

CHAPTER 10. SCHOOL ADMINISTRATION AND INSTRUCTIONAL SERVICES
SUBCHAPTER 13. STUDENT ASSESSMENT

210: 10-13-22. Implementation of a System of School Improvement and Accountability

(a) Purpose. Accountability for student learning is the key focus of school improvement. Results from the statewide assessment program shall form the basis of the system of school improvement and accountability. Student achievement data from the State's annual standardized assessments in grades three (3) through eight (8) and end-of-instruction tests administered under Section 1210.508 of Title 70 shall be used to establish both proficiency levels and annual progress for individual students, school sites, school districts, and the State. Results shall further be used as the primary criteria in calculating school performance grades as specified in subsection (f) of this rule and shall be annually reported. Results may further be used by the Legislature in calculating any performance-based funding policy that is provided to public school districts. The statewide assessment program shall be used to measure the annual learning gains of each student toward achievement of the State standards appropriate for the student's grade level and to inform parents of the educational progress of their public school children.

(b) Implementation. The A-F school accountability system will be implemented in the year 2012, based on data from the 2011-2012 school year, and shall be reported annually thereafter. The school accountability system will be considered to be fully implemented with the following accountability elements:

(1) Designation of school performance grades shall be based on a combination of the following:

(A) Thirty-three percent (33%) on student test scores, based on the Oklahoma School Testing Program assessments in grades three (3) through twelve (12);

(B) Seventeen percent (17%) on annual student learning gains as measured by the State's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests;

(C) Seventeen percent (17%) on annual student learning gains as measured by the State's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests for the lowest twenty-five percent (25%) of students in the school, unless the students so designated are exhibiting satisfactory performance;

(D) Thirty-three percent (33%) on whole school improvement, based on the factors listed in sub-section (f)(4) of this rule.

(2) Schools shall earn individual performance grades measuring the individual criteria listed in sub-sections (b)(1) and (f) of this rule. Additionally, schools shall earn an overall performance grade based on a combination of the criteria listed in sub-sections (b)(1) and (f) of this rule.

(3) To ensure that student data accurately represent school performance, schools shall be required to assess at least ninety-five percent (95%) of eligible students to earn a school performance grade. Failure to assess at least ninety-five percent (95%) of eligible students will result in a letter grade reduction in the school's overall school performance grade. Schools assessing less than ninety percent (90%) of eligible students will result in the school earning an overall performance grade of F.

(c) School Accountability for Student Performance. All schools shall be accountable for performance. Each school is accountable for the performance of its entire student population. Student achievement data from the State's annual standardized assessment and end-of-instruction tests administered in this State shall be used to measure a school's student performance for the subject areas of reading, mathematics, social studies, science and writing.

(d) Reporting Student Achievement Data for School Accountability. Student achievement data shall be reported for all students in a school. Each year, reports of achievement data for all students shall be prepared for each school, each district, and the State.

(1) The scores will be computed from the number of eligible students of enrolled in the school. Eligible students shall include all students enrolled for the full academic year in the school and taking the State's annual standardized assessments or end-of-instruction tests.

(A) Only first opportunity students are included in the calculation of eligible students.

(2) All eligible students, regardless of disability or limited English proficiency classification, with valid state standardized assessment scores in reading and math in both the current school year and the previous school year are included in paragraphs (f)(2) and (f)(3) of this rule regarding the determination of student learning gains. In addition, the inclusion of these students shall be applied to sub-section (b)(3) of this rule, regarding the percentage of students assessed. Current and previous school years reading and math scores for students with disabilities assessed on the State's annual standardized alternate assessment shall be included in the determination of test scores, including achievement and improvement addressed in sub-sections (f)(1) and (f)(4) of this rule.

(3) The Superintendent of Public Instruction is authorized to designate a single school performance grade for schools that serve multiple levels: elementary and/or middle and/or high school grade levels.

(4) The State Department of Education will verify that each school is appropriately classified by type before the issuance of school grades. School type is defined as the school level designation of a school based on the grade levels served: elementary, middle, high, or a combination across levels.

(e) School Performance Grades. The measure of school accountability shall be the school performance grade. The Oklahoma State Board of Education is authorized to designate a school performance grade for each school that:

(1) Has at least thirty (30) eligible students with valid state standardized assessment scores or end-of-instruction tests in reading in both the current and the previous school years, and

(2) Has at least thirty (30) eligible students scores with from valid state standardized assessment scores in math in the current and previous school years or end-of-instruction tests. Performance designations shall be made using School Performance Grades A, B, C, D, and F. School performance grades shall be based on the assessments and criteria as specified in subsection (f) of this rule. The Superintendent of Public Instruction is authorized to establish and adjust appropriate achievement level criteria to the extent allowed by law for submission to the State Board of Education for final approval.

