NAVIGATING THE 2019 OKLAHOMA SCHOOL REPORT CARD
Session goals

- Discuss accountability goals.
- Connect the why, what, and what now for each school report card indicator.
- Explore opportunities to access information at Oklaschools.com
- Identify the processes of data collection in the WAVE and Accountability Reporting in Single-Sign-On.
- Explore accountability tools and resources.
- Identify accountability contacts.
Accountability should be in the service of the whole school, the whole child, and the whole community.
An accountability system should provide accessible, meaningful, and actionable information about public schools.
Accountability should be integrated in a **cycle of continuous improvement** for schools, identifying **what is working and what may be improved**.
Accountability should be guided by the belief that all students can grow and all schools can improve.
Why measure chronic absenteeism?

- To mitigate lost instructional time
- To gauge school climate and student engagement
- To synergize family and community engagement around the importance of school
- To identify and reduce barriers to regular school attendance
What was measured?

**CHRONIC ABSENTEEISM**

This indicator shows the percentage of students in good attendance.

**Points Earned:** 7.86 of 10

View the bottom graph to see how this school's performance compares to other Oklahoma schools.

Data Source: [https://oklaschools.com/state/absenteeism/](https://oklaschools.com/state/absenteeism/)
What was measured (664,044 students in grades K-12)

Data Source: https://oklaschools.com/state/absenteeism/
What action can be taken?

- Analyze trends across groups of students and/or grade levels and the school calendar
- Identify students that may be at risk of falling behind and barriers they may have to regular attendance
- Determine effectiveness of strategies and supports in place and identify needs
- Ensure students on IEPS and 504s have needs identified in their plan
Trends across grades and student groups

Chronic Absenteeism by Grade Level

Data Source: https://oklaschools.com/state/absenteeism/
### MYTHS:
- Absences are only a problem if they are unexcused
- Don’t realize missing just 2 days per month can affect learning
- Sporadic absences aren’t a problem
- Attendance only matters in the older grades

### BARRIERS:
- Lack of access to health or dental care
- Chronic illness
- Trauma
- No safe path to school
- Poor transportation
- Housing instability
- High mobility
- Involvement with child welfare or juvenile justice system

### AVERSION:
- Struggling academically or socially
- Bullying
- Ineffective/exclusionary school discipline
- Parents had negative school experience
- Undiagnosed disability

### DISENGAGEMENT:
- Lack of engaging and culturally relevant instruction
- No meaningful relationships with adults in school
- Vulnerable to being with peers out of school vs. in school
- Poor school climate
- Discouraged due to lack of credits
Connecting resources

- Chronic Absenteeism Toolkit- [https://sde.ok.gov/chronic-absenteeism](https://sde.ok.gov/chronic-absenteeism)
- Attendance Playbook- [Smart Solutions for Reducing Chronic Absenteeism](https://sde.ok.gov/chronic-absenteeism)
- School Report Card Resource- [Chronic Absenteeism E-Learning Module](https://sde.ok.gov/chronic-absenteeism)
- Students with Disabilities and Chronic Absenteeism- [SWD and CA Guidance](https://sde.ok.gov/chronic-absenteeism)
Why measure academic achievement?

The Academic Achievement indicator shows the improvement of each priority student group in the same grade from one year to the next (i.e., from the previous year’s third-graders to the current year’s third-graders). Targets were set using median baseline scores.

### English Language Arts

<table>
<thead>
<tr>
<th></th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities</td>
<td>272</td>
<td>269</td>
<td>270</td>
<td>269</td>
<td>266</td>
<td>265</td>
<td>265</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>297</td>
<td>295</td>
<td>298</td>
<td>298</td>
<td>293</td>
<td>294</td>
<td>286</td>
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<tr>
<td>English Learners</td>
<td>294</td>
<td>291</td>
<td>293</td>
<td>296</td>
<td>290</td>
<td>287</td>
<td>267</td>
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<tr>
<td>Black</td>
<td>299</td>
<td>298</td>
<td>298</td>
<td>300</td>
<td>299</td>
<td>299</td>
<td>286</td>
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<td>Native American</td>
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<td>300</td>
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<tr>
<td>Asian/Pacific Islander</td>
<td>300</td>
<td>300</td>
<td>300</td>
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<td>300</td>
<td>300</td>
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<tr>
<td>Two or More Races</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
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<tr>
<td>White</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
</tbody>
</table>

- Points earned as follows:
  - If a student meets his/her target but is not yet proficient → 0.95 points
  - If a student meets his/her target and is proficient → 1.0 points
  - If a student meets his/her target and is advanced → 1.25 points
What was measured?

