



Educating Oklahoma

Promise. Progress. Performance.



2014 Annual Report



The educational success of Oklahoma children is a top priority. Nothing could be more essential to our state's future. The programs described in this annual report, taken together, position Oklahoma's public school students for the demands of the 21st century and beyond.

In taking bold steps to move past a lagging status quo, Oklahoma is opening the door wider for our young people to enjoy a future of opportunity, prosperity and productivity. There have been some recent positive reports. Oklahoma ranks second in the percentage of 4-year-olds attending public schools in "The State of Preschool Yearbook 2012" from the National Institute for Early Education Research. According to the American Legislative Council's "Report Card on American Education," Oklahoma has the second-lowest achievement gap in the nation between poor and non-poor students.

Still, much more needs to be done. By leading the way in Pre-K and by making sure our kids can read sufficiently by the fourth grade, we assure that each child is ready to learn. By setting a high bar in our Oklahoma Academic Standards, we encourage students to strive toward their full potential.

By ensuring that our students have the opportunity to utilize technology to learn, we break down barriers that poverty builds and prepare students for the world of today. By providing better information to parents, communities and educators, we empower citizens to take an active role in establishing better schools. By ensuring every student in this state has access to effective teachers, leaders, and schools, we create generations that are ready for college, careers and citizenship.

The dedicated, hardworking men and women of the Oklahoma State Department of Education are committed to improving the lives of Oklahoma schoolchildren. With the proper implementation of these reforms, the future of our state will be brighter and better than ever.

A handwritten signature in black ink that reads "Janet C. Barresi". The signature is written in a cursive, flowing style.

Janet Barresi



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Ready to Learn

Oklahoma's Reading Sufficiency Act (RSA)

Reading is the foundation on which all other learning rests and is the gateway to a child's educational and life-long success. As educators, if we fail to prepare children to read, we fail children. By the third grade, students transition from learning to read to reading to learn. If a child is not reading on grade level when entering the fourth grade, he or she will quickly fall behind in all other core subjects. Research shows that children who advance to the fourth grade reading behind grade level are at a greater risk of dropping out of school and living a life of government dependency.

What Can Struggling Readers Expect?

4 – Children not reading proficiently in third grade are 4 times more likely not to graduate high school.

6 – Children reading below the basic level are almost 6 times more likely than proficient readers not to finish high school on time.

8 – Poor Black and Hispanic students who are struggling readers are about 8 times more likely than proficient readers to drop out of high school.

What the Law Says

With an understanding that academic success relies on a child's ability to read, state legislators passed the Reading Sufficiency Act (RSA) in 1997 to help

ensure students learn to read at grade level. Despite more than \$80 million spent on RSA during that period, however, Oklahoma has continued to have unacceptably high numbers of children reading below proficiency.

The state placed a command focus on reading in 2011 when lawmakers amended the RSA with the intent of ending social promotion from third to fourth grade, the act of promoting a child based on age rather than his or her ability to read. Oklahoma is among 10 states and the District of Columbia currently to have third-grade reading retention laws.

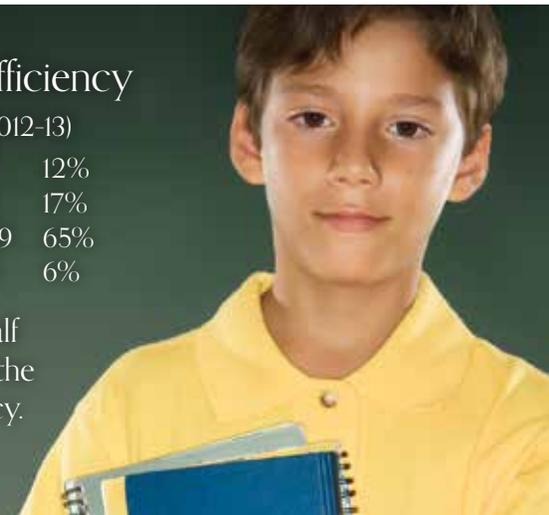
Under RSA, retention applies only to students who score "unsatisfactory" on the reading portion of the Oklahoma Core Curriculum Test (OCCT) and who do not meet one of the state's good-cause exemptions. Retention is a last resort. RSA's primary focus is to identify children in Kindergarten through second grade who are deficient in reading and, through proven strategies, strengthen their reading ability so they will not be retained.

Oklahoma Reading Sufficiency

– Grade Three (School Year 2012-13)

Unsatisfactory	5,937	12%
Limited Knowledge	8,454	17%
Proficient	32,039	65%
Advanced	2,803	6%

By fourth grade, more than half of poor children will not meet the standard for reading proficiency.



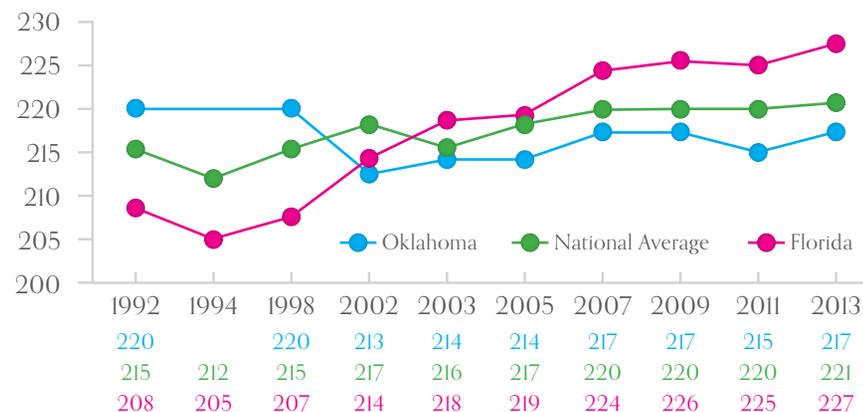
With this in mind, the OSDE and school districts across the state have organized around the goal of identifying reading deficiencies and early intervention methods targeted at our youngest students.

Although reading ability is assessed by the OCCT, there are other opportunities for a student to demonstrate proficiency, such as an alternate test or a portfolio of his or her work.

Good-cause exemptions allow for children who meet certain criteria to be promoted. Students promoted for good-cause exemptions will receive continued intensive reading instruction once promoted.

RSA is an important part of education reform for Oklahoma. The numbers show third-grade retention programs help improve academic achievement. Florida implemented its third-grade retention policy in 2003. In 1998, the state's fourth graders were reading more than a half grade level below the national average. Today, Florida's fourth graders are reading a half grade level *above* the national average, according to the National Assessment of Educational Progress (NAEP) report.

Average NAEP Fourth-Grade Reading Scores, Florida, Oklahoma and National Average 1992-2013



A study of Florida's third-grade retention policy, "Getting Farther Ahead by Staying Behind," was conducted in 2006 by the Manhattan Institute. It found that retained third graders made significant gains compared to those socially promoted, and the gains grew substantially from the first to the second year after retention. The study also shows students who are socially promoted appear to fall farther behind over time, while retained third graders are able to catch up and succeed in later grades.

What Is OSDE Doing?

Now more than ever, everyone must provide full support to the state's teachers. OSDE is assisting school districts as they work to ensure students meet third-grade reading requirements. The state's REAC³H Coach Initiative has set a precedent for the rest of the nation. The program makes 60 literacy coaches available to Oklahoma teachers and works to improve teachers' understanding of the Oklahoma Academic Standards, research-based instructional strategies and effective reading interventions.

951 – Pre-K through third-grade sites throughout the state served by REAC³H Coaches.

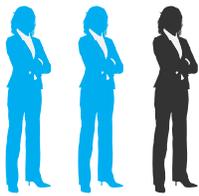
REAC³H Coaches are experienced literacy specialists who have received extensive training in foundational reading skills necessary to teach reading. The coaches offer a wide variety of activities, including site-based professional development, small group coaching, one-on-one coaching, model teaching and print and online resources.

REAC³H Coaches

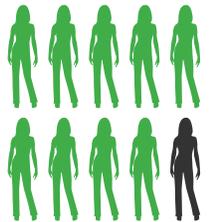
A recent survey by the OSDE found an overwhelming percentage of teachers, principals and superintendents are satisfied with their REAC³H Coach. These coaches assist districts with understanding the new Oklahoma Academic Standards and with every phase of implementing the Reading Sufficiency Act.



1 out of 3 teachers reported implementing more writing in class activities after working with their REAC³H Coaches.



2 out of 3 principals and superintendents reported teachers in their schools employed new reading intervention strategies based on what they learned from the REAC³H Coaches.



90% (approximately) of teachers, superintendents and principals were satisfied or more than satisfied with their REAC³H Coach.



More than 90% of superintendents think the information and services the REAC³H Coaches provide are helping improve literacy rates in their districts.

In addition to REAC³H Coaches, the Literacy SWAT Team, which comprises OSDE literacy staff team members, targets the lowest-performing schools throughout the state, engaging their teachers and principals in discussions about literacy and RSA. Discussions center around helping school staff interpret student data and understand how to use available resources to support their students most effectively.

RSA also provides funding to help school districts meet the provisions of the law, and OSDE has earmarked funds to add to this effort.



“[My REAC³H Coach] has provided me with many good ideas that I have been able to implement in my classroom.

I feel more accomplished,
and the
students are more engaged
in their learning.”

- Teacher

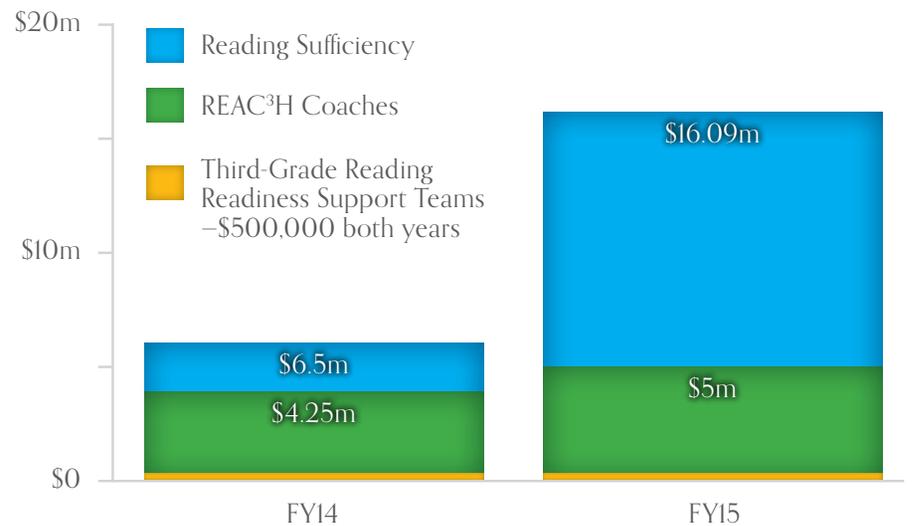


Oklahoma Third-Grade Students Below Proficiency on OCCT Reading (2009-13)

- RSA in existence for 17 years
- \$80,875,260 state funds spent



RSA Appropriations (FY2014 and Proposed FY2015)



All the Kids Learn to Read in Tushka

For the past three years, the Tushka Public School District has enjoyed a 100 percent reading skills assessment pass rate. Third-grade Teacher Dian Hogan says she is just one of many individuals who help her students attain success. The Tushka story is about an entire town recognizing the effect reading on grade level has on children's lives and stepping up to the plate to make it happen.

"Everyone in town does their part. Parents make sure their youngsters come to school ready to learn, with completed homework in hand," Hogan says. "We have a wonderful reading specialist, Tonya Barton, who teaches the children the reading skills they need. Plus, our first- and second-grade teachers do their part to ensure our pupils enter the third grade with a foundation they can build on to accomplish everything expected of them."

Hogan, a former accountant, became a teacher after homeschooling her sick child. Much of her classroom time emphasizes the importance of students taking responsibility for their own academic success.



Pre-K teachers
are required to hold
**bachelor's
degrees**

with certification in early
childhood education.

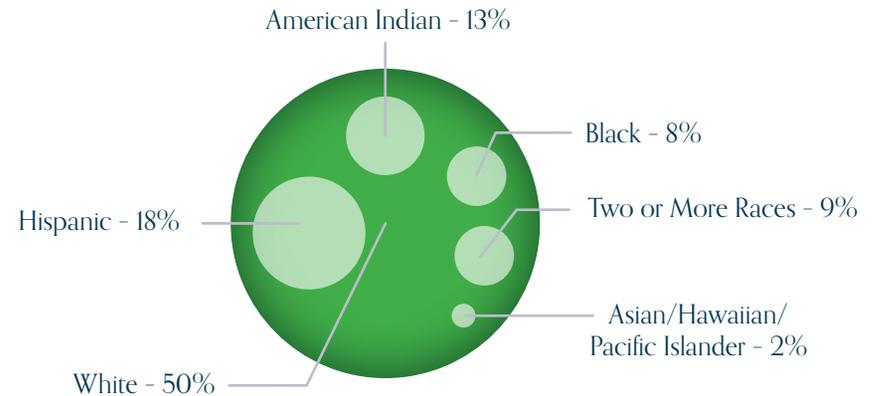
99% of
school districts
offer Pre-K.

10:1 student
to teacher ratio.

No more than 20
students per class.

Early Childhood Education

Pre-K Demographics



Early intervention is the key to reading success. Oklahoma's early childhood program began in 1980 and is widely acknowledged as an American success story. As a state-funded program, all 4-year-old children in the state have access to preschool, if their parents choose to enroll them.

Studies comparing Oklahoma's preschool program to those in other states show that, when our children graduate from preschool, they have a higher level of vocabulary and math skills and are more prepared for the transition to Kindergarten.

Two major factors contribute to Oklahoma's success with early childhood education. Smaller classes allow for increased one-on-one attention, and the requirement that all preschool teachers hold a bachelor's degree and early childhood certification guarantees preschool teachers are highly qualified.

Oklahoma's Pre-K Program Leads the Nation



Pre-K Education Shown to Increase School Readiness

The Oklahoma Academic Standards for early childhood are designed to address the needs and individual differences among children. Oklahoma's academic standards for preschoolers capitalize on research indicating children who play to learn regulate their own emotions and ideas, take more initiative, engage in higher-level thinking and develop an understanding of symbolic relationships that are a precursor to reading and mathematical thinking. Preparing children early to learn to read and grasp mathematical concepts is vital to their academic success as these two subjects are foundational to all other learning.

Oklahoma Parents as Teachers (OPAT)

Research indicates a child's most productive and influential years of learning occur during the first three years of life. The OPAT program is designed to support parents as their child's first and most important teacher by building upon parents' skills with current child development practices. OPAT is a home-visitation program for families with children birth to 3 years and is operated by local school districts.

