SDE

# 2013 A to F Report Card Guide

May, 2013

## Change Log

- 8/19/2013: Edited bottom 25% rules for different exam types (e.g., OCCT, OMAAP, etc.). Corrected bottom 25% calculations. Clarified advanced coursework for middle schools with grades 9 and/or 10.

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## Calculation of Overall Letter Grade

The A-F Report Card is comprised of two sections each worth one-half of the overall grade: Student Performance and Student Growth. A brief description of each section is followed by an explanation of how each section will contribute to the overall numerical and letter grade for each district and site. Lastly, a detailed description for how grade are determined is provided.

The Student Performance section includes performance on all 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 allowable proficient scores, 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).[1] 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" (i.e., 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) will be excluded Eighth grade students taking EOIs 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 the full weight for the student growth grade.

1. The Social Studies, History, and Geography exams were field test exams in the 2012-2013 school year. Thus, these exams will not be included in the performance calculations for **2012-2013 only.**

In addition, schools will have the opportunity to earn up to ten (10) bonus points to be added to their final grade. These bonus points can be earned by achieving established criteria in attendance, advanced coursework, drop-outs, graduation, college entrance exams, and/or overall EOI performance.

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% to 100% for the school/district. For all grades, intermediate calculations will be carried out to one decimal place, and each grade will be rounded to the nearest whole number.

Any bonus points will be added to this final grade as extra credit to create the final report card index. Thus, the maximum possible score will be one hundred ten percent (110%). The final index will be used to assign the final letter grade to a school or a district. District report cards will be calculated in the same manner as school report cards with the exception of the inclusion of bonus points.

Tables are provided indicating 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- |

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Table 4 provides an example of the calculation for a school's overall grade. Because the report card index is 86, the school's overall grade would be a "B". Please note that the final index will be rounded to the nearest whole number.

Table 4
Example Calculation

| Component | Index | Multiplier | Weighted Points |
|---|---|---|---|
| Student Performance | 76 | .50 | 38 |
| Overall Student Growth | 73 | .25 | 18.3 |
| Bottom 25% Growth | 88 | .25 | 22 |
| Bonus Points | *** | *** | 8 |
| | | Overall Calculated Index | 86% |
| | | Overall Letter Grade | B |

A component must have at least 10 valid test scores in each subject area test order to calculate an index for that component. A school will not earn a grade in any criteria or component unless the minimum N-size is met. When there are less than 10 scores, the weights will change accordingly. For example, if a school has less than 10 scores in the bottom twenty-five percent category, the total school growth is the sole determining factor in the growth component of the final grade (i.e., 50%).

Additionally, if a school does not have tested grades, (i.e., a school which serves Pre-K through second (2nd) grade), it will receive the performance score of its associated feeder pattern school. The feeder pattern school to be associated with the school without test scores will be identified by the State Department of Education, and verified by the school district of the school without test scores. The State Department of Education will identify school's associated feeder pattern school as the school to which 60% or more of the students from the school without test scores are scheduled to be assigned upon promotion to the next tested grade. If the 60% or more of the students from a school without test scores are not scheduled to be assigned to any one school, the associated feeder pattern school will be identified as the school to which the majority of the students in the school without test scores are scheduled to be assigned. Therefore, every school will have at a minimum a student performance grade that will be used to determine a letter grade. In the event that a school has tested grades but still has fewer than 10 valid test scores for the student performance component, that school will not receive a report card, but will instead undergo a qualitative review.

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 earns a final index of 94, which is translates to a letter grade of 'A,' but only tests 94% of the students, the school will instead receive a 'B.' If a school does not test at least **90%** of eligible students, the school will automatically receive an 'F,' regardless of the final index.

**Virtual Education Providers**

Virtual education providers who have contracted with a public school district to provide full-time virtual education to both resident and non-resident students of the district will be treated as a school site within the contracting district. If the virtual education provider has contracted with more than one school district, the virtual education provider will be considered a site within each district with which the provider contracts.

The report card of virtual education providers will detail the performance of both resident and non-resident students of the contracting district. Therefore, full-time virtual education providers shall receive a letter grade for both virtual resident and virtual non-resident students enrolled in the program of education.

Furthermore, virtual education providers will receive a separate report card for each grade span: Elementary (PK – 5), Middle (6 – 8) and High (9 – 12).

