Last Updated: Thursday, September 17, 2015

SDE

A to F Report Card Calculation Guide

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Updates

Changes in legislation and policy may require changes to this technical guide after its initial publication. Any significant updates will be included here as well as in the appropriate section, if applicable.

ELL 1st Year Exemptions

USDE requires that students who are exempted from state reading/Language Arts assessments due to being enrolled for the first time in a U.S. school within the previous 12 months take an English language proficiency assessment in order to count for participation (34 C.F.R. § 200.20(f)(1)(i)(A)). Exempted students who do not take an English language proficiency assessment are counted as a non-participant.

Writing Exams

For school year 2014 – 2015, OCCT writing exams will not be used in the performance component of the A-F Report Card. They will still be included in participation calculations.

Math Double Testing Waiver

Middle School students who take a Math EOI (i.e., Algebra I, Geometry, or Algebra II) are not required to take the grade level Mathematics OCCT. The EOI will be used in lieu of the Math OCCT for all A-F calculations, including participation, performance, and growth.

How to Use This Guide

The goal of this document is to provide a detailed description of how the A-F Report Card are calculated, from where we receive the data to how all components are combined into a single letter grade. As this is a relatively technical document, it is meant for individuals already familiar with the A-F system. If you are new to the A-F Grading System, we recommend you first read the "A-F Report Card Quick Reference Guide" available on the SDE website.

The guide will first provide a general description of the major components that comprise the A-F Report Card. Second, it will describe the calculation of each component in detail, including the calculation of bonus points. Finally, the guide will describe the calculation of state report cards. All terms in bold font are defined in further detail in a glossary at the end of the document. If you are reading this document online, clicking any bolded term will take you directly to its entry in the glossary. You may also click on any heading in the Table of Contents to take you directly to the appropriate section.

Who Is Eligible for an A-F Report Card?

All **Public school sites** in Oklahoma will receive an A-F report card *unless* they meet one of the following criteria:

- The site is a pre-kindergarten-only center.
- The site's highest grade served is kindergarten, first grade or second grade, and there is no other site where at least 60 percent of the original site's students attend third grade (which is described in more detail in the following section).
- The site is a state juvenile facility or a full time residential facility providing educational services to students by joint agreement with one or more school districts.
- The site serves any grade between third grade and 12th grade (inclusive) but has fewer than 10 students with valid **Oklahoma State Testing Program (OSTP (OSTP)** exam scores.

Calculation of the Overall Letter Grade

The A-F Report Card is comprised of two primary components, each worth one-half of the overall grade: Student Performance and Student Growth. In addition, schools will have the opportunity to earn up to 10 bonus points that are added to their final grade. Below is a brief description of the components, each of which will be described in more detail later in this document.

Student Performance

The Component 1: Student Performance component includes performance on all Oklahoma State Testing Program (OSTP) exams administered by the State Board of Education pursuant to 70 O.S. § 1210.508 during the most recent school year, including the **Oklahoma Core Curriculum Tests (OCCT).** , **End-of-Instruction (EOI) Exams**, and the **Oklahoma Alternative Assessment Program (OAAP).** OAAP scores are subject to the **One Percent Cap** on allowable proficient and advanced scores established by federal No Child Left Behind regulations at 34 C.F.R. § 200.13(c)(1). Every content area is included (Reading, Math, Science, Social Studies, History, Geography, Writing, Algebra I, Geometry, Algebra II, English II, English III, Biology I and US History Exams). All testing sessions (Summer, Winter/Trimester, Winter Retest, Spring Retest and Spring) are included. However, testing records designated as "**Second Time Test**" (EOIs only), "**Full Academic Year (FAY)/Not Full Academic Year (NFAY)**" or "**Other Placement**" will be excluded from all calculations. Students are only counted once per test subject (e.g., Mathematics, Algebra I, Geometry, etc.).

Student Growth

The Component 2: Student Growth component is divided into two sub-components: growth of all students in a school and growth of the bottom 25 percent of students in the school. The student growth section includes the Reading and Mathematics exams taken by students in grades 3-8, and the Algebra I EOI and English II EOI exams taken by students in high school grades. Records included in the Student Performance component will be paired with a previous reading or math score to evaluate growth, if available. The paired scores must come from similar versions of the exam. For example, a regular exam must be compared to a regular exam, and a portfolio assessment must be compared to a portfolio assessment. If one of the sub-components cannot be calculated, then the remaining category will carry the full weight for the Student Growth grade.

Bonus Points

Schools have the opportunity to earn up to 10 **Bonus Points** added to their final grade. These bonus points can be earned by achieving established criteria in attendance, advanced coursework, dropouts, graduation, college entrance exams and/or overall EOI performance.

The Overall Letter Grade

A final percentage grade will be calculated for each component and subsequently combined according to their respective weights to create a total percentage ranging from 0 percent to 100 percent for the school. Intermediate calculations (e.g., Student Performance * .50) are carried out to two decimal places.

Any bonus points earned will be added to the total percentage as extra credit to create the **Final Report Card Index**. Thus, the maximum possible score will be 110 percent. The Final Report Card Index will be used to assign the **Final letter grade** to a school.

The tables below indicate the weight each component will carry (Table 1), how the overall report card index will be calculated from the component indices (Table 2) and how the final index will be converted to a letter grade (Table 3).

Table 1

Component Weights in Final Grade

Component	Weight
Student Performance	50%
Student Growth	
Overall Student Growth	25%
Bottom 25% Growth	25%

Table 2

Report Card Index Calculation

(Student Performance Index * .50) +

(Overall Student Growth Index * .25) +

(Bottom 25% Growth Index * .25) +

(Bonus Points) =

Final Report Card Index

Table 3

Final Index to Letter Grade

Final Index Range	Final Index Grade	Final Index Range	Final Index Grade
97% and above	A+	77% -79%	C+
93% - 96%	A	73% - 76%	C
90% - 92%	A-	70% - 72%	C-
87% -89%	B+	67% -69%	D+
83% - 86%	B	63% - 66%	D
80% - 82%	B-	60% - 62%	D-

Table 4 provides an example of the calculation for a school's overall grade. Because the report card index is 86, the overall grade would be a "B".

Table 4

Example Calculation

Component	Index	Multiplier	Weighted Points
Student Performance	76	.50	38.00
Student Growth			
Overall Student Growth	73	.25	18.25
Bottom 25% Growth	88	.25	22.00
Bonus Points	***	***	8
			Overall Calculated Index 86%
			Overall Letter Grade B

A component or sub-component must have at least 10 students with valid test scores in order to calculate an index for that component. A school will not earn a grade in any component unless the minimum N-size is met (bonus points do not require a minimum N-size). When there are fewer than 10 students in a component or sub-component, the component weights will change accordingly. For example, if a school has fewer than 10 students in the bottom 25-percent category, the Overall Student Growth sub-component is the sole determining factor in the Student Growth component of the final grade (i.e., 50 percent).

