

### ***Menu of Interventions and Supports for School Improvement***

Based on the analysis of each school's comprehensive needs assessment, which may include data from the What Works in Oklahoma Schools surveys, WISE online assessment and planning tool, student achievement data, student behavior and attendance data, and recommendations from School Support Team members, the LEA will select differentiated interventions from the list below in consultation with SEA staff to target the specific needs of the school, its educators, and its students, including specific subgroups.

#### ***1. Schoolwide Interventions & Supports***

- Extended School Day, Week, or Year to Focus on Meeting Needs of Students at All Academic Levels
- Regular Data Reviews following the Oklahoma Data Review Model
- Curriculum Development and Evaluation of Available Resources
- Professional Libraries and Book Studies Based on Identified Educator and Student Needs
- Improving School Culture
- School Partnerships with Business and Industry (including Teacher and/or Student Academies in Oklahoma Industry Sectors such as Aerospace, Healthcare, Manufacturing and Energy)
- Early College High School Programs that Organize the School Around Ensuring that Students Participate in College-Credit Earning Courses while in High School (such as Dual Credit, Advanced Placement, International Baccalaureate, and Concurrent Enrollment)
- Attendance Advocacy Programs that will Increase Student Engagement and Performance
- High Quality Alternatives to Suspension such as Online Learning, Student/Parent Behavior Contracts, Principal Shadowing, and Parent Engagement Strategies
- School Support Consultants including School Support Teams, Leadership Coaches, and Private Consultants

#### ***2. Leadership Interventions & Supports***

- Instructional Leadership Academies/Training for Superintendents, Principals, and Other Administrators
- Research-Based Professional Development for Leaders, to be selected from the following list as appropriate: What Works in Oklahoma Schools, Pre-AP/AP Leadership Training, AVID Leadership Training, Professional Learning Communities, and Oklahoma Literacy Initiative Institutes
- Job-Embedded Professional Development Informed by Oklahoma's Teacher and Leader Effectiveness Evaluation System (TLE)
- Leadership Coaches to Support Principals and Other Site-Based Leaders
- Implementation of Oklahoma's Nine Essential Elements Indicators, Rubrics, and Strategies, a Comprehensive Framework that Guides Schools and Districts in Making Strategic Decisions in the Areas of Academic Learning and Performance, Professional Learning Environment, and Collaborative Leadership

#### ***3. Teacher Interventions & Supports***

- Research-Based Professional Development for Teachers, to be selected from the following list as appropriate: What Works in Oklahoma Schools, Pre-AP/AP Institutes and Vertical Alignment Workshops, AVID Training, Professional Learning Communities, and Oklahoma Literacy Initiative Institutes
- Job-Embedded Professional Development Informed by Oklahoma's Teacher and Leader Effectiveness Evaluation System (TLE)

- Teacher Collaboration Time to Analyze Student Achievement Data, Develop Classroom Lessons Aligned to State Standards and Common Core State Standards, Analyze Student Work, Develop Common Assessments, and Conduct Action Research Around School Needs
- Student Work Analysis Training to Examine the Quality of Classroom Assignments, Instruction, and Interventions
- Instructional Coaches Who Model Lessons and Assist Teachers in Using Student Assessment Data
- Teacher Leaders and Teacher Experts Who Serve as Model Classrooms, PLC Leaders, and Lead Teachers for Professional Growth Opportunities

#### 4. *Classroom Interventions & Supports*

- English Learner Instructional Strategies and Resources, including Pre-AP/AP Institutes and Vertical Alignment Workshops, AVID Training, and Sheltered Instruction Observational Protocol (SIOP) Training
- Students with Disabilities Instructional Strategies and Resources, including Co-Teaching and Inclusion Models
- Oklahoma Tiered Intervention System of Support (Response to Intervention and Positive Behavior Intervention and Supports)
- High Quality Instructional Materials Aligned to State Standards and Common Core State Standards to Support Individual Student Needs in Meeting High Expectations
- Student College, Career, and Citizenship Plans which Encompass Course Timelines, Career Goals, Community Service Projects, Service Learning Experiences, and Behavior Expectations that will Lead to C<sup>3</sup> Preparedness
- Graduation Coach Programs to Assist Students in Development of College, Career, and Citizenship Plans and Timelines
- Career Pathways/Career Ladders Programs that will Provide Students with Access to Courses and Certifications to Support Career Goals
- Implementation of What Works in Schools Strategies (see What Works in Oklahoma Schools Resource Toolkit, a Comprehensive Needs Assessment for Schools and Districts)

#### 5. *Parent and Community Interventions & Supports*

- Public School Choice, including Providing Transportation for Students to Attend Higher Performing Schools within the District or in Neighboring Districts
- Supplemental Tutoring Programs
- Parent and Community Engagement Initiatives such as Community Round Tables, Town Hall Meetings, In-Kind Business Donations, and Business Expertise Support
- Local Employer Support Strategies (for example, Career Mentorships and Career Exploration)
- Parenting Classes, such as “How to File a FAFSA Form,” “How to Help Your Child Read,” and “How to Discipline Your Child Without Pulling Your Hair Out”
- Classes for Parents and Community Members, such as English Language Development Classes, Technology Skills, Adult Education
- Partnerships with Institutions of Higher Education and Career and Technical Education
- Community Schools Initiative
  - On-site Health Clinics
  - Targeted Business/Community/Faith-Based Organization Partnerships
  - School-Based Social Worker Programs in Partnership with Department of Human Services
  - Youth Mentoring Programs
  - Food and Clothing Banks
  - Afterschool Programs (such as 21<sup>st</sup> Century Community Learning Centers)

### Attachment 13: Oklahoma's Nine Essential Elements and 90 Performance Indicators

Oklahoma's research based Nine Essential Elements and 90 Performance Indicators serve as the foundation for comprehensive needs assessments and school improvement planning. The Ways to Improve School Effectiveness (WISE) Online Planning Tool is established on the 90 Performance Indicators.



# Oklahoma WISE Planning Tool

## Oklahoma Nine Essential Elements Performance Indicators

*Italics = Rapid Improvement Indicators (identified in red as **Key Indicators** in WISE)*

Academic Learning and Performance – CURRICULUM	
<b>EE1A-1.01</b>	<i>Instructional teams align the curriculum with state and national academic content and process standards that identify the depth of knowledge, skills, and abilities needed for student success.</i>
<b>EE1A-1.02</b>	Instructional teams articulate the learning standards through grade level objectives.
<b>EE1A.1.03</b>	<i>Instructional teams engage in discussions within the school which result in the elimination of unnecessary overlaps and close curricular gaps.</i>
<b>EE1A.1.04</b>	Instructional teams identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps.
<b>EE1A.1.05</b>	Instructional teams ensure curriculum provides effective links to career, postsecondary education, and life options.
<b>EE1A.1.06</b>	Instructional teams review alignment to standards and revise site-level curriculum accordingly.
<b>EE1A.1.07</b>	<i>School leadership and instructional teams ensure all students have access to the common academic core curriculum.</i>

Academic Learning and Performance – CLASSROOM EVALUATION AND ASSESSMENT	
<b>EE1B-2.01</b>	All teachers provide multiple classroom assessments that are frequent, rigorous, and aligned to standards.
<b>EE1B-2.02</b>	All teachers collaborate to develop common formative assessments and authentic assessment tasks (such as portfolios or projects) that are aligned with state standards.
<b>EE1B-2.03</b>	<i>All teachers design units of instruction to include pre- and posttests that assess student mastery of standards-based objectives.</i>
<b>EE1B-2.04</b>	All students can articulate expectations in each class and know what is required to be proficient.
<b>EE1B-2.05</b>	<i>All teachers use test scores, including pre- and posttest results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate.</i>
<b>EE1B-2.06</b>	Instructional teams use student learning data to identify students in need of tiered instructional support or enhancement.
<b>EE1B-2.07</b>	School leadership and instructional teams examine student work for evidence that instruction is aligned to state standards.
<b>EE1B-2.08</b>	School leadership provides teachers and students with access to college and work readiness assessments in order to best plan high school courses of study.
<b>EE1B-2.09</b>	All teachers and instructional teams analyze student work to target and revise instruction and curriculum, and to obtain information on student progress.

### Academic Learning and Performance – INSTRUCTION

<b>EE1C-3.01</b>	<i>All teachers use varied instructional strategies that are scientifically research based.</i>
<b>EE1C-3.02</b>	<i>All teachers use instructional strategies and activities that are aligned with learning objectives.</i>
<b>EE1C-3.03</b>	<i>All teachers use instructional strategies and activities that are differentiated to meet specific student learning needs.</i>
<b>EE1C-3.04</b>	All teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.
<b>EE1C-3.05</b>	All teachers incorporate the use of technology in their classrooms when it enhances instruction.
<b>EE1C-3.06</b>	School leadership provides sufficient instructional resources that are used by teachers and students for standards-aligned learning activities.
<b>EE1C-3.07</b>	All teachers examine and discuss student work collaboratively and use this information to inform their practice.
<b>EE1C-3.08</b>	<i>All teachers assign purposeful homework and provide timely feedback to students.</i>
<b>EE1C-3.09</b>	School leadership and all teachers address academic and workplace literacy and data analysis skills across all content areas.

### Effective Learning Environment – Effective Teachers – SCHOOL CULTURE

<b>EEIIA-4.01</b>	<i>School leadership fosters a positive school climate and provides support for a safe and respectful environment.</i>
<b>EEIIA-4.02</b>	School leadership implements practices that focus on high achievement for all students.
<b>EEIIA-4.03</b>	<i>All teachers hold high academic and behavioral expectations for all students.</i>
<b>EEIIA-4.04</b>	All teachers and nonteaching staff are involved in decision-making processes related to teaching and learning.
<b>EEIIA-4.05</b>	<i>All teachers recognize and accept their professional role in student successes and failures.</i>
<b>EEIIA-4.06</b>	School leadership makes teaching assignments based on teacher instructional strengths to maximize opportunities for all students.
<b>EEIIA-4.07</b>	<i>All teachers communicate regularly with families about individual student progress.</i>
<b>EEIIA-4.08</b>	All teachers and staff provide time and resources to support students' best efforts.
<b>EEIIA-4.09</b>	School leadership and all teachers celebrate student achievement publicly.
<b>EEIIA-4.10</b>	All school staff and students practice equity and demonstrate respect for diversity.
<b>EEIIA-4.11</b>	Students assume leadership roles in the classroom, school, co-curricular activities, extra-curricular activities, and community.

**Effective Learning Environment – Effective Teachers –  
STUDENT, FAMILY, AND COMMUNITY SUPPORT**

<b>EEIIB-5.01</b>	<i>Families and communities are active partners in the educational process and work with staff to promote programs and services for all students.</i>
<b>EEIIB-5.02</b>	<i>All students have access to academic and behavioral supports including tutoring, co- and extra-curricular activities, and extended learning opportunities (e.g., summer bridge programs, Saturday school, counseling services, Positive Behavior Intervention Supports [PBIS] and competitive and noncompetitive teams).</i>
<b>EEIIB-5.03</b>	School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement.
<b>EEIIB-5.04</b>	School leadership and staff provide students with academic and non-academic guidance programs, including peer and professional counseling and mentoring, as needed.
<b>EEIIB-5.05</b>	<i>All school staff provide timely and accurate academic, behavioral, and attendance information to parents.</i>
<b>EEIIB-5.06</b>	School leadership and staff actively pursue relationships to support students and families as they transition from grade to grade, building to building, and beyond high school.
<b>EEIIB-5.07</b>	School leadership ensures that appropriate stakeholders (e.g., school staff, students, parents, family members, guardians, community organizations and members, business partners, postsecondary education institutions, and workforce) are involved in critical planning and decision-making activities.
<b>EEIIB-5.08</b>	School leadership and all staff incorporate multiple communication strategies that are culturally and linguistically appropriate and support two-way communications with families and other stakeholders.

**Effective Learning Environment – Effective Teachers –  
PROFESSIONAL GROWTH, DEVELOPMENT, EVALUATION**

<b>EEIIC-6.01</b>	All teachers and school leadership collaboratively develop written individual professional development plans based on school goals.
<b>EEIIC-6.02</b>	School leadership plans opportunities for teachers to share their teaching skills with other teachers to build instructional capacity.
<b>EEIIC-6.03</b>	School leadership provides professional development for individual teachers that is directly connected to the Oklahoma indicators of effective teaching.
<b>EEIIC-6.04</b>	<i>School planning team uses goals for student learning to determine professional development priorities for all staff.</i>
<b>EEIIC-6.05</b>	All staff (principals, teachers and paraprofessionals) participate in professional development that is high quality, ongoing and job-embedded.
<b>EEIIC-6.06</b>	<i>School planning team designs professional development that has a direct connection to the analysis of student achievement data.</i>
<b>EEIIC-6.07</b>	School leadership implements a clearly defined formal teacher evaluation process to ensure that all teachers are highly qualified and highly effective.
<b>EEIIC-6.08</b>	School leadership implements a process for all staff to participate in reflective practice and collect schoolwide data to plan professional development.
<b>EEIIC-6.09</b>	School leadership provides adequate time and appropriate fiscal resources for professional development.
<b>EEIIC-6.10</b>	All teachers participate in professional development that increases knowledge of child and adolescent development, encourages the use of effective pedagogy, supports techniques for increasing student motivation, and addresses the diverse needs of students in an effective manner.

<b>EEIIC-6.11</b>	<i>School leadership provides opportunities for teachers to actively participate in collaboration and to engage in peer observations to improve classroom practice across disciplines and programs.</i>
<b>EEIIC-6.12</b>	School planning team designs professional development that promotes effective classroom management skills.
<b>EEIIC-6.13</b>	<i>School leadership uses the evaluation process to provide teachers with follow-up and support to change behavior and instructional practices.</i>

### Collaborative Leadership – EFFECTIVE LEADERS

<b>EEIIIA-7.01</b>	<i>School leadership develops and sustains a shared vision.</i>
<b>EEIIIA-7.02</b>	<i>School leadership makes decisions that are data-driven, collaborative, and focused on student academic performance.</i>
<b>EEIIIA-7.03</b>	School leadership collaborates with district leadership to create a personal professional development plan that develops effective leadership skills.
<b>EEIIIA-7.04</b>	School leadership disaggregates data for use in meeting needs of diverse populations and communicates that data to staff.
<b>EEIIIA-7.05</b>	School leadership ensures all instructional staff has access to curriculum-related materials and has received training in the effective use of curricular and data resources.
<b>EEIIIA-7.06</b>	School leadership ensures that instructional time is protected and allocated to focus on curricular and instructional issues, including adding time to the school day as necessary.
<b>EEIIIA-7.07</b>	School leadership provides effective organizational structures in order to allocate resources, monitor progress, and remove barriers to sustain continuous school improvement.
<b>EEIIIA-7.08</b>	School leadership provides organizational policies and resources necessary for implementation and maintenance of a safe and effective learning environment.
<b>EEIIIA-7.09</b>	School leadership provides processes for development and implementation of school policies based on a comprehensive needs assessment.
<b>EEIIIA-7.10</b>	<i>School leadership uses the indicators identified in the areas of academic performance, learning environment, and collaborative leadership to assess school needs.</i>
<b>EEIIIA-7.11</b>	School leadership uses knowledge and interpersonal skills to work with teachers as they define curricular and instructional goals.
<b>EEIIIA-7.12</b>	School leadership promotes distributed leadership, encouraging multiple roles for teacher leaders.
<b>EEIIIA-7.13</b>	School leadership collaborates with district leadership to develop strategies and skills to implement and sustain required organizational change.
<b>EEIIIA-7.14</b>	School leadership identifies expectations and recognizes accomplishments of faculty and staff.

**Collaborative Leadership – Effective Leaders –  
ORGANIZATIONAL STRUCTURE AND RESOURCES**

<b>EEIIB-8.01</b>	School leadership supports high quality performance of students and staff at their assigned site.
<b>EEIIB-8.02</b>	School leadership designs the master schedule to provide all students access to the entire curriculum.
<b>EEIIB-8.03</b>	<i>School leadership organizes and allocates instructional and noninstructional staff based upon the learning needs of all students.</i>
<b>EEIIB-8.04</b>	<i>School leadership ensures efficient use of instructional time to maximize student learning.</i>
<b>EEIIB-8.05</b>	School leadership uses effective strategies to attract highly qualified and highly effective teachers.
<b>EEIIB-8.06</b>	School leadership provides time for vertical and horizontal planning across content areas and grade configurations.
<b>EEIIB-8.07</b>	School leadership collaborates with district leadership to provide increased opportunities to learn such as virtual courses, dual enrollment opportunities, and work-based internships.
<b>EEIIB-8.08</b>	School leadership provides and communicates clearly defined process for equitable and consistent use of fiscal resources.
<b>EEIIB-8.09</b>	<i>School leadership directs funds based on an assessment of needs aligned to the school improvement plan.</i>
<b>EEIIB-8.10</b>	School leadership allocates and integrates state and federal program resources to address identified student needs.

**Collaborative Leadership – Effective Leaders –  
COMPREHENSIVE AND EFFECTIVE PLANNING**

<b>EEIIC-9.01</b>	<i>School leadership uses a collaborative process to develop vision, beliefs, mission, and goals.</i>
<b>EEIIC-9.02</b>	School planning team collects, manages, and analyzes data from multiple data sources.
<b>EEIIC-9.03</b>	School planning team incorporates scientifically based research for student learning in school improvement plans.
<b>EEIIC-9.04</b>	School planning team establishes goals for building and strengthening instructional and organizational effectiveness.
<b>EEIIC-9.05</b>	<i>School planning team identifies action steps, resources, timelines, and persons responsible for implementing the activities aligned with school improvement goals and objectives.</i>
<b>EEIIC-9.06</b>	School leadership and all staff implement the improvement plan as developed.
<b>EEIIC-9.07</b>	<i>School leadership and all staff regularly evaluate their progress toward achieving the goals and objectives for student learning set by the plan.</i>
<b>EEIIC-9.08</b>	School leadership and all staff regularly evaluate their progress toward achieving the expected impact on classroom practice and student performance specified in the plan.
<b>EEIIC-9.09</b>	School leadership and all staff document the continuous improvement through a regular data review process.



## Attachment 14: Teacher and Leader Qualitative Assessment Models

The Teacher and Leader Effectiveness (TLE) Commission has reviewed several models of teacher and leader qualitative assessments using a criteria checklist based on state law and national best practices. The following are descriptions of the models of teacher and principal assessment that have been reviewed and preliminarily recommended for adoption by the TLE Commission. Inclusion in this document does not guarantee final recommendation by the TLE Commission or adoption by the Oklahoma State Board of Education.

### **Danielson’s Framework for Teaching**

(From <http://charlottedanielson.com/thewframeteach.htm>)

The *Framework for Teaching* is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. In this framework, the complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4). Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching. The *Framework* may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The *Framework* may be used as the foundation of a school or district’s mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners.

Read more: [The Danielson Group](#) and [The ASCD Teacher Effectiveness Suite, powered by iObservation, offers a powerful online fusion of Charlotte Danielson's research-based Framework for Teaching, professional development, and supporting technology to increase teacher growth and raise student achievement.](#)

### **Marzano’s Causal Teacher Evaluation Model**

(From <http://www.marzanoevaluation.com/>)

Bridging the gap between teacher evaluation and student achievement – After nearly five decades of study around effective teaching and learning practices, Dr. Robert Marzano expands his acclaimed work by releasing the Art and Science of Teaching Causal Teacher Evaluation Model. The first of its kind, this teacher evaluation model identifies the direct cause and effect relationship between teaching practices and student achievement to help teachers and leaders make the most informed decisions that yield the greatest benefits for their students. With the Marzano Model, districts can transform your teacher evaluation system from an exercise in compliance into an effective engine of incremental growth, one that reflects parallel gains between teacher assessment and student performance.

Read more: [Marzano Research Laboratory](#) and [Research Base and Validation Studies on the Marzano Evaluation Model](#)

### **Tulsa's Teacher/Leader Effectiveness Initiative**

(From [http://www8.tulsaschools.org/4\\_About\\_District/employee\\_standards\\_main.asp](http://www8.tulsaschools.org/4_About_District/employee_standards_main.asp))

Tulsa Public Schools has embarked on a TEACHER and LEADER EFFECTIVENESS initiative that supports the core of our mission to raise achievement and provides the best possible education for our students. Research has shown that the key to advancing student learning rests most prominently with the teacher. The TPS Teacher Evaluation System recognizes the complexity and importance of teaching in a high-performing school system, one in which there is an emphasis on continuous improvement and shared accountability for student achievement. Teaching practice can and will grow in an individual school and in a school system that values constant feedback, analysis and refinement of the quality of teaching. Paralleling the teacher effectiveness effort is the leader effectiveness effort that mirrors the components and emphasis of the former. The TPS Teacher Evaluation System is a collaborative effort between the Tulsa Classroom Teachers' Association (TCTA) and the Tulsa Public Schools' administration. The system is part of the overall Teacher Effectiveness Initiative begun in 2009 and incorporates the views of teachers, principals, Education Service Center staff and association leadership.

Read more: [Rubrics, Manuals, Presentations, and Explanations](#)

### **Marzano's Leadership Evaluation System**

Currently in pilot phase.

McREL's Principal Evaluation Systems

(From <http://www.mcrel.org/evalsystems/>)

Measure what matters most – Focus on what matters, measuring performance on teaching & leadership practices linked to student success; Ensure fairness, gauging educator performance on multiple indicators, including student achievement; Improve performance, differentiating and focusing professional development **according to individual staff needs**; Streamline reviews, providing a web-based system for storing, tracking, and reporting results.

Read more: [Teacher and Principal Evaluations](#)

### **Reeves' Leadership Performance Matrix**

(From <http://www.iobservation.com/Reeves-Leadership-Matrix/>)

Consistent with national and international research and standards, Dr. Douglas Reeves, founder of The Leadership and Learning Center, developed the Leadership Performance Matrix as an educational leadership **assessment** tool that facilitates growth and effectiveness in order to support teaching excellence and student learning.

Read more: [Dimensions of Leadership](#) and [The Leadership and Learning Center](#)

## ATTACHMENT 15: GLOSSARY OF TERMS

### ACRONYMS AND ABBREVIATIONS

**21<sup>st</sup> CCLC:** 21<sup>st</sup> Century Community Learning Centers

**ACCESS for ELLs:** Assessing Comprehension and Communication in English State-to-State for English Language Learners

**ACE:** Achieving Classroom Excellence Act of 2005 (as amended)

**ADP:** American Diploma Project

**AMO:** Annual Measurable Objectives

**AP:** Advanced Placement

**AVID:** Advancement Via Individual Determination

**C<sup>3</sup>:** College, Career, and Citizen Ready

**C3S:** C3 Schools

**CareerTech:** Oklahoma's Career and Technical Education System

**CCR:** College- and Career- Ready

**CCSS:** Common Core State Standards

**CCSSO:** Council of Chief State School Officers

**CII:** Center on Innovation and Improvement

**CTE:** Career and Technical Education

**ELA:** English language arts

**ELP:** English Language Proficiency

**EMO:** Educational Management Organization

**ESEA:** Elementary and Secondary Education Act

**FAY:** Full Academic Year

**GED:** General Educational Development

**IB:** International Baccalaureate

**ICCS:** Implementing Common Core Systems

**IDEA:** Individuals with Disabilities Education Act

**LEA:** Local Education Agency (school district or charter school district)

**MRL:** Marzano Research Laboratory

**MTP:** Master Teachers Project

**NAEP:** National Association of Educational Progress

**OAAP:** Oklahoma Alternate Assessment Program

**OBEC:** Oklahoma Business and Education Coalition

**OCCT:** Oklahoma Core Curriculum Tests

**OCTP:** Oklahoma Commission for Teacher Preparation

**OMAAP:** Oklahoma Modified Alternate Assessment Program

**OSDE:** Oklahoma State Department of Education

**OSTP:** Oklahoma School Testing Program

***PASS:*** *Priority Academic Student Skills*

**PARCC:** Partnership for Assessment of Readiness for College and Careers

**PBIS:** Positive Behavior Interventions and Supports

**PLC:** Professional Learning Community

**RAO:** Regional Accreditation Officer

**REAC<sup>3</sup>H:** Regional Educators Advancing College, Career, and Citizen Readiness Higher

**Regents:** Oklahoma State Regents for Higher Education

**RtI:** Response to Intervention

**SEA:** State Education Agency – Oklahoma State Department of Education

**SIG:** School Improvement Grant

**SISR:** School Improvement Status Report

**SPDG:** State Professional Development Grant

**SSOS:** Statewide System of Support

**SST:** School Support Team

**STEM:** Science, Technology, Engineering, and Mathematics

**TLE:** Teacher and Leader Effectiveness Evaluation System

**USDE:** United States Department of Education

**WIDA:** World-Class Instructional Design and Assessment

**WISE:** Ways to Improve School Effectiveness

**WOC:** Windows on Curriculum

## DEFINITIONS

**C3 Schools:** A theoretical, geographically-unbound group of schools in which the operations and management of the schools, directly or indirectly related to student achievement, are controlled by the State Board of Education and the State Superintendent of Public Instruction.

**College- and Career-Ready Standards (as defined by *ESEA Flexibility*):** Content standards for kindergarten through 12<sup>th</sup> grade that build towards college and career readiness by the time of high school graduation. A State's college- and career-ready standards must be either (1) standards that are common to a significant number of States; or (2) standards that are approved by a State network of institutions of higher education, which must certify that students who meet the standards will not need remedial course work at the postsecondary level.

**Common Core State Standards:** K-12 academic standards in mathematics and English language arts, including literacy in multiple content areas, designed by a collaborative of states to prepare students for college and careers.

**Differentiated Recognition, Accountability, and Support System:** Newly developed state system designed to provide incentives and consequences that will motivate continuous school improvement in all schools and for all students in the state.

***ESEA Flexibility*:** The document provided by USDE to SEAs with the regulations and requirements for applying for the ESEA waiver package.

***ESEA Flexibility Request*:** The document submitted by the Oklahoma State Department of Education on behalf of the districts and schools in the state in order to request the ESEA waiver package.

**Focus School (as modified from *ESEA Flexibility for Oklahoma*):** A Title I or non-Title I school in the State that, based on the most recent data available, is contributing to the achievement gap in the State. The total number of Title I focus schools in a State must equal at least 10 percent of the Title I schools in the State. A focus school is a school that has a subgroup or subgroups with low achievement or, at the high school level, low graduation rates; or beginning in 2012, is a school with a School Grade of D. These determinations must be based on the achievement and lack of progress over a number of years of one or more subgroups of students identified under ESEA section 1111(b)(2)(C)(v)(II) in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, or, at the high school level, graduation rates for one or more subgroups.

**High-Quality Assessment (as defined by *ESEA Flexibility*):** An assessment or a system of assessments that is valid, reliable, and fair for its intended purposes; and measures student knowledge and skills against college- and career-ready standards in a way that—

- covers the full range of those standards, including standards against which student achievement has traditionally been difficult to measure;

- as appropriate, elicits complex student demonstrations or applications of knowledge and skills;
- provides an accurate measure of student achievement across the full performance continuum, including for high- and low-achieving students;
- provides an accurate measure of student growth over a full academic year or course;
- produces student achievement data and student growth data that can be used to determine whether individual students are college and career ready or on track to being college and career ready;
- assesses all students, including English Learners and students with disabilities;
- provides for alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and
- produces data, including student achievement data and student growth data, that can be used to inform: determinations of school effectiveness for purposes of accountability under Title I; determinations of individual principal and teacher effectiveness for purposes of evaluation; determinations of principal and teacher professional development and support needs; and teaching, learning, and program improvement.

**Principle 1 – College- and Career-Ready Expectations for All Students (as defined by ESEA**

**Flexibility**: Over the past few years, Governors and Chief State School Officers have developed and adopted rigorous academic content standards to prepare all students for success in college and careers in the 21st century. States are also coming together to develop the next generation of assessments aligned with these new standards, and to advance essential skills that promote critical thinking, problem solving, and the application of knowledge. To support States in continuing the work of transitioning students, teachers, and schools to a system aligned to college and career ready expectations, this flexibility would remove obstacles that hinder that work. To receive this flexibility, an SEA must demonstrate that it has college- and career-ready expectations for all students in the State by adopting **college- and career-ready standards** in at least reading/language arts and mathematics, transitioning to and implementing such standards statewide for all students and schools, and developing and administering annual, statewide, aligned, **high-quality assessments**, and corresponding academic achievement standards, that measure **student growth** in at least grades 3-8 and at least once in high school. An SEA must also support English Learners in reaching such standards by committing to adopt English language proficiency (ELP) standards that correspond to its college- and career-ready standards and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, and committing to develop and administer aligned ELP assessments. To ensure that its college- and career-ready standards are truly aligned with postsecondary expectations, and to provide information to parents and students about the college-readiness rates of local schools, an SEA must annually report to the public on college-going and college credit-accumulation rates for all students and student subgroups in each LEA and each high school in the State.

**Principle 2 – State-Developed Differentiated Recognition, Accountability, and Support (as defined by ESEA Flexibility)**

Fair, flexible, and focused accountability and support systems are critical to continuously improving the academic achievement of all students, closing persistent achievement gaps, and improving equity. Based on the principles for accountability developed by the Council of Chief State School Officers, many States are already moving forward with next-generation systems that recognize student growth and school progress, align accountability determinations with support and capacity-building efforts, and provide for systemic, context-specific interventions that focus on the lowest-performing schools and schools with the largest achievement gaps. This flexibility would give SEAs and LEAs relief from the school and LEA improvement requirements of NCLB so they can implement these new systems. To receive this flexibility, an SEA must develop and implement a system of differentiated recognition, accountability, and support for all LEAs in the State and for all Title I schools in these LEAs. Those systems must look at student achievement in at least reading/language arts and mathematics for all students and all subgroups of students identified in ESEA section 1111(b)(2)(C)(v)(II); graduation rates for all students and all subgroups;

and school performance and progress over time, including the performance and progress of all subgroups. They may also look at student achievement in subjects other than reading/language arts and mathematics, and, once an SEA has adopted high-quality assessments, must take into account student growth. An SEA's system of differentiated recognition, accountability, and support must create incentives and include differentiated interventions and support to improve student achievement and graduation rates and to close achievement gaps for all subgroups, including interventions specifically focused on improving the performance of English Learners and students with disabilities. More specifically, the SEA's system must, at a minimum:

- Set new ambitious but achievable AMOs in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups, that provide meaningful goals and are used to guide support and improvement efforts.
- Provide incentives and recognition for success on an annual basis by publicly recognizing and, if possible, rewarding Title I schools making the most progress or having the highest performance as “reward schools.”
- Effect dramatic, systemic change in the lowest-performing schools by publicly identifying “priority schools” and ensuring that each LEA with one or more of these schools implements, for three years, meaningful interventions aligned with the turnaround principles in each of these schools. The SEA must also develop criteria to determine when a school that is making significant progress in improving student achievement exits priority status.
- Work to close achievement gaps by publicly identifying Title I schools with the greatest achievement gaps, or in which subgroups are furthest behind, as “focus schools” and ensuring that each LEA implements interventions, which may include tutoring and public school choice, in each of these schools based on reviews of the specific academic needs of the school and its students. The SEA must also develop criteria to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status.
- Provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps.
- Build SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps. The SEA must provide timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools, and must hold LEAs accountable for improving school and student performance, particularly for turning around their priority schools. The SEA and its LEAs must also ensure sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).

**Principle 3 – Supporting Effective Instruction and Leadership (as defined by ESEA Flexibility):** In recent years, many SEAs and LEAs have begun to develop evaluation systems that go beyond NCLB's minimum HQT standards, provide more meaningful information about the effectiveness of teachers and principals, and can be used to inform professional development and improve practice. High-quality systems, informed by research that affirms that educators have significant and lasting effects on student learning, draw on multiple measures of instructional and leadership practices to evaluate and support teacher and principal effectiveness. This flexibility will give SEAs and LEAs the ability to continue this work designed to increase the quality of instruction for all students by building fair, rigorous evaluation and support systems and developing innovative strategies for using them. To receive this flexibility, an SEA and each LEA must commit to develop, adopt, pilot, and implement, with the involvement of teachers and principals, teacher and principal evaluation and support systems that: (1) will be used for continual improvement of instruction; (2)

meaningfully differentiate performance using at least three performance levels; (3) use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys); (4) evaluate teachers and principals on a regular basis; (5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and (6) will be used to inform personnel decisions. An SEA must develop and adopt guidelines for these systems, and LEAs must develop and implement teacher and principal evaluation and support systems that are consistent with the SEA's guidelines. To ensure high-quality implementation, all teachers, principals, and evaluators should be trained on the evaluation system and their responsibilities in the evaluation system. As part of developing and implementing these evaluation and support systems, an SEA must also provide student growth data on current students and the students taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs. Once these evaluation and support systems are in place, an SEA may use data from these systems to meet the requirements of ESEA section 1111(b)(8)(C) that it ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.