(f) Criteria for Designating School Performance Grades. School performance grades shall be based on a combination of the four components outlined in sub-section (b)(1) of this rule: (1)

student achievement scores; (2) annual learning gains; (3) improvement of the lowest twenty-five percent (25%); and (4) whole school improvement.

(1) Student achievement scores are represented through a performance index, aggregated for each school, calculated based on all state standardized assessments and/or end-of-instruction tests collectively, and by each subject area. A point value shall be given to each exam based on proficiency score. Points shall be summed and divided by the number of exams administered to eligible students.

(A) Points shall be assigned based on the following criteria:

- (i) Unsatisfactory = 0
- (ii) Limited Knowledge = 0.2
- (iii) Proficient = 1.0
- (iv) Advanced = 1.2

(B) A letter grade shall be earned based on the following criteria:

- (i) 90 or Above = A
- (ii) 80 – 89 = B
- (iii) 70 – 79 = C
- (iv) 60 – 69 = D
- (v) 59 or Below = F

(2) Annual learning gains are represented through a growth index, aggregated for each school.

(A) This calculation represents the number of eligible students who have:

- (i) Improved their state standardized assessment achievement level or state standardized alternative assessment achievement level, as applicable, from the previous school year to the current school year; or
- (ii) Maintained their proficient or satisfactory achievement level on the state standardized assessment or state standardized alternate assessment, as applicable, from the previous school year to the current school year.

(B) The growth index shall be calculated based on improved state standardized assessment and end-of-instruction test performance from the previous school year to the current school year. The growth index shall be calculated by subject-matter and by assigning a point value to the change in proficiency score from the previous year to the next. Points based on student gains shall be summed and divided by the number of exams administered, and shall include only eligible students for whom comparative test scores exist. Points shall be assigned based on the following criteria:

- (i) Change from Unsatisfactory to Limited Knowledge = 1.0
- (ii) Change from Unsatisfactory to Proficient or Satisfactory = 2.0
- (iii) Change from Unsatisfactory to Advanced = 3.0
- (iv) Change from Limited Knowledge to Proficient or Satisfactory = 1.0
- (v) Change from Limited Knowledge to Advanced = 2.0
- (vi) Remain Proficient from Previous to Current Year 2 = 1.0
- (vii) Change from Proficient or Satisfactory to Advanced = 1.0
- (viii) Remain Advanced from Year 1 to Year 2 = 1.0
- (ix) Meets or Exceeds State Average Growth = 1.0

(C) A letter grade shall be earned based on the following criteria:

- (i) 90 or Above = A

- (ii) 80 – 89 = B
- (iii) 70 – 79 = C
- (iv) 60 – 69 = D
- (v) 59 or Below = F

(3) Improvement of the lowest twenty-five percent (25%) of students in reading and math shall be aggregated unless the students in this category are exhibiting satisfactory performance, as defined by scoring Satisfactory, Proficient or Advanced. The score shall be calculated in whole and by subject-matter by assigning points for a positive change in proficiency score for eligible students from the previous school year to the current school year or by a positive change in Oklahoma Performance Index (OPI) score that meets or exceeds the State’s average growth.

(A) The calculation of a positive change in OPI score that meets or exceeds the State’s average growth represents the number of eligible students who have:

- (i) Improved their state standardized assessment achievement level or state standardized alternative assessment achievement level, as applicable, from the previous school year to the current school year; or
- (ii) Remained within a not proficient achievement level, but who demonstrated state average growth.

(B) The score shall be based on improved state standardized assessment and end-of-instruction test performance from the previous school year to the current school year. Points based on student gains shall be summed and divided by the number of exams administered, and shall include only eligible students for whom comparative test scores exist. The growth of the lowest twenty-five percent (25%) shall be calculated based on the following criteria:

- (i) Change from Unsatisfactory to Limited Knowledge = 1.0
- (ii) Change from Unsatisfactory to Proficient or Satisfactory = 2.0
- (iii) Change from Unsatisfactory to Advanced = 3.0
- (iv) Change from Limited Knowledge to Proficient or Satisfactory = 1.0
- (v) Change from Limited Knowledge to Advanced = 2.0
- (vi) Meets or Exceeds State Average Growth = 1.0

(C) A letter grade shall be earned based on the following criteria:

- (i) 90 or Above = A
- (ii) 80 – 89 = B
- (iii) 70 – 79 = C
- (iv) 60 – 69 = D
- (v) 59 or Below = F

(4) The criteria listed in sub-sections (4)(A) and (4)(B) shall be used to calculate whole school improvement for high schools, middle schools, and elementary grade schools. Annually, the Oklahoma State Department of Education shall publish technical assistance specifically detailing the weighted formula and the projected availability of valid data used for computing whole school improvement. Technical assistance shall be published in time for school districts to make meaningful use of the information and data.

