OKLAHOMA EDGE

OKLAHOMA ESSA CONSOLIDATED STATE PLAN APPENDICES

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Appendix A: Measurements of Interim Progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

ILLUMINATING HIDDEN TRENDS IN STUDENT ACADEMIC ACHIEVEMENT

Oklahoma is committed to supporting all students, especially those in historically underserved student groups. The academic achievement indicator utilizes each individual student's performance on state assessments. Based on stakeholder feedback, Oklahoma has applied a lesson learned and is employing priority student groups, wherein each student is assigned to one group based on his or her demographic most strongly correlated with academic achievement. The expectation for all student groups remains the same: college and career readiness as demonstrated by proficiency on grade-level standards. Nonetheless, current assessment data demonstrates gaps in achievement. Use of priority grouping has two main purposes:

- To unmask historically underserved students hidden by traditional reporting methods; and
- To champion equity and improvement for all students by ensuring no student counts more than another.

HOW PRIORITY GROUPING UNMASKS ACHIEVEMENT GAPS AND IMPROVES EQUITY

Priority grouping provides a new perspective on trends in academic performance. A set of multiple regression analyses was performed to estimate the effect of a student group on assessment scores. Student groups were then ordered based on the strength of their effect on, and correlation with, academic achievement: students with disabilities, economically disadvantaged students, English learners, Black/African American students, Hispanic/Latino students, Native American/American Indian students, Asian/Pacific Islander students, students identifying Two or More Races and White students.

This ordering enables identification and analysis of previously hidden disparities. For example, in grade 6 mathematics, students in the Black student group on average perform 15 scale score points beneath their peers in the White student group. Economically disadvantaged students perform 13 points below the White student group. By using priority student grouping, Oklahoma will ensure that no student counts more than another. Student groups were ordered based on service eligibility (i.e., EL services, IEP services or meal assistance), which has illuminated a disparity in equity. For example, after accounting for disability, low socioeconomic status and language acquisition, causes and implications of the gap between Black and White student groups can be further examined. Unmasking these hard truths will help to address achievement disproportionality and avoid repeating ineffective or harmful practices.

The academic achievement indicator will measure two facets of student performance: percentage of students attaining their priority student group target, and proficiency rates of the All Students group. Additionally, Oklahoma will use traditional grouping methods (in which students are reported in every group with which they identify) for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) identification.

By employing two methodological approaches, Oklahoma will examine multiple perspectives of student performance and provide a more complete narrative, especially for traditionally underserved students.

SETTING RIGOROUS AND ATTAINABLE TARGETS FOR POSTSECONDARY SUCCESS

Oklahoma's goal is to ensure all students are on track for college and career readiness. Attainment of that goal is dependent on students demonstrating proficiency on grade-level standards. New, more rigorous assessments began in 2017. Using the median scale score by student group as a baseline, Oklahoma set ambitious yet attainable goals for each group toward proficiency in 2030. The goals for high school students are hypothetical, as 2018 will be the first administration of new assessments from which baselines will be set and used for the 2018 school report card. While targets are expressed in terms of scale score, 300 corresponds to the proficient cut score. Interim targets for each group were set using the following rules:

- All groups must reach a scale score target of 300 (i.e., the scale score corresponding to proficiency) by 2030.
- Once a student group reaches the interim target of 300, the focus shifts to maintaining proficiency and continuous improvement. Since students only earn points for this indicator by meeting their target, it would be unreasonable to set a target above proficiency. Instead, the intent is to maintain the interim target and increase the percentage of students attaining their target.
- Each group would need to grow by a minimum of three scale score points per year to meet its target. This progress was determined to be the minimum growth to remain statistically meaningful. Because steps are expressed in scale score, a growth of three corresponds to a significant increase in academic performance.

Improvement expectations over time can be better understood by examining grade 6 mathematics (Table 9). The baseline (50th percentile) score for the Black student group was 285, meaning 50% of students scored 285 or higher in 2017. Only 44% of students scored at or above a scale score of 288 (the target for 2018). Continuing at a growth step of three scale score points, this student group would reach an interim target of 300 in 2022. It is important to note that the target is for all students in the group. As a result, by 2022, all students in the group are expected to perform at proficiency, whereas only 27% performed at proficiency in 2017. Academic achievement target tables for all grades and subjects are included in Tables 1-17.

MAINTAINING HIGH EXPECTATIONS AND LONG-TERM IMPROVEMENT OVER TIME

Points for this indicator are earned by a student attaining the target scale score associated with his or her priority student group. The OSDE uses an indexing system to assign points earned under this indicator based on the student's target scale score. Students who meet their scale score target but are not yet proficient receive 0.95 points, whereas a proficient student would earn 1.0 points and an advanced student would earn 1.25 points. This system incentivizes schools to continue working with and challenging students already performing at or above their target. Since each student has a target, every student contributes to the overall score on the indicator. The following tables display the interim targets organized by grade, subject and student group. As a reminder, the long-term goal is for all students to be proficient. The scale score target of 300 reflects this goal. Performance of the All Students group also contributes to this indicator, reflected in Tables 18-20. The percentage of proficient students are included in the calculation of indicator points as outlined in section A(4)(iv)(a) of the State Plan.

STUDENT ACADEMIC ACHIEVEMENT TARGETS

TABLE 1: GRADE 3 STUDENT ACADEMIC ACHIEVEMENT TARGETS
ENGLISH LANGUAGE ARTS

Student Group*	**	Baseline	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	19.25%	266	269	272	275	278	281	284	287	290	293	296	299	300	300
Economically Disadvantaged	49.99%	291	294	297	300	300	300	300	300	300	300	300	300	300	300
English Learner	3.03%	288	291	294	297	300	300	300	300	300	300	300	300	300	300
Black	1.28%	293	296	299	300	300	300	300	300	300	300	300	300	300	300
Hispanic	1.56%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Native American	2.83%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.39%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Two or More Races	2.85%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
White	18.82%	300	300	300	300	300	300	300	300	300	300	300	300	300	300

*For student groups that reach a scale score target of 300 (corresponding to proficiency) prior to 2030, the expectation remains continuous improvement.
**The percentage of tested students in a specific student group. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the ESSA Academic Achievement Status indicator.

TABLE 2: GRADE 3 STUDENT ACADEMIC ACHIEVEMENT TARGETS
MATHEMATICS

Student Group*	**	Baseline	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	19.21%	280	283	286	289	292	295	298	300	300	300	300	300	300	300
Economically Disadvantaged	50.02%	295	298	300	300	300	300	300	300	300	300	300	300	300	300
English Learner	3.07%	295	298	300	300	300	300	300	300	300	300	300	300	300	300
Black	1.27%	294	297	300	300	300	300	300	300	300	300	300	300	300	300
Hispanic	1.56%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Native American	2.83%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.39%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Two or More Races	2.85%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
White	18.80%	300	300	300	300	300	300	300	300	300	300	300	300	300	300

*For student groups that reach a scale score target of 300 (corresponding to proficiency) prior to 2030, the expectation remains continuous improvement.
**The percentage of tested students in a specific student group. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the ESSA Academic Achievement Status indicator.

TABLE 3: GRADE 4 STUDENT ACADEMIC ACHIEVEMENT TARGETS
ENGLISH LANGUAGE ARTS

Student Group*	**	Baseline	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	18.80%	263	266	269	272	275	278	281	284	287	290	293	296	299	300
Economically Disadvantaged	49.23%	289	292	295	298	300	300	300	300	300	300	300	300	300	300
English Learner	2.98%	285	288	291	294	297	300	300	300	300	300	300	300	300	300
Black	1.29%	292	295	298	300	300	300	300	300	300	300	300	300	300	300
Hispanic	1.68%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Native American	3.01%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.47%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Two or More Races	2.71%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
White	19.84%	300	300	300	300	300	300	300	300	300	300	300	300	300	300

*For student groups that reach a scale score target of 300 (corresponding to proficiency) prior to 2030, the expectation remains continuous improvement.
**The percentage of tested students in a specific student group. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the ESSA Academic Achievement Status indicator.

TABLE 4: GRADE 4 STUDENT ACADEMIC ACHIEVEMENT TARGETS
MATHEMATICS

Student Group*	**	Baseline	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	18.76%	275	278	281	284	287	290	293	296	299	300	300	300	300	300
Economically Disadvantaged	49.24%	291	294	297	300	300	300	300	300	300	300	300	300	300	300
English Learner	3.02%	291	294	297	300	300	300	300	300	300	300	300	300	300	300
Black	1.29%	289	292	295	298	300	300	300	300	300	300	300	300	300	300
Hispanic	1.68%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Native American	3.01%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.47%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Two or More Races	2.71%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
White	19.83%	300	300	300	300	300	300	300	300	300	300	300	300	300	300

*For student groups that reach a scale score target of 300 (corresponding to proficiency) prior to 2030, the expectation remains continuous improvement.
**The percentage of tested students in a specific student group. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the ESSA Academic Achievement Status indicator.

TABLE 5: GRADE 5 STUDENT ACADEMIC ACHIEVEMENT TARGETS
ENGLISH LANGUAGE ARTS

Student Group*	**	Baseline	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	18.37%	264	267	270	273	276	279	282	285	288	291	294	297	300	300
Economically Disadvantaged	48.50%	292	295	298	300	300	300	300	300	300	300	300	300	300	300
English Learner	2.59%	287	290	293	296	299	300	300	300	300	300	300	300	300	300
Black	1.40%	292	295	298	300	300	300	300	300	300	300	300	300	300	300
Hispanic	1.82%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Native American	3.41%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.59%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Two or More Races	2.83%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
White	20.50%	300	300	300	300	300	300	300	300	300	300	300	300	300	300

*For student groups that reach a scale score target of 300 (corresponding to proficiency) prior to 2030, the expectation remains continuous improvement.
**The percentage of tested students in a specific student group. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the ESSA Academic Achievement Status indicator.

TABLE 6: GRADE 5 STUDENT ACADEMIC ACHIEVEMENT TARGETS
MATHEMATICS

Student Group*	**	Baseline	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	18.33%	268	271	274	277	280	283	286	289	292	295	298	300	300	300
Economically Disadvantaged	48.54%	288	291	294	297	300	300	300	300	300	300	300	300	300	300
English Learner	2.61%	286	289	292	295	298	300	300	300	300	300	300	300	300	300
Black	1.40%	288	291	294	297	300	300	300	300	300	300	300	300	300	300
Hispanic	1.82%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Native American	3.40%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.59%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Two or More Races	2.82%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
White	20.49%	300	300	300	300	300	300	300	300	300	300	300	300	300	300

*For student groups that reach a scale score target of 300 (corresponding to proficiency) prior to 2030, the expectation remains continuous improvement.
**The percentage of tested students in a specific student group. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the ESSA Academic Achievement Status indicator.

TABLE 7: GRADE 5 STUDENT ACADEMIC ACHIEVEMENT TARGETS
SCIENCE

Student Group*	**	Baseline	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	18.28%	275	278	281	284	287	290	293	296	299	300	300	300	300	300
Economically Disadvantaged	48.56%	294	297	300	300	300	300	300	300	300	300	300	300	300	300
English Learner	2.62%	291	294	297	300	300	300	300	300	300	300	300	300	300	300
Black	1.40%	294	297	300	300	300	300	300	300	300	300	300	300	300	300
Hispanic	1.82%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Native American	3.41%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.59%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Two or More Races	2.83%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
White	20.50%	300	300	300	300	300	300	300	300	300	300	300	300	300	300

*For student groups that reach a scale score target of 300 (corresponding to proficiency) prior to 2030, the expectation remains continuous improvement.
**The percentage of tested students in a specific student group. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the ESSA Academic Achievement Status indicator.

TABLE 8: GRADE 6 STUDENT ACADEMIC ACHIEVEMENT TARGETS
ENGLISH LANGUAGE ARTS

Student Group*	**	Baseline	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	17.02%	263	266	269	272	275	278	281	284	287	290	293	296	299	300
Economically Disadvantaged	48.36%	292	295	298	300	300	300	300	300	300	300	300	300	300	300
English Learner	1.96%	290	293	296	299	300	300	300	300	300	300	300	300	300	300
Black	1.38%	295	298	300	300	300	300	300	300	300	300	300	300	300	300
Hispanic	1.81%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Native American	3.70%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.66%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Two or More Races	2.76%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
White	22.36%	300	300	300	300	300	300	300	300	300	300	300	300	300	300

*For student groups that reach a scale score target of 300 (corresponding to proficiency) prior to 2030, the expectation remains continuous improvement.
**The percentage of tested students in a specific student group. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the ESSA Academic Achievement Status indicator.

TABLE 9: GRADE 6 STUDENT ACADEMIC ACHIEVEMENT TARGETS
MATHEMATICS

Student Group*	**	Baseline	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	16.98%	260	264	268	272	276	280	284	288	292	296	300	300	300	300
Economically Disadvantaged	48.40%	287	290	293	296	299	300	300	300	300	300	300	300	300	300
English Learner	1.99%	287	290	293	296	299	300	300	300	300	300	300	300	300	300
Black	1.38%	285	288	291	294	297	300	300	300	300	300	300	300	300	300
Hispanic	1.81%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Native American	3.69%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.66%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Two or More Races	2.76%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
White	22.34%	300	300	300	300	300	300	300	300	300	300	300	300	300	300

*For student groups that reach a scale score target of 300 (corresponding to proficiency) prior to 2030, the expectation remains continuous improvement.
**The percentage of tested students in a specific student group. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the ESSA Academic Achievement Status indicator.

TABLE 10: GRADE 7 STUDENT ACADEMIC ACHIEVEMENT TARGETS
ENGLISH LANGUAGE ARTS

Student Group*	**	Baseline	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	17.96%	258	262	266	270	274	278	282	286	290	294	298	300	300	300
Economically Disadvantaged	47.81%	287	290	293	296	299	300	300	300	300	300	300	300	300	300
English Learner	1.29%	284	287	290	293	296	299	300	300	300	300	300	300	300	300
Black	1.36%	293	296	299	300	300	300	300	300	300	300	300	300	300	300
Hispanic	2.01%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Native American	3.84%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.79%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Two or More Races	2.69%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
White	22.26%	300	300	300	300	300	300	300	300	300	300	300	300	300	300

*For student groups that reach a scale score target of 300 (corresponding to proficiency) prior to 2030, the expectation remains continuous improvement.
**The percentage of tested students in a specific student group. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the ESSA Academic Achievement Status indicator.

TABLE 11: GRADE 7 STUDENT ACADEMIC ACHIEVEMENT TARGETS
MATHEMATICS

Student Group*	**	Baseline	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	17.92%	262	265	268	271	274	277	280	283	286	289	292	295	298	300
Economically Disadvantaged	47.86%	287	290	293	296	299	300	300	300	300	300	300	300	300	300
English Learner	1.31%	289	292	295	298	300	300	300	300	300	300	300	300	300	300
Black	1.35%	289	292	295	298	300	300	300	300	300	300	300	300	300	300
Hispanic	2.00%	299	300	300	300	300	300	300	300	300	300	300	300	300	300
Native American	3.84%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.79%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Two or More Races	2.69%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
White	22.24%	300	300	300	300	300	300	300	300	300	300	300	300	300	300

*For student groups that reach a scale score target of 300 (corresponding to proficiency) prior to 2030, the expectation remains continuous improvement.
**The percentage of tested students in a specific student group. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the ESSA Academic Achievement Status indicator.

TABLE 12: GRADE 8 STUDENT ACADEMIC ACHIEVEMENT TARGETS
ENGLISH LANGUAGE ARTS

Student Group*	**	Baseline	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	17.07%	257	261	265	269	273	277	281	285	289	293	297	300	300	300
Economically Disadvantaged	47.67%	288	291	294	297	300	300	300	300	300	300	300	300	300	300
English Learner	1.00%	281	284	287	290	293	296	299	300	300	300	300	300	300	300
Black	1.49%	293	296	299	300	300	300	300	300	300	300	300	300	300	300
Hispanic	2.30%	299	300	300	300	300	300	300	300	300	300	300	300	300	300
Native American	3.83%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.85%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Two or More Races	2.60%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
White	23.19%	300	300	300	300	300	300	300	300	300	300	300	300	300	300

*For student groups that reach a scale score target of 300 (corresponding to proficiency) prior to 2030, the expectation remains continuous improvement.
**The percentage of tested students in a specific student group. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the ESSA Academic Achievement Status indicator.

TABLE 13: GRADE 8 STUDENT ACADEMIC ACHIEVEMENT TARGETS
MATHEMATICS

Student Group*	**	Baseline	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	17.03%	249	253	257	261	265	269	273	277	281	285	289	293	297	300
Economically Disadvantaged	47.73%	276	279	282	285	288	291	294	297	300	300	300	300	300	300
English Learner	1.02%	273	277	281	285	289	293	297	300	300	300	300	300	300	300
Black	1.49%	281	284	287	290	293	296	299	300	300	300	300	300	300	300
Hispanic	2.30%	287	290	293	296	299	300	300	300	300	300	300	300	300	300
Native American	3.82%	288	291	294	297	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.85%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Two or More Races	2.59%	293	296	299	300	300	300	300	300	300	300	300	300	300	300
White	23.18%	294	297	300	300	300	300	300	300	300	300	300	300	300	300

*For student groups that reach a scale score target of 300 (corresponding to proficiency) prior to 2030, the expectation remains continuous improvement.
**The percentage of tested students in a specific student group. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the ESSA Academic Achievement Status indicator.

TABLE 14: GRADE 8 STUDENT ACADEMIC ACHIEVEMENT TARGETS
SCIENCE

Student Group*	**	Baseline	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	16.97%	268	271	274	277	280	283	286	289	292	295	298	300	300	300
Economically Disadvantaged	47.74%	291	294	297	300	300	300	300	300	300	300	300	300	300	300
English Learner	1.02%	289	292	295	298	300	300	300	300	300	300	300	300	300	300
Black	1.49%	291	294	297	300	300	300	300	300	300	300	300	300	300	300
Hispanic	2.31%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Native American	3.84%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.85%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Two or More Races	2.59%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
White	23.19%	300	300	300	300	300	300	300	300	300	300	300	300	300	300

*For student groups that reach a scale score target of 300 (corresponding to proficiency) prior to 2030, the expectation remains continuous improvement.
**The percentage of tested students in a specific student group. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the ESSA Academic Achievement Status indicator.

TABLE 15: HIGH SCHOOL STUDENT ACADEMIC ACHIEVEMENT TARGETS
ENGLISH LANGUAGE ARTS

Student Group*	**	Baseline	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	15.87%	257	261	265	269	273	277	281	285	289	293	297	300	300	300
Economically Disadvantaged	43.30%	288	291	294	297	300	300	300	300	300	300	300	300	300	300
English Learner	0.86%	275	279	283	287	291	295	299	300	300	300	300	300	300	300
Black	1.85%	292	295	298	300	300	300	300	300	300	300	300	300	300	300
Hispanic	2.73%	297	300	300	300	300	300	300	300	300	300	300	300	300	300
Native American	4.80%	298	300	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	1.06%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Two or More Races	2.80%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
White	26.72%	300	300	300	300	300	300	300	300	300	300	300	300	300	300

*For student groups that reach a scale score target of 300 (corresponding to proficiency) prior to 2030, the expectation remains continuous improvement.
**The percentage of tested students in a specific student group. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the ESSA Academic Achievement Status indicator.

TABLE 16: HIGH SCHOOL STUDENT ACADEMIC ACHIEVEMENT TARGETS
MATHEMATICS

Student Group*	**	Baseline	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	15.79%	252	256	260	264	268	272	276	280	284	288	292	296	300	300
Economically Disadvantaged	43.40%	279	282	285	288	291	294	297	300	300	300	300	300	300	300
English Learner	0.88%	274	278	282	286	290	294	298	300	300	300	300	300	300	300
Black	1.85%	282	285	288	291	294	297	300	300	300	300	300	300	300	300
Hispanic	2.73%	286	289	292	295	298	300	300	300	300	300	300	300	300	300
Native American	4.80%	290	293	296	299	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	1.07%	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Two or More Races	2.81%	295	298	300	300	300	300	300	300	300	300	300	300	300	300
White	26.67%	296	299	300	300	300	300	300	300	300	300	300	300	300	300

*For student groups that reach a scale score target of 300 (corresponding to proficiency) prior to 2030, the expectation remains continuous improvement.
**The percentage of tested students in a specific student group. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the ESSA Academic Achievement Status indicator.

TABLE 17: HIGH SCHOOL STUDENT ACADEMIC ACHIEVEMENT TARGETS
SCIENCE

Student Group*	**	Baseline	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	19.95%	240	245	250	255	260	265	270	275	280	285	290	295	300	300
Economically Disadvantaged	47.03%	271	275	279	283	287	291	295	299	300	300	300	300	300	300
English Learner	0.89%	246	253	260	267	274	281	288	295	300	300	300	300	300	300
Black	1.35%	263	268	273	278	283	288	293	298	300	300	300	300	300	300
Hispanic	2.28%	275	279	283	287	291	295	299	300	300	300	300	300	300	300
Native American	4.95%	283	286	289	292	295	298	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.47%	286	289	292	295	298	300	300	300	300	300	300	300	300	300
Two or More Races	2.29%	286	289	292	295	298	300	300	300	300	300	300	300	300	300
White	20.78%	286	289	292	295	298	300	300	300	300	300	300	300	300	300

*For student groups that reach a scale score target of 300 (corresponding to proficiency) prior to 2030, the expectation remains continuous improvement.

**The percentage of tested students in a specific student group. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the ESSA Academic Achievement Status indicator.

LONG-TERM GOALS FOR ALL STUDENTS

Long-term goals for proficiency of all students are detailed in Tables 18-20. As a reminder, Oklahoma has the long-term goal of at least 50% of students scoring proficient by 2030. This proficiency goal would place Oklahoma in the top 5-10% of all states in the country with comparable college- and career-readiness standards. Baseline proficiency rates for grades 3-8 were set using 2017 assessment scores. The goals for high school students are hypothetical, as 2018 will be the first administration of new assessments from which baselines will be set and used for the 2018 school report card.

TABLE 18: LONG-TERM GOALS FOR ALL STUDENTS
ENGLISH LANGUAGE ARTS

Grade*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
3	38%	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%
4	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%	50%	50%
5	37%	38%	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%
6	37%	38%	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%
7	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%	50%
8	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%	50%
HS	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%	50%

*For grade levels reaching 50% proficiency prior to 2030, continuous improvement is expected.

TABLE 19: LONG-TERM GOALS FOR ALL STUDENTS
MATHEMATICS

Grade*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
3	44%	45%	46%	47%	48%	49%	50%	50%	50%	50%	50%	50%	50%	50%
4	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%	50%
5	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%	50%
6	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%
7	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%
8	18%	21%	24%	27%	30%	33%	36%	39%	42%	45%	48%	50%	50%	50%
HS	22%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%	50%	50%	50%

*For grade levels reaching 50% proficiency prior to 2030, continuous improvement is expected.

TABLE 20: LONG-TERM GOALS FOR ALL STUDENTS
SCIENCE

Grade*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
5	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%	50%	50%
8	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%	50%
HS	19%	22%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%	50%	50%

*For grade levels reaching 50% proficiency prior to 2030, continuous improvement is expected.

LONG-TERM SUBGROUP GOALS

In addition to proficiency goals for all students, Oklahoma has separately defined long-term goals for each subgroup of students. The long-term goals by subgroup have a minimum endpoint of 50% to distinguish Oklahoma as a top-performing state. Oklahoma expects all students to grow and achieve and has set goals that narrow achievement gaps. Tables 21-37 display goals by grade, subject and subgroup, using the 2017 testing administration as a baseline. The goals for high school students are hypothetical, as 2018 will be the first administration of new assessments from which baselines will be set and used for the 2018 school report card. Goals were set by requiring all groups to grow to at least 50% by 2030 using the following criteria:

- A subgroup must grow by a minimum of 1% each year (or more, to achieve 50% by 2030).
- For subgroups at 50% or higher, continuous improvement is expected.

TABLE 21: GRADE 3 LONG-TERM SUBGROUP GOALS
ENGLISH LANGUAGE ARTS

Student Subgroup*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	17%	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%	50%
Economically Disadvantaged	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%
English Learner	9%	13%	17%	21%	25%	29%	33%	37%	41%	45%	49%	50%	50%	50%
Black	15%	18%	21%	24%	27%	30%	33%	36%	39%	42%	45%	48%	50%	50%
Hispanic	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%	50%	50%	50%
Native American	38%	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%
Asian/Pacific Islander	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%
Two or More Races	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%	50%	50%
White	46%	47%	48%	49%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%

*Subgroups with a goal of 50% or higher prior to 2030 are expected to show continuous improvement over time.

TABLE 22: GRADE 3 LONG-TERM SUBGROUP GOALS
MATHEMATICS

Student Subgroup*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	25%	27%	29%	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%
Economically Disadvantaged	38%	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%
English Learner	18%	21%	24%	27%	30%	33%	36%	39%	42%	45%	48%	50%	50%	50%
Black	19%	22%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%	50%	50%
Hispanic	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%
Native American	44%	45%	46%	47%	48%	49%	50%	50%	50%	50%	50%	50%	50%	50%
Asian/Pacific Islander	71%	71%	71%	71%	71%	71%	71%	71%	71%	71%	71%	71%	71%	71%
Two or More Races	45%	46%	47%	48%	49%	50%	50%	50%	50%	50%	50%	50%	50%	50%
White	52%	52%	52%	52%	52%	52%	52%	52%	52%	52%	52%	52%	52%	52%

*Subgroups with a goal of 50% or higher prior to 2030 are expected to show continuous improvement over time.

TABLE 23: GRADE 4 LONG-TERM SUBGROUP GOALS
ENGLISH LANGUAGE ARTS

Student Subgroup*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	14%	17%	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%
Economically Disadvantaged	29%	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%
English Learner	5%	9%	13%	17%	21%	25%	29%	33%	37%	41%	45%	49%	50%	50%
Black	19%	22%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%	50%	50%
Hispanic	24%	26%	28%	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%
Native American	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%	50%
Asian/Pacific Islander	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Two or More Races	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%	50%	50%
White	43%	44%	45%	46%	47%	48%	49%	50%	51%	50%	50%	50%	50%	50%

*Subgroups with a goal of 50% or higher prior to 2030 are expected to show continuous improvement over time.

TABLE 24: GRADE 4 LONG-TERM SUBGROUP GOALS
MATHEMATICS

Student Subgroup*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%	50%	50%
Economically Disadvantaged	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%	50%
English Learner	12%	15%	18%	21%	24%	27%	30%	32%	35%	38%	41%	44%	47%	50%
Black	17%	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%	50%
Hispanic	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%
Native American	38%	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%
Asian/Pacific Islander	69%	69%	69%	69%	69%	69%	69%	69%	69%	69%	69%	69%	69%	69%
Two or More Races	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%	50%	50%	50%	50%
White	46%	47%	48%	49%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%

*Subgroups with a goal of 50% or higher prior to 2030 are expected to show continuous improvement over time.

TABLE 25: GRADE 5 LONG-TERM SUBGROUP GOALS
ENGLISH LANGUAGE ARTS

Student Subgroup*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	13%	16%	19%	22%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%
Economically Disadvantaged	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%
English Learner	3%	7%	11%	15%	19%	23%	27%	31%	35%	39%	43%	47%	50%	50%
Black	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%	50%	50%
Hispanic	27%	29%	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%
Native American	38%	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%
Asian/Pacific Islander	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%
Two or More Races	47%	48%	49%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
White	45%	46%	47%	48%	49%	50%	50%	50%	50%	50%	50%	50%	50%	50%

*Subgroups with a goal of 50% or higher prior to 2030 are expected to show continuous improvement over time.

TABLE 26: GRADE 5 LONG-TERM SUBGROUP GOALS
MATHEMATICS

Student Subgroup*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	12%	15%	18%	21%	24%	27%	30%	32%	35%	38%	41%	44%	47%	50%
Economically Disadvantaged	27%	29%	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%
English Learner	7%	11%	15%	19%	23%	27%	31%	35%	39%	43%	47%	50%	50%	50%
Black	17%	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%	50%
Hispanic	25%	27%	29%	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%
Native American	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%
Asian/Pacific Islander	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%
Two or More Races	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%	50%	50%	50%
White	38%	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%

*Subgroups with a goal of 50% or higher prior to 2030 are expected to show continuous improvement over time.

TABLE 27: GRADE 5 LONG-TERM SUBGROUP GOALS
SCIENCE

Student Subgroup*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	18%	21%	24%	27%	30%	33%	36%	39%	42%	45%	48%	50%	50%	50%
Economically Disadvantaged	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%	50%	50%
English Learner	6%	10%	14%	18%	22%	26%	30%	34%	38%	42%	46%	50%	50%	50%
Black	19%	22%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%	50%	50%
Hispanic	29%	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%
Native American	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%	50%	50%
Asian/Pacific Islander	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%
Two or More Races	47%	48%	49%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
White	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%

*Subgroups with a goal of 50% or higher prior to 2030 are expected to show continuous improvement over time.

TABLE 28: GRADE 6 LONG-TERM SUBGROUP GOALS
ENGLISH LANGUAGE ARTS

Student Subgroup*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	12%	15%	18%	21%	24%	27%	30%	33%	36%	39%	42%	45%	48%	50%
Economically Disadvantaged	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%
English Learner	7%	11%	15%	19%	23%	27%	31%	35%	39%	43%	47%	50%	50%	50%
Black	21%	24%	27%	30%	33%	36%	39%	42%	45%	48%	50%	50%	50%	50%
Hispanic	27%	29%	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%
Native American	37%	38%	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%
Asian/Pacific Islander	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%
Two or More Races	43%	44%	45%	46%	47%	48%	49%	50%	50%	50%	50%	50%	50%	50%
White	43%	44%	45%	46%	47%	48%	49%	50%	50%	50%	50%	50%	50%	50%

*Subgroups with a goal of 50% or higher prior to 2030 are expected to show continuous improvement over time.

TABLE 29: GRADE 6 LONG-TERM SUBGROUP GOALS
MATHEMATICS

Student Subgroup*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	10%	14%	18%	22%	26%	30%	34%	38%	42%	46%	50%	50%	50%	50%
Economically Disadvantaged	25%	27%	29%	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%
English Learner	6%	10%	14%	18%	22%	26%	30%	34%	38%	42%	46%	50%	50%	50%
Black	11%	14%	17%	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%
Hispanic	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%	50%	50%	50%
Native American	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%
Asian/Pacific Islander	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%
Two or More Races	38%	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%
White	37%	38%	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%

*Subgroups with a goal of 50% or higher prior to 2030 are expected to show continuous improvement over time.

TABLE 30: GRADE 7 LONG-TERM SUBGROUP GOALS
ENGLISH LANGUAGE ARTS

Student Subgroup*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	12%	15%	18%	21%	24%	27%	30%	33%	36%	39%	42%	45%	48%	50%
Economically Disadvantaged	26%	28%	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%
English Learner	4%	8%	12%	16%	20%	24%	28%	32%	36%	40%	44%	48%	50%	50%
Black	19%	22%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%	50%	50%
Hispanic	26%	28%	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%
Native American	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%
Asian/Pacific Islander	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Two or More Races	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%	50%
White	37%	38%	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%

*Subgroups with a goal of 50% or higher prior to 2030 are expected to show continuous improvement over time.

TABLE 31: GRADE 7 LONG-TERM SUBGROUP GOALS
MATHEMATICS

Student Subgroup*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	10%	14%	18%	22%	26%	30%	34%	38%	42%	46%	50%	50%	50%	50%
Economically Disadvantaged	24%	26%	28%	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%
English Learner	8%	12%	16%	20%	24%	28%	32%	36%	40%	44%	48%	50%	50%	50%
Black	14%	17%	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%
Hispanic	24%	26%	28%	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%
Native American	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%
Asian/Pacific Islander	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%
Two or More Races	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%	50%
White	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%	50%	50%

*Subgroups with a goal of 50% or higher prior to 2030 are expected to show continuous improvement over time.

TABLE 32: GRADE 8 LONG-TERM SUBGROUP GOALS
ENGLISH LANGUAGE ARTS

Student Subgroup*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	9%	13%	17%	21%	25%	29%	33%	37%	41%	45%	49%	50%	50%	50%
Economically Disadvantaged	27%	29%	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%
English Learner	2%	6%	10%	14%	18%	22%	26%	30%	34%	38%	42%	46%	50%	50%
Black	19%	22%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%	50%	50%
Hispanic	27%	29%	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%
Native American	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%
Asian/Pacific Islander	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Two or More Races	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%	50%	50%	50%
White	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%	50%	50%	50%

*Subgroups with a goal of 50% or higher prior to 2030 are expected to show continuous improvement over time.

TABLE 33: GRADE 8 LONG-TERM SUBGROUP GOALS
MATHEMATICS

Student Subgroup*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	4%	8%	12%	16%	20%	24%	28%	32%	36%	40%	44%	48%	50%	50%
Economically Disadvantaged	14%	17%	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%
English Learner	0%	4%	8%	12%	16%	20%	24%	28%	32%	36%	40%	44%	48%	50%
Black	8%	12%	16%	20%	24%	28%	32%	36%	40%	44%	48%	50%	50%	50%
Hispanic	16%	19%	22%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%	50%
Native American	17%	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%	50%
Asian/Pacific Islander	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%
Two or More Races	24%	26%	28%	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%
White	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%	50%	50%	50%

*Subgroups with a goal of 50% or higher prior to 2030 are expected to show continuous improvement over time.

TABLE 34: GRADE 8 LONG-TERM SUBGROUP GOALS
SCIENCE

Student Subgroup*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	14%	17%	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%
Economically Disadvantaged	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%	50%
English Learner	7%	11%	15%	19%	23%	27%	31%	35%	39%	43%	47%	50%	50%	50%
Black	22%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%	50%	50%	50%
Hispanic	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%
Native American	38%	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%
Asian/Pacific Islander	74%	74%	74%	74%	74%	74%	74%	74%	74%	74%	74%	74%	74%	74%
Two or More Races	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%	50%	50%	50%
White	45%	46%	47%	48%	49%	50%	50%	50%	50%	50%	50%	50%	50%	50%

*Subgroups with a goal of 50% or higher prior to 2030 are expected to show continuous improvement over time.

TABLE 35: HIGH SCHOOL LONG-TERM SUBGROUP GOALS
ENGLISH LANGUAGE ARTS

Student Subgroup*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	10%	14%	18%	22%	26%	30%	34%	38%	42%	46%	50%	50%	50%	50%
Economically Disadvantaged	27%	29%	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%
English Learner	0%	4%	8%	12%	16%	20%	24%	28%	32%	36%	40%	44%	48%	50%
Black	18%	21%	24%	27%	30%	33%	36%	39%	42%	45%	48%	50%	50%	50%
Hispanic	27%	29%	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%
Native American	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%
Asian/Pacific Islander	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%
Two or More Races	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%	50%	50%	50%
White	38%	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%

*Subgroups with a goal of 50% or higher prior to 2030 are expected to show continuous improvement over time.

TABLE 36: HIGH SCHOOL LONG-TERM SUBGROUP GOALS
MATHEMATICS

Student Subgroup*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	5%	9%	13%	17%	21%	25%	29%	33%	37%	41%	45%	49%	50%	50%
Economically Disadvantaged	16%	19%	22%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%	50%
English Learner	4%	8%	12%	16%	20%	24%	28%	32%	36%	40%	44%	48%	50%	50%
Black	9%	13%	17%	21%	25%	29%	33%	37%	41%	45%	49%	50%	50%	50%
Hispanic	17%	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%	50%
Native American	18%	21%	24%	27%	30%	33%	36%	39%	42%	45%	48%	50%	50%	50%
Asian/Pacific Islander	63%	63%	63%	63%	63%	63%	63%	63%	63%	63%	63%	63%	63%	63%
Two or More Races	25%	27%	29%	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%
White	26%	28%	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%

*Subgroups with a goal of 50% or higher prior to 2030 are expected to show continuous improvement over time.

TABLE 37: HIGH SCHOOL LONG-TERM SUBGROUP GOALS
SCIENCE

Student Subgroup*	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Students with Disabilities	6%	10%	14%	18%	22%	26%	30%	34%	38%	42%	46%	50%	50%	50%
Economically Disadvantaged	15%	18%	21%	24%	27%	30%	33%	36%	39%	42%	45%	48%	50%	50%
English Learner	0%	4%	8%	12%	16%	20%	24%	28%	32%	36%	40%	44%	48%	50%
Black	6%	10%	14%	18%	22%	26%	30%	34%	38%	42%	46%	50%	50%	50%
Hispanic	10%	14%	18%	22%	26%	30%	34%	38%	42%	46%	50%	50%	50%	50%
Native American	17%	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%	50%
Asian/Pacific Islander	14%	17%	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%
Two or More Races	18%	21%	24%	27%	30%	33%	36%	39%	42%	45%	48%	50%	50%	50%
White	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%	50%	50%	50%

*Subgroups with a goal of 50% or higher prior to 2030 are expected to show continuous improvement over time.

B. Graduation Rates

Oklahoma's long-term goal is to be among the top 10 states for students graduating in the four-, five- and six-year cohorts. Reaching that goal requires 90% of students graduating. Table 38 shows the intermediate goals students will need to meet in order to achieve that ambitious long-term goal and the incremental achievement rate required for each student group.

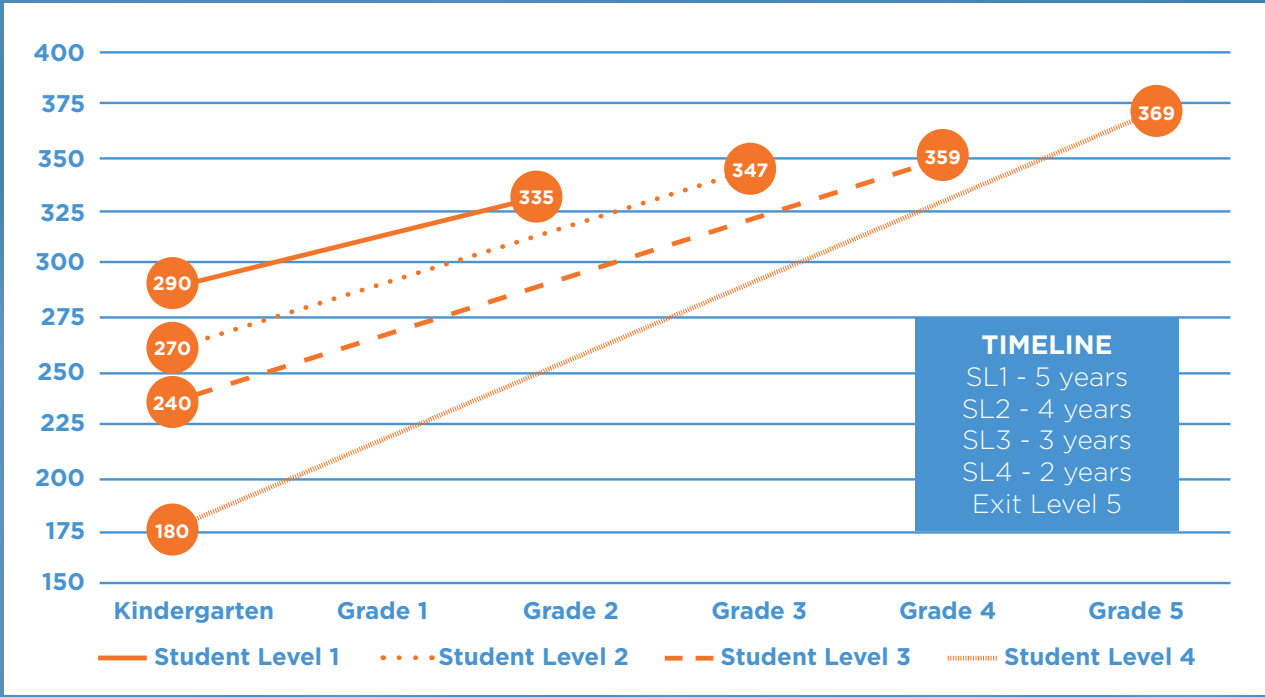
FIVE- AND SIX-YEAR GRADUATION RATE GOALS

Oklahoma does not currently have baseline data that can be used to establish long-term and interim goals for the five- and six-year graduation rates. Due to increases in data collection quality beginning in 2016, Oklahoma will incorporate five-year graduation rates for the first time in the 2017-18 report card and include six-year graduation rates for the first time in the 2018-19 report card. Once baseline data are collected and reviewed, goals may be set for five- and six-year graduation rates.

TABLE 38: FOUR-YEAR GRADUATION RATE GOALS

Student Group	Rate of Growth	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
All	0.9%	81.6%	82.6%	83.5%	84.4%	85.3%	86.3%	87.2%	88.1%	89.1%	90.0%
Students with Disabilities	1.7%	74.4%	76.2%	77.9%	79.6%	81.4%	83.1%	84.8%	86.5%	88.3%	90.0%
Economically Disadvantaged	1.6%	75.9%	77.4%	79.0%	80.6%	82.1%	83.7%	85.3%	86.9%	88.4%	90.0%
English Learner	3.6%	57.9%	61.5%	65.0%	68.6%	72.2%	75.7%	79.3%	82.9%	86.4%	90.0%
Black	1.4%	77.1%	78.5%	80.0%	81.4%	82.8%	84.3%	85.7%	87.1%	88.6%	90.0%
Hispanic	1.4%	77.8%	79.1%	80.5%	81.8%	83.2%	84.6%	85.9%	87.3%	88.6%	90.0%
Native American	1.0%	81.4%	82.3%	83.3%	84.3%	85.2%	86.2%	87.1%	88.1%	89.0%	90.0%
Asian/Pacific Islander	0.5%	85.9%	86.3%	86.8%	87.2%	87.7%	88.2%	88.6%	89.1%	89.5%	90.0%
Two or More Races	0.9%	81.8%	82.7%	83.6%	84.6%	85.5%	86.4%	87.3%	88.2%	89.1%	90.0%
White	0.8%	83.2%	84.0%	84.7%	85.5%	86.2%	87.0%	87.7%	88.5%	89.2%	90.0%

FIGURE 1: SIMULATED GROWTH FOR ELPA



C. PROGRESS IN ACHIEVING ENGLISH LANGUAGE PROFICIENCY

Current proficiency scores were determined through a collaborative process between the SEA and participating LEAs within the two statewide Title III-A consortiums. After examining the 2017 WIDA ACCESS 2.0 data, the state set new entry and exit criteria cut scores with input from stakeholders. Additional metrics may provide multiple indicators for decision-making.

As seen by the simulation in Figure 1, a student's initial proficiency level determines an expected trajectory toward on-time exit from his or her language acquisition program. Each year, students' WIDA ACCESS results will be used to set expected growth targets based on anticipated exit grade. Targets will be calculated each year using the most recent scale score using the methodology outlined in section A(4)(iv)(d) of the State Plan. In relation to the standardized expectations, all English learners would either make their annual target or not. The measure of English language proficiency assessment (ELPA) progress will be the percentage of students making their target. While Oklahoma has a temporary goal of advancing by 2% each year in the number of students on track to proficiency – from 50% to 66% using 2014-15 data – this indicator requires two years of new data under the new WIDA ACCESS 2.0, so Oklahoma will begin including this measure in accountability in 2018.

Appendix B

OMB Control No. 1894-0005 (Exp. 03/31/2017)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special

efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Appendix B: GEPA Assurance Statement

The Oklahoma State Department of Education (OSDE) in accordance with the General Education Provisions Act (GEPA), Section 427, ensures Oklahoma's educational mission and vision emphasizes equitable access to and participation in educational opportunities for all students. The OSDE will provide students, teachers and beneficiaries with special needs the appropriate opportunity to participate in federally-funded activities. The OSDE ensures equitable access, services, activities and programs to all individuals regardless of gender, race, national origin, color, disability or age.

In adherence with state and federal laws, the OSDE has systematic procedures for ensuring federally funded activities and services are intentionally purposed for all student populations and other recipients served.

To reduce the barriers that may impede equitable access based on students, teachers, gender, race, national origin, color, special needs, etc., the OSDE embraces the following strategies and activities:

- Engages a broad scope of stakeholders for public comments to assist in the development of the Every Student Succeeds Act (ESSA) State Plan;
- Cultivates and enhances systematic procedures, such as GMS, the grants management system for application and expenditure reporting for federally assisted programs;
- Engages stakeholders from various pathways of education in the development of accountability equitable reporting;
- The Joint Federal Programs team develops, implements and provides professional development to LEAs to encourage best practices in federally assisted programs;
- Hosts EngageOK, a yearly statewide outreach conference, for teachers, principals, superintendents, fiscal directors and other administrators. The various sessions include the ESSA State Plan collaboration, professional development for core curriculum, instructional strategies for special needs students, parent and family engagement strategies, early learning strategies, English learner strategies, technology-digital literacy for students and other services impacting culturally, diverse student populations;
- Implements a consolidated monitoring approach for federal program compliance, fiscal accountability and program effectiveness. Monitoring is a systematic approach performed through desktop and site visits for evaluating the impact on equitable access for services and activities for the beneficiaries of federally assisted programs; and
- Participates in outreach Title I, Part A and Title III, Part A consortiums in a collaborative effort with LEAs to increase awareness of under-represented and culturally diverse student populations – supporting individual learning needs, assisting with resources and updating state and federal laws and regulations enforced for equitable access and participation for beneficiaries participating in federally assisted programs.

ESSA Feedback Survey Results

Executive Summary

The Every Student Succeeds Act (ESSA) Feedback Survey studied feedback from education stakeholders on topics such as academic measurement, state assessment system, support from Oklahoma State Department of Education (OSDE), and how to use federal funds in initiatives. The analysis resulted in the following findings:

- The majority of educators prefer benchmark assessments and college and career readiness assessments, which provide more accurate and valid assessment for prompt improvement of student performance.
- Measuring growth of individual students from year to year and providing feedback to teachers and school leaders for professional development are considered the main goals of state assessment system.
- Graduation rate, opportunities for advanced coursework, and school culture are weighed as the three most important indicators for determining the academic success and college/career readiness of students.
- To support low-performing schools, stakeholders requested that OSDE provide professional development, financial support, and evidence-based instructional resources. To improve low-performing school, most educators indicated that effective leaders, student, family and community support, as well as school culture are critical factors.
- The majority of participants show positive support for current role of OSDE in development of a local intervention plan and suggest continual partnership with ongoing support.
- Efforts to retain effective teachers and leaders are regarded as the most important initiatives to use Federal Title II, Part A funds.
- Most educators agree that a strategy to align assessment, accountability and teacher quality with state academic standards so that the four elements work together toward interim goals is meaningful.

Background/Overview

The Every Student Succeeds Act (ESSA), signed into law by President Obama in December of 2015, reauthorizes the Elementary and Secondary Education Act and replaces the controversial No Child Left Behind Act of 2001.

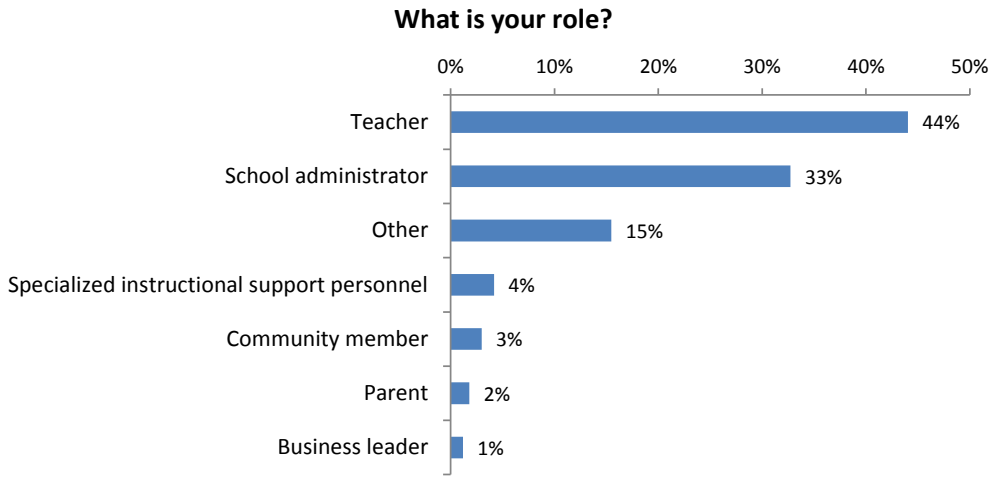
The ESSA restores greater flexibility about federal education policy to states and districts while ensuring accountability for the success of all children. In addition, the ESSA enhances the ability of the Oklahoma State Department of Education to collaborate with education's many stakeholders – including parents, educators and community members – on an ESSA state plan improving results for kids. The EngageOK Summer conference served as a venue to seek such stakeholder feedback to inform the agency on the best use of federal funds. Poll Everywhere was utilized as a tool to collect data and to engage the live audience.

Results

Demographics

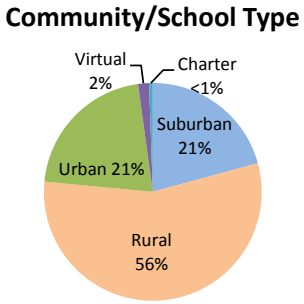
In this survey the State Department of Education (OSDE) collected responses from at least 278 participants during one-hour sessions facilitated by the State Superintendent of Public Instruction, Joy Hofmeister. Some participants provided multiple responses as applicable on certain questions, and some questions required multiple selections. For this reason, the actual number of responses varies by question and results do not always add up to 100%.

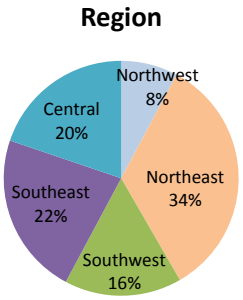
Education stakeholders from several different roles responded to the survey. The majority of responses resulted from teachers (44%), school administrators (33%), and others (15%). A small portion of participants (6%) represented community members, parents or business leaders. The variety of roles represented in this survey means the survey reflects the views of a wide variety of stakeholders rather than a single group, such as superintendents.



1. Community Types and Region

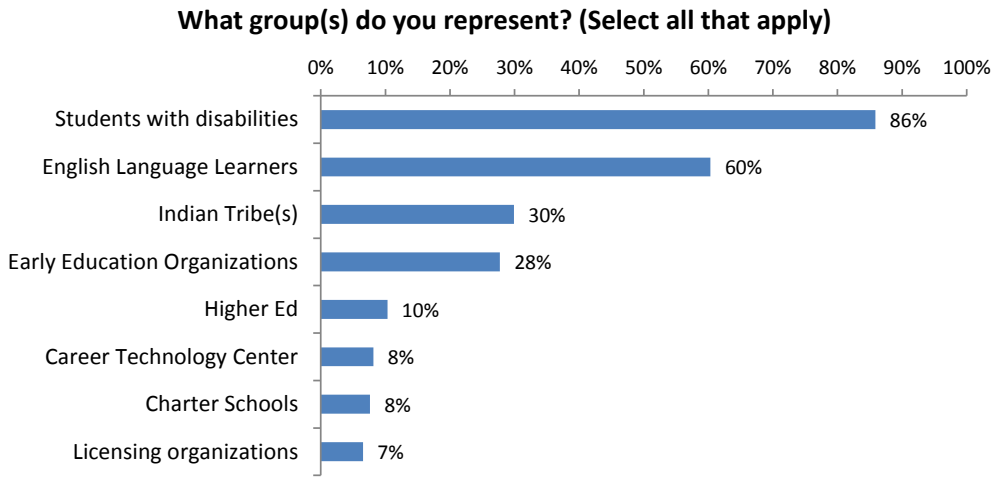
This survey showed broad diversity of community and school stakeholders. It included 56% of responses from rural areas, 21% from urban, 21% from suburban, and 2% from virtual schools. As for regional distribution, all five regions (Northwest, Northeast, Central, Southeast and Southwest) participation percentages ranged from 8% to 34%.





2. Groups

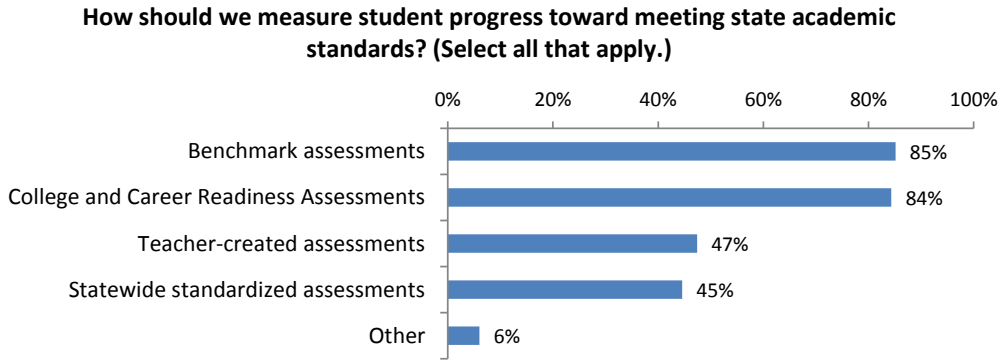
Among all 435 responses from 184 respondents, the four main groups they represented were students with disabilities (86%), English language learners (60%), Indian tribes (30%) and early education organizations (28%).



ESSA Feedback

1. Academic Measurement

Responses to the measurement of student progress showed that a majority of respondents favor benchmark assessments (85%) and college and career readiness assessment (84%), while approximately half of respondents support teacher-created assessments (47%) and statewide standardized assessments (45%). It indicates that our educators prefer to have more timely and frequent feedback so that more accurate and valid assessment of student performance will be available for improvement. After recent changes in the Oklahoma state testing requirements from a total of 26 tests in 2015-2016 to 18 tests in 2016-2017 for grades 3 and up, teachers will be able to focus more on curriculum, instruction and other assessments.

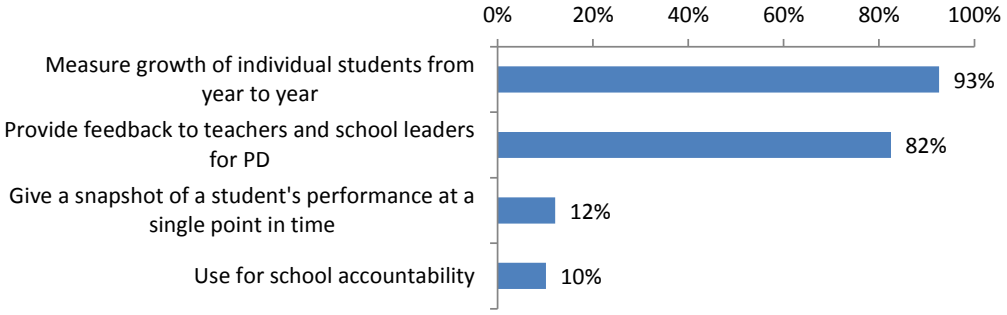


2. Goal of State assessment System

When asked to select the two most important goals of a state assessment system, most participants highly valued the measurement of growth of individual students from year to year (93%) and providing feedback to teachers and school leaders for professional development (82%). These two goals echo with previous responses of favoring benchmark assessments, as they measure growth of individual students more often. The survey does not seem to

favor giving a snapshot of a student's performance at a single point in time or using school accountability as a main goal of a state assessment system.

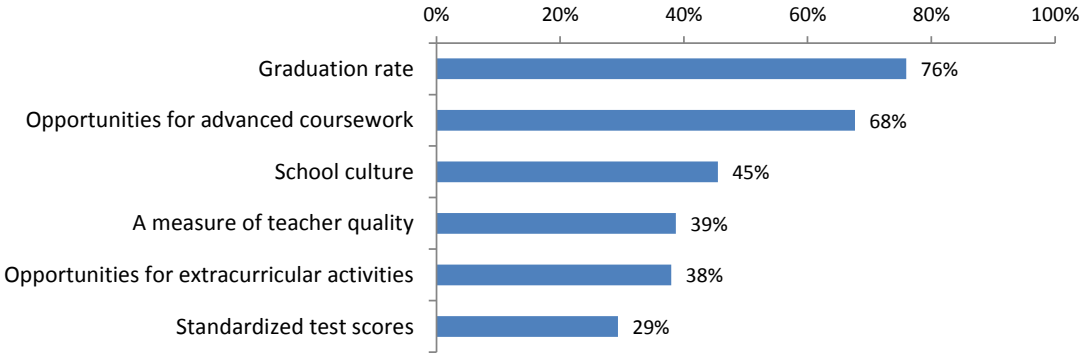
From these goals of a state assessment system, select the two most important goals.



3. Indicators for Academic Success and College/Career Readiness

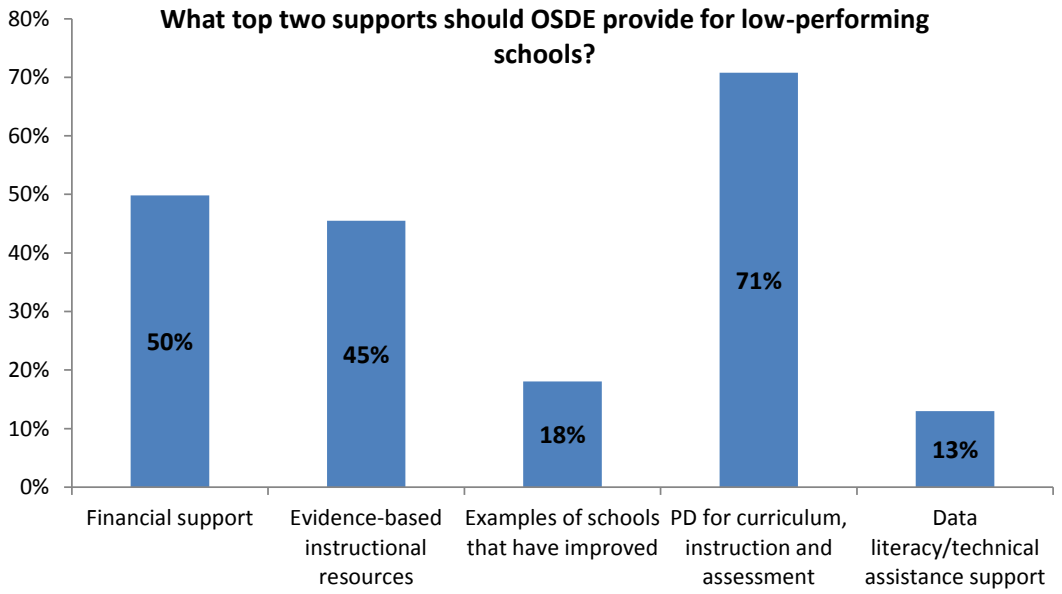
To determine the academic success and college/career readiness of students in our community, the indicators selected by survey respondents are considerably varied. The top three indicators selected by a majority of respondents are graduation rate (76%), opportunities for advanced coursework (68%), and school culture (45%). While the first two indicators are measureable and included the A-F report card grading system for accountability, the third most important indicator, school culture, is not easy to measure. In addition, only one-third of respondents report that standardized test scores are an important indicator, yet these scores are a major component of A-F report system. It could be that test scores are more likely taken as measures of student learning, not of student success.

What are the three most important indicators for determining the academic success and college/career readiness of students in your community?



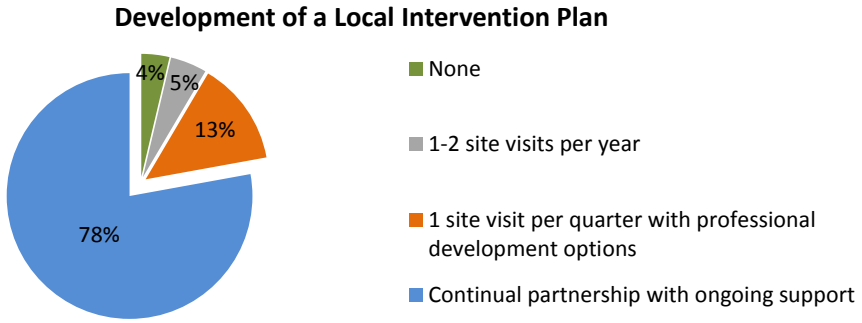
4. Support from OSDE for Low-performing Schools

To understand what support our communities need most from OSDE for low-performing schools, participants were asked to select top two areas among the five options. The result suggests that professional development for curriculum, instruction and assessment (71%), financial support (50%) and evidence-based instructional resources (45%) are the three most requested areas that OSDE can provide to improve school performance.



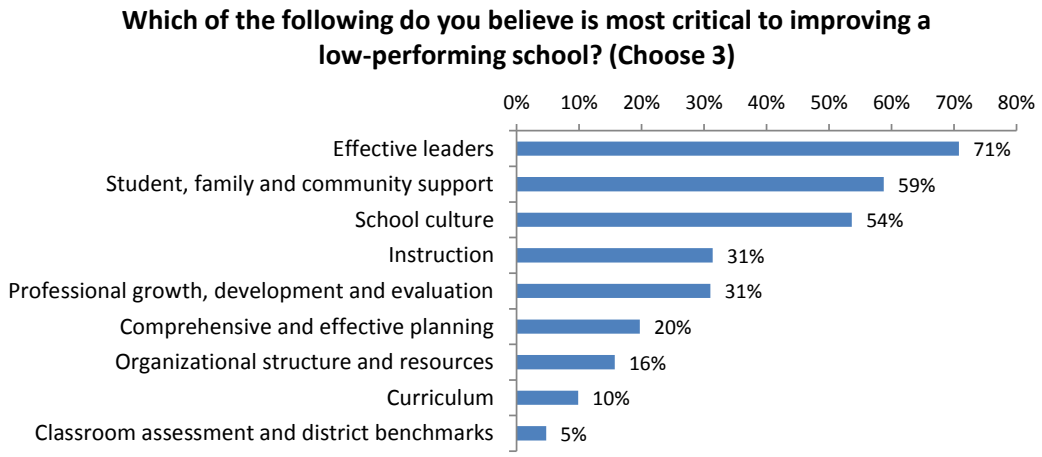
5. Role of OSDE in Development of a Local Intervention Plan

Analysis of responses as to the role of OSDE in the development of a local intervention plan indicates that continual partnership with ongoing support is mostly expected (78%). Clearly, it's a very strong and positive indication of educators' support for the previous work of OSDE. Other roles that are expected for OSDE include one site visit per quarter with professional development options (13%) and/or one to two site visits per year (5%).



6. Critical Factors to Improving Low-performing Schools

To further identify areas OSDE can help in improving low-performing schools, survey respondents reported the top three critical factors to improving school performance are effective leaders (71%), student, family and community support (59%) and school culture (54%). This analysis can be related with the Equitable Access to Excellent Educators Plan (EAEE) as in this plan, professional development provided for principals and teachers was identified as a key approach to increasing access to qualified and effective teachers. Strong and effective leaders will also play a vital role in developing a diverse and inclusive community, as well as in nurturing effective school culture and working conditions.



7. Rank of Importance for Initiatives to use Federal Title II, Part A Funds

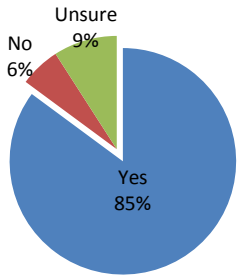
In order to obtain feedback on usage of Federal Title II, Part A funds, respondents were asked to rank the top three most important initiatives. The results show that focusing efforts to retain effective teachers and leaders is extremely high (87%). The other several initiatives getting relatively high percentages are better implementation of induction and mentoring programs for new educators (58%), efforts to attract effective teachers and leaders (40%), and assisting districts in developing differential pay and other incentives to recruit and retain educators in high need areas (40%).

Federal Title II, Part A funds can be used at the state level for a variety of purposes. Select three of the most important initiatives.	
Efforts to retain effective teachers and leaders	87%
Better implement induction and mentoring programs for new educators	58%
Efforts to attract effective teachers and leaders	40%
Assist districts in developing differential pay and other incentives to recruit & retain educators in high need areas	40%
Develop and assist districts with teacher-leader career ladder opportunities	38%
Refine teacher and leader evaluation system	10%
Revise and innovate certification system	7%

8. Evaluation of Current Strategy

OSDE's current strategy is to align assessment, accountability and teacher quality with state academic standards so the four elements work together toward interim goals. In the survey, when asked whether this strategy is meaningful, 85% of participants responded with "Yes", and only 6% responded with "No". This shows very strong support of this strategy from education stakeholders. Although in question 3 when asked about most important indicators for determining the academic success and college/career readiness of students, over half of respondents did not list teacher quality and state academic standards among the top three most important indicators, the responses to this questions showed that educators preferred to align these four elements, but they might not find current measures of these four elements as meaningful as they could be. As such, future reforms of these elements to make it more meaningful and effective are necessary.

Do you believe a strategy to align assessment, accountability and teacher quality with state academic standards so the four elements work together toward interim goals is meaningful?



9. Participation of Activities in Promoting a Better Environment for Diverse Learners

The survey proposed a series of activities to involve OSDE, school districts and community-based organizations in supporting a learning environment to better prepare diverse learners (i.e. English Learners, children with disabilities, migrant children, American Indian and homeless children) for college and careers. Survey respondents were encouraged to select any activities in which they would participate. All five activities received very high potential participation rate, and 97% people said they would like to have digital communication allowing parents to interact with teachers and/or other parents. The other four activities received similar percentage ranges from 59% to 71%.

Gauge your interest or willingness to participate in one of these ways (select all that apply)	
Digital communication allowing parents to interact with teachers and/or other parents	97%
Allow parents to serve on decision-making committees	71%
Host/attend family fun nights	69%
Offer parents the opportunity to have input in their children's college/career pathway	66%
Use child- and/or parent-led parent/teacher conferences	59%

Conclusions

This study describes feedback on three major aspects of ESSA: academic assessments, state intervention and support system, and the use of federal funds.

For academic assessments, education stakeholders prefer to have a state assessment system that can provide more frequent and valid feedback to effectively improve education outcomes. Therefore, it is necessary to continue to make reforms to state testing to make it more meaningful and useful to educators. These efforts can

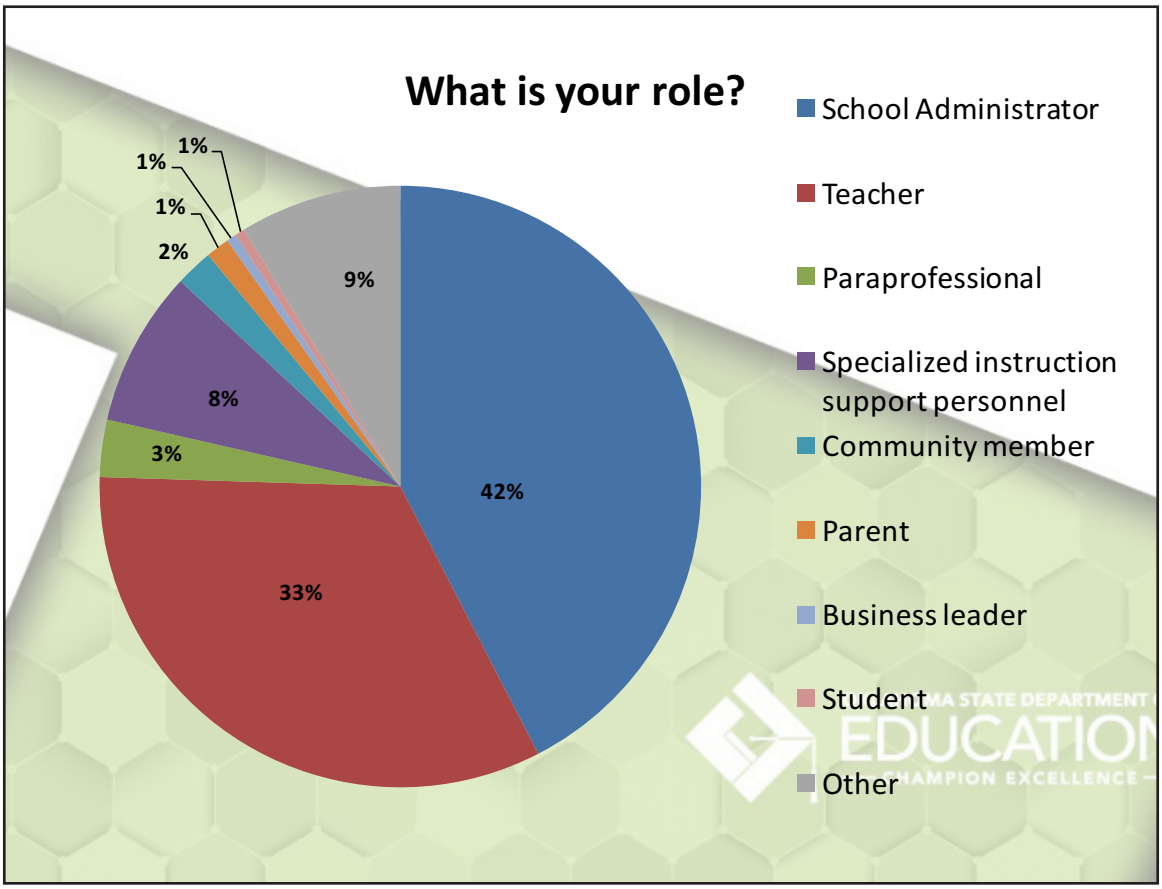
include steps such as the vertical alignment of tests so that they are more accurate measures of year-over-year growth and shifting from end-of-year tests to more formative assessments.

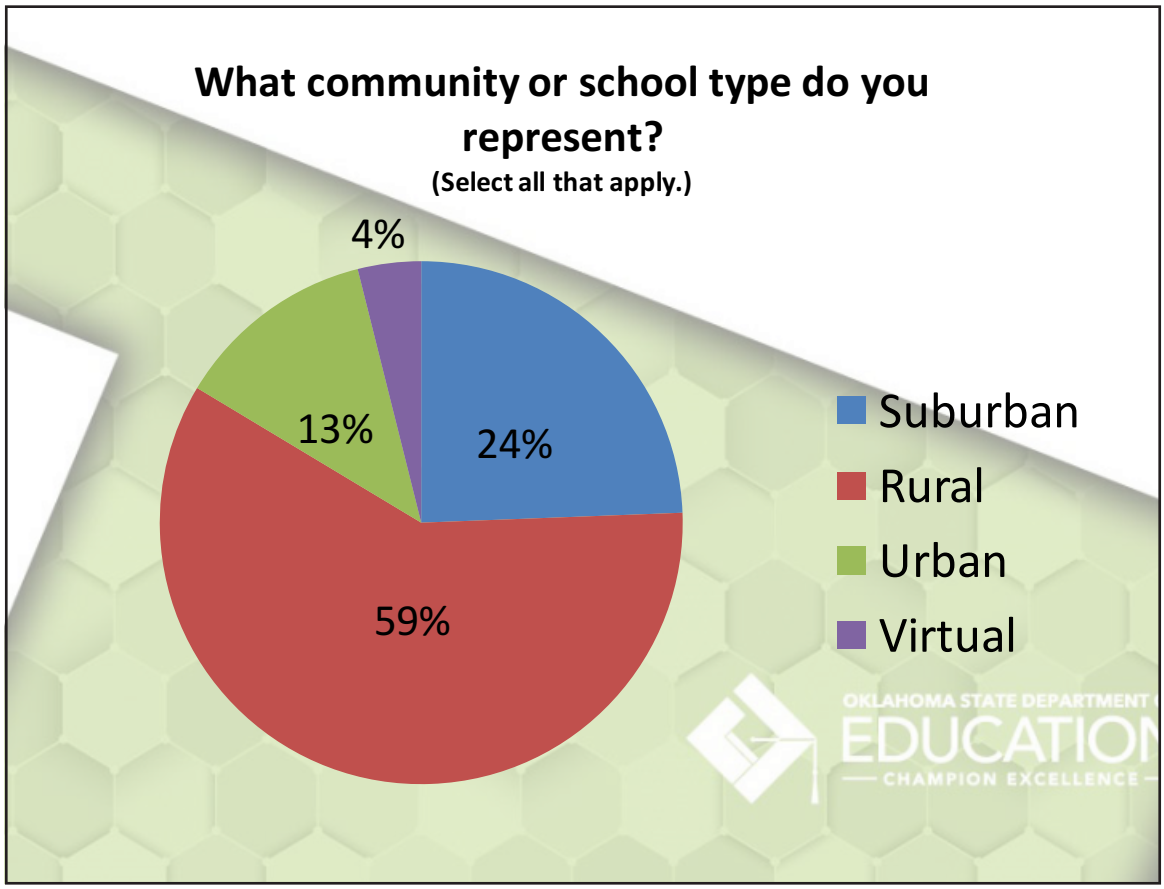
For local intervention and support from OSDE, this study found that the role of OSDE in continual partnership with ongoing support is highly endorsed. This study also identified three areas that demand most of OSDE support for low-performing schools: professional development, financial support and instructional resources. In addition, the top three most critical factors to improve a low-performing school are effective leaders, community support and school culture. All of these tie to the important role of OSDE in providing professional development for both effective leadership and effective teaching. An effective leadership can impact the community, provide positive school culture and encourage professional development for teachers to increase teaching effectiveness.

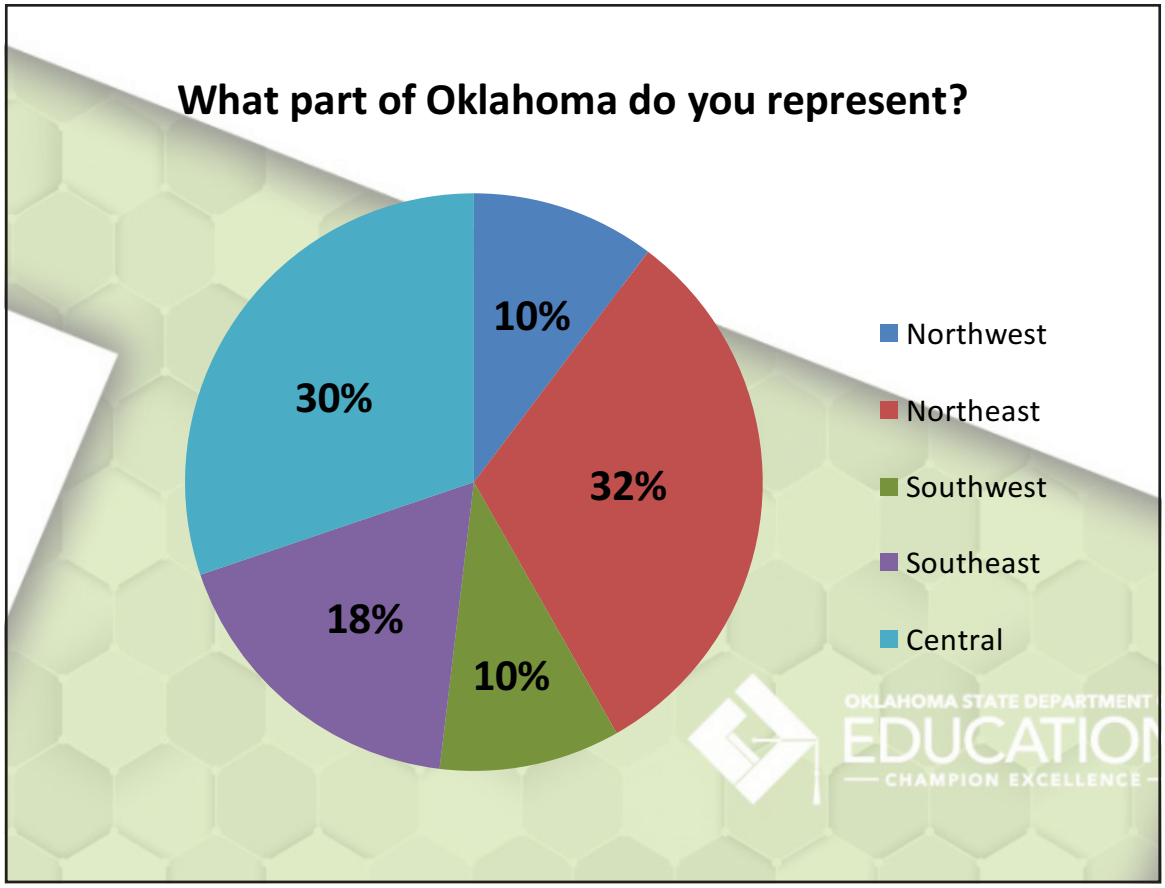
Moreover, efforts to retain effective teachers and leaders were ranked as the most significant priority in the use of federal funds. Providing more financial support to retain effective teachers and leaders will mitigate the problem of teacher shortages in Oklahoma. More research in finding the driving factors of losing effective teachers and leaders, as well as solutions to improve recruitment and retention, will be needed.

