
Oklahoma

ESEA Flexibility

Accountability Addendum



U.S. Department of Education

Washington, DC 20202

STATE:

Accountability Addendum to ESEA Flexibility Request

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In order to move forward with State and local reforms designed to improve academic achievement and increase the quality of instruction for all students in a manner that was not originally contemplated by the No Child Left Behind Act of 2001 (NCLB), a State educational agency (SEA) may request flexibility, on its own behalf and on behalf of its local educational agencies (LEAs), through waivers of certain provisions of the Elementary and Secondary Education Act of 1965 (ESEA) and their associated regulatory, administrative, and reporting requirements (ESEA flexibility). However, an SEA that receives ESEA flexibility must comply with all statutory and regulatory provisions that are not waived. For example, an SEA must calculate a four-year adjusted cohort graduation rate, as set forth in 34 C.F.R. § 200.19(b), and disaggregate that rate for reporting. Similarly, an SEA must use an “n-size” that ensures, to the maximum extent practicable, that all student subgroups are included in accountability determinations, in accordance with 34 C.F.R. § 200.7(a)(2)(i)(B). Furthermore, an SEA may continue to use technical measures, such as confidence intervals, to the extent they are relevant to the SEA’s ESEA flexibility request. This accountability addendum replaces a State’s accountability workbook under NCLB and, together, an SEA’s approved ESEA flexibility request and this accountability addendum contain the elements of the State’s system of differentiated recognition, accountability and support.

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Instructions to the SEA: Please provide the requested information in the “State Response” column in the table below. Please provide the information in sufficient detail to fully explain your response. Also, please indicate whether the information provided is the same as that in your State accountability workbook under NCLB or reflects a change. Note that these instructions, the “change” column, and the “ED Comments” column of the table will be removed in the version of this document that is posted on ED’s website.

Subject and Question	State Response	Change from NCLB accountability workbook	ED Comments
Annual Measurable Objectives (AMOs)			
Please attach the State’s AMOs for reading/language arts and mathematics for the all students group and each individual subgroup. If the State has different AMOs for each school or LEA, attach the State-level AMOs and provide a link to a page on the SEA’s web site where the LEA and school level AMOs are available.	<p>The State’s AMOs for the 2012-13 year are attached— Appendix AThe State’s new AMO definitions for the 2012-2013 year are attached as Appendix A.</p> <p>The LEA and school AMOs arewill be posted on the Oklahoma State Department of Education’s Accountability and Assessment page when the appeals process is complete.; http://ok.gov/sde/sites/ok.gov.sde/files/AMO_Report_All.pdf (valid as of 11-1-2012)</p> <p>A description of the calculation is found on pages 50-5851-60 of Oklahoma’s ESEA Flexibility Request.</p>	✓	

Annual Measurable Achievement Objective 3 (AMAO 3) under Title III			
Please affirm that the State determines whether an LEA that	An LEA that receives funds under Title III of the ESEA meets AMAO 3 (ESEA section 3122 [a][3][A][iii]) based on		OK’s response is adequate

