

SDE

Federal Small School Accountability Guide

February 2014

Table of Contents

Federal Accountability Guide for Small Schools	2
Calculation of the Overall Letter Grade	3
Test Participation	5
A Special Note about Virtual Education Providers.....	6
Component 1: Student Performance.....	6
Students who take an EOI in Middle School Grades.....	7
Calculation of the Student Performance Component	7
Component 2: Student Growth	9
Calculation of Student Growth.....	10
Bonus Points	12
Elementary Schools	13
Middle Schools.....	13
High Schools.....	13
Description of Each Criterion	13
Student Attendance (Elementary and Middle)	13
Advanced Coursework (Middle)	14
Four-Year Adjusted Cohort Graduation Rate (High School).....	15
Advanced Coursework (High School)	17
College Entrance Exams (High School)	18
Low Performing Eighth Grade Cohort Graduation Rate (High School)	18
Overall EOI Performance	19
Year-to-Year Growth.....	19
Contact Information.....	20
Glossary.....	20

Federal Accountability Guide for Small Schools

In Oklahoma, small schools—defined as those with fewer than ten students with valid **Oklahoma State Testing Program (OSTP)** exam scores—are an integral part of the public education system. Such schools provide innovative learning opportunities and learning environments, particularly for students living in underserved, rural communities. As might be expected, however, these schools face certain challenges regarding performance assessments and accountability. Specifically, given the small number of students at these schools, performance metrics for small schools are (1) inherently unstable; (2) have larger confidence intervals; and (3) have larger cohort differences, relative to larger schools.

Given these issues, the State Department of Education of Oklahoma has developed a modified approach to making accountability determinations for small schools that mirrors the **A – F Report Card**. These modifications are meant to minimize the impact of individual student scores on overall school scores and increase year-to-year stability. The specific changes are:

- Student Performance and Student Growth Indicators will be calculated using the weighted average of the past three years rather than just one year;
- Letter grades for individual content area in the Student Performance section and the points awarded for specific bonus items will not be displayed on the report card; and
- Student Growth will be calculated using only growth for all students (i.e., growth of the bottom twenty-five percent of students in a school will not be included.);

This document outlines the procedures and standards for calculating performance for the **Small School Report Card**. Separate sections detail and provide examples for the calculation of the (1) overall letter grade; (2) student performance; (3) student growth; and (4) bonus points. The purpose is to provide stakeholders, including policymakers, principals, and the public with a detailed description of how grades are calculated for small schools and in doing so, increase transparency in accountability.

Calculation of the Overall Letter Grade

The small school 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 grades are determined is provided.

The 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 **1 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), “**Not Full Academic Year (NFAY)**” or “**Other Placement**” will be excluded from all calculations.¹

The student growth section includes only Reading and Mathematics OCCTs in grades 3-8, and the Algebra I EOI and English II EOI exams in high school. 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.

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 percent to 100 percent for the school. Intermediate calculations (e.g., Student Performance * .50) are carried out to two decimal places.

¹ Geography exams will be field test exams in the 2013-2014 school year. Thus, these exams will not be included in the performance calculations only for 2013-2014.

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%
Overall Student Growth	50%

Table 2
Report Card Index Calculation

(Student Performance Index * .50)	+
(Overall Student Growth Index * .50)	
<hr/>	
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 83, 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	74	.50	37
Bonus Points	***	***	8
Overall Calculated Index 83%			
Overall Letter Grade B			

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**. If there is no school to which 60 percent or more of the students from the original school are enrolled upon promotion to the third grade, then that school will not receive an A-F Report Card.

Test Participation

Schools are expected to test 100 percent of **eligible students** enrolled in that school during the testing window for every OSTP exam for which they are eligible, regardless of FAY status. Schools that do not test a sufficient percentage of eligible students will be penalized as follows (all percentages are rounded to the nearest whole number):

- The school’s Overall Letter Grade will be reduced by one whole letter grade if fewer than 95 percent of all **eligible test records** have **valid scores**.
- The school’s Overall Letter Grade will automatically be reduced to an “F” if fewer than 90 percent of all eligible test records have valid scores.