## Component 1: Student Performance

Each school will receive a student performance index (PI) based on student performance on the exams administered in the Oklahoma State Testing Program (OSTP) during the most recent school year. The student PI will be worth 50% of the final report card index. 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 II, English II, English III, Biology, and US History) exams. All testing sessions (the previous 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 exams are subject to the two percent (2%) and one percent (1%) cap on proficiency level.

Eighth graders who took an EOI this year will be counted for the middle school they attended. In addition, eighth-graders from the previous year who took an EOI will be included in the PI calculation for the high school they attended the current year. In addition to being "FAY" during the year they took the exam, the previous year's eighth-graders must have enrolled in their current high school by October 1 and have not enrolled in more than one school during the

*current* school year. The student performance index will be calculated by dividing the number of test scores that were "Proficient/Satisfactory" or "Advanced" by the total number of tests administered. 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 performance index (PI) is shown below:

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

A school must have at least ten (10) valid test scores before a performance index is calculated.

The performance index has a range of 0 to 100. If every student tested has a proficiency level of "Unsatisfactory" or "Limited Knowledge", the index will be equal to zero (0). If every student tested has a proficiency level of "Proficient/Satisfactory" or "Advanced", the performance index would be equal to 100. Each school will receive a letter grade based on their performance index (see Table 5). Please note that the letter grade is solely to aid in interpreting the PI, and only the 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 (PI) will be calculated for a traditional elementary school. For these and all subsequent tables, it will be assumed that all exams are OCCT or EOI (not OMAAP or OAAP). A PI calculation 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. Again, only Full Academic Year students are included in this calculation. Note that Tables 6 and 7 illustrate the calculations but will not be displayed 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] | 2 | 5 | 27 | 10 | 44 |
| Writing | 0 | 4 | 34 | 8 | 46 |
| **Total** | **7** | **34** | **286** | **65** | **392** |

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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[2] | 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** |

2. Social Studies was field tested in 2012-2013 and will not be used for the 2013 Report Card.

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 fifty (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 performance index, whereas Mathematics 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.)

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 for informational purposes to highlight strengths and weaknesses.

Table 8 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 |
| History[3] | 7 | 20 | 60 | 3 | 90 |
| Geography[3] | 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 9 Example of Middle School Performance Index Calculation

| Subject | Number Tested | Number Proficient | Number Advanced | Index Calculation | PI | Grade |
|---|---|---|---|---|---|---|
| Mathematics | 300 | 220 | 60 | ((220 + 60) / 300) X 100 | 93 | A |
| Reading | 300 | 195 | 40 | ((195 + 40) / 300) X 100 | 78 | C |
| Science | 90 | 75 | 10 | ((75 + 10) / 90) X 100 | 94 | A |
| History[3] | 90 | 60 | 3 | ((60 + 3) / 90) X 100 | 70 | C |
| Geography[3] | 110 | 80 | 10 | ((80 + 10) / 110) X 100 | 82 | B |
| Writing | 90 | 80 | 5 | ((80 + 5) / 90) X 100 | 94 | A |
| Algebra I | 30 | 23 | 2 | ((23 + 2) / 30) X 100 | 83 | B |
| **Performance Index** | **1010** | **733** | **130** | **((733 + 130) / 1010) X 100** | **85** | **B** |

3. History and Geography were field tested in 2012-2013 and will not be used for the 2013 Report Card.

In this example, the school would earn a Performance index of eighty-five (85) which equates to the letter grade of 'B'. The highest performing areas were in Math, Science, and Writing. History was the lowest performing subject area. End-of-Instruction (EOI) Exams (e.g., Algebra I) taken by eighth grade students enrolled in the corresponding high school course will also be included in the calculation of the Performance Index for that middle school. Again, only FAY students and/or first opportunity EOI test-takers will be included in the calculation.