Additionally, if an elementary school site does not have tested grades (e.g. kindergarten through second grade) but is still eligible for an A-F Report Card, it will receive both the Student Performance score and the Student Growth score of its associated **Feeder Pattern School** (with the exception of bonus points, which will be determined by the original school's attendance rather than that of the associated school). A feeder pattern school is defined as the school to which 60 percent or more of the students from the school without tested grades are enrolled upon promotion to third grade. A feeder pattern school that will be associated with a school without tested grades will be identified by the **Oklahoma State Department of Education** using enrollment records from the **WAVE**.

Test Participation

Schools are expected to test 100% of **Eligible Students** enrolled during the testing window, regardless of FAY status. Schools that do not test a sufficient percentage of eligible students will have their final grade adjusted as follows (all percentages are rounded to the nearest percentage point):

- The school's Overall Letter Grade will be reduced by one whole letter grade if fewer than 95% of students have **Valid Scores** (aggregated across all subjects).
- The school's Overall Letter Grade will be reduced to an "F" if fewer than 90% of all students have valid scores (aggregated across all subjects).

For example, if a school has 50 eligible third-grade students, 50 eligible fourth-grade students and 50 eligible fifth-grade students, then it would be expected to produce valid scores for 150 Math exams, 150 Reading exams, 50 Writing exams, 50 Social Studies exams and 50 Science exams (450 total exams). If the school originally earned an "A-" on the report card, but only has 425 exams with valid scores (94%), then the Overall Letter Grade would be reduced to a "B-". Likewise, if the school only has 402 exams with valid scores (89%), then the Overall Letter Grade would be reduced to an "F".

Students who are exempted from state reading/Language Arts assessments due to being enrolled for the first time in a U.S. school within the previous 12 months take an English language proficiency assessment in order to count for participation (34 C.F.R. § 200.20(f)(1)(i)(A)). Exempted students who do not take an English language proficiency assessment are counted as a non-participant.

Students who are exempted from certain EOI assessments due to previously demonstrating mastery of the material via an alternate exam (e.g., ACT) will not be included the participation rate calculation for those subjects.

Component 1: Student Performance

Each school will receive a Student Performance Index (PI) based on student performance on all eligible exams administered in the Oklahoma State Testing Program (OSTP) during the most recent school year. The student PI will be worth 50 percent of the Final Report Card Index. Subjects included are those assessed on the OCCT, EOI, and OAAP testing programs (Reading, Math, Science, Social Studies, History, Geography, Writing, Algebra I, Geometry, Algebra II, English II, English III, Biology and US History).

All testing sessions (the previous Summer, Winter/Trimester, Winter Retest, Spring Retest and Spring) are included. However, testing records designated as "Second Time Test" (EOIs only), "Not Full Academic Year" (NFAY) or "Other Placement" will be excluded from all calculations. OAAP exams are subject to the 1 percent cap on proficiency level. Retained students in grades 3 – 8 are not considered to be Second Time Testers and are included in the Student Performance component.

Calculation of the Student Performance Component

The Student Performance component will be calculated by dividing the number of test scores that were "**Proficient**" or "**Advanced**" by the total number of eligible test records with valid scores.[1] The result will then be multiplied by 100 and rounded to the nearest whole number to form the **Performance Index (PI)**. The formula for calculating the PI is shown below:

$$PI = \left(\frac{(Number\ of\ Proficient + Number\ of\ Advanced)}{Total\ Number\ Tested}\right) \times 100$$

A school must have at least 10 students with valid test scores before a Performance Index is calculated. If a school has fewer than 10 students in a specific subject area, a PI will not be publically reported for that specific subject (although the records will still be used to calculate the overall Performance Index).

The PI has a range of zero to 100. If every student tested has a proficiency level of "**Unsatisfactory**" or "**Limited Knowledge**," then the index would equal zero. If every student tested has a proficiency level of "Proficient" or "Advanced," then the Performance Index would equal 100. Each school will receive a letter grade based on its PI (see Table 5). Please note that the letter grade is solely to aid in interpreting the PI. Only the Performance Index itself will be used in calculating the final index and letter grade.

Table 5

Performance Index	Letter Grade
90 and Above	A
80 – 89	B
70 – 79	C
60 – 69	D
59 and below	F

Tables 6 and 7 provide an example of how the Performance Index will be calculated for a traditional elementary school. For these and all subsequent tables, it will be assumed that no exams have an adjusted performance level due to the 1 percent OAAP cap. A PI calculation

[1] FAY students that are exempted due to previously demonstrating mastery of the material via an alternate exam (e.g., ACT) will be considered as "Proficient" for the purposes of the A-F Report Card.

based on the total numbers from all subject areas combined is 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. Note that even though Tables 6 and 7 illustrate the calculations, only the total number tested, PI and letter grade of each subject area will appear on the report cards.

Table 6 Example Distribution of Scores for an Elementary School

Content	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total Tested
Mathematics	2	8	100	19	129
Reading	3	13	93	20	129
Science	0	4	32	8	44
Social Studies	2	5	27	10	44
Writing	0	4	34	8	46
Total	**7**	**34**	**286**	**65**	**392**

Table 7 Example of Elementary Performance Index Calculation

Subject	Number Tested	Number Proficient	Number Advanced	Index Calculation	PI	Grade
Mathematics	129	100	19	((100 + 19) / 129) X 100	92	A
Reading	129	93	20	((93 + 20) / 129) X 100	88	B
Science	44	32	8	((32 + 8) / 44) X 100	91	A
Social Studies	44	27	10	((27 + 10) / 44) X 100	84	B
Writing	46	34	8	((34 + 8) / 46) X 100	91	A
Performance Index	**392**	**286**	**65**	**((286 + 65) / 392) X 100**	**90**	**A**

Based on the total performance of students in all academic areas tested, this school would earn a Performance Index (PI) of 90, which translates to a letter grade of “A”. The PI is worth 50

percent of the school's overall grade. The individual subject area grades and indices serve to highlight subject matter strengths and weaknesses. In this example, Social Studies had the lowest PI, whereas Mathematics had the highest calculated PI.

Tables 8 and 9 provide an example of how the Performance Index will be calculated for a traditional middle school. As with elementary schools, the subject area grades will be displayed to highlight strengths and weaknesses.

Table 8 Example Distribution of Scores for a Middle School

Subject	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total Tested
Mathematics/Algebra I	5	20	243	62	330
Reading	20	45	195	40	300
Science	0	5	75	10	90
History	7	20	60	3	90
Geography	5	15	80	10	110
Writing	0	5	80	5	90
Total	**37**	**110**	**733**	**130**	**1010**

Table 9 Example of Middle School Performance Index Calculation

Subject	Number Tested	Number Proficient	Number Advanced	Index Calculation	PI	Grade
Mathematics/ Algebra I	330	243	62	((243 + 62) / 330) X 100	92	A
Reading	300	195	40	((195 + 40) / 300) X 100	78	C
Science	90	75	10	((75 + 10) / 90) X 100	94	A
History	90	60	3	((60 + 3) / 90) X 100	70	C
Geography	110	80	10	((80 + 10) / 110) X 100	82	B
Writing	90	80	5	((80 + 5) / 90) X 100	94	A
Performance Index	**1010**	**733**	**130**	**((733 + 130) / 1010) X 100**	**85**	**B**

In this example, the school would earn a Performance Index (PI) of 85, which equates to a letter grade of "B". The highest performing areas were in Math, Science and Writing. History was the lowest performing subject area.

