



**Oklahoma will be C³ by 2020:
All children will graduate from high school
College, Career, and Citizen Ready by 2020.
Amended: July 27, 2012**

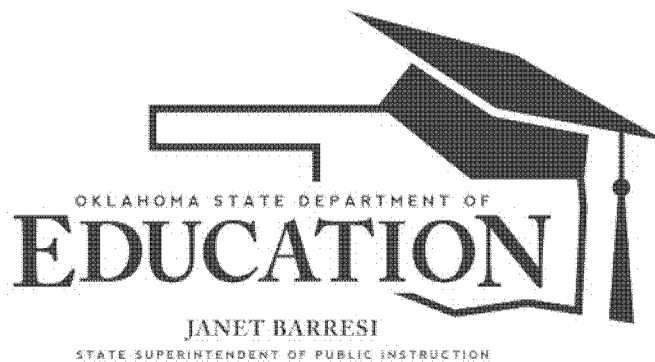


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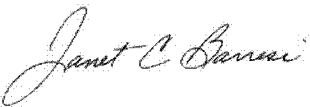
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Oklahoma State Department of Education	Requester's Mailing Address: 2500 North Lincoln Boulevard Oklahoma City, Oklahoma 73105
State Contact for the ESEA Flexibility Request Name: Dr. Chris A. Caram Position and Office: Deputy Superintendent Contact's Mailing Address: Oklahoma State Department of Education 2500 North Lincoln Boulevard Oklahoma City, Oklahoma 73105 Telephone: (405) 521-3332 Fax: (405) 522-0091 Email address: <u>Chris_Caram@sde.state.ok.us</u>, <u>Chris.Caram@sde.ok.gov</u>	
Chief State School Officer (Printed Name): Janet C. Barresi	Telephone: (405) 521-4885
Signature of the Chief State School Officer: 	Date: 11/14/2011 Approved: 2/9/2012 Amended: 7/27/2012
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 (REAC³H) Network, which is the State’s communication network for initiative implementation (detailed in Overview Section and Section 1.B).

Email listserves and web postings: The SEA operates a variety of email listserves specific to various content area teachers and supervisors, counselors, curriculum specialists, and administrators. In addition, the SEA posts information and resources on the SEA’s web site. Beginning in the fall of 2009, the SEA has provided numerous communications to teachers, administrators, and their representatives regarding the adoption of the Common Core State Standards (CCSS) and the Teacher and Leader Effectiveness Evaluation System (TLE). Recently, bilingual educators have been given web links for the revised World-Class Instructional Design and Assessment (WIDA) Language Development Standards 2012 in order to provide comments on the realignment of the WIDA standards to the CCSS. In the fall of 2011, the SEA used these methods to provide information to teachers, administrators, and their representatives regarding the State’s Differentiated Recognition, Accountability, and 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).

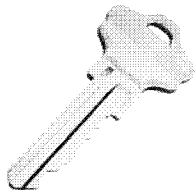
Focus Groups and Advisory Committees: The SEA has several standing focus groups and advisory committees comprised of teachers and administrators. These include Academic Advisory, which includes curriculum directors and assistant superintendents from LEAs; Curriculum Consortium, a collaborative of curriculum 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 REAC³H Network was recently designed to provide training, collaboration, and partnerships throughout the State to facilitate the implementation of statewide initiatives, including CCSS and the TLE. As will be discussed in Section 1.B, the SEA’s Offices of Instruction, Student Support, and Assessment are developing Toolkits for use by LEAs in implementing the CCSS and TLE. After release of the first toolkit, REAC³H Network leaders provided suggestions for improvement and volunteered to serve on a Toolkit Development Committee. This is just one example of how teachers and administrators are providing guidance for the reform initiatives in Oklahoma.

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

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



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

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

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

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

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

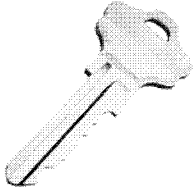
Because of the low response rate to the Community Engagement Forum and the CCSS online survey, the SEA has continued to reach out to the community. Executive staff members of the SEA have met with legislators, parent organizations, business representatives, and organizations representing students with 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 **C³ Plan**. Building on the success of a slate of reforms passed by the State Legislature and signed into law this year, the **C³ Plan** sets the stage for Oklahoma to win the competition for excellence. This ESEA waiver package will provide Oklahoma with the flexibility it needs to press forward with implementation of reforms, while giving schools room to grow.

Oklahoma's reforms are briefly summarized here:

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

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

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

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

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

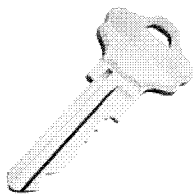
Chiefs for Change - Oklahoma is honored to be a part of the reform-minded Chiefs for Change organization. Superintendent Barresi joins other state education leaders who share a common approach toward improving the nation’s education system. Chiefs for Change has already provided USDE with a Statement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

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

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

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

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



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

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

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

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

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

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

full implementation of the CCSS. To provide additional support to coordinating districts, the SEA is integrating existing partnerships with the state system of Higher Education and the Career and Technical Education system into the REAC³H Network.

Each REAC³H 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 REAC³H activities;
- Describes how capacity-building would look in area served;
- Hosts regular meetings based on SEA guidelines;
- Provides SEA-developed training on CCSS and other related topics;
- Disseminates professional development (tools, resources, model curricula, etc.) to area districts;
- Collects data on implementation effectiveness;
- Submits annual report on REAC³H activities, participation, and implementation; and
- Defines other appropriate responsibilities.

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

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

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

In addition, the OSDE is collaborating with the REAC³H 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 REAC³H 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 REAC³H 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 REAC³H 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 REAC³H Network, the SEA plans to partner with our state Career and Technical Education system and the state system of Higher Education to house REAC³H Coaches in each region of the State. The SEA intends to hire 60 REAC³H Coaches as part of the statewide professional development plan outlined below to assist with implementation of CCSS at the district, building, and classroom level. Coaches will provide assistance on instructional strategies for teachers as well as instructional leadership for principals and district leaders. This assistance will include specific training on instructional strategies designed for effectiveness in teaching 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 C³ goal, the SEA has contracted with the U.S. Education Delivery Institute to help the department transform from being a compliance organization into a service organization, capable of providing the level and type of timely assistance schools need to teach its students at the level of the CCSS and as measured by PARCC. The SEA is building a Delivery Unit to ensure that the department successfully makes this transition and provides the supports required for CCSS implementation as reflected in improved outcomes for students – including ultimately graduating college, career, and citizen ready.

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 REAC³H 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 REAC³H 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 ³ H Coaches to Provide Professional Development for CCSS Implementation across the State	Meet with REAC ³ H Lead Districts to determine needs and job descriptions by January 2012 Identify Coaches by March 2012 Conduct ongoing professional development beginning May 2012	Deputy Superintendent REAC ³ H 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 as instructional strategies aligned with the CCSS.

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

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

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

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

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

grade year. All K-3 students identified as being at risk of reading below grade level, as determined by initial screening, diagnostic, and progress monitoring assessments, will be placed on a plan of reading improvement. Students will receive individualized remediation and accelerated interventions designed to help them achieve reading proficiency as described in the CCSS. All districts will provide identified students with 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 REAC³H 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 REAC³H 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.

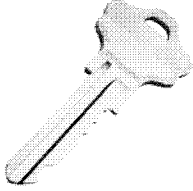
In 2011-2012, the State will begin transitioning our Oklahoma Core Curriculum Tests (OCCIT) to bridge to the PARCC assessments. Grades 3-8 mathematics and reading assessments will include five field test items per subject aligned to the CCSS, which will include one constructed response item on each reading 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 (C³) expectations must be set for all students; that all students must be given access and supports in order to achieve C³ expectations; and that high-quality assessments must measure each student's progress toward meeting C³ expectations. Oklahoma is committed to full implementation of the CCSS and other college and career ready standards, PARCC and other college and career ready assessments, and an array of student supports, especially for those students who traditionally are underserved in advanced courses and college and career preparatory programs.

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

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

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

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

A-F School Grading System

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

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

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

1. Thirty-three percent (33%) on student test scores, including achievement on all criterion-referenced tests and end-of-instruction tests administered in the State;
2. Seventeen percent (17%) on student learning gains in reading and mathematics as measured by criterion-referenced tests and end-of-instruction tests used under the previous 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 previous 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, and
 - viii. The growth or decline in these components from year to year, and
 - b. For schools comprised of middle school grades and elementary school grades:
 - i. The attendance rate of the school,
 - ii. Parent and community engagement factors,
 - iii. School culture indicators,
 - iv. The drop-out rate of the school,
 - v. The percentage of students who are taking higher level coursework at a satisfactory or higher level (for example, incentives for 8th Grade students successfully completing Algebra I and scoring Proficient or Advanced on the Algebra I End of Instruction test), and
 - vi. Any other factors selected by the State Superintendent of Public Instruction.

Timeline for Development of A-F School Grading System: Administrative rules were written and adopted by the Oklahoma State Board of Education in early 2012 for implementation of the new A-F School Grading System beginning with the assessment results from the 2011-2012 school year. The Oklahoma Legislature and Governor approved these rules in spring 2012, making them final. Oklahoma followed 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	January 25, 2012
Publication in Oklahoma Register	February 15, 2012
Draft of Rules Released for Public Comment	February 20, 2012
Public Hearing	March 19, 2012
Approval by Oklahoma State Board of Education	March 29, 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 explored best practices and consulted 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.

The rules adopted by the Oklahoma State Board of Education for the State's A-F School Grading System can be found in Attachment 19. These rules include details for implementation of the components listed in law.

Please note that these rules do *not* necessarily apply to other components of the waiver request, such as the State's AMOs, which are overviewed later in this section and described in detail in Section 2.B. For example, the N-size of 30 described for the State's A-F School Grading System does not apply to the AMOs or Focus School calculations, both of which have an N-size of 25.

Details that can be found in Attachment 19 include:

- For Section 1: Student Achievement (33% of overall grade)
 - Includes all Oklahoma State Testing Program (OSTP) exams administered during the most recent school year: Oklahoma Core Curriculum Tests (OCCT), End-of-Instructions Exams (EOI), Oklahoma Modified Alternate Assessment Program (OMAAP), and Oklahoma Alternate Assessment Program (OAAP).
 - Student Achievement Section Shows Performance in All Content Areas: Reading, Math, Science, Social Studies, History, Geography, Writing, Algebra I, Geometry, Algebra 2, English II, English III, Biology, and US History.
 - There must be at least thirty (30) valid test scores before a performance index is reported.
 - Students Included in Performance Section are:
 - a. From all testing sessions (Summer, Winter/Trimester, and Spring);
 - b. Only "First Opportunity EOI Test Takers;"
 - c. Only students designated as "Full Academic Year (FAY);"
 - d. No students identified as "Other Placement" (Other Placement: A student placed by state or court order in a facility within a district other than the student's original district of residence, or a student placed in a healthcare facility in a district other than the student's original district of residence); and
 - e. Students taking high school courses at the middle school will be included for both the current middle school and the future high school.
 - The Performance Index Formula is:

$$\frac{(\text{Number of Limited Knowledge} * 0.2) + (\text{Number of Satisfactory} * 1) + (\text{Number of Advanced} * 1.2)}{\text{Total Number Tested}} = \text{Performance Index}.$$
 - An overall index of:
 - a. 90 or above = "A"
 - b. 80-89 = "B"
 - c. 70-79 = "C"
 - d. 60-69 = "D"
 - e. below 60 = "F"

- For Section 2: Student Growth (34% of overall grade)
 - Growth is divided into two sub-categories:
 - a. All students in a school worth seventeen percent (17%) of the final grade.
 - b. Bottom twenty-five percent of students in a school worth seventeen percent (17%) of the final grade.
 - OSTP Reading and Math exams only (Grades 3-8 OCCT/OMAAP/OAAP Reading and Mathematics, Algebra I EOI/OMAAP/OAAP, and English II EOI/OMAAP/OAAP).
 - Students identified in Section 1 are paired with a previous test score to evaluate growth.
 - Scores are paired with similar versions of the exam. For example, a modified exam (OMAAP) to modified exam (OMAAP), not a modified exam (OMAAP) to a general exam (OCCT).
 - For the Growth Index of the Bottom 25%, only students with a pre-score proficiency level of “Unsatisfactory” or “Limited Knowledge” are included.
 - Points are awarded based on the information in the following chart:

Student Growth Calculation					
Number of Points Awarded Based on Change of Proficiency Level					
Previous Proficiency Level	Current Proficiency Level				
	Increase OPI > State Avg.	Unsatisfactory	Limited Knowledge	Proficient	Advanced
Unsatisfactory	1	0	1	2	3
Limited Knowledge	1	0	0	1	2
Proficient	0	0	0	1	1
Advanced	0	0	0	1	1

- The Growth Index Formula is:

$$\text{Points Awarded} \div \text{Total Number of Exams} = \text{Growth Index.}$$
- An overall index of:
 - a. 90 or above = “A”
 - b. 80-89 = “B”
 - c. 70-79 = “C”
 - d. 60-69 = “D”
 - e. below 60 = “F”
- For Section 3: Whole School Performance (33% of overall grade)
 - Schools are identified as Elementary if the highest grade served is 6th Grade or lower, Middle School/Junior High if the highest grade served is 7th Grade - 9th Grade, and High School if the highest grade served is 10th Grade - 12th Grade.
 - Elementary Whole School Performance
 - a. For next year, attendance will carry 100% of the base grade for Whole School Improvement.
 - b. Elementary sites can earn bonus points for Climate Survey results, Parent/Community volunteer hours, and middle school course enrollment*.
 - Middle School/Junior High Whole School Performance
 - a. Attendance accounts for 90% of the base grade.
 - b. Dropout rate accounts for 4% of the base grade.
 - c. Advanced coursework* accounts for 6% of the base grade.
 - d. Bonus points are available for Climate Survey results and Parent/Community volunteer hours.

- High School Whole School Performance
 - a. The base grade contains scores from:
 - 1) Graduation Rate – 79%;
 - 2) Participation in advanced coursework* (i.e. Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), concurrent college enrollment, and industry certification courses) – 3%;
 - 3) Performance on AP and IB exams – 3%;
 - 4) Performance in concurrent enrollment, AICE, and industry certification courses – 3%;
 - 5) college entrance exam participation (ACT or SAT) – 3%;
 - 6) college entrance exam performance – 3%;
 - 7) high school graduation rate of low achieving eighth grade students – 3%; and
 - 8) five or more year graduation rate – 3%.
 - b. Bonus points are available for Climate Survey results, Parent/Community volunteer hours, percent of students following the State’s C³ curriculum* (also known as the ACE College Preparatory/Work Ready Curriculum), and percent of graduates who do not need remediation in college.
- (*) Since advanced coursework is included in Oklahoma’s A-F School Grading System, the SEA is working with districts to provide greater access to advanced coursework at all levels. Examples of the strategies and activities that are being utilized include the following:
 - a. Requiring all LEAs to offer supplemental online courses (such as AP courses that the school cannot afford to offer because of low participation rates);
 - b. Encouraging LEAs to offer full-time virtual programming when educationally appropriate;
 - c. Requiring all LEAs to offer C³ Curriculum Course Offerings;
 - d. Encouraging LEAs to offer C³ Curriculum Course Offerings to middle school students for high school credit;
 - e. Requiring LEAs to give high school credit to any middle school student who completes a C³ Curriculum Course; and
 - f. Encouraging the expansion of AP/IB course offerings, supporting College Board’s equity and access policies, providing more professional development for AP and Pre-AP teachers, and encouraging the use of AVID and other programs that support students to complete advanced coursework.
- If a school does not test 95% of eligible students enrolled, the school’s overall letter grade will be reduced by one whole letter grade. For example, if a school gets an “A” in every area but only tested 94% of the students, the overall letter grade of “A” will be reduced to a “B”. Schools assessing less than ninety percent (90%) of eligible students will result in the school earning an overall performance grade of F.
- The Overall GPA Calculation Formula is:
 $(\text{Student Achievement Point} * .33) + (\text{Overall Student Growth Point} * .17) + (\text{Bottom 25\% Point} * .17) + (\text{Whole School Performance} * .33) = \text{Overall School Grade Point Average}$
- An overall GPA of:
 - a. 3.75-4.0 = “A”
 - b. 2.75-3.74 = “B”
 - c. 1.75-2.74 = “C”
 - d. 0.75-1.74 = “D”
 - e. 0-0.74 = “F”

The A-F Report Card Guide is available as Attachment 20. This document explains:

- 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 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.

The graduation rate will comprise 79% of the 33% of the report card that is allocated to **measures other than test scores** in schools designated as high schools. 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.

Recognitions and Interventions

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

- Schools with the highest performance will be rewarded and will be encouraged to continue to push for higher C³ expectations among all students (Section 2.C);
- Schools with high progress will be rewarded and will be supported as they continue to implement high quality instructional practices that will likely result in even more progress toward high achievement (Section 2.C);
- Schools with low achievement for the majority of students or low graduation rates will be required to implement Turnaround Principles with the greatest likelihood of improving student achievement

within three years so that all students can meet C³ expectations (Section 2.D);

- Schools with achievement gaps or graduation rate gaps between subgroups of students will be required to implement interventions targeted at the needs of those subgroups while pushing for higher C³ expectations among the highest performing students (Section 2.E);
- Schools with low achievement for a significant number of students will be required to implement targeted interventions with the greatest likelihood of improving student achievement (Section 2.F); and
- All schools will be provided with resources to assist in making the wisest decisions about school funding, professional development opportunities, instructional materials, and educator effectiveness – all with the intent of meeting the State’s goal that all students will graduate college, career, and citizen ready by 2020: C³ by 2020 (Sections 2.F and 2.G).

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, and Targeted Intervention Schools will be based on the State’s A-F School Grading System as explained in Sections 2.C, 2.D, and 2.F; however, additional schools may be named as Reward and Priority schools in order to ensure that the definitions provided by USDE are met as explained below. Focus schools will be determined based on the methodologies described in Section 2.E and will not be based on the State’s A-F School Grading System in future years. See Attachment 21 for a visual representation of these classifications.

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 High-Performing or High-Progress 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.

Targeted Intervention Schools: Schools that receive a School Grade of D, D+, or D- that have not already been identified as Priority Schools will be identified as Targeted Intervention Schools.

Focus Schools: Schools that are not identified as Priority or Targeted Intervention 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 be named as a Focus School.

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, Oklahoma had a uniform minimum N-size of 30 for All Students and each student subgroup beginning in 2008. Schools that did not make AYP in particular subgroups were identified for School Improvement, Corrective Action, or Restructuring, if the school had at least 30 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 30 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 as long as the school had at least 30 valid test scores, which could be as few as 15 students. 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=30) 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)	
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 AMOs for which the school has a student subgroup. Grades of B+, C+, and D+ require schools to meet all but 3, 6, and 9 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 missed more than 2, 5, 8, and 11 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 the head principal cannot be rated as ineffective or needs improvement.

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

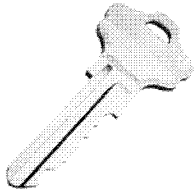
The table below summarizes how a school may be given a “Grade +” or Grade –” designation.

	Grade +	Grade	Grade –
A	<p>Must meet all criteria for a Grade of A and all of the following criteria:</p> <ul style="list-style-type: none"> • Meet all AMOs in “All Students” and all subgroups; • Have at least 50% of teachers rated Effective, Highly Effective, or Superior; • Have a head principal that is rated Effective, Highly Effective, or Superior; and • Have no significant discrepancies between school accountability metrics. 	<p>Must meet all criteria for a Grade of A and:</p> <ul style="list-style-type: none"> • Miss no more than 2 AMOs in “All Students” and any combination of subgroups; <p>And must meet at least one of the following criteria:</p> <ul style="list-style-type: none"> • Have at least 50% of teachers rated Effective, Highly Effective, or Superior; or • Have all principals and assistant principals rated as Effective, Highly Effective, or Superior; or • Have no significant discrepancies between school accountability metrics. 	<p>Must meet all criteria for a Grade of A and:</p> <ul style="list-style-type: none"> • Miss more than 2 AMOs in “All Students” and any combination of subgroups; <p>Or</p> <p>Must meet all criteria for a Grade of A and all of the following criteria:</p> <ul style="list-style-type: none"> • Have less than 50% of teachers rated Effective, Highly Effective or Superior; • Have at least one principal or assistant principal rated as Ineffective or Needs Improvement; and • Have significant discrepancies between school accountability metrics.
B	<p>Must meet all criteria for a Grade of B and all of the following criteria:</p> <ul style="list-style-type: none"> • Miss no more than 3 AMOs in “All Students” and any combination of subgroups; • Have at least 50% of teachers rated Effective, Highly Effective, or Superior; • Have a head principal that is rated Effective, Highly Effective, or Superior; and • Have no significant discrepancies between school accountability metrics. 	<p>Must meet all criteria for a Grade of B and:</p> <ul style="list-style-type: none"> • Miss no more than 5 AMOs in “All Students” and any combination of subgroups; <p>And must meet at least one of the following criteria:</p> <ul style="list-style-type: none"> • Have at least 50% of teachers rated Effective, Highly Effective, or Superior; or • Have all principals and assistant principals rated as Effective, Highly Effective, or Superior; or • Have no significant discrepancies between school accountability metrics. 	<p>Must meet all criteria for a Grade of B and:</p> <ul style="list-style-type: none"> • Miss more than 5 AMOs in “All Students” and any combination of subgroups; <p>Or</p> <p>Must meet all criteria for a Grade of B and all of the following criteria:</p> <ul style="list-style-type: none"> • Have less than 50% of teachers rated Effective, Highly Effective or Superior; • Have at least one principal or assistant principal rated as Ineffective or Needs Improvement; and • Have significant discrepancies between school accountability metrics.

	Grade +	Grade	Grade –
C	<p>Must meet all criteria for a Grade of C and all of the following criteria:</p> <ul style="list-style-type: none"> • Miss no more than 6 AMOs in “All Students” and any combination of subgroups; • Have at least 50% of teachers rated Effective, Highly Effective, or Superior; • Have a head principal that is rated Effective, Highly Effective, or Superior; and • Have no significant discrepancies between school accountability metrics. 	<p>Must meet all criteria for a Grade of C and:</p> <ul style="list-style-type: none"> • Miss no more than 8 AMOs in “All Students” and any combination of subgroups; <p>And must meet at least one of the following criteria:</p> <ul style="list-style-type: none"> • Have at least 50% of teachers rated Effective, Highly Effective, or Superior; or • Have all principals and assistant principals rated as Effective, Highly Effective, or Superior; or • Have no significant discrepancies between school accountability metrics. 	<p>Must meet all criteria for a Grade of C and:</p> <ul style="list-style-type: none"> • Miss more than 8 AMOs in “All Students” and any combination of subgroups; <p>Or</p> <p>Must meet all criteria for a Grade of B and all of the following criteria:</p> <ul style="list-style-type: none"> • Have less than 50% of teachers rated Effective, Highly Effective or Superior; • Have at least one principal or assistant principal rated as Ineffective or Needs Improvement; and <p>Have significant discrepancies between school accountability metrics.</p>
D	<p>Must meet all criteria for a Grade of D and all of the following criteria:</p> <ul style="list-style-type: none"> • Miss no more than 9 AMOs in “All Students” and any combination of subgroups; • Have at least 50% of teachers rated Effective, Highly Effective, or Superior; • Have a head principal that is rated Effective, Highly Effective, or Superior; and • Have no significant discrepancies between school accountability metrics. 	<p>Must meet all criteria for a Grade of D and:</p> <ul style="list-style-type: none"> • Miss no more than 11 AMOs in “All Students” and any combination of subgroups; <p>And must meet at least one of the following criteria:</p> <ul style="list-style-type: none"> • Have at least 50% of teachers rated Effective, Highly Effective, or Superior; or • Have all principals and assistant principals rated as Effective, Highly Effective, or Superior; Or • Have no significant discrepancies between school accountability metrics. 	<p>Must meet all criteria for a Grade of D and:</p> <ul style="list-style-type: none"> • Miss more than 11 AMOs in “All Students” and any combination of subgroups; <p>Or</p> <p>Must meet all criteria for a Grade of B and all of the following criteria:</p> <ul style="list-style-type: none"> • Have less than 50% of teachers rated Effective, Highly Effective or Superior; • Have at least one principal or assistant principal rated as Ineffective or Needs Improvement; and • Have significant discrepancies between school accountability metrics.
F	F+ designations will not be made.	Must meet all criteria for a Grade of F.	F- designations will not be made.

Contingency Plan for Measuring District/Site Performance

Since the Oklahoma State Board of Education has adopted the administrative rules for the A-F School Grading System, there is no need for a contingency plan.



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

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

<p>Option A</p> <p><input type="checkbox"/> The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must:</p> <p>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</p> <p>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.</p>
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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 and Priority 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 and Priority Schools beginning in the 2012-2013 school year as described in Sections 2.C and 2.D. 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 though the OSTP, the criteria will match Oklahoma’s district and site Report Card criteria while encouraging a comprehensive approach to college, career, and citizen readiness (C³). Oklahoma desires to recognize and provide incentives to sites and districts that help students to increase success in all content areas and to be well prepared to meet and exceed college- and career-ready standards.

Oklahoma's 2011 Achievement

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

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

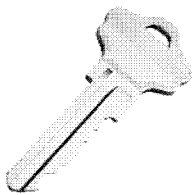
Results for the “all students” group for the State from the 2010-2011 School Year are listed below.

		# Tested	Combined Percent Proficient	# Advanced	% Advanced	# Proficient/Satisfactory	% Proficient/Satisfactory	# Limited Knowledge	% Limited Knowledge	# Unsatisfactory	% Unsatisfactory
3rd Grade Mathematics	OCCT	43,661	71%	11,631	27%	19,015	44%	9,229	21%	3,786	9%
	OMAAP	3,138		877	28%	1,508	48%	561	18%	192	6%
	OAAP	668		277	42%	344	52%	22	3%	25	4%
	TOTAL	47,467		12,785	27%	20,867	44%	9,812	21%	4,003	8%
3rd Grade Reading	OCCT	43,065	70%	1,797	4%	28,386	66%	7,697	18%	5,185	12%
	OMAAP	3,748		1,026	27%	1,297	35%	983	26%	442	12%
	OAAP	663		128	19%	449	68%	73	11%	13	2%
	TOTAL	47,476		2,951	6%	30,132	63%	8,753	18%	5,640	12%
4th Grade Math	OCCT	43,195	72%	11,257	26%	19,837	46%	7,689	18%	4,412	10%
	OMAAP	3,492		799	23%	1,819	52%	612	18%	262	8%
	OAAP	653		221	34%	320	49%	87	13%	25	4%
	TOTAL	47,340		12,277	26%	21,976	46%	8,388	18%	4,699	10%
4th Grade Reading	OCCT	42,491	64%	1,689	4%	25,352	60%	8,726	21%	6,724	16%
	OMAAP	4,149		1,703	41%	1,287	31%	1,014	24%	145	3%
	OAAP	650		79	12%	447	69%	115	18%	9	1%
	TOTAL	47,290		3,471	7%	27,086	57%	9,855	21%	6,878	15%

		# Tested	Combined Percent Proficient	# Advanced	% Advanced	# Proficient/Satisfactory	% Proficient/Satisfactory	# Limited Knowledge	% Limited Knowledge	# Unsatisfactory	% Unsatisfactory
5th Grade Math	OCCT	42,605	70%	10,257	24%	19,418	46%	8,907	21%	4,023	9%
	OMAAP	4,051		906	22%	1,907	47%	809	20%	429	11%
	OAAP	629		252	40%	309	49%	38	6%	30	5%
	TOTAL	47,285		11,415	24%	21,634	46%	9,754	21%	4,482	9%
5th Grade Reading	OCCT	42,407	67%	3,794	9%	24,724	59%	9,007	21%	4,682	11%
	OMAAP	4,432		1,527	34%	1,480	33%	1,259	28%	166	4%
	OAAP	625		63	10%	457	73%	95	15%	10	2%
	TOTAL	47,464		5,384	11%	26,661	56%	10,361	22%	4,858	10%
5th 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%
	TOTAL	48,093		4,339	9%	33,346	69%	6,757	14%	3,651	8%
5th 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%
	TOTAL	47,222		13,915	29%	27,757	59%	4,454	9%	1,097	2%
5th 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%
	TOTAL	47,112		11,067	23%	21,983	47%	8,342	18%	5,720	12%
6th 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%
	TOTAL	46,531		8,363	18%	23,254	50%	7,277	16%	7,637	16%
6th 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%
	TOTAL	46,177		6,005	13%	24,209	52%	9,708	21%	6,255	14%
7th 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%
	TOTAL	45,924		8,700	19%	21,834	48%	7,270	16%	8,120	18%
7th 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%
	TOTAL	45,986		7,999	17%	24,608	54%	6,782	15%	6,597	14%

		# Tested	Combined Percent Proficient	# Advanced	% Advanced	# Proficient/Satisfactory	% Proficient/Satisfactory	# Limited Knowledge	% Limited Knowledge	# Unsatisfactory	% Unsatisfactory
7 th Grade Geography	OCCT	45,148		8,409	19%	28,127	62%	7,183	16%	1,429	3%
	OAAP	547		52	10%	271	50%	169	31%	55	10%
	TOTAL	91,681	76%	16,460	18%	53,006	58%	14,134	15%	8,081	9%
8 th Grade Math	OCCT	39,734		10,230	26%	16,370	41%	8,403	21%	4,731	12%
	OMAAP	3,796		559	15%	1,566	41%	1,399	37%	272	7%
	OAAP	463		141	31%	270	58%	36	8%	16	4%
	TOTAL	43,993	66%	10,930	25%	18,206	41%	9,838	22%	5,019	11%
8 th Grade Reading	OCCT	39,801		5,896	15%	24,777	62%	5,242	13%	3,886	10%
	OMAAP	3,848		1,039	27%	1,911	50%	659	17%	239	6%
	OAAP	463		112	24%	250	54%	80	17%	21	5%
	TOTAL	44,112	77%	7,047	16%	26,938	61%	5,981	14%	4,146	9%
8 th Grade Writing	OCCT	44,706		5,694	13%	32,276	72%	3,728	8%	3,008	7%
	OAAP	456		43	9%	315	69%	74	16%	24	5%
	TOTAL	45,162	85%	5,737	13%	32,591	72%	3,802	8%	3,032	7%
8 th Grade Science	OCCT	40,657		7,455	18%	29,052	71%	3,154	8%	996	2%
	OMAAP	2,997		531	18%	2,370	79%	70	2%	26	1%
	OAAP	445		81	18%	240	54%	103	23%	21	5%
	TOTAL	44,099	90%	8,067	18%	31,662	72%	3,327	8%	1,043	2%
8 th Grade U.S. History	OCCT	43,577		6,092	14%	25,064	58%	9,609	22%	2,812	6%
	OMAAP										
	OAAP	454		117	26%	236	52%	79	17%	22	5%
	TOTAL	44,031	72%	6,209	14%	25,300	57%	9,688	22%	2,834	6%
Algebra I	EOI	38,360		12,487	33%	18,312	48%	5,274	14%	2,287	6%
	OMAAP	4,389		1,838	42%	2,261	52%	278	6%	12	0%
	OAAP	632		184	29%	308	49%	119	19%	21	3%
	TOTAL	43,381	82%	14,509	33%	20,881	48%	5,671	13%	2,320	5%
Algebra II	EOI	30,936		7,891	26%	12,548	41%	5,871	19%	4,626	15%
	OAAP	54		9	17%	19	35%	15	28%	11	20%
	TOTAL	30,990	66%	7,900	25%	12,567	41%	5,886	19%	4,637	15%
Biology I	EOI	37,110		13,243	36%	16,146	44%	5,287	14%	2,434	7%
	OMAAP	3,835		1,463	38%	1,367	36%	946	25%	59	2%
	OAAP	541		55	10%	333	62%	116	21%	37	7%
	TOTAL	41,486	79%	14,761	36%	17,846	43%	6,349	15%	2,530	6%

		# Tested	Combined Percent Proficient	# Advanced	% Advanced	# Proficient/Satisfactory	% Proficient/Satisfactory	# Limited Knowledge	% Limited Knowledge	# Unsatisfactory	% Unsatisfactory
English II	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%
	TOTAL	40,572		15,518	38%	19,800	49%	4,704	12%	570	1%
English III	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%
	TOTAL	36,902		10,502	28%	20,711	56%	2,622	7%	3,067	8%
Geometry	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%
	TOTAL	39,471		14,687	37%	16,306	41%	5,875	15%	2,603	7%
U.S. History	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%
	TOTAL	38,098		17,391	46%	11,585	30%	7,247	19%	1,875	5%



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

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

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

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

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

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). Once the data is available, the Graduation Index will be calculated using a 4 year adjusted cohort rate.

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

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

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

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

Criteria for AMOs

Each AMO will be applied to the achievement of the "all students" group and each of following subgroups when there are 25 or more students in the group: 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 (C³). The Growth Components allow for recognition for districts and sites that are helping students increase their learning. Combining both performance and growth for the “all students” group and for all subgroups provides the needed information to see how well each subgroup is progressing and allows supports to be offered to target the areas and students in most need of assistance. The Graduation Index and Attendance Index AMOs require districts and schools to push for continually higher expectations. The Participation Index remains the same as the current AYP criteria.

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

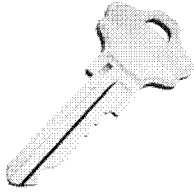
Oklahoma has chosen Option C of the ESEA Waiver for setting new AMOs. The criteria for meeting the proposed AMOs requires LEAS and school sites to meet or exceed the criteria set in Options A and B of the *ESEA Waiver*. To obtain a score of 300, the site or LEA must have almost all students and students 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 ranked 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.

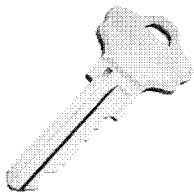
2.C.ii Provide the SEA's list of reward schools in Table 2.

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 ³ H Network	Ideally, at January Summit, but no later than May Summit; Annually	Deputy Superintendent		Staff Time	None
Ensure that all Reward Schools are included in State Superintendent's Listening Tour	By the end of the 2012-2013 school year	Event Coordinator		Staff Time Travel Costs	Time – May have to conduct regionally
Request citations from Governor and State Legislators	Within 30 days of acceptance of request; Annually	Legislative Liaison		Staff Time	None
Conduct a "Reward School Day at the Capitol" for recognition by the Legislature and the Governor during Legislative Session	February-May 2012; Annually	Legislative Liaison		Staff Time	None
Ensure that all Reward Schools are represented through various advisory groups and councils	Beginning with the 2012-2013 school year	Assistant State Superintendent, Office of Educational Support		Staff Time	None

<p>Invite Reward Schools to provide training sessions at statewide conferences and regional workshops</p>	<p>June 2012 and following</p>	<p>Assistant State Superintendent, Office of Instruction</p>		<p>Staff Time</p>	<p>None</p>
<p>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</p>	<p>July 1, 2012</p>	<p>Assistant State Superintendent, Office of Federal Programs Comptroller Legislative Liaison</p>		<p>Significant staff time for training on flexible uses of funds Technical Assistance Costs</p>	<p>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. Review and potential revision of state statutes and state administrative codes.</p>
<p>Exempt Reward Schools from annual monitoring of certain accreditation requirements and certain site plans (to be determined)</p>	<p>July 1, 2012</p>	<p>Executive Director of Accreditation Deputy Superintendent</p>		<p>Staff Time</p>	
<p>Provide financial rewards to Reward Schools – with an emphasis on high-progress schools and high-poverty schools – if funding is available</p>	<p>Within 60 days of acceptance of Request; Annually</p>	<p>Assistant State Superintendent, Office of Federal Programs Comptroller</p>		<p>Staff Time Federal funds designated for recognition programs State Funds</p>	<p>Funding may not be available.</p>

<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 (C³). 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. This will ensure that at least 5% of Title I schools and 5% of all schools in the state will be identified as Priority Schools.

