

CCOSA

School Evaluation Systems

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A-F Report Card Interim Study

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Agenda

- Review of State Accountability Systems
 - Alternatives to Letter Grades/ State Responses to ESSA Requirements (ECS 50-state Survey)
 - Alternatives to Measure of School Quality or Student Success (currently Chronic Absenteeism & Post-secondary Opportunities)
- Process for Change
- CCOSA Recommendations

Review of State Accountability Systems

Review of State Systems

-  The [Education Commission of the States](#) (ECS) provides a [50-state resource](#) on school accountability systems.
-  While federal law “requires states to report on school performance information... it does not prescribe the type of report card or rating systems that states use.” This federal flexibility in implementation has allowed states to try A-F grades, like Oklahoma’s current system, but also descriptive reports, index ratings, 1-5 stars systems, dashboards, and federal tiers of support.

State Responses to ESSA Requirements

Table 1: Comparison of Type of Rating System Adopted by States in 2018 and 2021

Type of Rating System	States 2018	States 2021	# of States 2018	# of States 2021
A-F Rating System	AZ FL IN LA MS NM NC OH OK TN TX UT	IN LA MI MS NC OH OK TN TX UT	12	10
Descriptive Rating System	DE IL KS ME MA MN NE NJ SC VT WV	DE IL KS ME MA MN NE NJ SC VT WV WY	11	12
Index Rating System	AK AR CT GA HI IA MI MO SD WA WI WY	AK AR CT FL GA HI IA MO NM ND SD WA WI	12	13
1-5 Star Rating System	DC KY MD NV RI	DC KY MD NV RI	5	5
Dashboard		CA	0	1
Federal Tiers of Support (Identifies only Schools in the Lowest Tier of Performance)	AL CO NH NY VA	AL AZ CO ID MT NH NY OR PA VA	5	10
No Summative Rating System	CA ID ND OR PA		5	0
Other Rating System	MT		1	0

Source: Education Commission of the States. *50-state comparison: States' school accountability systems*. For January 2021 data: Retrieved on January 4, 2022, from <https://reports.ecs.org/comparisons/states-school-accountability-systems-2021>. For January 2018 data: personal communication on January 14, 2022 with ECS staff.

Oklahoma's Current System

What Oklahoma School Report Cards measure

Data collected from each indicator provides meaningful and actionable information as shown here and explained in more detail on the pages that follow.

Grades K - 12	Chronic Absenteeism: How well are we lessening the impact of lost instructional time based on the percentage of students in regular attendance meaning that they are present 90% of the instructional days offered through our school calendar?
Grades 3 - 8 & 11	Academic Achievement: How well are we supporting groups of students in being ready for the next grade, course or level based on their performance on state tests in English language arts (ELA), math and science?
Grades 4 - 8	Academic Growth: How well are we supporting our students in progressing towards or maintaining mastery of grade-level academic standards in math and ELA based on comparing their performance on state tests between consecutive years?
English Learners	English Language Proficiency Assessment Progress (ELPA): How well are we supporting our English learners in gaining proficiency in English based on their WIDA ACCESS Scores?
Grades 11 - 12	Postsecondary Opportunities: How well are we preparing our students for life after high school based on the percentage of students participating in at least one opportunity (i.e., internships, AP/IB coursework, dual/concurrent enrollment, or CTE coursework)?
Grades 9 - 12+	Graduation: How well are we supporting our students in graduating with a diploma in 4, 5, or 6 years based on adjusted cohort graduation rates?

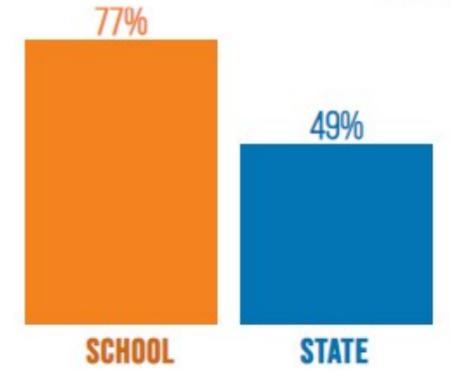
https://sde.ok.gov/sites/default/files/2022_Oklahoma%20School%20Report%20Card%20Guide%20-%20Measures%2C%20Indicators%20and%20Actions_FINAL.pdf

ACADEMIC ACHIEVEMENT

B

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

Points Possible: 45



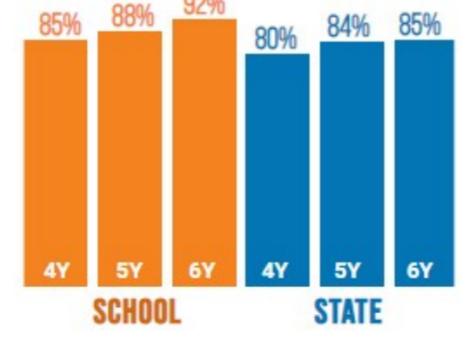
MORE DETAILS >

GRADUATION

C

Compared to other schools, how well is the school supporting students at graduating in four, five or six years?

