

Oklahoma school report cards are designed to give families and communities an annual update on various indicators that, in combination, create a snapshot of academic achievement and school improvement. The multiple indicators highlight areas where your child's school is excelling and has opportunities for improvement. For score and breakdowns for each indicator, please see the other side of this document.



## ACADEMIC ACHIEVEMENT INDICATOR

### English language arts, mathematics and science (elementary, middle and high schools)

Annually, students in grades 3-8 and 11 take Oklahoma School Testing Program (OSTP) assessments in math, English language arts and science to determine their readiness for college and the workplace. These tests match the content and skills taught in the classroom and measure real-world skills like critical thinking, problem solving and writing. The Academic Achievement indicator represents how well students are meeting their academic achievement target.



## ACADEMIC GROWTH INDICATOR

### English language arts and mathematics (elementary and middle schools)

Not all children start their learning from the same point, but every student should learn and grow throughout the school year and from year to year. The Academic Growth indicator examines individual student growth based on past OSTP performance.



## ELPA PROGRESS INDICATOR

### (elementary, middle and high schools)

Students whose second language is English generally need at least five years to transition to a new language. The English Language Proficiency Assessment (ELPA) Progress indicator identifies the percentage of students on track to exit the English learner program within the required five-year timeframe based on their English language proficiency assessment score and grade level upon entry.



## GRADUATION INDICATOR

### (high schools)

All students deserve support and guidance to graduate from high school. To most accurately reflect progress toward a high school diploma for all students (including those who may require a longer period of time to graduate, including English learners and students with disabilities), the Graduation Rate indicator reflects both the four-year and extended cohort (five- and six-year) graduation rates.



## POSTSECONDARY OPPORTUNITIES INDICATOR

### (high schools)

Schools should ensure that students graduate high school prepared for the next step in their lives. The Postsecondary Opportunities indicator gives points for participation in at least one of the following: Advanced Placement or International Baccalaureate classes, dual or concurrent enrollment in higher education courses, a work-based internship or apprenticeship and classes leading to industry certification.



## CHRONIC ABSENTEEISM INDICATOR

### (elementary, middle and high schools)

Absenteeism represents lost instructional time and is strongly correlated to student achievement, graduation and success in life. Regular attendance can lead to higher academic performance, lower dropout rates and higher health outcomes in adulthood than for those with poor attendance. Research clearly indicates that schools and districts can impact students' absenteeism rates. The Chronic Absenteeism indicator highlights schools' efforts to prioritize attendance.






## ELEMENTARY AND MIDDLE SCHOOL INDICATORS

90 POSSIBLE POINTS

	<b>ACADEMIC ACHIEVEMENT</b>	<b>35</b>
	ENGLISH LANGUAGE ARTS	15
	MATHEMATICS	15
	SCIENCE	5
	<b>ACADEMIC GROWTH</b>	<b>30</b>
	ENGLISH LANGUAGE ARTS	15
	MATHEMATICS	15
	<b>ELPA PROGRESS</b>	<b>15</b>
	<b>CHRONIC ABSENTEEISM</b>	<b>10</b>

## HIGH SCHOOL INDICATORS

90 POSSIBLE POINTS

	<b>ACADEMIC ACHIEVEMENT</b>	<b>45</b>
	ENGLISH LANGUAGE ARTS	15
	MATHEMATICS	15
	SCIENCE	15
	<b>GRADUATION</b>	<b>10</b>
	<b>ELPA PROGRESS</b>	<b>15</b>
	<b>POSTSECONDARY OPPORTUNITIES</b>	<b>10</b>
	<b>CHRONIC ABSENTEEISM</b>	<b>10</b>

The guiding belief of Oklahoma's new accountability system is that **all students can grow and all schools can improve.**

### **WHY DO WE HAVE A SCHOOL REPORT CARD?**

The Oklahoma School Report Card shares critical information about school performance with schools, families and communities. The report cards are intended to provide important information to stimulate conversations about school successes and areas in need of improvement.

Additionally, both state and federal law require aggregating and disaggregating of specific indicators. The school report card highlights achievement gaps in new, clear ways so that specific interventions can be applied that improve outcomes for all students.

### **WHAT INFORMATION ON THE REPORT CARD IS REQUIRED BY LAW?**

The Every Student Succeeds Act (ESSA) – the predominant federal education law – requires school report cards to include measurements in the following areas: academic achievement, a second academic measure for elementary and middle schools, English language proficiency, graduation rates for high school and a measure of school quality/student success. ESSA also requires meaningful differentiation of schools, meaning schools must be grouped in at least three categories of performance. Oklahoma law requires those categories to be letter grades (A-F).

