



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

July 28, 2022

The Honorable Joy Hofmeister
Superintendent of Public Instruction
Oklahoma State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

Dear Superintendent Hofmeister:

I am writing in response to Oklahoma's request to the U.S. Department of Education (Department) on February 11, 2021, and updated subsequently several times, most recently on June 10, 2022, to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA). Prior to implementing any revisions to its approved consolidated State plan, a State must submit its proposed amendments to the Department for review and approval.

I have determined that the amended request meets the requirements in the ESEA and, for this reason, I am approving Oklahoma's amended State plan. A summary of the Oklahoma's amendment is enclosed. This letter, as well as Oklahoma's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend Oklahoma's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment to Oklahoma's consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Oklahoma's responsibility to comply with these civil rights requirements.

Thank you for all of the work that the Oklahoma State Department of Education (OSDE) has put into its consolidated State plan under the ESEA. If you need any assistance regarding the implementation of your ESEA consolidated State plan, please contact the Office of School Support and Accountability at: OESE.TitleI-a@ed.gov.

Sincerely,

/s/

James F. Lane, Ed.D.
Senior Advisor, Office of the Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

Enclosure

cc: Bryan Koerner, OSDE
Maria Cammack, OSDE
Carolyn Thompson, OSDE

Amendment to the Oklahoma Consolidated State Plan

The following is a summary of Oklahoma’s amendment request. Please refer to the Department’s website <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/> for Oklahoma’s complete consolidated State plan.

- *Minimum N-Size*
OSDE increased the minimum number of students necessary for accountability purposes from 10 to 25 in a single year. The State will also use multiple years of pooled data for schools and subgroups that do not meet the minimum number of students necessary for accountability purposes, which will result in the State including more schools and subgroups in its accountability system. The State does not make any changes to the minimum number of students necessary for reporting purposes, which remains at 10.
- *Academic Achievement Long-Term Goals*
OSDE shifted forward its long-term goals for academic achievement from 2030 to 2032 and recalculated its baseline and measurements of interim progress based on assessment data from springs 2018, 2019, and 2021.
- *Graduation Rate Long-Term Goals*
OSDE set long-term goals and measurements of interim progress for its five- and six-year adjusted cohort graduation rates (ACGRs) based on baseline data from the 2018-2019 school year. The State’s long-term goal for both its five and six-year ACGRs is 91 percent by 2025. The State also revised its measurements of interim progress for its four-year ACGR but maintains the long-term goal of a 90 percent four-year ACGR by 2025.
- *Academic Achievement Indicator*
OSDE revised its methodology for the Academic Achievement indicator that is comprised of reading/language arts (R/LA) and math assessment data to weight the performance of all students more heavily in the school and reduce the weight given to the performance of priority student subgroups. Specifically, for each R/LA and math portion of the indicator, OSDE will award up to 7.5 points for the “Priority Student Group Improvement Toward Expectations (ITE)” component and up to 7.5 points for the “Performance Level Snapshot” component, which measures academic achievement for all students. Thus, the total points awarded for the Academic Achievement indicator will continue to be 30.

Additionally, OSDE changed the underlying points used to calculate each component. Previously, for both components, OSDE awarded a student who meets the student’s scale score target (measurement of interim progress) but who is not yet proficient 0.95 points, a proficient student 1.0 points, and an advanced student 1.25 points. Now, for the Priority Student Group ITE component, OSDE will award a student who meets the student’s scale score target but who is not yet proficient 0.95 points and a proficient student 1.0 point, but it will no longer award 1.25 points to a student achieving an advanced scores. For the Performance Level Snapshot component measuring the performance of all students, OSDE will award a student achieving a basic score 0.5 points, a proficient score 1.0

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point, and an advanced score 1.25 points, whereas previously OSDE did not award partial points based on scoring basic but did award partial points based on meeting the target.

