

# ACCOUNTABILITY REPORT

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## Executive Summary

The Oklahoma Legislature directed the Oklahoma State Board of Education (OSBE) to evaluate Oklahoma's current school and district accountability system and make recommendations for its future. As a result, the Oklahoma State Department of Education (OSDE) held regional meetings across the state and convened the Oklahoma Assessment and Accountability Task Force to deliberate over the many technical, policy, and practical issues associated with implementing an improved assessment system. The 95 Task Force members met four times between August 4 and November 9, 2016. This report presents the results of those deliberations in the form of recommendations from the OSDE to the OSBE.

### Purpose of this Report

This report addresses the requirements stated in House Bill 3218, provisions required under the federal legislation known as the *Every Student Succeeds Act* (ESSA), provides an overview of key accountability concepts, describes the role of the Task Force, and presents the recommendations made by the OSDE. Additionally, the full body of this report provides considerations relevant to these recommendations.

### House Bill 3218

In June 2016, Oklahoma Governor Mary Fallin signed House Bill 3218 (HB 3218), which relates to the adoption of a statewide system of student assessments. HB 3218 requires the OSBE to study and develop assessment recommendations for the statewide assessment system. The House Bill specifically tasks the OSBE, in consultation with representatives from the Oklahoma State Regents for Higher Education, the Commission for Educational Quality and Accountability, the State Board of Career and Technology Education, and the Secretary of Education and Workforce Development to study and develop assessment requirements. Additionally, HB 3218 requires the State Board to address accountability requirements under ESSA, which will be presented in a separate report for assessment. This report focuses specifically on the accountability requirements of HB 3218, which include:

- A multi-measures approach to high school graduation;
- A determination of the performance level on the assessments at which students will be provided remediation or intervention and the type of remediation or intervention to be provided;
- A means for ensuring student accountability on the assessments, which may include calculating assessment scores in the final or grade-point average of a student;
- Ways to make the school testing program more efficient; and
- A multi-measures approach to accountability.

## Collecting Feedback from Regional Engage Oklahoma Meetings and the Oklahoma Task Force

Prior to convening Oklahoma’s Assessment and Accountability Task Force, the OSDE held regional meetings in Broken Arrow, Sallisaw, Durant, Edmond, Woodward, and Lawton. These meetings yielded responses on various questions addressing the desired purposes of accountability and preferred measures. This regional feedback was incorporated in the discussions with the Oklahoma Assessment and Accountability Task Force. The Task Force included 95 members who represented districts across the state, educators, parents, business and community leaders, tribal leaders, and lawmakers. Additionally, members from the Oklahoma State Regents for Higher Education, the Commission for Educational Quality and Accountability, the State Board of Career and Technology Education, and the Secretary of Education and Workforce Development were also represented on the Task Force. For a complete list of Task Force members, please refer to Appendix A.

On four occasions, the members of the Task Force met with experts in assessment and accountability to consider each of the study requirements and provide feedback to improve the state’s assessment and accountability systems. Two of those experts also served as the primary facilitators of the Task Force: Juan D’Brot, Ph.D., from the National Center on the Improvement of Educational Assessment (NCIEA) and Marianne Perie, Ph.D., from the University of Kansas’ Achievement and Assessment Institute. These meetings occurred on August 4–5, September 19, October 18, and November 9, 2016. At each meeting, the Task Force discussed elements of HB 3218, research and best practices in assessment and accountability development, and feedback addressing the requirements of HB 3218. This feedback was subsequently incorporated into OSDE’s recommendations to the OSBE.

## Key Accountability Recommendations

Oklahoma’s Assessment and Accountability Task Force and the OSDE recommend a school and district accountability system based on a set of indicators and design decisions that meet both the state and federal requirements.

### Recommendations for Accountability in Elementary and Middle Schools

The Task Force and OSDE recommend that the Oklahoma accountability system begin with seven indicators for elementary and middle schools, focusing on ELA, math, and science status, growth in ELA and math, ELPA progress, and chronic absenteeism as the additional indicator of school quality. These indicators and their weights are shown in Table 1. Equal weight has been given to status and growth, with status focused on each student meeting a targeted scale score and growth based on a value table organized around the achievement levels.

No.	Indicator	Points possible	Points earned	Percentage	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal		15	
1b.	Math status (with progress targets)	# students with math score	# students meeting goal		15	
1c.	Science status (with progress targets)	# students with science score	# students meeting goal		5	
2a.	ELA growth	Highest value on table	Value table average		15	
2b.	Math growth	Highest value on table	Value table average		15	
3.	ELPA progress	# of ELs in US for more than one year	# of ELs meeting goal		15	
4.	Chronic Absenteeism	#students enrolled	#students missing <18 school days		10	

Table 1. Indicators and weights for accountability index

Each school enters the data in the appropriate column, multiplies by the weights shown, and then enters the final numbers in the far right-hand column. Summing the final numbers will produce a score between 0–90 to deter “percent-correct” thinking. In discussing whether it would be clearer to move it to 100, the Task Force members decided that grading on a rubric is a natural education concept. Move to 100 would mean changing the weights or converting to a decimal, both of which would dilute the intention of the system. The rubric assumes that the setting of the cut score on the new assessments will be appropriately rigorous and reflect true readiness for postsecondary work.

The scores convert to A–F grades as follows:

- A. > 70
- B. 57–70.00
- C. 43–56.99
- D. 30–42.99
- F. < 30

This rubric is intentionally weighted toward grades B, C, and D and reserves grades A and F for the best and worst schools. Schools that earn an F or have the lowest 5% of overall points in the states (if fewer than 5% of schools earn an F) will be categorized as comprehensive support schools. Schools with the lowest achievement for one or more student groups, but not in the lowest 5% overall, will be identified for targeted support. The growth rating will be considered as a key indicator for exiting these support designations. “A” schools with no large achievement gaps and a participation rate above 95% will be identified as reward schools. The intent is to effectively distinguish schools, but we expect to see improvement over time. When at least 60%

of Oklahoma schools are scoring at the A or B level, the rubric will be adjusted so that 62 points is needed for a B and 78 points is needed for an A.

In addition, the participation rate will factor into the grade only if it falls below 95% for any student group. Historically, Oklahoma has not had an issue with low participation rates, but incentives are needed to maintain that high bar. Any school with a participation rate below 95% for any student group will have a “minus (-)” placed after its letter grade. The participation rate will also be shown on the report card, with detailed data available by student group.

### **Recommendations for Accountability in High School**

The high school system is parallel to that of elementary and middle schools but has an additional emphasis on college and career readiness. The same approach is used and the table only differs by the two indicators: There are no growth measures, but there are indicators for a graduation rate and postsecondary opportunities. OSDE will look to incorporate a moderate growth measure in 2020 when students who take the grade 8 test in 2017 will take the college-ready test in 2020.

Even with the two different indicators, the total points here also sum to 90, so the same rubrics are used, with the same automatic adjustment applied over time. Likewise, any grade could be adjusted downward by adding a “minus (-)” after the letter grade if the participation rate falls below 95% for any student group in the school or district. An additional bonus point is available for high schools to promote participation in U.S. History. If 95% of students complete the U.S. History class by 11<sup>th</sup> grade and if 75% of those students either receive a score of “proficient” or above on the Oklahoma end-of-course assessment or receive college credit for the course (through an AP test or concurrent college enrollment), the school will receive one full bonus point added to the final sum. Table 2 displays the indicators and weights for high schools, or any school that includes grade 12.

No.	Indicator	Points possible	Points earned	Percentage	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal		15	
1b.	Math status (with progress targets)	# students with math score	# students meeting goal		15	
1c.	Science status (with progress targets)	# students with science score	# students meeting goal		15	
2.	ELPA progress	# of ELs in US for more than one year	# of ELs meeting goal		15	
3.	Graduation rate	Use state graduation formula to determine percentage			10	
4.	Chronic Absenteeism	# students enrolled	# students NOT missing 10% of school days		10	
5.	Postsecondary opportunity (AP/IB/dual enrollment/internship/apprenticeship/industry certification)	10% of enrollment	# enrolled in one program		10	

Table 2. Indicators and weights for high school accountability index

To identify high schools for comprehensive and targeted support, the same criteria apply, but graduation rates are also a consideration. Based on the federal regulations, any high school with a graduation rate less than 67% must be identified as needing comprehensive support and improvement. Likewise, if one or more student groups has a graduation rate significantly below the others and less than 67%, the school is eligible to be targeted for support and intervention. A reward school must have an overall graduation rate of at least 80% with no student group falling below 70%.

