



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

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



Regional Professional Development

Agenda

Secondary Teacher Sessions:

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

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

Elementary Teacher Sessions:

12:00 p.m. – 3:30 p.m.

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

Administrator Session:

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

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

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

Oklahoma is committed to ensuring that each child meet College, Career, and Citizen Ready (C³) expectations, regardless of race, ethnicity, socio-economic status, native language, disability, giftedness, or any other qualifier. We are approaching the needs of minority and poverty students through a multi-pronged approach, beginning with a change in the culture of the Oklahoma State Department of Education. A number of reforms targeted toward meeting these needs are discussed in Oklahoma's *ESEA Flexibility Request* and others are independent of the waiver package. These reforms will assist schools in aligning priorities for all students, including all subgroups, regardless of school level N-size.

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

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

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

Reforms independent of the waiver package

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

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

**TITLE 210. STATE DEPARTMENT OF EDUCATION
CHAPTER 10. SCHOOL ADMINISTRATION AND INSTRUCTIONAL SERVICES**

SUBCHAPTER 13. STUDENT ASSESSMENT

210:10-13-22. Implementation of a system of school improvement and accountability

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

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

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

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

(B) ~~Seventeen~~ Twenty-five percent (17%)(25%) on whole school growth, annual student learning gains as measured by allocating one (1) point for each student tested who maintains a score of "Proficient" or above, improves proficiency levels, or improves substantially within a proficiency level on the State's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests administered to students pursuant to the provisions of the Oklahoma School Testing Program at 70 O.S. § 1210.508, summing the points, and dividing the points by the total number of students taking the tests;

(C) ~~Seventeen~~ Twenty-five percent (17%)(25%) on annual student learning gains for growth of the lowest twenty-five percent (25%) of students in the school, as measured by allocating one (1) point for each student tested in the bottom twenty-five percent (25%) who maintains a score of "Proficient" or above, improves proficiency levels, or improves substantially within a proficiency level on the State's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests administered pursuant to the provisions of the Oklahoma School Testing Program at 70 O.S. § 1210.508, summing the points, and dividing the points by the total number of students taking the tests. as required by 70 O.S. §

1210.545;

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

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

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

~~(3)(4)~~ To ensure that student data accurately represent school performance, schools shall be required to assess at least ninety-five percent (95%) of eligible students to earn a school performance grade. Failure to assess at least ninety-five percent (95%) of eligible students will result in a letter grade reduction in the school's overall school performance grade.

Schools assessing less than ninety percent (90%) of eligible students will result in the school earning an overall performance grade of F.

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

(d) **Reporting Student Achievement Data for School Accountability.** Student achievement data shall be reported for all students in a school. Each year, reports of achievement data for all students shall be prepared for each school, each district, and the State. District reports shall be calculated in the same manner as a school site, aggregated at the student level and calculated in accordance with the requirements of 70 O.S. §§ 1210.545(B), (D) and (J).

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

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

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

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

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

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

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

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

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

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

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

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

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

(4) A school shall not earn a grade for any component or criteria unless minimum N-size requirements established pursuant to this rule are met. Performance designations shall be made using School Performance Grades A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F. School performance grades shall be based on the assessments and criteria as specified in ~~subsection (f) of this rule~~Section and bonus points as specified in (g) of this Section. The Superintendent of Public Instruction is authorized to establish and adjust appropriate achievement level criteria to the extent allowed by law for submission to the State Board of Education for final approval.

(f) **Criteria for Designating School Performance Grades.** Overall school performance grades shall be based on a combination of the bonus points calculated in accordance with (g) and the four points calculated in accordance with the three criteria outlined in ~~sub-section (b)(1) of this rule~~Section: (1) whole school performance; student achievement scores; (2) whole school growth; annual learning gains; and (3) growth improvement of the lowest twenty-five percent (25%); and (4) whole school improvement.

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

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

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

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

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

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

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

- (i) Improved their state standardized assessment achievement level or state standardized alternative assessment achievement level, as applicable, from the previous school year to the current school year; or
- (ii) Improved their state standardized assessment achievement level or state standardized alternative assessment achievement level and such change in OPI from the previous school year to the current school year met or exceeded the State average of students with a positive OPI change; or
- (iii) Maintained their proficient or satisfactory achievement level on the state standardized assessment or state standardized alternate assessment, as applicable, from the previous school year to the current school year.

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

- (i) Change from Unsatisfactory to Limited Knowledge = 1.0
- (ii) Change from Unsatisfactory to Proficient or Satisfactory = 1.0
- (iii) Change from Unsatisfactory to Advanced = 1.0
- (iv) Change from Limited Knowledge to Proficient or Satisfactory = 1.0
- (v) Change from Limited Knowledge to Advanced = 1.0

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

~~(i) **Participation in accelerated coursework.** Participation in accelerated coursework, is defined as participation in Advanced Placement (AP) courses, International Baccalaureate (IB) programs, concurrent enrollment, Advanced International Certificate of Education (AICE) courses, and industry certification courses. For this component, participation shall be calculated for the school year by dividing a count of accelerated coursework participants in grades nine (9) through twelve (12) (numerator) by the count of all students enrolled in grades eleven (11) and twelve (12) (denominator). For this component, a student must earn a passing grade in the course in order to be counted as a participant. Schools shall earn credit for every accelerated course in which a student is enrolled. Students enrolled in multiple accelerated courses shall be counted once for each course in which they are enrolled. In calculating a percentage for this component, participation rate shall include all enrollment data regardless of whether the course was taught at the high school, at a career technology center, an accredited college or university, or at a regional site of the Oklahoma School of Science and Mathematics. A letter grade for accelerated coursework shall be earned based on percentage of participation listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

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

~~(iii)(ii) **Performance in accelerated coursework.** Performance in concurrent enrollment, Advanced International Certificate of Education (AICE) courses, Advanced Placement (AP), International Baccalaureate (IB), and industry certification courses. For this component, the numerator of the performance calculation shall include all students in grades nine (9) through twelve (12) who took an accelerated course or subject area examination during the academic year. AICE~~

successful completion is defined as earning a "C" or higher and being awarded credit for specific postsecondary course(s). For concurrent enrollment, successful completion is defined as a passing grade of "C" or higher in a concurrent enrollment course for college credit. For industry certification, successful completion is defined as earning a "C" or better in the course leading to industry certification. Schools can earn additional successful completions for students who achieve industry certifications that result in credit for more than one (1) college course through statewide articulation agreements. For AP and IB performance, credit shall be earned based for each student scoring a three (3) or better on the AP exams, or a four (4) or better on IB exams. For purposes of this component, a school shall earn credit for every course in which a student demonstrates the required level of performance. In calculating a percentage for this component, performance shall include all coursework regardless of whether the course was taught at the high school, at a career technology center, an accredited college or university, or at a regional site of the Oklahoma School of Science and Mathematics. ~~A letter grade shall be earned based on the percentage of students enrolled in these programs who meet the criteria listed above:~~

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

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

(i) ACT and SAT participation. ~~For this component, High schools will may earn one (1) bonus point a grade based on the calculated percent of students taking the ACT and/or SAT. The percent is calculated by dividing the number of twelfth (12th) grade students who have taken the ACT and/or SAT tests, divided by the number of students enrolled in grade twelve (12). Students will be counted once for the ACT and/or once for the SAT, regardless of the number of times or at which grade levels the test(s) are taken. The high school will earn credit for the most recent test score reported at the time the test is administered. A letter grade for ACT and SAT participation shall be earned based on the criteria listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

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

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

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

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

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

~~(vii) **Graduation rate, including students taking five (5) or more years to graduate.** For this component, schools shall earn a grade based on the calculation of a graduation rate to include all graduates regardless of the amount of time required to meet graduation requirements.~~

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

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

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

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

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

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

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

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

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

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

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

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

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

~~(II) 25% — 29% = B~~

~~(III) 20% — 24% = C~~

~~(IV) 15% — 19% = D~~

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

~~(ii)(B) **Attendance.** For this component, Middle schools will earn a grade six (6) bonus points for the level of student attendance based on the calculation of a student for meeting or exceeding the criteria for earning an "A" for middle school student attendance. The criteria for earning an "A" for this component shall be met if the school achieves a student attendance rate of ninety-four percent (94%) or higher. This rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). ADA is calculated by dividing the total number of days students were present by the number of days in the school calendar or by dividing the number of hours students were present by the number of hours in the school calendar, whichever applicable. ADM is calculated by dividing the total number of days students were enrolled in school by the number of days in the school calendar or by dividing the number of hours students were enrolled by the number of hours in the school calendar, whichever applicable. A letter grade for attendance will be earned based on the criteria listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

