

Appendix D: Federal Small School Accountability Guide

September 2013

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 calculating performance on the A-F Report Card for small schools. 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 appendix outlines the procedures and standards for calculating performance on the A-F Report Card for small schools. 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 on the A-F Report Card and in doing so, increase transparency in accountability.

Calculation of Overall Letter Grade

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

The Student Performance section includes performance on all Oklahoma State Testing Program (OSTP) exams administered during the most recent school year including the Oklahoma Core Curriculum Tests (OCCT), End-of-Instructions Exams (EOI), Oklahoma Modified Alternative Assessment Program (OMAAP) and the Oklahoma Alternative Assessment Program (OAAP). The OMAAP and OAAP scores are subject to the two percent (2%) and one percent (1%) cap on allowable proficient scores, respectively. Every content area is included (Reading, Math, Science, Social Studies, History, Geography, Writing, Algebra I, Geometry, Algebra 2, English 2, English 3, Biology, and US History Exams).¹ All testing sessions (Summer, Winter/Trimester, and Spring) are included; however, only “First Opportunity EOI Test Takers” and/or students designated as “Full Academic Year (FAY)” will be included. Additionally, students identified as “Other Placement” (i.e., a student placed by state or court order in a facility within a district other than the student’s original district of residence, or a student placed in a healthcare facility in a district other than the student’s original district of residence) will be excluded. Middle school (grades 6 through 8) students taking EOIs will be counted in both the current year (for the middle school) and the year in which they would be expected to enroll in 9th grade (for their then current) high school.

The Student Growth section measures growth for all students in a school. The student growth section includes OSTP Reading and Math exams only (Grades 3-8 OCCT Reading and Mathematics, Algebra I EOI, English 2 EOI). Students identified in the first section will be paired with a previous reading or math score to evaluate growth. The paired scores must come from similar versions of the exam. For example, a modified exam must be compared with a modified exam, a regular exam compared to a regular exam, and a portfolio assessment compared to a portfolio assessment. If one of the sub-categories cannot be calculated, the remaining category will carry the full weight for the student growth grade.

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

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

attendance, advanced coursework, drop-outs, graduation, college entrance exams, and/or overall EOI performance.

A final percentage grade will be calculated for each component and subsequently combined according to their respective weights to create a total percentage ranging from 0% to 100% for the school/district. For all grades, intermediate calculations will be carried out to one decimal place, and each grade will be rounded to the nearest whole number.

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

Tables are provided indicating the weight each component will carry (Table 1), how the overall report card index will be calculated from the component indices (Table 2), and how the final index will be converted to a letter grade (Table 3).

Table 1
Component Weights in Final Grade

Component	Weight
Student Performance	50%
Overall Student Growth	50%

Table 2
Report Card Index Calculation

(Student Performance Index * .50)	+
(Overall Student Growth Index * .50)	
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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 a school does not have tested grades, (i.e., a school which serves Pre-K through second (2nd) grade), it will receive the performance score of its associated feeder pattern school. The feeder pattern school to be associated with the school without test scores will be identified by the State Department of Education, and verified by the school district of the school without test scores. The State Department of Education will identify school’s associated

feeder pattern school as the school to which 60% or more of the students from the school without test scores are scheduled to be assigned upon promotion to the next tested grade. If the 60% or more of the students from a school without test scores are not scheduled to be assigned to any one school, the associated feeder pattern school will be identified as the school to which the majority of the students in the school without test scores are scheduled to be assigned. Therefore, every school will have at minimum a student performance grade that will be used to determine a letter grade.

Small schools will also be evaluated on the percent of students tested. If a school does not test **95%** of eligible students over a three-year period, regardless of FAY status, the school's overall letter grade will be reduced by one whole letter grade. For example, if a school earns a final index of 94, which translates to a letter grade of 'A,' but only tests 94% of the students, the school will instead receive a 'B.' If a school does not test at least **90%** of eligible students, the school will automatically receive an 'F,' regardless of the final index.