### **WHAT ADDITIONAL INFORMATION IS INCLUDED?**

The school report card dashboard will include basic information about schools, including enrollment, principal, district and physical location. Additionally, it will display information about student demographics, including the percentage of students who are economically disadvantaged (i.e., qualify for free- or reduced-price lunches), are English learners or have a disability. The dashboard will also include recognition for various Programs of Excellence, school offerings and per-pupil expenditure. Not all contextual information will be available upon the initial release of the dashboard but will be added incrementally.

### **WHAT ARE “PROGRAMS OF EXCELLENCE”?**

The Oklahoma Champions of Excellence Program is designed to augment the school report card by providing schools the opportunity to celebrate aspects of their academic or extracurricular offerings. Programs such as fine arts, civics, STEM and world languages are key components of a well-rounded education for students. Schools can be recognized on the dashboard for having Gold, Silver or Bronze programs in any of the following areas: fine arts, mathematics (with an emphasis on improving quality of and access to coursework beyond Algebra 2), science (with an emphasis on grades PK-5), social studies and civics, world languages and safe and healthy schools.

Schools will be recognized for these programs on the fall 2019 report card.



## HOW DOES THIS YEAR'S REPORT CARD COMPARE WITH PREVIOUS YEARS?

The school report card to be released in December 2018 is completely different from the Oklahoma report cards of the past. The new accountability system is based on the guiding principle that all students can grow and all schools can improve. Because it is based on a true growth model, the report card is no longer hyper-focused on proficiency rates.

The material presented in the report card will be displayed in a user-friendly dashboard format. Additional information will be included alongside the indicators to help provide context.

## HOW ARE THESE GRADES CALCULATED?

Grades are calculated based on a number of academic and nonacademic indicators. For elementary and middle schools, the indicators include academic achievement, student growth, English language proficiency assessment (ELPA) progress and chronic absenteeism. For high schools, the indicators are academic achievement, ELPA progress, graduation rate, chronic absenteeism and postsecondary opportunities. Each indicator is assigned a number of points and given an individual letter grade. All of the points are combined for a total of 90 available points to produce an overall grade.

## WHY DOES THE REPORT CARD USE LETTER GRADES, AND WHY IS THERE AN OVERALL LETTER GRADE?

A school report card is meant to provide information to schools, families and communities about school performance in context, without focusing on a single score or letter grade. Nevertheless, federal law requires that schools be grouped in at least three overall categories. Oklahoma has chosen to use five categories to allow for greater differentiation among schools.

Oklahoma has adopted a report card that gives schools letter grades – A, B, C, D or F – for each indicator, as well as an overall grade. It is vital for families and communities to have accurate and easily comprehensible information about their school's performance; letter grades are a universally understood measure – even by parents who may not speak English. It is important, however, that these grades be viewed in the context of the school as a whole. As a result, the report card dashboard will feature a number of relevant data points, including student demographics, program offerings, ability to compare similar schools and financial information.

## HOW WERE GRADES DISTRIBUTED THIS YEAR? WILL THIS CHANGE NEXT YEAR? IF SO, HOW?

Grades for the first school report card will be distributed based on a bell curve. There are a number of reasons why this is important in the initial year. Federal law requires that the bottom 5 percent of schools be designated for Comprehensive Support and Improvement, meaning they will receive intensive supports, interventions and funding to promote rapid improvement. This bottom 5 percent of schools – a total of approximately 90 – will receive the lowest letter grade. Because the availability of resources to support struggling schools is limited, it is important to use these funds as effectively as possible. Similarly, a bell curve ensures that at least 5 percent of schools receive the highest letter grade.



## HOW WILL THE OSDE SUPPORT STRUGGLING SCHOOLS?

Through the Office of School Support, the OSDE will deploy comprehensive strategies, interventions and resources to help struggling schools. Schools receiving the lowest grade and a designation for Comprehensive Support and Improvement will work with a specialist to conduct a needs assessment that identifies specific areas for potential improvement in academic performance, learning environment and leadership. Schools will continue to receive intensive support for three years to help them lift academic outcomes.

## HOW CAN THE COMMUNITY ENGAGE TO SUPPORT OUR SCHOOL?

The purpose of the school report card is to provide information that can lead to sound decisions. The report card will identify areas of success and struggle for each school regardless of their indicator grades. Communities should engage their local schools and school district to partner in filling any identified gaps. For example, communities can engage in mentorship programs for students, and nonprofit and community action agencies can provide wraparound services to help meet student needs.

