

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) FLEXIBILITY REQUEST

ADDITIONAL SUBMISSION B

December 9, 2011

As allowed by the U.S. Department of Education (USDE), the Oklahoma State Department of Education (State Education Agency [SEA]) is submitting additional information as clarification of Oklahoma's *ESEA Flexibility Request*.

Question 1: What percent of students with disabilities participate in general assessments?

Answer: Forty (40.3%) of student with disabilities take the general mathematics state assessments, Oklahoma Core Curriculum Tests and End of Instruction Tests. Thirty four (34.5%) of students with disabilities take the general reading state assessments, Oklahoma Core Curriculum Tests and End of Instruction Tests.

Question 2: Will the participation index be for all subjects or only for reading and mathematics?

Answer: The Participation Annual Measureable Objective measures only participation in all state reading and mathematics assessments.

Question 3: Has the SEA run data simulations on the A-F Grading System proposed?

Answer: The SEA is beginning to run preliminary simulations, but has not completed the simulations for the entire set of criteria.

Question 4: For the AMO calculations, explain the relationship between the improvement index and the percent proficient.

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

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

The Performance Index is based on the number of students who score at each proficiency level in a given year. If **all** FAY students scored proficient or advanced, the LEA would receive an Index score of 80. The performance component is calculated by summing the proficiency level of each FAY student (Advanced=3, Proficient=3, Limited Knowledge=2, Unsatisfactory=1) and dividing by the number of FAY students. This rate is converted to a z-score. The z-scores are transformed into a standard score with a mean of 50 and a standard deviation of 10.

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

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

The Mathematics Index is calculated in the same manner.

Question 5: How do simulations of the proposed AMOs compare to Options A and B in the ESEA Flexibility Waiver?

Answer: The criteria for meeting the proposed AMOs requires LEAS and school sites to meet or exceed the criteria set in Options A and B found on page 40 of Oklahoma's ESEA Waiver Application. To obtain a score of 300, the site or LEA must have almost all students and students in each subgroup both at proficient or advanced levels and improving their proficiency level. Option A requires SEAs to reduce by half the percentage of students in the "all" category and in each subgroup not proficient in six years. The Oklahoma AMOs requires nearly all students and students in each subgroup to be proficient each year. Option B requires annual increases in students reaching the proficient level until all students reach proficiency by 2019-20. The Oklahoma AMOs requires nearly all students to obtain proficiency or improvement each year. Oklahoma's AMOs definitely meet the intention and the criteria set forth in Options A and B.

Question 6: How will the AMOs be reported in addition to the plus and minus to the grades on the report cards?

Answer: A sample of the AMO report is found on the following page. Please note that Oklahoma's Test Score Reports provide the percent of student who score at each proficiency level at each LEA and the site. The percent of students scoring proficient is easily found on the score reports for all students and by student subgroups. LEAs can use these reports as well as the AMO reports to determine how well students are performing.

Sample Annual Measureable Objectives Report

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

*Met Objective

Student Group	Reading Performance	Reading Total Growth	Reading Bottom 25% Growth	Reading Index
Regular Education	55	71	65	246
Language Learner	50	60	54	214
IEP	52	59	63	226
All Students	54	69	62	239
Black	47	55	51	200
American Indian	48	54	49	199
Hispanic	38	58	54	188
Asian	80	80	80	320*
White	60	53	57	230
Other	55	60	57	227
Economically Disadvantaged	50	60	55	215
Male	55	55	55	220
Female	55	55	55	220
Migrant	38	68	62	206

*Met Objective

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

*Met Objective

Question 7: Why were School Improvement Grant Schools excluded from the Reward Schools?

Answer: Oklahoma made a policy decision to identify SIG schools as Priority Schools so that the SEA could continue to provide support and resources needed to assist the schools to continue to improve.

Question 8: How much will graduation rate count toward the A-F Report Card grade?

Answer: The graduation rate will comprise a significant amount of the 33% of the report card that is allocated to **measures other than test scores**. Additionally, schools will obtain points for graduating recovered dropouts or for other students who take longer than four years to graduate. Graduation is a key focus of the grade card performance. Full weight will be given for on-time graduates, but additional points (less than full weight) will be awarded for students taking more than four years to graduate.

Question 9: Are dropouts included in the A-F Report Card?

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

Question 10: How does Oklahoma calculate Full Academic Year?

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

Question 11: Will all schools with the largest achievement gap receive a grade of D on the A-F Report Card?

Answer: It is possible that schools with the largest achievement gaps will not receive a grade of D on the A-F Report Card. Therefore, Oklahoma decided to include schools who met the criteria described in the ESEA Waiver Application to identify Priority, Focus and Reward Schools in addition to the grade received on the report cards. So, all schools that make an F or meet the Waiver Application criteria for priority will be identified as Priority Schools. All schools that make a D or meet the Waiver Application criteria for focus will be identified as Focus Schools and all schools that make an A or A+ or met the Waiver Application criteria for reward will be identified as Reward Schools.

Oklahoma chose to identify as Focus Schools those schools with poor performance in their IEP, ELL, and Black subgroups if the school had higher than the state's average population percentage for that subgroup. This definition was developed so that the SEA could focus assistance to those schools to help increase performance for these subgroups. In the future, if all schools that exceed the state's average population percentage for those subgroups have high achievement, the state will look toward identifying schools that have a lower percentage of students in those subgroups in which the students are not performing.

Question: What was the final recommendation of the Teacher Leader Evaluation Task Force?

Answer: At the December 5, 2011, regularly scheduled meeting of the Teacher and Leader Effectiveness (TLE) Commission, the Commission voted to approve the preliminary recommendations included in Oklahoma's ESEA Flexibility Request, with a few minor changes. The Commission voted to recommend to the Oklahoma State Board of Education that LEAs be able to select from the following teacher qualitative frameworks: (1) Danielson's Framework for Teaching, (2) Marzano's Causal Teacher Evaluation Model, and (3) Tulsa's TLE Observation and Evaluation System. They recommended the Tulsa Model receive 75% of available funding be dedicated to the development and implementation of Tulsa's TLE Observation and Evaluation System.

In addition, the Commission voted to recommend to the Oklahoma State Board of Education that LEAs be able to select from the following leader qualitative frameworks: (1) McREL's Principal Evaluation Tool, and (2) Reeves's Leadership Performance Matrix. They also recommended that funding for training and implementation of the leader qualitative framework be divided between the two, with the majority of funding going toward implementation of McREL's Principal Evaluation System. . The votes for both default selections (Tulsa's TLE Observation and Evaluation System and McREL's Principal Evaluation System) were split votes. The recommendations will be voted on by the Oklahoma State Board of Education on December 15, 2011 to accept, reject, or modify the recommendations.