



Executive Summary



The 2015 passage of the federal Every Student Succeeds Act (ESSA) provides states with the opportunity to better serve all students. The Oklahoma State Department of Education (OSDE) acknowledges that this opportunity comes with significant responsibility. Therefore, the OSDE is poised to align its strategic vision of championing excellence with the ESSA's emphasis on equity.

Vision:

Champion excellence

Objective 1: Achieve academic success.

Objective 2: Build exceptional educators and schools.

Objective 3: Create engaged communities.

Objective 4: Develop internal capacity.

Goals:

By 2025, Oklahoma will

- score above the national average on National Assessment of Educational Progress (NAEP) in all subjects, 4th and 8th grade;
- reduce the need for emergency certified teachers by 95%;
- be among the top 10 states for students graduating in the four-, five- and six-year cohort;
- have 100% of students in grades 6-12 with an Individual Career Academic Plan (ICAP), impacting 335,000 students;
- align early childhood education and learning foundations to ensure that at least 75% of students are “ready to read” upon kindergarten entry, affecting 39,000 new kindergartners each year; and
- reduce by 50% the need for mathematics remediation after high school, impacting 2,975 students.

Priority Pursuits:

Emphasizing the individual – student, teacher and school

- 1 in 4 Oklahoma students endure food insecurity: Increase participation in food programs
- 1 in 10 Oklahoma students has or has had an incarcerated parent: Engage in collaborative identification and supports for students of incarcerated parents.
- Increase identification of gifted and talented minority students.
- Leverage afterschool time to address tutoring, food insecurity and academic-related activities and to engage family and community.
- Utilize a risk analysis, applying preventive measures for teachers who may become ineffective.
- Promote the opportunity for schools to establish levels of distinction by implementing specific areas of curricular and extracurricular focus.

Equity Traits:

Acknowledging the ESSA as a civil rights education law, the OSDE carefully considered the equity traits promoted by the Aspen Institute and the Council of Chief State School Officers (CCSSO). In the document, *Leading for Equity: Opportunities for State Education Chiefs*, both organizations advocate for ten commitments that focus on equitable education. State leaders were encouraged to identify the most pressing state-specific commitments. Among the ten, Oklahoma has chosen to highlight these four equity traits:

1. Measure What Matters: Create accountability for equity.
2. Start Early: Invest in the youngest learners.
3. Value People: Focus on teachers and leaders.
4. Empower Student Options: Ensure families have access to high-quality educational options that align to community needs.

Stakeholder Engagement:

The OSDE has made it an ongoing practice to gather feedback from a diverse range of Oklahoma’s education stakeholders, even before the requirements of the ESSA. Regular meetings of advisory groups, the EngageOK summer conference, regional town hall meetings, task forces, digital conversations and a dedicated ESSA email address have and continue to be avenues to collect meaningful feedback. A unique and historical consultation held in April 2017 encouraged increased collaboration between representatives of Oklahoma’s federally recognized 39 tribes and 205 school districts who gathered to discuss academic success for all students. Establishing meaningful two-way feedback is the ultimate goal of engaging stakeholders.

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

In early 2016, Oklahoma adopted new English language arts and mathematics academic standards. Providing rigor and focus on foundational skills, these state standards emphasize vertical progression that allows teachers to plan lessons resulting in fewer knowledge gaps between grades. Similarly, the Oklahoma Academic Standards for science apply an integrated approach of scientific and engineering practices with new connectedness to physical science, life science and earth/space science.

In 2017, Oklahoma implemented a new system of assessments aligning statewide summative assessments to the Oklahoma Academic Standards. An engaged Assessment and Accountability Task Force, led by a team of experts, studied and recommended a strong system, that ultimately was approved by the Legislature and the governor.

The Assessment and Accountability Task Force also provided recommendations for a multi-measure accountability system. This approach gives multiple grades for each indicator as well as an overview grade. To fulfill the requirements of the ESSA, the OSDE’s accountability system will measure the status (i.e. achievement) of the following student groups:

- 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 avoid the concern of counting students multiple times if characteristics overlap into multiple student groups, each student will be assigned a primary student group for accountability purposes. By selecting economically disadvantaged students first, the OSDE reinforces the original goal of the ESEA (1965) to provide equitable education to students in high poverty.

Oklahoma schools’ academic achievement will be measured by proficiency, student academic growth, graduation rate, English language proficiency, postsecondary opportunities and chronic absence. Below are the indicators for elementary/middle school and high school.

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

Student achievement will be measured in terms of a scale score rather than the percentage meeting grade-level proficiency. The OSDE believes that all schools can improve and are worthy of recognition for their improvement.

