

ABOUT THE ACADEMIC ACHIEVEMENT INDICATOR

Under the federal Every Student Succeeds Act (ESSA), states are required to measure 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 meeting or exceeding state-level targets used to ensure all students have the opportunity to improve.



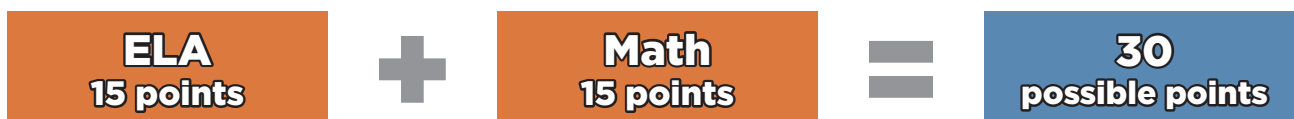
WHAT IS BEING MEASURED?

Points earned under the Academic Achievement indicator come from two measures – students meeting academic target scores and students reaching proficiency. Every elementary and middle school student 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 eleventh-grader contributes to the maximum score of 30 at the high school level – 15 for ELA and 15 for math.

ACADEMIC ACHIEVEMENT: SCHOOLS WITH GRADES 5 AND/OR 8



ACADEMIC ACHIEVEMENT: SCHOOLS WITHOUT GRADES 5 AND/OR 8



Academic Achievement targets are expressed in scores from 200 to 399 for each school. Each student is assigned a target based on their priority student group (see FAQ on page 2 for additional information). Targets were determined using results from the first year the tests were given. These served as a baseline because they measured Oklahoma’s new, more comprehensive academic standards for the first time.

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 based on where student groups scored on the initial assessment. The targets represent student progress toward that goal. For more information, see [scale score target tables](http://bit.ly/ScaleScoreTargets) (<http://bit.ly/ScaleScoreTargets>).

WHY IS THIS INDICATOR IMPORTANT?

Because all students share the same end goal of career readiness, achievement gaps will narrow as students meet their targets. By setting challenging targets, the focus is on *all* students rather than only those closest to proficiency. This indicator provides a more complete look at student performance by using two measures – achievable and challenging targets and proficiency. Looking at academic performance in this way will help reveal previously hidden gaps in student achievement.

HOW IS THE INDICATOR MEASURED?

The first measure of Academic Achievement is how well students are meeting targets. Up to 14 points are possible for ELA and math based on the percentage of students who meet or exceed their target. In science, up to 4.67 points are available. Students meeting targets but not yet proficient receive .95 of a point, students meeting targets and reaching proficiency receive 1 point and students meeting targets and scoring advanced receive 1.25 points. Students who do not meet targets do not receive points, and no more than 14 points may be earned.

The second measure of Academic Achievement is proficiency. There is 1 point possible for the percentage of students reaching proficiency in ELA and math. The same process would apply to science, but with 4.67 points for meeting targets and .33 of a point for proficiency for a total of 5 possible points.

For additional information on understanding the Academic Achievement indicator, see e-learning module 2.

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 new 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. An unintended consequence of the previous system was that students closest to proficiency became the focus. In the new system, the achievement of all students contributes equally to the Academic Achievement indicator score.

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 advanced performance level receive an additional .25 points for 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 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.

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 Report Card Indicator Spotlight for Academic Growth document for additional information.

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

There are a few notable differences for the achievement indicator due to the college- and career-readiness assessments (CCRA) administered in high school. First, the statewide CCRA began in school year 2018; therefore, 2018 served as the baseline year. The baseline year for grades 3-8 was 2017. As such, the 2018 school report cards use the baseline (i.e., median) score as the target for each student group. Targets for future years will be calculated using the same methodology as grades 3-8 and reviewed by the State Board of Education in early 2019. Second, districts may select either the ACT or SAT for their students. In order to use both assessments in accountability and have comparability between the tests, scores are reported both on the ACT or SAT scales, as well as the Oklahoma Performance Index (OPI) scale of 200-399. Targets for high school are expressed in terms of the OPI scale score to provide a common scale between the two assessments. Third, high school students complete a separate science content assessment for accountability purposes. This science content assessment was a field test in 2018, meaning no student-level results were reported. For the 2018 school report cards, high schools will have science removed from the academic achievement indicator, meaning the total points will be out of 30 (15 each for ELA and math). Beginning in 2019, science will be included for high school as the test becomes operational.

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.