Oklahoma School Report Cards: Overview and Timeline
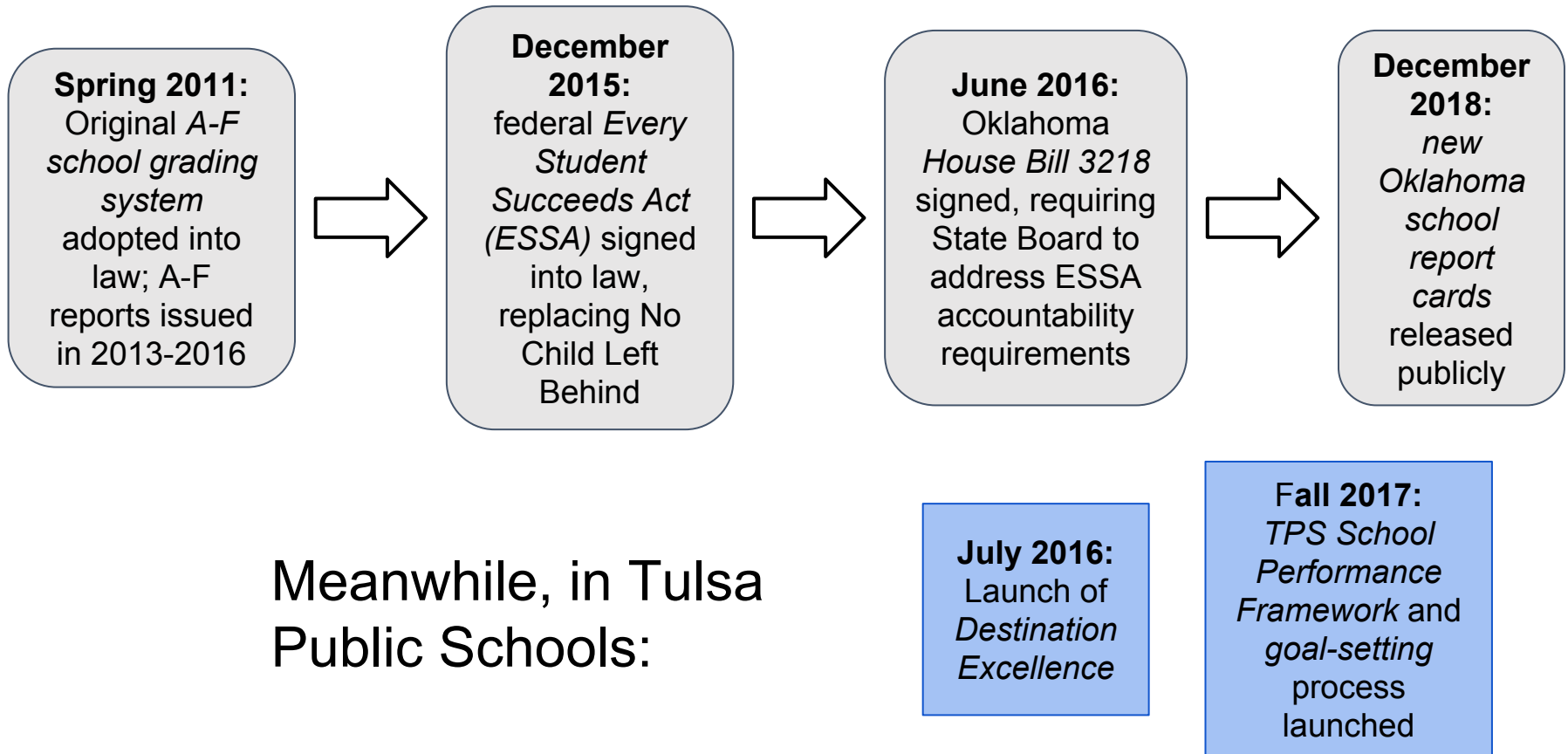
December 17, 2018

Goals for this presentation

Share updates on Oklahoma school report card release timeline

Explain how the state report card aligns to internal TPS school performance framework

Provide an overview of report card measures

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State Accountability...a timeline

Spring 2011: Original *A-F school grading system* adopted into law; A-F reports issued in 2013-2016

➔

December 2015: federal *Every Student Succeeds Act (ESSA)* signed into law, replacing No Child Left Behind

➔

June 2016: Oklahoma *House Bill 3218* signed, requiring State Board to address ESSA accountability requirements

➔

December 2018: *new Oklahoma school report cards* released publicly

Meanwhile, in Tulsa Public Schools:

July 2016: Launch of *Destination Excellence*

Fall 2017: *TPS School Performance Framework* and *goal-setting* process launched

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How does the state report card fit in with ours?