Tables 10 and 11 provide 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 50% 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 seventy-five (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 | 6 | 20 | 30 | 4 | 60 |
| Geometry | 2 | 6 | 36 | 6 | 50 |
| Algebra I | 4 | 10 | 20 | 2 | 36 |
| English II | 8 | 8 | 30 | 8 | 54 |
| English III | 0 | 4 | 36 | 0 | 40 |
| Biology I | 4 | 6 | 32 | 8 | 50 |
| US 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 | 60 | 30 | 4 | ((30 + 4) / 60) x 100 | 57 | F |
| Geometry | 50 | 36 | 6 | ((36 + 6) / 50) x 100 | 84 | B |
| Algebra I | 36 | 20 | 2 | ((20 + 2) / 36) x 100 | 61 | D |
| English II | 54 | 30 | 8 | ((30 + 8) / 54) x 100 | 70 | C |
| English III | 40 | 36 | 0 | ((36 + 0) / 40) x 100 | 90 | A |
| Biology I | 50 | 32 | 8 | ((32 + 8) / 50) x 100 | 80 | B |
| US 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 fifty percent (50%) 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 Math and Reading OCCT and Algebra I and English II EOI exams. Students' current exam scores will be paired to their previous score on a comparable exam, if available. For example, an OCCT math score will be paired to the previous year's OCCT math score, an OMAAP math score to the previous year's OMAAP math score, and an OAAP math score to the previous year's OAAP math score. In contrast with the performance component of the report card, OMAAP and OAAP exams are not restricted to the 2% and 1% caps for the growth component. 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 8$^{th}$ 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 valid 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 (EOI) Exams, only first opportunity test-takers 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 twenty-five percent (25%) of the overall final grade for a school. If the number of paired exams for math and reading is less than 10, then the Overall Growth and the Bottom Twenty-five Percent Growth will not be calculated. In the situation where the Overall Growth category contains less than 10 students for both the Math and the Reading categories, the student achievement performance grade will be worth one-hundred percent (100%) of the final grade. In the situation where the Bottom Twenty-five Percent Growth category contains less than 10 students for both the Math and Reading categories, and the Overall Growth category contains 10 or more students in each subject area, the Overall Growth will contribute to the entire growth component of 50% of the grade.

**Overall Student Growth**

Overall student growth is measured by comparing proficiency levels from one test year to the next. A growth index (GI) will be calculated for each subject (Math/Algebra I and Reading/ English II) by awarding points to students who meet the criteria for growth. Students may earn a point in one of three ways. First, students who scored "Proficient/Satisfactory" or "Advanced" for the previous exam will earn a point if they score either "Proficient/Satisfactory" or "Advanced" for the current exam. Second, students who scored "Unsatisfactory" or "Limited Knowledge" on the previous exam will earn a point if they score a higher performance level on the current exam (e.g., from "Unsatisfactory" to "Limited Knowledge" or higher). Finally, students who scored "Unsatisfactory" or "Limited Knowledge" on the previous exam and did not improve their performance level will still earn a point if they demonstrate substantial improvement within a proficiency level. Students will be considered to have made substantial improvement within a proficiency level if they demonstrate an increase in their Oklahoma Performance Index (OPI) score that meets or exceeds the statewide average of positive growth. The positive growth average will be calculated by computing the average increase amongst all students who increased their OPI score from one year to the next[4].

Once all points have been assigned, they will be summed and divided by the number of paired reading and math exams and then multiplied by 100 ***((Points ÷ Exams) X 100 = Growth Index (GI))***. The product will be a Growth Index (GI) between 0 – 100. If all students were "Unsatisfactory" or "Limited Knowledge" and none of them increased in either proficiency level or OPI score, the calculation would result in an index of zero (0).

4. OCCT scores will be compared against the average increase of students who took the OCCT, and OMAAP scores will be compared against the average increase of students who took the OMAAP. Because OAAP does not have OPI scores, OAAP test-takers will not be able to use this method to earn a point.

Each school will receive a letter grade based on their 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.

| Table 12 Growth Index | Letter Grade |
|---|---|
| 90 and Above | A |
| 80 – 89 | B |
| 70 – 79 | C |
| 60 – 69 | D |
| 59 and below | F |

Tables 13 and 14 represent a group of students summarizing the student's math or reading post-score compared to their matched pre-score. The students in the blue boxes are awarded one point based on their improved proficiency level. The students in the green boxes may be awarded a point if their OPI increases more than the statewide average of students who increased their score.

Table 13: Summary of 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 | 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 | Recent 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 Table 15 through 17. The overall growth index of eighty-four (84) translates to a letter grade of 'B' and is worth twenty-five (25) percent of the final grade.

