School Report Cards and Accountability Under ESSA

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Overview

- Background and Goals
- System Overview
- Timeline
- Indicators
- Data Sources
- Reporting Dashboard

Background and Goals

- The new Accountability System was developed in accordance with the Every Student Succeeds Act (ESSA).

- The guiding principle of the new system is that **all students can grow and all schools can improve.**

- By shifting perspective from status to growth, the new system highlights multiple facets of school and student performance.

- A renewed focus on college- and career-readiness; meaning students graduate from high school prepared to enter and success in postsecondary opportunities.

Accountability System Overview

Elementary and Middle Schools	Points	High Schools	Points
Academic Achievement	**(35 total)**	**Academic Achievement**	**(45 total)**
English Language Arts (ELA)	15	English Language Arts (ELA)	15
Mathematics	15	Mathematics	15
Science	5	Science	15
Academic Growth	**(30 total)**	**Graduation**	**10**
ELA	15	**Postsecondary Opportunities**	**10**
Math	15		
English Language Proficiency Assessments (ELPA) Progress	**15**	**English Language Proficiency Assessments (ELPA) Progress**	**15**
Chronic Absenteeism	**10**	**Chronic Absenteeism**	**10**

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Timeline

- Accountability website
- Completed Milestones:
  - Focus Group feedback,
  - OSTP and ACCESS (for ELs) testing
  - Collection of graduation data,
  - Medical exemption rule
- Current Work:
  - Collection, validation, auditing of data for: assessments, attendance, postsecondary opportunities, and demographics/enrollment
- Upcoming Milestones:
  - Growth table review and finalization, communications toolkit, district review of indicator and report card calculations

1 January	2 February	3 March	4 April
• Focus groups meet for "look and feel" dashboard feedback • WIDA testing window opens (English Language Proficiency Assessment, or ELPA) • State Board of Education approves interim targets	• Collection and review of graduation data • Chronic Absenteeism updates on HB 1693: medical exemptions • Oklahoma technical advisory committee (OTAC) meets	• ELPA WIDA assessment window closes • OTAC meeting update (if applicable) • Define specific rules for ELPA, chronic absenteeism and postsecondary opportunities	• Finalize dashboard concept • OSTP 3-8 assessments • 11th-grade college- and career-readiness assessments (SAT/ACT/science content)

5 May	6 June	7 July	8 August
• Collection and review of Postsecondary Opportunities data and potential transition timeline • OTAC meets • Attendance data collection • Demographic data validation and auditing	• Oklahoma School Testing Program preliminary data available to districts • WIDA data collection (ELPA) • Assessment correction window for districts • Chronic Absenteeism data collection • OTAC meeting update (if applicable)	• Data validation • Data auditing • Data verification • Academic achievement status indicator code testing • WIDA assessment verification window (ELPA)	• Parent/Student Oklahoma School Testing Program reports available • Oklahoma School Testing Program final data available to districts

9 September	10 October	11 November	12 December
• State Board of Education approves validity and reliability of growth tables • Validation of indicator calculations • Communications toolkit to districts	• Testing and review of public dashboard • Student success summaries available • OTAC meeting update • OEQA standard-setting • Continue validation of indicator calculations	• Report card validation window opens for districts • Continue testing and review of public dashboard • Continue validation of indicator calculations	• State Board of Education issues 2018 school report cards • School designations (Comprehensive Support and Improvement only)

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Academic Achievement

- Recognizes school-level improvement
- Points are earned under two categories:
  - Priority Student Groups and Proficiency of All Students
- Priority Student Groups:
  - Students have a single score target determined by their demographic most closely correlated with academic achievement
- Proficiency of All Students:
  - The percentage of students attaining a scale score of at least 300

Academic Achievement

School Level	Subject	Points Possible for Priority Student Groups	Points Possible for All Student Proficiency
Elementary and Middle	ELA and Math	14	1
Elementary and Middle	Science	4.67	0.33
High Schools	ELA, Math, Science	14	1

Priority Student Groups

- A student's priority student group is determined by his or her demographic most closely correlated with academic achievement (as determined by multiple regression analyses).