(A) For schools comprised of high school grades, the whole school improvement grade shall include:

- (i) Four-year high school graduation rate. For this component, a letter grade shall be earned based on the calculation of a graduation rate, only including students counted as on-time graduates as defined by federal regulations.

(a) 90% - 100% = A

(b) 80% - 89% = B

(c) 70% - 79% = C

(d) 60% - 69% = D

(e) 59% or Below = F

(ii) Participation in accelerated coursework. Participation in accelerated coursework, is defined as participation in Advanced Placement (AP) courses, International Baccalaureate (IB) programs, concurrent enrollment, Advanced International Certificate of Education (AICE) courses, and industry certification courses. For this component, participation shall be calculated for the school year by dividing a count of accelerated coursework participants in grades nine (9) through twelve (12) (numerator) by the count of all students enrolled in grades eleven (11) and twelve (12) (denominator). For this component, a student must earn a passing grade in the course in order to be counted as a participant. A letter grade for accelerated coursework shall be earned based on percentage of participation:

(a) 70% - 100% = A

(b) 60% - 69% = B

(c) 50% - 59% = C

(d) 30% - 49% = D

(e) 29% or Below = F

(iii) Performance in Advanced Placement (AP) and International Baccalaureate (IB). For this component, a letter grade shall be earned based on the percent of students scoring a three (3) or better on the AP exams, or a four (4) or better on IB exams:

(a) 75% - 100% = A

(b) 65% - 74% = B

(c) 50% - 64% = C

(d) 30% - 49% = D

(e) 29% or Below = F

(iv) Performance in concurrent enrollment, Advanced International Certificate of Education (AICE) courses, and industry certification courses. For this component, the denominator of the performance calculation shall include all students in grades nine (9) through twelve (12) who took an accelerated course or subject area examination during the academic year. AICE successful completion is defined as earning a "C" or higher and being awarded credit for specific postsecondary course(s). For concurrent enrollment, successful completion is defined as a passing grade of "C" or higher in a concurrent enrollment course for college credit. For industry certification, successful completion is defined as passing an industry certification examination. Schools can earn additional successful completions for students who achieve industry certifications that result in credit for more than one (1) college course through statewide articulation agreements. A letter grade shall be earned based on the percentage of students enrolled in these programs who meet the criteria listed above:

(a) 90% - 100% = A

- (b) 80% – 89% = B
- (c) 70% – 79% = C
- (d) 60% – 69% = D
- (e) 59% or Below = F

(v) ACT and SAT participation. For this component, schools will earn a grade based on the calculated percent of students taking the ACT and/or SAT. The percent is calculated by dividing the number of twelfth (12th) grade students who have taken the ACT and/or SAT tests, divided by the number of students enrolled in grade twelve (12). Students will be counted once for the ACT and/or once for the SAT, regardless of the number of times or at which grade levels the test(s) are taken. A letter grade for ACT and SAT participation shall be earned based on the following criteria:

- (a) 75% - 100% = A
- (b) 65% – 74% = B
- (c) 50% – 64% = C
- (d) 30% – 49% = D
- (e) 29% or Below = F

(vi) ACT and SAT performance. For this component, schools will earn a grade based on the percentage of students scoring an ACT composite score of 20 or greater, and/or an SAT score of 1410 or greater. Students will be counted once for the ACT and/or once for the SAT, regardless of the number of times or at which grade levels the test(s) are taken. A letter grade for ACT and SAT performance shall be earned based on the following criteria:

- (a) 75% - 100% = A
- (b) 65% – 74% = B
- (c) 50% – 64% = C
- (d) 30% – 49% = D
- (e) 29% or Below = F

(vii) High school graduation rate of eighth (8th) graders. For this component, schools shall earn a grade based on the high school graduation rate of students who scored at limited knowledge or unsatisfactory on the eighth (8th) grade reading and mathematics criterion-referenced test administered pursuant to the Oklahoma State Testing Program (OSTP). For this component, schools shall earn a grade based on the calculation of the graduation rate of this population of eighth (8th) graders, regardless of where the student attended the eighth (8th) grade.) This component shall only include students counted as on-time graduates.

