



Oklahoma will be C³ by 2020:
All children will graduate from high school
College, Career, and Citizen Ready by 2020.

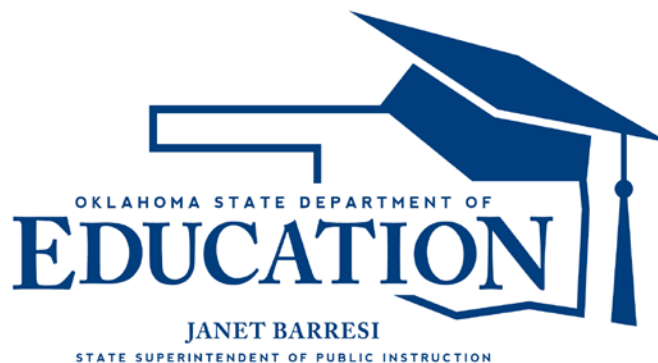


TABLE OF CONTENTS

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

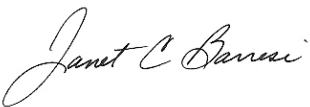
CONTENTS	PAGE
Cover Sheet for ESEA Flexibility Request	3
Waivers	4
Assurances	6
Consultation	8
Evaluation	11
Overview of SEA’s ESEA Flexibility Request	12
Principle 1: College- and Career-Ready Expectations for All Students	14
1.A Adopt college- and career-ready standards	14
1.B Transition to college- and career-ready standards	15
1.C Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth	28
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support	29
2.A Develop and implement a State-based system of differentiated recognition, accountability, and support	29
2.B Set ambitious but achievable annual measurable objectives	40
2.C Reward schools	45
2.D Priority schools	51
2.E Focus schools	59
2.F Provide incentives and supports for other Title I schools	63
2.G Build SEA, LEA, and school capacity to improve student learning	65
Principle 3: Supporting Effective Instruction and Leadership	76
3.A Develop and adopt guidelines for local teacher and principal evaluation and support systems	76
3.B Ensure LEAs implement teacher and principal evaluation and support systems	84
Request Addendum	85

TABLE OF CONTENTS, CONTINUED

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

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	86
2	Comments on request received from LEAs (if applicable)	90
3	Notice and information provided to the public regarding the request	143
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	149
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	206
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable).	214
9	Table 2: Reward, Priority, and Focus Schools	285
10	A copy of any guidelines that the SEA has already developed and adopted for local teacher and principal evaluation and support systems (if applicable).	304
11	Evidence that the SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems	308
12	Menu of Interventions and Supports for School Improvement	322
13	Oklahoma’s Nine Essential Elements and 90 Performance Indicators	323
14	Teacher and Leader Qualitative Assessment Models	329
15	Glossary of Terms	331

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Oklahoma State Department of Education	Requester's Mailing Address: 2500 North Lincoln Boulevard Oklahoma City, Oklahoma 73105
State Contact for the ESEA Flexibility Request Name: Dr. Chris A. Caram Position and Office: Deputy Superintendent Contact's Mailing Address: Oklahoma State Department of Education 2500 North Lincoln Boulevard Oklahoma City, Oklahoma 73105 Telephone: (405) 521-3332 Fax: (405) 522-0091 Email address: Chris_Caram@sde.state.ok.us , Chris.Caram@sde.ok.gov	
Chief State School Officer (Printed Name): Janet C. Barresi	Telephone: (405) 521-4885
Signature of the Chief State School Officer: 	Date: 11/14/2011
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

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

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

Optional Flexibility:

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

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

ASSURANCES

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

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

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

CONSULTATION

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

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

The Oklahoma State Department of Education (State Education Agency [SEA]) has four primary methods of communicating and collaborating with teachers, administrators, and their representatives: (1) email listserves and web postings, (2) videoconference network and webinars, (3) surveys, (4) focus groups and advisory committees, including the Regional Educators Advancing College, Career, and Citizen Readiness Higher (REAC³H) Network, which is the State's communication network for initiative implementation (detailed in Overview Section and Section 1.B).

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

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

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

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

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

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

The REAC³H Network was recently designed to provide training, collaboration, and partnerships throughout the State to facilitate the implementation of statewide initiatives, including CCSS and the TLE. As will be discussed in Section 1.B, the SEA’s Offices of Instruction, Student Support, and Assessment are developing Toolkits for use by LEAs in implementing the CCSS and TLE. After release of the first toolkit, REAC³H Network leaders provided suggestions for improvement and volunteered to serve on a Toolkit Development Committee. This is just one example of how teachers and administrators are providing guidance for the reform initiatives in Oklahoma.

Focus groups of teachers and administrators from the 70 REAC³H Network Leadership Districts have provided direct support to the development of the State’s *ESEA Flexibility Request*. Leadership Districts sent a total of 22 teachers and their representatives to provide input during the Community Engagement Forum (see Attachment 2B: Summary of Public Input from Community Engagement Forum). In addition, administrators from the lead districts were invited to participate in ESEA Working Groups that met face-to-face and electronically throughout the development of the request. The underlying structures as well as many of the specifics in Sections 2.A, 2.B, 2.C, 2.D, 2.E, 2.F, and 2.G are a direct result of these ESEA Working Groups.

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



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

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

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

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

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

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

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



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

EVALUATION

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

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

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

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

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

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

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

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

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

Oklahoma's reforms are briefly summarized here:

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

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

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

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

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

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

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

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

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

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



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

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

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CCSS Implementation

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

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

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

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

Phase One

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

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

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

Phase Two

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

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

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

Phase Three

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

REAC³H Network: To further reinforce the SEA's relationship with the LEAs, Oklahoma launched the REAC³H Network in August 2011, comprised of 70 volunteer districts throughout Oklahoma who have agreed to serve as coordinating agents for professional development, capacity-building efforts, and feedback from parents and local community members. The REAC³H Network is designed to advance the transition to college- and career-ready standards on multiple fronts throughout the 2011-2014 timeframe to full implementation of the CCSS. To provide additional support to lead districts, the SEA is integrating

existing partnerships with the state system of Higher Education and the Career and Technical Education system into the REAC³H Network.

Each REAC³H lead district serves by doing the following:

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

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

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

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

Phase Four

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

Phase Five

The SEA has committed to the goal of graduating each student from an Oklahoma high school college, career, and citizen ready by 2020. To reach this goal, the SEA itself must think anew about how it operates and provides supports to the LEAs and classroom teachers. To help develop a new approach that supports the C³ goal, the SEA has contracted with the U.S. Education Delivery Institute to help the department transform from being a compliance organization into a service organization, capable of providing the level and type of timely assistance schools need to teach its students at the level of the CCSS and as measured by PARCC. The SEA is building a Delivery Unit to ensure that the department successfully makes this transition and provides the supports required for CCSS implementation as reflected in improved outcomes for students – including ultimately graduating college, career, and citizen ready.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Resources (e.g., staff time, additional funding)	Significant Obstacles
Hire REAC ³ H Coaches to Provide Professional Development for CCSS Implementation across the State	Meet with REAC ³ H Lead Districts to determine needs and job descriptions by January 2012 Identify Coaches by March 2012 Conduct ongoing professional development beginning May 2012	Deputy Superintendent REAC ³ H Lead Districts	Funding for coaches salaries for three years	If full funding of all 60 coaches is not available, the number of coaches may be limited.
Provide Curriculum Mapping Software	Available to LEAs for use by June 2012	Assistant State Superintendent, Office of Instruction	Staff Time Professional Development Funds	Funding
Facilitate Collaboration Between Higher Education Faculty and PK-12 Educators around College Readiness Expectations	Beginning May 2012	Assistant State Superintendent, Office of Instruction Assistant State Superintendent, Office of Student Support	Staff Time Travel, Substitute, and Stipend Costs	Funding
Facilitate Collaboration Between Career and Technical Educators, Business Representatives, and PK-12 Educators around Career Readiness Expectations	Beginning May 2012	Assistant State Superintendent, Office of Instruction Assistant State Superintendent, Office of Student Support	Staff Time Travel, Substitute, and Stipend Costs	Funding

Increasing Access to College and Career Preparatory Courses

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

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

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

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

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

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

English Language Learners: Oklahoma's goal is to ensure that limited English proficient students and immigrant children and youth meet the same challenging state academic content and student academic achievement standards as all other children. Oklahoma will continue to use the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) Standards, which have been aligned to the CCSS, to define appropriate learning standards for ELP. Oklahoma will vigorously promote goal setting using WIDA Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELLs scores and CAN DO descriptors, which provide information to educators, parents, and students regarding students' strengths, skills, and necessary next steps for continuous growth.

Programs of promise which Oklahoma intends to create, continue, or expand for ELLs include ELL-specific data retreats/school data teams; literacy and language-specific technology to monitor progress of students toward proficiency-based goals; tiered intervention; literacy services/programs for parents of ELLs; and professional development to increase competence in scaffolding of instruction for ELLs.

Students with Disabilities: Students with disabilities are expected to be taught in the least restrictive environment and to have access to the same curriculum as students without disabilities. The SEA monitors implementation of the federal requirements included in the Individuals with Disabilities Education Act (IDEA). Supports, personnel, accommodations, and modifications are used in general and special education classes, along with differentiated instruction, to provide access to the curriculum for all students. The SEA provides resources, training, and professional development from national experts to ensure educators have the tools needed to assist with this population. The SEA partners with outside agencies to support access to the curriculum even for students with the most significant cognitive disabilities. Oklahoma has implemented an alternate assessment based on alternate achievement standards for students with significant cognitive disabilities as well as a modified assessment based on modified achievement standards for students who require modifications to the general assessment. Educators are also provided a criteria checklist for the identification of the appropriate assessment and an accommodation manual developed for Oklahoma to assist with appropriate instruction and statewide testing accommodations. This manual will be updated to align with the CCSS and PARCC assessments.