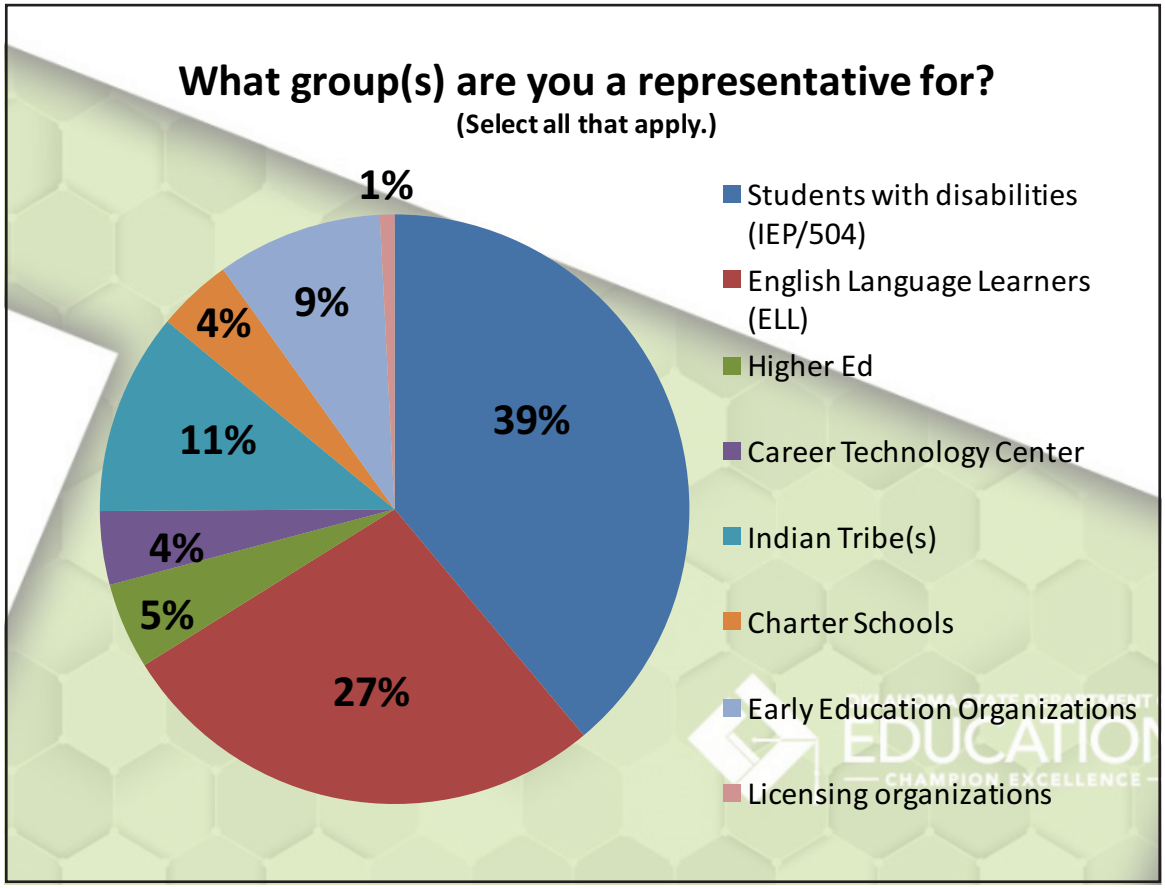
Assessment Stakeholder Poll Results

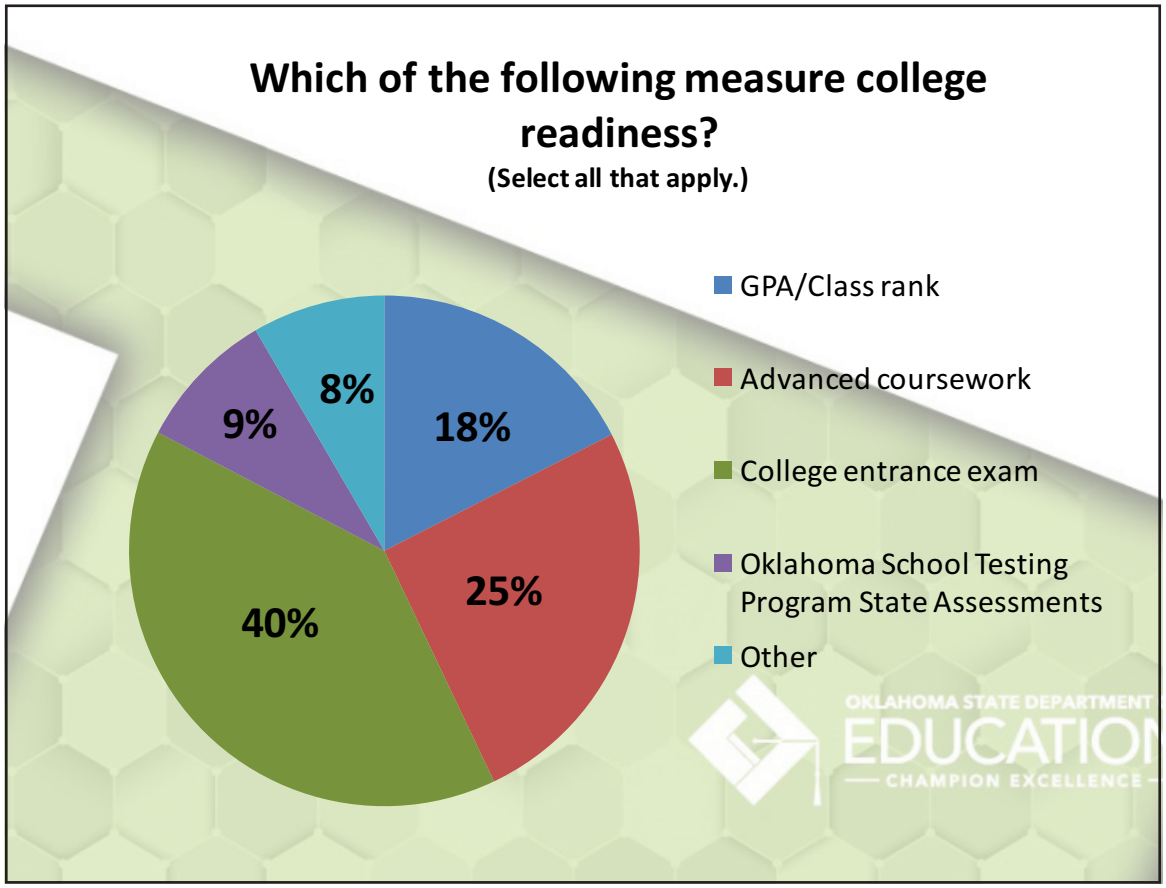
Craig Walker, Executive Director of State Assessments

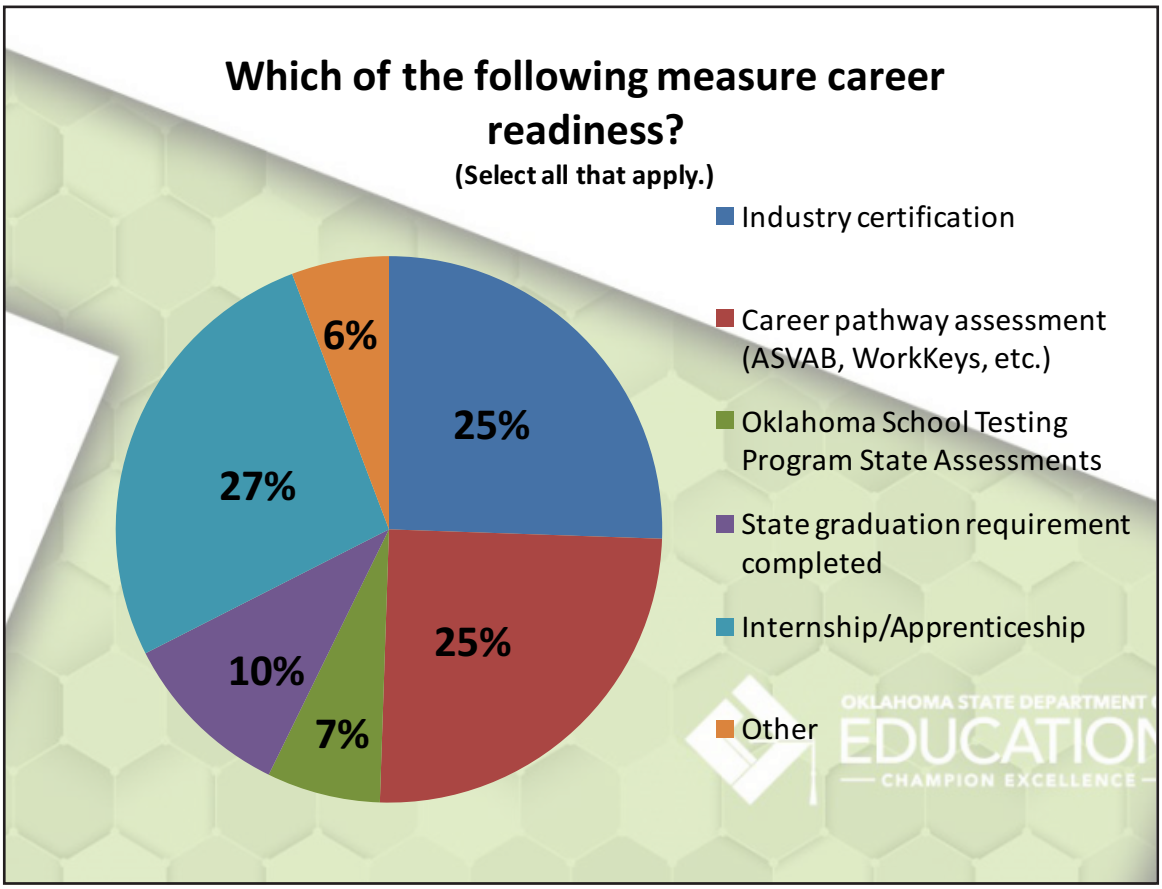


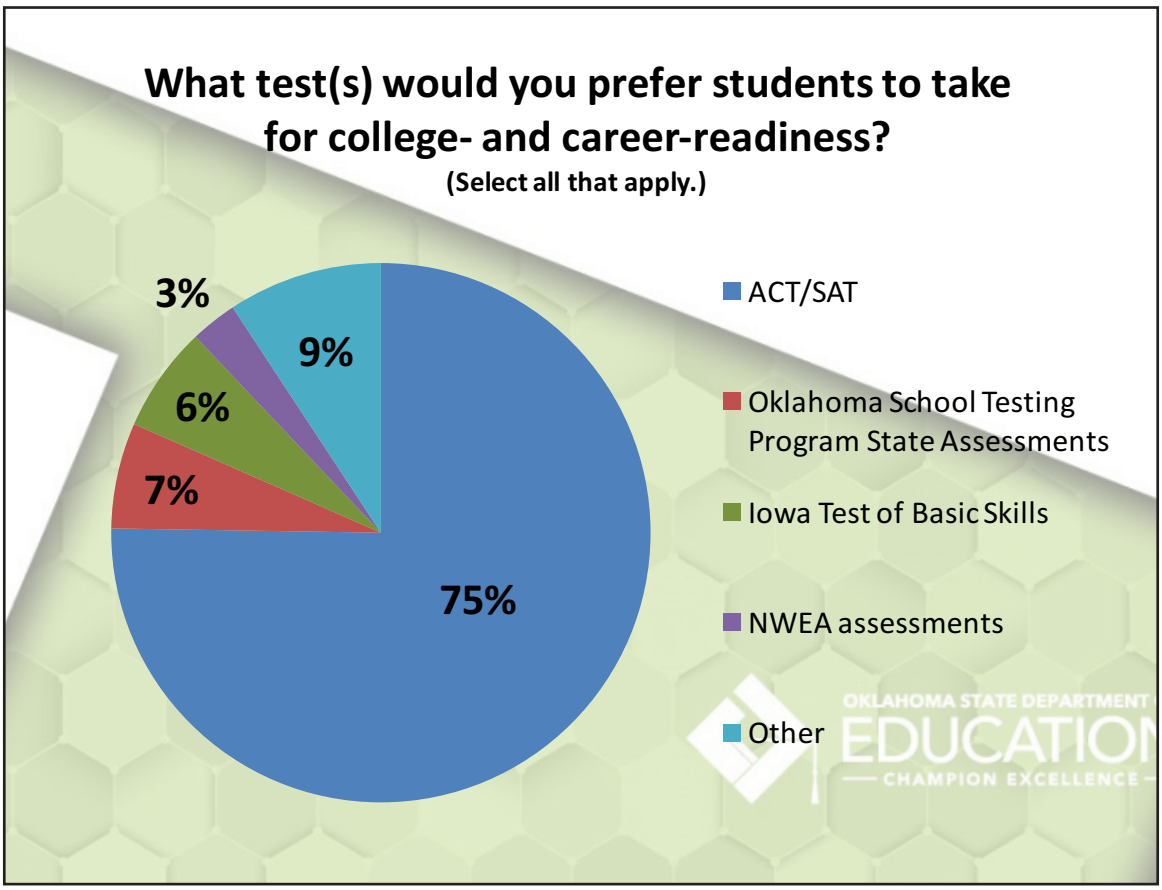

What community or school type do you represent?
(Select all that apply.)
4%
13%
24%
59%
Suburban
Rural
Urban
Virtual
OKLAHOMA STATE DEPARTMENT
EDUCATION
CHAMPION EXCELLENCE

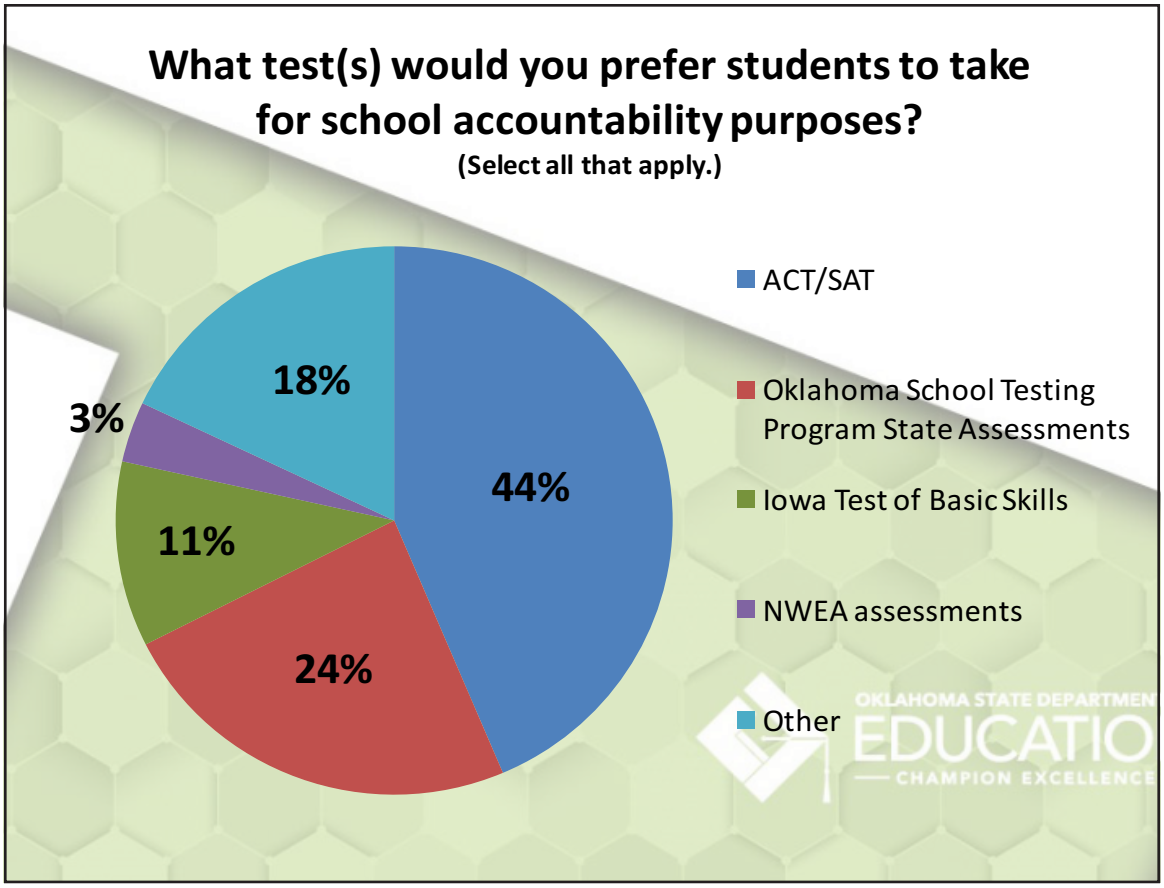

What part of Oklahoma do you represent?
10%
30%
32%
18%
10%
Northwest
Northeast
Southwest
Southeast
Central
OKLAHOMA STATE DEPARTMENT
EDUCATION
CHAMPION EXCELLENCE

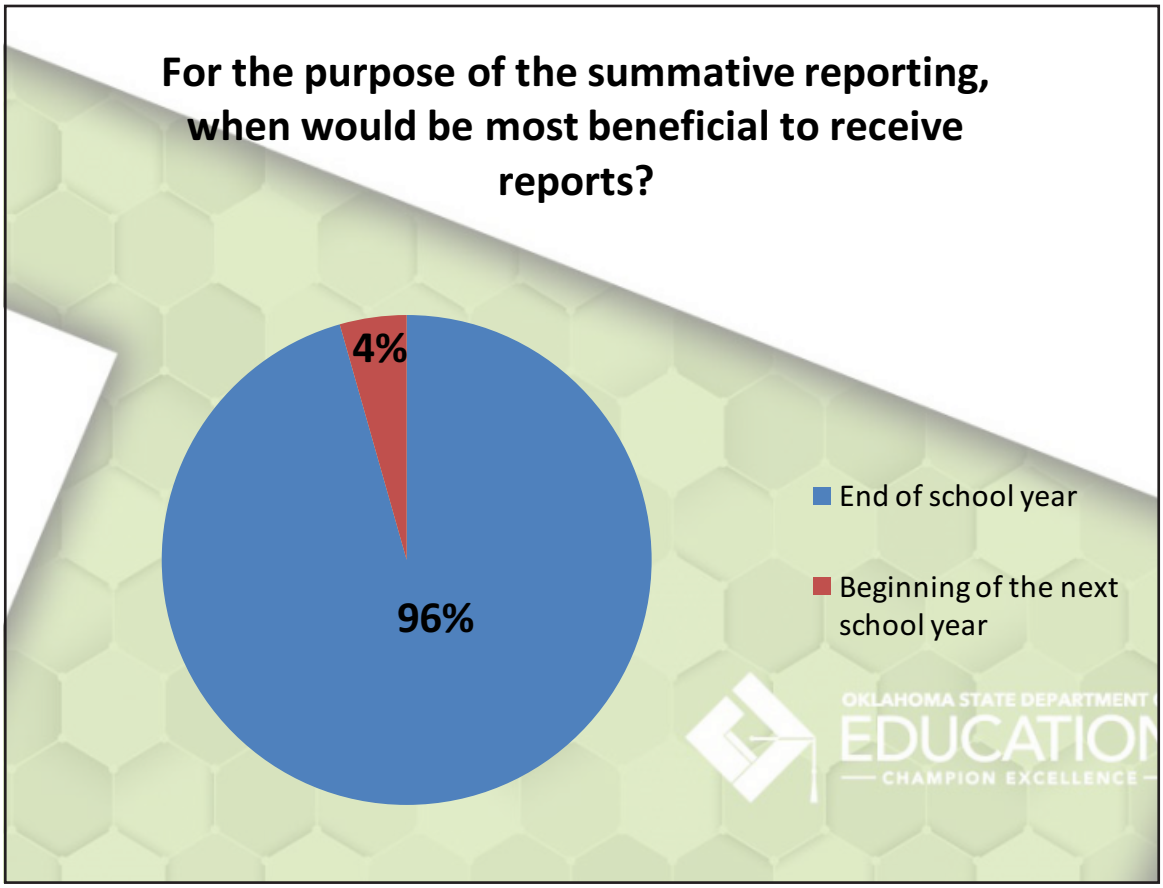

What group(s) are you a representative for?
(Select all that apply.)
1%
9%
4%
11%
39%
4%
5%
27%
Students with disabilities (IEP/504)
English Language Learners (ELL)
Higher Ed
Career Technology Center
Indian Tribe(s)
Charter Schools
Early Education Organizations
Licensing organizations

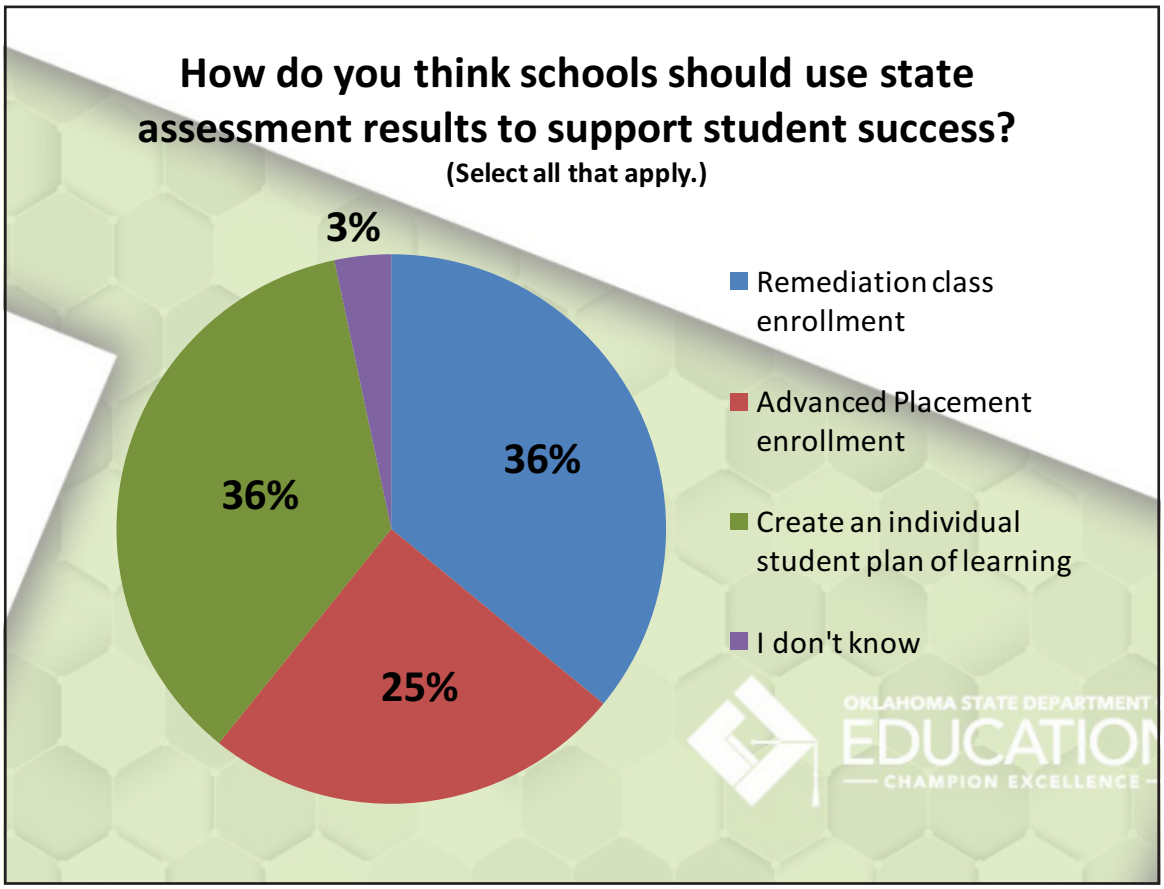

Which of the following measure college readiness?
(Select all that apply.)
8%
9%
18%
25%
40%
GPA/Class rank
Advanced coursework
College entrance exam
Oklahoma School Testing Program State Assessments
Other

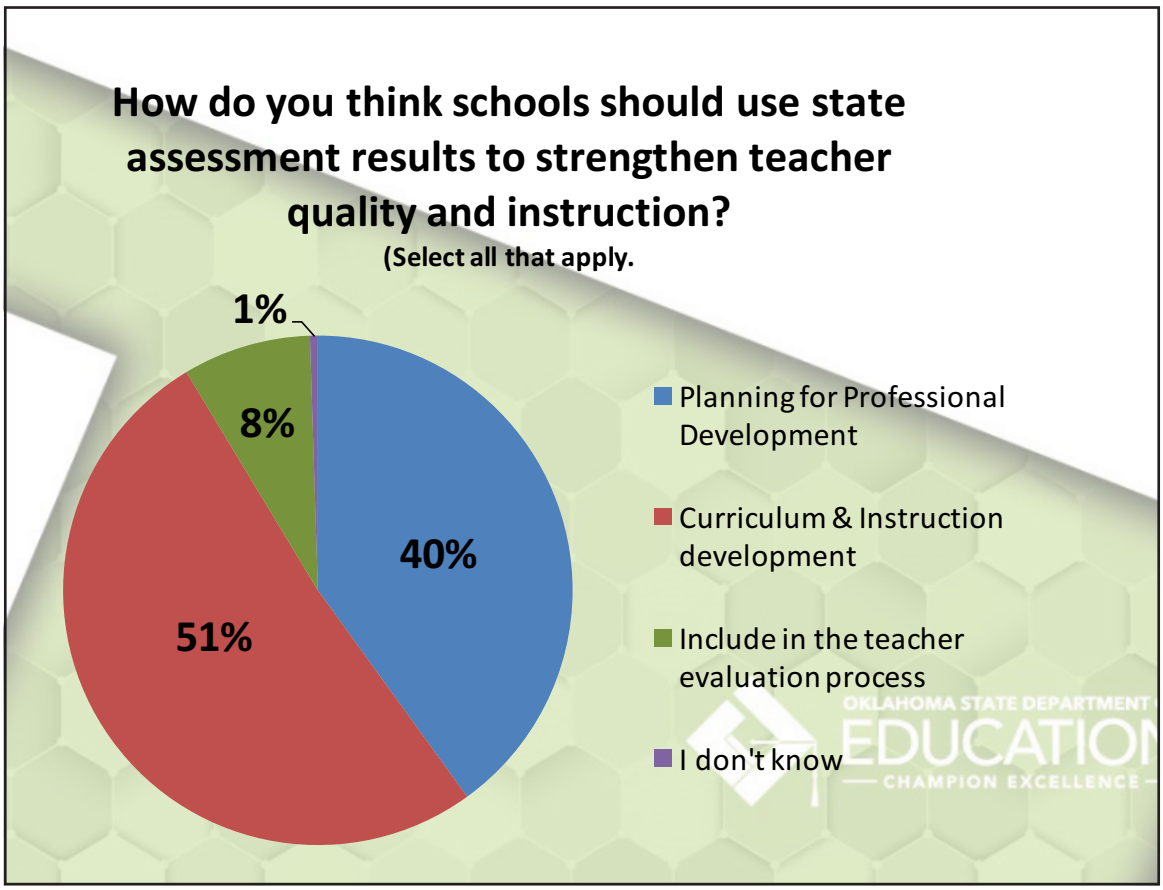

Which of the following measure career readiness?
(Select all that apply.)
25%
25%
7%
10%
27%
6%
Industry certification
Career pathway assessment (ASVAB, WorkKeys, etc.)
Oklahoma School Testing Program State Assessments
State graduation requirement completed
Internship/Apprenticeship
Other
OKLAHOMA STATE DEPARTMENT
EDUCATION
CHAMPION EXCELLENCE

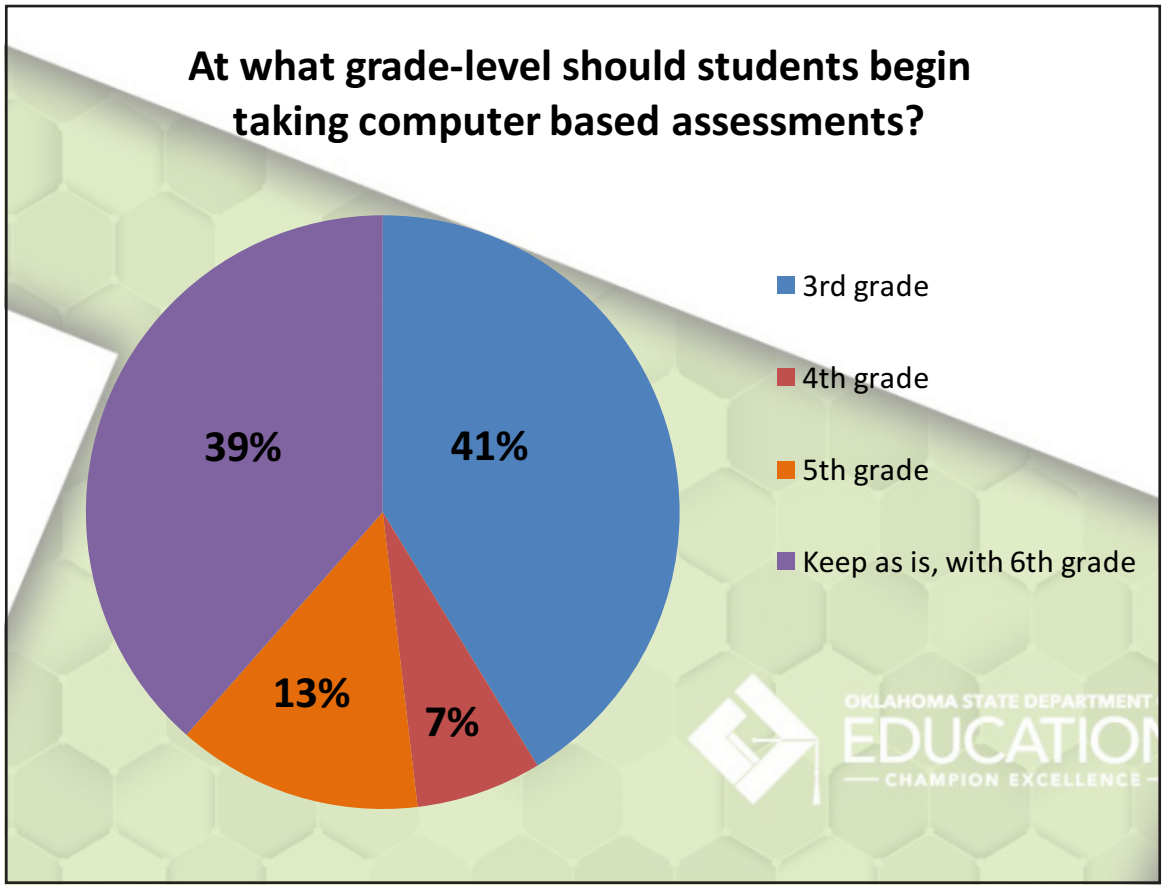

What test(s) would you prefer students to take for college- and career-readiness?
(Select all that apply.)
75%
7%
6%
3%
9%
ACT/SAT
Oklahoma School Testing Program State Assessments
Iowa Test of Basic Skills
NWEA assessments
Other
OKLAHOMA STATE DEPARTMENT
EDUCATION
CHAMPION EXCELLENCE

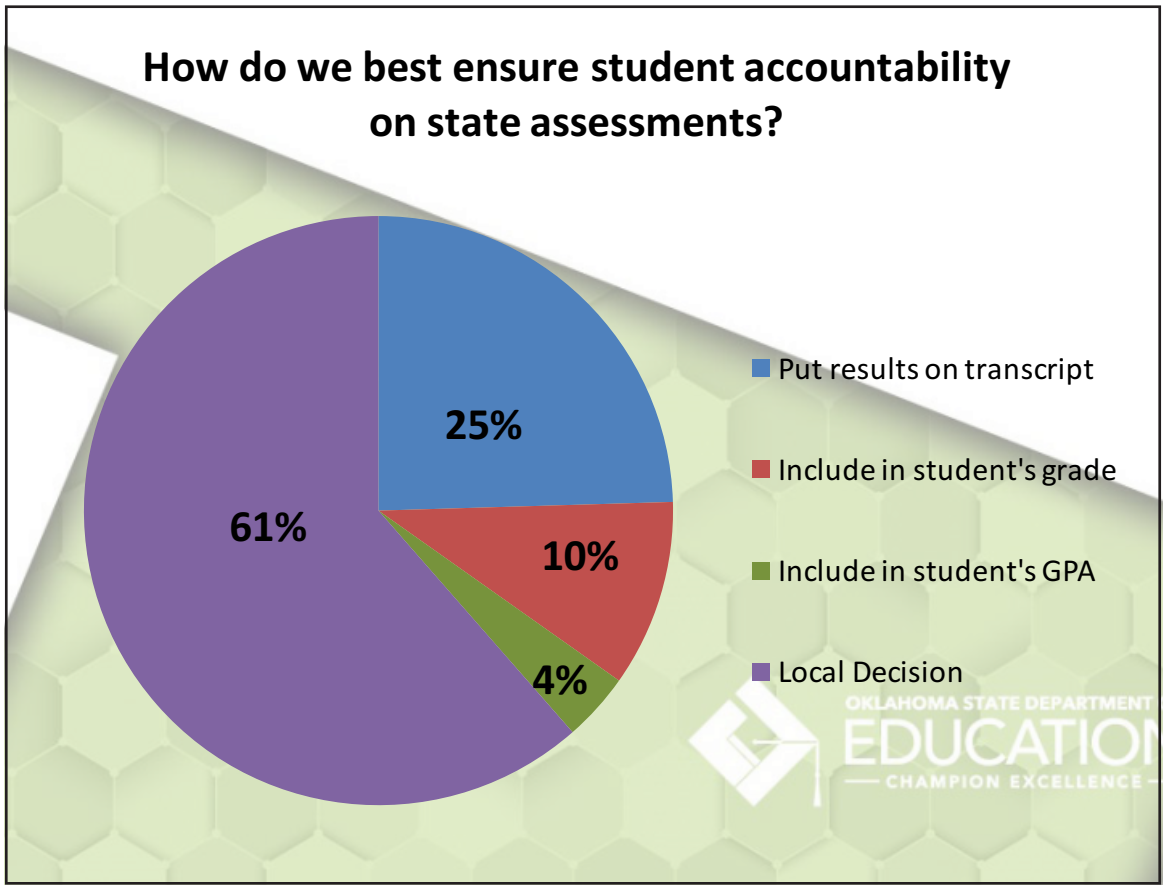

What test(s) would you prefer students to take for school accountability purposes?
(Select all that apply.)
44%
24%
11%
3%
18%
ACT/SAT
Oklahoma School Testing Program State Assessments
Iowa Test of Basic Skills
NWEA assessments
Other

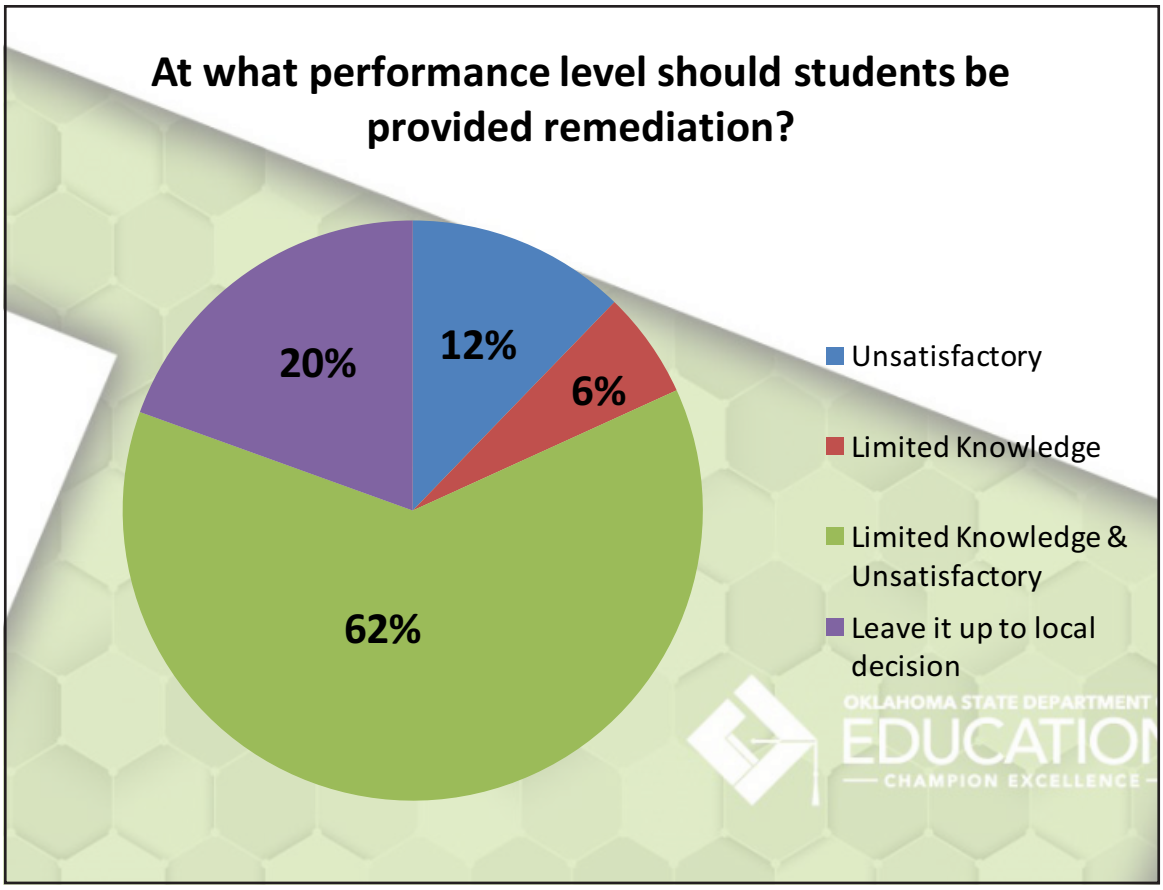

For the purpose of the summative reporting, when would be most beneficial to receive reports?
4%
96%
End of school year
Beginning of the next school year

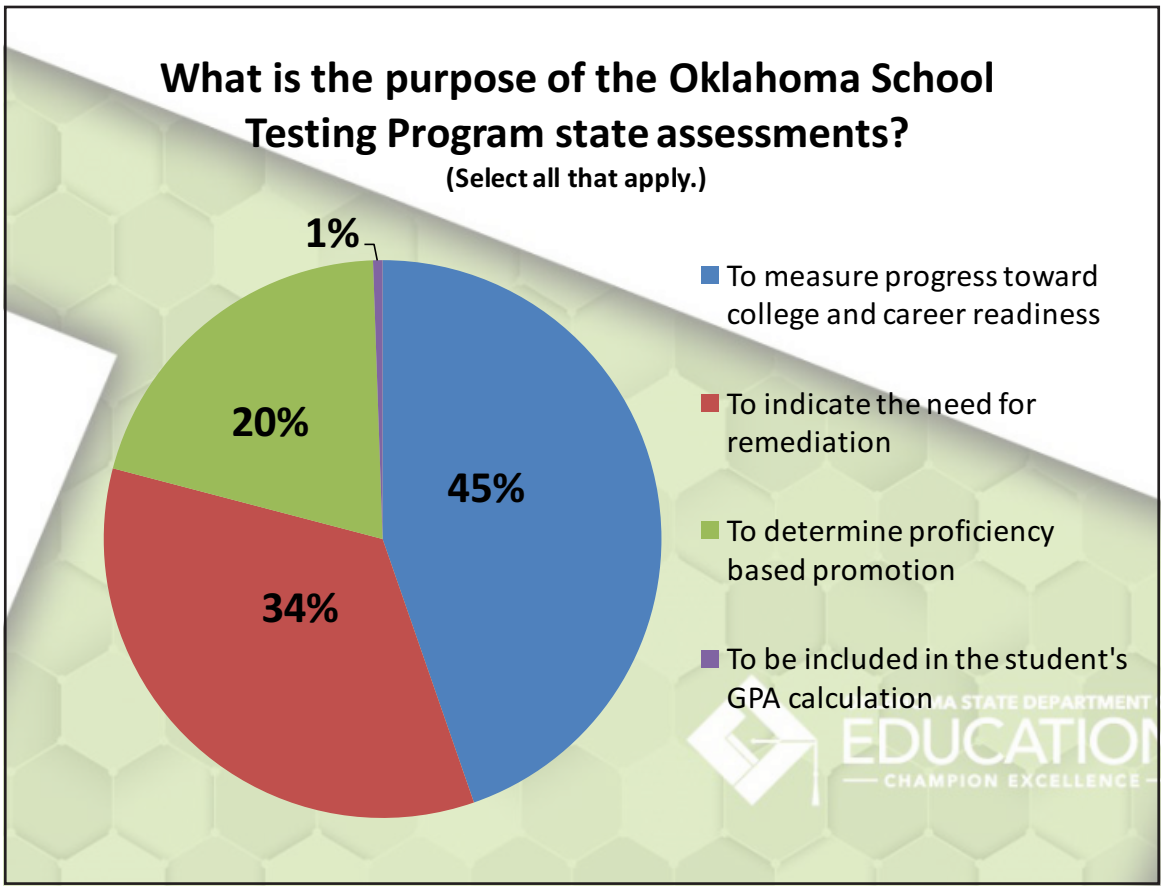

How do you think schools should use state assessment results to support student success?
(Select all that apply.)
3%
36%
36%
25%
Remediation class enrollment
Advanced Placement enrollment
Create an individual student plan of learning
I don't know
OKLAHOMA STATE DEPARTMENT
EDUCATION
CHAMPION EXCELLENCE

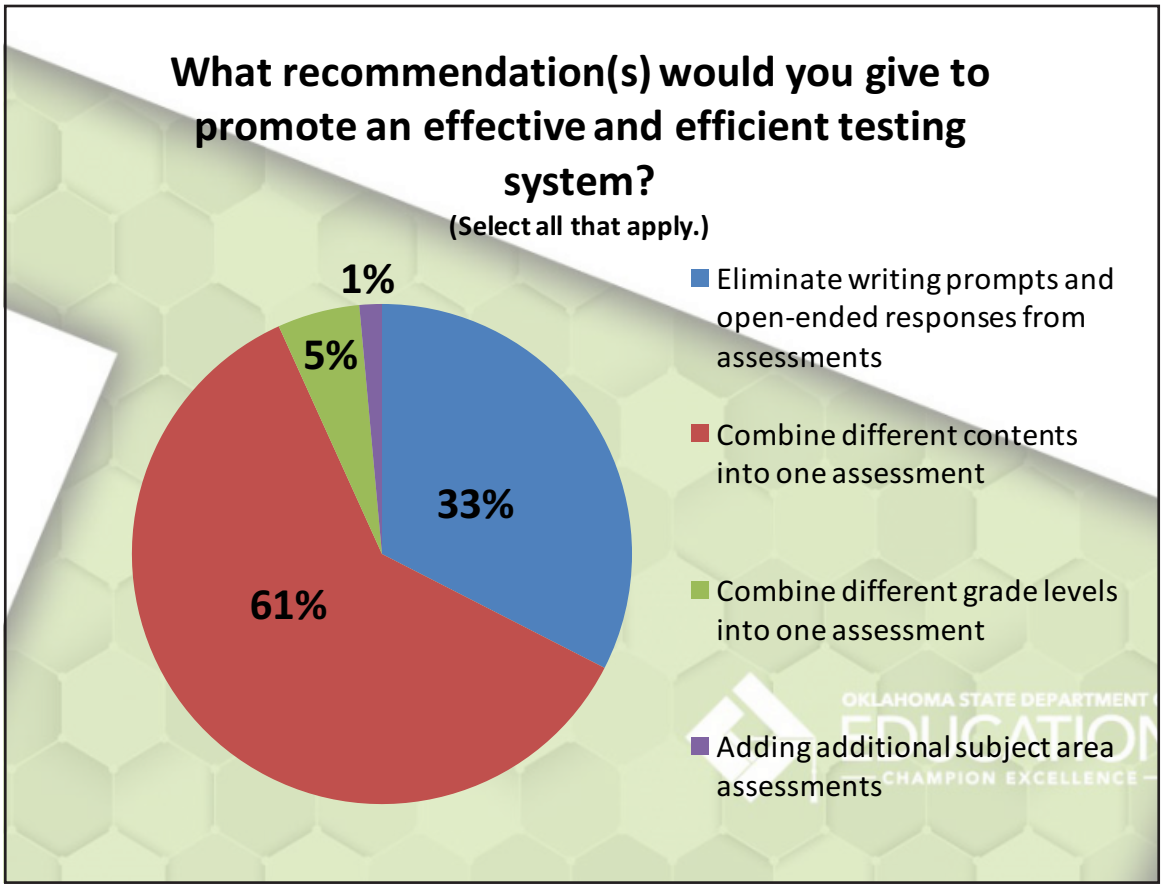

How do you think schools should use state assessment results to strengthen teacher quality and instruction?
(Select all that apply.
1%
8%
40%
51%
Planning for Professional Development
Curriculum & Instruction development
Include in the teacher evaluation process
I don't know
OKLAHOMA STATE DEPARTMENT
EDUCATION
CHAMPION EXCELLENCE

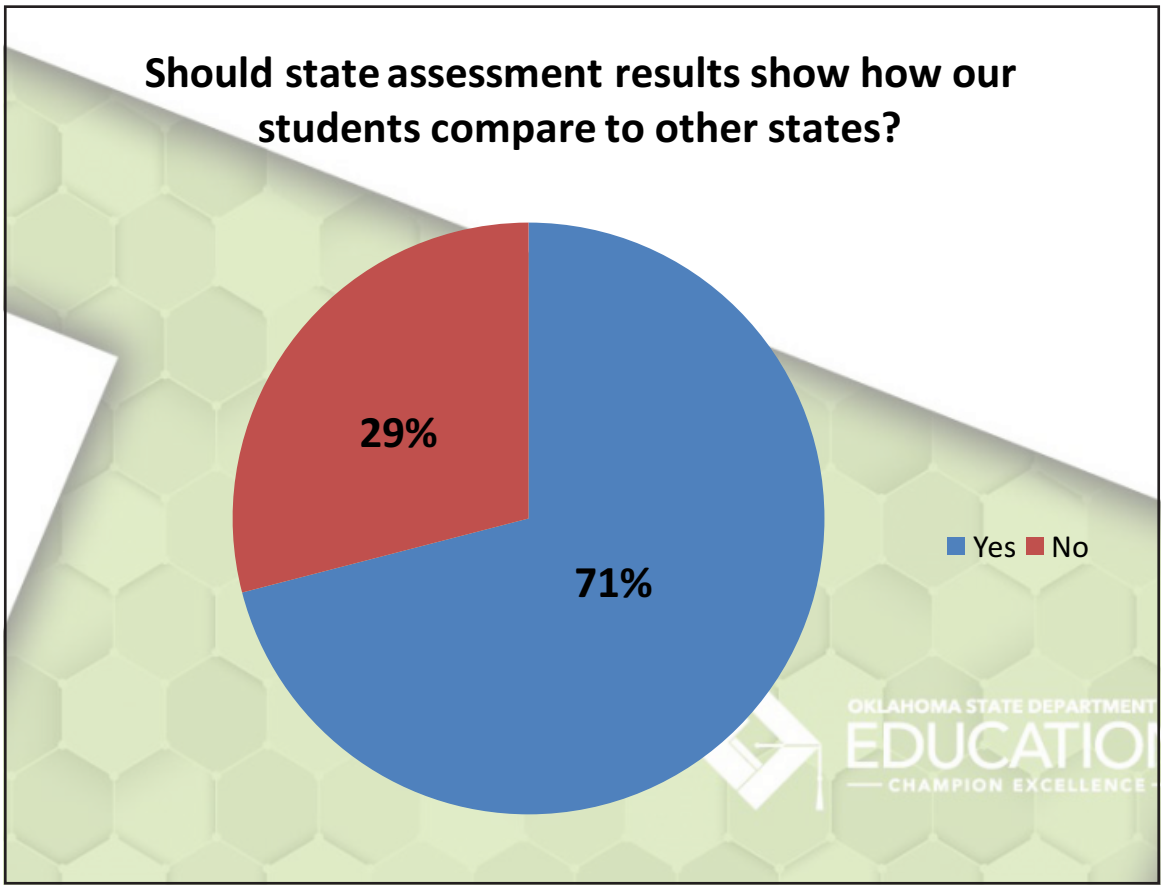

At what grade-level should students begin taking computer based assessments?
41%
7%
13%
39%
3rd grade
4th grade
5th grade
Keep as is, with 6th grade
OKLAHOMA STATE DEPARTMENT
EDUCATION
CHAMPION EXCELLENCE


How do we best ensure student accountability on state assessments?
25%
10%
4%
61%
Put results on transcript
Include in student's grade
Include in student's GPA
Local Decision
OKLAHOMA STATE DEPARTMENT
EDUCATION
CHAMPION EXCELLENCE


At what performance level should students be provided remediation?
12%
6%
62%
20%
Unsatisfactory
Limited Knowledge
Limited Knowledge & Unsatisfactory
Leave it up to local decision
OKLAHOMA STATE DEPARTMENT
EDUCATION
CHAMPION EXCELLENCE


What is the purpose of the Oklahoma School Testing Program state assessments?
(Select all that apply.)
1%
20%
45%
34%
To measure progress toward college and career readiness
To indicate the need for remediation
To determine proficiency based promotion
To be included in the student's GPA calculation
EDUCATION
CHAMPION EXCELLENCE


What recommendation(s) would you give to promote an effective and efficient testing system?
(Select all that apply.)
1%
5%
33%
61%
Eliminate writing prompts and open-ended responses from assessments
Combine different contents into one assessment
Combine different grade levels into one assessment
Adding additional subject area assessments


Should state assessment results show how our students compare to other states?
29%
71%
Yes
No

Organizations formally invited to complete the first ESSA Survey:
(At time of posting, the survey had more then 3,000 responses)

Business and Employers
State Chamber of Oklahoma
Oklahoma City Chamber of Commerce
Tulsa Chamber of Commerce
Oklahoma Educated Workforce Initiative
Latino Community Development Agency, Oklahoma City
Greater Oklahoma City Hispanic Chamber of Commerce

Community-based Organizations
Citizens Caring for Children, Oklahoma City
Sunbeam Family Support Services
The Homeless Alliance
Governor's Interagency Council on Homelessness
Archdiocese of Oklahoma City
Smart Start Oklahoma
Potts Family Foundation
African American Advisory Council

Higher Education
Oklahoma Association of Colleges of Teacher Education
Oklahoma State Regents for Higher Education

LEAs, School Leaders, Teachers and Staff
Oklahoma City Public Schools
Tulsa Public Schools
Cooperative Council for Oklahoma School Administration
Oklahoma State School Boards Association
Oklahoma Public School Resource Center
Oklahoma Education Association
Professional Oklahoma Educators
Superintendent Advisory Council

Teacher Advisory Council
Counselor Advisory Council

Parents
Oklahoma PTA
Parents Advisory Council
Oklahoma Parents and Educators for Public Education

Representing Indian Tribes
Oklahoma Advisory Council on Indian Education
Oklahoma Council for Indian Education
Absentee-Shawnee Tribe of Indians
Alabama-Quassarte Tribal Town
Apache Tribe of Oklahoma
Caddo Nation of Oklahoma
Cherokee Nation
Cheyenne and Arapaho Tribes
Citizen Potawatomi Nation
Comanche Nation
Delaware Nation
Delaware Tribe of Indians
Eastern Shawnee Tribe of Oklahoma
Fort Sill Apache Tribe of Oklahoma
Iowa Tribe of Oklahoma
Kaw Nation
Kialegee Tribal Town
Kickapoo Tribe of Oklahoma
Kiowa Indian Tribe of Oklahoma
Miami Tribe of Oklahoma
Modoc Tribe of Oklahoma
Muscogee *(Creek)* Nation
Osage Tribe
Ottawa Tribe of Oklahoma
Otoe-Missouria Tribe of Indians
Pawnee Nation of Oklahoma
Peoria Tribe of Indians of Oklahoma
Ponca Tribe of Indians of Oklahoma
Quapaw Tribe of Indians
Sac & Fox Nation
Seminole Nation of Oklahoma

Seneca-Cayuga Tribe of Oklahoma
Shawnee Tribe
Chickasaw Nation
Choctaw Nation of Oklahoma
Thlopthlocco Tribal Town
Tonkawa Tribe of Indians of Oklahoma
United Keetoowah Band of
Cherokee Indians in Oklahoma
Wichita and Affiliated Tribes
Wyandotte Nation

Representing Military Families
Tinker Air Force Base
Altus Air Force Base
Vance Air Force Base
Ft. Sill Army Base
Oklahoma National Guard

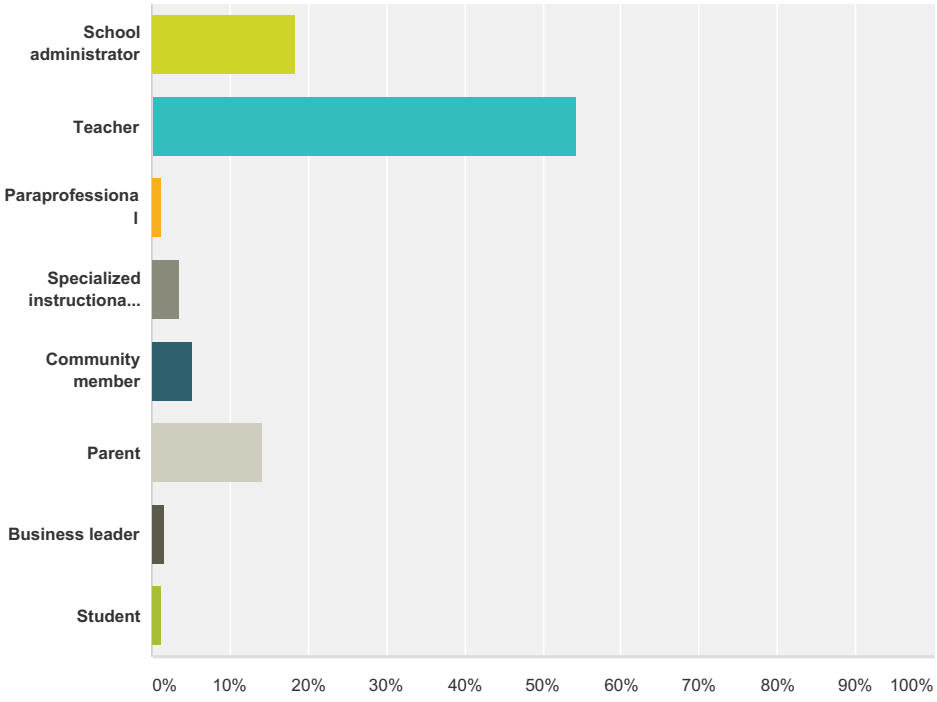
State Board of Education Members

Students
Student Advisory Council

ESSA Survey 1 Respsonses

Q1 What is your role?

Answered: 2,848 Skipped: 271



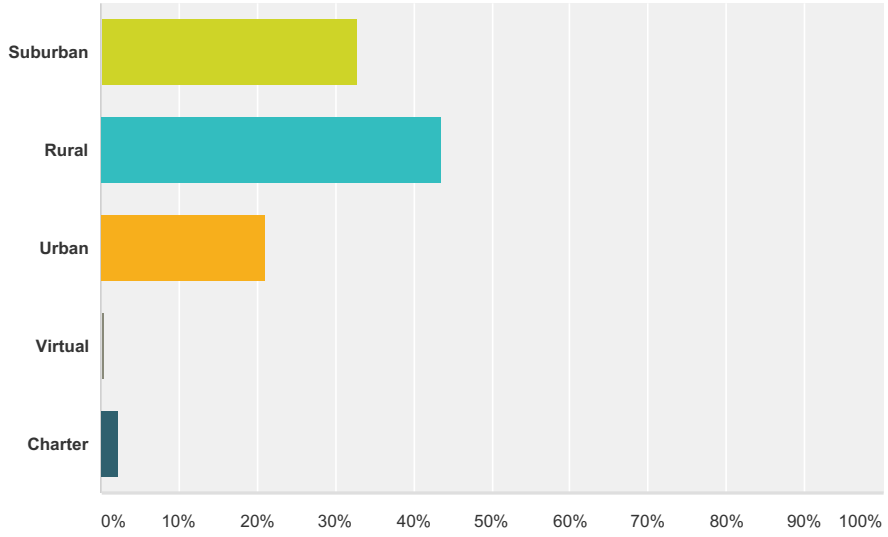
Answer Choices	Responses	
School administrator	**18.33%**	522
Teacher	**54.35%**	1,548
Paraprofessional	**1.26%**	36
Specialized instructional support personnel	**3.58%**	102
Community member	**5.27%**	150
Parent	**14.29%**	407
Business leader	**1.62%**	46
Student	**1.30%**	37
Total		**2,848**

1 / 17

ESSA Survey 1 Respsonses

Q2 What community/school type do you represent?

Answered: 3,094 Skipped: 25

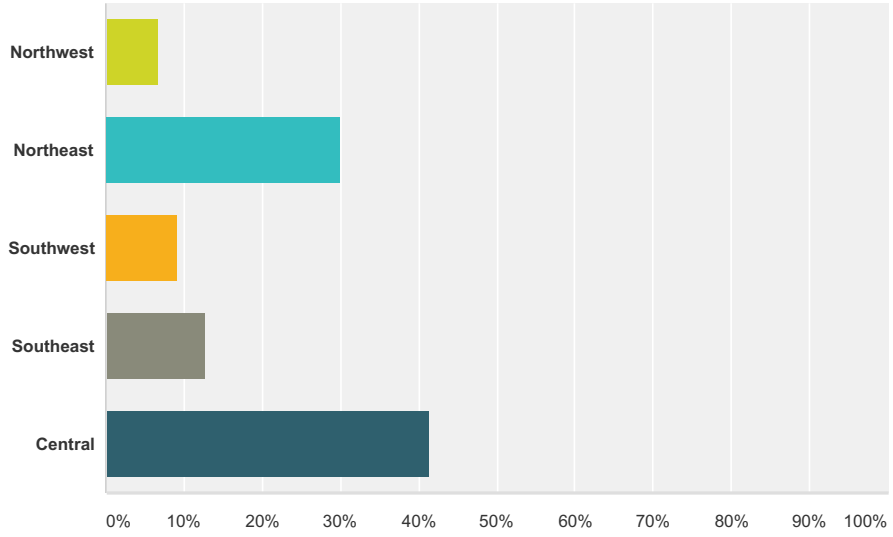


Answer Choices	Responses	
Suburban	**32.77%**	1,014
Rural	**43.57%**	1,348
Urban	**21.04%**	651
Virtual	**0.42%**	13
Charter	**2.20%**	68
Total		**3,094**

ESSA Survey 1 Respsonses

Q3 What part of Oklahoma do you represent?

Answered: 3,101 Skipped: 18

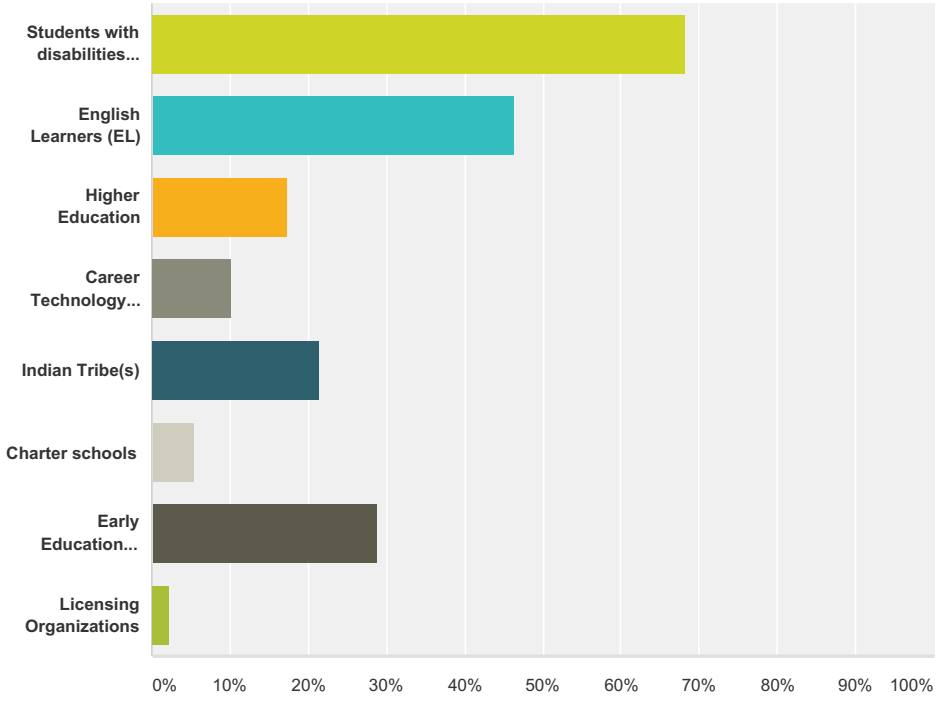


Answer Choices	Responses	
Northwest	**6.68%**	207
Northeast	**30.05%**	932
Southwest	**9.29%**	288
Southeast	**12.71%**	394
Central	**41.28%**	1,280
Total		**3,101**

ESSA Survey 1 Respsonses

Q4 What group(s) are you a representative for? (Select all that apply)

Answered: 2,350 Skipped: 769

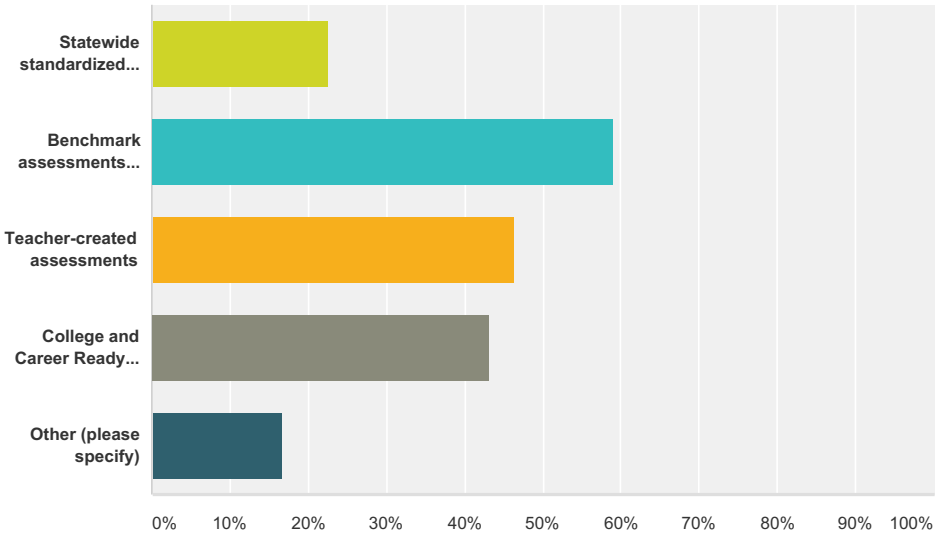


Answer Choices	Responses	
Students with disabilities (IEP/504)	**68.21%**	1,603
English Learners (EL)	**46.43%**	1,091
Higher Education	**17.40%**	409
Career Technology Center	**10.30%**	242
Indian Tribe(s)	**21.49%**	505
Charter schools	**5.40%**	127
Early Education Organizations	**28.89%**	679
Licensing Organizations	**2.38%**	56
Total Respondents: 2,350		

ESSA Survey 1 Respsonses

Q5 How should we measure student progress toward meeting state academic standards? (Select all that apply)

Answered: 3,083 Skipped: 36



Answer Choices	Responses
Statewide standardized assessments	**22.61%** 697
Benchmark assessments (Benchmark assessments are designed to measure student progress throughout the school year giving teachers immediate feedback)	**59.10%** 1,822
Teacher-created assessments	**46.38%** 1,430
College and Career Ready Assessment (e.g. ACT, SAT)	**43.20%** 1,332
Other (please specify)	**16.61%** 512
Total Respondents: 3,083	

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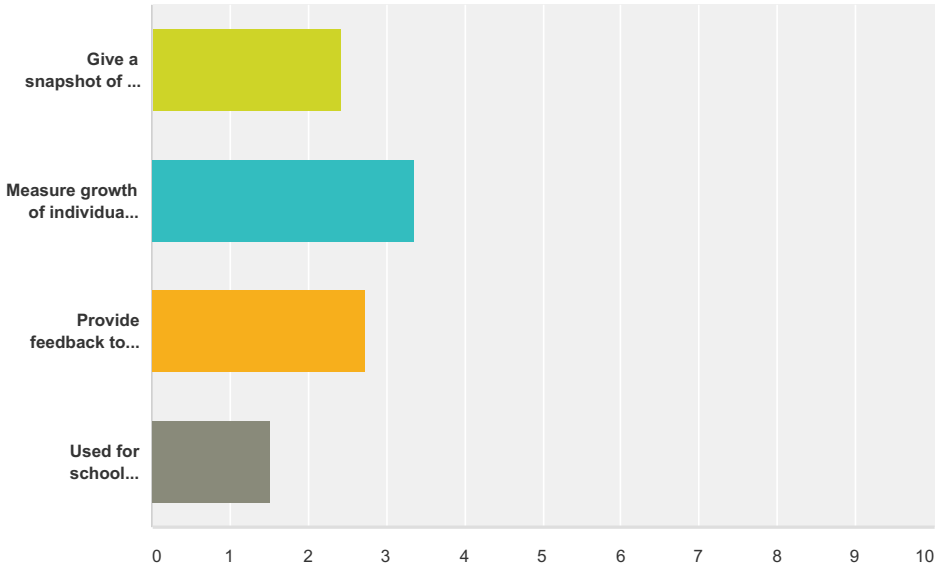
ESSA Survey 1 Respsonses

Q6 The goal of a state assessment system should be (Rank with 1 being the most important):

Answered: 3,097 Skipped: 22

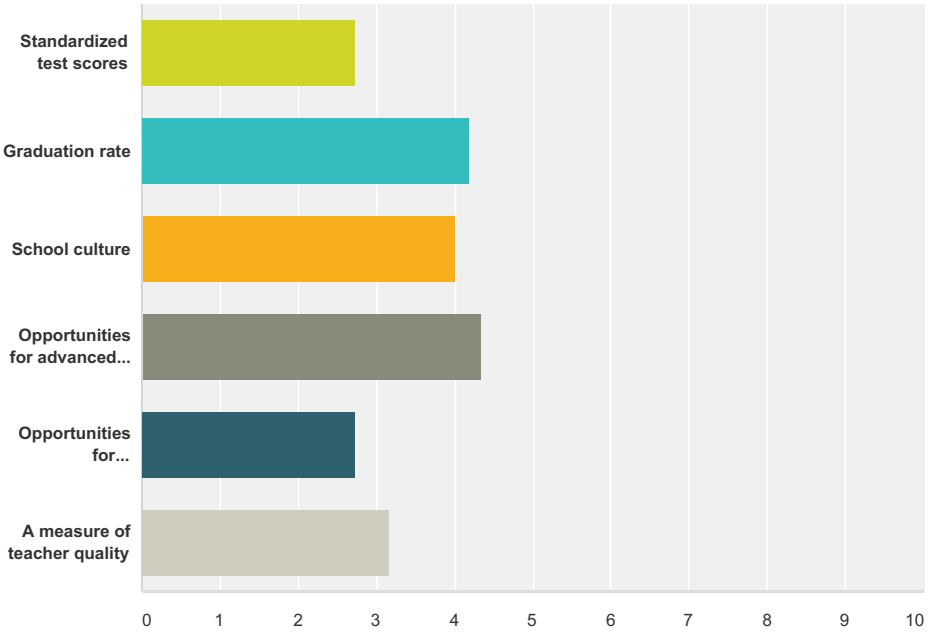


	1	2	3	4	Total	Score
Give a snapshot of a student's performance at a single point in time	**20.71%** 610	**24.44%** 720	**31.33%** 923	**23.52%** 693	2,946	2.42
Measure growth of individual students from year to year	**56.53%** 1,688	**26.99%** 806	**13.76%** 411	**2.71%** 81	2,986	3.37
Provide feedback to teachers and school leaders for professional development	**20.95%** 629	**41.37%** 1,242	**28.75%** 863	**8.93%** 268	3,002	2.74
Used for school accountability	**4.04%** 123	**7.23%** 220	**25.20%** 767	**63.53%** 1,934	3,044	1.52

ESSA Survey 1 Respsonses

Q7 What data is important to have when determining the academic success and college/career readiness of students in your community? (Rank with 1 being the most important)

Answered: 3,072 Skipped: 47



	1	2	3	4	5	6	Total	Score
Standardized test scores	**12.92%** 382	**9.10%** 269	**10.72%** 317	**12.07%** 357	**16.20%** 479	**38.99%** 1,153	2,957	2.73
Graduation rate	**28.72%** 841	**21.31%** 624	**15.78%** 462	**14.69%** 430	**14.41%** 422	**5.09%** 149	2,928	4.20
School culture	**23.79%** 698	**20.04%** 588	**18.44%** 541	**16.39%** 481	**13.29%** 390	**8.04%** 236	2,934	4.01
Opportunities for advanced coursework	**23.91%** 705	**26.49%** 781	**23.07%** 680	**15.20%** 448	**8.82%** 260	**2.51%** 74	2,948	4.34
Opportunities for extracurricular activities	**2.40%** 71	**11.50%** 340	**16.17%** 478	**22.19%** 656	**23.41%** 692	**24.32%** 719	2,956	2.74
A measure of teacher quality	**10.89%** 328	**13.45%** 405	**17.00%** 512	**18.39%** 554	**21.41%** 645	**18.86%** 568	3,012	3.17

ESSA Survey 1 Respsonses

Q8 What are the most important things schools can do to help students succeed?

Answered: 2,733 Skipped: 386

This question was open response.

ESSA Survey 1 Respsonses

Q9 What are the qualities of a school you would want your child to attend?

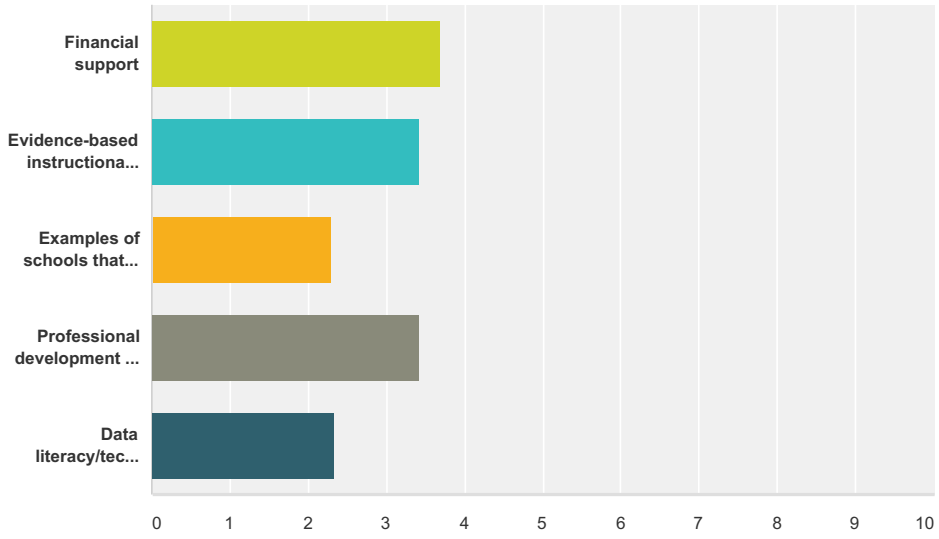
Answered: 2,718 Skipped: 401

This question was open response.

ESSA Survey 1 Respsonses

Q10 What supports should OSDE provide in supporting low-performing schools? (Rank with 1 being the most important)

Answered: 3,080 Skipped: 39

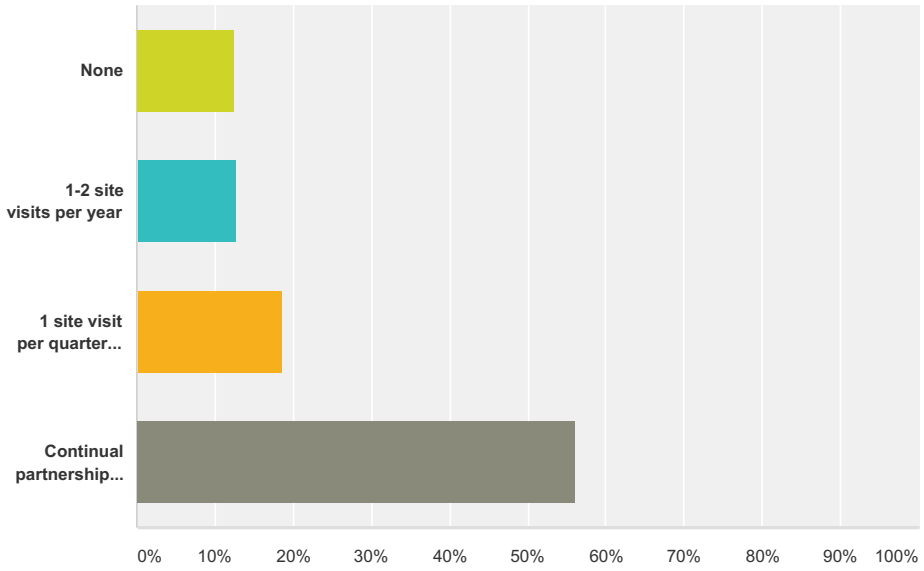


	1	2	3	4	5	Total	Score
Financial support	**45.76%** 1,345	**13.30%** 391	**16.77%** 493	**13.00%** 382	**11.16%** 328	2,939	3.70
Evidence-based instructional resources	**19.08%** 559	**32.90%** 964	**24.61%** 721	**17.41%** 510	**6.01%** 176	2,930	3.42
Examples of schools that have improved	**9.26%** 273	**13.77%** 406	**15.20%** 448	**20.45%** 603	**41.32%** 1,218	2,948	2.29
Professional development in types of curriculum, instruction and assessment	**22.91%** 684	**28.13%** 840	**23.95%** 715	**17.95%** 536	**7.07%** 211	2,986	3.42
Data literacy/technical assistance support	**6.16%** 186	**13.34%** 403	**19.47%** 588	**29.44%** 889	**31.59%** 954	3,020	2.33

ESSA Survey 1 Respsonses

Q11 What role should OSDE play in the development of a local intervention plan?

Answered: 3,082 Skipped: 37



Answer Choices	Responses	
None	**12.49%**	385
1-2 site visits per year	**12.69%**	391
1 site visit per quarter with professional development options	**18.56%**	572
Continual partnership with ongoing support	**56.26%**	1,734
Total		**3,082**

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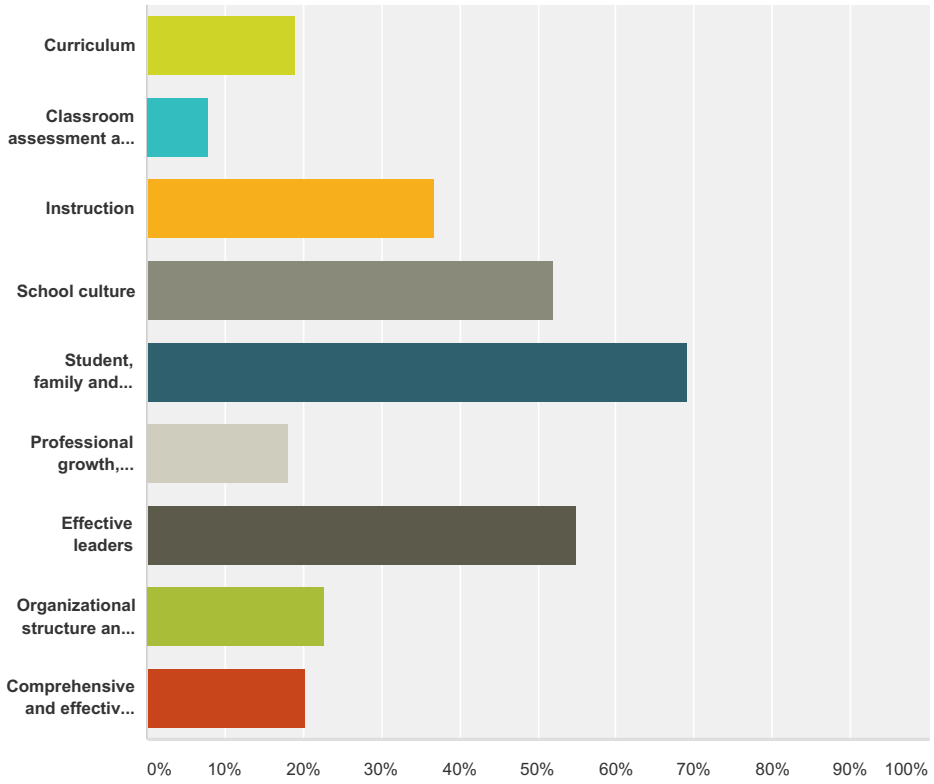
ESSA Survey 1 Respsonses

Q12 Which of the following do you believe is most critical to improving a low-performing school? (Choose 3)

Answered: 3,105 Skipped: 14

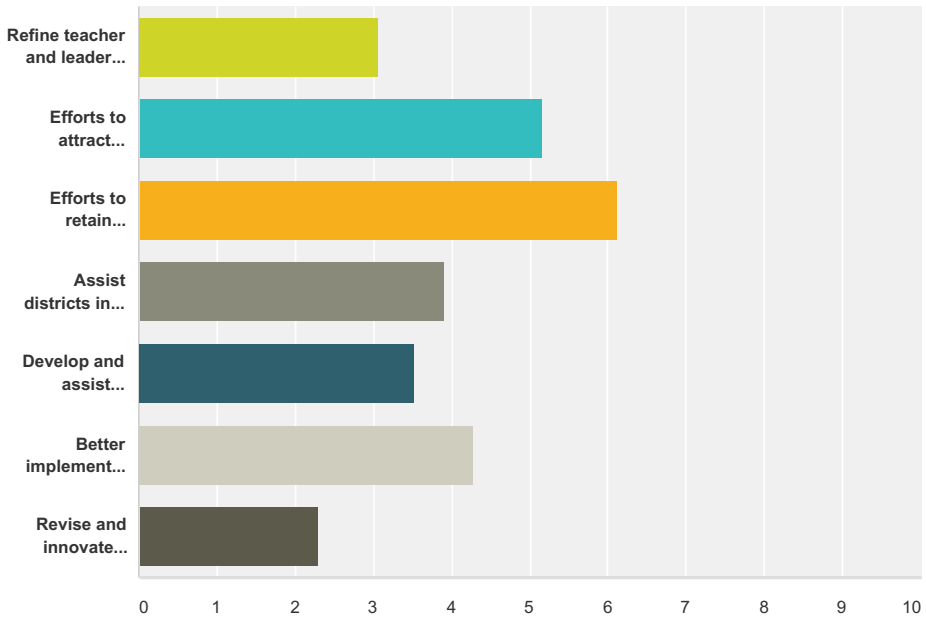


Answer Choices	Responses	
Curriculum	**19.00%**	590
Classroom assessment and district benchmarks	**7.86%**	244
Instruction	**36.68%**	1,139
School culture	**51.88%**	1,611
Student, family and community support	**69.02%**	2,143
Professional growth, development and evaluation	**18.07%**	561
Effective leaders	**55.01%**	1,708
Organizational structure and resources	**22.74%**	706
Comprehensive and effective planning	**20.16%**	626
Total Respondents: 3,105		

ESSA Survey 1 Respsonses

Q13 Federal Title II, Part A funds can be used at the state level for a variety of purposes. (Rank with 1 being most important)

Answered: 3,047 Skipped: 72



	1	2	3	4	5	6	7	Total	Score
Refine teacher and leader evaluation system	**5.41%** 154	**5.91%** 168	**9.49%** 270	**14.94%** 425	**18.73%** 533	**23.90%** 680	**21.62%** 615	2,845	3.06
Efforts to attract effective teachers and leaders	**19.13%** 551	**32.33%** 931	**19.69%** 567	**12.92%** 372	**8.33%** 240	**5.42%** 156	**2.19%** 63	2,880	5.16
Efforts to retain effective teachers and leaders	**50.24%** 1,474	**28.66%** 841	**11.32%** 332	**4.67%** 137	**3.07%** 90	**1.36%** 40	**0.68%** 20	2,934	6.12
Assist districts in developing differential pay and other incentives to recruit retain educators in high need areas	**11.30%** 324	**10.64%** 305	**21.67%** 621	**14.48%** 415	**13.75%** 394	**12.74%** 365	**15.42%** 442	2,866	3.91
Develop and assist districts with teacher-leader career ladder opportunities	**3.50%** 100	**9.46%** 270	**13.17%** 376	**22.10%** 631	**23.40%** 668	**18.46%** 527	**9.91%** 283	2,855	3.53
Better implement induction and mentoring programs for new educators	**11.10%** 325	**11.78%** 345	**22.30%** 653	**21.52%** 630	**18.37%** 538	**11.85%** 347	**3.07%** 90	2,928	4.28
Revise and innovate certification system	**3.55%** 103	**3.62%** 105	**4.14%** 120	**8.58%** 249	**12.13%** 352	**23.47%** 681	**44.50%** 1,291	2,901	2.29

ESSA Survey 1 Respsonses

Q14 How can the OSDE help all teachers and leaders: serve low-income students, minority students, students with disabilities, and English Learners?

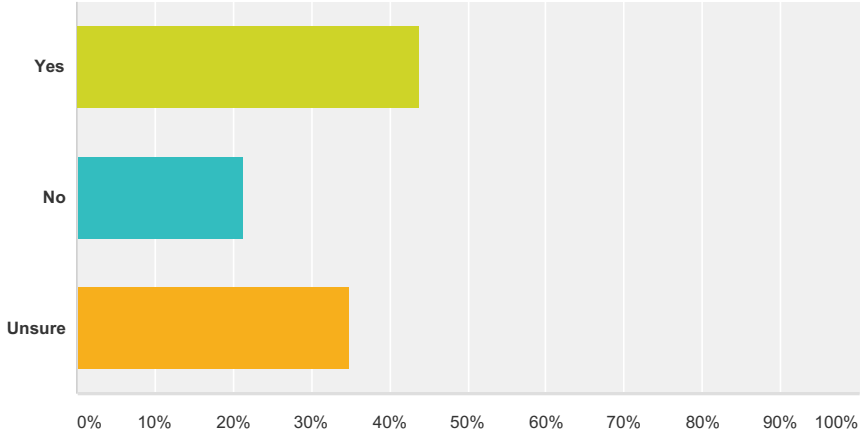
Answered: 2,199 Skipped: 920

This question was open response.

ESSA Survey 1 Respsonses

Q15 Do you believe a strategy to align assessment, accountability and teacher quality with state academic standards - so the four elements work together toward interim goals - is meaningful? Please share your willingness to contribute to the conversation in the comments.

Answered: 3,038 Skipped: 81



Answer Choices	Responses	
Yes	**43.94%**	1,335
No	**21.20%**	644
Unsure	**34.86%**	1,059
Total		**3,038**

ESSA Survey 1 Respsonses

Q16 What can OSDE, school districts, tribes, and community-based organizations do to support a learning environment to better prepare diverse learners (i.e. English Learners, children with disabilities, migratory children, American Indian and homeless children) for college and careers?

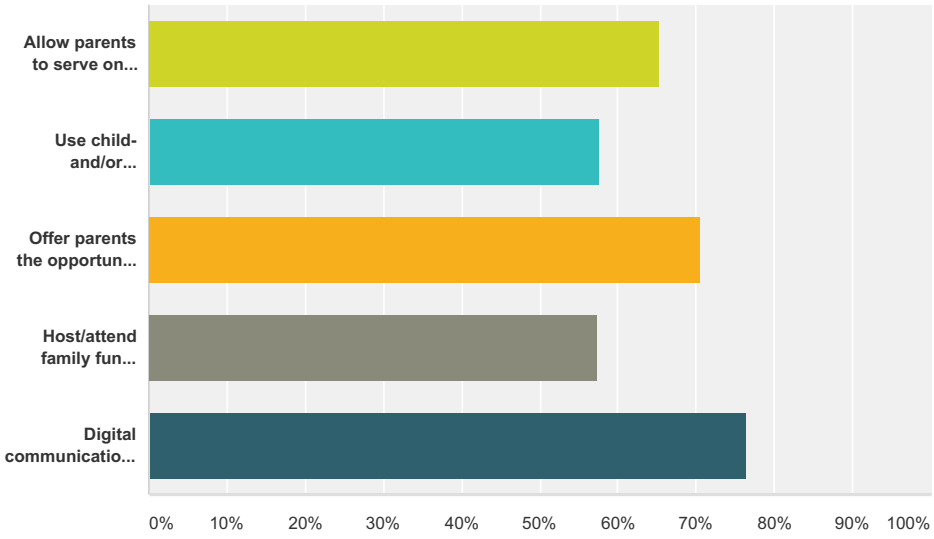
Answered: 2,090 Skipped: 1,029

This question was open response.

ESSA Survey 1 Respsonses

Q17 Gauge your interest or willingness in participating in one of these ways: (Check all that apply)

Answered: 2,433 Skipped: 686



Answer Choices	Responses	
Allow parents to serve on decision-making committees	**65.43%**	1,592
Use child- and/or parent-led parent/teacher conferences	**57.54%**	1,400
Offer parents the opportunity to have input in their child's college/career pathway	**70.49%**	1,715
Host/attend family fun nights	**57.46%**	1,398
Digital communication allowing parents to interact with teachers and/or other parents	**76.37%**	1,858
Total Respondents: 2,433		

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ESSA TOWNHALL FEEDBACK SUMMARY

Town Hall Locations and Dates	**Duncan, October 18, 2016** **Ada, November 1, 2016** **Oklahoma City, November 14, 2016** **Tulsa, November 15, 2016** **Enid, December 5, 2016** **Yukon, December 6, 2016** **Muskogee, December 12, 2016**
Conducted by	**Superintendent of Public Instruction, Joy Hofmeister**
Number of Attendees	**Total: 998** **Duncan: 343/Ada: 99/Oklahoma City: 87** **Tulsa: 168/Enid: 85/Yukon: 102/ Muskogee: 114**

1. WHAT IMPACT HAVE YOU EXPERIENCED FROM FUNDING CHALLENGES?

- Lack of resources for teachers
- Large class sizes
- Limited textbooks
- Limited technology
- Loss of exceptional/effective teachers

NOTABLE QUOTES:

You can only guilt education majors for so long with "it's for the kids" (teacher).

We have pro-books and are very lucky. Small towns don't have that luxury (teacher).

2. What attributes describe a successful school?

- Parental involvement
- Teacher empowerment
- Community involvement
- Consistent and fair discipline
- Meaningful professional development
- Students accountable for their own learning
- Kids are excited and engaged
- Collaborative
- Proactive
- Robust curriculum
- More transparency
- Pathways for Success

- Positive morale of teachers
- Safe for kids
- Connection to real world
- Resources to carry out and sustain initiatives
- Strong leader
- Arts-incorporated
- Outreach programs from counselors

Notable Quotes:

Parents who aren't there are not necessarily disinterested (retired teacher).

Students have to start early exploring career options (teacher).

I appreciate the Twitter talks on Sunday evenings; we learn from each other (principal).

3. What is missing or in short supply?

- Fewer students claiming education as a major
- Teacher shortage is a pipeline issue
- Grow the future through teacher programs in high schools
- Raise level of respect and recognize teaching as a noble profession
- Time to collaborate and plan
- Traditionally certified teachers
- Music as part of brain development
- Money
- Paper
- Businesses don't want to come to state due to education system
- Clear strategy to keep curriculum from broadening
- Concurrent courses, expanded AP, internships
- Social and emotional soft skills
- Middle school guidance counselors
- Growth model for testing
- Consistency of instruction and assessments
- One-on-one time with teachers

Notable Quotes:

We don't engage early enough with our kids to know what they want to do later in life (parent).

Students need academic choices in school – options are missing due to funding (superintendent).

4. How would you describe a well-rounded education?

- Cross-curriculum learning, relevant to children's lives
- Develop love of learning
- Fine Arts-embedded
- Business partnerships
- Educate families that their children need to learn basics at an early age
- Technology
- Diverse experiences

- Exercise
- Produce productive citizens
- Sports
- Becoming "life-ready" – not just focused on college and career
- Hands-on and innovative – includes music, art, and drama
- Pathways for kids
- Exposure to professionals
- A-F system change so that culture and climate are improved
- Address needs for every student – hungry students, unchallenged students
- Teacher externships from businesses
- Allow teachers to be creative

Notable Quotes:

Learn from others the importance of education (student).

Students should have their own opinions – think for themselves (student).

5. How is your school doing and how do you know?

- Excellent job due to community involvement
- Standards are great – test model needs to follow
- Relationships with students and work ethic are important
- Extra-curricular activities are important
- Teachers are performing at high levels but are under-appreciated
- Known success due to communication
- Rural settings have administrators teaching classes
- Appreciate the effort to re-define the senior year
- Kids have to feel safe in their country and not fear deportation
- Parents have much to say – continue to invite their views
- Teacher are resourceful, but overall they are not doing well
- Teachers who value the identity of students
- Efforts to improve classroom management, climate, restorative justice
- Caution tracking of students
- Difficult to run school on lowest per pupil expenditure nationwide
- Need to provide role models for students – personnel and resources

Notable Quotes:

K-8 schools succeed in serving the community of rural areas (legislator).

Testing students is not the answer to measuring them – too many aspects to measure (student).

When kids come back from college and say that they were prepared (principal).

6. How do we ensure that all students are successful?

- Give students opportunities
- Adequately compensate teachers
- Funding

- Collective efforts
- Slow down process of government over-reach
- Remove unfunded mandates
- Hold high expectations for students and educators
- Human needs must be met
- Meet needs of diverse learners, including English learners

Notable Quotes:

If you don't know anything about education, get on the local board (school board member).

Core subjects are important; education is the force against prejudice (student).

7. What is it that makes this community so engaged?

- Media attention has brought more volunteers
- Communication with legislators to hold them accountable
- Collaboration with businesses
- Industry programs with nothing expected in return

Notable Quotes:

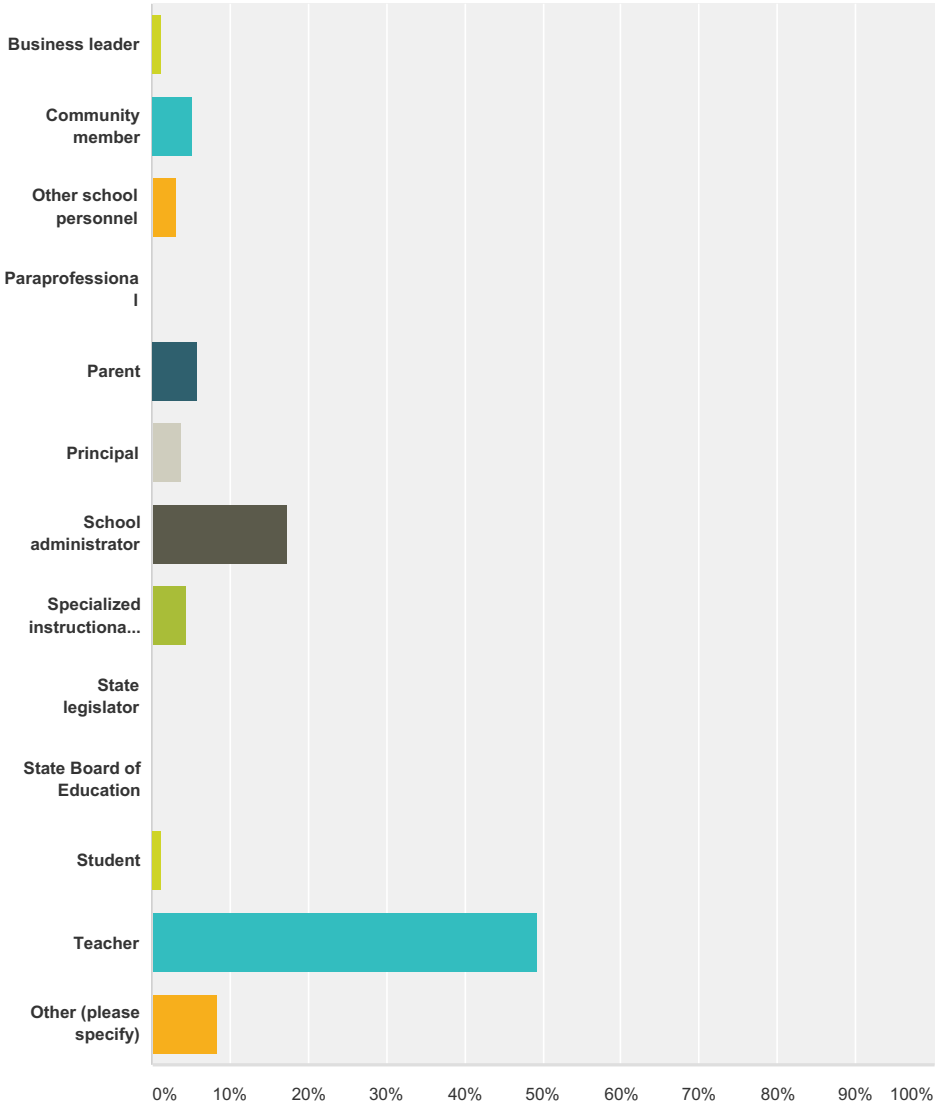
Engaged parents are critical (parent).

If we create great schools, families will follow (superintendent).

ESSA Draft 1 Framework Survey Responses

Q1 What is your role?

