

Oklahoma: 2013 Accountability Profile

What new performance goal did Oklahoma adopt after receiving waivers to *No Child Left Behind* provisions?

Performance Goal ➤	For all students to graduate from high school college-, career- and citizen-ready by 2020
Grade Level	Measures (Approved for 2013)
Elementary	State assessments: reading, mathematics (all grades), science, social studies, writing (grade 5) School improvement factors: attendance rates, school culture indicators, etc.
Middle Grades	State assessments: reading, mathematics (all grades), geography (grade 7), science, U.S. history, writing (grade 8) School improvement factors: attendance rates, school culture indicators, etc.
High	End-of-course exams: Algebra I, Algebra II, biology, English II, English III, geometry, U.S. history College-and career-readiness: SAT, ACT, Advanced Placement exams School improvement factors: high school graduation rates, etc.

How will Oklahoma measure school performance and student progress after receiving waivers?

Oklahoma replaced *NCLB*'s adequate yearly progress system (AYP) with an A-to-F School Grading System. Schools receive a letter grade of A, B, C, D or F in each of the following four categories: overall achievement on all state assessments, progress/growth in reading and math for all students, progress/growth in reading and math for the lowest-performing 25 percent of students, and whole school performance. Points are awarded for the letter grade in each category: an A is 4 points, B is 3 points, C is 2 points, D is 1 point, and an F is zero points. Point values are combined to produce an overall school grade and grade-point average.

In addition to its school grades system, Oklahoma also will track student progress by setting annual targets based on three performance indexes: the Math Index, Reading Index and School Indicator Index. (For elementary and middle grades, the school indicator is attendance; for high schools, it is the graduation rate).

Oklahoma's A-F School Grading System, 2013

SAMPLE School Grade Calculation				
Category	Letter Grade	Point Value	Weight in Overall Grade	Weighted Points
Overall Achievement	C	2	33%	.66
Student Growth – Reading and Math	C	2	17%	.34
Bottom 25% Growth – Reading and Math	B	3	17%	.51
Whole School Performance	B	3	33%	.99
Overall GPA				2.5
Overall Letter Grade				C

Source: Oklahoma ESEA Flexibility Request – <http://www2.ed.gov/policy/eseaflex/approved-requests/ok-amendment.pdf>.

How will Oklahoma identify schools in its school accountability system, using the *Reward, Focus and Priority School* labels?

In addition to Reward, Focus and Priority Schools, Oklahoma created a fourth accountability category called Targeted Intervention Schools. Both Title I schools¹ and non-Title I schools are eligible for all accountability categories. Keeping with the principles of flexibility, Oklahoma developed separate criteria for identifying schools and differentiated levels of state intervention.

Category	Entrance Criteria	Interventions	Exit Criteria
Reward ²	Title I or non-Title I schools with a letter grade of A and any school identified as high-progress or high-performing, using methodology outlined for 2011	Public recognition and financial rewards	Identified annually
Focus	Title I or non-Title I schools with: <ul style="list-style-type: none"> • lowest performance for students with disabilities, English-language learners or black student groups • a high school graduation rate below 60 percent for three consecutive years (and not already identified as Priority School), or • the lowest high school graduation rates for student groups 	Customized interventions aligned to needs assessment	Schools are required to: <ul style="list-style-type: none"> • no longer meet the criteria for Focus School status, and • meet annual targets for students groups whose performance identified the school as a Focus School for two years.
Priority	Title I or non-Title I schools with a letter grade of F and any school identified as lowest-performing, using methodology outlined for 2011	Customized interventions aligned to turnaround principles Local agencies that lack capacity to improve Priority Schools will turn over those schools to state-run C ³ schools.	Schools are required to: <ul style="list-style-type: none"> • earn an A, B or C letter grade • no longer have school performance in the bottom 5 percent, and • have a graduation rate above 60 percent for at least three years.
Targeted Intervention Schools	Title I or non-Title I schools with a letter grade of D and not already identified as a Priority School	Customized interventions aligned to turnaround principles	Schools are required to no longer meet the criteria for Targeted Intervention status.

Notes: ¹Title I schools are those that receive federal monies to serve a large population of students from low-income families. ²A school currently operating under a federal Student Improvement Grant (SIG) cannot be identified as a Reward School.

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