TITLE 210. STATE DEPARTMENT OF EDUCATION
CHAPTER 10. SCHOOL ADMINISTRATION AND INSTRUCTIONAL SERVICES

SUBCHAPTER 13. STUDENT ASSESSMENT

210:10-13-22. Implementation of a system of school improvement and accountability

(a) **Purpose**. Accountability for student learning is the key focus of school improvement. Results from the statewide assessment program shall form the basis of the system of school improvement and accountability. Student achievement data from the State's annual standardized assessments in grades three (3) through eight (8) and end-of-instruction tests administered under Section 1210.508 of Title 70 shall be used to establish both proficiency levels and annual progress for individual students, school sites, school districts, and the State. Results shall further be used as the primary criteria in calculating school performance grades as specified in subsection (f) of this rule and shall be annually reported. Results may further be used by the Legislature in calculating any performance-based funding policy that is provided to public school districts. The statewide assessment program shall be used to measure the annual learning gains of each student toward achievement of the State standards appropriate for the student's grade level and to inform parents of the educational progress of their public school children.

(b) **Implementation**. The A-F school accountability system will be implemented in the year 2012, based on data from the 2011-2012 school year, and shall be reported annually thereafter. The school accountability system will be considered to be fully implemented with the following accountability elements:

(1) Designation of overall school performance grades shall be based on a combination of the following:

(A) ~~Thirty-three~~ Fifty percent ~~(33%)~~(50%) on student test scores, based on the Oklahoma School Testing Program assessments in grades three (3) through twelve (12);

(B) ~~Seventeen~~ Twenty-five percent ~~(17%)~~(25%) on annual student learning gains as measured by the State's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests;

(C) ~~Seventeen~~ Twenty-five percent ~~(17%)~~(25%) on annual student learning gains for the lowest twenty-five percent (25%) of students in the school, as measured by the State's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests as required by 70 O.S. § 1210.545~~;~~.

~~(D) Thirty-three percent (33%) on whole school improvement, based on the factors listed in sub-section (f)(4) of this rule.~~

(2) In addition to the three criteria listed in (b)(1) of this Section, bonus points shall be calculated in accordance with the criteria set forth in (g) of this Section and added to the subtotal of component points to create a final report card index of points used to calculate the overall school performance grade of each school site.

~~(2)~~(3) Schools shall earn a separate performance grade for each of the ~~four~~ three criteria listed in ~~sub-sections~~ (b)(1) and (f) of this ~~rule~~Section. Additionally, schools shall earn an overall performance grade based on a combination of the criteria listed in ~~sub-sections~~ (b)(1) and (f) and the bonus points earned in accordance with (g)~~(f)~~ of this ~~rule~~Section.

~~(3)~~(4) To ensure that student data accurately represent school performance, schools shall be required to assess at least ninety-five percent (95%) of eligible students to earn a school performance grade. Failure to assess at least ninety-five percent (95%) of eligible students

will result in a letter grade reduction in the school's overall school performance grade. Schools assessing less than ninety percent (90%) of eligible students will result in the school earning an overall performance grade of F.

(c) **School Accountability for Student Performance**. All schools shall be accountable for performance. Each school is accountable for the performance of its entire student population. Student achievement data from the State's annual standardized assessment and end-of-instruction tests administered in this State shall be used to measure a school's student performance for the subject areas of reading, mathematics, social studies, science and writing.

(d) **Reporting Student Achievement Data for School Accountability**. Student achievement data shall be reported for all students in a school. Each year, reports of achievement data for all students shall be prepared for each school, each district, and the State. District reports shall be calculated in the same manner as a school site, aggregated at the student level.

(1) The scores will be computed from the number of eligible students enrolled in the school. Eligible students shall include all students enrolled for the full academic year in the school and taking the State's annual standardized assessments or end-of-instruction tests. For end-of-instruction exams, only ~~Only~~ first opportunity students are included in the calculation of eligible students.

(2) All eligible students, regardless of disability or limited English proficiency classification, with valid state standardized assessment scores in reading and math in both the current school year and the previous school year are included in ~~paragraphs~~ (f)(2) and (f)(3) of this ~~rule~~Section regarding the determination of student learning gains. In addition, the inclusion of these students shall be applied to ~~sub-section~~ (b)(3) of this ~~rule~~Section, regarding the percentage of students assessed. Current and previous school years reading and math scores for students with disabilities assessed on the State's annual standardized alternate assessment shall be included in the determination of test scores, including achievement ~~and improvement~~ addressed in ~~sub-sections~~ (f)(1) ~~and (f)(4)~~ of this ~~rule~~Section.

(3) The Superintendent of Public Instruction is authorized to designate a single school performance grade for schools that serve multiple levels: elementary and/or middle and/or high school grade levels. Designations shall be made based on the highest grade level offered by the school.

