OKLAHOMA ESSA CONSOLIDATED STATE PLAN APPENDICES

Appendix A: Measurements of Interim Progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

ILLUMINATING HIDDEN TRENDS IN STUDENT ACADEMIC ACHIEVEMENT

Oklahoma is committed to supporting all students, especially those in historically underserved student groups. The Improvement Toward Expectations category of the academic achievement indicator utilizes each individual student's performance on state assessments. Based on stakeholder feedback, Oklahoma has applied a lesson learned and is employing priority student groups, wherein each student is assigned to one group based on his or her demographic most strongly correlated with academic achievement. The expectation for all student groups remains the same: college and career readiness as demonstrated by proficiency on grade-level standards. Nonetheless, current assessment data demonstrates gaps in achievement. Use of priority grouping has two main purposes:

- To unmask historically underserved students hidden by traditional reporting methods; and

- To champion equity and improvement for all students by ensuring no student counts more than another.

HOW PRIORITY GROUPING UNMASKS ACHIEVEMENT GAPS AND IMPROVES EQUITY

Priority grouping provides a new perspective on trends in academic performance. A set of multiple regression analyses was performed to estimate the effect of a student group on assessment scores. Student groups were then ordered based on the strength of their effect on, and correlation with, academic achievement: students with disabilities, economically disadvantaged students, English learners, Black/African American students, Hispanic/Latino students, Native American/American Indian students, Asian/Pacific Islander students, students identifying Two or More Races and White students.

This ordering enables identification and analysis of previously hidden disparities. For example, in grade 6 mathematics (Table 9), students in the Black student group on average perform 19 scale score points beneath their peers in the White student group. Economically disadvantaged

students perform 20 points below the White student group. By using priority student grouping, Oklahoma will ensure that no student counts more than another. Student groups were ordered based on service eligibility (i.e., EL services, IEP services or meal assistance), which has illuminated a disparity in equity. For example, after accounting for disability, low socioeconomic status and language acquisition, causes and implications of the gap between Black and White student groups can be further examined. Unmasking these hard truths will help to address achievement disproportionality and avoid repeating ineffective or harmful practices.

The academic achievement indicator will measure two facets of student performance: percentage of students attaining their priority student group target (Improvement Toward Expectations), and the Performance Level Snapshot of the All Students group. Additionally, Oklahoma will use traditional grouping methods (in which students are reported in every group with which they identify) for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) identification.

By employing two methodological approaches, Oklahoma will examine multiple perspectives of student performance and provide a more complete narrative, especially for traditionally underserved students.

SETTING RIGOROUS AND ATTAINABLE TARGETS FOR POSTSECONDARY SUCCESS

Oklahoma's goal is to ensure all students are on track for college and career readiness. Attainment of that goal is dependent on students demonstrating proficiency on grade-level standards. New, more rigorous assessments began in 2017. Using the median scale score by student group as a baseline, Oklahoma set ambitious yet attainable goals for each group toward proficiency in 2030. The goals for high school students were hypothetical, with 2018 being used to determine their appropriateness. While targets are expressed in terms of scale score, 300 corresponds to the proficient cut score. Because of COVID-related disruptions in SY 2019-2020 and 2020-2021, interim targets for each group were reset using a baseline from available and appropriate data from spring 2018, 2019, and 2021 assessment administrations with an aspiration of meeting those goals by 2032. These baselines were re-calculated using the following, existing rules:

- All groups must reach a scale score target of 300 (i.e., the scale score corresponding to proficiency) by 2032.

- Once a student group reaches the interim target of 300, the focus shifts to maintaining proficiency and continuous improvement. Since students only earn points for the Improvement Toward Expectations category by meeting their target, it would be unreasonable to set a target above proficiency. Instead, the intent is to maintain the interim target and increase the percentage of students attaining their target.

- Each group would need to grow by a minimum of three scale score points per year to meet its target. This progress was determined to be the minimum growth to remain statistically meaningful. Because steps are expressed in scale score, a growth of three corresponds to a significant increase in academic performance.

Improvement expectations over time can be better understood by examining grade 6 mathematics (Table 9). The re-established baseline (50th percentile) score for the Black student group is 282, meaning 50% of students scored 282 or higher across 2018, 2019 and 2021. (For further context, the original baseline for this group was 285, but only 44% of students scored at or above a scale score of 288 [the original target for 2018].) Continuing at a growth step of three scale score points annually, this student group would now reach an interim target of 300 in 2027. It is important to note that the target is for all students in the group. As a result, by 2027, all students in the group are expected to perform at proficiency. Priority student group target tables for all grades and subjects are included in Tables 1-17.

MAINTAINING HIGH EXPECTATIONS AND LONG-TERM IMPROVEMENT OVER TIME

Points for the Improvement Toward Expectations category of this indicator are earned by a student attaining the target scale score associated with his or her priority student group. The OSDE uses an indexing system to assign points earned under this indicator based on the student's target scale score. Students who meet their scale score target but are not yet proficient receive 0.95 points, whereas a proficient or advanced student (i.e., met or exceeded proficiency) would earn 1.0 points. This system incentivizes schools to continue working with and challenging students already performing at or above their target. Since each student has a target, every student contributes to the overall score on the indicator. The following tables display the interim targets organized by grade, subject and student group. As a reminder, the long-term goal is for all students to be proficient. The scale score target of 300 reflects this goal. Performance of the All Students group also contributes to this indicator, reflected in Tables 18-20. The percentage of proficient students are included in the calculation of indicator points as outlined in section A(4)(iv)(a) of the State Plan.