- Grouping Order:
  - Students with Disabilities
  - Economically Disadvantaged Students
  - English Language Learners
  - Race/Ethnicity

- The baseline for each group was set at the median scale score on the 2017 OSTP assessments

Priority Student Groups

- Scale score targets increase toward proficiency (i.e. 300) each year.
- By setting targets at the priority student group level, each student has an ambitious, yet attainable, target.
- Points earned as indexed as follows:
  - If a student meets his/her target but is not yet proficient=0.95 points
  - If a student meets his/her target and is proficient=1.0 points
  - If a student meets his/her target and is advanced=1.25 points

Priority Student Groups

- Targets increase toward proficiency
- Points are earned based on attainment of target score
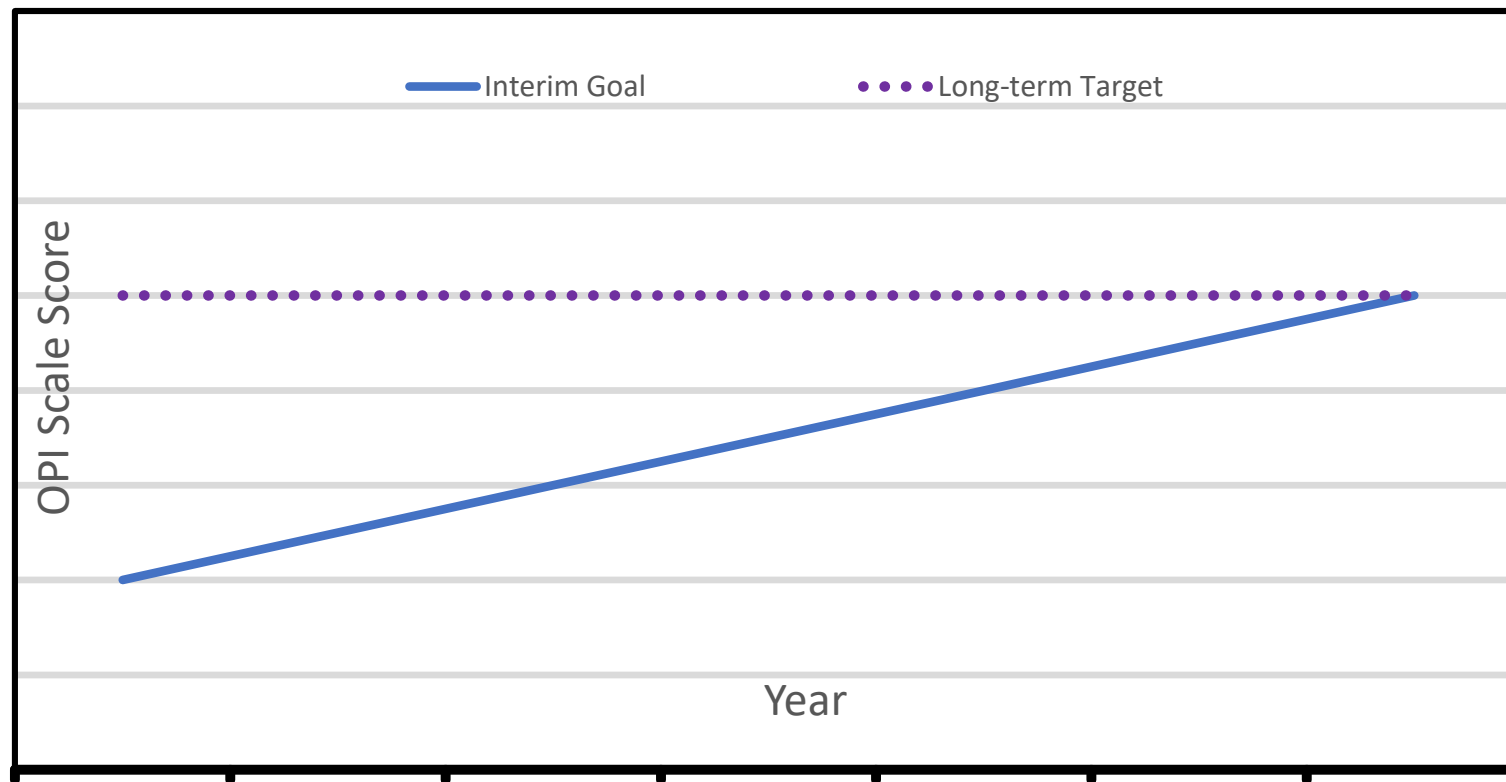
Academic Achievement Data Source

- Achievement data from the Oklahoma School Testing Program (OSTP) assessments, College and Career Readiness (CCRA) assessments, and Oklahoma Alternative Assessment Program (OAAP) assessments taken each spring.