(A) If the highest grade offered by a school site is the sixth (6th) grade or below, the school shall be graded according to elementary school criteria.

(B) If the highest grade offered by a school site is the (7th) through tenth (10th) grade, the school shall be graded according to the middle school criteria. Schools in this category shall not earn advance coursework credit for ninth and tenth grade students completing high school coursework unless the course qualifies as advanced coursework pursuant to ~~subsection (f)(4)(A)(ii) or (f)(4)(B)(i)~~(g)(1)(B) or (g)(2)(A) of this Section.

(C) If the highest grade offered by a school site is the eleventh (11th) or twelfth (12th) grade, the school shall be graded according to high school criteria.

(4) The State Department of Education will verify that each school is appropriately classified by type before the issuance of school grades. School type is defined as the school level designation of a school based on the grade levels served: elementary, middle, high, or a combination across levels.

(5) For purposes of (f) of this Section, the determination of the proficiency level of eligible students exempted from one or more end-of-instruction exams in accordance with the requirements of 70 O.S. 1210.523 and the accompanying rule at 210:10-13-16(b)(7)-(8) shall be based upon the cut scores approved by the State Board of Education. Points shall be

awarded and calculated for each "Proficient" or "Advanced" score in accordance with (f) of this Section.

(e) **School Performance Grades**. The measure of school accountability shall be the school performance grade. The Oklahoma State Board of Education is authorized to designate a school performance grade for each school that:

(1) For purposes of calculating student achievement pursuant to ~~subsection~~ (f)(1), has at least ten (10) eligible students with valid student state standardized assessment scores.

(2) For purposes of calculating student growth pursuant to ~~subsection~~ (f)(2), has at least ten (10) eligible students with valid student state standardized assessment scores or end-of-instruction test scores in reading or math in both the current and the previous school years.

(3) For purposes of calculating ~~student~~ growth of the lowest twenty-five percent (25%) of students pursuant to ~~subsection~~ (f)(3), has at least ten (10) eligible students with valid student state standardized assessment scores or end-of-instruction test scores in reading or math in the current and previous school years.

(4) A school shall not earn a grade for any component or criteria unless minimum N-size requirements established pursuant to this rule are met. Performance designations shall be made using School Performance Grades A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F. School performance grades shall be based on the assessments and criteria as specified in ~~subsection~~ (f) of this ~~rule~~Section and bonus points as specified in (g) of this Section. The Superintendent of Public Instruction is authorized to establish and adjust appropriate achievement level criteria to the extent allowed by law for submission to the State Board of Education for final approval.

(f) **Criteria for Designating School Performance Grades**. Overall school performance grades shall be based on a combination of the bonus points calculated in accordance with (g) and the ~~four~~ points calculated in accordance with the three criteria outlined in ~~sub-section~~ (b)(1) of this ~~rule~~Section: (1) student achievement scores; (2) annual learning gains; and (3) improvement of the lowest twenty-five percent (25%).~~; and (4) whole school improvement.~~

(1) **Student achievement/performance index**. Student achievement scores are represented through a performance index, aggregated for each school, calculated based on all state standardized assessments and/or end-of-instruction tests collectively, and by each subject area. A point value shall be given to each exam based on proficiency score. Points shall be summed and divided by the number of exams administered to eligible students.

(A) Points shall be assigned based on the following criteria:

(i) Unsatisfactory = 0

(ii) Limited Knowledge = 0

(iii) Proficient = 1.0

(iv) Advanced = 1.0

(B) A letter grade shall be earned based on the following criteria:

(i) 90 points or Above = A

(ii) 80 – 89 points = B

(iii) 70 – 79 points = C

(iv) 60 – 69 points = D

(v) 59 points or Below = F

(2) **Student growth index**. Annual learning gains in reading and math are represented through a growth index, aggregated for each school. The score shall be calculated in whole and by subject-matter by assigning ~~points~~ one point for each student who improves ~~a positive change in~~ proficiency ~~level~~ levels or improves substantially within a proficiency level ~~for~~

~~eligible students~~ from the previous school year to the current school year, divided by the number of students taking the tests. ~~or by a positive change in Oklahoma Performance Index (OPI) score that meets or exceeds the State average of students with a positive OPI change.~~

(A) This calculation represents the number of eligible students who have:

(i) Improved their state standardized assessment achievement level or state standardized alternative assessment achievement level, as applicable, from the previous school year to the current school year; or

(ii) Improved their state standardized assessment achievement level or state standardized alternative assessment achievement level and such change in OPI from the previous school year to the current school year met or exceeded the State average of students with a positive OPI change; or

(iii) Maintained their proficient or satisfactory achievement level on the state standardized assessment or state standardized alternate assessment, as applicable, from the previous school year to the current school year.