### Key Considerations for Accountability Recommendations

As historically demonstrated, we can expect that the OSDE will continue to prioritize fairness, equity, reliability, and validity as the agency moves forward in maximizing the efficiency of Oklahoma's assessment system. The recommendations will need to be examined once two full years of data exist (in summer 2018) to ensure the weights and the rubrics differentiate the schools as intended. A more detailed explanation of the context and considerations for adopting OSDE's recommendations is provided in the full report below.

## Conclusion

The goal of this system is to differentiate meaningfully among Oklahoma schools, identifying those in need of additional supports to help all students meet the goal of graduating high school ready for postsecondary success. Careful consideration was given to the list of indicators, their weights, and how they are combined to give each school a letter grade. The Task Force focused on the reliability of the indicators, their link to successful outcomes, and the clarity with which they could be reported and explained to the public.

## Limitations of This Report

This report did not detail every indicator considered and rejected or the reasons why. These are all detailed in the extensive notes from the committee meetings and should be considered when the system is adjusted in future years. Because no “real” data was available when making these recommendations, many of the values used are placeholders that must be replaced when the new assessments are in place. For instance, the starting point for the target scores in 2017 should be based on real data, with interim goals set with an understanding of where the cut score for “proficient” is located.



## Introduction

The Oklahoma Legislature directed the Oklahoma State Board of Education (OSBE) to evaluate Oklahoma's current state assessment and accountability systems and make recommendations for the future. As a result, the Oklahoma State Department of Education (OSDE) held regional meetings across the state and convened the Oklahoma Assessment and Accountability Task Force to deliberate over the many technical, policy, and practical issues associated with implementing an improved assessment and accountability system. This report presents the results of those deliberations in the form of the OSDE's recommendations to the OSBE regarding a new statewide accountability system.

### Purpose of This Report

As part of the response to House Bill 3218, the OSBE was tasked with studying a variety of requirements for Oklahoma's assessment and accountability systems. This report reviews requirements under both state and federal law regarding school accountability, provides an overview of key components in an accountability system, describes the role of the Task Force, and presents the recommendations made by the OSDE. A previous report addressed the requirements stated in House Bill 3218 for the summative assessment system, provided an overview of key assessment concepts, and laid out the recommendations for that system. This report assumes the recommended assessment system will be adopted and become a component of the accountability system.

### House Bill 3218

In June 2016, Oklahoma Governor Mary Fallin signed House Bill 3218 (HB 3218), which relates to the adoption of a statewide system of student assessments and clarifies language around the school accountability system. HB 3218 requires the OSBE to study and develop recommendations for both the statewide assessment and accountability systems.

The House Bill specifically tasks the OSBE, in consultation with representatives from the Oklahoma State Regents for Higher Education, the Commission for Educational Quality and Accountability, the State Board of Career and Technology Education, and the Secretary of Education and Workforce Development, to study accountability requirements under the new federal law, the *Every Student Succeeds Act* (ESSA), and develop recommendations. The House Bill study notes that the OSBE should examine the following requirements for both assessment and accountability:

- A multi-measures approach to high school graduation;
- A determination of the performance level on the assessments at which students will be provided remediation or intervention and the type of remediation or intervention to be provided;

- A means for ensuring student accountability on the assessments, which may include calculating assessment scores in the final or grade-point average of a student;
- Ways to make the school testing program more efficient; and
- A multi-measures approach to accountability.

Additional information on House Bill 3218 can be found on OSDE’s website:

<http://sde.ok.gov/sde/hb3218>.

ESSA requires that an accountability system include the following components:

1. Annual assessments (which may include a measure of student growth);
2. Graduation rates for high schools;
3. Another statewide “academic” indicator for elementary and middle schools
4. English language proficiency for English learners; and
5. At least one additional statewide indicator of school quality or student success (e.g. school climate/safety, student engagement, educator engagement, postsecondary readiness).

Additional information on ESSA can be found on the U.S. Department of Education website at

<http://www2.ed.gov/policy/elsec/leg/essa/index.html>.

### **Convening the Oklahoma Assessment and Accountability Task Force**

In response to the HB 3218 requirements, the OSDE convened an Assessment and Accountability Task Force that included representatives from the groups noted on page 20 of the House Bill: students, parents, educators, organizations representing students with disabilities and English language learners, higher education professionals, career technology educators, experts in assessment and accountability, community-based organizations, tribal representatives, and business and community leaders. For a complete list of Task Force members, please refer to Appendix A of this report.

The role of the Task Force was to deliberate over the assessment and accountability topics required in the House Bill and provide feedback that the OSDE would incorporate into their recommendations to the OSBE. The Task Force was comprised of 95 members who met with experts in assessment and accountability to consider each of the study requirements and make recommendations to improve the state’s assessment and accountability systems. Two of those experts also served as the primary facilitators of the Task Force: Juan D’Brot, Ph.D., from the National Center on the Improvement of Educational Assessment (NCIEA) and Marianne Perie, Ph.D., from the University of Kansas’ Achievement and Assessment Institute. Additionally, Gary Cook, Ph.D., from the University of Wisconsin joined the first meeting to discuss the inclusion of English learners (ELs) in the accountability system.

The Task Force met four times on August 4–5, September 19, October 18, and November 9, 2016. Throughout these meetings, the Task Force discussed HB 3218, the role of the Task Force, research and best practices in assessment and accountability development, and feedback addressing the requirements of HB 3218. OSDE incorporated this feedback in its recommendations to the OSBE.

### **Feedback from Regional Meetings and the Oklahoma Task Force**

Prior to convening Oklahoma’s Assessment and Accountability Task Force, the OSDE held regional meetings in Broken Arrow, Sallisaw, Durant, Edmond, Woodward, and Lawton. These meetings yielded responses on various questions addressing the desired purposes and types of assessments and goals for the accountability system. This regional feedback was incorporated into the discussions with the Oklahoma Assessment and Accountability Task Force.

The first Task Force meeting in August served primarily as an introduction to the requirements of the House Bill and to the issues associated with assessment and accountability design. Task Force members were also introduced to ESSA, a bipartisan measure that reauthorized the *Elementary and Secondary Education Act (ESEA)*, and the Act’s requirements for statewide educational systems. The August meeting also served as a foundational meeting that allowed the Task Force members to identify the primary goals of the assessment system. The September meeting served as an opportunity to clarify the goals of the Task Force and provide specific feedback that directly addressed the House Bill requirements. In the October meeting, Task Force members focused on details related to the indicators, measuring and combining them into an overall rating. The November meeting was used to finalize the feedback from the Task Force and discuss next steps for the OSDE to develop recommendations for the OSBE. Throughout the four meetings, Task Force members engaged in discussion that addressed the varied uses, interpretations, and values associated with the state’s assessment system. These discussions were used to establish and refine the Task Force’s feedback, which were subsequently incorporated into the OSDE’s recommendations. The final recommendations are presented in the section titled “OSDE Recommendations for Oklahoma’s Accountability System.”

### **Considerations for Developing an Accountability System**

Before presenting OSDE’s recommendations in response to House Bill 3218 and ESSA, we first provide some critical definitions and necessary context.

Educational accountability has been a much-used phrase since the 1970s. The 1980s saw a movement to standards-based accountability. The Improving America’s Schools Act (IASA) of 1994 moved the discussion to state-level educational accountability systems. The onus was initially put on state governments to define their accountability systems. The *No Child Left Behind Act (NCLB)* of 2001 laid out a much more prescriptive accountability system, providing a

specific framework within which states must develop their accountability systems. The *Every Student Succeeds Act* of 2016 maintains many of the requirements for the elements of the accountability system, but provides states with more flexibility in determining how to combine the elements to make a judgment about each school and district and in creating a plan for improvement for those deemed in need of assistance.

Accountability systems start with a set of goals and a theory of action that states that a specific act will produce a desired outcome. Those actions are rewarded when successful; other actions that do not produce the desired outcome are sanctioned. The system must undergo constant monitoring to ensure that the action will produce the desired outcome, that the rewards and sanctions are effective, and that the feedback and supports given to the various parties provide useful information on how to adapt their actions to produce the desired outcomes.

According to Carlson (2002), there are five key elements of accountability systems:

1. The goals of the system;
2. The selection of key indicators of success and ways to measure them (multiple measures), rather than merely using information that is available;
3. Decisions about how the selected indicators will be scaled, weighted, combined, and reported;
4. The types of actions that will be taken based on the resulting performance data (rewards and sanctions); and
5. Steps that will be taken to determine and improve the effectiveness of the accountability system itself.

In addition, school report cards are an important component of an accountability system and required by ESSA. Effective report cards communicate results in a clear and accurate manner to stakeholders, including school and district administrators, parents, and community members.