- Data are reviewed by districts during the Assessment Correction Window in June.

- Additional data such as demographics and enrollment are collected via the Wave.
  - These are district-reviewed during the Demographic Overlay and student-level Annual Statistical Report (ASR, in State Reporting Certification) respectively.

Academic Growth

- The academic growth indicator examines individual student progress between consecutive years.

- Performance levels are divided into high/low bands to identify growth within a performance level.

- Growth points are earned based on improvement across the entire performance scale, not just to proficiency.

Academic Growth-SAMPLE

- Finalized growth values will be available upon review of 2018 assessment data.

- Indicator points will be based on average growth value for all students.

		2018							
		1L	1H	2L	2H	3L	3H	4L	4H
2017	Level 1—Low	0	120	160	185	200	200	200	200
	Level 1—High	0	90	130	150	195	200	200	200
	Level 2—Low	0	50	95	130	165	175	195	195
	Level 2—High	0	30	55	95	130	160	185	195
	Level 3--Low	0	0	30	80	100	130	150	175
	Level 3—High	0	0	0	30	70	105	135	160
	Level 4—Low	0	0	0	0	40	75	115	145
	Level 4—High	0	0	0	0	25	50	95	125

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Academic Growth Data Sources

- Similar to Academic Achievement, this will use OSTP and OAAP data for students with two consecutive years of valid scores.

- Demographic and enrollment data will be pulled from the Wave following district-review in the Demographic Overlay and student-level ASR.

English Language Proficiency Assessment (ELPA) Progress

- This indicator reflects how English Learners (ELs) are progressing toward exiting their language acquisition program.

- Initial (baseline) proficiency levels establish an expected timeframe for exiting the program:
  - Level 1-5 years
  - Level 2-4 years
  - Level 3-3 years
  - Level 4-2 years

- Based on anticipated exit grade, students have yearly expected growth targets.

- Students are considered "on-track" if they meet or exceed expected growth.

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ELPA Progress

- Growth targets are set yearly based on most recent ACCESS (Kindergarten ACCESS, ACCESS 2.0, or Alt ACCESS) scale score.

- Indicator points are based on percentage of enrolled ELs who are "on-track" (meet expected growth).

- Indicator will only be included on the report card if the school has at least 10 enrolled ELs in grades K-12.

ELPA Progress Data Sources

- ACCESS and Alt ACCESS assessment results from early spring testing administration (e.g. Jan 22-Mar 30, 2018).

- Data are reviewed and validated by districts:
  - Pre-Reporting Validation in WIDA AMS (April/May)
  - Assessment correction window (i.e. Post-Reporting Validation) in Single Sign-On (June)

- Demographic and enrollment data will be pulled from the Wave following district-review in the Demographic Overlay and student-level ASR.

Chronic Absenteeism

- A student is considered chronically absent if he/she misses 10% of more of instructional days for any reason (excused or unexcused).

- By expanding beyond truancy, this indicator identifies all students at risk of falling behind academically due to lost instructional time.

- Indicator points are earned based on the percentage of students in good attendance (i.e., _not_ chronically absent).

Chronic Absenteeism Data Source

- Attendance data is submitted to the Wave by your local Student Information System (SIS).

- Absences are reported by full or half day only.

- The Annual Statistical Report (ASR) at the student level (in State Reporting certification) is the source for calculating whether a student is in good attendance or chronically absent.

- Districts review and certify the ASR within 10 days of the last instructional day of the school year.

- Demographic and enrollment data will be pulled from the Wave following district-review in the Demographic Overlay and student-level ASR.

Graduation

- The graduation indicator is comprised of two components, the four-year adjusted graduation rate and the school improvement score.

- The four-year adjusted graduation rate uses the federally-required definition.
  - Meaning a student may only exit a cohort if he or she: transfers to another diploma issuing school, emigrates, or passes away prior to the end of the cohort year.

- The school improvement score provides credit for students graduating in five or six years.
  - For 2017-2018, only five year graduates will be included. Six year graduates will be added for 2018-2019.

Graduation Data Sources

- The Historical Adjusted Graduation Cohort Report provides the final graduation status for all students ever enrolled at your site with a cohort year equal to the school year of the report.