(B) The growth index shall be calculated based on improved state standardized assessment and end-of-instruction test performance from the previous school year to the current school year. The growth index shall be calculated by subject-matter and by assigning a point value to the change in proficiency score from the previous year to the next. Points based on student gains shall be summed and divided by the number of exams administered, and shall include only eligible students for whom comparative test scores exist. Points shall be assigned based on the following criteria:

(i) Change from Unsatisfactory to Limited Knowledge = 1.0

(ii) Change from Unsatisfactory to Proficient or Satisfactory = 1.0

(iii) Change from Unsatisfactory to Advanced = 1.0

(iv) Change from Limited Knowledge to Proficient or Satisfactory = 1.0

(v) Change from Limited Knowledge to Advanced = 1.0

(vi) Change from Proficient or Satisfactory to Advanced = 1.0

(vii) Remain Proficient or Advanced from Year 1 to Year 2 = 1.0

(viii) Remained at Unsatisfactory from Year 1 to Year 2 and Meets or Exceeds State Average Positive Change or remained at Limited Knowledge from Year 1 to Year 2 and Meets or Exceeds State Average Positive Change = 1.0

(ix) Remained at Unsatisfactory from Year 1 to Year 2 and Fails to Meet or Exceed State Average Positive Change or remained at Limited Knowledge from Year 1 to Year 2 and Fails to Meet or Exceed State Average Positive Change = 0

(x) Remained at Unsatisfactory from the previous school year to the current school year, or remained at Limited Knowledge from the previous school year to the current school year, but demonstrates substantial improvement within a proficiency level = 1.0

(C) For purposes of this subparagraph, a student's improvement within a proficiency level will be considered “substantial improvement” if the student demonstrates an increase in Oklahoma Performance Index ("OPI") score from the previous school year to the current school year that meets or exceeds the average positive increase amongst all students in the State who increased their OPI score from the previous school year to the current school year.

~~(C)~~(D) A letter grade shall be earned based on the following criteria:

(i) 90 points or Above = A

(ii) 80 – 89 points = B

(iii) 70 – 79 points = C
(iv) 60 – 69 points = D
(v) 59 points or Below = F

(3) **Growth of the lowest twenty-five percent of students**. Improvement of the lowest twenty-five percent (25%) of students in reading and math shall be aggregated, as required by 70 O.S. § 1210.545. The score shall be calculated in whole and by subject-matter by assigning ~~points~~ one point for each student in the bottom quartile who improves ~~a positive change in~~ proficiency ~~score~~ levels or improves substantially within a proficiency level ~~for eligible students~~ from the previous school year to the current school year, divided by the number of students taking the test. ~~or by a positive change in Oklahoma Performance Index (OPI) score that meets or exceeds the State's positive average change.~~

(A) The calculation of a positive change in OPI score that meets or exceeds the State's average growth represents the number of eligible students who have:

(i) Improved their state standardized assessment achievement level or state standardized alternative assessment achievement level, as applicable, from the previous school year to the current school year; or

(ii) Retained their state standardized assessment achievement level or state standardized alternative assessment achievement level and such change in OPI from the previous school year to the current school year met or exceeded the State average of students with a positive OPI change.

(B) The score shall be based on improved state standardized assessment and end-of-instruction test performance from the previous school year to the current school year. Points based on student gains shall be summed and divided by the number of exams administered, and shall include only eligible students for whom comparative test scores exist. The growth of the lowest twenty-five percent (25%) shall be calculated based on the following criteria:

(i) Change from Unsatisfactory to Limited Knowledge = 1.0
(ii) Change from Unsatisfactory to Proficient or Satisfactory = 1.0
(iii) Change from Unsatisfactory to Advanced = 1.0
(iv) Change from Limited Knowledge to Proficient or Satisfactory = 1.0
(v) Change from Limited Knowledge to Advanced = 1.0
(vi) Change from Proficient or Satisfactory to Advanced = 1.0
(vii) Remain Proficient or Advanced from Year 1 to Year 2 = 1.0
~~(vi)~~(viii) Remained at Unsatisfactory from Year 1 to Year 2 and Meets or Exceeds State Average Positive Change or remained at Limited Knowledge from Year 1 to Year 2 and Meets or Exceeds State Average Positive Change = 1.0
~~(vii)~~(ix) Remained at Unsatisfactory from Year 1 to Year 2 and Fails to Meet or Exceed State Average Positive Change or remained at Limited Knowledge from Year 1 to Year 2 and Fails to Meet or Exceed State Average Positive Change = 0
(x) Demonstrates substantial improvement within a proficiency level = 1.0

(C) For purposes of this subparagraph, a student's improvement within a proficiency level will be considered "substantial improvement" if the student demonstrates an increase in Oklahoma Performance Index ("OPI") score from the previous school year to the current school year that meets or exceeds the average positive increase amongst all students in the State who increased their OPI score from the previous school year to the current school year.

