A-F

Report Card Guide

OKLAHOMA STATE DEPARTMENT OF EDUCATION

APRIL, 2012

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OKLAHOMA STATE DEPARTMENT OF EDUCATION
APRIL, 2012

JANET BARRESI, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT OF EDUCATION

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GREAT SEAL OF THE STATE OF OKLAHOMA 1907

CONTENTS

8 **Calculation of Overall School Letter Grade**

10 **Section 1: Student Performance**

13 **Section 2: Student Growth**

18 **Section 3: Whole School Improvement**

28 **Bonus Items**

29 **Simulated A-F Report Card**
Grades K–5

30 **Simulated A-F Report Card**
Grades 6–8

31 **Simulated A-F Report Card**
Grades 9–12

A Message From State Superintendent

Janet Barresi

Dear Education Stakeholder,

I'm excited to introduce this comprehensive guide to our new A-F School Grading System on school performance. This guide walks administrators and educators through the major components that determine a school's letter grade — student performance, student growth and whole school performance. The guide also includes a number of in-depth items, such as calculation scenarios, information on bonus items and more. At the back of this guide, you'll also find three sample report cards that show simulations for how an elementary school, a middle school and a high school might be graded.

In 2011, the Oklahoma Legislature adopted an A-F School Grading System to provide incentives to schools for challenging all students to reach high levels of college and career readiness. I advocated for this reform because I believe that new A-F report cards will make school performance clear in a transparent manner easily communicated to the public.

The new report cards will also give schools a tool to encourage more parental and community involvement. It's just common sense that schools with higher levels of parent and community involvement have a better chance of succeeding. When parents and community members have a clear understanding of school performance, they can also help in tangible ways.

When my sons were in school, we celebrated when they came home with A's on their report card. If they came home with C's, they knew we'd have to talk. But we both knew what these grades meant. Their teachers didn't send home a complicated formula for me to decipher before I could determine whether my sons were reaching their full academic potential.

We can now apply the same straightforward idea to school performance. Schools will still be examined for helping their children meet grade-level performance standards, but the grading system also adds the dimension of allowing a school to show academic growth. A school's grade also will include factors such as graduation and dropout rates, and attendance rates for elementary schools.

Perhaps most importantly, the new A-F grading system will replace past systems that were too complicated for most parents to understand. With this important reform, we're empowering everyone — whether school administrators, parents, classroom teachers or citizens — to make informed choices and to identify ways to strengthen and improve all of our schools for the benefit of each student in Oklahoma.

Sincerely,

Janet C. Barresi
State Superintendent of Public Instruction
Oklahoma State Department of Education

OKLAHOMA STATE DEPARTMENT OF EDUCATION

Calculation of Overall School Letter Grade

(SEE TABLES 1–5)

The A-F Report Card is comprised of three sections each worth one-third of the overall grade: Student Achievement, Student Growth, and Whole School Performance. A brief description of each section is followed by an explanation of how each section will contribute to the overall grade point average (GPA) and letter grade for each district and site. Last, a detailed description for determining the letter grade is provided.

The Student Achievement section includes performance on the Oklahoma State Testing Program (OSTP) exams administered during the most recent school year including the Oklahoma Core Curriculum Tests (OCCT), End-of-Instructions Exams (EOI), Oklahoma Modified Alterative Assessment Program (OMAAP) and the Oklahoma Alternative Assessment Program (OAAP). The OMAAP and OAAP scores are subject to the two percent (2%) and one percent (1%) cap on proficiency level, respectively. Every content area is included (Reading, Math, Science, Social Studies, History, Geography, Writing, Algebra I, Geometry, Algebra 2, English 2, English 3, Biology, and US History Exams). All testing sessions (Summer, Winter/Trimester, and Spring) are included; however, only "First Opportunity EOI Test Takers" and/or students designated as "Full Academic Year (FAY)" will be included. Additionally, students identified as "Other Placement" will be excluded. Students taking high school courses at the middle school will be included in both the current year middle school and the following year high school scores.

The Student Growth section is divided into two sub-categories; growth of all students in a school and growth of the bottom twenty-five percent of students in a school. The student growth section includes OSTP Reading and Math exams only (Grades 3-8 OCCT Reading and Mathematics, Algebra I EOI, English 2 EOI). Students identified in the first section will be paired with a previous reading or math score to evaluate growth. The paired scores must come from similar versions of the exam. For example, a modified exam must be compared with a modified exam, a regular exam compared to a regular exam, and a portfolio assessment compared to a portfolio assessment. If one of the sub-categories cannot be calculated, the remaining category will carry a full third of the weight in the final grade.

The Whole School Performance section includes educational statistics which promote the Achieving Classroom Excellence (ACE) and College, Career, and Citizen Readiness (C3) initiatives adopted by the State of Oklahoma.

TABLE 1: Section Weights in Final Grade

Section	Weight
Student Achievement	33%
Overall Student Growth	17%
Bottom 25% Growth	17%
Whole School Performance	33%

TABLE 2: Letter Grade Point Value

Letter Grade	Point Value
A	4
B	3
C	2
D	1
F	0

TABLE 3: Overall GPA Calculation

(Student Achievement Point * .33) **+**
Overall Student Growth * .17) **+**
Bottom 25% Growth * .17) **+**
Whole School Performance * .33) **=**
Overall School Grade Point Average

TABLE 4: GPA to Letter Grade

GPA Range	Letter Grade
3.75 – 4.0	A
2.75 – 3.74	B
1.75 – 2.74	C
0.75 – 1.74	D
0 – .74	F

Items included in these calculations include student attendance rate, dropout rate, graduation rate, advanced course participation and performance, college entrance exam participation and performance, college remediation rates, cohort graduation rate for low-performing eighth grade students, five plus year graduation rate, participation in ACE graduation criteria curriculum, and staff and patron survey data. Some data are not yet available and will be added as they become available.

A letter grade of A, B, C, D, or F will be awarded for each category (Student Performance, Overall Growth, Bottom 25% Growth, and Whole School Improvement) and subsequently combined to award a final letter grade for a school. The Overall GPA will be calculated by assigning a point value to each letter grade, multiplying the point by the weight of the section it represents, and summing the weighted points for the overall GPA. A letter grade of "A" is worth 4 points, "B" is worth 3 points, "C" is worth 2 points, "D" is worth 1 point, and "F" is worth 0 points. An overall GPA of 3.75 or above will be awarded a letter grade of "A", 2.75 to 3.74 a "B", 1.75 to 2.74 a "C", .75 to 1.74 a "'D", and anything below a 0.75 is an "F".

Tables are provided (see page 9) indicating the weight each section will carry (Table1), the point value assigned to each letter grade (Table 2), how the overall grade point average will be calculated (Table 3), and the GPA to Letter Grade Conversion (Table 4). Table 5 provides an example of the calculation for a school's overall grade. Because the overall GPA for the school is 2.5, the school's overall grade would be a "C". The calculation example shows the basic calculation used for most schools in the state.

An exception occurs when a school has less than 30 data points in a group. When there are less than 30 scores, the weights will change. For example, if a school has less than 30 in the bottom twenty-five percent category, the total school growth is the sole determining factor in the growth component of the final grade.

