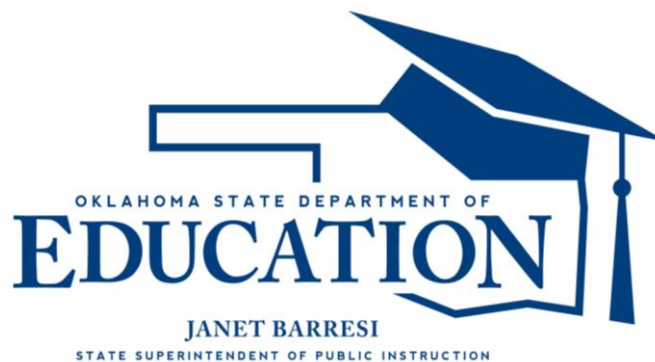




**Oklahoma will be C<sup>3</sup> by 2020:  
All children will graduate from high school  
College, Career, and Citizen Ready by 2020.  
Final Submission: February 8, 2012**



## 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	12
Overview of SEA’s ESEA Flexibility Request	13
<b>Principle 1: College- and Career-Ready Expectations for All Students</b>	15
1.A Adopt college- and career-ready standards	15
1.B Transition to college- and career-ready standards	16
1.C Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth	32
<b>Principle 2: State-Developed Differentiated Recognition, Accountability, and Support</b>	33
2.A Develop and implement a State-based system of differentiated recognition, accountability, and support	33
2.B Set ambitious but achievable annual measurable objectives	48
2.C Reward schools	57
2.D Priority schools	63
2.E Focus schools	76
2.F Provide incentives and supports for other Title I schools	83
2.G Build SEA, LEA, and school capacity to improve student learning	86
<b>Principle 3: Supporting Effective Instruction and Leadership</b>	97
3.A Develop and adopt guidelines for local teacher and principal evaluation and support systems	97
3.B Ensure LEAs implement teacher and principal evaluation and support systems	107
Request Addendum	108

**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.

<b>LABEL</b>	<b>LIST OF ATTACHMENTS</b>	<b>PAGE</b>
1	Notice to LEAs	109
2	Comments on request received from LEAs (if applicable)	113
3	Notice and information provided to the public regarding the request	166
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	172
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)	229
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).	237
9	Table 2: Reward, Priority, and Focus Schools	308
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).	N/A
11	Evidence that the SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems	N/A
12	Menu of Interventions and Supports for School Improvement	326
13	Oklahoma’s Nine Essential Elements and 90 Performance Indicators	328
14	Teacher and Leader Qualitative Assessment Models	334
15	Glossary of Terms	336
16	Oklahoma Statutes Related to the Teacher and Leader Effectiveness Evaluation System (TLE)	344
17	Preliminary and Final Recommendations of the TLE Commission	358
18	Oklahoma’s Support of Minority and Poverty Students in Schools Not Identified as Focus or Priority Schools	363

## COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: <b>Oklahoma State Department of Education</b>	Requester's Mailing Address: 2500 North Lincoln Boulevard Oklahoma City, Oklahoma 73105
State Contact for the ESEA Flexibility Request  Name: <b>Dr. Chris A. Caram</b>  Position and Office: <b>Deputy Superintendent</b>  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: <a href="mailto:Chris_Caram@sde.state.ok.us">Chris_Caram@sde.state.ok.us</a> , <a href="mailto:Chris.Caram@sde.ok.gov">Chris.Caram@sde.ok.gov</a>	
Chief State School Officer (Printed Name): <b>Janet C. Barresi</b>	Telephone: (405) 521-4885
Signature of the Chief State School Officer:  	Date: 11/14/2011 Resubmitted with Edits: 1/27/2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

## WAIVERS

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

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

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

Optional Flexibility:

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

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

## ASSURANCES

By submitting this application, the SEA assures that:

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

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

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

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



## CONSULTATION

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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



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

## EVALUATION

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

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

## OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

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

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

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

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

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

It is called the **C<sup>3</sup> Plan**. Building on the success of a slate of reforms passed by the State Legislature and signed into law this year, the **C<sup>3</sup> 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.

*REAC<sup>3</sup>H 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 (*REAC<sup>3</sup>H*) 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 21<sup>st</sup> 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 **C<sup>3</sup> 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 **C<sup>3</sup> 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><b>Option A</b></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><b>Option B</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>
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## 1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### CCSS Implementation

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

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

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

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

***Phase One***

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

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

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

### ***Phase Two***

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

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

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

### ***Phase Three***

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

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

integrating existing partnerships with the state system of Higher Education and the Career and Technical Education system into the REAC<sup>3</sup>H Network.

Each REAC<sup>3</sup>H coordinating district serves by doing the following:

- Develops a detailed regional plan for implementing CCSS with assigned districts;
- Identifies a training timeline and delivery methods;
- Develops partnerships to coordinate a training network;
- Enlists local higher education institutions and CareerTech to support REAC<sup>3</sup>H 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 REAC<sup>3</sup>H 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 REAC<sup>3</sup>H Network coordinating districts, including grant opportunities and pilot programs; and
- Other services to be determined.

The REAC<sup>3</sup>H Network’s greatest asset is the synergy created through local ownership of professional development and instructional practice. Early feedback indicates that LEAs are designing systems of support for transitioning to CCSS based on local needs.

In addition, the OSDE is collaborating with the REAC<sup>3</sup>H Network to develop a shared vision for the new State Longitudinal Data System (SLDS). In the fall of 2011, the SEA formed an SLDS committee within the REAC<sup>3</sup>H Network comprised of 15 district superintendents from across the state to discuss how to improve the exchange of data between the state and districts, including improving the quantity and quality of useful information, streamlining reporting (a significant burden on districts), and getting data into the hands of teachers and parents that will enable them to understand the progress of their students against the expectations of the Common Core, to anticipate where students will be relative to the expectations of the PARCC assessments, and predict the success of graduates in college, the workplace, and as citizens.

The REAC<sup>3</sup>H SLDS Committee has also organized parent, teacher, and school leader focus groups that began meeting late in 2011 (and will continue into 2012) and the SEA is working to coalesce the series of focus groups into standing advisory committees of parents, teachers, and school leaders that will provide the SEA with feedback as end users of the SLDS. A representative of the REAC<sup>3</sup>H SLDS Committee and of the parent, teacher, and school leader committees will serve on the SEA data governance committee (the SEA adopted its governance framework in December 2011).

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

#### ***Phase Four***

To build on the success of the REAC<sup>3</sup>H Network, the SEA plans to partner with our state Career and Technical Education system and the state system of Higher Education to house REAC<sup>3</sup>H Coaches in each region of the State. The SEA intends to hire 60 REAC<sup>3</sup>H Coaches as part of the statewide professional development plan outlined below to assist with implementation of CCSS at the district, building, and classroom level. Coaches will provide assistance on instructional strategies for teachers as well as instructional leadership for principals and district leaders. This assistance will include specific training on instructional strategies designed for effectiveness in teaching ELs and students with disabilities. Taking a multi-perspective approach to learning across the State will enable the SEA to provide more robust and more permanent support to districts through the implementation process and beyond.

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

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

### ***Phase Five***

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

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

#### **Key Milestones**

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

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



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

### **Increasing Access to College and Career Preparatory Courses**

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

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

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

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

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

Oklahoma requires that all students are provided an education that will enable them to be college, career, and citizen ready upon graduation from high school. Oklahoma currently assists English Learners (ELs), student with disabilities, and low-achieving students by offering research-based remedial or developmental programs, as well as programs designed to accelerate student learning, implemented by an effective teacher.

Additionally, a counselor is available in all schools to help with motivation, social skills, study skills, goal setting, and any mental health issues that might arise. Programs are designed to connect curriculum, instruction, and assessments that are parallel to the academic goals for all students. Multiple professional development opportunities are provided to assist with training of administrators, teachers, and counselors.

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

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

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

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

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

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

**Students with Disabilities:** Accelerating learning of students with disabilities and closing the achievement gap is an Oklahoma priority. The SEA developed the 2011 Oklahoma State Personnel Development Grant (OK SPDG) for the purpose of accelerating student learning experiences so that all students with disabilities, including those who have been participating in the Oklahoma Modified Alternate Assessment Program (OMAAP) or the Oklahoma Alternate Assessment Program (OAAP), are able to meet the expectations of the

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

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

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

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

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

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

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

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

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

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

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

In 2011, new legislation passed requiring that Oklahoma students entering first grade in school year 2011-2012 be retained if they are reading below grade level on the state reading assessment by the end of their third

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

### **Teacher and Principal Preparation Programs**

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

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

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

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

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

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

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

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

In 2011-2012, the State will begin transitioning our Oklahoma Core Curriculum Tests (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 ELs. The assessment

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



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



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

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

<p><b>Option A</b></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><b>Option B</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><b>Option C</b></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>
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## 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 8<sup>th</sup> 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 8<sup>th</sup> 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.

As of December 1, 2011, the plan for determining reading and mathematics gains referenced in #2 and #3 of the A-F School Grading System is to calculate gains at the student level in the same manner as is described for the Annual Measurable Objective (AMO) gains, pending public comment as part of the permanent rule adoption process described in the timeline below. This system is defined as follows.

The student learning gains in Mathematics are calculated by comparing the previous year's Oklahoma Core Curriculum Test (OCCT), OMAAP, or OAAP Math score to the current year's OCCT, OMAAP, or OAAP Math score for all Full Academic Year (FAY) students. At the high school level, the 8<sup>th</sup> Grade OCCT, OMAAP, or OAAP Math score is compared to the Algebra I End of Instruction (EOI), OMAAP, or OAAP scores 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 in Section 2.B of the *ESEA Flexibility Request*. 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 scores. This number is converted to a standard score ranging from 20-80 points.

The student learning gains in Reading are calculated by comparing the previous year's OCCT, OMAAP, or OAAP Reading score to the current year's OCCT, OMAAP, or OAAP Reading score for all FAY students. At the high school level, the 8<sup>th</sup> Grade OCCT, OMAAP, or OAAP Reading score is compared to the English II EOI, OMAAP, or OAAP scores 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 on page 42 of the ESEA Flexibility Waiver Application. The total number of reading points received for a site or district is summed and divided by the total number of students with two years of reading scores. This number is converted to a standard score ranging from 20-80 points.

The definitions will be finalized according to the timeline for development referenced below.

It is possible that Oklahoma will develop a model for calculating student learning gains based on scale scores upon implementation of a vertical scale for all statewide assessments. This would allow for growth to be documented within proficiency levels as well as between proficiency levels. The model would need to be validated and approved through the rule-making process before adoption as part of the A-F School Grading System.

**Timeline for Development of A-F School Grading System:** 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. Oklahoma is in the process of finalizing the development of these rules. We are following the legal process to incorporate the system into Oklahoma's Formal Rules. The timeline for completing the process is below.

ACTIVITY	DATE
Rule Impact Statement Filing	December 28, 2011
Publication in Oklahoma Register	January 17, 2012
Draft of Rules Released for Public Comment	January 18, 2012
Public Hearing	February 16, 2012
Approval by Oklahoma State Board of Education	March 2012
Approval by Oklahoma Legislature and Governor	Spring 2012
Implementation	Summer/Fall 2012 (based on 2011-2012 assessment results and other school data)

The SEA will explore best practices and consult with state legislators, teachers, administrators, educator associations, interested organizations, and other states that have implemented A-F School Grading Systems, or comparable differentiated accountability systems, throughout the process of developing rules appropriate to Oklahoma. The SEA has begun running preliminary simulations of various aspects of the A-F School Grading System data, but the SEA has not completed the simulations for the entire set of criteria. 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 (such as graduation rate) will be weighted to ensure that the outcome of the A-F School Grading System will result in improved instructional practices and options for students.

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

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

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

**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 C<sup>3</sup> expectations among all students (Section 2.C);
- Schools with high progress will be rewarded and will be supported as they continue to implement high quality instructional practices that will likely result in even more progress toward high achievement (Section 2.C);

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

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

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

Beginning in 2012, identification of Reward, Priority, Focus, and Targeted Intervention Schools will be based on the State’s A-F School Grading System as explained in Sections 2.C, 2.D, 2.E, and 2.F; however, additional schools may be named as Reward, Priority, and Focus schools in order to ensure that the definitions provided by USDE are met as explained below.

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

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

**Focus Schools:** Schools that receive a School Grade of D, D+, or D- will be identified as Focus Schools. In addition, any schools that would be identified as a Focus School using the same methodologies outlined for 2011 (Method 3, Method 4, and Method 5) but using the most current data available will also be named as a Focus School.

**Targeted Intervention Schools:** Schools that receive a School Grade of C, C+, or C- will be identified as Targeted Intervention Schools.

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

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

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

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

**“Grade +” and “Grade –”**

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

**AMOs (see Section 2.B):** The new AMOs will exist for 10 subgroups of students, including the “all students” group and each of following subgroups when there are 25 or more students in the group: EL Students, IEP Students, Regular Education Students, Black Students, American Indian Students, Hispanic Students, Asian Students, White Students, and Economically Disadvantaged Students. Each group of students will need to meet AMOs in three categories: (1) mathematics performance, growth, and participation; (2) reading performance, growth, and participation; and (3) school indicator (graduation or attendance). In total, there are 30 AMOs for each school site.

In order to incentivize schools to strive for continuous improvement, high expectations for meeting AMOs have been set in order for schools to achieve a designation of “Grade +”. To achieve an A+, schools must meet all 30 AMOs. Grades of B+, C+, and D+ require schools to meet at least 27, 24, and 21 AMOs respectively, in addition to other requirements. In other words, a school cannot receive any “Grade +” designation if the school misses AMOs in any category for all student subgroups.

In order to hold schools accountable for AMOs of subgroups in addition to the “all students” group used for determining the school grade, schools that do not meet a significant number of AMOs will receive a designation of “Grade –”. The SEA used 95%, 85%, 75%, and 65% of the 30 AMOs to determine that a school would earn a designation of A-, B-, C-, or D- if the school made fewer than 28, 25, 22, and 19 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.

	<b>Grade +</b>	<b>Grade</b>	<b>Grade –</b>
<b>A</b>	<p>Must meet all criteria for a Grade of A and all following criteria:</p> <ul style="list-style-type: none"> <li>• Meet all AMOs in “All Students” and all subgroups;</li> <li>• Have majority of teachers rated Effective, Highly Effective, or Superior;</li> <li>• Have no principals or assistant principals rated as ineffective or needs improvement; and</li> <li>• Have no significant discrepancies between school accountability metrics.</li> </ul>	<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"> <li>• Meet fewer than 28 AMOs in “All Students” and any combination of subgroups;</li> </ul> <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"> <li>• Have no teachers rated Highly Effective or Superior;</li> <li>• Have at least one principal or assistant principal rated as ineffective or needs improvement; and</li> <li>• Have significant discrepancies between school accountability metrics.</li> </ul>
<b>B</b>	<p>Must meet all criteria for a Grade of B and all following criteria:</p> <ul style="list-style-type: none"> <li>• Meet at least 27 AMOs in “All Students” and any combination of subgroups;</li> <li>• Have majority of teachers rated Effective, Highly Effective, or Superior;</li> <li>• Have no principals or assistant principals rated as ineffective or needs improvement; and</li> <li>• Have no significant discrepancies between school accountability metrics.</li> </ul>	<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"> <li>• Meet fewer than 25 AMOs in “All Students” and any combination of subgroups;</li> </ul> <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"> <li>• Have no teachers rated Highly Effective or Superior;</li> <li>• Have at least one principal or assistant principal rated as ineffective or needs improvement; and</li> <li>• Have significant discrepancies between school accountability metrics.</li> </ul>

	<b>Grade +</b>	<b>Grade</b>	<b>Grade –</b>
<b>C</b>	<p>Must meet all criteria for a Grade of C and all following criteria:</p> <ul style="list-style-type: none"> <li>• Meet at least 24 AMOs in “All Students” and any combination of subgroups;</li> <li>• Have majority of teachers rated Effective, Highly Effective, or Superior;</li> <li>• Have no principals or assistant principals rated as ineffective or needs improvement; and</li> <li>• Have no significant discrepancies between school accountability metrics.</li> </ul>	<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"> <li>• Meet fewer than 22 AMOs in “All Students” and any combination of subgroups;</li> </ul> <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"> <li>• Have no teachers rated Highly Effective or Superior;</li> <li>• Have at least one principal or assistant principal rated as ineffective or needs improvement; and</li> <li>• Have significant discrepancies between school accountability metrics.</li> </ul>
<b>D</b>	<p>Must meet all criteria for a Grade of D and all following criteria:</p> <ul style="list-style-type: none"> <li>• Meet at least 21 AMOs in “All Students” and any combination of subgroups;</li> <li>• Have majority of teachers rated Effective, Highly Effective, or Superior;</li> <li>• Have no principals or assistant principals rated as ineffective or needs improvement; and</li> <li>• Have no significant discrepancies between school accountability metrics.</li> </ul>	<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"> <li>• Meet fewer than 19 AMOs in “All Students” and any combination of subgroups;</li> </ul> <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"> <li>• Have no teachers rated Highly Effective or Superior;</li> <li>• Have at least one principal or assistant principal rated as ineffective or needs improvement; and</li> <li>• Have significant discrepancies between school accountability metrics.</li> </ul>
<b>F</b>	<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>

### Contingency Plan for Measuring District/Site Performance

Should the implementation of the A-F Grading System be delayed, the Annual Measureable Objectives (AMOs) will be used to identify the performance of all Title I and non-Title I schools, including those not identified as Reward, Targeted Intervention, Focus, or Priority Schools. Each district and school site will be ranked based on the percent of AMOs that they achieve. Districts and sites will be credited as meeting one AMO if they obtain a Reading Index Score of 300 or higher (or if they increase their score by 15% of the difference between their previous year's score and 320) and meet the Reading Participation Index of 95% or above; or if they meet the Math Index Score of 300 or higher (or if they increase their score by 15% of the difference between their previous year's score and 320) and the Math Participation Index of 95% or above; or if they meet the Graduation Index (High School)/Attendance Index (Elementary or Middle School). Each district/site will be credited for meeting an AMO for the "All Students" category and for each subgroup category when there are 25 or more students in the group: EL Students, IEP Students, Regular Education Students, Black Students, American Indian Students, Hispanic Students, Asian Students, White Students, and Economically Disadvantaged Students. Districts/sites must meet the criteria for both the Reading Index and the Reading Participation Index, or the Math Index and Math Participation Index to receive credit for the AMO. The number of possible AMOs includes 10 Reading, 10 Math, and 10 Graduation or Attendance for a total of 30 AMOs. Districts or sites that meet 0-33% of the AMOs will be designated in the Yellow Category. Those that meet 34-66% of the AMOs will be designated in the Yellow-Green Category. Those that meet 67-100% of the AMOs will be designated in the Green Category. Category designation will determine the level and type of Title I assistance/intervention provided as shown below.

	0-33% AMOs	34-66% AMOs	67-100% AMOs
<b>Priority</b>	Required Interventions Consistent with the Turnaround Principles (as defined in Section 2.D)		
<b>Focus</b>	Required Interventions (as defined in Section 2.E)		
<b>Targeted Intervention</b>	Required Interventions (as defined in Section 2.F)		
<b>Other</b>	<i>Yellow:</i> Required Interventions (as defined in Section 2.F)	<i>Yellow-Green:</i> LEA-Identified Interventions with SEA Approval (See Attachment 12)	<i>Green:</i> LEA-Identified Interventions (See Attachment 12)
<b>Reward</b>	Recognitions and Reward (as defined in Section 2.C)		



**Key Take Away for Section 2.A.i:** Oklahoma's Differentiated Recognition, Accountability, and Support System will provide a coherent approach to continuous school improvement by holding schools accountable to preparing all students for college, career, and citizen readiness (C<sup>3</sup>); 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><b>Option A</b></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><b>Option B</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> <ol style="list-style-type: none"> <li>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</li> <li>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.</li> </ol>
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*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, any school that would be identified as a Reward, Priority, or Focus School using the same methodologies outlined for 2011 but using the most current data available will also be named in future years. Moreover, Oklahoma will be identifying additional schools for targeted interventions as described in 2.F both for initial identification and in future years.*

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

### Oklahoma's 2011 Achievement

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

- 3<sup>rd</sup> Grade Mathematics and Reading
- 4<sup>th</sup> Grade Mathematics and Reading
- 5<sup>th</sup> Grade Mathematics, Reading, Science, Social Studies, and Writing
- 6<sup>th</sup> Grade Mathematics and Reading
- 7<sup>th</sup> Grade Mathematics, Reading, and Geography
- 8<sup>th</sup> 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
<b>3<sup>rd</sup> Grade Mathematics</b>	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%
	<b>TOTAL</b>	<b>47,467</b>		<b>12,785</b>	<b>27%</b>	<b>20,867</b>	<b>44%</b>	<b>9,812</b>	<b>21%</b>	<b>4,003</b>	<b>8%</b>
<b>3<sup>rd</sup> Grade Reading</b>	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%
	<b>TOTAL</b>	<b>47,476</b>		<b>2,951</b>	<b>6%</b>	<b>30,132</b>	<b>63%</b>	<b>8,753</b>	<b>18%</b>	<b>5,640</b>	<b>12%</b>
<b>4<sup>th</sup> Grade Math</b>	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%
	<b>TOTAL</b>	<b>47,340</b>		<b>12,277</b>	<b>26%</b>	<b>21,976</b>	<b>46%</b>	<b>8,388</b>	<b>18%</b>	<b>4,699</b>	<b>10%</b>
<b>4<sup>th</sup> Grade Reading</b>	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%
	<b>TOTAL</b>	<b>47,290</b>		<b>3,471</b>	<b>7%</b>	<b>27,086</b>	<b>57%</b>	<b>9,855</b>	<b>21%</b>	<b>6,878</b>	<b>15%</b>

		# Tested	Combined Percent Proficient	# Advanced	% Advanced	# Proficient/Satisfactory	% Proficient/Satisfactory	# Limited Knowledge	% Limited Knowledge	# Unsatisfactory	% Unsatisfactory
5 <sup>th</sup> 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%
	<b>TOTAL</b>	<b>47,285</b>		<b>11,415</b>	<b>24%</b>	<b>21,634</b>	<b>46%</b>	<b>9,754</b>	<b>21%</b>	<b>4,482</b>	<b>9%</b>
5 <sup>th</sup> 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%
	<b>TOTAL</b>	<b>47,464</b>		<b>5,384</b>	<b>11%</b>	<b>26,661</b>	<b>56%</b>	<b>10,361</b>	<b>22%</b>	<b>4,858</b>	<b>10%</b>
5 <sup>th</sup> Grade Writing	OCCT	47,478	78%	4,215	9%	32,922	69%	6,706	14%	3,635	8%
	OAAP	615		124	20%	424	69%	51	8%	16	3%
	<b>TOTAL</b>	<b>48,093</b>		<b>4,339</b>	<b>9%</b>	<b>33,346</b>	<b>69%</b>	<b>6,757</b>	<b>14%</b>	<b>3,651</b>	<b>8%</b>
5 <sup>th</sup> Grade Science	OCCT	43,171	88%	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%
	<b>TOTAL</b>	<b>47,222</b>		<b>13,915</b>	<b>29%</b>	<b>27,757</b>	<b>59%</b>	<b>4,454</b>	<b>9%</b>	<b>1,097</b>	<b>2%</b>
5 <sup>th</sup> Grade Social Studies	OCCT	46,500	70%	11,019	24%	21,659	47%	8,135	17%	5,687	12%
	OAAP	612		48	8%	324	53%	207	34%	33	5%
	<b>TOTAL</b>	<b>47,112</b>		<b>11,067</b>	<b>23%</b>	<b>21,983</b>	<b>47%</b>	<b>8,342</b>	<b>18%</b>	<b>5,720</b>	<b>12%</b>
6 <sup>th</sup> Grade Math	OCCT	41,976	68%	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%
	<b>TOTAL</b>	<b>46,531</b>		<b>8,363</b>	<b>18%</b>	<b>23,254</b>	<b>50%</b>	<b>7,277</b>	<b>16%</b>	<b>7,637</b>	<b>16%</b>
6 <sup>th</sup> Grade Reading	OCCT	41,451	65%	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%
	<b>TOTAL</b>	<b>46,177</b>		<b>6,005</b>	<b>13%</b>	<b>24,209</b>	<b>52%</b>	<b>9,708</b>	<b>21%</b>	<b>6,255</b>	<b>14%</b>
7 <sup>th</sup> Grade Math	OCCT	41,325	66%	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%
	<b>TOTAL</b>	<b>45,924</b>		<b>8,700</b>	<b>19%</b>	<b>21,834</b>	<b>48%</b>	<b>7,270</b>	<b>16%</b>	<b>8,120</b>	<b>18%</b>
7 <sup>th</sup> Grade Reading	OCCT	41,341	71%	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%
	<b>TOTAL</b>	<b>45,986</b>		<b>7,999</b>	<b>17%</b>	<b>24,608</b>	<b>54%</b>	<b>6,782</b>	<b>15%</b>	<b>6,597</b>	<b>14%</b>

		# Tested	Combined Percent Proficient	# Advanced	% Advanced	# Proficient/Satisfactory	% Proficient/Satisfactory	# Limited Knowledge	% Limited Knowledge	# Unsatisfactory	% Unsatisfactory
7 <sup>th</sup> Grade Geography	OCCT	45,148	76%	8,409	19%	28,127	62%	7,183	16%	1,429	3%
	OAAP	547		52	10%	271	50%	169	31%	55	10%
	<b>TOTAL</b>	<b>91,681</b>		<b>16,460</b>	<b>18%</b>	<b>53,006</b>	<b>58%</b>	<b>14,134</b>	<b>15%</b>	<b>8,081</b>	<b>9%</b>
8 <sup>th</sup> Grade Math	OCCT	39,734	66%	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%
	<b>TOTAL</b>	<b>43,993</b>		<b>10,930</b>	<b>25%</b>	<b>18,206</b>	<b>41%</b>	<b>9,838</b>	<b>22%</b>	<b>5,019</b>	<b>11%</b>
8 <sup>th</sup> Grade Reading	OCCT	39,801	77%	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%
	<b>TOTAL</b>	<b>44,112</b>		<b>7,047</b>	<b>16%</b>	<b>26,938</b>	<b>61%</b>	<b>5,981</b>	<b>14%</b>	<b>4,146</b>	<b>9%</b>
8 <sup>th</sup> Grade Writing	OCCT	44,706	85%	5,694	13%	32,276	72%	3,728	8%	3,008	7%
	OAAP	456		43	9%	315	69%	74	16%	24	5%
	<b>TOTAL</b>	<b>45,162</b>		<b>5,737</b>	<b>13%</b>	<b>32,591</b>	<b>72%</b>	<b>3,802</b>	<b>8%</b>	<b>3,032</b>	<b>7%</b>
8 <sup>th</sup> Grade Science	OCCT	40,657	90%	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%
	<b>TOTAL</b>	<b>44,099</b>		<b>8,067</b>	<b>18%</b>	<b>31,662</b>	<b>72%</b>	<b>3,327</b>	<b>8%</b>	<b>1,043</b>	<b>2%</b>
8 <sup>th</sup> Grade U.S. History	OCCT	43,577	72%	6,092	14%	25,064	58%	9,609	22%	2,812	6%
	OMAAP										
	OAAP	454		117	26%	236	52%	79	17%	22	5%
	<b>TOTAL</b>	<b>44,031</b>		<b>6,209</b>	<b>14%</b>	<b>25,300</b>	<b>57%</b>	<b>9,688</b>	<b>22%</b>	<b>2,834</b>	<b>6%</b>
Algebra I	EOI	38,360	82%	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%
	<b>TOTAL</b>	<b>43,381</b>		<b>14,509</b>	<b>33%</b>	<b>20,881</b>	<b>48%</b>	<b>5,671</b>	<b>13%</b>	<b>2,320</b>	<b>5%</b>
Algebra II	EOI	30,936	66%	7,891	26%	12,548	41%	5,871	19%	4,626	15%
	OAAP	54		9	17%	19	35%	15	28%	11	20%
	<b>TOTAL</b>	<b>30,990</b>		<b>7,900</b>	<b>25%</b>	<b>12,567</b>	<b>41%</b>	<b>5,886</b>	<b>19%</b>	<b>4,637</b>	<b>15%</b>
Biology I	EOI	37,110	79%	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%
	<b>TOTAL</b>	<b>41,486</b>		<b>14,761</b>	<b>36%</b>	<b>17,846</b>	<b>43%</b>	<b>6,349</b>	<b>15%</b>	<b>2,530</b>	<b>6%</b>

		# Tested	Combined Percent Proficient	# Advanced	% Advanced	# Proficient/Satisfactory	% Proficient/Satisfactory	# Limited Knowledge	% Limited Knowledge	# Unsatisfactory	% Unsatisfactory
<b>English II</b>	EOI	36,230	87%	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%
	<b>TOTAL</b>	<b>40,572</b>		<b>15,518</b>	<b>38%</b>	<b>19,800</b>	<b>49%</b>	<b>4,704</b>	<b>12%</b>	<b>570</b>	<b>1%</b>
<b>English III</b>	EOI	36,695	85%	10,414	28%	20,646	56%	2,577	7%	3,058	8%
	OAAP	207		88	43%	65	31%	45	22%	9	4%
	<b>TOTAL</b>	<b>36,902</b>		<b>10,502</b>	<b>28%</b>	<b>20,711</b>	<b>56%</b>	<b>2,622</b>	<b>7%</b>	<b>3,067</b>	<b>8%</b>
<b>Geometry</b>	EOI	39,342	78%	14,652	37%	16,246	41%	5,856	15%	2,588	7%
	OAAP	129		35	27%	60	47%	19	15%	15	12%
	<b>TOTAL</b>	<b>39,471</b>		<b>14,687</b>	<b>37%</b>	<b>16,306</b>	<b>41%</b>	<b>5,875</b>	<b>15%</b>	<b>2,603</b>	<b>7%</b>
<b>U.S. History</b>	EOI	34,494	76%	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%
	<b>TOTAL</b>	<b>38,098</b>		<b>17,391</b>	<b>46%</b>	<b>11,585</b>	<b>30%</b>	<b>7,247</b>	<b>19%</b>	<b>1,875</b>	<b>5%</b>



**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><b>Option A</b></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><b>Option B</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><b>Option C</b></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>
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The AMOs will consist of three major components: a Mathematics Index (including Participation Index), a Reading Index (including Participation Index), and a School Indicator Index. The factors that contribute to each index will differ by school level.

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

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

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

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

### Definitions

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

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

**Mathematics Index:** The Mathematics Index is calculated 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 OCCT, OMAAP, or OAAP or Algebra I OCCT, OMAAP, or OAAP assessment. The points for each student are summed and converted to a standard score ranging from 20 to 80 points.

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

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

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

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

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

**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, OMAAP, or OAAP or English II EOI, OMAAP, or OAAP assessment. The points for each student are summed and converted to a standard score ranging from 20 to 80 points.

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

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

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

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

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

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

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

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

$$\text{Reading Index} = 2 (80 \text{ on Performance Component}) + (80 \text{ on Total Growth Component}) + (80 \text{ on Bottom 25\% Growth Component})$$

The Mathematics Index is calculated in the same manner.

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

**Graduation Index:** The Graduation Index is calculated using the currently approved graduation rate as shown below because Oklahoma cannot use the 4 year adjusted cohort rate until information is collected in the State’s longitudinal data system (see Oklahoma’s Accountability Workbook at [http://www.sde.state.ok.us/NCLB/pdf/API\\_AYP/AcctWork.pdf](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:

Number of Students Graduating in the standard number of years (4) with a Regular Diploma including summer graduates in (current year – 1)	
<hr/> *Total number of Students Graduating with a Regular Diploma including summer graduates in (current year – 1)	
+	
Number of Grade 12 Dropouts in (current year – 1)	
+	
Number of Grade 11 Dropouts in (current year – 2)	
+	
Number of Grade 10 Dropouts in (current year – 3)	
+	
Number of Grade 9 Dropouts in (current year – 4)	
+	
Number Receiving GEDs	
	X 100

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

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

### Criteria for AMOs

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

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

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

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

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

### **Rationale for the new AMOs**

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

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

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

## Reporting AMOs

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

## Statewide Proficiency

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



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

## Sample Annual Measureable Objectives Report

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

\*Met Objective

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

\*Met Objective



## Sample Annual Measureable Objectives Report (Continued)

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

\*Met Objective

## 2.C REWARD SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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

### Definition of Terms

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

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

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

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

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

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

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

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

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

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



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

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

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

<p>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</p>	<p>2012-2013 school year</p>	<p>Assistant State Superintendent, Office of Federal Programs  Assistant State Superintendent, Office of Educational Support</p>		<p>Federal funds designated for recognition programs  Federal funds designated for improving teacher and principal quality  State Funds</p>	<p>Funding may not be available.</p>
<p>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</p>	<p>2011-2012 school year</p>	<p>Executive Director of Parent and Community Engagement</p>		<p>Staff Time  Community Funds</p>	<p>None</p>

## 2.D PRIORITY SCHOOLS

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

## LEA Capacity Review

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

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

### Capacity Determination

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

### GENERAL INDICATORS OF CAPACITY FOR SCHOOL IMPROVEMENT

#### Historical Data Analysis

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

### **District Expectations Communicated to All Stakeholders**

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

### **Academic Supports**

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

### **Organizational Supports**

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

## **INDICATORS OF CAPACITY SPECIFIC TO TURNAROUND PRINCIPLES**

### **Strong Leadership**

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

**Effective Teachers**

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

**Extended Learning Time**

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

**Research-Based Instruction**

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

**Use of Data**

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

**School Environment**

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

**Family and Community Engagement**

- Strong ongoing family and community engagement

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

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

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

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

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

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

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

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

### **Requirements for Priority Schools**

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

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

**Implementation of Turnaround Principles in Schools *not* in the C<sup>3</sup>S:** For those Priority Schools in LEAs that have demonstrated capacity to implement the Turnaround Principles, the LEAs must operate the schools according to the following Turnaround Principles:

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

**Implementation of Turnaround Principles in the C<sup>3</sup>S:** For those Priority Schools under the control of the C<sup>3</sup>S, the State Board of Education may choose to contract with an Educational Management Organization (EMO) to work under the leadership of the State Director of C<sup>3</sup> Schools for operational oversight of the schools in the C<sup>3</sup>S, according to the following Turnaround Principles:

- The State Director of C<sup>3</sup> Schools or EMO shall review the performance of every principal, using established criteria, to determine if the principal has the skills, abilities, and leadership qualities to serve as an instructional leader in the school. Any principal who does not have the skills, abilities, and leadership qualities necessary to lead the turnaround efforts will be replaced.

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

**Required Resources, Activities, and Interventions:** All Priority Schools must utilize the appropriate resources described in Section 2.G designed for intensive and focused support of schools in consultation with the SEA, including the What Works in Oklahoma Schools needs assessment survey, Oklahoma Data Review Model, and professional development designed to meet the needs of teachers and administrators in Priority Schools. In addition, all Priority Schools with low achievement of IEP and/or EL students must implement the interventions discussed in Section 1.B.

**WISE:** All Priority Schools will be required to use the Ways to Improve School Effectiveness (WISE) Online Planning Tool based on the State's Nine Essential Elements and 90 Performance Indicators (described in detail in Section 2.G). For Priority Schools in the C<sup>3</sup>S, the State Director of C<sup>3</sup> Schools or EMO will assist principals in determining the focus of the school's improvement plan created through WISE. For non-traditional schools, such as virtual schools, alternative schools, or schools that serve students in court-ordered placements, the SEA will work with the school to select or modify sections of the WISE Tool most

appropriate for those settings. All Priority Schools will be required to attend SEA-, LEA-, and 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 State Director of C<sup>3</sup> Schools or EMO will conscientiously protect instructional time for classroom teachers.

**REAC<sup>3</sup>H Network:** All Priority Schools will be required to participate in their local REAC<sup>3</sup>H Network, to receive training from REAC<sup>3</sup>H Coaches, and to implement instructional strategies aligned to the CCSS.

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

**21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC):** A Priority School that is currently receiving or is awarded a 21<sup>st</sup> CCLC grant may submit an amendment to their original grant application to use a limited percentage of their 21<sup>st</sup> 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 C<sup>3</sup>S 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
- C<sup>3</sup>S.

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 C<sup>3</sup>S 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 C<sup>3</sup>S and Turnaround Principles, the State Board of Education may obtain control of the school identified as a Priority School immediately. The plan shown below outlines the steps that will be taken before July 2012.

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

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

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

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

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

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

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

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

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

If all of these conditions are not met, the State Board of Education may choose to keep control of the school as part of the C<sup>3</sup>S, 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 well as the following methodologies 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 OCCT, OMAAP, and OAAP, and at the high school level, Algebra I and English II OCCT, OMAAP, and OAAP, for the “all students” group, which includes students with disabilities and English Learners, administered during the 2010-2011 school year.

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

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

Five methods for identifying Focus Schools were defined in the *ESEA Flexibility*. Oklahoma has chosen to use three of these five methods. The first two options based on within-school achievement gaps were not chosen because of the inability of within-school gaps based on small population sizes to “move the needle” on statewide achievement gaps; 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 Academic Performance Index and mathematics Academic Performance Index for the 2010-2011 school year. For each of the three subgroups, any school that has a population of students in that subgroup that is more than the State’s population percentage will be considered based on the criteria listed below. (For example, if the State identifies the Black student subgroup as one of the three lowest performing subgroups in the State, any school with a population greater than 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 OCCT, OMAAP, and OAAP; Algebra I OCCT, OMAAP, and OAAP; and English II OCCT, OMAAP, and OAAP. All students in each subgroup scoring Advanced will receive 4 points, all students scoring Proficient will receive 3 points, all students scoring Limited Knowledge will receive 2 points, and all students scoring Unsatisfactory will receive 1 point. For each subgroup at each school, the total number of points received will be divided by the number of these assessments given in that year in that school.
- Schools will be rank ordered by grade span (elementary, middle/junior high, and high school) within each subgroup.

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

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

#### Black

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

#### EL

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

#### IEP

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

Number of Schools

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

**Method 4 (See Table 2, Key G):** The two subgroups with the lowest graduation rates in the State will be identified for the 2009-2010 school year. For each of these subgroups, any school that has a population of students in that subgroup that is more than the State's population percentage will be considered based on the criteria listed below. (For example, if the State identifies the Black student subgroup as one of the two subgroups in the State with the lowest graduation rates, any school with a population greater than 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 (C<sup>3</sup>). In addition, any schools that would be identified as a Focus School using the same methodologies outlined for 2011 (Method 3, Method 4, and Method 5) but using the most current data available will also be named as a Focus School.

It is possible that schools with the largest achievement gaps and schools contributing to the State's achievement gap will not receive a grade of D on the A-F School Grading System Report Card.

This is likely to happen when the school has a large population of students in one or more subgroups that are performing very well and a much smaller population of students in one or more subgroups that are performing very poorly. In these cases, the school's overall grade based on the All Students category could be higher than a D. Therefore, beginning in 2012, Oklahoma decided to include schools who meet the criteria described in the *ESEA Flexibility Request* to identify Focus Schools in addition to the grade received on the report cards. So, all schools that make a D or meet the *Flexibility Request* criteria for Focus Schools will be identified as Focus Schools.

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

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

Because Focus Schools will have vastly different intervention needs based on the subgroups that are underperforming or graduating at lower rates, it is imperative that Focus School interventions be designed to target the specific needs of the school, its educators, and its students, including specific subgroups.

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

**Required Resources, Activities, and Interventions:** All Focus Schools must utilize the appropriate resources described in Section 2.G designed for intensive and focused support of schools in consultation with the SEA, including the What Works in Oklahoma Schools needs assessment survey, Oklahoma Data Review Model, and professional development designed to meet the needs of teachers and administrators in Focus Schools. In addition, all Focus Schools with low achievement of IEP and/or EL students must implement the interventions discussed in Section 1.B.

Focus schools will receive training in Spring/Summer of 2012 on conducting a comprehensive needs assessment. One component of the training will include utilizing the What Works in Oklahoma Schools Resource Toolkit. The Toolkit includes administrator, teacher, and student surveys aligned to Oklahoma's Nine Essential Elements. Examples of the surveys are available in an online format and are located on the Oklahoma State Department of Education Website at: <http://www.sde.state.ok.us/Curriculum/Essential>. Data from the surveys will be analyzed to determine which interventions are best to close the achievement gaps and meet the needs of individual students.

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



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

The SEA will work in close collaboration with each LEA in which a Focus School is identified to determine a plan for meeting the needs of that school. All Focus Schools will be required to use the WISE Online Planning Tool based on the State's Nine Essential Elements and 90 Performance Indicators (described in detail in Section 2.G) and the What Works in Oklahoma Schools needs assessment survey (described in detail in Section 2.G) in order to determine the root causes of low student performance in the school. SEA leadership, SEA staff, or a representative on behalf of the SEA will assist the LEA and site principal with determining the focus of the school's improvement plan created through WISE, by assisting the LEA and site principal in selecting approved interventions that align with site needs. For non-traditional schools, such as virtual schools, alternative schools, or schools that serve students in court-ordered placements, the SEA will work with the school to select or modify sections of the WISE Tool most appropriate for those settings. All Focus Schools will be required to attend SEA-provided professional development targeted to the intervention strategies implemented in the school and based on the school's improvement plan created through WISE. 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. Data review presentations and relevant documents are located on the OSDE Webpage at <http://www.sde.state.ok.us/NCLB/SIG.html>. Training will include using data to set performance targets for each building and grade level, planning for the success of all children, and closing achievement and expectation gaps for every subgroup.

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

Each LEA with at least one Title I Focus School will be required to set aside a percentage, not to exceed 20%, of its Title I, Part A allocation to implement appropriate and rigorous interventions in the Focus Schools and to provide 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 Title I Focus Schools. These funds will provide transportation from the Focus Schools to higher-performing schools that are able to accept additional students.

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

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

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

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

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

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

- Make AMOs in all student subgroups, including the “All Students” group, 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:

	<b>Grade +</b>	<b>Grade</b>	<b>Grade –</b>
<b>A</b>	<i>Reward School</i>	<i>Reward School</i>	LEA-identified Interventions
<b>B</b>	LEA-identified Interventions	LEA-identified Interventions	LEA-identified Interventions
<b>C</b>	Required Interventions	Required Interventions	Required Interventions
<b>D</b>	<i>Focus School</i>	<i>Focus School</i>	<i>Focus School</i>
<b>F</b>		<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). These interventions and supports are in the following categories:

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

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

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

### Required Interventions

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

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

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

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.

**Required Resources, Activities, and Interventions:** All Targeted Intervention Schools must utilize the appropriate resources described in Section 2.G designed for intensive and focused support of schools in consultation with the SEA, including the What Works in Oklahoma Schools needs assessment survey, Oklahoma Data Review Model, and professional development designed to meet the needs of teachers and administrators in Targeted Intervention Schools. In addition, all Targeted Intervention Schools with low achievement of IEP and/or EL students must implement the interventions discussed in Section 1.B.

### State Supports

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



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

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

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

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

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

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

### Monitoring of LEAs/Schools

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

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

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

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

### **Monitoring of Interventions in Priority Schools and Focus Schools**

Currently, SIG schools submit School Improvement Status Reports (SISRs) quarterly. Priority Schools will also be required to complete a quarterly status report. The purpose of the status reports is for LEAs or leadership from the group of schools known as C<sup>3</sup> Schools (C<sup>3</sup>S) 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.**

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

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

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

**Priority Schools Advisory Board:** Other efforts supporting school and student accountability will include the development of a Priority Schools Advisory Board. The board members will consist of the State Director of C<sup>3</sup> Schools, other SEA personnel, practicing educators, School Support Team leaders,



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

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

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

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

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

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

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

#### **Initiatives that will Increase Capacity of the SEA**

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

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

[http://www.excelined.org/Pages/Excellence\\_in\\_Action/Chiefs\\_for\\_Change.aspx](http://www.excelined.org/Pages/Excellence_in_Action/Chiefs_for_Change.aspx)

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

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

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

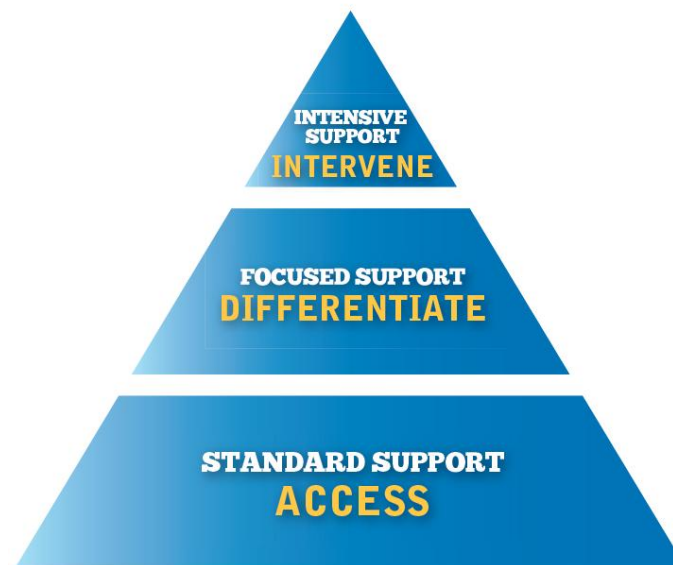
**State Longitudinal Data System:** In partnership with the P-20 Data Coordinating Council, the Oklahoma Partnership for School Readiness, and the Information Services Division of the Office of State Finance, the SEA has begun development of a P-20 state longitudinal data system capable of providing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

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

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

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

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



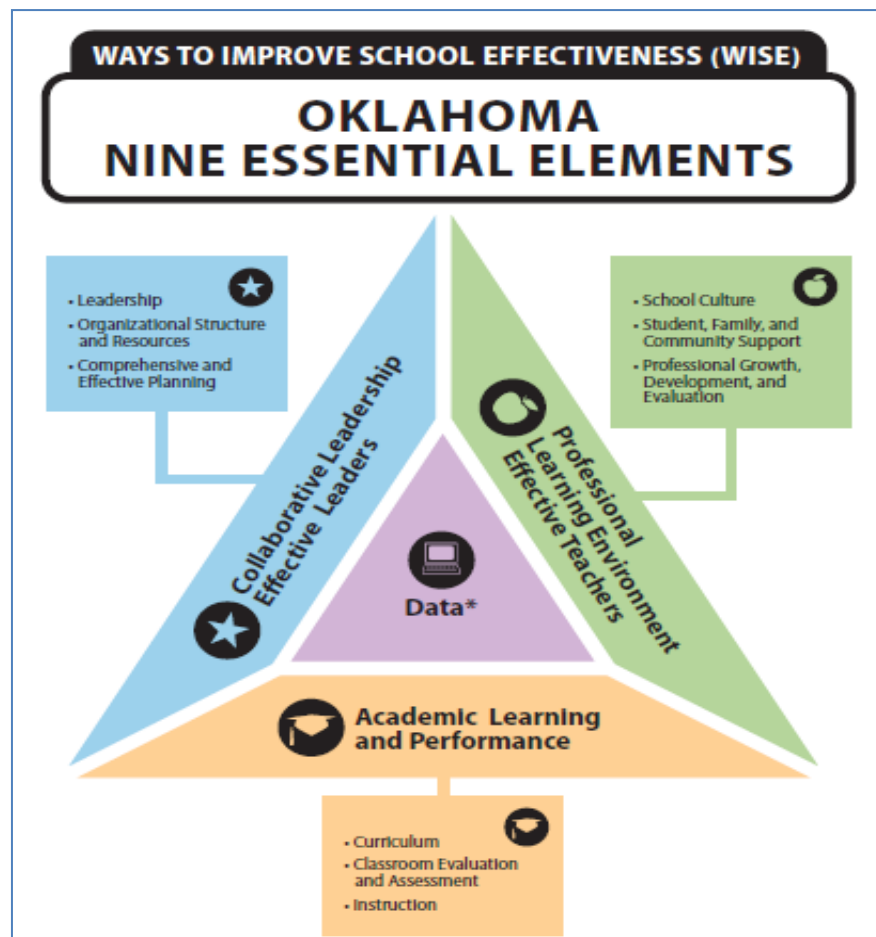
- ***Standard Support for Schools (All Title I and Non-Title I Schools)*** is designed to assist educators providing access to challenging curriculum that will lead to college, career, and citizen readiness for all students. Professional development and technical assistance is offered in all aspects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

- ***Focused Support for Schools (Focus Schools, 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 EL subgroup that did not meet the reading performance benchmark, the school may need to hire EL coaches or participate in SEA-provided professional development in Sheltered Instruction Observation Protocol and literacy strategies.
- ***Intensive Support for Schools (Priority Schools and SIG Schools)***: In addition to the standard and differentiated support designed to reflect the needs of the school, intensive and comprehensive professional development and technical assistance is provided. This includes on-site training, summer academies for all staff and administrators, ongoing educational leadership coaching, and other interventions and supports aligned with turnaround principles.

### Standard Support for Schools

#### Oklahoma Nine Essential Elements Performance Indicators, Rubrics, and Strategies to Implement:

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



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



### **Ways to Improve School Effectiveness (WISE) Online Planning**

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

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

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

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

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

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

serve to support the goal of the REAC<sup>3</sup>H 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.

<b>Option A</b>	<b>Option B</b>	<b>Option C</b>
<p><input checked="" type="checkbox"/> If the SEA has not already developed any guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> <li>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;</li> <li>ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and</li> <li>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).</li> </ul>	<p><input 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"> <li>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;</li> <li>ii. evidence of the adoption of the guidelines (Attachment 11);</li> <li>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;</li> <li>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</li> <li>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).</li> </ul>	<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"> <li>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;</li> <li>ii. evidence of the adoption of the guidelines (Attachment 11); and</li> <li>iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.</li> </ul>

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

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

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.

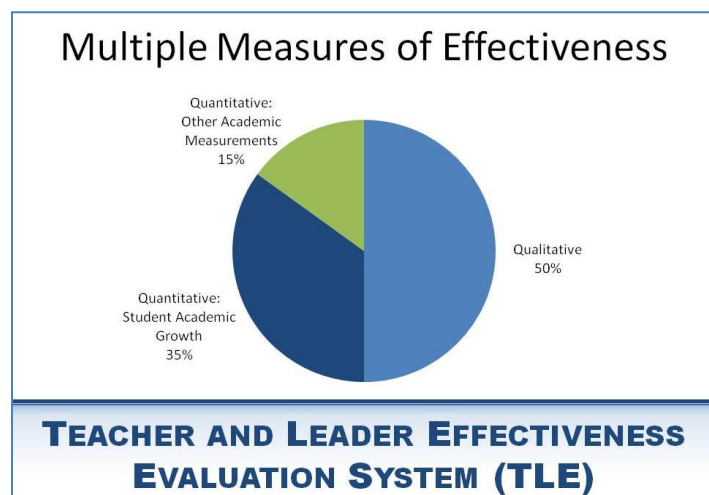
The TLE shall include a five-tier rating system as follows:

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.

### **Quantitative Components**

The quantitative component of the TLE 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. For those teachers in grades and subjects for which there is no state-mandated testing measure to create a quantitative assessment for the quantitative portion of the TLE, an assessment using objective measures of teacher effectiveness including student performance on unit or end-of-year tests. Emphasis shall be placed on the observed qualitative assessment as well as contribution to the overall school academic growth.

### **Work of the TLE Commission**

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 17: Preliminary Recommendations of the TLE Commission).

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.

The Commission examined a variety of possible ways to evaluate student growth for teachers who teach grades or subject areas where student growth data exists. One option the Commission reviewed was a Simple Growth Model. This model compares student performance at the end of instruction to performance prior to instruction. The Commission also reviewed Value Added Models. While this option

also measures student growth, it measures that growth against the student's predicted growth level for the school year. This prediction is determined through a complex series of calculations that factor in such variables as attendance, mobility, past achievement, EL status, and/or number of subject-specific courses in which the student is enrolled. The focus of the variables can be based either on the student's prior achievement (Covariate Model), or on the student's propensity to achieve along with the durability of the teacher's effect on the expected growth (Learning Path Model). In essence, a Value Added Model determines what *value* the teacher *added* to the student's success.

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

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

Also at the November 7, 2011 Commission meeting, the Commission approved a preliminary recommendation to conduct further research on the most appropriate measure(s) of teacher effectiveness for those teachers in non-tested grades and subjects and to take into consideration the input of representatives of those teacher groups (see Attachment 17: Preliminary Recommendations of the TLE Commission). In addition, 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 17: Preliminary Recommendations of the TLE Commission).

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

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

**Qualitative Component (50% of Total TLE)**

## Teacher Evaluations

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

Information about each of the three teacher frameworks is available in Attachment 14: Teacher and Leader Qualitative Assessment Models. Danielson’s Framework for Teaching currently lacks 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. 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.

While not a statutory requirement, 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 the correlation data will be available by the end of the 2011-2012 school year, prior to implementation of pilot programs in the 2012-2013 school year.

## Leader Evaluations

- **Permanent Recommendation #1d:** For the Leader Evaluation System, the TLE Commission recommends that the Oklahoma State Board of Education name a default framework that is paid for by the state in terms of training and implementation requirements to serve as the qualitative assessment component that must comprise 50% of the total evaluation criteria required by 70 O.S. § 6-101.16.
- **Permanent Recommendation #1e:** The TLE Commission recommends that the Leader Evaluation default framework be Mc.REL’s Principal Evaluation System.

- **Permanent Recommendation #1f:** The TLE Commission recommends that the Oklahoma State Board of Education name a limited number of frameworks that meet specific criteria, including all statutory requirements for district selection. Frameworks other than the default will be supported by local funds or at the discretion of the Oklahoma State Department of Education through a formula based on the district's Average Daily Attendance. The following frameworks should be included in the list of approved options: McREL's Principal Evaluation System (pending correlation to statutory criteria) and Reeves's Leadership Performance Matrix (pending correlation to statutory criteria).

Information about each of the leader 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. 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.

#### Teacher and Leader Effectiveness

- **Permanent Recommendation #2:** For both the Teacher Evaluation System and the Leader Evaluation System, the TLE Commission recommends that any modifications to the default framework or other approved frameworks must be approved by the Oklahoma State Board of Education against a specific set of criteria, including all statutory requirements, based on impact to student learning.

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

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

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

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

**Oklahoma State Board of Education Decisions**

On December 15, 2011, the State Board of Education met the statutory requirement (70 O.S. § 6-101.16A) to have a TLE system adopted by December 15, 2011; however, the State Board of Education agreed with the TLE Commission that several components of the TLE System required further study before final guidelines could be adopted by the State Board of Education. The final guidelines will be available by the end of the 2011-2012 school year.

**Moving Toward Full Implementation**

The State Board of Education developed policy to launch a pilot program for the 2012-2013 school year. By statute, full implementation will begin in the 2013-2014 school year. During this process, the Commission will play an important role in reviewing the progress towards the development and implementation of the System. 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 31<sup>st</sup> of each year.

In addition, the SEA will solicit key members of the education community to participate in a variety of taskforces charged with addressing those teachers and leaders in grades and subjects for which there is no state-mandated testing measure to create a Value Added Score, as well as the 15% based on quantitative measures of other academic factors. Because the lack of state mandated testing significantly effects Special Education educators, the SEA will make a targeted effort to recruit Special Education educators to participate in these taskforces. Further, the SEA will solicit input from EL educators regarding appropriate use of EL testing as it relates to this process. The research and findings gathered by these taskforces will be presented by the SEA to the TLE Commission as well as the State Board for further decision-making.

The SEA has developed a tentative timeline for both the training component and pilot year (2012-2013) of the TLE. Throughout the TLE implementation process, the SEA plans to provide a variety of resources regarding the TLE including all Board approved frameworks, FAQ's, teleconferences, webinars, and other tools via the SEA's website. In Spring 2012, the SEA, in conjunction with each framework vendor, plans to provide informative presentations regarding each framework through regional meetings, district meetings, and webinars. Each district must select a teacher and a leader framework for district pilot implementation in the 2012-2013 school year. During late spring and summer of 2012, districts will



participate in training and professional development regarding the district’s chosen framework in preparation for implementation in the 2012-2013 school year. Once all district teachers and administrators have been trained on the selected framework, implementation will begin.

During the pilot year, the SEA, in conjunction with each framework vendor, plans to provide training updates and professional development tailored to the needs of each district. During December 2012 and January 2013, the SEA plans to gather mid-year data from districts regarding various aspects of the TLE system as a whole, as well as the district’s specific framework. In April 2013 and May 2013, the SEA plans to gather final data results regarding framework evaluations as well as input on the TLE process. The SEA will disseminate data regarding the frameworks to the TLE Commission for review. Recommendations made by the Commission will be presented to the Oklahoma State Board of Education. By July 2013 the State Board may make adjustments to the TLE system based on research gathered during the pilot year.

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



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

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

Research regarding addressing those teachers and leaders in grades and subjects for which there is no state-mandated testing measure to create a Value Added Score	Spring and Summer 2012	The State Department of Education in Conjunction with volunteer Oklahoma educators		The Assistant State Superintendent of Educational Support, Executive Director of TLE, and volunteer Oklahoma educators	Significant time
Research regarding the fifteen percentage points based on other academic measures	Spring and Summer 2012	The State Department of Education in Conjunction with volunteer Oklahoma educators		The Assistant State Superintendent of Educational Support, Executive Director of TLE, and volunteer Oklahoma educators	Significant time
Full implementation of the framework	2013-2014 school year	The State Department of Education in conjunction with all school districts within the State	<i>See</i> 70 O.S. § 6-101.10 (Attachment 11)	The Assistant State Superintendent of Educational Support, Executive Director of TLE, framework trainers, software programmers, REAC <sup>3</sup> 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 <sup>st</sup> 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 Educational Support, Executive Director of TLE, Assistant State Superintendent of Assessment and Accountability, and Executive Director of Student Information	Gathering meaningful data from the student information system to make a well-informed determination as to the effectiveness of the TLE

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

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

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

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

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

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



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



**JANET BARRESI**  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
STATE OF OKLAHOMA

November 14, 2011

Patricia McKee, Acting Director  
Student Achievement and School Accountability Programs  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Dear Ms. McKee,

Based on the guidance in the *ESEA Flexibility* and *ESEA Flexibility Frequently Asked Questions*, the Oklahoma SEA understands that the requests outlined below are not currently allowable. If, however, the USDE chooses to grant additional flexibility, the Oklahoma SEA would like to grant an array of options to LEAs. The SEA would like to offer a waiver package to LEAs, similar to the *ESEA Flexibility* waiver package offered by USDE to the SEAs.

Such a waiver package would include the following options to foster LEA reforms:

- Alternative reading/language arts assessments for ELL students, necessary exemptions for ELL students, native language assessments for ELL students;
- Flexibility in the 1% and 2% caps for alternate and modified assessments for students with disabilities;
- Alternate achievement and graduation rate AMOs for schools that target at-risk students;
- Inclusion of post-four year graduation dates as specified in Individual Educational Programs (IEPs) for AMOs for students with disabilities;
- Flexibility in approvable uses of federal funds, particularly in Reward Schools;
- Flexibility in rank-order on the LEA Title I Application in order to support Priority and Focus Schools;
- Expansion to Title I Schoolwide programs for any school that does not meet the 40% poverty threshold; and
- Combination of subgroups (such as all minority students or all special populations) for schools that have fewer than 25 students (the state's N-Size) in any one subgroup.

In order for the SEA to grant such flexibility to LEAs, the LEA must produce evidence that the proposed reforms are necessary to result in greater improvement in student achievement than otherwise possible.

Sincerely,

Janet C. Barresi  
State Superintendent  
kw

## Attachment 1: Notice to LEAs

The attached message was sent via electronic message to the following groups:

- All LEA and charter school superintendents,
- Members of the REAC<sup>3</sup>H Network leadership districts,
- Title I Committee of Practitioners,
- District Test Coordinators,
- School Support Team Members, and
- Other teacher and leader electronic mailing lists.

Attachment 1A: Screenshot of Web posting

Attachment 1B: Message to LEAs

<http://www.sde.state.ok.us>



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

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The Oklahoma State Department of Education will be closed on Friday, November 11, 2011 in observance of Veterans Day.

<p style="text-align: center; background-color: #4a69bd; color: white; padding: 2px;"><b>Quick Links</b></p> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PASS, Implemented State Curriculum</a></li> <li>• <a href="#">Common Core State Standards</a></li> <li>• <a href="#">REAC<sup>3</sup>H (Regional Educators Advancing College, Career, and Citizen-Readiness Higher) Network</a></li> </ul> <p><b>Facts</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Investing in Oklahoma (pdf)</a></li> <li>• <a href="#">Data and Research Information</a></li> </ul> <p><b>Funding</b></p> <ul style="list-style-type: none"> <li>• <a href="#">2008-09 Annual Report</a></li> <li>• <a href="#">2012 State Aid Allocations</a></li> <li>• <a href="#">ARRA Stimulus Funding</a></li> <li>• <a href="#">District Consolidated Application</a></li> <li>• <a href="#">District Financial Reports, Expenditures/Revenues (OCAS)</a></li> <li>• <a href="#">FY12 Approved School Activities Budget (pdf)</a></li> <li>• <a href="#">FY12 Cash Management Application - District &amp; County</a></li> <li>• <a href="#">FY11 Total FBA Funding Adjustment Report</a></li> <li>• <a href="#">Mid-term State Funding Adjustment Notices (January 10)</a></li> <li>• <a href="#">School District Transparency Act</a></li> </ul> <p><b>Notice</b></p> <ul style="list-style-type: none"> <li>• <a href="#">ESEA Flexibility Waiver Request</a></li> </ul> <p><b>Graduation</b></p> <p>ACE</p> <p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Jobs Available in Education</a></li> <li>• <a href="#">Grants &amp; Opportunities for Educators and Students</a></li> </ul> <p><b>Recognitions</b></p> <ul style="list-style-type: none"> <li>• <a href="#">21st Century Community Learning Centers Grant Recipients (Round 10)</a></li> <li>• <a href="#">Teacher of the Year - Kristin Shelby</a></li> <li>• <a href="#">Teacher of the Year Finalists</a></li> <li>• <a href="#">Milken Educator - Sarah Vann</a></li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Dropout Prevention</a></li> <li>• <a href="#">Earthquake Safety - OK Dept. of Emergency Management</a></li> <li>• <a href="#">Immunization Schedule</a></li> <li>• <a href="#">New School Board Member Workshop</a></li> <li>• <a href="#">Instructional Technology Ning - Calendar of FREE Professional Development</a></li> <li>• <a href="#">Teacher Certification</a></li> </ul> <p><b>Testing - Accountability &amp; Assessment</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Oklahoma Student Testing Dates</a></li> </ul>	<div style="text-align: center;">  Administrators   Parents   Teachers   Community   Students         </div> <div style="display: flex; align-items: center;">  <div> <p><b>Get to know State Superintendent Janet Barresi!</b> Biography, duties, boards and commissions, and more.   <a href="#">View</a></p> <p>Speech Request   <a href="#">View</a></p> <p>Newspaper Message: From the Superintendent's Desk   <a href="#">View</a></p> <p style="text-align: center; font-weight: bold; font-size: small;">Follow the State Superintendent!</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div> <a href="#">Facebook</a></div> <div> <a href="#">Twitter</a></div> <div> <a href="#">Flickr</a></div> </div> <div style="display: flex; justify-content: space-around; text-align: center;"> <div> <a href="#">Vimeo</a></div> <div> <a href="#">Youtube</a></div> <div> <a href="#">Radio</a></div> </div> </div> </div>	<p style="text-align: center; background-color: #4a69bd; color: white; padding: 2px;"><b>Recent Photos</b></p> <div style="text-align: center;">  <p style="font-size: x-small; color: blue; margin-top: 5px;"><a href="http://www.flickr.com/photos/osde">http://www.flickr.com/photos/osde</a></p> </div>	<p style="text-align: center; background-color: #4a69bd; color: white; padding: 2px;"><b>In the News</b></p> <p><b>November 7:</b> <a href="#">State Supt. Janet Barresi to Welcome Attendees At Safe and Healthy Schools Conference</a> (pdf)</p> <p><b>November 1:</b> <a href="#">State Supt. Janet Barresi Says NAEP Scores Show Need for Reform</a> (pdf)</p> <p><b>November 1:</b> <a href="#">State Supt. Janet Barresi releases School API Scores</a> (pdf)</p> <p><b>October 31:</b> <a href="#">Owasso Eighth-Grade Science Teacher Wins \$25,000 Milken Award</a> (pdf)</p> <p><b>October 27:</b> <a href="#">Governor and State Superintendent Congratulate State AP Scholars</a> (pdf)</p> <p><b>October 27:</b> <a href="#">State Supt. Janet Barresi Releases Districts And Schools on Needs Improvement List</a> (pdf)</p> <p><b>October 26:</b> <a href="#">Oklahoma Child, Adult Care Institutions Announce Participation in Federally Funded Feeding Program</a> (pdf)</p> <p><b>October 13:</b> <a href="#">State Supt. Janet Barresi Welcomes New Director of American Indian Education</a> (pdf)</p> <p><b>October 12:</b> <a href="#">Education Department Lauds Norman Public Schools' French Immersion Program</a> (pdf)</p> <p><b>October 11:</b> <a href="#">State Supt. Janet Barresi Welcomes New Deputy Superintendent</a> (pdf)</p> <p><b>October 10:</b> <a href="#">State Supt. Janet Barresi to Speak at National Education Reform Summit</a> (pdf)</p>
<p style="text-align: center; background-color: #4a69bd; color: white; padding: 2px;"><b>Video Message from the State Superintendent</b></p> <div style="text-align: center;">  <p style="font-size: x-small; color: blue; margin-top: 5px;">Regular video message for 11-7-2011</p> </div>		<p><b>Oklahoma School Laws and Legislation</b></p> <p><a href="#">Title 70 Legislation - 2011 Legislative Session</a> (updated 6/14/2011)</p> <p><a href="#">Oklahoma Administrative Rules</a></p> <p><a href="#">Law Book for Oklahoma Schools</a> (download or search)</p> <p><a href="#">Current Legislation (House and Senate Bills)</a>   <a href="#">Red Banner Letters</a></p> <p><a href="#">Teacher and Leader Effectiveness Commission</a></p>	

<http://www.sde.state.ok.us/Programs/ESEA/Default.html>



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ESEA Flexibility Request

Oklahoma State Department of Education

www.sde.state.ok.us/Programs/ESEA/Default.html

home site index search

**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**ESEA Flexibility Request**

**Oklahoma's ESEA (Education and Secondary Education Act) Flexibility Request: Community Engagement Forum**

On Friday, October 28, 2011, Oklahoma School Districts sent teams of up to three people to engage in discussion about the development of the State's ESEA Flexibility Request, focusing on (1) college- and career-ready expectations for all students; (2) a differentiated recognition, accountability, and support system; and (3) supporting effective instruction and leadership.

Team members included:

- one teacher or teachers' representative
- one or two students
- parents
- or representatives from community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, Indian tribes, or similar community members.

NOTE: All documents on this page are listed in pdf format.

The comments recorded and survey results collected at the forum are linked on this page.

**Oklahoma's ESEA Flexibility Request**

[FIRST DRAFT](#)  
[For Public Comment](#)  
As of November 7, 2011

**ESEA Flexibility Community Engagement Forum**  
Friday, October 28, 2011

[Comments from Audience](#) | [Survey Results - Reported as Written](#)

For more information, please contact [Dr. Chris Caram](#), Deputy Superintendent, Oklahoma State Department of Education, at (405) 521-8767.