Virtual Education Providers

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

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

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

Component 1: Student Performance

Each school will receive a student performance index (PI) based on student performance on the exams administered in the Oklahoma State Testing Program (OSTP) during the most recent school year. The student PI will be worth 50% of the final report card index. Content areas included are those assessed on the OCCT, EOI, OMAAP, and OAAP (Reading, Math, Science, Social Studies, History, Geography, Writing, Algebra I, Geometry, Algebra II, English II, English III, Biology, and US History) exams. All testing sessions (the previous Summer, Winter/Trimester, and Spring) are included. However, only "First Opportunity EOI Test Takers" and/or students

designated as “Full Academic Year (FAY)” are included. Additionally, students identified as “Other Placement” are excluded. As stated before, OMAAP and OAAP exams are subject to the two percent (2%) and one percent (1%) cap on proficiency level.

Students in middle school who took an EOI this year will be counted for the school they attended this year. In addition, eighth-graders from the previous year who took an EOI will be included in the PI calculation for the high school they attended the current year (based off of the current year’s October 1 accreditation reports). Although “FAY” status in the current year is not required, the student must have had “FAY” status during the year they took the exam. The same general procedure will apply to 6th and 7th graders. EOI scores from three (3) years ago (in the case of 6th graders) or two (2) years ago (in the case of 7th graders) will be applied to the school the students attend the current year.

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/Satisfactory” or “Advanced” by the total number of tests administered during that year. The result will then be multiplied by 100 and rounded to the nearest whole number to form the 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:

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 performance index has a range of 0 to 100. If every student tested has a proficiency level of “Unsatisfactory” or “Limited Knowledge”, the index will be equal to zero (0). If every student tested has a proficiency level of “Proficient/Satisfactory” or “Advanced”, the performance index would be equal to 100. Each school will receive a letter grade based on their performance index (see Table 6). Please note that the letter grade is solely to aid in interpreting the PI, and only the index itself will be used in calculating the final index and letter grade.

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 “2013 A to F Report Card 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 Math and Reading OCCT and Algebra I and English II EOI exams. Students' current exam scores will be paired to their previous score on a comparable exam, if available. For example, an OCCT math score will be paired to the previous year's OCCT math score, an OMAAP math score to the previous year's OMAAP math score, and an OAAP math score to the previous year's OAAP math score. In contrast with the performance component of the report card, OMAAP and OAAP exams are not restricted to the 2% and 1% caps for the growth component. For high schools, Algebra I exams will be compared to the most recent eighth grade math score and English 2 will be compared to the most recent eighth grade reading score. In some cases, the 8th grade scores will be from a testing session several years removed from the EOI test year.

The previous test scores can come from any school in the state. Students do not need to be in the same school two consecutive years to be included in the growth calculations. For example, sixth grade students at a middle school will be matched to their fifth grade scores regardless of the school they attended. Students must have both a valid pre-score and a post-score to be included in the calculation. Only Full Academic Year (FAY) students in the current year will be included in the growth calculations. The previous year FAY status will not be considered. Additionally, for End-of-Instruction (EOI) Exams, only first opportunity test-takers will be included.

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

growth average will be calculated by computing the average increase amongst all students who increased their OPI score from one year to the next².

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

For small schools, a Weighted Average Growth Index (WAGI) will be calculated using the growth indices of the past three years³.

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

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

² OCCT scores will be compared against the average increase of students who took the OCCT, and OMAAP scores will be compared against the average increase of students who took the OMAAP. Because OMAAP does not have OPI scores, OMAAP test-takers will not be able to use this method to earn a point.

³ 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 Overall Growth and the Bottom Twenty-five Percent Growth 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 “2013 A to F Report Card Guide”.

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 26 serves as a guide for classification.

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

Highest Grade Served	Elementary	Middle	High
Kindergarten	Yes		
First	Yes		
Second	Yes		
Third	Yes		
Fourth	Yes		
Fifth	Yes		
Sixth	Yes		
Seventh		Yes	
Eighth		Yes	
Ninth		Yes	
Tenth		Yes	
Eleventh			Yes
Twelfth			Yes

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

Elementary Schools

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

Middle Schools

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

High Schools

High Schools can earn five (5) bonus points if their four-year adjusted cohort graduation rate is 90% or higher. High Schools can also earn one (1) additional bonus point for meeting the performance target on each of the following criteria: participation or performance in advanced coursework, participation or performance in college entrance exams (ACT or SAT), low performing eighth grade cohort graduation rate, overall EOI performance, and year-to-year growth in any of the above criteria.

Description of Each Criterion

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

Student Attendance (Elementary and Middle)

Student attendance is calculated as the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). ADA is calculated by dividing the total number of days students were present by the number of days in the school calendar. ADM is calculated by dividing the total number of days students were enrolled in school by the number of days in the school calendar. Bonus points will be awarded for Student Attendance rates of 94% or higher.

