

2018 - 2019 ▾

# SEARCH FOR A SCHOOL

Find and view a school report card.



Search by school or district name



Search by address

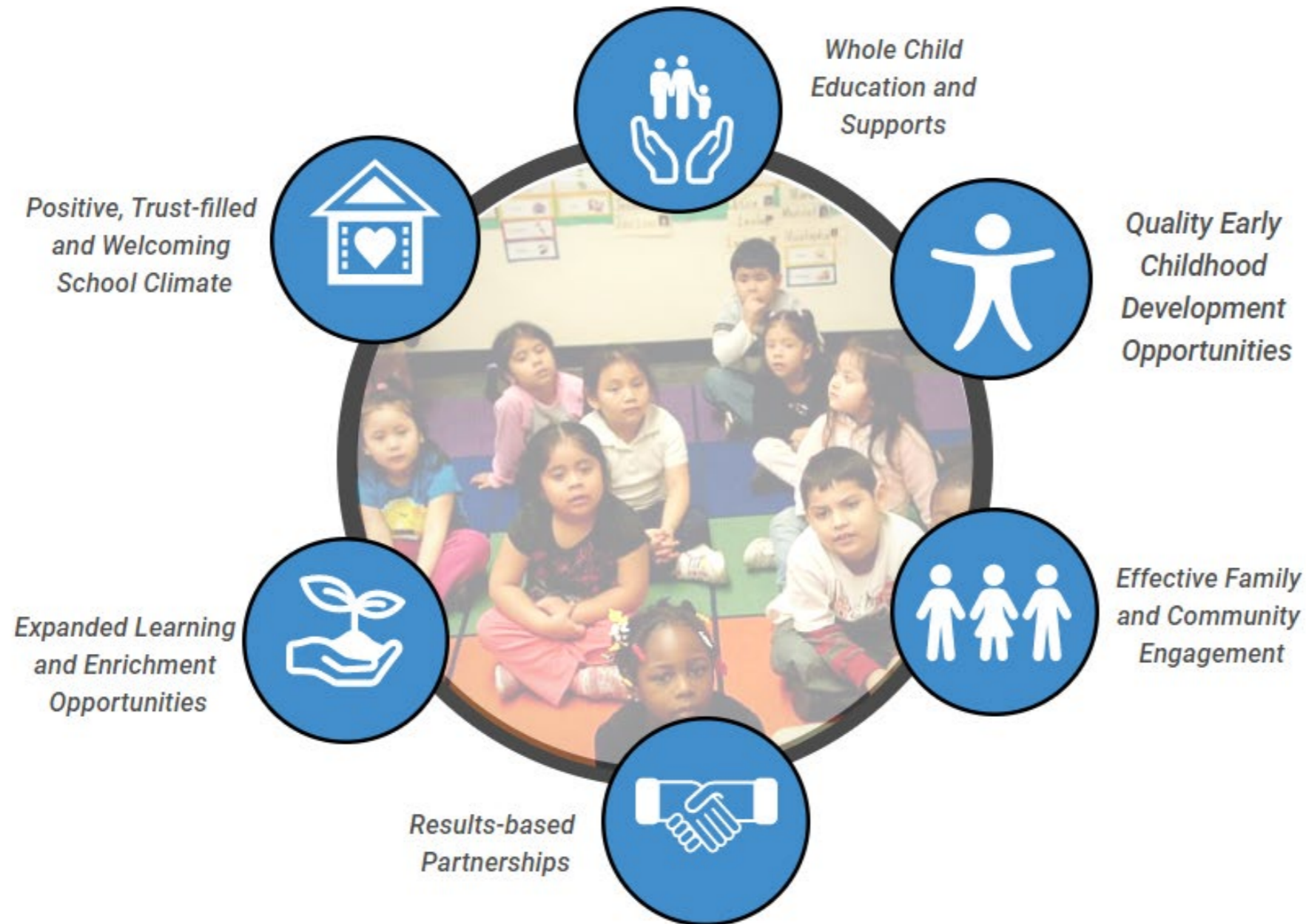
## NAVIGATING THE 2019 OKLAHOMA SCHOOL REPORT CARD



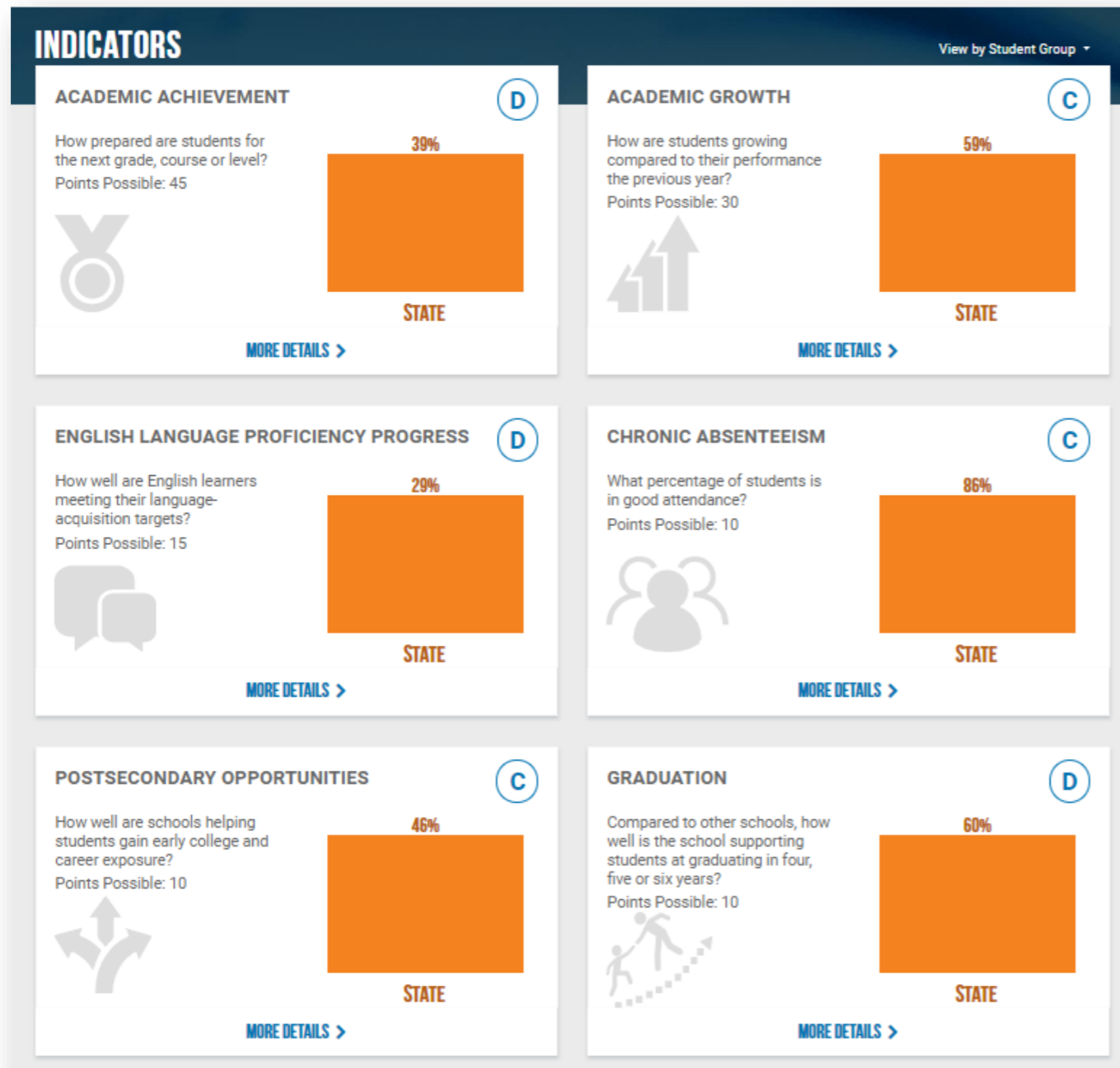
# Session goals

- ✓ Discuss accountability goals.
- ✓ Connect the why, what, and what now for each school report card indicator.
- ✓ Explore opportunities to access information at [Oklaschools.com](https://oklaschools.com)
- ✓ Identify the processes of data collection in the WAVE and Accountability Reporting in Single-Sign-On.
- ✓ Explore accountability tools and resources.
- ✓ Identify accountability contacts.

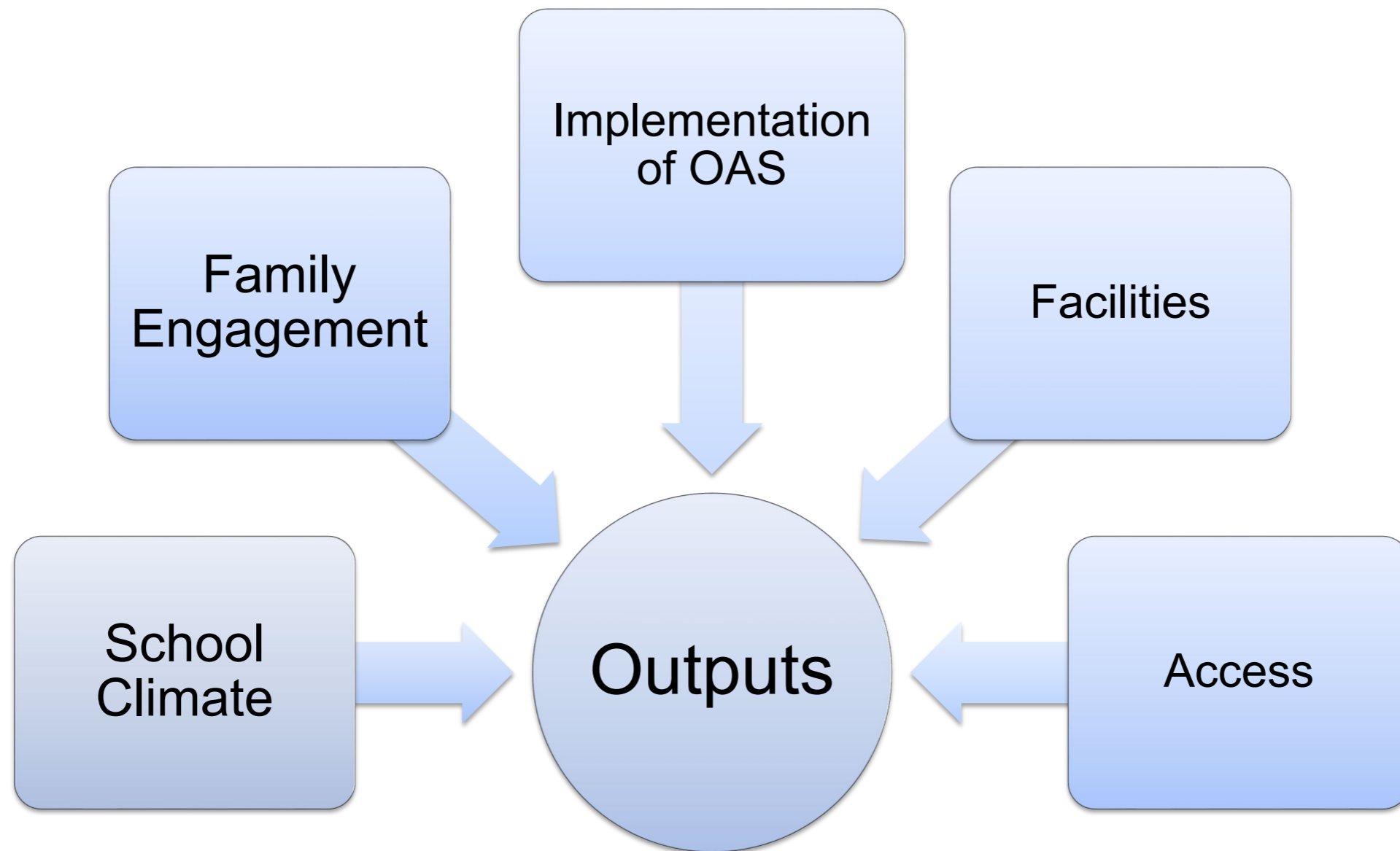
Accountability should be in the **service** of the **whole school**, the **whole child**, and the **whole community**.



