

as of 06/11/08 at 8:00 a.m.

Consolidated State Application Accountability Workbook

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**

Revised: June 2008



**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**

Instructions for Completing Consolidated State Application Accountability Workbook

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

Transmittal Instructions

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.

- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).

- W:** State is still working on formulating a policy to implement this element in its accountability system.

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Summary of Implementation Status for Required Elements of State Accountability Systems

Status	State Accountability System Element
Principle 1: All Schools	
F	1.1 Accountability system includes <i>all schools and districts in the state</i> .
F	1.2 Accountability system holds <i>all schools to the same criteria</i> .
F	1.3 Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4 Accountability system provides <i>information in a timely manner</i> .
F	1.5 Accountability system includes <i>report cards</i> .
F	1.6 Accountability system includes <i>rewards and sanctions</i> .
Principle 2: All Students	
F	2.1 The accountability system includes <i>all students</i>
F	2.2 The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3 The accountability system properly includes <i>mobile students</i> .
Principle 3: Method of AYP Determinations	
F	3.1 Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
F	3.2 Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a Accountability system establishes a <i>starting point</i> .
F	3.2b Accountability system establishes <i>statewide annual measurable objectives</i> .
F	3.2c Accountability system establishes <i>intermediate goals</i> .
Principle 4: Annual Decisions	
F	4.1 The accountability system <i>determines annually the progress</i> of schools and districts.

STATUS Legend:

- F – Final state policy
- P – Proposed policy, awaiting State approval
- W – Working to formulate policy

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Principle 5: Subgroup Accountability

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
F	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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Principle 7: Additional Indicators

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

- F – Final policy
- P – Proposed Policy, awaiting State approval
- W– Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> • The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2). 	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System, the Academic Performance Index (API).

The State has a definition of “public school” and “LEA” for AYP accountability purposes.

The State Accountability System produces AYP decisions via the API for all public schools, including public schools with variant grade configuration (e.g., K-12), public schools serving special populations (e.g., alternative public schools, juvenile institutions, and those that are served by public schools and public charter schools). It also holds accountable public schools with no grades assessed (e.g., K-2).

By State statute the state schools for the blind and the deaf are not included as part of the public schools for the state of Oklahoma. These schools are, by statute, exempt from the Oklahoma School Testing Program (OSTP).

The API is calculated annually for each school and LEA. API scores for schools with no grade levels assessed will be calculated as follows: Schools with grade spans of K-2 (or any combination of these grade levels) will share the overall district’s Grade 3 scores; High Schools with split grade spans such as 9, 9-10, or 11-12 will share data as appropriate, according to cohort groups.

**Oklahoma law, 70 O.S. §3-150*

**Oklahoma law and the Oklahoma Administrative Code may be accessed at www.sde.state.ok.us*

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?</p>	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	<p>Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>The AYP definition is integrated into the State Accountability System. The Oklahoma State Department of Education uses interim components of the API to determine whether or not schools are making AYP by meeting targets in order to achieve 100% proficiency by 2013-2014. All public schools and LEAs will be systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>For schools and LEA's that do not have sufficient enrollment to produce valid and reliable accountability results the following guidelines will be used:</p> <ul style="list-style-type: none"> Schools/LEA's will be evaluated based on their own performance data to the extent possible by applying 95% confidence intervals. 		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.3 Does the State have, at a minimum, a definition of <i>basic</i>, <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?</p>	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.¹</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	<p>Standards do not meet the legislated requirements.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

¹ System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

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Oklahoma state law states that the results of all state standards-based criterion-referenced achievement tests will be reported in terms of four student achievement performance levels. These are: unsatisfactory, limited knowledge, satisfactory, and advanced. The student performance levels of satisfactory and advanced determine how well students are mastering the materials in Oklahoma’s state academic content standards; and the limited knowledge level of achievement provides complete information about the progress of lower-achieving students toward mastering the satisfactory and advanced levels. Therefore satisfactory and advanced are the levels used for determining proficiency and above in AYP decisions.

The descriptors for each of these student achievement performance levels in reading and math at Grades 3-8, and high school can be accessed at www.sde.state.ok.us/AcctAssess Core Curriculum Tests – Performance Level Descriptors.

The State Board of Education has approved the existing performance level descriptors. Board minutes are available in the Student Assessment office of the OSDE. Oklahoma law, 70 O.S. §1210.541 establishes four performance levels.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?</p>	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	<p>Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

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Before being identified for school improvement, schools/LEAs will be allowed ample time to review all data used in the State’s determination of AYP. Data used in determination of AYP is provided to schools by at least July 1 for each year. Preliminary Accountability Data Reports are then issued by the beginning of August. After receiving Preliminary Accountability Data Reports, schools/LEAs may again review data, make any corrections and/or appeals, and receive final AYP determinations in time to notify parents about required services.

Schools/LEAs receive Grades 3-8 assessment results for all subjects by June 1* of every year, and End-of-Instruction results by July 1. (Results for any tests implemented in the future will be distributed according to the same timeline.) Audited attendance information is available by June of each year and final graduation rates, reviewed extensively by school personnel prior to release, are reported in January. At the time of receipt of each data report, schools are encouraged to review the information carefully and report any errors or concerns to appropriate SDE personnel, who will make any necessary amendments to the data. Next, at the beginning of August, this data is compiled into Accountability Data Reports with API calculations, and Preliminary Accountability Data Reports are distributed to schools/LEAs along with AYP determinations.