Low Achieving Students: Oklahoma is supporting districts with a Response to Intervention model (RtI). Oklahoma has recently received a State Personnel Development Grant (SPDG) that will provide resources and instruction on Positive Behavior Interventions and Supports (PBIS) and RtI as a blended model. The grant will provide educators with tools to assist students who need interventions for academics and/or behaviors in accessing the curriculum. The grant will also assist in implementing statewide initiatives for early literacy and implementation of CCSS.

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

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

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

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

Third Grade Reading: Oklahoma has screened all kindergarten, first, second, and third grade students for indicators of being at risk of reading below grade level since 1998. Funding appropriated for interventions and remediation of identified first through third grade students has been set at up to \$180 per pupil for programs during the school year and up to \$400 per pupil for third grade summer reading academies. Students unable to read at third grade level after summer academy remediation could be recommended for retention.

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

Teacher and Principal Preparation Programs

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

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

The SEA representative to the Oklahoma Association of Colleges of Teacher Education provides regular information to the Association members and receives feedback from the members regarding implementation strategies.

The SEA provides leadership and guidance to support teachers- and principals-in-training as well as in their entry years. The SEA conducts principal academies for new principals as well as principals in School Improvement Schools, conducts first-year superintendent training, and provides leadership coaches to principals in struggling schools. Through the State Superintendent’s Master Teachers Project, the SEA develops teacher leaders in all six regions of the State.

The SEA is currently partnering with OCTP and the Regents to develop standards, curriculum, and a certification test for Elementary Math Specialists that will target implementation of the CCSS in elementary schools.

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

The SEA’s Office of Accountability and Assessments, under the direction of the State Board of Education and the State’s ACE legislation, has addressed raising the rigor of our assessments. For grades 3-8 Math and Reading, the performance standards (or cut scores) were reviewed and the rigor increased in June of 2009. Comparisons were made between the proficient cut scores on the National Assessment of Educational

Progress (NAEP) and the State's previous cut score, so that committees of teachers could begin closing the gap between what had been expected of students previously and how students scored on the sampling of the NAEP test. These standards settings resulted in significantly raising the rigor of the tests, which caused a drop in the level of student proficiency by as much as 15%-29% on each assessment.

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

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

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

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

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



Key Take Away for Section 1.B: Oklahoma knows that college-, career-, and citizen-ready (C³) expectations must be set for all students; that all students must be given access and supports in order to achieve C³ expectations; and that high-quality assessments must measure each student's progress toward meeting C³ expectations. Oklahoma is committed to full implementation of the CCSS and other college and career ready standards, PARCC and other college and career ready assessments, and an array of student supports, especially for those students who traditionally are underserved in advanced courses and college and career preparatory programs.

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

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

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

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

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

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

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

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

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

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

A-F School Grading System

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

The A-F School Grading System is defined by 70 O.S. § 1210.545.

The grade of a school shall be based on a combination of the following:

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

Subsequent administrative rules will be written and adopted in early 2012 for implementation of the new A-F School Grading System beginning with the assessment results from the 2011-2012 school year. The SEA will explore best practices and consult with other states that have implemented A-F School Grading Systems, or comparable differentiated accountability systems, throughout the process of developing rules appropriate to Oklahoma. These rules will include details for implementation of the components listed in law. Such details include:

- How schools will receive credit for graduation rate based on a four-year adjusted cohort rate, when data is available, as well as how schools will receive credit for recovering dropouts who may take more than four years to complete a college-preparatory curriculum in order to graduate;

- How results from all assessments administered in the State will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards;
- How growth will be determined from results on reading/language arts and mathematics tests, including Algebra I and English II; and
- How whole school improvement factors will be weighted to ensure that the outcome of the A-F School Grading System will result in improved instructional practices and options for students.

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

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

Recognitions and Interventions

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

- Schools with the highest performance will be rewarded and will be encouraged to continue to push for higher C³ expectations among all students (Section 2.C);
- Schools with high progress will be rewarded and will be supported as they continue to implement high quality instructional practices that will likely result in even more progress toward high achievement (Section 2.C);
- Schools with low achievement for the majority of students or low graduation rates will be required to implement Turnaround Principles with the greatest likelihood of improving student achievement within three years so that all students can meet C³ expectations (Section 2.D);
- Schools with achievement gaps or graduation rate gaps between subgroups of students will be required to implement interventions targeted at the needs of those subgroups while pushing for higher C³ expectations among the highest performing students (Section 2.E);
- Schools with low achievement for a significant number of students will be required to implement targeted interventions with the greatest likelihood of improving student achievement (Section 2.F); and
- All schools will be provided with resources to assist in making the wisest decisions about school funding, professional development opportunities, instructional materials, and educator effectiveness – all with the intent of meeting the State's goal that all students will graduate college, career, and citizen ready by 2020: C³ by 2020 (Sections 2.F and 2.G).

“Grade +” and “Grade –”

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

AMOs (see Section 2.B): The new AMOs will exist for 10 groups of students, including the “all students” group and each of following subgroups when there are 25 or more students in the group: ELL Students, IEP Students, Regular Education Students, Black Students, American Indian Students, Hispanic Students, Asian Students, White Students, and Economically Disadvantaged Students. Each group of students will need to meet AMOs in four categories: mathematics performance and growth, reading performance and growth, assessment participation, and school indicator (graduation or attendance). In total, there are 40 AMOs for each school site.

In order to incentivize schools to strive for continuous improvement, high expectations for meeting AMOs have been set in order for schools to achieve a designation of “Grade +”. To achieve an A+, schools must meet all 40 AMOs. Grades of B+, C+, and D+ require schools to meet at least 37, 34, and 31 AMOs respectively, in addition to other requirements. In other words, a school cannot receive any “Grade +” designation if the school misses AMOs in any category for all student groups.

In order to hold schools accountable for AMOs of subgroups in addition to the “all students” group used for determining the school grade, schools that do not meet a significant number of AMOs will receive a designation of “Grade –”. The SEA used 95%, 85%, 75%, and 65% of the 40 AMOs to determine that a school would earn a designation of A-, B-, C-, or D- if the school made fewer than 38, 34, 30, and 26 AMOs respectively, in addition to other criteria.

TLE (see Sections 3.A and 3.B): The “Grade +” and “Grade –” designations are also dependent on the school’s implementation of the TLE. In order for a school to get a designation of “Grade +”, the majority of teachers must earn a rating of effective, highly effective, and superior, and no principals or assistant principals can be rated as ineffective or needs improvement.

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

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

	Grade +	Grade	Grade –
A	<p>Must meet all criteria for a Grade of A and all following criteria:</p> <ul style="list-style-type: none"> • Meet all AMOs in “All Students” and all subgroups; • Have majority of teachers rated Effective, Highly Effective, or Superior; • Have no principals or assistant principals rated as ineffective or needs improvement; and • Have no significant discrepancies between school accountability metrics. 	<p>Must meet all criteria for a Grade of A.</p>	<p>Must meet all criteria for a Grade of A and:</p> <ul style="list-style-type: none"> • Miss 3 or more AMOs in “All Students” or any combination of subgroups; <p>Or</p> <p>Must meet all criteria for a Grade of A and all of the following criteria:</p> <ul style="list-style-type: none"> • Have no teachers rated Highly Effective or Superior; • Have at least one principal or assistant principal rated as ineffective or needs improvement; and • Have significant discrepancies between school accountability metrics.
B	<p>Must meet all criteria for a Grade of B and all following criteria:</p> <ul style="list-style-type: none"> • Miss 3 or fewer AMOs in “All Students” or any combination of subgroups; • Have majority of teachers rated Effective, Highly Effective, or Superior; • Have no principals or assistant principals rated as ineffective or needs improvement; and • Have no significant discrepancies between school accountability metrics. 	<p>Must meet all criteria for a Grade of B.</p>	<p>Must meet all criteria for a Grade of B and:</p> <ul style="list-style-type: none"> • Miss 7 or more AMOs in “All Students” or any combination of subgroups; <p>Or</p> <p>Must meet all criteria for a Grade of B and all of the following criteria:</p> <ul style="list-style-type: none"> • Have no teachers rated Highly Effective or Superior; • Have at least one principal or assistant principal rated as ineffective or needs improvement; and • Have significant discrepancies between school accountability metrics.

C	<p>Must meet all criteria for a Grade of C and all following criteria:</p> <ul style="list-style-type: none"> • Miss 6 or fewer AMOs in “All Students” or any combination of subgroups; • Have majority of teachers rated Effective, Highly Effective, or Superior; • Have no principals or assistant principals rated as ineffective or needs improvement; and • Have no significant discrepancies between school accountability metrics. 	<p>Must meet all criteria for a Grade of C.</p>	<p>Must meet all criteria for a Grade of C and:</p> <ul style="list-style-type: none"> • Miss 11 or more AMOs in “All Students” or any combination of subgroups; <p>Or</p> <p>Must meet all criteria for a Grade of C and all of the following criteria:</p> <ul style="list-style-type: none"> • Have no teachers rated Highly Effective or Superior; • Have at least one principal or assistant principal rated as ineffective or needs improvement; and • Have significant discrepancies between school accountability metrics.
D	<p>Must meet all criteria for a Grade of D and all following criteria:</p> <ul style="list-style-type: none"> • Miss 9 or fewer AMOs in “All Students” or any combination of subgroups; • Have majority of teachers rated Effective, Highly Effective, or Superior; • Have no principals or assistant principals rated as ineffective or needs improvement; and • Have no significant discrepancies between school accountability metrics. 	<p>Must meet all criteria for a Grade of D.</p>	<p>Must meet all criteria for a Grade of D and:</p> <ul style="list-style-type: none"> • Miss 15 or more AMOs in “All Students” or any combination of subgroups; <p>Or</p> <p>Must meet all criteria for a Grade of D and all of the following criteria:</p> <ul style="list-style-type: none"> • Have no teachers rated Highly Effective or Superior; • Have at least one principal or assistant principal rated as ineffective or needs improvement; and • Have significant discrepancies between school accountability metrics.
F	<p>F+ designations will not be made.</p>	<p>Must meet all criteria for a Grade of F.</p>	<p>F- designations will not be made.</p>



Key Take Away for Section 2.A.i: Oklahoma’s Differentiated Recognition, Accountability, and Support System will provide a coherent approach to continuous school improvement by holding schools accountable to preparing all students for college, career, and citizen readiness (C³); by encouraging higher levels of growth each year; by integrating federally-required AMOs and reporting for all student groups with the school-wide performance indicators of the State’s newly adopted A-F School Grading System; and by honoring both high achievement and significant progress of students, teachers, and schools.