- (a) 85% - 100% = A
- (b) 75% – 84% = B
- (c) 65% – 74% = C
- (d) 55% – 64% = D
- (e) 54% or Below = F

(viii) Graduation rate, including students taking four (4) or more years to graduate. For this component, schools shall earn a grade based on the calculation of a graduation rate to include all graduates regardless of the

amount of time required to meet graduation requirements.

(a) 90% - 100% = A

(b) 80% - 89% = B

(c) 70% - 79% = C

(d) 60% - 69% = D

(e) 59% or Below = F

(B) For schools comprised of middle school grades, the whole school improvement grade shall include:

(i) The percentage of students who are taking higher level coursework at a satisfactory or higher level in middle school. For this component, schools shall earn a grade based on the percentage of students taking traditional high school courses in the middle school grades, pre-Advanced Placement courses, or other advanced coursework in a traditional classroom or in a virtual environment who score at a satisfactory level or higher on the corresponding state standardized assessment. A letter grade will be earned based on the following criteria:

(a) 30% or Higher = A

(b) 25% - 29% = B

(c) 20% - 24% = C

(d) 15% - 19% = D

(e) 14% or Below = F

(ii) Attendance. For this component, schools will earn a grade for the level of student attendance based on the calculation of a student attendance rate. This rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). ADA is calculated by dividing the total number of days students were present by the number of days in the school calendar or by dividing the number of hours students were present by the number of hours in the school calendar, whichever applicable. ADM is calculated by dividing the total number of days students were enrolled in school by the number of days in the school calendar or by dividing the number of hours students were enrolled by the number of hours in the school calendar, whichever applicable. A letter grade for attendance will be earned based on the following criteria.

(a) 94% - 100% = A

(b) 92% - 93% = B

(c) 90% - 91% = C

(d) 88% - 89% = D

(e) 87% or Below = F

(iii) Dropout rate. For this component, schools shall earn a grade based on the annual number of students reported as dropouts to the Oklahoma State Department of Education on the Annual Dropout Report. A letter grade for dropout rate will be earned based on the following scale:

(a) 0% - 0.9% = A

(b) 1% - 1.9% = B

(c) 2% - 2.9% = C

(d) 3% - 3.9% = D

(e) 4% or More = F

(C) For schools comprised of elementary school grades, the whole school improvement grade shall include:

(i) Attendance. For this component, schools will earn a grade for the level of student attendance based on the calculation of a student attendance rate. This rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). ADA is calculated by dividing the total number of days students were present by the number of days in the school calendar or by dividing the number of hours students were present by the number of hours in the school calendar, whichever applicable. ADM is calculated by dividing the total number of days students were enrolled in school by the number of days in the school calendar or by dividing the number of hours students were enrolled by the number of hours in the school calendar, whichever applicable. A letter grade for attendance will be earned based on the following criteria.

(a) 94% - 100% = A

(b) 92% - 93% = B

(c) 90% - 91% = C

(d) 88% - 89% = D

(e) 87% or Below = F

(ii) Dropout rate. For this component, schools shall earn a grade based on the annual number of students reported as dropouts to the Oklahoma State Department of Education on the Annual Dropout Report. A letter grade for dropout rate will be earned based on the following scale:

(a) 0% - 0.9% = A

(b) 1% - 1.9% = B

(c) 2% - 2.9% = C

(d) 3% - 3.9% = D

(e) 4% or More = F

(g) In addition to the criteria listed in sub-section (f)(4) of this rule, schools may earn additional points that will be factored into the school's whole school improvement grade. Annually, the Oklahoma State Department of Education shall publish technical assistance specifically detailing the weighted formula used for computing additional points into the whole school improvement grade. Technical assistance shall be published in time for school districts to make meaningful use of the information and data.

(1) For all schools comprised of high school, middle school, and elementary school grades, additional points may be earned and factored into the whole school improvement grade based on the following school improvement factors:

(A) School climate indicators. For this component, schools shall earn additional points based on the results of the Oklahoma School Climate Survey, which should be made available to all faculty, parents, and students. The Oklahoma School Climate Survey must be completed by at least ninety percent (90%) of faculty, twenty percent (20%) of students, and ten percent (10%) of parents in the school. The survey shall be administered online and results submitted directly to the Oklahoma State Department of Education.