Schools/LEAs reanalyze the data contained in these reports, report any further errors or process any appeals, and the State makes final AYP determinations within 30 days of the distribution of the Preliminary Accountability Data Reports in accordance with NCLB requirements.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.5 Does the State Accountability System produce an annual State Report Card?</p>	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>

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	academic indicators (including graduation rates) are reported by student subgroups	
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The State Report Card includes all required data elements prepared before the beginning of each academic year, and is available to the public at the beginning of the academic year at www.sde.state.ok.us/AcctAssess/API.html State Report Cards</p> <p>Oklahoma has no major language populations other than English; therefore, at this time the state report card will not need to be accessible in additional languages.</p> <p>Assessment results are disaggregated by student subgroup; attendance and graduation rates are reported by student subgroup.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?²</p>	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. 	<p>State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Oklahoma has established and implemented a unified system of accountability with rewards and sanctions based on AYP decisions. The unified system is applied uniformly across public schools and LEAs.</p> <p>The reward programs are two-fold: 1) the Academic Achievement Awards – Title I, Part A. recognize Title I Schools that meet AYP and significantly close the achievement gap between subgroups of students or exceed their adequate yearly progress.(monetary), 2) and the State Academic Performance Award Program – (a) All public elementary and secondary schools that make AYP, shall be recognized as Distinguished Schools and eligible for a monetary award, if available, as established by the State Academic Performance Index (API) Program (O.S. § 70-30-152), or (b) non-monetary recognition, not to be limited to citations of congratulations from the State Superintendent of Public Instruction, the Governor or designee, the Representative and Senator representing the school district, and a flag for each school achieving Distinguished status.</p> <p>As stated in an Assurance submitted to the Peer Review Committee, legislation was implemented aligning Oklahoma’s Academic Performance Index (API), Title 70 O.S. 3-150, with all regulations addressed under the No Child Left Behind Act.</p>		

² The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.1 How does the State Accountability System include all students in the State?</p>	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>	<p>Public school students exist in the State for whom the State Accountability System makes no provision.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>All students enrolled in the public schools of Oklahoma are included in the State Accountability System, according to federal guidelines. The definition of “public school” accounts for all students enrolled in the public school district, regardless of program or type of public school. Enrollment information is collected at the time of the annual state assessments by means of a demographic page, which is completed by each district for every child enrolled in the district.</p> <p>For cases in which a school site or district has no control over placement of students in their enrollment area (such as incarcerated youth and students placed by court order), the student scores and graduation data will be credited to a virtual statewide district.</p> <p>AYP for Unique Schools</p> <p>Clarification was requested on several points regarding AYP for unique schools:</p> <ol style="list-style-type: none"> 1. Schools configured without grades participating in state testing (e.g., K-2) will receive API scores and be included in the state accountability system. The method for assigning scores to these sites includes “sharing” district test results for the next closest grade level. For example, a K-2 site would utilize the district Grade 3 test results, along with the site’s own attendance information, to make AYP determinations. 2. The same rules will apply to all schools, whether students are in session for a full academic year or not. If students are not enrolled in the school for a full academic year, they will not be included in the school’s AYP determinations, but will be included in the district’s determinations if they were enrolled in the district for a full academic year. All students will be counted at the state level. 3. The state will be held accountable for all students in the Virtual District, which is defined above. <p><i>Oklahoma law 70 O.S. § 1-106, defines “public school.”</i></p> <p><i>Test Preparation Manuals contain instructions for completing the demographic pages. Demographic pages are completed on all students enrolled in the public schools of Oklahoma at</i></p>		

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the time of statewide testing.

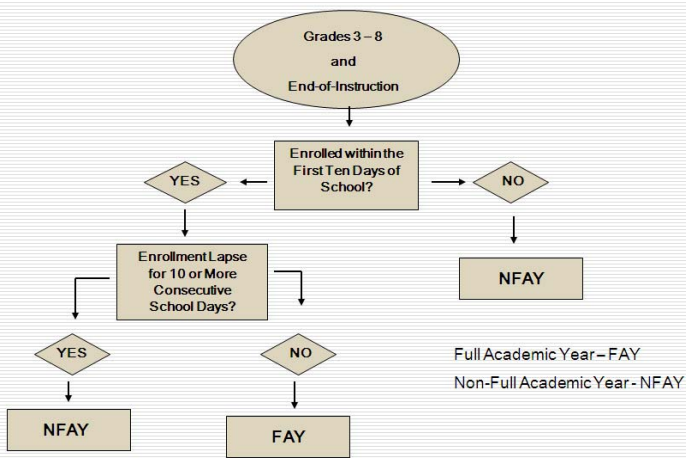
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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.2 How does the State define “full academic year” for identifying students in AYP decisions?	<p>The State has a definition of “full academic year” for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of “full academic year.”</p> <p>The State’s definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

July 2008: Approved Clarification to the State’s definition of “*full academic year*” (FAY) for students enrolled in Grades 3-8.
 Beginning with school year 2008-2009 Oklahoma’s definition of a *full academic year* will be as follows:

A student receives a “*Full Academic Year*” status for the Oklahoma Core Curriculum Tests (OCCT), Oklahoma Modified Alternate Assessment Program (OMAAP), and the Oklahoma Alternate Assessment Program (OAAP) if that student has been continuously enrolled beginning within the first ten days of the school year and has not experienced an enrollment lapse of ten or more consecutive days.