Tables 10 and 11 provide an example of how the Performance Index will be calculated for a traditional high school. As previously stated, the PI calculated on the last line of the table is the grade that will be worth 50 percent 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 75, which translates to a letter grade of "C".

Table 10 Example Distribution of Scores for a High School

Subject	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total Tested
Algebra I/Algebra II/ Geometry	12	36	86	12	146
English II/English III	8	12	66	8	94
Biology I	4	6	32	8	50
U.S. History	2	6	40	4	52
Total	**26**	**60**	**224**	**32**	**342**

Table 11 Example of High School Performance Index Calculation

Subject	Number Tested	Number Proficient	Number Advanced	Index Calculation	PI	Grade
Algebra I/ Algebra II/ Geometry	146	86	12	((86 + 12) / 146) x 100	67	D
English II/English III	94	66	8	((66 + 8) / 94) x 100	78	C
Biology I	50	32	8	((32 + 8) / 50) x 100	80	B
U.S. History	52	40	4	((40 + 4) / 52) x 100	85	B
Performance Index	**342**	**224**	**32**	**((224 + 32) / 342) x 100**	**75**	**C**

Component 2: Student Growth

Schools will also be assigned a grade based on individual student growth, worth 50 percent of the overall school grade. Because only math and reading are tested consistently from year to year, the growth indices will be based ***only*** on third through eighth grade Math and Reading exams (or Math EOI if taken by a middle school student), and Algebra I and English II exams. The Student Growth component will include all of the current year's third- through eighth-grade Math and Reading, Algebra I and English II test records that were included in the Student Performance component ***and*** can be paired with a previous test record. Please note that as with the Student Performance component, retained students in grades 3 through 8 are included in the Student Growth component. The criteria for the pairing of test records are as follows:

- Both test records must have identical State Testing Numbers.
- Both test records must have valid scores.
- Both records must be from the same subject and testing program (e.g., math exams can only be paired with math exams; OAAP exams can only be paired with OAAP exams).
- For students in grades 3 through 8 (including middle school students taking a math EOI in lieu of the OCCT), the previous exam record must be from the previous school year.
- For high school students taking Algebra I, the previous exam record must be the eighth-grade Math exam.
- For high school students taking English II, the previous exam record must be the eighth-grade Reading exam.

The previous exam record can come from any school in the state. In other words, students do not need to be in the same school two consecutive years to be included in the growth calculations.

Test records are not eligible to be included in Overall Student Growth if they are not also included in the Student Performance component. In other words, the assessment record must be marked as FAY, not "Other Placement" and not "Second Time Test." This restriction, however, does not apply to the previous exam record. For example, if John Doe was NFAY in third-grade math last year but FAY in fourth-grade math the current year, then John Doe will still be included in the growth calculations because eligibility requirements only apply to the current year's exam, not the previous exam. Also please note that the 1 percent cap on OAAP exams does not apply to Student Growth. Thus, all OAAP exams will be able to use their original performance levels.

The Student Growth component is divided into two sub-components:

1) Overall Student Growth: student growth for all students in a school
2) Bottom 25 Percent Student Growth: student growth for the bottom 25 percent of students in a school

Each sub-component is worth 25 percent of the overall final grade for a school. Like the performance component, a school must have at least 10 students with pre- and post-test scores in order to calculate each sub-component. If the number of unique students with paired exams is less than 10, then the Overall Growth and the Bottom 25 Percent Growth will not be calculated. In this situation, the Student Performance component will be worth 100 percent of the final grade. If only the Bottom 25 Percent Growth sub-component contains fewer than 10 students with paired exams but the Overall Student Growth sub-component has 10 or more students, then the Overall Student Growth sub-component will constitute the entire Student Growth component (50 percent of the overall grade). As with the Student Performance component, if a school has fewer than 10 students with pre- and post-test scores in a specific subject area, that subject area will not report out on the report card, although it will still be used to calculate the growth index.

Overall Student Growth

Overall Student Growth is measured by comparing proficiency levels across pre- and post-test scores for all students who meet the eligibility requirements for the Student Growth component (see above). An **Overall Growth Index (GI).** will be calculated for each subject area (Math/Algebra I and Reading/English II) by identifying students who meet at least one of the following criteria for growth:

- The student scores either "Proficient" or "Advanced" on both the current exam and the previous exam.
- The student's performance level on the current exam is higher than the student's performance level on the previous exam ("Advanced" is higher than "Proficient," which is higher than "Limited Knowledge," which is higher than "Unsatisfactory").
- The student demonstrates an increase in his or her **Oklahoma Performance Index (OPI).** score from the previous exam to the current exam that is greater than or equal to the statewide average of positive growth. The statewide average of positive growth is defined as the average OPI increase amongst all students who raised their OPI score from one year to the next.[2] The statewide average of positive growth is calculated separately for each grade level and subject.

[2] Because OAAP does not have OPI scores, this method applies to OCCT and EOI exams only.

The number of pre- and post-test score pairs that qualify for growth are divided by the total number of pairs and then multiplied by 100 ***[(Growth Pairs ÷ Total Pairs) X 100 = GI]***. The product will be an Overall Growth Index (GI) between zero and 100. If all students were ”Unsatisfactory” or “Limited Knowledge,” and none of them increased in either proficiency level or OPI score, then the calculation would result in an Overall Growth Index of zero.

Table 12

Growth Index	Letter Grade
90 and Above	A
80 – 89	B
70 – 79	C
60 – 69	D
59 and below	F

Each school will receive a letter grade based on its Growth Index (see Table 12). Please note that the letter grade is solely to aid in interpreting the GI, and only the index itself will be used in calculating the final index and letter grade.

Tables 13 and 14 represent a group of students summarizing Math or Reading post-score compared to their matched pre-score. The students in the dark shaded boxes are awarded one point based on their improved proficiency level. The students in the lightly shaded boxes may be awarded a point if they experience an increase in their OPI scores that meets or exceeds the statewide average of positive growth.

Table 13: Summary of Mathematics Pre-Score to Post-Score Proficiency Level

Previous Proficiency Level	Current 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 14: Summary of Reading Pre-Score to Post-Score Proficiency Level

Previous Proficiency Level	Current 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

An example of how the Overall Growth Index is calculated from Tables 13 and 14 is provided in Tables 15-17. An Overall Growth Index of 84 translates to a letter grade of "B" and is worth 25 percent of the final grade.