(B) Parent and community engagement factors. For this component, schools shall

earn additional points based on the number of volunteer hours performed during the school year by parents and/or community members.

(2) In addition to the factors outlined in sub-section (g)(1), for schools comprised of elementary school grades, additional points may be earned and factored into the whole school improvement grade based on the following school improvement factors:

(A) Higher Level Coursework. The percentage of students who are taking higher level coursework at a satisfactory or higher level in elementary school. For this component, schools shall earn points based on the percentage of students taking traditional middle school courses in the elementary school grades or other advanced coursework in a traditional classroom or in a virtual environment who score at a satisfactory level or higher on the corresponding state standardized assessment.

(3) In addition to the factors outlined in sub-section (g)(1), for schools comprised of high school grades, additional points may be earned and factored into the whole school improvement grade based on the following school improvement factors:

(A) College preparatory coursework. For this component, high schools serving students in grades nine (9) through twelve (12) shall earn points based on the percentage of students completing the State's college and career preparatory curriculum. This shall be calculated based on a sum of all students, in grades nine (9) through twelve (12), enrolled in college preparatory coursework divided by the total number of students enrolled in the school in grades nine (9) through twelve (12).

(B) College remediation. For this component, a college remediation rate shall be calculated by dividing the unduplicated count of students needing remediation in reading, English, math, or science by the total number of the students attending an Oklahoma college or university.

(h) School Performance Grading Scale. The School Performance Grade shall be based on a combination of the factors outlined in sub-section (b)(1) of this rule and detailed in sub-section (f) of this rule. Thirty-three percent (33%) shall be based on student test scores; seventeen percent (17%) on student learning gains; seventeen percent (17%) on improvement of the lowest twenty-five percent (25%) of students in the school in reading and mathematics; and thirty-three percent (33%) on whole school improvement. Letter grades will be converted based on the following point distribution: A's will be converted to 4 points; B's will be converted to 3 points; C's will be converted to 2 points; D's will be converted to 1 point; and F's will be converted to 0 points. The grades for each factor described in sub-section (b)(1) will be averaged to compute an overall grade.

(1) A grade point average of 3.75- 4.0 shall be required for a School Performance Grade of A.

(2) A grade point average of 2.75- 3.74 shall be required for a School Performance Grade of B.

(3) A grade point average of 1.75- 2.74 shall be required for a School Performance Grade of C.

(4) A grade point average of 0.75- 1.74 shall be required for a School Performance Grade of D.

(5) If a school's grade point average is lower than 0.74, it shall be assigned a School Performance Grade of F.

(i) Accuracy and Representativeness of Performance Data. The Oklahoma State Department of Education shall review all information submitted by school districts to represent the performance of schools receiving a school performance grade.

(1) Each school district superintendent shall designate a school accountability contact person to be responsible for verifying accuracy of data.

(2) The Superintendent of Public Instruction shall withhold the designation of a school's performance grade if he or she determines that the performance data does not accurately represent the progress of the school.

(A) Circumstances under which a school's performance data may be considered to not accurately represent the progress of the school include:

(i) Less than ninety-five percent (95%) of the school's student population eligible for inclusion in the designation of the school's performance grade was assessed.

(ii) Circumstances identified before, during, or following the administration of any state assessment where the validity or integrity of the test results are called into question and are subject to review as determined by the Department.

(B) After the initial issuance of school performance grades, the school district shall have at least thirty (30) calendar days to review the data on which the performance grade was based. If the school district determines that a different performance grade should be assigned because of the omission of student data, a data miscalculation, or special circumstances that might have affected the grade assigned, a request for a review of the data can be submitted to the State Department of Education. Changes to the criteria or process shall not be considered as part of this review. Documentation of all elements and data to be reviewed by the Department must be submitted within the time limits specified in this sub-section. No changes to data shall be made after the expiration of the thirty (30) calendar day review period.

(j) The Oklahoma State Board of Education's determination of a school's performance grade shall be final.

(1) Planned System Enhancements. As indicated in this subsection, planned enhancements will occur in the System of School Improvement and Accountability. The Superintendent of Public Instruction will periodically recommend additional changes to the system to the State Board of Education for approval as necessary to ensure that continuous improvements are made in the educational programs of the State.

(A) Performance data shall be reviewed annually to determine whether to adjust the school grading scale for the following year's school grades. Adjustments may include, but shall not be limited to grading criteria, classification of school type, point calculations, point requirements, and minimum points necessary to obtain a certain grade. Adjustments may reset the minimum required number of points for each grade.