Additionally, if a school does not have tested grades, the achievement score grade of the feeder school contributing the most students or receiving the most students will provide the information for the school grade. Therefore, every school will have at a minimum a student achievement grade and whole school grade worth fifty percent (50%) each toward their overall final GPA and letter grade. Schools will also be evaluated on the percent of students tested. If a school does not test 95% of eligible students, regardless of FAY status, the school's overall letter grade will be reduced by one whole letter grade. For example, if a school gets an "A" in every area discussed above to receive an overall GPA of 4.0 (A); but, only tests 94% of the students, the overall letter grade of "A" will be reduced to a "B".

TABLE 5: Example Calculation

Section	Letter Grade	Point Value	Multiplier	Weighted Points
Student Achievement	C	2	.33	.66
Overall Student Growth	C	2	.17	.34
Bottom 25% Growth	B	3	.17	.51
Whole School Performance	B	3	.33	.99
			Overall Calculated GPA	**2.5**
			Overall Letter Grade	**C**

Section 1: Student Performance

(SEE TABLES 6–12)

Each school will receive a letter grade of "A", "B", "C", "D", or "F" based on student performance on the exams administered in the Oklahoma State Testing Program (OSTP) during the most recent school year. The Student Performance letter grade will be worth 33% of the calculation of the final letter grade. Content areas included are those assessed on the OCCT, EOI, OMAAP, and OAAP (Reading, Math, Science, Social Studies, History, Geography, Writing, Algebra I, Geometry, Algebra 2, English 2, English 3, Biology, and US History Exams). All testing sessions (Summer, Winter/Trimester, and Spring) are included; however, only "First Opportunity EOI Test Takers" and/or students designated as "Full Academic Year (FAY)" are included. Additionally, students identified as "Other Placement" are excluded. As stated before, OMAAP and OAAP are subject to the two percent (2%) and one percent (1%) cap on proficiency level.

The letter grade will be assign based on a Performance Index (PI) calculation. The index will be calculated by awarding a point value to a student test score based on the proficiency level achieved. A point value of 0.2 for "Limited Knowledge", 1 point for a proficiency level of "Satisfactory" or "Proficient", and a point value of 1.2 for a proficiency level of "Advanced" will be awarded for every test administered. The points will be summed and divided by the total number of exams to create a performance index. All calculations will be rounded to the nearest whole number. The formula for calculating the performance index (PI) is:

$$PI = \frac{\text{Number of Limited Knowledge} * 0.2 + \text{Number of Proficient} * 1 + \text{Number of Advanced} * 1.2}{\text{Total Number Tested}}$$

There must be at least thirty (30) test scores before a performance index is calculated.

The performance index has a range of 0 to 120. If every student tested has a proficiency level of "Unsatisfactory", the index will be equal to zero (0). If every student tested has a proficiency level of "Advanced", the performance index would be equal to 120. Letter grades will be assigned as follows: any school with an index of above 90 will be assigned a letter grade of "A", 80 - 89 will be assigned a "B", 70 - 79 will be assign a "C", 60 - 69 will be assigned a "D", and a performance index below 60 will be assigned an "F".

TABLE 6: Performance Index

PI	Letter Grade
90 or Above	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

Table 7 provides an example of how the performance index (PI) will be calculated for a traditional elementary school. A performance index (PI) calculation is based on the total numbers from all subject areas combined displayed on the last line of the table. In addition, a letter grade for each content area will be displayed on the report card so strengths and weaknesses can be highlighted. Only Full Academic Year students are included in this calculation.

Based on the performance of students in all academic areas tested, the school earns a performance index (PI) of 90 which translates to a letter grade of "A". The letter grade is worth 33% of the school's overall grade. The individual subject area grades are calculated to highlight strengths and weaknesses. In this example, Social Studies had the lowest performance index. Reading and Writing had the highest calculated performance index. (Note: the formula is displayed for the purpose of this discussion and will not be visible on the actual report card.)

Table 9 provides an example of how the performance index will be calculated for a traditional middle school. The subject area grades will be displayed for informational purposes to highlight strengths and weaknesses.

In the example in Table 10, the school received a performance index of ninety (90) which equates to the letter grade of "A". The highest performing areas were in Math, Science, and Writing. US History has the lowest performing subject areas. Middle school students taking high school courses with a corresponding End-of-Instruction Exam (EOI) will be included in the calculation of the middle school. Again, only FAY students and/or first opportunity EOI exams will be included in the calculation.

Table 11 provides an example of how the performance index will be calculated for a traditional high school. As previously stated, the performance index calculated on the last line of the table is the grade that will be worth 33% of the final school grade. The subject area grades will be displayed to highlight strengths and weaknesses. In this example, the high school has a calculated performance index of eighty (80) which translates to a letter grade of "B".

TABLE 7: Example Distribution of Scores for an Elementary School

Subject	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total Tested
Mathematics	3	18	93	15	129
Reading	3	13	93	20	129
Science	0	8	28	8	44
Social Studies	3	9	22	10	44
Writing	0	4	34	8	46
Total	**9**	**52**	**270**	**61**	**392**

TABLE 8: Example of Elementary Performance Index Calculation

Subject	Number Tested	Number Limited Knowledge	Number Proficient	Number Advanced	Index Calculation	Letter Grade
Mathematics	129	18	93	15	((18 * 0.2) + (93 * 1) + (15 * 1.2)) / 129	89 = B
Reading	129	13	93	20	((13 * 0.2) + (93 * 1) + (20 * 1.2)) / 129	93 = A
Science	44	8	28	8	((8 * 0.2) + (28 * 1) + (8 * 1.2)) / 44	89 = B
Social Studies	44	9	22	10	((9 * 0.2) + (22 * 1) + (10 * 1.2)) / 44	81 = B
Writing	46	4	34	8	((4 * 0.2) + (34 * 1) + (8 * 1.2)) / 46	97 = A
Performance Index	**392**	**52**	**270**	**61**	**((52 * 0.2) + (270 * 1) + (61 * 1.2)) / 392**	**90 = A**

TABLE 9: Example Distribution of Scores for a Middle School

Subject	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total Tested
Mathematics	5	15	220	60	300
Reading	20	45	195	40	300
Science	0	5	75	10	90
US History	7	20	60	3	90
Geography	5	15	80	10	110
Writing	0	5	80	5	90
Algebra I	0	5	23	2	30
Total	**37**	**110**	**733**	**130**	**1010**

TABLE 10: Example of Middle School Performance Index Calculation

Subject	Number Tested	Number Limited Knowledge	Number Proficient	Number Advanced	Index Calculation	Letter Grade
Mathematics	300	15	220	60	((15 * 0.2) + (220 * 1) + (60 * 1.2)) / 300	98 = A
Reading	300	45	195	40	((45 * 0.2) + (195 * 1) + (40 * 1.2)) / 300	84 = B
Science	90	5	75	10	((5 * 0.2) + (75 * 1) + (10 * 1.2)) / 90	98 = A
US History	90	20	60	3	((20 * 0.2) + (60 * 1) + (3 * 1.2)) / 90	75 = C
Geography	110	15	80	10	((15 * 0.2) + (80 * 1) + (10 * 1.2)) / 110	86 = B
Writing	90	5	80	5	((5 * 0.2) + (80 * 1) + (5 * 1.2)) / 90	97 = A
Algebra I	30	5	23	2	((5 * 0.2) + (23 * 1) + (2 * 1.2)) / 30	88 = B
Performance Index	**1010**	**110**	**733**	**130**	**((110 * 0.2) + (733 * 1) + (130 * 1.2)) / 1010**	**90 = A**