Answered: 156 Skipped: 0



Answer Choices	Responses	
Business leader	1.28%	2
Community member	5.13%	8
Other school personnel	3.21%	5
Paraprofessional	0.00%	0
Parent	5.77%	9
Principal	3.85%	6

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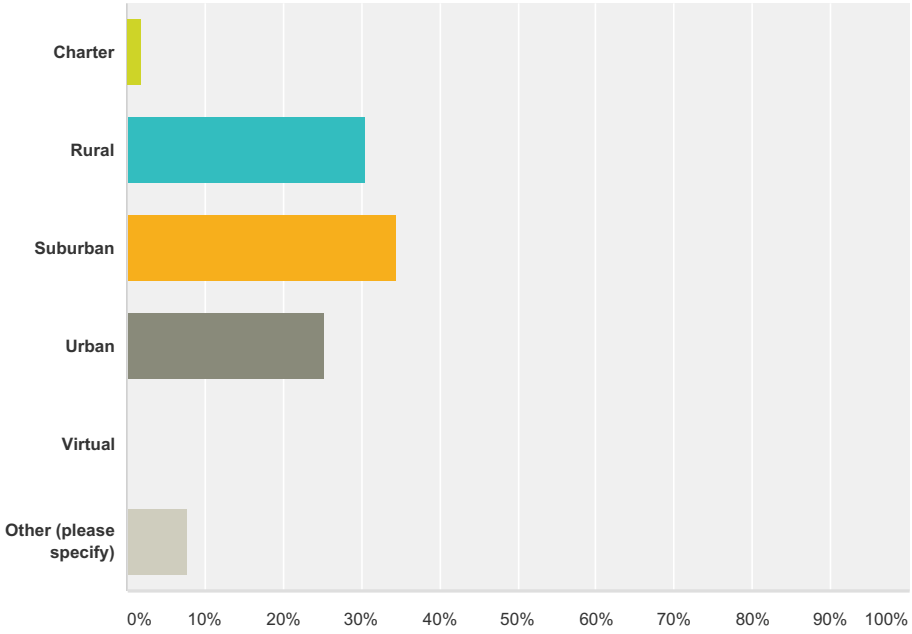
ESSA Draft 1 Framework Survey Responses

School administrator	**17.31%**	27
Specialized instructional support personnel	**4.49%**	7
State legislator	**0.00%**	0
State Board of Education	**0.00%**	0
Student	**1.28%**	2
Teacher	**49.36%**	77
Other (please specify)	**8.33%**	13
Total		**156**

ESSA Draft 1 Framework Survey Responses

Q2 What community/school type do you represent (if applicable)?

Answered: 154 Skipped: 2

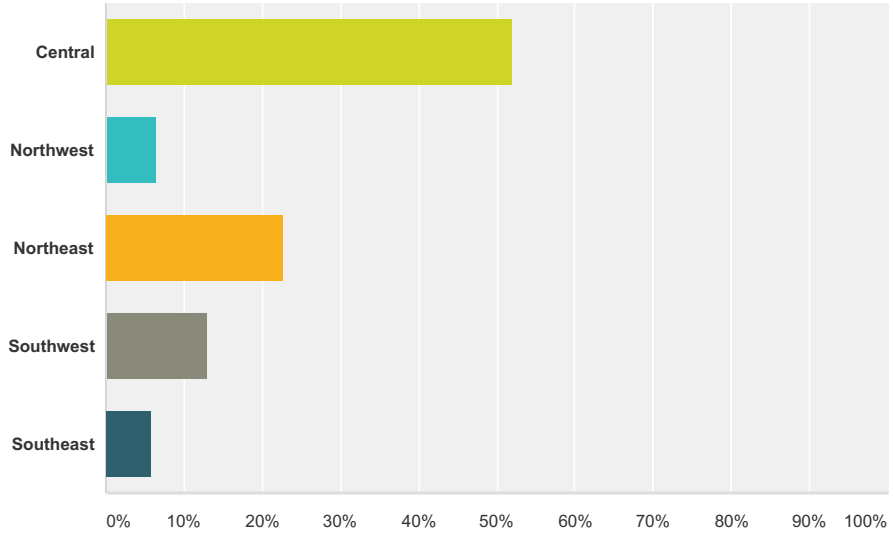


Answer Choices	Responses	
Charter	**1.95%**	3
Rural	**30.52%**	47
Suburban	**34.42%**	53
Urban	**25.32%**	39
Virtual	**0.00%**	0
Other (please specify)	**7.79%**	12
Total		**154**

ESSA Draft 1 Framework Survey Responses

Q3 What part of Oklahoma do you represent?

Answered: 154 Skipped: 2



Answer Choices	Responses	
Central	**51.95%**	80
Northwest	**6.49%**	10
Northeast	**22.73%**	35
Southwest	**12.99%**	20
Southeast	**5.84%**	9
Total		**154**

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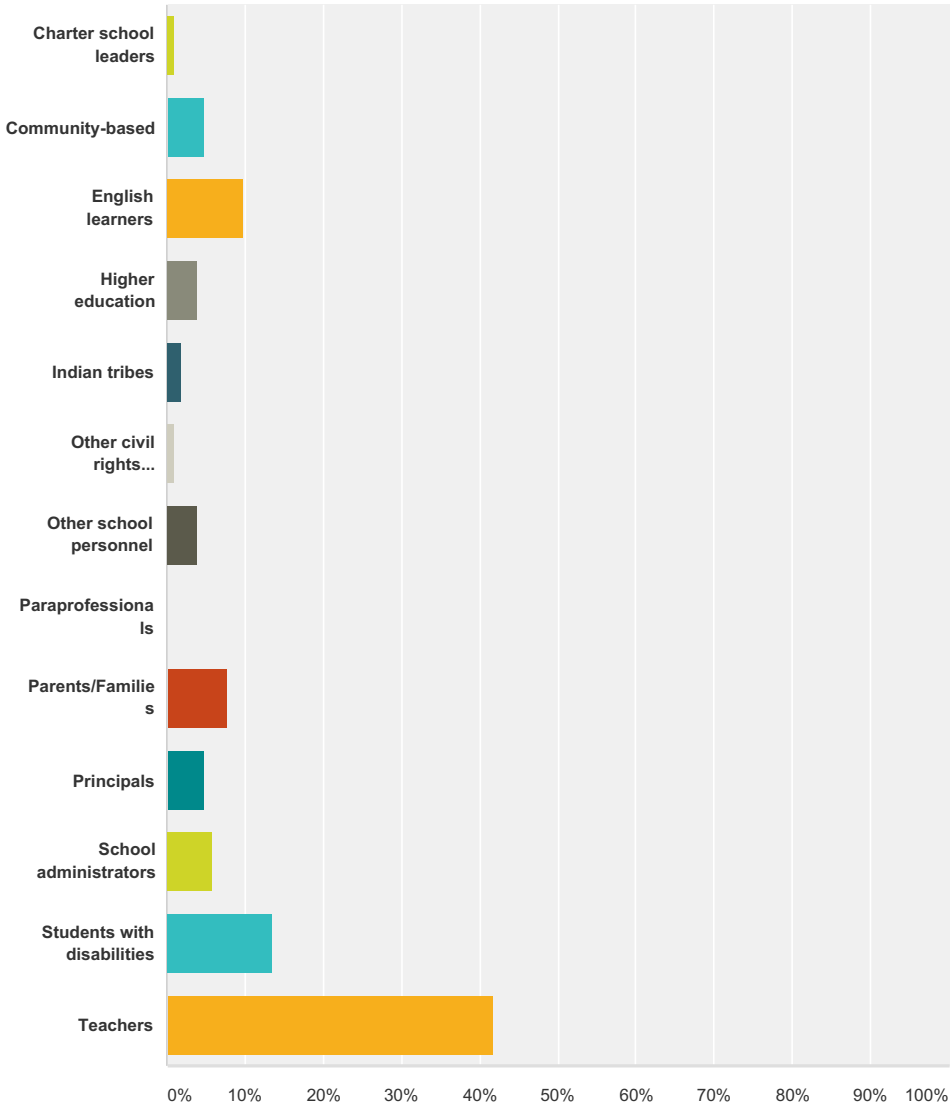
ESSA Draft 1 Framework Survey Responses

Q4 Do you represent, in a formal capacity, any of the following organizations? (if applicable)

Answered: 103 Skipped: 53



Answer Choices	Responses	
Charter school leaders	0.97%	1
Community-based	4.85%	5
English learners	9.71%	10
Higher education	3.88%	4
Indian tribes	1.94%	2

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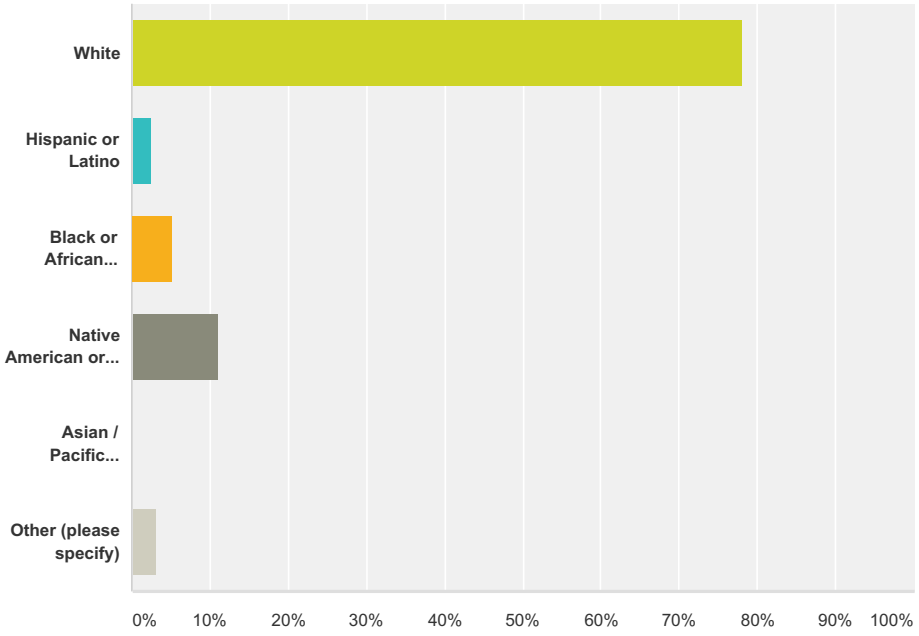
ESSA Draft 1 Framework Survey Responses

Other civil rights organizations	**0.97%**	1
Other school personnel	**3.88%**	4
Paraprofessionals	**0.00%**	0
Parents/Families	**7.77%**	8
Principals	**4.85%**	5
School administrators	**5.83%**	6
Students with disabilities	**13.59%**	14
Teachers	**41.75%**	43
Total		**103**

ESSA Draft 1 Framework Survey Responses

Q5 Please specify your ethnicity.

Answered: 155 Skipped: 1

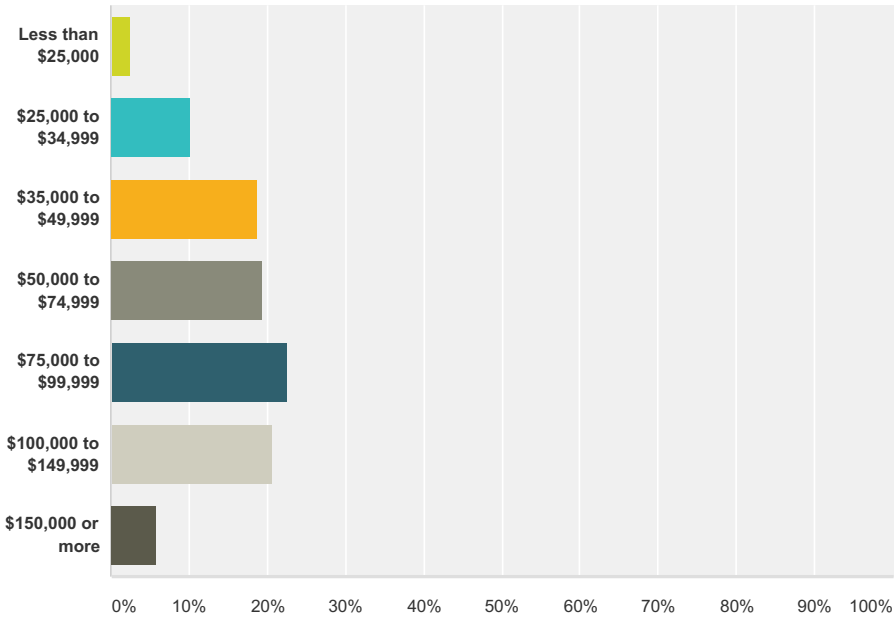


Answer Choices	Responses	
White	**78.06%**	121
Hispanic or Latino	**2.58%**	4
Black or African American	**5.16%**	8
Native American or American Indian	**10.97%**	17
Asian / Pacific Islander	**0.00%**	0
Other (please specify)	**3.23%**	5
Total		**155**

ESSA Draft 1 Framework Survey Responses

Q6 What was your total household income before taxes during the past 12 months?

Answered: 155 Skipped: 1

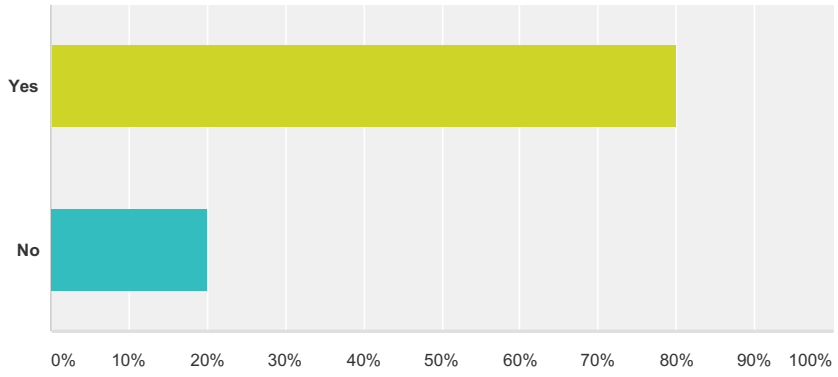


Answer Choices	Responses	
Less than $25,000	**2.58%**	4
$25,000 to $34,999	**10.32%**	16
$35,000 to $49,999	**18.71%**	29
$50,000 to $74,999	**19.35%**	30
$75,000 to $99,999	**22.58%**	35
$100,000 to $149,999	**20.65%**	32
$150,000 or more	**5.81%**	9
Total		**155**

ESSA Draft 1 Framework Survey Responses

Q7 Is achieving a state graduation rate of 90% in 10 years a reasonable and ambitious goal?

Answered: 155 Skipped: 1



Answer Choices	Responses	
Yes	**80.00%**	124
No	**20.00%**	31
Total		**155**

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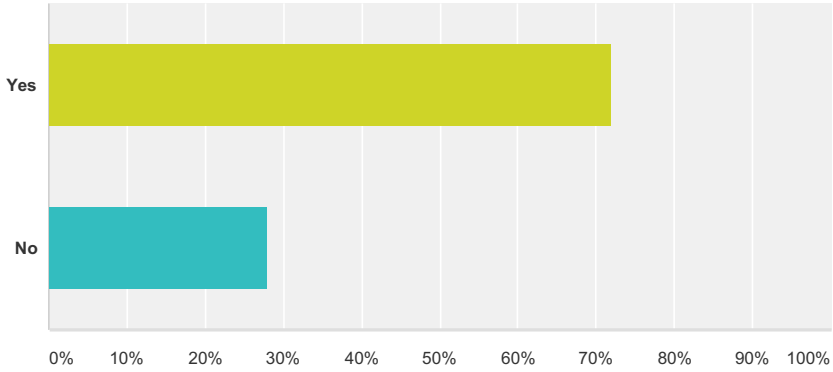
ESSA Draft 1 Framework Survey Responses

Q8 The ESSA provides the opportunity for Title I schools that do not meet the 40% poverty requirement to apply for a waiver from the OSDE to implement a schoolwide program. Should the OSDE consider a waiver process to allow for Title I schools below 40% poverty to utilize the schoolwide funding strategy?

Answered: 147 Skipped: 9



Answer Choices	Responses	
Yes	**72.11%**	106
No	**27.89%**	41
Total		**147**

ESSA Draft 1 Framework Survey Responses

Q9 In what ways could your district more successfully braid funding? (braiding funds refers to the practice of using two or more sources of funding for the same purpose while still being able to account for the funds separately.)

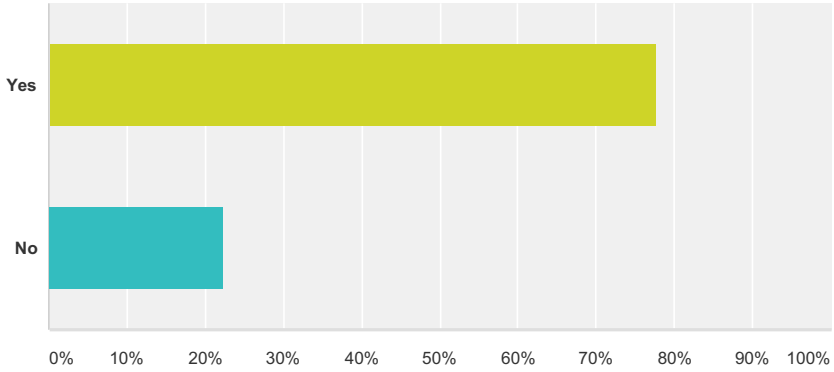
Answered: 84 Skipped: 72

This question was open response.

ESSA Draft 1 Framework Survey Responses

Q10 Is this a reasonable n size for these purposes?

Answered: 85 Skipped: 71

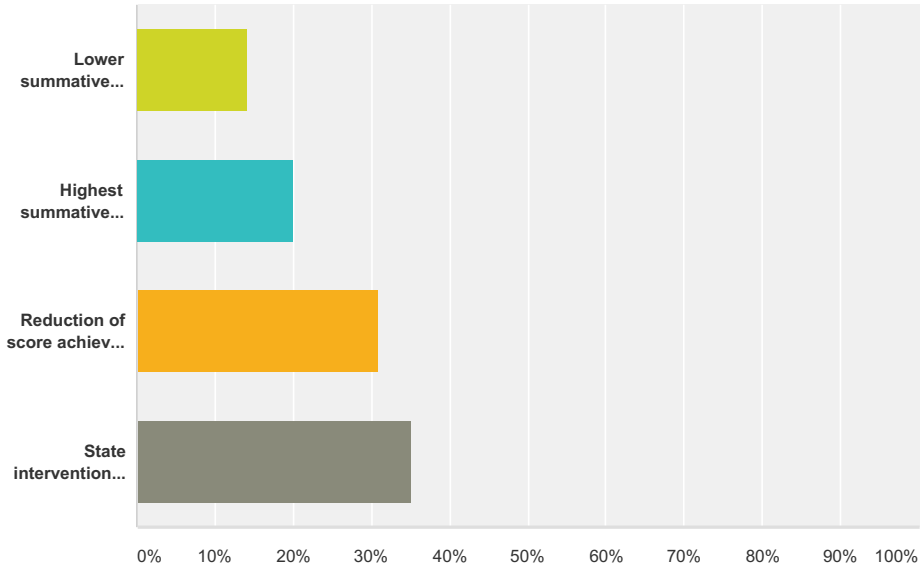


Answer Choices	Responses	
Yes	**77.65%**	66
No	**22.35%**	19
Total		**85**

ESSA Draft 1 Framework Survey Responses

Q11 What actions are reasonable for not meeting the 95% participation rate in the accountability system?

Answered: 120 Skipped: 36

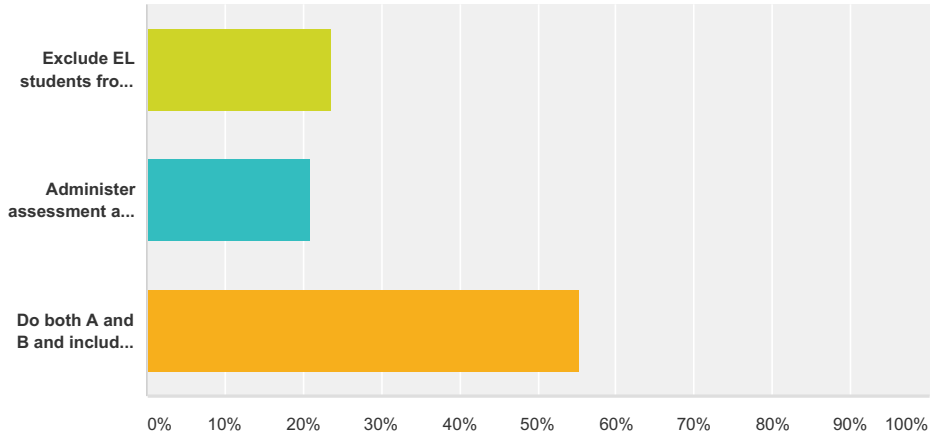


Answer Choices	Responses	
Lower summative rating	**14.17%**	17
Highest summative rating not achievable	**20.00%**	24
Reduction of score achieved on academic achievement indicator	**30.83%**	37
State intervention to be determined	**35.00%**	42
Total		**120**

ESSA Draft 1 Framework Survey Responses

Q12 For EL students in their first year (new comer), what is reasonable in measuring the academic proficiency for English language arts?

Answered: 148 Skipped: 8

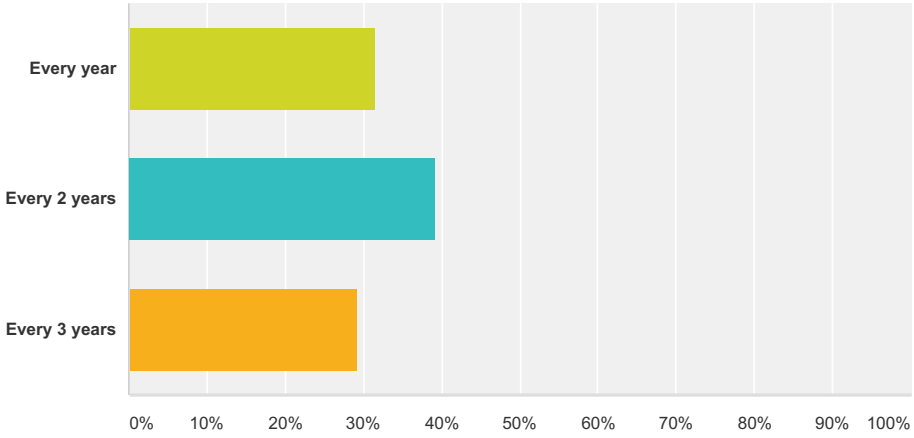


Answer Choices	Responses	
Exclude EL students from administration of ELA assessment for one year	**23.65%**	35
Administer assessment and exclude EL students' results from accountability	**20.95%**	31
Do both A and B and include EL students' results as a measure of student growth	**55.41%**	82
Total		**148**

ESSA Draft 1 Framework Survey Responses

Q13 How often should Oklahoma assign school designations?

Answered: 140 Skipped: 16

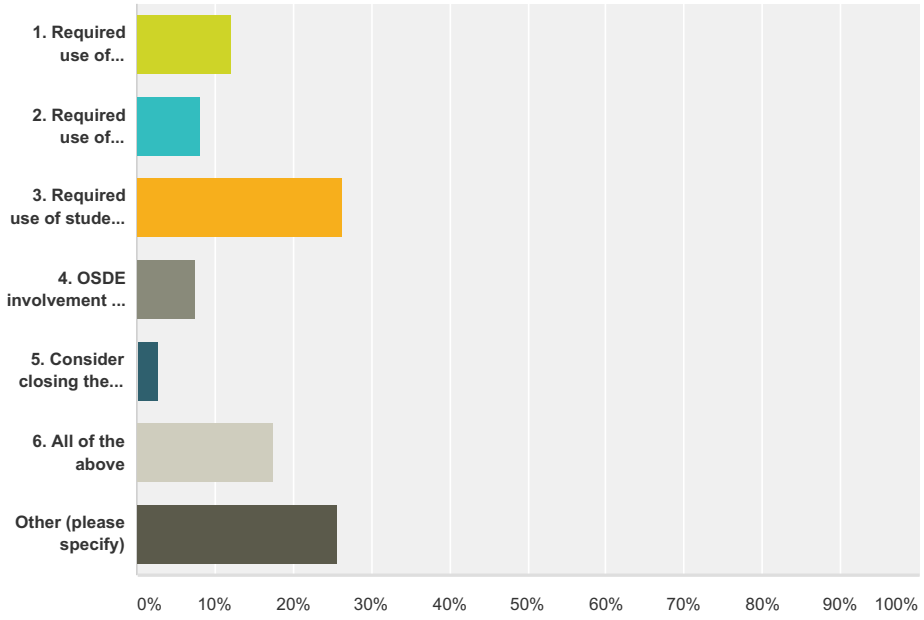


Answer Choices	Responses	
Every year	**31.43%**	44
Every 2 years	**39.29%**	55
Every 3 years	**29.29%**	41
Total		**140**

ESSA Draft 1 Framework Survey Responses

Q14 Which of the following options should the OSDE impose upon such low-performing LEAs in order to meet the requirement for more rigorous interventions? (check all that apply)

Answered: 148 Skipped: 8

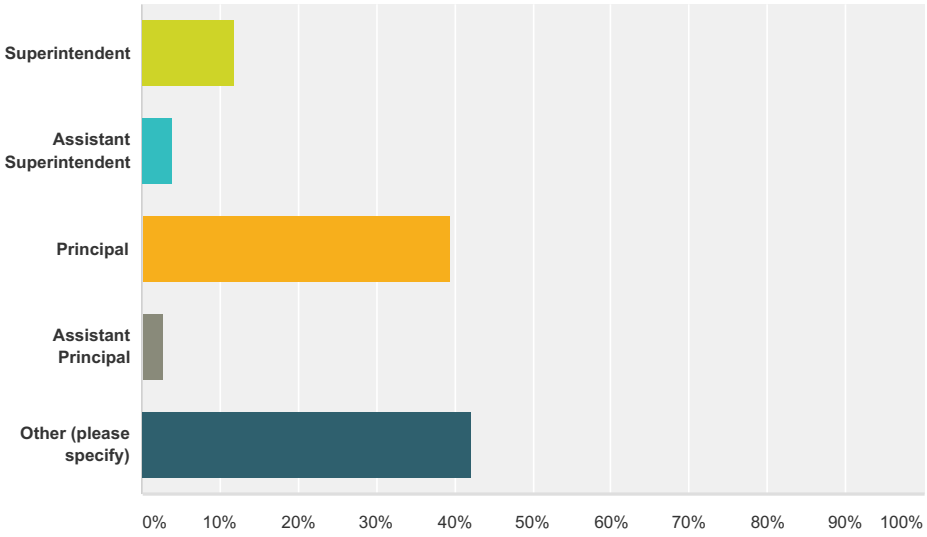


Answer Choices	Responses	
1. Required use of curriculum identified by OSDE	**12.16%**	18
2. Required use of benchmark assessments identified by OSDE	**8.11%**	12
3. Required use of student interventions identified by OSDE	**26.35%**	39
4. OSDE involvement in local hiring decisions of leadership	**7.43%**	11
5. Consider closing the school/district	**2.70%**	4
6. All of the above	**17.57%**	26
Other (please specify)	**25.68%**	38
Total		**148**

ESSA Draft 1 Framework Survey Responses

Q15 Which members of the LEA and site should be required to attend the Instructional Leadership Development training?

Answered: 152 Skipped: 4

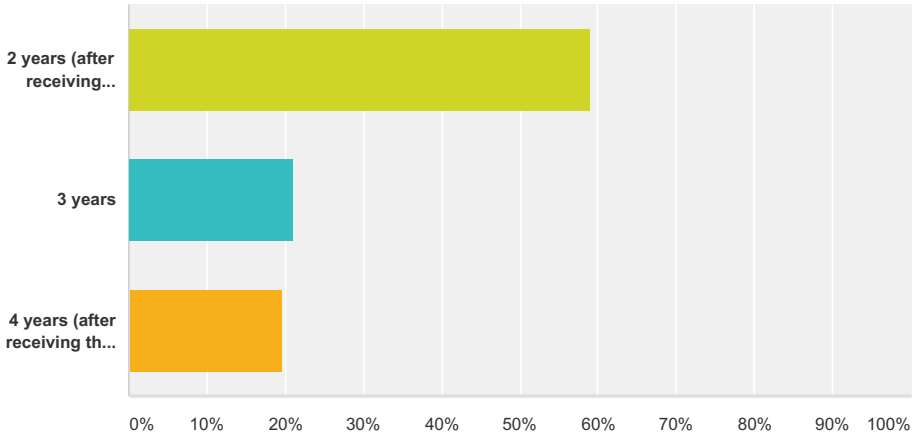


Answer Choices	Responses	
Superintendent	**11.84%**	18
Assistant Superintendent	**3.95%**	6
Principal	**39.47%**	60
Assistant Principal	**2.63%**	4
Other (please specify)	**42.11%**	64
Total		**152**

ESSA Draft 1 Framework Survey Responses

Q16 How many years should a site be designated for comprehensive support and improvement before receiving an increase in rigor and support from the state?

Answered: 142 Skipped: 14

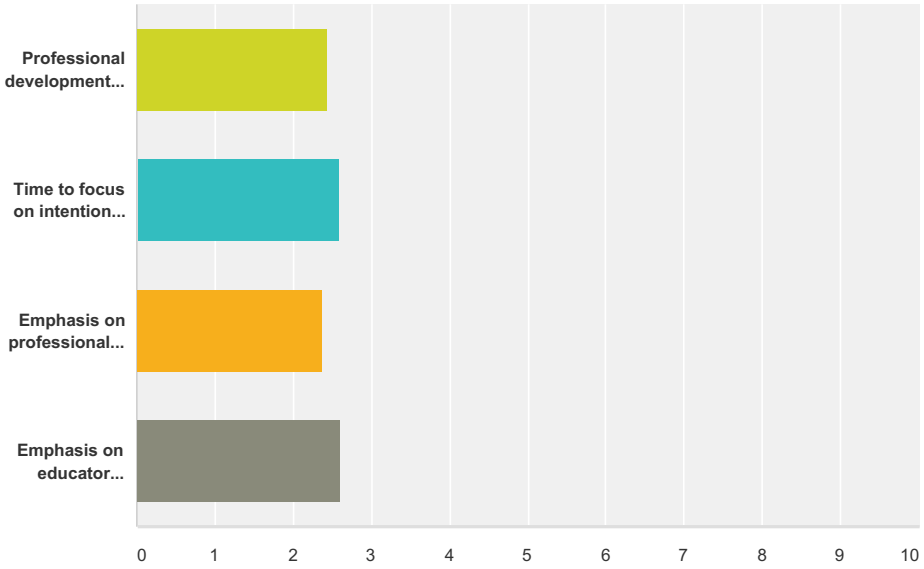


Answer Choices	Responses	
2 years (after receiving second consecutive CSI designation)	**59.15%**	84
3 years	**21.13%**	30
4 years (after receiving third consecutive CSI designation)	**19.72%**	28
Total		**142**

ESSA Draft 1 Framework Survey Responses

Q17 What are key strategies for equipping educators with rich, applicable professional development? (Rank order with 1 being the most important.)

Answered: 146 Skipped: 10



	1	2	3	4	Total	Score
Professional development that is anchored to proven professional learning standards to ensure quality	**24.65%** 35	**23.94%** 34	**23.24%** 33	**28.17%** 40	142	2.45
Time to focus on intentional professional learning	**29.37%** 42	**22.38%** 32	**26.57%** 38	**21.68%** 31	143	2.59
Emphasis on professional development for new teacher induction program	**20.83%** 30	**20.83%** 30	**33.33%** 48	**25.00%** 36	144	2.38
Emphasis on educator preparation for those teaching low income and minority students	**26.39%** 38	**31.94%** 46	**17.36%** 25	**24.31%** 35	144	2.60

ESSA Draft 1 Framework Survey Responses

Q18 What is missing in Oklahoma schools that students need to receive a well-rounded education?

Answered: 136 Skipped: 20

This question was open response.

ASSESSMENT REQUIREMENTS (HB 3218 §5)

OKLAHOMA STATE DEPARTMENT OF
EDUCATION
CHAMPION EXCELLENCE

JOY HOFMEISTER
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

MEMORANDUM

TO: Speaker of the House Charles McCall
President Pro Tempore of the Senate Mike Schulz

FROM: Joy Hofmeister, State Superintendent of Public Instruction
Chair, State Board of Education

DATE: February 6, 2017

SUBJECT: Assessment Requirements Recommendations pursuant to HB 3218 §5

House Bill 3218 ("HB 3218"), Laws 2016, requires the State Board of Education (Board) to study, develop and adopt assessment requirements, which upon final approval pursuant to legislative review as set forth therein, "shall be implemented in conjunction with the statewide system of student assessments adopted pursuant to Section 1210.508 [i.e., Section 4 of HB 3218]."[1] *See* HB 3218, §5, pp.19-21. The assessments requirements must include:

1. Establishment of a multimeasures approach to high school graduation, which may include statewide assessments, alternative assessments, nationally recognized assessments, local performance assessments, assessment performance bands, grades and course records;
2. A determination of the performance level on the assessments at which students will be provided remediation or intervention and the type of remediation or intervention to be provided;
3. Establishment of a means for ensuring student accountability on the assessments;
4. Ways to make the school testing program more efficient and effective while still achieving the objective of having assessments designed to indicate whether students have attained an understanding of Oklahoma subject matter standards; and,
5. Establishment of a multimeasures approach to accountability, as required in 70 O.S. §1210.545 and in accordance with ESSA[2]
Id., at pp. 19-20.

[1] Section 4 of HB 3218 amends, in part, 70 O.S. §1210.508 and specifically states that by December 31, 2016, the State Board of Education (the "Board") shall adopt a statewide system of student assessments in compliance with the Every Student Succeeds Act ("ESSA"). *See* HB 3218, §4, page 10. Pursuant to this requirement, the State Board of Education took action to adopt the statewide student assessment system on December 15, 2016.

[2] 70 O.S. §1210.545 requires the State Board of Education to prepare annual reports of the results of the Oklahoma School Testing Program which describe student achievement in the state and each school site, and identify school sites as having letter grades, ranging from A-F. *See* 70 O.S. §1210.545.

On December 15, 2016, the Board adopted the assessment requirements as described in the enclosed report and PowerPoint presentations. Subsequent to adoption, Section 5 of HB 3218 requires the Board to submit the assessment requirements to the Speaker of the House and President Pro Tempore of the Senate on or prior to the first day of the 2017 Legislative Session. As such, the enclosed report and PowerPoint presentations include the recommendations for the aforementioned assessment requirements as studied and developed, hereby submitted for consideration and requested approval pursuant to Section 5 of HB 3218. Subject to any contrary legislative directive, further information and recommendation(s) will be presented to the Board for its consideration and possible approval.

PowerPoint Presentation vs. Report

As set forth herein, at the December 15, 2016 Board meeting, the Board voted to incorporate the PowerPoint presentation(s) into the report being submitted to the Legislature as required by Section 5 of HB 3218. To the extent there is a question as to the intent of the report and/or the recommendation(s), it is respectfully requested that greater weight be provided to the PowerPoint presentation relating to the items set forth below.

1. Growth: For elementary and secondary schools, the second academic indicator is growth. For example, growth measures a student's achievement in fifth grade in 2018 compared to that same student's achievement in fourth grade in 2017. Each student receives a growth score, which can be averaged across schools or districts. The measurement for growth that was recommended and adopted by the Board is a value table, and both the report and PowerPoint presentation reflect the same value table. *See* Report, Figure 3, page 14; PowerPoint slides 11-12. Though the report states that "[s]takeholders will need to continue to meet to examine the value table," the PowerPoint presentation provides that there should be fewer points for negative growth (ex. fewer points awarded to a student who drops from a proficient or advanced level to a lower level) such that the numeric values highlighted in green font in the PowerPoint presentation need to be reexamined. As such, it is respectfully requested that when stakeholders continue to meet to set values for the growth value table, the values highlighted in green font in the PowerPoint presentation be given a lesser value prior to any implementation of the State's revised accountability system.

2. Postsecondary Readiness: An indicator at the secondary level weighs college and career readiness. The report states that "to start, this indicator measures participation [in one of the following: Advanced Placement courses, International Baccalaureate program, dual/concurrent enrollment, work-based internship or apprenticeship and industry certification], but we expect to gradually move that to crediting successful outcomes in future years." *See* Report, p. 14. Similarly, the PowerPoint presentation provides as follows: "[f]or the first year, the focus on post-secondary activities will be on participation. As programs become more available to students, the goal will shift from participation to successful outcomes. (E.g., move from rewarding enrollment in an AP course to rewarding the receipt of a 3 or higher on the AP test.)" *See* PowerPoint, slide 20. As such, it is respectfully requested that the language in the PowerPoint presentation be given greater weight to the extent there is a question as to the intent of the report's recommendation relating to the postsecondary readiness indicator.

3. Interim Status Targets: All schools will have indicators for English Language Arts (ELA), Math and Science status, with a baseline scaled score being set in 2017. Subsequent interim

goals will follow a set number of score points based on progress in earlier years. *See* Report, Figures 1 and 2. As clarified in the PowerPoint presentation, slide 32, once the baseline scaled score has been set, the target values will be determined by a formula that ensures all student subgroups are on a trajectory to be proficient.

4. Performance Rubric: Of the multiple indicators that are weighted in the overall rubric of school performance in the adopted accountability system, one indicator examines student performance on statewide assessments in ELA, Math and Science. *See* report, p. 9-10, 17-19. The PowerPoint presentation, and comments at the December 15, 2016, Board meeting, reflect that the Board should consider administrative rules to ensure that no school with a significant portion of students scoring below proficient is able to receive a "high" score on the overview school performance rubric. *See* PowerPoint, slide 32.

Should you have any questions or want to further discuss, please do not hesitate to contact me.

Enc.

Assessment Report and Presentation
Accountability Report and Presentation
Graduation Requirements Report
Remediation and Intervention Report
HB 3218

Cc:

Governor Mary Fallin
Minority Leader of the House of Representatives Scott Inman
Minority Leader of the Senate John Sparks
Members of the House Common Education Committee
Members of the Senate Education Committee

ASSESSMENT REPORT

Prepared By:
Juan D'Brot, Ph.D.
Erika Hall, Ph.D.

With Contributions From:
Scott Marion, Ph.D.
Joseph Martineau, Ph.D.

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Executive Summary

The Oklahoma Legislature directed the State Board of Education (OSBE) to evaluate Oklahoma's current state assessment system and make recommendations for its future. As a result, the Oklahoma State Department of Education (OSDE) held regional meetings across the state and convened the Oklahoma Assessment and Accountability Task Force to deliberate over many technical, policy, and practical issues associated with implementing an improved assessment system. The 95 Task Force members met four times between August 4 and October 18, 2016. This report presents the results of those deliberations in the form of recommendations from the OSDE to the Oklahoma State Board of Education (OSBE).

Purpose of This Report

This report addresses the requirements stated in House Bill 3218, provides an overview of key assessment concepts, describes the role of the Task Force, and presents the recommendations made by the OSDE. Additionally, this report provides considerations relevant to the recommendations made by the OSDE, which are presented in the full body of the report.

House Bill 3218

In June 2016, Oklahoma Governor Mary Fallin signed House Bill 3218 (HB 3218), which relates to the adoption of a statewide system of student assessments. HB 3218 required the OSBE to study and develop assessment recommendations for the statewide assessment system. The House Bill specifically tasks the OSBE, in consultation with representatives from the Oklahoma State Regents for Higher Education, the Commission for Educational Quality and Accountability, the State Board of Career and Technology Education, and the Secretary of Education and Workforce Development, to study and develop assessment requirements. Additionally, HB 3218 requires the State Board to address accountability requirements under ESSA, which will be presented in a separate report for accountability. This report focuses specifically on the assessment requirements of HB 3218, which include the degree to which the Oklahoma assessment:

- Aligns to the Oklahoma Academic Standards (OAS);
- Provides a measure of comparability among other states;
- Yields both norm-referenced and criterion-referenced scores;
- Has a track record of statistical reliability and accuracy; and
- Provides a measure of future academic performance for assessments administered in high school.

Collecting Feedback from Regional Engage Oklahoma Meetings and the Oklahoma Task Force

Prior to convening Oklahoma's Assessment and Accountability Task Force, the OSDE held regional meetings in Broken Arrow, Sallisaw, Durant, Edmond, Woodward, and Lawton. These meetings yielded responses on various questions addressing the desired purposes and types of assessments. This regional feedback was incorporated in the discussions with the Oklahoma Assessment and Accountability Task Force. The Task Force included 95 members who represented districts across the state, educators, parents, business and community leaders, tribal leaders, and lawmakers. Additionally, members from the Oklahoma State Regents for Higher Education, the Commission for Educational Quality and Accountability, the State Board of Career and Technology Education, and the Secretary of Education and Workforce Development were also represented on the Task Force. For a complete list of Task Force members, please refer to Appendix A of this report.

On four occasions, the members of the Task Force met with experts in assessment and accountability to consider each of the study requirements and provide feedback to improve the state's assessment and accountability systems. Two of those experts also served as the primary facilitators of the Task Force: Juan D'Brot, Ph.D., from the National Center for the Improvement of Educational Assessment (NCIEA) and Marianne Perie, Ph.D., from the University of Kansas' Achievement and Assessment Institute. These meetings occurred on August 4 and 5, September 19, and October 18, 2016. At each meeting, the Task Force discussed the elements of HB 3218, research and best practices in assessment and accountability development, and feedback addressing the requirements of HB 3218. This feedback was subsequently incorporated into OSDE's recommendations to the OSBE.

Key Summative Assessment Recommendations

Oklahoma's Assessment and Accountability Task Force and the OSDE recognized that assessment design is a case of optimization under constraints[1]. In other words, there may be many desirable purposes, uses, and goals for assessment, but they may be in conflict. Any given assessment can serve only a limited number of purposes well. Finally, assessments always have some type of restrictions (e.g., legislative requirements, time, and cost) that must be weighed in finalizing recommendations. Therefore, a critical early activity of the Task Force was to identify and prioritize desired characteristics and intended uses for a new Oklahoma statewide summative assessment for OSDE to consider.

Upon consolidating the uses and characteristics, the facilitators returned to the Task Force with draft goals for the assessment system. The Task Force provided revisions and input to these goals. Facilitators then presented the final goals to the Task Force. Once goals were defined, the

1 See Braun (in press).

desired uses and characteristics were clarified within the context of the Task Force's goals. The members of the Task Force agreed to the following goals for OSDE to consider for Oklahoma's assessment system:

1. Provide instructionally useful information to teachers and students with appropriate detail (i.e., differing grain sizes for different stakeholder groups) and timely reporting;
2. Provide clear and accurate information to parents and students regarding achievement and progress toward college- and career-readiness (CCR) using an assessment that is meaningful to students;
3. Provide meaningful information to support evaluation and enhancement of curriculum and programs; and
4. Provide information to appropriately support federal and state accountability decisions.

Following discussion of the Oklahoma assessment system's goals, the Task Force worked with the facilitators to articulate feedback for the grade 3-8 and high school statewide summative assessments. This feedback was subsequently incorporated into the OSDE's recommendations to the State Board. These recommendations are separated into those for grades 3-8 and those for high school.

Recommendations for Assessments in Grades 3-8

The feedback provided by the Task Force and subsequently incorporated by the OSDE for grades 3-8 can be grouped into four categories: Content Alignment and Timing, Intended Purpose and Use, Score Interpretation, and Reporting and State Comparability. The OSDE's recommendations are presented below.

Content Alignment and Timing

- Maintain the focus of the new assessments on the Oklahoma Academic Standards (OAS) and continue to administer them at the end of grades 3 through 8; and
- Include an adequate assessment of writing to support coverage of the Oklahoma English Language Arts (ELA) standards.

Intended Purpose and Use

- Ensure the assessment can support calculating growth for students in at least grades 4-8 and explore the potential of expanding growth to high school depending on the defensibility of the link between grade 8 and high school assessments and intended interpretations; and
- Ensure the assessment demonstrates sufficient technical quality to support the intended purposes and current uses of student accountability (e.g., promotion in grade 3 based on reading and driver's license requirements on the grade 8 ELA assessments).

Score Interpretation

- Provide a measure of performance indicative of being on track to CCR, which can inform preparation for the Oklahoma high school assessment;
- Support criterion-referenced interpretations (i.e., performance against the OAS) and report individual claims including but not limited to scale score[2], Lexile[3], Quantile[4], content cluster[5], and growth[6] performance; and
- Provide normative information to help contextualize the performance of students statewide such as intra-state percentiles.

Reporting and State Comparability

- Support aggregate reporting on claims including but not limited to scale score, Lexile, Quantile, content cluster, and growth performance at appropriate levels of grain size (e.g., grade, subgroup, teacher, building/district administrator, state); and
- Utilize the existing National Assessment of Educational Progress (NAEP) data to establish statewide comparisons at grades 4 and 8. NAEP data should also be used during standard- setting[7] activities to ensure the CCR cut score is set using national and other state data.

Recommendations for Assessments in High School

The feedback provided by the Task Force and subsequently incorporated by the OSDE can be grouped into four categories: Content Alignment and Timing, Intended Purpose and Use, Score Interpretation, and Reporting and State Comparability. The OSDE's recommendations are presented below.

Content Alignment and Timing

- Use a commercial off-the-shelf college-readiness assessment (e.g., SAT, ACT) in lieu of state-developed high school assessments in grades 9 or 10; and
- Consider how assessments measuring college readiness can still adequately address assessment peer review requirements, including but not limited to alignment.

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[2] A scale score (or scaled scores) is a raw score that has been transformed through a customized set of mathematical procedures (i.e., scaling and equating) to account for differences in difficulty across multiple forms and to enable the score to represent the same level of difficulty from one year to the next.
[3]A score developed by MetaMetrics that represents either the difficulty of a text or a student's reading ability level
[4]A score developed by MetaMetrics that represents a forecast of or a measure of a student's ability to successfully work with certain math skills and concepts
[5]A content cluster may be a group of items that measures a similar concept in a content area on a given test.
[6] Growth can be conceptualized as the academic performance of the same student over two or more points in time. This is different from improvement, which is change in performance over time as groups of students matriculate or when comparing the same collection of students across time (e.g., Grade 3 students in 2016 and Grade 3 students in 2015).
[7] The process through which subject matter experts set performance standards, or cut scores, on an assessment or series of assessments.

Intended Purpose and Use

- Ensure the assessment demonstrates sufficient technical quality to support the need for multiple and differing uses of assessment results;
- Explore the possibility of linking college-readiness scores to information of value to students and educators (e.g., readiness for postsecondary, prediction of STEM readiness, remediation risk);
- Maintain a focus on rigorous expectations of college and career-readiness that are not lessened by tying assessments to graduation requirements or course grades; and
- Ensure that all students in the state of Oklahoma can be provided with a reliable, valid, and fair score, regardless of accommodations provided or the amount of time needed for a student to take the test. Ensure that scores reflecting college readiness can be provided universally to the accepting institution or employer of each student.

Score Interpretation

- Support criterion-referenced interpretations (i.e., performance against the OAS) and report individual claims appropriate for high school students;
- Provide evidence to support claims of CCR. These claims should be (1) supported using theoretically related data in standard-setting activities (e.g., measures of college readiness and other nationally available data) and (2) validated empirically using available postsecondary data linking to performance on the college-readiness assessment; and
- Provide normative information to help contextualize the performance of students statewide such as intra-state percentiles.

Reporting and State Comparability

- Support aggregate reporting on claims at appropriate levels of grain size for high school assessments (e.g., grade, subgroup, teacher, building/district administrator, state); and
- Support the ability to provide norm-referenced information based on other states that may be administering the same college-ready assessments, as long as unreasonable administration constraints do not inhibit those comparisons.

Key Considerations for Summative Assessment Recommendations

While the Task Force addressed a targeted set of issues stemming from HB 3218, the facilitators were intentional in informing Task Force members of three key areas that must be considered in large-scale assessment development and/or selection:

1. **Technical quality**, which serves to ensure the assessment is reliable, valid for its intended use, and fair for all students;
2. **Peer Review**, which serves as a means to present evidence of technical quality; and
3. **Accountability**, which forces the issue of intended purpose and use.

In the time allotted, the Task Force was not able to consider all of the constraints and requirements necessary to fully expand upon their feedback to the OSDE. The facilitators worked to inform the Task Force that the desired purposes and uses reflected in their feedback would be optimized to the greatest extent possible in light of technical- and policy-based constraints[8]. As historically demonstrated, we can expect that the OSDE will continue to prioritize fairness, equity, reliability, and validity as the agency moves forward in maximizing the efficiency of Oklahoma's assessment system. A more detailed explanation of the context and considerations for adopting OSDE's recommendations is provided in the full report below.

Conclusion

The conversations that occurred among Task Force members, assessment and accountability experts, and the OSDE resulted in a cohesive set of goals for an aligned comprehensive assessment system which includes state and locally selected assessments designed to meet a variety of purposes and uses. These goals are listed on page 9 of this report. The feedback provided by the Task Force and the recommendations presented by the OSDE, however, are focused only on Oklahoma's statewide summative assessments.

While the OSDE's recommendations can be grouped into the four categories of (1) Content Alignment and Timing, (2) Intended Purpose and Use, (3) Score Interpretation, and (4) Reporting and State Comparability, it is important to understand how these recommendations address the overarching requirements outlined in HB 3218.

Alignment to the OAS. Summative assessments used for accountability are required to undergo peer review to ensure the assessments are reliable, fair, and valid for their intended uses. One such use is to measure student progress against Oklahoma's college- and career-ready standards. The Task Force and department believe it is of vital importance that students have the opportunity to demonstrate their mastery of the state's standards. However, there is also a perceived need to increase the relevance of assessments, especially in high school. The Task Force and OSDE believe a state-developed set of assessments for grades 3-8 and a college-readiness assessment in high school would best support teaching and learning efforts in the state.

Comparability with other states. Throughout feedback sessions, Task Force meetings, and OSDE deliberations, the ability to compare Oklahoma performance with that of other states was considered a valuable feature of the assessment system. However, there are tensions among administration constraints, test design requirements, and the strength of the comparisons that may make direct comparisons difficult. Currently, Oklahoma can make comparisons using statewide aggregated data (e.g., NAEP scores in grades 4 and 8, college-

8 See Braun (in press).

readiness scores in grade 11), but is unable to support comparisons at each grade. Task Force feedback and OSDE recommendations suggest leveraging available national comparison data beyond its current use and incorporating it into assessment standard-setting activities. This will allow the OSDE and its stakeholders to determine CCR cut scores on the assessment that reflect nationally competitive expectations.

Norm-referenced and criterion-referenced scores. Based on Task Force feedback, the OSDE confirmed that reported information supporting criterion-referenced interpretations (e.g., scale score, Lexile, Quantile, content cluster, and growth performance) are valuable and should continue to be provided in meaningful and accessible ways. Additional feedback and OSDE's recommendations note that norm-referenced interpretations would enhance the value of statewide summative assessment results by contextualizing student learning and performance. By working with a prospective vendor, the OSDE should be able to supplement the information provided to stakeholders with meaningful normative data based on the performance of other Oklahoma students.

Statistical reliability and accuracy. The technical quality of an assessment is an absolute requirement for tests intended to communicate student grade-level mastery and for use in accountability. The Standards for Educational and Psychological Testing[9] present critical issues that test developers and test administrators must consider during assessment design, development, and administration. While custom state-developed assessments require field testing and operational administration to accumulate evidence of statistical reliability and accuracy, the quality of the processes used to develop those assessments can be easily demonstrated by prospective vendors and the state. In contrast, off-the-shelf assessments should already have evidence of this, and the state can generalize their technical quality if the assessment is given under the conditions defined for the assessment. Thus, the technical quality of an assessment is a key factor in ensuring assessment results are reliable, valid, and fair.

Future academic performance for assessments administered in high school. As noted earlier in the report, there is a clear value in high school assessment results being able to predict future academic performance. Based on OSDE's recommendation of using a college-readiness assessment in high school, the state and its prospective vendor should be able to determine the probability of success in early post-secondary academics based on high school assessments. However, the state and its prospective vendor should amass additional Oklahoma-specific evidence that strengthens the claims of likely postsecondary success. This can be supported both through standard-setting activities and empirical analyses that examine high school performance based on postsecondary success.

[9] AERA, APA, & NCME. (2014). Standards for Educational and Psychological Testing. Washington, DC: AERA.

The recommendations made to the OSDE in the previous section offer relatively fine-grain suggestions that can be interpreted through the lens of the HB 3218 requirements. These recommendations also reflect the Task Force's awareness of the three areas of technical quality, peer review requirements, and accountability uses, which were addressed throughout deliberations. Through regional meetings and in-depth conversations with the Task Force, the OSDE was able to critically examine the feedback provided and present recommendations to support a strong statewide summative assessment that examines the requirements of HB 3218 and seeks to maximize the efficiency of the Oklahoma assessment system in support of preparing students for college and careers.

Limitations of This Report

The OSDE and Task Force acknowledged that there are many other assessments that comprise the Oklahoma assessment system, including the Alternate Assessment on Alternate Achievement Standards (AA-AAS), the English Language Learner Proficiency Assessment (ELPA), and the many assessments that make up the career and technical assessments. However, the Task Force did not address these assessments in this report for two main reasons. First, the focus placed on the Task Force was to address the requirements of HB 3218 specific to the state summative assessment. While the goals defined by the Task Force go beyond the scope of the House Bill, they are important in framing OSDE's recommendations specific to the statewide summative assessment. Second, the time frame for making these recommendations and issuing this report was compressed. The OSDE devoted considerable effort in a short amount of time to arrive at these recommendations through regional feedback meetings and by convening the Task Force within the specified deadline. Therefore, it may be prudent for the OSDE to examine more specific aspects of this report with small advisory groups that include representation from the original Task Force.

Introduction

The Oklahoma Legislature directed the State Board of Education (OSBE) to evaluate Oklahoma's current state assessment system and make recommendations for its future. As a result, the Oklahoma State Department of Education (OSDE) held regional meetings across the state and convened the Oklahoma Assessment and Accountability Task Force to deliberate over many technical, policy, and practical issues associated with implementing an improved assessment system. This report presents the results of those deliberations in the form of OSDE's recommendations to the State Board.

Purpose of This Report

As part of the response to House Bill 3218, the OSBE was tasked with studying a variety of requirements for Oklahoma's assessment and accountability system. This report addresses the requirements stated in House Bill 3218, provides an overview of key assessment concepts, describes the role of the Task Force, and presents the recommendations made by the OSDE. Additionally, this report provides considerations relevant to the recommendations made by the OSDE.

House Bill 3218

In May 2016, the Oklahoma Legislature approved House Bill 3218 (HB 3218), which relates to the adoption of a statewide system of student assessments. HB 3218 required the OSBE to study and develop assessment recommendations for the statewide assessment system.

The House Bill specifically tasks the OSBE, in consultation with representatives from the Oklahoma State Regents for Higher Education, the Commission for Educational Quality and Accountability, the State Board of Career and Technology Education, and the Secretary of Education and Workforce Development, to study assessment requirements and develop assessment recommendations. Additionally, HB 3218 requires the State Board to address accountability requirements under ESSA, which is presented in a separate report for accountability. The House Bill study notes the following requirements should be examined by the State Board for both assessment and accountability:

- A multi-measures approach to high school graduation;
- A determination of the performance level on the assessments at which students will be provided remediation or intervention and the type of remediation or intervention to be provided;
- A means for ensuring student accountability on the assessments, which may include calculating assessment scores in the final or grade-point average of a student; and
- Ways to make the school testing program more efficient.

The House Bill also specifies additional requirements for assessment that the Board should examine as part of the study. These include an assessment that:

- Aligns to the Oklahoma Academic Standards (OAS);
- Provides a measure of comparability among other states;
- Yields both norm-referenced and criterion-referenced scores;
- Has a track record of statistical reliability and accuracy; and
- Provides a measure of future academic performance for assessments administered in high school.

Convening the Oklahoma Assessment and Accountability Task Force

In response to the HB 3218 requirements, the OSDE convened an Assessment and Accountability Task Force that included representatives from those noted on page 20 of the House Bill: students, parents, educators, organizations representing students with disabilities and English learners, higher education, career technology education, experts in assessment and accountability, community-based organizations, tribal representatives, and business and community leaders. For a complete list of Task Force members, please refer to Appendix A of this report.

The role of the Task Force was to deliberate over the assessment and accountability topics required in the House Bill and provide feedback that the OSDE would incorporate into their recommendations to the State Board. The Task Force was comprised 95 members who met with experts in assessment and accountability to consider each of the study requirements and make recommendations to improve the state's assessment and accountability systems. Two of those experts also served as the primary facilitators of the Task Force: Juan D'Brot, Ph.D., from the National Center on the Improvement of Educational Assessment (NCIEA) and Marianne Perie, Ph.D., from the University of Kansas' Achievement and Assessment Institute.

The Task Force met four times to discuss best practices in assessment and accountability and to provide feedback informing OSDE's recommendations to the State Board. These meetings occurred on August 4, August 5, September 19, and October 18, 2016. Throughout these meetings, the Task Force discussed HB 3218, the role of the Task Force, research and best practices in assessment and accountability development, and feedback addressing the requirements of HB 3218. This feedback was subsequently incorporated into OSDE's recommendations to the OSBE.

Feedback from Regional Meetings and the Oklahoma Task Force

Prior to convening Oklahoma's Assessment and Accountability Task Force, the OSDE held regional meetings in Broken Arrow, Sallisaw, Durant, Edmond, Woodward, and Lawton. These meetings yielded responses on various questions addressing the desired purposes and types of

assessments. This regional feedback was incorporated into the discussions with the Oklahoma Assessment and Accountability Task Force. Additional information on House Bill 3218 can be found on OSDE's website: http://sde.ok.gov/sde/hb3218.

The Task Force includes 95 members who represent districts across the state, educators, parents, and lawmakers (for a complete list of Task Force members, please refer to Appendix A of this report) and met four times to address the assessment. The August meeting served primarily as an introduction to the requirements of the House Bill and to the issues associated with assessment and accountability design. Task Force members were also introduced to the *Every Student Succeeds Act* (ESSA), a bipartisan measure that reauthorized the *Elementary and Secondary Education Act* (ESSA), and ESSA's requirements for statewide educational systems. The August meeting also served as a foundational meeting that allowed the Task Force members to identify the primary goals of the assessment system. The September meeting served as an opportunity to clarify the goals of the Task Force and provide specific feedback that directly addressed the House Bill requirements. The October meeting was used to finalize the feedback from the Task Force and discuss next steps for the OSDE to develop recommendations for the OSBE.

Throughout the four meetings, Task Force members engaged in discussion that addressed the varied uses, interpretations, and values associated with the state's assessment system. These discussions were used to establish and refine the Task Force's feedback, which were subsequently incorporated into the OSDE's recommendations. The final recommendations are presented in the section titled "OSDE Recommendations for Oklahoma's Assessment Recommendations," which can be found in the full report.

Considerations for Developing an Assessment System

Before presenting OSDE's recommendations in response to House Bill 3218, we must first provide some critical definitions and necessary context.

We begin by defining two broad categories of assessment use: (1) *high-stakes accountability* uses and (2) *lower-stakes instructional uses*. Stakes (or consequences) may be high for students, teachers or administrators, or schools and districts. For students, test scores may be used for making high-stakes decisions regarding grades, grade promotion, graduation, college admission, and scholarships. For educators, student test scores may formally or informally factor into periodic personnel evaluations. In addition, students, teachers, and administrators are affected by high-stakes uses of test scores in school and district accountability: Identification as a school or district in need of intervention often leads to required interventions intended to correct poor outcomes.

Lower-stakes instructional uses of test scores for teachers and administrators include informing moment-to-moment instruction; self-evaluation of teaching strategies and instructional effectiveness; and evaluating the success of a curriculum, program, or intervention.

As described above, within the *high stakes accountability* and *lower stakes formative* categories there are many different uses of assessment results; however, for many uses, the distinction between categories is blurred. For example, many of the appropriate uses of assessment introduced below may fall into both broad categories. We present a further distinction of assessments based on the appropriate use of those assessments below. These distinctions include formative, summative, and interim assessments.

Types of Assessments and Appropriate Uses

While there are several possible categorizations of assessment by type, we focus on the distinction among *summative, interim*, and *formative* assessment[10] because of the direct relevance to the Task Force's work. The facilitators provided a similar overview to the Task Force members to focus feedback on the statewide summative assessment. We define and outline the appropriate uses of the three types of assessment below.

Formative Assessment

Formative assessment, when well implemented, could also be called formative instruction. The purpose of formative assessment is to evaluate student understanding against key learning targets, provide targeted feedback to students, and adjust instruction on a moment-to-moment basis.

In 2006, the Council of Chief State School Officers (CCSSO) and experts on formative assessment developed a widely cited definition (Wiley, 2008):

> *Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievements of intended instructional outcomes (p. 3).*

The core of the formative assessment process is that it takes place during instruction (i.e., "in the moment") and under full control of the teacher to support student learning. Further, unless formative assessment leads to feedback to individual students to improve learning, it is not formative! This is done through diagnosing on a very frequent basis where students are in their progress toward learning goals, where gaps in knowledge and skill exist, and how to help students close those gaps. Instruction is not paused when teachers engage in formative assessment. In fact, instruction should be inseparable from formative assessment processes.

[10]In defining formative, interim, and summative assessment, this section borrows from three sources (Perie, Marion, & Gong, 2009; Michigan Department of Education, 2013; Wiley, 2008).

Formative assessment is not a product, but an instruction-embedded process tailored to monitoring the learning of and providing frequent targeted feedback[11] to individual students. Effective formative assessment occurs frequently, covering small units of instruction (such as part of a class period). If tasks are presented, they may be targeted to individual students or groups. There is a strong view among some scholars that because formative assessment is tailored to a classroom and to individual students, results cannot (and should not) be meaningfully aggregated or compared.

Data gathered through formative assessment have essentially no use for evaluation or accountability purposes such as student grades, educator accountability, school/district accountability, or even public reporting that could allow for inappropriate comparisons. There are at least four reasons for this:

1. If carried out appropriately, the data gathered from one unit, teacher, moment, or student will not be comparable to the next;
2. Students will be unlikely to participate as fully, openly, and honestly in the process if they know they are being evaluated by their teachers or peers on the basis of their responses;
3. For the same reasons, educators will be unlikely to participate as fully, openly, and honestly in the process; and
4. The nature of the formative assessment process is likely to shift (i.e., be corrupted) in such a way that it can no longer optimally inform instruction.

Summative Assessment

Summative assessments are generally infrequent (e.g., administered only once to any given student) and cover major components of instruction such as units, semesters, courses, credits, or grade levels. They are typically given at the end of a defined period to evaluate students' performance against a set of learning targets for the instructional period. The prototypical assessment conjured by the term "summative assessments" is given in a standardized manner statewide (but can also be given nationally or districtwide) and is typically used for accountability or to otherwise inform policy. Such summative assessments are typically the least flexible of the various assessment types. Summative assessments may also be used for "testing out" of a course, diploma endorsement, graduation, high school equivalency, and college entrance. Appropriate uses of standardized summative assessments may include school and district accountability, curriculum/program evaluation, monitoring educational trends, and informing policymakers and other stakeholders. Depending on their alignment to classroom instruction and the timing of the administration and results, summative assessments may also be appropriate for grading (e.g., end-of-course exams).

[11]See Sadler (1989).

Less standardized summative assessments are also found in the majority of middle and high school classrooms. Such assessments are typically completed near the end of a semester, credit, course, or grade level. Common examples are broad exams or projects intended to give a summary of student achievement of marking period objectives, and they frequently figure heavily in student grading. These assessments are often labeled "mid-terms," "final projects," "final papers," or "final exams" in middle and high school grades. Elementary school classrooms have similar types of summative assessments, but they tend not to be referenced using a consistent label. Classroom summative assessments may be created by individual teachers or by staff from one or more schools or districts working together.

Summative assessments tend to require a pause in instruction for test administration. They may be controlled by a single teacher (for assessments unique to the classroom), groups of teachers working together, a school (e.g., for all sections of a given course or credit), a district (to standardize across schools), a group of districts working together, a state, a group of states, or a test vendor. The level at which test results are comparable depends on who controls the assessment. Depending on the conditions of assessments, results may be comparable within and across classrooms, schools, districts, or even states.

Assuming they are well designed, appropriate uses of such summative assessments include:

- Student grading in the specific courses for which they were developed;
- Evaluating and adjusting curriculum, programming, and instruction the next time the large unit of instruction is taught;
- Serving as a post-test measure of student learning; and
- As indicators for educational accountability.

Interim Assessment

Many periodic standardized assessment products currently in use that are marketed as "formative," "benchmark," "diagnostic," and/or "predictive" actually belong in the interim assessment category. They are neither formative (e.g., they do not facilitate moment-to-moment targeted analysis of and feedback designed to student learning) nor summative (they do not provide a broad summary of course- or grade-level achievement tied to specific learning objectives).

Many interim assessments are commercial products and rely on fairly standardized administration procedures that provide information relative to a specific set of learning targets – although generally not tied to specific state content standards – and are designed to inform decisions at the classroom, school, and/or district level. Although infrequent, interim assessments may be controlled at the classroom level to provide information for the teacher,

but unlike formative assessment, the results of interim assessments can be meaningfully aggregated and reported at a broader level.

However, the adoption and timing of such interim assessments are likely to be controlled by the school district. The content and format of interim assessments are also very likely to be controlled by the test developer. Therefore, these assessments are considerably less instructionally relevant than formative assessment in that decisions at the classroom level tend to be *ex post facto* regarding post-unit remediation needs and adjustment of instruction the next time the unit is taught.

Common assessments developed by a school or district for the purpose of measuring student achievement multiple times throughout a year may be considered interim assessments. These may include common mid-term exams and other periodic assessments such as quarterly assessments. Many educators refer to "common formative assessments," but these tend to function more like interim assessments. This is not a negative connotation because there is tremendous transformative power in having educators collaboratively examine student work.

Standardized interim assessments may be appropriate for a variety of uses, including predicting a student's likelihood of success on a large-scale summative assessment, evaluating a particular educational program or pedagogy, identifying potential gaps in a student's learning after a limited period of instruction has been completed, or measuring student learning over time.

There are three other types of interim assessments currently in use beyond the "backward looking" interim assessments described above. All are "forward-looking." One useful but less widely used type is a pre-test given before a unit of instruction to gain information about what students already know in order to adjust plans for instruction before beginning the unit (teachers may do these pre-instruction checks on a more frequent, formative basis). Such forward-looking assessments may be composed of prerequisite content or the same content as the end-of-unit assessment.

A second type of forward-looking assessment is a placement exam used to personalize course-taking according to existing knowledge and skills. Finally, a third type of forward-looking assessment is intended to predict how a student will do on a summative assessment before completing the full unit of instruction. The usefulness of this last type of interim assessment is debatable in that it is unlikely to provide much instructionally relevant information and there is often other information available to determine who is likely to need help succeeding on the end-of-year summative assessment.

The Role and Timing of Assessments in Relation to Standards and Instruction

Throughout conversations with the Assessment and Accountability Task Force, the facilitators defined and described the assessment types and uses presented here to ensure members had a shared understanding of assessment. To address the specific requirements of HB 3218, the Task Force only focused on the role and uses of *summative* assessments – specifically, the state summative assessment for accountability. To further explore the role of state summative assessments, the Task Force spent time discussing the role and timing of these assessments in the educational system.

Given the backwards-looking nature of the information gleaned from statewide summative assessments and their potential uses (e.g., evaluate achievement, monitor progress over time, support accountability), it is important to understand how these assessments follow standards and instruction. However, after-the-fact assessment results can be used to inform adjustments to curriculum that may lead to revisions in instruction. That is, once standards are developed and adopted, curriculum aligned to those standards is implemented, which helps inform teachers' instruction to those standards.

The statewide summative assessment must also be aligned to those standards to inform educators whether students are making progress against grade-level expectations. Depending on the results of the assessments, educators then determine whether any adjustments to curriculum or instruction are necessary to support student learning. However, the assessment is dependent on the state standards, and great efforts are taken to determine the facets of the standards that are most appropriate to assess. This process is described in more detail in the next section.

The Assessment Development Process

As described to the Task Force, the assessment development process must begin with a clarification of the uses and purposes of the assessment. In the case of Oklahoma's state summative assessment, the assessments must provide evidence of student proficiency of grade-level standards, inform progress toward college- and career-readiness (CCR), and support student and school accountability. A detailed description of the major goals established in light of the Task Force's suggested uses is provided in the OSDE Recommendations section of this report.

In order to appropriately frame the OSDE's recommendations, it is important to consider the general steps that are necessary to develop an assessment. Those steps include, but are not necessarily limited to, the following[12] – depending on the uses of the assessment:

[12] Adapted from DRC|CTB (2016).

1. Develop assessment specifications based upon: the state's academic standards, detailed specifications about the learning objectives that support the standards, and the rules dictating requirements for test content, format, and accessibility for all students;
2. Develop and review assessment materials, which include item development guides, scoring rubrics, graphic design requirements, a verification of content and standard alignment, and score report requirements;
3. Conduct pilot tests, usability studies (to ensure ease of use by students and educators), tryout studies (to confirm consistent and accurate scoring if relevant), and bias and sensitivity reviews (to ensure content is validly and fairly represented for all students);
4. Conduct field tests to determine how well items are performing, that items effectively represent the content being assessed, and that items can be accessed fairly and appropriately by all students;
5. Produce final assessment materials, which include final test versions, reports for educators and students, and supporting information/data that helps contextualize test results to those consuming reports from the test such as administrative manuals and interpretative guides;
6. Administer, score, and report student performance using the final version of the tests; and
7. Engage in ongoing evaluation of the assessment system to ensure the assessment is meeting the goals of the system and to determine if any refinements or revisions to improve its quality and effectiveness are needed.

While these can be considered a general set of steps for assessment development, there may be additional or fewer steps depending on the intended uses of the assessment results. Although this report focuses only on Oklahoma's summative assessment, there are additional components of an assessment system that may provide a more comprehensive view of student performance and school quality (e.g., locally selected assessments, assessments common across districts, or classroom- developed assessments and formative practices). Those additional components may include all, a subset, or additional steps than those listed here.

OSDE Recommendations for Oklahoma's Assessment

Oklahoma's Assessment and Accountability Task Force and the OSDE recognized that assessment design is a case of optimization under constraints[13]. In other words, there may be many desirable purposes, uses, and goals for assessment, but some of them may be in conflict. Any given assessment can serve only a limited number of purposes well. Finally, assessments always have some type of restrictions (e.g., legislative requirements, time, and cost) that must be weighed in determining assessment design and specifications. Therefore, a critical early

13 See Braun (in press).

activity of the Task Force was to identify and prioritize desired characteristics and intended uses for a new Oklahoma statewide summative assessment for OSDE to consider.

It is important to note that the Task Force recognized that Oklahoma's assessment system should have a wider set of goals, but the feedback in response to HB 3218 should be focused around the statewide summative assessment. The following section describes the process through which the Task Force established goals and provided feedback to the OSDE. This feedback was incorporated into OSDE's recommendations to the State Board, which is included later in this section.

Assessment Goals Based on Desired Characteristics and Uses

Task Force members initially were asked to ignore constraints and identify their highest-priority purposes for assessment and their desired uses and characteristics of assessment results. Task Force members, working in small groups, identified their highest-priority uses and shared their thoughts with other smaller groups. After the first meeting, the proposed uses and characteristics were consolidated and returned to the Task Force as a set of draft goals for the assessment system. The Task Force provided revisions and feedback to these goals. Facilitators then presented the final goals to the Task Force for confirmation. Once goals were defined, the desired uses and characteristics were articulated within the context of the Task Force's feedback to the required study points of the House Bill. The members of the Task Force agreed to the following goals for OSDE to consider for Oklahoma's assessment system:

1. Provide instructionally useful information to teachers and students with appropriate detail (i.e., differing grain sizes for different stakeholder groups) and timely reporting;
2. Provide clear and accurate information to parents and students regarding achievement and progress toward CCR using an assessment that is meaningful to students;
3. Provide meaningful information to support evaluation and enhancement of curriculum and programs; and
4. Provide information to appropriately support federal and state accountability decisions.

An important outcome of this process is that no single type of assessment (formative, interim, or summative) can accommodate all of the uses and characteristics represented in the Task Force's goals. In fact, to accomplish the full set of desired uses and characteristics, a system of assessments would be required that spans across assessment types (formative, interim, and summative) and levels (classroom, district, and state). This can be accomplished by combining state and local assessments to create a coherent system and eliminating unnecessary assessment. Furthermore, this is in addition to the more process-oriented formative assessment practices that are synonymous with instruction. However, those needs exceed the scope of examination required as part of the response to HB 3218. The OSDE should continue

to work with the State Board and those representatives on the Task Force to address the needs stated by the Task Force that are beyond the scope of the statewide summative assessment.

OSDE Recommendations: Addressing Intended Goals

In developing recommendations for a new state summative assessment, the OSDE considered the Task Force's deliberation of issues presented in HB 3218. As a reminder, the areas to be studied specific to the statewide assessment included:

- Ensuring alignment to the OAS;
- Providing a measure of comparability among other states;
- Demonstrating a track record of statistical reliability and accuracy;
- Yielding both norm-referenced and criterion-referenced scores; and
- Providing a measure of future academic performance for assessments administered in high school.

To address these areas, Task Force members were asked to respond to specific questions that focused on each of the above-stated points, any relevant development or administration constraints that may need to be considered, and the intended and unintended consequences that might be associated with the assessment's uses.

Task Force members, working in small groups, reflected upon each of the major areas presented in the House Bill and shared their thoughts with other smaller groups. Facilitators compiled and consolidated input into feedback distinguished by grades 3-8 and high school assessments. Upon consolidating feedback, the facilitators returned to the Task Force with draft feedback statements for 3-8 and high school assessments, and the Task Force provided revisions and edits to these feedback statements. Facilitators then presented the final feedback statements to the Task Force for confirmation. This feedback was then reviewed by the OSDE and incorporated into recommendations for the State Board.

What follows is a brief description of the recommendations grouped by category. The recommendations are separated into recommendations for grades 3-8 assessments and recommendations for high school assessments.

Recommendations for 3-8 Statewide Assessments

The feedback provided by the Task Force and subsequently incorporated by the OSDE for grades 3-8 can be grouped into four categories: Content Alignment and Timing, Intended Purpose and Use, Score Interpretation, and Reporting and State Comparability. Following each set of recommendations, a brief discussion on the context of and considerations for adopting these recommendations is provided.

Content Alignment and Timing

The following recommendations are presented for Content Alignment and Timing:

- Maintain the focus of the new assessments on the Oklahoma State Standards and continue to administer them at the end of grades 3 through 8; and
- Include an adequate assessment of writing to support coverage of the Oklahoma English Language Arts (ELA) standards.

The Task Force members made it apparent that the assessments in grades 3-8 should maximize the amount of instruction available to students by administering the assessments at the end of each grade. Additionally, the Task Force recognized that the Oklahoma ELA standards included expectations of writing for students and that the assessment should reflect those standards. The OSDE should explore ways in which they can continue to support educators and administrators in ensuring the assessment is administered in the most efficient manner to support learning opportunities for students.

Intended Purpose and Use

The following recommendations are presented for Intended Purpose and Use:

- Ensure the assessment can support calculating growth for students in at least grades 4-8 and explore the potential of expanding growth to high school depending on the defensibility of the link between grade 8 and high school assessments and intended interpretations; and
- Ensure the assessment demonstrates sufficient technical quality to support the intended purposes and current uses of student accountability (e.g., promotion in grade 3 based on reading and driver's license requirements on the grade 8 ELA assessments).

The Task Force recognized the need for the assessment to communicate progress toward CCR but noted that students may differ in their degree of progress toward CCR. As a result, the Task Force believed that it is important for the assessment to support the calculation of growth across years and potentially growth to standard (i.e., the required growth to reach or maintain grade-level expectations). While this is something that the OSDE is already considering, the Department should explore the multiple options available in calculating growth that may or may not require the use of vertical scales to inform educators of student progress over time.

Additionally, Task Force members were aware of the potentially conflicting intended purposes and uses of the assessment at grades 3 and 8. That is, using a single assessment as both a signal for CCR and as a signal for minimum competency can lead to mixed messages. While the OSDE currently uses a subscore specific to grade 3 for reading (i.e., Reading Sufficiency Act Status), it will be important to examine how the assessments are used in policy to identify potential systematic problems. The OSDE should continue exploring how policy decisions can help

mitigate any unintended consequences associated with using assessments signaling CCR for student accountability.

Score Interpretation

The following recommendations are presented for Score Interpretation:

- Provide a measure of performance indicative of being on track to CCR, which can inform preparation for the Oklahoma high school assessment;
- Support criterion-referenced interpretations (i.e., performance against the OAS) and report individual claims including but not limited to scale score, Lexile, Quantile, content cluster, and growth performance; and
- Support normative information to help contextualize performance of students statewide using something such as intra-state percentiles.

The Task Force deliberated for some time regarding how scores should be interpreted. The two key areas of discussion included interpretations in support of progress toward CCR and interpretations to help contextualize performance. With regard to CCR interpretations, clearly articulating how students perform against the state standards was critical. Furthermore, because the OAS are reflective of students being college and career ready upon graduation from high school, the grade-level interpretations should reflect whether students are on track for CCR (assuming the cut score for grades 3-8 is informed using data that reflects CCR-like expectations). However, sufficient information should be reported at the individual level to help students and educators understand progress against the state standards. This contextualization should extend to providing within-state normative information that may include percentiles of performance, like-student performance, or like-school performance data. The OSDE should explore the types of within-state normative information their prospective vendors could provide to the public through reporting.

Reporting and State Comparability

The following recommendations are presented for Reporting and State Comparability:

- Support aggregate reporting on claims including but not limited to scale score, Lexile, Quantile, content cluster, and growth performance at appropriate levels of grain size (e.g., grade, subgroup, teacher, building/district administrator, state); and
- Utilize the existing National Assessment of Educational Progress (NAEP) data to establish statewide comparisons at grades 4 and 8. NAEP data should also be used during standard-setting[14] activities to ensure the CCR cut score is set using national and other state data.

[14] The process through which subject matter experts set performance standards, or cut scores, on an assessment or series of assessments.

The Task Force also wrestled with the best way to support statewide reporting and comparisons to other states. It was evident to Task Force members that the same information reported at the student level should be reported in the aggregate. Specifically, information made available to students and their guardians should be aggregated (at the school, district, and state level) and provided to educators, administrators, and the public. The OSDE should continue to explore meaningful ways to report information clearly and publically when working with their prospective vendor.

How to support state-by-state comparisons was less straightforward. Members generally agreed that there was significant value in understanding how Oklahoma students perform in comparison to students in other states. There was less agreement, however, with regard to the level of granularity necessary to support those comparisons. That is, some Task Force members believed that comparisons would be most valuable at each grade (and in some cases by student), whereas other members believed comparisons were sufficient at the state level.

Upon further examination of this issue, the facilitators noted the technical requirements necessary to make state-to-state comparisons at varying units of analysis (e.g., student, subgroup, school, grade, district, state). Once the Task Force members became aware of the additional requirements (e.g., embedded field-test items, additional testing time, cost, similar testing administration conditions, use of nationally normed tests) and the potential limitations of the interpretations based on various approaches, the perceived value of fine-grained comparisons diminished. Ultimately, Task Force members generally agreed that the *system* of assessments should support state-to-state comparisons of performance. That is, the statewide summative assessment may not serve that purpose, but other assessments in Oklahoma's assessments system (e.g., NAEP) are intended to serve this purpose.

Additionally, the information gleaned from Oklahoma's participation in NAEP can be extended to inform nationally relevant expectations of student performance on the statewide summative assessment. This can be done by leveraging existing methodologies[15] using NAEP data that can be applied to Oklahoma's standard-setting activities. This process can inform standard-setting participants of how Oklahoma student performance compares to other states across the country. The OSDE should explore the inclusion of national comparison data into standard-setting activities with their prospective vendor and determine the level of rigor to which Oklahoma's CCR cut score should be aligned.

Recommendations for Assessments in High School

The feedback provided by the Task Force and subsequently incorporated by the OSDE can be grouped into four categories: Content Alignment and Timing, Intended Purpose and Use, Score

[15]See Jia, Phillips, Wise, Rahman, Xu, Wiley, & Diaz (2014) and Phillips (2009).

Interpretation, and Reporting and State Comparability. Following each set of recommendations, a brief discussion on the context of and considerations for adopting these recommendations is provided.

Content Alignment and Timing

The following recommendations are presented for Content Alignment and Timing:

- Use of a commercial off-the-shelf college-readiness assessment (e.g., SAT, ACT) in lieu of state-developed high school assessments in grades 9 or 10; and
- Consideration of how assessments measuring college readiness can still adequately address assessment peer review requirements, including but not limited to alignment.

Building off of the conversation in grades 3-8, the Task Force recognized the inherent value in signals of CCR. To that end, the Task Force members believed strongly that the state should consider the adoption of a commercial off-the-shelf college-readiness assessment. However, Task Force members were made aware that large-scale statewide assessments must adequately pass peer review requirements[16]. One of these requirements includes demonstrating that statewide assessments demonstrate sufficient alignment to the full range of the state's grade-level academic content standards[17].

The statewide summative assessment has to support several purposes. For example, Oklahoma's high school assessment must be aligned to the standards that students are taught by the year students are assessed (e.g., 11th grade), should reflect evidence of student learning in the state's accountability system, and serve as a signal of CCR. While an off-the-shelf college-readiness assessment will readily provide evidence of claims of college readiness, it may be more difficult to amass evidence that the assessment sufficiently reflects the OAS to support claims of grade-level mastery and progress toward Oklahoma's conceptualization of CCR. As a result, the OSDE will need to explore the degree to which different off-the-shelf college-readiness assessments will demonstrate sufficient alignment and what, if any, augmentation may be necessary to satisfy peer review requirements. To that end, the OSDE should continue to be involved in thoughtful discussion with other states and contacts familiar with peer review requirements. This will help inform expectations of prospective vendors with regard to alignment and additional peer review requirements for college-readiness assessments.

[16]Peer review requirements are requirements that have been developed by the U.S. Department of Education that support ESSA's requirement that that each state annually administer high-quality assessments in at least reading/language arts, mathematics, and science that meet nationally recognized professional and technical standards. Peer review involves states receiving feedback from external experts and the Department on the assessments it is using to meet ESEA requirements.
[17]See U.S. Department of Education (2015)

Intended Purpose and Use

The following recommendations are presented for Intended Purpose and Use:

- Ensure the assessment demonstrates sufficient technical quality to support the need for multiple and differing uses of assessment results;
- Explore the possibility of linking college-readiness scores to information of value for students and educators (e.g., readiness for postsecondary, prediction of STEM readiness, remediation risk);
- Maintain a focus on rigorous expectations of college and career readiness that are not lessened by tying assessments to graduation requirements or course grades; and
- Ensure that all students in the state of Oklahoma can be provided with a reliable, valid, and fair score, regardless of accommodations provided or the amount of time needed for a student to take the test. Ensure that scores reflecting college readiness can be provided universally to the accepting institution or employer of each student.

Like the recommendations presented in grades 3-8, Task Force members were aware of the challenges associated with using assessments for multiple purposes. Given the critical focus placed on signals of CCR for high school students, unintended consequences may be best avoided through the operationalization of the accountability system to ensure schools are recognized for progress in student learning and by not using the assessment for student accountability. Instead, the OSDE and OSBE should leverage the additional information being included in the ESSA accountability system (please see the accountability design report) that supplements high-stakes academic achievement data (i.e., chronic absenteeism and postsecondary opportunities). The OSDE should continue working to avoid potential negative unintended consequences in operationalizing Oklahoma's ESSA accountability system.

The Task Force recognized the challenges associated with stretching the assessment beyond its intended uses. Specifically, high school assessments should prioritize college- and career-ready expectations and should not be used as part of student grades or graduation requirements. Little empirical research has been conducted to determine the efficacy or impact of using high-stakes assessments in course grades, grade point averages, or graduation requirements. Descriptive examinations of how exit exams are associated with student outcomes have yielded mixed results (Amrein and Berliner, 2002; Center on Education Policy, 2003; Davenport, Davison, Kwak, et al., 2002; Warren and Edwards, 2003). This highlights the lack of clarity associated with the effects of high-stakes assessments used for student accountability.

From a policy standpoint, exit requirements based on CCR-oriented assessments and cut scores may have unintended negative consequences. For example, a state may design an assessment with a rigorous cut score where approximately 50% of students are proficient. Because many states demonstrate proficiency rate improvements of 1%-2% per year, it is unreasonable to

expect significant shifts in the overall rate of change by making the assessment a graduation requirement or a part of a student's grade. As states have explored the use of required remediation strategies or policies when high-stakes assessments are used for student accountability, resource constraints have emerged. If coupled with graduation requirements based on proficiency, the potential number of non-graduates can become difficult to manage publically, politically, and practically. This leads to an inherent tension in using a CCR assessment for two distinctly different purposes (i.e., signals of CCR and course/graduation requirements) that may damage the credibility of the assessment and the system in which it is used (D'Brot, 2016). Thus, the OSDE and OSBE should work with the Legislature to establish overt language or policy that requires students to take high-stakes assessments but should avoid making the assessment score part of a student's final grade, grade-point average, or graduation requirement.

Another potentially negative unintended consequence that the Task Force discussed was associated with college-readiness scores and information of value. A primary reason why so many Task Force members were interested in the use of an off-the-shelf college-readiness assessment was the immediate value it added to students by providing a score that would be recognized by postsecondary institutions as an indicator of readiness. However, Task Force members were aware of the current challenges associated with providing an institution-recognized score to those students who received accommodations or if the assessment administration conditions were markedly different from those required by an off-the-shelf provider. Thus, it is important for the OSDE to ensure that advocacy viewpoints are reflected in conversations with prospective vendors to support the provision of reliable, valid, and fair scores to all students in the state of Oklahoma.

It is important to note that a small minority (i.e., two of the 95-member Task Force) believed it would be valuable to have a grade-level assessment aligned to the OAS rather than an off-the-shelf college-readiness assessment.

