

# Update for the new Accountability System

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Monica Daniels M.S., Accountability Assistant Executive Director

Dr. Michael Tamborski, Accountability Executive Director

Dr. Jeanene Barnett, Deputy Superintendent Assessment and Accountability

Dr. Marianne Perie, University of Kansas (consultant)

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OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**  
— CHAMPION EXCELLENCE —

# Goals for Oklahoma Schools

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- We started the process articulating the goals for Oklahoma schools.
- Focus on college and career readiness:  
*College and career ready means students graduate from high school prepared to enter and succeed in postsecondary opportunities.*
- Students should graduate high school ready for postsecondary success and need to demonstrate they are on-track toward that goal in grades 3–8.

**All schools can improve**  
**All kids can grow**



# Looking Back: Communication 2017

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- 1,000: Engage 2017
- 1,200: Assessment and Accountability Regional Meetings
- 250: Superintendent's Advisory Councils
  - Business and Industry
  - Superintendents, Counselors, Teachers
- 190: Tribal and School Leaders
  - Inter-Tribal Consultation Meeting
  - Cherokee Nation School Leaders Convening
  - Muscogee Creek Nation School Leaders Convening
- 590: School Leaders
  - CCOSA Conference
  - OSSBA Conference
  - Oklahoma School Advisory Council (OSAC) Meeting
  - Grady County Professional Day
  - Gear Up (with Oklahoma State Regents for Higher Ed) Conference
  - New Skills for Youth Summit
  - Oklahoma Public School Resource Center (OPSRC)
  - Secondary Schools Administrators Association



# Looking Back: Reviews 2017

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- Fordham Foundation Review
  - Of the 51 state plans, only seven, including **Oklahoma**, scored ‘strong’ across all three metrics.
  - “Oklahoma proves that when states are empowered to lead on education, the needs of students and their families are put first,” said Mike Petrilli, president of the Fordham Institute. “Oklahoma’s accountability system is clear, fair and signals that all kids count. Here’s hoping that **other states follow its lead.**”



# Looking Back: Reviews 2017

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- Bellwether Review

- The state has sought to make itself **a leader** by trying new accountability measures that other states have not yet implemented, with the aim of developing a system that holds schools accountable for the performance of all students.
- Oklahoma's accountability system is **clear and easy for stakeholders to understand.**



# Looking Forward

|   |   |  |   |
|---|---|--|---|
| <p><b>1 January</b></p> <ul style="list-style-type: none"> <li>• Focus groups meet for “look and feel” dashboard feedback</li> <li>• WIDA testing window opens (English Language Proficiency Assessment, or ELPA)</li> <li>• State Board of Education approves interim targets</li> </ul> | <p><b>2 February</b></p> <ul style="list-style-type: none"> <li>• Collection and review of graduation data</li> <li>• Chronic Absenteeism updates on HB 1693: medical exemptions</li> <li>• Oklahoma technical advisory committee (OTAC) meets</li> </ul>   | <p><b>3 March</b></p> <ul style="list-style-type: none"> <li>• ELPA WIDA assessment window closes</li> <li>• OTAC meeting update (if applicable)</li> <li>• Define specific rules for ELPA, chronic absenteeism and postsecondary opportunities</li> </ul>         | <p><b>4 April</b></p> <ul style="list-style-type: none"> <li>• Finalize dashboard concept</li> <li>• OSTP 3-8 assessments</li> <li>• 11th-grade college- and career-readiness assessments (SAT/ACT/science content)</li> </ul>  |
| <p><b>5 May</b></p> <ul style="list-style-type: none"> <li>• Collection and review of Postsecondary Opportunities data and potential transition timeline</li> <li>• OTAC meets</li> <li>• Attendance data collection</li> <li>• Demographic data validation and auditing</li> </ul>       | <p><b>6 June</b></p> <ul style="list-style-type: none"> <li>• Oklahoma School Testing Program preliminary data available to districts</li> <li>• WIDA data collection (ELPA)</li> <li>• Assessment correction window for districts</li> <li>• Chronic Absenteeism data collection</li> <li>• OTAC meeting update (if applicable)</li> </ul> | <p><b>7 July</b></p> <ul style="list-style-type: none"> <li>• Data validation</li> <li>• Data auditing</li> <li>• Data verification</li> <li>• Academic achievement status indicator code testing</li> <li>• WIDA assessment verification window (ELPA)</li> </ul> | <p><b>8 August</b></p> <ul style="list-style-type: none"> <li>• Parent/Student Oklahoma School Testing Program reports available</li> <li>• Student success summaries available</li> <li>• Oklahoma School Testing Program final data available to districts</li> </ul> |
| <p><b>9 September</b></p> <ul style="list-style-type: none"> <li>• State Board of Education approves validity and reliability of growth tables</li> <li>• Validation of indicator calculations</li> <li>• Communications toolkit to districts</li> </ul>                                  | <p><b>10 October</b></p> <ul style="list-style-type: none"> <li>• Testing and review of public dashboard</li> <li>• OTAC meeting update</li> <li>• Office of Educational Quality and Accountability (OEQA) standard-setting</li> <li>• Continue validation of indicator calculations</li> </ul>   | <p><b>11 November</b></p> <ul style="list-style-type: none"> <li>• Report card validation window opens for districts</li> <li>• Continue testing and review of public dashboard</li> <li>• Continue validation of indicator calculations</li> </ul>                | <p><b>12 December</b></p> <ul style="list-style-type: none"> <li>• State Board of Education issues 2018 school report cards</li> <li>• School designations (Comprehensive Support and Improvement only)</li> </ul>  |

\* Adjustments to the timeline may be required.