Table 15: Calculation of Points for Mathematics

Calculation of Points for Mathematics	Number of Students	Points
Number Proficient or Advanced Remaining Proficient or Above	150	150
Number of Unsatisfactory Improving to Limited Knowledge	10	10
Number of Unsatisfactory Improving to Proficient	6	6
Number of Unsatisfactory Improving to Advanced	0	0
Number of Limited Knowledge Improving to Proficient	20	20
Number of Limited Knowledge Improving to Advanced	4	4
Number with OPI Growth greater than State Average	8	8
	Total Math Points	**198**
	Total Number of Students	**246**

Table 16: Calculation of Points for Reading		
Calculation of Points for Reading	Number of Students	Points
Number Remaining Proficient or Above	184	184
Number of Unsatisfactory Improving to Limited Knowledge	8	8
Number of Unsatisfactory Improving to Proficient	4	4
Number of Unsatisfactory Improving to Advanced	0	0
Number of Limited Knowledge Improving to Proficient	10	10
Number of Limited Knowledge Improving to Advanced	0	0
Number with OPI Growth greater than State Average	4	4
	Total Reading Points	**210**
	Total Number of Students	**240**

Table 17: Calculation of Overall Growth Index					
	Number of Students	Number of Points	Calculation Points ÷ Students	GI	Grade
Mathematics	246	198	198 ÷ 246 X 100	80	B
Reading	240	210	210 ÷ 240 X 100	89	B
Total	**486**	**408**	**408 ÷ 486 X 100**	**84**	**B**

Bottom 25 Percent Student Growth

The **Bottom 25 Percent Growth Index** is calculated in the same way as the Overall Growth index (GI). As with overall growth, a school must have at least 10 students with valid test score pairings in order to calculate this sub-component. If a school has fewer than 10 students in a specific subject area with pre- and post-test scores, then that subject area will not report out on the report card (although it will still be used to calculate the Overall Growth Index). If the number of students with pre- and post-test scores total is less than 10, then the bottom 25 Percent Growth index is not included in the final grade and the Overall Growth Index grade is worth 50 percent of the final grade.

The bottom 25 percent is determined by rank ordering all of the test record pairs that were included in the Overall Student Growth sub-component by the previous exam score (e.g., for current fourth graders, the previous exam scores are their third-grade exams). The rank ordering is done separately for each subject area/test program combination (i.e., Math-OCCT, Math-OAAP, Reading-OCCT, and Reading-OAAP). All grade levels are ranked together (e.g., third- through eighth-grade OCCT Math and OCCT Algebra I are combined together in the rankings).

The bottom quartile of pre- and post-test scores for each grade-level-specific subject/exam combination will be used in the Bottom 25 Percent Growth calculation. A school must have at least four exams of the same type (e.g., OMAAP Math, OAAP Reading, etc.) in order to identify a bottom 25 percent for that specific type. In the event of multiple student records with the same previous OPI score, ties will be broken by including pre- and post-test scores that qualify for growth before including those that do not.

Table 18 provides the Reading data from the previous Overall Growth discussion. For this group, the bottom 25 percent would consist of the 60 students with the lowest reading pre-scores (240 X .25 = 60). In other words, for this specific example, the bottom 25 percent would include all students who scored “Unsatisfactory” or “Limited Knowledge” on the previous test and the 14 students with the lowest OPI scores among those who scored “Satisfactory/Proficient” on the previous test (16 + 30 + 14 = 60).

Table 18: Summary of Reading Pre-Score to Post-Score Proficiency Level

Previous Proficiency Level	Current Proficiency Level					
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total	**Added to bottom 25%**
Unsatisfactory	4	8	4	0	16	**16**
Limited Knowledge	0	20	10	0	30	**30**
Proficient	0	10	110	20	140	**14**
Advanced	0	0	18	36	54	**0**
Total	4	38	142	56	240	**60**

Likewise, Table 19 repeats the Math data from the previous discussion. For this group, the bottom 25 percent would consist of the 61 students with the lowest reading pre-scores (246 X .25 = 61.5; rounded down). In other words, the bottom 25 percent would include all students who scored "Unsatisfactory" on the previous test and 31 students with the lowest OPI score among those who scored "Limited Knowledge" on the previous test (30 + 31 = 61).

Table 19: Summary of Mathematics Pre-Score to Post-Score Proficiency Level

Previous Proficiency Level	Current Proficiency Level					
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total	**Added to bottom 25%**
Unsatisfactory	14	10	6	0	30	**30**
Limited Knowledge	4	20	20	4	48	**31**
Proficient	2	16	100	20	138	**0**
Advanced	0	0	6	24	30	**0**
Total	20	46	132	48	246	**61**

Tables 20 and 21 provide the progress of the 60 lowest-performing students for Reading and the 61 lowest performing students for Math, respectively.

Table 20: Reading Pre-Score to Post-Score Proficiency Level

Previous Proficiency Level	Current Proficiency Level				
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
Unsatisfactory	4	8	4	0	**16**
Limited Knowledge	0	20	10	0	**30**
Proficient	0	5	8	1	**14**

Table 21: Mathematics Pre-Score to Post-Score Proficiency Level					
Previous Proficiency Level	Current Proficiency Level				
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
Unsatisfactory	14	10	6	0	**30**
Limited Knowledge	4	15	12	0	**31**

Using this data, Tables 22-24 illustrate the calculation of the Bottom 25 Percent Growth Index. This particular school would receive a Bottom 25 Growth Index of 60, which translates to a letter grade of "D". Again, this grade contributes 25 percent of the weight of the school's final grade.

Table 22 Calculation of Points for Reading		
Calculation of Points for Mathematics	Number of Students	Points
Number remaining at Proficient or Above	9	9
Number of Unsatisfactory Improving to Limited Knowledge	8	8
Number of Unsatisfactory Improving to Satisfactory or Proficient	4	4
Number of Unsatisfactory Improving to Advanced	0	0
Number of Limited Knowledge Improving to Satisfactory or Proficient	10	10
Number of Limited Knowledge Improving to Advanced	0	0
Number with OPI Growth Greater than State Average Growth	4	4
	Total Reading Points	**35**
	Total Number of Students	**60**

Table 23 Calculation of Points for Math		
Calculation of Points for Math	Number of Students	Points
Number remaining at Proficient or Above	0	0
Number of Unsatisfactory Improving to Limited Knowledge	10	10
Number of Unsatisfactory Improving to Satisfactory or Proficient	6	6
Number of Unsatisfactory Improving to Advanced	0	0
Number of Limited Knowledge Improving to Satisfactory	12	12
Number of Limited Knowledge Improving to Advanced	0	0
Number with OPI Growth Greater than State Average Growth	10	10
	Total Math Points	**38**
	Total Number of Students	**61**

Table 25 Calculation of Bottom 25% Growth Index				
	Number of Students	Number of Points	Calculation Points ÷ Students	Letter Grade
Reading	60	35	35 ÷ 60 X 100	58 = F
Mathematics	61	38	38 ÷ 61 X 100	63 = D
Total	**121**	**73**	**72 ÷ 107 X 100**	**60 = D**

Bonus Points

Schools can receive up to 10 **Bonus Points** to be applied toward their final grade. Bonus items and their point values may differ depending on whether the site is an elementary, middle or high school. Each component is all or nothing (e.g., if attendance is worth six points, then a school will either receive all six or zero points).