PRIORITY STUDENT GROUP TARGETS

Table 1: Grade 3 English Language Arts

Student Group*	**	Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	17.53%	264	268	272	276	280	284	288	292	296	300	300	300
Economically Disadvantaged	49.49%	288	291	294	297	300	300	300	300	300	300	300	300
English Learner	2.29%	285	288	291	294	297	300	300	300	300	300	300	300
Black	1.22%	293	296	299	300	300	300	300	300	300	300	300	300
Hispanic	1.85%	300	300	300	300	300	300	300	300	300	300	300	300
Native American	3.33%	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.54%	300	300	300	300	300	300	300	300	300	300	300	300
Two or more races	3.21%	300	300	300	300	300	300	300	300	300	300	300	300
White	20.54%	300	300	300	300	300	300	300	300	300	300	300	300

Table 2: Grade 3 Mathematics

Student Group*	**	Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	17.54%	278	281	284	287	290	293	296	299	300	300	300	300
Economically Disadvantaged	49.48%	293	296	299	300	300	300	300	300	300	300	300	300
English Learner	2.29%	291	294	297	300	300	300	300	300	300	300	300	300
Black	1.22%	294	297	300	300	300	300	300	300	300	300	300	300
Hispanic	1.85%	300	300	300	300	300	300	300	300	300	300	300	300
Native American	3.33%	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.54%	300	300	300	300	300	300	300	300	300	300	300	300
Two or more races	3.21%	300	300	300	300	300	300	300	300	300	300	300	300
White	20.55%	300	300	300	300	300	300	300	300	300	300	300	300

*For student groups that reach a scale score target of 300 (proficient) prior to 2032, the expectation remains continuous improvement.

**The percentage of tested students in a specific student group who were Full Academic Year (FAY) status. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the state's Consolidated State Plan.

PRIORITY STUDENT GROUP TARGETS

Table 3: Grade 4 English Language Arts

Student Group*	**	Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	16.73%	259	263	267	271	275	279	283	287	291	295	299	300
Economically Disadvantaged	49.41%	286	289	292	295	298	300	300	300	300	300	300	300
English Learner	2.15%	282	285	288	291	294	297	300	300	300	300	300	300
Black	1.30%	290	293	296	299	300	300	300	300	300	300	300	300
Hispanic	1.96%	298	300	300	300	300	300	300	300	300	300	300	300
Native American	3.41%	298	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.65%	300	300	300	300	300	300	300	300	300	300	300	300
Two or more races	3.36%	300	300	300	300	300	300	300	300	300	300	300	300
White	21.04%	300	300	300	300	300	300	300	300	300	300	300	300

Table 4: Grade 4 Mathematics

Student Group*	**	Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	16.73%	271	274	277	280	283	286	289	292	295	298	300	300
Economically Disadvantaged	49.40%	289	292	295	298	300	300	300	300	300	300	300	300
English Learner	2.15%	288	291	294	297	300	300	300	300	300	300	300	300
Black	1.30%	290	293	296	299	300	300	300	300	300	300	300	300
Hispanic	1.96%	300	300	300	300	300	300	300	300	300	300	300	300
Native American	3.41%	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.65%	300	300	300	300	300	300	300	300	300	300	300	300
Two or more races	3.37%	300	300	300	300	300	300	300	300	300	300	300	300
White	21.04%	300	300	300	300	300	300	300	300	300	300	300	300

*For student groups that reach a scale score target of 300 (proficient) prior to 2032, the expectation remains continuous improvement.

** The percentage of tested students in a specific student group who were Full Academic Year (FAY) status. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the state's Consolidated State Plan.

PRIORITY STUDENT GROUP TARGETS

Table 5: Grade 5 English Language Arts

Student Group*	**	Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	16.11%	262	266	270	274	278	282	286	290	294	298	300	300
Economically Disadvantaged	49.30%	290	293	296	299	300	300	300	300	300	300	300	300
English Learner	1.83%	285	288	291	294	297	300	300	300	300	300	300	300
Black	1.28%	294	297	300	300	300	300	300	300	300	300	300	300
Hispanic	2.29%	300	300	300	300	300	300	300	300	300	300	300	300
Native American	3.55%	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.75%	300	300	300	300	300	300	300	300	300	300	300	300
Two or more races	3.31%	300	300	300	300	300	300	300	300	300	300	300	300
White	21.58%	300	300	300	300	300	300	300	300	300	300	300	300

Table 6: Grade 5 Mathematics

Student Group*	**	Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	16.12%	265	269	273	277	281	285	289	293	297	300	300	300
Economically Disadvantaged	49.29%	285	288	291	294	297	300	300	300	300	300	300	300
English Learner	1.83%	281	284	287	290	293	296	299	300	300	300	300	300
Black	1.28%	288	291	294	297	300	300	300	300	300	300	300	300
Hispanic	2.28%	297	300	300	300	300	300	300	300	300	300	300	300
Native American	3.55%	297	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.75%	300	300	300	300	300	300	300	300	300	300	300	300
Two or more races	3.31%	299	300	300	300	300	300	300	300	300	300	300	300
White	21.58%	300	300	300	300	300	300	300	300	300	300	300	300

For student groups that reach a scale score target of 300 (proficient) prior to 2032, the expectation remains continuous improvement.

** *The percentage of tested students in a specific student group who were Full Academic Year (FAY) status. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the state's Consolidated State Plan.*

PRIORITY STUDENT GROUP TARGETS

Table 7: Grade 5 Science

Student Group*	**	Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	16.11%	272	275	278	281	284	287	290	293	296	299	300	300
Economically Disadvantaged	49.28%	291	294	297	300	300	300	300	300	300	300	300	300
English Learner	1.83%	288	291	294	297	300	300	300	300	300	300	300	300
Black	1.28%	294	297	300	300	300	300	300	300	300	300	300	300
Hispanic	2.28%	300	300	300	300	300	300	300	300	300	300	300	300
Native American	3.55%	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.76%	300	300	300	300	300	300	300	300	300	300	300	300
Two or more races	3.31%	300	300	300	300	300	300	300	300	300	300	300	300
White	21.60%	300	300	300	300	300	300	300	300	300	300	300	300

Table 8: Grade 6 English Language Arts

Student Group*	**	Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	15.43%	261	265	269	273	277	281	285	289	293	297	300	300
Economically Disadvantaged	48.72%	290	293	296	299	300	300	300	300	300	300	300	300
English Learner	1.12%	281	284	287	290	293	296	299	300	300	300	300	300
Black	1.39%	295	298	300	300	300	300	300	300	300	300	300	300
Hispanic	2.63%	300	300	300	300	300	300	300	300	300	300	300	300
Native American	4.01%	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.89%	300	300	300	300	300	300	300	300	300	300	300	300
Two or more races	3.31%	300	300	300	300	300	300	300	300	300	300	300	300
White	22.49%	300	300	300	300	300	300	300	300	300	300	300	300

For student groups that reach a scale score target of 300 (proficient) prior to 2032, the expectation remains continuous improvement.