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

<p>Option A</p> <p><input type="checkbox"/> The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must:</p> <ul style="list-style-type: none"> a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.
--	---

At the time of submission of this ESEA Flexibility Request, the State’s newly adopted A-F School Grading System has not been implemented. Implementation will begin with the 2012-2013 school year; therefore, initial identification of Reward, Priority, and Focus Schools will be based on the methodology described in Sections 2.C, 2.D, and 2.E. Identification of Reward, Priority, and Focus Schools in future years will be based on the A-F School Grading System as explained at the end of each section. In addition, Oklahoma will be identifying additional schools for targeted interventions as described in 2.F.

Oklahoma will use results from all state administered assessments as part of its A-F School Grading System based on final administrative rules for implementation as described in Section 2.A. The State will use results from assessments in science, social studies, and writing, in addition to reading and mathematics to identify Reward Schools, with reading and mathematics assessments weighted more heavily as discussed in Section 2.C. Focus and Priority Schools for the 2012-2013 school year will be identified using only assessments in reading and mathematics. The State will implement the A-F School Grading System to identify additional Reward, Focus, and Priority Schools beginning in the 2012-2013 school year as described in Sections 2.C, 2.D, and 2.E. Results from each of the content areas assessed through the Oklahoma School Testing Program (OSTP) will be used for these additional identifications. By adding each of the content areas assessed though the OSTP, the criteria will match Oklahoma’s district and site Report Card criteria while encouraging a comprehensive approach to college, career, and citizen readiness (C³). Oklahoma desires to recognize and provide incentives to sites and districts that help students to increase success in all content areas and to be well prepared to meet and exceed college- and career-ready standards.

Oklahoma’s 2011 Achievement

Results from all assessments administered through the OSTP during the 2010-2011 school year are provided. These include assessment results from general assessments (Oklahoma Core Curriculum Tests [OCCT] and End of Instruction [EOI]), modified assessments (Oklahoma Modified Alternate Assessment Program

[OMAAP]), and alternate portfolio assessments (Oklahoma Alternate Assessment Program [OAAP]). Subject matter assessments are given in the following:

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

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

		# Tested	Combined Percent Proficient	# Advanced	% Advanced	# Proficient/Satisfactory	% Proficient/Satisfactory	# Limited Knowledge	% Limited Knowledge	# Unsatisfactory	% Unsatisfactory
3rd Grade Mathematics	OCCT	43,661	71%	11,631	27%	19,015	44%	9,229	21%	3,786	9%
	OMAAP	3,138		877	28%	1,508	48%	561	18%	192	6%
	OAAP	668		277	42%	344	52%	22	3%	25	4%
	TOTAL	47,467		12,785	27%	20,867	44%	9,812	21%	4,003	8%
3rd Grade Reading	OCCT	43,065	70%	1,797	4%	28,386	66%	7,697	18%	5,185	12%
	OMAAP	3,748		1,026	27%	1,297	35%	983	26%	442	12%
	OAAP	663		128	19%	449	68%	73	11%	13	2%
	TOTAL	47,476		2,951	6%	30,132	63%	8,753	18%	5,640	12%
4th Grade Math	OCCT	43,195	72%	11,257	26%	19,837	46%	7,689	18%	4,412	10%
	OMAAP	3,492		799	23%	1,819	52%	612	18%	262	8%
	OAAP	653		221	34%	320	49%	87	13%	25	4%
	TOTAL	47,340		12,277	26%	21,976	46%	8,388	18%	4,699	10%
4th Grade Reading	OCCT	42,491	64%	1,689	4%	25,352	60%	8,726	21%	6,724	16%
	OMAAP	4,149		1,703	41%	1,287	31%	1,014	24%	145	3%
	OAAP	650		79	12%	447	69%	115	18%	9	1%
	TOTAL	47,290		3,471	7%	27,086	57%	9,855	21%	6,878	15%
5th Grade Math	OCCT	42,605	70%	10,257	24%	19,418	46%	8,907	21%	4,023	9%
	OMAAP	4,051		906	22%	1,907	47%	809	20%	429	11%
	OAAP	629		252	40%	309	49%	38	6%	30	5%
	TOTAL	47,285		11,415	24%	21,634	46%	9,754	21%	4,482	9%
5th Grade Reading	OCCT	42,407	67%	3,794	9%	24,724	59%	9,007	21%	4,682	11%
	OMAAP	4,432		1,527	34%	1,480	33%	1,259	28%	166	4%
	OAAP	625		63	10%	457	73%	95	15%	10	2%
	TOTAL	47,464		5,384	11%	26,661	56%	10,361	22%	4,858	10%

5 th Grade Writing	OCCT	47,478		4,215	9%	32,922	69%	6,706	14%	3,635	8%
	OAAP	615		124	20%	424	69%	51	8%	16	3%
	TOTAL	48,093	78%	4,339	9%	33,346	69%	6,757	14%	3,651	8%
5 th Grade Science	OCCT	43,171		13,032	30%	25,369	59%	3,845	9%	925	2%
	OMAAP	3,435		695	20%	2,071	60%	544	16%	126	4%
	OAAP	616		188	31%	317	52%	65	11%	46	8%
	TOTAL	47,222	88%	13,915	29%	27,757	59%	4,454	9%	1,097	2%
5 th Grade Social Studies	OCCT	46,500		11,019	24%	21,659	47%	8,135	17%	5,687	12%
	OAAP	612		48	8%	324	53%	207	34%	33	5%
	TOTAL	47,112	70%	11,067	23%	21,983	47%	8,342	18%	5,720	12%
6 th Grade Math	OCCT	41,976		7,410	18%	20,720	49%	6,435	15%	7,411	18%
	OMAAP	4,009		700	17%	2,284	57%	812	20%	213	5%
	OAAP	546		253	46%	250	46%	30	6%	13	2%
	TOTAL	46,531	68%	8,363	18%	23,254	50%	7,277	16%	7,637	16%
6 th Grade Reading	OCCT	41,451		3,938	10%	22,960	55%	8,444	20%	6,109	15%
	OMAAP	4,181		1,875	45%	1,035	25%	1,175	28%	96	2%
	OAAP	545		192	35%	214	39%	89	16%	50	9%
	TOTAL	46,177	65%	6,005	13%	24,209	52%	9,708	21%	6,255	14%
7 th Grade Math	OCCT	41,325		7,909	19%	20,211	49%	5,340	13%	7,865	19%
	OMAAP	4,044		595	15%	1,345	33%	1,882	47%	222	5%
	OAAP	555		196	35%	278	50%	48	9%	33	6%
	TOTAL	45,924	66%	8,700	19%	21,834	48%	7,270	16%	8,120	18%
7 th Grade Reading	OCCT	41,341		6,892	17%	22,651	55%	5,347	13%	6,451	16%
	OMAAP	4,082		988	24%	1,662	41%	1,358	33%	74	2%
	OAAP	563		119	21%	295	52%	77	14%	72	13%
	TOTAL	45,986	71%	7,999	17%	24,608	54%	6,782	15%	6,597	14%
7 th Grade Geography	OCCT	45,148		8,409	19%	28,127	62%	7,183	16%	1,429	3%
	OAAP	547		52	10%	271	50%	169	31%	55	10%
	TOTAL	91,681	76%	16,460	18%	53,006	58%	14,134	15%	8,081	9%
8 th Grade Math	OCCT	39,734		10,230	26%	16,370	41%	8,403	21%	4,731	12%
	OMAAP	3,796		559	15%	1,566	41%	1,399	37%	272	7%
	OAAP	463		141	31%	270	58%	36	8%	16	4%
	TOTAL	43,993	66%	10,930	25%	18,206	41%	9,838	22%	5,019	11%
8 th Grade Reading	OCCT	39,801		5,896	15%	24,777	62%	5,242	13%	3,886	10%
	OMAAP	3,848		1,039	27%	1,911	50%	659	17%	239	6%
	OAAP	463		112	24%	250	54%	80	17%	21	5%
	TOTAL	44,112	77%	7,047	16%	26,938	61%	5,981	14%	4,146	9%
8 th Grade Writing	OCCT	44,706		5,694	13%	32,276	72%	3,728	8%	3,008	7%
	OAAP	456		43	9%	315	69%	74	16%	24	5%
	TOTAL	45,162	85%	5,737	13%	32,591	72%	3,802	8%	3,032	7%