State report cards

- Provide district and school performance information to the public
- Display a set of information about district and school quality
- Allocate additional state/federal resources to highest-need schools

TPS school performance framework

- Express a clear, common definition of excellence across TPS schools
- Support goal-setting and continuous improvement
- Guide district and school decision-making and resource allocation
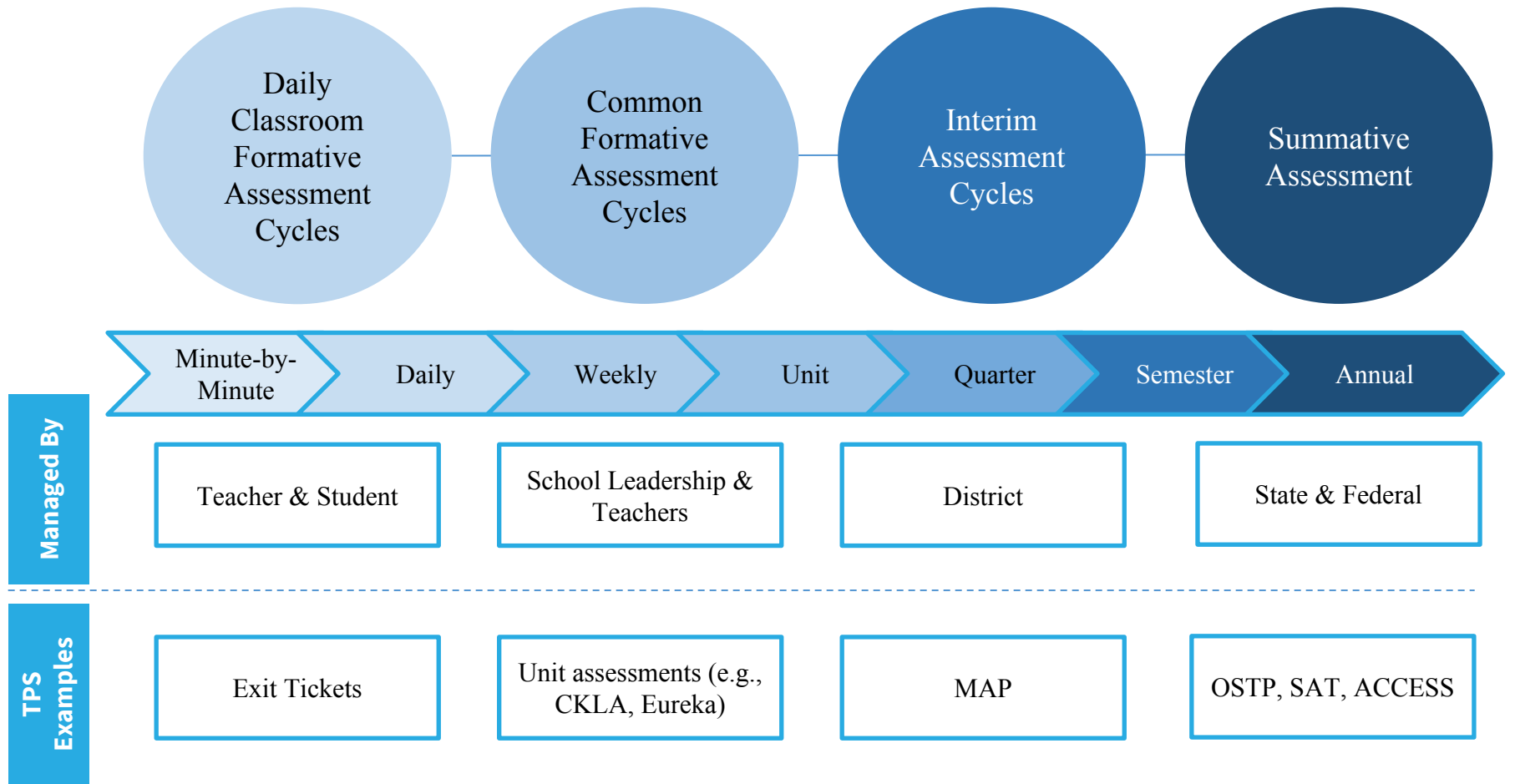
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State Accountability goals
(from Oklahoma State Department of Education)

≡ Guiding principle: **All students can grow and all schools can improve.**

≡ Provide accessible, meaningful and actionable information about public schools.