** *The percentage of tested students in a specific student group who were Full Academic Year (FAY) status. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the state's Consolidated State Plan.*

PRIORITY STUDENT GROUP TARGETS

Table 9: Grade 6 Mathematics

Student Group*	**	Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	15.41%	257	261	265	269	273	277	281	285	289	293	297	300
Economically Disadvantaged	48.72%	284	287	290	293	296	299	300	300	300	300	300	300
English Learner	1.13%	274	277	280	283	286	289	292	295	298	300	300	300
Black	1.40%	282	285	288	291	294	297	300	300	300	300	300	300
Hispanic	2.63%	293	296	299	300	300	300	300	300	300	300	300	300
Native American	4.02%	296	299	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.90%	300	300	300	300	300	300	300	300	300	300	300	300
Two or more races	3.31%	299	300	300	300	300	300	300	300	300	300	300	300
White	22.50%	300	300	300	300	300	300	300	300	300	300	300	300

Table 10: Grade 7 English Language Arts

Student Group*	**	Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	14.63%	257	261	265	269	273	277	281	285	289	293	297	300
Economically Disadvantaged	47.66%	284	287	290	293	296	299	300	300	300	300	300	300
English Learner	0.73%	271	274	277	280	283	286	289	292	295	298	300	300
Black	1.54%	289	292	295	298	300	300	300	300	300	300	300	300
Hispanic	2.99%	293	296	299	300	300	300	300	300	300	300	300	300
Native American	4.29%	296	299	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.98%	300	300	300	300	300	300	300	300	300	300	300	300
Two or more races	3.30%	299	300	300	300	300	300	300	300	300	300	300	300
White	23.88%	299	300	300	300	300	300	300	300	300	300	300	300

* For student groups that reach a scale score target of 300 (proficient) prior to 2032, the expectation remains continuous improvement.

** The percentage of tested students in a specific student group who were Full Academic Year (FAY) status. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the state's Consolidated State Plan.

PRIORITY STUDENT GROUP TARGETS

Table 11: Grade 7 Mathematics

Student Group*	**	Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	14.61%	264	268	272	276	280	284	288	292	296	300	300	300
Economically Disadvantaged	47.64%	287	290	293	296	299	300	300	300	300	300	300	300
English Learner	0.73%	279	282	285	288	291	294	297	300	300	300	300	300
Black	1.54%	288	291	294	297	300	300	300	300	300	300	300	300
Hispanic	3.00%	296	299	300	300	300	300	300	300	300	300	300	300
Native American	4.29%	299	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	0.99%	300	300	300	300	300	300	300	300	300	300	300	300
Two or more races	3.30%	300	300	300	300	300	300	300	300	300	300	300	300
White	23.90%	300	300	300	300	300	300	300	300	300	300	300	300

Table 12: Grade 8 English Language Arts

Student Group*	**	Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	14.42%	257	261	265	269	273	277	281	285	289	293	297	300
Economically Disadvantaged	46.54%	287	290	293	296	299	300	300	300	300	300	300	300
English Learner	0.59%	266	269	272	275	278	281	284	287	290	293	296	300
Black	1.60%	290	293	296	299	300	300	300	300	300	300	300	300
Hispanic	3.09%	296	299	300	300	300	300	300	300	300	300	300	300
Native American	4.47%	297	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	1.09%	300	300	300	300	300	300	300	300	300	300	300	300
Two or more races	3.25%	299	300	300	300	300	300	300	300	300	300	300	300
White	24.95%	300	300	300	300	300	300	300	300	300	300	300	300

For student groups that reach a scale score target of 300 (proficient) prior to 2032, the expectation remains continuous improvement.

** *The percentage of tested students in a specific student group who were Full Academic Year (FAY) status. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the state's Consolidated State Plan.*

PRIORITY STUDENT GROUP TARGETS

Table 13: Grade 8 Mathematics

Student Group*	**	Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	14.42%	248	253	258	263	268	273	278	283	288	293	298	300
Economically Disadvantaged	46.54%	276	279	282	285	288	291	294	297	300	300	300	300
English Learner	0.59%	267	270	273	276	279	282	285	288	291	294	297	300
Black	1.60%	281	284	287	290	293	296	299	300	300	300	300	300
Hispanic	3.09%	286	289	292	295	298	300	300	300	300	300	300	300
Native American	4.48%	287	290	293	296	299	300	300	300	300	300	300	300
Asian/Pacific Islander	1.09%	300	300	300	300	300	300	300	300	300	300	300	300
Two or more races	3.25%	292	295	298	300	300	300	300	300	300	300	300	300
White	24.95%	292	295	298	300	300	300	300	300	300	300	300	300

Table 14: Grade 8 Science

Student Group*	**	Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	14.38%	267	270	273	276	279	282	285	288	291	294	297	300
Economically Disadvantaged	46.55%	291	294	297	300	300	300	300	300	300	300	300	300
English Learner	0.59%	277	280	283	286	289	292	295	298	300	300	300	300
Black	1.60%	294	297	300	300	300	300	300	300	300	300	300	300
Hispanic	3.09%	299	300	300	300	300	300	300	300	300	300	300	300
Native American	4.48%	300	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	1.10%	300	300	300	300	300	300	300	300	300	300	300	300
Two or more races	3.25%	300	300	300	300	300	300	300	300	300	300	300	300
White	24.95%	300	300	300	300	300	300	300	300	300	300	300	300

For student groups that reach a scale score target of 300 (proficient) prior to 2032, the expectation remains continuous improvement.

