

The Coming 2013 School Letter Grade Manipulations

by Herb Bassett

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"highly qualified" to teach mathematics

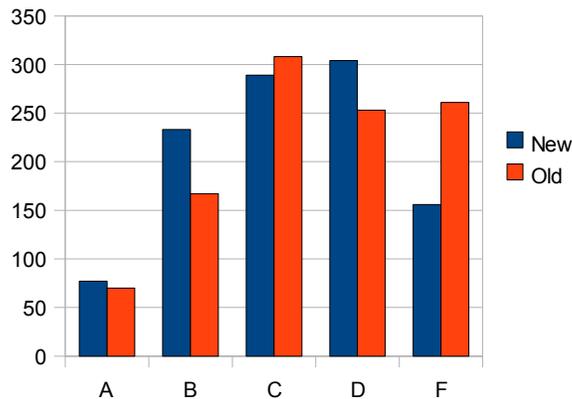
Summary:

In its purest essence, the new School Assessment System is just another manipulation of School Performance Scores to further the narrative of the school reform / privatization movement.

The new School Assessment System shifts emphasis from improving all students to focusing on only those who are below grade level. The lowered values given high achievers (Advanced for the iLEAP/LEAP, Excellent for the EOC) tends to lower the scores of highest performing schools; the lowered grade scale tends to boost more low performing schools out of the F category. Without any change in student achievement, this narrows the gap through the design of the system. (see chart below) What change in student achievement that it does encourage focuses only on the low performing students.

Projected School Letter Grade Distribution

2011 data, new and old systems applied



Grade Distribution for K-8 of the new and old Assessment Systems based on the 2011 data. The old (red columns) and new (blue columns) systems are applied to the same student achievement data, but yield significantly different grade distributions. Note the large decrease in F's and the minimal increase in A's. Note also the overall inflation (more higher grades) of the new vs the old. There is no change in school performance here, only the implementation of a new, less rigorous grade scale. Furthermore, when the new Super Sub-Group bonus is applied, the grade inflation becomes more pronounced. Details and discussion are provided in this document.

*The narrowing of the gap and the coming K-8 grade inflation will not reflect any real improvements in our schools. They will merely be the spin of a curve ball thrown by the astro-turf **STAND for Children** organization.*

The new School Assessment System at first glance seems tougher than the old. The narrative offered by John White reinforces that idea.

In reality, at least for the K-8 schools, it is quite the opposite.

The apparent source of his new School Assessment System is **STAND for Children, Louisiana**. **STAND for Children's** document "Raising the Bar: Increasing Expectations, Increasing Student Achievement" tells another story when examined closely.

Raising the Bar. Increasing Expectations... Baloney and spin.

The new system is designed to:

- 1) inflate the K-8 School Performance Scores (SPS),
- 2) lower the scores of the highest performing schools and raise the scores of low performing schools in order to narrow to gap between high and low performing schools without any real change in actual achievement,
- 3) shift the emphasis from developing all students including high performing students to improving students who are below grade level, and,
- 4) provide business to the standardized testing industry.

Below is the link to **Raising the Bar: Increasing Expectations, Increasing Student Achievement**. This link was provided by John White in his Sept. 19, 2012 Ed-Connect.

<http://www.louisianaschools.net/lde/uploads/20472.pdf>

Apparently, **STAND for Children** did not know that we in Louisiana for the last decade have had a goal of reaching School Performance Scores of 120 by 2014. The first of its dictates was to impose a "simpler" school letter grade scale with 100 as the target for an A. This "simplicity" is misleading; the "100" in the new scale does not indicate a perfect score, it merely is a target score - out of 150 - for an A. That "100" has a completely different meaning than in the state-mandated scale we use in the classroom where 100% is a perfect score and an A is set at 93%.

In figure 1 below, the old grading scale and the new grading scale are set side by side with the level of A set equal between the two systems. Note that compared to an A, all other grade levels are lowered in the new system.

STAND for Children calls this "Raising the Bar."

