SDE

2014 A to F Report Card Technical Guide

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Introduction to the A-F School Grading System

The **A-F School Grading System** was adopted into law by the Oklahoma Legislature in 2011 (and revised in 2013) to incentivize schools to strive for and reach high levels of college- and career-readiness. Unlike previous systems of school accountability, this initiative shows how students within a school are meeting or advancing toward grade-level academic standards in a framework that anyone can understand.

As this is still a relatively new system, we must ensure that the A-F system is both understandable and interpreted appropriately. Even though the A-F system is conceptually easy to understand, the intricate specifics that are required to generate the report card are more complex. Thus, the goal of this document is to provide a detailed description of how all aspects of the A-F Report Card are calculated, from where we receive the data to how all components are combined into a single letter grade. As this is a technical document, it is meant for individuals already familiar with the A-F system. If you are new to the A-F Grading System, we recommend you first read the "2014 A to F Report Card Introductory Guide" available on the SDE website.

This guide will first describe any significant changes made to the guide from the previous year along with a brief description of which schools are eligible to receive an **A-F Report Card**. Secondly, the guide will provide a general description of the major components that comprise the A-F Report Card. Thirdly, it will describe the calculation of each component in detail, including the calculation of bonus points. Finally, the guide will describe the calculation of district and state report cards along with a list of all the supplemental information included in the report card but not part of the grade calculation. A glossary of terms and contact information for the **Office of Accountability and Assessments** staff is also included.

Significant Changes from the 2013 Report Card Guide

- A table of contents, introductory section, and glossary were added.
- A description of eligibility requirements was added.
- Fifth-Grade Social Studies and Eighth-Grade U.S. History are no longer pilot exams.
- Beginning in 2013-2014, OMAAP exams are only available to second-time EOI testers who previously took an OMAAP. Therefore, OMAAP exams are no longer used in the A-F Report Card, and there is no longer a 2 percent OMAAP cap.
- Rules surrounding virtual education providers are clarified.

- The section on how middle school students who take EOIs are used in the Student Performance Component was revised.
- How exams are paired for the Student Growth components has been clarified.
- Calculation of the Bottom 25 Percent Growth sub-component has been clarified.
- Additional details for bonus point calculations have been added.

Who Is Eligible for an A-F Report Card?

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

- The site is a pre-kindergarten-only center.
- The site's highest grade served is kindergarten, first grade or second grade, and there is no other site where at least 60 percent of the original site's students attend third grade (which is described in more detail in the following section).
- The site serves any grade between third grade and 12th grade (inclusive) but has fewer than 10 **unique students** with valid **Oklahoma State Testing Program (OSTP)** exam scores. Even though these schools will not receive an A-F Report Card, **No Child Left Behind (NCLB)** still requires that we have some form of accountability for these schools. Please see the document, "Federal Small School Accountability Guide," available on the SDE website for the accountability system used for these sites.

Calculation of the Overall Letter Grade

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

Student Performance

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]

Student Growth

The Student Growth component is divided into two sub-components: growth of all students in a school and growth of the bottom 25 percent of students in the school. The student growth section includes 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. If one of the sub-components cannot be calculated, then the remaining category will carry the full weight for the Student Growth grade.

Bonus Points

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

The Overall Letter Grade

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

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

[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.

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

Table 1

Component Weights in Final Grade

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

Table 2

Report Card Index Calculation

(Student Performance Index * .50) +

(Overall Student Growth Index * .25) +

(Bottom 25% Growth Index * .25) +

(Bonus Points) =

Final Report Card Index

Table 3

Final Index to Letter Grade

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

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

Table 4

Example Calculation

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

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

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

Federally Required Supplemental Information

In addition to information required to calculate a letter grade, report cards will also include a variety of additional reports as required by the **U.S. Department of Education**. These reports are not used in any A-F calculation and are solely for reporting purposes. A list of these additional reports can be found in appendix A.

