



ESEA Flexibility Waiver Renewal Request

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ESEA Flexibility Waiver Request - An Overview

Oklahoma State Department of Education
Met March 31, 2015 Deadline Established for all States
After Consultation With Stakeholders
After Edits Requested by USDE Were Made
Next Submission was made
June 25, 2015
To the United States Department of Education

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 – Theory of Action

- College- and career-ready standards establish the content, rigor and critical thinking skills necessary to prepare students for college and career.
- State assessments in reading/language arts and mathematics aligned to State standards provide a measure for determining student achievement necessary to be college- and career-ready.
- All students should graduate college- and career-ready.

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

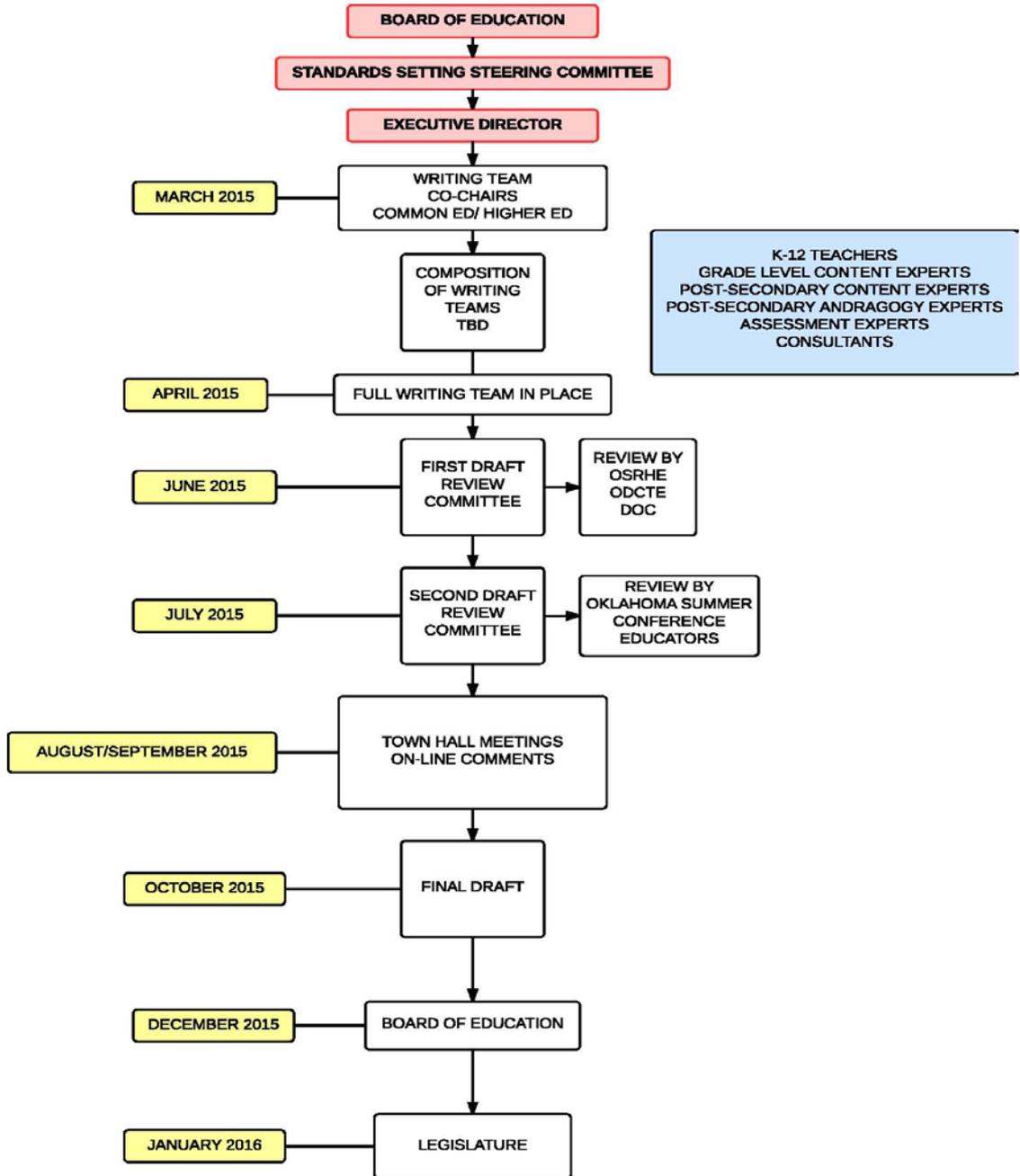
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Principle 1: DRAFT Timeline