40 Percent of Oklahoma's Public Schools Collaborate with Community Organizations to Provide Pre-K Programs

Community support for education is vital. The cornerstone for early childhood learning in Oklahoma has been the partnerships with groups such as Head Start, child-care facilities and faith-based organizations that help provide Pre-K. These community collaborations have helped OSDE extend the reach of early childhood programs to numerous children and families.

Smart Start Oklahoma

Smart Start Oklahoma supports state-level early childhood programs for families of children age birth to 6 by utilizing local strategies for school readiness. The program increases access to early childhood educational programs, provides resources to expand or enhance them and increases public awareness about the importance of early childhood learning. The ultimate goal is to increase enrollment, grow physically and mentally healthy children and improve literacy skills.

OPAT by the Numbers
(2012-13 school year)

\$1 million funding

34 districts
participating

2,654
families served





178
classrooms

9 communities

2,499 children

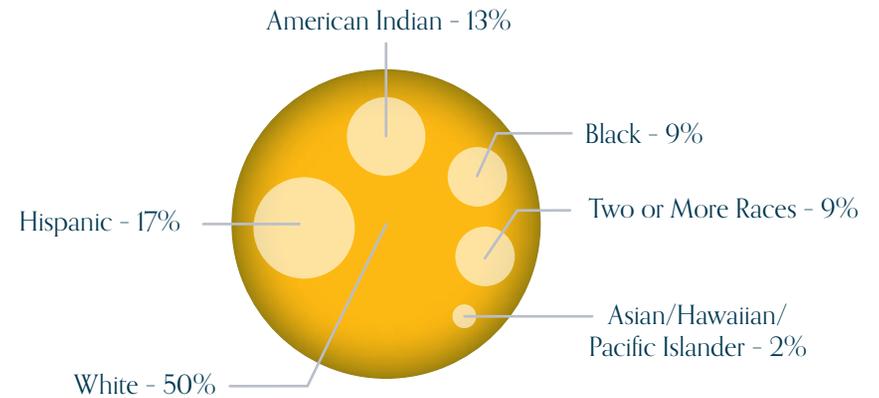
Early Childhood Pilot Program

The Early Childhood Pilot Program provides comprehensive, full-day, full-year services for at-risk children birth to 4 years with the requirement that at least one rural and one urban school district be served. This program is funded by a combination of private and state dollars. Applicants are required to match state funds on a two-to-one basis and commit to a minimum investment of \$10 million.

Full-Day Kindergarten

The State of Oklahoma recognizes the benefits of full-day Kindergarten, and beginning with the 2011-12 school year, all districts were required to offer this option. Full-day Kindergarten produces long-term educational gains, especially for low-income and minority students. Teachers also prefer full-day Kindergarten because they have more time with the children. This additional time helps teachers identify and address learning challenges early, which helps bolster achievement in reading and math over the long term and improves the odds for children's educational success.

Full-Day Kindergarten Demographics



97.68% of
Kindergartners
attend full-day
programs

More than 1/3 of
poor children enter formal
Kindergarten classes
already behind
their peers.



54,902 5-year-olds
attend Kindergarten

History of Oklahoma's Pre-K Program

1975

Legislation required all schools to provide half-day Kindergarten.

All early childhood teachers required to hold a bachelor's degree and be certified in early childhood or elementary education.

1980

State grant program established Pre-K for 4-year-olds.

Head Start collaborated with state to develop Pre-K program.

10 school districts participated.

1990

Education Reform Act of 1990:

- Mandated attendance for half-day Kindergarten.
- Moved funds from state grants into State Aid Formula providing funds for Head Start income-eligible families. All others served on a sliding-scale tuition basis.
- All early childhood teachers required to hold a bachelor's degree and be certified in early childhood education.

1993

Academic standards established for Kindergarten.

Oklahoma Parents as Teachers created with limited state funding.

1995

Academic standards established for Pre-Kindergarten.

House Bill 1657 provided state funding for all 4-year-olds for voluntary Pre-K program.

1998

Pre-K funding moved into the State Aid Formula and funded as a grade-level.

Attendance remained voluntary.

2003

The first Georgetown Research Study of Oklahoma's Universal Pre-K program showed significant impact on language development in young children. Oklahoma's Public School Pre-K program cited as No. 1 in the nation in terms of access by National Institute for Early Education Research (NIEER).

2005

NIEER confirmed the findings of the Georgetown University study.

Senate Bill 982 required districts to offer full-day Kindergarten by the 2011-12 school year and mandatory attendance for half-day Kindergarten.

The state Legislature appropriated \$10 million to match \$20 million in private funding for the Early Childhood Pilot Program.



Oklahoma College and Career Ready

Oklahoma is blessed with a growing economy, and that means jobs for our children. As a state we must support our students and teachers in the implementation of more rigorous curricula and educational standards that prepare our students to be workforce ready.

The Oklahoma Academic Standards (OAS) are a framework available to teachers and school districts as they adopt and deliver classroom instruction. OAS provide benchmarks for what children should know in specific subjects and at what point in the school year they should know it. OSDE is in the process of adopting a complete set of academic standards to prepare our children for the jobs of the future. In classrooms across Oklahoma, students are learning to think on their feet and solve real-world problems just as they will be expected to do when they enter college, a CareerTech training program or the workforce.

To prepare students for success in life, the OSDE is building on several educational initiatives, including the Achieving Classroom Excellence (ACE) act to ensure high school graduates have the skills they need for success in college and careers; putting an emphasis on making Advanced Placement® courses and concurrent classes available to more students; and preparing students for careers in the thriving STEM industries by encouraging participation in Science, Technology, Engineering and Mathematics course work and activities.



College and Career Readiness

The goal of education is to produce young people who graduate from high school fully prepared for college, career training or the workforce. The OSDE utilizes several strategies to help teachers and schools prepare our children to be college and career ready.

Oklahoma Academic Standards (OAS)

A crucial step in preparing children for life is to be sure to ready them with the critical thinking and problem-solving skills necessary for college coursework and today's jobs.

Oklahoma's Academic Standards are a framework of rigorous educational expectations that indicate what children should know and be able to do by the end of each grade. Local school districts and classroom teachers use the standards as a guide when designing their own curriculum and purchasing textbooks. The Oklahoma Academic Standards were developed for Oklahoma children with input from Oklahoma teachers.

The standards were not written or funded by the federal government. Oklahoma educators and content specialists participated in the writing, review and feedback process of all the Oklahoma Academic Standards.

English Language Arts Mathematics Science
Social Studies World Languages Personal Financial Literacy
The Arts Information Literacy Instructional Technology
Technology Education Health, Safety, and Physical Education

Oklahoma Academic Standards Do

- Focus Academic State Standards on deep thinking, conceptual understanding and real-world problem-solving skills
- Set expectations for students to be College-, Career- and Citizenship-ready
- Incorporate literacy in Science, Social Studies and Technical subjects
- Emphasize the use of citations and examples from texts when creating opinions and arguments
- Prioritize mathematical practices such as perseverance, reasoning and modeling
- Increase rigor and grade-level expectations

Oklahoma Academic Standards Do Not

- Dictate how teachers should teach
- Mandate a specific curriculum
- Limit advanced work beyond the standards
- Require the purchase or development of entirely new instructional materials
- Prescribe all that can be or should be taught
- Limit efforts to prepare students for College, Career and Citizenship readiness
- Prescribe interventions for students below grade-level
- Determine the full range of support for English Language Learners and students with special needs.

REACH³

The OSDE offers many types of support and training for teachers and leaders to assist in transitioning to more rigorous academic standards:

- REAC³H Network - communication and training network comprising content area experts and leaders that delivers professional development to classroom teachers and school administrators.
- REAC³H Coaches - literacy coaches who provide free literacy training, focusing on pre-Kindergarten through third grade, to teachers and administrators.
- PD on Your Plan - virtual professional development program teachers can access at their convenience to preserve instructional time with students



- OKMath/OKSci Leadership Program - identifies leaders among math and science educators



- ELAOK and OKMath - online communities consisting of websites, resources, newsletters and social media pages for teachers in the subjects of English language arts and mathematics

- Customized Workshops - opportunities for teachers and administrators to acquire effective strategies for implementing the more rigorous Oklahoma Academic Standards, infusing data-rich conversations into decision-making processes and bolstering the leadership skills of all educators
- Advanced Placement Regional Workshops - partnership that provides training and resources in AP[®] and pre-AP instructional strategies
- Standards Library - online searchable database for the Oklahoma Academic Standards to aid teachers in easily locating a standard by keyword, grade or subject



STEM

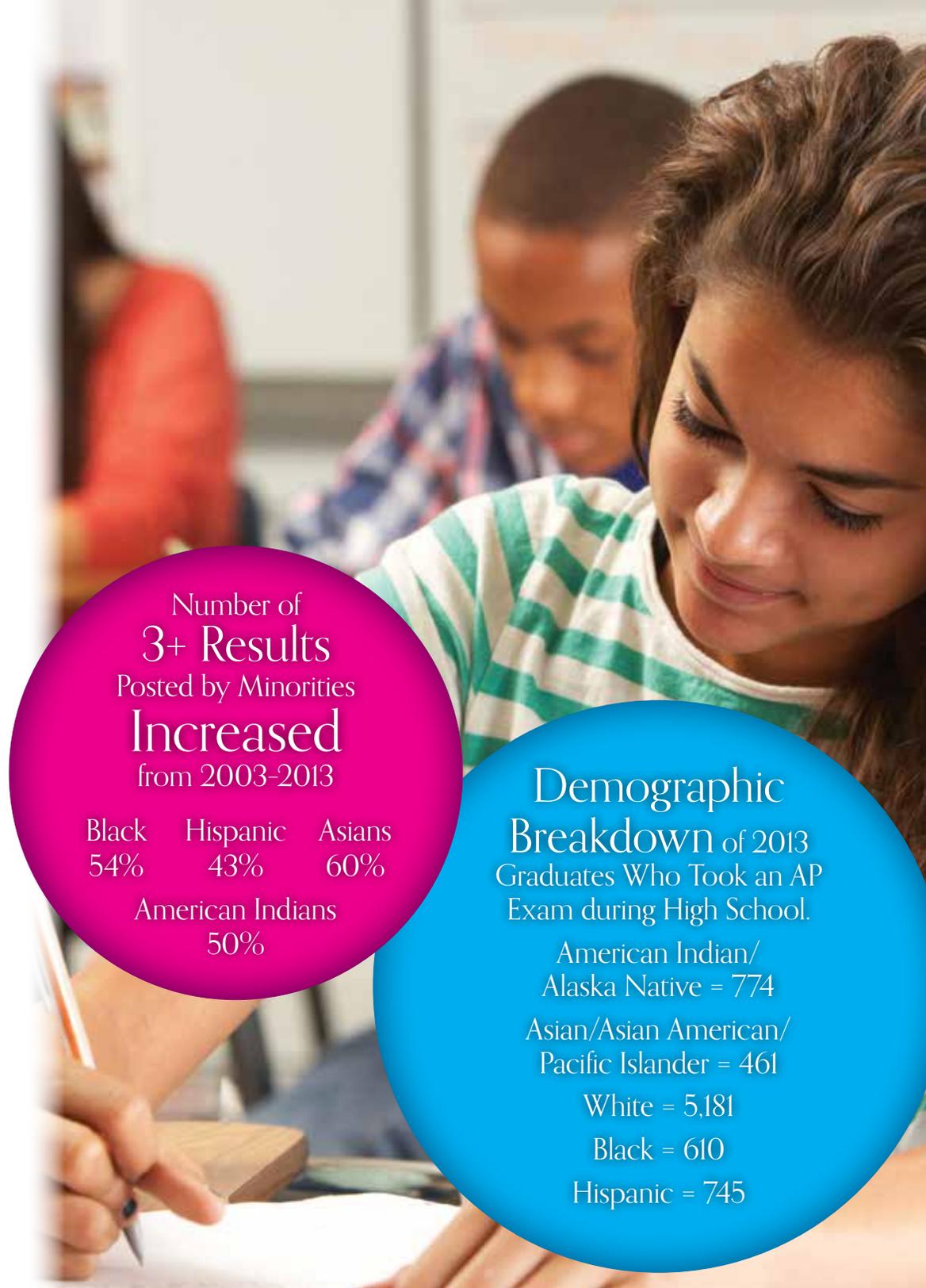
Oklahoma stands poised to play a pivotal role in the nation's Science, Technology, Engineering and Mathematics (STEM) industries. Many of the high-paying, entry-level jobs for high school graduates, however, require a strong STEM background and a college preparatory course of study.

That is why the OSDE has established a STEM Team to lead and implement initiatives in this area. The team is working to increase student access to STEM education opportunities and highly effective STEM educators, as well as to ensure development of stakeholder resources and partnerships that strengthen STEM efforts at schools.

AP® Classes

For students planning to attend college, the opportunity to take college-level classes during high school offers several advantages. Participation in Advanced Placement® (AP) classes better prepares students for the more rigorous curriculum encountered in college, gives them an edge in the college selection process and helps them save money on college tuition by awarding college credit for passing AP exams.

The OSDE encourages students to take AP classes and in recent years has made an effort to make them available to more students. The Oklahoma AP Incentive Program provides financial assistance to schools to build and maintain AP programs, and test fee assistance to students in financial need or for those who take more than one AP test per year.