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

The Student Performance component will be calculated by dividing the number of test scores that were "**Proficient**" or "**Advanced**" by the total number of eligible test records with valid scores.[2] The result will then be multiplied by 100 and rounded to the nearest whole number to form the **Performance Index (PI)**. The formula for calculating the PI is shown below:

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

A school must have at least 10 unique students with valid test scores before a Performance Index is calculated. If that index cannot be calculated, then the school will not receive an A-F Report Card but instead will be subject to the Small School Accountability System mentioned earlier. Furthermore, if a school has fewer than 10 students in a specific subject area, a PI will not be calculated for that specific subject (although the records will still be used to calculate the overall Performance Index).

[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.

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

Table 5

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

Tables 6 and 7 provide an example of how the Performance Index will be calculated for a traditional elementary school. For these and all subsequent tables, it will be assumed that no exams have an adjusted performance level due to the 1 percent OAAP cap. A PI calculation based on the total numbers from all subject areas combined is displayed on the last line of the table. In addition, a letter grade for each content area will be displayed on the report card so strengths and weaknesses can be highlighted. Note that even though Tables 6 and 7 illustrate the calculations, only the total number tested, PI and letter grade of each subject area will appear on the report cards.

Table 6 Example Distribution of Scores for an Elementary School

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

Table 7 Example of Elementary Performance Index Calculation

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

Based on the total performance of students in all academic areas tested, this school would earn a Performance Index (PI) of 90, which translates to a letter grade of “A”. The PI is worth 50 percent of the school’s overall grade. The individual subject area grades and indices serve to highlight subject matter strengths and weaknesses. In this example, Social Studies had the lowest PI, whereas Mathematics had the highest calculated PI.

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

Table 8 Example Distribution of Scores for a Middle School

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

Table 9 Example of Middle School Performance Index Calculation

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

[3] 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.

In this example the school would earn a Performance Index (PI) of 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.

Tables 10 and 11 provide an example of how the Performance Index will be calculated for a traditional high school. As previously stated, the PI calculated on the last line of the table is the grade that will be worth 50 percent of the final school grade. The subject area grades will be displayed to highlight strengths and weaknesses. In this example the high school has a calculated Performance Index of 75, which translates to a letter grade of "C".

Table 10 Example Distribution of Scores for a High School

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

Table 11 Example of High School Performance Index Calculation

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

Component 2: Student Growth

Schools will also be assigned a grade based on individual student growth, worth 50 percent of the overall school grade. Because only math and reading are tested consistently from year to year, the growth indices will be based **only** on third through eighth grade Math and Reading exams, 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). [4]
- 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. [5]

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.

[4] 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.

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

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.

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

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

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

Overall Student Growth

Overall Student Growth is measured by comparing proficiency levels across 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 from one year to the next.[6] 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.

Table 12

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

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

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

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

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

Previous Proficiency Level	Current Proficiency Level				
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
Unsatisfactory	14	10	6	0	30
Limited Knowledge	4	20	20	4	48
Proficient	2	16	100	20	138
Advanced	0	0	6	24	30
Total	20	46	132	48	246

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

Previous Proficiency Level	Current Proficiency Level				
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
Unsatisfactory	4	8	4	0	16
Limited Knowledge	0	20	10	0	30
Proficient	0	10	110	20	140
Advanced	0	0	18	36	54
Total	4	38	142	56	240

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

Table 15: Calculation of Points for Mathematics

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

Table 16: Calculation of Points for Reading

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

Table 17: Calculation of Overall Growth Index

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

Bottom 25 Percent Student Growth

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

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

The bottom quartile of test record pairings for each grade-level-specific subject/exam combination will be used in the Bottom 25 Percent Growth calculation. A school must have at least four exams of the same type (e.g., OMAAP Math, OAAP Reading, etc.) in order to identify a bottom 25 percent for that specific type. In the event of multiple student records with the same previous OPI score, those records will be reverse rank ordered on their current OPI score. In other words, ties will be broken by favoring pairings with the most growth for inclusion in the Bottom 25 Percent Growth sub-component.