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<p>receives funds under Title III of the ESEA meets AMAO 3 (ESEA section 3122(a)(3)(A)(iii)) based on either of the following:</p> <ul style="list-style-type: none"> • Whether the subgroup of English Learners has made adequate yearly progress (AYP) under ESEA section 1111(b)(2)(B); or • If the State has received a waiver of making AYP determinations, whether the subgroup of English Learners has met or exceeded each of the following: <ul style="list-style-type: none"> ○ Its AMOs in reading/language arts and mathematics. ○ 95 percent participation on the State’s assessments in reading/language arts and mathematics. ○ The State’s goal or annual targets for graduation rate if the LEA includes one or more high schools. 	<p>receiving a waiver of making AYP determinations as outlined below:</p> <p>The new AMOs will exist for 10 subgroups of students, including the ELL students when there are 25 or more students in the group: Each group of students will need to meet AMOs in three categories: (1) mathematics performance, growth, and participation; (2) reading performance, growth, and participation; and (3) school indicator (graduation or attendance). In total, there are 30 AMOs for each school site.</p> <p>The state uses the AMO for ELL students to determine whether a LEA meets AMAO 3. The AMO for ELL students is in reading/language arts and mathematics, requires 95% participation in reading/language arts and mathematics and includes graduation rates for those LEAs who have one or more high schools.</p>	<p>✓</p>	<p>and consistent with its approved ESEA flexibility request. The approved ESEA flex request indicates that the reading AMO includes a performance index and 95% participation rate indicator, and that the math AMO includes a performance index and 95% participation rate indicator. These are in addition to a school indicator (graduation or attendance), as noted at left.</p>
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Subgroup Accountability			
<p>What subgroups, including any combined subgroups, as applicable, does the State use for accountability purposes, including measuring performance against AMOs, identifying priority, focus, and reward schools, and differentiating among other Title I schools? If</p>	<p>Of Oklahoma’s three accountability components, Report Card, AMOs, and school designation; subgroups are used to calculate AMO determinations and Focus school designations. AMO determinations incorporate : White, Hispanic, Multiple Races, Asian/Pacific Islander, Black, American Indian, IEP, ELL, Migrant, and Economically Disadvantaged student subgroups. Focus school designations are based on the academic performance of the three lowest</p>	<p>✓</p>	<p>OK’s response adequately addresses the subject and question.</p>

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<p>using one or more combined subgroups, the State should identify what students comprise each combined subgroup.</p>	<p>academic achieving subgroups and the graduation rate of the two subgroups with the lowest graduation rates. Currently, the subgroups with lowest academic achievement rates are English Language Learners, Blacks, and students with Individual Education Plans. The subgroups achieving the lowest graduation rates include Blacks and Hispanics.</p> <p>For the A-F Report Card, the State measures the growth of the bottom 25% of students; however, this is not a defined subgroup, it is composed of the bottom 25% of students based on performance from the previous year.</p>		
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State Accountability System Includes All Schools and Districts			
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<p>What is the State's definition of a local educational agency (LEA)?</p>	<p>Oklahoma Statute 70 O.S. § 1-108 provides the following definition of a school district (LEA):</p> <p>"A school district is defined as any area or territory comprising a legal entity, whose primary purpose is that of providing free school education, whose boundary lines are a matter of public record, and the area of which constitutes a complete tax unit."</p> <p>The following types of districts are included in this definition:</p> <p>C – Elementary School Districts</p> <p>I – Independent School District</p> <p>E – Charter School District</p>		<p>OK's response adequately addresses the subject and question.</p>
<p>What is the State's definition of a public school? Please provide definitions for elementary school, middle school, and secondary school, as applicable.</p>	<p>Oklahoma Statute 70 O.S. § 1-106 provides the following definition of a public school:</p> <p>"The public schools of Oklahoma shall consist of all free schools supported by public taxation and shall</p>		<p>OK provided a reasonable definition of a public school.</p>