**Principle 4 – Reducing Duplication and Unnecessary Burden (as defined by ESEA Flexibility):** In order to provide an environment in which schools and LEAs have the flexibility to focus on what's best for students, an SEA should remove duplicative and burdensome reporting requirements that have little or no impact on student outcomes. To receive the flexibility, an SEA must assure that it will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools.

**Priority Academic Student Skills:** Oklahoma's PK-12 academic content standards.

**Priority School (as modified from ESEA Flexibility for Oklahoma):** A school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State. The total number of priority schools in a State must be at least five percent of the Title I schools in the State. A priority school is—

- a Title I school among the lowest five percent of Title I schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group;
- a school among the lowest five percent of all schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group;
- a Title I-participating, Title I-eligible, or non-Title I high school with a graduation rate less than 60 percent over a number of years; or
- a Tier I school under the SIG program that is using SIG funds to implement a school intervention model.

**Regional Educators Advancing College, Career, and Citizen Readiness Higher:** 70 volunteer districts throughout Oklahoma who have agreed to serve as coordinating agents for professional development, capacity-building efforts, and feedback from parents and local community members related to statewide initiative implementation.



**Reward School (as modified from *ESEA Flexibility* for Oklahoma):** A Title I or non-Title I school that, based on the most recent data available, is—

- a “**highest-performing school**,” which is a school among schools in the State that have the highest absolute performance over a number of years for the “all students” group and for all subgroups, on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and, at the high school level, is also among the schools with the highest graduation rates. A highest-performing school must be making AYP for the “all students” group and all of its subgroups. A school may not be classified as a “highest-performing school” if there are significant achievement gaps across subgroups that are not closing in the school; or
- a “**high-progress school**,” which is a school among the ten percent of schools in the State that are making the most progress in improving the performance of the “all students” group over a number of years on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, and, at the high school level, is also among the schools in the State that are making the most progress in increasing graduation rates. A school may not be classified as a “high-progress school” if there are significant achievement gaps across subgroups that are not closing in the school.

**Standards that are Common to a Significant Number of States (as defined by *ESEA Flexibility*):**

Standards that are substantially identical across all States in a consortium that includes a significant number of States. A State may supplement such standards with additional standards, provided that the additional standards do not exceed 15 percent of the State’s total standards for a content area.

**State Network of Institutions of Higher Education (IHEs; as defined by *ESEA Flexibility*):** A system of four-year public IHEs that, collectively, enroll at least 50 percent of the students in the State who attend the State’s four-year public IHEs.

**Student Growth (as defined by *ESEA Flexibility*):** The change in student achievement for an individual student between two or more points in time. For the purpose of this definition, student achievement means—

- For grades and subjects in which assessments are required under ESEA section 1111(b)(3): (1) a student’s score on such assessments and may include (2) other measures of student learning, such as those described in the second bullet, provided they are rigorous and comparable across schools within an LEA.
- For grades and subjects in which assessments are not required under ESEA section 1111(b)(3): alternative measures of student learning and performance such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within an LEA.

**Turnaround Principles (as defined by *ESEA Flexibility*):** Meaningful interventions designed to improve the academic achievement of students in priority schools must be aligned with all of the following “turnaround principles” and selected with family and community input:

- providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
- ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these

- schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
- redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
  - strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
  - using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
  - establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
  - providing ongoing mechanisms for family and community engagement.

A priority school that implements one of the four SIG models is implementing an intervention that satisfies the turnaround principles. An SEA may also implement interventions aligned with the turnaround principles as part of a statewide school turnaround strategy that allows for State takeover of schools or for transferring operational control of the school to another entity such as a recovery school district or other management organization.

## **Oklahoma Student Testing Program Plan to Develop and Administer College/Career Ready Assessments December, 2013**

### **Overview of the Oklahoma Assessment Program Transition**

Oklahoma withdrew from the Partnership for Assessment of Readiness for College and Careers (PARCC) in the summer of 2013. As a result, the state developed a plan to develop and implement college and career ready assessments to administer to Oklahoma students. The assessments will be field tested in the Spring of 2014 and administered during the 2014-15 school year. Oklahoma was able to modify the existing contract with the End-of-Instruction vendor so that the new assessments could be developed and administered without the need to go to a new contract. Oklahoma did release a Request for Proposals for the development and administration of the Grades 3-8 college and career ready assessments. The RFP was released during the summer of 2013. A new contract was awarded in October and executed in November, 2013. Work on the program began immediately upon the finalization of the contract.

The Oklahoma legislature adopted the Common Core State Standards (CCSS) in 2010. The state has been transitioning to the CCSS since the adoption. Full implementation of the CCSS is scheduled to occur during the 2014-15 school year. Oklahoma has continued to assess the Oklahoma Academic Standards (OAS) through the 2013-14 school year. To help educators and students prepare for the CCSS, Oklahoma began providing formative assessments during the 2012-13 for districts to use to determine how well students were achieving the content of the CCSS. Districts have access to two benchmark tests to use during the fall and late winter as well as an item pool to assess students throughout the year.

Oklahoma no longer offers a modified assessment designed to assess the 2% of students who are instructed on grade level academic standards, but need a modified version of the assessment to demonstrate achievement of standards. Beginning with the 2013-14 school year, only students who took an End-of-Instruction Oklahoma Modified Alternate Assessment Program (OMAAP) in previous years may retake another version of the EOI OMAAP. If the re-testers meet the standards of showing proficiency, they may use the OMAAP score to meet the requirements for high school graduation. No new testers, regardless of grade level, are offered the OMAAP in the 2013-14 or subsequent years.

Oklahoma continues to offer the Oklahoma Alternate Assessment Program (OAAP) for the most cognitively impaired students. Oklahoma participates in the Dynamic Learning Maps Consortium for English Language Arts and Mathematics and plans to field test during 2013-14 year and implement the operational assessment during 2014-15.

Oklahoma has been delivering assessments online since 2002. Currently all End-of-Instruction assessments are delivered online. In addition, Reading and Math assessments in Grades 6-8 and Geography assessment in

Grade 7 are delivered online. Operational items currently include only multiple choice items with the exception of the Writing assessment in Grades 5 and 8, and the Writing component in both English II and English III. To prepare for the new college and career ready assessments, Oklahoma plans to include Evidence-based Selected Response Items, Short Constructed Response Items, Extended Constructed Response Items and Performance Tasks along with the traditional Multiple-Choice items.

The Oklahoma Testing Program includes the assessments listed in Tables 1-2 below.

**Table 1. Oklahoma Core Curriculum Tests  
General Assessments for Grades 3 – 8**

Grade	Math	Reading	Science	Geography	Social Studies/ U.S. History	Writing
Grade 3	★	★				
Grade 4	★	★				
Grade 5	★	★	★		★	★
Grade 6	★	★				
Grade 7	★	★		★		
Grade 8	★	★	★		★	★

 Federal and State mandated tests     
  State mandated tests     
  2013-14 Only

Table 2. Oklahoma Core Curriculum  
General Assessments  
End-of-Instruction

ACE Algebra I	ACE English II	ACE Biology I	ACE U.S. History	ACE Algebra II	ACE Geometr y	ACE English III
★	★	★	★	★	★	★



Federal and State mandated tests



State mandated tests

## Oklahoma’s Transition to English Language Arts and Mathematics College and Career Ready Assessments

### Assessment Design

#### Key Milestones and Activities

Oklahoma requested the assessment timeframes and reporting categories found in Tables 3-6 in the Oklahoma Request for Proposals for the Grades 3-8 English Language Arts and Mathematics assessments. The test designs are being further refined as we establish blueprints and item specifications.

#### Timeline

- EOI- Test designs are being vetted through the Oklahoma Technical Advisory Committee, the Student Assessment Partners, and the Oklahoma Higher Education/Career Technology Advisory Committee, Winter, 2013-14.
- Grades 3-8- After test designs are completed with Measured Progress, they will be vetted through Oklahoma’s Technical Advisory Committee, the Student Assessment Partners, and the Oklahoma Higher Education/Career Technology Advisory Committee, Winter, 2013-14.

#### Parties Responsible

Responsible parties include Oklahoma’s two testing vendors, CTB/McGraw-Hill for EOI and Measured Progress for grades 3-8, the Oklahoma Technical Advisory Committee, The Oklahoma Higher Education/Career

Technology Advisory Committee, Student Assessment Partners and Oklahoma’s Office of Accountability and Assessments staff.

**Table 3. Testing Sessions**

<b>Content Area</b>	<b>Specification</b>	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>
<b>English Language Arts</b>	<b>Time</b>	60 minutes	60 minutes	90 minutes
	<b>Item Types</b>	Multiple Choice and Short Constructed Response	Multiple Choice and Short Constructed Response	Extended Writing Response
<b>Mathematics</b>	<b>Time</b>	90 minutes	90 minutes	X
	<b>Item Types</b>	Multiple Choice, Short Constructed Response, and  1-2 Extended Performance Tasks	Multiple Choice, Short Constructed Response, and  1-2 Extended Performance Tasks	X

**Table 4. EOI Reporting Categories**

<b>Content Area</b>	<b>Domain 1</b>	<b>Domain 2</b>	<b>Domain 3</b>	<b>Domain 4</b>
<b>English II &amp; III</b> 69 items, 1 writing prompt and 2-4 CRs	Reading Informational (48%) <ul style="list-style-type: none"> <li>➤ Key Ideas and Details</li> <li>➤ Craft and Structure</li> <li>➤ Integration of Knowledge and Ideas</li> <li>➤ Vocabulary Acquisition and Use</li> </ul>	Reading Literature (27%) <ul style="list-style-type: none"> <li>➤ Key Ideas and Details</li> <li>➤ Craft and Structure</li> <li>➤ Integration of Knowledge and Ideas</li> <li>➤ Vocabulary Acquisition and Use</li> </ul>	Writing (25%) Text Types and Purposes: <ul style="list-style-type: none"> <li>➤ Argumentative</li> <li>➤ Informational</li> </ul> Research to Build and Present Knowledge: <ul style="list-style-type: none"> <li>➤ Standard 7</li> <li>➤ Standard 8</li> <li>➤ Standard 9</li> </ul>	
<b>Algebra I</b> 95 items	Algebra (48%) <ul style="list-style-type: none"> <li>➤ Seeing Structure in Expressions</li> <li>➤ Creating Expressions</li> <li>➤ Solving Expressions and Inequalities</li> </ul>	Functions (35%) <ul style="list-style-type: none"> <li>➤ Interpreting and Building Functions</li> <li>➤ Linear, Quadratic, and Exponential Models</li> </ul>	Statistics (17%)	
<b>Geometry</b> 77 items	Congruence (39%) <ul style="list-style-type: none"> <li>➤ Transformations</li> <li>➤ Congruence in rigid motion</li> <li>➤ Prove theorems</li> <li>➤ Geometric Construct</li> </ul>	Similarity, Triangles, Trig (31%) <ul style="list-style-type: none"> <li>➤ Similarity</li> <li>➤ Right Triangles and Trigonometry</li> </ul>	Expressing Geometric Properties with Equations (17%)	Circles, Geometric Measurement and Dimension (13%) <ul style="list-style-type: none"> <li>➤ Circles</li> <li>➤ Geometric Measurement and Dimension</li> </ul>



<p><b>Algebra II</b> 85 items</p>	<p>Number Quantity (11%)</p>	<p>Algebra (33%)</p> <ul style="list-style-type: none"> <li>➤ Structure in Expressions</li> <li>➤ Polynomials and Rational Expression</li> <li>➤ Reasoning with Equations/Inequalities</li> </ul>	<p>Functions (36%)</p> <ul style="list-style-type: none"> <li>➤ Interpreting Functions</li> <li>➤ Building functions</li> <li>➤ Trigonometric Functions</li> <li>➤ Linear, Quadratic, and Exponential Models</li> </ul>	<p>Statistics &amp; Probability (20%)</p> <ul style="list-style-type: none"> <li>➤ Interpreting Data</li> <li>➤ Making Inferences &amp; Justifying Conclusions</li> <li>➤ Conditional Probability &amp; Rules of Probability</li> </ul>
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**Table 5. English Language Arts Reporting Categories**

Content Area	Domain 1	Domain 2	Domain 3	Domain 4
<p><b>English Language Arts: Grade 3-5</b></p>	<p>Reading Standards for Literature</p> <ul style="list-style-type: none"> <li>➤ Key Ideas and Details</li> <li>➤ Craft and Structure</li> <li>➤ Integration of Knowledge and Ideas</li> <li>➤ Vocabulary Acquisition and Use</li> </ul>	<p>Reading Standards for Informational Text</p> <ul style="list-style-type: none"> <li>➤ Key Ideas and Details</li> <li>➤ Craft and Structure</li> <li>➤ Integration of Knowledge and Ideas</li> <li>➤ Vocabulary Acquisition and Use</li> </ul>	<p>Writing Standards</p> <ul style="list-style-type: none"> <li>➤ Ideas and Development</li> <li>➤ Organization, Unity, and Coherence</li> <li>➤ Word Choice</li> <li>➤ Sentences and Paragraphs</li> <li>➤ Grammar, Usage, and Mechanics</li> </ul>	<p>Reading Standards: Foundational Skills</p> <ul style="list-style-type: none"> <li>➤ Phonological Awareness</li> <li>➤ Phonics Fluency</li> </ul>

<p><b>English Language Arts: Grades 6-8</b></p>	<p><b>Reading Standards for Literature</b></p> <ul style="list-style-type: none"> <li>➤ Key Ideas and Details</li> <li>➤ Craft and Structure</li> <li>➤ Integration of Knowledge and Ideas</li> <li>➤ Vocabulary Acquisition and Use</li> </ul>	<p><b>Reading Standards for Informational Text</b> (Emphasis on History/Social Studies, Science, and Technical Subjects)</p> <ul style="list-style-type: none"> <li>➤ Key Ideas and Details</li> <li>➤ Craft and Structure</li> <li>➤ Integration of Knowledge and Ideas</li> <li>➤ Vocabulary Acquisition and Use</li> </ul>	<p><b>Writing Standards</b></p> <ul style="list-style-type: none"> <li>➤ Ideas and Development</li> <li>➤ Organization, Unity, and Coherence</li> <li>➤ Word Choice</li> <li>➤ Sentences and Paragraphs</li> <li>➤ Grammar, Usage, and Mechanics</li> </ul>	
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**Table 6. Mathematics Reporting Categories**

<b>Content Area</b>	<b>Domain 1</b>	<b>Domain 2</b>	<b>Domain 3</b>	<b>Domain 4</b>	<b>Domain 5</b>
Mathematics Grades 3	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> <li>➤ Represent and solve problems involving multiplication and division.</li> <li>➤ Understand properties of multiplication and the relationship between multiplication and division.</li> <li>➤ Multiply and divide within 100.</li> <li>➤ Solve problems involving the four operations and identify and explain patterns in arithmetic.</li> </ul>	<p>Numbers and Operations- Base 10</p> <ul style="list-style-type: none"> <li>➤ Use place value understanding and properties of operations to perform multi-digit arithmetic.</li> </ul>	<p>Numbers and Operations- Fractions</p> <ul style="list-style-type: none"> <li>➤ Develop understanding of fractions as numbers.</li> </ul>	<p>Measurement and Data</p> <ul style="list-style-type: none"> <li>➤ Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</li> <li>➤ Represent and interpret data.</li> <li>➤ Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</li> <li>➤ Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</li> </ul>	<p>Geometry</p> <ul style="list-style-type: none"> <li>➤ Reason with shapes and their attributes.</li> </ul>
Mathematics Grades 4	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> <li>➤ Use the four operations with whole numbers to solve problems.</li> <li>➤ Gain familiarity with factors and multiples.</li> <li>➤ Generate and analyze patterns.</li> </ul>	<p>Numbers and Operations- Base 10</p> <ul style="list-style-type: none"> <li>➤ Generalize place value understanding for multi-digit whole numbers.</li> <li>➤ Use place value understanding and properties of operations to perform multi-digit arithmetic.</li> </ul>	<p>Numbers and Operations- Fractions</p> <ul style="list-style-type: none"> <li>➤ Extend understanding of fraction equivalence and ordering.</li> <li>➤ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</li> <li>➤ Understand decimal notation for fractions, and compare decimal fractions.</li> </ul>	<p>Measurement and Data</p> <ul style="list-style-type: none"> <li>➤ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</li> <li>➤ Represent and interpret data.</li> <li>➤ Geometric measurement: understand concepts of angle and measure angles.</li> </ul>	<p>Geometry</p> <ul style="list-style-type: none"> <li>➤ Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</li> </ul>

Attachment 16: Oklahoma Student Testing Program Plan to Develop and Administer College and Career Ready Assessments (Oklahoma College and Career Ready Assessments [OCCRA] that measure the Oklahoma Academic Standards [OAS])

<p>Mathematics Grades 5</p>	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> <li>➤ Write and interpret numerical expressions.</li> <li>➤ Analyze patterns and relationships.</li> </ul>	<p>Numbers and Operations- Base 10</p> <ul style="list-style-type: none"> <li>➤ Understand the place value system.</li> <li>➤ Perform operations with multi-digit whole numbers and with decimals to hundredths.</li> </ul>	<p>Numbers and Operations- Fractions</p> <ul style="list-style-type: none"> <li>➤ Use equivalent fractions as a strategy to add and subtract fractions.</li> <li>➤ Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</li> </ul>	<p>Measurement and Data</p> <ul style="list-style-type: none"> <li>➤ Convert like measurement units within a given measurement system.</li> <li>➤ Represent and interpret data.</li> <li>➤ Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</li> </ul>	<p>Geometry</p> <ul style="list-style-type: none"> <li>➤ Graph points on the coordinate plane to solve real-world and mathematical problems.</li> <li>➤ Classify two-dimensional figures into categories based on their properties.</li> </ul>
<p>Mathematics Grades 6</p>	<p>Ratios and Proportional Relationships</p> <ul style="list-style-type: none"> <li>➤ Understand ration concepts and use ration reasoning to solve problems.</li> </ul>	<p>The Number System</p> <ul style="list-style-type: none"> <li>➤ Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</li> <li>➤ Compute fluently with multi-digit numbers and find common factors and multiples.</li> <li>➤ Apply and extend previous understandings of numbers to the system of rational numbers.</li> </ul>	<p>Expressions and Equations</p> <ul style="list-style-type: none"> <li>➤ Apply and extend previous understandings of arithmetic to algebraic expressions.</li> <li>➤ Reason about and solve one-variable equations and inequalities.</li> <li>➤ Represent and analyze quantitative relationships between dependent and independent variables.</li> </ul>	<p>Geometry</p> <ul style="list-style-type: none"> <li>➤ Solve real-world and mathematical problems involving area, surface area, and volume.</li> </ul>	<p>Statistics and Probability</p> <ul style="list-style-type: none"> <li>➤ Develop understanding of statistical variability.</li> <li>➤ Summarize and describe distributions.</li> </ul>
<p>Mathematics Grades 7</p>	<p>Ratios and Proportional Relationships</p> <ul style="list-style-type: none"> <li>➤ Analyze proportional relationships and use them to solve real-world and mathematical problems.</li> </ul>	<p>The Number System</p> <ul style="list-style-type: none"> <li>➤ Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</li> </ul>	<p>Expressions and Equations</p> <ul style="list-style-type: none"> <li>➤ Use properties of operations to generate equivalent expressions.</li> <li>➤ Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</li> </ul>	<p>Geometry</p> <ul style="list-style-type: none"> <li>➤ Draw, construct and describe geometrical figures and describe the relationships between them.</li> <li>➤ Solve real-life and mathematical problems involving angle measure , area, surface area, and volume.</li> </ul>	<p>Statistics and Probability</p> <ul style="list-style-type: none"> <li>➤ Use random sampling to draw inferences about a population.</li> <li>➤ Draw informal comparative inferences about two populations.</li> <li>➤ Investigate chance processes and develop, use, and evaluate probability models.</li> </ul>

<p>Mathematics Grades 8</p>	<p>The Number System</p> <ul style="list-style-type: none"> <li>➤ Know that there are numbers that are not rational, and approximate them by rational numbers.</li> </ul>	<p>Expressions and Equations</p> <ul style="list-style-type: none"> <li>➤ Work with radicals and integer exponents.</li> <li>➤ Understand the connections between proportional relationships, lines, and linear equations.</li> <li>➤ Analyze and solve linear equations and pairs of simultaneous linear equations.</li> </ul>	<p>Functions</p> <ul style="list-style-type: none"> <li>➤ Define, evaluate, and compare functions.</li> <li>➤ Use functions to model relationships between quantities.</li> </ul>	<p>Geometry</p> <ul style="list-style-type: none"> <li>➤ Understand congruence and similarity using physical models, transparencies, or geometry software.</li> <li>➤ Understand and apply the Pythagorean Theorem.</li> <li>➤ Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.</li> </ul>	<p>Statistics and Probability</p> <ul style="list-style-type: none"> <li>➤ Investigate patterns of association in bivariate data.</li> </ul>
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## Blueprints

### Key Milestones and Activities

Grades 3-8- the Office of Assessment and Accountability is beginning to work with Measured Progress (vendor) to develop blueprints which align to their current item bank, Oklahoma's test design, and show a progressive alignment to EOI blueprints.

EOI-Blueprint committees for Algebra I/Algebra II, Geometry, and English II/English III met via webinar with CTB/McGraw-Hill facilitating on September 10-12. Committee participants included teachers, curriculum coordinators, higher education, and career tech. Recommended blueprints were the final result of these meetings.

### Timeline

- Grades 3-8- After blueprint design is completed with vendor, blueprints will be vetted through Oklahoma's Technical Advisory Committee, the Student Assessment Partners, and state's Higher Education Advisory Committee this winter.
  - Blueprints will be used to guide field test design and will then be available to schools by Summer 2014.
- EOI- Blueprints are being vetted through our Technical Advisory Committee, the Student Assessment Partners, and a Higher Education Advisory Committee this winter.
  - Blueprints will be used to guide field test design and will then be available to schools by Summer 2014.

### Parties Responsible

Responsible parties for grades 3-8 include Oklahoma testing vendor, Measured Progress, the Oklahoma Technical Advisory Committee, Student Assessment Partners, and Oklahoma's Office of Accountability and Assessment staff.

Responsible parties for EOI include Oklahoma's testing vendor, CTB/McGraw-Hill, the Oklahoma Technical Advisory Committee, Student Assessment Partners, and Oklahoma's Office of Accountability and Assessment staff.

## Item Specifications

### Key Milestones and Activities

#### Grades 3-8

Oklahoma will work with Measured Progress's Item Specifications which are being used to guide item writers for their vendor-owned item bank. Oklahoma will customize these specifications into a document to inform Oklahoma's schools/teachers.

#### End-of-Instruction

Preliminary Item Specifications have been drafted by CTB/McGraw-Hill and brought to Item Review committees in October 2013. Some feedback from participants was collected at the review. Algebra I, Algebra II, and Geometry specifications have been refined by a working committee of district teachers/curriculum coordinators between October 2013 and January 2014 Item Reviews. English II/III specifications will be reviewed by a working committee of teachers/curriculum coordinators at the beginning of the January 2014 Item Review meeting.

### Timeline

#### Grades 3-8

- January-March 2014- Oklahoma SDE works with vendor to incorporate internal specifications into a public document.
- Spring 2014-Insert vendor released items into specification as examples.
- Item Specifications ready for public/school release Summer 2014.

#### End-of-Instruction

- Item emphasis and content limits determined by January 2014.
- Sample items and passages will be inserted after Spring 2014 field testing using released items.
- Item Specifications ready for public/school release Summer 2014.

### Parties Responsible

Responsible parties for grades 3-8 include Oklahoma's testing vendor, Measured Progress, and Oklahoma's Office of Accountability and Assessment staff.

Responsible parties for EOI include Oklahoma's testing vendor, CTB/McGraw-Hill and Oklahoma's Office of Accountability and Assessment staff.

## Review, Selection, and Piloting of the Items for the New Assessments

### Key Milestones and Activities and Timeline

#### Grades 3-8

- January, 2014- the Office of Accountability and Assessment along with committees of educators from common education, higher education and career technology will review items and passages for bias and content for field testing.
- February, 2014- Vendor will construct field test books for grades 3-5 and online forms for grades 6-8.
- April-May, 2014- Math and ELA field tested through a sampling plan. Students will participate in math, reading, or writing.
- Data Review in summer 2014.

#### End-of-Instruction

- Bias/Item Review Committees meeting in October 2013 and January 2014.
- February-March, 2014- Selection of items for field testing and online layout of items
- April-May, 2014- All students taking operational assessments in the five math and ELA End-of-Instruction assessments will have embedded field testing of the following item types: selected response, evidence-based selected response, and short constructed response items. Sampling plan being developed to field test ELA writing prompts and math technology enhanced and extended response items.
- Data Review Summer 2014.

#### Responsible Parties

Responsible parties for grades 3-8 include Oklahoma's testing vendor, Measured Progress, and Oklahoma's Office of Accountability and Assessment staff.

Responsible parties for EOI include Oklahoma's testing vendors, CTB/McGraw-Hill, and Oklahoma's Office of Accountability and Assessment staff.



## Rubrics

### Key Milestones and Activities

The Student Assessment staff members are working closely with Measured Progress content staff to write rubrics for all constructed response items on the new assessments. For Grades 3-8, the state has offered the current writing rubric as a draft for the writing component for the new assessments. Some rubrics are item specific and so are included with the items that will be reviewed in January by committees of educators, higher education and career technology representatives, and other content experts.

The Student Assessment staff members are working closely with CTB content staff to write rubrics for all constructed response items on the new EOI assessments.

### Timeline

- Generic rubrics will be reviewed by committees of educators during the Spring 2014.
- The rubrics must be finalized by Summer 2014 so that the items being field tested can be scored and analyzed.

### Responsible Parties

Responsible parties for grades 3-8 include Oklahoma's testing vendor, Measured Progress, and Oklahoma's Office of Accountability and Assessment staff.

Responsible parties for EOI include Oklahoma's testing vendor, CTB/McGraw-Hill and Oklahoma's Office of Accountability and Assessment staff.

## Range-finding

### Key Milestones and Activities

Range-finding will take place following the Spring 2014 field test.

### Timeline

- Summer 2014

### Responsible Parties

Responsible parties for grades 3-8 include Oklahoma's testing vendor, Measured Progress, and Oklahoma's Office of Accountability and Assessment staff.

Responsible parties for EOI include Oklahoma's testing vendors, CTB/McGraw-Hill and Oklahoma's Office of Accountability and Assessment staff.

## Technology Readiness

### Key Milestones and Activities

Oklahoma is expanding the type of items administered via computer to those beyond basic selected response. The technology enhanced items and the constructed response items require more bandwidth and longer testing times than Oklahoma's current assessments. Oklahoma's technology staff members are working closely with CTB and Measured Progress's technology leads to help districts know their capacity and prepare to give the field test items for the new assessments. After January 2014, the state should know how many districts are ready to provide the new types of tests online. Plans are being developed to help those districts who are not ready to find a way to try out items during Spring 2014, and to prepare for technology readiness in future years.

### Timeline

- Technology Readiness Survey data collected from Districts, December 2013-January, 2014
- Training Sessions for Technology Readiness, December, 2013
- Install Spring 2014 Test Delivery Client and readiness content, January 6-21, 2014
- State online readiness check, January 28, 2014
- Practice tests, February, 2014

### Responsible Parties

Responsible parties include Oklahoma testing vendor, Measured Progress, Oklahoma's Office of Management Enterprise Services and Office of Accountability and Assessment staff.

Responsible parties include Oklahoma's testing vendors, CTB/McGraw-Hill, Oklahoma's Office of Management Enterprise Services and Oklahoma's Office of Accountability and Assessment staff.

## Accommodations

### Key Milestones and Activities

Oklahoma no longer provides a modified assessment test for students beginning in the 2013-14 school year, except for End-of-Instruction re-testers who previously took the modified assessment. In past years, a modified assessment was available to Students with Disabilities (SWDs). The state is reviewing the allowable accommodations to the state assessments to make sure that all students are able to demonstrate what they know and can do during testing. The Office of Accountability and Assessment is working closely with the Office of Special Education to review options for accommodations and accessibility considerations. Accommodations are classified by mode of assessment: Paper/Pencil, Online via Measured Progress, and Online via CTB McGraw Hill. The state is reviewing each list, convening committees of special education educators, regular educators, legislators, and other stakeholders to help finalize the accommodations and accessibility features available for each type of test. The steps described in the Timeline section are intended to result in a final list of accommodations for SWDs and English Language Learner (ELL) students. These accommodations will be

finalized in Summer 2014 so that SWDs and ELL students will be provided the most appropriate accommodations and accessibility features for the state assessment administered in 2014-2015.

## Timeline

Agenda/Action Items	Notes	Responsibility
Purpose/Proposed Date	<ul style="list-style-type: none"> <li>➤ Define the Purpose and desired outcomes for the Accommodation Committee.</li> <li>➤ End of January (Friday, Jan. 31<sup>st</sup> 1-3 pm)</li> <li>➤ Accommodations Policies for 14-15 SY and beyond</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Assessment Office with the assistance of the Special Education Department</li> </ul>
Committee Selection/Location	<ul style="list-style-type: none"> <li>➤ Set # of Committee Members (10-30 range)</li> <li>➤ Stakeholders: Educators/ELL, AT specialists, School Psychologists, Teachers, Administrators, Business community, and Legislators)</li> <li>➤ Determine &amp; Secure Location</li> <li>➤ Solicit participants (assign a lead contact for coordination)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Assessment Office with the assistance of the Special Education Department</li> </ul>
Presentation Development	<ul style="list-style-type: none"> <li>➤ Present currently allowed accommodations</li> <li>➤ Present accessibility features present in technology                             <ul style="list-style-type: none"> <li>○ Live Demo of CTB/E-metric systems</li> </ul> </li> <li>➤ Training for SPED teachers regarding online testing capabilities (goal: reduce unnecessary Paper &amp; Pencil testing)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Assessment Office with the assistance of the Special Education Department</li> </ul>
Universal Design Features/Online Accommodations	<ul style="list-style-type: none"> <li>➤ Review current features in both online systems</li> <li>➤ 13-14 Inclusion of Biology I formula sheet for all students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Assessment Office</li> </ul>
Student Response Time	<ul style="list-style-type: none"> <li>➤ Untimed</li> <li>➤ Automatically Logged Off: 20 minutes of inactivity</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Assessment Office</li> </ul>
Calculators	<ul style="list-style-type: none"> <li>➤ 14-15 Implementation of scientific calculators in 6-8-Math &amp; 8<sup>th</sup> grade science</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student Assessment Office</li> </ul>

Agenda/Action Items	Notes	Responsibility
Online Survey	➤ Capture Committee Sentiments/Rec. (Google Forms)	➤ Student Assessment Office

Action Item	Responsible Part(ies)
<ul style="list-style-type: none"> <li>➤ Develop Participant Solicitation (include participation confirmation through Google Forms) &amp; Solicit Participants                             <ul style="list-style-type: none"> <li>○ AT Specialist from ABLE tech &amp; School for the Blind</li> <li>○ Legislators from the Education Committee</li> <li>○ Business Community (invite businesses that deal with disabilities)</li> </ul> </li> </ul>	Student Assessment Office with the assistance of the Special Education Department
<ul style="list-style-type: none"> <li>➤ Secure Location for Meeting</li> </ul>	Special Education Office
<ul style="list-style-type: none"> <li>➤ Develop Presentations                             <ul style="list-style-type: none"> <li>○ Present Appendix B from TAM</li> <li>○ Live Demo of CTB/E-metric online systems</li> </ul> </li> </ul>	Student Assessment Office
<ul style="list-style-type: none"> <li>➤ Develop Feedback Form (Google Forms)</li> </ul>	Student Assessment Office with the assistance of the Special Education Department
<ul style="list-style-type: none"> <li>➤ Develop Survey &amp; Distribute</li> </ul>	Student Assessment Office with the assistance of the Special Education Department
<ul style="list-style-type: none"> <li>➤ Create Sign-in sheet to collect demographics for Peer Review</li> </ul>	Student Assessment Office

### Responsible Parties

Responsible parties include Oklahoma’s Office of Office of Accountability and Assessment staff and Office of Special Education staff.