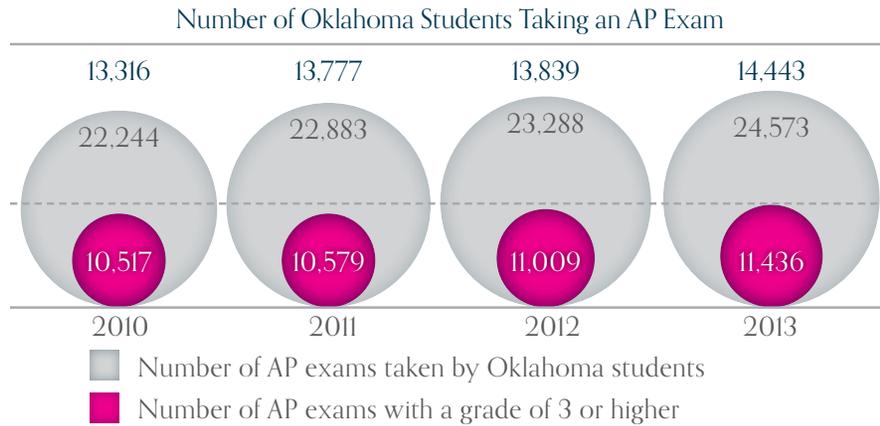
Number of
3+ Results
Posted by Minorities
Increased
from 2003-2013

Black	Hispanic	Asians
54%	43%	60%
American Indians		
50%		

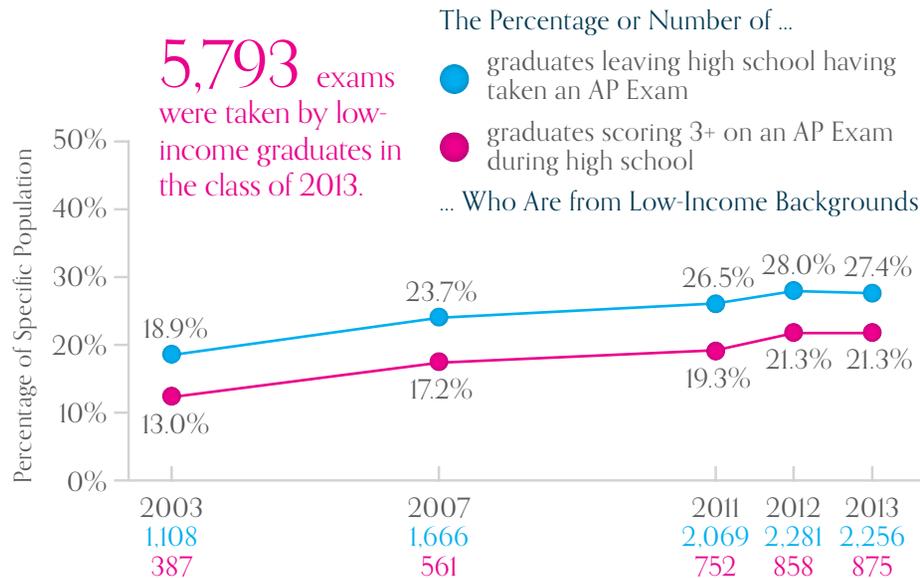
Demographic
Breakdown of 2013
Graduates Who Took an AP
Exam during High School.

American Indian/ Alaska Native = 774
Asian/Asian American/ Pacific Islander = 461
White = 5,181
Black = 610
Hispanic = 745

Oklahoma student participation in Advanced Placement (AP) increased 4.4% in the 2012-13 school year. AND More graduates are succeeding on AP exams today than ever before.



A score of 3 or better (on the scale of 1-5) is significant because most universities will provide college credit or advanced standing to students achieving such scores on AP exams.



NMSI

A partnership between the National Math and Science Initiative (NMSI), the business community and the OSDE has made a tremendous impact on the number of students taking AP classes and scoring three or higher on the five-point exam scale. This dynamic program offered in nine Oklahoma high schools has been in place for three years and is on track to grow further.

NMSI School Enrollment

School	Year in Program	Enrollment
Carl Albert HS	3	213
Eisenhower HS	3	418
Del City HS	2	259
Midwest City HS	2	281
MacArthur HS	2	218
Lawton HS	2	214
U.S. Grant HS	1	175
Memorial HS	1	299
Enid HS	1	202
NINE-SCHOOL TOTAL		2,279

The goal of NMSI is to increase the number and diversity of graduates who are math and science proficient and choose STEM careers. The program includes AP training for teachers.

NMSI enrollment has increased 65%
since last year.

Lawton's Eisenhower High School: a NMSI Success Story

Eisenhower High School in Lawton was honored as the first-ever National Math and Science Initiative (NMSI) School of the Year in 2013. The recognition came as a result of the school's increased participation rate of students taking AP exams; the high pass rate of students taking the AP tests in math, science and English, particularly for minorities; and achieving all other first-year NMSI grant goals set for the school.

Of special note, Eisenhower students had an 81 percent increase in qualifying scores on AP exams and a 136-percent increase in qualifying scores for African-American and Hispanic students in the critical subjects of math, science and English.

Eisenhower High School, with a population of 1,300 students, has the challenge of being a naturally mobile school district, as many of its students are from military families stationed at Fort Sill Army Base. The district also has a 50-percent free and reduced lunch eligibility rate. Despite these difficulties, students still distinguished themselves.

Rod Elam, principal of Eisenhower High School, credits students and teachers for achieving their goals. "We have total 'buy-in' by teachers, students and parents." He also points to the Northrup-Grumman Corporation and its commitment to a generous sponsorship that pays for a number of expenses associated with the grant program including paying \$100 to every student earning a qualifying score on an AP exam and \$100 to teachers for each student earning a qualifying score.

Eisenhower High School is an outstanding example of how it takes total family and community involvement to prepare our children for success in college and career.



AVID (Advancement Via Individual Determination)

AVID is an additional AP opportunity for college-bound students. This 30-plus-year-old program closes the gap for minority and nontraditional AP students by engaging them in rigorous coursework as well as providing support.

AVID teachers work in teams that receive extensive training for teaching AP and Pre-AP classes, while schools provide tutors for their students as part of a support system. The OSDE is working with AVID to increase the number of schools participating in the program across the state. Currently 40 schools participate.

CareerTech and Postsecondary (Concurrent Classes and Industry Certification)

Concurrent classes and industry certification coursework also are options for students planning for college or the workforce. High school students have the option of enrolling in classes at a local career technology center, college or university where they receive credit for high school and college classes at the same time, or earn their industry certification so they can secure a better job upon graduation.

In FY12, **29** technology center districts operated on **57** campuses throughout the state.

High school student enrollments in technology centers totaled **16,348**.

Adult and Career Development and Training for Industry enrollments were **375,534**.



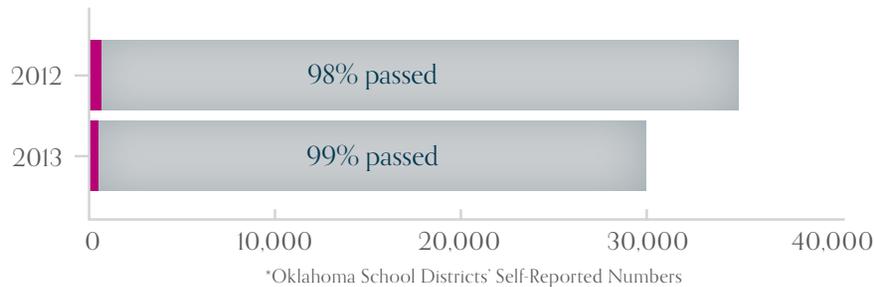
- Enrollments - Secondary
 - Comprehensive Schools = 135,372
 - Technology Centers = 16,348
 - Total Secondary Enrollment = 151,720
- Postsecondary
 - Full-Time Offerings = 12,310
 - Industry-Specific Training = 286,346
 - Adult and Career Development = 68,607
 - Training for Industry (TIP) = 8,276
 - Skills Centers = 1,244
 - Total Postsecondary Enrollment = 376,783
 - Total Enrollment - All Categories = 528,503

NOTE: Students enrolled are duplicated in some categories.

Achieving Classroom Excellence (ACE)

Nearly a decade ago, the Oklahoma Legislature passed a major reform to assure our graduating seniors are prepared for college and the workforce. The ACE Act requires high school seniors pass four of seven end-of-instruction tests traditionally given in high school. To qualify for high school graduation, students must pass exams in English II, Algebra I and two other subjects.

Number of Students Meeting All ACE Requirements for Graduation



ACE End-of-Instruction Requirements

Additional courses are required for graduation by both the state and the local school district.

- Algebra I
- English II
- Two of the following five
 - Algebra II
 - Biology I
 - English III
 - Geometry
 - United States History
- Completion of requirements for a Personal Financial Literacy Passport



2012-13 OCCT ACE End-of-Instruction Results

Subject	% Proficient 2013	Change in % Proficient from 2012	
Algebra I	84	↑	+2%
Algebra II	77	↑	+3%
Geometry	83	↑	+1%
English II	88	↑	+2%
English III	90	↑	+5%

For students who are not natural test takers or have special needs, alternative provisions exist where they can prove they have mastered the knowledge equal to a satisfactory score on the tests. Remediation opportunities and an appeals process also are in place.

Remediation Funding:

- 2011 = funded \$8,617,800—if fully funded we would have spent \$20,636,160
- 2012 = funded \$7,611,577—if fully funded we would have spent \$18,126,360
- 2013 = \$6,696,577 funded—if fully funded we would have spent \$21,795,840
- 2014 = \$8,000,000 allocated—if fully funded \$28,681,800

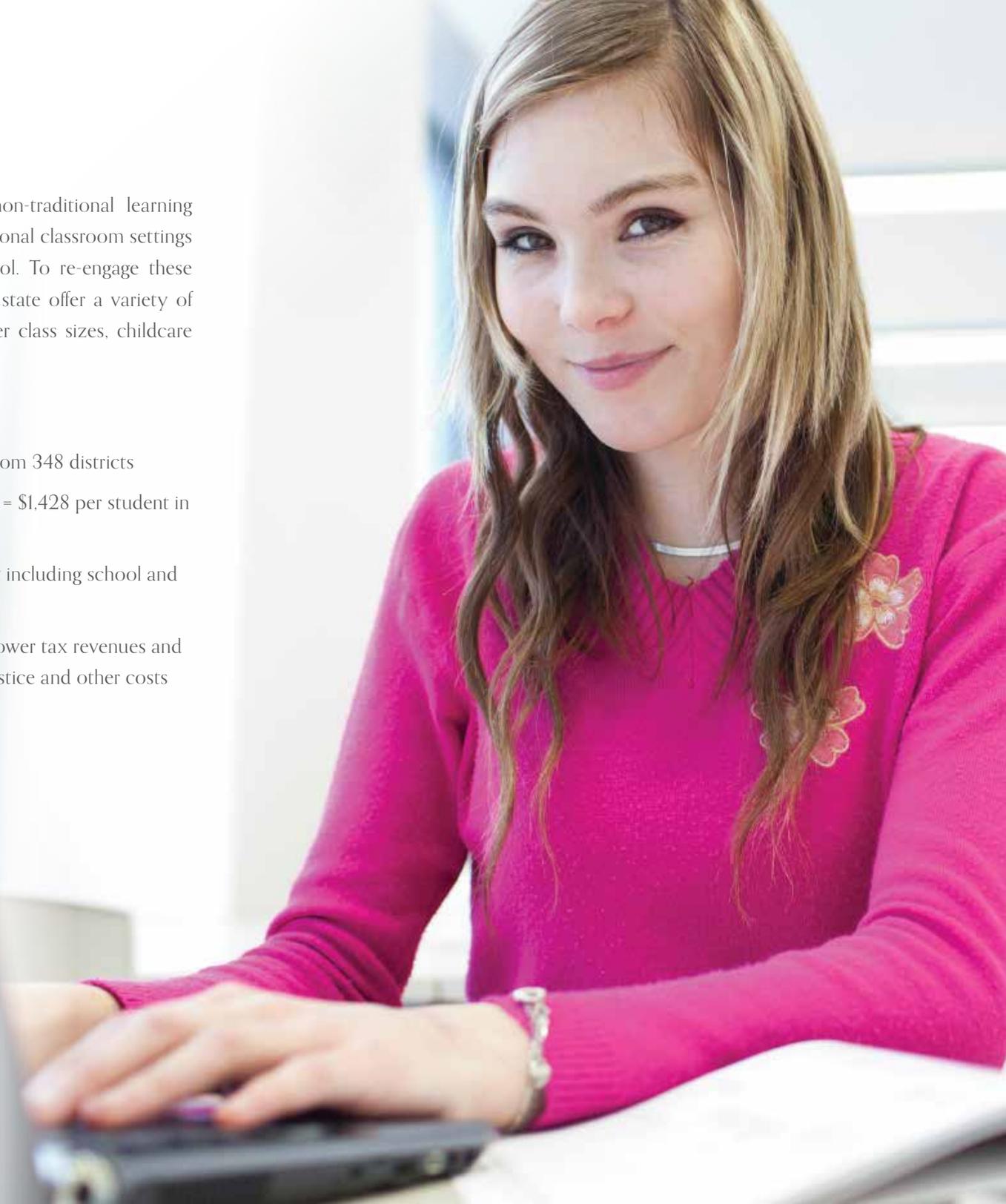
Alternative Education

The state's alternative education program offers non-traditional learning environments for students who do not excel in traditional classroom settings and are at risk for failure or dropping out of school. To re-engage these students, alternative education programs across the state offer a variety of learning options including flexible scheduling, smaller class sizes, childcare and service learning opportunities.

Alternative Education by the Numbers

- 251 programs; 101 were co-ops serving students from 348 districts
- \$15.6 million investment / 10,933 students served = \$1,428 per student in dedicated state Alternative Education fund
- Median cost over four years = \$6,980 per student including school and supplemental funds
- A typical dropout costs taxpayers \$290,000 in lower tax revenues and higher costs for social services, health, criminal justice and other costs

Each \$1 spent
will return
approximately
\$40



Graduation and Dropout Rates

Graduation from high school is the gateway to entering college or the workforce.

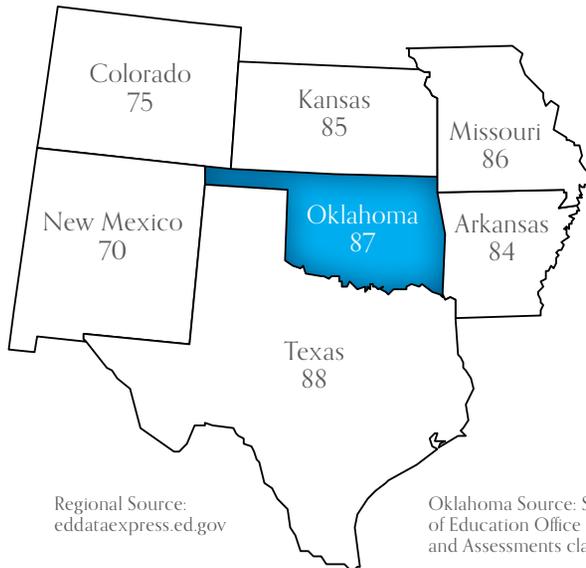
The graduation rate is the percentage of ninth-grade students continuing through high school until they graduate. School districts across the state are making progress in graduating Oklahoma's children as the dropout rate has improved over the past decade.

Graduation Rates

35,966 graduates
87% cohort graduation rate

(averaged freshman graduation rate - percentage of entering freshman class graduating in four years)
 Source: State Department of Education Office of Accountability and Assessments class of 2012.