Points Possible: 10



MORE DETAILS >

ENGLISH LANGUAGE PROFICIENCY PROGRESS

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



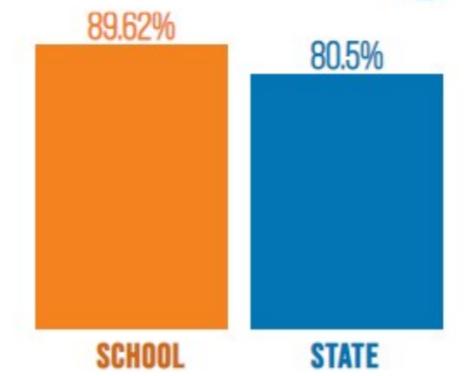
NO REPORTABLE DATA

CHRONIC ABSENTEEISM

C

What percentage of students is in good attendance?

Points Possible: 10

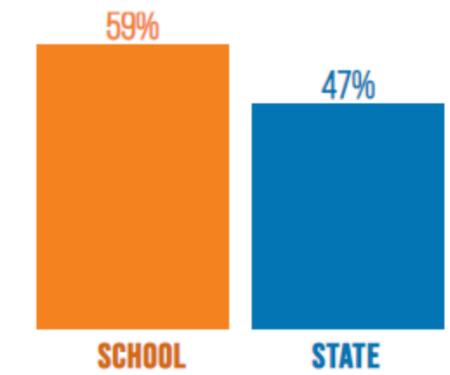


POSTSECONDARY OPPORTUNITIES

B

How well are schools helping students gain early college and career exposure?

Points Possible: 10



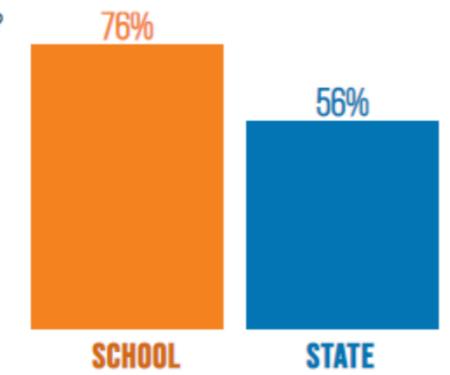
MORE DETAILS >

OVERALL

B

How did the school perform overall?

Points Possible: 75



High School Example

<https://www.oklaschools.com>

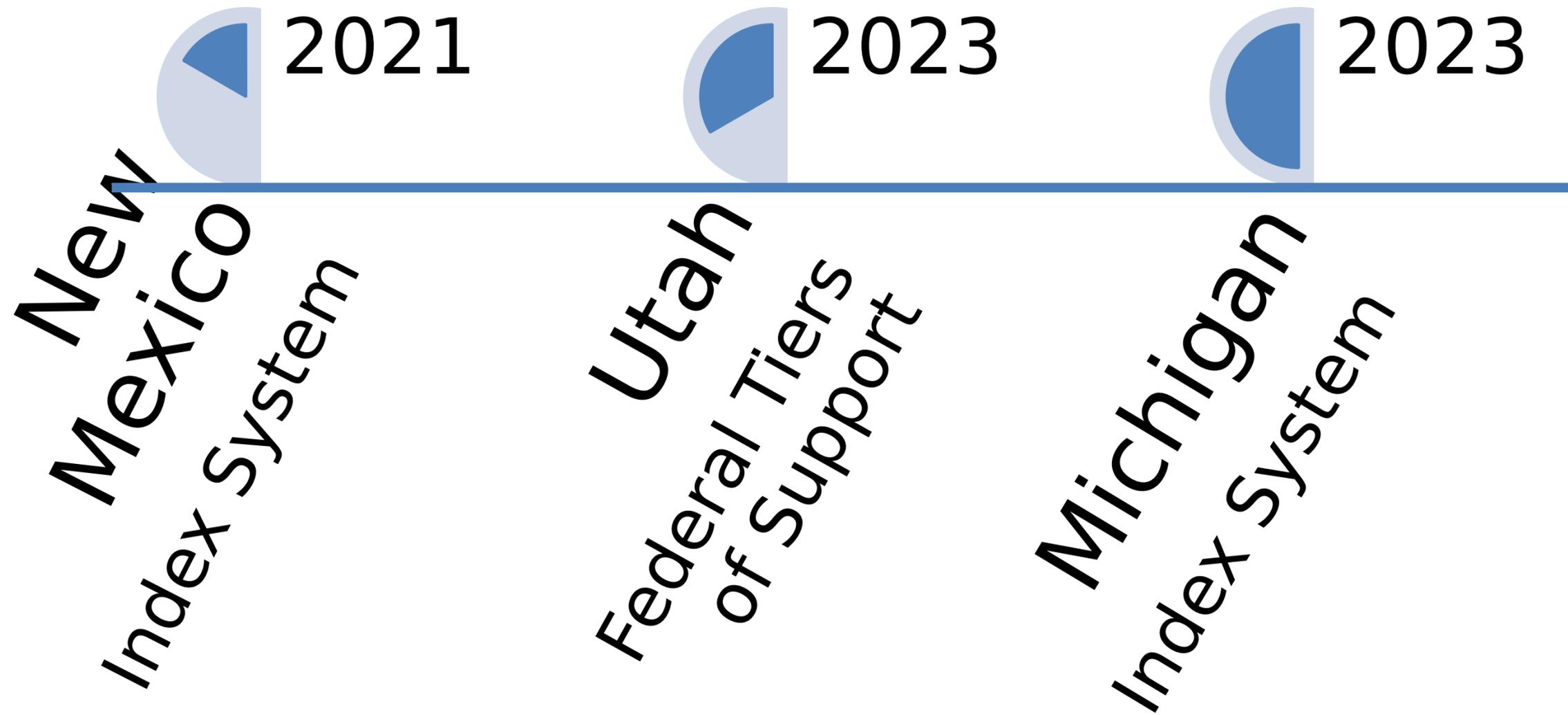
Alternatives to Letter Grade: Federal Tiers of Support