### Field Test Data Review

#### Key Milestones and Activities

Oklahoma will conduct a data review of the field test items following the Spring 2014 item tryouts. CTB will prepare the data review statistics for the End-of-Instruction assessments, and Measured Progress will prepare the data review statistics for the Grades 3-8 assessments. Student Assessment mathematics and English Language Arts content specialists, Office of Instruction mathematics and English Language Arts content specialists, and vendor psychometricians will review the student performance statistics for each item as well as

the content of each item. A decision will be made whether or not to retain each item for inclusion in the pool of potential items for the operational assessments.

### **Timeline**

- Items are field tested during April and May, 2014
- CTB McGraw Hill and Measured Progress psychometricians conduct statistical analyses and prepare item cards, June, 2014
- State Department staff review each item and determine acceptability for the operational assessments, July, 2014

### **Responsible Parties**

Responsible parties include Oklahoma’s two testing vendors, CTB/McGraw-Hill for EOI and Measured Progress for grades 3-8, and Oklahoma’s Office of Instruction and Office of Accountability and Assessment staff.

## **Independent Alignment Review**

### **Key Milestones and Activities**

The Office of Accountability and Assessment staff members are consulting with the Student Achievement Partners for advice in developing to new assessments. The Student Achievement Partners are guiding the decisions being adopted about the test design and content coverage of the new Common Core-based assessments. In addition, Oklahoma will issue a Request For Proposals for an independent alignment review of the new assessments. The independent review will be conducted during the Summer and Fall 2015. Upon completion of the study, the Student Assessment Office will make any needed changes to improve the alignment of the test to the standards.

### **Timeline**

- Phone meetings with Student Achievement Partners to guide test development, October, 2013 and ongoing
- Release Request for Proposals, December, 2014
- Review Proposals, February, 2015
- Issue Contract for Independent Alignment Review, March, 2015
- Receive Alignment Study Report, September, 2015
- Respond to results of the alignment study, October, 2015

### **Responsible Parties**

Responsible parties include Student Achievement Partners, Oklahoma’s Office of Management Enterprise Services, the new vendor for the alignment study and Office of Accountability and Assessment staff.

## Scoring and Scaling

### Key Milestones and Activities

The Oklahoma Office of Accountability and Assessment will work with our Technical Advisory Committee as well as our testing vendors, CTB McGraw Hill and Measured Progress, to finalize a plan to score and scale the new English Language Arts and Mathematics assessments.

### Timeline

- Scoring and scaling plan will be developed by the Fall, 2014
- Scoring and scaling will be implemented following the Spring 2015 assessment

### Responsible Parties

Responsible parties include Oklahoma's two testing vendors, CTB/McGraw-Hill for EOI and Measured Progress for grades 3-8, as well as Oklahoma's Technical Advisory Committee and the Office of Accountability and Assessment staff.

## Validity/Reliability

### Key Milestones and Activities

Procedures to document the validity and the reliability of the new assessments will be conducted throughout the first year of implementation and will be reported in the Fall, 2015. The Oklahoma Technical Advisory Committee, CTB McGraw Hill, Measured Progress and the Oklahoma Office of Accountability and Assessment will establish the analysis plan and conduct the validity/reliability studies. Topics to be measured include:

1. Comparison of the content of the tests to the content standards,
2. Test form design,
3. Identification of ineffective items,
4. Detection of item bias,
5. Reliability of the tests,
6. Calibration of the tests,
7. Equating of tests,
8. Scaling and scoring of the tests, and
9. Decision accuracy and classification.

## Timeline

- The plan for validity and reliability will be recommended by the Oklahoma Technical Advisory Committee during the Spring and Fall, 2014, meetings.
- The final plan for validity and reliability analyses will be developed by Summer, 2014.
- The validity and reliability analyses will be implemented following the Spring 2015 assessment by CTB McGraw Hill and Measured Progress and reviewed by the Oklahoma Assessment and Accountability Office and the Oklahoma Technical Advisory Committee.

## Responsible Parties

Responsible parties include Oklahoma's two testing vendors, CTB/McGraw-Hill for EOI and Measured Progress for grades 3-8, and Oklahoma's Technical Advisory Committee, and the Office of Accountability and Assessment staff.

## Standard Setting

### Key Milestones and Activities

The new Mathematics and English Language Arts assessments will have five performance levels. Students achieving Level 4 on the designated high school assessments will earn a College and Career Ready Determination. The College and Career Ready Determination signify that students are prepared to enter directly into entry-level, credit-bearing courses without need for remediation. The courses for English Language Arts include: College English Composition, English Literature, or technical courses requiring college-level reading and writing. The courses for Mathematics include: College Algebra, Introductory College Statistics, or technical courses requiring an equivalent level of mathematics. The goal will be that 70% or more of 11<sup>th</sup> graders who score Level 4 will be prepared to make a "C" or better in entry college course, or 50% who score Level 4 will be prepared to make a "B" or better in the entry college course.

Groups of Oklahoma stakeholders will convene during the Spring and Summer of 2014 to develop grade- and subject-specific Performance Level Descriptors (PLDs). These PLDs further articulate the knowledge, skills, and practices that students performing at a given level should be able to demonstrate in each content area at each grade level. The grade- and subject-specific PLDs are intended to serve several purposes, including the following:

- Function as the basis for standard-setting in summer 2015.
- Communicate expectations about what types of performances will be necessary at the high school-level for students to demonstrate that they are college- and career-ready (CCR) or making adequate progress to become CCR and academically prepared to engage successfully in further studies in each content area;
- Provide information to local educators for use in developing curricular and instructional materials; and
- Inform item development for the assessments.

Standards will be set in the Summer of 2015. The Office of Assessment and Accountability will work closely with the Oklahoma Technical Advisory Committee and the psychometricians from the two testing vendors to determine the procedures for the standard setting process. The psychometric and content experts from CTB McGraw Hill and Measured Progress will conduct the standard setting meetings with groups of educators from common education, higher education, and career technology. Additionally, legislators and business/community representatives may be included on the committees. The committees will make recommendations for the cut scores for each exam. The State Board of Education will determine the cut scores to be used to score the examinations. Final score reports will be issued after State Board of Education approval of the cut scores.

### **Timeline**

- Performance Level Descriptors developed by committees of educators and other stakeholders, Spring-Summer, 2014
- Standard setting plan developed, Fall, 2014
- Standards set, Summer, 2015
- Standards approved, Summer, 2015

### **Responsible Parties**

Responsible parties include Oklahoma's two testing vendors, CTB/McGraw-Hill for EOI and Measured Progress for grades 3-8, and Oklahoma's Technical Advisory Committee and the Office of Accountability and Assessment staff.

## **Reporting Strategies**

### **Key Milestones and Activities**

The Oklahoma Office of Accountability and Assessment will work with CTB/McGraw-Hill (EOI) and Measured Progress (Grades 3-8) to produce customized reports aligned to reporting categories of the blueprints.

### **Timeline**

- Summer 2014- Begin designing District/Site Summary Reports, Class and Site Roster Reports, and Parent/Student Reports
- Fall/winter 2014/2015- Design and layout of reports finalized
- July/August 2015- Final reports delivered to districts, sites, and parents

### **Responsible Parties**

Responsible parties include Oklahoma's two testing vendors, CTB/McGraw-Hill for EOI and Measured Progress for grades 3-8, along with the Office of Accountability and Assessment staff.



## Significant Obstacles

The timeline for developing and field testing the items for the new English Language Arts and Mathematics assessments is more compressed than desired. The Office of Assessment and Accountability staff as well as the CTB McGraw Hill and Measured Progress staff are working long hours to meet the requirements to field test items according to the design specifications of the Oklahoma assessments. The tight timelines leave no leeway for unexpected challenges. It is highly likely that Oklahoma can meet the requirements to administer the new assessments during the 2014-15 school year, but with the small amount of time allocated to each task, there may be a need for a work-around should there be an unexpected event.

Additionally, some Oklahoma districts are struggling to obtain the needed hardware and bandwidth to administer online the new types of items on the new assessments. The technology enhanced items as well as the constructed response and performance tasks require more bandwidth and more time to take the tests. As the time required to administer the new tests is expanded, there is the need for additional computers to allow all students to test during the test window. To help mitigate the technology risk, the Office of Assessment and Accountability is working closely with Oklahoma's Office of Management Enterprise Services and with the district technology directors. The state is requiring districts to run a stress test to determine their readiness to assess online. Additionally, the state is working to assist districts to test with older machines by allowing them to use state resources for taking the assessments. As a last resort, the state is considering allowing districts to test Grades 6-High School via paper/pencil if they cannot support the online assessments. The new assessments will be given via paper/pencil for all students in Grades 3-5 to ease the technology burden on districts.



- August 2, 2013 – Lawton, Cameron University (Region 7)
- August 7, 2013 – Hugo, Kiamichi Technology Center (Region 5)
- August 12, 2013 – Guymon, Guymon High School (Region 1)
- August 14, 2013 – Bristow, Bristow Middle School and High School (Region 3)
- August 20, 2013 – OKC, Metro Technology: Springlake Campus (Region 8)
- September 20, 2013 – Ponca City, Ponca City High School (Region 2)
- September 23, 2013 – Durant, Durant High School (Region 6)
- October 17, 2013 – Tulsa, Tulsa Public Schools ONLY (Region 10)
- October 25, 2013 – Woodward, Woodward High School (Region 1)
- November 1, 2013 – Tahlequah, Northeastern State University (Region 4)
- January 14, 2014 – Bartlesville, Bartlesville High School (Region 3)
- January 20, 2014 – Pryor, Pryor High School (Region 4)
- January 28, 2014 – OKC Public Schools ONLY (Region 9)
- February 3, 2014 – Stillwater, Oklahoma State University’s Student Union (Region 2)
- February 7, 2014 – Ardmore, Ardmore Middle School (Region 6)
- February 25, 2014 – Weatherford, High School Performing Arts Center (Region 1)
- March 3, 2014 – Broken Bow, Middle School & High School (Region 5)
- March 4, 2014 – OKC, Metro Technology: Springlake Campus (Region 8)
- March 28, 2014 – Lawton, Cameron University (Region 7)

Link for registration: <http://reac3hregionalpd.eventbrite.com/>



# Regional Professional Development

## Agenda

### Secondary Teacher Sessions:

8:00 a.m. - 11:30 a.m.

- Secondary Session Registration will be from 8:00 a.m. – 8:30 a.m.
- Secondary Breakout Session will be from 8:30 a.m. – 11:30 a.m.
  - 6-12 ELA
  - 6-12 Math
  - 6-12 Science
  - 6-12 Social Studies
  - K-2 Literacy
    - To accommodate large numbers for the afternoon session we have added a morning session of K-2 Literacy. As it is the same session there is no need to attend both.

### Elementary Teacher Sessions:

12:00 p.m. – 3:30 p.m.

- Elementary Session Registration will be from 12:00 p.m. – 12:30 p.m.
- Elementary Breakout Session will be from 12:30 p.m. – 3:30 p.m.
  - K-2 Literacy
  - 3-5 ELA
  - PK-5 Mathematics
  - K-5 Science
  - 3-5 Social Studies

### Administrator Session:

Registration will be from 8:00 a.m. – 8:30 a.m.

Administration session will be from 8:30 a.m. – 2:30 p.m. with an hour lunch break

**Attachment 18:**  
**Oklahoma's Support of Minority and Poverty Students  
in Schools Not Identified as Focus or Priority Schools**

Oklahoma is committed to ensuring that each child meet College, Career, and Citizen Ready (C<sup>3</sup>) expectations, regardless of race, ethnicity, socio-economic status, native language, disability, giftedness, or any other qualifier. We are approaching the needs of minority and poverty students through a multi-pronged approach, beginning with a change in the culture of the Oklahoma State Department of Education. A number of reforms targeted toward meeting these needs are discussed in Oklahoma's *ESEA Flexibility Request* and others are independent of the waiver package. These reforms will assist schools in aligning priorities for all students, including all subgroups, regardless of school level N-size.

**Reforms addressed by Oklahoma's *ESEA Flexibility Request* (See Section 2.E)**

Oklahoma is confident that its process of identifying Focus Schools (in addition to Priority Schools and Targeted Intervention Schools) will serve more students with more appropriate interventions than the previous accountability systems under No Child Left Behind allowed.

- Oklahoma identified 161 Focus Schools, which is 40 more schools than necessary according to the USDE ESEA Flexibility Request requirements. Identification of additional schools allowed Oklahoma to serve a larger number of students with Focus School intensity.
- Oklahoma set a threshold equal to the State's population percentage when determining which schools to identify as Focus Schools. At any point that those schools meet improvement expectations and exit Focus School status, the population percentage threshold for identification of Focus Schools will lower. This will allow the State to serve students in underperforming subgroups in the most efficient manner.
  - Based on the threshold set in the *ESEA Flexibility Request*, Oklahoma will begin by supporting 10% of all schools in the State – identified as Focus Schools – that serve 21% of all African American students, 22% of all English Language Learners, and 11% of all students with disabilities in the State. These students are among the lowest performing students within their respective subgroups. As success is achieved in these schools, additional schools will be added; therefore, Oklahoma will expand the number of students in each subgroup that we serve through Focus School interventions.
- Oklahoma also chose to identify and serve a group of schools in addition to Priority and Focus Schools. These schools, known as Targeted Intervention schools, are those schools in the bottom 25% of the state in academic performance of the All Students group. Identification of these additional schools allowed Oklahoma to serve even more students with specific interventions than required under the ESEA Flexibility Request.
- Schools not identified as Focus Schools with low performance among their various subgroups will be identified through the AMO process. Pressure to improve, inherent in the publicly reported grading systems and AMO identifiers, is amplified by the heavy emphasis on individual student growth, especially growth of students performing in the bottom 25%. In addition, schools that struggle to meet their AMOs will be incentivized to show rapid improvement through the High Progress Reward School recognitions.

### **Reforms independent of the waiver package**

Beyond those reforms addressed in Oklahoma's *ESEA Flexibility Request*, the Oklahoma State Department of Education is committed to ensuring each child's success by establishing a culture of promise that all students will be college, career, and citizen ready.

- In 2011, Oklahoma lowered the N-size requirements for each school and subgroup in order to hold schools accountable for the learning of struggling students. Previously, schools had been able to escape the attention of the Oklahoma State Department of Education and the public because of inflated N-sizes.
- The Oklahoma State Department of Education has begun improvements of its student information system in order to highlight the needs of each student and to provide access to targeted resources for schools that align with the needs of students in the school.
  - This student information system includes an Early Warning Indicators System, identifying students at risk of dropping out of school, that will be piloted in the spring of 2012 and fully implemented in school year 2012-2013.
- Oklahoma has increased school choice options through legislation, rules, and procedures allowing children to attend the most appropriate school to meet their needs or to take advantage of online learning opportunities.
  - School choice options include charter schools that currently serve a disproportionate number of minority and poverty students.
- Schools with low performance among their various subgroups – regardless of Focus School status – will be supported by the State through professional development and “closing the gap” initiatives implemented for all students.
- Oklahoma uses an application approval process for all Title I schools that requires a comprehensive needs assessment annually that is directly linked to each budgeted activity/resource included in the site/district's Consolidated Application (Titles I, II, and VI) and to each claim submitted for reimbursement. Schools with low performance in any student group will identify those needs and align Title I, II, and VI budgetary priorities to meet those needs.

**TITLE 210. STATE DEPARTMENT OF EDUCATION  
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 Overview and 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 overall school performance grades shall be based on a combination of the following:

(A) ~~Thirty three~~ Fifty percent (33%)(50%) on whole school performance, as measured by allocating one (1) point for each student test who scores proficient or advanced on the criterion-referenced tests and end-of-instruction tests administered to students pursuant to the provisions of, based on the Oklahoma School Testing Program at 70 O.S. §§ 1210.508 and 1210.523, summing the points, and dividing the points by the total number of students taking the tests; assessments in grades three (3) through twelve (12);

(B) ~~Seventeen~~ Twenty-five percent (17%)(25%) on whole school growth, annual student learning gains as measured by allocating one (1) point for each student tested who maintains a score of "Proficient" or above, improves proficiency levels, or improves substantially within a proficiency level on 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 administered to students pursuant to the provisions of the Oklahoma School Testing Program at 70 O.S. § 1210.508, summing the points, and dividing the points by the total number of students taking the tests;

(C) ~~Seventeen~~ Twenty-five percent (17%)(25%) on annual student learning gains for growth of the lowest twenty-five percent (25%) of students in the school, as measured by allocating one (1) point for each student tested in the bottom twenty-five percent (25%) who maintains a score of "Proficient" or above, improves proficiency levels, or improves substantially within a proficiency level on 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 administered pursuant to the provisions of the Oklahoma School Testing Program at 70 O.S. § 1210.508, summing the points, and dividing the points by the total number of students taking the tests. as required by 70 O.S. §

1210.545;

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

(2) In addition to the three criteria listed in (b)(1) of this Section, bonus points shall be calculated in accordance with the criteria set forth in (g) of this Section and added to the subtotal of component points to create a final report card index of points used to calculate the overall school performance grade of each school site.

~~(2)(3)~~ Schools shall earn a separate performance grade for each of the ~~four~~ three criteria listed in ~~sub-sections~~ (b)(1) and (f) of this ~~rule~~Section. Additionally, schools shall earn an overall performance grade based on a combination of the criteria listed in ~~sub-sections~~ (b)(1) and (f) and the bonus points earned in accordance with ~~(g)(f)~~ of this ~~rule~~Section.

~~(3)(4)~~ 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. District reports shall be calculated in the same manner as a school site, aggregated at the student level and calculated in accordance with the requirements of 70 O.S. §§ 1210.545(B), (D) and (J).

(1) The scores will be computed from the number of eligible students enrolled in the school. Eligible students shall include all students enrolled for the full academic year ("FAY") in the school and taking the State's annual standardized assessments or end-of-instruction tests. For end-of-instruction exams, only ~~Only~~ first opportunity students are included in the calculation of eligible students. A full time student shall be considered a "FAY" student if the student, has been continuously enrolled from October 1 of the school year through and including the date of administration of the exam and has not experienced an enrollment lapse of ten (10) or more consecutive days. The FAY determination shall be based on continuous enrollment and shall not be based on attendance determinations.

(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~~Section 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~~Section, 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~~Section.

(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. Designations shall be made based on the highest grade level offered by the school.

(A) If the highest grade offered by a school site is the sixth (6<sup>th</sup>) grade or below, the school shall be graded according to elementary school criteria.

(B) If the highest grade offered by a school site is the (7<sup>th</sup>) through tenth (10<sup>th</sup>) grade, the school shall be graded according to the middle school criteria. Schools in this category shall not earn advance coursework credit for ninth and tenth grade students completing high school coursework unless the course qualifies as advanced coursework pursuant to subsection (f)(4)(A)(ii) or (f)(4)(B)(i)(g)(1)(B) or (g)(2)(A) of this Section.

(C) If the highest grade offered by a school site is the eleventh (11<sup>th</sup>) or twelfth (12<sup>th</sup>) grade, the school shall be graded according to high school criteria.

(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.

(5) For purposes of (f) of this Section, the determination of the proficiency level of eligible students exempted from one or more end-of-instruction exams in accordance with the requirements of 70 O.S. 1210.523 and the accompanying rule at 210:10-13-16(b)(7)-(8) shall be based upon the cut scores approved by the State Board of Education. Points shall be awarded and calculated for each "Proficient" or "Advanced" score in accordance with (f) of this Section.

(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) For purposes of calculating student achievement pursuant to ~~subsection (f)(1)~~, has at least ten (10) eligible students with valid student state standardized assessment scores.

(2) For purposes of calculating student growth pursuant to ~~subsection (f)(2)~~, has at least ten (10) eligible students with valid student state standardized assessment scores or end-of-instruction test scores in reading or math in both the current and the previous school years.

(3) For purposes of calculating ~~student~~ growth of the lowest twenty-five percent (25%) of students pursuant to ~~subsection (f)(3)~~, has at least ten (10) eligible students with valid student state standardized assessment scores or end-of-instruction test scores in reading or math in the current and previous school years.

(4) A school shall not earn a grade for any component or criteria unless minimum N-size requirements established pursuant to this rule are met. Performance designations shall be made using School Performance Grades A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F. School performance grades shall be based on the assessments and criteria as specified in ~~subsection (f) of this rule~~Section and bonus points as specified in (g) of this Section. 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.** Overall school performance grades shall be based on a combination of the bonus points calculated in accordance with (g) and the four points calculated in accordance with the three criteria outlined in ~~sub-section (b)(1) of this rule~~Section: (1) whole school performance; student achievement scores; (2) whole school growth; annual learning gains; and (3) growth improvement of the lowest twenty-five percent (25%); and (4) whole school improvement.



(1) **~~Student achievement/~~Whole school performance index.** 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
- (iii) Proficient = 1.0
- (iv) Advanced = 1.0

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

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

(2) **Student Whole school growth index.** Annual learning gains in reading and math are represented through a growth index, aggregated for each school. The score shall be calculated in whole and by subject-matter by assigning points one point for each student who improves a positive change in proficiency level levels or improves substantially within a proficiency level for eligible students from the previous school year to the current school year, divided by the number of students taking the tests. ~~or by a positive change in Oklahoma Performance Index (OPI) score that meets or exceeds the State average of students with a positive OPI change.~~

(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) Improved their state standardized assessment achievement level or state standardized alternative assessment achievement level and such change in OPI from the previous school year to the current school year met or exceeded the State average of students with a positive OPI change; or
- (iii) 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 = 1.0
- (iii) Change from Unsatisfactory to Advanced = 1.0
- (iv) Change from Limited Knowledge to Proficient or Satisfactory = 1.0
- (v) Change from Limited Knowledge to Advanced = 1.0

- (vi) Change from Proficient or Satisfactory to Advanced = 1.0
- (vii) Remain Proficient or Advanced from Year 1 to Year 2 = 1.0
- (viii) Remained at Unsatisfactory from Year 1 to Year 2 and Meets or Exceeds State Average Positive Change or remained at Limited Knowledge from Year 1 to Year 2 and Meets or Exceeds State Average Positive Change = 1.0
- (ix) Remained at Unsatisfactory from Year 1 to Year 2 and Fails to Meet or Exceed State Average Positive Change or remained at Limited Knowledge from Year 1 to Year 2 and Fails to Meet or Exceed State Average Positive Change = 0
- (x) Remained at Unsatisfactory from the previous school year to the current school year, or remained at Limited Knowledge from the previous school year to the current school year, but demonstrates substantial improvement within a proficiency level = 1.0

(C) For purposes of this subparagraph, a student's improvement within a proficiency level will be considered "substantial improvement" if the student demonstrates an increase in Oklahoma Performance Index ("OPI") score from the previous school year to the current school year that meets or exceeds the average positive increase amongst all students in the State who increased their OPI score from the previous school year to the current school year.

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

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

(3) **Growth of the lowest twenty-five percent of students.** Improvement of the lowest twenty-five percent (25%) of students in reading and math shall be aggregated, as required by 70 O.S. § 1210.545. The score shall be calculated in whole and by subject-matter by assigning ~~points~~ one point for each student in the bottom quartile who improves a positive change in proficiency score levels or improves substantially within a proficiency level for eligible students from the previous school year to the current school year, divided by the number of students taking the test. ~~or by a positive change in Oklahoma Performance Index (OPI) score that meets or exceeds the State's positive average change.~~

(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) Retained their state standardized assessment achievement level or state standardized alternative assessment achievement level and such change in OPI from the previous school year to the current school year met or exceeded the State average of students with a positive OPI change.

(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 = 1.0
- (iii) Change from Unsatisfactory to Advanced = 1.0
- (iv) Change from Limited Knowledge to Proficient or Satisfactory = 1.0
- (v) Change from Limited Knowledge to Advanced = 1.0
- (vi) Change from Proficient or Satisfactory to Advanced = 1.0
- (vii) Remain Proficient or Advanced from Year 1 to Year 2 = 1.0
- ~~(vi)~~(viii) Remained at Unsatisfactory from Year 1 to Year 2 and Meets or Exceeds State Average Positive Change or remained at Limited Knowledge from Year 1 to Year 2 and Meets or Exceeds State Average Positive Change = 1.0
- ~~(vii)~~(ix) Remained at Unsatisfactory from Year 1 to Year 2 and Fails to Meet or Exceed State Average Positive Change or remained at Limited Knowledge from Year 1 to Year 2 and Fails to Meet or Exceed State Average Positive Change = 0
- (x) Demonstrates substantial improvement within a proficiency level = 1.0

(C) For purposes of this subparagraph, a student's improvement within a proficiency level will be considered "substantial improvement" if the student demonstrates an increase in Oklahoma Performance Index ("OPI") score from the previous school year to the current school year that meets or exceeds the average positive increase amongst all students in the State who increased their OPI score from the previous school year to the current school year.

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

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

~~(4)(g)~~ **Whole school improvement Bonus points.** Each school can earn up to a maximum of ten (10) bonus points to be added to the subtotal of component points and applied toward their final grade. The criteria listed in sub-sections (4)(A) and (4)(B) (1), (2) and (3) of this subsection shall be used to calculate whole school improvement bonus points 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 bonus points. Technical assistance shall be published in time for school districts to make meaningful use of the information and data. A school district, charter school, or virtual charter school shall not be eligible to be awarded bonus points on its site report cards for attendance pursuant to (g)(3)(A) and (g)(2)(B) of this Section unless it has established a method for maintaining accurate records of student daily attendance and accurate reporting of student daily attendance that ensures compliance with the provisions of 70 O.S. §§ 5-117.3, 10-103.1, 10-106, 18-111, 18-116.

~~(A)~~(1) High schools. ~~For schools~~ Schools comprised of high school grades, the whole school improvement grade shall include may earn up to a maximum of ten (10) bonus points as follows:

~~(i)~~(A) Four-year adjusted cohort graduation Graduation rate. A high school shall earn five (5) bonus points if its Four-year high school four-year adjusted cohort graduation rate meets or exceeds the criteria for earning an "A" for the high school graduation rate of the school. The criteria for earning an "A" for this component shall be met if a school's four-year adjusted cohort graduation rate meets or exceeds ninety

~~percent (90%). For this component, a letter grade shall be earned based on the calculation of a graduation rate. The calculation of the four-year adjusted cohort graduation rate shall only including include students counted as on-time graduates as defined by federal regulations.~~

- ~~(I) 90%—100% = A~~
- ~~(II) 80%—89% = B~~
- ~~(III) 70%—79% = C~~
- ~~(IV) 60%—69% = D~~
- ~~(V) 59% or Below = F~~

~~(ii)(B) **Participation or performance in accelerated coursework.** One (1) bonus point shall be awarded to each high school that meets or exceeds the criteria for earning an "A" in either student participation or student performance in accelerated coursework. The criteria for earning an "A" for this component shall be met if the school achieves either a student participation rate of seventy percent (70%) or higher in accelerated coursework or a student performance rate of ninety percent (90%) or higher in accelerated coursework. Student participation and performance rates shall be calculated as follows:~~

~~(i) **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. Schools shall earn credit for every accelerated course in which a student is enrolled. Students enrolled in multiple accelerated courses shall be counted once for each course in which they are enrolled. In calculating a percentage for this component, participation rate shall include all enrollment data regardless of whether the course was taught at the high school, at a career technology center, an accredited college or university, or at a regional site of the Oklahoma School of Science and Mathematics. A letter grade for accelerated coursework shall be earned based on percentage of participation listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

- ~~(I) 70%—100% = A~~
- ~~(II) 60%—69% = B~~
- ~~(III) 50%—59% = C~~
- ~~(IV) 30%—49% = D~~
- ~~(V) 29% or Below = F~~

~~(iii)(ii) **Performance in accelerated coursework.** Performance in concurrent enrollment, Advanced International Certificate of Education (AICE) courses, Advanced Placement (AP), International Baccalaureate (IB), and industry certification courses. For this component, the numerator 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 earning a "C" or better in the course leading to industry certification. 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. For AP and IB performance, credit shall be earned based for each student scoring a three (3) or better on the AP exams, or a four (4) or better on IB exams. For purposes of this component, a school shall earn credit for every course in which a student demonstrates the required level of performance. In calculating a percentage for this component, performance shall include all coursework regardless of whether the course was taught at the high school, at a career technology center, an accredited college or university, or at a regional site of the Oklahoma School of Science and Mathematics. ~~A letter grade shall be earned based on the percentage of students enrolled in these programs who meet the criteria listed above:~~

- ~~(I) 90%—100% = A~~
- ~~(II) 80%—89% = B~~
- ~~(III) 70%—79% = C~~
- ~~(IV) 60%—69% = D~~
- ~~(V) 59% or Below = F~~

~~(iv)(C)~~ **ACT and SAT participation or performance.** One (1) bonus point shall be awarded to each high school that meets or exceeds the criteria for earning an "A" in either student participation or performance on ACT or SAT college entrance exams. The criteria for earning an "A" for this component shall be met if a school achieves a rate of seventy-five percent (75%) or higher percentage of either student participation or performance on college entrance exams. Student participation and performance rates shall be calculated as follows:

(i) **ACT and SAT participation.** For this component, High schools will may earn one (1) bonus point 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 (12<sup>th</sup>) 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. The high school will earn credit for the most recent test score reported at the time the test is administered. A letter grade for ACT and SAT participation shall be earned based on the criteria listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.

- ~~(I) 75%—100% = A~~
- ~~(II) 65%—74% = B~~
- ~~(III) 50%—64% = C~~
- ~~(IV) 30%—49% = D~~
- ~~(V) 29% or Below = F~~

~~(v)(ii) **ACT and SAT performance.** For this component, High schools will may earn one (1) bonus point a grade based on the percentage of students scoring an ACT composite score of 20 or greater based on 36-point scale, and/or an SAT score of 1410 or greater based on a 2400-point scale. 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. The high school will earn credit for the most recent test score reported at the time the test is administered. A letter grade for ACT and SAT performance shall be earned based on the criteria listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

- ~~(I) 75%—100% = A~~
- ~~(II) 65%—74% = B~~
- ~~(III) 50%—64% = C~~
- ~~(IV) 30%—49% = D~~
- ~~(V) 29% or Below = F~~

~~(vi)(D) **High school graduation rate of eighth (8<sup>th</sup>) graders.** For this component, schools shall earn One (1) bonus point shall be awarded to each high school that meets or exceeds the criteria for earning an "A" for the a-grade based on the high school graduation rate of students who scored at limited knowledge or unsatisfactory on the eighth (8<sup>th</sup>) grade reading and mathematics criterion-referenced test administered pursuant to the Oklahoma State Testing Program (OSTP). The criteria for earning an "A" for this component shall be met if a school achieves a graduation rate of eighty-five percent (85%) or higher for its students who scored at limited knowledge or unsatisfactory on the eighth grade reading and mathematics tests. For this component, schools shall be eligible to earn the bonus point a grade based on the calculation of the graduation rate of this population of eighth (8<sup>th</sup>) graders, regardless of where the student attended the eighth (8<sup>th</sup>) grade). The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

- ~~(I) 85%—100% = A~~
- ~~(II) 75%—84% = B~~
- ~~(III) 65%—74% = C~~
- ~~(IV) 55%—64% = D~~
- ~~(V) 54% or Below = F~~

~~(vii) **Graduation rate, including students taking five (5) 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.~~

- ~~(I) 90%—100% = A~~
- ~~(II) 80%—89% = B~~
- ~~(III) 70%—79% = C~~
- ~~(IV) 60%—69% = D~~
- ~~(V) 59% or Below = F~~

~~(E) **Overall EOI performance.** Upon the availability of valid student assessment data,~~

one (1) bonus point shall be awarded to a high school if eighty percent (80%) or more of its graduates from the previous school year have scored either a "Satisfactory/Proficient" or "Advanced" on six (6) out of the seven (7) secondary level EOI assessments required by the Oklahoma School Testing Program Act at 70 O.S. § 1210.508(A)(6).

(F) **Year-to-year growth.** Upon the availability of valid student data, one (1) bonus point shall be awarded to each high school which demonstrates improvement from the previous school year in at least three (3) of the five (5) components used to calculate bonus points set forth in (1)(A) through (1)(E) of this subsection. For purposes of this subparagraph, a high school will be deemed to have demonstrated improvement in a category if the school has received bonus points in that category for two consecutive years (i.e., the current report card and the previous year's report card). In the alternative, a high school can demonstrate improvement in a category by meeting the following criteria specified in the category:

(i) **Four-year adjusted cohort graduation rate.** A high school demonstrates improvement by increasing its four-year adjusted cohort graduation rate in (1)(A) of this subsection by at least ten percent (10%) of the difference between the previous year's graduation rate and one hundred percent (100%).

(ii) **Participation or performance in accelerated coursework.** A high school demonstrates improvement by increasing its rate of participation or performance in accelerated coursework in (1)(B) of this subsection by five percent (5%) or more.