# Oklahoma Indicators

## Elementary and Middle Schools (90)

- Academic Achievement Status
  - ELA (15)
  - Math (15)
  - Science (05)
- Growth
  - ELA (15)
  - Math (15)
- ELPA progress (15)
- Chronic absenteeism (10)

## High Schools (90)

- Academic Achievement Status
  - ELA (15)
  - Math (15)
  - Science (15)
- Graduation (10)
- Postsecondary opportunities (10)
- ELPA progress (15)
- Chronic absenteeism (10)



# Academic Achievement Status

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Based on Oklahoma Technical Advisory Committee (OTAC) recommendations, the following updates have been made:

- “Priority” student groups reordered
- Baselines set at 50<sup>th</sup> percentile
- Interim targets may not exceed 300 (proficiency)
- Endpoint extended to 2030 for Students with Disabilities



# Priority Student Groups

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- For calculations only, students are counted in a *priority student group*, based on the demographic most closely correlated with academic achievement (based on multiple regression analyses):
  - Students with Disabilities, Economically Disadvantaged, English Language Learners, Race/Ethnicity (Black, Hispanic, Native American, White, Asian/Pacific Islander, Two or more races)
- Priority student grouping provides a more complete narrative of student performance achievement trends.



# Multiple Layered Examinations

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- Primary examination of student performance in the Academic Achievement Status indicator (priority student groups)
- Secondary examination using traditional reporting methods (students in every group they identify with) for Targeted Support and Improvement identification



# Status Indicator Methodology

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Using the median score by student group, baselines set from 2017 OSTP data.

- A growth target set at 3 scale score points per year ensures improvement is attainable and meaningful.
- Student groups required to meet 300 (proficient) by 2025.
  - Exception: Students with Disabilities group extended to 2030.
- Once a student group meets 300, target remains at proficiency.



# Methodology, cont.

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- Interim targets set for all student groups
- Students earn 1.0 point for meeting their target, may earn additional 0.25 for exceeding target by one performance level (e.g. advanced)
- Indicator Points are assigned based on % of students meeting their target (if target=300, this is % proficient)
- The rubric for the indicator will increase in rigor over time to reflect goal of 100% proficiency



# Student Academic Growth

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- Based on a true growth model
- Requires two years of data to set baseline
  - April 2017
  - April 2018
- Includes Reading and Math in grades 3-8
- Will be calculated using value tables
  - Based solely on performance categories, but performance categories can be split
  - Each student earns a different amount of points depending on how their performance category changed from one year to the next.
  - Points are averaged across all students to give a score for the school or district.
  - Oklahoma values growth across the scale, not simply growth to proficiency.



# English Language Proficiency Assessments (ELPA)

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- Using 2017 WIDA assessments as baseline for grade and performance level, students have yearly targets for WIDA scale score to ensure on-time exit.
- Targets set yearly, based on previous year's performance, using methodology provided by Gary Cook, Ph.D.
- Targets correspond to “expected growth” — growth required to meet on-time exit.
- Students earn points if their “actual growth” meets or exceeds “expected growth.”



# Chronic Absenteeism

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- Defined as a student absent for 10% or more of enrolled days for any reason
- Research links excessive absences to diminished academic outcomes.
- Attendance reporting guidance has been made available to districts.



# High School Graduation Rate

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- Graduation rate will focus on 4-year graduation using current formula.
- Then, the percentage of additional students who graduated in 5 years will be calculated, multiplied by 0.85 and added to 4-year percentage.
  - Schools should not give up on students who do not graduate in 4 years.
- The percentage of additional students who graduated in 6 years will be calculated, multiplied by 0.50 and added in.
  - OSDE will monitor 6-year graduation rate to ensure it is not creating counteractive incentives.
  - Later graduation is often associated with IEP, and we do not want to penalize schools for providing Students with Disabilities the extra instructional time needed and allowed.



# Postsecondary Opportunities (School Quality)

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- Focus on postsecondary activities initially will be on participation. Schools will receive credit for the percentage of their students enrolling in and completing the following:
  - AP courses and/or IB program
  - Dual (Concurrent) enrollment
  - Career-based internship or apprenticeship
  - Industry certification
- As programs become more available to students, goal will shift from participation to successful outcomes (e.g., move from rewarding enrollment in an AP course to rewarding receipt of 3 or higher on the AP test). This transition will be presented to and reviewed by the Board.
- Local Postsecondary Opportunities Reports will be completed in June 2018.



# Accountability Reporting Dashboard

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- Focus groups to address “look and feel”
  - Jan 8: Internal OSDE
  - Jan 10: Superintendents Advisory Council
  - Jan 12: Teaching and Learning Advisory Committee
  - Jan 18: Statewide partners (nonprofits, educators)
  - Jan 30: Parents and families
- Sample state dashboards for review:
  - Arizona: [www.azreportcards.org](http://www.azreportcards.org)
  - Louisiana: [www.louisianaschools.com](http://www.louisianaschools.com)
  - North Carolina: [www.ncpublicschools.org](http://www.ncpublicschools.org)
  - Ohio: [www.reportcard.education.ohio.gov](http://www.reportcard.education.ohio.gov)



# Accountability Reporting Dashboard cont.

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- Using stakeholder and focus group feedback, dashboard prototype will be finalized (for review) in April 2018.
- Dashboard will be launched in December 2018 and include school report card, ESSA-required reporting, and contextual information.