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	<p>include nurseries, kindergartens, elementary, which may include either K-6 or K-8, secondary schools and technology center schools, not to exceed two (2) years of junior college work, night schools, adult and other special classes, vocational and technical instruction and such other school classes and instructions as may be supported by public taxation or otherwise authorized by laws which are now in effect or which may hereafter be enacted.”</p> <p>The State’s legal definition for accreditation is as follows:</p> <p>Schools are identified as Elementary if the highest grade served is 6th Grade or lower, Middle School/Junior High if the highest grade served is 7th Grade - 9th Grade, and High School if the highest grade served is 10th Grade -12th Grade.</p> <p>The original ESEA waiver defined grade levels as follows:</p> <p>Schools are identified as Elementary if the highest grade served is 6th Grade or lower, Middle School/Junior High if the highest grade served is 7th Grade - 9th Grade, and High School if the highest grade served is 10th Grade - 12th Grade.</p> <p>After the first year of implementation, it was determined that schools with the highest grade of grade 10 were not eligible for high school criteria such as graduation rate, college entrance exams and advanced coursework. The definitions were updated so that no sites were disadvantaged in meeting the aforementioned criteria. As a result, the state currently uses these school definitions for accountability purposes:</p> <p>School definitions are as follows:</p> <ul style="list-style-type: none">• Grades PK-05 are elementary schools.		
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	<ul style="list-style-type: none">• Grades PK-08 are elementary school districts. For accountability purposes, they are counted as middle schools since their top grade is a middle school grade.• Grades 06-08 are middle schools .• Grades 07-09 are junior high. For accountability, they are counted as middle schools.• Grade 09 centers or Grade 09-10 centers are counted as middle schools for accountability purposes.• Grades 09-12 are high schools.		
How does the State define a small school?	There is no official state definition of a small school. For the 2012-13 Report Card, the State will give a standard report card grade to any school that has a minimum of 10 students with at least one test score. Thus, we would consider any school with fewer than 10 tested students a small school.		
How does the State include small schools in its accountability system?	<p>With a small number of students, performance metrics for small schools are inherently unstable; have larger confidence intervals and have larger cohort differences.</p> <p>To minimize these issues, small schools will receive a report card similar to the standard report card with these three differences:</p> <ul style="list-style-type: none">• Student performance and growth indicators will be calculated using a 3-year weighted average• Letter grades for individual subjects and specific bonus points will not be displayed on the report card• Student growth will only be calculated using all students (the growth of the bottom 25% will not be calculated) <p>The details for the small school report card calculations (as well as the regular report card calculations) are described in</p>		

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	<p>the 2013 A to F Guide a separate guide posted on our website: http://ok.gov/sde/sites/ok.gov.sde/files/Federal_Small_School_Accountability_Guide.pdf</p> <p>The document is attached as Appendix D.</p>		
<p>How does the State define a new school?</p>	<p>A new school can be defined as stated below:</p> <ul style="list-style-type: none">• A new construction – an existing school district builds a new building and gets a new site code.• A new district – school district did not exist or district(s) are annexed or consolidated.• A new site – existing building that will have a grade span change or reconfiguration of enrollment. Any time the grade span changes, the school receives a new site number; however, these changes only take place during the summer months and will not prevent the old or new site from receiving a report card or accountability designation.		<p>OK's response adequately addresses the subject and question.</p>
<p>How does the State include new schools, schools that split or merge grades (<i>e.g.</i>, because of overpopulation or court rulings), and schools that otherwise change configuration in its accountability system?</p>	<p>New schools are included in the state accountability system after operating for one academic year and administering the Oklahoma School Testing Program (OSTP) assessments.</p> <p>For the growth component, the previous year's scores for students at the new school will be pulled from our longitudinal database from the school(s) where the students were enrolled in the previous year. Students are not required to attend the school for two consecutive years to receive a growth indicator score.</p>		<p>OK's response adequately addresses the subject and question.</p>

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<p>How does the State include schools that have no grades assessed (<i>e.g.</i>, K-2 schools) in its accountability system?</p>	<p>Oklahoma will use the same method to assign grades as is described in the Accountability Workbook. A school that serves any combination of students in kindergarten through grade three which does not receive a school grade because the students are not tested and included in the school grading system shall receive the school grade designation of a feeder pattern school identified by the State Department of Education and verified by the school district. A school feeder pattern exists if at least sixty percent (60%) of the students in the school serving a combination of students in kindergarten through grade three are scheduled to be assigned to the graded school.</p> <p>With split-grade high schools, 9-10 grade schools will use the middle school criteria for the A-F Report Card bonus points and 11-12 grade schools will use the high school criteria for A-F Report Card bonus points. For all schools which end in grade 12, the historically adjusted cohort graduation rate will be calculated using the feeder schools as needed.</p>		<p>OK described a reasonable approach.</p>
<p>How does the State include alternative schools in its accountability system? Consistent with State law, alternative schools include, but are not limited to:</p> <ul style="list-style-type: none">• State schools for deaf and blind,• Juvenile institutions,• Alternative high schools, and• Alternative schools for special education students. <p>If the State includes categories of alternative schools in its accountability system in different</p>	<p>Oklahoma includes all public schools, including Alternative schools in our accountability system unless they are entirely composed of other placement students.</p> <p>These are Oklahoma’s schools who do not receive grades on the A to F report card:</p> <p>The Oklahoma School for the Blind (OSB) and Oklahoma School for the Deaf (OSD) are not funded through the public school system and thus do not receive A-F Report Cards.</p> <p>The juvenile facilities in Oklahoma only have students for short periods of time so the “other placement” students belong to other districts and are counted within their home districts.</p>		<p>OK’s response adequately addresses the subject and question.</p>