## 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.



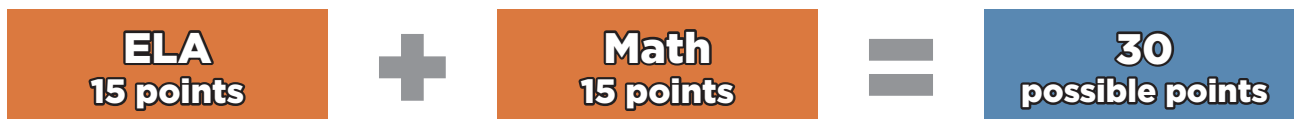
## WHAT IS BEING MEASURED?

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.



## ABOUT THE ACADEMIC GROWTH INDICATOR

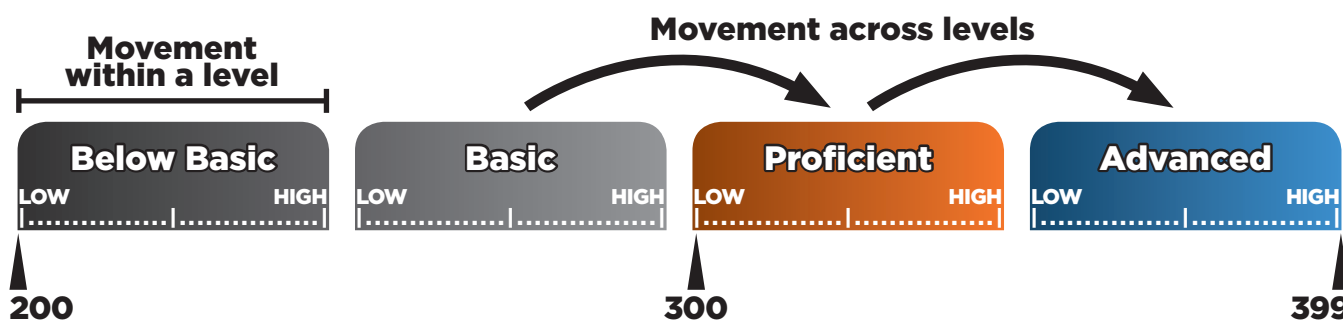
Under the federal Every Student Succeeds Act (ESSA), states are required to include an academic indicator in addition to achievement for elementary and middle schools. Oklahoma has chosen Academic Growth to meet this requirement. Points for this indicator are earned based on how students are progressing in mastery of grade-level academic standards. A maximum of 30 points can be earned under this indicator – 15 for growth in English language arts (ELA) and 15 for growth in math.



## WHAT IS BEING MEASURED?

Points earned under the Academic Growth indicator are derived from an individual student’s movement within and across performance levels for English language arts (ELA) and math in consecutive years. Performance levels indicate how well a student is prepared for the next grade, course or level.

Each individual student’s academic growth is recognized by comparing test results in the same subject from one year to the next. Growth is achieved when a student moves within a performance level (from Basic Low to Basic High, for example) or across performance levels (from Basic to Proficient, for example). Students who perform at the same level from one year to the next have demonstrated growth because what they must learn in each grade increases.



## WHY IS THIS INDICATOR IMPORTANT?

Oklahoma is examining academic performance in multiple ways. The Academic Growth indicator recognizes schools that are working hard to meet students where they are and help them get – or stay – on track. In the new accountability system, Academic Achievement in ELA and math is balanced with Academic Growth; the same number of points is awarded under each subject for each indicator. This indicator captures the growth of students at all levels of performance and provides a more nuanced view of student performance over time.

## HOW IS THE INDICATOR MEASURED?

This indicator uses a growth value table to measure student progress from year to year. The combination of a student’s previous- and current-year performance level yields a value from 0 to 200. Because the Oklahoma Academic Standards include more difficult content from one grade to the next, a student maintaining the same performance level has demonstrated growth. Even students who perform in the next-lowest level may earn points for a degree of growth.

The following examples and growth table will demonstrate how points are earned under this indicator.

**Example 1:** A student who moves from Below Basic High in 2017 to Basic Low in 2018 receives a value of 130 (orange cell).

**Example 2:** A student scoring Proficient Low in 2017 to Basic High in 2018 receives a value of 80 (blue cell).

**Example 3:** A student scoring Advanced Low in 2017 who again scores Advanced Low in 2018 receives a value of 115 because the content difficulty has increased (gray cell).