Score Interpretation

The following recommendations are presented for Score Interpretation:

- Support criterion-referenced interpretations (i.e., performance against the OAS) and report individual claims appropriate for high school students;
- Provide evidence to support claims of CCR. These claims should be (1) supported using theoretically related data in standard-setting activities (e.g., measures of college readiness and other nationally available data) and (2) validated empirically using available postsecondary data linking to performance on the college-readiness assessment; and

- Provide normative information to help contextualize the performance of students statewide such as intra-state percentiles.

Like the recommendations for grades 3-8, the Task Force discussed the most important interpretations that should be supported for the high school assessments. Given the recommendations under Intended Purpose and Use, it should come as no surprise that Task Force members prioritized claims of CCR. However, claims of student performance should also reflect progress against the state standards. Like recommendations for grades 3-8, sufficient information should be reported at the individual level to help students and educators understand progress against the state standards, which may include within-state normative information. The OSDE should explore the types of within-state normative information their prospective vendors could provide to the public through reporting.

Aligned with the previous set of recommendations for high school, the OSDE will need to work with their prospective vendor to ensure that the high school assessment can support both a CCR and standards-based claim for students. These CCR-based claims should also be further validated using empirical evidence within the state of Oklahoma and using any available national data, depending on the vendor.

Reporting and State Comparability

The following recommendations are presented for Reporting and State Comparability:

- Support aggregate reporting on claims at appropriate levels of grain size for high school assessments (e.g., grade, subgroup, teacher, building/district administrator, state); and
- Support the ability to provide norm-referenced information based on other states that may be administering the same college-ready assessments, as long as unreasonable administration constraints do not inhibit those comparisons.

The feedback provided by the Task Force for statewide reporting was similar to those for grades 3-8. That is, aggregate reporting should reflect the same types of information that are provided at the individual level, and aggregate information should be provided to educators, administrators, and the public in meaningful and easily accessible ways.

Given the Task Force's suggestion to adopt an off-the-shelf college-readiness assessment, Task Force members recommended that the OSDE work to support state-to-state comparisons. The availability of students across states potentially being administered the same items and test forms (i.e., depending on the selected vendor) allows for the possibility of direct comparisons of college readiness. However, the Task Force members recognized the potential challenges that might be associated with changes in test administration practices that may be required to support fair administration for all students in Oklahoma. In other words, national comparisons

were believed to be important, but those comparisons of CCR should not require unreasonable administration constraints. The OSDE should ensure that any prospective vendor be very clear in the kinds of comparisons that can be supported when considering Oklahoma-specific administration practices.

Key Areas of Importance to Consider

While the Task Force addressed a targeted set of issues stemming from House Bill 3218, the facilitators were intentional in informing Task Force members of three key areas of importance that must be considered in large-scale assessment development:

1. **Technical quality**, which serves to ensure the assessment is reliable, valid for its intended use, and fair for all students;
2. **Peer Review**, which serves as a means to present evidence of technical quality; and
3. **Accountability**, which forces the issue of intended purpose and use.

In the time allotted, the Task Force was not able to consider all of the constraints and requirements necessary to fully expand upon their feedback to the OSDE. The facilitators worked to inform the Task Force that the desired purposes and uses reflected in their feedback would be optimized to the greatest extent possible in light of technical- and policy-based constraints[18]. As historically demonstrated, we can expect that the OSDE will continue to prioritize fairness, equity, reliability, and validity as the agency moves forward in maximizing the efficiency of Oklahoma's assessment system.

Conclusion

The conversations that occurred between Task Force members, assessment and accountability experts, and the OSDE resulted in a cohesive set of goals for an aligned comprehensive assessment system which includes state and locally selected assessments designed to meet a variety of purposes and uses. These goals are listed on page 9 of this report. The feedback provided by the Task Force and the recommendations presented by the OSDE, however, are focused only on Oklahoma's statewide summative assessments.

While the OSDE's recommendations can be grouped into the four categories of (1) Content Alignment and Timing, (2) Intended Purpose and Use, (3) Score Interpretation, and (4) Reporting and State Comparability, it is important to understand how these recommendations address the overarching requirements outlined in HB 3218.

Alignment to the OAS. Summative assessments used for accountability are required to undergo peer review to ensure the assessments are reliable, fair, and valid for their intended uses. One such use is to measure student progress against Oklahoma's college- and career-ready

18 See Braun (in press).

standards. The Task Force and department believe it is of vital importance that students have the opportunity to demonstrate their mastery of the state's standards. However, there is also a perceived need to increase the relevance of assessments, especially in high school. The Task Force and OSDE believe a state-developed set of assessments for grades 3-8 and a college-readiness assessment in high school would best support teaching and learning efforts in the state.

Comparability with other states. Throughout feedback sessions, Task Force meetings, and OSDE deliberations, the ability to compare Oklahoma performance with that of other states was considered a valuable feature of the assessment system. However, there are tensions among administration constraints, test design requirements, and the strength of the comparisons that may make direct comparisons difficult. Currently, Oklahoma can make comparisons using statewide aggregated data (e.g., NAEP scores in grades 4 and 8, college-readiness scores in grade 11) but is unable to support comparisons at each grade. Task Force feedback and OSDE recommendations suggest leveraging available national comparison data beyond its current use and incorporating it into assessment standard-setting activities. This will allow the OSDE and its stakeholders to determine CCR cut scores on the assessment that reflect nationally competitive expectations.

Norm-referenced and criterion-referenced scores. Based on Task Force feedback, the OSDE confirmed that reported information supporting criterion-referenced interpretations (e.g., scale score, Lexile, Quantile, content cluster, and growth performance) are valuable and should continue to be provided in meaningful and accessible ways. Additional feedback and OSDE's recommendations note that norm-referenced interpretations would enhance the value of statewide summative assessment results by contextualizing student learning and performance. By working with a prospective vendor, the OSDE should be able to supplement the information provided to stakeholders with meaningful normative data based on the performance of other Oklahoma students.

Statistical reliability and accuracy. The technical quality of an assessment is an absolute requirement for tests intended to communicate student grade-level mastery and for use in accountability. The Standards for Educational and Psychological Testing[19] present critical issues that test developers and test administrators must consider during assessment design, development, and administration. While custom state-developed assessments require field testing and operational administration to accumulate evidence of statistical reliability and accuracy, the quality of the processes used to develop those assessments can be easily demonstrated by prospective vendors and the state. In contrast, off-the-shelf assessments should already have evidence of this, and the state can generalize their technical quality if the

[19] AERA, APA, & NCME. (2014). Standards for Educational and Psychological Testing. Washington, DC: AERA.

assessment is given under the conditions defined for the assessment. Thus, the technical quality of an assessment is a key factor in ensuring assessment results are reliable, valid, and fair.

Future academic performance for assessments administered in high school. As noted earlier in the report, there is a clear value in high school assessment results being able to predict future academic performance. Based on OSDE's recommendation of using a college-readiness assessment in high school, the state and its prospective vendor should be able to determine the probability of success in early post-secondary academics based on high school assessments. However, the state and its prospective vendor should amass additional Oklahoma-specific evidence that strengthens the claims of likely post-secondary success. This can be supported both through standard-setting activities and empirical analyses that examine high school performance based on postsecondary success.

The recommendations made to the OSDE in the previous section offer relatively fine-grain suggestions that can be interpreted through the lens of the HB 3218 requirements. These recommendations also reflect the Task Force's awareness of the three areas of technical quality, peer review requirements, and accountability uses which were addressed throughout deliberations. Through regional meetings, advisory group meetings, input in response to posted questions, and in-depth conversations with the Task Force, the OSDE was able to critically examine the feedback provided and present recommendations to support a strong statewide summative assessment that examines the requirements of HB 3218 and seeks to maximize the efficiency of the Oklahoma assessment system in support of preparing students for college and careers.

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Appendix A: Invited Task Force Members

Name	Organization	Title
Hofmeister, Joy	State Dept. Education	State Superintendent of Public Instruction
Dunlap, Katie Dr.	State Dept. Education	Deputy Superintendent of Assessment and Accountability
Tamborski, Michael Dr.	State Dept. Education	Executive Director of Accountability
Walker, Craig	State Dept. Education	Executive Director of State Assessments
Barnes, Lynn	Oklahoma City Public Schools	Sr. Executive Director of Curriculum & Federal Programs
Bax, Benjamin	American Federation of Teachers	Field Representative
Baxter, Leo J.	Oklahoma State Board of Education	Board Member
Bendick, Debbie Dr.	Edmond Public Schools	Assoc. Superintendent
Best, Mary	American Federation of Teachers	President
Bishop, Katherine	Oklahoma Education Association	Vice President
Blanke, Debbie Dr.	Oklahoma State Regents for Higher Education	Academic Affairs
Burchfield, Rocky	Fairview Public Schools	Superintendent
Burk, Jana	Tulsa Public Schools	Executive Director of Teacher/Leadership Effectiveness Initiative
Bushey, Brent	Oklahoma Public School Resource Center	Executive Director
Buswell, Robert	Office of Educational Quality and Accountability	Director of Educational Accountability
Caine, Ann	Oklahoma State School Boards Association	Director of Education Leadership
Capps, Staci	Byng Public Schools	Curriculum Director/Grant Developer
Casey, Dennis Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Charney, Randee	Research Associate	Schusterman Family Foundation
Choate, Tony	Chickasaw Nation	Media Relations
Cobb, Rick	Mid-Del Schools	Superintendent
Condit, Donnie Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Cook, H. Gary Dr.	University of Wisconsin	Associate Scientist, Expert in Assessment and Accountability, E.L.L.
Cooper, Donna	Choctaw-Nicoma Park Schools	Asst. Superintendent
D'Brot, Juan Dr.	Center for Assessment	Senior Associate, Expert in Assessment and Accountability
DeBacker, Terri Dr.	University of Oklahoma College of Education	Assoc. Dean

Name	Organization	Title
Dossett, J.J. Sen.	Oklahoma Senate	Oklahoma Senator
Dugan, Drew	Greater Oklahoma City Chamber	Vice President
Dunlop, Janet Dr.	Broken Arrow Public Schools	Assoc. Superintendent
Dunn, Kathy	Mid-Del Schools	Asst. Superintendent for Teaching and Learning
Elam, Mary Dr.	Oklahoma City Public Schools	Senior Research Associate, Planning, Research, and Evaluation Dept.
Fedore, Stephen	Tulsa Public Schools	Director of Data Quality and Data Use
Flanagan, William	Oklahoma State Board of Education	Board Member
Font, Raul	Latino Community Dev. Agency	CEO/Executive Director
Ford, John Sen.	Oklahoma Senate	Oklahoma Senator
Foster, Becki	Oklahoma Department of Career and Technology Education	Associate State Director for Curriculum, Assessment, Digital Delivery and Federal Programs
Franks, Cathryn	Oklahoma State Board of Education	Board Member
Fulton, Lisa	Ada City Schools	District Test Coordinator
Garn, Gregg A. Dr.	University of Oklahoma	Dean of Education
Grunewald, Angela	Edmond Public Schools	Executive Director of Elementary Education
Guerrero, Julian Jr.	Tribal Education Dept. National Assembly (TEDNA)	Project Director, Native Youth Community Project
Heigl, Brenda	Oklahoma Parent Teacher Association	President
Henke, Katie Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Hernandez, Kristy	Moore Public Schools	Director of Student Services
Hime, Shawn	Oklahoma State School Boards Association	Executive Director
Hooper, Tony	Lawton Public Schools	Director of Accountability and Assessment
House, Sharon	Oklahoma Parents Center, Services for Families of Children with Disabilities	Executive Director
Hutchinson, Tony	Oklahoma State Regents for Higher Education	Strategic Planning Analysis Workforce and Economic Development
Keating, Daniel	Oklahoma State Board of Education	Board Member
Lepard, Jennifer	Oklahoma State Chamber	V.P. of Government Affairs
Lester, Erin	Tulsa Public Schools	Director of Educational Indicators
Lora, Aurora	Oklahoma City Public Schools	Superintendent
Love, Courtney	Oklahoma Virtual Charter Academy	Operations Manager

Name	Organization	Title
Mack, Marcie	Oklahoma Department of Career and Technology Education	State Director
McDaniel, Tracy	KIPP Charter Oklahoma City	Founding School Leader & Principal
Monies, Jennifer	Oklahoma Educated Workforce Initiative	Executive Director
Mouse, Melanie Dr.	Putnam City Schools	Asst. Superintendent
Nollan, Jadine Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Ogilvie, Clark	Owasso Public Schools	Superintendent
Owens, Beecher	Mannford HS	2016 Graduate
Owens, Rick	Lawton Public Schools	Secondary Education
Owens, Ryan	CCOSA	Co-Executive Director/General Counsel; Director Legislative Services
Parks, Tammy	Howe Public Schools	PDC Coordinator
Parrish, Jim	Choctaw Nation	Executive Director of Education
Pennington, David	Ponca City Public Schools	Superintendent
Perie, Marianne Dr.	University of Kansas	Director Achievement and Assessment Institute; Expert in Assessment and Accountability
Pittman, Anatasia Sen.	Oklahoma Senate	Oklahoma Senator
Polk, Jamie	Lawton Public Schools	Asst. Superintendent
Price, Bill	Oklahoma State Board of Education	Board Member
Priest, Alicia	Oklahoma Education Association	President
Reavis, Madison	Muskogee HS	2016 Graduate
Riggs, Ruthie	Edmond Public Schools	Assoc. Superintendent
Roberts, Kuma	Tulsa Regional Chamber	Education Program Manager
Roberts, Sarah	Inasmuch Foundation	Senior Program Officer
Rogers, Rep. Michael	Oklahoma House of Representatives	Oklahoma House Representative
Roman Nose, Quinton	Tribal Education Departments National Assembly (TEDNA)	Executive Director, Board of Directors
Ross, Robert	Inasmuch Foundation & Oklahoma State Board of Education	Board of Directors, Board Member
Sadler, Kimberly	Oklahoma Department of Career and Technology Education	Associate State Director for Curriculum, Assessment, Digital Delivery, and Federal Programs
Shirley, Natalie	Oklahoma Governor's Office	Secretary of Education and Workforce Development
Simmons, Shirley Dr.	Norman Public Schools	Asst. Superintendent
Shouse, Jerrod	Owner	Shouse Consulting
Sly, Gloria Dr.	Cherokee Nation	Education Liaison Education Services

Name	Organization	Title
Stanislawski, Gary Sen.	Oklahoma Senate	Oklahoma Senator
Stoycoff, Zack	Tulsa Regional Chamber	Government Affairs Director
Tatum, Sheryl	Oklahoma Virtual Charter Academy	Head of School
Taylor, Etta	Oklahoma Parent Teacher Association	President Elect
Thompson, Shannon	Moore Public Schools	Dean of Academics
Thomsen, Todd Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Tinney, Ginger	Professional OK Educators	Executive Director
Trent, Sean	Mid-Del Schools	Executive Director of Academic Services & Technology
Viles, Susan	Woodward Schools	District Test Coordinator/RSA Test Coordinator
Weeter, Richard Dr.	Oklahoma City Public Schools	Executive Director of Planning, Research, and Evaluation Dept.
Woodard, Johanna Dr.	Owasso Public Schools	Coordinator of Academic Services
Woodard, Petra	Millwood Public Schools	High School Principal
Yunker, Jake	Oklahoma Governor's Office	Deputy Policy Director

Appendix B: Detail on Issues in Subscore Reporting

Subscores serve as achievement reports on subsets of the full set of knowledge and skill represented by a total score. For example, many ELA summative assessments produce a total score for ELA, subscores for at least reading and writing, and often finer-grained subscores for topics such as informational and literary reading. Similarly, a mathematics test typically yields an overall math score and potential subscores in topics such as numbers and operations, algebraic reasoning, measurement and geometry, and statistics and probability. One of the greatest challenges in current large-scale summative assessment design is to create tests that are no longer than necessary to produce a very reliable total score (e.g., grade 5 mathematics) while yielding adequately reliable subscores to help educators and others gain more instructionally-relevant information than gleaned from just the total score.

Unfortunately, there is a little known aspect of educational measurement (outside of measurement professionals) that large-scale tests are generally designed to report scores on a "unidimensional" scale. This means the grade 5 math test, for example, is designed to report overall math performance, but not to tease out differences in performance on things like geometry or algebra because the only questions that survive the statistical review processes are those that relate strongly to the total score of overall math. If the test was designed to include questions that better distinguish among potential subscores, the reliability (consistency) of the total score would be diminished. There are "multidimensional" procedures that can be employed to potentially produce reliable and valid subscores, but these are much more expensive to implement and complicated to ensure the comparability of these subscores and the total score across years. The National Assessment of Educational Progress (NAEP) is the one example of a well-known assessment designed to produce meaningful results at the subscore level, but NAEP has huge samples to work with and more financial resources and psychometric capacity at its disposal than any state assessment. In other words, it is not realistic at this time to consider moving away from a unidimensional framework for Oklahoma's next statewide summative assessment, which means the subscores will unfortunately be much less reliable estimates of the total score than useful content-based reports. This is true for essentially all commercially-available interim assessments as well, so in spite of user reports they like assessment X or Y because it produces fine-grain subscores useful for instructional planning, any differences in subscores are likely due to error rather than anything educationally meaningful.

In spite of this widely-held knowledge by measurement professionals, every state assessment designer knows they need to produce scores beyond the total score otherwise stakeholders would complain they are not getting enough from the assessment. Recall, producing very reliable total scores is critical for accountability uses of statewide assessments and, all things being equal, the reliability is related to the number of questions (or score points) on a test.

Therefore, most measurement experts recommend having at least 10 score points for each subscore to achieve at least some minimal level of reliability, so statewide summative tests tend to get longer to accommodate subscore reporting. Therefore, one way to lessen the time required on the statewide summative assessment is to focus the summative assessment on reporting the total score and use the optional modules for districts that would like more detailed and accurate information about particular aspects of the content domain.

Oklahoma Assessment System Recommendations

Oklahoma State Board of Education Meeting

Juan D'Brot, Ph.D.

Center for Assessment

December 15, 2016

Presentation Topics

1. Purpose and goals of the feedback process for House Bill 3218
2. Task Force representation
3. The process for obtaining feedback
4. Role of the Task Force experts
5. Draft recommendations for Oklahoma's assessments
6. Response to the House Bill 3218 assessment requirements

Center for Assessment

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Purpose and Goals

- House Bill 3218
  - Directed the State Board to evaluate Oklahoma's assessment system and provide a report to the Legislature
- The Oklahoma State Department of Education (OSDE) sought to study the degree to which the assessment should
  - Align to the Oklahoma Academic Standards (OAS);
  - Provide a measure of comparability among other states;
  - Yield both norm-referenced and criterion-referenced scores;
  - Have a track record of statistical reliability and accuracy; and
  - Provide a measure of future academic performance for assessments administered in high school

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3

Purpose and Goals

- To study the requirements, the OSDE sought feedback from across the state
  - Hosting regional feedback sessions
  - Convening the Assessment and Accountability Task Force
- The role of the Task Force was to provide input and feedback around the major study requirements
- The Task Force was supported by experts in assessment and accountability to inform discussion and deliberation

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4

Task Force Representation

- House Bill 3218 required the State Board to consult with representatives from the following groups
  - Oklahoma State Regents for Higher Education
  - The Commission for Educational Quality and Accountability
  - The State Board of Career and Technology Education
  - The Secretary of Education and Workforce Development

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Task Force Representation

- Additionally, the OSDE included representatives from the following to provide public comment:
  - Districts across the state
  - Educators and parents
  - Business and community leaders
  - Tribal leaders
  - Lawmakers
- A total of 94 members participated on the Task Force, including OSDE and facilitators/experts

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Process to Obtain Feedback

- Using HB 3218 as a guide, the OSDE sought feedback from the Task Force on each major topic
- The facilitators (Drs. Juan D'Brot & Marianne Perie) worked with the Task Force to discuss the following:
  - The requirements of the House Bill
  - The role of the Task Force
  - Research and best practices in assessment and accountability development
  - Considerations for ensuring an assessment demonstrates technical quality (i.e., reliable, valid, and fair)
  - Requirements for peer review as a means to present evidence of technical quality
  - Considerations for the intended use of the assessments (i.e., grade-level performance and accountability)

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Role of the Experts

- Several experts were invited to discuss aspects of assessment and accountability development:
  - Dr. H. Gary Cook, University of Wisconsin (ELL Expert)
  - Dr. Juan D'Brot, Center for Assessment (Primary Facilitator and Expert)
  - Dr. Marianne Perie, University of Kansas (Primary Facilitator and Expert)
  - Dr. David Steiner, Johns Hopkins School of Education (Goal-setting Expert)
- The facilitators sought to collect Task Force feedback and ensure input was comprehensive and clear
- The experts strove to ensure the Task Force members were informed about technical constraints and design considerations during their discussions

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Draft Recommendations for Oklahoma's Assessment System

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Draft Recommendations for the Assessment System

- The following over-arching recommendations are specific to the assessments for students in grades 3-8 and the high school assessments.
- Following the over-arching recommendations, recommendations are summarized under each major point of HB 3218.

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Draft Recommendations for the Assessment System

*For assessments in **grades 3-8**, the OSDE recommends the adoption of a standards-based assessment that is aligned to the new Oklahoma Academic Standards (OAS).*

*For assessments in **high school**, the OSDE recommends the adoption of a single off-the-shelf college-readiness assessment (e.g., ACT/SAT) for **grade 11,** and further consideration of writing, science, and U.S. History.*

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Draft Recommendations based on HB 3218 Requirements

As a reminder, the following recommendation summaries are based on the major points of study in House Bill 3218:

1. Alignment to the Oklahoma Academic Standards
2. Comparability with Other States
3. Norm-referenced and criterion-referenced interpretations
4. Statistical reliability and accuracy
5. Future academic performance for assessments administered in high school

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Draft Recommendations based on HB 3218 Requirements

1. *Align the assessment system to the OAS, but also provide a signal for college-readiness in high school;*
2. *Use available national data (e.g., NAEP) to set CCR cut scores that reflect nationally competitive expectations. To keep those expectations focused on CCR, do not use high school assessments for student accountability;*
3. *Provide meaningful and accessible criterion- and norm-referenced interpretations, but limit the norm-referenced interpretations to within-state comparisons;*
4. *Ensure assessments demonstrate the technical quality necessary for the intended uses of grade 3-8 and high school assessments. The assessments must exhibit sufficient evidence of reliability, validity, and fairness for all students; and*
5. *Provide students with a score indicating the likelihood of success in post-secondary academics using a college-readiness assessment.*

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Additional Questions?

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ACCOUNTABILITY REPORT

Prepared By:
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Executive Summary

The Oklahoma Legislature directed the Oklahoma State Board of Education (OSBE) to evaluate Oklahoma's current school and district accountability system and make recommendations for its future. As a result, the Oklahoma State Department of Education (OSDE) held regional meetings across the state and convened the Oklahoma Assessment and Accountability Task Force to deliberate over the many technical, policy, and practical issues associated with implementing an improved assessment system. The 95 Task Force members met four times between August 4 and November 9, 2016. This report presents the results of those deliberations in the form of recommendations from the OSDE to the OSBE.

Purpose of this Report

This report addresses the requirements stated in House Bill 3218, provisions required under the federal legislation known as the *Every Student Succeeds Act* (ESSA), provides an overview of key accountability concepts, describes the role of the Task Force, and presents the recommendations made by the OSDE. Additionally, the full body of this report provides considerations relevant to these recommendations.

House Bill 3218

In June 2016, Oklahoma Governor Mary Fallin signed House Bill 3218 (HB 3218), which relates to the adoption of a statewide system of student assessments. HB 3218 requires the OSBE to study and develop assessment recommendations for the statewide assessment system. The House Bill specifically tasks the OSBE, in consultation with representatives from the Oklahoma State Regents for Higher Education, the Commission for Educational Quality and Accountability, the State Board of Career and Technology Education, and the Secretary of Education and Workforce Development to study and develop assessment requirements. Additionally, HB 3218 requires the State Board to address accountability requirements under ESSA, which will be presented in a separate report for assessment. This report focuses specifically on the accountability requirements of HB 3218, which include:

- A multi-measures approach to high school graduation;
- A determination of the performance level on the assessments at which students will be provided remediation or intervention and the type of remediation or intervention to be provided;
- A means for ensuring student accountability on the assessments, which may include calculating assessment scores in the final or grade-point average of a student;
- Ways to make the school testing program more efficient; and
- A multi-measures approach to accountability.

Collecting Feedback from Regional Engage Oklahoma Meetings and the Oklahoma Task Force

Prior to convening Oklahoma's Assessment and Accountability Task Force, the OSDE held regional meetings in Broken Arrow, Sallisaw, Durant, Edmond, Woodward, and Lawton. These meetings yielded responses on various questions addressing the desired purposes of accountability and preferred measures. This regional feedback was incorporated in the discussions with the Oklahoma Assessment and Accountability Task Force. The Task Force included 95 members who represented districts across the state, educators, parents, business and community leaders, tribal leaders, and lawmakers. Additionally, members from the Oklahoma State Regents for Higher Education, the Commission for Educational Quality and Accountability, the State Board of Career and Technology Education, and the Secretary of Education and Workforce Development were also represented on the Task Force. For a complete list of Task Force members, please refer to Appendix A.

On four occasions, the members of the Task Force met with experts in assessment and accountability to consider each of the study requirements and provide feedback to improve the state's assessment and accountability systems. Two of those experts also served as the primary facilitators of the Task Force: Juan D'Brot, Ph.D., from the National Center on the Improvement of Educational Assessment (NCIEA) and Marianne Perie, Ph.D., from the University of Kansas' Achievement and Assessment Institute. These meetings occurred on August 4–5, September 19, October 18, and November 9, 2016. At each meeting, the Task Force discussed elements of HB 3218, research and best practices in assessment and accountability development, and feedback addressing the requirements of HB 3218. This feedback was subsequently incorporated into OSDE's recommendations to the OSBE.

Key Accountability Recommendations

Oklahoma's Assessment and Accountability Task Force and the OSDE recommend a school and district accountability system based on a set of indicators and design decisions that meet both the state and federal requirements.

Recommendations for Accountability in Elementary and Middle Schools

The Task Force and OSDE recommend that the Oklahoma accountability system begin with seven indicators for elementary and middle schools, focusing on ELA, math, and science status, growth in ELA and math, ELPA progress, and chronic absenteeism as the additional indicator of school quality. These indicators and their weights are shown in Table 1. Equal weight has been given to status and growth, with status focused on each student meeting a targeted scale score and growth based on a value table organized around the achievement levels.

No.	Indicator	Points possible	Points earned	Percentage	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal		15	
1b.	Math status (with progress targets)	# students with math score	# students meeting goal		15	
1c.	Science status (with progress targets)	# students with science score	# students meeting goal		5	
2a.	ELA growth	Highest value on table	Value table average		15	
2b.	Math growth	Highest value on table	Value table average		15	
3.	ELPA progress	# of ELs in US for more than one year	# of ELs meeting goal		15	
4.	Chronic Absenteeism	#students enrolled	#students missing <18 school days		10	

Table 1. Indicators and weights for accountability index

Each school enters the data in the appropriate column, multiplies by the weights shown, and then enters the final numbers in the far right-hand column. Summing the final numbers will produce a score between 0–90 to deter "percent-correct" thinking. In discussing whether it would be clearer to move it to 100, the Task Force members decided that grading on a rubric is a natural education concept. Move to 100 would mean changing the weights or converting to a decimal, both of which would dilute the intention of the system. The rubric assumes that the setting of the cut score on the new assessments will be appropriately rigorous and reflect true readiness for postsecondary work.

The scores convert to A–F grades as follows:

A. > 70
B. 57–70.00
C. 43–56.99
D. 30–42.99
F. < 30

This rubric is intentionally weighted toward grades B, C, and D and reserves grades A and F for the best and worst schools. Schools that earn an F or have the lowest 5% of overall points in the states (if fewer than 5% of schools earn an F) will be categorized as comprehensive support schools. Schools with the lowest achievement for one or more student groups, but not in the lowest 5% overall, will be identified for targeted support. The growth rating will be considered as a key indicator for exiting these support designations. "A" schools with no large achievement gaps and a participation rate above 95% will be identified as reward schools. The intent is to effectively distinguish schools, but we expect to see improvement over time. When at least 60%

of Oklahoma schools are scoring at the A or B level, the rubric will be adjusted so that 62 points is needed for a B and 78 points is needed for an A.

In addition, the participation rate will factor into the grade only if it falls below 95% for any student group. Historically, Oklahoma has not had an issue with low participation rates, but incentives are needed to maintain that high bar. Any school with a participation rate below 95% for any student group will have a "minus (–)" placed after its letter grade. The participation rate will also be shown on the report card, with detailed data available by student group.

Recommendations for Accountability in High School

The high school system is parallel to that of elementary and middle schools but has an additional emphasis on college and career readiness. The same approach is used and the table only differs by the two indicators: There are no growth measures, but there are indicators for a graduation rate and postsecondary opportunities. OSDE will look to incorporate a moderate growth measure in 2020 when students who take the grade 8 test in 2017 will take the college-ready test in 2020.

Even with the two different indicators, the total points here also sum to 90, so the same rubrics are used, with the same automatic adjustment applied over time. Likewise, any grade could be adjusted downward by adding a "minus (–)" after the letter grade if the participation rate falls below 95% for any student group in the school or district. An additional bonus point is available for high schools to promote participation in U.S. History. If 95% of students complete the U.S. History class by 11th grade and if 75% of those students either receive a score of "proficient" or above on the Oklahoma end-of-course assessment or receive college credit for the course (through an AP test or concurrent college enrollment), the school will receive one full bonus point added to the final sum. Table 2 displays the indicators and weights for high schools, or any school that includes grade 12.

No.	Indicator	Points possible	Points earned	Percentage	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal		15	
1b.	Math status (with progress targets)	# students with math score	# students meeting goal		15	
1c.	Science status (with progress targets)	# students with science score	# students meeting goal		15	
2.	ELPA progress	# of ELs in US for more than one year	# of ELs meeting goal		15	
3.	Graduation rate	Use state graduation formula to determine percentage			10	
4.	Chronic Absenteeism	# students enrolled	# students NOT missing 10% of school days		10	
5.	Postsecondary opportunity (AP/IB/dual enrollment/ internship/apprenticeship/ industry certification)	10% of enrollment	# enrolled in one program		10	

Table 2. Indicators and weights for high school accountability index

To identify high schools for comprehensive and targeted support, the same criteria apply, but graduation rates are also a consideration. Based on the federal regulations, any high school with a graduation rate less than 67% must be identified as needing comprehensive support and improvement. Likewise, if one or more student groups has a graduation rate significantly below the others and less than 67%, the school is eligible to be targeted for support and intervention. A reward school must have an overall graduation rate of at least 80% with no student group falling below 70%.

Key Considerations for Accountability Recommendations

As historically demonstrated, we can expect that the OSDE will continue to prioritize fairness, equity, reliability, and validity as the agency moves forward in maximizing the efficiency of Oklahoma's assessment system. The recommendations will need to be examined once two full years of data exist (in summer 2018) to ensure the weights and the rubrics differentiate the schools as intended. A more detailed explanation of the context and considerations for adopting OSDE's recommendations is provided in the full report below.

Conclusion

The goal of this system is to differentiate meaningfully among Oklahoma schools, identifying those in need of additional supports to help all students meet the goal of graduating high school ready for postsecondary success. Careful consideration was given to the list of indicators, their weights, and how they are combined to give each school a letter grade. The Task Force focused on the reliability of the indicators, their link to successful outcomes, and the clarity with which they could be reported and explained to the public.

Limitations of This Report

This report did not detail every indicator considered and rejected or the reasons why. These are all detailed in the extensive notes from the committee meetings and should be considered when the system is adjusted in future years. Because no "real" data was available when making these recommendations, many of the values used are placeholders that must be replaced when the new assessments are in place. For instance, the starting point for the target scores in 2017 should be based on real data, with interim goals set with an understanding of where the cut score for "proficient" is located.

Introduction

The Oklahoma Legislature directed the Oklahoma State Board of Education (OSBE) to evaluate Oklahoma's current state assessment and accountability systems and make recommendations for the future. As a result, the Oklahoma State Department of Education (OSDE) held regional meetings across the state and convened the Oklahoma Assessment and Accountability Task Force to deliberate over the many technical, policy, and practical issues associated with implementing an improved assessment and accountability system. This report presents the results of those deliberations in the form of the OSDE's recommendations to the OSBE regarding a new statewide accountability system.

Purpose of This Report

As part of the response to House Bill 3218, the OSBE was tasked with studying a variety of requirements for Oklahoma's assessment and accountability systems. This report reviews requirements under both state and federal law regarding school accountability, provides an overview of key components in an accountability system, describes the role of the Task Force, and presents the recommendations made by the OSDE. A previous report addressed the requirements stated in House Bill 3218 for the summative assessment system, provided an overview of key assessment concepts, and laid out the recommendations for that system. This report assumes the recommended assessment system will be adopted and become a component of the accountability system.

House Bill 3218

In June 2016, Oklahoma Governor Mary Fallin signed House Bill 3218 (HB 3218), which relates to the adoption of a statewide system of student assessments and clarifies language around the school accountability system. HB 3218 requires the OSBE to study and develop recommendations for both the statewide assessment and accountability systems.

The House Bill specifically tasks the OSBE, in consultation with representatives from the Oklahoma State Regents for Higher Education, the Commission for Educational Quality and Accountability, the State Board of Career and Technology Education, and the Secretary of Education and Workforce Development, to study accountability requirements under the new federal law, the *Every Student Succeeds Act* (ESSA), and develop recommendations. The House Bill study notes that the OSBE should examine the following requirements for both assessment and accountability:

- A multi-measures approach to high school graduation;
- A determination of the performance level on the assessments at which students will be provided remediation or intervention and the type of remediation or intervention to be provided;

- A means for ensuring student accountability on the assessments, which may include calculating assessment scores in the final or grade-point average of a student;
- Ways to make the school testing program more efficient; and
- A multi-measures approach to accountability.

Additional information on House Bill 3218 can be found on OSDE's website: http://sde.ok.gov/sde/hb3218.

ESSA requires that an accountability system include the following components:

1. Annual assessments (which may include a measure of student growth);
2. Graduation rates for high schools;
3. Another statewide "academic" indicator for elementary and middle schools
4. English language proficiency for English learners; and
5. At least one additional statewide indicator of school quality or student success (e.g. school climate/safety, student engagement, educator engagement, postsecondary readiness).

Additional information on ESSA can be found on the U.S. Department of Education website at http://www2.ed.gov/policy/elsec/leg/essa/index.html.

Convening the Oklahoma Assessment and Accountability Task Force

In response to the HB 3218 requirements, the OSDE convened an Assessment and Accountability Task Force that included representatives from the groups noted on page 20 of the House Bill: students, parents, educators, organizations representing students with disabilities and English language learners, higher education professionals, career technology educators, experts in assessment and accountability, community-based organizations, tribal representatives, and business and community leaders. For a complete list of Task Force members, please refer to Appendix A of this report.

The role of the Task Force was to deliberate over the assessment and accountability topics required in the House Bill and provide feedback that the OSDE would incorporate into their recommendations to the OSBE. The Task Force was comprised of 95 members who met with experts in assessment and accountability to consider each of the study requirements and make recommendations to improve the state's assessment and accountability systems. Two of those experts also served as the primary facilitators of the Task Force: Juan D'Brot, Ph.D., from the National Center on the Improvement of Educational Assessment (NCIEA) and Marianne Perie, Ph.D., from the University of Kansas' Achievement and Assessment Institute. Additionally, Gary Cook, Ph.D., from the University of Wisconsin joined the first meeting to discuss the inclusion of English learners (ELs) in the accountability system.

The Task Force met four times on August 4–5, September 19, October 18, and November 9, 2016. Throughout these meetings, the Task Force discussed HB 3218, the role of the Task Force, research and best practices in assessment and accountability development, and feedback addressing the requirements of HB 3218. OSDE incorporated this feedback in its recommendations to the OSBE.

Feedback from Regional Meetings and the Oklahoma Task Force

Prior to convening Oklahoma's Assessment and Accountability Task Force, the OSDE held regional meetings in Broken Arrow, Sallisaw, Durant, Edmond, Woodward, and Lawton. These meetings yielded responses on various questions addressing the desired purposes and types of assessments and goals for the accountability system. This regional feedback was incorporated into the discussions with the Oklahoma Assessment and Accountability Task Force.

The first Task Force meeting in August served primarily as an introduction to the requirements of the House Bill and to the issues associated with assessment and accountability design. Task Force members were also introduced to ESSA, a bipartisan measure that reauthorized the *Elementary and Secondary Education Act* (ESEA), and the Act's requirements for statewide educational systems. The August meeting also served as a foundational meeting that allowed the Task Force members to identify the primary goals of the assessment system. The September meeting served as an opportunity to clarify the goals of the Task Force and provide specific feedback that directly addressed the House Bill requirements. In the October meeting, Task Force members focused on details related to the indicators, measuring and combining them into an overall rating. The November meeting was used to finalize the feedback from the Task Force and discuss next steps for the OSDE to develop recommendations for the OSBE. Throughout the four meetings, Task Force members engaged in discussion that addressed the varied uses, interpretations, and values associated with the state's assessment system. These discussions were used to establish and refine the Task Force's feedback, which were subsequently incorporated into the OSDE's recommendations. The final recommendations are presented in the section titled "OSDE Recommendations for Oklahoma's Accountability System."

Considerations for Developing an Accountability System

Before presenting OSDE's recommendations in response to House Bill 3218 and ESSA, we first provide some critical definitions and necessary context.

Educational accountability has been a much-used phrase since the 1970s. The 1980s saw a movement to standards-based accountability. The Improving America's Schools Act (IASA) of 1994 moved the discussion to state-level educational accountability systems. The onus was initially put on state governments to define their accountability systems. The *No Child Left Behind Act* (NCLB) of 2001 laid out a much more prescriptive accountability system, providing a

specific framework within which states must develop their accountability systems. The *Every Student Succeeds Act* of 2016 maintains many of the requirements for the elements of the accountability system, but provides states with more flexibility in determining how to combine the elements to make a judgment about each school and district and in creating a plan for improvement for those deemed in need of assistance.

Accountability systems start with a set of goals and a theory of action that states that a specific act will produce a desired outcome. Those actions are rewarded when successful; other actions that do not produce the desired outcome are sanctioned. The system must undergo constant monitoring to ensure that the action will produce the desired outcome, that the rewards and sanctions are effective, and that the feedback and supports given to the various parties provide useful information on how to adapt their actions to produce the desired outcomes.

According to Carlson (2002), there are five key elements of accountability systems:

1. The goals of the system;
2. The selection of key indicators of success and ways to measure them (multiple measures), rather than merely using information that is available;
3. Decisions about how the selected indicators will be scaled, weighted, combined, and reported;
4. The types of actions that will be taken based on the resulting performance data (rewards and sanctions); and
5. Steps that will be taken to determine and improve the effectiveness of the accountability system itself.

In addition, school report cards are an important component of an accountability system and required by ESSA. Effective report cards communicate results in a clear and accurate manner to stakeholders, including school and district administrators, parents, and community members.

Goals

Linn (2001) encourages state policymakers to be clear about the intended purpose(s) of their educational accountability system. For example, while most states or districts would agree that the purpose of accountability is to improve student learning, Linn argues that states need to be more specific in stating their priorities for achieving such a goal. For instance, beyond improving student learning, state policymakers may specifically desire to:

- Reinforce content standards in priority subjects;
- Support deep understanding and problem-solving ability; and
- Assure a given level of achievement for students before promotion.

Linn also recommends that policymakers clarify the uses of their system, asking specific questions such as:

- What results will be given to parents?
- What will be done with school-level results?
- How much emphasis should be placed on status versus improvement?

Policy context is also important for setting goals. In the case of Oklahoma, goals specified in HB 3218 and ESSA weigh heavily in the design.

Indicators

A major issue in any accountability system is the question of what to measure. Among the considerations in selecting indicators is an understanding of what data are available, the targets of the data collection, the timing of the data collection, and the coherence with the stated goals. In addition, any indicator needs to be measured in a manner allowing for reliable and valid data that will accurately inform the accountability system. Although both NCLB and ESSA require placing large weight on assessment outcomes, there is flexibility in determining which assessments are included and which outcomes are valued. For example, ESSA requires using results from the English language arts (ELA) and mathematics assessments, but Oklahoma also measures student achievement in science and social studies. The assessment results in ELA and math provide the means to report both status (a one-year snapshot of performance) and growth (an across-year calculation at the student level) in grades 3–8. Conversely, science and social studies can only provide status measures, as they are not administered in every grade. Growth measures are also problematic in high school given the current recommendation to use only an off-the-shelf college-ready assessment in eleventh grade. However, any of these assessments can provide information on achievement gaps among various student groups.

In addition to assessment scores, ESSA requires states to include an indicator on graduation rates for high schools and at least one additional statewide indicator of school quality or student success. These additional indicators could focus on school climate, student safety, parent engagement, or postsecondary readiness. Finally, for the first time, ESSA requires that English language proficiency for ELs be included in the Title I accountability system.

Most importantly, ESSA requires that the indicators differentiate among schools. The selected indicators need to provide unique information and not simply be multiple measures of the same result.

Design Decisions

Once policymakers have decided on a set of indicators, the next question is how to use them to make judgments about school or district effectiveness. The first design decision involves determining how to combine the different performance indicators to determine if the school has met the goal(s). In a coherent system, many of these decisions will be based on the goals. For instance, weighting the various elements in a system relates directly to the values placed on

each element. Another issue is how fine-grained the decision measure should be. While NCLB breaks down all decisions into "meets annual measurable objectives" or "does not meet annual measurable objectives," Hanushek and Raymond (2002) argue that binary pass/fail decisions lead to a set of complications, which can be avoided by providing more detailed information about the distribution of scores.

A major issue in accountability systems is how to incorporate information on student groups. Experts and advocates agree that group performance should be reported separately; otherwise strong majority performance can overshadow the poor performance of a minority. However, not every indicator reported needs to be included in the accountability system. For example, an overall absentee rate could be reported for every demographic group but only the overall rate included in the accountability system.

Under NCLB, we saw a lot of discussion of "minimum *n*" (i.e., sample size). A large minimum *n* can increase the reliability of the decisions, but because it excludes certain populations from the system who do not meet the minimum sample size, it decreases the validity of the system. A key feature in any educational accountability system is setting annual targets for students, teachers, and/or schools. Targets are measurable steps toward a system's ultimate goal, but it can be difficult to determine what that target should be – that is, what is good enough.

Identifying Schools and Districts

ESSA lays out two primary categories for identification: comprehensive support and targeted support. States are required to identify the lowest-performing schools in the state as schools in need of comprehensive support and improvement. This category must comprise at least 5% of all Title I schools. In addition, any high school with an overall graduation rate of less than 67% should be identified for comprehensive support. Schools that have one or more student groups consistently performing in the bottom 5% must be identified for targeted support and intervention. Likewise, if one or more student groups have a graduation rate below 67% and in the bottom 5% for the state, that school must also be identified for targeted support.
Outside the scope of this report but important to any accountability system is the system of supports for identified schools. ESSA requires the following steps:

- For Comprehensive Support and Improvement Schools, districts must develop, and the state must approve, an evidence-based improvement plan with input from stakeholders, including school leaders, teachers, and parents. The state must monitor progress against the plan and further intervene if the school does not improve within four years; and
- Targeted Support and Improvement Schools must develop an evidence-based school-level plan with input from school leaders, teachers, and parents. This plan must be approved and monitored by the district. The district must monitor implementation and

take action if the school does not improve the performance and/or outcomes for all student groups.

Reports

Another ESSA requirement is that each state develops a system of school report cards. These report cards must include each indicator used in the accountability system as well as staff and financial information. Specifically, each state must publish an annual statewide report card and each district must publish a district report card. District report cards must include information for the district as a whole, as well as for each school in that district. (When used in this document, the term "district" refers to both traditional public school districts and charters.) These report cards must include, at minimum:

1. Details of the state accountability system, including schools identified for Comprehensive Support and Improvement and Targeted Support and Improvement;
2. Disaggregated results on all accountability indicators, including state assessments and graduation rates;
3. Disaggregated assessment participation rates;
4. Disaggregated results on the indicators that the state and its districts are already reporting to the Civil Rights Data Collection, including, but not limited to: a. access to advanced coursework, such as AP, IB, and dual enrollment; b. exclusionary discipline rates; and c. chronic absenteeism;
5. The professional qualifications of educators, including the number and percentage of a. inexperienced teachers, principals, and other school leaders; b. teachers teaching with emergency credentials; and c. teachers who are out of field. Districts and state report cards must include comparisons of high-poverty and low-poverty schools on these metrics;
6. State, local, and federal per-pupil expenditures, by funding source. These expenditures have to include actual personnel expenditures for each school, not just district averages.
7. The number and percentage of students with the most significant cognitive disabilities taking the alternate assessment;
8. At the state level, results of the National Assessment of Educational Progress, as compared with national averages; and
9. Disaggregated rates at which high school graduates enroll in higher education, if available.

Finally, the Education Commission of the States recently published a report laying out evaluation criteria for a statewide report card system (Mikulecky & Christie, 2014). They identified the best report cards as the ones that are easy to find, easy to understand, and

include indicators essential for measuring school and district performance. The indicators include:

- Student achievement;
- Student academic growth;
- Achievement gap closure;
- Graduation rates; and
- Postsecondary and career readiness.

The Commission highlighted Illinois, Ohio, and Wisconsin as providing some of the best report cards.

Validation

Finally, the last core concept of accountability systems is the need to monitor, evaluate, and improve the system. Researchers seem to agree that an accountability system should include a mechanism for continuously monitoring and evaluating the effects of the system and potential strategies for adapting and improving the system in response to new information. A key question is how the system design will incorporate the need for revisions over time. State- and district-level policymakers need to have a predetermined plan of how they will manage deficiencies uncovered by the accountability system and how their solutions will feed back into the system itself. As mentioned in a previous section, policymakers should monitor how schools and educators respond to sanctions and rewards.

Gong and the ASR SCASS (2002) also list evaluation and monitoring as key design principles for accountability systems. He recommends asking questions, such as

- Is the system complete?
- Can the system be improved?
- Is the system having the desired effects?
- Is the system producing any undesired effects?
- Have assumptions or circumstances changed to an extent that the system should change?

OSDE Recommendations for Oklahoma's Accountability System

At the end of the November meeting, the Task Force agreed on a set of recommendations for indicators, measures, and design decisions. Broad advice for report cards and validation was also provided. OSDE incorporated these ideas into their recommendations, summarized in this section.

Goals

The task force quickly agreed on the goal for the Oklahoma public school system. The focus should be on preparing students for college and career readiness, where "college and career ready" means that students graduate from high school prepared to enter and succeed in postsecondary opportunities, whether college or career. All parts of the school system,

including elementary and secondary schools, must put students on a trajectory for postsecondary success.

Indicators

All indicators in the final list have a research basis associated with postsecondary success. Throughout the four meetings, multiple indicators were proposed and rejected because either there was no evidence that the indicator supported the goal, there was no reliable way to gather the data, or the measure was susceptible to manipulation or might lead to other undesirable outcomes. A guiding principle of the Task Force was to start with a relatively simple and straightforward list of indicators keyed on successful outcomes. Over time, as the accountability system matures, additional indicators may be added.

The final list of indicators is as follows:

Elementary & Middle School	High school
ELA status	ELA status
Math status	Math status
Science status	Science status
ELA growth	Graduation rate
Math growth	Postsecondary opportunities
ELPA progress	ELPA progress
Chronic absenteeism	Chronic absenteeism

Status

All schools will have indicators for ELA, math, and science status. In grades 3–8, these indicators will be based on the state assessment. The Task Force recommended that achievement in one year be measured in terms of scale score rather than the percentage meeting proficient. The base year will be in 2017. The average scale score for the school at the 40th percentile will set the initial goals for each student group. Then, interim goals will follow a set number of score points, based on progress seen in earlier years. In addition, the goals will be set separately for each student group in a manner that requires more progress from the lower performing groups. As an example, see Figure 1.

Clarification: Once the scale and cut scores have been set, the target values will be determined by a formula that ensures all student groups are on a trajectory to be proficient. These numbers are placeholders.

This graph shows a simulated set of interim targets from 2017 through 2025. For this example, we assumed a scale of 100 – 400 with the "target" cut score set at 300. Each grade and subject will require a separate graph. Goals increase by a variable number of points each year, ranging from 5 points for whites, the highest-performing group, to 10 points for the lowest-performing groups: economically disadvantaged, ELs, and students with disabilities. By the year 2025, all students will be expected to achieve proficiency on state assessments. The goals will also reduce the achievement gap each year, but at a rate that has been shown to be feasible based

on past performance. This achievement indicator is thus both rigorous and attainable. It also incentivizes schools to work with every student to meet their target and not just those close to proficiency.

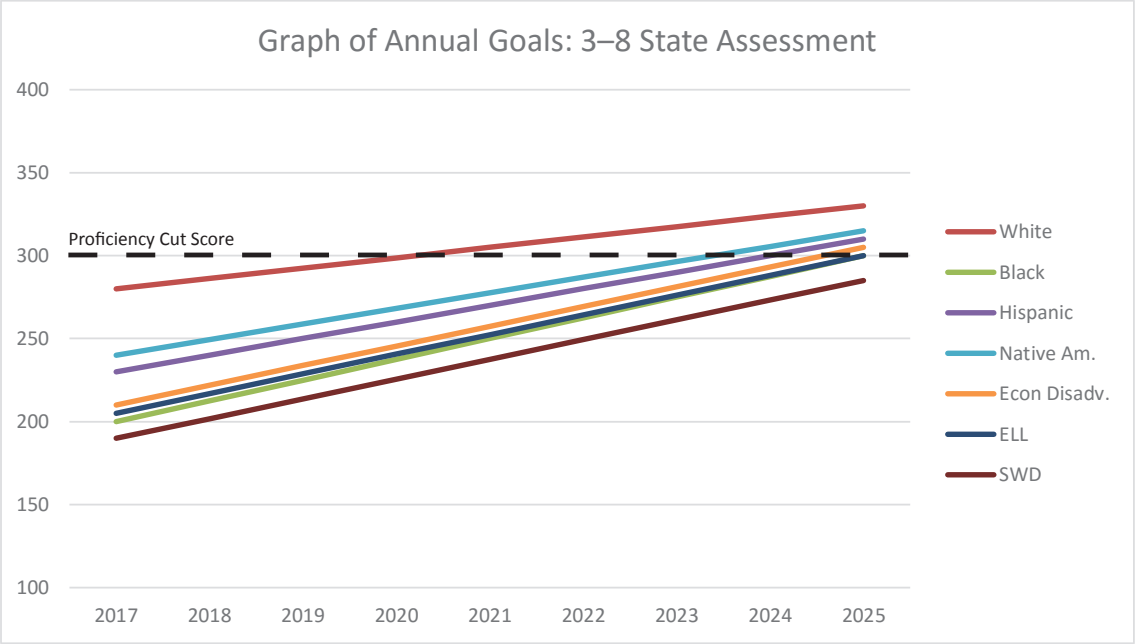

Figure 1. Simulated annual targets for elementary and middle schools
NOTE: The proficiency cut is assumed to be at 300.

Clarification: Breaking out results by race/ethnicity, IEP, EL and economic status is a requirement of ESSA.

An important component of the status indicator is examining progress by each student group. However, a lesson learned from NCLB is that counting a student multiple times does not provide additional information about a school and actually provides a disincentive to work in schools with large disadvantaged populations. To counter these concerns, each student will be assigned a primary student group for accountability purposes. The original *Elementary and Secondary Education Act* of 1965 was founded on the idea of providing an equitable education to those from high poverty areas. This accountability system will reinforce that goal by prioritizing economic disadvantage first. That is, a student who is both Hispanic and economically disadvantaged will be placed in the economically disadvantaged group and required to meet those interim goals. (Economically disadvantaged is defined as eligible for the federal free and reduced price lunch program, also known as the National School Lunch Program.) The prioritized order of student characteristics is based on the degree to which data shows them to be related to achievement outcomes. Thus, the groups will be formed as follows:

1. Economically disadvantaged students;
2. Student with disabilities;
3. English learners;

4. Black/African American students;
5. Hispanic students;
6. Native American/American Indian students; and
7. Other students (white or Asian, not economically disadvantaged, not having an identified disability, not an EL).

If a student is a black student with a disability but not economically disadvantaged, he or she will be categorized as a student with a disability and required to meet that goal. A Hispanic EL will be categorized as an EL. All of those students will have the same interim goal, regardless of their race/ethnicity.

Returning to Figure 1, each student will have a scale score goal for his or her grade level and year, based on his or her student group. Each student will either meet that goal or not. The school will receive credit for the percentage of students meeting the goal. It is important to note that this indicator requires each school to show progress each year, but this is not a growth measure. Growth follows an individual student from one year to the next and calculates how much his or her achievement changed in that time. This measure uses an improvement model comparing cohorts of students. That is, each school will be comparing third-graders in 2018 to third-graders in 2017, for example, and trying to improve the performance of each cohort incrementally.

Similar to Figure 1, Figure 2 provides an example of a similar set of goals using a nationally recognized college-ready assessment in high school. For purposes of the simulation, data from a nationally recognized college-ready assessment was used, as there was a previous report demonstrating Oklahoma performance on that assessment.

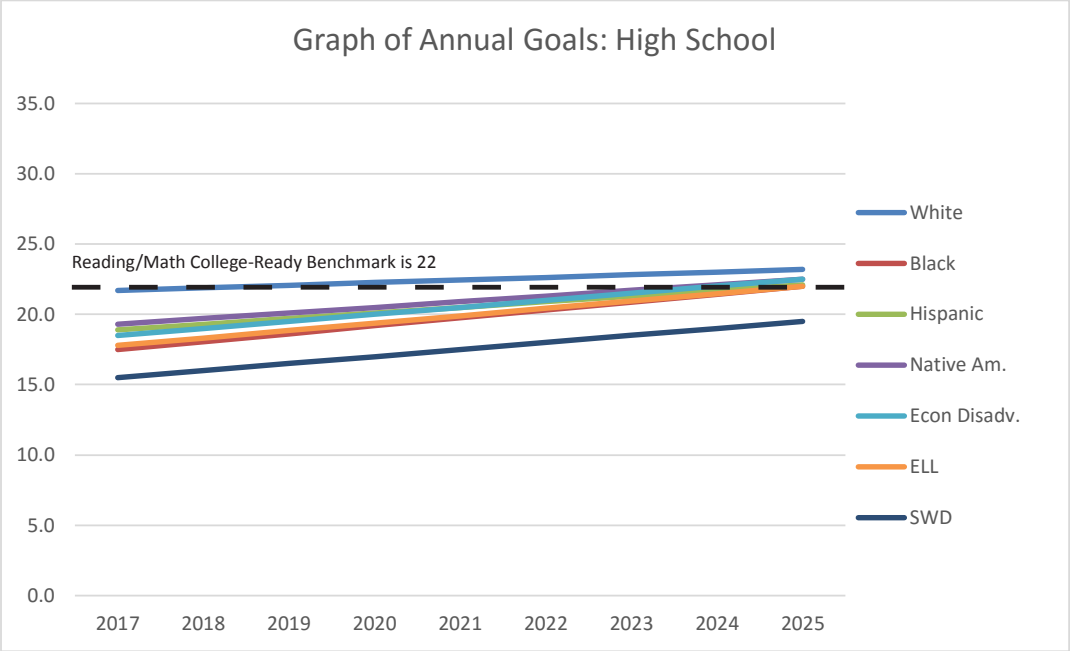

Figure 2. Simulated annual targets for high school
NOTE: Reading/Math College-Ready Benchmark is 22.

In this example, the 2017 data represent the average score in Oklahoma from 2014. These starting points are likely to be lower when every student in the state takes the college-ready assessment. Then, the annual targets are determined by increasing the average by 0.2 – 0.5 points each year, depending on student groups. Again, the goal by 2025 is for all students to reach the college-ready benchmark of 22 in reading and math and simultaneously reduce the achievement gaps.

Growth

For elementary and middle schools, the second academic indicator is growth. To clarify definitions, the previous indicator required each school to show improvement. That is, the cohort of third-graders in 2018 needs to outperform the cohort of third-graders in 2017. In contrast, growth follows an individual student. Growth measures a student's achievement in fourth grade in 2018 compared to third grade in 2017. Each student receives a growth score, which can then be averaged across schools or districts.

For grades 3–8 in ELA and mathematics, a score is given annually. Thus, growth can be measured at the student level between grades 3–4, 4–5, 5–6, 6–7, and 7–8. A K–5 school will have two growth measures per subject and a middle school with grades 6–8 will have three growth measures.

No growth measures in high school are possible in the short term without adding additional assessments at that level. However, in 2020 a cohort of students will have taken the grade 8

test in 2017 and the college-ready test in 2020. Those data can be used to develop a predictive model, using the grade 8 scores to project performance onto the college-ready test. Then, as students take the college-ready assessment, they can be labeled as exceeding their predictive performance (high growth), meeting the predicted performance (average growth), or failing to meet the predictive performance (low growth). When the data are sufficiently reliable, this indicator can be added to the accountability calculation.

The Task Force was clear that both status and growth are important. Clearly, the best schools are those that have high status and high growth, and the schools needing intervention would be those with low status and low growth. However, there was less clarity on whether a school with high status and low growth should be rated higher than one with low status and high growth. By providing these two different metrics in a manner that does not double the information the way the "growth to target" indicator under NCLB did, making decisions about these schools becomes clearer.

The Task Force discussed many growth models but settled on the value table. Because the status measure focuses on average scale score, Task Force members wanted the growth model to take achievement levels into consideration. The value table model was developed by Richard Hill and his colleagues at NCIEA (Hill, et al., 2005). They describe the basic idea behind a value table as a mechanism to create an indicator that examines the achievement level a student earns one year, compare it to the level earned the previous year, and then assign a numerical value to that change. Higher values are assigned to results that are more highly valued. The Task Force members wanted to give schools credit for growth across the entire scale. Each achievement level would be divided in half so that growth could be measured within as well as across achievement levels. By giving credit for moving a student from a low unsatisfactory to a high unsatisfactory, this indicator will provide different information about schools than the status indicator.

Figure 3 displays one possible table. Stakeholders will need to continue to meet to examine the values in this table, but it meets several criteria. It provides similar credit for moving students to a low score within an achievement level to a high one, regardless of the level. See for example, the points associated with moving from low unsatisfactory to high unsatisfactory: 120. Compare that to the points associated with moving from low proficient to high proficient: 130. The target of staying at a low level 3 is set at 100. Any improvement has a value greater than 100 and any backwards movement results in a value less than 100. Thus, any school with an average score above 100 is showing growth. The tables can be calculated for all students and any student group, but the accountability measure will be for all students.

Previous year (e.g., 2017)	Current year (e.g., 2018)							
	Unsatisfactory Low	Unsatisfactory High	Limited Knowledge Low	Limited Knowledge High	Proficient Low	Proficient High	Advanced Low	Advanced High
Unsatisfactory Low	0	120	160	185	200	200	200	200
Unsatisfactory High	0	90	130	150	195	200	200	200
Limited Knowledge Low	0	50	95	130	165	175	195	195
Limited Knowledge High	0	30	55	95	130	160	185	195
Proficient Low	0	0	30	80	100	130	150	175
Proficient High	0	0	0	30	70	105	135	160
Advanced Low	0	0	0	0	40	75	115	145
Advanced High	0	0	0	0	25	50	95	125

Figure 3. Sample value table to measure growth.

Clarification: Values will be adjusted to award fewer points for students dropping from proficient or advance to below proficient (see values highlighted in green on presentation slides 11-12 and memorandum dated Feb. 6, 2017).

Postsecondary Opportunities

Because growth cannot be measured in high school with a one-time assessment, another academic indicator is needed. The Task Force selected the indicator on postsecondary opportunities with a focus on participation. Thus, schools will receive credit for every student participating in one of the following programs:

- Advanced Placement (AP) classes;
- International Baccalaureate (IB) program;
- Dual (concurrent) enrollment in higher education courses;
- A work-based internship or apprenticeship; and
- Industry certification.

This list incorporates both college success indicators as well as career preparation activities. Schools are rewarded for helping their students gain early college or career exposure. The initial target was set at 10% of students in high school meeting this goal, or 20% of juniors and seniors. The Task Force felt that was a high but attainable goal. This goal may increase over time. Likewise, the Task Force debated whether participation or outcomes should be rewarded. Task Force members decided that early on, OSDE needs to incentivize schools first to offer the opportunities and that later the system could reward outcomes. Thus, to start, this indicator measures participation, but we expect to gradually move that to crediting successful outcomes in future years. The timeline will be discussed in future Task Force meetings.

Clarification: Years 2-3 will phase in credit for successful outcomes (see presentation slide 20 and memorandum dated Feb. 6, 2017).

Graduation Rate

The system will continue to use the state formula for four-year graduation rates, but also factor in the five-year rate and the six-year rate. The state language appears in the next few paragraphs.

As with the dropout data for middle schools, the **Four-Year Adjusted Cohort Graduation Rate** (hereafter referred to as the four-year graduation rate) will be calculated using graduation data from the previous year in order to allow schools to count summer graduates.

The four-year graduation rate is defined by the U.S. Department of Education in 34 C.F.R. § 200.18 (b)(i)(A) and 70 OS § 3-151.1 as "the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class" (i.e., entered high school four years earlier, adjusting for transfers in and out, émigrés and deceased students).

In other words, students will be assigned to a cohort based on the year they are expected to graduate on a four-year plan. For example, students entering the ninth grade in the 2013-2014 school year would be assigned to the 2017 cohort. The four-year graduation rate will then be calculated using the following formula:

$$\textbf{4 year graduation rate for cohort } x = \frac{\textbf{Number of graduates in cohort } x}{\textbf{Number of graduates in cohort } x + \textbf{Number of leavers in cohort } x + \textbf{Number of students in cohort } x \textbf{ that are still enrolled}}$$

A student can be removed from a school's cohort only if he or she enrolls in another institution that offers an accredited high school diploma, emigrates out of the country, or passes away.[1] Each year, the four-year graduation rate will be calculated based on the appropriate cohort. Then, that rate will be supplemented by the additional graduates from that year who fell into the five- or six-year cohort. ESSA requires that the five- and six-year rates be given less weight than the four-year rate. However, the Task Force felt strongly that graduation is important at any time and wanted to incentivize schools to continue to work with all students to meet the graduation requirements. Therefore, the weight is set at 0.85 and 0.50 for five- and six-year rates, respectively. The OSDE will also monitor the use of the six-year graduation rate, and if it appears to be providing perverse incentives to delay graduation, the use of that rate for this indicator will be restricted to students with disabilities who are entitled by their IEP to additional years of schooling.

Continuing the above example, the four-year rate for the graduation year 2017 will be calculated first. Then, the percentage of students who graduated in 2017 who were ninth-

[1] Note that although an exit for homeschooling is not considered a dropout on the Annual Dropout Report, it is considered a non-graduate for purposes of calculating the four-year graduation rate. The same is true for students who exit to receive their GED or to go to any other institution that does *not* grant a high school diploma.

graders in the 2012-2013 school year will be calculated, multiplied by 0.85 and added to the four-year rate. Finally, the percentage of students who graduated in 2017 who were ninth-graders in the 2011-2012 school year will be calculated, multiplied by 0.70, and added to the four-year + five-year rate, for the final 2017 graduation rate.

ELPA Progress

Dr. Gary Cook attended the first Task Force meeting and presented a plan for measuring progress on the English language proficiency assessment, WIDA ACCESS 2.0. The idea is that students should be able to exit an English language development program within five years, depending on their starting point. This approach assumes that a year's worth of learning should result in growth of one performance level on WIDA. Thus, a student who starts at Level 1 will have five years to exit the program, while a student who starts at level 3 will have three years to exit the program. Figure 4 provides an example of four students following this rule.

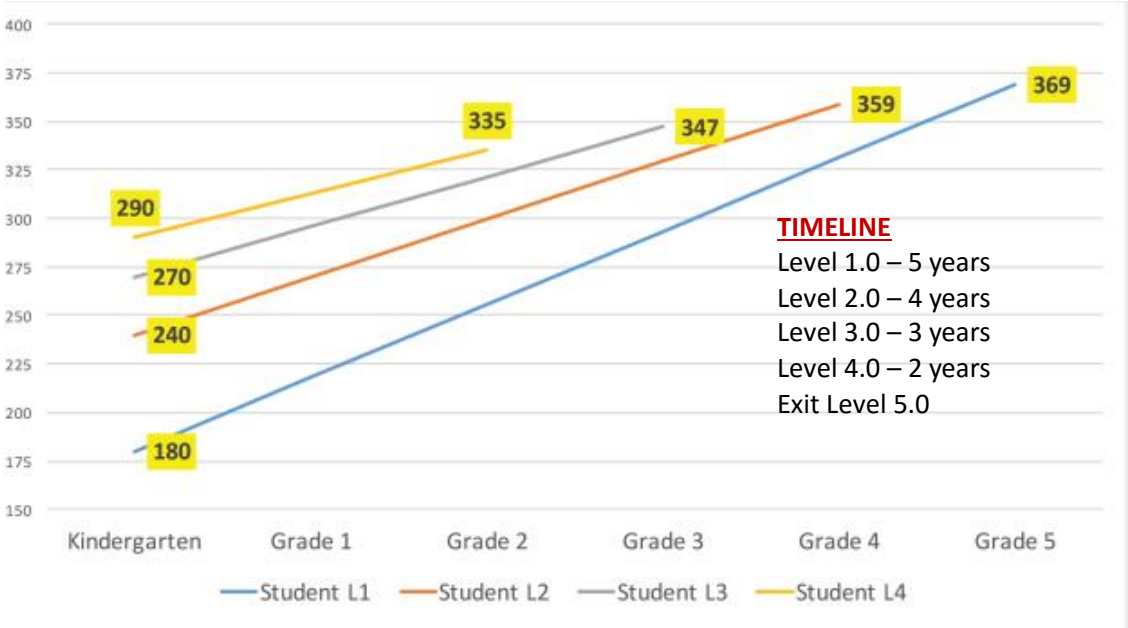

Figure 4. Growth to target for ELPA

As seen in Figure 4, each kindergarten student has a trajectory allowing him or her to exit the program in 2–5 years depending on his or her starting point. A similar graph would be created for each grade. Based on these expectations, all ELs would either make their annual target or not. The measure of ELPA progress will be the percentage of students making their target. Clearly, this indicator requires two years of data, so only students who have been in the United States two years or longer will be included.

An important note is that students who are reclassified as non-EL will remain in the EL calculations for four years after exiting as allowed under ESSA rules and regulations.

Additionally, ELs are not included in the subject-specific indicators until they have been in the country two years. They should take the assessments the first year for purposes of establishing a baseline, but the scores should not count in the school's rating. The second year, these newly entered students will be added to the rating for the growth metric only. Once the students have been in the United States for three years, they will be fully included in all achievement indicators for a school and district.

Chronic Absenteeism

There is a fair amount of research demonstrating a relationship between chronic absenteeism and future success, and recently, The Hamilton Project at the Brookings Institution released a report recommending states adopt chronic absenteeism as the "fifth indicator" of student success and school quality (Schanzenbach, Bauer & Mumford, 2016). Chronic absenteeism is defined as missing 10% or more days of school. Thus, for a student enrolled for the full academic year, missing 10% of the school year would result in missing 18 days, or almost a full month of schooling. Research shows that students who are chronically absent in sixth grade are much less likely to graduate high school on time, if at all (BERC, 2011). Similarly, chronic absence in kindergarten was associated with lower academic performance in first grade (Balfanz & Byrnes, 2012).

All students enrolled in school since January 2 should be included in this indicator for that school year. However, for students enrolled for less than the full academic year, the 10% threshold will result in fewer than 18 days that can be missed before the student is considered chronically absent.

Design Decisions

ESSA requires a summative rating for all schools, and Oklahoma has a history of categorizing all schools by grades A–F. Thus, each of the various indicators was given weights and summed to create an index. The weights are shown in Figures 5 and 6. For elementary and middle schools, equal weight has been given to status and growth, with status focused on each student meeting a targeted scale score and status based on a value table organized around the achievement levels. Oklahoma will also continue with the practice of using 10 as the minimum *n* size.

No.	Indicator	Points possible	Points earned	Percentage (earned/possible)	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal		15	
1b.	Math status (with progress targets)	# students with math score	# students meeting goal		15	
1c.	Science status (with progress	# students with science score	# students meeting goal		5	

	targets)					
2a.	ELA growth	Highest value on table	Value table average		15	
2b.	Math growth	Highest value on table	Value table average		15	
3.	ELPA progress	# of ELs in US for more than one year	# of ELs meeting goal		15	
4.	Chronic absenteeism	# students enrolled	# students NOT missing 10% of school days		10	

Figure 5. Indicators and weights for elementary and middle school accountability index

Each school enters the data in the appropriate column, multiplies by the weights shown, and then enters the final numbers in the far right-hand column. Summing the final numbers will produce a score between 0–90 to deter "percent-correct" thinking. It was determined by carefully considering the relative weight of each indicator. Then a rubric was developed with the intent of spreading the grades across schools in such a way that the majority of schools would be rated with a grade of B, C, or D, reserving grades A and F for the best and worst schools. As the distribution of grades shifts and schools improve, the rubric will need to change to reflect OSDE goals of continuing improvement. When at least 60% of Oklahoma schools are scoring at the A or B level, the rubric will be adjusted so that 62 points is needed for a B and 78 points is needed for an A.

The initial rubric converting the scores to grades is proposed as follows:

A. > 70
B. 57–70.00
C. 43–56.99
D. 30–42.99
F. < 30

Clarification: Rules should be considered to ensure that no school with a significant portion of students scoring below proficient is able to receive a high score on the rubric.

If, however, schools have fewer than 10 ELs across all grades, they will not have a score for that part of the index, making their total possible points 75. A second rubric was developed for this scenario:

A. > 60
B. 47–60.00
C. 38–46.99
D. 25–37.99
F. < 25

Notice that this rubric does not simply subtract 15 points from every category. The goal was to distribute the weight so that schools with ELs do not feel an undue burden from that population. Instead, strong performance from this group can provide an additional boost to the overall score. Although consideration was given to weighting the ELPA progress indicator differently depending on the proportion of ELs in the school, the decision was made to keep it

static to ensure that every EL had equal consideration regardless if in a school with 30 other students or 300.

In addition, the participation rate will factor into the grade only if it falls below 95% for any student group. Historically, Oklahoma has not had an issue with low participation rates, but incentives are needed to maintain that high bar. Any school with a participation rate below 95% for any student group will have a "minus (–)" placed after its letter grade. The participation rate will also be shown on the report card, with detailed data available by student group.

For high school, the same approach is used and the table only differs by the two indicators: There are no growth measures, but there are indicators for graduation rate and postsecondary opportunities. However, the total points here also sum to 90, so the same rubrics are used, with the same automatic adjustment applied over time. Likewise, any grade could be adjusted downward by adding a "minus (–)" after the letter grade if the participation rate falls below 95% for any student group in the school or district. An additional bonus point is available for high schools to promote participation in U.S. History. If 95% of students complete the U.S. History class by 11th grade and if 75% of those students either receive a score of "proficient" or above on the Oklahoma end-of-course assessment or receive college credit for the course, the school will receive one full bonus point added to the final sum.

Figure 6 displays the indicators and weights for high school.

No.	Indicator	Points possible	Points earned	Percentage (earned/possible)	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal		15	
1b.	Math status (with progress targets)	# students with math score	# students meeting goal		15	
1c.	Science status (with progress targets)	# students with science score	# students meeting goal		15	
2.	ELPA progress	# of ELs in US for more than one year	# of ELs meeting goal		15	
3.	Graduation rate	Use state graduation formula to determine percentage			10	
4.	Chronic absenteeism	# students enrolled	# students NOT missing 10% of school days		10	
5.	Postsecondary opportunity (AP/IB/dual enrollment/ internship/apprenticeship/ industry certification)	10% of enrollment	# enrolled in one program		10	

Figure 6. Indicators and weights for high school accountability index

The total points here also sum to 90, so the same rubrics are used. One difference in weights to notice is the variation of science compared to ELA and math. In elementary and middle schools, science is given once each, while ELA and math are given in grades 3–8. Since science is given one-third as often as ELA and math, it is weighted at one-third of their weight. In high school, however, all three subjects are given once, so they have all been weighted the same. An example of calculations for an elementary school and a high school is provided in Appendix C.

Identifying Schools and Districts

Elementary and middle schools that earn an F or have the lowest 5% of overall points in the state (if fewer than 5% of schools earn an F) will be categorized as comprehensive support schools. Schools with the lowest achievement for one or more student groups, but not in the lowest 5% overall, will be identified for targeted support. The growth rating will be considered as a key indicator for exiting these support designations. “A” schools with no large achievement gaps and a participation rate above 95% will be identified as reward schools.

For high schools, the same criteria apply but graduation rates are also a consideration. Based on the federal regulations, any high school with a graduation rate less than 67% must be identified as needing comprehensive support and improvement. Likewise, if one or more student groups has a graduation rate significantly below the others and less than 67%, the school is eligible to be targeted for support and intervention. A reward school must have an overall graduation rate of at least 85% with no student group falling below 75%.

Note that participation rate does not factor into the identification of comprehensive and targeted support schools. It will be included, however, as a requirement for exiting that status. Schools will need to show improvement in achievement and graduation rates for all students while measuring at least 95% of their student population.

Reports

The Task Force examined report cards from several states and chose Ohio as the model. (A sample Ohio school report card is shown in Appendix B.) However, the group felt more information would be gained by providing comparative information about each indicator rather than simply displaying an icon as Ohio does. Each school will have six to seven indicators, depending on whether they have a sufficient EL population to produce the ELPA indicator. Each indicator will be shown on a dashboard with an overall rating for the school displayed in the header. For each indicator, the measure will show that school's performance, the performance of like schools, the performance of the district, and the performance of the state. The target for the indicator will be clearly displayed, and a grade given for each indicator.

Figure 7 shows an example of how data for each indicator would be displayed.

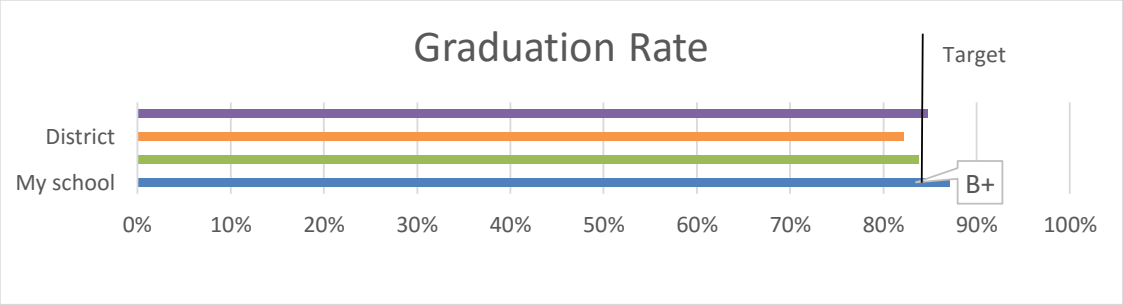

Figure 7. Sample indicator for the school report card

Similar to the interactive report card system in Ohio, Oklahoma's system would also allow users to drill down to see more information. For example, they could click on "my school" and see the breakdown by student group.

Overall, there will be more information in the school report cards than what counts for accountability. As required by ESSA, there will be information on per-student expenditures, NAEP (National Assessment of Educational Progress) results, participation rates, and

professional qualification of educators. Additionally, all indicators will have information disaggregated by student groups in the detail data.

Importantly, not all data will be available to incorporate into the report card in 2017. With the first year of a new assessment in grades 3–8, there will be no growth data, only status. Likewise, 2017 is the final year of the grade 10 assessment, and the nationally recognized high school assessment will not be required until 2018. Therefore, in 2017, the report card will be designed as if it was final and display data for all possible indicators, but no summative grade will be calculated. As shown in the Ohio example in Appendix B, the spot for the summative grade will display "Coming in 2018" instead. To support the districts and schools during this transition, information about growth targets will be provided, demonstrating to each school how they need to perform in 2018 to hit their targets.

Validation

As described earlier, all accountability systems should be continuously monitored and evaluated. Prior to implementing this system statewide, OSDE will work with a few districts to apply this system to their schools to determine their rating and discuss the face validity of that rating. The rubric could be adjusted accordingly. The second year of the system (2018) will be the first year a growth metric is available and the first year the system can be implemented as intended. The Task Force will reconvene at that point to examine the list of A and F schools to see if they are aligned with the differentiations intended by this system.

Of particular interest to watch over time is the status indicator. Should it be readjusted if students continually fail to meet the targeted increase in scores? That should not be necessary for the first three years, but it will be worth watching.

In addition, other indicators were discussed by the Task Force and designated as indicators of interest to add in future years. As the system stabilizes, OSDE could adjust indicators such as social studies status, school climate surveys, or teacher professional development activities. Furthermore, working with the Oklahoma State Regents for Higher Education and the business community, OSDE may be able to collect data on students' postsecondary activities that could be used to inform high school ratings.

Further Work

This report primarily addresses the methodology for grading schools and determining which schools should be identified for comprehensive and targeted support. It does not explore school improvement models to implement for those schools. Further work is needed to support the districts with identified schools and determine effective remediation strategies.

Additionally, this plan is based on outdated data. Oklahoma will be implementing new assessments with a new scale and new cut scores in grades 3–8 and a new college-ready assessment in high school. All of the baseline data will need to be calculated and targets set once those data become available. The Task Force will need to continue to meet to discuss the values in the value table and elements of the report card, as well as review the goals and interim targets once data become available.

Finally, additional work is ongoing for non-traditional schools. Those include virtual schools, very small schools, and K–2 schools. Not all of these measures work for such schools, but no school will be excused from the accountability system. A separate group is working to develop rules for these schools that maintain the goals of this system.

This report is intended as a blueprint to construct the accountability system. It is the process that is recommended for adoption here, not the final numbers.

Conclusion

The conversations that occurred among Task Force members, assessment and accountability experts, and the OSDE resulted in a cohesive system developed with the goal of preparing students for college and careers. The system begins with a fairly simple list of indicators that meets the requirements of both HB 3218 and ESSA. Other indicators could be developed, validated, and added to the index over time. The first goal, however, is to establish a system that is reliable and valid and that Oklahoma stakeholders believe provides meaningful data to differentiate among our schools. The Task Force will continue to meet as more data become available to review the details of each measure and work on the accountability report card. The consistent monitoring will help ensure the system is transparent and understandable to all stakeholders.

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Appendix A: Invited Task Force Members

Name	Organization	Title
Hofmeister, Joy	State Dept. Education	State Superintendent of Public Instruction
Dunlap, Katie Dr.	State Dept. Education	Deputy Superintendent of Assessment and Accountability
Tamborski, Michael Dr.	State Dept. Education	Executive Director of Accountability
Walker, Craig	State Dept. Education	Executive Director of State Assessments
Barnes, Lynn	Oklahoma City Public Schools	Sr. Executive Director of Curriculum & Federal Programs
Bax, Benjamin	American Federation of Teachers	Field Representative
Baxter, Leo J.	Oklahoma State Board of Education	Board Member
Bendick, Debbie Dr.	Edmond Public Schools	Assoc. Superintendent
Best, Mary	American Federation of Teachers	President
Bishop, Katherine	Oklahoma Education Association	Vice President
Blanke, Debbie Dr.	Oklahoma State Regents for Higher Education	Academic Affairs
Burchfield, Rocky	Fairview Public Schools	Superintendent
Burk, Jana	Tulsa Public Schools	Executive Director of Teacher/Leadership Effectiveness Initiative
Bushey, Brent	Oklahoma Public School Resource Center	Executive Director
Buswell, Robert	Office of Educational Quality and Accountability	Director of Educational Accountability
Caine, Ann	Oklahoma State School Boards Association	Director of Education Leadership
Capps, Staci	Byng Public Schools	Curriculum Director/Grant Developer
Casey, Dennis Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Charney, Randee	Research Associate	Schusterman Family Foundation
Choate, Tony	Chickasaw Nation	Media Relations
Cobb, Rick	Mid-Del Schools	Superintendent
Condit, Donnie Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Cook, H. Gary Dr.	University of Wisconsin	Associate Scientist, Expert in Assessment and Accountability, E.L.L.
Cooper, Donna	Choctaw Nicoma Park Schools	Asst. Superintendent
D'Brot, Juan Dr.	Center for Assessment	Senior Associate, Expert in Assessment and Accountability
DeBacker, Terri Dr.	University of Oklahoma College of Education	Assoc. Dean

Name	Organization	Title
Dossett, J.J. Sen.	Oklahoma Senate	Oklahoma Senator
Dugan, Drew	Greater Oklahoma City Chamber of Commerce	Vice President
Dunlop, Janet Dr.	Broken Arrow Public Schools	Assoc. Superintendent
Dunn, Kathy	Mid-Del Schools	Asst. Superintendent for Teaching and Learning
Elam, Mary Dr.	Oklahoma City Public Schools	Senior Research Associate, Planning, Research, and Evaluation Dept.
Fedore, Stephen	Tulsa Public Schools	Director of Data Quality and Data Use
Flanagan, William	Oklahoma State Board of Education	Board Member
Font, Raul	Latino Community Dev. Agency	CEO/Executive Director
Ford, John Sen.	Oklahoma Senate	Oklahoma Senator
Foster, Becki	Oklahoma Department of Career and Technology Education	Associate State Director for Curriculum, Assessment, Digital Delivery and Federal Programs
Franks, Cathryn	Oklahoma State Board of Education	Board Member
Fulton, Lisa	Ada City Schools	District Test Coordinator
Garn, Gregg A. Dr.	University of Oklahoma	Dean of Education
Grunewald, Angela	Edmond Public Schools	Executive Director of Elementary Education
Guerrero, Julian Jr.	Tribal Education Dept. National Assembly (TEDNA)	Project Director, Native Youth Community Project
Heigl, Brenda	Oklahoma Parent Teacher Association	President
Henke, Katie Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Hernandez, Kristy	Moore Public Schools	Director of Student Services
Hime, Shawn	Oklahoma State School Boards Association	Executive Director
Hooper, Tony	Lawton Public Schools	Director of Accountability and Assessment
House, Sharon	Oklahoma Parents Center, Services for Families of Children with Disabilities	Executive Director
Hutchison, Tony	Oklahoma State Regents for Higher Education	Strategic Planning Analysis Workforce and Economic Development
Keating, Daniel	Oklahoma State Board of Education	Board Member
Lepard, Jennifer	Oklahoma State Chamber	V.P. of Government Affairs
Lester, Erin	Tulsa Public Schools	Director of Educational Indicators
Lora, Aurora	Oklahoma City Public Schools	Superintendent

Name	Organization	Title
Love, Courtney	Oklahoma Virtual Charter Academy	Operations Manager
Mack, Marcie	Oklahoma Department of Career and Technology Education	State Director
McDaniel, Tracy	KIPP Charter Oklahoma City	Founding School Leader & Principal
Monies, Jennifer	Oklahoma Educated Workforce Initiative	Executive Director
Mouse, Melanie Dr.	Putnam City Schools	Asst. Superintendent
Nollan, Jadine Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Ogilvie, Clark	Owasso Public Schools	Superintendent
Owens, Beecher	Mannford HS	2016 Graduate
Owens, Rick	Lawton Public Schools	Secondary Education
Owens, Ryan	CCOSA	Co-Executive Director/General Counsel; Director Legislative Services
Parks, Tammy	Howe Public Schools	PDC Coordinator
Parrish, Jim	Choctaw Nation	Executive Director of Education
Pennington, David	Ponca City Public Schools	Superintendent
Perie, Marianne Dr.	University of Kansas	Director Center for Assessment and Accountability Research and Design; Expert in Assessment and Accountability
Pittman, Anatasia Sen.	Oklahoma Senate	Oklahoma Senator
Polk, Jamie	Lawton Public Schools	Asst. Superintendent
Price, Bill	Oklahoma State Board of Education	Board Member
Priest, Alicia	Oklahoma Education Association	President
Reavis, Madison	Muskogee HS	2016 Graduate
Riggs, Ruthie	Edmond Public Schools	Assoc. Superintendent
Roberts, Kuma	Tulsa Regional Chamber	Education Program Manager
Roberts, Sarah	Inasmuch Foundation	Senior Program Officer
Rogers, Michael Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Roman Nose, Quinton	Tribal Education Departments National Assembly (TEDNA)	Executive Director, Board of Directors
Ross, Robert	Inasmuch Foundation & Oklahoma State Board of Education	Board of Directors, Board Member
Sadler, Kimberly	Oklahoma Department of Career and Technology Education	Associate State Director for Curriculum, Assessment, Digital Delivery and Federal Programs
Shirley, Natalie	OK Governor's Office	Secretary of Education and Workforce Dev.
Shouse, Jerrod	Owner	Shouse Consulting

Name	Organization	Title
Simmons, Shirley Dr.	Norman Public Schools	Asst. Superintendent
Sly, Gloria Dr.	Cherokee Nation	Education Liaison Education Services
Stanislawski, Gary Sen.	Oklahoma Senate	Oklahoma Senator
Stoycoff, Zack	Tulsa Regional Chamber	Government Affairs Director
Tatum, Sheryl	Oklahoma Virtual Charter Academy	Head of School
Taylor, Etta	Oklahoma Parent Teacher Association	President Elect
Thompson, Shannon	Moore Public Schools	Dean of Academics
Thomsen, Todd Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Tinney, Ginger	Professional OK Educators	Executive Director
Trent, Sean	Mid-Del Schools	Executive Director of Academic Services & Technology
Viles, Susan	Woodward Schools	District Test Coordinator/RSA Test Coordinator
Weeter, Richard Dr.	Oklahoma City Public Schools	Executive Director of Planning, Research, and Evaluation Dept.
Woodard, Johanna Dr.	Owasso Public Schools	Coordinator of Academic Services
Woodard, Petra	Millwood Public Schools	High School Principal
Yunker, Jake	Oklahoma Governor's Office	Deputy Policy Director

Appendix B: Ohio's School Report Card

2015 - 2016 Report Card for

Dublin Scioto High School

SCHOOL GRADE

Coming in 2018

Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

C

Performance Index
72.7%..... **C**

Indicators Met
53.8%..... **D**

Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

B

Value Added
Overall..... **A**
Gifted..... **A**
Students with Disabilities..... **D**
Lowest 20% in Achievement..... **A**

Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

F

Annual Measurable Objectives
45.5%..... **F**

Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

B

Graduation Rates
92.3% of students graduated in 4 years..... **B**
93.9% of students graduated in 5 years..... **B**

K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

Not Rated

K-3 Literacy Improvement
NC..... **NR**

Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

Downloaded from http://reportcard.education.ohio.gov/Pages/default.aspx.