Kerri White <kerri.white@sde.ok.gov>

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## ESEA Flexibility Request DRAFT for Public Comment

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Kerri White <kerri.white@sde.ok.gov>

Tue, Nov 8, 2011 at 8:05 AM

Oklahoma District Leadership, Teachers, and Members of the Public,

The Oklahoma State Department of Education (OSDE) is requesting public comment on the state's *ESEA Flexibility Request*, which is a package of waivers from the United States Department of Education (USDE) contingent on Oklahoma's implementation of statewide reforms. These waivers include a complete restructuring of the current accountability system that results in the state's School Improvement list, some federal funding flexibilities, and changes to the highly qualified system. The waivers require that the state build upon statewide reforms already underway (such as the Teacher and Leader Effectiveness Evaluation System, ACE Graduation Requirements, Common Core State Standards Implementation, and state literacy initiatives) and to implement additional reforms (such as providing additional support for transitioning to the Common Core State Standards and PARCC assessments as well as the new A-F School Grading System).

The USDE announced this waiver opportunity on Friday, September 23, 2011. Many district leaders, teachers, and community members across the state have been influential in the development of this request. At this time, we would like to receive public comment on the first draft of the state's *ESEA Flexibility Request*. This first draft is posted on the OSDE Web site and is attached to this email for your convenience. Since the *ESEA Flexibility Request* is due to the USDE on Monday, November 14, 2011, all public comments that can be considered before the request is submitted must be received by the OSDE as soon as possible and not later than 8:00 a.m. Monday, November 14, 2011.

To submit public comment, please send an email with written comments to Dr. Chris Caram, Deputy Superintendent for Academic Affairs, OSDE at [Chris\\_Caram@sde.state.ok.us](mailto:Chris_Caram@sde.state.ok.us).

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Kerri White, Assistant State Superintendent of Student Support  
Oklahoma State Department of Education  
2500 North Lincoln Boulevard  
Oklahoma City, OK 73105  
(405) 521-4514  
Fax: (405) 521-4855

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**DRAFT ESEA for Public Comment 11-7-11.pdf**  
3560K



## Attachment 2: Comments on Request Received from LEAs

The following documents include messages, comments, and survey responses received from LEAs regarding the state's *ESEA Flexibility Request*.

Attachment 2A: Summary of Survey Results

Attachment 2B: Summary of Public Input from Community Engagement Forum

Attachment 2C: Public Comment (from LEAs and the Public)

ATTACHMENT 2A: SUMMARY OF SURVEY RESULTS

**ESEA FLEXIBILITY  
THIRTY-ONE SURVEY RESULTS – REPORTED AS WRITTEN**

**COMMUNITY ENGAGEMENT FORUM**

October 28, 2011

**Please circle the title that most closely describes your role in the community:**

Teacher - 8	Teachers' Representative - 8	Parent - 5	Student - 1
Community Leader - 2	Business Owner/Employer - 4	Other - 7	

***Discussion Topic #1: College, Career, and Citizen Readiness***

*Regarding the transition from the Priority Academic Student Skills (PASS) to the new Common Core State Standards (CCSS), which are the college and career readiness standards adopted by Oklahoma:*

**1. How familiar are you with the new Common Core State Standards?**

- Very familiar - 7
- Generally familiar - 17
- Generally unfamiliar - 6
- Very unfamiliar - 1

**2. How will transitioning from PASS to the new Common Core State Standards impact the preparation of Oklahoma's high school graduates for post-secondary education, work force training, or immediate employment?**

- Improve the preparation of high school graduates - 20
- No impact on the preparation of high school graduates - 3
- Weaken the preparation of high school graduates - 2

**Please give a brief explanation:**

- Teach or application & understanding*
- Use growth models*
- It is far more standardized and promotes didactic instruction which does not expand or increase the depth of instruction, hindering the potential of students.*
- It will develop critical thinking skills, allowing the child to become & work independent(ly).*
- It will improve the prep of HS graduates if they have mastered the baseline of PASS, for example simply reading words.*
- I believe the transition will impact the assessments more than the graduates.*
- Students are very transit these days. So, when a student moves in he/she will be where they belong. This will stop the GAPS in education.*
- Comparing students across a national level to their past progress seems to put all students on a level playing field and the likelihood of success more attainable. Test methods will encourage better critical thinking skills.*
- Change causes a bit of chaos.*
- Reduce actual career training (career tech, for example). We aren't preparing enough skilled workers now and this could mean we prepare even fewer.*
- We need to move away from black and white multiple choice answers and develop tests that analyze thinking processes where students can explain their answers.*
- Anything we can do to improve our students' readiness for the world of work will improve students and our communities at large.*
- Gives more critical thinking skills. I worry that we will lose arts and foreign language.*
- Yet to be determined/as long as a one size fits all is mandated, some students will be doomed to fail.*
- CCSS is more application then rote memory.*

## ATTACHMENT 2A: SUMMARY OF SURVEY RESULTS

- *Students will apply what they have learned to other situations/ tests.*
- *Academics must be incorporated into all courses not just stand-alone.*
- *We won't know until we implement.*

**3. As we revise our English Learner Proficiency (ELP) standards to correspond to the new Common Core State Standards, which 2 or 3 of the following strategies do you think would best assist English Learners to access challenging curriculum?**

- Home visits to reinforce home-to-school connection - 4
- Literacy and language-specific technology - 22
- Literacy services/programs for parents of English Learners - 17
- Project-based learning strategies - 9
- School-based data reviews specific to English Learners' achievement results and progress toward higher standards - 12
- Other suggestions:

- *Bi-lingual Instruction*
- *We need to report progress based on a growth model*
- *The current reporting system is not achievable, therefore it is not smart.*
- *Programs for parents with children 0-5, not yet in school develops child language and improves parenting.*
- *Fostering bilingual school culture (i.e., language classes for teachers & staff).*
- *Teaching teachers how to work with ELLs when they don't speak the children's language(s) and have few resources. Think rural schools.*
- *Newcomers Programs – Stillwater*
- *Regular school events for English Learners' families only. Show that the school does care. Maybe once a year.*
- *Extended time periods even night school.*
- *Emersion strategies rather than continuing to handicap the ELL students by enabling their language limitations.*
- *To teach them English you need to use the TPRS method. Blainraytprs.com - Faster – more efficient to learn English. Submersion takes only about three months.*
- *PD for classroom teachers.*
- *Training for educators in best practices for ELL students.*
- *Professional Development for teachers and best practices for teaching ELP.*

**4. Which 2 or 3 of the following strategies do you think would best assist students with disabilities and low-achieving students to access challenging curriculum?**

- One-on-one or small group tutoring - 21
- Technology-based instructional practices - 15
- Literacy strategies - 11
- Project-based learning strategies - 8
- Classes for parents including at-home strategies to support classroom activities - 9
- School-based data reviews specific to achievement results and progress toward higher standards for students with disabilities and low-achieving students - 10
- Other suggestions:
  - *Growth measures*
  - *For extremely low students, instead of focusing on academics, the focus needs to be work skills/ life skills.*
  - *Special education. Too few schools still do that.*
  - *All students with disabilities should be allowed to have a standardized portfolio that supports growth and reaches the goals as written on IEP.*

## ATTACHMENT 2A: SUMMARY OF SURVEY RESULTS

- *Early childhood education is a key to helping students.*
- *Abolishing pre-determined percentages of students tested with modified exams to avoid confusion these limits cause on IEP teams responsible for writing plans appropriate for student needs.*
- *PD for classroom teachers.*
- *Technology-based instructional practices depends on the quality of the program and its implementation.*
- *Teacher training*
- *More Special Ed teachers in the schools*
- *Fewer students per educator*
- *Professional Development for classroom teachers in modifications to help these students.*

**5. In your community, how would you like to see the teachers and administrators in the school collaborate with businesses and community leaders on the needs of high school graduates?**  
Please share 2 or 3 suggestions.

- *Major community employers communicate skills needed*
- *I would like for community support to start at birth, not just high school*
- *Discussion opportunities*
- *Requirements for businesses / community leaders to be in schools and requirements for teachers/ administrators to be involved with them.*
- *Mentoring programs or leadership programs*
- *Community Advisory Boards*
- *Incentives for school personnel to be involved in community organizations*
- *Serve on community groups – chamber business and education committee*
- *Mentors from community for students - Internship/ apprentice positions for students*
- *Job fair explaining employment needs – college, graduation, attendance*
- *Schools need feedback on what students do after graduating. (or after leaving without being allowed to graduate even though they made good grades)*
- *Business leaders get involved with Success by Six and become mentors in the schools. Teachers and administrators need to get involved in community groups.*
- *Clear and loud expectations set by business*
- *Work on public policy on state level to raise standards*
- *Career Fairs where businesses talk to students about their expectations.*
- *Field Trips to Colleges and Vo-Tech facilities.*
- *Keep communication lines open*
- *Adopt after school programs to help out with homework, course on ACT.*
- *Job shadowing opportunities*
- *Partnerships with the Chamber of Commerce*
- *Career Tech collaboration*
- *First, administration and teachers need to learn to collaborate professionally together, build trust and a common message, treating each stakeholder with respect as professionals.*
- *At a school I used to be at, they worked with a bank in town and students interested in banking experienced working there several times within the school year.*
- *Get parents involved*
- *Shadowing jobs/ businesses for kids to have real-life experience. Presentations/ collaborations with community to focus on children at a younger age.*
- *Work more closely together.*

## ATTACHMENT 2A: SUMMARY OF SURVEY RESULTS

- *Shadow training in fields of interest, (shadow in younger ages), guest speakers, businesses need to volunteer in school day activities.*
- *What are the necessary outcomes – business must tell us.*
- *Community forums – use of social networking possibly.*
- *Focus groups with educators and community leaders.*
- *Business leaders need to spend time in schools.*
- *Partner with schools to give students an opportunity to “try out” different careers and/or have a mentor from the area of their interest. Specifically struggling students to give them more motivation to succeed in school.*

### **Discussion Topic #2: Areas of School Accountability**

*Regarding the State-Developed Differentiated Recognition, Accountability, and Support System:*

#### **6. As we design a new accountability system, which 2 or 3 of the following elements would best indicate that a student has mastered the new Common Core State Standards?**

- Passing state tests in language arts and mathematics - 13
- Graduating from high school - 14
- Scoring high on college entrance exams like the ACT and SAT - 11
- Earning college credit while in high school through AP exams or concurrent enrollment - 4
- Completing a career preparation program - 17
- Being accepted into a college, university, or career-training program without remediation - 9
- Qualifying to enlist in the United States Armed Forces - 1
- Other suggestions:

- *Please design individual growth comparisons*
- *Growth, continuous growth on state tests, not just passing*
- *A progress model based on individual students*
- *Portfolios*
- *Showing marked growth in academic areas*
- *Examine growth of students from year to year AND most importantly, regular assessments throughout the year collectively.*
- *All students = graduating from high school; Upper level students = scoring high on ACT & SAT; Low level students = Completing a career prep program*
- *All of these, of course. I marked the 3 that are usually left behind. I would add that kids would do better if we quit accepting “D” work. Employers don’t.*
- *Students being able to take a problem/question, research it, form some intellectual thought on their own, and then formulate a response. On a consistent basis – not just a one-shot/arbitrary topic.*
- *Emphasis on student growth for low achievers, exit exams for high achievers, and return to parent/student choice about pursuing college-bound or non-college-bound course work – requires ending summative measures on schools whose parents select non-college outcomes.*
- *Successfully completing a college/career-prep program.*
- *In order to realistically see indicators of mastery of subject area, you need to show where students begin.*

#### **7. How familiar are you with the state’s newly adopted A-F School Grading System?**

- a. Very familiar - 4
- b. Generally familiar - 18
- c. Generally unfamiliar - 6
- d. Very unfamiliar - 3

ATTACHMENT 2A: SUMMARY OF SURVEY RESULTS

**8. What are the 2 or 3 most important criteria to which every school should be held accountable in measuring progress?**

- Student achievement scores on state tests in:
  - Reading - 10
  - Math - 10
  - Science - 4
  - Social Studies - 3
  - Writing - 9
- Student growth (progress) on state tests - 22
- Student achievement on other assessments like the ACT, SAT, and AP exams - 7
- Attendance - 11
- Graduation rate/dropout rate - 15
- Advanced courses completed by students - 4
- Student behavior - 5
- Teacher effectiveness - 13
- Other suggestions:

- *More immediate feedback from a variety of forms of assessment*
- *Knowledge needed in true assessment*
- *Students' home environment*
- *Student growth (progress) in portfolio and on assessments*
- *There is only so much the school district can do. At some point the school district should not be penalized because of parenting.*
- *The state should look at how graduation rate/dropout rate is figured for each school. If a student drops out but returns and graduates then that student should not be labeled dropout.*
- *Parent survey*
- *High stakes testing should not be used to measure teacher effectiveness.*
- *Student success/failure on end of process assessments.*
- *Periodic testing throughout the year to show progress.*
- *Classroom performance*
- *I don't think this A through F will be a true indicator of the effectiveness of a school.*

**9. What do you believe are the indicators that a school is doing well or showing improvement?**

Please share 2 or 3 suggestions.

- *Growth models*
- *School culture inventories*
- *Community opinion*
- *Students are taking courses aimed at preparing them for college and career*
- *Students have been on a path for graduation*
- *Parents are involved in educational plan of their students*
- *School climate community support visible @ the school*
- *Growth on a teacher, student, and parent level*
- *Progress over time for students and teachers.*
- *Students are showing growth in core subjects.*
- *Should be scored independently school year to school year. Not each school scored accordingly how others are doing.*
- *Consistent and regular attendance*
- *Students are taking advantage of AP classes, earning college-credits, or are attending Vo-Tech while enrolled in public schools.*
- *Student attitude and behavior towards education.*

## ATTACHMENT 2A: SUMMARY OF SURVEY RESULTS

- *The ways in which formulae are applied to data are critical and should not be taken lightly. A review of non-NCLB AYP-focused growth models would be helpful. VAMs are so dependent on the variables entered into the equations that they should be carefully reviewed before use.*
- *Numbers of students in remediation*
- *Improvement year to year (Growth models)*
- *SES vs. Achievement (take into account demographics)*
- *Success in College/work - # needing remediation, employment status, enrollment in higher ed.*
- *The amount of growth they show*
- *Take attendance out of AYP figures.*
- *Chart progress of students*
- *Reconfigure dropout rate*
- *Critical thinking/problem solving skills*
- *Well-rounded curriculum that includes fine arts, health and foreign language*
- *Integration of technology to create 21<sup>st</sup> century learners.*
- *Evidence that students have been afforded opportunities to master college-readiness curriculum (students accepted into colleges).*
- *Student growth in core area knowledge*
- *Evidence that school has provided opportunities who opt for non-college-bound curriculum.*
- *Not all kids are good test takers. Progress can be shown through various methods. If tests are given throughout the year and not just at the end to show progress then a school is showing improvement. Goals should be set as to how far they should have progressed at a particular point. If each target has been met, then at the end of the year the child should be ready for the next grade.*
- *Assessments that show growth (pre and post-tests) and inform instruction.*
- *Student growth climate.*
- *Student growth*
- *ACT scores*
- *School environment*
- *Student growth*
- *School climate*
- *Utilization of value-added score – don't assess on a single score. Growth metrics.*
- *Growth on student assessments*
- *Combination of many things – portions of items on #8. Pre- Post-test information, growth school climate/culture indicators.*
- *Growth of student achievement.*

### ***Discussion Topic #3: Recognitions for Excellent Schools***

*Regarding the State-Developed Differentiated Recognition, Accountability, and Support System:*

#### **10. Which 2 or 3 of the following strategies would be ways you would like to see Reward Schools recognized for their progress and achievement?**

- Financial rewards to the school - 18
- Financial rewards to the teachers - 15
- Public recognition at statewide events or by state officials - 15
- Public recognition at local events or by local officials, businesses, and organizations - 18
- Grant opportunities to collaborate with and mentor lower-performing schools - 12
- Other suggestions:



## ATTACHMENT 2A: SUMMARY OF SURVEY RESULTS

- *Media Acknowledgement*
- *Grants in the form of financial aid for teachers and their children.*
- *Reward students*
- *The last one listed is a good idea.*
- *Maybe computers, books, guest speakers, etc.*
- *Financial rewards to the principals and counselors*
- *Parent surveys should be a part of the reward system. At least 75% should complete.*
- *Professional development = paying for subs*
- *Any reward should foster collaboration not competition*
- *Stipends for summer professional development.*
- *Increase flexibility to redesign school day, class schedule.*
- *Financial donation to the community.*
- *Some type of award for students to celebrate their hard work.*
- *Financial rewards to schools – currently unfair and divisive unless demographics are equalized in the new system.*
- *Ask the teachers what they would like.*

### 11. **What are some powerful incentives that can have the greatest impact on a school's performance?** Please share 2 or 3 suggestions.

- *Public recognition by professional pay for educators*
- *Have a system that takes into account number of students tested advanced – instead of lumping advanced with proficient students.*
- *Reward schools that encourage AP courses for students to take.*
- *Reward to children & Parents will attract more parent support*
- *Grants for college for teachers' kids*
- *Giving rewards that can be used in the classroom.*
- *Financial rewards on all levels – Teachers & parents; If your child does improve and is able to go on to college, don't make it a struggle to pay for it.*
- *Donated technologies & materials (maybe a good avenue for business partnerships)*
- *Students need immediate feedback and they need a vision and to know teachers' vision for them. Having the support of the community for rewards and recognition would be helpful.*
- *Students receiving rewards. They need an incentive to do better.*
- *Additional funding for districts.*
- *Student success is a powerful incentive.*
- *Include students in the public recognition or awards – shirts, parades, celebrities.*
- *Performance pay (school by school)*
- *Stipend for growth*
- *Public acknowledgement that valuable and meaningful work is being done in classrooms across Oklahoma each day that may not lead to predetermined outcomes.*
- *Get the businesses involved in the school. Kinda like DECA used to be. Have them volunteer at the school and offer education in their area of expertise and give the student an opportunity to work there.*
- *Small awards/recognition/pats on the back along the way (based on regular assessments with immediate feedback) to encourage them to continue hard work.*
- *Rewards for students, recognition in community.*
- *Higher pay for educators. They spend a lot of time at school to prepare lessons and spend money on students out of pocket.*

## ATTACHMENT 2A: SUMMARY OF SURVEY RESULTS

- *Local recognitions*
- *Rewards for students; more pay for teachers (teachers spend a lot of time out of class and money for their students), local recognition at local events.*
- *Targeted Stipends – but based on what? Value-added.*
- *Encourage teacher collaboration and participation. Use your experts in the schools. Empower teachers.*

### ***Discussion Topic #4: Supports and Interventions for Unsuccessful Schools***

*Regarding the State-Developed Differentiated Recognition, Accountability, and Support System:*

#### **12. Which 2 or 3 of the following interventions do you believe would have the greatest impact on a school that is not performing well?**

- Replacing the administrator(s) - 1
- Providing the administrator(s) with more autonomy and decision-making authority - 5
- Replacing some of the least effective teachers - 13
- Mandated professional development for teachers and administrators in content areas and instructional strategies that match the needs of the students in the building - 14
- Redesigning the school day, week, or year to include additional time for learning - 5
- Redesigning the school day, week, or year to include time for teacher collaboration - 13
- Using data to inform instruction and continuous improvement - 16
- Establishing a school environment that is safe and conducive to students' social, emotional, and health needs - 11
- Providing ongoing opportunities for family and community engagement - 18
- Other suggestions:

- *Specifically for poverty!*
- *We can't teach if the basic needs aren't met!*
- *Streamlining paperwork & requirements*
- *Redesigning/ redefining "seat time" to expand opportunities for virtual learning, evening hours, school-work programs*
- *Mandated professional development for teachers and administrators in content areas and instructional strategies that match the needs of the students in the building – this needs to be funded by the state.*
- *Look at school individually. See why. Large amount of IEP students, ELL students, etc.*
- *Figure out what's wrong and fix it. If the children are hungry, homeless, poorly parented, etc.....blaming the school isn't helpful.*
- *Minimize curriculum alignment. Make the teacher teach. Have a base alignment and then let the teacher expand.*
- *Need state testing results before the school year is over. Waiting over the summer is crazy. As a parent, we need that information in a timely manner. I think that teachers would benefit from this as well.*
- *Quit focusing on punitive interventions. Use teachers as the degreed professionals they are. There are great ideas in our schools/ classes that get ignored because it comes from a teacher.*
- *Avoiding strategies that add meetings or paperwork to existing teacher workday/ workload.*
- *At that point or before, get parents involved. They need to have a stake in the process.*
- *Give the administration training in leadership and guidance. Teachers are only as good and motivated as their leadership.*
- *Not all teachers need the same professional development.*
- *Allow teachers with administrators to develop what they think is needed and provide them with the resources to do them.*

## ATTACHMENT 2A: SUMMARY OF SURVEY RESULTS

### 13. What are the supports that a school might need in order to have the greatest improvement in student learning in a short period of time?

Please share 2 or 3 suggestions.

- *Reconstitution of poorly performing schools*
- *Please take into consideration schools trying and making strides already*
- *Provide funds to involve parents in the system*
- *Pay child care for parents who want to help*
- *Finances to purchase materials or technology to assist in learning & testing strategies & teacher salaries*
- *School autonomy to address needs*
- *IEP testing reform*
- *Elimination of required classroom seat time*
- *Lower class size or/ adequate amount of teachers aides/ tutors*
- *Necessary technology*
- *Collaboration time amount teachers, parents, & other schools*
- *More bodies*
- *Building capacity and/ or redefining district central offices*
- *Streamline, reduce, eliminate paperwork, reports, etc. due to OSDE to allow principals to do what is important in the schools (i.e., develop web-based comprehensive system for all state/ federal plans and forms.)*
- *After school programs/ tutors*
- *Mentor programs for reading and math*
- *Educate community on the needs of students and schools*
- *Technology – Training – Funding After School Programs*
- *Independent review of performance (inputs, processes, outcomes).*
- *Put more resources in schools that have higher proportions of children in poverty. They need more teachers who have more time for individual kids.*
- *Technology*
- *Out of school time instructional and leadership programs taught by teachers (extra pay for this)*
- *Schools are not used to sit idle too many hours of the day.*
- *Intense training and support of teachers.*
- *More time on task*
- *I would evaluate the morale and behaviors of the students and staff of low achieving schools.*
- *ELL testing and IEP student testing should be reformed.*
- *After school programs*
- *We must remember that education is a privilege not a right.*
- *Empower each school district to make the decisions that are best for that district.*
- *Encourage school district to promote parent involvement.*
- *Year-round education*
- *After school program*
- *School events such as talent shows, choir programs, etc. to get parents more involved*
- *Software – utilize sites like IXL*
- *Funding small class size and bring more paraprofessionals to relieve the burden of the teacher and free them to more instruction practices.*
- *Social and health/ nutrition services incorporated into the school setting without charge to parents.*
- *Elimination of seat time requirements for class credit.*
- *Less earmark spending, relying on schools to identify where and how funds need to be spent.*
- *Parental involvement*

## ATTACHMENT 2A: SUMMARY OF SURVEY RESULTS

- *Professional development that addresses low performing areas.*
- *Mentor teacher programs that include teachers that have demonstrated success, not just those who want to get financial incentives or the extra job duty.*
- *Low student-teacher ratio.*
- *Financial means*
- *After school programs that provide mentorship.*
- *Increase school days*
- *Financial*
- *Class size – smaller*
- *Reform tests for IEP students*
- *Professional development*
- *Collaboration time*
- *Community and parental involvement in the school.*
- *Greater resources available for additional services.*
- *Change testing for IEP and ELL students.*
- *Smaller class sizes, more classroom paraprofessionals, after school tutoring programs.*

### *Other Topics of Discussion as Suggested by Forum Participants*

#### **14. Please share other thoughts you may have regarding Oklahoma’s ESEA Flexibility request.**

- *As you put together a system to show accountability, please be sure to submit new plans to show ELLL students progress, something that is achievable*
- *Revamping the idea of traditional education*
- *Please, please, please take in account the things schools and community leaders cannot control-poverty and parenting accountability*
- *Progress model*
- *Field trips, real life opportunities*
- *Eliminate SES requirements*
- *Get rid of the WISE tool. Anything that requires 45 pages of instructions needs to be rethought.*
- *Proper assessment of students with disabilities and language learners.*
- *I think it allows schools to be much more successful.*
- *Elimination of the API and AYP reports until a simple and transparent system can be designed and implemented.*
- *Administration needs training, more collaboration needs to take place between colleagues and administrators.*
- *Only 30 at this meeting, will there be other meetings?*
- *Competency-based vs. seat-time.*
- *Look at growth.*

#### **15. Please share other thoughts you may have regarding the school-community partnerships in your district.**

- *Do not penalize students/schools with a “4-year” graduation rate.*
- *Do away with seat time*
- *Assist low performing schools with after school programs.*
- *Give districts more flexibility to implement programs that work.*
- *Give districts more flexibility to spend federal dollars so we can better serve students*

## ATTACHMENT 2A: SUMMARY OF SURVEY RESULTS

- *Establish funds to support parent/ community partnerships*
- *SDE partner w/ community agencies to implement & maintain successful partnerships*
- *SDE partner w/ DHS to improve child care settings*
- *I am sure there are several, but we have the Early Birds program for 0-5 years. The parents come & learn at each level what they can do to help their child succeed at school*
- *We need to educate the community on how the accountability works with the schools/ teachers and make them aware of the needs they can meet and the needs they can have met.*
- *Poverty is a big issue. Students come to school hungry, sleepy, upset, etc. daily. After school program. More funding for paraprofessionals. Need to get back to individuality for IEP students. Modified Assessments & Portfolio students there should not be a slotted amount of % students allowed. We are supposed to provide each student with the assessment to their ability.*
- *Find schools that get good involvement from parents and that aren't in wealthy suburbs. Find out what they are doing and replicate/ adapt it.*
- *Make the system seem fair and people will quit gaming it.*
- *NCLB was clearly devised to ensure that schools would fail – how could schools buy in? The next system needs to be doable and focused on improvement, not blame. It needs to be separated from a privatization agenda.*
- *Find some way to bring life back into the classroom. Test prep is scary and dull – and it's not education.*
- *Do something to bring back the study of history, geography, and other social sciences. Bring back incentives for science education, too. What we have now is fear-based curriculum. That can be fixed with this application.*
- *Community Education Forums – small scale @ each school.*
- *Active Business & Education Chamber committees*
- *Out of school time partnerships/ initiatives*
- *More middle school OST programs*
- *Success by Six activities – community readers in summer reading programs*
- *School/ community partnerships are essential to a healthy community. Schools teach students to be productive community members/ workers. So, the collaboration piece is cyclical and essential. But, the community must be aware that just because they went to school, they are not experts like teachers and administrators.*
- *Recognition that many Oklahoma schools exist outside of urban environments with little or no business or industry available for partnerships.*
- *Parents have to get involved and the community has to come together to help support the goal.*
- *Community groups should encourage employees and business people to be involved in their students' school life to ensure success. (time off to attend parent/ teacher conferences, incentives to attend school meetings/ events)*
- *The full burden cannot be put on schools/ teachers.*
- *There is always a need to increase community involvement.*
- *PD funds need to be reinstated. Those funds are critical for mentoring programs, collaboration, and other much-needed PD.*
- *There must be flexibility in the testing requirements for ELL and Special Ed students. The 2% and 1% caps on modified assessments are not adequate when we have a 16.5% Special Ed population.*
- *The third grade reading law should be repealed. Research does not support retention. It increases the likelihood of dropping out in high school.*
- *Thank you for the opportunity for input. When will there be an opportunity for input by school administrators.*
- *Very difficult. We have made attempts and will continue to – but it is very hard to get people who will make a true commitment over a period of time to do school – community involvement. Meetings between*

## ATTACHMENT 2A: SUMMARY OF SURVEY RESULTS

*communities and schools. Feed people and ask for input. Community schools are showing great results – need people dedicated to help those partnerships. Study those that are working – Eugene Field Elementary in Tulsa.*

- *As a teacher of 30 years for every grade from kindergarten through 5<sup>th</sup> grade, as well as a parent of four children and grandparent of six children, I am appalled at the required retention of 3<sup>rd</sup> graders who are not reading at 3<sup>rd</sup> grade level. Learning is very developmental process. Every child may not be reading at 3<sup>rd</sup> grade level at the end of 3<sup>rd</sup> grade and still be a successful student. Reading instruction continues through 5<sup>th</sup> grade and in some districts even longer. There is no reason to punish children who are slower developmentally in their learning achievement. There is absolutely no research to substantiate the retention of a 3<sup>rd</sup> grade student making them a more successful reader. There is research support not retaining students. Socially, this is mortifying for students at 3<sup>rd</sup> grade and self-esteem is an important element in learning, as well. Please reconsider this mandate!!*

## **ESEA Flexibility Community Engagement Forum October 28,2011**

### **Discussion Topic #1: College, Career, and Citizen Readiness**

- 1) Encourage districts to be involved in outside agencies that connects community and sch for students
- 2) Collaborate at young age (be pro active)
- 3) Work in the school, build a relationship between school and business
- 4) Mentors for struggling students
- 5) Students observe potential careers
- 6) Research the outcomes we want to see...What does higher Ed expect?
- 7) 8th and 9th grade students should be able to take career tech classes
- 8) Reward community service or make it part of the H>S> diploma requirements  
it makes better citizens

### **Discussion Topic #2: Areas of School Accountability**

- 1) More time to achieve goals
- 2) Growth models with immediate feed back
- 3) More time for colloboration/PD \$\$\$\$
- 4) Give credit to schools that may not appear to achieve, but have growth
- 5) Incorporate parents into accountability system
- 6) US is the only country that educates all students for 13 yrs. Why do we compare test scores
- 7) Need parental accountability...not just attendance but homework and support
- 8) If students have shown growth overall, the school should be graded positively
- 9) Each school keep record and report % of parent attending
- 10) Align accountability w/all the areas of common core
- 11) Use only the ACT for school accountability

### **Discussion Topic #3: Recognitions for Excellent Schools**

- 1) Grants for children of teachers
- 2) Stipends based on test scores/merit pay
- 3) Research on what rewards work best
- 4) Equalize demogaphics
- 5) Provide additional PD
- 6) Foster Colloboration not competition
- 7) Rewards must relate to the district
- 8) Recognize students who score "advanced" maybe stipend or scholarship
- 9) Appreciate teachers and admin through colloboration with business (community sponsored lunch)

**Discussion Topic #4: Supports and Interventions for Unsuccessful Schools**

- 1) Reform on how IEP students are tested. Standardized portfolio
- 2) Accountability on ELL students not being assessed appropriately
- 3) Decision making back in the hands of teachers
- 4) Eliminate "seat time requirement" for credit
- 5) Principals need to be back in the classroom
- 6) Re think graduation rate. Some students can complete in 3 some 5
- 7) Use tech to eliminate paperwork
- 8) Bring teachers and Admin together to see what works best/who provides resources
- 9) ELL/EIP districts should not be penalize ...create different standards
- 10) More one on one assistance with ELL students
- 11) Address poverty -safe, healthy environment for students and family
- 12) Increase after school programs
- 13) Stop looking at "ensuring success" and look at providing opportunity
- 14) More assistance in classroom for teachers
- 15) Remove poor performing teachers/Admin
- 16) Additional assistance for challenges/low performing
- 17) Education Dept should be standing up for public education and need for individual students. Need more emphasis on current success than failures.





Kerri White &lt;kerri.white@sde.ok.gov&gt;

## Fwd: Question

Chris Caram &lt;chris\_caram@sde.state.ok.us&gt;

Tue, Nov 8, 2011 at 2:35 PM

To: kerri.white@sde.ok.gov, Kerri White &lt;Kerri\_White@sde.state.ok.us&gt;

Chris A. Caram, Ph.D.  
 Deputy State Superintendent of Academic Affairs  
 Oklahoma State Department of Education  
 2500 N. Lincoln Blvd.  
 Oklahoma City, OK 73105  
[\(405\) 521-3332](tel:(405)521-3332)

----- Original Message -----

I appreciate knowing this much about the issue. We really need to do something to get a clear picture about how we are doing educationally.

It takes someone special to teach students with that come from severe poverty and that also have special needs. Those people need some help to get a clear picture of how they are doing. The methodologies that we are using clouds the issue.

Thanks for your information,

Dan Parrish

>>> "Chris Caram" <[chris\\_caram@sde.state.ok.us](mailto:chris_caram@sde.state.ok.us)> 11/8/2011 1:25 PM >>>

Mr. Parrish,

Much to our dismay, the USDE has not allowed us to make any changes to the 2% or 1% caps to our AMOs in our Flexibility Request. However, we are having discussions currently about the A-F School Grading System in regard to this issue. I will express your concerns to the committee who share your sentiments. We hope to be allowed to adjust.

Thanks for your comments and input!

Chris

"Dan Parrish" <[DParrish@weleetka.k12.ok.us](mailto:DParrish@weleetka.k12.ok.us)> writes:

>Dr. Caram,

>

>I am in the process of reading the Flexibility Request. But I have a  
 >question that really presses our district as well as others. It has to  
 >do with Special Education and testing.

>

>Is this Flexibility Request going to take into consideration the 2% limit  
>on Alternative Testing for school districts and the 1% portfolio limit?  
>We currently have almost 25% of our student body with an IEP. Some can  
>do well on a regular test some can't. Any thought that could be given to  
>this limitation could really help schools to give a truer picture on how  
>they are performing.  
>  
>Thank you for your time,  
>  
>Dan Parrish  
>Superintendent  
>Weleetka Public Schools

[Quoted text hidden]

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## ESEA Flexibility Request (Waivers)

October 28, 2011

OEA has 3 primary goal areas----

1. The expectation of improvement in test scores is going to hit a steep increase instead of continuing at an incremental pace. This sudden incline sets schools up for failure. We need time.
  - OK is on the right track. We are working on TLE, Common Core, Student Assessment and other programs-- but we need time to do these right.
  
2. OEA would like to see growth model, intermittent assessments that provide immediate feedback.
  - The focus should be on student growth and not on using assessments as punitive measures for students and/or teachers.
  
3. We need resources that provide time for training and collaboration for teachers and administrators.
  - Teachers and administrators need resources for training and then the time to practice what they have learned. They cannot be expected to just hear about a program and then immediately implement it successfully.
  
  - Teachers and administrators want to do a good job and the goal should be to help them do just that. They should be empowered and enabled to do what they went into the teaching profession for—to teach children.



Kerri White <kerri.white@sde.ok.gov>

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## Protect Reforms!!

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Polonchek, Amy <PolonAm@tulsaschools.org>

Mon, Nov 7, 2011 at 10:54 AM

To: Kerri White <kerri.white@sde.ok.gov>

Kerri – I know you all are in the throes of finalizing the waiver request, and I apologize for not sending you this note earlier. We have been thinking and reading a lot about this. The state really needs to look at this is an opportunity to protect the reforms (like SB 2033) with this waiver. I keep thinking about the ESEA blueprint that the administration put out a couple of years ago. I am not an expert on how to include this, but common core implementation and high quality teacher evaluation systems with consequences AND feedback and support, common core, etc. need to be part of the waiver picture.

I made a few notes, highlighted in yellow, on your document.

Thank you for allowing us to be part of the discussion.

Amy



Amy comments-18octmtg.docx

28K

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# ESEA FLEXIBILITY REWARDS AND CONSEQUENCES - WORK GROUP MEETING

October 18, 2011  
9:30 am – 3:30 pm

## *Purpose*

To ensure that districts are given ample opportunity to provide collaborative input regarding *ESEA's Flexibility* around identification of schools as Reward, Priority, and Focus schools and in providing support to all schools not making AMOs.

## *Goals of ESEA Flexibility Rewards and Consequences Group*

- **Goal One: Discuss the identification, recognition, and rewards of Reward Schools.**
- **Goal Two: Discuss the identification, turnaround principle interventions, timeline, and exit criteria for Priority Schools.**
- **Goal Three: Discuss the identification, interventions, timeline, and exit criteria for Focus Schools.**
- **Goal Four: Discuss incentives and supports for all Title I schools not making AMOs and closing achievement gaps.**

## *Suggestions*

### *Overarching Principles*

- We think that schools not identified as poor performing should receive increased autonomy with increased improvement.
- We think that schools that are identified as needing significant improvement (Priority Schools, Focus Schools, and Other Criteria Schools) should be required to implement interventions that are targeted to the needs of the students and teachers in each particular school (including English Learners and students with disabilities), and that Title I, Part A funds should be reserved for those targeted interventions instead of to meet current requirements that are consistent across all schools regardless of appropriateness.
- We think that schools should receive support from the OSDE that is targeted to the needs of the students and teachers in each particular school. **The support must complement LEA intervention. If it is not aligned it just becomes another compliance activity.**
- We think that parents and families should have choices about where to send their children to school, particularly if the school the student is assigned to by the LEA is a Priority School, Focus School, or Other Criteria School. **This is an**

opportunity that only exists for parents in a school district of multiple sites. A move can also prevent students from accessing the interventions outlined in the second bullet point, because the receiving school may not always have those options. The change in environment is only a piece of the puzzle. Parent choice should always remain an option, but not pushed as a preferred option.

## ***Goal One – Reward Schools***

### **IDENTIFICATION (DEFINITION)**

- *This identification will happen prior to submission of the ESEA Flexibility Request (announced upon approval of flexibility) and annually beginning in 2012.*
- We are cautious about including other subjects such as science and social studies, but we think they would be good for use in identifying reward schools. If they are used, we think that reading and math should account for 60% of the total and science and social studies should account for 40% of the total.
- We think that schools should get more credit for advanced students than proficient, more for proficient than limited knowledge, and more for limited knowledge than unsatisfactory. We also think schools should get more credit for the initial move from limited knowledge to proficient than for any other move of students.
- If we must use the same definition for “a number of years” throughout, we think that we should use three years. If we do not have to use the same definition, we think that we should consider using 2 years for reward schools, 3 years for focus schools, and 4 years for priority schools.
- We think there should be a total of about 15-20% of schools identified as reward schools. Since at least 10% of schools have to be identified for high-progress, we think that about 5-10% should be identified for high-performing.
- We think that high schools should have to have a graduation rate of at least 82% in order to be reward schools since that is the state’s new target for graduation rate.

### **RECOGNITIONS and REWARDS**

- We would like to 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 with increased improvement.
  - Public notification of designation
  - Opportunities to serve as advisors to the OSDE
- If funding is available for rewards, we think that more reward should be granted for progress than for absolute performance.
- We would like to see grant opportunities for reward schools that are willing to partner with Priority Schools, Focus Schools, and Other Criteria Schools to assist both schools in continuous improvement.
- We would like the OSDE to encourage businesses and philanthropic organizations to recognize Reward Schools financially.

## ***Goal Two – Priority Schools***

### **IDENTIFICATION (DEFINITION)**

- *This identification will happen **only once**, prior to submission of the ESEA Flexibility Request (announced upon approval of flexibility).*
- We think that only reading and math should be included for this high-stakes level of accountability.
- We think that schools should get more credit for advanced students than proficient, more for proficient than limited knowledge, and more for limited knowledge than unsatisfactory.
- We think that either three or four years of data should be considered when determining lack of progress.
- While absolute improvement is important, there may be scenarios where a school made large gains three or four years ago and has been stagnant since then. We do think there needs to be a way to determine if a school has made some level of continuous progress. In order to determine how much progress is enough progress, we think we should compare schools in the lowest performance level with each other and with state averages of improvement to determine what “expected” improvement needs to be.
- We think that schools that have three or four consecutive years of graduation rates under 60% should be identified as Priority Schools.
- We think that the majority of Priority Schools should be schools with low performance rather than just low graduation rates; however, we expect that there will be few enough schools with graduation rates below 60% for three or four consecutive years for this not to be an issue.

### **TURNAROUND PRINCIPLES and INTERVENTIONS**

- We think LEAs with Priority Schools should be required annually to set aside 20% of the Title I, Part A allocation in order to implement the Turnaround Principles or one of the four Turnaround Models, and to offer school choice options to students. Districts without capacity to implement these principles could choose to “surrender” the school to the State for the state to implement the Turnaround Principles.
- In addition to the Turnaround Principles, we think that all Priority Schools should be required to use the WISE Online Planning Tool to create plans of improvement that are specific to their students’ needs.
- We also think that all Priority Schools should be required to participate in and conduct their own Data Reviews on a regular basis, as well as to attend state-provided professional development designed for Priority Schools or high-quality district professional development that meets guidelines established by the state. There must be focus and alignment and high quality implementation to make a difference. A high quality district plan with aligned PD should be able to propose exemption from state-provided PD. TPS is learning a lot from a Doug Reeve’s implementation audit. The answer is often much better practice and implementation, not a catalogue of PD and more or different programs.

## **TIMELINE**

- We think that all LEAs with Priority Schools should be required to demonstrate capacity issues if they are choosing to postpone implementation of Turnaround Principle Interventions in any Priority School. Of course, we understand that requirement that each LEA with one or more identified Priority Schools must implement Turnaround Principle Interventions in at least one Priority School in the 2012-2013 school year.

## **EXIT CRITERIA**

- In order to exit Priority School status, we think that schools must demonstrate one or more of the following:
  - Make AMOs in all students and all subgroups.
  - Reach the state average in achievement based on the formula used to determine Priority Schools at the time of Flexibility approval.
  - Match the state average in improvement. (In other words, if the school would not have been identified originally, it should be able to exit.)
  - Earn an A or B on the state's A-F School Grading System.

## ***Goal Three – Focus Schools***

### **IDENTIFICATION (DEFINITION)**

- *This identification will happen **only once**, prior to submission of the ESEA Flexibility Request (announced upon approval of flexibility).*
- We think that only reading and math should be included for this high-stakes level of accountability.
- We think that schools should get more credit for advanced students than proficient, more for proficient than limited knowledge, and more for limited knowledge than unsatisfactory.
- We think that three years of data should be considered when determining lack of progress.
- While we're not exactly sure the best way to calculate within-school gaps, we think that this process should be similar to the process used for the all students group but identifying those with large differences in high performing subgroups and low performing subgroups.
- the lowest performing subgroups in the state based on the most recent data and identify those schools that have large populations of those subgroups and also low performance among those subgroups.
- Perhaps about half or just less than half of the schools should be identified based on large populations of low performing subgroups and about half or just more than half of the schools should be identified based on within-school gaps.
- The same process should be used for graduation rate calculations.

### **INTERVENTIONS**

- We think LEAs with Focus Schools should be required annually to set aside a percentage of the Title I, Part A allocation in order to implement appropriate and rigorous interventions and to provide school choice options to students. We



believe this percentage should be determined based on a sliding scale and should take into consideration the number of schools in the LEA that are also identified as Priority Schools or Other Criteria Schools.

- We think that Focus Schools should be required to use their set-aside to implement interventions and options from a State Intervention List (see “Other Criteria Schools” section) and that selection of these interventions should be done in consultation with OSDE staff or OSDE representatives based on the school’s plan of improvement.
- We think that Focus Schools should be advised by the OSDE regarding which state-provided professional development opportunities and what types of district-provided professional development would most likely meet their needs based on the school’s plan of improvement.
- We think that all Focus Schools should be required to use the WISE Online Planning Tool to create plans of improvement that are specific to their students’ needs.
- We think that all Focus Schools should be required to conduct regular analysis of student data and student work using the Data Retreat Model as a basis.

#### **TIMELINE**

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

#### **EXIT CRITERIA**

- In order to exit Focus School status, we think that schools must demonstrate one or more of the following:
  - Make AMOs in all students and all subgroups.
  - Reach the state average in achievement or in closing gaps based on the formula used to determine Focus Schools at the time of Flexibility approval.
  - Match the state average in achievement gaps. (In other words, if the school would not have been identified originally, it should be able to exit.)
  - Earn an A or B on the state’s A-F Grading System.

### ***Goal Four – Other Criteria Schools (Including Schools That Do Not Make AMOs)***

#### **IDENTIFICATION (DEFINITION)**

- *This identification will happen annually beginning in 2012, following completion of the 2011-2012 school year.*
- Schools that do not make AMOs in one or more areas will be identified.
- In addition to schools that do not make AMOs, we think that schools that meet one or more of the following criteria should also have to meet these requirements:

- Schools that are earning grades of D or F on the state’s A-F School Grading System,
- Schools that are earning grades of C- on the state’s A-F School Grading System that are not showing improvement,
- Schools that have a majority of teachers with ratings of ineffective or needs improvement,
- Schools that have one or more principals or assistant principals with consistent ratings of ineffective or needs improvement, and
- Schools that have discrepancies in their various metrics (e.g., schools with low performance and little improvement but high teacher evaluation ratings; schools with high teacher qualitative ratings and low teacher quantitative ratings).

## **INTERVENTIONS**

- We think that Other Criteria Schools should be required to implement targeted interventions that will meet their students’ needs and should be provided the supports to implement those interventions with fidelity.
- We think LEAs with Other Criteria Schools should be required annually to set aside a percentage of the Title I, Part A allocation in order to implement appropriate interventions and to provide school choice options to students. We believe this percentage should be determined based on a sliding scale and should take into consideration the number of schools in the LEA that are also identified as Priority Schools, Focus Schools, and Reward Schools. We also think this percentage should be determined based on how many years and in how many areas the school did not make AMOs or did not meet other criteria. Examples:
  - District A: LEA with 5 schools, where 1 did not make AMO in one subgroup in one benchmark for one year. This LEA may only be required to set aside 2% of the District Title I, Part A allocation for targeted interventions and school choice in this school site.
  - District B: LEA with 5 schools, where 1 did not make AMO in four subgroups in one benchmark, three subgroups in one benchmark, and five subgroups in one benchmark. This LEA may be required to set aside 5% of the District Title I, Part A allocation for targeted interventions in the first year and 7% in the second year if there is no improvement.
  - District C: LEA with 25 schools, where 1 is a Priority School, 2 are Focus Schools, 8 did not make AMOs in multiple categories, but 1 is a Reward School. This LEA may be required to set aside 20% of the District Title I, Part A allocation for the Priority School, 5% for school choice options for all schools identified, and 10% for targeted and rigorous interventions in the Focus Schools and schools that did not make AMOs. However, the Reward School may get more autonomy in how to spend their site funds and if they choose to partner with lower performing schools in the district, the district may be able to use some of the set-aside funds at the Reward School as well as the lower performing schools.

- We think that the determination of the exact Title I, Part A set-aside percentage should be determined collaboratively between the LEA and OSDE staff or OSDE representatives.
- We think that Other Criteria Schools should be required to use their set-aside to implement interventions and options from a State Intervention List (see below) and that selection of these interventions should be done in consultation with OSDE staff or OSDE representatives based on the school's plan of improvement.
- We think that Other Criteria Schools should be advised by the OSDE regarding which state-provided professional development opportunities and what types of district-provided professional development would most likely meet their needs based on the school's plan of improvement.
- We think that Other Criteria Schools should be required to use the WISE Online Planning Tool to create plans of improvement that are specific to their students', teachers', or administrators' needs and that these plans should be approved by the LEA.
- We think that Other Criteria Schools should include in their plan strategies for analyzing on a regular basis data that is directly related to the reason that the school was identified in this category.

#### **STATE INTERVENTION LIST**

- We believe that Focus Schools and Other Criteria Schools should use their Title I, Part A set-asides discussed previously to provide targeted interventions based on their students', teachers', and administrators' needs from the following list (with the provision that other options may need to be included in this menu):
  - Public School Choice
  - Supplemental Educational Services
  - Instructional Leadership Training for Administrators
  - Mandatory Professional Development for Teachers and Leaders
  - Job-Embedded Professional Development Informed by Teacher Evaluation and Support Systems
  - English Learner Instructional Strategies and Resources
  - Students with Disabilities Instructional Strategies and Resources
  - Teacher Collaboration Time
  - Extended School Day, Week, or Year
  - Instructional Coaches
  - Leadership Coaches
  - Regular Data Retreats and Student Work Analysis Retreats
  - Teacher Leaders, Master Teachers, Teacher Experts
  - High Quality Instructional Materials
  - Curriculum Development
  - Professional Libraries and Book Studies
  - Parent and Community Engagement Initiatives
  - Parent Classes
  - Partnerships with Institutions of Higher Education and Career and Technical Education
  - School Culture Enrichment

- Community School Strategies (for example, on-site nurse practitioners)

DRAFT

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# Restore Oklahoma Public Education

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9/8/2011

Assistant State Superintendent of Public Education  
Kerri White  
2500 N. Lincoln Boulevard  
Oklahoma City, Oklahoma 73105

CC: Oklahoma State Superintendent Dr. Janet Barresi

CC: Honorable Governor Mary Fallin

Dear Superintendent White:

The Board of Directors of Restore Oklahoma Public Education and I are writing to request that no effort be made by Oklahoma to obtain an NCLB waiver.

After much study – the report of which is attached to this communication – we have elucidated a number of concerns:

- Numerous sources indicate the NCLB waiver being offered by the Federal Department of Education will force state officials to agree to criteria not yet stipulated - consensus belief is that states will have to embrace an all-or-nothing package of reforms (to include the Common Core State Standards – the implementation of which we seek to repeal) from the Department in exchange for NCLB relief.
- David Boaz of the CATO Institute says waivers such as those for NCLB give bureaucracies more power and legislative-like authority – a clear violation of the rule of law and the nation's system of government.
- Grover Whitehurst of the Brookings Institute writes that NCLB waivers increase presidential control over education, damages separation of powers and further reduces parents control over their children's education.
- Much concern has come to bear on the legality of Secretary Duncan's ability to move around Congress and issue waivers for NCLB – the Center on Education Policy indicates that this issue will "likely be subject to debate and possibly even legal action as the process evolves".
- A Phi Delta Kappa/Gallup Poll taken last year found that of 1008 people surveyed, the vast majority believe state government is the responsible party for public education in the US and that less than one in four Americans believe NCLB has helped their local schools.

- A ROPE poll taken in August of this year found that 81% of respondents believe Oklahoma public schools that take federal money are made to follow federal regulations and 95% of respondents believe that when local Oklahoma schools are made to follow federal regulations, educational opportunities for students decline.
- Lindsey Burke of the Heritage Foundation writes that, “Washington’s ever-expanding role in education has been paralleled by a huge increase in non-teaching staff on school payrolls” and that just this year, one Virginia school district reported “the cost of setting aside a single day to train the roughly 14,000 teachers in the division on the [NCLB’s] complex requirements is equivalent to the cost of hiring 72 additional teachers.”
- A new study by the American Enterprise Institute for Public Policy Research concluded that the current federal education compliance structure is a significant barrier to fulfilling federal policy goals as these often lead to expensive and time-consuming compliance processes that are not related to improving student achievement or school success.
- Russell S. Sobel and George R. Crowley of George Mason University’s Mercatus Center write in “Do Governmental Grants Create Tax Ratchets”, “Our results clearly demonstrate that grant funding to state and local governments results in higher own source revenue and taxes in the future to support the programs initiated with the federal grant monies...Using our estimates, this increase of 200 billion in federal (ARRA) grants will eventually result in roughly \$80 billion in future state and local tax and own source revenue increases.”

In conclusion, the Center on Education Policy explains that states can amend their ESEA accountability plans – reset the annual measurable objectives (AMO’s) – without submitting a waiver or having to meet any additional requirements that might be associated with ESEA accountability waivers. Since the requirement that AMO’s reach a level of 100% proficiency for all student groups by the end of the 2013-2014 school year seems to be the issue prompting most states to desire waivers, this approach appears more than doable. With nearly two years to spare for ESEA compliance – and with both Chairmen of the House and Senate Education committees in Washington calling the waiver route “premature” in relation to the obvious need for ESEA reauthorization by Congress – Oklahoma certainly has the time to at least research this option before wading head long into an NCLB waiver application.

In ROPE’s opinion, there is absolutely no crisis here requiring an obvious rush to judgment on such an evidently controversial issue as an NCLB waiver and we respectfully ask you to decline application for the foreseeable future.

Respectfully,

Jenni White  
 President  
 Restore Oklahoma Public Education (ROPE)  
[jenni@RestoreOkPublicEducation.com](mailto:jenni@RestoreOkPublicEducation.com)

## NCLB

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### • **Barresi: State would seek No Child Left Behind waiver | Tulsa World**

[http://www.tulsaworld.com/news/article.aspx?subjectid=335&articleid=20110810\\_16\\_A1\\_WASHIN754550](http://www.tulsaworld.com/news/article.aspx?subjectid=335&articleid=20110810_16_A1_WASHIN754550)

"The governor will work with State Superintendent Janet Barresi, Secretary of Education Phyllis Hudecki and the education community to determine which waivers, if any, the state will apply," Cooper said.

Duncan said specifics of the waiver package will be unveiled in September, but in his comments to reporters he made it clear he will encourage all states to seek waivers to the No Child Left Behind requirements.

Duncan previously has said its one-size-fits-all approach has created a "slow-motion train wreck for children, parents and teachers."

What is Common Core then, if NCLB is a one-size-fits-all approach?

Duncan is already aware of the state's past push for reforms, she said, adding Oklahoma will receive a fair hearing in any waiver request it submits.

### • **Frequently Asked Questions Regarding the Secretary of Education's Authority to Waive ESEA Requirements**

[Click to view original PDF](#)

While there are multiple special flexibility authorities applicable to some or all ESEA programs, the one most relevant to current considerations is the Secretarial case-by-case waiver authority in ESEA Section 9401.

This authority was first adopted in 1994, before the NCLB era of major outcome accountability requirements, and this provision received relatively little attention during NCLB debates in 2001.

Waivers may not exceed four years

It is probable that ED will publish one or more non-regulatory policy guidance documents indicating the types of ESEA requirements that the Secretary will consider waiving, the requirements that states will have to meet in order to qualify for a waiver, the procedures through which waiver requests will be considered, and a prospective schedule for this activity.

Data are currently available on waivers granted between the enactment of the NCLB and the end of calendar year 2009. Over this time period, a total of 634 waivers were granted under Section 9401.

176 waivers (28%) dealt with ESEA Title I outcome accountability requirements.

If NCLB and the new 'reforms' are working so well - why all the waivers?

Over time, the number of Section 9401 waivers granted has increased from an average of 35 per year from 2002-2008, to 351 for 2009, a tenfold increase. However, over one-half (56%) of the waivers granted in 2009 dealt specifically with one-time issues related to funding provided under the ARRA.

1. States must describe which Federal statutory or regulatory requirements are to be waived and how the waiving of those requirements will (i) increase the quality of instruction for students; and (ii) improve the academic achievement of students;
2. Describe specific, measurable educational goals, in accordance with section 1111(b) [the ESEA Title I requirements for standards, assessments, and AYP determinations], for the State educational agency and for each local educational agency, Indian tribe, or school that would be affected by the waiver and the methods to be used to measure annually such progress for meeting such goals and outcomes; and
3. Explain how the waiver will assist the State educational agency and each affected local educational agency, Indian tribe, or school in reaching those goals.

States voluntarily request the waivers, and states not wanting to meet requirements associated with new waivers need not apply for them.

The waiver authority relates much more directly to waiving statutory requirements than to creating new requirements.

It is, admittedly, very difficult to define a boundary between creating new requirements vs. re-interpreting statutory language in new policy guidance or implementing the requirement that waiver requests include specific, measurable educational goals ... and the methods to be used to measure annually such progress for meeting such goals and outcomes for pupils eligible to be served by the relevant programs.

It would be much more difficult to determine that the Secretary has exceeded his authority if new requirements are couched as voluntary, as part of a package deal to obtain new forms of flexibility.

This issue will likely be subject to debate and possibly even legal action as this process evolves, especially if some state officials feel that the Secretary is asking too much of states in return for increased flexibility or that the requested reforms are insufficiently related to the ESEA statute.

Are there mechanisms other than waivers through which the Secretary might increase flexibility for meeting ESEA requirements?

If this is correct, why apply for a waiver? According to this document, a waiver would come with strings. Creating a state amendment to the ESEA would not.

The primary alternative is likely to be state amendments to their ESEA accountability plans.

States could be allowed to reset the annual measurable objectives (AMOs) required minimum percentages of pupils in each relevant group who must perform at a proficient or higher level in reading and mathematics in order for a school or school district to make AYP

Such changes, if approved by ED, do not require the submission of waiver requests by states, and do not require states to meet any additional requirements that might be associated with ESEA accountability waivers.

Waiver requests have thus far focused primarily on the general requirement that AMOs reach a level of 100% proficiency for all student

groups by the end of the 2013-14 school year.

Efforts to develop and consider ESEA reauthorization in Congress have taken place this year, and are likely to continue.

Expanded use of waivers by the Secretary will likely reduce incentives to move reauthorization legislation, since the waivers will likely address many of the most significant concerns about the ESEA, or that the expanded use of waivers will increase the motivation of Congress to revise the ESEA through reauthorization legislation, in order to influence policy changes particularly regarding education reforms that may be required in return for the waivers -- to a maximum degree.

#### • **Research & Commentary: No Child Left Behind Waivers | The Heartland Institute**

<http://heartland.org/policy-documents/research-commentary-no-child-left-behind-waivers>

NCLB allows the secretary of education to waive some of the law's requirements, but Duncan added his own extra-legal twist: States seeking a waiver must first adopt unspecified policy changes the Obama administration approves. In August, Duncan followed through on his promise by offering Montana the first waiver, telling other states he'd soon outline conditions for receiving them.

Reform-minded educators and policy analysts contend Duncan's actions exemplify the administration's preference for top-down, centralized education policy instead of allowing states to develop their own creative solutions for poor education performance. They also express concern over the administration's preference for bypassing Congress and the nation's lawmaking procedure through the use of waivers and other administrative agency orders, noting this creates confusion among states and gives further leverage to special interests while taking power away from individuals and families.

Standardized test critic Monty Neill says granting states waivers on No Child Left Behind will likely increase the importance of standardized tests, an outcome he decries in this *Washington Post* column.

The *Boston Globe* editorializes that waiving No Child Left Behind requirements "could be a motivation killer" for educators, since the law's public testing measures push teachers and schools to educate kids.

This *Washington Times* article provides background on Arne Duncan's waivers plan, explaining the divide between houses of Congress preventing that body from passing a reauthorization of the law. Congress has been focusing on health care, economic stimulus, financial services regulation, and recently the debt limit, eroding its time or inclination to revamp the nation's largest education law.

The Obama administration has increasingly used waivers, including those on No Child Left Behind, to give bureaucracies more power and legislative-like authority, writes David Boaz of the Cato Institute. This makes agencies into legislator, prosecutor, judge, jury, and executioner, a clear violation of the rule of law and the nation's system of government.

Rotherham disputes Duncan's claims about how many schools will qualify as failing under NCLB, notes the great number of loopholes already available to schools and states under the law, and discusses how schools, districts, and states have great incentives to avoid accountability measures like those embedded in the federal law.

The Obama administration's use of waivers amounts to an administrative-branch rewrite of federal law

Waivers increase presidential control over education and other domestic policy, damages the separation of powers, and further reduces parents' control over their children's education, Whitehurst writes.

Neal McCluskey of the Cato Institute's Center for Educational Freedom explains how attaching requirements to No Child Left Behind waivers will lead to a national curriculum. He notes the administration's favored Common Core standards are the only ones that fit the requirements for states receiving waivers, and he reveals that the Department of Education is funding development of standardized tests to go with the Common Core.

#### • **New Details Emerge on Duncan's NCLB Waiver Plan - Politics K-12 - Education Week**

[http://blogs.edweek.org/edweek/campaign-k-12/2011/07/so\\_about\\_a\\_month\\_ago.html](http://blogs.edweek.org/edweek/campaign-k-12/2011/07/so_about_a_month_ago.html)

- There would be three kinds waivers under No Child Left Behind, and states would have to sign up for all of them—it wouldn't be an either/or thing. This is something Duncan made clear in the initial waiver announcement.
- To waive the 2014 deadline for all students to be proficient in math and language arts, states would have to adopt college- and career-readiness standards and assessments. It's not clear yet what that would mean. But, presumably, Common Core would be involved. Student growth could be used to measure achievement.
- To essentially freeze in place the law's system of sanctions, states would have to propose their own differentiated accountability systems that would incorporate growth and establish new performance targets. States also would have to establish differentiated school improvement systems that more accurately meet the needs of schools with different challenges. The accountability systems would not have to include choice or free tutoring. Districts also no longer would have to set aside Title I money for such programs.
- To waive the law's highly qualified teacher requirement and get funding flexibility, states would have to adopt evaluation systems for teachers and principals that are based on growth and make sure districts actually do what they say they're going to do.

#### • **States Unsure About NCLB Waivers**

<http://www.aateachers.org/index.php/blog/467-states-unsure-about-nclb-waivers>

"This is not an a la carte menu," stated Duncan.

"The state department would aim to create a framework. We don't want a blanket waiver. On the other hand, we don't want individualized processes from every state."

Clearly the Obama administration is using the delay in NCLB reauthorization to play into their quest for state-based reform.

States are understandably hesitant to take on federally mandated reforms, especially in cases which would contradict their current plans for a public education overhaul.

While Secretary Duncan agreed that he'd rather see lawmakers act swiftly on reauthorization, he is no stranger to granting waivers, exchanging them 315 times his first year in office to various states.

#### • **Obama Administration Continues to Make Policy Through Waivers**

[http://blog.heritage.org/2011/08/12/obama-administration-continues-to-make-policy-through-waivers/?utm\\_source=Newsletter&utm\\_medium=Email&utm\\_campaign=Morning%2BBell](http://blog.heritage.org/2011/08/12/obama-administration-continues-to-make-policy-through-waivers/?utm_source=Newsletter&utm_medium=Email&utm_campaign=Morning%2BBell)

The president has decided to take a tack on the largest federal education law...bypassing Congress and legislating through administrative



agencies by offering states waivers in exchange for education policies he favors.

It is one thing for an administration to grant waivers to states.... It is quite another thing to grant state waivers conditional on compliance with a particular reform agenda that is dramatically different from existing law. The NCLB waiver authority does not grant the secretary of education the right to impose any conditions he considers appropriate on states seeking waivers.

Rather, it seems, the arrogance lies in assuming that the White House can skirt the legislative process and lure states into accepting the President's proposals.

Beyond this, President Obama and Secretary Duncan are undercutting states' authority by requiring states to adopt national education standards in order to receive a waiver. Setting forth national standards is nothing less than a federal one-size-fits-all plan to dictate what children are taught in the classroom.

States will have to hire armies of administrators at enormous cost to make proposals they hope will please the president, then continue funding this bureaucracy to prove they are fulfilling their programmatic promises.

- **Texas "Very Unlikely" To Seek NCLB Waiver This Year | KUT News**

<http://www.kutnews.org/post/texas-%E2%80%9Cvery-unlikely%E2%80%9D-seek-nclb-waiver-year>

"Texas is not going to do the common core curriculum standards. If that's a requirement to get this waiver, then we can't do it."

Texas has been reluctant to sign on to the feds' common core standards, despite participation by a majority of other states, because it sees the standards as federal intrusion into state jurisdiction. The Texas Education Agency has also said that its standards are superior.

- **No Child Left Behind by Executive Overreach - Lindsey Burke - National Review Online**

<http://www.nationalreview.com/articles/275015/no-child-left-behind-executive-overreach-lindsey-burke>

State officials accepting the waivers must agree to conditions that the administration won't even stipulate until next month.

Unfortunately, states will most likely find that the temporary relief is swamped by the new federal regulations they will face. Folks who suggest that the best way to rectify a failed stimulus is to enact an even greater stimulus are most likely also to believe that the best way to correct federal overreach in education is to reach even farther.

- **Education Week: States Cautious on Duncan's NCLB-Flexibility Offer**

<http://www.edweek.org/ew/articles/2011/06/20/36esea.h30.html?tkn=TVXFPM6CsCXyYXhm6ISRo9E3Vslid8%2B%2By78Qa&cmp=clp-edweek>

The idea of waivers is already facing hurdles on Capitol Hill—drawing criticism even from the administration allies.

While the department points to waiver powers that Congress included in the Elementary and Secondary Education Act, some naysayers are wondering whether Mr. Duncan has the legal authority to offer states broad leeway on the law's accountability requirements.

Details on the waiver proposal remained sketchy last week, but it's clear that states will have to embrace an all-or-nothing package of reforms from the department in exchange for relief under the ESEA, the current version of which is the NCLB law.

"This is not an a la carte menu," Secretary Duncan said during a June 13 call with reporters.

With the law's 2014 deadline for states to get all students to proficiency on state math and reading standards fast approaching, states generally are eager for details on the administration's waiver package. But state officials also caution that they don't want to take on new federally driven commitments that could get in the way of their own plans for education overhaul.

This is an important question because it is written in the RTT grants that applications containing legislative action on a state's behalf are looked at more favorably.

Kansas Commissioner of Education Diane DeBacker said she's confident her state will be able to meet Mr. Duncan's conditions for waivers, which could include a robust longitudinal data system and adopting the common-core standards.

But she pointed out that if any of those conditions require Kansas to change its laws, that would be more difficult since her state's legislature won't be back in session until next year.

In May, Kansas was denied a waiver from the department to hold its student-achievement targets at 2009-10 levels as it transitions to the common core. Districts are feeling increasing pressure not only because the 100 percent proficiency deadline is approaching, but because state education funding continues to be cut.

Robert Scott, the commissioner of education in Texas, said he's "intrigued by the idea of flexibility" but wary of the "strings attached."

He's also worried that the department might waive pieces of the law that are working well for some schools in the Lone Star State, such as the requirement that underperforming schools offer free tutoring. And, as a former Capitol Hill staffer, he's not sure that the department is on firm legal standing in suggesting waivers.

"I think states should be able to, and be required to, show that they are willing to pursue strong reforms in exchange for federal flexibility," said Mr. Bennett, who is also the chairman of Chiefs for Change, a coalition of 10 current and former state chiefs who describe themselves as advocates of "bold, visionary education reform."

For their part, advocates for local districts are also skeptical of the idea of waivers, particularly if states are being asked to embrace certain policies in order to get the flexibility.

The chairmen of the House and Senate education committees—Rep. Kline, in the House, and Sen. Tom Harkin, D-Iowa—both expressed concerns. On June 10, Sen. Harkin called the waiver route "premature."

But that hasn't stopped some from saying that Mr. Duncan is overstepping his authority in demanding changes in exchange for waivers.

The Education Department disagrees.

- **District Advocates Not Fans of Duncan's NCLB Waiver Ideas - Politics K-12 - Education Week**

[http://blogs.edweek.org/edweek/campaign-k-12/2011/08/we\\_still\\_dont\\_know\\_for.html](http://blogs.edweek.org/edweek/campaign-k-12/2011/08/we_still_dont_know_for.html)

We still don't know for sure what shape the Department of Education's soon-to-be-issued waivers from parts of the No Child Left Behind Act will take. But Secretary of Education Arne Duncan has made one thing clear: This is not going to be straight-up relief without any strings. The waivers will come with conditions attached.

The letter also says that the conditional waivers are likely to come with mandates and it will be difficult for cash-strapped states to

comply. Do you think AASA and NSBA are jumping the gun here, since we haven't actually seen the plan? Or are extra costs a safe assumption

- **[NCLB Waivers Confirms Link with Nationalization of Education | EducationNews.org](http://www.educationnews.org/ednews_today/159733.html)**

*[http://www.educationnews.org/ednews\\_today/159733.html](http://www.educationnews.org/ednews_today/159733.html)*

Conservatives who spent the last year pooh-poohing concerns about federal government coercion lying behind the “voluntary” “state-driven” adoption of Common Core are now shocked and saddened to discover that the federal government is gearing up to use the ridiculous and unobtainable NCLB 100% proficiency requirement as a bludgeon to force the last remaining holdout states to bow down and adopt Common Core, [writes Greg Forston at jaypgreene.com](#)

- **[Nationalization Chickens Come Home to Roost « Jay P. Greene's Blog](http://jaypgreene.com/2011/08/09/nationalization-chickens-come-home-to-roost/)**

*<http://jaypgreene.com/2011/08/09/nationalization-chickens-come-home-to-roost/>*

The federal government is gearing up to use the ridiculous and unobtainable NCLB 100% proficiency requirement as a bludgeon to force the last remaining holdout states to bow down and adopt Common Core.