## GROWTH TABLE

		Current Year - 2018							
		Below Basic Low	Below Basic High	Basic Low	Basic High	Proficient Low	Proficient High	Advanced Low	Advanced High
Previous Year - 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

For additional information on understanding the Academic Growth indicator, see e-learning module 3.

## FREQUENTLY ASKED QUESTIONS

### **Which grade levels and subjects are included in this indicator?**

The new accountability system requires testing administration in consecutive years to measure growth. For example, growth can be measured only for ELA and math between grades 3-4, 4-5, 5-6, 6-7 and 7-8. However, high school students are tested only once, in grade 11, and thus do not have consecutive years to compare. Similarly, science is assessed in grades 5, 8 and 11 and cannot be measured in this indicator.

### **How is the Academic Growth indicator different from the Academic Achievement indicator?**

The Academic Growth indicator shows the same student's progress in mastery of key knowledge, skills and abilities leading to readiness for 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).

In contrast, 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.

*See the Report Card Indicator Spotlight for Academic Achievement for additional information.*

### **Are students taking the Oklahoma Alternate Assessment Program (OAAP) included in this indicator?**

All student growth will be included, regardless of whether measured by the OAAP or the Oklahoma School Testing Program (OSTP).

### **Is it possible to measure growth if students change schools or districts?**

Because the Academic Growth indicator measures a student's progress from the end of the previous year to the end of the current year, students can be included in this indicator even if they were not at the same school or district the previous year. However, a student must meet Full Academic Year (FAY) criteria (i.e., must be enrolled within the first 20 days of the school year and continuously thereafter) to be included. Therefore, a student who transfers districts in the middle of the current year would not be included in the school's growth measure.

### **Is it possible to measure growth if students are retained or skip a grade?**

Students taking grade-level assessments for the second time (if retained) or taking the assessment for two grades higher than the previous year (if skipping a grade) represent a situation that is not accounted for in the current tables. At this time, therefore, it is not possible to include the growth of these students.

## ABOUT THE ELPA INDICATOR

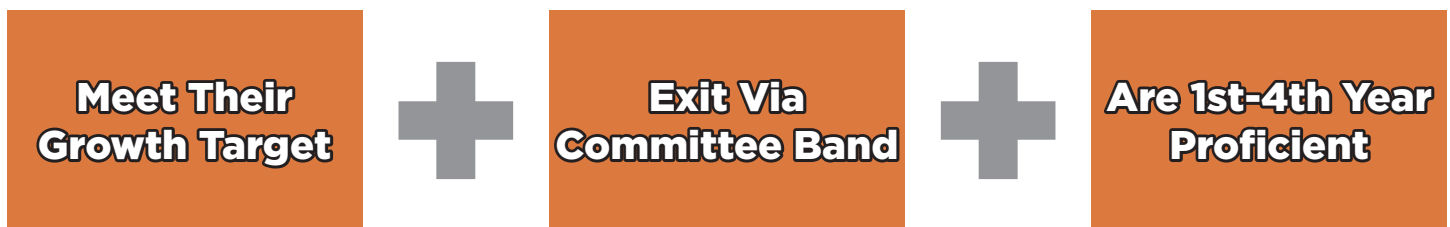
Under the federal Every Student Succeeds Act (ESSA), states are required to include an indicator that measures the progress of English learners (ELs) toward achieving English language proficiency in their language acquisition program. The English Language Proficiency Assessment (ELPA) Progress indicator is worth 15 points and includes all students grades K-12 who are in a language acquisition program or have exited their program within the last four years.



## WHAT IS BEING MEASURED?

This indicator uses an individual EL's baseline proficiency to set both an anticipated exit date and yearly checkpoints to ensure on-time exit. The overall score for this indicator will reflect the percentage of ELs who meet or exceed their yearly checkpoint score, indicating that they are on track to exit within the prescribed timeframe. It is also possible for a district-level committee to recommend exit for a student it determines is on track for language acquisition using the Oklahoma State Department of Education (OSDE) English language proficiency (ELP) band committee guidelines and rubrics.

## THIS INDICATOR COUNTS STUDENTS WHO:



## WHY IS THIS IMPORTANT?

Research shows that former English learners who have attained English proficiency and become bilingual or multilingual outperform all other student subgroups on every academic measure. The ELPA indicator provides crucial data used for two purposes – to determine the effectiveness of district language acquisition programs and to address gaps or issues that may be resulting in low rates of English proficiency attainment.