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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The state collects length of district enrollment information on all students by completion of a demographic page on all students at the time of the statewide assessment.</p> <p>The state holds all public school sites and public school districts accountable in AYP calculations for students who were enrolled in the same public school and/or <u>district</u> for a full academic year prior to testing.</p>		

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?</p>	<p>The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts³ and mathematics, not later than 2013-2014.</p>	<p>State definition does not require all students to achieve proficiency by 2013-2014.</p> <p>State extends the timeline past the 2013-2014 academic years.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

³ If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS																																																						
<p>The State uses a performance index to determine adequate yearly progress in reading/language arts and mathematics. Public schools and districts are required to have all students proficient and meet the interim api score equivalent to 100% proficient separately for reading/language arts and mathematics by 2013-2014. Based on 2001-2002 data, the state has determined:</p> <ul style="list-style-type: none"> ○ A score of 1500 in reading/language arts; and, ○ A score of 1500 in mathematics <p>are the final goals for 2013-2014. Starting points have been established separately for reading and mathematics based on the 2001-2002 data. The difference between the starting points and their respective goals is projected out on timelines, ending in 100% proficiency in 2013-2014.</p> <div style="text-align: center;"> <h2 style="color: red;">Performance Benchmarks</h2> <h3>Oklahoma's Intermediate Goals for Adequate Yearly Progress Determinations</h3>  </div> <table border="1" data-bbox="371 928 1265 1331"> <thead> <tr> <th style="color: red;">Score year</th> <th style="color: red;">2002*</th> <th style="color: red;">2003</th> <th style="color: red;">2004</th> <th style="color: red;">2005</th> <th style="color: red;">2006</th> </tr> </thead> <tbody> <tr> <td>Math api</td> <td>648</td> <td>648</td> <td>790</td> <td>790</td> <td>790</td> </tr> <tr> <td>Reading api</td> <td>622</td> <td>622</td> <td>768</td> <td>768</td> <td>768</td> </tr> <tr> <th style="color: red;">Score year</th> <th style="color: red;">2007</th> <th style="color: red;">2008</th> <th style="color: red;">2009</th> <th style="color: red;">2010</th> <th style="color: red;">2011</th> </tr> <tr> <td>Math api</td> <td>932</td> <td>932</td> <td>932</td> <td>1074</td> <td>1074</td> </tr> <tr> <td>Reading api</td> <td>914</td> <td>914</td> <td>914</td> <td>1060</td> <td>1060</td> </tr> <tr> <th style="color: red;">Score year</th> <th style="color: red;">2012</th> <th style="color: red;">2013</th> <th style="color: red;">2014</th> <td></td> <td></td> </tr> <tr> <td>Math api</td> <td>1216</td> <td>1358</td> <td>1500</td> <td></td> <td></td> </tr> <tr> <td>Reading api</td> <td>1206</td> <td>1352</td> <td>1500</td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: right; color: red; font-size: small;">*baseline year</p>			Score year	2002*	2003	2004	2005	2006	Math api	648	648	790	790	790	Reading api	622	622	768	768	768	Score year	2007	2008	2009	2010	2011	Math api	932	932	932	1074	1074	Reading api	914	914	914	1060	1060	Score year	2012	2013	2014			Math api	1216	1358	1500			Reading api	1206	1352	1500		
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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

For a public school and LEA to make adequate yearly progress, each student subgroup that meets minimum size criteria must:

- meet or exceed the determined targets in both reading and math, which are measured separately
- comply with a 95% participation rate in statewide assessments
- meet state performance standards on additional indicator(s)

However, if in any particular year the student subgroup does not meet the annual measurable objectives, the public school or LEA may be considered to have made AYP if, for the student group that did not make AYP, performance improved sufficiently from the preceding year as defined in the safe harbor provision, the group made progress or was above the standard on the other academic indicator, and the participation rate for the group was at least 95 percent.

Safe harbor provision: if in any particular year a student subgroup does not meet or exceed the annual measurable objectives, the school/LEA will be considered to have made AYP,

- if the percentage of tested students in that student subgroup below the satisfactory performance level decreases by 10 percent,
- the students in the subgroup meet or exceed the state standard or make progress on one or more of the academic indicators, and
- the participation rate for the group was at least 95%.

July 2004: Approved Amendment to Safe Harbor Provision Including an Option of Demonstrating Growth on the School/District's Mathematics and/or Reading/Language Arts Academic Performance Index (API) Score(s)

This amendment adds an option for a any student subgroup in a school or district to meet Safe Harbor criteria in the following manner:

- to demonstrate a ten percent increase in the difference between the previous year's math and/or reading/language arts API score(s) and the maximum score of 1500,
- to meet or exceed the state standard or make progress on one or more of the academic indicators, and
- the participation rate for the group was at least 95%.