## Goals

Linn (2001) encourages state policymakers to be clear about the intended purpose(s) of their educational accountability system. For example, while most states or districts would agree that the purpose of accountability is to improve student learning, Linn argues that states need to be more specific in stating their priorities for achieving such a goal. For instance, beyond improving student learning, state policymakers may specifically desire to:

- Reinforce content standards in priority subjects;
- Support deep understanding and problem-solving ability; and
- Assure a given level of achievement for students before promotion.

Linn also recommends that policymakers clarify the uses of their system, asking specific questions such as:

- What results will be given to parents?
- What will be done with school-level results?
- How much emphasis should be placed on status versus improvement?

Policy context is also important for setting goals. In the case of Oklahoma, goals specified in HB 3218 and ESSA weigh heavily in the design.

## Indicators

A major issue in any accountability system is the question of what to measure. Among the considerations in selecting indicators is an understanding of what data are available, the targets of the data collection, the timing of the data collection, and the coherence with the stated goals. In addition, any indicator needs to be measured in a manner allowing for reliable and valid data that will accurately inform the accountability system. Although both NCLB and ESSA require placing large weight on assessment outcomes, there is flexibility in determining which assessments are included and which outcomes are valued. For example, ESSA requires using results from the English language arts (ELA) and mathematics assessments, but Oklahoma also measures student achievement in science and social studies. The assessment results in ELA and math provide the means to report both status (a one-year snapshot of performance) and growth (an across-year calculation at the student level) in grades 3–8. Conversely, science and social studies can only provide status measures, as they are not administered in every grade. Growth measures are also problematic in high school given the current recommendation to use only an off-the-shelf college-ready assessment in eleventh grade. However, any of these assessments can provide information on achievement gaps among various student groups. In addition to assessment scores, ESSA requires states to include an indicator on graduation rates for high schools and at least one additional statewide indicator of school quality or student success. These additional indicators could focus on school climate, student safety, parent engagement, or postsecondary readiness. Finally, for the first time, ESSA requires that English language proficiency for ELs be included in the Title I accountability system. Most importantly, ESSA requires that the indicators differentiate among schools. The selected indicators need to provide unique information and not simply be multiple measures of the same result.

## Design Decisions

Once policymakers have decided on a set of indicators, the next question is how to use them to make judgments about school or district effectiveness. The first design decision involves determining how to combine the different performance indicators to determine if the school has met the goal(s). In a coherent system, many of these decisions will be based on the goals. For instance, weighting the various elements in a system relates directly to the values placed on

each element. Another issue is how fine-grained the decision measure should be. While NCLB breaks down all decisions into “meets annual measurable objectives” or “does not meet annual measurable objectives,” Hanushek and Raymond (2002) argue that binary pass/fail decisions lead to a set of complications, which can be avoided by providing more detailed information about the distribution of scores.

A major issue in accountability systems is how to incorporate information on student groups. Experts and advocates agree that group performance should be reported separately; otherwise strong majority performance can overshadow the poor performance of a minority. However, not every indicator reported needs to be included in the accountability system. For example, an overall absentee rate could be reported for every demographic group but only the overall rate included in the accountability system.

Under NCLB, we saw a lot of discussion of “minimum  $n$ ” (i.e., sample size). A large minimum  $n$  can increase the reliability of the decisions, but because it excludes certain populations from the system who do not meet the minimum sample size, it decreases the validity of the system. A key feature in any educational accountability system is setting annual targets for students, teachers, and/or schools. Targets are measurable steps toward a system’s ultimate goal, but it can be difficult to determine what that target should be – that is, what is good enough.

### Identifying Schools and Districts

ESSA lays out two primary categories for identification: comprehensive support and targeted support. States are required to identify the lowest-performing schools in the state as schools in need of comprehensive support and improvement. This category must comprise at least 5% of all Title I schools. In addition, any high school with an overall graduation rate of less than 67% should be identified for comprehensive support. Schools that have one or more student groups consistently performing in the bottom 5% must be identified for targeted support and intervention. Likewise, if one or more student groups have a graduation rate below 67% and in the bottom 5% for the state, that school must also be identified for targeted support.

Outside the scope of this report but important to any accountability system is the system of supports for identified schools. ESSA requires the following steps:

- For Comprehensive Support and Improvement Schools, districts must develop, and the state must approve, an evidence-based improvement plan with input from stakeholders, including school leaders, teachers, and parents. The state must monitor progress against the plan and further intervene if the school does not improve within four years; and
- Targeted Support and Improvement Schools must develop an evidence-based school-level plan with input from school leaders, teachers, and parents. This plan must be approved and monitored by the district. The district must monitor implementation and

take action if the school does not improve the performance and/or outcomes for all student groups.

## Reports

Another ESSA requirement is that each state develops a system of school report cards. These report cards must include each indicator used in the accountability system as well as staff and financial information. Specifically, each state must publish an annual statewide report card and each district must publish a district report card. District report cards must include information for the district as a whole, as well as for each school in that district. (When used in this document, the term “district” refers to both traditional public school districts and charters.) These report cards must include, at minimum:

1. Details of the state accountability system, including schools identified for Comprehensive Support and Improvement and Targeted Support and Improvement;
2. Disaggregated results on all accountability indicators, including state assessments and graduation rates;
3. Disaggregated assessment participation rates;
4. Disaggregated results on the indicators that the state and its districts are already reporting to the Civil Rights Data Collection, including, but not limited to: a. access to advanced coursework, such as AP, IB, and dual enrollment; b. exclusionary discipline rates; and c. chronic absenteeism;
5. The professional qualifications of educators, including the number and percentage of a. inexperienced teachers, principals, and other school leaders; b. teachers teaching with emergency credentials; and c. teachers who are out of field. Districts and state report cards must include comparisons of high-poverty and low-poverty schools on these metrics;
6. State, local, and federal per-pupil expenditures, by funding source. These expenditures have to include actual personnel expenditures for each school, not just district averages.
7. The number and percentage of students with the most significant cognitive disabilities taking the alternate assessment;
8. At the state level, results of the National Assessment of Educational Progress, as compared with national averages; and
9. Disaggregated rates at which high school graduates enroll in higher education, if available.

Finally, the Education Commission of the States recently published a report laying out evaluation criteria for a statewide report card system (Mikulecky & Christie, 2014). They identified the best report cards as the ones that are easy to find, easy to understand, and

include indicators essential for measuring school and district performance. The indicators include:

- Student achievement;
- Student academic growth;
- Achievement gap closure;
- Graduation rates; and
- Postsecondary and career readiness.

The Commission highlighted Illinois, Ohio, and Wisconsin as providing some of the best report cards.

### Validation

Finally, the last core concept of accountability systems is the need to monitor, evaluate, and improve the system. Researchers seem to agree that an accountability system should include a mechanism for continuously monitoring and evaluating the effects of the system and potential strategies for adapting and improving the system in response to new information. A key question is how the system design will incorporate the need for revisions over time. State- and district-level policymakers need to have a predetermined plan of how they will manage deficiencies uncovered by the accountability system and how their solutions will feed back into the system itself. As mentioned in a previous section, policymakers should monitor how schools and educators respond to sanctions and rewards.

Gong and the ASR SCASS (2002) also list evaluation and monitoring as key design principles for accountability systems. He recommends asking questions, such as

- Is the system complete?
- Can the system be improved?
- Is the system having the desired effects?
- Is the system producing any undesired effects?
- Have assumptions or circumstances changed to an extent that the system should change?

### OSDE Recommendations for Oklahoma’s Accountability System

At the end of the November meeting, the Task Force agreed on a set of recommendations for indicators, measures, and design decisions. Broad advice for report cards and validation was also provided. OSDE incorporated these ideas into their recommendations, summarized in this section.

### Goals

The task force quickly agreed on the goal for the Oklahoma public school system. The focus should be on preparing students for college and career readiness, where “college and career ready” means that students graduate from high school prepared to enter and succeed in postsecondary opportunities, whether college or career. All parts of the school system,



including elementary and secondary schools, must put students on a trajectory for postsecondary success.

## Indicators

All indicators in the final list have a research basis associated with postsecondary success. Throughout the four meetings, multiple indicators were proposed and rejected because either there was no evidence that the indicator supported the goal, there was no reliable way to gather the data, or the measure was susceptible to manipulation or might lead to other undesirable outcomes. A guiding principle of the Task Force was to start with a relatively simple and straightforward list of indicators keyed on successful outcomes. Over time, as the accountability system matures, additional indicators may be added.

The final list of indicators is as follows:

Elementary & Middle School	High school
ELA status	ELA status
Math status	Math status
Science status	Science status
ELA growth	Graduation rate
Math growth	Postsecondary opportunities
ELPA progress	ELPA progress
Chronic absenteeism	Chronic absenteeism

## Status

All schools will have indicators for ELA, math, and science status. In grades 3–8, these indicators will be based on the state assessment. The Task Force recommended that achievement in one year be measured in terms of scale score rather than the percentage meeting proficient. The base year will be in 2017. The average scale score for the school at the 40<sup>th</sup> percentile will set the initial goals for each student group. Then, interim goals will follow a set number of score points, based on progress seen in earlier years. In addition, the goals will be set separately for each student group in a manner that requires more progress from the lower performing groups. As an example, see Figure 1.