TABLE 11: Example Distribution of Scores for a High School

Subject	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total Tested
Algebra I	6	20	30	4	60
Geometry	2	6	36	6	50
Algebra II	4	10	20	2	36
English II	8	8	30	8	54
English III	0	4	36	0	40
Biology	4	6	32	8	50
US History	2	6	40	4	52
Total	**26**	**60**	**224**	**32**	**342**

TABLE 12: Example of High School Performance Index Calculation

Subject	Number Tested	Number Limited Knowledge	Number Proficient	Number Advanced	Index Calculation	Letter Grade
Algebra I	60	20	30	4	((20 * 0.2) + (30 * 1) + (4 * 1.2)) / 60	65 = D
Geometry	50	6	36	6	((6 * 0.2) + (36 * 1) + (6 * 1.2)) / 50	89 = B
Algebra II	36	10	20	2	((10 * 0.2) + (20 * 1) + (2 * 1.2)) / 36	68 = D
English II	54	8	30	8	((8 * 0.2) + (30 * 1) + (8 * 1.2)) / 54	76 = C
English III	40	4	36	0	((4 * 0.2) + (36 * 1) + (0 * 1.2)) / 40	92 = A
Biology	50	6	32	8	((6 * 0.2) + (32 * 1) + (8 * 1.2)) / 50	86 = B
US History	52	6	40	4	((6 * 0.2) + (40 * 1) + (4 * 1.2)) / 52	88 = B
Performance Index	**342**	**60**	**224**	**32**	**((60 * 0.2) + (224 * 1) + (32 * 1.2)) / 342**	**80 = B**

Section 2: Student Growth
(SEE TABLES 13–25)

Schools will be assigned a grade based on individual student growth in math and reading. The growth indexes will be based on math and reading only, not all exams. Students will be paired to previous scores on comparable exams. For example, a OCCT math score will be paired to a previous OCCT math score, OMAAP math score to a previous OMAAP math score, and OAAP math score to a previous OAAP math score. For high schools, Algebra I exams will be compared to the most recent eighth grade math score and English 2 will be compared to the most recent eighth grade reading score. In some cases, the 8th grade scores will be from a testing session several years removed from the EOI test year.

The previous test scores can come from any school in the state. Students do not need to be in the same school two consecutive years to be included in the growth calculations. For example, sixth grade students at a middle school will be matched to their fifth grade scores regardless of the school they attended. Students must have both a pre-score and a post-score to be included in the calculation. Only Full Academic Year (FAY) students in the current year will be included in the growth calculations. The previous year FAY status will not be considered. Additionally, for End-of-Instruction Exams, only first opportunity students will be included.

The student growth component is divided into two sub-categories: 1) student growth for all students in a school and 2) student growth for the bottom twenty-five percent of students in a school. Each sub-category is worth seventeen percent (17%) of the overall final grade for a school.

If the number of exams for math and reading is less than 30, then the Overall Growth and the Bottom Twenty-five Percent Growth will not be calculated. In that situation, the student achievement performance grade is worth fifty percent (50%) of the final grade and the Whole School Measure is worth the remaining fifty percent (50%) of the grade.

Overall Student Growth

Overall student growth is measured by comparing proficiency level from one testing occasion to the next. In a similar manner as the performance index (PI), a growth index (GI) will be calculated for each subject by assigning a point value to students who meet the criteria for growth. The points will be awarded based on the following criteria: Students who previously scored at the proficient or advanced level whom maintained a proficient or advanced level will be awarded a point; any student who previously scored below proficiency and increased their proficiency level will be awarded points (multiple points will be award for students who increase by more than one proficiency level). Additionally, any "Unsatisfactory" or "Limited Knowledge" students making Oklahoma Performance Index (OPI) higher than the state average increase will receive a point. The number of points awarded is provided in Table 13.

TABLE 14: Growth Index

Growth Index (GI)	Letter Grade
90 or Above	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

TABLE 13: Student Growth Calculation
Number of Points Awarded Based on Change of Proficiency Level

PREVIOUS PROFICIENCY LEVEL	CURRENT PROFICIENCY LEVEL				
	Increase OPI > State Average	Unsatisfactory	Limited Knowledge	Proficient	Advanced
Unsatisfactory	1	0	1	2	3
Limited Knowledge	1	0	0	1	2
Proficient	0	0	0	1	1
Advanced	0	0	0	1	1

Once the point value for each student has been determined, the points will be summed and divided by the number of cases **(Points ÷ Exams = Growth Index (GI))**. The product will be a Growth Index (GI) between 0 – 300. If all students were unsatisfactory and none of them increased in proficiency level, the calculation would result in an index of zero (0). Alternatively, if all students where unsatisfactory and they all improved to advanced, the calculation would result in an index of 300.

Any school with a Growth Index (GI) of 90 or above will be assigned a letter grade of "A", 80-89 will be a "B", 70-79 will be a "C", 60-69 will be a "D", and below 60 will be an "F".

Tables 15 and 16 represent a matched group of students summarizing the student's math or reading pre-score compared to the post-score. Note the points assigned to calculate a growth index. The students in the blue boxes

TABLE 15: Summary of Mathematics Pre-Score to Post-Score Proficiency Level

	RECENT PROFICIENCY LEVEL				
PREVIOUS PROFICIENCY LEVEL	**Unsatisfactory**	**Limited Knowledge**	**Proficient**	**Advanced**	**Total**
Unsatisfactory	14	10	6	0	30
Limited Knowledge	4	20	20	4	48
Proficient	2	16	100	20	138
Advanced	0	0	6	24	30
Total	**20**	**46**	**132**	**48**	**246**

TABLE 16: Summary of Reading Pre-Score to Post-Score Proficiency Level

	RECENT PROFICIENCY LEVEL				
PREVIOUS PROFICIENCY LEVEL	**Unsatisfactory**	**Limited Knowledge**	**Proficient**	**Advanced**	**Total**
Unsatisfactory	4	8	4	0	16
Limited Knowledge	0	20	10	0	30
Proficient	0	10	110	20	140
Advanced	0	0	18	36	54
Total	**4**	**38**	**142**	**56**	**240**

TABLE 17: Calculation of Points for Mathematics

Calculation of Points for Mathematics	**Number of Students**	**Point Value**	**Calculation**	**Points**
Number Proficient or Advanced Remaining Proficient or Above	150	1	150 x 1	150
Number of Unsatisfactory Improving to Limited Knowledge	10	1	10 x 1	10
Number of Unsatisfactory Improving to Satisfactory or Proficient	6	2	6 x 2	12
Number of Unsatisfactory Improving to Advanced	0	3	0 x 3	0
Number of Limited Knowledge Improving to Satisfactory	20	1	20 x 1	20
Number of Limited Knowledge Improving to Advanced	4	2	4 x 2	8
Number with OPI Growth Greater than State Average	8	1	8 x 1	8
Total Points				**208**
Total Number of Students	**246**			

are awarded points based on proficiency level. The students in the green boxes may be awarded a point if their OPI increases more than the state average.

An example of how the overall growth index is calculated from Tables 15 and 16 is provided in Table 17. The overall growth index of eighty-seven (87) earns the school a letter grade of "B" worth seventeen percent (17%) of the final grade.

Bottom 25% Student Growth

The bottom twenty-five percent growth index (B25GI) is calculated in the same way as the overall growth index (GI) with one exception: students with pre-scores of proficient or advanced are not included in the calculations. If the number of students in the bottom twenty-five percent category for math or reading is less than 30 students, the subject area will not be reported. If the exams for both math and reading are combined and total less than 30, then the bottom twenty-five percent growth index (B25GI) is not included in the final grade and the overall growth index (GI) grade is worth thirty-three percent (33%) of the final grade.