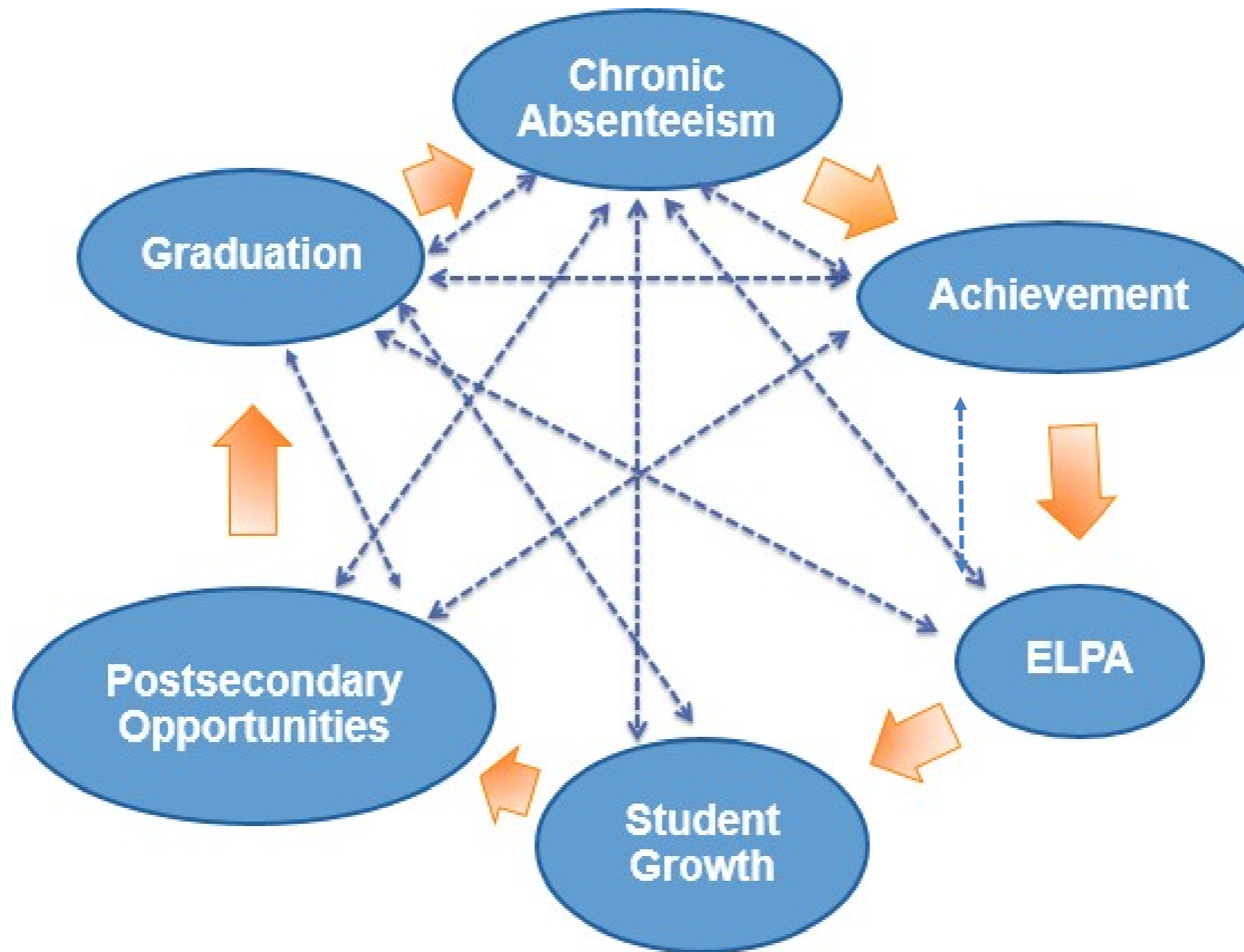
An accountability system should provide **accessible, meaningful,** and **actionable information** about public schools.



Accountability should be integrated in a **cycle of continuous improvement** for schools, identifying **what is working and what may be improved.**

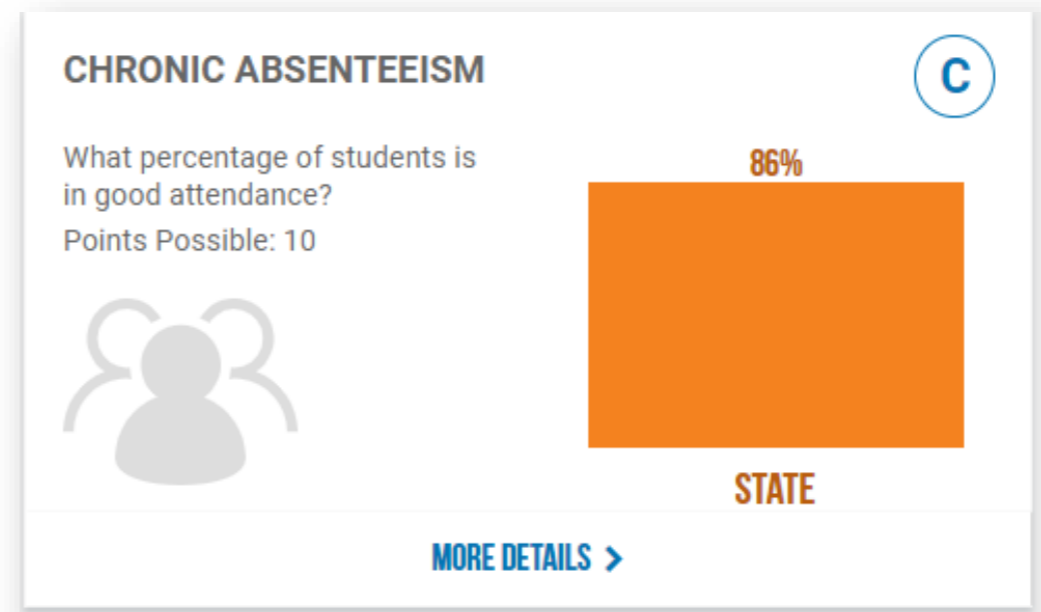


Accountability should be guided by the **belief** that **all students can grow** and **all schools can improve**.



# Why measure chronic absenteeism?

- ✓ To mitigate lost instructional time
- ✓ To gauge school climate and student engagement
- ✓ To synergize family and community engagement around the importance of school
- ✓ To identify and reduce barriers to regular school attendance



# What was measured?

## CHRONIC ABSENTEEISM

This indicator shows the percentage of students in good attendance.

**Points Earned: 7.86 of 10**

View the bottom graph to see how this school's performance compares to other Oklahoma schools.

## Chronic Absenteeism

[+ view by demographics](#)

QUAIL CREEK ES 94.95%

District 78.93%

State 85.97%



Data Source: <https://oklaschools.com/state/absenteeism/>



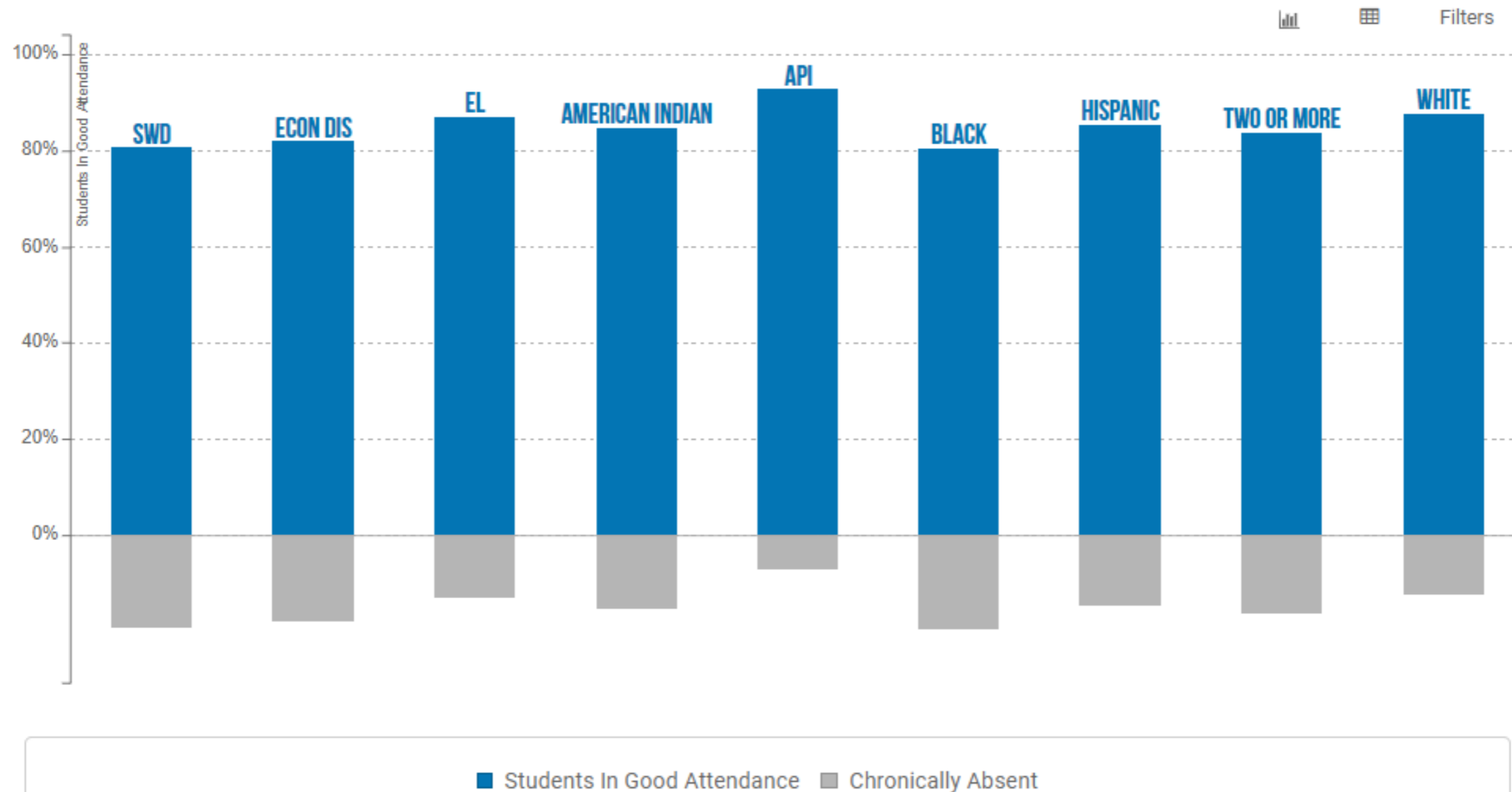


# What was measured (664,044 students in grades K-12)

## STUDENT ATTENDANCE BY GROUP

View below to see the percentage of students in good attendance compared with the percentage of students chronically absent.

Students - 2019



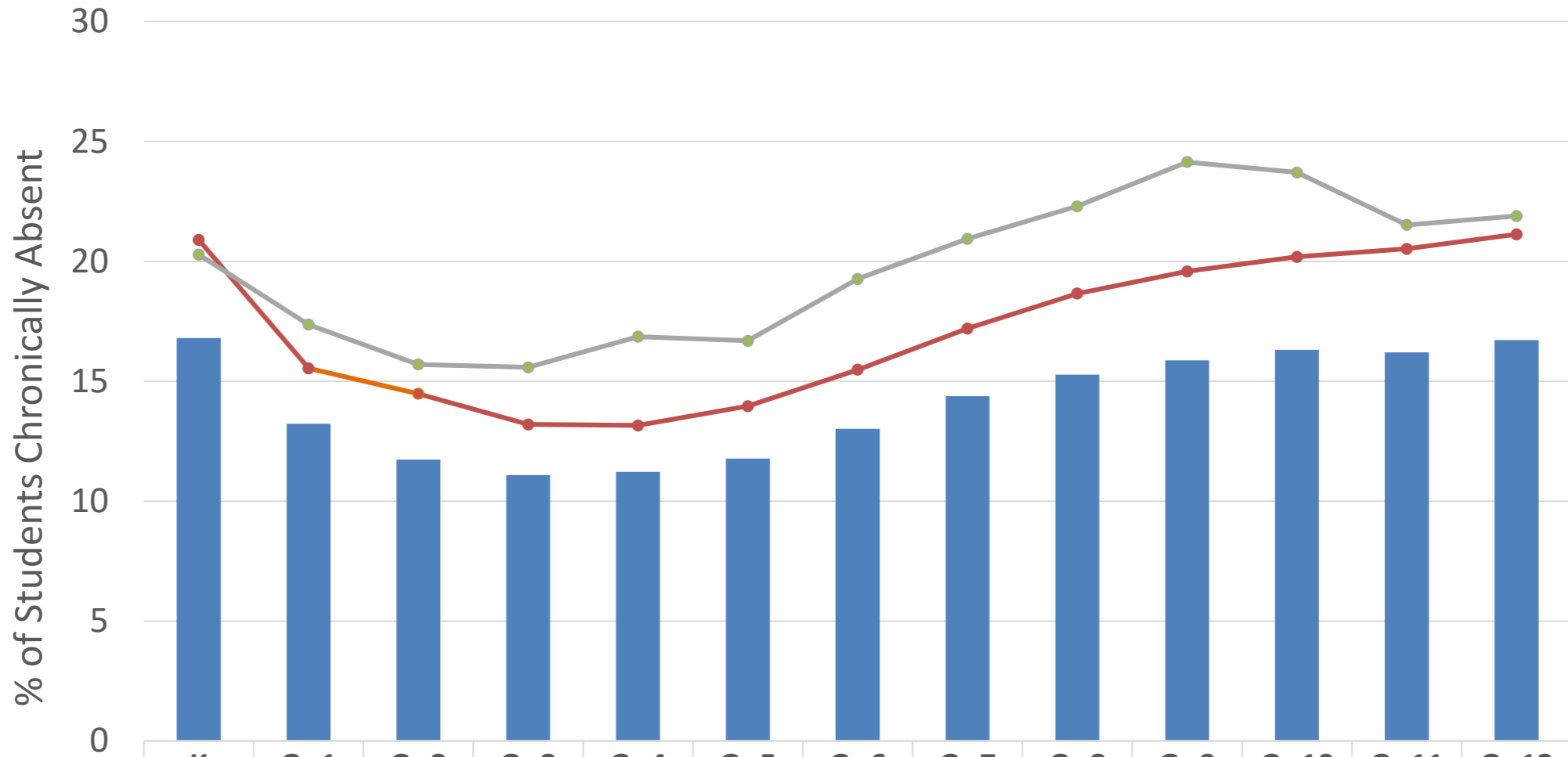
# What action can be taken?