This graph shows a simulated set of interim targets from 2017 through 2025. For this example, we assumed a scale of 100 – 400 with the “target” cut score set at 300. Each grade and subject will require a separate graph. Goals increase by a variable number of points each year, ranging from 5 points for whites, the highest-performing group, to 10 points for the lowest-performing groups: economically disadvantaged, ELs, and students with disabilities. By the year 2025, all students will be expected to achieve proficiency on state assessments. The goals will also reduce the achievement gap each year, but at a rate that has been shown to be feasible based

on past performance. This achievement indicator is thus both rigorous and attainable. It also incentivizes schools to work with every student to meet their target and not just those close to proficiency.

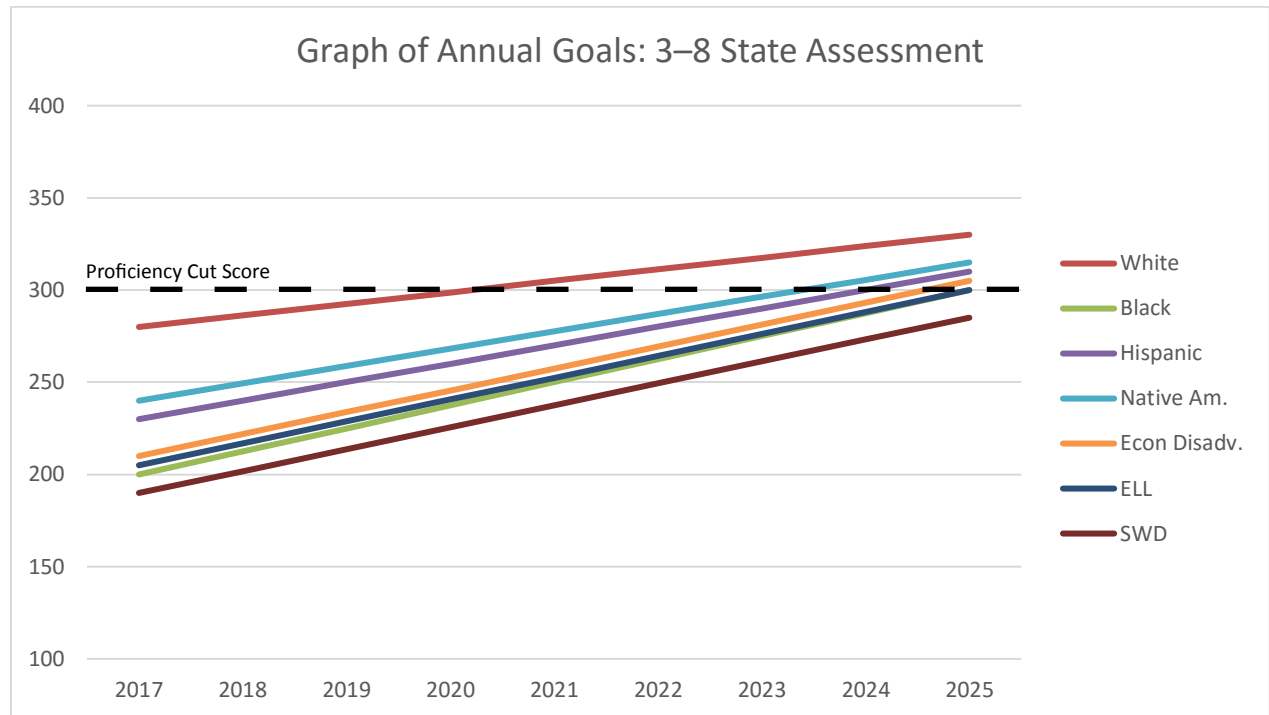


Figure 1. Simulated annual targets for elementary and middle schools  
 NOTE: The proficiency cut is assumed to be at 300.

An important component of the status indicator is examining progress by each student group. However, a lesson learned from NCLB is that counting a student multiple times does not provide additional information about a school and actually provides a disincentive to work in schools with large disadvantaged populations. To counter these concerns, each student will be assigned a primary student group for accountability purposes. The original *Elementary and Secondary Education Act* of 1965 was founded on the idea of providing an equitable education to those from high poverty areas. This accountability system will reinforce that goal by prioritizing economic disadvantage first. That is, a student who is both Hispanic and economically disadvantaged will be placed in the economically disadvantaged group and required to meet those interim goals. (Economically disadvantaged is defined as eligible for the federal free and reduced price lunch program, also known as the National School Lunch Program.) The prioritized order of student characteristics is based on the degree to which data shows them to be related to achievement outcomes. Thus, the groups will be formed as follows:

1. Economically disadvantaged students;
2. Student with disabilities;
3. English learners;

4. Black/African American students;
5. Hispanic students;
6. Native American/American Indian students; and
7. Other students (white or Asian, not economically disadvantaged, not having an identified disability, not an EL).

If a student is a black student with a disability but not economically disadvantaged, he or she will be categorized as a student with a disability and required to meet that goal. A Hispanic EL will be categorized as an EL. All of those students will have the same interim goal, regardless of their race/ethnicity.

Returning to Figure 1, each student will have a scale score goal for his or her grade level and year, based on his or her student group. Each student will either meet that goal or not. The school will receive credit for the percentage of students meeting the goal. It is important to note that this indicator requires each school to show progress each year, but this is not a growth measure. Growth follows an individual student from one year to the next and calculates how much his or her achievement changed in that time. This measure uses an improvement model comparing cohorts of students. That is, each school will be comparing third-graders in 2018 to third-graders in 2017, for example, and trying to improve the performance of each cohort incrementally.

Similar to Figure 1, Figure 2 provides an example of a similar set of goals using a nationally recognized college-ready assessment in high school. For purposes of the simulation, data from a nationally recognized college-ready assessment was used, as there was a previous report demonstrating Oklahoma performance on that assessment.

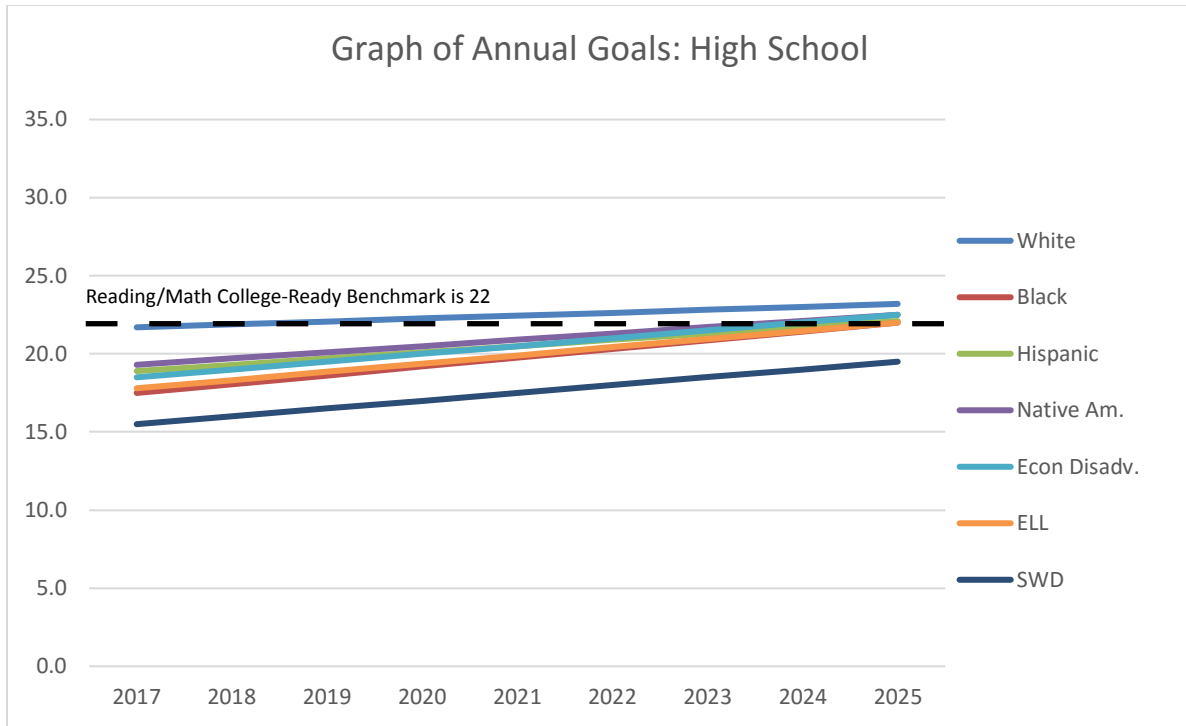


Figure 2. Simulated annual targets for high school  
 NOTE: Reading/Math College-Ready Benchmark is 22.