Beginning in 2012, LEAs will have 30 days to submit corrections or appeals to identification on the preliminary Priority School List, which will be closely connected to the 30 days to submit corrections or appeals as defined in the administrative rules for the A-F School Grading System (See Attachment 19).

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

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

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

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 C³ 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 C³ 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 C³ Schools, overseen by the State Director of C³ 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 C³ 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 C³ 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 C³ 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

C³ 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 C³ Schools (C³S). The State Board of Education and the State Superintendent of Public Instruction will assume control of the operations and management for schools designated as C³S as they directly or indirectly relate to student achievement; however, during the period of time that the school operates as part of the C³S, the school retains its county-district-site code. The purpose of the C³S 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 C³ 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 C³S 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 C³S 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 C³S.

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 C³S is defined below.

Implementation of Turnaround Principles in Schools *not* in the C³S: 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 C³S: For those Priority Schools under the control of the C³S, the State Board of Education may choose to contract with an Educational Management Organization (EMO) to work under the leadership of the State Director of C³ Schools for operational oversight of the schools in the C³S, according to the following Turnaround Principles:

- The State Director of C³ 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 C³ Schools or EMO and the State Superintendent of Public Instruction.
- In conjunction with the State Director of C³ 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 C³ 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 C³ 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 C³ 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 C³ Schools or EMO.

Required Resources, Activities, and Interventions: All Priority Schools must utilize the appropriate resources and professional development identified by the State Department of Education, including those 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. Because schools in the C³S are Priority Schools, it is anticipated that they will participate in all professional development and interventions that are required of other Priority Schools; however, if the State Director of C³ Schools determines that other **equivalent** professional development or interventions are being provided, the State Director of C³ Schools may choose to exempt a school in the C³S from participation in one or more of the requirements of all Priority Schools on a case-by-case basis.

WISE: All Priority Schools will be required to use the Ways to Improve School Effectiveness (WISE) Online Planning Tool based on the State’s Nine Essential Elements and 90 Performance Indicators (described in detail in Section 2.G). For Priority Schools in the C³S, the State Director of C³ 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 C³ Schools or EMO will conscientiously protect instructional time for classroom teachers.

REAC³H Network: All Priority Schools will be required to participate in their local REAC³H Network, to receive training from REAC³H 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.

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

- **School Community Partnerships:** To ensure that expanded learning programs are high quality, creative, and maximize the potential of each local community, strong partnerships that emphasize collaboration, data and resource sharing, communication, and alignment between schools and community-based/faith-based organizations should be at the core of expanded learning time programs. Meaningful, active collaboration at all levels increase the likelihood of success.
- **Engaged Learning:** Expanded learning programs should be used to enhance and complement—but not replicate—learning that takes place during the traditional school day. Quality expanded learning opportunities provide children and youth with hands on, student-centered learning that motivates and inspires them. These meaningful experiences, involving science, math, physical activity, music, arts and opportunities for service, complement but do not replicate the traditional school day and take place in an environment that is less stressful than the traditional school day. Expanded learning programs should provide opportunities for mentoring, tutoring, internships, apprenticeships, individualized learning, college and career exploration, and even jobs.
- **Family Engagement:** Expanded learning programs should maintain parental choice, community involvement, and family engagement. Quality programs succeed because parents and children choose to fully participate. This forces programs to ensure that the learning is meaningful, engaging, and relevant, particularly for older children and youth. Expanded learning time programs can make it easier for working parents to interact with instructors. A wide body of research points to active parent involvement in their children’s education as a factor in student success, and community-based organizations partnering with schools on expanded learning time can help facilitate that involvement. Expanded learning programs should focus on meeting the needs of the most at-risk students to ensure that resources are appropriately directed to students most in need of additional supports. For these reasons, expanded learning programs should emphasize parental engagement and parental choice.

- **Prepared staff:** Forming healthy relationships with program staff can lead to a positive emotional climate for students, allowing them to feel comfortable learning and exploring. Factors that serve as a catalyst for establishing these bonds are a small staff-child ratio and a well-prepared and compensated staff. Professional development in both content areas and youth development contribute to staff becoming role models and informal mentors for participating young people.
- **Intentional programming:** The best programs are structured with explicit goals and activities designed with these goals in mind. For instance, program goals might address improving a specific set of social skills, building on previous knowledge, meeting age-specific developmental needs or maximizing engagement in school. Intentional alignment with traditional school-day instruction allows struggling students to catch up to their classmates, while helping all students hone the skills necessary for success in school.
- **Student participation and access:** In order for youth to take advantage of all that expanded learning opportunities offer, there must be steady access to programs over a significant period of time. Programs that contain components of quality – specifically safety, youth engagement, and supportive relationships – are more likely to keep children in school.
- **Ongoing assessment and improvement:** Programs that employ management practices focused on continuous improvement have the most success in establishing and maintaining quality services. Frequent assessment, both informal and formal, and regular evaluation, both internal and external, are ingredients needed to refine and sustain expanded learning programs.

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

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

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

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

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Resources (e.g., staff time, additional funding)	Significant Obstacles
Clarify state law to include state control of "Priority Schools" in addition to the current reasons for which the state may obtain control of a school	February – May 2012	State Superintendent Legislative Liaison	Staff Time	Currently, the State law references State Board of Education takeover of a school in relation to School Improvement Status. The State law will need to be amended to use the term "Priority School Status" instead of "School Improvement Status." Calculating Title I district allocations for federal FY12 (state FY13) including funds to be reserved at the SEA to serve the C ³ S.
Determine funding amounts for each Priority School	No later than June 1, 2012	Assistant State Superintendent, Office of Federal Programs Comptroller	Staff Time	None
Allow LEAs to submit documentation of their capacity to implement Turnaround Principles in Priority Schools	February 2012	State Director of C ³ Schools	Staff Time	None
Hire State Director of C ³ 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 ³ Schools and EMO.
Evaluate principals in C ³ S Priority Schools	No later than April 1, 2012	State Director of C ³ 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 ³ Schools expertise.

<p>Determine which principals and teachers will be allowed to continue working in C³S Priority Schools and hire replacements as necessary</p>	<p>No later than June 1, 2012</p>	<p>State Director of C³ Schools and/or EMO Executive Director of Teacher and Leader Effectiveness</p>	<p>Staff Time</p>	<p>TLE Commission work may not be complete, so judgments may be made on existing qualitative criteria and State Director of C³ 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.</p>
<p>Begin implementation of Turnaround Principles in all Priority Schools (operated by C³S and LEAs)</p>	<p>August 1, 2012</p>	<p>State Superintendent State Board of Education LEAs</p>	<p>Staff Time</p>	<p>None</p>

- 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 school cannot be in the bottom 5% of performance in the state in reading and mathematics as defined in Section 2.D.i, and the school cannot have a graduation rate less than 60% for at least three years as defined in Section 2.D.i.

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

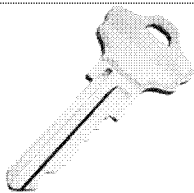
If a school exits Priority Status after beginning implementation of the Turnaround Principles, the school must continue implementation of the Turnaround Principles until the Turnaround Principles have been in place for at least three years.

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

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

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

In addition, the Priority Schools Advisory Board will make recommendations to the SEA and State Board of Education regarding continuation of C³ School status. As described previously, the board members will consist of the State Director of C³ 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 C³ 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.



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. Further, identification of Focus Schools in future years will not be based on the A-F School Grading System because the A-F School Grading System does not capture the intent of Focus School Definition related to subgroup performance.

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 10% Black students would be considered because the State’s enrollment of Black students is 10% 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 10% Black students would be considered because the State's enrollment of Black students is 10% 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 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. This will ensure that at least 10% of Title I schools and 10% of all schools in the state will be identified as Focus Schools.

It is possible that schools with the largest achievement gaps and schools contributing to the State's achievement gap will not receive a low grade 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 an A, B, or C. Therefore, beginning in 2012, Oklahoma decided to identify only those schools who meet the criteria described in the *ESEA Flexibility Request* to identify Focus Schools.

Beginning in 2012, LEAs will have 30 days to submit corrections or appeals to identification on the Focus School List, which will be closely connected to the 30 days to submit corrections or appeals as defined in the administrative rules for the A-F School Grading System (See Attachment 19).

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

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

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

Because Focus Schools will have vastly different intervention needs based on the subgroups that are underperforming or graduating at lower rates, it is imperative that Focus School interventions be designed to target the specific needs of the school, its educators, and its students, including specific subgroups. This differentiation in interventions that are required to be implemented in no way lowers the rigorous expectations for school improvement or intervention strategies; rather, the purpose of the differentiation is to provide highly stringent but appropriate interventions in schools that will meet the needs of the students who are struggling to meet C³ benchmarks.

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 and professional development identified by the State Department of Education, including those 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. For example, if space is available, principals of Focus Schools will be encouraged to attend the Principal’s Academy described in Section 2.G, and any principal in a Focus School that demonstrates lack of leadership will be required to attend the Principal’s Academy. In addition, all Focus Schools with low achievement of IEP and/or EL students must implement the interventions discussed in Section 1.B. For example, if the school was identified as a Focus School based on the EL subgroup, the school must complete a Language Instruction Educational Plan for each EL student as described in Section 1.B.

Focus schools will receive training 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 can 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 focused on improving the performance of the identified subgroup. 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) that are most appropriate for their schools, and for the students in the identified subgroup in particular. 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 appropriate indicators from 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 may choose to use 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. If an LEA with a Focus School believes that use of the WISE tool will hinder the ongoing work of improving the school, the LEA may seek a waiver of the requirement to use the WISE tool but must still complete a comprehensive needs assessment and comparably rigorous school improvement plan. 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.

The principal of each Focus School, along with a team of teacher leaders, will be required to use data to drive instruction and may 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 low-achieving students, including low-achieving students in the low-performing subgroup(s). This percentage will be determined on a sliding scale and will take the following into consideration:

- the number of low-achieving students in the school,
- 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 low-achieving students, including low-achieving students in the subgroup(s) that led to identification 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. It is likely that Focus Schools will direct the majority of these set-aside funds toward interventions for low-achieving students the subgroup(s) that led to identification; however, the school may use the set-aside funds for low-achieving students regardless of subgroups in accordance with other Title I funding requirements.

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.

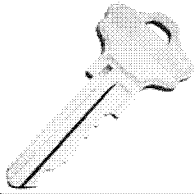
All LEAs with Focus Schools will be required to demonstrate capacity to implement appropriate interventions and provide assurances that interventions likely to produce significant student achievement will be implemented in the 2012-2013 school year with additional interventions implemented in subsequent 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 the student subgroup(s) for which the school was identified as a Focus School, based on the State's new Differentiated Accountability, Recognition, and Support System for two years; and
- Not meet the criteria for Focus School status for any other subgroup of students.

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 I SCHOOLS

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

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

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

* *Focus School* designations will be made apart from the State’s A-F School Grading System as described in Section 2.E.

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 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. Schools that are awarded a School Grade of C 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 initially 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, and may include 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.

Beginning in 2012, schools that receive a School Grade of D+, D, or D- that have not been identified as Priority Schools will be identified as Targeted Intervention Schools and will be required to implement interventions and strategies consistent with the research-based *Menu of Interventions and Supports for School Improvement* (see Attachment 12). Beginning in 2012, LEAs will have 30 days to submit corrections or appeals to identification on the Targeted Intervention School List, which will be closely connected to the 30 days to submit corrections or appeals as defined in the administrative rules for the A-F School Grading System (See Attachment 19).

LEAs with Title I schools that are Targeted Intervention Schools 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.

Targeted Intervention Schools 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

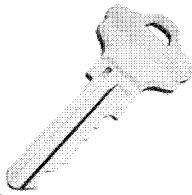
development that targets the specific needs of the school, its educators, and its students.

Required Resources, Activities, and Interventions: Beginning with schools identified based on 2011-2012 test data, all Targeted Intervention Schools must begin implementing the Turnaround Principles within twelve months of being identified as Targeted Intervention Schools or petition for a waiver of one or more Turnaround Principles. Progress toward meeting the Turnaround Principles will be reported semi-annually to the Oklahoma State Department of Education and the Oklahoma State Board of Education. Turnaround Principles must be implemented for a period of three years, even if the school exists Targeted Intervention status.

All Targeted Intervention Schools must utilize the appropriate resources and professional development identified by the State Department of Education, including those 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. For example, if space is available, principals of Targeted Intervention Schools will be encouraged to attend the What Works in Oklahoma Schools Conference described in Section 2.G. In addition, all Targeted Intervention Schools with low achievement of IEP and/or EL students must implement the interventions discussed in Section 1.B. For example, the school should complete a Language Instruction Educational Plan for each EL student with low achievement as described 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 C³ Schools (C³S) to report to the SEA the progress schools have made toward meeting goals. Status reports will include school-level data such as benchmark assessments in reading, mathematics, and other content areas as requested; teacher and student attendance data; discipline and suspension data; graduation/dropout rate data; and progress made toward implementation of the selected intervention model.

Focus schools will be required to complete a semi-annual status report beginning in their second year of identification as a Focus School if, during the first year, the school does not meet all AMOs for the subgroup(s) that led to identification. 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 will be assigned to Focus Schools as funding is available 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 C³ 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 C³ 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)

Implementing Common Core Systems (ICCS): Oklahoma is a member state in the Council of Chief State School Officers (CCSSO) collaborative to work within state teams, across states, and with national experts to discuss and share concrete resources and strategies to meet the challenges and leverage the opportunities presented by Implementing the Common Core State Standards (ICCS). The ICCS collaborative meets three times annually, with frequent interaction between meetings. Oklahoma’s team members include Assistant State Superintendent, Office of Instruction; Assistant State Superintendent, Office of Student Support; Vice Chancellor, Oklahoma State Regents for Higher Education; and Principal, Tulsa Public Schools. Two team positions are currently open. Training from meetings in January 2011 and April 2011 provided the SEA’s ICCS team with a deeper understanding of the systems change process as related to CCSS. Using the systems change model, team members provided the SEA’s new administration leadership staff with a full day of training on implementing CCSS, and used this training to create more abbreviated presentations to specific and targeted audiences. At the August 2011 ICSS collaborative meeting, the SEA’s team members designed the 3-year framework of professional development for the REAC³H Network, including key focuses for future REAC³H Leader Summits and an overview of topics for implementation toolkits. At the meeting, the CCSSO team provided sessions on using the ICCS online resources to help with state implementation and cross-state sharing, as well as with communicating the CCSS message. Oklahoma’s team has used these tools to advantage. The collaborative provides an ICSS coach to support the State’s efforts by serving as a “critical friend.” Monthly conversations help the SEA review progress on meeting CCSS implementation goals.

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

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

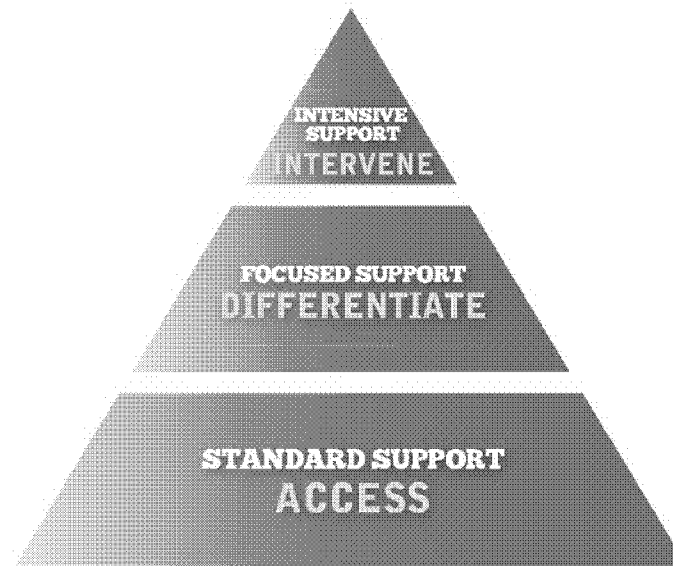
State Longitudinal Data System: In partnership with the P-20 Data Coordinating Council, the Oklahoma Partnership for School Readiness, and the Information Services Division of the Office of State Finance, the SEA has begun development of a P-20 state longitudinal data system capable of providing data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

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

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

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

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



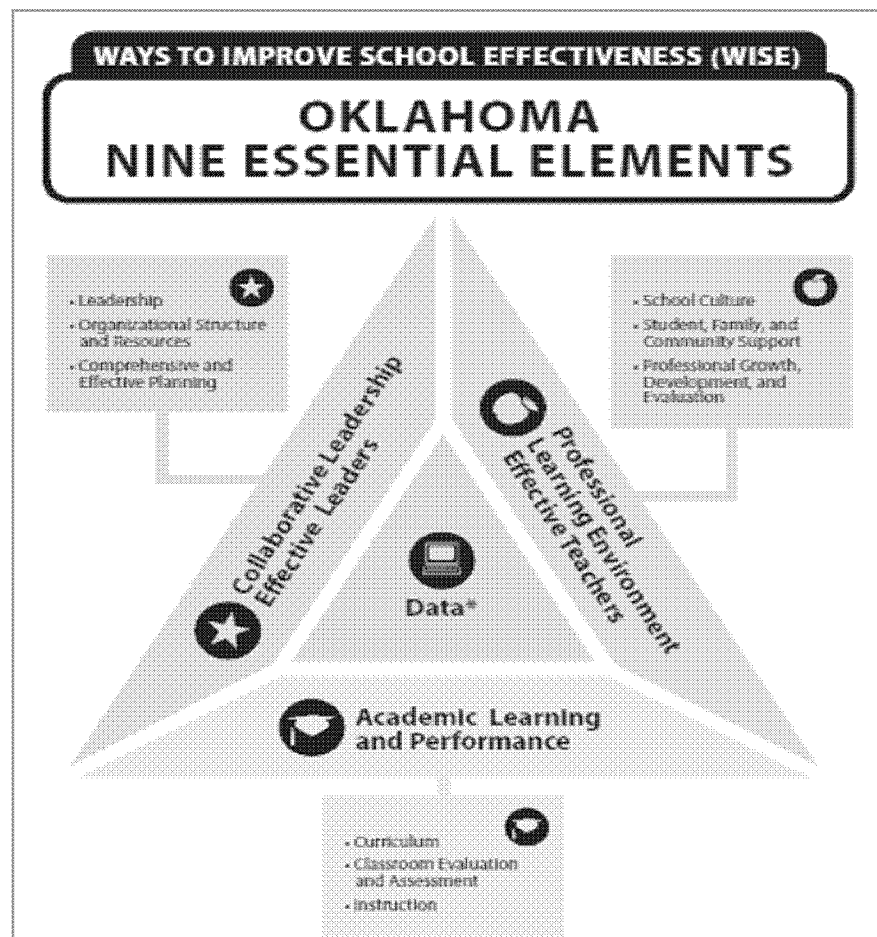
- **Standard Support for Schools (All Title I and Non-Title I Schools)** is designed to assist educators providing access to challenging curriculum that will lead to college, career, and citizen readiness for all students. Professional development and technical assistance is offered in all aspects of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

- ***Focused Support for Schools (Focus Schools, Targeted Intervention Schools, B, 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, C³ 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 REAC³H Network to implement CCSS, TLE, Third Grade Reading, and other state initiatives.

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

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

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

WOC identifies “window frame” indicators that help educators get a clear view of the classroom. Participants learn to analyze these viewings and use the information to design activities that promote individual, departmental, or school-wide reflection. Participants also are trained to analyze data over time for use in long-range planning. Training is conducted on-site, using actual classrooms, and is targeted to principals and assistant principals, directors of curriculum and instruction, district-level administrators, teacher mentors and instructional coaches, content specialists, and classroom teachers.

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

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

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

Oklahoma Advanced Placement Incentives Program/Advancement Via Individual Determination

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

Focused Support for Schools

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

What Works in Oklahoma Schools (WWIOS) Conferences: WWIOS Conferences have been held annually, since 2005, for Oklahoma schools needing improvement. Dr. Robert Marzano has aligned the Oklahoma Nine Essential Elements to the What Works in Schools strategies. Presentations are developed to support the areas of need for Oklahoma schools and to ensure that scientifically based research and best practices are being presented to the schools. During the institute, Dr. Marzano and associates meet in small groups with the SIG principals to discuss challenges, successes, and best practices in similar schools. Priority and Focus schools will continue to have high quality professional development from Marzano Research & Associates and/or other nationally recognized presenters.

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

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

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

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

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

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

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

Intensive Support for Schools

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

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

School Support Teams shall:

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

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

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

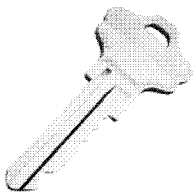
Mid-year and end-of-the-year surveys are completed by the Educational Leadership Coaches as another tool to gather feedback to make necessary changes as the SEA continues to improve its support and service to schools. Priority Schools will continue to be served by the Educational Leadership Coaches pending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

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

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

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

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



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

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

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

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

Option A	Option B	Option C
<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"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p><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"> i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); iii. the SEA’s plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; iv. a description of the process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

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.

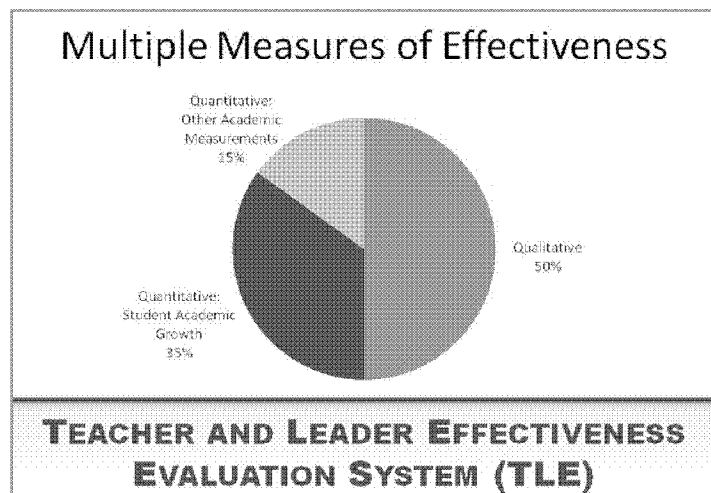
The TLE shall include a five-tier rating system as follows:

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 31st of each year.

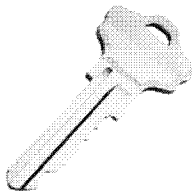
In addition, the SEA will solicit key members of the education community to participate in a variety of taskforces charged with addressing those teachers and leaders in grades and subjects for which there is no state-mandated testing measure to create a Value Added Score, as well as the 15% based on 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	<i>See</i> 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 ³ H Coaches, and district staff	Significant time will be spent in training administrators regarding the framework. Teachers and administrators must spend time away from the classroom and/or campus to attend training and other professional development.

<p>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</p>	<p>Spring and Summer 2012</p>	<p>The State Department of Education in Conjunction with volunteer Oklahoma educators</p>		<p>The Assistant State Superintendent of Educational Support, Executive Director of TLE, and volunteer Oklahoma educators</p>	<p>Significant time</p>
<p>Research regarding the fifteen percentage points based on other academic measures</p>	<p>Spring and Summer 2012</p>	<p>The State Department of Education in Conjunction with volunteer Oklahoma educators</p>		<p>The Assistant State Superintendent of Educational Support, Executive Director of TLE, and volunteer Oklahoma educators</p>	<p>Significant time</p>
<p>Full implementation of the framework</p>	<p>2013-2014 school year</p>	<p>The State Department of Education in conjunction with all school districts within the State</p>	<p>See 70 O.S. § 6-101.10 (Attachment 11)</p>	<p>The Assistant State Superintendent of Educational Support, Executive Director of TLE, framework trainers, software programmers, REACH Coaches, and district staff</p>	<p>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.</p>
<p>Ongoing evaluation of the system</p>	<p>December 31st of each year through 2016</p>	<p>TLE Commission</p>	<p>See 70 O.S. § 6-101.17 (Attachment 11)</p>	<p>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</p>	<p>Gathering meaningful data from the student information system to make a well-informed determination as to the effectiveness of the TLE</p>

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

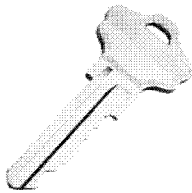
- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted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

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 REAC³H 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

ATTACHMENT 1A: SCREENSHOT OF WEB POSTING

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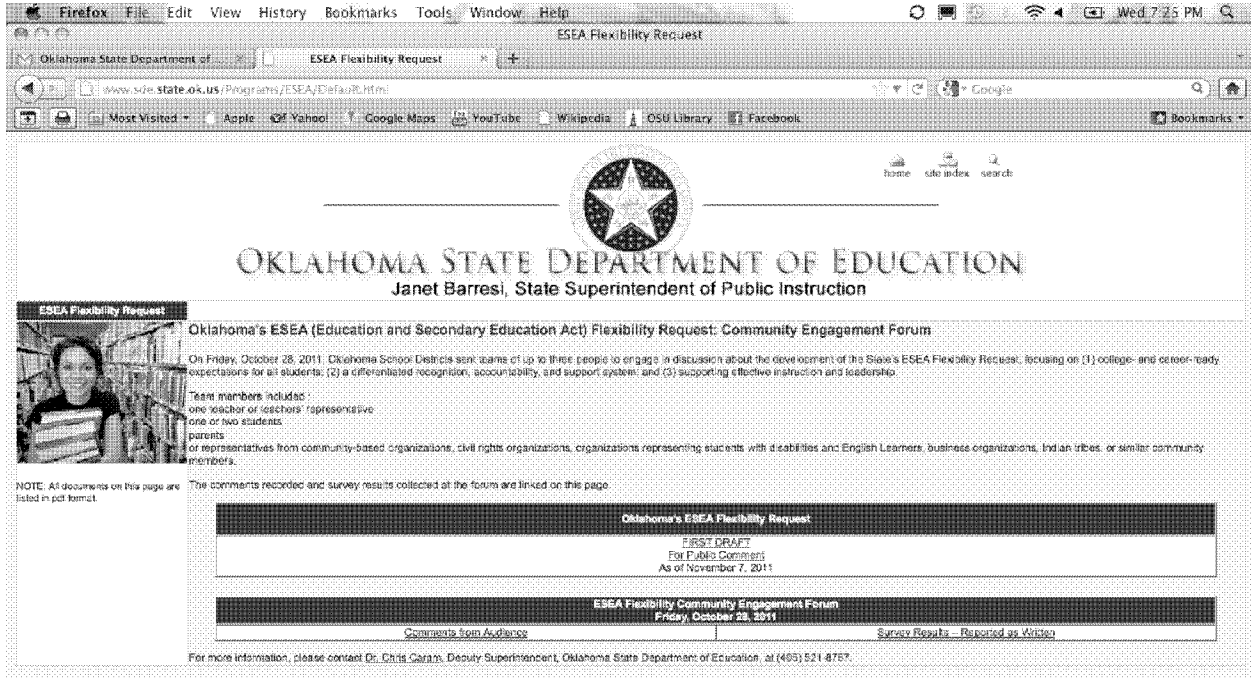
OKLAHOMA STATE DEPARTMENT OF EDUCATION

Janet Barresi, State Superintendent of Public Instruction

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

<p>Quick Links</p> <p>Curriculum</p> <ul style="list-style-type: none"> • PASS, Implemented State Curriculum • Common Core State Standards • REACH (Regional Educators Advancing College, Career, and Citizen-Readiness Higher) Network <p>Facts</p> <ul style="list-style-type: none"> • Investing in Oklahoma pdf • Data and Research Information <p>Funding</p> <ul style="list-style-type: none"> • 2008-09 Annual Report • 2012 State Aid Allocations • ARRA Stimulus Funding • District Consolidated Application • District Financial Reports, Expenditures/Revenues (OCAS) • FY12 Approved School Activities Budget pdf • FY12 Cash Management Application - District & County • FY11 Total FBA Funding Adjustment Report • Mid-term State Funding Adjustment Notices (January 10) • School District Transparency Act, District or Private Entities, Finance <p>Notice</p> <ul style="list-style-type: none"> • ESEA Flexibility Waiver Request <p>Graduation</p> <ul style="list-style-type: none"> • ACE • High School Requirements <p>Opportunities</p> <ul style="list-style-type: none"> • Jobs Available in Education • Grants & Opportunities for Educators and Students <p>Recognitions</p> <ul style="list-style-type: none"> • 21st Century Community Learning Centers Grant Recipients (Round 10) • Teacher of the Year - Kristin Shelby • Teacher of the Year Finalists • Milken Educator - Sarah Vann <p>Resources</p> <ul style="list-style-type: none"> • Dropout Prevention • Earthquake Safety - OK Dept. of Emergency Management • Immunization Schedule • New School Board Member Workshop • Instructional Technology Ning - Calendar of FREE Professional Development • Teacher Certification <p>Testing - Accountability & Assessment</p> <ul style="list-style-type: none"> • Oklahoma Student Testing Dates 	<div style="text-align: center; margin-bottom: 10px;">  </div> <div style="display: flex; align-items: center;">  <div style="font-size: small;"> <p>Get to know State Superintendent Janet Barresi! Biography, duties, boards and commissions, and more. View Speech Request View Newspaper Message: From the Superintendent's Desk View</p> <p style="text-align: center;">Follow the State Superintendent!</p> <div style="display: flex; justify-content: space-around; font-size: x-small;"> <div style="text-align: center;"> Facebook</div> <div style="text-align: center;"> Twitter</div> <div style="text-align: center;"> Flickr</div> </div> <div style="display: flex; justify-content: space-around; font-size: x-small;"> <div style="text-align: center;"> Vimeo</div> <div style="text-align: center;"> YouTube</div> <div style="text-align: center;"> Radio</div> </div> </div> </div>	<p>Recent Photos</p> <div style="text-align: center;">  <p style="font-size: x-small; margin-top: 5px;">http://www.flickr.com/photos/osde</p> </div> <p>In the News</p> <ul style="list-style-type: none"> November 7: State Supt. Janet Barresi to Welcome Attendees At Safe and Healthy Schools Conference pdf November 1: State Supt. Janet Barresi Says NAEP Scores Show Need for Reform pdf November 1: State Supt. Janet Barresi releases School API Scores pdf October 31: Owasso Eighth-Grade Science Teacher Wins \$25,000 Milken Award pdf October 27: Governor and State Superintendent Congratulate State AP Scholars pdf October 27: State Supt. Janet Barresi Releases Districts And Schools on Needs Improvement List pdf October 26: Oklahoma Child, Adult Care Institutions Announce Participation in Federally Funded Feeding Program pdf October 13: State Supt. Janet Barresi Welcomes New Director of American Indian Education pdf October 12: Education Department Lauds Norman Public Schools' French Immersion Program pdf October 11: State Supt. Janet Barresi Welcomes New Deputy Superintendent pdf October 10: State Supt. Janet Barresi to Speak at National Education Reform Summit pdf
<p>Video Message from the State Superintendent</p> <div style="text-align: center; margin: 10px 0;">  <div style="display: flex; align-items: center; margin-top: 5px;">  Next </div> <p style="font-size: x-small; margin-top: 5px;">Regular video message for 11-7-2011</p> </div>		
	<p>Oklahoma School Laws and Legislation</p> <ul style="list-style-type: none"> • Title 70 Legislation - 2011 Legislative Session (updated 6/14/2011) • Oklahoma Administrative Rules • Law Book for Oklahoma Schools (download or search) • Current Legislation (House and Senate Bills) Red Banner Letters • Teacher and Leader Effectiveness Commission 	

<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 PALS Comments
As of November 7, 2011

ESEA Flexibility Community Engagement Forum
Friday, October 28, 2011

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

For more information, please contact Dr. Chris Carano, Deputy Superintendent, Oklahoma State Department of Education, at (405) 521-4757.



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

ESEA Flexibility Request DRAFT for Public Comment

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

Tue, Nov 8, 2011 at 8:05 AM

To: REACH <reach@listserv.sde.state.ok.us>

Cc: Chris Caram <Chris_Caram@sde.state.ok.us>

Bcc: Ramona Coats <Ramona_Coats@sde.state.ok.us>, Maridyth McBee <Maridyth_McBee@sde.state.ok.us>, Mary Colvin <mary_colvin@sde.state.ok.us>, Jennifer Watson <Jennifer_Watson@sde.state.ok.us>, Jennifer Pettit <jennifer_pettit@sde.state.ok.us>, John Kraman <john.kraman@sde.ok.gov>, Damon Gardenhire <damon.gardenhire@sde.ok.gov>, Alicia Currin-Moore <Alicia_Currin-Moore@sde.state.ok.us>, Janet Barresi <jcb@sde.ok.gov>

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.

--

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

**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 V-o-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 21st 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 ELL 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 5th grade, as well as a parent of four children and grandparent of six children, I am appalled at the required retention of 3rd graders who are not reading at 3rd grade level. Learning is very developmental process. Every child may not be reading at 3rd grade level at the end of 3rd grade and still be a successful student. Reading instruction continues through 5th 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 3rd grade student making them a more successful reader. There is research support not retaining students. Socially, this is mortifying for students at 3rd 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 <kerri.white@sde.ok.gov>

Fwd: Question

Chris Caram <chris_caram@sde.state.ok.us>

Tue, Nov 8, 2011 at 2:35 PM

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

----- 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> 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> 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]

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>

Protect Reforms!!

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

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

Restore Oklahoma Public Education

P.O. Box 20146
Oklahoma City, OK 73156

President:
Jenni White
Board Members:
Lynn Habluetzel
Danna Foreman
Jo Joyce
Stacy Willis
Julia Seay

www.RestoreOkPublicEducation.com

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

NCLB

• **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

"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

- 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

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/2011/06/20/36esee.h30.html?tkn=TVXFP6CsCXyYXHM6ISR09E3Vsl8%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

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

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](http://www.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/>

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/>

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/>

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>

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 <kerri.white@sde.ok.gov>

Fwd: ESEA Reauthorization and Waiver

Chris Caram <chris_caram@sde.state.ok.us>

Thu, Nov 10, 2011 at 12:19 PM

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

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



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

Fwd: Public Comment on Oklahoma's ESEA Flexibility Request

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

----- 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>]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



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

Fwd: Comment on Waiver request

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

----- 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.

(b)(6)



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

Fwd: ESEA Flexibility Waiver Comment

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



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

Fwd: ESEA Public Comment on Flexibility Request

Chris Caram <chris_caram@sde.state.ok.us>

Fri, Nov 11, 2011 at 9:10 AM

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

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 ^(b)_(v)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,

(b)(6)



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

Fwd: PTA Response to ESEA Flexibility Request

Chris Caram <chris_caram@sde.state.ok.us>

Fri, Nov 11, 2011 at 10:46 PM

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

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>

Mid-Del Comments on ESEA Waivers and TLE

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>

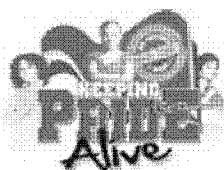
Cc: Kerri White <Kerri_White@sde.state.ok.us>

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
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

Kdunn@mid-del.net

Mid-Del Schools



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

Alicia_Currin-Moore@sde.state.ok.u

 **TLE 11-7-11 Recommendations.docx**
14K



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

Fwd: Comments

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

----- 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.