**Achievement Composite** = Percentage of points earned by students meeting or exceeding their targets

For the School: 90.5% of 35 = 31.7
What was measured?

**Subject Level** = the average value earned by students meeting or exceeding their state-level targets based on their performance on state tests in ELA, math and science.
What was measured?
(338, 121 students in grades 3-8 and 11)

2019 AA Performance in ELA by Priority Student Group

<table>
<thead>
<tr>
<th>Priority Student Group</th>
<th>Below Target</th>
<th>Met Target</th>
<th>Met-Prof</th>
<th>Met- Adv</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 or More</td>
<td></td>
<td></td>
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<tr>
<td>API</td>
<td></td>
<td></td>
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<td>AI</td>
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<td></td>
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<tr>
<td>His</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
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<tr>
<td>EL</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Econ Dis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data Source: [https://oklaschools.com/state/achievement/](https://oklaschools.com/state/achievement/)
What action can be taken?

- Know where student groups are as a whole
- Identify equity gaps across student groups
- Analyze trends across student groups and/or grade levels
- Evaluate curricular alignment and program coherence across grades
- Identify strengths and gaps that may exist in the curriculum and programs
- Evaluate effectiveness of differentiation
- Identify needs for enhancement and/or remediation
- Align needs for professional learning
- Connect site and/or district level data
- Compare where we are with others (state, district, schools)
### 2019 Academic Achievement in ELA by Grade Level (Economically Disadvantaged 44.6% of population)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Below Target</th>
<th>At or Above Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS</td>
<td>55.3</td>
<td>44.7</td>
</tr>
<tr>
<td>Gr 8</td>
<td>63.5</td>
<td>36.5</td>
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<tr>
<td>Gr 7</td>
<td>63.5</td>
<td>36.5</td>
</tr>
<tr>
<td>Gr 6</td>
<td>63.2</td>
<td>36.8</td>
</tr>
<tr>
<td>Gr 5</td>
<td>68.6</td>
<td>31.4</td>
</tr>
<tr>
<td>Gr 4</td>
<td>66</td>
<td>34</td>
</tr>
<tr>
<td>Gr 3</td>
<td>60.5</td>
<td>39.5</td>
</tr>
</tbody>
</table>

Data Source: [https://oklaschools.com/state/achievement/](https://oklaschools.com/state/achievement/)
Connecting resources

- Curriculum Frameworks- **ELA, Math, Science**
- School Report Card Resource- [Academic Scale Score Targets](#)
- School Report Card Resource- [Academic Achievement Spotlight Document](#)
- School Report Card Resource- [Academic Achievement E-Learning Module](#)
- OSTP Interpretation Guidebooks- **ELA, Math, Science**
- Programs of Excellence Rubrics- [https://sde.ok.gov/championexcellence#rubrics](https://sde.ok.gov/championexcellence#rubrics)
- College and Career Assessment (CCRA) [SAT/ACT Conversion Table for ELA and math- CCRA Performance Bands](#)
Why measure academic growth?

In contrast, the Academic Growth indicator shows the same student’s progress across a continuum of learning in mastery of key knowledge, skills and abilities leading to readiness for college and career from one grade to the next.
What was measured?

**ACADEMIC GROWTH**

This indicator shows the average amount of progress students made on English and math assessments over consecutive years.

Points Earned: 26.4 of 30

View the bottom graph to see how this school’s performance compares to other Oklahoma schools.

**Composite Growth** = Percentage of points earned

For the Site: 87.9% of 30 = 26.4 points
Subject Level Growth = Average growth value between 0 and 200 earned by all FAY students in grades 4-8 with a valid assessment score

For the State: The average growth value was 104.1 which corresponds to 11.4 of the 15 points available.
What was measured (234,919 students in grades 4-8)