In this example, the 2017 data represent the average score in Oklahoma from 2014. These starting points are likely to be lower when every student in the state takes the college-ready assessment. Then, the annual targets are determined by increasing the average by 0.2 – 0.5 points each year, depending on student groups. Again, the goal by 2025 is for all students to reach the college-ready benchmark of 22 in reading and math and simultaneously reduce the achievement gaps.

### Growth

For elementary and middle schools, the second academic indicator is growth. To clarify definitions, the previous indicator required each school to show improvement. That is, the cohort of third-graders in 2018 needs to outperform the cohort of third-graders in 2017. In contrast, growth follows an individual student. Growth measures a student’s achievement in fourth grade in 2018 compared to third grade in 2017. Each student receives a growth score, which can then be averaged across schools or districts.

For grades 3–8 in ELA and mathematics, a score is given annually. Thus, growth can be measured at the student level between grades 3–4, 4–5, 5–6, 6–7, and 7–8. A K–5 school will have two growth measures per subject and a middle school with grades 6–8 will have three growth measures.

No growth measures in high school are possible in the short term without adding additional assessments at that level. However, in 2020 a cohort of students will have taken the grade 8

test in 2017 and the college-ready test in 2020. Those data can be used to develop a predictive model, using the grade 8 scores to project performance onto the college-ready test. Then, as students take the college-ready assessment, they can be labeled as exceeding their predictive performance (high growth), meeting the predicted performance (average growth), or failing to meet the predictive performance (low growth). When the data are sufficiently reliable, this indicator can be added to the accountability calculation.

The Task Force was clear that both status and growth are important. Clearly, the best schools are those that have high status and high growth, and the schools needing intervention would be those with low status and low growth. However, there was less clarity on whether a school with high status and low growth should be rated higher than one with low status and high growth. By providing these two different metrics in a manner that does not double the information the way the “growth to target” indicator under NCLB did, making decisions about these schools becomes clearer.

The Task Force discussed many growth models but settled on the value table. Because the status measure focuses on average scale score, Task Force members wanted the growth model to take achievement levels into consideration. The value table model was developed by Richard Hill and his colleagues at NCIEA (Hill, et al., 2005). They describe the basic idea behind a value table as a mechanism to create an indicator that examines the achievement level a student earns one year, compare it to the level earned the previous year, and then assign a numerical value to that change. Higher values are assigned to results that are more highly valued. The Task Force members wanted to give schools credit for growth across the entire scale. Each achievement level would be divided in half so that growth could be measured within as well as across achievement levels. By giving credit for moving a student from a low unsatisfactory to a high unsatisfactory, this indicator will provide different information about schools than the status indicator.

Figure 3 displays one possible table. Stakeholders will need to continue to meet to examine the values in this table, but it meets several criteria. It provides similar credit for moving students to a low score within an achievement level to a high one, regardless of the level. See for example, the points associated with moving from low unsatisfactory to high unsatisfactory: 120. Compare that to the points associated with moving from low proficient to high proficient: 130. The target of staying at a low level 3 is set at 100. Any improvement has a value greater than 100 and any backwards movement results in a value less than 100. Thus, any school with an average score above 100 is showing growth. The tables can be calculated for all students and any student group, but the accountability measure will be for all students.

		Current year (e.g., 2018)							
		Unsatisfactory Low	Unsatisfactory High	Limited Knowledge Low	Limited Knowledge High	Proficient Low	Proficient High	Advanced Low	Advanced High
Previous year (e.g., 2017)	Unsatisfactory Low	0	120	160	185	200	200	200	200
	Unsatisfactory High	0	90	130	150	195	200	200	200
	Limited Knowledge Low	0	50	95	130	165	175	195	195
	Limited Knowledge High	0	30	55	95	130	160	185	195
	Proficient Low	0	0	30	80	100	130	150	175
	Proficient High	0	0	0	30	70	105	135	160
	Advanced Low	0	0	0	0	40	75	115	145
	Advanced High	0	0	0	0	25	50	95	125

Figure 3. Sample value table to measure growth

### Postsecondary Opportunities

Because growth cannot be measured in high school with a one-time assessment, another academic indicator is needed. The Task Force selected the indicator on postsecondary opportunities with a focus on participation. Thus, schools will receive credit for every student participating in one of the following programs:

- Advanced Placement (AP) classes;
- International Baccalaureate (IB) program;
- Dual (concurrent) enrollment in higher education courses;
- A work-based internship or apprenticeship; and
- Industry certification.

This list incorporates both college success indicators as well as career preparation activities. Schools are rewarded for helping their students gain early college or career exposure. The initial target was set at 10% of students in high school meeting this goal, or 20% of juniors and seniors. The Task Force felt that was a high but attainable goal. This goal may increase over time. Likewise, the Task Force debated whether participation or outcomes should be rewarded. Task Force members decided that early on, OSDE needs to incentivize schools first to offer the opportunities and that later the system could reward outcomes. Thus, to start, this indicator measures participation, but we expect to gradually move that to crediting successful outcomes in future years. The timeline will be discussed in future Task Force meetings.

## Graduation Rate

The system will continue to use the state formula for four-year graduation rates, but also factor in the five-year rate and the six-year rate. The state language appears in the next few paragraphs.

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 in order to allow schools to count summer graduates.

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 2013-2014 school year would be assigned to the 2017 cohort. The four-year graduation rate will then be calculated using the following formula:

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

A student can be removed from a school’s cohort only if he or she enrolls in another institution that offers an accredited high school diploma, emigrates out of the country, or passes away.<sup>1</sup> Each year, the four-year graduation rate will be calculated based on the appropriate cohort. Then, that rate will be supplemented by the additional graduates from that year who fell into the five- or six-year cohort. ESSA requires that the five- and six-year rates be given less weight than the four-year rate. However, the Task Force felt strongly that graduation is important at any time and wanted to incentivize schools to continue to work with all students to meet the graduation requirements. Therefore, the weight is set at 0.85 and 0.50 for five- and six-year rates, respectively. The OSDE will also monitor the use of the six-year graduation rate, and if it appears to be providing perverse incentives to delay graduation, the use of that rate for this indicator will be restricted to students with disabilities who are entitled by their IEP to additional years of schooling.

Continuing the above example, the four-year rate for the graduation year 2017 will be calculated first. Then, the percentage of students who graduated in 2017 who were ninth-

<sup>1</sup> Note that although an exit for homeschooling is not considered a dropout on the Annual Dropout Report, it is 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.

graders in the 2012-2013 school year will be calculated, multiplied by 0.85 and added to the four-year rate. Finally, the percentage of students who graduated in 2017 who were ninth-graders in the 2011-2012 school year will be calculated, multiplied by 0.70, and added to the four-year + five-year rate, for the final 2017 graduation rate.

### ELPA Progress

Dr. Gary Cook attended the first Task Force meeting and presented a plan for measuring progress on the English language proficiency assessment, WIDA ACCESS 2.0. The idea is that students should be able to exit an English language development program within five years, depending on their starting point. This approach assumes that a year’s worth of learning should result in growth of one performance level on WIDA. Thus, a student who starts at Level 1 will have five years to exit the program, while a student who starts at level 3 will have three years to exit the program. Figure 4 provides an example of four students following this rule.