Students included in the bottom 25% growth are those with a pre-score and post-score and those with a pre-score proficiency level of "Unsatisfactory" or "Limited Knowledge". So, the bottom twenty-five percent category represents the lowest achieving students up to twenty-five percent (25%) of the students identified for the overall growth calculation. Therefore, schools with ninety percent (90%) of their students scoring proficient or better have only ten percent (10%) of the students included in the bottom twenty-five percent growth calculations. Likewise, schools with only sixty percent (60%) of the students scoring proficient or better will have the lowest twenty-five percent (25%) of students included in the bottom twenty-five percent growth calculations.

TABLE 18: Calculation of Points for Reading

Calculation of Points for Reading	Number of Students	Point Value	Calculation	Points
Number Remaining Proficient or Above	184	1	184 x 1	184
Number of Unsatisfactory Improving to Limited Knowledge	8	1	8 x 1	8
Number of Unsatisfactory Improving to Satisfactory or Proficient	4	2	4 x 2	8
Number of Unsatisfactory Improving to Advanced	0	3	0 x 3	0
Number of Limited Knowledge Improving to Satisfactory	10	1	10 x 1	10
Number of Limited Knowledge Improving to Advanced	0	2	0 x 2	0
Number with OPI Growth Greater than State Average	4	1	4 x 1	4
Total Points				**214**
Total Number of Students	**240**			

TABLE 19: Calculation of Overall Growth Index

Subject	Number of Students	Number of Points	Calculation Points ÷ Students = GI	Letter Grade
Mathematics	246	208	208 ÷ 246 = .845	85 = B
Reading	240	214	214 ÷ 240 = .891	89 = B
Total	**486**	**422**	**422 ÷ 486 = .868**	**87 = B**

Table 20 provides the Reading data from the previous Overall Growth discussion. Forty-six (46) of the 240 students had a previous reading proficiency level below proficient which equates to nineteen percent (19%) of the matched group. All forty-six students will be included in the bottom twenty-five percent category for reading.

Table 21 shows 78 of the 246 students had a previous mathematics proficiency level of "Unsatisfactory" or "Limited Knowledge" which equates to thirty-two percent (32%) of the matched group. Twenty five percent of the total number of students is 61. Therefore, only 61 of the lowest performing students will be included in the bottom twenty-five percent category for mathematics (246 * .25 = 61.5).

In order to select the lowest students when more than 25% qualify, students are first sorted lowest to highest by proficiency level. This will group all the unsatisfactory scores at the bottom followed by the limited knowledge students. In the example described above, only 61 of the 78 low performing students would be included in the bottom 25% calculation. As you can see, 30 students previously scored "Unsatisfactory" on the state assessment so all of them would be included. That means the lowest 31 students from the 48 who previously scored "Limited Knowledge" will also be included.

OCCT, EOI and OMAAP exams are on different scales. Therefore, scores will be converted to a state percentile which will be used to sort students within each proficiency level. Table 22 provides the results of the 61 lowest performing students' progress at the end of the subsequent year.

Using the example data given earlier, the Tables 23-25 illustrate the calculation of the bottom twenty-five percent growth index.

The school illustrated in Table 25 has a calculated Bottom Twenty-five Growth Index of 67) which translate to a letter grade of "D". This grade contributes 17% of the weight of the school's final grade.

TABLE 20: Summary of Reading Pre-Score to Post-Score Proficiency Level

	RECENT PROFICIENCY LEVEL				
PREVIOUS PROFICIENCY LEVEL	**Unsatisfactory**	**Limited Knowledge**	**Proficient**	**Advanced**	**Total**
Unsatisfactory	4	8	4	0	16
Limited Knowledge	0	20	10	0	30
Proficient	0	10	110	20	140
Advanced	0	0	18	36	54
Total	**4**	**38**	**142**	**56**	**240**

TABLE 21: Summary of Mathematics Pre-Score to Post-Score Proficiency Level

	RECENT PROFICIENCY LEVEL				
PREVIOUS PROFICIENCY LEVEL	**Unsatisfactory**	**Limited Knowledge**	**Proficient**	**Advanced**	**Total**
Unsatisfactory	14	10	6	0	30
Limited Knowledge	4	20	20	4	48
Proficient	2	16	100	20	138
Advanced	0	0	6	24	30
Total	**20**	**46**	**132**	**48**	**246**

TABLE 22: Mathematics Pre-Score to Post-Score Proficiency Level

PREVIOUS PROFICIENCY LEVEL	RECENT PROFICIENCY LEVEL				
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
Unsatisfactory	14	10	6	0	30
Limited Knowledge	4	15	12	0	31

TABLE 23: Calculation of Points for Mathematics

Calculation of Points for Mathematics	Number of Students	Point Value	Calculation	Points
Number of Unsatisfactory Improving to Limited Knowledge	10	1	10 x 1	10
Number of Unsatisfactory Improving to Satisfactory or Proficient	6	2	6 x 2	12
Number of Unsatisfactory Improving to Advanced	0	3	0 x 3	0
Number of Limited Knowledge Improving to Satisfactory	12	1	12 x 1	12
Number of Limited Knowledge Improving to Advanced	0	2	0 x 2	0
Number with OPI Growth Greater than State Average	8	1	8 x 1	8
Total Points				**42**
Total Number of Students	**61**			

TABLE 24: Calculation of Points for Reading

Calculation of Points for Reading	Number of Students	Point Value	Calculation	Points
Number of Unsatisfactory Improving to Limited Knowledge	8	1	8 x 1	8
Number of Unsatisfactory Improving to Satisfactory or Proficient	4	2	4 x 2	8
Number of Unsatisfactory Improving to Advanced	0	3	0 x 3	0
Number of Limited Knowledge Improving to Satisfactory	10	1	10 x 1	10
Number of Limited Knowledge Improving to Advanced	0	2	0 x 2	0
Number with OPI Growth Greater than State Average	4	1	4 x 1	4
Total Points				**30**
Total Number of Students	**46**			

TABLE 25: Calculation of Bottom 25% Growth Index

Subject	Number of Students	Number of Points	Calculation Points ÷ Students = GI	Letter Grade
Mathematics	61	42	42 ÷ 61 = .688	69 = D
Reading	46	30	30 ÷ 46 = .652	65 = D
Total	**107**	**72**	**72 ÷ 107 = .672**	**67 = D**

Section 3: Whole School Improvement

(SEE TABLES 26–48)

The Whole School Performance section includes educational statistics which promote the Achieving Classroom Excellence (ACE) and College, Career, and Citizen Readiness (C3) initiatives adopted by the State of Oklahoma. Items incorporated in these calculations include student attendance rate, dropout rate, graduation rate, advanced course participation and performance, college entrance exam participation and performance, college remediation rates, cohort graduation rate for low-performing eighth grade students, five plus year graduation rate, participation in ACE graduation criteria curriculum, and staff and patron survey data. Some data are not yet available and will be added as they become available. Each item is carry weighted and combined for a whole school performance grade. An explanation of the manner in which each indicator is calculated and assigned a letter grade follows.

Each school will be assigned a letter grade of "A", "B", "C", "D", or "F" for Whole School Improvement based on the indicators appropriate for the grade level of the site. Each indicator receives a letter grade of A-F. A letter grade of "A" is worth 4 points, "B" worth 3 points, "C" worth 2 points, "D" worth 1 point, and an "F" worth zero points.

