



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

Accountability Update

Overview

New Accountability System

- Background and Goals
- Indicators and Weights
- Student Groups
- Indicator Overview
- Upcoming Reports

Data Validation

- Data Sources
- NFAY Rules
- Membership and Entry Type
- Other Placement
- No Score Codes



New Accountability System

Background and Goals

- Developed proposed system to meet federal requirements under the *Every Student Succeeds Act* (ESSA) as well as Oklahoma Statutes.
- Focus on College- and Career-Readiness (CCR):
College and career ready means that students graduate from high school prepared to enter and succeed in postsecondary opportunities whether college or career.
- Set goals to ensure all students are demonstrating the knowledge and skills to be on track for College- and Career-Readiness by 2025.

Indicators

- **Under ESSA, indicators must include:**
 - Annual assessments (Status)
 - Graduation rates for high schools
 - Additional “academic” indicator for elementary and middle schools (Growth)
 - English language proficiency for ELs (ELPA)
 - School quality indicator (Chronic Absenteeism and Post-Secondary Opportunities for High Schools Only)

Oklahoma Accountability System

Elementary Schools	Middle Schools	High Schools
ELA Status (15)	ELA Status (15)	ELA Status (15)
Math Status (15)	Math Status (15)	Math Status (15)
Science Status (5)	Science Status (5)	Science Status (15)
ELA Growth (15)	ELA Growth (15)	Graduation Rate (10)
Math Growth (15)	Math Growth (15)	Postsecondary Opportunities (10)
ELPA Progress (15)	ELPA Progress (15)	ELPA Progress (15)
Chronic Absenteeism (10)	Chronic Absenteeism (10)	Chronic Absenteeism (10)

Student Groups

- In an effort to minimize over-representation (“double counting”) in Accountability, students will be assigned only one demographic group for **academic achievement status calculations only**.
- The categories were defined and ordered under ESSA based off their statistical relationship with achievement. Students will be placed in the first category to which they belong.
 - Economically Disadvantaged, Students with Disabilities, English Learners, Black, Hispanic, Native American, Other (White, Asian, or two or more races)
- Students will still have their scores reported in every category they represent, but for accountability purposes, they will only count once per school.

Academic Achievement Status

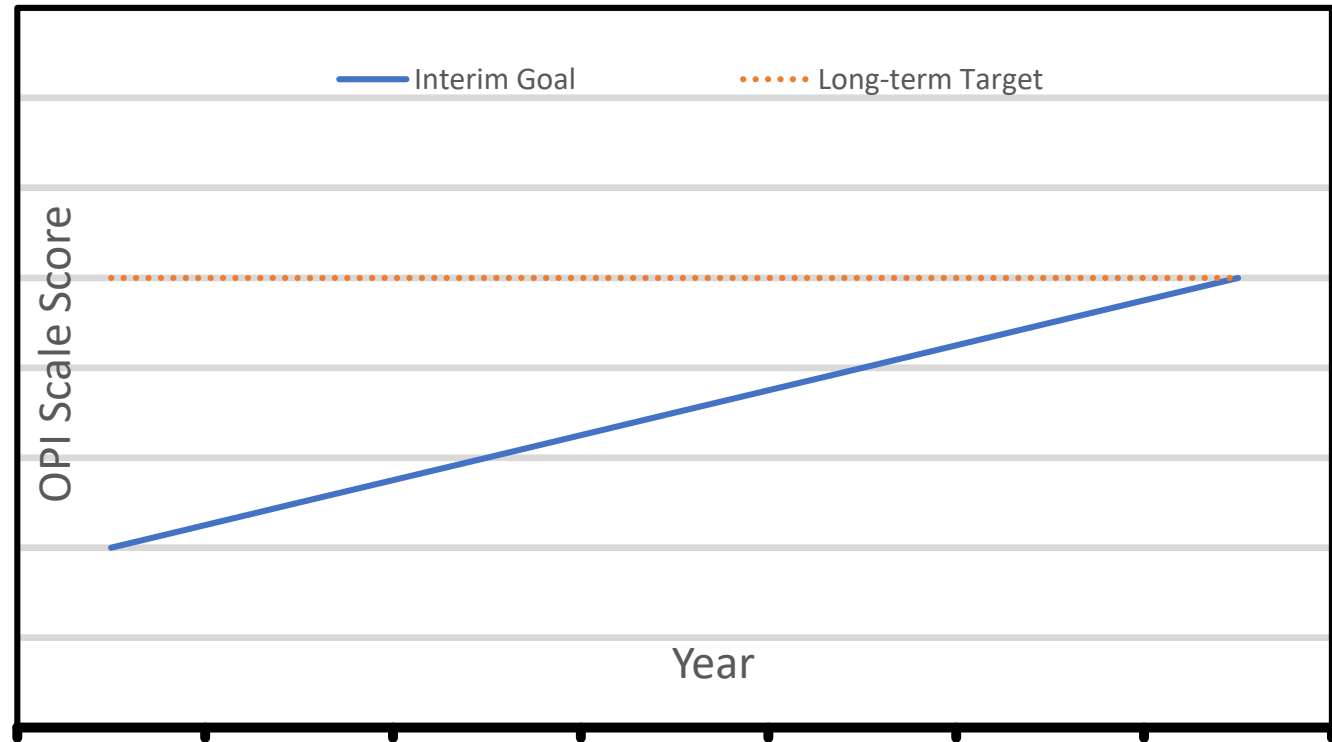
- Academic Achievement Status will be based on student performance in relation to Oklahoma Performance Index (OPI) scale score goals.
- There are two categories of goals: long-term goal and short-term/interim goals.
- Long-term goal (Target OPI) reflects that a student is on-track to be College- and Career-Ready.