- Data from this report is typically reviewed and certified by the district in late fall (Nov-Dec).

- Data for five (and six) year graduates is collected via the Comprehensive Exit Report in the fall of each school year.

- Demographic and enrollment data will be pulled from the Wave following district-review in the Demographic Overlay and student-level ASR.

Postsecondary Opportunities

- This indicator represents the percentage of students successfully participating in at least one approved opportunity aligned with college- and career-readiness.

- Approved opportunity types:
  - AP or IB Coursework
  - Internships
  - Concurrent/Dual Enrollment
  - Programs leading to industry certification

- A student earns a point under this indicator for participating in at least one of the approved opportunities.

Postsecondary Opportunities Data Sources

- The Postsecondary Opportunities report is the district-certified report identifying student completion of AP/IB coursework, internships, and concurrent/dual enrollment.

- This report is reviewed and certified from April-June each year.

- Participation in programs leading to industry certification that take place on a technology center campus are reported separately to OSDE in July.

- Demographic and enrollment data will be pulled from the Wave following district-review in the Demographic Overlay and student-level ASR.

Where do the data come from?

- Data Used for ALL Indicators

Data	Description	Process for Review	Timeframe
Student Demographics	Gender, Race/Ethnicity, IEP/504 status, etc. submitted to the Wave from local SIS	Reviewed via Demographic Overlay in State Reporting Certification in the Wave	Assessment snapshot-May 2 Accountability snapshot-certification of ASR (end of year)
Student Enrollment	Entry/Exit codes, Basis of Admission, Grade, etc.	Reviewed via the ASR in State Reporting Certification in the Wave	ASR opens in April and must be certified within 10 days after the last day of instruction

Indicator-Specific Data Sources

Indicator	Data Source(s)	District-Review Timeframe
Academic Achievement	OSTP (including ACT/SAT) and OAAP testing results	June
Academic Growth	OSTP and OAAP testing results	September/October
ELPA Progress	WIDA ACCESS and Alt ACCESS results	April & June
Chronic Absenteeism	ASR (student-level)	April-June
Graduation	Historical Adjusted Graduation Cohort Report	December/January
Postsecondary Opportunities	Postsecondary Opportunities Report	May/June

Reporting

- How do we ensure that the School Report Card is accessible and meaningful?
- How does the information in the Accountability system inform school improvement and support?
- What information helps to tell the data story of our schools?
- How to we leverage tools and functions to answer questions about our schools?

Reporting Dashboard

- Focus Groups
    - District leaders
    - Educators
    - Parents
    - Community leaders
    - Business Partners
- Compliance with Federal Requirements
- Ongoing Work

1 January

- Focus groups meet for "look and feel" dashboard feedback
- WIDA testing window opens (English Language Proficiency Assessment, or ELPA)
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3 March

- ELPA WIDA assessment window closes
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- Define specific rules for ELPA, chronic absenteeism and postsecondary opportunities

4 April

- Finalize dashboard concept
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5 May

- Collection and review of Postsecondary Opportunities data and potential transition timeline
- OTAC meets
- Attendance data collection
- Demographic data validation and auditing

6 June

- Oklahoma School Testing Program preliminary data available to districts
- WIDA data collection (ELPA)
- Assessment correction window for districts
- Chronic Absenteeism data collection
- OTAC meeting update (if applicable)

7 July

- Data validation
- Data auditing
- Data verification
- Academic achievement status indicator code testing
- WIDA assessment verification window (ELPA)

8 August

- Parent/Student Oklahoma School Testing Program reports available
- Oklahoma School Testing Program final data available to districts

9 September

- State Board of Education approves validity and reliability of growth tables
- Validation of indicator calculations
- Communications toolkit to districts

10 October

- Testing and review of public dashboard
- Student success summaries available
- OTAC meeting update
- OEQA standard-setting
- Continue validation of indicator calculations

11 November

- Report card validation window opens for districts
- Continue testing and review of public dashboard
- Continue validation of indicator calculations

12 December

- State Board of Education issues 2018 school report cards
- School designations (Comprehensive Support and Improvement only)

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Thank you!

Thank you for your ongoing partnership in ensuring quality student data to support Accountability.

We are always here to assist you in reviewing, updating, and understanding your data.

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