(b)(6)



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

Fwd: RE: ESEA Flexibility - Public Comment

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

----- 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 C₃ Schools (C3S). The State Board of Education and the State Superintendent of Public Instruction will assume control of the operations and management for schools 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)

REAC³H 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

ATTACHMENT 3C: SCREENSHOT OF WEB POSTING

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

[Home](#) [sde index](#) [Search](#)



OKLAHOMA STATE DEPARTMENT OF EDUCATION

Janet Barresi, State Superintendent of Public Instruction

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

<p>Quick Links</p> <p>Curriculum</p> <ul style="list-style-type: none"> • FASS, Implemented State Curriculum • Common Core State Standards • REACH (Regional Educators Advancing College, Career, and Citizen-Readiness Higher) Network <p>Facts</p> <ul style="list-style-type: none"> • Investing in Oklahoma • Data and Research Information <p>Funding</p> <ul style="list-style-type: none"> • 2009-09 Annual Report • 2012 State Aid Allocations • ARRA Stimulus Funding • District Consolidated Application • District Financial Reports • Expenditures/Revenues (OCAS) • FY12 Approved School Activities Budget • FY12 Cash Management Application - District & County • FY11 Total FBA Funding Adjustment Report • Mid-term State Funding Adjustment Notices (January 10) • School District Transparency Act <p>Notice</p> <ul style="list-style-type: none"> • ESEA Flexibility Waiver Request <p>Graduation</p> <ul style="list-style-type: none"> • ACE <p>Opportunities</p> <ul style="list-style-type: none"> • Jobs Available in Education • Grants & Opportunities for Educators and Students <p>Recognitions</p> <ul style="list-style-type: none"> • 21st Century Community Learning Centers Grant Resipients (Round 10) • Teacher of the Year - Kristin Shelby • Teacher of the Year Finalists • Milken Educator - Sarah Vann <p>Resources</p> <ul style="list-style-type: none"> • Dropout Prevention • Earthquake Safety - OK Dept. of Emergency Management • Immunization Schedule • New School Board Member Workshop • Instructional Technology Ning - Calendar of FREE Professional Development • Teacher Certification <p>Testing - Accountability & Assessment</p> <ul style="list-style-type: none"> • Oklahoma Student Test Item Bank 	<div style="text-align: center; margin-bottom: 10px;">  </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Get to know State Superintendent Janet Barresi! Biography, duties, boards and commissions, and more. View Speech Request View Newspaper Message: From the Superintendent's Desk View Follow the State Superintendent!</p> <div style="display: flex; justify-content: space-around; font-size: small;"> <div style="text-align: center;"> Facebook</div> <div style="text-align: center;"> Twitter</div> <div style="text-align: center;"> Flickr</div> </div> <div style="display: flex; justify-content: space-around; font-size: small;"> <div style="text-align: center;"> Vimeo</div> <div style="text-align: center;"> YouTube</div> <div style="text-align: center;"> Radio</div> </div> </div> </div>	<p>Recent Photos</p>  <p style="font-size: x-small; text-align: center;">http://www.flickr.com/photos/psda</p> <p>In the News</p> <p>November 7: State Supt. Janet Barresi to Welcome Attendees At Safe and Healthy Schools Conference (pdf)</p> <p>November 1: State Supt. Janet Barresi Says NAEP Scores Show Need for Reform (pdf)</p> <p>November 1: State Supt. Janet Barresi releases School API Scores (pdf)</p> <p>October 31: Owasso Eighth-Grade Science Teacher Wins \$25,000 Milken Award (pdf)</p> <p>October 27: Governor and State Superintendent Congratulate State AP Scholars (pdf)</p> <p>October 27: State Supt. Janet Barresi Releases Districts And Schools on Needs Improvement List (pdf)</p> <p>October 26: Oklahoma Child, Adult Care Institutions Announce Participation in Federally Funded Feeding Program (pdf)</p> <p>October 13: State Supt. Janet Barresi Welcomes New Director of American Indian Education (pdf)</p> <p>October 12: Education Department Lauds Norman Public Schools' French Immersion Program (pdf)</p> <p>October 11: State Supt. Janet Barresi Welcomes New Deputy Superintendent (pdf)</p> <p>October 10: State Supt. Janet Barresi to Speak at National Education Reform Summit (pdf)</p>
<p>Video Message from the State Superintendent</p>		
 <p style="font-size: x-small; text-align: center;">Regular video message for 11-7-2011</p>		
	<p>Oklahoma School Laws and Legislation</p> <p>Title 70 Legislation - 2011 Legislative Session (updated 5/14/2011) Oklahoma Administrative Rules</p> <p>Law Book for Oklahoma Schools (download or search) Current Legislation (House and Senate Bills) Red Banner Letters Teacher and Leader Effectiveness Commission</p>	

ATTACHMENT 3C: SCREENSHOT OF WEB POSTING

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

Firefox File Edit View History Bookmarks Tools Window Help Wed 7:25 PM

ESEA Flexibility Request

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 PAMS Comments
As of November 7, 2011

ESEA Flexibility Community Engagement Forum
Friday, October 28, 2011

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

For more information, please contact Dr. Chris Carata, Deputy Superintendent, Oklahoma State Department of Education, at (405) 521-4757.

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

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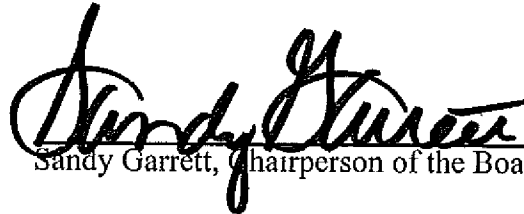
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Minutes of the Meeting of
the State Board of Education
June 24, 2010

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 Arn, 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

(b)(6)

Certificate and Teacher Number of (b)(6)

Ms. Kay Harley, Legal Counsel, presented a request to revoke the Oklahoma teaching certificate and teacher number (b)(6) issued to (b)(6). 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. (b)(6)

(b)(6)

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.

(b)(6)
Certificate and Teacher Number
of (b)(6)

Ms. Harley presented a request to revoke the Oklahoma teaching certificate and teacher number (b)(6) issued to (b)(6). 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. (b)(6)
(b)(6)

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.

(b)(6)
Certificate and Teacher Number
of (b)(6)

Ms. Harley presented a request to revoke the Oklahoma teaching certificate and teacher number (b)(6) issued to (b)(6). 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. (b)(6)

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

**21st 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. Arnn, 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

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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

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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. Armn, 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.

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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.

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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?

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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?

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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. Arn, 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
Heraldton Public Schools, Carter County
Marietta Public Schools, LeFlore County
Porter Consolidated Public Schools, Wagoner County
Forum 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?

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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

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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.

(b)(6) and
Teacher Number of (b)(6)

Ms. Tricinella presented a request to revoke the teaching certificate and teacher number (b)(6) of (b)(6). 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. (b)(6).

(b)(6)

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.

(b)(6) Teaching Certificate and
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(b)(6)

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 Larry Nettles,
Former Employee of Bell Public School,
Adair County Approved**

Ms. Tricinella presented a request to provide a severance allowance to (b)(6) (b)(6) former employee of the Bell School District that was mandatorily annexed pursuant to Title 70 O.S. § 7-203 (B) (3). Mr. Larry Nettles was contracted personnel with the school district. Ms. Tricinella reviewed the State Board of Education's decision to non-accredit (b)(6) on May 27, 2010, the June 24, 2010, mandatory annexation, (b)(6) employment contract/appeal, and the SDE review/recommendation. (b)(6) and Mr. Steven Novick, Attorney for (b)(6) 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 (b)(6) 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

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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

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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.

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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

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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

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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.

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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 (b)(6)

Dr. Williams said her salary increased from (b)(6) 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 (b)(6) salary asked for upfront in Dr. Williams' contract prior to the beginning of this year.

Dr. Williams said it was (b)(6) 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 (b)(6) to (b)(6) 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 (b)(6) 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. Arnn, 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. Arnn, 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.

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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. Ann, 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.

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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
(b)(6)	Mid- Del Schools	MWC OK
	Mid- Del Schools	(b)(6)
	Coyle Public Schools	
	OKVA - White Oak	Vinita, OK
Josh Goodman	Pearson	Tulsa, OK
Larry Ehret	Pearson	Jowa City, IA
Tom McGraw	"	"
MIKE CLARK	PEARSON	TULSA, OK
(b)(6)	OTAC	Cushing
Kelly Langley	OTAC	Cushing
(b)(6)	Horse Public Schools	Horse OK
	OCTP	OKC
	Visita for presentation	Bethany
Angela Jackson	Bryant-Morton Schools	Bryant, OK
Leonard Walker	" " "	Bryant, OK
(b)(6)	Oklahoma Watchdog	OKC
	Gorson	Brynton, Oklahoma
	Brynton Morton	" "
	OFA	
	CGOY Radio	

Oliver Hodge Bldg.

2500 North Lincoln Blvd.

Oklahoma City, Oklahoma

State Board Room

STATE BOARD REGULAR MEETING

MARCH 24, 2011

Sign In Sheet

Name	Business-School-Agency	Address
(b)(6)	OSKHE Baynton Wilburton	Ole C
Erin Baeckman	eCapitol	
(b)(6)	SDE	
JACKIE ANDREY	Milken	
Larry Nettles	Retired	on agenda
Steven A. Novick	City	10/02
Bill JOGGAN	mid-OEC	
JEFF SMITH	SDE	
(b)(6); (b)(7)(C)	Monroe ODCTE TPS Great Expectations OSKHE	Stollwitzer Tulsa, OK Tahlequah, OK

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

Jeff Daugherty

Rita Ford

Janet Barresi
State Superintendent of Public Instruction
State Department of Education

Oklahoma First-Year Superintendents
Thursday, March 24, 2011
State Superintendent's Meeting

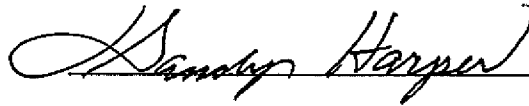
Gaylene Freeman
Olustee Public Schools

Bruce Gillham
Shady Point Public School

Greg Gregory
Gage Public Schools

Kenny Guthrie
Leach Public School

Sandy Harper
Grove Public Schools



Jimmy Harwood
Pittsburg Public Schools

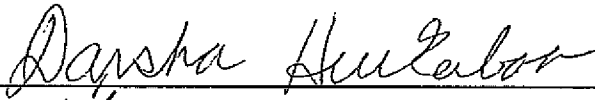
Lewetta Hefley
Felt Public Schools

Leon Hiett
Depew Public Schools

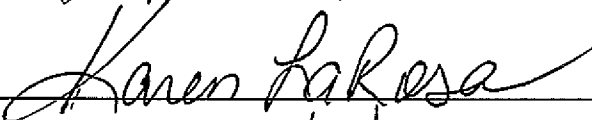
Bryan Hix
Lowrey Public School

Lyndon Howze
Albion Public School

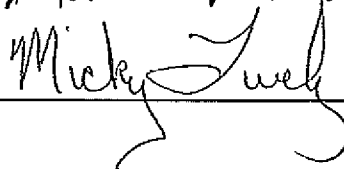
Darsha Huckabaa
Pauls Valley Public Schools



Karen LaRosa
Monroe Public School



Micky Lively
Mangum Public Schools

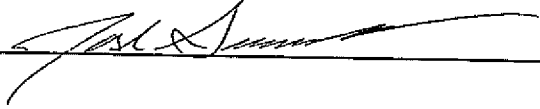


Jason Lockhart
Talihina Public Schools

Janet Barresi
State Superintendent of Public Instruction
State Department of Education

Oklahoma First-Year Superintendents
Thursday, March 24, 2011
State Superintendent's Meeting

Josh Sumrall
Coyle Public Schools



Billy Taylor
Kenwood Public School

John Truesdell
Midway Public Schools

Steve Waldvogel
Mannford Public Schools

James White
Piedmont Public Schools

Buddy Wood
Elk City Public Schools

Cory Wood
LeFlore Public Schools

Mark Wynn
Butner Public Schools

Mike Zurline
Rush Springs Public Schools

**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:

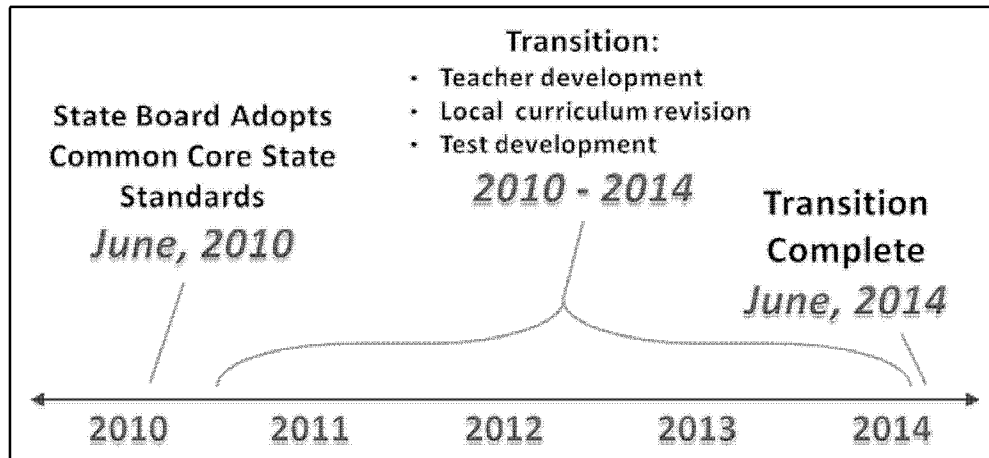
- (1) Effective immediately, the Common Core State Standards in English Language Arts, Literacy in History/Social Studies and Science, and Mathematics are adopted by the State of Oklahoma;
- (2) Beginning with the 2010-2011 school year, the school districts of the state shall develop and begin implementing 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

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.fl DOE.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

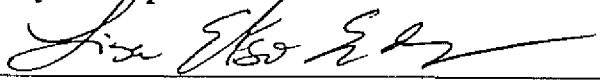
By: _____

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

	FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 798-990		OPI Score Range 700-797		OPI Score Range 633-699		OPI Score Range 440-632		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1	REGULAR EDUCATION ³	35,571		10,415	29%	15,804	44%	6,810	19%	2,542	7%	754
2	Ethnicity											
3	Hispanic/Latino	2,616	26%	1,220	47%	540	21%	180	7%			745
4	Race											
5	American Indian/Alaskan Native	6,310	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	12%	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%	482	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%	4,640	22%	9,323	44%	4,941	24%	2,078	10%	737
17	Non-Economically Disadvantaged	14,589	40%	5,775	40%	6,481	44%	1,869	13%	464	3%	775
18	Migrant	9	11%	4	44%	4	44%	4	44%	0	0%	706
19	ELL 1 st - Year Proficient	684	207	327	49%	112	17%	18	3%			764
20	ELL 2 nd - Year Proficient	305	124	133	44%	42	14%	6	2%			775
21	ENGLISH LANGUAGE LEARNERS (ELL)	3,910	517	1,548	40%	1,216	31%	629	16%			706
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,751	11,114	17,467	44%	8,013	20%	3,157	8%			745

Continued on next page

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ 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) ¹ (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 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 ⁴	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 st - Year Proficient	740	32%	238	32%	360	49%	121	16%	21	3%	764
45	ELL 2 nd - Year Proficient	323	40%	129	40%	139	43%	49	15%	6	2%	775

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

³ Regular Education - includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ 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 AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
	Number of Valid Scores (OCCT)	OPI Score Range 891-990		OPI Score Range 700-890		OPI Score Range 649-699		OPI Score Range 400-648		Median OPI ² Score	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent		
FULL ACADEMIC YEAR (FAY)¹											
(Only FAY scores are used for Accountability)											
1 REGULAR EDUCATION³	35,635	5%	24,916	70%	5,831	16%	3,196	9%	746		
2 Ethnicity											
3 Hispanic/Latino	2,648	4%	1,826	69%	493	19%	232	9%	746		
4 Race											
5 American Indian/Alaskan Native	6,311	3%	4,293	68%	1,183	19%	636	10%	737		
6 Asian	526	11%	392	75%	49	9%	25	5%	775		
7 Black/African American	3,810	1%	2,042	54%	914	24%	806	21%	713		
8 Pacific Islander	55	2%	38	69%	12	22%	3	5%	755		
9 White/Caucasian	20,582	6%	15,146	74%	2,887	14%	1,342	7%	755		
10 Two or More Races	1,703	5%	1,179	69%	293	17%	152	9%	746		
11 Gender											
12 Female	18,690	5%	13,324	71%	2,940	16%	1,495	8%	755		
13 Male	16,942	4%	11,590	68%	2,891	17%	1,700	10%	746		
14 Not Indicated	3	0%	2	67%	0	0%	1	33%	737		
15 Other											
16 Economically Disadvantaged	21,031	3%	13,701	65%	4,215	20%	2,577	12%	737		
17 Non-Economically Disadvantaged	14,604	8%	11,215	77%	1,616	11%	619	4%	775		
18 Migrant	8	0%	4	50%	3	38%	1	13%	706		
19 ELL 1 st - Year Proficient	749	4%	577	77%	116	15%	28	4%	755		
20 ELL 2 nd - 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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¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.
² OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.
³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).
⁴ 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) ¹ (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 805-990		OPI Score Range 700-804		OPI Score Range 639-699		OPI Score Range 440-638		Median OPI 2 Score	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1 REGULAR EDUCATION ³	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	42%	1,489	41%	902	25%	785	22%	705		
8 Pacific Islander	55	20%	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 st - Year Proficient	675	23%	362	54%	119	18%	42	6%	744		
20 ELL 2 nd - 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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¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.
² OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.
³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).
⁴ 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) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 805-990		OPI Score Range 700-804		OPI Score Range 639-699		OPI Score Range 440-638		Median OPI ² 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 ⁴	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	7,317	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	11%	1,618	41%	1,013	25%	905	23%	705		
33	Pacific Islander	88	26%	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 st - Year Proficient	759	22%	410	54%	135	18%	50	7%	744		
45	ELL 2 nd - Year Proficient	903	32%	441	49%	136	15%	39	4%	771		

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

³ 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 Grade 4 Reading - Spring 2011



OCCT Grade 4 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² 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 ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 REGULAR EDUCATION ³	36,245	1,602	4%	23,008	63%	7,187	20%	4,448	12%	728		728		
2 Ethnicity	3,335	117	4%	2,045	61%	769	23%	404	12%	728		728		
3 Race	6,340	154	2%	3,843	61%	1,437	23%	906	14%	721		721		
4 American Indian/Alaskan Native	632	61	10%	460	73%	72	11%	39	6%	764		764		
5 Asian	3,606	57	2%	1,641	46%	930	26%	978	27%	699		699		
6 Black/African American	55	5	9%	33	60%	14	25%	3	5%	737		737		
7 Pacific Islander	20,643	1,146	6%	13,953	68%	3,639	18%	1,905	9%	737		737		
8 White/Caucasian	1,634	62	4%	1,033	63%	326	20%	213	13%	728		728		
9 Two or More Races	18,719	889	5%	11,913	64%	3,763	20%	2,154	12%	728		728		
10 Female	17,518	713	4%	11,091	63%	3,424	20%	2,290	13%	728		728		
11 Male	8	0	0%	4	50%	0	0%	4	50%	677		677		
12 Not Indicated	8	0	0%	4	50%	0	0%	4	50%	677		677		
13 Other	20,962	504	2%	11,893	57%	5,058	24%	3,507	17%	713		713		
14 Economically Disadvantaged	15,283	1,098	7%	11,115	73%	2,129	14%	941	6%	754		754		
15 Non-Economically Disadvantaged	13	1	8%	7	54%	3	23%	2	15%	721		721		
16 Migrant	777	20	3%	441	57%	207	27%	109	14%	713		713		
17 ELL 1 st - Year Proficient	898	28	3%	621	69%	181	20%	68	8%	728		728		
18 ELL 2 nd - Year Proficient	2,606	8	0%	807	31%	708	27%	1,083	42%	673		673		
19 ENGLISH LANGUAGE LEARNERS (ELL)	39,885	1,681	4%	24,545	62%	8,018	20%	5,641	14%	728		728		
20 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)														

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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) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 845-990		OPI Score Range 700-844		OPI Score Range 658-699		OPI Score Range 400-657		Median OPI ² 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		
24	IEP with Accommodations	50	2%	1,134	38%	704	24%	1,100	37%	686		
25	IEP without Accommodations	29	4%	438	53%	165	20%	191	23%	721		
26	ALL STUDENTS ⁴	1,689	4%	25,352	60%	8,726	21%	6,724	16%	728		
27	Ethnicity											
28	Hispanic/Latino	125	2%	2,727	48%	1,393	25%	1,391	25%	706		
29	Race											
30	American Indian/Alaskan Native	165	2%	4,200	58%	1,617	22%	1,213	17%	721		
31	Asian	61	7%	559	66%	125	15%	97	12%	745		
32	Black/African American	61	2%	1,720	44%	1,004	26%	1,146	29%	692		
33	Pacific Islander	5	6%	43	50%	23	27%	15	17%	713		
34	White/Caucasian	22,962	5%	14,992	65%	4,188	18%	2,575	11%	737		
35	Two or More Races	1,839	4%	1,111	60%	376	20%	287	16%	728		
36	Gender											
37	Female	21,227	4%	12,823	60%	4,415	21%	3,070	14%	728		
38	Male	21,256	4%	12,525	59%	4,311	20%	3,650	17%	721		
39	Not Indicated	8	0%	4	50%	0	0%	4	50%	677		
40	Other											
41	Economically Disadvantaged	25,694	2%	13,476	52%	6,259	24%	5,427	21%	713		
42	Non-Economically Disadvantaged	16,797	7%	11,876	71%	2,467	15%	1,297	8%	745		
43	Migrant	33	3%	13	39%	10	30%	9	27%	699		
44	ELL 1 st - Year Proficient	878	3%	498	57%	230	26%	128	15%	713		
45	ELL 2 nd - Year Proficient	998	3%	678	68%	213	21%	79	8%	728		

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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) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² 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 ³	36,786		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 st - Year Proficient	453	22%	227	50%	101	22%	27	6%	748		
20	ELL 2 nd - Year Proficient	876	23%	456	52%	176	20%	44	5%	748		
21	ENGLISH LANGUAGE LEARNERS (ELL)	2,102	11%	796	38%	638	30%	443	21%	696		
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	40,503	25%	18,622	46%	8,269	20%	3,580	9%	740		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Math - Spring 2011



OCCT Grade 5 Math

FAY

		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² 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	
FULL ACADEMIC YEAR (FAY)¹		ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY				
(Only FAY scores are used for Accountability)												
<i>continued from previous page</i>												
23	SPECIAL EDUCATION (IEP)	465	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	132	19%	314	45%	160	23%	98	14%	732		
26	ALL STUDENTS ⁴	10,257	24%	19,418	46%	8,907	21%	4,023	9%	740		
27	Ethnicity											
28	Hispanic/Latino	997	18%	2,477	45%	1,341	24%	676	12%	724		
29	Race											
30	American Indian/Alaskan Native	1,410	19%	3,451	47%	1,732	23%	786	11%	732		
31	Asian	382	47%	318	39%	80	10%	32	4%	787		
32	Black/African American	498	12%	1,716	42%	1,108	27%	751	18%	710		
33	Pacific Islander	14	18%	31	39%	21	26%	14	18%	710		
34	White/Caucasian	6,539	28%	10,619	46%	4,250	18%	1,599	7%	748		
35	Two or More Races	417	24%	806	46%	375	21%	165	9%	740		
36	Gender											
37	Female	4,805	23%	9,910	47%	4,521	21%	2,019	9%	740		
38	Male	5,452	26%	9,506	45%	4,386	21%	2,004	9%	740		
39	Not Indicated	0	0%	2	100%	0	0%	0	0%	722		
40	Other											
41	Economically Disadvantaged	4,380	17%	11,644	45%	6,474	25%	3,144	12%	724		
42	Non-Economically Disadvantaged	5,877	35%	7,774	46%	2,433	14%	879	5%	766		
43	Migrant	12	18%	33	50%	13	20%	8	12%	732		
44	ELL 1 st - Year Proficient	107	21%	254	50%	113	22%	29	6%	748		
45	ELL 2 nd - Year Proficient	219	23%	496	52%	189	20%	53	6%	748		

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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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 830-990		OPI Score Range 700-829		OPI Score Range 641-699		OPI Score Range 400-640		UNSATISFACTORY	Median OPI ² Score	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 REGULAR EDUCATION ³	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 Whites/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 st - Year Proficient	518	26	5%	269	52%	187	36%	36	7%	708		
20 ELL 2 nd - 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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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) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 830-990		OPI Score Range 700-829		OPI Score Range 641-699		OPI Score Range 400-640		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23	SPECIAL EDUCATION (IEP)	138	4%	1,399	39%	1,022	29%	1,014	28%	687		
24	IEP with Accommodations	91	3%	1,012	36%	840	30%	883	31%	680		
25	IEP without Accommodations	47	6%	387	52%	182	24%	131	18%	708		
26	ALL STUDENTS ⁴	3,794	9%	24,724	59%	9,007	21%	4,682	11%	732		
27	Ethnicity											
28	Hispanic/Latino	239	4%	2,657	49%	1,489	28%	991	18%	708		
29	Race											
30	American Indian/Alaskan Native	493	7%	4,238	58%	1,706	23%	893	12%	723		
31	Asian	124	15%	472	59%	144	18%	64	8%	751		
32	Black/African American	138	3%	1,917	47%	1,184	29%	806	20%	701		
33	Pacific Islander	7	9%	39	50%	19	24%	13	17%	708		
34	White/Caucasian	2,622	11%	14,361	63%	4,092	18%	1,752	8%	741		
35	Two or More Races	171	10%	1,040	60%	373	21%	163	9%	732		
36	Gender											
37	Female	2,005	9%	12,771	60%	4,449	21%	1,974	9%	732		
38	Male	1,789	9%	11,952	57%	4,558	22%	2,707	13%	723		
39	Not Indicated	0	0%	1	50%	0	0%	1	50%	678		
40	Other											
41	Economically Disadvantaged	1,362	5%	13,647	54%	6,576	26%	3,774	15%	715		
42	Non-Economically Disadvantaged	2,432	14%	11,077	66%	2,431	14%	908	5%	751		
43	Migrant	0	0%	33	49%	24	36%	10	15%	694		
44	ELL 1 st - Year Proficient	29	5%	300	53%	200	35%	42	7%	708		
45	ELL 2 nd - Year Proficient	39	4%	657	62%	298	28%	69	6%	715		

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² OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ 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) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median Composite ² Score
		Score Range 54-60		Score Range 36-53		Score Range 26-35		Score Range 15-25		Score Range 15-25		
		ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY		UNSATISFACTORY		
Number of Valid Scores (OCCT)	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
												37,433
3,571	9%	2,766	77%	370	10%	99	3%	45				
6,672	8%	4,981	75%	804	12%	339	5%	45				
624	23%	445	71%	29	5%	9	1%	48				
3,768	9%	2,681	71%	540	14%	199	5%	44				
64	6%	49	77%	9	14%	2	3%	45				
21,070	11%	15,790	75%	1,973	9%	888	4%	47				
1,664	12%	1,184	71%	179	11%	103	6%	46				
19,389	14%	14,701	76%	1,319	7%	697	4%	48				
18,041	7%	13,194	73%	2,585	14%	941	5%	44				
3	33%	1	33%	0	0%	1	33%	54				
21,856	8%	16,210	74%	2,848	13%	1,125	5%	45				
15,577	15%	11,686	75%	1,056	7%	514	3%	48				
42	2%	31	74%	5	12%	5	12%	47				
489	7%	387	79%	56	11%	11	2%	45				
903	9%	719	80%	84	9%	20	2%	46				
2,472	2%	1,521	62%	605	24%	287	12%	40				
44,907	9%	31,365	70%	6,069	14%	3,319	7%	45				

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¹ BR EXCLUDED - Braille is excluded from these results.

² Composite - A score that places students into performance levels established for the Writing test

³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ 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) ¹ (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median Composite ² 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	Percent			
	Number of Valid Scores (OCCT)															
	<i>continued from previous page</i>															
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 ⁴	47,478	9%	32,922	69%	6,706	14%	3,635	8%							45
27	Ethnicity															
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	829	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	85	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	20%	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 st - Year Proficient	584	7%	460	79%	70	12%	12	2%							45
45	ELL 2 nd - Year Proficient	1,023	9%	804	79%	107	10%	25	2%							45

¹ BR EXCLUDED - Braille is excluded from these results.

² Composite - A score that places students into performance levels established for the Writing test.

³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ 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) ¹ (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score	
	OPI Score Range 814-980		OPI Score Range 700-813		OPI Score Range 638-699		OPI Score Range 400-637		OPI Score Range 400-637			Median OPI ² Score
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1 REGULAR EDUCATION ³	36,751	33%	21,566	59%	2,532	7%	458	1%	785			
2 Ethnicity	3,534	24%	2,412	68%	257	7%	34	1%	777			
3 Hispanic/Latino												
4 Race												
5 American Indian/Alaskan Native	6,526	29%	4,067	62%	490	8%	92	1%	785			
6 Asian	623	56%	280	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	50%	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	14%	24	67%	5	14%	2	6%	761			
19 ELL 1 st - Year Proficient	455	18%	334	73%	36	8%	3	1%	761			
20 ELL 2 nd - Year Proficient	876	19%	655	75%	51	6%	7	1%	769			
21 ENGLISH LANGUAGE LEARNERS (ELL)	2,142	8%	1,296	61%	515	24%	164	8%	724			
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	41,029	31%	24,073	59%	3,330	8%	761	2%	785			

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⁴ 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) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 814-990		OPI Score Range 700-813		OPI Score Range 638-699		OPI Score Range 400-637		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
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%	763	21%	308	8%	739		
25	IEP without Accommodations	752	24%	448	60%	92	12%	32	4%	769		
26	ALL STUDENTS ⁴	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	39%	374	46%	47	6%	8	1%	812		
32	Black/African American	4,177	53%	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 st - Year Proficient	497	19%	364	73%	38	8%	3	1%	761		
45	ELL 2 nd - Year Proficient	956	18%	716	75%	58	6%	8	1%	769		

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³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ 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

	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
	Number of Valid Scores (OCCT)	OPI Score Range 786-990		OPI Score Range 700-785		OPI Score Range 645-699		OPI Score Range 400-644		Median OPI ² Score	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent		
FULL ACADEMIC YEAR (FAY)¹											
(Only FAY scores are used for Accountability)											
1 REGULAR EDUCATION³	36,728	28%	18,293	50%	5,569	15%	2,631	7%	748		
2 Ethnicity											
3 Hispanic/Latino	3,532	20%	1,849	52%	677	19%	288	8%	731		
4 Race											
5 American Indian/Alaskan Native	6,522	23%	3,406	52%	1,128	17%	479	7%	743		
6 Asian	625	49%	261	42%	43	7%	15	2%	783		
7 Black/African American	3,695	11%	1,692	46%	910	25%	670	18%	708		
8 Pacific Islander	61	23%	28	46%	14	23%	5	8%	737		
9 White/Caucasian	20,722	33%	10,271	50%	2,544	12%	1,056	5%	760		
10 Two or More Races	1,571	26%	786	50%	253	16%	118	8%	743		
11 Gender											
12 Female	19,061	23%	9,921	52%	3,372	18%	1,418	7%	743		
13 Male	17,665	33%	8,371	47%	2,197	12%	1,212	7%	760		
14 Not Indicated	2	0%	1	50%	0	0%	1	50%	698		
15 Other											
16 Economically Disadvantaged	21,325	19%	11,023	52%	4,201	20%	2,120	10%	731		
17 Non-Economically Disadvantaged	15,403	41%	7,270	47%	1,368	9%	511	3%	771		
18 Migrant	35	4%	14	40%	11	31%	6	17%	702		
19 ELL 1 st - Year Proficient	455	67%	245	54%	108	24%	35	8%	726		
20 ELL 2 nd - Year Proficient	874	144%	472	54%	193	22%	65	7%	731		
21 ENGLISH LANGUAGE LEARNERS (ELL)	2,444	7%	779	32%	763	31%	741	30%	682		
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	44,056	25%	20,880	47%	7,372	17%	4,946	11%	743		

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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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score	
		OPI Score Range 786-990		OPI Score Range 700-785		OPI Score Range 645-699		OPI Score Range 400-644		UNSATISFACTORY	Percent		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent				
23 SPECIAL EDUCATION (IEP)	7,886	636	8%	2,703	34%	1,973	25%	2,574	33%	2,574	33%	682	
24 IEP with Accommodations	6,946	472	7%	2,313	33%	1,802	26%	2,359	34%	2,359	34%	682	
25 IEP without Accommodations	940	164	17%	390	41%	171	18%	215	23%	215	23%	714	
26 ALL STUDENTS ⁴	46,500	11,019	24%	21,659	47%	8,135	17%	5,687	12%	5,687	12%	737	
27 Ethnicity													
28 Hispanic/Latino	5,986	863	14%	2,600	43%	1,425	24%	1,098	18%	1,098	18%	714	
29 Race													
30 American Indian/Alaskan Native	8,137	1,620	20%	4,004	49%	1,542	19%	971	12%	971	12%	731	
31 Asian	835	335	40%	348	42%	97	12%	55	7%	55	7%	765	
32 Black/African American	4,636	437	9%	1,910	41%	1,146	25%	1,143	25%	1,143	25%	702	
33 Pacific Islander	85	14	16%	34	40%	24	28%	13	15%	13	15%	714	
34 White/Caucasian	24,899	7,312	29%	11,851	48%	3,549	14%	2,187	9%	2,187	9%	748	
35 Two or More Races	1,922	438	23%	912	47%	352	18%	220	11%	220	11%	731	
36 Gender													
37 Female	22,758	4,540	20%	11,082	49%	4,459	20%	2,677	12%	2,677	12%	731	
38 Male	23,740	6,479	27%	10,576	45%	3,676	15%	3,009	13%	3,009	13%	743	
39 Not Indicated	2	0	0%	1	50%	0	0%	1	50%	1	50%	698	
40 Other													
41 Economically Disadvantaged	27,746	4,364	16%	13,189	48%	5,974	22%	4,219	15%	4,219	15%	720	
42 Non-Economically Disadvantaged	18,754	6,655	35%	8,470	45%	2,161	12%	1,468	8%	1,468	8%	760	
43 Migrant	71	7	10%	28	39%	22	31%	14	20%	14	20%	695	
44 ELL 1 st - Year Proficient	502	75	15%	268	53%	119	24%	40	8%	40	8%	726	
45 ELL 2 nd - Year Proficient	968	161	17%	513	53%	218	23%	76	8%	76	8%	731	

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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) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 795-990		OPI Score Range 700-794		OPI Score Range 664-699		OPI Score Range 440-663		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1	REGULAR EDUCATION ³	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	6,527	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	14	40%	6	17%	7	20%	739		
19	ELL 1 st - Year Proficient	277	34	147	53%	53	19%	43	16%	726		
20	ELL 2 nd - Year Proficient	438	47	231	53%	70	16%	90	21%	726		
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,700	86	588	35%	312	18%	714	42%	685		
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	40,276	7,324	20,132	50%	6,123	15%	6,697	17%	739		

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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) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL											Median OPI ² Score
		OPI Score Range 795-990		OPI Score Range 700-794		OPI Score Range 664-699		OPI Score Range 440-663				Median OPI ² 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		692	
24	IEP with Accommodations	2,815	6%	1,022	36%	546	19%	1,065	38%	692		692	
25	IEP without Accommodations	546	14%	216	40%	97	18%	159	29%	713		713	
26	ALL STUDENTS ⁴	41,976	18%	20,720	49%	6,435	15%	7,411	18%	733		733	
27	Ethnicity												
28	Hispanic/Latino	5,114	11%	2,393	47%	860	17%	1,305	26%	720		720	
29	Race												
30	American Indian/Alaskan Native	7,316	13%	3,602	49%	1,302	18%	1,470	20%	726		726	
31	Asian	811	41%	337	42%	71	9%	71	9%	786		786	
32	Black/African American	3,999	8%	1,690	42%	759	19%	1,218	30%	706		706	
33	Pacific Islander	91	19%	44	48%	11	12%	19	21%	733		733	
34	White/Caucasian	22,940	21%	11,782	51%	3,205	14%	3,029	13%	745		745	
35	Two or More Races	1,705	18%	872	51%	227	13%	299	18%	739		739	
36	Gender												
37	Female	20,969	16%	10,538	50%	3,363	16%	3,650	17%	733		733	
38	Male	21,000	19%	10,180	48%	3,069	15%	3,759	18%	739		739	
39	Not Indicated	7	0%	2	29%	3	43%	2	29%	692		692	
40	Other												
41	Economically Disadvantaged	23,856	11%	11,395	48%	4,300	18%	5,618	24%	720		720	
42	Non-Economically Disadvantaged	18,120	27%	9,325	51%	2,135	12%	1,793	10%	759		759	
43	Migrant	50	9%	21	42%	8	16%	12	24%	713		713	
44	ELL 1 st - Year Proficient	314	11%	167	53%	61	19%	51	16%	726		726	
45	ELL 2 nd - Year Proficient	488	10%	258	53%	82	17%	97	20%	726		726	

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³ 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 Grade 6 Reading - Spring 2011



OCCT Grade 6 Reading

FAY

	FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 828-990		OPI Score Range 700-827		OPI Score Range 647-699		OPI Score Range 400-646		OPI Score Range 400-646		Median OPI ² Score		
		ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		UNSATISFACTORY				
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1	REGULAR EDUCATION ³	36,898		21,493	58%	7,266	20%	4,318	12%			733		
2	Ethnicity													
3	Hispanic/Latino	3,534	5%	1,979	56%	889	25%	480	14%			718		
4	Race													
5	American Indian/Alaskan Native	6,511	8%	3,644	56%	1,492	23%	885	14%			725		
6	Asian	658	21%	408	62%	72	11%	37	6%			768		
7	Black/African American	3,636	4%	1,703	47%	982	27%	807	22%			703		
8	Pacific Islander	71	10%	43	61%	14	20%	7	10%			725		
9	White/Caucasian	20,933	13%	12,824	61%	3,507	17%	1,919	9%			741		
10	Two or More Races	1,555	11%	892	57%	310	20%	183	12%			733		
11	Gender													
12	Female	19,016	11%	11,409	60%	3,716	20%	1,843	10%			733		
13	Male	17,876	10%	10,081	56%	3,549	20%	2,473	14%			733		
14	Not Indicated	6	0%	3	50%	1	17%	2	33%			711		
15	Other													
16	Economically Disadvantaged	20,320	6%	10,977	54%	4,957	24%	3,268	16%			718		
17	Non-Economically Disadvantaged	16,578	16%	10,516	63%	2,309	14%	1,050	6%			759		
18	Migrant	35	3%	21	60%	6	17%	5	14%			733		
19	ELL 1 st - Year Proficient	285	6%	135	47%	99	35%	45	16%			696		
20	ELL 2 nd - Year Proficient	449	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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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) ¹ (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 828-990		OPI Score Range 700-827		OPI Score Range 647-699		OPI Score Range 400-646		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
	Number of Valid Scores (OCCT)											
23	SPECIAL EDUCATION (IEP)	101	3%	1,117	36%	746	24%	1,155	37%	674		
24	IEP with Accommodations	73	3%	850	34%	599	24%	989	39%	674		
25	IEP without Accommodations	28	5%	267	44%	147	24%	166	27%	696		
26	ALL STUDENTS ⁴	3,938	10%	22,960	55%	8,444	20%	6,109	15%	725		
27	Ethnicity											
28	Hispanic/Latino	195	4%	2,304	46%	1,294	26%	1,165	23%	703		
29	Race											
30	American Indian/Alaskan Native	507	7%	3,887	54%	1,680	23%	1,185	16%	718		
31	Asian	146	18%	456	58%	109	14%	80	10%	759		
32	Black/African American	145	4%	1,766	45%	1,061	27%	950	24%	696		
33	Pacific Islander	7	8%	48	54%	19	21%	15	17%	718		
34	White/Caucasian	2,765	12%	13,536	60%	3,947	17%	2,482	11%	741		
35	Two or More Races	173	10%	943	56%	334	20%	232	14%	729		
36	Gender											
37	Female	2,084	10%	11,964	58%	4,222	20%	2,523	12%	733		
38	Male	1,854	9%	10,993	53%	4,221	20%	3,584	17%	725		
39	Not Indicated	0	0%	3	50%	1	17%	2	33%	711		
40	Other											
41	Economically Disadvantaged	1,159	5%	11,898	50%	5,852	25%	4,726	20%	710		
42	Non-Economically Disadvantaged	2,779	16%	11,062	62%	2,592	15%	1,383	8%	750		
43	Migrant	3	6%	24	47%	12	24%	12	24%	710		
44	ELL 1 st - Year Proficient	6	2%	156	48%	112	34%	53	16%	696		
45	ELL 2 nd - Year Proficient	20	4%	284	53%	140	28%	73	15%	703		

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² OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

³ Regular Education - Includes all students except Special Education (SEP) and English Language Learners (ELL).