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ways, please provide a separate explanation for each category of school.	The Bureau of Indian Education schools are federal schools and do not receive accountability grades.		
How does the State include charter schools, including charter schools that are part of an LEA and charter schools that are their own LEA, in its accountability system?	<p>As of the 2012-2013 school year, charter schools will be included in all accountability components as independent school sites. Charter schools will receive, when appropriate, Report Cards, AMO determinations, and school designations. Charter school accountability components will not be included in the LEA’s accountability components.</p> <p>Charter schools will have the same accountability as other schools.</p>		OK’s response adequately addresses the subject and question.

State Accountability System Includes All Students

What are the State’s policies and procedures to ensure that all students are included in its assessment and accountability systems?	<p>State policy requires that 95% of enrolled students participate in grade level reading, math, writing, science, and social studies OSTP assessments. Sites and LEAs testing less than 95% of students face penalties on the State Report Card and AMOs.</p> <p>The state longitudinal student information system provides enrollment data of record. State data is compared to test vendor report data to determine the percent of students tested per site and district. When discrepancies occur, the State invokes a monitoring system to reconcile the differences.</p>		OK’s response adequately addresses the subject and question.
How does the State define “full academic year”?	A student receives a “Full Academic Year” status for the OSTP program if the student has been continuously enrolled beginning within the first ten days of the school year is		OK’s response is adequate and consistent with its

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	enrolled on the first day of October in the school year and has not experienced an enrollment lapse of ten or more consecutive days between the first October 1 and the end of the testing window.		existing accountability workbook,
How does the State determine which students have attended the same public school and/or LEA for a full academic year?	In past years, school districts reported students' FAY status. Beginning in 2012-2013 2013-2014, the State longitudinal data system will calculate the FAY status of students.		OK's response is brief but adequate.
To which accountability indicators does the State apply the definition of full academic year?	All accountability components, which calculate student achievement data, base calculations on FAY student scores. The Report Card uses FAY student achievement data to calculate School Performance and Student Growth. School designations and AMOs base calculations on FAY student data		OK's response is brief but adequate.
What are the procedures the State uses to ensure that mobile students, including students who transfer within an LEA or between LEAs, are included at the appropriate level (school, LEA, and State) of the accountability system?	Students may be assigned FAY status at a site, a district, or the state. The state collects FAY and Non-FAY student status and other demographic data at the time of the statewide assessment. Student FAY status is verified by comparing students' status in the state longitudinal data system with the demographic information provided by districts. Students who are FAY within the school are included in the school accountability reports. Students who are FAY within the LEA are included in the LEA accountability reports. Students that are FAY within the State are included in the State accountability reports.		OK's response is brief but adequate.
Does the State include in accountability determinations the proficient and advanced scores of students with the most significant cognitive disabilities on assessments based on alternate academic achievement standards? If so, does the State limit the number of those scores at the LEA and State levels,	Oklahoma provides the Oklahoma Alternative Assessment Program (OAAP)- portfolio to those students with the most significant cognitive disabilities. The Curriculum Access Resource Guide-Alternative (CARG-A) describe access points to the Oklahoma C ³ Standards through scaffolding skills and is used as the assessment standards. OAAP assessments are available for all tested subjects in all tested grades. Student scores are placed in one of four performance levels, advanced, proficient, limited knowledge, and		OK's response is adequate and consistent with its approved ESEA flex request. Pp. 35 and 53 of with OK's approved ESEA flex request indicate that its AA-AAS (OAAP) scores are included in accountability