Each school is classified as elementary, middle or high school based on the highest grade served in the school (sixth for elementary school, 10th for middle school, and 11th or 12th for high school). For example, if a school serves students in grades two through six, then the school will be classified as an elementary school. If the school serves students in grades seven through nine, it will be classified as a middle school. If a school serves grade 11 or above, then it will be classified as a high school. Table 26 serves as a guide for classification. It is important to note that this classification is for the distribution of bonus points only and is not the classification level assigned via the **Office of Accreditation.**

Below is a brief description of the criteria for elementary, middle and high schools. A more detailed description of each criterion will follow:

Table 26

Highest Grade Served	Elementary	Middle	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

All students in grades three through eight are expected to test in mathematics and reading. Science and writing is tested in grades five and eight, social studies is tested in grade five, geography is tested in grade seven, and U.S. history is tested in grade eight.

Elementary Schools can earn 10 bonus points for achieving an attendance rate of 94% or higher.

Middle Schools

Middle Schools can earn six bonus points for achieving an attendance rate of 94% or higher. Schools can earn an additional two points if their dropout rate is equal to or lower than 0.9%. Finally, middle schools can earn two points for achieving a participation index of 30 or higher in advanced coursework.

High Schools

High Schools can earn five bonus points if their four-year adjusted cohort graduation rate is 90% or higher. High schools can also earn one additional bonus point for meeting the performance target on each of the following criteria: participation or performance in advanced coursework, participation or performance in college entrance exams (ACT or SAT), low-performing eighth-grade cohort graduation rate, overall EOI performance and year-to-year growth in any of the above criteria.

Description of Each Criterion

This section explains how each criterion is calculated and what constitutes acceptable performance.

Student Attendance (Elementary and Middle)

Student Attendance is calculated as the **Total Days of Attendance** divided by the **Total Days of Membership** (i.e., enrollment) and multiplying by 100 to create a percentage. These numbers are provided to the Office of Accountability through **State Aid**. Note that pre-kindergarten is not included in the attendance calculation. The final Student Attendance rate is rounded to the nearest whole number, and bonus points will be awarded for attendance rates of 94% or higher.

Advanced Coursework (Middle)

Advanced coursework at the middle school level includes **Traditional High School Courses** for students in eighth grade and below, **Pre-Advanced Placement (Pre-AP) Course.,** or **Honors Courses**. Middle schools can earn bonus points based on the participation and successful completion of students taking advanced coursework. For schools that are categorized as middle schools and also serve ninth and/or 10th grade, students in those grades can also receive credit

for advanced coursework as defined by the high school criteria (see below for courses that qualify as high school advanced coursework).

Successful completion is defined completing a course with a "D" or better for every **term grade** (quarter, semester, or trimester). A participation index will be calculated using the following formula:

Participation Index = (Number of successfully completed courses ÷ October 1 enrollment of grades 6 and up)

Calculations will be rounded to two decimal places. Because qualifying advanced coursework will be very uncommon for students in grades pre-k through five, these grades will be excluded from the denominator for middle school sites that serve them (pre-k to eighth-grade schools). For example, if a middle school has 80 students in grades six through eight, 20 of which successfully completed two advanced courses each, then that school's participation index will be ((20 * 2) / 80) = 0.50. Middle schools will earn bonus points with a participation index of 0.30 or greater.

The Office of Accountability will use the data provided by the **Advanced Coursework WAVE Application** to calculate this bonus category.

Dropout Rate (Middle)

Middle schools can also earn bonus points based on the number of students reported as dropouts to the Oklahoma State Department of Education on the **Annual Dropout Report**. The calculation of the dropout rate will use the methodology set by the National Center for Educational Statistics (NCES) for Common Core of Data [OAC 210:10-13-20(2)(B)(iii)] and as defined in 70 O.S. § 35e.

NCES defines a **Dropout** as an individual under the age of 19 who:

a) was enrolled in school at some time during the previous school year and was not enrolled on Oct. 1 of the current school year; or

b) was not enrolled on Oct. 1 of the previous school year although expected to be in membership (i.e., was not reported as a dropout the year before); **and**

C) has not graduated from high school or completed a state- or district-approved educational program **and**

D) does not meet any of the following exclusionary conditions:

i) transfer to another public school district, private school, or state- or district-approved education program,

ii) temporary school-recognized absence due to suspension or illness, or

iii) death.

More details about what does and does not count as a dropout can be found at the following website: http://nces.ed.gov/pubs2013/2013309rev.pdf#page=33.

Because the dropout window follows the federal fiscal year (Oct. 1 through Sept. 30), 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) X 100%

The dropout rate will be rounded to the nearest 10th of a percent. Middle schools will receive bonus points if their dropout rate is 0.9% or below.

Four-Year Adjusted Cohort Graduation Rate (High School)

As with the dropout data for middle schools, the **Four-Year Adjusted Cohort Graduation Rate** (hereafter referred to as the four-year graduation rate) will be calculated using graduation data from the previous year in order to allow schools to count summer graduates.

The four-year graduation rate is defined by the U.S. Department of Education in 34 C.F.R. § 200.18 (b)(i)(A) and 70 OS § 3-151.1 as "the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class" (i.e., entered high school four years earlier, adjusting for transfers in and out, émigrés and deceased students).

In other words, students will be assigned to a cohort based on the year they are expected to graduate on a four-year plan. For example, students entering the ninth grade in the 2009-2010 school year would be assigned to the 2013 cohort. The four-year graduation rate will then be calculated using the following formula:

$$\textbf{4 year graduation rate for cohort } x = \frac{\textbf{Number of graduates in cohort } x}{\textbf{Number of graduates in cohort } x + \textbf{Number of leavers in cohort } x + \textbf{Number of students in cohort } x \textbf{ that are still enrolled}}$$

A student can be removed from a school's cohort only if they enroll in another institution that offers an accredited high school diploma, emigrate out of the country, or pass away.

Table 27 provides an example of the four-year graduation rate calculation.

Table 27	
Number of graduates in cohort *x*	80
Number of graduates in cohort *x*	80
+ Number of dropouts in cohort *x*	15
+ Number of students in cohort *x* still enrolled	7
Total Cohort	102
Four-year Graduation Rate	80 / 102 = .784 (78.4%)

Note that although an exit for homeschooling is not considered a dropout on the Annual Dropout Report, it is considered a non-graduate for purposes of calculating the four-year graduation rate. The same is true for students who exit to receive their GED or to go to any other institution that does *not* grant a high school diploma.

