

# Accountability System Highlights

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

# Agenda

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- Overview of Accountability Models
- Description of Indicators
- Data Sources and Rules
- Resources
- Reporting Dashboard Demo
- Feedback and Questions



# Accountability Goals

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- The guiding principle of the new system is that **all students can grow and all schools can improve.**
- An accountability system should provide accessible, meaningful and actionable information about public schools.
- Accountability should be integrated in a cycle of continuous improvement for schools, identifying what is working and what may be improved.



# SYSTEM OVERVIEW



# ESSA-Required Indicators

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- Under ESSA, indicators must include:
  - Annual assessments (Achievement)
  - Graduation rates for high schools
  - Additional “academic” indicator for elementary and middle schools (Growth)
  - English language proficiency for ELs (ELPA)
  - School quality indicator (Chronic Absenteeism for all schools and Post-Secondary Opportunities for high schools only)



<b><u>Elementary and Middle Schools</u></b>	<b><u>Points (90 total)</u></b>
<b>Academic Achievement</b>	<b>(35 total)</b>
English Language Arts (ELA)	15
Mathematics	15
Science	5
<b>Academic Growth</b>	<b>(30 total)</b>
ELA	15
Math	15
<b>English Language Proficiency Assessments (ELPA) Progress</b>	<b>15</b>
<b>Chronic Absenteeism</b>	<b>10</b>



# Academic Achievement

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- Recognizes school-level improvement
- Points are earned under two categories:
  - Priority Student Groups and Proficiency of All Students
- Priority Student Groups:
  - Removes “double-counting” and illuminates previously masked trends
- Proficiency of All Students:
  - The percentage of students attaining a scale score of at least 300



# Priority Student Groups

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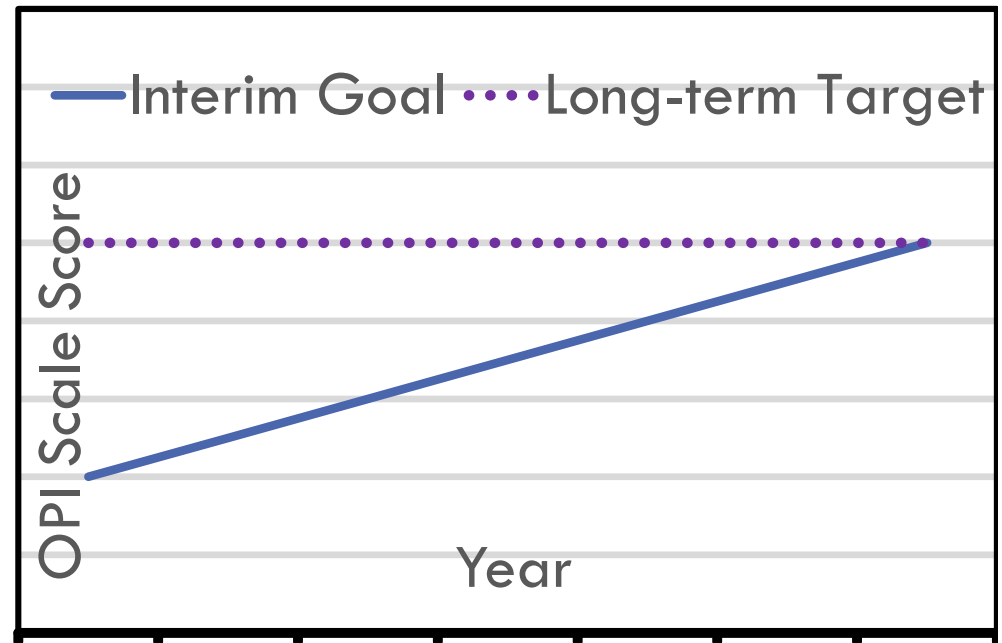
- A student's priority student group is determined by his or her demographic most strongly correlated with academic achievement (as determined by multiple regression analyses).
- Grouping Order:
  - Students with Disabilities
  - Economically Disadvantaged Students
  - English Learners
  - Race/Ethnicity
- The baseline for each group was set at the median scale score on the 2017 OSTP assessments





# Student Group Targets

- Points are earned based on attainment of target score.
  - If a student meets his/her target but is not yet proficient=0.95 points
  - If a student meets his/her target and is proficient=1.0 points
  - If a student meets his/her target and is advanced=1.25 points



# Academic Growth

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- The academic growth indicator examines individual student progress between consecutive years.
- Performance levels are divided into high/low bands to identify growth within and across performance levels.
- Growth points are earned based on improvement across the entire performance scale, not just to proficiency.



