ESEA Flexibility Waiver Renewal Request

Dr. Cindy Koss, Deputy Superintendent for Academic Affairs
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Oklahoma State Department of Education
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


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
## Principle 1: DRAFT Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Oklahoma Standards and Assessments Timeline</th>
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<tr>
<td>2014-2015</td>
<td>Priority Academic Student Skills (PASS-2010) Implemented</td>
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<td>2014-2015</td>
<td>Measured Progress Assessments 3-8 OCCT and EOIs</td>
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<td>2014-2015</td>
<td>Dynamic Learning Maps for Most Severely Cognitively Disabled Students</td>
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<td>2014-2015</td>
<td>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)</td>
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<td>2015-2016</td>
<td>Oklahoma Standards Steering Committee – Chaired by State Superintendent of Public Instruction and includes Chancellor for Higher Education and State Director of Career Technology Centers</td>
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<tr>
<td>2015</td>
<td>Create new College- and Career-Ready OAS for English language arts &amp; mathematics</td>
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<tr>
<td>2015</td>
<td>Oklahoma State Board of Education approves new Oklahoma Academic Standards in ELA &amp; mathematics</td>
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<td>2015-2016</td>
<td>Priority Academic Student Skills (PASS – 2010) Implemented</td>
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<td>2015-2016</td>
<td>Oklahoma State Regents for Higher Education Certify new CCR Oklahoma Academic Standards</td>
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<td>Assessments for PASS (2010) continues and Field Test aligned assessment items to new CCR OAS</td>
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<td>2017-2018</td>
<td>Implement new CCR Oklahoma Academic Standards</td>
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<tr>
<td>2017-2018</td>
<td>Aligned Assessments to new CCR Oklahoma Academic Standards</td>
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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

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<th>Report Subgroup</th>
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USDE APPROVAL FOR WAIVER PENDING
# PRINCIPLE 2 - AMOs - Reading

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**USDE Approval for Waiver Pending**
## PRINCIPLE 2 - AMOs – Graduation Rate

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<td>89.3%</td>
</tr>
</tbody>
</table>

**Note:** Because of reporting requirements, graduation rate is lagged one year.

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**USDE APPROVAL FOR WAIVER PENDING**
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
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, School Improvement Grant (SIG) schools submit School Improvement Status Reports (SISRs) quarterly.
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 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.
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.
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.

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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

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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WAIVER PENDING

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

USDE APPROVAL FOR WAIVER PENDING

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
Contact Information

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Ms. Desarae Witmer, Executive Director
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