High schools will receive bonus points for achieving a four-year graduation rate of 90% or higher.

The Office of Accountability will use the data provided by the **Historical Graduation Cohort WAVE Application** to calculate this bonus category.

Advanced Coursework (High School)

Advanced Coursework for high schools includes **Advanced Placement (AP) courses**; **International Baccalaureate (IB) programs**; **Concurrent enrollment in college or university courses**; **Advanced International Certificate of Education (AICE).** and **CareerTech courses that lead to industry certification**. Both a participation index and performance index will be calculated for high schools. A high school will be able to earn one bonus point if it satisfies the

requirement for either participation *or* performance. The participation index will be calculated using the following formula:

$$Participation\ Index = \frac{Number\ of\ successfully\ completed\ courses}{October\ 1\ enrollment\ for\ \mathbf{11th\ and\ 12\ grade\ only}}$$

As with middle schools, successful completion is defined as completing a course with a "D" or better for every term (quarter, semester, or trimester). For high schools, however, the numerator will include all students enrolled, whereas the denominator only considers the enrollment for 11th and 12th grades. For example, school A serves grades nine-12 and has 20 students in each grade. Thirty students in school A successfully complete two advanced courses each. School A's participation index will be ((30 * 2) / (20 + 20)) = 0.15.

The performance index will be calculated using the following formula:

$$Performance\ Index = \frac{Number\ of\ courses\ meeting\ performance\ criteria}{Number\ of\ successfully\ completed\ courses}$$

The performance index is rounded to the nearest whole number. For most courses, a completed course will qualify for performance if the student receives a "C" or better for every semester/trimester. Students participating in a block schedule will need to receive a "C" or better in two quarterly grades. IB and AP courses, however, will qualify for performance if the student receives a "4" on the IB exam or a "3" on the AP exam. For example, if school A has 60 advanced courses that count toward participation, but only 55 qualified for performance, then school A would receive a performance index of (55 / 60) = 0.92.

High schools can earn the bonus point if at least one of the following applies:

- The participation index is 0.70 or greater.
- The performance index is 0.90 or greater.

The Office of Accountability will use the data provided by the Advanced Coursework WAVE Application to calculate this bonus category in addition to data provided by the districts (for IB

courses), the **College Board** (for AP exams) or CareerTech (for courses that lead to industry certification).

College Entrance Exams (High School)

Schools can also receive a bonus point for college entrance exam (**ACT** or **SAT**) participation or performance. Each year ACT and the College Board deliver to the State Department of Education a file containing all students scheduled to graduate in the current year (i.e., current 12th graders) with their most recent ACT/SAT scores. Students will be counted one time for each examination (ACT or SAT) regardless of the number of times either exam is taken. The school listed on the data file will be the school the student was enrolled in at the time of the test.

Entrance exam participation will be calculated by dividing the total of entrance exams associated with a school by the total number of 12th graders on the Oct. 1 Accreditation Report. Entrance exam performance will be calculated by dividing the number of exams associated with a school that has met a pre-determined score (20 or greater for the ACT and 1,410 or greater for the SAT) by the total of entrance exams associated with a school.

High schools will receive bonus points when either a participation index *or* a performance index is 0.75 or better.

Low Performing Eighth Grade Cohort Graduation Rate (High School)

High schools can also receive a bonus point 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-grade Reading or Mathematics OSTP assessments. The formula for computing this graduation rate is identical to the four-year graduation rate except that instead of using all students within a cohort, only students who scored below "Proficient" on the eighth-grade Reading or Math OSTP assessment will be included:

$$\textit{Low performing } 8^{th} \textit{ grade graduation rate} = \frac{\textit{Number of low performing graduates in cohort } x}{\begin{array}{c}\textit{Number of low performing graduates in cohort } x + \\ \textit{Number of low performing dropouts in cohort } x + \\ \textit{Number of low perforiming students in cohort } x \textit{ that are still enrolled}\end{array}}$$

Table 28 provides an example of the Low-Performing Eighth-Grade Cohort Graduation Rate.

Table 28	
Number of low performing graduates in cohort *x*	28
Number of low performing graduates in cohort *x*	28
+ Number of low performing dropouts in cohort *x*	8
+ Number of low performing students in cohort *x* still enrolled	3
Total low performing Cohort	39
Low Performing 8th grade Graduation Rate	28 / 39 = .718 (71.8%)

High schools will receive a bonus point for achieving a Low-Performing Eighth-Grade Cohort Graduation Rate of 85% or above.

Overall EOI Performance

High schools can earn bonus points if 80% of graduates from the previous year have scored either a "Proficient" or "Advanced" on six out of the seven EOI assessments (Algebra I, Algebra II, English II, English III, Biology I, US History and Geometry). Only state assessments (i.e., no alternate assessments such as the ACT plan) or verified exemptions due to demonstrated mastery of the course material count toward the fulfillment of this bonus point.

Year-to-Year Growth

As data become available, high schools can earn bonus points by improving their rates in at least three of the five previous bonus sections from year to year. The specific criterion for improvement is dependent on the bonus section.

For graduation rates, high schools must improve by at least 10% of the difference between the previous year's graduation rate and 100%. For example, if school A had a graduation rate of 80 percent on the previous report card, then school A would need to increase its graduation rate by ((100 – 80) * .1) = 2 percent to 82 percent in order to qualify as improvement.

For college entrance exams and overall EOI performance, highs schools must again improve by at least 10% of the difference between the previous year's rate and 100%. The performance may occur either in participation or performance for the entrance exams.

For advanced coursework, high schools must improve by 5% of the original index or more.

Additionally, maintaining satisfactory performance on any of the previous categories for two consecutive years (i.e., receiving bonus points in the same category for both the previous and current years' report cards) will be considered as improvement. Thus, for example, a school with a graduation rate of 100% for two consecutive years will still be able to count graduation rate toward their year-to-year growth.

State Report Card

The State report card will be calculated in exactly the same manner as the school report cards with the following exceptions:

- Students who are NFAY for the school or district but FAY for the state will be included in the calculations.
- Other placement students are included (assuming they are FAY for the state).

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Glossary

ACT (American College Testing). A college placement exam offered multiple times per year. The ACT has four major sub-tests assessing English, mathematics, reading and science reasoning. ACT is also the name of the company that produces the test.

Advanced. One of the four possible performance levels on an OSTP exam. Advanced means that the student demonstrates superior performance on challenging subject matter.

Advanced Coursework WAVE Application. The Advanced Coursework WAVE application is the WAVE application through which a district can view and certify the data used to calculate the advanced coursework bonus points.

Advanced International Certificate of Education (AICE). AICE is one of the types of coursework that qualifies for the advanced coursework bonus points for high school. AICE is a rigorous curriculum intended to prepare students for honors programs in higher education. To date, it is not being offered by any Oklahoma school.