# Growth Table

		2018							
		BBL	BBH	BL	BH	PL	PH	AL	AH
2017	Below Basic-Low	0	120	160	185	200	200	200	200
	Below Basic-High	0	90	130	150	195	200	200	200
	Basic-Low	0	50	95	130	165	175	195	195
	Basic-High	0	30	55	95	130	160	185	195
	Proficient-Low	0	0	30	80	100	130	150	175
	Proficient-High	0	0	0	30	70	105	135	160
	Advanced-Low	0	0	0	0	40	75	115	145
	Advanced-High	0	0	0	0	25	50	95	125



# ELPA Progress

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- This indicator reflects how English Learners (ELs) are progressing toward exiting their language acquisition program.
- Initial (baseline, reset in 2017) proficiency levels establish an expected timeframe for exiting the program.
- Based on anticipated exit grade, students have yearly expected growth targets.
- Students are considered “on-track” if they meet or exceed expected growth.



# ELPA Growth Formula Overview

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- Expected growth=

$$\frac{\textit{Target Score} - \textit{Most Recent Scale Score}}{\textit{Years Left to Exit}}$$

– “target score” is the scale score corresponding to 4.8 in the exit grade

- If Actual growth  $\geq$  Expected growth, student is on-track and earns a point



# Example A

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- Student enters in kindergarten and scores 190 on ACCESS;
  - Level 1 (5 years to exit = grade 4)
- *Scale score target* for auto-exit (4.8 composite) in grade 4 is 379

Expected time-based growth for grade 1 would be:

$$\delta_{exp} = \frac{SS_{LOSS} - SS_{rec}}{g_{exit} - g_{rec}} = \frac{379 - 190}{4 - 0} = 47.25 \approx 47$$

- Student would be expected to grow annually by 47 scale score points



# Example A, cont.

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- Student's scale score on ACCESS in grade 1 is 250
- Student's actual growth is  $250 - 190 = 60$
- Student was expected to grow 47 scale score points
- Since  $60 \geq 47$ , student has meet growth target
- Thus, the student would earn a point for being *on-track*



# ELPA Progress

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- Growth targets are set yearly based on most recent ACCESS (Kindergarten ACCESS, ACCESS 2.0, or Alt ACCESS) scale score.
- Indicator points are based on percentage of enrolled ELs who are “on-track” (meet expected growth).
- Indicator will only be included on the report card if the school has at least 10 enrolled ELs in grades K-12.





# Chronic Absenteeism

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- A student is considered chronically absent if he/she misses 10% or more of instructional days for any reason (excused or unexcused).
- Research has linked excessive absences to diminished academic and non-academic outcomes.
- By expanding beyond truancy, this indicator identifies all students at risk of falling behind academically due to lost instructional time.
- Indicator points are earned based on the percentage of students in good attendance (i.e., not chronically absent).



<b><u>High Schools</u></b>	<b><u>Points (90 total)</u></b>
<b>Academic Achievement</b>	<b>(45 total)</b>
English Language Arts (ELA)	15
Mathematics	15
Science	15
<b>Graduation</b>	<b>10</b>
<b>Postsecondary Opportunities</b>	<b>10</b>
<b>English Language Proficiency Assessments (ELPA) Progress</b>	<b>15</b>
<b>Chronic Absenteeism</b>	<b>10</b>



# Graduation

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- The graduation indicator is comprised of two components, the four-year adjusted graduation rate and the school improvement score.
- The school improvement score provides credit for students graduating in five or six years.
  - The improvement score is the difference between the five-year and four-year grad rate for a given cohort.
  - For 2017-2018, only five year graduates will be included. Six year graduates will be added for 2018-2019.



# Graduation

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- For 2018, the Graduation Indicator Score=
  - 4 year grad rate (cohort 2017)
  - “Improvement Score” (cohort 2016)= 5yr grad rate (cohort 2016) 4-yr grad rate (cohort 2016)

2017 4-yr rate + 2016 Improvement Score



# Postsecondary Opportunities

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- This indicator represents the percentage of students successfully participating in at least one approved opportunity aligned with college- and career-readiness.
- Approved opportunity types:
  - AP or IB Coursework
  - Internships
  - Concurrent/Dual Enrollment
  - Programs leading to industry certification



# DATA CONSIDERATIONS



# Where do the data come from?

Data	Description	Process for Review	Timeframe
Student Demographics	Gender, Race/Ethnicity, IEP/504 status, etc. submitted to the Wave from local SIS	Reviewed via Demographic Overlay in State Reporting Certification in the Wave	Assessment snapshot: May 2 Accountability snapshot: certification of ASR (end of year)
Student Enrollment	Entry/Exit codes, Basis of Admission, Grade, etc.	Reviewed via the ASR in State Reporting Certification in the Wave	ASR opens in April and must be certified within 10 days after the last day of instruction



# Full Academic Year

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- A student is considered FAY for an indicator if he/she enrolls within the first 20 instructional days of the school year, and does not have a gap of 10 or more consecutive instructional days of enrollment prior to applicable FAY end date:
  - **ELPA: January 22** (Beginning of 2018 WIDA Testing)
  - **Academic Achievement and Growth: April 2**  
(Beginning of 2018 OSTP Testing)
  - **Postsecondary Opportunities and Chronic Absenteeism: End of School Year**





# Types of NFAY

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<b>NFAY</b>	<b>Definition</b>
<b>0</b>	The student is FAY. This record will be used in school, district and state accountability
<b>1</b>	The student is NFAY at the school level only. This student's record will be used in district and state accountability.
<b>2</b>	The student is NFAY at the school and district level. This student's record will be used in state accountability.