~~(C)~~(D) A letter grade shall be earned based on the following criteria:

(i) 90 points or Above = A
(ii) 80 – 89 points = B
(iii) 70 – 79 points = C
(iv) 60 – 69 points = D
(v) 59 points or Below = F

~~(4)~~(g) ~~**Whole school improvement**~~ **Bonus points**. Each school can earn up to a maximum of ten (10) bonus points to be added to the subtotal of component points and applied toward their final grade. The criteria listed in ~~sub-sections (4)(A) and (4)(B)~~ (1), (2) and (3) of this subsection shall be used to calculate ~~whole school improvement~~ bonus points for high schools, middle schools, and elementary grade schools. Annually, the Oklahoma State Department of Education shall publish technical assistance specifically detailing the weighted formula and the projected availability of valid data used for computing ~~whole school improvement~~ bonus points. Technical assistance shall be published in time for school districts to make meaningful use of the information and data.

~~(A)~~(1) **High schools**. ~~For schools~~ Schools comprised of high school grades~~, the whole school improvement grade shall include~~ may earn up to a maximum of ten (10) bonus points as follows:

~~(i)~~(A) **Four-year adjusted cohort graduation** ~~**Graduation**~~ **rate**. A high school shall earn five (5) bonus points if its ~~Four-year high school~~ four-year adjusted cohort graduation rate meets or exceeds ninety percent (90%). ~~For this component, a letter grade shall be earned based on the calculation of a graduation rate,~~ The calculation of the four-year adjusted cohort graduation rate shall only ~~including~~ include students counted as on-time graduates as defined by federal regulations.

~~(I) 90% – 100% = A~~
~~(II) 80% – 89% = B~~
~~(III) 70% – 79% = C~~
~~(IV) 60% – 69% = D~~
~~(V) 59% or Below = F~~

~~(ii)~~(B) **Participation or performance in accelerated coursework**. One (1) bonus point shall be awarded to each high school that achieves either a student participation rate of seventy percent (70%) or higher in accelerated coursework or a student performance rate of ninety percent (90%) or higher in accelerated coursework. Student participation and performance rates shall be calculated as follows:

(i) **Participation in accelerated coursework.** Participation in accelerated coursework, is defined as participation in Advanced Placement (AP) courses, International Baccalaureate (IB) programs, concurrent enrollment, Advanced International Certificate of Education (AICE) courses, and industry certification courses. For this component, participation shall be calculated for the school year by dividing a count of accelerated coursework participants in grades nine (9) through twelve (12) (numerator) by the count of all students enrolled in grades eleven (11) and twelve (12) (denominator). For this component, a student must earn a passing grade in the course in order to be counted as a participant. Schools shall earn credit for every accelerated course in which a student is enrolled. Students enrolled in multiple accelerated courses shall be counted once for each course in which they are enrolled. In calculating a percentage for this component, participation rate shall include all enrollment data regardless of whether the course was taught at the high school, at a career technology center, an accredited college or university, or at a

regional site of the Oklahoma School of Science and Mathematics. ~~A letter grade for accelerated coursework shall be earned based on percentage of participation listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

~~(I) 70% – 100% = A~~
~~(II) 60% – 69% = B~~
~~(III) 50% – 59% = C~~
~~(IV) 30% – 49% = D~~
~~(V) 29% or Below = F~~

~~(iii)~~(ii) **Performance in accelerated coursework**. Performance in concurrent enrollment, Advanced International Certificate of Education (AICE) courses, Advanced Placement (AP), International Baccalaureate (IB), and industry certification courses. For this component, the numerator of the performance calculation shall include all students in grades nine (9) through twelve (12) who took an accelerated course or subject area examination during the academic year. AICE successful completion is defined as earning a "C" or higher and being awarded credit for specific postsecondary course(s). For concurrent enrollment, successful completion is defined as a passing grade of "C" or higher in a concurrent enrollment course for college credit. For industry certification, successful completion is defined as earning a "C" or better in the course leading to industry certification. Schools can earn additional successful completions for students who achieve industry certifications that result in credit for more than one (1) college course through statewide articulation agreements. For AP and IB performance, credit shall be earned based for each student scoring a three (3) or better on the AP exams, or a four (4) or better on IB exams. For purposes of this component, a school shall earn credit for every course in which a student demonstrates the required level of performance. In calculating a percentage for this component, performance shall include all coursework regardless of whether the course was taught at the high school, at a career technology center, an accredited college or university, or at a regional site of the Oklahoma School of Science and Mathematics. ~~A letter grade shall be earned based on the percentage of students enrolled in these programs who meet the criteria listed above:~~