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). If the school originally earned an “A-“ on the report card, but only has 425 exams with valid scores (94.44 percent), then the Overall Letter Grade would be reduced to a “B-“. Likewise, if the school only has 402 exams with valid scores (89.33 percent), then the Overall Letter Grade would be reduced to an automatic “F”.

A Special Note about Virtual Education Providers

For the 2013-2014 school year, virtual education providers who have contracted with a public school district to provide full-time virtual education to non-resident students of the district will be treated as a separate school site. If the virtual education provider has contracted with more than one school district, then that provider will be considered a single site for each district with which the provider contracts. As a site separate from the district, virtual education providers will receive an A-F Report Card (assuming they meet all other eligibility requirements). The report card of virtual education providers will detail the performance and growth of only **non-resident students** of the contracting district. **Resident students** will be reported with the school of residence even if they are enrolled in an online program. In other words, if XYZ High School has a contract with a virtual education provider to educate students who do not live in XYZ district, then XYZ Virtual High School will receive a report card composed of **non-resident students** that is separate from the brick-and-mortar XYZ High School.

Furthermore, full-time virtual charter schools that serve pre-kindergarten through 12th grade will receive a separate report card for each of the following grade spans: elementary (PK – 5), middle (6 – 8) and high (9 – 12). Thus, these full-time virtual charter schools will be treated as six (6) separate sites for purposes of the A-F Report Card: elementary, middle, and high school report cards composed of residents of the sponsoring district and elementary, middle, and high school sites composed of non-residents of the sponsoring district. As with brick-and-mortar schools, any virtual school site (either as a site contracted with a district or a charter school site) that is not eligible for an A – F Report Card due to having less than 10 students will be subject to the accountability system as described in this guide.

Beginning July 14, 2014, no school district shall offer full-time virtual education to students who do not reside within the boundaries of the school district. The Statewide Virtual Charter School Board will assume existing contracts to provide full-time virtual education to non-resident students, and those schools will become statewide virtual charter schools. The district of residence of statewide virtual charter schools will be considered the State of Oklahoma.

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. Content areas included are those assessed on the OCCT, EOI, and OAAP (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 taking OCCTs or OAAP exams will be included in the Student Performance component.

Which test records belong to which schools is determined using the **county, district and site codes** on the test record itself. Thus, the school code that is on the testing record should reflect the school the student was enrolled in at testing (which is not necessarily the school where the student actually took the test).

Students who take an EOI in Middle School Grades

In addition to test records from the current year, the Student Performance component for schools that serve ninth grade will include any previous EOI test records that the current year’s ninth-grade cohort took as middle school students if the following conditions are met:

- The previous record(s) can be located (via matching **State Testing Numbers**).
- The student was enrolled as a ninth grader at the current school on Oct. 1.
- The student took the EOI exam in grades six, seven or eight.
- The test record met eligibility criteria the year it was taken (i.e., FAY, not “Second Time Test,” not “Other Placement”).
- The current school does not also serve grades six, seven or eight.

In other words, the school that the ninth grader currently attends will receive credit for any previous EOIs taken by that student while s/he was in middle school unless the current school also serves the same grade that the student was in when the test was originally taken.

Calculation of the Student Performance Component

For small schools, the student performance index will be calculated by taking the **Weighted Average of the Performance Index (WAPI)** for the past three years. The Performance Index (PI) for each year is calculated by dividing the number of test scores that were “**Proficient**” or “**Advanced**” by the total number of eligible test records with valid scores.² The result will then

² EOI test records that indicate the student is 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.

be multiplied by 100 and rounded to the nearest whole number to form the **Performance Index (PI)**. The formula for calculating the PI for an individual year is shown below:

$$PI_{Year\ n} = \left(\frac{\text{Number of Proficient or Satisfactory} + \text{Number of Advanced}}{\text{Total Number Tested}} \right) \times 100$$

Using the calculated PIs for the past three years, the WAPI for small schools is calculated as shown below:

$$WAPI = \left(\frac{PI_{2013} \times \text{Total Number Tested}_{2013} + PI_{2012} \times \text{Total Number Tested}_{2012} + PI_{2011} \times \text{Total Number Tested}_{2011}}{\text{Total Number Tested}_{2013} + \text{Total Number Tested}_{2012} + \text{Total Number Tested}_{2011}} \right) \times 100$$