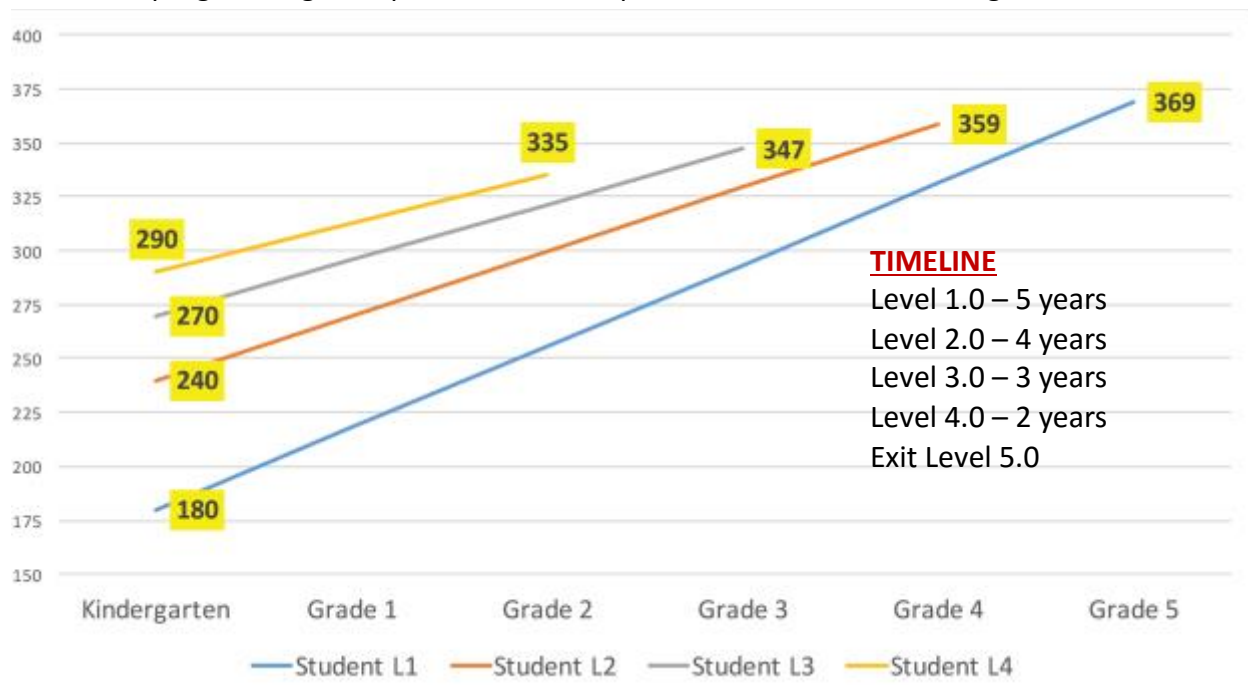


Figure 4. Growth to target for ELPA

As seen in Figure 4, each kindergarten student has a trajectory allowing him or her to exit the program in 2–5 years depending on his or her starting point. A similar graph would be created for each grade. Based on these expectations, all ELs would either make their annual target or not. The measure of ELPA progress will be the percentage of students making their target. Clearly, this indicator requires two years of data, so only students who have been in the United States two years or longer will be included.

An important note is that students who are reclassified as non-EL will remain in the EL calculations for four years after exiting as allowed under ESSA rules and regulations.



Additionally, ELs are not included in the subject-specific indicators until they have been in the country two years. They should take the assessments the first year for purposes of establishing a baseline, but the scores should not count in the school’s rating. The second year, these newly entered students will be added to the rating for the growth metric only. Once the students have been in the United States for three years, they will be fully included in all achievement indicators for a school and district.

### Chronic Absenteeism

There is a fair amount of research demonstrating a relationship between chronic absenteeism and future success, and recently, The Hamilton Project at the Brookings Institution released a report recommending states adopt chronic absenteeism as the “fifth indicator” of student success and school quality (Schanzenbach, Bauer & Mumford, 2016). Chronic absenteeism is defined as missing 10% or more days of school. Thus, for a student enrolled for the full academic year, missing 10% of the school year would result in missing 18 days, or almost a full month of schooling. Research shows that students who are chronically absent in sixth grade are much less likely to graduate high school on time, if at all (BERC, 2011). Similarly, chronic absence in kindergarten was associated with lower academic performance in first grade (Balfanz & Byrnes, 2012).

All students enrolled in school since January 2 should be included in this indicator for that school year. However, for students enrolled for less than the full academic year, the 10% threshold will result in fewer than 18 days that can be missed before the student is considered chronically absent.

### Design Decisions

ESSA requires a summative rating for all schools, and Oklahoma has a history of categorizing all schools by grades A–F. Thus, each of the various indicators was given weights and summed to create an index. The weights are shown in Figures 5 and 6. For elementary and middle schools, equal weight has been given to status and growth, with status focused on each student meeting a targeted scale score and status based on a value table organized around the achievement levels. Oklahoma will also continue with the practice of using 10 as the minimum  $n$  size.

No.	Indicator	Points possible	Points earned	Percentage (earned/possible)	Weight	Total
I a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal		15	
I b.	Math status (with progress targets)	# students with math score	# students meeting goal		15	
I c.	Science status (with progress targets)	# students with science score	# students meeting goal		5	

	targets)					
2a.	ELA growth	Highest value on table	Value table average		15	
2b.	Math growth	Highest value on table	Value table average		15	
3.	ELPA progress	# of ELs in US for more than one year	# of ELs meeting goal		15	
4.	Chronic absenteeism	# students enrolled	# students NOT missing 10% of school days		10	

Figure 5. Indicators and weights for elementary and middle school accountability index

Each school enters the data in the appropriate column, multiplies by the weights shown, and then enters the final numbers in the far right-hand column. Summing the final numbers will produce a score between 0–90 to deter “percent-correct” thinking. It was determined by carefully considering the relative weight of each indicator. Then a rubric was developed with the intent of spreading the grades across schools in such a way that the majority of schools would be rated with a grade of B, C, or D, reserving grades A and F for the best and worst schools. As the distribution of grades shifts and schools improve, the rubric will need to change to reflect OSDE goals of continuing improvement. When at least 60% of Oklahoma schools are scoring at the A or B level, the rubric will be adjusted so that 62 points is needed for a B and 78 points is needed for an A.

The initial rubric converting the scores to grades is proposed as follows:

- A. > 70
- B. 57–70.00
- C. 43–56.99
- D. 30–42.99
- F. < 30

If, however, schools have fewer than 10 ELs across all grades, they will not have a score for that part of the index, making their total possible points 75. A second rubric was developed for this scenario:

- A. > 60
- B. 47–60.00
- C. 38–46.99
- D. 25–37.99
- F. < 25

Notice that this rubric does not simply subtract 15 points from every category. The goal was to distribute the weight so that schools with ELs do not feel an undue burden from that population. Instead, strong performance from this group can provide an additional boost to the overall score. Although consideration was given to weighting the ELPA progress indicator differently depending on the proportion of ELs in the school, the decision was made to keep it

static to ensure that every EL had equal consideration regardless if in a school with 30 other students or 300.

In addition, the participation rate will factor into the grade only if it falls below 95% for any student group. Historically, Oklahoma has not had an issue with low participation rates, but incentives are needed to maintain that high bar. Any school with a participation rate below 95% for any student group will have a “minus (-)” placed after its letter grade. The participation rate will also be shown on the report card, with detailed data available by student group.

For high school, the same approach is used and the table only differs by the two indicators: There are no growth measures, but there are indicators for graduation rate and postsecondary opportunities. However, the total points here also sum to 90, so the same rubrics are used, with the same automatic adjustment applied over time. Likewise, any grade could be adjusted downward by adding a “minus (-)” after the letter grade if the participation rate falls below 95% for any student group in the school or district. An additional bonus point is available for high schools to promote participation in U.S. History. If 95% of students complete the U.S. History class by 11<sup>th</sup> grade and if 75% of those students either receive a score of “proficient” or above on the Oklahoma end-of-course assessment or receive college credit for the course, the school will receive one full bonus point added to the final sum.

Figure 6 displays the indicators and weights for high school.

No.	Indicator	Points possible	Points earned	Percentage (earned/possible)	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal		15	
1b.	Math status (with progress targets)	# students with math score	# students meeting goal		15	
1c.	Science status (with progress targets)	# students with science score	# students meeting goal		15	
2.	ELPA progress	# of ELs in US for more than one year	# of ELs meeting goal		15	
3.	Graduation rate	Use state graduation formula to determine percentage			10	
4.	Chronic absenteeism	# students enrolled	# students NOT missing 10% of school days		10	
5.	Postsecondary opportunity (AP/IB/dual enrollment/ internship/apprenticeship/ industry certification)	10% of enrollment	# enrolled in one program		10	

Figure 6. Indicators and weights for high school accountability index

The total points here also sum to 90, so the same rubrics are used. One difference in weights to notice is the variation of science compared to ELA and math. In elementary and middle schools, science is given once each, while ELA and math are given in grades 3–8. Since science is given one-third as often as ELA and math, it is weighted at one-third of their weight. In high school, however, all three subjects are given once, so they have all been weighted the same. An example of calculations for an elementary school and a high school is provided in Appendix C.

### Identifying Schools and Districts

Elementary and middle schools that earn an F or have the lowest 5% of overall points in the state (if fewer than 5% of schools earn an F) will be categorized as comprehensive support schools. Schools with the lowest achievement for one or more student groups, but not in the lowest 5% overall, will be identified for targeted support. The growth rating will be considered as a key indicator for exiting these support designations. “A” schools with no large achievement gaps and a participation rate above 95% will be identified as reward schools.