- ❑ Analyze trends across groups of students and/or grade levels and the school calendar
- ❑ Identify students that may be at risk of falling behind and barriers they may have to regular attendance
- ❑ Determine effectiveness of strategies and supports in place and identify needs
- ❑ Ensure students on IEPs and 504s have needs identified in their plan



# Trends across grades and student groups

## Chronic Absenteeism by Grade Level



	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
<b>All</b>	16.8	13.23	11.74	11.09	11.22	11.78	13.02	14.38	15.28	15.87	16.31	16.21	16.72
<b>Econ Dis (46.4% of Pop)</b>	20.9	15.54	14.48	13.2	13.16	13.96	15.48	17.2	18.66	19.58	20.19	20.52	21.13
<b>SWD (16.6% of Pop)</b>	20.28	17.36	15.7	15.58	16.86	16.69	19.27	20.94	22.3	24.14	23.71	21.52	21.89

Data Source: <https://oklaschools.com/state/absenteeism/>



### MYTHS:

- Absences are only a problem if they are unexcused
- Don't realize missing just 2 days per month can affect learning
- Sporadic absences aren't a problem
- Attendance only matters in the older grades

### BARRIERS:

- Lack of access to health or dental care
- Chronic illness
- Trauma
- No safe path to school
- Poor transportation
- Housing instability
- High mobility
- Involvement with child welfare or juvenile justice system

### AVERSION:

- Struggling academically or socially
- Bullying
- Ineffective/exclusionary school discipline
- Parents had negative school experience
- Undiagnosed disability

### DISENGAGEMENT:

- Lack of engaging and culturally relevant instruction
- No meaningful relationships with adults in school
- Vulnerable to being with peers out of school vs. in school
- Poor school climate
- Discouraged due to lack of credits

# Connecting resources

- Chronic Absenteeism Toolkit- <https://sde.ok.gov/chronic-absenteeism>
- Attendance Playbook- [Smart Solutions for Reducing Chronic Absenteeism](#)
- School Report Card Resource- [Chronic Absenteeism Spotlight Document](#)
- School Report Card Resource- [Chronic Absenteeism E-Learning Module](#)
- Students with Disabilities and Chronic Absenteeism- [SWD and CA Guidance](#)



# Why measure academic achievement?



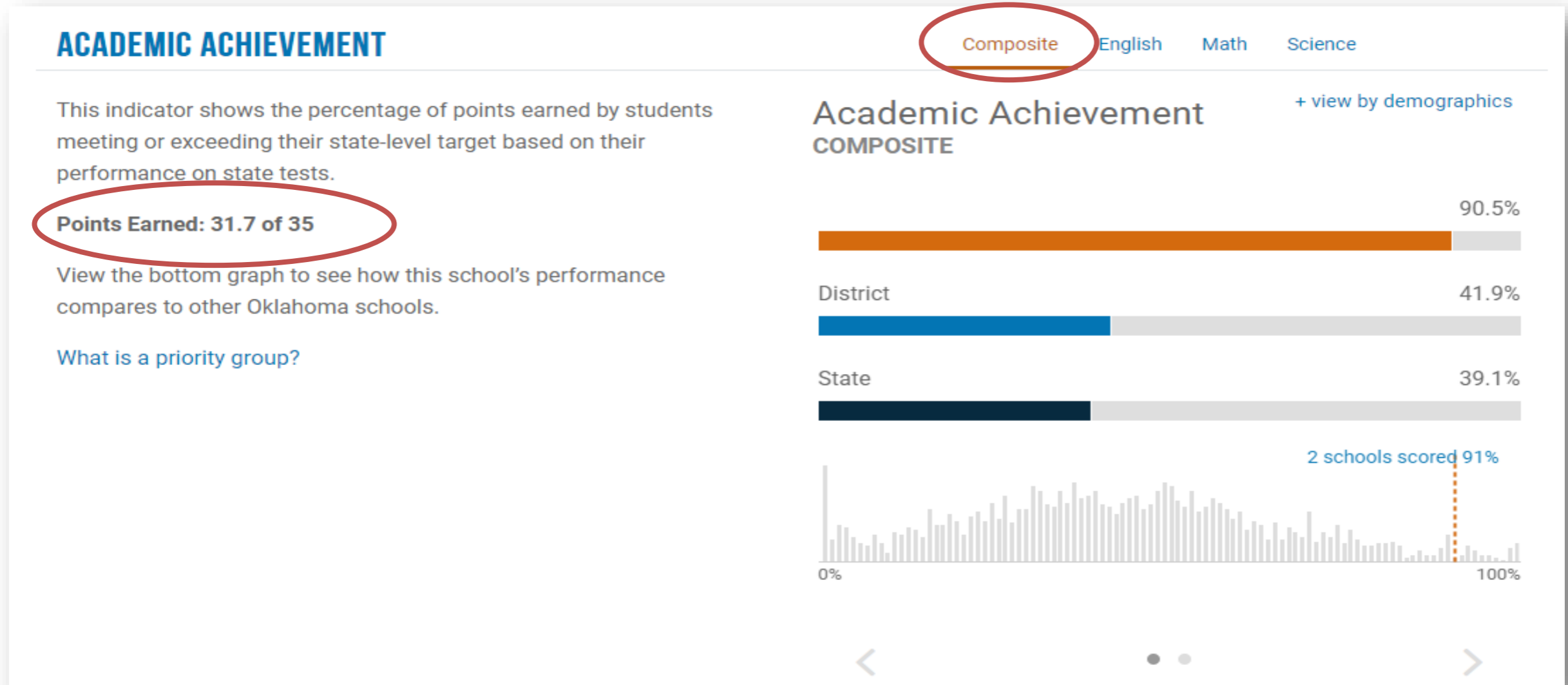
The Academic Achievement indicator shows the **improvement of each priority student group in the same grade from one year to the next** (i.e., from the previous year's third-graders to the current year's third-graders). Targets were set using median baseline scores.

<b>ENGLISH LANGUAGE ARTS</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>	<b>GRADE 7</b>	<b>GRADE 8</b>	<b>HS</b>
Students with Disabilities	272	269	270	269	266	265	265
Economically Disadvantaged	297	295	298	298	293	294	286
English Learners	294	291	293	296	290	287	267
Black	299	298	298	300	299	299	286
Hispanic	300	300	300	300	300	300	296
Native American	300	300	300	300	300	300	300
Asian/Pacific Islander	300	300	300	300	300	300	300
Two or More Races	300	300	300	300	300	300	300
White	300	300	300	300	300	300	300

- Points earned as follows:
  - If a student meets his/her target but is not yet proficient → **0.95 points**
  - If a student meets his/her target and is proficient → **1.0 points**
  - If a student meets his/her target and is advanced → **1.25 points**



# What was measured?



**Achievement Composite = Percentage of points earned by students meeting or exceeding their targets**

**For the School: 90.5% of 35 = 31.7**

# What was measured?

## ACADEMIC ACHIEVEMENT

Composite **English** Math Science

This indicator shows the average value earned by students meeting or exceeding their state-level English language arts (ELA) target based on their performance on state tests.

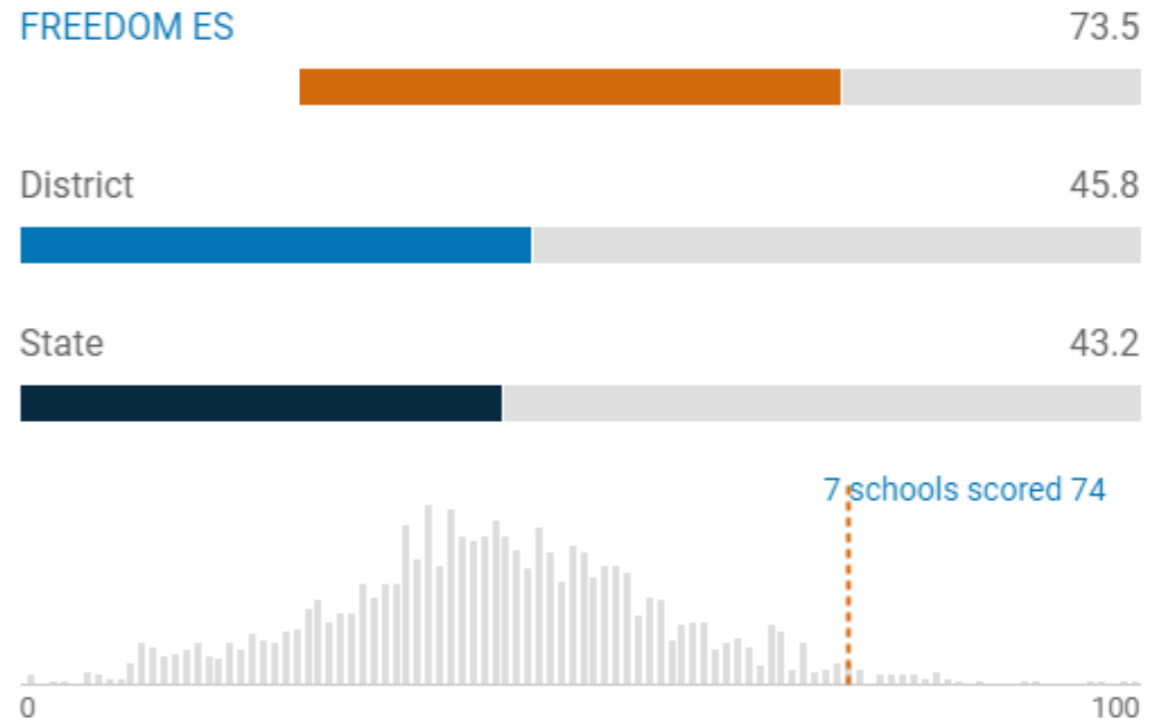
**Points Earned: 13.2 of 15 (English)**

View the bottom graph to see how this school's performance compares to other Oklahoma schools.

[What is a priority group?](#)

### Academic Achievement ENGLISH LANGUAGE ARTS

[+ view by demographics](#)

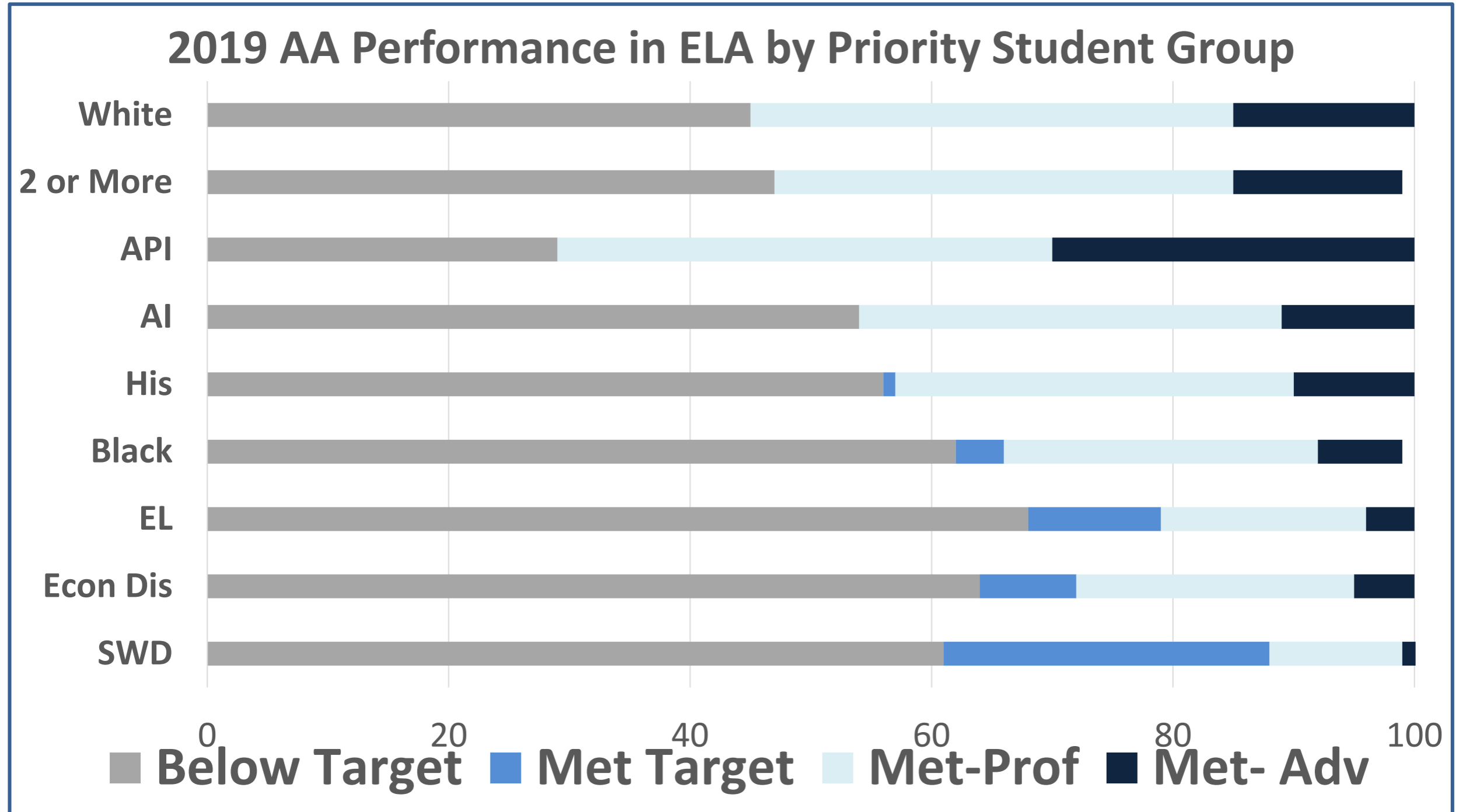


**Subject Level** = the average value earned by students meeting or exceeding their state-level targets based on their performance on state tests in ELA, math and science.