~~(I) 94% — 100% = A~~

~~(II) 92% — 93% = B~~

~~(III) 90% — 91% = C~~

~~(IV) 88% — 89% = D~~

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

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

~~(I) 0% — 0.9% = A~~

~~(II) 1% — 1.9% = B~~

~~(III) 2% — 2.9% = C~~

~~(IV) 3% — 3.9% = D~~

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

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

~~(i)(A) **Attendance.** For this component, Elementary schools will earn ten (10) bonus points for meeting or exceeding the criteria for earning an "A" on student attendance. The criteria for earning an "A" shall be met if the school achieves a grade for the level of student attendance based on the calculation of a student attendance rate of ninety-four percent (94%) or greater. This rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). ADA is calculated by dividing the total number of days students were present by the number of days in the school calendar or by dividing the number of hours students were present by the number of hours in the school calendar, whichever applicable. ADM is calculated by dividing the total number of days students were enrolled in school by the number of days in the school calendar or by dividing the number of hours students were enrolled by the number of hours in the school calendar, whichever applicable. A letter grade for attendance will be earned based on the criteria listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

- ~~(I) 94%—100% = A~~
- ~~(II) 92%—93% = B~~
- ~~(III) 90%—91% = C~~
- ~~(IV) 88%—89% = D~~
- ~~(V) 87% or Below = F~~

~~(ii) **Dropout rate.** For this component, schools shall earn a grade based on the annual number of students reported as dropouts to the Oklahoma State Department of Education on the Annual Dropout Report. A letter grade for dropout rate will be earned based on the scale listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

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

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

~~(1) **Parent and community engagement factors.** For all schools comprised of high school, middle school, and elementary school grades, additional points may be earned and factored into the whole school improvement grade based on the following school improvement factors. For this component, schools shall earn additional points based on the number of volunteer hours performed during the school year by parents and/or community members.~~

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

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

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

~~(h)(i) School Performance Grading Scale.~~ The School Performance Grade shall be based on a combination of the factors outlined in sub-section (b)(1) of this rule and detailed in sub-section (f) and (g) of this rule. ~~Thirty-three~~ Fifty percent ~~(33%)~~ (50%) shall be based on student test scores; ~~seventeen~~ twenty-five percent ~~(17%)~~ (25%) on student learning gains; ~~seventeen and~~ twenty-five percent ~~(17%)~~ (25%) on improvement of the lowest twenty-five percent (25%) of students in the school in reading and mathematics; ~~and thirty-three percent (33%) on whole school improvement.~~ Letter grades will be calculated according to the assigned weight of each criteria and by combining points earned for each component within each criteria. The school performance grade ~~grades for each factor described in sub-section (b)(1)~~ will be earned and assigned according to the following scale:

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

~~(2) 80 — 89 = B~~

~~(3) 70 — 79 = C~~

~~(4) 60 — 69 = D~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(A) Circumstances under which a school's performance data may be considered to not

accurately represent the progress of the school include:

- (i) Less than ninety-five percent (95%) of the school's student population eligible for inclusion in the designation of the school's performance grade was assessed.
- (ii) Circumstances identified before, during, or following the administration of any state assessment where the validity or integrity of the test results are called into question and are subject to review as determined by the State Department of Education.

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

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

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

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

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

~~(l)~~**(m) Planned System Enhancements.** As indicated in this subsection, planned enhancements will occur in the System of School Improvement and Accountability. The Superintendent of Public Instruction will periodically recommend additional changes to the system to the State Board of Education for approval as necessary to ensure that continuous improvements are made in the educational programs of the State. ~~(A)~~ Performance data shall be reviewed annually to determine whether to adjust the school grading scale for the following year's school grades. Adjustments may include, but shall not be limited to grading criteria, classification of school

type, point calculations, point requirements, and minimum points necessary to obtain a certain grade. Adjustments may reset the minimum required number of points for each grade.

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

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

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

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

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

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

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

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

SDE

2014 A to F Report Card Technical Guide

January 2014

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Introduction to the A-F School Grading System

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

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

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

Significant Changes from the 2013 Report Card Guide

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

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

Who Is Eligible for an A-F Report Card?

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

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

Calculation of the Overall Letter Grade

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

Student Performance

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

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

Student Growth

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

Bonus Points

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

The Overall Letter Grade

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

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

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

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

Table 1
Component Weights in Final Grade

Component	Weight
Student Performance	50%
Student Growth	
Overall Student Growth	25%
Bottom 25% Growth	25%

Table 2
Report Card Index Calculation

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

Table 3
Final Index to Letter Grade

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

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

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

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

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

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

Test Participation

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

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

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

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

A Special Note about Virtual Education Providers

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

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

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

Federally Required Supplemental Information

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

Component 1: Student Performance

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

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

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

Students who take an EOI in Middle School Grades

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

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

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

Calculation of the Student Performance Component

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

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

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

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

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

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

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

Table 6 Example Distribution of Scores for an Elementary School

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

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

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

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

Table 8 Example Distribution of Scores for a Middle School

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

Table 9 Example of Middle School Performance Index Calculation

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

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

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

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

Table 10 Example Distribution of Scores for a High School

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

Table 11 Example of High School Performance Index Calculation

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

Component 2: Student Growth

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

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

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

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

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

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

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

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

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

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

Overall Student Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

Table 15: Calculation of Points for Mathematics

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

Table 16: Calculation of Points for Reading

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

Table 17: Calculation of Overall Growth Index

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

Bottom 25 Percent Student Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Table 22 Calculation of Points for Reading

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

Table 23 Calculation of Points for Math

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

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

Bonus Points

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

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

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

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

Elementary Schools

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

Middle Schools

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

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

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

High Schools

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

Description of Each Criterion

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

Student Attendance (Elementary and Middle)⁷

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

Advanced Coursework (Middle)

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

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

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

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

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

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

Dropout Rate (Middle)

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

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

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

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

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

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

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

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

Four-Year Adjusted Cohort Graduation Rate (High School)

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

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

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

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

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

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

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

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

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

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

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

Advanced Coursework (High School)

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

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

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

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

The performance index will be calculated using the following formula:

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

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

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

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

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

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

College Entrance Exams (High School)⁸

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

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

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

Low Performing Eighth Grade Cohort Graduation Rate (High School)

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

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

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

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

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

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

Overall EOI Performance

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

Year-to-Year Growth

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

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

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

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

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

District Report Cards

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

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

State Report Card

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

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

Appendix A: Supplemental Information

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

Assessment Data

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

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

The following will be presented for all students:

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

School Designation

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

Graduation Rate

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

College Information

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

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

Teacher Quality Information

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

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

National Assessment of Educational Progress (NAEP) statistics

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

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

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Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/Appendix_B-One_Percent_Explanation.pdf.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A-F Reform

ESEA Flexibility Designations

A

High Performance
Reward Schools

High
Progress
Reward
Schools

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

B

C

D

F

Targeted
Intervention Schools

Focus
Schools

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

Priority Schools
C³ Partnership Schools



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

Educator Effectiveness Theory of Action

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

Do you believe...?

Every child deserves to have an effective teacher every year. YES

Every teacher deserves to have a team of effective leaders throughout his/her career. YES

Effectiveness can be developed. YES

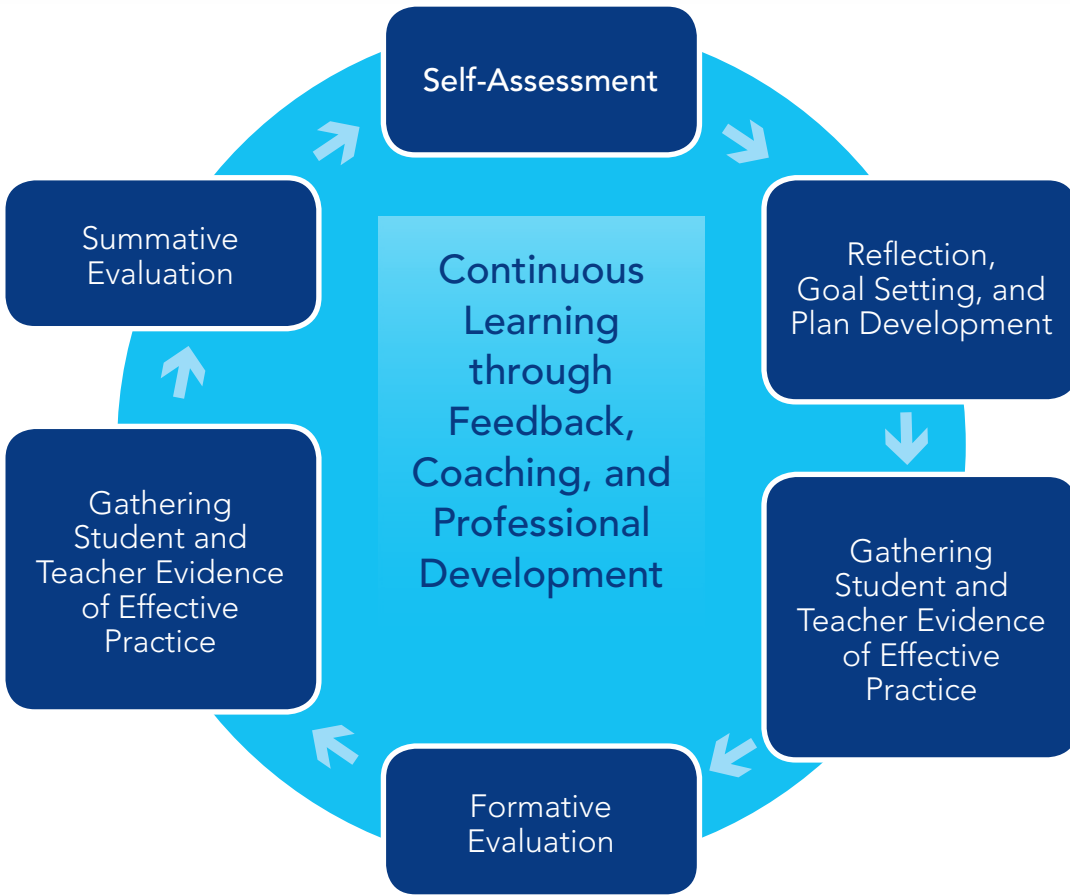
Educator growth is best achieved through deliberate practice on specific knowledge and skills. YES

We do, too!