July 2005: Approved amendment to Safe Harbor Calculations.

Beginning with the 2004-2005 school data a 75% confidence interval will be applied to the math and reading safe harbor calculations.

The State will identify for school improvement any school/LEA that fails to meet AYP criteria for two consecutive years on the same subject or performance benchmark.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

***July 2004: Approved Amendment Providing Flexibility in District School Improvement Status (Beginning 2003-2004)**

This amendment allows Oklahoma to take advantage of new flexibility regarding district School Improvement Status. The new method for the identification of districts for School Improvement status will look at specific grade spans: elementary, middle/junior high, and high school. A district will be identified for improvement status based on missing AYP in all grade spans in the same subject for two consecutive years.

***July 2006: Approved Amendment providing additional criteria in District School Improvement Status**

Beginning in 2005-2006 the additional indicator (ie., attendance or graduation rate) will be applied to each grade span separately as applicable. Elementary and Middle School spans will utilize attendance rate as the additional indicator; High School spans will utilize graduation rate. A district is designated as in Need of Improvement for failing to make AYP across all grade spans (elementary, middle, and high school) in the same performance benchmark (ie., math, read, or additional indicator) for two consecutive years.

*To clarify the previously adopted definition of grade span flexibility used in District School Improvement Status, the grade span flexibility exception does not include the use of safe harbor in making AYP, but looks at whether the district meets or exceeds the same performance benchmarks without the use of safe harbor.

July 2007: Approved Amendment Defining the Criteria for Exiting School Improvement School/District Status

This amendment defines the criteria for a school site or district to exit School Improvement. A school or district that makes AYP for two consecutive years in the same subject or performance indicator for which it was identified will no longer be identified as a School Improvement school/district for the succeeding year. For example, if a school/district was identified for improvement because of reading achievement in any subgroup (by site or across grade spans for district accountability), the site or district must meet AYP reading targets (by site or across grade spans for district accountability) for all subgroups for two consecutive years in order to be removed from School Improvement status.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p>	<p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	<p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Using data from the 2001-2002 school year, the state's starting points for reading and math will be calculated using the 20 percent of enrollment interim API scores for each subject. This calculation looks at percent of proficient students in each subject in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.

The starting points and scores equivalent to 100% proficiency for reading and math are as follows:

READING: Starting point = interim API for reading of 622

Score equivalent to 100% proficiency = interim API for reading of 1500

MATH: Starting point = interim API for math of 648

Score equivalent to 100% proficiency = interim API for math of 1500

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2b What are the State's annual measurable objectives for determining adequate yearly progress?</p>	<p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

The annual measurable objective is based on the state's Academic Performance Index (API) which looks at percent of students at each of the four performance levels. Increases in the percent of students moving upward to "proficient" results in increases in API scores. The state has determined annual measurable objectives for both reading and math. The annual measurable objectives are the same for each LEA, public school, and student subgroup, and the timeline ensures the goal of 100% proficiency will be met not later than 2013-2014.

Additional API information may be obtained at www.sde.state.ok.us/AcctAssess

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2c What are the State's intermediate goals for determining adequate yearly progress?</p>	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> •The first incremental increase takes effect not later than the 2004-2005 academic year. •Each following incremental increase occurs within three years. 	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The state timeline establishes intermediate goals increasing over the period of the timeline.

Oklahoma's testing program for Grades 3 through 8 testing and End-of-Instruction is fully developed; the first year of full implementation of all tests was in the 2005-2006 school year. The intermediate goals allow for development and stabilization of all tests as they are integrated into the overall accountability system. The structure of the timeline is imperative in preserving the validity and reliability of the accountability system.

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. ⁴	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The state will make AYP determinations annually based on whether or not each LEA/school meets the expected annual performance benchmarks as defined in section 3.2.</p> <p>AYP determinations will be applied by subject or performance indicator. Therefore, consecutive years of failing AYP requirements will be predicated on failing the same subject (reading or math) or performance indicator for multiple years. However, different subgroups failing to make AYP in the same subject or performance indicator for multiple years will place the LEA or school in school improvement.</p>		

⁴ Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b) (2) (J)].

