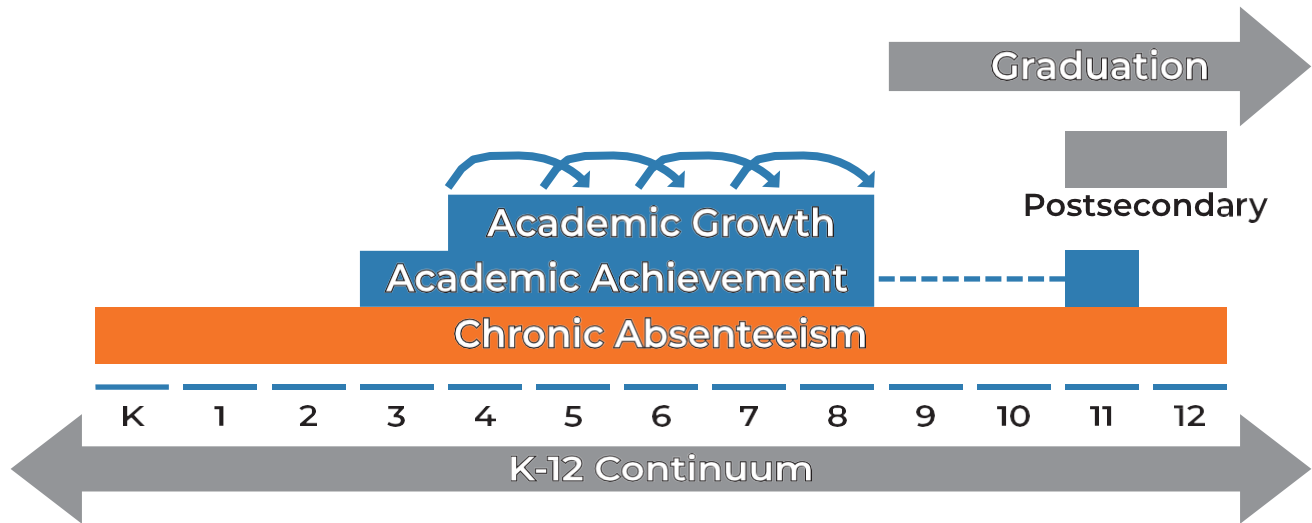


Oklahoma School Report Cards give families, community members, educators and policymakers contextual information about student and school performance—to celebrate successes and identify areas for improvement. Report card measures serve as indicators of how well we are supporting students. Measured at different points, indicators work together along a continuum to ensure ALL students graduate ready for life after high school.



### 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.

<b>Grades K - 12</b>	<b>Chronic Absenteeism:</b> 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?
<b>Grades 3 - 8 &amp; 11</b>	<b>Academic Achievement:</b> 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?
<b>Grades 4 - 8</b>	<b>Academic Growth:</b> 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?
<b>English Learners</b>	<b>English Language Proficiency Assessment Progress (ELPA):</b> How well are we supporting our English learners in gaining proficiency in English based on their WIDA ACCESS Scores?
<b>Grades 11 - 12</b>	<b>Postsecondary Opportunities:</b> 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)?
<b>Grades 9 - 12+</b>	<b>Graduation:</b> How well are we supporting our students in graduating with a diploma in 4, 5, or 6 years based on adjusted cohort graduation rates?