How were long-term goals set?

- High school will use the benchmark set by nationally recognized college readiness assessment (ACT or SAT) for target long-term goal.
- Elementary and Middle school long-term goal was set during standards setting in August 2017 (300 OPI).

Academic Achievement Status

- Interim goals will be set once 2017 OSTP data has been analyzed (state level, not school level).
- Points will be awarded based off assessment performance in relation to interim goal, not proficiency level (or percent proficient).



Academic Growth

- Indicator will look at *individual* student progress from one year to the next.
- **Growth will be reported across all performance levels, not reporting only to proficient.**
- Each performance level will be divided into two performance bands (Low/High) to account for growth within a level (i.e. low *Limited Knowledge* to high *Limited Knowledge* the following year).
- 100 points is the target, indicating one standard year's growth.
- Specific point values have not been finalized.

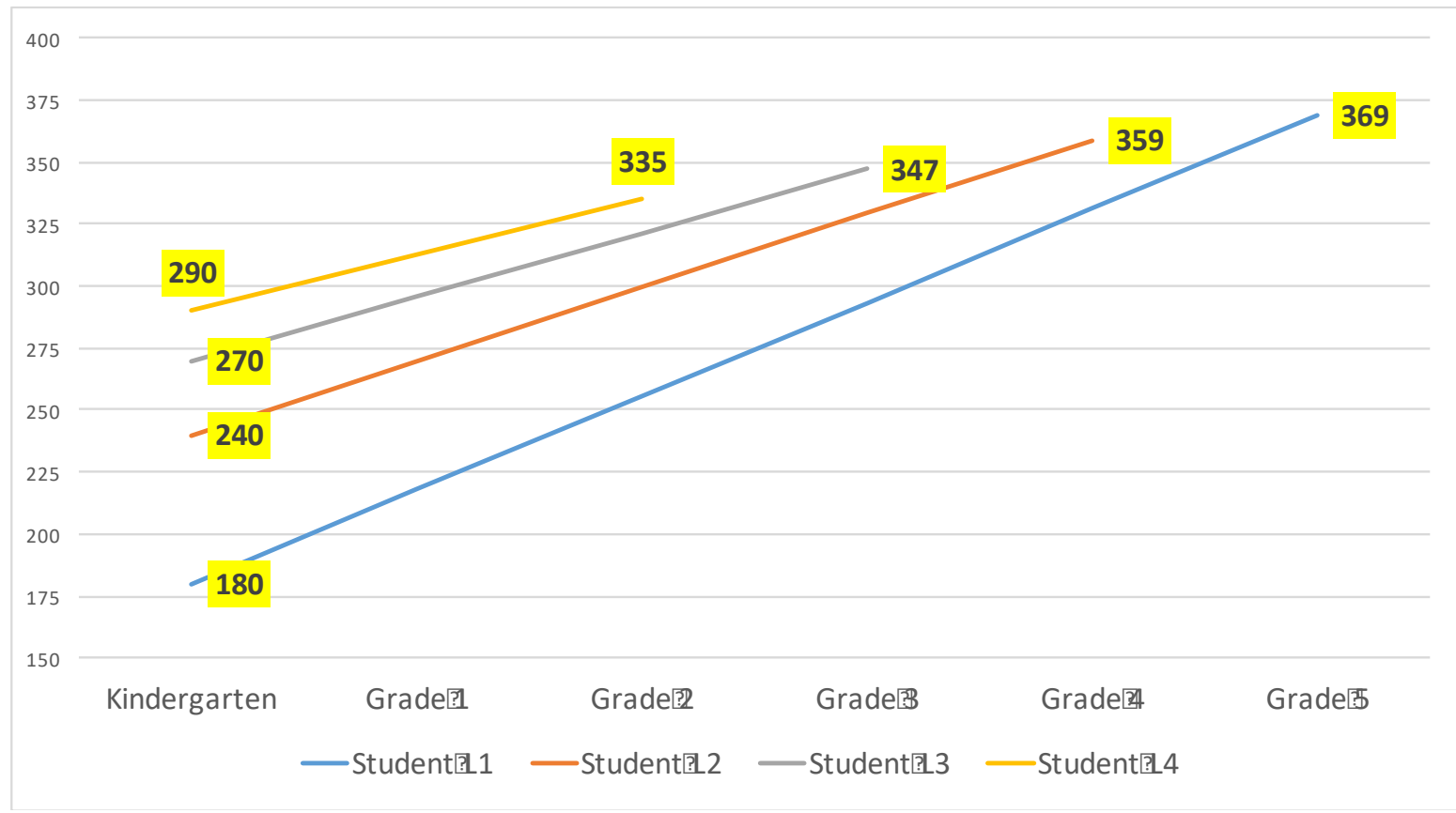
Academic Growth

Examples of student growth:

- A student scoring high *Limited Knowledge* (Basic) for two consecutive years has demonstrated one year's growth.
- If a student demonstrates greater than one year's growth (low *Limited Knowledge* to high *Proficient*), they receive more points.
- Less than one year's growth (high *Advanced* to high *Proficient*) still receives points, but fewer points than a full year's growth.

English Language Proficiency (ELPA Progress)

- Long-term goal allows students to exit program within 5 years of entry
- Uses initial WIDA English Language Proficiency Assessment score and grade level upon entry to determine interim targets



Chronic Absenteeism

- Students are defined as chronically absent if they miss 10% or more (18 academic days in a standard year) of school in an academic year.
- Absenteeism serves as an early warning indicator for students who are at risk of falling behind academically.
