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
- 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.

<table>
<thead>
<tr>
<th>Academic Achievement Letter Grades 2019*</th>
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<tbody>
<tr>
<td>A</td>
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<td>B</td>
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<td>C</td>
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<td>D</td>
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<td>F</td>
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*Schools that had a reported Academic Achievement letter grade in 2018 and 2019. \[n = 1,535 \text{ schools}\]
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*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>60</td>
<td>5.5%</td>
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<tr>
<td>B</td>
<td>311</td>
<td>28.7%</td>
</tr>
<tr>
<td>C</td>
<td>414</td>
<td>38.2%</td>
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<tr>
<td>D</td>
<td>246</td>
<td>22.7%</td>
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<td>F</td>
<td>52</td>
<td>4.8%</td>
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</tbody>
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*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.

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<thead>
<tr>
<th>Letter Grade</th>
<th>2019 Count</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>299</td>
<td>18.7%</td>
</tr>
<tr>
<td>B</td>
<td>480</td>
<td>30.0%</td>
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<tr>
<td>C</td>
<td>461</td>
<td>28.8%</td>
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<tr>
<td>D</td>
<td>203</td>
<td>12.7%</td>
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<tr>
<td>F</td>
<td>158</td>
<td>9.9%</td>
</tr>
</tbody>
</table>

*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

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<thead>
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<th>ELPA Letter Grades 2019*</th>
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<td>B</td>
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<td>C</td>
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<td>D</td>
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<td>F</td>
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</tbody>
</table>

*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

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<tr>
<th></th>
<th>Postsecondary Opportunities Letter Grades 2019*</th>
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*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%

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<tr>
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<th>Count</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>32</td>
<td>7.8%</td>
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<tr>
<td>B</td>
<td>105</td>
<td>25.5%</td>
</tr>
<tr>
<td>C</td>
<td>122</td>
<td>29.7%</td>
</tr>
<tr>
<td>D</td>
<td>79</td>
<td>19.2%</td>
</tr>
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<td>F</td>
<td>73</td>
<td>17.8%</td>
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</tbody>
</table>

*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

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*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