



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.

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




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