



# ESEA Flexibility Waiver Request 2015

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# ESEA Flexibility Waiver - An Overview

Oklahoma State Department of Education  
March 31, 2015 Submission to  
United States Department of Education

# OVERVIEW

- Submit by the March 31, 2015 deadline which is the same for all states that want approval for continuing ESEA Flexibility.
- Consulted with varied stakeholders.
- Guidance from USED in the process.

# ESEA WAIVER DESIGN

## Principle 1:

College- and Career-ready expectations for all students

## Principle 2:

State-developed differentiated recognition, accountability, and support

## Principle 3:

Supporting effective instruction & leadership

# PRINCIPLE 1

College- and Career- Ready Expectations  
for All Students

# Principle 1

## **1.A. Adopt College- and Career-Ready Standards**

2015 –PASS Standards (2010) Certified by the Oklahoma State Regents for Higher Education as College and Career Ready

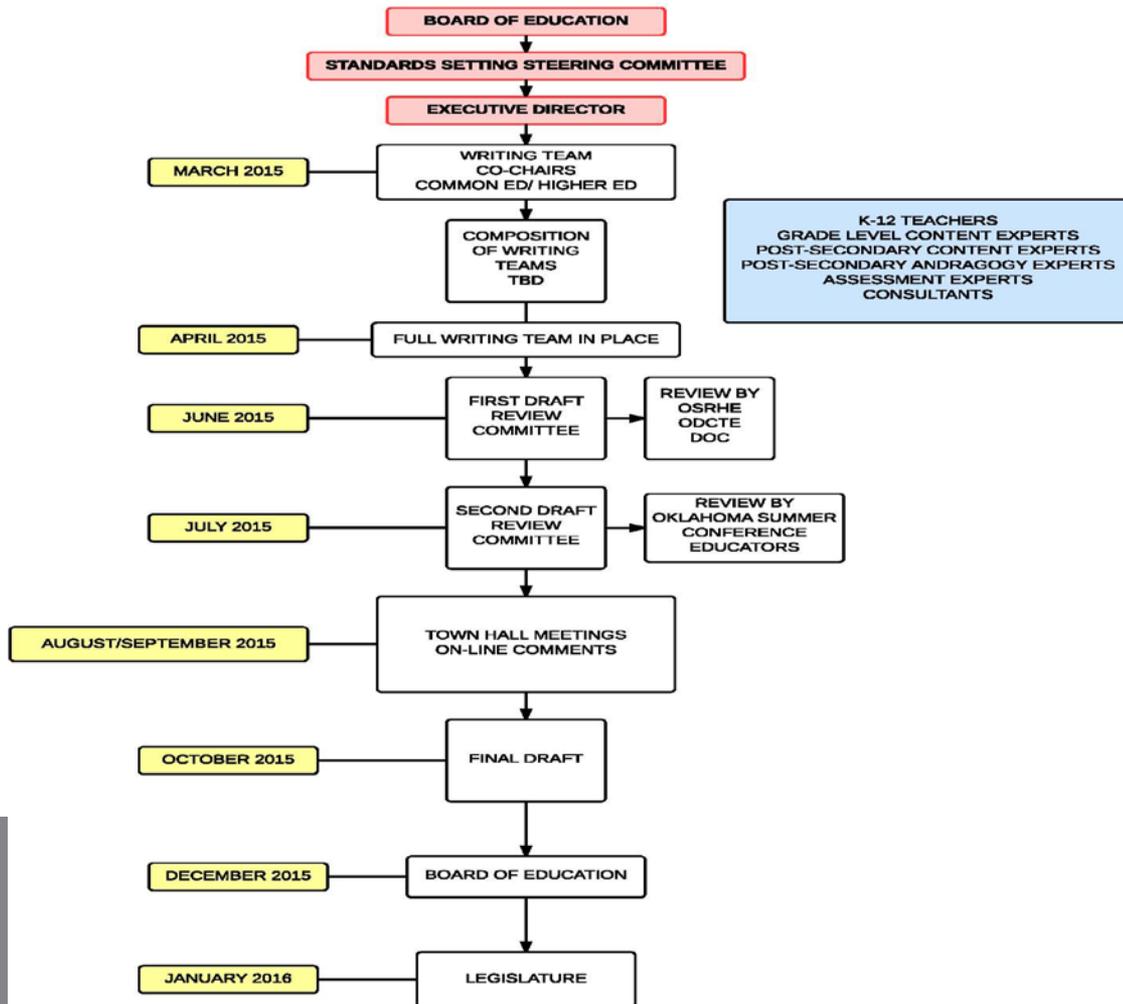
## **1.B. Transition to College- and Career- Ready Standards**

2015-2016 – Oklahoma Academic Standards To Be Developed by Oklahoma Educators With Stakeholder Feedback and Expert Reviewers

## **1.C. Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments That Measure Student Growth**

2015 – Measured Progress Assessments

## OKLAHOMA ELA AND MATH STANDARDS SETTING PROCESS AND TIMELINE



# PRINCIPLE 2

State-developed differentiated  
recognition, accountability, and support

# PRINCIPLE 2

## Theory of Action

- All students should graduate college- and career-ready.
- Accountability system is established to measure progress.
- Accountability determinations (priority, focus, and reward schools) identify levels of interventions, supports and rewards for schools.
- Differentiation for both students and teachers marks the difference between successfully educating some and successfully educating all students.

# PRINCIPLE 2

- A-F Report Card Accountability Continues Oklahoma University Researchers study research-based accountability frameworks
- Office of School Turnaround provides interventions and supports for schools identified as Priority
- Annual measurable objectives (AMO) established in reading/language arts, mathematics, graduation rate, and attendance to measure progress

# PRINCIPLE 3

Supporting effective instruction and leadership

# PRINCIPLE 3

## Theory of Action-

- **Every child** deserves to have an effective teacher every year.
- **Every teacher** deserves to have a team of effective leaders throughout his/her career.
- **Effectiveness** can be developed.
- **Educator growth** is best achieved through deliberate practice on specific knowledge and skills.

# PRINCIPLE 3

- Qualitative implementation in place
- Quantitative component to include: Value Added Measures and Other Multiple Measures
- Study valid and reliable measures for quantitative component for one year
- Re-establishing working groups to provide feedback
- SREB consultation through published report and participation at meetings
- Continue building Dashboard for educator access