For example, a small school with the following PI data for the past three years would earn the following WAPI:

Table 5 Example of Weighted Average Performance Index (WAPI) Calculation

Year	Number Tested	Number Proficient	Number Advanced	Index Calculation	PI	Grade
2011	9	7	1	$((7 + 1) / 9) \times 100$	89	B
2012	6	4	1	$((4 + 1) / 6) \times 100$	83	B
2013	5	2	1	$((2 + 1) / 5) \times 100$	60	D
Performance Index	20	13	3	$((13 + 3) / 20) \times 100$	80	B

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 6). 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.

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

For more detailed information on how to calculate PIs for elementary, middle and secondary schools, please see the “2014 A to F Report Card Technical Guide”.

Component 2: Student Growth

Small 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 third through eighth grade Math and Reading exams, 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, 3-8 OCCT and OAAP exams of retained students are include 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).³
- For 3-8 Math and Reading, the previous exam record must be only one year removed.
- For Algebra I, the previous exam record must be from the most recent corresponding OCCT exam students could have taken (e.g., seventh grade if the EOI is taken in eighth grade; eighth grade if the EOI is taken in ninth grade or later).
- For English II, the previous exam record must be the eighth-grade OCCT Reading exam.⁴

³ Because OMAAP exams are no longer available for third through eighth grade Reading and Math, all students who took an OMAAP exam in 2012-2013 will not be included in any growth calculation for 2013-2014, as there will not be a corresponding OMAAP exam with which to pair it.

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 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.

As stated earlier, only the current year’s Algebra I and English II exams may be included in the Student Growth component. Thus, even though the previous EOI records of middle school students now in the ninth grade were included in the Student Performance component, they are not included in the Student Growth component.

Calculation of Student Growth

Overall Student Growth is measured by comparing proficiency levels across paired exams 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

⁴ Middle schools students will always use the grade level OCCT Reading exams to assess growth, even if they take the English II EOI.

from one year to the next.⁵ The statewide average of positive growth is calculated separately for each grade level and subject.

The number of paired test records that qualify for growth are divided by the total number of eligible paired exams 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.

For small schools, a **Weighted Average Growth Index (WAGI)** will be calculated using the growth indices of the past three years⁶.

$$WAGI_{2013} = \frac{(GI_{2013} \times Exams_{2013}) + (GI_{2012} \times Exams_{2012}) + (GI_{2011} \times Exams_{2011})}{Exams_{2013} + Exams_{2012} + Exams_{2011}}$$

Table 7 Example of Weighted Average Growth Index (WAGI) Calculation

Year	GI	Exams	GI x Exam
2011	88	9	88 x 9 = 792
2012	76	6	76 x 6 = 456
2013	90	5	90 x 5 = 450
WAGI₂₀₁₃	85	20	(792+456+450)/20

⁵ Because OAAP does not have OPI scores, OAAP test-takers will not be able to use this method to earn a point.

⁶ Growth index calculations for the past three years will require four years of data. The GI for 2013, for example, is calculated using data for 2012 and 2013; the GI for 2012 is calculated using data from 2011 and 2012; and the GI for 2011 is calculated using data from 2010 and 2011. Hence to calculate the WAGI for 2013, data from 2010, 2011, 2012, and 2013 is necessary.

Each school will receive a letter grade based on their growth index (see Table 8). 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.

If even after aggregating across three years, the number of paired exams for math or reading is fewer than 10, then the Student Growth component will not be calculated. In this situation, the student achievement performance grade will be worth one-hundred percent (100%) of the final grade.

For more detailed information on how to calculate individual year GIs for elementary, middle and secondary schools, please see the “2014 A to F Report Card Technical Guide”.

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

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).

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 9 serves as a guide for classification. It is important to note that this classification is for the distribution of bonus points only and does not necessarily match the classification assigned via the **Office of Accreditation**.

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 points for achieving a participation index of 30 or higher in advanced coursework.