# Types of NFAY

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<b>NFAY</b>	<b>Definition</b>
<b>3</b>	The student is NFAY at the school, district and state level. This student's records are excluded from school, district and state accountability.
<b>Blank</b>	FAY cannot be calculated due to missing or invalid enrollment or calendar dates.



# Indicator Data Sources

Indicator	Data Source(s)	Review Timeframe
Academic Achievement	OSTP (including ACT/SAT) and OAAP testing results	June
Academic Growth	OSTP and OAAP testing results	June
ELPA Progress	WIDA ACCESS and Alt ACCESS results	April & June
Chronic Absenteeism	Annual Statistical Report (student-level)	April-June
Graduation	Historical Adjusted Graduation Cohort Report & Comp. Exit Report	December/January October/November
Postsecondary Opportunities	Postsecondary Opportunities Report	May/June



# Recently Arrived English Learners

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- Because of emphasis on growth and improvement, there are no longer exemptions from state assessments (OSTP) for 1<sup>st</sup> year in the US
- Instead, recently arrived ELs will have their assessments used as follows:
  - Year 1: **Participation only**
  - Year 2: **Participation** and **Growth** (grades 3-8, OSTP) and **ELPA** (WIDA ACCESS)
  - Year 3: **Participation** and **Academic Achievement** (OSTP), **Growth** (grades 3-8, OSTP) and **ELPA** (WIDA ACCESS)



# Resources




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- <http://sde.ok.gov/sde/accountability-assessments>
  - Approved ESSA Plan
  - Report Card Overview
  - Timeline
  - FAQs
  - Data Sources
  - Reports Quick Guide and Manuals



# What's New in Accountability?

We are currently in transition to the new Accountability System. Unlike previous systems, the new Accountability system is designed to reflect multiple facets of school and student performance to recognize successes and identify opportunities for growth. The new Report Card is a multi-measure model of school performance guided by the principle that **all students can grow, and all schools can improve.**

- [Report Card Overview](#) 
- [Report Card Data Sources](#) (6/4/18)
- [Accountability Frequently Asked Questions](#)
- [Accountability Working Timeline for 2018](#)
- [Accountability Update \(November 2017\): \[Webinar\]\(#\) !\[\]\(0d3dd579ab24f8020cd6c2659f3acb8c\_img.jpg\), \[Slide Deck\]\(#\)](#)
- **New!** [Academic Achievement Targets for S.Y. 2017-2018](#) (10/3/2018) 
- **New!** [Approved Academic Growth Table](#) (10/3/2018) 
- **New!** [Full Academic Year Criteria for Accountability](#) (10/4/2018) 

For additional information on the new Accountability System, including long-term goals and measurements achievement targets). please see the approved Oklahoma ESSA Plan: Oklahoma Edge. 

James S.  
Director

Alyssa  
Account


## Quick

- [Acco](#)
- [Eve](#)
- [Acco](#)
- [A-F](#)





- [Postsecondary Opportunities Guide](#)
- [Postsecondary Opportunities Report Frequently Asked Questions](#)
- [Economically Disadvantaged Status Frequently Asked Questions](#)

## Resources for Chronic Absenteeism in Accountability

- **New!** [Chronic Absenteeism Exemption Guide \(09/10/18\)](#)
- [Chronic Absenteeism Frequently Asked Questions](#) 
- Annual Statistical Report (source for Chronic Absenteeism): [Quick Guide](#); [Step-by-Step Identification I](#)
- [Attendance Reporting Frequently Asked Questions](#)

For additional information on Chronic Absenteeism, including resources on interventions and best practices

## Resources for English Learners in Accountability

- [ELPA Correction Window \(WIDA ACCESS, Alt ACCESS\) Guide \(6/4/18\)](#)
- [Recently Arrived English Learner \(RAEL\) Frequently Asked Questions](#) 
- English Language Proficiency Assessments (ELPA) Indicator Training: [WebEx](#) ; [Slide Deck](#); **IMPOR**



# Reporting Dashboard

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- How do we ensure that the School Report Card is accessible and meaningful?
- How does the information in the Accountability system inform school improvement and support?
- Focus Groups
  - District leaders
  - Educators
  - Parents
  - Community leaders
  - Business partners
- Federal Requirements





# What does the dashboard tell us?

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- Contextual Information
  - Programs of Excellence
  - School Enrollment and Background
  - Federally Required Contextual Data
- Report Card Indicators (Accountability System)
  - Academic Performance
  - Academic Growth and Improvement
  - Progress for English Learners
  - Lost Instructional Time
  - Four-year and Extended Cohort Graduation
  - Career- and College-Preparedness Participation



# Thank you!

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Questions? Comments? Suggestions?  
Your feedback is greatly appreciated!

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