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 7 Math - Spring 2011



OCCT Grade 7 Math

FAY

	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI 2 Score
		OPI Score Range 800-990		OPI Score Range 700-799		OPI Score Range 674-699		OPI Score Range 440-673		UNSATISFACTORY	Percent	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
FULL ACADEMIC YEAR (FAY) 1												
(Only FAY scores are used for Accountability)												
1 REGULAR EDUCATION ³	37,103	7,628	21%	18,707	50%	4,661	13%	6,107	16%	738	16%	
2 Ethnicity												
3 Hispanic/Latino	3,416	504	15%	1,796	53%	482	14%	634	19%	731	19%	
4 Race												
5 American Indian/Alaskan Native	6,568	1,001	15%	3,298	50%	997	15%	1,272	19%	725	19%	
6 Asian	654	342	52%	265	41%	18	3%	29	4%	802	4%	
7 Black/African American	3,724	403	11%	1,703	46%	580	16%	1,038	28%	711	28%	
8 Pacific Islander	65	16	25%	27	42%	10	15%	12	18%	731	18%	
9 White/Caucasian	21,176	5,065	24%	10,876	51%	2,368	11%	2,847	13%	745	13%	
10 Two or More Races	1,500	277	18%	742	49%	206	14%	275	18%	731	18%	
11 Gender												
12 Female	18,953	3,689	19%	9,610	51%	2,513	13%	3,141	17%	738	17%	
13 Male	18,148	3,939	22%	9,095	50%	2,148	12%	2,966	16%	745	16%	
14 Not Indicated	2	0	0%	2	100%	0	0%	0	0%	783	0%	
15 Other												
16 Economically Disadvantaged	20,066	2,575	13%	10,082	50%	2,966	15%	4,443	22%	725	22%	
17 Non-Economically Disadvantaged	17,037	5,053	30%	8,625	51%	1,695	10%	1,664	10%	758	10%	
18 Migrant	25	2	8%	13	52%	4	16%	6	24%	738	24%	
19 ELL 1 st - Year Proficient	149	31	21%	69	46%	21	14%	28	19%	738	19%	
20 ELL 2 nd - Year Proficient	358	61	17%	192	54%	39	11%	66	18%	738	18%	
21 ENGLISH LANGUAGE LEARNERS (ELL)	1,553	85	5%	496	32%	250	16%	722	46%	674	46%	
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,772	7,824	20%	19,715	50%	5,090	13%	7,143	18%	738	18%	

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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) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		800-990		700-799		674-699		440-673		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	2,796	7%	1,037	37%	448	16%	1,112	40%	690		
24	IEP with Accommodations	2,331	6%	839	36%	366	17%	956	41%	690		
25	IEP without Accommodations	465	11%	198	43%	62	13%	156	34%	704		
26	ALL STUDENTS ⁴	41,325	19%	20,211	49%	5,340	13%	7,865	19%	731		
27	Ethnicity											
28	Hispanic/Latino	4,828	12%	2,224	46%	716	15%	1,330	28%	718		
29	Race											
30	American Indian/Alaskan Native	7,194	14%	3,507	49%	1,091	15%	1,554	22%	725		
31	Asian	791	47%	338	43%	31	4%	53	7%	794		
32	Black/African American	4,017	10%	1,790	45%	623	16%	1,195	30%	711		
33	Pacific Islander	85	19%	31	36%	13	15%	25	29%	711		
34	White/Caucasian	22,796	23%	11,524	51%	2,641	12%	3,400	15%	745		
35	Two or More Races	1,614	18%	797	49%	225	14%	308	19%	731		
36	Gender											
37	Female	20,589	18%	10,162	49%	2,789	14%	3,862	19%	731		
38	Male	20,734	20%	10,047	48%	2,551	12%	4,003	19%	738		
39	Not Indicated	2	0%	2	100%	0	0%	0	0%	783		
40	Other											
41	Economically Disadvantaged	23,042	12%	11,056	48%	3,463	15%	5,813	25%	718		
42	Non-Economically Disadvantaged	18,283	28%	9,155	50%	1,877	10%	2,052	11%	758		
43	Migrant	46	3%	17	37%	9	20%	17	37%	697		
44	ELL ^{1st} - Year Proficient	156	31%	73	47%	22	14%	30	19%	738		
45	ELL ^{2nd} - Year Proficient	374	61%	203	54%	43	11%	67	18%	738		

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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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 802-990		OPI Score Range 700-801		OPI Score Range 668-699		OPI Score Range 400-667		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 REGULAR EDUCATION ³	37,191	6,701	18%	21,212	57%	4,554	12%	4,724	13%	737		
2 Ethnicity	3,423	423	12%	1,987	58%	528	15%	485	14%	729		
3 Hispanic/Latino												
4 Race												
5 American Indian/Alaskan Native	6,590	952	14%	3,755	57%	939	14%	944	14%	737		
6 Asian	655	232	35%	350	53%	35	5%	38	6%	771		
7 Black/African American	3,735	318	9%	1,860	50%	618	17%	939	25%	715		
8 Pacific Islander	65	9	14%	34	52%	6	9%	16	25%	729		
9 White/Caucasian	21,219	4,535	21%	12,342	58%	2,234	11%	2,108	10%	745		
10 Two or More Races	1,504	232	15%	884	59%	194	13%	194	13%	737		
11 Gender												
12 Female	18,994	3,664	19%	11,124	59%	2,211	12%	1,995	11%	745		
13 Male	18,194	3,037	17%	10,086	55%	2,342	13%	2,729	15%	737		
14 Not Indicated	3	0	0%	2	67%	1	33%	0	0%	745		
15 Other												
16 Economically Disadvantaged	20,098	2,306	11%	11,201	56%	3,041	15%	3,550	18%	722		
17 Non-Economically Disadvantaged	17,093	4,395	26%	10,011	59%	1,513	9%	1,174	7%	762		
18 Migrant	25	1	4%	17	68%	5	20%	2	8%	729		
19 ELL 1 st - Year Proficient	149	17	11%	92	62%	20	13%	20	13%	722		
20 ELL 2 nd - Year Proficient	365	42	12%	199	55%	66	18%	58	16%	722		
21 ENGLISH LANGUAGE LEARNERS (ELL)	1,488	36	2%	406	27%	301	20%	745	50%	662		
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,853	6,856	17%	22,245	56%	5,046	13%	5,706	14%	737		

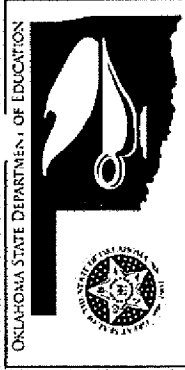
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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 7 Reading - Spring 2011



OCCT Grade 7 Reading

FAY

		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 802-990		OPI Score Range 700-801		OPI Score Range 668-699		OPI Score Range 400-667		Median OPI ² Score		
		ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
FULL ACADEMIC YEAR (FAY)¹												
(Only FAY scores are used for Accountability)												
<i>continued from previous page</i>												
23	SPECIAL EDUCATION (IEP)	2,761	6%	1,053	38%	503	18%	1,048	38%	688		
24	IEP with Accommodations	2,177	5%	803	37%	407	19%	854	39%	681		
25	IEP without Accommodations	584	8%	250	43%	96	16%	194	33%	701		
26	ALL STUDENTS ⁴	41,341	17%	22,651	55%	5,347	13%	6,451	16%	737		
27	Ethnicity											
28	Hispanic/Latino	4,782	9%	2,327	49%	814	17%	1,188	25%	708		
29	Race											
30	American Indian/Alaskan Native	7,206	14%	3,967	55%	1,051	15%	1,204	17%	729		
31	Asian	785	30%	411	52%	63	8%	76	10%	762		
32	Black/African American	4,023	8%	1,945	48%	672	17%	1,084	27%	708		
33	Pacific Islander	85	11%	37	44%	7	8%	32	38%	708		
34	White/Caucasian	22,837	20%	13,028	57%	2,522	11%	2,639	12%	745		
35	Two or More Races	1,623	15%	936	58%	218	13%	228	14%	737		
36	Gender											
37	Female	20,630	18%	11,692	57%	2,549	12%	2,658	13%	737		
38	Male	20,708	15%	10,957	53%	2,797	14%	3,793	18%	729		
39	Not Indicated	3	0%	2	67%	1	33%	0	0%	745		
40	Other											
41	Economically Disadvantaged	22,994	10%	12,086	53%	3,610	16%	4,910	21%	722		
42	Non-Economically Disadvantaged	18,347	25%	10,565	58%	1,737	9%	1,541	8%	753		
43	Migrant	43	2%	25	58%	7	16%	10	23%	708		
44	ELL 1 st - Year Proficient	161	11%	99	61%	21	13%	24	15%	722		
45	ELL 2 nd - Year Proficient	386	45%	210	54%	69	18%	62	16%	722		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 7 Geography - Spring 2011



OCCT Grade 7 Geography

FAY

	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI 2 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	
FULL ACADEMIC YEAR (FAY) ¹											
(Only FAY scores are used for Accountability)											
1 REGULAR EDUCATION³	37,231		24,620	66%	4,152	11%	386	1%	789		
2 Ethnicity											
3 Hispanic/Latino	3,451	15%	2,391	69%	500	14%	37	1%	779		
4 Race											
5 American Indian/Alaskan Native	6,612	17%	4,626	70%	805	12%	56	1%	779		
6 Asian	647	46%	333	51%	18	3%	1	0%	845		
7 Black/African American	3,703	8%	2,321	63%	909	25%	160	4%	749		
8 Pacific Islander	69	17%	48	70%	9	13%	0	0%	800		
9 White/Caucasian	21,283	26%	13,877	65%	1,742	8%	125	1%	810		
10 Two or More Races	1,486	19%	1,024	69%	169	11%	7	0%	789		
11 Gender											
12 Female	19,001	17%	12,974	68%	2,532	13%	199	1%	779		
13 Male	18,230	26%	11,646	64%	1,620	9%	187	1%	810		
14 Not Indicated	0										
15 Other											
16 Economically Disadvantaged	20,157	13%	13,940	69%	3,184	16%	319	2%	789		
17 Non-Economically Disadvantaged	17,074	31%	10,680	63%	968	6%	67	0%	822		
18 Migrant	28	5	18	64%	5	18%	0	0%	779		
19 ELL 1 st - Year Proficient	150	26	108	72%	15	10%	1	1%	779		
20 ELL 2 nd - Year Proficient	363	43	272	75%	46	13%	2	1%	769		
21 ENGLISH LANGUAGE LEARNERS (ELL)	1,766	55	822	47%	695	39%	194	11%	696		
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	43,382	8,354	27,305	63%	6,488	15%	1,235	3%	779		

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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) ¹	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 847-990		OPI Score Range 700-846		OPI Score Range 595-699		OPI Score Range 400-594		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
(Only FAY scores are used for Accountability)												
23 SPECIAL EDUCATION (IEP)	6,553	289	4%	2,802	43%	2,524	39%	938	14%	696		
24 IEP with Accommodations	6,011	241	4%	2,509	42%	2,373	39%	888	15%	696		
25 IEP without Accommodations	542	48	9%	293	54%	151	28%	50	9%	738		
26 ALL STUDENTS ⁴	45,148	8,409	19%	28,127	62%	7,183	16%	1,429	3%	779		
27 Ethnicity												
28 Hispanic/Latino	5,248	569	11%	3,188	61%	1,231	23%	260	5%	749		
29 Race												
30 American Indian/Alaskan Native	7,965	1,174	15%	5,206	65%	1,358	17%	227	3%	769		
31 Asian	788	306	39%	422	54%	54	7%	6	1%	822		
32 Black/African American	4,532	321	7%	2,540	56%	1,299	29%	372	8%	728		
33 Pacific Islander	94	14	15%	53	56%	22	23%	5	5%	764		
34 White/Caucasian	24,778	5,726	23%	15,577	63%	2,961	12%	514	2%	789		
35 Two or More Races	1,743	299	17%	1,141	65%	258	15%	45	3%	779		
36 Gender												
37 Female	22,019	3,360	15%	14,197	64%	3,847	17%	615	3%	769		
38 Male	23,129	5,049	22%	13,930	60%	3,336	14%	814	4%	789		
39 Not Indicated	0											
40 Other												
41 Economically Disadvantaged	25,759	2,879	11%	16,226	63%	5,496	21%	1,158	4%	759		
42 Non-Economically Disadvantaged	19,389	5,530	29%	11,901	61%	1,687	9%	271	1%	810		
43 Migrant	50	7	14%	28	56%	12	24%	3	6%	744		
44 ELL 1 st - Year Proficient	158	27	17%	113	72%	17	11%	1	1%	774		
45 ELL 2 nd - Year Proficient	382	43	11%	288	75%	49	13%	2	1%	769		

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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) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 774-990		OPI Score Range 700-773		OPI Score Range 642-699		OPI Score Range 440-641		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	REGULAR EDUCATION ³	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 st - Year Proficient	111	26%	55	50%	21	19%	6	5%	739		
20	ELL 2 nd - 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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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) ¹ (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 774-990		OPI Score Range 700-773		OPI Score Range 642-699		OPI Score Range 440-641		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23	SPECIAL EDUCATION (IEP)	2,606	9%	846	32%	736	28%	778	30%	680		
24	IEP with Accommodations	2,373	9%	756	32%	680	29%	730	31%	680		
25	IEP without Accommodations	233	17%	90	39%	56	24%	48	21%	706		
26	ALL STUDENTS ⁴	39,734	26%	16,370	41%	8,403	21%	4,731	12%	726		
27	Ethnicity											
28	Hispanic/Latino	4,555	16%	1,802	40%	1,222	27%	808	18%	706		
29	Race											
30	American Indian/Alaskan Native	6,812	21%	2,860	42%	1,601	24%	945	14%	719		
31	Asian	825	41%	313	38%	76	9%	22	3%	774		
32	Black/African American	3,693	13%	1,394	38%	1,049	28%	786	21%	700		
33	Pacific Islander	79	22%	33	42%	11	14%	18	23%	719		
34	White/Caucasian	22,171	31%	9,337	42%	4,045	18%	1,977	9%	739		
35	Two or More Races	1,599	25%	631	39%	399	25%	175	11%	719		
36	Gender											
37	Female	20,142	24%	8,604	43%	4,387	22%	2,233	11%	726		
38	Male	19,592	27%	7,766	40%	4,016	20%	2,498	13%	726		
39	Not Indicated	0										
40	Other											
41	Economically Disadvantaged	21,185	17%	8,619	41%	5,455	26%	3,525	17%	706		
42	Non-Economically Disadvantaged	18,549	36%	7,751	42%	2,948	16%	1,206	7%	746		
43	Migrant	43	6%	17	40%	12	28%	8	19%	706		
44	ELL 1 st - Year Proficient	114	29%	57	50%	22	19%	6	5%	739		
45	ELL 2 nd - Year Proficient	392	82%	175	45%	93	24%	42	11%	719		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 8 Reading - Spring 2011



OCCT Grade 8 Reading

FAY

		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 833-990		OPI Score Range 700-832		OPI Score Range 655-699		OPI Score Range 400-654				
FULL ACADEMIC YEAR (FAY) ¹		ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY				
(Only FAY scores are used for Accountability)		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	REGULAR EDUCATION ³	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	2%	20	59%	8	24%	4	12%			721
19	ELL 1 st - Year Proficient	111	18%	73	66%	16	14%	4	4%			757
20	ELL 2 nd - 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)	38,364	15%	24,385	64%	4,882	13%	3,218	8%			757

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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) ¹		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 833-990		OPI Score Range 700-832		OPI Score Range 655-699		OPI Score Range 400-654		Median OPI ² 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 ⁴	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	14,416	65%	2,460	11%	1,341	6%	768		
35	Two or More Races	1,606	221	1,004	63%	216	13%	165	10%	757		
36	Gender											
37	Female	20,254	3,478	12,754	63%	2,408	12%	1,614	8%	757		
38	Male	19,547	2,418	12,023	62%	2,834	14%	2,272	12%	747		
39	Not Indicated	0										
40	Other											
41	Economically Disadvantaged	21,238	1,924	12,651	60%	3,576	17%	3,087	15%	738		
42	Non-Economically Disadvantaged	18,563	3,972	12,126	65%	1,666	9%	799	4%	779		
43	Migrant	41	2	23	56%	12	29%	4	10%	721		
44	ELL 1 st - Year Proficient	114	18	74	65%	17	15%	5	4%	757		
45	ELL 2 nd - Year Proficient	392	16	275	70%	63	16%	38	10%	729		

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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) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median Composite ² Score
		Number of Valid Scores (OCCT)		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	
1	REGULAR EDUCATION ³	36,599	15%	5,476	27,661	76%	1,789	5%	1,673	5%	48	
2	Ethnicity											
3	Hispanic/Latino	3,265	10%	2,637	81%	154	5%	133	4%	48		
4	Race											
5	American Indian/Alaskan Native	6,362	12%	4,919	77%	358	6%	298	5%	48		
6	Asian	677	27%	469	69%	10	1%	12	2%	48		
7	Black/African American	3,523	10%	2,738	78%	248	7%	202	6%	48		
8	Pacific Islander	50	12%	38	76%	4	8%	2	4%	48		
9	White/Caucasian	21,103	17%	15,690	74%	923	4%	881	4%	48		
10	Two or More Races	1,619	13%	1,170	72%	92	6%	145	9%	48		
11	Gender											
12	Female	19,061	18%	14,269	75%	520	3%	798	4%	48		
13	Male	17,536	11%	13,391	76%	1,269	7%	874	5%	48		
14	Not Indicated	2	0%	1	50%	0	0%	1	50%	52		
15	Other											
16	Economically Disadvantaged	18,827	10%	14,721	78%	1,195	6%	1,031	5%	48		
17	Non-Economically Disadvantaged	17,772	20%	12,940	73%	594	3%	642	4%	48		
18	Migrant	37	2%	26	70%	5	14%	4	11%	46		
19	ELL 1 st - Year Proficient	104	15%	80	77%	4	4%	4	4%	48		
20	ELL 2 nd - Year Proficient	332	7%	283	85%	20	6%	5	2%	48		
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,779	3%	1,197	67%	311	17%	222	12%	42		
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	42,885	13%	31,063	72%	3,401	8%	2,778	6%	48		

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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) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median Composite ² Score
		Score Range 54-60		Score Range 36-53		Score Range 25-35		Score Range 15-24		Score Range 15-24		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	6,738	3%	3,616	54%	1,752	26%	1,199	18%	40	40	
24	IEP with Accommodations	4,994	3%	2,714	54%	1,361	27%	790	16%	40	40	
25	IEP without Accommodations	1,744	2%	902	52%	391	22%	409	23%	40	40	
26	ALL STUDENTS ⁴	44,706	13%	32,276	72%	3,728	8%	3,008	7%	48	48	
27	Ethnicity											
28	Hispanic/Latino	4,940	8%	3,733	76%	487	10%	346	7%	47	47	
29	Race											
30	American Indian/Alaskan Native	7,854	10%	5,704	73%	776	10%	551	7%	47	47	
31	Asian	831	24%	580	70%	19	2%	30	4%	48	48	
32	Black/African American	4,317	8%	3,126	72%	463	11%	385	9%	47	47	
33	Pacific Islander	84	7%	56	67%	10	12%	12	14%	47	47	
34	White/Caucasian	24,714	15%	17,732	72%	1,809	7%	1,448	6%	48	48	
35	Two or More Races	1,966	11%	1,345	68%	164	8%	236	12%	48	48	
36	Gender											
37	Female	22,081	16%	16,217	73%	1,067	5%	1,225	6%	48	48	
38	Male	22,622	9%	16,057	71%	2,661	12%	1,782	8%	47	47	
39	Not Indicated	3	0%	2	67%	0	0%	1	33%	45	45	
40	Other											
41	Economically Disadvantaged	23,894	8%	17,627	74%	2,432	10%	1,863	8%	47	47	
42	Non-Economically Disadvantaged	20,800	18%	14,642	70%	1,294	6%	1,143	5%	48	48	
43	Migrant	50	2%	34	68%	9	18%	5	10%	43	43	
44	ELL 1 st - Year Proficient	126	19%	98	78%	5	4%	4	3%	48	48	
45	ELL 2 nd - Year Proficient	365	7%	311	85%	22	6%	6	2%	47	47	

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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) ¹ (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score	
		OPI Score Range 829-990		OPI Score Range 700-828		OPI Score Range 647-699		OPI Score Range 400-646		Number	Percent		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent				
1	REGULAR EDUCATION ³	35,779	20%	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 st - Year Proficient	110	14%	85	77%	10	9%	0	0%			771	
20	ELL 2 nd - 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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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 8 Science - Spring 2011



OCCT Grade 8 Science

FAY

		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 829-990		OPI Score Range 700-828		OPI Score Range 647-699		OPI Score Range 400-646		UNSATISFACTORY	Median OPI ² Score	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
FULL ACADEMIC YEAR (FAY) ¹												
(Only FAY scores are used for Accountability)												
<i>continued from previous page</i>												
23	SPECIAL EDUCATION (IEP)	3,469	6%	2,241	65%	701	20%	335	10%		727	
24	IEP with Accommodations	2,807	5%	1,800	64%	582	21%	282	10%		727	
25	IEP without Accommodations	662	7%	441	67%	119	18%	53	8%		742	
26	ALL STUDENTS ⁴	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 st - Year Proficient	116	14%	90	78%	10	9%	0	0%		771	
45	ELL 2 nd - Year Proficient	391	37%	322	82%	26	7%	6	2%		764	

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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

FULL ACADEMIC YEAR (FAY) ¹ (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 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	
1	REGULAR EDUCATION ³	35,771		5,850	16%	22,367	63%	6,411	18%	1,143	3%	752
2	Ethnicity											
3	Hispanic/Latino	3,202	10%	330	10%	2,066	65%	694	22%	112	3%	739
4	Race											
5	American Indian/Alaskan Native	6,209	11%	706	11%	3,940	63%	1,331	21%	232	4%	746
6	Asian	677	35%	236	35%	394	58%	46	7%	1	0%	787
7	Black/African American	3,471	6%	205	6%	1,874	54%	1,099	32%	293	8%	719
8	Pacific Islander	50	22%	11	22%	31	62%	8	16%	0	0%	759
9	White/Caucasian	20,680	20%	4,144	20%	13,140	64%	2,932	14%	464	2%	766
10	Two or More Races	1,482	15%	218	15%	922	62%	301	20%	41	3%	752
11	Gender											
12	Female	18,684	13%	2,372	13%	11,848	63%	3,874	21%	590	3%	746
13	Male	17,087	20%	3,478	20%	10,519	62%	2,537	15%	553	3%	766
14	Not Indicated	0										
15	Other											
16	Economically Disadvantaged	18,334	9%	1,712	9%	11,351	62%	4,414	24%	857	5%	739
17	Non-Economically Disadvantaged	17,437	24%	4,138	24%	11,016	63%	1,997	11%	286	2%	772
18	Migrant	33	2%	2	6%	17	52%	13	39%	1	3%	712
19	ELL 1 st - Year Proficient	110	14%	14	13%	71	65%	24	22%	1	1%	743
20	ELL 2 nd - Year Proficient	369	7%	27	7%	248	67%	83	22%	11	3%	739
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,783	26%	26	1%	573	32%	774	43%	410	23%	671
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	41,794	15%	6,066	15%	24,491	59%	8,835	21%	2,402	6%	746

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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

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		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		OPI Score Range 400-621		
		ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY		UNSATISFACTORY		
Number of Valid Scores (OCCT)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
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 ⁴	43,577	14%	25,064	58%	9,609	22%	2,812	6%	2,812	6%	746	
27 Ethnicity	4,890	7%	2,565	52%	1,459	30%	516	11%	516	11%	719	
28 Hispanic/Latino												
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	12%	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 st - Year Proficient	117	12%	75	64%	25	21%	3	3%	3	3%	739	
45 ELL 2 nd - Year Proficient	393	27%	260	66%	92	23%	14	4%	14	4%	739	

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ 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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² 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 ³	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%	8,801	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 st -Year Proficient	96	30	31%	35	36%	19	20%	12	13%	725		
20 ELL 2 nd -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%	17,880	48%	4,954	13%	2,041	5%	741		

Continued on next page

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 *** There are fewer than five students with valid scores in this group.
 +*** At least 95% of students scored at the Advanced or Proficient Performance Level.
 ---- At least 95% of students scored at the Limited Knowledge or Unsatisfactory Performance Level.

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)¹

(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 ² Score
		OPI Score Range 762-999		OPI Score Range 700-761		OPI Score Range 662-699		OPI Score Range 490-661		Median OPI ² Score		
		Number	Percent	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 ⁴	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 st -Year Proficient	128	33	26%	49	38%	32	25%	14	11%	725		
45 ELL 2 nd -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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score	
		OPI Score Range 783-999		OPI Score Range 700-782		OPI Score Range 654-699		OPI Score Range 440-653		UNSATISFACTORY	Percent		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent				
1 REGULAR EDUCATION ³	28,201	7,706	27%	11,938	42%	5,186	18%	3,371	12%			733	
2 Ethnicity													
Hispanic/Latino	2,460	459	19%	1,054	43%	565	23%	382	16%			717	
4 Race													
American Indian/Alaskan Native	4,560	848	19%	1,998	44%	1,019	22%	694	15%			722	
Asian	681	416	61%	210	31%	41	6%	14	2%			797	
Black/African American	2,507	327	13%	950	38%	615	25%	615	25%			700	
Pacific Islander	48	10	21%	19	40%	11	23%	8	17%			720	
White/Caucasian	17,163	5,455	32%	7,356	43%	2,776	16%	1,576	9%			743	
Two or More Races	782	191	24%	350	45%	159	20%	82	10%			733	
Gender													
Female	14,776	3,897	26%	6,530	44%	2,721	18%	1,628	11%			733	
Male	13,425	3,809	28%	5,408	40%	2,465	18%	1,743	13%			738	
Not Indicated	0												
15 Other													
Economically Disadvantaged	11,014	1,845	17%	4,568	41%	2,595	24%	2,008	18%			712	
Non-Economically Disadvantaged	17,187	5,861	34%	7,370	43%	2,591	15%	1,365	8%			748	
Migrant	15	2	13%	6	40%	2	13%	5	33%			706	
ELL 1 st -Year Proficient	133	22	17%	58	44%	23	17%	30	23%			711	
ELL 2 nd -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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 783-999		OPI Score Range 700-782		OPI Score Range 654-699		OPI Score Range 440-653		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23 SPECIAL EDUCATION (IEP) <i>continued from previous page</i>	2,235	128	6%	484	22%	550	25%	1,073	48%					654
24 IEP with Accommodations	1,994	86	5%	331	20%	416	25%	861	51%					640
25 IEP without Accommodations	541	42	8%	153	28%	134	25%	212	39%					666
26 ALL STUDENTS ⁴	30,936	7,891	26%	12,548	41%	5,871	19%	4,626	15%					728
27 Ethnicity														
28 Hispanic/Latino	2,954	478	16%	1,160	39%	705	24%	611	21%					706
29 Race														
30 American Indian/Alaskan Native	5,041	859	17%	2,076	41%	1,145	23%	961	19%					712
31 Asian	786	457	58%	242	31%	58	7%	29	4%					791
32 Black/African American	2,776	334	12%	990	36%	666	24%	786	28%					694
33 Pacific Islander	58	12	21%	19	33%	15	26%	12	21%					703
34 White/Caucasian	18,481	5,558	30%	7,688	42%	3,109	17%	2,126	12%					743
35 Two or More Races	840	193	23%	373	44%	173	21%	101	12%					732
36 Gender														
37 Female	15,915	3,964	25%	6,787	43%	3,034	19%	2,130	13%					728
38 Male	15,021	3,927	26%	5,761	38%	2,837	19%	2,496	17%					728
39 Not indicated	0													
40 Other														
41 Economically Disadvantaged	12,668	1,932	15%	4,870	38%	2,987	24%	2,879	23%					706
42 Non-Economically Disadvantaged	18,268	5,959	33%	7,678	42%	2,884	16%	1,747	10%					748
43 Migrant	20	2	10%	7	35%	5	25%	6	30%					681
44 ELL 1 st -Year Proficient	154	23	15%	62	40%	32	21%	37	24%					700
45 ELL 2 nd -Year Proficient	243	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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 775-999		OPI Score Range 691-774		OPI Score Range 627-690		OPI Score Range 440-626		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 REGULAR EDUCATION ³	34,298	12,910	38%	15,194	44%	4,497	13%	1,697	5%					747
2 Ethnicity	3,126	772	25%	1,543	48%	565	18%	246	8%					727
3 Hispanic/Latino														
4 Race	5,938	1,813	31%	2,861	48%	957	16%	307	5%					735
5 American Indian/Alaskan Native														
6 Asian	759	457	60%	250	33%	38	5%	14	2%					789
7 Black/African American	3,211	562	18%	1,425	44%	772	24%	452	14%					705
8 Pacific Islander	64	21	33%	28	44%	8	13%	7	11%					737
9 White/Caucasian	20,126	8,876	44%	8,588	43%	2,039	10%	623	3%					760
10 Two or More Races	1,074	409	38%	499	46%	118	11%	48	4%					752
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 st -Year Proficient	161	22	14%	74	46%	39	24%	26	16%					698
20 ELL 2 nd -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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² 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) <i>continued from previous page</i>	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 ⁴	37,110	13,243	36%	16,146	44%	5,287	14%	2,434	7%	746		
27 Ethnicity	3,984	801	20%	1,769	44%	869	22%	545	14%	711		
28 Hispanic/Latino												
29 Race	6,330	1,846	29%	2,991	47%	1,090	17%	403	6%	733		
30 American Indian/Alaskan Native												
31 Asian	378	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	18,655	5,050	32%	8,606	46%	2,912	16%	1,087	6%	739		
37 Female												
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 st -Year Proficient	183	23	13%	81	44%	50	27%	29	16%	694		
45 ELL 2 nd -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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 797-999		OPI Score Range 693-796		OPI Score Range 588-692		OPI Score Range 440-587		UNSATISFACTORY		
		ADVANCED	PROFICIENT	LIMITED KNOWLEDGE								
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 REGULAR EDUCATION ³	33,734	12,740	38%	17,391	52%	3,332	10%	271	1%	767		
Ethnicity												
3 Hispanic/Latino	2,980	736	25%	1,739	58%	458	15%	47	2%	744		
Race												
5 American Indian/Alaskan Native	5,828	1,925	33%	3,187	55%	664	11%	52	1%	758		
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											
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 st -Year Proficient	191	22	12%	116	61%	49	26%	4	2%	722		
20 ELL 2 nd -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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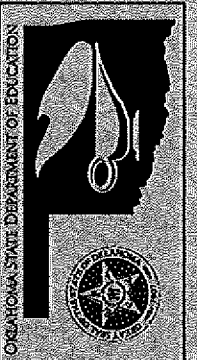
1 BR, EQ, & ZTT EXCLUDED - Braille, Equivalent, and 2nd Time Testers are excluded from these results.
 2 OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.
 3 Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).
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 * * * * There are fewer than five students with valid scores in this group.
 + * * * * At least 95% of students scored at the Advanced or Proficient Performance Level.
 - - - - At least 95% of students scored at the Limited Knowledge or Unsatisfactory Performance Level.