## HOW IS IT BEING MEASURED?

The score on an EL student's first administration of spring-semester WIDA assessment is used to determine the student's timeline to proficiency and exit. As a result of improvements in data collection and appropriate exit criteria for ELs, assessments administered in 2016-17 or later will be used to determine baseline proficiency. A composite scale score that measures the WIDA domains of speaking, listening, reading and writing is used to establish the yearly checkpoint, or growth target, for each student.

The growth target is set from the most recent scale score to the exit scale score, accounting for the number of years the student has left in the program.

*For additional information on understanding the ELPA indicator, see e-learning module 4.*

## FREQUENTLY ASKED QUESTIONS

### **How is the expected time to exit determined?**

Generally, a student can take up to five years to attain English proficiency, depending on the proficiency level upon entry to the language acquisition program. The original proficiency level determines the anticipated time required to exit. For example, a student whose entry proficiency is level 1 would have five years to exit, a student who tests at level 2 would have four years to exit and so on. These years are inclusive of the baseline year.

### **If a student does not meet the target one year, how does that affect future years?**

Growth targets are recalculated every year based on the student's most recent composite WIDA scale score. As a result, a student's expected growth may differ from year to year based on actual gains. For example, if Student A, who was expected to grow by 47 points, saw actual growth of 70 points, the next year's expected growth would be lower (less than 47 points) because the student demonstrated greater-than-expected growth. Similarly, if a student does not meet a growth target, the points required to progress toward target may increase for the next year.

### **If a student exits a language program, how does that impact this indicator?**

If a student is exited from a language program, the student will be counted as on track for that school year. Because WIDA assessment data was reset in 2017, the first year for proficient student inclusion was the 2017-18 school year, beginning with first-year proficient students. The 2018-19 school year will include first- and second-year proficient students, and the 2020-21 school year will be the first to include first- second-, third- and fourth-year proficient students. ELs may also be exited based on the recommendation of a district-level committee that determines the student is on track using OSDE's ELP band committee guidelines and rubrics.

### **Are there important inclusion rules for this indicator (e.g., recently arrived students, minimum enrollment, etc.)?**

Students will only be included in the point calculation for this indicator if they meet Full Academic Year (FAY) criteria – in other words, were enrolled within the first 20 instructional days of the school year and were continuously enrolled until the beginning of the WIDA testing window. Importantly, students who are not continuously enrolled **are** expected to test, as this indicator measures growth and requires multiple years of assessments.

Recently arrived students will have a phase-in process for all academic measures, including ELPA. For their first year in the United States, students will complete WIDA ACCESS and Oklahoma School Testing Program (OSTP) assessments, if required for grade level. These assessments will be used **only** to establish a baseline. In their second year of testing in the United States, students' assessments will be used for ELPA and Academic Growth, because these measures show progress over time. (Students' first and second years in the United States will count toward the OSTP participation calculation.) In the third year of testing, students will have academic performance included in the Academic Achievement indicator for the first time in addition to the ELPA and Academic Growth indicators.

## ABOUT THE CHRONIC ABSENTEEISM INDICATOR

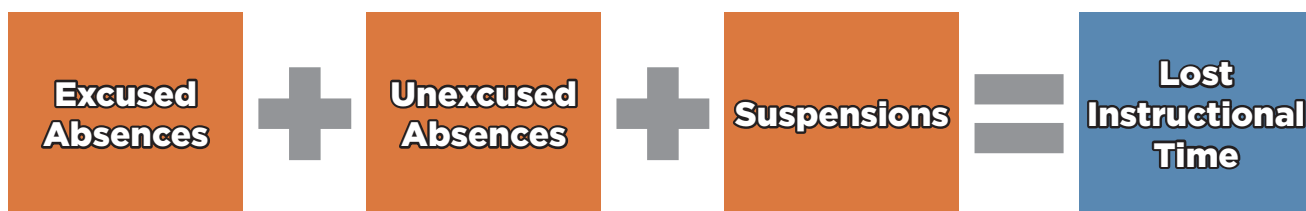
Under the Every Student Succeeds Act (ESSA), all states are required to adopt a non-academic measure of school quality or student success. Oklahoma – in addition to 36 other states and Washington, D.C. – has selected Chronic Absenteeism. By highlighting this important information, Oklahoma is able to collect information that can prompt investigating the causes of lost instructional time.



The Chronic Absenteeism indicator collects information on attendance to ensure students receive the instructional time they need to be academically successful. Schools earn points based on the percentage of students in good attendance (i.e., not chronically absent). It is important to note that the Chronic Absenteeism school accountability indicator – the focus of this document – is not synonymous with a local district attendance policy (please see the reverse side of this document for additional information).