Common Core is irreversibly associated with nationalization. It already was before the latest word about NCLB waivers; that news doesn't create, but merely confirms, the permanent link between CC and nationalization of education.

- **[Look Out, Voluntarism! Here They Come Again! | Cato @ Liberty](http://www.cato-at-liberty.org/look-out-voluntarism-here-they-come-again/)**

*<http://www.cato-at-liberty.org/look-out-voluntarism-here-they-come-again/>*

It is being widely reported this morning that in September U.S. Secretary of Education Arne Duncan will publish criteria states will have to meet to be granted waivers from the No Child Left Behind Act. (A gross violation of the Constitution's separation of powers, by the way, but that is a slightly different debate.) And the administration is signaling that, among other things, it will force all states that want relief from NCLB to adopt national curriculum standards, better known as the Common Core.

- **[If you support Common Core, oppose Arne Duncan](http://www.educationgadfly.net/flypaper/2011/08/if-you-support-common-core-oppose-arne-duncan/)**

*<http://www.educationgadfly.net/flypaper/2011/08/if-you-support-common-core-oppose-arne-duncan/>*

Arnie Duncan is at it again. Unmoved by pleas that he “first do no harm” when it comes to promising reforms like the Common Core State Standards Initiative, he seems compelled to attach mandates to his forthcoming NCLB waivers that will require adoption of the Common Core standards.

No, his team won't mention the Common Core, but everybody knows that's what he's talking about when he calls for “college and career-ready standards.”

- **[Phi Delta Kappa/Gallup Poll What Americans Said About the Public Schools 2010](#)**

*[Click to view original PDF](#)*

Whether it's paying the bills, setting standards, deciding what should be taught, or holding schools accountable, Americans believe state government is the responsible agency for public education in the United States. Conversely, four of five Americans believe the federal government should not have a role in holding schools accountable, and that local government — that is, school boards — should not set education standards.

Americans believe the most important national education program should be improving the quality of teaching. Developing demanding standards, creating better tests, and improving the nation's lowest-performing schools were rated significantly lower.

American opinion of NCLB is unchanged from last year, and overall remains unfavorable, as less than one in four Americans believe NCLB has helped their local schools.

Of the two-thirds of Americans who believe increasing student or teacher learning time would increase student learning, more believe that having teachers spend more time learning new ways to teach would have a greater effect on student learning than having students spend more time in school.

Three of four Americans believe success in school is based on effort and not natural ability

Three of four Americans believe the more important factor in determining whether students learn is the parents, not the schools. And parents agree.

The 2010 survey findings are based on 1,008 completed interviews.

The obtained sample was weighted to be representative of U.S. adults nationwide.

For findings based on the total sample of national adults, one can say with 95% confidence that the maximum margin of sampling error is 3 percentage points and, in the case of public school parents, 5 percentage points.

- **[ROPE Survey questions on fed involvement](#)**

*[Click to view original PDF](#)*

- **[The Dead Hand of Federal Education Reform](http://www.heritage.org/Research/Commentary/2011/06/The-Dead-Hand-of-Federal-Education-Reform)**

*<http://www.heritage.org/Research/Commentary/2011/06/The-Dead-Hand-of-Federal-Education-Reform>*

To keep federal funds flowing, state education systems and local school districts must satisfy Washington's compliance demands first. The needs of students, parents and taxpayers come a distant second.

The result: Today, the U.S. Department of Education operates more than 100 separate grant programs. Under NCLB alone, federal bureaucrats this year will dole out nearly \$25 billion on more than 60 competitive grant programs and another 20 formula grant programs.

A 1994 Government Accountability Office report on education finance found that, while the feds provided just 7 percent of education funding, they accounted for 41 percent of the paperwork burden imposed on the states. Indeed, the report found that the states have had to hire 13,400 workers just to oversee compliance with all the red tape.

By 2006, its new guidelines and regulations were estimated to have increased state and local education agencies' annual paperwork burden by 6.7 million hours, at a cost of \$141 million. This year, one Virginia school district reported that “the cost of setting aside a single day to train the roughly 14,000 teachers in the division on the [NCLB's] complex requirements is equivalent to the cost of hiring 72 additional teachers.”

Washington's ever-expanding role in education has been paralleled by a huge increase in non-teaching staff on school payrolls. Since the 1950s, the number of teachers as a percentage of school staff has declined from 70 percent to about 51 percent. Meanwhile, administrative support staff increased from 23.8 percent to 30 percent.

It's estimated that only 65-70 cents of every education dollar leaving Washington makes it into the classroom.

- **Do Governmental Grants Create Tax Ratchets**

*Click to view original PDF*

Our results clearly demonstrate that grant funding to state and local governments results in higher own source revenue and taxes in the future to support the programs initiated with the federal grant monies.

Our results suggest that the recent large increase in federal grants to state and local governments that has occurred as part of the American Recovery and Reinvestment Act (ARRA) will have significant future tax implications at the state and local level as these governments raise revenue to continue these newly funded programs into the future.

Using our estimates, this increase of \$200 billion in federal grants will eventually result in roughly \$80 billion in future state and local tax and own source revenue increases.

- **Federal Compliance Works against Education Policy Goals**

*Click to view original PDF*

The current compliance structure for federal education policy is a significant barrier to fulfilling federal policy goals.

Fiscal and administrative requirements often lead to expensive and time-consuming compliance processes that are not related to improving student achievement or school success.

While protecting public money is an important interest, and compliance rules play a role in that objective, it is essential to identify disconnects between federal education policy objectives and federal compliance requirements.

As policymakers consider issues such as accountability and teacher qualifications for the upcoming ESEA reauthorization, it is important to thoroughly examine the fiscal and administrative compliance rules governing federal education programs.



Kerri White &lt;kerri.white@sde.ok.gov&gt;

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## Fwd: ESEA Reauthorization and Waiver

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Chris Caram &lt;chris\_caram@sde.state.ok.us&gt;

Thu, Nov 10, 2011 at 12:19 PM

To: kerri.white@sde.ok.gov, Kerri White &lt;Kerri\_White@sde.state.ok.us&gt;

Chris,

Three issues come to mind in the state's waiver request that I wish to comment on. First, with regard to graduation rate calculations, it would be much more accurate and beneficial to use longitudinal data and records request information to confirm students leaving a school district did in fact enroll in another school district. Simply taking the difference of the graduating class from the ninth grade enrollment four years earlier is superficial and doesn't take into account mobility, enrollment in other districts both in state or out of state, completion GEDs etc. We have long suffered in our community because of our mobility rate. We have begun trying to track records requests or any knowledge of where families go, but unfortunately, it is reality many never withdraw they simply leave without notice. This usually occurs during the summer months where a visit to the school is not a priority and the school only knows the student left when they don't return at the start of the next school year. This lag in time often represents clear communication tracking problems since forwarding addresses are rarely found or known. Perhaps the use of SS numbers or some statewide student id would provide longitudinal data on where these students emerge and could help account for those that simply disappear. The current way dropout rates are calculated is completely wrong and inaccurate and certainly not fair to schools. If there is chance for sanction in school grades given, then dropout rate calculations need to be rethought.

Secondly, I wish to comment on interventions for Focus schools. As a local control purist, I resent the possibility that local control of school districts can so easily be taken away by a state department that neither funds schools at appropriate levels and doesn't have the staff to accommodate many of the interventions proposed. This means state dollars will be sent to private vendors to provide intervention programs that should be implemented by the people in those local districts. I realize provisions are in place for them to prove they can handle their own focused intervention, but there seems to be substantial possibility that someone doing the evaluating at the SDE may have too much power to determine the appropriateness of that effort and if they disagree, open the door for private vendors to take state monies to handle the intervention and possible dismissal of the staff and principal. This

completely ignores the rights and control provided by the local boards of education. It still is their responsibility in my opinion and not that of big brother in OKC or Washington. Resources need to be provided as well as support and technical assistance and then if all else fails, work with the local BOE to make substantive changes that THEY make within their own schools with any suggestions asked for provided by the SDE. This local control provision shouldn't be taken away if this effort has any chance of succeeding.

Third, having a goal that all students will be college, career, and citizenship ready is a worthy goal. There still needs to be some realization that when dealing with human beings, perfection won't ever be achieved. If that reality isn't considered in this process, then we set schools up to fail when they don't reach perfection. One of the chief fallacies of No Child Left Behind was it placed an impossible goal in front of schools but was set to punish them when they didn't achieve the impossible. We all understand setting high, lofty goals because that is what we should strive for. However, as long as free will exists and fallible humans are involved, perfection will never be attained. It would be wise for there to be some understanding that though laudable, perfection isn't realistic where humans are concerned. If you want fidelity in these reform initiatives, then you must show that they are grounded in reality.

Thank you for allowing me to express my opinion!

David N. Hall

Assistant Superintendent

Owasso Public Schools

1501 North Ash Street

Owasso, OK 74055

[918-272-5367](tel:918-272-5367)



Kerri White <kerri.white@sde.ok.gov>

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## Fwd: Public Comment on Oklahoma's ESEA Flexibility Request

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Chris Caram <chris\_caram@sde.state.ok.us>

Thu, Nov 10, 2011 at 10:08 AM

To: kerri.white@sde.ok.gov, Kerri White <Kerri\_White@sde.state.ok.us>

Chris A. Caram, Ph.D.  
Deputy State Superintendent of Academic Affairs  
Oklahoma State Department of Education  
2500 N. Lincoln Blvd.  
Oklahoma City, OK 73105  
[\(405\) 521-3332](tel:4055213332)

----- Original Message -----

Dr. Caram,

We would like to thank the Oklahoma State Department of Education (OSDE) for pursuing a flexibility waiver that will allow the State of Oklahoma to develop an accountability system that is most effective for the students of our State and for the multiple opportunities for representatives of schools, districts, and community to provide feedback on the request. We would also like to express our support of Oklahoma's commitment to preparing students to be college, career, and citizen ready; making bold reforms in the area of school improvement; and closing the achievement gap by focusing interventions on the students who are identified as most at-risk.

Upon review of Oklahoma's ESEA Flexibility Request, we also submit the following comments:

1. It is encouraging to see that stronger partnerships are being developed with other stakeholders in Oklahoma including the Oklahoma State Regents for Higher Education, Oklahoma Commission for Teacher Preparation, and the Oklahoma Association of Colleges of Teacher Education (page 21).
2. Differentiated support for schools supports the differentiated

instruction that school leaders and teachers are trying to implement in classrooms across Oklahoma every day.

3. It is important that the REAC3H Network's Coaches really offer the type of support that all LEAs in Oklahoma will need as we transition to the Common Core State Standards. Extensive training should be provided to ensure the coaches are prepared.

4. The Waiver Request states that Tier I schools receiving SIG funds will be named as Priority schools. Does this take into account SIG schools that are no longer in the bottom 5% of schools in the state or have increased graduation above 60%? Also, does it take into account schools that may have a Tier I school and a Tier II school who share a building, principals, and teachers? How will these situations be addressed under the new system? (Pages 45-46)

5. The Waiver Request states that the State Board of Education may reserve up to 20% of an LEA's Title I funds for priority schools and that an LEA must reserve up to 20% of those same funds for the focus schools. This would mean an LEA could be reserving 40% of its funds for a small number of schools. This is concerning because it will decrease the amount available to other schools in the district who rely on Title I funding to provide interventions to students who are most at-risk. Many of these interventions will have to be eliminated which puts these schools at risk of being named priority or focus schools in the future. (Pages 46 and 54)

6. It is also unclear from the waiver how the 20% will be calculated. Will it be calculated before the State Board removes the allocation for priority schools in C3 or after? Will the next 20% for focus schools be calculated on the total Title I allocation or the amount left after the reservation for priority schools has been taken by the State Board? (Pages 46 and 54)

7. What are the objective criteria the State Board will use to "review and approve" the total operating budgets of LEAs within which a priority school exists? (Page 46)

8. What are the objective criteria that will be used to determine "appropriate leadership" to operate the school? (Page 46)

9. The Waiver states that funding for priority schools will be determined by "No later than June 1, 2012." Districts do not receive allocations for Title I until after July 2012, and this year, districts still have not received final allocations or carryover amounts for FY2012 as of November 2011. How will funding be determined given the timing of allocations? (Page 49) If funding is based on a preliminary amount, this may have a negative impact on the budgeting of the district if the final allocation differs greatly and the district and schools have to decrease budgets and services after school has started.

10. Although the waiver does present options for a C3S school that exits priority status, the waiver does not address the options or accountability for C3S schools that fail to meet the criteria for exiting priority status. Meaning, if a school is part of C3S for three years and does not make the required progress, what is the next step in the process?

11. The Waiver Request clearly states that priority and focus schools must use the WISE Planning Tool. Does including the specific name of a planning system limit the options for C3S, LEAs, or priority/focus schools to research and adopt other planning systems that may be as or more effective for the particular school? It may also be advantageous for Oklahoma to include specific data of how use of the WISE Planning Tool improved student achievement in the 2010-2011 school year to support the requirement of a specific system.

If you have any questions concerning the comment, please contact me at [405-587-0020](tel:405-587-0020) or [mailto:[jtmania@okcps.org](mailto:jtmania@okcps.org) [jtmania@okcps.org](mailto:jtmania@okcps.org)].

Thank you,

Jackie Mania

Title I Compliance Officer

Oklahoma City Public Schools

900 N. Klein

Oklahoma City, OK 73106

[405.587.0020](tel:405.587.0020)

[jtmania@okcps.org](mailto:jtmania@okcps.org)





Kerri White <kerri.white@sde.ok.gov>

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## Fwd: Comment on Waiver request

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Chris Caram <chris\_caram@sde.state.ok.us>

Thu, Nov 10, 2011 at 10:08 AM

To: kerri.white@sde.ok.gov, Kerri White <Kerri\_White@sde.state.ok.us>

Chris A. Caram, Ph.D.  
Deputy State Superintendent of Academic Affairs  
Oklahoma State Department of Education  
2500 N. Lincoln Blvd.  
Oklahoma City, OK 73105  
[\(405\) 521-3332](tel:(405)521-3332)

----- Original Message -----

I feel the draft of the flexibility request demonstrates a well thought out process that has kept the students learning as the main goal.





Kerri White <kerri.white@sde.ok.gov>

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## Fwd: ESEA Flexibility Waiver Comment

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Chris Caram <chris\_caram@sde.state.ok.us>

Fri, Nov 11, 2011 at 9:05 AM

To: kerri.white@sde.ok.gov, Kerri White <Kerri\_White@sde.state.ok.us>

Our district believes the waiver is making some positive changes needed in the education system. One of the concerns we have relates to the A-F system. Currently, teacher and leader evaluations calculate into the school grading system. Part of the purpose of the new TLE system is to give districts a stronger ability to remove ineffective teachers and leaders; however, by rating teachers or leaders as ineffective or needs improvement we will be penalized in the A-F grading system. We believe the other measures used to calculate the A-F grades already encompass the impact of ineffective educators, thus districts should not be penalized again for trying to remove ineffective employees who negatively contributed to student achievement.

Kristi Gray

Curriculum and Federal Programs Director

Little Axe Schools

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Kerri White &lt;kerri.white@sde.ok.gov&gt;

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## Fwd: ESEA Public Comment on Flexibility Request

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Chris Caram &lt;chris\_caram@sde.state.ok.us&gt;

Fri, Nov 11, 2011 at 9:10 AM

To: kerri.white@sde.ok.gov, Kerri White &lt;Kerri\_White@sde.state.ok.us&gt;

Dr. Caram,

I recently got access to the seventy-six page application for flexibility request to ESEA/NCLB. I read some sections in detail and scanned others. I wish to exercise the right to public comment at this time.

I am in my ■ h year of employment in public education in two different states. Educational reform initiatives have been ever present during that time period, especially in the last 20 years with Outcomes Based Education, Goals 2000 and HB 1017 coming readily to mind. More recently of course has been the federal legislation, No Child Left Behind, when the Federal Government decided that education was no longer just a state issue, as mandated in the constitution, but a national imperative which the government should take oversight for.

It seems that most of these "reform" initiatives are centered in demands of an ever changing work environment and need to have an educated workforce to meet global labor demands. However, such reform initiatives rarely take a look at the social fiber of our nation that impacts the work ethic needed to drive a vibrant work force, perhaps because it is much more difficult to legislate against abuse, drug addiction, mental illness and poverty. But it is the proverbial "elephant in the room" that will not go away even if we ignore it. I did not notice any references to this pachyderm problem in the request. The constant cry for reform reminds me of the adage "they climbed the ladder of success only to find out it was leaning against the wrong wall". With my years of watching and working in public education, it seems that we get part way up one reform ladder only to decide we need to find either another ladder or a new wall.

When it was recently determined that opposing viewpoints could not come to a timely resolution on the reauthorization of current ESEA federal legislation to loosen the noose of AYP from around local districts necks. The veiled opportunity for states to take back more control over their educational direction through the filing of a request for flexibility came to the rescue. It appears however, that at the core of all of this pot stirring is the federal Race to the Top initiative. Race to the Top drove the apparent need and rush to judgment on Common Core State Standards regardless of the public relations campaign stating otherwise. This hasty judgment appears to be the federal government tying curriculum reform to the money grab known as Race to the Top, in order to get your nickel you had to hurry and sign up for a national curriculum. All the while it being advertised as a "state led initiative by local governors" when the

reality, if you did not play the CCSS game you were not in line to get a Race to the Top grant. Like lemmings running towards the cliff at least 48 states ran and ran. Now, at least 5 of those states have put the breaks on the sprint before they go over the curriculum and assessment cliff. I for one think that Oklahoma should quickly come to a similar conclusion, but I doubt they will. I would be in favor of legislation to review and repeal our state involvement in CCSS.

The application for flexibility states that "the reforms outlined in this ESEA Flexibility Request have widespread support of a variety of stakeholders, meaning that the reforms are likely to be implemented with fidelity and fervor across the state". I take exception to that statement, especially as it relates to CCSS, there was no mention to state educational personnel and certainly no public comment period about its adoption until we were "informed" it had been adopted by the Governor and signed into regulation. The statement "Oklahoma districts have embraced the CCSS and are transitioning by developing their own curricula in line with the standards" is a stretch of the truth for sure. School districts were "informed" in July 2010 that CCSS was the new "marching" direction without any input. That the needed transition plans to move in that direction, would be required and reviewed on an already established time line. I can only assume that TLE has been given birth under similar circumstances, the "if you don't know what is really good for you then we will show you and you WILL like it" approach.

CCSS might have the appeal of leveling expectations between states but "when you pick up one end of that stick you also pick up the other end" which is an over emphasis on reading and math and the exception of other disciplines and new assessment protocols which will be too expensive to afford and take years to translate down the educational ladder to 3rd graders. I have a difficult time believing that all prospective employment opportunities will require such higher ordered thinking skills as we are being led to believe. Some where in all of this discussion, Blooms' Taxonomy must meet Maslow's Hierarchy of Needs for lunch, and determine how our hope of creation or synthesis through self actualization will be met, if the most basic of needs are not addressed first in the lives of an ever growing number of our students. As a 15 year old student I recently had in my office put it, "it is hopeless because my brain does not work right to remember all this stuff". She is not going to college but I think her desire to work as a CNA could be realized, but not under this plan.

I don't discount the need to establish educational goals and work towards them in unity, but all the verbiage portrayed in this flexibility request is going to miss the mark for many who are in need and will drive the drop out rate even higher instead of its intended lofty goal. I do not see any reduction in speed as this reform train heads again into uncharted terrain, missing a few boxcars as well. So can we pause long enough to review the landscape? No. Rather than engineer, whoever that might be, and has never traveled this way before, calls for full steam ahead. Get out the ladder and paint the wall 2020 and start climbing again to a most uncertain educational future.

Sincerely,

[Redacted]





Kerri White &lt;kerri.white@sde.ok.gov&gt;

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## Fwd: PTA Response to ESEA Flexibility Request

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Chris Caram &lt;chris\_caram@sde.state.ok.us&gt;

Fri, Nov 11, 2011 at 10:46 PM

To: kerri.white@sde.ok.gov, Kerri White &lt;Kerri\_White@sde.state.ok.us&gt;

Dr. Caram,

Oklahoma PTA is happy to respond with comments to the ESEA Flexibility Request, First Draft.

Consultation, 2. (pg 9 -10)

The application specifically asks how the SEA has engaged diverse stakeholders - including parents. There is little to no mention of parents in the SEA's response, and no mention of state parent organizations (PTA or others) as ongoing collaborative partners in development or implementation.

Addressing the Focus Groups and Advisory Committee, page 9, pp.1, the application states: "The listening tour site visits are intensive and focused on in-depth engagement with teachers, administrators, students, and parents."

However, on Sept 16th, the video message of the state superintendent stated,

"Over the past several weeks, I've launched a listening tour across the state to sit down with teachers (*italics ours*). I've already been from one end of the state to the other, having visited Adair County, Lawton and Osage County, with more visits planned. Though I'm always engaged in listening to educators and parents, this is another chance for me to ensure I'm hearing the full spectrum of views -- from anxieties to aspirations."

While Oklahoma PTA appreciates the time listening to teachers, we would expect focused discussions for parents as well.

Community Engagement Forum, October 2011:

Only 5 parents were involved in the Community Engagement Forum on the ESEA Flexibility Request. We are concerned if this is the only community engagement effort on this subject whether a true picture of parent concerns and suggestions was gathered.

Oklahoma C3 plan (pg 11-12)

There is virtually no mention of increasing sustainable family engagement in the state's reform plans (neither increasing parent involvement in

student learning nor in the reform implementation process).

PTA invites the SEA to partner with PTA moving forward.

Also, while we appreciate the email to our office regarding input on the proposal, we do not believe simply asking for public comment over a 4-day turnaround period (and on a holiday weekend) is sufficient engagement of the state's parent community.

Thank you for considering our comments.

Humbly Yours,  
Anna King  
OKPTA President

"Our children need our presence, not our presents." ~ Martin Luther King Jr.~



Kerri White <kerri.white@sde.ok.gov>

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## Mid-Del Comments on ESEA Waivers and TLE

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Kathy Dunn <Kdunn@mid-del.net>

Mon, Nov 14, 2011 at 8:22 AM

To: kerri.white@sde.ok.gov, Chris Caram <chris\_caram@sde.state.ok.us>

Cc: Kerri White <Kerri\_White@sde.state.ok.us>

The Mid-Del Teaching & Learning Team has reviewed the proposed ESEA Waivers, and we believe the waivers would allow the flexibility that our teachers and administrators need in order to feel positive about moving forward with Common Core curriculum and instructional strategies.

I presented separate comments to Alicia Currin-Moore on the Teacher Leader Effectiveness proposals. I will also forward those to you.

Thank you for the opportunity to provide input on these issues that will shape the future of education in Oklahoma.

Kathy Dunn  
Executive Director of Teaching & Learning  
 [\(405\) 737-4461 x1225](tel:(405)737-4461)  
Mid-Del Schools  
[Image]



738C4D31-B94F-467A-BF56-FCEBE932201F.jpg  
14K





Kerri White <kerri.white@sde.ok.gov>

## TLE Commission Preliminary Recommendations

Kathy Dunn <Kdunn@mid-del.net>

Thu, Nov 10, 2011 at 6:07 PM

To: "Alicia\_Currin-Moore@sde.state.ok.us" <Alicia\_Currin-Moore@sde.state.ok.us>

Alicia,

After much thought about which Teacher Leader Effectiveness Framework would make the greatest impact on Teaching and Learning in my district, I have come full circle on my preference! I first thought the Tulsa model would be good because it was the least amount of change, and thus would be easier to "sell" to anyone who is reluctant about change. I even sent Comments on TLE earlier that leaned in favor of the Tulsa model.

After studying Robert Marzano's *The Art and Science of Teaching*, I now see the impact his framework could make on instruction, and THAT (improved instruction) is what will make a difference for our students in Mid-Del. We have caring teachers who prepare and teach well, but many do not employ a framework to design their instructional lessons and to organize their instructional strategies. That is the strength of Marzano's Framework! To further benefit and add to the professional development of educators using the protocol, Marzano's online observation tool contains video clips that relate directly to elements/ indicators in the observation protocol. So when I identify an area that needs to be strengthened in a teacher's toolkit of procedures and strategies, I can simply click to direct the teacher to a master teacher modeling that particular strategy.

In Marzano's work, teaching<learning<evaluation of teaching and learning - - all is blended together with common language. It blends perfectly with the style of instruction required to teach Common Core effectively. Finally professional development would be directly tied to research and to the evaluation, and everyone would have a clear path and a purpose leading to improvement as we hone our skills as educators.

In my 35 years as an educator, these are the most exciting times I've experienced! We have such an opportunity to truly impact the way teachers teach, and the way students learn! In Mid-Del, we are bringing Phil Warrick, from the Marzano Research group, to guide our principals in professional development using the framework *The Art and Science of Teaching*. I would invite any of the Commission members or State Department staff who would like to hear more and see the training unfold to join us in Mid-Del on November 30 during Dr. Warrick's presentation.

Please share my thoughts with the TLE Commission and any others at the State Department who might want to hear my thoughts.

Thank you!

*Kathy Dunn*

Executive Director of Teaching & Learning

[\(405\) 737-4461 x1225](tel:(405)737-4461x1225)

[Kdunn@mid-del.net](mailto:Kdunn@mid-del.net)

Mid-Del Schools



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**From:** Kerri White <[kerri.white@SDE.OK.GOV](mailto:kerri.white@SDE.OK.GOV)>  
**Reply-To:** "[Ashley.Hahn@sde.ok.gov](mailto:Ashley.Hahn@sde.ok.gov)" <[Ashley.Hahn@sde.ok.gov](mailto:Ashley.Hahn@sde.ok.gov)>  
**Date:** Wed, 9 Nov 2011 10:23:58 -0600  
**To:** <[REACH@LISTSERV.SDE.STATE.OK.US](mailto:REACH@LISTSERV.SDE.STATE.OK.US)>  
**Subject:** Fwd: TLE Commission Preliminary Recommendations

[Alicia\\_Currin-Moore@sde.state.ok.u](mailto:Alicia_Currin-Moore@sde.state.ok.u)

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 **TLE 11-7-11 Recommendations.docx**  
14K



Kerri White <kerri.white@sde.ok.gov>

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## Fwd: Comments

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Chris Caram <chris\_caram@sde.state.ok.us>

Mon, Nov 14, 2011 at 8:02 AM

To: kerri.white@sde.ok.gov, Kerri White <Kerri\_White@sde.state.ok.us>

Chris A. Caram, Ph.D.  
Deputy State Superintendent of Academic Affairs  
Oklahoma State Department of Education  
2500 N. Lincoln Blvd.  
Oklahoma City, OK 73105  
[\(405\) 521-3332](tel:(405)521-3332)

----- Original Message -----

Chris,

I was able to spend about 10-15 minutes perusing this document. It is well put together. I especially like the key points. The document does a nice job of assimilating all initiatives, requirements etc. into one neatly, aligned document. Thanks for the opportunity to comment.

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Kerri White <kerri.white@sde.ok.gov>

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## Fwd: RE: ESEA Flexibility - Public Comment

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Kerri White <kerri.white@sde.ok.gov>  
To: Kerri White <kerri.white@sde.ok.gov>

Mon, Nov 14, 2011 at 10:07 AM

From: **Gloria Bayouth** [Gloria\\_Bayouth@sde.state.ok.us](mailto:Gloria_Bayouth@sde.state.ok.us)

----- Original Message -----

Gloria,  
Good Morning!  
Attached please find comments regarding the draft waiver.  
Thank you,  
Tracy

Tracy Bayles  
Executive Director of Federal Programs and Special Projects  
Tulsa Public Schools  
[918.746.6577](tel:918.746.6577) Office

"Excellence and High Expectations with a Commitment to All"



**OK ESEA Waiver Comments 11-11-11.pdf**  
94K

**HIGHLIGHTS**

- **Intentional inclusion of subgroups**
- **Focus on College, Career and Citizen Readiness**
- **TLE Focus**
- **Reduction of minimum subgroup size from 30 to 25**
- **Inclusion of individual student growth measures in the new AMOs**
- **School Choice required set-aside of 5% from 10%**
- **SES required set-aside removed**

**CONCERNS**

- **Limited amount of time for review and public comment for DRAFT**
- **Lack of definition of “theoretical, geographically-unbound group of schools” and restriction of additional Title I funds**

“LEAs that are unable to demonstrate capacity and ability to facilitate improvement will relinquish control of all aspects of a Priority School’s operations that directly or indirectly relate to student achievement to the SEA to be included in a theoretical, geographically-unbound group of schools, known as the C<sub>3</sub> Schools (C3S). The State Board of Education and the State Superintendent of Public Instruction will assume control of the operations and management for schools in the C3S as they directly or indirectly relate to student achievement. Funding for these schools will come from the state and federal revenues that would have been allocated to the school through the LEA to ensure that funding follows the students being served. 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 implement the Turnaround Principles in C3S Priority Schools in the LEA.”

*Concern: The waiver states that the LEA must reserve up to 20% of Title I, Part A allocation for Focus Schools (pg. 54). In the paragraph above, from page 46 of the waiver, the state may reserve an additional 20% of the same funds if the LEA has at least one C3S Priority School. Therefore, the LEA could have up to **40%** of the **district** allocation restricted by a minimal number of schools.*

- **Title I 1003(a) School Improvement funds not addressed**

*Question: Does this waiver apply to Title I 1003(a) fun*

*Concern: Lack of clarification*

- **Conflicting Information Presented:**
  - Pg.46-“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.”

*Assumption: LEA has three years to “turn around” a Priority School.*

- Pg.46-“LEAs that are unable to demonstrate capacity and 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).

*Assumption: LEA will relinquish control after the third year of failing to “turn around” a Priority School.*

- Pg. 48-“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 LEA,
  - another LEA that does not operate any Priority or Focus Schools, or
  - the C3S

*Assumption: The LEA will **not** have the three years to implement Turnaround Principles as described on page 46.*

- The timeline (pg. 49) states that “**No later than March 1, 2012**...[the SEA will] contract with an EMO or appoint C3S leadership [where] **reserved funds** will be used to pay for the services of the EMO.”

*Question: What is the source of the “reserved funds”?*

*Concern: If “reserved funds” are defined as Title IA funds, LEAs have already reserved and expended funds as required by current ESEA guidelines.*

*Conflict/Concern: Based on the timeline, LEAs will **not** have the three years as outlined on pg. 46.*

Attachment 3: Notice and Information Provided to the Public Regarding the Request

Attachment 3A: Invitation to the Community Engagement Forum

Attachment 3B: Community Engagement Forum Agenda

Attachment 3C: Notice to the Public – Screenshot of Web posting

# Oklahoma State Department of Education



## Community Engagement Forum: Oklahoma's ESEA Flexibility Request

**Friday, October 28, 2011**

**9:00 a.m. – 11:00 a.m. (Registration begins at 8:30)**

REAC<sup>3</sup>H Network Districts are invited to send a team of up to three people to engage in discussion about the development of the State's ESEA Flexibility Request, focusing on (1) college- and career-ready expectations for all students; (2) a differentiated recognition, accountability, and support system; and (3) supporting effective instruction and leadership.

One team member should be a teacher or teachers' representative. One or two members should be students; parents; or representatives from community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, Indian tribes, or similar community members.

On-Site Registration Only

For questions, please call (405) 521-4514.

Concourse Auditorium, Oliver Hodge Building, 2500 N. Lincoln Blvd., Oklahoma City, Oklahoma



# Oklahoma State Department of Education



## Community Engagement Forum: Oklahoma's ESEA Flexibility Request

**Friday, October 28, 2011**

**9:00 a.m. – 11:00 a.m. (Registration begins at 8:30)**

You are invited to engage in discussion about the development of the State's ESEA Flexibility Request, focusing on (1) college- and career-ready expectations for all students; (2) a differentiated recognition, accountability, and support system; and (3) supporting effective instruction and leadership.

Who Should Attend: Teachers or teachers' representatives; students; parents; or representatives from community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, Indian tribes, or similar community members.

On-Site Registration Only

For questions, please call (405) 521-4514.

Concourse Auditorium, Oliver Hodge Building, 2500 N. Lincoln Blvd., Oklahoma City, Oklahoma

Oklahoma State Department of Education  
2500 North Lincoln Boulevard  
Oklahoma City, Oklahoma 73105 – 4599

**ESEA FLEXIBILITY  
COMMUNITY ENGAGEMENT FORUM**

October 28, 2011  
9:00 a.m. – 11:00 a.m.  
(Registration begins at 8:30 a.m.)

***Purpose***

To ensure that teachers, parents, students, and community members are given ample opportunity to provide collaborative input regarding Oklahoma’s *ESEA Flexibility Request*.

***Goals of ESEA Flexibility Community Engagement Forum***

- **Goal One: To provide an overview and receive input on Oklahoma’s vision for a new Differentiated Accountability, Recognition, and Support System.**
- **Goal Two: To discuss the community-school relationships that result in student readiness for college, careers, and citizenship.**
- **Goal Three: To discuss the needs and resources of communities related to school accountability and support.**

***Agenda***

Purpose and Overview of <i>ESEA Flexibility</i>	9:00-9:25
Discussion Topic #1: College, Career, and Citizen-Readiness	9:25-9:40
Discussion Topic #2: Areas of School Accountability	9:40-9:55
Discussion Topic #3: Recognitions for Excellent Schools	9:55-10:10
Discussion Topic #4: Supports and Interventions for Unsuccessful Schools	10:10-10:25
Other Topics of Discussion as Suggested by Forum Participants	10:25-10:50
Questions and Answers	10:50-11:00

<http://www.sde.state.ok.us>



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

[home](#)   [site index](#)   [search](#)

The Oklahoma State Department of Education will be closed on Friday, November 11, 2011 in observance of Veterans Day.

<p style="text-align: center; background-color: #000080; color: white; padding: 2px;"><b>Quick Links</b></p> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PASS, Implemented State Curriculum</a></li> <li>• <a href="#">Common Core State Standards</a></li> <li>• <a href="#">REAC<sup>3</sup>H (Regional Educators Advancing College, Career, and Citizen-Readiness Higher) Network</a></li> </ul> <p><b>Facts</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Investing in Oklahoma (pdf)</a></li> <li>• <a href="#">Data and Research Information</a></li> </ul> <p><b>Funding</b></p> <ul style="list-style-type: none"> <li>• <a href="#">2008-09 Annual Report</a></li> <li>• <a href="#">2012 State Aid Allocations</a></li> <li>• <a href="#">ARRA Stimulus Funding</a></li> <li>• <a href="#">District Consolidated Application</a></li> <li>• <a href="#">District Financial Reports, Expenditures/Revenues (OCAS)</a></li> <li>• <a href="#">FY12 Approved School Activities Budget (pdf)</a></li> <li>• <a href="#">FY12 Cash Management Application - District &amp; County</a></li> <li>• <a href="#">FY11 Total FBA Funding Adjustment Report</a></li> <li>• <a href="#">Mid-term State Funding Adjustment Notices (January 10)</a></li> <li>• <a href="#">School District Transparency Act</a></li> </ul> <p><b>Notice</b></p> <ul style="list-style-type: none"> <li>• <a href="#">ESEA Flexibility Waiver Request</a></li> </ul> <p><b>Graduation</b></p> <p>ACE</p> <p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Jobs Available in Education</a></li> <li>• <a href="#">Grants &amp; Opportunities for Educators and Students</a></li> </ul> <p><b>Recognitions</b></p> <ul style="list-style-type: none"> <li>• <a href="#">21st Century Community Learning Centers Grant Recipients (Round 10)</a></li> <li>• <a href="#">Teacher of the Year - Kristin Shelby</a></li> <li>• <a href="#">Teacher of the Year Finalists</a></li> <li>• <a href="#">Milken Educator - Sarah Vann</a></li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Dropout Prevention</a></li> <li>• <a href="#">Earthquake Safety - OK Dept. of Emergency Management</a></li> <li>• <a href="#">Immunization Schedule</a></li> <li>• <a href="#">New School Board Member Workshop</a></li> <li>• <a href="#">Instructional Technology Ning - Calendar of FREE Professional Development</a></li> <li>• <a href="#">Teacher Certification</a></li> </ul> <p><b>Testing - Accountability &amp; Assessment</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Oklahoma Student Testing Dates</a></li> </ul>	<div style="text-align: center;">  Administrators        Parents        Teachers        Community        Students     </div>  <p><b>Get to know State Superintendent Janet Barresi!</b> Biography, duties, boards and commissions, and more.   <a href="#">View</a> Speech Request   <a href="#">View</a> Newspaper Message: From the Superintendent's Desk   <a href="#">View</a></p> <p style="text-align: center;"><b>Follow the State Superintendent!</b></p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div> <a href="#">Facebook</a></div> <div> <a href="#">Twitter</a></div> <div> <a href="#">Flickr</a></div> </div> <div style="display: flex; justify-content: space-around; text-align: center;"> <div> <a href="#">Vimeo</a></div> <div> <a href="#">Youtube</a></div> <div> <a href="#">Radio</a></div> </div>	<p style="text-align: center; background-color: #000080; color: white; padding: 2px;"><b>Recent Photos</b></p>  <p style="text-align: center;"><a href="http://www.flickr.com/photos/osde">http://www.flickr.com/photos/osde</a></p>	<p style="text-align: center; background-color: #000080; color: white; padding: 2px;"><b>In the News</b></p> <p><b>November 7:</b> <a href="#">State Supt. Janet Barresi to Welcome Attendees At Safe and Healthy Schools Conference</a> (pdf)</p> <p><b>November 1:</b> <a href="#">State Supt. Janet Barresi Says NAEP Scores Show Need for Reform</a> (pdf)</p> <p><b>November 1:</b> <a href="#">State Supt. Janet Barresi releases School API Scores</a> (pdf)</p> <p><b>October 31:</b> <a href="#">Owasso Eighth-Grade Science Teacher Wins \$25,000 Milken Award</a> (pdf)</p> <p><b>October 27:</b> <a href="#">Governor and State Superintendent Congratulate State AP Scholars</a> (pdf)</p> <p><b>October 27:</b> <a href="#">State Supt. Janet Barresi Releases Districts And Schools on Needs Improvement List</a> (pdf)</p> <p><b>October 26:</b> <a href="#">Oklahoma Child, Adult Care Institutions Announce Participation in Federally Funded Feeding Program</a> (pdf)</p> <p><b>October 13:</b> <a href="#">State Supt. Janet Barresi Welcomes New Director of American Indian Education</a> (pdf)</p> <p><b>October 12:</b> <a href="#">Education Department Lauds Norman Public Schools' French Immersion Program</a> (pdf)</p> <p><b>October 11:</b> <a href="#">State Supt. Janet Barresi Welcomes New Deputy Superintendent</a> (pdf)</p> <p><b>October 10:</b> <a href="#">State Supt. Janet Barresi to Speak at National Education Reform Summit</a> (pdf)</p>
<b>Video Message from the State Superintendent</b>			
 <p style="text-align: center; font-size: small;">Regular video message for 11-7-2011</p>			
	<p><b>Oklahoma School Laws and Legislation</b></p> <p><a href="#">Title 70 Legislation - 2011 Legislative Session</a> (updated 6/14/2011) <a href="#">Oklahoma Administrative Rules</a></p> <p><a href="#">Law Book for Oklahoma Schools</a> (download or search) <a href="#">Current Legislation (House and Senate Bills)</a>   <a href="#">Red Banner Letters</a> <a href="#">Teacher and Leader Effectiveness Commission</a></p>		

ATTACHMENT 3C: SCREENSHOT OF WEB POSTING

<http://www.sde.state.ok.us/Programs/ESEA/Default.html>

**ESEA Flexibility Request**

**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**Oklahoma's ESEA (Education and Secondary Education Act) Flexibility Request: Community Engagement Forum**

On Friday, October 28, 2011, Oklahoma School Districts sent teams of up to three people to engage in discussion about the development of the State's ESEA Flexibility Request, focusing on (1) college- and career-ready expectations for all students; (2) a differentiated recognition, accountability, and support system; and (3) supporting effective instruction and leadership.

Team members included:  
one teacher or teachers' representative  
one or two students  
parents  
or representatives from community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, Indian tribes, or similar community members.

NOTE: All documents on this page are listed in pdf format.

The comments recorded and survey results collected at the forum are linked on this page.

**Oklahoma's ESEA Flexibility Request**

[FIRST DRAFT](#)  
[For Public Comment](#)  
As of November 7, 2011

**ESEA Flexibility Community Engagement Forum**  
Friday, October 28, 2011

[Comments from Audience](#) | [Survey Results - Reported as Written](#)

For more information, please contact [Dr. Chris Caram](#), Deputy Superintendent, Oklahoma State Department of Education, at (405) 521-8767.

Attachment 4: Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process

Attachment 4A: State Board of Education Minutes – June 2010 and March 2011

Attachment 4B: Oklahoma Administrative Code – 210:35-3-61

Attachment 4C: Letter of Approval from former Governor Henry

Attachment 4D: Implementation Timeline



**Minutes of the  
Meeting of the State  
Board of Education**

**June 24, 2010**



STATE BOARD OF EDUCATION

Index to Minutes

Thursday, June 24, 2010

- 1. Call to Order and Roll Call..... 2
- 2. Pledge of Allegiance, Oklahoma Flag  
Salute, and Moment of Silence..... 2
- 3. May 27, 2010, Regular Board Meeting Minutes **Approved** ..... 2

STATE SUPERINTENDENT

- 4. **INFORMATION TO THE BOARD**..... 2
- 5. Star Employee for the Month of June..... 2
- 6. **CONSENT DOCKET Approved**..... 3

FINANCIAL SERVICES DIVISION

- 7. Waive Class-size Penalties for the 2009-2010 School Year **Approved**..... 3

LEGAL SERVICES DIVISION

- 8. [REDACTED] Teaching Certificate and Teacher Number of [REDACTED]  
[REDACTED] ..... 3
- 9. [REDACTED] Teaching Certificate and Teacher Number of [REDACTED]  
[REDACTED] ..... 4
- 10. [REDACTED] Teaching Certificate and Teacher Number of [REDACTED]  
[REDACTED] ..... 4
- 11. Emergency Rule Adoption **Approved**..... 4
- 12. Mandatory Annexation of Bell Public School District C033, Adair County  
**Approved**..... 5

PROFESSIONAL SERVICES DIVISION

- 13. Exceptions to Teacher Certification Regulations **Approved**..... 6



**LEGAL SERVICES DIVISION**

14. Nonaccreditation of Watson Public Schools District C056, McCurtain County **Approved**..... 6

15. Mandatory Annexation of Watson Public School District C056, McCurtain County **Approved**..... 7

**SCHOOL IMPROVEMENT DIVISION**

**Office of Innovation, Support, and Alternative Education**

16. 21<sup>st</sup> Century Community Learning Centers Grant Awardees **Approved**..... 8

**Office of Standards and Curriculum**

17. Supplemental Education Services Providers (NCLB) **Approved**..... 8

**Office of Innovation, Support, and Alternative Education**

18. Report on Gifted and Talented Education for the 2009-2010 School Year.... 8

19. **FIRST YEAR SUPERINTENDENTS**..... 9

**PROFESSIONAL SERVICES DIVISION**

20. Recommendation from the Teacher Competency Review Panel **Approved**.. 9

21. Report on Alternative Placement Certification and Troops to Teachers..... 9

22. Professional Standards Production Report..... 9

23. **LEGISLATIVE UPDATE**..... 9

24. **INFORMATION TO THE BOARD**..... 9

25. **ADJOURNMENT**..... 10

26. **ATTACHMENT** ..... 11


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Minutes of the Meeting of  
the State Board of Education  
June 24, 2010

meeting agenda. The Adair County Sheriff and the Regional Accreditation Officer for the district have been dispatched to the Bell School building until Mr. Paul Pinkerton arrives with the keys. Warrants have been signed for disbursements to the Belfonte and Stilwell School Districts in order to make payments to the Bell teachers.

#### ADJOURNMENT

There being no further business to come before the Board, the meeting adjourned at 2.30 p.m. The next regular meeting of the State Board of Education will be held on Tuesday, July 27, 2010, at 9:30 a.m. The meeting will convene at the State Department of Education, 2500 North Lincoln Blvd., Oklahoma City, Oklahoma.

  
Sandy Garrett, Chairperson of the Board

  
Connie Holland, Chief Executive Secretary

**Minutes of the Meeting of the  
STATE BOARD OF EDUCATION  
OLIVER HODGE EDUCATION BUILDING:  
2500 NORTH LINCOLN BOULEVARD, ROOM 1-20  
OKLAHOMA CITY, OKLAHOMA**

**June 24, 2010**

The State Board of Education met in regular session at 9:35 a.m. on Thursday, June 24, 2010, in the Board Room of the Oliver Hodge Education Building at 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma. The final agenda was posted at 9:00 a.m. on Wednesday, June 23, 2010.

The following were present:

Ms. Connie Holland, Chief Executive Secretary  
Ms. Terrie Cheadle, Administrative Assistant

Members of the State Board of Education present:

State Superintendent Sandy Garrett, Chairperson of the Board  
Mrs. Sue Arnn, Ardmore  
Ms. Gail Foresee, Shawnee  
Mrs. Betsy Mabry, Enid  
Ms. Gayle Miles-Scott, Oklahoma City  
Mr. Herb Rozell, Tahlequah

Member of the State Board of Education not present:

Mr. Tim Gilpin, Tulsa

Others in attendance are shown as an attachment.

**CALL TO ORDER  
AND  
ROLL CALL**

Superintendent Garrett called the State Board of Education meeting to order at 9:35 a.m. and welcomed everyone to the meeting. Ms. Holland called the roll and ascertained there was a quorum.

**PLEDGE OF ALLEGIANCE, OKLAHOMA  
FLAG SALUTE, AND MOMENT OF SILENCE**

Superintendent Garrett led Board members and all present in the Pledge of Allegiance to the American Flag, and a salute to the Oklahoma Flag, and a moment of silence.

**MAY 27, 2010, REGULAR  
BOARD MEETING MINUTES APPROVED**

Board Member Arnn motioned for approval of the minutes of the May 27, 2010, regular board meeting. Board Member Rozell seconded the motion. The motion carried with the following votes: Mrs. Mabry, yes; Senator Rozell, yes; Ms. Foresee, yes; Ms. Miles-Scott, yes; and Mrs. Arnn, yes.

**STATE SUPERINTENDENT  
INFORMATION TO THE BOARD**

Superintendent Garrett said Board members have reviewed the budget proposal. A special board meeting for the budget is scheduled for Tuesday, June 29, 2010. Superintendent Garrett said in her twenty-two years in state government this is the first time there has been an appropriation bill without instructions and no line items. All previous programs that were in law are no longer in law. Many of the programs were excellent programs and the Board does not want to jeopardize programs that serve school breakfast and lunch.

This was a report only and no action was required.

**Recognition of Department Star  
Employee for the Month June**

Superintendent Garrett introduced Ms. Pam Honeysuckle, Financial Accounting, as the star employee for the month of June.

**CONSENT DOCKET APPROVED**

Discussion and possible action on the following deregulation applications, statutory waivers, and exemptions for the 2010-2011 school year, and other requests:

- (a) **Library Media Services – OAC 210:35-9-7 and OAC 210:35-5-71**  
Lomega Public Schools, Kingfisher County
- (b) **Planning Period – OAC 210:35-9-41**  
Lomega Public Schools, Kingfisher County
- (c) **Abbreviated School Day for Alternative Education – OAC 210:35-29-2**  
Beggs Public Schools, Okmulgee County Alternative Academy,  
Okmulgee County  
Clinton Public Schools, Clinton Gold Academy, Custer County  
Yukon Public Schools, Yukon Alternative Learning Experience,  
Canadian County
- (d) Report on Department personnel changes

Board Member Mabry made a motion to approve the Consent Docket and Board Member Arnn seconded the motion. The motion carried with the following votes: Mrs. Arnn, yes; Ms. Miles-Scott, yes; Ms. Foresee, yes; Senator Rozell, yes; and Mrs. Mabry, yes.

#### **FINANCIAL SERVICES DIVISION**

##### **Waive Class-size Penalties for the 2009-2010 School Year Approved**

Superintendent Garrett presented a certificate of recognition to Mr. James White, Assistant State Superintendent, Financial Services Division, for his dedicated service to the State Department of Education and the state of Oklahoma. Mr. White is the new Superintendent of the Piedmont School District.

Mr. White presented a request to waive any class-size penalties for the current 2009-2010 school year due to schools facing considerable hardships. The waiver amount is \$225,595 for approximately 20 schools.

Board Member Miles-Scott made a motion to approve the request and Board Member Foresee seconded the motion. The motion passed with the following votes: Mrs. Mabry, yes; Senator Rozell, yes; Ms. Foresee, yes; Ms. Miles-Scott, yes; and Mrs. Arnn, yes.

#### **LEGAL SERVICES DIVISION**

##### **Certificate and Teacher Number of**

Ms. Kay Harley, Legal Counsel, presented a request to revoke the Oklahoma teaching certificate and teacher number [REDACTED] issued to [REDACTED]. Oklahoma law does not allow a teacher convicted of a felony to retain a certificate/number if the convictions occurred within the preceding ten-year period. [REDACTED]

Board Member Miles-Scott made a motion to approve the request and Board Member Arnn seconded the motion. The motion passed with the following votes: Mrs. Arnn, yes; Ms. Miles-Scott, yes; Ms. Foresee, yes; Senator Rozell, yes; and Mrs. Mabry, yes.

[REDACTED]  
**Certificate and Teacher Number**  
of [REDACTED]

Ms. Harley presented a request to revoke the Oklahoma teaching certificate and teacher number [REDACTED] issued to [REDACTED]. Oklahoma law does not allow a teacher convicted of a felony to retain a certificate/number if the convictions occurred within the preceding ten-year period. [REDACTED]

Board Member Arnn made a motion to approve the request and Board Member Miles-Scott seconded the motion. The motion carried with the following votes: Mrs. Mabry, yes; Senator Rozell, yes; Ms. Foresee, yes; Ms. Miles-Scott, yes; and Mrs. Arnn, yes.

[REDACTED]  
**Certificate and Teacher Number**  
of [REDACTED]

Ms. Harley presented a request to revoke the Oklahoma teaching certificate and teacher number [REDACTED] issued to [REDACTED]. Oklahoma law does not allow a teacher convicted of a felony to retain a certificate/number if the convictions occurred within the preceding ten-year period. [REDACTED]

Board Member Arnn made a motion to approve the request and Board Member Miles-Scott seconded the motion. The motion passed with the following votes: Mrs. Arnn, yes; Ms. Miles-Scott, yes; Ms. Foresee, yes; Senator Rozell, yes; and Mrs. Mabry, yes.

**Adoption of Emergency Rule Approved**

Ms. Harley presented a request for emergency adoption of the following rule:

Title 210: Chapter 15. Curriculum and Instruction; Subchapter 4. Common Core State Standards – pertain to Common Core State Standards for English language arts, literacy in history/social studies and science, and mathematics

Ms. Kerri White, Executive Director, High School Reform, presented the proposed common core state standards (CCSS) for adoption. The rule change is due to the National Governors Association Center for Best Practices' and the Council for Chief State School Officers' initiative to develop a set of common standards. The proposed rule, effective July 1, 2010, will improve the achievement of students in English Language Arts, literacy, and mathematics. Ms. White reviewed the CCSS development and criteria; mathematics and English common core; priority academic student skills

(PASS) and CCSS alignment; stakeholder involvement/feedback, implementation/timeline; and standards review and school district resources.

Board Member Mabry made a motion to approve the request and Board Member Arnn seconded the motion. The motion carried with the following votes: Mrs. Mabry, yes; Senator Rozell, yes; Ms. Foresee, yes; Ms. Miles-Scott, yes; and Mrs. Arnn, yes.

**Mandatory Annexation of  
Bell Public School District C033,  
Adair County Approved**

Ms. Harley presented a request for mandatory annexation of Bell Public School District. On May 27, 2010, the State Board voted to nonaccredit the school district. Superintendent Garrett formally notified Bell school board members of the action on June 4, 2010, and also addressed the recommendation for annexation. The required parent survey inquiries were mailed June 7, 2010.

Superintendent Garrett said the Board does not take annexation actions lightly. What has happened at Bell Public School District is tragic; therefore, annexation must happen. Today's proceedings are not a hearing; however, citizens from the Bell community who signed up would be allowed to address the Board. Superintendent Garrett reviewed the May 27, 2010, State Board meeting findings, decision, annexation options, updated information, and said the State Board recommends dividing the Bell Elementary School District between two other regions. Belfonte Dependent School District would receive the southern portion and Stilwell Independent School District the northern portion of the Bell School District. Superintendent Garrett said the State Board did consider several superintendents/school districts to receive the Bell School District which also included Ms. Mary Alice Fletcher, Superintendent, Stilwell Public Schools and Mr. Paul Pinkerton, Superintendent, Belfonte Dependent School. She commended Ms. Fletcher and Mr. Pinkerton on accepting the challenges and their dedicated hours and work.

Ms. Fletcher said Adair County has seen the decline of 47 schools/districts in past years, and now only 11 exist. The Bell community is strong and will survive the loss. Mr. Pinkerton and I have met numerous times, and talked with our respective boards/treasurer/staff to immediately design a plan and remedy to expedite salary payments for the Bell teachers which have been behind since April, and employment options.

Mr. Pinkerton said planning is still in progress to possibly house lower or early elementary grades at the Bell school site. Nothing is final at this time until the entire program and records are evaluated.

Superintendent Garrett invited Bell Board of Education members to speak first. Mr. Mike Jones, Mr. Jim Jones, and Ms. Nadine Ross voiced concerns of dividing the district, school building being sold, transportation of students, and investigation of school administrators. Others who spoke were Ms. Robin Neff, Ms. Roberta Jackson, Mr. Morris Jones, Ms. Eileen Tidwell, and Mr. Rex Earl Starr, legal counsel representing Bell Public School.

Board Member Rozell said he would like the citizens of Bell to know he disliked the annexation decision and had wished money could have been found. He apologized

for not being able to satisfy both the teacher and taxpayer programs. The situation calls for the best decision to take care of the outstanding debts (utilities, teacher pay, etc.) and voluntary annexation is the proper way to handle this situation.

Board Member Rozell made a motion to approve the request and Board Member Mabry seconded the motion. The motion passed with the following votes: Mrs. Arnn, yes; Ms. Miles-Scott, yes; Ms. Foresee, yes; Senator Rozell, yes; and Mrs. Mabry, yes.

Board Member Mabry thanked Stilwell and Belfonte and invited them to return next year with an update.

Superintendent Garrett asked Mr. Ben Poindexter, Superintendent, Bell Public Schools, to turn over the school property keys to the Stilwell and Belfonte superintendents.

## **PROFESSIONAL SERVICES DIVISION**

### **Exceptions to Teacher Certification Regulations Approved**

Dr. Ramona Paul, Assistant State Superintendent, Professional Services Division, presented three exception requests for Mr. James Reynolds, Claremore Public Schools; Ms. Stacy Lee, Bartlesville Public Schools; and Ms. Angela Ryland, Midwest City-Del City Public Schools, to be school psychologists.

Board Member Miles-Scott made a motion to approve the request for one year and Board Member Arnn seconded the motion. The motion carried with the following votes: Mrs. Mabry, yes; Senator Rozell, yes; Ms. Foresee, yes; Ms. Miles-Scott, yes; and Mrs. Arnn, yes.

Dr. Paul presented an exception request from Canadian Valley Technology Center, for Ms. Amy Warner, to teach chemistry.

Board Member Arnn made a motion to approve the request and Board Member Miles-Scott seconded the motion. The motion carried with the following votes: Mrs. Arnn, yes; Ms. Miles-Scott, yes; Ms. Foresee, yes; Senator Rozell, yes; and Mrs. Mabry, yes.

## **LEGAL SERVICES**

### **Nonaccreditation of Watson Public School District C056, McCurtain County Approved**

Ms. Harley said at the May 27, 2010, State Board meeting Watson Public School District was granted accreditation with probation based on several deficiencies cited. The district was instructed to have all deficiencies corrected, and hire a fulltime superintendent prior to the start of the new school year.

Superintendent Garrett said at this time the district has not met the criteria of probationary status as instructed by the State Board. The Watson school board hired Mr.



Charles Jones as an administrative assistant to advise and assist, and he has reviewed the financial and deficiency documentation of the district.

Mr. Jones said he was hired as an administrative consultant. On June 1, 2010, he was hired as the assistant superintendent, on a one-month contract, to work on removing the deficiencies. After determining there was a possible \$22,000 carryover for the next school year, the school board members were advised of the impossibility to begin another school year. Both the school board and community met and agreed to annex or consolidate to Smithville Public Schools.

Superintendent Garrett asked for the minutes of the final Watson school board meeting?

Mr. Jones said the minutes were faxed to the State Department of Education of which Ms. Harley distributed to the State Board members.

Superintendent Garrett asked if any Watson school board members were present and invited them to speak.

Mr. Donnie Johnson said citizens are concerned with what will happen to the school which also serves as a community building. If possible, the community has asked if in the future the building could still be used as a community building. Mr. Johnson said the school gym is located on land donated by his father. In the event the school is sold the property will revert back to him.

Mr. Delbert McBroom, Superintendent, Smithville Public Schools, said he will meet with the Watson community to discuss what is best for the district and city.

Board Member Rozell made a motion to nonaccredit Watson Public School District and Board Member Arnn seconded the motion. The motion passed with the following votes: Mrs. Mabry, yes; Senator Rozell, yes; Ms. Foresee, yes; Ms. Miles-Scott, yes; and Mrs. Arnn, yes.

**Mandatory Annexation of  
Watson Public School District C056,  
McCurtain County Approved**

Ms. Harley presented a request to approve the mandatory annexation of Watson Public School District C056, McCurtain County.

Board Member Foresee made a motion to approve mandatory annexation of Watson Public School to Smithville Public Schools. Board Member Miles-Scott seconded the motion. The motion passed with the following votes: Mrs. Arnn, yes; Ms. Miles-Scott, yes; Ms. Foresee, yes; Senator Rozell, yes; and Mrs. Mabry, yes.

Superintendent Garrett said Smithville Public Schools and school board will be officially notified of the State Board action effective today. All contractual obligations of Watson Public School will expire June 30, 2010.

**SCHOOL IMPROVEMENT DIVISION**

**Office of Innovation, Support, and Alternative Education**

**21<sup>st</sup> Century Community Learning  
Centers Grant Awardees Approved**

Ms. Lisa Pryor, Assistant State Superintendent, Office of Innovation, Support, and Alternative Education, presented a request recommending 14 statewide public schools to be awarded learning centers grants. The grants establish or expand community learning centers with activities designed to complement regular academic programs for K-12 students.

Board Member Arnn made a motion to approve the request and Board Member Mabry seconded the motion. The motion carried with the following votes: Mrs. Mabry, yes; Senator Rozell, yes; Ms. Foresee, yes; Ms. Miles-Scott, yes; and Mrs. Arnn, yes.

**Office of Standards and Curriculum**

**Supplemental Education Services  
Providers (NCLB) Approved**

Ms. Cindy Koss, Assistant State Superintendent, Office of Standards and Curriculum, presented a request recommending the list of supplemental education services providers for schools who have met the criteria for Oklahoma's 2010-2011 Request for Participation. Supplemental education services are tutoring and other educational interventions targeting students from low income families in Title I schools identified in school improvement status.

Superintendent Garrett said for the purpose of the Board and government accountability asked that an interview process and criteria be given to the Board after the vote.

Board Member Mabry made a motion to approve the request and Board Member Arnn seconded the motion. The motion passed with the following votes: Mrs. Arnn, yes; Ms. Miles-Scott, yes; Ms. Foresee, yes; Senator Rozell, yes; and Mrs. Mabry, yes.

**Office of Innovation, Support, and Alternative Education**

**Report on Gifted and Talented  
Education for the 2009-2010 School Year**

Mrs. Sara Smith, Director, Gifted/Talented Education, presented the annual report on gifted and talented education for Fiscal Year 2010. Mrs. Smith reviewed legislative mandate of 1981, school district requirements, State Department of Education monitoring, funding, and student/teacher data.

This was a report only and no action was required.

### **FIRST-YEAR SUPERINTENDENTS**

First-year superintendents attending the meeting were Ms. Leann Barnwell, Superintendent, Kansas Public Schools; Ms. Jennifer McQueen, Superintendent, Hollis Public Schools; Mr. Kirk Wilson, Superintendent, Binger-Oney Public Schools; and Mr. James White, Superintendent, Piedmont Public Schools.

### **PROFESSIONAL SERVICES DIVISION**

#### **Recommendation from the Teacher Competency Review Panel Approved**

Dr. Ramona Paul, Assistant State Superintendent, Professional Services Division, presented the recommendations from the Teacher Competency Review Panel for 78 applicants to receive a license.

Board Member Rozell made a motion to approve the request and Board Member Miles-Scott seconded the motion. The motion carried with the following votes: Mrs. Mabry, yes; Senator Rozell, yes; Ms. Foresee, yes; Ms. Miles-Scott, yes; and Mrs. Arm, yes.

#### **Report on Alternative Placement Certification and Troops to Teachers**

Dr. Paul presented a report on alternative placement and certification of subject areas for Troops to Teachers.

This was a report only and no action was required.

#### **Professional Standards Production Report**

Dr. Paul presented the production report on teacher certification and licensure.

This was a report only and no action was required.

### **LEGISLATIVE UPDATE**

Mr. Lealon Taylor, Chief of Staff, presented information regarding education legislation/red banner letters, vetoed bills, and State Superintendent's 2010 Leadership Conference.

### **INFORMATION TO THE BOARD**

Superintendent Garrett said the Leadership Conference is July 22-23, 2010, in Tulsa. The new superintendent meeting will be held July 24, 2010, the day after the conference. The investigative audit request of Bell will be on the June 29, 2010, special meeting agenda. The Adair County Sheriff and the Regional Accreditation Officer for the district have been dispatched to the Bell School building until Mr. Paul Pinkerton

Minutes of the Meeting of  
the State Board of Education  
June 24, 2010

arrives with the keys. Warrants have been signed for disbursements to the Belfonte and Stilwell School Districts in order to make payments to the Bell teachers.

**ADJOURNMENT**

There being no further business to come before the Board, the meeting adjourned at 2.30 p.m. The next regular meeting of the State Board of Education will be held on Tuesday, July 27, 2010, at 9:30 a.m. The meeting will convene at the State Department of Education, 2500 North Lincoln Blvd., Oklahoma City, Oklahoma.

\_\_\_\_\_  
Sandy Garrett, Chairperson of the Board

\_\_\_\_\_  
Connie Holland, Chief Executive Secretary



**Minutes of the  
Meeting of the State  
Board of Education**

**March 24, 2011**



# STATE BOARD OF EDUCATION

## Index to Minutes

### Thursday, March 24, 2011

1.	Call to Order and Roll Call.....	2
2.	Pledge of Allegiance, Oklahoma Flag Salute, and Moment of Silence.....	2
3.	February 24, 2011 Regular Board Meeting Minutes <b>Approved</b> .....	2
4.	March 17, 2011, Special Board Meeting Minutes <b>Approved</b> .....	7

### STATE SUPERINTENDENT

5.	First-Year Superintendents .....	7
6.	Recognition of Jennifer Evans-Lowery, Fifth Grade Teacher, Highland Park Elementary School, Midwest City-Del City Public Schools, as Recipient of the 2010 Milken Family Foundation National Educator Award.....	7
7.	Report on Department Activities.....	7
8.	CONSENT DOCKET <b>Approved</b> .....	8

### LEGAL SERVICES DIVISION

9.	Permanent Rules Adoption in Title 210 <b>Approved</b> .....	9
10.	██████████ Teaching Certificate and Teacher Number of ██████████ ██████████ .....	14
11.	██████████ Teaching Certificate and Teacher Number of ██████████ ██████████ .....	14
12.	Update on Western Heights Independent School District No I-41 of Oklahoma County v. The State of Oklahoma ex rel. Oklahoma State Board of Education and Sandy Garrett, State Superintendent of Public Instruction for the State of Oklahoma, Case No. 106,696 .....	14
13.	Severance Pay ██████████ ██████████ <b>Approved</b> .....	15

**ACCREDITATION/STANDARDS DIVISION**

14. Update on White Oak Public School..... 15

15. Non-accreditation of Boynton-Moton Public School District I004,  
Muskogee County for the 2011-2012 school year **Approved**..... 18

**LEGAL SERVICES DIVISION**

16. Interview Applicants for Position of General Counsel ..... 22

Convene into Executive Session **Approved**..... 22

Return to Open Session **Approved**..... 22

**PROFESSIONAL SERVICES DIVISION**

17. Oklahoma Parents as Teachers (OPAT) Annual Program  
Evaluation **Approved**..... 23

**FINANCIAL SERVICES DIVISION**

18. Additional Payments to the Teachers' Retirement System for the Teachers'  
Retirement Credit **Approved**..... 23

**FINANCIAL SERVICES DIVISION**

19. Financial Update..... 25

20. REPORTS ..... 26

21. ADJOURNMENT..... 26

22. ATTACHMENT..... 28

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**Minutes of the Meeting of the**  
**STATE BOARD OF EDUCATION**  
**OLIVER HODGE EDUCATION BUILDING:**  
**2500 NORTH LINCOLN BOULEVARD, ROOM 1-20**  
**OKLAHOMA CITY, OKLAHOMA**

**March 24, 2011**

The State Board of Education met in regular session at 9:30 a.m. on Thursday, March 24, 2011, in the Board Room of the Oliver Hodge Education Building at 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma. The final agenda was posted at 9:20 a.m. on Wednesday, March 23, 2011.

The following were present:

Ms. Connie Holland, Chief Executive Secretary  
Ms. Terrie Cheadle, Administrative Assistant

Members of the State Board of Education present:

State Superintendent Janet Barresi, Chairperson of the Board  
Mrs. Sue Arnn, Ardmore  
Ms. Gail Foresee, Shawnee  
Mr. Tim Gilpin, Tulsa  
Mrs. Betsy Mabry, Enid  
Ms. Gayle Miles-Scott, Oklahoma City (arrived at 10:10 a.m.)  
Mr. Herb Rozell, Tahlequah

Others in attendance are shown as an attachment.

**CALL TO ORDER  
AND  
ROLL CALL**

Superintendent Barresi called the State Board of Education meeting to order at 9:30 a.m. and welcomed everyone to the meeting. Ms. Holland called the roll and ascertained there was a quorum.

**PLEDGE OF ALLEGIANCE, OKLAHOMA  
FLAG SALUTE, AND MOMENT OF SILENCE**

Superintendent Barresi led Board members and all present in the Pledge of Allegiance to the American Flag, and a salute to the Oklahoma Flag, and a moment of silence.

**FEBRUARY 24, 2011 REGULAR BOARD  
MEETING MINUTES APPROVED**

Board Member Gilpin motioned for approval of the minutes of the February 24, 2011, regular Board meeting. Board Member Rozell seconded the motion.

Superintendent Barresi said she had a point of order that the text of the transcription of the minutes is accurate as was recorded; however, some of the discussions regarding the finances at the end of year budget were possibly not accurate. Therefore, she asked Ms. Jill Geiger, State Budget Director, Office of State Finance (OSF) to provide more information on the budget request negotiations, and finance situation for FY2012.