This is why the Oklahoma State Department of Education will provide leadership for **Educator Effectiveness** by:

- Developing a system to assess educator strengths and weaknesses;
- Providing access to high-quality professional development; and
- Guiding districts through a framework of offering individualized professional learning opportunities (including – but not limited to – best practices videos, peer collaboration, coaching, hands-on workshops, and professional reading); and
- Seeking ongoing feedback to improve the system and professional development opportunities provided.

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



Oklahoma Academic Standards



Standards for Effective Teaching



Standards for High-Quality Professional Development



An Integrated System of Improving Student and Educator Learning

Linking Educator Evaluation and High-Quality Professional Learning

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

Attachment 23: TLE Working Group Agendas

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

Other Academic Measures – Working Group #1

Attachment 11A-C: Agendas for Fall 2012

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

Attachment 11D-I: Agendas for Spring 2013

Attachment 11J-K: Agendas for Spring 2014

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

Attachment 11L: Agendas for Fall 2013 and Spring 2014

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

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

Potential Products of the Working Group

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

Facilitators for Wednesday, November 7, 2012

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

Agenda for Wednesday, November 7, 2012

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

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

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

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

Potential Products of the Working Group

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

Facilitators for Tuesday, November 13, 2012

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

Agenda for Tuesday, November 13, 2012

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

Next Meeting: November 29

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

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

Potential Products of the Working Group

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

Facilitators for Thursday, November 29, 2012

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

Agenda for Thursday, November 29, 2012

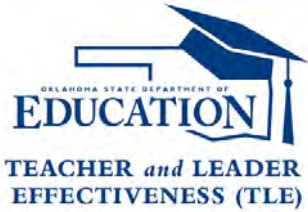
8:30 a.m.	Review of Previous Meetings	Ms. White
9:00 a.m.	Fast Five	All Participants
	Welcome and Introductions	Ms. White
	Review Draft Policy Suggestions	Ms. White and All Participants
10:15 a.m.	Break	
10:30 a.m.	Review and Edit Draft Guidance Documents	All Participants
11:45 a.m.	Homework/Next Steps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

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

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

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

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



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

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

9 a.m. – 10:15 a.m.

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

10:15 a.m. – 10:30 a.m. Break

10:30 a.m. – 12:00 p.m.

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

12 p.m. – 1 p.m. Lunch on Your Own

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

2:15 p.m. – 2:30 p.m. Break

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

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



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

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

9 a.m. – 10 a.m. 2nd Floor, Dyer Conference Room

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

10 a.m. – 10:10 a.m. Break

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

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

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

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

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

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

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

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



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

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

AGENDA

9 a.m. – 10 a.m. 2nd Floor, Dyer Conference Room

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

10 a.m. – 10:10 a.m. Break

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

Dyer Conference Room (West End): Elementary Teachers

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

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

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

Phillips Room, 1st Floor: Special Education

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

McCauley Room, 1st Floor: Reading Specialists and RTI

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

Room 141, 1st Floor: Counselors

Facilitator: Iva Owens

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

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

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

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



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

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

AGENDA

9 a.m. – 10 a.m. 2nd Floor, Dyer Conference Room

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

10 a.m. – 10:10 a.m. Break

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

Dyer Conference Room (West End): Secondary Teachers

Facilitator: Desarae Witmer

Contributing Experts: Brianna Broersma and Teresa Tedder

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

Facilitator: Melissa White

Contributing Expert: Alicia Currin-Moore

Phillips Room, 1st Floor: CareerTech

Facilitator: Jennifer Wilkinson

Contributing Expert: Kerri White

McCauley Room, 1st Floor: Technology

Facilitator: Iva Owens

Contributing Expert: Kerri White

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

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

3:30 p.m. Adjourn



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

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

AGENDA

9 a.m. – 9:45 a.m. 2nd Floor, Dyer Conference Room

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

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

Dyer Conference Room (West End): Drama/Dance

Facilitator: Ms. Laura McGee

Dyer Conference Room (Center Section): Gifted and Talented

Facilitator: Ms. Sara Smith

Dyer Conference Room (East End): Instructional Coaches

Facilitator: Ms. Alicia Currin-Moore

Governance Conference Room (2nd Floor): Counselors

Facilitator: Ms. Melissa White

McCauley Room, 1st Floor: Nurses

Facilitator: Dr. Kerri White

Phillips Room, 1st Floor: Speech Pathologists and School Psychologists

Facilitators: Craig Walker and Tricia Hansen

12 Noon Adjourn



Teacher and Leader Effectiveness

POINT PERSONS PLANNING MEETING: WORKING GROUP #2 (NTGS) Wednesday, January 29, 2014 9:00 – 3:30 p.m. Room 217, Hodge Building

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

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

Participants: Point Persons as identified by group members

AGENDA

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



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

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

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

AGENDA

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

TLE Working Group # 3: Value-Added Measures

Agendas for Monthly Work Group Sessions

Agenda for October Work Group: October, 22 2013

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

Agenda for November Work Group: November 14, 2013

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

Agenda for December Work Group: December 10, 2013

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

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

Agenda for January Work Group: January 13, 2014

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

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

District Name

Address:

City/Town:

State

ZIP:

County:

Email Address:

Phone Number:

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

Name

Phone Number

Alternate Number (for contact during the summer)

Email

Alternate Email (for contact during the summer)

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

Name

Title

Summer Phone Number

Summer Email

Name

Title

Summer Phone Number

Summer Email

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

1.

2.

3.

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

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

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

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

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

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

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

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

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

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

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

- Yes
- No

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The overall correlation between value-added and teacher evaluation scores using the Tulsa evaluation rubric, averaged across grades and subjects, is 0.23. This correlation is consistent with past correlational studies of prominent national models that measured the relationship between value-added scores and teacher observation scores, such as the 2010 study by Kane et. al. using Cincinnati data¹. The full set of Tulsa's correlations is included in the attached spreadsheet.

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

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

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

TLE Report to the Oklahoma State Board of Education

Implementation Update

Laura McGee, Executive Director of TLE

6/27/2013

Introduction

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

Implementation Timeline

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

Qualitative Components

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

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

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

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

District Feedback

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

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

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

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

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

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

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

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

Teacher Feedback

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

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

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

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

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

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

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

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

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

Recommended Professional Development/Training Focus for 2013-2014

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

Quantitative Components: Other Academic Measures

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

Quantitative Components: Roster Verification

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

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

Quantitative Components: Value Added Measures

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

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

TLE Statewide Pilot Year Implementation

Background Information

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

District Name:

Address:

City/Town:

State:

ZIP:

County:

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

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

Name

Phone Number

Email

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

Name

Title

Phone Number

Email

Name

Title

Phone Number

Email

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

Name

Title

Phone Number

Email

TLE Statewide Pilot Year Implementation

*6. Please answer the following:

Is your district considered rural, urban, or suburban?

Number of students enrolled in your district-

Number of teachers employed by your district-

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

Number of elementary schools-

Number of middle/Jr. high schools-

Number of high schools-

Number of alternative schools-

Level of TLE Involvement

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

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

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

- Yes
- No

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

Which teacher framework is your district using?

How long has your district used this framework?

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

TLE Statewide Pilot Year Implementation

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

- Yes
- No

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

Which leader framework is your district using?

How long has your district used this framework?

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

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

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

Other (please specify)

District Guidance

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

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

TLE Statewide Pilot Year Implementation

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

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

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

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

Attachment 28: Pages from Comprehensive Needs Assessment

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

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

Academic Performance

Existing systems of academic student performance are analyzed and monitored.