*** The percentage of tested students in a specific student group who were Full Academic Year (FAY) status. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the state's Consolidated State Plan.*

PRIORITY STUDENT GROUP TARGETS

Table 15: Grade 11 English Language Arts

Student Group*	**	Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	13.12%	257	261	265	269	273	277	281	285	289	293	297	300
Economically Disadvantaged	40.82%	283	286	289	292	295	298	300	300	300	300	300	300
English Learner	0.94%	261	265	269	273	277	281	285	289	293	297	300	300
Black	2.15%	283	286	289	292	295	298	300	300	300	300	300	300
Hispanic	3.66%	293	296	299	300	300	300	300	300	300	300	300	300
Native American	5.41%	297	300	300	300	300	300	300	300	300	300	300	300
Asian/Pacific Islander	1.26%	300	300	300	300	300	300	300	300	300	300	300	300
Two or more races	3.47%	300	300	300	300	300	300	300	300	300	300	300	300
White	29.18%	300	300	300	300	300	300	300	300	300	300	300	300

Table 16: Grade 11 Mathematics

Student Group*	**	Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	13.13%	255	259	263	267	271	275	279	283	287	291	295	300
Economically Disadvantaged	40.81%	267	270	273	276	279	282	285	288	291	294	297	300
English Learner	0.94%	258	262	266	270	274	278	282	286	290	294	298	300
Black	2.14%	267	270	273	276	279	282	285	288	291	294	297	300
Hispanic	3.66%	280	283	286	289	292	295	298	300	300	300	300	300
Native American	5.41%	287	290	293	296	299	300	300	300	300	300	300	300
Asian/Pacific Islander	1.26%	300	300	300	300	300	300	300	300	300	300	300	300
Two or more races	3.47%	290	293	296	299	300	300	300	300	300	300	300	300
White	29.18%	293	296	299	300	300	300	300	300	300	300	300	300

* For student groups that reach a scale score target of 300 (proficient) prior to 2032, the expectation remains continuous improvement.

** The percentage of tested students in a specific student group who were Full Academic Year (FAY) status. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the state's Consolidated State Plan.

PRIORITY STUDENT GROUP TARGETS

| Table 17: | Grade 11 Science | | | | | | | | | | | | |

Student Group*	**	Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	13.27%	247	252	257	262	267	272	277	282	287	292	297	300
Economically Disadvantaged	40.64%	270	273	276	279	282	285	288	291	294	297	300	300
English Learner	1.16%	247	252	257	262	267	272	277	282	287	292	297	300
Black	2.23%	266	269	272	275	278	281	284	287	290	293	296	300
Hispanic	3.78%	277	280	283	286	289	292	295	298	300	300	300	300
Native American	5.43%	280	283	286	289	292	295	298	300	300	300	300	300
Asian/Pacific Islander	1.24%	300	300	300	300	300	300	300	300	300	300	300	300
Two or more races	3.62%	286	289	292	295	298	300	300	300	300	300	300	300
White	28.65%	291	294	297	300	300	300	300	300	300	300	300	300

For student groups that reach a scale score target of 300 (proficient) prior to 2032, the expectation remains continuous improvement.

** *The percentage of tested students in a specific student group who were Full Academic Year (FAY) status. Students qualify for a group based on their demographic most strongly correlated with academic achievement as outlined in the state's Consolidated State Plan.*

LONG-TERM GOALS FOR ALL STUDENTS

Long-term goals for proficiency of all students are detailed in Tables 18-20. As a reminder, Oklahoma has the long-term goal of at least 50% of students scoring proficient by 2032. This proficiency goal would place Oklahoma in the top 5-10% of all states in the country with comparable college- and career-readiness standards. New baseline proficiency rates for grades 3-8 and 11 were calculated in advance of the SY 2021-2022 Oklahoma School Report Cards using Full Academic Year (FAY) assessment scores from spring of 2018, 2019 and 2021.

Table 18: English Language Arts

Grade*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
3	34%	40%	26%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%
4	37%	31%	23%	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%
5	38%	37%	29%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%
6	39%	37%	27%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%
7	29%	31%	20%	27%	29%	31%	33%	35%	37%	39%	41%	43%	45%	47%	50%
8	35%	32%	25%	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%
11	39%	34%	31%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%

Table 19: Mathematics

Grade*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
3	43%	44%	31%	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%
4	38%	40%	30%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%	50%
5	31%	32%	23%	29%	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%
6	29%	31%	22%	27%	29%	31%	33%	35%	37%	39%	41%	43%	45%	47%	50%
7	36%	34%	21%	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%
8	21%	24%	14%	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%
11	23%	25%	21%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%	50%

Table 20: Science

Grade*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
5	42%	40%	33%	38%	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	50%
8	41%	42%	34%	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%
11	N/A	25%	25%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%	50%	50%

* For student groups that reach a scale score target of 300 (proficient) prior to 2032, the expectation remains continuous improvement.

LONG-TERM SUBGROUP GOALS

In addition to proficiency goals for all students, Oklahoma has separately defined long-term goals for each subgroup of students. The long-term goals by subgroup have a minimum endpoint of 50% to distinguish Oklahoma as a top-performing state. Oklahoma expects all students to grow and achieve and has set goals that narrow achievement gaps. Tables 21-37 display goals by grade, subject and subgroup, using data from SYs 2018, 2019 and 2021 as a new baseline. A new baseline and annual goals were set by requiring all groups to grow to at least 50% by 2032 using the following criteria:

- A subgroup must grow by a minimum of 1% each year (or more, to achieve 50% by 2032).
- For subgroups at 50% or higher, continuous improvement is expected.