Regional Cohort Graduation Rates - 2012



Oklahoma High School Student Dropout Rates

(Title 70 Oklahoma Statutes § 35e)

Source: Oklahoma State Department of Education, State Dropout Reports, 2002-2012



Regional Dropout Rates

Source: IES - Institute of Education Sciences National Center for Education Statistics 2009-10



Special Education

In order to promote excellence in education, Special Education Services provides guidance and support to children with disabilities, from infancy to adulthood, and their families. Those services, outlined in the Individuals with Disabilities Education Improvement Act (IDEA), are one of the most important responsibilities of OSDE.

The OSDE disseminates information to families, schools, communities and agencies by fostering collaborative partnerships, and by providing timely and accurate technical assistance. Each child receives instruction to meet his or her needs through an Individual Education Plan (IEP) designed specifically for that student by a team of educators and parents or guardians. The OSDE also provides resources to schools, teachers and parents to help meet the education needs of children in special education programs.

Additionally, the OSDE works with the Oklahoma State Department of Health to administer SoonerStart, Oklahoma's early intervention program for infants and toddlers ages birth to 3 who have developmental delays or specific health care needs. Many of the children served are able to transition to special education programs within the public school system.



In Oklahoma, more than 100,000 children and young adults ages 3 to 21 receive special education and related services.



Utilizing Technology to Learn

If Oklahoma's children are to compete in a global economy, they must have the opportunity to learn in a digital environment. Technology enhances education by providing teachers the ability to more easily identify and meet students' individual learning needs. Students are fully engaged in the digital world outside of school and they deserve the opportunity to fully participate in a digital-learning environment.

In addition to enhancing classroom instruction across the state, digital learning is bringing students in smaller or rural districts opportunities they might not have otherwise—such as access to online supplemental education and participation in digital fieldtrips.

Digital learning is making a positive impact on student achievement at all grade levels. Students involved in the Think Through Math program earn credit and prizes for solving math problems anywhere, anytime. And many school districts make digital learning available to our youngest students in Pre-K and Kindergarten by utilizing educational software—a more engaging form of instruction.

OSDE has assembled a Technical Advisory Group for Assessment Readiness to evaluate school districts' technological readiness for digital learning and online assessments. Recommendations from this committee and the advantages gained from joining the state's shared information technology services initiative put Oklahoma schools on the right path—preparing students for today's high-tech world.

Oklahoma ranks 13th in the nation on the 2013 Digital Learning Report Card released by Digital Learning Now.





Preparing Students for Life and Work in the 21st Century

The OSDE promotes and supports the integration of technology into teaching and learning through professional development, policy development, strategic planning and the administration of state and federal funding.

Across Oklahoma, educators are utilizing digital learning in the classroom in an effort to grow a workforce-ready generation for a better state.

To bring digital learning to life, OSDE has a defined set of goals.

- Work with school districts to determine their accessibility to the Internet, and the speed at which it is delivered, and improve those conditions to enhance learning and the delivery of online assessments,
- Provide professional development for teachers and administrators to help them better understand the possibilities that exist with digital learning and to integrate digital learning into their teaching,
- Expand online learning opportunities.
- Continue to assist the Virtual Charter School Board with its work.

To integrate digital learning into classroom instruction, OSDE has incorporated the National Educational Technology Standards for students, teachers and administrators into the Oklahoma Academic Standards. These technology standards were developed by the International Society for Technology in Education (ISTE).

The ISTE Standards set best practices for learning, teaching and leading technology in education. The benefits of using the ISTE Standards include:

- Improved problem solving, critical thinking and creativity skills in students
- Prepared students—competitive in the global job market
- Student-centered, project-based and online learning environments
- Digital places of learning

Technology for Schools

Online Assessment Readiness

The biggest challenges schools face in utilizing digital learning and conducting online assessments include access to high-speed Internet, an adequate number of computer devices and funding.

OSDE recently conducted a speed test to determine school districts' Internet capabilities. Only 9 percent of schools met a minimum benchmark for Internet access. A survey to determine the number of computer devices available to students indicates an average 3.5 to 1 ratio of students to computers.

For Oklahoma schools to effectively utilize digital learning and administer online tests efficiently, everyone must work together to find the financial resources school districts require. One state effort, Open Range, is a website dedicated to sharing information, technology services and purchasing activities. Bringing together the buying power of state agencies and organizations, including the K-12 educational system, helps keep technology costs more economical.

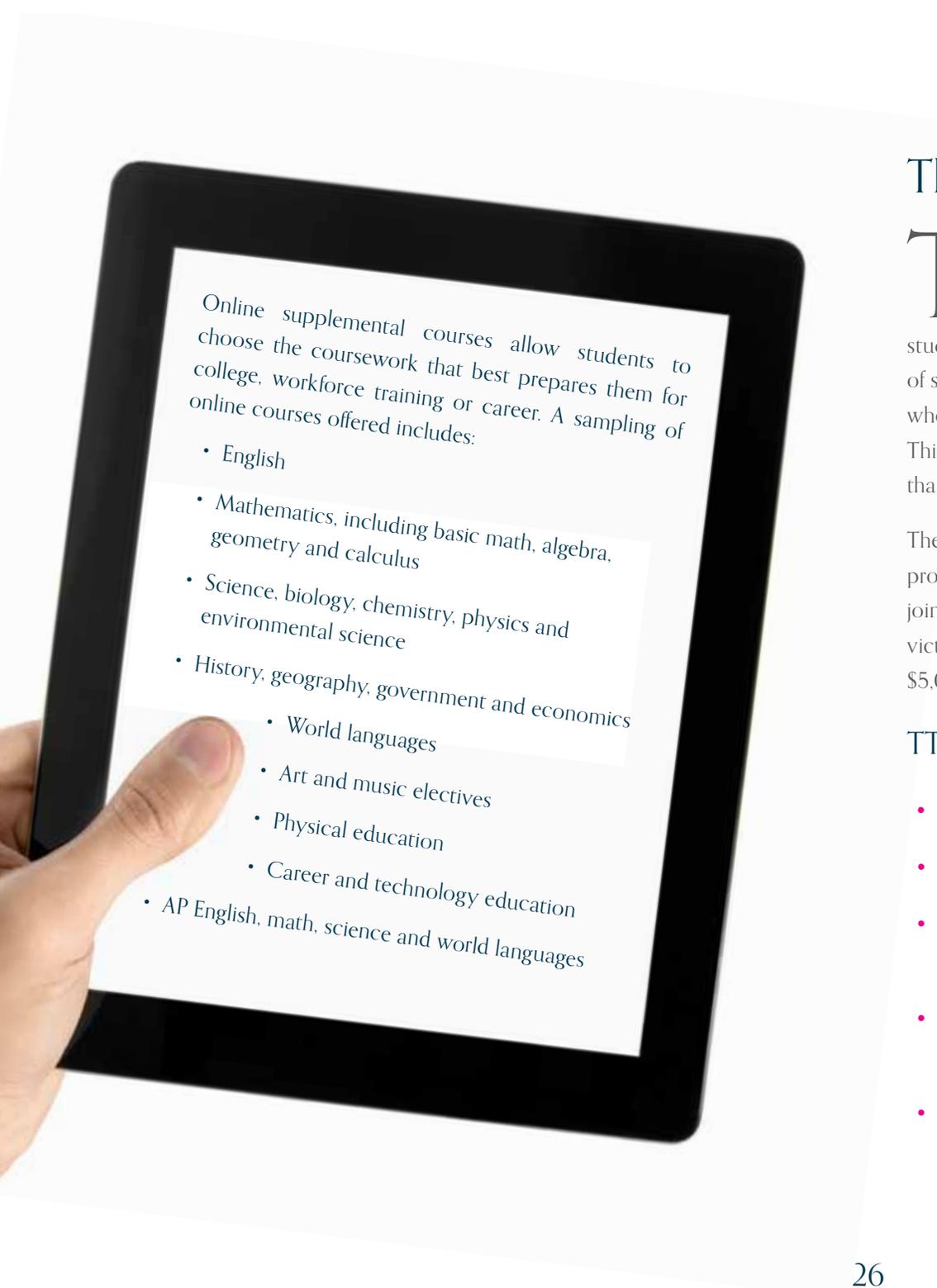
OSDE is also committed to working with state legislators to earmark technology funding for schools. In the hands of a good teacher, current and emerging technologies can unlock the door to quality learning.

Online Supplemental Education

School districts deliver a number of supplemental online educational opportunities to provide Oklahoma children the full benefits of digital learning. For middle school and high school students, classes offered range from the basics to Advanced Placement (AP®) courses. These online courses provide students benefits ranging from extra instruction to giving rural students the chance to take AP classes their districts may not be able to afford.

All Oklahoma public school districts are required to offer online educational opportunities. Online teachers must be certified to teach in the content area of the course offered or be a faculty member at an accredited institution of higher education.





Think Through Math

Think Through Math is one supplemental program that illustrates how technology has changed education. This interactive program to help students improve their math skills is offered to fourth- and eighth-grade students. It provides teachers with immediate feedback to help identify areas of study that might need further explanation in class and an online chat room where students can receive immediate help from a certified math teacher. Think Through Math has grown from 40,000 students in its first year to more than 49,000 in the 2013-14 school year.

The program also has provided a lesson in good citizenship. As children solve problems, they earn prizes or cash. Last year, students from across the country joined Oklahoma students in donating \$6,720 in earned cash prizes to help victims of the May 2013 tornado. Think Through Match matched the first \$5,000 for a total donation of \$11,720.

TTM Highlights for School Year 2012-13

- 16.9 million problems completed
- 3.7 million night and weekend problems
- 107,724 extra math classes after 5 p.m. and on weekends
- 82,475 live help sessions, approximately 10,000 hours of one-on-one time with students
- Program active in 44% of Oklahoma school districts

Technology has Cottonwood's Youngest Learners on the Right Track

Cottonwood Elementary School is using technology with great success in its learning and literacy programs for children enrolled in early childhood and Pre-Kindergarten classes. During the 2012-13 school year, nearly 90 percent of the school's 4-year-olds and 66 percent of its 3-year-olds passed the Kindergarten reading assessment given at the beginning of the school year.

Cottonwood Elementary principal John Daniel says this level of achievement changes the whole school system by helping kids enter Kindergarten and first grade on track to be reading on grade level by the third grade. "Technology is one more piece of the puzzle," he explains, since it lets children practice reading and get immediate feedback from teachers.

Daniel is quick to note that technology is a major part of children's lives today, even at 3 and 4 years of age. This further contributes to the ease of incorporating technology into teaching methods. Cottonwood Elementary, which is in Coal County, has SMART boards and SMART tables in every classroom. It also has computer stations, iPods and iPads.

Technology isn't the only reason for his school's early childhood learning success. According to Daniel, "It is also the willingness of our teachers to change and update how they do things in order to help their students succeed."





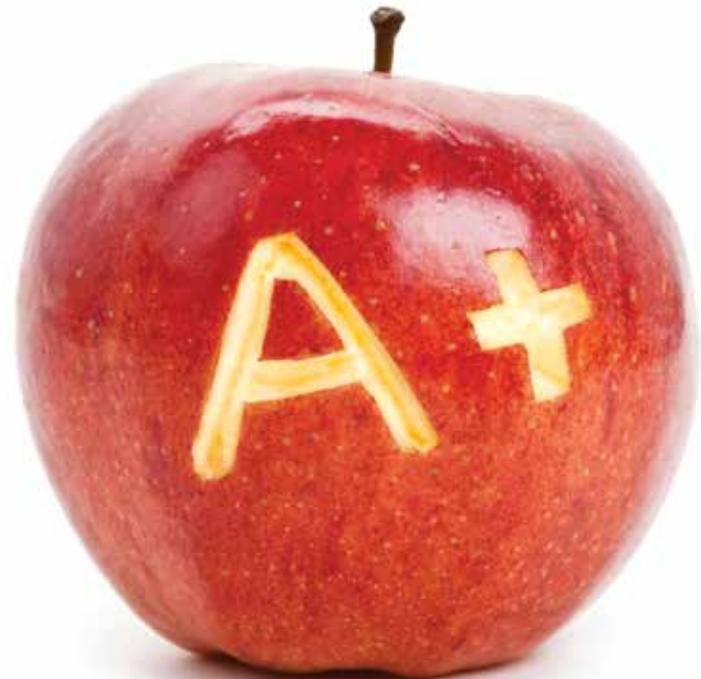
Transparency and Accountability

For the State of Oklahoma to enjoy a public education system where ALL children learn, there must exist a solid foundation of transparency and accountability. The greatest move in that direction is the adoption of the A-F Grading System where every school and school district receives a letter grade, just as students do.

The Report Card system is based on the premise that parents and community members should be able to quickly and easily determine how their local schools are doing. The system also offers educators an opportunity to evaluate where their schools need improvement and define strategies to increase student achievement.

Oklahoma has raised the bar on assessments as well. During the 2014-15 school year, students will begin taking a different type of test, which will be aligned to the more rigorous Oklahoma Academic Standards. The new tests will require students to solve real-world problems, show their work and write essays. They will step away from the multiple choice exams of the past and move toward assessments that better inform teaching and learning, while preparing students for today's workforce.

School districts will find it easier to make instructional decisions and identify at-risk students with the new Statewide Longitudinal Data System. This new system will provide teachers the information they need to design more effective instruction. With more data comes more accountability. In 2013, the Oklahoma Legislature passed a data privacy bill that the OSDE helped draft. This law requires parameters be set for how student data is used and is intended to protect the privacy of our children.





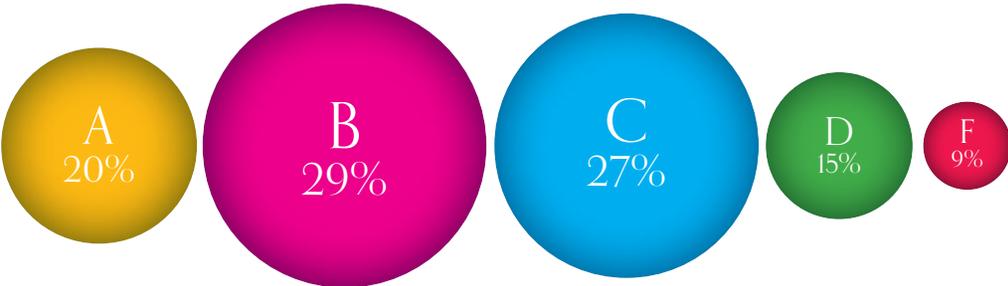
A-F Report Card

Adopted into law in 2011, Oklahoma's A-F School Grading System requires that each school site receives a report card with a letter grade. A-F report cards offer information quickly and easily so parents, educators and community members can see how their local schools are doing.

