

Attachment 8: A copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups

The attached documents are the State Summary Reports for the Oklahoma Core Curriculum Tests (OCCT) and Oklahoma Modified Alternate Assessment Program (OMAAP) for Grades 3-8 and End-of-Instruction tests for the 2010-2011 school year.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 3 Math - Spring 2011



OCCT Grade 3 Math

FAY

		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 798-990		OPI Score Range 700-797		OPI Score Range 633-699		OPI Score Range 440-632		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
FULL ACADEMIC YEAR (FAY)¹		35,571	29%	15,804	44%	6,810	19%	2,542	7%	754		
(Only FAY scores are used for Accountability)												
1	REGULAR EDUCATION ³	35,571	29%	15,804	44%	6,810	19%	2,542	7%	754		
2	Ethnicity											
3	Hispanic/Latino	2,616	26%	1,220	47%	540	21%	180	7%	745		
4	Race											
5	American Indian/Alaskan Native	6,310	25%	2,847	45%	1,396	22%	503	8%	745		
6	Asian	525	54%	174	33%	53	10%	15	3%	800		
7	Black/African American	3,798	47%	1,435	38%	1,141	30%	751	20%	706		
8	Pacific Islander	55	16%	26	47%	15	27%	5	9%	728		
9	White/Caucasian	20,566	34%	9,334	45%	3,339	16%	963	5%	764		
10	Two or More Races	1,701	28%	768	45%	326	19%	125	7%	754		
11	Gender											
12	Female	18,646	27%	8,284	44%	3,796	20%	1,443	8%	745		
13	Male	16,922	31%	7,519	44%	3,012	18%	1,099	6%	754		
14	Not Indicated	3	0%	1	33%	2	67%	0	0%	663		
15	Other											
16	Economically Disadvantaged	20,982	22%	9,323	44%	4,941	24%	2,078	10%	737		
17	Non-Economically Disadvantaged	14,589	40%	6,481	44%	1,869	13%	464	3%	775		
18	Migrant	9	11%	4	44%	4	44%	0	0%	706		
19	ELL 1 st - Year Proficient	664	31%	327	49%	112	17%	18	3%	764		
20	ELL 2 nd - Year Proficient	305	41%	133	44%	42	14%	6	2%	775		
21	ENGLISH LANGUAGE LEARNERS (ELL)	3,910	13%	1,548	40%	1,216	31%	629	16%	706		
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,751	28%	17,467	44%	8,013	20%	3,157	8%	745		

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¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.
² OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.
³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).
⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 3 Math - Spring 2011



OCCT Grade 3 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		Number of Valid Scores (OCCT)		OPI Score Range 798-990		OPI Score Range 700-797		OPI Score Range 633-699		OPI Score Range 440-632		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	4,477	16%	734	16%	1,760	39%	1,304	29%	679	15%	713
24	IEP with Accommodations	3,465	15%	505	15%	1,311	38%	1,076	31%	573	17%	706
25	IEP without Accommodations	1,012	23%	229	23%	449	44%	228	23%	106	10%	737
26	ALL STUDENTS ⁴	43,661	27%	11,631	27%	19,015	44%	9,229	21%	3,786	9%	745
27	Ethnicity											
28	Hispanic/Latino	6,054	17%	1,059	17%	2,572	42%	1,650	27%	773	13%	721
29	Race											
30	American Indian/Alaskan Native	7,286	24%	1,715	24%	3,224	44%	1,688	23%	659	9%	737
31	Asian	825	46%	363	46%	294	36%	109	13%	39	5%	786
32	Black/African American	4,234	12%	512	12%	1,589	38%	1,285	30%	848	20%	698
33	Pacific Islander	92	13%	12	13%	40	43%	32	35%	8	9%	713
34	White/Caucasian	23,251	32%	7,438	32%	10,445	45%	4,066	17%	1,302	6%	754
35	Two or More Races	1,919	27%	512	27%	851	44%	399	21%	157	8%	745
36	Gender											
37	Female	21,900	25%	5,529	25%	9,498	43%	4,851	22%	2,022	9%	737
38	Male	21,758	28%	6,102	28%	9,516	44%	4,376	20%	1,764	8%	745
39	Not Indicated	3	0%	0	0%	1	33%	2	67%	0	0%	663
40	Other											
41	Economically Disadvantaged	27,151	20%	5,384	20%	11,741	43%	6,888	25%	3,138	12%	728
42	Non-Economically Disadvantaged	16,510	38%	6,247	38%	7,274	44%	2,341	14%	648	4%	775
43	Migrant	28	4%	1	4%	13	46%	11	39%	3	11%	695
44	ELL 1 st - Year Proficient	740	32%	238	32%	360	49%	121	16%	21	3%	764
45	ELL 2 nd - Year Proficient	323	40%	129	40%	139	43%	49	15%	6	2%	775

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³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests

Grade 3 Reading - Spring 2011



OCCT Grade 3 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 891-990		OPI Score Range 700-890		OPI Score Range 649-699		OPI Score Range 400-648		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	REGULAR EDUCATION ³	35,635	5%	24,916	70%	5,831	16%	3,196	9%	746		
2	Ethnicity											
3	Hispanic/Latino	2,648	4%	1,826	69%	493	19%	232	9%	746		
4	Race											
5	American Indian/Alaskan Native	6,311	3%	4,293	68%	1,183	19%	636	10%	737		
6	Asian	526	11%	392	75%	49	9%	25	5%	775		
7	Black/African American	3,810	1%	2,042	54%	914	24%	806	21%	713		
8	Pacific Islander	55	2%	38	69%	12	22%	3	5%	755		
9	White/Caucasian	20,582	6%	15,146	74%	2,887	14%	1,342	7%	755		
10	Two or More Races	1,703	5%	1,179	69%	293	17%	152	9%	746		
11	Gender											
12	Female	18,690	5%	13,324	71%	2,940	16%	1,495	8%	755		
13	Male	16,942	4%	11,590	68%	2,891	17%	1,700	10%	746		
14	Not Indicated	3	0%	2	67%	0	0%	1	33%	737		
15	Other											
16	Economically Disadvantaged	21,031	3%	13,701	65%	4,215	20%	2,577	12%	737		
17	Non-Economically Disadvantaged	14,604	8%	11,215	77%	1,616	11%	619	4%	775		
18	Migrant	8	0%	4	50%	3	38%	1	13%	706		
19	ELL 1 st - Year Proficient	749	4%	577	77%	116	15%	28	4%	755		
20	ELL 2 nd - Year Proficient	322	6%	260	81%	36	11%	7	2%	764		
21	ENGLISH LANGUAGE LEARNERS (ELL)	3,791	1%	1,666	44%	1,094	29%	1,000	26%	690		
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,274	4%	26,720	68%	6,603	17%	4,185	11%	746		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 3 Reading - Spring 2011



OCCT Grade 3 Reading

FAY

	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 891-990		OPI Score Range 700-890		OPI Score Range 649-699		OPI Score Range 400-648		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)												
		<i>continued from previous page</i>										
23 SPECIAL EDUCATION (IEP)	3,873	75	2%	1,877	48%	833	22%	1,088	28%			705
24 IEP with Accommodations	2,875	46	2%	1,278	44%	643	22%	908	32%			698
25 IEP without Accommodations	998	29	3%	599	60%	190	19%	180	18%			729
26 ALL STUDENTS ⁴	43,065	1,797	4%	28,386	66%	7,697	18%	5,185	12%			737
27 Ethnicity												
28 Hispanic/Latino	5,977	114	2%	3,212	54%	1,469	25%	1,182	20%			713
29 Race												
30 American Indian/Alaskan Native	7,191	209	3%	4,706	65%	1,389	19%	887	12%			737
31 Asian	805	69	9%	556	69%	114	14%	66	8%			764
32 Black/African American	4,178	51	1%	2,184	52%	1,003	24%	940	22%			705
33 Pacific Islander	91	4	4%	54	59%	22	24%	11	12%			737
34 White/Caucasian	22,941	1,269	6%	16,410	72%	3,358	15%	1,904	8%			755
35 Two or More Races	1,882	81	4%	1,264	67%	342	18%	195	10%			746
36 Gender												
37 Female	21,761	970	4%	14,801	68%	3,707	17%	2,283	10%			746
38 Male	21,301	827	4%	13,583	64%	3,990	19%	2,901	14%			737
39 Not Indicated	3	0	0%	2	67%	0	0%	1	33%			737
40 Other												
41 Economically Disadvantaged	26,796	583	2%	16,153	60%	5,777	22%	4,283	16%			721
42 Non-Economically Disadvantaged	16,269	1,214	7%	12,233	75%	1,920	12%	902	6%			764
43 Migrant	27	0	0%	12	44%	7	26%	8	30%			698
44 ELL 1 st - Year Proficient	824	28	3%	639	78%	126	15%	31	4%			755
45 ELL 2 nd - Year Proficient	346	19	5%	273	79%	45	13%	9	3%			764

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests

Grade 4 Math - Spring 2011



OCCT Grade 4 Math

FAY

		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI 2 Score
		OPI Score Range 805-990		OPI Score Range 700-804		OPI Score Range 639-699		OPI Score Range 440-638		Median OPI 2 Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
FULL ACADEMIC YEAR (FAY) 1		36,224		16,909		6,011		2,981		752		
(Only FAY scores are used for Accountability)		3,307		1,649		615		242		744		
1	REGULAR EDUCATION ³	6,343		3,046		1,213		596		744		
2	Ethnicity	630		229		47		19		806		
3	Hispanic/Latino	801		1,649		615		242		744		
4	Race	1,488		3,046		1,213		596		744		
5	American Indian/Alaskan Native	335		229		47		19		806		
6	Asian	428		1,489		902		785		705		
7	Black/African American	20		22		12		1		761		
8	Pacific Islander	6,810		9,697		2,957		1,190		761		
9	White/Caucasian	1,631		777		265		148		752		
10	Two or More Races	4,881		8,867		3,296		1,657		752		
11	Gender	5,440		8,039		2,714		1,322		761		
12	Female	2		3		1		2		728		
13	Male	20,928		9,997		4,310		2,389		735		
14	Not Indicated	15,296		6,912		1,701		592		781		
15	Other	13		5		2		1		781		
16	Economically Disadvantaged	675		362		119		42		744		
17	Non-Economically Disadvantaged	806		401		119		34		771		
18	Migrant	2,781		1,129		713		630		705		
19	ELL 1 st - Year Proficient	40,414		18,708		6,976		3,782		752		
20	ELL 2 nd - Year Proficient											
21	ENGLISH LANGUAGE LEARNERS (ELL)											
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)											

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 4 Math - Spring 2011



OCCT Grade 4 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL											Median OPI ² Score
		OPI Score Range 805-990		OPI Score Range 700-804		OPI Score Range 639-699		OPI Score Range 440-638		Median OPI ² Score			
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
23	SPECIAL EDUCATION (IEP)	4,451	14%	1,891	42%	1,027	23%	889	20%	713			
24	IEP with Accommodations	3,640	12%	1,529	42%	882	24%	784	22%	713			
25	IEP without Accommodations	811	25%	362	45%	145	18%	105	13%	744			
26	ALL STUDENTS ⁴	43,195	26%	19,837	46%	7,689	18%	4,412	10%	752			
27	Ethnicity												
28	Hispanic/Latino	5,782	18%	2,653	46%	1,264	22%	830	14%	728			
29	Race												
30	American Indian/Alaskan Native	1,611	22%	3,443	47%	1,462	20%	801	11%	744			
31	Asian	856	47%	329	38%	83	10%	41	5%	793			
32	Black/African American	3,988	45%	1,618	41%	1,013	25%	905	23%	705			
33	Pacific Islander	88	23%	35	40%	20	23%	10	11%	740			
34	White/Caucasian	23,282	31%	10,888	47%	3,525	15%	1,610	7%	761			
35	Two or More Races	1,882	25%	871	46%	322	17%	215	11%	744			
36	Gender												
37	Female	21,411	24%	9,971	47%	4,006	19%	2,254	11%	744			
38	Male	21,775	28%	9,863	45%	3,682	17%	2,155	10%	752			
39	Not Indicated	9	22%	3	33%	1	11%	3	33%	720			
40	Other												
41	Economically Disadvantaged	26,127	18%	12,106	46%	5,635	22%	3,578	14%	728			
42	Non-Economically Disadvantaged	17,068	38%	7,731	45%	2,054	12%	834	5%	771			
43	Migrant	36	17%	15	42%	10	28%	5	14%	732			
44	ELL 1 st - Year Proficient	759	22%	410	54%	135	18%	50	7%	744			
45	ELL 2 nd - Year Proficient	903	32%	441	49%	136	15%	39	4%	771			

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 4 Reading - Spring 2011



OCCT Grade 4 Reading

FAY

	FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
			OPI Score Range 845-990		OPI Score Range 700-844		OPI Score Range 658-699		OPI Score Range 400-657		Median OPI ² Score		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1	REGULAR EDUCATION ³	36,245	4%	23,008	63%	7,187	20%	4,448	12%	728			
2	Ethnicity												
3	Hispanic/Latino	3,335	4%	2,045	61%	769	23%	404	12%	728			
4	Race												
5	American Indian/Alaskan Native	6,340	2%	3,843	61%	1,437	23%	906	14%	721			
6	Asian	632	10%	460	73%	72	11%	39	6%	764			
7	Black/African American	3,606	2%	1,641	46%	930	26%	978	27%	699			
8	Pacific Islander	55	9%	33	60%	14	25%	3	5%	737			
9	White/Caucasian	20,643	6%	13,953	68%	3,639	18%	1,905	9%	737			
10	Two or More Races	1,634	4%	1,033	63%	326	20%	213	13%	728			
11	Gender												
12	Female	18,719	5%	11,913	64%	3,763	20%	2,154	12%	728			
13	Male	17,518	4%	11,091	63%	3,424	20%	2,290	13%	728			
14	Not Indicated	8	0%	4	50%	0	0%	4	50%	677			
15	Other												
16	Economically Disadvantaged	20,962	2%	11,893	57%	5,058	24%	3,507	17%	713			
17	Non-Economically Disadvantaged	15,283	7%	11,115	73%	2,129	14%	941	6%	754			
18	Migrant	13	8%	7	54%	3	23%	2	15%	721			
19	ELL 1 st - Year Proficient	777	20	3%	441	57%	207	27%	109	14%	713		
20	ELL 2 nd - Year Proficient	898	28	3%	621	69%	181	20%	68	8%	728		
21	ENGLISH LANGUAGE LEARNERS (ELL)	2,606	8	0%	807	31%	708	27%	1,083	42%	673		
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,885	1,681	4%	24,545	62%	8,018	20%	5,641	14%	728		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 4 Reading - Spring 2011



OCCT Grade 4 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
	OPI Score Range 845-990		OPI Score Range 700-844		OPI Score Range 658-699		OPI Score Range 400-657		Median OPI ² Score		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23 SPECIAL EDUCATION (IEP)	79	2%	1,572	41%	869	23%	1,291	34%	692		
24 IEP with Accommodations	50	2%	1,134	38%	704	24%	1,100	37%	686		
25 IEP without Accommodations	29	4%	438	53%	165	20%	191	23%	721		
26 ALL STUDENTS ⁴	1,689	4%	25,352	60%	8,726	21%	6,724	16%	728		
27 Ethnicity											
28 Hispanic/Latino	125	2%	2,727	48%	1,393	25%	1,391	25%	706		
29 Race											
30 American Indian/Alaskan Native	165	2%	4,200	58%	1,617	22%	1,213	17%	721		
31 Asian	61	7%	559	66%	125	15%	97	12%	745		
32 Black/African American	61	2%	1,720	44%	1,004	26%	1,146	29%	692		
33 Pacific Islander	5	6%	43	50%	23	27%	15	17%	713		
34 White/Caucasian	1,207	5%	14,992	65%	4,188	18%	2,575	11%	737		
35 Two or More Races	65	4%	1,111	60%	376	20%	287	16%	728		
36 Gender											
37 Female	919	4%	12,823	60%	4,415	21%	3,070	14%	728		
38 Male	770	4%	12,525	59%	4,311	20%	3,650	17%	721		
39 Not Indicated	0	0%	4	50%	0	0%	4	50%	677		
40 Other											
41 Economically Disadvantaged	532	2%	13,476	52%	6,259	24%	5,427	21%	713		
42 Non-Economically Disadvantaged	1,157	7%	11,876	71%	2,467	15%	1,297	8%	745		
43 Migrant	1	3%	13	39%	10	30%	9	27%	699		
44 ELL 1 st - Year Proficient	22	3%	498	57%	230	26%	128	15%	713		
45 ELL 2 nd - Year Proficient	28	3%	678	68%	213	21%	79	8%	728		

(Only FAY scores are used for Accountability)
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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Math - Spring 2011



OCCT Grade 5 Math

FAY

		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI 2 Score
		OPI Score Range 791-980		OPI Score Range 700-790		OPI Score Range 638-699		OPI Score Range 440-637		Median OPI 2 Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
FULL ACADEMIC YEAR (FAY) 1 (Only FAY scores are used for Accountability)		36,786		17,191	47%	7,208	20%	2,800	8%	748		
1	REGULAR EDUCATION ³	3,534	23%	1,757	50%	729	21%	240	7%	740		
2	Ethnicity											
3	Hispanic/Latino	6,534	21%	3,114	48%	1,473	23%	606	9%	732		
4	Race	624	54%	227	36%	46	7%	14	2%	799		
5	American Indian/Alaskan Native	3,701	13%	1,608	43%	985	27%	619	17%	710		
6	Asian	60	23%	27	45%	12	20%	7	12%	736		
7	Black/African American	20,756	30%	9,729	47%	3,641	18%	1,185	6%	757		
8	Pacific Islander	1,577	25%	729	46%	322	20%	129	8%	740		
9	White/Caucasian	19,084	24%	9,106	48%	3,870	20%	1,497	8%	740		
10	Two or More Races	17,700	28%	8,083	46%	3,338	19%	1,303	7%	748		
11	Gender											
12	Female	2	0%	2	100%	0	0%	0	0%	722		
13	Male											
14	Not Indicated											
15	Other											
16	Economically Disadvantaged	21,362	19%	10,084	47%	5,141	24%	2,155	10%	732		
17	Non-Economically Disadvantaged	15,424	36%	7,107	46%	2,067	13%	645	4%	766		
18	Migrant	36	9	17	47%	5	14%	5	14%	740		
19	ELL 1 st - Year Proficient	453	22%	227	50%	101	22%	27	6%	748		
20	ELL 2 nd - Year Proficient	876	200	456	52%	176	20%	44	5%	748		
21	ENGLISH LANGUAGE LEARNERS (ELL)	2,102	11%	796	38%	638	30%	443	21%	696		
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	40,503	10,032	18,622	46%	8,269	20%	3,580	9%	740		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Math - Spring 2011



OCCT Grade 5 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability) <i>continued from previous page</i>	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
	Number of Valid Scores (OCCT)		OPI Score Range 791-990		OPI Score Range 700-790		OPI Score Range 638-699		OPI Score Range 440-637		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23 SPECIAL EDUCATION (IEP)	3,936	12%	1,508	38%	1,131	29%	832	21%	703	21%	703
24 IEP with Accommodations	333	10%	1,194	37%	971	30%	734	23%	696	23%	696
25 IEP without Accommodations	704	19%	314	45%	160	23%	98	14%	732	14%	732
26 ALL STUDENTS ⁴	42,605	24%	19,418	46%	8,907	21%	4,023	9%	740	9%	740
27 Ethnicity	5,491	18%	2,477	45%	1,341	24%	676	12%	724	12%	724
28 Hispanic/Latino											
29 Race											
30 American Indian/Alaskan Native	1,410	19%	3,451	47%	1,732	23%	786	11%	732	11%	732
31 Asian	382	47%	318	39%	80	10%	32	4%	787	4%	787
32 Black/African American	498	12%	1,716	42%	1,108	27%	751	18%	710	18%	710
33 Pacific Islander	14	18%	31	39%	21	26%	14	18%	710	18%	710
34 White/Caucasian	23,007	28%	10,619	46%	4,250	18%	1,599	7%	748	7%	748
35 Two or More Races	1,763	24%	806	46%	375	21%	165	9%	740	9%	740
36 Gender											
37 Female	21,255	23%	9,910	47%	4,521	21%	2,019	9%	740	9%	740
38 Male	21,348	26%	9,506	45%	4,386	21%	2,004	9%	740	9%	740
39 Not Indicated	2	0%	2	100%	0	0%	0	0%	722	0%	722
40 Other											
41 Economically Disadvantaged	25,642	17%	11,644	45%	6,474	25%	3,144	12%	724	12%	724
42 Non-Economically Disadvantaged	16,963	35%	7,774	46%	2,433	14%	879	5%	766	5%	766
43 Migrant	66	12%	33	50%	13	20%	8	12%	732	12%	732
44 ELL 1 st - Year Proficient	503	21%	254	50%	113	22%	29	6%	748	6%	748
45 ELL 2 nd - Year Proficient	957	23%	496	52%	189	20%	53	6%	748	6%	748

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³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Reading - Spring 2011



OCCT Grade 5 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 830-990		OPI Score Range 700-829		OPI Score Range 641-699		OPI Score Range 400-640		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 REGULAR EDUCATION ³	36,810	3,634	10%	22,820	62%	7,334	20%	3,022	8%	732		
2 Ethnicity												
3 Hispanic/Latino	3,560	218	6%	2,178	61%	865	24%	299	8%	723		
4 Race												
5 American Indian/Alaskan Native	6,534	481	7%	3,942	60%	1,473	23%	638	10%	723		
6 Asian	624	121	19%	405	65%	78	13%	20	3%	763		
7 Black/African American	3,699	136	4%	1,840	50%	1,064	29%	659	18%	701		
8 Pacific Islander	61	7	11%	34	56%	16	26%	4	7%	723		
9 White/Caucasian	20,754	2,508	12%	13,449	65%	3,515	17%	1,282	6%	741		
10 Two or More Races	1,578	163	10%	972	62%	323	20%	120	8%	732		
11 Gender												
12 Female	19,111	1,954	10%	12,076	63%	3,742	20%	1,339	7%	732		
13 Male	17,697	1,680	9%	10,743	61%	3,592	20%	1,682	10%	732		
14 Not Indicated	2	0	0%	1	50%	0	0%	1	50%	678		
15 Other												
16 Economically Disadvantaged	21,394	1,300	6%	12,433	58%	5,270	25%	2,391	11%	723		
17 Non-Economically Disadvantaged	15,416	2,334	15%	10,387	67%	2,064	13%	631	4%	751		
18 Migrant	36	0	0%	21	58%	9	25%	6	17%	705		
19 ELL 1 st - Year Proficient	518	26	5%	269	52%	187	36%	36	7%	708		
20 ELL 2 nd - Year Proficient	987	39	4%	623	63%	266	27%	59	6%	723		
21 ENGLISH LANGUAGE LEARNERS (ELL)	1,984	23	1%	533	27%	699	35%	729	37%	662		
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	40,223	3,771	9%	24,191	60%	8,308	21%	3,953	10%	732		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Reading - Spring 2011



OCCT Grade 5 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 830-990		OPI Score Range 700-829		OPI Score Range 641-699		OPI Score Range 400-640		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23	SPECIAL EDUCATION (IEP)	3,573		1,399	39%	1,022	29%	1,014	28%	687		
24	IEP with Accommodations	2,826	3%	1,012	36%	840	30%	883	31%	680		
25	IEP without Accommodations	747	6%	387	52%	182	24%	131	18%	708		
26	ALL STUDENTS ⁴	42,207	9%	24,724	59%	9,007	21%	4,682	11%	732		
27	Ethnicity											
28	Hispanic/Latino	5,376	4%	2,657	49%	1,489	28%	991	18%	708		
29	Race											
30	American Indian/Alaskan Native	7,330	7%	4,238	58%	1,706	23%	893	12%	723		
31	Asian	804	15%	472	59%	144	18%	64	8%	751		
32	Black/African American	4,045	3%	1,917	47%	1,184	29%	806	20%	701		
33	Pacific Islander	78	9%	39	50%	19	24%	13	17%	708		
34	White/Caucasian	22,827	11%	14,361	63%	4,092	18%	1,752	8%	741		
35	Two or More Races	1,747	10%	1,040	60%	373	21%	163	9%	732		
36	Gender											
37	Female	21,199	9%	12,771	60%	4,449	21%	1,974	9%	732		
38	Male	21,006	9%	11,952	57%	4,558	22%	2,707	13%	723		
39	Not Indicated	2	0%	1	50%	0	0%	1	50%	678		
40	Other											
41	Economically Disadvantaged	25,359	5%	13,647	54%	6,576	26%	3,774	15%	715		
42	Non-Economically Disadvantaged	16,848	14%	11,077	66%	2,431	14%	908	5%	751		
43	Migrant	67	0%	33	49%	24	36%	10	15%	694		
44	ELL 1 st - Year Proficient	571	5%	300	53%	200	35%	42	7%	708		
45	ELL 2 nd - Year Proficient	1,063	4%	657	62%	298	28%	69	6%	715		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Writing - Spring 2011



OCCT Grade 5 Writing

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median Composite ² Score
		Number of Valid Scores (OCCT)		Score Range 54-60		Score Range 36-53		Score Range 26-35		Score Range 15-25		Median Composite ² Score		
		ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY		UNSATISFACTORY		Median Composite ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	REGULAR EDUCATION ³	37,433	11%	27,896	75%	3,904	10%	1,639	4%			46		
2	Ethnicity													
3	Hispanic/Latino	3,571	9%	2,766	77%	370	10%	99	3%			45		
4	Race													
5	American Indian/Alaskan Native	6,672	8%	4,981	75%	804	12%	339	5%			45		
6	Asian	624	23%	445	71%	29	5%	9	1%			48		
7	Black/African American	3,768	9%	2,681	71%	540	14%	199	5%			44		
8	Pacific Islander	64	6%	49	77%	9	14%	2	3%			45		
9	White/Caucasian	21,070	11%	15,790	75%	1,973	9%	888	4%			47		
10	Two or More Races	1,664	12%	1,184	71%	179	11%	103	6%			46		
11	Gender													
12	Female	19,389	14%	14,701	76%	1,319	7%	697	4%			48		
13	Male	18,041	7%	13,194	73%	2,585	14%	941	5%			44		
14	Not Indicated	3	33%	1	33%	0	0%	1	33%			54		
15	Other													
16	Economically Disadvantaged	21,856	8%	16,210	74%	2,848	13%	1,125	5%			45		
17	Non-Economically Disadvantaged	15,577	15%	11,686	75%	1,056	7%	514	3%			48		
18	Migrant	42	1	31	74%	5	12%	5	12%			47		
19	ELL 1 st - Year Proficient	489	7%	387	79%	56	11%	11	2%			45		
20	ELL 2 nd - Year Proficient	903	9%	719	80%	84	9%	20	2%			46		
21	ENGLISH LANGUAGE LEARNERS (ELL)	2,472	2%	1,521	62%	605	24%	287	12%			40		
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	44,907	9%	31,365	70%	6,069	14%	3,319	7%			45		

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¹ BR EXCLUDED - Braille is excluded from these results.

² Composite - A score that places students into performance levels established for the Writing test.