Table 21: Grade 3 ENGLISH LANGUAGE ARTS

Student Subgroup*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	15%	18%	13%	15%	19%	23%	27%	31%	35%	39%	43%	47%	50%	50%	50%
Economically Disadvantaged	29%	35%	19%	28%	31%	34%	37%	40%	43%	46%	49%	50%	50%	50%	50%
English Learner	29%	30%	21%	27%	30%	33%	36%	39%	42%	45%	48%	50%	50%	50%	50%
Black	36%	45%	25%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%
Hispanic	51%	56%	38%	48%	49%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Native American	51%	58%	36%	48%	49%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Asian/Pacific Islander	74%	76%	64%	71%	71%	71%	71%	71%	71%	71%	71%	71%	71%	71%	71%
Two or More Races	55%	62%	44%	54%	54%	54%	54%	54%	54%	54%	54%	54%	54%	54%	54%
White	59%	65%	48%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%

Table 22: Grade 3 MATHEMATICS

Student Subgroup*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	23%	25%	16%	21%	24%	27%	30%	33%	36%	39%	42%	45%	48%	50%	50%
Economically Disadvantaged	37%	39%	23%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%
English Learner	38%	34%	25%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%
Black	38%	41%	23%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%
Hispanic	59%	57%	40%	52%	52%	52%	52%	52%	52%	52%	52%	52%	52%	52%	52%
Native American	60%	62%	44%	56%	56%	56%	56%	56%	56%	56%	56%	56%	56%	56%	56%
Asian/Pacific Islander	81%	83%	68%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%
Two or More Races	63%	65%	50%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%
White	69%	68%	55%	64%	64%	64%	64%	64%	64%	64%	64%	64%	64%	64%	64%

* Subgroups with a goal of 50% or high prior to 2022 are expected to show continuous improvement over time.

Table 23: Grade 4 ENGLISH LANGUAGE ARTS

Student Subgroup*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	15%	13%	9%	12%	16%	20%	24%	28%	32%	36%	40%	44%	48%	50%	50%
Economically Disadvantaged	32%	26%	18%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%	50%	50%
English Learner	31%	19%	12%	21%	24%	27%	30%	33%	36%	39%	42%	45%	48%	50%	50%
Black	38%	34%	25%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%
Hispanic	53%	43%	37%	44%	45%	46%	47%	48%	49%	50%	50%	50%	50%	50%	50%
Native American	54%	46%	34%	45%	46%	47%	48%	49%	50%	50%	50%	50%	50%	50%	50%
Asian/Pacific Islander	75%	70%	64%	69%	69%	69%	69%	69%	69%	69%	69%	69%	69%	69%	69%
Two or More Races	56%	49%	37%	47%	48%	49%	50%	50%	50%	50%	50%	50%	50%	50%	50%
White	61%	54%	43%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%

Table 24: Grade 4 MATHEMATICS

Student Subgroup*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	20%	21%	15%	19%	22%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%
Economically Disadvantaged	32%	34%	22%	29%	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%
English Learner	37%	29%	22%	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%
Black	37%	36%	26%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%
Hispanic	52%	52%	43%	49%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Native American	52%	54%	41%	49%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Asian/Pacific Islander	82%	79%	74%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%
Two or More Races	56%	57%	45%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%
White	61%	63%	52%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%

* Subgroups with a goal of 50% or high prior to 2022 are expected to show continuous improvement over time.

Table 25: Grade 5 ENGLISH LANGUAGE ARTS

Student Subgroup*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	13%	14%	10%	12%	16%	20%	24%	28%	32%	36%	40%	44%	48%	50%	50%
Economically Disadvantaged	33%	31%	23%	29%	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%
English Learner	24%	25%	10%	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%
Black	42%	37%	29%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%	50%
Hispanic	50%	51%	45%	49%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Native American	53%	51%	40%	48%	49%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Asian/Pacific Islander	77%	79%	64%	74%	74%	74%	74%	74%	74%	74%	74%	74%	74%	74%	74%
Two or More Races	60%	56%	46%	54%	54%	54%	54%	54%	54%	54%	54%	54%	54%	54%	54%
White	62%	60%	50%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%	57%

Table 26: Grade 5 MATHEMATICS

Student Subgroup*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	12%	13%	10%	12%	16%	20%	24%	28%	32%	36%	40%	44%	48%	50%	50%
Economically Disadvantaged	26%	27%	17%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%	50%
English Learner	25%	23%	11%	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%
Black	29%	29%	17%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%	50%	50%
Hispanic	42%	44%	37%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%	50%
Native American	43%	45%	33%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%
Asian/Pacific Islander	78%	82%	64%	74%	74%	74%	74%	74%	74%	74%	74%	74%	74%	74%	74%
Two or More Races	48%	49%	37%	45%	46%	47%	48%	49%	50%	50%	50%	50%	50%	50%	50%
White	52%	53%	43%	49%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%

* Subgroups with a goal of 50% or high prior to 2022 are expected to show continuous improvement over time.

Table 27: Grade 5 SCIENCE

Student Subgroup*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	18%	18%	14%	17%	21%	25%	29%	33%	37%	41%	45%	49%	50%	50%	50%
Economically Disadvantaged	37%	34%	27%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%
English Learner	33%	27%	12%	24%	27%	30%	33%	36%	39%	42%	45%	48%	50%	50%	50%
Black	40%	35%	29%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%
Hispanic	53%	54%	52%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%
Native American	56%	52%	46%	51%	51%	51%	51%	51%	51%	51%	51%	51%	51%	51%	51%
Asian/Pacific Islander	81%	81%	68%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%
Two or More Races	62%	58%	48%	56%	56%	56%	56%	56%	56%	56%	56%	56%	56%	56%	56%
White	65%	63%	55%	61%	61%	61%	61%	61%	61%	61%	61%	61%	61%	61%	61%

* *Subgroups with a goal of 50% or high prior to 2022 are expected to show continuous improvement over time.*