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

Learning Environment

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

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

Efficiency

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

Summary

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

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

Consultation

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

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

Consultation Team Members

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

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

Needs Assessment Checklist for Consolidated Federal Programs

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

Targeted Population Categories

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

Student Academic Areas

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

Teacher Quality

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

Professional Development

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

Categories Identified for Educational Improvement

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

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

Yes No

SAMPLE

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

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

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

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

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

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

I IIA III REAP RLIS Other

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

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

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

I IIA III REAP RLIS Other

Provide Highly Qualified teachers to administer intervention and extended day programs for K-12 students who are identified as at risk of not making adequate progress in reading, language arts, and math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide technology hardware/software for individual, classroom, and lab based instruction in reading and math. The use of technology is designed to be used as an effective tool to identify, organize, and meet the individual needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide professional development opportunities for teachers in reading, language arts and math. Emphasis placed on Best Practices, Classroom Management, Curriculum Alignment, Differentiated Instruction, and Data Analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide more opportunities for teachers to engage in peer observation and mentoring programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goal #2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

The district must select interventions and activities that are based on the needs assessment and evidence of effectiveness. All districts MUST address this goal. If there are no LEP students in the district at this time, what would be the process should the need occur.

Annual Measurable Objective(s) to Meet Goal (306 of 1500 maximum characters used)

Show progress in LEP student assessment scores in grades K-12 by increasing 1 or more levels of proficiency. Achieve grades of A's and B's in reading and math assessments according to Oklahoma's A-F Grading System. Show a 5% gain in the number of LEP students scoring proficient on CRT and EOI assessments.

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

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

I IIA III REAP RLIS Other

Provide Instructional Facilitators in grades K-6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Provide Reading Specialists at all Title I sites	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide more opportunities for parental involvement and improve home and school communication through the work of the District ELL Coordinator.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Provide additional teacher training on the LIPDP and LIEP's.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Provide Highly Qualified teachers to administer intervention and extended day programs for K-12 students who are identified as at risk of not making adequate progress in reading, language arts, and math.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

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

I IIA III REAP RLIS Other

Provide materials and programs such as Accelerated Reader, Accelerated Math, Read Naturally, Smart Tutor, and Voyager for supplemental intervention and remediation programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Expand Language Instruction Programs and Plans for ELL students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Provide student Benchmark Assessments in reading, language arts and math and the necessary professional development for teachers to guide instruction and intervention based on the evaluation of assessment data.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE

Goal #3: All students will be taught by highly qualified teachers.

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

Goal 3a - Highly Qualified Teachers

Percent of Core Classes Taught by Highly Qualified Teachers %

Goal 3b - Professional Development

Percent of Teachers Receiving High Quality Professional Development %

Annual Measurable Objective(s) to Meet Goal(s) (452 of 1500 maximum characters used)

Continue to be 100% Highly Qualified and provide high quality, ongoing and sustainable professional development for every teacher. The District will continue to develop professional development for teachers and staff based on needs assessments and evaluation of student achievement data. More emphasis will be made to attract and recruit more Highly Qualified teachers to alleviate teacher shortages in high demand subject areas and Special Education.

1. List strategies to ensure that all teachers are highly qualified. If the district is 100% highly qualified, how will the district recruit and retain highly qualified teachers?
2. List strategies the district will use to ensure that teachers will receive high quality professional development.

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

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

I IIA III REAP RLIS Other

Use of Highly Qualified Credentialing System to ensure all teacher recruits or applicants are Highly Qualified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continue to use funding for testing for teachers who desire to attain additional certification and Highly Qualified status in core courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with novice school administrators to enhance their knowledge and skills when developing professional development plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expand creative opportunities for community members (and higher education professors) to provide high quality professional development for teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expand efforts of collaboration with state's higher ed teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goal #3: All students will be taught by highly qualified teachers.

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

Goal 3c - Equitable Distribution

The district will ensure that low-income students and minority students are not taught at higher rates than other students by unqualified, out of field, or inexperienced teachers.

Annual Measurable Objective(s) to Meet Goal (484 of 1500 maximum characters used)

Continue to examine the Equitable Distribution of teachers. The [redacted] School System is made up of Grade Centers. Therefore, no two schools serve the same grade levels. However, should the District see an inequitable distribution occur when less experienced teachers are assigned to a particular site and that site has higher poverty rates than others, the District will re-assign teachers to alleviate the issue. In addition, the District will continue to be 100% Highly Qualified.

List strategies the district will use to ensure that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

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

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

I IIA III REAP RLIS Other

Use data and reporting systems to analyze highly qualified teacher information and school site/student demographics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continue to use funding for tutorials and testing for teachers who desire to attain additional certification and Highly Qualified status in core courses.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify where inequities in teacher assignments exist and re-assign teachers to other school sites when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review school-level data on teacher turnover to identify characteristics of teachers who have left.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruit and retain Highly Qualified experienced teachers by collaborating with local colleges. Holding job fairs and using teacher.teacher.com for identifying highly qualified teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE

This request has been submitted. No more updates will be saved.

Goal #3: All students will be taught by highly qualified teachers.

Each district must complete the chart below using the information from the NCLB site report card, district personnel records, the Application for Accreditation, and the most recent October Low-Income Student Count Report.

Definition: Experienced teachers are considered those core content area teachers with 3+ years of teaching experience. A teacher who has 0-3 full years of classroom teaching experience is not considered experienced for the purpose of this report.

Site Names	Grade Span	Is the site identified as a Priority, Focus, or Targeted Intervention site?	Percentage of Low-Income Students Aged 5-17	Percentage of Minority Students Aged 5-17	Number of Experienced Teachers	Number of Inexperienced Teachers
[REDACTED]	EC-KG	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	83.82	<input type="text" value="59"/>	<input type="text" value="34"/>	<input type="text" value="2"/>
[REDACTED]	01-03	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	69.93	<input type="text" value="59"/>	<input type="text" value="34"/>	<input type="text" value="4"/>
[REDACTED]	01-05	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	72.02	<input type="text" value="54"/>	<input type="text" value="33"/>	<input type="text" value="7"/>
[REDACTED]	05-06	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	64.59	<input type="text" value="56"/>	<input type="text" value="37"/>	<input type="text" value="4"/>
[REDACTED]	07-09	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	62.64	<input type="text" value="56"/>	<input type="text" value="54"/>	<input type="text" value="10"/>
[REDACTED]	10-12	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	50.13	<input type="text" value="46"/>	<input type="text" value="46"/>	<input type="text" value="0"/>

SAMPLE

Goal #4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

The district must select interventions and activities that are based on the needs assessment and evidence of effectiveness. All districts MUST address this goal even if no federal funds will be used in FY2014.

Annual Measurable Objective(s) to Meet Goal (554 of 1500 maximum characters used)

Increase the number of opportunities for teacher and parent communication on a one-to-one basis. Develop district wide Character Education Programs. Increase the number of students participating in drug, alcohol, and tobacco awareness programs. Reduce the instances of illegal substance abuse. Create additional education programs on the dangers of over-the-counter and prescription drug use. Place special emphasis on the illegal use of tobacco. Reduce suspensions resulting from drug, alcohol, tobacco, bullying, and fighting at all school sites.

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

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

	I	IIA	III	REAP	RLIS	Other
Continue the district's Activity Student Drug Use Testing Program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continue collaborative efforts with the Department of Human Services to reduce truancy and increase parental awareness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expand the "Cool Cougar Character" program to include all sites. The program is designed to recognize and reward students for exceptional behavior and positive character traits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use Character Counts and Character First programming to help create a climate that provides rewards and incentives for appropriate behavior and academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement the F.A.T.E. (Fighting Addiction Through Education) and continue "TND" (Towards No Drugs) and the Pontotoc County Drug Free Coalition (PCDFC) programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

	I	IIA	III	REAP	RLIS	Other
Enforce new policy on the use of tobacco on campuses (ex. 24/7 Policy).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE

Goal #5: All students will graduate from high school.

The district must select interventions and activities that are based on the needs assessment and evidence of effectiveness. For K-8 districts, please address how all students will be prepared to transition to high school.

Annual Measurable Objective(s) to Meet Goal (205 of 1500 maximum characters used)

Increase attendance rates at all school sites by at least 1%. ---Increase graduation rates by 5%. ---Reduce drop-out rates. ---- Use Historical Cohort Data to evaluate student dropouts and graduation rates.

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

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

I IIA III REAP RLIS Other

Provide tutors and programs designed to improve the quality of extended day instruction for those students identified as at risk of dropping out of school.

b e e e b b

Provide benchmark assessments in reading, language arts, and math in grades K-12 to better identify and more quickly intervene with those students who are at risk.

b e e e b b

Service Learning programs and projects designed to encourage school, home, and community involvement.

e e e e e b

Use of School Messenger Alert Service to more quickly notify parents/guardians when students are identified with unexcused absences.

b e e e b b

Expansion of Peer Observation and Mentoring programs designed to increase effectiveness of classroom management and best practices models.

b e e e b b

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

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

I IIA III REAP RLIS Other

Evaluate the effectiveness of "Advisory" periods aimed at improving and developing meaningful teacher/student relationships with those students identified as at risk of dropping out of school.

e e e e e b

Supplemental instruction in summer school for students in grades K-12 who are in danger of failing in reading, math, and language arts.

b e e e e b

e e e e e e

e e e e e e

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AMO Impact Data

This report shows the number and percentage of schools that would meet AMOs using the criteria proposed in Section 2.B.
 This report is a simulation based on 2010-11 and 2011-2012 data.