Appendix C: Sample A–F Calculations

Elementary School Total score=62.2 B

No.	Indicator	Points possible	Points earned	Percentage	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal	0.65	15	9.75
1b.	Math status (with progress targets)	# students with math score	# students meeting goal	0.59	15	8.85
1c.	Science status (with progress targets)	# students with science score	# students meeting goal	0.62	5	3.10
2a.	ELA growth	Highest value on table	Value table average	0.67	15	10.05
2b.	Math growth	Highest value on table	Value table average	0.71	15	10.65
3.	ELPA progress	# of ELs in US for more than one year	# of ELs meeting goal	0.68	15	10.20
4.	Chronic absenteeism	# students enrolled	# students NOT missing 18+ days of school	0.96	10	9.60

High School Total score = 55.9 C

No.	Indicator	Points possible	Points earned	Percentage	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal	.55	15	8.25
1b.	Math status (with progress targets)	# students with math score	# students meeting goal	.42	15	6.30
1c.	Science status (with progress targets)	# students with science score	# students meeting goal	.52	15	7.80
2.	ELPA progress	# of ELs in US for more than one year	# of ELs meeting goal	.75	15	11.25
3.	Graduation rate	Use state grad formula to determine percentage		.92	10	9.20
4.	Chronic absenteeism	# students enrolled	#students NOT missing 18+ days of school	.96	10	9.60
5.	Postsecondary opportunity (AP/IB/dual enrollment/ internship/apprenticeship)	10% of enrollment	# enrolled in one program	.35	10	3.50

CREATING A NEW ACCOUNTABILITY SYSTEM

MARIANNE PERIE, UNIVERSITY OF KANSAS

DECEMBER 15, 2016

1

TASK FORCE MEETINGS

- Four between August and November
- Involved ~95 stakeholders from around Oklahoma
- Tasked with developing a system to meet both ESSA and Oklahoma statutes
- Agreed on an approach, but many numbers are hypothetical
  - Need to see scale and cut scores for new grade 3–8 assessment
  - Waiting on contract award for nationally-recognized college readiness assessment
  - Accountability and assessment are quite intertwined.

2

GOALS FOR OKLAHOMA SCHOOLS

- We started the process articulating the goals for Oklahoma schools.
- Focus on college and career readiness:

  College and career ready means that students graduate from high school prepared to enter and succeed in postsecondary opportunities whether college or career.
- Students should graduate high school ready for postsecondary success and need to demonstrate they are on-track towards that goal in grades 3–8.

3

NEXT STEP: INDICATORS

- What are the variables that should go into the accountability system?
  - Annual assessments
  - Graduation rates for high schools
  - Another statewide "academic" indicator for elementary and middle schools (e.g., growth or achievement gap)
  - English language proficiency for English learners
  - At least one additional statewide indicator of school quality or student success (e.g. school climate/safety, student engagement, educator engagement, postsecondary readiness)

4

INDICATORS

ELEMENTARY AND MIDDLE SCHOOLS

- ELA status
- Math status
- Science status
- ELA growth
- Math growth
- ELPA progress
- Chronic absenteeism

HIGH SCHOOLS

- ELA status
- Math status
- Science status
- Graduation rate
- Postsecondary opportunities
- ELPA progress
- Chronic absenteeism

5

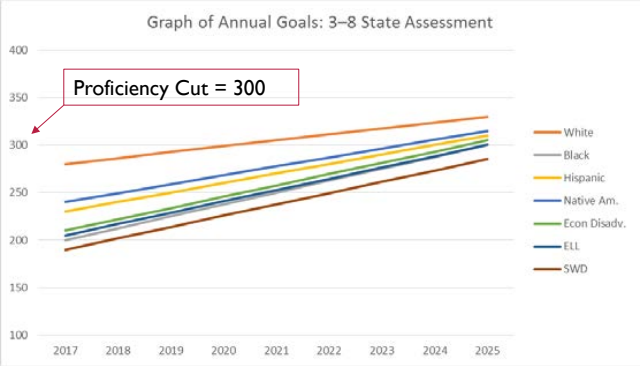
STUDENT GROUPS

- ESSA does not require the 24 hurdles that NCLB did, but we do need to incorporate the performance of students in the various demographic groups.
- New approach:
  - Assign students to only one demographic category for purposes of accountability.
  - Order categories by statistical relationship with achievement: economically disadvantaged, students with disabilities, English learners, black, Hispanic, Native American, other.
  - Each student only counts once per school for accountability purposes (unlike under NCLB), but their scores will be reported in every category they represent.
- Minimum N (sample size) remains at 10 students per school

6

SAMPLE STATUS MEASURE FOR GRADES 3–8

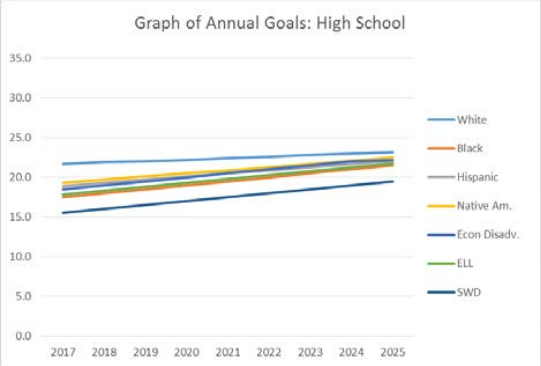
- Combines status with gap closure
- Assumed a scale of 100 – 400 with the "target" cut score set at 300.
- Goals are set based on where the 60th percentile school scored on average (40% of schools at or above this point).
- Goals increase by 6-13 points each year (depending on group), increasing more for lower performing groups to narrow achievement gap.



7

SAMPLE STATUS MEASURE FOR HIGH SCHOOL WITH NATIONALLY RECOGNIZED HS TEST

- Same process combining status with gap reduction
- Started with state averages from 2014.
- 22 is the college-ready goal for reading and math.
- Goals increase by 2–5 points each year.
- Goals must increase more for lower performing groups.



8

IMPLICATIONS OF THIS APPROACH

QUESTIONS

1. Doesn't this reflect lower expectations for some groups?
2. Are we hiding the performance of black students by first separating out performance of economically-disadvantaged groups?

ANSWERS

1. We start with meeting students where they are. Student groups who start at a lower level have to improve faster.
2. Socioeconomic status has a much higher correlation with achievement than race, so we want our focus there. The percent proficient statistic will be reported for all students in every category.

9

GROWTH: VALUE TABLES

- One type of growth measure is value tables:
  - Based solely on performance categories, but performance categories can be split.
  - Each student earns a different amount of points depending on how their performance category changed from one year to the next.
  - Points are averaged across all students to give a score for the school or district.
  - Point values should reflect system goals.
- Oklahoma values growth across the scale, not simply growth to proficiency

10

SAMPLE VALUE TABLE (ACTUAL POINTS MAY CHANGE)

		2018							
		1L	1H	2L	2H	3L	3H	4L	4H
2017	Level 1—Low	0	120	160	185	200	200	200	200
	Level 1—High	0	90	130	150	195	200	200	200
	Level 2—Low	0	50	95	130	165	175	195	195
	Level 2—High	0	30	55	95	130	160	185	195
	Level 3--Low	0	0	30	80	100	130	150	175
	Level 3—High	0	0	0	30	70	105	135	160
	Level 4—Low	0	0	0	0	40	75	115	145
	Level 4—High	0	0	0	0	25	50	95	125

Level 1 = Unsatisfactory
Level 2 = Limited Knowledge
Level 3 = Proficient
Level 4 = Advanced

- More emphasis is placed on the movement: Greater reward for positive growth, fewer points for negative growth.
- The goal is 100 points, as that is the value for staying at a low Level 3.

11

SAMPLE VALUE TABLE (ACTUAL POINTS MAY CHANGE)

		2018							
		1L	1H	2L	2H	3L	3H	4L	4H
2017	Level 1—Low	0	120	160	185	200	200	200	200
	Level 1—High	0	90	130	150	195	200	200	200
	Level 2—Low	0	50	95	130	165	175	195	195
	Level 2—High	0	30	55	95	130	160	185	195
	Level 3--Low	0	0	30	80	100	130	150	175
	Level 3—High	0	0	0	30	70	105	135	160
	Level 4—Low	0	0	0	0	40	75	115	145
	Level 4—High	0	0	0	0	25	50	95	125

Green numbers need to be re-examined. Criticized as too high.

- More emphasis is placed on the movement: Greater reward for positive growth, fewer points for negative growth.
- The goal is 100 points, as that is the value for staying at a low Level 3.

12

IMPLICATIONS ABOUT THIS GROWTH MODEL

QUESTIONS

1. How were these numbers determined?
2. Why should students get any credit for falling back?

ANSWERS

1. Modeled from anther state and will be tailored to Oklahoma.
2. The goal is 100. A student moving from a high level 3 to a low level 3 receiving zero points seems harsh. Particularly when it may mean moving from a 320 in one grade to a 318 in the next.

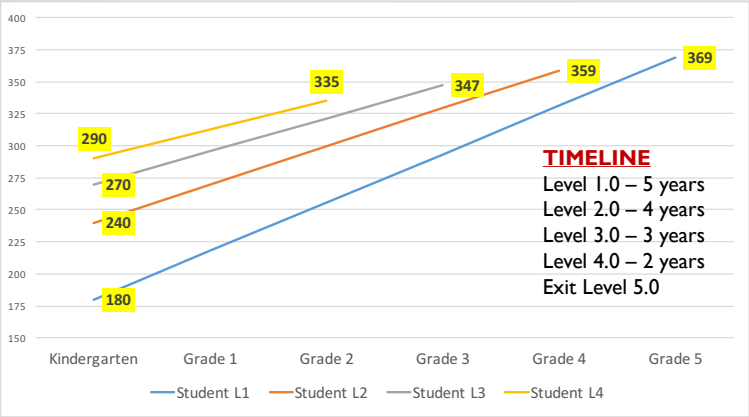
13

ELPA PROGRESS

- Make long-term goal that all students should achieve English proficiency within 5 years of entering school. For students currently in system:
  - Level 1 student has 5 years to exit.
  - Level 2 student has 4 years to exit
  - Level 3 student has 3 years to exit
  - Level 4 student has 2 years to exit
- Determine current proficiency levels and set goals for each student to be proficient in five years
- Use interim benchmarks to measure progress. Students will enter accountability system when they have two years of data.

14

GROWTH TO TARGET 5-YEARS



15

IMPLICATIONS FOR SCHOOLS WITH ELLS

QUESTIONS

1. Does this mean that English language learners have to test their first year in school?
2. Does this include all students in grades K–12?

ANSWERS

1. ELLs will test the first year only to provide a baseline. Their scores will not be used for accountability. Second year, their ELPA scores will count, and their ELA and math growth scores will count. Third year, growth and proficiency will count.
2. This indicator will be for all ELLs. A K–5 school will include grades

16

OTHER INDICATORS

ELEMENTARY/MIDDLE

- Chronic absenteeism
  - Typically defined as missing 15+ days a year or 10% or more of school days.
  - OSDE has chosen to use the metric of 10% of school days, which is 18 days per year.

HIGH SCHOOL

- *(No growth measure until a cohort of students has taken the new 8th grade test in 2017 and the HS test in 2020.)*
- Chronic absenteeism
- Graduation rate (4 yr/5 yr/6 yr)
- Participation in AP/IB/dual (concurrent) enrollment/internship/apprenticeship/ industry certification

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CHRONIC ABSENTEEISM

- Indicator focuses on issue of a single student missing multiple days rather than multiple students missing a single day.
- Follows research:
  - Students who are chronically absent in sixth grade are much less likely to graduate high school on time, if at all
  - Chronic absence in kindergarten is associated with lower academic performance in first grade.
  - In California, only 17 percent of the students who were chronically absent in both kindergarten and 1st grade were reading proficiently by 3rd grade, compared with 64 percent of those with good attendance in the early years

18

HIGH SCHOOL GRADUATION RATE

- The graduation rate will focus on 4-year graduation using the current formula.
- Then, the percentage of students who graduated in 5 years will be calculated, multiplied by 0.85 and added to the 4-year percentage.
  - We do not want schools to give up on students who do not graduate in 4-years
- The percentage of students who graduated in 6 years will be calculated, multiplied by 0.50 and added in.
  - OSDE will monitor the 6-year graduation rate to ensure it is not creating perverse incentives.
  - Later graduation is often associated with an IEP, and we do not want to penalize schools for providing students with disabilities the extra instructional time needed and allowed.

19

POSTSECONDARY PARTICIPATION

- For the first year, the focus on post-secondary activities will be on participation. Schools will receive credit for the percentage of their students enrolling and completing the following activities:
  - AP courses
  - IB program
  - Dual enrollment
  - Career-based internship or apprenticeship
  - Industry certification
- As programs become more available to students, the goal will shift from participation to successful outcomes. (E.g., move from rewarding enrollment in an AP course to rewarding the receipt of a 3 or higher on the AP test.)

20

BRINGING IT ALL TOGETHER INTO A SUMMATIVE JUDGMENT

- The indicators were given weights by the Task Force. The weights summed to 90 points for schools with at least 30 English learners and to 75 points for schools with fewer than 30.
- A rubric was created to spread most schools in the B, C, and D grades, with fewer schools in A or F. Assuming strong rigor in assessments and proficient cut score.
- The approach is similar to what a teacher does with a grade book, as assignments are worth different points, and rubrics are created to ensure an appropriate spread of grades.
- As a majority of schools improve to As and Bs, the rubric will be adjusted to highlight the greatest success.

21

SAMPLE ELEMENTARY OR SECONDARY TABLE

	With ELL	Without ELL
A	> 70	> 60
B	57–70.00	47–60.00
C	43–56.99	38–46.99
D	30–42.99	25–37.99
F	< 30	< 25
	or lowest 5% in achievement	

No.	Indicator	Points possible	Points earned	Percentage	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal	0.65	15	9.75
1b.	Math status (with progress targets)	# students with math score	# students meeting goal	0.59	15	8.85
1c.	Science status (with progress targets)	# students with science score	# students meeting goal	0.62	5	3.10
2a.	ELA growth	Highest value on table	Value table average	0.67	15	10.05
2b.	Math growth	Highest value on table	Value table average	0.71	15	10.65
3.	ELPA progress	# of ELLs in US for more than one year	# of ELLs meeting goal	0.68	15	10.20
4.	Chronic Absenteeism	#students enrolled	#students NOT missing 18+ days of school	0.96	10	9.60

Sum = 62.20 B

22

SAMPLE HIGH SCHOOL TABLE

	With ELL	Without ELL
A	> 70	> 60
B	57–70.00	47–60.00
C	43–56.99	38–46.99
D	30–42.99	25–37.99
F	< 30	< 25

or lowest 5% in achievement
or graduation rate <67%

No.	Indicator	Points possible	Points earned	Percentage	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal	.55	15	8.25
1b.	Math status(with progress targets)	# students with math score	# students meeting goal	.42	15	6.30
1c.	Science status(with progress targets)	# students with science score	# students meeting goal	.52	15	7.80
2.	ELPA progress	# of ELLs in US for more than one year	# of ELLs meeting goal	.75	15	11.25
3.	Graduation rate	Use state graduation formula to determine percentage		.92	10	9.20
4.	Chronic Absenteeism	#students enrolled	#students NOT missing 18+ days of school	.96	10	9.60
5.	Postsecondary opportunity	10% of enrollment	# enrolled in one program	.35	10	3.50

Sum = 55.90 C

23

IMPLICATIONS OF A–F SYSTEM

QUESTIONS

1. Why 90 points?
2. With 20 points in the "A" category, is Oklahoma watering down the grading system?

ANSWERS

1. After weighting all indicators, that's what the total was. We could turn it into "percent of available points" but that adds another layer and reduces transparency.
2. The new assessments are expected to be much more rigorous, making the status and growth targets harder to reach. Rubric may be more lenient, but indicators are tougher.

24

DESIGN DECISIONS

- Base comprehensive support schools on those who are in the lowest category, lowest 5% on overall points, and/or graduation rate below 67%
- Base targeted support schools on those with large achievement gaps (first year) and little change or increases in gaps (subsequent years)
- Identify reward schools
  - Highest category schools
  - Top 5% in points
  - Must show some growth (accounting for ceiling affect)
  - No large achievement gaps/progress for all student groups
  - Graduation rate above 80%, no student group below 70%
  - Participation rate of 95% or higher

25

EXITING TARGETED AND COMPREHENSIVE SUPPORT CATEGORIES

- More than just no longer in bottom 5%
- Must show continued progress on multiple indicators
- Must have plan for continued success

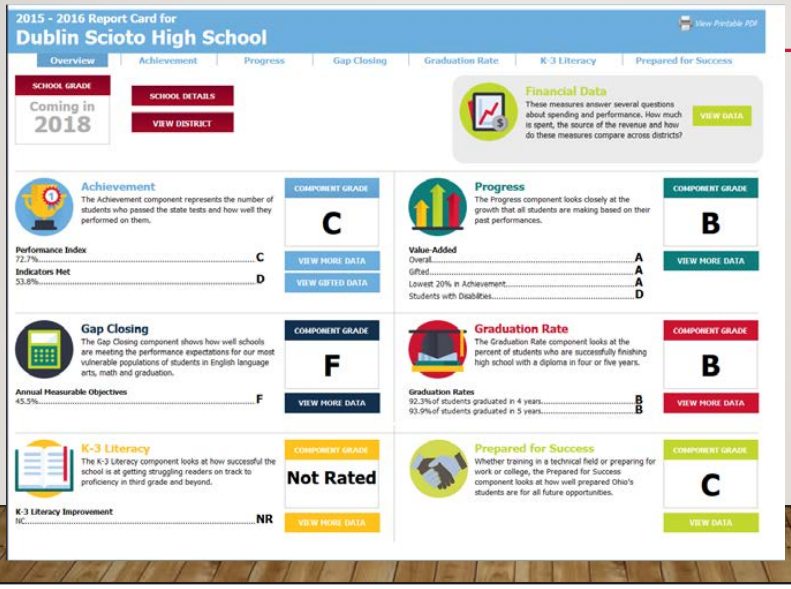
26

REPORTING RESULTS: DASHBOARD APPROACH

- It is important for the public to see how schools did on all indicators in the accountability system and overall.
- Grades will be given for each indicator and overall.
- Schools could receive a "B" for multiple reasons. Public can distinguish between schools that are high achieving but not growing, or lower achieving but improving rapidly.
- Additional indicators will be included such as per-student expenditures, performance on NAEP, professional qualification of educators, and participation rates in assessments.

27

SAMPLE REPORT—DASHBOARD + INDEX



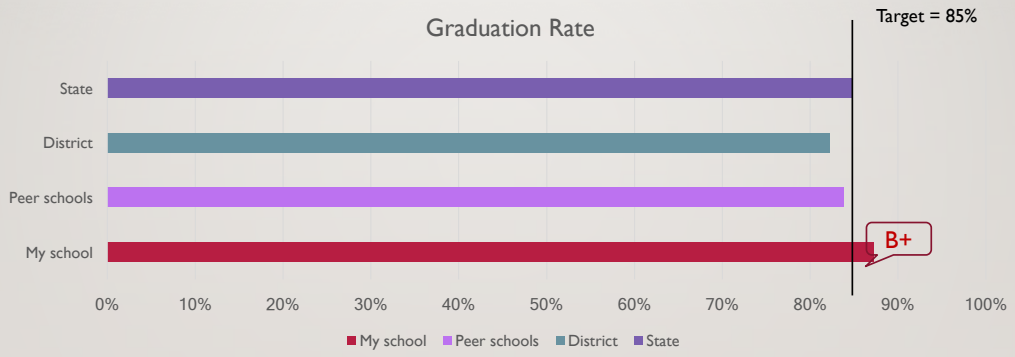
28

CHANGES TO SAMPLE REPORT

- Present number lines to show where on the continuum the school falls on each of the indicators
- Include district and state comparison
  - Or possibly a peer school/group of schools
- Online, reports should be dynamic, allowing users to dive deeper to see student group comparisons, data tables, graphs, and contextual information.

29

EXAMPLE ALTERNATE GRAPHIC



30

VALIDATION OF A–F SYSTEM

- Once we have real data, the system will need to be validated. Analyses will include:
  - How often do schools with different rates of proficiency receive different grades? Why does this happen?
  - How close in performance are schools among the various grades? How influential is measurement error?
  - Do external stakeholders agree that schools in the A category are truly excelling and schools in the F category need additional supports?

31

ONGOING WORK

- We need to wait until students have take new assessments in 2017 to determine baselines and create targets.
- At that point, the calculations and weights will be reviewed to ensure the schools identified validly reflect the intention of the system.
- Schools and districts are calculating growth using the value table and older data to examine whether the results match the intention.
- Continuing to examine the influence of including a "percent proficient" indicator.
- Work is ongoing to determine a parallel system for non-traditional schools.

32

GRADUATION REQUIREMENTS

Prepared By:
Oklahoma State Department of Education (OSDE)

Introduction

House Bill 3218 specifically tasks the Oklahoma State Board of Education (OSBE), in consultation with representatives from the Oklahoma State Regents for Higher Education, the Commission for Educational Quality and Accountability, the State Board of Career and Technology Education, and the Secretary of Education and Workforce Development, to conduct a study and develop assessment requirements in five areas, including:

> *"Establishment of a multimeasures approach to high school graduation. For purposes of this paragraph, "multimeasures" may include but are not limited to designated statewide assessments, alternative assessments, local performance assessments, nationally recognized assessments, assessment performance bands, grades, and course records."*

In developing the requirements, the OSBE was charged with providing reasonable opportunity for public comment from a variety of representatives and organizations. To that end, the Oklahoma State Department of Education (OSDE) solicited feedback at its annual EngageOK Conference sites in Broken Arrow, Sallisaw, Durant, Edmond, Woodward, and Lawton and from the Oklahoma Assessment and Accountability Task Force, Superintendents Advisory Council and the Teaching and Learning Advisory Council.

College and Career Ready Definition

In developing new graduation requirements, it was important that the OSDE establish the value of a high school diploma and therefore adopted the following definition for college and career readiness:

> *College and career ready means that students graduate from high school prepared to enter and succeed in postsecondary opportunities, whether college or career.*

Graduation requirements should support this vision and identify students' demonstration of the preparedness and skills defined in our college and career ready definition.

Goals for New Graduation Requirements

In adopting new graduation requirements, the OSDE's recommendations will provide value, access, and equity for all students.

- **Value**
  - Student is engaged and finds relevance in learning; and
  - Student learning is validated and valued.
- **Access**
  - Each student's learning is personalized to his or her needs and interests;
  - Each student is supported by a caring, responsible adult; and
  - Students have access to high-quality course content.

- **Equity**
  - Students' opportunity to learn is equitable; and
  - Student learning is relevant and rigorous in order to prepare him or her for college and career.

Blueprint for College Readiness

The Education Commission of the States (ECS) *Blueprint for College Readiness* provides a framework describing policy goals, challenges, and opportunities that define the multiple education reform efforts related to building an improved education pipeline and improving student success.

The two forces driving state and federal policymaking are:

1. Improving the college and career readiness of graduating high school students; and
2. Decreasing remedial education and improving the rate of students who earn a degree or credential (ECS, 2014).

Below are the ECS framework policy goals designed to improve student success in postsecondary opportunities. Oklahoma has current policy supporting each of these identified goals in order to prepare Oklahoma students to be college and career ready.

ECS Policy Goals	Current Oklahoma Policy
Ensure exposure to college and career readiness content.	✔
Help student achieve college and career readiness before high school graduation.	✔
Align statewide high school minimum graduation requirements with statewide minimum higher education admission standards.	✔
Increase number of high school graduates entering postsecondary institutions.	✔
Introduce early interventions for high school students not meeting graduation and college readiness standards by 11th grade.	✔
Include multiple measures to determine a student's college and career readiness.	✔
Provide competency-based options to show proficiency in course requirements.	✔

In order to effectively meet the policy goals, Oklahoma is continuing to support student transitions and decisions which include:

- College and career advising throughout the student's high school experience, including an Individual Career Academic Plan (ICAP);
- Content acceleration, including dual enrollment, advanced placement, concurrent enrollment, and career academies;
- College readiness standards communicated to students, PK-12 schools, parents, and the public; and

- Evidence-based remediation to successfully progress to and through college-level mathematics and English courses.

Recommendations

Multi-Measure Approach to High School Graduation Requirements

- Ensure continued alignment of Oklahoma's graduation course requirements with Oklahoma college admission course requirements;
- Administer college and career ready assessment (CCRA) to all students in their junior year;
- Require students to take all required state and federal assessments;
- Phase in Individual Career Academic Plans (ICAP)* beginning in 2017-2018 school year; and
- Explore a system of advanced diplomas based on a review of research

***Individual Career Academic Plan Phase-In**

2017-2018	Pilot Individual Career Academic Plan for grades 6-12 Study Lessons Learned Establish ICAP Advisory
2018-2019	Continue ICAP Pilot with Additional Districts/Schools Study Lessons Learned Convene Quarterly ICAP Advisory Meetings
2019-2020	Require all high schools to implement ICAP beginning with 9th-grade cohort

Individual Career Academic Plan (ICAP)

The Individual Career Academic Plan is a multi-year process that intentionally guides students as they explore career, academic, and postsecondary opportunities. Beginning with the family and student involvement in the ICAP process and with support from educators, students develop the awareness, knowledge, and skills to create their own meaningful pathways to be career and college ready.

The ICAP process helps students consider a future career and helps them design the way to get there. Students have an opportunity to determine their interests and passions and ways to explore and experience career opportunities. With increased knowledge, students – with family and educator support – can create their individual career pathway to success.

Why Is the Individual Career Academic Plan Valuable?

Life beyond high school requires different competencies than in the past. Most jobs in Oklahoma now and in the future require training or education beyond high school. Students who graduate and work in Oklahoma will need in-demand skills that meet business, industry, and higher education standards.

By 2025, three out of four jobs in Oklahoma will require education or training beyond high school. (See Figure 1.) When students complete a meaningful ICAP, they will discover which

pathways fit their unique talents and what kind of academic preparation and experiences will prepare them for in-demand careers now and in the future.

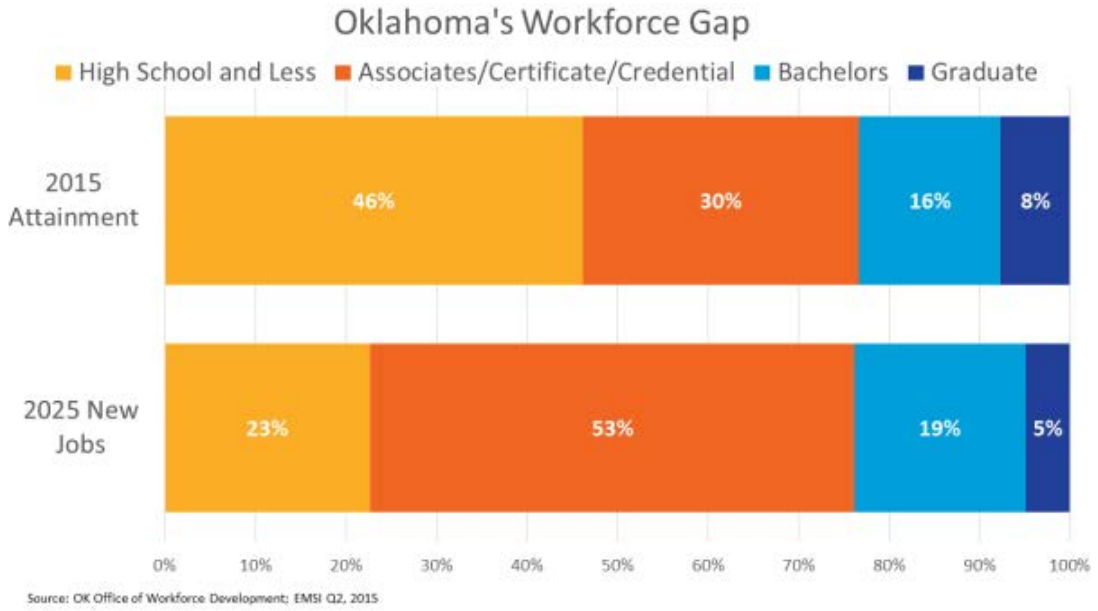
ICAP will give students ownership of a process to help them explore their unique talents and aspirations, participate in career and postsecondary options, and create pathways to financial success after high school.

When students complete a meaningful ICAP process, they will:

1. Connect the relevance of education to their future goals;
2. Create secondary and postsecondary course plans to pursue their career and life goals;
3. Select a postsecondary pathway more strategically to align with self-defined career, college, and life goals; and
4. Establish better communication and engagement between their school and home; and
5. Understand and demonstrate career exploration and career planning.

When students take the initiative to complete a meaningful ICAP, they will find out which pathway(s) fit their learning styles and their unique talents, which careers ignite their imagination, and what kind of training and academic experiences will prepare them for in-demand jobs and those that may not exist when they graduate from high school.

Figure 1.



What Is an Individual Career Academic Plan?

An Individual Career Academic Plan has a strong, intentional connection with readiness for career and college. An ICAP includes several areas of consideration to identify student interests, skills, postsecondary and workforce goals, and experiences that lead to a meaningful plan that identifies the progress needed to prepare students for college, career, and life.

Areas to Include in Individual Career Academic Plan:

- Career and college interest surveys;
- Written postsecondary and workforce goals and information of progress toward those goals;
- Scores on assessments (required state and federal assessments and college and career ready assessment);
- Experiences in service learning and/or work environments including but not limited to apprenticeships, internships, mentorships, and job shadowing;
- Intentional sequence of courses that reflect progress toward the postsecondary goal (this may include identified career pathways or career endorsements); and
- Academic progress.

How Will the Individual Career Academic Plan Process Be Implemented?

Schools and districts will pilot the ICAP program in the 2017-2018 and 2018-2019 school year, moving to implementation during the 2019-2020 school year. Students may start the ICAP process in sixth grade and must update the ICAP every year. With the guidance of adults, including their parents, students will build their ICAP.

Students, families, school counselors, educators, and school leaders can access an online tool to create their ICAP. Oklahoma has two free online tools to help guide students on their ICAP journey. Through the Oklahoma Department of Career and Technology Education *OK Career Guide* and the Oklahoma State Regents for Higher Education *OK College Start*, students and their families can access an ICAP online. The Oklahoma State Department of Education is working with these partners to include elements in their online tools so that students have a meaningful ICAP.

Beginning in 2017-2018, districts/schools are invited to work with existing programs to identify opportunities and challenges with building ICAPs beginning with students in 6th grade. In addition, the OSDE will establish an ICAP Advisory Council to meet regularly to determine best practices, lessons learned, and ways to provide professional development for everyone engaged in the ICAP process.

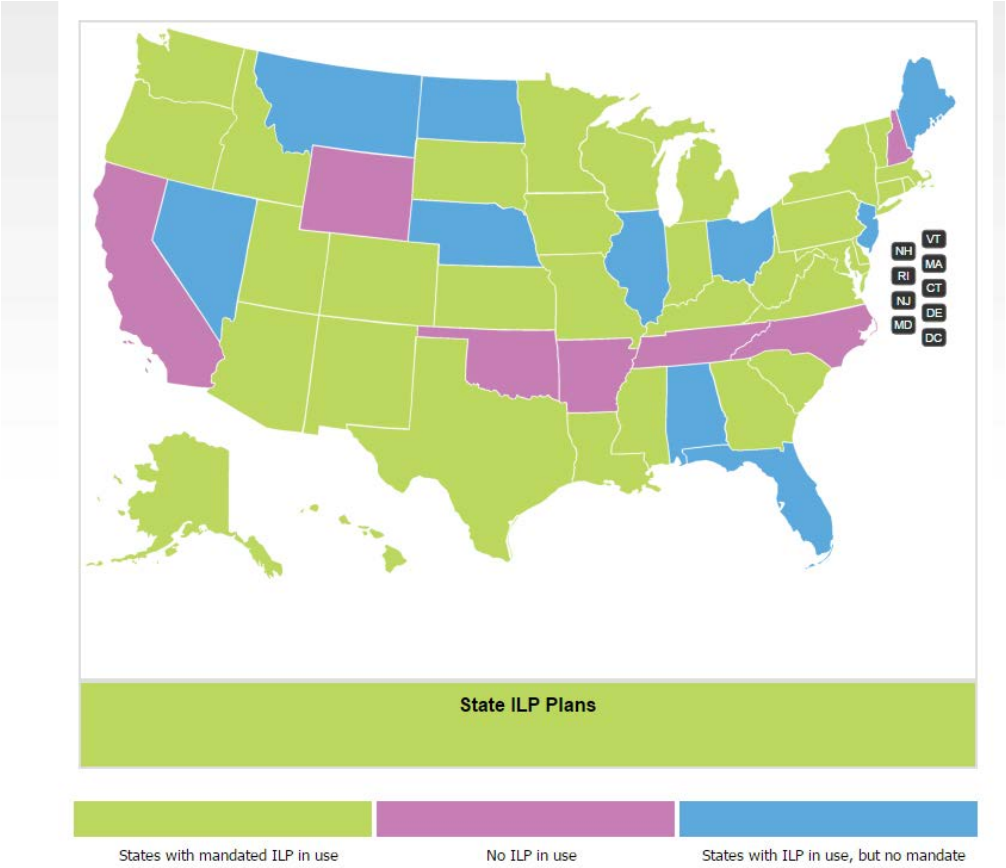
Individual Career Academic Plan Advisory Council

The ICAP advisory will include stakeholders from across the state who will be charged with valid, reliable, meaningful implementation. In pursuit of this effort, the advisory council will:

- Identify opportunities, challenges, and best/promising practices;
- Develop implementation recommendations;

- Explore and outline resources and tools;
- Align skills, abilities, and knowledge that are valued by business, industry, career technology, and higher education;
- Outline systematic pathways for students to explore and develop these skills;
- Identify stakeholder connections and messages;
- Maintain a written record of implementation recommendations, tools, and resources, best/promising practices, and relevant discussions; and
- Conduct a survey to gauge the status of ICAP in districts across the state.

Figure 2.



Source: Individual Learning Plans (U.S. Department of Labor, Fall 2016)

Definitions of ICAP Basics

Self-Awareness — Provide interest inventories for students to identify talents and aspirations that play a role in decision-making as students and families complete an ICAP.

Career Awareness — Articulate a wide range of local, regional, national, and global career pathways and opportunities**.**

Postsecondary Aspirations — Participate in career exploration activities centered on students' passions, interests, dreams, and visions of their future options.

Postsecondary Options — Make students aware of and encourage participation in a variety of postsecondary and career opportunities, using tools such as career clusters and learning style inventories to highlight individual strengths and interests.

Academic Planning — Apply the skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals.

Employability Skills — Define, develop, and hone skills that increase the likelihood of becoming and remaining successfully employed and civically responsible citizens.

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REMEDIATION AND INTERVENTIONS

Prepared By:
Oklahoma State Department of Education (OSDE)

Introduction and Purpose of This Report

House Bill 3218 specifically tasks the Oklahoma State Board of Education (OSBE), in consultation with representatives from the Oklahoma State Regents for Higher Education, the Commission for Educational Quality and Accountability, the State Board of Career and Technology Education, and the Secretary of Education and Workforce Development, to conduct a study and develop assessment requirements in five areas, including:

> *"A determination of the performance level on the assessments at which students will be provided remediation or intervention and the type of remediation or intervention to be provided."*

In developing the requirements, the OSBE was charged with providing reasonable opportunity for public comment from a variety of representatives and organizations. To that end, the Oklahoma State Department of Education (OSDE) solicited feedback at its annual EngageOK Conference sites in Broken Arrow, Sallisaw, Durant, Edmond, Woodward, and Lawton and from the Oklahoma Assessment and Accountability Task Force, Superintendents Advisory Council and the Teaching and Learning Advisory Council.

Oklahoma's current challenge is that a significant number of students need remediation as they enter postsecondary education. The remediation rate in Oklahoma was 38.9% for students taking at least one developmental course during the 2014-2015 school year, while the remediation rate for mathematics was 34.3%. (See Table 1.) A focus on remediation while students are in high school can ensure that students are prepared for success in college and career. In response, the OSDE is piloting the SREB (Southern Regional Education Board) Math Ready Course — discussed in more detail later in this report — for the 2016-2017 school year in partnership with the Oklahoma State Regents for Higher Education and the Oklahoma Department of Career and Technology Education.

Table 1.

Number and Percent of Fall, First-Time Freshmen Enrolled in Developmental Courses by Subject Area (2014-2015)

Tier	Number of Fall 2014 First-Time Freshmen	Number of Fall 2014 First-Time Freshmen (unduplicated) Enrolled in At Least One Developmental Education Course During the 2014-15 Academic Year	Percent of Fall 2014 First-Time Freshmen Taking At Least One Developmental Course During the 2014-15 Academic Year	Students* Taking at Least One Developmental English Course During 2014-15		Students* Taking at Least One Developmental Math Course During 2014-15		Students* Taking at Least One Developmental Science Course During 2014-15		Students* Taking at Least One Developmental Reading Course During 2014-15	
				N	%	N	%	N	%	N	%
Research	8,893	693	7.8%	90	1.0%	536	6.0%	16	0.2%	158	1.8%
Regional	8,057	3,527	43.8%	1,353	16.8%	3,138	38.9%	147	1.8%	748	9.3%
Liberal Arts	169	51	30.2%	10	5.9%	45	26.6%	13	7.7%	0	0.0%
Community	15,056	8,252	54.8%	3,844	25.5%	7,308	48.5%	167	1.1%	1,681	11.2%
State System	32,175	12,523	38.9%	5,297	16.5%	11,027	34.3%	343	1.1%	2,587	8.0%

Note: Some reading developmental education is reported as English developmental education and vice-versa.

*Unduplicated annual headcount withing each subject because some students enrolled in the same developmental course more than once or in more than one developmental course per subject area.

Source: Oklahoma State Regents for Higher Education, Remediation Report, May 2016

Blueprint for College Readiness

The Education Commission of the States (ECS) *Blueprint for College Readiness* provides a framework describing policy goals, challenges, and opportunities that define multiple education reform efforts related to building an improved education pipeline and improving student success.

The two forces driving state and federal policymaking are:

1. Improving the college and career readiness of graduating high school students; and
2. Decreasing remedial education and improving the rate of students who earn a degree or credential (ECS, 2014).

Oklahoma will provide opportunities for students with academic deficits to receive the interventions and remediation they need to successfully progress to and through college-level math and English courses by:

- Communicating college readiness standards to students, K-12 schools, parents, and the public;
- Providing remediation opportunities for students to successfully progress to and through college-level math and English courses; and
- Expanding advising to support student transitions and decisions.

Interventions and Remediation

The OSDE will provide list of resources and information for districts and schools so that they can deliver evidence-based interventions and remediation through:

- Early intervention initiatives to address remedial needs at all grade levels;
- Alignment of course rigor at the high school and postsecondary levels, including but not limited to concurrent enrollment, dual enrollment, career academies, and Advanced Placement coursework; and
- High school transition courses that provide remediation in high school in order to prepare for success in postsecondary entry-level courses.

Recommendations

- After administration of the 2016-2017 assessments, the OEQA (Office of Educational Quality and Accountability) will make recommendations to define performance levels for the assessments. Based on those levels, the OSDE will provide the aforementioned opportunities and resources to students and school districts for students needing interventions and remediation;
- Beginning in the 2017-2018 school year, the OSDE will pilot the SREB Math Ready Senior Transition Course;
- As required by the Every Student Succeeds Act (ESSA), the OSDE will share evidence-based practices for interventions and remediation for schools to use – particularly for the lowest-performing schools – in formulating school improvement plans; and
- The OSDE will continue to implement the Reading Sufficiency Act and provide schools with training and resources for early literacy intervention and remediation.

Southern Regional Education Board – Math Ready

The Southern Regional Education Board (SREB) has worked with states to develop Ready for College courses, including ***Math Ready***, which schools can use to help prepare students for college-level coursework before they graduate from high school. For more information about SREB Readiness courses, visit http://www.sreb.org/ready-college.

The *Math Ready* course emphasizes understanding of mathematics concepts rather than merely memorizing procedures. By engaging students in real-world applications, Math Ready develops critical thinking skills students will use in college and career. For more information about Math Ready, visit http://www.sreb.org/math-ready.

> "The *Ready for High School courses* offer an earlier intervention, reaching underprepared students as they enter high school, which for many students is the most critical time in their education in determining future success." (SREB, February 2016)

Evidence-Based Interventions as Required by the Every Student Succeeds Act

The term "evidence-based" appears 58 times throughout ESSA (excluding references to the term in the paragraph which defines evidence-based). The term "evidence-based intervention" is used to govern the use of funds and selection of activities and interventions throughout nearly all major programs of ESEA. One area of note that requires the use of evidence-based activities and interventions includes interventions in schools identified for comprehensive interventions and supports under Title I (as the bottom 5% of schools, those which are graduating less than 67% of their students and those with consistent subgroup underperformance).

The OSDE will provide an evidence-based resource list that is available through the *What Works Clearinghouse – Institute of Education Sciences* for districts to use based on their data and needs assessment as required in the *Every Student Succeeds Act*.

Early Literacy Intervention as Defined in the Oklahoma Reading Sufficiency Act (RSA)

RSA requires that schools give benchmark assessments in kindergarten through third grade to identify students who need intensive intervention in reading, and that schools notify parents in writing about their student's skill level. Many Oklahoma schools assess pre-kindergarten students in literacy as well to provide early intervention.

As described in the schools' program of reading instruction, students found not to be reading at grade level must be provided with intensive interventions to remediate their specific areas of reading deficiency. These intervention strategies are defined in statute (70 O.S. §1210.508C(N)(2)) and may include:

a. Small group instruction;
b. Reduced teacher-student ratios;
c. More frequent progress monitoring;
d. Tutoring or mentoring;

e. Transition classes containing third- and fourth-grade students;
f. Extended school day, week, or year; and
g. Summer reading academies.

The OSDE requires in its administrative rules (210:15-27) a “program of reading instruction” to be based upon a three-tiered Response to Intervention ("RtI") model that includes:

1. For students identified for Tier I intervention, a minimum of ninety (90) minutes of uninterrupted daily scientific research-based reading instruction.
2. For students identified for Tier II intervention, at least an amount of uninterrupted scientific research-based reading instructional time that is:
    A. Based on specific student needs;
    B. Reflects the needed intensity and/or frequency as identified on a screening tool, diagnostic assessment, and/or progress monitoring instrument
    C. Is determined by the classroom teacher, reading specialist (if available), and building principal
3. For students identified for Tier III intervention, at least forty-five (45) to sixty (60) minutes of additional uninterrupted daily scientific research-based reading instruction in addition to the ninety (90) minutes of uninterrupted daily reading instruction provided under Tier I.

Students in elementary school who have not demonstrated reading proficiency as defined in the RSA law continue to be provided with an individualized reading plan that fulfills the remediation requirements listed above until they can demonstrate reading proficiency.

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THE
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JAMES R. FLOYD
PRINCIPAL CHIEF

LOUIS A. HICKS
SECOND CHIEF

April 24, 2017

Dear Educators:

The U.S. Congress continued the long-overdue process to reauthorize the Elementary and Secondary Education Act (ESEA) and signed into law the Every Student Succeeds Act (ESSA) in December 2015. The ESSA will build on past progress and offer provisions to support Native students, communities and Tribal Nations. The passage of the Every Student Succeeds Act (ESSA) provides unique opportunities for states, districts, and tribes to work together to strengthen education programs for Native students throughout the country through timely and meaningful consultation.

The new ESSA law is a welcome change and offers opportunities to implement initiatives that deliver on the promise of a quality education for all. With our help the result will lead to greater success and opportunities for Native American students, rather than the circumstances of poverty and hardship that exists too often in society and our own Native communities. Conversely, the new law also created challenges in implementation and a desire and need to fully understand ESSA and its impact on Indian education.

In response to addressing these issues the Muscogee (Creek) Nation, in partnership with the Inter-Tribal Council of the Five Civilized Tribes, the Oklahoma State Department of Education and U.S. Department of Education, hosted a collaborative engagement workshop for the Every Student Succeeds Act (ESSA) on April 5th, 2017 at River Spirit Casino & Resort in Tulsa, Oklahoma. The workshop provided the opportunity for attendees to collaborate and ask questions concerning ESSA requirements and the upcoming consultation process in Oklahoma.

The attached Executive Summary was developed with the assistance of Muscogee (Creek) Nation-State/Tribal Education Partnership (STEP) Project Coordinator Sarah Price and is intended to provide a synopsis of the ESSA Workshop objective and outcome.

I would like to thank the stakeholders who participated in this event and Muscogee (Creek) Nation Principal Chief James Floyd, Second Chief Louis Hicks and Oklahoma State Superintendent Joy Hofmeister for supporting our efforts to provide a forum to practice open government for the benefit of our Native American youth. It will require all of us working together to achieve our goals.

Sincerely,

Gregory Anderson
Secretary of Education
Muscogee (Creek) Nation

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Every Student Succeeds Act (ESSA)
Tribal Nations and Public School Collaborative Engagement Workshop

EXECUTIVE REPORT

Introduction

The Muscogee (Creek) Nation in conjunction with the Inter-Tribal Council of the Five Civilized Tribes of Oklahoma and the Oklahoma State Department of Education hosted an informational workshop for the Every Student Succeeds Act (ESSA) on Wednesday, April 5th, 2017 at the River Spirit Casino Resort in Tulsa, Oklahoma.

The workshop provided a platform for representatives of tribal nations, local education agencies (LEAs), the Oklahoma State Department of Education, the U.S. Department of Education, the National Indian Education Association, the Bureau of Indian Education and other stakeholders to learn more about ESSA and collaborate, ask questions, and develop strategies to address ESSA requirements and the upcoming tribal consultation process in Oklahoma.

Signed into law in December 2015, ESSA replaces the previous federal education policy known as No Child Left Behind (NCLB), as the law governing K-12 education in the United States. ESSA focuses on the distinct goal of fully preparing all students for success in college and careers. Additionally, ESSA includes provisions that support Native students, communities, and Indian tribes through changes to NCLB, including requiring state and local education agencies to engage in timely and meaningful consultation with tribes and implement initiatives that deliver on the promise of a quality education for all Native students.

Purpose

There are 567 federally recognized American Indian tribes and bands in the United States. Beyond tribal affiliation, Native Americans have unique and diverse levels of involvement and knowledge with their respective tribal culture. Some members of these tribal nations lead traditional lifestyles, while others are fully immersed into a conventional and modern American lifestyle. The new ESSA mandates offer tribes a chance to communicate these diverse perspectives.

This workshop was designed in an effort to educate and encourage culturally responsive instruction and strengthen the collaboration of tribal nations and public education leaders while gathering input on how to continuously refine and improve programs that affect Indian education at all levels. It provided opportunities for tribal leaders, state and federal agencies, and LEAs to work together on behalf of American Indian and Alaska Natives students and practice open government through transparency, effective communication and interaction to strengthen the quality of our instructional programs. More than 130,000 American Indian students are in our Oklahoma schools – the highest number in the country. It is our obligation and commitment to advance and strengthen educational opportunities for all Native students that will lead to social and academic success. The workshop delivered a catalyst to cultivate that commitment.

Presentations

Muscogee (Creek) Nation

- James R. Floyd, Principal Chief, Muscogee (Creek) Nation

- The Principal Chief welcomed guests to the River Spirit Casino & Resort and the ESSA Workshop. He noted that the event was the first of its kind and encouraged attendees to use this opportunity to build relationships and strengthen support to bridge the gap between the federal and state government, local education agencies and tribal nations so that we may increase cultural understanding, respect traditions and language, and ensure academic success for Oklahoma's Native students. Chief Floyd expressed his appreciation to all who have shown the leadership and commitment to working with tribal leaders and Native communities on behalf of Native American students.

Oklahoma State Department of Education

- Guest speaker: Joy Hofmeister, Oklahoma State Superintendent of Public Instruction

- The Superintendent welcomed the attendees to the ESSA Workshop by declaring, "This is a historic day to start a conversation, not complete a requirement". As she continued, she shared a message of unity and collaboration to strengthen education for American Indian students throughout Oklahoma. She stated that educators have an opportunity and responsibility to understand the rich history and customs of our Native American students. She mentioned that there are 130,000-plus American Indian students in Oklahoma public schools, more than any other state, and 205 school districts with student populations that make them subject to the ESSA requirement for tribal consultation. She concluded that this event reinforces that strong, meaningful collaboration is necessary across the state to benefit the education of Native American children.

U.S. Department of Education

- Presenters: Monique Chism, Acting Assistant Secretary of Education, Washington, DC
  Bernard Garcia, Acting Director, Office of Indian Education, Washington, DC

- The presenters shared current information regarding the new Every Student Succeeds Act (ESSA) law and how it pertains to Oklahoma public schools and tribal nations. They acknowledged new uncertainty about the future of ESSA under the Trump administration, however they believed ESSA would stand with bipartisan congressional support. They recognized the event as a "historic moment" for federal, state, LEAs, tribal nations and other stakeholders to come together to collaborate on ESSA and the new requirements for public schools and tribal nations to consult. Federal law requires consultation with tribal communities with a majority of students and that this is an effort that should be inclusive of everyone. They stated it would be a challenge, however this is the first time and we must all do the best we can.

  The DOE representatives also visited a Tulsa Public School which has 60 different tribal heritages during their time in Oklahoma.

National Indian Education Association

- Presenter: Ahniwake Rose, Executive Director, NIEA, Washington, DC

- The presenter shared NIEA's commitment to advance comprehensive, culture-based educational opportunities for American Indians, Alaska Natives, and Native Hawaiians and advocates for unique opportunities for states, districts, and tribes to work together to strengthen education for Native students throughout the country. NIEA develops partnerships with tribes, tribal education advocates, and membership of the NIEA to provide states and districts the high level strategies necessary to build trusting, reciprocal, and long-lasting relationships with the Native communities in their respective regions. Ms. Rose also discussed and held a question/answer session on the following NIEA/ESSA issues:

  - ✓ The publication of a new resource for states and districts to meet tribal consultation requirements in ESSA. The publication "Building Relationships with Tribes: A Native Process for ESSA Consultation", is the first document to provide guidance on how to conduct consultation.
  - ✓ The White House's 2018 Budget Blueprint, "America First: A Budget Blueprint to Make American Great Again". She urged stakeholders to contact their congressional leaders.
  - ✓ The Revised ESSA State Template and rollback of the stakeholder engagement guidelines in the new application for states to use in developing their accountability plans for ESSA.

Bureau of Indian Education

➢ Clint Bowers, Office of the Director, Bureau of Indian Education, Washington, DC

- The presenter discussed the BIE reorganization that will modernize the BIE to become a school improvement organization rather than a direct operator of schools. The BIE proposes important organizational changes that are essential to improve outcomes for Native American youth. Mr. Bowers shared how BIE can deliver education to students through a new organizational structure that:

  - ✓ Puts resources and support closer to schools
  - ✓ Clearly define responsibilities to provide expert service
  - ✓ Establish clear reporting and accountability within the BIE
  - ✓ Build the capacity of tribal nations
  - ✓ Improve service and meet the different needs of federally operated schools and grant schools

Impact Aid

➢ Presenters: Kevin Duncan, President, National Council of Impacted Schools
Jay McAdams, President, Oklahoma Association Serving Impacted Schools

- Federal Impact Aid is designed to assist local school districts that have lost property tax revenue due to the presence of tax-exempt Federal property, or that have experienced increased expenditures due to the enrollment of federally connected children, including children living on Indian lands. The presenters shared up-to-date information on the impact of ESSA on the program, including critical policy improvements such as timely payments, removal of barriers, basic support formula improvements, funding securities and affected funding levels.

Johnson O'Malley

➢ Presenter: Jackie White, National JOM Executive Board Member

- The presenter updated attendees on the current status of JOM legislation requesting the Congress to increase JOM funding by a prescribed formula based on the JOM student count.

Oklahoma State Department of Education

- Presenter: Dwight Pickering, Director, Office of Indian Education, Oklahoma City, OK

- The presenter introduced and discussed the Oklahoma State Department of Education's Oklahoma Tribal Consultation Guide which addresses section 8538 of the ESEA, as amended by ESSA, to consult with Indian tribes and tribal organizations on issues affecting Native students. The OSDE's Office of Federal Programs and the State/Tribal Education Partnership grant partners of the Muscogee (Creek) Nation, Chickasaw Nation, and the Cheyenne & Arapaho Tribes collaborated to create this tool for Oklahoma school districts and the 39 federally recognized tribal nations headquartered in the state of Oklahoma.

Participants

- 211 pre-registered attendees
- 72 on-site registered attendees
- 120 school districts represented
- 22 tribal nations/organizations represented
- An estimated 350 attended the event (Some did not register upon arrival)

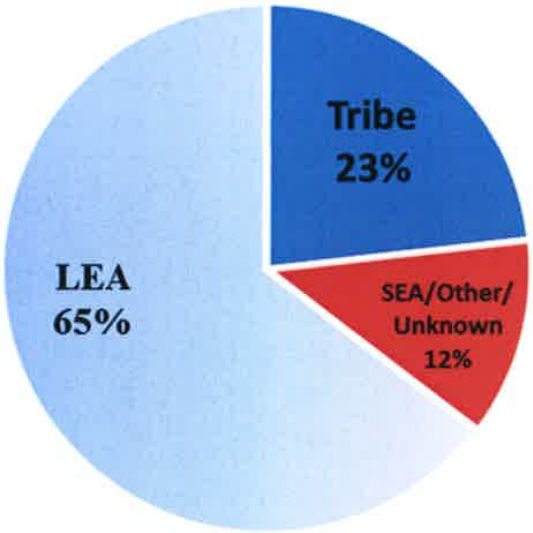
Survey Results

A survey was created in an effort to exhibit participants' perceptions of the workshop. Surveys were distributed to all attendees and were collected at the end of the workshop. Ninety-nine total surveys were received. As referenced below, nearly all respondents shared positive reviews of the workshop and upcoming tribal consultations. It is clear that participants also saw a need for more tribal input in public education.

ESSA Workshop
Survey Data
(Strongly Agree/Agree responses)

n=99	Tribe	SEA/ Other or Unknown	LEA	Neutral/ Disagree (Combined)
Workshop Rating	91%	92%	97%	5%
Would attend another workshop	96%	92%	89%	9%
ESSA knowledge increased as a result of workshop	83%	100%	88%	12%
Perception of ability to create effective collaborations	78%	92%	86%	15%
Technical assistance is needed for education agencies to learn more about tribes	96%	83%	83%	14%
Cultural Responsiveness training is needed in public education	100%	92%	92%	6%

ESSA Survey Participants



Additional Survey Comments

"A very good gathering" –SDE Rep.

"All Tribes should be involved in workshops like this" - LEA Rep.

"This was an excellent workshop" - Tribal Rep.

"All concerns were addressed. The workshop was great. Thanks for the materials." – LEA Rep.

Comments regarding further needs

"[Tribes need to] become more involved/informed regarding Indian Ed. Programs in school districts within tribal jurisdictions" – LEA Rep.

"Workshops, etc. [are needed] to help get cultural resources into schools in the form of classes/programs, beyond cultural day activities" – LEA Rep.

Conclusion and Next Steps

The Muscogee (Creek) Nation approached this event with the intent to elevate knowledge, transparency, collaboration and participation with our partners and constituents regarding the Every Student Succeeds Act. The event culminated as an effort among many individuals and agencies with the mutual goal of educational excellence. Attendees engaged with presenters, shared their priorities, expectations and concerns, and meaningfully and substantively participated in fostering the collaboration that is a critical part of improving academic outcomes for Native students.

The results of the event demonstrate an overall commitment to Indian Education on behalf of all agencies. State, tribal, and school systems must work together to further examine all educational practices, reflect on current circumstances, and move forward in meaningful ways. The Muscogee (Creek) Nation commends the work of the Oklahoma State Department of Education, U.S. Department of Education and all Oklahoma school districts, and will continue to strengthen our capacity to support public education for all students.

Participant Comments

The Every Student Succeeds Act (ESSA) Tribal Consultation workshop hosted by the Muscogee (Creek) Nation was a great opportunity for all stakeholders to begin the process of tribal consultation as it relates to ESSA. A tremendous amount of information was shared that will enable Oklahoma's public schools and tribal leaders to continue and sustain the meaningful discussions that foster partnerships and strengthen relationships.

We are especially proud of the great working relationship between Ada City Schools and the Chickasaw Nation. The fact that the Chickasaw Nation is headquartered in Ada provides us with opportunities for interaction and discussion on a daily basis. By bringing all schools, agencies, and tribes together for the ESSA workshop, an

opportunity was made available to each of us to expand our reach and put us on a path to establish partnerships with all recognized tribal nations. Thanks for your hard work and dedication to this project.

Mike Anderson, Superintendent, Ada City Schools

Thank you for hosting the ESSA Workshop. It was a great event with valuable information for school districts on how to move forward with the process of tribal consultation. I also attended the tribal consultation workshop at the JOM Conference earlier this week and between the two I believe that we have a good idea of how to get started. I will be working to get a letter drafted and all federal program information gathered so that we can be prepared to set a date and time for tribal consultation for our district. Please let me know if you have any additional information or specifics about what we as a district need to do. Thank you so much for your guidance.

Krista Burden, Director of Instruction, Bristow Public Schools

The ESSA Workshop was very well planned, organized and delivered. The Tribal Consultation Guide was also very well planned and organized. My questions regarding many pieces of ESSA implementation were answered at the workshop, particularly regarding Tribal Consultations. I appreciate the thought and time that went into hosting such a valuable event and making all attendees feel welcome and well cared for! Thank you for your professional presentation and hospitality.

Mona Smith, Assistant Superintendent, Glenpool Public Schools

The ESSA Workshop held at the River Spirit Casino and Resort in Tulsa was of great benefit to those of us struggling to understand the full impact of the new tribal consultation requirements of Title VI. Greg Anderson, Secretary of Education for the Muscogee (Creek) Nation, worked tirelessly together with a group of expert presenters in an effort to assist workshop attendees in deciphering the new regulations. This workshop was much needed and appreciated and more activities of this type would be most beneficial.

Karen Calvert, Indian Education Director, Kiefer Public Schools

I believe it allowed many participants to hear shared thoughts on how to approach the new requirements of ESSA. It provided the opportunity to network with member reps of the tribes represented there and make contact information available as well. It was well planned and run accordingly.

Jarvis Dobbs, Superintendent, Colbert Public Schools

My name is Jimmy Martin and I oversee federal programs for the Moore Public School District in Moore, Oklahoma. Let me first begin by saying thank you for hosting the ESSA Tribal Nations and Public School Collaborative Engagement Workshop. The facilities and hospitality were impressive.

The Oklahoma City metro Indian Education consortium had several discussions regarding tribal consultation and were working together to develop a cooperative tribal consultation workshop. However, the opportunity to hear from the Tribal Nations and the federal government representatives regarding this directive was encouraging. We, as a consortium, really were unsure of answers to many questions arising from the discussions. Therefore, to gain additional direction from the Collaborative Workshop was very beneficial.

I believe the opportunity to sit in the room with other school districts and tribal representatives to discuss tribal consultation and the education of Native American students was helpful to the direction of Indian Education in Oklahoma. I believe the event allowed everyone to move in the same direction through increased knowledge of the need and increased knowledge of the expectation. Even though questions of the process still exist, clarification of the expectation was beneficial.

I look forward to the future discussion with tribal representatives regarding the education of Native American students in our district. I believe tribes have the best interest of students in mind and we hope they understand the school districts also have the best interest of Native American students in mind as Title programs are developed.

Thank you again for your interest in the education of students and we look forward to working with you in the future. Please feel free to contact me with any additional questions or if any additional data is needed.

Jimmy Martin, Managing Director, Moore Public Schools

I would like to tell you that I thought the Every Student Succeeds Act (ESSA) workshop was very informative. The presenters did a good job of explaining their subject matter and fielding questions from the crowd. The room was very comfortable and the sound was excellent, I sat on the back row and was able to hear all speakers clearly. The entire workshop covered material that all public school officials needed and can use in the future, as we try to provide what is best for the youth in our communities.

We look forward to collaborating with you and the Creek Nation on our upcoming grants. My Indian Education director, Mrs. Tracy Sontag was unable to attend the workshop and I gave her all of the information from it.

Again, I thought your workshop was worth the time, as you know some of these are just an out of the office trip. I hope this one and others concerning collaboration will take place again.

Rick Enis, Federal Programs Director, Henryetta Public Schools

I attended the workshop at River Spirit. I felt the workshop was informative and the venue was excellent. The presenters were well prepared for the topics at hand. I would definitely attend future workshops that promote the union of the tribes and the educational community to mutually benefit the Native American students in our state.

Patricia Smith, Federal Programs Director, Pocola Public Schools

First, I would like to thank the Muscogee (Creek) Nation for hosting the event and creating an opportunity for the various stakeholders to meet together and learn about how best approach this new federal requirement in such a way as to have the greatest positive impact on all students, particularly Native American students. Norman Public Schools does enjoy close working relationships with numerous tribal nations, thanks to the efforts of our Indian Education Coordinator, Ms. Lucyann Harjo and her hardworking team of educators. District leadership is committed to the success of all students with the acknowledgement that our students can only benefit from informed discussion on how to best provide the services that they may need.

It all starts with relationship building and developing trust in each other which is why it is necessary for groups to meet together, on common ground, and start a dialog. If for no other reason, this is why the meeting in Tulsa was an instrumental first step; the meeting was an opportunity for those involved to meet together and have those important initial discussions. It was also important for me, as a non-Native educator, to begin to learn about the Native American perspective on education as a whole and how best to approach the meetings that I, and other administrators, will be holding with tribal leaders and their education representatives as time moves on.

The only recommendation that I feel could have made this a more rewarding experience is if information was shared regarding the tribal representation in districts around the state and then time for tribal leadership and district representatives to spend time holding initial discussions. That said, I realize that such would have been outside the scope of the meeting. I'm just representing it as a sort of wish list item. Thank you for the opportunity; please let me know if there's anything I may assist you with.

Rex Wall, Director of Federal Programs, Norman Public Schools

"Thank you" for hosting the ESSA Workshop! This was my first opportunity to visit the River Spirit Resort. What an amazing facility the Muscogee (Creek) Nation has invested in! I should have been carrying my phone in order to have taken a picture of Joy Hofmeister, as she sat three rows in front of me! This was my second meeting that I have attended addressing the Every Student Succeeds Act. Unfortunately, for Lone Star School Title VI (formerly Title VII), is a school district that falls below the $40,000. I still found the meeting to be beneficial as I hope that our student count will continue to grow! I would love to have a Muscogee (Creek) Language speaker employed by our school district. My understanding with the ESSA is that the Tribes will be better engaged on how the school districts are spending their funds? Even though, Regina Keith, the JOM Manager & her Staff does! I appreciated the invitation to attend.

Sheila Pahsetopah, JOM/Title VI Coordinator, Lone Star School

Our district already has a strong partnership with the Choctaw Nation. The event was informative as an outlet for federal information. With such a strong collaborative relationship between our school and Choctaw Nation it is hard to believe other districts and tribes aren't working together. We have found our collaboration with our tribal government has been extremely valuable and very informative.

Doug Brown, Superintendent, Idabel Public Schools

I felt the conference was an important learning experience. In a time of such uncertainty, it was good to hear we are trying to line our ducks in this area of student support. While I do believe in consultation with all stakeholders I believe it is still the responsibility of the local public school district to make the final decisions as to what is best for that district's students and families. Politics is a nasty animal and eventually makes its way into most organizations. Local control is the most effective prevention. Input from the tribe is critical; allowing the tribe to make local decisions could lead to a very unhealthy school culture.

Dr. Geary Brown, Superintendent, Cave Springs Public Schools

I would say this was VERY helpful. Most of the school people who I talked to had no idea of these huge changes in the management of Indian Education. It was very good to hear from the people at the federal level, especially Bernard Garcia, who has done this for many years. I will say that I thought the NIEA Rep was somewhat offensive in some of her remarks, especially in some of her disparaging remarks about public schools.

I appreciate the Creek Nation reaching out to those of us implementing these programs, providing us with current, relevant information.

Dr. Kaylin Coody, Superintendent, Hilldale Public Schools

Thank you so much for the informative conference in such a beautiful facility. Thank you for the opportunity to network with educators around our state. Okmulgee Schools looks forward to partnering with you as we plan what is in the best interest of our Native American Indian students. I hope there are more of these to come.

Renee Dove, Superintendent, Okmulgee Public Schools

I found the workshop to be very informative. I walked away feeling better about what is expected or could be expected from a consultation with tribes. The materials provided were clear and easy to follow. I was able to share the information with the district I represent, so they can take appropriate steps to comply with the law.

Dee Atkins, Indian Education Coordinator, Stillwater Public Schools

I had a positive experience because the session was packed with a lot of information vital to my functions as a Title VI grant coordinator. The only issue I had with the session is the time frame and space. I felt cramped and could not see the speaker's very well nor their presentations. The Impact Aid presentation was something I was looking forward to learning more about but left with the same information I had before.

The Tribal Consultation guide was a significant help but the workshop accompanying it didn't follow it very well. I did leave the session confident in what was expected from the meaningful dialogue with the help of this guide. I would like to add that the area I serve is not as complicated as the other schools and I can see this not being as helpful. I only have one tribe in my district and direct access to tribal council.

Alison Black, Title VI Coordinator, Frontier Public Schools

I wanted to let you know how much I enjoyed the ESSA meeting organized by the Muscogee (Creek) Nation this last week. What an enjoyable and informative gathering!

I cannot remember when anyone has been able to gather a diverse, but common goal oriented people together to share information. The presenters were all on target, and I really felt I had gained when I left.

It seems like when we have people from Washington, D.C., that the Oklahoma opinions/questions are left out. That was not true at this meeting. Every aspect of the topic, and things I hadn't thought or were presented by a varied cast of knowledgeable individuals.

Thank you for a delightful afternoon, at a wonderful location.

Catherine Fatheree, Oklahoma Area Education Office/Bureau of Indian Education

I want to thank Tribal Nations of Oklahoma for providing the ESSA Workshop. Implementing a new program or in this case a new Federal Education law can be frustratingly difficult. This workshop brought the national perspective from the U.S. Department of Education, National Indian Education Association, Bureau of Indian Education and the National Council of Impacted Schools. These presentations brought clarity and a path forward for the districts and the tribes in implementing new ESSA requirements, as well as, the newly required collaboration with our Tribes. Everything went smoothly, the information was well presented, and the setting of River Spirit Resort provided by the Creek Nation was spectacular. I hope you will consider hosting other events that benefit schools and the Native Americans we serve.

Mike Garde, Superintendent, Muskogee Public Schools

I found the meeting to be very informative and important. I see this meeting as providing an opportunity to "set the tone" for future collaboration between local schools and local tribal leadership. This meeting also provided the "nuts and bolts" concerning new regulations and policies and procedures. I learned a lot and have a better understanding about how to move forward because of this meeting. Thank you.

Doran Smith, Superintendent, Mounds Public Schools

The ESSA Tribal Nations Workshop hosted by the Muscogee (Creek) Nation (MCN) on 4/5/17 demonstrated strong tribal leadership and sovereignty. The MCN's proactive approach to gathering various leaders' i.e. federal and state agencies along with Oklahoma Local Education Agencies Superintendents validated their desire to build relational trust with other collaborative partners. This approach further expands their efforts in providing technical assistance to LEA's as it relates to federal ESSA programming. I was very pleased to observe the MCN take the initiative to provide this opportunity for other Oklahoma tribes to participate in a session designed to ask questions and network with other stakeholders. I also learned from the workshop more about tribal consultations specifically how the consultations can be a springboard for deeper cultural relevant conversations.

Bernadette Anderson, Academic Development Institute

ESSA WORKSHOP SCHOOL DISTRICTS IN ATTENDANCE

Ada City Schools
Anadarko Public Schools
Bartlesville Public Schools
Battiest Public Schools
Beggs Public Schools
Belfonte Bell Public Schools
Berryhill Public Schools
Bixby Public Schools
Briggs Public Schools
Bristow Public Schools
Broken Arrow Public Schools
Butner Public Schools
Byng Public Schools
Calera Public Schools
Catoosa Public Schools
Cave Springs Public Schools
Central Public Schools
Chelsea Public Schools
Chickasaw Public Schools
Claremore Public Schools
Clinton Public Schools
Coalgate Public Schools
Colbert Public Schools
Colcord Public Schools
Collinsville Public Schools
Copan Public Schools
Coweta Public Schools
Dickson Public Schools
Durant Public Schools
Edmond Public Schools
El Reno Public Schools
Eufaula Public Schools
Fairland Public Schools
Fort Cobb Broxton Public Schools
Fort Gibson Public Schools
Frontier Public Schools
Gans Public Schools
Glenpool Public Schools
Grand View Public Schools
Grove Public Schools
Guthrie Public Schools
Gypsy Public Schools
Hartshorne Public Schools
Henryetta Public Schools
Hilldale Public Schools
Hominy Public Schools
Hugo Public Schools
Idabel Public Schools
Jay Public Schools
Jenks Public Schools
Justus-Tiawah Public Schools
Kansas Public Schools
Kiefer Public Schools
Kingston Public Schools
Konawa Public Schools
Latta Public Schools
Lawton Public Schools
Liberty Public Schools
Locust Grove Public Schools
Lone Grove Schools
Lone Star Schools
McAlester Public Schools
Miami Public Schools
Mid-Del Public Schools
Midway Public Schools
Millwood Public Schools
Moore Public Schools
Morris Public Schools
Mounds Public Schools
Muldrow Public Schools
Muskogee Public Schools
Mustang Public Schools
Newcastle Public Schools
Norman Public Schools
Okemah Public Schools
Oklahoma City Public Schools
Okmulgee Public Schools
Osage County Interlocal
Owasso Public Schools
Paden Public Schools
Panola Public Schools
Peavine Public Schools
Peggs Public Schools
Perkins-Tryon Public Schools
Plainview Public Schools
Pocola Public Schools
Ponca City Public Schools
Porter Consolidated Schools
Pryor Public Schools
Rocky Mountain Public Schools
Roland Public Schools
Salina Public Schools
Sallisaw Public Schools
Sand Springs Public Schools
Sapulpa Public Schools
Shady Grove Public Schools
Shawnee Public Schools
Silo Public Schools
Skiatook Public Schools
Stigler Public Schools
Stillwater Public Schools
Stilwell Public Schools
Stratford Public Schools
Tahlequah Public Schools
Tenkiller Public Schools
Tulsa Public Schools
Union Public Schools
Valliant Public Schools
Vanoss Public Schools
Verdigris Public Schools
Vian Public Schools
Wagoner Public Schools
Warner Public Schools
Weleetka Public Schools
Western Heights Public Schools
Westville Public Schools
Wetumka Public Schools
Wilburton Public Schools
Wilson Public Schools
Wright City Schools

OKLAHOMA

TRIBAL CONSULTATION

GUIDE

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

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JOY HOFMEISTER
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

Dear Tribal Leaders and District Superintendents,

No state is richer in American Indian culture and heritage than Oklahoma, and with 130,000 tribal children benefiting from Title VI grants in our public schools – the highest number in the country – nowhere are our opportunities for collaboration richer. With this opportunity comes responsibility: School administrators must prepare all school personnel to understand their students. Each tribe possesses unique cultures and customs, and successful schools tailor their instruction and practices to incorporate tribal stories and history into their curriculum.

In addition, schools must educate faculty and staff to abandon bias, stereotypes, and misconceptions about their students. By understanding the values of those they serve, educators can, and must, initiate regular two-way communication between schools and tribal nations.

During tribal consultation, which is required under the Every Student Succeeds Act (ESSA), I challenge administrators and tribal leaders to engage in active listening as they collaborate to devise a plan for our school communities. Next comes reflection, follow-up, and most importantly, follow-through. A vision without action will not strengthen student success.

By nurturing these partnerships, we not only bolster ties between educators and families, we also enable our schools to qualify for additional federal resources – resources that translate to more time for individual instruction and advanced technological tools to fuel academic progress.

We have seen how community involvement can impact our children. Oklahoma's American Indian students continue to lead the nation in both math and reading scores, with our fourth-graders scoring 19 points above the national average in reading. I challenge our districts with distinctive ties to tribal nations to be a model for the rest of our state and, indeed, the nation. The practice of elevating our children through family engagement is something from which all schools can benefit, regardless of the make-up of their population.

Thank you for all of your work to empower our schoolchildren. The future of our state and nation depends on their continued success.

Sincerely,

Joy Hofmeister
State Superintendent of Public Instruction

Oklahoma State
Department *of* Education

Dear Tribal Leaders and Superintendents,

In this packet, and pursuant to the Every Student Succeeds Act (ESSA), the Oklahoma State Department of Education (OSDE) is providing guidance on tribal consultations with Oklahoma's 39 recognized tribal nations.

The OSDE's Office of Federal Programs and our STEP grant partners of the Chickasaw Nation, Cheyenne & Arapaho Tribes, and the Muscogee (Creek) Nation have collaborated to create this tool for Oklahoma school districts and the 39 recognized tribal nations headquartered in the state.

Included is contact information for Oklahoma's 39 recognized tribal nations, correspondence from the United States Department of Education (USDE), an Oklahoma tribal jurisdiction map, consultation details, a list of Oklahoma school districts participating in tribal consultation, frequently asked questions about tribal consultation, suggested consultation topics, a checklist for districts, and a consultation agreement.

Meaningful consultations will assist us in building relationships and strengthening support systems to bridge the gap between educators and tribes so that we may increase academic success and cultural understanding for Oklahoma students from Pre-K through 12th grade. For additional information, please do not hesitate to contact me.

Sincerely,

Dwight M. Pickering
Director, American Indian Education
Oklahoma State Department of Education
Oliver Hodge Building
2500 North Lincoln Blvd.
Oklahoma City, Oklahoma 73105
(405) 522-1591
Dwight.Pickering@sde.ok.gov

WHAT IS TRIBAL CONSULTATION?

Tribal consultation, required by the Every Student Succeeds Act (ESSA) for states with Title I grants and Title VI programs, is a formal process between tribal representatives and local educational agencies (LEAs) that serve an American Indian/Alaska Native (AI/AN) population. This consultation is for the LEA's benefit, not the State Education Agency's state plan.

This consultation process is essential to meeting the needs of Oklahoma's 130,000 American Indian students. It is required of any LEA with more than $40,000 in funding under Title VI's Indian, Native Hawaiian, and Alaska Native title or with AI/AN enrollment of at least 50 percent.

LEAs and tribal leaders are recommended to follow federal 30/60/90 guidelines for tribal consultation: 30 days' notice of consultation, 60 days for response, and 30 additional days for collaboration if needed. **Note: If a district and tribal nation have begun a consultation process, they should continue working together. There is no need to move a timeline back to restart the 30/60/90 continuum.**

The intent of the consultation process is to open the door to more conversation and collaboration between districts and tribes. Ideally, this work will be ongoing and evolve to become a monthly, bimonthly, quarterly, or annual opportunity to enhance the education of Oklahoma's American Indian student population. Please refer to the Dear Colleague letter from the United States Department of Education on pages 11-14 for additional information on tribal consultation.

RECOMMENDED DISTRICT CONSULTATION CHECKLIST

- ☑ District has arranged for consultation with relevant tribal nation(s), including time, place, and length of meeting.
- ☑ Tribal leaders have agreed upon the time, place, and length of meeting.
- ☑ District has provided a copy of all awarded grants before the meeting.
- ☑ District has posted a public notice of the meeting.
- ☑ District has prepared an agenda for the meeting.
- ☑ District has provided a sign-in sheet for the meeting.
- ☑ Tribal official and district have signed a consultation agreement.

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

September 26, 2016

Dear Colleague:

Thank you for your hard work and commitment in implementing the new requirements of the Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA). The ESSA represents a unique opportunity to increase equity and access for all children. I write today to offer guidance on a provision in the law that is of particular importance to our Nation's tribal communities: the new requirement under section 8538 of the ESEA, as amended by the ESSA,[1] for affected local educational agencies (LEAs) to consult with Indian tribes and tribal organizations on issues affecting Native students.[2]

Consultation will create opportunities for LEAs and tribal leaders to work together on behalf of American Indian and Alaska Native students. The consultation process will allow affected LEAs to gather input from Indian tribes and tribal organizations, fostering the collaboration that is a critical part of improving academic outcomes for Native students.[3]

The enclosed Frequently Asked Questions provide basic information to assist LEAs in ensuring that this process drives positive outcomes for administrators, Indian tribes and tribal representatives, and, most importantly, Native students.

I look forward to continuing to work with you and your staff to address the needs of our Native students.

Sincerely,

/s/

Ann Whalen
Senior Advisor to the Secretary Delegated
the Duties of Assistant Secretary for
Elementary and Secondary Education

Enclosure

[1] Throughout this document, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.
[2] Under Title I, State educational agencies (SEAs) are also required to conduct timely and meaningful consultation with Indian tribes, among other entities, prior to submitting their State plan to the Secretary (ESEA section 1111(a)(1)(A)).
[3] The U.S. Department of Education conducted tribal consultations on the changes to the ESEA generally, which included the SEA and LEA consultation requirements, with four meetings which took place on April 24, April 28, May 12, and June 27, 2016.

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Frequently Asked Questions
ESEA, Section 8538, CONSULTATION WITH INDIAN TRIBES AND TRIBAL ORGANIZATIONS

1. **What are the consultation requirements under section 8538 of the ESEA[1]?**

In general, section 8538 requires affected local educational agencies (LEAs) (see Question 3 for definition of "affected LEA") to consult with Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, prior to submitting a plan or application for covered programs (see Question 5 for more information on the programs covered by section 8538). This requirement is designed "to ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students." The consultation must be done "in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute" to plans under covered programs.

2. **When do the consultation requirements under section 8538 of the ESEA begin?**

Consultation requirements under section 8538 of the ESEA begin with the plans or applications for fiscal year (FY) 2017 formula grant funding, or for the 2017-2018 school year. Affected LEAs (see Question 3) that educate American Indian/Alaska Native (AI/AN) students will be required to consult with local Indian tribes prior to submitting a plan or application under covered ESEA formula grant programs (see Question 5).

3. **Which LEAs must consult with Indian tribes in accordance with section 8538 of the ESEA?**

Under section 8538, an affected LEA is one that either: 1) has 50 percent or more of its student enrollment made up of AI/AN students; *or* 2) received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA[1], in the previous fiscal year that exceeds $40,000. In order to determine whether an LEA has 50 percent or more of its enrollment made up of AI/AN students, an LEA should use the enrollment data from the 2016-2017 school year to determine whether it is an affected LEA in FY 2017. The total AI/AN enrollment data would include those students who self-identify as AI/AN alone and AI/AN in combination with one or more races, regardless of Hispanic ethnicity. An LEA that receives an Indian education formula grant award greater than $40,000 in FY 2016 is an affected LEA for consultation purposes in FY 2017. Please contact Bernard Garcia, at bernard.garcia@ed.gov, Group Lead for Title VI Indian Education Formula Program, Office of Indian Education, OESE, for assistance in determining whether an LEA is an affected LEA under section 8538 of the ESEA.

4. **How can an LEA find information about tribes?**

The Bureau of Indian Affairs (BIA) publishes an official list of federally recognized tribes each year. This list is available at the Title VI community of practice website under "Additional Resources": https://easie.grads360.org/#communities/pdc/documents/9980. To find tribal addresses, see the list at the National Congress of American Indians (NCAI) website: http://www.ncai.org/tribal-directory. If you need information about the tribes in your service area, contact your respective state office for assistance.

[1] Throughout this document, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

5. **On which programs must an affected LEA consult with Indian tribes?**

Beginning with FY 2017, affected LEAs must consult with Indian tribes before submitting plans or applications for the following programs under ESEA:

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, subpart 2 (Rural and Low-Income School Program)
- Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies)

6. **When should affected LEAs conduct the consultation required under section 8538 of the ESEA?**

LEAs should conduct their consultation in advance of making significant decisions regarding plans or applications for covered programs, to ensure an "opportunity for . . . appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute" to an LEA's plan (section 8538(a)). The timeline for each consultation is dictated by requirements of the relevant formula grant program, which have different application deadlines. For example, a State may have a deadline for LEAs to submit a consolidated local plan to the State by a certain date in 2017, so for those programs the consultation must be completed before that date. Given that tribes may receive multiple requests for consultation, LEAs should consider arranging for informational meetings prior to consultation.

7. **What should an LEA do to ensure "meaningful consultation"?**

In order to ensure that consultation is meaningful, LEAs should provide Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, an opportunity to provide input and feedback to the LEA on plans for any covered program. An LEA should consider providing a list of issues or questions on which the LEA seeks input, or provide draft plans for this purpose, in advance of the consultation. An LEA should consult before it makes a final decision on significant and substantive issues related to the content of the plans. In addition, an LEA should consider providing written responses to tribal input received during consultation to explain how input was considered.

8. **What documentation is required for consultation with Indian tribes under section 8538 of the ESEA?**

Each LEA must maintain in the agency's records and, for State-administered ESEA programs, provide to the SEA, a written affirmation signed by the appropriate officials of the participating tribes (or tribal organizations approved by the tribes) that the required consultation occurred. If tribal officials do not provide such affirmation within a reasonable period of time, the LEA must forward to the SEA documentation that consultation has taken place.

9. **May an LEA combine this consultation with other requirements regarding tribal or parent involvement?**

Yes, an LEA may coordinate or consolidate the required ESEA consultation with the parent activities required under the Indian Education formula grant program, the Impact Aid program, and the Johnson O'Malley program. An LEA may only do so, however, if the activity in question – *i.e.*, the consultation – meets all of the requirements of each program. For example, an LEA may plan a public hearing or meeting with its local tribe regarding its education program generally in order to meet the Impact Aid requirements for Indian Policies and Procedures; that hearing with the tribe could incorporate the elements of the LEA's proposed plans under the covered programs, rather than hold a separate consultation event. The LEA should involve the local tribe or tribes in planning the best approach that satisfies the needs of the tribe(s) and the LEA in a time-effective manner, and that meets the requirements of the various programs.

10. **If an LEA has multiple tribes in the geographic area it serves, or if there is one tribe and multiple LEAs, must there be separate consultations with each tribe or LEA?**

Where there are multiple tribes and a single LEA, the LEA may hold a consultation that includes all affected local tribes. Similarly, where there are multiple LEAs and one tribe, there is no federal prohibition against a joint consultation held by several LEAs. In both cases the LEA must ensure that the tribe or tribes have a meaningful and timely opportunity to give input into an LEA's plans or applications.

11. **Can the Department provide additional information?**

Yes, the Department may offer assistance or provide other information upon request. Please contact the Office of Indian Education (OIE) at IndianEducation@ed.gov.