<table>
<thead>
<tr>
<th>Previous Year Performance</th>
<th>BBL</th>
<th>BBH</th>
<th>BL</th>
<th>BH</th>
<th>PL</th>
<th>PH</th>
<th>AL</th>
<th>AH</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBL</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>BBH</td>
<td>120</td>
<td>90</td>
<td>50</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>BL</td>
<td>160</td>
<td>130</td>
<td>95</td>
<td>55</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>BH</td>
<td>185</td>
<td>150</td>
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<td>95</td>
<td>80</td>
<td>30</td>
<td>0</td>
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<tr>
<td>PL</td>
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<td>25</td>
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<tr>
<td>PH</td>
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<td>200</td>
<td>175</td>
<td>160</td>
<td>130</td>
<td>105</td>
<td>75</td>
<td>50</td>
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<tr>
<td>AL</td>
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<td>200</td>
<td>195</td>
<td>185</td>
<td>150</td>
<td>135</td>
<td>115</td>
<td>95</td>
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<tr>
<td>AH</td>
<td>200</td>
<td>200</td>
<td>195</td>
<td>195</td>
<td>175</td>
<td>160</td>
<td>145</td>
<td>125</td>
</tr>
</tbody>
</table>

- **Scored at a Higher Level**
- **Scored at the Same Level**
- **Scored at a Lower**
What action can be taken?

- Analyze trends across groups of students and/or grade levels
- Consider curricular alignment across grade levels
- Monitor effectiveness of differentiation
- Identify needs for enhancement and/or remediation
- Connect site and/or district level data
- Compare where we are to others (state, district, schools)
## ELA Growth between 2018 and 2019

<table>
<thead>
<tr>
<th></th>
<th>AH</th>
<th>AL</th>
<th>PH</th>
<th>PL</th>
<th>BH</th>
<th>BL</th>
<th>BBH</th>
<th>BBL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018 Performance</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>22</td>
<td>91</td>
<td>322</td>
<td>4549</td>
<td>5206</td>
</tr>
<tr>
<td>2019 Performance</td>
<td>1</td>
<td>18</td>
<td>121</td>
<td>802</td>
<td>4919</td>
<td>11018</td>
<td>30061</td>
<td>6007</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>120</td>
<td>596</td>
<td>2889</td>
<td>10471</td>
<td>12422</td>
<td>11339</td>
<td>473</td>
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<tr>
<td></td>
<td>17</td>
<td>1016</td>
<td>3527</td>
<td>9624</td>
<td>18958</td>
<td>11600</td>
<td>5807</td>
<td>147</td>
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<tr>
<td></td>
<td>78</td>
<td>2398</td>
<td>5836</td>
<td>9678</td>
<td>10358</td>
<td>3470</td>
<td>1169</td>
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<td></td>
<td>321</td>
<td>5245</td>
<td>7814</td>
<td>8318</td>
<td>5504</td>
<td>1078</td>
<td>263</td>
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<td></td>
<td>956</td>
<td>6953</td>
<td>5900</td>
<td>3653</td>
<td>1399</td>
<td>189</td>
<td>44</td>
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<tr>
<td></td>
<td>393</td>
<td>1154</td>
<td>492</td>
<td>162</td>
<td>47</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

**Data Source:** [https://oklaschools.com/state/growth/](https://oklaschools.com/state/growth/)
Connecting resources

- Curriculum Frameworks - ELA, Math, Science
- School Report Card Resource - Academic Growth Performance Bands
- School Report Card Resource - Academic Growth E-Learning Module
- OSTP Interpretation Guidebooks - ELA, Math, Science
- Programs of Excellence Rubrics - https://sde.ok.gov/championexcellence#rubrics
Why measure English language proficiency progress?

- To monitor progress English Learners are making towards becoming proficient in the English Language
- To determine the effectiveness of English language acquisition programs and supports in place
ENGLISH LANGUAGE PROFICIENCY PROGRESS

This indicator shows the percentage of English learners on track to exit their language acquisition program on time.

Points Earned: 15 of 15

View the bottom graph to see how this school’s performance compares to other Oklahoma schools.

English Language Proficiency Progress

+ view by demographics

73.7%

District

21.4%

State

29.2%

3 schools scored 74%

0%

100%
What was measured (47,113 students in grades K-12)

ENGLISH LANGUAGE PROFICIENCY PROGRESS

This graph tells the percentage of students meeting their targets and on track to exit on time.

Students - 2018

Data Source: https://oklaschools.com/state/elp/
What action can be taken?