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)⁷

Student Attendance is calculated as the **Average Daily Attendance** (ADA) divided by the **Average Daily Membership** (ADM) and multiplying by 100 to create a percentage. 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. 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 percent or higher.

⁷ Attendance is reported at the site level. Therefore, it is not possible to separate the attendance of residents and non-residents for virtual sites. Thus, the report card for non-residents will receive the same attendance rate as the report card for residents.

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 courses** 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 as receiving a “D” or better for every **term grade**. A participation index will be calculated using the following formula:

$$\text{Participation Index} = (\text{Number of successfully completed courses} \div \text{October 1 enrollment of grades 6 and up}) \times 100$$

Calculations will be rounded to the nearest whole number. 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 $((20 * 2) / 80) * 100 = 50$. Middle schools will earn bonus points with a participation index of 30 or greater.

The Office of Accountability and Assessments 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:

$$\text{Dropout Rate} = (\text{Number of reported dropouts}) \div (\text{October 1 Enrollment}) \times 100\%$$

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 percent 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 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:

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

The school that the student was last enrolled in at the end of the reporting year (e.g., Sept. 30, 2013 for the 2013 cohort) will be the school that is held accountable for that student (although students will have until Sept. 30 of that year to fulfill graduation requirements). For example, if a student completes ninth and 10th grade at school A, but graduates from school B, then 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 student will be used in calculating the four-year graduation rate for school A.

Table 10 provides an example of the four year graduation rate calculation.

Table 10	
Number of graduates in cohort x	80
<hr/>	
Number of graduates in cohort x	80
+ Number of dropouts in cohort x	15
+ Number of students in cohort x still enrolled	7
<hr/>	
Total Cohort	102
<hr/>	
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 will be 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 percent 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:

$$\text{Participation Index} = \frac{\text{Number of successfully completed courses}}{\text{October 1 enrollment for 11th and 12 grade only}} \times 100$$

As with middle schools, successful completion is defined as receiving a “D” or better for every semester/trimester. Students participating in a block schedule will need to receive a “D” or better in two quarterly grades. 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 $((30 * 2) / (20 + 20)) * 100 = 150$.

The performance index will be calculated using the following formula:

$$\text{Performance Index} = \frac{\text{Number of courses meeting performance criteria}}{\text{Number of successfully completed courses}} \times 100$$

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 $(55 / 60) * 100 = 92$.

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

- The participation index is 70 or greater.

- The performance index is 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)⁸

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 all of their ACT/SAT scores. Students will be counted one time for each examination (ACT or SAT), regardless of the number of times either exams are taken. The most recent test score on file will be used. The school that is listed on the exam record is the school that will receive credit for the exam. Only exams taken on nationwide testing days will be included.

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 rate *or* a performance rate is 75 percent 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:

⁸ Because of limitations in the data, college entrance exams are coded to the school rather than the individual student. Therefore, it is not possible to separate the performance/participation of residents and non-residents for virtual sites. Thus, the report card for non-residents will receive the same performance and participation indices as the report card for residents.

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

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
<hr/>	
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 8 th 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 percent or above.

Overall EOI Performance

High schools can earn bonus points if 80 percent 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 actual EOI exams (i.e., no alternative exams or placement) can 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 percent of the difference between the previous year’s graduation rate and 100 percent. 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, high schools must again improve by at least 10 percent of the difference between the previous year's rate and 100 percent. The performance may occur either in participation or performance for the entrance exams.

For advanced coursework, high schools must improve by 5 percent 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 percent for two consecutive years will still be able to count graduation rate toward their year-to-year growth.

Contact Information

Office of Accountability and Assessments

Email: Accountability@sde.ok.gov

Phone: (405) 521-3341

Maridyth McBee, Ph.D.

Assistant State Superintendent of Accountability and Assessments

Email: Maridyth.mcbee@sde.ok.gov

Phone: (405) 522-5169

Michael Tamborski, Ph.D.

Executive Director of Accountability

Email: Michael.tamborski@sde.ok.gov

Phone: (405) 521-3341

Glossary

ACT. A college placement exam offered multiple times per year. The ACT has four major sub-tests assessing English, mathematics, reading and science reasoning.