~~(I) 90% – 100% = A~~
~~(II) 80% – 89% = B~~
~~(III) 70% – 79% =~~ C
~~(IV) 60% – 69% = D~~
~~(V) 59% or Below = F~~

~~(iv)~~(C) **ACT and SAT participation <u>or performance</u>**. <u>One (1) bonus point shall be awarded to each high school that achieves a rate of seventy-five percent (75%) or higher percentage of either student participation or performance on college entrance exams. Student participation and performance rates shall be calculated as follows:</u>

<u>(i) **ACT and SAT participation.**</u> ~~For this component,~~ <u>High</u> schools ~~will~~ <u>may</u> earn <u>one (1) bonus point</u> ~~a grade~~ based on the calculated percent of students taking the ACT and/or SAT. The percent is calculated by dividing the number of twelfth (12th) grade students who have taken the ACT and/or SAT tests, divided by the number of

students enrolled in grade twelve (12). Students will be counted once for the ACT and/or once for the SAT, regardless of the number of times or at which grade levels the test(s) are taken. The high school will earn credit for the most recent test score reported at the time the test is administered. ~~A letter grade for ACT and SAT participation shall be earned based on the criteria listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

~~(I) 75% – 100% = A~~
~~(II) 65% – 74% = B~~
~~(III) 50% – 64% = C~~
~~(IV) 30% – 49% = D~~
~~(V) 29% or Below = F~~

~~(v)~~(ii) **ACT and SAT performance**. ~~For this component,~~ High schools ~~will~~ may earn one (1) bonus point ~~a grade~~ based on the percentage of students scoring an ACT composite score of 20 or greater based on 36-point scale, and/or an SAT score of 1410 or greater based on a 2400-point scale. Students will be counted once for the ACT and/or once for the SAT, regardless of the number of times or at which grade levels the test(s) are taken. The high school will earn credit for the most recent test score reported at the time the test is administered. ~~A letter grade for ACT and SAT performance shall be earned based on the criteria listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

~~(I) 75% – 100% = A~~
~~(II) 65% – 74% = B~~
~~(III) 50% – 64% = C~~
~~(IV) 30% – 49% = D~~
~~(V) 29% or Below = F~~

~~(vi)~~(D) **High school graduation rate of eighth (8th) graders**. ~~For this component,~~ High schools shall earn one (1) bonus point for achieving a ~~grade based on the~~ high school graduation rate of eighty-five percent (85%) or greater percentage of students who scored at limited knowledge or unsatisfactory on the eighth (8th) grade reading and mathematics criterion-referenced test administered pursuant to the Oklahoma State Testing Program (OSTP). For this component, schools shall be eligible to earn the bonus point ~~a grade~~ based on the calculation of the graduation rate of this population of eighth (8th) graders, regardless of where the student attended the eighth (8th grade). ~~The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

~~(I) 85% – 100% = A~~
~~(II) 75% – 84% = B~~
~~(III) 65% – 74% = C~~
~~(IV) 55% – 64% = D~~

~~(V) 54% or Below = F~~

~~(vii) **Graduation rate, including students taking five (5) or more years to graduate.** For this component, schools shall earn a grade based on the calculation of a graduation rate to include all graduates regardless of the amount of time required to meet graduation requirements.~~

~~(I) 90% – 100% = A~~

~~(II) 80% – 89% = B~~

~~(III) 70% – 79% = C~~

~~(IV) 60% – 69% = D~~

~~(V) 59% or Below = F~~

(E) **Overall EOI performance.** Upon the availability of valid student assessment data, one (1) bonus point shall be awarded to a high school if eighty percent (80%) or more of its graduates from the previous school year have scored either a "Satisfactory/Proficient" or "Advanced" on six (6) out of the seven (7) secondary level EOI assessments required by the Oklahoma School Testing Program Act at 70 O.S. § 1210.508(A)(6).

(F) **Year-to-year growth.** Upon the availability of valid student data, one (1) bonus point shall be awarded to each high school which demonstrates improvement from the previous school year in at least three (3) of the five (5) components used to calculate bonus points set forth in (1)(A) through (1)(E) of this subsection. For purposes of this subparagraph, a high school will be deemed to have demonstrated improvement in a category if the school has received bonus points in that category for two consecutive years (i.e., the current report card and the previous year's report card). In the alternative, a high school can demonstrate improvement in a category by meeting the following criteria specified in the category:

(i) **Four-year adjusted cohort graduation rate**. A high school demonstrates improvement by increasing its four-year adjusted cohort graduation rate in (1)(A) of this subsection by at least ten percent (10%) of the difference between the previous year's graduation rate and one hundred percent (100%).

(ii) **Participation or performance in accelerated coursework**. A high school demonstrates improvement by increasing its rate of participation or performance in accelerated coursework in (1)(B) of this subsection by five percent (5%) or more.