The report card measures student achievement, overall student growth and progress of the bottom quartile of students. For each school, the report card addresses subject areas such as reading, math, science and social studies. Information from standardized student test scores is used to calculate an overall letter grade for each school.

With a report card in hand, educators, parents and communities can join forces to take action when needed or to celebrate successes throughout the state.

All Schools

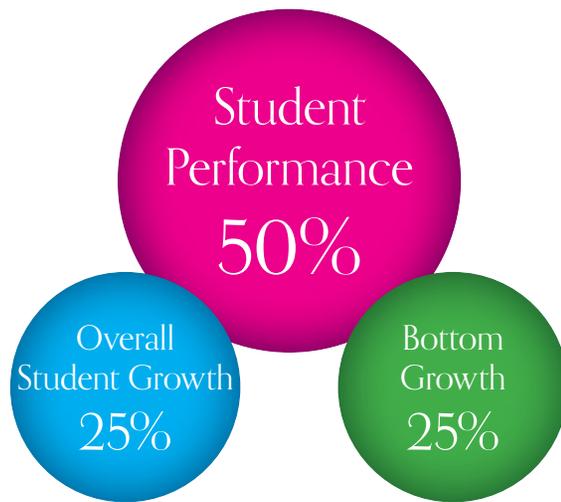


How Grades Are Calculated

Report card grades comprise two sections, each of which is worth half the overall grade. Student performance is 50 percent of the grade and is based on student assessment scores.

The remaining 50 percent comprises student growth and is divided into two parts. The first 25 percent, for overall student growth, compares student scores from one year to the next and determines how much students have improved. The second 25 percent uses compared scores of students who are in the bottom 25 percent quartile to determine how much they have improved.

A-F Report Card Breakdown



What Happens to Failing Schools?

OSDE provides low-performing schools a number of support initiatives, including professional development opportunities and other resources, to spur school improvement using best practices. The A-F Report Card is not punitive, and there is no loss of funding associated with the grades.

Changes in the Law

The A-F Report Cards were first released in 2012. Based on requests from school administrators, state lawmakers adjusted the formula for 2013. Substantial changes to the law place more emphasis on student achievement and student growth, which means overall letter grades are not comparable from the 2012 to 2013 report cards.

The most significant changes in the law include:

- The report card is now based on a 100 percent grading scale and not a Grade Point Average (GPA) formula.
- The school climate survey was removed.
- Schools can earn as many as 10 bonus points to be added to their final grade. Bonus points are based on pre-determined criteria for elementary, middle and high schools.
- The number of students required to participate in a particular test for reporting changed from 30 to 10.
- Points for students scoring in the categories of Advanced, Proficient, Limited Knowledge or Unsatisfactory are no longer weighted differently.

Oklahoma State Report Card

Student Performance

• Reading/English II/English III	73 = C
• Math/Algebra I/Algebra II/Geometry	72 = C
• Science/Biology I	54 = F
• U.S. History	77 = C
• Writing	56 = F
Overall Student Performance Grade	69 = D

Overall Student Growth

• Reading/English II	79 = C
• Math/Algebra I	78 = C
Overall Student Growth Grade	79 = C

Bottom Quartile Student Growth

• Reading/English II	59 = F
• Math/Algebra I	59 = F
Overall Bottom Quartile Growth Grade	59 = F

Here's how the report cards break down by school category.

Elementary School

- A = 15%
- B = 28%
- C = 29%
- D = 15%
- F = 13%

Middle School

- A = 7%
- B = 25%
- C = 32%
- D = 24%
- F = 12%

High School

- A = 46%
- B = 34%
- C = 17%
- D = 2%
- F = 1%

Oklahoma earned bonus points for advanced coursework and year-to-year growth.

Oklahoma School Testing Program

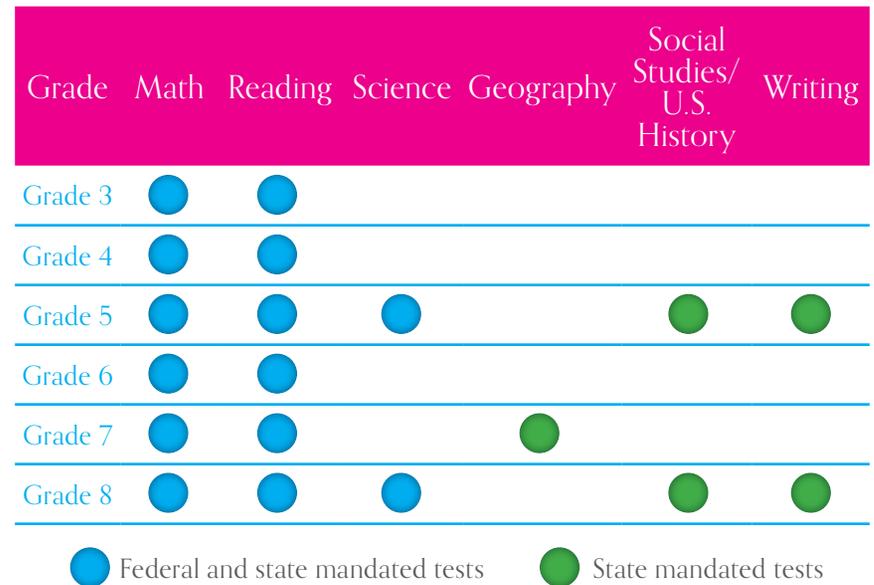
O SDE's goal is to improve academic achievement for all Oklahoma students. Assessing students' knowledge in particular subject areas is essential to that process. Assessment results help teachers determine what knowledge students possess and make data-driven decisions to design instructional methods that improve student achievement.

Educators have assessed student performance with state-mandated achievement tests since adoption of the Oklahoma Education Improvement Act of 1985. The Oklahoma Core Curriculum Tests (OCCT) have been used to measure student achievement and growth since 1995.

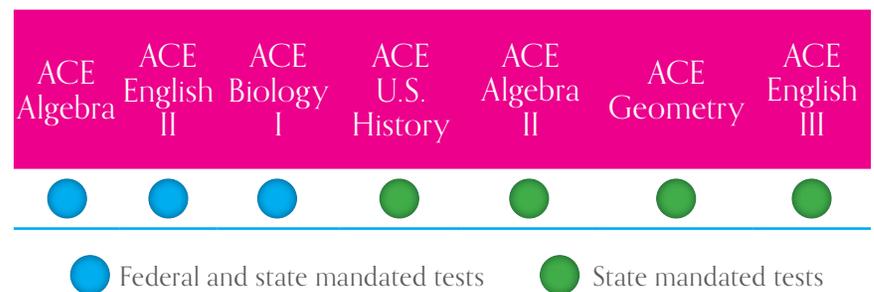
In Oklahoma, we are raising the bar by implementing new, more rigorous Oklahoma Academic Standards. During the 2014-15 school year, new tests will be given that reflect those standards and more accurately measure not just what students know, but whether they can apply that knowledge using critical thinking and problem-solving skills.

OCCT General Tests are taken by most students at Grades 3-8 and at the end of certain high school courses.

OCCT General Assessments for Grades 3-8 2013



OCCT General Assessments End-of-Instruction 2012-13



Breakdown of OCCT Results

2013 OCCT Math Results Grades 3-8

Grade	% Proficient in 2013	Change in % Proficient from 2012
Grade 3	70%	↔ 0%
Grade 4	73%	↔ 0%
Grade 5	70%	↔ 0%
Grade 6	72%	↑ +1%
Grade 7	69%	↓ -1%
Grade 8	67%	↓ -1%

Total Tested on OCCT General Assessment

2013 OCCT Reading Results Grades 3-8

Grade	% Proficient in 2013	Change in % Proficient from 2012
Grade 3	72%	↔ 0%
Grade 4	69%	↑ +6%
Grade 5	69%	↑ +1%
Grade 6	66%	↓ -3%
Grade 7	72%	↓ -2%
Grade 8	77%	↓ -2%

Total Tested on OCCT General Assessment

2013 OCCT Writing Results Grades 5 and 8

Grade	% Proficient in 2013
Grade 5	56%
Grade 8	55%

2013 OCCT Science Results Grades 5 and 8

Grade	% Proficient in 2013
Grade 5	51%
Grade 8	53%

Total Tested on OCCT General Assessment

2012-13 OCCT ACE End-of-Instruction Results

Subject	% Proficient in 2013	Change in % Proficient from 2012
Algebra I	84%	↑ +2%
Algebra II	77%	↑ +3%
Geometry	83%	↑ +1%
English II	88%	↑ +2%
English III	90%	↑ +5%

Total Tested on OCCT General Assessment

2012-13 OCCT ACE End-of-Instruction Results

Total Tested on OCCT General Assessment

Subject	% Proficient in 2013
Biology I	54%
U.S. History	78%

New State Assessments

With implementation of the new Oklahoma Academic Standards, new assessment tests must reflect the rigor of the new standards. New English and math tests, developed with input from Oklahoma teachers, will be given during the 2014-15 school year.

Students will no longer be asked to simply fill in the bubbles on multiple-choice tests. Instead, they will show their work on math problems and write short essays to prove comprehension and mastery of the subject matter in English. The new tests will allow them to demonstrate the critical thinking and problem-solving skills they will need in college, workforce training and in today's job market.

Oklahoma teachers have worked for several years with educators from across the country to develop the new tests. They have brought home the knowledge gained and shared it with higher education and career technology educators to develop assessments to prepare our children for life after high school.

Not only have the tests changed, so have proficiency requirements. Students must attain higher scores on assessments than in previous years, ensuring they truly show mastery of knowledge. Using a process widely accepted in the educational industry, committees of educators, content experts, curriculum specialists, representatives of higher education and career technology, business leaders and legislators set new subject matter proficiency scores.



NAEP

In addition to Oklahoma assessments, tests are also given to show how our students compare to their counterparts across the country. The National Assessment of Educational Progress (NAEP) is the largest national testing program in the country and represents what America's students know and can do in various subject areas.

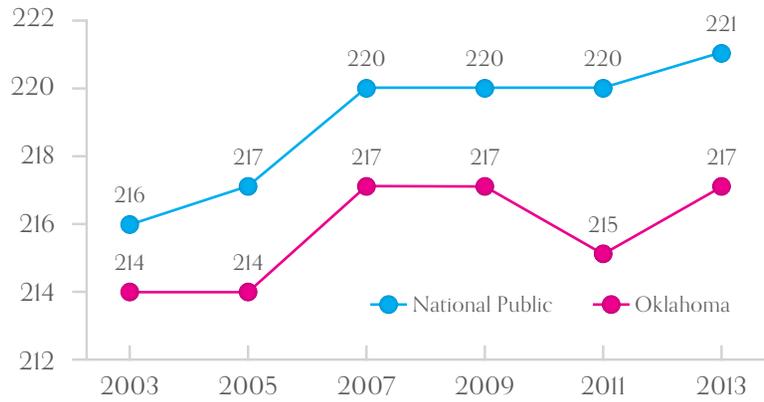
Since NAEP assessments are consistent across the nation, the results serve as a common metric for all states and selected urban districts.

Oklahoma students traditionally score below the national average, making implementation of the Oklahoma Academic Standards and other educational reforms critical on our students' road to becoming workforce-ready.

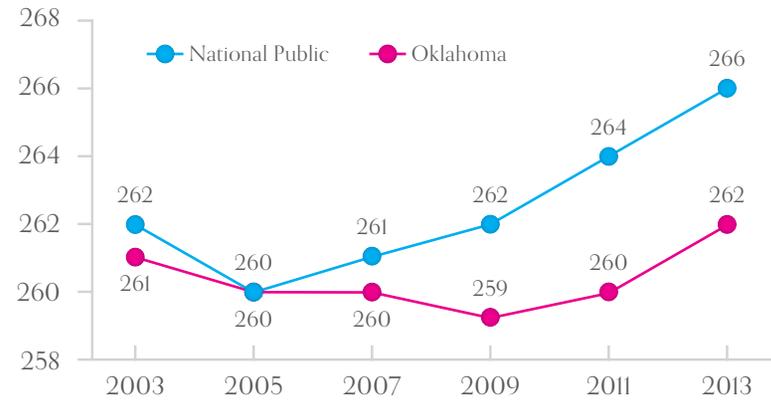


Oklahoma's NAEP Results

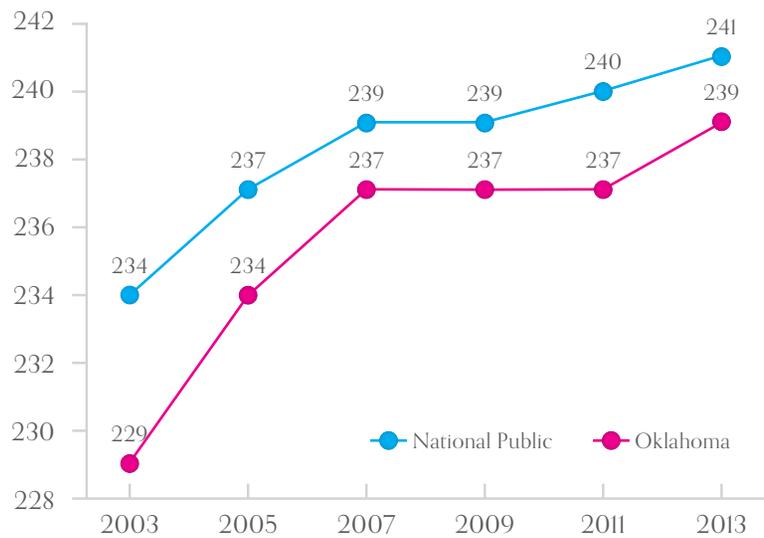
4th-Grade Reading: Average Scale Scores Over Time



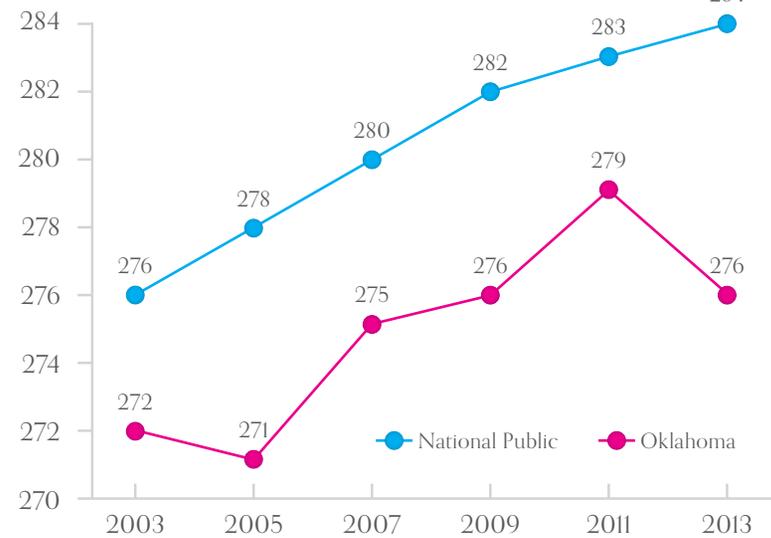
8th-Grade Reading: Average Scale Scores Over Time



4th-Grade Math: Average Scale Scores Over Time



8th-Grade Math: Average Scale Scores Over Time





Better decisions
require better
information.