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<p>separately, so that the number of proficient and advanced scores included in the determinations does not exceed 1.0 percent of all students in the grades assessed?</p>	<p>unsatisfactory. The state limits the number of OAAP proficient scores at the LEA and state to 1.0 percent.</p>		<p>determinations</p> <p>OK's response does indicate that it limits the number of AA-AAS (OAAP) scores counted as proficient and advanced according to the 1% cap.</p>
<p>If the State provides an alternate assessment based on modified academic achievement standards, does the State include in accountability determinations the proficient and advanced scores of students with disabilities who take that assessment? If so, does the State limit the number of those scores at the LEA and State levels, separately, so that the number of proficient and advanced scores included in the determinations does not exceed 2.0 percent of all students in the grades assessed?</p>	<p>Oklahoma provides the Oklahoma Modified Alternative Assessment Program (OMAAP) to those students with identified learning disabilities being served on an Individual Education Plan. OMAAP assessments are a modified version of the general Oklahoma Core Curriculum Tests. OMAAP assessments are aligned to the Oklahoma C³ Standards. Student scores are placed in one of four performance levels, advanced, proficient, limited knowledge, and unsatisfactory. The state limits the number of OMAAP proficient scores at the LEA and state to 2.0 percent.</p> <p>Note: Beginning with the 2013-14 year, Oklahoma will no longer offer the OMAAP for first time testers.</p>		<p>OK's response is adequate and consistent with its approved ESEA flex request. Pp. 35 and 53 of with OK's approved ESEA flex request indicate that its AA-MAS (OMAAP) scores are included in accountability determinations</p> <p>OK's response does indicate that it limits the number of AA-MAS (OMAAP) scores counted as proficient and advanced according to the 2% cap.</p>
<p>What is the State process if an LEA or the State exceeds either the 1.0 or 2.0 percent proficiency cap?</p>	<p>If an LEA exceeds the 1.0 percent cap for students with the most significant cognitive disabilities scoring proficiently on the alternate assessment – portfolio the LEA may submit a request for exception to the Oklahoma State Department of Education – Office of Accountability and Assessments. When LEAs administering the alternate assessment based on alternate achievement standards have less than 1% of their students scoring proficiently on the</p>		<p>OK's response is generally reasonable, with Appendix B detailing the approach.</p>

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	<p>alternate assessment – portfolio, that difference will be applied to the 2% cap for the modified assessment without exceeding 3%. (The only exception to the 3% total will be when a request for exception to exceed the 1% cap on the alternate assessment – portfolio has been granted to a district.) If LEAs do exceed the caps, the scores of students beyond the percent allowed are changed to Limited Knowledge.</p> <p>A five-page guide for calculating the OMAAP and OAAP caps is attached as Appendix B.</p>		
<p>What are the State’s policies and procedures to ensure that students with disabilities and English Learners are provided appropriate accommodations? In addition, please provide a link to a page on the SEA’s Web site where the State’s accommodations manuals or test administration manuals may be found.</p>	<p>All students with disabilities participate in statewide assessments. Students may take Oklahoma Core Curriculum Tests (OCCT) with or without accommodations, the Oklahoma Modified Alternate Assessment program (OMAAP) assessment with or without accommodations, or the Oklahoma Alternate Assessment Program (OAAP) portfolio assessment</p> <p>Details regarding the accommodations may be found in Oklahoma’s Test Preparation Manuals located on the OSDE website:</p> <p>3-8 Manual: http://ok.gov/sde/sites/ok.gov.sde/files/Gr3-8_Test_Preparation_Manual.pdf (valid as of 10-1-2012)</p> <p>EOI Manual: http://ok.gov/sde/sites/ok.gov.sde/files/TPM_EOI_w12OK_Final.pdf (valid as of 2-1-2013)</p> <p>Special education policies and procedures are found here:</p>		<p>OK’s response adequately addresses the subject and question.</p>