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| 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 Satisfactory or Proficient | 6 | 6 |
| Number of Unsatisfactory Improving to Advanced | 0 | 0 |
| | | |
| Number of Limited Knowledge Improving to Satisfactory | 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 Satisfactory or Proficient | 4 | 4 |
| Number of Unsatisfactory Improving to Advanced | 0 | 0 |
| | | |
| Number of Limited Knowledge Improving to Satisfactory | 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** |

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## Bottom 25% Student Growth

The bottom twenty-five percent growth index (B25GI) is calculated in the same way as the overall growth index (GI). If the number of students in the bottom twenty-five percent category for math or reading is less than 10 students, the subject area will not be reported. If the exams for either math or reading total less than 10, then the bottom twenty-five percent growth index (B25GI) will be computed using only one subject. If both math and reading exams total less than 10, 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 fifty percent (50%) of the final grade.

The bottom 25% is determined by rank ordering the previous year's OPI scores for all students with both pre- and post-scores at a specific school. Students who scored at or below the 25% percentile at that site will be included in the bottom 25% growth calculation. The bottom 25% group is calculated separately for Math and Reading. Because OCCT, EOI, OMAAP, and OAAP exams are on different scales, a bottom 25% will be identified separately for each exam type. In other words, for a school that administers both OCCT and OMAAP exams, the bottom 25% will consist of the bottom 25% of OCCT scores and the bottom 25% of OMAAP scores. A school must have at least four (4) exams of the same type (e.g., OMAAP, OAAP, etc.) in order to identify a bottom 25% for that specific type.

Table 18 provides the Reading data from the previous Overall Growth discussion. For this group, the bottom 25% percent would consist of the sixty (60) students with the lowest reading pre-scores (240 X .25 = 60). In other words, for this specific example, the bottom 25% would include all students who scored "Unsatisfactory" or "Limited Knowledge" on the previous test and fourteen (14) students with the lowest OPI score 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 | Recent Proficiency Level | | | | | **Added to bottom 25%** |
|---|---|---|---|---|---|---|
| | Unsatisfactory | Limited Knowledge | Proficient | Advanced | Total | |
| 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 sixty-one (62) students with the lowest reading pre-scores (246 X .25 = 61.5; rounded up). In other words, the bottom 25% would include all students who scored "Unsatisfactory" on the previous test, thirty-one (31) students with the lowest OPI score among those who scored "Limited Knowledge" on the previous test, and the one (1) student with the lowest OPI score from the previous year who still scored Proficient (30 + 31 + 1 = 62).

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

| Previous Proficiency Level | Recent Proficiency Level | | | | | **Added to bottom 25%** |
|---|---|---|---|---|---|---|
| | Unsatisfactory | Limited Knowledge | Proficient | Advanced | Total | |
| Unsatisfactory | 14 | 10 | 6 | 0 | 30 | **30** |
| Limited Knowledge | 4 | 20 | 20 | 4 | 48 | **31** |
| Proficient | 2 | 16 | 100 | 20 | 138 | **1** |
| Advanced | 0 | 0 | 6 | 24 | 30 | **0** |
| Total | 20 | 46 | 132 | 48 | 246 | **62** |

Tables 20 and 21 provide the progress of the 60 lowest performing students for Reading and the 62 lowest performing students for Math, respectively.

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

| Previous Proficiency Level | Recent 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 | Recent Proficiency Level | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory | Limited Knowledge | Proficient | Advanced | Total |
| Unsatisfactory | 14 | 10 | 6 | 0 | **30** |
| Limited Knowledge | 4 | 15 | 12 | 0 | **31** |
| Proficient | 0 | 1 | 0 | 0 | **1** |

Using this data, Tables 22-24 illustrate the calculation of the bottom twenty-five percent growth index. This particular school would receive a Bottom Twenty-five Growth Index of 60, which translates to a letter grade of "D". Again, this grade contributes 25% 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** |

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| 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 towards their final grade. Bonus items and/or their point value 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, a school will either receive all six or zero points).

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Each school will be classified as elementary, middle, or high school based on the highest grade served in the school (6th for elementary, 10th for middle school, and 11th or 12th for high 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 school. If a school serves grade 11 or above, they will be classified as a high school. Table 26 serves as a guide for classification.

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 |

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

Elementary Schools

Elementary schools can earn ten (10) bonus points for achieving an attendance rate of 94% or higher.