8th Grade Science	OCCT	40,657		7,455	18%	29,052	71%	3,154	8%	996	2%
	OMAAP	2,997		531	18%	2,370	79%	70	2%	26	1%
	OAAP	445		81	18%	240	54%	103	23%	21	5%
	TOTAL	44,099	90%	8,067	18%	31,662	72%	3,327	8%	1,043	2%
8th Grade U.S. History	OCCT	43,577		6,092	14%	25,064	58%	9,609	22%	2,812	6%
	OMAAP										
	OAAP	454		117	26%	236	52%	79	17%	22	5%
	TOTAL	44,031	72%	6,209	14%	25,300	57%	9,688	22%	2,834	6%
Algebra I	EOI	38,360		12,487	33%	18,312	48%	5,274	14%	2,287	6%
	OMAAP	4,389		1,838	42%	2,261	52%	278	6%	12	0%
	OAAP	632		184	29%	308	49%	119	19%	21	3%
	TOTAL	43,381	82%	14,509	33%	20,881	48%	5,671	13%	2,320	5%
Algebra II	EOI	30,936		7,891	26%	12,548	41%	5,871	19%	4,626	15%
	OAAP	54		9	17%	19	35%	15	28%	11	20%
	TOTAL	30,990	66%	7,900	25%	12,567	41%	5,886	19%	4,637	15%
Biology I	EOI	37,110		13,243	36%	16,146	44%	5,287	14%	2,434	7%
	OMAAP	3,835		1,463	38%	1,367	36%	946	25%	59	2%
	OAAP	541		55	10%	333	62%	116	21%	37	7%
	TOTAL	41,486	79%	14,761	36%	17,846	43%	6,349	15%	2,530	6%
English II	EOI	36,230		12,962	36%	18,485	51%	4,306	12%	497	1%
	OMAAP	3,793		2,382	63%	1,045	28%	334	9%	32	1%
	OAAP	549		174	32%	270	49%	64	12%	41	8%
	TOTAL	40,572	87%	15,518	38%	19,800	49%	4,704	12%	570	1%
English III	EOI	36,695		10,414	28%	20,646	56%	2,577	7%	3,058	8%
	OAAP	207		88	43%	65	31%	45	22%	9	4%
	TOTAL	36,902	85%	10,502	28%	20,711	56%	2,622	7%	3,067	8%
Geometry	EOI	39,342		14,652	37%	16,246	41%	5,856	15%	2,588	7%
	OAAP	129		35	27%	60	47%	19	15%	15	12%
	TOTAL	39,471	78%	14,687	37%	16,306	41%	5,875	15%	2,603	7%
U.S. History	EOI	34,494		16,509	48%	10,289	30%	6,399	19%	1,297	4%
	OMAAP	3,174		806	25%	1,048	33%	763	24%	557	18%
	OAAP	430		76	18%	248	58%	85	20%	21	5%
	TOTAL	38,098	76%	17,391	46%	11,585	30%	7,247	19%	1,875	5%



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

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

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

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

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

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

- Mathematics Index
- Reading Index
- Participation Index
- Graduation Index

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

- Mathematics Index
- Reading Index
- Attendance Index
- Participation Index

Definitions

Mathematics Index: The Mathematics Index is calculated using three components: a performance component, a growth component for all students, and a growth component for the bottom 25% of students. The components are weighted as they are in the calculations for the State Report Cards. The test score performance is weighted as 50% of the Index, the growth of all students is weighted as 25% of the Index and the growth of the lowest 25% of students is weighted as 25% of the Index. Only Full Academic Year (FAY) students are included in the computation of the Index. Students receive 3 points for achieving Advanced, 3 points for achieving Proficient/Satisfactory, 2 points for achieving Limited Knowledge, and 1 point for achieving Unsatisfactory. The rationale for awarding the same points for advanced and proficient in the AMOs is to ensure that schools are not able to use advanced scores to statistically mitigate for students performing below grade level. Schools will be awarded additional points in the A-F School Grading System for students scoring advanced on state assessments. The Mathematics Index is calculated for Grades 3-8 Mathematics or Algebra I assessment. The points for each student are summed and converted to a standard score ranging from 20 to 80 points.

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

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

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

$$\text{Index} = 2 (\text{Performance Component}) + (\text{Total Growth Component}) + (\text{Bottom 25\% Growth Component})$$

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

Reading Index: In a similar manner as the Mathematics Index, the Reading Index is calculated using three components: a performance component, a growth component for all students, and a growth component for the bottom 25% of students. The components are weighted as they are in the calculations for the Site Report Cards. The test score performance is weighted as 50% of the Index, the growth of all students is weighted as 25% of the Index and the growth of the lowest 25% of students is weighted as 25% of the Index. Only Full Academic Year (FAY) students are included in the computation of the Index. Students receive 3 points for achieving Advanced, 3 points for achieving Proficient/Satisfactory, 2 points for achieving Limited Knowledge, and 1 point for achieving Unsatisfactory. The rationale for awarding the same points for advanced and proficient in the AMOs is to ensure that schools are not able to use advanced scores to statistically mitigate for students performing below grade level. Schools will be awarded additional points in the A-F School Grading System for students scoring advanced on state assessments. The Reading Index is calculated for Grades 3-8 Reading OCCT or English II EOI assessment. The points for each student are summed and converted to a standard score ranging from 20 to 80 points.

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

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

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

$$\text{Index} = 2 (\text{Performance Component}) + (\text{Total Growth Component}) + (\text{Bottom 25\% Growth Component})$$

Participation Index: The Participation Index is calculated as a ratio of students who took the OCCT/EOI over the number of students enrolled during the time of testing.

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

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

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

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

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

Criteria for AMOs

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

Mathematics AMO: Districts or sites will achieve the Mathematics AMO if they receive a Mathematics Index score of 300, or if they increase their score by 15% of the difference between their previous year’s score and 320.

Reading AMO: Districts or sites will achieve the Reading AMO if they receive a Reading Index score of 300, or if they increase their score by 15% of the difference between their previous year’s score and 320.

Participation AMO: Districts or sites will achieve the Participation Index AMO if they test 95% or more of their students. This mirrors the current AYP criteria.

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

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

Rationale for the new AMOs

Oklahoma's new AMOs set achievable and ambitious goals for the State's districts and sites. The Performance Components of both the Mathematics and Reading Indices focus efforts to increase the number of students who are proficient in reading and mathematics until all students meet this high standard of readiness for college, careers, and citizenship (C³). The Growth Components allow for recognition for districts and sites that are helping students increase their learning. Combining both performance and growth for the "all students" group and for all subgroups provides the needed information to see how well each subgroup is progressing and allows supports to be offered to target the areas and students in most need of assistance. The Graduation Index and Attendance Index AMOs require districts and schools to push for continually higher expectations. The Participation Index remains the same as the current AYP criteria.

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

Statewide Proficiency

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



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

2.C REWARD SCHOOLS

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

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

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

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

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

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

- For high schools, the school has a graduation rate for the 2009-2010 school year (reported in the 2010-2011 school year) of 82.4% or higher.
- The school made AYP in 2010-2011 in the “all students” group and all of its subgroups.
- The school does not have any significant achievement gaps between subgroups that are not closing.
- The school cannot be identified as a Priority School or a Focus School under any criteria.

In addition, beginning in 2012, any Title I or non-Title I school that is identified as an A or A+ school based on the State's A-F Grading System as defined by Oklahoma Statute Title 70 Section 1210.545 and subsequent Oklahoma Administrative Code will be identified as a highest-performing Reward School.

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

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

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

- The school's progress is consistent in growth over the time period.
- The school has not declined from its highest performance during the two-year period.
- For high schools, the school is in the top 20% of schools with the largest gains in graduation rate between 2007-2008 and 2009-2010.
- The school does not have any significant achievement gaps between subgroups that are not closing.
- The school cannot be identified as a Reward School if it has received a School Improvement Grant (SIG).

Subsequent Years (Beginning in 2012): any Title I school that ranks in the top 10% of Title I schools as well as any Title I or non-Title I school that ranks in the top 10% of all schools based on the growth components of the State's A-F Grading System, as defined by Oklahoma Statute Title 70 Section 1210.545 and subsequent Oklahoma Administrative Code, will be identified as a high-progress Reward School.

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

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

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

- Give as many non-financial rewards as possible since financial rewards may not always be available. These include, but are not limited to:
 - Increased autonomy as it relates to state and federal flexibility,
 - Public notification of designation, and
 - Opportunities to serve as advisors to the SEA.
- If funding is available for rewards, grant more reward for progress than for absolute performance. Grant a greater percentage of financial reward for schools with the highest poverty rates.

- Make grant opportunities available for Reward Schools that are willing to partner with Priority Schools, Focus Schools, and schools earning grades of C, D, or F in the State’s A-F School Grading System to assist both schools in continuous improvement.
- Encourage businesses and philanthropic organizations to recognize Reward Schools financially, including offering scholarships to students who graduate from Reward Schools and to children of educators employed by Reward Schools.

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



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

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

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

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

2.D PRIORITY SCHOOLS

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

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

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

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

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

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

- For the 2010-2011 school year, based only on the assessments used in the prior accountability system (Grades 3-8 reading and mathematics, Algebra I, and English II), all students scoring advanced will receive 4 points, all students scoring proficient will receive 3 points, all students scoring limited knowledge will receive 2 points, and all students scoring unsatisfactory will receive 1 point. For each school, the total number of points received will be divided by the number of these assessments given in that year in that school.

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

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

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

Subsequent Years (Beginning in 2012): Any Title I or non-Title I school that is identified as an F school based on the State’s A-F School Grading System as defined by Oklahoma Statute Title 70 Section 1210.545 and subsequent Oklahoma Administrative Code will be identified as a Priority School. This identification will include student achievement on all state assessments as well as other school and student achievement factors related to college, career, and citizen readiness (C³).

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

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

The SEA is committed to closing all achievement gaps and delivering on the State’s goal that each student will graduate from high school ready for college, careers, and citizenship (C³) by the year 2020: C³ by 2020. To accomplish this goal, Priority Schools must make profound improvement in student achievement and graduation rate. LEAs with identified Priority Schools will be required to implement the Turnaround Principles defined in this ESEA waiver package.