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	<p>http://ok.gov/sde/sites/ok.gov.sde/files/SpecEd-PoliciesProcedures.pdf Our policies, regarding accommodations, align with the requirements of IDEA Part B. Accommodations must be documented on the IEP. Discussion of accommodations can be found on pages 25, 31-32, 43, 66, 115-116, 182, and 216.</p> <p>ELL students also participate in statewide assessments. English Learners may take an OCCT or OMAAP assessment with or without accommodations.</p> <p>See Appendix C for ELL accommodations.</p>		
Does the State include, for up to two accountability determination cycles, the scores of former students with disabilities in making accountability determinations for the subgroup of students with disabilities? If so, how?	No.		OK's response is reasonable and consistent with ED policy.
Does the State count recently arrived English Learners as having participated in the State assessments for purposes of meeting the 95 percent participation requirement if they take (a) either an English language proficiency assessment or the State's reading/language arts assessment; and (b) the State's mathematics assessments?	English learners, who have been in the United States for less than one year, may be exempt from participating in the reading/language arts assessments if they participate in an ELP assessment. The school's 95 percent participation rate will count those who take the reading/language arts assessment and the ELP assessment. Newly arrived ELL students are required to participate in other tested subjects (mathematics, science, social studies and writing) and are included in the 95 percent participation rate for these subjects.		OK's response adequately addresses the subject and question.
Does the State exempt a recently arrived English Learner from one	Yes. English Learners who have been in the United States for less		OK's response is reasonable

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administration of the State's reading/language arts assessment?	than one year, and have not scored proficient on the WIDA ACCESS Placement Test (W-APT), may be exempt for one year, from participating in the reading (Grades 3-8, and English II and III) assessments. See the following chart for guidelines: http://ok.gov/sde/sites/ok.gov.sde/files/Bilingual-PlacementTest.pdf		and consistent with ED policy.
Does the State exclude from accountability determinations the scores of recently arrived English Learners on the mathematics assessment, the reading/language arts assessment (if administered to these students), or both, even if these students have been enrolled in the same school or LEA for a full academic year?	For accountability determinations, Oklahoma does not exclude ELL students from the mathematics assessment and only excludes ELL students from the reading/language arts assessment for their first year of enrollment..		OK's response adequately addresses the subject and question.
Does the State include, for up to two accountability determination cycles, the scores of former English Learners in making accountability determinations for the subgroup of English Learners? If so, how?	Yes. Oklahoma monitors former English Learner's achievement scores for two years after English proficiency has been attained. A student's proficiency status, i.e., first year proficient and second year proficient, is collected by the test vendor during statewide testing.		OK's response is reasonable and consistent with ED policy.
What are the State's criteria for exiting students from the English Learner subgroup?	Testing proficient on the language assessment instrument is required to exit ELL status. (Oklahoma currently uses the Assessing Comprehension and Communication in English State-to-State for English Language Learners [ACCESS for ELLs] test as the <u>English Language Proficiency [ELP]</u> assessment instrument.) An ELL student scoring a composite proficiency level of 5.0 AND a literacy proficiency level of 4.5 as determined by the ACCESS for ELLs® Test is no longer considered limited English proficient (LEP). Scores		OK's response is reasonable and consistent with ED policy.

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	from both Tiers B and C will be accepted as well as the accountability score from the Kindergarten ACCESS for ELLs® Test. The student exiting from ELL services must be monitored for two years.		
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Assessments

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Which assessments, including alternate assessments, is the SEA using for reporting achievement under ESEA section 1111(h)(1)(C)(i) (i.e., reading/language arts, mathematics, and science assessments)?

The Oklahoma Core Curriculum Test (OCCT), Oklahoma Modified Alternate Assessment Program (OMAAP), and Oklahoma Alternate Assessment Program (OAAP) are the assessments used.