## WHAT IS BEING MEASURED?

Students cannot learn if they are not present for instruction; an absence of as few as two days per month puts them at risk of falling behind academically. To maximize instructional time, the state accountability system accounts for all absences – excused or unexcused – regardless of reason. **A student is considered chronically absent after missing 10 percent or more of instructional time during a school year.**



## WHY IS THIS INDICATOR IMPORTANT?

Regular attendance is predictive of student and school success, and the Chronic Absenteeism indicator prioritizes a focus on the individual student as an integral part of a school learning community. Research indicates that missing 10 percent or more of school days for any reason substantially increases the risk of students falling behind academically, which may translate to third-graders who struggle to master reading, sixth-graders who fail core subjects and ninth-graders who drop out of high school.

Schools can affect positive changes in attendance by working closely with families and community partners to learn why students are chronically absent and provide supports that help ensure they are in school and learning.

## HOW IS THE INDICATOR MEASURED?

Ten points are possible under this indicator, and schools earn points based on the percentage of students not chronically absent.

*For additional information on understanding the Chronic Absenteeism indicator, see e-learning module 5.*



## FREQUENTLY ASKED QUESTIONS

### **Are absences related to a student's disability included?**

If a student is receiving services – even out-of-school care – outlined in an IEP/504 plan, that student should be marked present in the state student information system. For additional information on students with disabilities and chronic absenteeism, see our [FAQs for students with disabilities](http://bit.ly/SWDfaqs) (<http://bit.ly/SWDfaqs>).

### **Are activity absences included?**

Students who are at a school-related function (e.g., field trip or sports competition) are present for accountability purposes. These students may have a locally defined attendance/absence code but are reported present in the state student information system.

### **How is chronic absenteeism different from a school's attendance policy?**

Local district attendance policies vary in how they code absences (excused or unexcused, school activity, medical, etc.). Even excused absences count toward the Chronic Absenteeism indicator in order to identify and support students whose absences put them at academic risk.

### **How is chronic absenteeism different from Average Daily Attendance (ADA) and truancy?**

ADA can mask high absenteeism rates. Since it is a snapshot by day of total attendance, it does not track or identify individual students who are regularly absent. Schools can have a 90 percent ADA with 30 percent of students chronically absent. In contrast, truancy is a measure of only unexcused absences. By including all absences, chronic absenteeism measures all lost instructional time.

### **Are all students included in the report card calculation?**

Only students who are continuously enrolled for the school year – those who meet Full Academic Year (FAY) criteria – are included in the calculation. Additionally, students who have experienced significant trauma or medical conditions may have individual absences exempted. For more information, see our [Medical Exemptions for Chronic Absenteeism document](http://bit.ly/ExemptGuidance) ([bit.ly/ExemptGuidance](http://bit.ly/ExemptGuidance)).

### **How can schools reduce chronic absenteeism?**

When the underlying reasons for student absences are unmasked, it is possible to implement strategies to improve attendance and thus academic achievement. Working together, all members of the community – schools, families and community partners – can turn around chronic absenteeism. For additional resources and strategies to reduce chronic absenteeism, visit [Attendance Works](http://bit.ly/AttendanceWks) ([bit.ly/AttendanceWks](http://bit.ly/AttendanceWks)).

## ABOUT THE GRADUATION INDICATOR

Under the federal Every Student Succeeds Act (ESSA), states are required to include goals for high school graduation of all students and federally defined subgroups of students. The Graduation indicator for high schools looks at how Oklahoma schools are providing the guidance and supports students need to graduate. Schools earn up to 10 points for this indicator based on students graduating within four, five or six years. (Six-year graduates will be included in this indicator in school year 2018-19.)



## WHAT IS BEING MEASURED?



The Graduation indicator is comprised of two measures: the four-year graduation rate and a graduation improvement score. The improvement score is not a “rate” but rather a measure of students who graduated in their fifth (or sixth, beginning in the 2018-19) year. The inclusion of this improvement score recognizes and celebrates schools’ efforts to provide supports and services to students who may take longer than four years to graduate.

## WHY IS THIS INDICATOR IMPORTANT?

High school graduation is an essential milestone for many students. Graduating from high school enables students to choose a future path – whether at a two- or four-year college, technical school, workforce training program or military – that aligns with their talents and passions. Further, while all students deserve the opportunity to graduate high school, certain students – including those who have had their education disrupted or who have other special circumstances – may require longer than four years to meet graduation requirements. The Graduation indicator provides greater insight into how schools are supporting all students in attainment of a high school diploma, even when requiring more than four years.