- Know where students are as a whole
- Analyze trends across groups of students, years and/or grade levels
- Look for strengths and gaps that may exist in programs and supports
- Identify needs for professional learning
- Connect site and/or district level data
- Compare where we are to others (state, district, school)
Comparison between years

ELPA Performance 2018 and 2019

Percent of English Learners

Comparison between years

ELPA Performance 2018 and 2019

Prof PY Prof AE Prof Exit On-Track Not On-Track

2018 2019

Percent of English Learners

1 10

Prof PY

8 6

Prof AE

2 3

Prof Exit

23 11

On-Track

68 71

Not On-Track

2018 2019

10 20 30 40 50 60 70 80
Connecting resources

- Report Card Resource: ELPA E-Learning Module
- ACCESS for ELs: Score and Reports
Why measure Postsecondary opportunities?

- To better prepare students for life after high school
- To determine how well we are supporting our students' individual and academic career plans
- To synergize business and community partnerships around the connections between school and work
What was measured?

**POSTSECONDARY OPPORTUNITIES**

This indicator shows the percentage of students who earned credit in a postsecondary opportunity.

**Points Earned: 7.5 of 10**

View the bottom graph to see how this school’s performance compares to other Oklahoma schools.
What was measured (86,860 students in grades 11 and 12)

**STUDENT PARTICIPATION RATES**

View below to see the percentage of 11th- and 12th-grade students who successfully completed at least one postsecondary opportunity.

**Students - 2018**

- **American Indian**: 55%
- **Black**: 35%
- **Econ Dis**: 30%
- **Hispanic**: 25%
- **SWD**: 20%
- **Two or More**: 60%
- **White**: 50%

**Data Source**: [https://oklaschools.com/state/postsecondary/](https://oklaschools.com/state/postsecondary/)
What action can we take?

- Know where students want to go after high school
- Inventory opportunities to identify barriers and expand access
- Identify needs for business partnerships
- Connect site and/or district level data
- Compare where we are to others (state, district, school)
Postsecondary Opportunity by Type (2018)

**Internships**
Allows students to participate in immersive, experiential learning opportunities that build upon classroom skills and practical knowledge in a professional environment.

**CTE Certificate Program**
Enables students to earn industry certification through programs that combine classroom courses with skills-based practices and training.

**AP/IB Coursework**
Challenges students to learn at a college-level pace and rigor and may provide opportunity to earn college credit based on test scores and college policies.

**Dual (Concurrent) Enrollment**
Enables students* to enroll and gain collegiate experience while earning credit in a college course offered through a local postsecondary institution.

* specified criteria (GPA or ACT/SAT score) must be met
Connecting resources

- Report Card Resource: Postsecondary Opportunities Spotlight Document
- Report Card Resource: Postsecondary Opportunities E-Learning module
- Accountability Report Resource: Postsecondary Opportunities Guidance
- ICAP Educator Resources: https://www.okedge.com/educators/
Why measure graduation?

- To monitor how well we are supporting students in graduating in 4, 5, or 6 years
- To gauge the effectiveness of improvement efforts from one year to the next
- To close equity gaps between student groups
What was measured?

**GRADUATION**

Composite indicator value shows the percentage of points earned for supporting students at graduating in four, five or six years when compared to other schools.

The 4Y, 5Y and 6Y indicator components show the four, five and six year graduation rates for the school respectively.

Points Earned: 8.5 of 10

View the bottom graph to see how this school’s performance compares to other Oklahoma schools.
What was measured?

Percentage of Students Graduating

View below to see the percentage of students graduating in four, five or six years for each student group.

Graduates - 2018

- SWD
- Econ Dis
- EL
- American Indian
- API
- Black
- Hispanic
- Two or More
- White

Graduation Rate

- 4Y
- 5Y
- 6Y
What action can be taken?

- Analyze trends across groups of students
- Evaluate effectiveness of supports in place
- Ensure that students are coded correctly during the DVR window
- Compare where we are with others (state, district, schools)
Connecting Resources

- School Report Card Resource- Graduation Spotlight Document
Indicators connect along a continuum

As you work with your data; remember that even though different indicators are measured at different points, they all work together to support a continuum of learning.
How your data feeds into the report card

1. WAVE Reporting
2. Accountability Reporting
3. Data Verification
4. Calculation Verification
5. Oklahoma School Report Card
## Example - WAVE Reporting