(iii) **ACT and SAT participation or performance**. A high school demonstrates improvement by increasing its rate of participation or performance in ACT or SAT in (1)(C) of this subsection by at least ten percent (10%) of the difference between the previous year's rate and one hundred percent (100%).

(iv) **High school graduation rate of eighth (8th) graders**. A high school demonstrates improvement by increasing its high school graduation rate of eighth graders in (1)(D) of this subsection by at least ten percent (10%) of the difference between the previous year's graduation rate and one hundred percent (100%).

(v) **Overall EOI performance**. A high school demonstrates improvement by increasing its overall rate of EOI performance in (1)(E) of this subsection by at least ten percent (10%) of the difference between the previous year's rate and one hundred percent (100%).

~~(B)~~(2) **Middle schools**. ~~For schools~~ Schools comprised of middle school grades~~, the whole school improvement grade shall include~~may earn up to a maximum of ten (10) bonus points as follows:

~~(i)~~(A) **The percentage of students who are taking higher level coursework at a**

satisfactory or higher level in middle school. ~~For this component,~~ Middle schools shall earn ~~a grade based on~~ two (2) bonus points for achieving a participation rate of thirty percent (30%) or higher ~~the~~ percentage of students taking traditional high school courses in the middle school grades, pre-Advanced Placement courses, or honors courses in a traditional classroom or in a virtual environment who score at a satisfactory level or higher on the corresponding state standardized assessment. Schools shall earn credit for every accelerated course in which a student is enrolled. Students enrolled in multiple accelerated courses shall be counted once for each course in which they are enrolled. ~~A letter grade will be earned based on the criteria listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

~~(I) 30% or Higher = A~~
~~(II) 25% – 29% = B~~
~~(III) 20% – 24% = C~~
~~(IV) 15% – 19% = D~~
~~(V) 14% or Below = F~~

~~(ii)~~(B) **Attendance**. ~~For this component,~~ Middle schools will earn ~~a grade~~ six (6) bonus points for ~~the level of student attendance based on the calculation of a student~~ achieving a student attendance rate of ninety-four percent (94%) or higher. This rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). ADA is calculated by dividing the total number of days students were present by the number of days in the school calendar or by dividing the number of hours students were present by the number of hours in the school calendar, whichever applicable. ADM is calculated by dividing the total number of days students were enrolled in school by the number of days in the school calendar or by dividing the number of hours students were enrolled by the number of hours in the school calendar, whichever applicable. ~~A letter grade for attendance will be earned based on the criteria listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

~~(I) 94% – 100% = A~~
~~(II) 92% – 93% = B~~
~~(III) 90% – 91% = C~~
~~(IV) 88% – 89% = D~~
~~(V) 87% or Below = F~~

~~(iii)~~(C) **Dropout rate**. ~~For this component,~~ Middle schools shall earn ~~a grade based~~ two (2) bonus points for achieving a rate of zero point nine percent (0.9%) or lower of ~~on~~ the annual number of students reported as dropouts to the Oklahoma State Department of Education on the Annual Dropout Report. ~~A letter grade for dropout rate will be earned based on the listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

~~(I) 0% – 0.9% = A~~
~~(II) 1% – 1.9% = B~~
~~(III) 2% – 2.9% = C~~

~~(IV) 3% – 3.9% = D~~
~~(V) 4% or More = F~~

~~(C)~~(3) **Elementary schools**. ~~For schools~~ Schools comprised of elementary school grades~~, the whole school improvement grade~~ shall ~~include~~ earn ten (10) bonus points as follows:

~~(i)~~(A) **Attendance**. ~~For this component,~~ Elementary schools will earn ten (10) bonus points for achieving ~~a grade for the level of student attendance based on the calculation of~~ a student attendance rate of ninety-four percent (94%) or greater. This rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). ADA is calculated by dividing the total number of days students were present by the number of days in the school calendar or by dividing the number of hours students were present by the number of hours in the school calendar, whichever applicable. ADM is calculated by dividing the total number of days students were enrolled in school by the number of days in the school calendar or by dividing the number of hours students were enrolled by the number of hours in the school calendar, whichever applicable. ~~A letter grade for attendance will be earned based on the criteria listed below. The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

~~(I) 94% – 100% = A~~
~~(II) 92% – 93% = B~~
~~(III) 90% – 91% = C~~
~~(IV) 88% – 89% = D~~
~~(V) 87% or Below = F~~

~~(ii) **Dropout rate**. For this component, schools shall earn a grade based on the annual number of students reported as dropouts to the Oklahoma State Department of Education on the Annual Dropout Report. A letter grade for dropout rate will be earned based on the scale listed below.The scale provided to assign a grade will be converted to a transformed scale so that the A will range from 90-100, the B will range from 80-89, the C will range from 70-79, the D will range from 60-69, and the F will range from 59 and below. Points will be earned based on a transformed scale.~~

