

ABOUT THE ACADEMIC GROWTH INDICATOR

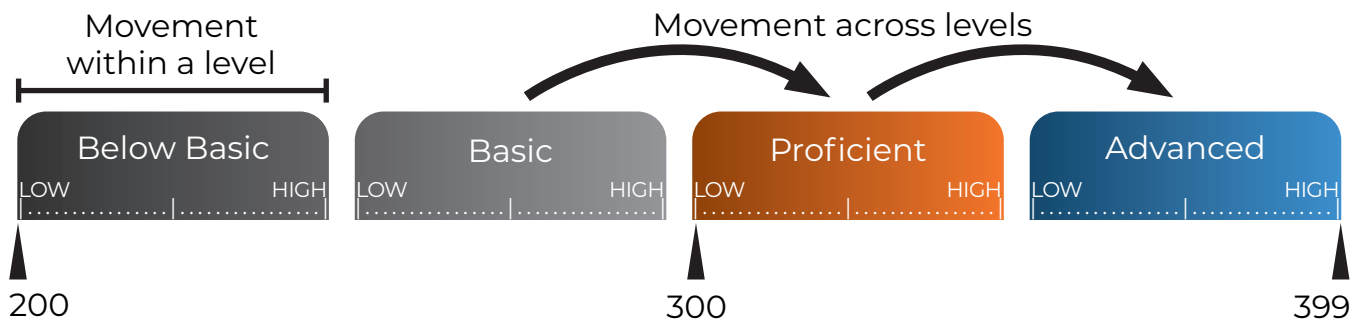
Under the federal Every Student Succeeds Act (ESSA), states were required to include an academic indicator in addition to achievement for elementary and middle schools. Oklahoma chose Academic Growth to meet this requirement. Points for this indicator are earned based on how students are progressing 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 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 |
| PRIOR YEAR | Advanced High (AH) | 0 | 0 | 0 | 0 | 25 | 50 | 95 | 125 |
| | Advanced Low (AL) | 0 | 0 | 0 | 0 | 40 | 75 | 115 | 145 |
| | Proficient High (PH) | 0 | 0 | 0 | 30 | 70 | 105 | 135 | 160 |
| | Proficient Low (PL) | 0 | 0 | 30 | 80 | 100 | 130 | 150 | 175 |
| | Basic High (BH) | 0 | 30 | 55 | 95 | 130 | 160 | 185 | 195 |
| | Basic Low (BL) | 0 | 50 | 95 | 130 | 165 | 175 | 195 | 195 |
| | Below Basic High (BBH) | 0 | 90 | 130 | 150 | 195 | 200 | 200 | 200 |
| | Below Basic Low (BBL) | 0 | 120 | 160 | 185 | 200 | 200 | 200 | 200 |

FREQUENTLY ASKED QUESTIONS

WHICH GRADE LEVELS AND SUBJECTS ARE INCLUDED IN THIS INDICATOR?

The 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 Achievement indicator shows where groups of students are relative to grade level expectations (i.e., from the previous year's third graders to the current year's third graders). This indicator is divided into two components: Improvement Toward Expectations (ITE) and the Performance Level Snapshot (PLS).

The ITE component shows improvement of each priority student group in relation to state-level academic achievement targets. In tangent, the PLS shows improvement across performance levels (i.e., Below Basic, Basic, Proficient, or Advanced). Together, these measures reveal how well schools are closing gaps and supporting all students in being ready for the next grade, course, or level.

See the [Academic Achievement Spotlight Document](#) 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 did not have an instructional gap of 10 or more consecutive days when the testing window opened) 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.