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)

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 797-999			OPI Score Range 693-796			OPI Score Range 588-692			OPI Score Range 440-587			
		ADVANCED		Percent	PROFICIENT		Percent	LIMITED KNOWLEDGE		Percent	UNSATISFACTORY		Percent	
23 SPECIAL EDUCATION (IEP) <i>continued from previous page</i>	1,644	196	12%		781	48%		558	34%		109	7%		
24 IEP with Accommodations	1,169	118	10%	557	48%	414	35%	80	7%			703		
25 IEP without Accommodations	475	78	16%	224	47%	144	30%	29	6%			709		
26 ALL STUDENTS ⁴	36,230	12,962	36%	18,465	51%	4,306	12%	497	1%			761		
27 Ethnicity	3,779	760	20%	2,008	53%	868	23%	143	4%			729		
28 Hispanic/Latino														
29 Race	6,183	1,951	32%	3,340	54%	806	13%	85	1%			752		
30 American Indian/Alaskan Native														
31 Asian	759	365	48%	295	39%	79	10%	20	3%			785		
32 Black/African American	3,446	670	19%	1,944	56%	752	22%	80	2%			733		
33 Pacific Islander	80	13	16%	41	51%	17	21%	9	11%			722		
34 White/Caucasian	20,991	8,856	42%	10,303	49%	1,684	8%	148	1%			775		
35 Two or More Races	992	347	35%	534	54%	100	10%	11	1%			767		
36 Gender														
37 Female	18,446	7,209	39%	9,200	50%	1,899	10%	138	1%			769		
38 Male	17,784	5,753	32%	9,265	52%	2,407	14%	359	2%			758		
39 Not Indicated	0													
40 Other														
41 Economically Disadvantaged	16,349	3,922	24%	9,075	56%	2,964	18%	388	2%			743		
42 Non-Economically Disadvantaged	19,881	9,040	45%	9,390	47%	1,342	7%	109	1%			779		
43 Migrant	27	7	26%	12	44%	7	26%	1	4%			744		
44 ELL 1 st -Year Proficient	216	23	11%	131	61%	57	26%	5	2%			716		
45 ELL 2 nd -Year Proficient	197	30	15%	139	71%	28	14%	0	0%			737		

¹ BR, EQ, & ZTT EXCLUDED - Braille, Equivalent, and 2nd 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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		802-999		700-801		670-699		440-669		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 REGULAR EDUCATION ³	31,671	10,239	32%	18,796	59%	1,609	5%	1,027	3%			770
2 Ethnicity	2,666	594	22%	1,783	67%	182	7%	107	4%			756
3 Hispanic/Latino												
4 Race	5,453	1,423	26%	3,469	64%	346	6%	215	4%			761
5 American Indian/Alaskan Native												
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	7,089	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	5,340	34%	9,396	59%	717	4%	361	2%			775
13 Male	15,457	4,699	30%	9,200	60%	892	6%	566	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 st -Year Proficient	135	14	10%	94	70%	17	13%	10	7%			732
20 ELL 2 nd -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

continued on next page

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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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 802-999		OPI Score Range 700-801		OPI Score Range 670-699		OPI Score Range 440-669		Median OPI ² Score		
		Number	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 ⁴	35,695	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%	781		
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	15	3	19%	8	50%	1	6%	4	25%	714		
44 ELL 1 st -Year Proficient	158	15	9%	108	68%	20	13%	15	9%	730		
45 ELL 2 nd -Year Proficient	286	28	10%	198	69%	38	13%	22	8%	732		

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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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 777-999		OPI Score Range 700-776		OPI Score Range 635-699		OPI Score Range 440-634		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 REGULAR EDUCATION ³	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 st -Year Proficient	198	43	22%	96	48%	49	25%	10	5%					726
20 ELL 2 nd -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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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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 777-999		OPI Score Range 700-776		OPI Score Range 635-699		OPI Score Range 440-634		UNSATISFACTORY	Median OPI ² Score	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23 SPECIAL EDUCATION (IEP)	4,335	329	8%	1,224	28%	1,418	33%	1,364	31%	658		
24 IEP with Accommodations	3,408	233	7%	326	27%	1,141	33%	1,108	33%	650		
25 IEP without Accommodations	927	96	10%	298	32%	277	30%	256	28%	682		
26 ALL STUDENTS ⁴	39,342	14,652	37%	16,246	41%	5,856	15%	2,588	7%	748		
27 Ethnicity	4,074	1,012	25%	1,766	43%	878	22%	418	10%	728		
28 Hispanic/Latino												
29 Race	6,756	1,972	29%	3,096	46%	1,175	17%	513	8%	738		
30 American Indian/Alaskan Native												
31 Asian	909	633	70%	212	23%	46	5%	18	2%	813		
32 Black/African American	3,906	672	17%	1,694	43%	972	25%	568	15%	712		
33 Pacific Islander	73	23	32%	34	47%	10	14%	6	8%	743		
34 White/Caucasian	22,473	9,890	44%	8,950	40%	2,822	12%	1,001	4%	764		
35 Two or More Races	1,151	450	39%	484	42%	153	13%	64	6%	753		
36 Gender												
37 Female	19,787	7,256	37%	8,431	43%	2,969	15%	1,131	6%	748		
38 Male	19,555	7,396	38%	7,815	40%	2,887	15%	1,457	7%	753		
39 Not Indicated	0											
40 Other												
41 Economically Disadvantaged	17,784	4,336	24%	7,888	44%	3,709	21%	1,851	10%	728		
42 Non-Economically Disadvantaged	21,558	10,316	48%	8,358	39%	2,147	10%	737	3%	759		
43 Migrant	23	8	32%	8	32%	5	20%	4	16%	718		
44 ELL 1 st -Year Proficient	222	46	21%	103	46%	59	27%	14	6%	723		
45 ELL 2 nd -Year Proficient	266	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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score			
		OPI Score Range 747-999		OPI Score Range 689-746		OPI Score Range 603-688		OPI Score Range 440-602		LIMITED KNOWLEDGE		UNSATISFACTORY					
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent				
1 REGULAR EDUCATION ³	31,998	15,941	50%	9,631	30%	5,543	17%	883	3%							738	
2 Ethnicity																	
Hispanic/Latino	2,748	1,358	39%	918	33%	665	24%	107	4%							721	
3 Races																	
American Indian/Alaskan Native	5,355	2,339	44%	1,750	33%	1,095	20%	171	3%							731	
Asian	735	478	65%	173	24%	65	9%	19	3%							762	
Black/African American	3,070	888	29%	954	31%	978	32%	250	8%							702	
Pacific Islander	57	23	40%	22	39%	9	16%	3	5%							725	
White/Caucasian	19,157	10,685	56%	5,544	29%	2,610	14%	318	2%							749	
Two or More Races	876	470	54%	270	31%	121	14%	15	2%							747	
4 Gender																	
Female	16,356	6,744	41%	5,513	34%	3,600	22%	499	3%							726	
Male	15,642	9,197	59%	4,118	26%	1,943	12%	384	2%							754	
Not indicated	0																
5 Other																	
Economically Disadvantaged	13,019	4,970	38%	4,267	33%	3,255	25%	587	5%							720	
Non-Economically Disadvantaged	18,979	11,031	58%	5,364	28%	2,288	12%	296	2%							754	
Migrant	9	3	33%	4	44%	2	22%	0	0%							714	
ELL 1 st -Year Proficient	174	51	29%	59	34%	46	26%	18	10%							703	
ELL 2 nd -Year Proficient	263	69	26%	94	36%	91	35%	9	3%							703	
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%	1,174	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)¹

(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 ² Score
		OPI Score Range 747-999		OPI Score Range 689-746		OPI Score Range 603-688		OPI Score Range 440-602		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	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 ⁴	34,494	16,509	48%	10,289	30%	6,399	19%	1,297	4%					737
27 Ethnicity	3,372	1,117	33%	1,078	32%	911	27%	266	8%					709
28 Hispanic/Latino														
29 Race	5,698	2,422	43%	1,839	32%	1,222	21%	215	4%					726
30 American Indian/Alaskan Native														
31 Asian	844	494	59%	195	23%	117	14%	38	5%					754
32 Black/African American	3,282	906	28%	986	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 st -Year Proficient	200	60	30%	67	34%	54	27%	19	10%					708
45 ELL 2 nd -Year Proficient	283	74	26%	104	37%	95	34%	10	4%					703

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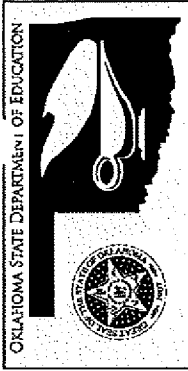
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---- At least 95% of students scored at the Limited Knowledge or Unsatisfactory Performance Level.

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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² 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%					282
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 st -Year Proficient	5	2	40%	3	60%	0	0%	0	0%					273
22 ELL 2 nd -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

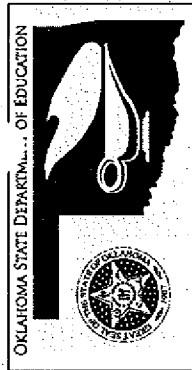
¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² 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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² 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%	993	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%	664	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 st -Year Proficient	6	2	33%	4	67%	0	0%	0	0%					262
22 ELL 2 nd -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

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² 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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 277-350		OPI Score Range 250-276		OPI Score Range 238-249		OPI Score Range 100-237		OPI Score Range 100-237		UNSATISFACTORY		
		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%	5	17%	261	17%	261		
9 Black/African American	504	82	16%	261	52%	105	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%	106	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	2,507	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 st -Year Proficient	4	2	50%	2	50%	0	0%	0	0%	272	0%	272		
22 ELL, 2 nd -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		

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² 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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score				
		OPI Score Range 266-350		OPI Score Range 250-265		OPI Score Range 237-249		OPI Score Range 100-236		ADVANCED		SATISFACTORY			LIMITED KNOWLEDGE		UNSATISFACTORY	
		Number	Percent	Number	Percent	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	1,550	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 st -Year Proficient	12	7	58%	4	33%	1	8%	0	0%	273								
22 ELL 2 nd -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								

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² 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

State Summary
Report
Disaggregated Group Results
by Performance Level

OMAAP Grade 5 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score				
		OPI Score Range 271-350		OPI Score Range 250-270		OPI Score Range 240-249		OPI Score Range 100-239		ADVANCED		SATISFACTORY			LIMITED KNOWLEDGE		UNSATISFACTORY	
		Number	Percent	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	766	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%	290	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 st -Year Proficient	1	1	100%	0	0%	0	0%	0	0%									281
22 ELL 2 nd -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

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² 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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 269-350		OPI Score Range 250-268		OPI Score Range 231-249		OPI Score Range 100-230		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	786	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	516	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%	755	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 st -Year Proficient	7	5	71%	1	14%	1	14%	0	0%	281				
22 ELL 2 nd -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				

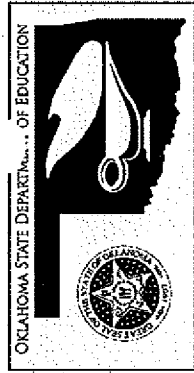
¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² 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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 277-350		OPI Score Range 250-276		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	3,435	695	20%	2,071	60%	544	16%	125	4%					260
2 IEP with Accommodations	3,122	636	20%	1,883	60%	490	16%	113	4%					260
3 IEP without Accommodations	313	59	19%	188	60%	54	17%	12	4%					260
Ethnicity														
4 Hispanic/Latino	450	68	15%	277	62%	81	18%	24	5%					258
Race														
5 American Indian/Alaskan Native	674	135	20%	408	61%	106	16%	25	4%					260
6 Asian	19	4	21%	10	53%	2	11%	3	16%					258
7 Black/African American	479	65	14%	283	59%	105	22%	26	5%					256
8 Pacific Islander	4	0	0%	3	75%	0	0%	1	25%					252
9 White/Caucasian	1,673	396	24%	1,005	60%	231	14%	41	2%					263
10 Two or More Races	136	27	20%	85	63%	19	14%	5	4%					263
Gender														
11 Female	1,230	203	17%	768	62%	216	18%	43	3%					260
12 Male	2,205	492	22%	1,303	59%	328	15%	82	4%					263
13 Not indicated	0													
Other														
14 Economically Disadvantaged	1,931	368	19%	1,157	60%	325	17%	80	4%					260
15 Non-Economically Disadvantaged	1,504	327	22%	914	61%	218	14%	45	3%					263
16 Migrant	5	1	20%	2	40%	1	20%	1	20%					254
17 ELL 1 st -Year Proficient	4	1	25%	3	75%	0	0%	0	0%					266
18 ELL 2 nd -Year Proficient	38	9	24%	20	53%	6	16%	3	8%					260
ENGLISH LANGUAGE LEARNERS (ELL)	306	43	14%	190	62%	59	19%	14	5%					258
NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,129	652	21%	1,881	60%	485	16%	111	4%					260

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² 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 Math - Spring 2011



OMAAP Grade 6 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 272-350		OPI Score Range 250-271		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	4,009	700	17%	2,284	57%	812	20%	213	5%	258				
2 IEP with Accommodations	3,472	602	17%	1,993	57%	699	20%	178	5%	258				
3 IEP without Accommodations	537	98	18%	291	54%	113	21%	35	7%	256				
4 Ethnicity														
5 Hispanic/Latino	444	57	13%	271	61%	92	21%	24	5%	256				
6 Race														
7 American Indian/Alaskan Native	807	162	20%	448	56%	151	19%	46	6%	258				
8 Asian	27	4	15%	11	41%	10	37%	2	7%	250				
9 Black/African American	579	51	9%	329	57%	161	28%	38	7%	253				
10 Pacific Islander	4	0	0%	2	50%	2	50%	0	0%	246				
11 White/Caucasian	1,990	395	20%	1,130	57%	370	19%	95	5%	258				
12 Two or More Races	158	31	20%	93	59%	26	16%	8	5%	256				
13 Gender														
14 Female	1,547	248	16%	912	59%	316	20%	71	5%	256				
15 Male	2,460	451	18%	1,371	56%	496	20%	142	6%	258				
16 Not Indicated	2	1	50%	1	50%	0	0%	0	0%	264				
17 Other														
18 Economically Disadvantaged	2,912	475	16%	1,652	57%	611	21%	174	6%	256				
19 Non-Economically Disadvantaged	1,097	225	21%	632	58%	201	18%	39	4%	260				
20 Migrant	3	1	33%	1	33%	1	33%	0	0%	253				
21 ELL 1 st -Year Proficient	4	4	100%	0	0%	0	0%	0	0%	279				
22 ELL 2 nd -Year Proficient	20	1	5%	12	60%	6	30%	1	5%	253				
23 ENGLISH LANGUAGE LEARNERS (ELL)	295	32	11%	180	61%	64	22%	19	6%	256				
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,714	668	18%	2,104	57%	748	20%	194	5%	258				

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² 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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 261-350		OPI Score Range 250-260		OPI Score Range 229-249		OPI Score Range 100-228		OPI Score Range 100-228		Median OPI ² Score		
		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	8-2	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%	389	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%	245	21%	25	2%	261				
20 Migrant	2	1	50%	0	0%	1	50%	0	0%	251				
21 ELL 1 st -Year Proficient	8	6	75%	1	13%	1	13%	0	0%	266				
22 ELL 2 nd -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				

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² 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 Math - Spring 2011



OMAAP Grade 7 Math

FAY

	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 265-350		OPI Score Range 250-264		OPI Score Range 232-249		OPI Score Range 100-231		UNSATISFACTORY		Number	Percent	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
FULL ACADEMIC YEAR (FAY)¹														
(Only FAY scores are used for Accountability)														
1 Individualized Education Program	4,044	595	15%	1,345	33%	1,882	47%	222	5%	248				248
2 IEP with Accommodations	3,537	550	16%	1,179	33%	1,524	46%	184	5%	248				248
3 IEP without Accommodations	507	45	9%	166	33%	258	51%	38	7%	248				248
4 Ethnicity														
5 Hispanic/Latino	451	71	16%	151	33%	207	46%	22	5%	248				248
6 Race														
7 American Indian/Alaskan Native	793	100	13%	287	36%	357	45%	49	6%	248				248
8 Asian	15	3	20%	5	33%	7	47%	0	0%	250				250
9 Black/African American	565	65	12%	161	28%	302	53%	37	7%	246				246
10 Pacific Islander	7	3	43%	0	0%	4	57%	0	0%	243				243
11 White/Caucasian	2,059	328	16%	694	34%	928	45%	109	5%	248				248
12 Two or More Races	154	25	16%	47	31%	77	50%	5	3%	248				248
13 Gender														
14 Female	1,509	206	14%	484	32%	732	49%	87	6%	248				248
15 Male	2,534	389	15%	861	34%	1,160	45%	134	5%	248				248
16 Not Indicated	1	0	0%	0	0%	0	0%	1	100%	229				229
17 Other														
18 Economically Disadvantaged	2,864	397	14%	921	32%	1,382	48%	164	6%	248				248
19 Non-Economically Disadvantaged	1,180	198	17%	424	36%	500	42%	58	5%	250				250
20 Migrant	4	0	0%	1	25%	2	50%	1	25%	239				239
21 ELL 1 st -Year Proficient	0													
22 ELL 2 nd -Year Proficient	19	2	11%	7	37%	9	47%	1	5%	248				248
23 ENGLISH LANGUAGE LEARNERS (ELL)	273	35	13%	84	31%	142	52%	12	4%	248				248
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,771	560	15%	1,261	33%	1,740	46%	210	6%	248				248

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² 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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score				
		OPI Score Range 271-350		OPI Score Range 250-270		OPI Score Range 229-249		OPI Score Range 100-228		ADVANCED		SATISFACTORY			LIMITED KNOWLEDGE		UNSATISFACTORY	
		Number	Percent	Number	Percent	Number	Percent	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 st -Year Proficient	10	3	30%	4	40%	3	30%	0	0%	253								
22 ELL 2 nd -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								

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² 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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score				
		OPI Score Range 271-350		OPI Score Range 250-270		OPI Score Range 235-249		OPI Score Range 100-234		ADVANCED		SATISFACTORY			LIMITED KNOWLEDGE		UNSATISFACTORY	
		Number	Percent	Number	Percent	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%	272	7%	253						
2 IEP with Accommodations	3,262	475	15%	1,363	42%	1,190	36%	234	7%	234	7%	253						
3 IEP without Accommodations	534	84	16%	203	38%	209	39%	38	7%	38	7%	250						
4 Ethnicity																		
5 Hispanic/Latino	342	37	11%	141	41%	132	39%	32	9%	32	9%	250						
6 Race																		
7 American Indian/Alaskan Native	830	135	16%	338	41%	304	37%	53	6%	53	6%	253						
8 Asian	11	5	45%	3	27%	1	9%	2	18%	2	18%	266						
9 Black/African American	525	55	10%	188	36%	234	45%	48	9%	48	9%	248						
10 Pacific Islander	3	0	0%	1	33%	2	67%	0	0%	0	0%	241						
11 White/Caucasian	1,938	310	16%	830	43%	670	35%	128	7%	128	7%	253						
12 Two or More Races	147	17	12%	65	44%	56	38%	9	6%	9	6%	250						
13 Gender																		
14 Female	1,395	193	14%	624	45%	490	35%	88	6%	88	6%	253						
15 Male	2,401	366	15%	942	39%	909	38%	184	8%	184	8%	250						
16 Not Indicated	0																	
17 Other																		
18 Economically Disadvantaged	1,974	264	13%	790	40%	766	39%	154	8%	154	8%	250						
19 Non-Economically Disadvantaged	1,822	295	16%	776	43%	633	35%	118	6%	118	6%	253						
20 Migrant	5	1	20%	2	40%	2	40%	0	0%	0	0%	261						
21 ELL 1 st -Year Proficient	2	0	0%	0	0%	1	50%	1	50%	1	50%	235						
22 ELL 2 nd -Year Proficient	2	0	0%	2	100%	0	0%	0	0%	0	0%	259						
23 ENGLISH LANGUAGE LEARNERS (ELL)	226	20	9%	89	39%	90	40%	27	12%	27	12%	248						
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,570	539	15%	1,477	41%	1,309	37%	245	7%	245	7%	253						

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² 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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score				
		OPI Score Range 276-350		OPI Score Range 250-275		OPI Score Range 236-249		OPI Score Range 100-235		ADVANCED		SATISFACTORY			LIMITED KNOWLEDGE		UNSATISFACTORY	
		Number	Percent	Number	Percent	Number	Percent	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%	239	6%	261						
2 IEP with Accommodations	3,311	887	27%	1,649	50%	573	17%	202	6%	202	6%	261						
3 IEP without Accommodations	537	152	28%	262	49%	86	16%	37	7%	37	7%	261						
4 Ethnicity																		
5 Hispanic/Latino	374	74	20%	198	53%	72	19%	30	8%	30	8%	261						
6 Race																		
7 American Indian/Alaskan Native	834	232	28%	427	51%	125	15%	50	6%	50	6%	263						
8 Asian	14	2	14%	11	79%	0	0%	1	7%	1	7%	262						
9 Black/African American	536	105	20%	268	50%	119	22%	44	8%	44	8%	258						
10 Pacific Islander	4	1	25%	1	25%	2	50%	0	0%	0	0%	256						
11 White/Caucasian	1,942	585	30%	940	48%	311	16%	106	5%	106	5%	263						
12 Two or More Races	144	40	28%	66	46%	30	21%	8	6%	8	6%	258						
13 Gender																		
14 Female	1,345	436	32%	683	51%	174	13%	52	4%	52	4%	266						
15 Male	2,503	603	24%	1,228	49%	485	19%	187	7%	187	7%	261						
16 Not Indicated	0																	
17 Other																		
18 Economically Disadvantaged	2,036	503	25%	996	50%	366	18%	141	7%	141	7%	261						
19 Non-Economically Disadvantaged	1,842	536	29%	915	50%	293	16%	98	5%	98	5%	263						
20 Migrant	5	1	20%	2	40%	1	20%	1	20%	1	20%	258						
21 ELL, 1 st -Year Proficient	2	0	0%	2	100%	0	0%	0	0%	0	0%	258						
22 ELL, 2 nd -Year Proficient	9	1	11%	5	56%	2	22%	1	11%	1	11%	258						
23 ENGLISH LANGUAGE LEARNERS (ELL)	241	36	15%	134	56%	47	20%	24	10%	24	10%	256						
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,607	1,003	28%	1,777	49%	612	17%	215	6%	215	6%	263						

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² 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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 288-350		OPI Score Range 250-287		OPI Score Range 241-249		OPI Score Range 100-240		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	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	406	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	16	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 st -Year Proficient	1	0	0%	1	100%	0	0%	0	0%					262
22 ELL 2 nd -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

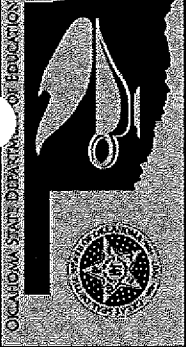
¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² 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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score				
		OPI Score Range 269-350		OPI Score Range 250-268		OPI Score Range 237-249		OPI Score Range 100-236		ADVANCED		SATISFACTORY			LIMITED KNOWLEDGE		UNSATISFACTORY	
		Number	Percent	Number	Percent	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
2 IEP with Accommodations	3,873	1,620	42%	1,997	52%	247	6%	9	0%									265
3 IEP without Accommodations	516	218	42%	264	51%	31	6%	3	1%									265
4 Ethnicity																		
5 Hispanic/Latino	392	137	35%	223	57%	31	8%	1	0%									263
6 Race																		
7 American Indian/Alaskan Native	922	393	43%	472	51%	57	6%	0	0%									265
8 Asian	25	13	52%	12	48%	0	0%	0	0%									269
9 Black/African American	594	182	31%	355	60%	53	9%	4	1%									260
10 Pacific Islander	5	3	60%	2	40%	0	0%	0	0%									273
11 White/Caucasian	2,314	1,051	45%	1,124	49%	132	6%	7	0%									267
12 Two or More Races	137	59	43%	73	53%	5	4%	0	0%									265
13 Gender																		
14 Female	1,558	638	41%	816	52%	102	7%	2	0%									265
15 Male	2,831	1,200	42%	1,445	51%	176	6%	10	0%									265
16 Not Indicated	0																	
17 Other																		
18 Economically Disadvantaged	2,974	1,145	39%	1,603	54%	216	7%	9	0%									263
19 Non-Economically Disadvantaged	1,415	692	49%	658	47%	62	4%	3	0%									267
20 Migrant	3	2	67%	1	33%	0	0%	0	0%									269
21 ELL 1 st -Year Proficient	5	3	60%	1	20%	1	20%	0	0%									275
22 ELL 2 nd -Year Proficient	6	3	50%	3	50%	0	0%	0	0%									267
23 ENGLISH LANGUAGE LEARNERS (ELL)	192	60	31%	115	60%	16	8%	1	1%									261
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	4,197	1,778	42%	2,146	51%	262	6%	11	0%									265

¹ BR, EQ, & 2TT EXCLUDED - Braille, Equivalent, and 2nd Time Testers are excluded from these results.

² 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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score				
		OPI Score Range 265-350		OPI Score Range 250-264		OPI Score Range 238-249		OPI Score Range 100-237		ADVANCED		SATISFACTORY			LIMITED KNOWLEDGE		UNSATISFACTORY	
		Number	Percent	Number	Percent	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 st -Year Proficient	11	11	100%	0	0%	0	0%	0	0%	276								
22 ELL 2 nd -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								

¹ BR, EQ, & 2TT EXCLUDED - Braille, Equivalent, and 2nd Time Testers are excluded from these results.

² 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 Biology I

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score				
		OPI Score Range 265-350		OPI Score Range 250-264		OPI Score Range 233-249		OPI Score Range 100-232		ADVANCED		SATISFACTORY			LIMITED KNOWLEDGE		UNSATISFACTORY	
		Number	Percent	Number	Percent	Number	Percent	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 st -Year Proficient	6	2	33%	2	33%	1	17%	1	17%	259								
22 ELL 2 nd -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								

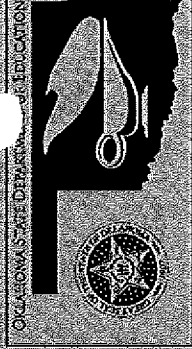
¹ BR, EQ, & 21T EXCLUDED - Braille, Equivalent, and 2nd Time Testers are excluded from these results.

² 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) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² 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 st -Year Proficient	4	1	25%	0	0%	3	75%	0	0%					245
22 ELL 2 nd -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

¹ BR, EQ, & 21T EXCLUDED - Braille, Equivalent, and 2nd Time Testers are excluded from these results.

² 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 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 identified Targeted Intervention Schools.

For an explanation of the A-I Codes used in this table, please see the key on Page 325.

Updated 2/23/2012

PRELIMINARY

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools
 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 325.

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 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			

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools
 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 325.

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			

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools
 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 325.

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			

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools
 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 325.

LEA Name	School Name	School NCEES 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			

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools
 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 325.

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		

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools
 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 325.

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		
MANNVILLE	MANNVILLE 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		

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools
 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 325.

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	GRETLEY ES	01619		C		
TULSA	LJNDBERGH 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		

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools
 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 325.

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

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools
 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 325.

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
EL DORADO	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

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools
 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 325.

LEA Name	School Name	School NCEs ID #	Reward School	Priority School	Focus School	Targeted Intervention
OKLAHOMA CITY	JOHN MARSHALL HS	02407				I
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
PUTNAM CITY	MAYFIELD MS	01250				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

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools
 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 325.

LEA Name	School Name	School NCEs ID #	Reward School	Priority School	Focus School	Targeted Intervention
WAYNE	WAYNE ES	01769				I
WAYNE	WAYNE MS	29699				I
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	OBUCHMS	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	

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LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
BROKEN ARROW	WESTWOOD ES	29805			G	
BURNS FLAT-DILL CITY	WILL ROGERS ES	01566			G	
CACHE	CACHE MS	29646			G	
CANTON	CANTON ES	00253			G	
CARNEY	ELEMENTARY SCHOOL	00261			G	
CHELSEA	ART GOAD INTERMEDIATE ES	01913			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	
GUYMON	NORTH PARK ES	02108			G	
HAILEYVILLE	ELEMENTARY SCHOOL	00644			G	
HASKELL	MARY WHITE ES	00660			G	
HASKELL	MIDDLE SCHOOL	00572			G	

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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	
HILLDALE	HILLDALE 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	

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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	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	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	
PADEN	ELEMENTARY SCHOOL	01237			G	
PAOLI	ELEMENTARY SCHOOL	01244			G	

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LEA Name	School Name	School NCEs ID #	Reward School	Priority School	Focus School	Targeted Intervention
PAULS VALLEY	LEE ES	01248			G	
PAWUSKA	PAWUSKA 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	
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	
STROTHER	ELEMENTARY SCHOOL	01523			G	
TALIHINA	TALIHINA ES	01546			G	
TANNEHILL	ELEMENTARY SCHOOL	01551			G	

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LEA Name	School Name	School NCEs ID #	Reward School	Priority School	Focus School	Targeted Intervention
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	
WRIGHT CITY	ELEMENTARY SCHOOL	01829			G	
WYNEWOOD	MIDDLE SCHOOL	01835			G	
WESTERN HEIGHTS	WESTERN HEIGHTS HS	29721			G	

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools
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LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
CHICKASHA	CHICKASHA HS	00301			G	
LAWTON	EISENHOWER HS	00809			G	

Total # of Reward Schools: 127

Total # of Priority Schools: 76

Total # of Focus Schools: 156

Total # of Targeted Intervention Schools: 85

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

Reward School Criteria:

- A. Highest-performing school
- B. High-progress school

Priority School Criteria:

- 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
- D. High school with graduation rate less than 60% over a number of years
- E. Tier I or Tier II SIG school implementing a school intervention model

Focus School Criteria:

- 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
- G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate
- H. A high school with graduation rate less than 60% over a number of years that is not identified as a priority school

Targeted Intervention School Criteria:

- I. Is in the bottom 25% of the state in achievement.

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 C³ 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 21st 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	
EE1A-1.01	<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>
EE1A-1.02	Instructional teams articulate the learning standards through grade level objectives.
EE1A.1.03	<i>Instructional teams engage in discussions within the school which result in the elimination of unnecessary overlaps and close curricular gaps.</i>
EE1A.1.04	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.
EE1A.1.05	Instructional teams ensure curriculum provides effective links to career, postsecondary education, and life options.
EE1A.1.06	Instructional teams review alignment to standards and revise site-level curriculum accordingly.
EE1A.1.07	<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	
EE1B-2.01	All teachers provide multiple classroom assessments that are frequent, rigorous, and aligned to standards.
EE1B-2.02	All teachers collaborate to develop common formative assessments and authentic assessment tasks (such as portfolios or projects) that are aligned with state standards.
EE1B-2.03	<i>All teachers design units of instruction to include pre- and posttests that assess student mastery of standards-based objectives.</i>
EE1B-2.04	All students can articulate expectations in each class and know what is required to be proficient.
EE1B-2.05	<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>
EE1B-2.06	Instructional teams use student learning data to identify students in need of tiered instructional support or enhancement.
EE1B-2.07	School leadership and instructional teams examine student work for evidence that instruction is aligned to state standards.
EE1B-2.08	School leadership provides teachers and students with access to college and work readiness assessments in order to best plan high school courses of study.
EE1B-2.09	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	
EE1C-3.01	<i>All teachers use varied instructional strategies that are scientifically research based.</i>
EE1C-3.02	<i>All teachers use instructional strategies and activities that are aligned with learning objectives.</i>
EE1C-3.03	<i>All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs.</i>
EE1C-3.04	All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.
EE1C-3.05	All teachers incorporate the use of technology in their classrooms when it enhances instruction.
EE1C-3.06	School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities.
EE1C-3.07	All teachers examine and discuss student work collaboratively and use this information to inform their practice.
EE1C-3.08	<i>All teachers assign purposeful homework and provide timely feedback to students.</i>
EE1C-3.09	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	
EEIIA-4.01	<i>School leadership fosters a positive school climate and provides support for a safe and respectful environment.</i>
EEIIA-4.02	School leadership implements practices that focus on high achievement for all students.
EEIIA-4.03	<i>All teachers hold high academic and behavioral expectations for all students.</i>
EEIIA-4.04	All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning.
EEIIA-4.05	<i>All teachers recognize and accept their professional role in student successes and failures.</i>
EEIIA-4.06	School leadership makes teaching assignments based on teacher instructional strengths to maximize opportunities for all students.
EEIIA-4.07	<i>All teachers communicate regularly with families about individual student progress.</i>
EEIIA-4.08	All teachers and staff provide time and resources to support students' best efforts.
EEIIA-4.09	School leadership and all teachers celebrate student achievement publicly.
EEIIA-4.10	All school staff and students practice equity and demonstrate respect for diversity.
EEIIA-4.11	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	
EEIIB-5.01	<i>Families and communities are active partners in the educational process and work with staff to promote programs and services for all students.</i>
EEIIB-5.02	<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>
EEIIB-5.03	School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement.
EEIIB-5.04	School leadership and staff provide students with academic and non-academic guidance programs, including peer and professional counseling and mentoring, as needed.
EEIIB-5.05	<i>All school staff provide timely and accurate academic, behavioral, and attendance information to parents.</i>
EEIIB-5.06	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.
EEIIB-5.07	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.
EEIIB-5.08	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	
EEIIC-6.01	All teachers and school leadership collaboratively develop written individual professional development plans based on school goals.
EEIIC-6.02	School leadership plans opportunities for teachers to share their teaching skills with other teachers to build instructional capacity.
EEIIC-6.03	School leadership provides professional development for individual teachers that is directly connected to the Oklahoma indicators of effective teaching.
EEIIC-6.04	<i>School planning team uses goals for student learning to determine professional development priorities for all staff.</i>
EEIIC-6.05	All staff (principals, teachers and paraprofessionals) participate in professional development that is high quality, ongoing and job-embedded.
EEIIC-6.06	<i>School planning team designs professional development that has a direct connection to the analysis of student achievement data.</i>
EEIIC-6.07	School leadership implements a clearly defined formal teacher evaluation process to ensure that all teachers are highly qualified and highly effective.
EEIIC-6.08	School leadership implements a process for all staff to participate in reflective practice and collect schoolwide data to plan professional development.
EEIIC-6.09	School leadership provides adequate time and appropriate fiscal resources for professional development.
EEIIC-6.10	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.

