



OKLAHOMA
EDGE

Champion Excellence

Oklahoma School Report Cards

Three Big Ideas

- ≡ **Purpose and Goals of Accountability**
- ≡ **Operations and Results**
- ≡ **Desired Impact**

Big Idea #1: Accountability Goals

- ≡ 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.

Oklahoma Accountability Goals

- ≡ **Enacting Oklahoma's Goals**
 - ≡ **Intended purpose and uses**
 - ≡ **Translating data into information**
 - ≡ **Practicing what we preach**

Big Idea #2: Operations and Results

- ≡ High-level review of the system
- ≡ Overall and indicator results and planned analyses
- ≡ Turning data to action

High-level Review of the System

- ≡ **Assessment-related measures**
- ≡ **Postsecondary readiness**
- ≡ **Student engagement**
- ≡ **Focus on English learners**

Assessment-Related Measures

≡ Academic Achievement

- ≡ Recognizes **school-level** improvement
- ≡ Points are earned under two categories:
 - Performance (majority of points)
 - Proficiency

≡ Academic Growth

- ≡ Reflects **individual student progress** between consecutive years in English language arts (ELA) and mathematics.

Postsecondary Readiness

Postsecondary Opportunities

- This indicator represents the **percentage of students in grades 11 and 12 who successfully participated** in at least one approved opportunity aligned with college- and career-readiness.

Graduation

- The Graduation indicator reflects a high school's four-year graduation rate from the 2018 cohort, the five-year graduation rate from the 2017 cohort, and any six-year graduates from the 2016 cohort.
- The use of extended Adjusted Cohort Graduation Rates in Oklahoma's accountability system **reflects Oklahoma's desire to reward schools' efforts to offer personalized paths to graduate.**

Student Engagement

≡ Chronic Absenteeism

- ≡ A student is considered chronically absent if **he/she misses 10% or more of instructional days** for any reason (excused or unexcused).
- ≡ Indicator points are earned based on the percentage of students in good attendance (i.e., not chronically absent).
- ≡ Schools and communities can use this **indicator to identify** students at risk of falling behind academically due to lost instructional time.

Focus on English Learners

- ≡ **English Language Proficiency Assessment (ELPA) progress**
 - ≡ This indicator reflects how English learners (ELs) are **progressing toward exiting** their language acquisition program (K-12).
- ≡ Indicator points are based on **percentage** of enrolled Full Academic Year (FAY) English learners who **have met or exceeded** their target.

State Assessment

Academic
Achievement

Academic
Growth

Postsecondary Readiness

Postsecondary
Opportunities

Graduation

Student Engagement

Chronic
Absenteeism

Focus on English Learners

English
Language
Proficiency
Assessment

Data Validation Processes

- Schools are working hard to ensure quality data
- Collecting data throughout the year
- Accountability Reporting Data Verification Request
 - Resolved 3,857 requests
 - Attendance DVRs **635** (2018) → **9** (2019)
- Calculation Verification Review
 - Resolved 317 requests

Results for Academic Achievement

- 108 Schools (7%) increased at least one letter grade;
- 897 Schools (58.4%) were unchanged;
- 530 Schools (34.5%) decreased at least one letter grade

	Academic Achievement Letter Grades 2019*	
A	42	2.7%
B	246	16.0%
C	545	35.5%
D	592	38.6%
F	110	7.2%

*Schools that had a reported Academic Achievement letter grade in 2018 and 2019.
[n = 1,535 schools]

Results for Academic Growth

- 352 Schools (32.5%) increased at least one letter grade;
- 446 Schools (41.2%) were unchanged;
- 285 Schools (26.3%) decreased at least one letter grade

	Academic Growth Letter Grades 2019*	
A	60	5.5%
B	311	28.7%
C	414	38.2%
D	246	22.7%
F	52	4.8%

*Schools that had a reported Academic Growth letter grade in 2018 and 2019.
[n = 1,083 schools]

Results for Chronic Absenteeism

- 343 Schools (21.4%) increased at least one letter grade;
- 806 Schools (50.3%) were unchanged;
- 452 Schools (28.2%) decreased at least one letter grade

	Chronic Absenteeism Letter Grades 2019*	
A	299	18.7%
B	480	30.0%
C	461	28.8%
D	203	12.7%
F	158	9.9%

*Schools that had a reported Chronic Absenteeism letter grade in 2018 and 2019.
[n = 1,601 schools]

Results for ELPA

- 149 Schools (24.3%) increased at least one letter grade;
- 232 Schools (37.8%) were unchanged;
- 232 Schools (37.8%) decreased at least one letter grade

	ELPA Letter Grades 2019*	
A	29	4.7%
B	154	25.1%
C	221	36.1%
D	180	29.4%
F	29	4.7%

*Schools that had a reported ELPA letter grade in 2018 and 2019. [n = 613 schools]

Results for Postsecondary Opportunities

- 110 Schools (26.8%) increased at least one letter grade;
- 236 Schools (57.4%) were unchanged;
- 65 Schools (15.8%) decreased at least one letter grade

	Postsecondary Opportunities Letter Grades 2019*	
A	28	6.8%
B	135	32.8%
C	156	38.0%
D	85	20.7%
F	7	1.7%

*High schools that had a reported Postsecondary Opportunities letter grade in 2018 and 2019.

[n = 411 schools]

Results for Graduation

- ≡ The 2019 Graduation indicator reflects a high school's **four-, five-, and any six-year** Adjusted Cohort Graduation Rate (ACGR).
 - ≡ 2018 four-year ACGR = 83.6%
 - ≡ 2017 four-year ACGR = 82.9%
 - ≡ 2016 four-year ACGR = 81.6%

	Graduation Letter Grades 2019*	
A	32	7.8%
B	105	25.5%
C	122	29.7%
D	79	19.2%
F	73	17.8%

*The Graduation indicator for 2019 cannot be compared to 2018.

Overall Letter Grades for All Schools

- ≡ **234 Schools (15.7%) increased** at least one letter grade;
- ≡ **767 Schools (51.3%) were unchanged**;
- ≡ **493 Schools (33.0%) decreased** at least one letter grade

Overall Report Card Letter Grades 2019*		
A	54	3.6%
B	292	19.5%
C	579	38.8%
D	458	30.7%
F	111	7.4%

*Schools with overall Report Card letter grades for both years and have same model type

State Assessment

Academic Achievement

Academic Growth

Balanced System of Assessments

Postsecondary Readiness

Postsecondary Opportunities

Graduation

Individual Career and Academic Planning

Student Engagement

Chronic Absenteeism

Identify and Address Barriers

Focus on English Learners

English Language Proficiency Assessment

Screening and Services

Big Idea #3: Desired Impact

- ≡ **Increasing transparency and accessibility**
 - ≡ Data visualizations and resources
- ≡ **Building district capacity to:**
 - ≡ Develop **data literacy**;
 - ≡ Engage in **self-evaluation**;
 - ≡ Conduct **high quality needs assessments**
- ≡ **State's role to support capacity building**
 - ≡ Facilitating opportunities for professional development and collaboration

Next Steps

≡ Federally Required Contextual Data- Includes all students

≡ Academic Measures

- ≡ Assessment Performance and Participation
- ≡ Student Progress
- ≡ English Language Proficiency Assessment

≡ School Climate

- ≡ Per-pupil Expenditures
- ≡ Discipline and Attendance
- ≡ Graduation
- ≡ Teacher Qualifications

OKLAHOMA
SCHOOL REPORT CARDS

translate

2017 - 2018

SEARCH FOR A SCHOOL

Find and view a school report card.

Search by school or district name

Search by address