TABLE 26: Letter Grade Point Value

Letter Grade	Point Value
A	4
B	3
C	2
D	1
F	0

The point values are averaged based on the weights assigned to each indicator to compute a Whole School Improvement GPA. Additionally, some indicators will be assigned a point value and included in the calculation as bonus points. The calculated GPA will be converted to a letter grade which is worth 33% of the school's final letter grade.

For grade card reporting, each school will be classified as elementary, middle, or high school based on the highest grade served in the school. For example, if a school serves students in grades 2-6, the school will be classified as an elementary school. If the school serves students in grades 7-9, the school will be classified as a middle/junior high school. If a school serves grade 10 or above, they will be classified as a high school. For schools with grade 10 as the highest grade served, the letter grade earned by the high school it feeds is used in the school's final overall grade. Table 27 serves as a guide for classification.

TABLE 27: Classification Guide

Highest Grade Served	Elementary	Middle/ Junior High	High
Kindergarten	Yes		
First	Yes		
Second	Yes		
Third	Yes		
Fourth	Yes		
Fifth	Yes		
Sixth	Yes		
Seventh		Yes	
Eighth		Yes	
Ninth		Yes	
Tenth			Yes
Eleventh			Yes
Twelfth			Yes

Elementary Schools

For elementary, the indicators to determine the grade are Student Attendance Rate, and Dropout Rate. In future years, student attendance will account for 96% of the grade and dropout rate will account for 4% of the grade, plus bonus points for advanced course work, school climate survey and parent and community engagement. The formula for computing the elementary whole school improvement GPA is:

Whole School Improvement GPA =
Student Attendance Point Value * .96
+ Dropout Rate * .04
+ Bonus Points

There are no tracked dropouts at the elementary level during 2011-12. Therefore, the elementary Whole School Component for the report card issued in August/September 2012 will use the Student Attendance Rate as 100% of the component.

Any value of 3.75 to 4.0 will translate to an "A", a value of 2.75 to 3.74 a "B", a value of 1.75 to 2.74 a "C", a value of 0.75 to 1.74 a "D", and below a 0.75 will translate to an "F". The example in Table 29 demonstrates two scenarios of the elementary school calculation.

TABLE 28: GPA to Letter Grade

GPA Range	Letter Grade
3.75 – 4.0	A
2.75 – 3.74	B
1.75 – 2.74	C
0.75 – 1.74	D
Below 0.75	F

TABLE 29: Elementary Calculation Scenarios

	SCENARIO 1			SCENARIO 2		
Indicator	**Letter Grade**	**Calculation**	**Points**	**Letter Grade**	**Calculation**	**Points**
Student Attendance	B	(3 x .96)	2.88	C	(2 x .96)	1.92
Dropout Rate	A	(4 x .04)	.16	A	(4 x .04)	.16
Subtotal			3.04 B			2.08 C
Bonus						
School Climate Survey	Y		.06	N		.00
Parent & Community Engagement	Y		.06	N		.00
Advanced Coursework	N		.00	N		.00
Total Bonus			.12			.00
Total GPA			**3.16**			**2.08**
Whole School Letter Grade			**B**			**C**

Middle Schools

The indicators used to determine the grade for Middle/JR High Schools are Student Attendance Rate, Advanced Coursework and Dropout Rate, plus bonus points for school climate survey and parent and community engagement. Student attendance will account for 90% of the grade, Advanced Coursework will carry 6% and dropout rate will carry 4% of the grade. The formula for computing the middle school whole school improvement GPA is:

Whole School Improvement GPA =
Attendance Point Value * .90 + Dropout Rate * .04
+ Advanced Coursework Point Value * .06
+ Bonus Points

Any value of 3.75 to 4.0 will translate to an "A", a value of 2.75 to 3.74 a "B", a value of 1.75.0 to 2.74 a "C", a value of 0.75 to 1.74 a "D", and below a 0.75 will translate to an "F". The example in Table 31 demonstrates two scenarios of the middle school calculation.

TABLE 30: GPA to Letter Grade

GPA Range	Letter Grade
3.75 – 4.0	A
2.75 – 3.74	B
1.75 – 2.74	C
0.75 – 1.74	D
Below 0.75	F

TABLE 31: Middle School Calculation Scenarios

	SCENARIO 1			SCENARIO 2		
Indicator	**Letter Grade**	**Calculation**	**Points**	**Letter Grade**	**Calculation**	**Points**
Student Attendance	A	(4 x .90)	3.6	B	(3 x .90)	2.7
Dropout Rate	D	(1 x .04)	.04	A	(4 x .04)	.16
Advanced Coursework	D	(1 X .06)	.06	D	(1 X .06)	.06
Subtotal			3.7 B			2.92 B
Bonus						
School Climate Survey	Y		.06	N		.00
Parent & Community Engagement	Y		.00	N		.00
Total Bonus			.06			.00
Total GPA			**3.76**			**2.92**
Whole School Letter Grade			**A**			**B**

High Schools

Each high school is assigned a letter grade of "A", "B", "C", "D", or "F" for Whole School Improvement based on several indicators. The indicators include: 1) Graduation Rate; 2) Participation in advanced coursework (i.e. Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), concurrent college enrollment, and industry certification courses); 3) Performance on AP and IB exams; 4) Performance in concurrent enrollment, AICE, and industry certification courses; 5) college entrance exam participation (ACT or SAT); 6) college entrance exam performance; 7) high school graduation rate of low achieving eighth grade students; and 8) five or more year graduation rate.

Each indicator receives a letter grade of A-F. The indicators are combined to create a weighted grade point average. A letter grade of "A" is worth 4 points, "B" worth 3 points, "C" worth 2 points, "D" worth 1 point, and an "F" worth zero points.

Additionally, four indicators can provide bonus points in the calculation of the Whole School Improvement grade: (School Climate Survey, parent and community engagement, college preparatory coursework, and college remediation). The calculated GPA will be converted to a letter grade which is worth 33% of the school's final letter grade. Graduation Rate is worth 79% of the Whole School Improvement Grade, and each of the other seven indicators is worth 3% of the component. The Bonus Point items are each worth .06 in the grade calculation. The formula for computing the Whole School Improvement GPA for a high school is:

Whole School Improvement GPA =
Graduation Rate Point Value * .79
+ Advanced Coursework Participation * .03
+ AP/IB Exam Performance * .03
+ Advanced Course Performance * .03
+ College Entrance Exam Participation * .03
+ College Entrance Exam Performance * .03
+ Eighth Grade Graduation * .03
+ Five Year Graduation Rate * .03
+ Bonus Points

Any value of 3.75 to 4.0 will translate to an "A", a value of 2.75 to 3.74 a "B", a value of 1.75 to 2.74 a "C", a value of 0.75 to 1.74 a "D", and below a 0.75 will translate to an "F".

TABLE 32: Letter Grade Point Value

Letter Grade	Point Value
A	4
B	3
C	2
D	1
F	0

TABLE 33: GPA to Letter Grade

GPA Range	Letter Grade
3.75 – 4.0	A
2.75 – 3.74	B
1.75 – 2.74	C
0.75 – 1.74	D
Below 0.75	F

The example in Table 34 demonstrates the effect the additional indicators have on the calculations for a high school with a graduation rate of "B". In Scenario 1, the high school receives an "A" on every other indicator; and, in Scenario 2, the school receives "D's".

In Scenario 1, the school achieved a Whole School Improvement letter grade of "B" even though they earned an "A" in each of the other seven indicators plus earned all the bonus indicators. In Scenario 2, the school was able to maintain a subtotal grade of "B" even though the school received a letter grade of "D" in the remaining indicators because of the bonus points awarded in three of the four items.