# What was measured?

(338, 121 students in grades 3-8 and 11)

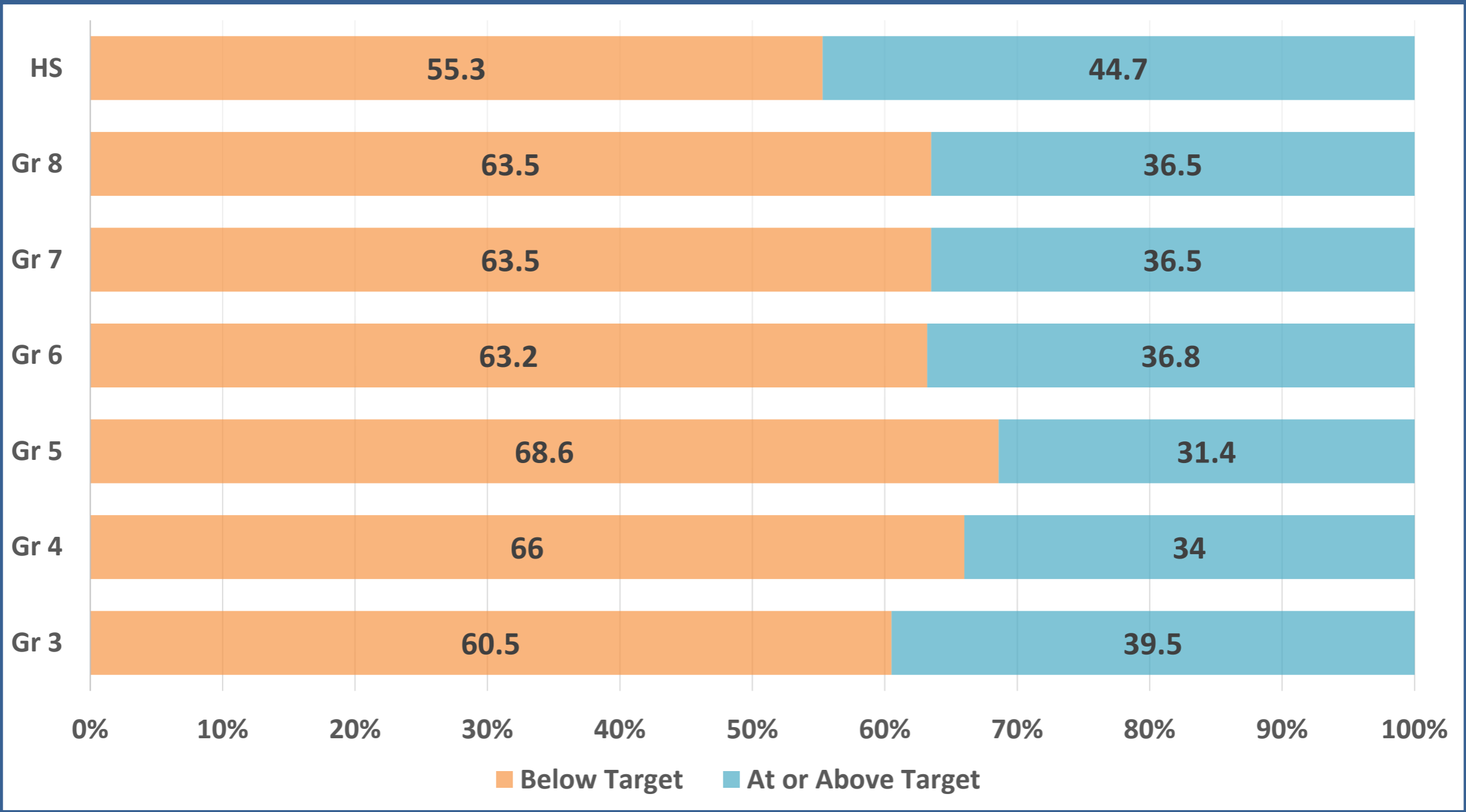


# What action can be taken?

- ❑ Know where student groups are as a whole
- ❑ Identify equity gaps across student groups
- ❑ Analyze trends across student groups and/or grade levels
- ❑ Evaluate curricular alignment and program coherence across grades
- ❑ Identify strengths and gaps that may exist in the curriculum and programs
- ❑ Evaluate effectiveness of differentiation
- ❑ Identify needs for enhancement and/or remediation
- ❑ Align needs for professional learning
- ❑ Connect site and/or district level data
- ❑ Compare where we are with others (state, district, schools)



# 2019 Academic Achievement in ELA by Grade Level (Economically Disadvantaged 44.6% of population)



Data Source: <https://oklaschools.com/state/achievement/>

# Connecting resources

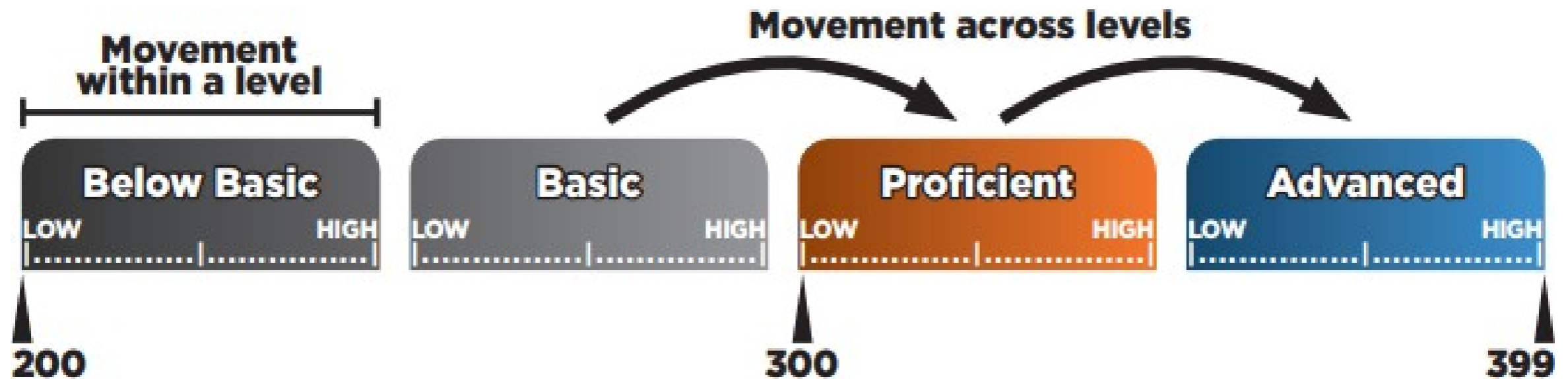
- ▶ Curriculum Frameworks- [ELA](#), [Math](#), [Science](#)
- ▶ School Report Card Resource- [Academic Scale Score Targets](#)
- ▶ School Report Card Resource- [Academic Achievement Spotlight Document](#)
- ▶ School Report Card Resource- [Academic Achievement E-Learning Module](#)
- ▶ OSTP Interpretation Guidebooks- [ELA](#), [Math](#), [Science](#)
- ▶ Programs of Excellence Rubrics- <https://sde.ok.gov/championexcellence#rubrics>
- ▶ College and Career Assessment (CCRA) [SAT/ACT Conversion Table](#) for ELA and math- [CCRA Performance Bands](#)



# Why measure academic growth?



In contrast, the Academic Growth indicator shows the same student's progress **across a continuum of learning** in mastery of **key knowledge, skills and abilities** leading to readiness for college and career from one grade to the next.



# What was measured?

## ACADEMIC GROWTH

This indicator shows the average amount of progress students made on English and math assessments over consecutive years.

**Points Earned: 26.4 of 30**

View the bottom graph to see how this school's performance compares to other Oklahoma schools.

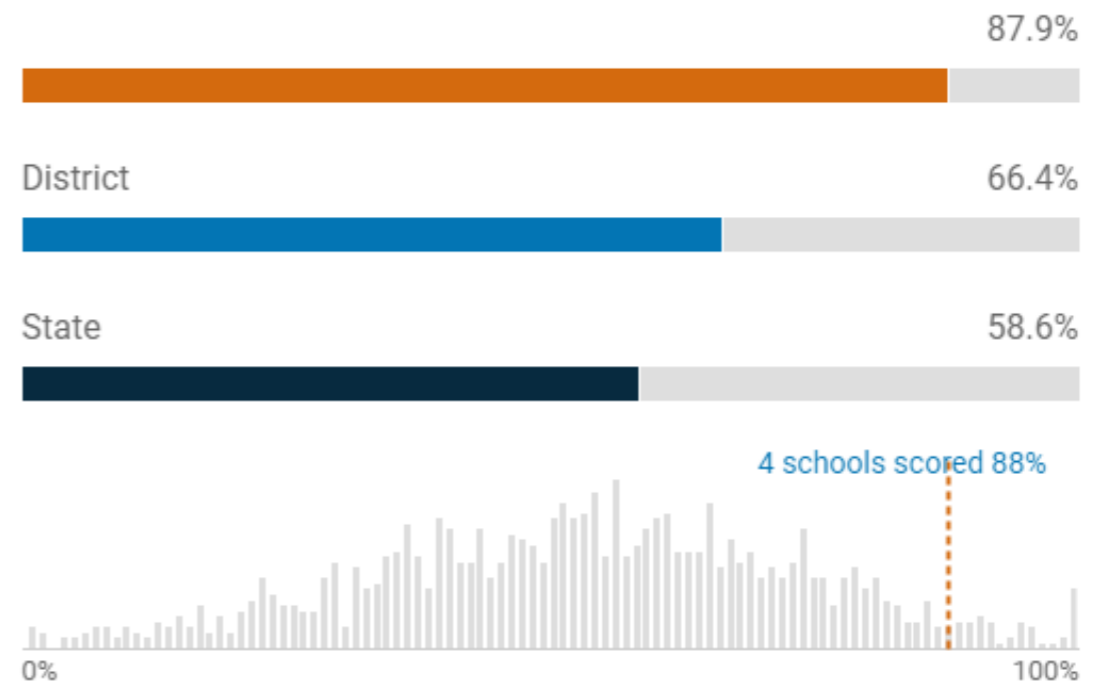
Composite

English

Math

### Academic Growth COMPOSITE

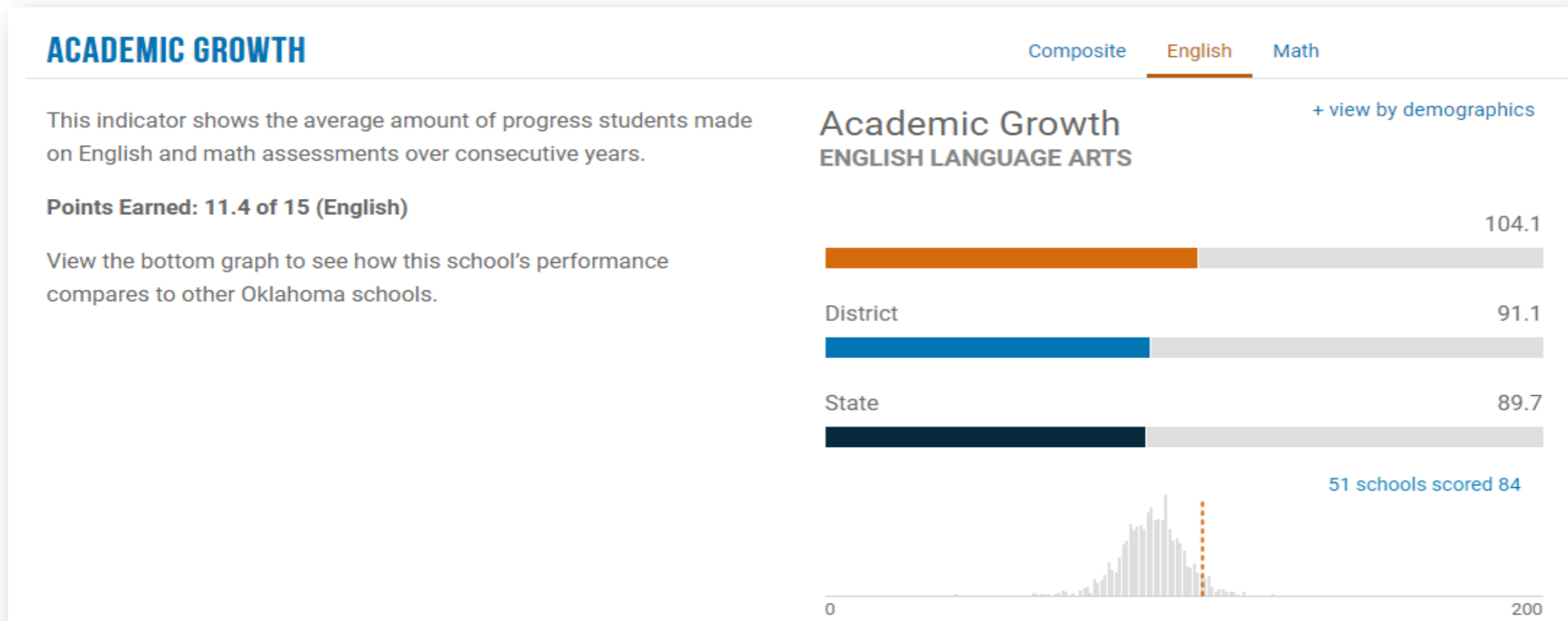
[+ view by demographics](#)



**Composite Growth = Percentage of points earned**

**For the Site: 87.9% of 30 = 26.4 points**

# What was measured?



**Subject Level Growth** = Average growth value between 0 and 200 earned by all FAY students in grades 4-8 with a valid assessment score

**For the State:** The average growth value was 104.1 which corresponds to 11.4 of the 15 points available.

# What was measured (234,919 students in grades 4-8)

<b>Current Year Performance</b>	<b>AH</b>	200	200	195	195	175	160	145	125	Scored at a Higher Level
	<b>AL</b>	200	200	195	185	150	135	115	95	
	<b>PH</b>	200	200	175	160	130	105	75	50	
	<b>PL</b>	200	195	165	130	100	70	40	25	Scored at the Same Level
	<b>BH</b>	185	150	130	95	80	30	0	0	
	<b>BL</b>	160	130	95	55	30	0	0	0	Scored at a Lower
	<b>BBH</b>	120	90	50	30	0	0	0	0	
	<b>BBL</b>	0	0	0	0	0	0	0	0	
		<b>BBL</b>	<b>BBH</b>	<b>BL</b>	<b>BH</b>	<b>PL</b>	<b>PH</b>	<b>AL</b>	<b>AH</b>	
<b>Previous Year Performance</b>										





# What action can be taken?

- ❑ Analyze trends across groups of students and/or grade levels
- ❑ Consider curricular alignment across grade levels
- ❑ Monitor effectiveness of differentiation
- ❑ Identify needs for enhancement and/or remediation
- ❑ Connect site and/or district level data
- ❑ Compare where we are to others (state, district, schools)