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

and the 14 students with the lowest OPI scores among those who scored "Satisfactory/Proficient" on the previous test (16 + 30 + 14 = 60).

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

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

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

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

Previous Proficiency Level	Current Proficiency Level					
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total	**Added to bottom 25%**
Unsatisfactory	14	10	6	0	30	**30**
Limited Knowledge	4	20	20	4	48	**31**
Proficient	2	16	100	20	138	**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 61 lowest performing students for Math, respectively.

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

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

Table 21: Mathematics Pre-Score to Post-Score Proficiency Level

Previous Proficiency Level	Current Proficiency Level				
	Unsatisfactory	Limited Knowledge	Proficient	Advanced	Total
Unsatisfactory	14	10	6	0	**30**
Limited Knowledge	4	15	12	0	**31**

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

Table 22 Calculation of Points for Reading

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

Table 23 Calculation of Points for Math

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

Table 25 Calculation of Bottom 25% Growth Index

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

Bonus Points

Schools can receive up to 10 bonus points to be applied toward their final grade. Bonus items and/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, then 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 (sixth for elementary school, 10th for middle school, and 11th or 12th for high school). For example, if a school serves students in grades two through six, then the school will be classified as an elementary school. If the school serves students in grades seven through nine, it will be classified as a middle school. If a school serves grade 11 or above, then it will be classified as a high school. Table 26 serves as a guide for classification. It is important to note that this classification is for the distribution of bonus points only and does not necessarily match the classification assigned via the **Office of Accreditation.**

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 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. Schools can earn an additional two points if their dropout rate is equal to or lower than

0.9 percent. Finally, middle schools can earn two points for achieving a participation index of 30 or higher in advanced coursework.

High Schools

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

Description of Each Criterion

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

Student Attendance (Elementary and Middle)[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.

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).

[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.

Successful completion is defined as receiving a "D" or better for every **term grade**. 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) X 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:

Dropout Rate = (Number of reported dropouts) ÷ (October 1 Enrollment) X 100%

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

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

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

Table 27

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

Note that although an exit for homeschooling is not considered a dropout on the Annual Dropout Report, it 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:

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

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:

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

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:

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

[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.

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

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

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

District Report Cards

District report cards will be calculated in exactly the same manner as site report cards with the following exceptions:

- Students who are NFAY for the school site but FAY for the district will be included in the calculations.
- Districts are not eligible for bonus points.
- Current ninth grade students who previously took an EOI in middle school grades will not be carried forward at the district level.

State Report Card

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

- Students who are NFAY for the district but FAY for the state will be included in the calculations.

Appendix A: 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 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 percent cap adjustment)

School Designation

If the school receives a designation (Focus, Priority, Targeted Intervention or Reward), then 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 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 area 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 and will include:

- Percentage of students at each NAEP achievement level for reading and math (grades four and eight) 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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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.

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

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

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.

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

CareerTech courses that lead to industry certification. This is one of the types of coursework that qualifies for the advanced coursework bonus points for high school. CareerTech refers to the Oklahoma Department of Career and Technology Education. As only courses taken at a

CareerTech center can count as leading to an industry certification, all qualifying courses will be provided by CareerTech. To learn more about CareerTech, go to http://www.okcareertech.org/.

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

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

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

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

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

Eligible Student. Any student enrolled in third grade through eighth grade or taking a high school course associated with an EOI 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 patter school is a school in which 60 percent or more of the students from a school without tested grades (three-12) are enrolled upon promotion to third grade.

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

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

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

Full Academic Year (FAY)/Not Full Academic Year (NFAY). A student is considered Full Academic Year (FAY) for a particular exam if s/he has been continuously enrolled from the first day of October 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).

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

Office of Accountability 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:

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

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.

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

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.

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.

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

Unique Student. For purposes of the A-F Report Card, students are differentiated by their State Testing Numbers (STNs). Thus, the number of unique students is determined by the number of unique STNs in the testing data.

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.