 - Ex. Study shows **only 17%** of chronically absent students reading on grade level in 3rd grade, compared to **64%** in good attendance.
- By digging into student attendance, schools can uncover previously hidden student stories regarding causes for absence.

Chronic Absenteeism, cont.

- 2015 Oklahoma Absentee Rates *Source: *The Hamilton Project: Brookings Institute**
- Schools will receive points based on the number of students *not* chronically absent.
- Research has shown that schools can impact attendance rates (ex. school climate, health support, transportation, relationships).

Overall:
11.7%

Elementary: 9.5%
Middle School: 11.7%
High School: 16.1%

Graduation Rate

- Indicator will include 4-year graduation rate, as well as 5- and 6-year rates.
 - 5-year graduates weighted 0.85.
 - 6 year graduates weighted 0.5.
- This model encourages schools to continue working with student populations that take longer than 4 years to graduate.
- Students completing OAAP assessments will receive the full weight for graduation regardless of how many years it took to graduate.

Postsecondary Opportunities

- In line with the CCR focus, schools will receive points based on participation.
- Programs designed to enhance preparation for college and the workplace:
 - Advance Placement (AP) classes,
 - International Baccalaureate (IB) program,
 - Dual (Concurrent) enrollment in higher education,
 - Work-based internship or apprenticeship, and/or
 - Industry certification

Upcoming Reports

- Growth data will be available after the 2018 OSTP testing season.
- First complete report card for 2017-2018 will be available in Fall 2018
 - Dashboard format
 - Includes all seven indicators
- OPI targets and specific calculations are still in development as data is collected and analyzed.

The new Report Card is a *multi-measure* model of school performance guided under the principle that **all** students can **grow**, and **all** schools can **improve**.