LEAs must demonstrate that the LEA has the capacity to support dramatic improvement in the Priority School within three years and that the district leadership has a viable plan for facilitating improvement at the site. As part of the demonstration of capacity, the LEA must commit to implementing the Turnaround Principles in the 2012-2013 school year, and for at least the following two school years, for each Priority School in the LEA. The SEA will support LEAs that are able to demonstrate this capacity as they implement the Turnaround Principles.

LEAs that are unable to demonstrate capacity and the ability to facilitate improvement will relinquish control of all aspects of a Priority School’s operations that directly or indirectly relate to student achievement to the SEA to be included in a theoretical, geographically-unbound group of schools, known as the C³ Schools (C3S). The State Board of Education and the State Superintendent of Public Instruction will assume control of the operations and management for schools designated as C3S as they directly or indirectly relate to student achievement; however, during the period of time that the school operates as part of the C3S, the school retains its county-district-site code. Additionally, during this period of time, the SEA will collaborate with the LEA personnel in order to enhance the capacity of the LEA and the local school board for the future success of the school when the school is returned to full control of the LEA. The intent of these activities is to enable the LEA to deliver improved services to all schools within the LEA.

Funding for the C3S schools will come from state and federal revenues that would have been allocated to the school through the LEA to ensure that funding follows the students being served. This includes all formula and competitive funds, including SIG funds if the Priority School was previously awarded a School Improvement Grant to implement a school intervention model. In addition, the State Board of Education may choose to reserve a percentage, not to exceed 20%, of the LEA’s Title I, Part A allocation to allow the SEA to begin or continue implementing the Turnaround Principles in C3S Priority Schools in the LEA.

Title I or Title I-eligible Priority Schools that are not operating Title I Schoolwide Programs may begin operating Schoolwide Programs since the LEA or C3S will be implementing interventions consistent with the Turnaround Principles, according to procedures established by the Office of Federal Programs at the SEA. To the extent allowable, the SEA will require the LEA to provide Title I funding to Title I-eligible Priority Schools that are not being served with Title I funds to ensure that necessary funding is available to support Turnaround Principles. In addition, the Priority Schools that implement one of the four SIG-approved

intervention models may apply to use SIG funds to implement those models, as funding exists.

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

Implementation of Turnaround Principles in the C3S: For those Priority Schools under the control of the C3S, the State Board of Education may choose to contract with an Educational Management Organization (EMO) or appoint appropriate leadership to operate the schools in the C3S, according to the following Turnaround Principles:

- The EMO or appointed leadership shall review the performance of every principal, using established criteria, to determine if the principal has the skills, abilities, and leadership qualities to serve as an instructional leader in the school. Any principal who does not have the skills, abilities, and leadership qualities necessary to lead the turnaround efforts will be replaced.
- The principal of each Priority School shall be provided autonomy to the greatest extent possible and will be given operational flexibility in the areas of scheduling, staff, curriculum, and budget. The principal will report to the EMO or appointed leadership and the State Superintendent of Public Instruction.
- In conjunction with the EMO or appointed leadership, the principal of each Priority School shall (a) review the qualities of all staff, using established criteria, and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (b) prevent ineffective teachers from being hired or transferred to the school.
- In conjunction with the EMO or appointed leadership, the principal of each Priority School shall ensure that all teachers have high-quality, job-embedded, ongoing professional development informed by the TLE that is aligned with teacher and student needs.
- In conjunction with the EMO or appointed leadership, the principal of each Priority School shall design the school day, week, and year to include additional time for student learning and teacher collaboration.
- The principal of each Priority School shall serve as instructional leader, strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned to CCSS and the State's standards, the *Priority Academic Student Skills (PASS)*.
- The principal of each Priority School along with a team of teacher leaders shall participate in state-provided training in the Oklahoma Data Review Model. The principal of each Priority School and all teachers within each Priority School shall participate in regular reviews of data to inform instruction and for continuous improvement. This will require providing time for collaboration on the use of data.
- The principal of each Priority School shall establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. All Priority Schools will be encouraged to implement Positive Behavior Interventions and Supports models along with Response to Intervention models to assist with achieving this type of school environment.
- The principal of each Priority School shall facilitate family and community engagement by partnering with the SEA and the EMO or appointed leadership to conduct an audit of the current level of family and community engagement and using tools such as the Family Engagement Tool provided by the Center for Innovation and Improvement to establish policies and routines that will encourage ongoing family and community partnerships with the school.
- The State Board of Education will accept nominations of parents and community members to serve on an Advisory Board to the State Board of Education and the EMO or C3S leadership.

WISE: All Priority Schools will be required to use the Ways to Improve School Effectiveness (WISE) Online Planning Tool based on the State’s Nine Essential Elements and 90 Performance Indicators (described in detail in Section 2.G). For Priority Schools in the C3S, the C3S leadership will assist principals in determining the focus of the school’s improvement plan created through WISE. For non-traditional schools, such as virtual schools, alternative schools, or schools that serve students in court-ordered placements, the SEA will work with the school to select or modify sections of the WISE Tool most appropriate for those settings. All Priority Schools will be required to attend SEA-, LEA-, and C3S leadership-provided professional development targeted to the intervention strategies implemented in the school and based on the school’s improvement plan created through WISE. No teacher or administrator in a Priority School will be exempt from participation in required training or professional development, regardless of the time of day, week, or year, except in circumstances protected by federal or state law; however, the SEA and the C3S leadership will conscientiously protect instructional time for classroom teachers.

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

- **School Community Partnerships:** To ensure that expanded learning programs are high quality, creative, and maximize the potential of each local community, strong partnerships that emphasize collaboration, data and resource sharing, communication, and alignment between schools and community-based/faith-based organizations should be at the core of expanded learning time programs. Meaningful, active collaboration at all levels increase the likelihood of success.
- **Engaged Learning:** Expanded learning programs should be used to enhance and complement—but not replicate—learning that takes place during the traditional school day. Quality expanded learning opportunities provide children and youth with hands on, student-centered learning that motivates and inspires them. These meaningful experiences, involving science, math, physical activity, music, arts and opportunities for service, complement but do not replicate the traditional school day and take place in an environment that is less stressful than the traditional school day. Expanded learning programs should provide opportunities for mentoring, tutoring, internships, apprenticeships, individualized learning, college and career exploration, and even jobs.
- **Family Engagement:** Expanded learning programs should maintain parental choice, community involvement, and family engagement. Quality programs succeed because parents and children choose to fully participate. This forces programs to ensure that the learning is meaningful, engaging, and relevant, particularly for older children and youth. Expanded learning time programs can make it easier for working parents to interact with instructors. A wide body of research points to active parent involvement in their children’s education as a factor in student success, and community-based organizations partnering with schools on expanded learning time can help facilitate that involvement. Expanded learning programs should focus on meeting the needs of the most at-risk students to ensure that resources are appropriately directed to students most in need of additional supports. For these reasons, expanded learning programs should emphasize parental engagement and parental choice.
- **Prepared staff:** Forming healthy relationships with program staff can lead to a positive emotional climate for students, allowing them to feel comfortable learning and exploring. Factors that serve as a catalyst for establishing these bonds are a small staff-child ratio and a well-prepared and compensated staff. Professional development in both content areas and youth development contribute to staff becoming role models and informal mentors for participating young people.
- **Intentional programming:** The best programs are structured with explicit goals and activities designed with these goals in mind. For instance, program goals might address improving a specific set of social skills, building on previous knowledge, meeting age-specific developmental needs or maximizing engagement in school. Intentional alignment with traditional school-day instruction

allows struggling students to catch up to their classmates, while helping all students hone the skills necessary for success in school.

- **Student participation and access:** In order for youth to take advantage of all that expanded learning opportunities offer, there must be steady access to programs over a significant period of time. Programs that contain components of quality – specifically safety, youth engagement, and supportive relationships – are more likely to keep children in school.
- **Ongoing assessment and improvement:** Programs that employ management practices focused on continuous improvement have the most success in establishing and maintaining quality services. Frequent assessment, both informal and formal, and regular evaluation, both internal and external, are ingredients needed to refine and sustain expanded learning programs.

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

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

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

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

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Resources (e.g., staff time, additional funding)	Significant Obstacles
Clarify state law to include state control of “Priority Schools” in addition to the current reasons for which the state may obtain control of a school	February – May 2012	State Superintendent Legislative Liaison	Staff Time	Currently, the State law references State Board of Education takeover of a school in relation to School Improvement Status. The State law will need to be amended to use the term “Priority School Status” instead of “School Improvement Status.”
Determine funding amounts for each Priority School	No later than June 1, 2012	Assistant State Superintendent, Office of Federal Programs Comptroller	Staff Time	Calculating Title I district allocations for federal FY12 (state FY13) including funds to be reserved at the SEA to serve the C3S.
Allow LEAs to submit documentation of their capacity to implement Turnaround Principles in Priority Schools	February 2012	Executive Director of School Support/School Improvement	Staff Time	None
Contract with an EMO or appoint C3S leadership	No later than March 1, 2012	State Superintendent of Public Instruction General Counsel	Staff Time	Reserved funds will be used to pay for the services of the EMO.
Evaluate principals in C3S Priority Schools	No later than April 1, 2012	EMO or C3S Leadership Executive Director of Teacher and Leader Effectiveness	Staff Time	TLE Commission work may not be complete, so judgments may be made on existing criteria and C3S Leadership expertise.

Determine which principals and teachers will be allowed to continue working in C3S Priority Schools and hire replacements as necessary	No later than June 1, 2012	EMO or C3S Leadership Executive Director of Teacher and Leader Effectiveness	Staff Time	TLE Commission work may not be complete, so judgments may be made on existing criteria and C3S Leadership expertise. State law will need to be reviewed and may be amended to allow for replacement of teachers in Priority Schools without rights to appeal termination.
Begin implementation of Turnaround Principals in all Priority Schools (operated by C3S and LEAs)	August 1, 2012	State Superintendent State Board of Education LEAs	Staff Time	None

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

In order to exit Priority School status, a school must earn an A, B, or C on the State's A-F School Grading System.