For high schools, the same criteria apply but graduation rates are also a consideration. Based on the federal regulations, any high school with a graduation rate less than 67% must be identified as needing comprehensive support and improvement. Likewise, if one or more student groups has a graduation rate significantly below the others and less than 67%, the school is eligible to be targeted for support and intervention. A reward school must have an overall graduation rate of at least 85% with no student group falling below 75%.

Note that participation rate does not factor into the identification of comprehensive and targeted support schools. It will be included, however, as a requirement for exiting that status. Schools will need to show improvement in achievement and graduation rates for all students while measuring at least 95% of their student population.

## Reports

The Task Force examined report cards from several states and chose Ohio as the model. (A sample Ohio school report card is shown in Appendix B.) However, the group felt more information would be gained by providing comparative information about each indicator rather than simply displaying an icon as Ohio does. Each school will have six to seven indicators, depending on whether they have a sufficient EL population to produce the ELPA indicator. Each indicator will be shown on a dashboard with an overall rating for the school displayed in the header. For each indicator, the measure will show that school's performance, the performance of like schools, the performance of the district, and the performance of the state. The target for the indicator will be clearly displayed, and a grade given for each indicator.

Figure 7 shows an example of how data for each indicator would be displayed.

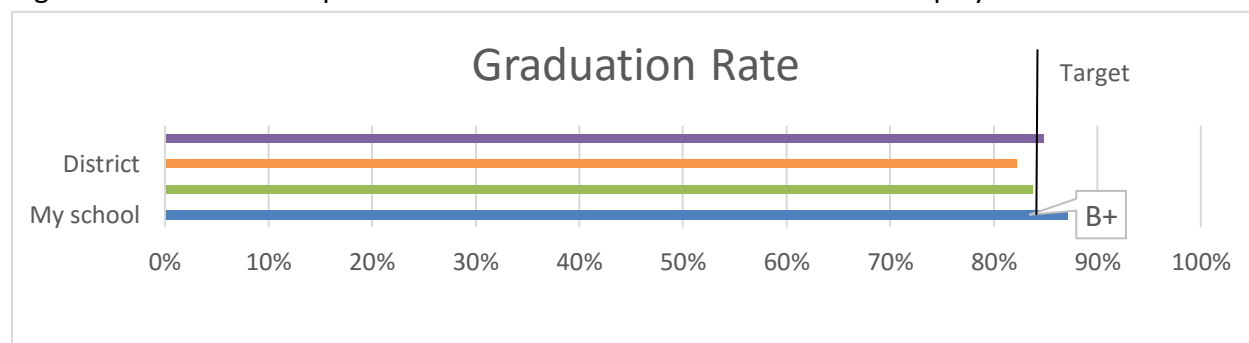


Figure 7. Sample indicator for the school report card

Similar to the interactive report card system in Ohio, Oklahoma's system would also allow users to drill down to see more information. For example, they could click on "my school" and see the breakdown by student group.

Overall, there will be more information in the school report cards than what counts for accountability. As required by ESSA, there will be information on per-student expenditures, NAEP (National Assessment of Educational Progress) results, participation rates, and

professional qualification of educators. Additionally, all indicators will have information disaggregated by student groups in the detail data.

Importantly, not all data will be available to incorporate into the report card in 2017. With the first year of a new assessment in grades 3–8, there will be no growth data, only status. Likewise, 2017 is the final year of the grade 10 assessment, and the nationally recognized high school assessment will not be required until 2018. Therefore, in 2017, the report card will be designed as if it was final and display data for all possible indicators, but no summative grade will be calculated. As shown in the Ohio example in Appendix B, the spot for the summative grade will display “Coming in 2018” instead. To support the districts and schools during this transition, information about growth targets will be provided, demonstrating to each school how they need to perform in 2018 to hit their targets.

## Validation

As described earlier, all accountability systems should be continuously monitored and evaluated. Prior to implementing this system statewide, OSDE will work with a few districts to apply this system to their schools to determine their rating and discuss the face validity of that rating. The rubric could be adjusted accordingly. The second year of the system (2018) will be the first year a growth metric is available and the first year the system can be implemented as intended. The Task Force will reconvene at that point to examine the list of A and F schools to see if they are aligned with the differentiations intended by this system.

Of particular interest to watch over time is the status indicator. Should it be readjusted if students continually fail to meet the targeted increase in scores? That should not be necessary for the first three years, but it will be worth watching.

In addition, other indicators were discussed by the Task Force and designated as indicators of interest to add in future years. As the system stabilizes, OSDE could adjust indicators such as social studies status, school climate surveys, or teacher professional development activities. Furthermore, working with the Oklahoma State Regents for Higher Education and the business community, OSDE may be able to collect data on students’ postsecondary activities that could be used to inform high school ratings.

## Further Work

This report primarily addresses the methodology for grading schools and determining which schools should be identified for comprehensive and targeted support. It does not explore school improvement models to implement for those schools. Further work is needed to support the districts with identified schools and determine effective remediation strategies.

Additionally, this plan is based on outdated data. Oklahoma will be implementing new assessments with a new scale and new cut scores in grades 3–8 and a new college-ready assessment in high school. All of the baseline data will need to be calculated and targets set once those data become available. The Task Force will need to continue to meet to discuss the values in the value table and elements of the report card, as well as review the goals and interim targets once data become available.

Finally, additional work is ongoing for non-traditional schools. Those include virtual schools, very small schools, and K–2 schools. Not all of these measures work for such schools, but no school will be excused from the accountability system. A separate group is working to develop rules for these schools that maintain the goals of this system.

This report is intended as a blueprint to construct the accountability system. It is the process that is recommended for adoption here, not the final numbers.

## Conclusion

The conversations that occurred among Task Force members, assessment and accountability experts, and the OSDE resulted in a cohesive system developed with the goal of preparing students for college and careers. The system begins with a fairly simple list of indicators that meets the requirements of both HB 3218 and ESSA. Other indicators could be developed, validated, and added to the index over time. The first goal, however, is to establish a system that is reliable and valid and that Oklahoma stakeholders believe provides meaningful data to differentiate among our schools. The Task Force will continue to meet as more data become available to review the details of each measure and work on the accountability report card. The consistent monitoring will help ensure the system is transparent and understandable to all stakeholders.

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## Appendix A: Invited Task Force Members

<b>Name</b>	<b>Organization</b>	<b>Title</b>
Hofmeister, Joy	State Dept. Education	State Superintendent of Public Instruction
Dunlap, Katie Dr.	State Dept. Education	Deputy Superintendent of Assessment and Accountability
Tamborski, Michael Dr.	State Dept. Education	Executive Director of Accountability
Walker, Craig	State Dept. Education	Executive Director of State Assessments
Barnes, Lynn	Oklahoma City Public Schools	Sr. Executive Director of Curriculum & Federal Programs
Bax, Benjamin	American Federation of Teachers	Field Representative
Baxter, Leo J.	Oklahoma State Board of Education	Board Member
Bendick, Debbie Dr.	Edmond Public Schools	Assoc. Superintendent
Best, Mary	American Federation of Teachers	President
Bishop, Katherine	Oklahoma Education Association	Vice President
Blanke, Debbie Dr.	Oklahoma State Regents for Higher Education	Academic Affairs
Burchfield, Rocky	Fairview Public Schools	Superintendent
Burk, Jana	Tulsa Public Schools	Executive Director of Teacher/Leadership Effectiveness Initiative
Bushey, Brent	Oklahoma Public School Resource Center	Executive Director
Buswell, Robert	Office of Educational Quality and Accountability	Director of Educational Accountability
Caine, Ann	Oklahoma State School Boards Association	Director of Education Leadership
Capps, Staci	Byng Public Schools	Curriculum Director/Grant Developer
Casey, Dennis Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Charney, Randee	Research Associate	Schusterman Family Foundation
Choate, Tony	Chickasaw Nation	Media Relations
Cobb, Rick	Mid-Del Schools	Superintendent
Condit, Donnie Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Cook, H. Gary Dr.	University of Wisconsin	Associate Scientist, Expert in Assessment and Accountability, E.L.L.
Cooper, Donna	Choctaw Nicoma Park Schools	Asst. Superintendent
D'Brot, Juan Dr.	Center for Assessment	Senior Associate, Expert in Assessment and Accountability
DeBacker, Terri Dr.	University of Oklahoma College of Education	Assoc. Dean