- *Other Academic Indicator*

OSDE revised the methodology used to calculate its Science Academic Achievement indicator, which is part of its Other Achievement indicator for elementary and middle schools, to weight the performance of all students more heavily in the school and reduce the weight given to the performance of priority student subgroups. Now, each component will be worth 7.5 points toward a school's total score in the State's accountability system. Previously, the performance of priority student groups component was worth 14 points and the performance level snapshot for all students was worth 1 point.

- *Graduation Rate Indicator*

OSDE updated the methodology for its Graduation Rate indicator to include the six-year ACGR and changed its methodology for calculating this indicator to provide five points based on the school's four-year ACGR, three points based on the school's five-year ACGR, and two points based on the school's six-year ACGR.

- *School Quality and Student Success (SQSS) Indicator*

OSDE revised the methodology used to calculate its Science Academic Achievement indicator, which is one of its school quality or student success indicators for high schools, to weight the performance of all students more heavily in the school and reduce the weight given to the performance of priority student subgroups. Now, each component will be worth 7.5 points toward a school's total score in the State's accountability system. Previously, the performance of priority student groups component was worth 14 points and the performance level snapshot for all students was worth 1 point.

- *Annual Meaningful Differentiation (AMD) and Weighting*

OSDE adjusted the weight assigned to its Progress in Achieving English Language Proficiency (ELP) indicator to 10 points (out of 85 total points in the system) instead of 15 points (out of 90 total) for all schools.

- *Different Methodology for AMD*

OSDE will use two different methodologies for annual meaningful differentiation for: (1) schools that do not have tested grades and (2) schools that do not meet the minimum number of 25 students in a single year. For pre-K-2 schools and "grade-level centers" (neither of which have students taking statewide assessments), the State will use the indicator of the next tested grade for the schools into which the students feed (e.g., third-grade achievement status). For schools that do not meet the minimum number of 25 students in a single year, OSDE will average data across three years so that a sufficient number of students is available. Specifically, for school year 2021-2022, the State will use the most recent three years of data for these schools.

- *Comprehensive Support and Improvement (CSI)*

OSDE updated its timeline to indicate that it will identify schools for comprehensive support and improvement based on the lowest-performing 5 percent of Title I schools,

low graduation rates, and not meeting the criteria to exit additional targeted support and improvement status in fall 2022. OSDE will shift forward its cycle of identifying schools for CSI every three years and will next evaluate the designation cycle at the end of school year 2025-2026. The State also included a figure indicating that it will identify schools for comprehensive and additional targeted support and improvement (CSI and ATSI, respectively) every three years and schools will have up to three years to meet the CSI and ATSI exit criteria before a CSI school receives more rigorous interventions and an ATSI school is identified for CSI.

- *Targeted Support and Improvement (TSI)-Consistently Underperforming Subgroups*
OSDE revised its definition of targeted support and improvement schools due to consistently underperforming subgroups (TSI) to a student subgroup that is in a school performing in the bottom 10 percent of that student subgroup for three consecutive years. OSDE will identify schools for TSI in fall 2022 using the three most recent years of data available.
- *Additional Targeted Support and Improvement (ATSI)*
OSDE revised its methodology for identifying schools for ATSI. Specifically, every three years, the State will identify for ATSI any TSI school in which any subgroup of students on its own would be identified for CSI. OSDE updated its timeline to indicate that it will identify schools for ATSI in fall 2022.
- *Additional Statewide Categories*
OSDE updated its timeline to indicate that it will next identify schools for the “best-of-the-best” in fall 2022. This is an additional statewide category of schools that OSDE uses for school identifications that is separate from the ESEA requirements to identify schools for comprehensive, targeted, and additional targeted support and improvement.
- *ATSI Exit Criteria*
OSDE removed “substantial improvement” as a criterion for exiting ATSI status. Instead, in addition to ATSI schools no longer meeting identification criteria, the absolute performance of the student subgroup must be higher than its performance when it was first identified for ATSI. OSDE also indicated that ATSI schools will be allowed to annually exit status. Finally, OSDE indicated that schools identified for ATSI in spring 2019 and fall 2022 will be expected to meet the exit criteria by fall 2022 and fall 2025, respectively, before being identified for CSI.