The motion carried with the following votes: Mrs. Arnn, yes; Ms. Foresee, yes; Mr. Gilpin, yes; Mrs. Mabry, yes; and Senator Rozell, yes.

Ms. Geiger presented a funding brief for the State Department of Education which included: the *American Recovery and Reinvestment Act of 2009* (ARRA), Race to the Top Competitive Grant; State Longitudinal Data Systems; Title I School Improvement Grants formula to states and competitive for districts; Title I Recovery Funds; IDEA Parts B and C; State Fiscal Stabilization Fund (SFSF) and additional ARRA funded programs. Numerous programs became available with the passage of ARRA, and some were competitive, formula based, or required Governors to submit applications with legislative authorization. The SFSF program dollars required the Governor to submit an application and legislation. Oklahoma received approximately \$578 million in SFSF dollars. The Governor and Legislature allocated 82 percent to state education agencies and 18 percent was used at the Governor's discretion. The actual action taken by the Governor and Legislature in budget negotiations for FY2010 initially was \$167 million for the SDE and later provided a supplemental authority increase of \$37 million for FY2010. For FY2011 the authority amount of SFSF-education stabilization fund-phase II was \$139 million that amount was previously reported as \$169 million at the February 2011 State Board meeting.

Board Member Gilpin asked if the SDE was appropriated \$167 million for FY2010.

Minutes of the Meeting of  
State Board of Education  
March 24, 2011

Ms. Geiger said yes. The SDE was authorized by the Legislature to expend \$167 million for the budget.

Board Member Gilpin asked was that amount for the SDE or for education in general?

Ms. Geiger said the funds were for public schools and use for administrative purposes was prohibited.

Board Member Gilpin asked when you say 'the department of education' is that an appropriate title?

Ms. Geiger said the mechanism of funding from the Legislature to school districts is to funnel funding through the State Department of Education. The funds are specifically prescribed with a purpose. The purpose for these particular funds was for the financial support of public schools. These funds would automatically go through the state aid formula.

Board Member Gilpin said the \$167 million is for schools and not for this building or the SDE?

Ms. Geiger said absolutely.

Board Member Gilpin asked is there a supplemental of \$37 million for schools not for the building or SDE?

Ms. Geiger said correct.

Board Member Gilpin asked if the FY2011 authority is \$139 million which is for the schools at this time?

Ms. Geiger said the \$139 million is for the schools this current fiscal year, FY2011.

Board Member Gilpin said the supplemental for FY2010 and FY2011 calculates to a total of \$204 million. He asked if the \$139 million for FY2011 is subtracted will common education lose \$65 million?

Ms. Geiger said FY2010 ended June 30, 2011, so it would not be appropriate to say there was a \$65 million loss. It could be said there is a loss of the one-time federal funding. That one-time amount of SFSF did increase in FY2010 to FY2011.

Board Member Gilpin asked how does this compare to the budget this Board sent to the Legislature in December 2010?

Ms. Geiger said this Board did not consider SFSF. The SFSF-Education Services Fund (ESF) authority breakdown is strictly referring to stabilization funds.

Board Member Gilpin said are there other pieces to the stabilization funds?

Ms. Geiger said there are multiple pieces. The agency receives and funnels a number of federal dollars to school districts.

Minutes of the Meeting of  
State Board of Education  
March 24, 2011

Board Member Gilpin asked are they also stabilization funds?

Ms. Geiger said the education services portion of the SFSF, is 82 percent of the overall SFSF piece. The accurate FY2011 authority was \$139 million, not the \$169 million reflected in the February 24, 2011 State Board minutes.

Board Member Gilpin asked when will the SDE receive the funds?

Ms. Geiger said school districts are authorized to draw down funds this fiscal year and the last fiscal year.

Board Member Gilpin asked do schools have the FY2011 \$139 million?

Ms. Geiger said school districts have been using those funds. The SFSF-ESF authority breakdown presentation shows how the Legislature treats the same SFSF-ESF money different. It is in a general appropriations bill and the authority has to be made by statute in Senate Bill 1561, Section 6 in the 2010 Legislative Session. The Education Jobs Funds passed August 2010 by the federal government and is not a program of the ARRA. It has specific uses as well for school districts to create and retain jobs.

Board Member Gilpin asked the short name for this is Ed Jobs?

Ms. Geiger said yes. Ed Jobs funds can be used in the current fiscal year or FY2012. The total award for Oklahoma is \$119 million but the law allows a state education agency to retain up to two percent of the funds. The SDE retained the two percent leaving \$117 million in the fund. As of March 18, 2011, school districts have only drawn down 18.3 percent and another draw down will occur Friday, March 23, 2011. The amount will be 21.5 percent of the overall allocation. Neither the OSF nor the SDE has control over the draw downs, although both are the fiscal conduits and it appears schools districts are intending to save the bulk of the allocation for the next fiscal year.

Board Member Gilpin asked if the school districts report the information to the SDE?

Ms. Geiger said yes. School districts apply to the SDE and the SDE submits to the OSF an aggregated draw down request. The OSF transfers money to the appropriate fund at the SDE which goes through the state aid formula to the school districts.

Mr. Jack Herron, Assistant State Superintendent, Finance Division, said school districts have expended approximately \$86 million of the \$116,992,426.40. The accumulative balance is \$97 million. Many schools have issued multiple claims which the SDE processes through a double check system before making payments. School districts have the option to spend or save the money.

Board Member Foresee said some schools may have saved the money, but basically most have spent their entire amount?

Mr. Herron said yes.

Board Member Gilpin asked how does the SDE know if the money has been spent?

Minutes of the Meeting of  
State Board of Education  
March 24, 2011

Mr. Herron said school districts specify what fund the money is for when issuing claims to draw down funds.

Board Member Gilpin asked if schools are planning for state cuts in this coming budget year, how does one know if schools are holding the money anticipating cuts, or if the money is spent on current expenses?

Mr. Herron said that is difficult to determine, however, once the money is spent for whatever reason, it is money that did not come from their general fund. School districts do have a plan on how their finances will be spent.

Board Member Gilpin asked is a reporting mechanism in place that indicates if federal funds are being held or spent?

Mr. Herron said no.

Board Member Gilpin asked if the Legislature cuts common education significantly, do we know if these federal funds are going to be available to help them or have the funds already been used for past budget cuts?

Mr. Herron said it is up to the local school districts how they are using the money and what their plans are for the next year.

Board Member Gilpin asked what percentage of the 21.5 is for Tulsa Public Schools?

Mr. Herron said Tulsa Public Schools had \$7 million in allocations and have budgeted \$2 million, therefore whatever they have claimed and drawn down is what has been paid.

Ms. Geiger reviewed the starting appropriation point of Governor Fallin's FY2012 budget in the amount of \$2,378,356,186 and the purpose of each appropriation. All appropriations for financial support of public schools go through the state aid formula. Public school activities appropriations fund the teacher retirement credit or flexible benefit allowance for teachers and support staff and many other programs usually delineated by the Legislature in a limits or directive spending bill, which was absent this year. Admin and support appropriations are for the building's operational budget, school consolidation, teacher's retirement, lottery sources, and instructional materials.

Board Member Gilpin asked Ms. Geiger if the building's operational budget was actually for the department employees throughout the state?

Ms. Geiger said yes for the operation of the SDE. The Governor's Service Fund of the SFSF allocated an additional \$2.8 million, which is within the total SDE allocation to be used for IT services/student information system. Governor Fallin shielded the SDE budget and only allowed a 2.9 percent cut.

Board Member Gilpin said comparing apples to apples, what the Legislature appropriated to the SDE in the current fiscal year and what the Governor is proposing will be for the entire education budget?

Minutes of the Meeting of  
State Board of Education  
March 24, 2011

Ms. Geiger said it is for the SDE which includes the state aid formula to school districts. One-time federal dollars will not be replaced, therefore Governor Fallin is proposing to replace the one-time federal dollars with state dollars and hold the SDE and school districts harmless for that funding cliff.

Board Member Gilpin asked if the SDE received dollars for Ed Jobs, federal stabilization funds, and the Governor's proposed budget amount to \$139 million.

Ms. Geiger said this budget does not include Ed Jobs. The \$139 million is built into the stabilization dollars base and the Governor's proposal holds the agency harmless and actually reduces \$71 million from the overall funding amount that was decided upon in budget negotiations. The SFSF were a part of that so the Governor is effectively replacing those one-time federal dollars with state dollars.

Board Member Gilpin said he is trying to understand. There is \$71 million less in the Governor's proposal, FY2011 ends June 2010, the federal government gave \$119 million in Ed Jobs money (August 2010), and the federal government will not issue more funds this summer in FY2011. We do not know when or if the districts have spent the money except what has been drawn down. In theory the remaining funds could be drawn down before the summer of 2011?

Ms. Geiger said yes. It would result in a hefty general fund balance for the districts to carryover.

Board Member Gilpin said the Governor took into account the \$139 million in stimulus funds.

Ms. Geiger said the Governor and Legislature authorized the amount the agency was able to expend for each of the fiscal years those funds were available. There will not be another \$119 million in the coming fiscal year. Districts might have a healthy balance from which they can draw down and expend.

Board Member Gilpin said he understood the district draw down and if that was the confusion from the last meeting?

Superintendent Barresi said there was confusion on the part of some superintendents that generated phone calls. She appreciated the Board's indulgence on this issue. It is a good idea for everyone to be on the same page.

Board Member Gilpin said understandably the \$119 million was one-time funding and school districts are aware that the money they had available last year will not be available next year.

Ms. Geiger said that is true, but on the other side of the one-time federal coin, if she were at a school district looking at the Governor's proposed budget she would think the Governor is holding the school districts harmless for the larger of those two amounts of one-time funding in the SFSF.

Board Member Foresee said if all the school districts had spent \$119 million they would be in an awful situation, but luckily, at this time, they all have not spent all the money.

**MARCH 17, 2011 SPECIAL BOARD  
MEETING MINUTES APPROVED**

Board Member Mabry motioned for approval of the minutes of the March 17, 2011, special Board meeting. Board Member Rozell seconded the motion. The motion carried with the following votes: Senator Rozell, yes; Mrs. Mabry, yes; Mr. Gilpin, yes; Ms. Foresee, yes; and Mrs. Arnn, yes.

**STATE SUPERINTENDENT**

**First-Year Superintendents**

Superintendent Barresi introduced the first-year superintendents attending the meeting: Mr. Jeff Daugherty, Superintendent, Merritt Public Schools; Ms. Rita Ford, Superintendent, Eufaula Public Schools; Ms. Sandy Harper, Superintendent, Grove Public Schools; Ms. Darsha Huckabaa, Superintendent, Pauls Valley Public Schools; Ms. Karen LaRosa, Superintendent, Monroe Public School; Mr. Micky Lively, Superintendent, Mangum Public Schools; and Mr. Josh Sumrall, Superintendent, Coyle Public Schools.

**Recognition of Jennifer Evans-Lowery, Fifth Grade Teacher,  
Highland Park Elementary School, Midwest City-Del City Public Schools,  
as Recipient of the 2010 Milken Family Foundation National Educator Award**

Superintendent Barresi recognized Ms. Jennifer Evans-Lowery, the 2010 Oklahoma Milken Family Foundation National Educator Award winner.

Dr. Jennifer Watson, Team Leader, Office of Standards and Curriculum, said the Milken Educator Award is hailed as the "Oscars of Education". Mr. Lowell Milken of the Milken Family Foundation created the award to recognize exemplary teachers and honor them with \$25,000. In 1987 the first award was presented to twelve California teachers and since that time more than 2,500 teachers, principals and specialists have been honored. Oklahoma became a member of the Milken Program in 2000, and 24 Oklahoma teachers have received the award. Dr. Watson said Ms. Evans-Lowery is the Oklahoma finalist for the Presidential Awards for Excellence in Mathematics and Science Education.

Ms. Evans-Lowery thanked the State Board of Education and said she was pleased to represent Oklahoma with the Milken Family Foundation Award and the Presidential Awards for Excellence in Mathematics and Science Education. Ms. Evans-Lowery's family members were present. Also present were Ms. Jackie Ardrey, Milken Family Foundation, Dr. Donna Cloud, Principal, Highland Park Elementary School, Midwest City-Del City Public Schools, Mr. Bill Scoggins, Superintendent, Midwest City-Del City Public Schools.

**Report on Department Activities**

Superintendent Barresi informed Board members the 2009-2010 audit exit report was received yesterday, and the audit recommendations are currently being addressed.

Board Member Miles-Scott asked if Board Members will receive a copy of the exit report?

Superintendent Barresi said yes. The Department reorganization is moving forward. In the Fiscal Services Division new purchasing procedures are being implemented as well as refinements for more efficient and effective claims processing resulting in timely payments. At the April 28, 2011, State Board meeting a more detailed report on the Department reorganization, legislation work, and school district updates will be provided.

### **CONSENT DOCKET APPROVED**

Discussion and possible action on the following deregulation applications, statutory waivers, and exemptions for the 2010-2011 and 2011-2012 school years, and other requests:

- (a) **Allow Two School Days in a 24-Hour Period – 70 O. S. § 1-111**  
Perry Public Schools, Noble County  
Pickett Center Public School, Pontotoc County  
Piedmont Public Schools, Canadian County  
Quinton Public Schools, Pittsburg County  
Soper Public Schools, Choctaw County  
Allen Public Schools, Pontotoc County  
Calera Public Schools, Bryan County  
Healdton Public Schools, Carter County  
Marietta Public Schools, LeFlore County  
Porter Consolidated Public Schools, Wagoner County  
Porum Public Schools, Muskogee County
- (b) **Noncertified Substitute Teachers - 70 O. S. § 6-105**  
Allen Public Schools, High School, Pontotoc County
- (c) **Library Media Specialist Services – OAC 210:35-5-71 & 210:35-9-71**  
Sweetwater Public Schools, Roger Mills County
- (d) Request approval of Great Expectations Summer Institute scholarships for FY2012
- (e) Request approval on waiver of FY2010 General Fund Balance penalty for Wilburton Public Schools, Latimer County, Kiowa Public Schools, Pittsburg County and Leedey Public Schools, Cheyenne Public Schools, Sweetwater Public Schools, and Hammon Public Schools, Roger Mills County – 70 O. S. § 18-200.1
- (f) Report on Department personnel changes

Board Member Mabry said on item 5(a), Allow Two School Days in a 24-Hour Period, after reading the 'duration of waiver' she realized there are requests for this statutory waiver every month. It is a great idea and the requests are not usually denied because it is for parent/teacher conferences which benefit the parents. Would it be possible to change the law so that it could be a local district decision and not require districts to apply for a statutory waiver through the State Board?



Superintendent Barresi said she understood Board Member Mabry's concern and would visit with the Legislature leadership and report back to the Board. She said she appreciates the efforts of school districts to be available at night in order for parents to attend a parent/teacher conference.

Board Member Mabry said the library media specialists waivers appear many times and is also a concern. These requests should be closely reviewed because people do not realize the resource a library media specialist can be to an entire school. It saddens her when a superintendent writes that this type arrangement will prevent them from having to hire a half-time librarian. How do you change that mindset? Education dollars are precious but most precious still are the resources that are being provided for public school children.

Board Member Gilpin said denying the request would change the mindset.

Board Member Foresee motioned to approve Consent Docket items 5(a) through (f) with the exception of (c). Board Member Arnn seconded the motion. The motion was carried with the following votes: Mrs. Arnn, yes; Ms. Foresee, yes; Mr. Gilpin, yes; Ms. Miles-Scott, yes; Mrs. Mabry, yes; and Senator Rozell, yes.

Board Member Foresee said she understood the concern but also understood the reason for the waiver request for library media specialist.

Ms Perri Applegate, Executive Director, Instructional Support, said she talked with the Superintendent at Sweetwater Public Schools. They have had difficulty finding a person to work half-time only. However, they are utilizing the person they have to cover multiple places and also teach.

Superintendent Barresi said she will ask staff to investigate and discuss the request with the superintendent to provide more detailed information.

Board Member Rozell motioned to approve Consent Docket item 5(c) and Board Member Mabry seconded the motion. The motion carried with the following votes: Senator Rozell, yes; Mrs. Mabry, yes; Ms. Miles-Scott, yes; Mr. Gilpin, yes; Ms. Foresee, yes; and Mrs. Arnn, yes.

## **LEGAL SERVICES DIVISION**

### **Adoption of Permanent Rules in Title 210 Approved**

Ms. Belinda Tricinella, Legal Counsel Assistant, presented a request for permanent adoption of the following rules:

#### **Chapter 15. Curriculum and Instruction; Subchapter 13. Special Education**

Superintendent Barresi said she inserted additional language to the rule because some of the references and timelines were not clear enough which could lead to misinterpretation.

Board Member Rozell asked if this was the program some schools did not want to participate and was there a ruling?

Minutes of the Meeting of  
State Board of Education  
March 24, 2011

Superintendent Barresi said there was discussion with the Attorney General's Office and to date, all of the school district boards have rescinded their refusal to comply and are currently in compliance. There is also some cleanup legislation that will clarify the misunderstanding districts were having. The legislation is currently in the Senate.

Board Member Rozell asked how many requests for scholarships were presented?

Ms. Misty Kimbrough, Assistant State Superintendent, Special Education Services, said to date, 55 statewide requests have been approved to participate in the program.

Board Member Foresee said the law is made by the Legislature and the Board is implementing the rules?

Superintendent Barresi said this will make the emergency rule a permanent rule.

Board Member Rozell said he did not have an objection to making the rule permanent but wondered if it was legal to pass permanent adoption. The Legislature passed the law last year, and an emergency rule was approved by the Board, but the law is being changed because the schools rejected. Was there a court action or agreement made to make them approve the scholarships?

Superintendent Barresi said if the parent petitioned the districts because their child is on an IEP, then from that point on this process is outlined in the rule. The schools decided to comply with the law and take up their issue with the Attorney General.

Board Member Gilpin said school districts that objected and thought the law to be unconstitutional decided to enforce the law. There may a separate lawsuit challenging the constitutionality.

Superintendent Barresi said it is still unclear whether or not the lawsuit has been filed.

Ms. Tricinella said since a bill is already in place and being implemented these rules would be to comply with the law as it is now.

Board Member Gilpin asked if there was a constitutional challenge in court?

Ms. Tricinella said she knew there was talk of one but was not certain how far it has gone.

Board Member Rozell asked are there different scholarship amounts because the rule states the scholarship amounts will be calculated?

Superintendent Barresi said 95 percent of the state funding is transferred which is based on the weight system in the formula amount.

Ms. Kimbrough said the weighted formula that goes through the state aid formula is based upon the disability category. Each disability category is assigned a different weight and each grade level also has a weight. The reason scholarship amounts vary from child to child is because the disability and grade level weights are multiplied with a base factor which has been \$3,112.20 this year.

Board Member Foresee said to clarify, for a student in public school with an IEP who receives a scholarship, the scholarship money goes to the private school as opposed to the public school?

Ms. Kimbrough said the law currently requires the SDE to make the calculation based on that weighted formula system, send the calculation back to the public school for the student, and the public school issues a check to the private school for the student in the parent's name. The parent(s) is responsible for endorsing the check at the private school.

Board Member Foresee asked will that occur every year or until the student returns to public school?

Ms. Kimbrough said per the current law scholarships are in effect until either the student graduates from private school or returns to public school. The law requires the calculation annually because the base factor changes.

Board Member Rozell asked are all private schools accredited by the SDE?

Ms. Kimbrough said no. In order to qualify for the scholarship program a school must be accredited. The parent chooses the private school and is responsible for transporting the student.

Board Member Mabry motioned to approve permanent adoption and Board Member Rozell seconded the motion. The motion carried with the following votes: Mrs. Arnn, yes; Ms. Foresee, yes; Mr. Gilpin, yes; Ms. Miles-Scott, yes; Mrs. Mabry, yes; and Senator Rozell, yes.

#### **Chapter 20. Staff; Subchapter 15. Residency Program**

Board Member Mabry said she was concerned the rule would cause the loss of first-year teachers.

Superintendent Barresi said she shared her concerns and that information is being provided to the Legislature regarding this effort.

Board Member Miles-Scott asked if the law is passed the teachers do not have stabilities and can be fired?

Superintendent Barresi said a school district has the option to not pursue the residency teacher program. Teacher firings are a different effort.

Board Member Miles-Scott said it may be a different effort but it all works together. The residency program helps the teacher in the first two years. It gives them the opportunity to have a hearing and another chance to do a better job.

Board Member Arnn said in every case that has come before the Board concerning dismissing a first-year teacher one reason that has kept the teacher from being dismissed was because they did not have a resident advisor. In some instances it is a good thing, particularly for a first-year teacher.

Superintendent Barresi asked Ms. Tricinella what is being considered is the permanent adoption of a rule already in emergency status?

Ms. Tricinella said yes.

Board Member Foresee said the rule is for the fiscal year 2011-2012.

Superintendent Barresi asked what would be the consequence of failure to adopt this as a permanent rule?

Ms. Connie Holland, Chief Executive Secretary, State Board, said the emergency rule will no longer be effective as of July 14, 2011. The statute remains the same.

Board Member Arnn motioned not to approve permanent adoption and Board Member Gilpin seconded. The motion carried with the following votes: Senator Rozell, yes; Mrs. Mabry, yes; Ms. Miles-Scott, yes; Mr. Gilpin, yes; Ms. Foresee, yes; Mrs. Arnn, yes.

#### **Chapter 15. Curriculum and Instruction; Subchapter 4. Common Core State Standards**

Board Member Mabry asked these are standards developed by the National Governors Association?

Superintendent Barresi said yes.

Board Member Rozell asked how are we are trying to help schools implement the program?

Superintendent Barresi said the Office of Curriculum and Instruction Office of Standards and Curriculum has diligently worked to transition from the *PASS* objectives to the common core. A national review of Oklahoma's current *PASS* standards has shown the standards are comparable to the common core. The approach in teaching with guidance will be encouraged to be different, allow deeper penetration into the standards, and emphasize the development of critical thinking skills as well as content knowledge. The standards are national and international benchmarks and are portable.

Board Member Rozell asked are universities training students on the common core standards?

Superintendent Barresi said there have been discussions between the SDE, universities, and the Commission on Teacher Preparation.

Dr. Cindy Koss, Assistant State Superintendent, Office of Standards and Curriculum, said the implementation process has begun. Schools need information about the changes. The standards will be assessed in 2014 which allows time to work with teachers, administrators, and higher education. A group meets with other stakeholder groups to establish communication with the business community, higher education, administrators, teachers, parents, and students. The draft implementation process will be made available to Board members at the April 28, 2011 Board meeting. Regional curriculum conferences and summits for administrators, teachers, and focus groups will be scheduled to provide information about classroom changes and the assessments

Minutes of the Meeting of  
State Board of Education  
March 24, 2011

available in 2014. Materials regarding the alignment of the common core standards and *PASS* are available on the SDE Web site.

Board Member Mabry motioned to approve permanent adoption and Board Member Arnn seconded the motion. The motion carried with the following votes: Mrs. Arnn, yes; Ms. Foresee, yes; Mr. Gilpin, yes; Ms. Miles-Scott, yes; Mrs. Mabry, yes; and Senator Rozell, yes.

**Chapter 15. Curriculum and Instruction; Subchapter 3. Priority Academic Student Skills; Part 23. Instructional Technology**

Board Member Foresee asked will all schools be required to have computers in order for students to perform everything that is taught?

Ms. Applegate said yes. The current *PASS* standards require computers which were hardware and software focused. The new standards also focus on digital literacy, and the standards are the National Educational Technology Standards for Students from the International Society of Educational Technology.

Board Member Mabry motioned to approve permanent adoption.

Board Member Foresee seconded the motion. The motion carried with the following votes: Senator Rozell, yes; Mrs. Mabry, yes; Ms. Miles-Scott, yes; Mr. Gilpin, yes; Ms. Foresee, yes; and Mrs. Arnn, yes.

**Chapter 15. Curriculum and Instruction; Subchapter 3. Priority Academic Student Skills; Part 3. Pre-Kindergarten and Kindergarten and Part 9. Science**

Ms. Jana Rowland, Director, Science, said committees for the science standards review were comprised of teachers in grades Pre-K through 12 throughout the state from various school sizes, science related state agencies and business leaders, university science faculty, and science coordinators.

Board Member Mabry said she was pleased at how good the engineering portion looked, the decision made regarding Pluto, and the update of the scientific tools. A wonderful job was done in making a definition for renewable and nonrenewable resources. The Pluto issue occurred several years ago and if students are to move forward perhaps the science *PASS* may need to be revised on a more continual basis instead of every six years.

Ms. Rowland said the reason for the six-year cycle in accordance with the textbook adoption and resource adoption is to allow time for teachers to work with the major revisions to change the focus of instruction and to understand how to implement it well. The six-year cycle is for a full and complete review. The law allows updating as necessary. The reason for the wait on the Pluto issue was because of the controversy within the scientific community as to where it would land. Should there be a major change in a concept change(s) are allowed and would require Board approval.

Board Members congratulated Ms. Rowland on her new position at Western Technology Center and thanked her for her service at the SDE and to education.

Board Member Mabry motioned to approve permanent adoption and Board Member Gilpin seconded the motion. The motion carried with the following votes: Mrs. Arnn, yes; Ms. Foresee, yes; Mr. Gilpin, yes; Ms. Miles-Scott, yes; Mrs. Mabry, yes; and Senator Rozell, yes.

Ms. Tricinella said no action is required for Chapter 35. Standards for Accreditation; Subchapter 21. Alternative Instructional Delivery Systems. Notice for adoption of the rule had been filed and therefore was required to be on the agenda.

\_\_\_\_\_ and  
Teacher Number of \_\_\_\_\_

Ms. Tricinella presented a request to revoke the teaching certificate and teacher number \_\_\_\_\_ of \_\_\_\_\_. The certificate and number will expire June 30, 2012. Oklahoma law does not allow a teacher convicted of a felony to retain a certificate/number if the conviction occurred within the preceding ten-year period. \_\_\_\_\_

Board Member Gilpin motioned to approve the request and Board Member Arnn seconded the motion. The motion carried with the following votes: Senator Rozell, yes; Mrs. Mabry, yes; Ms. Miles-Scott, yes; Mr. Gilpin, yes; Ms. Foresee, yes; and Mrs. Arnn, yes.

\_\_\_\_\_ and  
Teacher Number of \_\_\_\_\_

Ms. Tricinella presented a request to revoke the teaching certificate and teacher number \_\_\_\_\_ of \_\_\_\_\_. The certificate and number will expire June 30, 2014. Oklahoma law does not allow a teacher convicted of a felony to retain a certificate/number if the conviction occurred within the preceding ten-year period. \_\_\_\_\_

Board Member Gilpin motioned to approve request and Board Member Rozell seconded the motion. The motion carried with the following votes: Mrs. Arnn, yes; Ms. Foresee, yes; Mr. Gilpin, yes; Ms. Miles-Scott, yes; Mrs. Mabry, yes; and Senator Rozell, yes.

**Update on Western Heights Independent School District  
No I-41, of Oklahoma County v. Department of Education,  
Oklahoma State Board of Education and Sandy Garrett,  
Oklahoma State Superintendent of Public Instruction  
for the State of Oklahoma, Case No. 106,969**

Ms. Tricinella presented an update on the Western Heights Independent School District's application appeal to the Supreme Court of Oklahoma for attorney fees and costs in the law suit regarding an Academic Yearly Performance (AYP) Appeals Committee determination. On December 17, 2010, the Court of Appeals issued an Order affirming the District Court decision to deny Western Heights Independent School District. The SDE filed an objection to the petition and on February 28, 2011, the Supreme Court unanimously denied Western Heights Independent School District's petition finding in favor of the State Board and State Department of Education.

**Severance Pay for [REDACTED]  
Former Employee of [REDACTED]  
[REDACTED] Approved**

Ms. Tricinella presented a request to provide a severance allowance to [REDACTED], former employee of the [REDACTED] that was mandatorily annexed pursuant to Title 70 O.S. § 7-203 (B) (3). [REDACTED] was contracted personnel with the school district. Ms. Tricinella reviewed the State Board of Education's decision to non-accredit [REDACTED] on May 27, 2010, the June 24, 2010, mandatory annexation, [REDACTED] employment contract/appeal, and the SDE review/recommendation. [REDACTED] and Mr. Steven Novick, Attorney for [REDACTED] were present.

Board Member Rozell asked what money will be used for the severance pay?

Ms. Tricinella said by Oklahoma law the SDE provided payments to all employees of [REDACTED] because they were not provided severance by the receiving school districts.

Board Member Mabry asked if the Board's requested audit of Bell Public School had been performed?

Board Member Miles-Scott said the request was made during the elections. At this time we do not know if the new State Auditor and Inspector received the request.

Mr. Herron said the Board did request the audit but nothing as yet has happened. The changes in administration/audit we do not know the status at this time.

Board Member Miles-Scott asked if the Board should make another request?

Superintendent Barresi said she was not aware of the audit request, but will correspond with Auditor Jones to follow up on the request.

Board Member Gilpin motioned to approve and Board Member Miles-Scott seconded the motion. The motion carried with the following votes: Senator Rozell, yes; Mrs. Mabry, yes; Ms. Miles-Scott, yes; Mr. Gilpin, yes; Ms. Foresee, yes; and Mrs. Arnn, yes.

Board Member Gilpin asked if there was an update on the Epic School District litigation?

Ms. Tricinella said the Supreme Court did deny the settlement and we are currently awaiting the filing response to the SDE appeal. There is no decision at this time.

## **ACCREDITATION/STANDARDS DIVISION**

### **Update on White Oak Public School**

Dr. Sharon Lease, Assistant State Superintendent, Accreditation/Standards Division presented an update on White Oak Public School to Board members. She said

Minutes of the Meeting of  
State Board of Education  
March 24, 2011

the current enrollment is 893 students. On February 15, 2011, the enrollment was 939 students and 46 students withdrew.

Board Member Mabry asked how often are the pie chart graphs updated in the monthly report? Is a computer test used for this information?

Mr. David Money, Superintendent, White Oak Public School, said the graphs are updated monthly. Scan Trons are used for the test.

Board Member Mabry asked are the math percentages out of the total number of students in second grade, or the total number that took the test?

Mr. Money said all second graders were tested.

Board Member Mabry asked what type of math are eighth graders taking?

Mr. Money said the state mandated core curriculum-Saxon.

Board Member Foresee asked none are taking Algebra I?

Mr. Money said students are being introduced in the pre-algebra but not actually taking Algebra I.

Board Member Mabry asked if Mr. Money reviews the teachers at the White Oak site who reviews the online teachers?

Mr. Money said he reviews all the teachers.

Board Member Mabry asked how did he review?

Mr. Money said there has been a lot of challenges this year, and will be working on reviewing next week.

Board Member Mabry said in grades one and two, each teacher was responsible for 57 students which is a lot of students, and more than public schools. In grades three through five there were 148 students per teacher and 806 students per teacher in grades six through eight.

Mr. Money said it is the difference in the setting for the virtual students because they have one-on-one time with each teacher, as well as, classroom time with each teacher. This is called an illuminate session with 30 or more students online at the same time with the teacher. There is direct interaction with the students for positive or negative responses whether the student is/is not understanding and if the student needs remediation they can go back and get it then.

Board Member Foresee asked will testing be done at a central location and who monitors the test?

Mr. Money said testing is done at alternate locations across the state.

Ms. Jennifer Stegman, Assistant State Superintendent, Office of Accountability and Assessments, said school districts are required to submit a plan for the administration



Minutes of the Meeting of  
State Board of Education  
March 24, 2011

of the test that also includes location and test monitors/administrators. Oklahoma law also requires an Oklahoma certified teacher be employed by the district. White Oak is currently hiring teachers on a substitute basis to help with the administration of the tests.

Board Member Foresee asked there will only be White Oak students in the facility and not different students testing at separate facilities?

Mr. Money said alternate test locations are available depending on the student's geographic location. These are White Oak students that are enrolled in Oklahoma Virtual Academy.

Ms. Stegman said other districts with virtual students will coop and there may be more than one school that is testing.

Board Member Mabry said how will the nine third grade students that are below grade level in reading receive remediation? This is a benchmark in third grade reading.

Mr. Money said through a variety of methods provided by the state such as the summer program or through the virtual school.

Board Member Mabry asked Mr. Money to provide how much actual time the 893 students are spending on the computer? Is their time clocked?

Mr. Money said yes the actual time is clocked and attendance is determined.

Board Member Mabry asked Mr. Money to provide a report on the time students are working on the computer.

Board Member Mabry said 20 students previously at a public school had withdrawn.

Mr. Money said the virtual academy curriculum is much more rigorous than a public school.

Board Member Gilpin asked what additional problems with the virtual school has Mr. Money and the district faced?

Mr. Money said the free lunch program was an initial hurdle as to whether or not to count virtual students in the free-and-reduced lunch percentages. The other hurdles are the E-rate application, Impact Aid, Indian Education requirements, and varied open record requests.

Board Member Gilpin said once all the information Mr. Money provides is analyzed that information will be a great basis for determining how virtual education does or does not work.

Mr. Money said virtual education is not going away and has a definite place within the public school system in the state. However, it does fit a small segment of the entire student population in providing an alternative.

Minutes of the Meeting of  
State Board of Education  
March 24, 2011

Board Member Rozell said the number of below average students is running anywhere from 12 to 36 percent which is a high number of students, especially in the eighth grade. What percentage of all students are below average?

Mr. Money said he did not have that data but would provide the information at the next meeting.

This was a report only and no action was taken.

~~Accreditation or Non-accreditation of~~  
**Boynton-Moton Public School District I004,  
Muskogee County for the 2011-2012  
School Year Approved**

Superintendent Barresi said the SDE witnessed a serious pattern with the Boynton-Moton Public School District. There were several situations related to not only accreditation but also finance, child nutrition, and student assessment. She instructed an SDE team to perform an investigative audit recommending what was in the best interest of the students, and whether they had been or will be adequately served.

Dr. Lease presented an accreditation recommendation request for Boynton-Moton Public Schools. She reviewed the accreditation status for school sites and classification categories pursuant 70 O.S. § 3-104.4. A review and evaluation was conducted on March 7, 2011, by SDE team members Mr. Larry Fry, Regional Accreditation Officer; Ms. Christa Knight, Mr. Mark Everhart and Ms. Pam Kimery, Special Education Services; and Ms. Sarah Yauk, Child Nutrition.

Mr. Fry said there were several noncompliance areas which included mandated reports not submitted; no available comprehensive local education plan, no teaching certificates/college transcripts or loyalty oaths on file, no documentation that standards of performance and conduct for teachers distribution, incomplete teacher/administrator employment contracts, no health services program on file, no district plan/procedure regarding medicines, accidents, emergencies and disasters, and no library expenditures for 2008-2009 and 2009-2010. He said there is discontentment within the Boynton-Moton community, and other concerns are that the financial capabilities to meet the needs of the students in future years, and a developed pattern of noncompliance in other areas.

Board Member Miles-Scott asked will W-2's be reissued because employees received travel reimbursement from home to work and employees were being paid more than their contracted salaries?

Mr. Herron said yes. The State Auditor and Inspector issued an investigative audit to the Muskogee County District Attorney and details of the audit should not be commented upon at this time.

Superintendent Barresi said she visited with the State Auditor and he indicated the investigation was ongoing.

Ms. Joanie Hildebrand, Executive Director, Child Nutrition Programs, said there were several areas of noncompliance. The number of meals by type was based on attendance rather than an accurate point of service count. This always results in the district claiming more meals than actually served. There were no production records for

Minutes of the Meeting of  
State Board of Education  
March 24, 2011

many days that school was in session. The months of August and September had no food production records and other months had only 50 percent of the days recorded. Without the food production records it cannot be determined if the school met the United States Department of Agriculture (USDA) minimum meal pattern requirement regulations. The district was assessed an over-claim of \$17,920.44, which will be reclaimed starting with the district's April claim for reimbursement, and will continue at 50 percent until all money is repaid. A follow up visit is scheduled in May 2011, to insure the district is in compliance. If the district is not in compliance further fiscal action will be taken.

Ms. Jennifer Stegman, Assistant State Superintendent, Office of Accountability and Assessments, reviewed the 2010 academic achievement and district report card for Boynton-Moton Public School District.

Board Member Foresee asked if the district was a K-12 school?

Dr. Lease said it is a PK-12 school; however there are no students in the high school at the present time. The local school board did not take official action to close the high school.

Superintendent Barresi asked Ms. Stegman, based on the review and observation, would she determine the students are academically at risk?

Ms. Stegman said yes.

Board Member Foresee asked how many students graduated in 2009?

Ms. Stegman said 13 students graduated.

Ms. Misty Kimbrough, Assistant State Superintendent, Special Education Services, said a letter has been issued of the findings of the investigation. However, Boynton-Moton is part of the Muskogee County Coop and Boynton-Moton special education services are provided via the coop. Their special education money is sent to the coop. Minimal problems in the area of special education services were found. The district has a balance of \$19,000 of FY2010 federal ARRA stimulus funds that have not been spent. The funds must be spent by the September 30, 2011 deadline.

Dr. Herron said he reviewed the State Auditor's investigative report and the last two independent audits of the school district and all showed a pattern of fiscal problems. He talked with Superintendent Shelbie Williams regarding options for annexation and consolidation and a feasibility study to annex to Haskell Public Schools and/or Midway Public Schools. The SDE prepared an average daily membership (ADM) study for the last several years that indicates student enrollment has steadily declined.

Board Member Mabry asked what will be done with the house owned by the district?

Dr. Herron said that information could not be discussed at this time.

Dr. Shelbie Williams, Superintendent, Boynton-Moton Public Schools, said she became Superintendent September 8, 2009. The district had serious financial problems at the time and was approximately \$250,000 down. The district survived the school year and ended the year in the black. Dr. Williams said she advised school board members

Minutes of the Meeting of  
State Board of Education  
March 24, 2011

there were serious financial problems at the district and there was a possibility funds would not be available for the 2011-2012 school year. The district does not have a high school and could not afford to have high school for the 2010-2011 school year. Boynton is a small community and 99 percent of students are eligible for free and-reduced lunch. If the school is closed people will lose their jobs.

Dr. Williams said she was having surgery the day six SDE staff members visited the Boynton-Moton Public Schools and went through all the paperwork in her office. I disagree with people coming in and going through paperwork in my office without me being there. Contracts are properly signed and on file. The district is under investigation by the Muskogee County District Attorney's office for past questionable activities. Those types of activities have not occurred while I have been Superintendent, Dr. Williams said. The cafeteria staff has done a tremendous job of feeding the children. The issue is money and the district does not have the money to function. There are \$34,000 in legal fees the district does not have money to pay. There is not enough money to hold an election to close the school. A \$17,000 cut is devastating to a small district because there are bills that must still be paid.

Mr. Gilpin asked about federal funds.

Dr. Williams said the district has utilized federal dollars for pre-school class. The ARRA funds for special education have not been spent because those funds were needed this year to pay for speech and language pathologist services. The small class sizes allow students much one-on-one time with the teacher.

Senator Rozell asked if there is enough money to finish this school year.

Dr. Williams said no.

Senator Rozell said the community should be made aware there is not enough money to finish the school year, because if the school district does not pay the bills, then it falls to the taxpayers to pay.

Dr. Williams said the community has been made aware of the situation. The taxpayers are in favor of keeping the school.

Senator Rozell said he understands, but do the people want their taxes to increase in order to keep the school.

Dr. Williams said that would be determined by a vote of the people.

Board Member Gilpin said if the school is so important to the community, how does the community feel about students not achieving?

Dr. Williams said students not achieving has not been a problem this year.

Mr. Gilpin said data indicates three years of extremely low student achievement.

Dr. Williams said yes, but the numbers are extremely low. There were only three third grade students tested.

Minutes of the Meeting of  
State Board of Education  
March 24, 2011

Mr. Gilpin said of 27 students tested in Grades 3 through high school, only five students scored proficient. It seems that the community would not consider those good numbers and would want to dramatically change what is happening in the district.

Ms. Miles-Scott asked was the testing information made available to parents.

Dr. Williams said the information provided to the district by the SDE is sent home to the parents. The parents seemed happier about how successful each child is every day.

Ms. Angela Jackson, Boynton-Moton School Board Member said she served three years prior, was off for six months, and then reinstated in February by election. She is a graduate of Boynton and her four children attended Boynton. As a board member she had no idea test scores were so low.

Mr. Gilpin asked in 2010 no one told Ms. Jackson that sixth grade math achievement fell by 66 percent?

Ms. Jackson said she has four nieces who attend Boynton and she had no idea test scores were so low. The community is not aware of the low test scores. Everything at the district is out of hand.

Mr. Bernard Walker, Boynton-Moton School Board Member said he has served on the school board for 43 years and was not aware of the test scores. There is a problem and it is an in-house problem. It was recommended by SDE staff in 2009 to close the high school. He does not want the school to close, but that seems to be the best alternative.

Mr. Gilpin said the school is all the community has, but it appears the school is not serving the community well. Out of 27 students tested only five were proficient. Why would you want the school to keep operating? In 2010, sixth grade math achievement scores fell by 66 percent. These are facts.

Mr. Walker said the board should have known about the test scores up front.

Mr. Gilpin said no, the board should have looked into the matter and then discussed and resolved the situation for the sake of the students. It was the board's responsibility and job to do so.

Mr. Walker and Ms. Jackson said they had not seen any of the information presented to this Board.

Mr. Walker said he was in the meeting when the board voted on the salary increase for Dr. Williams, even though he voted against the increase.

Board Member Foresee asked why Dr. Williams' salary as a superintendent for 47 students was [REDACTED]

Dr. Williams said her salary increased from [REDACTED] because the district was in serious need requiring tremendous work. The school board paid a superintendent salary for a person with a doctorate degree.

Superintendent Barresi asked was the [REDACTED] salary asked for upfront in Dr. Williams' contract prior to the beginning of this year.

Dr. Williams said it was [REDACTED], and yes she requested the salary up front because of all the time and money she had donated.

Superintendent Barresi asked did Dr. Williams realize that was illegal.

Dr. Williams said she did not intend to do anything that was not perfectly correct.

Superintendent Barresi said to confirm the facts Dr. Williams', salary increased from [REDACTED] to [REDACTED] in one year.

Dr. Williams said yes and is comparable to other superintendent salaries and level of education.

Board Member Rozell said there is a limit on superintendent salaries. Administrative costs cannot exceed ten percent of the budget. At this time, Dr. Williams' salary is 30 percent over the budget which is illegal.

Dr. Williams asked what does the State Board want done?

Superintendent Barresi said with the [REDACTED] contract Dr. Williams has stated she informed the local board there was not enough money to hire teachers for the high school.

Dr. Williams said she was hired before knowing there was not enough funds to hire other teachers.

Board Member Gilpin motioned to nonaccredit Boynton-Moton Public Schools as of June 30, 2011. Board Member Arnn seconded the motion. The motion carried with the following votes: Mrs. Arnn, yes; Ms. Foresee, yes; Mr. Gilpin, yes; Ms. Miles-Scott, yes; Mrs. Mabry, yes; and Senator Rozell, yes.

## **LEGAL SERVICES DIVISION**

### **Interview Applicants for Position of General Counsel**

#### **Convene Into Executive Session Approved**

Board Member Gilpin motioned to convene into Executive Session at 12:40 p.m. Board Member Rozell seconded the motion. The motion carried with the following votes: Senator Rozell, yes; Mrs. Mabry, yes; Ms. Miles-Scott, yes; Mr. Gilpin, yes; Ms. Foresee, yes; and Mrs. Arnn, yes.

#### **Return to Open Session Approved**

Board Member Gilpin motioned to return to Open Session at 1:45 p. m. and Board Member Miles-Scott seconded the motion. The motion carried with the following votes: Mrs. Arnn, yes; Mr. Gilpin, yes; Ms. Foresee, yes; Ms. Miles Scott, yes; Mrs. Mabry; yes; and Senator Rozell, yes.

Board Member Gilpin motioned to offer the position of General Counsel to Ms. Lisa Endres at the salary requirements indicated in the job qualifications. Board Member Foresee seconded the motion. The motion carried with the following votes: Senator Rozell, yes; Mrs. Mabry, yes; Ms. Miles-Scott, yes; Mr. Gilpin, yes; Ms. Foresee, yes; and Mrs. Arn, yes.

## **PROFESSIONAL SERVICE DIVISION**

### **Oklahoma as Parents as Teachers (OPAT) Annual Program Evaluation Approved**

Ms. Erin Nation, Coordinator, Early Childhood/Family Education, presented a request to approve the Oklahoma Parents as Teachers (OPAT) Annual Program evaluation. The 1992 voluntary home visitation program serves families with children birth to age three. She reviewed the data collected, curriculum research, and legislation.

Dr. Kathy McKean and Dr. Kelley Langley from the Oklahoma Technical Assistance Center reviewed the evaluation results of the 2009-2010 school year, updates, goals, funded programs/communities, enrollment/participants, testing, services offered, and parent outcomes.

Board Member Miles-Scott motioned to approve the request and Board Member Gilpin seconded the motion. The motion carried with the following votes: Mrs. Arn, yes; Ms. Foresee, yes; Mr. Gilpin, yes; Ms. Miles-Scott, yes; Mrs. Mabry, yes; and Senator Rozell, yes.

## **FINANCIAL SERVICES DIVISION**

### **Additional Payments to the Teachers' Retirement System for the Teachers' Retirement Credit Approved**

Mr. Jack Herron, Assistant State Superintendent, Financial Services Division presented a request for payment of the balance of \$17,088,597 to the Teachers' Retirement Credit, as required by the Attorney General Opinion (2010 AG 14). On December 16, 2010, the Board approved \$18,222,778 of the \$35,311,375 credit amount is to be paid to the teacher retirement credit. The funding will be taken from the agency activities budget source.

Superintendent Barresi said in December the Board requested a supplemental appropriation for the teacher retirement credit. The Legislature has made it clear the appropriation will not be awarded.

Dr. Herron said the \$35 million teacher retirement credit appropriation was known and debated for several years. In July when the Board approved the fiscal year budget, \$18.2 million was not obligated until August. It was decided at the August Board meeting to appropriate the \$18.2 million to the Flexible Benefit Allowance (FBA). Teacher Retirement requested an Attorney General Opinion which required and recommended the full amount of \$35 million be paid.

Dr. Herron responded yes to Board Member Foresee and Miles-Scott's question was the \$17 million always available and could have been paid.

Minutes of the Meeting of  
State Board of Education  
March 24, 2011

Board Member Miles-Scott said the supplemental was requested to pay the \$18.2 million because there was not enough money and no line item appropriation. She said what the Board decided to pay in July was based on the discussions and recommendation to the Board.

Board Member Foresee concurred the first payment was for the flexible benefits allowance because that was best and it was the TRS recommendation to pay the \$18.2 million. The school district is responsible to pay the flexible benefits allowance insurance and not the teacher retirement credit.

Ms. Marta Coombes, Executive Director, Fiscal Services, said monthly payments of \$2 million will be made to the TRS through the end of the year. A one-time catch up payment will also be made.

Board Member Miles-Scott asked will the Board be faced with the same decisions next year?

Superintendent Barresi said there will be a budget limits bill this year.

Board Member Foresee said the entire \$35 million would have been approved for the teacher retirement credit had the Board known in November when the budget was being prepared the amount would eventually have to be paid.

Board Member Gilpin said what happened was not getting the line item budget and receiving less money. The Board's decision based on the cash on hand was whether to pay health benefits, which were an immediate need, or pay retirement.

Board Member Miles-Scott said the SDE issued a specific line item budget and it was the Legislature's responsibility to line item the appropriations. As a former state auditor she questions whether it was legal for the Legislature to issue the budget without line item appropriations and require the SDE to appropriate the funds. It was for this very reason the Board asked for input/recommendations from the entities needing funding.

Board Member Gilpin said school districts need to understand the \$35 million thought to be obligated by law to help pay for health insurance will be paid according to the Attorney General to teacher retirement. They will be responsible for the health insurance funding they should have received by law.

Dr. Herron said he has no knowledge as to whether the Legislature will or will not line item the budget this next year. This was the first year in history that the Legislature did not line item a budget.

Superintendent Barresi said she has been advised there will be a budget limits bill and has asked for one.

Board Member Mabry said not many teachers were aware of the teacher retirement benefit prior to last fall.

Superintendent Barresi said in the budget limits bill approximately 30 percent of the funds allocated to the SDE are delineated. Approximately 69 percent is flow through money to the districts underneath the formula. There is only one percent that is



money to the districts underneath the formula. There is only one percent that is discretionary not delineated by the Legislature and the programs laid out by the Legislature.

Board Member Mabry motioned to approve the request and Board Member Miles-Scott seconded the motion. The motion carried with the following votes: Senator Rozell, yes; Mrs. Mabry, yes; Ms. Miles-Scott, yes; Mr. Gilpin, yes; Ms. Foresee, yes; and Mrs. Arnn, yes.

#### FINANCIAL UPDATE

Dr. Herron said at the end of fiscal year 2009-2010 House Bill 1566 took \$16 million from the SDE. After several meetings with auditors it appears the SDE is down \$16 million and a request has been made on how the funds can be returned. At this time we are waiting on a response.

Board Member Gilpin asked would the funds go into a special account for specific items?

Dr. Herron said he did not know. It has to be determined whether it will be returned or if the SDE must take action to get it returned.

Superintendent Barresi asked was the issue coding instructions for districts?

Dr. Herron said no. The OSF and State Auditor's office agreed the SDE was down \$16 million.

Superintendent Barresi said that was not her understanding. She suggested representative(s) from the OSF make a report at the April 28, 2011 Board meeting to clarify.

Board Member Miles-Scott said in addition to this, last year on the last day of the legislative session, the SDE appropriations bill was cut by \$16 million. An appropriation cannot be reduced from a previous fiscal year in a current fiscal year, because the money is appropriated for a particular year, that particular time, at that moment. The \$16 million was there, and then was taken away. The money was to be returned and now it is not known if it will be returned.

Board Member Gilpin asked what did 'taken away from the SDE' mean?

Board Member Miles-Scott said it was taken away from the line item allocations.

Board Member Gilpin asked was it taken from one account and put into another?

Dr. Herron said that has not been determined in visits with the State Auditor and Inspector's office and OSF representatives.

Board Member Miles-Scott asked if the SDE still had access to the system in order to view the status/availability of funds?

Dr. Herron said the SDE no longer has total access.

Minutes of the Meeting of  
State Board of Education  
March 24, 2011

Board Member Gilpin asked was this pertaining to the Governor's fund or stimulus fund, or is this something different and why?

Dr. Herron said the SDE could not tell and does not know why the money was taken from SDE appropriations.

Board Member Miles-Scott said it is something different. She remembered seeing news regarding payroll payment at the Water Resources Board.

Dr. Herron said no one was privy to the Legislature's reason. It may have been somewhat related to the Governor's Executive Order. Staff in the Financial Services Division believes there is money that belongs to the SDE and would like it returned.

Board Member Gilpin asked what was the controversy?

Board Member Miles-Scott said staff at the OSF are saying it is not true the \$16 million was taken and others say it is true.

Board Member Gilpin asked assuming the \$16 million was taken, why would they?

Board Member Miles-Scott said maybe to cover someone's mistake. Something is not right and it is only fair the Board get to the bottom of this because \$16 million could have been used for education.

Board Member Gilpin asked if a Board committee of Superintendent Barresi and Board Member Miles-Scott could meet with the other agency representatives about this issue.

Superintendent Barresi said being it is the Board's pleasure she and Board Member Miles-Scott will meet with the agencies and report back to the Board the findings.

This was a report only and no action was required.

## REPORTS

Superintendent Barresi said reports on alternative placement/Troops to Teachers and the Professional Standards production report were available for the Board's review.

## ADJOURNMENT

There being no further business to come before the Board, Board Member Gilpin made a motion to adjourn at 2:30 p.m. Board Member Foresee seconded the motion.

Board Member Miles-Scott said Board Member Gilpin has been a valued member of the State Board of Education and he would be missed.

Board Members thanked him for his instruction and service.

The motion passed with the following votes: Senator Rozell, yes; Mrs. Mabry, yes; Ms. Miles-Scott, yes; Mr. Gilpin, yes; Ms. Foresee, yes; and Mrs. Arnn, yes.

**CALL TO ORDER  
AND  
ROLL CALL**

Superintendent Barresi called the State Board of Education special meeting to order at 1:45 p.m. and welcomed everyone to the meeting. Ms. Holland called the roll and ascertained there was a quorum.

**OPENING COMMENTS BY STATE SUPERINTENDENT**

Superintendent Barresi said the purpose of the special meeting was to interview four candidates for the position of General Counsel.

**LEGAL SERVICES DIVISION**

**Applicants for Position of General Counsel**

**Convene into Executive Session**

Board Member Gilpin made a motion to convene into Executive Session at 1:50 p.m. and Board Member Rozell seconded the motion. The motion passed with the following votes: Superintendent Barresi, yes; Mr. Gilpin, yes; Mrs. Mabry, yes; and Senator Rozell, yes.

**Return to Open Session**

The Board committee returned to Open Session at 4:00 p.m. and Board Member Gilpin made a motion to interview Ms. Sandra Cinnamon and Ms. Lisa Endres at the regular meeting of the State Board on Thursday, March 24, 2011, at 9:30 a.m. Board Member Mabry seconded the motion. The motion carried with the following votes: Superintendent Barresi, yes; Mr. Gilpin, yes; Mrs. Mabry, yes; and Senator Rozell, yes.

**ADJOURNMENT**

There being no further business the meeting adjourned at 4:05 p.m. The next regular meeting of the State Board of Education will be held on Thursday, March 24, 2011, at 9:30 a.m. The meeting will convene at the State Department of Education, 2500 North Lincoln Blvd., Oklahoma City, Oklahoma.

  
Janet Barresi, Chairperson of the Board

  
Connie Holland, Chief Executive Secretary

STATE BOARD REGULAR MEETING  
MARCH 24, 2011  
Sign In Sheet

Name	Business-School-Agency	Address
[Redacted]	MID- Del Schools	MWC OK
[Redacted]	Mid- Del Schools	[Redacted]
[Redacted]	Coyle Public Schools	[Redacted]
[Redacted]	OKVA - White Oak	Vinita, OK
Josh Goodman	Pearson	Tulsa, OK
Larry Ehnert	Pearson	Tulsa City, IA
Tony McBrane	"	"
MIKE CLARK	Pearson	TULSA, OK
[Redacted]	OTAC	Cushing
Kelly Lorailey	OTAC	Cushing
[Redacted]	Hoop Public Schools	Hoop, OK
[Redacted]	OCIP	OKC
[Redacted]	North Law Association	Bethel
Angela Jackson	Baytown Public Schools	Baytown, OK
Leonard Walker	"	Baytown, OK
[Redacted]	Oklahoma Workday	OKC
[Redacted]	GIROSO	Baytown, Oklahoma
[Redacted]	Baytown Public Schools	"
[Redacted]	OTAC	"
[Redacted]	GOVA Kardia	"

STATE BOARD REGULAR MEETING  
MARCH 24, 2011  
Sign In Sheet

Name	Business-School-Agency	Address
[REDACTED]	OSKHE	Dec
[REDACTED]	Bryant Wilburton	
Erin Beckman	eCapitol	
[REDACTED]	SDE	
JACKIE ANDREY	Milken	
Larry Nettles	Retired	on Agenda
Steven A. Novick	Afy	1/1/12
Bill Jocean	mid-DEC	
JEFF SMITH	SDF	
[REDACTED]	Monroe ODCTE TPS Great Expectations OSKHE	Stallwater Tulsa, OK Tahlequah, OK
[REDACTED]		
[REDACTED]		
[REDACTED]		
[REDACTED]		
[REDACTED]		
[REDACTED]		
[REDACTED]		
[REDACTED]		
[REDACTED]		

**Janet Barresi**  
**State Superintendent of Public Instruction**  
**State Department of Education**

**Oklahoma First-Year Superintendents**  
**Thursday, March 24, 2011**  
**State Superintendent's Meeting**

**Martin Adams**  
Buffalo Public Schools

**Randy Allison**  
Varnum Public Schools

**Don Atkinson**  
Spiro Public Schools

**Leann Barnwell**  
Kansas Public Schools

**Tom Betchan**  
Billings Public Schools

**Dale Bledsoe**  
Cement Public Schools

**Paul Blessington**  
Luther Public Schools

**Charlene Carter**  
Moseley Public School

**Jeff Daugherty**  
Merritt Public Schools


**Terry Due**  
Collinsville Public Schools

**Jay Edelen**  
Pioneer Public School

**Randall Erwin**  
Clayton Public Schools

**Perry Evans**  
Mountain View-Gotebo Public Schools

**Rita Ford**  
Eufaula Public Schools



**Janet Barresi**  
**State Superintendent of Public Instruction**  
**State Department of Education**

**Oklahoma First-Year Superintendents**  
**Thursday, March 24, 2011**  
**State Superintendent's Meeting**

**Gaylene Freeman**  
Olustee Public Schools

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**Bruce Gillham**  
Shady Point Public School

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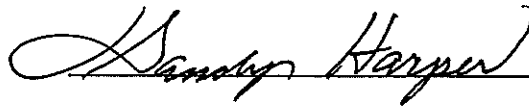
**Greg Gregory**  
Gage Public Schools

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**Kenny Guthrie**  
Leach Public School

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**Sandy Harper**  
Grove Public Schools



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**Jimmy Harwood**  
Pittsburg Public Schools

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**Lewetta Hefley**  
Felt Public Schools

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**Leon Hiett**  
Depew Public Schools

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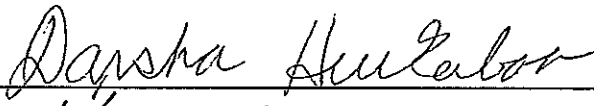
**Bryan Hix**  
Lowrey Public School

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**Lyndon Howze**  
Albion Public School

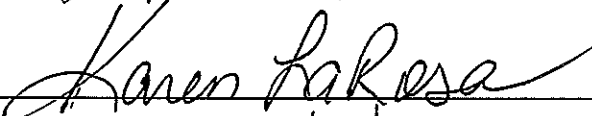
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**Darsha Huckabaa**  
Pauls Valley Public Schools



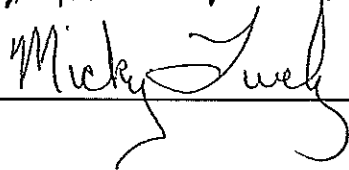
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**Karen LaRosa**  
Monroe Public School



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**Micky Lively**  
Mangum Public Schools



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**Jason Lockhart**  
Talihina Public Schools

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**Janet Barresi**  
**State Superintendent of Public Instruction**  
**State Department of Education**

**Oklahoma First-Year Superintendents**  
**Thursday, March 24, 2011**  
**State Superintendent's Meeting**

**Josh Sumrall**  
Coyle Public Schools



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**Billy Taylor**  
Kenwood Public School

---

**John Truesdell**  
Midway Public Schools

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**Steve Waldvogel**  
Mannford Public Schools

---

**James White**  
Piedmont Public Schools

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**Buddy Wood**  
Elk City Public Schools

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**Cory Wood**  
LeFlore Public Schools

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**Mark Wynn**  
Butner Public Schools

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**Mike Zurline**  
Rush Springs Public Schools

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**Oklahoma Administrative Code  
Oklahoma State Board of Education  
Instruction  
Common Core State Standards**

**210:15-4-1. Purpose**

The rules of the Subchapter have been adopted for the purpose of adopting and implementing the Common Core State Standards as developed by the National Governors Association Center for Best Practices and the Council of Chief State School Officers as part of a multi-state initiative to increase the rigor and comparability of state standards to meet the desired levels of competencies for students in public schools according to 70 O.S. § 11-103.6 and to review and revise core curriculum requirements according to provisions of 70 O.S. § 11-103.6(a).

**210:15-4-2. Definitions**

The following words and terms, when used in this Subchapter, shall have the following meaning:

**"Common Core State Standards"** means the standards and expectations developed and/or revised by the National Governors Association Center for Best Practices and the Council of Chief State School Officers.

**"English Language Arts"** means the set of Common Core State Standards developed and/or revised for grades K-12 including reading (foundational skills, reading literature, and reading informational text), writing, speaking and listening, and language.

**"Literacy in History/Social Studies and Science"** means the set of Common Core State Standards developed and/or revised for grades 6-12 including reading standards for history/social studies, reading standards for science, and writing standards for history/social studies and science.

**"Mathematics"** means the set of Common Core State Standards developed and/or revised for grades K-12 including number (counting and cardinality, operations and the problems they solve, base ten, and fractions), measurement and data, geometry, ratios and proportional relationships, the number system, expressions and equations, functions, statistics and probability, High School - number and quantity, High School - algebra, High School - functions, High School - modeling, High School - probability and statistics, and High School - geometry.

**210:15-4-3. Adoption and implementation**

(a) The Common Core State Standards in English Language Arts, Literacy in History/Social Studies and Science, and Mathematics shall be adopted and implemented as follows:

(1) Effective immediately, the Common Core State Standards in English Language Arts, Literacy in History/Social Studies and Science, and Mathematics are adopted by the State of Oklahoma;

(2) Beginning with the 2010-2011 school year, the school districts of the state shall develop and begin implementing a plan for transitioning from the Priority Academic Student Skills to full implementation of the Common Core State Standards in English Language Arts, Literacy in History/Social Studies and Science, and Mathematics as described in (b) of this rule by the 2014-2015 school year or the school year in which common assessments aligned to the Common Core State Standards will be available, whichever is later;

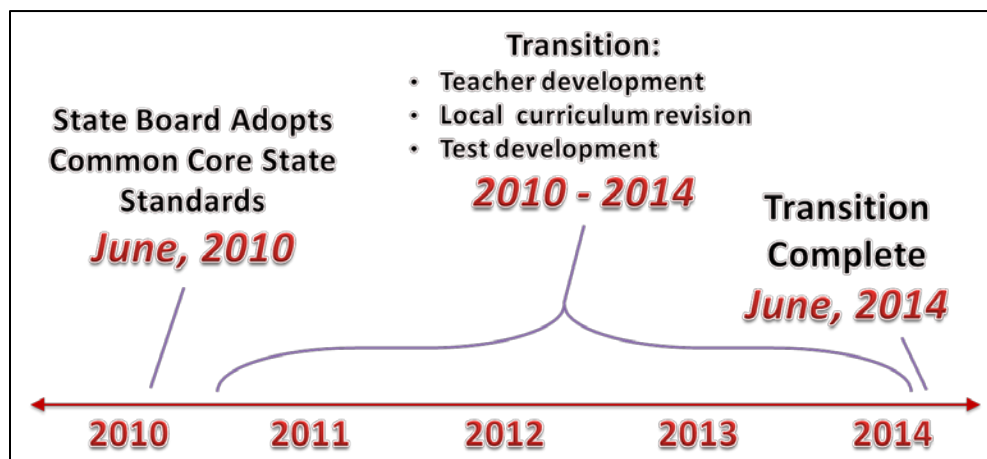
- (3) Beginning with FY 2011, the Oklahoma State Department of Education shall pursue participation in consortia of states, as appropriate, to develop common assessments aligned to the Common Core State Standards; and
  - (4) The Priority Academic Student Skills shall remain as the assessed standards until such time that full implementation of the Common Core State Standards are required and common assessments aligned to those standards are available.
- (b) By the 2014-2015 school year or the school year in which common assessments aligned to the Common Core State Standards will be available, whichever is later, the Common Core State Standards in English Language Arts, Literacy in History/Social Studies and Science, and Mathematics shall be fully implemented by replacing or being added to the Priority Academic Student Skills as follows:
- (1) English Language Arts for grades K-12 shall replace the Priority Academic Student Skills in Language Arts for grades K-12 with the provision that the State Board of Education reserves the right to add up to 15 percent additional standards to the Common Core State Standards as appropriate;
  - (2) Literacy in History/Social Studies and Science for grades 6-12 shall be added to the Priority Academic Student Skills in:
    - (A) World studies for grade 6, world geography for grade 7, and United States History 1760-1877 for grade 8;
    - (B) Economics for high school, Oklahoma history for high school, United States government for high school, United States History 1850 to the Present for high school, world geography for high school, and World History for high school;
    - (C) Inquiry, physical, life, and earth/space science for grades 6-8; and
    - (D) Biology I, Chemistry, and Physics; and
  - (3) Mathematics for grades K-12 shall replace the content and process standards of the Priority Academic Student Skills in:
    - (A) Mathematics for grades K-8 with the provision that the State Board of Education reserves the right to add up to 15 percent additional standards to the Common Core State Standards as appropriate; and
    - (B) Algebra I, Algebra II, and Geometry with the provision that the State Board of Education reserves the right to add up to 15 percent additional standards to the Common Core State Standards as appropriate, provided that a committee of Oklahoma stakeholders assembled by the State Department of Education has separated the Common Core State Standards for high school mathematics into appropriate courses.
- (c) At any point in time that the National Governors Association Center for Best Practices and the Council of Chief State School Officers or any other consortia of which Oklahoma is a member and that represents the best interests of a majority of states reviews or revises the Common Core State Standards in English Language Arts, Literacy in History/Social Studies and Science, or Mathematics, these revisions shall be adopted, effective immediately upon approval of the State Board of Education, and implemented through a transition process similar to that described in (a)(2) with full implementation by the school year in which common assessments aligned to those revisions are available.
- (d) At any point in time that the National Governors Association Center for Best Practices and the Council of Chief State School Officers or any other consortia of which Oklahoma is a member and that represents the best interests of a majority of states develops Common Core

State Standards in any additional content areas, these standards shall be reviewed and adopted by the State Board of Education as appropriate, and implemented through a transition process similar to that described in (a)(2) with full implementation by the school year in which common assessments aligned to those standards are available.

[**Source:** Added at 27 Ok Reg 2645, eff 6-21-10 (emergency); Added at 28 Ok Reg 1954, eff 7-11-11]



## *Common Core State Standards Implementation Timeline for Oklahoma Public Schools*



*June 24, 2010 – State Board of Education Adopted Common Core  
State Standards and Implementation Timeline  
July 6, 2010 – Governor Brad Henry Approved Adoption*

### 2010-2011 School Year

- ◆ Districts develop and begin implementing a District Transition Plan, updating as needed
- ◆ Oklahoma State Department of Education begins development of resources and professional development opportunities for teachers and administrators
- ◆ State assessments reflect the *Priority Academic Student Skills (PASS)*

### 2011-2012 School Year

- ◆ Oklahoma State Department of Education continues to assist districts in implementation of District Transition Plans through resource development and professional development opportunities for teachers and administrators
- ◆ State assessments reflect the *Priority Academic Student Skills (PASS)*

### 2012-2013 School Year

- ◆ Oklahoma State Department of Education continues to assist districts in implementation of District Transition Plans through resource development and professional development opportunities for teachers and administrators
- ◆ State assessments reflect the *Priority Academic Student Skills (PASS)*

### 2013-2014 School Year

- ◆ All Common Core State Standards taught to all students
- ◆ Oklahoma State Department of Education continues to assist districts in implementation of District Transition Plans through resource development and professional development opportunities for teachers and administrators
- ◆ State assessments reflect the *Priority Academic Student Skills (PASS)*

### 2014-2015 School Year

- ◆ Full implementation of Common Core State Standards and Assessments
- ◆ Oklahoma State Department of Education continues to assist districts in implementation of Common Core State Standards through resource development and professional development opportunities for teachers and administrators
- ◆ State assessments reflect the Common Core State Standards via Common Assessments developed in conjunction with other states

Attachment 6: State's Race to the Top Assessment Memorandum of Understanding (MOU)

The following MOU is Oklahoma's agreement to serve as a Governing State in the Partnership for Assessment of Readiness for College and Careers (PARCC).