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>5.1 How does the definition of adequate yearly progress include all the required student subgroups?</p>	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	<p>State does not disaggregate data by each required student subgroup.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The Academic Performance Index (API) is disaggregated for all the required subgroups: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency. Each subgroup is required to make AYP. Data is collected from the student demographic page, which is completed on every student enrolled in Oklahoma public schools at the time of testing. Definitions for subgroups are provided in the Test Preparation Manual, under “Instructions for Completing Student Demographic Page.” The Test Preparation Manual can be accessed at www.sde.state.ok.us/AcctAssess.</p> <p>Oklahoma reports disaggregated test results for the following:</p> <ul style="list-style-type: none"> • major racial/ethnic groups: Black, American Indian, Hispanic, Asian/Pacific Islander, White, and Other • Economically disadvantaged • English language learner • Students with disabilities <p>disaggregated from the <i>All students</i>.</p> <p>All students will be represented in each of the subgroups to which they belong. Schools are held accountable for the achievement of each of these subgroups in the determination of AYP.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?</p>	<p>Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.</p>	<p>State does not include student subgroups in its State Accountability System.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>All data is disaggregated by required student subgroups achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students. Public schools and LEAs are held accountable for subgroup achievement.</p> <p>See NCLB Report Card at www.sde.state.ok.us, <i>REPORT CARDS</i></p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.3 How are students with disabilities included in the State’s definition of adequate yearly progress?</p>	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENT</p>		
<p>All students with disabilities participate in statewide assessments. Students may take a the Oklahoma Core Curriculum Tests (OCCT) with or without accommodations, an Oklahoma Modified Alternate Assessment program (OMAAP) assessment with or without accommodations, or an Oklahoma Alternate Assessment Program (OAAP) portfolio assessment.</p> <p>Oklahoma submitted the Oklahoma Modified Alternate Assessment Program for peer review to the United States Department of Education in March 2008. Currently the State is awaiting the USED’s response.</p> <p>Alternate Assessments for Students with Disabilities</p> <p>Oklahoma includes the results from the state’s alternate assessment for students with the most significant cognitive disabilities in the results for Adequate Yearly Progress (AYP) determinations. Results from the alternative assessment are reported in four performance levels, just as the regular state assessments. Student results from the alternative assessment are combined with results from all state tests for <i>All Students</i> and <i>Students with Disabilities</i>. Oklahoma will limit the number of student scores of proficient and above on the alternate assessment to 1% of the general population of students. If an LEA exceeds the 1.0 percent cap for students with the most significant cognitive disabilities scoring proficiently on the alternate assessment – portfolio the LEA may submit a request for exception to the Oklahoma State Department of Education – Office of Accountability and Assessments.</p> <p>When LEAs administering the alternate assessment based on alternate achievement standards have less than 1% of their students scoring proficiently on the alternate assessment – portfolio, that difference will be applied to the 2% cap for the modified assessment without exceeding 3%. (The only exception to the 3% total will be when a request for exception to exceed the 1% cap on the alternate assessment – portfolio has been granted to a district.)</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
	<p>July 2004: Approved Amendment for Implementation of an Appeals Process for Districts that Exceed the One Percent Cap of Students Determined Proficient by an Alternate Assessment Using Alternate Standards</p> <p>This amendment provides for the implementation of an Appeals Process, allowing districts an opportunity to appeal the one percent cap on proficient scores. A detailed definition of “severely cognitively disabled” has been developed to aid, first, in the identification of students who qualify for participation in an alternate assessment, and second, in the Appeals Process at the district and state levels.</p> <p>July 2005 and July 2006: Approved Amendment for a 2% Interim Flexibility for students with persistent academic disabilities.</p> <p>The interim flexibility is for schools and districts that failed to make AYP based solely on the students with disabilities subgroup. An interim proxy (adjustment) will be made to the math and reading performance benchmarks for the 2004-2005 school year. The proxy will be applied to the students with disabilities subgroup as a 14% increase in the percent proficient for math and reading benchmarks that have not been met. The 14% increase in percent proficient will be equated to api scores by adding:</p> <ul style="list-style-type: none"> • 504api points to the reading performance benchmark; and • 420 api points to the math performance benchmark. <p>Interim flexibility will apply only to the 2004-2005 and 2005-2006 AYP determinations</p> <p>July 2007: Approved Amendment for Interim Flexibility (option 2) of assessing Students with Disabilities using modified achievement standards.</p> <p>This amendment allows Oklahoma the Interim Flexibility (option 2) which includes in accountability calculation assessment results based on modified achievement standards of students with disabilities, subject to a 2% cap for scores of Satisfactory and Advanced. In Spring 2007, Oklahoma began administering the newly developed modified assessment based on modified achievement standards for students with disabilities.</p> <p>The 2% cap is based on the total number of students tested in the tested grades across the district. If the LEA exceeds the 2% cap for proficient scores based on the modified assessments, the proficient scores will be counted starting from the highest scale score moving down until the number allowed (2%) is reached. The remaining scores will be calculated as nonproficient or limited knowledge.</p> <p>Oklahoma submitted the Oklahoma Modified Alternate Assessment Program for peer review to the United States Department of Education in March 2008. Currently the State is awaiting the USED’s peer review response.</p> <p><i>The Oklahoma Administrative Code (OAC) 210:10-13-11 specifies that every student, including students with disabilities, will participate in the statewide assessments.</i></p> <p><i>Oklahoma law, 70 O.S. §1210.508 specifies that every public school student is fully included in the state assessment system</i></p>	

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?</p>	<p>All LEP students participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	<p>LEP students are not fully included in the State Accountability System.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

In Oklahoma all ELL students participate in statewide assessments: the general assessment (OCCT) with or without accommodations, modified assessment(OMAAP) with or without accommodations, the alternate assessment (OAAP) – portfolio assessment or a state approved native language assessment based on grade level standards provided by the district.