(iii) **ACT and SAT participation or performance.** A high school demonstrates improvement by increasing its rate of participation or performance in ACT or SAT in (1)(C) of this subsection by at least ten percent (10%) of the difference between the previous year's rate and one hundred percent (100%).

(iv) **High school graduation rate of eighth (8th) graders.** A high school demonstrates improvement by increasing its high school graduation rate of eighth graders in (1)(D) of this subsection by at least ten percent (10%) of the difference between the previous year's graduation rate and one hundred percent (100%).

(v) **Overall EOI performance.** A high school demonstrates improvement by increasing its overall rate of EOI performance in (1)(E) of this subsection by at least ten percent (10%) of the difference between the previous year's rate and one hundred percent (100%).

~~(B)(2)~~ **Middle schools.** For schools Schools comprised of middle school grades, the whole school improvement grade shall include may earn up to a maximum of ten (10) bonus points as follows:

~~(i)(A)~~ **The percentage of students who are taking higher level coursework at a satisfactory or higher level in middle school.** For this component, Middle schools shall earn a grade based on two (2) bonus points for meeting or exceeding the criteria for earning an "A" on the rate of the school's middle school students who take accelerated coursework at a satisfactory or higher level. The criteria for earning an "A" for this component shall be met if the school achieves a participation rate of thirty percent (30%) or higher the percentage of middle school students taking traditional high school courses in the middle school grades, pre-Advanced Placement courses, or honors courses in a traditional classroom or in a virtual environment who score at a satisfactory level or higher on the corresponding state standardized assessment. Schools shall earn credit for every accelerated course in which a student is enrolled. Students enrolled in multiple accelerated courses shall be counted once for each course in which they are enrolled. A

~~letter grade will be earned based on the criteria listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

~~(I) 30% or Higher = A~~

~~(II) 25% — 29% = B~~

~~(III) 20% — 24% = C~~

~~(IV) 15% — 19% = D~~

~~(V) 14% or Below = F~~

~~(ii)(B) **Attendance.** For this component, Middle schools will earn a grade six (6) bonus points for the level of student attendance based on the calculation of a student for meeting or exceeding the criteria for earning an "A" for middle school student attendance. The criteria for earning an "A" for this component shall be met if the school achieves a student attendance rate of ninety-four percent (94%) or higher. 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 criteria listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

~~(I) 94% — 100% = A~~

~~(II) 92% — 93% = B~~

~~(III) 90% — 91% = C~~

~~(IV) 88% — 89% = D~~

~~(V) 87% or Below = F~~

~~(iii)(C) **Dropout rate.** For this component, Middle schools shall earn a grade based two (2) bonus points for meeting or exceeding the criteria for earning an "A" for the drop-out rate of the school. The criteria for earning an "A" for this component shall be met if the school achieves a rate of zero point nine percent (0.9%) or lower of ~~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 listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

~~(I) 0% — 0.9% = A~~

~~(II) 1% — 1.9% = B~~

~~(III) 2% — 2.9% = C~~

~~(IV) 3% — 3.9% = D~~

~~(V) 4% or More = F~~

~~(C)(3) **Elementary schools.** For schools Schools comprised of elementary school grades, the whole school improvement grade shall include earn ten (10) bonus points as follows:~~



~~(i)(A) **Attendance.** For this component, Elementary schools will earn ten (10) bonus points for meeting or exceeding the criteria for earning an "A" on student attendance. The criteria for earning an "A" shall be met if the school achieves a grade for the level of student attendance based on the calculation of a student attendance rate of ninety-four percent (94%) or greater. 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 criteria listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

- ~~(I) 94%—100% = A~~
- ~~(II) 92%—93% = B~~
- ~~(III) 90%—91% = C~~
- ~~(IV) 88%—89% = D~~
- ~~(V) 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 scale listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

- ~~(I) 0%—0.9% = A~~
- ~~(II) 1%—1.9% = B~~
- ~~(III) 2%—2.9% = C~~
- ~~(IV) 3%—3.9% = D~~
- ~~(V) 4% or More = F~~

~~(g)(h) **Additional points/Technical assistance.** 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 bonus 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) **Parent and community engagement factors.** 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. 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 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)(i) 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) and (g) of this rule. ~~Thirty-three~~ Fifty percent ~~(33%)~~ (50%) shall be based on student test scores; ~~seventeen~~ twenty-five percent ~~(17%)~~ (25%) on student learning gains; ~~seventeen and twenty-five percent~~ (17%) (25%) 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 calculated according to the assigned weight of each criteria and by combining points earned for each component within each criteria. The school performance grade ~~grades for each factor described in sub-section (b)(1)~~ will be earned and assigned according to the following scale:

~~(1) 90 or Above = A~~

~~(2) 80 — 89 = B~~

~~(3) 70 — 79 = C~~

~~(4) 60 — 69 = D~~

~~(5) 59 or Below = F~~

(1) Ninety-seven percent (97%) to one-hundred and ten percent (110%) = A+

(2) Ninety-three percent (93%) to ninety-six percent (96%) = A

(3) Ninety percent (90%) to ninety-two percent (92%) = A-

(4) Eighty-seven percent (87%) to eighty-nine percent (89%) = B+

(5) Eighty-three percent (83%) to eighty-six percent (86%) = B

(6) Eighty percent (80%) to eighty-two percent (82%) = B-

(7) Seventy-seven percent (77%) to seventy-nine percent (79%) = C+

(8) Seventy-three percent (73%) to seventy-six percent (76%) = C

(9) Seventy percent (70%) to seventy-two percent (72%) = C-

(10) Sixty-seven percent (67%) to sixty-nine percent (69%) = D+

(11) Sixty-three percent (63%) to sixty-six percent (66%) = D

(12) Sixty percent (60%) to sixty-two percent (62%) = D-

(13) Fifty-nine percent (59%) and below = F

~~(i)(j)~~ **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 State Department of Education.

~~(j)~~**(k) Data verification by school sites/districts.** School sites shall be provided an opportunity to review all data used to calculate the school performance grade and the calculation of the school performance grade.

(1) **Initial Data Verification.** Initial data verification of the data used to calculate school performance grades shall occur throughout the school year as data becomes available to the State Department of Education. School district accountability staff shall have the opportunity to perform data verification and confirm that data being used to calculate school performance grades are accurate prior to the review period required by ~~(j)~~**(k)(2)** of this rule. The school district shall have at least thirty (30) calendar days to review and request corrections to each new data component, as it becomes available. No requests for changes to data shall be made after the expiration of the respective thirty (30) calendar day review period. For purposes of this paragraph only, a "new data component" means a data component that has not been previously submitted to the State Department of Education in accordance with other state or federal reporting requirements.

(2) **Calculation Verification.** Prior to the final release of school performance grades, a school district shall have at least ten (10) calendar days to certify the calculation of the performance grade. 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, school districts may submit a request for a review of the data calculation to the State Department of Education. All evidence supporting the district's claim of a calculation error and documentation ~~Documentation~~ of all elements to be reviewed by the Department must be submitted within the time limits specified in this subsection. No request for review of the calculation shall be accepted after the expiration of the ten (10) calendar day review period. Changes to the criteria, data, or process shall not be considered as part of this review.

(3) **Data deemed certified.** To ensure timely issuance of the school report cards in accordance with the requirements of 70 O.S. § 1210.545, any data component verification or calculation verification for which a district fails to timely review and certify as accurate in accordance with the provisions of (1) or (2) of this subsection shall be deemed certified as accurate by the district and districts shall not be permitted to request further corrections to the data.

~~(k)~~**(l) Final determination.** The Oklahoma State Board of Education's determination of a school's performance grade shall be final.

~~(l)~~**(m) 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.

**(n) Virtual education providers and virtual charter schools.** Any virtual provider that offers full-time online programs for students enrolled in charter schools sponsored by a school district, technology center school district, higher education institution, a federally recognized Indian tribe, or the State Board of Education, in accordance with the provisions of the Oklahoma Charter Schools Act shall be considered a "virtual charter school."

(1) Each virtual charter school and each school district which contracts with a virtual charter school or virtual education provider shall identify its full-time virtual students who do not live in the physical boundaries of the school district with which the sponsor is associated.

(A) Each virtual charter school and each school district shall report the achievement data of its full-time virtual students who are not residents of the district in which the sponsor is located separate from the achievement data of its full time virtual students who are residents of the district of sponsorship.

(B) The performance of non-resident full-time virtual students identified in (1) of this subsection shall be excluded from the determination of the overall school performance letter grade of the sponsoring school district, but shall be included in the overall school performance letter grade of the virtual charter school as resident students.

(2) Any virtual provider that contracts with a school district to provide full-time virtual education for resident students of the school district shall be considered a separate site within the school district for accountability purposes and shall be issued a separate report card that includes performance of full-time virtual students identified in (1) of this subsection as residents of the school district with which the provider contracts.

**(o) Statewide virtual charter schools.** Any virtual provider sponsored as a charter school by the Statewide Virtual Charter School Board shall be considered a "statewide virtual charter school."

(1) Each statewide virtual charter school will be considered a separate school site and "district" of the Statewide Virtual Charter School Board for accountability purposes and will be subject to the system of school improvement and accountability established by 70 O.S. § 1210.545 and the accompanying provisions set forth in this Section.

(2) The performance of all eligible students enrolled in a statewide virtual charter school shall be included in the calculation of the overall school performance letter grade of the virtual charter school. For purposes of this Section, any student enrolled full-time in a statewide virtual charter school who resides within the borders of the state shall be considered a resident student of the statewide virtual charter school.

SDE

# 2014 A to F Report Card Technical Guide

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January 2014

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## Introduction to the A-F School Grading System

The **A-F School Grading System** was adopted into law by the Oklahoma Legislature in 2011 (and revised in 2013) to incentivize schools to strive for and reach high levels of college- and career-readiness. Unlike previous systems of school accountability, this initiative shows how students within a school are meeting or advancing toward grade-level academic standards in a framework that anyone can understand.

As this is still a relatively new system, we must ensure that the A-F system is both understandable and interpreted appropriately. Even though the A-F system is conceptually easy to understand, the intricate specifics that are required to generate the report card are more complex. Thus, the goal of this document is to provide a detailed description of how all aspects of the A-F Report Card are calculated, from where we receive the data to how all components are combined into a single letter grade. As this is a technical document, it is meant for individuals already familiar with the A-F system. If you are new to the A-F Grading System, we recommend you first read the “2014 A to F Report Card Introductory Guide” available on the SDE website.

This guide will first describe any significant changes made to the guide from the previous year along with a brief description of which schools are eligible to receive an **A-F Report Card**. Secondly, the guide will provide a general description of the major components that comprise the A-F Report Card. Thirdly, it will describe the calculation of each component in detail, including the calculation of bonus points. Finally, the guide will describe the calculation of district and state report cards along with a list of all the supplemental information included in the report card but not part of the grade calculation. A glossary of terms and contact information for the **Office of Accountability and Assessments** staff is also included.

## Significant Changes from the 2013 Report Card Guide

- A table of contents, introductory section, and glossary were added.
- A description of eligibility requirements was added.
- Fifth-Grade Social Studies and Eighth-Grade U.S. History are no longer pilot exams.
- Beginning in 2013-2014, OMAAP exams are only available to second-time EOI testers who previously took an OMAAP. Therefore, OMAAP exams are no longer used in the A-F Report Card, and there is no longer a 2 percent OMAAP cap.
- Rules surrounding virtual education providers are clarified.



- The section on how middle school students who take EOIs are used in the Student Performance Component was revised.
- How exams are paired for the Student Growth components has been clarified.
- Calculation of the Bottom 25 Percent Growth sub-component has been clarified.
- Additional details for bonus point calculations have been added.

## Who Is Eligible for an A-F Report Card?

All **public school sites** in Oklahoma will receive an A-F report card *unless* they meet one of the following criteria:

- The site is a pre-kindergarten-only center.
- The site's highest grade served is kindergarten, first grade or second grade, and there is no other site where at least 60 percent of the original site's students attend third grade (which is described in more detail in the following section).
- The site serves any grade between third grade and 12<sup>th</sup> grade (inclusive) but has fewer than 10 **unique students** with valid **Oklahoma State Testing Program (OSTP)** exam scores. Even though these schools will not receive an A-F Report Card, **No Child Left Behind (NCLB)** still requires that we have some form of accountability for these schools. Please see the document, "Federal Small School Accountability Guide," available on the SDE website for the accountability system used for these sites.

## Calculation of the Overall Letter Grade

The A-F Report Card is comprised of two primary components, each worth one-half of the overall grade: Student Performance and Student Growth. In addition, schools will have the opportunity to earn up to 10 bonus points that are added to their final grade.

### Student Performance

The Student Performance component includes performance on all Oklahoma State Testing Program (OSTP) exams administered by the State Board of Education pursuant to 70 O.S. § 1210.508 during the most recent school year, including the **Oklahoma Core Curriculum Tests (OCCT)**, **End-of-Instruction (EOI) exams**, and the **Oklahoma Alternative Assessment Program (OAAP)**. OAAP scores are subject to the **1 percent cap** on allowable proficient and advanced scores established by federal No Child Left Behind regulations at 34 C.F.R. § 200.13(c)(1). Every content area is included (Reading, Math, Science, Social Studies, History, Geography, Writing, Algebra I, Geometry, Algebra II, English II, English III, Biology I and US History Exams). All testing sessions (Summer, Winter/Trimester, Winter Retest, Spring Retest and Spring) are included.

However, testing records designated as “**Second Time Test**” (EOIs only), “**Not Full Academic Year (NFAY)**” or “**Other Placement**” will be excluded from all calculations.<sup>1</sup>

## Student Growth

The Student Growth component is divided into two sub-components: growth of all students in a school and growth of the bottom 25 percent of students in the school. The student growth section includes only Reading and Mathematics OCCTs in grades 3-8, and the Algebra I EOI and English II EOI exams in high school. Records included in the Student Performance component will be paired with a previous reading or math score to evaluate growth, if available. The paired scores must come from similar versions of the exam. For example, a regular exam must be compared to a regular exam, and a portfolio assessment must be compared to a portfolio assessment. If one of the sub-components cannot be calculated, then the remaining category will carry the full weight for the Student Growth grade.

## Bonus Points

Schools have the opportunity to earn up to 10 **bonus points** added to their final grade. These bonus points can be earned by achieving established criteria in attendance, advanced coursework, dropouts, graduation, college entrance exams and/or overall EOI performance.

## The Overall Letter Grade

A final percentage grade will be calculated for each component and subsequently combined according to their respective weights to create a total percentage ranging from 0 percent to 100 percent for the school. Intermediate calculations (e.g., Student Performance \* .50) are carried out to two decimal places.

Any bonus points earned will be added to the total percentage as extra credit to create the **Final Report Card Index**. Thus, the maximum possible score will be 110 percent. The Final Report Card Index will be used to assign the **Final Letter Grade** to a school.

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<sup>1</sup> Geography exams will be field test exams in the 2013-2014 school year. Thus, these exams will not be included in the performance calculations only for 2013-2014.

The tables below indicate the weight each component will carry (Table 1), how the overall report card index will be calculated from the component indices (Table 2) and how the final index will be converted to a letter grade (Table 3).

**Table 1**  
Component Weights in Final Grade

Component	Weight
<b>Student Performance</b>	50%
<b>Student Growth</b>	
Overall Student Growth	25%
Bottom 25% Growth	25%

**Table 2**  
Report Card Index Calculation

(Student Performance Index * .50) +
(Overall Student Growth Index * .25) +
(Bottom 25% Growth Index * .25) +
(Bonus Points) =
<b>Final Report Card Index</b>

**Table 3**  
Final Index to Letter Grade

Final Index Range	Final Index Grade	Final Index Range	Final Index Grade
97% and above	A+	77% - 79%	C+
93% - 96%	A	73% - 76%	C
90% - 92%	A-	70% - 72%	C-
87% - 89%	B+	67% - 69%	D+
83% - 86%	B	63% - 66%	D
80% - 82%	B-	60% - 62%	D-

Table 4 provides an example of the calculation for a school's overall grade. Because the report card index is 86, the overall grade would be a "B".

Table 4			
Example Calculation			
Component	Index	Multiplier	Weighted Points
Student Performance	76	.50	38.00
Student Growth			
Overall Student Growth	73	.25	18.25
Bottom 25% Growth	88	.25	22.00
Bonus Points	***	***	8
			Overall Calculated Index 86%
			Overall Letter Grade B

A component or sub-component must have at least 10 unique students with valid test scores in order to calculate an index for that component. A school will not earn a grade in any component unless the minimum N-size is met (bonus points do not require a minimum N-size because, unlike the Student Performance and Student Growth components, the number of students is not included on the report card). When there are fewer than 10 students in a component or sub-component, the component weights will change accordingly. For example, if a school has fewer than 10 students in the bottom 25-percent category, the Overall Student Growth sub-component is the sole determining factor in the Student Growth component of the final grade (i.e., 50 percent).

Additionally, if an elementary school site does not have tested grades (e.g. kindergarten through second grade) but is still eligible for an A-F Report Card, it will receive both the Student Performance score and the Student Growth score of its associated **feeder pattern school** (with the exception of bonus points, which will be determined by the original school's attendance rather than that of the associated school). A feeder pattern school is defined as the school to which 60 percent or more of the students from the school without tested grades are enrolled upon promotion to third grade. A feeder pattern school that will be associated with a school without tested grades will be identified by the **Oklahoma State Department of Education** using enrollment records from the **WAVE**. If there is no school to which 60 percent or more of the

students from the original school are enrolled upon promotion to the third grade, then that school will not receive an A-F Report Card.

### Test Participation

Schools are expected to test 100 percent of **eligible students** enrolled in that school during the testing window for every OSTP exam for which they are eligible, regardless of FAY status.

Schools that do not test a sufficient percentage of eligible students will be penalized as follows (all percentages are rounded to the nearest whole number):

- The school's Overall Letter Grade will be reduced by one whole letter grade if fewer than 95 percent of all **eligible test records** have **valid scores**.
- The school's Overall Letter Grade will automatically be reduced to an "F" if fewer than 90 percent of all **eligible test records** have **valid scores**.

For example, if a school has 50 eligible third-grade students, 50 eligible fourth-grade students and 50 eligible fifth-grade students, then it would be expected to produce valid scores for 150 Math exams, 150 Reading exams, 50 Writing exams, 50 Social Studies exams and 50 Science exams (450 total). If the school originally earned an "A-" on the report card, but only has 425 exams with valid scores (94.44 percent), then the Overall Letter Grade would be reduced to a "B-". Likewise, if the school only has 402 exams with valid scores (89.33 percent), then the Overall Letter Grade would be reduced to an automatic "F".

### A Special Note about Virtual Education Providers

For the 2013-2014 school year, virtual education providers who have contracted with a public school district to provide full-time virtual education to non-resident students of the district will be treated as a separate school site. . If the virtual education provider has contracted with more than one school district, then that provider will be considered a single site for each district with which the provider contracts. As a site separate from the district, virtual education providers will receive an A-F Report Card (assuming they meet all other eligibility requirements). The report card of virtual education providers will detail the performance and growth of only **non-resident students** of the contracting district. **Resident students** will be reported with the school of residence even if they are enrolled in an online program. In other words, if XYZ High School has a contract with a virtual education provider to educate students who do not live in XYZ district, then XYZ Virtual High School will receive a report card composed of **non-resident students** that is separate from the brick-and-mortar XYZ High School.

Furthermore, full-time virtual charter schools that serve pre-kindergarten through 12th grade will receive a separate report card for each of the following grade spans: elementary (PK – 5), middle (6 – 8) and high (9 – 12). Thus, these full-time virtual charter schools will be treated as six (6) separate sites for purposes of the A-F Report Card: elementary, middle, and high school

report cards composed of residents of the sponsoring district and elementary, middle, and high school sites composed of non-residents of the sponsoring district. As with brick-and-mortar schools, any virtual school site (either as a site contracted with a district or a charter school site) that is not eligible for an A – F Report Card due to having less than 10 students will be subject to the accountability system as described in the “[Federal Small School Accountability Guide](#).” Beginning July 14, 2014, no school district shall offer full-time virtual education to students who do not reside within the boundaries of the school district. The Statewide Virtual Charter School Board will assume existing contracts to provide full-time virtual education to non-resident students, and those schools will become statewide virtual charter schools. The district of residence of statewide virtual charter schools will be considered the State of Oklahoma.

### **Federally Required Supplemental Information**

In addition to information required to calculate a letter grade, report cards will also include a variety of additional reports as required by the **U.S. Department of Education**. These reports are not used in any A-F calculation and are solely for reporting purposes. A list of these additional reports can be found in appendix A.

### **Component 1: Student Performance**

Each school will receive a Student Performance Index (PI) based on student performance on all eligible exams administered in the Oklahoma State Testing Program (OSTP) during the most recent school year. The student PI will be worth 50 percent of the Final Report Card Index. Content areas included are those assessed on the OCCT, EOI, and OAAP (Reading, Math, Science, Social Studies, History, Geography, Writing, Algebra I, Geometry, Algebra II, English II, English III, Biology and US History).

All testing sessions (the previous Summer, Winter/Trimester, Winter Retest, Spring Retest and Spring) are included. However, testing records designated as “Second Time Test” (EOIs only), “Not Full Academic Year” (NFAY) or “Other Placement” will be excluded from all calculations. OAAP exams are subject to the 1 percent cap on proficiency level. Retained students taking OCCTs or OAAP exams will be included in the Student Performance component.

Which test records belong to which schools is determined using the **county, district and site codes** on the test record itself. Thus, the school code that is on the testing record should reflect the school the student was enrolled in at testing (which is not necessarily the school where the student actually took the test).

## Students who take an EOI in Middle School Grades

In addition to test records from the current year, the Student Performance component for schools that serve ninth grade will include any previous EOI test records that the current year's ninth-grade cohort took as middle school students if the following conditions are met:

- The previous record(s) can be located (via matching **State Testing Numbers**).
- The student was enrolled as a ninth grader at the current school on Oct. 1.
- The student took the EOI exam in grades six, seven or eight.
- The test record met eligibility criteria the year it was taken (i.e., FAY, not "Second Time Test," not "Other Placement").
- The current school does not also serve grades six, seven or eight.

In other words, the school that the ninth grader currently attends will receive credit for any previous EOIs taken by that student while s/he was in middle school unless the current school also serves the same grade that the student was in when the test was originally taken.

## Calculation of the Student Performance Component

The Student Performance component will be calculated by dividing the number of test scores that were "**Proficient**" or "**Advanced**" by the total number of eligible test records with valid scores.<sup>2</sup> The result will then be multiplied by 100 and rounded to the nearest whole number to form the **Performance Index (PI)**. The formula for calculating the PI is shown below:

$$PI = \left( \frac{\text{Number of Proficient} + \text{Number of Advanced}}{\text{Total Number Tested}} \right) \times 100$$

A school must have at least 10 unique students with valid test scores before a Performance Index is calculated. If that index cannot be calculated, then the school will not receive an A-F Report Card but instead will be subject to the Small School Accountability System mentioned earlier. Furthermore, if a school has fewer than 10 students in a specific subject area, a PI will not be calculated for that specific subject (although the records will still be used to calculate the overall Performance Index).

<sup>2</sup> EOI test records that indicate the student is exempted due to previously demonstrating mastery of the material via an alternate exam (e.g., ACT) will be considered as "Proficient" for the purposes of the A-F Report Card.

The PI has a range of zero to 100. If every student tested has a proficiency level of **“Unsatisfactory”** or **“Limited Knowledge,”** then the index would equal zero. If every student tested has a proficiency level of **“Proficient”** or **“Advanced,”** then the Performance Index would equal 100. Each school will receive a letter grade based on its PI (see Table 5). Please note that the letter grade is solely to aid in interpreting the PI. Only the Performance Index itself will be used in calculating the final index and letter grade.

Performance Index	Letter Grade
90 and Above	A
80 – 89	B
70 – 79	C
60 – 69	D
59 and below	F

Tables 6 and 7 provide an example of how the Performance Index will be calculated for a traditional elementary school. For these and all subsequent tables, it will be assumed that no exams have an adjusted performance level due to the 1 percent OAAP cap. A PI calculation based on the total numbers from all subject areas combined is displayed on the last line of the table. In addition, a letter grade for each content area will be displayed on the report card so strengths and weaknesses can be highlighted. Note that even though Tables 6 and 7 illustrate the calculations, only the total number tested, PI and letter grade of each subject area will appear on the report cards.

Table 6 Example Distribution of Scores for an Elementary School

Content	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total Tested
Mathematics	2	8	100	19	129
Reading	3	13	93	20	129
Science	0	4	32	8	44
Social Studies	2	5	27	10	44
Writing	0	4	34	8	46
<b>Total</b>	<b>7</b>	<b>34</b>	<b>286</b>	<b>65</b>	<b>392</b>



Subject	Number Tested	Number Proficient	Number Advanced	Index Calculation	PI	Grade
Mathematics	129	100	19	$((100 + 19) / 129) \times 100$	92	A
Reading	129	93	20	$((93 + 20) / 129) \times 100$	88	B
Science	44	32	8	$((32 + 8) / 44) \times 100$	91	A
Social Studies	44	27	10	$((27 + 10) / 44) \times 100$	84	B
Writing	46	34	8	$((34 + 8) / 46) \times 100$	91	A
<b>Performance Index</b>	<b>392</b>	<b>286</b>	<b>65</b>	<b><math>((286 + 65) / 392) \times 100</math></b>	<b>90</b>	<b>A</b>

Based on the total performance of students in all academic areas tested, this school would earn a Performance Index (PI) of 90, which translates to a letter grade of “A”. The PI is worth 50 percent of the school’s overall grade. The individual subject area grades and indices serve to highlight subject matter strengths and weaknesses. In this example, Social Studies had the lowest PI, whereas Mathematics had the highest calculated PI.

Tables 8 and 9 provide an example of how the Performance Index will be calculated for a traditional middle school. As with elementary schools, the subject area grades will be displayed to highlight strengths and weaknesses.

Table 8 Example Distribution of Scores for a Middle School

Subject	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total Tested
Mathematics/Algebra I	5	20	243	62	330
Reading	20	45	195	40	300
Science	0	5	75	10	90
History	7	20	60	3	90
Geography <sup>3</sup>	5	15	80	10	110
Writing	0	5	80	5	90
<b>Total</b>	<b>37</b>	<b>110</b>	<b>733</b>	<b>130</b>	<b>1010</b>

Table 9 Example of Middle School Performance Index Calculation

Subject	Number Tested	Number Proficient	Number Advanced	Index Calculation	PI	Grade
Mathematics/Algebra I	330	243	62	$((243 + 62) / 330) \times 100$	92	A
Reading	300	195	40	$((195 + 40) / 300) \times 100$	78	C
Science	90	75	10	$((75 + 10) / 90) \times 100$	94	A
History	90	60	3	$((60 + 3) / 90) \times 100$	70	C
Geography <sup>3</sup>	110	80	10	$((80 + 10) / 110) \times 100$	82	B
Writing	90	80	5	$((80 + 5) / 90) \times 100$	94	A
<b>Performance Index</b>	<b>1010</b>	<b>733</b>	<b>130</b>	<b><math>((733 + 130) / 1010) \times 100</math></b>	<b>85</b>	<b>B</b>

<sup>3</sup> Geography exams will be field test exams in the 2013-2014 school year. Thus, these exams will not be included in the performance calculations only for 2013-2014.

In this example the school would earn a Performance Index (PI) of 85, which equates to the letter grade of “B”. The highest performing areas were in Math, Science and Writing. History was the lowest performing subject area.

Tables 10 and 11 provide an example of how the Performance Index will be calculated for a traditional high school. As previously stated, the PI calculated on the last line of the table is the grade that will be worth 50 percent of the final school grade. The subject area grades will be displayed to highlight strengths and weaknesses. In this example the high school has a calculated Performance Index of 75, which translates to a letter grade of “C”.

Table 10 Example Distribution of Scores for a High School

Subject	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total Tested
Algebra I/Algebra II/Geometry	12	36	86	12	146
English II/English III	8	12	66	8	94
Biology I	4	6	32	8	50
U.S. History	2	6	40	4	52
<b>Total</b>	<b>26</b>	<b>60</b>	<b>224</b>	<b>32</b>	<b>342</b>

Table 11 Example of High School Performance Index Calculation

Subject	Number Tested	Number Proficient	Number Advanced	Index Calculation	PI	Grade
Algebra I/Algebra II/Geometry	146	86	12	$((86 + 12) / 146) \times 100$	67	D
English II/English III	94	66	8	$((66 + 8) / 94) \times 100$	78	C
Biology I	50	32	8	$((32 + 8) / 50) \times 100$	80	B
U.S. History	52	40	4	$((40 + 4) / 52) \times 100$	85	B
<b>Performance Index</b>	<b>342</b>	<b>224</b>	<b>32</b>	$((224 + 32) / 342) \times 100$	<b>75</b>	<b>C</b>

## Component 2: Student Growth

Schools will also be assigned a grade based on individual student growth, worth 50 percent of the overall school grade. Because only math and reading are tested consistently from year to year, the growth indices will be based **only** on third through eighth grade Math and Reading exams, and Algebra I and English II exams. The Student Growth component will include all of the current year's third- through eighth-grade Math and Reading, Algebra I and English II test records that were included in the Student Performance component **and** can be paired with a previous test record. Please note that as with the Student Performance component, 3-8 OCCT and OAAP exams of retained students are include in the Student Growth component. The criteria for the pairing of test records are as follows:

- Both test records must have identical State Testing Numbers.
- Both test records must have valid scores.
- Both records must be from the same subject and testing program (e.g., math exams can only be paired with math exams; OAAP exams can only be paired with OAAP exams).<sup>4</sup>
- For 3-8 Math and Reading, the previous exam record must be only one year removed.
- For Algebra I, the previous exam record must be from the most recent corresponding OCCT exam students could have taken (e.g., seventh grade if the EOI is taken in eighth grade; eighth grade if the EOI is taken in ninth grade or later).
- For English II, the previous exam record must be the eighth-grade OCCT Reading exam.<sup>5</sup>

The previous exam record can come from any school in the state. In other words, students do not need to be in the same school two consecutive years to be included in the growth calculations.

Test records are not eligible to be included in Overall Student Growth if they are not also included in the Student Performance component. In other words, the record must be marked as FAY, not "Other Placement" and not "Second Time Test." This restriction, however, does not apply to the previous exam record. For example, if John Doe was NFAY in third-grade math last year but FAY in fourth-grade math the current year, then John Doe will still be included in the growth calculations because eligibility requirements only apply to the current year's exam, not the previous exam. Also please note that the 1 percent cap on OAAP exams does not apply to Student Growth. Thus, all OAAP exams will be able to use their original performance levels.

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<sup>4</sup> Because OMAAP exams are no longer available for third through eighth grade Reading and Math, all students who took an OMAAP exam in 2012-2013 will not be included in any growth calculation for 2013-2014, as there will not be a corresponding OMAAP exam with which to pair it.

<sup>5</sup> Middle schools students will always use the grade level OCCT Reading exams to assess growth, even if they take the English II EOI.

As stated earlier, only the current year's Algebra I and English II exams may be included in the Student Growth component. Thus, even though the previous EOI records of middle school students now in the ninth grade were included in the Student Performance component, they are not included in the Student Growth component.

The Student Growth component is divided into two sub-components:

- 1) Overall Student Growth: student growth for all students in a school
- 2) Bottom 25 Percent Growth: student growth for the bottom 25 percent of students in a school

Each sub-component is worth 25 percent of the overall final grade for a school. Like the performance component, a school must have at least 10 unique students with valid test score pairings in order to calculate each sub-component. If the number of unique students with paired exams is less than 10, then the Overall Growth and the Bottom 25 Percent Growth will not be calculated. In this situation, the Student Performance component will be worth 100 percent of the final grade. If only the Bottom 25 Percent Growth sub-component contains fewer than 10 unique students with paired exams but the Overall Student Growth sub-component has 10 or more unique students, then the Overall Student Growth sub-component will constitute the entire Student Growth component (50 percent of the overall grade). As with the Student Performance component, if a school has fewer than 10 unique students with paired exams in a specific subject area, that subject area will not report out on the report card, although it will still be used to calculate the growth index.

### Overall Student Growth

Overall Student Growth is measured by comparing proficiency levels across paired exams for all students who meet the eligibility requirements for the Student Growth component (see above). An **Overall Growth Index (GI)** will be calculated for each subject area (Math/Algebra I and Reading/English II) by identifying students who meet at least one of the following criteria for growth:

- The student scores either "Proficient" or "Advanced" on both the current exam and the previous exam.
- The student's performance level on the current exam is higher than the student's performance level on the previous exam ("Advanced" is higher than "Proficient," which is higher than "Limited Knowledge," which is higher than "Unsatisfactory").
- The student demonstrates an increase in his or her **Oklahoma Performance Index (OPI)** score from the previous exam to the current exam that is greater than or equal to the statewide average of positive growth. The statewide average of positive growth is

defined as the average OPI increase amongst all students who raised their OPI score from one year to the next.<sup>6</sup> The statewide average of positive growth is calculated separately for each grade level and subject.