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⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Writing - Spring 2011



OCCT Grade 5 Writing

FAY

		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median Composite ² Score
		Score Range 54-60		Score Range 36-53		Score Range 26-35		Score Range 15-25		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
FULL ACADEMIC YEAR (FAY)¹		ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY				
Number of Valid Scores (OCCT)												
8,160		2%		46%		29%		23%				37
6,202		2%		46%		31%		20%				36
1,958		2%		44%		24%		30%				38
47,478		9%		69%		14%		8%				45
26 ALL STUDENTS⁴		4,215		32,922		6,706		3,635				45
27 Ethnicity		387		4,224		1,018		420				43
28 Hispanic/Latino												
29 Race		587		5,733		1,290		734				44
30 American Indian/Alaskan Native		152		586		58		33				48
31 Asian		356		3,041		883		448				42
32 Black/African American		4		60		16		5				45
33 Pacific Islander		2,526		17,927		3,147		1,793				45
34 White/Caucasian		203		1,351		294		202				44
35 Two or More Races												
36 Gender		2,777		16,912		2,217		1,226				47
37 Female		1,437		16,009		4,488		2,407				42
38 Male		1		1		1		2				48
39 Not Indicated												
40 Other		1,804		19,519		4,756		2,391				43
41 Economically Disadvantaged		2,410		13,387		1,937		1,236				47
42 Non-Economically Disadvantaged		1		57		9		8				44
43 Migrant		42		460		70		12				45
44 ELL 1 st - Year Proficient		87		804		107		25				45
45 ELL 2 nd - Year Proficient												

(Only FAY scores are used for Accountability)
continued from previous page

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Science - Spring 2011



OCCT Grade 5 Science

FAY

	FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 814-990		OPI Score Range 700-813		OPI Score Range 638-699		OPI Score Range 400-637		OPI Score Range 400-637		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1	REGULAR EDUCATION ³	36,751	33%	21,566	59%	2,532	7%	458	1%	785				
2	Ethnicity													
3	Hispanic/Latino	3,534	24%	2,412	68%	257	7%	34	1%	777				
4	Race													
5	American Indian/Alaskan Native	6,526	29%	4,067	62%	490	8%	92	1%	785				
6	Asian	623	56%	260	42%	16	3%	1	0%	822				
7	Black/African American	3,699	14%	2,399	65%	637	17%	147	4%	754				
8	Pacific Islander	61	34%	32	52%	8	13%	0	0%	785				
9	White/Caucasian	20,730	39%	11,447	55%	1,009	5%	163	1%	803				
10	Two or More Races	1,578	31%	949	60%	115	7%	21	1%	785				
11	Gender													
12	Female	19,067	30%	11,684	61%	1,357	7%	212	1%	785				
13	Male	17,682	36%	9,881	56%	1,174	7%	246	1%	794				
14	Not Indicated	2	0%	1	50%	1	50%	0	0%	732				
15	Other													
16	Economically Disadvantaged	21,338	24%	13,870	65%	2,016	9%	378	2%	777				
17	Non-Economically Disadvantaged	15,413	46%	7,696	50%	516	3%	80	1%	812				
18	Migrant	36	5	24	67%	5	14%	2	6%	761				
19	ELL 1 st - Year Proficient	455	82	334	73%	36	8%	3	1%	761				
20	ELL 2 nd - Year Proficient	876	163	655	75%	51	6%	7	1%	769				
21	ENGLISH LANGUAGE LEARNERS (ELL)	2,142	167	1,296	61%	515	24%	164	8%	724				
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	41,029	12,865	24,073	59%	3,330	8%	761	2%	785				

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Science - Spring 2011



OCCT Grade 5 Science

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 814-990		OPI Score Range 700-813		OPI Score Range 638-699		OPI Score Range 400-637		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	4,536	15%	2,641	58%	875	19%	340	7%	746		
24	IEP with Accommodations	3,784	13%	2,193	58%	783	21%	308	8%	739		
25	IEP without Accommodations	752	24%	448	60%	92	12%	32	4%	769		
26	ALL STUDENTS ⁴	43,171	30%	25,369	59%	3,845	9%	925	2%	785		
27	Ethnicity											
28	Hispanic/Latino	5,544	17%	3,630	65%	743	13%	210	4%	754		
29	Race											
30	American Indian/Alaskan Native	7,486	27%	4,668	62%	661	9%	167	2%	777		
31	Asian	819	48%	374	46%	47	6%	8	1%	812		
32	Black/African American	4,177	13%	2,629	63%	803	19%	214	5%	746		
33	Pacific Islander	81	26%	43	53%	15	19%	2	2%	769		
34	White/Caucasian	23,268	37%	12,945	56%	1,421	6%	293	1%	794		
35	Two or More Races	1,796	30%	1,080	60%	155	9%	31	2%	785		
36	Gender											
37	Female	21,564	28%	13,140	61%	1,962	9%	414	2%	777		
38	Male	21,605	32%	12,228	57%	1,882	9%	511	2%	785		
39	Not Indicated	2	0%	1	50%	1	50%	0	0%	732		
40	Other											
41	Economically Disadvantaged	25,888	21%	16,640	64%	3,010	12%	726	3%	769		
42	Non-Economically Disadvantaged	17,283	44%	8,729	51%	835	5%	199	1%	803		
43	Migrant	68	7	46	68%	12	18%	3	4%	746		
44	ELL 1 st - Year Proficient	497	19%	364	73%	38	8%	3	1%	761		
45	ELL 2 nd - Year Proficient	956	18%	716	75%	58	6%	8	1%	769		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests

Grade 5 Social Studies - Spring 2011



OCCT Grade 5 Social Studies

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
	OPI Score Range 786-990		OPI Score Range 700-785		OPI Score Range 645-699		OPI Score Range 400-644		UNSATISFACTORY	Median OPI ² Score	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 REGULAR EDUCATION ³	36,728	28%	18,293	50%	5,569	15%	2,631	7%	748		
2 Ethnicity											
3 Hispanic/Latino	3,532	20%	1,849	52%	677	19%	288	8%	731		
4 Race											
5 American Indian/Alaskan Native	6,522	23%	3,406	52%	1,128	17%	479	7%	743		
6 Asian	625	49%	261	42%	43	7%	15	2%	783		
7 Black/African American	3,695	11%	1,692	46%	910	25%	670	18%	708		
8 Pacific Islander	61	23%	28	46%	14	23%	5	8%	737		
9 White/Caucasian	20,722	33%	10,271	50%	2,544	12%	1,056	5%	760		
10 Two or More Races	1,571	41%	786	50%	253	16%	118	8%	743		
11 Gender											
12 Female	19,061	23%	9,921	52%	3,372	18%	1,418	7%	743		
13 Male	17,665	33%	8,371	47%	2,197	12%	1,212	7%	760		
14 Not Indicated	2	0%	1	50%	0	0%	1	50%	698		
15 Other											
16 Economically Disadvantaged	21,325	19%	11,023	52%	4,201	20%	2,120	10%	731		
17 Non-Economically Disadvantaged	15,403	41%	7,270	47%	1,368	9%	511	3%	771		
18 Migrant	35	4%	14	40%	11	31%	6	17%	702		
19 ELL 1 st - Year Proficient	455	67%	245	54%	108	24%	35	8%	726		
20 ELL 2 nd - Year Proficient	874	144%	472	54%	193	22%	65	7%	731		
21 ENGLISH LANGUAGE LEARNERS (ELL)	2,444	161%	779	32%	763	31%	741	30%	682		
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	44,056	25%	20,880	47%	7,372	17%	4,946	11%	743		

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⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Social Studies - Spring 2011



OCCT Grade 5 Social Studies

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 786-990		OPI Score Range 700-785		OPI Score Range 645-699		OPI Score Range 400-644		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23	SPECIAL EDUCATION (IEP)	7,886	8%	2,703	34%	1,973	25%	2,574	33%	682		
24	IEP with Accommodations	6,946	7%	2,313	33%	1,802	26%	2,359	34%	682		
25	IEP without Accommodations	940	17%	390	41%	171	18%	215	23%	714		
26	ALL STUDENTS ⁴	46,500	24%	21,659	47%	8,135	17%	5,687	12%	737		
27	Ethnicity											
28	Hispanic/Latino	5,986	14%	2,600	43%	1,425	24%	1,098	18%	714		
29	Race											
30	American Indian/Alaskan Native	8,137	20%	4,004	49%	1,542	19%	971	12%	731		
31	Asian	835	35%	348	42%	97	12%	55	7%	765		
32	Black/African American	4,636	43%	1,910	41%	1,146	25%	1,143	25%	702		
33	Pacific Islander	85	14%	34	40%	24	28%	13	15%	714		
34	White/Caucasian	24,899	29%	11,851	48%	3,549	14%	2,187	9%	748		
35	Two or More Races	1,922	23%	912	47%	352	18%	220	11%	731		
36	Gender											
37	Female	22,758	20%	11,082	49%	4,459	20%	2,677	12%	731		
38	Male	23,740	27%	10,576	45%	3,676	15%	3,009	13%	743		
39	Not Indicated	2	0%	1	50%	0	0%	1	50%	698		
40	Other											
41	Economically Disadvantaged	27,746	16%	13,189	48%	5,974	22%	4,219	15%	720		
42	Non-Economically Disadvantaged	18,754	35%	8,470	45%	2,161	12%	1,468	8%	760		
43	Migrant	71	7%	28	39%	22	31%	14	20%	695		
44	ELL ^{1st} - Year Proficient	502	15%	268	53%	119	24%	40	8%	726		
45	ELL ^{2nd} - Year Proficient	968	17%	513	53%	218	23%	76	8%	731		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 6 Math - Spring 2011



OCCT Grade 6 Math

FAY

	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
	Number of Valid Scores (OCCT)	OPI Score Range 795-990		OPI Score Range 700-794		OPI Score Range 664-699		OPI Score Range 440-663		Median OPI ² Score	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent		
FULL ACADEMIC YEAR (FAY)¹											
(Only FAY scores are used for Accountability)											
1 REGULAR EDUCATION ³	37,087	19%	18,925	51%	5,516	15%	5,575	15%	739		
2 Ethnicity											
3 Hispanic/Latino	3,557	14%	1,869	53%	576	16%	607	17%	733		
4 Race											
5 American Indian/Alaskan Native	6,827	14%	3,329	51%	1,141	17%	1,156	18%	726		
6 Asian	661	45%	271	41%	49	7%	42	6%	786		
7 Black/African American	3,666	9%	1,595	44%	701	19%	1,052	29%	706		
8 Pacific Islander	71	23%	37	52%	9	13%	9	13%	733		
9 White/Caucasian	21,039	23%	11,009	52%	2,836	13%	2,459	12%	752		
10 Two or More Races	1,566	19%	815	52%	204	13%	250	16%	739		
11 Gender											
12 Female	19,110	17%	9,905	52%	2,983	16%	2,899	15%	739		
13 Male	17,971	21%	9,018	50%	2,531	14%	2,674	15%	745		
14 Not Indicated	6	0%	2	33%	2	33%	2	33%	692		
15 Other											
16 Economically Disadvantaged	20,358	12%	10,211	50%	3,625	18%	4,135	20%	726		
17 Non-Economically Disadvantaged	16,729	28%	8,714	52%	1,891	11%	1,440	9%	759		
18 Migrant	35	8%	14	40%	6	17%	7	20%	739		
19 ELL 1 st - Year Proficient	277	34%	147	53%	53	19%	43	16%	726		
20 ELL 2 nd - Year Proficient	438	47%	231	53%	70	16%	90	21%	726		
21 ENGLISH LANGUAGE LEARNERS (ELL)	1,700	86%	588	35%	312	18%	714	42%	685		
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	40,276	7,324	20,132	50%	6,123	15%	6,697	17%	739		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 6 Math - Spring 2011



OCCT Grade 6 Math

FAY

		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 795-990		OPI Score Range 700-794		OPI Score Range 664-699		OPI Score Range 440-663				
		ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY				
FULL ACADEMIC YEAR (FAY) ¹	Number of Valid Scores (OCCT)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
				256	8%	1,238	37%	643	19%	1,224	36%	1,224
23 SPECIAL EDUCATION (IEP)	3,361	182	6%	1,022	36%	546	19%	1,065	38%	1,065	38%	692
24 IEP with Accommodations	2,815	74	14%	216	40%	97	18%	159	29%	159	29%	713
25 IEP without Accommodations	546											
26 ALL STUDENTS ⁴	41,976	7,410	18%	20,720	49%	6,435	15%	7,411	18%	7,411	18%	733
27 Ethnicity												
28 Hispanic/Latino	5,114	556	11%	2,393	47%	860	17%	1,305	26%	1,305	26%	720
29 Race												
30 American Indian/Alaskan Native	7,316	942	13%	3,602	49%	1,302	18%	1,470	20%	1,470	20%	726
31 Asian	811	332	41%	337	42%	71	9%	71	9%	71	9%	786
32 Black/African American	3,999	332	8%	1,690	42%	759	19%	1,218	30%	1,218	30%	706
33 Pacific Islander	91	17	19%	44	48%	11	12%	19	21%	19	21%	733
34 White/Caucasian	22,940	4,924	21%	11,782	51%	3,205	14%	3,029	13%	3,029	13%	745
35 Two or More Races	1,705	307	18%	872	51%	227	13%	299	18%	299	18%	739
36 Gender												
37 Female	20,969	3,418	16%	10,538	50%	3,363	16%	3,650	17%	3,650	17%	733
38 Male	21,000	3,992	19%	10,180	48%	3,069	15%	3,759	18%	3,759	18%	739
39 Not Indicated	7	0	0%	2	29%	3	43%	2	29%	2	29%	692
40 Other												
41 Economically Disadvantaged	23,856	2,543	11%	11,395	48%	4,300	18%	5,618	24%	5,618	24%	720
42 Non-Economically Disadvantaged	18,120	4,867	27%	9,325	51%	2,135	12%	1,793	10%	1,793	10%	759
43 Migrant	50	9	18%	21	42%	8	16%	12	24%	12	24%	713
44 ELL 1 st - Year Proficient	314	35	11%	167	53%	61	19%	51	16%	51	16%	726
45 ELL 2 nd - Year Proficient	488	51	10%	258	53%	82	17%	97	20%	97	20%	726

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 6 Reading - Spring 2011



OCCT Grade 6 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score	
	OPI Score Range 828-990		OPI Score Range 700-827		OPI Score Range 647-699		OPI Score Range 400-646		OPI Score Range 400-646			Median OPI ² Score
	ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		UNSATISFACTORY			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1 REGULAR EDUCATION ³	36,898	10%	21,493	58%	7,266	20%	4,318	12%	733		733	
2 Ethnicity	3,534	5%	1,979	56%	889	25%	480	14%	718		718	
3 Race												
4 American Indian/Alaskan Native	6,511	8%	3,644	56%	1,492	23%	885	14%	725		725	
5 Asian	658	21%	408	62%	72	11%	37	6%	768		768	
6 Black/African American	3,636	4%	1,703	47%	982	27%	807	22%	703		703	
7 Pacific Islander	71	10%	43	61%	14	20%	7	10%	725		725	
8 White/Caucasian	20,933	13%	12,824	61%	3,507	17%	1,919	9%	741		741	
9 Two or More Races	1,555	11%	892	57%	310	20%	183	12%	733		733	
10 Gender												
11 Female	19,016	11%	11,409	60%	3,716	20%	1,843	10%	733		733	
12 Male	17,876	10%	10,081	56%	3,549	20%	2,473	14%	733		733	
13 Not Indicated	6	0%	3	50%	1	17%	2	33%	711		711	
14 Other												
15 Economically Disadvantaged	20,320	6%	10,977	54%	4,957	24%	3,268	16%	718		718	
16 Non-Economically Disadvantaged	16,578	16%	10,516	63%	2,309	14%	1,050	6%	759		759	
17 Migrant	35	3%	21	60%	6	17%	5	14%	733		733	
18 ELL 1 st - Year Proficient	285	2%	135	47%	99	35%	45	16%	696		696	
19 ELL 2 nd - Year Proficient	449	4%	242	54%	124	28%	63	14%	710		710	
20 ENGLISH LANGUAGE LEARNERS (ELL)	1,546	1%	364	24%	452	29%	714	46%	657		657	
21 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,905	10%	22,596	57%	7,932	20%	5,395	14%	733		733	
22	<i>continued on next page</i>											

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 6 Reading - Spring 2011



OCCT Grade 6 Reading

FAY

	FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 828-990		OPI Score Range 700-827		OPI Score Range 647-699		OPI Score Range 400-646		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23	SPECIAL EDUCATION (IEP)	101	3%	1,117	36%	746	24%	1,155	37%	674		
24	IEP with Accommodations	73	3%	850	34%	599	24%	989	39%	674		
25	IEP without Accommodations	28	5%	267	44%	147	24%	166	27%	696		
26	ALL STUDENTS ⁴	3,938	10%	22,960	55%	8,444	20%	6,109	15%	725		
27	Ethnicity											
28	Hispanic/Latino	195	4%	2,304	46%	1,294	26%	1,165	23%	703		
29	Race											
30	American Indian/Alaskan Native	507	7%	3,887	54%	1,680	23%	1,185	16%	718		
31	Asian	146	18%	456	58%	109	14%	80	10%	759		
32	Black/African American	145	4%	1,766	45%	1,061	27%	950	24%	696		
33	Pacific Islander	7	8%	48	54%	19	21%	15	17%	718		
34	White/Caucasian	2,765	12%	13,536	60%	3,947	17%	2,482	11%	741		
35	Two or More Races	173	10%	943	56%	334	20%	232	14%	729		
36	Gender											
37	Female	2,084	10%	11,964	58%	4,222	20%	2,523	12%	733		
38	Male	1,854	9%	10,993	53%	4,221	20%	3,584	17%	725		
39	Not Indicated	0	0%	3	50%	1	17%	2	33%	711		
40	Other											
41	Economically Disadvantaged	1,159	5%	11,898	50%	5,852	25%	4,726	20%	710		
42	Non-Economically Disadvantaged	2,779	16%	11,062	62%	2,592	15%	1,383	8%	750		
43	Migrant	3	6%	24	47%	12	24%	12	24%	710		
44	ELL 1 st - Year Proficient	6	2%	156	48%	112	34%	53	16%	696		
45	ELL 2 nd - Year Proficient	20	4%	264	53%	140	28%	73	15%	703		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests

Grade 7 Math - Spring 2011



OCCT Grade 7 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 800-990		OPI Score Range 700-799		OPI Score Range 674-699		OPI Score Range 440-673		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1	REGULAR EDUCATION ³	37,103		7,628	21%	18,707	50%	4,661	13%	6,107	16%	738
2	Ethnicity											
3	Hispanic/Latino	3,416	15%	504	15%	1,796	53%	482	14%	634	19%	731
4	Race											
5	American Indian/Alaskan Native	6,568	19%	1,001	15%	3,298	50%	997	15%	1,272	19%	725
6	Asian	654	2%	342	5%	265	4%	18	0%	29	0%	802
7	Black/African American	3,724	11%	403	11%	1,703	46%	580	16%	1,038	28%	711
8	Pacific Islander	65	0%	16	2%	27	4%	10	1%	12	1%	731
9	White/Caucasian	21,176	59%	5,085	24%	10,876	51%	2,368	11%	2,847	13%	745
10	Two or More Races	1,500	4%	277	1%	742	4%	206	1%	275	1%	731
11	Gender											
12	Female	18,953	51%	3,689	19%	9,610	51%	2,513	13%	3,141	17%	738
13	Male	18,148	49%	3,939	22%	9,095	50%	2,148	12%	2,966	16%	745
14	Not Indicated	2	0%	0	0%	2	100%	0	0%	0	0%	783
15	Other											
16	Economically Disadvantaged	20,066	54%	2,575	13%	10,082	50%	2,966	15%	4,443	22%	725
17	Non-Economically Disadvantaged	17,037	46%	5,053	30%	8,625	51%	1,695	10%	1,664	10%	758
18	Migrant	25	0%	2	8%	13	52%	4	16%	6	24%	738
19	ELL 1 st - Year Proficient	149	0%	31	21%	69	46%	21	14%	28	19%	738
20	ELL 2 nd - Year Proficient	358	1%	61	17%	192	54%	39	11%	66	18%	738
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,553	4%	85	5%	496	32%	250	16%	722	46%	674
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,772	100%	7,824	20%	19,715	50%	5,090	13%	7,143	18%	738

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 7 Math - Spring 2011



OCCT Grade 7 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability) <i>continued from previous page</i>	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 800-990		OPI Score Range 700-799		OPI Score Range 674-699		OPI Score Range 440-673		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23 SPECIAL EDUCATION (IEP)	2,796	199	7%	1,037	37%	448	16%	1,112	40%	690		
24 IEP with Accommodations	2,331	150	6%	839	36%	386	17%	956	41%	690		
25 IEP without Accommodations	465	49	11%	198	43%	62	13%	156	34%	704		
26 ALL STUDENTS ⁴	41,325	7,909	19%	20,211	49%	5,340	13%	7,865	19%	731		
27 Ethnicity												
28 Hispanic/Latino	4,828	558	12%	2,224	46%	716	15%	1,330	28%	718		
29 Race												
30 American Indian/Alaskan Native	7,194	1,042	14%	3,507	49%	1,091	15%	1,554	22%	725		
31 Asian	791	369	47%	338	43%	31	4%	53	7%	794		
32 Black/African American	4,017	409	10%	1,790	45%	623	16%	1,195	30%	711		
33 Pacific Islander	85	16	19%	31	36%	13	15%	25	29%	711		
34 White/Caucasian	22,796	5,231	23%	11,524	51%	2,641	12%	3,400	15%	745		
35 Two or More Races	1,614	284	18%	797	49%	225	14%	308	19%	731		
36 Gender												
37 Female	20,589	3,776	18%	10,162	49%	2,789	14%	3,862	19%	731		
38 Male	20,734	4,133	20%	10,047	48%	2,551	12%	4,003	19%	738		
39 Not Indicated	2	0	0%	2	100%	0	0%	0	0%	783		
40 Other												
41 Economically Disadvantaged	23,042	2,710	12%	11,056	48%	3,463	15%	5,813	25%	718		
42 Non-Economically Disadvantaged	18,283	5,199	28%	9,155	50%	1,877	10%	2,052	11%	758		
43 Migrant	46	3	7%	17	37%	9	20%	17	37%	697		
44 ELL 1 st - Year Proficient	156	31	20%	73	47%	22	14%	30	19%	738		
45 ELL 2 nd - Year Proficient	374	61	16%	203	54%	43	11%	67	18%	738		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 7 Reading - Spring 2011



OCCT Grade 7 Reading

FAY

	FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		Number of Valid Scores (OCCT)		OPI Score Range 802-990		OPI Score Range 700-801		OPI Score Range 668-699		OPI Score Range 400-667		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	REGULAR EDUCATION ³	37,191		6,701	18%	21,212	57%	4,554	12%	4,724	13%	737
2	Ethnicity											
3	Hispanic/Latino	3,423	12%	423	12%	1,987	58%	528	15%	485	14%	729
4	Race											
5	American Indian/Alaskan Native	6,590	14%	952	14%	3,755	57%	939	14%	944	14%	737
6	Asian	655	35%	232	35%	350	53%	35	5%	38	6%	771
7	Black/African American	3,735	9%	318	9%	1,860	50%	618	17%	939	25%	715
8	Pacific Islander	65	14%	9	14%	34	52%	6	9%	16	25%	729
9	White/Caucasian	21,219	21%	4,535	21%	12,342	58%	2,234	11%	2,108	10%	745
10	Two or More Races	1,504	15%	232	15%	884	59%	194	13%	194	13%	737
11	Gender											
12	Female	18,994	19%	3,664	19%	11,124	59%	2,211	12%	1,995	11%	745
13	Male	18,194	17%	3,037	17%	10,086	55%	2,342	13%	2,729	15%	737
14	Not Indicated	3	0%	0	0%	2	67%	1	33%	0	0%	745
15	Other											
16	Economically Disadvantaged	20,098	11%	2,306	11%	11,201	56%	3,041	15%	3,550	18%	722
17	Non-Economically Disadvantaged	17,093	26%	4,395	26%	10,011	59%	1,513	9%	1,174	7%	762
18	Migrant	25	4%	1	4%	17	68%	5	20%	2	8%	729
19	ELL 1 st - Year Proficient	149	11%	17	11%	92	62%	20	13%	20	13%	722
20	ELL 2 nd - Year Proficient	365	12%	42	12%	199	55%	66	18%	58	16%	722
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,488	2%	36	2%	406	27%	301	20%	745	50%	662
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,853	17%	6,856	17%	22,245	56%	5,046	13%	5,706	14%	737

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 7 Reading - Spring 2011



OCCT Grade 7 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 802-990		OPI Score Range 700-801		OPI Score Range 668-699		OPI Score Range 400-667		OPI Score Range 400-667		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23	SPECIAL EDUCATION (IEP)	2,761	6%	1,053	38%	503	18%	1,048	38%	688				
24	IEP with Accommodations	2,177	5%	803	37%	407	19%	854	39%	681				
25	IEP without Accommodations	584	8%	250	43%	96	16%	194	33%	701				
26	ALL STUDENTS ⁴	41,341	17%	22,651	55%	5,347	13%	6,451	16%	737				
27	Ethnicity													
28	Hispanic/Latino	4,782	9%	2,327	49%	814	17%	1,188	25%	708				
29	Race													
30	American Indian/Alaskan Native	7,206	14%	3,967	55%	1,051	15%	1,204	17%	729				
31	Asian	785	30%	411	52%	63	8%	76	10%	762				
32	Black/African American	4,023	8%	1,945	48%	672	17%	1,084	27%	708				
33	Pacific Islander	85	11%	37	44%	7	8%	32	38%	708				
34	White/Caucasian	22,837	20%	13,028	57%	2,522	11%	2,639	12%	745				
35	Two or More Races	1,623	15%	936	58%	218	13%	228	14%	737				
36	Gender													
37	Female	20,630	18%	11,692	57%	2,549	12%	2,658	13%	737				
38	Male	20,708	15%	10,957	53%	2,797	14%	3,793	18%	729				
39	Not Indicated	3	0%	2	67%	1	33%	0	0%	745				
40	Other													
41	Economically Disadvantaged	22,994	10%	12,086	53%	3,610	16%	4,910	21%	722				
42	Non-Economically Disadvantaged	18,347	25%	10,565	58%	1,737	9%	1,541	8%	753				
43	Migrant	43	1%	25	58%	7	16%	10	23%	708				
44	ELL 1 st - Year Proficient	161	11%	99	61%	21	13%	24	15%	722				
45	ELL 2 nd - Year Proficient	386	12%	210	54%	69	18%	62	16%	722				

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 7 Geography - Spring 2011



OCCT Grade 7 Geography

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
	OPI Score Range 847-990		OPI Score Range 700-846		OPI Score Range 595-699		OPI Score Range 400-594		OPI Score Range 400-594		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 REGULAR EDUCATION ³	37,231	22%	24,620	66%	4,152	11%	386	1%	386	1%	789
2 Ethnicity											
3 Hispanic/Latino	3,451	15%	2,391	69%	500	14%	37	1%	37	1%	779
4 Race											
5 American Indian/Alaskan Native	6,612	17%	4,626	70%	805	12%	56	1%	56	1%	779
6 Asian	647	46%	333	51%	18	3%	1	0%	1	0%	845
7 Black/African American	3,703	8%	2,321	63%	909	25%	160	4%	160	4%	749
8 Pacific Islander	69	17%	48	70%	9	13%	0	0%	0	0%	800
9 White/Caucasian	21,263	26%	13,877	65%	1,742	8%	125	1%	125	1%	810
10 Two or More Races	1,486	19%	1,024	69%	169	11%	7	0%	7	0%	789
11 Gender											
12 Female	19,001	17%	12,974	68%	2,532	13%	199	1%	199	1%	779
13 Male	18,230	26%	11,646	64%	1,620	9%	187	1%	187	1%	810
14 Not Indicated	0										
15 Other											
16 Economically Disadvantaged	20,157	13%	13,940	69%	3,184	16%	319	2%	319	2%	789
17 Non-Economically Disadvantaged	17,074	31%	10,680	63%	968	6%	67	0%	67	0%	822
18 Migrant	28	18%	18	64%	5	18%	0	0%	0	0%	779
19 ELL 1 st - Year Proficient	150	17%	108	72%	15	10%	1	1%	1	1%	779
20 ELL 2 nd - Year Proficient	363	43%	272	75%	46	13%	2	1%	2	1%	769
21 ENGLISH LANGUAGE LEARNERS (ELL)	1,766	3%	822	47%	695	39%	194	11%	194	11%	696
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	43,382	19%	27,305	63%	6,488	15%	1,235	3%	1,235	3%	779

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 7 Geography - Spring 2011



OCCT Grade 7 Geography

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 847-990		OPI Score Range 700-846		OPI Score Range 595-699		OPI Score Range 400-594		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	289	4%	2,802	43%	2,524	39%	938	14%	696		
24	IEP with Accommodations	241	4%	2,509	42%	2,373	39%	888	15%	696		
25	IEP without Accommodations	48	9%	293	54%	151	28%	50	9%	738		
26	ALL STUDENTS ⁴	8,409	19%	28,127	62%	7,183	16%	1,429	3%	779		
27	Ethnicity											
28	Hispanic/Latino	569	11%	3,188	61%	1,231	23%	260	5%	749		
29	Race											
30	American Indian/Alaskan Native	1,174	15%	5,206	65%	1,358	17%	227	3%	769		
31	Asian	306	39%	422	54%	54	7%	6	1%	822		
32	Black/African American	321	7%	2,540	56%	1,299	29%	372	8%	728		
33	Pacific Islander	14	15%	53	56%	22	23%	5	5%	764		
34	White/Caucasian	5,726	23%	15,577	63%	2,961	12%	514	2%	789		
35	Two or More Races	299	17%	1,141	65%	258	15%	45	3%	779		
36	Gender											
37	Female	3,360	15%	14,197	64%	3,847	17%	615	3%	769		
38	Male	5,049	22%	13,930	60%	3,336	14%	814	4%	789		
39	Not Indicated	0										
40	Other											
41	Economically Disadvantaged	2,879	11%	16,226	63%	5,496	21%	1,158	4%	759		
42	Non-Economically Disadvantaged	5,530	29%	11,901	61%	1,687	9%	271	1%	810		
43	Migrant	7	14%	28	56%	12	24%	3	6%	744		
44	ELL 1 st - Year Proficient	27	17%	113	72%	17	11%	1	1%	774		
45	ELL 2 nd - Year Proficient	43	11%	288	75%	49	13%	2	1%	769		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests

Grade 8 Math - Spring 2011



OCCT Grade 8 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 774-990		OPI Score Range 700-773		OPI Score Range 642-699		OPI Score Range 440-641		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 REGULAR EDUCATION ³	35,760	9,901	28%	15,121	42%	7,234	20%	3,504	10%	732		
2 Ethnicity												
3 Hispanic/Latino	3,238	670	21%	1,458	45%	778	24%	332	10%	719		
4 Race												
5 American Indian/Alaskan Native	6,220	1,354	22%	2,680	43%	1,455	23%	731	12%	719		
6 Asian	676	384	57%	240	36%	44	7%	8	1%	782		
7 Black/African American	3,460	455	13%	1,335	39%	972	28%	698	20%	700		
8 Pacific Islander	50	16	32%	21	42%	7	14%	6	12%	752		
9 White/Caucasian	20,642	6,640	32%	8,794	43%	3,619	18%	1,589	8%	739		
10 Two or More Races	1,474	382	26%	593	40%	359	24%	140	9%	726		
11 Gender												
12 Female	18,658	4,828	26%	8,138	44%	3,907	21%	1,785	10%	726		
13 Male	17,102	5,073	30%	6,983	41%	3,327	19%	1,719	10%	732		
14 Not Indicated	0											
15 Other												
16 Economically Disadvantaged	18,343	3,418	19%	7,783	42%	4,611	25%	2,531	14%	713		
17 Non-Economically Disadvantaged	17,417	6,483	37%	7,338	42%	2,623	15%	973	6%	752		
18 Migrant	35	5	14%	12	34%	11	31%	7	20%	693		
19 ELL 1 st - Year Proficient	111	29	26%	55	50%	21	19%	6	5%	739		
20 ELL 2 nd - Year Proficient	378	82	22%	168	44%	90	24%	38	10%	719		
21 ENGLISH LANGUAGE LEARNERS (ELL)	1,501	83	6%	433	29%	473	32%	512	34%	673		
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	38,233	10,147	27%	15,937	42%	7,930	21%	4,219	11%	726		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 8 Math - Spring 2011