Oklahoma has set aspirational goals for a higher graduation rate and expects to see improvement with the implementation of rigorous academic standards accompanied by supports for struggling students and schools, a new focus on student career pathway visioning in high school and targeted high school counseling.

Oklahoma’s goals for English learners (ELs) set expectations that students should exit EL status within five years. This approach assumes that a year’s worth of learning should result in growth of one performance level on the English language proficiency assessment.

The OSDE will use chronic absenteeism for the school quality/student success indicator. Research shows that chronic absence affects academic delays as early as kindergarten and the likelihood of high school graduation.

Oklahoma schools will be rewarded for helping students gain early college or career exposure by implementing postsecondary opportunities. The OSDE will promote participation in Advanced Placement classes, International Baccalaureate programs, dual (concurrent) enrollment, work-based internships or apprenticeships and industry certification.

In an effort to show meaningful differentiation, Oklahoma recognizes the value of multiple indicators to monitor all students’ progress toward college and career readiness. Oklahoma will categorize schools by grades A-F for each indicator, separately, and by an overview grade of all indicators. Each indicator has a given weight and is summed to create an index. Summing the final numbers produces a score between 0 and 90. 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 being over-identified.

Below are the weighted indicators for elementary and middle school accountability. Because of the substantial weighting of the Academic indicators (1-3) over the Non-Academic indicator (4), schools that show low performance on these substantially weighted indicators will be more likely to be identified for comprehensive or targeted support and improvement.

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

Below are the weighted indicators for high school accountability. 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 are more likely to be identified for comprehensive or targeted support and improvement.

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

The OSDE will study and consult with experts on alternative accountability models for schools without tested grades, alternative schools and schools that do not meet the minimum number of students.

Oklahoma will identify the bottom 5% of low-performing schools and any school with a graduation rate of 67% or lower for comprehensive support and improvement (CSI). The first year Oklahoma will identify schools for CSI will be 2018-19 and every three years thereafter.

Below is a proposed timeline for the three-year designation cycle beginning in 2018-19.

- 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)

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Oklahoma defines sites as consistently low performing when a student group is in the bottom 5% in a content area for three consecutive years. These sites will be designated as targeted support and improvement (TSI) schools beginning in 2019-20. The OSDE's Office of School Support will develop a multi-tier system of support based on the individual needs of the designated sites. Schools designated as TSI will utilize the Oklahoma Nine Essential Elements Needs Assessment to focus on academic improvement. TSI school sites that do not exit designation status after the first year will receive regular on-site support and monitoring with implemented evidence-based interventions. Beginning in the 2022-23 school year, sites that fail to exit TSI after three years, based on lack of improvement within the same student group and inability to satisfy exit criteria, will be considered "chronically low-performing schools" and will be designated CSI.

Although not allocating Title I funds, the OSDE will recognize an additional category – the best of the best "A" schools. Possible consideration for designation as a reward school includes no large achievement gaps, a participation rate above 95% and an overall graduation rate of at least 85% with no student group falling below 75%.

The OSDE's vision for continued support for school improvement addresses school sites that do not meet the exit criteria within three years. More rigorous interventions will be implemented when schools are unable to improve their school grade total score, increase the four-year graduation rate or improve chronically low-performing student group performance.

Specific more rigorous interventions include:

- required participation in instructional leadership development, such as the Lead 2 Succeed or Moving UP initiatives
- implementation of state-approved supplemental, evidence-based supports
- required professional development based on needs assessment conducted by OSDE liaisons from Curriculum/ Instruction, Assessment, Parent/Community Engagement, School Support, Accreditation, Federal Programs and Finance
- mandatory five-day school week and a minimum of 170 instructional days
- implementation of a high-quality supplemental child nutrition program

Oklahoma's vision is that all students will have equitable access to effective educators. The OSDE defines effective with a multi-measure approach: An ineffective teacher is one who has two consecutive years of evaluation ratings of "Needs Improvement" or "Ineffective"; limited progress on professional learning (PL) focus for two consecutive years; and absences totaling 10% or more of the school year.

To prevent teachers from becoming ineffective – and thereby jeopardizing students' equitable access – the OSDE will utilize a teacher risk analysis. Such an analysis will include monitoring the following indicators to inform the agency on targeted resources:

- degree in major
- certification type
- certification exam attempts and results
- meaningful participation in an induction program
- meaningful and applicable professional learning (PL) focus
- repetitive, unsuccessful remediation plans
- site principal turnover (three-year turnover)

The OSDE will support school districts' efforts to improve school conditions by ensuring the establishment and implementation of bullying policies and providing resources for extended capacity. Additional sources of support will come from the State Personnel Development Grant and implementation of the Oklahoma Tiered System of Support (OTISS).