For the OCCT and the OAAP, Reading and Math tests are administered in Grades 3-8; Science, Social Studies, and Writing are given in Grade 5; Geography is given in Grade 7; and Science, U.S. History and Writing are given in Grade 8. ACE English II, ACE English III, ACE Algebra I, ACE Algebra II, ACE Geometry, ACE Biology I, and ACE U.S. History are given as End-of-Instruction (EOI) tests in high school.

For the OMAAP, Reading and Math tests are available in Grades 3-8 and Science is available in Grades 5 and 8. English II, Algebra I, Biology I, and U.S. History are available as End-of-Instruction (EOI) tests in high school.

The exams listed above are used to calculate the school, district, and state report cards.

Only Reading, Math, English II, and Algebra I are used to calculate AMOs and identify Priority and Focus schools.

Beginning in the 2013-2014 school year, due to new legislation, students who score ten percent (10%) above the cut scores approved by the State Board of Education for the ACT, SAT, ACT PLAN, or PSAT alternate tests shall be deemed to have satisfactorily demonstrated mastery of the state academic content standards in the subject areas for which alternative tests have been approved and shall be exempt from taking the EOI tests in the subject areas of Algebra II, English III, Geometry, or U.S. History. Likewise, students who have a score that is equal to or above the cut scores approved by the State Board of Education for the Advanced Placement course exams, ACT Workkeys, College-Level Examination Program (CLEP) or International Baccalaureate (IB) alternate tests shall be deemed to have satisfactorily demonstrated mastery of the state academic content standards in the subject areas for which alternative tests have been approved and shall be exempt from taking the EOI tests in the subject areas of Algebra II, English III, Geometry, or U.S. History.

Cut Scores for Alternate Tests

<http://ok.gov/sde/documents/2013-08-22/alternate-tests-and-minimum-cut-scores-meeting-achieving-classroom-excellence>

OK's response is adequate.

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What additional assessments, if any, does the State include in its accountability system and for what purpose is each assessment included?	Schools may earn Accelerated Coursework bonus points for students' participation or performance on AP and IB exams, ACT and SAT college entrance exams, and for passing classes that lead to industry certifications at CareerTech centers.		OK's response adequately addresses the subject and question and is consistent with OK's approved ESEA flexibility request (see p. 37).
Statistical Reliability and Protection of Students' Privacy			
What is the State's minimum "n-size" for determining each of the following? <ul style="list-style-type: none">• Participation rate• Performance against AMOs• Graduation rate• Other (as applicable, please specify use)	The minimum "n-size" for the participation rate and performance against AMOs is 25. The Report Card requires an "n-size" of 10 students. The Graduation Rate AMO requires an "n-size" of 25. n-size: Participation, Performance, and Graduation Rate against AMOs: 25 students School and Student Growth on Report Cards: 10 students		OK's response is reasonable and consistent with ED policy.
What is the State's minimum "n-size" for protecting students' privacy when reporting?	Five Ten. If any part of the calculation of the different parts of the A-F Report Card and AMOs consists of fewer than five ten scores, that score is not reported.		OK's response is adequate.
What confidence intervals, if any, does the State use in its accountability system to ensure the statistical reliability of school classifications, and for which calculations are these confidence intervals applied?	Confidence intervals are not used.		OK's response is reasonable and consistent with ED policy.
Does the State base accountability determinations on multiple years of data? If so, which years, and how, if at all, are the years weighted?	Yes. The growth section of the report card and the AMOs use the current and previous year weighted equally to determine growth.		OK's response adequately addresses the subject and question.