OKLAHOMA'S 39 TRIBAL NATIONS AND TRIBAL LEADERS

Absentee Shawnee Tribe of Indians of Oklahoma
Governor Edwina Butler-Wolfe
2025 South Gordon Cooper Drive
Shawnee, OK 74801
(405) 275-4030, Ext. 6308
tparker@astribe.com
astribe.com

Alabama-Quassarte Tribal Town
Chief Tarpie Yargee
P.O. Box 187
Wetumka, OK 74883
(405) 452-3987
chief@alabama-quassarte.org
aqtribal.com

Apache Tribe of Oklahoma
Chairman Bobby Komardley
P.O. Box 1330
Anadarko, OK 73005
(405) 247-9493
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apachetribe.org

Caddo Nation of Oklahoma
Chairperson Tamara Francis-Fourkiller
P.O. Box 487
Binger, OK 73009
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caddonation-nsn.gov

Cherokee Nation
Principal Chief Bill John Baker
P.O. Box 948
Tahlequah, OK 74465
(918) 453-5000
ron-etheridge@cherokee.org
cherokee.org

Cheyenne & Arapaho Tribes of Oklahoma
Governor Eddie Hamilton
100 Red Moon Circle
Concho, OK 73022
(405) 422-7733
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c-a-tribes.org

The Chickasaw Nation
Governor Bill Anoatubby
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Choctaw Nation of Oklahoma
Chief Gary Batton
P.O. Box 1210
Durant, OK 74702
(580) 924-8280
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Citizen Potawatomi Nation
Chairman John "Rocky" Barrett
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(405) 275-3121
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potawatomi.org

Comanche Nation
Chairman William Nelson
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Lawton, OK 73502
(580) 492-4988
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comanchenation.com

Delaware Nation
President Kerry Holton
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Delaware Tribe of Indians
Chief Chester Brooks
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Eastern Shawnee Tribe of Oklahoma
Chief Glenna J. Wallace
12755 South 705 Road
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Euchee (Yuchi) Tribe of Indians
Chairman Geoffrey Rolland
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Sapulpa, OK 74067

Fort Sill Apache Tribe of Oklahoma
Chairman Jeff Haozous
Route 2, Box 121
Apache, OK 73006
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Iowa Tribe of Oklahoma
Chairman Bobby Walkup
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Kaw Nation
Chairwoman Jacque Hensley
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Kialegee Tribal Town
Mekko Jeremiah Hobia
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jeremiah.hobia@kialegeetribe.net

Kickapoo Tribe of Oklahoma
Chairman David Pacheco, Jr.
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Kiowa Tribe of Oklahoma
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Miami Tribe of Oklahoma
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Modoc Tribe of Oklahoma
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Muscogee (Creek) Nation
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Osage Nation
Principal Chief Geoffrey Standing Bear
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Otoe-Missouria Tribe of Indians
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Ottawa Tribe of Oklahoma
Chief Ethel Cook
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ottawatribe.org

Pawnee Nation of Oklahoma
President W. Bruce Pratt
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peoriatribe.com

Ponca Tribe of Oklahoma
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Quapaw Tribe
Chairman John L. Berrey
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Sac & Fox Nation of Oklahoma
Principal Chief Kay Rhoads
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Seminole Nation
Principal Chief Leonard M. Harjo
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Seneca-Cayuga Nation
Chief William L. Fisher
23701 South 655 Road
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sctribe.com

Shawnee Tribe
Chief Ron Sparkman
P.O. Box 189
Miami, OK 74355
(918) 542-2441
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Thlopthlocco Tribal Town
Town King Ryan Morrow
P.O. Box 188
Okemah, OK 74859-0188
(918) 560-6198
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tttown.org

Tonkawa Tribe of Oklahoma
President Russell Martin
1 Rush Buffalo Road
Tonkawa, OK 74653
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United Keetoowah Band of Cherokee Indians
Chief Joe Bunch
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Wichita & Affiliated Tribes
President Terri Parton
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Anadarko, OK 73005
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wichitatribe.com

Wyandotte Nation
Chief Billy Friend
64700 East Highway 60
Wyandotte, OK 74370
(918) 678-2297
bfriend@wyandotte-nation.org
wyandotte-nation.org

If you have difficulty making contact with a tribal leader, please reach out to Dwight Pickering, OSDE's Director of American Indian Education, at Dwight.Pickering@sde.ok.gov or (405) 522-1591.

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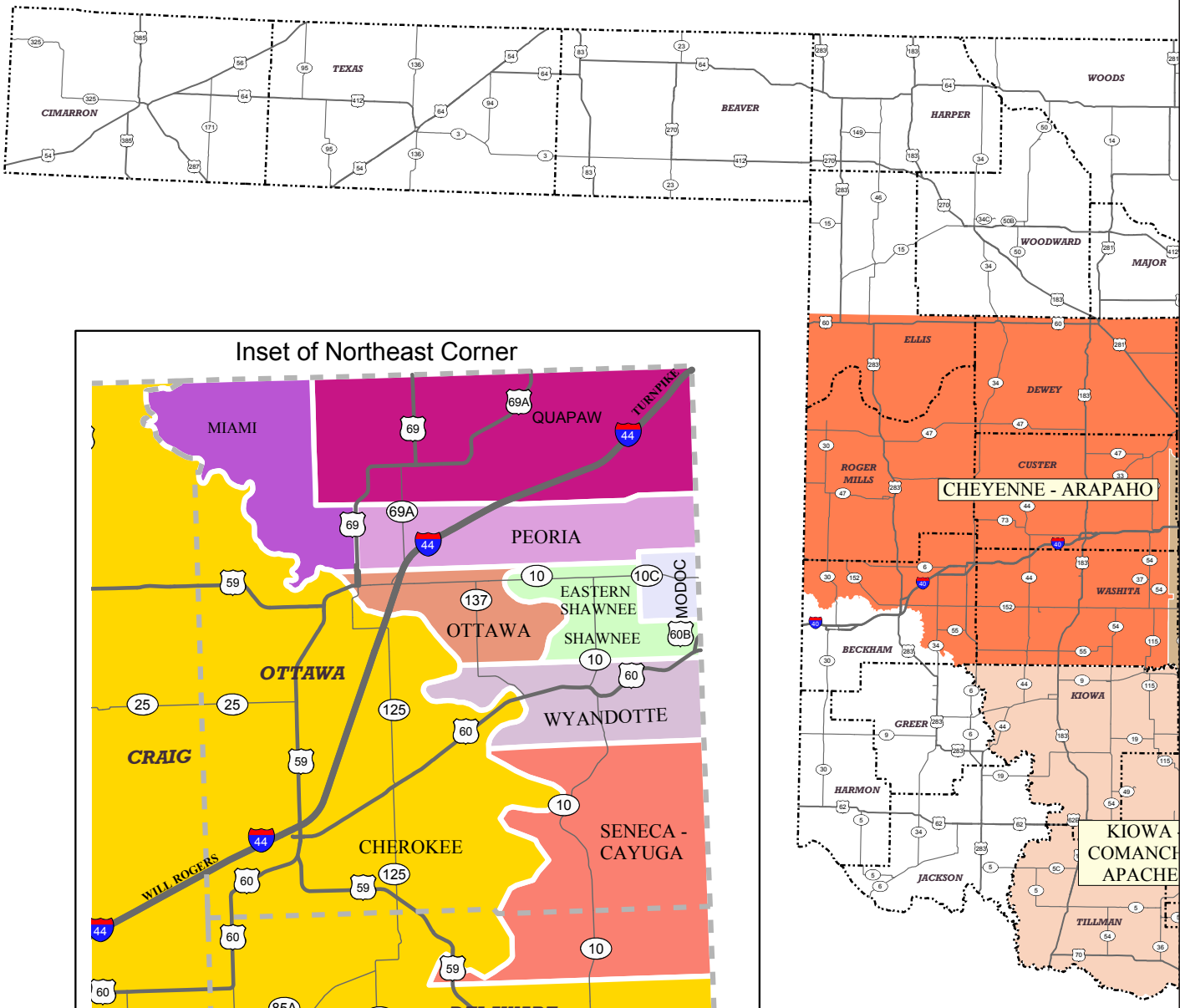


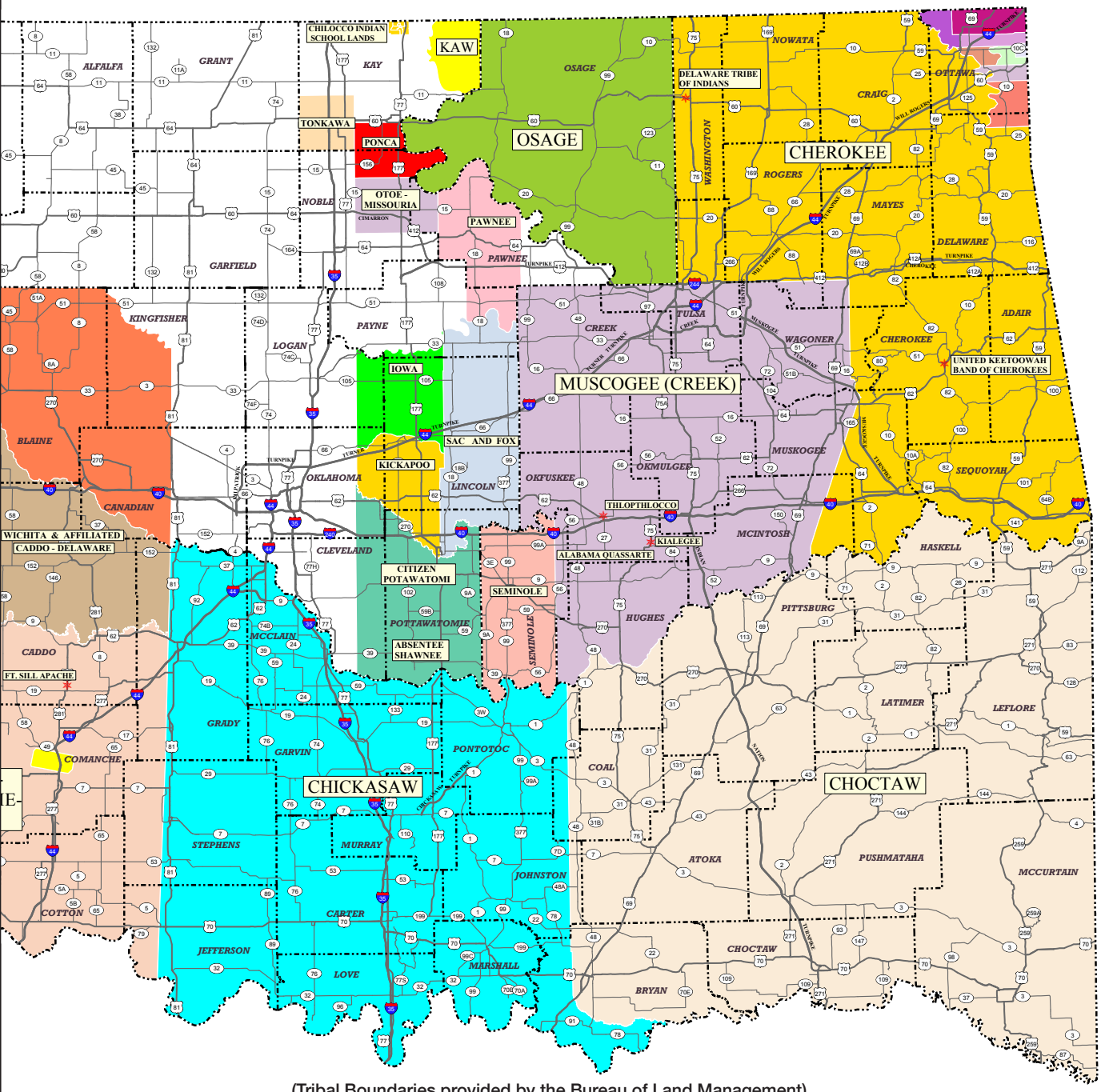
38 FEDERALLY RECOGNIZED TRIBES

ABSENTEE SHAWNEE TRIBE	CHOCTAW NATION	IOWA TRIBE
ALABAMA QUASSARTE TRIBAL TOWN	CITIZEN POTAWATOMI NATION	KAW NATION
APACHE TRIBE	COMANCHE NATION	KIALEGEE TRIBAL TOWN
CADDO NATION	DELAWARE NATION	KICKAPOO TRIBE
CHEROKEE NATION	DELAWARE TRIBE OF INDIANS	KIOWA TRIBE
CHEYENNE - ARAPAHO TRIBES	EASTERN SHAWNEE TRIBE	MIAMI TRIBE
THE CHICKASAW NATION	FT. SILL APACHE TRIBE	MODOC TRIBE

Oklahoma Department of Transportation

OKLAHOMA DEPARTMENT OF TRANSPORTATION
PLANNING & RESEARCH DIVISION
GIS MANAGEMENT BRANCH
200 N.E. 21ST. STREET
OKLAHOMA CITY, OKLAHOMA 73105

ONS IN OKLAHOMA



(Tribal Boundaries provided by the Bureau of Land Management)

MUSCOGEE (CREEK) NATION	QUAPAW TRIBE	UNITED KEETOOWAH BAND OF CHEROKEES
OSAGE NATION	SAC AND FOX NATION	WICHITA & AFFILIATED TRIBES
OTOE - MISSOURIA TRIBE	SEMINOLE NATION	WYANDOTTE NATION
OTTAWA TRIBE	SENECA - CAYUGA NATION	
PAWNEE NATION	SHAWNEE TRIBE	
PEORIA TRIBE	THLOPTHLOCCO TRIBAL TOWN	
PONCA TRIBE	TONKAWA TRIBE	

*THE EUCHEE (YUCHI) TRIBE IS A STATE-RECOGNIZED TRIBE THAT IS PART OF THE MUSCOGEE (CREEK) NATION

OKLAHOMA SCHOOL DISTRICTS PARTICIPATING IN TRIBAL CONSULTATION

DISTRICT/SCHOOL	SUPERINTENDENT	PHONE NUMBER	EMAIL ADDRESS
Ada	Mike Anderson	(580) 310-7200	andersonm@adapss.com
Adair	Tom Linihan	(918) 785-2424	tlinihan@adairschools.org
Albion*	C. Lynn Bullard	(918) 563-4331	clynnbullardsupt@hotmail.com
Anadarko**	Cindy Hackney	(405) 247-6605	chackney@apswarriors.com
Antlers	Cary Ammons	(580) 298-5504	cammons@antlers.k12.ok.us
Ardmore	Kim Holland	(580) 223-2483	kholland@ardmoreschools.org
Atoka	Jay McAdams	(580) 889-6611	jmc@atoka.org
Bartlesville	Chuck McCauley	(918) 336-8600	mccauleycr@bps-ok.org
Battiest*	Stace Ebert	(580) 241-7810	eberts@battiest.k12.ok.us
Beggs	Ronald Martin	(918) 267-3628	rwmartin@beggs.k12.ok.us
Belfonte*	Paul Pinkerton	(918) 427-3522	ppinkerton@belfonte.k12.ok.us
Berryhill	Mike Campbell	(918) 446-1966	mike.campbell@berryhillschools.org
Bethel	Tod Harrison	(405) 273-0385	harrisont@bethel.k12.ok.us
Bixby	Kyle Wood	(918) 366-2200	kwood@bixbyps.org
Blackwell	Richard Riggs	(580) 363-2570	rriggs@blackwell.k12.ok.us
Blanchard	Jim Beckham	(405) 485-3391	drbeckham@blanchard.k12.ok.us
Briggs**	Stephen Haynes	(918) 456-4221	shaynes@briggs.k12.ok.us
Bristow	Curtis Shelton	(918) 367-5555	cshelton@bristow.k12.ok.us
Broken Arrow	Janet Dunlop	(918) 259-5700	jcdunlop@baschools.org
Broken Bow	Carla Ellisor	(580) 584-3306	cjellisor@bbisd.org
Brushy	Greg Reynolds	(918) 775-4458	greynolds@brushy.k12.ok.us
Buffalo Valley*	Justin Kennedy	(918) 522-4426	jkennedy@bvpsd.org
Byng	Todd Crabtree	(580) 310-6751	todd@byngschools.com
Cache	Randy Batt	(580) 429-3266	randy.batt@cacheps.org
Calera	Gerald Parks	(580) 434-5700	gparks@caleraisd.k12.ok.us
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Districts without designation receive a minimum of $40,000 per year in Title VI funding
**Districts with at least 50% AI/AN enrollment | **Title VI funding and 50%+ enrollment*

DISTRICT/SCHOOL	SUPERINTENDENT	PHONE NUMBER	EMAIL ADDRESS
Caney Valley	Rick Peters	(918) 536-2500	rpeters@cvalley.k12.ok.us
Carnegie	Mark Batt	(580) 654-1470	mbatt@carnegie.k12.ok.us
Catoosa	Rick Kibbe	(918) 266-8603	rkibbe@catoosa.k12.ok.us
Cave Springs*	Geary Brown	(918) 775-2364	gbrown@cavesprings.k12.ok.us
Central	Larry G. Henson	(918) 775-5525	lhenson@centralps.k12.ok.us
Chandler	Wayland Kimble	(405) 258-1450	wkimble@chandler.k12.ok.us
Checotah	Janet Blocker	(918) 473-5610	jblocker@checotah.k12.ok.us
Chelsea**	Rich McSpadden	(918) 789-2528	rmcspadden@chelseadragons.net
Cherokee Immersion Charter*	Leroy Qualls	(918) 453-5172	leroy-qualls@cherokee.org
Choctaw-Nicoma Park	Jim McCharen	(405) 769-4859	supt@cnpschools.org
Chouteau-Mazie	Kenny Mason	(918) 476-8376	kmason@chouteauwildcats.com
Claremore	J. Michael McClaren	(918) 923-4200	mmcclaren@claremore.k12.ok.us
Clinton	Kevin Hime	(580) 323-1800	kevin.hime@clintonokschools.org
Coalgate	Gregory Davidson	(580) 927-2351	gdavidson@coalgateschools.org
Colbert	Jarvis Dobbs	(580) 296-2624	dobbsj@colbert.k12.ok.us
Colcord**	Bud Simmons	(918) 326-4116	bsimmons@colcordschools.com
Collinsville	Lance West	(918) 371-4776	lwest@collinsville.k12.ok.us
Commerce	Jimmy Haynes	(918) 675-4316	jhaynes@commercetigers.net
Coweta	Jeff Holmes	(918) 486-6506	jeff.holmes@cowetaps.org
Cushing	Koln Knight	(918) 225-3425	koln.knight@cushing.k12.ok.us
Dahlonegah*	Jeff Limore	(918) 696-7807	jtlimore@dahlonegah.k12.ok.us
Darlington*	Jimmie Smith	(405) 262-0137	jsmith@darlington.k12.ok.us
Davis	Todd Garrison	(580) 369-2386	tgarrison@davis.k12.ok.us
Deer Creek	Ranet Tippens	(405) 348-6100	ranettippens@dcsok.org
Dewar**	Todd Been	(918) 652-9625	tpbeen@dewar.k12.ok.us
Dewey	Vince Vincent	(918) 534-2241	vwvincent@deweyk12.org
Dickson	Jeff Colclasure	(580) 223-3624	jcolclasure@dickson.k12.ok.us
Drumright	Robby Dorsey	(918) 352-2492	rdorsey@drumright.k12.ok.us
Durant	Duane Merideth	(580) 924-1276	duane.merideth@durantisd.org
Edmond	Bret Towne	(405) 340-2828	bret.towne@edmondschools.net

Districts without designation receive a minimum of $40,000 per year in Title VI funding
**Districts with at least 50% AI/AN enrollment | **Title VI funding and 50%+ enrollment*

DISTRICT/SCHOOL	SUPERINTENDENT	PHONE NUMBER	EMAIL ADDRESS
El Reno	Craig McVay	(405) 262-1703	cmcvay@elrenops.org
Enid	Darrell Floyd	(580) 366-7000	dgfloyd@enidk12.org
Eufaula	Jeanette Smith	(918) 689-2152	jfsmith@eufaula.k12.ok.us
Fairland	Mark Alexander	(918) 676-3811	malexander@fairlandowls.com
Fort Gibson	Derald Glover	(918) 478-2474	d_glover@ftgibson.k12.ok.us
Frontier**	Robert Weckstein	(580) 723-4361	wecksteinb@frontierok.com
Gans	Larry Calloway	(918) 775-2236	lcalloway@gans.k12.ok.us
Glenpool	Jerry Olansen	(918) 322-9500	jdolansen@glenpoolps.org
Gore**	Lucky McCrary	(918) 489-5587	lmccrary@gorepublicschools.org
Gracemont*	Jamie Mitchell	(405) 966-2236	sup@gracemont.k12.ok.us
Grand View**	Ed Kennedy	(918) 456-5131	ekennedy@grandview.k12.ok.us
Greasy*	Michael Wolfe	(918) 696-7768	michael.wolfe@greasy.k12.ok.us
Grove	Sandy Jo Coaly	(918) 786-3003	scoaly@ridgerunners.net
Guthrie	Mike Simpson	(405) 282-8900	mike.simpson@guthrieps.net
Haileyville	Roger Hemphill	(918) 297-2626	rhemphill@haileyville.k12.ok.us
Hanna*	Richard Boatright	(918) 657-2523	rboatright@hanna.k12.ok.us
Harrah	Paul Blessington	(405) 454-6244	pblessington@harrahschools.com
Hartshorne**	Mark Ichord	(918) 297-2534	michord@hartshorne.k12.ok.us
Haskell	Doyle Bates	(918) 482-5221	dbates@haskellps.org
Heavener	Edward Wilson	(918)-653-7223	ewilson@heavenerschools.org
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Holdenville	Randy Davenport	(405) 379-5483	rdavenport@holdenville.k12.ok.us
Hominy**	Doyle Edwards	(918) 885-6511	ed@hominy.k12.ok.us
Hugo	Earl Dalke	(580) 326-6483	edalke@hugoschools.com
Hulbert**	Marilyn Dewoody	(918) 772-2501	mdewoody@hulbertriders.com
Idabel	Doug Brown	(580) 286-7639	doug.brown@idabelps.org
Inola	Kent Holbrook	(918) 543-2255	kholbrook@inola.k12.ok.us
Jay	Charles Thomas	(918) 253-4293	cthomas@jay.k12.ok.us

Districts without designation receive a minimum of $40,000 per year in Title VI funding
**Districts with at least 50% AI/AN enrollment | **Title VI funding and 50%+ enrollment*

DISTRICT/SCHOOL	SUPERINTENDENT	PHONE NUMBER	EMAIL ADDRESS
Jenks	Stacey Butterfield	(918) 299-4411	stacey.butterfield@jenksps.org
Justice*	Chris Bryan	(405) 257-2962	cbryan@justice.k12.ok.us
Justus-Tiawah	David Garroutte	(918) 341-3626	dgarroutte@justustiawah.com
Kansas**	Jim Burgess	(918) 868-2562	jim@kansasps.com
Kellyville	Joe Pierce	(918) 247-6133	jpierce@kellyvilleschools.org
Kenwood*	Billy Taylor	(918) 434-5799	billyt@sstelco.com
Ketchum	Pete Hiseley	(918) 782-5091	phiseley@ketchumwarriors.com
Keys**	Vol Woods	(918) 458-1835	vwoods@keys.k12.ok.us
Kiefer	Mary Murrell	(918) 321-3421	mmurrell@kiefer.k12.ok.us
Kingfisher	Jason Sternberger	(405) 375-4194	jason.sternberger@kingfisher.k12.ok.us
Kingston	Ron Whipkey	(580) 564-9033	rwhipkey@kingston.k12.ok.us
Konawa	Andy Gower	(580) 925-3244	andygower@konawa.k12.ok.us
Latta	Cliff Johnson	(580) 332-2092	supt@latta.k12.ok.us
Lawton	Tom Deighan	(580) 357-6900	tom.deighan@lawtonps.org
Le Flore*	Lane Jackson	(918) 753-2345	ljackson@leflore.k12.ok.us
Leach*	Andrea Sealock	(918) 868-2277	asealock@leachschool.net
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Locust Grove	Lori Helton	(918) 479-5243	lhelton@lg.k12.ok.us
Lone Grove	Meri Jayne Miller	(580) 657-3131	mjmiller@lonegrove.k12.ok.us
Lowrey*	Cris Wyse	(918) 456-4053	cwyse@lowrey.k12.ok.us
Madill	Jon Tuck	(580) 795-3303	jtuck@madillok.com
Mannford	Steve Waldvogel	(918) 865-4062	waldvogels@mannford.k12.ok.us
Marble City*	Bill London	(918) 775-2135	blondon@mcps.k12.ok.us
Marlow	George Coffman, Jr.	(580) 658-2719	gcoffman@marlow.k12.ok.us
Maryetta**	Lori Means	(918) 696-2285	lmeans@maryetta.k12.ok.us
McAlester	Randy Hughes	(918) 423-4771	rhughes@mcalester.k12.ok.us
McLoud	Steve Stanley	(405) 964-3314	sstanley@mcloudschools.us
Miami	Jeremy Hogan	(918) 542-8455	jhogan@mpswardogs.com
Midwest City-Del City	Rick Cobb	(405) 737-4461	rcobb@mid-del.net
Moore	Robert Romines	(405) 735-4249	robertromines@mooreschools.com

Districts without designation receive a minimum of $40,000 per year in Title VI funding
**Districts with at least 50% AI/AN enrollment | **Title VI funding and 50%+ enrollment*

DISTRICT/SCHOOL	SUPERINTENDENT	PHONE NUMBER	EMAIL ADDRESS
Morris	James Lyons	(918) 733-9072	jlyons@morrisschools.net
Muldrow	Ronal Flanagan	(918) 427-7406	ronald.flanagan@staff.muldrowps.org
Muskogee	Mike Garde	(918) 684-3700	mike.garde@mpsi20.org
Mustang	Sean McDaniel	(405) 376-2461	mcdaniels@mustangps.org
Nashoba*	Charles Caughern, Jr.	(918) 755-4343	ccaughern@nashoba.k12.ok.us
Newcastle	Tony O'Brien	(405) 387-2890	tobrien@newcastle.k12.ok.us
Noble	Frank Solomon	(405) 872-3452	fsolomon@nobleps.com
Norman	Joseph Siano	(405) 364-1339	jsiano@norman.k12.ok.us
North Rock Creek	Blake Moody	(405) 275-3473	bmoody@nrc.k12.ok.us
Nowata	Leon Ashlock	(918) 273-3425	lashlock@npsok.org
Oaks-Mission**	John Sheridan	(918) 868-2183	oakssupt@oaksschools.com
Okay*	Charles McMahan	(918) 682-2548	cmcmahan@okayps.org
Okemah	Tony Dean	(918) 623-1874	tdean@okemahk12.com
Oklahoma City	Aurora Lora	(405) 587-0448	aalora@okcps.org
Okmulgee	Renee Dove	(918) 758-2000	rdove@okmulgeeps.com
Oktaha**	Jerry Needham	(918) 687-7556	jneedham@oktahaschool.com
Oologah-Talala	Max Tanner	(918) 443-6079	max.tanner@oologah.k12.ok.us
Owasso	Clark Ogilvie	(918) 272-5367	clark.ogilvie@owassops.org
Pauls Valley	Mike Martin	(405) 238-6453	mmartin@paulsvalley.k12.ok.us
Pawhuska	Janet Neufeld	(918) 287-1265	jneufeld@ppshuskies.org
Pawnee	Ned Williams	(918) 762-3676	ned.williams@pawnee.k12.ok.us
Peavine*	Michael Hargis	(918) 696-7818	mhargis@peavinepanthers.net
Peggs*	John Cox	(918) 598-3412	jcox@peggs.k12.ok.us
Perkins-Tryon	James Ramsey	(405) 547-5703	jeramsey@p-t.k12.ok.us
Piedmont	James White	(405) 373-2311	james.white@piedmontschools.org
Plainview	Karl Stricker	(580) 223-6319	kstricker@plainview.k12.ok.us
Pocola	Lawrence Barnes	(918) 436-2424	lbarnes@pocola.k12.ok.us
Ponca City	David Pennington	(580) 767-8000	pennid@pcps.us
Porum	Landon Berry	(918) 484-5121	lberry@porum.k12.ok.us
Poteau	Don Sjoberg	(918) 647-7700	sjobergdon@poteau.k12.ok.us

Districts without designation receive a minimum of $40,000 per year in Title VI funding
**Districts with at least 50% AI/AN enrollment | **Title VI funding and 50%+ enrollment*

DISTRICT/SCHOOL	SUPERINTENDENT	PHONE NUMBER	EMAIL ADDRESS
Prague	Justin Lockwood	(405) 567-8580	jlockwood@prague.k12.ok.us
Preston	Mark Hudson	(918) 756-3388	mhudson@preston.k12.ok.us
Pryor	Don Raleigh	(918) 825-1255	raleighd@pryorschools.org
Putnam City	Fred Rhodes	(405) 495-5200	frhodes@putnamcityschools.org
Quapaw	Randy Darr	(918) 674-2501	rdarr@quapaw.k12.ok.us
Riverside Indian School	Clay Vinyard	(405) 247-6670	martin.vinyard@bie.edu
Rocky Mountain*	Alicia Ketcher	(918) 696-7509	aketcher@rockymtn.k12.ok.us
Roland	Paul Wood	(918) 427-4601	rwood@rolandschools.org
Ryal*	Lynn Maxwell	(918) 652-7461	lmaxwell@ryal.k12.ok.us
Salina**	Tony Thomas	(918) 434-5091	tthomas@salina.k12.ok.us
Sallisaw	Scott Farmer	(918) 775-5544	sfarmer@sallisaw.k12.ok.us
Sand Springs	Sherry Durkee	(918) 246-1406	sherry.durkee@sandites.org
Sapulpa	Robert Armstrong	(918) 224-3400	rarmstrong@sapulpaps.org
Seminole	Alfred Gaches	(405) 382-5085	agaches@sps.k12.ok.us
Sequoyah	Terry Saul	(918) 341-5472	terry.saul@sequoyaheagles.net
Sequoyah HS	Leroy Qualls	(918) 453-5400	leroy-qualls@cherokee.org
Shady Grove*	Emmett Thompson	(918) 772-2511	ethompson@shadygrove.k12.ok.us
Shawnee	April Grace	(405) 273-0653	agrace@shawnee.k12.ok.us
Silo	Kate McDonald	(580) 924-7000	k.mcdonald@siloisd.org
Skiatook	Rick Thomas	(918) 396-1792	rthomas@skiatookschools.org
Sperry	Brian Beagles	(918) 288-6258	bbeagles@sperry.k12.ok.us
Spiro	Richard Haynes	(918) 962-2463	rhaynes@spiro.k12.ok.us
Stigler	Clayton Edwards	(918) 967-2805	cedwards@stigler.k12.ok.us
Stillwater	Marcus Moore	(405) 707-5043	mmoore@stillwaterschools.com
Stilwell**	Geri Gilstrap	(918) 696-7001	ggilstrap@stilwellk12.org
Stonewall	Kevin Flowers	(580) 265-4241	kflowers@stonewall.k12.ok.us
Stratford	Michael Blackburn	(580) 759-3615	mblackburn@stratford.k12.ok.us
Stringtown*	Tony Potts	(580) 346-7423	tpotts@stringtownisd.org
Stuart*	Tracy Blasengame	(918) 546-2476	tblas@stuart.k12.ok.us
Sulphur	Gary Jones	(580) 622-2061	gary.jones@sulphurk12.org

Districts without designation receive a minimum of $40,000 per year in Title VI funding
**Districts with at least 50% AI/AN enrollment | **Title VI funding and 50%+ enrollment*

DISTRICT/SCHOOL	SUPERINTENDENT	PHONE NUMBER	EMAIL ADDRESS
Tahlequah	Lisa Presley	(918) 458-4100	presleyl@tahlequahschools.org
Talihina*	Jason Lockhart	(918) 567-2259	jlockhart@talihina.k12.ok.us
Tecumseh	Tom Wilsie	(405) 598-3739	wilsiet@tecumseh.k12.ok.us
Tenkiller**	Bryan Hix	(918) 457-5996	bhix@tenkiller.k12.ok.us
Tishomingo	Kevin Duncan	(580) 371-9190	kduncan@tishomingo.k12.ok.us
Tulsa	Deborah Gist	(918) 746-6800	gistde@tulsaschools.org
Union	Kirtis Hartzler	(918) 357-4321	hartzler.kirt@unionps.org
Valliant	Craig Wall	(580) 933-7232	cwall@vpsd.org
Vian	Victor Salcedo	(918) 773-5798	vsalcedo@vian.k12.ok.us
Vinita	Kelly Grimmett	(918) 256-6778	grimmekd@vinitahornets.com
Wagoner	Randy Harris	(918) 485-4046	rharris@wagonerps.org
Wainwright*	Jim Ogden	(918) 474-3484	wainwright.ps@lycos.com
Warner	David Vinson	(918) 463-5171	davidvinson@warner.k12.ok.us
Webbers Falls*	Dixie Swearingen	(918) 464-2580	dswearingen@webbersfalls.k12.ok.us
Western Heights	Joe Kitchens	(405) 350-3410	joe.kitchens@westernheights.k12.ok.us
Westville	Terry Heustis	(918) 723-3181	theustis@westville.k12.ok.us
Wetumka**	Donna McGee	(405) 452-5150	dmcgee@wetumka.k12.ok.us
Wewoka	Torrey Gaines	(405) 257-5475	tgaines@wps.k12.ok.us
White Oak*	Richard McSpadden	(918) 256-4484	rmcspadden@whiteoakschool.net
Wickliffe*	Teresia Knott	(918) 434-5558	teresia.knott@wickliffeschool.com
Wilburton	Beatrice Butler	(918) 465-2100	trice.butler@wilburtondiggers.org
Wister	Rachel Pugh	(918) 655-7381	rachel.pugh@wisterschools.org
Woodall	Linda Clinkenbeard	(918) 458-5444	lclink@woodall.k12.ok.us
Woodland**	Todd Kimrey	(918) 642-3297	tkimrey@woodland.k12.ok.us
Wright City	David Hawkins	(580) 981-2824	dhawkins@wcisd.org
Wyandotte	Troy Gray	(918) 678-2255	tgray@wyandotte.k12.ok.us
Yukon	W. Jason Simeroth	(405) 354-2587	jason.simeroth@yukonps.com
Zion**	Charles Benham	(918) 696-7866	c_benham@zionjets.com

Districts without designation receive a minimum of $40,000 per year in Title VI funding
**Districts with at least 50% AI/AN enrollment | **Title VI funding and 50%+ enrollment*

SUGGESTED TOPICS

THE FOLLOWING QUESTIONS ARE SUGGESTIONS TO CREATE MEANINGFUL CONSULTATION BETWEEN DISTRICTS AND FEDERALLY RECOGNIZED TRIBES.

CONSULTATION Q&A

Who is responsible for initiating the ESSA tribal consultation?

The school district superintendent is responsible for contacting a tribal leader.

What tribe or tribes should be invited to a school district ESSA tribal consultation?

District superintendents must consult with the tribe in which their school district is located. Refer to the tribal directory and tribal jurisdiction map.

What if a school is not located in a tribal jurisdiction?

District superintendents should set up a consultation with a tribe or tribes within a 50-mile radius. Refer to the tribal directory and tribal jurisdiction map.

What if there is more than one tribe within a 50-mile radius?

District superintendents should refer to their student American Indian/Alaska Native (AI/AN) population. They may choose to consult with the tribe with the highest population of students in their district or with more than one tribe.

When should tribal consultations begin?

*The Title VI formula grant tribal consultation process begins now and must be completed by the end of the Part 2 application process, which is due in **June 2017**.*

*For Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; and Title V, Part B, subpart 2, the consultation process may begin now and must be completed prior to federal grant submission in **September 2017**.*

QUESTIONS TRIBAL NATIONS MAY ASK THE LOCAL EDUCATION AGENCY (LEA)

What technical assistance is needed from the tribe or tribes to enhance students' academic and cultural needs?

How many educators on staff are AI/AN?

What is the level of AI/AN parent involvement?

What programs are offered specifically for AI/AN students? (Please include clubs, activities, and cultural events.)

How many AI/AN students speak their tribal language?

Are any tribal languages offered at the school? Which ones?

How do you identify your AI/AN students?

How do you identify your at-risk students?

How many of your students are members of our tribe? (You may check with your Indian education director for this answer.)

QUESTIONS THE LEA MAY ASK TRIBAL NATIONS

What mutual benefit do we hope to achieve as a result of the consultation?

What will you do with the information obtained from the consultation?

How do you foresee your tribe working with our school?

How will tribal consultation benefit our district?

What programs and services does your tribe offer?

Do you provide services to all tribes? In or outside your tribal boundaries?

What should we know about your tribe and tribal culture?

How many school districts are in your tribal jurisdiction?

How many people are employed by the tribe?

Who is my contact for Impact Aid?

How much revenue does your tribe contribute to the Oklahoma Compact Agreement?

Would your tribe conduct home visits? If so, in what areas?

Who is my contact in the tribe?

Do you offer professional development or training?

How would you like to see us handle issues like the Land Run and mascots?

How can we reach out to parents more effectively?

Is it possible for a student to be enrolled in more than one tribe?

Are you allowed to pick your tribe?

What is a Certificate of Degree of Indian Blood (CDIB) card and how does someone obtain one?

Are AI/AN students only identified by their CDIB card?

What is the correct way to identify the tribes?

How should I address my Native students?

How does your Johnson O'Malley Program work?

INFORMATION OR DATA A TRIBAL NATION MAY REQUEST

What American Indian/Alaska Native (AI/AN) data is available?

Number of AI/AN:

- Transfer students
- Students with high mobility
- At-risk students
- Dropouts
- Truants
- Students with discipline problems
- Students in alternative education
- Students participating in free and reduced lunch programs
- Students attending after-school programs
- Students on an Individualized Education Program (IEP)
- Students involved in extracurricular programs (sports, band, choir, academic team, FFA, etc.)
- Students concurrently enrolled
- Students enrolled in Career Tech
- Students enrolled in postsecondary coursework
- Students enrolled in Oklahoma's Promise

AI/AN student population by grade:

- Elementary
- Middle School
- Junior High School
- High School

AI/AN student assessment scores:

- Reading
- Mathematics
- Reading Sufficiency Act (RSA)
- Test scores disaggregated by grade
- Average GPA (secondary students only)

AI/AN student scores on college-readiness assessments and percentage of students taking the following tests:

- ACT
- SAT
- Armed Services Vocational Aptitude Battery (ASVAB)

FEDERAL PROGRAM FUNDING

What funding amount do you receive per program?

How are those funds used to benefit AI/AN students?

How many AI/AN students participate in these programs?

Have you sent a copy of title grants prior to consultation? (You may send an electronic version.)

USE OF DATA

As a part of consultation, tribes may request data from LEAs that relate to services/interventions the tribe provides its citizens. Please keep in mind that tribal nations support LEAs and American Indian/Alaska Native students and share a mutual goal of success for all students.

ESSA TRIBAL CONSULTATION AGREEMENT

This form affirms that the requirements for tribal consultation, as set forth under section 8538 of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA), have occurred between the Local Educational Agency (LEA) and Tribal Leader/Representative.

This is an official document that should be used by districts and tribal leaders to document all consultations. A separate signature sheet is required for each tribe present.

☐ **WE AGREE** that timely and meaningful consultation occurred before the district made any decisions that affected the participation of eligible American Indian/Alaska Native students under ESSA.

☐ **WE AGREE** that we have participated in meaningful and timely discussion on each federal program.

☐ **WE AGREE** that timely and meaningful consultation shall continue throughout implementation and evaluation of services provided under ESSA.

SIGNATURE OF LEA OFFICIAL REPRESENTATIVE

DATE

SCHOOL DISTRICT

SIGNATURE OF TRIBAL LEADER/REPRESENTATIVE

DATE

TRIBAL AFFILIATION

THIS TRIBAL CONSULTATION GUIDE

DEVELOPED BY:

THE OKLAHOMA STATE DEPARTMENT OF EDUCATION

THE OFFICE OF FEDERAL PROGRAMS

THE OFFICE OF PARENT AND COMMUNITY ENGAGEMENT / 21ST CENTURY

THE STATE TRIBAL EDUCATION PARTNERSHIPS (STEP) GRANT

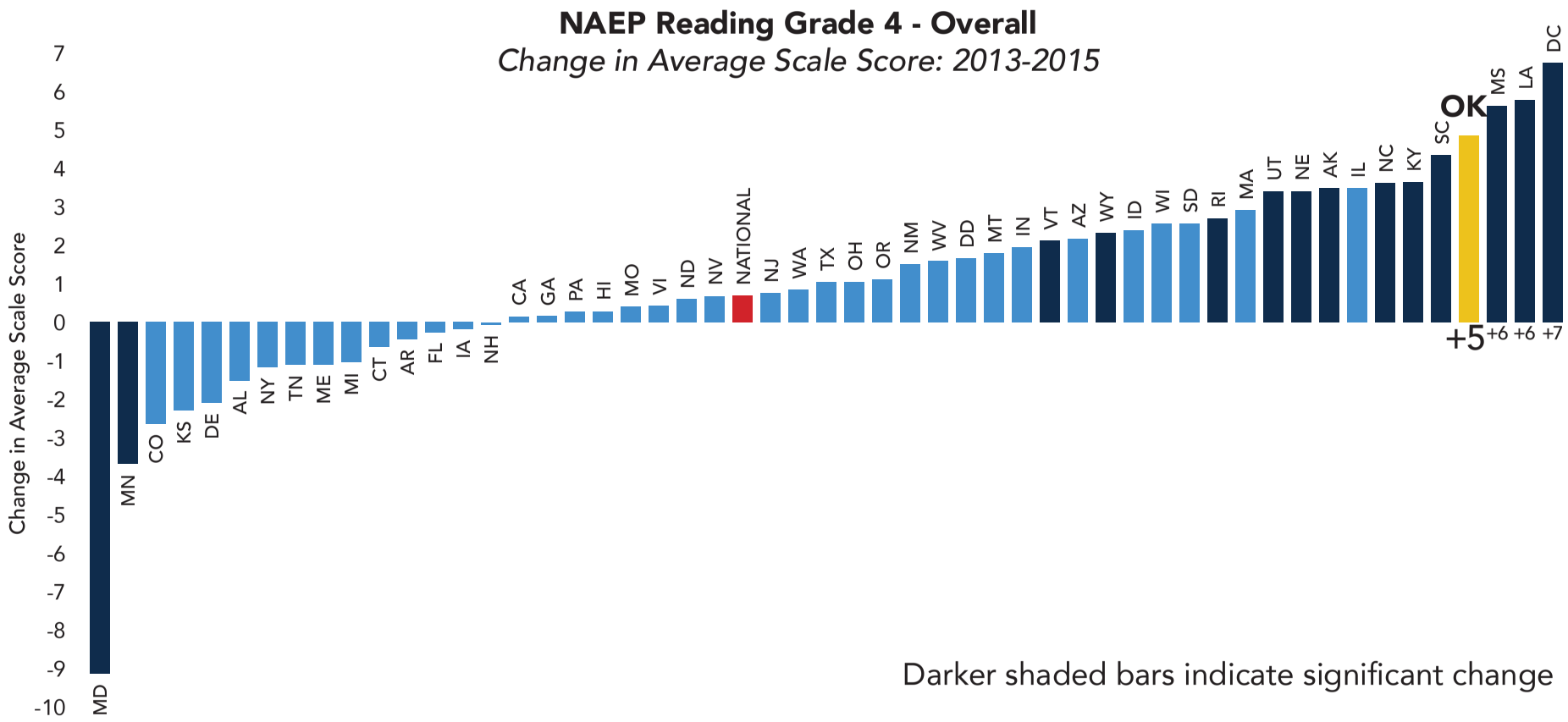
OF

THE CHICKASAW NATION, CHEYENNE & ARAPAHO TRIBES,
AND MUSCOGEE (CREEK) NATION

OKLAHOMA

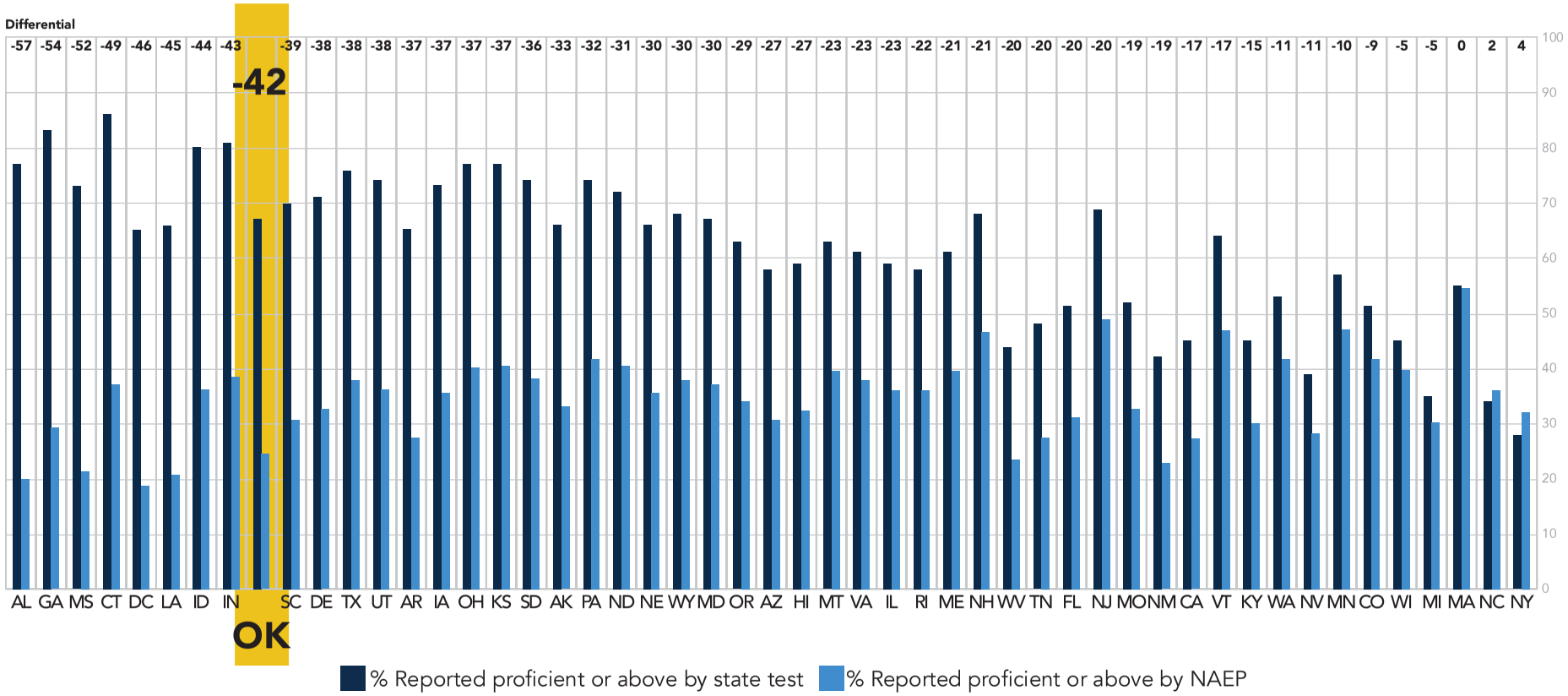
STATE DEPARTMENT *of* EDUCATION

NAEP READING PERFORMANCE



PROFICIENT VS. PREPARED

8TH GRADE MATH, 2012-2013



Source: http://www.achieve.org/files/NAEPBriefFINAL051415.pdf

Model School Report Card
Research Summary

As many of you know, Learning Heroes is an organization aimed at equipping parents with the information and resources they need to help their children succeed. We partner with some of the most well-respected parent and education organizations in the country and develop evidence-based parent resources and materials. Having spent our first two years focused on improving aligned assessment score reports and the supplemental materials surrounding them, we transitioned our efforts to school report cards and the opportunity to make them a valuable communications tool to parents.

Over the past year, in partnership with HCM and Edge Research, we have conducted an unprecedented amount of qualitative and quantitative research to understand how to effectively communicate school performance to parents and create a school report card that serves as a parent communications tool. Our work spanned five states in all regions of the country and included diverse sets of parents in twenty-one focus groups, several state-specific parent surveys, and fifteen in-depth one-on-one interviews. [1]

In order to operationalize our learnings, we partnered with Tembo Inc., a leader in educational data analysis and reporting, to create an evidence-based, school report card prototype that meets parents where they are and provides the information they want and need in an understandable way. The prototype was designed to work for a variety of accountability systems, including states that are using a summative rating or a dashboard, and is customizable so states can modify it to meet their needs. The intent of the prototype is to ultimately lead to a more informed parent community that understands the educational practices that are being put in place.

Combining our research findings with Tembo's expertise, we made several decisions surrounding the format and language to ensure the prototype is both compliant and true to our evidence-base, while also taking into consideration the capacity of states and districts. We have compiled the following list to help you better understand the evidence and rationale behind the design and language used in our model:

Content Decisions

- **Summative Measure:** We understand how much debate surrounds the inclusion of a summative rating. Our research revealed that parents overwhelmingly appreciate and value a summative rating, especially when it is easily interpreted and familiar, such as an A-F letter grade or a percentage. Parents find less value in subjective scales, such as "excellent" to "needs improvement." To remain true to our evidence-base, our template includes a summative percentage scale, but the model lends itself to states using other summative measures, as well as those using dashboards.

  The one exception to this finding was with parents in choice-rich locations, such as Washington, D.C. Because these parents are using the report card as a tool to select their child's school as opposed to simply an informative snapshot of how their school performs, they placed less value

[1] Research was conducted in California's CORE districts, New Mexico, District of Columbia, Mississippi, and Ohio.

on the overall score, and more on the individual measures to ensure that they were selecting a "well-rounded" school that does well across the board.

- **Inclusion of a District Comparison:** Our research illustrated that parents place little value on state comparisons because schools across the state can vary greatly from those in their backyard. Parents want to see how their school fares compared to similar schools and those they are familiar with in their surrounding area or district.

- **Exclusion of Achievement Levels in Student Performance:** We know that when parents are provided with too much information, many become overwhelmed and misinterpret or even disregard the information. For this reason, we chose not to include achievement-level breakdowns, which for most states would mean four to five additional data points in each subject. Our research shows that parents are more concerned about whether students are improving than about reaching a certain score, which is illustrated in the student progress section.

- **Disaggregating Data for Performance and Progress Only:** We are aware that subgroup information is required for each measure, but we also know that parents do not value this information at all, nor do they know how to use it. At best, they see it not intended for them and at worst, interpret it as discriminatory and stigmatizing. This finding was consistent across all locations, income levels, and ethnicities. Because of this expansive evidence base, we made a tough decision to disaggregate data only for academic measures (those that have been historically disaggregated).

- **Expanded list of Subgroups:** Our research showed that when limiting subgroups to income levels and racial and ethnic groups, it raised additional questions about how and why those populations were identified. Our approach was to include additional racial and ethnic groups, as well as to further disaggregate by gender. This seemed to mitigate the perception that certain groups of students are being targeted and stigmatized. In addition to the contextual language, this was effective in mitigating the negative responses, but by no means made it valuable to parents.

- **Illustrating Improvement Over Time:** In our research, parents felt more positively about a school that showed consistent improvement over time than one that was simply performing above the district average in a single year. This is the rationale for illustrating student performance over a 3-year period.

- **Inclusion of Teacher Qualifications & School Safety:** Across all demographics and locations, parents placed high value on these measures. We know that safety in particular, is difficult and subjective to measure, but parents want reassurance that their children are safe, especially given the prevalence and widespread concerns around bullying. We included expulsion and suspension rates, incidents of violence, and law enforcement referrals as measures of school safety since states are already required to collect this information, and it is objective and quantifiable.

- **"About the School" Button:** ESSA requires demographic information for each school, but because we know parents do not place a lot of value on subgroup information, we did not embed it in our prototype. Instead, we envision the "About the School" button to link to this and other important information not related to performance, which we know from our research that parents want. For example, some parents wanted to see the school's mission statement, names and contact information for administrators, disciplinary policies, and information on curriculum programs and extra-curricular activities. This button allows schools to link to information that gives a more comprehensive picture of their school. While our list is not exhaustive, it illustrates how this button and what it links to can be a powerful way for the school to communicate important information to parents.

Language Decisions

- **"Student Progress" instead of Growth:** When asked to define growth, parents saw it as continuous and as a concept that extends beyond the classroom, like their child's journey from childhood to adulthood. They saw progress as measurable and moving from a starting point to an endpoint, which more accurately reflects the idea we are trying to communicate.

- **"Student Performance" instead of Proficiency:** When asked to define proficiency, parents offered multiple interpretations, ranging from "mastery" to "the bare minimum". Labeling this measure "student performance" more clearly indicates to parents what is being measured—whether students are meeting the expectations of their grade level.

- **"Classroom Environment" instead of Culture and Climate:** Parents across all locations interpreted culture and climate very literally, thinking of weather or a student's ethnic background. For parents in minority communities, they tended to react negatively and some thought it pertained to a students' immigration status. Classroom environment better embodied what this measure illustrates.

- **"Experienced Teachers" instead of Inexperienced:** Parents place teachers on a pedestal. The current reporting requirements succeed in identifying teachers that are *not* qualified, but they do not indicate a teacher's real level of skill or ability. We changed inexperienced to experienced to decrease the negative connotation. We also suggest that states include other teacher information they may already collect, such as the percentage of teachers who have graduate degrees or advanced certifications. Several parents expected this information to be provided as part of a measure illustrating how qualified teachers are at a school.

OKLAHOMA 9 ESSENTIAL ELEMENTS OF EFFECTIVE SCHOOLS NEEDS ASSESSMENT SURVEY

Directions: Complete the steps below to help identify areas of need based on the Oklahoma Nine Essential Elements for your district or school site.

Place an X in the box preceding the role of the school/community member surveyed.

☐ Superintendent ☐ Principal ☐ Teacher ☐ Parent ☐ Community/Business Member

Use the following rating scale descriptors for the below Needs Assessment

1	This element does **NOT** exist.
2	Some aspects of this element exist, but it is not systemic.
3	Our school has developed a strategy to address this element, and we have made substantial progress towards implementation.
4	This element is evident at our school, and we continually adjust the implementation plan to improve the element's impact on quality learning.

Rate each OEE with Performance Indicator that best describes your district/school.

OEE 1

The school faculty develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

- The curriculum is articulated and aligned with state academic content and process standards (OAS).

1 2 3 4

OEE 2

The school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

- Assessment scores are used to identify gaps.
- Assessments provide meaningful feedback.

1 2 3 4

OEE 3

The school faculty provides an instructional program that actively engages all students by using effective, varied, and researched-based practices to improve student academic performance.

- Varied instructional strategies are used, monitored and aligned in all classrooms.
- Sufficient instructional resources are available.

1 2 3 4

OEE 4

The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence.

- ► Leadership/teacher beliefs and practices focus on high achievement for all students.
- ► Teachers accept their role in student success or failures.

1 2 3 4

OEE 5

The school/district leadership team works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

- ► Families and communities are active partners.
- ► School provides organizational structure.

1 2 3 4

OEE 6

The school/district leadership team provides researched-based, results-driven professional development for staff and implements performance evaluation procedures in order to improve teaching and learning.

- ► There is a plan to build instructional capacity connected to student learning with on-going professional development.
- ► Employee evaluations and growth plans are used effectively.

1 2 3 4

OEE 7

The school/district leadership team provides instructional decisions focusing on support for teaching and learning, organizational direction, and high performance expectations. The school/district leadership team creates a learning culture and develops leadership capacity.

- ► Leadership decisions are collaborative and data driven.
- ► The school/district leadership team provides resources, monitors progress and removes barriers to learning.
- ► The school/district leaders ensure a safe and effective learning environment.

1 2 3 4

OEE 8

The school/district leadership is organized to maximize use of all available resources to support high quality performance of students and staff.

- ► The staff use of instructional time is efficient in order to maximize learning.
- ► Vertical/horizontal team planning is focused on improvement plan.
- ► State and federal funds are allocated to align with school goals and data needs.

1 2 3 4

OEE 9

The school/district leadership team develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

- ► A collaborative planning process involves collecting, managing, and analyzing data.
- ► Plans reflect research-based expectations for learning.
- ► A process is established to effectively evaluate plan.

1 2 3 4

2015-16 CALCULATION OF DISPROPORTIONATE RATES OF ACCESS TO INEFFECTIVE, OUT-OF-FIELD OR INEXPERIENCED TEACHERS

STUDENT GROUPS	Rate at which students are taught by an ineffective teacher	Differences between rates	Rate at which students are taught by an out-of-field teacher	Differences between rates	Rate at which students are taught by an inexperienced teacher	Differences between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	0.16%	0.16%	12.54%	2.89%	27.53%	8.74%
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	0.00%		9.66%		18.79%	
Minority students enrolled in schools receiving funds under Title I, Part A	0.21%	0.21%	13.67%	3.70%	28.50%	9.29%
Non-minority students enrolled in schools not receiving funds under Title I, Part A	0.00%		9.97%		19.21%	

TEACHER SHORTAGE TASK FORCE

FINAL REPORT
NOVEMBER 2016

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

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INTRODUCTION

As the 2015-2016 school year began in Oklahoma with 1,000 teacher vacancies, the state's evident teacher shortage needed action as opposed to continued discussion.

To launch such action, Oklahoma State Superintendent of Public Instruction, Joy Hofmeister, commissioned a Teacher Shortage Task Force in September 2015.

The task force consisted of 91 members from various entities including education institutions, business, community, tribal organizations and parent groups (see Appendix A for full list).

The initial meeting targeted avenues of action in three areas: legislative, community and internal agency. Task force members made the commitment at that meeting to which area they desired to dedicate their expertise and time in working groups.

These three working groups began meeting monthly in October 2015. It is important to note that statements were made early and often that no recommendation or initiative should compromise the quality of teachers entering the profession. The legislative working group quickly produced eight recommendations requiring legislative action. The community and internal agency working groups had a combined 19 recommendations making a total of 27 task force recommendations (see Appendix B for the list of recommendations).

The time commitment was made clear at the first meeting in September 2015. An extended number of months allowed for working group meetings, spring-time hiring results, summer externships and a new school year (2016-2017) personnel reporting update.

Task Force Purpose, Roles, Expectations

Purpose

- To study feasibility of proposed strategies
- To explore successful strategies in other states
- To establish recommendations for legislation, policy and procedure at the state, regional, local and institution levels

Roles

- Task Force – all members
- Working group(s) – member volunteers

Expectations

Time investment = 12 months

- Task Force meetings quarterly
- Working group meetings monthly (live and virtual)
- Focus on results for schools and students

The following sections depict the work over the last year, including an update on the 27 recommendations made by this task force. In addition, future opportunities for actionable next steps are described.

- **Section One -** Working group actions
- **Section Two -** Spring 2016 hiring season
- **Section Three -** Summer externships and professional learning
- **Section Four -**Updated teacher placement
- **Section Five -** Projects and Initiatives update
- **Section Six -** Next steps

SECTION ONE

WORKING GROUP ACTIONS

LEGISLATIVE WORKING GROUP – EIGHT RECOMMENDATIONS

Meeting dates:
October 30, 2015
November 16, 2015
December 8, 2015

1. **Retired Teachers as Mentors:**
   Amend the statute to allow for retired teachers to serve in the role of mentor. The retired mentor would not be employed by the district.

2. **Scholarships for Certification Exams:**
   Create a scholarship program and fund in statute to provide for a one-time scholarship for test takers. Require OEQA to promulgate rules for eligibility based on financial need.

3. **Recognition of Out-of-State Certification:**
   Remove the requirement for five years of experience, allowing a certified teacher from another state to be certified in Oklahoma regardless of teaching experience.

4. **Pathway to Certification Through Approved Work Experience:**
   Allow certain work experience to substitute for the GPA requirement as determined by the State Department of Education, who will develop a matrix to determine what work experience would qualify.

5. **Expanding Opportunities for Adjunct Teachers:**
   Increase 90 hour limit to 270 hours.

6. **Cost and Comparability of Certification Exams:**
   Explore legislative solutions supporting a more cost effective certification program as well as consideration of a certification tool used broadly by other states.

7. **Pay and Multi-Year Commitment for Student Teachers:**
   Incentivize soon-to-be graduates of educator preparation programs to teach in schools with specific demographics (high poverty, high minority) by allowing them to be under regular contract (instead of temporary) and work as a teacher in their last semester of education preparation, and allow for the potential of a multi-year contract at the end of their student teaching. Consider additional incentives such as additional pay or loan forgiveness.

8. **Teacher Recruitment Program:**
   Adopt and fund a Teacher Recruitment program with matching funds from the business and education community.

Once the 2016 legislative session concluded, seven of the eight recommendations were signed into law as depicted below. The eighth recommendation will be pursued in the 2017 legislative session.

Recommendation signified in blue by "R#"	Bill Description
R1	**HB 2371** Eliminates the requirement that a mentor teacher be employed by the school district, and allows a former classroom teacher to serve in that role at the discretion of the district. *Effective July 1, 2016*
R2	**SB 1038** Creates a Teacher Certification Scholarship Program under the Office of Educational Quality and Accountability (OEQA). Directs the OEQA to establish eligibility criteria. Limits scholarship to one per teacher candidate. In order to receive a scholarship, the candidate is required to teach for one year in the state. Establishes a revolving fund for the legislature to appropriate money and allows the program to be supported with gifts and donations. *Effective January 1, 2017*
R3 R6	**HB 2946** Directs the State Board to issue a teaching certificate to a person who has an out-of-state certificate without taking additional competency exams, eliminating the requirement that he/she has five years of successful teaching experience as a certified teacher in an accredited school. Also, directs the State Board to promulgate rules for reviewing and evaluating an out-of-country teaching certificate, and gives the Board authority to award teaching certificates to those applicants. Directs the Board to issue a teaching certificate to a person who has successfully completed a competency exam used in a majority of other states or comparable customized exam. All applicants are still required to have a criminal history record check. The Board is also directed to accept up to five years of teaching experience from out-of-country accredited schools and U.S. Department of Defense schools for purposes of salary increments and retirement. *Effective July 1, 2016*
R4	**HB 3025** Expands list of those who qualify to pursue a standard certificate through an alternative certification placement program to include those who have successfully completed a terminal degree and those who have a bachelor's degree and qualified work experience corresponding to an area of certification. Requires that candidates have either demonstrated competency or completed a major in a field corresponding to an area of certification as determined by the State Board or as recommended by Career Tech for a vocational-technical certificate. Allows the State Board to determine the number of hours required for the professional education component for each person making application, with a minimum of 6 semester hours and maximum of 18 semester hours. *Effective November 1, 2016*
R5	**HB 3102** Increases the maximum number of clock hours an adjunct teacher may teach from 90 hours to 270 hours per semester, which is the equivalent of a half-day every day for a full semester. *Effective July 1, 2016*

R7 **HB 2967**
Gives district boards of education the authority to enter into contracts with student teachers while they are still student teachers, provided that they cannot teach the next year until completing all of the certification requirements. Allows districts to commit to payment of a stipend or signing bonus to a student teacher upon entering a contract. Such stipend or bonus is conditional on the person fulfilling the first year of the contract and is not considered compensation for retirement or the minimum salary schedule.
Effective July 1, 2016

This legislative working group met after legislative session to draft guidance and rule-making for HB 3025.

Meeting dates:
July 14, 2016
August 18, 2016

See Appendix C for guidance on the implementation of HB 3025.

The remainder of the task force recommendations were generated from and discussed for action by the Community working group and the Internal State Department of Education working group. Recommendations are signified in blue by number (ex. **R9**)

COMMUNITY WORKING GROUP

Meeting dates:
October 28, 2015
November 18, 2015
December 10, 2015
January 14, 2016

The focus of the Community working group was an "honoring teachers" campaign while reimaging the profession. Specific short and long term initiatives fell into the three buckets of recruiting, retaining and rewarding.

Recruiting

- (**R9**) **Expansion of the Teach Oklahoma program offered by the Oklahoma State Regents for Higher Education** - The program, encouraging juniors and seniors to consider the teaching profession, grew from nine classes in 2015-2016 to 14 classes in 2016-2017.
- (**R10**) **Video campaign** – This PR campaign is intended to rebrand the teaching profession, specifically through the OSDE *Elevate* series which chronicles the positive, innovative and inspiring things happening in Oklahoma schools. In addition, the OSDE *Shaped My Life* series poignantly portrays distinguished Oklahomans reflecting on teachers who had a lasting effect on their lives. Lastly, a strong social media presence is continuing to redefine public perceptions of teachers through the 2016 Teacher of the Year Shawn Sheehan's *Teach Like Me* videos.
- (**R11**) **Scaling up career programs** – The OSDE will advocate for future teacher programs such as OKCPS Northwest Classen's Teacher Preparation Academy. Such programs will emphasize career opportunities focusing on the teaching profession.
- (**R12**) **Develop a business portal to connect adjunct teachers and alternatively certified teachers to district openings** – The newly designed Ready4OK.com website will house all state career preparation information and could potentially provide posted teaching positions and requirements for teaching in specific content areas.

Retaining

- (**R13**) **Toolkit for businesses to host teacher externships** – An initial partnering has occurred with specific businesses highlighting OEIP (Oklahoma Education & Industry Partnership) as a model for teacher externship success – held at Rose State College, July 2016.
- (**R14**) **Highlight superintendents who teach in their schools** – It was made known, particularly in smaller districts, that superintendents wear many hats, including teaching a class during the school day. The OSDE will encourage district superintendents to make this commitment of time and support for both teachers and students, where applicable.

Rewarding

- (**R15**) **Incentivize municipalities to recognize teachers** – The OSDE will spread awareness of opportunities such as the *Rewards of Honor* program and other discounts for teachers.

INTERNAL STATE DEPARTMENT OF EDUCATION WORKING GROUP

Meeting dates:
October 29, 2015
November 19, 2015
December 11, 2015
January 15, 2016

The Internal State Department of Education working group focused on certification issues such as reduction of red tape in certification pathways and cost of certification exams. A consistent reminder voiced in every discussion was the caution of compromising quality while equipping an effective teacher in every classroom.

- (**R16**) **Move alternative certification to OSDE authority** – Specifically, the OSDE was asked to use discretion in determining qualifications for alternative certification applicants without relying on educator preparation programs to provide course work verification (also captured in recommendation #4).
- (**R17**) **Develop a matrix to exempt minimum GPA for alternative certification by showing credible work experience** – This rule-making authority, including collaboration with educator preparation programs, OEQA and the State Regents for Higher Education, is a result of the legislative recommendation #4.
- (**R18**) **Hire student teachers as teachers' assistants** – This recommendation is championed in the legislative recommendation #8, allowing districts to enter into contracts with student teachers.
- (**R19**) **Establish a process, beyond the guest teacher program, for teachers from other countries to become Oklahoma teachers** – This recommendation was folded into the legislative recommendation #6, acknowledging the evaluation of credentials from out-of-country applicants and accepting five years of teaching experience from an accredited institution.
- (**R20**) **Develop a job-posting page on the OSDE website** – Based on district and public request, this recommendation was adjusted to a credential search of Oklahoma educators now viewed on the OSDE website, http://sde.ok.gov/sde/teacher-certification, titled Oklahoma Educator Search Tool.
- (**R21**) **Address the cost of three certification exams and reciprocity with other states** – Both issues are addressed in legislative recommendations #2 (certification scholarship) and #3 (acknowledgement of out-of-state credentials and study of cost comparability).
- (**R22**) **Allow Oklahoma Private School Accreditation Commission private school experience to count for para-professional experience** – This rule change has been made and can be found under Provisional teaching certificates - paraprofessional noting accredited private school experience (OAC 210:20-9-102).
- (**R23**) **Teacher Apprentice Program (TAP) similar to the Kentucky model** -Elements of TAP are evident in the removal of barriers to certification and discounts and services offered to individuals seeking the teaching profession.

The remaining four task force recommendations that make up the total of 27 are listed below. Initial exploration of these recommendations are being addressed.

- (**R24**) **Conduct cost analysis on high quality and affordable health insurance** – The OSDE is committed to work with legislators to establish a plan that would provide lower cost health insurance while maintaining quality of coverage and benefits.
- (**R25**) **Work with the OSDE Red Tape Task Force to pursue cost savings** - The OSDE will continue to encourage districts to implement statutory allowances to share services and work with districts to seek efficiencies where applicable (ex. 70 O.S. § 5-106A allowing multiple school district contracting).
- (**R26**) **Support legislation to amend the retired teacher pay cap** – The cap on retired teacher pay was a discussion across all of the working groups. The OSDE is committed to finding a solution to allow for our best retired teachers to access a meaningful pathway back to the classroom.
- (**R27**) **Consider addressing certification overlapping** – The OSDE will continue to work with the OEQA to analyze the benefits of certification adjustment to the certification areas with consideration of a preK-6th certification and 7th – 12th certification. This adjustment would address current overlapping of early childhood, elementary and secondary areas.

SECTION TWO

SPRING 2016 HIRING SEASON

The task force agreed to seek the results of the typical spring hiring process, specifically to examine the results of established recruitment and retention efforts as well as newly implemented efforts.

Due to severe budget cuts, spring 2016 proved to be an atypical glimpse of Oklahoma teachers deciding to remain in the classroom and pre-service teachers being hired. Even the state's colleges of education reported aggressive recruitment efforts from other states at job fair events.

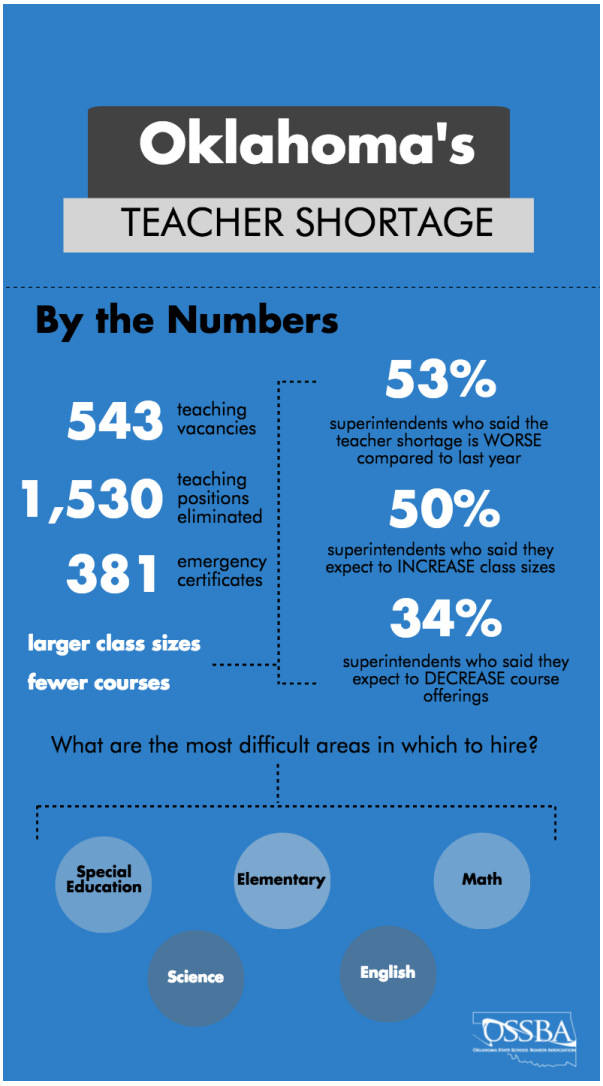
In March 2016, Superintendent Hofmeister stated, "This is a brutal time for schools. Efforts that districts are making to cope with these cuts today will further impact the next school year, as they are forced to significantly deplete their cash-fund balances.

"The Oklahoma State Department of Education has worked hard to minimize the cuts' impact on instruction, but we are no longer able to soften the blow. Many rural districts indicate they will immediately initiate a four-day school week for the remainder of the school year. Educators are facing heartbreaking decisions that ultimately will affect students in the classroom. Our schoolchildren are the ones who will pay the steepest price."

From a 2016 teacher shortage survey conducted by the OSSBA (Oklahoma State Schools Boards Association), alarming numbers of vacancies due to teaching positions eliminated were detailed.

"The combined impact of budget cuts, too few prospective teachers and teachers opting for other careers or out-of-state teaching jobs is even worse than a year ago when schools had about 1,000 vacancies after eliminating 600 teaching jobs. This year's vacancies do not include positions filled by teachers holding the more than 300 emergency teaching certificates state education officials approved in May, June and July."

Exhibit 1: Oklahoma's Teacher Shortage



Source: OSSBA, 2016

The OSDE collected personnel data in its October 2016 reporting process. Those data, showing teaching positions filled for 2016-2017, will be depicted in section four.

SECTION THREE

SUMMER EXTERNSHIPS

The OSDE leadership has committed to partnering with businesses to launch summer externships for current teachers. The initial intent is to expose teachers to specific STEM (Science, Technology, Engineering and Mathematics) areas so that those teachers are better equipped to connect students to future college and career pursuits.

Members of the Community working group come from various STEM-related professions. Those members candidly voiced their lack of awareness and ability on how to connect their work with teachers' promotion of possible opportunities for Oklahoma students. It seems critical for the future of individual students and the state's workforce to collaborate with businesses to make the connections visible through summer externships for teachers.

One such externship that took place in July 2016 was hosted by the Oklahoma Education and Industry Partnership (OEIP) and held at Rose State College. In the invitation-only program, 100 teachers received 24 hours of professional development after three days of sessions with industry experts, field trips and workshops. All participants received a science equipment gift certificate and became eligible to win a $750 grant.

Funded primarily by contributions from industry organizations, the STEM experience for teachers was part of OEIP and the state's ongoing efforts to create a career pathways culture that seeks to close the workforce gap between high school graduates and high-paying STEM careers.

During this year's program, participants visited Boeing, Chesapeake Energy, Ben E. Keith Co., Macklanburg-Duncan, Dell, the Oklahoma Blood Institute, the Oklahoma Medical Research Foundation and the Oklahoma State Bureau of Investigation/University of Central Oklahoma Forensics Science Center. Teachers attended workshops from OERB, Ag in the Classroom, Newspapers in Education and a presentation by the Oklahoma Department of Career and Technology Education on career planning tools for students.

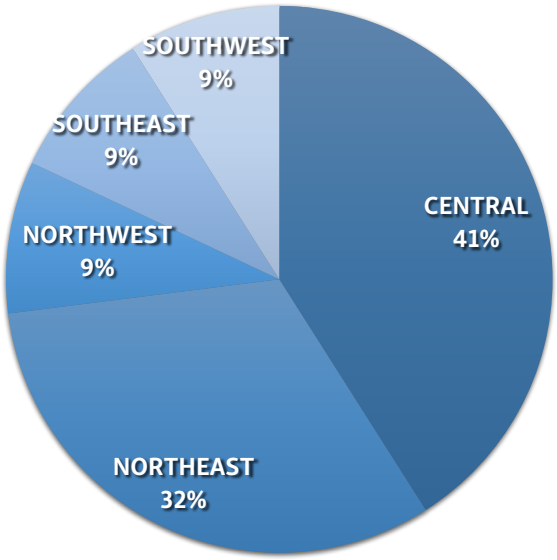
SECTION FOUR

UPDATED TEACHER PLACEMENT

This section provides data from the OSDE's personnel reporting system showing teachers employed for the 2016-2017 school year. Specific attention is given to new teachers and their demographic placement. Additional information shows qualifications, gender, ethnicity and emergency certification status.

Exhibit 2:

DISTRIBUTION OF NEW TEACHER BY REGION

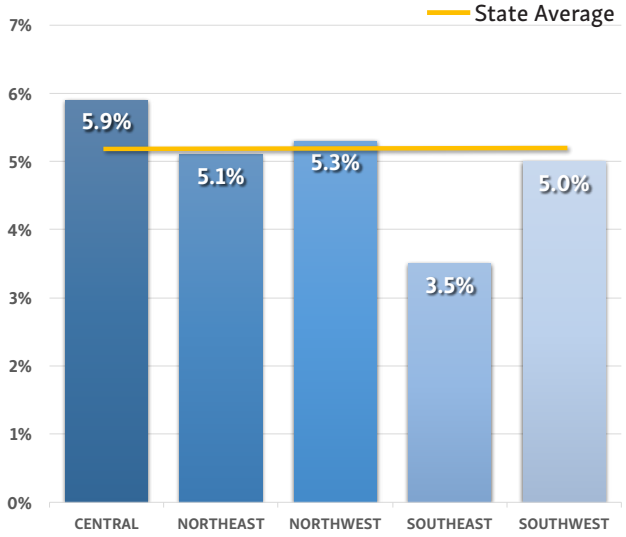


Source: OSDE, 2016

The total number of teachers employed in 2016-2017 is 40,372 with the total number of new teachers at 2,087. The top two regions with the most new teachers are the Central and Northeast regions with 843 and 671 respectively.

Exhibit 3:

PERCENTAGE OF NEW TEACHERS/TOTAL TEACHERS BY REGION



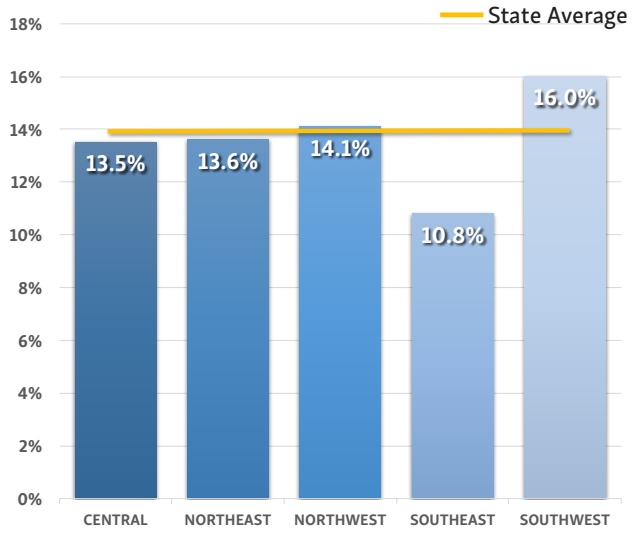
Source: OSDE, 2016

As shown in this chart, the ratio of new teachers to total teachers shows the Central region with the highest ratio (5.9%) and the Southeast region with the lowest ratio (3.5%). The red line is the state average at 5.2% ratio of new teachers to total teacher population.

This chart depicts the percent of out-of-state new teachers to the total teacher population. Out of the 2,087 new teachers employed in the 2016-2017 school year, 283 are from out-of-state. The Southwest region has the highest rate at 16.04% and the Southeast region has the lowest rate at 10.8%. The state average is 13.6%.

Exhibit 4:

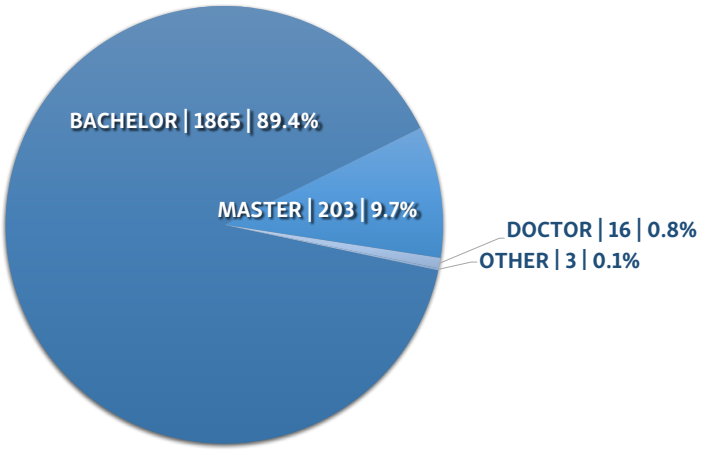
PERCENTAGE OF OUT-OF-STATE NEW TEACHERS/TOTAL TEACHERS BY REGION



Source: OSDE, 2016

Exhibit 5:

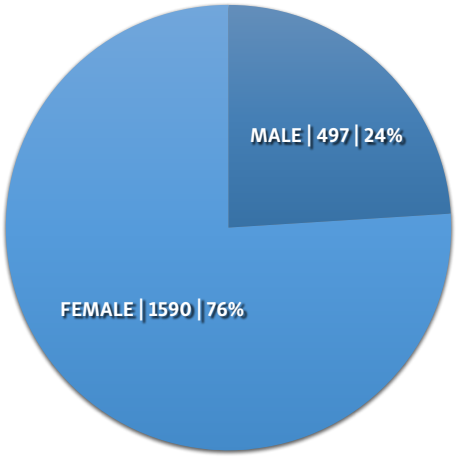
DEGREE OF NEW TEACHERS



Source: OSDE, 2016

Exhibit 6:

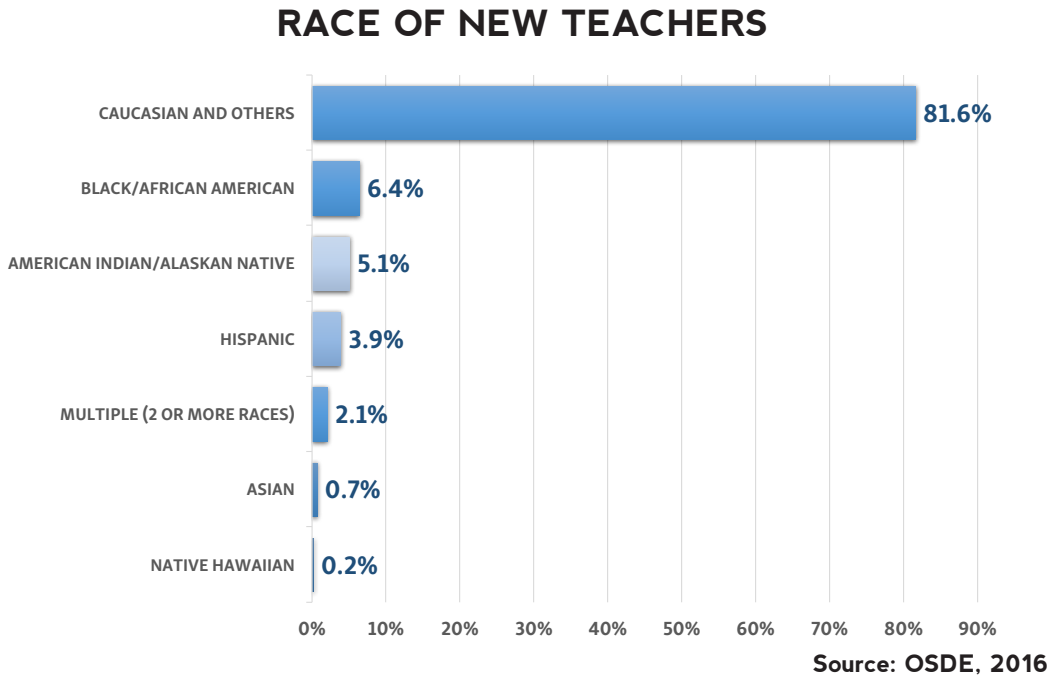
GENDER OF NEW TEACHERS



Source: OSDE, 2016

The above charts show the academic degrees and gender of new teachers in the 2016-2017. Eighty nine percent of new teachers hold a bachelor's degree and nearly 10% hold a master's degree with 1% holding a doctorate degree or other. Females represent 76% or a count of 1590, and males represent 24% with a count of 497.

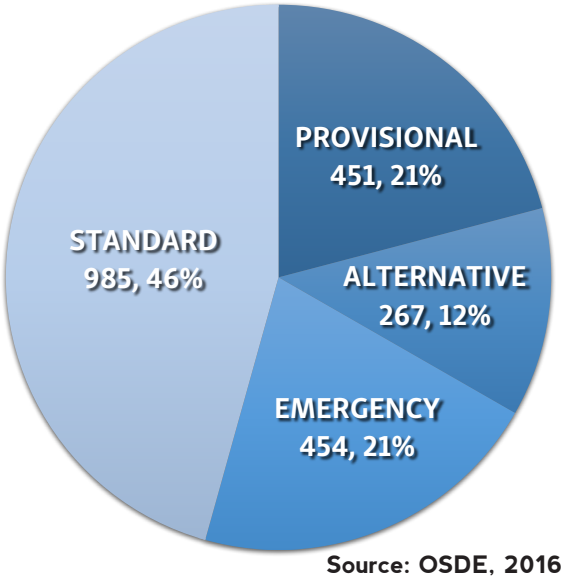
Exhibit 4:



Among all new teachers for 2016-2017, the top three race/ethnicities are Caucasian (81.6%), Black/African American (6.4%) and American Indian/Alaskan Native (5.1%).

Exhibit 8:

PERCENTAGE OF CERTIFICATE TYPES

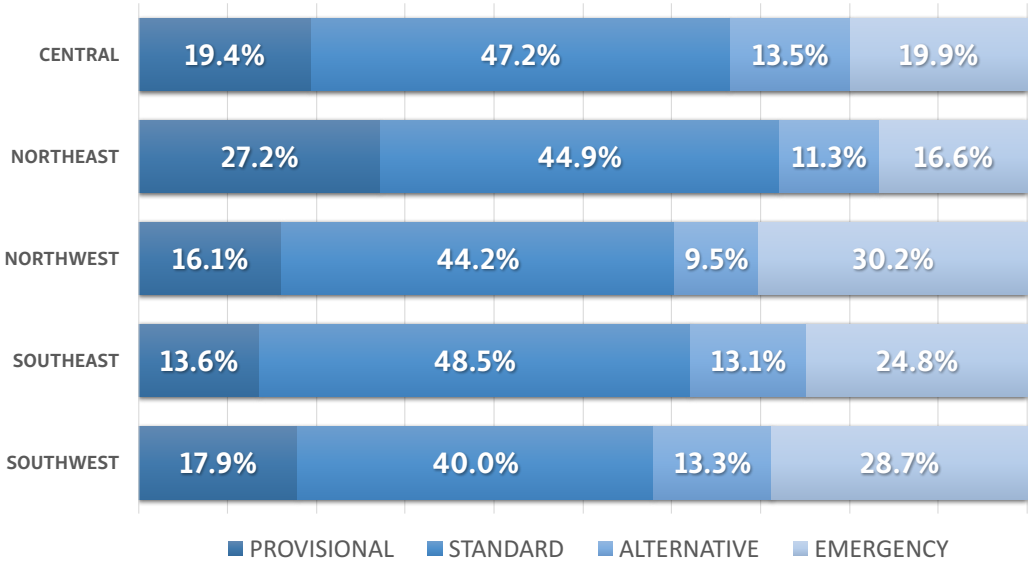


Source: OSDE, 2016

The total certificates held by the 2,087 new teachers of 2016-2017 is 2,157. The standard certificates held are at 46% (985) with emergency certificates at 21% (454).

