

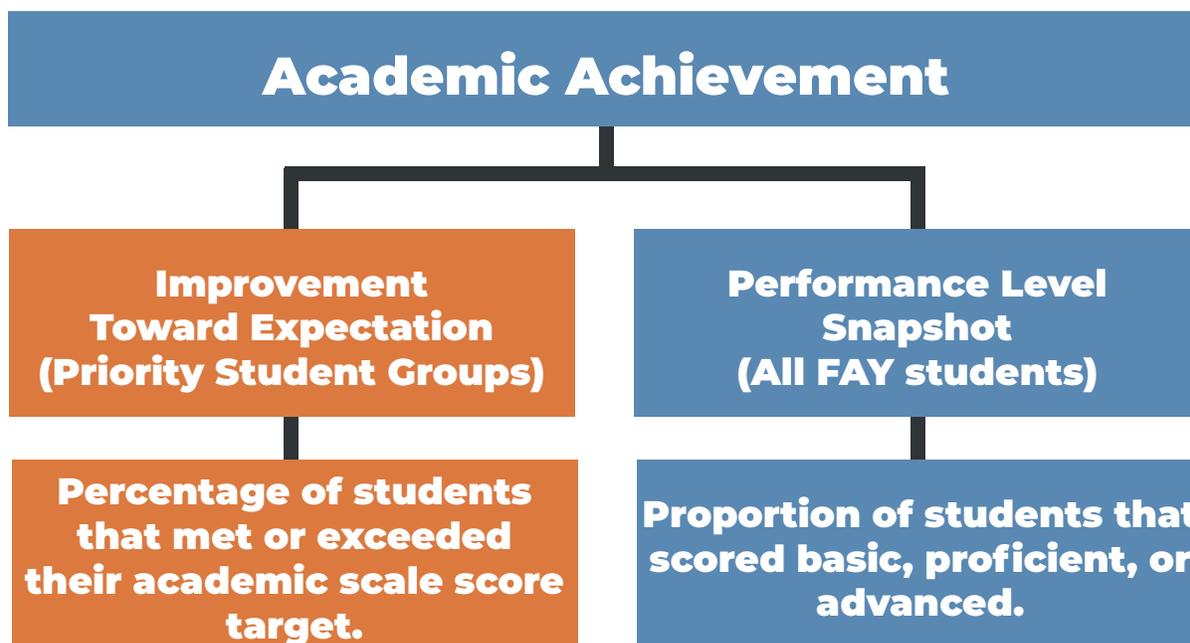
ABOUT THE ACADEMIC ACHIEVEMENT INDICATOR

Under the federal Every Student Succeeds Act (ESSA), states were required to measure the academic achievement of all students. Oklahoma’s Academic Achievement indicator uses individual student performance on annual state tests as a measure of a student’s readiness for the next grade or course and an indication of the degree to which students are prepared for life after high school. Points are earned based on the percentage of students meeting or exceeding academic targets and the proportion of students scoring at the basic, proficient, or advanced level.



WHAT IS BEING MEASURED?

Points earned under the Academic Achievement indicator come from two equally weighted components: Improvement Toward Expectations (ITE) and Performance Level Snapshot (PLS). The ITE component represents the extent to which all students within a school are meeting their academic achievement targets as determined by grade level and priority student group. While the PLS component represents the proportion of ALL students scoring basic, proficient, or advanced. Every student in grades 3 through 8 contributes to the maximum score of 30 or 35 points for this indicator – 15 for English language arts (ELA), 15 for math, and 5 for science, which is administered only in grades 5 and 8. Every student in grade 11 contributes to the maximum score of 45 at the high school level – 15 for ELA, 15 for math and 15 for science.



While academic achievement targets are expressed in terms of scale score, 300 corresponds to the proficient cut score. Each student is assigned a target based on their priority student group (see FAQ on page 2 for additional information). Because of COVID-related disruptions in SY 2019-2020 and 2020-2021, interim targets for each priority student group were reset using a baseline from available and appropriate data from spring 2018, 2019, and 2021 assessment administrations.

Targets then increase over time to reflect an expectation of consistent, sustained improvement. All students are expected to reach proficiency (i.e., a score of 300), which indicates readiness for college and career. However, the time needed to reach proficiency varies by grade level and priority student group. Because of this, the targets represent student progress toward that goal. For more information, see Oklahoma’s EDGE plan [Appendix A](#), beginning on page 8.

WHY IS THIS INDICATOR IMPORTANT?