Table 28: Grade 6 ENGLISH LANGUAGE ARTS

Student Subgroup*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	12%	12%	9%	11%	15%	19%	23%	27%	31%	35%	39%	43%	47%	50%	50%
Economically Disadvantaged	34%	32%	21%	29%	31%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%
English Learner	23%	22%	6%	17%	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%
Black	44%	40%	29%	38%	40%	42%	44%	46%	48%	50%	50%	50%	50%	50%	50%
Hispanic	53%	49%	38%	47%	48%	49%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Native American	55%	51%	38%	48%	49%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Asian/Pacific Islander	77%	74%	66%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%
Two or More Races	59%	58%	44%	54%	54%	54%	54%	54%	54%	54%	54%	54%	54%	54%	54%
White	62%	60%	46%	56%	56%	56%	56%	56%	56%	56%	56%	56%	56%	56%	56%

Table 29: Grade 6 MATHEMATICS

Student Subgroup*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	18%	18%	14%	17%	21%	25%	29%	33%	37%	41%	45%	49%	50%	50%	50%
Economically Disadvantaged	37%	34%	27%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%
English Learner	33%	27%	12%	24%	27%	30%	33%	36%	39%	42%	45%	48%	50%	50%	50%
Black	40%	35%	29%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%
Hispanic	53%	54%	52%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%
Native American	56%	52%	46%	51%	51%	51%	51%	51%	51%	51%	51%	51%	51%	51%	51%
Asian/Pacific Islander	81%	81%	68%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%
Two or More Races	62%	58%	48%	56%	56%	56%	56%	56%	56%	56%	56%	56%	56%	56%	56%
White	65%	63%	55%	61%	61%	61%	61%	61%	61%	61%	61%	61%	61%	61%	61%

* Subgroups with a goal of 50% or high prior to 2022 are expected to show continuous improvement over time.

Table 30: Grade 7 ENGLISH LANGUAGE ARTS

Student Subgroup*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	11%	10%	7%	10%	14%	18%	22%	26%	30%	34%	38%	42%	46%	50%	50%
Economically Disadvantaged	24%	25%	15%	21%	24%	27%	30%	33%	36%	39%	42%	45%	48%	50%	50%
English Learner	8%	13%	5%	9%	13%	17%	21%	25%	29%	33%	37%	41%	45%	49%	50%
Black	31%	31%	23%	28%	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%
Hispanic	35%	37%	26%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%
Native American	39%	45%	27%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%	50%
Asian/Pacific Islander	66%	69%	52%	62%	62%	62%	62%	62%	62%	62%	62%	62%	62%	62%	62%
Two or More Races	44%	47%	31%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%	50%
White	45%	50%	35%	43%	44%	45%	46%	47%	48%	49%	50%	50%	50%	50%	50%

Table 31: Grade 7 MATHEMATICS

Student Subgroup*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	11%	10%	7%	9%	13%	17%	21%	25%	29%	33%	37%	41%	45%	49%	50%
Economically Disadvantaged	30%	29%	15%	24%	27%	30%	33%	36%	39%	42%	45%	48%	50%	50%	50%
English Learner	25%	21%	10%	19%	22%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%
Black	31%	30%	21%	27%	30%	33%	36%	39%	42%	45%	48%	50%	50%	50%	50%
Hispanic	44%	45%	29%	39%	40%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%
Native American	47%	47%	29%	41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%	50%
Asian/Pacific Islander	82%	77%	64%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%
Two or More Races	53%	52%	32%	45%	46%	47%	48%	49%	50%	50%	50%	50%	50%	50%	50%
White	57%	56%	38%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%

Subgroups with a goal of 50% or high prior to 2022 are expected to show continuous improvement over time.

Table 32: Grade 8 ENGLISH LANGUAGE ARTS

Student Subgroup*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	11%	11%	7%	10%	14%	18%	22%	26%	30%	34%	38%	42%	46%	50%	50%
Economically Disadvantaged	29%	27%	19%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%	50%	50%
English Learner	10%	9%	5%	8%	12%	16%	20%	24%	28%	32%	36%	40%	44%	48%	50%
Black	34%	29%	27%	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%
Hispanic	45%	39%	33%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%	50%	50%
Native American	47%	43%	36%	42%	43%	44%	45%	46%	47%	48%	49%	50%	50%	50%	50%
Asian/Pacific Islander	72%	67%	58%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%
Two or More Races	51%	48%	39%	46%	47%	48%	49%	50%	50%	50%	50%	50%	50%	50%	50%
White	56%	50%	42%	49%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%

Table 33: Grade 8 MATHEMATICS

Student Subgroup*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	5%	7%	4%	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%	50%	50%
Economically Disadvantaged	16%	18%	9%	14%	18%	22%	26%	30%	34%	38%	42%	46%	50%	50%	50%
English Learner	12%	16%	7%	12%	16%	20%	24%	28%	32%	36%	40%	44%	48%	50%	50%
Black	20%	21%	11%	17%	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%
Hispanic	26%	30%	19%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%	50%	50%
Native American	29%	32%	22%	28%	31%	34%	37%	40%	43%	46%	49%	50%	50%	50%	50%
Asian/Pacific Islander	64%	73%	50%	62%	62%	62%	62%	62%	62%	62%	62%	62%	62%	62%	62%
Two or More Races	34%	40%	23%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%
White	37%	40%	27%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%

* Subgroups with a goal of 50% or high prior to 2022 are expected to show continuous improvement over time.

Table 34: Grade 8 SCIENCE

Student Subgroup*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	14%	15%	11%	13%	17%	21%	25%	29%	33%	37%	41%	45%	49%	50%	50%
Economically Disadvantaged	35%	36%	28%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%
English Learner	17%	20%	12%	16%	20%	24%	28%	32%	36%	40%	44%	48%	50%	50%	50%
Black	39%	40%	31%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%	50%
Hispanic	50%	48%	41%	46%	47%	48%	49%	50%	50%	50%	50%	50%	50%	50%	50%
Native American	53%	53%	46%	51%	51%	51%	51%	51%	51%	51%	51%	51%	51%	51%	51%
Asian/Pacific Islander	76%	81%	71%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%
Two or More Races	59%	59%	47%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
White	63%	62%	53%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%

Table 35: Grade 11 ENGLISH LANGUAGE ARTS

Student Subgroup*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	11%	10%	9%	10%	14%	18%	22%	26%	30%	34%	38%	42%	46%	50%	50%
Economically Disadvantaged	31%	27%	22%	27%	30%	33%	36%	39%	42%	45%	48%	50%	50%	50%	50%
English Learner	12%	5%	4%	7%	11%	15%	19%	23%	27%	31%	35%	39%	43%	47%	50%
Black	31%	29%	29%	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%
Hispanic	45%	36%	35%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%	50%	50%
Native American	51%	41%	40%	44%	45%	46%	47%	48%	49%	50%	50%	50%	50%	50%	50%
Asian/Pacific Islander	70%	64%	65%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%
Two or More Races	55%	49%	43%	49%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
White	60%	54%	49%	54%	54%	54%	54%	54%	54%	54%	54%	54%	54%	54%	54%

* Subgroups with a goal of 50% or high prior to 2022 are expected to show continuous improvement over time.