Advanced Placement (AP) courses. AP is one of the types of coursework that qualifies for the advanced coursework bonus points for high school. AP courses offer a college-level curriculum to high school students with the opportunity for college credit. AP courses are identified in the WAVE by an instructional level of "Advanced Placement" in the local student information system.

A-F Report Card. The A-F Report Card is the end result of the A-F School Grading System. It consists of three main components: Student Performance, Student Growth and bonus points that are combined to produce an overall grade for each school.

A-F School Grading System. Oklahoma's A-F School Grading System is based on the concept that parents and community members should be able to quickly and easily determine how students at their local schools are doing. This grading system is part of an effort to strengthen the effectiveness and performance of public schools. As part of this effort, schools are required to report standardized testing results to the Oklahoma State Department of Education. That information is then used to generate a report card with an overall letter grade for each school and its student body.

Annual Dropout Report. The Dropout Report is a report that districts submit to the Oklahoma State Department of Education detailing all of the students who dropped out of school between Oct. 1 and Sept. 30 of the most recent year.

Bonus Points. Bonus Points are the third major component of the report card and are worth a maximum of 10 points. The criteria for bonus points are dependent on whether the school is an elementary, middle, or high school. Bonus points are treated as extra credit in the calculation of the overall grade.

Bottom 25 Percent Growth Index. The Bottom 25 Percent Growth Index is calculated by comparing the bottom 25 percent (as determined by a rank order of previous years' tests) of the students used to calculate the overall growth index.

CareerTech courses that lead to industry certification. This is one of the types of coursework that qualifies for the advanced coursework bonus points for high school. CareerTech refers to the Oklahoma Department of Career and Technology Education. As only courses taken at a CareerTech center can count as leading to an industry certification, all qualifying courses will be provided by CareerTech. To learn more about CareerTech, go to http://www.okcareertech.org/.

College Board. An association responsible for developing and administering standardized tests and curricula such as the SAT, PSAT and Advanced Placement (AP) tests.

Concurrent enrollment in college or university courses. Concurrent enrollment is one of the types of coursework that qualifies for the advanced coursework bonus points for high school. The WAVE identifies concurrent enrollment by an instructional level of "college level" in the local student information system.

County code. Each of the 77 counties in Oklahoma has been assigned a two-digit number (01-77) in order to make it easier to identify. This is the first part of the three-step process that creates the nine-character Fullcode (the combination of the County, District, and Site codes), which is used to identify a specific school site.

District code. The District code is a four-character code beginning with a letter and ending with three digits. This is the second part of the three-step process that creates the nine-character Fullcode (the combination of the County, District, and Site codes), which is used to identify a specific school site.

Dropout. A dropout is an individual under the age of 19 who: a) was enrolled in school at some time during the previous school year and was not enrolled on October 1 of the current school year; or b) was not enrolled on October 1 of the previous school year although expected to be in membership (i.e., was not reported as a dropout the year before); and C) has not graduated from high school or completed a state- or district-approved educational program and D) does not meet any of the following exclusionary conditions: i) transfer to another public school district, private school, or state- or district-approved education program, ii) temporary school-recognized absence due to suspension or illness, or iii) death.

Eligible Student. Any student enrolled in third grade through eighth grade or taking a high school course associated with an EOI during the appropriate testing window (usually Spring) is

considered an eligible student unless s/he has a first-year English Language Learner exemption, an emergency exemption for medical reasons or an exemption due to previous demonstration of mastery (Algebra II, English II, Geometry and US History EOIs only) approved by the State Department of Education. Students identified as "Other Placement" are expected to test, but are only included in the participation rate for the state level report card. All students in grades three through eight are expected to test in mathematics and reading. Science and writing is tested in grades five and eight, social studies is tested in grade five, geography is tested in grade seven, and U.S. history is tested in grade eight.

Elementary School. For purposes of the A-F Report Card, an elementary school is any school where the highest grade served is the sixth grade or lower.

End-of-Instruction (EOI) Exams. End-of-Instruction (EOI) exams are given at the completion of core high school courses (Algebra I, Algebra II, Geometry, Biology I, English II, English III and US History).

Feeder Pattern School. A feeder patter school is a school in which 60 percent or more of the students from a school without tested grades (three-12) are enrolled upon promotion to third grade.

Final Report Card Index. This index is the zero-110 scale that determines the Final Letter Grade of a school, district, or state.

Final letter grade. The final letter grade is the grade (A-F) given to each school, district, or state based on the Final Report Card Index.

Four-Year Adjusted Cohort Graduation Rate. The Four-Year Adjusted Cohort Graduation Rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class (i.e., entered high school four years earlier, adjusting for transfers in and out, émigrés and deceased students).

Full Academic Year (FAY)/Not Full Academic Year (NFAY). A student is considered Full Academic Year (FAY) for a particular exam if s/he has been continuously enrolled from the first day of October of the school year to the date of the test administration and has not experienced an enrollment lapse (dropped from enrollment) of 10 or more consecutive school days throughout that timeframe. Please note that depending on when tests are administered, it is possible for a student to be FAY for some exams but not others. Students who are not FAY are considered NFAY for either the site, district, or state. Students who are "NFAY site" are students who are not FAY at the site level but are FAY for the district or state. Students who are

"NFAY district" are students who are not FAY within a site or district but are FAY for the state. Finally, students who are "NFAY state" are students who are not FAY for a site, district, or the state.

High School. For purposes of the A-F Report Card, a high school is any school where the highest grade served is the 11th or 12th grade.

Historical Graduation Cohort WAVE Application. The Historical Graduation Cohort WAVE Application is the WAVE application through which districts can view and certify the data that will be used to calculate the graduation bonus points.

Honors Course. An honors course is one of the types of coursework that qualifies for the advanced coursework bonus points for middle school. Honors courses are intellectually challenging and require rigor beyond the traditional course. Honors courses are identified in the WAVE by the instructional level set by the local student information system.

International Baccalaureate (IB) programs. IB is one of the types of coursework that qualifies for the advanced coursework bonus points for high school. IB is a two-year program that focuses on interdisciplinary and critical thinking. IB courses are identified in the WAVE by their standardized state course code. IB exam information is provided directly to the State Department of Education by the districts that offer it.

Limited Knowledge. One of the four possible performance levels on an OSTP exam. "Limited Knowledge" means that the student demonstrates partial mastery of the essential knowledge and skills appropriate to their grade level, course or level of education as applicable.

Middle School. For purposes of the A-F Report Card, a middle school is any school where the highest grade served is between the seventh and 10th grade (inclusive).

No Child Left Behind (NCLB). The No Child Left Behind Act of 2001 (NCLB) is the reauthorization of the Elementary and Secondary Education Act (ESEA) first passed by the U.S. Congress in 1965. NCLB requires that all states, including Oklahoma, establish state academic standards and assessments that meet federal requirements for monitoring the Adequate Yearly Progress of schools. Failure to meet Adequate Yearly Progress results in a district or school being placed in District/School in Need of Improvement status. In 2011, and again in 2015, Oklahoma submitted a request to the U.S. Department of Education for waivers of certain ESEA requirements. These waivers allow the State to implement a series of reforms, including the A-F School Grading System that will lead to college, career, and citizen-readiness for all students.