<table>
<thead>
<tr>
<th>Month and Report</th>
<th>Purpose</th>
<th>What to Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1- Consolidated Report</td>
<td>The October 1 report is the district-certified review of all students enrolled at a site on the business day nearest to October 1 of the current school year. Used for All Indicators</td>
<td>During this report districts should review gender, race/ethnicity, IEP/504 status, EL/Bilingual status, Gifted and Talented, Economically Disadvantaged status, among other demographics.</td>
</tr>
</tbody>
</table>
## Example- Data Verification

<table>
<thead>
<tr>
<th>Month and Report</th>
<th>Purpose</th>
<th>What to Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>June Assessment Validation Window (OSTP, OAAP, CCRA</td>
<td>This window allows districts to review data received by the assessment vendors for OSTP, OAAP, CCRA and ELPA and to submit Data Verification Requests (DVRs) for discrepancies found. Once submitted, DVRs are reviewed by an Accountability Team Member who researches the discrepancy/issue to provide resolution.</td>
<td>Districts should look for missing or duplicated students. They should also review the NoScoreCode and FAY values for each student enrolled at their site.</td>
</tr>
<tr>
<td>Accountability Reporting in Single Sign-On</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Accessing data on the **public dashboard**
New report card visualizations

The distribution graph is interactive; you can click on any point on the graph and it opens a modal that shows all the schools scoring at the chosen level.

Use the view by demographics feature to display the distribution of a demographic group.
Demographic filters

**INDICATORS**

**ECONOMICALLY DISADVANTAGED STUDENTS**

**ACADEMIC ACHIEVEMENT**
How prepared are Economically Disadvantaged students for the next grade, course or level?
Points Possible: 45

**ACADEMIC GROWTH**
How are Economically Disadvantaged students growing compared to their performance the previous year?
Points Possible: 30

**ENGLISH LANGUAGE PROFICIENCY PROGRESS**
How well are Economically Disadvantaged student English learners meeting their language-acquisition targets?
Points Possible: 15

**CHRONIC ABSENTEEISM**
What percentage of Economically Disadvantaged students are in good attendance?
Points Possible: 10

View by Student Group:
- Students with Disabilities
- Economically Disadvantaged
- English Learner
- American Indian
- Asian/Pacific Islander
- Black
- Hispanic
- Two or More Races
- White
New contextual data about our state, districts and schools

Contextual Information includes both FAY and NFAY students as federally required. Contextual information includes both academic and school climate measures.
Collaboration opportunity
2nd and 4th Thursday from 3:30-4:30

TeleEDGE - Oklahoma School Report Cards

In collaboration with the Oklahoma State Department of Education, the TeleEDGE ECHO line launched on Thursday, August 8th. This ECHO line focuses on "Oklahoma School Report Cards" and sharing educational best practices with teachers and administrators. About School Report Cards: Just as students' report cards provide a snapshot of their school performance, the Oklahoma School Report Cards show how public schools across Oklahoma are serving students in a variety of areas. School performance is now being measured across multiple indicators, including academic achievement, academic growth, chronic absenteeism, progress in English language proficiency assessments, postsecondary opportunities and graduation. Each of these indicators receives a specific point value that translates to a letter grade (https://oklaschools.com/).

Register Here: https://health.okstate.edu/echo/tele-edge.html
From the 2019 Report Card Comparison Tool

https://sde.ok.gov/research

Research and Data Tools

This section will include any interactive tools developed to help understand Oklahoma school data.

2019 Oklahoma School Report Card Comparison Tool

This interactive worksheet compares the report card data of the school of your choice with the 10 most demographically similar schools (based on a combination of enrollment, poverty, race/ethnicity, and other demographics). This worksheet contains macros. If you are having difficulty downloading, please check your browser or firewall security settings.

Chronic Absenteeism

The Chronic Absenteeism Indicator is a measure of the percentage of students in good attendance (i.e., not chronically absent), as students cannot learn if they are not present for instruction; an absence of as few as two days per month puts them at risk of falling behind academically. A student is considered chronically absent after missing 10 percent or more of instructional time during a school year.

For all bar graphs, the reference school is in orange and the comparison schools are blue.

*The percent of students that are chronically absent equals 100% minus the percentage of students in good attendance.

<table>
<thead>
<tr>
<th>School ID</th>
<th>County</th>
<th>District</th>
<th>School</th>
<th>Chronic Absenteeism Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>#N/A</td>
<td>ADAIR</td>
<td>Please Select</td>
<td>Please Select</td>
<td></td>
</tr>
</tbody>
</table>
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