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 and district.

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.

Average Daily Attendance (ADA). ADA is calculated by dividing the total number of days students were present in a site by the number of days in the school calendar for the district. A student can be present for a portion of the day and still be counted in the ADA.

Average Daily Membership (ADM). ADM is calculated by dividing the total number of days students were enrolled in school by the number of days in the school calendar. A student must be enrolled for the entire school day to count toward the ADM.

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.

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 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. Sites are responsible for 100 percent of eligible students enrolled during the testing window.

Eligible test records. For purposes of calculating participation rates, the test records of all eligible students except those identified as “Other Placement” are eligible test records. For purposes of calculating student performance, the test records of all eligible students except those identified as “Other Placement” or “NFAY” are eligible test records. Each student can only count once for each site and for each test. If a student has multiple records for the same testing subject at the same site, then records with valid scores are given preference to records without valid scores.

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 pattern 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 to the time 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 do not qualify for FAY status at the site level but do qualify within the district. Students who are “NFAY district” are students who do not qualify for FAY status at the site or district level but do qualify within the state. Finally, students who are “NFAY state” are students who do not qualify for FAY status at the site, district or state level.

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 course 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).

Office of Accountability and Assessments. The Office of Accountability and Assessments is the division of the Oklahoma State Department of Education charged with administering the Oklahoma State Testing Program (Assessments) and using those test results to implement a system of recognition, accountability and support as required by the ESEA Flexibility Waiver (Accountability). 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 set 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 test takers in the district, regardless of FAY or second-time test status, in each of the four testing subjects. This result (the number of OAAP exams allowed) is divided by the total number of Proficient or Advanced OAAP exams (FAY and first-time tests only) in the district in that testing subject. This produces a ratio of the number of OAAP exams allowed to count as Proficient or higher to the actual number of OAAP exams that scored Proficient or higher. As a formula:

$$OAAP\ Ratio = \left(\frac{Number\ of\ valid\ test\ records \times 0.01}{Number\ of\ actual\ Proficient\ or\ Advanced\ OAAPs} \right)$$

If this ratio is greater than or equal to 1.0 for a testing subject, then no OAAP exams will need to be adjusted in the district for that subject. If the ratio is less than 1.0, then it is multiplied by the number of Proficient or Advanced OAAP exams (FAY and first-time tests only) at each site. The result (rounded up) is the number of OAAP exams for the site that are allowed to count as Proficient or Advanced. Any OAAP exams above that cap must then be counted as Limited Knowledge in the Performance component of the A-F Report Card. 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://ok.gov/sde/sites/ok.gov.sde/files/documents/files/Appendix_B-One_Percent_Explanation.pdf.

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 it 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.

Resident students/ Non-Resident Students. The residence for any child in Oklahoma is the school district in which the parent(s), guardian(s) or person(s) having legal custody holds legal residence. Any student who receives services from a district outside of his/her residence is considered a Non-Resident Student. If the student receives services from the district in which they reside, then s/he is a Resident Student.

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.

Small School Report Card. A report card that is issued to schools with fewer than 10 tested students. This report card mirrors the A – F report card, but instead assess student performance over three years rather than in a single year.

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 be either semester or trimester 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.

Unsatisfactory. One of the four possible performance levels on an OSTP exam. “Unsatisfactory” means that the student does not perform at least at the “Limited Knowledge” level.

Valid Score. Any record that has a performance level between one and four is a valid score. Any test record in which five or more questions have been attempted will be given a performance level. All fifth- and eighth-grade Writing exams will also be considered to have a valid score unless an explanation for why there is no response for that student is given (e.g., the student was absent, no longer enrolled, etc.).

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

Weighted Average of the Performance Index (WAPI). The WAPI is the weighted average of the student performance indices for the current school year and the previous two years. The WAPI is used instead of the PI for schools subject to the Small School Report Card.

Weighted Average Growth Index (WAGI). The WAGI is the weighted average of the student growth indices for the current school year and the previous two years. The WAGI is used instead of the GI for schools subject to the Small School Report Card.