OCCT Grade 8 Math

FAY

	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
	Number of Valid Scores (OCCT)	OPI Score Range 774-990		OPI Score Range 700-773		OPI Score Range 642-699		OPI Score Range 440-641		Median OPI ² Score	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent		
FULL ACADEMIC YEAR (FAY)¹											
(Only FAY scores are used for Accountability)											
	<i>continued from previous page</i>										
23 SPECIAL EDUCATION (IEP)	2,606	9%	846	32%	736	28%	778	30%	680		
24 IEP with Accommodations	2,373	9%	756	32%	680	29%	730	31%	680		
25 IEP without Accommodations	233	17%	90	39%	56	24%	48	21%	706		
26 ALL STUDENTS ⁴	39,734	26%	16,370	41%	8,403	21%	4,731	12%	726		
27 Ethnicity											
28 Hispanic/Latino	4,555	16%	1,802	40%	1,222	27%	808	18%	706		
29 Race											
30 American Indian/Alaskan Native	6,812	21%	2,860	42%	1,601	24%	945	14%	719		
31 Asian	825	41%	313	38%	76	9%	22	3%	774		
32 Black/African American	3,693	46%	1,394	38%	1,049	28%	786	21%	700		
33 Pacific Islander	79	22%	33	42%	11	14%	18	23%	719		
34 White/Caucasian	22,171	31%	9,337	42%	4,045	18%	1,977	9%	739		
35 Two or More Races	1,599	25%	631	39%	399	25%	175	11%	719		
36 Gender											
37 Female	20,142	24%	8,604	43%	4,387	22%	2,233	11%	726		
38 Male	19,592	27%	7,766	40%	4,016	20%	2,498	13%	726		
39 Not Indicated	0										
40 Other											
41 Economically Disadvantaged	21,185	17%	8,619	41%	5,455	26%	3,525	17%	706		
42 Non-Economically Disadvantaged	18,549	36%	7,751	42%	2,948	16%	1,206	7%	746		
43 Migrant	43	14%	17	40%	12	28%	8	19%	706		
44 ELL 1 st - Year Proficient	114	29%	57	50%	22	19%	6	5%	739		
45 ELL 2 nd - Year Proficient	392	21%	175	45%	93	24%	42	11%	719		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 8 Reading - Spring 2011



OCCT Grade 8 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
	Number of Valid Scores (OCCT)	OPI Score Range 833-990		OPI Score Range 700-832		OPI Score Range 655-699		OPI Score Range 400-654		Median OPI ² Score	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1 REGULAR EDUCATION ³	35,884	16%	23,226	65%	4,356	12%	2,519	7%	757		
2 Ethnicity											
3 Hispanic/Latino	3,237	10%	2,142	66%	478	15%	287	9%	747		
4 Race											
5 American Indian/Alaskan Native	6,234	13%	4,088	66%	882	14%	476	8%	747		
6 Asian	673	29%	425	63%	37	5%	13	2%	792		
7 Black/African American	3,478	8%	1,953	56%	635	18%	620	18%	721		
8 Pacific Islander	50	18%	33	66%	4	8%	4	8%	768		
9 White/Caucasian	20,730	19%	13,640	66%	2,130	10%	988	5%	768		
10 Two or More Races	1,482	15%	945	64%	190	13%	131	9%	757		
11 Gender											
12 Female	18,723	18%	12,113	65%	2,049	11%	1,121	6%	768		
13 Male	17,161	14%	11,113	65%	2,307	13%	1,398	8%	757		
14 Not Indicated	0										
15 Other											
16 Economically Disadvantaged	18,435	10%	11,685	63%	2,925	16%	1,950	11%	738		
17 Non-Economically Disadvantaged	17,449	22%	11,541	66%	1,431	8%	569	3%	779		
18 Migrant	34	6%	20	59%	8	24%	4	12%	721		
19 ELL 1 st - Year Proficient	111	16%	73	66%	16	14%	4	4%	757		
20 ELL 2 nd - Year Proficient	378	4%	270	71%	57	15%	35	9%	738		
21 ENGLISH LANGUAGE LEARNERS (ELL)	1,437	1%	392	27%	360	25%	668	46%	660		
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL) <i>continued on next page</i>	38,364	15%	24,385	64%	4,882	13%	3,218	8%	757		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Reading - Spring 2011

Grade 8 Reading - Spring 2011



OCCT Grade 8 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
	OPI Score Range 833-990		OPI Score Range 700-832		OPI Score Range 655-699		OPI Score Range 400-654		Median OPI ² Score		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23 SPECIAL EDUCATION (IEP)	97	4%	1,174	45%	544	21%	768	30%	697		
24 IEP with Accommodations	71	3%	1,021	45%	485	21%	696	31%	697		
25 IEP without Accommodations	26	8%	153	49%	59	19%	72	23%	712		
26 ALL STUDENTS ⁴	39,801	15%	24,777	62%	5,242	13%	3,886	10%	757		
27 Ethnicity											
28 Hispanic/Latino	344	8%	2,486	55%	800	18%	883	20%	721		
29 Race											
30 American Indian/Alaskan Native	808	12%	4,322	63%	1,003	15%	689	10%	747		
31 Asian	200	25%	480	59%	70	9%	59	7%	779		
32 Black/African American	272	7%	2,034	55%	685	18%	724	19%	721		
33 Pacific Islander	9	12%	35	45%	8	10%	25	32%	721		
34 White/Caucasian	4,042	18%	14,416	65%	2,460	11%	1,341	6%	768		
35 Two or More Races	221	14%	1,004	63%	216	13%	165	10%	757		
36 Gender											
37 Female	3,478	17%	12,754	63%	2,408	12%	1,614	8%	757		
38 Male	2,418	12%	12,023	62%	2,834	14%	2,272	12%	747		
39 Not Indicated	0										
40 Other											
41 Economically Disadvantaged	1,924	9%	12,651	60%	3,576	17%	3,087	15%	738		
42 Non-Economically Disadvantaged	3,972	21%	12,126	65%	1,666	9%	799	4%	779		
43 Migrant	41	2%	23	56%	12	29%	4	10%	721		
44 ELL 1 st - Year Proficient	114	18%	74	65%	17	15%	5	4%	757		
45 ELL 2 nd - Year Proficient	16	4%	275	70%	63	16%	38	10%	729		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 8 Writing - Spring 2011



OCCT Grade 8 Writing

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median Composite ² Score	
		Score Range 54-60		Score Range 36-53		Score Range 25-35		Score Range 15-24		Score Range 15-24			Median Composite ² Score
		ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY		UNSATISFACTORY			
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	REGULAR EDUCATION ³	36,599	15%	5,476	76%	1,789	5%	1,673	5%	48			
2	Ethnicity												
3	Hispanic/Latino	3,265	10%	2,637	81%	154	5%	133	4%	48			
4	Race												
5	American Indian/Alaskan Native	6,362	12%	4,919	77%	358	6%	298	5%	48			
6	Asian	677	27%	469	69%	10	1%	12	2%	48			
7	Black/African American	3,523	10%	2,738	78%	248	7%	202	6%	48			
8	Pacific Islander	50	12%	38	76%	4	8%	2	4%	48			
9	White/Caucasian	21,103	17%	15,690	74%	923	4%	881	4%	48			
10	Two or More Races	1,619	13%	1,170	72%	92	6%	145	9%	48			
11	Gender												
12	Female	19,061	18%	14,269	75%	520	3%	798	4%	48			
13	Male	17,536	11%	13,391	76%	1,269	7%	874	5%	48			
14	Not Indicated	2	0%	1	50%	0	0%	1	50%	52			
15	Other												
16	Economically Disadvantaged	18,827	10%	14,721	78%	1,195	6%	1,031	5%	48			
17	Non-Economically Disadvantaged	17,772	20%	12,940	73%	594	3%	642	4%	48			
18	Migrant	37	5%	26	70%	5	14%	4	11%	46			
19	ELL 1 st - Year Proficient	104	15%	80	77%	4	4%	4	4%	48			
20	ELL 2 nd - Year Proficient	332	7%	283	85%	20	6%	5	2%	48			
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,779	3%	1,197	67%	311	17%	222	12%	42			
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	42,885	13%	31,063	72%	3,401	8%	2,778	6%	48			

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¹ BR EXCLUDED - Braille is excluded from these results.

² Composite - A score that places students into performance levels established for the Writing test.

³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 8 Writing - Spring 2011



OCCT Grade 8 Writing

FAY

	FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median Composite ² Score				
		Score Range 54-60		Score Range 36-53		Score Range 25-35		Score Range 15-24		LIMITED KNOWLEDGE		UNSATISFACTORY						
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent					
23	SPECIAL EDUCATION (IEP)	6,738	3%	3,616	54%	1,752	26%	1,199	18%	40								
24	IEP with Accommodations	4,994	3%	2,714	54%	1,361	27%	790	16%	40								
25	IEP without Accommodations	1,744	2%	902	52%	391	22%	409	23%	40								
26	ALL STUDENTS ⁴	44,706	13%	32,276	72%	3,728	8%	3,008	7%	48								
27	Ethnicity																	
28	Hispanic/Latino	4,940	8%	3,733	76%	487	10%	346	7%	47								
29	Race																	
30	American Indian/Alaskan Native	7,854	10%	5,704	73%	776	10%	551	7%	47								
31	Asian	831	24%	580	70%	19	2%	30	4%	48								
32	Black/African American	4,317	8%	3,126	72%	463	11%	385	9%	47								
33	Pacific Islander	84	7%	56	67%	10	12%	12	14%	47								
34	White/Caucasian	24,714	15%	17,732	72%	1,809	7%	1,448	6%	48								
35	Two or More Races	1,966	11%	1,345	68%	164	8%	236	12%	48								
36	Gender																	
37	Female	22,081	16%	16,217	73%	1,067	5%	1,225	6%	48								
38	Male	22,622	9%	16,057	71%	2,661	12%	1,782	8%	47								
39	Not Indicated	3	0%	2	67%	0	0%	1	33%	45								
40	Other																	
41	Economically Disadvantaged	23,894	8%	17,627	74%	2,432	10%	1,863	8%	47								
42	Non-Economically Disadvantaged	20,800	18%	14,642	70%	1,294	6%	1,143	5%	48								
43	Migrant	50	2%	34	68%	9	18%	5	10%	43								
44	ELL 1 st - Year Proficient	126	15%	98	78%	5	4%	4	3%	48								
45	ELL 2 nd - Year Proficient	365	7%	311	85%	22	6%	6	2%	47								

¹ BR EXCLUDED - Braille is excluded from these results.

² Composite - A score that places students into performance levels established for the Writing test.

³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 8 Science - Spring 2011



OCCT Grade 8 Science

FAY

	FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 829-990		OPI Score Range 700-828		OPI Score Range 647-699		OPI Score Range 400-646				
		ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY				
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	REGULAR EDUCATION ³	35,779		25,878	72%	2,121	6%	545	2%		786	
2	Ethnicity											
3	Hispanic/Latino	3,205	12%	2,554	80%	220	7%	44	1%		771	
4	Race											
5	American Indian/Alaskan Native	6,204	15%	4,732	76%	432	7%	99	2%		778	
6	Asian	674	40%	392	58%	7	1%	3	0%		817	
7	Black/African American	3,491	8%	2,570	74%	491	14%	144	4%		749	
8	Pacific Islander	50	16%	37	74%	5	10%	0	0%		778	
9	White/Caucasian	20,677	25%	14,494	70%	871	4%	233	1%		793	
10	Two or More Races	1,478	18%	1,099	74%	95	6%	22	1%		778	
11	Gender											
12	Female	18,685	18%	13,902	74%	1,175	6%	242	1%		778	
13	Male	17,094	23%	11,976	70%	946	6%	303	2%		786	
14	Not Indicated	0										
15	Other											
16	Economically Disadvantaged	18,316	12%	14,070	77%	1,597	9%	383	2%		771	
17	Non-Economically Disadvantaged	17,463	28%	11,808	68%	524	3%	162	1%		801	
18	Migrant	33	9%	25	76%	5	15%	0	0%		749	
19	ELL 1 st - Year Proficient	110	15%	85	77%	10	9%	0	0%		771	
20	ELL 2 nd - Year Proficient	367	10%	303	83%	24	7%	4	1%		764	
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,578	2%	1,022	65%	384	24%	144	9%		719	
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,079	19%	28,030	72%	2,770	7%	852	2%		778	

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 8 Science - Spring 2011



OCCT Grade 8 Science

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 829-990		OPI Score Range 700-828		OPI Score Range 647-699		OPI Score Range 400-646		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	3,469	6%	2,241	65%	701	20%	335	10%	727		
24	IEP with Accommodations	143	5%	1,800	64%	582	21%	282	10%	727		
25	IEP without Accommodations	662	7%	441	67%	119	18%	53	8%	742		
26	ALL STUDENTS ⁴	40,657	18%	29,052	71%	3,154	8%	996	2%	778		
27	Ethnicity											
28	Hispanic/Latino	4,638	9%	3,466	75%	589	13%	181	4%	757		
29	Race											
30	American Indian/Alaskan Native	6,964	14%	5,214	75%	615	9%	164	2%	771		
31	Asian	825	34%	504	61%	29	4%	11	1%	809		
32	Black/African American	3,851	8%	2,764	72%	586	15%	212	6%	749		
33	Pacific Islander	79	10%	51	65%	15	19%	5	6%	749		
34	White/Caucasian	22,649	23%	15,833	70%	1,194	5%	389	2%	793		
35	Two or More Races	1,651	16%	1,220	74%	126	8%	34	2%	778		
36	Gender											
37	Female	20,555	17%	15,119	74%	1,610	8%	407	2%	778		
38	Male	20,102	20%	13,933	69%	1,544	8%	589	3%	778		
39	Not Indicated	0										
40	Other											
41	Economically Disadvantaged	21,778	11%	16,281	75%	2,407	11%	728	3%	764		
42	Non-Economically Disadvantaged	18,879	27%	12,771	68%	747	4%	268	1%	801		
43	Migrant	44	3%	34	77%	6	14%	1	2%	753		
44	ELL 1 st - Year Proficient	116	14%	90	78%	10	9%	0	0%	771		
45	ELL 2 nd - Year Proficient	391	37%	322	82%	26	7%	6	2%	764		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests

Grade 8 U.S. History - Spring 2011



OCCT Grade 8 U.S. History

FAY

		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 821-990		OPI Score Range 700-820		OPI Score Range 622-699		OPI Score Range 400-621		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
FULL ACADEMIC YEAR (FAY)¹		35,771		22,367		6,411		1,143		752		
(Only FAY scores are used for Accountability)		3,202		2,066		694		112		739		
1	REGULAR EDUCATION ³	6,209		3,940		1,331		232		746		
2	Ethnicity	677		394		46		1		787		
3	Hispanic/Latino	3,471		1,874		1,099		293		719		
4	Race	50		31		8		0		759		
5	American Indian/Alaskan Native	20,680		13,140		2,932		464		766		
6	Asian	1,482		922		301		41		752		
7	Black/African American	18,684		11,848		3,874		590		746		
8	Pacific Islander	17,087		10,519		2,537		553		766		
9	White/Caucasian	0										
10	Two or More Races											
11	Gender											
12	Female											
13	Male											
14	Not Indicated											
15	Other											
16	Economically Disadvantaged	18,334		11,351		4,414		857		739		
17	Non-Economically Disadvantaged	17,437		11,016		1,997		286		772		
18	Migrant	33		17		13		1		712		
19	ELL 1 st - Year Proficient	110		71		24		1		743		
20	ELL 2 nd - Year Proficient	369		248		83		11		739		
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,783		573		774		410		671		
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	41,794		24,491		8,835		2,402		746		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 8 U.S. History - Spring 2011



OCCT Grade 8 U.S. History

FAY

		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI 2 Score
		OPI Score Range 821-990		OPI Score Range 700-820		OPI Score Range 622-699		OPI Score Range 400-621				
		ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY				
Number of Valid Scores (OCCT)		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
FULL ACADEMIC YEAR (FAY) ¹		6,398	3%	2,196	34%	2,583	40%	1,403	22%			680
(Only FAY scores are used for Accountability)		5,531	3%	1,837	33%	2,282	41%	1,260	23%			671
<i>continued from previous page</i>		867	7%	359	41%	301	35%	143	16%			697
23 SPECIAL EDUCATION (IEP)		43,577	14%	25,064	58%	9,609	22%	2,812	6%			746
24 IEP with Accommodations		4,890	7%	2,565	52%	1,459	30%	516	11%			719
25 IEP without Accommodations		7,629	10%	4,427	58%	1,925	25%	536	7%			732
26 ALL STUDENTS ⁴		841	29%	479	57%	92	11%	26	3%			779
27 Ethnicity		4,225	5%	2,053	49%	1,433	34%	529	13%			704
28 Hispanic/Latino		82	15%	40	49%	22	27%	8	10%			729
29 Race		24,145	18%	14,490	60%	4,253	18%	1,096	5%			759
30 American Indian/Alaskan Native		1,765	13%	1,010	57%	425	24%	101	6%			739
31 Asian		21,592	11%	12,717	59%	5,202	24%	1,250	6%			739
32 Black/African American		21,985	17%	12,347	56%	4,407	20%	1,562	7%			752
33 Pacific Islander		0										
34 White/Caucasian		23,195	8%	12,969	56%	6,456	28%	1,960	8%			726
35 Two or More Races		20,382	21%	12,095	59%	3,153	15%	852	4%			766
36 Gender		48	2%	26	54%	16	33%	4	8%			712
37 Female		117	12%	75	64%	25	21%	3	3%			739
38 Male		393	7%	260	66%	92	23%	14	4%			739
39 Not Indicated												
40 Other												
41 Economically Disadvantaged												
42 Non-Economically Disadvantaged												
43 Migrant												
44 ELL 1 st - Year Proficient												
45 ELL 2 nd - Year Proficient												

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE Algebra I

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 762-999		OPI Score Range 700-761		OPI Score Range 662-699		OPI Score Range 490-661		UNSATISFACTORY	Median OPI ² Score	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 REGULAR EDUCATION ³	35,514	12,132	34%	17,109	48%	4,547	13%	1,726	5%	741		
2 Ethnicity	3,334	894	27%	1,693	51%	522	16%	225	7%	733		
3 Hispanic/Latino												
4 Race	5,925	1,554	26%	2,977	50%	999	17%	395	7%	733		
5 American Indian/Alaskan Native												
6 Asian	727	479	66%	206	28%	38	5%	4	1%	780		
7 Black/African American	3,366	623	19%	1,722	51%	664	20%	357	11%	721		
8 Pacific Islander	68	22	32%	27	40%	14	21%	5	7%	731		
9 White/Caucasian	20,868	8,132	39%	9,878	47%	2,159	10%	699	3%	749		
10 Two or More Races	1,226	428	35%	606	49%	151	12%	41	3%	741		
11 Gender												
12 Female	18,111	6,235	34%	8,601	48%	2,291	13%	784	4%	741		
13 Male	17,403	5,897	34%	8,308	48%	2,256	13%	942	5%	741		
14 Not Indicated	0											
15 Other												
16 Economically Disadvantaged	15,704	3,715	24%	7,952	51%	2,849	18%	1,188	8%	729		
17 Non-Economically Disadvantaged	19,810	8,417	42%	9,157	46%	1,698	9%	538	3%	753		
18 Migrant	10	2	20%	7	70%	1	10%	0	0%	737		
19 ELL 1 st -Year Proficient	96	30	31%	35	36%	19	20%	12	13%	725		
20 ELL 2 nd -Year Proficient	207	56	27%	106	51%	30	14%	15	7%	733		
21 ENGLISH LANGUAGE LEARNERS (ELL)	1,117	119	11%	432	39%	320	29%	246	22%	695		
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	37,243	12,368	33%	17,880	48%	4,954	13%	2,041	5%	741		

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¹ BR, EQ, & 2TT EXCLUDED - Braille, Equivalent, and 2nd Time Testers are excluded from these results.

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⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

Reports contain confidential and sensitive information. Please follow FERPA regulations when using these reports. The following codes are used to protect the privacy of individuals.
 *** There are fewer than five students with valid scores in this group.
 **** At least 95% of students scored at the Advanced or Proficient Performance Level.
 ---- At least 95% of students scored at the Limited Knowledge or Unsatisfactory Performance Level.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE Algebra I

FAY

FULL ACADEMIC YEAR (FAY)¹

(Only FAY scores are used for Accountability)

continued from previous page

	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score	
		OPI Score Range 762-999		OPI Score Range 700-761		OPI Score Range 662-699		OPI Score Range 490-661					
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
23 SPECIAL EDUCATION (IEP)	1,780	237	13%	794	45%	423	24%	326	18%			708	
24 IEP with Accommodations	1,261	154	12%	555	44%	314	25%	238	19%			705	
25 IEP without Accommodations	519	83	16%	239	46%	109	21%	88	17%			713	
26 ALL STUDENTS ⁴	38,360	12,487	33%	18,312	48%	5,274	14%	2,287	6%			741	
27 Ethnicity													
28 Hispanic/Latino	4,329	954	22%	2,076	48%	828	19%	471	11%			725	
29 Race													
30 American Indian/Alaskan Native	6,307	1,583	25%	3,140	50%	1,111	18%	473	7%			729	
31 Asian	859	524	61%	268	31%	56	7%	11	1%			775	
32 Black/African American	3,540	632	18%	1,783	50%	704	20%	421	12%			721	
33 Pacific Islander	84	23	27%	31	37%	18	21%	12	14%			717	
34 White/Caucasian	21,950	8,333	38%	10,379	47%	2,388	11%	850	4%			745	
35 Two or More Races	1,291	438	34%	635	49%	169	13%	49	4%			741	
36 Gender													
37 Female	19,221	6,349	33%	9,273	48%	2,595	14%	1,004	5%			741	
38 Male	19,139	6,138	32%	9,039	47%	2,679	14%	1,283	7%			737	
39 Not Indicated	0												
40 Other													
41 Economically Disadvantaged	17,620	3,891	22%	8,704	49%	3,381	19%	1,644	9%			725	
42 Non-Economically Disadvantaged	20,740	8,596	41%	9,608	46%	1,893	9%	643	3%			749	
43 Migrant	19	2	11%	14	74%	2	11%	1	5%			725	
44 ELL 1 st -Year Proficient	128	33	26%	49	38%	32	25%	14	11%			725	
45 ELL 2 nd -Year Proficient	232	59	25%	117	50%	39	17%	17	7%			733	

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**** There are fewer than five students with valid scores in this group.

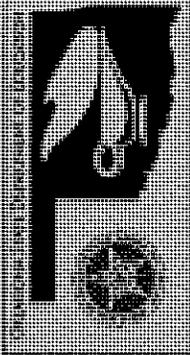
++++ At least 95% of students scored at the Advanced or Proficient Performance Level.

---- At least 95% of students scored at the Limited Knowledge or Unsatisfactory Performance Level.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE Algebra II

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 783-999		OPI Score Range 700-782		OPI Score Range 654-699		OPI Score Range 440-653		UNSATISFACTORY	Percent	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 REGULAR EDUCATION ³	28,201	7,706	27%	11,938	42%	5,186	18%	3,371	12%	3,371	12%	733
2 Ethnicity	2,460	459	19%	1,054	43%	565	23%	382	16%	382	16%	717
3 Hispanic/Latino												
4 Race	4,560	848	19%	1,999	44%	1,019	22%	694	15%	694	15%	722
5 American Indian/Alaskan Native												
6 Asian	681	416	61%	210	31%	41	6%	14	2%	14	2%	797
7 Black/African American	2,507	327	13%	950	38%	615	25%	615	25%	615	25%	700
8 Pacific Islander	48	10	21%	19	40%	11	23%	8	17%	8	17%	720
9 White/Caucasian	17,163	5,455	32%	7,356	43%	2,776	16%	1,576	9%	1,576	9%	743
10 Two or More Races	782	181	24%	350	45%	159	20%	82	10%	82	10%	733
11 Gender												
12 Female	14,776	3,897	26%	6,530	44%	2,721	18%	1,628	11%	1,628	11%	733
13 Male	13,425	3,809	28%	5,408	40%	2,465	18%	1,743	13%	1,743	13%	738
14 Not Indicated	0											
15 Other												
16 Economically Disadvantaged	11,074	1,845	17%	4,568	41%	2,595	24%	2,006	18%	2,006	18%	712
17 Non-Economically Disadvantaged	17,187	5,861	34%	7,370	43%	2,591	15%	1,365	8%	1,365	8%	748
18 Migrant	15	2	13%	6	40%	2	13%	5	33%	5	33%	706
19 ELL 1 st -Year Proficient	133	22	17%	58	44%	23	17%	30	23%	30	23%	711
20 ELL 2 nd -Year Proficient	219	39	18%	78	36%	64	29%	38	17%	38	17%	706
21 ENGLISH LANGUAGE LEARNERS (ELL)	562	58	10%	132	23%	155	28%	217	39%	217	39%	666
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	30,374	7,833	26%	12,416	41%	5,716	19%	4,409	15%	4,409	15%	728

continued on next page

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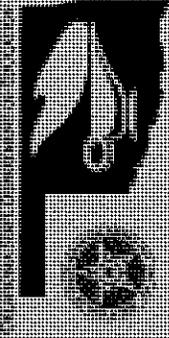
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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE Algebra II

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		Number of Valid Scores (OCCT)		OPI Score Range 783-999		OPI Score Range 700-782		OPI Score Range 654-699		OPI Score Range 440-653		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	2,235	6%	484	22%	550	25%	1,073	48%	654		
24	IEP with Accommodations	1,694	5%	331	20%	416	25%	861	51%	640		
25	IEP without Accommodations	541	8%	153	28%	134	25%	212	39%	666		
26	ALL STUDENTS ⁴	30,936	26%	12,548	41%	5,871	19%	4,626	15%	728		
27	Ethnicity											
28	Hispanic/Latino	2,954	16%	1,160	39%	705	24%	611	21%	706		
29	Race											
30	American Indian/Alaskan Native	5,041	17%	2,076	41%	1,145	23%	961	19%	712		
31	Asian	786	58%	242	31%	58	7%	29	4%	791		
32	Black/African American	2,776	12%	990	36%	666	24%	786	28%	694		
33	Pacific Islander	58	21%	19	33%	15	26%	12	21%	703		
34	White/Caucasian	18,481	30%	7,688	42%	3,109	17%	2,126	12%	743		
35	Two or More Races	840	23%	373	44%	173	21%	101	12%	732		
36	Gender											
37	Female	15,915	25%	6,787	43%	3,034	19%	2,130	13%	728		
38	Male	15,021	26%	5,761	38%	2,837	19%	2,496	17%	728		
39	Not indicated	0										
40	Other											
41	Economically Disadvantaged	12,668	15%	4,870	38%	2,987	24%	2,879	23%	706		
42	Non-Economically Disadvantaged	18,268	33%	7,678	42%	2,884	16%	1,747	10%	748		
43	Migrant	20	10%	7	35%	5	25%	6	30%	681		
44	ELL 1 st -Year Proficient	154	15%	62	40%	32	21%	37	24%	700		
45	ELL 2 nd -Year Proficient	243	18%	85	35%	72	30%	43	18%	700		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE Biology I

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 775-999		OPI Score Range 691-774		OPI Score Range 627-690		OPI Score Range 440-626		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
Number of Valid Scores (OCCT)	34,298	12,910	38%	15,194	44%	4,497	13%	1,697	5%	747		
1 REGULAR EDUCATION ³	3,126	772	25%	1,543	49%	565	18%	246	8%	727		
2 Ethnicity												
3 Hispanic/Latino	5,938	1,813	31%	2,861	48%	957	16%	307	5%	735		
4 Race												
5 American Indian/Alaskan Native	759	457	60%	250	33%	38	5%	14	2%	789		
6 Asian	3,211	562	18%	1,425	44%	772	24%	452	14%	705		
7 Black/African American	64	21	33%	28	44%	8	13%	7	11%	737		
8 Pacific Islander	20,126	8,876	44%	8,588	43%	2,039	10%	623	3%	760		
9 White/Caucasian	1,074	409	38%	499	46%	118	11%	48	4%	752		
10 Two or More Races												
11 Gender												
12 Female	17,561	5,975	34%	8,235	47%	2,558	15%	793	5%	741		
13 Male	16,737	6,935	41%	6,959	42%	1,939	12%	504	5%	753		
14 Not indicated	0											
15 Other												
16 Economically Disadvantaged	15,101	3,929	26%	7,229	48%	2,755	18%	1,188	8%	727		
17 Non-Economically Disadvantaged	19,197	8,981	47%	7,965	41%	1,742	9%	509	3%	765		
18 Migrant	17	8	47%	6	35%	3	18%	0	0%	765		
19 ELL 1 st -Year Proficient	161	22	14%	74	46%	39	24%	26	16%	698		
20 ELL 2 nd -Year Proficient	193	47	24%	99	51%	34	18%	13	7%	727		
21 ENGLISH LANGUAGE LEARNERS (ELL)	986	48	5%	262	27%	337	34%	339	34%	649		
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	36,124	13,195	37%	15,884	44%	4,950	14%	2,095	6%	746		

