

ESEA FLEXIBILITY PART B MONITORING REPORT

MONITORING VISIT INFORMATION	
State Educational Agency (SEA)	Oklahoma State Department of Education (OSDE)
Request Approved	February 9, 2012
Request Amended	August 16, 2012
ESEA Flex Monitoring Activity	Part B Desk Monitoring
Monitoring Review Date(s)	December 6 and 9, 2013
Exit Conference	December 18, 2013
Interviews Conducted	Kerri White, Ramona Coats, Richard Caram, Marsha Thompson, Maridyth McBee, Rene Axtell, Colleen Flory, Melissa McGavock, Gloria Bayouth, Cara Combs, Corina Ene, Bo Merritt, Melodie Fulmer, Jenyfer Glisson, Ginger DiFalco, Teri Brecheen, Rachael Nalliah, Sonya Fitzgerald, Kurt Bernhardt, Michael Tamborski, and John Kraman
U.S. Department of Education (ED) Monitors	Elizabeth Ross and John McLaughlin

OVERVIEW OF ESEA FLEXIBILITY MONITORING

The U.S. Department of Education (ED) is committed to supporting State educational agencies (SEAs) as they implement ambitious reform agendas through their approved ESEA flexibility requests. Consistent with this commitment, ED has designed a monitoring process to assess an SEA's implementation of the principles of ESEA flexibility and the State-level systems and processes needed to support that implementation.

Part B Monitoring

In Part B monitoring, SEA implementation of ESEA flexibility was reviewed across several key areas: State-level Systems and Processes, Principle 1, Principle 2, and Principle 3, as outlined in the *ESEA Flexibility Part B Monitoring Protocol*. In each broad area, ED identified key elements that are required under ESEA flexibility and are likely to lead to increased achievement for students. Through examination of documentation submitted by the SEA and interviews with SEA staff, ED assessed the effectiveness of implementation of ESEA flexibility by identifying the extent to which an SEA:

1. Is ensuring that implementation is occurring consistent with the SEA's approved request and the principles and timelines of ESEA flexibility.
2. Is continuing to review and make adjustments to support implementation.
3. Is establishing systems and processes to sustain implementation and improvements.

The report contains the following sections:

- *Highlights of the SEA's Implementation.* This section identifies key accomplishments in the SEA's implementation of ESEA flexibility.
- *Status of Implementation of ESEA Flexibility.* This section indicates whether or not the SEA has met expectations for each element of ESEA flexibility.

- *Elements Requiring Next Steps.* When appropriate, this section identifies any elements where the SEA is not meeting expectations and includes Next Steps that the SEA must take to meet expectations.
- *Recommendations to Strengthen Implementation.* This section provides recommendations to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation.
- *Additional Comments.* When appropriate, this section includes any additional information related to the SEA's implementation of ESEA flexibility not included elsewhere.

HIGHLIGHTS OF IMPLEMENTATION OF ESEA FLEXIBILITY

The SEA's work includes the following key accomplishments relating to the implementation of ESEA flexibility and/or efforts to engage in a process of continuous review and analysis, particularly for those elements receiving a comprehensive review:

- In order to effectively communicate with stakeholders regarding the implementation of its teacher and leader evaluation system, OSDE has created multiple systems of support for its LEAs and schools, including disseminating a monthly, electronic Teacher and Leader Effectiveness Newsletter and tracking the readership of this newsletter in order to determine the effectiveness of this form of communication.
- In order to ensure that its LEAs and schools have the tools to effectively implement the variety of reforms that Oklahoma is simultaneously rolling out, OSDE has created multiple support mechanisms for its LEAs and schools, including School Support Teams, Regional REAC³H Coaches, and Literacy SWAT Teams that work together to support reading instruction and help to create a culture of informed data review and engage administrative and teacher leaders in strategic problem solving and effective implementation of myriad, simultaneous reforms.