Oklahoma defines English language learners (ELL) as students who have a primary language other than English and are not proficient in listening, speaking, reading, writing, or comprehension in the English-speaking classroom as determined by a language assessment instrument. Testing proficient on the language assessment instrument is required to exit ELL Status. (Oklahoma currently uses the Assessing Comprehension and Communication in English State-to-State for English Language Learners [ACCESS for ELLs] test as the language assessment instrument.) An ELL student scoring a composite score of 4.8 (Tier B or Tier C) or above on the ACCESS for ELLs is no longer considered limited English proficient (LEP).

The student exiting from ELL services must be monitored for two years. Monitoring includes keeping track of a student's class grades and scores on the state assessments.

July 2004: Approved Amendment of the Definition of Scores Included in the English Language Learner (ELL) Subgroup

This amendment allows Oklahoma to take advantage of recent USED guidance regarding scores allowable for this subgroup. We have been granted approval to use scores of ELL students for up to two years after attainment of proficiency and exit from the program, allowing this subgroup to more easily demonstrate improvement in student achievement.

Oklahoma law, 70 O.S. §1210.508 specifies that every public school student is fully included in the state assessment system.

The Oklahoma Administrative Code (OAC) 210:10-13-11 specifies that every student, including students with disabilities, will participate in the statewide assessments.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?</p>	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.⁵</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

For reporting purposes, in order to protect the privacy of students, overall or subgroup data representing less than five students will not be reported.

When the OSDE originally submitted the Accountability Workbook, more research was needed before determining an N size for the special education subgroup. In April, the OSDE sought recommendations regarding N size from Oklahoma's Technical Advisory Committee (TAC), which led to a proposal for the special education subgroup and a reevaluation of the proposed N size for all other subgroups as well.

In order to maximize the validity and reliability of the accountability system, Oklahoma is proposing 52 as the minimum N size for each individual subgroup. The rationale for a larger sample size is based on the fact that multiple comparisons are made for each school. (In other words, schools will be identified as failing if they fall below the standard for *any* of the relevant subgroups of students.) Therefore, in consultation with the TAC, Oklahoma is adopting a larger sample size for subgroups to infer a more reliable 99 percent confidence interval for AYP decisions on subgroups, rather than the 95 percent confidence interval that will be applied to *All Students*.

A minimum N size of 52 was derived considering that schools will be identified as failing if they fall below standard in, on average, five to six subgroups. The probability of at least one error in five comparisons is translated as $5 \times .01 = .05$ (assuming errors to be independent), which is the same as the probability of an error in the overall comparison using a 95 percent confidence bound. Therefore, the minimum N size for subgroup comparisons that would be equivalent to a sample size of 30 for the overall comparison can be computed as follows:

$$\text{Overall Confidence Bound} = 1.96 * SE = 1.96 * SD / \text{SQRT}(30)$$

$$\text{Subgroup Confidence Bound} = 2.58 * SE = 2.58 * SD / \text{SQRT}(N2)$$

Setting these two equations to be equal and solving for N2 results in a minimum N size of 52 for subgroup comparisons.

⁵The minimum number is not required to be the same for reporting and accountability.

Oklahoma will use the minimum N size of 30 for *All Students* and *Regular Education Students* and use the minimum N size of 52 for all other subgroups.

The state has a policy in place that calls for a Technical Advisory Committee (TAC) to determine a method of periodically confirming the statistical reliability of these numbers.

For schools and LEA's that do not have sufficient enrollment to produce valid and reliable accountability results the following guidelines will be used:

- Schools/LEA's will be evaluated based on their own performance data to the extent possible.

July 2004: Approved Amendment to the Process for Determining AYP Status for Schools/Districts with Insufficient Populations to Generate Reliable Accountability Results

This amendment implements a provision for circumstances when a school/district's data cannot be aggregated across years to reach the minimum sample size required for score calculation, or this aggregation is not practicable. In this event, Oklahoma has been granted approval to utilize a confidence interval in conjunction with current year data, allowing for the determination of AYP without relying solely on the availability of previous years' data.

July 2008: Approved Amendment to Oklahoma's minimum N Size to a Uniform N Size for All Student Groups

In accordance with Title I regulations issued on April 9, 2007, by the United States Department of Education, States are required to establish a uniform minimum group size for all student groups.

Oklahoma's approved amendment implements a uniform minimum N size of 30 students for all student groups, and the application of a 95% confidence interval in determining the AYP status of LEAs and schools. Due to Oklahoma's prevalence of small schools with small student populations a 95% confidence interval has been incorporated into the AYP calculations to increase the reliability of AYP scores for small populations.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. ⁶	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The state of Oklahoma protects the privacy of students when reporting results according to FERPA guidelines, by not reporting results for any group of fewer than 5 students. Further, scores which reveal that 100% of students scored at one performance level will be masked to ensure privacy of students.</p>		

⁶The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student’s parents, any personally identifiable information contained in a student’s education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State’s academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
6.1 How is the State’s definition of adequate yearly progress based primarily on academic assessments?	Formula for AYP shows that decisions are based primarily on assessments. ⁷ Plan clearly identifies which assessments are included in accountability.	Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
The state conforms to the requirements that the AYP formula consists primarily of assessments; these are reading and mathematics at every level of assessment. The state’s definition of AYP measures reading/language arts and mathematics separately.		