Initially, the eighth grade graduation rate will not be available for FY2012. The three percent weight associated with it will be split between College Entrance Exam Participation and College Entrance Exam Performance giving them a .045 weight in the calculation.

TABLE 34: High School Calculation Scenarios

	SCENARIO 1			SCENARIO 2		
Indicator	**Letter Grade**	**Calculation**	**Points**	**Letter Grade**	**Calculation**	**Points**
Graduation Rate	B	(3 x .79)	2.37	B	(3 x .79)	2.37
Advanced Coursework Participation	A	(4 x .03)	.12	D	(1 x .03)	.03
AP/IB Exam Performance	A	(4 x .03)	.12	D	(1 x .03)	.03
Advanced Courses Performance	A	(4 x .03)	.12	D	(1 x .03)	.03
College Entrance Exam Participation	A	(4 x .03)	.12	D	(1 x .03)	.03
College Entrance Exam Performance	A	(4 x .03)	.12	D	(1 x .03)	.03
Eighth Grade Graduation Rate	A	(4 x .03)	.12	D	(1 x .03)	.03
Five Year Graduation Rate	A	(4 x .03)	.12	D	(1 x .03)	.03
Subtotal			3.21 B			2.58 C
Bonus						
School Climate Survey	Y		.06	Y		.06
Parent & Community Engagement	Y		.06	Y		.06
ACE Graduation Participation	Y		.06	Y		.06
College Remediation	Y		.06	N		.00
Total Bonus			.24			.18
Total GPA			**3.45**			**2.76**
Whole School Letter Grade			**B**			**B**

Description of Each Indicator

This section explains how each indicator is calculated and assigned a letter grade.

Student Attendance (Elementary and Middle)

Student attendance is calculated as the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). ADA is calculated by dividing the total number of days students were present by the number of days in the school calendar. ADM is calculated by dividing the total number of days students were enrolled in school by the number of days in the school calendar. A student attendance rate from 94% to 100% will receive an "A", 92% to 93.9% will receive a "B", 90% to 91.9% will receive a "C", 88% to 89.9% will receive a "D", and a student attendance rate below 88% = F.

Advanced Coursework (Middle)

Advanced coursework is defined as the percentage of students who are taking higher level coursework and completing the course successfully. Middle schools earn a grade based on the percentage of students taking traditional high school courses, pre-Advanced Placement courses, or other advanced coursework in a traditional classroom or in a virtual environment in the middle school grades, and who achieve a grade of "C" or better in the course.

A letter grade will be earned for the percentage of students in the school who are taking higher level coursework, based on the following criteria: 30% or Higher = A, 25% – 29% = B, 20% – 24% = C, 15% – 19% = D, 14% or below = F.

Dropout Rate (Elementary and Middle)

For this component, schools shall earn a grade based on the number of students reported as dropouts to the Oklahoma State Department of Education on the Annual Dropout Report. Currently, dropout data is only collected for grade 7-12. This will be expanded to include K-12 beginning in SY2012-13. For elementary and middle schools, the calculation of dropout rate will use the same methodology as the high school dropout rate which is calculated according to criteria set by the National Center for Educational Statistics (NCES) for Common Core Data [OAC 210:10-13-20 (iii)] and reflects the number of students in Grades 9-12 and under the age of 19 who dropped out of school during the most recent federal fiscal year - October 1 through September 30. State law (70 O.S.§ 35E) defines a dropout as "any student who is under the age of 19 and has not graduated from high school and is not attending any public or private school or is otherwise receiving an education pursuant to law for the full term the schools of the school district in which he/she resides are in session."

NCES further defines a dropout as an individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a state- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private

TABLE 35: Attendance (Elementary & Middle)

Attendance Rate	Letter Grade
94% – 100%	A
92% – 93.9%	B
90% – 91.9%	C
88% – 89.9%	D
Below 88%	F

TABLE 36: Advanced Coursework (Middle)

Advanced Coursework	Letter Grade
30% or Above	A
25% – 29%	B
20% – 24%	C
15% – 19%	D
Below 15%	F

TABLE 37: Dropout Rate (Elementary & Middle)

Dropout Rate	Letter Grade
0% – .09%	A
1% – 1.9%	B
2% – 2.9%	C
3% – 3.9%	D
Above 3.9%	F

school, or state- or district-approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

Although high school dropout rate is not listed as a separate line item on the high school report card, it is included in the calculation of the high school graduation rate discussed in the next section. Because the dropout window follows the federal fiscal year, the dropout rate included on the A-F report card will be from the previous school year. The rate is calculated using the following formula:

Dropout Rate =
Number of reported dropouts
÷ October 1 Enrollment

A dropout rate from 0% to 0.9% will receive an "A", 1% to 1.9% a "B", 2% to 2.9% a "C", 3% to 3.9% a "D", and dropout rate above 3.9% will receive an "F".

Four Year High School Graduation Rate (High School Only)

A four-year high school graduation rate is calculated with the following formula:

$$\text{Graduation Rate} = \frac{\text{Number of Students who Graduated in 4 Years or Less}}{\text{Total Number of Graduates in Current Year} + \text{Number of GED's in Current Year} + \text{12th Grade Dropouts in Current Year} + \text{11th Grade Dropouts Last Year} + \text{10th Grade Dropouts in Two Years ago} + \text{9th Grade Dropouts in Three Years ago}}$$

Table 39 provides an example of the Four Year High School Graduation Rate calculation.

TABLE 38: Graduation Rate

Graduation Rate	Letter Grade
90 or Above	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

TABLE 39: Four Year High School Graduation Rate Calculation

Number of Students who Graduated in 4 Years or Less	**80**
Total Number of Graduates in Current Year	86
+ Number of GED's in Current Year	3
+ 12th Grade Dropouts in Current Year	2
+ 11th Grade Dropouts Last Year	4
+ 10th Grade Dropouts Two Years ago	6
+ 9th Grade Dropouts Three Years ago	1
Total Cohort	**102**
High School 4 Year Graduation Rate	**80/102 = .784 (78.4%)**

Advanced Coursework Participation (High School Only)

Advanced Coursework Participation is defined as successful completion of Advanced Placement (AP) courses, International Baccalaureate (IB) programs, dual enrollment in college courses, Advanced International Certificate of Education (AICE), and industry certification courses. For this component, participation shall be calculated for the school year by dividing a count of accelerated coursework participants in grades nine (9) through twelve (12) by the count of all students enrolled in grades eleven (11) and twelve (12) on the Accreditation Report. A student must earn a passing grade of "A", "B", "C", or "D" in the course in order to be counted as a participant.

Schools with 75% to 100% of eligible students participating in advanced coursework will receive a letter grade of "A", 65% to 74% a "B", 50% to 64% a "C", 30% to 49% a "D", and below 30% will receive an "F".

AP/IB Exam Performance (High School Only)

Schools receive a letter grade for student performance on the Advanced Placement (AP) and International Baccalaureate (IB) subject area exams. Students scoring a three (3) or better on the AP exams, or a four (4) or better on IB exams shall be considered passing the exam.

Schools with 75% to 100% of test takers passing the exam shall receive a letter grade of "A", 65% to 74% a "B", 50% to 64% a "C", 30% to 49% a "D", below 30% will receive an "F". Schools with students enrolled in AP or IB course that do not attempt the exam will be given an "F".