Table 36: Grade 11 MATHEMATICS

Student Subgroup*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	5%	7%	4%	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%	50%	50%
Economically Disadvantaged	16%	18%	9%	14%	18%	22%	26%	30%	34%	38%	42%	46%	50%	50%	50%
English Learner	12%	16%	7%	12%	16%	20%	24%	28%	32%	36%	40%	44%	48%	50%	50%
Black	20%	21%	11%	17%	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%
Hispanic	26%	30%	19%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%	50%	50%
Native American	29%	32%	22%	28%	31%	34%	37%	40%	43%	46%	49%	50%	50%	50%	50%
Asian/Pacific Islander	64%	73%	50%	62%	62%	62%	62%	62%	62%	62%	62%	62%	62%	62%	62%
Two or More Races	34%	40%	23%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%	50%	50%
White	37%	40%	27%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%

Table 37: Grade 11 SCIENCE

Student Subgroup*	2018	2019	2021	New Baseline	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Students with Disabilities	N/A	9%	8%	8%	12%	16%	20%	24%	28%	32%	36%	40%	44%	48%	50%
Economically Disadvantaged	N/A	20%	19%	19%	22%	25%	28%	31%	34%	37%	40%	43%	46%	49%	50%
English Learner	N/A	5%	3%	4%	9%	14%	19%	24%	29%	34%	39%	44%	49%	50%	50%
Black	N/A	21%	20%	20%	23%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%
Hispanic	N/A	26%	25%	26%	29%	32%	35%	38%	41%	44%	47%	50%	50%	50%	50%
Native American	N/A	28%	29%	28%	30%	32%	34%	36%	38%	40%	42%	44%	46%	48%	50%
Asian/Pacific Islander	N/A	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%	53%
Two or More Races	N/A	34%	33%	33%	35%	37%	39%	41%	43%	45%	47%	49%	50%	50%	50%
White	N/A	39%	39%	39%	41%	43%	45%	47%	49%	50%	50%	50%	50%	50%	50%

Subgroups with a goal of 50% or high prior to 2022 are expected to show continuous improvement over time.

B. GRADUATION RATES

Oklahoma's long-term goal is to be among the top 10 states for students graduating in the four-, five- and six-year cohorts. Reaching that goal requires 90% of students graduating. Table 38 shows the intermediate goals students will need to meet in order to achieve that ambitious long-term goal and the incremental achievement rate required for each student group.

FIVE- AND SIX-YEAR GRADUATION RATE GOALS

Oklahoma incorporated five-year graduation rates for the first time in the 2017-2018 Report Card and included the six-year graduation rate for the first time in the 2018-2019 Report Card (cohorts 2018 [4Y], 2017 [5Y], and 2016 [6Y]). Using these 2018 data, we updated baselines, long-term goals, and measures of interim progress for the four-year adjusted cohort graduation rate (ACGR; Table 38) and established goals for the five- and six-year ACGRs (Tables 39 and 40, respectively).

Table 38: FOUR-YEAR GRADUATION RATE GOALS

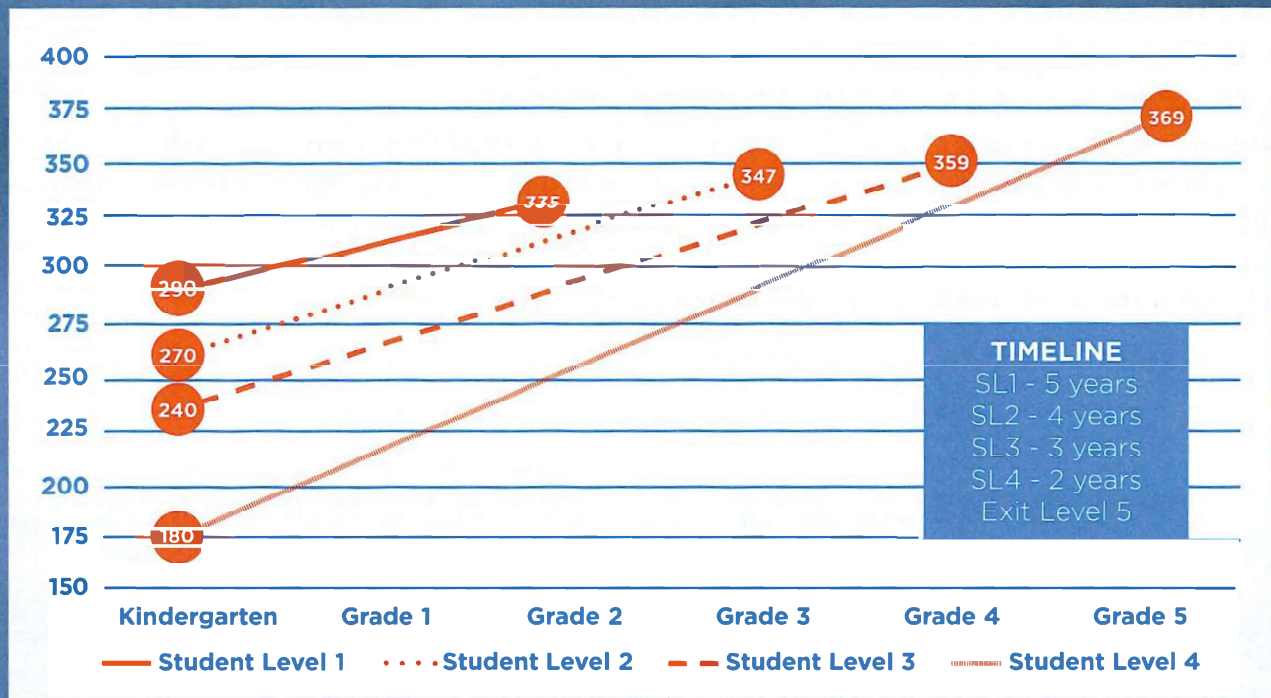| Student Group	Rate of Growth	2018 Cohort	2019 Cohort	2020 Cohort	2021 Cohort	2022 Cohort	2023 Cohort	2024 Cohort	2025 Cohort
All	1.3%	80.9%	82.2%	83.5%	84.8%	86.1%	87.4%	88.7%	90.0%
Students with Disabilities	2.2%	74.9%	77.1%	79.2%	81.4%	83.6%	85.7%	87.9%	90.0%
Economically Disadvantaged	2.3%	73.8%	76.1%	78.4%	80.8%	83.1%	85.4%	87.7%	90.0%
English Learner	3.4%	65.9%	69.4%	72.8%	76.2%	79.7%	83.1%	86.6%	90.0%
Black	2.2%	74.7%	76.9%	79.1%	81.3%	83.4%	85.6%	87.8%	90.0%
Hispanic	1.7%	77.8%	79.6%	81.3%	83.0%	84.8%	86.5%	88.3%	90.0%
Native American	1.2%	81.4%	82.6%	83.9%	85.1%	86.3%	87.5%	88.8%	90.0%
Asian/Pacific Islander	1.0%	82.8%	83.8%	84.9%	85.9%	86.9%	87.9%	89.0%	90.0%
Two or More Races	0.9%	83.4%	84.3%	85.3%	86.2%	87.2%	88.1%	89.0%	90.0%
White	1.1%	82.3%	83.4%	84.5%	85.6%	86.7%	87.8%	88.9%	90.0%