School Type by Math AMOs**

			Percentage of Possible Math AMOs met										Total	
			0 - 9%	10 - 19%	20 - 29%	30 - 39%	40 - 49%	50 - 59%	60 - 69%	70 - 79%	80 - 89%	90 - 99%		100%
School Type	Elementary	Count	134	24	45	21	26	37	50	40	93	2	153	625
		% within School Type	21.4%	3.8%	7.2%	3.4%	4.2%	5.9%	8.0%	6.4%	14.9%	.3%	24.5%	100.0%
	Middle School	Count	142	34	48	25	20	35	58	42	70	1	117	592
		% within School Type	24.0%	5.7%	8.1%	4.2%	3.4%	5.9%	9.8%	7.1%	11.8%	.2%	19.8%	100.0%
	High School	Count	53	5	7	9	3	11	11	17	32	1	146	295
		% within School Type	18.0%	1.7%	2.4%	3.1%	1.0%	3.7%	3.7%	5.8%	10.8%	.3%	49.5%	100.0%
Total		Count	329	63	100	55	49	83	119	99	195	4	416	1512
		% of Total	21.8%	4.2%	6.6%	3.6%	3.2%	5.5%	7.9%	6.5%	12.9%	.3%	27.5%	100.0%

School Type by Reading AMOs**

			Percentage of Possible Reading AMOs met										Total	
			0 - 9%	10 - 19%	20 - 29%	30 - 39%	40 - 49%	50 - 59%	60 - 69%	70 - 79%	80 - 89%	90 - 99%		100%
School Type	Elementary	Count	141	44	62	21	31	48	54	36	83	2	103	625
		% within School Type	22.6%	7.0%	9.9%	3.4%	5.0%	7.7%	8.6%	5.8%	13.3%	.3%	16.5%	100.0%
	Middle School	Count	123	37	38	27	27	36	59	39	89	2	110	587
		% within School Type	21.0%	6.3%	6.5%	4.6%	4.6%	6.1%	10.1%	6.6%	15.2%	.3%	18.7%	100.0%
	High School	Count	16	2	6	4	5	5	10	12	38	2	217	317
		% within School Type	5.0%	.6%	1.9%	1.3%	1.6%	1.6%	3.2%	3.8%	12.0%	.6%	68.5%	100.0%
Total		Count	280	83	106	52	63	89	123	87	210	6	430	1529
		% of Total	18.3%	5.4%	6.9%	3.4%	4.1%	5.8%	8.0%	5.7%	13.7%	.4%	28.1%	100.0%

School Type by Attendance AMOs

			Met AMO?	
			No	Yes
School Type	Elementary	Count	0	623
		% within School Type	0%	100.0%
	Middle School	Count	0	520
		% within School Type	0%	100.0%
	High School	Count	0	286
		% within School Type	0%	100.0%
Total		Count	0	1429
		% of Total	0.0%	100.0%

Graduation AMO*

		Met AMO?		Total
		No	Yes	
Total	Count	45	289	334
	Percentage	13.5%	86.5%	100.0%

* Graduation AMO is for the ALL students subgroup only

** The formula used to convert raw AMO scores to a scale score was as follows:

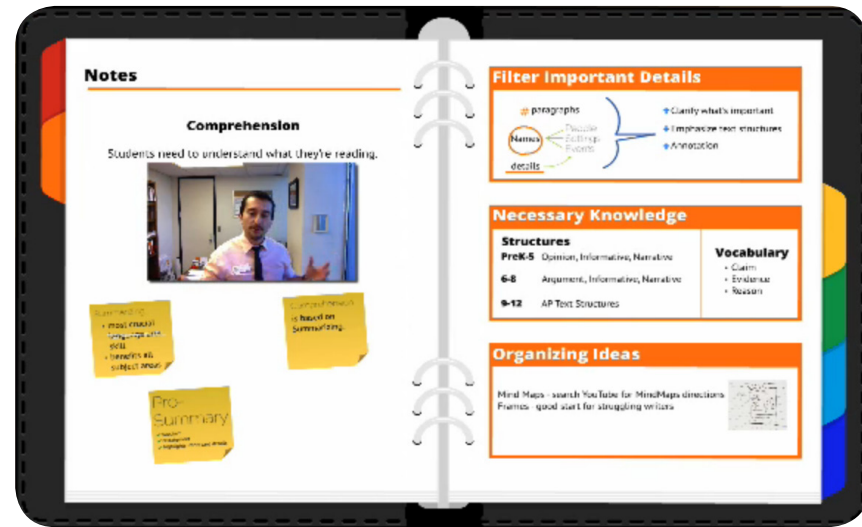
$$(20 + (\text{raw score} - 1) * 30)$$

Scores were rounded up to the next whole number

PD on Your Plan: *Live!*

Currently in pilot status, *Live!* will be an online, professional development project with the aim of delivering:

- practical instruction strategies,
- support,
- resource demonstrations,
- and more depending on the participants' requests.



Each PDOYP: *Live!* session will be 30 minutes in length and streamed online. Sessions will occur fifteen minutes into every hour between 9 AM and 5 PM to allow educators the opportunity to login and participate during their planning period or after school.

Sessions are also recorded – audio and video – and eligible for online rebroadcast. This allows for participants to review each session, and anyone unable to participate in the live sessions can also benefit from the learning experience at their convenience.

Interaction will be an important aspect of the PDOYP: *Live!* project and will be achieved through online tools such as Join.Me, Google Apps, USTREAM, and Uber Conference. While we continue to refine the process, we are seeking participant feedback on the most helpful and seamless tools for PDOYP.

ELAOK presents
PD On Your Plan:
Let's Talk Writing! Session 1

A Writing, Step 1
 The first step to composing a passage-based written response - comprehending the text. Summarizing is a practical strategy for demonstrating comprehension.

Summary Techniques: [SWBS](#) | [GIST](#) | [JABS](#) | [APE](#) | Josh's Evernotebook of Instructional Practices: [Evernote.com/pub/mjflores/instructionalpractices](#)

B Marzano's Research
[\(good.org/publications/educational-leadership/mar10/mar17/mum04/Summarizing-to-Comprehend.aspx\)](#)

Topic Comprehension ✓ the level of understanding of a skill or idea ✓ summarization demonstrates understanding	Skill Summarization ✓ beneficial for all subjects Well-developed summaries are: ✓ succinct and in your own words ✓ focus on important details ✓ addresses text-structures
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C Resources

- Oklahoma State Department of Assessment - [OK.gov/oktest/support/teachers_and_administrators](#)
- NEWSELA - [NewsELA.com](#)
- Find-a-Book - [finda.com/finda/book](#)
- Mid-Del passage-based writing practice prompts - [mid-del.net/education/composers/36/mgr/del/6/plus?text=del%3C%3E50638%3C%3Eart%3C%3E222%3C%3Edu%3C%3Eoc](#)

PD on Your Plan: *In Class!*

Currently under development, *In Class!* will be an online, professional development project with the aim of delivering:

- classroom examples of practical instruction strategies,
- “teacher talk” explaining why instructional choices were made,
- resource demonstrations,
- and more depending on the participants' requests.



Each PDOYP: *In Class!* session will be approximately 30 minutes in length and available online 24/7. OSDE aims to offer new sessions each month.

PD on Your Plan: *How I Teach!*

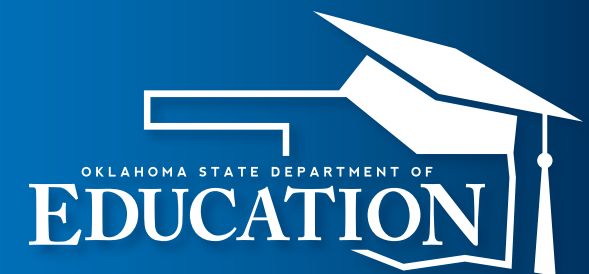
Currently under development, *How I Teach!* will be an online, professional development project with the aim of delivering:

- philosophies of instruction from some of Oklahoma's most effective and innovative teachers,
- strategies for converting philosophy into classroom practice,
- resource suggestions and reviews,
- and more depending on the participants' requests.

Each PDOYP: *How I Teach!* experience will be designed so that it can be reviewed in approximately 30 minutes. Resources, documents, interviews, and teacher philosophies will be available online 24/7, in video, audio, or print media. OSDE aims to offer new experiences each month.



PD on your Plan



PD on Your Plan

OVERVIEW

PD on Your Plan (PDOYP) delivers research-based strategies for effective instruction through a variety of web-based technologies. PDOYP provides professional learning experiences – often referred to as professional development (PD) – in a format that teachers and administrators can access conveniently during their planning periods, team meetings, before or after school, or even from home.

Bringing together staff from multiple offices at the Oklahoma State Department of Education (OSDE), classroom teachers, administrators, curriculum experts, higher education faculty, and other stakeholders, PDOYP explores best practices for improving the effectiveness of educators as they implement the Oklahoma Academic Standards and other statewide initiatives.