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. By setting challenging targets and by awarding points across performance levels, the focus is on all students rather than those closest to proficiency. Looking at academic performance in this way helps reveal previously hidden gaps in student achievement and rewards schools who show improvement on academic achievement each year.

HOW IS THE INDICATOR MEASURED?

The first component of the Academic Achievement indicator awards points based on how well students are meeting or exceeding their interim achievement targets. Up to 7.5 points are possible for ELA and math. In science, up to 2.5 points are available for grades 5 and 8 and 7.5 points for grade 11. Students meeting targets but not yet proficient receive .95 of a point, students meeting targets and reaching proficiency receive 1 point. Students who do not meet targets do not receive points.

The second component of the Academic Achievement indicator awards points when students score at the basic, proficient, or advanced level on state summative tests in ELA, math, and science. Students scoring basic have foundational knowledge and skills while students scoring proficient or advanced are meeting the grade-level expectations outlined in our Oklahoma Academic Standards (OAS). Levels of basic, proficient, and advanced will earn .5, 1.0, and 1.25 points, respectively. Up to 7.5 points are possible for ELA and math based on the proportion of students scoring at each level. In science, up to 2.5 points are available for grades 5 and 8 and 7.5 points for grade 11. Students who score below basic do not receive points.

FREQUENTLY ASKED QUESTIONS

What are the priority student groups?

ESSA requires states to report state test scores by student group. In Oklahoma, those groups align with federally required reporting demographics in an order based on correlation with academic achievement. In order of the strength of that correlation, priority student groups are as follows: students with disabilities, economically disadvantaged students, English learners (EL), Black/African American students, Hispanic students, Native American/American Indian students, Asian/Pacific Islander students, students who identify two or more races and White students. The first student group to which a student belongs (i.e., the student’s “priority student group”) determines the student’s target score. Each student is counted only once to ensure that **all** students contribute equally to the indicator. This innovative grouping method is unique to Oklahoma and can unmask previously hidden trends in student performance, particularly for historically underserved student populations.

Why do groups have different targets?

ESSA requires state accountability systems to take into account the improvement needed for subgroups struggling with academic achievement to make significant progress in closing achievement gaps. In Oklahoma's system, each priority student group has a target that is challenging, yet achievable and increases annually. The accountability system recognizes that every student's starting point is different; however, the end goal is the same high expectation for all students – career readiness.

Why are there no targets above proficiency (i.e., 300)?

The focus of the Academic Achievement indicator is to close achievement gaps by gradually moving all students toward the same high expectation – proficiency (i.e., a score of 300). Once a student group reaches proficiency, the focus should be to maintain that achievement every year. While it would be unreasonable to set a target above proficiency, students who meet or exceed their target and score in the proficient or advanced level receive 1 point for the Improvement Toward Expectation component of this indicator. By contrast, the Academic Growth indicator awards points for individual students who continue to grow, even at the highest possible performance levels.

How is the Academic Achievement indicator different from the Academic Growth 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). Together, these components reveal how well schools are closing gaps and supporting all students in being ready for the next grade, course, or level.

In contrast, the Academic Growth indicator shows the same student's progress in mastery of key knowledge, skills and abilities leading to readiness for college and 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).

See the [Academic Growth Spotlight Document Academic Growth](#)

How does this indicator differ at the high school level from grades 3-8?

There are a few notable differences for the academic achievement indicator due to the college- and career-readiness assessments (CCRA) administered in high school. For SY 2017-2018, districts were able to select either the ACT or SAT for their students. In order to use both assessments in accountability and have comparability between the tests, ACT and SAT scores were converted to the Oklahoma Performance Index (OPI) scale scores of 200-399 through a standard setting process. Targets for high school are expressed in terms of the OPI scale score to provide a common scale between the two assessments. Secondly, high school students complete a separate science content assessment for accountability purposes.

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

Yes. Students taking the OAAP will be counted in the Academic Achievement indicator. Targets for these students are set in the same way as for students taking the Oklahoma School Testing Program (OSTP) assessments, but using the OAAP scale.

Are recently arrived English learners (ELs) included in this indicator?

Students who have been enrolled in U.S. schools fewer than 12 months are considered recently arrived English learners. In their first year in Oklahoma public schools, these students are required to participate in state assessments in ELA and math (and science, if entering in grade 5 or 8). However, their performance is not included in the Academic Achievement indicator. In the second year, their scores will be included in the accountability system as part of the Academic Growth indicator using the first year's scores as a baseline. Finally, in the third year, their scores will also be used for the Academic Achievement indicator.