

Oklahoma school report cards are designed to give families and communities an annual update on various indicators that, in combination, create a snapshot of academic achievement and school improvement. The multiple indicators highlight areas where your child’s school is excelling and has opportunities for improvement. For score and breakdowns for each indicator, please see the other side of this document.



ACADEMIC ACHIEVEMENT INDICATOR

English language arts, mathematics and science (elementary, middle and high schools)

Annually, students in grades 3-8 and 11 take Oklahoma School Testing Program (OSTP) assessments in math, English language arts and science to determine their readiness for college and the workplace. These tests match the content and skills taught in the classroom and measure real-world skills like critical thinking, problem solving and writing. The Academic Achievement indicator examines how well we are supporting students in being ready for the next, grade course or level.



ACADEMIC GROWTH INDICATOR

English language arts and mathematics (elementary and middle schools)

Not all children start their learning from the same point, but every student should learn and grow throughout the school year and from year to year. The Academic Growth indicator examines individual student growth based on past OSTP performance.



ELPA PROGRESS INDICATOR

(elementary, middle and high schools)

Students whose second language is English generally need at least five years to transition to a new language. The English Language Proficiency Assessment (ELPA) Progress indicator examines how well we are supporting our English learners (ELs) in becoming proficient in English based on their WIDA ACCESS or ALT ACCESS score and grade level upon entry.



GRADUATION INDICATOR

(high schools)

All students deserve support and guidance to graduate from high school. To most accurately reflect progress toward a high school diploma for all students (including those who may require a longer period of time to graduate, including English learners and students with disabilities), the Graduation Rate indicator reflects both the four-year and extended cohort (five- and six-year) graduation rates.



POSTSECONDARY OPPORTUNITIES INDICATOR

(high schools)

Schools should ensure that students graduate high school prepared for the next step in their lives. The Postsecondary Opportunities indicator gives points for participation in at least one of the following: Advanced Placement or International Baccalaureate classes, dual or concurrent enrollment in higher education courses, a work-based internship or apprenticeship and classes leading to industry certification.



CHRONIC ABSENTEEISM INDICATOR

(elementary, middle and high schools)

Absenteeism represents lost instructional time and is strongly correlated to student achievement, graduation and success in life. Regular attendance can lead to higher academic performance, lower dropout rates and higher health outcomes in adulthood than for those with poor attendance. Research clearly indicates that schools and districts can impact students’ absenteeism rates. The Chronic Absenteeism indicator highlights schools’ efforts to prioritize attendance.

ELEMENTARY AND MIDDLE SCHOOL INDICATORS

85 POSSIBLE POINTS

	ACADEMIC ACHIEVEMENT	35
	ENGLISH LANGUAGE ARTS	15
	MATHEMATICS	15
	SCIENCE	5
	ACADEMIC GROWTH	30
	ENGLISH LANGUAGE ARTS	15
	MATHEMATICS	15
	ELPA PROGRESS	10
	CHRONIC ABSENTEEISM	10

HIGH SCHOOL INDICATORS

85 POSSIBLE POINTS

	ACADEMIC ACHIEVEMENT	45
	ENGLISH LANGUAGE ARTS	15
	MATHEMATICS	15
	SCIENCE	15
	GRADUATION	10
	ELPA PROGRESS	10
	POSTSECONDARY OPPORTUNITIES	10
	CHRONIC ABSENTEEISM	10

The guiding belief of Oklahoma's accountability system is that **all students can grow** and **all schools can improve**.