Exhibit 9:

PERCENTAGE OF CERTIFICATE TYPE BY REGION

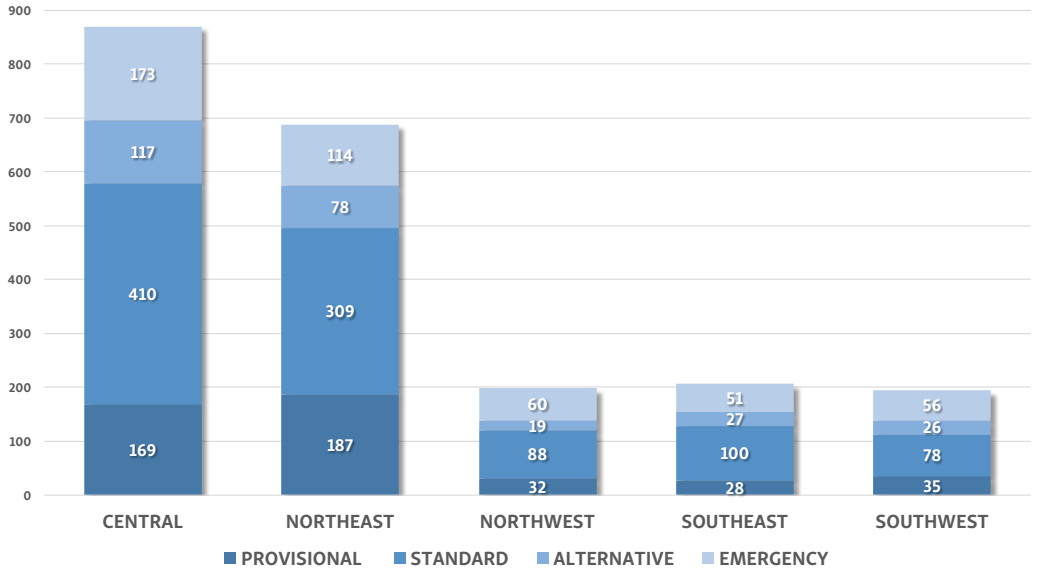


Source: OSDE, 2016

The top two regions with the highest percentage of emergency certificates for all teachers are the Northwest region (30.2%) and the Southwest region (28.7%).

Exhibit 10:

CERTIFICATE COUNT IN NEW TEACHERS BY REGION

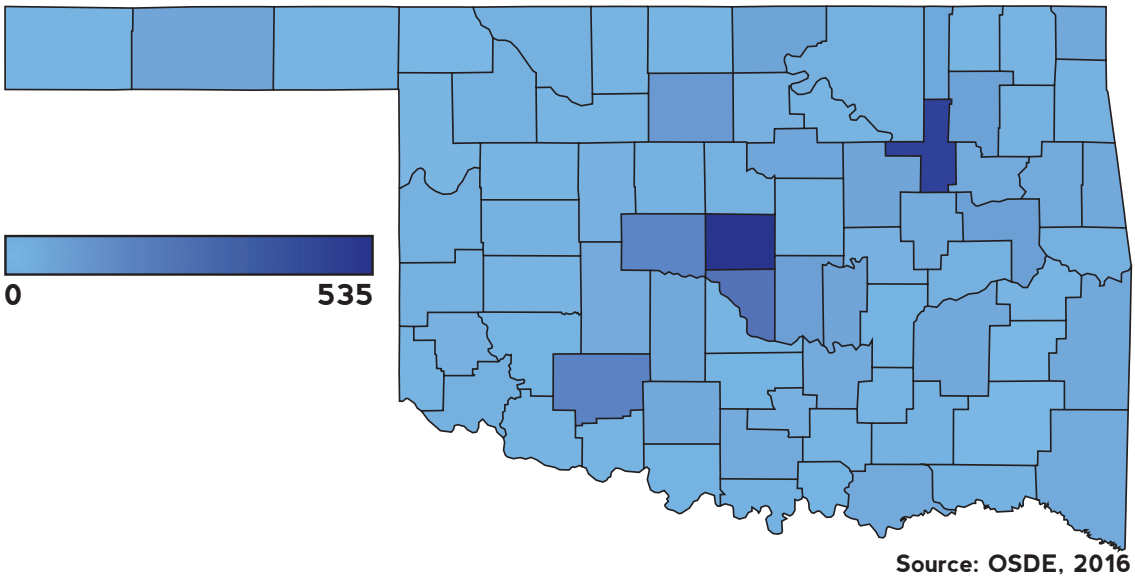


Source: OSDE, 2016

The top two regions with the highest count of emergency certificates held by new teachers are the Central region (173) and the Northeast (114).

Exhibit 11:

NEW TEACHER COUNT

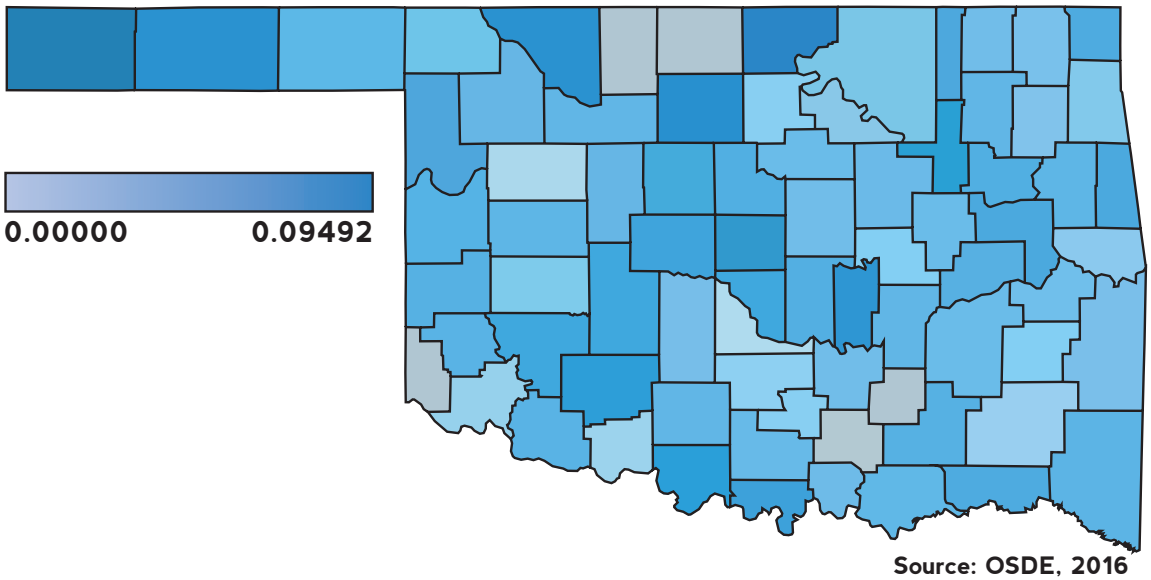


Source: OSDE, 2016

The top 10 counties with the highest count of new teachers include Oklahoma, Tulsa, Cleveland, Canadian, Comanche, Garfield, Muskogee, Pottawatomie, Rogers and Kay.

Exhibit 12:

NEW TEACHER/TOTAL TEACHER

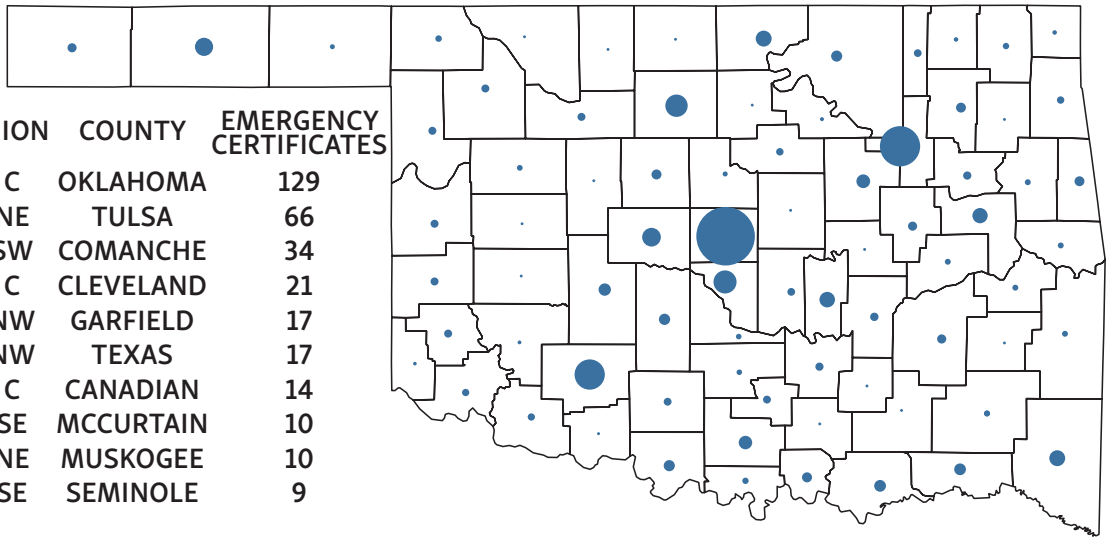


Source: OSDE, 2016

This chart shows the top 10 counties with the highest ratio of new teachers to total teachers (Kay, Cimarron, Garfield, Texas, Woods, Seminole, Oklahoma, Comanche, Jefferson and Tulsa).

Exhibit 13:

EMERGENCY CERTIFICATES

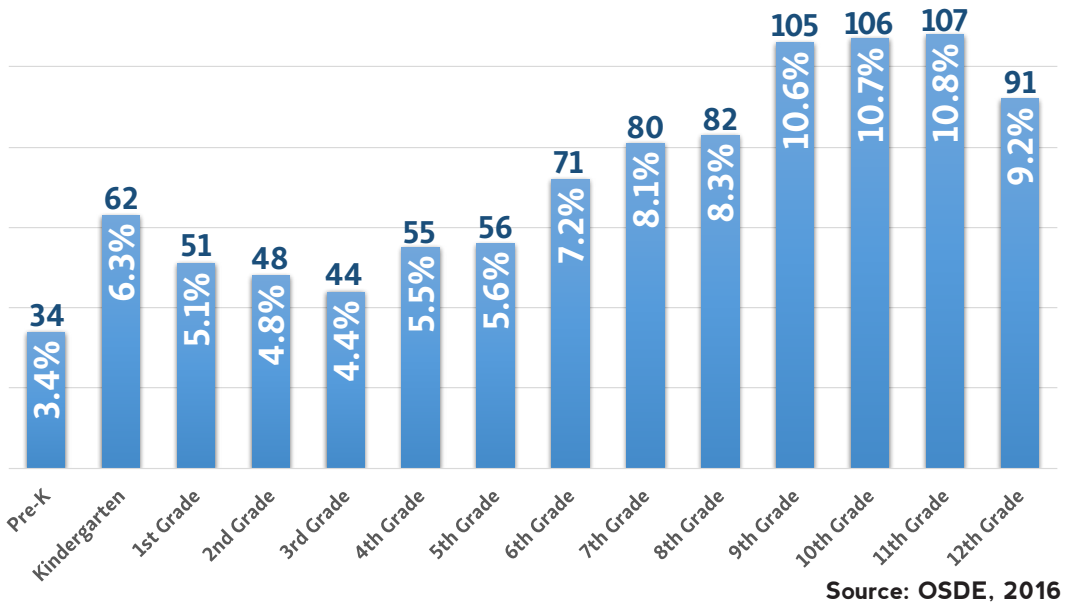


REGION	COUNTY	EMERGENCY CERTIFICATES
C	OKLAHOMA	129
NE	TULSA	66
SW	COMANCHE	34
C	CLEVELAND	21
NW	GARFIELD	17
NW	TEXAS	17
C	CANADIAN	14
SE	MCCURTAIN	10
NE	MUSKOGEE	10
SE	SEMINOLE	9

The count of emergency certificates to new teachers by county is depicted above in the chart and table.

Exhibit 14:

CLASS ASSIGNMENTS OF NEW TEACHERS WITH EMERGENCY CERTIFICATES

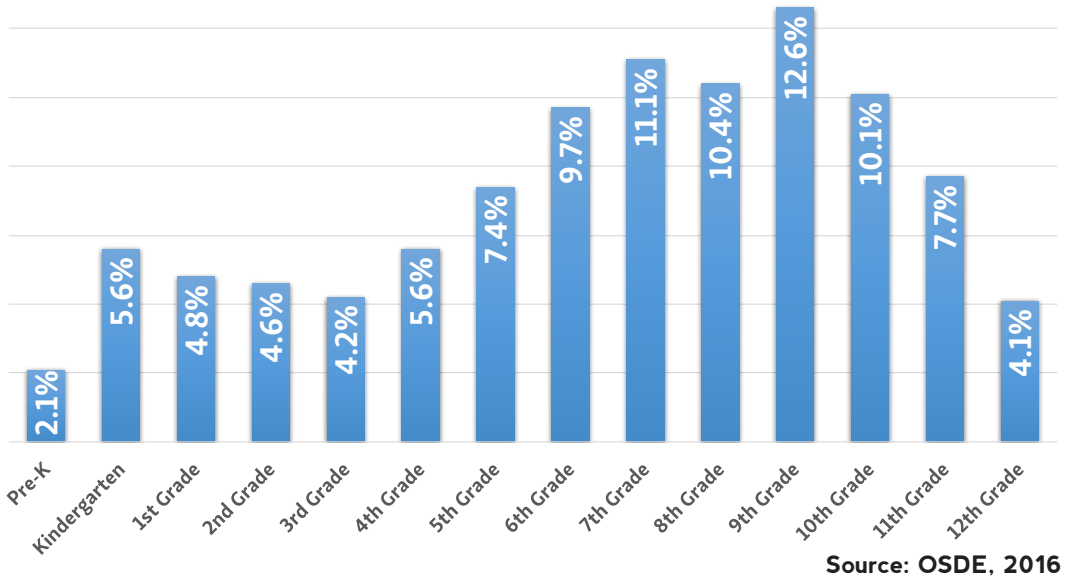


Source: OSDE, 2016

The above chart shows the 429 new teachers with 431 emergency certificates assigned to teach 992 classes and identifies the count per grade.

Exhibit 15:

PERCENTAGE OF STUDENTS TAUGHT BY NEW TEACHERS WITH EMERGENCY CERTIFICATES



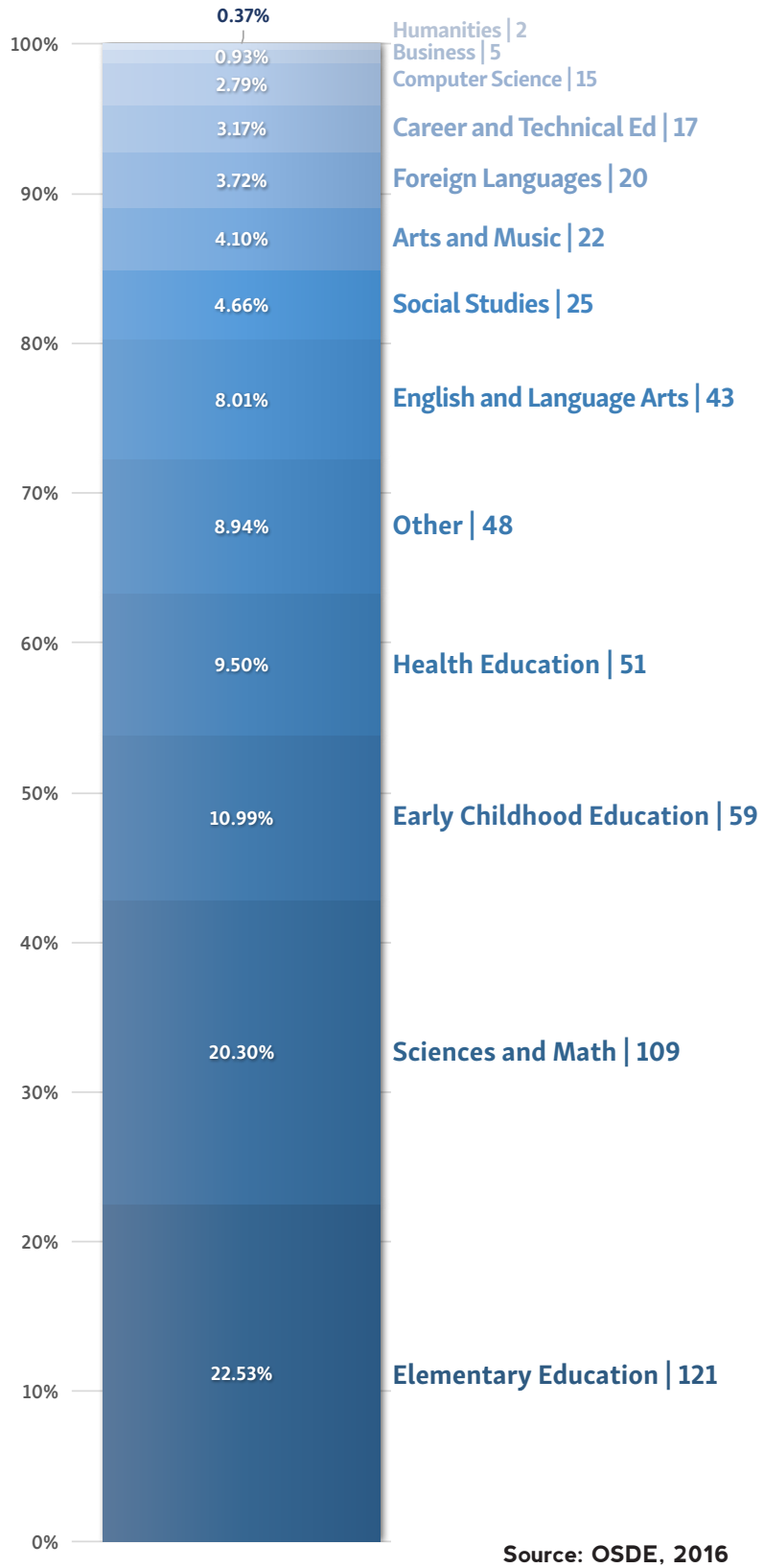
Source: OSDE, 2016

A total of 38,105 students are taught by new teachers with emergency certificates.

PERCENTAGE OF EMERGENCY CERTIFICATES IN SHORTAGE AREAS

A fair number of emergency certificate holders teach in multiple shortage areas, which explains why the total is 537 and not the 454 unique emergency certificates analyzed previously. Among all 14 areas that new teachers with emergency certificates teach in FY 2016-2017, elementary education (22.5%), Sciences and Math (20.3%) and Early Childhood Education (11.0%) are the top three areas. These areas are consistent with the trend observed from the last nine years of emergency certificates area data (FY2007/2008 – FY2015/2016).

Exhibit 16:



Source: OSDE, 2016

Based on the data collected, it is accurate to conclude that qualifications of incoming teachers are varied and require varying levels of attention in the form of professional learning. The distribution by region of new teachers and non-traditionally prepared teachers alerts the OSDE to pockets of need for professional learning and support efforts.

Race and gender information continues to inform the OSDE that greater efforts to recruit and retain a diverse teaching pool are needed. As the student population becomes more diverse, so should the teaching population. The ability to inspire young people to teach begins with a relatable role model who charts a visible path for students to see themselves in such a noble profession.

Grade level and content area data are especially informative as a high volume of new teachers holding emergency certificates are teaching in 9th-12th grades. The match of content expertise to subject areas in high school is recognized; however, the deficit of pedagogical knowledge, classroom management and parental involvement will be areas of focus from the OSDE.

SECTION FIVE

PROJECTS AND INITIATIVES

The projects detailed below are grouped into areas of recruiting, retaining and rewarding as these are the focus areas of the task force mission.

Recruiting

- **Promotion of *Teach Oklahoma* to increase the participation** - The OSDE will continue to share awareness of the powerful impact this course offers. In addition, the OSDE will support current programs; currently, site visits are scheduled to two of the 14 programs offered this year.
- **NTEP (Network for Transforming Educator Preparation)** – This grant-funded initiative brings the OSDE, OEQA and representatives from educator preparation programs together to address data-sharing needs, certification improvement and educator preparation program approval. The Oklahoma NTEP team consists of six members from the above mentioned organizations. The two funded projects are (1) data tracking to show the impact teachers have on their students for educator preparation program quality and (2) quality course offering from educator preparation professors to an identified group of emergency certified teachers meeting alternative certification requirements (see Appendix D for NTEP Aspirations).
- **Troops to Teachers** – Recruiting efforts have been enhanced by a new director emphasizing web presence in addition to onsite visits.

2016-2017 School Year	
53	Hires
175	Registered for program
96	Leads not registered

- **Special Education scholarships** – The OSDE has devised an application process for eligible applicants to receive monetary assistance to pay for certification exams.
- **Individual academic planning** – As part of the OSDE's vision for Oklahoma students to have individualized academic and career counseling, future teachers can be identified and encouraged.

Retaining

- **Leveraging the ESSA Title IIA funds** - The ESSA (Every Student Succeeds Act) state set-aside funds for programs that target professional development, teacher evaluation systems, teacher-leader framework and leader training are being considered for utilization in the form of statewide outreach.
- **Effective Teacher reporting** - The ESSA section, *Supporting Excellent Educators*, of the consolidated plan will provide dashboard reporting of effective teachers including Oklahoma's Equitable Access to Excellent Educators plan strategies.
- **Continued outreach to teachers through EngageOK summer conference** - The OSDE will remain committed to offering professional learning to meet the ever-changing needs of educators.
- **Recognition of professional learning standards** – The OSDE will seek to recognize evidence-based standards such as the *Learning Forward* standards that align with ongoing, job-embedded resources and support for teachers.

- **Continued commitment to leadership training** - The OSDE intends to make leadership training a priority with the *Lead To Succeed* program that empowers principals and assistant principals to make systemic change at their school sites. Currently two cohorts are completing training with a focus on school improvement, which directly relates to leadership traits to retain effective teachers.
- **An emphasis placed on educator professional growth** – As a result of HB 2957, educators will experience a refined teacher and leader evaluation system rich in targeted professional learning.
- **Support for EL teachers** – A newly awarded grant to UCO, in partnership with the OSDE, will provide professional development to teachers of EL (English learners).
- **P21-Partnership for 21st Century Learning resources** - Oklahoma is a state partner with P21, which provides high-quality resources to teachers. These resources align to four strands of emphasis: Critical Thinking, Creativity, Collaboration and Communication.

Rewarding

- **Teacher Pay Raise** - The task force claimed support for a teacher pay raise such as Superintendent Hofmeister's #OKHigh5 initiative. As the legislative session concluded, no legislatively mandated teacher pay raise plan emerged. State question 779 (proposed penny sales tax) was placed on the November 2016 ballot and did not pass, making a pursuit for competitive compensation a priority for both rewarding and retaining Oklahoma teachers.

Projects and initiatives that overlap all three areas of recruiting, retaining and rewarding include

- **Reimaging the profession campaigns** – A campaign was launched by the 2016 Teacher of the Year, Shawn Sheehan, to change public perception of teaching. An extension of that effort is now in place with newly named 2017 Teacher of the Year, Jon Hazell, who addresses the expectations that Oklahoma kids deserve effective and valued teachers.
- **Educator Shortage study** – The OSDE now has a grant-funded data analyst position at the OSDE to fulfill the requirement of publishing an Educator Supply and Demand study every three years. The next expected publication will be in 2018.
- **Shortage Predictor model** – In partnership with SC3 (South Central Comprehensive Center), the OSDE is exploring a Teacher Shortage Predictor model for improved study of Oklahoma's teacher shortage status.
- **Teacher Voice** – One of the 13 advisory councils that Superintendent Hofmeister hosts is a Teacher Advisory Council. Those members represent a means to extend the capacity of the teacher shortage task force and agency efforts of recruiting, retaining and rewarding teachers.

SECTION SIX

NEXT STEPS

The work of the Teacher Shortage Task Force proves to be thoughtful and productive; yet, the shortage still exists, particularly that of qualified teachers for every classroom in Oklahoma.

Three proposed working groups for continued focus are listed below and will be discussed with task force members for their commitment.

1. **Business Collaboration**
   - Preparation of toolkits for use in hosting teachers
   - Incentivized programs to recruit and retain teachers and leaders
2. **Legislative Collaboration**
   - Building relationships with new legislators
   - Competitive teacher pay plan
3. **Educator Collaboration**
   - Reimaging the profession campaign
   - Educator preparation regulations response
   - Loan forgiveness programs

APPENDIX A

TEACHER SHORTAGE TASK FORCE MEMBERS

Name WORKING GROUP NOTED BY (1) LEGISLATIVE, (2) COMMUNITY, (3) INTERNAL	Affiliation
Phyllis Hudecki (1)	OBEC
Phil Wood (2)	Terracon Geotechnical Consultants
Steve Hendrickson (1)	Boeing
Pete Delaney (2)	OGE
Steve Hahn	ATT
John Reid	Business Roundtable
Chuck Mills (2)	Mills Machinery
Bill Hickman (2)	Hickman Law Firm
Russ Florence (2)	Schnake Turnbo Frank PR
Angela Monson (2)	University of Oklahoma Health Sciences
Steven Prescott	OMRF
Jennifer Monies	Oklahoma Education Workforce Initiative
David Blatt	Oklahoma Policy Council
Nancy Anthony	OKC Community Foundation
Phil Lakin	Tulsa Community Foundation
Sara Roberts (1, 2)	Inasmuch Foundation
Randee Charney (1)	Schusterman Foundation
Gary Jones (1)	State Auditor and Inspector
Sen. John Ford (1)	State Senate
Sen. Jason Smalley (1, 3)	State Senate
Rep. Ann Coody (1)	State House
Rep. Michael Rogers	State House
Rep. Jason Nelson (1)	State House
Rep. Jadine Nollan (1)	State House
Rep. Earl Sears	State House
Rep. Donnie Condit (1)	State House
Rep. Ed. Cannaday (1)	State House
Andrea Kearney (1)	Sr. Fiscal Policy Analyst, State House
Jennifer Lepard	State Chamber of Oklahoma
Brian Paschal (1, 3)	Tulsa Chamber
Drew Dugan (1, 2)	OKC Chamber
Debra Welch (1, 2)	Lawton Chamber
Col. Nate Slate	Northrop Grumman
Goldie Thompson (1, 2, 3)	State Regents for Higher Education
Melissa Michie (3)	State Regents for Higher Education

Name WORKING GROUP NOTED BY (1) LEGISLATIVE, (2) COMMUNITY, (3) INTERNAL	Affiliation
Jake Yunker	Governor's office
Sherry Labyer (1, 2, 3)	OEQA
Sheridan McCaffree (3)	RUSO
Pam Deering (3)	CCOSA
Ryan Owens (1)	CCOSA
Sandra Park (1)	USSA
Shawn Hime (1)	OSSBA
Debbie Landry (1, 3)	OACTE
Tom Spencer	Teacher Retirement System
Susan McCalmont (2)	Creative Oklahoma
Wade Blevins	Cherokee Nation
Lynne Chatfield (2)	Chickasaw Nation
Joan Korenblit	Respect Diversity Foundation
Russell Perry	Black Chronicle
Raul Font	Latino Community Development Agency
Kym Koch Thompson (2)	Koch Communications
Alex Cameron (2)	Anchor/Reporter, News9
Tracey Zeeck (2)	Bumbershoot PR
Brian Winkeler (2)	Robot House Creative
Debbie Anglin (2)	Anglin PR
Lori Johnson (2)	Anglin PR
Katherine Bishop (1, 2, 3)	OEA
Ginger Tinney (1, 3)	POE
Julie Coshow (2)	POE
Mary Best	AFT
Phil Gover (2, 3)	Teach For America
Derald Glover (1)	Superintendent, Fort Gibson
Robert Romines (1)	Superintendent, Moore
Craig McVay (1, 2, 3)	Superintendent, El Reno
Randy Decker (2)	Chief HR Officer, Edmond Public Schools
April Grace (1)	Assistant Superintendent HR, Putnam City
Bradley Eddy (3)	Director of Certified Talent, Tulsa
Shannon Freeman (3)	Director of Recruitment, OKC
Dana House (1)	Principal, Rattan
Clay McDonald (1, 2, 3)	Principal, Piedmont
Leslie Frazier (2)	Principal, Coweta

Name WORKING GROUP NOTED BY (1) LEGISLATIVE, (2) COMMUNITY, (3) INTERNAL	Affiliation
Curtis Green (1, 2)	Assistant Principal, Broken Arrow
Ben Harris (1, 2)	Epic Charter School
Scot Trower (3)	Epic Charter School
Erin Barnes (2)	Epic Charter School
Amber England	Stand for Children
Bill Price (1, 2, 3)	State Board of Education
Cathy Franks	State Board of Education
Linda Reid (1, 3)	National Network State Teachers of the Year
Shawn Sheehan (1, 2)	2016 Oklahoma Teacher of the Year
Kimberly Paxson (1)	2016 Finalist Teacher of the Year
Ryan Walters (1)	2016 Finalist Teacher of the Year
Sharon Morgan (1)	2016 Finalist Teacher of the Year
Jenniffer Calloway (3)	2016 Finalist Teacher of the Year
Eugene Earsom (2)	Retired Educator
Melanie Pealor (2, 3)	Retired Educator
Cheryl Jackson (1)	Retired Educator
Claudia Swisher (1, 3)	Retired Educator
Jim Machell (2)	UCO – Dean
Wendy Pharr (1, 2)	NSU – Special Education Chair
Joanie Gieger (1, 3)	Okla. Christian University – Early Childhood
Nancy Hector (3)	USAO
Stephoni Case (3)	SNU
Eleanor Goetzinger (3)	Special Education Advocate
Joy Hofmeister	State Superintendent of Public Instruction
Robyn Miller (1, 2, 3)	Deputy Superintendent, SDE
Cindy Koss (3)	Deputy Superintendent, SDE
Carolyn Thompson (1, 2, 3)	Chief of Government Affairs, SDE
Heather Griswold (2)	Chief of Public Affairs, SDE
Jeff Smith (1, 3)	Executive Director, Teacher Certification, SDE
Jason Perez (1, 2, 3)	Executive Director, TLE, SDE
David Kinney (2)	General Counsel, SDE
Brad Clark (1, 2, 3)	General Counsel, State Board of Education
Desa Dawson (3)	Director of World Languages, SDE
Lori Murphy (1)	Assistant General Counsel, SDE
Lynn Jones (3)	Executive Director, Accreditation, SDE
Tricia Hansen	Special Education Instruction, SDE

APPENDIX B

TEACHER SHORTAGE TASK FORCE RECOMMENDATIONS

1. Amend language to include retired teachers as mentors as used in the Teacher Residency Program
2. Pursue legislation for certification test scholarships
3. Exempt OGET, OSAT and OPTE for certified experience as it relates to reciprocity
4. Approve work experience for alternative certification eligibility
5. Increase the 90-hour limit to 270 hours for adjunct teachers
6. Explore cost and comparability of certification exams
7. Consider multi-year contracts for teachers in high-needs areas – teacher evaluation attached to contract
8. Implement Teacher Recruitment program
9. Partner with State Regents for Higher Education to bring awareness to Teach Oklahoma and loan forgiveness programs
10. Establish Honoring Teachers video campaign
11. Scale up programs such as Northwest Classen Academy
12. Develop a business portal on the OSDE website to connect adjunct teachers and alternatively certified teachers to district openings
13. Develop a toolkit for businesses to host externships
14. Highlight superintendents who teach a class – challenge district superintendents to teach
15. Incentivize municipalities to recognize teachers – services, discounts
16. Move alternative certification to OSDE authority
17. Develop a matrix to exempt minimum GPA for alternative certification by showing credible work experience
18. Hire student teachers as teachers' assistants
19. Establish a process, beyond the guest teacher program, for teachers from other countries to become Oklahoma teachers
20. Develop a job-posting page on the OSDE website
21. Address the cost of three certification exams and reciprocity with other states
22. Allow OPSAC (Oklahoma Private School Accreditation Commission) private school experience to count for para-professional experience
23. Establish a Teacher Apprentice Program (TAP), a Kentucky model, allowing gradual avenue to certification
24. Conduct cost analysis on high-quality and affordable health insurance
25. Work with OSDE Red Tape Task Force to pursue cost savings (ex. group purchasing models for districts)
26. Support legislation to amend the retired teacher pay cap
27. Consider addressing certification overlapping (preK-6th certification and 7th -12th certification)

APPENDIX C

GUIDANCE FOR ALTERNATIVE CERTIFICATION ELIGIBILITY

ELIGIBILITY FOR THE ALTERNATIVE PLACEMENT PROGRAM

Required Education

To be eligible for Alternative Placement certification, applicants must hold one of the following:

- **Baccalaureate degree with a retention GPA of 2.5 or higher** from an institution whose accreditation is recognized by Oklahoma State Regents for Higher Education (OSRHE)
- **Baccalaureate degree** from an institution whose accreditation is recognized by OSRHE, plus **two years of qualified work experience** in a field corresponding to the area(s) of certification you intend to seek
  - "Qualified work experience" means experience that can be documented through standard employment verification procedures, and that is relevant to a certification area or area of specialization as determined by the State Board of Education (OSBE), the Office of Educational Quality and Accountability (OEQA), the Department of Career and Technology Education (ODCTE) and/or OSRHE.
- **Terminal degree** in any field from an institution accredited by a national or regional accrediting agency recognized by the U.S. Department of Education
  - Examples of terminal degrees include doctorates of philosophy or education (PhD, EdD); professional doctorates (MD, DO, JD, DVM, etc.); and master's of fine arts (MFA) or library science (MLIS). Other types of terminal degrees must be verified by OSRHE.

Competency in a Certification Area

In addition to the education component, applicants must demonstrate competency in a field that corresponds to the area(s) of specialization for the elementary-secondary (grades preK-12), secondary (grades 5-12) or vocational-technical certificates they are seeking. For a list of eligible certification areas, please consult the Oklahoma Alternative Placement Program Evaluation Application. Competency may be demonstrated through verifiable documentation of one or more of the following:

- An **academic major** in a field that corresponds to a certification area (or 30+ relevant credit hours on higher education transcript).
- An **academic minor** (or 15+ relevant credit hours) in a field that corresponds to a certification area, plus at least **one year of qualified work experience** or **relevant volunteer experience** (volunteer experience may be confirmed by verifiable references).
- At least **three years of qualified work experience** and/or **relevant volunteer experience**, plus a **written recommendation** from an employer or volunteer coordinator.
- **Publication of a relevant article** in a peer-reviewed academic or trade journal.
- Other documentable means of demonstrating competency, subject to the approval of the State Department of Education.

PROFESSIONAL EDUCATION REQUIREMENTS FOR PROGRAM PARTICIPANTS

Participants in the Alternative Placement program must complete **six to 18 college credit hours of professional education**, or **90 to 270 clock hours of professional development** approved by an Oklahoma school district, depending on prior education and experience. Professional education requirements must be completed within three years after entering the Alternative Placement program.
NOTE: All participants will be required to complete a course addressing **classroom management** and a course addressing general or subject-specific **pedagogical principles**, or approved equivalents.

APPENDIX D

NETWORK FOR TRANSFORMING EDUCATOR PREPARATION (NTEP) ASPIRATIONS

Oklahoma Network to Transform Educator Preparation (NTEP)

Oklahoma NTEP team:
Dr. Robyn Miller, Oklahoma State Department of Education
Ms. Renee Launey-Rodolf, Oklahoma Educational Quality and Accountability
Dr. Jim Machell, University of Central Oklahoma
Dr. Lawrence Baines, University of Oklahoma
Dr. Jennifer Job, Oklahoma State University
Dr. Ellen Dollarhide, Oklahoma State Department of Education

NTEP is an initiative sponsored by the Council of Chief State School Officers (CCSSO). The purpose of NTEP is to assist states in identifying steps to improve the workforce upon entry into the teaching profession. There are three main policy focus areas: Licensure, Program Approval and Data Systems as well as an additional area of focus - stakeholder engagement.

Licensure

How does Oklahoma plan to address changes needed?

- Strengthen reciprocity to remove barriers and increase teacher workforce diversity.
- Establish teacher leadership opportunities to provide incentives and promote a positive impact on the profession.

How does this contribute to continuously improving the profession?

- Leveraging reciprocity for multiple pathways and providing meaningful incentives builds a workforce that can attend to the diverse needs of the profession.

Program Approval

How does Oklahoma plan to address the changes needed?

- Ensure that all approved educator preparation programs satisfy evidence-based accreditation standards which support educator quality and continuous improvement.
- Ensure that all approved educator preparation programs prepare an Oklahoma teacher who demonstrates caring, mastery of content and pedagogy, leadership, creativity and perseverance. The Oklahoma teacher is engaging, culturally responsive, data literate and assessment-savvy.
- Ensure that all approved administrator preparation programs prepare an Oklahoma principal who cultivates a positive learning environment and fosters innovation and collaboration. The Oklahoma principal is accessible, articulate and actively works for school improvement through astute management of people, time and resources.

How does this contribute to continuously improving the profession?

- Adopting common definitions of what makes an Oklahoma teacher and an Oklahoma principal provides consensus on what it takes to enter the profession.
- Ensuring high-quality preparation programs solidifies that educators entering the workforce have the necessary knowledge, skills and disposition.

Data Systems

How does Oklahoma plan to address the changes needed?

- Design, implement and maintain a robust state data system which provides information on strengths and areas of growth for continuous improvement of educator preparation programs.

How does this contribute to continuously improving the profession?

- The ability to meaningfully collect and report data to a variety of stakeholder audiences will improve informed decision-making.

Stakeholder Engagement

How does Oklahoma plan to address the changes needed?

- Foster a shared commitment among all stakeholders (preK-12, state agencies, higher education, state legislators, parents and communities) for advancing requisite policy changes for continuous improvement of educator preparation programs.

How does this contribute to continuously improving the profession?

- Open communication and meaningful dialogue across stakeholder groups will increase understanding of this work.

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OKLAHOMA

STATE DEPARTMENT *of* EDUCATION

JOY HOFMEISTER

STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION

TEACHER SHORTAGE TASK FORCE

JUNE 2017 UPDATE

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

EXECUTIVE SUMMARY

As Oklahoma continues to experience a severe teacher shortage, a voluntary task force has identified recommendations to stem the shortage. This white paper depicts 13 recommendations from three working groups. Recommendations range from raising teacher pay, instituting micro-credentialing, paid teacher externships, to immediate professional development for emergency certified teachers and positive social media messaging.

PROBLEM

This year's teacher shortage task force recommendations are an extension of the 27 recommendations from 2016. The urgency to curb and eventually eliminate Oklahoma's teacher shortage has heightened.
The key areas framed in this paper will reference historical action, illustrate this year's 13 recommendations and ignite a call to action.

This document serves as an invitation to join interested stakeholders in the quest to aggressively address Oklahoma's teacher shortage. To help in determining involvement, a timeline of current strategies under way and of planned projects is included.

HISTORICAL ACTION: 2016 RECOMMENDATIONS

The diligent efforts of three working groups produced 27 recommendations. Seven of these recommendations were signed into law at the end of the 2016 legislative session. Those seven are 1-7 below.

1. Amend language to include retired teachers as mentors as used in the Teacher Residency Program
2. Pursue legislation for certification test scholarships
3. Exempt OGET, OSAT and OPTE for certified experience as it relates to reciprocity
4. Approve work experience for alternative certification eligibility
5. Increase the 90-hour limit to 270 hours for adjunct teachers
6. Explore cost and comparability of certification exams
7. Consider multi-year contracts for teachers in high-needs areas – teacher evaluation attached to contract
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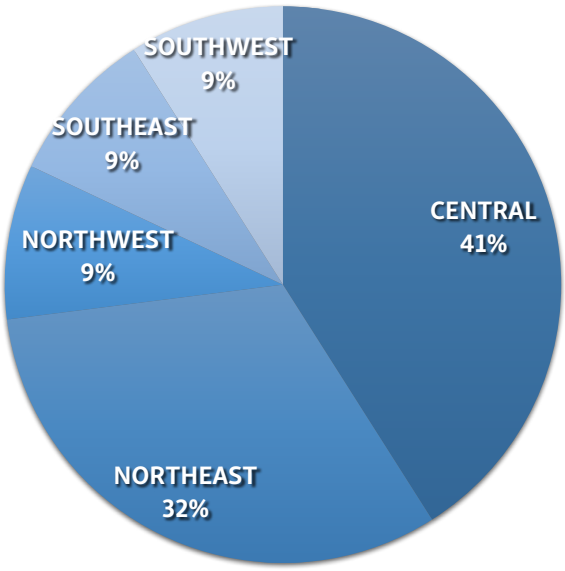
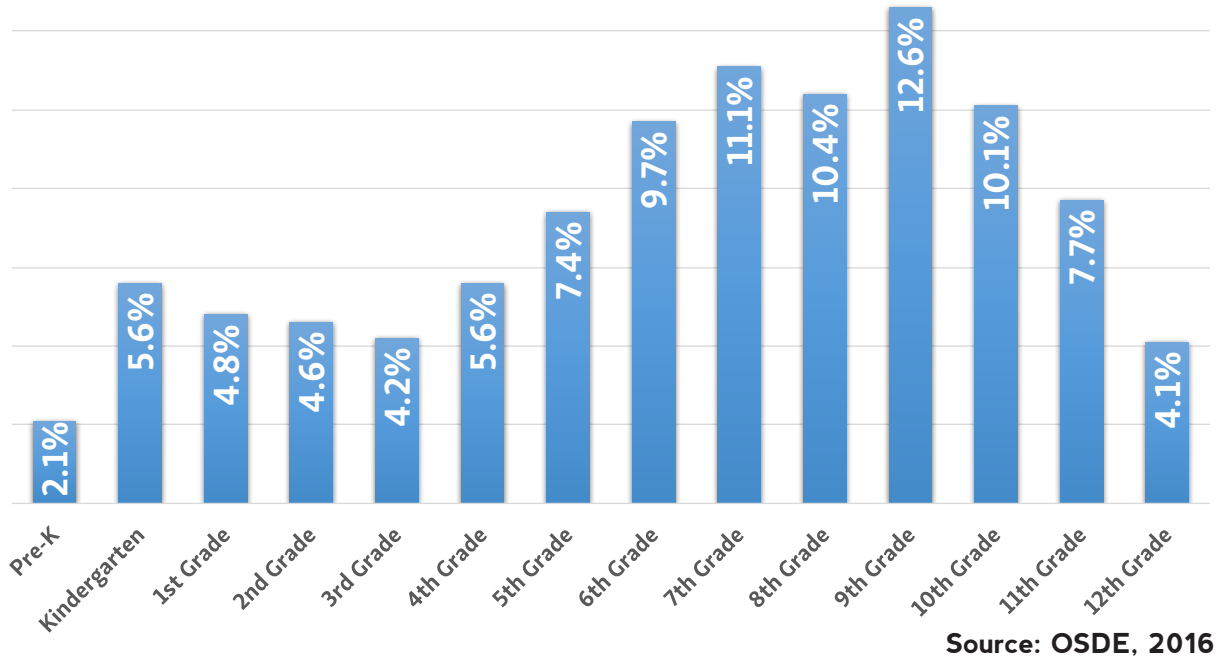
24. Conduct cost analysis on high-quality and affordable health insurance
25. Work with OSDE Red Tape Task Force to pursue cost savings (ex. group purchasing models for districts)
26. Support legislation to amend the retired teacher pay cap
27. Consider addressing certification overlapping (preK-6th certification and 7th -12th certification)

The final report showed data from 2016-2017 with specific attention given to new teachers and their demography.

DISTRIBUTION OF NEW TEACHER BY REGION



PERCENTAGE OF STUDENTS TAUGHT BY NEW TEACHERS WITH EMERGENCY CERTIFICATES



Source: OSDE, 2016

A total of 38,105 students are taught by new teachers with emergency certificates.

2017 RECOMMENDATIONS

Two of the 2016 recommendations, implementation of a teacher recruitment program and amendment of the retired teacher pay cap, were carried over into the 2017 legislative session. The teacher recruitment program was officially acknowledged in SB 15 with SB 14 identifying the funding mechanism. The retired teacher pay cap was amended through SB 428.

Three working groups met January – April 2017 and created these 13 recommendations.

LEGISLATIVE

1. Teacher Pay: Across the board raise while protecting health insurance
2. Teacher Leader: change requirements in HB 3114 (2016) framework to address time out of classroom
3. Institute donor-funded programs
4. Micro-credentialing to focus on non-monetary reward
5. Test preparation for teachers who struggle to pass exams
6. Adjust Emergency Certification form to include preparation type and credentials

BUSINESS

1. Pilot at least one business-sponsored teacher externship summer 2017
2. Promote awareness of incentivized programs such as "What's Right With Our Schools" (channel 4), "Adopt a Teacher" and "Oklahoma Needs and Donations"
3. Promote city/state chamber and non-profit foundation partnering

EDUCATOR

1. Create positive messaging with ED Talks
2. Identify barriers for students who want to teach – transportation, certification testing and student teaching sponsorships
3. Outreach campaign: 35,000 individuals who hold an active teaching certificate
4. Provide professional development to emergency certified teachers by partnering with OEA, POE, OPSRC

CALL-TO-ACTION

The Oklahoma State Department of Education, with interested stakeholders, commits to continue pursuing solutions that will dismantle the current teacher shortage. The awareness of teaching as a noble profession, the support for teachers in the trenches and the recognition of teachers making a positive impact in the lives of children are worthy actions.

- Specific next steps include
- Providing data to legislature to advocate for a teacher pay raise
- Collaboration on amending HB 3114 (16) address time out of classroom
- Communicate campaign for existing donor funded programs
- Design implementation of micro-credentialing
- Collaboratively create certification exam test prep resources
- Implement emergency certification electronic access
- Communicate business externship pilot
- Awareness campaign for existing incentivized programs
- Promote existing successful community partnership
- Launch ED Talks via social media blasts
- Identify barriers and meet needs of those seeking teaching profession

- ✔ Recruitment outreach to those with an active certificate but not teaching
- ✔ Continue multiple agency awareness and outreach to emergency certified teachers

Those interested in joining this task force and/or aligning to a specific strategy shown in the timeline below contact Robyn Miller at robyn.miller@sde.ok.gov.

SUMMER 2017

- Teacher Externships
- Emergency Certified Support

FALL 2017

- Positive Messaging
- Micro-credentialing

WINTER 2017

- HB 3114 Teacher-Leader
- Incentivized Program Promotion

SPRING 2018

- Test Preparation
- Barriers to Teaching Addressed

OKLAHOMA STATE DEPARTMENT OF
EDUCATION
CHAMPION EXCELLENCE

OKLAHOMA STATE DEPARTMENT OF EDUCATION

LEAD TO SUCCEED

EMPOWERING PRINCIPALS

Objective: to build an administrator support system in the OKC metropolitan area and then expand to other areas of the state with the purpose of creating great schools and increasing student achievement statewide.

Key Traits:

- ✓ A rigorous executive leadership curriculum designed to support all school leaders in becoming strategic thinkers, instructional leaders and creators of just, fair, caring communities in which all students meet high standards.
- ✓ A research based curriculum developed by leading experts, with leadership practices drawn from education, business, medicine and the military.
- ✓ A track record of success – there are several large-scale evaluations of the program that have found that schools led by trained leaders increase student learning faster than comparable schools.
- ✓ Ability to implement a trained cadre of Oklahoma facilitators to sustain the program in the future.

National Institute for School Leadership (NISL) Curriculum:

- Strategic Planning
- Standards-based instruction
- Content area Emphasis
- Pedagogical Emphasis
- Data Literacy
- Community Engagement
- Identification of key elements of math and science as well as literacy standards and best practices

Knowledge & Skill Building for School Leadership | Overview

*OSDE announces **Moving UP!** Cohort 2 - a series of face-to-face and virtual professional learning sessions designed to develop principal leadership skills and competencies required for effective schools.*

- Large group presentations
- Small cohort-based intensive, interactive discussion, application, problem-solving, and networking
- Coaching and mentoring

MOVING UP

Transitioning into the Principalship

Scope & Sequence

- Face-to-face sessions
- Synchronous online professional learning sessions to introduce participants to project sponsor (OSDE) program and staffing supports
- Cohort 2 Session dates/topics*:
    - 9/13/17 – Building A Personal Leadership Best
    - 10/13/17 – Collaborative Leaders & Collective Efficacy
    - 11/17/17 – Collaborative Leaders & School Climate
    - 1/18/18 – Collaborative Leaders & High Performance Schools
    - 2/13/18 – Collaborative Leaders Use Evidence to Build Capacity
    - 3/1/18 – Collaborative Leaders Engage Stakeholders & Build Community

*Dates are set; topic dates may vary based on cohort need.

Eligible Participants Rural Oklahoma school district assistant principals, entry-level principals, and aspiring leaders are encouraged to apply. Priority is given to applicants with principal certification and those currently enrolled in a certification program. Participants must commit to attend all sessions. Each face-to-face session is scheduled from 9:00 a.m. to 3:30 p.m. in Stillwater, OK. Stillwater meeting location TBD. There is no cost to participants. Application and district commitment is required.

Partners Session facilitation will be provided by noted school leadership expert Dr. Peter DeWitt in collaboration with OSDE, and EDUTAS at the University of Oklahoma with capacity-building support from the South Central Comprehensive Center at the University of Oklahoma.

Contact & Registration Information

Robin Anderson, Director of SIG
Robin.Anderson@sde.ok.gov
(405) 521-2809

Jaycie Smith, Executive Director of Teacher and Leader Development
Jaycie.Smith@sde.ok.gov
(405) 522-8298

2015

Oklahoma State Department of Education

EQUITABLE ACCESS TO EXCELLENT EDUCATORS PLAN

Prepared for the United States Department of Education

Equitable Access to Excellent Educators Plan

MISSION

Oklahoma is committed to engaging stakeholders through a unified and sustainable effort that includes resources and funding that develops a robust public education system - one that is focused on a positive culture, mentoring and leadership.

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ABBREVIATIONS

American Institutes for Research (AIR)

Cooperative Council for Oklahoma School Administration (CCOSA)

Equitable Access to Excellent Educators (EAEE)

Equitable Access Support Network (EASN)

High-minority (MP)

High-minority quartile (HMQ)

High-poverty (HP)

High-poverty quartile (HPQ)

Local Education Agency (LEA)

Low-minority quartile (LMQ)

Low-poverty quartile (LPQ)

National Center for Education Statistics (NCES)

Office of Educational Quality and Accountability (OEQA)

Oklahoma State Department of Education (OSDE)

Oklahoma State School Boards Association (OSSBA)

State Education Agency (SEA)

South Central Comprehensive Center (SC3)

Teacher and Leader Effectiveness (TLE)

The Center on Great Teachers and Leaders (GTL Center)

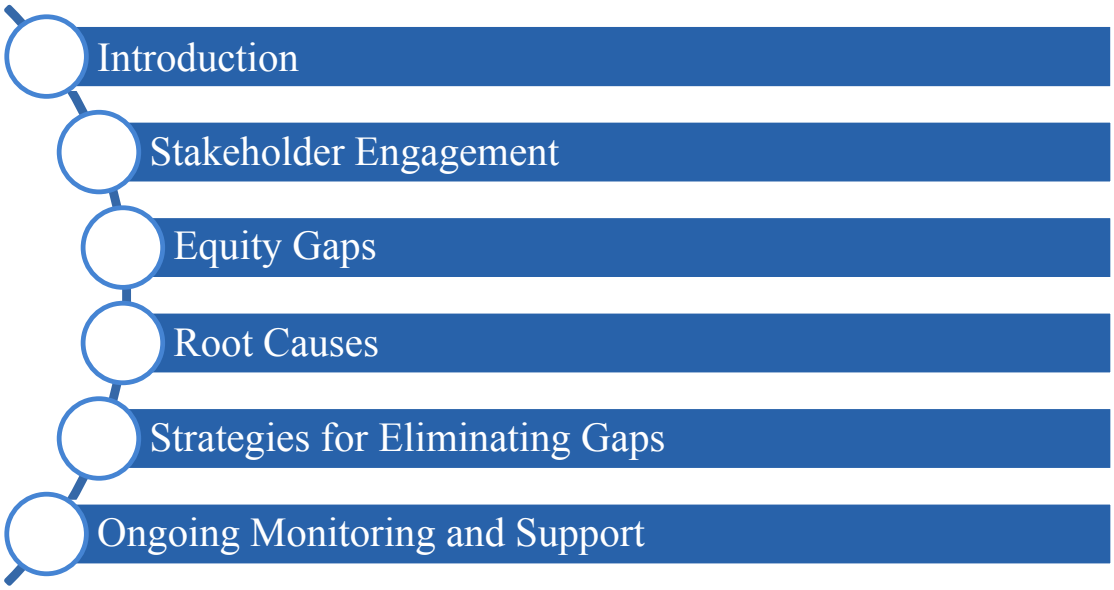
EXECUTIVE SUMMARY

The current state of education in Oklahoma is a direct reflection of its citizens' commitment to promote education, to address work force needs and to function as a collective whole for the betterment of its communities. Oklahoma is enduring a teacher shortage as well as uncertainty related to standards development, A-F grading and Teacher/Leader evaluation. The work of this Equitable Access to Excellent Educators (EAEE) Plan is significant as a means to target educational inequity for the purpose of designing and implementing powerful solutions.

This plan meets the requirement set forth by the U.S. Department of Education in July 2014 to "ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers and the measures that the [SEA] will use to evaluate and publicly report the progress of the [SEA] with respect to such steps." Not only does this plan meet the USDE requirement, it also affords our state the opportunity to have a positive impact on Oklahoma education.

Oklahoma's governor, Mary Fallin, advocates for improved health of the state and its citizens, reduced incarceration and higher education attainment. This quest for elevated education achievement is echoed by State Superintendent for Public Instruction, Joy Hofmeister. She specifically yearns to improve the educational opportunities for Oklahoma children by providing adequate and appropriate resources in classrooms, schools and districts as well as acknowledging teachers as the most important factors in children's educational success.

This EAEE Plan details Oklahoma's initiative to provide data-identified equity gaps, root-causes for those gaps, strategies to close the gaps and future plans to monitor and report success of the strategies. The plan conveys a mixed-method approach that uses quantitative data for base-line analysis and qualitative data in the form of focus groups and personal interviews to further explore the root causes of the equity gaps. The EAEE Plan components include the following:



Equitable Access to Excellent Educators Plan

The **Introduction** reveals the process used for plan development and a Theory of Action that targets Qualified, Experienced and Effective Teachers, Valuing Education, Workforce Development and Oklahoma's Unified Voice.

The **Stakeholder Engagement** section depicts the diverse perspectives from a variety of individuals representing educators, parents, students, economic development and community agencies. The role of these stakeholders is an agreed transitioning role from advisor to reviewer to partners in work.

The **Equity Gaps** identified and supported by data include (1) fewer qualified teachers in high minority and high poverty schools; (2) fewer experienced teachers in high minority and high poverty schools and (3) fewer effective teachers in high minority and high poverty schools.

The **Root Causes** pertain to an overall devalued educational culture, poor school climate, teacher shortage, a lack of support for teachers and ineffective teacher retention policies and strategies.

The **Strategies for Eliminating Gaps** include professional development and mentoring for teachers; professional development for principals; improved recruitment and retention strategies; and improved educator preparation and pathways.

Lastly, the **Ongoing Monitoring and Support** section captures future goals to have sustainable efforts supported by adequate resources and funding. Such efforts include wrap-around funding of services for high minority and high poverty schools, resources for needs based professional development, and accountability for district and building leadership through rigorous evaluations.

Equitable Access to Excellent Educators Plan

INTRODUCTION

The goal of Oklahoma's Equitable Access to Excellent Educators Plan is to ensure that all students–regardless of race or income–have equitable access to excellent educators. The EAEE Plan includes quantitative measurements of existing equity gaps, analyses of the root causes of these gaps, strategies for eliminating these gaps and specific steps for ongoing monitoring and support. This plan was prepared with the input of stakeholders representing multiple backgrounds, interests and agencies. OSDE submitted this plan in compliance with (1) the requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state's Title I, Part A plan include information on the specific steps that the SEA will take to ensure that low-income and minority students are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers and the measures that the agency will use to evaluate and publicly report the progress of the agency with respect to such steps; and (2) the requirement in ESEA Section 1111(e)(2) that a state's plan be revised by the SEA as data indicate changes in state's needs.

BACKGROUND

It is a priority for Oklahoma that all students have access to qualified and effective educators. The 2015 Oklahoma EAEE Plan outlines equity gaps in the areas of teacher qualifications, experience and effectiveness. The EAEE Plan aligns with several other OSDE education reform efforts including:

- The development of new, rigorous College and Career Ready Standards
- The development and implementation of a high-quality Teacher and Leader Effectiveness (TLE) Evaluation system
- Early childhood programs such as pre-kindergarten to improve access to quality education for all students.

OVERVIEW OF PLAN DEVELOPMENT PROCESS

The development of this plan was led by the OSDE's Deputy Superintendent for Educator Effectiveness and Policy Research and the Executive Director of the Office of Educational Quality and Accountability (OEQA). The team obtained guidance from The Center on Great Teachers and Leaders (GTL Center) at American Institutes for Research (AIR) and the Equitable Access Support Network (EASN) in the development of this process. The team also worked closely with the State Superintendent of Public Instruction, statewide stakeholders and an internal advisory committee.

The process consisted of five main steps: identification of equity gaps, stakeholder engagement, identification of root causes of equity gaps, identification of strategies for eliminating equity gaps and the development of a plan for on-going monitoring and support. In Winter 2015, the team created a work plan that examined preliminary data on equity gaps. These data measured differences in the teacher qualifications, experience and effectiveness among schools in the

highest and lowest quartile of poverty and minority students. Guided by these data, the team facilitated a series of eight stakeholder focus groups to further explore these gaps. During these focus groups, stakeholders reviewed data on equity gaps, identified potential root causes of these gaps as well as potential strategies for eliminating them. In Spring 2015, the team developed a process for on-going monitoring and support.

THEORY OF ACTION

The theory of action guiding this work is displayed in Table 1.

QUALIFIED, EXPERIENCED AND EFFECTIVE TEACHERS

Students deserve equitable access to excellent educators who are qualified, experienced and effective. Unfortunately, however, Oklahoma is in a crisis. We have a severe teacher shortage and are rapidly losing many of our best teachers. We need to identify ways to address this key issue in order to give students the quality education they deserve.

EDUCATION IS VALUED

Teaching is one of the most important career paths in our society. Yet, compared to other professional occupations, public education in Oklahoma is not valued. It is important to the future of our state that we change this perception. We need to be able to attract high-quality teaching candidates and retain our effective teachers in order to develop our young people into a robust workforce and improve our economy. In this way, valuing the profession is synonymous with valuing our future. If legislators, parents, business and other community members support and value education and work to better it, then education itself will improve and those very communities will benefit.

WORKFORCE DEVELOPMENT

Mary Fallin, Oklahoma's Governor, has launched an initiative, "Oklahoma Works" in order to strengthen partnerships between local schools and local businesses where students can dually track their education and work skills. "Oklahoma Works" is designed to realign education and work-skill training systems to better meet the needs of both students and employers.

In order to develop a college and career ready culture, Oklahoma is also developing more rigorous educational standards for our students. Oklahoma Academic Standards serve as expectations for what students should know and be able to do by the end of the school year. The development, review and revision process involves stakeholders throughout the state of Oklahoma and is an ongoing and critical component to ensure Oklahoma students in every classroom receive current and relevant learning experiences. The goal is that all students be college, career and citizen ready upon graduation from high school. By the school year 2016-2017, Oklahoma Academic Standards shall be fully developed and implemented.

UNIFIED OKLAHOMA VOICE

By 2016-17 Oklahoma will fully implement a new set of P-12 Oklahoma Academic State Standards; educators will have a defined roadmap that can determine student preparation and readiness for college and careers. Adopting rigorous standards, aligning the curriculum, enabling quality instruction and implementing assessments that improve teaching and learning are research-based indicators that must be communicated to teachers, students, parents, business leaders, communities and stakeholders.

To speak with a unified voice for Oklahoma education, it will take an allied approach of everyone working together toward common goals. We will build on the progress that has been made and push aggressively in the areas where we still need to improve.

Equitable Access to Excellent Educators Plan

TABLE 1 THEORY OF ACTION

VISION	STRATEGIC INTENT	IMPLICATIONS	COMPACT	INVESTED STAKEHOLDERS
Qualified, Experienced and Effective Teachers	Recruit, Prepare, Mentor, Grow, Retain	By 2018 Oklahoma will increase the number of highly effective teachers in targeted high minority and high poverty classrooms by 25%.	All students, specifically minority and impoverished, will benefit from a robust public education system – one that is focused on a positive culture, mentoring and leadership	P-12 Educators Higher Education Business/Industry Economic Development Community Parents Legislators Students
Education is Valued	Funding, Partnerships, Advocacy, Collaboration	By 2020 a culture of cohesion will exist between schools, legislators, parents, businesses and community.		
Workforce Development	Partnerships, Coalitions, Communication, Career Pathways	Beginning 2015 focused awareness of the urgency of workforce needs. By 2020 we will align education outcomes and workforce development. Beginning in the 2015-2016 school year, Oklahoma will start to close student skills gaps by raising academic standards and expectations.		
Unified Oklahoma Voice	Champion education, focused and positive campaign	Beginning 2016 Oklahomans will communicate a commitment to education for all.		

STAKEHOLDER ENGAGEMENT

BACKGROUND

OSDE values the input and feedback from the communities it serves. To ensure that diverse points of view were included in the EAEE Plan's development, OSDE sought feedback from a wide variety of stakeholders. OSDE very much valued the input of its stakeholders and is committed to ongoing collaborative work with these groups.

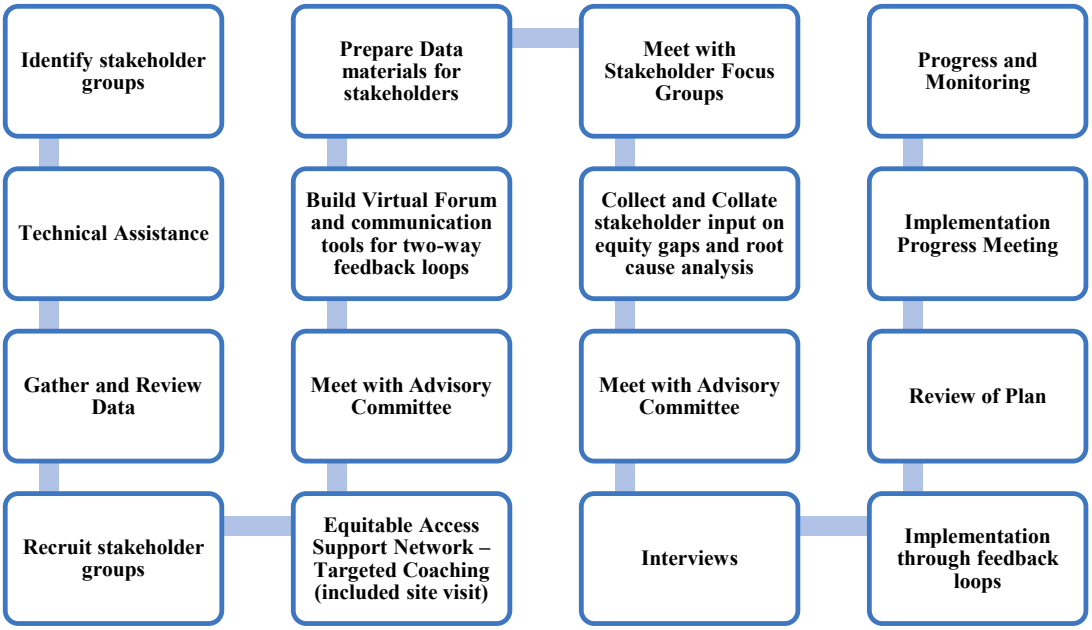
These stakeholders played a key role in the following tasks:

- Defining key terms
- Identifying equity gaps
- Identifying root causes of equity gaps
- Identifying strategies for eliminating equity gaps

APPROACH

Figure 1 provides an overview of the stakeholder engagement process (for a more detailed timeline of the process, see Appendix A). As the illustration shows, the stakeholder engagement process involved several iterative steps.

FIGURE 1 STAKEHOLDER ENGAGEMENT PROCESS OVERVIEW

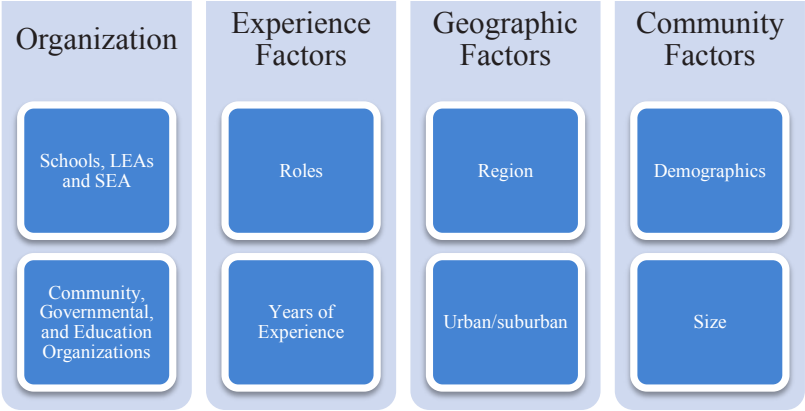


During the first stage, OSDE identified and recruited stakeholders for the focus groups, sought technical assistance and prepared preliminary data for stakeholder meetings, seeking input from the EASN and its own internal advisory committee during the process. OSDE then held a series of eight focus groups. The purpose of these meetings was to collaborate with participants to analyze data on equity gaps, identify root causes and propose strategies for eliminating them. The EAEE Plan was then drafted and distributed to stakeholders for their review. Finally a process for on-going monitoring and support was developed and implemented. This section describes these steps in greater detail.

STAKEHOLDER IDENTIFICATION AND SELECTION

OSDE designed the approach to stakeholder engagement using guidance from The Center on Great Teachers and Leaders (GTL Center) at American Institutes for Research (AIR) and feedback from other states in the Equitable Access Support Network (EASN) working sessions. OSDE identified stakeholders with a special focus on inclusivity and diversity, while still making sure the stakeholder engagement process was manageable in terms of time and resources. Figure 2 summarizes some of the key selection criteria used to identify focus group participants.

FIGURE 2 STAKEHOLDER SELECTION FACTORS



As it was important to OSDE that the stakeholders reflect the communities they serve, a special effort was made to include stakeholders representing Oklahoma's unique context, which includes a large Native American population and many small rural LEAs. In order to make the EAEE Plan most useful and contextualize it within the larger picture, OSDE engaged stakeholders throughout the educational pipeline, from early childhood to higher education. To ensure the applicability of the EAEE Plan to broader state workforce development goals, OSDE also brought in individuals from economic development agencies.

To identify specific individuals for inclusion in the stakeholder groups, OSDE relied heavily on the feedback of its internal advisory committee. This committee represented individuals from a wide range of departments including–but not limited to–special education, community outreach

and certification (for a full list of participants, see Appendix B). The internal advisory committee reviewed the list of proposed focus group participants and identified additional individuals for inclusion. A list of the resulting individuals included in the focus groups is available in Appendix C.

OSDE grouped participants into eight focus groups based on stakeholder type: teachers; parents/students; administrators; school personnel; education organizations; economic development; higher education/teacher preparation; and community agencies. As summarized in Table 2 below, the individuals in these groups represented a wide range of roles and backgrounds, including students, teachers, LEA administrators, central support staff and community organizations.

TABLE 2 FOCUS GROUP STAKEHOLDER PARTICIPATION

Stakeholder Group	Total	Percent
Community Agency Personnel	10	11%
Economic Development Organization Personnel	9	10%
Higher Education and Teacher Preparation Program Personnel	10	11%
Parents	5	6%
Principals	3	3%
School Personnel	10	11%
State Education Personnel	14	16%
Students	4	4%
Superintendents	5	6%
Teachers	10	11%
Education Organization Representatives	10	11%
Grand Total	90	100%

To recruit individuals, OSDE sent an initial letter of invitation signed by the Governor and the State Superintendent for Public Instruction (Appendix D). Participation in the stakeholder groups was high, with 74% of invited participants agreeing to participate in the focus groups.

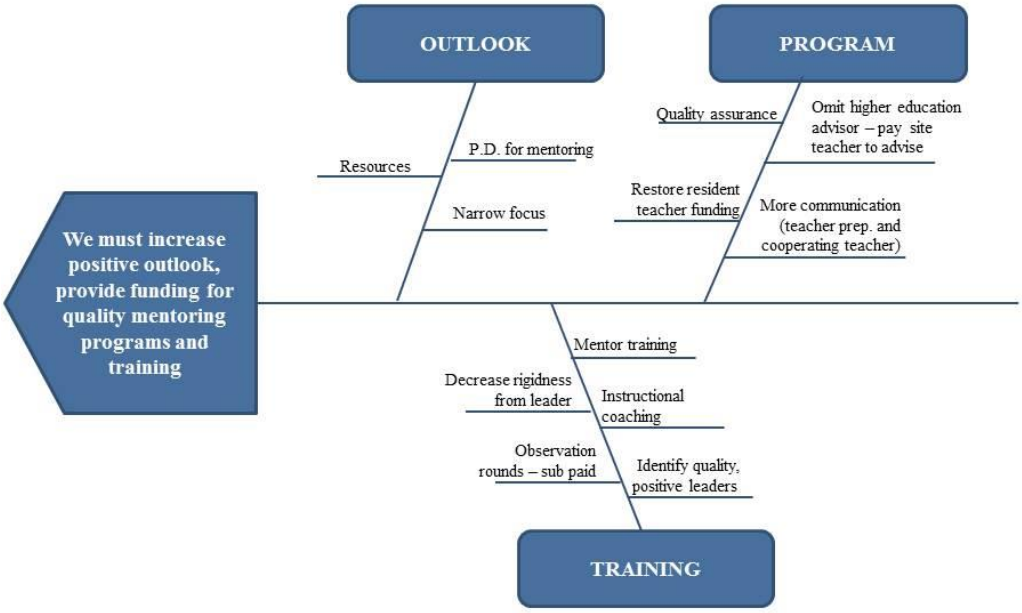
FOCUS GROUPS

Conducting the focus groups involved several steps and input from multiple stakeholders. The internal advisory committee played a strong role in developing and refining the presentation materials for the focus groups. It served as a pilot focus group and gave OSDE important feedback for modifying future presentations, improving and clarifying definitions and identifying additional data that would be helpful to understanding equity gaps. Based on these discussions, for instance, we added additional data for students on individualized education plans (IEPs) and English language learning (ELL) students as our advisory committee thought that stakeholders might be interested in data on these sub-groups as well. We also added district-level data. For example, based on feedback from the stakeholder groups, we added a list of the districts with the

most new teachers both in total number and percent. We also moved several data analyses on statutory terms to tables which were available at the focus groups but not included in the PowerPoint presentations. The purpose of this change was to be able to share some data which the advisory committee thought would be useful for all stakeholder groups in the PowerPoints and use data in the tables in a focused manner to better direct and engage each group based on their interests, experiences and expertise. Thus, rather than providing all groups with all data on statutory terms, stakeholder groups instead discussed what gaps they chose to address and then data for those gaps were provided.

Once the materials were finalized (Appendix E), the stakeholder focus groups were facilitated at OSDE. The same agenda was used for each of the eight groups. Facilitators first shared baseline data with the stakeholders prior to engaging in a series of brainstorming activities related to understanding equity gaps, identifying root causes, citing possible strategies to eliminate gaps and capturing challenge statements from each group (Appendix F). Participants also completed fishbone diagrams, like the one displayed in Figure 3 developed by the teacher focus group, in order to capture their ideas. These materials and other evidence from the interviews were heavily used in drafting the EAEE plan.

FIGURE 3 FISHBONE DIAGRAM TO IDENTIFY EQUITY GAPS



Once this EAEE draft was complete and prior to submission, OSDE disseminated it to the internal advisory committee, focus group participants, state board of education members, superintendents and educators. OSDE's comprehensive dissemination plan leveraged its own networks and those of community partners to reach the largest audience possible. The draft EAEE plan was posted on the public website, sent directly to focus group participants and distributed through our community partners, such as Cooperative Council for Oklahoma School Administration (CCOSA) and Oklahoma State School Boards Association (OSSBA). Feedback from this process was used to improve the EAEE Plan.

ON-GOING MONITORING, SUPPORT AND ENGAGEMENT

To facilitate ongoing communication and engagement, OSDE created a virtual forum for stakeholders to continue the conversation beyond the focus groups and submission of the initial plan (Appendix G). Stakeholders have already been using this forum to engage meaningfully with other educators on issues related to equity and to identify important areas for consideration. For example, one stakeholder stated, "I think it is important that we develop real stories from Oklahoma schools that illustrate the challenges of HP/HM [high-poverty/high-minority] schools but also celebrate the successes." As this comment illustrates, the virtual forum has allowed

stakeholders to dig deeper into the issue of inequity while recognizing success stories that exist in the state.

OSDE will also continue the stakeholder engagement process through the implementation phase. It will continue to use focus groups to assess implementation efforts, identify ways to support LEAs during the implementation process and review new data to determine the progress of narrowing equity gaps.

LONG-TERM PARTNERSHIP DEVELOPMENT

Evidence from the focus groups reinforced the common sense notion that stakeholder engagement is key to fostering buy-in and long-term partnership development. The success and importance of stakeholder engagement were evident in two emerging themes from the focus groups.

First, focus group facilitators noted that several participants expressed extreme gratitude for being included in the focus groups. Expressing the sentiment of many others in the room, one gentleman noted, "I've never been asked to be around the table before. Thank you for asking." He and other participants were extremely interested and engaged in identifying equity gaps and potential solutions to them. OSDE found great value in such inclusion, both in terms of actual content and morale building. In recent years, Oklahoma educators have been plagued with a sense of diminished support. Armed with this information, our approach seeks to include, recognize and empower teachers, administrators, parents and other stakeholders. Including a wide variety of educators and other stakeholders-many of whom had never been included before-fostered a unique sense of appreciation and respect among participants that was invaluable. We believe that this process of recognizing the unique professional knowledge and expertise of educators is empowering to them and helps us build trust and partnership.

Secondly, including stakeholders from multiple perspectives also improved the actual content of the EAEE Plan. Another focus group participant noted the importance of engaging multiple stakeholders and truly listening to what they say. He asked, "Why is education not in tune with the customer?" "Who is the customer?" When questioned about what he meant by customer, he noted that everyone is a customer: students, parents and the workforce. Such comments highlight the importance of working to foster solutions to equity gaps from the ground up, from the people who experience them every day. OSDE believes that in order to really make impactful change, there cannot be disconnect between the people leading the work and the people implementing and living it. Communication needs to run in both directions. Through continued stakeholder engagement, buy-in and partnership development, we believe that together we can make a difference.

IDENTIFICATION OF EQUITY GAPS

To ensure that our work is data-driven, OSDE used data from multiple sources to identify and quantify equity gaps. Our data use was based on suggestions and guidance from federal guidelines, the EASN and stakeholder focus groups. This section defines the key terms used in this document, discusses the data sources used and presents analytical findings.

KEY TERMS

Oklahoma defined key terms internally with feedback from the internal advisory committee. Definitions are derived from national sources, state sources and research literature. Table 3 summarizes these definitions.

TABLE 3 DEFINITIONS OF KEY TERMS

Term	Definition
Unqualified Teacher	A teacher who does not hold standard teaching certification or has requirements waived on an emergency, temporary, or provisional basis.
Out-of-Field Teacher	Teaching a core academic subject or a grade for which the teacher does not meet the NCLB definition of "highly qualified." Includes teaching without a major, with only a minor or without any endorsement.
New Teacher	A teacher with less than one year of experience.
Inexperienced Teacher	A teacher with three or fewer years of teaching experience.
Effective Teacher	Defined in pending legislation (See Appendix I)
Minority Student	A student who is reported as a race or ethnicity other than White.
Low-Income (Poor) Student	A student who is reported as eligible for free or reduced price meals.
Rural	Census-defined rural territory (NCES)
Urban	Territory inside an urbanized area (NCES)
Town	Territory inside an urban cluster (NCES)
Suburban	Territory outside a principal city and inside an urbanized area (NCES)

Oklahoma's selection of these key terms for analysis was guided by federal statutory terms and guidelines, research evidence and internal discussion. Federal guidelines require the exploration of the distribution of out-of-field and unqualified teachers. The importance of these factors is also supported in the research. A study from the Center for Public Education, for instance, identified content knowledge and teacher training/credentials as two key characteristics of an effective teacher. To enrich the analysis and make it more relevant for Oklahoma, the EAEE Plan also explores the distribution of new and inexperienced teachers. The inclusion of new and inexperienced teachers in the analysis is based on research evidence which finds that new and inexperienced teachers are less effective, on average. The same study from the Center for Public Education also identified teaching experience as another one of the five characteristics of an effective teacher. Another study by Rivkin, Hanushek & Kain (2005) also provides evidence that

students of experienced teachers attain significantly higher levels of achievement than students of new and inexperienced teachers (less than three years of experience).

Current legislation includes a five tier rating system for the effectiveness of teachers.

1. Superior
2. Highly Effective
3. Effective
4. Needs Improvement
5. Ineffective

Once these ratings are implemented, effective teachers will be defined as the legislation from Senate Bill 706 outlines (see Appendix I). While Oklahoma has yet to finalize a Teacher Leader Effectiveness Evaluation system, the EAEE Plan also includes preliminary evidence on teacher effectiveness as measured through qualitative teacher evaluations, which are currently already in use.

Finally, in defining the terms for analysis, it is important to note that there are individual teachers who are highly effective although they lack one or more of the factors OSDE identified for analysis (content knowledge, teaching experience, professional certification, and effective teacher rating). Likewise, there are ineffective teachers who have all of these traits. We nonetheless examine these measures since the presence of these qualities is more likely to produce positive outcomes for students ("Teacher Quality and Student Achievement").

DATA SOURCES

OSDE used data from 2013-2014 from several sources to conduct the rest of this analysis. Table 4 summarizes these data sources.

TABLE 4 DATA SOURCES

Data Source	Description
School Personnel Records (SPR)	District certified teacher and support personnel reports that include employment data for all certified and support school employees.
Teacher Certification	Teacher certification data, including certification route, subject(s) and degree-granting institution.
The WAVE	Student information database that includes student demographic, enrollment, teacher and course data.
Teacher Evaluation Pilot Data	District certified qualitative data from teacher evaluation rubrics.

Notably, since the teacher effectiveness system is still under development and has not been fully implemented, the teacher evaluation data are preliminary and incomplete. For example, qualitative teacher effectiveness data from teacher evaluation is available for only 37,080 of 49,156 total teachers (33,992 of 41,118 FTE teachers).

For the stakeholder PowerPoint (Appendix E), OSDE also included 2011-2012 data from the state profile produced from the Civil Rights Data Collection.

In the future, we plan to include additional years of data to demonstrate whether gaps are a one-time occurrence or an ongoing issue.

APPROACH

In order to better understand gaps in the equitable distribution of students *across schools*, OSDE conducted a school-level gap analysis. The goal of this analysis was to identify gaps in the equitable distribution of new, inexperienced, alternatively certified and effective teachers for poor and minority students.

The analysis consisted of three steps. First, the 25th and 75th percentile values for the student level variables were calculated. These values are summarized in Table 5 below.

TABLE 5 SUBGROUP QUARTILES

Student Group	Low Quartile	High Quartile
Poverty	52%	80%
Minority	31%	58%

Next, schools were classified into the low or high quartiles of each group based on the percent of students at their school in each student group. Schools with 52% percent or fewer poor students were labeled as low poverty quartile (LPQ) schools. Schools with 80% or more poor students were labeled as high poverty quartile (HPQ) schools. Schools with 31% percent or fewer minority students were labeled as low minority quartile (LMQ) schools. Schools with 58% or more minority students were labeled as high minority quartile (HMQ) schools.

Finally, OSDE calculated the average percent of new, inexperienced, unqualified teachers and average teacher effectiveness ratings for all quartile groups.

RESULTS

The following sections outline the results of the data analysis for each of the defined terms.

OUT-OF-FIELD TEACHERS

Fewer than 1% of all teachers met OSDE's definition for out-of-field teachers. Analysis of gaps based on these variables therefore produced no meaningful results. Consequently, out-of-field teachers will not be a focus of the equitable access plan for 2015.

UNQUALIFIED TEACHERS

Equity gap analysis revealed a noticeable gap in the equitable distribution of unqualified teachers for poor students and a significant gap for minority students. The results of these analyses are shown in Table 6. Statewide, 17.5% of teachers are unqualified. In high-poverty schools, however, 19.4% of teachers are unqualified compared to 16.8% in low-poverty schools—a 2.6% gap. A more significant gap exists in high-minority schools; 20.5% of teachers are unqualified, on average, compared to only 15.7% of teachers in low-minority schools—a 4.8% equity gap.

TABLE 6 TEACHER PREPARATION AND EXPERIENCE GAP ANALYSIS: ALL SCHOOLS

Group	Percent of Unqualified Teachers
All Schools	17.5%
HPQ	19.4%
LPQ	16.8%
Income Gap	2.6%
HMQ	20.5%
LMQ	15.7%
Minority Gap	4.8%

In order to understand how these gaps vary by geographical region, OSDE also conducted separate analyses comparing rural and small town schools to urban and suburban schools. Examining the schools in the top and bottom poverty and minority quartiles revealed underrepresentation of rural schools in both quartiles. Most of the schools in the high poverty and minority quartiles were located in cities while many of the low poverty and minority quartile schools were located in suburban settings. In order to ensure adequate representation of schools in different geographical settings and provide meaningful results for LEAs in different geographical settings, OSDE thought it was important to conduct geographic sub-group analyses.

Interestingly, equity gaps differ significantly for rural and small town schools relative to urban and suburban schools. As Tables 7 illustrates, schools in rural areas and small towns[1] have similar shares of unqualified teachers. In urban and suburban areas from Table 8, however, the gap is 8.2%. Similar trends are seen in minority gaps as well. This analysis suggests that inequities are much more pronounced in urban and suburban schools in Oklahoma relative to rural areas and small town schools.

[1] As classified by NCES

TABLE 7 GAP ANALYSIS: RURAL AND SMALL TOWN SCHOOLS

Group	Percent of Unqualified Teachers
All Schools	16.2%
HPQ	15.6%
LPQ	16.7%
Income Gap	-1.1%
HMQ	15.2%
LMQ	16.0%
Minority Gap	-0.8%

TABLE 8 GAP ANALYSIS: URBAN AND SUBURBAN SCHOOLS

Group	Percent of Unqualified Teachers
All Schools	21.2%
HPQ	25.1%
LPQ	16.9%
Income Gap	8.2%
HMQ	26.4%
LMQ	13.9%
Minority Gap	12.5%

NEW AND INEXPERIENCED TEACHERS

Equity gap analysis revealed significant gaps in the equitable distribution of new and inexperienced teachers for poor and minority students. The results of these analyses are shown in Table 9. Statewide, 6.7% of teachers are new and 21.6% are inexperienced. In high-poverty schools, however, 9.5% of teachers are new, on average, compared to only 5.5% of teachers in low-poverty schools—a 4% equity gap. The gap is even greater—9.2%—for the percent of teachers with three or fewer years of experience.

The similar gaps exist for high-minority schools. In high-minority schools, 9.8% of teachers are new, on average, compared to only 5.4% of teachers in low-minority schools—a 4.4% equity gap. In high-minority schools, 27.2% of teachers are inexperienced, on average, compared to only 19.4% of teachers in low-minority schools—a 7.9% equity gap.

TABLE 9 TEACHER PREPARATION AND EXPERIENCE GAP ANALYSIS: ALL SCHOOLS

Group	Percent of New Teachers	Percent of Teachers with Three or Fewer Years of Experience
All Schools	6.7%	21.6%
HPQ	9.5%	27.9%
LPQ	5.5%	18.8%
Income Gap	4.0%	9.2%
HMQ	9.8%	27.2%
LMQ	5.4%	19.4%
Minority Gap	4.4%	7.9%

The percent of new and inexperienced teachers differs significantly for rural and small town schools compared to urban and suburban schools. As Tables 10 illustrates, schools in rural areas and small towns have a 4.3% difference between the percent of teachers with three or fewer years of experience in high and low poverty schools. Table 11 shows that in urban and suburban areas, however, the gap is 16%—about four times greater. Similar trends are seen in minority gaps as well. This discrepancy suggests that inequities are much more pronounced in urban and suburban schools in Oklahoma relative to rural areas and small town schools.

TABLE 10 GAP ANALYSIS: RURAL AND SMALL TOWN SCHOOLS

Group	Percent of New Teachers	Percent of Teachers with Three or Fewer Years of Experience
All Schools	5.7%	19.1%
HPQ	7.0%	22.1%
LPQ	5.2%	17.9%
Income Gap	1.8%	4.3%
HMQ	6.6%	19.6%
LMQ	5.2%	19.1%
Minority Gap	1.4%	0.5%

TABLE 11 GAP ANALYSIS: URBAN AND SUBURBAN SCHOOLS

Group	Percent of New Teachers	Percent of Teachers with Three or Fewer Years of Experience
All Schools	10.0%	28.9%
HPQ	13.3%	36.8%
LPQ	6.3%	20.8%
Income Gap	7.1%	16.0%
HMQ	13.3%	35.8%
LMQ	6.1%	21.0%
Minority Gap	7.1%	14.8%

EFFECTIVE TEACHERS

Analysis on preliminary teacher and leader evaluation data from 2013-2014 revealed gaps in the equitable distribution of effective teachers for poor and minority students. As shown in Table 12, statewide, the average qualitative teacher evaluation score is 3.61. In high-poverty schools, however, the average score is 3.57 compared to 3.66 in low-poverty schools—a .09 equity gap.