Data Validation

Data Sources

Indicator	Source	Indicator	Source
Academic Status	<ul style="list-style-type: none"> • Full-Academic Year (FAY) student assessment results from the Oklahoma School Testing Program (OSTP) English Language Arts, mathematics, and science assessment • Student Demographics submitted to the Wave • Enrollment and School Calendar data submitted to the Wave (for NFAY determination) 	Graduation Rate	<ul style="list-style-type: none"> • Student enrollment data submitted to the Wave • Historical Graduation Cohort Report (4 year rate) • Comprehensive Exit Report (5 and 6 year rate)
Academic Growth	<ul style="list-style-type: none"> • Full-Academic Year (FAY) student assessment results from the Oklahoma School Testing Program (OSTP) English Language Arts and mathematic assessments; minimum two –years of data to measure 	Postsecondary Opportunities	<ul style="list-style-type: none"> • Data extracted from course info and enrollment data submitted to the Wave (e.g., Advanced Placement (AP) classes, International Baccalaureate (IB) program, dual or concurrent enrollment in higher education courses, a work-based internship or apprenticeship,) • Career Tech: classes leading to industry certification
English Language Proficiency Progress	<ul style="list-style-type: none"> • WIDA English Language Proficiency assessment scores • Student Demographics submitted to the Wave (e.g., EL status) 	Chronic Absenteeism	<ul style="list-style-type: none"> • Student enrollment data submitted to the Wave • Data submitted by schools and districts to the Wave are compiled within the Annual Statistical Report (ASR)

NFAY Status

- NFAY stands for Non-Full Academic Year.
- A student is considered FAY (Full Academic Year, NFAY=0), if they enrolled within the first 20 instruction days of the school year *and* did not have a gap of 10 or more consecutive instructional days at an **Oklahoma Public School** prior to the testing window.

NFAY Value	Meaning
0	FAY. Student did not have gap of 10 or more consecutive instructional days
1	Student is NFAY at school level, but FAY for district and state
2	Student is NFAY for school and district, but FAY for state
3	Student is NFAY for school, district, and state
4	Student does not have valid enrollment at this school

Enrollment Errors (NFAY=4)

- There can be many causes for “invalid” enrollment, NFAY=4. (ex. missing enrollment record)
- Common mistakes include: Concurrent, Non-Resident, Suspension enrollment records
- Valid “Basis of Admission” examples: Resident (R), Open Transfer (OT), Emergency Transfer (ET05)
- LTSS/STSS indicate long/short term suspension. These should only be used for the dates of suspension. Upon return from suspension, students should be enrolled with original Basis of Admission (R, OT, etc.)

Please consult the Wave Requirements Manual for a full list of valid codes: <https://tinyurl.com/yaj7sa32> (Entry Codes begin on pg 131)

Enrollment and Other Placement

- Students that are considered NFAY are only included in the accountability calculations for participation at the level (school, district, state) that they are NFAY.
- Students with no valid enrollment (i.e. NFAY=4) are not included in accountability calculations.
- Other Placement students (entry code OHP1-4) are excluded from school and district accountability (with the exception of participation). They are calculated separately and reported at the state level only.

NoScoreCode

- NLE (No Longer Enrolled): Student did not have a valid enrollment record at school during the testing window/on test date.
- DNA (Did Not Attempt): Student was enrolled at the time of testing but does not have a valid attempt on assessment. This is the same for accountability as ABS (Absent). A record with fewer than five answered questions is not considered a valid attempt.

Please note: If a student exits **during** the testing window, record can only be marked NLE if:

Student was enrolled for less than 50% of testing window
OR Student exited prior to the scheduled testing date.

If student was enrolled when majority of grade-level tests were administered, record should be DNA not NLE.

NoScoreCode, cont.

- INV (Invalidated): Assessment has been invalidated due to an approved request in the Testing Status Application or due to vendor business rules (breached test booklet, incorrect grade level, etc.).
- DNR (Do Not Report): This record was generated in error and will not be reported for accountability.
- OAAP: Student will not have an OSTP score due to registration for OAAP testing.
- (Blank): A blank NoScoreCode column means the student has a valid attempt and will receive a score.

Data Validation Takeaways

Our Data are Your Data

- We are here to assist with reviewing and validating the information submitted by your Student Information System.
- Appointment of a Student Information System Coordinator may help centralize data validation at the local level.
- Enrollment records are the **root of everything**.
- Please review your enrollment records (correct entry/exit codes, membership, basis of admission, grade level, etc.).
- Records submitted to the Wave are used to prepopulate: Pre-Code, Demographic Overlay, Accountability Reporting App, and much more.

Thank you for your time!

Questions?

We are here to help!

Please complete our 3-2-1 survey at
<https://www.surveymonkey.com/r/MBXQQ7S>

3 Things that you learned (and plan to share)

2 Things you would like more information on

1 Question you still have

Office of Accountability Contacts

Dr. Jeanene Barnett

Deputy Superintendent of Assessment and
Accountability

Accountability: (405) 522-5169

accountability@sde.ok.gov

Dr. Mike Tamborski

Executive Director of Accountability

Student Information (the Wave)

Matt Morgan

Director of Student Information Systems

Monica Daniels

Assistant Director of Accountability