STATUS OF IMPLEMENTATION OF ESEA FLEXIBILITY

SEA Systems & Processes

Element	Status
Monitoring (EDGAR 80.40 and 2.G)	Meeting Expectations
Technical Assistance (2.G)	Meeting Expectations
Data Collection & Use (§9304(a)(6))	Meeting Expectations
Family & Community Engagement and Outreach (Implementation Letter)	Meeting Expectations

Principle 1

Element	Status
Transition to and Implement College- and Career-ready Standards (1.B)	Meeting Expectations
Adopt English Language Proficiency Standards (Assurance 2)	Meeting Expectations
Develop and Administer High-Quality Assessments (Assurance 3)	Not Meeting Expectations
Develop and Administer Alternate Assessments (Assurance 3)	Meeting Expectations

Develop and Administer English Language Proficiency Assessments (Assurance 4)	Meeting Expectations
Annually Reports College-going and College-credit Accumulation Rates (Assurance 5)	Meeting Expectations

Principle 2

Element	Status
Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A)	Meeting Expectations
Reward Schools (2.C)	Meeting Expectations
Priority Schools (2.D)	Meeting Expectations
Focus Schools (2.E)	Meeting Expectations
Other Title I Schools (2.F)	Meeting Expectations
State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)	Not Meeting Expectations

Principle 3

Element	Status
Teacher Evaluation and Support Systems (3.B)	Under Review
Principal Evaluation and Support Systems (3.B)	Under Review

ELEMENTS REQUIRING NEXT STEPS

Principle 1: Develop and Administer High-Quality Assessments

Element	Develop and Administer High-Quality Assessments (Assurance 3)
Summary and Status of Implementation	The SEA has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> . In its approved ESEA flexibility request, OSDE indicated that it was meeting the requirement to develop and administer high-quality assessments via its participation in the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium. On July 1, 2013, OSDE announced that it would no longer be participating in the PARCC consortium. On September 6, 2013, ED requested that OSDE submit a high-quality plan to pilot and operationalize assessments aligned with the the State's college- and career-ready standards by October 6, 2013. On September 23, 2013 OSDE requested an extension from the October 6, 2013 due date for the submission of this high-quality plan. On November 7, 2013, ED requested that OSDE submit its high-quality assessment plan as soon as feasible and no later than December 2013.
Next Steps	On December 20, 2013, OSDE submitted its high-quality plan for meeting the requirements for developing and administering annual, statewide, aligned high-quality assessments. OSDE must continue to work with ED to develop a plan sufficient to result in an assessment that meets the requirements of ESEA flexibility.

Principle 2: State and Local Report Cards

Element	State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)
---------	--

Element	State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)
<p>Summary and Status of Implementation</p>	<p>The SEA has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i>. OSDE provided electronic copies of its State and local report cards for the 2012-2013 school year, which it made publicly available on November 7, 2013. However, these report cards do not contain all required information, as per ED’s <i>State and Local Report Cards Under Title I, Part A</i> guidance, issued on February 8, 2013. Specifically, OSDE’s November 7, 2013, State report cards do not contain all required information in each of the following components: student achievement data; accountability data; teacher quality data; and college-going and college-credit accumulation data. Additionally, OSDE’s November 7, 2013, local report cards do not contain all required information in each of the following components: student achievement data; accountability data; and teacher quality data. OSDE acknowledged that its 2012-2013 State and local report cards do not contain all required information and stated that it is in the process of updating its State and local report such that they are compliant with ED’s <i>State and Local Report Cards Under Title I, Part A</i> guidance, issued on February 8, 2013.</p>
<p>Next Steps</p>	<p>Within 30 business days of its receipt of this report, OSDE must submit its plan for revising its report cards to comply with ED’s <i>State and Local Report Cards Under Title I, Part A</i> guidance, issued on February 8, 2013.</p>

RECOMMENDATIONS TO STRENGTHEN IMPLEMENTATION

The following recommendations are provided to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation through continuous improvement and the establishment of systems and processes to sustain implementation and improvement.

- OSDE should continue to evaluate how to thoughtfully and impactfully use the data it collects as it continues to transition from a system of data collection to a system of robust data use. OSDE should further seek to use the data it collects to maximize the efficiency and effectiveness of its multiple technical assistance opportunities.
- OSDE should continue to work to strengthen its outreach to diverse communities and families, for example, by coordinating further or partnering with statewide civil rights, disability rights, or other organizations focused on improving educational access, equity, and excellence.