## GRANT AGREEMENT

Florida Department of Education

AND

Oklahoma Department of Education

### I. Purpose

THIS GRANT AGREEMENT is entered into by and between the State of Florida, Department of Education, with headquarters in Tallahassee, Florida (hereinafter referred to as the "Department"), and the State Education Agency for the State of Oklahoma, (hereinafter referred to as the "Governing State"), for the purpose of providing funding for staff support for the coordination and implementation of the activities related to the Partnership for Assessment of Readiness for College and Careers (PARCC).

### II. Authority

The Governing State represents that it is fully qualified and eligible to receive these funds to provide the services identified herein. The Department is authorized to disburse the funds under this Grant Agreement per Federal Grant Award S395B100001, CFDA Number 84.395B. Further, the Consortium of States involved with the Partnership for Assessment of Readiness for College Careers (PARCC) have each signed a Memorandum of Understanding, which includes the provision of staff support for PARCC activities. The specific terms and conditions of this Grant Agreement are as follows:

### III. Effective Date and Budget Period

The project effective date will be the date that the components indicated below are received in substantially approvable form by the Department. The DOE 200 Project Award Notification (DOE 200) will state the effective (start) date for the project period. The end date for this project is September 30, 2014, unless the project is terminated earlier consistent with provisions of this Agreement. Copies of the Governing State's current budget for this project, and the original signed General and Program Specific Assurances must also be submitted. In addition to these items, the following items must be completed and submitted with this Grant Agreement:

1. DOE 100A Project Application Form (signed by the agency head for the Governing State)
2. DOE 101S Budget Narrative Form
3. Project Agreement in its entirety

Submit the Project Agreement and all of the documents indicated in this section to:

Chadwick Myrick, Grant Manager  
Office of Grants Management  
Florida Department of Education  
325 West Gaines Street, Room 344B  
Tallahassee, Florida 32399-0400

#### **IV. Scope of Work**

The Governing State will dedicate the funds outlined in this Grant Agreement to the support, coordination, and implementation of activities related to the PARCC.

##### **A. Responsibilities of the Governing State:**

1. Coordinate the state's overall participation in all aspects of the PARCC Grant, including:
  - a. Ongoing communication within the Governing State, with local school systems, teachers and school leaders, and higher education leaders;
  - b. Communication to keep the State Board of Education Governor's Office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - c. Facilitate participation by local schools and education agencies in pilot tests and field test of system components; and
  - d. Identification of barriers to implementation.
2. Participate in the management of the assessment development process on behalf of the PARCC;
3. Represent the chief state school officer as requested, during Governing Board meetings and calls;
4. Participate on Design Committees that will:
  - a. Develop the overall assessment design for the Consortium;
  - b. Develop content and test specifications;
  - c. Develop and review Requests for Proposals (RFPs) and other procurement documents;
  - d. Manage contract(s) for assessment system development;
  - e. Recommend common achievement levels;
5. Recommend common assessment policies;
6. Collaborate with the Department and Achieve, the Project Management Partner to the PARCC, on the coordination and implementation of project activities; and
7. Provide position description(s) or list(s) of responsibilities for any and all positions funded, in part or in whole, by this Grant Agreement. The position description(s) or list(s) of responsibilities will become an attachment to this Grant Agreement.
8. Provide quarterly reports as required under the Federal American Recovery and Reinvestment Act and consistent with procedures established by the Department.



## **B. Responsibilities of the Department**

1. Cooperate in a timely manner with the designated PARCC State Coordinator in all matters requiring consultation between the two parties.
2. Allocate funds necessary for the establishment of the PARCC Governing State staff support as described in this Agreement.
3. Promptly report any issues or concerns regarding performance.
4. Review the annual budget submitted by the Governing State and promptly (within fifteen working days of receipt) notify the Governing State of any concerns regarding the budget.

## **C. Modification of Agreement; Repayments, Termination**

1. Either party may request modification of the provisions of this Grant Agreement. Changes that are mutually agreed upon shall be valid only when reduced to writing, duly signed by each of the parties hereto, and attached to the original Grant Agreement.
2. Either party may terminate this agreement by providing written notice of termination to the other party sixty days prior to the actual date of termination unless the parties mutually agree to terminate the Grant Agreement, in which case the agreement shall terminate on a date agreed upon by the parties. All work in progress will be continued until the actual date of termination.

## **D. Record Keeping**

The Governing State shall retain sufficient records demonstrating its compliance with the terms of this Grant Agreement for a period of five years from the date any audit report is issued, and shall allow the Department or its designee, the Florida Department of Financial Services, or the Florida Auditor General access to such records upon request.

## **E. Payment Terms and Conditions**

1. The Department agrees to reimburse the Governing State a maximum of \$90,000.00 per year, plus a reasonable amount for benefits (generally not more than 30% of the total salary).
2. The Governing State agrees to:
  - a. Maintain payroll or other appropriate records for the PARCC staff support
  - b. Submit an invoice to the Department, on a monthly basis, representing the costs associated with the PARCC staff support as outlined in E.1. above, for the preceding period.
  - c. Submit, along with the invoice, a narrative description of the staff support of activities as they relate to this project and the applicable accounting records for the staff support. The accounting record must clearly display and include as applicable:
    1. The name and position title(s) of employee(s) responsible for the support and coordination the implementation of activities related to the PARCC.

2. The project/grant number associated with this project.
3. The percentage of FTE charged to this project.
4. The total, for the employee(s) responsible for the support and coordination the implementation of activities related to the PARCC, for the time period represented on the invoice.
5. The signature of the Agency Head and Finance Director for the Governing State entity.

#### **F. Default and Remedies**

1. If the necessary funds are not available to fund this Grant Agreement as a result of action by Congress, the State Legislature, the Florida Department of Financial Services or the Office of Management and Budgeting, all obligations on the part of the Department to make any further payment of funds hereunder shall, if the Department so elects, be terminated.
2. Invoices submitted, for services provided under this agreement, shall only be honored when submitted with the required supporting documentation as outlined in the Payment Terms and Conditions (section E.2.c.1 –5.) of this agreement.
3. Any and all invoices received, which do not include the required supporting documentation, will not be considered complete and will not be approved or processed for payment until such time as the Governing State submits the required supporting documentation as outlined in the Payment Terms and Conditions (section E.2.c.1-5.) of this agreement.

#### **G. Notice of Contact**

1. All notices provided under or pursuant to this Grant Agreement shall be in writing.
2. The name and address of the Department manager for this Agreement is:

Delanah Gebhart  
Florida Department of Education  
325 West Gaines Street, Suite 832  
Tallahassee, FL 32399-0400  
(850) 245-0437, Office  
[Delanah.Gebhart@fldoe.org](mailto:Delanah.Gebhart@fldoe.org)

3. The name and address of the representative of the Governing State responsible for administration of this Agreement is:

Maridyth McBee  
Assistant State Superintendent, Accountability and Assessments  
2500 N. Lincoln Blvd.  
Oklahoma City, OK 73105  
(405) 521-3341

4. In the event that a different representative or address is designated by either party after execution of this Grant Agreement, notice of the name, title and contact information for the representative will be provided as specified G.I. above.

#### **H. Audit Requirements**

1. The Governing State agrees to maintain financial procedures and support documents, in accordance with generally accepted accounting principles, to account for the receipt and expenditure of funds under this Grant Agreement.
2. These records shall be available at all reasonable times for inspection, review, or audit by state personnel and other personnel duly authorized by the Department. "Reasonable" shall be construed according to circumstances, but ordinarily shall mean normal business hours of 8:00 a.m. to 5:00 p.m., local time, Monday through Friday.
3. The Governing State shall also provide the Department with records, reports or financial statements upon request for the purposes of auditing and monitoring the funds awarded under this Grant Agreement.
4. The Governing State will comply with the requirements of the Federal Single Audit Act.

#### **I. Project Application and Amendment Procedures for Federal and State Program**

This Grant Agreement is subject to the provisions of the Project Application and Amendment Procedures for Federal and State Programs (Green Book) found at , <http://www.fldoe.org/comptroller/gbook.asp>, and the General Terms, Assurances and Conditions for Participation in Federal and State Programs contained in the Green Book. A signed copy is attached hereto, maintained on file with the Department, and is incorporated by reference into this Agreement.

#### **J. Other Terms and Conditions**

1. This Grant Agreement shall be interpreted and construed in accordance with the Laws of the State of Florida.
2. The Recipient agrees to comply with the Americans With Disabilities Act (Public Law 101-336, 42 U.S.C. Section 12101 et seq.), if applicable, which prohibits discrimination by public and private entities on the basis of disability in the areas of employment, public accommodations, transportation, State and local government services, and in telecommunications.
3. In the event any provision contained in the Grant Agreement is held to be unenforceable by a court of competent jurisdiction, the validity, legality, or enforceability of the

remainder of the Grant Agreement shall not be affected or impaired thereby, and shall be administered by the parties as if the invalid provision had never been included herein.

4. Only those expenses specifically authorized in this Agreement, any approved amendments, and the accompanying budget will be reimbursable under this Agreement.
5. Pursuant to s. 216.347, F.S., no funds awarded under this Agreement may be used for the purpose of lobbying the Legislature, the judicial branch, or another State Agency.
6. The Governing State shall grant access to all records pertaining to the Agreement to the Department's Inspector General, General Counsel and other Department representatives, the Florida State Auditor General, the Florida Office of Program Policy and Government Accountability, and the Florida Chief Financial Officer.
7. The Governing State shall coordinate with and assist the Department's Grant Manager in the performance of the latter's responsibilities, which include without limitation:
  - a. Monitoring the activities of the employees responsible for the support and coordination the implementation of activities related to the PARCC.
  - b. Receiving and reviewing the reports of the employees responsible for the support and coordination the implementation of activities related to the PARCC to determine whether the objectives of the Agreement are being met.
  - c. Receiving and reviewing the invoices for payment of funds to assure that the requirements of the Agreement have been met and that payment is appropriate.
  - d. Evaluating the process used by the employees responsible for the support and coordination of the implementation of activities related to the PARCC to monitor the activities of any subcontractor or assignee; and
  - e. Accessing, directly, the subcontractors and assignees, as the Grant Manager deems necessary.

IN WITNESS HEREOF, the parties have caused this Grant Agreement to be executed by and between them:

STATE OF FLORIDA

DEPARTMENT OF EDUCATION

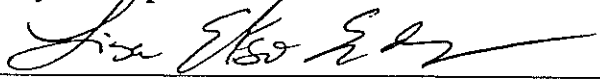
By: \_\_\_\_\_

Printed Name: Gerard Robinson

Title: Commissioner of Education

Date: \_\_\_\_\_

Approval by the Department's Office of General Counsel as to form and legality:

By: 

Printed Name: LISA ERICKSON ENDRES

Title: General Counsel for OSDE

Date: 10-31-11

GOVERNING STATE: OKLAHOMA

By: 

Printed Name: Janet C. Barresi

Title: Oklahoma State Superintendent of Public Instruction

Date: 10-31-11

Attachment 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

The attached documents are the State Summary Reports for the Oklahoma Core Curriculum Tests (OCCT) and Oklahoma Modified Alternate Assessment Program (OMAAP) for Grades 3-8 and End-of-Instruction tests for the 2010-2011 school year.

# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests Grade 3 Math - Spring 2011



### OCCT Grade 3 Math

FAY

		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 798-990		OPI Score Range 700-797		OPI Score Range 633-699		OPI Score Range 440-632				
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
<b>FULL ACADEMIC YEAR (FAY)<sup>1</sup></b>		35,571	29%	15,804	44%	6,810	19%	2,542	7%			754
(Only FAY scores are used for Accountability)												
1	REGULAR EDUCATION <sup>3</sup>	6,310	25%	2,847	45%	1,396	22%	503	8%			745
2	Ethnicity											
3	Hispanic/Latino	2,616	26%	1,220	47%	540	21%	180	7%			745
4	Race											
5	American Indian/Alaskan Native	1,564	25%	2,847	45%	1,396	22%	503	8%			745
6	Asian	525	54%	174	33%	53	10%	15	3%			800
7	Black/African American	3,798	47%	1,435	38%	1,141	30%	751	20%			706
8	Pacific Islander	55	16%	26	47%	15	27%	5	9%			728
9	White/Caucasian	20,566	34%	9,334	45%	3,339	16%	963	5%			764
10	Two or More Races	1,701	28%	768	45%	326	19%	125	7%			754
11	Gender											
12	Female	18,646	27%	8,284	44%	3,796	20%	1,443	8%			745
13	Male	16,922	31%	7,519	44%	3,012	18%	1,099	6%			754
14	Not Indicated	3	0%	1	33%	2	67%	0	0%			663
15	Other											
16	Economically Disadvantaged	20,982	22%	9,323	44%	4,941	24%	2,078	10%			737
17	Non-Economically Disadvantaged	14,589	40%	6,481	44%	1,869	13%	464	3%			775
18	Migrant	9	11%	4	44%	4	44%	0	0%			706
19	ELL 1 <sup>st</sup> - Year Proficient	664	31%	327	49%	112	17%	18	3%			764
20	ELL 2 <sup>nd</sup> - Year Proficient	305	41%	133	44%	42	14%	6	2%			775
21	ENGLISH LANGUAGE LEARNERS (ELL)	3,910	13%	1,548	40%	1,216	31%	629	16%			706
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,751	28%	17,467	44%	8,013	20%	3,157	8%			745

*continued on next page*

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.  
<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.  
<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).  
<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests Grade 3 Math - Spring 2011



### OCCT Grade 3 Math

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		Number of Valid Scores (OCCT)		OPI Score Range 798-990		OPI Score Range 700-797		OPI Score Range 633-699		OPI Score Range 440-632		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	4,477	16%	734	16%	1,760	39%	1,304	29%	679	15%	713
24	IEP with Accommodations	3,465	15%	505	15%	1,311	38%	1,076	31%	573	17%	706
25	IEP without Accommodations	1,012	23%	229	23%	449	44%	228	23%	106	10%	737
26	ALL STUDENTS <sup>4</sup>	43,661	27%	11,631	27%	19,015	44%	9,229	21%	3,786	9%	745
27	Ethnicity											
28	Hispanic/Latino	6,054	17%	1,059	17%	2,572	42%	1,650	27%	773	13%	721
29	Race											
30	American Indian/Alaskan Native	7,286	24%	1,715	24%	3,224	44%	1,688	23%	659	9%	737
31	Asian	825	46%	363	46%	294	36%	109	13%	39	5%	786
32	Black/African American	4,234	12%	512	12%	1,589	38%	1,285	30%	848	20%	698
33	Pacific Islander	92	13%	12	13%	40	43%	32	35%	8	9%	713
34	White/Caucasian	23,251	32%	7,438	32%	10,445	45%	4,066	17%	1,302	6%	754
35	Two or More Races	1,919	27%	512	27%	851	44%	399	21%	157	8%	745
36	Gender											
37	Female	21,900	25%	5,529	25%	9,498	43%	4,851	22%	2,022	9%	737
38	Male	21,758	28%	6,102	28%	9,516	44%	4,376	20%	1,764	8%	745
39	Not Indicated	3	0%	0	0%	1	33%	2	67%	0	0%	663
40	Other											
41	Economically Disadvantaged	27,151	20%	5,384	20%	11,741	43%	6,888	25%	3,138	12%	728
42	Non-Economically Disadvantaged	16,510	38%	6,247	38%	7,274	44%	2,341	14%	648	4%	775
43	Migrant	28	4%	1	4%	13	46%	11	39%	3	11%	695
44	ELL 1 <sup>st</sup> - Year Proficient	740	32%	238	32%	360	49%	121	16%	21	3%	764
45	ELL 2 <sup>nd</sup> - Year Proficient	323	40%	129	40%	139	43%	49	15%	6	2%	775

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.



# State Summary Report

## Disaggregated Group Results by Performance Level

# Oklahoma Core Curriculum Tests

## Grade 3 Reading - Spring 2011



### OCCT Grade 3 Reading

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 891-990		OPI Score Range 700-890		OPI Score Range 649-699		OPI Score Range 400-648		Median OPI <sup>2</sup> Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	REGULAR EDUCATION <sup>3</sup>	1,692	5%	24,916	70%	5,831	16%	3,196	9%			746
2	Ethnicity											
3	Hispanic/Latino	97	4%	1,826	69%	493	19%	232	9%			746
4	Race											
5	American Indian/Alaskan Native	199	3%	4,293	68%	1,183	19%	636	10%			737
6	Asian	60	11%	392	75%	49	9%	25	5%			775
7	Black/African American	48	1%	2,042	54%	914	24%	806	21%			713
8	Pacific Islander	2	4%	38	69%	12	22%	3	5%			755
9	White/Caucasian	1,207	6%	15,146	74%	2,887	14%	1,342	7%			755
10	Two or More Races	79	5%	1,179	69%	293	17%	152	9%			746
11	Gender											
12	Female	931	5%	13,324	71%	2,940	16%	1,495	8%			755
13	Male	761	4%	11,590	68%	2,891	17%	1,700	10%			746
14	Not Indicated	0	0%	2	67%	0	0%	1	33%			737
15	Other											
16	Economically Disadvantaged	538	3%	13,701	65%	4,215	20%	2,577	12%			737
17	Non-Economically Disadvantaged	1,154	8%	11,215	77%	1,616	11%	619	4%			775
18	Migrant	8	0%	4	50%	3	38%	1	13%			706
19	ELL 1 <sup>st</sup> - Year Proficient	749	4%	577	77%	116	15%	28	4%			755
20	ELL 2 <sup>nd</sup> - Year Proficient	322	6%	260	81%	36	11%	7	2%			764
21	ENGLISH LANGUAGE LEARNERS (ELL)	3,791	1%	1,666	44%	1,094	29%	1,000	26%			690
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,274	4%	26,720	68%	6,603	17%	4,185	11%			746

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<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.  
<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.  
<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).  
<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests Grade 3 Reading - Spring 2011



### OCCT Grade 3 Reading

FAY

	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 891-990		OPI Score Range 700-890		OPI Score Range 649-699		OPI Score Range 400-648		Median OPI <sup>2</sup> Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
<b>FULL ACADEMIC YEAR (FAY) <sup>1</sup></b> (Only FAY scores are used for Accountability)												
		<i>continued from previous page</i>										
23 SPECIAL EDUCATION (IEP)	3,873	75	2%	1,877	48%	833	22%	1,088	28%	705		
24 IEP with Accommodations	2,875	46	2%	1,278	44%	643	22%	908	32%	698		
25 IEP without Accommodations	998	29	3%	599	60%	190	19%	180	18%	729		
26 ALL STUDENTS <sup>4</sup>	43,065	1,797	4%	28,386	66%	7,697	18%	5,185	12%	737		
27 Ethnicity												
28 Hispanic/Latino	5,977	114	2%	3,212	54%	1,469	25%	1,182	20%	713		
29 Race												
30 American Indian/Alaskan Native	7,191	209	3%	4,706	65%	1,389	19%	887	12%	737		
31 Asian	805	69	9%	556	69%	114	14%	66	8%	764		
32 Black/African American	4,178	51	1%	2,184	52%	1,003	24%	940	22%	705		
33 Pacific Islander	91	4	4%	54	59%	22	24%	11	12%	737		
34 White/Caucasian	22,941	1,269	6%	16,410	72%	3,358	15%	1,904	8%	755		
35 Two or More Races	1,882	81	4%	1,264	67%	342	18%	195	10%	746		
36 Gender												
37 Female	21,761	970	4%	14,801	68%	3,707	17%	2,283	10%	746		
38 Male	21,301	827	4%	13,583	64%	3,990	19%	2,901	14%	737		
39 Not Indicated	3	0	0%	2	67%	0	0%	1	33%	737		
40 Other												
41 Economically Disadvantaged	26,796	583	2%	16,153	60%	5,777	22%	4,283	16%	721		
42 Non-Economically Disadvantaged	16,269	1,214	7%	12,233	75%	1,920	12%	902	6%	764		
43 Migrant	27	0	0%	12	44%	7	26%	8	30%	698		
44 ELL 1 <sup>st</sup> - Year Proficient	824	28	3%	639	78%	126	15%	31	4%	755		
45 ELL 2 <sup>nd</sup> - Year Proficient	346	19	5%	273	79%	45	13%	9	3%	764		

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

# Oklahoma Core Curriculum Tests

## Grade 4 Math - Spring 2011



### OCCT Grade 4 Math

FAY

	FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 805-990		OPI Score Range 700-804		OPI Score Range 639-699		OPI Score Range 440-638		UNSATISFACTORY	Median OPI <sup>2</sup> Score	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1	REGULAR EDUCATION <sup>3</sup>	36,224	28%	16,909	47%	6,011	17%	2,981	8%	752		
2	Ethnicity											
3	Hispanic/Latino	3,307	24%	1,649	50%	615	19%	242	7%	744		
4	Race											
5	American Indian/Alaskan Native	6,343	23%	3,046	48%	1,213	19%	596	9%	744		
6	Asian	630	53%	229	36%	47	7%	19	3%	806		
7	Black/African American	3,604	12%	1,489	41%	902	25%	785	22%	705		
8	Pacific Islander	55	36%	22	40%	12	22%	1	2%	761		
9	White/Caucasian	20,654	33%	9,697	47%	2,957	14%	1,190	6%	761		
10	Two or More Races	1,631	27%	777	48%	265	16%	148	9%	752		
11	Gender											
12	Female	18,701	26%	8,867	47%	3,296	18%	1,657	9%	752		
13	Male	17,515	31%	8,039	46%	2,714	15%	1,322	8%	761		
14	Not Indicated	8	25%	3	38%	1	13%	2	25%	728		
15	Other											
16	Economically Disadvantaged	20,928	20%	9,997	48%	4,310	21%	2,389	11%	735		
17	Non-Economically Disadvantaged	15,296	40%	6,912	45%	1,701	11%	592	4%	781		
18	Migrant	13	38%	5	38%	2	15%	1	8%	781		
19	ELL 1 <sup>st</sup> - Year Proficient	675	23%	362	54%	119	18%	42	6%	744		
20	ELL 2 <sup>nd</sup> - Year Proficient	806	31%	401	50%	119	15%	34	4%	771		
21	ENGLISH LANGUAGE LEARNERS (ELL)	2,781	11%	1,129	41%	713	26%	630	23%	705		
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	40,414	27%	18,708	46%	6,976	17%	3,782	9%	752		

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<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.  
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<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).  
<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 4 Math - Spring 2011



## OCCT Grade 4 Math

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 805-990		OPI Score Range 700-804		OPI Score Range 639-699		OPI Score Range 440-638		Median OPI <sup>2</sup> Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	4,451	14%	1,891	42%	1,027	23%	889	20%	713		
24	IEP with Accommodations	3,640	12%	1,529	42%	882	24%	784	22%	713		
25	IEP without Accommodations	811	25%	362	45%	145	18%	105	13%	744		
26	ALL STUDENTS <sup>4</sup>	43,195	26%	19,837	46%	7,689	18%	4,412	10%	752		
27	Ethnicity											
28	Hispanic/Latino	5,782	18%	2,653	46%	1,264	22%	830	14%	728		
29	Race											
30	American Indian/Alaskan Native	1,611	22%	3,443	47%	1,462	20%	801	11%	744		
31	Asian	856	47%	329	38%	83	10%	41	5%	793		
32	Black/African American	3,988	45%	1,618	41%	1,013	25%	905	23%	705		
33	Pacific Islander	88	23%	35	40%	20	23%	10	11%	740		
34	White/Caucasian	23,282	31%	10,888	47%	3,525	15%	1,610	7%	761		
35	Two or More Races	1,882	25%	871	46%	322	17%	215	11%	744		
36	Gender											
37	Female	21,411	24%	9,971	47%	4,006	19%	2,254	11%	744		
38	Male	21,775	28%	9,863	45%	3,682	17%	2,155	10%	752		
39	Not Indicated	9	22%	3	33%	1	11%	3	33%	720		
40	Other											
41	Economically Disadvantaged	26,127	18%	12,106	46%	5,635	22%	3,578	14%	728		
42	Non-Economically Disadvantaged	17,068	38%	7,731	45%	2,054	12%	834	5%	771		
43	Migrant	36	17%	15	42%	10	28%	5	14%	732		
44	ELL 1 <sup>st</sup> - Year Proficient	759	22%	410	54%	135	18%	50	7%	744		
45	ELL 2 <sup>nd</sup> - Year Proficient	903	32%	441	49%	136	15%	39	4%	771		

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 4 Reading - Spring 2011



## OCCT Grade 4 Reading

FAY

	FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
			OPI Score Range 845-990		OPI Score Range 700-844		OPI Score Range 658-699		OPI Score Range 400-657		Median OPI <sup>2</sup> Score		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1	REGULAR EDUCATION <sup>3</sup>	36,245	1,602	4%	23,008	63%	7,187	20%	4,448	12%	728		
2	Ethnicity												
3	Hispanic/Latino	3,335	117	4%	2,045	61%	769	23%	404	12%	728		
4	Race												
5	American Indian/Alaskan Native	6,340	154	2%	3,843	61%	1,437	23%	906	14%	721		
6	Asian	632	61	10%	460	73%	72	11%	39	6%	764		
7	Black/African American	3,606	57	2%	1,641	46%	930	26%	978	27%	699		
8	Pacific Islander	55	5	9%	33	60%	14	25%	3	5%	737		
9	White/Caucasian	20,643	1,146	6%	13,953	68%	3,639	18%	1,905	9%	737		
10	Two or More Races	1,634	62	4%	1,033	63%	326	20%	213	13%	728		
11	Gender												
12	Female	18,719	889	5%	11,913	64%	3,763	20%	2,154	12%	728		
13	Male	17,518	713	4%	11,091	63%	3,424	20%	2,290	13%	728		
14	Not Indicated	8	0	0%	4	50%	0	0%	4	50%	677		
15	Other												
16	Economically Disadvantaged	20,962	504	2%	11,893	57%	5,058	24%	3,507	17%	713		
17	Non-Economically Disadvantaged	15,283	1,098	7%	11,115	73%	2,129	14%	941	6%	754		
18	Migrant	13	1	8%	7	54%	3	23%	2	15%	721		
19	ELL 1 <sup>st</sup> - Year Proficient	777	20	3%	441	57%	207	27%	109	14%	713		
20	ELL 2 <sup>nd</sup> - Year Proficient	898	28	3%	621	69%	181	20%	68	8%	728		
21	ENGLISH LANGUAGE LEARNERS (ELL)	2,606	8	0%	807	31%	708	27%	1,083	42%	673		
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,885	1,681	4%	24,545	62%	8,018	20%	5,641	14%	728		

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<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.  
<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.  
<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).  
<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 4 Reading - Spring 2011



## OCCT Grade 4 Reading

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup>	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score
	OPI Score Range 845-990		OPI Score Range 700-844		OPI Score Range 658-699		OPI Score Range 400-657		OPI Score Range 400-657		Median OPI <sup>2</sup> Score		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23 SPECIAL EDUCATION (IEP)	79	2%	1,572	41%	869	23%	1,291	34%	692	34%	692		
24 IEP with Accommodations	50	2%	1,134	38%	704	24%	1,100	37%	686	37%	686		
25 IEP without Accommodations	29	4%	438	53%	165	20%	191	23%	721	23%	721		
26 ALL STUDENTS <sup>4</sup>	1,689	4%	25,352	60%	8,726	21%	6,724	16%	728	16%	728		
27 Ethnicity													
28 Hispanic/Latino	125	2%	2,727	48%	1,393	25%	1,391	25%	706	25%	706		
29 Race													
30 American Indian/Alaskan Native	165	2%	4,200	58%	1,617	22%	1,213	17%	721	17%	721		
31 Asian	61	7%	559	66%	125	15%	97	12%	745	12%	745		
32 Black/African American	61	2%	1,720	44%	1,004	26%	1,146	29%	692	29%	692		
33 Pacific Islander	5	6%	43	50%	23	27%	15	17%	713	17%	713		
34 White/Caucasian	1,207	5%	14,992	65%	4,188	18%	2,575	11%	737	11%	737		
35 Two or More Races	65	4%	1,111	60%	376	20%	287	16%	728	16%	728		
36 Gender													
37 Female	919	4%	12,823	60%	4,415	21%	3,070	14%	728	14%	728		
38 Male	770	4%	12,525	59%	4,311	20%	3,650	17%	721	17%	721		
39 Not Indicated	0	0%	4	50%	0	0%	4	50%	677	50%	677		
40 Other													
41 Economically Disadvantaged	532	2%	13,476	52%	6,259	24%	5,427	21%	713	21%	713		
42 Non-Economically Disadvantaged	1,157	7%	11,876	71%	2,467	15%	1,297	8%	745	8%	745		
43 Migrant	1	3%	13	39%	10	30%	9	27%	699	27%	699		
44 ELL 1 <sup>st</sup> - Year Proficient	22	3%	498	57%	230	26%	128	15%	713	15%	713		
45 ELL 2 <sup>nd</sup> - Year Proficient	28	3%	678	68%	213	21%	79	8%	728	8%	728		

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 5 Math - Spring 2011



## OCCT Grade 5 Math

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 791-990		OPI Score Range 700-790		OPI Score Range 638-699		OPI Score Range 440-637		OPI Score Range 440-637		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	REGULAR EDUCATION <sup>3</sup>	36,786	26%	17,191	47%	7,208	20%	2,800	8%	748		
2	Ethnicity	3,534	23%	1,757	50%	729	21%	240	7%	740		
3	Hispanic/Latino											
4	Race											
5	American Indian/Alaskan Native	6,534	21%	3,114	48%	1,473	23%	606	9%	732		
6	Asian	624	54%	227	36%	46	7%	14	2%	799		
7	Black/African American	3,701	13%	1,608	43%	985	27%	619	17%	710		
8	Pacific Islander	60	23%	27	45%	12	20%	7	12%	736		
9	White/Caucasian	20,756	30%	9,729	47%	3,641	18%	1,185	6%	757		
10	Two or More Races	1,577	25%	729	46%	322	20%	129	8%	740		
11	Gender											
12	Female	19,084	24%	9,106	48%	3,870	20%	1,497	8%	740		
13	Male	17,700	28%	8,083	46%	3,338	19%	1,303	7%	748		
14	Not Indicated	2	0%	2	100%	0	0%	0	0%	722		
15	Other											
16	Economically Disadvantaged	21,362	19%	10,084	47%	5,141	24%	2,155	10%	732		
17	Non-Economically Disadvantaged	15,424	36%	7,107	46%	2,067	13%	645	4%	766		
18	Migrant	36	9	17	47%	5	14%	5	14%	740		
19	ELL 1 <sup>st</sup> - Year Proficient	453	98	227	50%	101	22%	27	6%	748		
20	ELL 2 <sup>nd</sup> - Year Proficient	876	200	456	52%	176	20%	44	5%	748		
21	ENGLISH LANGUAGE LEARNERS (ELL)	2,102	225	796	38%	638	30%	443	21%	696		
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	40,503	10,032	18,622	46%	8,269	20%	3,580	9%	740		

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<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.  
<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.  
<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).  
<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 5 Math - Spring 2011



## OCCT Grade 5 Math

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup>	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL											Median OPI <sup>2</sup> Score	
	Number of Valid Scores (OCCT)	OPI Score Range 791-990		OPI Score Range 700-790		OPI Score Range 638-699		OPI Score Range 440-637		Number	Percent		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent				
(Only FAY scores are used for Accountability)													
23 SPECIAL EDUCATION (IEP)	3,936	12%	1,508	38%	1,131	29%	832	21%	703				
24 IEP with Accommodations	333	10%	1,194	37%	971	30%	734	23%	696				
25 IEP without Accommodations	704	19%	314	45%	160	23%	98	14%	732				
26 ALL STUDENTS <sup>4</sup>	42,605	24%	19,418	46%	8,907	21%	4,023	9%	740				
27 Ethnicity													
28 Hispanic/Latino	5,491	18%	2,477	45%	1,341	24%	676	12%	724				
29 Race													
30 American Indian/Alaskan Native	7,379	19%	3,451	47%	1,732	23%	786	11%	732				
31 Asian	812	47%	318	39%	80	10%	32	4%	787				
32 Black/African American	4,073	12%	1,716	42%	1,108	27%	751	18%	710				
33 Pacific Islander	80	18%	31	39%	21	26%	14	18%	710				
34 White/Caucasian	23,007	28%	10,619	46%	4,250	18%	1,599	7%	748				
35 Two or More Races	1,763	24%	806	46%	375	21%	165	9%	740				
36 Gender													
37 Female	21,255	23%	9,910	47%	4,521	21%	2,019	9%	740				
38 Male	21,348	26%	9,506	45%	4,386	21%	2,004	9%	740				
39 Not Indicated	2	0%	2	100%	0	0%	0	0%	722				
40 Other													
41 Economically Disadvantaged	25,642	17%	11,644	45%	6,474	25%	3,144	12%	724				
42 Non-Economically Disadvantaged	16,963	35%	7,774	46%	2,433	14%	879	5%	766				
43 Migrant	66	18%	33	50%	13	20%	8	12%	732				
44 ELL 1 <sup>st</sup> - Year Proficient	503	21%	254	50%	113	22%	29	6%	748				
45 ELL 2 <sup>nd</sup> - Year Proficient	957	23%	496	52%	189	20%	53	6%	748				

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.



# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests Grade 5 Reading - Spring 2011



### OCCT Grade 5 Reading

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 830-990		OPI Score Range 700-829		OPI Score Range 641-699		OPI Score Range 400-640		Median OPI <sup>2</sup> Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 REGULAR EDUCATION <sup>3</sup>	36,810	3,634	10%	22,820	62%	7,334	20%	3,022	8%	732		
2 Ethnicity												
3 Hispanic/Latino	3,560	218	6%	2,178	61%	865	24%	299	8%	723		
4 Race												
5 American Indian/Alaskan Native	6,534	481	7%	3,942	60%	1,473	23%	638	10%	723		
6 Asian	624	121	19%	405	65%	78	13%	20	3%	763		
7 Black/African American	3,699	136	4%	1,840	50%	1,064	29%	659	18%	701		
8 Pacific Islander	61	7	11%	34	56%	16	26%	4	7%	723		
9 White/Caucasian	20,754	2,508	12%	13,449	65%	3,515	17%	1,282	6%	741		
10 Two or More Races	1,578	163	10%	972	62%	323	20%	120	8%	732		
11 Gender												
12 Female	19,111	1,954	10%	12,076	63%	3,742	20%	1,339	7%	732		
13 Male	17,697	1,680	9%	10,743	61%	3,592	20%	1,682	10%	732		
14 Not Indicated	2	0	0%	1	50%	0	0%	1	50%	678		
15 Other												
16 Economically Disadvantaged	21,394	1,300	6%	12,433	58%	5,270	25%	2,391	11%	723		
17 Non-Economically Disadvantaged	15,416	2,334	15%	10,387	67%	2,064	13%	631	4%	751		
18 Migrant	36	0	0%	21	58%	9	25%	6	17%	705		
19 ELL 1 <sup>st</sup> - Year Proficient	518	26	5%	269	52%	187	36%	36	7%	708		
20 ELL 2 <sup>nd</sup> - Year Proficient	987	39	4%	623	63%	266	27%	59	6%	723		
21 ENGLISH LANGUAGE LEARNERS (ELL)	1,984	23	1%	533	27%	699	35%	729	37%	662		
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	40,223	3,771	9%	24,191	60%	8,308	21%	3,953	10%	732		

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<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.  
<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.  
<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).  
<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 5 Reading - Spring 2011



## OCCT Grade 5 Reading

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 830-990		OPI Score Range 700-829		OPI Score Range 641-699		OPI Score Range 400-640		Median OPI <sup>2</sup> Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23	SPECIAL EDUCATION (IEP)	3,573		1,399	39%	1,022	29%	1,014	28%	687		
24	IEP with Accommodations	2,826	3%	1,012	36%	840	30%	883	31%	680		
25	IEP without Accommodations	747	6%	387	52%	182	24%	131	18%	708		
26	ALL STUDENTS <sup>4</sup>	42,207	9%	24,724	59%	9,007	21%	4,682	11%	732		
27	Ethnicity											
28	Hispanic/Latino	5,376	4%	2,657	49%	1,489	28%	991	18%	708		
29	Race											
30	American Indian/Alaskan Native	7,330	7%	4,238	58%	1,706	23%	893	12%	723		
31	Asian	804	15%	472	59%	144	18%	64	8%	751		
32	Black/African American	4,045	3%	1,917	47%	1,184	29%	806	20%	701		
33	Pacific Islander	78	9%	39	50%	19	24%	13	17%	708		
34	White/Caucasian	22,827	11%	14,361	63%	4,092	18%	1,752	8%	741		
35	Two or More Races	1,747	10%	1,040	60%	373	21%	163	9%	732		
36	Gender											
37	Female	21,199	9%	12,771	60%	4,449	21%	1,974	9%	732		
38	Male	21,006	9%	11,952	57%	4,558	22%	2,707	13%	723		
39	Not Indicated	2	0%	1	50%	0	0%	1	50%	678		
40	Other											
41	Economically Disadvantaged	25,359	5%	13,647	54%	6,576	26%	3,774	15%	715		
42	Non-Economically Disadvantaged	16,848	14%	11,077	66%	2,431	14%	908	5%	751		
43	Migrant	67	0%	33	49%	24	36%	10	15%	694		
44	ELL 1 <sup>st</sup> - Year Proficient	571	5%	300	53%	200	35%	42	7%	708		
45	ELL 2 <sup>nd</sup> - Year Proficient	1,063	4%	657	62%	298	28%	69	6%	715		

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 5 Writing - Spring 2011



## OCCT Grade 5 Writing

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL											Median Composite <sup>2</sup> Score
		Number of Valid Scores (OCCT)		Score Range 54-60		Score Range 36-53		Score Range 26-35		Score Range 15-25		Median Composite <sup>2</sup> Score	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	REGULAR EDUCATION <sup>3</sup>	37,433	11%	27,896	75%	3,904	10%	1,639	4%	46			
2	Ethnicity												
3	Hispanic/Latino	3,571	9%	2,766	77%	370	10%	99	3%	45			
4	Race												
5	American Indian/Alaskan Native	6,672	8%	4,981	75%	804	12%	339	5%	45			
6	Asian	624	23%	445	71%	29	5%	9	1%	48			
7	Black/African American	3,768	9%	2,681	71%	540	14%	199	5%	44			
8	Pacific Islander	64	6%	49	77%	9	14%	2	3%	45			
9	White/Caucasian	21,070	11%	15,790	75%	1,973	9%	888	4%	47			
10	Two or More Races	1,664	12%	1,184	71%	179	11%	103	6%	46			
11	Gender												
12	Female	19,389	14%	14,701	76%	1,319	7%	697	4%	48			
13	Male	18,041	7%	13,194	73%	2,585	14%	941	5%	44			
14	Not Indicated	3	33%	1	33%	0	0%	1	33%	54			
15	Other												
16	Economically Disadvantaged	21,856	8%	16,210	74%	2,848	13%	1,125	5%	45			
17	Non-Economically Disadvantaged	15,577	15%	11,686	75%	1,056	7%	514	3%	48			
18	Migrant	42	2%	31	74%	5	12%	5	12%	47			
19	ELL 1 <sup>st</sup> - Year Proficient	489	7%	387	79%	56	11%	11	2%	45			
20	ELL 2 <sup>nd</sup> - Year Proficient	903	9%	719	80%	84	9%	20	2%	46			
21	ENGLISH LANGUAGE LEARNERS (ELL)	2,472	2%	1,521	62%	605	24%	287	12%	40			
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	44,907	9%	31,365	70%	6,069	14%	3,319	7%	45			

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<sup>1</sup> BR EXCLUDED - Braille is excluded from these results.

<sup>2</sup> Composite - A score that places students into performance levels established for the Writing test.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 5 Writing - Spring 2011



## OCCT Grade 5 Writing

FAY

	FULL ACADEMIC YEAR (FAY) <sup>1</sup>	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median Composite <sup>2</sup> Score
		Score Range 54-60		Score Range 36-53		Score Range 26-35		Score Range 15-25				
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
	Number of Valid Scores (OCCT)	ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY				
23	SPECIAL EDUCATION (IEP)	166	2%	3,739	46%	2,403	29%	1,852	23%			37
24	IEP with Accommodations	128	2%	2,874	46%	1,935	31%	1,265	20%			36
25	IEP without Accommodations	38	2%	865	44%	468	24%	587	30%			38
26	ALL STUDENTS <sup>4</sup>	47,478	9%	32,922	69%	6,706	14%	3,635	8%			45
27	Ethnicity	<i>continued from previous page</i>										
28	Hispanic/Latino	6,049	6%	4,224	70%	1,018	17%	420	7%			43
29	Race											
30	American Indian/Alaskan Native	587	7%	5,733	69%	1,290	15%	734	9%			44
31	Asian	152	18%	586	71%	58	7%	33	4%			48
32	Black/African American	4,728	8%	3,041	64%	883	19%	448	9%			42
33	Pacific Islander	4	5%	60	71%	16	19%	5	6%			45
34	White/Caucasian	25,393	10%	17,927	71%	3,147	12%	1,793	7%			45
35	Two or More Races	2,050	10%	1,351	66%	294	14%	202	10%			44
36	Gender											
37	Female	23,132	12%	16,912	73%	2,217	10%	1,226	5%			47
38	Male	24,341	6%	16,009	66%	4,488	18%	2,407	10%			42
39	Not Indicated	5	1%	1	20%	1	20%	2	40%			48
40	Other											
41	Economically Disadvantaged	28,470	6%	19,519	69%	4,756	17%	2,391	8%			43
42	Non-Economically Disadvantaged	18,970	13%	13,387	71%	1,937	10%	1,236	7%			47
43	Migrant	75	1%	57	76%	9	12%	8	11%			44
44	ELL 1 <sup>st</sup> - Year Proficient	584	42%	460	79%	70	12%	12	2%			45
45	ELL 2 <sup>nd</sup> - Year Proficient	1,023	87%	804	79%	107	10%	25	2%			45

<sup>1</sup> BR EXCLUDED - Braille is excluded from these results.

<sup>2</sup> Composite - A score that places students into performance levels established for the Writing test.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 5 Science - Spring 2011



## OCCT Grade 5 Science

FAY

	FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 814-990		OPI Score Range 700-813		OPI Score Range 638-699		OPI Score Range 400-637		UNSATISFACTORY	Median OPI <sup>2</sup> Score	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1	REGULAR EDUCATION <sup>3</sup>	36,751	33%	21,566	59%	2,532	7%	458	1%	785		
2	Ethnicity											
3	Hispanic/Latino	3,534	24%	2,412	68%	257	7%	34	1%	777		
4	Race											
5	American Indian/Alaskan Native	6,526	29%	4,067	62%	490	8%	92	1%	785		
6	Asian	623	56%	260	42%	16	3%	1	0%	822		
7	Black/African American	3,699	14%	2,399	65%	637	17%	147	4%	754		
8	Pacific Islander	61	34%	32	52%	8	13%	0	0%	785		
9	White/Caucasian	20,730	39%	11,447	55%	1,009	5%	163	1%	803		
10	Two or More Races	1,578	31%	949	60%	115	7%	21	1%	785		
11	Gender											
12	Female	19,067	30%	11,684	61%	1,357	7%	212	1%	785		
13	Male	17,682	36%	9,881	56%	1,174	7%	246	1%	794		
14	Not Indicated	2	0%	1	50%	1	50%	0	0%	732		
15	Other											
16	Economically Disadvantaged	21,338	24%	13,870	65%	2,016	9%	378	2%	777		
17	Non-Economically Disadvantaged	15,413	46%	7,696	50%	516	3%	80	1%	812		
18	Migrant	36	5	24	67%	5	14%	2	6%	761		
19	ELL 1 <sup>st</sup> - Year Proficient	455	82	334	73%	36	8%	3	1%	761		
20	ELL 2 <sup>nd</sup> - Year Proficient	876	163	655	75%	51	6%	7	1%	769		
21	ENGLISH LANGUAGE LEARNERS (ELL)	2,142	167	1,296	61%	515	24%	164	8%	724		
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	41,029	12,865	24,073	59%	3,330	8%	761	2%	785		

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<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.  
<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.  
<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).  
<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 5 Science - Spring 2011



## OCCT Grade 5 Science

FAY

		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 814-990		OPI Score Range 700-813		OPI Score Range 638-699		OPI Score Range 400-637		Median OPI <sup>2</sup> Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
<b>FULL ACADEMIC YEAR (FAY) <sup>1</sup></b>												
(Only FAY scores are used for Accountability)												
<i>continued from previous page</i>												
23	SPECIAL EDUCATION (IEP)	4,536	15%	2,641	58%	875	19%	340	7%	746		
24	IEP with Accommodations	3,784	13%	2,193	58%	783	21%	308	8%	739		
25	IEP without Accommodations	752	24%	448	60%	92	12%	32	4%	769		
26	ALL STUDENTS <sup>4</sup>	43,171	30%	25,369	59%	3,845	9%	925	2%	785		
27	Ethnicity											
28	Hispanic/Latino	5,544	17%	3,630	65%	743	13%	210	4%	754		
29	Race											
30	American Indian/Alaskan Native	7,486	27%	4,668	62%	661	9%	167	2%	777		
31	Asian	819	48%	374	46%	47	6%	8	1%	812		
32	Black/African American	4,177	13%	2,629	63%	803	19%	214	5%	746		
33	Pacific Islander	81	26%	43	53%	15	19%	2	2%	769		
34	White/Caucasian	23,268	37%	12,945	56%	1,421	6%	293	1%	794		
35	Two or More Races	1,796	30%	1,080	60%	155	9%	31	2%	785		
36	Gender											
37	Female	21,564	28%	13,140	61%	1,962	9%	414	2%	777		
38	Male	21,605	32%	12,228	57%	1,882	9%	511	2%	785		
39	Not Indicated	2	0%	1	50%	1	50%	0	0%	732		
40	Other											
41	Economically Disadvantaged	25,888	21%	16,640	64%	3,010	12%	726	3%	769		
42	Non-Economically Disadvantaged	17,283	44%	8,729	51%	835	5%	199	1%	803		
43	Migrant	68	7	46	68%	12	18%	3	4%	746		
44	ELL 1 <sup>st</sup> - Year Proficient	497	19%	364	73%	38	8%	3	1%	761		
45	ELL 2 <sup>nd</sup> - Year Proficient	956	18%	716	75%	58	6%	8	1%	769		

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

# Oklahoma Core Curriculum Tests

## Grade 5 Social Studies - Spring 2011



### OCCT Grade 5 Social Studies

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
	OPI Score Range 786-990		OPI Score Range 700-785		OPI Score Range 645-699		OPI Score Range 400-644				
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 REGULAR EDUCATION <sup>3</sup>	36,728	28%	18,293	50%	5,569	15%	2,631	7%	2,631	7%	748
2 Ethnicity											
3 Hispanic/Latino	3,532	20%	1,849	52%	677	19%	288	8%	288	8%	731
4 Race											
5 American Indian/Alaskan Native	6,522	23%	3,406	52%	1,128	17%	479	7%	479	7%	743
6 Asian	625	49%	261	42%	43	7%	15	2%	15	2%	783
7 Black/African American	3,695	42%	1,692	46%	910	25%	670	18%	670	18%	708
8 Pacific Islander	61	23%	28	46%	14	23%	5	8%	5	8%	737
9 White/Caucasian	20,722	33%	10,271	50%	2,544	12%	1,056	5%	1,056	5%	760
10 Two or More Races	1,571	41%	786	50%	253	16%	118	8%	118	8%	743
11 Gender											
12 Female	19,061	23%	9,921	52%	3,372	18%	1,418	7%	1,418	7%	743
13 Male	17,665	33%	8,371	47%	2,197	12%	1,212	7%	1,212	7%	760
14 Not Indicated	2	0%	1	50%	0	0%	1	50%	1	50%	698
15 Other											
16 Economically Disadvantaged	21,325	19%	11,023	52%	4,201	20%	2,120	10%	2,120	10%	731
17 Non-Economically Disadvantaged	15,403	41%	7,270	47%	1,368	9%	511	3%	511	3%	771
18 Migrant	35	4%	14	40%	11	31%	6	17%	6	17%	702
19 ELL 1 <sup>st</sup> - Year Proficient	455	67%	245	54%	108	24%	35	8%	35	8%	726
20 ELL 2 <sup>nd</sup> - Year Proficient	874	144%	472	54%	193	22%	65	7%	65	7%	731
21 ENGLISH LANGUAGE LEARNERS (ELL)	2,444	161%	779	32%	763	31%	741	30%	741	30%	682
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	44,056	25%	20,880	47%	7,372	17%	4,946	11%	4,946	11%	743

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<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.  
<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.  
<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).  
<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 5 Social Studies - Spring 2011



## OCCT Grade 5 Social Studies

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 786-990		OPI Score Range 700-785		OPI Score Range 645-699		OPI Score Range 400-644		Median OPI <sup>2</sup> Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23	SPECIAL EDUCATION (IEP)	7,886	8%	2,703	34%	1,973	25%	2,574	33%	682		
24	IEP with Accommodations	6,946	7%	2,313	33%	1,802	26%	2,359	34%	682		
25	IEP without Accommodations	940	17%	390	41%	171	18%	215	23%	714		
26	ALL STUDENTS <sup>4</sup>	46,500	24%	21,659	47%	8,135	17%	5,687	12%	737		
27	Ethnicity											
28	Hispanic/Latino	5,986	14%	2,600	43%	1,425	24%	1,098	18%	714		
29	Race											
30	American Indian/Alaskan Native	8,137	20%	4,004	49%	1,542	19%	971	12%	731		
31	Asian	835	33%	348	42%	97	12%	55	7%	765		
32	Black/African American	4,636	43%	1,910	41%	1,146	25%	1,143	25%	702		
33	Pacific Islander	85	14%	34	40%	24	28%	13	15%	714		
34	White/Caucasian	24,899	29%	11,851	48%	3,549	14%	2,187	9%	748		
35	Two or More Races	1,922	23%	912	47%	352	18%	220	11%	731		
36	Gender											
37	Female	22,758	20%	11,082	49%	4,459	20%	2,677	12%	731		
38	Male	23,740	27%	10,576	45%	3,676	15%	3,009	13%	743		
39	Not Indicated	2	0%	1	50%	0	0%	1	50%	698		
40	Other											
41	Economically Disadvantaged	27,746	16%	13,189	48%	5,974	22%	4,219	15%	720		
42	Non-Economically Disadvantaged	18,754	35%	8,470	45%	2,161	12%	1,468	8%	760		
43	Migrant	71	7%	28	39%	22	31%	14	20%	695		
44	ELL 1 <sup>st</sup> - Year Proficient	502	15%	268	53%	119	24%	40	8%	726		
45	ELL 2 <sup>nd</sup> - Year Proficient	968	17%	513	53%	218	23%	76	8%	731		

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.



# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests Grade 6 Math - Spring 2011



### OCCT Grade 6 Math

FAY

	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score	
	FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	OPI Score Range 795-990		OPI Score Range 700-794		OPI Score Range 664-699		OPI Score Range 440-663		UNSATISFACTORY		Number		Percent
		ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		Number	Percent			
		Number	Percent	Number	Percent	Number	Percent	Number	Percent					
1 REGULAR EDUCATION <sup>3</sup>	37,087	19%	18,925	51%	5,516	15%	5,575	15%	739					
2 Ethnicity														
3 Hispanic/Latino	3,557	14%	1,869	53%	576	16%	607	17%	733					
4 Race														
5 American Indian/Alaskan Native	6,827	14%	3,329	51%	1,141	17%	1,156	18%	726					
6 Asian	661	45%	271	41%	49	7%	42	6%	786					
7 Black/African American	3,666	9%	1,595	44%	701	19%	1,052	29%	706					
8 Pacific Islander	71	23%	37	52%	9	13%	9	13%	733					
9 White/Caucasian	21,039	23%	11,009	52%	2,836	13%	2,459	12%	752					
10 Two or More Races	1,566	19%	815	52%	204	13%	250	16%	739					
11 Gender														
12 Female	19,110	17%	9,905	52%	2,983	16%	2,899	15%	739					
13 Male	17,971	21%	9,018	50%	2,531	14%	2,674	15%	745					
14 Not Indicated	6	0%	2	33%	2	33%	2	33%	692					
15 Other														
16 Economically Disadvantaged	20,358	12%	10,211	50%	3,625	18%	4,135	20%	726					
17 Non-Economically Disadvantaged	16,729	28%	8,714	52%	1,891	11%	1,440	9%	759					
18 Migrant	35	8	23%	40%	6	17%	7	20%	739					
19 ELL 1 <sup>st</sup> - Year Proficient	277	34	12%	53%	53	19%	43	16%	726					
20 ELL 2 <sup>nd</sup> - Year Proficient	438	47	11%	53%	70	16%	90	21%	726					
21 ENGLISH LANGUAGE LEARNERS (ELL)	1,700	86	5%	35%	312	18%	714	42%	685					
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	40,276	7,324	18%	50%	6,123	15%	6,697	17%	739					

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<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.  
<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.  
<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).  
<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 6 Math - Spring 2011



## OCCT Grade 6 Math

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup>		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 795-990		OPI Score Range 700-794		OPI Score Range 664-699		OPI Score Range 440-663		Median OPI <sup>2</sup> Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	3,361	8%	1,238	37%	643	19%	1,224	36%	692		
24	IEP with Accommodations	182	6%	1,022	36%	546	19%	1,065	38%	692		
25	IEP without Accommodations	546	14%	216	40%	97	18%	159	29%	713		
26	ALL STUDENTS <sup>4</sup>	41,976	18%	20,720	49%	6,435	15%	7,411	18%	733		
27	Ethnicity											
28	Hispanic/Latino	5,114	11%	2,393	47%	860	17%	1,305	26%	720		
29	Race											
30	American Indian/Alaskan Native	7,316	13%	3,602	49%	1,302	18%	1,470	20%	726		
31	Asian	811	4%	337	42%	71	9%	71	9%	786		
32	Black/African American	3,999	8%	1,690	42%	759	19%	1,218	30%	706		
33	Pacific Islander	91	1%	44	48%	11	1%	19	2%	733		
34	White/Caucasian	22,940	21%	11,782	51%	3,205	14%	3,029	13%	745		
35	Two or More Races	1,705	18%	872	51%	227	13%	299	18%	739		
36	Gender											
37	Female	20,969	16%	10,538	50%	3,363	16%	3,650	17%	733		
38	Male	21,000	19%	10,180	48%	3,069	15%	3,759	18%	739		
39	Not Indicated	7	0%	2	29%	3	43%	2	29%	692		
40	Other											
41	Economically Disadvantaged	23,856	11%	11,395	48%	4,300	18%	5,618	24%	720		
42	Non-Economically Disadvantaged	18,120	27%	9,325	51%	2,135	12%	1,793	10%	759		
43	Migrant	50	9%	21	42%	8	16%	12	24%	713		
44	ELL 1 <sup>st</sup> - Year Proficient	314	11%	167	53%	61	19%	51	16%	726		
45	ELL 2 <sup>nd</sup> - Year Proficient	488	10%	258	53%	82	17%	97	20%	726		

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

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<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests Grade 6 Reading - Spring 2011



### OCCT Grade 6 Reading

FAY

	FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score
		OPI Score Range 828-990		OPI Score Range 700-827		OPI Score Range 647-699		OPI Score Range 400-646		LIMITED KNOWLEDGE		UNSATISFACTORY		
		ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		UNSATISFACTORY		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
	Number of Valid Scores (OCCT)	36,898		21,493	58%	7,266	20%	4,318	12%					733
1 REGULAR EDUCATION <sup>3</sup>														
2 Ethnicity														
3 Hispanic/Latino		186	5%	1,979	56%	889	25%	480	14%					718
4 Race														
5 American Indian/Alaskan Native		490	8%	3,644	56%	1,492	23%	885	14%					725
6 Asian		141	21%	408	62%	72	11%	37	6%					768
7 Black/African American		144	4%	1,703	47%	982	27%	807	22%					703
8 Pacific Islander		7	10%	43	61%	14	20%	7	10%					725
9 White/Caucasian		2,663	13%	12,824	61%	3,507	17%	1,919	9%					741
10 Two or More Races		170	11%	892	57%	310	20%	183	12%					733
11 Gender														
12 Female		2,048	11%	11,409	60%	3,716	20%	1,843	10%					733
13 Male		1,773	10%	10,081	56%	3,549	20%	2,473	14%					733
14 Not Indicated		0	0%	3	50%	1	17%	2	33%					711
15 Other														
16 Economically Disadvantaged		1,118	6%	10,977	54%	4,957	24%	3,268	16%					718
17 Non-Economically Disadvantaged		2,703	16%	10,516	63%	2,309	14%	1,050	6%					759
18 Migrant		3	9%	21	60%	6	17%	5	14%					733
19 ELL 1 <sup>st</sup> - Year Proficient		6	2%	135	47%	99	35%	45	16%					696
20 ELL 2 <sup>nd</sup> - Year Proficient		20	4%	242	54%	124	28%	63	14%					710
21 ENGLISH LANGUAGE LEARNERS (ELL)		1,546	1%	364	24%	452	29%	714	46%					657
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)		39,905	10%	22,596	57%	7,992	20%	5,395	14%					733

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<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.  
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<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).  
<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests Grade 6 Reading - Spring 2011



### OCCT Grade 6 Reading

FAY

#### FULL ACADEMIC YEAR (FAY) <sup>1</sup>

(Only FAY scores are used for Accountability)

*continued from previous page*

	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 828-990		OPI Score Range 700-827		OPI Score Range 647-699		OPI Score Range 400-646		UNSATISFACTORY	Median OPI <sup>2</sup> Score	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23 SPECIAL EDUCATION (IEP)	3,119	101	3%	1,117	36%	746	24%	1,155	37%	674		
24 IEP with Accommodations	2,511	73	3%	850	34%	599	24%	989	39%	674		
25 IEP without Accommodations	608	28	5%	267	44%	147	24%	166	27%	696		
26 ALL STUDENTS <sup>4</sup>	41,451	3,938	10%	22,960	55%	8,444	20%	6,109	15%	725		
27 Ethnicity												
28 Hispanic/Latino	4,958	195	4%	2,304	46%	1,294	26%	1,165	23%	703		
29 Race												
30 American Indian/Alaskan Native	7,259	507	7%	3,887	54%	1,680	23%	1,185	16%	718		
31 Asian	791	146	18%	456	58%	109	14%	80	10%	759		
32 Black/African American	3,942	145	4%	1,766	45%	1,061	27%	950	24%	696		
33 Pacific Islander	89	7	8%	48	54%	19	21%	15	17%	718		
34 White/Caucasian	22,730	2,765	12%	13,536	60%	3,947	17%	2,482	11%	741		
35 Two or More Races	1,682	173	10%	943	56%	334	20%	232	14%	729		
36 Gender												
37 Female	20,793	2,084	10%	11,964	58%	4,222	20%	2,523	12%	733		
38 Male	20,652	1,854	9%	10,993	53%	4,221	20%	3,584	17%	725		
39 Not Indicated	6	0	0%	3	50%	1	17%	2	33%	711		
40 Other												
41 Economically Disadvantaged	23,635	1,159	5%	11,898	50%	5,852	25%	4,726	20%	710		
42 Non-Economically Disadvantaged	17,816	2,779	16%	11,062	62%	2,592	15%	1,383	8%	750		
43 Migrant	51	3	6%	24	47%	12	24%	12	24%	710		
44 ELL 1 <sup>st</sup> - Year Proficient	327	6	2%	156	48%	112	34%	53	16%	696		
45 ELL 2 <sup>nd</sup> - Year Proficient	497	20	4%	264	53%	140	28%	73	15%	703		

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests Grade 7 Math - Spring 2011



### OCCT Grade 7 Math

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI 2 Score
		Number of Valid Scores (OCCT)		OPI Score Range 800-990		OPI Score Range 700-799		OPI Score Range 674-699		OPI Score Range 440-673		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	REGULAR EDUCATION <sup>3</sup>	37,103		7,628	21%	18,707	50%	4,661	13%	6,107	16%	738
2	Ethnicity											
3	Hispanic/Latino	3,416	15%	504	15%	1,796	53%	482	14%	634	19%	731
4	Race											
5	American Indian/Alaskan Native	6,568	15%	1,001	15%	3,298	50%	997	15%	1,272	19%	725
6	Asian	654	32%	342	52%	265	41%	18	3%	29	4%	802
7	Black/African American	3,724	11%	403	11%	1,703	46%	580	16%	1,038	28%	711
8	Pacific Islander	65	25%	16	25%	27	42%	10	15%	12	18%	731
9	White/Caucasian	21,176	24%	5,085	24%	10,876	51%	2,368	11%	2,847	13%	745
10	Two or More Races	1,500	18%	277	18%	742	49%	206	14%	275	18%	731
11	Gender											
12	Female	18,953	19%	3,689	19%	9,610	51%	2,513	13%	3,141	17%	738
13	Male	18,148	22%	3,939	22%	9,095	50%	2,148	12%	2,966	16%	745
14	Not Indicated	2	0%	0	0%	2	100%	0	0%	0	0%	783
15	Other											
16	Economically Disadvantaged	20,066	13%	2,575	13%	10,082	50%	2,966	15%	4,443	22%	725
17	Non-Economically Disadvantaged	17,037	30%	5,053	30%	8,625	51%	1,695	10%	1,664	10%	758
18	Migrant	25	8%	2	8%	13	52%	4	16%	6	24%	738
19	ELL 1 <sup>st</sup> - Year Proficient	149	21%	31	21%	69	46%	21	14%	28	19%	738
20	ELL 2 <sup>nd</sup> - Year Proficient	358	17%	61	17%	192	54%	39	11%	66	18%	738
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,553	5%	85	5%	496	32%	250	16%	722	46%	674
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,772	20%	7,824	20%	19,715	50%	5,090	13%	7,143	18%	738

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<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.  
<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.  
<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).  
<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 7 Math - Spring 2011



## OCCT Grade 7 Math

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability) <i>continued from previous page</i>	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score
		OPI Score Range 800-990		OPI Score Range 700-799		OPI Score Range 674-699		OPI Score Range 440-673		OPI Score Range 440-673		Median OPI <sup>2</sup> Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23 SPECIAL EDUCATION (IEP)	2,796	199	7%	1,037	37%	448	16%	1,112	40%	690	25%	690		
24 IEP with Accommodations	2,331	150	6%	839	36%	386	17%	956	41%	690	29%	690		
25 IEP without Accommodations	465	49	11%	198	43%	62	13%	156	34%	704	15%	704		
26 ALL STUDENTS <sup>4</sup>	41,325	7,909	19%	20,211	49%	5,340	13%	7,865	19%	731	2%	731		
27 Ethnicity														
28 Hispanic/Latino	4,828	558	12%	2,224	46%	716	15%	1,330	28%	718	15%	718		
29 Race														
30 American Indian/Alaskan Native	7,194	1,042	14%	3,507	49%	1,091	15%	1,554	22%	725	10%	725		
31 Asian	791	369	47%	338	43%	31	4%	53	7%	794	100%	794		
32 Black/African American	4,017	409	10%	1,790	45%	623	16%	1,195	30%	711	18%	711		
33 Pacific Islander	85	16	19%	31	36%	13	15%	25	29%	711	83%	711		
34 White/Caucasian	22,796	5,231	23%	11,524	51%	2,641	12%	3,400	15%	745	3%	745		
35 Two or More Races	1,614	284	18%	797	49%	225	14%	308	19%	731	45%	731		
36 Gender														
37 Female	20,589	3,776	18%	10,162	49%	2,789	14%	3,862	19%	731	4%	731		
38 Male	20,734	4,133	20%	10,047	48%	2,551	12%	4,003	19%	738	3%	738		
39 Not Indicated	2	0	0%	2	100%	0	0%	0	0%	783	0%	783		
40 Other														
41 Economically Disadvantaged	23,042	2,710	12%	11,056	48%	3,463	15%	5,813	25%	718	3%	718		
42 Non-Economically Disadvantaged	18,283	5,199	28%	9,155	50%	1,877	10%	2,052	11%	758	4%	758		
43 Migrant	46	3	7%	17	37%	9	20%	17	37%	697	37%	697		
44 ELL 1 <sup>st</sup> - Year Proficient	156	31	20%	73	47%	22	14%	30	19%	738	5%	738		
45 ELL 2 <sup>nd</sup> - Year Proficient	374	61	16%	203	54%	43	11%	67	18%	738	10%	738		

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 7 Reading - Spring 2011



## OCCT Grade 7 Reading

FAY

	FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score	
		Number of Valid Scores (OCCT)		OPI Score Range 802-990		OPI Score Range 700-801		OPI Score Range 668-699		OPI Score Range 400-667			Median OPI <sup>2</sup> Score
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	REGULAR EDUCATION <sup>3</sup>	37,191		6,701	18%	21,212	57%	4,554	12%	4,724	13%	737	
2	Ethnicity												
3	Hispanic/Latino	3,423	12%	423	12%	1,987	58%	528	15%	485	14%	729	
4	Race												
5	American Indian/Alaskan Native	6,590	14%	952	14%	3,755	57%	939	14%	944	14%	737	
6	Asian	655	35%	232	35%	350	53%	35	5%	38	6%	771	
7	Black/African American	3,735	9%	318	9%	1,860	50%	618	17%	939	25%	715	
8	Pacific Islander	65	14%	9	14%	34	52%	6	9%	16	25%	729	
9	White/Caucasian	21,219	21%	4,535	21%	12,342	58%	2,234	11%	2,108	10%	745	
10	Two or More Races	1,504	15%	232	15%	884	59%	194	13%	194	13%	737	
11	Gender												
12	Female	18,994	19%	3,664	19%	11,124	59%	2,211	12%	1,995	11%	745	
13	Male	18,194	17%	3,037	17%	10,086	55%	2,342	13%	2,729	15%	737	
14	Not Indicated	3	0%	0	0%	2	67%	1	33%	0	0%	745	
15	Other												
16	Economically Disadvantaged	20,098	11%	2,306	11%	11,201	56%	3,041	15%	3,550	18%	722	
17	Non-Economically Disadvantaged	17,093	26%	4,395	26%	10,011	59%	1,513	9%	1,174	7%	762	
18	Migrant	25	4%	1	4%	17	68%	5	20%	2	8%	729	
19	ELL 1 <sup>st</sup> - Year Proficient	149	11%	17	11%	92	62%	20	13%	20	13%	722	
20	ELL 2 <sup>nd</sup> - Year Proficient	365	12%	42	12%	199	55%	66	18%	58	16%	722	
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,488	2%	36	2%	406	27%	301	20%	745	50%	662	
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,853	17%	6,856	17%	22,245	56%	5,046	13%	5,706	14%	737	

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<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.  
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<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).  
<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 7 Reading - Spring 2011



## OCCT Grade 7 Reading

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score					
		802-990		700-801		668-699		400-667		ADVANCED		PROFICIENT			LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		Number	Percent	Number	Percent	
23 SPECIAL EDUCATION (IEP)	2,761	157	6%	1,053	38%	503	18%	1,048	38%	157	6%	1,053	38%	503	18%	1,048	38%	688	
24 IEP with Accommodations	2,177	113	5%	803	37%	407	19%	854	39%	113	5%	803	37%	407	19%	854	39%	681	
25 IEP without Accommodations	584	44	8%	250	43%	96	16%	194	33%	44	8%	250	43%	96	16%	194	33%	701	
26 ALL STUDENTS <sup>4</sup>	41,341	6,892	17%	22,651	55%	5,347	13%	6,451	16%	6,892	17%	22,651	55%	5,347	13%	6,451	16%	737	
27 Ethnicity																			
28 Hispanic/Latino	4,782	453	9%	2,327	49%	814	17%	1,188	25%	453	9%	2,327	49%	814	17%	1,188	25%	708	
29 Race																			
30 American Indian/Alaskan Native	7,206	984	14%	3,967	55%	1,051	15%	1,204	17%	984	14%	3,967	55%	1,051	15%	1,204	17%	729	
31 Asian	785	235	30%	411	52%	63	8%	76	10%	785	30%	411	52%	63	8%	76	10%	762	
32 Black/African American	4,023	322	8%	1,945	48%	672	17%	1,084	27%	4,023	8%	1,945	48%	672	17%	1,084	27%	708	
33 Pacific Islander	85	9	11%	37	44%	7	8%	32	38%	85	11%	37	44%	7	8%	32	38%	708	
34 White/Caucasian	22,837	4,648	20%	13,028	57%	2,522	11%	2,639	12%	22,837	20%	13,028	57%	2,522	11%	2,639	12%	745	
35 Two or More Races	1,623	241	15%	936	58%	218	13%	228	14%	1,623	15%	936	58%	218	13%	228	14%	737	
36 Gender																			
37 Female	20,630	3,731	18%	11,692	57%	2,549	12%	2,658	13%	20,630	18%	11,692	57%	2,549	12%	2,658	13%	737	
38 Male	20,708	3,161	15%	10,957	53%	2,797	14%	3,793	18%	20,708	15%	10,957	53%	2,797	14%	3,793	18%	729	
39 Not Indicated	3	0	0%	2	67%	1	33%	0	0%	3	0%	2	67%	1	33%	0	0%	745	
40 Other																			
41 Economically Disadvantaged	22,994	2,388	10%	12,086	53%	3,610	16%	4,910	21%	22,994	10%	12,086	53%	3,610	16%	4,910	21%	722	
42 Non-Economically Disadvantaged	18,347	4,504	25%	10,565	58%	1,737	9%	1,541	8%	18,347	25%	10,565	58%	1,737	9%	1,541	8%	753	
43 Migrant	43	1	2%	25	58%	7	16%	10	23%	43	2%	25	58%	7	16%	10	23%	708	
44 ELL 1 <sup>st</sup> - Year Proficient	161	17	11%	99	61%	21	13%	24	15%	161	11%	99	61%	21	13%	24	15%	722	
45 ELL 2 <sup>nd</sup> - Year Proficient	386	45	12%	210	54%	69	18%	62	16%	386	12%	210	54%	69	18%	62	16%	722	

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.



# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests Grade 7 Geography - Spring 2011



### OCCT Grade 7 Geography

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
	OPI Score Range 847-990		OPI Score Range 700-846		OPI Score Range 595-699		OPI Score Range 400-594		OPI Score Range 400-594		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 REGULAR EDUCATION <sup>3</sup>	37,231	22%	24,620	66%	4,152	11%	386	1%	386	1%	789
2 Ethnicity											
3 Hispanic/Latino	3,451	15%	2,391	69%	500	14%	37	1%	37	1%	779
4 Race											
5 American Indian/Alaskan Native	6,612	17%	4,626	70%	805	12%	56	1%	56	1%	779
6 Asian	647	46%	333	51%	18	3%	1	0%	1	0%	845
7 Black/African American	3,703	8%	2,321	63%	909	25%	160	4%	160	4%	749
8 Pacific Islander	69	17%	48	70%	9	13%	0	0%	0	0%	800
9 White/Caucasian	21,263	26%	13,877	65%	1,742	8%	125	1%	125	1%	810
10 Two or More Races	1,486	19%	1,024	69%	169	11%	7	0%	7	0%	789
11 Gender											
12 Female	19,001	17%	12,974	68%	2,532	13%	199	1%	199	1%	779
13 Male	18,230	26%	11,646	64%	1,620	9%	187	1%	187	1%	810
14 Not Indicated	0										
15 Other											
16 Economically Disadvantaged	20,157	13%	13,940	69%	3,184	16%	319	2%	319	2%	789
17 Non-Economically Disadvantaged	17,074	31%	10,680	63%	968	6%	67	0%	67	0%	822
18 Migrant	28	18%	18	64%	5	18%	0	0%	0	0%	779
19 ELL 1 <sup>st</sup> - Year Proficient	150	17%	108	72%	15	10%	1	1%	1	1%	779
20 ELL 2 <sup>nd</sup> - Year Proficient	363	43%	272	75%	46	13%	2	1%	2	1%	769
21 ENGLISH LANGUAGE LEARNERS (ELL)	1,766	55%	822	47%	695	39%	194	11%	194	11%	696
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	43,382	19%	27,305	63%	6,488	15%	1,235	3%	1,235	3%	779

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<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.  
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<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).  
<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 7 Geography - Spring 2011



## OCCT Grade 7 Geography

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 847-990		OPI Score Range 700-846		OPI Score Range 595-699		OPI Score Range 400-594		Median OPI <sup>2</sup> Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	289	4%	2,802	43%	2,524	39%	938	14%	696		
24	IEP with Accommodations	241	4%	2,509	42%	2,373	39%	888	15%	696		
25	IEP without Accommodations	48	9%	293	54%	151	28%	50	9%	738		
26	ALL STUDENTS <sup>4</sup>	8,409	19%	28,127	62%	7,183	16%	1,429	3%	779		
27	Ethnicity											
28	Hispanic/Latino	569	11%	3,188	61%	1,231	23%	260	5%	749		
29	Race											
30	American Indian/Alaskan Native	1,174	15%	5,206	65%	1,358	17%	227	3%	769		
31	Asian	306	39%	422	54%	54	7%	6	1%	822		
32	Black/African American	321	7%	2,540	56%	1,299	29%	372	8%	728		
33	Pacific Islander	14	15%	53	56%	22	23%	5	5%	764		
34	White/Caucasian	5,726	23%	15,577	63%	2,961	12%	514	2%	789		
35	Two or More Races	299	17%	1,141	65%	258	15%	45	3%	779		
36	Gender											
37	Female	3,360	15%	14,197	64%	3,847	17%	615	3%	769		
38	Male	5,049	22%	13,930	60%	3,336	14%	814	4%	789		
39	Not Indicated	0										
40	Other											
41	Economically Disadvantaged	2,879	11%	16,226	63%	5,496	21%	1,158	4%	759		
42	Non-Economically Disadvantaged	5,530	29%	11,901	61%	1,687	9%	271	1%	810		
43	Migrant	7	14%	28	56%	12	24%	3	6%	744		
44	ELL 1 <sup>st</sup> - Year Proficient	27	17%	113	72%	17	11%	1	1%	774		
45	ELL 2 <sup>nd</sup> - Year Proficient	43	11%	288	75%	49	13%	2	1%	769		

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

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<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

# Oklahoma Core Curriculum Tests

## Grade 8 Math - Spring 2011



### OCCT Grade 8 Math

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 774-990		OPI Score Range 700-773		OPI Score Range 642-699		OPI Score Range 440-641		Median OPI <sup>2</sup> Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1	REGULAR EDUCATION <sup>3</sup>	35,760		15,121	42%	7,234	20%	3,504	10%	732		
2	Ethnicity											
3	Hispanic/Latino	3,238	21%	1,458	45%	778	24%	332	10%	719		
4	Race											
5	American Indian/Alaskan Native	6,220	22%	2,680	43%	1,455	23%	731	12%	719		
6	Asian	676	57%	240	36%	44	7%	8	1%	782		
7	Black/African American	3,460	13%	1,335	39%	972	28%	698	20%	700		
8	Pacific Islander	50	32%	21	42%	7	14%	6	12%	752		
9	White/Caucasian	20,642	32%	8,794	43%	3,619	18%	1,589	8%	739		
10	Two or More Races	1,474	26%	593	40%	359	24%	140	9%	726		
11	Gender											
12	Female	18,658	26%	8,138	44%	3,907	21%	1,785	10%	726		
13	Male	17,102	30%	6,983	41%	3,327	19%	1,719	10%	732		
14	Not Indicated	0										
15	Other											
16	Economically Disadvantaged	18,343	19%	7,783	42%	4,611	25%	2,531	14%	713		
17	Non-Economically Disadvantaged	17,417	37%	7,338	42%	2,623	15%	973	6%	752		
18	Migrant	35	14%	12	34%	11	31%	7	20%	693		
19	ELL 1 <sup>st</sup> - Year Proficient	111	26%	55	50%	21	19%	6	5%	739		
20	ELL 2 <sup>nd</sup> - Year Proficient	378	22%	168	44%	90	24%	38	10%	719		
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,501	6%	433	29%	473	32%	512	34%	673		
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	38,233	27%	15,937	42%	7,930	21%	4,219	11%	726		

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<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.  
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<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).  
<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests Grade 8 Math - Spring 2011



### OCCT Grade 8 Math

FAY

		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 774-990		OPI Score Range 700-773		OPI Score Range 642-699		OPI Score Range 440-641				
FULL ACADEMIC YEAR (FAY) <sup>1</sup>		ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY				
(Only FAY scores are used for Accountability)		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	246	9%	846	32%	736	28%	778	30%	680		680
24	IEP with Accommodations	207	9%	756	32%	680	29%	730	31%	680		680
25	IEP without Accommodations	39	17%	90	39%	56	24%	48	21%	706		706
26	ALL STUDENTS <sup>4</sup>	10,230	26%	16,370	41%	8,403	21%	4,731	12%	726		726
27	Ethnicity	<i>continued from previous page</i>										
28	Hispanic/Latino	723	16%	1,802	40%	1,222	27%	808	18%	706		706
29	Race											
30	American Indian/Alaskan Native	1,406	21%	2,860	42%	1,601	24%	945	14%	719		719
31	Asian	414	50%	313	38%	76	9%	22	3%	774		774
32	Black/African American	464	13%	1,394	38%	1,049	28%	786	21%	700		700
33	Pacific Islander	17	22%	33	42%	11	14%	18	23%	719		719
34	White/Caucasian	6,812	31%	9,337	42%	4,045	18%	1,977	9%	739		739
35	Two or More Races	394	25%	631	39%	399	25%	175	11%	719		719
36	Gender											
37	Female	4,918	24%	8,604	43%	4,387	22%	2,233	11%	726		726
38	Male	5,312	27%	7,766	40%	4,016	20%	2,498	13%	726		726
39	Not Indicated	0										
40	Other											
41	Economically Disadvantaged	3,586	17%	8,619	41%	5,455	26%	3,525	17%	706		706
42	Non-Economically Disadvantaged	6,644	36%	7,751	42%	2,948	16%	1,206	7%	746		746
43	Migrant	6	14%	17	40%	12	28%	8	19%	706		706
44	ELL 1 <sup>st</sup> - Year Proficient	29	25%	57	50%	22	19%	6	5%	739		739
45	ELL 2 <sup>nd</sup> - Year Proficient	82	21%	175	45%	93	24%	42	11%	719		719

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

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<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests Grade 8 Reading - Spring 2011



### OCCT Grade 8 Reading

FAY

	FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 833-990		OPI Score Range 700-832		OPI Score Range 655-699		OPI Score Range 400-654		Number	Percent	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1	REGULAR EDUCATION <sup>3</sup>	35,884	16%	23,226	65%	4,356	12%	2,519	7%	757		
2	Ethnicity											
3	Hispanic/Latino	3,237	10%	2,142	66%	478	15%	287	9%	747		
4	Race											
5	American Indian/Alaskan Native	6,234	13%	4,088	66%	882	14%	476	8%	747		
6	Asian	673	29%	425	63%	37	5%	13	2%	792		
7	Black/African American	3,478	8%	1,953	56%	635	18%	620	18%	721		
8	Pacific Islander	50	18%	33	66%	4	8%	4	8%	768		
9	White/Caucasian	20,730	19%	13,640	66%	2,130	10%	988	5%	768		
10	Two or More Races	1,482	15%	945	64%	190	13%	131	9%	757		
11	Gender											
12	Female	18,723	18%	12,113	65%	2,049	11%	1,121	6%	768		
13	Male	17,161	14%	11,113	65%	2,307	13%	1,398	8%	757		
14	Not Indicated	0										
15	Other											
16	Economically Disadvantaged	18,435	10%	11,685	63%	2,925	16%	1,950	11%	738		
17	Non-Economically Disadvantaged	17,449	22%	11,541	66%	1,431	8%	569	3%	779		
18	Migrant	34	6%	20	59%	8	24%	4	12%	721		
19	ELL 1 <sup>st</sup> - Year Proficient	111	18%	73	66%	16	14%	4	4%	757		
20	ELL 2 <sup>nd</sup> - Year Proficient	378	16%	270	71%	57	15%	35	9%	738		
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,437	1%	392	27%	360	25%	668	46%	660		
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL) <i>continued on next page</i>	38,364	15%	24,385	64%	4,882	13%	3,218	8%	757		

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Reading - Spring 2011

#### Grade 8 Reading - Spring 2011



## OCCT Grade 8 Reading

FAY

	FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 833-990		OPI Score Range 700-832		OPI Score Range 655-699		OPI Score Range 400-654		Median OPI <sup>2</sup> Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23	SPECIAL EDUCATION (IEP)	2,583	4%	1,174	45%	544	21%	768	30%	697		
24	IEP with Accommodations	2,273	3%	1,021	45%	485	21%	696	31%	697		
25	IEP without Accommodations	310	8%	153	49%	59	19%	72	23%	712		
26	ALL STUDENTS <sup>4</sup>	39,801	15%	24,777	62%	5,242	13%	3,886	10%	757		
27	Ethnicity											
28	Hispanic/Latino	4,513	8%	2,486	55%	800	18%	883	20%	721		
29	Race											
30	American Indian/Alaskan Native	6,822	12%	4,322	63%	1,003	15%	689	10%	747		
31	Asian	809	25%	480	59%	70	9%	59	7%	779		
32	Black/African American	3,715	7%	2,034	55%	685	18%	724	19%	721		
33	Pacific Islander	77	9%	35	45%	8	10%	25	32%	721		
34	White/Caucasian	22,259	4,042	18%	14,416	65%	2,460	11%	1,341	6%	768	
35	Two or More Races	1,606	221	14%	1,004	63%	216	13%	165	10%	757	
36	Gender											
37	Female	20,254	3,478	17%	12,754	63%	2,408	12%	1,614	8%	757	
38	Male	19,547	2,418	12%	12,023	62%	2,834	14%	2,272	12%	747	
39	Not Indicated	0										
40	Other											
41	Economically Disadvantaged	21,238	1,924	9%	12,651	60%	3,576	17%	3,087	15%	738	
42	Non-Economically Disadvantaged	18,563	3,972	21%	12,126	65%	1,666	9%	799	4%	779	
43	Migrant	41	2	5%	23	56%	12	29%	4	10%	721	
44	ELL 1 <sup>st</sup> - Year Proficient	114	18	16%	74	65%	17	15%	5	4%	757	
45	ELL 2 <sup>nd</sup> - Year Proficient	392	16	4%	275	70%	63	16%	38	10%	729	

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

# Oklahoma Core Curriculum Tests

## Grade 8 Writing - Spring 2011



### OCCT Grade 8 Writing

FAY

		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median Composite <sup>2</sup> Score
		Score Range 54-60		Score Range 36-53		Score Range 25-35		Score Range 15-24				
		ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY				
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
<b>FULL ACADEMIC YEAR (FAY)<sup>1</sup></b>		36,599		27,661		1,789		1,673		48		
(Only FAY scores are used for Accountability)		3,265		2,637		154		133		48		
<b>1 REGULAR EDUCATION<sup>3</sup></b>		6,362		4,919		358		298		48		
<b>2 Ethnicity</b>		677		469		10		12		48		
3 Hispanic/Latino		341		2,637		154		133		48		
<b>4 Race</b>		787		4,919		358		298		48		
5 American Indian/Alaskan Native		186		469		10		12		48		
6 Asian		335		2,738		248		202		48		
7 Black/African American		6		38		4		2		48		
8 Pacific Islander		3,609		15,690		923		881		48		
9 White/Caucasian		1,619		1,170		92		145		48		
<b>10 Two or More Races</b>		19,061		14,269		520		798		48		
<b>11 Gender</b>		17,536		13,391		1,269		874		48		
12 Female		2		1		0		1		52		
13 Male		2		1		0		1		52		
<b>14 Not Indicated</b>		18,827		14,721		1,195		1,031		48		
<b>15 Other</b>		17,772		12,940		594		642		48		
16 Economically Disadvantaged		37		26		5		4		46		
17 Non-Economically Disadvantaged		104		80		4		4		48		
18 Migrant		332		283		20		5		48		
19 ELL 1 <sup>st</sup> - Year Proficient		1,779		1,197		311		222		42		
20 ELL 2 <sup>nd</sup> - Year Proficient		42,885		31,063		3,401		2,778		48		
<b>21 ENGLISH LANGUAGE LEARNERS (ELL)</b>		49		3%		17%		12%		42		
<b>22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)</b>		5,643		13%		72%		8%		48		

*continued on next page*

<sup>1</sup> BR EXCLUDED - Braille is excluded from these results.

<sup>2</sup> Composite - A score that places students into performance levels established for the Writing test.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 8 Writing - Spring 2011



## OCCT Grade 8 Writing

FAY

	FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median Composite <sup>2</sup> Score
		Score Range 54-60		Score Range 36-53		Score Range 25-35		Score Range 15-24		UNSATISFACTORY		Number	Percent	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
	Number of Valid Scores (OCCT)													
23	SPECIAL EDUCATION (IEP)	6,738	3%	3,616	54%	1,752	26%	1,199	18%					40
24	IEP with Accommodations	4,994	3%	2,714	54%	1,361	27%	790	16%					40
25	IEP without Accommodations	1,744	2%	902	52%	391	22%	409	23%					40
26	ALL STUDENTS <sup>4</sup>	44,706	13%	32,276	72%	3,728	8%	3,008	7%					48
27	Ethnicity													
28	Hispanic/Latino	4,940	8%	3,733	76%	487	10%	346	7%					47
29	Race													
30	American Indian/Alaskan Native	7,854	10%	5,704	73%	776	10%	551	7%					47
31	Asian	831	24%	580	70%	19	2%	30	4%					48
32	Black/African American	4,317	8%	3,126	72%	463	11%	385	9%					47
33	Pacific Islander	84	7%	56	67%	10	12%	12	14%					47
34	White/Caucasian	24,714	15%	17,732	72%	1,809	7%	1,448	6%					48
35	Two or More Races	1,966	11%	1,345	68%	164	8%	236	12%					48
36	Gender													
37	Female	22,081	16%	16,217	73%	1,067	5%	1,225	6%					48
38	Male	22,622	9%	16,057	71%	2,661	12%	1,782	8%					47
39	Not Indicated	3	0%	2	67%	0	0%	1	33%					45
40	Other													
41	Economically Disadvantaged	23,894	8%	17,627	74%	2,432	10%	1,863	8%					47
42	Non-Economically Disadvantaged	20,800	18%	14,642	70%	1,294	6%	1,143	5%					48
43	Migrant	50	2%	34	68%	9	18%	5	10%					43
44	ELL 1 <sup>st</sup> - Year Proficient	126	15%	98	78%	5	4%	4	3%					48
45	ELL 2 <sup>nd</sup> - Year Proficient	365	7%	311	85%	22	6%	6	2%					47

<sup>1</sup> BR EXCLUDED - Braille is excluded from these results.

<sup>2</sup> Composite - A score that places students into performance levels established for the Writing test.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.



# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 8 Science - Spring 2011



## OCCT Grade 8 Science

FAY

	FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 829-990		OPI Score Range 700-828		OPI Score Range 647-699		OPI Score Range 400-646		UNSATISFACTORY	Median OPI <sup>2</sup> Score	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1	REGULAR EDUCATION <sup>3</sup>	35,779		25,878	72%	2,121	6%	545	2%	786		
2	Ethnicity											
3	Hispanic/Latino	3,205	12%	2,554	80%	220	7%	44	1%	771		
4	Race											
5	American Indian/Alaskan Native	6,204	15%	4,732	76%	432	7%	99	2%	778		
6	Asian	674	40%	392	58%	7	1%	3	0%	817		
7	Black/African American	3,491	8%	2,570	74%	491	14%	144	4%	749		
8	Pacific Islander	50	16%	37	74%	5	10%	0	0%	778		
9	White/Caucasian	20,677	25%	14,494	70%	871	4%	233	1%	793		
10	Two or More Races	1,478	18%	1,099	74%	95	6%	22	1%	778		
11	Gender											
12	Female	18,685	18%	13,902	74%	1,175	6%	242	1%	778		
13	Male	17,094	23%	11,976	70%	946	6%	303	2%	786		
14	Not Indicated	0										
15	Other											
16	Economically Disadvantaged	18,316	12%	14,070	77%	1,597	9%	383	2%	771		
17	Non-Economically Disadvantaged	17,463	28%	11,808	68%	524	3%	162	1%	801		
18	Migrant	33	9%	25	76%	5	15%	0	0%	749		
19	ELL 1 <sup>st</sup> - Year Proficient	110	14%	85	77%	10	9%	0	0%	771		
20	ELL 2 <sup>nd</sup> - Year Proficient	367	10%	303	83%	24	7%	4	1%	764		
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,578	2%	1,022	65%	384	24%	144	9%	719		
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,079	19%	28,030	72%	2,770	7%	852	2%	778		

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<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.  
<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.  
<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).  
<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 8 Science - Spring 2011



## OCCT Grade 8 Science

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 829-990		OPI Score Range 700-828		OPI Score Range 647-699		OPI Score Range 400-646		Median OPI <sup>2</sup> Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	3,469	6%	2,241	65%	701	20%	335	10%	727		
24	IEP with Accommodations	143	5%	1,800	64%	582	21%	282	10%	727		
25	IEP without Accommodations	49	7%	441	67%	119	18%	53	8%	742		
26	ALL STUDENTS <sup>4</sup>	40,657	18%	29,052	71%	3,154	8%	996	2%	778		
27	Ethnicity											
28	Hispanic/Latino	4,638	9%	3,466	75%	589	13%	181	4%	757		
29	Race											
30	American Indian/Alaskan Native	6,964	14%	5,214	75%	615	9%	164	2%	771		
31	Asian	825	34%	504	61%	29	4%	11	1%	809		
32	Black/African American	3,851	8%	2,764	72%	586	15%	212	6%	749		
33	Pacific Islander	79	10%	51	65%	15	19%	5	6%	749		
34	White/Caucasian	22,649	23%	15,833	70%	1,194	5%	389	2%	793		
35	Two or More Races	1,651	16%	1,220	74%	126	8%	34	2%	778		
36	Gender											
37	Female	20,555	17%	15,119	74%	1,610	8%	407	2%	778		
38	Male	20,102	20%	13,933	69%	1,544	8%	589	3%	778		
39	Not Indicated	0										
40	Other											
41	Economically Disadvantaged	21,778	11%	16,281	75%	2,407	11%	728	3%	764		
42	Non-Economically Disadvantaged	18,879	27%	12,771	68%	747	4%	268	1%	801		
43	Migrant	44	3%	34	77%	6	14%	1	2%	753		
44	ELL 1 <sup>st</sup> - Year Proficient	116	14%	90	78%	10	9%	0	0%	771		
45	ELL 2 <sup>nd</sup> - Year Proficient	391	37%	322	82%	26	7%	6	2%	764		

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

# Oklahoma Core Curriculum Tests

## Grade 8 U.S. History - Spring 2011



### OCCT Grade 8 U.S. History

FAY

		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 821-990		OPI Score Range 700-820		OPI Score Range 622-699		OPI Score Range 400-621		Median OPI <sup>2</sup> Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
<b>FULL ACADEMIC YEAR (FAY)<sup>1</sup></b>		ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY		752		
Number of Valid Scores (OCCT)		5,850	16%	22,367	63%	6,411	18%	1,143	3%			
1 REGULAR EDUCATION <sup>3</sup>		3,202	10%	2,066	65%	694	22%	112	3%	739		
2 Ethnicity		Hispanic/Latino		American Indian/Alaskan Native		Asian		Black/African American		Pacific Islander		
3 Race		706	11%	3,940	63%	1,331	21%	232	4%	746		
4		236	35%	394	58%	46	7%	1	0%	787		
5		205	6%	1,874	54%	1,099	32%	293	8%	719		
6		11	22%	31	62%	8	16%	0	0%	759		
7		4,144	20%	13,140	64%	2,932	14%	464	2%	766		
8		218	15%	922	62%	301	20%	41	3%	752		
9		18,684	13%	11,848	63%	3,874	21%	590	3%	746		
10		17,087	20%	10,519	62%	2,537	15%	553	3%	766		
11		0										
12		18,334	9%	11,351	62%	4,414	24%	857	5%	739		
13		17,437	24%	11,016	63%	1,997	11%	286	2%	772		
14		33	2%	17	52%	13	39%	1	3%	712		
15		110	13%	71	65%	24	22%	1	1%	743		
16		369	7%	248	67%	83	22%	11	3%	739		
17		1,783	1%	573	32%	774	43%	410	23%	671		
18		41,794	15%	24,491	59%	8,835	21%	2,402	6%	746		
19		<i>continued on next page</i>										
20												
21												
22												

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

## Disaggregated Group Results by Performance Level

### Oklahoma Core Curriculum Tests Grade 8 U.S. History - Spring 2011



## OCCT Grade 8 U.S. History

FAY

		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI 2 Score
		OPI Score Range 821-990		OPI Score Range 700-820		OPI Score Range 622-699		OPI Score Range 400-621		Number	Percent	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
FULL ACADEMIC YEAR (FAY) <sup>1</sup>												
(Only FAY scores are used for Accountability)												
<i>continued from previous page</i>												
23	SPECIAL EDUCATION (IEP)	6,398	3%	2,196	34%	2,583	40%	1,403	22%	1,403	22%	680
24	IEP with Accommodations	5,531	3%	1,837	33%	2,282	41%	1,260	23%	1,260	23%	671
25	IEP without Accommodations	867	7%	359	41%	301	35%	143	16%	143	16%	697
26	ALL STUDENTS <sup>4</sup>	43,577	14%	25,064	58%	9,609	22%	2,812	6%	2,812	6%	746
27	Ethnicity											
28	Hispanic/Latino	4,890	7%	2,565	52%	1,459	30%	516	11%	516	11%	719
29	Race											
30	American Indian/Alaskan Native	7,629	10%	4,427	58%	1,925	25%	536	7%	536	7%	732
31	Asian	841	29%	479	57%	92	11%	26	3%	26	3%	779
32	Black/African American	4,225	5%	2,053	49%	1,433	34%	529	13%	529	13%	704
33	Pacific Islander	82	15%	40	49%	22	27%	8	10%	8	10%	729
34	White/Caucasian	24,145	18%	14,490	60%	4,253	18%	1,096	5%	1,096	5%	759
35	Two or More Races	1,765	13%	1,010	57%	425	24%	101	6%	101	6%	739
36	Gender											
37	Female	21,592	11%	12,717	59%	5,202	24%	1,250	6%	1,250	6%	739
38	Male	21,985	17%	12,347	56%	4,407	20%	1,562	7%	1,562	7%	752
39	Not Indicated	0										
40	Other											
41	Economically Disadvantaged	23,195	8%	12,969	56%	6,456	28%	1,960	8%	1,960	8%	726
42	Non-Economically Disadvantaged	20,382	21%	12,095	59%	3,153	15%	852	4%	852	4%	766
43	Migrant	48	2%	26	54%	16	33%	4	8%	4	8%	712
44	ELL 1 <sup>st</sup> - Year Proficient	117	12%	75	64%	25	21%	3	3%	3	3%	739
45	ELL 2 <sup>nd</sup> - Year Proficient	393	27%	260	66%	92	23%	14	4%	14	4%	739

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



### OCCT ACE Algebra I

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 762-999		OPI Score Range 700-761		OPI Score Range 662-699		OPI Score Range 490-661		UNSATISFACTORY	Percent	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 REGULAR EDUCATION <sup>3</sup>	35,514	12,132	34%	17,109	48%	4,547	13%	1,726	5%	741		
2 Ethnicity												
3 Hispanic/Latino	3,334	894	27%	1,693	51%	522	16%	225	7%	733		
4 Race												
5 American Indian/Alaskan Native	5,925	1,554	26%	2,977	50%	999	17%	395	7%	733		
6 Asian	727	479	66%	206	28%	38	5%	4	1%	780		
7 Black/African American	3,366	623	19%	1,722	51%	664	20%	357	11%	721		
8 Pacific Islander	68	22	32%	27	40%	14	21%	5	7%	731		
9 White/Caucasian	20,868	8,132	39%	9,878	47%	2,159	10%	699	3%	749		
10 Two or More Races	1,226	428	35%	606	49%	151	12%	41	3%	741		
11 Gender												
12 Female	18,111	6,235	34%	8,601	48%	2,291	13%	784	4%	741		
13 Male	17,403	5,897	34%	8,308	48%	2,256	13%	942	5%	741		
14 Not Indicated	0											
15 Other												
16 Economically Disadvantaged	15,704	3,715	24%	7,952	51%	2,849	18%	1,188	8%	729		
17 Non-Economically Disadvantaged	19,810	8,417	42%	9,157	46%	1,698	9%	538	3%	753		
18 Migrant	10	2	20%	7	70%	1	10%	0	0%	737		
19 ELL 1 <sup>st</sup> -Year Proficient	96	30	31%	35	36%	19	20%	12	13%	725		
20 ELL 2 <sup>nd</sup> -Year Proficient	207	56	27%	106	51%	30	14%	15	7%	733		
21 ENGLISH LANGUAGE LEARNERS (ELL)	1,117	119	11%	432	39%	320	29%	246	22%	695		
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	37,243	12,368	33%	17,680	48%	4,954	13%	2,041	5%	741		

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<sup>1</sup> BR, EQ, & 2TT EXCLUDED - Braille, Equivalent, and 2<sup>nd</sup> Time Testers are excluded from these results.  
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# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



### OCCT ACE Algebra I

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score	
		OPI Score Range 762-999		OPI Score Range 700-761		OPI Score Range 662-699		OPI Score Range 490-661		LIMITED KNOWLEDGE	UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent				
23 SPECIAL EDUCATION (IEP)	1,780	237	13%	794	45%	423	24%	326	18%			708	
24 IEP with Accommodations	1,261	154	12%	555	44%	314	25%	238	19%			705	
25 IEP without Accommodations	519	83	16%	239	46%	109	21%	88	17%			713	
26 ALL STUDENTS <sup>4</sup>	38,360	12,487	33%	18,312	48%	5,274	14%	2,287	6%			741	
27 Ethnicity													
28 Hispanic/Latino	4,329	954	22%	2,076	48%	828	19%	471	11%			725	
29 Race													
30 American Indian/Alaskan Native	6,307	1,583	25%	3,140	50%	1,111	18%	473	7%			729	
31 Asian	859	524	61%	268	31%	56	7%	11	1%			775	
32 Black/African American	3,540	632	18%	1,783	50%	704	20%	421	12%			721	
33 Pacific Islander	84	23	27%	31	37%	18	21%	12	14%			717	
34 White/Caucasian	21,950	8,333	38%	10,379	47%	2,388	11%	850	4%			745	
35 Two or More Races	1,291	438	34%	635	49%	169	13%	49	4%			741	
36 Gender													
37 Female	19,221	6,349	33%	9,273	48%	2,595	14%	1,004	5%			741	
38 Male	19,139	6,138	32%	9,039	47%	2,679	14%	1,283	7%			737	
39 Not Indicated	0												
40 Other													
41 Economically Disadvantaged	17,620	3,891	22%	8,704	49%	3,381	19%	1,644	9%			725	
42 Non-Economically Disadvantaged	20,740	8,596	41%	9,608	46%	1,893	9%	643	3%			749	
43 Migrant	19	2	11%	14	74%	2	11%	1	5%			725	
44 ELL 1 <sup>st</sup> -Year Proficient	128	33	26%	49	38%	32	25%	14	11%			725	
45 ELL 2 <sup>nd</sup> -Year Proficient	232	59	25%	117	50%	39	17%	17	7%			733	

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# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



### OCCT ACE Algebra II

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 783-999		OPI Score Range 700-782		OPI Score Range 654-699		OPI Score Range 440-653				
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 REGULAR EDUCATION <sup>3</sup>	28,201	7,706	27%	11,938	42%	5,186	18%	3,371	12%			733
2 Ethnicity												
3 Hispanic/Latino	2,460	459	19%	1,054	43%	565	23%	382	16%			717
4 Race												
5 American Indian/Alaskan Native	4,560	848	19%	1,999	44%	1,019	22%	694	15%			722
6 Asian	681	416	61%	210	31%	41	6%	14	2%			797
7 Black/African American	2,507	327	13%	950	38%	615	25%	615	25%			700
8 Pacific Islander	48	10	21%	19	40%	11	23%	8	17%			720
9 White/Caucasian	17,163	5,455	32%	7,356	43%	2,776	16%	1,576	9%			743
10 Two or More Races	782	181	24%	350	45%	159	20%	82	10%			733
11 Gender												
12 Female	14,776	3,897	26%	6,530	44%	2,721	18%	1,628	11%			733
13 Male	13,425	3,809	28%	5,408	40%	2,465	18%	1,743	13%			738
14 Not Indicated	0											
15 Other												
16 Economically Disadvantaged	11,074	1,845	17%	4,568	41%	2,595	24%	2,006	18%			712
17 Non-Economically Disadvantaged	17,187	5,861	34%	7,370	43%	2,591	15%	1,365	8%			748
18 Migrant	15	2	13%	6	40%	2	13%	5	33%			706
19 ELL 1 <sup>st</sup> -Year Proficient	133	22	17%	58	44%	23	17%	30	23%			711
20 ELL 2 <sup>nd</sup> -Year Proficient	219	39	18%	78	36%	64	29%	38	17%			706
21 ENGLISH LANGUAGE LEARNERS (ELL)	562	58	10%	132	23%	155	28%	217	39%			666
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	30,374	7,833	26%	12,416	41%	5,716	19%	4,409	15%			728

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# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



### OCCT ACE Algebra II

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score	
		OPI Score Range 783-999		OPI Score Range 700-782		OPI Score Range 654-699		OPI Score Range 440-653		OPI Score Range 440-653			
		ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		UNSATISFACTORY			
Number of Valid Scores (OCCT)	continued from previous page	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
		23	SPECIAL EDUCATION (IEP)	128	6%	484	22%	550	25%	1,073	48%	654	
24	IEP with Accommodations	86	5%	331	20%	416	25%	861	51%	640			
25	IEP without Accommodations	42	8%	153	28%	134	25%	212	39%	666			
26	ALL STUDENTS <sup>4</sup>	7,891	26%	12,548	41%	5,871	19%	4,626	15%	728			
27	Ethnicity												
28	Hispanic/Latino	478	16%	1,160	39%	705	24%	611	21%	706			
29	Race												
30	American Indian/Alaskan Native	859	17%	2,076	41%	1,145	23%	961	19%	712			
31	Asian	457	58%	242	31%	58	7%	29	4%	791			
32	Black/African American	334	12%	990	36%	666	24%	786	28%	694			
33	Pacific Islander	12	21%	19	33%	15	26%	12	21%	703			
34	White/Caucasian	5,558	30%	7,588	42%	3,109	17%	2,126	12%	743			
35	Two or More Races	193	23%	373	44%	173	21%	101	12%	732			
36	Gender												
37	Female	3,964	25%	6,787	43%	3,034	19%	2,130	13%	728			
38	Male	3,927	26%	5,761	38%	2,837	19%	2,496	17%	728			
39	Not indicated	0											
40	Other												
41	Economically Disadvantaged	1,932	15%	4,870	38%	2,987	24%	2,879	23%	706			
42	Non-Economically Disadvantaged	5,959	33%	7,678	42%	2,884	16%	1,747	10%	748			
43	Migrant	2	10%	7	35%	5	25%	6	30%	681			
44	ELL 1 <sup>st</sup> -Year Proficient	23	15%	62	40%	32	21%	37	24%	700			
45	ELL 2 <sup>nd</sup> -Year Proficient	43	18%	85	35%	72	30%	43	18%	700			

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# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



### OCCT ACE Biology I

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 775-999		OPI Score Range 691-774		OPI Score Range 627-690		OPI Score Range 440-626		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
Number of Valid Scores (OCCT)	34,298	12,910	38%	15,194	44%	4,497	13%	1,697	5%	747		
1 REGULAR EDUCATION <sup>3</sup>	3,126	772	25%	1,543	49%	565	18%	246	8%	727		
2 Ethnicity												
3 Hispanic/Latino	5,938	1,813	31%	2,861	48%	957	16%	307	5%	735		
4 Race												
5 American Indian/Alaskan Native	759	457	60%	250	33%	38	5%	14	2%	789		
6 Asian	3,211	562	18%	1,425	44%	772	24%	452	14%	705		
7 Black/African American	64	21	33%	28	44%	8	13%	7	11%	737		
8 Pacific Islander	20,126	8,876	44%	8,588	43%	2,039	10%	623	3%	760		
9 White/Caucasian	1,074	409	38%	499	46%	118	11%	48	4%	752		
10 Two or More Races												
11 Gender												
12 Female	17,561	5,975	34%	8,235	47%	2,558	15%	793	5%	741		
13 Male	16,737	6,935	41%	6,959	42%	1,939	12%	904	5%	753		
14 Not indicated	0											
15 Other												
16 Economically Disadvantaged	15,101	3,929	26%	7,229	48%	2,755	18%	1,188	8%	727		
17 Non-Economically Disadvantaged	19,197	8,981	47%	7,965	41%	1,742	9%	509	3%	765		
18 Migrant	17	8	47%	6	35%	3	18%	0	0%	765		
19 ELL 1 <sup>st</sup> -Year Proficient	161	22	14%	74	46%	39	24%	26	16%	698		
20 ELL 2 <sup>nd</sup> -Year Proficient	193	47	24%	99	51%	34	18%	13	7%	727		
21 ENGLISH LANGUAGE LEARNERS (ELL)	986	48	5%	262	27%	337	34%	339	34%	649		
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	36,124	13,195	37%	15,884	44%	4,950	14%	2,095	6%	746		

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# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



### OCCT ACE Biology I

FAY

#### FULL ACADEMIC YEAR (FAY)<sup>1</sup>

(Only FAY scores are used for Accountability)

*continued from previous page*

	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 775-999		OPI Score Range 691-774		OPI Score Range 627-690		OPI Score Range 440-626		UNSATISFACTORY	Percent	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23 SPECIAL EDUCATION (IEP)	1,882	286	15%	698	37%	473	25%	425	23%	691		
24 IEP with Accommodations	1,341	190	14%	480	36%	339	25%	332	25%	682		
25 IEP without Accommodations	541	96	18%	218	40%	134	25%	93	17%	704		
26 ALL STUDENTS <sup>4</sup>	37,110	13,243	36%	16,146	44%	5,287	14%	2,434	7%	746		
27 Ethnicity												
28 Hispanic/Latino	3,984	801	20%	1,769	44%	869	22%	545	14%	711		
29 Race												
30 American Indian/Alaskan Native	6,330	1,846	29%	2,991	47%	1,090	17%	403	6%	733		
31 Asian	878	473	54%	290	33%	69	8%	46	5%	780		
32 Black/African American	3,393	566	17%	1,467	43%	825	24%	535	16%	704		
33 Pacific Islander	87	22	25%	31	36%	14	16%	20	23%	715		
34 White/Caucasian	21,304	9,115	43%	9,072	43%	2,289	11%	828	4%	758		
35 Two or More Races	1,134	420	37%	526	46%	131	12%	57	5%	752		
36 Gender												
37 Female	18,655	6,050	32%	8,606	46%	2,912	16%	1,087	6%	739		
38 Male	18,455	7,193	39%	7,540	41%	2,375	13%	1,347	7%	752		
39 Not Indicated	0											
40 Other												
41 Economically Disadvantaged	16,929	4,072	24%	7,773	46%	3,314	20%	1,770	10%	721		
42 Non-Economically Disadvantaged	20,181	9,171	45%	8,373	41%	1,973	10%	664	3%	760		
43 Migrant	26	8	31%	10	38%	6	23%	2	8%	704		
44 ELL 1 <sup>st</sup> -Year Proficient	183	23	13%	81	44%	50	27%	29	16%	694		
45 ELL 2 <sup>nd</sup> -Year Proficient	225	52	23%	111	49%	44	20%	18	8%	723		

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# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



### OCCT ACE English II (Writing Included)

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 797-999		OPI Score Range 693-796		OPI Score Range 588-692		OPI Score Range 440-587		UNSATISFACTORY	Percent	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 REGULAR EDUCATION <sup>3</sup>	33,734	12,740	38%	17,391	52%	3,332	10%	271	1%	767		
2 Ethnicity	2,980	736	25%	1,739	58%	458	15%	47	2%	744		
3 Hispanic/Latino												
4 Race	5,828	1,925	33%	3,187	55%	664	11%	52	1%	758		
5 American Indian/Alaskan Native												
6 Asian	667	361	54%	259	39%	39	6%	8	1%	797		
7 Black/African American	3,261	664	20%	1,870	57%	667	20%	60	2%	736		
8 Pacific Islander	61	11	18%	36	59%	13	21%	1	2%	737		
9 White/Caucasian	19,988	8,700	44%	9,793	49%	1,401	7%	94	0%	775		
10 Two or More Races	949	343	36%	507	53%	90	9%	9	1%	767		
Gender												
12 Female	17,438	7,133	41%	8,741	50%	1,491	9%	73	0%	769		
13 Male	16,296	5,607	34%	8,650	53%	1,841	11%	198	1%	760		
14 Not Indicated	0											
15 Other												
16 Economically Disadvantaged	14,695	3,834	26%	8,445	57%	2,219	15%	197	1%	750		
17 Non-Economically Disadvantaged	19,039	8,906	47%	8,946	47%	1,113	6%	74	0%	785		
18 Migrant	17	6	35%	8	47%	3	18%	0	0%	761		
19 ELL 1 <sup>st</sup> -Year Proficient	191	22	12%	116	61%	49	26%	4	2%	722		
20 ELL 2 <sup>nd</sup> -Year Proficient	179	28	16%	127	71%	24	13%	0	0%	737		
21 ENGLISH LANGUAGE LEARNERS (ELL)	887	27	3%	296	33%	442	50%	122	14%	666		
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	35,343	12,935	37%	18,169	51%	3,864	11%	375	1%	767		

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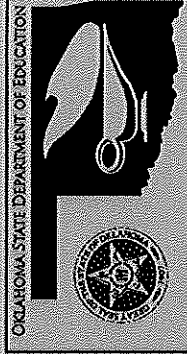
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# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



### OCCT ACE English II (Writing Included)

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score
		OPI Score Range 797-999		OPI Score Range 693-796		OPI Score Range 588-692		OPI Score Range 440-587		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	196	12%	781	48%	558	34%	109	7%	703				
24	IEP with Accommodations	118	10%	557	48%	414	35%	80	7%	703				
25	IEP without Accommodations	78	16%	224	47%	144	30%	29	6%	709				
26	ALL STUDENTS <sup>4</sup>	36,230	36%	18,465	51%	4,306	12%	497	1%	761				
27	Ethnicity													
28	Hispanic/Latino	3,779	20%	2,008	53%	868	23%	143	4%	729				
29	Race													
30	American Indian/Alaskan Native	1,951	32%	3,340	54%	806	13%	86	1%	752				
31	Asian	759	48%	295	39%	79	10%	20	3%	785				
32	Black/African American	3,446	19%	1,944	56%	752	22%	80	2%	733				
33	Pacific Islander	80	13%	41	5%	17	2%	9	1%	722				
34	White/Caucasian	20,991	42%	10,303	49%	1,684	8%	148	1%	775				
35	Two or More Races	992	35%	534	54%	100	10%	11	1%	767				
36	Gender													
37	Female	18,446	39%	9,200	50%	1,899	10%	138	1%	769				
38	Male	17,784	32%	9,265	52%	2,407	14%	359	2%	758				
39	Not indicated	0												
40	Other													
41	Economically Disadvantaged	16,349	24%	9,075	56%	2,964	18%	388	2%	743				
42	Non-Economically Disadvantaged	19,881	45%	9,390	47%	1,342	7%	109	1%	779				
43	Migrant	27	26%	12	44%	7	26%	1	4%	744				
44	ELL 1 <sup>st</sup> -Year Proficient	216	11%	131	61%	57	26%	5	2%	716				
45	ELL 2 <sup>nd</sup> -Year Proficient	197	15%	139	71%	28	14%	0	0%	737				

<sup>1</sup> BR, EQ, & 2TT EXCLUDED - Braille, Equivalent, and 2<sup>nd</sup> Time Testers are excluded from these results.

<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

<sup>3</sup> Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

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# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



### OCCT ACE English III (Writing Included)

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		Number of Valid Scores (OCCT)		OPI Score Range 802-999		OPI Score Range 700-801		OPI Score Range 670-699		OPI Score Range 440-669		
		Number	Percent	ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
1	REGULAR EDUCATION <sup>3</sup>	31,671	10,239	32%	18,796	59%	1,609	5%	1,027	3%	770	
2	Ethnicity											
3	Hispanic/Latino	2,666	594	22%	1,783	67%	182	7%	107	4%	756	
4	Race											
5	American Indian/Alaskan Native	5,453	1,423	26%	3,469	64%	346	6%	215	4%	761	
6	Asian	692	339	49%	322	47%	19	3%	12	2%	792	
7	Black/African American	3,035	497	16%	2,032	67%	284	9%	222	7%	746	
8	Pacific Islander	45	12	27%	24	53%	2	4%	7	16%	750	
9	White/Caucasian	18,902	7,099	38%	10,622	56%	741	4%	440	2%	780	
10	Two or More Races	878	275	31%	544	62%	35	4%	24	3%	770	
11	Gender											
12	Female	16,214	5,540	34%	9,596	59%	717	4%	361	2%	775	
13	Male	15,457	4,699	30%	9,200	60%	892	6%	666	4%	766	
14	Not indicated	0										
15	Other											
16	Economically Disadvantaged	12,832	2,771	22%	8,445	66%	975	8%	641	5%	755	
17	Non-Economically Disadvantaged	18,839	7,468	40%	10,351	55%	634	3%	386	2%	781	
18	Migrant	11	3	27%	6	55%	1	9%	1	9%	786	
19	ELL 1 <sup>st</sup> -Year Proficient	135	14	10%	94	70%	17	13%	10	7%	732	
20	ELL 2 <sup>nd</sup> -Year Proficient	261	28	11%	187	72%	31	12%	15	6%	733	
21	ENGLISH LANGUAGE LEARNERS (ELL)	724	19	3%	255	35%	165	23%	285	39%	680	
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	35,971	10,395	29%	20,391	57%	2,412	7%	2,773	8%	765	

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<sup>1</sup> BR, EQ, & ZTT EXCLUDED - Braille, Equivalent, and 2<sup>nd</sup> Time Testers are excluded from these results.

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# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



### OCCT ACE English III (Writing Included)

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 802-999		OPI Score Range 700-801		OPI Score Range 670-699		OPI Score Range 440-669		UNSATISFACTORY	Percent	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23 SPECIAL EDUCATION (IEP) <i>continued from previous page</i>	4,455	156	4%	1,611	36%	830	19%	1,858	42%	680		
24 IEP with Accommodations	3,500	99	3%	1,168	33%	673	19%	1,560	45%	675		
25 IEP without Accommodations	955	57	6%	443	46%	157	16%	298	31%	700		
26 ALL STUDENTS <sup>4</sup>	36,695	10,414	28%	20,646	56%	2,577	7%	3,058	8%	761		
27 Ethnicity												
28 Hispanic/Latino	3,412	607	18%	2,029	59%	349	10%	427	13%	746		
29 Race												
30 American Indian/Alaskan Native	6,393	1,440	23%	3,772	59%	541	8%	640	10%	751		
31 Asian	795	346	44%	358	45%	43	5%	48	6%	786		
32 Black/African American	3,630	501	14%	2,177	60%	398	11%	554	15%	736		
33 Pacific Islander	55	12	22%	26	47%	5	9%	12	22%	728		
34 White/Caucasian	21,408	7,230	34%	11,686	55%	1,182	6%	1,310	6%	770		
35 Two or More Races	1,001	278	28%	597	60%	59	6%	67	7%	761		
36 Gender												
37 Female	18,157	5,617	31%	10,368	57%	1,113	6%	1,059	6%	766		
38 Male	18,537	4,797	26%	10,277	55%	1,464	8%	1,999	11%	756		
39 Not Indicated	1	****	****	****	****	****	****	****	****	****		
40 Other												
41 Economically Disadvantaged	16,015	2,829	18%	9,438	59%	1,607	10%	2,141	13%	742		
42 Non-Economically Disadvantaged	20,680	7,585	37%	11,208	54%	970	5%	917	4%	776		
43 Migrant	16	3	19%	8	50%	1	6%	4	25%	714		
44 ELL 1 <sup>st</sup> -Year Proficient	158	15	9%	108	68%	20	13%	15	9%	730		
45 ELL 2 <sup>nd</sup> -Year Proficient	286	28	10%	198	69%	38	13%	22	8%	732		

<sup>1</sup> BR, EQ, & 2TT EXCLUDED - Braille, Equivalent, and 2<sup>nd</sup> Time Testers are excluded from these results.

<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

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<sup>4</sup> All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

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# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



### OCCT ACE Geometry

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 777-999		OPI Score Range 700-776		OPI Score Range 635-699		OPI Score Range 440-634		UNSATISFACTORY	Median OPI <sup>2</sup> Score	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 REGULAR EDUCATION <sup>3</sup>	34,197	14,221	42%	14,705	43%	4,179	12%	1,092	3%	758		
2 Ethnicity												
3 Hispanic/Latino	3,069	955	31%	1,428	47%	523	17%	153	5%	743		
4 Race												
5 American Indian/Alaskan Native	5,829	1,941	33%	2,848	49%	832	14%	208	4%	748		
6 Asian	784	581	74%	169	22%	29	4%	5	1%	813		
7 Black/African American	3,307	661	20%	1,603	48%	787	24%	256	8%	723		
8 Pacific Islander	59	21	36%	32	54%	5	8%	1	2%	753		
9 White/Caucasian	20,126	9,619	48%	8,184	41%	1,891	9%	432	2%	769		
10 Two or More Races	1,023	443	43%	441	43%	112	11%	27	3%	764		
11 Gender												
12 Female	17,820	7,141	40%	7,879	44%	2,266	13%	534	3%	758		
13 Male	16,377	7,080	43%	6,826	42%	1,913	12%	558	3%	764		
14 Not Indicated	0											
15 Other												
16 Economically Disadvantaged	14,371	4,145	29%	6,964	48%	2,545	18%	717	5%	738		
17 Non-Economically Disadvantaged	19,826	10,076	51%	7,741	39%	1,634	8%	375	2%	777		
18 Migrant	14	7	50%	4	29%	2	14%	1	7%	763		
19 ELL 1 <sup>st</sup> -Year Proficient	198	43	22%	96	48%	49	25%	10	5%	726		
20 ELL 2 <sup>nd</sup> -Year Proficient	225	75	33%	98	44%	39	17%	13	6%	738		
21 ENGLISH LANGUAGE LEARNERS (ELL)	1,001	105	10%	347	35%	327	33%	222	22%	682		
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	38,341	14,547	38%	15,899	41%	5,529	14%	2,366	6%	753		

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<sup>1</sup> BR, EQ, & 211 EXCLUDED - Braille, Equivalent, and 2<sup>nd</sup> Time Testers are excluded from these results.  
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# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



### OCCT ACE Geometry

FAY

	FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score
		Number of Valid Scores (OCCT)		OPI Score Range 777-999		OPI Score Range 700-776		OPI Score Range 635-699		OPI Score Range 440-634		Median OPI <sup>2</sup> Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23	SPECIAL EDUCATION (IEP)	4,335	8%	329	8%	1,224	28%	1,418	33%	1,364	31%	668		
24	IEP with Accommodations	3,408	7%	233	7%	926	27%	1,141	33%	1,108	33%	660		
25	IEP without Accommodations	927	10%	96	10%	298	32%	277	30%	256	28%	582		
26	ALL STUDENTS <sup>4</sup>	39,342	37%	14,652	37%	16,246	41%	5,856	15%	2,588	7%	748		
27	Finnish	4,074	25%	1,012	25%	1,766	43%	878	22%	418	10%	728		
28	Hispanic/Latino	6,756	29%	1,972	29%	3,096	46%	1,175	17%	513	8%	738		
29	Race	909	70%	633	70%	212	23%	46	5%	18	2%	813		
30	American Indian/Alaskan Native	3,906	17%	672	17%	1,694	43%	972	25%	568	15%	712		
31	Asian	73	32%	23	32%	34	47%	10	14%	6	8%	743		
32	Black/African American	22,473	44%	9,850	44%	8,950	40%	2,622	12%	1,001	4%	764		
33	Pacific Islander	1,151	39%	450	39%	484	42%	153	13%	64	6%	753		
34	White/Caucasian	19,787	37%	7,256	37%	8,431	43%	2,969	15%	1,131	6%	748		
35	Two or More Races	19,555	38%	7,396	38%	7,815	40%	2,887	15%	1,457	7%	753		
36	Gender	0												
37	Female													
38	Male													
39	Not Indicated													
40	Other													
41	Economically Disadvantaged	17,784	24%	4,336	24%	7,888	44%	3,709	21%	1,851	10%	728		
42	Non-Economically Disadvantaged	21,558	48%	10,316	48%	8,358	39%	2,147	10%	737	3%	769		
43	Migrant	25	32%	8	32%	8	32%	5	20%	4	16%	718		
44	ELL 1 <sup>st</sup> -Year Proficient	222	21%	46	21%	103	46%	59	27%	14	6%	723		
45	ELL 2 <sup>nd</sup> -Year Proficient	266	30%	81	30%	111	42%	54	20%	20	8%	728		

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# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



### OCCT ACE U.S. History

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL						Median OPI <sup>2</sup> Score		
		OPI Score Range 747-899		OPI Score Range 689-746		OPI Score Range 603-688			OPI Score Range 440-602	
		Number	Percent	Number	Percent	Number	Percent		Number	Percent
1 REGULAR EDUCATION <sup>3</sup>	31,998	15,941	50%	9,631	30%	5,543	17%	883	3%	738
2 Ethnicity	2,748	1,058	39%	918	33%	665	24%	107	4%	721
3 Hispanic/Latino										
4 Race	5,355	2,339	44%	1,750	33%	1,095	20%	171	3%	731
5 American Indian/Alaskan Native	735	478	65%	173	24%	65	9%	19	3%	762
6 Asian	3,070	888	29%	954	31%	978	32%	250	8%	702
7 Black/African American	57	23	40%	22	39%	9	16%	3	5%	725
8 Pacific Islander	19,157	10,685	56%	5,544	29%	2,610	14%	318	2%	749
9 White/Caucasian	876	470	54%	270	31%	121	14%	15	2%	747
10 Two or More Races										
11 Gender	16,356	6,744	41%	5,513	34%	3,600	22%	499	3%	726
12 Female	15,642	9,197	59%	4,118	26%	1,943	12%	384	2%	754
13 Male										
14 Not Indicated	0									
15 Other	13,019	4,910	38%	4,267	33%	3,255	25%	587	5%	720
16 Economically Disadvantaged	18,979	11,031	58%	5,364	28%	2,288	12%	296	2%	754
17 Non-Economically Disadvantaged	9	3	33%	4	44%	2	22%	0	0%	714
18 Migrant	174	51	29%	59	34%	46	26%	18	10%	703
19 ELL 1 <sup>st</sup> -Year Proficient	263	69	26%	94	36%	91	35%	9	3%	703
20 ELL 2 <sup>nd</sup> -Year Proficient										
21 ENGLISH LANGUAGE LEARNERS (ELL)	720	65	9%	171	24%	301	42%	183	25%	644
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	33,774	16,444	49%	10,118	30%	6,098	18%	1,114	3%	738

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# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



### OCCT ACE U.S. History

FAY

#### FULL ACADEMIC YEAR (FAY)<sup>1</sup>

(Only FAY scores are used for Accountability)

*continued from previous page*

	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score	
		OPI Score Range 747-999		OPI Score Range 689-746		OPI Score Range 603-688		OPI Score Range 440-602					
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
23 SPECIAL EDUCATION (IEP)	1,820	505	28%	493	27%	574	32%	248	14%			691	
24 IEP with Accommodations	1,282	334	26%	333	26%	431	34%	184	14%			689	
25 IEP without Accommodations	538	171	32%	160	30%	143	27%	54	12%			703	
26 ALL STUDENTS <sup>4</sup>	34,494	16,509	48%	10,289	30%	6,399	19%	1,297	4%			737	
27 Ethnicity													
28 Hispanic/Latino	3,372	1,117	33%	1,078	32%	911	27%	266	8%			709	
29 Race													
30 American Indian/Alaskan Native	5,696	2,422	43%	1,839	32%	1,222	21%	215	4%			726	
31 Asian	844	494	59%	195	23%	117	14%	38	5%			754	
32 Black/African American	3,282	905	28%	996	30%	1,073	33%	308	9%			697	
33 Pacific Islander	70	25	36%	23	33%	11	16%	11	16%			715	
34 White/Caucasian	20,304	11,067	55%	5,871	29%	2,929	14%	437	2%			748	
35 Two or More Races	924	479	52%	287	31%	136	15%	22	2%			747	
36 Gender													
37 Female	17,372	6,884	40%	5,789	33%	4,001	23%	698	4%			725	
38 Male	17,122	9,625	56%	4,500	26%	2,398	14%	599	3%			749	
39 Not Indicated	0												
40 Other													
41 Economically Disadvantaged	14,494	5,134	35%	4,641	32%	3,809	26%	910	6%			715	
42 Non-Economically Disadvantaged	20,000	11,375	57%	5,648	28%	2,590	13%	387	2%			749	
43 Migrant	15	4	27%	4	27%	5	33%	2	13%			690	
44 ELL 1 <sup>st</sup> -Year Proficient	200	60	30%	67	34%	54	27%	19	10%			708	
45 ELL 2 <sup>nd</sup> -Year Proficient	283	74	26%	104	37%	95	34%	10	4%			703	

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# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Modified Alternate Assessment (OMAAP) Grade 3 Math - Spring 2011



### OMAAP Grade 3 Math

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score
		OPI Score Range 277-350		OPI Score Range 250-276		OPI Score Range 233-249		OPI Score Range 100-232		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	3,138	877	28%	1,508	48%	561	18%	192	6%					262
2 IEP with Accommodations	2,878	815	28%	1,375	48%	517	18%	171	6%					262
3 IEP without Accommodations	260	62	24%	133	51%	44	17%	21	8%					260
4 Ethnicity														
5 Hispanic/Latino	403	102	25%	189	47%	86	21%	26	6%					260
6 Race														
7 American Indian/Alaskan Native	596	167	28%	293	49%	100	17%	36	6%					262
8 Asian	15	6	40%	7	47%	0	0%	2	13%					267
9 Black/African American	450	78	17%	232	52%	108	24%	32	7%					257
10 Pacific Islander	2	0	0%	1	50%	1	50%	0	0%					253
11 White/Caucasian	1,528	495	32%	716	47%	231	15%	86	6%					265
12 Two or More Races	144	29	20%	70	49%	35	24%	10	7%					256
13 Gender														
14 Female	1,162	282	24%	582	50%	237	20%	61	5%					260
15 Male	1,976	595	30%	926	47%	324	16%	131	7%					262
16 Not Indicated	0													
17 Other														
18 Economically Disadvantaged	2,377	625	26%	1,161	49%	442	19%	149	6%					262
19 Non-Economically Disadvantaged	761	252	33%	347	46%	119	16%	43	6%					265
20 Migrant	4	1	25%	3	75%	0	0%	0	0%					270
21 ELL 1 <sup>st</sup> -Year Proficient	5	2	40%	3	60%	0	0%	0	0%					273
22 ELL 2 <sup>nd</sup> -Year Proficient	27	11	41%	12	44%	3	11%	1	4%					270
23 ENGLISH LANGUAGE LEARNERS (ELL)	293	74	25%	140	48%	61	21%	18	6%					260
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	2,845	803	28%	1,368	48%	500	18%	174	6%					262

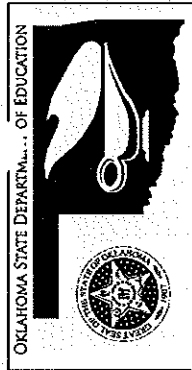
<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Modified Alternate Assessment (OMAAP) Grade 3 Reading - Spring 2011



### OMAAP Grade 3 Reading

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score
		OPI Score Range 269-350		OPI Score Range 250-268		OPI Score Range 238-249		OPI Score Range 100-237		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	3,748	1,026	27%	1,297	35%	983	26%	442	12%					254
2 IEP with Accommodations	3,466	973	28%	1,207	35%	882	25%	404	12%					254
3 IEP without Accommodations	282	53	19%	90	32%	101	36%	38	13%					250
4 Ethnicity														
5 Hispanic/Latino	479	105	22%	172	36%	136	28%	66	14%					251
6 Race														
7 American Indian/Alaskan Native	697	192	28%	219	31%	197	28%	89	13%					251
8 Asian	23	5	22%	10	43%	6	26%	2	9%					254
9 Black/African American	513	108	21%	184	36%	156	30%	65	13%					251
10 Pacific Islander	3	1	33%	1	33%	1	33%	0	0%					251
11 White/Caucasian	1,851	565	31%	654	35%	433	23%	199	11%					256
12 Two or More Races	182	50	27%	57	31%	54	30%	21	12%					251
13 Gender														
14 Female	1,310	363	28%	481	37%	343	26%	123	9%					256
15 Male	2,438	663	27%	816	33%	640	26%	319	13%					254
16 Not Indicated	0													
17 Other														
18 Economically Disadvantaged	2,722	676	25%	943	35%	756	28%	347	13%					251
19 Non-Economically Disadvantaged	1,026	350	34%	354	35%	227	22%	95	9%					258
20 Migrant	4	3	75%	1	25%	0	0%	0	0%					274
21 ELL 1 <sup>st</sup> -Year Proficient	6	2	33%	4	67%	0	0%	0	0%					262
22 ELL 2 <sup>nd</sup> -Year Proficient	48	8	17%	18	38%	15	31%	7	15%					250
23 ENGLISH LANGUAGE LEARNERS (ELL)	350	69	20%	141	40%	94	27%	46	13%					251
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,398	957	28%	1,156	34%	889	26%	396	12%					254

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

# State Summary Report

Disaggregated Group Results  
by Performance Level

## Oklahoma Modified Alternate Assessment (OMAAP) Grade 4 Math - Spring 2011



### OMAAP Grade 4 Math

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score
		OPI Score Range 277-350		OPI Score Range 250-276		OPI Score Range 238-249		OPI Score Range 100-237		UNSATISFACTORY		Number	Percent	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 Individualized Education Program	3,492	799	23%	1,819	52%	612	18%	262	8%	261	8%	261		
2 IEP with Accommodations	3,194	744	23%	1,656	52%	562	18%	232	7%	261	7%	261		
3 IEP without Accommodations	298	55	18%	163	55%	50	17%	30	10%	259	10%	259		
4 Ethnicity														
5 Hispanic/Latino	408	85	21%	207	51%	88	22%	28	7%	259	7%	259		
6 Race														
7 American Indian/Alaskan Native	687	154	22%	366	53%	115	17%	52	8%	261	8%	261		
8 Asian	35	7	20%	18	51%	4	11%	6	17%	261	17%	261		
9 Black/African American	504	82	16%	261	52%	106	21%	55	11%	256	11%	256		
10 Pacific Islander	2	0	0%	2	100%	0	0%	0	0%	258	0%	258		
11 White/Caucasian	1,691	432	26%	879	52%	272	16%	108	6%	264	6%	264		
12 Two or More Races	165	39	24%	86	52%	27	16%	13	8%	261	8%	261		
13 Gender														
14 Female	1,301	269	21%	710	55%	223	17%	99	8%	261	8%	261		
15 Male	2,188	529	24%	1,107	51%	389	18%	163	7%	261	7%	261		
16 Not Indicated	3	1	33%	2	67%	0	0%	0	0%	271	0%	271		
17 Other														
18 Economically Disadvantaged	2,607	566	22%	1,357	52%	490	19%	194	7%	261	7%	261		
19 Non-Economically Disadvantaged	885	233	26%	462	52%	122	14%	68	8%	264	8%	264		
20 Migrant	0													
21 ELL, 1 <sup>st</sup> -Year Proficient	4	2	50%	2	50%	0	0%	0	0%	272	0%	272		
22 ELL, 2 <sup>nd</sup> -Year Proficient	27	7	26%	14	52%	4	15%	2	7%	256	7%	256		
23 ENGLISH LANGUAGE LEARNERS (ELL)	300	64	21%	150	50%	65	22%	21	7%	260	7%	260		
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,192	735	23%	1,669	52%	547	17%	241	8%	261	8%	261		

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.



Oklahoma Modified Alternate Assessment (OMAAP)  
Grade 4 Reading - Spring 2011

FAY

**State Summary Report**  
Disaggregated Group Results by Performance Level

**OMAAP Grade 4 Reading**

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score
		OPI Score Range 266-350		OPI Score Range 250-265		OPI Score Range 237-249		OPI Score Range 100-236		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	4,149	1,703	41%	1,287	31%	1,014	24%	145	3%	259				
2 IEP with Accommodations	3,811	1,590	42%	1,168	31%	919	24%	134	4%	261				
3 IEP without Accommodations	338	113	33%	119	35%	95	28%	11	3%	257				
4 Ethnicity														
5 Hispanic/Latino	521	178	34%	175	34%	146	28%	22	4%	257				
6 Race														
7 American Indian/Alaskan Native	811	338	42%	259	32%	191	24%	23	3%	261				
8 Asian	40	14	35%	12	30%	13	33%	1	3%	252				
9 Black/African American	570	181	32%	188	33%	172	30%	29	5%	255				
10 Pacific Islander	3	2	67%	1	33%	0	0%	0	0%	268				
11 White/Caucasian	1,999	907	45%	589	29%	440	22%	63	3%	263				
12 Two or More Races	205	83	40%	63	31%	52	25%	7	3%	261				
13 Gender														
14 Female	1,474	636	43%	491	33%	307	21%	40	3%	261				
15 Male	2,673	1,067	40%	795	30%	706	26%	105	4%	259				
16 Not Indicated	2	0	0%	1	50%	1	50%	0	0%	255				
17 Other														
18 Economically Disadvantaged	3,019	1,152	38%	961	32%	792	26%	114	4%	259				
19 Non-Economically Disadvantaged	1,130	551	49%	326	29%	222	20%	31	3%	263				
20 Migrant	3	2	67%	1	33%	0	0%	0	0%	268				
21 ELL 1 <sup>st</sup> -Year Proficient	12	7	58%	4	33%	1	8%	0	0%	273				
22 ELL 2 <sup>nd</sup> -Year Proficient	36	13	36%	7	19%	15	42%	1	3%	252				
23 ENGLISH LANGUAGE LEARNERS (ELL)	390	134	34%	127	33%	113	29%	16	4%	257				
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,759	1,569	42%	1,160	31%	901	24%	129	3%	261				

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.