# ELA Growth between 2018 and 2019

<b>2019 Performance</b>	<b>AH</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>17</b>	<b>78</b>	<b>321</b>	<b>956</b>	<b>393</b>
	<b>AL</b>	<b>4</b>	<b>18</b>	<b>120</b>	<b>1016</b>	<b>2398</b>	<b>5245</b>	<b>6953</b>	<b>1154</b>
	<b>PH</b>	<b>7</b>	<b>121</b>	<b>596</b>	<b>3527</b>	<b>5836</b>	<b>7814</b>	<b>5900</b>	<b>492</b>
	<b>PL</b>	<b>22</b>	<b>802</b>	<b>2889</b>	<b>9624</b>	<b>9678</b>	<b>8318</b>	<b>3653</b>	<b>162</b>
	<b>BH</b>	<b>91</b>	<b>4919</b>	<b>10471</b>	<b>18958</b>	<b>10358</b>	<b>5504</b>	<b>1399</b>	<b>47</b>
	<b>BL</b>	<b>322</b>	<b>11018</b>	<b>12422</b>	<b>11600</b>	<b>3470</b>	<b>1078</b>	<b>189</b>	<b>4</b>
	<b>BBH</b>	<b>4549</b>	<b>30061</b>	<b>11339</b>	<b>5807</b>	<b>1169</b>	<b>263</b>	<b>44</b>	<b>3</b>
	<b>BBL</b>	<b>5206</b>	<b>6007</b>	<b>473</b>	<b>147</b>	<b>29</b>	<b>9</b>	<b>4</b>	<b>0</b>
		<b>BBL</b>	<b>BBH</b>	<b>BL</b>	<b>BH</b>	<b>PL</b>	<b>PH</b>	<b>AL</b>	<b>AH</b>
<b>2018 Performance</b>									

Data Source: <https://oklaschools.com/state/growth/>



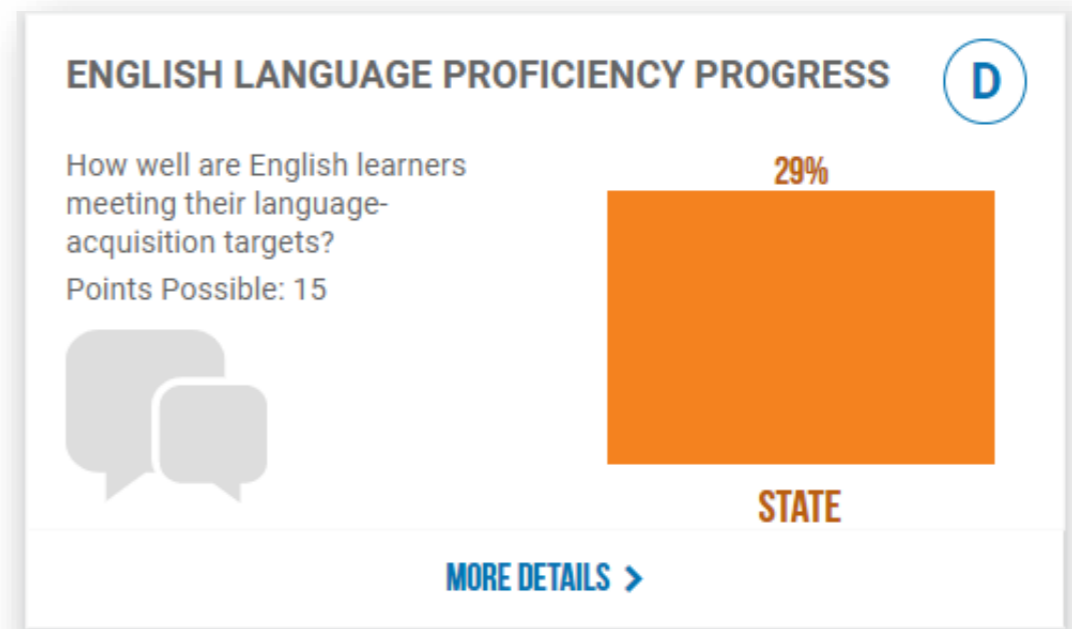
# Connecting resources

- Curriculum Frameworks- [ELA](#), [Math](#), [Science](#)
- School Report Card Resource- [Academic Growth Performance Bands](#)
- School Report Card Resource- [Academic Growth Spotlight Document](#)
- School Report Card Resource- [Academic Growth E-Learning Module](#)
- OSTP Interpretation Guidebooks- [ELA](#), [Math](#), [Science](#)
- Programs of Excellence Rubrics- <https://sde.ok.gov/championexcellence#rubrics>



# Why measure English language proficiency progress?

- ✓ To monitor progress English Learners are making towards becoming proficient in the English Language
- ✓ To determine the effectiveness of English language acquisition programs and supports in place



# What was measured (47,113 students in grades K-12)

## ENGLISH LANGUAGE PROFICIENCY PROGRESS

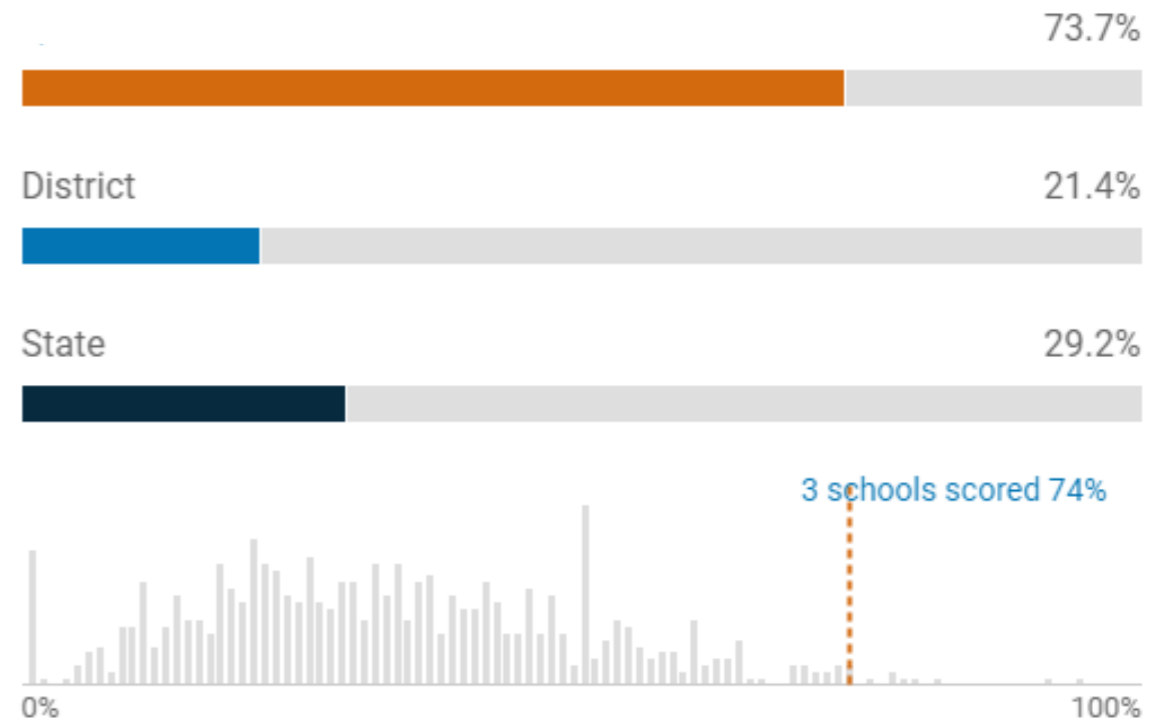
This indicator shows the percentage of English learners on track to exit their language acquisition program on time.

**Points Earned: 15 of 15**

View the bottom graph to see how this school's performance compares to other Oklahoma schools.

### English Language Proficiency Progress

[+ view by demographics](#)

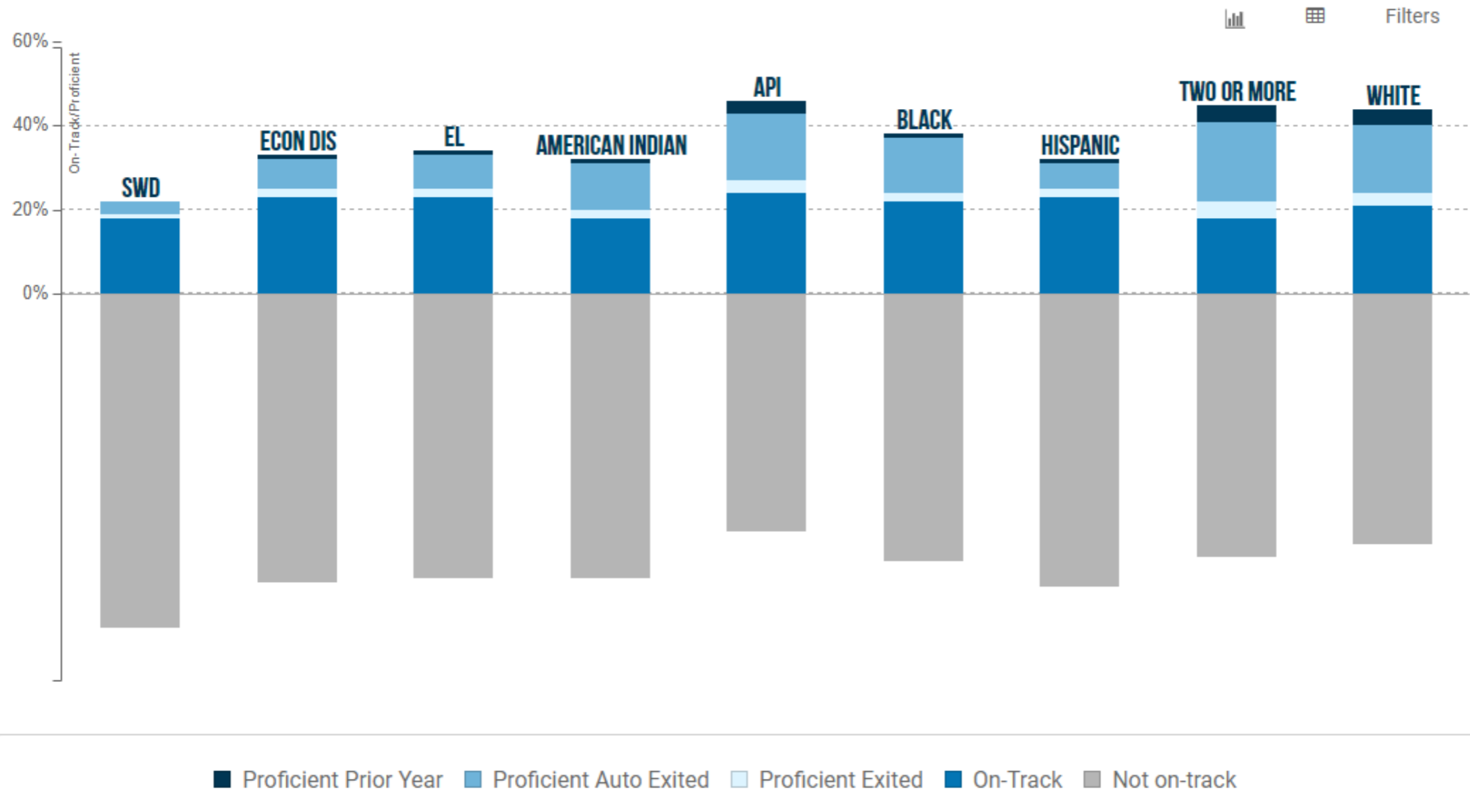


# What was measured (47,113 students in grades K-12)

## ENGLISH LANGUAGE PROFICIENCY PROGRESS

This graph tells the percentage of students meeting their targets and on track to exit on time.

Students - 2018

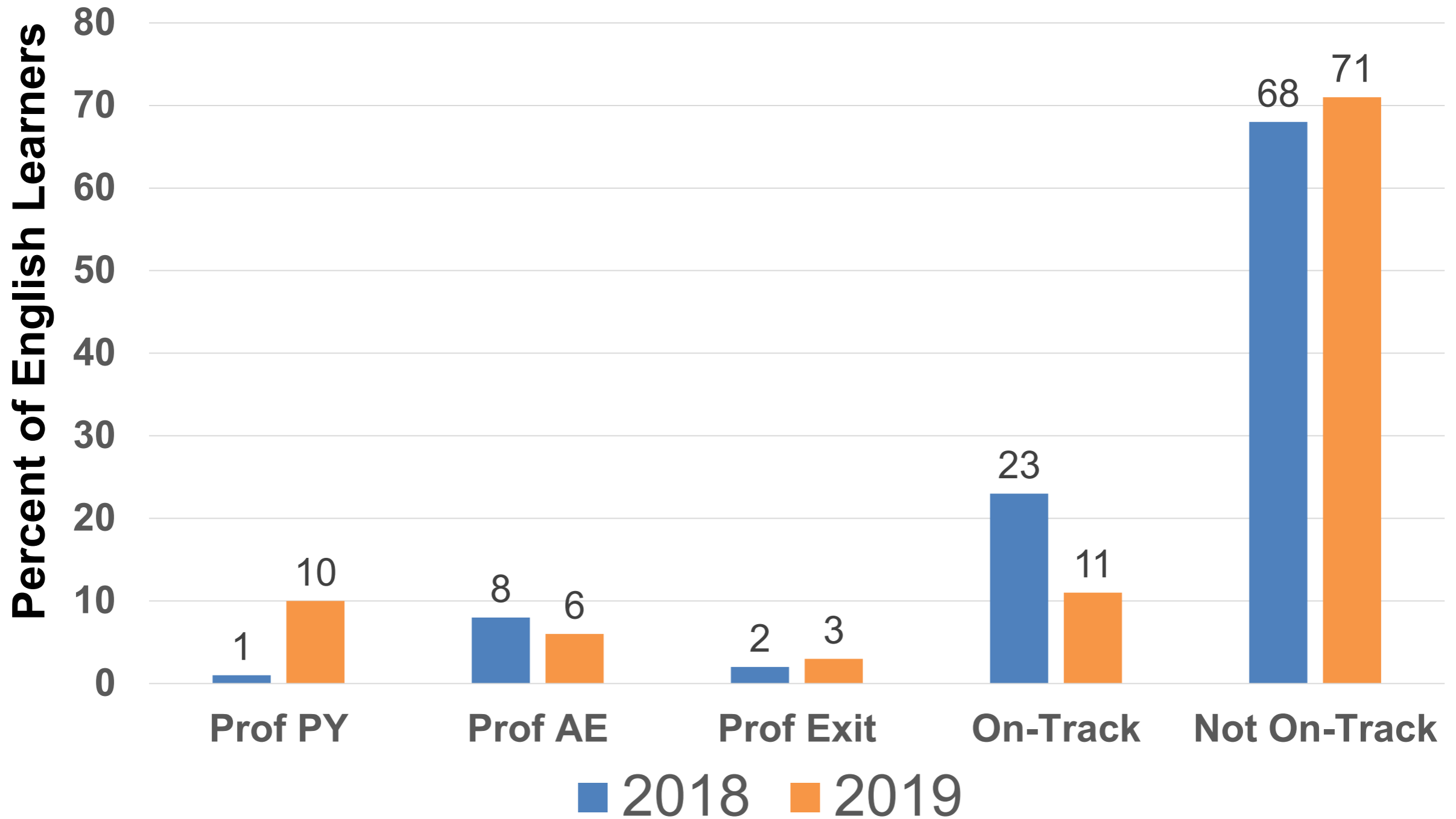


# What action can be taken?

- ❑ Know where students are as a whole
- ❑ Analyze trends across groups of students, years and/or grade levels
- ❑ Look for strengths and gaps that may exist in programs and supports
- ❑ Identify needs for professional learning
- ❑ Connect site and/or district level data
- ❑ Compare where we are to others (state, district, school)