Advanced Coursework Performance (High School Only)

Schools receive a letter grade for student performance in concurrent enrollment in college courses, Advanced International Certificate of Education (AICE), and industry certification courses. For this component, the denominator of the performance calculation shall include all students who took an accelerated course or subject area examination during the academic year. AICE successful completion is defined as earning a "C" or higher and being awarded credit for specific postsecondary course(s). For concurrent enrollment, successful completion is defined as a passing grade of "C" or higher. For industry certification, successful completion is defined as passing an industry certification examination. Schools can earn additional successful completions for students who achieve industry certifications that result in credit for more than one (1) college course through statewide articulation agreements. A letter grade shall be earned based on the percentage of students enrolled in these programs who meet the criteria listed above.

Schools with 90% to 100% of students successfully completing advance coursework will receive a letter grade of "A", 80% to 89% a "B", 70% to 79% a "C", 60% to 69% a "D", and below 60% will receive an "F".

TABLE 40: Advanced Coursework Participation (High School)

Advanced Coursework	Letter Grade
75% or Above	A
65% – 74%	B
50% – 64%	C
30% – 49%	D
Below 30%	F

TABLE 41: AP/IB Exam Performance (High School)

Advanced Coursework	Letter Grade
75% or Above	A
65% – 74%	B
50% – 64%	C
30% – 49%	D
Below 30%	F

TABLE 42: Advanced Coursework Performance (High School)

Advanced Coursework	Letter Grade
90% or Above	A
80% – 89%	B
70% – 79%	C
60% – 69%	D
Below 60%	F

College Entrance Exam Participation (High School Only)

Schools receive a letter grade for the percent of students taking a college entrance exam: (ACT and SAT). The percent is calculated by dividing the number of seniors ever taking an exam by the number in grade twelve (12) on the Accreditation Report. Students will be counted one time for taking the ACT and one time for taking the SAT, regardless of the number of times the ACT and SAT are taken. Schools with 75% to 100% of the senior class tested receive an "A", 65% to 74% a "B", 50% to 64% a "C", 30% to 49% a "D", and less than 30% will receive an "F".

TABLE 43: College Entrance Exam Participation (High School)

Exam Participation	Letter Grade
75% or Above	A
65% – 74%	B
50% – 64%	C
30% – 49%	D
Below 30%	F

College Entrance Exam Performance (High School Only)

For this component, schools will earn a grade based on the percentage of seniors scoring an ACT composite score of 20 or greater, or an SAT score of 1410 or greater. Students will be counted one time for each test examination, regardless of the number of times the ACT and SAT are taken. The most recent test score on file will be used. Schools with 75% to 100% of tested students achieving the levels above will receive a letter grade of "A", 65% to 74% will receive a "B", 50% to 64% will receive a "C", 30% to 49% will receive a "D", and below 30% will receive an "F".

TABLE 44: College Entrance Exam Performance (High School)

Exam Performance	Letter Grade
75% or Above	A
65% – 74%	B
50% – 64%	C
30% – 49%	D
Below 30%	F

Low Performing Eighth Grade Cohort Graduation Rate (High School Only)

Schools will receive a letter grade for helping low achieving eighth grade students graduate from high school in four years. Low achieving students are defined as those scoring limited knowledge or unsatisfactory on the eighth (8th) grade reading or mathematics OSTP assessments. The formula for computing a graduation rate for 2011-12 is:

Low Performing Eighth Grade Cohort Graduation Rate =

$$\frac{\text{The number of seniors who earned a regular high school diploma by the end of the 2011- 2012 school year who scored Unsatisfactory or Limited Knowledge on the 8th Grade Reading or Math State Assessment}}{\text{Number of low performing first-time 9th graders in fall 2008 (starting cohort) plus low-performing students who transfer in, minus low performing students who transfer out, emigrate, or die during school years 2008-2009, 2009-2010, 2010-2011, and 2011-2012}}$$

A graduation rate from 85% to 100% will receive an "A", 75% to 84% a "B", 65% to 74% a "C", 55% to 64% a "D", and a graduation rate below 55% will receive an "F".

TABLE 45: Low Performing Graduation Rate (High School)

Graduation Rate	Letter Grade
85% or Above	A
75% – 84%	B
65% – 74%	C
55% – 64%	D
Below 55%	F

Table 46 provides an example of the Low Performing Eighth Grade Cohort Graduation Rate.

TABLE 46: Low Performing Eighth Grade Cohort Graduation Rate Example	
Number of Low Performing Students who Graduated in 2011-12	**40**
Number of Low Performing Students in 9th Grade Fall 2008-09	50
Plus	
Low Performing 9th Grade transfers In during 2008-09	8
Low Performing 10th Grade transfers In during 2009-10	6
Low Performing 11th Grade transfers In during 2010-11	4
Low Performing 12th Grade transfers In during 2011-12	2
Minus	
Low Performing 9th Grade transfers Out during 2008-09	12
Low Performing 10th Grade transfers Out during 2009-10	4
Low Performing 11th Grade transfers Out during 2010-11	6
Low Performing 12th Grade transfers Out during 2011-12	0
Total Cohort	**48**
High School 5+ Year Graduation Rate	**40/48 = .833 (83.3%)**

High School 5+ Year Graduation Rate (High School)
Schools will be given a letter grade on a graduation rate that includes students who took more than four years to graduate. A 5+ year high school graduation rate is calculated with the following formula:

Graduation Rate =
Total Number of Students who Graduated in Current Year

Total Number of Graduates in Current Year
+ Number of GED's in Current Year
+ 12th Grade Dropouts in Current Year
+ 11th Grade Dropouts Last Year
+ 10th Grade Dropouts in Two Years ago
+ 9th Grade Dropouts in Three Years ago

A graduation rate from 90% to 100% will receive an "A", 80% to 90% a "B", 70% to 80% a "C", 60% to 70% a "D", and a graduation rate below 60% will receive an "F". Table 48 provides an example of the 5+ Year High School Graduation Rate calculation.

TABLE 47: 5 Year Graduation Rate (High School)	
Graduation Rate	**Letter Grade**
90% or Above	A
80% – 89%	B
70% – 79%	C
60% – 69%	D
Below 60%	F

TABLE 48: Five + Year High School Graduation Rate Calculation	
Number of Students who Graduated in Current Year	**86**
Total Number of Graduates in Current Year	86
+ Number of GED's in Current Year	3
+ 12th Grade Dropouts in Current Year	2
+ 11th Grade Dropouts Last Year	4
+ 10th Grade Dropouts Two Years ago	6
+ 9th Grade Dropouts Three Years ago	1
Total Cohort	**102**
High School 5+ Year Graduation Rate	**86/102 = .843 (84.3%)**

Bonus Items

Advanced Coursework (Elementary Only)

Elementary schools can earn bonus points for the percent of students who are taking middle school coursework. If 3% or more fifth grade students are taking middle school coursework, the school will receive bonus points.

School Climate Survey

Schools can earn bonus points based on the results of the Oklahoma School Climate Survey, which should be made available to all faculty, parents, and students. The Oklahoma School Climate Survey must be completed by at least ninety percent (90%) of faculty, twenty percent (20%) of students, and ten percent (10%) of parents in the school. The survey will be administered online and results submitted directly to the Oklahoma State Department of Education. An average rating of 4 on a 5 point scales will qualify for the bonus points.

Parent & Community Engagement

Schools can earn bonus points based on the number of volunteer hours performed during the school year by parents or community members. Schools receiving one volunteer hour for each student enrolled as found on the October Accreditation Report will receive the bonus points.