Oklahoma Modified Alternate Assessment (OMAAP)  
Grade 5 Math - Spring 2011

FAY

**State Summary Report**  
Disaggregated Group Results  
by Performance Level

**OMAAP Grade 5 Math**

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score			
		OPI Score Range 271-350		OPI Score Range 250-270		OPI Score Range 240-249		OPI Score Range 100-239		SATISFACTORY		LIMITED KNOWLEDGE			UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		Number	Percent	
1 Individualized Education Program	4,051	906	22%	1,907	47%	809	20%	429	11%							256	
2 IEP with Accommodations	3,686	842	23%	1,727	47%	742	20%	375	10%							256	
3 IEP without Accommodations	365	64	18%	180	49%	67	18%	54	15%							254	
4 Ethnicity																	
5 Hispanic/Latino	515	105	20%	249	48%	110	21%	51	10%							256	
6 Race																	
7 American Indian/Alaskan Native	786	165	21%	384	49%	147	19%	90	11%							256	
8 Asian	24	8	33%	10	42%	4	17%	2	8%							258	
9 Black/African American	592	112	19%	280	47%	127	21%	73	12%							254	
10 Pacific Islander	5	0	0%	1	20%	2	40%	2	40%							247	
11 White/Caucasian	1,963	473	24%	927	47%	375	19%	188	10%							256	
12 Two or More Races	166	43	26%	56	34%	44	27%	23	14%							254	
13 Gender																	
14 Female	1,556	311	20%	756	49%	310	20%	179	12%							256	
15 Male	2,495	595	24%	1,151	46%	499	20%	250	10%							256	
16 Not Indicated	0																
17 Other																	
18 Economically Disadvantaged	2,225	443	20%	1,059	48%	486	22%	237	11%							254	
19 Non-Economically Disadvantaged	1,826	463	25%	848	46%	323	18%	192	11%							256	
20 Migrant	7	0	0%	4	57%	3	43%	0	0%							250	
21 ELL 1 <sup>st</sup> -Year Proficient	1	1	100%	0	0%	0	0%	0	0%							281	
22 ELL 2 <sup>nd</sup> -Year Proficient	39	10	26%	19	49%	4	10%	6	15%							259	
23 ENGLISH LANGUAGE LEARNERS (ELL)	347	74	21%	163	47%	75	22%	35	10%							254	
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,704	832	22%	1,744	47%	734	20%	394	11%							256	

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Modified Alternate Assessment (OMAAP) Grade 5 Reading - Spring 2011



### OMAAP Grade 5 Reading

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score
		OPI Score Range 269-350		OPI Score Range 250-268		OPI Score Range 231-249		OPI Score Range 100-230		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	4,432	1,527	34%	1,480	33%	1,259	28%	166	4%	258				
2 IEP with Accommodations	4,073	1,418	35%	1,376	34%	1,133	28%	146	4%	258				
3 IEP without Accommodations	359	109	30%	104	29%	126	35%	20	6%	253				
4 Ethnicity														
5 Hispanic/Latino	610	188	31%	205	34%	197	32%	20	3%	256				
6 Race														
7 American Indian/Alaskan Native	841	297	35%	268	32%	239	28%	37	4%	258				
8 Asian	26	9	35%	7	27%	10	38%	0	0%	257				
9 Black/African American	621	176	28%	217	35%	198	32%	30	5%	256				
10 Pacific Islander	5	0	0%	1	20%	4	80%	0	0%	243				
11 White/Caucasian	2,144	766	37%	722	34%	568	26%	68	3%	258				
12 Two or More Races	185	71	38%	60	32%	43	23%	11	6%	262				
13 Gender														
14 Female	1,614	616	38%	555	34%	401	25%	42	3%	260				
15 Male	2,818	911	32%	925	33%	858	30%	124	4%	256				
16 Not Indicated	0													
17 Other														
18 Economically Disadvantaged	2,474	784	32%	853	34%	735	30%	102	4%	256				
19 Non-Economically Disadvantaged	1,958	743	38%	627	32%	524	27%	64	3%	258				
20 Migrant	5	0	0%	1	20%	3	60%	1	20%	240				
21 ELL 1 <sup>st</sup> -Year Proficient	7	5	71%	1	14%	1	14%	0	0%	281				
22 ELL 2 <sup>nd</sup> -Year Proficient	57	24	42%	14	25%	18	32%	1	2%	260				
23 ENGLISH LANGUAGE LEARNERS (ELL)	409	117	29%	144	35%	128	31%	20	5%	253				
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	4,023	1,410	35%	1,336	33%	1,131	28%	146	4%	258				

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

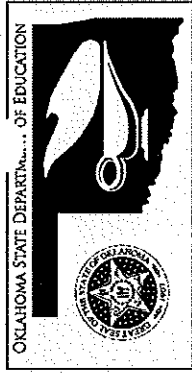
<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.



# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Modified Alternate Assessment (OMAAP) Grade 5 Science - Spring 2011



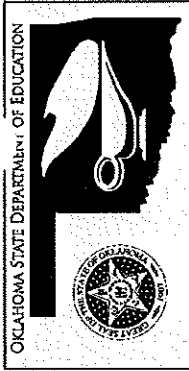
### OMAAP Grade 5 Science

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		Number of Valid Scores (OMAAP)		OPI Score Range 277-350		OPI Score Range 250-276		OPI Score Range 238-249		OPI Score Range 100-237		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	Individualized Education Program	3,435	20%	2,071	60%	544	16%	125	4%	260		
2	IEP with Accommodations	3,122	20%	1,863	60%	490	16%	113	4%	260		
3	IEP without Accommodations	313	19%	188	60%	54	17%	12	4%	260		
4	Ethnicity											
5	Hispanic/Latino	450	15%	277	62%	81	18%	24	5%	258		
6	Race											
7	American Indian/Alaskan Native	674	20%	408	61%	106	16%	25	4%	260		
8	Asian	19	21%	10	53%	2	11%	3	16%	258		
9	Black/African American	479	14%	283	59%	105	22%	26	5%	256		
10	Pacific Islander	4	0%	3	75%	0	0%	1	25%	252		
11	White/Caucasian	1,673	24%	1,005	60%	231	14%	41	2%	263		
12	Two or More Races	136	20%	85	63%	19	14%	5	4%	263		
13	Gender											
14	Female	1,230	17%	768	62%	216	18%	43	3%	260		
15	Male	2,205	22%	1,303	59%	328	15%	82	4%	263		
16	Not Indicated	0										
17	Other											
18	Economically Disadvantaged	1,931	19%	1,157	60%	326	17%	80	4%	260		
19	Non-Economically Disadvantaged	1,504	22%	914	61%	218	14%	45	3%	263		
20	Migrant	5	20%	2	40%	1	20%	1	20%	254		
21	ELL 1 <sup>st</sup> -Year Proficient	4	25%	3	75%	0	0%	0	0%	266		
22	ELL 2 <sup>nd</sup> -Year Proficient	38	24%	20	53%	6	16%	3	8%	260		
23	ENGLISH LANGUAGE LEARNERS (ELL)	306	14%	190	62%	59	19%	14	5%	258		
24	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,129	21%	1,881	60%	485	16%	111	4%	260		

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.



Oklahoma Modified Alternate Assessment (OMAAP)  
Grade 6 Math - Spring 2011

FAY

**State Summary Report**  
Disaggregated Group Results  
by Performance Level

**OMAAP Grade 6 Math**

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 272-350		OPI Score Range 250-271		OPI Score Range 237-249		OPI Score Range 100-236		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	4,009	700	17%	2,284	57%	812	20%	213	5%	258	5%	258
2 IEP with Accommodations	3,472	602	17%	1,993	57%	699	20%	178	5%	258	5%	258
3 IEP without Accommodations	537	98	18%	291	54%	113	21%	35	7%	255	7%	255
4 Ethnicity												
5 Hispanic/Latino	444	57	13%	271	61%	92	21%	24	5%	256	5%	256
6 Race												
7 American Indian/Alaskan Native	807	162	20%	448	56%	151	19%	46	6%	258	6%	258
8 Asian	27	4	15%	11	41%	10	37%	2	7%	250	7%	250
9 Black/African American	579	51	9%	329	57%	161	28%	38	7%	253	7%	253
10 Pacific Islander	4	0	0%	2	50%	2	50%	0	0%	246	0%	246
11 White/Caucasian	1,990	395	20%	1,130	57%	370	19%	95	5%	258	5%	258
12 Two or More Races	158	31	20%	93	59%	26	16%	8	5%	256	5%	256
13 Gender												
14 Female	1,547	248	16%	912	59%	316	20%	71	5%	256	5%	256
15 Male	2,460	451	18%	1,371	56%	496	20%	142	6%	258	6%	258
16 Not Indicated	2	1	50%	1	50%	0	0%	0	0%	264	0%	264
17 Other												
18 Economically Disadvantaged	2,912	475	16%	1,652	57%	611	21%	174	6%	256	6%	256
19 Non-Economically Disadvantaged	1,097	225	21%	632	58%	201	18%	39	4%	260	4%	260
20 Migrant	3	1	33%	1	33%	1	33%	0	0%	253	0%	253
21 ELL 1 <sup>st</sup> -Year Proficient	4	4	100%	0	0%	0	0%	0	0%	279	0%	279
22 ELL 2 <sup>nd</sup> -Year Proficient	20	1	5%	12	60%	6	30%	1	5%	253	5%	253
23 ENGLISH LANGUAGE LEARNERS (ELL)	295	32	11%	180	61%	64	22%	19	6%	256	6%	256
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,714	668	18%	2,104	57%	748	20%	194	5%	258	5%	258

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.  
<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Modified Alternate Assessment (OMAAP) Grade 6 Reading - Spring 2011



### OMAAP Grade 6 Reading

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score
		OPI Score Range 261-350		OPI Score Range 250-260		OPI Score Range 229-249		OPI Score Range 100-228		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	4,181	1,875	45%	1,035	25%	1,175	28%	96	2%	255				
2 IEP with Accommodations	3,612	1,640	45%	884	24%	1,013	28%	75	2%	255				
3 IEP without Accommodations	569	235	41%	151	27%	162	28%	21	4%	255				
4 Ethnicity														
5 Hispanic/Latino	480	179	37%	137	29%	147	31%	17	4%	253				
6 Race														
7 American Indian/Alaskan Native	842	396	47%	203	24%	229	27%	14	2%	257				
8 Asian	28	12	43%	6	21%	9	32%	1	4%	253				
9 Black/African American	594	230	39%	145	24%	198	33%	21	4%	253				
10 Pacific Islander	5	1	20%	0	0%	4	80%	0	0%	242				
11 White/Caucasian	2,067	980	47%	509	25%	540	26%	38	2%	257				
12 Two or More Races	165	77	47%	35	21%	48	29%	5	3%	257				
13 Gender														
14 Female	1,534	751	49%	399	26%	362	24%	22	1%	257				
15 Male	2,647	1,124	42%	636	24%	813	31%	74	3%	255				
16 Not Indicated	0													
17 Other														
18 Economically Disadvantaged	3,008	1,261	42%	747	25%	929	31%	71	2%	255				
19 Non-Economically Disadvantaged	1,173	614	52%	288	25%	246	21%	25	2%	261				
20 Migrant	2	1	50%	0	0%	1	50%	0	0%	251				
21 ELL 1 <sup>st</sup> -Year Proficient	8	6	75%	1	13%	1	13%	0	0%	266				
22 ELL 2 <sup>nd</sup> -Year Proficient	31	15	48%	7	23%	8	26%	1	3%	257				
23 ENGLISH LANGUAGE LEARNERS (ELL)	309	98	32%	100	32%	99	32%	12	4%	253				
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,872	1,777	46%	935	24%	1,076	28%	84	2%	257				

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.



# Oklahoma Modified Alternate Assessment (OMAAP) Grade 7 Math - Spring 2011

FAY

## State Summary Report Disaggregated Group Results by Performance Level

### OMAAP Grade 7 Math

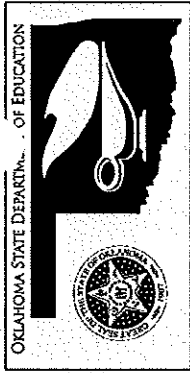
FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score
		OPI Score Range 265-350		OPI Score Range 250-264		OPI Score Range 232-249		OPI Score Range 100-231		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	4,044	595	15%	1,345	33%	1,882	47%	222	5%	248	6%	248	6%	
2 IEP with Accommodations	3,537	550	16%	1,179	33%	1,624	46%	184	5%	248	6%	248	6%	
3 IEP without Accommodations	507	45	9%	166	33%	258	51%	38	7%	248	6%	248	6%	
4 Ethnicity														
5 Hispanic/Latino	451	71	16%	151	33%	207	46%	22	5%	248	6%	248	6%	
6 Race														
7 American Indian/Alaskan Native	793	100	13%	287	36%	357	45%	49	6%	248	6%	248	6%	
8 Asian	15	3	20%	5	33%	7	47%	0	0%	250	6%	250	6%	
9 Black/African American	565	65	12%	161	28%	302	53%	37	7%	246	6%	246	6%	
10 Pacific Islander	7	3	43%	0	0%	4	57%	0	0%	243	6%	243	6%	
11 White/Caucasian	2,059	328	16%	694	34%	928	45%	109	5%	248	6%	248	6%	
12 Two or More Races	154	25	16%	47	31%	77	50%	5	3%	248	6%	248	6%	
13 Gender														
14 Female	1,509	206	14%	484	32%	732	49%	87	6%	248	6%	248	6%	
15 Male	2,534	389	15%	861	34%	1,150	45%	134	5%	248	6%	248	6%	
16 Not Indicated	1	0	0%	0	0%	0	0%	1	100%	229	6%	229	6%	
17 Other														
18 Economically Disadvantaged	2,864	397	14%	921	32%	1,382	48%	164	6%	248	6%	248	6%	
19 Non-Economically Disadvantaged	1,180	198	17%	424	36%	500	42%	58	5%	250	6%	250	6%	
20 Migrant	4	0	0%	1	25%	2	50%	1	25%	239	6%	239	6%	
21 ELL 1 <sup>st</sup> -Year Proficient	0													
22 ELL 2 <sup>nd</sup> -Year Proficient	19	2	11%	7	37%	9	47%	1	5%	248	6%	248	6%	
23 ENGLISH LANGUAGE LEARNERS (ELL)	273	35	13%	84	31%	142	52%	12	4%	248	6%	248	6%	
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,771	560	15%	1,261	33%	1,740	46%	210	6%	248	6%	248	6%	

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.  
<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Modified Alternate Assessment (OMAAP) Grade 7 Reading - Spring 2011



### OMAAP Grade 7 Reading

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 271-350		OPI Score Range 250-270		OPI Score Range 229-249		OPI Score Range 100-228		Median OPI <sup>2</sup> Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	4,082	988	24%	1,662	41%	1,358	33%	74	2%	255		
2 IEP with Accommodations	3,523	842	24%	1,449	41%	1,168	33%	64	2%	255		
3 IEP without Accommodations	559	146	26%	213	38%	190	34%	10	2%	255		
4 Ethnicity												
5 Hispanic/Latino	487	87	18%	207	43%	178	37%	15	3%	252		
6 Race												
7 American Indian/Alaskan Native	806	205	25%	329	41%	259	32%	13	2%	257		
8 Asian	12	2	17%	8	67%	2	17%	0	0%	252		
9 Black/African American	569	98	17%	234	41%	224	39%	13	2%	252		
10 Pacific Islander	7	1	14%	3	43%	2	29%	1	14%	259		
11 White/Caucasian	2,050	556	27%	826	40%	641	31%	27	1%	257		
12 Two or More Races	151	39	26%	55	36%	52	34%	5	3%	255		
13 Gender												
14 Female	1,481	413	28%	638	43%	413	28%	17	1%	257		
15 Male	2,600	575	22%	1,023	39%	945	36%	57	2%	255		
16 Not Indicated	1	0	0%	1	100%	0	0%	0	0%	252		
17 Other												
18 Economically Disadvantaged	2,920	635	22%	1,199	41%	1,029	35%	57	2%	255		
19 Non-Economically Disadvantaged	1,162	353	30%	463	40%	329	28%	17	1%	257		
20 Migrant	6	0	0%	1	17%	4	67%	1	17%	243		
21 ELL 1 <sup>st</sup> -Year Proficient	10	3	30%	4	40%	3	30%	0	0%	253		
22 ELL 2 <sup>nd</sup> -Year Proficient	28	11	39%	9	32%	7	25%	1	4%	261		
23 ENGLISH LANGUAGE LEARNERS (ELL)	322	45	14%	143	44%	128	40%	6	2%	252		
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,760	943	25%	1,519	40%	1,230	33%	68	2%	255		

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.



Oklahoma Modified Alternate Assessment (OMAAP)  
Grade 8 Math - Spring 2011

FAY

State Summary  
Report

Disaggregated Group Results  
by Performance Level

OMAAP Grade 8 Math

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score
		OPI Score Range 271-350		OPI Score Range 250-270		OPI Score Range 235-249		OPI Score Range 100-234		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	3,796	559	15%	1,566	41%	1,399	37%	272	7%					253
2 IEP with Accommodations	3,262	475	15%	1,363	42%	1,190	36%	234	7%					253
3 IEP without Accommodations	534	84	16%	203	38%	209	39%	38	7%					250
4 Ethnicity														
5 Hispanic/Latino	342	37	11%	141	41%	132	39%	32	9%					250
6 Race														
7 American Indian/Alaskan Native	830	135	16%	338	41%	304	37%	53	6%					253
8 Asian	11	5	45%	3	27%	1	9%	2	18%					266
9 Black/African American	525	55	10%	188	36%	234	45%	48	9%					248
10 Pacific Islander	3	0	0%	1	33%	2	67%	0	0%					241
11 White/Caucasian	1,938	310	16%	830	43%	670	35%	128	7%					253
12 Two or More Races	147	17	12%	55	44%	56	38%	9	6%					250
13 Gender														
14 Female	1,385	193	14%	624	45%	490	35%	88	6%					253
15 Male	2,401	366	15%	942	39%	909	38%	184	8%					250
16 Not Indicated	0													
17 Other														
18 Economically Disadvantaged	1,974	264	13%	790	40%	766	39%	154	8%					250
19 Non-Economically Disadvantaged	1,822	295	16%	776	43%	633	35%	118	6%					253
20 Migrant	5	1	20%	2	40%	2	40%	0	0%					261
21 ELL 1 <sup>st</sup> -Year Proficient	2	0	0%	0	0%	1	50%	1	50%					235
22 ELL 2 <sup>nd</sup> -Year Proficient	2	0	0%	2	100%	0	0%	0	0%					259
23 ENGLISH LANGUAGE LEARNERS (ELL)	226	20	9%	89	39%	90	40%	27	12%					248
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,570	539	15%	1,477	41%	1,309	37%	245	7%					253

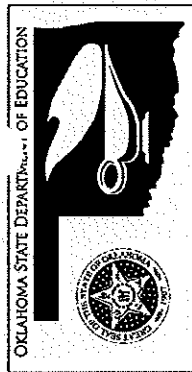
<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Modified Alternate Assessment (OMAAP) Grade 8 Reading - Spring 2011



### OMAAP Grade 8 Reading

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score
		OPI Score Range 276-350		OPI Score Range 250-275		OPI Score Range 236-249		OPI Score Range 100-235		OPI Score Range 100-235		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 Individualized Education Program	3,848	1,039	27%	1,911	50%	659	17%	239	6%	261				
2 IEP with Accommodations	3,311	887	27%	1,649	50%	573	17%	202	6%	261				
3 IEP without Accommodations	537	152	28%	262	49%	86	16%	37	7%	261				
4 Ethnicity														
5 Hispanic/Latino	374	74	20%	198	53%	72	19%	30	8%	261				
6 Race														
7 American Indian/Alaskan Native	834	232	28%	427	51%	125	15%	50	6%	263				
8 Asian	14	2	14%	11	79%	0	0%	1	7%	262				
9 Black/African American	536	105	20%	268	50%	119	22%	44	8%	258				
10 Pacific Islander	4	1	25%	1	25%	2	50%	0	0%	256				
11 White/Caucasian	1,942	585	30%	940	48%	311	16%	106	5%	263				
12 Two or More Races	144	40	28%	66	46%	30	21%	8	6%	258				
13 Gender														
14 Female	1,345	436	32%	683	51%	174	13%	52	4%	266				
15 Male	2,503	603	24%	1,228	49%	485	19%	187	7%	261				
16 Not Indicated	0													
17 Other														
18 Economically Disadvantaged	2,006	503	25%	996	50%	366	18%	141	7%	261				
19 Non-Economically Disadvantaged	1,842	536	29%	915	50%	293	16%	98	5%	263				
20 Migrant	5	1	20%	2	40%	1	20%	1	20%	258				
21 ELL 1 <sup>st</sup> -Year Proficient	2	0	0%	2	100%	0	0%	0	0%	258				
22 ELL 2 <sup>nd</sup> -Year Proficient	9	1	11%	5	56%	2	22%	1	11%	258				
23 ENGLISH LANGUAGE LEARNERS (ELL)	241	36	15%	134	56%	47	20%	24	10%	256				
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,607	1,003	28%	1,777	49%	612	17%	215	6%	263				

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Modified Alternate Assessment (OMAAP) Grade 8 Science - Spring 2011



### OMAAP Grade 8 Science

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score
		OPI Score Range 288-350		OPI Score Range 250-287		OPI Score Range 241-249		OPI Score Range 100-240		UNSATISFACTORY		Median OPI <sup>2</sup> Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 Individualized Education Program	2,997	531	18%	2,370	79%	70	2%	26	1%	271				
2 IEP with Accommodations	2,552	447	18%	2,029	80%	55	2%	21	1%	271				
3 IEP without Accommodations	445	84	19%	341	77%	15	3%	5	1%	271				
4 Ethnicity														
5 Hispanic/Latino	265	31	12%	217	82%	13	5%	4	2%	269				
6 Race														
7 American Indian/Alaskan Native	676	132	20%	525	78%	17	3%	2	0%	274				
8 Asian	13	2	15%	11	85%	0	0%	0	0%	271				
9 Black/African American	405	31	8%	357	88%	12	3%	6	1%	266				
10 Pacific Islander	3	0	0%	3	100%	0	0%	0	0%	264				
11 White/Caucasian	1,520	319	21%	1,162	76%	27	2%	12	1%	274				
12 Two or More Races	114	15	14%	95	83%	1	1%	2	2%	271				
13 Gender														
14 Female	1,055	155	15%	882	84%	14	1%	4	0%	269				
15 Male	1,940	376	19%	1,486	77%	56	3%	22	1%	271				
16 Not Indicated	2	0	0%	2	100%	0	0%	0	0%	270				
17 Other														
18 Economically Disadvantaged	1,440	240	17%	1,147	80%	38	3%	15	1%	271				
19 Non-Economically Disadvantaged	1,557	291	19%	1,223	79%	32	2%	11	1%	271				
20 Migrant	4	1	25%	3	75%	0	0%	0	0%	276				
21 ELL 1 <sup>st</sup> -Year Proficient	1	0	0%	1	100%	0	0%	0	0%	262				
22 ELL 2 <sup>nd</sup> -Year Proficient	3	0	0%	3	100%	0	0%	0	0%	274				
23 ENGLISH LANGUAGE LEARNERS (ELL)	190	20	11%	155	82%	11	6%	4	2%	269				
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	2,807	511	18%	2,215	79%	59	2%	22	1%	271				

<sup>1</sup> BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

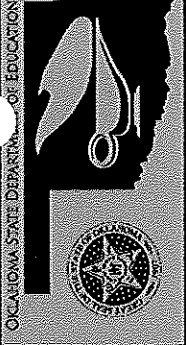
<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.



# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Modified Alternate Assessment Program (OMAAP) End-of-Instruction - Spring 2011



### OMAAP Algebra I

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score
		OPI Score Range 269-350		OPI Score Range 250-268		OPI Score Range 237-249		OPI Score Range 100-236		OPI Score Range 100-236		OPI Score Range 100-236		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	4,389	1,838	42%	2,261	52%	278	6%	12	0%	265		12	0%	265
2 IEP with Accommodations	3,873	1,620	42%	1,997	52%	247	6%	9	0%	265		9	0%	265
3 IEP without Accommodations	516	218	42%	264	51%	31	6%	3	1%	265		3	1%	265
4 Ethnicity														
5 Hispanic/Latino	392	137	35%	223	57%	31	8%	1	0%	263		1	0%	263
6 Race														
7 American Indian/Alaskan Native	922	393	43%	472	51%	57	5%	0	0%	265		0	0%	265
8 Asian	25	13	52%	12	48%	0	0%	0	0%	269		0	0%	269
9 Black/African American	594	182	31%	355	60%	53	9%	4	1%	260		4	1%	260
10 Pacific Islander	5	3	60%	2	40%	0	0%	0	0%	273		0	0%	273
11 White/Caucasian	2,314	1,051	45%	1,124	49%	132	6%	7	0%	267		7	0%	267
12 Two or More Races	137	59	43%	73	53%	5	4%	0	0%	265		0	0%	265
13 Gender														
14 Female	1,558	638	41%	816	52%	102	7%	2	0%	265		2	0%	265
15 Male	2,831	1,200	42%	1,445	51%	176	6%	10	0%	265		10	0%	265
16 Not Indicated	0													
17 Other														
18 Economically Disadvantaged	2,974	1,146	39%	1,603	54%	216	7%	9	0%	263		9	0%	263
19 Non-Economically Disadvantaged	1,415	692	49%	658	47%	62	4%	3	0%	267		3	0%	267
20 Migrant	3	2	67%	1	33%	0	0%	0	0%	269		0	0%	269
21 ELL 1 <sup>st</sup> -Year Proficient	5	3	60%	1	20%	1	20%	0	0%	275		0	0%	275
22 ELL 2 <sup>nd</sup> -Year Proficient	6	3	50%	3	50%	0	0%	0	0%	267		0	0%	267
23 ENGLISH LANGUAGE LEARNERS (ELL)	192	60	31%	115	60%	16	8%	1	1%	261		1	1%	261
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	4,197	1,778	42%	2,146	51%	262	6%	11	0%	265		11	0%	265

<sup>1</sup> BR, EQ, & 2TT EXCLUDED - Braille, Equivalent, and 2<sup>nd</sup> Time Testers are excluded from these results.

<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Modified Alternate Assessment Program (OMAAP) End-of-Instruction - Spring 2011

OKLAHOMA STATE DEPARTMENT OF EDUCATION



### OMAAP English II (Writing Included)

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score
		OPI Score Range 265-350		OPI Score Range 250-264		OPI Score Range 238-249		OPI Score Range 100-237		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	3,793	2,382	63%	1,045	28%	334	9%	32	1%					268
2 IEP with Accommodations	3,333	2,109	63%	908	27%	288	9%	28	1%					268
3 IEP without Accommodations	460	273	59%	137	30%	46	10%	4	1%					268
4 Ethnicity														
5 Hispanic/Latino	308	170	55%	101	33%	34	11%	3	1%					266
6 Race														
7 American Indian/Alaskan Native	821	545	67%	209	25%	64	8%	2	0%					268
8 Asian	21	12	57%	8	38%	1	5%	0	0%					267
9 Black/African American	534	290	54%	168	31%	69	13%	7	1%					265
10 Pacific Islander	2	2	100%	0	0%	0	0%	0	0%					267
11 White/Caucasian	2,001	1,294	65%	529	26%	159	8%	19	1%					268
12 Two or More Races	105	68	65%	30	29%	6	6%	1	1%					268
13 Gender														
14 Female	1,368	906	66%	364	27%	90	7%	8	1%					268
15 Male	2,424	1,476	61%	681	28%	243	10%	24	1%					268
16 Not Indicated	1	0	0%	0	0%	1	100%	0	0%					248
17 Other														
18 Economically Disadvantaged	2,633	1,584	60%	769	29%	257	10%	23	1%					267
19 Non-Economically Disadvantaged	1,160	798	69%	276	24%	77	7%	9	1%					270
20 Migrant	2	0	0%	2	100%	0	0%	0	0%					258
21 ELL 1 <sup>st</sup> -Year Proficient	11	11	100%	0	0%	0	0%	0	0%					276
22 ELL 2 <sup>nd</sup> -Year Proficient	8	7	88%	1	13%	0	0%	0	0%					280
23 ENGLISH LANGUAGE LEARNERS (ELL)	172	79	46%	66	38%	25	15%	2	1%					263
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,621	2,303	64%	979	27%	309	9%	30	1%					268

<sup>1</sup> BR, EQ, & 2TT EXCLUDED - Braille, Equivalent, and 2<sup>nd</sup> Time Testers are excluded from these results.

<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Modified Alternate Assessment Program (OMAAP) End-of-Instruction - Spring 2011

OKLAHOMA STATE DEPARTMENT OF EDUCATION



### OMAAP Biology I

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI <sup>2</sup> Score
		OPI Score Range 265-350		OPI Score Range 250-264		OPI Score Range 233-249		OPI Score Range 100-232				
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	3,835	1,463	38%	1,367	36%	946	25%	59	2%	258		
2 IEP with Accommodations	3,468	1,345	39%	1,236	36%	837	24%	50	1%	258		
3 IEP without Accommodations	367	118	32%	131	36%	109	30%	9	2%	256		
4 Ethnicity												
5 Hispanic/Latino	338	105	31%	117	35%	111	33%	5	1%	254		
6 Race												
7 American Indian/Alaskan Native	816	342	42%	294	36%	171	21%	9	1%	260		
8 Asian	24	12	50%	6	25%	6	25%	0	0%	263		
9 Black/African American	565	112	20%	214	38%	218	39%	21	4%	250		
10 Pacific Islander	2	1	50%	0	0%	1	50%	0	0%	257		
11 White/Caucasian	1,969	841	43%	694	35%	413	21%	21	1%	260		
12 Two or More Races	121	50	41%	42	35%	26	21%	3	2%	260		
13 Gender												
14 Female	1,393	415	30%	579	42%	382	27%	17	1%	256		
15 Male	2,442	1,048	43%	788	32%	564	23%	42	2%	260		
16 Not Indicated	0											
17 Other												
18 Economically Disadvantaged	2,677	944	35%	955	36%	732	27%	46	2%	256		
19 Non-Economically Disadvantaged	1,158	519	45%	412	36%	214	18%	13	1%	260		
20 Migrant	3	0	0%	1	33%	2	67%	0	0%	246		
21 ELL 1 <sup>st</sup> -Year Proficient	6	2	33%	2	33%	1	17%	1	17%	259		
22 ELL 2 <sup>nd</sup> -Year Proficient	6	5	83%	1	17%	0	0%	0	0%	276		
23 ENGLISH LANGUAGE LEARNERS (ELL)	169	40	24%	61	36%	66	39%	2	1%	252		
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,666	1,423	39%	1,306	36%	880	24%	57	2%	258		

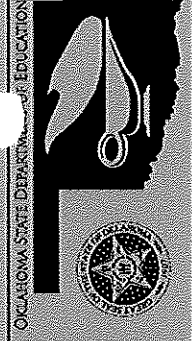
<sup>1</sup> BR, EQ, & 2TT EXCLUDED - Braille, Equivalent, and 2<sup>nd</sup> Time Testers are excluded from these results.

<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

# State Summary Report

Disaggregated Group Results by Performance Level

## Oklahoma Modified Alternate Assessment Program (OMAAP) End-of-Instruction - Spring 2011



### OMAAP U.S. History

FAY

FULL ACADEMIC YEAR (FAY) <sup>1</sup> (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI <sup>2</sup> Score
		OPI Score Range 264-350		OPI Score Range 250-263		OPI Score Range 239-249		OPI Score Range 100-238		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	3,174	806	25%	1,048	33%	763	24%	557	18%					251
2 IEP with Accommodations	2,850	734	26%	938	33%	685	24%	493	17%					251
3 IEP without Accommodations	324	72	22%	110	34%	78	24%	64	20%					251
4 Ethnicity														
5 Hispanic/Latino	245	43	18%	80	33%	71	29%	51	21%					250
6 Race														
7 American Indian/Alaskan Native	738	183	25%	262	36%	175	24%	118	16%					252
8 Asian	19	3	16%	5	26%	7	37%	4	21%					245
9 Black/African American	424	58	14%	129	30%	119	28%	118	28%					247
10 Pacific Islander	3	1	33%	1	33%	0	0%	1	33%					256
11 White/Caucasian	1,649	489	30%	542	33%	368	22%	250	15%					252
12 Two or More Races	96	29	30%	29	30%	23	24%	15	16%					251
13 Gender														
14 Female	1,125	188	17%	375	33%	321	29%	241	21%					250
15 Male	2,049	618	30%	673	33%	442	22%	316	15%					254
16 Not Indicated	0													
17 Other														
18 Economically Disadvantaged	2,172	492	23%	693	32%	573	26%	414	19%					250
19 Non-Economically Disadvantaged	1,002	314	31%	355	35%	190	19%	143	14%					254
20 Migrant	2	1	50%	0	0%	1	50%	0	0%					259
21 ELL 1 <sup>st</sup> -Year Proficient	4	1	25%	0	0%	3	75%	0	0%					245
22 ELL 2 <sup>nd</sup> -Year Proficient	6	1	17%	2	33%	3	50%	0	0%					249
23 ENGLISH LANGUAGE LEARNERS (ELL)	131	15	11%	45	34%	40	31%	31	24%					247
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,043	791	26%	1,003	33%	723	24%	526	17%					251

<sup>1</sup> BR, EQ, & 2TT EXCLUDED - Braille, Equivalent, and 2<sup>nd</sup> Time Testers are excluded from these results.

<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

Attachment 9: Table 2: Reward, Priority, Focus, and Targeted Intervention Schools

The following table provides the list of schools **preliminarily** identified as Reward Schools, Priority Schools, and Focus Schools. In addition, since Oklahoma has decided to identify all schools that are in the bottom 25% of the state in student achievement. This table also includes **preliminarily** identified Targeted Intervention Schools.

*If any changes to the State's ESEA Flexibility Request are required, the following list could change.*

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 324.

**TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS**

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

**TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS**

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
BARTLESVILLE	BARTLESVILLE MHS	29827	A			
BARTLESVILLE	CENTRAL MS	29824	A			
BARTLESVILLE	HOOVER ES	29818	A			
BARTLESVILLE	WAYSIDE ES	29822	A			
BETHANY	BETHANY HS	00130	A			
BETHANY	BETHANY MS	29723	A			
BETHANY	EARL HARRIS ES	00131	A			
BLANCHARD	BLANCHARD HS	00160	A			
CHATTANOOGA	CHATTANOOGA HS	00287	A			
CHISHOLM	CHISHOLM HS	01088	A			
CHISHOLM	CHISHOLM MS	02105	A			
DEER CREEK	DEER CREEK ES	00412	A			
DEER CREEK	DEER CREEK HS	00413	A			
DEER CREEK	DEER CREEK MS	00414	A			
DEER CREEK	PRAIRIE VALE ES	02243	A			
DEER CREEK	ROSE UNION ES	02384	A			
DUNCAN	PLATO ES	00452	A			
EDMOND	ANGIE DEBO ES	01864	A			
EDMOND	CENTENNIAL ES	02396	A			
EDMOND	CHEYENNE MS	02303	A			
EDMOND	CHISHOLM ES	00471	A			
EDMOND	CIMARRON MS	00475	A			

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 324.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
EDMOND	CLEGERN ES	00472	A			
EDMOND	CROSS TIMBERS ES	00484	A			
EDMOND	JOHN ROSS ES	01946	A			
EDMOND	MEMORIAL HS	00474	A			
EDMOND	NORTH HS	01979	A			
EDMOND	NORTHERN HILLS ES	00478	A			
EDMOND	RUSSELL DOUGHERTY ES	00638	A			
EDMOND	SANTA FE HS	01360	A			
EDMOND	SEQUOYAH MS	00481	A			
EDMOND	WASHINGTON IRVING ES	00485	A			
EDMOND	WEST FIELD ES	02402	A			
FAIRVIEW	FAIRVIEW HS	00539	A			
FORT GIBSON	FORT GIBSON INTERMEDIATE ES	00557	A			
FORT GIBSON	FORT GIBSON MS	00559	A			
JENKS	JENKS WEST INTERMEDIATE ES	02251	A			
JENKS	SOUTHEAST ES	29850	A			
KINGFISHER	KINGFISHER HS	00771	A			
LONE GROVE	LONE GROVE HS	00871	A			
MCCORD	MCCORD PUBLIC SCHOOL	00928	A			
MIAMI	ROCKDALE ES	00944	A			
MIDWEST CITY-DEL CITY	CARL ALBERT HS	00952	A			
MIDWEST CITY-DEL CITY	SCHWARTZ ES	01408	A			
MINCO	MINCO HS	29671	A			
MOORE	BRIARWOOD ES	01966	A			
MOORE	BRINK JHS	02214	A			
MOORE	EARLYWINE ES	01122	A			
MOORE	EASTLAKE ES	01945	A			
MOORE	FISHER ES	29642	A			

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 324.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
MOORE	MOORE HS	00998	A			
MOORE	NORTHMOOR ES	00999	A			
MOORE	WAYLAND BONDS ES	02363	A			
MOORE	WESTMOORE HS	02070	A			
MOUNTAIN VIEW-GOTEBO	MOUNTAIN VIEW-GOTEBO ES	02106	A			
MULHALL-ORLANDO	MULHALL-ORLANDO ES	01029	A			
NAVAJO	NAVAJO JHS	01889	A			
NORMAN	ALCOTT MS	02117	A			
NORMAN	CLEVELAND ES	01071	A			
NORMAN	MCKINLEY ES	01080	A			
NORMAN	NORMAN HS	01082	A			
NORMAN	NORMAN NORTH HS	02118	A			
NORMAN	ROOSEVELT ES	01127	A			
NORMAN	WASHINGTON ES	29644	A			
NORMAN	WHITTIER MS	01085	A			
OKLAHOMA CITY	BELLE ISLE MS	02275	A			
OKLAHOMA CITY	CLASSEN HS OF ADVANCED STUDIES	01885	A			
OKLAHOMA CITY	CLASSEN MS OF ADVANCED STUDIES	01877	A			
OKLAHOMA CITY	HARDING CHARTER PREPARATORY HS	02376	A			
OKLAHOMA CITY	NICHOLS HILLS ES	01872	A			
OKLAHOMA CITY	QUAIL CREEK ES	01177	A			
OKLAHOMA CITY	WILSON ES	01208	A			
OWASSO	ATOR ES	01233	A			
OWASSO	HAYWARD SMITH ES	02003	A			
OWASSO	LARKIN BAILEY ES	01907	A			
PIEDMONT	PIEDMONT HS	01272	A			
PLAINVIEW	PLAINVIEW HS	01278	A			
PLAINVIEW	PLAINVIEW INTERMEDIATE ES	02104	A			



The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 324.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
PLAINVIEW	PLAINVIEW MS	01279	A			
PRYOR	LINCOLN ES	01321	A			
RIPLEY	RIPLEY HS	01378	A			
ROCKY MOUNTAIN	ROCKY MOUNTAIN PUBLIC SCHOOL	01381	A			
STILLWATER	SANGRE RIDGE ES	29735	A			
STILLWATER	STILLWATER HS	29742	A			
STILLWATER	STILLWATER JHS	29741	A			
TULSA	BOOKER T. WASHINGTON HS	01583	A			
TULSA	CARNEGIE ES	29769	A			
TULSA	CARVER MS	01594	A			
TULSA	EISENHOWER INTERNATIONAL ES	00989	A			
TULSA	HENRY ZARROW INTERNATIONAL	02352	A			
TULSA	TULSA SCHL OF ARTS & SCIENCES	02333	A			
UNION	DARNABY ES	01911	A			
WEATHERFORD	WEATHERFORD MS	29848	A			
YUKON	PARKLAND ES	01886	A			
YUKON	YUKON HS	01849	A			
ARDMORE	JEFFERSON ES	29631	B			
ATOKA	ATOKA HS	00084	B			
CLINTON	SOUTHWEST ES	00337	B			
CUSHING	HARRISON ES	00391	B			
DEPEW	DEPEW ES	00418	B			
ENID	HOOVER ES	00518	B			
FORT SUPPLY	FORT SUPPLY ES	00560	B			
FOYIL	FOYIL JHS	00847	B			
FRIEND	FRIEND PUBLIC SCHOOL	00575	B			
GRANDVIEW	GRANDVIEW PUBLIC SCHOOL	00615	B			
HARRAH	CLARA REYNOLDS ES	01916	B			

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 324.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
HARRAH	HARRAH JHS	02324	B			
HULBERT	HULBERT ES	00717	B			
LAWTON	LAWTON HS	00819	B			
LE FLORE	LEFLORE ES	00840	B			
LIBERTY	LIBERTY PUBLIC SCHOOL	00857	B			
MARIETTA	MARIETTA MS	00901	B			
NASHOBA	NASHOBA PUBLIC SCHOOL	01051	B			
OKLAHOMA CITY	EDGEMERE ES	01132	B			
OKLAHOMA CITY	EDWARDS ES	01133	B			
OKLAHOMA CITY	RANCHO VILLAGE ES	01178	B			
PANAMA	PANAMA LOWER ES	01239	B			
PECKHAM	PECKHAM PUBLIC SCHOOL	01257	B			
QUINTON	QUINTON ES	01353	B			
RATTAN	RATTAN JHS	01363	B			
RINGLING	RINGLING JHS	01374	B			
SPAVINAW	SPAVINAW PUBLIC SCHOOL	01488	B			
STONEWALL	STONEWALL ES	01514	B			
SWEETWATER	SWEETWATER ES	01538	B			
SWINK	SWINK PUBLIC SCHOOL	01540	B			
TULSA	MEMORIAL HS	01650	B			
TULSA	TULSA MET./FRANKLIN	02662	B			
ACHILLE	ACHILLE HS	00002		C		
BOKOSHE	BOKOSHE ES	00170		C		
BOKOSHE	BOKOSHE JHS	00422		C		
BUTNER	BUTNER ES	00227		C		
CANEY	CANEY ES	00250		C		
CLAYTON	CLAYTON HS	00328		C		
CRUTCHO	CRUTCHO PUBLIC SCHOOL	00386		E		

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 324.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
DUSTIN	DUSTIN ES	00462		C		
EL RENO	WEBSTER ES	00490		C		
FARRIS	FARRIS PUBLIC SCHOOL	00544		C		
GERONIMO	GERONIMO HS	00590		C		
GRANT	GRANT PUBLIC SCHOOL	02116		C		
GREASY	GREASY PUBLIC SCHOOL	01091		C		
HANNA	HANNA ES	00649		C		
KENWOOD	KENWOOD PUBLIC SCHOOL	00756		C		
KEYES	KEYES ES	00763		C		
LEACH	LEACH PUBLIC SCHOOL	00843		C		
LONE WOLF	LONE WOLF ES	00873		C		
MANNSVILLE	MANNSVILLE PUBLIC SCHOOL	00896		C		
MARBLE CITY	MARBLE CITY PUBLIC SCHOOL	00898		C		
MASON	MASON ES	00909		C		
MAUD	MAUD ES	00911		C		
MILL CREEK	MILL CREEK ES	00979		C		
OKAY	OKAY HS	01107		C		
OKLAHOMA CITY	ASTEC CHARTER MS	02308		C		
OKLAHOMA CITY	BODINE ES	01115		C		
OKLAHOMA CITY	CAPITOL HILL HS	01119		C		
OKLAHOMA CITY	DOVE SCIENCE ACADEMY ES (OKC)	02684		C		
OKLAHOMA CITY	EMERSON ALTERNATIVE ED. (MS)	02326		C		
OKLAHOMA CITY	F.D. MOON ES	01126		E		
OKLAHOMA CITY	HUPFELD ACAD./WESTERN VILLAGE	02307		C		
OKLAHOMA CITY	JACKSON MS	01149		C		
OKLAHOMA CITY	JEFFERSON MS	01150		C		
OKLAHOMA CITY	JOHN MARSHALL MS	02394		C		
OKLAHOMA CITY	LEE ES	01154		C		

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 324.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
OKLAHOMA CITY	M.L. KING JR. ES	01161		C		
OKLAHOMA CITY	MARCUS GARVEY LEADERSHIP CS	02377		C		
OKLAHOMA CITY	ROGERS MS	01182		C		
OKLAHOMA CITY	ROOSEVELT MS	01183		C		
OKLAHOMA CITY	SANTA FE SOUTH MS	02386		C		
OKLAHOMA CITY	SHIDLER ES	01186		C		
OKLAHOMA CITY	STAR SPENCER HS	01192		C		
OKLAHOMA CITY	THELMA R. PARKS ES	02245		C		
OKLAHOMA CITY	WHEELER ES	01205		C		
RYAL	RYAL PUBLIC SCHOOL	01392		C		
SCHULTER	SCHULTER ES	01434		C		
SKELLY	SKELLY PUBLIC SCHOOL	00698		C		
THACKERVILLE	THACKERVILLE ES	01564		C		
THACKERVILLE	THACKERVILLE HS	01565		C		
TULSA	ANDERSON ES	01581		C		
TULSA	BURROUGHS ES	29768		C		
TULSA	CELIA CLINTON ES	29770		C		
TULSA	CLINTON MS	01601		C		
TULSA	GREELEY ES	01619		C		
TULSA	LINDBERGH ES	29786		C		
TULSA	MACARTHUR ES	29787		C		
TULSA	MARSHALL ES	29788		C		
TULSA	MCCLURE ES	29789		C		
TULSA	MCKINLEY ES	29790		C		
TULSA	MCLAIN HS FOR SCI./TECHNOLOGY	01649		C		
TULSA	SEQUOYAH ES	29796		C		
TULSA	SPRINGDALE ES	01672		C		
TULSA	WHITMAN ES	01676		C		

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 324.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
TURNER	TURNER HS	01687		C		
TUSKAHOMA	TUSKAHOMA PUBLIC SCHOOL	01692		C		
WESTERN HEIGHTS	COUNCIL GROVE ES	01789		C		
WESTERN HEIGHTS	JOHN GLENN ES	29717		C		
OKLAHOMA CITY	DOUGLASS MS	02354		C/E		
OKLAHOMA CITY	JUSTICE A.W. SEEWORTH ACADEMY	02306		C/D/E		
OKLAHOMA CITY	OKLAHOMA CENTENNIAL MS	02405		C/E		
OKLAHOMA CITY	U. S. GRANT HS	01139		C/D/E		
GRAHAM	GRAHAM HS	00609		D		
TULSA	NATHAN HALE HS	01653		D/E		
OKLAHOMA CITY	OKLAHOMA CENTENNIAL HS	02397		E		
TULSA	CENTRAL HS	01596		E		
TULSA	EAST CENTRAL HS	01607		E		
ALBION	ALBION PUBLIC SCHOOL	00017				I
ALEX	ALEX MS	02699				I
ANADARKO	ANADARKO EAST ES	00051				I
ANADARKO	MISSION ES	00055				I
AVANT	AVANT PUBLIC SCHOOL	00088				I
BILLINGS	BILLINGS ES	00140				I
BOSWELL	BOSWELL HS	29640				I
BOWLEGS	BOWLEGS ES	00179				I
BRAGGS	BRAGGS ES	00185				I
CAMERON	CAMERON ES	00246				I
CATOOSA	WELLS MS	00811				I
CAVE SPRINGS	CAVE SPRINGS ES	00274				I
CROOKED OAK	CROOKED OAK HS	00381				I
CROOKED OAK	CROOKED OAK MS	00382				I
DAVIDSON	DAVIDSON ES	00407				I

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 324.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
DEWAR	DEWAR HS	29725				I
EARLSBORO	EARLSBORO ES	00469				I
EL RENO	LESLIE F. ROBLYER MS	02103				I
ELDORADO	ELDORADO ES	00491				I
FOREST GROVE	FOREST GROVE PUBLIC SCHOOL	00552				I
FORT COBB-BROXTON	FORT COBB-BROXTON LOWER ES	29842				I
FORT TOWSON	FORT TOWSON HS	00578				I
FREDERICK	FREDERICK HS	00569				I
GAGE	GAGE ES	00579				I
GANS	GANS HS	00582				I
GRAHAM	GRAHAM ES	00608				I
GRANDFIELD	GRANDFIELD ES	00612				I
GYPSY	GYPSY PUBLIC SCHOOL	00643				I
HASKELL	HASKELL HS	29705				I
HOWE	HOWE HS	00709				I
HULBERT	HULBERT JR-SR HS (JR)	00101				I
JAY	JAY HS	00736				I
KEOTA	KEOTA HS	00758				I
KINTA	KINTA ES	00775				I
MAYSVILLE	MAYSVILLE ES	00913				I
MAYSVILLE	MAYSVILLE HS	29669				I
MIDWEST CITY-DEL CITY	PLEASANT HILL EC CTR	00966				I
MOYERS	MOYERS ES	02091				I
OKAY	OKAY ES	01106				I
OKLAHOMA CITY	DOUGLASS HS	01130				I
OKLAHOMA CITY	EMERSON ALTERNATIVE ED. (HS)	01928				I
OKLAHOMA CITY	GREEN PASTURES ES	01140				I
OKLAHOMA CITY	HERONVILLE ES	01145				I

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 324.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
OKLAHOMA CITY	JOHNSON ES	01151				I
OKLAHOMA CITY	OAKRIDGE ES	01169				I
OKLAHOMA CITY	SANTA FE SOUTH HS	02330				I
OKLAHOMA UNION	OKLAHOMA UNION MS	02290				I
OKMULGEE	OKMULGEE HS	01212				I
OKMULGEE	OKMULGEE MS	01213				I
OPTIMA	OPTIMA PUBLIC SCHOOL	01230				I
PANAMA	PANAMA MS	01987				I
PANOLA	PANOLA ES	01242				I
PITTSBURG	PITTSBURG ES	01275				I
POCOLA	POCOLA HS	01288				I
POCOLA	POCOLA MS	01289				I
PORTER CONSOLIDATED	PORTER CONSOLIDATED HS	01305				I
QUAPAW	QUAPAW MS	01352				I
SHADY GROVE	SHADY GROVE PUBLIC SCHOOL	01448				I
SOUTH COFFEYVILLE	SOUTH COFFEYVILLE ES	01395				I
STIDHAM	STIDHAM PUBLIC SCHOOL	01501				I
TERRAL	TERRAL PUBLIC SCHOOL	02008				I
TIPTON	TIPTON ES	01570				I
TULSA	ACADEMY CENTRAL ES	29854				I
TULSA	BARNARD ES	29766				I
TULSA	MITCHELL ES	29791				I
TURPIN	TURPIN HS	01689				I
UNION CITY	UNION CITY HS	01707				I
WATTS	WATTS HS	01762				I
WAURIKA	WAURIKA MS	02366				I
WAYNE	WAYNE ES	01769				I
WAYNE	WAYNE MS	29699				I

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 324.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
WEBBERS FALLS	WEBBERS FALLS ES	01779				I
WELEETKA	SPENCE MEMORIAL ES	29714				I
WELEETKA	WELEETKA HS	01784				I
WELLSTON	WELLSTON MS	29696				I
WESTERN HEIGHTS	WINDS WEST ES	29719				I
WESTVILLE	WESTVILLE JHS	01795				I
WETUMKA	WETUMKA HS	01797				I
WHITE OAK	WHITE OAK PUBLIC SCHOOL	Null				I
WHITEFIELD	WHITEFIELD PUBLIC SCHOOL	01806				I
WILSON	WILSON ES	01813				I
YALE	YALE JHS	01839				I
YARBROUGH	YARBROUGH ES	01840				I
ACHILLE	ELEMENTARY SCHOOL	00001			G	
ADA	WILLARD ES	00008			G	
AFTON	ELEMENTARY SCHOOL	00013			G	
ANADARKO	ANADARKO HS	00050			G	
ANADARKO	ANADARKO MS	02101			G	
ANDERSON	ELEMENTARY SCHOOL	00056			G	
ANTLERS	OBUCH MS	00762			G	
ARKOMA	SINGLETON ES	00075			G	
ATOKA	ELEMENTARY SCHOOL	02110			G	
BARTLESVILLE	JANE PHILLIPS ES	29819			G	
BEGGS	BEGGS ES	00118			G	
BEGGS	BEGGS UPPER ES	02704			G	
BENNINGTON	ELEMENTARY SCHOOL	00123			G	
BINGER-ONEY	ELEMENTARY SCHOOL	29845			G	
BROKEN ARROW	WESTWOOD ES	29805			G	
BURNS FLAT-DILL CITY	WILL ROGERS ES	01566			G	



The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 324.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
CACHE	CACHE MS	29646			G	
CANTON	CANTON ES	00253			G	
CARNEY	ELEMENTARY SCHOOL	00261			G	
CHELSEA	ART GOAD INTERMEDIATE ES	01913			G	
CLEVELAND	CLEVELAND PUBLIC HS	00332			G	
COMANCHE	MIDDLE SCHOOL	02279			G	
COYLE	ELEMENTARY SCHOOL	00375			G	
CRESCENT	ELEMENTARY SCHOOL	00378			G	
CROOKED OAK	CENTRAL OAK ES	00380			G	
CUSHING	HARMONY ES	00390			G	
CUSHING	SUNNYSIDE ES	00392			G	
DALE	DALE ES	00402			G	
DAVIS	DAVIS ES	00409			G	
DRUMRIGHT	BRADLEY ES	00440			G	
DRUMRIGHT	VIRGIL COOPER MS	Null			G	
DUNCAN	WOODROW WILSON ES	00455			G	
EDMOND	ORVIS RISNER ES	00479			G	
EL RENO	ETTA DALE JHS	00485			G	
EL RENO	LINCOLN ES	00488			G	
ENID	ENID PUBLIC HS	00513			G	
FORT TOWSON	ELEMENTARY SCHOOL	00577			G	
FOX	ELEMENTARY SCHOOL	00562			G	
GRAND VIEW	GRAND VIEW ES	00614			G	
GUTHRIE	GUTHRIE HS	00633			G	
GUYMON	NORTH PARK ES	02108			G	
HAILEYVILLE	ELEMENTARY SCHOOL	00644			G	
HASKELL	MARY WHITE ES	00660			G	
HASKELL	MIDDLE SCHOOL	00572			G	

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 324.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
HEALDTON	HEALDTON ES	00667			G	
HENNESSEY	UPPER ES	01917			G	
HENRYETTA	ELEMENTARY SCHOOL	00679			G	
HILDALE	HILDALE PUBLIC HS	01898			G	
HOBART	KENNETH ONEAL MS	00692			G	
HOMINY	HORACE MANN ES	00705			G	
HUGO	HUGO PUBLIC HS	00713			G	
HUGO	INTERMEDIATE SCHOOL	00711			G	
IDABEL	IDABEL PUBLIC HS	00723			G	
JENKS	EAST INTERMEDIATE ES	02314			G	
KANSAS	ELEMENTARY SCHOOL	00750			G	
KELLYVILLE	KELLYVILLE MS	00154			G	
KETCHUM	KETCHUM ES	00760			G	
KINGSTON	KINGSTON ES	00773			G	
KIOWA	ELEMENTARY SCHOOL	00777			G	
LAVERNE	ELEMENTARY SCHOOL	00795			G	
LAWTON	COUNTRY CLUB HEIGHTS ES	00804			G	
LAWTON	EISENHOWER ES	00808			G	
LAWTON	JACKSON ES	00816			G	
LEXINGTON	LEXINGTON JHS	02678			G	
LOCUST GROVE	LOCUST GROVE PUBLIC HS	00867			G	
LUTHER	LUTHER MS	01949			G	
MACOMB	ELEMENTARY SCHOOL	00884			G	
MADILL	MADILL ES	00886			G	
MARIETTA	ELEMENTARY SCHOOL	00899			G	
MARLOW	MIDDLE SCHOOL	00906			G	
MCCURTAIN	ELEMENTARY SCHOOL	00915			G	
MEEKER	MIDDLE SCHOOL	00939			G	

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 324.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
MIDWEST CITY-DEL CITY	DEL CITY ES	00956			G	
MIDWEST CITY-DEL CITY	TRAUB ES	00973			G	
MILLWOOD	ELEMENTARY SCHOOL	00981			G	
MOSELEY	ELEMENTARY SCHOOL	01012			G	
MOUNDS	LOWER ES	01018			G	
MUSKOGEE	CHEROKEE ES	01033			G	
MUSKOGEE	GRANT-FOREMAN ES	01036			G	
NINNEKAH	ELEMENTARY SCHOOL	01061			G	
OKEMAH	MIDDLE SCHOOL	01901			G	
OKLAHOMA CITY	ASTEC HS	02399			G	
OKLAHOMA CITY	CAPITOL HILL ES	01971			G	
OKLAHOMA CITY	COOLIDGE ES	01125			G	
OKLAHOMA CITY	JOHN MARSHALL HS	02407			G	
OKLAHOMA CITY	KAISER ES	01152			G	
OKLAHOMA CITY	MARK TWAIN ES	01159			G	
OKLAHOMA CITY	MONROE ES	01163			G	
OKLAHOMA CITY	PARMELEE ES	01172			G	
OKLAHOMA CITY	PRAIRIE QUEEN ES	01175			G	
OKLAHOMA CITY	PUTNAM HEIGHTS ES	01176			G	
OKLAHOMA CITY	ROCKWOOD ES	01181			G	
OKLAHOMA CITY	SOUTHEAST HS	01895			G	
OKLAHOMA CITY	SOUTHERN HILLS ES	01193			G	
OKLAHOMA CITY	TELSTAR ES	01197			G	
OKLAHOMA CITY	VAN BUREN ES	02304			G	
OKLAHOMA CITY	WEBSTER MS	01202			G	
OKLAHOMA CITY	WILLOW BROOK ES	01207			G	
OKTAHA	ELEMENTARY SCHOOL	01215			G	
OSAGE	ELEMENTARY SCHOOL	01231			G	

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 324.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
PADEN	ELEMENTARY SCHOOL	01237			G	
PAOLI	ELEMENTARY SCHOOL	01244			G	
PAULS VALLEY	LEE ES	01248			G	
PAWHUSKA	PAWHUSKA ES	00145			G	
PAWNEE	ELEMENTARY SCHOOL	01254			G	
PEAVINE	ELEMENTARY SCHOOL	00470			G	
PERKINS-TRYON	JUNIOR HIGH SCHOOL	02379			G	
PONCA CITY	LINCOLN ES	01295			G	
PORTER CONSOLIDATED	ELEMENTARY SCHOOL	01304			G	
PORUM	ELEMENTARY SCHOOL	01306			G	
PRUE	ELEMENTARY SCHOOL	01318			G	
PUTNAM CITY	CENTRAL ES	01331			G	
PUTNAM CITY	HILLDALE ES	01337			G	
PUTNAM CITY	MAYFIELD MS	01250			G	
RATTAN	ELEMENTARY SCHOOL	01361			G	
ROLAND	ROLAND JHS	01386			G	
RUSH SPRINGS	RUSH SPRINGS MS	01391			G	
RYAN	ELEMENTARY SCHOOL	01393			G	
SANTA FE SOUTH	SANTA FE SOUTH ES	02688			G	
SASAKWA	SASAKWA ES	01426			G	
SEMINOLE	NORTHWOOD ES	01440			G	
SILO	ELEMENTARY SCHOOL	01472			G	
SPIRO	MIDDLE SCHOOL	01494			G	
STIGLER	ELEMENTARY SCHOOL	01502			G	
STILLWATER	HIGHLAND PARK ES	29734			G	
STILWELL	STILWELL ES	01511			G	
STILWELL	STILWELL MS	01513			G	
STILWELL	STILWELL PUBLIC HS	01512			G	

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 324.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
STROTHER	ELEMENTARY SCHOOL	01523			G	
TALIHINA	TALIHINA ES	01546			G	
TANNEHILL	ELEMENTARY SCHOOL	01551			G	
TIMBERLAKE	ELEMENTARY SCHOOL	01028			G	
TISHOMINGO	GRADE SCHOOL	01572			G	
TULSA	EMERSON ES	29775			G	
TULSA	HAWTHORNE ES	29777			G	
TULSA	JACKSON ES	29780			G	
TULSA	KERR ES	29782			G	
TULSA	KEY ES	29783			G	
TULSA	MARK TWAIN ES	01644			G	
TULSA	PHILLIPS ES	29793			G	
TULSA	SKELLY ES	29797			G	
TUPELO	ELEMENTARY SCHOOL	01683			G	
TURNER	ELEMENTARY SCHOOL	01686			G	
UNION	BRIARGLEN ES	01701			G	
UNION	GROVE ES	01702			G	
UNION	MCAULIFFE ES	29810			G	
WAGONER	CENTRAL INTERMEDIATE ES	01909			G	
WAGONER	MIDDLE SCHOOL	01536			G	
WAGONER	WAGONER PUBLIC HS	01737			G	
WESTERN HEIGHTS	GREENVALE ES	29718			G	
WESTERN HEIGHTS	MIDDLE SCHOOL	02244			G	
WESTVILLE	WESTVILLE ES	01794			G	
WEWOKA	WEWOKA ES	01800			G	
WILSON	ELEMENTARY SCHOOL	01815			G	
WISTER	WISTER ES	01817			G	
WOODALL	WOODALL SCHOOL	01819			G	

The table below is **not** indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 324.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
WRIGHT CITY	ELEMENTARY SCHOOL	01829			G	
WYNNEWOOD	MIDDLE SCHOOL	01835			G	
WESTERN HEIGHTS	WESTERN HEIGHTS HS	29721			G	
CHICKASHA	CHICKASHA HS	00301			G	
LAWTON	EISENHOWER HS	00809			G	

Total # of Reward Schools: 127

Total # of Priority Schools: 76

Total # of Focus Schools: 161

Total # of Targeted Intervention Schools: 83

Total # of Title I schools in the State: 1208

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 4

**Key**

<p><b><u>Reward School Criteria:</u></b></p> <ul style="list-style-type: none"> <li>A. Highest-performing school</li> <li>B. High-progress school</li> </ul> <p><b><u>Priority School Criteria:</u></b></p> <ul style="list-style-type: none"> <li>C. Among the lowest five percent of all school including Title I schools in the State based on the proficiency and lack of progress of the “all students” group</li> <li>D. High school with graduation rate less than 60% over a number of years</li> <li>E. Tier I or Tier II SIG school implementing a school intervention model</li> </ul>	<p><b><u>Focus School Criteria:</u></b></p> <ul style="list-style-type: none"> <li>F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate</li> <li>G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate</li> <li>H. A high school with graduation rate less than 60% over a number of years that is not identified as a priority school</li> </ul> <p><b><u>Targeted Intervention School Criteria:</u></b></p> <ul style="list-style-type: none"> <li>I. Is in the bottom 25% of the state in achievement.</li> </ul>
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### ***Menu of Interventions and Supports for School Improvement***

Based on the analysis of each school's comprehensive needs assessment, which may include data from the What Works in Oklahoma Schools surveys, WISE online assessment and planning tool, student achievement data, student behavior and attendance data, and recommendations from School Support Team members, the LEA will select differentiated interventions from the list below in consultation with SEA staff to target the specific needs of the school, its educators, and its students, including specific subgroups.

#### ***1. Schoolwide Interventions & Supports***

- Extended School Day, Week, or Year to Focus on Meeting Needs of Students at All Academic Levels
- Regular Data Reviews following the Oklahoma Data Review Model
- Curriculum Development and Evaluation of Available Resources
- Professional Libraries and Book Studies Based on Identified Educator and Student Needs
- Improving School Culture
- School Partnerships with Business and Industry (including Teacher and/or Student Academies in Oklahoma Industry Sectors such as Aerospace, Healthcare, Manufacturing and Energy)
- Early College High School Programs that Organize the School Around Ensuring that Students Participate in College-Credit Earning Courses while in High School (such as Dual Credit, Advanced Placement, International Baccalaureate, and Concurrent Enrollment)
- Attendance Advocacy Programs that will Increase Student Engagement and Performance
- High Quality Alternatives to Suspension such as Online Learning, Student/Parent Behavior Contracts, Principal Shadowing, and Parent Engagement Strategies
- School Support Consultants including School Support Teams, Leadership Coaches, and Private Consultants

#### ***2. Leadership Interventions & Supports***

- Instructional Leadership Academies/Training for Superintendents, Principals, and Other Administrators
- Research-Based Professional Development for Leaders, to be selected from the following list as appropriate: What Works in Oklahoma Schools, Pre-AP/AP Leadership Training, AVID Leadership Training, Professional Learning Communities, and Oklahoma Literacy Initiative Institutes
- Job-Embedded Professional Development Informed by Oklahoma's Teacher and Leader Effectiveness Evaluation System (TLE)
- Leadership Coaches to Support Principals and Other Site-Based Leaders
- Implementation of Oklahoma's Nine Essential Elements Indicators, Rubrics, and Strategies, a Comprehensive Framework that Guides Schools and Districts in Making Strategic Decisions in the Areas of Academic Learning and Performance, Professional Learning Environment, and Collaborative Leadership

#### ***3. Teacher Interventions & Supports***

- Research-Based Professional Development for Teachers, to be selected from the following list as appropriate: What Works in Oklahoma Schools, Pre-AP/AP Institutes and Vertical Alignment Workshops, AVID Training, Professional Learning Communities, and Oklahoma Literacy Initiative Institutes
- Job-Embedded Professional Development Informed by Oklahoma's Teacher and Leader Effectiveness Evaluation System (TLE)

- Teacher Collaboration Time to Analyze Student Achievement Data, Develop Classroom Lessons Aligned to State Standards and Common Core State Standards, Analyze Student Work, Develop Common Assessments, and Conduct Action Research Around School Needs
- Student Work Analysis Training to Examine the Quality of Classroom Assignments, Instruction, and Interventions
- Instructional Coaches Who Model Lessons and Assist Teachers in Using Student Assessment Data
- Teacher Leaders and Teacher Experts Who Serve as Model Classrooms, PLC Leaders, and Lead Teachers for Professional Growth Opportunities

#### 4. *Classroom Interventions & Supports*

- English Learner Instructional Strategies and Resources, including Pre-AP/AP Institutes and Vertical Alignment Workshops, AVID Training, and Sheltered Instruction Observational Protocol (SIOP) Training
- Students with Disabilities Instructional Strategies and Resources, including Co-Teaching and Inclusion Models
- Oklahoma Tiered Intervention System of Support (Response to Intervention and Positive Behavior Intervention and Supports)
- High Quality Instructional Materials Aligned to State Standards and Common Core State Standards to Support Individual Student Needs in Meeting High Expectations
- Student College, Career, and Citizenship Plans which Encompass Course Timelines, Career Goals, Community Service Projects, Service Learning Experiences, and Behavior Expectations that will Lead to C<sup>3</sup> Preparedness
- Graduation Coach Programs to Assist Students in Development of College, Career, and Citizenship Plans and Timelines
- Career Pathways/Career Ladders Programs that will Provide Students with Access to Courses and Certifications to Support Career Goals
- Implementation of What Works in Schools Strategies (see What Works in Oklahoma Schools Resource Toolkit, a Comprehensive Needs Assessment for Schools and Districts)

#### 5. *Parent and Community Interventions & Supports*

- Public School Choice, including Providing Transportation for Students to Attend Higher Performing Schools within the District or in Neighboring Districts
- Supplemental Tutoring Programs
- Parent and Community Engagement Initiatives such as Community Round Tables, Town Hall Meetings, In-Kind Business Donations, and Business Expertise Support
- Local Employer Support Strategies (for example, Career Mentorships and Career Exploration)
- Parenting Classes, such as “How to File a FAFSA Form,” “How to Help Your Child Read,” and “How to Discipline Your Child Without Pulling Your Hair Out”
- Classes for Parents and Community Members, such as English Language Development Classes, Technology Skills, Adult Education
- Partnerships with Institutions of Higher Education and Career and Technical Education
- Community Schools Initiative
  - On-site Health Clinics
  - Targeted Business/Community/Faith-Based Organization Partnerships
  - School-Based Social Worker Programs in Partnership with Department of Human Services
  - Youth Mentoring Programs
  - Food and Clothing Banks
  - Afterschool Programs (such as 21<sup>st</sup> Century Community Learning Centers)



### Attachment 13: Oklahoma's Nine Essential Elements and 90 Performance Indicators

Oklahoma's research based Nine Essential Elements and 90 Performance Indicators serve as the foundation for comprehensive needs assessments and school improvement planning. The Ways to Improve School Effectiveness (WISE) Online Planning Tool is established on the 90 Performance Indicators.