⁷ State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.1 What is the State definition for the public high school graduation rate?</p>	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state’s academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause⁸ to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>

⁸ See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The state definition of graduation rate calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state’s academic standards) in the standard number of years. The state must avoid counting a dropout as a transfer.

Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.

Beginning in 2005-2006, the graduation rate will be calculated using an estimated cohort group rate which is a recommended method by the National Center of Educational Statistics. The calculation is listed below:

$$\begin{array}{r}
 \text{Number of Students Graduating in the standard number of years (4) with a Regular Diploma} \\
 \text{including} \\
 \text{summer graduates in (current year – 1)} \\
 \hline
 \text{*Total number of Students Graduating with a Regular Diploma including} \\
 \text{summer graduates in (current year – 1)} \\
 + \\
 \text{Number of Grade 12 Dropouts in (current year – 1)} \\
 + \\
 \text{Number of Grade 11 Dropouts in (current year – 2)} \\
 + \\
 \text{Number of Grade 10 Dropouts in (current year – 3)} \\
 + \\
 \text{Number of Grade 9 Dropouts in (current year – 4)} \\
 + \\
 \text{Number Receiving GEDs}
 \end{array}$$

X 100

*Total number of graduates includes those students who have continued in school beyond the standard number of years and graduated.

Also, the graduation rate will be disaggregated by student group by 2005-2006.

The state standard will be the interim API score that is one and a half standard deviations below the mean. For AYP purposes, schools/LEAs will have to achieve the state standard or improve the school completion component score when compared to the previous year in order to make AYP based on the other academic indicator(s).

July 2007: Approved Amendment to Oklahoma’s graduation rate

As approved, Oklahoma’s graduation rate benchmark is one and a half standard deviations from the mean. The current baseline benchmark was intended as the initial minimum step required to reach the goal of 100% of students graduating by 2013-2014.

Oklahoma would like to encourage schools to meet the goal of a 100% graduation rate by 2013-

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2014; therefore, Oklahoma's graduation rate benchmark will continue at 67.8 for school years 2006-2007 to 2009-2010; amended to 82.4% beginning school year 2010-2011; and 100% beginning school year 2013-2014. A school's/district's graduation rate must meet or exceed the scheduled benchmark or post an increase over the previous year's graduation rate in order to make AYP.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?</p>	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.⁹</p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	<p>State has not defined an additional academic indicator for elementary and middle schools.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The state will use the interim API values of the School Completion Component as the additional academic indicator. At Elementary and Middle School level, this component consists of attendance rates only. Attendance rates will be calculated in the following method: Total Days Attended divided by Total Days Membership. According to federal and state law, prekindergarten is not a mandatory grade, therefore, beginning with the 2008 accountability if a school or district serves a prekindergarten population, this population (PreK) will not be included in the attendance rate calculation.</p> <p>The interim API's of the School Completion Component for the additional indicator will be broken down by district and school, but not by subgroup unless used when applying the "Safe Harbor" clause.</p> <p>The state standard will be the interim API (graduation rate/attendance) of the school completion component score that is one and a half standard deviations below the mean. For AYP purposes, schools/LEAs will have to achieve the state standard or improve the interim API score when compared to the previous year in order to make AYP based on the other academic indicator(s).</p>		

⁹ NCLB only lists these indicators as examples.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
7.3 Are the State's academic indicators valid and reliable?	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The state has defined academic indicators that are consistent with nationally recognized standards. Oklahoma's graduation rate is consistent with the methodology recommended by the National Center of Education Research (NCES). Research has substantiated that attendance and graduation rates are valid and reliable indicators of school success. In addition, attendance and dropout data is audited by the OSDE and further verified by schools and districts before final reports are finalized.

The state average attendance rate for 2001-2002 was 94.5 percent, with a standard deviation of 2.2 percent. The attendance rate target will be set at 1.5 standard deviations below the mean, which is 91.2 percent. If a school's/district's attendance rate falls below this target, and fails to improve from the previous year's rate, it will not make AYP.

The state average graduation rate for 2000-2001, using the synthetic calculation method, is 85.6 percent, with a standard deviation of 11.2 percent. The graduation rate target will be set at 1.5 standard deviations from the mean, which is 68.8 percent. If a school's/district's graduation rate falls below this target, and fails to improve from the previous year's rate, it will not make AYP.

The targets set for the additional indicators are reasonable goals to incorporate into the overall accountability system, and are in compliance with federal regulations. These targets are reasonably achievable, set not so high as to skew the accountability system and diminish the primary focus of student academic achievement.