Student Longitudinal Data Systems (SLDS)

To ensure that students successfully move through the state education system, OSDE applied for and received a 2012 Statewide Longitudinal Data Systems (SLDS) grant for \$5 million from the U.S. Department of Education.

SLDS enhances OSDE's ability to efficiently and accurately manage, analyze and use educational data for improved student learning. The system will allow for students' information to follow them from grade to grade and even to new schools.

A plan under development will train and empower teachers, school leaders, parents and others to use the data from the SLDS. Information in the system is accessed through the state's Student Information System known as The WAVE.



The WAVE

The WAVE is a comprehensive statewide student-record tracking and reporting system under development by the OSDE. This multiyear project will revolutionize the manner in which district information is collected, managed and analyzed by state and local school districts.

Using The WAVE, OSDE staff will be able to manage data for decision making and statistical reporting, routinely provide pertinent information to school districts and satisfy state and federal reporting requirements.

The WAVE consists of 20 district-submitted data groups. Of those, 14 are critical to identifying students at risk of dropping out of school. OSDE works with districts and their vendors to improve communications and increase the number of districts submitting information through The WAVE.



Data Privacy, HB 1989

Through the passage of House Bill 1989, known as the Student Data Accessibility, Transparency and Accountability Act of 2013, OSDE and lawmakers worked together to address student privacy concerns related to the data collected by the state department. Concerns addressed in the new law include how data is used and whether the information is shared across state lines.

The act's most basic premise is that OSDE must protect student privacy, while meeting its legal and operational obligations as a state agency charged with serving the children and families of Oklahoma.

A Solution Aligned with Our Values





Effective Teachers, Leaders and Schools

In addition to a caring adult at home, nothing is more important to a child's education than an effective teacher in the classroom. Because every child deserves to have an effective teacher and every teacher deserves to have effective leaders, OSDE is committed to providing experiences that will improve the effectiveness of every educator and every school.

The Teacher and Leader Effectiveness (TLE) system is an evaluation and development process that, when fully implemented, will capitalize on educators' strengths and provide focused professional learning opportunities to cultivate growth. It will help teachers and administrators apply new knowledge in the classroom and execute research-proven strategies that strengthen both student and educator learning.

Even with TLE working to improve the quality of each educator, there are not enough teachers to meet the needs of Oklahoma schools. The state is facing a teacher shortage crisis that is intensifying annually. The Oklahoma Education Workforce Shortage Task Force was established in 2013 to make recommendations to reduce the shortage and hopefully halt the crisis.

In an effort to grow dynamic educational leaders, OSDE has partnered with the Darden School of Business at the University of Virginia for participation in the School Turnaround Program. Currently, three Oklahoma school districts and a team of OSDE staff members are taking part in this executive education program, which specializes in teaching education leaders how to create positive, productive change. The OSDE team is using new knowledge

from this program to enhance its own turnaround process—supporting the state's most struggling schools through interventions and professional development opportunities.

Because parents are the most qualified to decide what type of learning environment is best for their children, Oklahoma offers a variety of effective school choice options to families. These include public charter schools, virtual charter schools, home schools and scholarships for attending private schools.





Implementation of the TLE Law

Teachers, educational leaders and researchers alike agree that effective teachers in the classroom and effective school leaders are the most important factors contributing to quality learning and student achievement. The Oklahoma Legislature passed the Teacher and Leader Effectiveness Evaluation System Law in 2010 to provide effective teachers and leaders for our schools.

The law requires Oklahoma school districts to implement an evaluation system for teachers and administrators, under the direction of the OSDE, State Board of Education and the TLE Commission.

The TLE system is based on the following principles.

Do You Believe...?

Every child deserves to have an effective teacher every year. YES

Every teacher deserves to have a team of effective leaders throughout his/her career. YES

Effectiveness can be developed. YES

Educator growth is best achieved through deliberate practice of specific knowledge and skills. YES

We Do, Too!

This is why the Oklahoma State Department of Education will provide leadership for educator effectiveness by:

Developing a system to assess educator strengths and weaknesses

Providing access to high-quality professional development

Guiding districts through a framework of offering individualized professional learning opportunities (including, but not limited to, best practices videos, peer collaboration, coaching, hands-on workshops and professional reading)

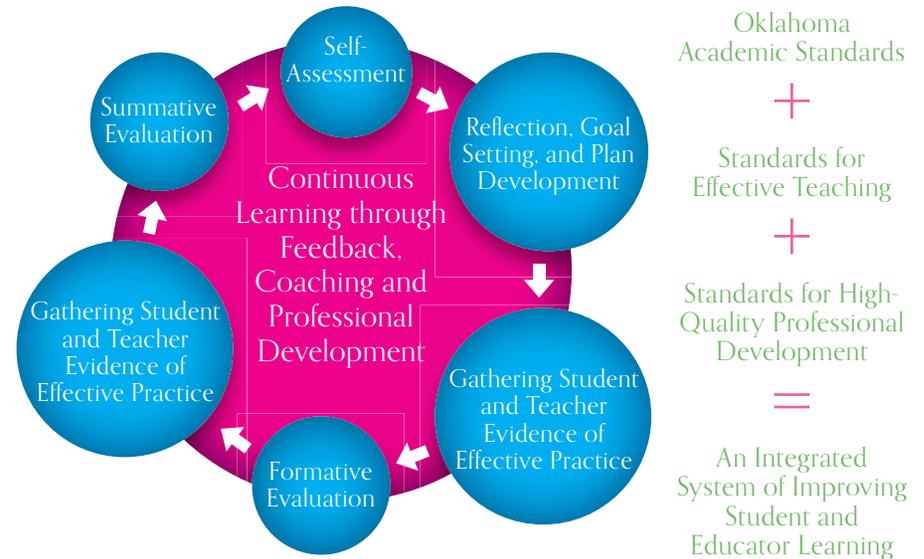
Seeking ongoing feedback to improve the system and professional development opportunities provided

The TLE system includes both qualitative and quantitative evaluation measures. The qualitative portion comprises the research-based, observable and measurable characteristics of a teacher's classroom practices. Quantitative measures include a variety of approaches for capturing student academic growth and achievement, such as data from standardized tests and other academic measures that highlight the unique aspects of a teacher or leader's contribution to student learning.

- 50% qualitative - based on frameworks of observable and measurable characteristics of personnel and classroom practices correlated to student performance success
- 35% student academic growth
- 15% other academic measures

Every teacher's evaluation must include an annual assessment that results in a continual cycle of focused, active and collaborative professional development and support structures.

Targeted Evaluation Cycle



A 19-member TLE Commission provides critical guidance to the State Board of Education as the state moves forward in implementing TLE statewide. The commission provides recommendations and gathers feedback about the process from stakeholders—including teachers, administrators, parents and policymakers. Full implementation of the TLE process is on track to be completed in the 2015-16 school year.

In addition to helping teachers grow and develop best practices, Oklahoma needs to increase its number of teachers.

Teacher Shortage

Oklahoma has been experiencing a severe teacher shortage for a number of years. OSDE is working with local educators as well as a national nonprofit organization to address this issue.

Oklahoma Education Workforce Shortage Task Force

The Oklahoma Education Workforce Shortage Task Force was formed to study the teacher shortage. The group met throughout the summer and fall of 2013 to address the issues of preparing, recruiting, retaining, supporting and recognizing effective educators. The task force comprises classroom teachers, school administrators, legislators and civic leaders from rural, suburban and urban communities.

Some of the recommendations from the task force, such as a \$2,000 teacher pay raise, have been introduced for potential 2014 legislation.

Teach For America (TFA)

Teach for America is a nonprofit organization dedicated to the vision that one day all children will have the opportunity to get an excellent education. The group recruits and trains recent college graduates and professionals who commit to teach in high-need urban and rural public schools. Teach for America provided 340 teachers for schools in Oklahoma in 2013.

Since its inception in 1990, TFA has become one of the nation's largest providers of teachers in low-income communities and is recognized as a pipeline for leadership committed to educational excellence.



Teach For America by the Numbers (2013)

- Nearly 340 teachers
- Working in more than 84 schools
- Serving predominately 22,000 low-income children
- 630 outstanding leaders recruited to Oklahoma since 2009
- Nearly 69,000 students impacted

Support for School Improvement

The OSDE is committed to providing support to teachers, administrators and other school personnel who are striving to improve the academic experiences of their students. Since every school has its own successes and challenges, a variety of available supports can be customized to meet a site's most pressing needs.

By assisting schools in focusing on the goals of great instruction, timely use of information and building school culture, many positive changes have happened in schools across the state. To comprehensively address each school's needs, the Office of School Turnaround canvases the state each year with a support team that now includes representation from all areas of the OSDE.

- The Office of School Turnaround has hosted 12 regional “working group” meetings since August 2013, and seven regional meetings with an average of 70 participants at each for lowest performing schools.
- School Turnaround engaged with over 250 school site visits between August and December and had nearly 400 site visits for 2013.

It Is Working..

- In the category of **Priority Schools** (bottom 5 percent), 12 schools came off the Priority list, and four of these are now Reward Schools.
- In the **C³ Schools** category (lowest performing of the bottom 5 percent), four of 11 now have an A, B, or C on the A-F Report Card.
- In the category of **Targeted Intervention**, 17 schools came off the list, and five of them are now Reward Schools.
- In the category of **FOCUS**, 10 schools originally designated Focus due to low performance in student sub-groups are now Reward Schools.

School Improvement Grants (SIG)

SIG funds are provided by the U.S. Department of Education to state education departments. The states then provide subgrants to local school districts demonstrating the greatest need for funds and the strongest commitment to using the funds to provide adequate resources and substantially increase student achievement in some of the lowest performing schools. The grants are typically awarded on a three-year cycle.

UVA School Turnaround Program

To attain true success in student achievement, it is not enough to have an effective teacher in every classroom—schools also must have effective leaders to fully support teachers. To foster educational leadership in Oklahoma, OSDE selected three school districts to partner with the Darden School of Business at the University of Virginia (UVA).

The UVA School Turnaround Program draws upon the most innovative thinking in business and education to address the challenges and needs of education leaders engaged in turning around low-performing schools. The school districts currently participating in the UVA program include El Reno, Anadarko and Guthrie.

School Designation Categories Include:

Reward schools

- High performing
 - The school is in the top 10 percent of performance for its grade span (elementary, middle, high, or PK-8) in all assessments for three years; or
 - The school receives an A on its School Report Card; and
 - The school has a graduation rate of at least 82.4 percent (high schools only); and
 - The school is not identified as a Priority, Targeted Intervention or Focus school.
- High progress
 - The school is in the top 10 percent of schools for its grade span (elementary, middle, high, or PK-8) that have made significant improvement in reading and math scores over the past three years; and
 - The school must have either a 100-percent graduation rate or be in the top 20 percent of graduation rate improvement over the past three years (high schools only); and
 - The school cannot have received an F on its School Report Card.

Priority schools

- The school receives an F on its School Report Cards; or
- The school is in the bottom 5 percent of Title I schools for its grade span (elementary, middle, high, or PK-8) for reading and math and is not identified as a High-Progress Reward school; or
- The school is not a Title I school but has reading and math scores that are lower than the 5th percentile of Title I schools for its grade span (elementary, middle, high, or PK-8); or
- The school has a graduation rate below 60 percent for three consecutive years (high schools only) and is not identified as a High-Progress Reward school; or
- The school is receiving School Improvement Grant (SIG) funds; or
- The school is designated as a C³ School.

Focus schools

- The school is a Title I school, has a subgroup population greater than the state average, and is in the bottom 30 percent of like schools for its grade span (elementary, middle, high, or PK-8) in reading and math; or
- The school is not a Title I school, but has a subgroup population greater than the state average and has subgroup reading and math scores lower than the 30th percentile of like Title I schools for its grade span (elementary, middle, high, or PK-8)
 - Subgroups include
 - English Language Learners (ELL)
 - African American and/or
 - Students on an Individualized Education Plan (IEP); or
- The school is a Title I high school, has an African American and/or Hispanic population greater than the state average, is in the bottom 10 percent of like schools for graduation rates among either group and has not reduced the gap between the actual graduation rate and 100 percent by at least 50 percent over the past three years; or
- The school is not a Title I high school, but has an African American and/or Hispanic population greater than the state average, and has a graduation rate for either group lower than the 30th percentile of Title I schools, and has not reduced the gap between the actual graduation rate and 100 percent by at least 50 percent over the past three years; and
- The school has not been identified as a Priority, Targeted Intervention or High Progress Reward school.

Targeted Intervention schools

- The school receives a D on its School Report Card and has not been designated as a Priority School or a High Progress Reward school.



“Not only did everyone believe the students could do it, but we expected them to. We believed in them when they didn’t believe in themselves.”

TURNAROUND: U.S. Grant High School Goes from Failure to Success

Just three short years ago, U.S. Grant, the largest high school in Oklahoma City, was failing. Students could not meet academic testing standards, and the school had a high dropout rate. Today, U.S. Grant is a school turnaround success story. When the school report cards were issued for 2012-13, it was only one point shy of an A.

Tamie Sanders, principal of U.S. Grant during its incredible transition and now executive director for secondary education for Oklahoma City Public Schools, took over the school in 2011. That year only 34 seniors passed four

of the seven end-of-instruction (EOI) tests required to prove proficiency in core subjects and graduate. By comparison, in 2013, 106 seniors met the requirements of the Achieving Classroom Excellence Act that requires the passing of at least four of seven EOI tests.

Sanders gives full credit to the U.S. Grant teachers who were “all in” when it came to turning around the school. “Not only did everyone believe the students could do it, but we expected them to. We believed in them when they didn’t believe in themselves.