≡ Integrated in a cycle of continuous improvement for schools, identifying what is working and what may be improved.

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How does the state report card fit in with ours?

Tulsa Public Schools
Destination Excellence Scorecard
2018-2019

College and Career Ready Graduates	2015-16	2016-17	2017-18	2018-19 goal
Graduation rate	67.5%*	72.5%*	76.9%*	Pending final 2018 graduation rate
% of students meeting SAT college readiness benchmarks in both reading/writing and math		33%	33%	30%
Post-secondary enrollment				
Academic Excellence	2015-16 **	2016-17 **	2017-18	2018-19 goal
% of 3rd graders proficient in reading	33%	37%	34%	40%
% of students proficient in both reading and math	24%	27%	26%	27%
% of students meeting projected reading growth	43%	47%	43%	48%
% of students meeting projected math growth	38%	41%	47%	51%
Safe, Supportive and Joyful School Climate/Culture	2015-16	2016-17	2017-18	2018-19 goal
% of students with positive perceptions of belonging, school safety and teacher-student relationships (students who have favorable responses in all three areas)				Baseline TBD
Average daily attendance rate	92.7%	92.4%	91.9%	92.0%***
Chronic absenteeism rate	24.0%	25.7%	28.0%	28.4%***
Suspension rate	8.8%	7.8%	7.4%	6.8%
Organizational Health	2015-16	2016-17	2017-18	2018-19 goal
Novice teacher retention rate	73.9%	66.7%	76.4%	80%
% of employees who are engaged and committed to Tulsa Public Schools (% of favorable responses based on staff survey questions)			86%	88%
% of teachers and principals with positive perceptions of district office service (% of favorable responses based on staff survey questions)	34%****	23%****	64%	68%

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Analogy - Tulsa's Assessment System

Daily Classroom Formative Assessment Cycles	Common Formative Assessment Cycles	Interim Assessment Cycles	Summative Assessment

Minute-by-Minute	Daily	Weekly	Unit	Quarter	Semester	Annual

Managed By

Teacher & Student	School Leadership & Teachers	District	State & Federal

TPS Examples

Exit Tickets	Unit assessments (e.g., CKLA, Eureka)	MAP	OSTP, SAT, ACCESS

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Messaging with students, families, community members, and staff

How can we use the state report card information?

What it IS

- An annual summary of our district's and our schools' performance across several statewide measures
- A tool to support district and school performance conversations with the community
- An attempt to capture multiple aspects of district and school health and improvement

What it IS NOT

- A duplication of the previous A-F report card
- A comprehensive set of measures that encapsulates the full story of our students' experiences at school
- A report with regularly updated information designed for continuous monitoring and adjustment during the school year

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What to expect in the coming months

Based on most recent information from the State:

- January - online "modules" provided to districts to help us better understand measure calculations

- Late January - preliminary data and district review period opens

- After district review period - submission of report cards to the State Board of Education for approval and release

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School Report Cards:
Overview of Measures

What does the school report card measure?
(Elementary and MIddle Schools)

Elementary and Middle Schools	Points (90 total)
Academic Achievement	**(35 total)**
English Language Arts (ELA)	15
Mathematics	15
Science	5
Academic Growth	**(30 total)**
ELA	15
Math	15
English Language Proficiency Assessments (ELPA) Progress	**15**
Chronic Absenteeism	**10**

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What does the school report card measure?
(High Schools)

High Schools	Points (90 total)
Academic Achievement	**(45 total)**
English Language Arts (ELA)	15
Mathematics	15
Science	15
Graduation	**10**
English Language Proficiency Assessments (ELPA) Progress	**15**
Chronic Absenteeism	**10**
Postsecondary Opportunities	**10**

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What does this mean?

- The Oklahoma School Report Card is a *multi-measures* model of school **improvement** and **performance**.

- Growth-centered indicators (Academic Growth and ELPA) require multiple years of data to show individual student progress.

