

ABOUT THE ACADEMIC GROWTH INDICATOR

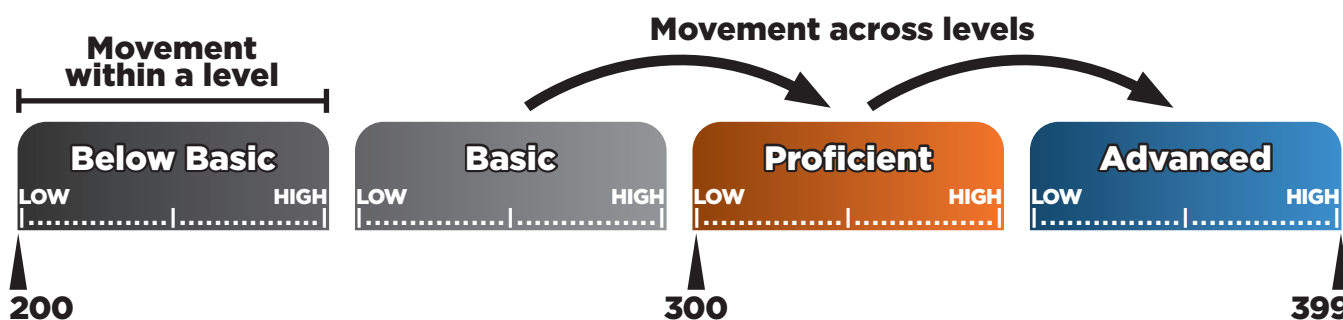
Under the federal Every Student Succeeds Act (ESSA), states are required to include an academic indicator in addition to achievement for elementary and middle schools. Oklahoma has chosen Academic Growth to meet this requirement. Points for this indicator are earned based on how students are progressing in mastery of grade-level academic standards. A maximum of 30 points can be earned under this indicator – 15 for growth in English language arts (ELA) and 15 for growth in math.



WHAT IS BEING MEASURED?

Points earned under the Academic Growth indicator are derived from an individual student’s movement within and across performance levels for English language arts (ELA) and math in consecutive years. Performance levels indicate how well a student is prepared for the next grade, course or level.

Each individual student’s academic growth is recognized by comparing test results in the same subject from one year to the next. Growth is achieved when a student moves within a performance level (from Basic Low to Basic High, for example) or across performance levels (from Basic to Proficient, for example). Students who perform at the same level from one year to the next have demonstrated growth because what they must learn in each grade increases.



WHY IS THIS INDICATOR IMPORTANT?

Oklahoma is examining academic performance in multiple ways. The Academic Growth indicator recognizes schools that are working hard to meet students where they are and help them get – or stay – on track. In the new accountability system, Academic Achievement in ELA and math is balanced with Academic Growth; the same number of points is awarded under each subject for each indicator. This indicator captures the growth of students at all levels of performance and provides a more nuanced view of student performance over time.

HOW IS THE INDICATOR MEASURED?

This indicator uses a growth value table to measure student progress from year to year. The combination of a student’s previous- and current-year performance level yields a value from 0 to 200. Because the Oklahoma Academic Standards include more difficult content from one grade to the next, a student maintaining the same performance level has demonstrated growth. Even students who perform in the next-lowest level may earn points for a degree of growth.

The following examples and growth table will demonstrate how points are earned under this indicator.

Example 1: A student who moves from Below Basic High in the previous year to Basic Low in the current year receives a value of 130 (orange cell).

Example 2: A student scoring Proficient Low in the previous year who moved to Basic High in the current year receives a value of 80 (blue cell).

Example 3: A student scoring Advanced Low in the previous year who again scores Advanced Low in the current year receives a value of 115 because the content difficulty has increased (gray cell).

GROWTH TABLE

		Current Year							
		Below Basic Low	Below Basic High	Basic Low	Basic High	Proficient Low	Proficient High	Advanced Low	Advanced High
Previous Year	Below Basic Low	0	120	160	185	200	200	200	200
	Below Basic High	0	90	130	150	195	200	200	200
	Basic Low	0	50	95	130	165	175	195	195
	Basic High	0	30	55	95	130	160	185	195
	Proficient Low	0	0	30	80	100	130	150	175
	Proficient High	0	0	0	30	70	105	135	160
	Advanced Low	0	0	0	0	40	75	115	145
	Advanced High	0	0	0	0	25	50	95	125

For additional information on understanding the Academic Growth indicator, see [e-learning module 3](https://bit.ly/e-learning-modules) (bit.ly/e-learning-modules).

FREQUENTLY ASKED QUESTIONS

Which grade levels and subjects are included in this indicator?

The new accountability system requires testing administration in consecutive years to measure growth. For example, growth can be measured only for ELA and math between grades 3-4, 4-5, 5-6, 6-7 and 7-8. However, high school students are tested only once, in grade 11, and thus do not have consecutive years to compare. Similarly, science is assessed in grades 5, 8 and 11 and cannot be measured in this indicator.

How is the Academic Growth indicator different from the Academic Achievement indicator?

The Academic Growth indicator shows the same student's progress in mastery of key knowledge, skills and abilities leading to readiness for career from one grade to the next (i.e., within and across performance levels). The growth indicator uses performance-level bands to measure movement across a continuum of learning (i.e., from a student's third-grade performance to the same student's fourth-grade performance).

In contrast, the Academic Achievement indicator shows the improvement of each priority student group in the same grade from one year to the next (i.e., from the previous year's third-graders to the current year's third-graders). This indicator reveals how each student is performing in relation to state-level targets, highlights achievement gaps among groups of students and demonstrates how well students understand the Oklahoma Academic Standards.

See the [Report Card Indicator Spotlight for Academic Achievement](https://bit.ly/reportcardresources) (bit.ly/reportcardresources) for additional information.

Are students taking the Oklahoma Alternate Assessment Program (OAAP) included in this indicator?

All student growth will be included, regardless of whether measured by the OAAP or the Oklahoma School Testing Program (OSTP).

Is it possible to measure growth if students change schools or districts?

Because the Academic Growth indicator measures a student's progress from the end of the previous year to the end of the current year, students can be included in this indicator even if they were not at the same school or district the previous year. However, a student must meet Full Academic Year (FAY) criteria (i.e., must be enrolled within the first 20 days of the school year and continuously thereafter) to be included. Therefore, a student who transfers districts in the middle of the current year would not be included in the school's growth measure.

Is it possible to measure growth if students are retained or skip a grade?

Students taking grade-level assessments for the second time (if retained) or taking the assessment for two grades higher than the previous year (if skipping a grade) represent a situation that is not accounted for in the current tables. At this time, therefore, it is not possible to include the growth of these students.