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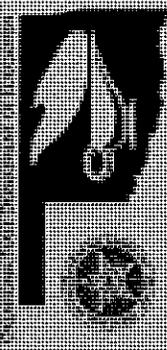
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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE Biology I

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		Number of Valid Scores (OCCT)		OPI Score Range 775-999		OPI Score Range 691-774		OPI Score Range 627-690		OPI Score Range 440-626		
		Number	Percent	ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
23	SPECIAL EDUCATION (IEP)	1,882	15%	286	37%	698	25%	473	425	23%	691	
24	IEP with Accommodations	1,341	14%	190	36%	480	25%	339	332	25%	682	
25	IEP without Accommodations	541	18%	96	40%	218	25%	134	93	17%	704	
26	ALL STUDENTS ⁴	37,110	36%	13,243	44%	16,146	14%	5,287	2,434	7%	746	
27	Ethnicity											
28	Hispanic/Latino	3,984	20%	801	44%	1,769	22%	869	545	14%	711	
29	Race											
30	American Indian/Alaskan Native	6,330	29%	1,846	47%	2,991	17%	1,090	403	6%	733	
31	Asian	878	54%	473	33%	290	8%	69	46	5%	780	
32	Black/African American	3,393	17%	566	43%	1,467	24%	825	535	16%	704	
33	Pacific Islander	87	25%	22	36%	31	16%	14	20	23%	715	
34	White/Caucasian	21,304	43%	9,115	43%	9,072	11%	2,289	828	4%	758	
35	Two or More Races	1,134	37%	420	46%	526	12%	131	57	5%	752	
36	Gender											
37	Female	18,655	32%	6,050	46%	8,606	16%	2,912	1,087	6%	739	
38	Male	18,455	39%	7,193	41%	7,540	13%	2,375	1,347	7%	752	
39	Not Indicated	0										
40	Other											
41	Economically Disadvantaged	16,929	24%	4,072	46%	7,773	20%	3,314	1,770	10%	721	
42	Non-Economically Disadvantaged	20,181	45%	9,171	41%	8,373	10%	1,973	664	3%	760	
43	Migrant	26	31%	8	38%	10	23%	6	2	8%	704	
44	ELL 1 st -Year Proficient	183	13%	23	44%	81	27%	50	29	16%	694	
45	ELL 2 nd -Year Proficient	225	23%	52	49%	111	20%	44	18	8%	723	

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE English II (Writing Included)

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 797-999		OPI Score Range 693-796		OPI Score Range 588-692		OPI Score Range 440-587				
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 REGULAR EDUCATION ³	33,734	12,740	38%	17,391	52%	3,332	10%	271	1%			767
2 Ethnicity	2,980	736	25%	1,739	58%	458	15%	47	2%			744
3 Hispanic/Latino												
4 Race	5,828	1,925	33%	3,187	55%	664	11%	52	1%			758
5 American Indian/Alaskan Native												
6 Asian	667	361	54%	259	39%	39	6%	8	1%			797
7 Black/African American	3,261	664	20%	1,870	57%	667	20%	60	2%			736
8 Pacific Islander	61	11	18%	36	59%	13	21%	1	2%			737
9 White/Caucasian	19,988	8,700	44%	9,793	49%	1,401	7%	94	0%			775
10 Two or More Races	949	343	36%	507	53%	90	9%	9	1%			767
11 Gender												
12 Female	17,438	7,133	41%	8,741	50%	1,491	9%	73	0%			769
13 Male	16,296	5,607	34%	8,650	53%	1,841	11%	198	1%			760
14 Not Indicated	0											
15 Other												
16 Economically Disadvantaged	14,695	3,834	26%	8,445	57%	2,219	15%	197	1%			750
17 Non-Economically Disadvantaged	19,039	8,906	47%	8,946	47%	1,113	6%	74	0%			785
18 Migrant	17	6	35%	8	47%	3	18%	0	0%			761
19 ELL 1 st -Year Proficient	191	22	12%	116	61%	49	26%	4	2%			722
20 ELL 2 nd -Year Proficient	179	28	16%	127	71%	24	13%	0	0%			737
21 ENGLISH LANGUAGE LEARNERS (ELL)	887	27	3%	296	33%	442	50%	122	14%			666
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	35,343	12,935	37%	18,169	51%	3,864	11%	375	1%			767

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE English II (Writing Included)

FAY

		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 797-999		OPI Score Range 693-796		OPI Score Range 588-692		OPI Score Range 440-587		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
FULL ACADEMIC YEAR (FAY)¹												
(Only FAY scores are used for Accountability)												
<i>continued from previous page</i>												
23	SPECIAL EDUCATION (IEP)	196	12%	781	48%	558	34%	109	7%	703		
24	IEP with Accommodations	118	10%	557	48%	414	35%	80	7%	703		
25	IEP without Accommodations	78	16%	224	47%	144	30%	29	6%	709		
26	ALL STUDENTS⁴	36,230	36%	18,465	51%	4,306	12%	497	1%	761		
27	Ethnicity											
28	Hispanic/Latino	760	20%	2,008	53%	868	23%	143	4%	729		
29	Race											
30	American Indian/Alaskan Native	1,951	32%	3,340	54%	806	13%	86	1%	752		
31	Asian	365	48%	295	35%	79	10%	20	3%	785		
32	Black/African American	670	19%	1,944	56%	752	22%	80	2%	733		
33	Pacific Islander	13	16%	41	5%	17	2%	9	1%	722		
34	White/Caucasian	8,856	42%	10,303	49%	1,684	8%	148	1%	775		
35	Two or More Races	347	35%	534	54%	100	10%	11	1%	767		
36	Gender											
37	Female	7,209	39%	9,200	50%	1,899	10%	138	1%	769		
38	Male	5,753	32%	9,265	52%	2,407	14%	359	2%	758		
39	Not Indicated	0										
40	Other											
41	Economically Disadvantaged	3,922	24%	9,075	56%	2,964	18%	388	2%	743		
42	Non-Economically Disadvantaged	9,040	45%	9,390	47%	1,342	7%	109	1%	779		
43	Migrant	7	26%	12	44%	7	26%	1	4%	744		
44	ELL 1 st -Year Proficient	23	11%	131	61%	57	26%	5	2%	716		
45	ELL 2 nd -Year Proficient	30	15%	139	71%	28	14%	0	0%	737		

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests (OCCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE English III (Writing Included)

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 802-999		OPI Score Range 700-801		OPI Score Range 670-699		OPI Score Range 440-669		UNSATISFACTORY	Median OPI ² Score	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 REGULAR EDUCATION ³	31,671	10,239	32%	18,796	59%	1,609	5%	1,027	3%	770		
2 Ethnicity	2,666	594	22%	1,783	67%	182	7%	107	4%	756		
3 Hispanic/Latino												
4 Race	5,453	1,423	26%	3,469	64%	346	6%	215	4%	761		
5 American Indian/Alaskan Native												
6 Asian	692	339	49%	322	47%	19	3%	12	2%	792		
7 Black/African American	3,035	497	16%	2,032	67%	284	9%	222	7%	746		
8 Pacific Islander	45	12	27%	24	53%	2	4%	7	16%	750		
9 White/Caucasian	18,902	7,099	38%	10,622	56%	741	4%	440	2%	780		
10 Two or More Races	878	275	31%	544	62%	35	4%	24	3%	770		
11 Gender												
12 Female	16,214	5,540	34%	9,596	59%	717	4%	361	2%	775		
13 Male	15,457	4,699	30%	9,200	60%	892	6%	666	4%	766		
14 Not indicated	0											
15 Other												
16 Economically Disadvantaged	12,832	2,771	22%	8,445	66%	975	8%	641	5%	755		
17 Non-Economically Disadvantaged	18,839	7,468	40%	10,351	55%	634	3%	386	2%	781		
18 Migrant	11	3	27%	6	55%	1	9%	1	9%	786		
19 ELL 1 st -Year Proficient	135	14	10%	94	70%	17	13%	10	7%	732		
20 ELL 2 nd -Year Proficient	261	28	11%	187	72%	31	12%	15	6%	733		
21 ENGLISH LANGUAGE LEARNERS (ELL)	724	19	3%	255	35%	165	23%	285	39%	680		
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	35,971	10,395	29%	20,391	57%	2,412	7%	2,773	8%	765		

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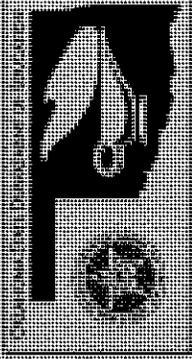
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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE English III (Writing Included)

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 802-999		OPI Score Range 700-801		OPI Score Range 670-699		OPI Score Range 440-669		OPI Score Range 440-669		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23 SPECIAL EDUCATION (IEP) <i>continued from previous page</i>	4,455	156	4%	1,611	36%	830	19%	1,858	42%	680		
24 IEP with Accommodations	3,500	99	3%	1,168	33%	673	19%	1,560	45%	675		
25 IEP without Accommodations	955	57	6%	443	46%	157	16%	298	31%	700		
26 ALL STUDENTS ⁴	36,695	10,414	28%	20,646	56%	2,577	7%	3,058	8%	761		
27 Ethnicity	3,412	607	18%	2,029	59%	349	10%	427	13%	746		
28 Hispanic/Latino	6,393	1,440	23%	3,772	59%	541	8%	640	10%	751		
29 Race	795	346	44%	358	45%	43	5%	48	6%	786		
30 American Indian/Alaskan Native	3,630	501	14%	2,177	60%	398	11%	554	15%	736		
31 Asian	55	12	22%	26	47%	5	9%	12	22%	728		
32 Black/African American	21,408	7,230	34%	11,686	55%	1,182	6%	1,310	6%	770		
33 Pacific Islander	1,001	278	28%	597	60%	59	6%	67	7%	761		
34 White/Caucasian	18,157	5,617	31%	10,368	57%	1,113	6%	1,059	6%	766		
35 Two or More Races	18,537	4,797	26%	10,277	55%	1,464	8%	1,999	11%	756		
36 Gender	1	****	****	****	****	****	****	****	****	****		
37 Female	1	****	****	****	****	****	****	****	****	****		
38 Male	1	****	****	****	****	****	****	****	****	****		
39 Not Indicated	1	****	****	****	****	****	****	****	****	****		
40 Other	16,015	2,829	18%	9,438	59%	1,607	10%	2,141	13%	742		
41 Economically Disadvantaged	20,680	7,585	37%	11,208	54%	970	5%	917	4%	776		
42 Non-Economically Disadvantaged	16	3	19%	8	50%	1	6%	4	25%	714		
43 Migrant	158	15	9%	108	68%	20	13%	15	9%	730		
44 ELL 1 st -Year Proficient	286	28	10%	198	69%	38	13%	22	8%	732		
45 ELL 2 nd -Year Proficient												

¹ BR, EQ, & 2TT EXCLUDED - Braille, Equivalent, and 2nd Time Testers are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

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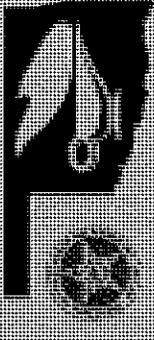
++++ At least 95% of students scored at the Advanced or Proficient Performance Level.

---- At least 95% of students scored at the Limited Knowledge or Unsatisfactory Performance Level.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests (OCCT) 1107-Builds on Instruction (EOI) - Science



OCCT ACE Geometry

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		Number of Valid Scores (OCCT)		OPI Score Range 777-999		OPI Score Range 700-776		OPI Score Range 635-699		OPI Score Range 440-634		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	REGULAR EDUCATION ³	34,197	42%	14,221	43%	4,179	12%	1,092	3%	758		
2	Ethnicity											
3	Hispanic/Latino	3,069	31%	955	47%	523	17%	153	5%	743		
4	Race											
5	American Indian/Alaskan Native	5,829	33%	1,941	49%	832	14%	208	4%	748		
6	Asian	784	74%	581	22%	169	4%	5	1%	813		
7	Black/African American	3,307	20%	661	48%	1,603	24%	256	8%	723		
8	Pacific Islander	59	36%	21	54%	5	8%	1	2%	753		
9	White/Caucasian	20,126	48%	9,619	41%	1,891	9%	432	2%	769		
10	Two or More Races	1,023	43%	443	43%	112	11%	27	3%	764		
11	Gender											
12	Female	17,820	40%	7,141	44%	2,266	13%	534	3%	758		
13	Male	16,377	43%	7,080	42%	1,913	12%	558	3%	764		
14	Not Indicated	0										
15	Other											
16	Economically Disadvantaged	14,371	29%	4,145	48%	2,545	18%	717	5%	738		
17	Non-Economically Disadvantaged	19,826	51%	10,076	39%	1,634	8%	375	2%	777		
18	Migrant	14	50%	7	29%	2	14%	1	7%	763		
19	ELL 1 st -Year Proficient	198	22%	43	48%	49	25%	10	5%	726		
20	ELL 2 nd -Year Proficient	225	33%	75	44%	39	17%	13	6%	738		
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,001	10%	105	35%	327	33%	222	22%	682		
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	38,341	38%	14,547	41%	5,529	14%	2,366	6%	753		

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 **** There are fewer than five students with valid scores in this group.
 +**** At least 95% of students scored at the Advanced or Proficient Performance Level.
 - - - - At least 95% of students scored at the Limited Knowledge or Unsatisfactory Performance Level.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE Geometry

FAY

	FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		Number of Valid Scores (OCCT)		OPI Score Range 777-999		OPI Score Range 700-776		OPI Score Range 635-699		OPI Score Range 440-634		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23	SPECIAL EDUCATION (IEP)	4,335	8%	1,224	28%	1,418	33%	1,364	31%	1,108	33%	668		
24	IEP with Accommodations	3,408	7%	926	27%	1,141	33%	1,108	33%	1,108	33%	660		
25	IEP without Accommodations	927	10%	298	32%	277	30%	256	28%	256	28%	682		
26	ALL STUDENTS ⁴	39,342	37%	16,246	41%	5,856	15%	2,588	7%	2,588	7%	748		
27	Finnish	4,074	25%	1,766	43%	878	22%	418	10%	418	10%	728		
28	Hispanic/Latino	1,012	25%	1,766	43%	878	22%	418	10%	418	10%	728		
29	Race	6,756	29%	3,096	46%	1,175	17%	513	8%	513	8%	738		
30	American Indian/Alaskan Native	909	70%	212	23%	46	5%	18	2%	18	2%	813		
31	Asian	3,906	17%	1,694	43%	972	25%	568	15%	568	15%	712		
32	Black/African American	73	32%	34	47%	10	14%	6	8%	6	8%	743		
33	Pacific Islander	22,473	44%	8,960	40%	2,622	12%	1,004	4%	1,004	4%	764		
34	White/Caucasian	1,151	39%	484	42%	153	13%	64	6%	64	6%	753		
35	Two or More Races	19,787	37%	8,431	43%	2,969	15%	1,131	6%	1,131	6%	748		
36	Gender	19,555	38%	7,815	40%	2,887	15%	1,457	7%	1,457	7%	753		
37	Female	0												
38	Male	0												
39	Not Indicated	0												
40	Other	17,784	24%	7,888	44%	3,709	21%	1,851	10%	1,851	10%	728		
41	Economically Disadvantaged	21,558	48%	8,358	39%	2,147	10%	737	3%	737	3%	769		
42	Non-Economically Disadvantaged	25	32%	8	32%	5	20%	4	16%	4	16%	718		
43	Migrant	222	21%	103	46%	59	27%	14	6%	14	6%	723		
44	ELL 1 st -Year Proficient	266	30%	111	42%	54	20%	20	8%	20	8%	728		
45	ELL 2 nd -Year Proficient													

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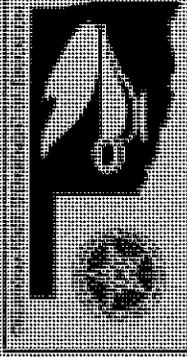
⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE U.S. History

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 747-899		OPI Score Range 689-746		OPI Score Range 603-688		OPI Score Range 440-602		UNSATISFACTORY	Median OPI ² Score	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 REGULAR EDUCATION ³	31,998	15,941	50%	9,631	30%	5,543	17%	883	3%	738		
2 Ethnicity	2,748	1,058	39%	918	33%	665	24%	107	4%	721		
3 Hispanic/Latino												
4 Races	5,355	2,339	44%	1,750	33%	1,095	20%	171	3%	731		
5 American Indian/Alaskan Native												
6 Asian	735	478	65%	173	24%	65	9%	19	3%	762		
7 Black/African American	3,070	888	29%	954	31%	978	32%	250	8%	702		
8 Pacific Islander	57	23	40%	22	39%	9	16%	3	5%	725		
9 White/Caucasian	19,157	10,685	56%	5,544	29%	2,610	14%	318	2%	749		
10 Two or More Races	876	470	54%	270	31%	121	14%	15	2%	747		
11 Gender												
12 Female	16,356	6,744	41%	5,513	34%	3,600	22%	499	3%	726		
13 Male	15,642	9,197	59%	4,118	26%	1,943	12%	384	2%	754		
14 Not Indicated	0											
15 Other												
16 Economically Disadvantaged	13,019	4,970	38%	4,267	33%	3,255	25%	587	5%	720		
17 Non-Economically Disadvantaged	18,979	11,031	58%	5,364	28%	2,288	12%	296	2%	754		
18 Migrant	9	3	33%	4	44%	2	22%	0	0%	714		
19 ELL 1 st -Year Proficient	174	51	29%	59	34%	46	26%	18	10%	703		
20 ELL 2 nd -Year Proficient	263	69	26%	94	36%	91	35%	9	3%	703		
21 ENGLISH LANGUAGE LEARNERS (ELL)	720	65	9%	171	24%	301	42%	183	25%	644		
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	33,774	16,444	49%	10,118	30%	6,098	18%	1,114	3%	738		

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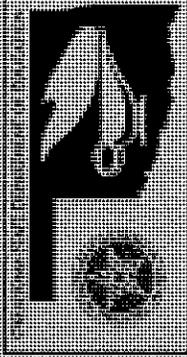
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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE U.S. History

FAY

FULL ACADEMIC YEAR (FAY)¹

(Only FAY scores are used for Accountability)

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	Number of Valid Scores (OCCT)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score	
		OPI Score Range 747-999		OPI Score Range 689-746		OPI Score Range 603-688		OPI Score Range 440-602					
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
23 SPECIAL EDUCATION (IEP)	1,820	505	28%	493	27%	574	32%	248	14%			691	
24 IEP with Accommodations	1,282	334	26%	333	26%	431	34%	184	14%			689	
25 IEP without Accommodations	538	171	32%	160	30%	143	27%	54	12%			703	
26 ALL STUDENTS ⁴	34,494	16,509	48%	10,289	30%	6,399	19%	1,297	4%			737	
27 Ethnicity													
28 Hispanic/Latino	3,372	1,117	33%	1,078	32%	911	27%	266	8%			709	
29 Race													
30 American Indian/Alaskan Native	5,698	2,422	43%	1,839	32%	1,222	21%	215	4%			726	
31 Asian	844	494	59%	195	23%	117	14%	38	5%			754	
32 Black/African American	3,282	905	28%	996	30%	1,073	33%	308	9%			697	
33 Pacific Islander	70	23	36%	23	33%	11	16%	11	16%			715	
34 White/Caucasian	20,304	11,067	55%	5,871	29%	2,929	14%	437	2%			748	
35 Two or More Races	924	479	52%	287	31%	136	15%	22	2%			747	
36 Gender													
37 Female	17,372	6,884	40%	5,789	33%	4,001	23%	598	4%			725	
38 Male	17,122	9,625	56%	4,500	26%	2,398	14%	599	3%			749	
39 Not Indicated	0												
40 Other													
41 Economically Disadvantaged	14,494	5,134	35%	4,641	32%	3,809	26%	910	6%			715	
42 Non-Economically Disadvantaged	20,000	11,375	57%	5,648	28%	2,590	13%	387	2%			749	
43 Migrant	15	4	27%	4	27%	5	33%	2	13%			690	
44 ELL 1 st -Year Proficient	200	60	30%	67	34%	54	27%	19	10%			708	
45 ELL 2 nd -Year Proficient	283	74	26%	104	37%	95	34%	10	4%			703	

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 3 Math - Spring 2011



OMAAP Grade 3 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 277-350		OPI Score Range 250-276		OPI Score Range 233-249		OPI Score Range 100-232		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	3,138	877	28%	1,508	48%	561	18%	192	6%	262				
2 IEP with Accommodations	2,878	815	28%	1,375	48%	517	18%	171	6%	262				
3 IEP without Accommodations	260	62	24%	133	51%	44	17%	21	8%	260				
4 Ethnicity														
5 Hispanic/Latino	403	102	25%	189	47%	86	21%	26	6%	260				
6 Race														
7 American Indian/Alaskan Native	596	167	28%	293	49%	100	17%	36	6%	262				
8 Asian	15	6	40%	7	47%	0	0%	2	13%	267				
9 Black/African American	450	78	17%	232	52%	108	24%	32	7%	257				
10 Pacific Islander	2	0	0%	1	50%	1	50%	0	0%	253				
11 White/Caucasian	1,528	495	32%	716	47%	231	15%	86	6%	265				
12 Two or More Races	144	29	20%	70	49%	35	24%	10	7%	256				
13 Gender														
14 Female	1,162	282	24%	582	50%	237	20%	61	5%	260				
15 Male	1,976	595	30%	926	47%	324	16%	131	7%	262				
16 Not Indicated	0													
17 Other														
18 Economically Disadvantaged	2,377	625	26%	1,161	49%	442	19%	149	6%	262				
19 Non-Economically Disadvantaged	761	252	33%	347	46%	119	16%	43	6%	265				
20 Migrant	4	1	25%	3	75%	0	0%	0	0%	270				
21 ELL 1 st -Year Proficient	5	2	40%	3	60%	0	0%	0	0%	273				
22 ELL 2 nd -Year Proficient	27	11	41%	12	44%	3	11%	1	4%	270				
23 ENGLISH LANGUAGE LEARNERS (ELL)	293	74	25%	140	48%	61	21%	18	6%	260				
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	2,845	803	28%	1,368	48%	500	18%	174	6%	262				

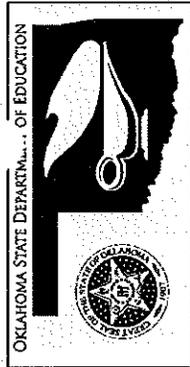
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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 3 Reading - Spring 2011



OMAAP Grade 3 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score			
		OPI Score Range 269-350		OPI Score Range 250-268		OPI Score Range 238-249		OPI Score Range 100-237		LIMITED KNOWLEDGE		UNSATISFACTORY					
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent				
1 Individualized Education Program	3,748	1,026	27%	1,297	35%	993	26%	442	12%							254	
2 IEP with Accommodations	3,466	973	28%	1,207	35%	882	25%	404	12%							254	
3 IEP without Accommodations	282	53	19%	90	32%	101	36%	38	13%							250	
4 Ethnicity																	
5 Hispanic/Latino	479	105	22%	172	36%	136	28%	66	14%							251	
6 Race																	
7 American Indian/Alaskan Native	697	192	28%	219	31%	197	28%	89	13%							251	
8 Asian	23	5	22%	10	43%	6	26%	2	9%							254	
9 Black/African American	513	108	21%	184	36%	156	30%	65	13%							251	
10 Pacific Islander	3	1	33%	1	33%	1	33%	0	0%							251	
11 White/Caucasian	1,851	565	31%	654	35%	433	23%	199	11%							256	
12 Two or More Races	182	50	27%	57	31%	54	30%	21	12%							251	
13 Gender																	
14 Female	1,310	363	28%	481	37%	343	26%	123	9%							256	
15 Male	2,438	663	27%	816	33%	640	26%	319	13%							254	
16 Not Indicated	0																
17 Other																	
18 Economically Disadvantaged	2,722	676	25%	943	35%	756	28%	347	13%							251	
19 Non-Economically Disadvantaged	1,026	350	34%	354	35%	227	22%	95	9%							258	
20 Migrant	4	3	75%	1	25%	0	0%	0	0%							274	
21 ELL 1 st -Year Proficient	6	2	33%	4	67%	0	0%	0	0%							262	
22 ELL 2 nd -Year Proficient	48	8	17%	18	38%	15	31%	7	15%							250	
23 ENGLISH LANGUAGE LEARNERS (ELL)	350	69	20%	141	40%	94	27%	46	13%							251	
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,398	957	28%	1,156	34%	889	26%	396	12%							254	

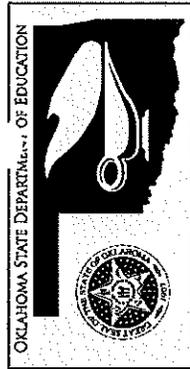
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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 4 Math - Spring 2011



OMAAP Grade 4 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		Number of Valid Scores (OMAAP)		OPI Score Range 277-350		OPI Score Range 250-276		OPI Score Range 238-249		OPI Score Range 100-237		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1	Individualized Education Program	3,492		799	23%	1,819	52%	612	18%	262	8%	261		
2	IEP with Accommodations	3,194		744	23%	1,656	52%	562	18%	232	7%	261		
3	IEP without Accommodations	298		55	18%	163	55%	50	17%	30	10%	259		
4	Ethnicity													
5	Hispanic/Latino	408		85	21%	207	51%	88	22%	28	7%	259		
6	Race													
7	American Indian/Alaskan Native	587		154	22%	366	53%	115	17%	52	8%	261		
8	Asian	35		7	20%	18	51%	4	11%	6	17%	261		
9	Black/African American	504		82	16%	261	52%	106	21%	55	11%	256		
10	Pacific Islander	2		0	0%	2	100%	0	0%	0	0%	258		
11	White/Caucasian	1,691		432	26%	879	52%	272	16%	108	6%	264		
12	Two or More Races	165		39	24%	86	52%	27	16%	13	8%	261		
13	Gender													
14	Female	1,301		269	21%	710	55%	223	17%	99	8%	261		
15	Male	2,188		529	24%	1,107	51%	389	18%	163	7%	261		
16	Not Indicated	3		1	33%	2	67%	0	0%	0	0%	271		
17	Other													
18	Economically Disadvantaged	2,607		566	22%	1,357	52%	480	19%	194	7%	261		
19	Non-Economically Disadvantaged	885		233	26%	462	52%	122	14%	68	8%	264		
20	Migrant	0												
21	ELL, 1 st -Year Proficient	4		2	50%	2	50%	0	0%	0	0%	272		
22	ELL, 2 nd -Year Proficient	27		7	26%	14	52%	4	15%	2	7%	256		
23	ENGLISH LANGUAGE LEARNERS (ELL)	300		64	21%	150	50%	65	22%	21	7%	260		
24	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,192		735	23%	1,669	52%	547	17%	241	8%	261		

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 4 Reading - Spring 2011



OMAAP Grade 4 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 266-350		OPI Score Range 250-265		OPI Score Range 237-249		OPI Score Range 100-236		OPI Score Range 100-236		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 Individualized Education Program	4,149	1,703	41%	1,287	31%	1,014	24%	145	3%	259				
2 IEP with Accommodations	3,811	1,590	42%	1,168	31%	919	24%	134	4%	261				
3 IEP without Accommodations	338	113	33%	119	35%	95	28%	11	3%	257				
4 Ethnicity														
5 Hispanic/Latino	521	178	34%	175	34%	146	28%	22	4%	257				
6 Race														
7 American Indian/Alaskan Native	811	338	42%	259	32%	191	24%	23	3%	261				
8 Asian	40	14	35%	12	30%	13	33%	1	3%	252				
9 Black/African American	570	181	32%	188	33%	172	30%	29	5%	255				
10 Pacific Islander	3	2	67%	1	33%	0	0%	0	0%	268				
11 White/Caucasian	1,999	907	45%	589	29%	440	22%	63	3%	263				
12 Two or More Races	205	83	40%	63	31%	52	25%	7	3%	261				
13 Gender														
14 Female	1,474	636	43%	491	33%	307	21%	40	3%	261				
15 Male	2,673	1,067	40%	795	30%	706	26%	105	4%	259				
16 Not Indicated	2	0	0%	1	50%	1	50%	0	0%	255				
17 Other														
18 Economically Disadvantaged	3,019	1,152	38%	961	32%	792	26%	114	4%	259				
19 Non-Economically Disadvantaged	1,130	551	49%	326	29%	222	20%	31	3%	263				
20 Migrant	3	2	67%	1	33%	0	0%	0	0%	268				
21 ELL 1 st -Year Proficient	12	7	58%	4	33%	1	8%	0	0%	273				
22 ELL 2 nd -Year Proficient	36	13	36%	7	19%	15	42%	1	3%	252				
23 ENGLISH LANGUAGE LEARNERS (ELL)	390	134	34%	127	33%	113	29%	16	4%	257				
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,759	1,569	42%	1,160	31%	901	24%	129	3%	261				

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.