EEIIC-6.11	<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>
EEIIC-6.12	School planning team designs professional development that promotes effective classroom management skills.
EEIIC-6.13	<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	
EEIIIA-7.01	<i>School leadership develops and sustains a shared vision.</i>
EEIIIA-7.02	<i>School leadership makes decisions that are data-driven, collaborative, and focused on student academic performance.</i>
EEIIIA-7.03	School leadership collaborates with district leadership to create a personal professional development plan that develops effective leadership skills.
EEIIIA-7.04	School leadership disaggregates data for use in meeting needs of diverse populations and communicates that data to staff.
EEIIIA-7.05	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.
EEIIIA-7.06	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.
EEIIIA-7.07	School leadership provides effective organizational structures in order to allocate resources, monitor progress, and remove barriers to sustain continuous school improvement.
EEIIIA-7.08	School leadership provides organizational policies and resources necessary for implementation and maintenance of a safe and effective learning environment.
EEIIIA-7.09	School leadership provides processes for development and implementation of school policies based on a comprehensive needs assessment.
EEIIIA-7.10	<i>School leadership uses the indicators identified in the areas of academic performance, learning environment, and collaborative leadership to assess school needs.</i>
EEIIIA-7.11	School leadership uses knowledge and interpersonal skills to work with teachers as they define curricular and instructional goals.
EEIIIA-7.12	School leadership promotes distributed leadership, encouraging multiple roles for teacher leaders.
EEIIIA-7.13	School leadership collaborates with district leadership to develop strategies and skills to implement and sustain required organizational change.
EEIIIA-7.14	School leadership identifies expectations and recognizes accomplishments of faculty and staff.

**Collaborative Leadership – Effective Leaders –
ORGANIZATIONAL STRUCTURE AND RESOURCES**

EEIIB-8.01	School leadership supports high quality performance of students and staff at their assigned site.
EEIIB-8.02	School leadership designs the master schedule to provide all students access to the entire curriculum.
EEIIB-8.03	<i>School leadership organizes and allocates instructional and noninstructional staff based upon the learning needs of all students.</i>
EEIIB-8.04	<i>School leadership ensures efficient use of instructional time to maximize student learning.</i>
EEIIB-8.05	School leadership uses effective strategies to attract highly qualified and highly effective teachers.
EEIIB-8.06	School leadership provides time for vertical and horizontal planning across content areas and grade configurations.
EEIIB-8.07	School leadership collaborates with district leadership to provide increased opportunities to learn such as virtual courses, dual enrollment opportunities, and work-based internships.
EEIIB-8.08	School leadership provides and communicates clearly defined process for equitable and consistent use of fiscal resources.
EEIIB-8.09	<i>School leadership directs funds based on an assessment of needs aligned to the school improvement plan.</i>
EEIIB-8.10	School leadership allocates and integrates state and federal program resources to address identified student needs.

**Collaborative Leadership – Effective Leaders –
COMPREHENSIVE AND EFFECTIVE PLANNING**

EEIIC-9.01	<i>School leadership uses a collaborative process to develop vision, beliefs, mission, and goals.</i>
EEIIC-9.02	School planning team collects, manages, and analyzes data from multiple data sources.
EEIIC-9.03	School planning team incorporates scientifically based research for student learning in school improvement plans.
EEIIC-9.04	School planning team establishes goals for building and strengthening instructional and organizational effectiveness.
EEIIC-9.05	<i>School planning team identifies action steps, resources, timelines, and persons responsible for implementing the activities aligned with school improvement goals and objectives.</i>
EEIIC-9.06	School leadership and all staff implement the improvement plan as developed.
EEIIC-9.07	<i>School leadership and all staff regularly evaluate their progress toward achieving the goals and objectives for student learning set by the plan.</i>
EEIIC-9.08	School leadership and all staff regularly evaluate their progress toward achieving the expected impact on classroom practice and student performance specified in the plan.
EEIIC-9.09	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/theframeteach.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)

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

21st CCLC: 21st 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

C³: 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

REAC³H: 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 12th 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)

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 52nd Legislature (2010) and the 53rd 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 52nd 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 53rd 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.

Text reflects amendments from the 53rd Legislature (2011)

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 52nd 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 52nd 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 (C³) 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.

CHAPTER 10. SCHOOL ADMINISTRATION AND INSTRUCTIONAL SERVICES
SUBCHAPTER 13. STUDENT ASSESSMENT

210: 10-13-22. Implementation of a System of School Improvement and Accountability

(a) Purpose. Accountability for student learning is the key focus of school improvement. Results from the statewide assessment program shall form the basis of the system of school improvement and accountability. Student achievement data from the State's annual standardized assessments in grades three (3) through eight (8) and end-of-instruction tests administered under Section 1210.508 of Title 70 shall be used to establish both proficiency levels and annual progress for individual students, school sites, school districts, and the State. Results shall further be used as the primary criteria in calculating school performance grades as specified in subsection (f) of this rule and shall be annually reported. Results may further be used by the Legislature in calculating any performance-based funding policy that is provided to public school districts. The statewide assessment program shall be used to measure the annual learning gains of each student toward achievement of the State standards appropriate for the student's grade level and to inform parents of the educational progress of their public school children.

(b) Implementation. The A-F school accountability system will be implemented in the year 2012, based on data from the 2011-2012 school year, and shall be reported annually thereafter. The school accountability system will be considered to be fully implemented with the following accountability elements:

(1) Designation of school performance grades shall be based on a combination of the following:

(A) Thirty-three percent (33%) on student test scores, based on the Oklahoma School Testing Program assessments in grades three (3) through twelve (12);

(B) Seventeen percent (17%) on annual student learning gains as measured by the State's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests;

(C) Seventeen percent (17%) on annual student learning gains as measured by the State's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests for the lowest twenty-five percent (25%) of students in the school, unless the students so designated are exhibiting satisfactory performance;

(D) Thirty-three percent (33%) on whole school improvement, based on the factors listed in sub-section (f)(4) of this rule.

(2) Schools shall earn individual performance grades measuring the individual criteria listed in sub-sections (b)(1) and (f) of this rule. Additionally, schools shall earn an overall performance grade based on a combination of the criteria listed in sub-sections (b)(1) and (f) of this rule.

(3) To ensure that student data accurately represent school performance, schools shall be required to assess at least ninety-five percent (95%) of eligible students to earn a school performance grade. Failure to assess at least ninety-five percent (95%) of eligible students will result in a letter grade reduction in the school's overall school performance grade. Schools assessing less than ninety percent (90%) of eligible students will result in the school earning an overall performance grade of F.

(c) School Accountability for Student Performance. All schools shall be accountable for performance. Each school is accountable for the performance of its entire student population. Student achievement data from the State's annual standardized assessment and end-of-instruction tests administered in this State shall be used to measure a school's student performance for the subject areas of reading, mathematics, social studies, science and writing.

(d) Reporting Student Achievement Data for School Accountability. Student achievement data shall be reported for all students in a school. Each year, reports of achievement data for all students shall be prepared for each school, each district, and the State.

(1) The scores will be computed from the number of eligible students of enrolled in the school. Eligible students shall include all students enrolled for the full academic year in the school and taking the State's annual standardized assessments or end-of-instruction tests.

(A) Only first opportunity students are included in the calculation of eligible students.

(2) All eligible students, regardless of disability or limited English proficiency classification, with valid state standardized assessment scores in reading and math in both the current school year and the previous school year are included in paragraphs (f)(2) and (f)(3) of this rule regarding the determination of student learning gains. In addition, the inclusion of these students shall be applied to sub-section (b)(3) of this rule, regarding the percentage of students assessed. Current and previous school years reading and math scores for students with disabilities assessed on the State's annual standardized alternate assessment shall be included in the determination of test scores, including achievement and improvement addressed in sub-sections (f)(1) and (f)(4) of this rule.

(3) The Superintendent of Public Instruction is authorized to designate a single school performance grade for schools that serve multiple levels: elementary and/or middle and/or high school grade levels.

(4) The State Department of Education will verify that each school is appropriately classified by type before the issuance of school grades. School type is defined as the school level designation of a school based on the grade levels served: elementary, middle, high, or a combination across levels.

(e) School Performance Grades. The measure of school accountability shall be the school performance grade. The Oklahoma State Board of Education is authorized to designate a school performance grade for each school that:

(1) Has at least thirty (30) eligible students with valid state standardized assessment scores or end-of-instruction tests in reading in both the current and the previous school years, and

(2) Has at least thirty (30) eligible students scores with from valid state standardized assessment scores in math in the current and previous school years or end-of-instruction tests. Performance designations shall be made using School Performance Grades A, B, C, D, and F. School performance grades shall be based on the assessments and criteria as specified in subsection (f) of this rule. The Superintendent of Public Instruction is authorized to establish and adjust appropriate achievement level criteria to the extent allowed by law for submission to the State Board of Education for final approval.

(f) Criteria for Designating School Performance Grades. School performance grades shall be based on a combination of the four components outlined in sub-section (b)(1) of this rule: (1)

student achievement scores; (2) annual learning gains; (3) improvement of the lowest twenty-five percent (25%); and (4) whole school improvement.

(1) Student achievement scores are represented through a performance index, aggregated for each school, calculated based on all state standardized assessments and/or end-of-instruction tests collectively, and by each subject area. A point value shall be given to each exam based on proficiency score. Points shall be summed and divided by the number of exams administered to eligible students.

(A) Points shall be assigned based on the following criteria:

- (i) Unsatisfactory = 0
- (ii) Limited Knowledge = 0.2
- (iii) Proficient = 1.0
- (iv) Advanced = 1.2

(B) A letter grade shall be earned based on the following criteria:

- (i) 90 or Above = A
- (ii) 80 – 89 = B
- (iii) 70 – 79 = C
- (iv) 60 – 69 = D
- (v) 59 or Below = F

(2) Annual learning gains are represented through a growth index, aggregated for each school.

(A) This calculation represents the number of eligible students who have:

- (i) Improved their state standardized assessment achievement level or state standardized alternative assessment achievement level, as applicable, from the previous school year to the current school year; or
- (ii) Maintained their proficient or satisfactory achievement level on the state standardized assessment or state standardized alternate assessment, as applicable, from the previous school year to the current school year.

(B) The growth index shall be calculated based on improved state standardized assessment and end-of-instruction test performance from the previous school year to the current school year. The growth index shall be calculated by subject-matter and by assigning a point value to the change in proficiency score from the previous year to the next. Points based on student gains shall be summed and divided by the number of exams administered, and shall include only eligible students for whom comparative test scores exist. Points shall be assigned based on the following criteria:

- (i) Change from Unsatisfactory to Limited Knowledge = 1.0
- (ii) Change from Unsatisfactory to Proficient or Satisfactory = 2.0
- (iii) Change from Unsatisfactory to Advanced = 3.0
- (iv) Change from Limited Knowledge to Proficient or Satisfactory = 1.0
- (v) Change from Limited Knowledge to Advanced = 2.0
- (vi) Remain Proficient from Previous to Current Year 2 = 1.0
- (vii) Change from Proficient or Satisfactory to Advanced = 1.0
- (viii) Remain Advanced from Year 1 to Year 2 = 1.0
- (ix) Meets or Exceeds State Average Growth = 1.0

(C) A letter grade shall be earned based on the following criteria:

- (i) 90 or Above = A

- (ii) 80 – 89 = B
- (iii) 70 – 79 = C
- (iv) 60 – 69 = D
- (v) 59 or Below = F

(3) Improvement of the lowest twenty-five percent (25%) of students in reading and math shall be aggregated unless the students in this category are exhibiting satisfactory performance, as defined by scoring Satisfactory, Proficient or Advanced. The score shall be calculated in whole and by subject-matter by assigning points for a positive change in proficiency score for eligible students from the previous school year to the current school year or by a positive change in Oklahoma Performance Index (OPI) score that meets or exceeds the State’s average growth.

(A) The calculation of a positive change in OPI score that meets or exceeds the State’s average growth represents the number of eligible students who have:

- (i) Improved their state standardized assessment achievement level or state standardized alternative assessment achievement level, as applicable, from the previous school year to the current school year; or
- (ii) Remained within a not proficient achievement level, but who demonstrated state average growth.

(B) The score shall be based on improved state standardized assessment and end-of-instruction test performance from the previous school year to the current school year. Points based on student gains shall be summed and divided by the number of exams administered, and shall include only eligible students for whom comparative test scores exist. The growth of the lowest twenty-five percent (25%) shall be calculated based on the following criteria:

- (i) Change from Unsatisfactory to Limited Knowledge = 1.0
- (ii) Change from Unsatisfactory to Proficient or Satisfactory = 2.0
- (iii) Change from Unsatisfactory to Advanced = 3.0
- (iv) Change from Limited Knowledge to Proficient or Satisfactory = 1.0
- (v) Change from Limited Knowledge to Advanced = 2.0
- (vi) Meets or Exceeds State Average Growth = 1.0

(C) A letter grade shall be earned based on the following criteria:

- (i) 90 or Above = A
- (ii) 80 – 89 = B
- (iii) 70 – 79 = C
- (iv) 60 – 69 = D
- (v) 59 or Below = F

(4) The criteria listed in sub-sections (4)(A) and (4)(B) shall be used to calculate whole school improvement for high schools, middle schools, and elementary grade schools. Annually, the Oklahoma State Department of Education shall publish technical assistance specifically detailing the weighted formula and the projected availability of valid data used for computing whole school improvement. Technical assistance shall be published in time for school districts to make meaningful use of the information and data.

(A) For schools comprised of high school grades, the whole school improvement grade shall include:

- (i) Four-year high school graduation rate. For this component, a letter grade shall be earned based on the calculation of a graduation rate, only including students counted as on-time graduates as defined by federal regulations.

(a) 90% - 100% = A

(b) 80% - 89% = B

(c) 70% - 79% = C

(d) 60% - 69% = D

(e) 59% or Below = F

(ii) Participation in accelerated coursework. Participation in accelerated coursework, is defined as participation in Advanced Placement (AP) courses, International Baccalaureate (IB) programs, concurrent enrollment, Advanced International Certificate of Education (AICE) courses, and industry certification courses. For this component, participation shall be calculated for the school year by dividing a count of accelerated coursework participants in grades nine (9) through twelve (12) (numerator) by the count of all students enrolled in grades eleven (11) and twelve (12) (denominator). For this component, a student must earn a passing grade in the course in order to be counted as a participant. A letter grade for accelerated coursework shall be earned based on percentage of participation:

(a) 70% - 100% = A

(b) 60% - 69% = B

(c) 50% - 59% = C

(d) 30% - 49% = D

(e) 29% or Below = F

(iii) Performance in Advanced Placement (AP) and International Baccalaureate (IB). For this component, a letter grade shall be earned based on the percent of students scoring a three (3) or better on the AP exams, or a four (4) or better on IB exams:

(a) 75% - 100% = A

(b) 65% - 74% = B

(c) 50% - 64% = C

(d) 30% - 49% = D

(e) 29% or Below = F

(iv) Performance in concurrent enrollment, Advanced International Certificate of Education (AICE) courses, and industry certification courses. For this component, the denominator of the performance calculation shall include all students in grades nine (9) through twelve (12) who took an accelerated course or subject area examination during the academic year. AICE successful completion is defined as earning a "C" or higher and being awarded credit for specific postsecondary course(s). For concurrent enrollment, successful completion is defined as a passing grade of "C" or higher in a concurrent enrollment course for college credit. For industry certification, successful completion is defined as passing an industry certification examination. Schools can earn additional successful completions for students who achieve industry certifications that result in credit for more than one (1) college course through statewide articulation agreements. A letter grade shall be earned based on the percentage of students enrolled in these programs who meet the criteria listed above:

(a) 90% - 100% = A

(b) 80% – 89% = B

(c) 70% – 79% = C

(d) 60% – 69% = D

(e) 59% or Below = F

(v) ACT and SAT participation. For this component, schools will earn a grade based on the calculated percent of students taking the ACT and/or SAT. The percent is calculated by dividing the number of twelfth (12th) grade students who have taken the ACT and/or SAT tests, divided by the number of students enrolled in grade twelve (12). Students will be counted once for the ACT and/or once for the SAT, regardless of the number of times or at which grade levels the test(s) are taken. A letter grade for ACT and SAT participation shall be earned based on the following criteria:

(a) 75% - 100% = A

(b) 65% – 74% = B

(c) 50% – 64% = C

(d) 30% – 49% = D

(e) 29% or Below = F

(vi) ACT and SAT performance. For this component, schools will earn a grade based on the percentage of students scoring an ACT composite score of 20 or greater, and/or an SAT score of 1410 or greater. Students will be counted once for the ACT and/or once for the SAT, regardless of the number of times or at which grade levels the test(s) are taken. A letter grade for ACT and SAT performance shall be earned based on the following criteria:

(a) 75% - 100% = A

(b) 65% – 74% = B

(c) 50% – 64% = C

(d) 30% – 49% = D

(e) 29% or Below = F

(vii) High school graduation rate of eighth (8th) graders. For this component, schools shall earn a grade based on the high school graduation rate of students who scored at limited knowledge or unsatisfactory on the eighth (8th) grade reading and mathematics criterion-referenced test administered pursuant to the Oklahoma State Testing Program (OSTP). For this component, schools shall earn a grade based on the calculation of the graduation rate of this population of eighth (8th) graders, regardless of where the student attended the eighth (8th) grade.) This component shall only include students counted as on-time graduates.

(a) 85% - 100% = A

(b) 75% – 84% = B

(c) 65% – 74% = C

(d) 55% – 64% = D

(e) 54% or Below = F

(viii) Graduation rate, including students taking four (4) or more years to graduate. For this component, schools shall earn a grade based on the calculation of a graduation rate to include all graduates regardless of the

amount of time required to meet graduation requirements.

(a) 90% - 100% = A

(b) 80% - 89% = B

(c) 70% - 79% = C

(d) 60% - 69% = D

(e) 59% or Below = F

(B) For schools comprised of middle school grades, the whole school improvement grade shall include:

(i) The percentage of students who are taking higher level coursework at a satisfactory or higher level in middle school. For this component, schools shall earn a grade based on the percentage of students taking traditional high school courses in the middle school grades, pre-Advanced Placement courses, or other advanced coursework in a traditional classroom or in a virtual environment who score at a satisfactory level or higher on the corresponding state standardized assessment. A letter grade will be earned based on the following criteria:

(a) 30% or Higher = A

(b) 25% - 29% = B

(c) 20% - 24% = C

(d) 15% - 19% = D

(e) 14% or Below = F

(ii) Attendance. For this component, schools will earn a grade for the level of student attendance based on the calculation of a student attendance rate. This rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). ADA is calculated by dividing the total number of days students were present by the number of days in the school calendar or by dividing the number of hours students were present by the number of hours in the school calendar, whichever applicable. ADM is calculated by dividing the total number of days students were enrolled in school by the number of days in the school calendar or by dividing the number of hours students were enrolled by the number of hours in the school calendar, whichever applicable. A letter grade for attendance will be earned based on the following criteria.

(a) 94% - 100% = A

(b) 92% - 93% = B

(c) 90% - 91% = C

(d) 88% - 89% = D

(e) 87% or Below = F

(iii) Dropout rate. For this component, schools shall earn a grade based on the annual number of students reported as dropouts to the Oklahoma State Department of Education on the Annual Dropout Report. A letter grade for dropout rate will be earned based on the following scale:

(a) 0% - 0.9% = A

(b) 1% - 1.9% = B

(c) 2% - 2.9% = C

(d) 3% - 3.9% = D

(e) 4% or More = F

(C) For schools comprised of elementary school grades, the whole school improvement grade shall include:

(i) Attendance. For this component, schools will earn a grade for the level of student attendance based on the calculation of a student attendance rate. This rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). ADA is calculated by dividing the total number of days students were present by the number of days in the school calendar or by dividing the number of hours students were present by the number of hours in the school calendar, whichever applicable. ADM is calculated by dividing the total number of days students were enrolled in school by the number of days in the school calendar or by dividing the number of hours students were enrolled by the number of hours in the school calendar, whichever applicable. A letter grade for attendance will be earned based on the following criteria.

(a) 94% - 100% = A

(b) 92% - 93% = B

(c) 90% - 91% = C

(d) 88% - 89% = D

(e) 87% or Below = F

(ii) Dropout rate. For this component, schools shall earn a grade based on the annual number of students reported as dropouts to the Oklahoma State Department of Education on the Annual Dropout Report. A letter grade for dropout rate will be earned based on the following scale:

(a) 0% - 0.9% = A

(b) 1% - 1.9% = B

(c) 2% - 2.9% = C

(d) 3% - 3.9% = D

(e) 4% or More = F

(g) In addition to the criteria listed in sub-section (f)(4) of this rule, schools may earn additional points that will be factored into the school's whole school improvement grade. Annually, the Oklahoma State Department of Education shall publish technical assistance specifically detailing the weighted formula used for computing additional points into the whole school improvement grade. Technical assistance shall be published in time for school districts to make meaningful use of the information and data.

(1) For all schools comprised of high school, middle school, and elementary school grades, additional points may be earned and factored into the whole school improvement grade based on the following school improvement factors:

(A) School climate indicators. For this component, schools shall earn additional points based on the results of the Oklahoma School Climate Survey, which should be made available to all faculty, parents, and students. The Oklahoma School Climate Survey must be completed by at least ninety percent (90%) of faculty, twenty percent (20%) of students, and ten percent (10%) of parents in the school. The survey shall be administered online and results submitted directly to the Oklahoma State Department of Education.

(B) Parent and community engagement factors. For this component, schools shall

earn additional points based on the number of volunteer hours performed during the school year by parents and/or community members.

(2) In addition to the factors outlined in sub-section (g)(1), for schools comprised of elementary school grades, additional points may be earned and factored into the whole school improvement grade based on the following school improvement factors:

(A) Higher Level Coursework. The percentage of students who are taking higher level coursework at a satisfactory or higher level in elementary school. For this component, schools shall earn points based on the percentage of students taking traditional middle school courses in the elementary school grades or other advanced coursework in a traditional classroom or in a virtual environment who score at a satisfactory level or higher on the corresponding state standardized assessment.

(3) In addition to the factors outlined in sub-section (g)(1), for schools comprised of high school grades, additional points may be earned and factored into the whole school improvement grade based on the following school improvement factors:

(A) College preparatory coursework. For this component, high schools serving students in grades nine (9) through twelve (12) shall earn points based on the percentage of students completing the State's college and career preparatory curriculum. This shall be calculated based on a sum of all students, in grades nine (9) through twelve (12), enrolled in college preparatory coursework divided by the total number of students enrolled in the school in grades nine (9) through twelve (12).

(B) College remediation. For this component, a college remediation rate shall be calculated by dividing the unduplicated count of students needing remediation in reading, English, math, or science by the total number of the students attending an Oklahoma college or university.

(h) School Performance Grading Scale. The School Performance Grade shall be based on a combination of the factors outlined in sub-section (b)(1) of this rule and detailed in sub-section (f) of this rule. Thirty-three percent (33%) shall be based on student test scores; seventeen percent (17%) on student learning gains; seventeen percent (17%) on improvement of the lowest twenty-five percent (25%) of students in the school in reading and mathematics; and thirty-three percent (33%) on whole school improvement. Letter grades will be converted based on the following point distribution: A's will be converted to 4 points; B's will be converted to 3 points; C's will be converted to 2 points; D's will be converted to 1 point; and F's will be converted to 0 points. The grades for each factor described in sub-section (b)(1) will be averaged to compute an overall grade.

(1) A grade point average of 3.75- 4.0 shall be required for a School Performance Grade of A.

(2) A grade point average of 2.75- 3.74 shall be required for a School Performance Grade of B.

(3) A grade point average of 1.75- 2.74 shall be required for a School Performance Grade of C.

(4) A grade point average of 0.75- 1.74 shall be required for a School Performance Grade of D.

(5) If a school's grade point average is lower than 0.74, it shall be assigned a School Performance Grade of F.

(i) Accuracy and Representativeness of Performance Data. The Oklahoma State Department of Education shall review all information submitted by school districts to represent the performance of schools receiving a school performance grade.

(1) Each school district superintendent shall designate a school accountability contact person to be responsible for verifying accuracy of data.

(2) The Superintendent of Public Instruction shall withhold the designation of a school's performance grade if he or she determines that the performance data does not accurately represent the progress of the school.

(A) Circumstances under which a school's performance data may be considered to not accurately represent the progress of the school include:

(i) Less than ninety-five percent (95%) of the school's student population eligible for inclusion in the designation of the school's performance grade was assessed.

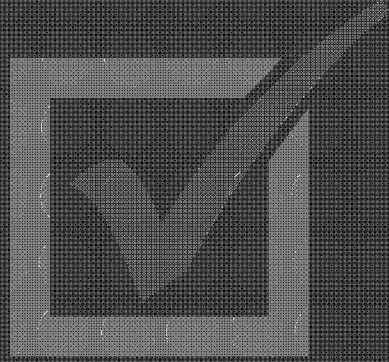
(ii) Circumstances identified before, during, or following the administration of any state assessment where the validity or integrity of the test results are called into question and are subject to review as determined by the Department.

(B) After the initial issuance of school performance grades, the school district shall have at least thirty (30) calendar days to review the data on which the performance grade was based. If the school district determines that a different performance grade should be assigned because of the omission of student data, a data miscalculation, or special circumstances that might have affected the grade assigned, a request for a review of the data can be submitted to the State Department of Education. Changes to the criteria or process shall not be considered as part of this review. Documentation of all elements and data to be reviewed by the Department must be submitted within the time limits specified in this sub-section. No changes to data shall be made after the expiration of the thirty (30) calendar day review period.

(j) The Oklahoma State Board of Education's determination of a school's performance grade shall be final.

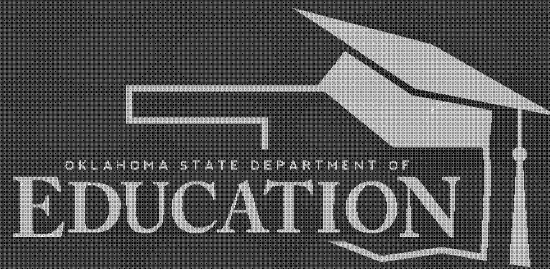
(1) Planned System Enhancements. As indicated in this subsection, planned enhancements will occur in the System of School Improvement and Accountability. The Superintendent of Public Instruction will periodically recommend additional changes to the system to the State Board of Education for approval as necessary to ensure that continuous improvements are made in the educational programs of the State.

(A) Performance data shall be reviewed annually to determine whether to adjust the school grading scale for the following year's school grades. Adjustments may include, but shall not be limited to grading criteria, classification of school type, point calculations, point requirements, and minimum points necessary to obtain a certain grade. Adjustments may reset the minimum required number of points for each grade.



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Report Card Guide

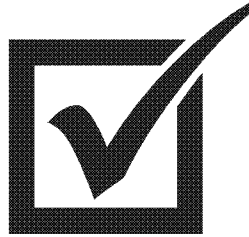


APRIL, 2012

It is the policy of the Oklahoma State Department of Education (OSDE) not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

Civil rights compliance inquiries related to the OSDE may be directed to the Affirmative Action Officer, Room 111, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105-4599, telephone number (405) 522-4930; or, the United States Department of Education's Assistant Secretary for Civil Rights. Inquiries or concerns regarding compliance with Title IX by local school districts should be presented to the local school district Title IX coordinator.

This publication, printed by the State Department of Education Printing Services, is issued by the Oklahoma State Department of Education as authorized by 70 O.S. § 3-104. Two-hundred copies have been prepared using Title I, A, School Improvement funds at a cost of \$200. Copies have been deposited with the Publications Clearinghouse of the Oklahoma Department of Libraries. APRIL 2012.

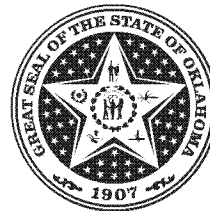
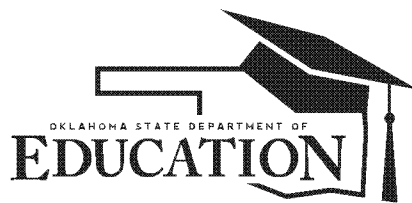


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Report Card Guide

OKLAHOMA STATE DEPARTMENT OF EDUCATION
APRIL, 2012

JANET BARRESI, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT OF EDUCATION



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A Message From State Superintendent **Janet Barresi**

Dear Education Stakeholder,

I'm excited to introduce this comprehensive guide to our new A-F School Grading System on school performance. This guide walks administrators and educators through the major components that determine a school's letter grade — student performance, student growth and whole school performance. The guide also includes a number of in-depth items, such as calculation scenarios, information on bonus items and more. At the back of this guide, you'll also find three sample report cards that show simulations for how an elementary school, a middle school and a high school might be graded.

In 2011, the Oklahoma Legislature adopted an A-F School Grading System to provide incentives to schools for challenging all students to reach high levels of college and career readiness. I advocated for this reform because I believe that new A-F report cards will make school performance clear in a transparent manner easily communicated to the public.

The new report cards will also give schools a tool to encourage more parental and community involvement. It's just common sense that schools with higher levels of parent and community involvement have a better chance of succeeding. When parents and community members have a clear understanding of school performance, they can also help in tangible ways.

When my sons were in school, we celebrated when they came home with A's on their report card. If they came home with C's, they knew we'd have to talk. But we both knew what these grades meant. Their teachers didn't send home a complicated formula for me to decipher before I could determine whether my sons were reaching their full academic potential.

We can now apply the same straightforward idea to school performance. Schools will still be examined for helping their children meet grade-level performance standards, but the grading system also adds the dimension of allowing a school to show academic growth. A school's grade also will include factors such as graduation and dropout rates, and attendance rates for elementary schools.

Perhaps most importantly, the new A-F grading system will replace past systems that were too complicated for most parents to understand. With this important reform, we're empowering everyone — whether school administrators, parents, classroom teachers or citizens — to make informed choices and to identify ways to strengthen and improve all of our schools for the benefit of each student in Oklahoma.

Sincerely,

Janet C. Barresi
State Superintendent of Public Instruction
Oklahoma State Department of Education



■ Calculation of Overall School Letter Grade (SEE TABLES 1–5)

The A-F Report Card is comprised of three sections each worth one-third of the overall grade: Student Achievement, Student Growth, and Whole School Performance. A brief description of each section is followed by an explanation of how each section will contribute to the overall grade point average (GPA) and letter grade for each district and site. Last, a detailed description for determining the letter grade is provided.

The Student Achievement section includes performance on the Oklahoma State Testing Program (OSTP) exams administered during the most recent school year including the Oklahoma Core Curriculum Tests (OCCT), End-of-Instructions Exams (EOI), Oklahoma Modified Alternative Assessment Program (OMAAP) and the Oklahoma Alternative Assessment Program (OAAP). The OMAAP and OAAP scores are subject to the two percent (2%) and one percent (1%) cap on proficiency level, respectively. Every content area is included (Reading, Math, Science, Social Studies, History, Geography, Writing, Algebra I, Geometry, Algebra 2, English 2, English 3, Biology, and US History Exams). All testing sessions (Summer, Winter/Trimester, and Spring) are included; however, only “First Opportunity EOI Test Takers” and/or students designated as “Full

Academic Year (FAY)” will be included. Additionally, students identified as “Other Placement” will be excluded. Students taking high school courses at the middle school will be included in both the current year middle school and the following year high school scores.

The Student Growth section is divided into two sub-categories; growth of all students in a school and growth of the bottom twenty-five percent of students in a school. The student growth section includes OSTP Reading and Math exams only (Grades 3-8 OCCT Reading and Mathematics, Algebra I EOI, English 2 EOI). Students identified in the first section will be paired with a previous reading or math score to evaluate growth. The paired scores must come from similar versions of the exam. For example, a modified exam must be compared with a modified exam, a regular exam compared to a regular exam, and a portfolio assessment compared to a portfolio assessment. If one of the sub-categories cannot be calculated, the remaining category will carry a full third of the weight in the final grade.

The Whole School Performance section includes educational statistics which promote the Achieving Classroom Excellence (ACE) and College, Career, and Citizen Readiness (C3) initiatives adopted by the State of Oklahoma.

TABLE 1: Section Weights in Final Grade

Section	Weight
Student Achievement	33%
Overall Student Growth	17%
Bottom 25% Growth	17%
Whole School Performance	33%

TABLE 3: Overall GPA Calculation

(Student Achievement Point * .33) +
Overall Student Growth * .17) +
Bottom 25% Growth * .17) +
Whole School Performance * .33) =
Overall School Grade Point Average

TABLE 2: Letter Grade Point Value

Letter Grade	Point Value
A	4
B	3
C	2
D	1
F	0

TABLE 4: GPA to Letter Grade

GPA Range	Letter Grade
3.75 – 4.0	A
2.75 – 3.74	B
1.75 – 2.74	C
0.75 – 1.74	D
0 – .74	F

Items included in these calculations include student attendance rate, dropout rate, graduation rate, advanced course participation and performance, college entrance exam participation and performance, college remediation rates, cohort graduation rate for low-performing eighth grade students, five plus year graduation rate, participation in ACE graduation criteria curriculum, and staff and patron survey data. Some data are not yet available and will be added as they become available.

A letter grade of A, B, C, D, or F will be awarded for each category (Student Performance, Overall Growth, Bottom 25% Growth, and Whole School Improvement) and subsequently combined to award a final letter grade for a school. The Overall GPA will be calculated by assigning a point value to each letter grade, multiplying the point by the weight of the section it represents, and summing the weighted points for the overall GPA. A letter grade of "A" is worth 4 points, "B" is worth 3 points, "C" is worth 2 points, "D" is worth 1 point, and "F" is worth 0 points. An overall GPA of 3.75 or above will be awarded a letter grade of "A", 2.75 to 3.74 a "B", 1.75 to 2.74 a "C", .75 to 1.74 a "D", and anything below a 0.75 is an "F".

Tables are provided (see page 9) indicating the weight each section will carry (Table 1), the point value assigned to each letter grade (Table 2), how the overall grade point average will be calculated (Table 3), and the GPA to Letter

Grade Conversion (Table 4). Table 5 provides an example of the calculation for a school's overall grade. Because the overall GPA for the school is 2.5, the school's overall grade would be a "C". The calculation example shows the basic calculation used for most schools in the state.

An exception occurs when a school has less than 30 data points in a group. When there are less than 30 scores, the weights will change. For example, if a school has less than 30 in the bottom twenty-five percent category, the total school growth is the sole determining factor in the growth component of the final grade.

Additionally, if a school does not have tested grades, the achievement score grade of the feeder school contributing the most students or receiving the most students will provide the information for the school grade. Therefore, every school will have at a minimum a student achievement grade and whole school grade worth fifty percent (50%) each toward their overall final GPA and letter grade. Schools will also be evaluated on the percent of students tested. If a school does not test 95% of eligible students, regardless of FAY status, the school's overall letter grade will be reduced by one whole letter grade. For example, if a school gets an "A" in every area discussed above to receive an overall GPA of 4.0 (A); but, only tests 94% of the students, the overall letter grade of "A" will be reduced to a "B".

TABLE 5: Example Calculation

Section	Letter Grade	Point Value	Multiplier	Weighted Points
Student Achievement	C	2	.33	.66
Overall Student Growth	C	2	.17	.34
Bottom 25% Growth	B	3	.17	.51
Whole School Performance	B	3	.33	.99
Overall Calculated GPA				2.5
Overall Letter Grade				C

■ Section 1: Student Performance

(SEE TABLES 6–12)

Each school will receive a letter grade of “A”, “B”, “C”, “D”, or “F” based on student performance on the exams administered in the Oklahoma State Testing Program (OSTP) during the most recent school year. The Student Performance letter grade will be worth 33% of the calculation of the final letter grade. Content areas included are those assessed on the OCCT, EOI, OMAAP, and OAAP (Reading, Math, Science, Social Studies, History, Geography, Writing, Algebra I, Geometry, Algebra 2, English 2, English 3, Biology, and US History Exams). All testing sessions (Summer, Winter/Trimester, and Spring) are included; however, only “First Opportunity EOI Test Takers” and/or students designated as “Full Academic Year (FAY)” are included. Additionally, students identified as “Other Placement” are excluded. As stated before, OMAAP and OAAP are subject to the two percent (2%) and one percent (1%) cap on proficiency level.