<b>Name</b>	<b>Organization</b>	<b>Title</b>
Dossett, J.J. Sen.	Oklahoma Senate	Oklahoma Senator
Dugan, Drew	Greater Oklahoma City Chamber of Commerce	Vice President
Dunlop, Janet Dr.	Broken Arrow Public Schools	Assoc. Superintendent
Dunn, Kathy	Mid-Del Schools	Asst. Superintendent for Teaching and Learning
Elam, Mary Dr.	Oklahoma City Public Schools	Senior Research Associate, Planning, Research, and Evaluation Dept.
Fedore, Stephen	Tulsa Public Schools	Director of Data Quality and Data Use
Flanagan, William	Oklahoma State Board of Education	Board Member
Font, Raul	Latino Community Dev. Agency	CEO/Executive Director
Ford, John Sen.	Oklahoma Senate	Oklahoma Senator
Foster, Becki	Oklahoma Department of Career and Technology Education	Associate State Director for Curriculum, Assessment, Digital Delivery and Federal Programs
Franks, Cathryn	Oklahoma State Board of Education	Board Member
Fulton, Lisa	Ada City Schools	District Test Coordinator
Garn, Gregg A. Dr.	University of Oklahoma	Dean of Education
Grunewald, Angela	Edmond Public Schools	Executive Director of Elementary Education
Guerrero, Julian Jr.	Tribal Education Dept. National Assembly (TEDNA)	Project Director, Native Youth Community Project
Heigl, Brenda	Oklahoma Parent Teacher Association	President
Henke, Katie Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Hernandez, Kristy	Moore Public Schools	Director of Student Services
Hime, Shawn	Oklahoma State School Boards Association	Executive Director
Hooper, Tony	Lawton Public Schools	Director of Accountability and Assessment
House, Sharon	Oklahoma Parents Center, Services for Families of Children with Disabilities	Executive Director
Hutchison, Tony	Oklahoma State Regents for Higher Education	Strategic Planning Analysis Workforce and Economic Development
Keating, Daniel	Oklahoma State Board of Education	Board Member
Lepard, Jennifer	Oklahoma State Chamber	V.P. of Government Affairs
Lester, Erin	Tulsa Public Schools	Director of Educational Indicators
Lora, Aurora	Oklahoma City Public Schools	Superintendent

<b>Name</b>	<b>Organization</b>	<b>Title</b>
Love, Courtney	Oklahoma Virtual Charter Academy	Operations Manager
Mack, Marcie	Oklahoma Department of Career and Technology Education	State Director
McDaniel, Tracy	KIPP Charter Oklahoma City	Founding School Leader & Principal
Monies, Jennifer	Oklahoma Educated Workforce Initiative	Executive Director
Mouse, Melanie Dr.	Putnam City Schools	Asst. Superintendent
Nollan, Jadine Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Ogilvie, Clark	Owasso Public Schools	Superintendent
Owens, Beecher	Mannford HS	2016 Graduate
Owens, Rick	Lawton Public Schools	Secondary Education
Owens, Ryan	CCOSA	Co-Executive Director/General Counsel; Director Legislative Services
Parks, Tammy	Howe Public Schools	PDC Coordinator
Parrish, Jim	Choctaw Nation	Executive Director of Education
Pennington, David	Ponca City Public Schools	Superintendent
Perie, Marianne Dr.	University of Kansas	Director Center for Assessment and Accountability Research and Design; Expert in Assessment and Accountability
Pittman, Anatasia Sen.	Oklahoma Senate	Oklahoma Senator
Polk, Jamie	Lawton Public Schools	Asst. Superintendent
Price, Bill	Oklahoma State Board of Education	Board Member
Priest, Alicia	Oklahoma Education Association	President
Reavis, Madison	Muskogee HS	2016 Graduate
Riggs, Ruthie	Edmond Public Schools	Assoc. Superintendent
Roberts, Kuma	Tulsa Regional Chamber	Education Program Manager
Roberts, Sarah	Inasmuch Foundation	Senior Program Officer
Rogers, Michael Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Roman Nose, Quinton	Tribal Education Departments National Assembly (TEDNA)	Executive Director, Board of Directors
Ross, Robert	Inasmuch Foundation & Oklahoma State Board of Education	Board of Directors, Board Member
Sadler, Kimberly	Oklahoma Department of Career and Technology Education	Associate State Director for Curriculum, Assessment, Digital Delivery and Federal Programs
Shirley, Natalie	OK Governor's Office	Secretary of Education and Workforce Dev.
Shouse, Jerrod	Owner	Shouse Consulting







<b>Name</b>	<b>Organization</b>	<b>Title</b>
Simmons, Shirley Dr.	Norman Public Schools	Asst. Superintendent
Sly, Gloria Dr.	Cherokee Nation	Education Liaison Education Services
Stanislawski, Gary Sen.	Oklahoma Senate	Oklahoma Senator
Stoycoff, Zack	Tulsa Regional Chamber	Government Affairs Director
Tatum, Sheryl	Oklahoma Virtual Charter Academy	Head of School
Taylor, Etta	Oklahoma Parent Teacher Association	President Elect
Thompson, Shannon	Moore Public Schools	Dean of Academics
Thomsen, Todd Rep.	Oklahoma House of Representatives	Oklahoma House Representative
Tinney, Ginger	Professional OK Educators	Executive Director
Trent, Sean	Mid-Del Schools	Executive Director of Academic Services & Technology
Viles, Susan	Woodward Schools	District Test Coordinator/RSA Test Coordinator
Weeter, Richard Dr.	Oklahoma City Public Schools	Executive Director of Planning, Research, and Evaluation Dept.
Woodard, Johanna Dr.	Owasso Public Schools	Coordinator of Academic Services
Woodard, Petra	Millwood Public Schools	High School Principal
Yunker, Jake	Oklahoma Governor's Office	Deputy Policy Director

## Appendix B: Ohio's School Report Card

### 2015 - 2016 Report Card for Dublin Scioto High School

**SCHOOL GRADE**

Coming in  
**2018**

 <p><b>Achievement</b> The Achievement component represents the number of students who passed the state tests and how well they performed on them.</p> <p><b>Performance Index</b> ..... <b>C</b> <b>Indicators Met</b> 53.8% ..... <b>D</b></p>	<p><b>COMPONENT GRADE</b></p> <p><b>C</b></p>	 <p><b>Progress</b> The Progress component looks closely at the growth that all students are making based on their past performances.</p> <p><b>Value Added</b> Overall ..... <b>A</b> Gifted ..... <b>A</b> Students with Disabilities ..... <b>D</b> Lowest 20% in Achievement ..... <b>A</b></p>	<p><b>COMPONENT GRADE</b></p> <p><b>B</b></p>
 <p><b>Gap Closing</b> The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.</p> <p><b>Annual Measurable Objectives</b> 45.5% ..... <b>F</b></p>	<p><b>COMPONENT GRADE</b></p> <p><b>F</b></p>	 <p><b>Graduation Rate</b> The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.</p> <p><b>Graduation Rates</b> 92.3% of students graduated in 4 years ..... <b>B</b> 93.9% of students graduated in 5 years ..... <b>B</b></p>	<p><b>COMPONENT GRADE</b></p> <p><b>B</b></p>
 <p><b>K-3 Literacy</b> The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.</p> <p><b>K-3 Literacy Improvement</b> NC ..... <b>NR</b></p>	<p><b>COMPONENT GRADE</b></p> <p><b>Not Rated</b></p>	 <p><b>Prepared for Success</b> Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.</p>	<p><b>COMPONENT GRADE</b></p> <p><b>C</b></p>

Downloaded from <http://reportcard.education.ohio.gov/Pages/default.aspx>.

### Appendix C: Sample A–F Calculations

Elementary School

Total score=62.2 B

No.	Indicator	Points possible	Points earned	Percentage	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal	0.65	15	9.75
1b.	Math status (with progress targets)	# students with math score	# students meeting goal	0.59	15	8.85
1c.	Science status (with progress targets)	# students with science score	# students meeting goal	0.62	5	3.10
2a.	ELA growth	Highest value on table	Value table average	0.67	15	10.05
2b.	Math growth	Highest value on table	Value table average	0.71	15	10.65
3.	ELPA progress	# of ELs in US for more than one year	# of ELs meeting goal	0.68	15	10.20
4.	Chronic absenteeism	# students enrolled	# students NOT missing 18+ days of school	0.96	10	9.60

## High School

Total score = 55.9 C

No.	Indicator	Points possible	Points earned	Percentage	Weight	Total
1a.	ELA status (with progress targets)	# students with ELA score	# students meeting goal	.55	15	8.25
1b.	Math status (with progress targets)	# students with math score	# students meeting goal	.42	15	6.30
1c.	Science status (with progress targets)	# students with science score	# students meeting goal	.52	15	7.80
2.	ELPA progress	# of ELs in US for more than one year	# of ELs meeting goal	.75	15	11.25
3.	Graduation rate	Use state grad formula to determine percentage		.92	10	9.20
4.	Chronic absenteeism	# students enrolled	#students NOT missing 18+ days of school	.96	10	9.60
5.	Postsecondary opportunity (AP/IB/dual enrollment/internship/apprenticeship)	10% of enrollment	# enrolled in one program	.35	10	3.50