“When you surround children with people who genuinely believe in their future, truly believe in them, they WILL rise to the expectations set for them. It doesn’t matter what their background is. Nothing is impossible.”

C3 Partnership Schools

OSDE believes every child can learn if provided the opportunity to do so. Not even the lowest-performing Oklahoma schools will be left on their own.

Schools previously designated Priority schools but remaining unable to demonstrate academic improvement will be designated as C3 Partnership Schools. The OSDE will intervene to assist these schools with improving school operations that directly or indirectly relate to student achievement.

SDE Services to C3 Partnership Schools

- Intensive and comprehensive professional development and technical assistance via on-site and regional trainings on, but not limited to, the WISE Tool, School Improvement Budget, Federal Program Updates, Reading Sufficiency Act, Special Education Updates, Parent and Community Engagement and English Language Learner Updates
- Supports and/or interventions aligned to the Turnaround Principles
- Training on the implementation and use of the Oklahoma Data Review Model
- Assistance determining the focus of the school's improvement plan through the online technical assistance tool
- Training from the REAC³H Network regionally
- Training from REAC³H Coaches aligned to Oklahoma Academic Standards

- Advanced Placement and Pre-AP Training
- Ongoing, one-on-one support and leadership coaching from a School Support Team Leader and C3 Partnership Schools staff
- Additional support and technical assistance from School Support/ School Improvement Specialists



School Choice – Public Charter Schools

The best control parents can have is the ability to decide where their children go to school. Several laws in Oklahoma provide parents with that choice.

Charter schools were allowed by the Oklahoma Charter School Act in 1999 as public schools of choice. About nine charter schools were sponsored by 2002; today we have 25 charter schools in Oklahoma. Their primary purpose is to bring innovation in instruction and stronger student achievement.

Charter schools are public schools allowed greater flexibility in return for greater accountability. A charter school is accountable to its own board of governance, the local sponsoring school district and the OSDE.

The same transfer policies are followed for public charter schools as for traditional schools, and charter schools educate a diverse population of Oklahoma children.

Oklahoma Charters by the Numbers

- 23 Charter Schools
- 3 new Charter Schools in 2013
- 7,473 students attend Charter Schools
- 80% of Charter students are economically disadvantaged
- 81% of Charter students are minorities
- 9% of Charter students receive special services

2013 Charter School A-F Report Card

- 29% = A
- 29% = B
- 9% = C
- 9% = D
- 24% = F

Virtual Charter Schools

In March 2013, the Statewide Virtual Charter School Board (SVCSB) met for the first time and began preparing to consider applications for statewide virtual charter schools.

By Nov. 1, 2013, three charter applicants submitted proposals to the SVCSB. On Jan. 14, 2014, one application won unanimous approval. By July 1, 2014, the SVCSB will assume sponsorship of two already-existing statewide virtual charter schools currently serving more than 6,000 students across Oklahoma. The boundaries of statewide virtual charter schools are the borders of the State of Oklahoma. Therefore, by July 1, 2014, every parent in Oklahoma will have a public school choice about where their child will be educated.





Financial Services

While the heart of Oklahoma's public education system is in the classroom, a pillar of support exists within the Financial Services and Federal Programs departments. School funding in Oklahoma comes from a number of resources including state revenues, federal funding for title programs and local and county taxes.

State appropriations have been on the rise in the past few years and are almost back to pre-recession levels, but there is still work to be done to bring per-pupil spending, teacher salaries and financial support of educational reforms to a competitive level with other states. The OSDE works diligently with state legislators to improve this picture.

Opportunities exist to maximize cost-efficiency. Today, there are fewer school districts in Oklahoma than ever before. To assist districts with the annexation and consolidation process, the state provides financial assistance through the School Consolidation Assistance Fund. Effective 2012, school districts that choose to move more money into the classroom by reducing administrative spending may share a superintendent and receive incentive funding from the School Consolidation Assistance Fund.

Federal funding also is important to Oklahoma school districts. In the midst of reduced funding due to sequestration, the Federal Programs Department was able to reduce spending at the state level and protect school districts from decreased funding. Federal program dollars provide support to low-income, homeless and migrant students, child nutrition services and professional development programs for teachers and principals.

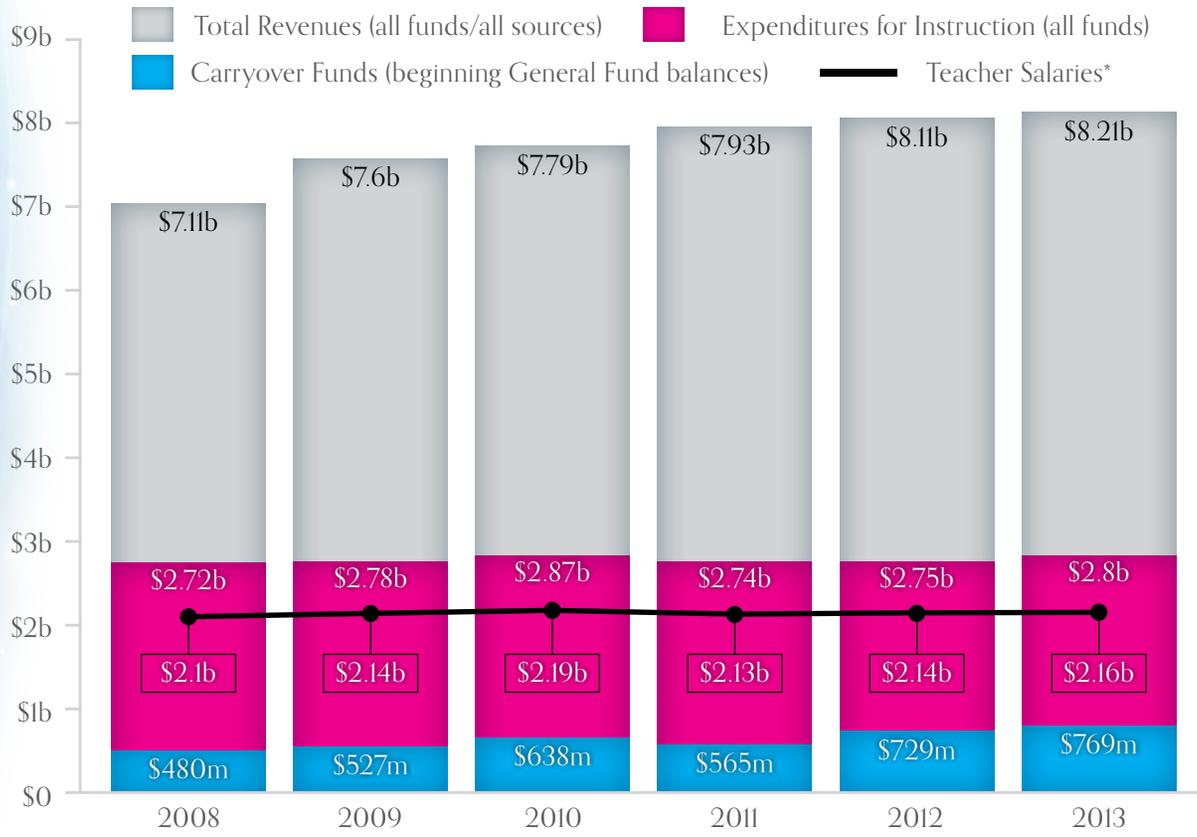




School District Expenditures

As the economy in Oklahoma has improved in the past two fiscal years, revenues for common education have climbed. At the same time, spending on instruction largely has remained flat. Education reforms bring added responsibility to all educators, especially teachers. At a time when we are seeing increased revenues and fund balances in school districts, we must raise teacher pay so we can recruit and retain the best and the brightest.

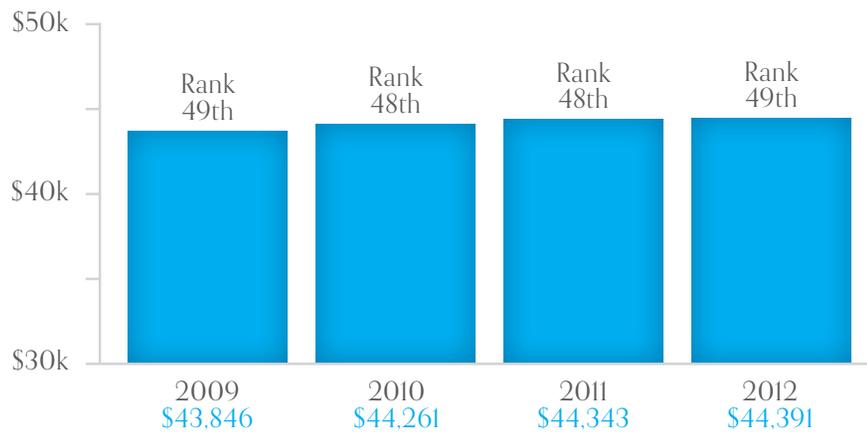
School District Expenditures 2008-13



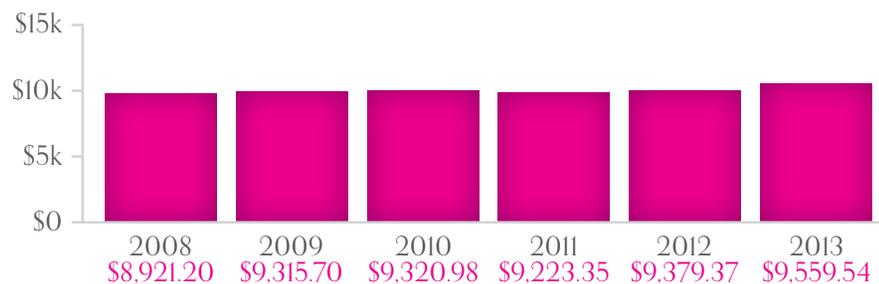
Source: Districts' OCAS expenditures and revenue submission.
 * Teacher salaries includes salary and fringe benefits for certified teachers and certified resource teachers

The two expenditures with the most significant impact on student learning are teacher salaries and per-pupil spending. Oklahoma consistently has fallen short in these two areas, which is why OSDE staff works tirelessly with legislators and school district leadership to bring Oklahoma to a competitive level both regionally and nationally in these areas. We must increase pay to our teachers and invest in our children.

Teacher Salaries



Per-Pupil Expenditures (Based on Average Daily Membership)

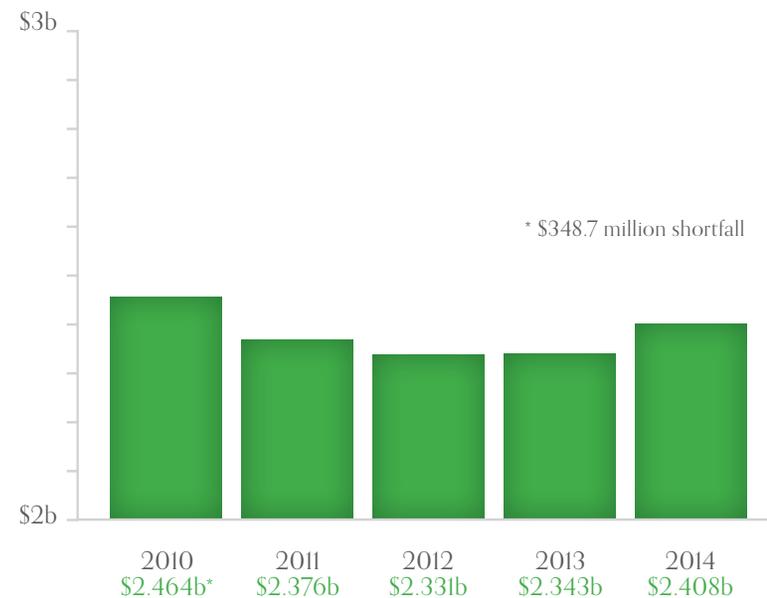


Source: OCAS expenditures/all funds

State Appropriations for Public Schools

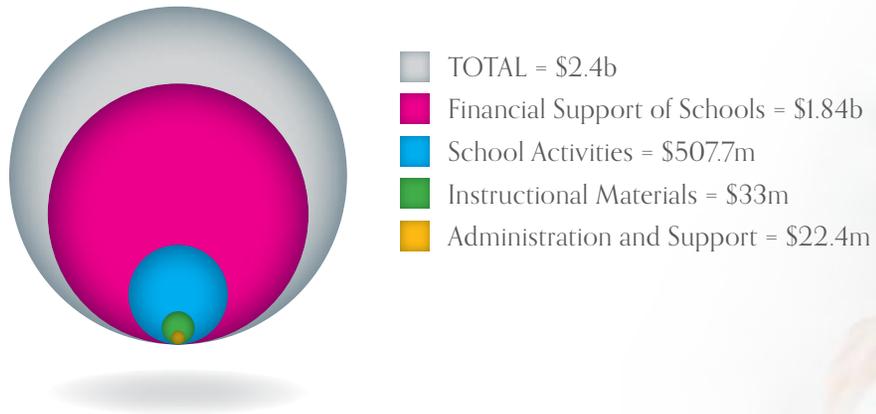
Although appropriations for common education from the Oklahoma Legislature declined after the Great Recession of 2008, the OSDE has fought successfully to increase state appropriations the past three years. During the 2014 legislative session, the OSDE is requesting an increase of \$174.95 million in appropriations for common education.