The number of paired test records that qualify for growth are divided by the total number of eligible paired exams and then multiplied by 100  **$[(\text{Growth Pairs} \div \text{Total Pairs}) \times 100 = \text{GI}]$** . The product will be an Overall Growth Index (GI) between zero and 100. If all students were "Unsatisfactory" or "Limited Knowledge," and none of them increased in either proficiency level or OPI score, then the calculation would result in an Overall Growth Index of zero.

Each school will receive a letter grade based on its Growth Index (see Table 12). Please note that the letter grade is solely to aid in interpreting the GI, and only the index itself will be used in calculating the final index and letter grade.

Tables 13 and 14 represent a group of students summarizing Math or Reading post-score compared to their matched pre-score. The students in the dark shaded boxes are awarded one point based on their improved proficiency level. The students in the lightly shaded boxes may be awarded a point if they experience an increase in their OPI scores that meets or exceeds the statewide average of positive growth.

Growth Index	Letter Grade
90 and Above	A
80 – 89	B
70 – 79	C
60 – 69	D
59 and below	F

<sup>6</sup> Because OAAP does not have OPI scores, OAAP test-takers will not be able to use this method to earn a point.

Table 13: Summary of Mathematics Pre-Score to Post-Score Proficiency Level

Previous Proficiency Level	Current Proficiency Level				Total
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	
Unsatisfactory	14	10	6	0	30
Limited Knowledge	4	20	20	4	48
Proficient	2	16	100	20	138
Advanced	0	0	6	24	30
Total	20	46	132	48	246

Table 14: Summary of Reading Pre-Score to Post-Score Proficiency Level

Previous Proficiency Level	Current Proficiency Level				Total
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	
Unsatisfactory	4	8	4	0	16
Limited Knowledge	0	20	10	0	30
Proficient	0	10	110	20	140
Advanced	0	0	18	36	54
Total	4	38	142	56	240

An example of how the Overall Growth Index is calculated from Tables 13 and 14 is provided in Tables 15-17. An Overall Growth Index of 84 translates to a letter grade of “B” and is worth 25 percent of the final grade.

Table 15: Calculation of Points for Mathematics		
Calculation of Points for Mathematics	Number of Students	Points
Number Proficient or Advanced Remaining Proficient or Above	150	150
Number of Unsatisfactory Improving to Limited Knowledge	10	10
Number of Unsatisfactory Improving to Proficient	6	6
Number of Unsatisfactory Improving to Advanced	0	0
Number of Limited Knowledge Improving to Proficient	20	20
Number of Limited Knowledge Improving to Advanced	4	4
Number with OPI Growth greater than State Average	8	8
	<b>Total Math Points</b>	<b>198</b>
	<b>Total Number of Students</b>	<b>246</b>

Table 16: Calculation of Points for Reading		
Calculation of Points for Reading	Number of Students	Points
Number Remaining Proficient or Above	184	184
Number of Unsatisfactory Improving to Limited Knowledge	8	8
Number of Unsatisfactory Improving to Proficient	4	4
Number of Unsatisfactory Improving to Advanced	0	0
Number of Limited Knowledge Improving to Proficient	10	10
Number of Limited Knowledge Improving to Advanced	0	0
Number with OPI Growth greater than State Average	4	4
	<b>Total Reading Points</b>	<b>210</b>
	<b>Total Number of Students</b>	<b>240</b>



Table 17: Calculation of Overall Growth Index

	Number of Students	Number of Points	Calculation Points ÷ Students	GI	Grade
Mathematics	246	198	$198 \div 246 \times 100$	80	B
Reading	240	210	$210 \div 240 \times 100$	89	B
<b>Total</b>	<b>486</b>	<b>408</b>	<b><math>408 \div 486 \times 100</math></b>	<b>84</b>	<b>B</b>

### Bottom 25 Percent Student Growth

The **Bottom 25 Percent Growth Index** is calculated in the same way as the Overall Growth index (GI). As with overall growth, a school must have at least 10 unique students with valid test score pairings in order to calculate this sub-component. If a school has fewer than 10 students in a specific subject area with valid exam pairings, then that subject area will not report out on the report card (although it will still be used to calculate the Overall Growth Index). If the number of unique students with valid exam pairings total is less than 10, then the bottom 25 Percent Growth index is not included in the final grade and the Overall Growth Index grade is worth 50 percent of the final grade.

The bottom 25 percent is determined by rank ordering all of the test record pairs that were included in the Overall Student Growth sub-component by the previous exam score (e.g., for current fourth graders, the previous exam scores are their third-grade exams). The rank ordering is done separately for each subject area/test program combination (i.e., Math-OCCT, Math-OAAP, Reading-OCCT, Reading-OAAP). All grade levels are ranked together (e.g., third-through eighth-grade OCCT Math and OCCT Algebra I are combined together in the rankings).

The bottom quartile of test record pairings for each grade-level-specific subject/exam combination will be used in the Bottom 25 Percent Growth calculation. A school must have at least four exams of the same type (e.g., OMAAP Math, OAAP Reading, etc.) in order to identify a bottom 25 percent for that specific type. In the event of multiple student records with the same previous OPI score, those records will be reverse rank ordered on their current OPI score. In other words, ties will be broken by favoring pairings with the most growth for inclusion in the Bottom 25 Percent Growth sub-component.

Table 18 provides the Reading data from the previous Overall Growth discussion. For this group, the bottom 25 percent would consist of the 60 students with the lowest reading pre-scores ( $240 \times .25 = 60$ ). In other words, for this specific example, the bottom 25 percent would include all students who scored “Unsatisfactory” or “Limited Knowledge” on the previous test

and the 14 students with the lowest OPI scores among those who scored “Satisfactory/Proficient” on the previous test (16 + 30 + 14 = 60).

Table 18: Summary of Reading Pre-Score to Post-Score Proficiency Level

Previous Proficiency Level	Current Proficiency Level				Total	Added to bottom 25%
	Unsatisfactory	Limited Knowledge	Proficient	Advanced		
Unsatisfactory	4	8	4	0	16	<b>16</b>
Limited Knowledge	0	20	10	0	30	<b>30</b>
Proficient	0	10	110	20	140	<b>14</b>
Advanced	0	0	18	36	54	<b>0</b>
Total	4	38	142	56	240	<b>60</b>

Likewise, Table 19 repeats the Math data from the previous discussion. For this group, the bottom 25 percent would consist of the 61 students with the lowest reading pre-scores ( $246 \times .25 = 61.5$ ; rounded down). In other words, the bottom 25 percent would include all students who scored “Unsatisfactory” on the previous test and 31 students with the lowest OPI score among those who scored “Limited Knowledge” on the previous test ( $30 + 31 = 61$ ).

Table 19: Summary of Mathematics Pre-Score to Post-Score Proficiency Level

Previous Proficiency Level	Current Proficiency Level				Total	Added to bottom 25%
	Unsatisfactory	Limited Knowledge	Proficient	Advanced		
Unsatisfactory	14	10	6	0	30	<b>30</b>
Limited Knowledge	4	20	20	4	48	<b>31</b>
Proficient	2	16	100	20	138	<b>1</b>
Advanced	0	0	6	24	30	<b>0</b>
Total	20	46	132	48	246	<b>62</b>

Tables 20 and 21 provide the progress of the 60 lowest-performing students for Reading and the 61 lowest performing students for Math, respectively.

Table 20: Reading Pre-Score to Post-Score Proficiency Level

Previous Proficiency Level	Current Proficiency Level				Total
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	
Unsatisfactory	4	8	4	0	<b>16</b>
Limited Knowledge	0	20	10	0	<b>30</b>
Proficient	0	5	8	1	<b>14</b>

Table 21: Mathematics Pre-Score to Post-Score Proficiency Level

Previous Proficiency Level	Current Proficiency Level				Total
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	
Unsatisfactory	14	10	6	0	<b>30</b>
Limited Knowledge	4	15	12	0	<b>31</b>

Using this data, Tables 22-24 illustrate the calculation of the Bottom 25 Percent Growth Index. This particular school would receive a Bottom 25 Growth Index of 60, which translates to a letter grade of “D”. Again, this grade contributes 25 percent of the weight of the school’s final grade.

Table 22 Calculation of Points for Reading

Calculation of Points for Mathematics	Number of Students	Points
Number remaining at Proficient or Above	9	9
Number of Unsatisfactory Improving to Limited Knowledge	8	8
Number of Unsatisfactory Improving to Satisfactory or Proficient	4	4
Number of Unsatisfactory Improving to Advanced	0	0
Number of Limited Knowledge Improving to Satisfactory or Proficient	10	10
Number of Limited Knowledge Improving to Advanced	0	0
Number with OPI Growth Greater than State Average Growth	4	4
<b>Total Reading Points</b>		<b>35</b>
<b>Total Number of Students</b>		<b>60</b>

Table 23 Calculation of Points for Math

Calculation of Points for Math	Number of Students	Points
Number remaining at Proficient or Above	0	0
Number of Unsatisfactory Improving to Limited Knowledge	10	10
Number of Unsatisfactory Improving to Satisfactory or Proficient	6	6
Number of Unsatisfactory Improving to Advanced	0	0
Number of Limited Knowledge Improving to Satisfactory	12	12
Number of Limited Knowledge Improving to Advanced	0	0
Number with OPI Growth Greater than State Average Growth	10	10
<b>Total Math Points</b>		<b>38</b>
<b>Total Number of Students</b>		<b>61</b>

Table 25 Calculation of Bottom 25% Growth Index				
	Number of Students	Number of Points	Calculation Points ÷ Students	Letter Grade
Reading	60	35	$35 \div 60 \times 100$	58 = F
Mathematics	61	38	$38 \div 61 \times 100$	63 = D
<b>Total</b>	<b>121</b>	<b>73</b>	<b><math>72 \div 107 \times 100</math></b>	<b>60 = D</b>

## Bonus Points

Schools can receive up to 10 bonus points to be applied toward their final grade. Bonus items and/or their point value differ depending on whether the site is an elementary, middle or high school. Each component is all or nothing (e.g., if attendance is worth six points, then a school will either receive all six or zero points).

Each school will be classified as elementary, middle or high school based on the highest grade served in the school (sixth for elementary school, 10<sup>th</sup> for middle school, and 11<sup>th</sup> or 12<sup>th</sup> for high school).

For example, if a school serves students in grades two through six, then the school will be classified as an elementary school. If the school serves students in grades seven through nine, it will be classified as a middle school. If a school serves grade 11 or above, then it will be classified as a high school. Table 26 serves as a guide for classification. It is important to note that this classification is for the distribution of bonus points only and does not necessarily match the classification assigned via the **Office of Accreditation**.

Below is a brief description of the criteria for elementary, middle and high schools. A more detailed description of each criterion will follow:

### Elementary Schools

**Elementary schools** can earn 10 bonus points for achieving an attendance rate of 94 percent or higher.

### Middle Schools

**Middle schools** can earn six bonus points for achieving an attendance rate of 94 percent or higher. Schools can earn an additional two points if their dropout rate is equal to or lower than

Highest Grade Served	Elementary	Middle	High
Kindergarten	Yes		
First	Yes		
Second	Yes		
Third	Yes		
Fourth	Yes		
Fifth	Yes		
Sixth	Yes		
Seventh		Yes	
Eighth		Yes	
Ninth		Yes	
Tenth		Yes	
Eleventh			Yes
Twelfth			Yes

0.9 percent. Finally, middle schools can earn two points for achieving a participation index of 30 or higher in advanced coursework.

### High Schools

**High schools** can earn five bonus points if their four-year adjusted cohort graduation rate is 90 percent or higher. High schools can also earn one additional bonus point for meeting the performance target on each of the following criteria: participation or performance in advanced coursework, participation or performance in college entrance exams (ACT or SAT), low-performing eighth-grade cohort graduation rate, overall EOI performance and year-to-year growth in any of the above criteria.

### Description of Each Criterion

This section explains how each criterion is calculated and what constitutes acceptable performance.

#### Student Attendance (Elementary and Middle)<sup>7</sup>

**Student Attendance** is calculated as the **Average Daily Attendance (ADA)** divided by the **Average Daily Membership (ADM)** and multiplying by 100 to create a percentage. ADA is calculated by dividing the total number of days students were present by the number of days in the school calendar. ADM is calculated by dividing the total number of days students were enrolled in school by the number of days in the school calendar. These numbers are provided to the Office of Accountability through **State Aid**. Note that pre-kindergarten is not included in the attendance calculation. The final Student Attendance rate is rounded to the nearest whole number, and bonus points will be awarded for attendance rates of 94 percent or higher.

#### Advanced Coursework (Middle)

Advanced coursework at the middle school level includes **traditional high school courses** for students in eighth grade and below, **pre-Advanced Placement courses** or **honors courses**. Middle schools can earn bonus points based on the participation and successful completion of students taking advanced coursework. For schools that are categorized as middle schools and also serve ninth and/or 10<sup>th</sup> grade, students in those grades can also receive credit for advanced coursework as defined by the high school criteria (see below for courses that qualify as high school advanced coursework).

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<sup>7</sup> Attendance is reported at the site level. Therefore, it is not possible to separate the attendance of residents and non-residents for virtual sites. Thus, the report card for non-residents will receive the same attendance rate as the report card for residents.

Successful completion is defined as receiving a “D” or better for every **term grade**. A participation index will be calculated using the following formula:

$$\text{Participation Index} = (\text{Number of successfully completed courses} \div \text{October 1 enrollment of grades 6 and up}) \times 100$$

Calculations will be rounded to the nearest whole number. Because qualifying advanced coursework will be very uncommon for students in grades pre-k through five, these grades will be excluded from the denominator for middle school sites that serve them (pre-k to eighth-grade schools). For example, if a middle school has 80 students in grades six through eight, 20 of which successfully completed two advanced courses each, then that school’s participation index will be  $((20 * 2) / 80) * 100 = 50$ . Middle schools will earn bonus points with a participation index of 30 or greater.

The Office of Accountability and Assessments will use the data provided by the **Advanced Coursework WAVE Application** to calculate this bonus category.

### Dropout Rate (Middle)

Middle schools can also earn bonus points based on the number of students reported as dropouts to the Oklahoma State Department of Education on the **Annual Dropout Report**. The calculation of the dropout rate will use the methodology set by the National Center for Educational Statistics (NCES) for Common Core of Data [OAC 210:10-13-20(2)(B)(iii)] and as defined in 70 O.S. § 35e.

NCES defines a **dropout** as an individual under the age of 19 who:

- a) was enrolled in school at some time during the previous school year and was not enrolled on Oct. 1 of the current school year; or
- b) was not enrolled on Oct. 1 of the previous school year although expected to be in membership (i.e., was not reported as a dropout the year before); **and**
- C) has not graduated from high school or completed a state- or district-approved educational program **and**
- D) does not meet any of the following exclusionary conditions:
  - i) transfer to another public school district, private school, or state- or district-approved education program,



- ii) temporary school-recognized absence due to suspension or illness, or
- iii) death.

More details about what does and does not count as a dropout can be found at the following website: <http://nces.ed.gov/pubs2013/2013309rev.pdf#page=33>.

Because the dropout window follows the federal fiscal year (Oct. 1 through Sept. 30), the dropout rate included on the A-F Report Card will be from the previous school year. The rate is calculated using the following formula:

$$\text{Dropout Rate} = (\text{Number of reported dropouts}) \div (\text{October 1 Enrollment}) \times 100\%$$

The dropout rate will be rounded to the nearest 10<sup>th</sup> of a percent. Middle schools will receive bonus points if their dropout rate is 0.9 percent or below.

#### **Four-Year Adjusted Cohort Graduation Rate (High School)**

As with the dropout data for middle schools, the **four-year adjusted cohort graduation rate** (hereafter referred to as the four-year graduation rate) will be calculated using graduation data from the previous year.

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

In other words, students will be assigned to a cohort based on the year they are expected to graduate on a four-year plan. For example, students entering the ninth grade in the 2009-2010 school year would be assigned to the 2013 cohort. The four-year graduation rate will then be calculated using the following formula:

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

The school that the student was last enrolled in at the end of the reporting year (e.g., Sept. 30, 2013 for the 2013 cohort) will be the school that is held accountable for that student (although

students will have until Sept. 30 of that year to fulfill graduation requirements). For example, if a student completes ninth and 10<sup>th</sup> grade at school A, but graduates from school B, then that student will be used in calculating the four-year graduation rate for school B. Likewise, if a student starts high school in school B, then transfers to school A before dropping out, then that student will be used in calculating the four-year graduation rate for school A.

Table 27 provides an example of the four-year graduation rate calculation.

Number of graduates in cohort x	80
Number of graduates in cohort x	80
+ Number of dropouts in cohort x	15
+ Number of students in cohort x still enrolled	7
Total Cohort	102
Four-year Graduation Rate	$80 / 102 = .784$ (78.4%)

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

High schools will receive bonus points for achieving a four-year graduation rate of 90 percent or higher.

The Office of Accountability will use the data provided by the **Historical Graduation Cohort WAVE Application** to calculate this bonus category.

#### **Advanced Coursework (High School)**

Advanced Coursework for high schools includes **Advanced Placement (AP) courses; International Baccalaureate (IB) programs; concurrent enrollment in college or university courses; Advanced International Certificate of Education (AICE) and CareerTech courses that lead to industry certification.** Both a participation index and performance index will be

calculated for high schools. A high school will be able to earn one bonus point if it satisfies the requirement for either participation *or* performance. The participation index will be calculated using the following formula:

$$\text{Participation Index} = \frac{\text{Number of successfully completed courses}}{\text{October 1 enrollment for 11th and 12 grade only}} \times 100$$

As with middle schools, successful completion is defined as receiving a “D” or better for every semester/trimester. Students participating in a block schedule will need to receive a “D” or better in two quarterly grades. For high schools, however, the numerator will include all students enrolled, whereas the denominator only considers the enrollment for 11<sup>th</sup> and 12<sup>th</sup> grades. For example, school A serves grades nine-12 and has 20 students in each grade. Thirty students in school A successfully complete two advanced courses each. School A’s participation index will be  $((30 * 2) / (20 + 20)) * 100 = 150$ .

The performance index will be calculated using the following formula:

$$\text{Performance Index} = \frac{\text{Number of courses meeting performance criteria}}{\text{Number of successfully completed courses}} \times 100$$

The performance index is rounded to the nearest whole number. For most courses, a completed course will qualify for performance if the student receives a “C” or better for every semester/trimester. Students participating in a block schedule will need to receive a “C” or better in two quarterly grades. IB and AP courses, however, will qualify for performance if the student receives a “4” on the IB exam or a “3” on the AP exam. For example, if school A has 60 advanced courses that count toward participation, but only 55 qualified for performance, then school A would receive a performance index of  $(55 / 60) * 100 = 92$ .

High schools can earn the bonus point if at least one of the following applies:

- The participation index is 70 or greater.
- The performance index is 90 or greater.

The Office of Accountability will use the data provided by the Advanced Coursework WAVE Application to calculate this bonus category in addition to data provided by the districts (for IB

courses), the **College Board** (for AP exams) or CareerTech (for courses that lead to industry certification).

### College Entrance Exams (High School)<sup>8</sup>

Schools can also receive a bonus point for college entrance exam (**ACT** or **SAT**) participation or performance. Each year **ACT** and the College Board deliver to the State Department of Education a file containing all students scheduled to graduate in the current year (i.e., current 12<sup>th</sup> graders) with all of their ACT/SAT scores. Students will be counted one time for each examination (ACT or SAT), regardless of the number of times either exams are taken. The most recent test score on file will be used. The school that is listed on the exam record is the school that will receive credit for the exam. Only exams taken on nationwide testing days will be included.

Entrance exam participation will be calculated by dividing the total of entrance exams associated with a school by the total number of 12<sup>th</sup> graders on the Oct. 1 Accreditation Report. Entrance exam performance will be calculated by dividing the number of exams associated with a school that has met a pre-determined score (20 or greater for the ACT and 1,410 or greater for the SAT) by the total of entrance exams associated with a school.

High schools will receive bonus points when either a participation rate *or* a performance rate is 75 percent or better.

### Low Performing Eighth Grade Cohort Graduation Rate (High School)

High schools can also receive a bonus point for helping low-achieving eighth-grade students graduate from high school in four years. Low-achieving students are defined as those scoring “Limited Knowledge” or “Unsatisfactory” on the eighth-grade Reading or Mathematics OSTP assessments. The formula for computing this graduation rate is identical to the four-year graduation rate except that instead of using all students within a cohort, only students who scored below “Proficient” on the eighth-grade Reading or Math OSTP assessment will be included:

$$\text{Low performing 8}^{\text{th}} \text{ grade graduation rate} = \frac{\text{Number of low performing graduates in cohort } x}{\text{Number of low performing graduates in cohort } x + \text{Number of low performing dropouts in cohort } x + \text{Number of low performing students in cohort } x \text{ that are still enrolled}}$$

<sup>8</sup> Because of limitations in the data, college entrance exams are coded to the school rather than the individual student. Therefore, it is not possible to separate the performance/participation of residents and non-residents for virtual sites. Thus, the report card for non-residents will receive the same performance and participation indices as the report card for residents.

Table 28 provides an example of the Low-Performing Eighth-Grade Cohort Graduation Rate.

Table 28	
Number of low performing graduates in cohort x	28
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Number of low performing graduates in cohort x	28
+ Number of low performing dropouts in cohort x	8
+ Number of low performing students in cohort x still enrolled	3
Total low performing Cohort	39
Low Performing 8 <sup>th</sup> grade Graduation Rate	$28 / 39 = .718$ (71.8%)

High schools will receive a bonus point for achieving a Low-Performing Eighth-Grade Cohort Graduation Rate of 85 percent or above.

### Overall EOI Performance

High schools can earn bonus points if 80 percent of graduates from the previous year have scored either a “Proficient” or “Advanced” on six out of the seven EOI assessments (Algebra I, Algebra II, English II, English III, Biology I, US History and Geometry). Only actual EOI exams (i.e., no alternative exams or placement) can count toward the fulfillment of this bonus point.

### Year-to-Year Growth

As data become available, high schools can earn bonus points by improving their rates in at least three of the five previous bonus sections from year to year. The specific criterion for improvement is dependent on the bonus section.

For graduation rates, high schools must improve by at least 10 percent of the difference between the previous year’s graduation rate and 100 percent. For example, if school A had a graduation rate of 80 percent on the previous report card, then school A would need to increase its graduation rate by  $((100 - 80) * .1) = 2$  percent to 82 percent in order to qualify as improvement.

For college entrance exams and overall EOI performance, high schools must again improve by at least 10 percent of the difference between the previous year’s rate and 100 percent. The performance may occur either in participation or performance for the entrance exams.

For advanced coursework, high schools must improve by 5 percent of the original index or more.

Additionally, maintaining satisfactory performance on any of the previous categories for two consecutive years (i.e., receiving bonus points in the same category for both the previous and current years' report cards) will be considered as improvement. Thus, for example, a school with a graduation rate of 100 percent for two consecutive years will still be able to count graduation rate toward their year-to-year growth.

## **District Report Cards**

District report cards will be calculated in exactly the same manner as site report cards with the following exceptions:

- Students who are NFAY for the school site but FAY for the district will be included in the calculations.
- Districts are not eligible for bonus points.
- Current ninth grade students who previously took an EOI in middle school grades will not be carried forward at the district level.

## **State Report Card**

The State report card will be calculated in exactly the same manner as the district report cards with the following exception:

- Students who are NFAY for the district but FAY for the state will be included in the calculations.

## **Appendix A: Supplemental Information**

Each report card will also contain a variety of supplemental summary statistics as mandated by the U.S. Department of Education. This information will be for reporting purposes only, and will not be used in any grade calculations. To ensure FERPA compliance, any statistic that consists of fewer than 10 students will not be reported.

### **Assessment Data**

The following information will be presented in charts/tables for all students (FAY and NFAY combined) and for all subgroups (race, ethnicity, gender, IEP status, migrant status, ELL status and Free/reduced lunch status) where applicable:

- AMOs (actual performance and target)
- Percentage of students at each proficiency level (total)

The following will be presented for all students:

- Percentage of students tested by subjects not covered in AMOs
- Comparison of proficiency rates with previous year, district and state by subject and grade
- The number of recently arrived ELL students exempted from ELA assessment
- Original performance levels for OMAAP and OAAP exams (before the 3 percent cap adjustment)

### School Designation

If the school receives a designation (Focus, Priority, Targeted Intervention or Reward), then it will be displayed here. District report cards will have a list of all district schools with each designation.

### Graduation Rate

District and State four- and five-year graduation rates (lagged one year) will be given here in order to compare with the site (if applicable).

### College Information

This section will report the following information for all students (FAY and NFAY combined) and for all subgroups (race, ethnicity, gender, IEP status, migrant status, ELL status and Free/reduced lunch status) where applicable:

- The total number of students earning a regular high school diploma
- The number and percentage of four-year graduates (lagged one year; if applicable) who have enrolled in an in-state Institute of Higher Education (IHE)
- The number and percentage of four-year graduates (lagged three years) enrolled in a public IHE within 16 months of graduation who have completed at least one year's worth of college credit within two years of initial enrollment

### Teacher Quality Information

For the state report card only, the following data will also be aggregated across schools in the top and bottom quartiles of Free/reduced lunch status:

- Percentage of teachers with bachelor's, master's or doctoral degrees
- Percentage of teachers with special licensure
- Percentage of classes in core subjects (English, Reading/Language Arts, Math, Science, Foreign Language, Civics, Government, Economics, Arts, History and Geography) taught by Highly Qualified Teachers (state certified, has at minimum a bachelor's degree and has demonstrated competence in the subject area s/he is teaching)

## National Assessment of Educational Progress (NAEP) statistics

NAEP statistics cannot be disaggregated beyond the state level. Thus, this section will be the same for all report cards and will include:

- Percentage of students at each NAEP achievement level for reading and math (grades four and eight) for all students and disaggregated by race, ethnicity, IEP status, ELL status and Free/reduced lunch status
- Participation rates for IEP and ELL students

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## Glossary

**ACT.** A college placement exam offered multiple times per year. The ACT has four major sub-tests assessing English, mathematics, reading and science reasoning.

**Advanced.** One of the four possible performance levels on an OSTP exam. Advanced means that the student demonstrates superior performance on challenging subject matter.

**Advanced Coursework WAVE Application.** The Advanced Coursework WAVE application is the WAVE application through which a district can view and certify the data used to calculate the advanced coursework bonus points.

**Advanced International Certificate of Education (AICE).** AICE is one of the types of coursework that qualifies for the advanced coursework bonus points for high school. AICE is a rigorous curriculum intended to prepare students for honors programs in higher education. To date, it is not being offered by any Oklahoma school.

**Advanced Placement (AP) courses.** AP is one of the types of coursework that qualifies for the advanced coursework bonus points for high school. AP courses offer a college-level curriculum



to high school students with the opportunity for college credit. AP courses are identified in the WAVE by an instructional level of “Advanced Placement” in the local student information system.

**A-F Report Card.** The A-F Report Card is the end result of the A-F School Grading System. It consists of three main components: Student Performance, Student Growth and bonus points that are combined to produce an overall grade for each school and district.

**A-F School Grading System.** Oklahoma’s A-F School Grading System is based on the concept that parents and community members should be able to quickly and easily determine how students at their local schools are doing. This grading system is part of an effort to strengthen the effectiveness and performance of public schools. As part of this effort, schools are required to report standardized testing results to the Oklahoma State Department of Education. That information is then used to generate a report card with an overall letter grade for each school and its student body.

**Annual Dropout Report.** The Dropout Report is a report that districts submit to the Oklahoma State Department of Education detailing all of the students who dropped out of school between Oct. 1 and Sept. 30 of the most recent year.

**Average Daily Attendance (ADA).** ADA is calculated by dividing the total number of days students were present in a site by the number of days in the school calendar for the district. A student can be present for a portion of the day and still be counted in the ADA.

**Average Daily Membership (ADM).** ADM is calculated by dividing the total number of days students were enrolled in school by the number of days in the school calendar. A student must be enrolled for the entire school day to count toward the ADM.

**Bonus Points.** Bonus Points are the third major component of the report card and are worth a maximum of 10 points. The criteria for bonus points are dependent on whether the school is an elementary, middle or high school. Bonus points are treated as extra credit in the calculation of the overall grade.

**Bottom 25 Percent Growth Index.** The Bottom 25 Percent Growth Index is calculated by comparing the bottom 25 percent (as determined by a rank order of previous years’ tests) of the students used to calculate the overall growth index.

**CareerTech courses that lead to industry certification.** This is one of the types of coursework that qualifies for the advanced coursework bonus points for high school. CareerTech refers to the Oklahoma Department of Career and Technology Education. As only courses taken at a

CareerTech center can count as leading to an industry certification, all qualifying courses will be provided by CareerTech. To learn more about CareerTech, go to <http://www.okcareertech.org/>.

**College Board.** An association responsible for developing and administering standardized tests and curricula such as the SAT, PSAT and Advanced Placement (AP) tests.

**Concurrent enrollment in college or university courses.** Concurrent enrollment is one of the types of coursework that qualifies for the advanced coursework bonus points for high school. The WAVE identifies concurrent enrollment by an instructional level of “college level” in the local student information system.

**County code.** Each of the 77 counties in Oklahoma has been assigned a two-digit number (01-77) in order to make it easier to identify. This is the first part of the three-step process that creates the nine-character Fullcode (the combination of the County, District and Site codes), which is used to identify a specific school site.

**District code.** The District code is a four-character code beginning with a letter and ending with three digits. This is the second part of the three-step process that creates the nine-character Fullcode (the combination of the County, District and Site codes), which is used to identify a specific school site.

**Dropout.** A dropout is an individual under the age of 19 who: a) was enrolled in school at some time during the previous school year and was not enrolled on October 1 of the current school year; or b) was not enrolled on October 1 of the previous school year although expected to be in membership (i.e., was not reported as a dropout the year before); and C) has not graduated from high school or completed a state- or district-approved educational program and D) does not meet any of the following exclusionary conditions: i) transfer to another public school district, private school, or state- or district-approved education program, ii) temporary school-recognized absence due to suspension or illness, or iii) death.

**Eligible Student.** Any student enrolled in third grade through eighth grade or taking a high school course associated with an EOI is considered an eligible student unless s/he has a first-year English Language Learner exemption, an emergency exemption for medical reasons or an exemption due to previous demonstration of mastery (Algebra II, English II, Geometry and US History EOIs only) approved by the State Department of Education. Sites are responsible for 100 percent of eligible students enrolled during the testing window.

**Eligible test records.** For purposes of calculating participation rates, the test records of all eligible students except those identified as “Other Placement” are eligible test records. For

purposes of calculating student performance, the test records of all eligible students except those identified as “Other Placement” or “NFAY” are eligible test records. Each student can only count once for each site and for each test. If a student has multiple records for the same testing subject at the same site, then records with valid scores are given preference to records without valid scores.

**Elementary School.** For purposes of the A-F Report Card, an elementary school is any school where the highest grade served is the sixth grade or lower.

**End-of-Instruction (EOI) Exams.** End-of-Instruction (EOI) exams are given at the completion of core high school courses (Algebra I, Algebra II, Geometry, Biology I, English II, English III and US History).

**Feeder Pattern School.** A feeder pattern school is a school in which 60 percent or more of the students from a school without tested grades (three-12) are enrolled upon promotion to third grade.

**Final Report Card Index.** This index is the zero-110 scale that determines the Final Letter Grade of a school, district or state.

**Final letter grade.** The final letter grade is the grade (A-F) given to each school, district or state based on the Final Report Card Index.

**Four-Year Adjusted Cohort Graduation Rate.** The Four-Year Adjusted Cohort Graduation Rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class (i.e., entered high school four years earlier, adjusting for transfers in and out, émigrés and deceased students).

**Full Academic Year (FAY)/Not Full Academic Year (NFAY).** A student is considered Full Academic Year (FAY) for a particular exam if s/he has been continuously enrolled from the first day of October to the time of the test administration and has not experienced an enrollment lapse (dropped from enrollment) of 10 or more consecutive school days throughout that timeframe. Please note that depending on when tests are administered, it is possible for a student to be FAY for some exams but not others. Students who are not FAY are considered NFAY for either the site, district or state. Students who are “NFAY site” are students who do not qualify for FAY status at the site level but do qualify within the district. Students who are “NFAY district” are students who do not qualify for FAY status at the site or district level but do qualify within the state. Finally, students who are “NFAY state” are students who do not qualify for FAY status at the site, district or state level.