- School quality indicators (Chronic Absenteeism and Postsecondary Opportunities) provide supplemental information beyond assessment scores.

Academic Indicators

Elementary and Middle Schools	Points (90 total)
Academic Achievement	**(35 total)**
English Language Arts (ELA)	15
Mathematics	15
Science	5
Academic Growth	**(30 total)**
ELA	15
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Chronic Absenteeism	10

Academic Achievement

- Demonstrates how students are **performing** on annual assessments in ELA, math and science.

- Comprised of two metrics: attainment of student-group targets and percent of students scoring proficient.

Academic Growth (elementary and middle schools only)

- Celebrates how individual students are **progressing** on ELA and math assessments compared to their performance in the prior school year.

Academic Achievement: Percent Proficient

Elementary and Middle Schools	Points (90 total)
Academic Achievement	**(35 total)**
English Language Arts (ELA)	15
Mathematics	15
Science	5
Academic Growth	**(30 total)**
ELA	15
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OPI score: the Oklahoma Performance Index (OPI) is a testing scale used across all grades/subjects

- 200-399 Range
- Score of 300 indicates a student is "proficient" and on track for college and career readiness

Example student-level score report:

Your Student's Performance Level
Based on Oklahoma Performance Index (OPI)

Meets State Goal	**ADVANCED** 322-399	
	PROFICIENT 300-321	
Below State Goal	**BASIC** 269-299	290
	BELOW BASIC 200-268	
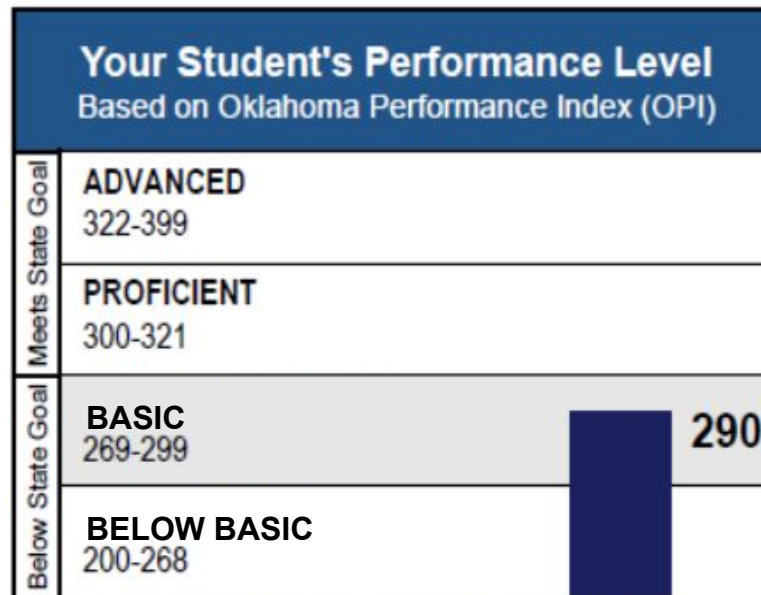
(Proficient = 300 or above)

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Academic Achievement: Scale Score Targets

Elementary and Middle Schools	Points (90 total)
Academic Achievement	**(35 total)**
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[OPI scale score targets](#) according to tiered subgroups:

1. Students with disabilities- not including 504
2. Economically disadvantaged students
3. English learners
4. Race/ethnicity

ENGLISH LANGUAGE ARTS

	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	HIGH SCHOOL
Students with Disabilities	269	266	267	266	262	261	261
Economically Disadvantaged	294	292	295	295	290	291	283
English Learners	291	288	290	293	287	284	264
Black	296	295	295	298	296	296	283
Hispanic	300	300	300	300	300	300	293
Native American	300	300	300	300	300	300	297
Asian/Pacific Islander	300	300	300	300	300	300	300
Two or More Races	300	300	300	300	300	300	300
White	300	300	300	300	300	300	300

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Academic Growth
(elementary and middle only)

Elementary and Middle Schools	Points (90 total)
Academic Achievement	**(35 total)**
English Language Arts (ELA)	15
Mathematics	15
Science	5
Academic Growth	**(30 total)**
ELA	15
Math	15
English Language Proficiency Assessments (ELPA) Progress	**15**
Chronic Absenteeism	**10**

Individual Student Growth

Each student earns points based on his or her progress from year to year. Points are earned across the scale to recognize all growth across or within performance levels.