State Appropriations By Year (in Billions)



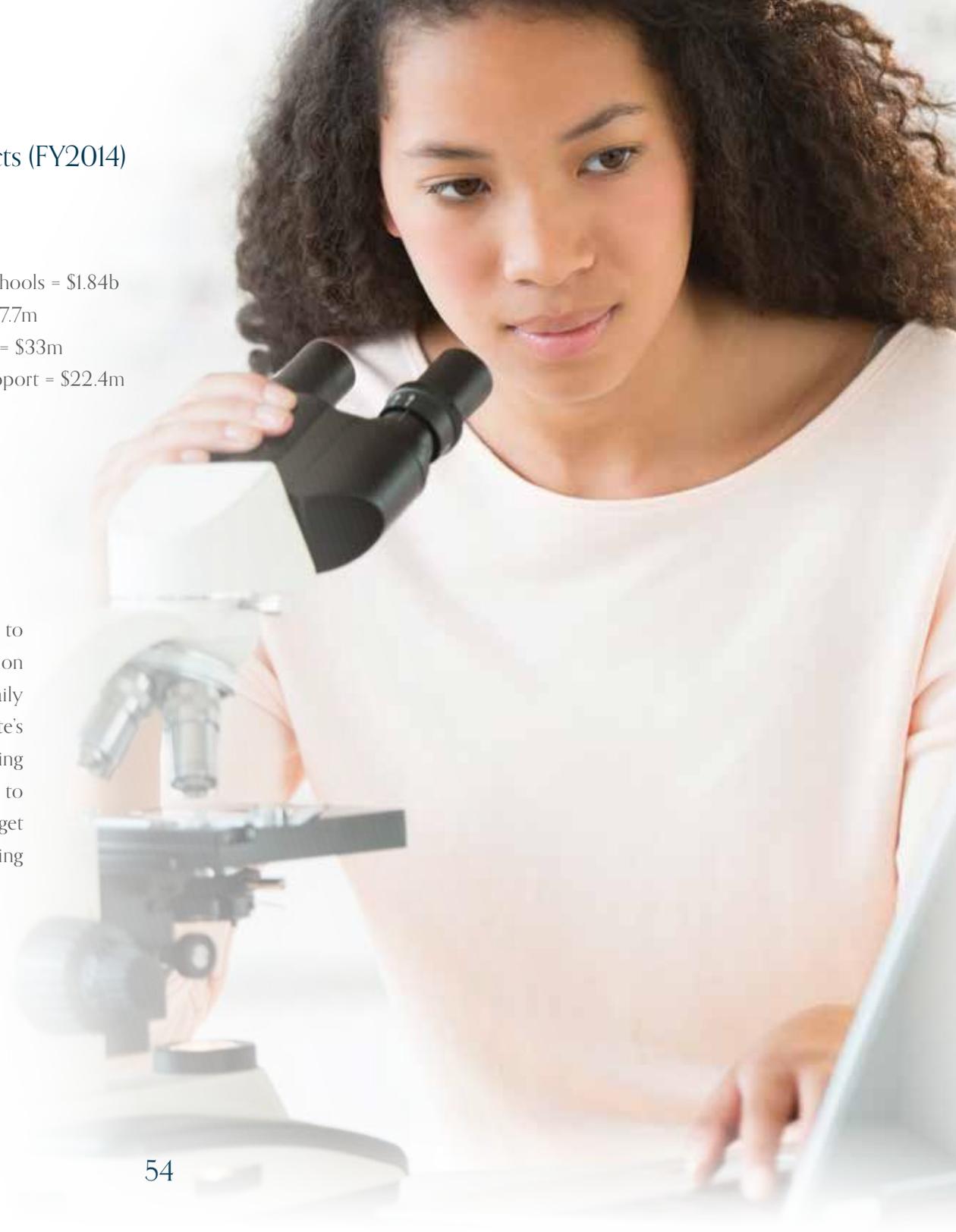
About one-third of funding for common education in Oklahoma comes from the state budget. Of these funds, more than 99 percent goes directly to school districts. Just over 76 percent is distributed in the form of state aid through a formula that allows for equitable distribution based on the average daily membership of students per district.

State Appropriated Funds Paid to School Districts (FY2014)



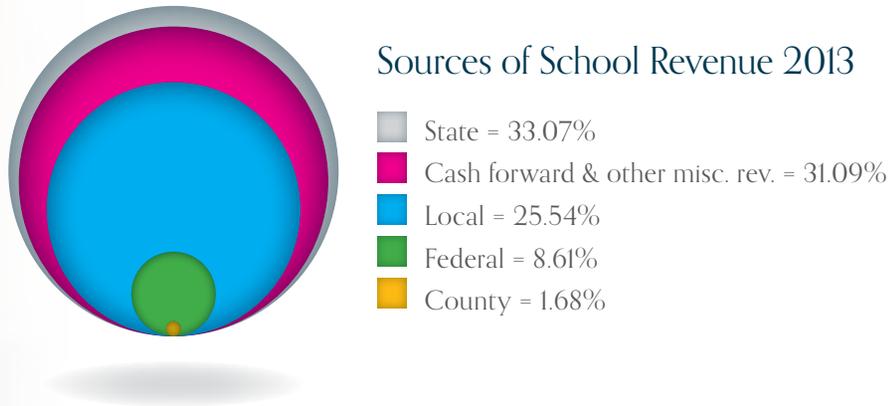
OSDE Budget

The share of the state-appropriated funds budgeted to administration and support of the State Department of Education is less than 1 percent. Those monies are used for personnel, daily operations, student testing contracts and The WAVE, the state's automated student database. The OSDE is responsible for working on behalf of students to distribute as much money as possible to schools. During FY2010, the OSDE voluntarily trimmed its budget by 7.5 percent and has continued to decrease its budget by taking advantage of cost efficiencies.



Sources of School Revenue (All Funds)

The budget for school districts in Oklahoma comprises funds from four sources: state funds appropriated by the legislature and state dedicated funds, local funds from ad valorem revenue driven by property taxes, intermediate funds from county revenue sources and federal funds from the U.S. Department of Education, which can only be used for specific federal programs to provide additional educational support to schools.



Federal Programs

Providing 8.61 percent of school revenue (FY 2013), federal funds support these programs:

TITLE I, PART A: Improving the Academic Achievement of the Disadvantaged - This title is to ensure all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

TITLE I, PART C: Migrant Education - This title works to ensure migrant students (aged 3 to 21) fully benefit from the same free public education (Pre-K to 12) provided to other students.

TITLE I, PART D: Neglected and Delinquent - This title ensures children and youth in local correctional facilities are participating in an education program comparable to the one the LEA operates in the school such children and youth would otherwise attend.

TITLE II, PART A: Improving Teacher and Principal Quality - This title is to increase academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure all teachers are highly qualified through professional development opportunities.

TITLE II, PART B: Mathematics and Science Partnerships - This title is to improve academic achievement of students in the areas of mathematics and science through professional development programs in the areas of mathematics and science for teachers.

TITLE III: Bilingual Education - This title is to ensure that limited English proficient (LEP) students and immigrant children and youth meet the same challenging state academic content and student academic achievement standards as all other children.

TITLE VI, PART B: Small, Rural School Achievement Program - This title authorizes formula grant awards to states to make sub-grants to eligible districts for local activities that support student achievement.

TITLE X, PART C: McKinney-Vento Homeless Education Assistance Program - This title is designed to address problems homeless children and youth face enrolling, attending and succeeding in school. Under this program, state educational agencies must ensure each homeless child and youth has access to the same free, appropriate public education, including a public preschool education, as other children.

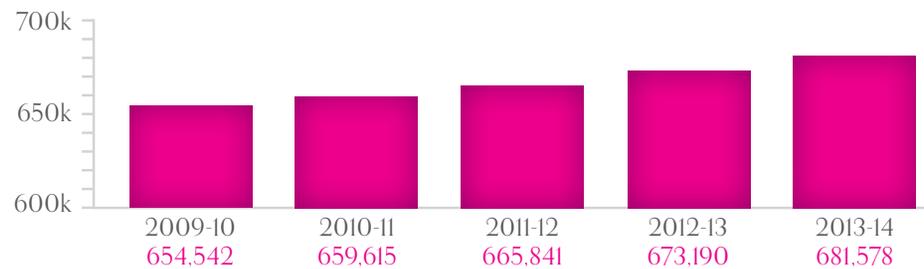


Facts and Figures

Oklahoma Education by the Numbers

Student Enrollment

Enrollment in Oklahoma public schools has grown by 27,036 students since 2009.



Oklahoma Schools Serve a Diverse Student Population

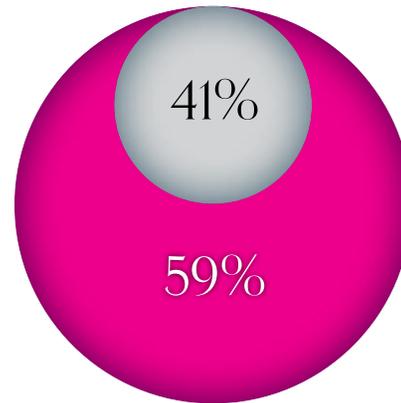




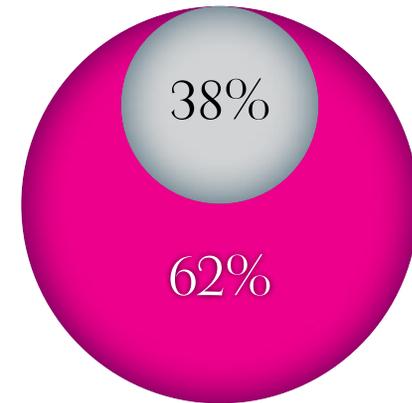
Percentage of Oklahoma Students in Poverty

■ Above Poverty Line

■ Below Poverty Line

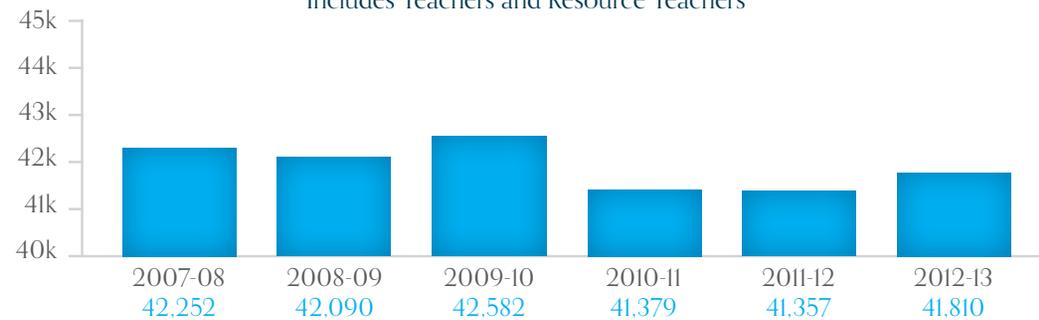


2009

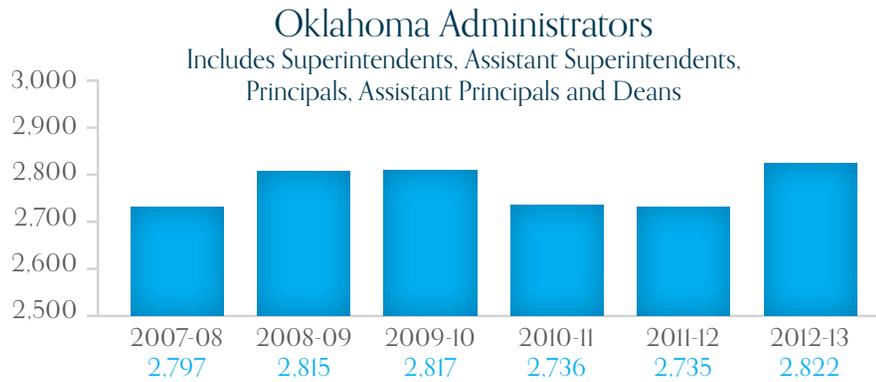


2013

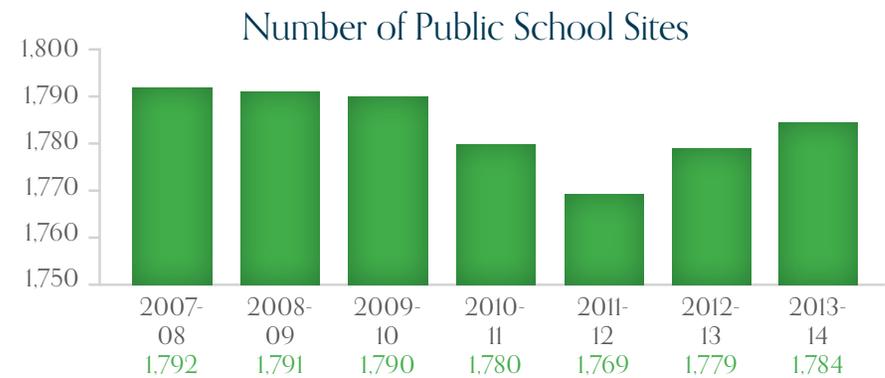
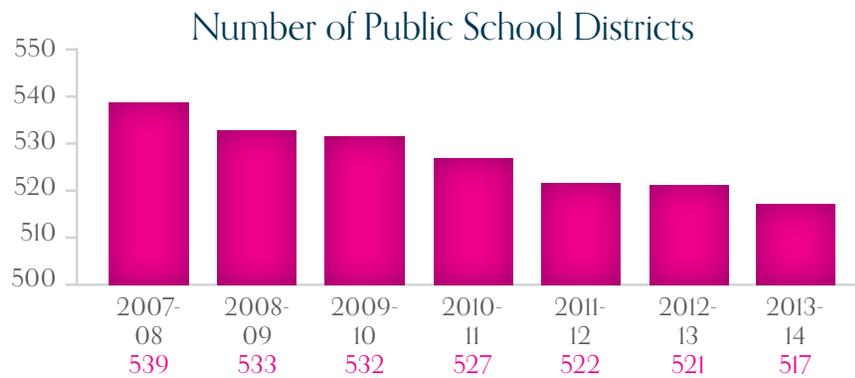
Number of Teachers Includes Teachers and Resource Teachers



School Administration



School Districts and School Sites





SDE Service Desk

The SDE Service Desk was created to ensure friendly, accurate and timely responses to all inquiries from school administrators, parents, educators and others seeking information. The SDE Service Desk is now serving as the technical helpdesk for all school reporting applications in the Oklahoma Education Single Sign-On site (School Reporting, WAVE, etc).

To Reach the Service Desk, Simply:

- Call (405) 521-3301 or (405) 521-3333 (available from 8 a.m. to 4:30 p.m., Monday-Friday)
- Email sdeservicedesk@sde.ok.gov
- Fax (405) 521-6938

When you call the SDE Service Desk, you won't reach a recorded message. You'll talk to a staff member. The Service Desk will research your query, transfer you to other appropriate staff if necessary or create individual cases for staff to resolve when an answer isn't immediately available. You will be contacted within 24 hours by SDE staff to follow up and update you on progress.

How We Can Assist

Our SDE Customer Service Desk can assist school administrators, educators, parents and more with a variety of common questions, including:

- School reporting applications in the School District Reporting Site and the WAVE (Single Sign-On)

The Oklahoma State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Title IX Coordinator
2500 N. Lincoln Blvd., Room III
Oklahoma City, OK 73105-4599
(405) 522-4930

Section 504/ADA Coordinator
2500 N. Lincoln Blvd., Room III
Oklahoma City, OK 73105-4599
(405) 522-4930

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Oklahoma State Department of Education
Oliver Hodge Building
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

(405) 521-3301

www.ok.gov/sde