ACE Graduation Plan Participation

High schools serving students in grades nine (9) through twelve (12) can earn bonus points based on the percentage of students completing the State's College and Career Preparatory Curriculum. Participation is calculated by summing of all students, in grades nine (9) through twelve (12), enrolled in college preparatory coursework, and dividing by the total number of students enrolled in the school in grades nine (9) through twelve (12). Schools having 90% or more students taking the College and Career Preparatory Curriculum will receive the bonus points.

College Remediation Rates

The college remediation rate is calculated by dividing the unduplicated count of students needing remediation in reading, English, math, or science by the total number of the students attending an Oklahoma college or university. Schools with 25% or less graduates enrolled in college remedial classes will receive the bonus points.

A-F

Report Card Guide

OKLAHOMA STATE DEPARTMENT OF EDUCATION

This 2012 report card is released in the initial phase of the A-F reform
No school identified under the new accountability system will face any new requirements than if they had been identified in the 2011-12 school year.

Simulated A-F Report Card
Grades K–5

District: EXAMPLE DISTRICT School: EXAMPLE ELEMENTARY SCHOOL

B

2.83
GPA

Student Achievement (33%) *

Subject	# of Students	Performance Index	Letter Grade
Language Arts	177	77	C
Mathematics	175	88	B
Science	61	77	C
Social Studies/History/Geography	61	59	F
Writing	57	83	B
Overall 2011 Student Performance Grade	**531**	**79**	**C**

Overall Student Growth (17%) **

Subject	# of Students	Growth Index	Letter Grade
Language Arts	120	80	B
Mathematics	120	87	B
Overall 2011 Student Growth Grade	**240**	**83**	**B**

Bottom 25 Percent Growth (17%) ***

Subject	# of Students	Growth Index	Letter Grade
Language Arts	30	64	D
Mathematics	30	79	C
Overall Bottom Quartile Growth Grade	**60**	**72**	**C**

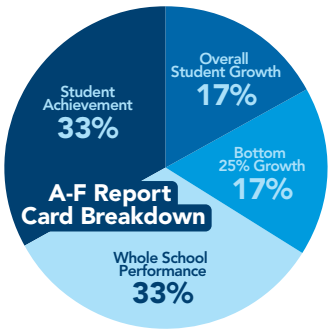
Whole School Performance (33%) ****

Student Attendance Rate		95%	A
Dropout Rate		0%	A
Advanced Coursework		***	***
	Bonus		
School Climate Survey	Y		
Parent & Community Engagement	Y		
Total Community School Participation Grade			**A**
FINAL GRADE			**B**

School Performance Grading Scale

How is overall GPA (grade point average) determined for a school?

GPA Range	Letter Grade
3.75 – 4.0	A
2.75 – 3.74	B
1.75 – 2.74	C
0.75 – 1.74	D
Below 0.75	F



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*****Bottom 25 Percent Growth:** 17% is based on the growth of the bottom 25 percent of students as measured by Oklahoma's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests for the lowest 25 percent of students in the school.

******Whole School Performance:** 33% of the final grade is based on whole school improvement, based on a variety of factors including attendance, dropout rate and parent & community engagement.

DRAFT

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Simulated A-F Report Card
Grades 6–8

District: EXAMPLE DISTRICT School: EXAMPLE MIDDLE SCHOOL

B

3.15 GPA

Student Achievement (33%) *

Subject	# of Students	Performance Index	Letter Grade
Language Arts	353	88	B
Mathematics	389	88	B
Science	115	98	A
Social Studies/History/Geography	171	94	A
Writing	111	94	A
Overall 2011 Student Performance Grade	**1,139**	**90**	**A**

Overall Student Growth (17%) **

Subject	# of Students	Growth Index	Letter Grade
Language Arts	283	84	B
Mathematics	319	81	B
Overall 2011 Student Growth Grade	**602**	**82**	**B**

Bottom 25 Percent Growth (17%) ***

Subject	# of Students	Growth Index	Letter Grade
Language Arts	53	51	F
Mathematics	48	38	F
Overall Bottom Quartile Growth Grade	**101**	**45**	**F**

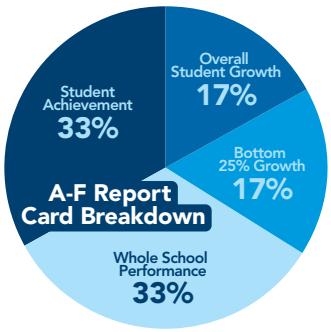
Whole School Performance (33%) ****

Student Attendance Rate		97%	A
Dropout Rate		0%	A
Advanced Coursework		27%	B
	Bonus		
School Climate Survey	Y		
Parent & Community Engagement	N		
Total Community School Participation Grade			**A**
FINAL GRADE			**B**

School Performance Grading Scale

How is overall GPA (grade point average) determined for a school?

GPA Range	Letter Grade
3.75 – 4.0	A
2.75 – 3.74	B
1.75 – 2.74	C
0.75 – 1.74	D
Below 0.75	F



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DRAFT

This is a Simulated Sample Only

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Simulated A-F Report Card
Grades 9–12

District: EXAMPLE DISTRICT School: EXAMPLE HIGH SCHOOL

B

3.34 GPA

Student Achievement (33%) *

Subject	# of Students	Performance Index	Letter Grade
Language Arts	717	94	A
Mathematics	979	83	B
Science	428	86	B
History	369	91	A
Overall 2011 Student Performance Grade	**2,493**	**88**	**B**

Overall Student Growth (17%) **

Subject	# of Students	Growth Index	Letter Grade
Language Arts	312	107	A
Mathematics	313	106	A
Overall 2011 Student Growth Grade	**625**	**106**	**A**

Bottom 25 Percent Growth (17%) ***

Subject	# of Students	Growth Index	Letter Grade
Language Arts	86	90	A
Mathematics	83	95	A
Overall Bottom Quartile Growth Grade	**169**	**92**	**A**

Whole School Performance (33%) ****

Graduation Rate		84.5%	B
Advanced Coursework Participation		78.2%	C
AP/IB Exam Performance		58.9%	C
Advanced Courses Performance		86.3%	B
College Entrance Exam Participation		73.7%	B
College Entrance Exam Performance		60.4%	C
Eighth Grade Graduation Rate		***	***
Five Year Graduation Rate		***	**
	Bonus		
School Climate Survey	Y		
Parent & Community Engagement	Y		
ACE Graduation Participation	Y		
College Remediation	Y		
Total Community School Participation Grade			**B**
FINAL GRADE			**B**

School Performance Grading Scale

How is overall GPA (grade point average) determined for a school?

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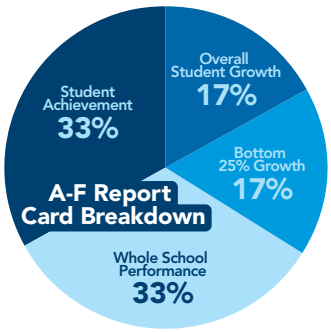
2.75 – 3.74	B
1.75 – 2.74	C
0.75 – 1.74	D
Below 0.75	F



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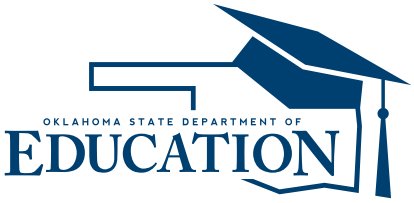
A-F

Report Card Guide