~~(I) 0% – 0.9% = A~~
~~(II) 1% – 1.9% = B~~
~~(III) 2% – 2.9% = C~~
~~(IV) 3% – 3.9% = D~~
~~(V) 4% or More = F~~

~~(g)~~(h) ~~**Additional points**~~**Technical assistance**. ~~In addition to the criteria listed in sub-section (f)(4) of this rule, schools may earn additional points that will be factored into the school's whole school improvement grade.~~ Annually, the Oklahoma State Department of Education shall publish technical assistance specifically detailing the weighted formula used for computing ~~additional~~ bonus points. ~~into the whole school improvement grade.~~ Technical assistance shall be published in time for school districts to make meaningful use of the information and data.

~~(1) **Parent and community engagement factors.** For all schools comprised of high school, middle school, and elementary school grades, additional points may be earned and factored into the whole school improvement grade based on the following school improvement factors. For this component, schools shall earn additional points based on the number of volunteer hours performed during the school year by parents and/or community members.~~

~~(2) In addition to the factors outlined in sub-section (g)(1), for schools comprised of high school grades, additional points may be earned and factored into the whole school improvement grade based on the following school improvement factors:~~

~~(A) **College preparatory coursework**. For this component, high schools serving students in grades nine (9) through twelve (12) shall earn points based on the percentage of students completing the State's college and career preparatory curriculum. This shall be calculated based on a sum of all students, in grades nine (9) through twelve (12), enrolled in college preparatory coursework divided by the total number of students enrolled in the school in grades nine (9) through twelve (12).~~

~~(B) **College remediation**. For this component, a college remediation rate shall be calculated by dividing the unduplicated count of students needing remediation in reading, English, math, or science by the total number of the students attending an Oklahoma college or university.~~

~~(h)~~(i) **School Performance Grading Scale**. The School Performance Grade shall be based on a combination of the factors outlined in sub-section (b)(1) ~~of this rule~~ and detailed in ~~sub-section~~ (f) and (g) of this ~~rule~~Section. ~~Thirty-three~~ Fifty percent ~~(33%)~~(50%) shall be based on student test scores; ~~seventeen~~ twenty-five percent ~~(17%)~~(25%) on student learning gains; ~~seventeen~~ and twenty-five ~~percent~~ ~~(17%)~~(25%) on improvement of the lowest twenty-five percent (25%) of students in the school in reading and mathematics.~~;~~ ~~and thirty-three percent (33%) on whole school improvement.~~ Letter grades will be calculated according to the assigned weight of each criteria and by combining points earned for each component within each criteria. The school performance grade ~~grades for each factor described in sub-section (b)(1)~~ will be ~~earned and~~ assigned according to the following scale:

~~(1) 90 or Above = A~~
~~(2) 80 – 89 = B~~
~~(3) 70 – 79 = C~~
~~(4) 60 – 69 = D~~
~~(5) 59 or Below = F~~

(1) Ninety-seven percent (97%) to one-hundred and ten percent (110%) = A+
(2) Ninety-three percent (93%) to ninety-six percent (96%) = A
(3) Ninety percent (90%) to ninety-two percent (92%) = A-
(4) Eighty-seven percent (87%) to eighty-nine percent (89%) = B+
(5) Eighty-three percent (83%) to eighty-six percent (86%) = B
(6) Eighty percent (80%) to eighty-two percent (82%) = B-
(7) Seventy-seven percent (77%) to seventy-nine percent (79%) = C+
(8) Seventy-three percent (73%) to seventy-six percent (76%) = C
(9) Seventy percent (70%) to seventy-two percent (72%) = C-
(10) Sixty-seven percent (67%) to sixty-nine percent (69%) = D+
(11) Sixty-three percent (63%) to sixty-six percent (66%) = D
(12) Sixty percent (60%) to sixty-two percent (62%) = D-
(13) Fifty-nine percent (59%) and below = F

~~(i)~~(j) **Accuracy and Representativeness of Performance Data**. The Oklahoma State Department of Education shall review all information submitted by school districts to represent the performance of schools receiving a school performance grade.

(1) Each school district superintendent shall designate a school accountability contact person to be responsible for verifying accuracy of data.

(2) The Superintendent of Public Instruction shall withhold the designation of a school's

performance grade if he or she determines that the performance data does not accurately represent the progress of the school.

(A) Circumstances under which a school's performance data may be considered to not accurately represent the progress of the school include:

(i) Less than ninety-five percent (95%) of the school's student population eligible for inclusion in the designation of the school's performance grade was assessed.

(ii) Circumstances identified before, during, or following the administration of any state assessment where the validity or integrity of the test results are called into question and are subject to review as determined by the State Department of Education.