Oklahoma Modified Alternate Assessment (OMAAP)
Grade 5 Math - Spring 2011

State Summary Report
Disaggregated Group Results
by Performance Level

OMAAP Grade 5 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 271-350		OPI Score Range 250-270		OPI Score Range 240-249		OPI Score Range 100-239		UNSATISFACTORY		Number	Percent	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 Individualized Education Program	4,051	906	22%	1,907	47%	809	20%	429	11%	429	11%	256		
2 IEP with Accommodations	3,686	842	23%	1,727	47%	742	20%	375	10%	375	10%	256		
3 IEP without Accommodations	365	64	18%	180	49%	67	18%	54	15%	54	15%	254		
4 Ethnicity														
5 Hispanic/Latino	515	105	20%	249	48%	110	21%	51	10%	51	10%	256		
6 Race														
7 American Indian/Alaskan Native	786	165	21%	384	49%	147	19%	90	11%	90	11%	256		
8 Asian	24	8	33%	10	42%	4	17%	2	8%	2	8%	258		
9 Black/African American	592	112	19%	280	47%	127	21%	73	12%	73	12%	254		
10 Pacific Islander	5	0	0%	1	20%	2	40%	2	40%	2	40%	247		
11 White/Caucasian	1,953	473	24%	927	47%	375	19%	188	10%	188	10%	256		
12 Two or More Races	166	43	26%	56	34%	44	27%	23	14%	23	14%	254		
13 Gender														
14 Female	1,556	311	20%	756	49%	310	20%	179	12%	179	12%	256		
15 Male	2,495	595	24%	1,151	46%	499	20%	250	10%	250	10%	256		
16 Not Indicated	0													
17 Other														
18 Economically Disadvantaged	2,225	443	20%	1,059	48%	486	22%	237	11%	237	11%	254		
19 Non-Economically Disadvantaged	1,826	463	25%	848	46%	323	18%	192	11%	192	11%	256		
20 Migrant	7	0	0%	4	57%	3	43%	0	0%	0	0%	250		
21 ELL 1 st -Year Proficient	1	1	100%	0	0%	0	0%	0	0%	0	0%	281		
22 ELL 2 nd -Year Proficient	39	10	26%	19	49%	4	10%	6	15%	6	15%	259		
23 ENGLISH LANGUAGE LEARNERS (ELL)	347	74	21%	163	47%	75	22%	35	10%	35	10%	254		
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,704	832	22%	1,744	47%	734	20%	394	11%	394	11%	256		

¹ BR & EO EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 5 Reading - Spring 2011



OMAAP Grade 5 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 269-350		OPI Score Range 250-268		OPI Score Range 231-249		OPI Score Range 100-230		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	4,432	1,527	34%	1,480	33%	1,259	28%	166	4%					258
2 IEP with Accommodations	4,073	1,418	35%	1,376	34%	1,133	28%	146	4%					258
3 IEP without Accommodations	359	109	30%	104	29%	126	35%	20	5%					253
4 Ethnicity														
5 Hispanic/Latino	610	188	31%	205	34%	197	32%	20	3%					256
6 Race														
7 American Indian/Alaskan Native	841	297	35%	268	32%	239	28%	37	4%					258
8 Asian	26	9	35%	7	27%	10	38%	0	0%					257
9 Black/African American	621	176	28%	217	35%	198	32%	30	5%					256
10 Pacific Islander	5	0	0%	1	20%	4	80%	0	0%					243
11 White/Caucasian	2,144	766	37%	722	34%	568	26%	68	3%					258
12 Two or More Races	185	71	38%	60	32%	43	23%	11	6%					262
13 Gender														
14 Female	1,614	616	38%	555	34%	401	25%	42	3%					260
15 Male	2,818	911	32%	925	33%	858	30%	124	4%					256
16 Not Indicated	0													
17 Other														
18 Economically Disadvantaged	2,474	784	32%	853	34%	735	30%	102	4%					256
19 Non-Economically Disadvantaged	1,958	743	38%	627	32%	524	27%	64	3%					258
20 Migrant	5	0	0%	1	20%	3	60%	1	20%					240
21 ELL 1 st -Year Proficient	7	5	71%	1	14%	1	14%	0	0%					281
22 ELL 2 nd -Year Proficient	57	24	42%	14	25%	18	32%	1	2%					260
23 ENGLISH LANGUAGE LEARNERS (ELL)	409	117	29%	144	35%	128	31%	20	5%					253
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	4,023	1,410	35%	1,336	33%	1,131	28%	146	4%					258

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 5 Science - Spring 2011



OMAAP Grade 5 Science

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 277-350		OPI Score Range 250-276		OPI Score Range 238-249		OPI Score Range 100-237		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	3,435	695	20%	2,071	60%	544	16%	125	4%					260
2 IEP with Accommodations	3,122	636	20%	1,883	60%	490	16%	113	4%					260
3 IEP without Accommodations	313	59	19%	188	60%	54	17%	12	4%					260
4 Ethnicity														
5 Hispanic/Latino	450	68	15%	277	62%	81	18%	24	5%					258
6 Race														
7 American Indian/Alaskan Native	674	135	20%	408	61%	106	16%	25	4%					260
8 Asian	19	4	21%	10	53%	2	11%	3	16%					258
9 Black/African American	479	65	14%	283	59%	105	22%	26	5%					256
10 Pacific Islander	4	0	0%	3	75%	0	0%	1	25%					252
11 White/Caucasian	1,673	396	24%	1,005	60%	231	14%	41	2%					263
12 Two or More Races	136	27	20%	85	63%	19	14%	5	4%					263
13 Gender														
14 Female	1,230	203	17%	768	62%	216	18%	43	3%					260
15 Male	2,205	492	22%	1,303	59%	328	15%	82	4%					263
16 Not Indicated	0													
17 Other														
18 Economically Disadvantaged	1,931	368	19%	1,157	60%	326	17%	80	4%					260
19 Non-Economically Disadvantaged	1,504	327	22%	914	61%	218	14%	45	3%					263
20 Migrant	5	1	20%	2	40%	1	20%	1	20%					254
21 ELL 1 st -Year Proficient	4	1	25%	3	75%	0	0%	0	0%					266
22 ELL 2 nd -Year Proficient	38	9	24%	20	53%	6	16%	3	8%					260
23 ENGLISH LANGUAGE LEARNERS (ELL)	306	43	14%	190	62%	59	19%	14	5%					258
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,129	652	21%	1,881	60%	485	16%	111	4%					260

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.



Oklahoma Modified Alternate Assessment (OMAAP) Grade 6 Math - Spring 2011

FAY

State Summary Report

Disaggregated Group Results
by Performance Level

OMAAP Grade 6 Math

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 272-350		OPI Score Range 250-271		OPI Score Range 237-249		OPI Score Range 100-236		OPI Score Range 100-236		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 Individualized Education Program	4,009	700	17%	2,284	57%	812	20%	213	5%	258	5%	258		
2 IEP with Accommodations	3,472	602	17%	1,993	57%	699	20%	178	5%	258	5%	258		
3 IEP without Accommodations	537	98	18%	291	54%	113	21%	35	7%	256	7%	256		
4 Ethnicity														
5 Hispanic/Latino	444	57	13%	271	61%	92	21%	24	5%	256	5%	256		
6 Race														
7 American Indian/Alaskan Native	807	162	20%	448	56%	151	19%	46	6%	258	6%	258		
8 Asian	27	4	15%	11	41%	10	37%	2	7%	250	7%	250		
9 Black/African American	579	51	9%	329	57%	161	28%	38	7%	253	7%	253		
10 Pacific Islander	4	0	0%	2	50%	2	50%	0	0%	246	0%	246		
11 White/Caucasian	1,990	395	20%	1,130	57%	370	19%	95	5%	258	5%	258		
12 Two or More Races	158	31	20%	93	59%	26	16%	8	5%	256	5%	256		
13 Gender														
14 Female	1,547	248	16%	912	59%	316	20%	71	5%	256	5%	256		
15 Male	2,460	451	18%	1,371	56%	496	20%	142	6%	258	6%	258		
16 Not Indicated	2	1	50%	1	50%	0	0%	0	0%	264	0%	264		
17 Other														
18 Economically Disadvantaged	2,912	475	16%	1,652	57%	611	21%	174	6%	256	6%	256		
19 Non-Economically Disadvantaged	1,097	225	21%	632	58%	201	18%	39	4%	260	4%	260		
20 Migrant	3	1	33%	1	33%	1	33%	0	0%	253	0%	253		
21 ELL 1 st -Year Proficient	4	4	100%	0	0%	0	0%	0	0%	279	0%	279		
22 ELL 2 nd -Year Proficient	20	1	5%	12	60%	6	30%	1	5%	253	5%	253		
23 ENGLISH LANGUAGE LEARNERS (ELL)	295	32	11%	180	61%	64	22%	19	6%	256	6%	256		
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,714	668	18%	2,104	57%	748	20%	194	5%	258	5%	258		

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 6 Reading - Spring 2011



OMAAP Grade 6 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 261-350		OPI Score Range 250-260		OPI Score Range 229-249		OPI Score Range 100-228		UNSATISFACTORY		Number	Percent	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 Individualized Education Program	4,181	1,875	45%	1,035	25%	1,175	28%	96	2%	255				
2 IEP with Accommodations	3,612	1,640	45%	884	24%	1,013	28%	75	2%	255				
3 IEP without Accommodations	569	235	41%	151	27%	162	28%	21	4%	255				
4 Ethnicity														
5 Hispanic/Latino	480	179	37%	137	29%	147	31%	17	4%	253				
6 Race														
7 American Indian/Alaskan Native	842	396	47%	203	24%	229	27%	14	2%	257				
8 Asian	28	12	43%	6	21%	9	32%	1	4%	253				
9 Black/African American	594	230	39%	145	24%	198	33%	21	4%	253				
10 Pacific Islander	5	1	20%	0	0%	4	80%	0	0%	242				
11 White/Caucasian	2,067	980	47%	509	25%	540	26%	38	2%	257				
12 Two or More Races	165	77	47%	35	21%	48	29%	5	3%	257				
13 Gender														
14 Female	1,534	751	49%	399	26%	362	24%	22	1%	257				
15 Male	2,647	1,124	42%	636	24%	813	31%	74	3%	255				
16 Not Indicated	0													
17 Other														
18 Economically Disadvantaged	3,008	1,261	42%	747	25%	929	31%	71	2%	255				
19 Non-Economically Disadvantaged	1,173	614	52%	288	25%	246	21%	25	2%	261				
20 Migrant	2	1	50%	0	0%	1	50%	0	0%	251				
21 ELL 1 st -Year Proficient	8	6	75%	1	13%	1	13%	0	0%	266				
22 ELL 2 nd -Year Proficient	31	15	48%	7	23%	8	26%	1	3%	257				
23 ENGLISH LANGUAGE LEARNERS (ELL)	309	98	32%	100	32%	99	32%	12	4%	253				
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,872	1,777	46%	935	24%	1,076	28%	84	2%	257				

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.



Oklahoma Modified Alternate Assessment (OMAAP)
Grade 7 Math - Spring 2011

State Summary Report
Disaggregated Group Results
by Performance Level

OMAAP Grade 7 Math

FAY

	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 265-350		OPI Score Range 250-264		OPI Score Range 232-249		OPI Score Range 100-231		UNSATISFACTORY		Median OPI ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
FULL ACADEMIC YEAR (FAY)¹ (Only FAY scores are used for Accountability)														
1 Individualized Education Program	4,044	595	15%	1,345	33%	1,882	47%	222	5%	248				
2 IEP with Accommodations	3,537	550	16%	1,179	33%	1,624	46%	184	5%	248				
3 IEP without Accommodations	507	45	9%	166	33%	258	51%	38	7%	248				
4 Ethnicity														
5 Hispanic/Latino	451	71	16%	151	33%	207	46%	22	5%	248				
6 Race														
7 American Indian/Alaskan Native	793	100	13%	287	36%	357	45%	49	6%	248				
8 Asian	15	3	20%	5	33%	7	47%	0	0%	250				
9 Black/African American	566	65	12%	161	28%	302	53%	37	7%	246				
10 Pacific Islander	7	3	43%	0	0%	4	57%	0	0%	243				
11 White/Caucasian	2,059	328	16%	694	34%	928	45%	109	5%	248				
12 Two or More Races	154	25	16%	47	31%	77	50%	5	3%	248				
13 Gender														
14 Female	1,509	206	14%	484	32%	732	49%	87	6%	248				
15 Male	2,534	389	15%	861	34%	1,150	45%	134	5%	248				
16 Not Indicated	1	0	0%	0	0%	0	0%	1	100%	229				
17 Other														
18 Economically Disadvantaged	2,864	397	14%	921	32%	1,382	48%	164	6%	248				
19 Non-Economically Disadvantaged	1,180	198	17%	424	36%	500	42%	58	5%	250				
20 Migrant	4	0	0%	1	25%	2	50%	1	25%	239				
21 ELL 1 st -Year Proficient	0													
22 ELL 2 nd -Year Proficient	19	2	11%	7	37%	9	47%	1	5%	248				
23 ENGLISH LANGUAGE LEARNERS (ELL)	273	35	13%	84	31%	142	52%	12	4%	248				
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,771	560	15%	1,261	33%	1,740	46%	210	6%	248				

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.
² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 7 Reading - Spring 2011



OMAAP Grade 7 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score
		OPI Score Range 271-350		OPI Score Range 250-270		OPI Score Range 229-249		OPI Score Range 100-228				
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	4,082	988	24%	1,662	41%	1,358	33%	74	2%	255		
2 IEP with Accommodations	3,523	842	24%	1,449	41%	1,168	33%	64	2%	255		
3 IEP without Accommodations	559	146	26%	213	38%	190	34%	10	2%	255		
4 Ethnicity												
5 Hispanic/Latino	487	87	18%	207	43%	178	37%	5	3%	252		
6 Race												
7 American Indian/Alaskan Native	806	205	25%	329	41%	259	32%	13	2%	257		
8 Asian	12	2	17%	8	67%	2	17%	0	0%	252		
9 Black/African American	569	98	17%	234	41%	224	39%	13	2%	252		
10 Pacific Islander	7	1	14%	3	43%	2	29%	1	14%	259		
11 White/Caucasian	2,050	556	27%	826	40%	641	31%	27	1%	257		
12 Two or More Races	151	39	26%	55	36%	52	34%	5	3%	255		
13 Gender												
14 Female	1,481	413	28%	638	43%	413	28%	17	1%	257		
15 Male	2,600	575	22%	1,023	39%	945	36%	57	2%	255		
16 Not Indicated	1	0	0%	1	100%	0	0%	0	0%	252		
17 Other												
18 Economically Disadvantaged	2,920	635	22%	1,199	41%	1,029	35%	57	2%	255		
19 Non-Economically Disadvantaged	1,162	353	30%	463	40%	329	28%	17	1%	257		
20 Migrant	6	0	0%	1	17%	4	67%	1	17%	243		
21 ELL 1 st -Year Proficient	10	3	30%	4	40%	3	30%	0	0%	253		
22 ELL 2 nd -Year Proficient	28	11	39%	9	32%	7	25%	1	4%	261		
23 ENGLISH LANGUAGE LEARNERS (ELL)	322	45	14%	143	44%	128	40%	6	2%	252		
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,760	943	25%	1,519	40%	1,230	33%	68	2%	255		

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.



Oklahoma Modified Alternate Assessment (OMAAP)
Grade 8 Math - Spring 2011

FAY

State Summary
Report
Disaggregated Group Results
by Performance Level

OMAAP Grade 8 Math

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 271-350		OPI Score Range 250-270		OPI Score Range 235-249		OPI Score Range 100-234		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	3,796	559	15%	1,566	41%	1,399	37%	272	7%					253
2 IEP with Accommodations	3,262	475	15%	1,363	42%	1,190	36%	234	7%					253
3 IEP without Accommodations	534	84	16%	203	38%	209	39%	38	7%					250
4 Ethnicity														
5 Hispanic/Latino	342	37	11%	141	41%	132	39%	32	9%					250
6 Race														
7 American Indian/Alaskan Native	830	135	16%	338	41%	304	37%	53	6%					253
8 Asian	11	5	45%	3	27%	1	9%	2	18%					266
9 Black/African American	525	55	10%	188	36%	234	45%	48	9%					248
10 Pacific Islander	3	0	0%	1	33%	2	67%	0	0%					241
11 White/Caucasian	1,938	310	16%	830	43%	670	35%	128	7%					253
12 Two or More Races	147	17	12%	65	44%	56	38%	9	6%					250
13 Gender														
14 Female	1,395	193	14%	624	45%	490	35%	88	6%					253
15 Male	2,401	366	15%	942	39%	909	38%	184	8%					250
16 Not Indicated	0													
17 Other														
18 Economically Disadvantaged	1,974	264	13%	790	40%	766	39%	154	8%					250
19 Non-Economically Disadvantaged	1,822	295	16%	776	43%	633	35%	118	6%					253
20 Migrant	5	1	20%	2	40%	2	40%	0	0%					261
21 ELL 1 st -Year Proficient	2	0	0%	0	0%	1	50%	1	50%					235
22 ELL 2 nd -Year Proficient	2	0	0%	2	100%	0	0%	0	0%					259
23 ENGLISH LANGUAGE LEARNERS (ELL)	226	20	9%	89	39%	90	40%	27	12%					248
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,570	539	15%	1,477	41%	1,309	37%	245	7%					253

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 8 Reading - Spring 2011



OMAAP Grade 8 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 276-350		OPI Score Range 250-275		OPI Score Range 236-249		OPI Score Range 100-235		UNSATISFACTORY		Number	Percent	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1	Individualized Education Program	1,039	27%	1,911	50%	659	17%	239	6%	261				
2	IEP with Accommodations	887	27%	1,649	50%	573	17%	202	6%	261				
3	IEP without Accommodations	152	28%	262	49%	86	16%	37	7%	261				
4	Ethnicity													
5	Hispanic/Latino	74	20%	198	53%	72	19%	30	8%	261				
6	Race													
7	American Indian/Alaskan Native	232	28%	427	51%	125	15%	50	6%	263				
8	Asian	2	14%	11	79%	0	0%	1	7%	262				
9	Black/African American	105	20%	268	50%	119	22%	44	8%	258				
10	Pacific Islander	1	25%	1	25%	2	50%	0	0%	256				
11	White/Caucasian	585	30%	940	48%	311	16%	106	5%	263				
12	Two or More Races	40	28%	66	46%	30	21%	8	6%	258				
13	Gender													
14	Female	436	32%	683	51%	174	13%	52	4%	266				
15	Male	603	24%	1,228	49%	485	19%	187	7%	261				
16	Not Indicated	0												
17	Other													
18	Economically Disadvantaged	503	25%	996	50%	366	18%	141	7%	261				
19	Non-Economically Disadvantaged	536	29%	915	50%	293	16%	98	5%	263				
20	Migrant	1	20%	2	40%	1	20%	1	20%	258				
21	ELL, 1 st -Year Proficient	0	0%	2	100%	0	0%	0	0%	258				
22	ELL, 2 nd -Year Proficient	1	11%	5	56%	2	22%	1	11%	258				
23	ENGLISH LANGUAGE LEARNERS (ELL)	36	15%	134	56%	47	20%	24	10%	256				
24	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	1,003	28%	1,777	49%	612	17%	215	6%	263				

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 8 Science - Spring 2011



OMAAP Grade 8 Science

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 288-350		OPI Score Range 250-287		OPI Score Range 241-249		OPI Score Range 100-240		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	2,997	531	18%	2,370	79%	70	2%	26	1%					271
2 IEP with Accommodations	2,552	447	18%	2,029	80%	55	2%	21	1%					271
3 IEP without Accommodations	445	84	19%	341	77%	15	3%	5	1%					271
4 Ethnicity														
5 Hispanic/Latino	265	31	12%	217	82%	13	5%	4	2%					269
6 Race														
7 American Indian/Alaskan Native	676	132	20%	525	78%	17	3%	2	0%					274
8 Asian	13	2	15%	11	85%	0	0%	0	0%					271
9 Black/African American	405	31	8%	357	88%	12	3%	6	1%					266
10 Pacific Islander	3	0	0%	3	100%	0	0%	0	0%					264
11 White/Caucasian	1,520	319	21%	1,162	76%	27	2%	12	1%					274
12 Two or More Races	114	16	14%	95	83%	1	1%	2	2%					271
13 Gender														
14 Female	1,055	155	15%	882	84%	14	1%	4	0%					269
15 Male	1,940	376	19%	1,486	77%	56	3%	22	1%					271
16 Not Indicated	2	0	0%	2	100%	0	0%	0	0%					270
17 Other														
18 Economically Disadvantaged	1,440	240	17%	1,147	80%	38	3%	15	1%					271
19 Non-Economically Disadvantaged	1,557	291	19%	1,223	79%	32	2%	11	1%					271
20 Migrant	4	1	25%	3	75%	0	0%	0	0%					276
21 ELL 1 st -Year Proficient	1	0	0%	1	100%	0	0%	0	0%					262
22 ELL 2 nd -Year Proficient	3	0	0%	3	100%	0	0%	0	0%					274
23 ENGLISH LANGUAGE LEARNERS (ELL)	190	20	11%	155	82%	11	6%	4	2%					269
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	2,807	511	18%	2,215	79%	59	2%	22	1%					271

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Modified Achievement Assessment Program (OMAAP)
End-of-Instruction - Spring 2011



OMAAP Algebra I

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 269-350		OPI Score Range 250-268		OPI Score Range 237-249		OPI Score Range 100-236		Satisfactory		Unsatisfactory		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	4,389	1,838	42%	2,261	52%	278	6%	12	0%	265				
2 IEP with Accommodations	3,873	1,620	42%	1,997	52%	247	6%	9	0%	265				
3 IEP without Accommodations	516	218	42%	264	51%	31	6%	3	1%	265				
4 Ethnicity														
5 Hispanic/Latino	392	137	35%	223	57%	31	8%	1	0%	263				
6 Race														
7 American Indian/Alaskan Native	922	393	43%	472	51%	57	5%	0	0%	265				
8 Asian	25	13	52%	12	48%	0	0%	0	0%	269				
9 Black/African American	594	182	31%	355	60%	53	9%	4	1%	260				
10 Pacific Islander	5	3	60%	2	40%	0	0%	0	0%	273				
11 White/Caucasian	2,314	1,051	45%	1,124	49%	132	6%	7	0%	267				
12 Two or More Races	137	59	43%	73	53%	5	4%	0	0%	265				
13 Gender														
14 Female	1,558	638	41%	816	52%	102	7%	2	0%	265				
15 Male	2,831	1,200	42%	1,445	51%	176	6%	10	0%	265				
16 Not Indicated	0													
17 Other														
18 Economically Disadvantaged	2,974	1,146	39%	1,603	54%	216	7%	9	0%	263				
19 Non-Economically Disadvantaged	1,415	692	49%	658	47%	62	4%	3	0%	267				
20 Migrant	3	2	67%	1	33%	0	0%	0	0%	269				
21 ELL 1 st -Year Proficient	5	3	60%	1	20%	1	20%	0	0%	275				
22 ELL 2 nd -Year Proficient	6	3	50%	3	50%	0	0%	0	0%	267				
23 ENGLISH LANGUAGE LEARNERS (ELL)	192	60	31%	115	60%	16	8%	1	1%	261				
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	4,197	1,778	42%	2,146	51%	262	6%	11	0%	265				

¹ BR, EO, & 2TT EXCLUDED - Braille, Equivalent, and 2nd Time Testers are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results by Performance Level

OKLAHOMA MODIFIED ACADEMIC ASSESSMENT PROGRAM (OMAAP)
ENGLISH II - SPRING 2011



OMAAP English II (Writing Included)

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score		
		OPI Score Range 265-350		OPI Score Range 250-264		OPI Score Range 238-249		OPI Score Range 100-237		SATISFACTORY		LIMITED KNOWLEDGE			UNSATISFACTORY	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		Number	Percent
1 Individualized Education Program	3,793	2,382	63%	1,045	28%	334	9%	32	1%	268						
2 IEP with Accommodations	3,333	2,109	63%	908	27%	288	9%	28	1%	268						
3 IEP without Accommodations	460	273	59%	137	30%	46	10%	4	1%	268						
4 Ethnicity																
5 Hispanic/Latino	308	170	55%	101	33%	34	11%	3	1%	266						
6 Race																
7 American Indian/Alaskan Native	821	546	67%	209	25%	64	8%	2	0%	268						
8 Asian	21	12	57%	8	38%	1	5%	0	0%	267						
9 Black/African American	534	290	54%	168	31%	69	13%	7	1%	265						
10 Pacific Islander	2	2	100%	0	0%	0	0%	0	0%	267						
11 White/Caucasian	2,001	1,294	65%	529	26%	159	8%	19	1%	268						
12 Two or More Races	105	68	65%	30	29%	6	6%	1	1%	268						
13 Gender																
14 Female	1,368	906	66%	364	27%	90	7%	8	1%	268						
15 Male	2,424	1,476	61%	681	28%	243	10%	24	1%	268						
16 Not Indicated	1	0	0%	0	0%	1	100%	0	0%	248						
17 Other																
18 Economically Disadvantaged	2,633	1,584	60%	769	29%	257	10%	23	1%	267						
19 Non-Economically Disadvantaged	1,160	798	69%	276	24%	77	7%	9	1%	270						
20 Migrant	2	0	0%	2	100%	0	0%	0	0%	258						
21 ELL 1 st -Year Proficient	11	11	100%	0	0%	0	0%	0	0%	276						
22 ELL 2 nd -Year Proficient	8	7	88%	1	13%	0	0%	0	0%	280						
23 ENGLISH LANGUAGE LEARNERS (ELL)	172	79	46%	66	38%	25	15%	2	1%	263						
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,621	2,303	64%	979	27%	309	9%	30	1%	268						

¹ BR, EQ, & 2TT EXCLUDED - Braille, Equivalent, and 2nd Time Testers are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Modified Alternate Assessment Program (OMAAP)

END-OF-INSTRUCTION - SPRING 2011



OMAAP Biology I

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												Median OPI ² Score
		OPI Score Range 265-350		OPI Score Range 250-264		OPI Score Range 233-249		OPI Score Range 100-232		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	3,835	1,463	38%	1,367	36%	946	25%	59	2%	258				
2 IEP with Accommodations	3,468	1,345	39%	1,236	36%	837	24%	50	1%	258				
3 IEP without Accommodations	367	118	32%	131	36%	109	30%	9	2%	256				
4 Ethnicity														
5 Hispanic/Latino	338	105	31%	117	35%	111	33%	5	1%	254				
6 Race														
7 American Indian/Alaskan Native	816	342	42%	294	36%	171	21%	9	1%	260				
8 Asian	24	12	50%	6	25%	6	25%	0	0%	263				
9 Black/African American	565	112	20%	214	38%	218	39%	21	4%	250				
10 Pacific Islander	2	1	50%	0	0%	1	50%	0	0%	257				
11 White/Caucasian	1,969	841	43%	694	35%	413	21%	21	1%	260				
12 Two or More Races	121	50	41%	42	35%	26	21%	3	2%	260				
13 Gender														
14 Female	1,393	415	30%	579	42%	382	27%	17	1%	256				
15 Male	2,442	1,048	43%	788	32%	564	23%	42	2%	260				
16 Not Indicated	0													
17 Other														
18 Economically Disadvantaged	2,677	944	35%	955	36%	732	27%	46	2%	256				
19 Non-Economically Disadvantaged	1,158	519	45%	412	36%	214	18%	13	1%	260				
20 Migrant	3	0	0%	1	33%	2	67%	0	0%	246				
21 ELL 1 st -Year Proficient	6	2	33%	2	33%	1	17%	1	17%	259				
22 ELL 2 nd -Year Proficient	6	5	83%	1	17%	0	0%	0	0%	276				
23 ENGLISH LANGUAGE LEARNERS (ELL)	169	40	24%	61	36%	66	39%	2	1%	252				
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,666	1,423	39%	1,306	36%	880	24%	57	2%	258				

¹ BR, EQ, & 21T EXCLUDED - Braille, Equivalent, and 2nd Time Testers are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Modified Alternate Assessment Program (OMAAP)
 End of Instruction - Spring 2011



OMAAP U.S. History

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL								Median OPI ² Score
		OPI Score Range 264-350		OPI Score Range 250-263		OPI Score Range 239-249		OPI Score Range 100-238		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 Individualized Education Program	3,174	806	25%	1,046	33%	763	24%	557	18%	251
2 IEP with Accommodations	2,850	734	26%	938	33%	685	24%	493	17%	251
3 IEP without Accommodations	324	72	22%	110	34%	78	24%	64	20%	251
4 Ethnicity										
5 Hispanic/Latino	245	43	18%	80	33%	71	29%	51	21%	250
6 Race										
7 American Indian/Alaskan Native	738	183	25%	262	36%	175	24%	118	16%	252
8 Asian	19	3	16%	5	26%	7	37%	4	21%	245
9 Black/African American	424	58	14%	129	30%	119	28%	118	28%	247
10 Pacific Islander	3	1	33%	1	33%	0	0%	1	33%	256
11 White/Caucasian	1,649	489	30%	542	33%	368	22%	250	15%	252
12 Two or More Races	96	29	30%	29	30%	23	24%	15	16%	251
13 Gender										
14 Female	1,125	188	17%	375	33%	321	29%	241	21%	250
15 Male	2,049	618	30%	673	33%	442	22%	316	15%	254
16 Not Indicated	0									
17 Other										
18 Economically Disadvantaged	2,172	492	23%	693	32%	573	26%	414	19%	250
19 Non-Economically Disadvantaged	1,002	314	31%	355	35%	190	19%	143	14%	254
20 Migrant	2	1	50%	0	0%	1	50%	0	0%	259
21 ELL 1 st -Year Proficient	4	1	25%	0	0%	3	75%	0	0%	245
22 ELL 2 nd -Year Proficient	6	1	17%	2	33%	3	50%	0	0%	249
23 ENGLISH LANGUAGE LEARNERS (ELL)	131	15	11%	45	34%	40	31%	31	24%	247
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,043	791	26%	1,003	33%	723	24%	526	17%	251

¹ BR, EQ, & 2TT EXCLUDED - Braille, Equivalent, and 2nd Time Testers are excluded from these results.
² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

Attachment 9: Table 2: Reward, Priority, Focus, and Targeted Intervention Schools

The following table provides the list of schools identified as Reward Schools, Priority Schools, and Focus Schools. In addition, since Oklahoma has decided to identify all schools that are in the bottom 25% of the state in student achievement, this table also includes identified Targeted Intervention Schools.

