



Oklahoma Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated. For an overview and full set of profiles, visit www.air.org/ESSAAccountability.

- Oklahoma uses a composite index to calculate a summative rating of A, B, C, D, or F for all public schools and does not award a summative rating higher than B to any schools identified for targeted support and improvement (TSI); low participation rates result in a minus (“-”) grade.
- Oklahoma includes, for achievement calculations only, a combined subgroup of students who are not in any of the following subgroups: economically disadvantaged, students with disabilities, English learners, Black/African Americans, Hispanics, or Native Americans.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation		
<input checked="" type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and “all students” using all indicators, beyond CSI/TSI schools)		
<input type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)		
Summative Ratings		
A, B, C, D, F (plus a “-” symbol for low participation rate)		
Accountability Measures	Included in Accountability	
Academic		
Achievement status	✓	
Achievement growth	✓	
GAP Achievement gap		
ELP English language proficiency/progress	✓	
4-year graduation rate	✓	
EAR Early learning		
WRE Well-rounded education		
Persistence		
EXT Extended-year graduation rate(s)	✓	
OTG On-track to graduation		
Dropout rate		
College and career readiness		
COL College enrollment		
ADV Advanced coursework or sequence	✓	
CPT College placement test(s)		
CTE Career and technical education or work-based learning	✓	
Readiness to learn		
CFL Conditions for learning/school climate		
SEL Social-emotional learning		
CHR Chronic absenteeism	✓	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations

(N = 10 for accountability, N = 10 for reporting)

Major racial/ethnic subgroups

American Indian
Asian
Black/African American
Hispanic/Latino
Native Hawaiian/Pacific Islander
Two or more races
White

Other required subgroups

Economically disadvantaged
Students with disabilities
English learners

Nonrequired subgroups

Combined subgroup of all students who are not in any of the following subgroups: American Indian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, Economically disadvantaged, Students with disabilities, or English learners. This combined subgroup replaces White and Asian students for the academic achievement calculation only.

Subjects Used for Accountability

Subject	Status	Growth
Math	✓	✓
Reading/English language arts (ELA)	✓	✓
Writing		
Science	✓	
Social studies		
Other		






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Annual Differentiation System

Oklahoma uses the following composite index to calculate a summative rating of A, B, C, D, or F for all public schools and to identify schools for comprehensive support and improvement (CSI; see also “School Improvement Categories”). TSI schools are identified using individual measure scores.




Oklahoma Composite Index for Determination of Summative Ratings and CSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Measure Weighting	
		Elementary/Middle Schools	High Schools
 Academic achievement	Scale score (ELA, math)	33.33% (30)	33.33% (30)
 Other academic	Student growth (ELA, math)	33.33% (30)	--
 Graduation rate	4-, 5-, and 6-year graduation rates	--	11.11% (10)
ELP English language proficiency progress	On-track to ELP	16.67% (15)	16.67% (15)
Academic indicators subtotal		83.33% (75)	61.11% (55)
SQSS School quality or student success	Chronic absenteeism	11.11% (10)	11.11% (10)
	Postsecondary opportunity	--	11.11% (10)
	Scale score (science)	5.56% (5)	16.67% (15)
SQSS indicator subtotal		16.67% (15)	38.89% (35)
Total		100% (90)	100% (90)
Business rules	<ul style="list-style-type: none"> The highest summative rating that a school identified for TSI may receive is a B. Any school with participation rate less than 95% for all students or any subgroup will receive a minus (“-”) symbol after their summative rating. 		

Note 1: ELA=English language arts

Note 2: In its State plan, Oklahoma assigns point values to its measures (shown parenthetically). Percentages weightings are inferred from point values and provided here for purposes of cross-state comparison.

Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Scale score (weighted equally for ELA, math)	Raw score on annual statewide assessments. The final calculation methodology is to be determined, but each student's scale score will be compared to the respective subgroup's ambitious interim scale score goal. The subgroups used for this calculation only are economically disadvantaged, students with disabilities, English learners, Blacks, Hispanics, Native Americans, and the combined subgroup of "all remaining students."
	<i>Participation rate inclusion</i>	Participation rate is not included in the achievement calculation. Schools with participation rate less than 95% for all students or any subgroup will receive a minus ("-") symbol after their summative rating.
 Other academic	Student growth (weighted equally for ELA and math)	Average number of performance levels of improvement on statewide assessments from year-to-year across participating students. A value table is used to assign point values to each student according to starting and ending performance level.
 Graduation rate	4-, 5- and 6-year graduation rates	Combined graduation rate, weighting the 4-year rate at 1, the 5-year rate at 0.85 and the 6-year rate at 0.5 (pending clarification on calculation). The rates are the percentages of students within an adjusted cohort who graduate within 4, 5, or 6 years, respectively, with a regular high school diploma.
ELP English language proficiency progress	On track to ELP	Percentage of students meeting annual individual targets for sufficient progress toward ELP within a state-determined number of years, based on state ELP test results (pending clarification).
SQSS School quality or student success	Chronic absenteeism	Percentage of students absent for more than 10% of enrolled school days.
	Postsecondary opportunity	Percentage of students in high school that attain participation and/or performance benchmark for any of the following activities: <ul style="list-style-type: none"> • Advanced Placement/International Baccalaureate coursework • Dual/concurrent coursework • Work-based internship or apprenticeship • Career and technical education programs leading to industry certification
	Scale score (science)	Raw score on annual statewide assessments (calculation to be determined).

Note: ELA=English language arts

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> Low-performing school: Any school (Title I or non-Title I) receiving an F summative rating (plus additional criteria until bottom 5% of Title I schools reached) Low graduation rate school: 4-year graduation rate less than or equal to 67% Chronically underperforming subgroup (i.e., 3 years failure to exit TSI status) 	Any school with consistently underperforming subgroup(s) based on scores for 2 measures ranking in the bottom 5% of measure scores across all subgroups statewide (average over 3 years)	Oklahoma does not describe a category of ATS schools distinct from criteria for identification of schools with consistently underperforming subgroups
First year and frequency of identification	<ul style="list-style-type: none"> 2018–19 for low-performing and low graduation rate schools and every 3 years thereafter 2022–23 for chronically underperforming subgroup schools and every 3 years thereafter 	2019–20 and annually thereafter	Not applicable
Years of improvement to exit status	1 year of improvement required to exit CSI status	1 year of improvement required to exit TSI status	Not applicable

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA	Year of Student Enrollment		
	Year 1	Year 2	Year 3
1	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2	✓ Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3	Uniform procedure for assigning individual ELs to either Option 1 or Option 2		