Indicators in Action- The Why, What, Who and Now What by Indicator

ACADEMIC ACHIEVEMENT	
Why it's measured	<ul style="list-style-type: none"> <li>✓ To determine where students are relative to grade-level expectations outlined in the OAS</li> <li>✓ To monitor how ready groups of students are for the next grade, course or level</li> <li>✓ To gauge how improvement efforts are working to narrow gaps between student groups</li> </ul>
What's being measured  Who is included: <i>Full Academic Year (FAY) students in grades 3-8 and 11</i>	The percentage of students scoring Basic, Proficient, or Advanced (Performance Level Snapshot) and the percentage of students in each priority student group meeting or exceeding their academic scale score targets (Improvement Toward Expectations) in ELA, math, and science. <ul style="list-style-type: none"> <li>■ Targets differ by priority student group and grade for each content.</li> <li>■ The first student group to which a student belongs (i.e., the student's "priority student group") determines the student's academic scale score target.</li> <li>■ Priority groups in order: <b>students with disabilities, economically disadvantaged, English learners (EL), Black/African American, Hispanic, Native American/American Indian, Asian/Pacific Islander, two or more races, and White.</b></li> </ul>
Actions that can be taken	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze performance trends across student groups and/or grade levels</li> <li><input type="checkbox"/> Consider curricular alignment and program coherence across grades</li> <li><input type="checkbox"/> Monitor effectiveness of instructional supports for different student groups</li> <li><input type="checkbox"/> Align needs for professional learning</li> <li><input type="checkbox"/> Connect site and/or district level data (i.e., local assessments, teacher professional development, access to grade-level instruction, student's level of engagement, etc.).</li> </ul>
ACADEMIC GROWTH	
Why it's measured	<ul style="list-style-type: none"> <li>✓ To determine how much progress individual students are making from one year to the next in mastering grade level standards.</li> <li>✓ To gauge vertical and horizontal alignment of curriculum to the OAS.</li> <li>✓ To monitor effectiveness and identify gaps in instructional strategies and supports</li> </ul>
What's being measured  Who is included: <i>Full Academic Year (FAY) students in grades 4-8</i>	The amount of progress students are making between consecutive years based on individual state test scores in ELA and math. <ul style="list-style-type: none"> <li>■ Performance level (Below Basic, Basic, Proficient and Advanced) bands are divided into a high and low level (i.e., Basic Low and Basic High).</li> <li>■ Students can show progress by maintaining the same level or moving within or across a level (i.e., student scores Basic Low (BL) in the previous year and Basic High (BH) in the current year).</li> </ul>
Actions that can be taken	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze performance trends across student groups and/or grade levels</li> <li><input type="checkbox"/> Consider curricular alignment and program coherence across grades</li> <li><input type="checkbox"/> Monitor effectiveness of instructional supports for different student groups</li> <li><input type="checkbox"/> Align needs for professional learning</li> <li><input type="checkbox"/> Connect site and/or district level data (i.e., local assessments, teacher professional development, access to grade-level instruction, student's level of engagement, etc.).</li> </ul>
Actionable resources for Academic Achievement and Growth	<ul style="list-style-type: none"> <li>• Ready together guidance tools and resources- <a href="https://readytogether.sde.ok.gov/">https://readytogether.sde.ok.gov/</a></li> <li>• Curriculum Frameworks- translate the OAS into classroom practice- <a href="https://sde.ok.gov/search/node/curriculum%20frameworks">https://sde.ok.gov/search/node/curriculum%20frameworks</a></li> <li>• OSTP Assessment Guidance Toolkits- <a href="https://sde.ok.gov/assessment-guidance">https://sde.ok.gov/assessment-guidance</a></li> <li>• Future Ed Covid Relief Strategies- <a href="https://live-fe-future-ed.pantheonsite.io/wp-content/uploads/2021/06/Covid-Relief-Playbook.pdf">https://live-fe-future-ed.pantheonsite.io/wp-content/uploads/2021/06/Covid-Relief-Playbook.pdf</a></li> </ul>

## CHRONIC ABSENTEEISM

<b>Why it's measured</b>	<ul style="list-style-type: none"> <li>✓ To monitor lost instructional time</li> <li>✓ To gauge school climate and student engagement</li> <li>✓ To synergize family and community engagement around the importance of school</li> <li>✓ To identify and reduce barriers to regular school attendance</li> </ul>
<p><b>What's being measured</b></p> <p><b>Who is included:</b> <i>Full Academic Year (FAY) students in grades K-12</i></p>	<p>The percentage of students in good attendance who are in attendance 90% or more of instructional days based on school calendar. (i.e., school calendar has 165 instructional days, students counted absent less than 16.5 days show good attendance)</p>
<b>Actions that can be taken</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze attendance trends across groups of students and/or grade levels</li> <li><input type="checkbox"/> Identify students who may be at risk of falling behind and barriers they may have to regular attendance</li> <li><input type="checkbox"/> Determine how well tiered strategies and supports in place are working to minimize lost instructional time for ALL students</li> <li><input type="checkbox"/> Ensure students on IEPs and 504s with chronic conditions have needs identified in their plan</li> </ul>
<b>Actionable resources for Chronic Absenteeism</b>	<ul style="list-style-type: none"> <li>• Chronic Absenteeism Toolkit- <a href="https://sde.ok.gov/chronic-absenteeism">https://sde.ok.gov/chronic-absenteeism</a></li> <li>• Attendance Playbook in the time of COVID- <a href="https://www.future-ed.org/attendance-playbook/">https://www.future-ed.org/attendance-playbook/</a></li> <li>• Students with Disabilities and Chronic Absenteeism Guidance: <a href="https://sde.ok.gov/sites/default/files/documents/files/Students%20with%20Disabilities%20and%20Chronic%20Absenteeism.pdf">https://sde.ok.gov/sites/default/files/documents/files/Students%20with%20Disabilities%20and%20Chronic%20Absenteeism.pdf</a></li> </ul>

## ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA) PROGRESS

<b>Why it's measured</b>	<ul style="list-style-type: none"> <li>✓ To monitor progress English learners are making toward becoming proficient in the English</li> <li>✓ To gauge the effectiveness of English language acquisition programs and supports in place</li> </ul>
<p><b>What's being measured</b></p> <p><b>Who is included:</b> <i>Full Academic Year (FAY) students identified as English Learners in grades K-12</i></p>	<ul style="list-style-type: none"> <li>■ The number of English learners (ELs) meeting or not meeting their interim growth targets based on their WIDA ACCESS test scores, the number of ELs that have exited via their scores or committee, and the number of 1st - 4th year proficient ELs.</li> <li>■ Initial growth targets are based on the student's baseline score that determines the number of years they have to exit. Interim targets are recalculated each year using the student's current score to support an on-time exit within the prescribed time frame.</li> </ul>
<b>Actions that can be taken</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze performance trends across groups of students and/or grade levels</li> <li><input type="checkbox"/> Identify strengths and gaps in your English language acquisition programs and supports</li> <li><input type="checkbox"/> Align needs for professional learning</li> <li><input type="checkbox"/> Connect site and/or district level data</li> <li><input type="checkbox"/> Compare where we are to others (state, district, school)</li> </ul>
<b>Actionable resources for ELPA</b>	<ul style="list-style-type: none"> <li>• ACCESS for ELs- <a href="https://wida.wisc.edu/assess/access/scores-reports">https://wida.wisc.edu/assess/access/scores-reports</a></li> <li>• OSDE English Learner Guidebook- <a href="https://sde.ok.gov/sites/default/files/OK%20English%20Learner%20Guidebook%20.pdf">https://sde.ok.gov/sites/default/files/OK%20English%20Learner%20Guidebook%20.pdf</a></li> <li>• EL Instruction and Professional Development modules- <a href="https://sde.ok.gov/english-learner-instruction-and-professional-development">https://sde.ok.gov/english-learner-instruction-and-professional-development</a></li> </ul>

## POSTSECONDARY OPPORTUNITIES

<b>Why it's measured</b>	<ul style="list-style-type: none"> <li>✓ To give students access to experiences that prepare them for life after high school</li> <li>✓ To determine support students' individual and academic career plans (ICAP)</li> <li>✓ To synergize business and community partnerships around the connections between school and work</li> </ul>
<p><b>What's being measured</b></p> <p><b>Who is included:</b> <i>Full Academic Year (FAY) students in grades 11 &amp; 12</i></p>	<p>The number of students that successfully completed at least one postsecondary opportunity by earning a D or higher.</p> <ul style="list-style-type: none"> <li>■ Students may participate in multiple opportunities but are only eligible for one point.</li> <li>■ Opportunities include AP/IB coursework, Dual/Concurrent Enrollment, Internships and CTE Courses that lead to industry certification.</li> </ul>
<b>Actions that can be taken</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know where ALL students want to go when they leave high school</li> <li><input type="checkbox"/> Inventory opportunities and identify barriers to expand access to opportunities aligned with student's career goals</li> <li><input type="checkbox"/> Identify needs for business partnerships</li> <li><input type="checkbox"/> Compare where we are to others (state, district, school)</li> </ul>
<b>Actionable resources for Post Secondary Opportunities</b>	<ul style="list-style-type: none"> <li>• ICAP Educator Resources- <a href="https://www.okedge.com/educators/">https://www.okedge.com/educators/</a></li> <li>• Internship Guidance- <a href="https://www.okedge.com/business-community/service-work-based-learning/">https://www.okedge.com/business-community/service-work-based-learning/</a></li> <li>• Postsecondary opportunity guidance-<a href="https://sde.ok.gov/resources-accountability-reporting">https://sde.ok.gov/resources-accountability-reporting</a></li> </ul>

## GRADUATION

<b>Why it's measured</b>	<ul style="list-style-type: none"> <li>✓ To monitor how well we support ALL students in graduating in 4, 5 or 6 years</li> <li>✓ To gauge the effectiveness of improvement efforts from one year to the next</li> <li>✓ To close gaps between student groups</li> </ul>
<p><b>What's being measured</b></p> <p><b>Who is included:</b> <i>Students in 4- year adjusted cohorts</i></p>	<p>The percentage of students in a 4-year adjusted cohort graduating with a diploma in 4, 5 or 6 years. Pursuant to federal regulations, the term four-year adjusted cohort graduation rate is the number of students who graduate within four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class.</p> <ul style="list-style-type: none"> <li>■ Students are assigned a cohort year upon entering high school, generally four years after their initial enrollment. The student remains in this cohort even if transferred to another diploma-issuing school or district</li> <li>■ Cohorts can be adjusted by adding students who transfer in after 9th grade and subtracting students who emigrate, transfer to another diploma issuing school or pass away</li> </ul>
<b>Actions that can be taken</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze trends across groups of students</li> <li><input type="checkbox"/> Identify barriers and/or access for students not graduating to determine what personalized paths may need to be added or adjusted</li> <li><input type="checkbox"/> Ensure that students are coded correctly before certifying the Annual Statistical Review (ASR) and utilize the Enrollment Graduation Data Verification Review (DVR) process.</li> <li><input type="checkbox"/> Connect local data (i.e., course grades, attendance, engagement, ICAP plans, etc.).</li> </ul>

**Additional resources to support the Oklahoma School Report Card and its indicators can be found at <https://sde.ok.gov/oklahoma-report-card-resources>**

**Resources to support continuous improvement efforts can be found at <https://sde.ok.gov/continuous-improvement>**