## HOW IS THE INDICATOR MEASURED?

The two metrics comprising the Graduation indicator are the four-year graduation rate and the improvement score. The four-year graduation rate uses a federally required definition determined by dividing the number of graduates in a given cohort year by the number of students in that cohort. Students are assigned a cohort year upon entering high school, generally four years after their initial enrollment. The student remains in this cohort year even across school or district transfers to another diploma-issuing school. The final cohort used in the denominator of the four-year graduation rate, known as the Adjusted Cohort Graduation Rate (ACGR), accounts for students who have exited the cohort. For additional information on cohort adjustment, see the first question in the FAQs on the next page.)

*For additional information on understanding the Graduation indicator, see e-learning module 6.*

The improvement score captures additional students who graduated their fifth year. Please note that this calculation will be modified beginning in 2018-19 to account for sixth-year graduates. For the 2018 school report card, the improvement score is the number of students who graduated in their fifth year divided by the number of students in that cohort. The cohort class used in the graduation improvement score is the cohort that precedes the one used in the four-year graduation rate. For example, the 2018 school report cards include the 2017 four-year graduation rate and the graduation improvement score for the 2016 cohort (i.e., students in cohort 2016 who graduated by the end of school year 2017).

The four-year graduation rate and the improvement score are summed to yield the overall Graduation indicator score.

## FREQUENTLY ASKED QUESTIONS

### What does it mean to “adjust” a cohort?

A student’s cohort year refers to the initial entry to an Oklahoma high school. This cohort year remains unchanged for the remainder of the student’s enrollment in Oklahoma. The U.S. Department of Education defines this adjustment of removing students from a school’s cohort. Therefore, students may only be removed from a school’s four-year graduation rate if they meet specific criteria. The remaining cohort class is considered the adjusted cohort.

### By when does a student need to graduate to be considered “on time”?

The four-year graduation rate for a school includes all students in the given cohort year who met graduation requirements by September 30 of the cohort year. Therefore, the rate includes students who graduated early and those who graduated over the summer.

### What if a school has a low graduation rate?

High schools with a four-year graduation rate of 67 percent or lower are identified for Comprehensive Support and Improvement (CSI) as required by ESSA. Due to the number of small schools in Oklahoma, a three-year average is used to account for volatility among small cohort sizes. As a result, high schools with a three-year average four-year graduation rate of 67 percent or lower are provided supports and services through the Oklahoma State Department of Education’s Office of School Support and Improvement.

### What is the data source for this indicator?

Data for the Graduation indicator is collected in three phases. As previously described, a student’s cohort year is assigned based on enrollment in an Oklahoma high school. This transition and secondary enrollment is collected in two district-certified reports – the October 1 Consolidated Report and the Supplemental Membership Annual Reporting Totals (SMART) Report. To adjust a school’s cohort using the federally defined criteria, the exit reason for each student is collected every year in the certified Comprehensive Exit Report. This report determines students eligible to exit a cohort based on transfer to another diploma-issuing institution, emigration, transfer to a prison facility or death. Finally, the Historical Adjusted Graduation Cohort Report is the certified report of a school’s cohort and the final status (graduated, transferred, dropout, etc.) for each student. This report generates the final four-year graduation rate and serves as the foundation of the graduation improvement score. The graduation improvement score uses the Comprehensive Exit Report to identify students who graduated after their cohort year has passed.

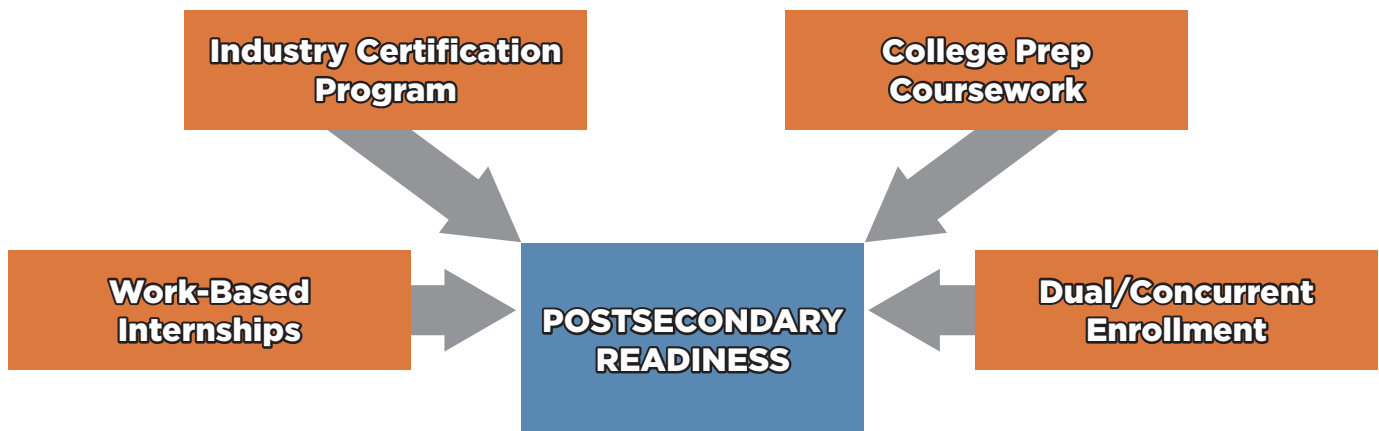
## ABOUT THE POSTSECONDARY OPPORTUNITIES INDICATOR