Middle Schools

Middle schools can earn six (6) bonus points for achieving an attendance rate of 94% or higher. Schools can earn an additional two (2) points if their dropout rate is equal to or lower than 0.9%. Finally, middle schools can earn two (2) points if the percentage of students taking advanced coursework is 30% or higher.

High Schools:

High Schools can earn five (5) bonus points if their four-year adjusted cohort graduation rate is 90% or higher. High Schools can also earn one (1) 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 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. Bonus points will be awarded for Student Attendance rates of 94% or higher.

Advanced Coursework (Middle)

Advanced coursework at the middle school level includes traditional high school courses for students in grade 8 and below, pre-Advanced Placement courses, or honors courses. Middle schools can earn bonus points based on the participation and successful completion ('D' or better) of students taking advanced coursework. 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*

Because allowable advanced coursework will be very uncommon for students in grades PK – 5, these grades will be excluded from the denominator for middle school sites that serve them (e.g., PK – 8 schools). For example, if a middle school has eighty (80) students in grades 6 through 8, twenty (20) of which successfully completed two (2) advanced courses each, that school's participation index will be ((20 * 2) / 80) =.5. Middle schools will earn bonus points with a participation index of .3 or greater.

For schools that are categorized as middle schools and also served grades 9 and/or 10, students in those grades can also receive credit for advanced coursework as defined by the high school criteria.

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 dropout rate will use the methodology set by the National Center for Educational Statistics (NCES) for Common Core Data [OAC 210:10-13-20 (iii)].

NCES defines a dropout as an individual under the age of 19 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 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.

Because the dropout window follows the federal fiscal year (October 1 through September 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*

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.

The four year graduation rate is formally defined by the U.S. Department of Education as “the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school four years earlier (adjusting for transfers in and out, émigrés and deceased students).”

In other words, students will be assigned to cohort based on the year they are expected to graduate on a four-year plan. For example, students entering the 9th grade in the 2008-09 school year would be assigned to the 2012 cohort. The four year graduation rate will then be calculated using the following formula:

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

The school that the student was last enrolled in at the end of the cohort year will be the school that is held accountable for that student. For example, if a student completes 9th and 10th grade at school A, but graduates from school B, that student will be used in calculating the four year graduation rate for school B. Likewise, if a student starts high school in school B, then transfers to school A before dropping out, then that students will be used in calculating the four year graduation rate for school A.

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%) |

Please note that although an exit for homeschooling is not considered a dropout on the Annual Dropout Report, it will be considered a dropout for purposes of calculating the four year graduation rate.

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

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Advanced Coursework (High School)

Advanced Coursework for high schools includes Advanced Placement (AP) courses; International Baccalaureate (IB) programs; concurrent enrollment in career tech, college or university courses; Advanced International Certificate of Education (AICE), and industry certification courses.[5] 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 they satisfy the requirement for either participation *or* performance.

The participation index will be calculated using the following formula:

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

As with middle schools, successful completion is defined as completing the course with a 'D' or better. For high schools, however, the numerator will include all students enrolled in the high school, whereas the denominator only considers the enrollment for 11th and 12th grade. For example, school A serves grades 9 – 12 and has twenty (20) students in each grade. Thirty (30) students in school A successfully complete two (2) advances course each. School A's participation index will be ((30 * 2) / (20 + 20)) = 1.5.

The performance index will be calculated using the following formula:

$$\textit{Performance Index} = \frac{\textit{Number of courses completed with a 'C' or better}}{\textit{Number of successfully completed courses}}$$

Students earn a performance point in concurrent enrollment in they earn a 'C' or better in the course. Students earn a performance point in IB if they earn a 4 or higher on the IB exam. Students earn a performance point in AP if they earn a 3 or better on the AP exam. Students

5. Courses qualifying as industry certification courses will be supplied by the Oklahoma Department of Career and Technology Education (CareerTech). Due to data limitations, only courses completed at a CareerTech center will be included as advanced coursework for the 2013 report card. By the 2014 report card, procedures will be in place to include industry certification courses taken at either a CareerTech center or a high school.

earn a performance point in AICE or industry certification courses if they earn a 'C' or better in the class. So, for example, if out of the 60 successfully completed courses for school A, only 55 earned a performance point, school A would receive a performance index of (55 / 60) = 0.92 High schools can earn bonus points with either a participation index of 0.70 or greater *or* a performance index of 0.90 or greater.