A small gap also exists among teachers in high-minority versus low-minority schools. As Table 12 demonstrates, in high-minority schools the average qualitative teacher evaluation score of teachers is 3.6. In low-minority schools, the average score in 3.62—a .02 equity gap.

TABLE 12 TEACHER EFFECTIVENESS GAP ANALYSIS: ALL SCHOOLS

Group	Qualitative Scores from Teacher Evaluations
All Schools	3.61
HPQ	3.57
LPQ	3.66
Income Gap	.09
HMQ	3.60
LMQ	3.62
Minority Gap	.02

Equity gaps for the effectiveness metric also differ significantly for rural and small town schools relative to urban and suburban schools. As Tables 13 illustrates, schools in rural areas and small towns have a .13 difference in the average qualitative teacher evaluation scores between high and low poverty schools. Table 14 shows that in urban and suburban areas, however, the gap is .04—about three times smaller. Similar trends are seen in minority gaps as well. This suggests that inequities in the qualitative scores from teacher evaluations are much more pronounced in rural and small town schools in Oklahoma relative to urban and suburban schools.

TABLE 13 TEACHER EFFECTIVENESS GAP ANALYSIS: RURAL AND SMALL TOWN SCHOOLS

Group	Qualitative Scores from Teacher Evaluations
All Schools	3.55
HPQ	3.49
LPQ	3.62
Income Gap	.13
HMQ	3.49
LMQ	3.59
Minority Gap	.10

TABLE 14 TEACHER EFFECTIVENESS GAP ANALYSIS: URBAN AND SUBURBAN SCHOOLS

Group	Qualitative Scores from Teacher Evaluations
All Schools	3.71
HPQ	3.69
LPQ	3.73
Income Gap	.04
HMQ	3.71
LMQ	3.71
Minority Gap	0

GAPS

The above data and analyses support the presence of the following three equity gaps:

- Gap #1 – Fewer qualified teachers in high poverty and high minority schools.
- Gap #2 – Fewer experienced teachers in high poverty and high minority schools.
- Gap #3 – Fewer effective teachers in high poverty and high minority schools.

The root causes for these equity gaps are discussed in the following section.

ROOT CAUSES OF EQUITY GAPS

APPROACH

FOCUS GROUPS

Focus group facilitators used the protocol from the Root-Cause Analysis Workbook produced by the Center for Great Teachers and Leaders (GTL) at the American Institutes for Research (AIR) to guide the root-cause analysis. The process involved:

1. Reviewing relevant and available data
2. Identifying equity gaps found in the data
3. Analyzing root causes through a series of fishbone diagram activities
4. Connecting root-causes to practical strategies

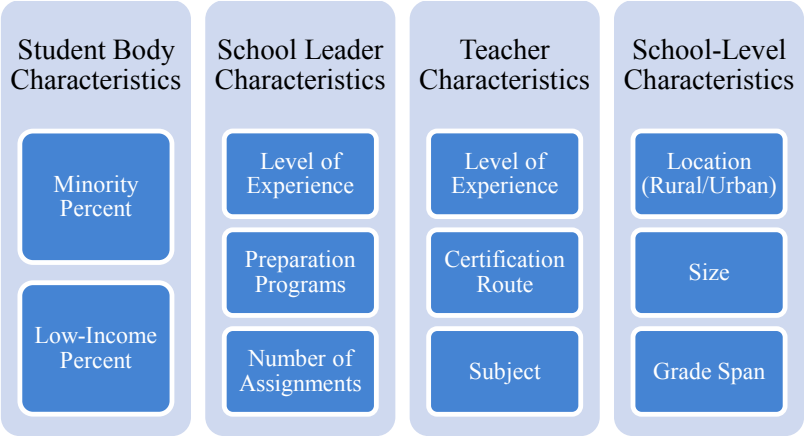
This process resulted in the identification of several root causes for inequities related to issues including school climate and culture, a devalued educational culture, teacher shortage, a lack of support for teachers and ineffective teacher retention policies and strategies, among others. For a detailed list of the root causes identified, please see the challenge statements in Appendix F.

In order to better understand these root causes and how to best address them, OSDE is conducting additional qualitative research on these topics. Specifically, OSDE is completing a series of interviews with both teachers and administrators and will conduct a survey examining shared perspectives. The details of the approaches to both the interviews and survey are described below.

INTERVIEWS

OSDE is conducting a series of interviews with both teachers and administrators. The purpose of these interviews is to further explore the factors that support or hinder their success in diverse settings. Using the factors identified in the focus groups, OSDE developed a semi-structured interview protocol (Appendix G) with questions aiming at unpacking the root causes identified in the focus groups. To this end, OSDE is interested in how factors such as professional development or school environment support—or fail to support—success and persistence in diverse classrooms. OSDE is also interested in understanding what its staff can do to better support and improve teacher experiences, satisfaction and persistence towards the ultimate goal of closing equity gaps and improving overall student success.

FIGURE 4 SAMPLING PARAMETERS



As summarized in Figure 4, OSDE is interviewing principals and teachers in a wide variety of settings. Principals and teachers working in schools with large poor and minority populations are being interviewed so that we may better understand the unique challenges they face. Likewise, we are also interviewing new and inexperienced principals and teachers as well as teachers who entered the field through different pathways in order to understand how we may better support them. We are also interviewing teachers who teach different subjects so that we can understand how their experiences differ relative to teachers teaching other subjects. Finally, we are interviewing educators in a wide variety of school settings. We are interviewing educators in rural as well as urban schools, in small and large schools and in elementary, middle and high schools. By sampling a diverse set of educators in a diverse set of schools, we hope to identify common solutions as well as issues that require differentiated solutions.

SURVEY

Using data derived from the interviews, OSDE will identify the most salient findings regarding root causes for equity gaps as well as solutions to better support educators in their work to close them. We will then develop a survey based on this evidence in order to quantify the extent to which the thoughts and opinions of the interview subjects are shared with other educators across the state. The results of this survey will help us identify the most widespread challenges and supports to educating students in a wide variety of settings and closing equity gaps. The findings will also help us identify the most promising solutions and help us leverage state resources for maximal impact.

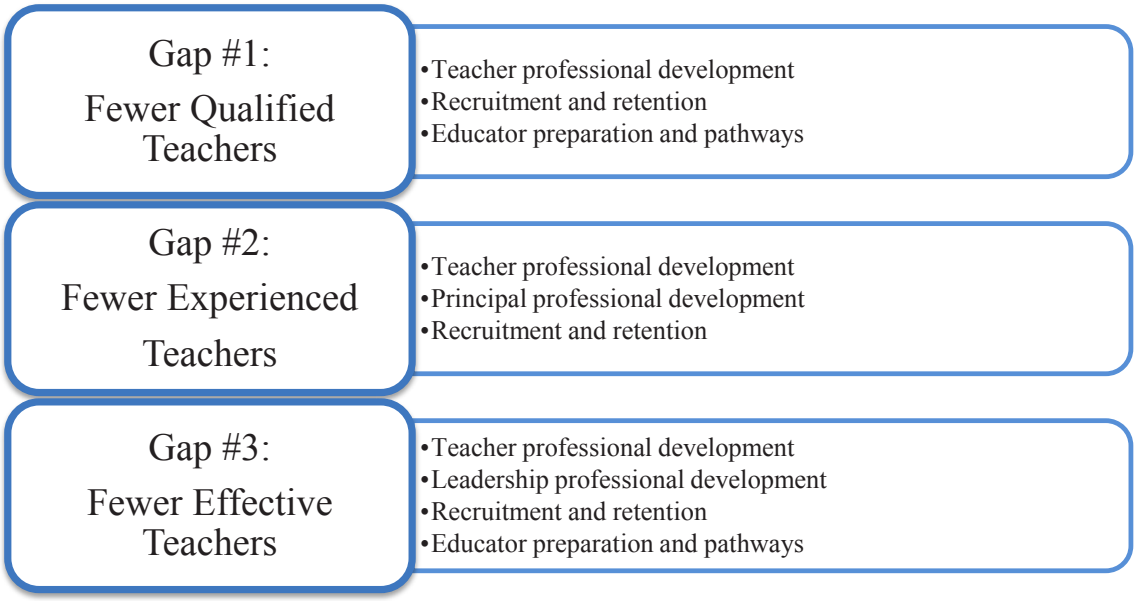
STRATEGIES FOR ELIMINATING EQUITY GAPS

The stakeholder engagement process resulted in the identification of the following specific strategies to shrink equity gaps in Oklahoma:

- Professional development and mentoring for teachers in high-poverty/high minority schools
- Professional development for principals in high-poverty/high-minority schools
- Improved recruitment and retention practices
- Improved educator preparation and pathways

These strategies reflect and align with the root causes identified in the root cause analysis. Figure 5 summarizes the strategies that address each gap. This section describes each strategy in detail and outlines the mechanisms by which it intends to reduce equity gaps.

FIGURE 5 STRATEGIES TO ADDRESS GAPS



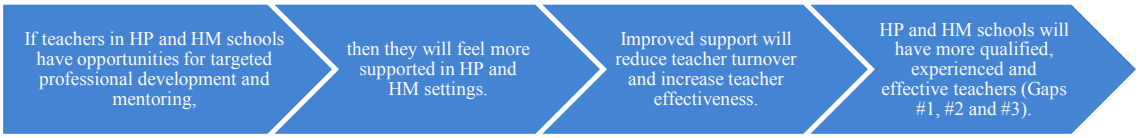
DEVELOPMENT OF THE TLE SYSTEM

Notably, while not a strategy in and of itself, the further development and eventual full implementation of Oklahoma's TLE evaluation system is necessary for the successful implementation of the strategies outlined in this section for three main reasons. First, the TLE evaluation system provides the state with important data for understanding the distribution of effective teachers in Oklahoma and setting targets for closing gaps. Secondly, the TLE evaluation system provides principals with useful data on teacher effectiveness that can help them identify their most effective teachers. Additionally, it can also help principals identify areas for professional development for teachers. Finally, the TLE evaluation system serves teachers by

helping them understand and address their strengths and areas for development. Most important, it can also help them identify opportunities for targeted professional development. Specifically, providing meaningful and relevant professional development for teachers requires the following:

1. Make evaluation system to improve practice
2. Ensure principals have ability to rate accurately and give high quality feedback
3. Ensure that principals can direct or provide teachers with resources to improve practice
4. Help districts develop data capacity to disaggregate evaluation data by domain, by school

STRATEGY ONE: PROFESSIONAL DEVELOPMENT AND MENTORING FOR TEACHERS IN HIGH-POVERTY/HIGH MINORITY SCHOOLS



PROFESSIONAL DEVELOPMENT

Stakeholders expressed a strong desire for meaningful and practical professional development opportunities for teachers in high-poverty (HP) and high-minority (HM) settings. Teachers said that they love it when they can go to a professional development session and leave with immediate applications for their classrooms. Currently, however, most professional development opportunities are delivered at the district-level and do not accurately serve the varied needs of the Oklahoma teachers and particularly teachers in high-poverty and high-minority settings.

In order to address this root cause, OSDE intends to help provide more meaningful professional development to educators that reflects the voice and needs of Oklahoma educators. We support the implementation of professional development opportunities that:

1. Extend over long periods of time
2. Engage teachers as active learners
3. Focus on combining content and pedagogy
4. Include opportunities for practice, feedback and reflection rather than one-day workshops

Evidence from "Teacher Quality and Student Achievement" suggests these four factors are associated with professional development opportunities that have the greatest impact.

Since we do not currently have the resources to provide comprehensive professional development in-person, we will focus our efforts initially on virtual and regional options. Also as part of our support of priority and focus schools (many of which are high-poverty and high-minority), OSDE also intends to offer assistance in developing meaningful professional development opportunities to teachers in these schools as part of the school turnaround process.

MENTORING

Evidence from "Collaboration: Closing the Effective Teaching Gap" (2009) shows that when teachers are given time and tools to collaborate with their peers, they are more likely to teach effectively and remain in the high-needs schools that need them most. Stakeholders in the focus groups echoed this research finding, stating they find great value in peer-to-peer mentoring and that quality mentoring (or lack of it) is an important part in their decision about whether or not to stay in the teaching profession.

Previously, Oklahoma had a resident teacher mentoring program for first year teachers. Each new teacher was supported by a committee of three people: a veteran teacher at his or her school, his or her school principal and a faculty mentor from a teacher preparation program. Notably, a high-poverty, high-minority district in a small town deemed that mentoring was important, so it has since always projected those costs. Even in times of financial difficulty, the district continued to fund a mentoring program because it met with the district's beliefs and strategic planning. Focus group participants expressed a strong desire to bring this program back. They said that it was particularly valuable for first-year teachers to have on-site support from a veteran teacher and principal. Veteran teachers and principals expressed interest in being mentors as well. As one special education expert stated, "No one says no [to being a mentor] when they are dedicated to the profession and doing meaningful work."

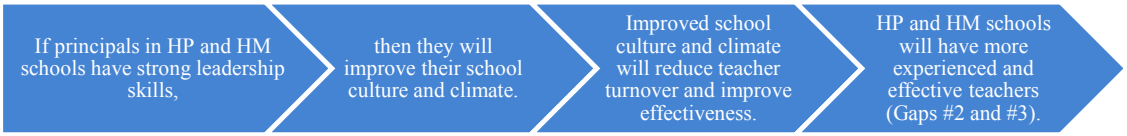
OSDE would like to work with other groups such as the State Regents for Higher Education, OEQA and teacher preparation programs to reinstate a statewide mentoring program for first year teachers. OEQA is currently piloting and evaluating an induction mentoring program that could prove promising. Since a statewide mentoring program would require legislative action, OSDE and its partners plan to champion for this cause. While we will do our best to obtain legislative approval for this program, if we are not able to ultimately offer such a program, we will provide some mentoring sessions as an agency to support first-year teachers, many of whom are in high-poverty and high-minority schools.

We also think it is important to provide training to mentors. In one focus group, a special education teacher reported that he was asked to be a mentor, but did not feel equipped to do so. He had no preparation and did not know how to effectively mentor. As a state, we intend to identify schools with the highest rates of new teachers–many of which are in high-poverty and high-minority schools–and offer mentor training services to them.

Key Metrics for Monitoring and Evaluation

- Percent of teachers in high-poverty, high-minority schools who report feeling supported in their professional growth
- Percent of teachers in high-poverty, high-minority schools who report being satisfied with their PD experiences
- Number of mentored teachers in high-poverty, high-minority schools
- Number of mentors in high-poverty, high-minority schools
- Number of mentors participating in mentor training services

STRATEGY TWO: PROFESSIONAL DEVELOPMENT FOR PRINCIPALS IN HIGH-POVERTY/HIGH-MINORITY SCHOOLS



Stakeholders reported school culture and climate as one of the key root causes for equity gaps. Focus group participants noted that they thought it was the role of the principal to set the tone of the building and foster a positive school climate marked by high academic expectations, cultural sensitivity and professionalism. Teachers in the focus groups said that they feel dissatisfied when their building principal is not a true instructional leader, does not value them, does not understand them and does not know how to empower them to become leaders themselves.

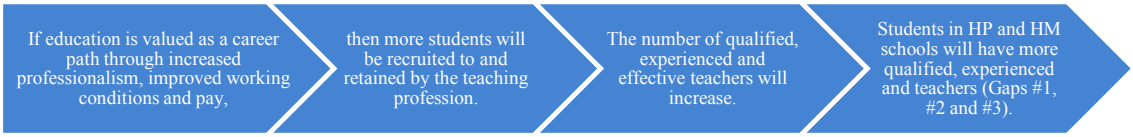
Given the importance stakeholders placed in the principal's role in developing the school culture and environment, focus group participants noted that principals in high-minority and high-poverty settings may benefit from professional development aimed at improving their leadership skills. For instance, principals may benefit from cultural competency training to help them understand the importance of diversity and how to effectively lead instruction in a diverse setting. Principals may also benefit from increased knowledge about how to use data to drive instruction or obtain funding for their school, among other skills.

To help principals grow these skills and improve their effectiveness in leading high-poverty and high-minority schools, OSDE will offer trainings and resources to help new and existing principals in high-poverty and high-minority settings build these skills.

Key Metrics for Monitoring and Evaluation

- Number of principals who stay more than 5 years in high-poverty, high-minority schools
- Number of principals in high-poverty, high-minority schools participating in OSDE principal professional development
- Percent of principals in high-poverty, high-minority schools reporting being satisfied with their PD experiences
- Principal turnover rate in high-poverty, high-minority schools

STRATEGY THREE: IMPROVED RECRUITMENT AND RETENTION STRATEGIES

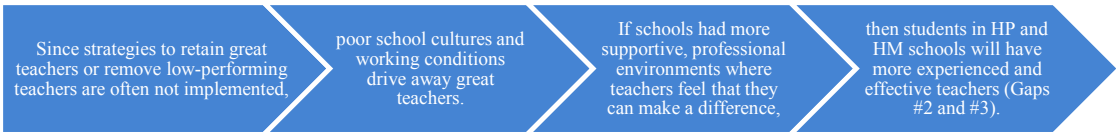


VALUING EDUCATION

Teaching is one of the most important career paths in our society. Members of society could not acquire their current career paths if it were not for teachers. Yet, compared to other professional occupations, public education in Oklahoma is not valued. Several misconceptions about the teaching profession still exist and teachers are often not treated with the respect and professionalism they deserve. It is important to the future of our state that we change this perception. We need to be able to attract high-quality teaching candidates and retain our effective teachers in order to develop our young people into a robust workforce and improve our economy. In this way, valuing the profession is synonymous with valuing our future.

To address this root cause, focus group participants noted the importance of recognizing the accomplishments of teachers. Teachers, often, do not seek attention for their accomplishments so it is up to principals, superintendents, OSDE and other stakeholders to recognize and praise the accomplishments of teachers. Also, while teachers are not primarily motivated by pay, OSDE believes that pay parity is nonetheless critical to fostering an environment in which education is valued and attracting and retaining top talent is enhanced. To this end, OSDE leadership is advocating for regional pay parity. By making Oklahoma teaching salaries more comparable to those in neighboring states, we hope to more effectively recruit and retain great teachers.

IMPLEMENTING STRATEGIES TO RETAIN GREAT TEACHERS



Research from *The Irreplaceables* suggests that principals are a critical factor in teacher retention. Findings include

- Policies to retain irreplaceables or remove low-performing teachers are not implemented.
- Poor school cultures and working conditions drive away great teachers.
- Policies give principals and district leaders few incentives to change their ways.

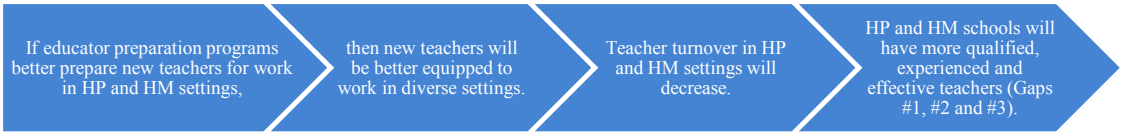
If principals are equipped to retain top teachers, equity gaps in high needs areas have the potential of being decreased.

Unfortunately, districts do not tend to rigorously review their processes of recruiting and retaining. They also do not study and track their retention and use that knowledge to craft smarter retention policies. To address this gap, OSDE is offering a session at our summer conference on "The Irreplaceables." This session will help principals learn specific strategies to retain their great teachers (the irreplaceables), which the TLE system will help them identify.

Key Metrics for Monitoring and Evaluation

- Teacher turnover in high-poverty, high-minority schools
- Teacher pay
- Number of high-poverty, high-minority schools implementing interventions to improve the school climate and culture
- Disparities in disciplinary actions between minority and non-minority students in high-poverty, high-minority schools, as an indicator of school climate

STRATEGY FOUR: IMPROVED EDUCATOR PREPARATION AND PATHWAYS



Since many new teachers teach in high-poverty and high-minority settings, efforts to better prepare teachers to teach in diverse settings are important. Equally important are efforts to attract more qualified and effective teachers and more minority teachers. To address this gap, OSDE, in partnership with the State Regents for Higher Education, plans to expand its Teach Oklahoma program and offer it in more high-poverty and high-minority schools. The mission of the Teach Oklahoma program is to encourage high performing high school juniors and seniors who possess exemplary interpersonal and leadership skills to consider teaching as a career. The program provides a curriculum based, hands-on approach educating students regarding the requirements to become a successful teacher and enabling students to put their knowledge to work through a classroom internship. In this way, Teach Oklahoma provides schools and districts with the opportunity to recruit homegrown professionals.

Key Metrics for Monitoring and Evaluation

- Number of high school students in high-poverty, high-minority schools completing the Teach Oklahoma program
- Percent of minority teachers in high-poverty, high-minority schools
- Percent of students majoring in education, as an indicator of interest in the teaching profession

TIMELINE

Table 15 outlines the timeline and parties involved for each of the aforementioned activities.

TABLE 15 ACTIVITIES TO ELIMINATE GAPS

Major Activities	Parties Involved	Organizer	Dates
Professional Development for Principals	OSDE	Executive Director of Professional Development	Summer 2015 (conference)
Professional Development for Teachers	OSDE	Executive Director of Professional Development	Summer 2016 (conference)
Recruitment and Retention Efforts (Higher Education; Teach Oklahoma)	OSDE OACTE OEQA State Regents for Higher Education	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA; Oklahoma Teacher Connection Coordinator	Fall 2015
Educator Preparation and Pathways (Higher Education; Teach Oklahoma)	OSDE OACTE OEQA State Regents for Higher Education	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA; Oklahoma Teacher Connection Coordinator	Fall 2015

ONGOING MONITORING AND SUPPORT

MEASURING PROGRESS TO ELIMINATE GAPS

Once implementation to address equity gaps begins, the OSDE will measure progress toward short and long term goals with particular focus on sustainable efforts that includes resources and funding. The path toward these goals includes (1) advocating for wrap-around funding of services for high minority and high poverty schools, (2) providing resources for quality, needs based professional development, and (3) holding district and building leadership accountable, through relevant and rigorous evaluations.

REPORTING PROGRESS OF ELIMINATING GAPS

Public reporting of the progress being made toward decreasing or eliminating equity gaps will begin immediately as legislation passes in the Spring of 2015. Notification of newly passed legislation will be broadcast through weekly email messages to district level leaders and through the OSDE website. Laser-focused advisory committee meetings will be continuous, deliberate and intentional to explore and solve equity gaps. The stakeholder groups will continue to stay engaged via the virtual forum. Feedback from this forum will be gathered and shared at TLE Commission monthly meetings as well as State Board of Education monthly meetings. The plan to conduct interviews with targeted individuals should prove to be a method of progress toward the goal of equity gap reduction. The EngageOK Summer Conference focuses on several sessions linked to equity gap awareness and strategies. The core group serving as the Advisory Committee for the state's EAEE Plan will stay in close contact with analytical working sessions. The state superintendent's Advisory Councils will be a critical avenue for reporting to the public. Beyond educator councils, some of those councils include parent groups, economic development and community advocacy. All major activities listed below will allow for a continuous process of updating the EAEE Plan.

TABLE 16 ACTIVITIES FOR MONITORING PROGRESS

Major Activity	Parties Involved	Organizer	Dates
Weekly Superintendent Message	OSDE	Executive Director of Communications	Spring 2015-Winter 2018
Equity Gap Literacy for Legislators	OSDE	Director of Government Affairs, Deputy Superintendent for Educator Effectiveness & Policy Research	Spring 2015-ongoing
Website	OSDE	Communication Department	Spring 2015-Winter 2018
TLE Commission Monthly Meetings	OSDE	Executive Director TLE	Spring 2015-Winter 2018
State Board Monthly Meetings	OSDE	Deputy Superintendent for Educator Effectiveness & Policy Research	Spring 2015 – Winter 2018

Virtual Forum	Stakeholders	Deputy Superintendent for Educator Effectiveness & Policy Research	Spring 2015 – Winter 2018
Educator Interviews	OSDE OEQA	Deputy Superintendent for Educator Effectiveness & Policy Research	Spring 2015-ongoing
EngageOK Summer Conference	OSDE LEAs	OSDE Cabinet	Summer 2015
Quarterly Advisory Analysis Committee	OSDE	Deputy Superintendent for Educator Effectiveness & Policy Research	Spring 2015-ongoing
State Superintendent's Advisory Councils	OSDE	Deputy Chief of Staff	Spring 2015-ongoing
Individual Public Presentations	OSDE	Deputy Superintendent for Educator Effectiveness & Policy Research	Spring 2015-ongoing

CONCLUSION

Driven by the belief that all students deserve great teachers, Oklahoma's Equitable Access to Excellent Educators (EAEE) Plan identifies gaps in the distribution of qualified, experienced and effective teachers in high-poverty and high-minority schools; proposes a set of potential root causes for these gaps; and outlines a specific set of strategies to shrink the gaps. The EAEE Plan reflects thoughtful input from a wide variety of stakeholders and is designed to evolve over time through ongoing monitoring, support and engagement. Rooted in a Theory of Action in which Oklahoma has qualified, experienced and effective teachers, values education, is adequately preparing its students for the workforce and has a unified voice as our guiding vision, Oklahoma's Equitable Access to Excellent Educators plan is a reasonable and realistic agenda for positive impact in our state's quest for equity of opportunity. We and our stakeholders believe in and are committed to this goal. As one educator explains, "It's about the kids – my heart is in high-poverty and high-minority schools; we are their only hope and it is a pretty awesome responsibility."

APPENDIX A – DETAILED PROCESS TIMELINE

ADVISORS, REVIEWERS, & PARTNERS IN WORK

Major Activity	Parties Involved	Organizer	Dates
Identify stakeholder groups	OSDE; ESAN	Executive Director of Systems Approach to Building quality Schools	Fall 2014
Technical Assistance	GTL Center	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA	Winter 2015
Gather and Review Data	OSDE; OEQA	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA	Winter 2015
Recruit stakeholder groups	OSDE; OEQA	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA	Winter 2015
Equitable Access Support Network Targeted Coaching (included site visit)	OSDE; OEQA	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA	Winter – Spring 2015
Meet with Advisory Committee	OSDE; OEQA; SC3	Deputy Superintendent for Educator Effectiveness and Policy Research	Winter 2015
Build Equitable Access website and communication tools for two-way feedback loops	OSDE Tech. Support and staff	Deputy Superintendent for Educator Effectiveness and Policy Research	Winter 2015
Prepare Data materials for stakeholders	OSDE; OEQA	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA; OSDE Data Scientist	Winter 2015
Meet with Eight Stakeholder Groups	Stakeholders (approx. 64) *Advisors*	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA	Winter 2015
Collect and Collate stakeholder input on equity gaps and root cause analysis	OSDE; OEQA	Deputy Superintendent for Educator Effectiveness and Policy Research	Spring 2015
Meet with Advisory Committee	OSDE; OEQA; SC3	Deputy Superintendent for Educator Effectiveness	Spring 2015

Equitable Access to Excellent Educators Plan

Major Activity	Parties Involved	Organizer	Dates
Interviews	Identified interviewees (HP/HM school leaders/teachers and other stakeholders)	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA	Spring 2015
Implementation through feedback loops	Stakeholders *Advisors*	Deputy Superintendent for Educator Effectiveness and Policy Research; Executive Director of OEQA	Spring 2015
Review of Plan	Stakeholders *Reviewers*	Deputy Superintendent for Educator Effectiveness and Policy Research; OSDE Data Scientist	Spring 2015
Implementation Progress Meeting	Stakeholders *Partners in Work*	Deputy Superintendent for Educator Effectiveness and Policy Research	Fall 2015
Progress and Monitoring	Stakeholders *Partners in Work*	Deputy Superintendent for Educator Effectiveness and Policy Research	Twice per year through Winter 2018

APPENDIX B – ADVISORY COMMITTEE

Name	Position	Agency
Melissa White	Executive Director, ACE/Counseling	OSDE
Cindy Koss	Deputy Superintendent, Academic Affairs & Planning	OSDE
Todd Loftin	Executive Director, Special Education Assessment & Instruction	OSDE
Joanie Hildenbrand	Assist. Superintendent, Child Nutrition	OSDE
Melissa McGavock	Director, Federal Programs, Bilingual/Migrant Educ.	OSDE
Jennifer Lamb	Director, Elementary Mathematics	OSDE
Joshua Flores	Director, Secondary English Language Arts	OSDE
Ramona Coats	Executive Director, Federal Programs	OSDE
Jeff Smith	Executive Director, Certification	OSDE
Sonia Johnson	Executive Director, Parent & Community Engagement	OSDE
Gloria Bayouth	Executive Director, Federal Programs	OSDE
Shellie Gammill	Accreditation	OSDE
Robyn Miller	Deputy Superintendent for Educator Effectiveness and Policy Research	OSDE
Desarae Witmer	Executive Director of School Turnaround	OSDE
Megan Clifford	Data Scientist	OMES
Sherry Labyer	Executive Director	OEQA
Sarah Hall	Associate Director, Technical Assistance	South Central Comprehensive Center

APPENDIX C – STAKEHOLDER LIST

Teachers	Affiliation
Jason Proctor	H.S. Mathematics, Tahlequah, Teacher of the Year 2015
Michael Rogers	5th grade, Blackwell, District Teacher of the Year 2015
Kari Monholland	9th grade English, Millwood, District Teacher of the Year 2015
Kris Zorn	4th grade, Bartlesville, District Teacher of the Year 2015
Stacy Ford	Elementary Librarian, Norman, District Teacher of the Year
Veronica Johnson	Mathematics, OKC, Dove Academy
Misty Rangle	1st grade, Collinsville
Seth Meier	Special Education, Mid-Del
Tina Roger	Middle School Science, Woodward
Genia Harber	High School Social Studies, Wister
Parents/Students	Affiliation
Christopher Stockton	Senior, Oklahoma State University
Dillon Stanley	Sophomore, University of Oklahoma
Kayla Bickell	Senior, Mustang High School
Anjali Kumari	Senior, Northwest Classen High School, OKC
Stacey Husted	Parent, Blackwell
Mike Daffin	Parent, Sallisaw
Chris Deal	Parent/School Board Member, Duncan
Dianna Carter	Parent/PTA President, Putnam City
Jim Blevins	Parent/School Board Member, Elk City
Administrators	Affiliation
Steve Dunham	Principal, Comanche High School
Dr. Sean McDaniel	Superintendent, Mustang
Dr. Jeanene Barnett	Superintendent, Bristow
Melissa Hitt	Principal, Elgin
Dr. Tom Diehgan	Superintendent, Lawton
Merry Stone	Assistant Superintendent, Duncan
Kathy Dunn	Assistant Superintendent, Mid-Del
Heather Zacharias	Principal, John Adams Elementary, OKC
School Personnel	Affiliation
Mashon Edge	Psychologist, Deer Creek
Kasey Brenneis	Director, Human Resources, Duncan
Charleen Hudson	Title IIA Coordinator, OKC
Talia Shaull	Chief Human Capital Officer, Tulsa
Beth Richert	Director, Instructional Technology, Clinton
Gena Koster	Director, Secondary Special Education, Broken Arrow
Amy Spiva	Registered Nurse, Elementary, Stillwater
Lorrie Conley	Middle School Counselor, Antlers
Christy Prather-Skinner	Counselor, Boulevard Academy Alternative, Edmond
Jana Burke	Executive Director of Teacher & Leadership, Tulsa Public Schools

Education Organizations	Affiliation
Shawn Hime	Executive Director, Oklahoma State School Board Association
Alicia Priest	Vice President, Oklahoma Educators Association
Steven Crawford	Executive Director, Cooperative Council for Oklahoma School Administration
Ginger Tinney	Executive Director, Professional Oklahoma Educators
Kathy Adams	President, United Suburban Schools Association
Robert Trammell	President, Organization of Rural Oklahoma Schools
Cathryn Franks	Board Member, State Board of Education
Ryan Owens	Executive Director, United Suburban Schools Association
Economic Development	Affiliation
Steven Hendrickson	Director of Government Operations, Boeing
	Community Outreach, Devon
Marilyn Feaver	Executive Director, Southern Oklahoma Impact Coalition
Cynthia Reid	Sr. Vice President of Communications & Marketing, OKC Chamber of Commerce
Dr. Phyllis Hudecki	Executive Director, Oklahoma Business & Education Coalition
Keith Wilson	Executive Director, Oklahoma Juvenile Affairs
Jari Askins	Interim Executive Director, Oklahoma Pardon & Parole Board
Tim Burg	Executive Director, Shawnee Economic Development Foundation
Jonathan Small	Executive Vice President, Oklahoma Council of Public Affairs
Michael Southard	President, Ada Jobs Foundation
Higher Education/ Teacher Preparation	Affiliation
Dr. Bryan Duke	Associate Dean, College of Education, University of Central Oklahoma
Dr. Stan Sanders	Chair, Teacher Education, Northeastern State University
Dr. Stacy Reeder	Chair, Instructional Leadership & Academic Curriculum, University of Oklahoma
Dr. Lisa Huffman	Dean, School of Education, Cameron University
Dr. Jennifer Job	Assistant Professor, Curriculum & Instruction, Oklahoma State University
Dr. Lois Lawler Brown	Chair, Education Department, Oklahoma City University
Dr. Beverly Devries	Professor, School of Education, Southern Nazarene University
Dr. Ruth Jackson	Chair, Teacher Education, Langston University
Dr. Vanessa Anton	Associate Dean, College of Education, Northeastern State University
Dr. Brenda Sherbourne	Dean, College of Education, East Central University
Community Agencies	Affiliation
Brent Bushey	Executive Director, Oklahoma Public School Resource Center
Joan Korenbilt	Executive Director, Respect Diversity Foundation
Dr. Raúl Font	President/Executive Director, Latino Community Development Agency

Julia Sterr	Child Welfare Services, Oklahoma Department of Human Services
Danny Wells	Executive Officer, Education, Chickasaw Nation
Lynne Chatfield	Public School Director, Chickasaw Nation
Travis Hartfield	Coordinator, Office of Community & Faith Engagement, Oklahoma Department of Human Services
Jake Yunker	Deputy Policy Director, Office of Governor Fallin
Phil Gover	Teach for America
Sandra Kent	Executive Director, OKLA+ Schools

APPENDIX D – STAKEHOLDER INVITATION LETTER

STATE OF OKLAHOMA
OFFICE OF THE GOVERNOR

March 16, 2015

Dear Stakeholder,

Please accept this letter as an invitation to participate in an important stakeholder group commitment. The critical work described below would require your valued perspective as an advisor, reviewer, and monitor over the next several months.

On July 7, 2014, the U.S. Department of Education announced the ***Excellent Educators for All*** initiative to help states and school districts support high quality educators for the students who need them most. As a key piece of the initiative, each state is required to submit a *State Plan to Ensure Equitable Access to Excellent Educators* by June 2015 describing how the state education agency (SEA) will make certain minority students and low-income students are taught by experienced, qualified, or in-field teachers at the same rate as other students. As Oklahoma seeks to compile this information, we request your engagement on our state's plan.

If you are willing to participate in this unique opportunity, we ask that you first attend one of the stakeholder group meetings that will be held in March and April. In the coming week, you will be contacted to finalize your commitment and determine which stakeholder group meeting date best fits your schedule. Following this meeting, you would be expected to electronically engage in continued conversations as we determine strategies for closing the identified gaps and monitoring the plans developed from the stakeholder meetings.

Thank you for your dedication to education in Oklahoma. Ultimately, we hope you will choose to engage in this effort to sustain equitable access to excellent educators. Again, you will be contacted directly as a follow-up to this letter.

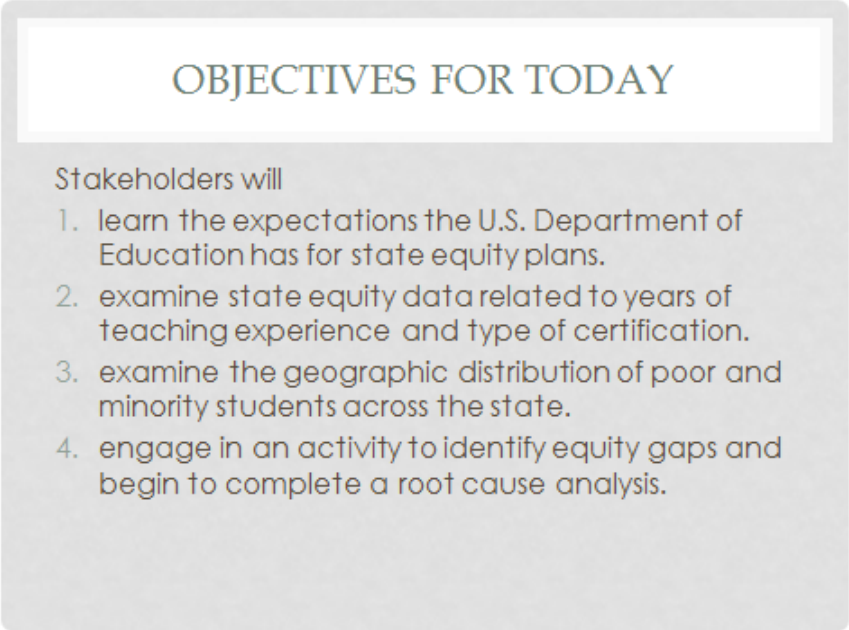
Mary Fallin
Governor

Joy Hofmeister
State Superintendent for Public Instruction

SUITE 212 • STATE CAPITOL BUILDING • OKLAHOMA CITY, OKLAHOMA • 73105 • 405/521-2342

recycled paper

APPENDIX E – POWER POINT AT STAKEHOLDER MEETINGS



U.S. DEPARTMENT OF EDUCATION

Announced in July 2014 – State Education Agencies (SEAs) are to develop State Plans to Ensure Equitable Access to Excellent Educators

Submission date June 1, 2015

U.S. DEPARTMENT OF EDUCATION EXPECTATIONS

- Stakeholder Engagement
- Identification of Equity Gaps
- Root Cause Analysis of the Identified Equity Gaps
- Steps to eliminate Equity Gaps
- Measures and Methodology for Evaluating Progress
- Public Reporting on the Progress

U.S. DEPARTMENT OF EDUCATION REQUIREMENT

Calculate Equity Gaps between the rates which minority children and impoverished children are taught by **inexperienced**, **unqualified**, or **out-of-field** teachers compared to rates at which other children are taught by these teachers

U.S. DEPARTMENT OF EDUCATION ALLOWANCE

Encourages states to also look at Equity Gaps for other sub-groups, including English Language Learners and students with disabilities

PRELIMINARY DATA: STATE PROFILE

About this State	
Number of Schools	1,773
In each quartile	Approximately 443
Number of Districts	529
Total Student Enrollment	666,011
Total Number of Teachers	41,254

Average Percent of Students in Poverty		Average Percent of Minority Students	
All Schools	61%	All Schools	46%
Highest Poverty Quartile Schools (HPQ)	90%	Highest Minority Quartile Schools (HMQ)	74%
Lowest Poverty Quartile Schools (LPQ)	35%	Lowest Minority Quartile Schools (LMQ)	23%

SCHOOL LOCALE DEFINED

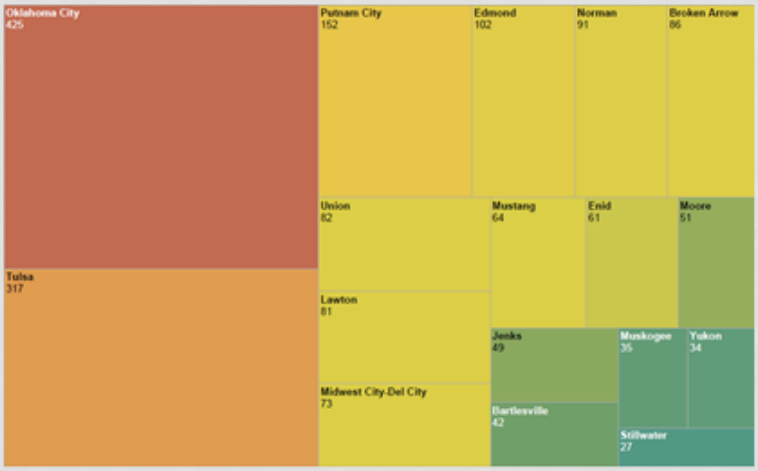
- City
- Suburb
- Town
- Rural

- Each subdivided into three subcategories (handout provided)

DISTRICTS WITH THE MOST NEW TEACHERS

District	Number of New Teachers	Number of Total Teachers	Percent of New Teachers
Oklahoma City	425	2,897	15%
Tulsa	317	2,654	12%
Putnam City	153	1,259	12%
Edmond	102	1,433	7%
Norman	91	990	9%
Broken Arrow	86	1,103	8%
Union	82	895	9%
Lawton	81	970	8%
Midwest City-Del City	73	882	8%
Mustang	64	644	10%

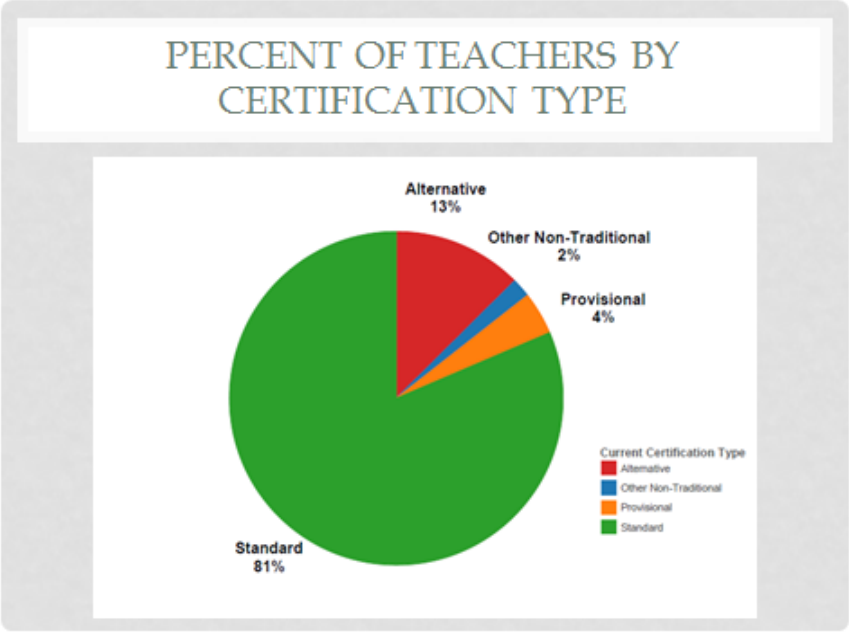
NUMBER OF NEW TEACHERS BY DISTRICT

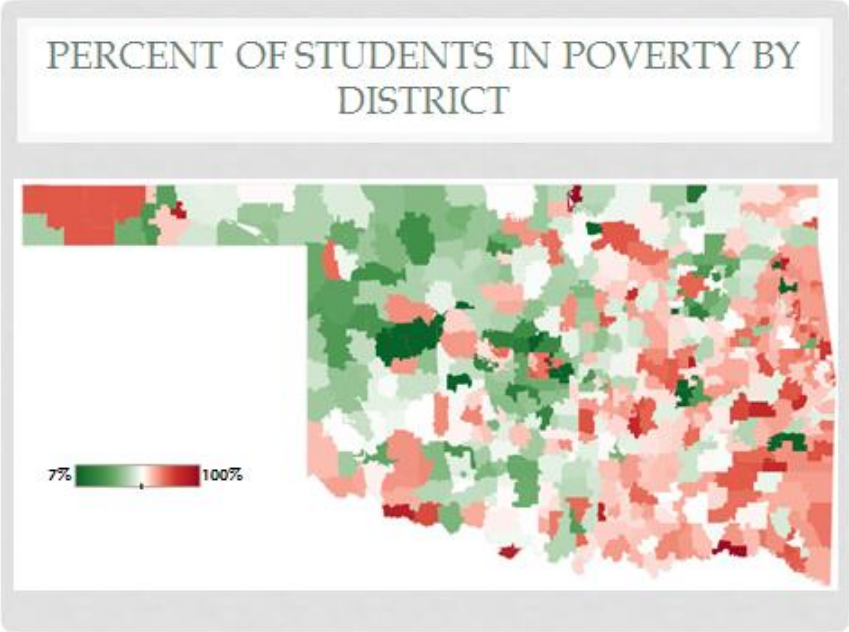


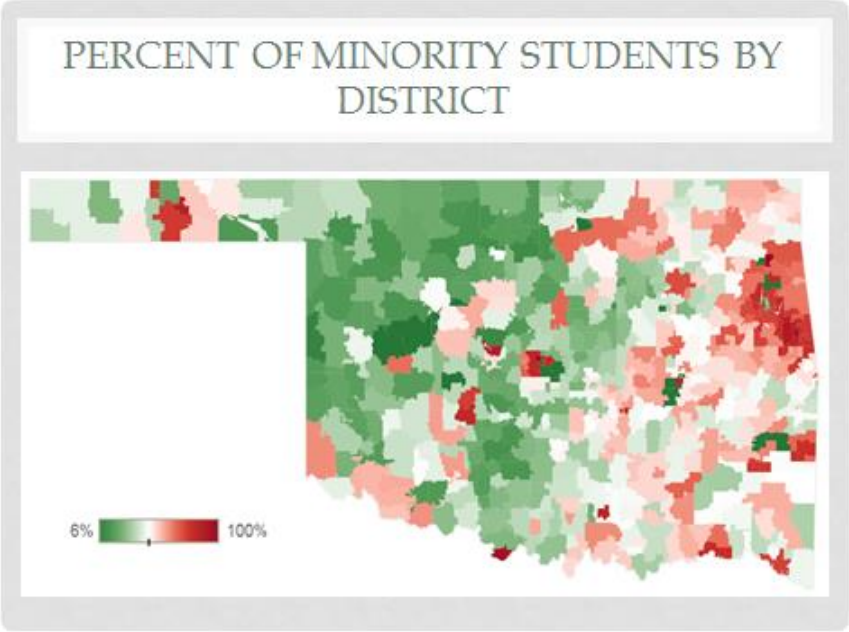
DISTRICTS WITH THE MOST INEXPERIENCED (<3 YEARS) TEACHERS

District	Number of Inexperienced Teachers	Number of Total Teachers	Percent of Inexperienced Teachers
Oklahoma City	1,036	2,897	36%
Tulsa	791	2,654	30%
Putnam City	424	1,259	34%
Edmond	326	1,433	23%
Norman	268	990	27%
Union	257	895	29%
Broken Arrow	251	1,103	23%
Moore	238	1,266	19%
Lawton	209	970	22%
Midwest City-Del City	200	882	23%
Mustang	178	644	28%

NUMBER OF INEXPERIENCED TEACHERS (< 3 YEARS) BY DISTRICT


PERCENT OF TEACHERS BY CERTIFICATION TYPE
Alternative 13%
Other Non-Traditional 2%
Provisional 4%
Standard 81%
Current Certification Type
Alternative
Other Non-Traditional
Provisional
Standard


PERCENT OF STUDENTS IN POVERTY BY DISTRICT
7%
100%


PERCENT OF MINORITY STUDENTS BY DISTRICT
6%
100%

APPENDIX F – CHALLENGE STATEMENTS

COMMUNITY

Challenge Statement:

Engaging Oklahoma to improve state and school reputations by prioritizing effective school culture and professionalization of educators.

Professionalization

School Culture

State & School Reputation

ECONOMIC DEVELOPMENT

Challenge Statement:

Improved Partnerships & Communication MUST be forged between businesses, communities and educators.

Define Quality/Successful Education

Communication

School Climate/Culture

SCHOOL PERSONNEL

Challenge Statement:

In order to achieve student growth, we must address the deteriorating value of public education by prioritizing appropriate funding and addressing poverty and structural, ineffective teacher preparation concerns currently interfering in Oklahoma's Education system.

Education devalued

Poverty

Structural Issues

PARENTS/STUDENTS

Challenge Statement:

In order to address equity gaps, we need to successfully recruit and incentivize teachers to lure them and then mentor and engage them to keep them; a key factor in making this happen is funding.

Recruiting, Mentoring, Incentivizing

Home life-Parental Support-Student Apathy

Climate &culture of education in Oklahoma

Equitable Access to Excellent Educators Plan

ADMINISTRATORS

Challenge Statement:

Develop and promote a strategic, focused and positive campaign to champion public education with a united effort from legislators, school leadership, teachers, parents, students and higher education.

Professional Development

Leadership

Legislative Inconsistencies

Public Relations

Legislative Inconsistencies

EDUCATION ORGANIZATIONS

Challenge Statement:

We must have a climate that provides resources and support that encourages and sustains highly effective teachers in high minority and high poverty schools.

Lack of support

Lack of resources

Lack of mentoring

HIGHER EDUCATION

Challenge Statement:

Changing Perceptions: Collaborative advocacy through broad based support to elevate the professional status of educators.

Teaching Profession

Professional Image/Opportunities/Demands

Governance

TEACHERS

Challenge Statement:

We must increase positive outlook and provide funding for quality mentoring programs and training.

Programs

Outlook

Training

APPENDIX G – INTERVIEW PROTOCOL

Introductory Background Questions

1. What is your current role?
2. How long have you been in this role?
3. What other roles did you have prior to your current role?

Equity Gap Content Questions

1. Oklahoma has large gaps in the equitable distribution of experienced and traditionally certified teachers, particularly in urban settings. Why do you think this is?
2. What would you suggest?
3. Do you think that teachers are equitably distributed in Oklahoma? Why are why not? What student groups do you think are affected (IEP, ELL, poor, minority, etc.)?
4. What do you think are some of the root causes of these equity gaps?
5. What would you suggest to close the equity gaps related to effective teachers in high minority and high poverty schools?
    a. Retention
    b. Distribution

Specific Teacher Questions

1. What factors influenced your placement?
2. If it was your goal (mission, social justice) to teach in this setting, do you feel that you are achieving your goals? Do you feel that you are making a difference?
3. Do you plan to return? Why or why not?
4. Do you feel that you were adequately prepared to teach in a high minority and high poverty school?
5. What were your expectations entering this demographic?
6. Did your expectations meet your experience?
7. Any surprises?
8. What supports have you been given?

Professional Development Content Questions

(Teachers)

1. How has PD changed your teaching?
2. Tell me about a PD experience that improved your teaching practices
3. Do you think the individuals providing training are sufficiently trained?
4. To what extent do you have input in designing/choosing your own PD experience?

5. Thinking about all the PD that you have received over the course of your career, how useful has it been for helping you improve your instruction?

(Principals)

1. What types of PDs have been offered in your district?
2. To what extent do you have input in designing/choosing your teachers' own PD experience?
3. Do you think the individuals providing training are sufficiently trained?
4. What other resources are you using and sharing with your teachers?
5. What kinds of PD are available specific to your role as principal?
6. Tell me about a PD experience that improved your leadership skills/ practices

Mentoring Content Questions

(Teachers)

1. Do you have a mentor?
2. Based on feedback from your mentor, did you make any changes in your instruction?
3. Do you think mentors are sufficiently trained or experienced?
4. How much burden does mentoring place on the mentors? How much burden does mentoring place on the administrators?
5. What selection/matching process is there for mentor assignment?
6. What should an effective mentor/mentee relationship look like?
7. Does it go beyond the first year? First three years?
8. Have your retention rates increased due to mentoring?
9. If you do/did not have a mentor, what is your idea of effective mentoring?

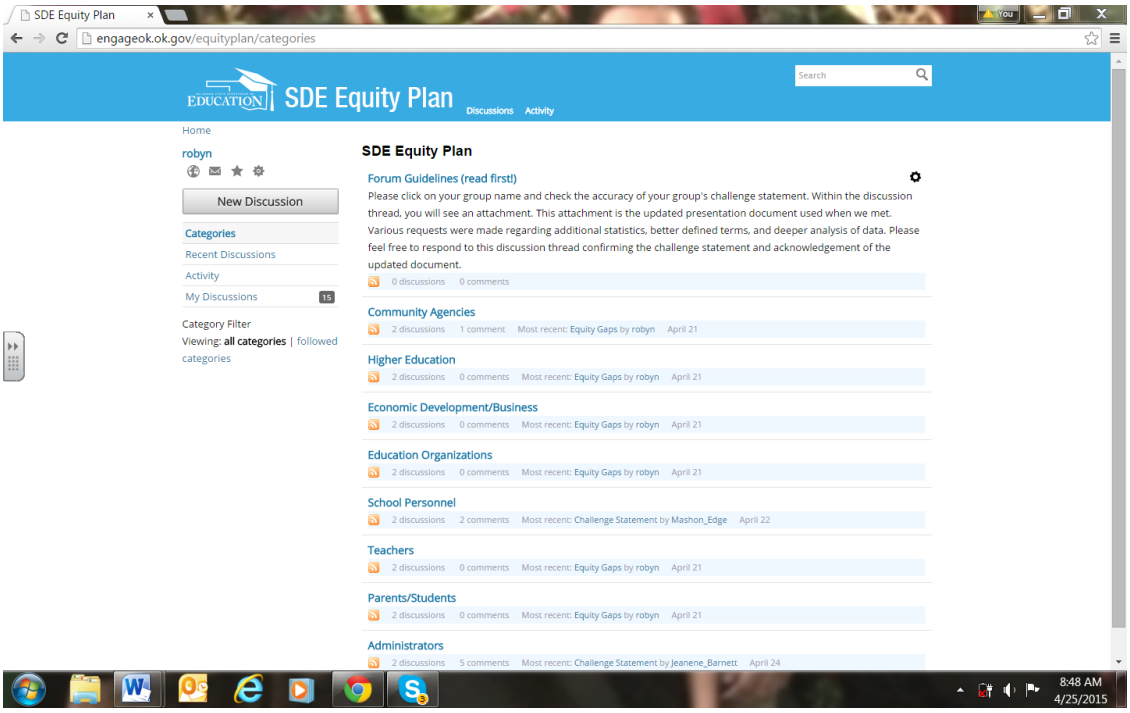
(Principals)

1. Do you have a process for mentor/mentee assignment? If so, what is it?
2. Are mentors compensated for their efforts? If so, how much? (money, credit hours, benefits)
3. What burden is associated with a mentoring program?
4. If no mentor program is implemented, how do you assist, train and support teachers?

Effectiveness in Teacher/Leaders Content Questions

1. When it comes to the effectiveness of a teacher/leader, what characteristics come to mind?
2. What necessary steps can be taken to enhance the effectiveness of a teacher?
3. Do you have the resources for such steps? What are those resources?

APPENDIX H– VIRTUAL FORUM



APPENDIX I – SENATE BILL 706

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

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

Comprehensive remediation plans and instructional coaching for all teachers who receive qualitative or quantitative ratings of "needs improvement" or "ineffective." A career teacher who has received a qualitative and quantitative rating of "ineffective" 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.

A career teacher who has received a qualitative and quantitative rating of "needs improvement" or lower 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.

A career teacher who has not averaged a qualitative and quantitative 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.

APPENDIX J – TLE TIMELINE

TEACHER AND LEADER EVALUATION (TLE) SYSTEM TIMELINE

Major Activities	Parties Involved	Organizer	Dates
Complete build-out of Teacher Leader Evaluation (TLE) system	OSDE, Legislators, SBE, LEA's, TLE Commission	TLE Executive Director Teacher Effectiveness Department	School Year 2017-2018
Qualitative and quantitative scores become consequential/employment	OSDE, Legislators, SBE, TLE Commission	TLE Executive Director Teacher Effectiveness Department	School Year 2017-2018
Qualitative and quantitative scores implemented	OSDE, Legislators, SBE, TLE Commission	TLE Executive Director Teacher Effectiveness Department	School Year 2016-17
Implemented roster verification	OSDE, LEA's	TLE Executive Director Teacher Effectiveness Department	School Year 2014-2015
TLE currently researching further reliable quantitative measures	TLE Commission, OSDE	TLE Executive Director Teacher Effectiveness Department	School Year 2014-15 2015-2016
Qualitative component only ○ **LEA's pilot roster verification**	OSDE, LEA's	TLE Executive Director Teacher Effectiveness Department	School Year 2013-2014
Further research required by TLE Commission regarding OAM'S – Quantitative component of TLE temporarily suspended	TLE Commission, OSDE	TLE Executive Director Teacher Effectiveness Department	School Year 2014-2015
LEA's pilot quantitative component of TLE ○ **Collected Value Added Measurement**	OSDE, Legislators, SBE, TLE Commission	TLE Executive Director Teacher Effectiveness Department	School Year 2013-2014

Major Activities	Parties Involved	Organizer	Dates
(VAM) Results			
Research conducted by TLE Commission on Student Academic Growth, Other Academic Measures for quantitative component of TLE	TLE Commission, OSDE	TLE Executive Director Teacher Effectiveness Department	School Year 2012-2013
TLE Commission develops guidelines for quantitative components of TLE	OSDE, Legislators, SBE, TLE Commission	TLE Executive Director Teacher Effectiveness Department	School Year 2012-2013
Statewide Professional Development for TLE system	OSDE, LEA's	TLE Executive Director Teacher Effectiveness Department	School Year 2012-2013
Selection of Qualitative Evaluation Instrument	OSDE, Legislators, SBE, TLE Commission	TLE Executive Director Teacher Effectiveness Department	School Year 2011-2012
Legislative Mandate of TLE System ○ **New evaluation system for Oklahoma Teachers and Leaders (including formation of TLE Commission)**	OSDE, Legislators, SBE, TLE Commission	TLE Executive Director Teacher Effectiveness Department	School Year 2010-2011

REFERENCES

Rivkin, S., Hanushek, E. & Kain, J. (2005) *Teachers, schools and academic achievement.* Econometrica, Vol. 73, No. 2, 417–458.

Teacher quality and student achievement: research review. (2005) The Center for Public Education.

Teacher Quality and Student Achievement (2014). The Center for Public Education.

The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools (2012).

ALTERNATIVE ADMINISTRATOR CERTIFICATION REQUIREMENTS FOR INDIVIDUALS SEEKING ADMINISTRATOR CERTIFICATION THROUGH AN OKLAHOMA HIGHER EDUCATION INSTITUTION

70 O.S. § 6-189 (HOUSE BILL 1477) | Effective July 1, 2007

FOR PRINCIPAL AND/OR SUPERINTENDENT

HOLD A STANDARD MASTER'S DEGREE

+

HAVE TWO YEARS OF RELEVANT WORK EXPERIENCE IN A SUPERVISORY OR ADMINISTRATIVE CAPACITY

+

HAVE PASSING SCORES ON THE REQUIRED ADMINISTRATOR SUBJECT AREA TEST(S)

+

HAVE ON FILE WITH THE DIRECTOR OF TEACHER EDUCATION AT AN OKLAHOMA ACCREDITED INSTITUTION OF HIGHER EDUCATION A DECLARATION OF INTENT TO EARN STANDARD CERTIFICATION THROUGH COMPLETION OF AN APPROVED ALTERNATIVE ADMINISTRATIVE PREPARATION PROGRAM WITHIN THREE YEARS.

=

STATE DEPARTMENT OF EDUCATION ISSUES AN INITIAL ALTERNATIVE ADMINISTRATIVE CREDENTIAL VALID FOR THREE YEARS (NONRENEWABLE)

+

COMPLETION OF AN ALTERNATIVE ADMINISTRATIVE PREPARATION PROGRAM

=

STATE DEPARTMENT OF EDUCATION ISSUES STANDARD CERTIFICATE FOR PRINCIPAL OR SUPERINTENDENT AS APPLICABLE

PROFESSIONAL DEVELOPMENT
Required for 2017-2018

TRAINING	AUDIENCE	GUIDING LAW OR RULE	DATES/FREQUENCY AND SUGGESTED RESOURCES
Alcohol and Drug Awareness	Certified employees and support staff	70 O.S. 1210.225 70 O.S. 1210.229-5	Once each school year OSDE Substance Abuse Prevention Resources
Autism	Certified employees and support staff of early childhood to third grade students	H.B. 1684 70 O.S. 6-194	One time every three years OSDE Autism Resources
Bloodborne Pathogens	Certified employees and support staff	20 CFR 1910.1030	Once each school year Overview 1 Overview 2 Bloodborne Pathogens Standards Booklet American Red Cross Video
Bullying Prevention	Certified employees and support staff	HB 1661 70 O.S. 24-100 OAC 210:10-1-20	Once each school year OSDE Bullying Prevention
Bus Driver Training	School bus drivers	OAC 210:30-5-8 (Section b:3-A)	Four (4) hours of training every year - 2 of the 4 hours must come from the first 14 subjects on the OSDE Annual Inservice Attendance Verification form
Cardiopulmonary Resuscitation (CPR) & Heimlich Maneuver	One certified teacher and one noncertified staff member per school site	70 O.S. 1210.199	Once each school year OSDE CPR Information Oklahoma Emergency Guidelines for Schools American Red Cross American Heart Association
Child Abuse and Neglect; Child Sexual Abuse Awareness & Reporting	Certified employees and support staff	H.B. 1684 Amendment to 70 O.S. 6-194, 24-100.5 70 O.S. 1210.160, 1210.161; 10 O.S. 601.69	Once each school year OSDE Youth Violence Prevention Resources Oklahoma Commission on Children and Youth Oklahoma State Department of Health
Diabetes Management	Employees responsible for students with diabetes	H.B. 1051 70 O.S. 1210.196.2	Once each school year OSDE Diabetes Management Training Oklahoma State Department of Health
Digital Teaching and Learning	Certified teachers	70 O.S. 6-192	International Society for Technology in Education (ISTE) ISTE Standards for Educators
EL (English Learners)	Certified employees and support staff who work with EL students	Title III, Part A Public Law 107 – 110 – Jan. 8, 2002 115 Statute 1698	"... of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom." OSDE Bilingual and English Learner Resources

FERPA (Family Educational Rights & Privacy Act)	Certified employees and support staff	20 U.S.C. § 1232g; 34 CFR Part 99 (Section 438 of the General Education Provisions Act, P.L. 90-247 and P.L. 93-380 as amended); OAC 210:1-3-8	Once each school year General Overview FERPA for School Officials
Finance	School district encumbrance clerks and treasurer clerks	70 O.S. 5-190 OAR 210:25-5-10 OAR 210:25-5-11	Initial training within 9 months of hire, or within 3 years prior to employment in the position, then 12 hours of approved training every 3 years from the date of initial employment. See Oklahoma Administrative Rule (links below) for: School Encumbrance Clerks School Treasurer Clerks
Hazardous Communications	Certified employees and support staff	29 CFR 1910.1200	Once each school year Overview 1 Overview 2 OSHA Training Requirements Hazardous Communications Standards Booklet
Parental Outreach	Parents, guardians and custodians of students	OAC 210:20-19-2	Type and frequency determined by local board of education Oklahoma Parent Teacher Association
Racial & Ethnic Education	Certified employees and support staff	OAC 210:20-19-2	Type and frequency determined by local board of education Teaching Tolerance
Sports-Related Head Injuries-Concussion Management Guidelines-Penalties	Student athletes and their parents/guardians, coaches, game and team officials	70 O.S. 24-155	Once each school year Oklahoma State Department of Health, Management of Concussion in Sports
Sudden Cardiac Arrest Training	Student athletes, their parents/guardians, and coaches. Each must also sign and return a completed information sheet and review form.	S.B. 239 70 O.S. 24-156	Once each school year by a provider approved by the OSDH OSDE Sudden Cardiac Arrest Resources Oklahoma State Department of Health
Superintendent Training	First-time Oklahoma superintendents	OAC 210:20-21-1	Eleven days (66 hours) of training during first year of employment as a superintendent CCOSA (Cooperative Council for Oklahoma School Administration)
Title IX	Certified employees and support staff of institutions receiving federal financial assistance	Sex Discrimination (Title IX of the Education Amendments of 1972)	At least one certified or support staff named as Title IX coordinator to ensure compliance. Training determined by local board of education. US Department of Education USDE Title IX Resource Guide OSDE listserv
TLE Framework Training	First-time evaluators of certified personnel	70 O.S. 6-101.10	Initial training completed prior to conducting evaluations of certified personnel OSDE TLE Resources TLE Training
Workplace Safety Training in Schools	Teachers of grades 7-12 are informed of the importance of incorporating training into curriculum	S.B. 262 70 O.S. 11-103.6j	Once each school year Safety and Health Curriculum

Revised: July 1, 2017

OSDE Social Studies EAGLE Award Rubric

Curriculum			
*To receive an award, a secondary school must meet or exceed the **1 required element** in each of the three categories and at least **6 additional elements** of its choosing. (9 total out of 15 elements)*	**GOLDEN EAGLE AWARD**	**SILVER EAGLE AWARD**	**BRONZE EAGLE AWARD**
Administer common standards based assessments &/or performance tasks at each grade level **	At least three common assessments &/or performance tasks administered building wide for each grade level's required Social Studies course	At least two common assessments &/ or performance tasks administered building wide for each grade level's required Social Studies course	At least one common assessment &/ or performance task administered building wide for each grade level's required Social Studies course
Participation in advanced level Social Studies programs	School has students enrolled in at least three distinct AP, IB, pre-AP, honors, concurrent enrollment, &/or dual credit Social Studies programs	School has students enrolled in at least two distinct AP, IB, pre-AP, honors, concurrent enrollment, &/or dual credit Social Studies programs	School has students enrolled in at least one AP, IB, pre-AP, honors, concurrent enrollment, &/or dual credit Social Studies program
Implement research based best instructional practices	80% to 100% of Social Studies teachers routinely implement research based instructional practices	70% to 79% of Social Studies teachers routinely implement research based instructional practices	60% to 69% of Social Studies teachers routinely implement based instructional practices
Personal Financial Literacy	Offers a single self-contained class for meeting the 14 PFL competencies as identified by OSDE	Offers the 14 PFL competencies as identified by OSDE within another class or classes (i.e. included in a government class or other required class)	Offers a process other than a single self-contained class for meeting the 14 PFL competencies as identified by OSDE or inclusion of competencies in a required class (i.e. online)
Diversity in curriculum	School provides opportunities for enrichment through a special emphasis on at least three of the following: American Indian Heritage Month, Black History Month, Women's History Month, Asian Heritage Month, Latino Heritage Month, etc.	School provides opportunities for enrichment through a special emphasis on at least two of the following: American Indian Heritage Month, Black History Month, Women's History Month, Asian Heritage Month, Latino Heritage Month, etc.	School provides opportunities for enrichment through a special emphasis on at least one of the following: American Indian Heritage Month, Black History Month, Women's History Month, Asian Heritage Month, Latino Heritage Month, etc.
Social Studies electives	School has students enrolled in at least three distinct Social Studies related elective courses (beyond OSDE graduation requirements)	School has students enrolled in at least two distinct Social Studies related elective courses (beyond OSDE graduation requirements)	School has students enrolled in at least one Social Studies related elective course (beyond OSDE graduation requirements)
Project based learning	80% to 100% of Social Studies teachers include project based learning in their classroom	60% to 79% of Social Studies teachers include project based learning in their classroom	50% to 59% of Social Studies teachers include project based learning in their classroom

Teachers	Engage in sustained professional development on Social Studies topics **	70% to 100% of Social Studies teachers participate in at least two days (or otherwise twelve total hours) of PD at a local, state, regional, or national conference per year	60% to 69% of Social Studies teachers participate in at least two days (or otherwise twelve total hours) of PD at a local, state, regional, or national conference per year	50% to 59% of Social Studies teachers participate in at least two days (or otherwise twelve total hours) of PD at a local, state, regional, or national conference per year
	Leadership in Social Studies education	50% to 100% of Social Studies teachers are involved in Social Studies leadership (conference presentations, committee memberships, being publish, etc.)	30% to 49% of Social Studies teachers are involved in Social Studies leadership (conference presentations, committee memberships, being published, etc.)	15% to 29% of Social Studies teachers are involved in Social Studies leadership (conference presentations, committee memberships, being published, etc.)
	Professional organization memberships	80% to 100% of Social Studies teachers belong to at least three Social Studies related professional organizations (OCSS & OKAGE memberships are free)	60% to 79% of Social Studies teachers belong to at least three Social Studies related professional organizations (OCSS & OKAGE memberships are free)	50% to 59% of Social Studies teachers belong to at least three Social Studies related professional organizations (OCSS & OKAGE memberships are free)
	Community partnerships	School has developed three or more community partnerships during academic year (guest speakers, student internships, student teachers, etc.)	School has developed two community partnerships during academic year (guest speakers, student internships, student teachers, etc.)	School has developed one community partnerships during academic year (guest speakers, student internships, student teachers, etc.)
Students	Special programing (ex. National History Day, Model UN, We the People, Generation Citizen, Youth & Government, etc.)	Students are participating in at least three special programs which connect them with simulations of real-world Social Studies related experiences	Students are participating in at least two special programs which connect them with simulations of real-world Social Studies related experiences	Students are participating in at least one special program which connect them with a simulation of a real-world Social Studies related experience
	Participation in content based experiences **	School provides at least three opportunities per year for students to participate in a Social Studies related content enriched learning experience	School provides at least two opportunities per year for students to participate in a Social Studies related content enriched learning experience	School provides at least one opportunity per year for students to participate in a Social Studies related content enriched learning experience
	Service learning opportunities	50%-100% of students participate within a Social Studies themed service learning opportunity; or school has a service learning requirement	30%-49% of students participate within a Social Studies themed service learning opportunity	15%-29% of students participate within a Social Studies themed service learning opportunity
	Student clubs with Social Studies focus (ex. history club, Young Democrats or Republicans, etc.)	Students have at least three opportunities to experience "engaged citizenship" within a Social Studies related school club or organization	Students have at least two opportunities to experience "engaged citizenship" within a Social Studies related school club or organization	Students have at least one opportunity to experience "engaged citizenship" within a Social Studies related school club or organization

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

WLOE GLOBE AWARD RUBRIC

To receive an award, a high school must meet or exceed the **2 required elements** and at least **6 additional elements**.	GOLDEN GLOBE AWARD	SILVER GLOBE AWARD	BRONZE GLOBE AWARD
1 **Maintain high percentage of total world language enrollment**	70% + of total school enrollment is enrolled in a world language class	50% to 69% of total school enrollment is enrolled in a world language class	35% to 49% of total school enrollment is enrolled in a world language class
2 **Provide a variety of languages in a 3- or 4-year high school sequence**	1 language for schools with fewer than 350 students, 2 languages for 350 to 999, 3 languages for 1000 and above in at least a 3-year sequence	1 language for schools with fewer than 350 students, 2 languages for 350 to 999, 3 languages for 1000 and above in at least a 2-year sequence	1 language for schools with fewer than 350 students, 2 languages for 350 to 999, 3 languages for 1000 and above
3 **Retain students at higher levels**	25% or more of students enrolled in a language are in level 3 or above	20% or more of students enrolled in a language are in level 3 or above	15% or more of students enrolled in a language are in level 3 or above
4 **Participate in AP, IB, and/or level 4/5**	At least one AP, IB or level 5 class for every traditional* language offered	At least one AP, IB or level 4 class for every traditional* language offered	At least one class beyond level 3 for every traditional* language offered
5 **Implement interdisciplinary language program**	At least 3 interdisciplinary activities per language offered	At least 2 interdisciplinary activities per language offered	At least one interdisciplinary activity per language offered
6 **District provides an extended sequence of instruction in a commonly taught language**	6 years (sequential program begins in grade 7) in at least one language	5 years (sequential program begins in grade 8) in at least one language	4 years (sequential program in at least one language through 11th or 12th grade
7 **Implement Key Instructional Practices**	80% to 100% of world language teachers follow key instructional practices as described	70% to 79% of world language teachers follow key instructional practices as described	60% to 69% of world language teachers follow key instructional practices as described
8 **Administer standards-based, performance assessment(s)****	School-wide, Integrated Performance Assessment in all languages taught	School-wide, Integrated Performance Assessment in all languages taught	School-wide, Integrated Performance Assessment in all languages taught
9 **Engage in yearly staff development on world language topics****	80% to 100% of world language teachers participate in at least one full day local, state, regional, or national world language conference per year	60% to 79% of world language teachers participate in at least one full day local, state, regional, or national world language conference per year	50% to 59% of world language teachers participate in at least one full day local, state, regional, or national world language conference per year
10 **Maintain membership in professional organizations**	75% to 100% of world language teachers belong to a professional world language organization	56% to 75% of world language teachers belong to a professional world language organization	50% to 55% of world language teachers belong to a professional world language organization
11 **Provide special program features**	Two program features per school that connect world language students to outside resources and provides language practice outside of the classroom	One program feature per school that connects world language students to outside resources and provides language practice outside of the classroom	One program feature per school that connects world language students to outside resources or provides language practice outside of the classroom

When two indicators are identical, use the higher level one

* Traditional Language is defined as Spanish, French, German, and/or Latin ** Required Element

Charter School Pre-Opening Requirements

Pre-Opening/Start-Up *Items to be completed as applicable, consistent with the Application for Sponsorship	In Progress?	Completed?	Tracking Monthly Task Key												School(s)/ Resources	Additional People	Responsibility Key	
			Focus Month for Task														1 - Responsible	
			Working on Task														2 - Must Consult	
			Month Task Should Be Completed														3 - May Consult	
Heading Key			Aug. 2017	Sept. 2017	Oct. 2017	Nov. 2017	Dec. 2017	Jan. 2018	Feb. 2018	March 2018	April 2018	May 2018	June 2018	July 2018		H o S	Board	
Main Category																		
Sub-category																		
Project																		
Task																		
Leadership																		
Governance																		
Board Expansion																		
Execute Contract with SBE and request school code																		
SBE appoint one member																		
Create Onboarding process																		
Governance Strategy																		
Define relationship of Board and Head of School																		
Define intra- board communication methods																		
Define decision-making processes																		
Approve policies																		
Arrange Board liability insurance																		
Determine dashboards																		
Develop Board Calendar/Monthly Meetings																		
Board Structure																		
Finalize by-laws. Ensure entire board has copy and that critical issues have been discussed and agreed upon by board.																		
Create job description for individual board members.																		
Create job description for each of the officers.																		
Adopt officer job descriptions as policy.																		
Create job description for each committee chair and each committee.																		

Adopt committee chair and committee descriptions as policy.																		
Create written document that defines relationship between school leader and board.																		
Board Meetings																		
Pick set day and time to hold monthly meetings. Print schedule. Follow postings for Open Meeting Law.																		
Develop agenda format																		
Develop consistent format for board meeting packets (that go out 2 wks. prior to board meetings).																		
Develop checklist that board member could use to evaluate each board meeting. Conduct quick debrief using checklist at end of each meeting.																		
Start creating formal meeting minutes. Minutes are legally binding - retain outside counsel to review initial drafts																		
Create mechanisms to keep track of attendance at all committee meetings and board meetings.																		
Develop board calendar and start to list critical tasks that need to happen at each board meeting,																		
Trainings in Open Meetings and Open Records																		
Create mechanism (binder) for keeping track of all official policies.																		
Head of School																		
Determine performance benchmarks/measures for school leader																		
Create a clear process for evaluating the school leader																		
Hire school leader																		
Development																		
Establish 501c3																		
Develop Strategy																		
Create Fundraising Idea list																		
Create Grant List																		
Write and disseminate proposals to nat'l and local foundations and govt sources (due dates are varied)																		
Plan / host series of events for securing donations																		

Community Development																		
Identify community partnership opportunities (continuous)																		
Meet with potential partner organizations																		
Newsletter (monthly)																		
Work with a graphic designer to create website																		
Set up website																		
Outreach																		
Community event Calendar																		
Information Sessions Scheduled																		
Design Marketing Packet																		
Print Marketing Packets																		
Other Promotional Materials																		
Post Info on Website																		
Post Flyers in Community																		
Compile Volunteer List																		
Community Organizations - Awareness																		
Preschools																		
Churches																		
Apartment Complexes																		
Advertisements (Paper, News, Radio)																		
Write Press Release																		
Secure Translations for Materials																		
Design Student Application																		
Post Application Form on Website																		
Print Application Forms																		
Final Day for Applications																		
Lottery																		
Collect all applications																		
Secure Lottery announcement																		
Secure Lottery location																		
Finalize Lottery Protocol																		
Secure Lottery volunteers																		
Highlight Lottery Date on website																		
Post lottery date in papers																		
Lottery mailings to families																		

Practice Lottery protocol																		
Conduct Lottery																		
Establish Waitlist																		
Notify families of enrollment status																		
Send Enrollment Report																		
Admissions																		
Confirm Acceptances																		
send enrollment information																		
request student records																		
finalize enrollment packet																		
Families complete enrollment packets																		
Collect Home Language Surveys																		
Orientation(s)																		
Plan first family orientation																		
Contact families																		
Follow-up with absentee families																		
Schedule Home Visits																		
Finalize Handbook																		
Print Handbooks																		
Schedule Final Orientation/Diagnostic Testing																		
Prepare Diagnostic Testing																		
Prepare for Final Orientation																		
Educational Program																		
Finalize student handbook/ code of conduct																		
Finalize school calendar																		
Finalize class configuration - classroom model																		
Finalize daily schedule																		
Teachers																		
Finalize org chart and job descriptions																		
Recruiting																		
Put together a literature packet on the school with information on: 1. Teaching calendar; 2. Professional development opportunities; 3. School mission																		
Create job descriptions, flyers, and ads.																		
Identify potential recruitment opportunities																		

Advertise in community newspapers and use database of colleges and universities to set up interviews and post opportunities on websites																		
Block out days for interviews on a calendar																		
Create various "form letters" including: 1. Postcard saying we received application; 2. Decline letter; 3. Memo of understanding (contract) about work agreement; 4. Salary/benefits information sheet																		
Recruit and hire Dean of Scholar Advancement (if applicable)																		
Recruit and hire Operations Manager (if applicable)																		
Recruit and hire teachers (place ads, etc.)																		
Recruit and hire enrichment teacher(s) (as necessary)																		
Recruit and hire Teacher aides (as necessary)																		
Hiring																		
Design the interview process (look at models)																		
Create initial hiring packet																		
Set up schedules for classroom visits/coaching																		
create book list/preparation tasks for new teachers																		
Development																		
Design Summer PD/Staff Orientation																		
Design Weekly PD Plan for the Year																		
Create Professional Development Outline																		
Design weekly coaching cycle format																		
Evaluation																		
Define policies and procedures for evaluation of staff																		
Instruction																		
C&I/Assessment																		
Identify preliminary models for core subjects																		
Research immersion school models and identify best practices																		
Schedule Site visits and analyses of "best practice" charter/public schools models (ex: Tulsa Public Schools, Eisenhower)																		
Create List/ Attend national and local educational conferences																		
Curriculum																		

Purchase materials and textbooks aligned to the Oklahoma Academic Standards																		
Purchase standardized testing materials																		
Literacy																		
Create and finalize curriculum plans and timelines																		
Create benchmarks aligned with state standards and curriculum frameworks																		
Create scope and sequence																		
Writing																		
Create and finalize curriculum plans and timelines																		
Create benchmarks aligned with state standards and curriculum frameworks																		
Create scope and sequence																		
Math																		
Create and finalize curriculum plans and timelines																		
Create benchmarks aligned with state standards and curriculum frameworks																		
Create scope and sequence																		
Character Ed																		
Create and finalize curriculum plans and timelines																		
Create benchmarks aligned with state standards and curriculum frameworks																		
Create scope and sequence																		
Science																		
Create and finalize curriculum plans and timelines																		
Create benchmarks aligned with state standards and curriculum frameworks																		
Create scope and sequence																		
Social Studies																		
Create and finalize curriculum plans and timelines																		
Create benchmarks aligned with state standards and curriculum frameworks																		
Create scope and sequence																		
Language Programs																		
Create and finalize curriculum plans and timelines																		

Create benchmarks aligned with state standards and curriculum frameworks																		
Create scope and sequence																		
Assessments																		
Define assessment strategy and timeline																		
Create plan for baseline assessments and excel for data analysis																		
Conduct baseline testing of all students																		
Enter data from baseline tests																		
Benchmark Assessments																		
Contact Rep																		
Get quotes and implementation plan																		
Procure materials and contract																		
Create goals and benchmarks																		
Math																		
Create EOY Assessments																		
Create Interim Assessments																		
Set Benchmarks																		
Writing																		
Create EOY Assessments																		
Create Interim Assessments																		
Set Benchmarks																		
Specialized																		
SPED																		
Contact SDE Director																		
Create Plan																		
Internalize Fed & OK Law																		
Identify and secure specific texts and materials																		
Acquire student records - sped records																		
Define service requirements for all SPED students																		
ELL																		
Contact SDE Director																		
Create Plan																		
Internalize OK & Fed Law																		
Identify and secure specific texts and materials																		
Develop a testing schedule for ACCESS																		

Define service requirements for all ELL students																		
"Gifted & Talented"																		
Visit with model (ex: Eisenhower) program managers																		
Outline design for "GT" program																		
Culture																		
Adult																		
Determine culture-building activities for Summer PD												9						
Student																		
Discipline																		
Finalize discipline policy																		
Finalize Classroom Behavior Management System																		
Character Ed																		
Create and/or purchase curriculum																		
Orientation																		
Plan and hold student orientation																		
Environment																		
Decide on school signage																		
Decide on classroom set up																		
Decide on staff room signage																		
Families																		
Write family letter re: Parent Orientation																		
Mail family letter re: Parent Orientation																		
Translate documents and communications as needed, plan for translation services at orientation as reflected in Home Language Surveys																		
Call all families re: Parent Orientation																		
Prepare pre-opening Parent Orientation protocol and materials																		
Hold pre-opening Parent Orientation																		
Finances																		
Identify check signers																		
Identify check writers																		
Appoint Treasurer																		
Develop segregation of funds policy (public/private)																		
Set up a bank accounts)																		

Define investment/savings strategy (where will excess funds be placed)																		
Finalize cash flow plan																		
Budget																		
Complete SDE application for allocation of federal funds to new charter schools																		
Finalize budget																		
Service Provider																		
Establish payroll																		
Develop schedule of Board financial reviews																		
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows																		
contract with provider																		
Negotiate and sign agreements for contracted services																		
Policies																		
Codify the fiscal controls and financial policies the school will employ to track daily operational finances																		
Define signature policies																		
Develop financial reporting templates (budget vs. actual) and policy																		
Design process forms (purchase orders, expense forms) & policy																		
Operations																		
School Operations																		
Create filing system																		
Develop database for student reporting (e.g. bi-weekly progress reports)																		
Develop student attendance reporting system																		
Hire janitorial services (TBD on facility options)																		
Develop filing system to store student academic, disciplinary & health records																		
Line up electrician, plumber, & handyman (TBD)																		
Communication																		
Define how information will flow within school (ie.who's called when kid is sick, who's contacted about discipline infractions)																		
Define procedure for visitors entering building																		

Develop forms necessary to track and monitor visitors																		
Select provider for Internet access (DSL, cable) (TBD on facilities)																		
Set up Intranet (so all computers are linked)																		
Define how staff will communicate (email, walkie talkie, phones)																		
Set up phone systems and answering services																		
Food																		
Issue RFP * TBD																		
Identify free/reduced lunch students																		
Contact SDE /CMS																		
Determine food service arrangement																		
Select vendor and draft contract																		
Sign contract																		
Develop food service policies - (menu, delivery time, logistics)																		
Transportation																		
Identify the conditions for transportation																		
Determine transportation needs																		
Draft contract																		
Develop transportation route and schedule																		
Technology																		
Write tech plan																		
Determine assessment-related technology needs, including laptops and document cameras																		
Computers for teachers																		
Cell phones for admin																		
Reporting																		
Develop systems and structures, timelines																		
Health and Safety																		
Complete all state reporting requirements																		
Identify doctor/nurse resources																		
Identify first aid resources																		
Develop a system for record-keeping																		
Acquire medical forms - from parents (included in application)																		
Check for completeness																		
Staff first aid training																		
Create and distribute health and safety handbook																		

Purchase first aid resources																		
Contact police and fire departments																		
Undergo fire inspection *TBD																		
Undergo building inspection *TBD																		
Contact Board of Health																		
Develop fire drill policy, schedule, route																		
Human Resources/Personell																		
Coordinate benefit enrollment with state pension plans *TBD																		
Design compensation and benefits packages																		
Design a filing/documentation process.																		
Develop staff handbook																		
Perform background checks on employees																		
Have new staff fill out Employee Information forms (ie.emergency contact)																		
Line up counselor, speech pathologist, et al.																		
Purchasing																		
Create a comprehensive list of all items that need to be purchased through Dec. of your 1st year (incase you have $ from your startup grant that will be lost if not spent right away)																		
Purchase classroom equipment and furniture (Dependent on facility leasing/move-in date)																		
Purchase office equipment and furniture																		
Purchase postage meter																		
Purchase restroom supplies																		
Purchase cleaning products																		
Purchase library materials																		
Purchase PE equipment																		
Purchase medical supplies & furniture (ie. couch)																		
Purchase P.A. system ?																		
Purchase office supplies																		
Procurement																		
Purchase supplies and materials for program																		
Secure janitorial services																		
Uniforms																		
Contract student uniforms (if applicable)																		
Contract student PE uniforms (if applicable)																		

Facilities																		
Get real estate expert to view and evaluate site																		
Negotiate lease																		
Sign lease																		
Secure financing																		
Perform renovations																		
Pass final inspection and receive occupancy certificate																		
Hire lawyer to structure contract w/ cost, expans, extens priv																		
Preliminary inspection made																		
Hire contractor																		
Acquisition of furniture and materials																		
Prepare building infrastructure (lights, phones, IT networking)																		
Obtain property insurance																		