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Other Academic Indicators			
What are the other academic indicators for elementary and middle schools that the State uses for annual reporting? What are the State's goal and/or annual targets for these indicators?	Attendance is used as the other academic indicator. Districts or sites will achieve the Attendance Index if their attendance rate meets or exceeds, 94% in 2012-2013, and 95% in 2013-2014 . Attendance can also include proficiency on online courses as measured by completed course work and test results.		OK's response is adequate.
Graduation Rate			
What are the State's graduation rate goal and annual graduation rate targets? Please provide a table with State-level goal and annual targets for all students and by subgroup beginning with the 2012-2013 school year. If graduation rate annual targets vary by school, provide a link to the page on the SEA's web site where the LEA and school targets are available.	Districts or sites will achieve the Graduation Index AMO if their graduation rate reaches or exceeds, 854% in 2012-2013, and 87% in 2013-2014; or if their graduation rate improves by 10% of the difference between 100% and the previous year's rate. Oklahoma's goal is to graduate 100% of students.		OK's response adequately addresses the subject and question.
If the State has received a timeline extension and is not using a four-year adjusted cohort graduation rate for accountability determinations, please specify what rate the State is using and when the State will begin using a four-year adjusted cohort rate.	Beginning with the 2012-13 graduating class, Oklahoma will use the adjusted cohort graduation rate, consistent with the extension ED approved for Oklahoma on February 13, 2013.		OK's response adequately addresses the subject and question.
What, if any, extended-year graduation rate(s) does the State use?			[ED] P. 37 in OK's

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<p>How does the State use its extended-year graduation rate(s) in its accountability system?</p>	<p>Starting with the 2012-13 year, Oklahoma does not include an extended-year graduation rate in its accountability system.</p>		<p>approved ESEA flex request shows that a five or more year extended rate is included in Report Card A-F grades. See also p. 55. This appears inconsistent with the response at left. Let's discuss.</p>
<p>Participation Rate</p>			
<p>How does the State calculate participation rates?</p>	<p>The Mathematics Participation Index is calculated by taking the total number of students who took the Mathematics OCCT/EOI, OMAAP, or OAAP and dividing it by the number of students (both FAY and NFAY) enrolled during the time of testing.</p> <p>The Reading Participation Index is calculated by taking the total number of students who took the Reading OCCT/EOI, OMAAP, or OAAP and dividing it by the number of students (both FAY and NFAY) enrolled during the time of testing.</p> <p>Districts are required to provide the assessment (OCCT, OMAAP or OAAP) for all students enrolled during the time of testing. Students who take any high school exam in middle school, their scores are added to the receiving high school's scores during the student's ninth grade year. For example, if a student takes Algebra I in the 8th grade, the student's Algebra score is added to the high school Algebra I scores the following year. As Algebra I, English II and Biology I are required courses for graduation, all students' assessments are included in the high school accountability.</p> <p>Although Oklahoma tracks students who transfer into the state or transfer from private to public schools, the State does</p>		<p>For grades 3-8, OK's response is adequate.</p> <p>[ED] For the EOI tests, OK should clarify how it calculates participation, specifically, how the State ensures that all students (including students who take the AA-AAS/OAAP and AA-MAS/OMAAP) are included in the assessments at least once during their time in high school.</p>

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	<p>not currently collect student-level data regarding tests that these transfer students have taken before their date of transfer. Districts currently verify this information but do not store it in a consistent manner that would be easily transferred to the State. Oklahoma does have plans to automate the collection of this information from districts by the 2015-16 year.</p> <p>Starting with the 2015-16 year, the State will use this information to calculate participation based on the number of seniors who have taken the Algebra I, English II and Biology I exams by the end of their senior year.</p>		
<p>How does the State use participation rates within its differentiated accountability system (<i>i.e.</i>, index)?</p>	<p>Participation Rates are required for schools, LEAs, and the State to achieve the Reading or Math AMOs. For example: Districts or Sites will achieve the Mathematics Index AMO if:</p> <ul style="list-style-type: none">• The Mathematics Participation Index is 95% or higher, and• The Mathematics Index score is 80 or higher, or• Beginning in 2012-2013, the Mathematics Index score increases by 15% of the difference between their previous year's score and 80.		<p>OK's response is adequate and consistent with its approved ESEA flex request (see p. 54-55).</p>