College Entrance Exams (High School)

Schools can receive a bonus points for students taking a college entrance exam (ACT or SAT). The percentage of students taking an entrance exam will be calculated by dividing the number of 12th graders who have taken an entrance exam at some point in their careers by the total number of 12th graders on the October 1 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.

The performance of students taking an entrance exam will also be calculated by dividing the number of 12th graders who have achieved a pre-determined score on an entrance exam (20 or greater for the ACT and 1410 or greater for the SAT) by the number of 12th graders who have taken an entrance exam. 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.

High schools will receive bonus points with either a participation *or* a performance percentage of 75% or better.

Low Performing Eighth Grade Cohort Graduation Rate (High School)

High schools will 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 (8th) grade reading or mathematics

OSTP assessments. The formula for computing this graduation rate is identical to the four year graduation rate with the exception that only students who scored below "Satisfactory/Proficient" on either the 8th grade reading or math OSTP assessment will be included in the calculation:

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

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 bonus points for achieving a low performing 8th 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 "Satisfactory/Proficient" or "Advanced" on six (6) out of the seven (7) EOI assessments (Algebra I, Algebra II, English II, English III, Biology I, U.S. History, and Geometry).

Year-to-year Growth

As data become available, high schools can earn bonus points by improving any of their rates from the 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% on the previous report card, school A would need to increase their graduation rate by ((100 – 80) * .1) = 2% to 82% 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% or more.

Additionally, maintaining satisfactory performance on any of the previous categories for two consecutive years (i.e., receives bonus points in that category for both the previous and current year's report card) 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 towards their year-to-year growth.

In order to receive the bonus point, schools must show improvement in at least three (3) out of the (5) bonus sections.

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## Appendix: Supplemental Information

Each report card will also contain a variety of supplemental summary statistics as mandated by the U.S. Department of Education. This information will be for reporting purposes only, and will not be used in any grade calculations. To ensure FERPA compliance, any statistic that consists of fewer than ten (10) students will not be reported.

Assessment Data

The following information will be presented in charts/tables for all students (FAY and NFAY combined) and for all subgroups (race, ethnicity, gender, IEP status, migrant status, ELL status, and Free/reduced lunch status where applicable:

- AMOs (actual performance and target)
- Percentage of students at each proficiency level (total

The following will be presented for all students:

- Percentage of students tested by subjects not covered in AMOs
- Comparison of Proficiency rates with previous year, district, and state by subject and grade
- The number of recently arrived ELL students exempted from ELA assessment
- Original performance levels for OMAAP and OAAP exams (before the 3% cap adjustment)

School Designation

If the school receives a designation (Focus, Priority, Targeted Intervention, or Reward), it will be displayed here. District report cards will have a list of all district schools with each designation.

Graduation Rate

District and State four and five year graduation rates (lagged one year) will be given here in order to compare with the site (if applicable).

College Information

This section will report the following information for all students (FAY and NFAY combined) and for all subgroups (race, ethnicity, gender, IEP status, migrant status, ELL status, and Free/reduced lunch status where applicable:

- The total number of students earning a regular high school diploma
- The number and percentage of four year graduates (lagged one year; if applicable) who have enrolled in an in-state Institute of Higher Education (IHE) The number and percentage of four year graduates (lagged three years) enrolled in a public IHE within 16 months of graduation who have completed at least one (1) year's worth of college credit within two years of initial enrollment

Teacher Quality Information

For the state report card only, the following data will also be aggregated across schools in the top and bottom quartiles of free/reduced lunch status:

- Percentage of teachers with bachelor's, master's, or doctoral degrees
- Percentage of teachers with special licensure
- Percentage of classes in core subjects (English, Reading/Language Arts, Math, Science, Foreign Language, Civics, Government, Economics, Arts, History, and Geography) taught by Highly Qualified Teachers (state certified, has at minimum a bachelor's degree, and has demonstrated competence in the subject are s/he is teaching)

National Assessment of Educational Progress (NAEP) statistics

NAEP statistics cannot be disaggregated beyond the state level. Thus, this section will be the same for all report cards.

- Percentage of students at each NAEP achievement level for reading and math (grades 4 and 8) for all students and disaggregated by race, ethnicity, IEP status, ELL status, and free/reduced lunch status
- Participation rates for IEP and ELL students

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