**High School.** For purposes of the A-F Report Card, a high school is any school where the highest grade served is the 11<sup>th</sup> or 12<sup>th</sup> grade.

**Historical Graduation Cohort WAVE Application.** The Historical Graduation Cohort WAVE Application is the WAVE application through which districts can view and certify the data that will be used to calculate the graduation bonus points.

**Honors Course.** An honors course is one of the types of coursework that qualifies for the advanced coursework bonus points for middle school. Honors courses are intellectually challenging and require rigor beyond the traditional course. Honors courses are identified in the WAVE by the instructional level set by the local student information system.

**International Baccalaureate (IB) programs.** IB is one of the types of coursework that qualifies for the advanced coursework bonus points for high school. IB is a two-year program that focuses on interdisciplinary and critical thinking. IB course information is provided directly to the State Department of Education by the districts that offer it.

**Limited Knowledge.** One of the four possible performance levels on an OSTP exam. “Limited Knowledge” means that the student demonstrates partial mastery of the essential knowledge and skills appropriate to their grade level, course or level of education as applicable.

**Middle School.** For purposes of the A-F Report Card, a middle school is any school where the highest grade served is between the seventh and 10<sup>th</sup> grade (inclusive).

**No Child Left Behind (NCLB).** The No Child Left Behind Act of 2001 (NCLB) is the reauthorization of the Elementary and Secondary Education Act (ESEA) first passed by the U.S. Congress in 1965. NCLB requires that all states, including Oklahoma, establish state academic standards and assessments that meet federal requirements for monitoring the Adequate Yearly Progress of schools. Failure to meet Adequate Yearly Progress results in a district or school being placed in District/School in Need of Improvement status. In 2011, Oklahoma submitted a request to the U.S. Department of Education for waivers of certain ESEA requirements. These waivers allow the State to implement a series of reforms, including the A-F School Grading System, that will lead to college, career and citizen-readiness for all students.

**Office of Accountability and Assessments.** The Office of Accountability and Assessments is the division of the Oklahoma State Department of Education charged with administering the Oklahoma State Testing Program (Assessments) and using those test results to implement a system of recognition, accountability and support as required by the ESEA Flexibility Waiver (Accountability). This is not to be confused with the Office of Educational Quality and Accountability, which is overseen by the Oklahoma Secretary of Education.

**Office of Accreditation.** The Office of Accreditation is a division within the State Department of Education that monitors and assures compliance with the School Laws of Oklahoma.

**Oklahoma Alternative Assessment Program (OAAP).** The Oklahoma Alternate Assessment Program (OAAP), or Portfolio assessment, is designed to assess students whose cognitive disabilities prevent them from being able to complete an OCCT or EOI exam. The OAAP is implemented by the Department of Special Education within the State Department of Education.

**Oklahoma Core Curriculum Tests (OCCT).** The OCCT is the general testing program for grades three through eight administered in Oklahoma public schools. Reading and Math tests are administered in grades three through eight. Science, Social Studies and Writing tests are given in the fifth grade. A Geography test is given in the seventh grade. Science, US History and Writing tests are given in the eighth grade.

**Oklahoma Performance Index (OPI).** The OPI is the standardized scale score for OCCT and EOI exams. An OPI score of 700 is set to be the threshold for a proficient performance level.

**Oklahoma State Department of Education.** The State Department of Education is the state education agency for Oklahoma tasked with the administration of Oklahoma's public school system. Its mission is to improve student success through: service to schools, parents and students; leadership for education reform; and regulation/deregulation of state and federal laws to provide accountability while removing any barriers to student success.

**Oklahoma State Testing Program (OSTP).** The OSTP refers to all tests administered pursuant to the Oklahoma School Testing Program Act (70 O.S. § 1210.505). These include all OCCT, EOI and OAAP tests.

**One Percent Cap.** The United States Department of Education set a cap of 1 percent on the percentage of students within a district whose scores can be counted as Proficient or Advanced based on an assessment using alternate achievement standards. The alternate assessment used in Oklahoma is the Oklahoma Alternate Assessment Program (OAAP). The cap is only applied to OCCT Reading, OCCT Math, Algebra I and English II exams. The cap is determined by first calculating 1 percent (rounded up) of all test takers in the district, regardless of FAY or second-time test status, in each of the four testing subjects. This result (the number of OAAP exams allowed) is divided by the total number of Proficient or Advanced OAAP exams (FAY and first-time tests only) in the district in that testing subject. This produces a ratio of the number of OAAP exams allowed to count as Proficient or higher to the actual number of OAAP exams that scored Proficient or higher. As a formula:

$$OAAP \text{ Ratio} = \left( \frac{\text{Number of valid test records} \times 0.01}{\text{Number of actual Proficient or Advanced OAAPs}} \right)$$

If this ratio is greater than or equal to 1.0 for a testing subject, then no OAAP exams will need to be adjusted in the district for that subject. If the ratio is less than 1.0, then it is multiplied by the number of Proficient or Advanced OAAP exams (FAY and first-time tests only) at each site. The result (rounded up) is the number of OAAP exams for the site that are allowed to count as Proficient or Advanced. Any OAAP exams above that cap must then be counted as Limited Knowledge in the Performance component of the A-F Report Card. Please note that the 1 percent cap only applies to accountability measures and does not overwrite the original performance level that goes on the student record. For more details, please see the “OAAP (1 percent) Explanation” document at:

[http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/Appendix\\_B-One\\_Percent\\_Explanation.pdf](http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/Appendix_B-One_Percent_Explanation.pdf).

**Other Placement.** A student placed by state or court order in a facility within a district other than the student’s original district of residence, or a student placed in a healthcare facility in a district other than the student’s original district of residence, is considered to be “Other Placement.”

**Overall Growth Index (GI).** The Overall Growth Index is calculated based on comparing student performance on all eligible exams administered in the Oklahoma State Testing Program (OSTP) during the most recent school year with a comparable exam from a previous school year.

**Performance Index (PI).** The Performance Index (PI) is calculated based on student performance on all eligible exams administered in the Oklahoma State Testing Program (OSTP) during the most recent school year.

**Pre-Advanced Placement (Pre-AP) Course.** Pre-AP is one of the types of coursework that qualifies for the advanced coursework bonus points for middle school. Pre-AP is based on the expectation that all students can perform well at rigorous academic levels and the belief that it students can prepare for higher intellectual engagement as early as possible by starting the development of skills and acquisition of knowledge. Addressed effectively, the middle and high school years can provide a powerful opportunity to help all students acquire the knowledge, concepts and skills needed to engage in a higher level of learning. Pre-AP courses will be identified in the WAVE if either “Pre-AP” is the course title or if the instructional level of the course is set to “honors” in the local student information system.

**Proficient.** One of the four possible performance levels on an OSTP exam. “Proficient” means that the student demonstrates mastery of appropriate grade-level subject matter and that the student is ready for the next grade, course or level of education, as applicable.

**Public school site.** Any site that provides free educational services and is funded by state, local and/or federal government is considered a public school.

**Resident students/ Non-Resident Students.** The residence for any child in Oklahoma is the school district in which the parent(s), guardian(s) or person(s) having legal custody holds legal residence. Any student who receives services from a district outside of his/her residence is considered a Non-Resident Student. If the student receives services from the district in which they reside, then s/he is a Resident Student.

**SAT.** The SAT reasoning test is a college placement exam administered by the College Board. It has three main sections: Mathematics, Critical Reading and Writing.

**School of Residence.** The school of residence is the school associated with the legal residence of a child’s parent(s), guardian(s) or person(s) having legal custody.

**Second Time Test.** This status applies to any EOI exam that is not administered at the end of the instruction in that subject. This includes both retakes and EOI exams given to students transferring from out of state in order to fulfill ACE graduation requirements.

**Site code.** Each site is assigned a three-digit code from 100-989 that denotes the grade range of the school. This is the third part of the three-step process that creates the nine-character Fullcode (the combination of the County, District and Site codes), which is used to identify a specific school site.

**State Aid.** The State Aid office is responsible for the state education funding formula, school activity funds and grants distribution.

**State Testing Numbers (STN).** The STN, or State Testing Number, is a unique 10-digit ID assigned by the State Department of Education to associate a student longitudinally to records. It is assigned upon enrollment in any school in Oklahoma, and remains with a student until graduation. If the student leaves the state for any reason and then later returns, then the original ID is still valid.

**Student Attendance.** Student attendance is a bonus point category for elementary and middle schools. It is calculated by dividing the Average Daily Attendance with the Average Daily Membership.

**Term Grade.** Term Grades are the grades used to determine whether a course qualifies for the participation or performance indices for the advanced coursework bonus points. These will be either semester or trimester grades depending on the school calendar in the district.

**Traditional High School Courses.** One of the types of coursework that qualifies for the advanced coursework bonus points for middle school. To be eligible, the course must have a state course code in the local student information system indicating the course is high school level, and the student enrolled in it must be enrolled in grades six through eight.

**U.S. Department of Education.** The U.S. Department of Education is a division of the U.S. federal government that administrates federal assistance to public schools across the nation.

**Unique Student.** For purposes of the A-F Report Card, students are differentiated by their State Testing Numbers (STNs). Thus, the number of unique students is determined by the number of unique STNs in the testing data.

**Unsatisfactory.** One of the four possible performance levels on an OSTP exam. “Unsatisfactory” means that the student does not perform at least at the “Limited Knowledge” level.

**Valid Score.** Any record that has a performance level between one and four is a valid score. Any test record in which five or more questions have been attempted will be given a performance level. All fifth- and eighth-grade Writing exams will also be considered to have a valid score unless an explanation for why there is no response for that student is given (e.g., the student was absent, no longer enrolled, etc.).

**WAVE.** The WAVE is Oklahoma’s statewide student information system.



Attachment 21: Visual Representation of Relationships between A-F Grades and Designations

## A-F Reform

## ESEA Flexibility Designations

**A**

**High Performance  
Reward Schools**

**High  
Progress  
Reward  
Schools**

- Not A-F Grade Related
- Based on Improvement in Math and Reading

**B**

**C**

**D**

**Targeted  
Intervention Schools**

**Focus  
Schools**

- Not A-F Grade Related
- Based on Sub-Group Data and Achievement Gaps

**F**

**Priority Schools**  
**C<sup>3</sup> Partnership Schools**



Please note that this graphic is a simplified representation of the connections between Oklahoma's A-F Grading System and some definitions of the ESEA Flexibility Designations, as defined in Oklahoma's approved ESEA Flexibility Request, including amendments approved on August 16, 2012, and approved by the State Board of Education on August 23, 2012. A-F Grades are not the only way that a school might be identified as a Priority or Reward School. For all definitions of the ESEA Flexibility Designations (i.e., Reward, Focus, Targeted Intervention, and Priority Schools), please visit <http://ok.gov/sde/elementary-and-secondary-education-act-esea>.

# Educator Effectiveness Theory of Action

Educators and researchers agree that **Teacher Effectiveness** is the single most important factor in student academic achievement.

## 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

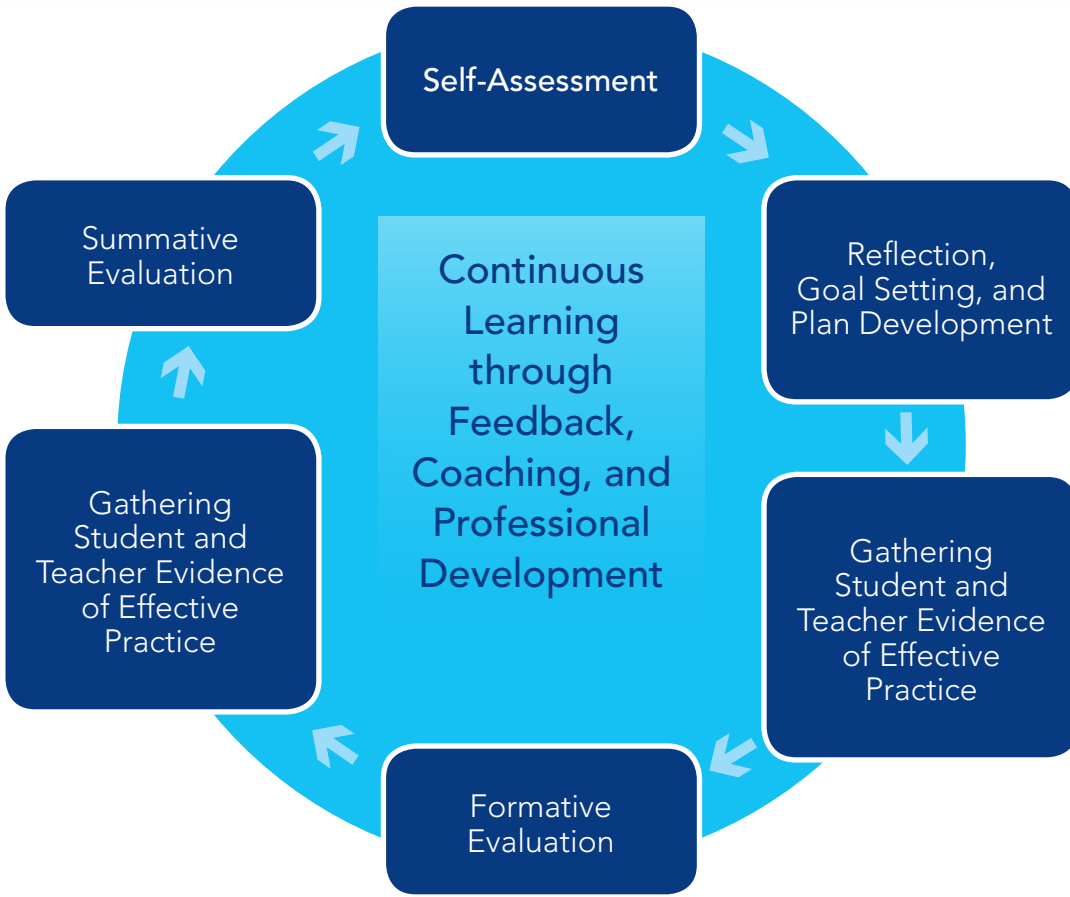
**Educator growth** is best achieved through deliberate practice on specific knowledge and skills.  YES

## 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; and
- 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); and
- Seeking ongoing feedback to improve the system and professional development opportunities provided.

# A Targeted Evaluation Cycle with Focused, Active, and Collaborative Professional Learning



Oklahoma Academic Standards



Standards for Effective Teaching



Standards for High-Quality Professional Development



An Integrated System of Improving Student and Educator Learning

## Linking Educator Evaluation and High-Quality Professional Learning

It's Not Just About...	It's Really About...
Conducting frequent, reliable observations	Meaningful, actionable feedback and conversations about how to grow
Including student data in the evaluation system	Analyzing the results in relation to specific teaching and leadership practices
Rating teachers with a summative rating label	Linking evaluation results to career paths, opportunities, and systems of support
Getting information about teacher performance	Providing focused, active, and collaborative professional learning opportunities and applying new knowledge to the classroom

### Attachment 23: TLE Working Group Agendas

To receive input from teachers and administrators, the TLE Commission formed Working Groups to study particular aspects of the Quantitative Components

Other Academic Measures – Working Group #1

Attachment 11A-C: Agendas for Fall 2012

Student Academic Growth for Non-Tested Grades and Subjects – Working Group #2

Attachment 11D-I: Agendas for Spring 2013

Attachment 11J-K: Agendas for Spring 2014

Student Academic Growth/Value-Added Model – Working Group #3

Attachment 11L: Agendas for Fall 2013 and Spring 2014

**Teacher and Leader Effectiveness (TLE) Working Group #1  
Drafting the List of Other Academic Measures (OAM) and Their Associated Calculations**

Oklahoma Education Association Headquarters  
323 E. Madison  
Oklahoma City, OK 73154

**Potential Products of the Working Group**

- Draft of OAM options for teachers and leaders to be presented to the TLE Commission
- Suggestions for how a teacher or leader will be scored as Superior, Highly Effective, Effective, Needs Improvement, or Ineffective using each proposed OAM
- Any draft guidance or supporting documents to facilitate the process in districts

**Facilitators for Wednesday, November 7, 2012**

Kerri White, Assistant State Superintendent, Office of Educational Support  
Colleen Flory, Assistant State Superintendent, Policy Implementation  
Rachael Ellison-Nalliah, Policy Implementation Coordinator  
Ginger DiFalco, Coordinator, Teacher & Leader Effectiveness

**Agenda for Wednesday, November 7, 2012**

8:30 a.m.	Fast Five Welcome and Introductions TLE 101 OAM Non-Negotiables  To Do or Not To Do Topic List Question and Concern Generator	All Participants Ms. White Ms. White Ms. White and TLE Commission Members Ms. Flory and All Participants Ms. Flory and All Participants
10:15 a.m.	Break	
10:30 a.m.	Improvement v. Achievement (Part I)	Ms. White and All Participants
11:30 a.m.	Lunch on Your Own	
12:30 p.m.	Improvement v. Achievement (Part II) OAM Options Brainstorm (Part I)	Ms. White and All Participants Ms. White, Ms. Flory, and All Participants
2:00 p.m.	Break	
2:15 p.m.	OAM Options Brainstorm (Part II) OAM Gallery Walk	Ms. White and All Participants All Participants
3:15 p.m.	Homework/Next Steps Exit Tickets	Ms. White All Participants

**Next Meetings:** November 13 and November 29 (if needed)

**Teacher and Leader Effectiveness (TLE) Working Group #1  
Drafting the List of Other Academic Measures (OAM) and Their Associated Calculations**

Oklahoma Education Association Headquarters  
323 E. Madison  
Oklahoma City, OK 73154

**Potential Products of the Working Group**

- Draft of OAM options for teachers and leaders to be presented to the TLE Commission
- Suggestions for how a teacher or leader will be scored as Superior, Highly Effective, Effective, Needs Improvement, or Ineffective using each proposed OAM
- Any draft guidance or supporting documents to facilitate the process in districts

**Facilitators for Tuesday, November 13, 2012**

Kerri White, Assistant State Superintendent, Office of Educational Support  
Ginger DiFalco, Coordinator, Teacher & Leader Effectiveness

**Agenda for Tuesday, November 13, 2012**

8:30 a.m.	Review of Wednesday, November 7, 2012	Ms. White
9:00 a.m.	Fast Five Welcome and Introductions Question/Concern Generator Review Draft OAM List Review	All Participants Ms. White Ms. White and All Participants All Participants
10:15 a.m.	Break	
10:30 a.m.	Gap Identification and Resolution	All Participants
11:30 a.m.	Lunch on Your Own	
12:30 p.m.	Options for Ratings on OAMs Suggested Ratings and/or Guidance	Ms. White All Participants
2:00 p.m.	Break	
2:15 p.m.	Policy Suggestions and Guidance <ul style="list-style-type: none"> <li>• “Double Dipping”</li> <li>• “Multiple Measures”</li> <li>• Other</li> </ul>	All Participants
3:15 p.m.	Homework/Next Steps Exit Tickets	Ms. White All Participants

**Next Meeting:** November 29

**Teacher and Leader Effectiveness (TLE) Working Group #1  
Drafting the List of Other Academic Measures (OAM) and Their Associated Calculations**

Oklahoma Education Association Headquarters  
323 E. Madison  
Oklahoma City, OK 73154

**Potential Products of the Working Group**

- Draft of OAM options for teachers and leaders to be presented to the TLE Commission
- Suggestions for how a teacher or leader will be scored as Superior, Highly Effective, Effective, Needs Improvement, or Ineffective using each proposed OAM
- Any draft guidance or supporting documents to facilitate the process in districts

**Facilitators for Thursday, November 29, 2012**

Kerri White, Assistant State Superintendent, Office of Educational Support  
Ginger DiFalco, Coordinator, Teacher & Leader Effectiveness

**Agenda for Thursday, November 29, 2012**

8:30 a.m.	Review of Previous Meetings	Ms. White
9:00 a.m.	Fast Five Welcome and Introductions Review Draft Policy Suggestions	All Participants Ms. White Ms. White and All Participants
10:15 a.m.	Break	
10:30 a.m.	Review and Edit Draft Guidance Documents	All Participants
11:45 a.m.	Homework/Next Steps Exit Tickets	Ms. White All Participants

**Next Meetings:** This is the conclusion of Working Group #1. Look for information related to future Working Groups via email and OSDE Website.



**Teacher and Leader Effectiveness (TLE) Working Group #2**  
**Session #1 Videoconference Overview**  
**Agenda**

Wednesday  
January 9, 2013  
1:30 p.m. – 3:30 p.m.

1. TLE 101: An Overview and Update
2. Other Academic Measures
3. Working Group #2: Project Scope/Purpose
4. Understanding Value-Added
5. SAS Study
6. Next Steps
7. Q & A



**TLE Working Group #2:** Value Added/Student Growth Measures for Teachers of Non-Tested Grades/Subjects and Teachers without a Teaching Assignment

January 22, 2013  
Langston University – Oklahoma City Campus  
4205 North Lincoln Boulevard, Oklahoma City, OK 73105

**9 a.m. – 10:15 a.m.**

- **Welcome and Introductions**
- **Explanation of Working Group’s Purpose**
- **Building Prior Knowledge Regarding Value Added Measures**
- **Becoming an Expert:**
  - **Group work on value added options**
  - **Discuss +/- of options**
  - **Create document to share with tables**

**10:15 a.m. – 10:30 a.m. Break**

**10:30 a.m. – 12:00 p.m.**

- **Experts report back to tables**
- **Discussion of options**

**12 p.m. – 1 p.m. Lunch on Your Own**

**1 p.m. – 2:15 p.m. Meet with Content Areas**

**2:15 p.m. – 2:30 p.m. Break**

**2:30 p.m. – 3:15 p.m. Report back to whole group**

**3:15 p.m. – 3:30 p.m. Announcements/Wrap-Up**



**TLE Working Group #2:** Value Added/Student Growth Measures for Teachers of Non-Tested Grades/Subjects and Teachers without a Teaching Assignment

February 5, 2013  
Oklahoma Education Association  
323 East Madison, Oklahoma City, OK 73154

**9 a.m. – 10 a.m. 2<sup>nd</sup> Floor, Dyer Conference Room**

- **Welcome and Introductions**
- **Breakout Group #1 – Overview and Purpose**
- **Instructions for Content Groups**

**10 a.m. – 10:10 a.m. Break**

**10:10 a.m. – 11:45 a.m. Break into content groups to discuss and draft growth measures**

**Dyer Conference Room (West End): Fine Arts/Speech/Drama**  
**Facilitators: Glen Henry, Michael Raiber, and Kimberly Stormer**

**Dyer Conference Room (East End): Physical Education/Nurses**  
**Facilitators: April Grace and Kerri White**

**McCauley Room, 1<sup>st</sup> Floor: World Languages/ELL**  
**Facilitators: Desa Dawson & Jeff Nemcok**

**11:45 p.m. – 1:15 p.m. Lunch on Your Own**

**1:15 p.m. – 3 p.m. Return to content group to discuss and draft growth measures**

**3 p.m. – 3:30 p.m. Report back to whole group**

**3:30 p.m. Announcements/Wrap-Up**



**TLE Working Group #2:** Value Added/Student Growth Measures for Teachers of Non-Tested Grades/Subjects and Teachers without a Teaching Assignment

February 12, 2013  
Oklahoma Education Association  
323 East Madison, Oklahoma City, OK 73154

**AGENDA**

**9 a.m. – 10 a.m. 2<sup>nd</sup> Floor, Dyer Conference Room**

- Welcome and Introductions
- Breakout Group #1 – Overview and Purpose
- Instructions for Content Groups

**10 a.m. – 10:10 a.m. Break**

**10:10 a.m. – 11:45 a.m. Break into content groups to discuss and draft growth measures**

**Dyer Conference Room (West End): Elementary Teachers**

Facilitators: Kerri White and Kimberly Stormer  
Contributing Expert: Sara Snodgrass

**Dyer Conference Room (East End): Early Childhood (Pre-K/Kindergarten)**

Facilitator: Alicia Currin-Moore  
Contributing Experts: Teri Brecheen and Mark Sharp

**Phillips Room, 1<sup>st</sup> Floor: Special Education**

Facilitators: Tiffany Neill and Levi Patrick  
Contributing Experts: Dr. Rene Axtell and Craig Walker

**McCauley Room, 1<sup>st</sup> Floor: Reading Specialists and RTI**

Facilitator: Jennifer Wilkinson  
Contributing Experts: Penny Gooch, Karie Crews-St. Yves, and Christa Knight

**Room 141, 1<sup>st</sup> Floor: Counselors**

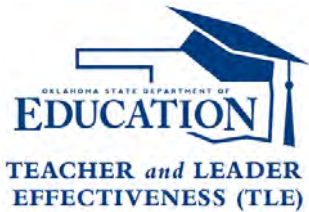
Facilitator: Iva Owens

**11:45 p.m. – 1:15 p.m. Lunch on Your Own**

**1:15 p.m. – 3 p.m. Return to content group to discuss and draft growth measures**

**3 p.m. – 3:30 p.m. Report back to whole group**

**3:30 p.m. Announcements/Wrap-Up**



**TLE Working Group #2:** Value Added/Student Growth Measures for Teachers of Non-Tested Grades/Subjects and Teachers without a Teaching Assignment

February 19, 2013  
Oklahoma Education Association  
323 East Madison, Oklahoma City, OK 73154

**AGENDA**

**9 a.m. – 10 a.m. 2<sup>nd</sup> Floor, Dyer Conference Room**

- Welcome and Introductions
- Breakout Group #3 – Overview and Purpose
- Instructions for Content Groups

**10 a.m. – 10:10 a.m. Break**

**10:10 a.m. – 11:45 a.m. Break into content groups to discuss and draft growth measures**

**Dyer Conference Room (West End): Secondary Teachers**

Facilitator: Desarae Witmer

Contributing Experts: Brianna Broersma and Teresa Tedder

**Dyer Conference Room (East End): Library/Media Specialists**

Facilitator: Melissa White

Contributing Expert: Alicia Currin-Moore

**Phillips Room, 1<sup>st</sup> Floor: CareerTech**

Facilitator: Jennifer Wilkinson

Contributing Expert: Kerri White

**McCauley Room, 1<sup>st</sup> Floor: Technology**

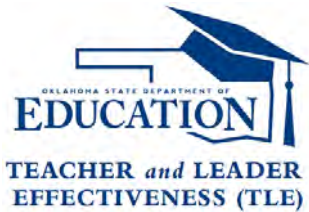
Facilitator: Iva Owens

Contributing Expert: Kerri White

**11:45 p.m. – 1:15 p.m. Lunch on Your Own**

**1:15 p.m. – 3 p.m. Return to content group to discuss and draft growth measures**

**3:30 p.m. Adjourn**



**TLE Working Group #2:** Value Added/Student Growth Measures for Teachers of Non-Tested Grades/Subjects and Teachers without a Teaching Assignment

March 5, 2013  
Oklahoma Education Association  
323 East Madison, Oklahoma City, OK 73154

**AGENDA**

**9 a.m. – 9:45 a.m. 2<sup>nd</sup> Floor, Dyer Conference Room**

- Welcome and Introductions
- Breakout Group #4 – Overview and Purpose
- Instructions for Content Groups

**9:45 a.m. – 12 Noon Break into content groups to discuss and draft growth measures**

**Dyer Conference Room (West End): Drama/Dance**

Facilitator: Ms. Laura McGee

**Dyer Conference Room (Center Section): Gifted and Talented**

Facilitator: Ms. Sara Smith

**Dyer Conference Room (East End): Instructional Coaches**

Facilitator: Ms. Alicia Currin-Moore

**Governance Conference Room (2<sup>nd</sup> Floor): Counselors**

Facilitator: Ms. Melissa White

**McCauley Room, 1<sup>st</sup> Floor: Nurses**

Facilitator: Dr. Kerri White

**Phillips Room, 1<sup>st</sup> Floor: Speech Pathologists and School Psychologists**

Facilitators: Craig Walker and Tricia Hansen

**12 Noon Adjourn**



## Teacher and Leader Effectiveness

### POINT PERSONS PLANNING MEETING: WORKING GROUP #2 (NTGS)

Wednesday, January 29, 2014

9:00 – 3:30 p.m.

Room 217, Hodge Building

**Presenters:** Dr. Kerri White, Asst. State Superintendent of Educator Effectiveness  
Dr. Jenyfer Glisson, Executive Director of TLE  
Susan Pinson, SLDS District Data and PD Liaison  
Ginger DiFalco, TLE Coordinator

**Purpose:** To determine information points and suggest strategies that will assist Working Group #2 participants in the development of final SAG (Student Academic Growth) recommendations for teachers of NTGS (Non-Tested Grades and Subjects); to create an agenda for the *Working Group #2 Reconvenes* meeting scheduled for February 5, 2014; to determine resources needed to support Working Group #2 participants and their work.

**Participants:** Point Persons as identified by group members

### AGENDA

9:00	Introductions Historical Timeline Document Review	Kerri White
9:30	VAM Overview	Kerri White
10:00	Other States' Experiences	Kerri White
11:30	Oklahoma Options?	Kerri White
11:45	Parking Lot Questions	Group
12:00	Lunch	On Your Own
1:00	<p style="text-align: center;"><i>WG #2 Reconvenes Agenda</i></p> <ul style="list-style-type: none"> <li>• Information Points?</li> <li>• Strategy Design?</li> <li>• Format/Structure?</li> <li>• Resources Needed?</li> </ul>	Jenyfer Glisson and Ginger DiFalco
2:00	Prof. Development: Training Design/Timeline?	Susan Pinson
2:45	Parking Lot Questions	Group
3:00	Closing Remarks	Kerri White



**TLE WORKING GROUP 2 RECONVENES (NTGS)**  
**February 5, 2014 – 9 a.m.**  
**Moore Norman Technology Center (MNTC)**

**Presenters:** Dr. Kerri White, Assistant State Superintendent of Educator Effectiveness  
 Dr. Jenyfer Glisson, Executive Director of Teacher and Leader Effectiveness (TLE)  
 Ginger DiFalco, TLE Coordinator

**Purpose:** To make final Student Academic Growth (SAG) recommendations for teachers of Non-Tested Grades and Subjects (NTGS).

AGENDA

9:00	Introductions and Historical Timeline	K. White
9:30	VAM Overview	K. White
10:00	Other States' Experiences and Examples	K. White/J. Glisson
10:30	Oklahoma Options	Small Group
11:30	<i>Exit Ticket: Group Response Worksheet</i> Lunch	On Your Own
12:30	Prof. Development and Next Steps	K. White
1:30	Content Area Key Considerations	Small Group
2:30	Key Considerations for Implementation	Large Group
3:00	Closing Remarks <i>Exit Ticket: Group Response Worksheet</i> Adjourn	K. White



## **TLE Working Group # 3: Value-Added Measures**

Agendas for Monthly Work Group Sessions

### **Agenda for October Work Group: October, 22 2013**

- Introduction and Housekeeping (10 minutes)
- Student Academic Growth Measures Overview (5 minutes)
- Value-Added Measures Intro and Discussion (40 minutes)
- Break (15 minutes)
- Value Added Perceptions: Collaborative FAQ (30 minutes)
- Building a Value-Added Model for Oklahoma (20 minutes)
- Prioritizing Work Group Decisions (15 minutes)
- Preparing for November Work Group and Closing (15 minutes)

### **Agenda for November Work Group: November 14, 2013**

- Updates from October Work Group
- Clarifications about Value-added calculations based on feedback
- Decision Point # 1: Accounting for Student Characteristics- which factors?
- Group Discussion about Student Characteristics
- Break
- Decision Point #2: Number of Prior Testing Years and Subjects
- Group Discussion about Prior Testing Years and Subjects

### **Agenda for December Work Group: December 10, 2013**

- Updates from November Work Group
- Decision Point #1: Reporting Overall Value-added Results
- Decision Point #2: Reporting Value-Added Results for Teachers with Multiple Subjects
- Break

- Decision Point #3: Reporting Value-Added Results for Subgroups of Students
- Small Group Discussion: Reporting Results to Teachers
- Decision Point #4: Input on Key Performance Thresholds

### **Agenda for January Work Group: January 13, 2014**

- Update on status of final pilot value-added model decisions
- Decision Point #1: Revisit- Accounting for student background characteristics
- Small Group Discussion: Accounting for student background characteristics
- Decision Point # 2: Minimum student requirement
- Decision Point #3: Addressing Grade Repeaters and Students with OMAAP scores
- Small Group Discussion: Minimum Student Requirement and Grade Repeaters/OMAAP Scores Policy
- Next steps/ upcoming engagement opportunities

**\* 1. Please list your district's name and complete address, including county.**

**District Name**

**Address:**

**City/Town:**

**State**

**ZIP:**

**County:**

**Email Address:**

**Phone Number:**

**\* 2. Please list the name of the district's superintendent and his/her contact information.**

Name

Phone Number

Alternate Number (for contact during the summer)

Email

Alternate Email (for contact during the summer)

**\* 3. Please list the name and contact information for 1-2 district employees who will be responsible for overseeing district implementation of the TLE.**

Name

Title

Summer Phone Number

Summer Email

Name

Title

Summer Phone Number

Summer Email

**\* 4. Please list three Career Tech centers that are nearest to your district. (beginning with the closest)**

1.