For an explanation of the A-I Codes used in this table, please see the key on Page 325.

Updated 2/23/2012

PRELIMINARY

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 325.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
BARTLESVILLE	BARTLESVILLE MHS	29827	A			
BARTLESVILLE	CENTRAL MS	29824	A			
BARTLESVILLE	HOOVER ES	29818	A			
BARTLESVILLE	WAYSIDE ES	29822	A			
BETHANY	BETHANY HS	00130	A			
BETHANY	BETHANY MS	29723	A			
BETHANY	EARL HARRIS ES	00131	A			
BLANCHARD	BLANCHARD HS	00160	A			
CHATTANOOGA	CHATTANOOGA HS	00287	A			
CHISHOLM	CHISHOLM HS	01088	A			
CHISHOLM	CHISHOLM MS	02105	A			
DEER CREEK	DEER CREEK ES	00412	A			
DEER CREEK	DEER CREEK HS	00413	A			
DEER CREEK	DEER CREEK MS	00414	A			
DEER CREEK	PRAIRIE VALE ES	02243	A			
DEER CREEK	ROSE UNION ES	02384	A			
DUNCAN	PLATO ES	00452	A			
EDMOND	ANGIE DEBO ES	01864	A			
EDMOND	CENTENNIAL ES	02396	A			
EDMOND	CHEYENNE MS	02303	A			
EDMOND	CHISHOLM ES	00471	A			
EDMOND	CIMARRON MS	00475	A			

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 325.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
EDMOND	CLEGERN ES	00472	A			
EDMOND	CROSS TIMBERS ES	00484	A			
EDMOND	JOHN ROSS ES	01946	A			
EDMOND	MEMORIAL HS	00474	A			
EDMOND	NORTH HS	01979	A			
EDMOND	NORTHERN HILLS ES	00478	A			
EDMOND	RUSSELL DOUGHERTY ES	00638	A			
EDMOND	SANTA FE HS	01360	A			
EDMOND	SEQUOYAH MS	00481	A			
EDMOND	WASHINGTON IRVING ES	00485	A			
EDMOND	WEST FIELD ES	02402	A			
FAIRVIEW	FAIRVIEW HS	00539	A			
FORT GIBSON	FORT GIBSON INTERMEDIATE ES	00557	A			
FORT GIBSON	FORT GIBSON MS	00559	A			
JENKS	JENKS WEST INTERMEDIATE ES	02251	A			
JENKS	SOUTHEAST ES	29850	A			
KINGFISHER	KINGFISHER HS	00771	A			
LONE GROVE	LONE GROVE HS	00871	A			
MCCORD	MCCORD PUBLIC SCHOOL	00928	A			
MIAMI	ROCKDALE ES	00944	A			
MIDWEST CITY-DEL CITY	CARL ALBERT HS	00952	A			
MIDWEST CITY-DEL CITY	SCHWARTZ ES	01408	A			
MINCO	MINCO HS	29671	A			
MOORE	BRIARWOOD ES	01966	A			
MOORE	BRINK JHS	02214	A			
MOORE	EARLYWINE ES	01122	A			
MOORE	EASTLAKE ES	01945	A			
MOORE	FISHER ES	29642	A			

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 325.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
MOORE	MOORE HS	00998	A			
MOORE	NORTHMOOR ES	00999	A			
MOORE	WAYLAND BONDS ES	02363	A			
MOORE	WESTMOORE HS	02070	A			
MOUNTAIN VIEW-GOTEBO	MOUNTAIN VIEW-GOTEBO ES	02106	A			
MULHALL-ORLANDO	MULHALL-ORLANDO ES	01029	A			
NAVAJO	NAVAJO JHS	01889	A			
NORMAN	ALCOTT MS	02117	A			
NORMAN	CLEVELAND ES	01071	A			
NORMAN	MCKINLEY ES	01080	A			
NORMAN	NORMAN HS	01082	A			
NORMAN	NORMAN NORTH HS	02118	A			
NORMAN	ROOSEVELT ES	01127	A			
NORMAN	WASHINGTON ES	29644	A			
NORMAN	WHITTIER MS	01085	A			
OKLAHOMA CITY	BELLE ISLE MS	02275	A			
OKLAHOMA CITY	CLASSEN HS OF ADVANCED STUDIES	01885	A			
OKLAHOMA CITY	CLASSEN MS OF ADVANCED STUDIES	01877	A			
OKLAHOMA CITY	HARDING CHARTER PREPARATORY HS	02376	A			
OKLAHOMA CITY	NICHOLS HILLS ES	01872	A			
OKLAHOMA CITY	QUAIL CREEK ES	01177	A			
OKLAHOMA CITY	WILSON ES	01208	A			
OWASSO	ATOR ES	01233	A			
OWASSO	HAYWARD SMITH ES	02003	A			
OWASSO	LARKIN BAILEY ES	01907	A			
PIEDMONT	PIEDMONT HS	01272	A			
PLAINVIEW	PLAINVIEW HS	01278	A			
PLAINVIEW	PLAINVIEW INTERMEDIATE ES	02104	A			

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools

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LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
PLAINVIEW	PLAINVIEW MS	01279	A			
PRYOR	LINCOLN ES	01321	A			
RIPLEY	RIPLEY HS	01378	A			
ROCKY MOUNTAIN	ROCKY MOUNTAIN PUBLIC SCHOOL	01381	A			
STILLWATER	SANGRE RIDGE ES	29735	A			
STILLWATER	STILLWATER HS	29742	A			
STILLWATER	STILLWATER JHS	29741	A			
TULSA	BOOKER T. WASHINGTON HS	01583	A			
TULSA	CARNEGIE ES	29769	A			
TULSA	CARVER MS	01594	A			
TULSA	EISENHOWER INTERNATIONAL ES	00989	A			
TULSA	HENRY ZARROW INTERNATIONAL	02352	A			
TULSA	TULSA SCHL OF ARTS & SCIENCES	02333	A			
UNION	DARNABY ES	01911	A			
WEATHERFORD	WEATHERFORD MS	29848	A			
YUKON	PARKLAND ES	01886	A			
YUKON	YUKON HS	01849	A			
ARDMORE	JEFFERSON ES	29631	B			
ATOKA	ATOKA HS	00084	B			
CLINTON	SOUTHWEST ES	00337	B			
CUSHING	HARRISON ES	00391	B			
DEPEW	DEPEW ES	00418	B			
ENID	HOOVER ES	00518	B			
FORT SUPPLY	FORT SUPPLY ES	00560	B			
FOYIL	FOYIL JHS	00847	B			
FRIEND	FRIEND PUBLIC SCHOOL	00575	B			
GRANDVIEW	GRANDVIEW PUBLIC SCHOOL	00615	B			
HARRAH	CLARA REYNOLDS ES	01916	B			

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LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
HARRAH	HARRAH JHS	02324	B			
HULBERT	HULBERT ES	00717	B			
LAWTON	LAWTON HS	00819	B			
LE FLORE	LEFLORE ES	00840	B			
LIBERTY	LIBERTY PUBLIC SCHOOL	00857	B			
MARIETTA	MARIETTA MS	00901	B			
NASHOBA	NASHOBA PUBLIC SCHOOL	01051	B			
OKLAHOMA CITY	EDGEMERE ES	01132	B			
OKLAHOMA CITY	EDWARDS ES	01133	B			
OKLAHOMA CITY	RANCHO VILLAGE ES	01178	B			
PANAMA	PANAMA LOWER ES	01239	B			
PECKHAM	PECKHAM PUBLIC SCHOOL	01257	B			
QUINTON	QUINTON ES	01353	B			
RATTAN	RATTAN JHS	01363	B			
RINGLING	RINGLING JHS	01374	B			
SPAVINAW	SPAVINAW PUBLIC SCHOOL	01488	B			
STONEWALL	STONEWALL ES	01514	B			
SWEETWATER	SWEETWATER ES	01538	B			
SWINK	SWINK PUBLIC SCHOOL	01540	B			
TULSA	MEMORIAL HS	01650	B			
TULSA	TULSA MET./FRANKLIN	02662	B			
ACHILLE	ACHILLE HS	00002		C		
BOKOSHE	BOKOSHE ES	00170		C		
BOKOSHE	BOKOSHE JHS	00422		C		
BUTNER	BUTNER ES	00227		C		
CANEY	CANEY ES	00250		C		
CLAYTON	CLAYTON HS	00328		C		
CRUTCHO	CRUTCHO PUBLIC SCHOOL	00386		E		

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LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
DUSTIN	DUSTIN ES	00462		C		
EL RENO	WEBSTER ES	00490		C		
FARRIS	FARRIS PUBLIC SCHOOL	00544		C		
GERONIMO	GERONIMO HS	00590		C		
GRANT	GRANT PUBLIC SCHOOL	02116		C		
GREASY	GREASY PUBLIC SCHOOL	01091		C		
HANNA	HANNA ES	00649		C		
KENWOOD	KENWOOD PUBLIC SCHOOL	00756		C		
KEYES	KEYES ES	00763		C		
LEACH	LEACH PUBLIC SCHOOL	00843		C		
LONE WOLF	LONE WOLF ES	00873		C		
MANNSVILLE	MANNSVILLE PUBLIC SCHOOL	00896		C		
MARBLE CITY	MARBLE CITY PUBLIC SCHOOL	00898		C		
MASON	MASON ES	00909		C		
MAUD	MAUD ES	00911		C		
MILL CREEK	MILL CREEK ES	00979		C		
OKAY	OKAY HS	01107		C		
OKLAHOMA CITY	ASTEC CHARTER MS	02308		C		
OKLAHOMA CITY	BODINE ES	01115		C		
OKLAHOMA CITY	CAPITOL HILL HS	01119		C		
OKLAHOMA CITY	DOVE SCIENCE ACADEMY ES (OKC)	02684		C		
OKLAHOMA CITY	EMERSON ALTERNATIVE ED. (MS)	02326		C		
OKLAHOMA CITY	F.D. MOON ES	01126		E		
OKLAHOMA CITY	HUPFELD ACAD./WESTERN VILLAGE	02307		C		
OKLAHOMA CITY	JACKSON MS	01149		C		
OKLAHOMA CITY	JEFFERSON MS	01150		C		
OKLAHOMA CITY	JOHN MARSHALL MS	02394		C		
OKLAHOMA CITY	LEE ES	01154		C		

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LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
OKLAHOMA CITY	M.L. KING JR. ES	01161		C		
OKLAHOMA CITY	MARCUS GARVEY LEADERSHIP CS	02377		C		
OKLAHOMA CITY	ROGERS MS	01182		C		
OKLAHOMA CITY	ROOSEVELT MS	01183		C		
OKLAHOMA CITY	SANTA FE SOUTH MS	02386		C		
OKLAHOMA CITY	SHIDLER ES	01186		C		
OKLAHOMA CITY	STAR SPENCER HS	01192		C		
OKLAHOMA CITY	THELMA R. PARKS ES	02245		C		
OKLAHOMA CITY	WHEELER ES	01205		C		
RYAL	RYAL PUBLIC SCHOOL	01392		C		
SCHULTER	SCHULTER ES	01434		C		
SKELLY	SKELLY PUBLIC SCHOOL	00698		C		
THACKERVILLE	THACKERVILLE ES	01564		C		
THACKERVILLE	THACKERVILLE HS	01565		C		
TULSA	ANDERSON ES	01581		C		
TULSA	BURROUGHS ES	29768		C		
TULSA	CELIA CLINTON ES	29770		C		
TULSA	CLINTON MS	01601		C		
TULSA	GREELEY ES	01619		C		
TULSA	LINDBERGH ES	29786		C		
TULSA	MACARTHUR ES	29787		C		
TULSA	MARSHALL ES	29788		C		
TULSA	MCCLURE ES	29789		C		
TULSA	MCKINLEY ES	29790		C		
TULSA	MCLAIN HS FOR SCI./TECHNOLOGY	01649		C		
TULSA	SEQUOYAH ES	29796		C		
TULSA	SPRINGDALE ES	01672		C		
TULSA	WHITMAN ES	01676		C		

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LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
TURNER	TURNER HS	01687		C		
TUSKAHOMA	TUSKAHOMA PUBLIC SCHOOL	01692		C		
WESTERN HEIGHTS	COUNCIL GROVE ES	01789		C		
WESTERN HEIGHTS	JOHN GLENN ES	29717		C		
OKLAHOMA CITY	DOUGLASS MS	02354		C/E		
OKLAHOMA CITY	JUSTICE A.W. SEEWORTH ACADEMY	02306		C/D/E		
OKLAHOMA CITY	OKLAHOMA CENTENNIAL MS	02405		C/E		
OKLAHOMA CITY	U. S. GRANT HS	01139		C/D/E		
GRAHAM	GRAHAM HS	00609		D		
TULSA	NATHAN HALE HS	01653		D/E		
OKLAHOMA CITY	OKLAHOMA CENTENNIAL HS	02397		E		
TULSA	CENTRAL HS	01596		E		
TULSA	EAST CENTRAL HS	01607		E		
ALBION	ALBION PUBLIC SCHOOL	00017				I
ALEX	ALEX MS	02699				I
ANADARKO	ANADARKO EAST ES	00051				I
ANADARKO	MISSION ES	00055				I
AVANT	AVANT PUBLIC SCHOOL	00088				I
BILLINGS	BILLINGS ES	00140				I
BOSWELL	BOSWELL HS	29640				I
BOWLEGS	BOWLEGS ES	00179				I
BRAGGS	BRAGGS ES	00185				I
CAMERON	CAMERON ES	00246				I
CATOOSA	WELLS MS	00811				I
CAVE SPRINGS	CAVE SPRINGS ES	00274				I
CROOKED OAK	CROOKED OAK HS	00381				I
CROOKED OAK	CROOKED OAK MS	00382				I
DAVIDSON	DAVIDSON ES	00407				I

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LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
DEWAR	DEWAR HS	29725				I
EARLSBORO	EARLSBORO ES	00469				I
EL RENO	LESLIE F. ROBLYER MS	02103				I
ELDORADO	ELDORADO ES	00491				I
FOREST GROVE	FOREST GROVE PUBLIC SCHOOL	00552				I
FORT COBB-BROXTON	FORT COBB-BROXTON LOWER ES	29842				I
FORT TOWSON	FORT TOWSON HS	00578				I
FREDERICK	FREDERICK HS	00569				I
GAGE	GAGE ES	00579				I
GANS	GANS HS	00582				I
GRAHAM	GRAHAM ES	00608				I
GRANDFIELD	GRANDFIELD ES	00612				I
GYPSY	GYPSY PUBLIC SCHOOL	00643				I
HASKELL	HASKELL HS	29705				I
HOWE	HOWE HS	00709				I
HULBERT	HULBERT JR-SR HS (JR)	00101				I
JAY	JAY HS	00736				I
KEOTA	KEOTA HS	00758				I
KINTA	KINTA ES	00775				I
MAYSVILLE	MAYSVILLE ES	00913				I
MAYSVILLE	MAYSVILLE HS	29669				I
MIDWEST CITY-DEL CITY	PLEASANT HILL EC CTR	00966				I
MOYERS	MOYERS ES	02091				I
OKAY	OKAY ES	01106				I
OKLAHOMA CITY	DOUGLASS HS	01130				I
OKLAHOMA CITY	EMERSON ALTERNATIVE ED. (HS)	01928				I
OKLAHOMA CITY	GREEN PASTURES ES	01140				I
OKLAHOMA CITY	HERONVILLE ES	01145				I

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LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
OKLAHOMA CITY	JOHN MARSHALL HS	02407				I
OKLAHOMA CITY	JOHNSON ES	01151				I
OKLAHOMA CITY	OAKRIDGE ES	01169				I
OKLAHOMA CITY	SANTA FE SOUTH HS	02330				I
OKLAHOMA UNION	OKLAHOMA UNION MS	02290				I
OKMULGEE	OKMULGEE HS	01212				I
OKMULGEE	OKMULGEE MS	01213				I
OPTIMA	OPTIMA PUBLIC SCHOOL	01230				I
PANAMA	PANAMA MS	01987				I
PANOLA	PANOLA ES	01242				I
PITTSBURG	PITTSBURG ES	01275				I
POCOLA	POCOLA HS	01288				I
POCOLA	POCOLA MS	01289				I
PORTER CONSOLIDATED	PORTER CONSOLIDATED HS	01305				I
PUTNAM CITY	MAYFIELD MS	01250				I
QUAPAW	QUAPAW MS	01352				I
SHADY GROVE	SHADY GROVE PUBLIC SCHOOL	01448				I
SOUTH COFFEYVILLE	SOUTH COFFEYVILLE ES	01395				I
STIDHAM	STIDHAM PUBLIC SCHOOL	01501				I
TERRAL	TERRAL PUBLIC SCHOOL	02008				I
TIPTON	TIPTON ES	01570				I
TULSA	ACADEMY CENTRAL ES	29854				I
TULSA	BARNARD ES	29766				I
TULSA	MITCHELL ES	29791				I
TURPIN	TURPIN HS	01689				I
UNION CITY	UNION CITY HS	01707				I
WATTS	WATTS HS	01762				I
WAURIKA	WAURIKA MS	02366				I

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LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
WAYNE	WAYNE ES	01769				I
WAYNE	WAYNE MS	29699				I
WEBBERS FALLS	WEBBERS FALLS ES	01779				I
WELEETKA	SPENCE MEMORIAL ES	29714				I
WELEETKA	WELEETKA HS	01784				I
WELLSTON	WELLSTON MS	29696				I
WESTERN HEIGHTS	WINDS WEST ES	29719				I
WESTVILLE	WESTVILLE JHS	01795				I
WETUMKA	WETUMKA HS	01797				I
WHITE OAK	WHITE OAK PUBLIC SCHOOL	Null				I
WHITEFIELD	WHITEFIELD PUBLIC SCHOOL	01806				I
WILSON	WILSON ES	01813				I
YALE	YALE JHS	01839				I
YARBROUGH	YARBROUGH ES	01840				I
ACHILLE	ELEMENTARY SCHOOL	00001			G	
ADA	WILLARD ES	00008			G	
AFTON	ELEMENTARY SCHOOL	00013			G	
ANADARKO	ANADARKO HS	00050			G	
ANADARKO	ANADARKO MS	02101			G	
ANDERSON	ELEMENTARY SCHOOL	00056			G	
ANTLERS	OBUCH MS	00762			G	
ARKOMA	SINGLETON ES	00075			G	
ATOKA	ELEMENTARY SCHOOL	02110			G	
BARTLESVILLE	JANE PHILLIPS ES	29819			G	
BEGGS	BEGGS ES	00118			G	
BEGGS	BEGGS UPPER ES	02704			G	
BENNINGTON	ELEMENTARY SCHOOL	00123			G	
BINGER-ONEY	ELEMENTARY SCHOOL	29845			G	

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LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
BROKEN ARROW	WESTWOOD ES	29805			G	
BURNS FLAT-DILL CITY	WILL ROGERS ES	01566			G	
CACHE	CACHE MS	29646			G	
CANTON	CANTON ES	00253			G	
CARNEY	ELEMENTARY SCHOOL	00261			G	
CHELSEA	ART GOAD INTERMEDIATE ES	01913			G	
COMANCHE	MIDDLE SCHOOL	02279			G	
COYLE	ELEMENTARY SCHOOL	00375			G	
CRESCENT	ELEMENTARY SCHOOL	00378			G	
CROOKED OAK	CENTRAL OAK ES	00380			G	
CUSHING	HARMONY ES	00390			G	
CUSHING	SUNNYSIDE ES	00392			G	
DALE	DALE ES	00402			G	
DAVIS	DAVIS ES	00409			G	
DRUMRIGHT	BRADLEY ES	00440			G	
DRUMRIGHT	VIRGIL COOPER MS	Null			G	
DUNCAN	WOODROW WILSON ES	00455			G	
EDMOND	ORVIS RISNER ES	00479			G	
EL RENO	ETTA DALE JHS	00485			G	
EL RENO	LINCOLN ES	00488			G	
ENID	ENID PUBLIC HS	00513			G	
FORT TOWSON	ELEMENTARY SCHOOL	00577			G	
FOX	ELEMENTARY SCHOOL	00562			G	
GRAND VIEW	GRAND VIEW ES	00614			G	
GUYMON	NORTH PARK ES	02108			G	
HAILEYVILLE	ELEMENTARY SCHOOL	00644			G	
HASKELL	MARY WHITE ES	00660			G	
HASKELL	MIDDLE SCHOOL	00572			G	

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LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
HEALDTON	HEALDTON ES	00667			G	
HENNESSEY	UPPER ES	01917			G	
HENRYETTA	ELEMENTARY SCHOOL	00679			G	
HILLDALE	HILLDALE PUBLIC HS	01898			G	
HOBART	KENNETH ONEAL MS	00692			G	
HOMINY	HORACE MANN ES	00705			G	
HUGO	HUGO PUBLIC HS	00713			G	
HUGO	INTERMEDIATE SCHOOL	00711			G	
IDABEL	IDABEL PUBLIC HS	00723			G	
JENKS	EAST INTERMEDIATE ES	02314			G	
KANSAS	ELEMENTARY SCHOOL	00750			G	
KELLYVILLE	KELLYVILLE MS	00154			G	
KETCHUM	KETCHUM ES	00760			G	
KINGSTON	KINGSTON ES	00773			G	
KIOWA	ELEMENTARY SCHOOL	00777			G	
LAVERNE	ELEMENTARY SCHOOL	00795			G	
LAWTON	COUNTRY CLUB HEIGHTS ES	00804			G	
LAWTON	EISENHOWER ES	00808			G	
LAWTON	JACKSON ES	00816			G	
LEXINGTON	LEXINGTON JHS	02678			G	
LOCUST GROVE	LOCUST GROVE PUBLIC HS	00867			G	
LUTHER	LUTHER MS	01949			G	
MACOMB	ELEMENTARY SCHOOL	00884			G	
MADILL	MADILL ES	00886			G	
MARIETTA	ELEMENTARY SCHOOL	00899			G	
MARLOW	MIDDLE SCHOOL	00906			G	
MCCURTAIN	ELEMENTARY SCHOOL	00915			G	
MEEKER	MIDDLE SCHOOL	00939			G	

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LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
MIDWEST CITY-DEL CITY	DEL CITY ES	00956			G	
MIDWEST CITY-DEL CITY	TRAUB ES	00973			G	
MILLWOOD	ELEMENTARY SCHOOL	00981			G	
MOSELEY	ELEMENTARY SCHOOL	01012			G	
MOUNDS	LOWER ES	01018			G	
MUSKOGEE	CHEROKEE ES	01033			G	
MUSKOGEE	GRANT-FOREMAN ES	01036			G	
NINNEKAH	ELEMENTARY SCHOOL	01061			G	
OKEMAH	MIDDLE SCHOOL	01901			G	
OKLAHOMA CITY	ASTEC HS	02399			G	
OKLAHOMA CITY	CAPITOL HILL ES	01971			G	
OKLAHOMA CITY	COOLIDGE ES	01125			G	
OKLAHOMA CITY	KAISER ES	01152			G	
OKLAHOMA CITY	MARK TWAIN ES	01159			G	
OKLAHOMA CITY	MONROE ES	01163			G	
OKLAHOMA CITY	PARMELEE ES	01172			G	
OKLAHOMA CITY	PRAIRIE QUEEN ES	01175			G	
OKLAHOMA CITY	PUTNAM HEIGHTS ES	01176			G	
OKLAHOMA CITY	ROCKWOOD ES	01181			G	
OKLAHOMA CITY	SOUTHERN HILLS ES	01193			G	
OKLAHOMA CITY	TELSTAR ES	01197			G	
OKLAHOMA CITY	VAN BUREN ES	02304			G	
OKLAHOMA CITY	WEBSTER MS	01202			G	
OKLAHOMA CITY	WILLOW BROOK ES	01207			G	
OKTAHA	ELEMENTARY SCHOOL	01215			G	
OSAGE	ELEMENTARY SCHOOL	01231			G	
PADEN	ELEMENTARY SCHOOL	01237			G	
PAOLI	ELEMENTARY SCHOOL	01244			G	

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LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
PAULS VALLEY	LEE ES	01248			G	
PAWHUSKA	PAWHUSKA ES	00145			G	
PAWNEE	ELEMENTARY SCHOOL	01254			G	
PEAVINE	ELEMENTARY SCHOOL	00470			G	
PERKINS-TRYON	JUNIOR HIGH SCHOOL	02379			G	
PONCA CITY	LINCOLN ES	01295			G	
PORTER CONSOLIDATED	ELEMENTARY SCHOOL	01304			G	
PORUM	ELEMENTARY SCHOOL	01306			G	
PRUE	ELEMENTARY SCHOOL	01318			G	
PUTNAM CITY	CENTRAL ES	01331			G	
PUTNAM CITY	HILLDALE ES	01337			G	
RATTAN	ELEMENTARY SCHOOL	01361			G	
ROLAND	ROLAND JHS	01386			G	
RUSH SPRINGS	RUSH SPRINGS MS	01391			G	
RYAN	ELEMENTARY SCHOOL	01393			G	
SANTA FE SOUTH	SANTA FE SOUTH ES	02688			G	
SASAKWA	SASAKWA ES	01426			G	
SEMINOLE	NORTHWOOD ES	01440			G	
SILO	ELEMENTARY SCHOOL	01472			G	
SPIRO	MIDDLE SCHOOL	01494			G	
STIGLER	ELEMENTARY SCHOOL	01502			G	
STILLWATER	HIGHLAND PARK ES	29734			G	
STILWELL	STILWELL ES	01511			G	
STILWELL	STILWELL MS	01513			G	
STILWELL	STILWELL PUBLIC HS	01512			G	
STROTHER	ELEMENTARY SCHOOL	01523			G	
TALIHINA	TALIHINA ES	01546			G	
TANNEHILL	ELEMENTARY SCHOOL	01551			G	

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LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
TIMBERLAKE	ELEMENTARY SCHOOL	01028			G	
TISHOMINGO	GRADE SCHOOL	01572			G	
TULSA	EMERSON ES	29775			G	
TULSA	HAWTHORNE ES	29777			G	
TULSA	JACKSON ES	29780			G	
TULSA	KERR ES	29782			G	
TULSA	KEY ES	29783			G	
TULSA	MARK TWAIN ES	01644			G	
TULSA	PHILLIPS ES	29793			G	
TULSA	SKELLY ES	29797			G	
TUPELO	ELEMENTARY SCHOOL	01683			G	
TURNER	ELEMENTARY SCHOOL	01686			G	
UNION	BRIARGLEN ES	01701			G	
UNION	GROVE ES	01702			G	
UNION	MCAULIFFE ES	29810			G	
WAGONER	CENTRAL INTERMEDIATE ES	01909			G	
WAGONER	MIDDLE SCHOOL	01536			G	
WAGONER	WAGONER PUBLIC HS	01737			G	
WESTERN HEIGHTS	GREENVALE ES	29718			G	
WESTERN HEIGHTS	MIDDLE SCHOOL	02244			G	
WESTVILLE	WESTVILLE ES	01794			G	
WEWOKA	WEWOKA ES	01800			G	
WILSON	ELEMENTARY SCHOOL	01815			G	
WISTER	WISTER ES	01817			G	
WOODALL	WOODALL SCHOOL	01819			G	
WRIGHT CITY	ELEMENTARY SCHOOL	01829			G	
WYNNEWOOD	MIDDLE SCHOOL	01835			G	
WESTERN HEIGHTS	WESTERN HEIGHTS HS	29721			G	

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 325.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
CHICKASHA	CHICKASHA HS	00301			G	
LAWTON	EISENHOWER HS	00809			G	

Total # of Reward Schools: 127

Total # of Priority Schools: 76

Total # of Focus Schools: 156

Total # of Targeted Intervention Schools: 85

Total # of Title I schools in the State: 1208

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 4

Key

<p><u>Reward School Criteria:</u></p> <ul style="list-style-type: none"> A. Highest-performing school B. High-progress school <p><u>Priority School Criteria:</u></p> <ul style="list-style-type: none"> C. Among the lowest five percent of all school including Title I schools in the State based on the proficiency and lack of progress of the “all students” group D. High school with graduation rate less than 60% over a number of years E. Tier I or Tier II SIG school implementing a school intervention model 	<p><u>Focus School Criteria:</u></p> <ul style="list-style-type: none"> F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate H. A high school with graduation rate less than 60% over a number of years that is not identified as a priority school <p><u>Targeted Intervention School Criteria:</u></p> <ul style="list-style-type: none"> I. Is in the bottom 25% of the state in achievement.
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Attachment 10: Guidelines Adopted for Local Teacher and
Principal Evaluation and Support Systems

Attachment 10A: Oklahoma Statutes Related to TLE

Attachment 10B: Five-Tier Rating System Guidelines

Attachment 10C: Qualitative Guidelineg

Attachment 10D: Other Academic Measure Guidelines

Attachment 10E: Value-Added Model Guidelines

Attachment 10F: Student Learning Objective/Student Outcome Objective Guidelines

Attachment 10A: Oklahoma Statutes Related to TLE

Attached is a copy of the state law that provides the general framework for the TLE System as amended through July 1, 2013.

- O.S. 70 § 5-141
- O.S. 70 § 5-141.2
- O.S. 70 § 5-141.4
- O.S. 70 § 6-101.3
- O.S. 70 § 6-101.10
- O.S. 70 § 6-101.13
- O.S. 70 § 6-101.16
- O.S. 70 § 6-101.17
- O.S. 70 § 6-101.22
- O.S. 70 § 6-101.24
- O.S. 70 § 6-101.31

2013 SCHOOL LAW BOOK of Oklahoma

Section 180. Minimum Salary Schedules.