# Oklahoma WISE Planning Tool

## Oklahoma Nine Essential Elements Performance Indicators

*Italics = Rapid Improvement Indicators (identified in red as **Key Indicators** in WISE)*

Academic Learning and Performance – CURRICULUM	
<b>EE1A-1.01</b>	<i>Instructional teams align the curriculum with state and national academic content and process standards that identify the depth of knowledge, skills, and abilities needed for student success.</i>
<b>EE1A-1.02</b>	Instructional teams articulate the learning standards through grade level objectives.
<b>EE1A.1.03</b>	<i>Instructional teams engage in discussions within the school which result in the elimination of unnecessary overlaps and close curricular gaps.</i>
<b>EE1A.1.04</b>	Instructional teams identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps.
<b>EE1A.1.05</b>	Instructional teams ensure curriculum provides effective links to career, postsecondary education, and life options.
<b>EE1A.1.06</b>	Instructional teams review alignment to standards and revise site-level curriculum accordingly.
<b>EE1A.1.07</b>	<i>School leadership and instructional teams ensure all students have access to the common academic core curriculum.</i>

Academic Learning and Performance – CLASSROOM EVALUATION AND ASSESSMENT	
<b>EE1B-2.01</b>	All teachers provide multiple classroom assessments that are frequent, rigorous, and aligned to standards.
<b>EE1B-2.02</b>	All teachers collaborate to develop common formative assessments and authentic assessment tasks (such as portfolios or projects) that are aligned with state standards.
<b>EE1B-2.03</b>	<i>All teachers design units of instruction to include pre- and posttests that assess student mastery of standards-based objectives.</i>
<b>EE1B-2.04</b>	All students can articulate expectations in each class and know what is required to be proficient.
<b>EE1B-2.05</b>	<i>All teachers use test scores, including pre- and posttest results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate.</i>
<b>EE1B-2.06</b>	Instructional teams use student learning data to identify students in need of tiered instructional support or enhancement.
<b>EE1B-2.07</b>	School leadership and instructional teams examine student work for evidence that instruction is aligned to state standards.
<b>EE1B-2.08</b>	School leadership provides teachers and students with access to college and work readiness assessments in order to best plan high school courses of study.
<b>EE1B-2.09</b>	All teachers and instructional teams analyze student work to target and revise instruction and curriculum, and to obtain information on student progress.

### Academic Learning and Performance – INSTRUCTION

<b>EE1C-3.01</b>	<i>All teachers use varied instructional strategies that are scientifically research based.</i>
<b>EE1C-3.02</b>	<i>All teachers use instructional strategies and activities that are aligned with learning objectives.</i>
<b>EE1C-3.03</b>	<i>All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs.</i>
<b>EE1C-3.04</b>	All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.
<b>EE1C-3.05</b>	All teachers incorporate the use of technology in their classrooms when it enhances instruction.
<b>EE1C-3.06</b>	School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities.
<b>EE1C-3.07</b>	All teachers examine and discuss student work collaboratively and use this information to inform their practice.
<b>EE1C-3.08</b>	<i>All teachers assign purposeful homework and provide timely feedback to students.</i>
<b>EE1C-3.09</b>	School leadership and all teachers address academic and workplace literacy and data analysis skills across all content areas.

### Effective Learning Environment – Effective Teachers – SCHOOL CULTURE

<b>EEIIA-4.01</b>	<i>School leadership fosters a positive school climate and provides support for a safe and respectful environment.</i>
<b>EEIIA-4.02</b>	School leadership implements practices that focus on high achievement for all students.
<b>EEIIA-4.03</b>	<i>All teachers hold high academic and behavioral expectations for all students.</i>
<b>EEIIA-4.04</b>	All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning.
<b>EEIIA-4.05</b>	<i>All teachers recognize and accept their professional role in student successes and failures.</i>
<b>EEIIA-4.06</b>	School leadership makes teaching assignments based on teacher instructional strengths to maximize opportunities for all students.
<b>EEIIA-4.07</b>	<i>All teachers communicate regularly with families about individual student progress.</i>
<b>EEIIA-4.08</b>	All teachers and staff provide time and resources to support students' best efforts.
<b>EEIIA-4.09</b>	School leadership and all teachers celebrate student achievement publicly.
<b>EEIIA-4.10</b>	All school staff and students practice equity and demonstrate respect for diversity.
<b>EEIIA-4.11</b>	Students assume leadership roles in the classroom, school, co-curricular activities, extra-curricular activities, and community.

**Effective Learning Environment – Effective Teachers –  
STUDENT, FAMILY, AND COMMUNITY SUPPORT**

<b>EEIIB-5.01</b>	<i>Families and communities are active partners in the educational process and work with staff to promote programs and services for all students.</i>
<b>EEIIB-5.02</b>	<i>All students have access to academic and behavioral supports including tutoring, co- and extra-curricular activities, and extended learning opportunities (e.g., summer bridge programs, Saturday school, counseling services, Positive Behavior Intervention Supports [PBIS] and competitive and noncompetitive teams).</i>
<b>EEIIB-5.03</b>	School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement.
<b>EEIIB-5.04</b>	School leadership and staff provide students with academic and non-academic guidance programs, including peer and professional counseling and mentoring, as needed.
<b>EEIIB-5.05</b>	<i>All school staff provide timely and accurate academic, behavioral, and attendance information to parents.</i>
<b>EEIIB-5.06</b>	School leadership and staff actively pursue relationships to support students and families as they transition from grade to grade, building to building, and beyond high school.
<b>EEIIB-5.07</b>	School leadership ensures that appropriate stakeholders (e.g., school staff, students, parents, family members, guardians, community organizations and members, business partners, postsecondary education institutions, and workforce) are involved in critical planning and decision-making activities.
<b>EEIIB-5.08</b>	School leadership and all staff incorporate multiple communication strategies that are culturally and linguistically appropriate and support two-way communications with families and other stakeholders.

**Effective Learning Environment – Effective Teachers –  
PROFESSIONAL GROWTH, DEVELOPMENT, EVALUATION**

<b>EEIIC-6.01</b>	All teachers and school leadership collaboratively develop written individual professional development plans based on school goals.
<b>EEIIC-6.02</b>	School leadership plans opportunities for teachers to share their teaching skills with other teachers to build instructional capacity.
<b>EEIIC-6.03</b>	School leadership provides professional development for individual teachers that is directly connected to the Oklahoma indicators of effective teaching.
<b>EEIIC-6.04</b>	<i>School planning team uses goals for student learning to determine professional development priorities for all staff.</i>
<b>EEIIC-6.05</b>	All staff (principals, teachers and paraprofessionals) participate in professional development that is high quality, ongoing and job-embedded.
<b>EEIIC-6.06</b>	<i>School planning team designs professional development that has a direct connection to the analysis of student achievement data.</i>
<b>EEIIC-6.07</b>	School leadership implements a clearly defined formal teacher evaluation process to ensure that all teachers are highly qualified and highly effective.
<b>EEIIC-6.08</b>	School leadership implements a process for all staff to participate in reflective practice and collect schoolwide data to plan professional development.
<b>EEIIC-6.09</b>	School leadership provides adequate time and appropriate fiscal resources for professional development.
<b>EEIIC-6.10</b>	All teachers participate in professional development that increases knowledge of child and adolescent development, encourages the use of effective pedagogy, supports techniques for increasing student motivation, and addresses the diverse needs of students in an effective manner.

<b>EEIIC-6.11</b>	<i>School leadership provides opportunities for teachers to actively participate in collaboration and to engage in peer observations to improve classroom practice across disciplines and programs.</i>
<b>EEIIC-6.12</b>	School planning team designs professional development that promotes effective classroom management skills.
<b>EEIIC-6.13</b>	<i>School leadership uses the evaluation process to provide teachers with follow-up and support to change behavior and instructional practices.</i>

### Collaborative Leadership – EFFECTIVE LEADERS

<b>EEIIIA-7.01</b>	<i>School leadership develops and sustains a shared vision.</i>
<b>EEIIIA-7.02</b>	<i>School leadership makes decisions that are data-driven, collaborative, and focused on student academic performance.</i>
<b>EEIIIA-7.03</b>	School leadership collaborates with district leadership to create a personal professional development plan that develops effective leadership skills.
<b>EEIIIA-7.04</b>	School leadership disaggregates data for use in meeting needs of diverse populations and communicates that data to staff.
<b>EEIIIA-7.05</b>	School leadership ensures all instructional staff has access to curriculum-related materials and has received training in the effective use of curricular and data resources.
<b>EEIIIA-7.06</b>	School leadership ensures that instructional time is protected and allocated to focus on curricular and instructional issues, including adding time to the school day as necessary.
<b>EEIIIA-7.07</b>	School leadership provides effective organizational structures in order to allocate resources, monitor progress, and remove barriers to sustain continuous school improvement.
<b>EEIIIA-7.08</b>	School leadership provides organizational policies and resources necessary for implementation and maintenance of a safe and effective learning environment.
<b>EEIIIA-7.09</b>	School leadership provides processes for development and implementation of school policies based on a comprehensive needs assessment.
<b>EEIIIA-7.10</b>	<i>School leadership uses the indicators identified in the areas of academic performance, learning environment, and collaborative leadership to assess school needs.</i>
<b>EEIIIA-7.11</b>	School leadership uses knowledge and interpersonal skills to work with teachers as they define curricular and instructional goals.
<b>EEIIIA-7.12</b>	School leadership promotes distributed leadership, encouraging multiple roles for teacher leaders.
<b>EEIIIA-7.13</b>	School leadership collaborates with district leadership to develop strategies and skills to implement and sustain required organizational change.
<b>EEIIIA-7.14</b>	School leadership identifies expectations and recognizes accomplishments of faculty and staff.

**Collaborative Leadership – Effective Leaders –  
ORGANIZATIONAL STRUCTURE AND RESOURCES**

<b>EEIIB-8.01</b>	School leadership supports high quality performance of students and staff at their assigned site.
<b>EEIIB-8.02</b>	School leadership designs the master schedule to provide all students access to the entire curriculum.
<b>EEIIB-8.03</b>	<i>School leadership organizes and allocates instructional and noninstructional staff based upon the learning needs of all students.</i>
<b>EEIIB-8.04</b>	<i>School leadership ensures efficient use of instructional time to maximize student learning.</i>
<b>EEIIB-8.05</b>	School leadership uses effective strategies to attract highly qualified and highly effective teachers.
<b>EEIIB-8.06</b>	School leadership provides time for vertical and horizontal planning across content areas and grade configurations.
<b>EEIIB-8.07</b>	School leadership collaborates with district leadership to provide increased opportunities to learn such as virtual courses, dual enrollment opportunities, and work-based internships.
<b>EEIIB-8.08</b>	School leadership provides and communicates clearly defined process for equitable and consistent use of fiscal resources.
<b>EEIIB-8.09</b>	<i>School leadership directs funds based on an assessment of needs aligned to the school improvement plan.</i>
<b>EEIIB-8.10</b>	School leadership allocates and integrates state and federal program resources to address identified student needs.

**Collaborative Leadership – Effective Leaders –  
COMPREHENSIVE AND EFFECTIVE PLANNING**

<b>EEIIC-9.01</b>	<i>School leadership uses a collaborative process to develop vision, beliefs, mission, and goals.</i>
<b>EEIIC-9.02</b>	School planning team collects, manages, and analyzes data from multiple data sources.
<b>EEIIC-9.03</b>	School planning team incorporates scientifically based research for student learning in school improvement plans.
<b>EEIIC-9.04</b>	School planning team establishes goals for building and strengthening instructional and organizational effectiveness.
<b>EEIIC-9.05</b>	<i>School planning team identifies action steps, resources, timelines, and persons responsible for implementing the activities aligned with school improvement goals and objectives.</i>
<b>EEIIC-9.06</b>	School leadership and all staff implement the improvement plan as developed.
<b>EEIIC-9.07</b>	<i>School leadership and all staff regularly evaluate their progress toward achieving the goals and objectives for student learning set by the plan.</i>
<b>EEIIC-9.08</b>	School leadership and all staff regularly evaluate their progress toward achieving the expected impact on classroom practice and student performance specified in the plan.
<b>EEIIC-9.09</b>	School leadership and all staff document the continuous improvement through a regular data review process.

## Attachment 14: Teacher and Leader Qualitative Assessment Models

The Teacher and Leader Effectiveness (TLE) Commission has reviewed several models of teacher and leader qualitative assessments using a criteria checklist based on state law and national best practices. The following are descriptions of the models of teacher and principal assessment that have been reviewed and preliminarily recommended for adoption by the TLE Commission. Inclusion in this document does not guarantee final recommendation by the TLE Commission or adoption by the Oklahoma State Board of Education.

### **Danielson’s Framework for Teaching**

(From <http://charlottedanielson.com/thewframeteach.htm>)

The *Framework for Teaching* is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. In this framework, the complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4). Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching. The *Framework* may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The *Framework* may be used as the foundation of a school or district’s mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners.

Read more: [The Danielson Group](#) and [The ASCD Teacher Effectiveness Suite, powered by iObservation, offers a powerful online fusion of Charlotte Danielson's research-based Framework for Teaching, professional development, and supporting technology to increase teacher growth and raise student achievement.](#)

### **Marzano’s Causal Teacher Evaluation Model**

(From <http://www.marzanoevaluation.com/>)

Bridging the gap between teacher evaluation and student achievement – After nearly five decades of study around effective teaching and learning practices, Dr. Robert Marzano expands his acclaimed work by releasing the Art and Science of Teaching Causal Teacher Evaluation Model. The first of its kind, this teacher evaluation model identifies the direct cause and effect relationship between teaching practices and student achievement to help teachers and leaders make the most informed decisions that yield the greatest benefits for their students. With the Marzano Model, districts can transform your teacher evaluation system from an exercise in compliance into an effective engine of incremental growth, one that reflects parallel gains between teacher assessment and student performance.

Read more: [Marzano Research Laboratory](#) and [Research Base and Validation Studies on the Marzano Evaluation Model](#)

### **Tulsa's Teacher/Leader Effectiveness Initiative**

(From [http://www8.tulsaschools.org/4\\_About\\_District/employee\\_standards\\_main.asp](http://www8.tulsaschools.org/4_About_District/employee_standards_main.asp))

Tulsa Public Schools has embarked on a TEACHER and LEADER EFFECTIVENESS initiative that supports the core of our mission to raise achievement and provides the best possible education for our students. Research has shown that the key to advancing student learning rests most prominently with the teacher. The TPS Teacher Evaluation System recognizes the complexity and importance of teaching in a high-performing school system, one in which there is an emphasis on continuous improvement and shared accountability for student achievement. Teaching practice can and will grow in an individual school and in a school system that values constant feedback, analysis and refinement of the quality of teaching. Paralleling the teacher effectiveness effort is the leader effectiveness effort that mirrors the components and emphasis of the former. The TPS Teacher Evaluation System is a collaborative effort between the Tulsa Classroom Teachers' Association (TCTA) and the Tulsa Public Schools' administration. The system is part of the overall Teacher Effectiveness Initiative begun in 2009 and incorporates the views of teachers, principals, Education Service Center staff and association leadership.

Read more: [Rubrics, Manuals, Presentations, and Explanations](#)

### **Marzano's Leadership Evaluation System**

Currently in pilot phase.

McREL's Principal Evaluation Systems

(From <http://www.mcrel.org/evalsystems/>)

Measure what matters most – Focus on what matters, measuring performance on teaching & leadership practices linked to student success; Ensure fairness, gauging educator performance on multiple indicators, including student achievement; Improve performance, differentiating and focusing professional development **according to individual staff needs**; Streamline reviews, providing a web-based system for storing, tracking, and reporting results.

Read more: [Teacher and Principal Evaluations](#)

### **Reeves' Leadership Performance Matrix**

(From <http://www.iobservation.com/Reeves-Leadership-Matrix/>)

Consistent with national and international research and standards, Dr. Douglas Reeves, founder of The Leadership and Learning Center, developed the Leadership Performance Matrix as an educational leadership **assessment** tool that facilitates growth and effectiveness in order to support teaching excellence and student learning.

Read more: [Dimensions of Leadership](#) and [The Leadership and Learning Center](#)



## ATTACHMENT 15: GLOSSARY OF TERMS

### ACRONYMS AND ABBREVIATIONS

**21<sup>st</sup> CCLC:** 21<sup>st</sup> Century Community Learning Centers

**ACCESS for ELLs:** Assessing Comprehension and Communication in English State-to-State for English Language Learners

**ACE:** Achieving Classroom Excellence Act of 2005 (as amended)

**ADP:** American Diploma Project

**AMO:** Annual Measurable Objectives

**AP:** Advanced Placement

**AVID:** Advancement Via Individual Determination

**C<sup>3</sup>:** College, Career, and Citizen Ready

**C3S:** C3 Schools

**CareerTech:** Oklahoma's Career and Technical Education System

**CCR:** College- and Career- Ready

**CCSS:** Common Core State Standards

**CCSSO:** Council of Chief State School Officers

**CII:** Center on Innovation and Improvement

**CTE:** Career and Technical Education

**ELA:** English language arts

**ELP:** English Language Proficiency

**EMO:** Educational Management Organization

**ESEA:** Elementary and Secondary Education Act

**FAY:** Full Academic Year

**GED:** General Educational Development

**IB:** International Baccalaureate

**ICCS:** Implementing Common Core Systems

**IDEA:** Individuals with Disabilities Education Act

**LEA:** Local Education Agency (school district or charter school district)

**MRL:** Marzano Research Laboratory

**MTP:** Master Teachers Project

**NAEP:** National Association of Educational Progress

**OAAP:** Oklahoma Alternate Assessment Program

**OBEC:** Oklahoma Business and Education Coalition

**OCCT:** Oklahoma Core Curriculum Tests

**OCTP:** Oklahoma Commission for Teacher Preparation

**OMAAP:** Oklahoma Modified Alternate Assessment Program

**OSDE:** Oklahoma State Department of Education

**OSTP:** Oklahoma School Testing Program

***PASS:*** *Priority Academic Student Skills*

**PARCC:** Partnership for Assessment of Readiness for College and Careers

**PBIS:** Positive Behavior Interventions and Supports

**PLC:** Professional Learning Community

**RAO:** Regional Accreditation Officer

**REAC<sup>3</sup>H:** Regional Educators Advancing College, Career, and Citizen Readiness Higher

**Regents:** Oklahoma State Regents for Higher Education

**RtI:** Response to Intervention

**SEA:** State Education Agency – Oklahoma State Department of Education

**SIG:** School Improvement Grant

**SISR:** School Improvement Status Report

**SPDG:** State Professional Development Grant

**SSOS:** Statewide System of Support

**SST:** School Support Team

**STEM:** Science, Technology, Engineering, and Mathematics

**TLE:** Teacher and Leader Effectiveness Evaluation System

**USDE:** United States Department of Education

**WIDA:** World-Class Instructional Design and Assessment

**WISE:** Ways to Improve School Effectiveness

**WOC:** Windows on Curriculum

## DEFINITIONS

**C3 Schools:** A theoretical, geographically-unbound group of schools in which the operations and management of the schools, directly or indirectly related to student achievement, are controlled by the State Board of Education and the State Superintendent of Public Instruction.

**College- and Career-Ready Standards (as defined by *ESEA Flexibility*):** Content standards for kindergarten through 12<sup>th</sup> grade that build towards college and career readiness by the time of high school graduation. A State's college- and career-ready standards must be either (1) standards that are common to a significant number of States; or (2) standards that are approved by a State network of institutions of higher education, which must certify that students who meet the standards will not need remedial course work at the postsecondary level.

**Common Core State Standards:** K-12 academic standards in mathematics and English language arts, including literacy in multiple content areas, designed by a collaborative of states to prepare students for college and careers.

**Differentiated Recognition, Accountability, and Support System:** Newly developed state system designed to provide incentives and consequences that will motivate continuous school improvement in all schools and for all students in the state.

***ESEA Flexibility*:** The document provided by USDE to SEAs with the regulations and requirements for applying for the ESEA waiver package.

***ESEA Flexibility Request*:** The document submitted by the Oklahoma State Department of Education on behalf of the districts and schools in the state in order to request the ESEA waiver package.

**Focus School (as modified from *ESEA Flexibility for Oklahoma*):** A Title I or non-Title I school in the State that, based on the most recent data available, is contributing to the achievement gap in the State. The total number of Title I focus schools in a State must equal at least 10 percent of the Title I schools in the State. A focus school is a school that has a subgroup or subgroups with low achievement or, at the high school level, low graduation rates; or beginning in 2012, is a school with a School Grade of D. These determinations must be based on the achievement and lack of progress over a number of years of one or more subgroups of students identified under ESEA section 1111(b)(2)(C)(v)(II) in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, or, at the high school level, graduation rates for one or more subgroups.

**High-Quality Assessment (as defined by *ESEA Flexibility*):** An assessment or a system of assessments that is valid, reliable, and fair for its intended purposes; and measures student knowledge and skills against college- and career-ready standards in a way that—

- covers the full range of those standards, including standards against which student achievement has traditionally been difficult to measure;

- as appropriate, elicits complex student demonstrations or applications of knowledge and skills;
- provides an accurate measure of student achievement across the full performance continuum, including for high- and low-achieving students;
- provides an accurate measure of student growth over a full academic year or course;
- produces student achievement data and student growth data that can be used to determine whether individual students are college and career ready or on track to being college and career ready;
- assesses all students, including English Learners and students with disabilities;
- provides for 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
- produces data, including student achievement data and student growth data, that can be used to inform: determinations of school effectiveness for purposes of accountability under Title I; determinations of individual principal and teacher effectiveness for purposes of evaluation; determinations of principal and teacher professional development and support needs; and teaching, learning, and program improvement.

**Principle 1 – College- and Career-Ready Expectations for All Students (as defined by ESEA**

**Flexibility**): Over the past few years, Governors and Chief State School Officers have developed and adopted rigorous academic content standards to prepare all students for success in college and careers in the 21st century. States are also coming together to develop the next generation of assessments aligned with these new standards, and to advance essential skills that promote critical thinking, problem solving, and the application of knowledge. To support States in continuing the work of transitioning students, teachers, and schools to a system aligned to college and career ready expectations, this flexibility would remove obstacles that hinder that work. To receive this flexibility, an SEA must demonstrate that it has college- and career-ready expectations for all students in the State by adopting **college- and career-ready standards** in at least reading/language arts and mathematics, transitioning to and implementing such standards statewide for all students and schools, and developing and administering annual, statewide, aligned, **high-quality assessments**, and corresponding academic achievement standards, that measure **student growth** in at least grades 3-8 and at least once in high school. An SEA must also support English Learners in reaching such standards by committing to adopt English language proficiency (ELP) standards that correspond to its college- and career-ready standards and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, and committing to develop and administer aligned ELP assessments. To ensure that its college- and career-ready standards are truly aligned with postsecondary expectations, and to provide information to parents and students about the college-readiness rates of local schools, an SEA must annually report to the public on college-going and college credit-accumulation rates for all students and student subgroups in each LEA and each high school in the State.

**Principle 2 – State-Developed Differentiated Recognition, Accountability, and Support (as defined by ESEA Flexibility)**

**Flexibility**): Fair, flexible, and focused accountability and support systems are critical to continuously improving the academic achievement of all students, closing persistent achievement gaps, and improving equity. Based on the principles for accountability developed by the Council of Chief State School Officers, many States are already moving forward with next-generation systems that recognize student growth and school progress, align accountability determinations with support and capacity-building efforts, and provide for systemic, context-specific interventions that focus on the lowest-performing schools and schools with the largest achievement gaps. This flexibility would give SEAs and LEAs relief from the school and LEA improvement requirements of NCLB so they can implement these new systems. To receive this flexibility, an SEA must develop and implement a system of differentiated recognition, accountability, and support for all LEAs in the State and for all Title I schools in these LEAs. Those systems must look at student achievement in at least reading/language arts and mathematics for all students and all subgroups of students identified in ESEA section 1111(b)(2)(C)(v)(II); graduation rates for all students and all subgroups;

and school performance and progress over time, including the performance and progress of all subgroups. They may also look at student achievement in subjects other than reading/language arts and mathematics, and, once an SEA has adopted high-quality assessments, must take into account student growth. An SEA's system of differentiated recognition, accountability, and support must create incentives and include differentiated interventions and support to improve student achievement and graduation rates and to close achievement gaps for all subgroups, including interventions specifically focused on improving the performance of English Learners and students with disabilities. More specifically, the SEA's system must, at a minimum:

- Set new ambitious but achievable 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.
- Provide incentives and recognition for success on an annual basis by publicly recognizing and, if possible, rewarding Title I schools making the most progress or having the highest performance as “reward schools.”
- Effect dramatic, systemic change in the lowest-performing schools by publicly identifying “priority schools” and ensuring that each LEA with one or more of these schools implements, for three years, meaningful interventions aligned with the turnaround principles in each of these schools. The SEA must also develop criteria to determine when a school that is making significant progress in improving student achievement exits priority status.
- Work to close achievement gaps by publicly identifying Title I schools with the greatest achievement gaps, or in which subgroups are furthest behind, as “focus schools” and ensuring that each LEA implements interventions, which may include tutoring and public school choice, in each of these schools based on reviews of the specific academic needs of the school and its students. The SEA must also develop criteria to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status.
- 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.
- Build 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. The SEA must provide timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools, and must hold LEAs accountable for improving school and student performance, particularly for turning around their priority schools. The SEA and its LEAs must also ensure 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).

**Principle 3 – Supporting Effective Instruction and Leadership (as defined by *ESEA Flexibility*):** In recent years, many SEAs and LEAs have begun to develop evaluation systems that go beyond NCLB's minimum HQT standards, provide more meaningful information about the effectiveness of teachers and principals, and can be used to inform professional development and improve practice. High-quality systems, informed by research that affirms that educators have significant and lasting effects on student learning, draw on multiple measures of instructional and leadership practices to evaluate and support teacher and principal effectiveness. This flexibility will give SEAs and LEAs the ability to continue this work designed to increase the quality of instruction for all students by building fair, rigorous evaluation and support systems and developing innovative strategies for using them. To receive this flexibility, an SEA and each LEA must commit to develop, adopt, pilot, and implement, with the involvement of teachers and principals, teacher and principal evaluation and support systems that: (1) will be used for continual improvement of instruction; (2)

meaningfully differentiate performance using at least three performance levels; (3) use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys); (4) evaluate teachers and principals on a regular basis; (5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and (6) will be used to inform personnel decisions. An SEA must develop and adopt guidelines for these systems, and LEAs must develop and implement teacher and principal evaluation and support systems that are consistent with the SEA's guidelines. To ensure high-quality implementation, all teachers, principals, and evaluators should be trained on the evaluation system and their responsibilities in the evaluation system. As part of developing and implementing these evaluation and support systems, an SEA must also provide student growth data on current students and the students 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. Once these evaluation and support systems are in place, an SEA may use data from these systems to meet the requirements of ESEA section 1111(b)(8)(C) that it ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.

**Principle 4 – Reducing Duplication and Unnecessary Burden (as defined by ESEA Flexibility):** In order to provide an environment in which schools and LEAs have the flexibility to focus on what's best for students, an SEA should remove duplicative and burdensome reporting requirements that have little or no impact on student outcomes. To receive the flexibility, an SEA must assure that it will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools.

**Priority Academic Student Skills:** Oklahoma's PK-12 academic content standards.

**Priority School (as modified from ESEA Flexibility for Oklahoma):** A school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State. The total number of priority schools in a State must be at least five percent of the Title I schools in the State. A priority school is—

- a Title I school among the lowest five percent of Title I schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group;
- a school among the lowest five percent of all schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group;
- a Title I-participating, Title I-eligible, or non-Title I high school with a graduation rate less than 60 percent over a number of years; or
- a Tier I school under the SIG program that is using SIG funds to implement a school intervention model.

**Regional Educators Advancing College, Career, and Citizen Readiness Higher:** 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 related to statewide initiative implementation.

**Reward School (as modified from *ESEA Flexibility* for Oklahoma):** A Title I or non-Title I school that, based on the most recent data available, is—

- a “**highest-performing school,**” which is a school among schools in the State that have the highest absolute performance over a number of years for the “all students” group and for all subgroups, on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and, at the high school level, is also among the schools with the highest graduation rates. A highest-performing school must be making AYP for the “all students” group and all of its subgroups. A school may not be classified as a “highest-performing school” if there are significant achievement gaps across subgroups that are not closing in the school; or
- a “**high-progress school,**” which is a school among the ten percent of schools in the State that are making the most progress in improving the performance of the “all students” group over a number of years on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, and, at the high school level, is also among the schools in the State that are making the most progress in increasing graduation rates. A school may not be classified as a “high-progress school” if there are significant achievement gaps across subgroups that are not closing in the school.

**Standards that are Common to a Significant Number of States (as defined by *ESEA Flexibility*):**

Standards that are substantially identical across all States in a consortium that includes a significant number of States. A State may supplement such standards with additional standards, provided that the additional standards do not exceed 15 percent of the State’s total standards for a content area.

**State Network of Institutions of Higher Education (IHEs; as defined by *ESEA Flexibility*):** A system of four-year public IHEs that, collectively, enroll at least 50 percent of the students in the State who attend the State’s four-year public IHEs.

**Student Growth (as defined by *ESEA Flexibility*):** The change in student achievement for an individual student between two or more points in time. For the purpose of this definition, student achievement means—

- For grades and subjects in which assessments are required under ESEA section 1111(b)(3): (1) a student’s score on such assessments and may include (2) other measures of student learning, such as those described in the second bullet, provided they are rigorous and comparable across schools within an LEA.
- For grades and subjects in which assessments are not required under ESEA section 1111(b)(3): alternative measures of student learning and performance such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within an LEA.

**Turnaround Principles (as defined by *ESEA Flexibility*):** Meaningful interventions designed to improve the academic achievement of students in priority schools must be aligned with all of the following “turnaround principles” and selected with family and community input:

- providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
- ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these

- schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
- redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
  - strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
  - using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
  - establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
  - providing ongoing mechanisms for family and community engagement.

A priority school that implements one of the four SIG models is implementing an intervention that satisfies the turnaround principles. An SEA may also implement interventions aligned with the turnaround principles as part of a statewide school turnaround strategy that allows for State takeover of schools or for transferring operational control of the school to another entity such as a recovery school district or other management organization.



Attachment 16: Oklahoma Statutes Related to the TLE

Attached is a copy of the state law that provides the general framework for the TLE System.

- O.S. 70 § 5-141
- O.S. 70 § 5-141.2
- O.S. 70 § 5-141.4
- O.S. 70 § 6-101.3
- O.S. 70 § 6-101.10
- O.S. 70 § 6-101.13
- O.S. 70 § 6-101.16
- O.S. 70 § 6-101.17
- O.S. 70 § 6-101.22
- O.S. 70 § 6-101.24
- O.S. 70 § 6-101.31

**2010 SCHOOL LAWS OF OKLAHOMA  
CHAPTER 1 – OKLAHOMA SCHOOL CODE  
ARTICLE V: SCHOOL DISTRICTS AND BOARDS OF EDUCATION**

**Section 105. Minimum Salary Schedules.**

A. Each school district of this state shall adopt a minimum salary schedule and shall transmit a copy of it to the State Board of Education within thirty (30) days after adoption. A school district shall not calculate salaries of teachers solely as a proportion of the salaries of the administrators of the district.

B. Districts shall be encouraged to provide compensation schedules to reflect district policies and circumstances, including differential pay for different subject areas and special incentives for teachers in districts with specific geographical attributes. Districts may also adopt a salary schedule that provides additional compensation for achieving certain ratings under the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act. Any salary schedule adopted by a district pursuant to this section shall not set salaries at amounts less than those set pursuant to Section 18-114.12 of this title.

C. The State Department of Education shall compile a report of the minimum salary schedules for every school district in the state and shall submit the report to the Governor, Speaker of the House of Representatives, and President Pro Tempore of the Senate no later than December 15 of each year.

D. Each school district shall file within fifteen (15) days of signing the contract, the employment contract of the superintendent of the school district with the State Department of Education. The Department shall keep all contracts available for inspection by the public. The school district shall not be authorized to pay any salary, benefits or other compensation to a superintendent which are not specified in the contract on file and shall not pay administrators any amounts for accumulated sick leave that are not calculated on the same formula used for determining payment for accumulated sick leave benefits for other full-time employees of that school district and shall not pay administrators any amounts for accumulated vacation leave benefits that are not calculated on the same formula used for determining payment for accumulated vacation leave benefits for other twelve-month full-time employees of that school district.

E. By October 1 of each year each district board of education shall prepare a schedule of salaries and fringe benefits paid administrators employed by the district, including a description of the fringe benefits. The schedule shall be a public record and shall be disclosed as required by the Oklahoma Open Records Act board shall file a copy of the schedule with the State Department of Education within one week of completion.

F. For purposes of this section the term “administrator” shall include employees who are employed and certified as superintendents, assistant superintendents, principals, and assistant principals and who have responsibilities for supervising classroom teachers. **(70-5-141)**

**Note:** Amended by SB 2033, Sec. 2 of the 2010 Reg. Sess. Effective July 1, 2010.

**Section 106. Incentive Pay Plans.**

A. In addition to incentive pay plans authorized pursuant to Section 4 of this act, the State Board of Education shall develop not fewer than five different model incentive pay plans and shall distribute information about each plan to every school district board of education. No plan developed by the Board or implemented by a school district board of education shall permit payment in any one (1) year of incentives to any one teacher amounting to more than fifty percent (50%) of the regular salary of the teacher, exclusive of fringe benefits or extra duty pay. Any incentive pay award shall be an annual award and shall not be a part of a continuing contract of a teacher. Any incentive pay awards received shall be excluded from the compensation of a teacher for purposes of calculating retirement

pursuant to the Teachers' Retirement System of Oklahoma and shall not be subject to taxes levied by the Federal Insurance Contributions Act (F.I.C.A.), to the extent an exemption is provided by federal law.

B. A school district board of education may adopt an academically based, district incentive pay plan for the classroom teachers in the district. The district may adopt any incentive pay plan consistent with the requirements of this section, which may include any incentive pay plan developed by the State Board of Education pursuant to this section. The school district board of education shall appoint an advisory committee consisting of teachers, parents, business persons or farmers and other local citizens to advise the board in formulating an incentive pay plan. Prior to the adoption of a plan, the board of education shall place the plan on the school board agenda for public comment and shall submit the plan to the State Board of Education for final approval on or before March 1 prior to implementation of the plan during the succeeding school year. The board of education shall comply with the provisions of this subsection for any year a plan is to be modified.

C. A school district shall be required to adopt and implement an academically based, district incentive pay plan for any school year following the receipt by the school district board of education, of a petition signed by twenty percent (20%) of the classroom teachers employed in the district which calls for the adoption of an incentive pay plan for the district.

D. Student test scores shall not be the sole criterion for allocation of incentive pay under any plan developed or approved by the Board.

E. For the purposes of this section only, "classroom teacher" shall mean any employee who holds certification and assignment outside the classification of administrator.

F. The State Board of Education shall promulgate rules necessary for the effective implementation and administration of this section.

G. Each school district board of education shall provide for a local evaluation committee which shall advise the board on which teachers are to receive incentive pay awards and the amount of each incentive pay award according to the plan.

H. Nothing herein shall preclude a school district from supplementing any monies appropriated to the district for the purposes of funding the incentive pay plan of the district with monies from the general fund for the district. **(70-5-141.2)**

**Note:** Amended by SB 2033, Sec. 3 of the 2010 Reg. Sess. Effective July 1, 2010.

### **Section 107.1. Evaluation-Based Incentive Pay.**

A. 1. In addition to incentive pay plans authorized pursuant to Section 5-141.2 of Title 70 of the Oklahoma Statutes, beginning with the 2012-13 school year, a school district may implement an incentive pay plan that rewards teachers who are increasing student and school growth in achievement.

2. Teacher performance shall be measured using the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act.

3. Individual teacher incentive pay awards shall be based upon:

- a. achieving either a "superior" or "highly effective" rating under the TLE, and
- b. grade level, subject area, or school level performance success.

B. 1. Beginning with the 2012-13 school year, a school district may implement an incentive pay plan as authorized pursuant to this section.

2. For purposes of this section, “leader” means a principal, assistant principal or any other school administrator who is responsible for supervising classroom teachers.

3. School leader effectiveness shall be measured using the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act.

4. Individual school leader incentive pay awards shall be based upon:

- a. achieving either a “superior” or “highly effective” rating under the TLE, and
- b. grade level, subject area, or school level performance success.

C. Incentive pay plans implemented pursuant to subsections A and B of this section shall be developed through a collaborative planning process involving stakeholders, including teachers and school leaders.

D. In addition to individual teacher and leader incentive pay plans, as authorized pursuant to this section, districts may develop and implement incentive pay systems for:

1. Teaching in critical shortage subject areas including, but not limited to, foreign language;
2. Teachers and leaders who work in low-performing schools as determined by the State Board of Education;
3. Teaching in the subject areas of Science, Technology, Engineering, and Math (STEM); or
4. Teachers and leaders who work in schools or school districts designated by the State Board of Education as hard-to-staff.

E. 1. Prior to implementation of any incentive pay plan developed pursuant to this section, the school district board of education shall place the plan on the agenda for public comment at a meeting of the district board of education.

2. After approval of the incentive pay plan, the school district board of education shall submit the plan to the State Board of Education for final approval. Within sixty (60) days of receipt of the plan, the State Board shall review and approve or reject the plan. If it is determined that the plan meets the requirements of this section, the State Board shall approve the plan. If the plan does not meet the requirements of this section, the State Board shall reject the plan and provide written notification to the school district board of education along with the grounds for rejection.

3. The district board of education shall comply with the provisions of this subsection for any year a plan is to be modified.

F. Any incentive pay award shall be an annual award and shall not be a part of a continuing contract for an employee. Any incentive pay award to any teacher or leader shall not exceed more than fifty percent (50%) of the regular salary of the teacher or leader, exclusive of fringe benefits or extra duty pay. Any incentive pay awards received shall be excluded from compensation for purposes of calculating retirement pursuant to the Teachers' Retirement System of Oklahoma and shall not be subject to taxes levied by the Federal Insurance Contributions Act (F.I.C.A.), to the extent such exemption is provided by federal law. **(70-5-141.4)**

**Note:** Enacted by SB 2033, Sec. 4 of the 2010 Reg. Sess. Effective July 1, 2010.

**OKLAHOMA SCHOOL LAW BOOK**  
**CHAPTER 1 – OKLAHOMA SCHOOL CODE**  
**ARTICLE VI: TEACHERS**

**Section 115. Definitions.**

**Text reflects amendments from both the 52<sup>nd</sup> Legislature (2010) and the 53<sup>rd</sup> Legislature (2011)**

As used in Section 6-101 et seq. of this title:

1. “Administrator” means a duly certified person who devotes a majority of time to service as a superintendent, elementary superintendent, principal, supervisor, vice principal or in any other administrative or supervisory capacity in the school district;
2. “Dismissal” means the discontinuance of the teaching service of an administrator or teacher during the term of a written contract, as provided by law;
3. “Nonreemployment” means the nonrenewal of the contract of an administrator or teacher upon expiration of the contract;
4. “Career teacher” means a teacher who:
  - a. for teachers employed by a school district during the 2011-12 school year, has completed three (3) or more consecutive complete school years as a teacher in one school district under a written continuing or temporary teacher contract, or
  - b. for teacher employed for the first time by a school district under a written continuing or temporary teaching contract on or after July 1, 2012:
    - (1) has completed three (3) consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract and has achieved a rating of “superior” as measured pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act for at least two (2) of the three (3) school years, with no rating below “effective”,
    - (2) has completed four (4) consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract, has averaged a rating of at least “effective” as measured pursuant to the TLE for the four-year period, and has received a rating of at least “effective” for the last two (2) years of the four-year period, or
    - (3) has completed four (4) or more consecutive complete school years in one school district under a written continuing or temporary teaching contract and has not met the requirements of subparagraph a or b of this paragraph, only if the principal of the school at which the teacher is employed submits a petition to the superintendent of the school district requesting that the teacher be granted career status, the superintendent agrees with the petition, and the school district board of education approves the petition. The principal shall specify in the petition the underlying facts supporting the granting of career status to the teacher;
5. “Teacher hearing” means the hearing before a local board of education after a recommendation for dismissal or nonreemployment of a teacher has been made but before any final action is taken on the recommendation, held for the purpose of affording the teacher all rights guaranteed by the United States Constitution and the Constitution

of Oklahoma under such circumstances and for enabling the board to determine whether to approve or disapprove the recommendation;

6. "Probationary teacher" means a teacher who has completed fewer than three (3) consecutive complete school years in such capacity in one school district under a written teaching contract;

- a. for teachers employed by a school district during the 2011-12 school year, has completed fewer than three (3) consecutive complete school years as a teacher in one school district under a written teaching contract, or
- b. for teachers employed for the first time by a school district under a written teaching contract on or after July 1, 2012, has not met the requirements for career teacher as provided in paragraph 4 of this section;

7. "Suspension" or "suspended" means the temporary discontinuance of the services of an administrator or teacher, as provided by law; and

8. "Teacher" means a duly certified or licensed person who is employed to serve as a counselor, librarian or school nurse or in any instructional capacity. An administrator shall be considered a teacher only with regard to service in an instructional, nonadministrative capacity. **(70-6-101.3)**

## **Section 118. Evaluation of Teachers and Administrators.**

A. Each school district board of education shall maintain and annually review, following consultation with or involvement of representatives selected by local teachers, a written policy of evaluation for all teachers and administrators. In those school districts in which there exists a professional negotiations agreement made in accordance with Sections 509.1 et seq. of this title, the procedure for evaluating members of the negotiations unit and any standards of performance and conduct proposed for adoption beyond those established by the State Board of Education shall be negotiable items. Nothing in this section shall be construed to annul, modify or to preclude the renewal or continuing of any existing agreement heretofore entered into between any school district and any organizational representative of its employees. Every policy of evaluation adopted by a board of education shall:

1. Be based upon a set of minimum criteria developed by the State Board of Education, which by no later than the 2013-14 school year, shall be revised and based upon the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) developed by the State Board of Education as provided in Section 6 of this act;

2. Be prescribed in writing at the time of adoption and at all times when amendments to the policy are adopted. The original policy and all amendments to the policy shall be promptly made available to all persons subject to the policy;

3. Provide that all evaluations be made in writing and that evaluation documents and responses thereto be maintained in a personnel file for each evaluated person;

4. Provide that every probationary teacher be evaluated at least two times per school year, once prior to November 15 and once prior to February 10 of each year;

5. Provide that every teacher be evaluated once every year, except as otherwise provided by law; and

6. Provide that, except for superintendents of independent and elementary school districts and superintendents of area school districts, who shall be evaluated by the school district board of education, all certified personnel shall be evaluated by a principal, assistant principal, or other trained certified individual designated by the school district board of education.

B. All individuals designated by the school district board of education to conduct the personnel evaluations shall be required to participate in training conducted by the State Department of Education or training provided by the school district using guidelines and materials developed by the State Department of Education prior to conducting evaluations.

C. The State Department of Education shall develop and conduct workshops pursuant to statewide criteria which train individuals in conducting evaluations.

D. The State Board of Education shall monitor compliance with the provisions of this section by school districts.

E. Refusal by a school district to comply with the provisions of this section shall be grounds for withholding State Aid funds until compliance occurs. **(70-6-101.10)**

**Note:** Amended by SB 2033, Sec. 5 of the 2010 Reg. Sess. Effective July 1, 2010.

### **Section 120. Dismissal or Nonreemployment of Administrator Procedure.**

**Text reflects amendments from the 52<sup>nd</sup> Legislature (2010)**

Section 6-101.13 A. Whenever the school district board of education or the administration of a school district shall determine that the dismissal or nonreemployment of a full-time certified administrator from the administrative position within the school district should be effected, the administrator shall be entitled to the following due process procedures:

1. A statement shall be submitted to the administrator in writing prior to the dismissal or nonreemployment which states the proposed action, lists the reasons for effecting the action, and notifies the administrator of his right to a hearing before the school district board of education prior to the action; and

2. A hearing before the school district board of education shall be granted upon the request of the administrator prior to the dismissal or nonreemployment. A request for a hearing shall be submitted to the board of education not later than ten (10) days after the administrator has been notified of the proposed action.

B. Failure of the administrator to request a hearing before the school district board of education within ten (10) days after receiving the written statement shall constitute a waiver of the right to a hearing. No decision of the board of education concerning the dismissal or nonreemployment of a full-time certified administrator shall be effective until the administrator has been afforded due process as specified in this section. The decision of the school district board of education concerning the dismissal or nonreemployment, following the hearing, shall be final.

C. A principal who has received a rating of "ineffective" as measured pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act for two (2) consecutive school years, shall not be reemployed by the school district, subject to the due process procedures of this section. **(70-6-101.13)**

### **Section 122.1. Teacher and Leader Effectiveness Evaluation System – Implementation.**

**Text reflects amendments from the 53<sup>rd</sup> Legislature (2011)**

A. By December 15, 2011, the State Board of Education shall adopt a new statewide system of evaluation to be known as the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE).

B. The TLE shall include the following components:

1. A five-tier rating system as follows:

- a. superior,
- b. highly effective,
- c. effective,
- d. needs improvement, and
- e. ineffective;

2. Annual evaluations that provide feedback to improve student learning and outcomes;

3. Comprehensive remediation plans and instructional coaching for all teachers rated as needs improvement or ineffective;

4. Quantitative and qualitative assessment components measured as follows:

a. fifty percent (50%) of the ratings of teachers and leaders shall be based on quantitative components which shall be divided as follows:

- (1) thirty-five percentage points based on student academic growth using multiple years of standardized test data, as available, and
- (2) fifteen percentage points based on other academic measurements, and

b. fifty percent (50%) of the rating of teachers and leaders shall be based on rigorous and fair qualitative assessment components;

5. An evidence-based qualitative assessment tool for the teacher qualitative portion of the TLE that will include observable and measurable characteristics of personnel and classroom practices that are correlated to student performance success, including, but not limited to:

- a. organizational and classroom management skills,
- b. ability to provide effective instruction,
- c. focus on continuous improvement and professional growth,
- d. interpersonal skills, and
- e. leadership skills;

6. An evidence-based qualitative assessment tool for the leader qualitative portion of the TLE that will include observable and measurable characteristics of personnel and site management practices that are correlated to student performance success, including, but not limited to:



- a. organizational and school management, including retention and development of effective teachers and dismissal of ineffective teachers,
- b. instructional leadership,
- c. professional growth and responsibility,
- d. interpersonal skills,
- e. leadership skills, and
- f. stakeholder perceptions; and

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

C. The Teacher and Leader Effectiveness Commission shall provide oversight and advise the State Board of Education on the development and implementation of the TLE.

D. The State Department of Education shall provide to the Oklahoma State Regents for Higher Education and the Oklahoma Commission for Teacher Preparation timely electronic data linked to teachers and leaders derived from the TLE for purposes of providing a basis for the development of accountability and quality improvements of the teacher preparation system. The data shall be provided in a manner and at such times as agreed upon between the Department, the State Regents and the Commission.

E. For purposes of this section, “leader” means a principal, assistant principal or any other school administrator who is responsible for supervising classroom teachers. **(70-6-101.16)**

**Note:** Enacted by SB 2033, Sec. 6 of the 2010 Reg. Sess. Effective July 1, 2010.

## **Section 122.2. Teacher and Leader Effectiveness Commission.**

<b>Text reflects amendments from the 53<sup>rd</sup> Legislature (2011)</b>
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A. There is hereby created to continue until July 1, 2016, in accordance with the provisions of the Oklahoma Sunset Law, the Teacher and Leader Effectiveness Commission.

B. The membership of the Commission shall consist of:

1. The Superintendent of Public Instruction, or designee;
2. A member of the Senate, appointed by the President Pro Tempore of the Senate;
3. A member of the House of Representatives, appointed by the Speaker of the House of Representatives;
4. A member of the Senate, appointed by the Minority Leader of the Senate;

5. A member of the House of Representatives, appointed by the Minority Leader of the House of Representatives;

6. A representative from the Office of the Governor or the executive cabinet, appointed by the Governor;

7. The Executive Director of the Oklahoma Commission for Teacher Preparation, or designee;

8. A representative of a technology center school district, appointed by the Director of the Oklahoma Department of Career and Technology Education;

9. A representative of an institution within The Oklahoma State System of Higher Education, appointed by the Chancellor of Higher Education;

10. A representative of a statewide organization representing school district boards of education, appointed by the President Pro Tempore of the Senate;

11. A representative of a statewide organization representing public school superintendents, appointed by the Speaker of the House of Representatives;

12. A representative of a statewide organization representing business and education, appointed by the President Pro Tempore of the Senate;

13. An individual employed by a business or company located in this state, appointed by the Speaker of the House of Representatives;

14. Three (3) representatives, one (1) from each of the three (3) largest statewide organizations representing active public school teachers, appointed by the Governor;

15. A representative of a statewide parent-teacher organization, appointed by the Governor;

16. A representative of a philanthropic organization involved in education, appointed by the Governor; and

17. An individual involved in Science, Technology, Engineering and Mathematics (STEM) education, appointed by the Governor.

C. Initial appointments pursuant to the provisions of this section shall be made no later than August 1, 2010. Members shall serve at the pleasure of the appointing authority. Vacancies shall be filled by the original appointing authority. The State Superintendent of Public Instruction, or designee, shall serve as chair of the Commission. Members of the Commission shall select a vice-chair from the membership of the Commission. Meetings of the Commission shall be held at the call of the chair. A majority of the members of the Commission shall constitute a quorum for the transaction of any business.

D. Members of the Commission shall receive no compensation for serving on the Commission, but shall receive travel reimbursement as follows:

1. State employees who are members of the Commission shall be reimbursed for travel expenses incurred in the performance of their duties by their respective agencies in accordance with the State Travel Reimbursement Act;

2. Legislative members shall be reimbursed in accordance with Section 456 of Title 74 of the Oklahoma Statutes; and

3. All other members of the Commission shall be reimbursed by the State Department of Education for travel expenses incurred in the performance of their duties in accordance with the State Travel Reimbursement Act.

E. Staff support for the Commission shall be provided by the State Department of Education and the Oklahoma Commission for Teacher Preparation.

F. Members who serve on the Commission shall be exempt from the dual-office-holding prohibitions of Section 6 of Title 51 of the Oklahoma Statutes.

G. The Commission shall comply with the provisions of the Oklahoma Open Meeting Act and the Oklahoma Open Records Act.

H. The duties of the Commission, as specified in subsection I of this section, shall not be contingent upon the state being selected to receive or the state actually receiving any federal Race to the Top funding.

I. The Commission shall provide oversight and advise the State Board of Education on the development and implementation of the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as created in Section 6-101.16 of this title, including:

1. Making recommendations to the State Board regarding the development and implementation of the TLE prior to adoption of any permanent rules or policies by the State Board;
2. Regularly reviewing progress toward development and implementation of the quantitative and qualitative measures that comprise the TLE;
3. Regularly reviewing progress toward timely access to student growth data;
4. Regularly reviewing the correlation between the quantitative and qualitative scores and other data to ensure that the TLE is being implemented with validity and that evaluations of individuals conducted by school districts are meaningful and demonstrate that reasonable distinctions are being made relating to performance;
5. Assuring input and participation from teachers and leaders on the development and implementation of the TLE;
6. Gathering public comment on the development and effectiveness of the TLE; and
7. Assuring that the TLE is based on research-based national best practices and methodology.

J. The Commission shall issue a report by December 31 of each year and submit a copy of the report to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate. **(70-6-101.17)**

**Note:** Enacted by SB 2033, Sec. 7 of the 2010 Reg. Sess. Effective July 1, 2010.

## Section 125. Grounds for Dismissal or Nonreemployment of Teachers.

**Text reflects amendments from the 52<sup>nd</sup> Legislature (2010)**

A. Subject to the provisions of the Teacher Due Process Act of 1990, a career teacher may be dismissed or not reemployed for:

1. Willful neglect of duty;
2. Repeated negligence in performance of duty;
3. Mental or physical abuse to a child;
4. Incompetency;
5. Instructional ineffectiveness;
6. Unsatisfactory teaching performance; or
7. Commission of an act of moral turpitude; or
8. Abandonment of contract.

B. Subject to the provisions of the Teacher Due Process Act of 1990, a probationary teacher may be dismissed or not reemployed for cause.

C. 1. A career teacher who has been rated as “ineffective” as measured pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act for two (2) consecutive school years shall be dismissed or not reemployed on the grounds of instructional ineffectiveness by the school district, subject to the provisions of the Teacher Due Process Act of 1990.

2. A career teacher who has been rated as “needs improvement” or lower pursuant to the TLE for three (3) consecutive school years shall be dismissed or not reemployed on the grounds of instructional ineffectiveness by the school district, subject to the provisions of the Teacher Due Process Act of 1990.

3. A career teacher who has not averaged a rating of at least “effective” as measured pursuant to the TLE over a five-year period shall be dismissed or not reemployed on the grounds of instructional ineffectiveness by the school district, subject to the provisions of the Teacher Due process Act of 1990.

D. 1. A probationary teacher who has been rated as “ineffective” as measured pursuant to the TLE for two (2) consecutive school years shall be dismissed or not reemployed by the school district subject to the provisions of the Teacher Due Process Act of 1990.

2. A probationary teacher who has not attained career teacher status within a four-year period shall be dismissed or not reemployed by the school district, subject to the provisions of the Teacher Due Process Act of 1990.

E. A teacher shall be dismissed or not reemployed, unless a presidential or gubernatorial pardon has been issued, if during the term of employment the teacher is convicted in this state, the United States or another state of:

1. Any sex offense subject to the Sex Offenders Registration Act in this state or subject to another state's or the federal sex offender registration provisions; or

2. Any felony offense.

F. A teacher may be dismissed, refused employment or not reemployed after a finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties. As used in this subsection:

1. "Criminal sexual activity" means the commission of an act as defined in Section 886 of Title 21 of the Oklahoma Statutes, which is the act of sodomy; and

2. "Sexual misconduct" means the soliciting or imposing of criminal sexual activity.

G. As used in this section, "abandonment of contract" means the failure of a teacher to report at the beginning of the contract term or otherwise perform the duties of a contract of employment when the teacher has accepted other employment or is performing work for another employer that prevents the teacher from fulfilling the obligations of the contract of employment. **(70-6-101.22)**

## **Section 127. Procedures for Administrator to Follow for Admonishment of Teacher.**

**Text reflects amendments from the 52<sup>nd</sup> Legislature (2010)**

A. When a teacher receives a rating as measured pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act that may lead to a recommendation for the dismissal or nonreemployment of the teacher or when an administrator identifies poor performance or conduct that the administrator believes may lead to a recommendation for the dismissal or nonreemployment of the teacher, the administrator shall:

1. Admonish the teacher, in writing, and make a reasonable effort to assist the teacher in correcting the poor performance or conduct; and

2. Establish a reasonable time for improvement, not to exceed two (2) months, taking into consideration the nature and gravity of the teacher's performance or conduct.

B. If the teacher does not correct the poor performance or conduct cited in the admonition within the time specified, the administrator shall make a recommendation to the superintendent of the school district for the dismissal or nonreemployment of the teacher.

C. Whenever a member of the board of education, superintendent, or other administrator identifies poor performance or conduct that may lead to a recommendation for dismissal or nonreemployment of a teacher within the district, the administrator who has responsibility for evaluation of the teacher shall be informed, and that administrator shall comply with the procedures set forth in this section. If the administrator fails or refuses to admonish the teacher within ten (10) day after being so informed by the board, superintendent, or other administrator, such board, superintendent or other administrator shall admonish the teacher pursuant to the provisions of this section.

D. Repeated negligence in performance of duty, willful neglect of duty, incompetency, instructional ineffectiveness or unsatisfactory teaching performance, for a career teacher, or any cause related to inadequate teaching performance for a probationary teacher, shall not be a basis for a recommendation to dismiss or not reemploy a teacher unless and until the provisions of this section have been complied with. **(70-6-101.24)**

## ADDITIONAL SECTIONS NOT PLACED IN 2010 SCHOOL LAWS OF OKLAHOMA

SECTION 14. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 6-101.31 of Title 70, unless there is created a duplication in numbering, reads as follows:

The primary basis used in determining the retention or reassignment of affected teachers and administrators when a school district implements a reduction-in-force plan shall be the ratings of the teachers and administrators as measured pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act.

SECTION 17. NEW LAW A new section of law not to be codified in the Oklahoma Statutes reads as follows:

The State Board of Education may delay implementation of Sections 8 through 14 of this act for school districts which have not adopted a revised policy of evaluation as required pursuant to the provisions of Section 6-101.10 of Title 70 of the Oklahoma Statutes; provided, all school districts shall be required to implement the provisions of Sections 8 through 14 of this act no later than July 1, 2013.

Attachment 17: Preliminary and Final Recommendations of the TLE Commission

Attachment 17A: Preliminary Recommendations of the TLE Commission on September 12, 2011 and  
November 7, 2011

Attachment 17B: Final Recommendations of the TLE Commission on December 5, 2011

**Teacher and Leader Effectiveness (TLE) Commission**  
**Preliminary Recommendations**  
**September 12, 2011**

**Preliminary Recommendation #1:** For both the Teacher Evaluation System and the Leader Evaluation System, the TLE Commission recommends that the Oklahoma State Board of Education name a default framework that is paid for by the state in terms of training and implementation requirements to serve as the qualitative assessment component that must comprise 50% of the total evaluation criteria required by 70 O.S. § 6-101.16.

**Teacher Framework**

The default for the teacher framework should be named after public comment from the list of: Danielson’s Framework for Teaching (pending correlation to statutory criteria), Marzano’s Causal Teacher Evaluation Model, and Tulsa’s TLE Observation and Evaluation System (pending correlation to statutory criteria).

*(Note: The TLE Commission plans to make a final recommendation that would include naming a recommended default framework.)*

A limited number of frameworks that meet specific criteria, including all statutory requirements, may also be approved by the Oklahoma State Board of Education for district selection supported by local funds.

*(Note: At this time, the TLE Commission is making a preliminary recommendation that Danielson’s Framework for Teaching, Marzano’s Causal Teacher Evaluation Model, and Tulsa’s Teacher and Leader Evaluation Observation and Evaluation System be approved for district selection.)*

**Leader Framework**

The default for the leader framework should be named after public comment from the list of: Marzano’s Leadership Evaluation System (pending correlation to statutory criteria), McREL’s Principal Evaluation System (pending correlation to statutory criteria), and Reeves’s Leadership Performance Matrix (pending correlation to statutory criteria).

*(Note: The TLE Commission plans to make a final recommendation that would include naming a recommended default framework.)*

A limited number of frameworks that meet specific criteria, including all statutory requirements, may also be approved by the Oklahoma State Board of Education for district selection supported by local funds.



*(Note: At this time, the TLE Commission is making a preliminary recommendation that Marzano's Leadership Evaluation System, McREL's Principal Evaluation System, and Reeves's Leadership Performance Matrix be approved for district selection.)*

**Preliminary Recommendation #2:** For both the Teacher Evaluation System and the Leader Evaluation System, the TLE Commission recommends that any modifications to the default framework or other approved frameworks must be approved by the Oklahoma State Board of Education against a specific set of criteria, including all statutory requirements, based on impact to student learning.

**Teacher and Leader Effectiveness (TLE) Commission**  
**Preliminary Recommendations**  
**November 7, 2011**

**Preliminary Recommendation # 3:** In regards to the quantitative portion of the Teacher and Leader Evaluation System, the TLE Commission recommends using a Value Added Model in calculating the thirty-five percentage points attributed to student academic growth using multiple years of standardized test data for those teachers in grades and subjects for which multiple years of standardized test data exist.

**Preliminary Recommendation #4:** In addressing those teachers in grades and subjects for which there is no state-mandated testing measure to create a quantitative assessment, the TLE Commission recommends conducting more research to determine the appropriate measure(s) of student achievement taking into account a combination of multiple measures and including teacher and specialist input.

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

**Teacher and Leader Effectiveness Commission Permanent Recommendations**  
**Pursuant to 70 O.S. § 6-101.17**  
**December 5, 2011**

**Permanent Recommendation #1a:** For the Teacher Evaluation System, the TLE Commission recommends that the Oklahoma State Board of Education name a default framework that is paid for by the state in terms of training and implementation requirements to serve as the qualitative assessment component that must comprise 50% of the total evaluation criteria required by 70 O.S. § 6-101.16.

**Permanent Recommendation #1b:** The TLE Commission recommends that the Teacher Evaluation default framework be Tulsa's TLE Observation and Evaluation System.

**Permanent Recommendation #1c:** The TLE Commission recommends that the Oklahoma State Board of Education name a limited number of frameworks that meet specific criteria, including all statutory requirements, for district selection. Frameworks other than the default will be supported by local funds and twenty-five percent (25%) of available state training funds. The following frameworks should be included in the list of approved options: Danielson's Framework for Teaching, Marzano's Causal Teacher Evaluation Model, and Tulsa's TLE Observation and Evaluation System.

**Permanent Recommendation #1d:** For the Leader Evaluation System, the TLE Commission recommends that the Oklahoma State Board of Education name a default framework that is paid for by the state in terms of training and implementation requirements to serve as the qualitative assessment component that must comprise 50% of the total evaluation criteria required by 70 O.S. § 6-101.16.

**Permanent Recommendation #1e:** The TLE Commission recommends that the Leader Evaluation default framework be McREL's Principal Evaluation System.

**Permanent Recommendation #1f:** The TLE Commission recommends that the Oklahoma State Board of Education name a limited number of frameworks that meet specific criteria, including all statutory requirements for district selection. Frameworks other than the default will be supported by local funds or at the discretion of the Oklahoma State Department of Education through a formula based on the district's Average Daily Attendance. The following frameworks should be included in the list of approved options: McREL's Principal Evaluation System (pending correlation to statutory criteria) and Reeves's Leadership Performance Matrix (pending correlation to statutory criteria).

**Permanent Recommendation #2:** For both the Teacher Evaluation System and the Leader Evaluation System, the TLE Commission recommends that any modifications to the default framework or other approved frameworks must be approved by the Oklahoma State Board of Education against a specific set of criteria, including all statutory requirements, based on impact to student learning.

**Permanent Recommendation #3a:** In regards to the quantitative portion of the Teacher and Leader Evaluation System, the TLE Commission recommends using a Value Added Model in calculating the thirty-five percentage points attributed to student academic growth using multiple years of standardized test data for those teachers in grades and subjects for which multiple years of standardized test data exist.

**Permanent Recommendation #3b:** In regards to the quantitative portion of the Teacher and Leader Evaluation System, the TLE Commission recommends using a Value Added Model in calculating the thirty-five percentage points attributed to student academic growth using multiple years of standardized test data for those leaders of buildings containing grades and subjects for which multiple years of standardized test data exist.

**Permanent Recommendation #4:** In addressing those teachers and leaders in grades and subjects for which there is no state-mandated testing measure to create a quantitative assessment, the TLE Commission recommends conducting more research to determine the appropriate measure(s) of student achievement taking into account a combination of multiple measures and including teacher, leader, and specialist input.

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

**Attachment 18:**  
**Oklahoma's Support of Minority and Poverty Students  
in Schools Not Identified as Focus or Priority Schools**

Oklahoma is committed to ensuring that each child meet College, Career, and Citizen Ready (C<sup>3</sup>) expectations, regardless of race, ethnicity, socio-economic status, native language, disability, giftedness, or any other qualifier. We are approaching the needs of minority and poverty students through a multi-pronged approach, beginning with a change in the culture of the Oklahoma State Department of Education. A number of reforms targeted toward meeting these needs are discussed in Oklahoma's *ESEA Flexibility Request* and others are independent of the waiver package. These reforms will assist schools in aligning priorities for all students, including all subgroups, regardless of school level N-size.

**Reforms addressed by Oklahoma's *ESEA Flexibility Request* (See Section 2.E)**

Oklahoma is confident that its process of identifying Focus Schools (in addition to Priority Schools and Targeted Intervention Schools) will serve more students with more appropriate interventions than the previous accountability systems under No Child Left Behind allowed.

- Oklahoma identified 161 Focus Schools, which is 40 more schools than necessary according to the USDE ESEA Flexibility Request requirements. Identification of additional schools allowed Oklahoma to serve a larger number of students with Focus School intensity.
- Oklahoma set a threshold equal to the State's population percentage when determining which schools to identify as Focus Schools. At any point that those schools meet improvement expectations and exit Focus School status, the population percentage threshold for identification of Focus Schools will lower. This will allow the State to serve students in underperforming subgroups in the most efficient manner.
  - Based on the threshold set in the *ESEA Flexibility Request*, Oklahoma will begin by supporting 10% of all schools in the State – identified as Focus Schools – that serve 21% of all African American students, 22% of all English Language Learners, and 11% of all students with disabilities in the State. These students are among the lowest performing students within their respective subgroups. As success is achieved in these schools, additional schools will be added; therefore, Oklahoma will expand the number of students in each subgroup that we serve through Focus School interventions.
- Oklahoma also chose to identify and serve a group of schools in addition to Priority and Focus Schools. These schools, known as Targeted Intervention schools, are those schools in the bottom 25% of the state in academic performance of the All Students group. Identification of these additional schools allowed Oklahoma to serve even more students with specific interventions than required under the ESEA Flexibility Request.
- Schools not identified as Focus Schools with low performance among their various subgroups will be identified through the AMO process. Pressure to improve, inherent in the publicly reported grading systems and AMO identifiers, is amplified by the heavy emphasis on individual student growth, especially growth of students performing in the bottom 25%. In addition, schools that struggle to meet their AMOs will be incentivized to show rapid improvement through the High Progress Reward School recognitions.

### **Reforms independent of the waiver package**

Beyond those reforms addressed in Oklahoma's *ESEA Flexibility Request*, the Oklahoma State Department of Education is committed to ensuring each child's success by establishing a culture of promise that all students will be college, career, and citizen ready.

- In 2011, Oklahoma lowered the N-size requirements for each school and subgroup in order to hold schools accountable for the learning of struggling students. Previously, schools had been able to escape the attention of the Oklahoma State Department of Education and the public because of inflated N-sizes.
- The Oklahoma State Department of Education has begun improvements of its student information system in order to highlight the needs of each student and to provide access to targeted resources for schools that align with the needs of students in the school.
  - This student information system includes an Early Warning Indicators System, identifying students at risk of dropping out of school, that will be piloted in the spring of 2012 and fully implemented in school year 2012-2013.
- Oklahoma has increased school choice options through legislation, rules, and procedures allowing children to attend the most appropriate school to meet their needs or to take advantage of online learning opportunities.
  - School choice options include charter schools that currently serve a disproportionate number of minority and poverty students.
- Schools with low performance among their various subgroups – regardless of Focus School status – will be supported by the State through professional development and “closing the gap” initiatives implemented for all students.
- Oklahoma uses an application approval process for all Title I schools that requires a comprehensive needs assessment annually that is directly linked to each budgeted activity/resource included in the site/district's Consolidated Application (Titles I, II, and VI) and to each claim submitted for reimbursement. Schools with low performance in any student group will identify those needs and align Title I, II, and VI budgetary priorities to meet those needs.