Under the federal Every Student Succeeds Act (ESSA), states are required to include an indicator of school quality or student success. Oklahoma has chosen Postsecondary Opportunities as one of two indicators to meet this requirement. This indicator encourages schools and students to participate in activities and programs that enhance preparation for life after high school. Points earned reward schools for helping their students gain early college and career exposure. Every student is counted in this indicator, which is worth 10 points in the overall high school report card grade.



## WHAT IS BEING MEASURED?

Points earned under the Postsecondary Opportunities indicator are based on the percentage of high school juniors and seniors completing at least one of the approved options to prepare for life after high school. Approved options include college preparatory coursework (including Advanced Placement courses and International Baccalaureate programs), certain industry certification programs through the Department of Career and Technology Education, work-based internships and dual-concurrent enrollment in college coursework.



Offering multiple college- and career-readiness choices empowers districts to highlight local approaches to ensuring students are prepared for success after high school. This indicator also acknowledges that each student has unique individual goals for the future and should have access to a range of options supporting academic and career planning.

## WHY IS THIS INDICATOR IMPORTANT?

Life beyond high school requires different skills and talents than in the past. Today's students may work in future jobs and careers that do not yet exist. By 2025, three of four Oklahoma jobs will require education or training beyond high school. Postsecondary opportunities enable students to participate in coursework and experiences that enhance their likelihood for success after high school, whether they pursue a technical field, college or military service.

## HOW IS THE INDICATOR MEASURED?

Schools will receive credit for every student completing and passing at least one approved postsecondary opportunity. For students participating in multiple opportunities – for example, a student enrolled in an approved CareerTech course that leads to industry certification and an Advanced Placement course – one point will be earned. Schools with high percentages of students who participate in college- and career-readiness activities and programs will receive the greatest number of points.

*For additional information on understanding the Postsecondary Opportunities indicator, see e-learning module 7.*

## FREQUENTLY ASKED QUESTIONS

### **What information is needed for schools to earn credit under this indicator?**

With the exception of coursework completed at a career and technology center, which is reported to OSDE by CareerTech, all other opportunities must be reported via the Postsecondary Opportunities Report in OSDE's portal, the Wave. For students to earn credit, they must have completed the course or internship with a minimum grade of D with all appropriate fields completed in Wave reporting. Incomplete records will not earn credit.

### **Which courses earn credit under the Postsecondary Opportunities indicator?**

Students may earn credit for participating in advanced coursework (AP/IB), concurrent/dual enrollment, internships or CareerTech coursework leading to industry certification. Specific course codes approved for credit can be found in the [Postsecondary Opportunities Guidance document](http://bit.ly/PostOpsGuide) (<http://bit.ly/PostOpsGuide>). Consult Oklahoma CareerTech for a list of approved CareerTech programs.

### **Why does this indicator measure participation instead of performance?**

The immediate goal of the indicator is to increase access to postsecondary opportunities. The long-term expectation is to transition to a performance-based measure. This transition will be gradual so that performance measures may be used and collected equitably.

### **Is there a minimum enrollment requirement for students to be included in this indicator?**

To ensure that all students included in the calculation have successfully completed a postsecondary opportunity, Full Academic Year (FAY) criteria will be used. In other words, students will only be counted in this indicator if they were continuously enrolled for the school year. A student enrolled at a school for only two months would not be able to successfully complete a postsecondary opportunity during that time. Similarly, students who transfer in and out of a school site may cumulatively have enough enrollment to comprise a full semester, but extended enrollment gaps would preclude their ability to complete an AP course or internship.