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

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

If the Priority School is a member of C3S at the time that the school exits Priority Status, control of the school may be returned to the LEA if all of the following criteria are met:

- The LEA can demonstrate capacity to support the school in continuous improvement efforts to ensure that the school does not worsen after leaving the C3S.
- The State Board of Education agrees to relinquish control of the school to the LEA, believing that the LEA is the best suited entity to run the school.
- The LEA has demonstrated improvement in other schools across the LEA during the three-year or longer period in which the school was operated by the C3S.
- The parents of students in the school agree by majority vote to return the school to control of the LEA.

If all of these conditions are not met, the State Board of Education may choose to keep control of the school as part of the C3S, or the State Board of Education may reassign control of the school to the original LEA, another LEA, or a Charter School Operator.



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

2.E FOCUS SCHOOLS

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

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

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

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

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

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

Method 3 (See Table 2, Key G): The lowest achieving three subgroups in the State will be identified by averaging each subgroup’s reading API score and mathematics API score for the 2010-2011 school year. For each of the three subgroups, any school that has a population of students in that subgroup that is more than the State’s population percentage will be considered based on the criteria listed below. (For example, if the State identifies the Black student subgroup as one of the three lowest performing subgroups in the State, any school with a population greater than 11% Black students would be considered because the State’s enrollment of Black students is 11% of the population.)

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

Any Title I school in the bottom 30% of the Title I schools within each grade span (elementary, middle/junior high, and high school) as well as any school in the bottom 30% of all schools (Title I and

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

Method 4 (See Table 2, Key G): The two subgroups with the lowest graduation rates in the State will be identified for the 2009-2010 school year. For each of these subgroups, any school that has a population of students in that subgroup that is more than the State’s population percentage will be considered based on the criteria listed below. (For example, if the State identifies the Black student subgroup as one of the two subgroups in the State with the lowest graduation rates, any school with a population greater than 11% Black students would be considered because the State’s enrollment of Black students is 11% of the population.)

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

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

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

Subsequent Years (Beginning in 2012): Any Title I or non-Title I school that is identified as a D+, D, or D- school based on the State’s A-F School Grading System as defined by Oklahoma Statute Title 70 Section 1210.545 and subsequent Oklahoma Administrative Code will be identified as a Focus School. This identification will include student achievement on all state assessments as well as other school and student achievement factors related to college, career, and citizen readiness (C³).

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

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

Focus School identification is based on achievement of subgroups and closing gaps between subgroups. Implementing strong interventions in Focus Schools aligns perfectly with the State’s goals of closing all achievement gaps and seeing each student graduate from high school ready for college, careers, and citizenship (C³) by the year 2020: C³ by 2020.

Because Focus Schools will have vastly different intervention needs based on the subgroups that are underperforming or graduating at lower rates, it is imperative that Focus School interventions be designed

to target the specific needs of the school, its educators, and its students.

The SEA will work in close collaboration with each LEA in which a Focus School is identified to determine a plan for meeting the needs of that school. All Focus Schools will be required to use the WISE Online Planning Tool based on the State’s Nine Essential Elements and 90 Performance Indicators (described in detail in Section 2.G). SEA leadership, SEA staff, or a representative on behalf of the SEA will assist the LEA and site principal with determining the focus of the school’s improvement plan created through WISE. For non-traditional schools, such as virtual schools, alternative schools, or schools that serve students in court-ordered placements, the SEA will work with the school to select or modify sections of the WISE Tool most appropriate for those settings. All Focus Schools will be required to attend SEA-provided professional development targeted to the intervention strategies implemented in the school and based on the school’s improvement plan created through WISE. No teacher or administrator in a Focus School will be exempt from participation in required training or professional development, regardless of the time of day, week, or year; however, the SEA will conscientiously protect instructional time for classroom teachers.

The principal of each Focus School, along with a team of teacher leaders, will be required to participate in state-provided training in the Oklahoma Data Review Model. The principal of each Focus School and all teachers within each Focus School will be required to participate in regular reviews of data to inform instruction and for continuous improvement, particularly in the subgroup(s) for which the school was identified. This will require providing time for collaboration on the use of data.

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

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

At least 5% of the LEA’s Title I, Part A allocation must be available to provide school choice options to parents/guardians of students in the school. These funds will provide transportation from the Focus School to higher-performing schools that are able to accept additional students.

The remainder of the LEA’s Title I, Part A set-aside as described above must be spent on interventions and strategies consistent with the research-based *Menu of Interventions and Supports for School Improvement* (see Attachment 12). Selection of interventions that will be paid for with Title I, Part A funds must be done in consultation with SEA leadership, SEA staff, or a representative on behalf of the SEA and must align with the school’s improvement plan developed through WISE.

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

implement one of the four intervention models approved under the School Improvement Grant (SIG), the LEA may apply to use SIG funds to implement those models, if additional funding exists.

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

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

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

- Make AMOs in all student groups based on the State’s new Differentiated Accountability, Recognition, and Support System; and
- Earn an A, B, or C on the State’s A-F School Grading System.

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



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

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

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

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

	Grade +	Grade	Grade –
A	<i>Reward School</i>	<i>Reward School</i>	LEA-identified Interventions
B	LEA-identified Interventions	LEA-identified Interventions	LEA-identified Interventions
C	Required Interventions	Required Interventions	Required Interventions
D	<i>Focus School</i>	<i>Focus School</i>	<i>Focus School</i>
F		<i>Priority School</i>	

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

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

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

School Improvement Plans

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

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

Required Interventions

Innovating beyond the *ESEA Flexibility* requirements, Oklahoma will require interventions of all schools that are in the bottom 25% of the State in student achievement that have not been previously identified as Priority

Schools or Focus Schools. These schools will be identified as Targeted Intervention Schools (**See Table 2, Key I**) and must implement interventions and strategies consistent with the research-based *Menu of Interventions and Supports for School Improvement* (see Attachment 12). In addition, the State Board of Education may choose to review and approve the total operating budgets of all LEAs within which a Targeted Intervention School exists to ensure that appropriate funds are being spent on improvements in the Targeted Intervention School.

Further, schools that receive a School Grade of C+, C, or C- will be required to implement interventions and strategies consistent with the research-based *Menu of Interventions and Supports for School Improvement* (see Attachment 12).

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

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

State Supports

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



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

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

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools; and
 - iii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).
- Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

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

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

Monitoring of LEAs/Schools

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

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

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

Monitoring of Interventions in Priority Schools and Focus Schools

Currently, SIG schools submit School Improvement Status Reports (SISRs) quarterly. Priority Schools will also be required to complete a quarterly status report. The purpose of the status reports is for LEAs or leadership from the group of schools known as C³ Schools (C3S) to report to the SEA the progress schools have made toward meeting goals. Status reports will include school-level data such as benchmark assessments in reading, mathematics, and other content areas as requested; teacher and student attendance data; discipline and suspension data; graduation/dropout rate data; and progress made toward implementation of the selected intervention model.

Focus schools will be required to complete a semi-annual status report. The purpose of the status reports is for LEAs to report to the SEA in the following areas: the progress made by schools toward meeting district goals; the progress demonstrated at the school level such as district benchmark assessments in reading, mathematics, and other content areas as requested; student attendance data, discipline and suspension data; and graduation/dropout rate data.

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

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

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

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

Priority Schools Advisory Board: Other efforts supporting school and student accountability will include the development of a Priority Schools Advisory Board. The board members will consist of SEA personnel, practicing educators, School Support Team leaders, members from the Committee of Practitioners, community stakeholders, and higher education representatives. This board will continue throughout the *ESEA Flexibility* waiver timeframe. The board members, or executive committee of the board, will review LEA capacity for supporting implementation of the Turnaround Principles. The board will also annually review all relevant documentation from the C3S Leadership and Priority School LEAs for the purpose of determining progress being made toward established goals and the fidelity with which the Turnaround Principles are being implemented. The Advisory Board will make recommendations to the SEA and State Board of Education for the continuation of Priority School status.

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

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

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

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

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

Initiatives that will Increase Capacity of the SEA

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

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

(http://www.excelined.org/Pages/Excellence_in_Action/Chiefs_for_Change.aspx)

Implementing Common Core Systems (ICCS): Oklahoma is a member state in the Council of Chief State School Officers (CCSSO) collaborative to work within state teams, across states, and with national experts to discuss and share concrete resources and strategies to meet the challenges and leverage the opportunities presented by Implementing the Common Core State Standards (ICCS). The ICCS collaborative meets three times annually, with frequent interaction between meetings. Oklahoma’s team members include Assistant State Superintendent, Office of Instruction; Assistant State Superintendent, Office of Student Support; Vice Chancellor, Oklahoma State Regents for Higher Education; and Principal, Tulsa Public Schools. Two team positions are currently open. Training from meetings in January 2011

and April 2011 provided the SEA's ICCS team with a deeper understanding of the systems change process as related to CCSS. Using the systems change model, team members provided the SEA's new administration leadership staff with a full day of training on implementing CCSS, and used this training to create more abbreviated presentations to specific and targeted audiences. At the August 2011 ICSS collaborative meeting, the SEA's team members designed the 3-year framework of professional development for the REAC³H Network, including key focuses for future REAC³H Leader Summits and an overview of topics for implementation toolkits. At the meeting, the CCSSO team provided sessions on using the ICCS online resources to help with state implementation and cross-state sharing, as well as with communicating the CCSS message. Oklahoma's team has used these tools to advantage. The collaborative provides an ICSS coach to support the State's efforts by serving as a "critical friend." Monthly conversations help the SEA review progress on meeting CCSS implementation goals.