# Comparison between years

## ELPA Performance 2018 and 2019





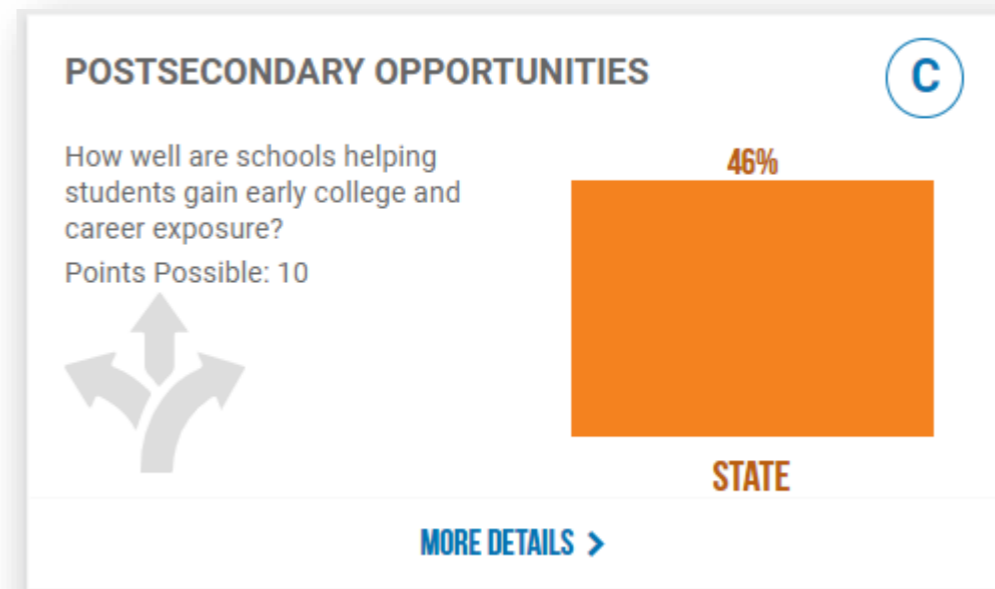
# Connecting resources

- Report Card Resource: [ELPA Spotlight Document](#)
- Report Card Resource- [ELPA E-Learning Module](#)
- ACCESS for ELs- [Score and Reports](#)



# Why measure Postsecondary opportunities?

- ✓ To better prepare students for life after high school
- ✓ To determine how well we are supporting our students individual and academic career plans
- ✓ To synergize business and community partnerships around the connections between school and work



# What was measured?

## POSTSECONDARY OPPORTUNITIES

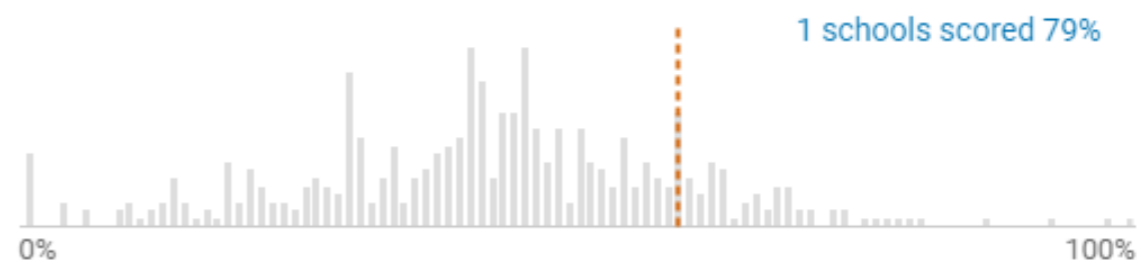
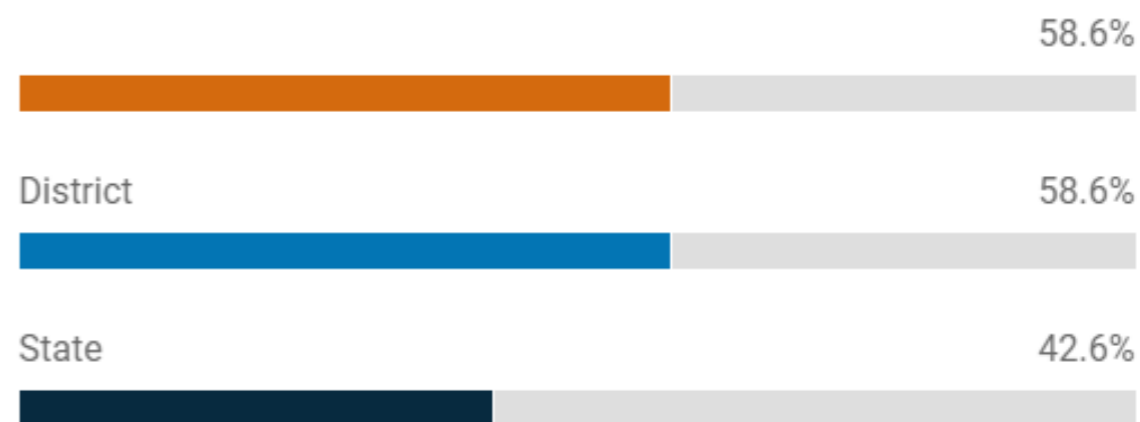
This indicator shows the percentage of students who earned credit in a postsecondary opportunity.

**Points Earned: 7.5 of 10**

View the bottom graph to see how this school's performance compares to other Oklahoma schools.

## Postsecondary Opportunities

[+ view by demographics](#)



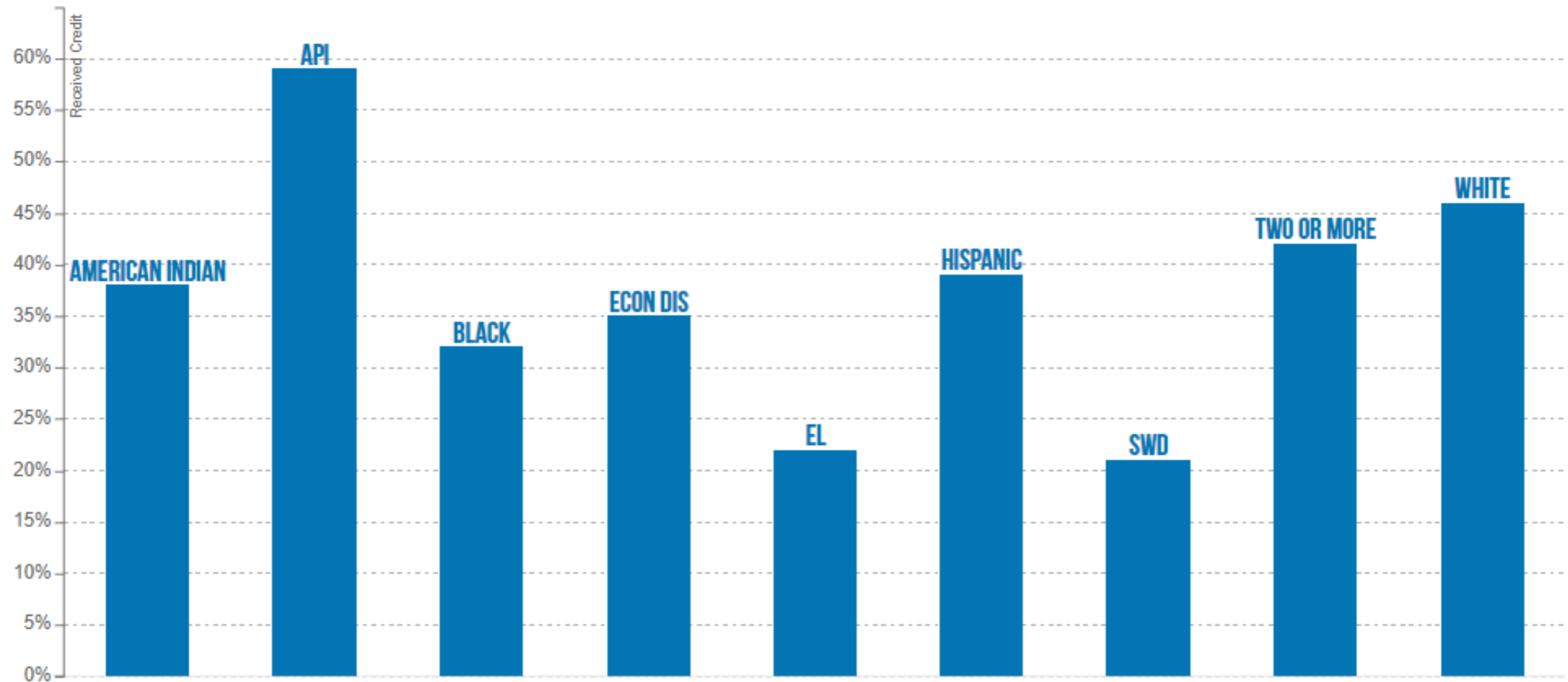
# What was measured (86,860 students in grades 11 and 12)

## STUDENT PARTICIPATION RATES

View below to see the percentage of 11th- and 12th-grade students who successfully completed at least one postsecondary opportunity.

Students - 2018

 Filters



Data Source: <https://oklaschools.com/state/postsecondary/>

# What action can we take?

- Know where students want to go after high school
- Inventory opportunities to identify barriers and expand access
- Identify needs for business partnerships
- Connect site and/or district level data
- Compare where we are to others (state, district, school)



# Postsecondary Opportunity by Type (2018)

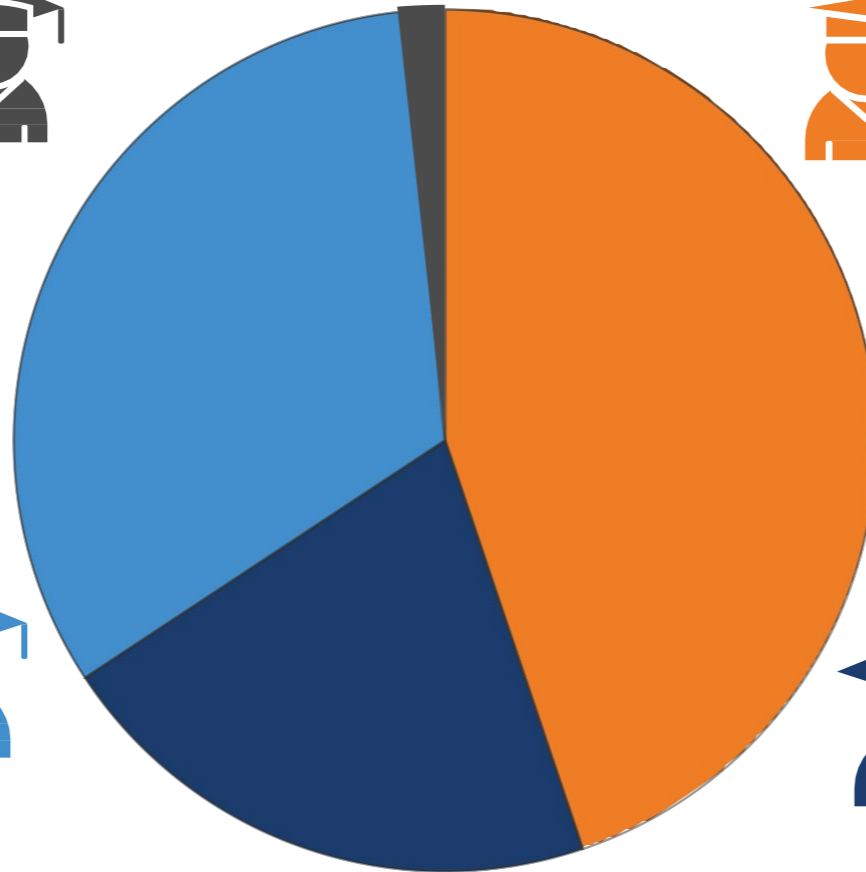
## Internships

Allows students to participate in immersive, experiential learning opportunities that build upon classroom skills and practical knowledge in a professional environment.



## CTE Certificate Program

Enables students to earn industry certification through programs that combine classroom courses with skills-based practices and training.



## AP/IB Coursework

Challenges students to learn at a college-level pace and rigor and may provide opportunity to earn college credit based on test scores and college policies.



## Dual (Concurrent) Enrollment

Enables students\* to enroll and gain collegiate experience while earning credit in a college course offered through a local postsecondary institution.

