



**National
Urban League**

State: Oklahoma

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Oklahoma

Text: Approved June 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> The Oklahoma State Department of Education’s (OSDE) long-term goal is less than rigorous and should be strengthened once its new assessment data come in: 50% of students proficient in reading and math by 2030. School Quality and Student Success (SQSS) indicators: Chronic absenteeism; postsecondary opportunities (Advanced Placement [AP], International Baccalaureate [IB], dual enrollment, approved internship, workplace certification). 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> The OSDE uses an n-size of 10 students for both accountability and reporting purposes. This is the number recommended by the National Center for Education Statistics (NCES) to protect student privacy, ensure statistically reliability and ensure all students count. Oklahoma plans to assign students to only one subgroup (a priority subgroup), even if they might qualify for additional groups. Summative ratings (A–F grades) are calculated based on the performance of all students on all indicators except academic achievement, which is calculated based on the aggregated performance of “priority student groups. Thus, some subgroups will be invisible while others will have a lesser effect on a school’s rating. To improve transparency and meet the needs of ALL subgroups of students, the performance of <i>all</i> subgroups should be included in school ratings. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> All schools in the bottom 5% on two or more indicators using data averaged over the most recent three years for at least one subgroup will be identified for “targeted support and improvement” (TSI). This definition is meaningfully different from “low-performing” student subgroup needing “additional targeted support and improvement” (ATSI). OSDE developed a needs assessment process and describes how it will help LEAs implement these school improvement strategies using evidenced based supports and interventions. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The state includes a resource equity indicator in its accountability system: postsecondary opportunity indicator which measures participation in AP, IB, dual enrollment courses in addition to internships and credential programs. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The OSDE provides definitions for ineffective, inexperienced and out-of-field teachers, but no interim targets or goals for reducing educator equity gaps. OSDE prioritizes culturally relevant teaching by adding it to educator annual growth goals, through LEA talent management efforts as supported by the office of school support, and through continued projects such as the grassroots Network for Transforming Educator Preparation (NTEP) OSDE could improve their efforts to recruit, train, and retain diverse teachers and leaders by prioritizing teacher and principal diversity pipeline programs under Title II. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> Superintendent Hofmeister has in place 13 active advisory councils from which the OSDE sought verbal feedback, including those comprised of teachers, superintendents, principals, parents, students and counselors; business, Hispanic, African American and faith-based community leaders; and those representing nonprofit/wrap-around services, foundations and education-based associations. The OSDE collaborated with more than 2,000 stakeholders – including parents, educators and community members – through town hall meetings across the state and various advisory boards and 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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<p>work groups over the course of two years to craft the plan.</p> <ul style="list-style-type: none">The OSDE intends to continue these efforts during implementation of the State Plan.	
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none">The OSDE's plan requires the implementation of new strategies including: a higher standard of record keeping of disciplinary actions, reevaluating current policies, excluding pre-k from out-of-school suspensions and expulsions, and creating policies that take the whole child into account.The state could improve their approaches by including disproportionate discipline in the accountability system in addition to reporting to further incentivize schools and districts to address disparate discipline policies.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none">The state plan includes early-learning initiatives as part of its accountability system under Title 1 and addresses steps for Title I school districts and early childhood programs; including Head Start to coordinate with one another.OSDE highlights ways that school districts drawing from Title I funding will comply with Head Start Program Performance Standards.The state can strengthen these efforts by choosing to adopt the flexible use of Title II funds for Professional Development for Early Learning Capacity Building.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none">The OSDE has developed new assessments to complement their academic standards in addition to administering the SAT and ACT.Schools with test participation rates for all students lower than 95% will be given a minus after their overall A-F School Report Card grade. Likewise, any school that has one or more ESSA subgroups of students with less than a 95% participation rate will receive a minus after their overall report card grade.The "Postsecondary Opportunities" indicator examines the percentage of students completing at least 1 of the following: AP classes, IB programs, dual enrollment courses, approved work-based internships or apprenticeships, or programs leading to industry certification. Note: Over a three-year period, Oklahoma will move to measuring successful college and career readiness (CCR) outcomes rather than just participation.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none">The OSDE discusses their use of Title IV dollars to create and expand out of school time learning opportunities through the 21st Century Community Learning Centers.The OSDE could further enhance its efforts to serve the whole child by adopting ESSA's flexible use of Title 1 funds to leverage out of school time initiatives as a school improvement strategy.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none">The OSDE includes a "Postsecondary Opportunity" indicator in their accountability system that measures participation in AP/IB classes, dual enrollment, Work-based internships/apprenticeships, and Programs leading to industry certifications.The state can enhance its curricula by adding a science, technology, engineering, arts and math (STEAM) and/or a social and emotional learning (SEL) indicator as a measure of school quality and success.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">In addition to the A-F School Report Card, Oklahoma will provide a state accountability reporting dashboard along with Oklahoma's educator profile, instructional calendar data, and other information as required by ESSA such as per-student expenditures, NAEP (National Assessment of Educational Progress) results, testing participation, and professional qualification of educators.Importantly, not all data will be available to incorporate into the report card in 2017 and summative data would not be available until 2018.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>



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Overall Rating

Excellent