Year	Oklahoma Standards and Assessments Timeline
2014-2015	Priority Academic Student Skills (PASS-2010) Implemented
2014-2015	Measured Progress Assessments 3-8 OCCT and EOIs
2014-2015	Dynamic Learning Maps for Most Severely Cognitively Disabled Students
2014-2015	WIDA (World-class Instructional Design and Assessment) ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) Testing for English Learners (EL)
2015-2016	Oklahoma Standards Steering Committee – OSDE, Superintendent of Public Instruction and includes Chancellor for Higher Education, and Career Technology Centers
2015	Create new College- and Career-Ready Standards for language arts & mathematics
2015 (December)	Oklahoma State Board of Education Approves new Oklahoma Academic Standards in ELA & mathematics
2015-2016	Priority Academic Student Skills (PASS – 2010) Implemented
2015-2016	Oklahoma State Regents for Higher Education Certify new CCR Oklahoma Academic Standards
2016	Legislative Approval of new CCR Oklahoma Academic Standards
2016-2017	Implement new CCR Oklahoma Academic Standards
2016-2017	Assessments for PASS (2010) continues and Field Test aligned assessment items to new CCR OAS
2017-2018	Implement new CCR Oklahoma Academic Standards
2017-2018	Aligned Assessments to new CCR Oklahoma Academic Standards

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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 (State requirement – HB 1823)
- 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 2 – Annual Measurable Objectives (AMOs)

“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.”

USDE Requirement

PRINCIPLE 2 - AMOs - Math

MATH			Baseline	Targets					
	total tested	total proficient	(Year 0) 2013-14	2014-15	2015-2016	2016-17	2017-18	2018-19	2019-20
ALL	317376	210906	66%	69%	72%	75%	78%	80%	83%
Asian	6524	5335	82%	83%	85%	87%	88%	89%	91%
Economically Disadvantaged	192022	110569	58%	61%	64%	67%	70%	75%	79%
English Language Learner	19149	7866	41%	44%	47%	50%	53%	66%	71%
American Indian	50062	32138	64%	67%	70%	73%	76%	79%	82%
Black	29015	13755	47%	50%	53%	56%	61%	65%	69%
Hispanic	47471	27111	57%	60%	63%	65%	68%	72%	75%
Other	21402	14211	66%	69%	72%	75%	78%	80%	83%
White	162899	118180	73%	75%	77%	79%	82%	84%	86%
Individual Education Plan	55179	19747	36%	41%	46%	52%	57%	63%	68%
Regular Education	247435	184319	74%	77%	79%	81%	83%	85%	87%

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PRINCIPLE 2 - AMOs - Reading

READING									
ReportSubgroup	total tested	total proficient	2013-14	2014-15	2015-2016	2016-17	2017-18	2018-19	2019-20
ALL	325310	227274	70%	72%	75%	77%	80%	82%	85%
Asian	6899	5397	78%	80%	82%	84%	87%	87%	89%
Economically Disadvantaged	192941	116407	60%	64%	67%	70%	73%	77%	80%
English Language Learner	18111	5872	32%	33%	35%	37%	55%	61%	66%
American Indian	50947	34721	68%	70%	72%	76%	79%	81%	84%
Black	29635	19070	64%	67%	69%	61%	65%	68%	72%
Hispanic	47591	30807	65%	61%	65%	68%	72%	75%	79%
Other	21979	15500	71%	73%	76%	78%	81%	83%	86%
White	168256	128546	76%	78%	80%	82%	84%	86%	88%
Individual Education Plan	54855	18203	33%	39%	44%	50%	55%	61%	67%
Regular Education	256610	203836	79%	81%	83%	85%	86%	88%	90%

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PRINCIPLE 2 - AMOs – Graduation Rate

Four Year Adjusted Cohort Graduation Rate	ReportSubgroup	Graduates	Cohort	Baseline (Year 0)			Targets			
				2012-13	2014-15	2015-2016	2016-17	2017-18	2018-19	2019-20
All	35817	42199	84.9%	86.1%	87.7%	87.7%	89.9%	91.2%	92.4%	
Economically Disadvantaged	14675	18369	79.9%	81.5%	83.1%	83.1%	86.6%	88.3%	89.9%	
English Language Learner	678	1060	64.0%	67.0%	69.0%	69.0%	76.0%	79.0%	82.0%	
American Indian	5946	7026	82.5%	83.5%	84.5%	88.5%	89.8%	91.0%	92.3%	
Black	3233	4105	78.5%	80.5%	80.8%	82.7%	84.7%	86.6%	88.5%	
Other	1562	1955	87.1%	88.3%	88.3%	89.5%	90.6%	91.8%	93.0%	
White	20630	24929	88.3%	88.3%	89.4%	90.5%	91.5%	92.6%	93.6%	
Regular Education	30997	37000	86.4%	87.5%	88.6%	89.8%	90.9%	92.1%	93.2%	
Individual Education Plan	4277	5452	78.4%	80.2%	82.0%	83.8%	85.6%	87.4%	89.2%	
Asian	838	928	90.3%	91.1%	91.9%	92.7%	93.5%	94.3%	95.2%	
Hispanic	3601	4583	78.6%	80.4%	82.1%	83.9%	85.7%	87.5%	89.3%	
Note: Because of reporting requirements, graduation rate is lagged one year										