The letter grade will be assigned based on a Performance Index (PI) calculation. The index will be calculated by awarding a point value to a student test score based on the proficiency level achieved. A point value of 0.2 for “Limited Knowledge”, 1 point for a proficiency level of “Satisfactory” or “Proficient”, and a point value of 1.2 for a proficiency level of “Advanced” will be awarded for every test administered. The points will be summed and divided by the total number of exams to create a performance index. All calculations will be rounded to the nearest whole number. The formula for calculating the performance index (PI) is:

$$\begin{array}{l}
 \text{PI} = \\
 \text{Number of Limited Knowledge} * 0.2 \\
 + \text{Number of Proficient} * 1 \\
 + \text{Number of Advanced} * 1.2 \\
 \hline
 \text{Total Number Tested}
 \end{array}$$

There must be at least thirty (30) test scores before a performance index is calculated.

The performance index has a range of 0 to 120. If every student tested has a proficiency level of “Unsatisfactory”, the index will be equal to zero (0). If every student tested has a proficiency level of “Advanced”, the performance index would be equal to 120. Letter grades will be assigned as follows: any school with an index of above 90 will be assigned a letter grade of “A”, 80 - 89 will be assigned a “B”, 70 - 79 will be assigned a “C”, 60 - 69 will be assigned a “D”, and a performance index below 60 will be assigned an “F”.

TABLE 6: Performance Index

PI	Letter Grade
90 or Above	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

Table 7 provides an example of how the performance index (PI) will be calculated for a traditional elementary school. A performance index (PI) calculation is based on the total numbers from all subject areas combined displayed on the last line of the table. In addition, a letter grade for each content area will be displayed on the report card so strengths and weaknesses can be highlighted. Only Full Academic Year students are included in this calculation.

Based on the performance of students in all academic areas tested, the school earns a performance index (PI) of 90 which translates to a letter grade of “A”. The letter grade is worth 33% of the school’s overall grade. The individual subject area grades are calculated to highlight strengths and weaknesses. In this example, Social Studies had the lowest performance index. Reading and Writing had the highest calculated performance index. (Note: the formula is displayed for the purpose of this discussion and will not be visible on the actual report card.)

Table 9 provides an example of how the performance index will be calculated for a traditional middle school. The subject area grades will be displayed for informational purposes to highlight strengths and weaknesses.

In the example in Table 10, the school received a performance index of ninety (90) which equates to the letter grade of "A". The highest performing areas were in Math, Science, and Writing. US History has the lowest performing subject areas. Middle school students taking high school courses with a corresponding End-of-Instruction Exam (EOI) will be included in the calculation of the middle

school. Again, only FAY students and/or first opportunity EOI exams will be included in the calculation.

Table 11 provides an example of how the performance index will be calculated for a traditional high school. As previously stated, the performance index calculated on the last line of the table is the grade that will be worth 33% of the final school grade. The subject area grades will be displayed to highlight strengths and weaknesses. In this example, the high school has a calculated performance index of eighty (80) which translates to a letter grade of "B".

TABLE 7: Example Distribution of Scores for an Elementary School

Subject	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total Tested
Mathematics	3	18	93	15	129
Reading	3	13	93	20	129
Science	0	8	28	8	44
Social Studies	3	9	22	10	44
Writing	0	4	34	8	46
Total	9	52	270	61	392

TABLE 8: Example of Elementary Performance Index Calculation

Subject	Number Tested	Number Limited Knowledge	Number Proficient	Number Advanced	Index Calculation	Letter Grade
Mathematics	129	18	93	15	$((18 * 0.2) + (93 * 1) + (15 * 1.2)) / 129$	89 = B
Reading	129	13	93	20	$((13 * 0.2) + (93 * 1) + (20 * 1.2)) / 129$	93 = A
Science	44	8	28	8	$((8 * 0.2) + (28 * 1) + (8 * 1.2)) / 44$	89 = B
Social Studies	44	9	22	10	$((9 * 0.2) + (22 * 1) + (10 * 1.2)) / 44$	81 = B
Writing	46	4	34	8	$((4 * 0.2) + (34 * 1) + (8 * 1.2)) / 46$	97 = A
Performance Index	392	52	270	61	$((52 * 0.2) + (270 * 1) + (61 * 1.2)) / 392$	90 = A

TABLE 9: Example Distribution of Scores for a Middle School

Subject	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total Tested
Mathematics	5	15	220	60	300
Reading	20	45	195	40	300
Science	0	5	75	10	90
US History	7	20	60	3	90
Geography	5	15	80	10	110
Writing	0	5	80	5	90
Algebra I	0	5	23	2	30
Total	37	110	733	130	1010

TABLE 10: Example of Middle School Performance Index Calculation

Subject	Number Tested	Number Limited Knowledge	Number Proficient	Number Advanced	Index Calculation	Letter Grade
Mathematics	300	15	220	60	$((15 * 0.2) + (220 * 1) + (60 * 1.2)) / 300$	98 = A
Reading	300	45	195	40	$((45 * 0.2) + (195 * 1) + (40 * 1.2)) / 300$	84 = B
Science	90	5	75	10	$((5 * 0.2) + (75 * 1) + (10 * 1.2)) / 90$	98 = A
US History	90	20	60	3	$((20 * 0.2) + (60 * 1) + (3 * 1.2)) / 90$	75 = C
Geography	110	15	80	10	$((15 * 0.2) + (80 * 1) + (10 * 1.2)) / 110$	86 = B
Writing	90	5	80	5	$((5 * 0.2) + (80 * 1) + (5 * 1.2)) / 90$	97 = A
Algebra I	30	5	23	2	$((5 * 0.2) + (23 * 1) + (2 * 1.2)) / 30$	88 = B
Performance Index	1010	110	733	130	$((110 * 0.2) + (733 * 1) + (130 * 1.2)) / 1010$	90 = A

TABLE 11: Example Distribution of Scores for a High School

Subject	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total Tested
Algebra I	6	20	30	4	60
Geometry	2	6	36	6	50
Algebra II	4	10	20	2	36
English II	8	8	30	8	54
English III	0	4	36	0	40
Biology	4	6	32	8	50
US History	2	6	40	4	52
Total	26	60	224	32	342

TABLE 12: Example of High School Performance Index Calculation

Subject	Number Tested	Number Limited Knowledge	Number Proficient	Number Advanced	Index Calculation	Letter Grade
Algebra I	60	20	30	4	$((20 * 0.2) + (30 * 1) + (4 * 1.2)) / 60$	65 = D
Geometry	50	6	36	6	$((6 * 0.2) + (36 * 1) + (6 * 1.2)) / 50$	89 = B
Algebra II	36	10	20	2	$((10 * 0.2) + (20 * 1) + (2 * 1.2)) / 36$	68 = D
English II	54	8	30	8	$((8 * 0.2) + (30 * 1) + (8 * 1.2)) / 54$	76 = C
English III	40	4	36	0	$((4 * 0.2) + (36 * 1) + (0 * 1.2)) / 40$	92 = A
Biology	50	6	32	8	$((6 * 0.2) + (32 * 1) + (8 * 1.2)) / 50$	86 = B
US History	52	6	40	4	$((6 * 0.2) + (40 * 1) + (4 * 1.2)) / 52$	88 = B
Performance Index	342	60	224	32	$((60 * 0.2) + (224 * 1) + (32 * 1.2)) / 342$	80 = B

Section 2: Student Growth

(SEE TABLES 13–25)

Schools will be assigned a grade based on individual student growth in math and reading. The growth indexes will be based on math and reading only, not all exams. Students will be paired to previous scores on comparable exams. For example, a OCCT math score will be paired to a previous OCCT math score, OMAAP math score to a previous OMAAP math score, and OAAP math score to a previous OAAP math score. For high schools, Algebra I exams will be compared to the most recent eighth grade math score and English 2 will be compared to the most recent eighth grade reading score. In some cases, the 8th grade scores will be from a testing session several years removed from the EOI test year.

The previous test scores can come from any school in the state. Students do not need to be in the same school two consecutive years to be included in the growth calculations. For example, sixth grade students at a middle school will be matched to their fifth grade scores regardless of the school they attended. Students must have both a pre-score and a post-score to be included in the calculation. Only Full Academic Year (FAY) students in the current year will be included in the growth calculations. The previous year FAY status will not be considered. Additionally, for End-of-Instruction Exams, only first opportunity students will be included.

The student growth component is divided into two sub-categories: 1) student growth for all students in a school and 2) student growth for the bottom twenty-five percent of students in a school. Each sub-category is worth seven percent (7%) of the overall final grade for a school.

If the number of exams for math and reading is less than 30, then the Overall Growth and the Bottom Twenty-five Percent Growth will not be calculated. In that situation, the student achievement performance grade is worth fifty percent (50%) of the final grade and the Whole School Measure is worth the remaining fifty percent (50%) of the grade.

Overall Student Growth

Overall student growth is measured by comparing proficiency level from one testing occasion to the next. In a similar manner as the performance index (PI), a growth index (GI) will be calculated for each subject by assigning a point value to students who meet the criteria for growth. The points will be awarded based on the following criteria: Students who previously scored at the proficient or advanced level whom maintained a proficient or advanced level will be awarded a point; any student who previously scored below proficiency and increased their proficiency level will be awarded points (multiple points will be awarded for students who increase by more than one proficiency level). Additionally, any “Unsatisfactory” or “Limited Knowledge” students making Oklahoma Performance Index (OPI) higher than the state average increase will receive a point. The number of points awarded is provided in Table 13.

Growth Index (GI)	Letter Grade
90 or Above	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

PREVIOUS PROFICIENCY LEVEL	CURRENT PROFICIENCY LEVEL				
	Increase OPI > State Average	Unsatisfactory	Limited Knowledge	Proficient	Advanced
Unsatisfactory	1	0	1	2	3
Limited Knowledge	1	0	0	1	2
Proficient	0	0	0	1	1
Advanced	0	0	0	1	1

Once the point value for each student has been determined, the points will be summed and divided by the number of cases (**Points ÷ Exams = Growth Index (GI)**). The product will be a Growth Index (GI) between 0 – 300. If all students were unsatisfactory and none of them increased in proficiency level, the calculation would result in an index of zero (0). Alternatively, if all students were unsatisfactory and they all improved to advanced, the calculation would result in an index of 300.

Any school with a Growth Index (GI) of 90 or above will be assigned a letter grade of "A", 80-89 will be a "B", 70-79 will be a "C", 60-69 will be a "D", and below 60 will be an "F".

Tables 15 and 16 represent a matched group of students summarizing the student's math or reading pre-score compared to the post-score. Note the points assigned to calculate a growth index. The students in the blue boxes

TABLE 15: Summary of Mathematics Pre-Score to Post-Score Proficiency Level

PREVIOUS PROFICIENCY LEVEL	RECENT PROFICIENCY LEVEL				
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
Unsatisfactory	14	10	6	0	30
Limited Knowledge	4	20	20	4	48
Proficient	2	16	100	20	138
Advanced	0	0	6	24	30
Total	20	46	132	48	246

TABLE 16: Summary of Reading Pre-Score to Post-Score Proficiency Level

PREVIOUS PROFICIENCY LEVEL	RECENT PROFICIENCY LEVEL				
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
Unsatisfactory	4	8	4	0	16
Limited Knowledge	0	20	10	0	30
Proficient	0	10	110	20	140
Advanced	0	0	18	36	54
Total	4	38	142	56	240

TABLE 17: Calculation of Points for Mathematics

Calculation of Points for Mathematics	Number of Students	Point Value	Calculation	Points
Number Proficient or Advanced Remaining Proficient or Above	150	1	150 x 1	150
Number of Unsatisfactory Improving to Limited Knowledge	10	1	10 x 1	10
Number of Unsatisfactory Improving to Satisfactory or Proficient	6	2	6 x 2	12
Number of Unsatisfactory Improving to Advanced	0	3	0 x 3	0
Number of Limited Knowledge Improving to Satisfactory	20	1	20 x 1	20
Number of Limited Knowledge Improving to Advanced	4	2	4 x 2	8
Number with OPI Growth Greater than State Average	8	1	8 x 1	8
Total Points				208
Total Number of Students	246			

are awarded points based on proficiency level. The students in the green boxes may be awarded a point if their OPI increases more than the state average.

An example of how the overall growth index is calculated from Tables 15 and 16 is provided in Table 17. The overall growth index of eighty-seven (87) earns the school a letter grade of "B" worth seventeen percent (17%) of the final grade.

■ Bottom 25% Student Growth

The bottom twenty-five percent growth index (B25GI) is calculated in the same way as the overall growth index (GI) with one exception: students with pre-scores of proficient or advanced are not included in the calculations. If the number of students in the bottom twenty-five percent category for math or reading is less than 30 students, the subject area will not be reported. If the exams for both math and reading are combined and total

less than 30, then the bottom twenty-five percent growth index (B25GI) is not included in the final grade and the overall growth index (GI) grade is worth thirty-three percent (33%) of the final grade.

Students included in the bottom 25% growth are those with a pre-score and post-score and those with a pre-score proficiency level of "Unsatisfactory" or "Limited Knowledge". So, the bottom twenty-five percent category represents the lowest achieving students up to twenty-five percent (25%) of the students identified for the overall growth calculation. Therefore, schools with ninety percent (90%) of their students scoring proficient or better have only ten percent (10%) of the students included in the bottom twenty-five percent growth calculations. Likewise, schools with only sixty percent (60%) of the students scoring proficient or better will have the lowest twenty-five percent (25%) of students included in the bottom twenty-five percent growth calculations.

TABLE 18: Calculation of Points for Reading

Calculation of Points for Reading	Number of Students	Point Value	Calculation	Points
Number Remaining Proficient or Above	184	1	184 x 1	184
Number of Unsatisfactory Improving to Limited Knowledge	8	1	8 x 1	8
Number of Unsatisfactory Improving to Satisfactory or Proficient	4	2	4 x 2	8
Number of Unsatisfactory Improving to Advanced	0	3	0 x 3	0
Number of Limited Knowledge Improving to Satisfactory	10	1	10 x 1	10
Number of Limited Knowledge Improving to Advanced	0	2	0 x 2	0
Number with OPI Growth Greater than State Average	4	1	4 x 1	4
Total Points				214
Total Number of Students	240			

TABLE 19: Calculation of Overall Growth Index

Subject	Number of Students	Number of Points	Calculation Points ÷ Students = GI	Letter Grade
Mathematics	246	208	208 ÷ 246 = .845	85 = B
Reading	240	214	214 ÷ 240 = .891	89 = B
Total	486	422	422 ÷ 486 = .868	87 = B

Table 20 provides the Reading data from the previous Overall Growth discussion. Forty-six (46) of the 240 students had a previous reading proficiency level below proficient which equates to nineteen percent (19%) of the matched group. All forty-six students will be included in the bottom twenty-five percent category for reading.

Table 21 shows 78 of the 246 students had a previous mathematics proficiency level of "Unsatisfactory" or "Limited Knowledge" which equates to thirty-two percent (32%) of the matched group. Twenty five percent of the total number of students is 61. Therefore, only 61 of the lowest performing students will be included in the bottom twenty-five percent category for mathematics ($246 * .25 = 61.5$).

In order to select the lowest students when more than 25% qualify, students are first sorted lowest to highest by proficiency level. This will group all the unsatisfactory scores at the bottom followed by the limited knowledge students. In the example described above, only 61 of the

78 low performing students would be included in the bottom 25% calculation. As you can see, 30 students previously scored "Unsatisfactory" on the state assessment so all of them would be included. That means the lowest 31 students from the 48 who previously scored "Limited Knowledge" will also be included.

OCCT, EOI and OMAAP exams are on different scales. Therefore, scores will be converted to a state percentile which will be used to sort students within each proficiency level. Table 22 provides the results of the 61 lowest performing students' progress at the end of the subsequent year.

Using the example data given earlier, the Tables 23-25 illustrate the calculation of the bottom twenty-five percent growth index.

The school illustrated in Table 25 has a calculated Bottom Twenty-five Growth Index of 67) which translate to a letter grade of "D". This grade contributes 17% of the weight of the school's final grade.

TABLE 20: Summary of Reading Pre-Score to Post-Score Proficiency Level

PREVIOUS PROFICIENCY LEVEL	RECENT PROFICIENCY LEVEL				
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
Unsatisfactory	4	8	4	0	16
Limited Knowledge	0	20	10	0	30
Proficient	0	10	110	20	140
Advanced	0	0	18	36	54
Total	4	38	142	56	240

TABLE 21: Summary of Mathematics Pre-Score to Post-Score Proficiency Level

PREVIOUS PROFICIENCY LEVEL	RECENT PROFICIENCY LEVEL				
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
Unsatisfactory	14	10	6	0	30
Limited Knowledge	4	20	20	4	48
Proficient	2	16	100	20	138
Advanced	0	0	6	24	30
Total	20	46	132	48	246

TABLE 22: Mathematics Pre-Score to Post-Score Proficiency Level

PREVIOUS PROFICIENCY LEVEL	RECENT PROFICIENCY LEVEL				Total
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	
Unsatisfactory	14	10	6	0	30
Limited Knowledge	4	15	12	0	31

TABLE 23: Calculation of Points for Mathematics

Calculation of Points for Mathematics	Number of Students	Point Value	Calculation	Points
Number of Unsatisfactory Improving to Limited Knowledge	10	1	10×1	10
Number of Unsatisfactory Improving to Satisfactory or Proficient	6	2	6×2	12
Number of Unsatisfactory Improving to Advanced	0	3	0×3	0
Number of Limited Knowledge Improving to Satisfactory	12	1	12×1	12
Number of Limited Knowledge Improving to Advanced	0	2	0×2	0
Number with OPI Growth Greater than State Average	8	1	8×1	8
Total Points				42
Total Number of Students	61			

TABLE 24: Calculation of Points for Reading

Calculation of Points for Reading	Number of Students	Point Value	Calculation	Points
Number of Unsatisfactory Improving to Limited Knowledge	8	1	8×1	8
Number of Unsatisfactory Improving to Satisfactory or Proficient	4	2	4×2	8
Number of Unsatisfactory Improving to Advanced	0	3	0×3	0
Number of Limited Knowledge Improving to Satisfactory	10	1	10×1	10
Number of Limited Knowledge Improving to Advanced	0	2	0×2	0
Number with OPI Growth Greater than State Average	4	1	4×1	4
Total Points				30
Total Number of Students	46			

TABLE 25: Calculation of Bottom 25% Growth Index

Subject	Number of Students	Number of Points	Calculation Points ÷ Students = GI	Letter Grade
Mathematics	61	42	$42 \div 61 = .688$	69 = D
Reading	46	30	$30 \div 46 = .652$	65 = D
Total	107	72	$72 \div 107 = .672$	67 = D

Section 3: Whole School Improvement

(SEE TABLES 26–48)

The Whole School Performance section includes educational statistics which promote the Achieving Classroom Excellence (ACE) and College, Career, and Citizen Readiness (C3) initiatives adopted by the State of Oklahoma. Items incorporated in these calculations include student attendance rate, dropout rate, graduation rate, advanced course participation and performance, college entrance exam participation and performance, college remediation rates, cohort graduation rate for low-performing eighth grade students, five plus year graduation rate, participation in ACE graduation criteria curriculum, and staff and patron survey data. Some data are not yet available and will be added as they become available. Each item is carry weighted and combined for a whole school performance grade. An explanation of the manner in which each indicator is calculated and assigned a letter grade follows.

Each school will be assigned a letter grade of "A", "B", "C", "D", or "F" for Whole School Improvement based on the indicators appropriate for the grade level of the site. Each indicator receives a letter grade of A-F. A letter grade of "A" is worth 4 points, "B" worth 3 points, "C" worth 2 points, "D" worth 1 point, and an "F" worth zero points.

TABLE 26: Letter Grade Point Value

Letter Grade	Point Value
A	4
B	3
C	2
D	1
F	0

The point values are averaged based on the weights assigned to each indicator to compute a Whole School Improvement GPA. Additionally, some indicators will be assigned a point value and included in the calculation as bonus points. The calculated GPA will be converted to a letter grade which is worth 33% of the school's final letter grade.

For grade card reporting, each school will be classified as elementary, middle, or high school based on the highest grade served in the school. For example, if a school serves students in grades 2-6, the school will be classified as an elementary school. If the school serves students in grades 7-9, the school will be classified as a middle/junior high school. If a school serves grade 10 or above, they will be classified as a high school. For schools with grade 10 as the highest grade served, the letter grade earned by the high school it feeds is used in the school's final overall grade. Table 27 serves as a guide for classification.

TABLE 27: Classification Guide

Highest Grade Served	Elementary	Middle/Junior High	High
Kindergarten	Yes		
First	Yes		
Second	Yes		
Third	Yes		
Fourth	Yes		
Fifth	Yes		
Sixth	Yes		
Seventh		Yes	
Eighth		Yes	
Ninth		Yes	
Tenth			Yes
Eleventh			Yes
Twelfth			Yes

Elementary Schools

For elementary, the indicators to determine the grade are Student Attendance Rate, and Dropout Rate. In future years, student attendance will account for 96% of the grade and dropout rate will account for 4% of the grade, plus bonus points for advanced course work, school climate survey and parent and community engagement. The formula for computing the elementary whole school improvement GPA is:

$$\begin{aligned} \text{Whole School Improvement GPA} = & \\ & \text{Student Attendance Point Value} * .96 \\ & + \text{Dropout Rate} * .04 \\ & + \text{Bonus Points} \end{aligned}$$

There are no tracked dropouts at the elementary level during 2011-12. Therefore, the elementary Whole School Component for the report card issued in August/September 2012 will use the Student Attendance Rate as 100% of the component.

Any value of 3.75 to 4.0 will translate to an "A", a value of 2.75 to 3.74 a "B", a value of 1.75 to 2.74 a "C", a value of 0.75 to 1.74 a "D", and below a 0.75 will translate to an "F". The example in Table 29 demonstrates two scenarios of the elementary school calculation.

TABLE 28: GPA to Letter Grade

GPA Range	Letter Grade
3.75 – 4.0	A
2.75 – 3.74	B
1.75 – 2.74	C
0.75 – 1.74	D
Below 0.75	F

TABLE 29: Elementary Calculation Scenarios

Indicator	SCENARIO 1			SCENARIO 2		
	Letter Grade	Calculation	Points	Letter Grade	Calculation	Points
Student Attendance	B	(3 x .96)	2.88	C	(2 x .96)	1.92
Dropout Rate	A	(4 x .04)	.16	A	(4 x .04)	.16
Subtotal			3.04			2.08
Bonus			B			C
School Climate Survey	Y		.06	N		.00
Parent & Community Engagement	Y		.06	N		.00
Advanced Coursework	N		.00	N		.00
Total Bonus			.12			.00
Total GPA			3.16			2.08
Whole School Letter Grade			B			C

Middle Schools

The indicators used to determine the grade for Middle/JR High Schools are Student Attendance Rate, Advanced Coursework and Dropout Rate, plus bonus points for school climate survey and parent and community engagement. Student attendance will account for 90% of the grade, Advanced Coursework will carry 6% and dropout rate will carry 4% of the grade. The formula for computing the middle school whole school improvement GPA is:

$$\begin{aligned} \text{Whole School Improvement GPA} = & \\ & \text{Attendance Point Value} * .90 \\ & + \text{Advanced Coursework Point Value} * .06 \\ & + \text{Dropout Rate} * .04 \\ & + \text{Bonus Points} \end{aligned}$$

Any value of 3.75 to 4.0 will translate to an "A", a value of 2.75 to 3.74 a "B", a value of 1.75.0 to 2.74 a "C", a value of 0.75 to 1.74 a "D", and below a 0.75 will translate to an "F". The example in Table 31 demonstrates two scenarios of the middle school calculation.

TABLE 30: GPA to Letter Grade

GPA Range	Letter Grade
3.75 – 4.0	A
2.75 – 3.74	B
1.75 – 2.74	C
0.75 – 1.74	D
Below 0.75	F

TABLE 31: Middle School Calculation Scenarios

Indicator	SCENARIO 1			SCENARIO 2		
	Letter Grade	Calculation	Points	Letter Grade	Calculation	Points
Student Attendance	A	(4 x .90)	3.6	B	(3 x .90)	2.7
Dropout Rate	A	(1 x .04)	.04	A	(4 x .04)	.16
Advanced Coursework	D	(1 X .06)	.06	D	(1 X .06)	.06
Subtotal			3.7			2.92
Bonus			B			B
School Climate Survey	Y		.06	N		.00
Parent & Community Engagement	Y		.00	N		.00
Total Bonus			.06			.00
Total GPA			3.76			2.92
Whole School Letter Grade			A			B

High Schools

Each high school is assigned a letter grade of "A", "B", "C", "D", or "F" for Whole School Improvement based on several indicators. The indicators include: 1) Graduation Rate; 2) Participation in advanced coursework (i.e. Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), concurrent college enrollment, and industry certification courses); 3) Performance on AP and IB exams; 4) Performance in concurrent enrollment, AICE, and industry certification courses; 5) college entrance exam participation (ACT or SAT); 6) college entrance exam performance; 7) high school graduation rate of low achieving eighth grade students; and 8) five or more year graduation rate.

Each indicator receives a letter grade of A-F. The indicators are combined to create a weighted grade point average. A letter grade of "A" is worth 4 points, "B" worth 3 points, "C" worth 2 points, "D" worth 1 point, and an "F" worth zero points.

Additionally, four indicators can provide bonus points in the calculation of the Whole School Improvement grade: (School Climate Survey, parent and community engage-

ment, college preparatory coursework, and college remediation). The calculated GPA will be converted to a letter grade which is worth 33% of the school's final letter grade. Graduation Rate is worth 79% of the Whole School Improvement Grade, and each of the other seven indicators is worth 3% of the component. The Bonus Point items are each worth .06 in the grade calculation. The formula for computing the Whole School Improvement GPA for a high school is:

$$\begin{aligned}
 \text{Whole School Improvement GPA} = & \\
 & \text{Graduation Rate Point Value} * .79 \\
 & + \text{Advanced Coursework Participation} * .03 \\
 & + \text{AP/IB Exam Performance} * .03 \\
 & + \text{Advanced Course Performance} * .03 \\
 & + \text{College Entrance Exam Participation} * .03 \\
 & + \text{College Entrance Exam Performance} * .03 \\
 & + \text{Eighth Grade Graduation} * .03 \\
 & + \text{Five Year Graduation Rate} * .03 \\
 & + \text{Bonus Points}
 \end{aligned}$$

Any value of 3.75 to 4.0 will translate to an "A", a value of 2.75 to 3.74 a "B", a value of 1.75 to 2.74 a "C", a value of 0.75 to 1.74 a "D", and below a 0.75 will translate to an "F".

TABLE 32: Letter Grade Point Value

Letter Grade	Point Value
A	4
B	3
C	2
D	1
F	0

TABLE 33: GPA to Letter Grade

GPA Range	Letter Grade
3.75 – 4.0	A
2.75 – 3.74	B
1.75 – 2.74	C
0.75 – 1.74	D
Below 0.75	F

The example in Table 34 demonstrates the effect the additional indicators have on the calculations for a high school with a graduation rate of "B". In Scenario 1, the high school receives an "A" on every other indicator; and, in Scenario 2, the school receives "D's".

In Scenario 1, the school achieved a Whole School Improvement letter grade of "B" even though they earned an "A" in each of the other seven indicators plus earned all the bonus indicators. In Scenario 2, the school was able to maintain a subtotal grade of "B" even though the

school received a letter grade of "D" in the remaining indicators because of the bonus points awarded in three of the four items.

Initially, the eighth grade graduation rate will not be available for FY2012. The three percent weight associated with it will be split between College Entrance Exam Participation and College Entrance Exam Performance giving them a .045 weight in the calculation.

TABLE 34: High School Calculation Scenarios

Indicator	SCENARIO 1			SCENARIO 2		
	Letter Grade	Calculation	Points	Letter Grade	Calculation	Points
Graduation Rate	B	(3 x .79)	2.37	B	(3 x .79)	2.37
Advanced Coursework Participation	A	(4 x .03)	.12	D	(1 x .03)	.03
AP/IB Exam Performance	A	(4 x .03)	.12	D	(1 x .03)	.03
Advanced Courses Performance	A	(4 x .03)	.12	D	(1 x .03)	.03
College Entrance Exam Participation	A	(4 x .03)	.12	D	(1 x .03)	.03
College Entrance Exam Performance	A	(4 x .03)	.12	D	(1 x .03)	.03
Eighth Grade Graduation Rate	A	(4 x .03)	.12	D	(1 x .03)	.03
Five Year Graduation Rate	A	(4 x .03)	.12	D	(1 x .03)	.03
Subtotal			3.21			2.58
Bonus			B			C
School Climate Survey	Y		.06	Y		.06
Parent & Community Engagement	Y		.06	Y		.06
ACE Graduation Participation	Y		.06	Y		.06
College Remediation	Y		.06	N		.00
Total Bonus			.24			.18
Total GPA			3.45			2.76
Whole School Letter Grade			B			B

■ Description of Each Indicator

This section explains how each indicator is calculated and assigned a letter grade.

Student Attendance (Elementary and Middle)

Student attendance is calculated as the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). ADA is calculated by dividing the total number of days students were present by the number of days in the school calendar. ADM is calculated by dividing the total number of days students were enrolled in school by the number of days in the school calendar. A student attendance rate from 94% to 100% will receive an "A", 92% to 93.9% will receive a "B", 90% to 91.9% will receive a "C", 88% to 89.9% will receive a "D", and a student attendance rate below 88% = F.

Advanced Coursework (Middle)

Advanced coursework is defined as the percentage of students who are taking higher level coursework and completing the course successfully. Middle schools earn a grade based on the percentage of students taking traditional high school courses, pre-Advanced Placement courses, or other advanced coursework in a traditional classroom or in a virtual environment in the middle school grades, and who achieve a grade of "C" or better in the course.

A letter grade will be earned for the percentage of students in the school who are taking higher level coursework, based on the following criteria: 30% or Higher = A, 25% – 29% = B, 20% – 24% = C, 15% – 19% = D, 14% or below = F.

Dropout Rate (Elementary and Middle)

For this component, schools shall earn a grade based on the number of students reported as dropouts to the Oklahoma State Department of Education on the Annual Dropout Report. Currently, dropout data is only collected for grade 7-12. This will be expanded to include K-12 beginning in SY2012-13. For elementary and middle schools, the calculation of dropout rate will use the same methodology as the high school dropout rate which is calculated according to criteria set by the National Center for Educational Statistics (NCES) for Common Core Data [OAC 210:10-13-20 (iii)] and reflects the number of students in Grades 9-12 and under the age of 19 who dropped out of school during the most recent

federal fiscal year - October 1 through September 30. State law (70 O.S. § 35E) defines a dropout as "any student who is under the age of 19 and has not graduated from high school and is not attending any public or private school or is otherwise receiving an education pursuant to law for the full term the schools of the school district in which he/she resides are in session."

NCES further defines a dropout as an individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a state- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private

**TABLE 35:
Attendance (Elementary & Middle)**

Attendance Rate	Letter Grade
94% – 100%	A
92% – 93.9%	B
90% – 91.9%	C
88% – 89.9%	D
Below 88%	F

**TABLE 36:
Advanced Coursework (Middle)**

Advanced Coursework	Letter Grade
30% or Above	A
25% – 29%	B
20% – 24%	C
15% – 19%	D
Below 15%	F

**TABLE 37:
Dropout Rate (Elementary & Middle)**

Dropout Rate	Letter Grade
0% – .09%	A
1% – 1.9%	B
2% – 2.9%	C
3% – 3.9%	D
Above 3.9%	F

school, or state- or district-approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

Although high school dropout rate is not listed as a separate line item on the high school report card, it is included in the calculation of the high school graduation rate discussed in the next section. Because the dropout window follows the federal fiscal year, the dropout rate included on the A-F report card will be from the previous school year. The rate is calculated using the following formula:

$$\text{Dropout Rate} = \frac{\text{Number of reported dropouts} + \text{October 1 Enrollment}}{\text{Total Enrollment}}$$

A dropout rate from 0% to 0.9% will receive an "A", 1% to 1.9% a "B", 2% to 2.9% a "C", 3% to 3.9% a "D", and dropout rate above 3.9% will receive an "F".

Four Year High School Graduation Rate (High School Only)

A four-year high school graduation rate is calculated with the following formula:

$$\text{Graduation Rate} = \frac{\text{Number of Students who Graduated in 4 Years or Less}}{\text{Total Cohort}}$$

$$\begin{aligned} &\text{Total Number of Graduates in Current Year} \\ &+ \text{Number of GED's in Current Year} \\ &+ \text{12th Grade Dropouts in Current Year} \\ &+ \text{11th Grade Dropouts Last Year} \\ &+ \text{10th Grade Dropouts in Two Years ago} \\ &+ \text{9th Grade Dropouts in Three Years ago} \end{aligned}$$

Table 39 provides an example of the Four Year High School Graduation Rate calculation.

TABLE 38: Graduation Rate

Graduation Rate	Letter Grade
90 or Above	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

TABLE 39: Four Year High School Graduation Rate Calculation

Number of Students who Graduated in 4 Years or Less	80
Total Number of Graduates in Current Year	86
+ Number of GED's in Current Year	3
+ 12th Grade Dropouts in Current Year	2
+ 11th Grade Dropouts Last Year	4
+ 10th Grade Dropouts Two Years ago	6
+ 9th Grade Dropouts Three Years ago	1
Total Cohort	102
High School 4 Year Graduation Rate	80/102 = .784 (78.4%)

**Advanced Coursework Participation
(High School Only)**

Advanced Coursework Participation is defined as successful completion of Advanced Placement (AP) courses, International Baccalaureate (IB) programs, dual enrollment in college courses, Advanced International Certificate of Education (AICE), and industry certification courses. For this component, participation shall be calculated for the school year by dividing a count of accelerated coursework participants in grades nine (9) through twelve (12) by the count of all students enrolled in grades eleven (11) and twelve (12) on the Accreditation Report. A student must earn a passing grade of "A", "B", "C", or "D" in the course in order to be counted as a participant.

Schools with 75% to 100% of eligible students participating in advanced coursework will receive a letter grade of "A", 65% to 74% a "B", 50% to 64% a "C", 30% to 49% a "D", and below 30% will receive an "F".

AP/IB Exam Performance (High School Only)

Schools receive a letter grade for student performance on the Advanced Placement (AP) and International Baccalaureate (IB) subject area exams. Students scoring a three (3) or better on the AP exams, or a four (4) or better on IB exams shall be considered passing the exam.

Schools with 75% to 100% of test takers passing the exam shall receive a letter grade of "A", 65% to 74% a "B", 50% to 64% a "C", 30% to 49% a "D", below 30% will receive an "F". Schools with students enrolled in AP or IB course that do not attempt the exam will be given an "F".

**Advanced Coursework Performance
(High School Only)**

Schools receive a letter grade for student performance in concurrent enrollment in college courses, Advanced International Certificate of Education (AICE), and industry certification courses. For this component, the denominator of the performance calculation shall include all students who took an accelerated course or subject area examination during the academic year. AICE successful completion is defined as earning a "C" or higher and being awarded credit for specific postsecondary course(s). For concurrent enrollment, successful completion is defined as a passing grade of "C" or higher. For industry certification, successful

completion is defined as passing an industry certification examination. Schools can earn additional successful completions for students who achieve industry certifications that result in credit for more than one (1) college course through statewide articulation agreements. A letter grade shall be earned based on the percentage of students enrolled in these programs who meet the criteria listed above.