Advanced Coursework (Middle)

Advanced coursework at the middle school level includes traditional high school courses for students in grade 8 and below, pre-Advanced Placement courses, or honors courses. Middle schools can earn bonus points based on the participation and successful completion ('D' or better) of students taking advanced coursework. A participation index for each year will be calculated using the following formula:

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

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

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

Dropout Rate (Middle)

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

NCES defines a dropout as an individual under the age of 19 who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a state- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state- or district-approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

Because the dropout window follows the federal fiscal year (October 1 through September 30), the dropout rate included on the A-F report card will be from the previous school year. The rate for each year is calculated using the following formula:

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

Middle schools will receive bonus points if their dropout rate is 0.9% or below.

Four Year Adjusted Cohort Graduation Rate (High School)

As with the dropout data for middle schools, the four year adjusted cohort graduation rate (hereafter referred to as the four year graduation rate) will be calculated using graduation data from the previous year.

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

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

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

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

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

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

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

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

Advanced Coursework (High School)

Advanced Coursework for high schools includes Advanced Placement (AP) courses; International Baccalaureate (IB) programs; concurrent enrollment in career tech, college or university courses; Advanced International Certificate of Education (AICE), and industry certification courses.⁴ Both a participation index and performance index will be calculated for high schools. A high school will be able to earn one bonus point if they satisfy the requirement for either participation *or* performance.

The participation index for each year will be calculated using the following formula:

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

⁴ Courses qualifying as industry certification courses will be supplied by the Oklahoma Department of Career and Technology Education (CareerTech). Due to data limitations, only courses completed at a CareerTech center will be included as advanced coursework for the 2013 report card. By the 2014 report card, procedures will be in place to include industry certification courses taken at either a CareerTech center or a high school.

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

The performance index for each year will be calculated using the following formula:

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

Students earn a performance point in concurrent enrollment if they earn a 'C' or better in the course. Students earn a performance point in IB if they earn a 4 or higher on the IB exam. Students earn a performance point in AP if they earn a 3 or better on the AP exam. Students earn a performance point in AICE or industry certification courses if they earn a 'C' or better in the class. So, for example, if out of the 60 successfully completed courses for school A, only 55 earned a performance point, school A would receive a performance index of $(55 / 60) = 0.92$.

High schools can earn bonus points with either a participation index of 0.70 or greater *or* a performance index of 0.90 or greater.

College Entrance Exams (High School)

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

The performance of students taking an entrance exam will also be calculated by dividing the number of 12th graders who have achieved a pre-determined score on an entrance exam (20 or greater for the ACT and 1410 or greater for the SAT) by the number of 12th graders who have taken an entrance exam. Students will be counted one time for each test examination, regardless of the number of times the ACT and SAT are taken. The most recent test score on file will be used.

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

Low Performing Eighth Grade Cohort Graduation Rate (High School)

High schools will receive a bonus point for helping low achieving eighth grade students graduate from high school in four years. Low achieving students are defined as those scoring “Limited Knowledge” or “Unsatisfactory” on the eighth (8th) grade reading or mathematics OSTP assessments. The formula for computing this graduation rate is identical to the four year graduation rate with the exception that only students who scored below “Satisfactory/Proficient” on either the 8th grade reading or math OSTP assessment will be included in the calculation:

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

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
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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 bonus points for achieving a low performing 8th grade cohort graduation rate of 85% or above.

Overall EOI Performance

High schools can earn bonus points if 80% of graduates from the previous three years have scored either a “Satisfactory/Proficient” or “Advanced” on six (6) out of the seven (7) EOI assessments (Algebra I, Algebra II, English II, English III, Biology I, U.S. History, and Geometry).

Year-to-year Growth

As data become available, high schools can earn bonus points by improving any of their rates from the previous bonus sections from year-to-year. Eligibility will be determined by comparing the three-year weighted averages from the current to the previous years. The specific criterion for improvement is dependent on the bonus section.

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

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

For advanced coursework, high schools must improve by 5% or more.

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

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

⁵ Because of the lack of available data to calculate bonus indices for the 2011-12 school year, this bonus point will not be available until the 2013-14 year. Thus, high schools will only be eligible for up to nine (9) bonus points in the 2012-2013 year.