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PRINCIPLE 2

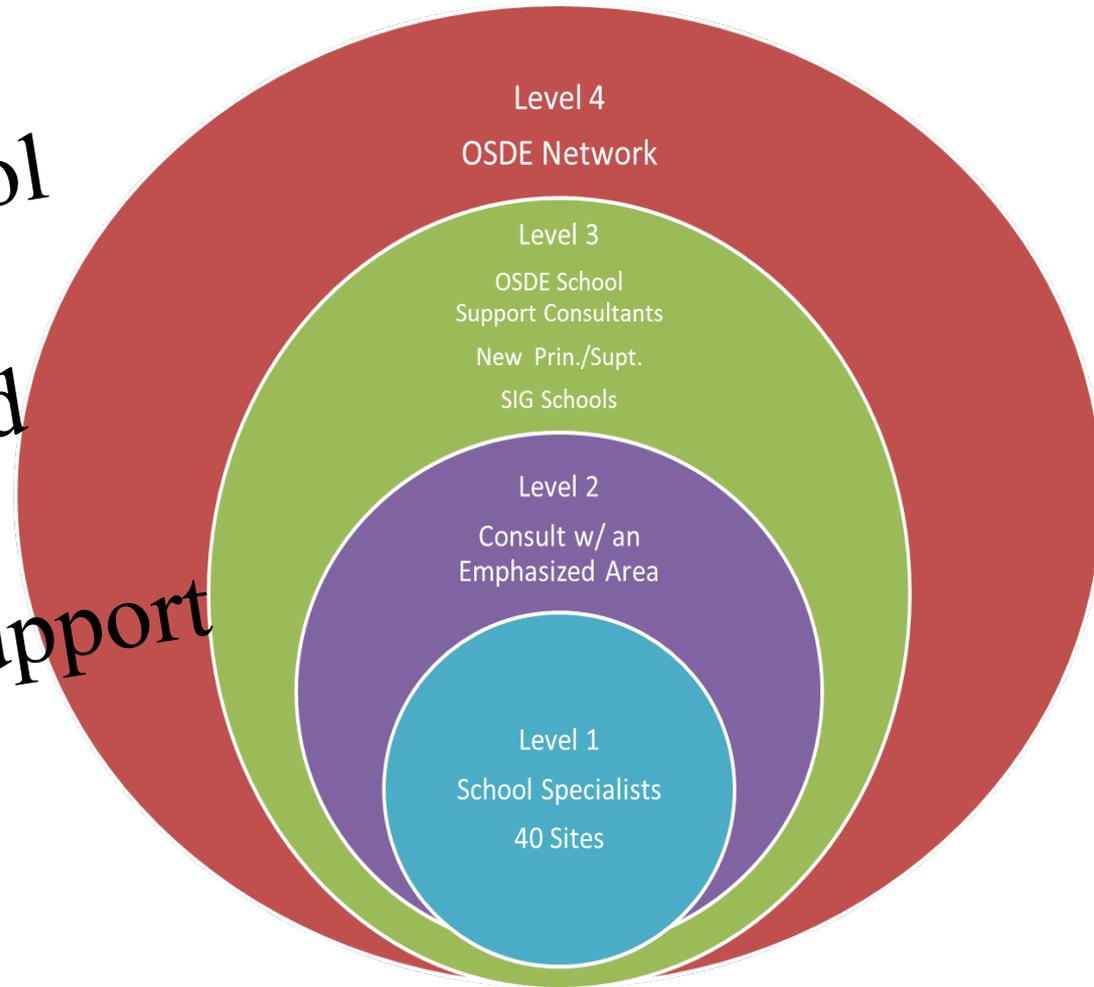
For the **2015-2016 school year**, the OSDE Office of School Turnaround (OST) will be working with:

240 schools with a Priority Designation and
233 schools with a Focus Designation.

The OST team reviewed the schools based on need and geographical location. Keeping in mind the need to be effective, efficient and equitable, the schools with a school improvement designation were **divided into 6 regions** with each school being assigned an OST School Specialists.