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

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

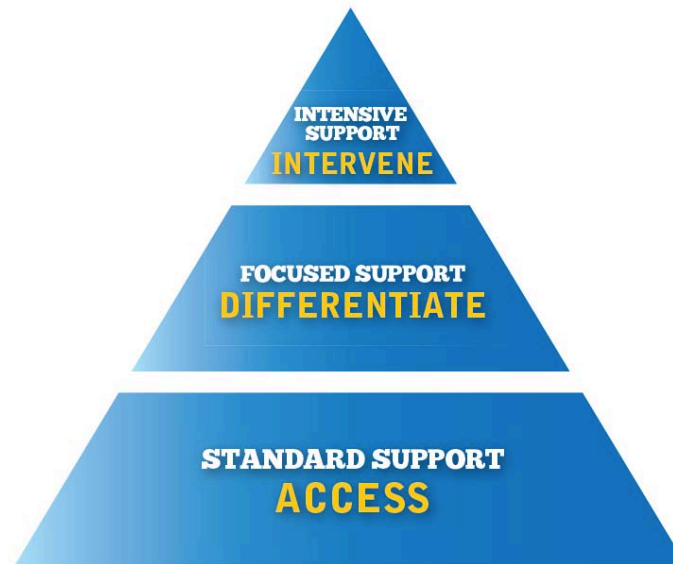
State Longitudinal Data System: In partnership with the P-20 Data Coordinating Council, the Oklahoma Partnership for School Readiness, and the Information Services Division of the Office of State Finance, the SEA has begun development of a P-20 state longitudinal data system capable of providing data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

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

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

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

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



- **Standard Support for Schools (All Title I and Non-Title I Schools)** is designed to assist educators providing access to challenging curriculum that will lead to college, career, and citizen readiness for all students. Professional development and technical assistance is offered in all aspects of continuous school improvement, including leadership, culture development, curriculum, assessment, special education, and ELL instructional strategies.
- **Focused Support for Schools (Focus Schools, B-, C+, C, and C- Schools)** includes standard and differentiated support as identified by specific needs of students. For example, if a school had an ELL subgroup that did not meet the reading performance benchmark, the school may need to hire ELL coaches or participate in SEA-provided professional development in Sheltered Instruction Observation Protocol and literacy strategies.
- **Intensive Support for Schools (Priority Schools and SIG Schools):** In addition to the standard and differentiated support designed to reflect the needs of the school, intensive and comprehensive professional development and technical assistance is provided. This includes on-site training, summer academies for all staff and administrators, ongoing educational leadership coaching, and other interventions and supports aligned with turnaround principles.

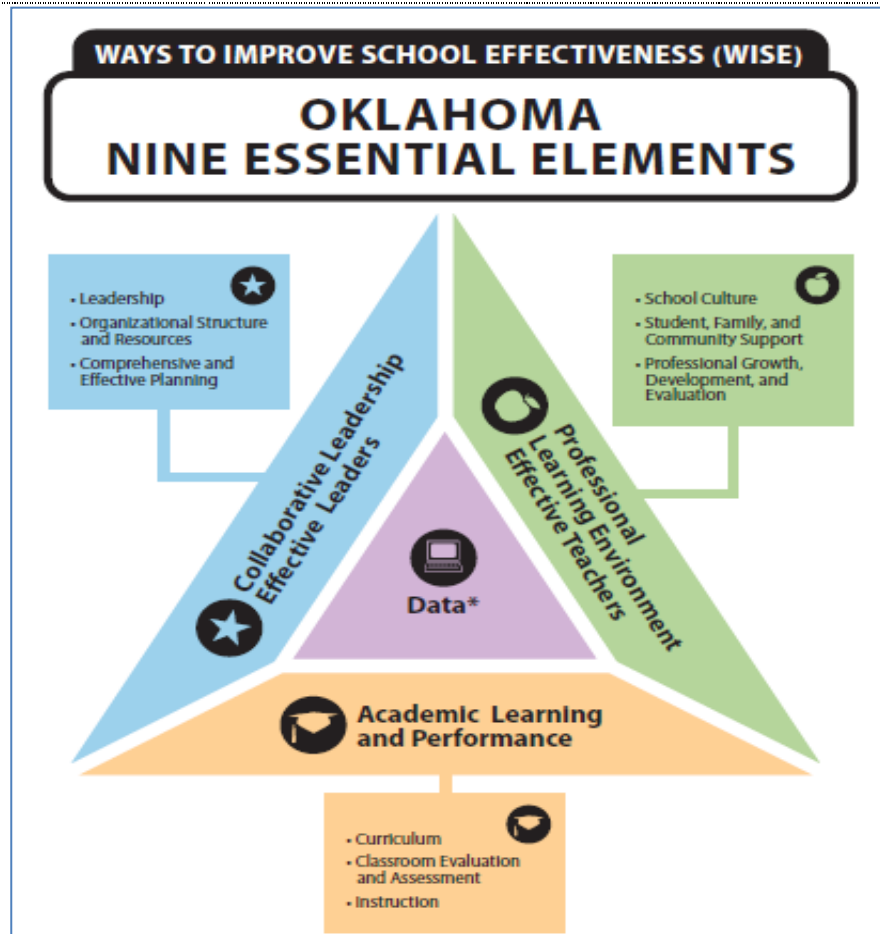
Standard Support for Schools

Oklahoma Nine Essential Elements Performance Indicators, Rubrics, and Strategies to

Implement: The Oklahoma Nine Essential Elements is a comprehensive framework that guides districts and schools in making strategic decisions in the areas of (a) academic learning and performance, (b) professional learning environment, and (c) collaborative leadership. The nine elements are (1) curriculum; (2) classroom evaluation and assessment; (3) instruction; (4) school culture; (5) student, family, and

community support; (6) professional growth, development, and evaluation; (7) leadership; (8) organizational structure and resources; and (9) comprehensive and effective planning.

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



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

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

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

- Members attend an intensive 3-day summer institute where they receive training in research-based instructional strategies and facilitation of professional development sessions. Training

is provided by nationally-known presenters and the SEA’s Curriculum Team.

- Members conduct professional learning groups in their districts to deepen the content and pedagogical knowledge of instructional teams as they research and discuss best practice and lessons learned, through collaboration. Instructional teams receive this job-embedded professional development on a voluntary basis and share their conclusions with their colleagues regularly.
- Members receive content-specific literature and teaching materials to add to their professional libraries.
- Graduates of the two-year project are eligible to apply for membership in the Master Teachers Leadership Project. Members design, implement, and collect efficacy data on school improvement projects in their home districts.

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

The mission of the regional conferences is to spotlight excellent teaching and learning in every part of Oklahoma and to create regional networks of professional and community support. Through the work of local teacher leaders, partnerships have been formed with chambers of commerce, business sponsors, regional colleges and universities, and CareerTech centers. The regional MTP curriculum conferences can serve to support the goal of the REAC³H Network to implement CCSS, TLE, Third Grade Reading, and other state initiatives.

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

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

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

WOC identifies “window frame” indicators that help educators get a clear view of the classroom. Participants learn to analyze these viewings and use the information to design activities that promote

individual, departmental, or school-wide reflection. Participants also are trained to analyze data over time for use in long-range planning. Training is conducted on-site, using actual classrooms, and is targeted to principals and assistant principals, directors of curriculum and instruction, district-level administrators, teacher mentors and instructional coaches, content specialists, and classroom teachers.

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

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

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

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

Focused Support for Schools

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

What Works in Oklahoma Schools (WWIOS) Conferences: WWIOS Conferences have been held annually, since 2005, for Oklahoma schools needing improvement. Dr. Robert Marzano has aligned the Oklahoma Nine Essential Elements to the What Works in Schools strategies. Presentations are developed

to support the areas of need for Oklahoma schools and to ensure that scientifically based research and best practices are being presented to the schools. During the institute, Dr. Marzano and associates meet in small groups with the SIG principals to discuss challenges, successes, and best practices in similar schools. Priority and Focus schools will continue to have high quality professional development from Marzano Research & Associates and/or other nationally recognized presenters.

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

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

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

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

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

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

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

Intensive Support for Schools

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

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

School Support Teams shall:

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

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

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

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

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

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

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

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



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

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

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

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

<p>Option A</p> <p><input type="checkbox"/> If the SEA has not already developed any guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); iii. the SEA’s plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; iv. a description of the process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p>Option C</p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
--	---	--

During the 2010 Regular Session, the Oklahoma Legislature made bold changes to its Teacher and Leader Evaluation System. The Legislature mandated some elements of the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) by statute, and required that the Oklahoma State Board of Education adopt additional guidelines of the TLE by December 15, 2011. By the 2013-2014 school year, each school district in the State must adopt a teacher and principal evaluation policy based on the statewide TLE System (see Attachments 10: Preliminary Recommendations and 11: Oklahoma Statutes Regarding TLE).

In order to implement this process, 70 O.S. § 6-101.17 creates the TLE Commission. This Commission is comprised of the Superintendent of Public Instruction (Chairperson), members of the State Senate and House of Representatives, and a representative from the Office of the Governor. In addition, the Commission consists of representatives from the Oklahoma Commission for Teacher Preparation, Career and Technology Education, higher education, local school boards, superintendent organizations, local businesses, teachers' unions, parent-teacher organizations, philanthropic organizations, and an individual involved in Science, Technology, Engineering and Mathematics education. The State Department of Education provides staff support for the Commission. Statute has charged the Commission with overseeing and advising the State Board of Education in the development and implementation of the TLE program and with reporting its findings and recommendations to the State Board for approval.