\* specified criteria (GPA or ACT/SAT score) must be met



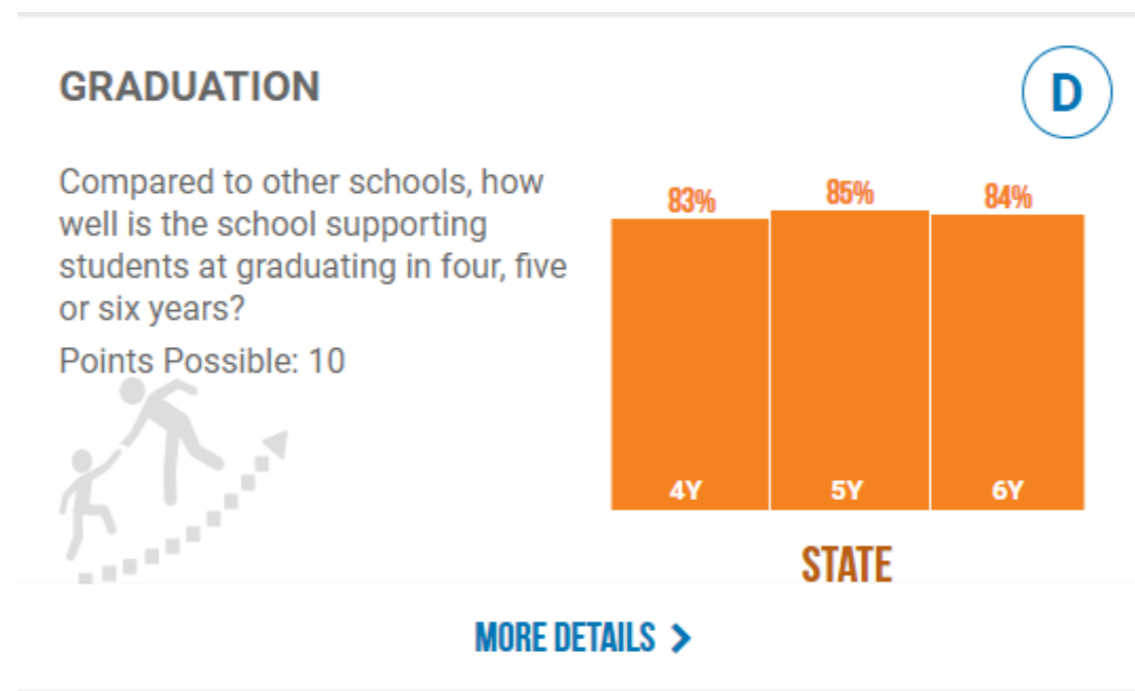
# Connecting resources

- Report Card Resource- [Postsecondary Opportunities Spotlight Document](#)
- Report Card Resource- [Postsecondary Opportunities E-Learning module](#)
- Accountability Report Resource- [Postsecondary Opportunities Guidance](#)
- ICAP Educator Resources- <https://www.okedge.com/educators/>
- Internship Guidance: <https://www.okedge.com/business-community/internships-externships/>



# Why measure graduation?

- ✓ To monitor how well we are supporting students in graduating in 4, 5, or 6 years
- ✓ To gauge the effectiveness of improvement efforts from one year to the next
- ✓ To close equity gaps between student groups





# What was measured?

## GRADUATION

Composite indicator value shows the percentage of points earned for supporting students at graduating in four, five or six years when compared to other schools.

The 4Y, 5Y and 6Y indicator components show the four, five and six year graduation rates for the school respectively .

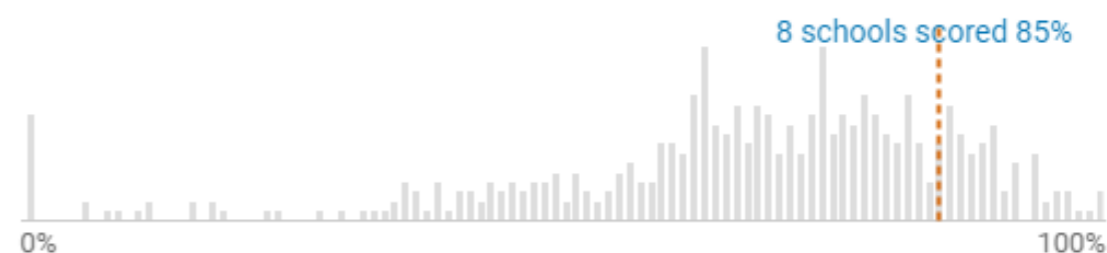
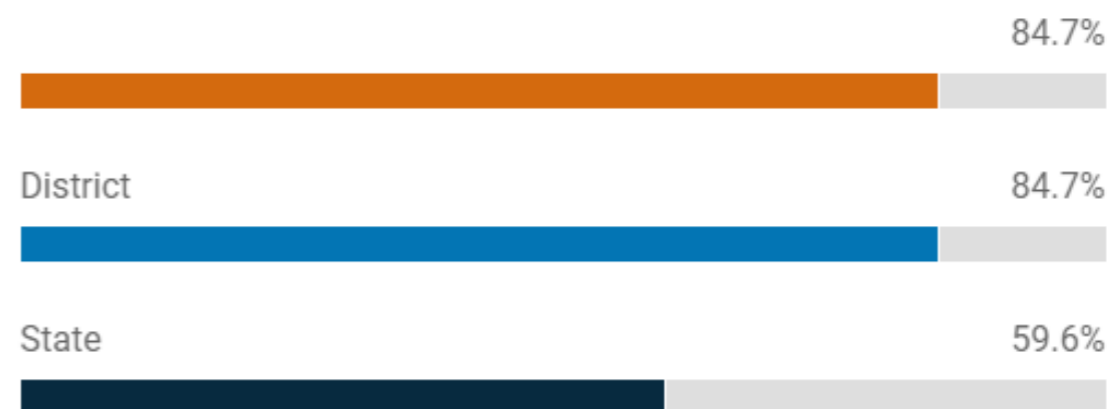
**Points Earned: 8.5 of 10**

View the bottom graph to see how this school's performance compares to other Oklahoma schools.

Composite 4Y 5Y 6Y

[+ view by demographics](#)

### Composite COMPOSITE SCORE

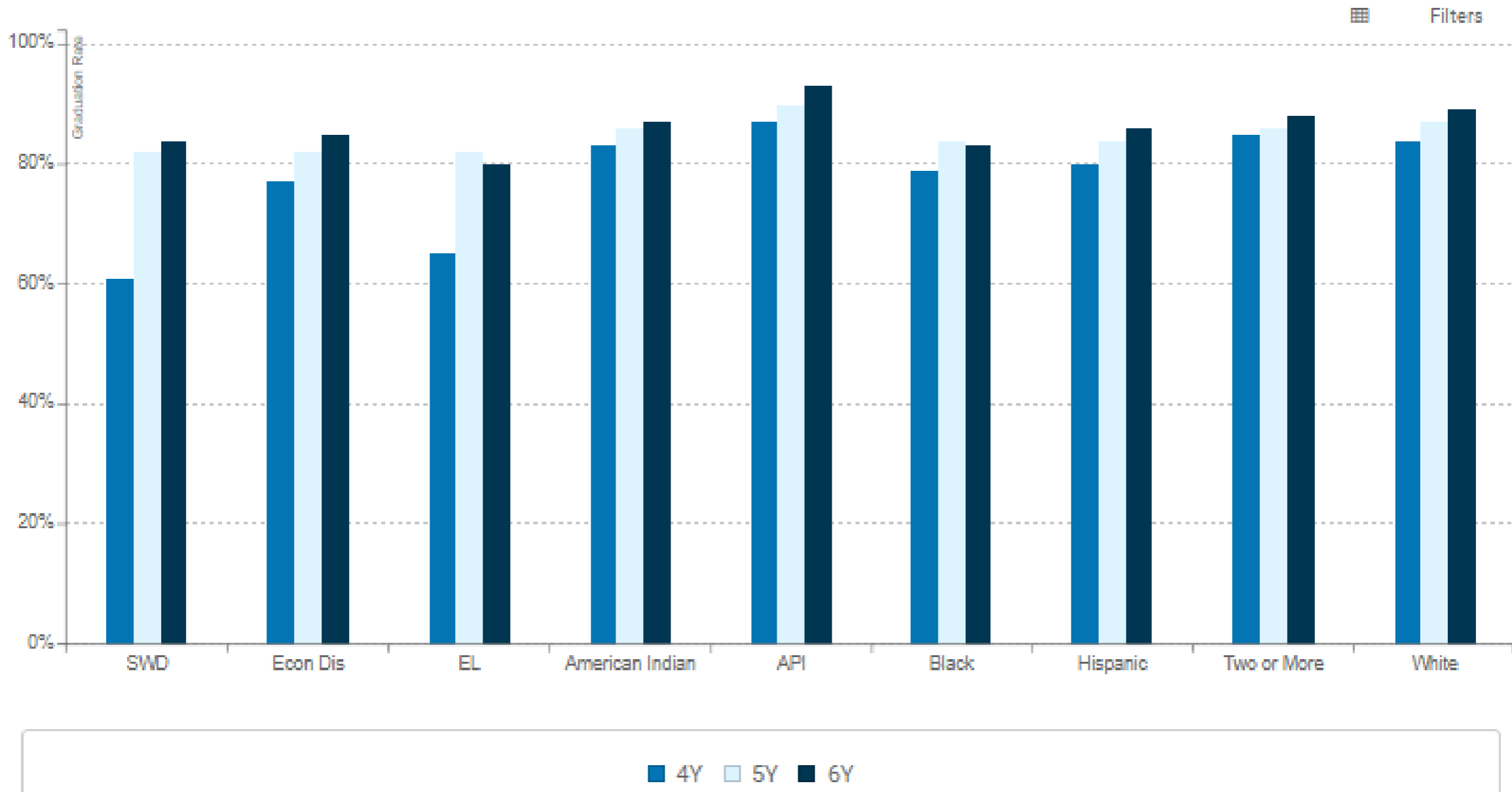


# What was measured?

## PERCENTAGE OF STUDENTS GRADUATING

View below to see the percentage of students graduating in four, five or six years for each student group.

Graduates - 2018



# What action can be taken?

- Analyze trends across groups of students
- Evaluate effectiveness of supports in place
- Ensure that students are coded correctly during the DVR window
- Compare where we are with others (state, district, schools)

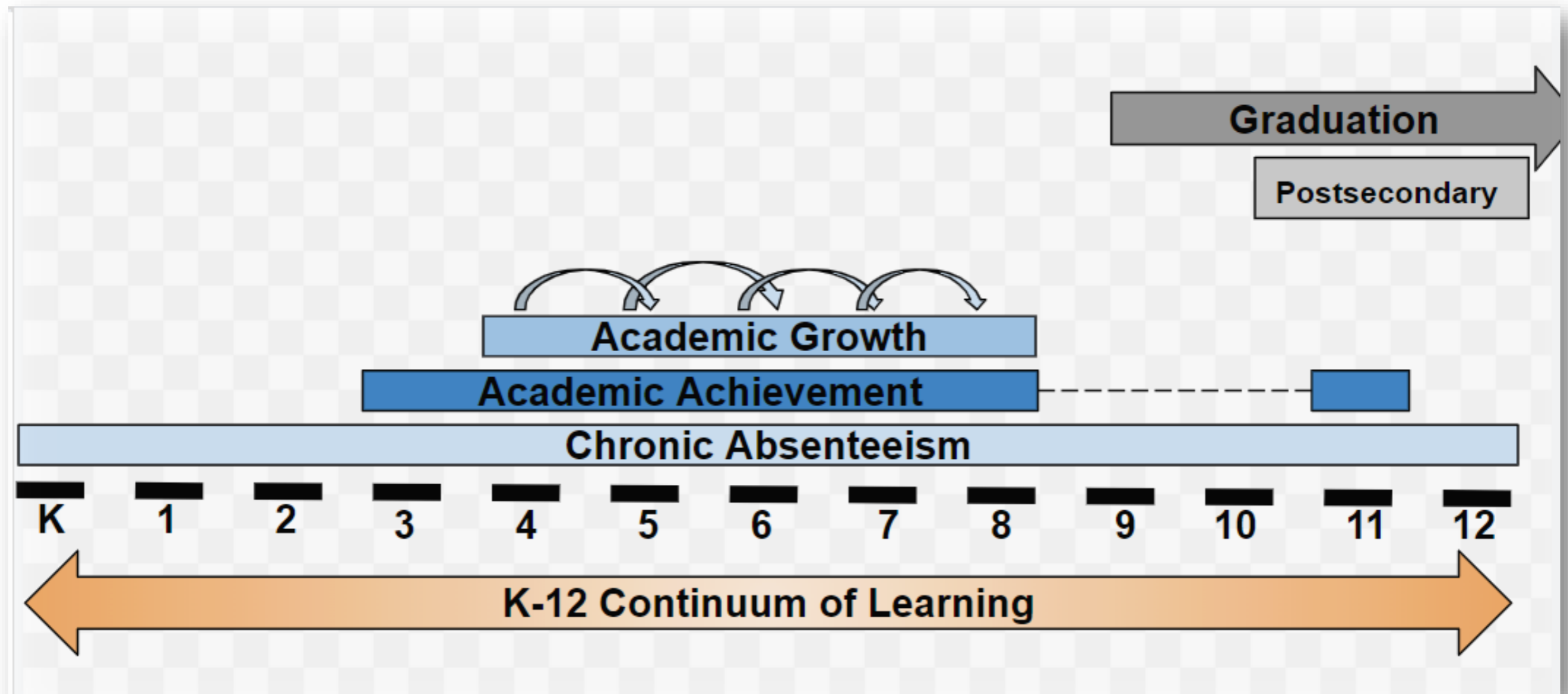
# Connecting Resources

- School Report Card Resource- [Graduation Spotlight Document](#)
- Historical Adjusted Cohort Guidance- <https://sde.ok.gov/sites/default/files/documents/files/Cohort%20Report%20Guide.pdf>

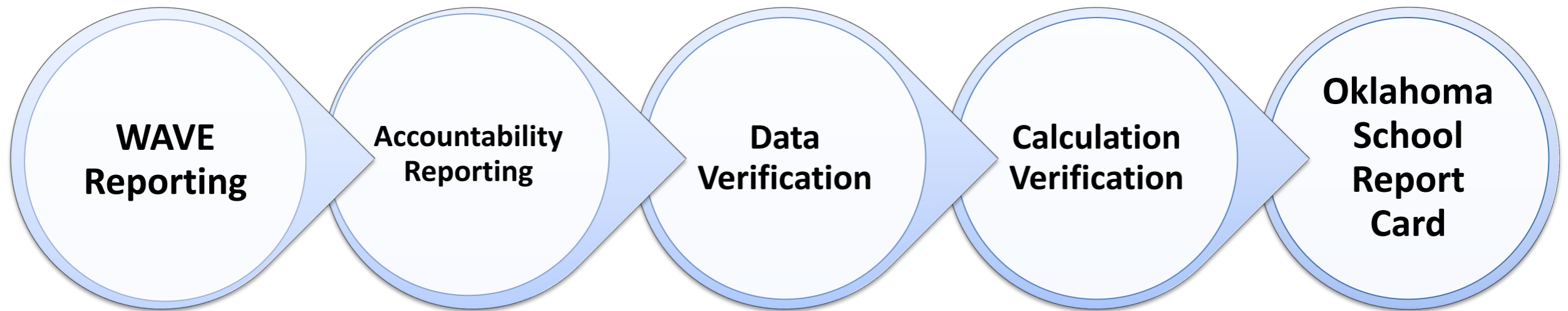


# Indicators connect along a continuum

As you work with your data; remember that even though different indicators are measured at different points, they all work together to support a continuum of learning.