PRINCIPLE 2

Office of School
Turnaround
Wrap Around
Systematic
Intervention Support
System



PRINCIPLE 2

Priority Schools Advisory Board:

Efforts to support school and student accountability will include a **Priority Schools Advisory Board.**

The board members will consist of:

Deputy Superintendent of Academic Affairs and Planning,
Executive Director of School Turnaround,
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.

PRINCIPLE 2

Priority Schools Advisory Board

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
- Annually **review all relevant documentation** from for the purpose of determining progress being made toward established goals and fidelity of implementation
- **Make recommendations** to the SEA and State Board of Education for the continuation of Priority School status

MONITORING SCHOOL IMPROVEMENT STATUS REPORTS

Priority Schools will be required to submit a quarterly School Improvement Status Report (SISR) report.

Purpose: The purpose of the status report is for LEAs to report to the SEA the progress schools have made toward meeting goals.

Currently, Schools receiving a Special Improvement Grant (SIG) submit School Improvement Status Reports (SISRs) quarterly.

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MONITORING

SCHOOL IMPROVEMENT STATUS REPORTS

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

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Focus is defined as any school contributing to the achievement gap for students with disabilities (IEP), English Learners and/or Black subgroups and the school that had a higher than the state's average population percentage for the subgroup and have the lowest performance for a grade span in reading and math or have the lowest graduation rate for the subgroups.

FOCUS SCHOOLS

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Beginning in 2015-2016, with approval of the ESEA Waiver, **Focus Designation will also be assigned to schools with a graduation rate below the state's average.** Any school with one or more subgroups below the national average for that subgroup will be identified as Targeted Intervention.

MONITORING – FOCUS SCHOOLS

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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.

MONITORING – FOCUS SCHOOLS

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.

SCHOOLS WITH A DESIGNATION FOR 3 OR MORE YEARS

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Required to complete the following:

- 15 Hours of required professional development for school leaders in the area of school improvement (SI) with a focus on closing achievement gaps
- Coordinated district wide professional development and technical assistance related to how the district will address any opportunity gaps among subgroups
- An SI Plan that includes the 9 Essential Elements for School Improvement via the GMS and the SISR to ensure appropriate planning, tracking & data review reporting.

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 Timeline

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Full implementation will begin in the 2016-2017 school year based on student academic achievement/growth data collection. This delay allows for the study of valid and reliable alternative measures to be determined and provided to LEAs.

Principle 3 Timeline

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For school years 2014-2015 and 2015-2016, teacher evaluations are based on qualitative measures only, and those ratings are collected by the State Department of Education (SEA). Quantitative measures, considered as VAM scores, will continue to be collected by the SEA with no application to evaluations at this time. Quantitative measures, considered as Other Academic Measures, for those in non-tested grades and subjects were gathered for site level use this school year (2014-2015) with no submission to the SEA.

Principle 3 Timeline

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Beginning in school year 2016-2017, quantitative data will be collected for all teachers including those in non-tested grades and subject areas. The level of TLE implementation that will include employment decisions will be in school year 2017-2018.

Principle 3 Timeline

It is legislatively mandated (SB 706 from 2015 Legislative Session) that the SEA will study valid and reliable measures for the quantitative portion of the Teacher Leader Effectiveness Evaluation system.

- Southern Regional Education Board (SREB) has committed to funding the SEA and will enter into an agreement that began with a capacity review.

Principle 3 Timeline

- The time allowance directed by SB 706 will afford the opportunity to task our Joint Research Partners to study quantitative measures that will be suitable to place in a list that the SEA will provide to school districts for flexibility of use for those teachers with non-tested grades and subjects.
- SLOs and SOOs may be among those measures recommended for teachers of non-tested grades and subjects.

Principal 3 Timeline

- Part of the process to **create a list for district use** is to include stakeholders' input at the summer conference, EngageOK.
- Sessions will be provided that target superintendents, principals, and teachers to better understand educators' perspectives on student academic growth measures that will prompt teacher and leader professional growth and improvement.

Principal 3 Timeline

- Finally, the **monthly TLE Commission meetings** and the State Board meetings are important milestones to fully implement the TLE evaluation system.
- As outlined in SB 706, the TLE Commission will make **recommendations to the State Board of Education by December 1, 2015.**
- In turn, the State Board of Education must **approve and publish a list of quantitative measures by February 1, 2016.**

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
- SREB consultation through published report and participation at meetings
- Continue building Dashboard for educator access

ADVISORY BOARDS

ESEA Flexibility Waiver Advisory Board

Priority Schools Advisory Board

Focus Schools Advisory Board

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