The TLE shall include a five-tier rating system as follows:

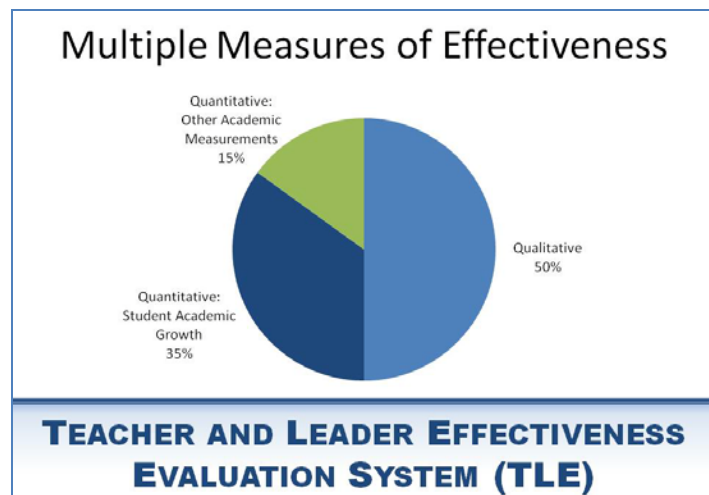
1. Superior,
2. Highly effective,
3. Effective,
4. Needs Improvement, and
5. Ineffective.

Districts will evaluate teachers and leaders on an annual basis. This evaluation must provide feedback geared to improve student learning and outcomes. The TLE shall be comprised of both quantitative and qualitative assessment components.

Qualitative Components

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

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



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

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

TLE Commission members have become intimately involved in reviewing a variety of qualitative evaluation frameworks to determine which framework(s) best fits the needs of Oklahoma educators. On September 12, 2011, the Commission made two preliminary recommendations (see Attachment 10: Preliminary Recommendations). One preliminary recommendation is to choose a default framework for the qualitative evaluation. The SEA would fund the training, materials, and software for the default framework. The Commission determined that establishing a default framework allows the SEA to focus its resources on a single framework. The Commission also made a preliminary recommendation to allow a district to choose from a limited number of other approved frameworks, which would be paid for primarily with local funds. Providing LEAs the option to select from a limited number of other approved frameworks provides flexibility and control at the local level. Specifically, this allows LEAs that have already implemented frameworks aligned to the TLE to continue their efforts if the framework meets the criteria for approval by the State Board of Education.

At the December 5, 2011, Commission meeting, the Commission is scheduled to finalize recommendations, including selection of the default framework for qualitative teacher evaluation from the following options:

- Marzano’s Causal Teacher Evaluation Model,
- Danielson’s Framework for Teaching, or
- Tulsa’s TLE Observation and Evaluation.

Information about each of the three frameworks is available in Attachment 14: Teacher and Leader Qualitative Assessment Models. Both Danielson’s Framework for Teaching and Tulsa’s TLE Observation and Evaluation currently lack criteria required by the Oklahoma statute. Specifically, Danielson’s Framework for Teaching currently evaluates teachers on a four-tier rating system. However, the framework does use an averaging system to calculate scores that can be translated into a five-tier rating system. Additionally, Tulsa’s TLE Observation and Evaluation system is not currently correlated to student performance success. Tulsa Public Schools is conducting a study of this framework’s correlation to student performance success that should be completed by early 2012. Because this framework is relatively new, there was not enough data to create this type of evidence prior to consideration by the TLE Commission; however, encouraging evidence is emerging. It is anticipated that these criteria discrepancies will be resolved by the end of the 2011-2012 school year, prior to implementation of pilot programs in the 2012-2013 school year.

Also at the December 5, 2011 Commission meeting, the Commission is scheduled to finalize the recommendation for the default framework for qualitative leader evaluations. The Commission will choose from the following options:

- Marzano’s Leadership Evaluation System,
- McREL’s Principal Evaluation System, or
- Reeves’ Leadership Performance Matrix.

Information about each of the three frameworks is available in Attachment 14: Teacher and Leader Qualitative Assessment Models. Each of the above mentioned frameworks currently lack criteria required by the Oklahoma Statute. Marzano’s Leadership Evaluation System has just begun implementation of its pilot; therefore, it is not evidence based, and it is not yet correlated to student performance success. McREL’s Principal Evaluation System is currently based on a four-tier rating system; however, the framework does generate a score that can be easily translated into a five-tier system. Reeves’ Leadership Performance Matrix is also based on a four-tier rating system; it appears as though the current framework can be translated into a five-tier system. It is anticipated that these criteria discrepancies will be resolved by the end of the 2011-2012 school year, prior to implementation of pilot programs in the 2012-2013 school year.

As part of the selection process, the Commission sought public comment regarding the framework options. To date, 1,082 teachers, administrators, and members of the community have participated in the survey process. The SEA has presented the public comments to the Commission and these comments were discussed in depth at several Commission meetings.

Quantitative Components

The quantitative component will comprise the remaining 50% of the teachers’ and leaders’ ratings. The TLE further dissects the quantitative portion into two categories. Thirty-five percent of the overall ranking will be based on student academic growth using multiple years of standardized data (as available), and 15% will be based on other academic measurements.

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

The Commission determined that utilizing a Value Added Model would best reflect Oklahoma’s need to take into account other student and school-level variables in order to have the most accurate evaluation system possible. Therefore, at the November 7, 2011 Commission meeting, the Commission approved the following preliminary recommendation to adopt a Value Added Model (see Attachment 10: Preliminary Recommendations).

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

At the November 7, 2011 Commission meeting, the Commission approved a preliminary recommendation to conduct further research on the most appropriate measure(s) of teacher effectiveness for those teachers in non-tested grades and subjects and to take into consideration the input of representatives of those teacher groups (see Attachment 10: Preliminary Recommendations).

As stated above, other academic measures will comprise 15% of the quantitative portion. The Commission is reviewing an intricate plan to allow the teacher and administrator to collaborate in selecting an academic measure to account for this 15%. Some options include, but are not limited to:

- using state-wide assessments,
- school-wide assessments,
- the ACT or SAT suite of assessments,
- “off the shelf” assessments based on criteria developed by the Oklahoma State Department of Education,
- Advanced Placement, International Baccalaureate or National Industry Certification suite of assessments, or
- graduation rate.

At the November 7, 2011 Commission meeting, the Commission approved a preliminary recommendation to involve Oklahoma educators in development of a list of appropriate measures for teacher and supervisor selection based on findings from research regarding multiple measures of teacher effectiveness (see Attachment 10: Preliminary Recommendations).

Each of the preliminary recommendations made at the November 7, 2011 Commission meeting has been distributed for public comment. The results of the public comments will be presented to the Commission at the December 5, 2011 meeting.

Moving Toward Full Implementation

Once the Commission presents its recommendation(s) to the State Board of Education, the State Board has until December 15, 2011, to adopt a statewide evaluation system. Once the State Board selects an evaluation system, selected districts will begin implementing a pilot program for the 2012-2013 school year, and by statute, full implementation will begin in the 2013-2014 school year. During this two and one-half year process, the Commission will play an important role in reviewing the progress towards the development and implementation of the system. The Commission will continue to meet on a regular basis to review the correlation between the quantitative and qualitative scores as well as other data, to ensure that the TLE is valid and meaningful. Until 2016, the Commission must submit a report of its findings to the Oklahoma Governor, the Speaker of the House, and the President Pro Tempore of the Senate by December 31st of each year.

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



Key Take Away for Section 3.A: Oklahoma is poised for implementation of a Teacher and Leader Effectiveness Evaluation System (TLE) that will encourage continuous improvement of all educators so that all teachers and leaders will have the opportunity to become effective, highly effective, or superior.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
TLE Commission makes a preliminary determination regarding the default framework and approvable(s) frameworks as well as recommendations for the quantitative portions of the TLE System	December 5, 2011	TLE Commission		The State Department of Education has hired an Executive Director of TLE whose primary duty is to gather data, resources, and other information to guide the Commission's decision.	Significant decisions regarding the selection of the quantitative and qualitative portions of the TLE must be made within a short period of time.
The State Board of Education selects an evaluation framework and quantitative designs based on the Commission's recommendations	December 15, 2011	The State Board of Education	<i>See</i> 70 O.S. § 6-101.16 (Attachment 11)	The Assistant State Superintendent of Student Support along with the Executive Director of TLE will prepare a presentation regarding the recommendation(s) of the Commission.	The statutory deadline requires the State Board to make a decision swiftly.
Implementation of a pilot framework program	2012-2013 school year	The State Department of Education in conjunction with the selected districts		The Assistant State Superintendent of Student Support, Executive Director of TLE, framework trainers, software programmers, REAC ³ H Coaches, and district staff	Significant time will be spent in training administrators regarding the framework. Teachers and administrators must spend time away from the classroom and/or campus to attend training and other professional development.

Full implementation of the framework	2013-2014 school year	The State Department of Education in conjunction with all school districts within the State	<i>See</i> 70 O.S. § 6-101.10 (Attachment 11)	The Assistant State Superintendent of Student Support, Executive Director of TLE, framework trainers, software programmers, REAC ³ H Coaches, and district staff	Significant time will be spent in training administrators regarding the framework. Teachers and administrators must spend time away from the classroom/school site for training and other professional development.
Ongoing evaluation of the system	December 31 st of each year through 2016	TLE Commission	<i>See</i> 70 O.S. § 6-101.17 (Attachment 11)	Commission members, The Assistant State Superintendent of Student Support, Executive Director of TLE, Assistant State Superintendent of Assessment and Accountability, and Executive Director of Student Information	Gathering meaningful data from the student information system to make a well-informed determination as to the effectiveness of the TLE

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

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

By the 2013-2014 school year, each school district in the State must adopt a teacher and principal evaluation policy based on the statewide TLE System (see Attachments 10: Preliminary Recommendations and 11: Oklahoma Statutes Regarding TLE).

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

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

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



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