A. Each school district of this state shall adopt a minimum salary schedule and shall transmit a copy of it to the State Board of Education within thirty (30) days after adoption. A school district shall not calculate salaries of teachers solely as a proportion of the salaries of the administrators of the district.

B. Districts shall be encouraged to provide compensation schedules to reflect district policies and circumstances, including differential pay for different subject areas and special incentives for teachers in districts with specific geographical attributes. Districts may also adopt a salary schedule that provides additional compensation for achieving certain ratings under the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act. Any salary schedule adopted by a district pursuant to this section shall not set salaries at amounts less than those set pursuant to Section 18-114.12 of this title.

C. The State Department of Education shall compile a report of the minimum salary schedules for every school district in the state and shall submit the report to the Governor, Speaker of the House of Representatives, and President Pro Tempore of the Senate no later than December 15 of each year.

D. Each school district shall file within fifteen (15) days of signing the contract, the employment contract of the superintendent of the school district with the State Department of Education. The Department shall keep all contracts available for inspection by the public. The school district shall not be authorized to pay any salary, benefits or other compensation to a superintendent which are not specified in the contract on file and shall not pay administrators any amounts for accumulated sick leave that are not calculated on the same formula used for determining payment for accumulated sick leave benefits for other full-time employees of that school district and shall not pay administrators any amounts for accumulated vacation leave benefits that are not calculated on the same formula used for determining payment for accumulated vacation leave benefits for other twelve-month full-time employees of that school district.

E. By October 1 of each year each district board of education shall prepare a schedule of salaries and fringe benefits paid administrators employed by the district, including a description of the fringe benefits. The schedule shall be a public record and shall be disclosed as required by the Oklahoma Open Records Act board shall file a copy of the schedule with the State Department of Education within one week of completion.

F. For purposes of this section the term “administrator” shall include employees who are employed and certified as superintendents, assistant superintendents, principals, and assistant principals and who have responsibilities for supervising classroom teachers. **(70-5-141)**

Section 181. Incentive Pay Plans.

A. In addition to incentive pay plans authorized pursuant to Section 4 of this act, the State Board of Education shall develop not fewer than five different model incentive pay plans and shall distribute information about each plan to every school district board of education. No plan developed by the Board or implemented by a school district board of education shall permit payment in any one (1) year of incentives to any one teacher amounting to more than fifty percent (50%) of the regular salary of the teacher, exclusive of fringe benefits or extra duty pay. Any incentive pay award shall be an annual award and shall not be a part of a continuing contract of a teacher. Any incentive pay awards received shall be excluded from the compensation of a teacher for purposes of calculating retirement pursuant to the Teachers' Retirement System of Oklahoma and shall not be subject to taxes levied by the Federal Insurance Contributions Act (F.I.C.A.), to the extent an exemption is provided by federal law.

B. A school district board of education may adopt an academically based, district incentive pay plan for the classroom teachers in the district. The district may adopt any incentive pay plan consistent with the requirements of this section, which may include any incentive pay plan developed by the State Board of Education pursuant to this section. The school district board of education shall appoint an advisory committee consisting of teachers, parents, business persons or farmers and other local citizens to advise the board in formulating an incentive pay plan. Prior to the adoption of a plan, the board of education shall place the plan on the school board agenda for public comment and shall submit the plan to the State Board of Education for final approval on or before March 1 prior to implementation of the plan during the succeeding school year. The board of education shall comply with the provisions of this subsection for any year a plan is to be modified.

C. A school district shall be required to adopt and implement an academically based, district incentive pay plan for any school year following the receipt by the school district board of education, of a petition signed by twenty percent (20%) of the classroom teachers employed in the district which calls for the adoption of an incentive pay plan for the district.

D. Student test scores shall not be the sole criterion for allocation of incentive pay under any plan developed or approved by the Board.

E. For the purposes of this section only, "classroom teacher" shall mean any employee who holds certification and assignment outside the classification of administrator.

F. The State Board of Education shall promulgate rules necessary for the effective implementation and administration of this section.

G. Each school district board of education shall provide for a local evaluation committee which shall advise the board on which teachers are to receive incentive pay awards and the amount of each incentive pay award according to the plan.

H. Nothing herein shall preclude a school district from supplementing any monies appropriated to the district for the purposes of funding the incentive pay plan of the district with monies from the general fund for the district. **(70-5-141.2)**

Section 183. Evaluation-Based Incentive Pay.

A. 1. In addition to incentive pay plans authorized pursuant to Section 5-141.2 of Title 70 of the Oklahoma Statutes, beginning with the 2012-13 school year, a school district may implement an incentive pay plan that rewards teachers who are increasing student and school growth in achievement.

2. Teacher performance shall be measured using the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act.

3. Individual teacher incentive pay awards shall be based upon:

- a. achieving either a "superior" or "highly effective" rating under the TLE, and
- b. grade level, subject area, or school level performance success.

B. 1. Beginning with the 2012-13 school year, a school district may implement an incentive pay plan as authorized pursuant to this section.

2. For purposes of this section, “leader” means a principal, assistant principal or any other school administrator who is responsible for supervising classroom teachers.

3. School leader effectiveness shall be measured using the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act.

4. Individual school leader incentive pay awards shall be based upon:

- a. achieving either a “superior” or “highly effective” rating under the TLE, and
- b. grade level, subject area, or school level performance success.

C. Incentive pay plans implemented pursuant to subsections A and B of this section shall be developed through a collaborative planning process involving stakeholders, including teachers and school leaders.

D. In addition to individual teacher and leader incentive pay plans, as authorized pursuant to this section, districts may develop and implement incentive pay systems for:

1. Teaching in critical shortage subject areas including, but not limited to, foreign language;
2. Teachers and leaders who work in low-performing schools as determined by the State Board of Education;
3. Teaching in the subject areas of Science, Technology, Engineering, and Math (STEM); or
4. Teachers and leaders who work in schools or school districts designated by the State Board of Education as hard-to-staff.

E. 1. Prior to implementation of any incentive pay plan developed pursuant to this section, the school district board of education shall place the plan on the agenda for public comment at a meeting of the district board of education.

2. After approval of the incentive pay plan, the school district board of education shall submit the plan to the State Board of Education for final approval. Within sixty (60) days of receipt of the plan, the State Board shall review and approve or reject the plan. If it is determined that the plan meets the requirements of this section, the State Board shall approve the plan. If the plan does not meet the requirements of this section, the State Board shall reject the plan and provide written notification to the school district board of education along with the grounds for rejection.

3. The district board of education shall comply with the provisions of this subsection for any year a plan is to be modified.

F. Any incentive pay award shall be an annual award and shall not be a part of a continuing contract for an employee. Any incentive pay award to any teacher or leader shall not exceed more than fifty percent (50%) of the regular salary of the teacher or leader, exclusive of fringe benefits or extra duty pay. Any incentive pay awards received shall be excluded from compensation for purposes of calculating retirement pursuant to the Teachers' Retirement System of Oklahoma and shall not be subject to taxes levied by the Federal Insurance Contributions Act (F.I.C.A.), to the extent such exemption is provided by federal law. **(70-5-141.4)**

Section 218. Definitions.

1. “Administrator” means a duly certified person who devotes a majority of time to service as a superintendent, elementary superintendent, principal, supervisor, vice principal or in any other administrative or supervisory capacity in the school district;
2. “Dismissal” means the discontinuance of the teaching service of an administrator or teacher during the term of a written contract, as provided by law;
3. “Nonreemployment” means the nonrenewal of the contract of an administrator or teacher upon expiration of the contract;
4. “Career teacher” means a teacher who:
 - a. for teachers employed by a school district prior to full implementation of the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6-101.10 of this title, has completed three (3) or more consecutive complete school years in such capacity in one school district under a written teaching contract, or
 - b. for teachers employed for the first time by a school district under a written continuing or temporary teaching contract after full implementation of the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6-101.10 of this title:
 - (1) has completed three (3) consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract and has achieved a rating of “superior” as measure pursuant to the TLE as set forth in Section 6-101.16 of title for at least two (2) of the three (3) school years, with no rating below “effective”,
 - (2) has completed four (4) consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract, has averaged a rating of at least “effective” as measured pursuant to the TLE for the four-year period, and has received a rating of at least “effective” for the last two (2) years of the four-year period, or
 - (3) has completed four (4) or more consecutive complete school years in one school district under a written continuing or temporary teaching contract and has not met the requirements of subparagraph a or b of this paragraph, only if the principal of the school at which the teacher is employed submits a petition to the superintendent of the school district requesting that the teacher be granted career status, the superintendent agrees with the petition, and the school district board of education approves the petition. The principal shall specify in the petition the underlying facts supporting the granting of career status to the teacher;
5. “Teacher hearing” means the hearing before a local board of education after a recommendation for dismissal or nonreemployment of a teacher has been made but before any final action is taken on the recommendation, held for the purpose of affording the teacher all rights guaranteed by the United States Constitution and the Constitution of Oklahoma under such circumstances and for enabling the board to determine whether to approve or disapprove the recommendation;
6. “Probationary teacher” means a teacher who:
 - a. for teachers employed by a school district prior to full implementation of the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6-101.10 of this title, has completed fewer than three (3) consecutive complete school years in such capacity in one school district under a written teaching contract, or
 - b. for teachers employed for the first time by a school district under a written teaching contract after full implementation of the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6-101.10 of this title, has not met the requirements for career teacher as provided in paragraph 4 of this section;
7. “Suspension” or “suspended” means the temporary discontinuance of the services of an administrator or teacher, as provided by law; and

8. "Teacher" means a duly certified or licensed person who is employed to serve as a counselor, librarian or school nurse or in any instructional capacity. An administrator shall be considered a teacher only with regard to service in an instructional, non-administrative capacity. **(70-6-101.3)**

Section 224. Evaluation of Teachers and Administrators.

A. Each school district board of education shall maintain and annually review, following consultation with or involvement of representatives selected by local teachers, a written policy of evaluation for all teachers and administrators. In those school districts in which there exists a professional negotiations agreement made in accordance with Section 509.1 et seq. of this title, the procedure for evaluating members of the negotiations unit and any standards of performance and conduct proposed for adoption beyond those established by the State Board of Education shall be negotiable items. Nothing in this section shall be construed to annul, modify or to preclude the renewal or continuing of any existing agreement heretofore entered into between any school district and any organizational representative of its employees. Every policy of evaluation adopted by a board of education shall:

1. Be based upon a set of minimum criteria developed by the State Board of Education, which shall be revised and based upon the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) developed by the State Board of Education as provided in Section 6-101-16 of this title. The revisions to each policy of evaluation shall be phased in according to the following schedule:

- a. for evaluations of teachers and administrators conducted during the 2012-2013 school year, school districts shall for purposes of testing the TLE incorporate on a trial basis the qualitative components of the TLE as provided for in subparagraph b of paragraph 4 of subsection B of Section 6-101.16 of this title into the evaluations used in all or a representative sampling of school sites within the district and may at the option of the school district incorporate on a trial basis the other academic measurement quantitative components of the TLE as provided for in division (2) of subparagraph a of paragraph 4 of subsection B of Section 6-101.16 of this title into the evaluations used in all or a representative sampling of school sites within the district,
- b. for evaluations of teachers and administrators conducted during the 2013-2014 school year, school districts shall incorporate and put into operation the qualitative components of the TLE as provided for in subparagraph b of paragraph 4 of subsection B of Section 6-101.16 of this title into the evaluations used in all school sites within the district. For the 2013-2014 school year one hundred percent (100%) of the evaluation rating of teachers and administrators shall be based on the qualitative component of the TLE. In addition, for evaluations of teachers and administrators conducted during the 2013-2014 school year, school districts shall for purposes of testing the TLE incorporate on a trial basis the student academic growth and other academic measurement quantitative components of the TLE as provided for in subparagraph b of paragraph 4 of subsection B of Section 6-101.16 of this title into the evaluations used in all or a representative sampling of school sites within the district. However, nothing in this subparagraph shall preclude a school district with an average daily attendance of more than thirty-five thousand (35,000) from incorporating at its own expense the quantitative model of the TLE and basing up to fifty percent (50%) of the evaluation rating of teachers and administrators on the quantitative components of the TLE, as defined by the district's written policy, during the 2013-2014 school year,
- c. for evaluations of teachers and administrators conducted during the 2014-2015 school year, school districts shall for purposes of establishing a baseline data incorporate the student academic growth and other academic measurement quantitative components of the TLE as provided for in subparagraph b of paragraph 4 of subsection B of Section 6-101.16 of this title into the evaluations used in all school sites within the district. For the 2014-2015 school year one hundred percent (100%) of the evaluation rating of teachers and administrators shall be based on the qualitative component of the TLE, and no portion of the evaluation rating shall be based on the quantitative components of the TLE. However, nothing in this subparagraph shall preclude a school district with an average daily attendance of more than thirty-five thousand (35,000) from incorporating at its own expense the quantitative model of the TLE and basing

up to fifty percent (50%) of the evaluation rating of teachers and administrators on the quantitative components of the TLE, as defined by the district's written policy, during the 2014-2015 school year, and

- d. for evaluations of teachers and administrators conducted during the 2015-2016 school year and each year thereafter, school districts shall fully implement the TLE and incorporate and put into operation both the qualitative components of the TLE as provided for in subparagraph b of paragraph 4 of subsection B of Section 6-101.16 of this title and the student academic growth and other academic measurement quantitative components of the TLE as provided for in subparagraph b of paragraph 4 of subsection B of Section 6-101.16 of this title. For the 2015-2016 school year and each school year thereafter, fifty percent (50%) of the evaluation rating of teachers and administrators shall be based on the qualitative components of the TLE and fifty percent (50%) shall be based on the quantitative components of the TLE;

2. Be prescribed in writing at the time of adoption and at all times when amendments to the policy are adopted. The original policy and all amendments to the policy shall be promptly made available to all persons subject to the policy;

3. Provide that all evaluations be made in writing and that evaluation documents and responses thereto be maintained in a personnel file for each evaluated person;

4. Provide that every probationary teacher receive formative feedback from the evaluation process at least two times per school year, once during the fall semester and once during the spring semester;

5. Provide that every teacher be evaluated once every year, except for career teachers receiving a "superior" or "highly effective" rating under the TLE, who may be evaluated once every two (2) years; and

6. Provide that, 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.

B. All individuals designated by the school district board of education to conduct the personnel evaluations shall be required to participate in training conducted by the State Department of Education or training provided by the school district using guidelines and materials developed by the State Department of Education prior to conducting evaluations.

C. The State Department of Education shall develop and conduct workshops pursuant to statewide criteria which train individuals in conducting evaluations.

D. The State Board of Education shall monitor compliance with the provisions of this section by school districts.

E. Refusal by a school district to comply with the provisions of this section shall be grounds for withholding State Aid funds until compliance occurs. **(70-6-101.10)**

Section 226. Dismissal or Nonreemployment of Administrator Procedure.

A. Whenever the school district board of education or the administration of a school district shall determine that the dismissal or nonreemployment of a full-time certified administrator from the administrative position within the school district should be effected, the administrator shall be entitled to the following due process procedures:

1. A statement shall be submitted to the administrator in writing prior to the dismissal or nonreemployment which states the proposed action, lists the reasons for effecting the action, and notifies the administrator of his right to a hearing before the school district board of education prior to the action; and

2. A hearing before the school district board of education shall be granted upon the request of the administrator prior to the dismissal or nonreemployment. A request for a hearing shall be submitted to the board of education not later than ten (10) days after the administrator has been notified of the proposed action.

B. Failure of the administrator to request a hearing before the school district board of education within ten (10) days after receiving the written statement shall constitute a waiver of the right to a hearing. No decision of the school district board of education concerning the dismissal or nonreemployment of a full-time certified administrator shall be effective until the administrator has been afforded due process as specified in this section. The decision of the school district board of education concerning the dismissal or nonreemployment, following the hearing, shall be final.

C. After full implementation of the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6-101.10 of this title, a principal who has received a rating of “ineffective” as measured pursuant to the TLE as set forth in Section 6-101.16 of this title for two (2) consecutive school years, shall not be reemployed by the school district, subject to the due process procedures of this section. **(70-6-101.13)**

Section 229. Teacher and Leader Effectiveness Evaluation System – Implementation.

A. By December 15, 2011, the State Board of Education shall adopt a new statewide system of evaluation to be known as the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE). The Board shall work cooperatively with school districts to fully implement both the quantitative and qualitative components of the TLE in all school districts by the 2015-2016 school year as provided for in Section 6-101.10 of this title, including determining the final calculation of the student academic growth measurement as provided for in division (1) of subparagraph a of paragraph 4 of subsection B of this section and developing a teacher/student assignment verification system.

B. The TLE shall include the following components:

1. A five-tier rating system as follows:

- a. superior,
- b. highly effective,
- c. effective,
- d. needs improvement, and
- e. ineffective;

2. Annual evaluations that provide feedback to improve student learning and outcomes, except as provided for in subsection C of this section;

3. Comprehensive remediation plans and instructional coaching for all teachers rated as needs improvement or ineffective;

4. Quantitative and qualitative assessment components measured as follows:

a. fifty percent (50%) of the ratings of teachers and leaders shall be based on quantitative components which shall be divided as follows:

- (1) thirty-five percentage points based on student academic growth using multiple years of standardized test data, as available, and
- (2) fifteen percentage points based on other academic measurements, and

b. fifty percent (50%) of the rating of teachers and leaders shall be based on rigorous and fair qualitative assessment components;

5. An evidence-based qualitative assessment tool for the teacher qualitative portion of the TLE that will include observable and measurable characteristics of personnel and classroom practices that are correlated to student performance success, including, but not limited to:

- a. organizational and classroom management skills,
- b. ability to provide effective instruction,
- c. focus on continuous improvement and professional growth,
- d. interpersonal skills, and
- e. leadership skills;

6. An evidence-based qualitative assessment tool for the leader qualitative portion of the TLE that will include observable and measurable characteristics of personnel and site management practices that are correlated to student performance success, including, but not limited to:

- a. organizational and school management, including retention and development of effective teachers and dismissal of ineffective teachers,
- b. instructional leadership,
- c. professional growth and responsibility,
- d. interpersonal skills,
- e. leadership skills, and
- f. stakeholder perceptions;

7. For those teachers in grades and subjects for which there is no state-mandated testing measure to create a quantitative assessment for the quantitative portion of the TLE, the State Board of Education may adopt alternative percentages from those set forth in paragraph 4 of this subsection. Emphasis shall be placed on the observed qualitative assessment as well as contribution to the overall school academic growth; and

8. For first-year teachers, evaluations shall be based solely on qualitative components set forth in subparagraph b of paragraph 4 of this subsection and the State Board of Education shall adopt alternative percentages from those set forth in paragraph 4 of this subsection.

C. Career teachers receiving a "superior" or "highly effective" rating under the TLE may be evaluated once every two (2) years.

D. The Teacher and Leader Effectiveness Commission shall adopt the student academic growth and other academic measurement quantitative components of the TLE as provided for in subparagraph a of paragraph 4 of subsection B of Section 6-101.16 of this title by May 1, 2014. The Commission shall provide oversight and advise the State Board of Education on the development and implementation of the TLE.

E. A school district which has incorporated quantitative components of the TLE pursuant to subparagraphs b and c of paragraph 1 of subsection A of Section 2 of this act may continue using those quantitative components, as defined by the school districts' written policies, regardless of the State Board of Education's adoption of quantitative components pursuant to this section.

F. The State Department of Education shall provide to the Oklahoma State Regents for Higher Education and the Oklahoma Commission for Teacher Preparation timely electronic data linked to teachers and leaders derived from the TLE for purposes of providing a basis for the development of accountability and quality improvements of the teacher preparation system. The data shall be provided in a manner and at such times as agreed upon between the Department, the State Regents and the Commission.

G. For purposes of this section, "leader" means a principal, assistant principal or any other school administrator who is responsible for supervising classroom teachers.

H. The State Department of Education shall keep records of annual evaluations received pursuant to this section confidential. **(70-6-101.16)**

Section 230. Teacher and Leader Effectiveness Commission.

A. There is hereby created to continue until July 1, 2016, in accordance with the provisions of the Oklahoma Sunset Law, the Teacher and Leader Effectiveness Commission.

B. The membership of the Commission shall consist of:

1. The Superintendent of Public Instruction, or designee;
2. A member of the Senate, appointed by the President Pro Tempore of the Senate;
3. A member of the House of Representatives, appointed by the Speaker of the House of Representatives;
4. A member of the Senate, appointed by the Minority Leader of the Senate;
5. A member of the House of Representatives, appointed by the Minority Leader of the House of Representatives;
6. A representative from the Office of the Governor or the executive cabinet, appointed by the Governor;
7. The Executive Director of the Oklahoma Commission for Teacher Preparation, or designee;
8. A representative of a technology center school district, appointed by the Director of the Oklahoma Department of Career and Technology Education;
9. A representative of an institution within The Oklahoma State System of Higher Education, appointed by the Chancellor of Higher Education;
10. A representative of a statewide organization representing school district boards of education, appointed by the President Pro Tempore of the Senate;
11. A representative of a statewide organization representing public school superintendents, appointed by the Speaker of the House of Representatives;
12. A representative of a statewide organization representing business and education, appointed by the President Pro Tempore of the Senate;
13. An individual employed by a business or company located in this state, appointed by the Speaker of the House of Representatives;
14. Three (3) representatives, one (1) from each of the three (3) largest statewide organizations representing active public school teachers, appointed by the Governor;
15. A representative of a statewide parent-teacher organization, appointed by the Governor;
16. A representative of a philanthropic organization involved in education, appointed by the Governor; and
17. An individual involved in Science, Technology, Engineering and Mathematics (STEM) education, appointed by the Governor.

C. Initial appointments pursuant to the provisions of this section shall be made no later than August 1, 2010. Members shall serve at the pleasure of the appointing authority. Vacancies shall be filled by the original appointing authority. The State Superintendent of Public Instruction, or designee, shall serve as chair of the Commission. Members of the Commission shall select a vice-chair from the membership of the Commission. Meetings of the Commission shall be held at the call of the chair. A majority of the members of the Commission shall constitute a quorum for the transaction of any business.

D. Members of the Commission shall receive no compensation for serving on the Commission, but shall receive travel reimbursement as follows:

1. State employees who are members of the Commission shall be reimbursed for travel expenses incurred in the performance of their duties by their respective agencies in accordance with the State Travel Reimbursement Act;

2. Legislative members shall be reimbursed in accordance with Section 456 of Title 74 of the Oklahoma Statutes; and

3. All other members of the Commission shall be reimbursed by the State Department of Education for travel expenses incurred in the performance of their duties in accordance with the State Travel Reimbursement Act.

E. Staff support for the Commission shall be provided by the State Department of Education and the Oklahoma Commission for Teacher Preparation.

F. Members who serve on the Commission shall be exempt from the dual-office-holding prohibitions of Section 6 of Title 51 of the Oklahoma Statutes.

G. The Commission shall comply with the provisions of the Oklahoma Open Meeting Act and the Oklahoma Open Records Act.

H. The duties of the Commission, as specified in subsection I of this section, shall not be contingent upon the state being selected to receive or the state actually receiving any federal Race to the Top funding.

I. The Commission shall provide oversight and advise the State Board of Education on the development and implementation of the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as created in Section 6-101.16 of this title, including:

1. Making recommendations to the State Board regarding the development and implementation of the TLE prior to adoption of any permanent rules or policies by the State Board;

2. Regularly reviewing progress toward development and implementation of the quantitative and qualitative measures that comprise the TLE;

3. Regularly reviewing progress toward timely access to student growth data;

4. Regularly reviewing the correlation between the quantitative and qualitative scores and other data to ensure that the TLE is being implemented with validity and that evaluations of individuals conducted by school districts are meaningful and demonstrate that reasonable distinctions are being made relating to performance;

5. Assuring input and participation from teachers and leaders on the development and implementation of the TLE;

6. Gathering public comment on the development and effectiveness of the TLE; and

7. Assuring that the TLE is based on research-based national best practices and methodology.

J. The Commission shall issue a report by December 31 of each year and submit a copy of the report to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate. **(70-6-101.17)**

Section 233. Grounds for Dismissal or Nonreemployment of Teachers.

A. Subject to the provisions of the Teacher Due Process Act of 1990, a career teacher may be dismissed or not reemployed for:

1. Willful neglect of duty;
2. Repeated negligence in performance of duty;
3. Mental or physical abuse to a child;
4. Incompetency;
5. Instructional ineffectiveness;
6. Unsatisfactory teaching performance;
7. Commission of an act of moral turpitude; or
8. Abandonment of contract.

B. Subject to the provisions of the Teacher Due Process Act of 1990, a probationary teacher may be dismissed or not reemployed for cause.

C. Upon full implementation of the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6-101.10 of this title:

1. A career teacher who has been rated as "ineffective" as measured pursuant to the TLE as set forth in Section 6-101.16 of this title for two (2) consecutive school years shall be dismissed or not reemployed on the grounds of instructional ineffectiveness by the school district, subject to the provisions of the Teacher Due Process Act of 1990;
2. A career teacher who has been rated as "needs improvement" or lower pursuant to the TLE for three (3) consecutive school years shall be dismissed or not reemployed on the grounds of instructional ineffectiveness by the school district, subject to the provisions of the Teacher Due Process Act of 1990; and
3. A career teacher who has not averaged a rating of at least "effective" as measured pursuant to the TLE over a five-year period shall be dismissed or not reemployed on the grounds of instructional ineffectiveness by the school district, subject to the provisions of the Teacher Due Process Act of 1990.

D. Upon full implementation of the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6-101.10 of this title:

1. A probationary teacher who has been rated as "ineffective" as measured pursuant to the TLE for two (2) consecutive school years shall be dismissed or not reemployed by the school district subject to the provisions of the Teacher Due Process Act of 1990; and
2. A probationary teacher who has not attained career teacher status within a four-year period shall be dismissed or not reemployed by the school district, subject to the provisions of the Teacher Due Process Act of 1990.

E. A teacher shall be dismissed or not reemployed, unless a presidential or gubernatorial pardon has been issued, if during the term of employment the teacher is convicted in this state, the United States or another state of:

1. Any sex offense subject to the Sex Offenders Registration Act in this state or subject to another state's or the federal sex offender registration provisions; or
2. Any felony offense.

F. A teacher may be dismissed, refused employment or not reemployed after a finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties. As used in this subsection:

1. "Criminal sexual activity" means the commission of an act as defined in Section 886 of Title 21 of the Oklahoma Statutes, which is the act of sodomy; and
2. "Sexual misconduct" means the soliciting or imposing of criminal sexual activity.

G. As used in this section, "abandonment of contract" means the failure of a teacher to report at the beginning of the contract term or otherwise perform the duties of a contract of employment when the teacher has accepted other employment or is performing work for another employer that prevents the teacher from fulfilling the obligations of the contract of employment.

H. A school district shall notify the State Board of Education within ten (10) days of the dismissal or nonreemployment of a probationary or career teacher for reasons outlined in subsection F of this section. **(70-6-101.22)**

Section 235. Procedures for Administrator to Follow for Admonishment of Teacher.

A. Upon full implementation of the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6-101.10 of this title, when a teacher receives a rating as measured pursuant to the TLE as set forth in Section 6-101.16 of this title that may lead to a recommendation for the dismissal or nonreemployment of the teacher or when an administrator identifies poor performance or conduct that the administrator believes may lead to a recommendation for the dismissal or nonreemployment of the teacher, the administrator shall:

1. Admonish the teacher, in writing, and make a reasonable effort to assist the teacher in correcting the poor performance or conduct; and
2. Establish a reasonable time for improvement, not to exceed two (2) months, taking into consideration the rating on the evaluation or the nature and gravity of the performance or conduct.

B. If the teacher does not correct the poor performance or conduct cited in the admonition within the time specified, the administrator shall make a recommendation to the superintendent of the school district for the dismissal or nonreemployment of the teacher.

C. Whenever a member of the board of education, superintendent, or other administrator identifies poor performance or conduct that may lead to a recommendation for dismissal or nonreemployment of a teacher within the district, the administrator who has responsibility for evaluation of the teacher shall be informed, and that administrator shall comply with the procedures set forth in this section. If the administrator fails or refuses to admonish the teacher within ten (10) days after being so informed by the board, superintendent, or other administrator, such board, superintendent or other administrator shall admonish the teacher pursuant to the provisions of this section.

D. Repeated negligence in performance of duty, willful neglect of duty, incompetency, instructional ineffectiveness or unsatisfactory teaching performance, for a career teacher, or any cause related to inadequate teaching performance for a probationary teacher, shall not be a basis for a recommendation to dismiss or not reemploy a teacher unless and until the provisions of this section have been complied with. **(70-6-101.24)**

Section 240. Retention or Reassignment of Teachers.