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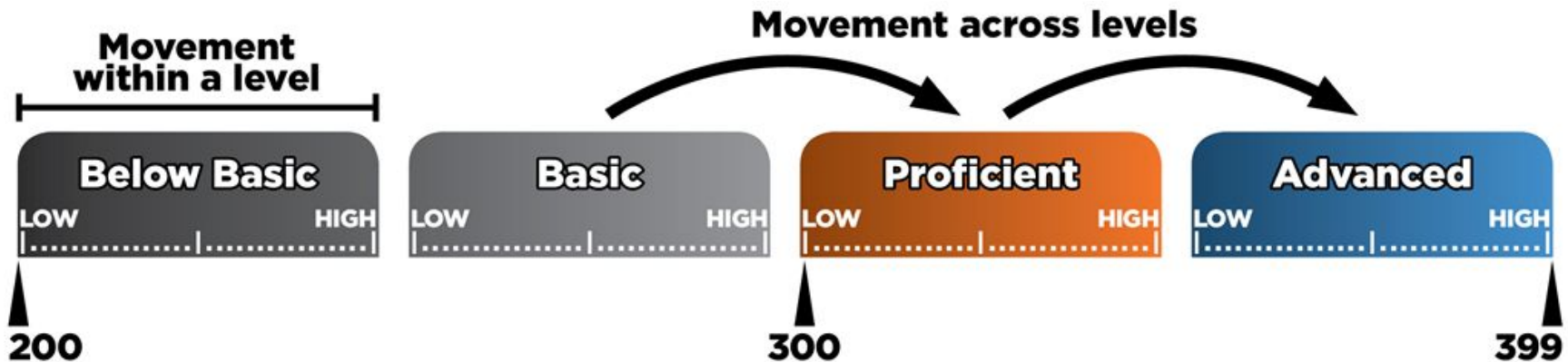
English Learner Progress

Elementary and Middle Schools	Points (90 total)
Academic Achievement	**(35 total)**
English Language Arts (ELA)	15
Mathematics	15
Science	5
Academic Growth	**(30 total)**
ELA	15
Math	15
English Language Proficiency Assessments (ELPA) Progress	**15**
Chronic Absenteeism	**10**

- Reflects the percentage of English learners who are on track toward a timely exit from their language acquisition plan.

- Based on initial proficiency, a student has up to five years to exit their EL program.

- Using the most recent scores and expected exit year, each student has an individual target each year to demonstrate progress toward exit (i.e. English language proficiency).

Chronic Absenteeism

Elementary and Middle Schools	Points (90 total)
Academic Achievement	**(35 total)**
English Language Arts (ELA)	15
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English Language Proficiency Assessments (ELPA) Progress	**15**
Chronic Absenteeism	**10**

- Research links excessive absences to diminished academic outcomes.

- Even excused absences represent lost instruction time that can put a student at risk of falling behind academically.

- Reflects the percentage of students in good attendance.

- By collecting data and identifying chronically absent students, this indicator highlights root causes so schools can support individual students and remove barriers toward attendance.

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Graduation
(high schools only)

High Schools	Points (90 total)
Academic Achievement	**(45 total)**
English Language Arts (ELA)	15
Mathematics	15
Science	15
Graduation	**10**
English Language Proficiency Assessments (ELPA) Progress	**15**
Chronic Absenteeism	**10**
Postsecondary Opportunities	**10**

- Uses the required federal definition for the four-year graduation rate in addition to a school improvement score.

- The improvement score reflects additional graduates who successfully attained a diploma after five or six years.

- Recognizes the additional effort of schools and students to work toward graduation after four years.

Postsecondary Opportunities
(high schools only)

High Schools	Points (90 total)
Academic Achievement	**(45 total)**
English Language Arts (ELA)	15
Mathematics	15
Science	15
Graduation	**10**
English Language Proficiency Assessments (ELPA) Progress	**15**
Chronic Absenteeism	**10**
Postsecondary Opportunities	**10**

Postsecondary Opportunities

- These opportunities support students in their preparation for college or career:

    - AP/IB coursework

    - Internships

    - Dual or Concurrent Enrollment

    - Programs leading to industry certification

- The indicator reflects the percentage of students engaging in at least one of these opportunities.

Thank you