

OSDE

A to F Report Card Quick Reference Guide

Introduction to the A-F School Grading System

The A-F School Grading System was adopted into law by the Oklahoma Legislature during the 2011-2012 school year (and revised in 2013) to incentivize schools to strive for and reach high levels of college- and career-readiness. This purpose of this initiative is to show how successfully schools are meeting or advancing toward grade-level academic standards, presented in an accessible framework.

Because of the importance of providing valid and accurate feedback about student performance, it is important for any accountability measure to be both understandable and interpretable. This guide, designed to be an introductory guide to the A-F system, provides a general overview of what data goes into the report card and explains how it is calculated. Those who already are familiar with the A-F system and want a more detailed explanation of the report card calculations should read the “A to F Report Card Technical Manual” available on the OSDE website.

How the Report Card Is Calculated

The A-F Report Card is comprised of two primary components, each worth one-half of the overall grade: Student Performance and Student Growth. In addition, schools have the opportunity to have up to 10 bonus points added to their final grade.

The Student Performance Component

The Student Performance component is simply the passing rate for all state testing within a school (i.e., number of passed tests/total number of tests). Each school receives a letter grade based on this rate in order to aid interpretation.

An “A” represents outstanding achievement with nearly all students (90 percent or greater) demonstrating at least grade-level proficiency. A “B” represents above-average achievement in which the majority of students are at least at grade-level and only a few students are struggling. A “C” indicates average achievement. Most students at a “C” school are demonstrating at least grade-level expectations, but there is a significant number of students who are having difficulty meeting standards.

A “D” indicates below-average performance. The majority of the students are still at grade-level for one or more subjects at a “D” school, but a substantial number are not meeting grade-level expectations. Alternatively, the student body as a whole could be performing well in one subject (e.g., reading), but there may be another subject (e.g., math) where the student body is

struggling. Finally, an “F” indicates nearly half, if not more, of the student body is not meeting grade-level academic standards.

A school must have at least 10 tested students before a performance component can be calculated. If it cannot be calculated, the school will not receive an A-F Report Card.

Component 2: Student Growth

Schools are also assigned a grade based on individual student growth, worth 50 percent of the overall school grade. Because only math and reading are tested consistently from year to year, the growth indices will be based **only** on third- through eighth-grade Math and Reading exams, and Algebra I and English II exams.

The Student Growth component is divided into two sub-components, each worth 25 percent of the overall grade:

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

Like the performance component, a school must have at least 10 unique students in order to calculate each sub-component. If the Bottom 25 Percent Growth cannot be calculated, the Overall Student Growth will be worth 50 percent of the school’s overall grade. If Overall Student Growth cannot be calculated, the Student Performance Component will be worth 100 percent of the school’s overall grade.

Overall Student Growth

Overall Student Growth is measured by comparing proficiency levels from a prior exam to the exam from the current school year. A student can qualify for growth in either math or reading in one of three ways:

- The student scores at least “Proficient” on both the current exam and the prior exam.
- The student improves his or her performance level on the current exam compared to the prior exam.
- The student increases his or her scale score (OPI score) on the current exam compared to the prior exam. The increase must be greater than or equal to the average increase for the state on that specific exam.

The Overall Growth sub-component is then essentially the average percentage of students across math and reading that experienced sufficient growth or maintained proficiency on state

tests. Like the performance component, each school will receive a letter grade based on this percentage in order to aid interpretation.

Bottom 25 Percent Student Growth

The Bottom 25 Percent Student Growth sub-component is calculated and interpreted in the same way as Overall Student Growth. However, instead of looking at growth for all students, the Bottom 25 Percent Student Growth sub-component focuses on the growth of the lowest achieving students from the previous year. The bottom 25 percent growth also will receive a letter grade.

Bonus Points

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

Elementary Schools

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

Middle Schools

Middle schools can earn six bonus points for achieving an attendance rate of 94 percent or higher, two bonus points if their dropout rate is equal to or lower than 0.9 percent and two bonus points if students complete a sufficient number of advanced courses.

High Schools

High schools can earn five bonus points if their graduation rate is equal to or greater than 90 percent. They also can earn one bonus point each for: (1) the graduation rate of students who were not proficient on either the math or reading eighth-grade OCCT exam being greater than or equal to 80 percent; (2) 80 percent of high school graduates passing at least six of the seven end-of-instruction exams; (3) a participation rate or successful achievement rate of 75 percent on college entrance exams (i.e., the ACT or SAT); (4) students successfully completing a sufficient number of advanced courses (i.e., either a sufficient number of students in the school are passing advanced courses with at least a “D” or a sufficient number of students who pass advanced courses are getting at least a “C”); and (5) sufficient year-to-year improvement in at least three of the previous bonus-point criteria.

The Overall Letter Grade

The Overall Letter Grade index is determined by combining the Student Performance Component (50 percent), the Overall Student Growth component (25 percent) and the Bottom 25 Percent Growth component (25 percent). Any additional bonus points earned are then added to the total to create the school's final grade. The school also receives an Overall Letter Grade that corresponds to the overall grade index (e.g., 97 and above is an "A+." 93-96 is an "A," 90-92 is an "A-," etc.).

Like the letter grades for Performance and Student Growth, the Overall Letter Grade can be interpreted in a meaningful way. An "A" indicates that, as a whole, the students within that school are performing exceptionally well. The majority of students in an "A" school are achieving grade-level standards and the ones who aren't are typically at least making significant progress toward proficiency. An "F" indicates that a significant proportion of students are not achieving grade-level standards. While these students may be making some progress, it is not sufficient to get them closer to being "on-track" for college- and career-readiness.

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