The OSDE will also assist LEAs with the creation of discipline policies that affect the loss of instructional time. A particular focus will be to reverse an overused practice – removing students from the classroom. Recommendations for LEAs will include omitting Pre-K students from out-of-school suspension and practices that take into account students' developmental needs.

To support the continuum of a student's education, the OSDE will provide support to LEAs from early childhood through postsecondary education and careers. The collaborative efforts of many organizations and entities will be necessary to make this continuum successful for every student.

Education of Migratory Children (Title I, Part C)

A wide range of services is available for Oklahoma's migratory children. A comprehensive needs assessment identifies the appropriate services available through the State Service Delivery Plan. Specific community services include Pre-K programs, academic home visits, extended day and summer school classes, online tools for students who have dropped out of school, literacy materials for Pre-K through 12th-grade instructional use and health referrals.

The Oklahoma Migrant Education Program has established a requirement to ensure that migrant children who are failing, or most at risk, are given priority in receiving program services.

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

The OSDE supports the transition of students from correctional facilities to LEAs by allowing student data access to the LEA administering the educational program in the correctional facility. The agency intends to explore the possibility of granting read-only access to LEAs for up to 90 days after students exit the program to support continuity of instruction.

One in 10 Oklahoma students has or has had an incarcerated parent, making the identification and support for such children paramount. The collective efforts of the OSDE and other child service agencies will contribute to initiatives that provide a stable adult in the lives of these children.

One in four Oklahoma children experience food insecurity, necessitating expanded participation in food distribution programs such as Community Eligibility Provision (CEP), Breakfast in the Classroom and summer feeding programs. The OSDE's long-range plan is to leverage dinner programs provided by the US Department of Agriculture.

Supporting Effective Instruction (Title II, Part A)

In alignment with the OSDE's strategic plan, the agency will support the recruitment, preparation and retention of effective teachers and leaders by providing statewide programs that strengthen teacher residency, equip leaders and deliver evidence-based professional development. Learning Forward standards will help anchor Oklahoma's professional growth model depicted in the statewide teacher and leader effectiveness evaluation system – one that requires an annual growth goal (PL focus) for each educator. The state will continue implementation of

its Equitable Access to Excellent Educators plan with these implemented strategies: meaningful professional development, leadership training and educator preparation partnerships. The OSDE plans to institute an educator dashboard to aid teachers' instructional decisions about their students while serving as a source of indicators for educator professional growth.

English Language Acquisition and Language Enhancement (Title III, Part A, Subpart 1)

With more than 180 languages spoken in the homes of Oklahoma's students, the needs of EL students are diverse. All students enrolled in a public school are required to have a Home Language Survey completed and kept on file. A student is designated EL based on his or her placement screening assessment, which encompasses the four domains of reading, writing, speaking and listening.

The OSDE's goal is to work toward significant annual increases in the percentage of students achieving proficiency and a cessation of required EL services within a maximum of five years.

Student Support and Academic Enrichment Grants (Title IV, Part A)

The OSDE acknowledges the Whole Child Tenets as essential to a well-rounded education for students. The agency intends to focus its efforts for a well-rounded education on seven content areas:

- World languages
- Social studies/civics
- Fine arts
- Physical education/health
- Technology
- Advanced Placement (AP)/International Baccalaureate (IB) education
- Science, Technology, Engineering and Mathematics (STEM)

The OSDE plans to offer recognition for schools that implement model programs based on a state rubric. Schools will be recognized for levels of distinction, and such levels will eventually be displayed on a public-facing dashboard.

21st Century Community Learning Center (21st CCLC) (Title IV, Part B)

The OSDE is committed to providing academic success supports to students who attend high-poverty, low-performing schools. Funds will be used to help students meet state and local standards in core academic subjects, offer an array of enrichment activities that complement academic programming and provide literacy services to families of participating children. 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.

Rural and Low-Income School Program (Title V, Part B, Subpart 2)

Secluded locations in Oklahoma are geographically isolated from best practices for hiring and retaining effective educators, participation in professional development activities, and community resources afforded to other centrally located areas. The OSDE will offer virtual professional development and train LEAs on best practices of human capital development to increase rural participation in trainings specifically addressing strategies to attract and retain effective educators in rural schools.

Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act (Title VII, Subtitle B)

The agency's homeless liaison is responsible for identifying and determining the needs of homeless youth. Coordination with other child service agencies will assist homeless children with enrolling and succeeding in school. The needs of homeless students will be assessed by the OSDE through gathering data from the Oklahoma Statewide Student Information System. These data include educational performance, non-academic indicators and effectiveness measures such as graduation rates of educational programs. The OSDE established 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.