

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., <u>not</u> chronically absent).
- Schools and communities can use this indicator to identify students at risk of falling behind academically due to lost instructional time.





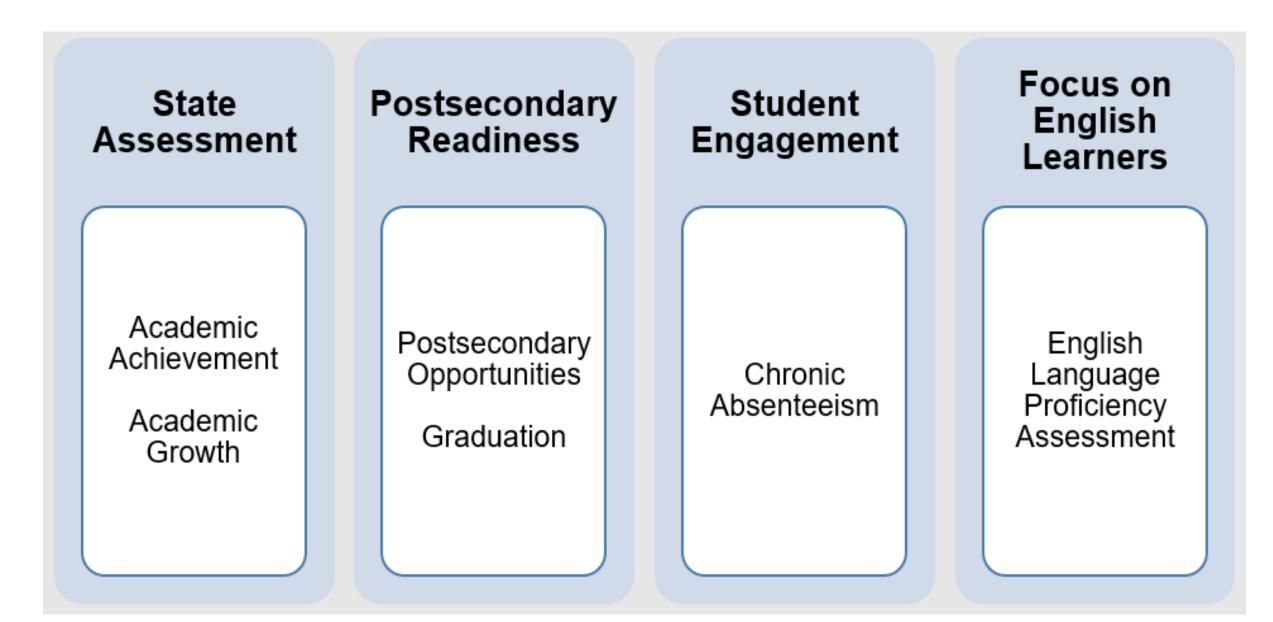
Focus on English Learners

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.











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

		Achievement ades 2019*	*Schools that had a reported Academic
Α	42	2.7%	Achievement letter
В	246	16.0%	grade in 2018 and
С	545	35.5%	2019.
D	592	38.6%	[<i>n</i> = 1,535 schools]
F	110	7.2%	





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

		ic Growth ades 2019*	*Schools that had a reported Academic
Α	60	5.5%	Growth letter grade
В	311	28.7%	in 2018 and 2019.
С	414	38.2%	[<i>n</i> = 1,083 schools]
D	246	22.7%	
F	52	4.8%	



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*		*Schools that had a
Α	299	18.7%	reported Chronic
В	480	30.0%	Absenteeism letter
С	461	28.8%	grade in 2018 and 2019.
D	203	12.7%	[n = 1,601 schools])
F	158	9.9%	





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

		_PA ades 2019*	
Α	29	4.7%	*Schools that had
В	154	25.1%	a reported ELPA
С	221	36.1%	letter grade in 2018 and 2019.
D	180	29.4%	[n = 613 schools])
F	29	4.7%	[])

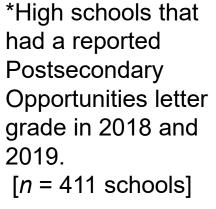




Results for Postsecondary Opportunities

- = **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*		
Α	28	6.8%	
В	135	32.8%	
С	156	38.0%	
D	85	20.7%	
F	7	1.7%	







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*		
А	32	7.8%	
В	105	25.5%	
С	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

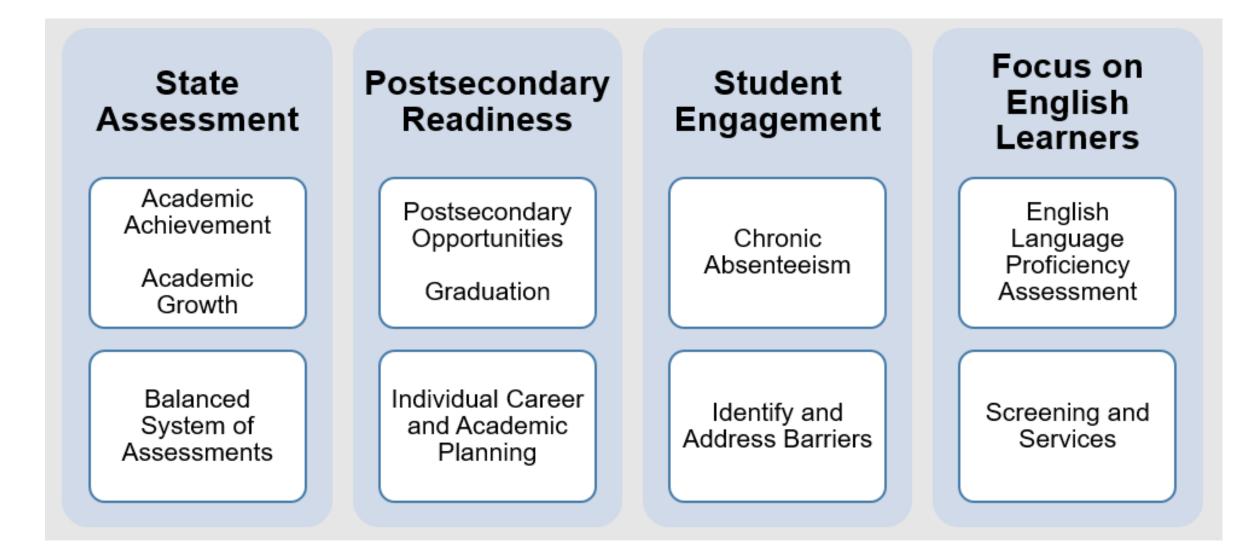
- = 234 Schools (15.7%) increased at least one letter grade;
- = 767 Schools (51.3%) were unchanged;
- = 493 Schools (33.0%) decreased at least one letter grade

	Overall Report Card Letter Grades 2019*		
Α	54	3.6%	* 0
В	292	19.5%	
С	579	38.8%	f h
D	458	30.7%	ty
F	111	7.4%	

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











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





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