Executive Summary
Amendment to Oklahoma's Consolidated State Plan
December 18, 2020

Since the inception and implementation of Oklahoma's School Report Card, the Oklahoma State Department of Education (OSDE) has been committed to self-reflective, continuous improvement. Throughout the state's Consolidated State Plan (i.e., the vehicle through which the School Report Cards are approved), the OSDE specified they would examine data once they became available to validate design decisions. The following proposed changes are a result of evidence-based examinations from available data.

Introduction to Proposed Changes

As part of ensuring students are prepared for life after high school, Oklahoma's School Report Card is designed to capture schools' efforts to provide opportunities and supports for all students. Beginning in summer 2019, the Office of Accountability, alongside our Technical Advisory Committee and other technical experts, began examining the existing configuration of the accountability system as it aligns to our guiding principle: that *all students can grow and all schools can improve*. The proposed changes to our Consolidated State Plan—which will be outlined in an amendment submitted to the U.S. Department of Education—are all part of this evaluative process and the result of numerous, comprehensive analyses of our extant data and policies. These proposed changes can be distilled into three categories: (1) indicator weighting, (2) minimum n-size, and (3) Additional Targeted Support and Improvement and Targeted Support and Improvement identification.

Indicator Weighting

Following a comprehensive examination of available data, the OSDE is proposing to adjust the component weights within the academic achievement indicator. This adjustment is informed by a series of analyses, indicating a higher than desired level of within- and across-year volatility and a need to balance the student group-specific trajectories with a more sensitive examination of performance using the Oklahoma State Testing Program (OSTP).

In its present design, Oklahoma's Academic Achievement indicator awards students points across two measures: (1) students meeting academic targets relative to Priority Student Group membership (i.e., performance), and (2) students reaching the Proficient or Advanced levels (i.e., proficiency or status) on summative assessments. The current methods for each are calculated as follows:

- **Performance**: On the performance portion of the indicator, students are first identified with the Priority Student Group based on his or her demographic group most correlated with academic achievement (e.g., race/ethnicity, disability status, socioeconomic status,

etc.). For each demographic group, we identify a baseline and performance targets that increase annually to reflect an expectation of challenging but attainable targets.

- **Proficiency**: On the proficiency portion of the indicator, points are awarded based on the percent of students who are proficient.

While these climbing targets have communicated the state's increased expectations over time, overweighting the Priority Student Group portion of the Academic Achievement indicator has limited the system's ability to detect improvement with sufficient sensitivity. As a result, the OSDE is adjusting the two components to better reflect the state's expectations of (1) accelerating the improvement of Priority Student Groups, and (2) recognizing the observed performance of schools on the OSTP.

The OSDE is revising the proficiency portion of the indicator to award points across performance levels rather than just based on percent proficient. The combination of empirical analyses and policy goals suggest the revisions to the indicator will more clearly communicate school and student group performance and provide the public with a clearer signal of student performance and school improvement. The proposed changes result in methodologically minor changes but a tighter alignment between the theory of action associated with each indicator, the overall score, and technical defensibility.

Minimum *n*-size

The OSDE is proposing changes to the minimum *n*-size for accountability. The OSDE is committed to including as many schools as technically defensible in accountability calculations. The state has several goals for accountability:

- Maintaining the integrity of the accountability system;
- Capturing at least the same number of schools as previous iterations; and
- Improving the consistency and validity of identification.

After examining historical differentiation data, we have concluded that using an *n*-size of 10 has resulted in excessive volatility when differentiating schools year over year, which undermines the validity of the system to meaningfully differentiate schools.

Based on simulations using prior and current enrollment data, the OSDE determined that an *n*-size of 25 meets both sensitivity and inclusion needs when also applying our previously approved, multiple-year model. This model pools data across years for schools that do not meet the minimum *n*-size threshold, which allows for at least as many schools being identified. This evidence suggesting an increased number of subgroups and schools will be included in accountability calculations. In conjunction, these findings meet the previously stated goals for accountability.

TSI and ATSI Schools

The OSDE is proposing a change to how the state identifies TSI and ATSI schools. Oklahoma's accountability system focuses support on those schools identified as needing it. As presently designed, Oklahoma's school identification processes over-identify schools and are at risk of ineffectively spreading support too thinly. To mitigate this risk, we propose establishing new criteria for TSI and ATSI identification.

For TSI identification, the OSDE will define "consistently underperforming" as any school with a subgroup that falls below the 10th percentile for that subgroup for three (3) consecutive years, which includes all required indicators in the system of Annual Meaningful Differentiation. Doing so ensures that all schools must address their lowest performing subgroups, further prioritizes the OSDE's goal that "all students can grow," and serves as an "early warning" to sites. The first year of identification for TSI will be fall 2021 using the most recent three years of data available.

For ATSI identification, the OSDE will identify, from the pool of TSI schools, any school in which any subgroup of students, on its own, would be identified as a CSI school (I.e., below the bottom 5th percentile of all Title 1 schools in the state). The first identification year for ATSI will be fall 2021.

Conclusion

Based on these internal examinations, our consultation with technical experts, and discussions with a group of external stakeholders, these changes will allow the OSDE to provide the public with a clearer and more sensitive signal of school improvement and student performance. The OSDE invites you to provide comments on the proposed changes, which can be emailed to Accountability@sde.ok.gov .