~~(j)~~(k) **Data verification by school sites/districts.** School sites shall be provided an opportunity to review all data used to calculate the school performance grade and the calculation of the school performance grade.

(1) **Initial Data Verification**. Initial data verification of the data used to calculate school performance grades shall occur throughout the school year as data becomes available to the State Department of Education. School district accountability staff shall have the opportunity to perform data verification and confirm that data being used to calculate school performance grades are accurate prior to the review period required by ~~(j)~~(k)(2) of this rule. The school district shall have at least thirty (30) calendar days to review each data component, as it becomes available. No changes to data shall be made after the expiration of the respective thirty (30) calendar day review period.

(2) **Calculation Verification**. Prior to the final release of school performance grades, a school district shall have at least ten (10) calendar days to certify the calculation of the performance grade. If the school district determines that a different performance grade should be assigned because of the omission of student data, a data miscalculation, or special circumstances that might have affected the grade assigned, school districts may submit a request for a review of the data calculation to the State Department of Education. Documentation of all elements to be reviewed by the Department must be submitted within the time limits specified in this subsection. No request for review of the calculation shall be accepted after the expiration of the ten (10) calendar day review period. Changes to the criteria, data, or process shall not be considered as part of this review.

~~(k)~~(l) **Final determination**. The Oklahoma State Board of Education's determination of a school's performance grade shall be final.

~~(1)~~(m) **Planned System Enhancements**. As indicated in this subsection, planned enhancements will occur in the System of School Improvement and Accountability. The Superintendent of Public Instruction will periodically recommend additional changes to the system to the State Board of Education for approval as necessary to ensure that continuous improvements are made in the educational programs of the State. ~~(A)~~ Performance data shall be reviewed annually to determine whether to adjust the school grading scale for the following year's school grades. Adjustments may include, but shall not be limited to grading criteria, classification of school type, point calculations, point requirements, and minimum points necessary to obtain a certain grade. Adjustments may reset the minimum required number of points for each grade.

(n) **Virtual education providers.** Each virtual charter school and each school district which contracts with a virtual charter school shall identify its full-time virtual students who do not live in the physical boundaries of the school district with which the sponsor is associated. Each virtual charter school shall separately report the achievement data of its non-resident full-time virtual students. The performance of non-resident students shall be excluded from the

determination of the overall school performance letter grade of the virtual charter school and its sponsoring school district. For purposes of this subsection, any full-time statewide virtual charter school student who resides within the borders of the State shall be considered a resident student.

(o) **Virtual charter schools.** Any virtual provider that offers full-time online programs for students enrolled in charter schools sponsored by a school district, technology center school district, higher education institution, a federally recognized Indian tribe, or the State Board of Education, in accordance with the provisions of the Oklahoma Charter Schools Act shall be considered a "virtual charter school." Each virtual charter school will be considered a separate school site within the sponsoring school district or the geographical boundaries of the school district in which the sponsor is located. If the virtual provider has contracted with more than one sponsor, the virtual provider will be considered a separate site within each school district associated with the sponsor with which the charter school has contracted.

(p) **Statewide virtual charter schools.** Any virtual provider that offers full-time online programs for students sponsored by the Statewide Virtual Charter School Board shall be considered a "statewide virtual charter school." Each statewide virtual charter school will be considered a separate school site of the Statewide Virtual Charter School Board.

(q) **Small Schools.** Small schools are an integral part of the public education system and provide innovative learning opportunities and environments for students, particularly those students which live in underserved, rural communities. In order to address certain challenges regarding assessment and accountability of performance of small schools, for purposes of federal reporting, the State Board of Education shall issue an alternative report summarizing the performance of schools that will not otherwise receive a school performance grade pursuant to the provisions of 70 O.S. § 1210.545. The alternative report for small schools shall utilize a modified approach to calculation of school performance in accordance with the following provisions:

(1) For purposes of this subsection, a "small school" means any school with fewer than ten eligible students who have valid Oklahoma School Testing Program exam scores in accordance with the provisions of (e)(1) of this Section.

(2) The report shall include sections summarizing student performance and student growth, which shall be calculated in accordance with the criteria set forth in (f) of this Section, but shall use the weighted average of the past three school years in lieu of the past school year. However, the report shall not display letter grades for individual content areas in the student performance section set forth in (f) of this Section;

(4) Student growth shall be calculated using only growth for all eligible students; growth of the lowest twenty-five percent (25%) of eligible students will not be included in the small school report;

(5) The report shall include a section summarizing bonus points, which shall be calculated in accordance with the criteria set forth in (g) of this Section. However, the report shall not display points awarded for each subcategory of bonus items set forth in (g)(1) through (g)(3) of this Section;

(6) Technical assistance detailing the calculation of small school reports shall be provided in accordance with the provisions of (g) and (h) of this Section.