Table 39: FIVE-YEAR GRADUATION RATE GOALS

Student Group	Rate of Growth	2018 Cohort	2019 Cohort	2020 Cohort	2021 Cohort	2022 Cohort	2023 Cohort	2024 Cohort	2025 Cohort
All	11%	11%	7%	10%	14%	18%	22%	26%	30%
Students with Disabilities	29%	27%	19%	25%	28%	31%	34%	37%	40%
Economically Disadvantaged	10%	9%	5%	8%	12%	16%	20%	24%	28%
English Learner	34%	29%	27%	30%	32%	34%	36%	38%	40%
Black	45%	39%	33%	39%	41%	43%	45%	47%	49%
Hispanic	47%	43%	36%	42%	43%	44%	45%	46%	47%
Native American	72%	67%	58%	66%	66%	66%	66%	66%	66%
Asian/Pacific Islander	51%	48%	39%	46%	47%	48%	49%	50%	50%
Two or More Races	56%	50%	42%	49%	50%	50%	50%	50%	50%
White	0.7%	85.9%	86.6%	87.4%	88.1%	88.8%	89.5%	90.3%	91.0%

Table 40: SIX-YEAR GRADUATION RATE GOALS

Student Group	Rate of Growth	2018 Cohort	2019 Cohort	2020 Cohort	2021 Cohort	2022 Cohort	2023 Cohort	2024 Cohort	2025 Cohort
All	11%	11%	7%	10%	14%	18%	22%	26%	30%
Students with Disabilities	29%	27%	19%	25%	28%	31%	34%	37%	40%
Economically Disadvantaged	10%	9%	5%	8%	12%	16%	20%	24%	28%
English Learner	34%	29%	27%	30%	32%	34%	36%	38%	40%
Black	45%	39%	33%	39%	41%	43%	45%	47%	49%
Hispanic	47%	43%	36%	42%	43%	44%	45%	46%	47%
Native American	72%	67%	58%	66%	66%	66%	66%	66%	66%
Asian/Pacific Islander	51%	48%	39%	46%	47%	48%	49%	50%	50%
Two or More Races	56%	50%	42%	49%	50%	50%	50%	50%	50%
White	0.7%	85.9%	86.6%	87.4%	88.1%	88.8%	89.5%	90.3%	91.0%

Chart: Simulated Growth for ELPA. Y-axis scale score from 150 to 400, X-axis from Kindergarten to Grade 5. Data points: 180, 240, 270, 290, 335, 347, 359, 369.

TIMELINE
SL1 - 5 years
SL2 - 4 years
SL3 - 3 years
SL4 - 2 years
Exit Level 5

Legend: Student Level 1, Student Level 2, Student Level 3, Student Level 4

C. PROGRESS IN ACHIEVING ENGLISH LANGUAGE PROFICIENCY

Current proficiency scores were determined through a collaborative process between the SEA and participating LEAs within the two statewide Title III-A consortiums. After examining the 2017 WIDA ACCESS 2.0 data, the state set new entry and exit criteria cut scores with input from stakeholders. Additional metrics may provide multiple indicators for decision-making.

As seen by the simulation in Figure 1, a student's initial proficiency level determines an expected trajectory toward on-time exit from his or her language acquisition program. Each year, students' WIDA ACCESS results will be used to set expected growth targets based on anticipated exit grade. Targets will be calculated each year using the most recent scale score using the methodology outlined in section A(4)(iv)(d) of the State Plan. In relation to the standardized expectations, all English learners would either make their annual target or not. The measure of English language proficiency assessment (ELPA) progress will be the percentage of students making their target. While Oklahoma has a temporary goal of advancing by 2% each year in the number of students on track to proficiency – from 50% to 66% using 2014-15 data – this indicator requires two years of new data under the new WIDA ACCESS 2.0, so Oklahoma will begin including this measure in accountability in 2018.