PDOYP will model authentic blended learning for educators, providing material for cooperative learning among both on-site and virtual professional learning communities. PDOYP will break the mold of traditional professional development, overcoming site and district barriers such as geography, communication, department size, and available resources.

Four initial formats of PDOYP have been envisioned, with ongoing conversation about future expansion that will capitalize on synchronous and asynchronous blended learning. PDOYP: *On the Line!*, PDOYP: *Live!*, PDOYP: *In Class!*, and PDOYP: *How I Teach!* offer a variety of approaches to professional development. PDOYP: *On the Line!* and PDOYP: *Live!* are interactive experiences with participants from across the State simultaneously engaging in discussions, while PDOYP: *In Class!* and PDOYP: *How I Teach!* include pre-recorded videos or pre-published documents that can easily be reviewed and discussed locally in a short period of time.

An extra benefit of PDOYP comes as a result of the online nature of the learning experiences. Participants are provided with an interactive demonstration of various web-tools, resources, and sites to integrate into their instruction as they see fit.



FORMATS

PD on Your Plan: *On the Line!*

- 30-45 minute, live sessions on the phone supported by online documents
- Sessions offered once per hour throughout the day
- Participation via conference call and web-based collaborative documents

PD on Your Plan: *Live!*

- 30 minute sessions streamed live online
- Sessions offered once per hour throughout the day
- Participation via conference call and web-based collaboration tools on computers, smart phones, and tablets
- Recorded and available online 24/7 for teachers to watch at their convenience

PD on Your Plan: *In Class!*

- Oklahoma educators in action, in the classroom
- Recorded activities and guiding narration available online 24/7 for teachers to watch at their convenience

PD on Your Plan: *How I Teach!*

- Questionnaire-based case studies of Oklahoma educators
- Focused on the creativity, uniqueness, and teaching process of individuals
- Video Interview (optional) and published items available online 24/7 for teachers to watch at their convenience

ACCESS

Registration for PDOYP: *On the Line!* and PDOYP: *Live!* sessions as well as access to recorded sessions will be available through the OSDE website and through a dedicated site: www.PDonYourPlan.com. In addition, searchable media such as YouTube and Vimeo will host selected recorded sessions that are likely to benefit a wider audience than those who frequent the dedicated sites.

FOCUS

The focus of each PDOYP session will be determined by educator feedback and statewide data trends. Based on current information, initial sessions will focus on implementation of the Oklahoma Academic Standards using practices of effective teaching as measured by the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE).



Scan with RedLaser

LEARN MORE

www.PDonYourPlan.com

IMPLEMENTATION TIMELINE

2012-2013 Visioning Phase

September 2013 – Pilot PDOYP: *On the Line!*

October 2013 – Pilot PDOYP: *Live!*

November 2013 – Acquire additional hardware, software, resources, and tools for scaling agency wide

December 2013 – Pilot PDOYP: *In Class!*

January-March 2014 – Expand PDOYP: *On the Line!* and PDOYP: *Live!* to divisions across the agency

February 2014 – Pilot PDOYP: *How I Teach!*

February-April 2014 – Expand PDOYP: *In Class!* to divisions across the agency

March 2014 – Pilot invitations to School Districts to contribute to PDOYP

April-June 2014 – Expand PDOYP: *How I Teach!* to divisions across the agency

May-July 2014 – Expand invitations to School Districts to contribute to PDOYP

July 2014 – Launch PDOYP at Vision2020, the OSDE's Summer Conference for Educators

PD on Your Plan: *On the Line!*

Currently in pilot status, *On the Line!* will use both phone conferencing and online, collaborative documents with the aim of delivering:

- deeper understanding of state standards,
- translation of exemplar documents into instructional practices,
- collaborative editing of resources,
- and more depending on the participants' requests.

Each PDOYP: *On the Line!* session will be 30-45 minutes in length. Sessions will occur either fifteen minutes into every hour or half past every hour between 9:00 AM and 5:00 PM to allow educators the opportunity to call in and participate during their planning period or after school. Participants will also need access to an internet-connected device in order to collaborate with other participants using online documents.

Interaction will be an important aspect of the PDOYP: *On the Line!* project and will be achieved through phone conversations as well as online collaborative documents such as Google Docs.



Additional Information about Oklahoma's new Annual Measureable Objectives (AMOs) in
Response to Requests by US Education Department

Request: "Please provide an explanation of the formula used to convert raw AMO scores to a scale score $(20 + (\text{raw score} - 1) * 30)$ (provided in Attachment 29)."

Response: The formula is a linear transformation that converts the average proficiency level within an AMO category (ranging from 1 = 'everyone is unsatisfactory' to 3 = 'everyone is proficient or above') to a scale score ranging from 20 to 80 (where 70 is the threshold for making an AMO). Subtracting '1' from the original AMO score sets the range from '0' to '2' (rather than '1' to '3'). The range of the original AMO score distribution is 2, whereas the range of the scale score is 60 $(80 - 20)$, which represents an increase by a factor of 30. Thus, the next step in the formula is to multiply the AMO score by 30 to create a score with the appropriate range (minimum=0; maximum=60. The number '20' is added to the AMO score so that the scale score is between 20 and 80. Finally, '.49' is added to the scale score before rounding to ensure that the final scale score always rounds up to the nearest integer.

Request: "Please provide the full range of students proficient as well as the average percentage of students proficient under the proposed AMOs (please feel welcome to provide a simulation as you have done in Attachment 29)."

Response: Please see the enclosed spreadsheet that shows the distribution of the number and percentage of schools that made their AMOs in 2013. Also included is the number of students that were included in the AMO determinations for each level.

Request: Please provide the AMO trajectory (*i.e.*, Oklahoma's AMOs through the 2016-2017 school year).

Response: For Math and Reading AMOs, the trajectory will not change. A school can make their AMOs by either achieving a scale score of 70 or by achieving an improvement index of at least 15 (the improvement index is the percent increase of a school's AMO scale score relative to the difference between 80 and the previous year's scale score). The graduation AMO for 2013 was achieved if the 2012 four-year adjusted cohort graduation was 84% or above. In 2014, the graduation AMO will be achieved if the 2013 graduation rate is 87% or above. The attendance AMO for 2013 was achieved if the attendance rate for a school was at least 94%. In 2014, the attendance rate will be achieved if the attendance rate is at least 95%.

Attachment 31: AMO Information

School Type	% of AMOs Made OVERALL																						
	0-9%		10-19%		20-29%		30-39%		40-49%		50-59%		60-69%		70-79%		80-89%		90-99%		100%		Total Count
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
Elementary	38	6.1%	47	7.5%	44	7.0%	27	4.3%	50	8.0%	45	7.2%	65	10.4%	58	9.2%	94	15.0%	52	8.3%	108	17.2%	
PK-8	10	9.6%	13	12.5%	11	10.6%	6	5.8%	5	4.8%	9	8.7%	12	11.5%	5	4.8%	10	9.6%	3	2.9%	20	19.2%	104
Middle	56	11.1%	52	10.3%	44	8.7%	43	8.5%	37	7.4%	54	10.7%	50	9.9%	44	8.7%	45	8.9%	33	6.6%	45	8.9%	503
High	15	4.2%	0	0.0%	1	0.3%	7	1.9%	8	2.2%	20	5.5%	21	5.8%	19	5.3%	44	12.2%	28	7.8%	198	54.8%	361
Total	119	7.5%	112	7.0%	100	6.3%	83	5.2%	100	6.3%	128	8.0%	148	9.3%	126	7.9%	193	12.1%	116	7.3%	371	23.2%	1596

School Type	% of AMOs Made in MATH																						
	0-9%		10-19%		20-29%		30-39%		40-49%		50-59%		60-69%		70-79%		80-89%		90-99%		100%		Total Count
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
Elementary	87	13.9%	35	5.6%	41	6.5%	23	3.7%	17	2.7%	40	6.4%	48	7.7%	39	6.2%	100	16.0%	1	0.2%	195	31.2%	
PK-8	31	32.0%	3	3.1%	10	10.3%	3	3.1%	0	0.0%	4	4.1%	4	4.1%	5	5.2%	9	9.3%	0	0.0%	28	28.9%	97
Middle	130	26.2%	52	10.5%	25	5.0%	16	3.2%	16	3.2%	34	6.9%	36	7.3%	28	5.6%	61	12.3%	5	1.0%	93	18.8%	496
High	34	11.1%	1	0.3%	10	3.3%	6	2.0%	2	0.7%	3	1.0%	13	4.2%	10	3.3%	31	10.1%	1	0.3%	195	63.7%	306
Total	282	18.5%	91	6.0%	86	5.6%	48	3.1%	35	2.3%	81	5.3%	101	6.6%	82	5.4%	201	13.2%	7	0.5%	511	33.5%	1525
Impacted Students	46153	14.8%	25156	8.1%	15838	5.1%	13346	4.3%	11480	3.7%	21313	6.8%	28426	9.1%	17828	5.7%	52179	16.8%	5630	1.8%	73808	23.7%	311157