# How your data feeds into to the report card



# Example- WAVE Reporting

Month and Report	Purpose	What to Check
October 1- Consolidated Report	<p>The October 1 report is the district-certified review of all students <b>enrolled</b> at a site on the business day nearest to October 1 of the current school year.</p> <p><b>Used for All Indicators</b></p>	<p>During this report districts should review gender, race/ethnicity, IEP/504 status, EL/Bilingual status, Gifted and Talented, Economically Disadvantaged status, among other demographics.</p>



# Example- Data Verification

Month and Report	Purpose	What to Check
<p data-bbox="84 401 230 459">June</p> <p data-bbox="84 556 755 774">Assessment Validation Window (OSTP, OAAP, and ELPA)</p> <p data-bbox="84 865 776 1006">Accountability Reporting in Single Sign-On</p>	<p data-bbox="831 401 1721 1309">This window allows districts to review data received by the assessment vendors for OSTP, OAAP, CCRA and ELPA and to submit Data Verification Requests (DVRs) for discrepancies found. Once submitted, DVRs are reviewed by an Accountability Team Member who researches the discrepancy/issue to provide resolution.</p> <p data-bbox="831 1412 1686 1624"><b>Used for Academic Achievement and Academic Growth Indicators</b></p>	<p data-bbox="1762 401 2528 923">Districts should look for missing or duplicated students. They should also review the NoScoreCode and FAY values for each student enrolled at their site.</p>





# Accessing data on the public dashboard

**OVERVIEW** INDICATORS ▾ ABOUT OUR DISTRICT ▾ YOUR STUDENT

## INDICATORS

### ACADEMIC ACHIEVEMENT D

How prepared are students for the next grade, course or level?  
Points Possible: 45

39%



STATE

[MORE DETAILS >](#)

## ACADEMIC ACHIEVEMENT

Composite English Math Science

This indicator shows the percentage of points earned by students meeting or exceeding their state-level target based on their performance on state tests.

Points Earned: 17.6 of 45

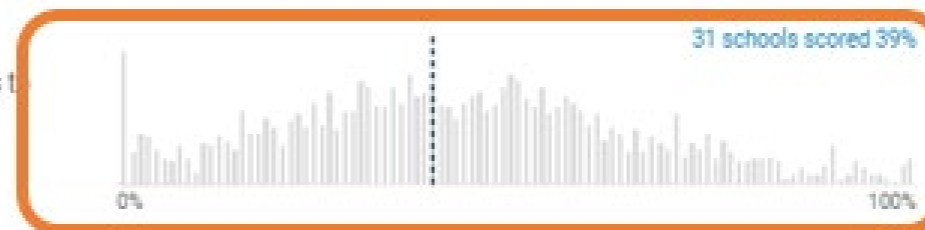
View the bottom graph to see how the state performance compares to other Oklahoma schools.

[What is a priority group?](#)

[+ view by demographics](#)

State

39.1%



31 schools scored 39%

0%

100%

Demographic filter

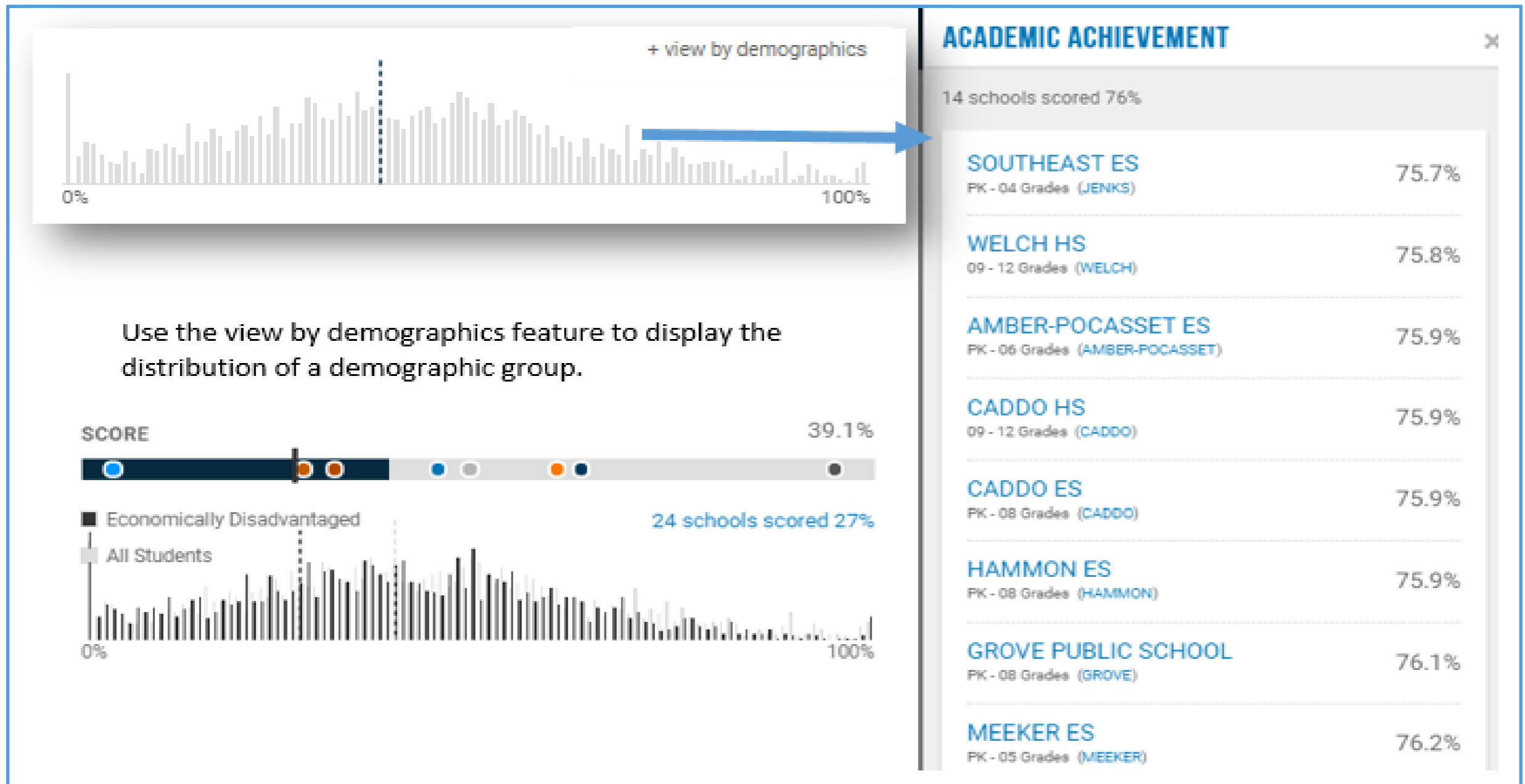
Distribution across the State

Performance over time



# New report card visualizations

The distribution graph is interactive; you can click on any point on the graph and it opens a modal that shows all the schools scoring at the chosen level.



# Demographic filters

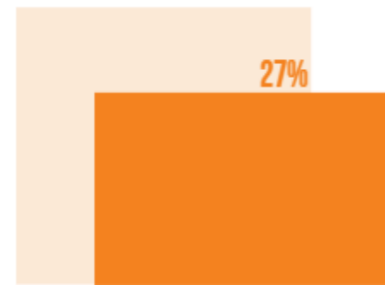
## INDICATORS **ECONOMICALLY DISADVANTAGED STUDENTS**

View by Student Group ▾

### ACADEMIC ACHIEVEMENT D

How prepared are Economically Disadvantaged students for the next grade, course or level?

Points Possible: 45

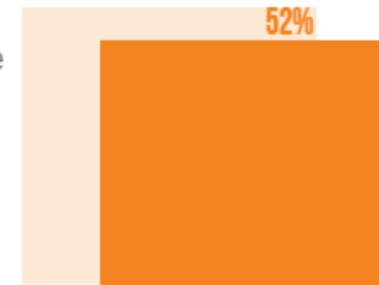


STATE

### ACADEMIC GROWTH C

How are Economically Disadvantaged students growing compared to their performance the previous year?

Points Possible: 30

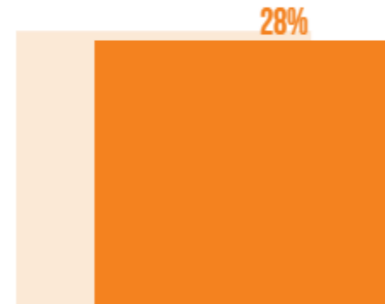


STATE

### ENGLISH LANGUAGE PROFICIENCY PROGRESS D

How well are Economically Disadvantaged student English learners meeting their language-acquisition targets?

Points Possible: 15

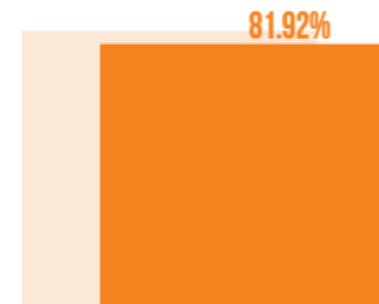


STATE

### CHRONIC ABSENTEEISM D

What percentage of Economically Disadvantaged students are in good attendance?

Points Possible: 10



STATE

- Students with Disabilities
- Economically Disadvantaged**
- English Learner
- American Indian
- Asian/Pacific Islander
- Black
- Hispanic
- Two or More Races
- White

# New contextual data about our state, districts and schools

OVERVIEW INDICATORS ▾ **ABOUT OUR SCHOOL ▾** YOUR STUDENT

ABOUT OUR DISTRICT ▾ YOUR STUDENT

- Academic Measures ▾**
- School Climate ▾

STI

- Assessment Performance
- ELP
- Student Progress

ABOUT OUR DISTRICT ▾ YOUR STUDENT

- Academic Measures ▾
- School Climate ▾**

STI

- Per Pupil Expenditure
- Discipline and Attendance
- Graduation and Beyond

Contextual Information includes both FAY and NFAY students as federally required. Contextual information includes both academic and school climate measures.

OKLAHOMA SCHOOL TESTING PROGRAM

Parent/Student Portal



[Accessibility Information](#) [En Español](#)

First Time Users

Enter your student's STN and date of birth.

Student ID (STN):

Date of Birth:

Where's my Student ID?

Returning Users

Enter your student's STN and password.

Student ID (STN):

Password:

Forgot Password?

[Terms of Use](#) [Privacy Policy](#)



Sample Logins: <https://oklahoma.onlinehelp.cognia.org/wp-content/uploads/sites/5/2019/05/2019-OK-Parent-Portal-Sample-Logins.pdf>

# Collaboration opportunity 2<sup>nd</sup> and 4<sup>th</sup> Thursday from 3:30-4:30

## TeleEDGE - Oklahoma School Report Cards



In collaboration with the Oklahoma State Department of Education the **TeleEDGE ECHO** line launched on Thursday, August 8th. This ECHO line focuses on “Oklahoma School Report Cards” and sharing educational best practices with teachers and administrators. About School Report Cards: Just as students’ report cards provide a snapshot of their school performance, the Oklahoma School Report Cards show how public schools across Oklahoma are serving students in a variety of areas. School performance is now being measured across multiple indicators, including academic achievement, academic growth, chronic absenteeism, progress in English language proficiency assessments, postsecondary opportunities and graduation. Each of these indicators receives a specific point value that translates to a letter grade (<https://oklaschools.com/>).

Register Here: <https://health.okstate.edu/echo/tele-edge.html>

# From the 2019 Report Card Comparison Tool

<https://sde.ok.gov/research>

## Research and Data Tools

This section will include any interactive tools developed to help understand Oklahoma school data.

### ■ [2019 Oklahoma School Report Card Comparison Tool](#)

This interactive worksheet compares the report card data of the school of your choice with the 10 most demographically similar schools (based on a combination of enrollment, poverty, race/ethnicity, and other demographics). This worksheet contains macros. If you are having difficulty downloading, please check your browser or firewall security settings.

## Chronic Absenteeism

The Chronic Absenteeism Indicator is a measure of the percentage of students in good attendance (i.e., not chronically absent), as students cannot learn if they are not present for instruction; an absence of as few as two days per month puts them at risk of falling behind academically. A student is considered chronically absent after missing 10 percent or more of instructional time during a school year.

For all bar graphs, the reference school is in orange and the comparison schools are blue.

\*The percent of students that are chronically absent equals 100% minus the percentage of students in good attendance.

School ID	County	District	School	Chronic Absenteeism Grade
#N/A	ADAIR	Please Select...	Please Select...	

# Our Team

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