Office of Accountability. The Office of Accountability is the division of the Oklahoma State Department of Education in charge of implementing school, district, and state level report cards as well as reporting assessment data to the USDE and the general public . This is not to be confused with the Office of Educational Quality and Accountability, which is overseen by the Oklahoma Secretary of Education.

Office of Accreditation. The Office of Accreditation is a division within the State Department of Education that monitors and assures compliance with the School Laws of Oklahoma.

Oklahoma Alternative Assessment Program (OAAP). The Oklahoma Alternate Assessment Program (OAAP), or Portfolio assessment, is designed to assess students whose cognitive disabilities prevent them from being able to complete an OCCT or EOI exam. The OAAP is implemented by the Department of Special Education within the State Department of Education.

Oklahoma Core Curriculum Tests (OCCT). The OCCT is the general testing program for grades three through eight administered in Oklahoma public schools. Reading and Math tests are administered in grades three through eight. Science, Social Studies, and Writing tests are given in the fifth grade. A Geography test is given in the seventh grade. Science, US History, and Writing tests are given in the eighth grade.

Oklahoma Performance Index (OPI). The OPI is the standardized scale score for OCCT and EOI exams. An OPI score of 700 is set to be the threshold for a proficient performance level.

Oklahoma State Department of Education. The State Department of Education is the state education agency for Oklahoma tasked with the administration of Oklahoma's public school system. Its mission is to improve student success through: service to schools, parents, and students; leadership for education reform; and regulation/deregulation of state and federal laws to provide accountability while removing any barriers to student success.

Oklahoma State Testing Program (OSTP). The OSTP refers to all tests administered pursuant to the Oklahoma School Testing Program Act (70 O.S. § 1210.505). These include all OCCT, EOI, and OAAP tests.

One Percent Cap. The United States Department of Education sets a cap of 1 percent on the percentage of students within a district whose scores can be counted as Proficient or Advanced based on an assessment using alternate achievement standards. The alternate assessment used in Oklahoma is the Oklahoma Alternate Assessment Program (OAAP). The cap is only applied to OCCT Reading, OCCT Math, Algebra I, and English II exams. The cap is determined by first calculating 1 percent (rounded up) of all students in the district who participated in the

assessment (i.e., counted in the numerator of the participation rate), in each of the four testing subjects.

This result (the number of OAAP exams allowed) is subtracted by the total number of Proficient or Advanced OAAP exams (FAY and first-time tests only) in the district in that testing subject to determine the number of OAAP assessments that need to be adjusted. The number of adjusted OAAPs at each site is based on the proportion of proficient or advanced OAAPs at that site relative to other schools in the district. For example, if school A had twice as many OAAPs with an original performance level of proficient or advanced as school B, then twice as many OAAPs would be adjusted at school A compared to school B.

Please note that the 1 percent cap only applies to accountability measures and does not overwrite the original performance level that goes on the student record. For more details, please see the "OAAP (1 percent) Explanation" document at http://www.ok.gov/sde/af-grades.

Other Placement. A student placed by state or court order in a facility within a district other than the student's original district of residence, or a student placed in a healthcare facility in a district other than the student's original district of residence, is considered to be "Other Placement."

Overall Growth Index (GI). The Overall Growth Index is calculated based on comparing student performance on all eligible exams administered in the Oklahoma State Testing Program (OSTP) during the most recent school year with a comparable exam from a previous school year.

Performance Index (PI). The Performance Index (PI) is calculated based on student performance on all eligible exams administered in the Oklahoma State Testing Program (OSTP) during the most recent school year.

Pre-Advanced Placement (Pre-AP) Course. Pre-AP is one of the types of coursework that qualifies for the advanced coursework bonus points for middle school. Pre-AP is based on the expectation that all students can perform well at rigorous academic levels and the belief that students can prepare for higher intellectual engagement as early as possible by starting the development of skills and acquisition of knowledge. Addressed effectively, the middle and high school years can provide a powerful opportunity to help all students acquire the knowledge, concepts, and skills needed to engage in a higher level of learning. Pre-AP courses will be identified in the WAVE if either "Pre-AP" is the course title or if the instructional level of the course is set to "honors" in the local student information system.

Proficient. One of the four possible performance levels on an OSTP exam. “Proficient” means that the student demonstrates mastery of appropriate grade-level subject matter, and that the student is ready for the next grade, course, or level of education, as applicable.

Public school site. Any site that provides free educational services and is funded by state, local, and/or federal government is considered a public school.

SAT. The SAT reasoning test is a college placement exam administered by the College Board. It has three main sections: Mathematics, Critical Reading, and Writing.

School of Residence. The school of residence is the school associated with the legal residence of a child’s parent(s), guardian(s), or person(s) having legal custody.

Second Time Test. This status applies to any EOI exam that is not administered at the end of the instruction in that subject. This includes both retakes and EOI exams given to students transferring from out of state in order to fulfill ACE graduation requirements.

Site code. Each site is assigned a three-digit code from 100-989 that denotes the grade range of the school. This is the third part of the three-step process that creates the nine-character Fullcode (the combination of the County, District, and Site codes), which is used to identify a specific school site.

State Aid. The State Aid office is responsible for the state education funding formula, school activity funds, and grants distribution.

State Testing Numbers (STN). The STN, or State Testing Number, is a unique 10-digit ID assigned by the State Department of Education to associate a student longitudinally to records. It is assigned upon enrollment in any school in Oklahoma, and remains with a student until graduation. If the student leaves the state for any reason and then later returns, then the original ID is still valid.

Student Attendance. Student attendance is a bonus point category for elementary and middle schools. It is calculated by dividing the Average Daily Attendance with the Average Daily Membership.

Term Grade. Term Grades are the grades used to determine whether a course qualifies for the participation or performance indices for the advanced coursework bonus points. These will usually be either semester, trimester, or quarter grades depending on the school calendar in the district.

Traditional High School Courses. One of the types of coursework that qualifies for the advanced coursework bonus points for middle school. To be eligible, the course must have a state course code in the local student information system indicating the course is high school level, and the student enrolled in it must be enrolled in grades six through eight.

Total Days of Attendance. The total number of days (including half days) that students were present in a site.

Total Days of Membership. The total number of days students were enrolled in a site.

U.S. Department of Education. The U.S. Department of Education is a division of the U.S. federal government that administrates federal assistance to public schools across the nation.

Unsatisfactory. One of the four possible performance levels on an OSTP exam. "Unsatisfactory" means that the student does not demonstrate mastery of the essential knowledge and skills appropriate to their grade level, course or level of education as applicable.

Valid Score. Any test record that has one of the four possible performance levels is considered a valid score.

WAVE. The WAVE is Oklahoma's statewide student information system.