- 🧩 **Federal Tiers of Support:** Only schools that fall into the “lowest performing schools” category are identified as meeting the federal requirements for intervening in low-performing schools. Other schools are not ranked or rated.
 - 🧩 From 2018 to 2021, the number of states adopting the minimalist Federal Tiers of Support system doubled.

Alternatives to Letter Grade: Federal Tiers of Support

-  Federal tiers of support indicates that the school is:
 - Comprehensive Support and Improvement (CSI): States are required to identify no less than the lowest-performing 5 percent of all schools for CSI. CSI is the most intensive school intervention under ESSA and involves additional resources and the implementation of a school improvement plan.
 - Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI): States also designated schools as either TSI or Additional Targeted Support and Improvement ATSI for consistently underperforming subgroups of students.

Three States: Three Stories Moved from A-F to Other Metric



Alternatives to Chronic Absenteeism: Measure of School Quality or Student Success

- College and Career Readiness
- Opportunity to Learn: opportunity to attend and complete advanced courses
- Community Service Learning credits earned (Arkansas)
- Physical fitness & Arts access (Connecticut, Michigan, Illinois) or well-rounded curriculum (Maryland)
- Educator or student engagement
- Ninth graders on track to graduate
- School Discipline
- School safety and climate

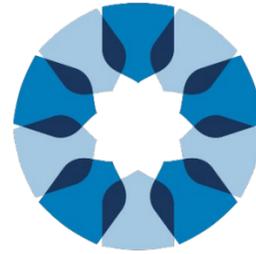
Process for Change

Process for Change

- Under the Every Student Succeeds Act (ESSA), states have the flexibility to design and implement their own accountability systems for K-12 education. If a state wishes to change its accountability system under ESSA, it typically follows a multi-step process that includes stakeholder engagement and a public comment period. It is a slow process.
- If Oklahoma decided to pursue an alternative system to the A-F Rating System:
 - Step 1: Oklahoma Legislature pass and Governor sign a state law change
 - Step 2: The OSDE would respond to this new legislative directive and follow the correct process for a request to USDE for an amendment to the current Oklahoma ESSA Plan.

CCOSA's Recommendations

Who/What is CCOSA?



CCOSA

The Cooperative Council for
Oklahoma School Administration

- **OASA:** Oklahoma Association of School Administrators
- **OASSP:** Oklahoma Association of Secondary School Principals
- **OMLEA:** Oklahoma Mid-Level Educators Association
- **ODSS:** Oklahoma Directors of Special Services
- **OAESP:** Oklahoma Association of Elementary School Principals

A-F Report Card Working Group

A-F Report Card Working Group Members

Dr. Pam Deering, CCOSA/OASA Executive Director

Dr. Jeanene Barnett, CCOSA Ed Policy & Research Analyst

Dr. Stacey Butterfield, Jenks Superintendent

Dr. Lisa Muller, Pryor Superintendent, Working Group Chair

Rob Miller, Bixby Superintendent

Matt Holder, Sulphur Superintendent

Tyler Bridges, Clinton Superintendent

Dr. Melissa Amon, Cushing Superintendent

A-F Report Card Working Group: Recommendations

Eliminate the single summative score based on NEPC research that can found here:

https://nepc.colorado.edu/sites/default/files/publications/PB%20Sunderman_0.pdf

Change Oklahoma's response to ESSA accountability system requirements. Instead of using the *A-F Rating System*, as is used in nine other states, Oklahoma could look at a system used in ten other states called *Federal Tiers of Support*. This approach fulfills what is required under federal law by classifying schools based on the level of support they need to be successful with students without adding the unnecessary and unhelpful A-F rating.

Support innovative ways to approach accountability.

By conflating information into a single score, summative ratings obscure a great deal of information about variations in school performance. (p. 14)

Thank you!

Questions?
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