School Type	% of AMOs Made in READING																						
	0-9%		10-19%		20-29%		30-39%		40-49%		50-59%		60-69%		70-79%		80-89%		90-99%		100%		Total Count
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
Elementary	77	12.3%	46	7.3%	48	7.7%	33	5.3%	25	4.0%	38	6.1%	61	9.7%	46	7.3%	101	16.1%	1	0.2%	150	24.0%	
PK-8	28	28.6%	4	4.1%	10	10.2%	5	5.1%	3	3.1%	5	5.1%	9	9.2%	9	9.2%	3	3.1%	0	0.0%	22	22.4%	98
Middle	96	19.5%	46	9.3%	47	9.6%	24	4.9%	23	4.7%	39	7.9%	35	7.1%	36	7.3%	62	12.6%	2	0.4%	82	16.7%	492
High	8	2.6%	1	0.3%	4	1.3%	5	1.7%	0	0.0%	6	2.0%	5	1.7%	16	5.3%	27	8.9%	0	0.0%	231	76.2%	303
Total	209	13.8%	97	6.4%	109	7.2%	67	4.4%	51	3.4%	88	5.8%	110	7.2%	107	7.0%	193	12.7%	3	0.2%	485	31.9%	1519
Impacted Students	36133	12.0%	20475	6.8%	19823	6.6%	19681	6.5%	13328	4.4%	22566	7.5%	28668	9.5%	26266	8.7%	46385	15.4%	2445	0.8%	65054	21.6%	300824

School Type	Met Attendance AMO				
	No		Yes		Total Count
	Count	Percentage	Count	Percentage	
Elementary	40	6.4%	588	93.6%	628
PK-8	7	6.7%	97	93.3%	104
Middle	54	10.7%	449	89.3%	503
Total	101	8.2%	1134	91.8%	1235
Impacted Students	39818	9.1%	397706	90.9%	437524

School Type	Met Graduation AMO				
	No		Yes		Total Count
	Count	Percentage	Count	Percentage	
High	47	14.5%	277	85.5%	324
Impacted Students	6786	17.4%	32220	82.6%	39006



JANET BARRESI
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA

Friday, August 8, 2014

Secretary Arne Duncan
Assistant Secretary Deborah Delisle
Office of Elementary and Secondary Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Secretary Duncan and Assistant Secretary Delisle:

On behalf of the citizens of Oklahoma, I am writing to request a one-year extension of Oklahoma's Elementary and Secondary Education Act (ESEA) Flexibility to allow Oklahoma continued implementation of ESEA Flexibility through the end of the 2014-2015 school year. Good work and great results have emerged from ESEA Flexibility. Losing this flexibility would be akin to erasing incredible progress toward helping Oklahoma children build success — not just in the current school year, but for an entire generation and beyond.

The Finish Line

The goal of the Oklahoma State Department of Education (OSDE/SEA) is to provide leadership in education that will result in each child graduating from high school college-, career- and citizen-ready. When I took office in 2011, Oklahoma had only just left the starting line in the race to more effective schools. Now in 2014 we are well around the track and rapidly advancing toward the finish line. ESEA Flexibility has removed hurdles, speeding the progress of Oklahoma educators as they use data for both accountability and growth purposes, increase rigor of instruction for all students, and foster school cultures designed for individual and collective success.

In June 2014, Oklahoma was given an opportunity to propel our students forward through development of new, rigorous standards and aligned assessments. But this is only one piece of the critical and ongoing work taking place throughout the state to support children. School Turnaround requires four things: improvement of leadership, culture, instruction and data usage. This letter will highlight some of Oklahoma's current reform implementation initiatives that target these focus areas.

Impacting Culture

The OSDE has set the example for schools and districts in how to establish a culture of high expectations and productivity.

- Through our partnership with the University of Virginia's Darden School of Business (UVA), the South Central Comprehensive Center at the University of Oklahoma, the West Comprehensive Center at WestEd, and the State Education Agencies (SEAs) and districts of the School Turnaround Southwest Cohort, OSDE has found life and articulation for the purpose of the SEA to support districts through expanded leadership

in turning around low-performing schools, helping less-than-effective teachers to improve, and educating struggling, underserved children.

- Combined with the OSDE’s cross-divisional, internal Professional Learning Communities (PLCs), the Principles of ESEA Flexibility and UVA School Turnaround allowed the SEA to focus our attention on schools most in need of our support.
- OSDE models integration, collaboration, and synergistic improvement strategies. Priority, Targeted Intervention, and Focus School educators benefit greatly, as do educators from all Title I and non-Title I schools who choose to avail themselves of OSDE support.
- This culture of collaboration makes it possible for students, teachers, and administrators to meet the high expectations set forth in Oklahoma’s Reading Sufficiency Act (RSA), Achieving Classroom Excellence Act (ACE), Teacher and Leader Effectiveness Evaluation System (TLE), and A-F School Grading System (A-F).
- The OSDE takes on the challenge of ensuring all students can read on grade level prior to promotion in RSA; validates the meaning of a high school diploma by pairing it with passage of end-of-instruction exams in ACE; and provides an effective teacher for every child, an effective leader for every building, and an effective school for every community in TLE and the A-F Grading System.
- These challenges do not stand alone without any support system. To help our schools, OSDE has reorganized with a collaborative problem-solving and reform implementation approach.
- Through TLE, educators are changing their professional dialogue to focus on student outcomes, tiered intervention strategies, and improvements in differentiated instruction. Such culture breeds enhanced student learning.
- OSDE and school districts are engaging parents and community members in educational conversations about what make a high-quality education.
- The culture of the State now more closely reflects the intentions of ESEA to continuously improve public education for all children.

Collaborative Culture
Impacts Children

Representatives from each division of the SEA, who formerly operated in silos, traveled in a van to the far reaches of Oklahoma — including a five-and-a-half-hour trip to a C³ Priority School in the Oklahoma Panhandle — to meet with district and school leaders throughout the 2011-2012, 2012-2013, and 2013-2014 school years. While in the van both to and from these schools, OSDE staff engaged in intense dialogue about how best to support the educators in increasing student achievement. In some cases, the number of OSDE representatives on site to support the district was larger than the number of educators working within the district. By collaborating, OSDE increased the capacity of school districts while modeling how districts should operate. Children in these schools are now studying in cultures more conducive to learning, as evidenced by many Priority Schools that raised their school letter grades from an “F” to a “C,” or a “D” to a “B” in one year.

Impacting Instruction

The OSDE has supported college- and career-readiness by defining increased rigor in terms of classroom instruction and ongoing assessment.

- State standards are merely the “jumping off point” for rigor in the classroom. Enacted curriculum is based on much more than the standards alone. For this reason, OSDE has invited school leaders and classroom educators to a plethora of activities designed to instill the knowledge and skills necessary to improve instruction.. Such activities include weeklong summer institutes, development of cross-district PLCs and content-based Leadership Networks, regional professional development offerings, and instructional coaching sessions. These activities have been led by OSDE content experts serving as guides and, when necessary, “SWAT” Teams of Support.
- Particular work in the State has increased access to STEM, Advanced Placement,[®] and AVID[®] opportunities for students and schools. State-funded grants provide instruction for teachers and administrators on the importance of rigorous content and support for accessing that content.
- Oklahoma educators are providing access to rigorous coursework for traditionally isolated populations of students, including students with disabilities and English Language Learners. Through work on understanding accommodations, co-teaching, and language development strategies, OSDE has prompted educators to set high expectations for all learners while offering them the necessary supports to achieve those expectations.
- The rural nature of many Oklahoma schools often leaves educators without networks of support or colleagues with whom to gauge the rigor of planned instruction. To remedy that sense of isolation, OSDE has created resources to support collegial networking. Facebook groups, Twitter feeds, and PD On Your Plan (a series of virtual professional development courses offered throughout the school year) provide connections for educators.
- In addition to cultivating relationships among teachers, OSDE is working to strengthen relationships between teachers and teacher candidates, between districts and preparation programs, and between OSDE and preparation programs. As a result, OSDE has seen a heightened sense of urgency among faculty members in some preparation programs to properly equip new teachers and administrators for the rigor now expected in the classroom.
- OSDE is intentionally structured for Parent and Community Engagement that goes beyond facilitation of collaborative cultures to assist in meeting college-, career- and citizen-readiness. Several engagement strategies used by OSDE and Oklahoma districts have focused on the increased rigor of state standards, assessments, and classroom instruction. Parents and community members are strongly encouraged to support classroom instruction at home and throughout a child’s life outside of school.

Rigorous Instruction
Impacts Children

One of many examples of instruction impacting children can be found through social networking of educators. A middle-school math teacher recently posted a request to the Oklahoma Grade 7 Math Teachers Facebook Group for support in how to use interactive notebooks in a math classroom to assist with cognitively complex learning tasks. Within 24 hours teachers across the State (and nation) had responded with strategies and resources, allowing an otherwise isolated teacher to increase the rigor of her instruction through professional dialogue; thus, students in her classroom this school year will increase their understanding of complex mathematics.