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?</p>	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.¹⁰</p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	<p>State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Oklahoma has determined separate starting points for the reading/language arts and math scores for the subjects. The interim API score for each subject will serve as the measurable objective. Based on 2001-2002 testing data, the starting point for reading is 622, and the score equivalent to 100% proficiency in reading is 1500. In mathematics, 648 is the starting point and 1500 is the score equivalent to 100% proficiency.</p> <p>A separate timeline has been created for each of the subjects to meet 100% proficiency by 2013-2014.</p>		

¹⁰ If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The state of Oklahoma has a policy that calls for a Technical Advisory Committee (TAC) to define a method for determining an acceptable level of reliability for AYP decisions. The method defined by the TAC must determine a level of reliability that (1) is within a range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>The state's policy is to publicly report the estimate of reliability and incorporate it appropriately into accountability decisions.</p> <p>The state's policy is that the TAC will update the analysis of reliability estimates at appropriate intervals and the state will likewise update the reporting of these reliability estimates.</p> <p>Oklahoma's testing vendors provide technical reports on assessment results, including a discussion of reliability and validity.</p> <p>For further quality control regarding data used for AYP calculations, Preliminary Accountability Data Reports are distributed first to LEAs for their review, and any inaccuracies are reported to the OSDE before the finalization of the reports.</p>		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

In developing the reliability and validity of Oklahoma’s accountability system there will be 4 key elements addressed:

1. Ensure that the system has provided the intended outcomes.
2. Conduct research on additional information to corroborate findings.
3. Analyze design and implementation of each component of the system.
4. Conduct analysis on several levels.

External Evidence

The overall purpose and goals of the State accountability system will be the overarching basis for identifying validity of the system. A review of intended as well as unintended outcomes will be conducted periodically by the Oklahoma State Department of Education (OSDE) and by appropriate committees within the department. Ongoing disciplined research will be conducted on additional information to corroborate the overall findings or results of the system. The additional research will include but not be limited to: other outcome measures, process measures and attitude and opinion information.

Internal Evidence

In order to arrive at an overall judgment of the validity of the system, both validity and reliability will be analyzed on each of the components or indicators of the system. Quality control measures that look at the design and implementation of components will be defined to ensure an overall coherent system. Data audits and review of extreme values will be further reviewed to look at the reliability and stability of the data underlying the indicators.

Finally reliability of the system will be analyzed for different levels such as state level, district level, site level, and for particular types of schools. The technical advisory committee will provide national expertise in all technical issues related to producing a reliable and valid accountability system that meets professional standards and practice.

The next Technical Advisory Committee meeting is scheduled for September 15-16, 2008.

The Oklahoma State Department of Education has established a process for public schools and LEAs to appeal an accountability decision. This process has been incorporated into the Oklahoma Administrative Code (OAC).with State Board of Education approval.

The appeals process is distributed to all LEAs with the Preliminary Accountability Data Reports that are sent to Districts at the beginning of August each year.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?</p>	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.¹¹</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The state of Oklahoma has a policy that calls for a Technical Advisory Committee (TAC) to develop a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.</p> <p>All new public schools are indicated in the State Accountability System. Requests for identification to be recognized as a new school must be submitted to the Office of Accreditation and Standards at the Oklahoma State Department of Education. Further, the OSDE reviews the AYP history of the school and LEA. There must be no evidence that the request for identification as a new school was made to avoid accountability. All new schools will be assigned a site code identification number. For new schools, the first full year in existence will be their first year of accountability determination.</p> <p>The TAC periodically reviews its state Accountability System, so that unforeseen changes can be quickly addressed.</p>		

¹¹ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?</p>	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The State of Oklahoma’s procedure for calculating participation rates in the State assessments for use in AYP determinations is as follows: (1) data on total student enrollment by subgroups is collected by having a demographic page completed on each student enrolled by school and district at the time of the annual statewide assessments; this includes all students tested and all students absent or untested; (2) using the total enrollment as the denominator the participation rate of the aggregate and of each subgroup is calculated and reported on the state’s Accountability Report Cards issued for each school, district and the state; (3) all public schools and districts and the state as a whole are held accountable for reaching the 95% assessed goal; if not, they are identified as in need of school improvement. A minimum N-size for participation purposes will be identified as 40 to justify a reasonable allowance of absent students.

July 2004: Approved Amendment For Averaging Across Years for Calculation of 95 Percent Participation and Identifying Students With a Unique Medical Emergency

This amendment allows Oklahoma to take advantage of recent USDE guidance regarding the method for determining participation in the Oklahoma School Testing Program (OSTP) and the identification of students with unique medical emergencies. We have been granted approval to average up to three years of participation data in the participation calculation for a school and/or district. Also, Oklahoma has been granted an allowance for students with unique medical emergencies to be excluded from the participation calculation for a school and/or district, to be identified on a case-by-case basis and approved through the Oklahoma State Department of Education.

July 2008: Approved Amendment to the State's Method for Calculating Participation Rates in the State assessments for use in AYP determinations.

In previous years, Oklahoma has averaged participation rates for the reading/language arts and mathematics assessments. Beginning with the 2008 AYP calculations based on the 2007-2008 school year assessments, participation rates for the reading/language arts and mathematics assessments will be calculated separately by subject.

Test Preparation Manuals include a copy of the demographic pages used to collect participation data at the time of the statewide assessments and directions for completing a demographic page for every student enrolled, which are available at www.sde.state.ok.us

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The state of Oklahoma has a policy that implements the regulation regarding the use of 95% allowance when the group consists of 40 student scores or more in order to comply with the size necessary for statistical significance. The state has a policy that calls for a Technical Advisory Committee to determine a method that can be used to assess the statistical significance of the current minimum number and to make any necessary adjustments.

Appendix A

Required Data Elements for State Report Card

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1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such desegregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.