2.

3.

**\* 5. Please state the number of building principals, assistant principals, and other administrators responsible for evaluating teachers employed by your district.**

**\*6. Please state which teacher framework your district has selected for TLE implementation.**

- Danielson's Framework for Teaching
- Marzano's Causal Teacher Evaluation
- Tulsa's TLE Observation and Evaluation System

**\*7. 70 O.S. section 6-101.10 states, "except for superintendents of independent and elementary school districts and superintendents of area school districts, who shall be evaluated by the school district board of education, all certified personnel shall be evaluated by a principal, assistant principal, or other trained certified individual designated by the school district board of education."**

**If your district is an independent school district, an elementary school district, or an area school district, AND no other district employee meets the definition of "leader" then your district is not required to select a leader evaluation system at this time. (a leader is defined as "a principal, assistant principal or any other school administrator who is responsible for supervising classroom teachers." 70 O.S. section 6-101.16)**

**If you meet the above criteria, please complete this section. If you do not meet these criteria, please go to question 8.**

- This district is an independent school district, AND no other district employee meets the definition of "leader", therefore, a leader evaluation tool is not required at this time.
- This district is an elementary school district, AND no other district employee meets the definition of "leader", therefore, a leader evaluation tool is not required at this time.
- This district is an area school district, AND no other district employee meets the definition of "leader", therefore, a leader evaluation tool is not required at this time.
- This district does not meet this criteria.

**8. Please state the number of administrators responsible for evaluating leaders employed by your district. By statute, a leader is defined as "a principal, assistant principal or any other school administrator who is responsible for supervising classroom teachers." (70 O.S. section 6-101.16)**

**9. Please state which leader framework your district has selected for TLE implementation.**

- McREL's Principal Evaluation System
- Reeves Leadership Performance Matrix

**\*10. Are any of your district's administrators who are responsible for evaluating teachers or leaders on a 10-month or 11-month contract?**

- Yes
- No

**11. If you answered yes to question 10, please answer the following:**

What is the end date for the administrator's 10-month contract for the 2011-2012 school year?

What is the start date for the administrator's 10-month contract for the 2012-2013 school year?

What is the end date for the administrator's 11-month contract for the 2011-2012 school year?

What is the start date for the administrator's 11-month contract for the 2012-2013 school year?

**12. If you answered no to question 10, please answer the following:**

**For the 2011-2012 school year, what is your district's last contractual day for administrators?**

**\*13. What is your district's last day of instruction for the 2011-2012 school year?**

**\*14. For the 2012-2013 school year, what is your district's first contractual day for administrators?**

**\*15. What is your district's first day of instruction for the 2012-2013 school year?**

## **Value Added and Teacher Evaluation Rubric Correlations for Tulsa Public Schools, 2010-2011 School Year**

The Value Added Research Center at the University of Wisconsin performed correlation analysis on Tulsa Public Schools' teacher evaluation scores and value added scores for the 2010-2011 school year as a validity check for both measures. Value-added scores were provided by VARC's project with the District, and were identified by teacher ID, grade, and subject. Teacher evaluation scores, based on the District's evaluation rubric, were provided by the school district and were identified by teacher ID. The evaluation scores contained the score for each individual item on the evaluation rubric. Value-added scores were merged with teacher evaluation scores by teacher ID.

The value-added file contained 1255 teacher/grade/subject value-added scores and the evaluation rubric file contained 2274 teacher/grade/subject evaluation scores. The greater number of evaluation score results is due to the limited number of grade/subject combinations that are associated with a state exam. After merging, the file contained value-added and evaluation scores for 729 teacher/grade/subject combinations. There are several reasons why the merged sample is smaller than either of the individual measures. For example, a teacher might teach multiple grades and subjects that are associated with value-added scores, but might have only been evaluated in some of those grade/subject combinations. Unmerged evaluations are assumed to be missing at random with respect to the relationship with the other metric, so missing evaluations will not bias the results, but will reduce the precision of the correlations due to reduced sample size.

After merging, value-added scores and evaluation scores were correlated by grade and subject. Class-size was used as a weight for correlations to reflect the increased precision of value-added scores for larger class sizes. After correlating at the grade/subject level, correlations were summarized using a weighted average by number of teachers across grades and subjects. Individual grades/subject level correlations are sometimes imprecise due to low sample sizes, so the results summarized across grade and subject were reported.

The overall correlation between value-added and teacher evaluation scores using the Tulsa evaluation rubric, averaged across grades and subjects, is 0.23. This correlation is consistent with past correlational studies of prominent national models that measured the relationship between value-added scores and teacher observation scores, such as the 2010 study by Kane et. al. using Cincinnati data<sup>1</sup>. The full set of Tulsa's correlations is included in the attached spreadsheet.

<sup>1</sup> Kane, T. J., Taylor, E. S., Tyler, J. H., & Wooten, A. L. (2010). Identifying effective classroom practices using student achievement data. NBER working paper no. 15803. Cambridge, MA: National Bureau of Economic Research.

Content Area	Level: Elementary/ Middle or High School	N	Overall weighted average	Preparation: Plans for delivery of the lesson	Discipline: Clearly defines expected student behavior	Climate: Enforces orderly behavior throughout the school	Climate: Follows procedures to protect student safety	Lesson Plans: Develops daily lesson plans to achieve identified objectives	Assessment Patterns: Administers fair and objective-based assessments	Involves All Learners: Engages learners in active learning 80% or more of the time	Involves All Learners: Uses teaching strategies to address learning styles / multiple intelligences	Involves All Learners: Asks critical thinking questions and uses questioning techniques	Involves All Learners: Uses language that increases student awareness of learning	Involves All Learners: Requires participation of all students	Explains Content: Teaches the objectives through a variety of methods	Explains Directions: Clearly states directions that relate to the learning objectives	Models: Demonstrates the desired skill or process	Monitors: Moves around the room during guided practice
Math	E / M	174	<b>0.33</b>	0.35	0.28	0.22	0.11	0.28	0.36	0.31	0.30	0.29	0.18	0.26	0.24	0.25	0.24	0.35
Reading	E / M	187	<b>0.15</b>	0.21	0.20	0.02	0.05	0.13	0.12	0.15	0.16	0.19	0.19	0.15	0.09	0.13	0.18	0.03
Science	E / M	77	<b>0.27</b>	0.08	0.18	0.31	0.30	0.21	0.18	0.10	0.20	0.18	0.13	0.32	0.23	0.11	0.11	0.22
Social Studies	E / M	80	<b>0.27</b>	0.15	0.22	-0.12	0.21	0.20	0.13	0.19	0.05	0.37	0.28	0.29	0.20	0.20	0.31	0.35
Writing	E / M	86	<b>0.01</b>	0.10	0.10	-0.12	0.08	0.13	-0.04	0.02	0.23	0.10	0.04	0.13	0.05	0.25	0.02	0.00
English	HS	38	<b>0.29</b>	0.06	0.05	0.33	0.42	0.29	0.42	0.23	0.46	0.27	0.04	0.07	0.57	0.05	-0.03	0.19
Math	HS	49	<b>0.39</b>	0.39	0.38	0.44	0.29	0.19	0.35	0.20	0.42	0.27	0.43	0.17	0.36	0.50	0.32	0.28
Science	HS	18	<b>0.36</b>	0.47	0.18	0.02	0.21	0.39	0.25	0.51	0.35	0.75	0.25	0.32	0.30	0.20	0.11	0.19
Social Studies	HS	16	<b>0.42</b>	0.54	0.48	0.49	0.17	0.29	0.28	0.51	0.52	0.35	0.49	0.25	0.46	0.27	0.52	0.54
<b>Math Overall</b>		223	<b>0.34</b>	<b>0.36</b>	<b>0.30</b>	<b>0.27</b>	<b>0.15</b>	<b>0.26</b>	<b>0.36</b>	<b>0.28</b>	<b>0.33</b>	<b>0.29</b>	<b>0.24</b>	<b>0.24</b>	<b>0.27</b>	<b>0.30</b>	<b>0.26</b>	<b>0.33</b>
<b>Reading / English Overall</b>		225	<b>0.17</b>	<b>0.19</b>	<b>0.18</b>	<b>0.07</b>	<b>0.11</b>	<b>0.15</b>	<b>0.17</b>	<b>0.16</b>	<b>0.21</b>	<b>0.20</b>	<b>0.16</b>	<b>0.14</b>	<b>0.17</b>	<b>0.12</b>	<b>0.14</b>	<b>0.05</b>
<b>Elementary / Middle Overall</b>		608	<b>0.21</b>	<b>0.21</b>	<b>0.20</b>	<b>0.07</b>	<b>0.12</b>	<b>0.19</b>	<b>0.17</b>	<b>0.17</b>	<b>0.19</b>	<b>0.23</b>	<b>0.17</b>	<b>0.21</b>	<b>0.16</b>	<b>0.18</b>	<b>0.18</b>	<b>0.18</b>
<b>High School Overall</b>		121	<b>0.36</b>	<b>0.32</b>	<b>0.26</b>	<b>0.35</b>	<b>0.30</b>	<b>0.27</b>	<b>0.35</b>	<b>0.30</b>	<b>0.43</b>	<b>0.35</b>	<b>0.29</b>	<b>0.17</b>	<b>0.43</b>	<b>0.29</b>	<b>0.20</b>	<b>0.27</b>
<b>Overall</b>		729	<b>0.23</b>	<b>0.22</b>	<b>0.21</b>	<b>0.12</b>	<b>0.15</b>	<b>0.20</b>	<b>0.20</b>	<b>0.19</b>	<b>0.23</b>	<b>0.25</b>	<b>0.19</b>	<b>0.21</b>	<b>0.20</b>	<b>0.20</b>	<b>0.18</b>	<b>0.20</b>

Monitors: Uses different types of student response techniques	Monitors: Uses appropriate wait-time in questioning	Adjusts Based Upon Monitoring: Reinforces student effort with feedback	Adjusts Based Upon Monitoring: Has students to track effort / achievement	Adjusts Based Upon Monitoring: Provides feedback on instructional involvements	Adjusts Based Upon Monitoring: Responds to students' answers appropriately	Adjusts Based Upon Monitoring: Responds to students' questions appropriately	Adjusts Based Upon Monitoring: Primarily provides constructive feedback	Adjusts Based Upon Monitoring: Re-teaches unmastered content in different ways	Establishes Closure: Summarizes or teaches students to summarize new learning	Establishes Closure: Assesses mastery to determine if independent practice is appropriate	Student Achievement: Uses data to modify instruction and guide intervention strategies	Student Achievement: Recognizes student progress and achievement regularly	Student Achievement: Consistently adheres to IEPs and modifies assessments as needed	Professional Growth: Develops professionally to continuously improve instruction	Effective Communications: Interacts with families in a positive and professional manner	Effective Communications: Uses effective communication skills with students	Effective Communications: Collaborates with peers	Leadership: Engages in service to the school	Leadership: Participates in school and district projects	Leadership: Engages in service to the profession	Leadership: Advocates for students
0.28	0.20	0.25	0.29	0.34	0.25	0.21	0.33	0.26	0.24	0.30	0.28	0.21	0.09	0.09	0.11	0.21	0.15	0.24	0.20	0.13	0.13
0.08	0.15	0.07	0.05	0.11	0.17	0.17	0.17	0.13	-0.02	0.03	0.01	0.17	0.08	-0.05	0.08	0.21	0.02	0.03	-0.04	-0.06	0.02
0.37	0.01	0.17	0.23	0.23	0.18	0.21	0.21	0.15	0.00	0.03	0.22	0.34	-0.07	0.18	0.22	0.29	0.25	0.24	0.28	0.17	0.31
0.10	0.15	0.28	0.04	0.14	0.36	0.30	0.10	0.12	0.17	0.25	0.10	0.18	0.17	0.26	0.19	0.20	0.30	0.20	-0.03	0.08	0.22
0.09	0.13	0.02	-0.11	-0.12	-0.04	0.08	0.05	0.15	0.10	-0.06	-0.03	0.08	0.02	-0.23	-0.09	0.01	-0.16	-0.16	-0.25	-0.25	-0.13
0.32	0.21	0.27	0.23	0.13	0.08	0.25	0.09	0.18	0.15	0.16	0.14	0.21	-0.02	0.30	0.28	-0.02	0.19	0.40	0.41	0.41	0.38
0.35	0.27	0.17	0.27	0.31	0.38	0.33	0.34	0.21	0.44	0.17	0.39	0.38	0.33	0.18	0.19	0.11	0.43	0.21	0.12	0.34	0.22
0.49	0.23	0.47	0.27	0.44	0.17	0.64	0.17	0.45	0.52	0.17	0.55	0.23	0.19	0.14	0.13	0.07	0.40	0.15	0.01	-0.28	0.31
0.23	0.48	0.28	0.27	0.26	0.28	0.28	0.25	0.27	0.27	0.21	0.26	0.26	0.46	0.50	0.34	0.31	0.49	0.48	0.49	0.27	0.27
<b>0.30</b>	<b>0.22</b>	<b>0.23</b>	<b>0.29</b>	<b>0.33</b>	<b>0.28</b>	<b>0.24</b>	<b>0.33</b>	<b>0.25</b>	<b>0.29</b>	<b>0.27</b>	<b>0.30</b>	<b>0.25</b>	<b>0.13</b>	<b>0.11</b>	<b>0.13</b>	<b>0.19</b>	<b>0.21</b>	<b>0.23</b>	<b>0.18</b>	<b>0.18</b>	<b>0.15</b>
<b>0.12</b>	<b>0.16</b>	<b>0.10</b>	<b>0.08</b>	<b>0.12</b>	<b>0.15</b>	<b>0.18</b>	<b>0.16</b>	<b>0.14</b>	<b>0.01</b>	<b>0.06</b>	<b>0.03</b>	<b>0.18</b>	<b>0.07</b>	<b>0.01</b>	<b>0.11</b>	<b>0.17</b>	<b>0.05</b>	<b>0.09</b>	<b>0.03</b>	<b>0.02</b>	<b>0.08</b>
<b>0.17</b>	<b>0.14</b>	<b>0.16</b>	<b>0.12</b>	<b>0.16</b>	<b>0.18</b>	<b>0.18</b>	<b>0.19</b>	<b>0.17</b>	<b>0.10</b>	<b>0.12</b>	<b>0.12</b>	<b>0.19</b>	<b>0.07</b>	<b>0.03</b>	<b>0.10</b>	<b>0.19</b>	<b>0.10</b>	<b>0.12</b>	<b>0.04</b>	<b>0.01</b>	<b>0.09</b>
<b>0.34</b>	<b>0.28</b>	<b>0.26</b>	<b>0.26</b>	<b>0.26</b>	<b>0.24</b>	<b>0.35</b>	<b>0.22</b>	<b>0.24</b>	<b>0.34</b>	<b>0.17</b>	<b>0.32</b>	<b>0.29</b>	<b>0.20</b>	<b>0.25</b>	<b>0.23</b>	<b>0.09</b>	<b>0.36</b>	<b>0.30</b>	<b>0.24</b>	<b>0.26</b>	<b>0.29</b>
<b>0.20</b>	<b>0.16</b>	<b>0.17</b>	<b>0.14</b>	<b>0.18</b>	<b>0.19</b>	<b>0.21</b>	<b>0.20</b>	<b>0.18</b>	<b>0.14</b>	<b>0.13</b>	<b>0.15</b>	<b>0.21</b>	<b>0.09</b>	<b>0.07</b>	<b>0.12</b>	<b>0.17</b>	<b>0.15</b>	<b>0.15</b>	<b>0.07</b>	<b>0.06</b>	<b>0.12</b>



# **TLE Report to the Oklahoma State Board of Education**

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## **Implementation Update**

Laura McGee, Executive Director of TLE

6/27/2013

## **Introduction**

The most current educational research has shown that having an effective teacher in the classroom is the one variable that has the greatest impact on student learning. The Oklahoma State Department of Education (OSDE) and the Oklahoma State Board of Education understand this fact and have committed to giving teachers and leaders the tools they need to become the most highly skilled educators possible. Part of this commitment has been demonstrated through the on-going development and implementation of the Teacher and Leader Effectiveness Evaluation System (TLE), which was mandated through Senate Bill (SB) 2033 in 2010. Since that time strides have been made to change both the format and philosophy behind teacher evaluation in our state.

## **Implementation Timeline**

On May 29, 2013, Governor Fallin signed SB 426 into law after Superintendent Barresi and state legislators requested a two-year delay of full implementation of the entire TLE system. Districts have been given guidance from the Executive Director of TLE and should continue to move forward with the implementation of all portions of the TLE system based on the timelines that are clearly outlined in SB 426. In short, the qualitative components will be fully implemented in 2013-2014 as discussed below, and the quantitative components will be fully implemented in 2015-2016. A copy of the district timelines is attached.

## **Qualitative Components**

Throughout the 2012-2013 school year, districts piloted the qualitative evaluation frameworks for both teachers and leaders. Both the Marzano Causal Teacher Evaluation Model and the Tulsa Teacher and Leader Effectiveness frameworks were piloted for teachers while McREL and Marzano leader frameworks were introduced for principals. The Danielson evaluation framework for teachers

and the Reeve's framework for the evaluation of school leaders, although approved by the State Board of Education, were not piloted by any district during the 2012-2013 school year. They remain on the approved frameworks list and can be adopted by school districts in the future.

In-depth training on how to properly use the evaluation frameworks was provided by two entities last year. The Cooperative Council of School Administrators (CCOSA) trained principals and leaders on the Tulsa and McREL models while LearningSciences Inc. trained principals and leaders on the Marzano frameworks for both teachers and leaders. While training was funded through state funds last summer as a specific line item, districts will pay for the training of new administrators during the 2013-2014 school year using funds appropriated for professional development related to all state education reforms. A copy of the summer/fall 2013 training schedule along with the costs associated with the training of new evaluators is attached.

All qualitative evaluation frameworks must be implemented across the state in every school district during the 2013-2014 school year. The State will move from piloting these evaluation tools to fully implementing them in accordance with SB 426. The State Board of Education will continue to have the option of adopting additional evaluation frameworks that meet the State's criteria for viable evaluation tools.

### **District Feedback**

To gain vital information as to how piloting the new evaluation frameworks impacted districts this year, a survey was sent to superintendents in February 2013. Superintendents were asked to gather information from their leaders and report back to the TLE office at the OSDE. Three hundred twenty-seven responses were received.

The primary objective of the survey was to find out whether or not the evaluation frameworks were helping school leaders provide actionable feedback to educators while distinguishing between ineffective, effective, and highly effective personnel. When asked to what extent the new evaluation frameworks provide actionable feedback to teachers, ninety-three percent (93%) of respondents answered from average to a tremendous extent. Similarly, ninety-one percent (91%) of participants indicated that the frameworks provide actionable feedback to leaders from average to a tremendous extent. Ninety-one percent (91%) of district leaders stated that the frameworks distinguish between the effectiveness of teachers from average to a tremendous extent while eighty-nine (89%) percent indicated the frameworks distinguish between the effectiveness of leaders on a continuum from average to a tremendous extent. Overall, responses as to the ability of the frameworks to provide actionable feedback and distinguish the effectiveness of educators were overwhelmingly positive.

Perhaps the most powerful indication as to the impact the evaluation frameworks are having on instructional practice can be found in the individual responses many leaders gave. When asked, “What positive changes have resulted from the implementation of the qualitative portion of TLE for both teachers and leaders in your district,” one assistant superintendent responded, “Never in my 35 years as an educator have we had this much discussion of effective instruction. We have a common language across buildings. Professional Learning Communities have purpose and direction as we support each other in learning the new instructional model. Professionalism across the district is on the up-swing.” Another district leader stated, “The district has a clear understanding of what an effective teacher is. Teachers are beginning to see that their evaluation is based on their effectiveness, not on subjective aspects as in the past. We are developing a common language, which is critical in a large urban district.” A leader of a smaller district indicated that they “are seeing an increase in meaningful conversations and conferencing with teachers. It has opened the lines of discussion for growth that was lacking in our previous evaluation instrument. The rubric lays out the

expectations of an effective teacher, and outlines for the teacher the expectations of their administrator. It gets administrators into classrooms more often.” The principal of a small rural school stated, “I believe the accountability factor has risen for both teachers and leaders due to the TLE. In providing explicit guidelines within the rubric has caused us to be more conscientious of our day to day practices.”

District leaders were also asked to respond to this question, “What challenges are you facing as you implement the qualitative portion of TLE for both teachers and leaders?” Educators answered that while the evaluation frameworks are resulting in a greater focus on professional growth and development for both teachers and leaders, they do have concerns regarding the amount of time the TLE evaluation system takes to implement with fidelity. Principals must continue to rearrange their daily schedules to reflect the priority of being an instructional leader rather than a manager. While this is easily said, the reality of the day-to-day responsibilities a school leader faces is tremendous. Survey results clearly show that administrators are having difficulty implementing the qualitative portion with fidelity because so much more time must be spent on teacher observations, feedback, and evaluations. Leaders will certainly need continued training as to how they can meet the requirements of the TLE system without ignoring the other key components of their positions. Other than time being a challenge, some leaders did respond that funding is an issue as the responsibility now falls to the district to pay for TLE training.

Since SB 426 has been signed into law, districts will no longer have to complete evaluations of probationary teachers by the formerly established November and February deadlines. Instead, administrators will be required to provide feedback to probationary teachers at least once in the fall and once in the spring. Furthermore, Governor Fallin signed SB 207 into law calling for the evaluation of highly effective and superiorly ranked teachers on a bi-annual basis rather than yearly.

To address funding concerns, the State Board of Education approved funding for districts to provide professional development related to the State's education reform initiatives. This funding will assist districts in implementing many reforms including some of the costs associated with TLE training.

For the majority of school districts, however, the pilot year of the qualitative portion of TLE was successful in the leaders' eyes. Many instructional leaders have reported to the OSDE that changes that are occurring through the new evaluation frameworks are some of the most significant and meaningful advances in the profession that they have seen in years. Leaders are grateful for the two-year delay for the implementation of the quantitative components of the TLE so they can continue to focus on the qualitative framework implementation, which is already proving to be valuable professional growth tool.

### **Teacher Feedback**

In May of 2013, the TLE office asked teachers to respond to a ten-question survey regarding the impact that the new evaluation frameworks have had on instructional practice. Almost 5,500 teachers have responded to date. Once again, the goal of the survey was to solicit responses as to how the evaluation frameworks are changing educational practice within our schools on a day-to-day basis.

Teachers were asked, "To what extent has the new evaluation framework (Marzano/Tulsa) contributed to improved professional dialogue in your building?" Sixty-one percent (61%) of the teachers who responded to the survey indicated that the new framework adopted by their district has improved professional dialogue somewhat to a great deal. Throughout the 2013-2014 school year, leaders must continue to foster professional dialogue through Professional Learning Communities or team meetings. The evaluation instrument should lead educators onward in their quest for collaboration, research-based instructional strategies, effective classroom management techniques,

and intervention/enrichment driven by data. Feedback from the evaluation frameworks should lead to dynamic and meaningful professional conversations that are facilitated by instructional leaders in every school.

Sixty-nine percent (69%) of educators responded that the new evaluation framework has provided actionable feedback from an average amount to a tremendous extent. One teacher responded, “I believe the framework has provided a great deal of additional accountability for teachers in our schools. The feedback component is wonderful. I am appreciative of the constructive criticism provided.” Multiple educators indicated that the framework has opened the lines of communication between administrators and teachers.

When asked, “On a scale of 1-5, how informed do you feel as a result of the TLE training your administrators have provided to you this year,” eighty-six percent (86%) of respondents marked that they felt informed to extremely informed. It is imperative that teachers understand how they are being evaluated, not only by the qualitative framework(s), but also through the entire TLE system as it is implemented systematically throughout the next two years. More importantly, teachers must view the entire evaluation system as a roadmap for professional growth. As OSDE leaders and district administrators continue to train teachers on the TLE frameworks and evaluation system, focus should be that the TLE’s purpose is to highlight areas of strength, expose areas of weakness, and create a professional growth blueprint that will lead teachers to meaningful and relevant growth opportunities. The goal is to strengthen them as professional educators who will, in turn, cause students to succeed academically and emotionally. It is imperative that the evaluation instrument be used to inform instruction and that teachers view it as essential to their ability to provide the most rigorous and meaningful education to their students as possible.

Because the TLE is designed to lead teachers to better practice, additional focus must be placed on helping educators understand the connection between the evaluation tool and the day-to-day instructional strategies that are used by educators throughout our state. Teachers were asked, “To what extent has the new evaluation framework changed your teaching practices?” Fifty-seven percent (57%) of the teachers who responded indicated that their teaching practice had changed somewhat to a great deal due to the new evaluation tools. While more than half of the teachers surveyed indicated the TLE has changed instructional practice, clearly more work needs to be done in this area. Fundamentally, results from observations and evaluations must guide instructional practice while honing teachers’ skill sets.

While the majority of responses from teachers are positive in nature, five percent (5%) of respondents did express concerns. Many of these teachers said they were given no feedback throughout the year, the new framework was not implemented with fidelity, that principals did not train them properly, and that the new evaluation framework created fear and pressure rather than productivity. Administrators must implement the TLE evaluation system with integrity and purpose. Where teachers are not being evaluated correctly, the State Department of Education shall seek ways to better train administrators and district leaders. The OSDE is developing plans regarding how to best monitor the implementation of the TLE system as we move from piloting the qualitative component to full implementation.

The TLE office expects continued growth during the full implementation year of the qualitative frameworks. If teachers do not believe the new evaluation tools lead to professional growth, changes in instructional practice, or increased professional dialogue, the investment in the TLE evaluation system will not accomplish its intended purpose: to build educator capacity for improving student learning. The OSDE must continue to focus on building instructional leaders who are able to use the



results of teacher evaluations to improve practice and guide teachers to meaningful professional growth opportunities.

### **Recommended Professional Development/Training Focus for 2013-2014**

- Time management for school leaders – the art of delegating with a focus on instructional leadership
- Pointing educators to meaningful professional growth opportunities
- Increasing capacity of teachers/leaders
- Leading professional discourse for teachers/leaders
- Developing peer mentors
- Connecting Oklahoma Academic Standards to Teacher and Leader Effectiveness

### **Quantitative Components: Other Academic Measures**

A list of approved Other Academic Measures and district policy requirements were adopted in December 2012 by the State Board of Education. Other Academic Measures comprise fifteen percent (15%) of a teacher or leader's final evaluation score. According to SB 426, districts will pilot this portion of the quantitative component of TLE during the 2013-2014 school year. Districts may pilot at one site or throughout the entire district. Preliminary data will be reported back to the Oklahoma State Department of Education.

### **Quantitative Components: Roster Verification**

Roster Verification was piloted voluntarily by districts throughout the state this year. Linking students to their teachers appropriately is a critical step in the State's ability to calculate accurate, reliable, and meaningful value added reports for both teachers and administrators. While the Roster Verification process is valuable, it is rather time-consuming for data coordinators and other district personnel who work closely with student data entry. It is imperative that districts who did not pilot Roster Verification be pro-active by working with the OSDE to ensure data is correctly uploaded and complete before the spring of 2014. All training materials are available online on the Oklahoma State Department of Education Web site allowing districts to train teachers and staff at any point this year.

Business rules and guidance for Roster Verification need to be adopted by the State Board of Education in the near future. The State's value added analysis vendor and OSDE staff will work closely with the TLE Commission and State Board of Education to adopt rules that create consistency across the state.

### **Quantitative Components: Value Added Measures**

The Teacher and Leader Effectiveness evaluation system will include student growth data as thirty-five percent (35%) of a teacher or leader's total evaluation in the year 2015-2016. The State Department of Education submitted a Request for Proposals through the Office of Management and Enterprise Services Central Purchasing Division. A contract is expected to be awarded shortly. The value added analysis vendor will work alongside key stakeholders, OSDE staff members, the TLE Commission, and the Oklahoma State Board of Education to make business decisions regarding the value added model which will be used as part of the TLE evaluation system to demonstrate student growth and teacher/leader effectiveness.

The State will have the ability to run value added growth analysis and reports for teachers and leaders on a pilot basis. This will make it possible for the State Board to monitor growth calculations, make any necessary changes, and adjust the system to best meet the needs of the State before full implementation. Also, piloting this portion of TLE will allow educators to receive intensive training from the value added vendor and OSDE staff. Teachers and leaders, therefore, will be given the essential tools in understanding how to use value added reports to inform and change instruction before the growth calculations are used as part of evaluations.

# TLE Statewide Pilot Year Implementation

## Background Information

**\* 1. Please list your district's name and complete address, including county.**

**District Name:**

**Address:**

**City/Town:**

**State:**

**ZIP:**

**County:**

**\* 2. Please list your county-district code. (eg 55-1107)**

**\* 3. Please list the name of the district's Superintendent and his/her contact information.**

Name

Phone Number

Email

**\* 4. Please list the name and contact information for 1-2 district employees who will be responsible for overseeing district implementation of the TLE.**

Name

Title

Phone Number

Email

Name

Title

Phone Number

Email

**5. Please state the name of the person completing this survey and their contact information. (if different from #4)**

Name

Title

Phone Number

Email

## TLE Statewide Pilot Year Implementation

### \*6. Please answer the following:

Is your district considered rural, urban, or suburban?

Number of students enrolled in your district-

Number of teachers employed by your district-

Number of building principals, assistant principals, and other administrators responsible for evaluating teachers employed by your district-

Number of elementary schools-

Number of middle/Jr. high schools-

Number of high schools-

Number of alternative schools-

## Level of TLE Involvement

**\*7. Full implementation of the TLE is not required until 2013-2014; however, all districts will participate in a pilot TLE implementation in 2012-2013. To date, what actions, if any, has your district taken to transition to the new TLE requirements? Check all that apply.**

- Followed the work of the TLE Commission
- Followed the work of the State Board of Education
- Discussions with staff regarding State Board approved frameworks
- Attend informational meetings regarding TLE requirements
- Attend informational meetings regarding TLE approved frameworks
- Very little action has been taken by the district
- Other (please specify)

**\*8. Is your district currently using one of the approved teacher frameworks? (Tulsa's TLE, Marzano, Danielson)**

- Yes
- No

**9. If you answered yes to question 8, please answer the following:**

Which teacher framework is your district using?

How long has your district used this framework?

What format does your district use to conduct the observations?  
(paper/pencil, electronic device, combination)

## TLE Statewide Pilot Year Implementation

**\*10. Is your district currently using one of the approved leader frameworks? (McREL or Reeves)**

- Yes
- No

**11. If you answered yes to question 10, please answer the following:**

Which leader framework is your district using?

How long has your district used this framework?

What format does your district use to conduct the observations?  
(paper/pencil, electronic device, combination)

**12. Which of the following stakeholders will be involved in the framework decision making process? Check all that apply.**

- The Superintendent
- School board members
- Key central office administration
- Building level administrators throughout the district
- Teacher leaders throughout the district
- Teacher unions
- All teachers and administrators
- Community stakeholders

Other (please specify)

## District Guidance

**\*13. The State Department of Education in conjunction with each approved framework provider will conduct an overview of the TLE process, as well as an overview of each of the frameworks and what each provider has available to offer. Please indicated the type of presentation your district needs. (check all that apply)**

- Presentation regarding an overview of the TLE process
- Overview of the teacher frameworks
- Overview of the leader frameworks
- Other (please specify)

## TLE Statewide Pilot Year Implementation

**14. The State Department of Education is seeking input regarding teachers and leaders in grades and subjects for which there is no state-mandated testing measure to serve on committees that will provide suggestions to the TLE Commission regarding the 35% quantitative measures of the TLE. Please provide the names and email addresses of educators in your district who may be interested in providing input.**

Name	<input type="text"/>
Email	<input type="text"/>
Job Title (teacher (grade or subject area), counselor, librarian, administrator, other)	<input type="text"/>
Name	<input type="text"/>
Email	<input type="text"/>
Job Title (teacher (grade or subject area), counselor, librarian, administrator, other)	<input type="text"/>
Name	<input type="text"/>
Email	<input type="text"/>
Job Title (teacher (grade or subject area), counselor, librarian, administrator, other)	<input type="text"/>

**15. The State Department of Education is seeking input regarding the 15% portion of the quantitative assessment based on other academic measures. Please provide the names and email addresses of educators in your district who may be interested in providing input.**

Name	<input type="text"/>
Email	<input type="text"/>
Job Title (teacher (grade or subject area), counselor, librarian, administrator, other)	<input type="text"/>
Name	<input type="text"/>
Email	<input type="text"/>
Job Title (teacher (grade or subject area), counselor, librarian, administrator, other)	<input type="text"/>
Name	<input type="text"/>
Email	<input type="text"/>
Job Title (teacher (grade or subject area), counselor, librarian, administrator, other)	<input type="text"/>

Attachment 28: Pages from Comprehensive Needs Assessment

Oklahoma's Consolidated Application Workbook that is found in the online Grants Management System includes a Comprehensive Needs Assessment and Goals for improvement. A sample LEA's Comprehensive Needs Assessment is included.