- Using the TLE rubrics as a basis for a common language of instruction, district and school leaders are pushing teachers toward higher effectiveness through focus on instructional practices supported by research.
- Knowing that good Data-Driven Instruction is based in consistent assessment and progress monitoring, OSDE has offered professional development and technical assistance in benchmarking techniques, rich analysis of data, and supervision and leadership that are routed in classroom data. OSDE has also provided rigorous benchmarking software to districts so they can assess student progress toward college- and career-ready expectations throughout the school year.

Impacting Data Usage

The OSDE has established growth metrics and quarterly targets for each of the key reform strategies, and uses that data to improve systems of support.

- During the time of ESEA Flexibility, OSDE has been preparing districts for college- and career-ready assessments by ramping up the rigor of each of our state assessments. While state standards set expectations, it is the quality of assessments that measures whether students are meeting the high goals set for them. The State began increasing the rigor of assessments in 2011 in preparation for college- and career-ready assessments in 2015. Through that process, the State has seen dips in proficiency with each raise in rigor, but the scores have never “tanked” because teachers have been raising the rigor of instruction as well.

MATH	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	Algebra I
2011	71%	72%	70%	68%	66%	66%	80%
2012	68%	70%	66%	68%	65%	64%	76%
2013	68%	71%	68%	70%	66%	65%	80%
2014*	67%	65%	65%	66%	64%	53%	74%

*2014 results are based on preliminary data.

READING	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	English II
2011	69%	64%	68%	65%	71%	77%	86%
2012	68%	61%	64%	65%	70%	75%	80%
2013	69%	67%	66%	64%	69%	75%	84%
2014*	69%	65%	64%	64%	70%	71%	80%

*2014 results are based on preliminary data.

- Over the course of ESEA Flexibility, one of the State’s key metrics has been the improvement of Priority Schools, and especially that of C³ Priority Schools, which are the schools with which the OSDE partners most directly and heavily. One such example is provided: Okay High School.

	Overall Letter Grade	Algebra I Performance	English II Performance
2012	C	F	C
2013	B	B	C
2014*	B+	B	C

*2014 results are based on preliminary data.

- State Test Scores are not the only key metrics used by the OSDE to monitor progress of schools and determine needed adjustments to systems and programs. The OSDE has developed strategic plans for all of the statewide reform initiatives. The ROUTE to C³ means the State's plan to reach College, Career, and Citizen Readiness of all Graduates (C³) through the following sets of strategies:
 - Reading by 3rd Grade;
 - Oklahoma College and Career Ready;
 - Utilizing Technology;
 - Transparency and Accountability; and
 - Effective Teachers, Leaders, and Schools.
- Each set of strategies contains its own metrics, quarterly benchmarks, annual milestones, and risk assessments. Quarterly Review Meetings on each set of strategies allow OSDE leadership to make mid-course adjustments as needed to strategic plans.
- Performance Management Strategies — including strategic plans, metrics and targets, quarterly review meetings, and mid-course adjustments — utilized by the OSDE mirror the processes of Data-Driven Instruction advocated in the State's schools.
- OSDE models and provides instruction to leaders in how to use TLE data to determine professional development goals and activities for each educator. OSDE uses aggregate forms of these same data to set plans for professional learning opportunities offered throughout the State.

Data Usage

Impacts Children

OSDE has converged all student and educator data, making meaningful data more accessible and understandable. This has freed time for district and school leaders to focus on using data to improve classroom instruction and student learning experiences by drilling down to individual student data that drives instruction and culture development. Reducing the burden on districts to gather and report data allows leaders to focus on individual children's needs.

Impacting Leadership

The OSDE has adopted the philosophy consistently supported by research that leadership of educational organizations is the key driver in change. Our work with culture, instruction, and data usage is underscored by every interaction with SEA staff, district administrators, principals, teacher-leaders, and other education stakeholders.

- Whether it is the State Superintendent, district superintendent, building principal, organizational leader, or department chair, the leader of the education community has the power to improve the culture, raise rigor in instruction, and require data usage to make decisions.
- As the role of educational leaders is moving from building or district managers to instructional leaders and chief academic officers, OSDE's responsibility is to train administrators to lead.

Effective Leadership

Impacts Children

Strong leadership occurs in all sectors of society. Administrators and teacher-leaders in three Oklahoma districts are currently participating in an Executive Leadership Education program alongside OSDE Executive Leadership at UVA. These philosophies and practices are shared with educational leaders across the State through intensive training sessions and one-on-one coaching. Administrators in these three example districts and others in the State are combining the techniques of culture, instruction, and data usage; therefore, they are enabling teachers to become masters of their trade and children to become masters of academic content.

OSDE uses the acronym LEADERS to explain the role of instructional leader.



- A primary goal of the TLE System is to empower administrators to become educational leaders through a focus on high-quality instruction and student outcomes.
- Leaders in Oklahoma schools have increased their capacity to grow student achievement.

The Finish Line Revisited

As a result of focusing on these four categories of change, the State has shown continuous progress toward reaching the finish line where all students are college-, career-, and citizen-ready. This work is not about one single reform in isolation (i.e., adopting standards); it is about the synergy of all reforms working together toward the same goal.

Since initial approval of Oklahoma’s ESEA Flexibility Request, the State has consistently proven itself to be focused on the education of children. Never before in our State’s history has so much discourse — from educators and non-educators alike — centered around what is best practice in education and most likely to lead to a more educated populace.

Freedom to make wise decisions is essential for Oklahoma educators in classrooms, district offices, and the OSDE. That is particularly true as the State takes on the daunting task over the two years of writing, refining, adopting, and implementing new rigorous, State-developed standards in mathematics and English language arts. To once again place the hurdles of ESEA in front of Oklahoma’s educators is tantamount to setting Oklahoma’s children on a treacherous course away from the finish line of college-, career-, and citizen-readiness.

Proposal Moving Forward

ESEA, as reauthorized by the No Child Left Behind Act of 2001 (NCLB), created unattainable accountability metrics and severe penalties for schools not meeting those metrics. As you wisely described it in 2011, NCLB is a “slow-motion train wreck” (August 8, 2011) that is “fundamentally broken” (March 10, 2011). We agree that “NCLB has changed from an instrument of reform into a barrier of reform” (February 7, 2013).

Most notable is the challenge of, the twenty-percent Title I set-aside that is required of districts with one or more schools that do not make Adequate Yearly Progress for two or more years. We

believe that is an insurmountable obstacle to effectively educating struggling and underserved children. With the 2013-2014 accountability metric of 100% proficiency of all students in grades 3-8 and high school, NCLB established an unrealistic benchmark for almost every school in the nation. OSDE anticipates that approximately 90-95% of Oklahoma schools (approximately 1,600 of the State's 1,750 schools) will not have met that benchmark for 2013-2014. To make matters worse, the required twenty-percent set-aside of Title I funds must be spent on activities with no evidence of improving student learning; whereas, the activities that are currently occurring in schools with those same funds are improving student learning, but they would not be able to continue if the sanctions of School Improvement, Corrective Action, and Restructuring are enforced.

In order to prevent the vast majority of Oklahoma districts to come under outdated and irrational sanctions that have no evidence of improving student achievement, we ask that Oklahoma be provided a one-year extension of ESEA Flexibility for the 2014-2015 school year. Without that flexibility, Oklahoma believes we will set back education of this generation of students to pre-Millennial academic experiences.

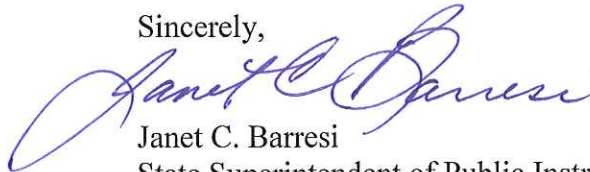
During this time of Flexibility Extension, Oklahoma will be developing new standards and assessments as well as continuing all of the work supporting the other Principles of ESEA Flexibility. OSDE invites the Department of Education (USDE) to closely monitor this ongoing work across and among the many education reforms in play in the State.

Final Comments

A final version of Oklahoma's ESEA Flexibility Extension/Amendment Request will be submitted to you on Tuesday, August 12, 2014. It will include additional information about the standards review process currently underway by Oklahoma State Regents for Higher Education (OSRHE), Oklahoma's plans for developing new standards and assessments, as well as the other information requested by USDE. I understand these documents will be reviewed to ensure their compliance with the Principles of ESEA Flexibility.

It is with deepest concern for the children of Oklahoma that I implore you to study Oklahoma's request in light of the current outcomes and future realities of the great work that is ongoing in the State. Thank you for your consideration of this request.

Sincerely,



Janet C. Barresi
State Superintendent of Public Instruction

cc: Governor Mary Fallin
Speaker Jeff Hickman
Senate President Pro Tempore Brian Bingman
Secretary Robert Sommers