Schools with 90% to 100% of students successfully completing advance coursework will receive a letter grade of "A", 80% to 89% a "B", 70% to 79% a "C", 60% to 69% a "D", and below 60% will receive an "F".

TABLE 40: Advanced Coursework Participation (High School)

Advanced Coursework	Letter Grade
75% or Above	A
65% – 74%	B
50% – 64%	C
30% – 49%	D
Below 30%	F

TABLE 41: AP/IB Exam Performance (High School)

Advanced Coursework	Letter Grade
75% or Above	A
65% – 74%	B
50% – 64%	C
30% – 49%	D
Below 30%	F

TABLE 42: Advanced Coursework Performance (High School)

Advanced Coursework	Letter Grade
90% or Above	A
80% – 89%	B
70% – 79%	C
60% – 69%	D
Below 60%	F

**College Entrance Exam Participation
(High School Only)**

Schools receive a letter grade for the percent of students taking a college entrance exam: (ACT and SAT). The percent is calculated by dividing the number of seniors ever taking an exam by the number in grade twelve (12) on the Accreditation Report. Students will be counted one time for taking the ACT and one time for taking the SAT, regardless of the number of times the ACT and SAT are taken. Schools with 75% to 100% of the senior class tested receive an "A", 65% to 74% a "B", 50% to 64% a "C", 30% to 49% a "D", and less than 30% will receive an "F".

TABLE 43: College Entrance Exam Participation (High School)	
Exam Participation	Letter Grade
75% or Above	A
65% – 74%	B
50% – 64%	C
30% – 49%	D
Below 30%	F

**College Entrance Exam Performance
(High School Only)**

For this component, schools will earn a grade based on the percentage of seniors scoring an ACT composite score of 20 or greater, or an SAT score of 1410 or greater. Students will be counted one time for each test examination, regardless of the number of times the ACT and SAT are taken. The most recent test score on file will be used. Schools with 75% to 100% of tested students achieving the levels above will receive a letter grade of "A", 65% to 74% will receive a "B", 50% to 64% will receive a "C", 30% to 49% will receive a "D", and below 30% will receive an "F".

TABLE 44: College Entrance Exam Performance (High School)	
Exam Performance	Letter Grade
75% or Above	A
65% – 74%	B
50% – 64%	C
30% – 49%	D
Below 30%	F

**Low Performing Eighth Grade Cohort
Graduation Rate (High School Only)**

Schools will receive a letter grade for helping low achieving eighth grade students graduate from high school in four years. Low achieving students are defined as those scoring limited knowledge or unsatisfactory on the eighth (8th) grade reading or mathematics OSTP assessments. The formula for computing a graduation rate for 2011-12 is:

Low Performing Eighth Grade Cohort Graduation Rate =

The number of seniors who earned a regular high school diploma by the end of the 2011- 2012 school year who scored Unsatisfactory or Limited Knowledge on the 8th Grade Reading or Math State Assessment

Number of low performing first-time 9th graders in fall 2008 (starting cohort) plus low-performing students who transfer in, minus low performing students who transfer out, emigrate, or die during school years 2008-2009, 2009-2010, 2010-2011, and 2011-2012

A graduation rate from 85% to 100% will receive an "A", 75% to 84% a "B", 65% to 74% a "C", 55% to 64% a "D", and a graduation rate below 55% will receive an "F".

TABLE 45: Low Performing Graduation Rate (High School)	
Graduation Rate	Letter Grade
85% or Above	A
75% – 84%	B
65% – 74%	C
55% – 64%	D
Below 55%	F

Table 46 provides an example of the Low Performing Eighth Grade Cohort Graduation Rate.

TABLE 46: Low Performing Eighth Grade Cohort Graduation Rate Example	
Number of Low Performing Students who Graduated in 2011-12	40
Number of Low Performing Students in 9th Grade Fall 2008-09	50
Plus	
Low Performing 9th Grade transfers In during 2008-09	8
Low Performing 10th Grade transfers In during 2009-10	6
Low Performing 11th Grade transfers In during 2010-11	4
Low Performing 12th Grade transfers In during 2011-12	2
Minus	
Low Performing 9th Grade transfers Out during 2008-09	12
Low Performing 10th Grade transfers Out during 2009-10	4
Low Performing 11th Grade transfers Out during 2010-11	6
Low Performing 12th Grade transfers Out during 2011-12	0
Total Cohort	48
High School 5+ Year Graduation Rate	40/48 = .833 (83.3%)

High School 5+ Year Graduation Rate (High School)

Schools will be given a letter grade on a graduation rate that includes students who took more than four years to graduate. A 5+ year high school graduation rate is calculated with the following formula:

Graduation Rate =
Total Number of Students who Graduated in Current Year
<hr/>
Total Number of Graduates in Current Year
+ Number of GED's in Current Year
+ 12th Grade Dropouts in Current Year
+ 11th Grade Dropouts Last Year
+ 10th Grade Dropouts in Two Years ago
+ 9th Grade Dropouts in Three Years ago

A graduation rate from 90% to 100% will receive an "A", 80% to 90% a "B", 70% to 80% a "C", 60% to 70% a "D", and a graduation rate below 60% will receive an "F".

Table 48 provides an example of the 5+ Year High School Graduation Rate calculation.

TABLE 47: Low Performing Graduation Rate (High School)	
Graduation Rate	Letter Grade
85% or Above	A
75% – 84%	B
65% – 74%	C
55% – 64%	D
Below 55%	F

TABLE 48: Five + Year High School Graduation Rate Calculation	
Number of Students who Graduated in Current Year	86
Total Number of Graduates in Current Year	86
+ Number of GED's in Current Year	3
+ 12th Grade Dropouts in Current Year	2
+ 11th Grade Dropouts Last Year	4
+ 10th Grade Dropouts Two Years ago	6
+ 9th Grade Dropouts Three Years ago	1
Total Cohort	102
High School 5+ Year Graduation Rate	86/102 = .843 (84.3%)

■ Bonus Items

Advanced Coursework (Elementary Only)

Elementary schools can earn bonus points for the percent of students who are taking middle school coursework. If 3% or more fifth grade students are taking middle school coursework, the school will receive bonus points.

School Climate Survey

Schools can earn bonus points based on the results of the Oklahoma School Climate Survey, which should be made available to all faculty, parents, and students. The Oklahoma School Climate Survey must be completed by at least ninety percent (90%) of faculty, twenty percent (20%) of students, and ten percent (10%) of parents in the school. The survey will be administered online and results submitted directly to the Oklahoma State Department of Education. An average rating of 4 on a 5 point scales will qualify for the bonus points.

Parent & Community Engagement

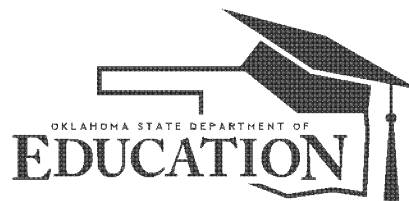
Schools can earn bonus points based on the number of volunteer hours performed during the school year by parents or community members. Schools receiving one volunteer hour for each student enrolled as found on the October Accreditation Report will receive the bonus points.

ACE Graduation Plan Participation

High schools serving students in grades nine (9) through twelve (12) can earn bonus points based on the percentage of students completing the State's College and Career Preparatory Curriculum. Participation is calculated by summing of all students, in grades nine (9) through twelve (12), enrolled in college preparatory coursework, and dividing by the total number of students enrolled in the school in grades nine (9) through twelve (12). Schools having 90% or more students taking the College and Career Preparatory Curriculum will receive the bonus points.

College Remediation Rates

The college remediation rate is calculated by dividing the unduplicated count of students needing remediation in reading, English, math, or science by the total number of the students attending an Oklahoma college or university. Schools with 25% or less graduates enrolled in college remedial classes will receive the bonus points.



Simulated A-F Report Card Grades K-5

District: EXAMPLE DISTRICT School: EXAMPLE ELEMENTARY SCHOOL

B

2011 Performance (33%) *			
Subject	# of Students	Performance Index	Letter Grade
Language Arts	177	77	C
Mathematics	175	88	B
Science	61	77	C
Social Studies/History/Geography	61	59	F
Writing	57	83	B
Overall 2011 Student Performance Grade	531	79	C

Overall Student Growth (17%) **			
Subject	# of Students	Growth Index	Letter Grade
Language Arts	120	80	B
Mathematics	120	87	B
Overall 2011 Student Growth Grade	240	83	B

Bottom Quartile Student Growth (17%) ***			
Subject	# of Students	Growth Index	Letter Grade
Language Arts	30	64	D
Mathematics	30	79	C
Overall Bottom Quartile Growth Grade	60	72	C

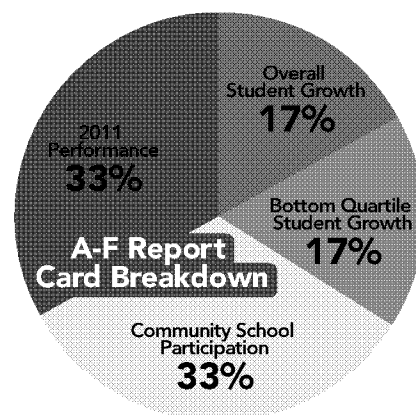
Community School Participation (33%) ****			
Student Attendance Rate		95%	A
Dropout Rate		0%	A
Advanced Coursework		***	***
	Bonus		
School Climate Survey	Y		
Parent & Community Engagement	Y		
Total Community School Participation Grade			A
FINAL GRADE			B

Possible Steps to Improve Grade

- This school could focus on social studies/history and geography.
- This school could also focus on language arts remediation, acceleration and improvement of the most struggling students.
- This school is showing strength in encouraging school attendance.

About the A-F Report Card for Schools Reform

In 2011, the Oklahoma Legislature adopted an *A-F School Grading System* to provide incentives to schools for challenging all students to reach high levels of college and career readiness. The A-F report cards make school performance clear in a transparent manner easily communicated to the public.



*2011 Performance: 33% of the overall grade is based on the Oklahoma School Testing Program assessments in grades three (3) through twelve (12).

**Overall Student Growth: 17% of the grade is based on annual student learning gains as measured by Oklahoma's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests.

***Bottom Quartile Student Growth: 17% is based on the growth of the bottom 25 percent of students as measured by Oklahoma's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests for the lowest 25 percent of students in the school.

****Community School Participation: 33% of the final grade is based on whole school improvement, based on a variety of factors including attendance, dropout rate and parent & community engagement.

Simulated A-F Report Card Grades 6–8

District: EXAMPLE DISTRICT School: EXAMPLE MIDDLE SCHOOL

B

2011 Performance (33%) *			
Subject	# of Students	Performance Index	Letter Grade
Language Arts	353	88	B
Mathematics	389	88	B
Science	115	98	A
Social Studies/History/Geography	171	94	A
Writing	111	94	A
Overall 2011 Student Performance Grade	1,139	90	A

Overall Student Growth (17%) **			
Subject	# of Students	Growth Index	Letter Grade
Language Arts	283	84	B
Mathematics	319	81	B
Overall 2011 Student Growth Grade	602	82	B

Bottom Quartile Student Growth (17%) ***			
Subject	# of Students	Growth Index	Letter Grade
Language Arts	53	51	F
Mathematics	48	38	F
Overall Bottom Quartile Growth Grade	101	45	F

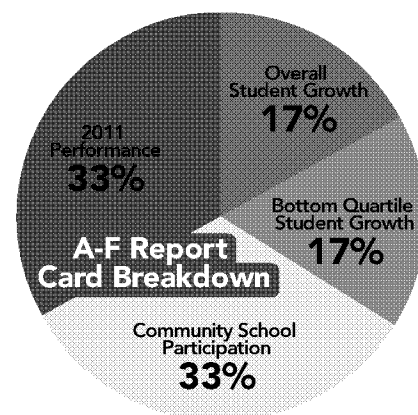
Community School Participation (33%) ****			
Student Attendance Rate		97%	A
Dropout Rate		0%	A
Advanced Coursework		27%	B
	Bonus		
School Climate Survey	Y		
Parent & Community Engagement	N		
Total Community School Participation Grade			A
FINAL GRADE			B

Possible Steps to Improve Grade

This area to be used for possible points of improvement.

About the A-F Report Card for Schools Reform

In 2011, the Oklahoma Legislature adopted an *A-F School Grading System* to provide incentives to schools for challenging all students to reach high levels of college and career readiness. The A-F report cards make school performance clear in a transparent manner easily communicated to the public.



*2011 Performance: 33% of the overall grade is based on the Oklahoma School Testing Program assessments in grades three (3) through twelve (12).

**Overall Student Growth: 17% of the grade is based on annual student learning gains as measured by Oklahoma's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests.

***Bottom Quartile Student Growth: 17% is based on the growth of the bottom 25 percent of students as measured by Oklahoma's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests for the lowest 25 percent of students in the school.

****Community School Participation: 33% of the final grade is based on whole school improvement, based on a variety of factors including attendance, dropout rate and parent & community engagement.

Simulated A-F Report Card Grades 9–12

District: EXAMPLE DISTRICT School: EXAMPLE HIGH SCHOOL

2011 Performance (33%) *			
Subject	# of Students	Performance Index	Letter Grade
Language Arts	717	94	A
Mathematics	979	83	B
Science	428	86	B
History	369	91	A
Overall 2011 Student Performance Grade	2,493	88	B

Overall Student Growth (17%) **			
Subject	# of Students	Growth Index	Letter Grade
Language Arts	312	107	A
Mathematics	313	106	A
Overall 2011 Student Growth Grade	625	106	A

Bottom Quartile Student Growth (17%) ***			
Subject	# of Students	Growth Index	Letter Grade
Language Arts	86	90	A
Mathematics	83	95	A
Overall Bottom Quartile Growth Grade	169	92	A

Community School Participation (33%) ****			
Graduation Rate		84.5%	B
Advanced Coursework Participation		78.2%	C
AP/IB Exam Performance		58.9%	C
Advanced Courses Performance		86.3%	B
College Entrance Exam Participation		73.7%	B
College Entrance Exam Performance		60.4%	C
Eighth Grade Graduation Rate		***	***
Five Year Graduation Rate		***	**
	Bonus		
School Climate Survey	Y		
Parent & Community Engagement	Y		
ACE Graduation Participation	Y		
College Remediation	Y		
Total Community School Participation Grade			B
FINAL GRADE			B

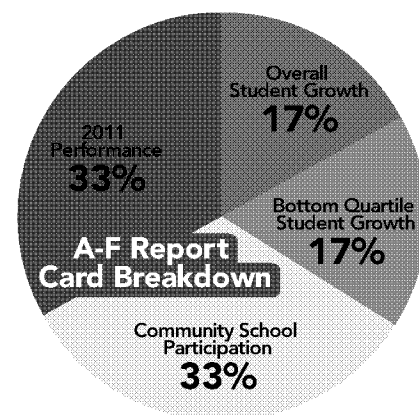
B

Possible Steps to Improve Grade

This area to be used for possible points of improvement.

About the A-F Report Card for Schools Reform

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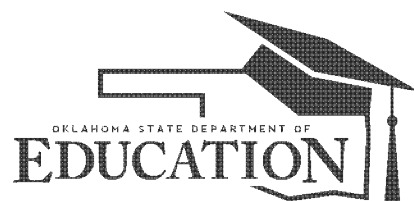
***Bottom Quartile Student Growth: 17% is based on the growth of the bottom 25 percent of students as measured by Oklahoma's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests for the lowest 25 percent of students in the school.

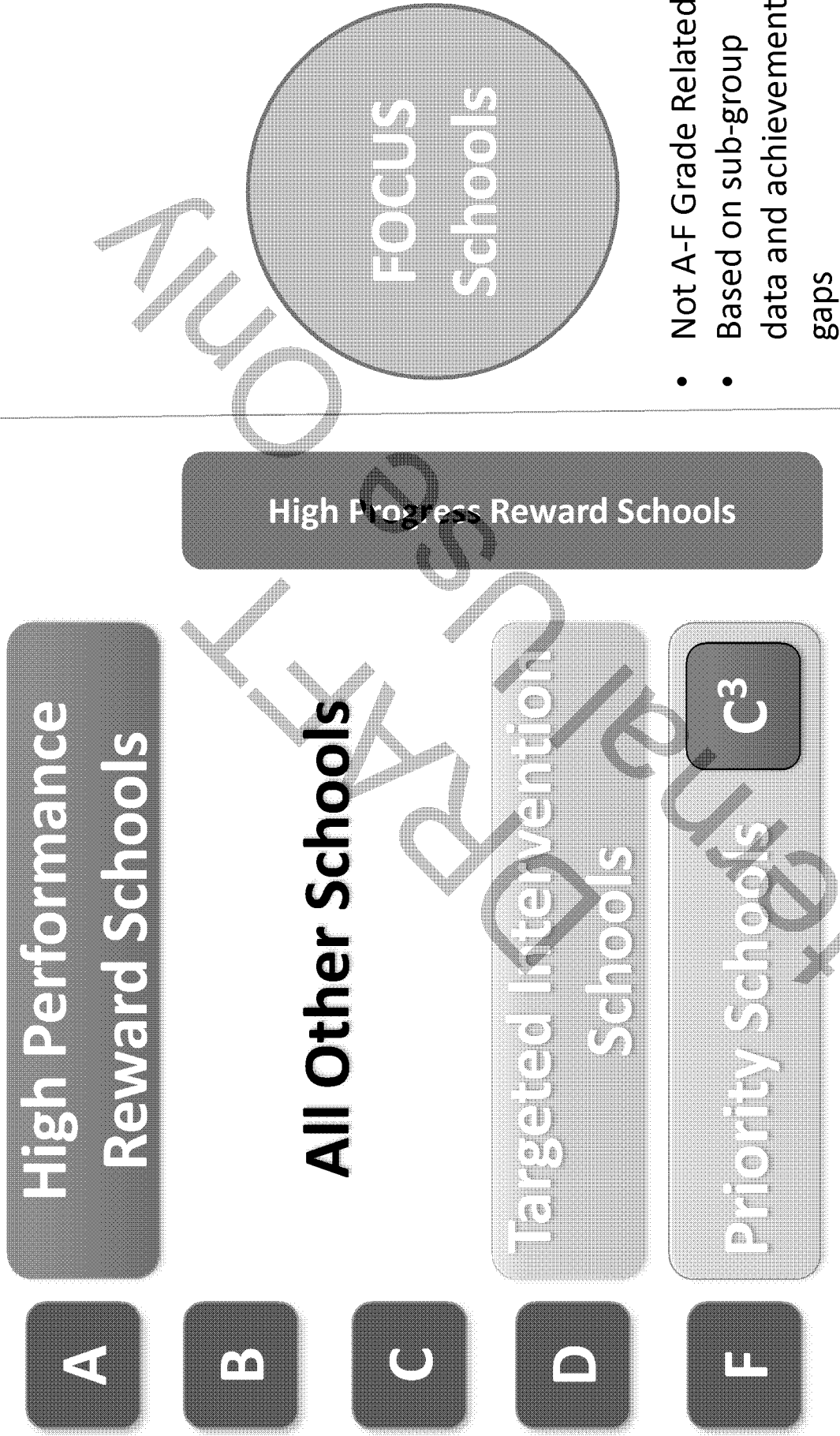
****Community School Participation: 33% of the final grade is based on whole school improvement, based on a variety of factors including attendance, dropout rate and parent & community engagement.



A-F

Report Card Guide





- Not A-F Grade Related
- Based on sub-group data and achievement gaps

Please note that this graphic is a simplified representation of the Oklahoma A-F Grading System, and represents possible changes or additions to the current ESEA Waiver, which received contingent approval on February 8th, pending further legislation, rules, and specificity of the Oklahoma A-F Grading System.

Oklahoma's ESEA Flexibility Request
Public Comment on Amendment Request Submitted July 27, 2012

Documentation of Public Notice and Notice to LEAs

Memorandum

Committee of Practitioners

Title I Listserv

Website

Public Comments Received

June 4, 2012

The Oklahoma State Department of Education (OSDE) is providing this public notice to solicit comments from local educational agencies (LEAs) and the public regarding amendments to Oklahoma's approved ESEA Flexibility Request. Oklahoma's ESEA Flexibility Request was approved by the U.S. Department of Education (USDE) on February 9, 2012. Since that time, rules for implementation of the State's A-F Report Card have been developed and approved. These rules and public comment LEAs, schools, professional organizations, and the public have resulted in needed amendments to the approved ESEA Flexibility Request. A summary of the proposed amendments and a draft of the changes are provided as attachments to this notice. The OSDE believes that these amendments would be beneficial to LEAs and schools upon approval by USDE.

Comments received will be forwarded to the USDE with the requested amendments. OSDE will accept comments between Monday, June 4, 2012, and Monday, June 18, 2012, via electronic submission or U.S. mail.

Comment Submissions:

Please submit your comments in writing to Kerri White, Assistant State Superintendent of Educational Support, Oklahoma State Department of Education, 2500 N. Lincoln Boulevard, Oklahoma City, Oklahoma 73105 or electronically to Kerri.White@sde.ok.gov.

Kerri White

From: Donna Chisholm
Sent: Tuesday, June 05, 2012 9:10 AM
To: aewing@nobleps.com; ajbrewer@washington.k12.ok.us; alehnert@turpinps.org; amoyer@skiatookschools.org; andersonm@adapss.com; ashelite@hps.k12.ok.us; bayletr@tulsaschools.org; bcore@sperry.k12.ok.us; bsmith@westville.k12.ok.us; cbuckmaster@itlnet.net; ccawyer@norman.k12.ok.us; ccawyer@norman.k12.ok.us; christina@kansasps.com; cmcollough@porter.k12.ok.us; cmoore@newcastle.k12.ok.us; Courtney Lockridge; cshero@jay.k12.ok.us; cthomas@ardmore.k12.ok.us; cwberry@okcps.org; dawsonj@tecumseh.k12.ok.us; dfaulkner@hookerps.k12.ok.us; dhuckabaa@paulsvalley.k12.ok.us; director@okpta.org; dnichols@wagonerps.org; dowell_w@woodwardps.net; dthompson@catoosa.k12.ok.us; eajohnson@stillwaterschools.com; ebschellenger@okcps.org; ekgodard@glenpool.k12.ok.us; ereyes@altusschools.k12.ok.us; eric.smith@mail.texhoma61.net; ewebb@blackwell.k12.ok.us; ewebb@blackwell.k12.ok.us; faye_garrison@hilldale.k12.ok.us; fmccawley@talihina.k12.ok.us; fred.rhodes@yukonps.com; gailsteelman@mooreschools.com; glenda.cobb@duncanps.org; greentd@bps-ok.org; greentd@bps-ok.org; grissla@tulsaschools.org; harrish@admin.poteau.k12.ok.us; hendrji@tulsaschools.org; iharris@boisecity.k12.ok.us; ira.harris@bcpsd.org; jason.james@clintonokschools.org; jbell@tyrone.k12.ok.us; jburch@geary.k12.ok.us; jcocannouer@wpsok.org; jcrume@frederickbombers.net; jday@ardmore.k12.ok.us; jennifer.daves@jenkps.org; jennifermankins@mooreschools.com; jgillock@dover.k12.ok.us; jhairrell@heavenerschools.org; jhastings@lawtonps.org; jhogan@cache.k12.ok.us; jlaine@putnamcityschools.org; jlayne@byngschools.com; jmcqueen@hollis.k12.ok.us; jritchie@peavinepanthers.net; jtaliaferro@crookedoak.org; julieedenborough@guymon.k12.ok.us; jwaugh@buffalo.k12.ok.us; jwiggins@yarbrough.k12.ok.us; kathy.curtis@owasso.k12.ok.us; (b)(6) kchilds@ringwood.k12.ok.us; kdunn@mid-del.net; kdunn@mid-del.net; kelli.a.calingasan@westernheights.k12.ok.us; kevin@vanmeterlawfirm.com; kjohnson@claremore.k12.ok.us; knichols@mid-del.net; ldecker@welchwildcats.net; lightcapa@tahlequah.k12.ok.us; lomegahs@lomega.k12.ok.us; mahern@elreno.k12.ok.us; martink@canton.k12.ok.us; mbroyles@braggs.k12.ok.us; mcarlile@rockymtn.k12.ok.us; mgore@mcalester.k12.ok.us; migert@okayschool.k12.ok.us; mlcagle@sstelco.com; (b)(6) mmoore@shawnee.k12.ok.us; mnichols@forgan.k12.ok.us; mroff@watonga.k12.ok.us; mstevens@bps.k12.ok.us; mwigley@paulsvalley.k12.ok.us; mwomack@madillok.com; nevans@altusschools.k12.ok.us; nneff@maryetta.k12.ok.us; nryan@coweta.k12.ok.us; Optima@ptsi.net; panderson@marietta.k12.ok.us; Peggy-Jones@mpsi20.org; penny.gooch@guthrie.k12.ok.us; pgr@davidsen.k12.ok.us; pmaples@ryan.k12.ok.us; pmccart@sapulpaps.org; pwood@stilwellk12.org; Rebeca.King@edmondschools.net; rfont@santafesouth.org; ronal.flanagan@staff.muldrowps.org; rummaged@purcellps.k12.ok.us; schiffelbein.tara@unionps.org; sfarmer@sallisaw.k12.ok.us; sherry.durkee@sandites.org; sipet@pcps.us; sjhall@ou.edu; smcmillan@bixbyps.org; smoss@commercetigers.net; smturner@baschools.org; sthomasen@mcloudschools.us; sthompson@wbead.k12.ok.us; tbrock@oaksschools.com; tlbelle@okcps.org; tlfraley@okcps.org; tpayne@kingfisher.k12.ok.us; tphelan@snyder.k12.ok.us; tsouthard@lexington.k12.ok.us; vlbunch@enidk12.org; vlbunch@enidk12.org; white.jackie@unionps.org; woodc@mustangps.org; woodc@mustangps.org
Cc: Ramona Coats; Kerri White

Subject: [SDE] - New Attachment - Notice of ESEA Flexibility Amendment Request
Attachments: Notice of ESEA Flexibility Amendment Request.pdf

June 4, 2012

The Oklahoma State Department of Education (OSDE) is providing this public notice to solicit comments from local educational agencies (LEAs) and the public regarding amendments to Oklahoma's approved ESEA Flexibility Request. Oklahoma's ESEA Flexibility Request was approved by the U.S. Department of Education (USDE) on February 9, 2012. Since that time, rules for implementation of the State's A-F Report Card have been developed and approved. These rules and public comment LEAs, schools, professional organizations, and the public have resulted in needed amendments to the approved ESEA Flexibility Request. A summary of the proposed amendments and a draft of the changes are provided as attachments to this notice. The OSDE believes that these amendments would be beneficial to LEAs and schools upon approval by USDE.

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Comment Submissions:

Please submit your comments in writing to Kerri White, Assistant State Superintendent of Educational Support, Oklahoma State Department of Education, 2500 N. Lincoln Boulevard, Oklahoma City, Oklahoma 73105, or electronically to Kerri.White@sde.ok.gov.

Thank you,

Donna Chisholm
Division Coordinator
Titles I, IIA, VI & X
Oklahoma State Department of Education
2500 North Lincoln Blvd, Room 315
Oklahoma City, OK 73105
Phone: (405) 521-2893
Email: Donna.Chisholm@sde.ok.gov

Kerri White

From: Kay Townsend
Sent: Friday, June 08, 2012 2:52 PM
To: Kerri White; Ramona Coats; Gloria Bayouth; Doris Marks; Tina Dewey; Rose Carlson; Melissa McGavock; Laura Jester; Becky Nixon; Vickie Stewart; Alice Byrd; Corina Ene; Rex Wall; Laura Meissner; Bo Merritt; Autumn Daves; Daniel Fryar; Kristi Kretchmar; Denise Bethke; Nora Neunlist; Kathy Padilla; Debbie Pham; BJ Salsman
Cc: Debbie King; Donna Chisholm
Subject: FW: SDE- ESEA Flexibility Amendment Public Notice

Follow Up Flag: Follow up
Flag Status: Flagged

FYI

From: Kay Townsend
Sent: Friday, June 08, 2012 2:41 PM
To: Title1@listserv.sde.state.ok.us
Subject: SDE- ESEA Flexibility Amendment Public Notice

For more information regarding a Public Notice to solicit comments regarding amending the ESEA Flexibility Waiver, click on the link below.

<http://ok.gov/sde/sites/ok.gov.sde/files/ESEA-FlexAmendReq.pdf>

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SDE Contact Information

Oklahoma State Department of Education
 2303 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105

SDE Service Desk: (405) 521-2300
 Email: volunteers@ednet.ok.gov
 SDE Service Desk Webpage

Fax: (405) 521-6936

[Staff Directory](#)

Announcements

The Oklahoma State Department of Education, along with all other State agencies, including some State offices will be closed Wednesday, July 4 in observance of Independence Day.

Latest News ...

Midland Broken Arrow Educators Awarded Presidential Excellence in Math Science Teaching Thursday, June 14, 2012

The White House this week announced 97 mathematics and science teachers as recipients of the prestigious Presidential Award for Excellence in Mathematics and Science Teaching. Oklahoma winners are: Ashley Hood, from Midland Public Schools, for math; and Rebecca Morrice, from Broken Arrow Public Schools, for science.

- Jun 06, 2012 Counselors of the Year, School Advocates of the Year Named
- Jun 05, 2012 State Board of Education Approves \$400 Million Activities Fund Budget
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- Jun 05, 2012 State Board of Education Approves \$400 Million Activities Fund Budget
- Jun 05, 2012 Top Minds in Education to Speak at Vision 2020 Conference
- Jun 04, 2012 Special State Board of Education Meeting
- May 29, 2012 Oklahoma Academic Scholars Named

[More Headlines](#)

Public Notice

- Public comments requested for SDE Fiscal Year Amendment - June 4, 2012

Videos

Special Message: Teacher Appreciation Week
by OK Dept. of Education

Upcoming Events

- Wed, 07/04/2012 - 00:00 | State Offices Closed - Holiday
- Sat, 07/07/2012 - 08:00 | School Bus Driver Class (1 of 3)
- Mon, 07/09/2012 - 18:00 | School Bus Driver Course (part 2 of 3)
- Mon, 07/09/2012 - 18:00 | Bus Driver Course - Eureka Field
- Mon, 07/09/2012 - 18:00 | CPL Training for School Bus Drivers - Pearsa City

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Website A-Z Guide

Welcome to the new Oklahoma State Department of Education website. Parts of this Website are still under construction. If you have trouble navigating the new site, or if you have suggestions as to how we can better improve the website, please contact us.

Sign up to receive email news updates from OKSDE

First name (required) Last name (required) Email address (required)

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4 days ago

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Kerri White

From: Muller, Lisa <Lisa.Muller@jenksps.org>
Sent: Friday, June 08, 2012 12:15 PM
To: Kerri White
Subject: Public Comment Re: ESEA Flexibility Request

Follow Up Flag: Flag for follow up
Flag Status: Flagged

Dear Ms. White,

I have reviewed the proposed changes to the ESEA Waiver approved earlier this year. My comments are directed primarily toward the changes proposed for determining Focus school status contained in the new request document.

Many of the proposed changes help clarify the process for schools and districts. I support the proposed change in the method for exiting Focus school status. Meeting AMOs for the affected subgroup and not entering Focus status for any other subgroup is a much fairer process for schools than requiring all AMOs to be met. This change will truly allow the Focus schools to focus their improvement efforts on the subgroups demonstrating the greatest need. I also appreciate the clarification regarding provision of school choice in Focus schools.

I continue to question the methodology for determining Focus schools based on number of students in a subgroup. The new flexibility request, like its predecessor, identifies Focus schools as those schools which have a higher percentage of students in a subgroup than the state average for that subgroup and whose scores for that subgroup are in the bottom 30 percent of state scores. However, all schools who have fewer than 30 students in the subgroup are excluded from the ranking process BEFORE the bottom 30 percent of performance is determined. Therefore, large schools are unduly categorized as Focus schools when their performance may actually be higher than many other schools. My suggestion is that the 30 percent determination should be made prior to removing schools that do not meet the 30-student threshold. This would provide the SDE the opportunity to truly work with those schools who have the lowest student performance, whether through the Focus school designation or through the other methods delineated in the flexibility request for smaller schools.

In addition, the flexibility request document is silent as to which EL students will be considered when determining a school's performance for this subgroup. Federal policy allows for the consideration on EL students who are in their first and second years of proficiency. The State of Oklahoma reports scores for these newly-proficient students as well as for EL students who are not yet proficient. However, in 2011, the scores for newly-proficient students were not included in the EL subgroup calculations for purposes of determining Focus schools. Including these students provides a much better indication of a school's ability to educate English Language Learners over time. Please amend the new flexibility request to specifically include first and second year proficient EL students in the calculations for the EL subgroup.

Thank you for the opportunity to provide feedback on the proposed changes to the ESEA Flexibility Request.

Sincerely,

Lisa S. Muller
Assistant Superintendent, Curriculum and School Improvement
Jenks Public Schools

205 E. B Street
Tulsa, OK 74037
(918) 299-4411 ext. 2259

Kerri White

From: Scott Farmer <sfarmer@sallisaw.k12.ok.us>
Sent: Monday, June 11, 2012 4:17 PM
To: Kerri White
Subject: Public Comment ESEA Waiver

Follow Up Flag: Follow Up
Flag Status: Flagged

ESEA Public Comments:

- A) **Timeliness of future reports:** Dropout rates are to be figured off federal fiscal year thus making release time after September 30th. If this is going to be 79% of the "bottom 35%" we need it to be accurate, current, and on time (July) so true substantive changes can be made based on real time data, not one, two or three year old data.
- B) **Calculations of Advanced Course Participation and Performance:** The formula for calculating these two elements are contradictory. Statistically, the higher participation rate the lower the aggregate test results. This is evident in ACT participation amongst the various states in the union. It is fearful that students will be encouraged to enroll in AP courses but discouraged to take the AP test. This is not beneficial to Oklahoma students and schools should not be forced to scrutinize who gets to take the ACT and AP exams.
- C) **The GPA calculation for an "A":** Currently the aggregate calculation to receive an "A" must be a total "GPA" of 3.75. If the purpose of the legislation was to create a grading system that is universally understood why not use a universal understanding of how "GPA" is figured. The minimum criteria to receive an "A" should be 3.5.
- D) **College Remediation:** Our LEA is at a disadvantage geographically in regard to college remediation rates. According to our latest Accountability Report we have 10% of our students attending colleges and universities outside the state. We are located just minutes away from two highly reputable institutions that reside just beyond the Oklahoma border. The students that attend this institution rarely are in need of remedial courses, they are historically our highest achieving students. Conversely, we have a junior college in our community that serves a large volume of students and some do need the occasional remedial course. This leaves our district in the following predicament: 1) We have a high college going rate. 2) We have a high out of state college going rate 3) We have a very high college remediation rate of in state students due to the State of Oklahoma's inability to track out of state student performance. Our students should not be given a substandard or inaccurate letter grade due to the State of Oklahoma's deficiency and lack of capability to create a more advanced longitudinal data system.
- E) **Little communication has been disseminated to building and district leaders:** Having public comment periods does not suffice as adequate communication. Those who work with kids daily need to be given avenues to share ideas.
- F) **No clear plan exists for the transition to Next Generation Assessments:** We need guidance on how this will look in two years when Common Core is fully implemented. What happens if ESEA is reauthorized....does the waiver cease to exist?
- G) **Pre-AP Should Count:** Pre-AP courses do not count as Advanced Coursework Participation for high school students. The curriculum is more rigorous and ties into AP curriculum. It would be in the best interest of students to create a course code for Pre-AP courses and use it in the calculation for Advanced Coursework Participation.

Thank you in advance for taking the time to read our concerns.
Best Regards,

Scott Farmer
Sallisaw Public Schools