Use the [Link to the Oklahoma Nine Essential Elements Performance Indicators](#) to conduct a comprehensive district needs assessment. Indicate the area of emphasis based on the nine essential elements for the 2013-2014 school year. Provide a brief summary of the consultation process and needs assessment results.

#### Academic Performance

Existing systems of academic student performance are analyzed and monitored.

- Curriculum - curriculum is rigorous, intentional, and aligned to state and local standards
- Classroom Evaluation/Assessment - multiple assessment strategies are used to monitor progress and modify instruction
- Instruction - varied research based practices are used to engage students and improve student academic performance

#### Learning Environment

School leadership establishes a climate that provides professional learning, student learning, community involvement, and support.

- School Culture - school/district functions as an effective learning community and supports a climate conducive to performance excellence
- Student, Family and Community Support - families and the community are active partners in the education process
- Professional Growth, Development and Evaluation - a professional learning community is established that includes all stakeholders who contribute to an effective learning environment

#### Efficiency

- Leadership - instructional decisions focus on support for teaching and learning
- Organizational Structure and Resources - all available resources are organized to support high student and staff performance
- Comprehensive and Effective Planning - school/district plan communicates clear purpose, direction, strategies and action steps that are focused on teaching and learning

#### Summary

Provide a brief summary of the needs results of the district needs assessment. (2310 of 2500 maximum characters used)

In addition to the evaluation of CRT and EOI results, the Oklahoma Nine Essential Elements, the WISE Planning Tool, and the Oklahoma School Climate Survey were used as the survey instrument and the responses were kept strictly anonymous to enhance validity. This year's survey results indicated a need to address the specific indicators listed below. Indicator 2.03 - All teachers design units to include pre- and posttests that assess student mastery of standards-based objectives. -- The district has invested heavily in mapping to the CCSS and is ready for full implementation of Common Core. We have initiated benchmark assessments at virtually every grade level with the use of EduSoft Benchmark software and began using ACUIY Benchmark assessments last school year. Curriculum and Instructional teams are in place to aid in this process. Indicator 2.04 - Students can articulate the academic expectations in each class and know what is required to be proficient. -- Teachers continue to rate this element relatively low and the district has taken steps to ensure that all students know what is expected of them in each class setting. More emphasis will be placed on academic vocabulary, PASS and Common Core State Standards, and CRT and EOI assessments. The District is engaged in an initiative to provide benchmark assessments in every core subject and feedback to students and parents is a priority. Indicator 3.08 -- All teachers assign purposeful home work and provide timely feedback to students. Indicator 5.01 - Families and communities are active partners. The District has taken huge steps forward in implementing programs designed to bring community members to our schools. The "Reading and Arithmetic Mentorship Program (RAMP) has been implemented at various school sites and brings community members to our schools for mentoring and tutoring programs. Additional emphasis will be placed on efforts to include more parents in this program this year. Indicator 5.03 - School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement. Indicator 8.07 - School leadership collaborates with district leadership to provide increased opportunities to learn such virtual courses, dual enrollment opportunities and work-based internships.

#### Consultation

Describe the district process to consult with all stakeholders in determining needs and developing, implementing, and evaluating the district plan. ([count] of 2500 maximum characters used)

District Administrators, Principals, Teachers, Parents, and Students are involved in collaborative efforts to improve instruction and student progress. All stakeholders participate in annual needs assessments and planning by serving on Title I, Safe School, Professional Development and Indian Education Parent Committees. The Oklahoma Nine Essential Elements along with the WISE Planning Tool and various surveys such as the OPNA Survey and the Oklahoma School Climate Survey were used as the survey instruments and the responses were kept strictly anonymous to enhance validity. School Administrators and Directors meet monthly with Principals and the Superintendent meets weekly with Directors to discuss school improvement needs. Curriculum teams are in place at each school site to meet with the Directors of Curriculum, Federal Programs, Special Services and the Superintendent to implement vigorous efforts in the planning of effective and specific professional development as well as the development and alignment of curriculum. Planning Teams are in place to move to full implementation of Common Core Standards. Using data to identify needs and to drive instruction, intervention, and professional development is an ongoing process and occurs daily throughout the District. Periodic reporting of benchmark results at all grade levels occurs to ensure that principals and teachers are monitoring progress and implementing strategies properly.

#### Consultation Team Members

Please list the members of the district consultation team and their areas of representation. For example: teachers, parents, community members, administrators, federal program representatives, etc. (1062 of 2500 maximum characters used)

██████████ (Superintendent) ██████████ (Federal Programs Director) ██████████ (Curriculum Director) ██████████ (Special Services Director) ██████████ (Testing Director) ██████████ (Technology Director) ██████████ (Indian Education Director) ██████████ (ELL/Parental Involvement) ██████████ (H.S. Principal) ██████████ (Jr. High Principal) ██████████ (Elem. Principal) ██████████ (Elem. Principal) ██████████ (Elem. Principal) ██████████ (Elem. Reading Specialists and Instructional Facilitators) ██████████ (Secondary Language Arts) ██████████, (Elementary Math Interventionist) ██████████ (Secondary Mathematics) ██████████ (Early Childhood) ██████████ (United Way) ██████████ (Families First) ██████████ (Nation) ██████████ (Boys and Girls Club) Parents, Business leaders, and community agency members from across the city and district in collaboration with all of the above.

Needs Assessment Checklist for Consolidated Federal Programs

Place a check next to each category identified as a district priority need for supplemental federal funds.

Targeted Population Categories

- All Students
- Students with Disabilities
- Economically Disadvantaged
- Limited English Proficiency
- Early Childhood
- Immigrant
- Neglected or Delinquent
- Homeless
- Racial/Ethnic Groups
- Substance Users
- Youth At Risk of Dropping Out
- Perpetrators of Violence

Student Academic Areas

- Reading/Language Arts
- English Language Acquisition
- Technology Literacy
- Math
- Early Childhood Education
- Other

Teacher Quality

- Equitable Distribution of In-experienced Teachers
- Highly Qualified Teachers
- Teachers to Reduce Class size (particularly in early grades)
- Qualified Paraprofessionals
- Teachers in Shortage Areas
- Unqualified or Out-of-Field Teachers
- Hiring and Retaining Highly Qualified Personnel
- Other

Professional Development

- Implementing Core Curriculum Standards Priority Academic Student Skills (PASS)
- Instructional Skills and Strategies
- Using Data to Improve Instruction
- Standards-Based Assessment
- Instructional Coaching/Mentoring
- Instructional Teaming
- Effective Classroom Use of Technology
- Intervention
- Working with Parents
- Classroom Management
- Differentiated Instruction
- Other

Categories Identified for Educational Improvement

- Academic Achievement Intervention
- Materials
- Implementation of Best Practice Models
- Curriculum Alignment
- Programs for Specific Student Populations
- School Safety/Health Programs
- Adult/Family Literacy
- Activities from Menu of Interventions
- Other
- Curriculum Technology Integration
- Education Reform and School Improvement
- Frequent Monitoring of Student Achievement
- Parent/Community Involvement
- Student Health Services
- School Climate/Environment
- Community Service Programs
- Other

Does this district have participating private nonprofit school information to enter?

Yes  No

SAMPLE

**Goal #1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

The district must select interventions and activities that are based on the needs assessment and evidence of effectiveness.

Annual Measurable Objective(s) to Meet Goal (279 of 1500 maximum characters used)

Increase all student subgroup reading and math scores to at least that of the Regular Education student subgroup. Achieve grades of A's and B's in reading and math assessments according to Oklahoma's A-F Grading System. Continue to test at least 95% of students in each subgroup.

Programs, Strategies, Activities to Achieve Objective(s) (Maximum 500 characters per Activity.)

Indicate the Title Program funding Source(s) for Each Listed Activity

I IIA III REAP RLIS Other

Provide Reading Specialists at all Title I sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide Curriculum Team Leaders at all Title I sites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide Instructional Facilitators in grades K-6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide student Benchmark Assessments in reading, language arts and math.and the necessary professional development for teachers to guide instruction and intervention based on the evaluation of assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide materials and programs such as Accelerated Reader, Accelerated Math, Read Naturally, Smart Tutor, and Voyager for supplemental intervention and remediation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programs, Strategies, Activities to Achieve Objective(s) (Maximum 500 characters per Activity.)

Indicate the Title Program funding Source(s) for Each Listed Activity

I IIA III REAP RLIS Other

Provide Highly Qualified teachers to administer intervention and extended day programs for K-12 students who are identified as at risk of not making adequate progress in reading, language arts, and math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide technology hardware/software for individual, classroom, and lab based instruction in reading and math. The use of technology is designed to be used as an effective tool to identify, organize, and meet the individual needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide professional development opportunities for teachers in reading, language arts and math. Emphasis placed on Best Practices, Classroom Management, Curriculum Alignment, Differentiated Instruction, and Data Analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide more opportunities for teachers to engage in peer observation and mentoring programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Goal #2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

The district must select interventions and activities that are based on the needs assessment and evidence of effectiveness. All districts MUST address this goal. If there are no LEP students in the district at this time, what would be the process should the need occur.

Annual Measurable Objective(s) to Meet Goal (306 of 1500 maximum characters used)

Show progress in LEP student assessment scores in grades K-12 by increasing 1 or more levels of proficiency. Achieve grades of A's and B's in reading and math assessments according to Oklahoma's A-F Grading System. Show a 5% gain in the number of LEP students scoring proficient on CRT and EOI assessments.

Programs, Strategies, Activities to Achieve Objective(s) (Maximum 500 characters per Activity.)

Indicate the Title Program funding Source(s) for Each Listed Activity

I IIA III REAP RLIS Other

Provide Instructional Facilitators in grades K-6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide Reading Specialists at all Title I sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide more opportunities for parental involvement and improve home and school communication through the work of the District ELL Coordinator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide additional teacher training on the LIPDP and LIEP's.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide Highly Qualified teachers to administer intervention and extended day programs for K-12 students who are identified as at risk of not making adequate progress in reading, language arts, and math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programs, Strategies, Activities to Achieve Objective(s) (Maximum 500 characters per Activity.)

Indicate the Title Program funding Source(s) for Each Listed Activity

I IIA III REAP RLIS Other

Provide materials and programs such as Accelerated Reader, Accelerated Math, Read Naturally, Smart Tutor, and Voyager for supplemental intervention and remediation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expand Language Instruction Programs and Plans for ELL students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide student Benchmark Assessments in reading, language arts and math and the necessary professional development for teachers to guide instruction and intervention based on the evaluation of assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE

**Goal #3: All students will be taught by highly qualified teachers.**

The district must select interventions and activities that are based on the needs assessment and evidence of effectiveness.

**Goal 3a - Highly Qualified Teachers**

Percent of Core Classes Taught by Highly Qualified Teachers  %

**Goal 3b - Professional Development**

Percent of Teachers Receiving High Quality Professional Development  %

Annual Measurable Objective(s) to Meet Goal(s) (452 of 1500 maximum characters used)

Continue to be 100% Highly Qualified and provide high quality, ongoing and sustainable professional development for every teacher. The District will continue to develop professional development for teachers and staff based on needs assessments and evaluation of student achievement data. More emphasis will be made to attract and recruit more Highly Qualified teachers to alleviate teacher shortages in high demand subject areas and Special Education.

1. List strategies to ensure that all teachers are highly qualified. If the district is 100% highly qualified, how will the district recruit and retain highly qualified teachers?
2. List strategies the district will use to ensure that teachers will receive high quality professional development.

Programs, Strategies, Activities to Achieve Objective(s) (Maximum 500 characters per Activity.)

Indicate the Title Program funding Source(s) for Each Listed Activity

I IIA III REAP RLIS Other

Use of Highly Qualified Credentialing System to ensure all teacher recruits or applicants are Highly Qualified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continue to use funding for testing for teachers who desire to attain additional certification and Highly Qualified status in core courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with novice school administrators to enhance their knowledge and skills when developing professional development plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expand creative opportunities for community members (and higher education professors) to provide high quality professional development for teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expand efforts of collaboration with state's higher ed teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Goal #3: All students will be taught by highly qualified teachers.**

The district must select interventions and activities that are based on the needs assessment and evidence of effectiveness.

**Goal 3c - Equitable Distribution**

The district will ensure that low-income students and minority students are not taught at higher rates than other students by unqualified, out of field, or inexperienced teachers.

**Annual Measurable Objective(s) to Meet Goal (484 of 1500 maximum characters used)**

Continue to examine the Equitable Distribution of teachers. The [redacted] School System is made up of Grade Centers. Therefore, no two schools serve the same grade levels. However, should the District see an inequitable distribution occur when less experienced teachers are assigned to a particular site and that site has higher poverty rates than others, the District will re-assign teachers to alleviate the issue. In addition, the District will continue to be 100% Highly Qualified.

List strategies the district will use to ensure that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

**Programs, Strategies, Activities to Achieve Objective(s) (Maximum 500 characters per Activity.)**

Indicate the Title Program funding Source(s) for Each Listed Activity

I IIA III REAP RLIS Other

Use data and reporting systems to analyze highly qualified teacher information and school site/student demographics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continue to use funding for tutorials and testing for teachers who desire to attain additional certification and Highly Qualified status in core courses.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify where inequities in teacher assignments exist and re-assign teachers to other school sites when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review school-level data on teacher turnover to identify characteristics of teachers who have left.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruit and retain Highly Qualified experienced teachers by collaborating with local colleges. Holding job fairs and using teacher.teacher.com for identifying highly qualified teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This request has been submitted. No more updates will be saved.

Goal #3: All students will be taught by highly qualified teachers.

Each district must complete the chart below using the information from the NCLB site report card, district personnel records, the Application for Accreditation, and the most recent October Low-Income Student Count Report.

Definition: Experienced teachers are considered those core content area teachers with 3+ years of teaching experience. A teacher who has 0-3 full years of classroom teaching experience is not considered experienced for the purpose of this report.

Site Names	Grade Span	Is the site identified as a Priority, Focus, or Targeted Intervention site?	Percentage of Low-Income Students Aged 5-17	Percentage of Minority Students Aged 5-17	Number of Experienced Teachers	Number of Inexperienced Teachers
[REDACTED]	EC-KG	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	83.82	<input type="text" value="59"/>	<input type="text" value="34"/>	<input type="text" value="2"/>
[REDACTED]	01-03	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	69.93	<input type="text" value="59"/>	<input type="text" value="34"/>	<input type="text" value="4"/>
[REDACTED]	01-05	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	72.02	<input type="text" value="54"/>	<input type="text" value="33"/>	<input type="text" value="7"/>
[REDACTED]	05-06	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	64.59	<input type="text" value="56"/>	<input type="text" value="37"/>	<input type="text" value="4"/>
[REDACTED]	07-09	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	62.64	<input type="text" value="56"/>	<input type="text" value="54"/>	<input type="text" value="10"/>
[REDACTED]	10-12	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	50.13	<input type="text" value="46"/>	<input type="text" value="46"/>	<input type="text" value="0"/>

SAMPLE



**Goal #4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

The district must select interventions and activities that are based on the needs assessment and evidence of effectiveness. All districts MUST address this goal even if no federal funds will be used in FY2014.

Annual Measurable Objective(s) to Meet Goal (554 of 1500 maximum characters used)

Increase the number of opportunities for teacher and parent communication on a one-to-one basis. Develop district wide Character Education Programs. Increase the number of students participating in drug, alcohol, and tobacco awareness programs. Reduce the instances of illegal substance abuse. Create additional education programs on the dangers of over-the-counter and prescription drug use. Place special emphasis on the illegal use of tobacco. Reduce suspensions resulting from drug, alcohol, tobacco, bullying, and fighting at all school sites.

Programs, Strategies, Activities to Achieve Objective(s) (Maximum 500 characters per Activity.)

Indicate the Title Program funding Source(s) for Each Listed Activity

I IIA III REAP RLIS Other

Continue the district's Activity Student Drug Use Testing Program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continue collaborative efforts with the Department of Human Services to reduce truancy and increase parental awareness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expand the "Cool Cougar Character" program to include all sites. The program is designed to recognize and reward students for exceptional behavior and positive character traits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use Character Counts and Character First programming to help create a climate that provides rewards and incentives for appropriate behavior and academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement the F.A.T.E. (Fighting Addiction Through Education) and continue "TND" (Towards No Drugs) and the Pontotoc County Drug Free Coalition (PCDFC) programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programs, Strategies, Activities to Achieve Objective(s) (Maximum 500 characters per Activity.)

Indicate the Title Program funding Source(s) for Each Listed Activity

I IIA III REAP RLIS Other

Enforce new policy on the use of tobacco on campuses (ex. 24/7 Policy).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE

**Goal #5: All students will graduate from high school.**

The district must select interventions and activities that are based on the needs assessment and evidence of effectiveness. For K-8 districts, please address how all students will be prepared to transition to high school.

Annual Measurable Objective(s) to Meet Goal (205 of 1500 maximum characters used)

Increase attendance rates at all school sites by at least 1%. ---Increase graduation rates by 5%. ---Reduce drop-out rates. ---- Use Historical Cohort Data to evaluate student dropouts and graduation rates.

Programs, Strategies, Activities to Achieve Objective(s) (Maximum 500 characters per Activity.)

Indicate the Title Program funding Source(s) for Each Listed Activity

I IIA III REAP RLIS Other

Provide tutors and programs designed to improve the quality of extended day instruction for those students identified as at risk of dropping out of school.

b  e  e  e  b  b

Provide benchmark assessments in reading, language arts, and math in grades K-12 to better identify and more quickly intervene with those students who are at risk.

b  e  e  e  b  b

Service Learning programs and projects designed to encourage school, home, and community involvement.

e  e  e  e  e  b

Use of School Messenger Alert Service to more quickly notify parents/guardians when students are identified with unexcused absences.

b  e  e  e  b  b

Expansion of Peer Observation and Mentoring programs designed to increase effectiveness of classroom management and best practices models.

b  e  e  e  b  b

Programs, Strategies, Activities to Achieve Objective(s) (Maximum 500 characters per Activity.)

Indicate the Title Program funding Source(s) for Each Listed Activity

I IIA III REAP RLIS Other

Evaluate the effectiveness of "Advisory" periods aimed at improving and developing meaningful teacher/student relationships with those students identified as at risk of dropping out of school.

e  e  e  e  e  b

Supplemental instruction in summer school for students in grades K-12 who are in danger of failing in reading, math, and language arts.

b  e  e  e  e  b

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

e  e  e  e  e  e

### AMO Impact Data

This report shows the number and percentage of schools that would meet AMOs using the criteria proposed in Section 2.B.  
 This report is a simulation based on 2010-11 and 2011-2012 data.

**School Type by Math AMOs\*\***

			Percentage of Possible Math AMOs met										Total	
			0 - 9%	10 - 19%	20 - 29%	30 - 39%	40 - 49%	50 - 59%	60 - 69%	70 - 79%	80 - 89%	90 - 99%		100%
School Type	Elementary	Count	134	24	45	21	26	37	50	40	93	2	153	625
		% within School Type	21.4%	3.8%	7.2%	3.4%	4.2%	5.9%	8.0%	6.4%	14.9%	.3%	24.5%	100.0%
	Middle School	Count	142	34	48	25	20	35	58	42	70	1	117	592
		% within School Type	24.0%	5.7%	8.1%	4.2%	3.4%	5.9%	9.8%	7.1%	11.8%	.2%	19.8%	100.0%
	High School	Count	53	5	7	9	3	11	11	17	32	1	146	295
		% within School Type	18.0%	1.7%	2.4%	3.1%	1.0%	3.7%	3.7%	5.8%	10.8%	.3%	49.5%	100.0%
Total		Count	329	63	100	55	49	83	119	99	195	4	416	1512
		% of Total	21.8%	4.2%	6.6%	3.6%	3.2%	5.5%	7.9%	6.5%	12.9%	.3%	27.5%	100.0%

**School Type by Reading AMOs\*\***

			Percentage of Possible Reading AMOs met										Total	
			0 - 9%	10 - 19%	20 - 29%	30 - 39%	40 - 49%	50 - 59%	60 - 69%	70 - 79%	80 - 89%	90 - 99%		100%
School Type	Elementary	Count	141	44	62	21	31	48	54	36	83	2	103	625
		% within School Type	22.6%	7.0%	9.9%	3.4%	5.0%	7.7%	8.6%	5.8%	13.3%	.3%	16.5%	100.0%
	Middle School	Count	123	37	38	27	27	36	59	39	89	2	110	587
		% within School Type	21.0%	6.3%	6.5%	4.6%	4.6%	6.1%	10.1%	6.6%	15.2%	.3%	18.7%	100.0%
	High School	Count	16	2	6	4	5	5	10	12	38	2	217	317
		% within School Type	5.0%	.6%	1.9%	1.3%	1.6%	1.6%	3.2%	3.8%	12.0%	.6%	68.5%	100.0%
Total		Count	280	83	106	52	63	89	123	87	210	6	430	1529
		% of Total	18.3%	5.4%	6.9%	3.4%	4.1%	5.8%	8.0%	5.7%	13.7%	.4%	28.1%	100.0%

**School Type by Attendance AMOs**

			Met AMO?	
			No	Yes
School Type	Elementary	Count	0	623
		% within School Type	0%	100.0%
	Middle School	Count	0	520
		% within School Type	0%	100.0%
	High School	Count	0	286
		% within School Type	0%	100.0%
Total		Count	0	1429
		% of Total	0.0%	100.0%

**Graduation AMO\***

		Met AMO?		Total
		No	Yes	
Total	Count	45	289	334
	Percentage	13.5%	86.5%	100.0%

\* Graduation AMO is for the ALL students subgroup only

\*\* The formula used to convert raw AMO scores to a scale score was as follows:

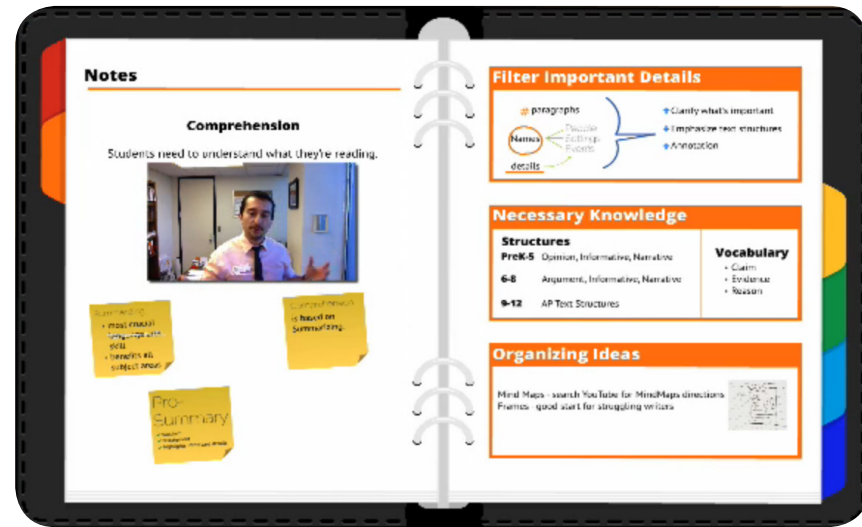
$$(20 + (\text{raw score} - 1) * 30)$$

Scores were rounded up to the next whole number

## PD on Your Plan: *Live!*

Currently in pilot status, *Live!* will be an online, professional development project with the aim of delivering:

- practical instruction strategies,
- support,
- resource demonstrations,
- and more depending on the participants' requests.



Each PDOYP: *Live!* session will be 30 minutes in length and streamed online. Sessions will occur fifteen minutes into every hour between 9 AM and 5 PM to allow educators the opportunity to login and participate during their planning period or after school.

Sessions are also recorded – audio and video – and eligible for online rebroadcast. This allows for participants to review each session, and anyone unable to participate in the live sessions can also benefit from the learning experience at their convenience.

Interaction will be an important aspect of the PDOYP: *Live!* project and will be achieved through online tools such as Join.Me, Google Apps, USTREAM, and Uber Conference. While we continue to refine the process, we are seeking participant feedback on the most helpful and seamless tools for PDOYP.

ELAOK presents  
**PD On Your Plan:**  
**Let's Talk Writing! Session 1**

**A Writing, Step 1**  
 The first step to composing a passage-based written response - comprehending the text. Summarizing is a practical strategy for demonstrating comprehension.

Summary Techniques: [SWBS | GIST | JABS | APE](#) | Josh's Evernotebook of Instructional Practices: [Evernote.com/pub/mjflores/instructionalpractices](#)

**B Marzano's Research**  
[\(good.org/publications/educational-leadership/mar10vol67num04/Summarizing-to-Comprehend.aspx\)](#)

<b>Topic</b> Comprehension ✓ the level of understanding of a skill or idea ✓ summarization demonstrates understanding	<b>Skill</b> Summarization ✓ beneficial for all subjects <b>Well-developed summaries are:</b> ✓ succinct and in your own words ✓ focus on important details ✓ addresses text-structures
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**C Resources**  
 I. Oklahoma State Department Office of Assessment - [OK.gov/oktest/support/teachers\\_and\\_administrators](#)  
 II. NEWS-ELA - [NewsELA.com](#)  
 III. Find-a-Book - [finda.com/finda/book](#)  
 IV. Mid-Del passage-based writing practice prompts - [mid-del.net/education/composers/36/mgr/del/6/plus?act=detail&id=50638&filter=222&showDoc](#)

## PD on Your Plan: *In Class!*

Currently under development, *In Class!* will be an online, professional development project with the aim of delivering:

- classroom examples of practical instruction strategies,
- “teacher talk” explaining why instructional choices were made,
- resource demonstrations,
- and more depending on the participants' requests.



Each PDOYP: *In Class!* session will be approximately 30 minutes in length and available online 24/7. OSDE aims to offer new sessions each month.

## PD on Your Plan: *How I Teach!*

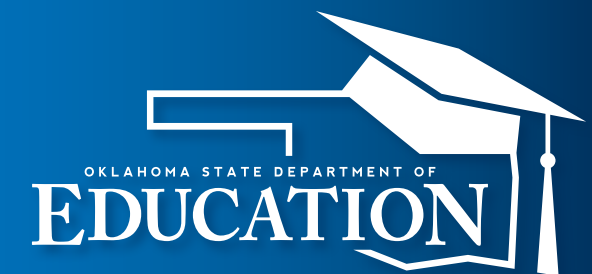
Currently under development, *How I Teach!* will be an online, professional development project with the aim of delivering:

- philosophies of instruction from some of Oklahoma's most effective and innovative teachers,
- strategies for converting philosophy into classroom practice,
- resource suggestions and reviews,
- and more depending on the participants' requests.

Each PDOYP: *How I Teach!* experience will be designed so that it can be reviewed in approximately 30 minutes. Resources, documents, interviews, and teacher philosophies will be available online 24/7, in video, audio, or print media. OSDE aims to offer new experiences each month.



# PD on your Plan



## PD on Your Plan

### OVERVIEW

**PD on Your Plan** (PDOYP) delivers research-based strategies for effective instruction through a variety of web-based technologies. PDOYP provides professional learning experiences – often referred to as professional development (PD) – in a format that teachers and administrators can access conveniently during their planning periods, team meetings, before or after school, or even from home.

Bringing together staff from multiple offices at the Oklahoma State Department of Education (OSDE), classroom teachers, administrators, curriculum experts, higher education faculty, and other stakeholders, PDOYP explores best practices for improving the effectiveness of educators as they implement the Oklahoma Academic Standards and other statewide initiatives.

PDOYP will model authentic blended learning for educators, providing material for cooperative learning among both on-site and virtual professional learning communities. PDOYP will break the mold of traditional professional development, overcoming site and district barriers such as geography, communication, department size, and available resources.

Four initial formats of PDOYP have been envisioned, with ongoing conversation about future expansion that will capitalize on synchronous and asynchronous blended learning. PDOYP: *On the Line!*, PDOYP: *Live!*, PDOYP: *In Class!*, and PDOYP: *How I Teach!* offer a variety of approaches to professional development. PDOYP: *On the Line!* and PDOYP: *Live!* are interactive experiences with participants from across the State simultaneously engaging in discussions, while PDOYP: *In Class!* and PDOYP: *How I Teach!* include pre-recorded videos or pre-published documents that can easily be reviewed and discussed locally in a short period of time.

An extra benefit of PDOYP comes as a result of the online nature of the learning experiences. Participants are provided with an interactive demonstration of various web-tools, resources, and sites to integrate into their instruction as they see fit.



### FORMATS

#### PD on Your Plan: *On the Line!*

- 30-45 minute, live sessions on the phone supported by online documents
- Sessions offered once per hour throughout the day
- Participation via conference call and web-based collaborative documents

#### PD on Your Plan: *Live!*

- 30 minute sessions streamed live online
- Sessions offered once per hour throughout the day
- Participation via conference call and web-based collaboration tools on computers, smart phones, and tablets
- Recorded and available online 24/7 for teachers to watch at their convenience

#### PD on Your Plan: *In Class!*

- Oklahoma educators in action, in the classroom
- Recorded activities and guiding narration available online 24/7 for teachers to watch at their convenience

#### PD on Your Plan: *How I Teach!*

- Questionnaire-based case studies of Oklahoma educators
- Focused on the creativity, uniqueness, and teaching process of individuals
- Video Interview (optional) and published items available online 24/7 for teachers to watch at their convenience

### ACCESS

Registration for PDOYP: *On the Line!* and PDOYP: *Live!* sessions as well as access to recorded sessions will be available through the OSDE website and through a dedicated site: [www.PDonYourPlan.com](http://www.PDonYourPlan.com). In addition, searchable media such as YouTube and Vimeo will host selected recorded sessions that are likely to benefit a wider audience than those who frequent the dedicated sites.

### FOCUS

The focus of each PDOYP session will be determined by educator feedback and statewide data trends. Based on current information, initial sessions will focus on implementation of the Oklahoma Academic Standards using practices of effective teaching as measured by the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE).



Scan with RedLaser

#### LEARN MORE

[www.PDonYourPlan.com](http://www.PDonYourPlan.com)

### IMPLEMENTATION TIMELINE

#### 2012-2013 Visioning Phase

September 2013 – Pilot PDOYP: *On the Line!*

October 2013 – Pilot PDOYP: *Live!*

November 2013 – Acquire additional hardware, software, resources, and tools for scaling agency wide

December 2013 – Pilot PDOYP: *In Class!*

January-March 2014 – Expand PDOYP: *On the Line!* and PDOYP: *Live!* to divisions across the agency

February 2014 – Pilot PDOYP: *How I Teach!*

February-April 2014 – Expand PDOYP: *In Class!* to divisions across the agency

March 2014 – Pilot invitations to School Districts to contribute to PDOYP

April-June 2014 – Expand PDOYP: *How I Teach!* to divisions across the agency

May-July 2014 – Expand invitations to School Districts to contribute to PDOYP

July 2014 – Launch PDOYP at Vision2020, the OSDE's Summer Conference for Educators

### PD on Your Plan: *On the Line!*

Currently in pilot status, *On the Line!* will use both phone conferencing and online, collaborative documents with the aim of delivering:

- deeper understanding of state standards,
- translation of exemplar documents into instructional practices,
- collaborative editing of resources,
- and more depending on the participants' requests.

Each PDOYP: *On the Line!* session will be 30-45 minutes in length. Sessions will occur either fifteen minutes into every hour or half past every hour between 9:00 AM and 5:00 PM to allow educators the opportunity to call in and participate during their planning period or after school. Participants will also need access to an internet-connected device in order to collaborate with other participants using online documents.

Interaction will be an important aspect of the PDOYP: *On the Line!* project and will be achieved through phone conversations as well as online collaborative documents such as Google Docs.

