers	Engage in sustained professional development on Social Studies topics **	70% to 100% of Social Studies teachers participate in at least two days (or otherwise twelve total hours) of PD at a local, state, regional, or national conference per year	60% to 69% of Social Studies teachers participate in at least two days (or otherwise twelve total hours) of PD at a local, state, regional, or national conference per year	50% to 59% of Social Studies teachers participate in at least two days (or otherwise twelve total hours) of PD at a local, state, regional, or national conference per year
	Leadership in Social Studies education	50% to 100% of Social Studies teachers are involved in Social Studies leadership (conference presentations, committee memberships, being publish, etc.)	30% to 49% of Social Studies teachers are involved in Social Studies leadership (conference presentations, committee memberships, being published, etc.)	15% to 29% of Social Studies teachers are involved in Social Studies leadership (conference presentations, committee memberships, being published, etc.)
	Professional organization memberships	80% to 100% of Social Studies teachers belong to at least three Social Studies related professional organizations (OCSS & OKAGE memberships are free)	60% to 79% of Social Studies teachers belong to at least three Social Studies related professional organizations (OCSS & OKAGE memberships are free)	50% to 59% of Social Studies teachers belong to at least three Social Studies related professional organizations (OCSS & OKAGE memberships are free)
	Community partnerships	School has developed three or more community partnerships during academic year (guest speakers, student internships, student teachers, etc.)	School has developed two community partnerships during academic year (guest speakers, student internships, student teachers, etc.)	School has developed one community partnerships during academic year (guest speakers, student internships, student teachers, etc.)
Students	Special programing (ex. National History Day, Model UN, We the People, Generation Citizen, Youth & Government, etc.)	Students are participating in at least three special programs which connect them with simulations of real-world Social Studies related experiences	Students are participating in at least two special programs which connect them with simulations of real-world Social Studies related experiences	Students are participating in at least one special program which connect them with a simulation of a real-world Social Studies related experience
	Participation in content based experiences **	School provides at least three opportunities per year for students to participate in a Social Studies related content enriched learning experience	School provides at least two opportunities per year for students to participate in a Social Studies related content enriched learning experience	School provides at least one opportunity per year for students to participate in a Social Studies related content enriched learning experience
	Service learning opportunities	50%-100% of students participate within a Social Studies themed service learning opportunity; or school has a service learning requirement	30%-49% of students participate within a Social Studies themed service learning opportunity	15%-29% of students participate within a Social Studies themed service learning opportunity
	Student clubs with Social Studies focus (ex. history club, Young Democrats or Republicans, etc.)	Students have at least three opportunities to experience "engaged citizenship" within a Social Studies related school club or organization	Students have at least two opportunities to experience "engaged citizenship" within a Social Studies related school club or organization	Students have at least one opportunity to experience "engaged citizenship" within a Social Studies related school club or organization

OKLAHOMA'S ESSA CONSOLIDATED STATE PLAN | DRAFT 2

Appendix 19 - WLOE GLOBE Award HS Recognition Rubric 2017

WLOE GLOBE AWARD RUBRIC

To receive an award, a high school must meet or exceed the **2 required elements** and at least **6 additional elements**.	GOLDEN GLOBE AWARD	SILVER GLOBE AWARD	BRONZE GLOBE AWARD
1 Maintain high percentage of total world language enrollment	70% + of total school enrollment is enrolled in a world language class	50% to 69% of total school enrollment is enrolled in a world language class	35% to 49% of total school enrollment is enrolled in a world language class
2 Provide a variety of languages in a 3- or 4-year high school sequence	1 language for schools with fewer than 350 students, 2 languages for 350 to 999, 3 languages for 1000 and above in at least a 3-year sequence	1 language for schools with fewer than 350 students, 2 languages for 350 to 999, 3 languages for 1000 and above in at least a 2-year sequence	1 language for schools with fewer than 350 students, 2 languages for 350 to 999, 3 languages for 1000 and above
3 Retain students at higher levels	25% or more of students enrolled in a language are in level 3 or above	20% or more of students enrolled in a language are in level 3 or above	15% or more of students enrolled in a language are in level 3 or above
4 Participate in AP, IB, and/or level 4/5	At least one AP, IB or level 5 class for every traditional* language offered	At least one AP, IB or level 4 class for every traditional* language offered	At least one class beyond level 3 for every traditional* language offered
5 Implement interdisciplinary language program	At least 3 interdisciplinary activities per language offered	At least 2 interdisciplinary activities per language offered	At least one interdisciplinary activity per language offered
6 District provides an extended sequence of instruction in a commonly taught language	6 years (sequential program begins in grade 7) in at least one language	5 years (sequential program begins in grade 8) in at least one language	4 years (sequential program in at least one language through 11th or 12th grade
7 Implement Key Instructional Practices	80% to 100% of world language teachers follow key instructional practices as described	70% to 79% of world language teachers follow key instructional practices as described	60% to 69% of world language teachers follow key instructional practices as described
8 Administer standards-based, performance assessment(s)**	School-wide, Integrated Performance Assessment in all languages taught	School-wide, Integrated Performance Assessment in all languages taught	School-wide, Integrated Performance Assessment in all languages taught
9 Engage in yearly staff development on world language topics**	80% to 100% of world language teachers participate in at least one full day local, state, regional, or national world language conference per year	60% to 79% of world language teachers participate in at least one full day local, state, regional, or national world language conference per year	50% to 59% of world language teachers participate in at least one full day local, state, regional, or national world language conference per year
10 Maintain membership in professional organizations	75% to 100% of world language teachers belong to a professional world language organization	56% to 75% of world language teachers belong to a professional world language organization	50% to 55% of world language teachers belong to a professional world language organization
11 Provide special program features	Two program features per school that connect world language students to outside resources and provides language practice outside of the classroom	One program feature per school that connects world language students to outside resources and provides language practice outside of the classroom	One program feature per school that connects world language students to outside resources or provides language practice outside of the classroom

When two indicators are identical, use the higher level one

***** Traditional Language is defined as Spanish, French, German, and/or Latin ****** Required Element