Upon full implementation of the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6-101.10 of this title, the primary basis used in determining the retention or reassignment of affected teachers and administrators when a school district implements a reduction-in-force plan shall be the ratings of the teacher and administrators as measured pursuant to the TLE as set forth in Section 6-101.16 of this title. **(70-101.31)**

**Teacher and Leader Effectiveness Evaluation System (TLE) Policies
Related to the Five-Tier Rating System
Pursuant to 70 O.S. § 6-101.16
March 4, 2014**

**The adopted policy was recommended to the Oklahoma State Board of Education by the
TLE Commission pursuant to 70 O.S. § 6-101.17 on February 18, 2014.**

Adopted Policy #22: The Oklahoma State Board of Education set the following procedures for the TLE Composite Score for each teacher and leader as defined by 70 O.S. § 6-101.16:

- a. Retain the decimal place values (up to two decimal places) as established and provided by each component score until the end of the calculation;
- b. Combine the component scores for each teacher and leader by multiplying the Qualitative Component by 0.50, multiplying the Student Academic Growth Component by 0.35, multiplying the Other Academic Measure Component by 0.15, and then adding all three together;
- c. Establish the five-tier rating system for the TLE Composite Score as:
 - Superior: 4.80-5.00
 - Highly Effective: 3.80-4.79
 - Effective: 2.80-3.79
 - Needs Improvement: 1.80-2.79
 - Ineffective: 1.00-1.79

**Teacher and Leader Effectiveness Evaluation System (TLE) Policies
Related to Qualitative Component
Pursuant to 70 O.S. § 6-101.16
December 15, 2011**

Each adopted policy was recommended to the Oklahoma State Board of Education by the TLE Commission pursuant to 70 O.S. § 6-101.17 on December 5, 2011.

Adopted Policy Based on Recommendations #1a-f: The Oklahoma State Board of Education has approved certain frameworks for district selection both for Teacher and Leader Evaluation. A pilot program will be conducted over the next year (2012-2013) using the approved frameworks that are selected by each district. At the end of the pilot program, both the TLE Commission and the State Board of Education will be better able to evaluate each framework. Based on the TLE Commission's recommendations, the State Board of Education named the Tulsa TLE Observation and Evaluation System for the Teacher Training Evaluation and the McREL Principal Evaluation System for the Leadership Training Evaluation as the presumptive default frameworks. During the pilot program, the allocation of funds between approved frameworks will be supported by local funds or at the discretion of the Oklahoma Department of Education through a formula based on the districts' Average Daily Attendance. At the end of the pilot program, in one year, after further study and recommendations by the TLE Commission, the State Board of Education will adopt default frameworks.

Adopted Policy Based on Recommendation #1c: For the Teacher Evaluation System, the Oklahoma State Board of Education has named a limited number of frameworks that meet specific criteria, including all statutory requirements, for district selection. The following frameworks are included in the list of approved options: Danielson's Framework for Teaching, Marzano's Causal Teacher Evaluation Model, and Tulsa's TLE Observation and Evaluation System.

Adopted Policy Based on Recommendation #1f: For the Leader Evaluation System, the Oklahoma State Board of Education has named a limited number of frameworks that meet specific criteria, including all statutory requirements for district selection. The following frameworks are included in the list of approved options: McREL's Principal Evaluation System (pending correlation to statutory criteria) and Reeves's Leadership Performance Matrix (pending correlation to statutory criteria).

Adopted Policy #2: For both the Teacher Evaluation System and the Leader Evaluation System, any modifications to the default framework or other approved frameworks must be approved by the Oklahoma State Board of Education against a specific set of criteria, including all statutory requirements, based on impact to student learning.

**Teacher and Leader Effectiveness Evaluation System (TLE) Policies
Related to Other Academic Measures (OAM)
Pursuant to 70 O.S. § 6-101.16**

December 15, 2011

Each adopted policy was recommended to the Oklahoma State Board of Education by the TLE Commission pursuant to 70 O.S. § 6-101.17 on December 5, 2011.

Adopted Recommendation #5: In regards to the fifteen percentage points based on other academic measures, the Oklahoma State Board of Education approves conducting further study of best practices across the country as well as inviting Oklahoma educators to provide input to develop a list of appropriate measures for Oklahoma.

December 19, 2012

Each adopted policy was recommended to the Oklahoma State Board of Education by the TLE Commission pursuant to 70 O.S. § 6-101.17 on December 11, 2012.

The attached brochure includes policies for OAMs based on recommendations #6-11 of the TLE Commission.



**TEACHER
& LEADER
EFFECTIVENESS**

TLE

OTHER ACADEMIC MEASURES
ADOPTED POLICIES FOR THE IMPLEMENTATION OF TLE



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■ Teacher & Leader Effectiveness: Other Academic Measures

Adopted Definition (#6A)

Other Academic Measures are additional alternative instruments ensuring a robust teacher evaluation, capturing unique facets of effective teaching, and reflecting student academic performance impacted by the teacher.

Adopted Definition (#6B)

Other Academic Measures are additional alternative instruments ensuring a robust leader evaluation, capturing unique facets of effective leadership, and reflecting student academic performance impacted by the leader.

Adopted Requirement (#7A)

The teacher will make the annual selection of the Other Academic Measure from a list approved by the Oklahoma State Board of Education that has also been approved by the local board of education so that each teacher has at least two options that are grade level appropriate.

Adopted Requirement (#7B)

The leader will make the annual selection of the Other Academic Measure from a list approved by the Oklahoma State Board of Education that has also been approved by the local board of education so that each leader has at least two options that are grade level appropriate.

Adopted List (#8)

Other Academic Measures List (see page 5).

Adopted Requirement (#9)

District OAM policies must:

1. Follow the guidelines adopted by the Oklahoma State Board of Education based on recommendations of the TLE Commission.
2. Only allow for use of OAMs that meet the definition adopted by the Oklahoma State Board of Education based on recommendations of the TLE Commission.
3. Require teachers and leaders to select an OAM that is relevant to the job duties of those educators and can provide actionable feedback.
4. If there are at least two options of OAMs listed on the Approved Other Academic Measures List that are relevant to the job duties of a teacher or leader, that educator must select one of the options on the list. If there are not at least two options of OAMs listed on the Approved Other Academic Measures List that are relevant to the job duties of a teacher or leader, the local school board must provide at least two relevant options that meet the definition of Other Academic Measure adopted by the Oklahoma State Board of Education.
5. Create an OAM evaluation rating for each teacher and each leader on a 5-point scale, where 5 is Superior, 4 is Highly Effective, 3 is Effective, 2 is Needs Improvement, and 1 is Ineffective.

OTHER ACADEMIC MEASURES

On December 19, 2012, the Oklahoma State Board of Education adopted policies recommended to them by the TLE Commission concerning Other Academic Measures which will comprise fifteen percent of teachers' total evaluation score under the TLE system. Other Academic Measures are additional alternative instruments ensuring a robust evaluation. They capture unique facets of effective teaching, reflect student academic performance impacted by the teacher, and are specific to teachers' job assignments. A Working Group which included both educators and stakeholders collaborated, evaluated, and synthesized both the approved list of Other Academic Measures and recommendations to the TLE Commission. The professional expertise the Working Group provided is greatly appreciated by the TLE Commission, State Board of Education, and the State Department of Education.

Please note that all information included in this document should be implemented by LEAs with fidelity as Other Academic Measures are a statutory requirement of the Teacher & Leader Effectiveness system in the state of Oklahoma.

Adopted Recommendation (#10)

The following suggestions are provided to give guidance to districts in the establishment of policies related to OAMs:

1. Districts may consult with a consortium of districts (such as their local REAC³H Network) or regional committees to provide consistency from district to district on the development and implementation of local OAM policies.
2. District OAM evaluation policies should consider the following:
 - a. Determining timelines and processes for selection of OAMs, end of year scoring of OAMs, and inclusion of OAM results into the final evaluation score. (Recommended procedures for this component are provided as Recommendation #11. Some of the language used throughout this section is based on the recommended procedures and may not be relevant to all district OAM policies.)
 - b. Offering as many OAM choices as possible to teachers and leaders, ensuring that no fewer than two appropriate options are available for each teacher or leader. (For teachers and leaders of multiple subjects and/or multiple grade levels, a total of at least two OAM options must be available. It is not the intent of the TLE Commission that teachers and leaders have at least two options available for each subject and/or grade level taught. Nor is it the intent of the TLE Commission that teachers and leaders of multiple subjects and/or multiple grades would be required to select an OAM for each subject or grade taught.)
 - c. Determining whether a teacher or leader may select more than one OAM. If a district policy allows for more than one OAM, the policy will also need to include how the multiple measures will result in an OAM evaluation rating of 1-5. It is suggested that no more than two OAMs be chosen in a given year by a teacher or leader, and that if two are chosen that the scores attained be averaged together.
 - d. Allowing those teachers who receive an individual Value Added Model (VAM) score because they teach in a grade and subject that has state tests used for calculating individual VAM scores to substitute their VAM score (on a 5-point scale) for the OAM if they choose.

- e. Establishing a process for teachers and leaders to collaboratively develop SMART goals and 5-point rating scales with peers.
- f. Establishing a mediation process in the cases where teachers or leaders and their respective evaluators cannot agree on a SMART goal or 5-point rating scale.
- g. Providing processes for teachers or leaders who encounter extenuating circumstances (such as extended illness, acceptance of a student teacher, natural disaster, flu epidemic, or those situations that materially impact the achievement of the teacher or leader's students) after initial agreement of SMART goals and 5-point rating scales. This process might include development of a high quality reflective analysis of their student performance and factors that contributed to the teacher or leader's inability to reach expected targets.

Adopted Recommendation (#11)

Recommended Procedures for Evaluation Processes Discussed in Recommendation #10, Section 2.a

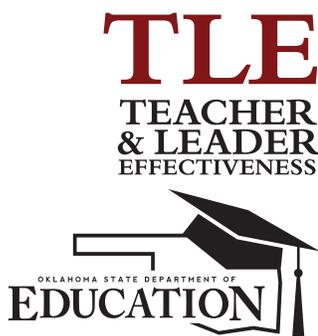
1. During the first nine weeks of school, each teacher and each leader shall do each of the following:
 - a. Determine an academic area of focus for the teacher or leader's students that will guide the OAM for the teacher or leader.
 - b. Administer a pre-assessment or locate data that can be used as a pre-assessment of the academic area of focus.
 - c. Select an OAM that will be used to measure the performance of the academic area of focus at the end of the year (or after instruction for the academic area of focus is complete). See "Approved Other Academic Measures List."
 - d. Establish a SMART goal for the academic area of focus as measured by the OAM. SMART goals are Specific, Measurable, Attainable and Ambitious, Results-driven, and Time-bound. SMART goals should be established based on pre-assessment data.
 - e. Establish a 5-point rating scale for the SMART goal, where 5 is Superior, 4 is Highly Effective, 3 is Effective, 2 is Needs Improvement, and 1 is Ineffective.
 - f. By way of signature, receive agreement from the evaluator on the SMART goal and 5-point rating scale. Additional consultation may be necessary in order to reach agreement.

2. At the end of the school year (or after instruction for the academic area of focus is complete), all teachers and leaders shall consult with their respective evaluators to determine if the SMART goal was reached and what score will be assigned based on the previously agreed upon 5-point rating scale for the OAM. Documentation of student performance should be provided.
3. Because the results of many OAMs are unavailable until after evaluations must be completed for re-employment decisions, OAM results will be calculated as 15% of teacher and leader evaluations during the year following their attainment.
- d. Examples of “SMART goals for the academic area of focus” include but are not limited to:
- All students below proficient on the state math test will improve scores by one performance level, and all students scoring proficient or advanced will remain above proficient or improve by one performance level.
 - 95% of students will reach grade level on the state reading test.
 - Scores of a 3, 4, or 5 on the U.S. History Advanced Placement exam will increase by 20%.
 - Students will earn the highest score possible on site-reading at contest from at least one judge.
- e. Examples of “5-point rating scales for the SMART goals” include but are not limited to:

Examples of Terms and Processes

Described in Section 1.a through 1.f

- a. Examples of “academic areas of focus” include but are not limited to:
- Mathematical problem solving skills.
 - Reading on grade level.
 - Reading sight-music fluently.
 - Understanding verb conjugation in world languages.
- b. Examples of “pre-assessments of the academic area of focus” include but are not limited to:
- Fourth grade state math test scores of current fifth grade students
 - Student results from reading screener administered in the first weeks of school
 - Beginning of year benchmark (baseline) assessments
 - Selections from “Approved Other Academic Measures List”
- c. Examples of “Other Academic Measures” are provided in “Approved Other Academic Measures List.”
- 5 – 100% of students score Proficient or Advanced
 4 – 95% of students score Proficient or Advanced
 3 – 90% of students score Proficient or Advanced
 2 – 75% of students score Proficient or Advanced
 1 – less than 75% of students score Proficient or Advanced
- SMART goal: 15% more students will pass the _____ (off the shelf assessment) for eighth grade this year than passed the same assessment for seventh grade last year.
- 5 – 20% increase in passing rate
 4 – 15% increase in passing rate
 3 – 10% increase in passing rate
 2 – 5% increase in passing rate
 1 – less than 5% increase in passing rate



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■ Approved Other Academic Measures List

The measures listed below are approved for the Other Academic Measures (OAMs) component of the TLE System. Districts have discretion to allow additional OAMs for teachers and leaders for whom there are not at least two options on the approved list that are relevant to their job duties and provide actionable feedback, as long as the additional OAMs meet the definition of Other Academic Measure approved by the Oklahoma State Board of Education based on the recommendations of the TLE Commission.

Category of Measure	Approved Measures	Examples of Possible 5-Tier Rating Scales
State Assessments	<ul style="list-style-type: none"> • End of Instruction (EOI) • Oklahoma Core Curriculum Tests (OCCT) • Oklahoma Alternate Assessment Program (OAAP) 	<p>5 – 95% proficient or advanced 4 – 85% proficient or advanced 3 – 75% proficient or advanced 2 – 65% proficient or advanced 1 – less than 65% proficient or advanced</p> <p>5 – 20% increase in student proficiency 4 – 15% increase in student proficiency 3 – 10% increase in student proficiency 2 – 5% increase in student proficiency 1 – less than 5% increase in student proficiency</p>
Value-Added Model (VAM) Score (If one of these components is used for the 35% Student Academic Growth component for the teacher or leader, it cannot be selected as the 15% Other Academic Measure unless the teacher has an Individual VAM score used for the 35% Student Academic Growth.)	<ul style="list-style-type: none"> • School-wide VAM (All subjects) • School-wide VAM (Literacy and Numeracy) • School-wide VAM (Literacy) • School-wide VAM (Numeracy) • Individual VAM 	<p>5 – 5 on School-Wide Value Added Score 4 – 4 on School-Wide Value Added Score 3 – 3 on School-Wide Value Added Score 2 – 2 on School-Wide Value Added Score 1 – 1 on School-Wide Value Added Score</p>
“Off the Shelf” Assessments – Assessments commonly used throughout the state and/or nationally.	<ul style="list-style-type: none"> • Advanced Placement (AP)/International Baccalaureate (IB) Exams • Assessments on the ACE Alternate Test List • BEAR/DIBELS/Literacy First • Computer Generated Assessments • EXPLORE/PLAN/ACT/WorkKeys • Industry Recognized Certification Exams • NWEA MAP Tests • SAT/PSAT • Star Reading/Star Math • Test of English as a Foreign Language (TOEFL) • Other state or nationally available assessments that generate student scores automatically (In other words, the cut scores are consistent across all districts and states.) 	<p>5 – 100% on grade level 4 – 90% on grade level 3 – 80% on grade level 2 – 70% on grade level 1 – less than 70% on grade level</p> <p>5 – 20% increase in passing rate 4 – 15% increase in passing rate 3 – 10% increase in passing rate 2 – 5% increase in passing rate 1 – less than 5% increase in passing rate</p>

Category of Measure	Approved Measures	Examples of Possible 5-Tier Rating Scales
A-F Report Card Components	<ul style="list-style-type: none"> • Overall School Grade or GPA • Student Academic Performance Grade • Student Growth Grade • Whole School Performance Grade • Any A-F Report Card Component (e.g., Graduation Rate, Bottom 25% Growth) 	<p>5 – A on an individual component 4 – B on an individual component 3 – C on an individual component 2 – D on an individual component 1 – F on an individual component</p> <p>5 – Improvement of GPA by one point 4 – Improvement of GPA by one-half point 3 – Improvement of GPA by one-quarter point 2 – Same GPA 1 – Lowered GPA</p>
Surveys	<ul style="list-style-type: none"> • Gallup Student Poll • Tripod Student Perception Survey 	<p>5 – 90% approval rating with 75% response rate 4 – 80% approval rating with 75% response rate 3 – 70% approval rating with 75% response rate or 80% approval rating with 50% response rate 2 – 60% approval rating with 75% response rate or 70% approval rating with 50% response rate 1 – Less than 60% approval rating with 75% response rate or less than 70% approval rating with 50% response rate</p>
Student Competition	<ul style="list-style-type: none"> • National, State, Area, or Regional Competitions (Sponsored or OSSAA or similar organization) • Robotics Competitions • State Science Fair 	<p>5 – 1st or 2nd place in area competition 4 – 3rd or 4th place in area competition 3 – 1st or 2nd place in regional competition 2 – Invitation to regional competition 1 – No invitation to regional competition</p> <p>5 – 20% increase in students who qualify to compete 4 – 15% increase in students who qualify to compete 3 – 10% increase in students who qualify to compete 2 – 5% increase in students who qualify to compete 1 – less than 5% increase in students who qualify to compete</p>
Miscellaneous	<ul style="list-style-type: none"> • IEP Goal Attainment • LinguaFolio® • Service Learning Project Portfolios • Student Community Service Project Portfolios • Teacher/Leader Portfolios • Third Grade Promotion • State-, District- and/or Consortium-Developed Benchmark Assessments 	<p>5 – 100% of Students Meeting All IEP Goals 4 – 90% of Students Meeting All IEP Goals 3 – 80% of Students Meeting All IEP Goals 2 – 70% of Students Meeting All IEP Goals 1 – Less than 70% of Students Meeting All IEP Goals</p> <p>Each measure in the Miscellaneous Category is unique; therefore, it is not possible to give examples of 5-tier rating scales for each measure. Locally- or regionally-developed rubrics may be needed to establish 5-point rating scales for some of these measures. To the degree possible, the State Department of Education will work with district representatives to develop state models of rubrics and rating scales for these measures.</p>

Other Academic Measure Sample Worksheet Based on Recommended Procedures

TEACHER/LEADER'S NAME

POSITION

SCHOOL YEAR

SCHOOL DISTRICT

SCHOOL

PART A: To be completed within the first nine-weeks of school or as set by district policy.

STEP 1: Identify an Academic Area of focus

STEP 2: Identify the Pre-Assessment chosen and results of the Pre-Assessment

STEP 3: Select an Other Academic Measure

Check One

(or more than one if allowed by district policy)

Identify Specific Selection

 State Assessments

 Value-Added Model (VAM) score

 "Off the Shelf" Assessments

 A-F Report Card Components

 Surveys

 Student Competition

 Miscellaneous

 Other (Only allowable if there are not two options on the Approved OAM List that are relevant to the job duties of the educator)

STEP 4: Establish a SMART Goal

STEP 5: Establish a 5-Point Rating Scale

5

4

3

2

1

DATE COMPLETED

EDUCATOR'S SIGNATURE*

ADMINISTRATOR'S SIGNATURE*

* Signatures indicate that the educator and administrator agree to the goal and 5-point rating scale that will be used in the final evaluation.

PART B: To be completed at the end of the school year or after instruction in the academic area of focus is complete.

STEP 6: Evaluation

OAM Rating Score

Evidence or Comments

DATE COMPLETED

EDUCATOR'S SIGNATURE*

ADMINISTRATOR'S SIGNATURE*

* Signatures indicate that the educator and administrator agree to the factual findings of the rating assigned.

■ Frequently Asked Questions

When will Other Academic Measures become part of teachers' evaluation scores?

State statute requires all districts to participate in a no-stakes pilot OAM collection in 2013-2014. In 2014-2015, all teachers and leaders will collect OAM data to be included as 15% of their final evaluation scores in 2015-2016.

Why is there a year lag between the time Other Academic Measures are collected at the site level and when they are calculated as part of teachers' final evaluation scores?

Because many of the approved Other Academic Measures include benchmarks, state exams, and even value added scores, much of the data used to evaluate a teachers' effectiveness using Other Academic Measures is not available until late spring/early summer, after site evaluations have been completed. Therefore, a one-year lag between collecting data for the quantitative portion of the TLE system, including Other Academic Measures, and using that data as part of teacher evaluation scores will always exist.

When should local school boards begin adopting policies for Other Academic Measures?

The collection of Other Academic Measures will occur in the 2013-2014 school year for pilot purposes. The Oklahoma State Department of Education strongly suggests that local boards begin to adopt policies regarding Other Academic Measures in the spring of 2013. School districts and school boards should work closely with educators from their district to develop policies.

If there are at least two approved Other Academic Measures on the State Board approved list, may a local school board adopt additional academic measures for the teacher to use as part of his/her evaluation?

No. If there are two OAMs on the approved list that apply to a teacher's specific job assignment, the teacher must choose an OAM from the approved list. School boards may only adopt additional OAMs if there are not two measures that apply to specific teachers on the State Board approved list of Other Academic Measures. Please refer to recommendations #6a – # 11 for additional questions regarding the adoption of additional OAMs.

Will all teachers and leaders with the same job description have the same OAM?

Not necessarily. Each teacher and leader will select an OAM that is relevant to his/her job duties. Teachers or leaders who have the same job description may choose to use the same OAM with the same SMART goals, but they are not required to do so.

How will Other Academic Measures data be collected and reported to the OSDE?

The Oklahoma State Department of Education is currently partnering with Office of Management and Enterprise Services (OMES) to develop a data application which will allow administrators to enter qualitative and OAM scores electronically. More information regarding reporting will be given to you as soon as it is available.

**Teacher and Leader Effectiveness Evaluation System (TLE) Policies
Related to the Value-Added Model Pilot
Pursuant to 70 O.S. § 6-101.16**

December 15, 2011

Each adopted policy was recommended to the Oklahoma State Board of Education by the TLE Commission pursuant to 70 O.S. § 6-101.17 on December 5, 2011.

Adopted Policy #3a: In regards to the quantitative portion of the Teacher and Leader Evaluation System, the Oklahoma State Board of Education approves using a Value Added Model in calculating the thirty-five percentage points attributed to student academic growth using multiple years of standardized test data for those teachers in grades and subjects for which multiple years of standardized test data exist.

Adopted Policy #3b: In regards to the quantitative portion of the Teacher and Leader Evaluation System, the Oklahoma State Board of Education approves using a Value Added Model in calculating the thirty-five percentage points attributed to student academic growth using multiple years of standardized test data for those leaders of buildings containing grades and subjects for which multiple years of standardized test data exist.

December 19, 2013

Each adopted policy was recommended to the Oklahoma State Board of Education by the TLE Commission pursuant to 70 O.S. § 6-101.17 on December 17, 2013.

Adopted Policy #12: For the Value-Added Pilot Years based on student assessment data in the 2012-2013 school year and 2013-2014 school year, the Oklahoma State Board of Education will prepare and distribute value-added reports:

- a. For teachers of reading and mathematics in grades 4-8;
- b. For teachers of Algebra I, Algebra II, Geometry, and English III; and
- c. For schools and districts that have any of the above mentioned subjects.

Adopted Policy #13: For the Value-Added Pilot Years based on student assessment data in the 2012-2013 school year and 2013-2014 school year, the Oklahoma State Board of Education will prepare and distribute value-added reports:

- a. That account for student characteristics (to be identified in January 2014);
- b. That do not account for classroom characteristics; and
- c. That do not account for school nor district characteristics.

Adopted Policy #14: For the Value-Added Pilot Years based on student assessment data in the 2012-2013 school year and 2013-2014 school year, the Oklahoma State Board of Education will prepare and distribute value-added reports:

- a. That provide value-added results converted to the TLE Component Scale of 1-5;
- b. Where the TLE Component Scale includes one decimal place value;

- c. That combine multiple subjects taught by the same teacher or leader using a weighted average based on the number of students taught in each subject;
- d. Where the average teacher receives a 3.0 on the TLE Component Scale;
- e. That set 1.0 equivalent to two standard deviations below the mean; and
- f. That set 5.0 equivalent to two standard deviations above the mean.

Adopted Policy #15: For the Value-Added Pilot Years based on student assessment data in the 2012-2013 school year and 2013-2014 school year, the Oklahoma State Board of Education will conduct research on as many combinations of grades, subjects, characteristics, scores, and scale conversations as possible within the current contract for development and research. Results of this research should be shared with the TLE Commission in order to make additional recommendations regarding modifications to the pilot years' model prior to full implementation of the TLE.

Adopted Policy #16: For the Value-Added Pilot Years based on student assessment data in the 2012-2013 school year and 2013-2014 school year, the Oklahoma State Board of Education will conduct as much research as possible within the current contract for development and research on the effects of the End-of-Instruction test exemption provided to certain students pursuant to 70 O.S. § 1210.523(D)(3) and (4). Results of this research should be shared with the TLE Commission in order to make additional recommendations regarding modifications to the pilot years' model prior to full implementation of the TLE.

Adopted Policy #17: Because the TLE Commission and Oklahoma State Board of Education consider all data collected and created during the Value-Added Pilot Years, whether for informational or research purposes, to be part of the process of development and implementation of the TLE Evaluation System, the Oklahoma State Board of Education will require that identifiable data collected to produce aggregate reports be accessible only to authorized employees and contractors of the OSDE solely for the purpose of creating reports for the TLE Commission, the State Board of Education, and other decision-making bodies with authority over TLE, or for providing information to the individual and his/her supervisor(s). To ensure that identifiable data/records of evaluations received by the Department for purposes of TLE development remain confidential, the Legislature amended 70 O.S. 6-101.16 to exempt evaluation data from release under the Open Records Act. As such, the Department will not release records or data related to annual evaluations.

January 23, 2014

Each adopted policy was recommended to the Oklahoma State Board of Education by the TLE Commission pursuant to 70 O.S. § 6-101.17 on January 21, 2014.

Adopted Policy #18: For the Value-Added Pilot Years based on student assessment data in the 2012-2013 school year and 2013-2014 school year, the Oklahoma State Board of Education will prepare and distribute value-added reports that account for the following student characteristics:

- d. Prior achievement in math, reading, and science for up to two years;
- e. Eligible for free or reduced-price lunch;
- f. English-language learner status;
- g. Special education status;

- h. Attendance from previous year;
- i. Student mobility;
- j. Race/ethnicity; and
- k. Gender.

Adopted Policy #19: For the Value-Added Pilot Years based on student assessment data in the 2012-2013 school year and 2013-2014 school year, the Oklahoma State Board of Education will prepare and distribute value-added reports for teachers and leaders who are linked to a minimum of 10 students who are eligible to be included in the value-added model.

Adopted Policy #20: For the Value-Added Pilot Years based on student assessment data in the 2012-2013 school year and 2013-2014 school year, the Oklahoma State Board of Education will prepare and distribute value-added reports that do not include students with OMAAP or OAAP scores for prior or current assessments.

Adopted Policy #21: For the Value-Added Pilot Years based on student assessment data in the 2012-2013 school year and 2013-2014 school year, the Oklahoma State Board of Education will prepare and distribute value-added reports that do not include students who are repeating the current grade/course.

**Teacher and Leader Effectiveness Evaluation System (TLE) Policies
Related to Student Academic Growth Component for
Teachers of Non-Tested Grades and Subjects (NTSG)
Pursuant to 70 O.S. § 6-101.16**

December 15, 2011

Each adopted policy was recommended to the Oklahoma State Board of Education by the TLE Commission pursuant to 70 O.S. § 6-101.17 on December 5, 2011.

Adopted Recommendation #4: In addressing those teachers and leaders in grades and subjects for which there is no state-mandated testing measure to create a quantitative assessment, the Oklahoma State Board of Education approves conducting more research to determine the appropriate measure(s) of student achievement taking into account a combination of multiple measures and including teacher, leader, and specialist input.

March 4, 2014

Each adopted policy was recommended to the Oklahoma State Board of Education by the TLE Commission pursuant to 70 O.S. § 6-101.17 on February 18, 2014.

Adopted Policy #23: The Oklahoma State Board of Education adopted a Student Learning Objective/Student Outcome Objective (SLO/SOO) structure for the Student Academic Growth Component of the TLE for teachers and leaders of non-tested grades and subjects. The structure includes required components to address each of the following essential questions:

1. What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?
2. Where are my students now (at the beginning of instruction) with respect to the objective?
3. Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?
4. How will they demonstrate their knowledge/skill(s) at the end of interval of instruction?

Adopted Policy #24: The Oklahoma State Board of Education requires districts to develop Student Academic Growth policies as described below.

District Student Academic Growth policies must:

1. Follow the guidelines adopted by the Oklahoma State Board of Education.
2. Require that each teacher and each leader for whom a Value Added Result is available use the Value Added Result as their Student Academic Growth Component.
3. Require that each teacher and each leader for whom a Value Added Result is not available use an SLO/SOO as their Student Academic Growth Component.
 - a. Require that each teacher and each leader's SLO/SOO include all required components to address each of the essential questions as adopted by the Oklahoma State Board of Education.

- b. Require that each teacher and each leader's SLO/SOO be developed based on training provided by or approved by the Oklahoma State Department of Education.
- c. Only allow for use of SLOs/SOOs that demonstrate Student Academic Growth impacted by the teacher or leader in order to provide actionable feedback that the teacher or leader can use to improve student experiences.
- d. Address the process used to develop and approve the SLO/SOO for each teacher and each leader, including required and optional stakeholder involvement, timelines, and criteria.
- e. Create an SLO/SOO evaluation rating for each teacher and each leader on a scale from 1.00-5.00, including two decimal places.

Adopted Policy #25: The Oklahoma State Board of Education will continue to convene groups of stakeholders, including teachers and administrators of non-tested grades and subjects, in order to develop recommended practices for a variety of content areas and teacher/leader types. Recommended practices developed by these groups might include such things as example SLOs/SOOs; suggested assessments/measures/tools for students to demonstrate their knowledge and skills; and/or identification of the most important knowledge/skill(s) for particular grades and subjects.