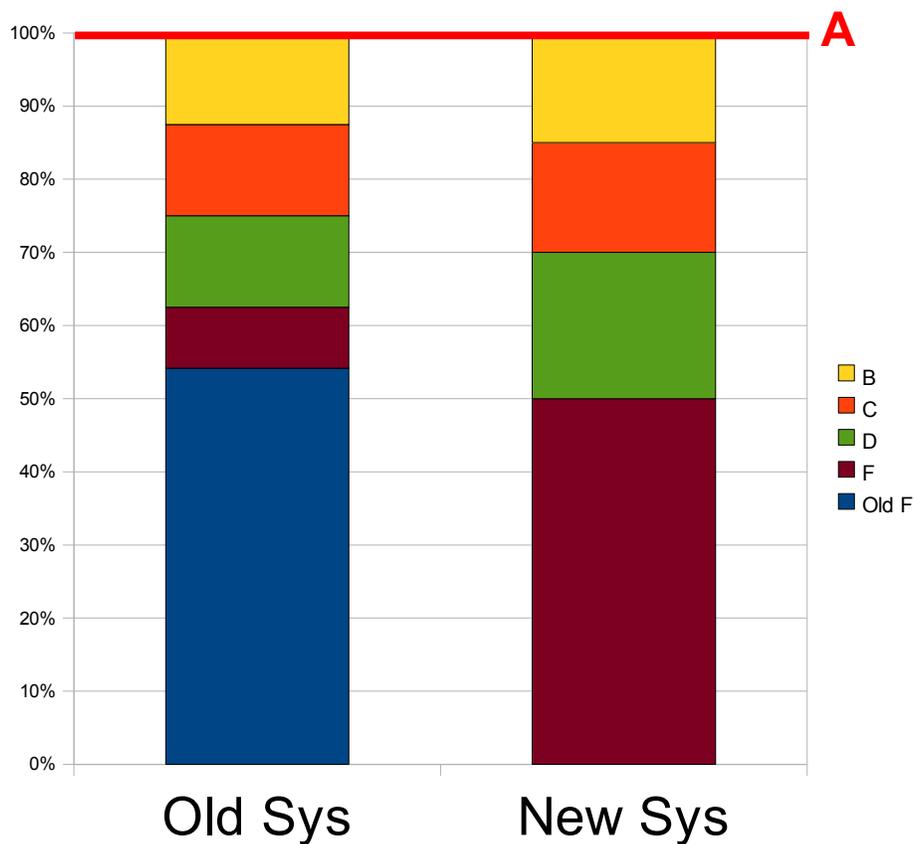


Figure 1

*In the graph, a score above yellow is an A. Note that the bottom of B, C, and D, are lower in the new system. Thus, those grades are easier to achieve in the new system. The blue region in the old system was failing in 2011; blue and brown combined form the failing region for 2012 when the system was changed. In the old system, it took 62.5% of an A to be passing. In the new system, this threshold is lowered to 50% of an A. **STAND for Children** calls this "Raising the Bar."*

STAND for Children dictated that no longer would any points toward the SPS be given for students who are below grade level. For K-8 students who take the iLEAP and LEAP tests, that means that no points are awarded for students scoring either Approaching Basic or Unsatisfactory.

Sounds tougher, but in the new system, greater value is given to the students who score Basic.

Figure 2 below gives the essential facts about the two Assessment Systems. In each system, the SPS is calculated by taking the weighted number of students at each achievement level multiplied by the value set for each level, then, finally, the average is taken. (* for more details see endnote on p. 17)

<u>Achievement Level</u>	<u>Old System</u>	<u>New System</u>
Advanced	200	150
Mastery	150	125
Basic	100	100
Approaching Basic	50	0
Unsatisfactory	0	0

<u>Letter Grade</u>	<u>Old System</u>	<u>New System</u>
A	120 and above	100 and above
B	105 - 119.9	85 - 99.9
C	90 - 104.9	70 - 84.9
D	75 - 89.9	50 - 69.9
F	< 75	< 50

Figure 2

Points awarded for students at each achievement level, and the letter grade scale for the old and new Assessment Systems.

Consider what would happen if every student in a school scored Basic.

Under the old system, the school would have earned a C. (The average of 100 under the old 120 points-for-an-A system was a C.) Under the new system it will earn an A. (The average of 100 under the new letter grade scale is an A.) It is the same achievement, but gets a higher grade under the new system.

Of course, not every single student in a school is going to earn Basic, but this highlights the underlying philosophy. **In the past, we wanted students on average to have greater than Basic skills. Now we are to focus on reaching Basic skills (no points are awarded for Approaching Basic), but Basic skills are now enough for an A.**

Furthermore, under the old system, if 70% of a school's students scored Basic and 30% scored Unsatisfactory the school's Letter Grade was an F. In the new system, a school with 70% Basic and 30% Unsatisfactory rates a C.

STAND for Children calls this "Raising the Bar."

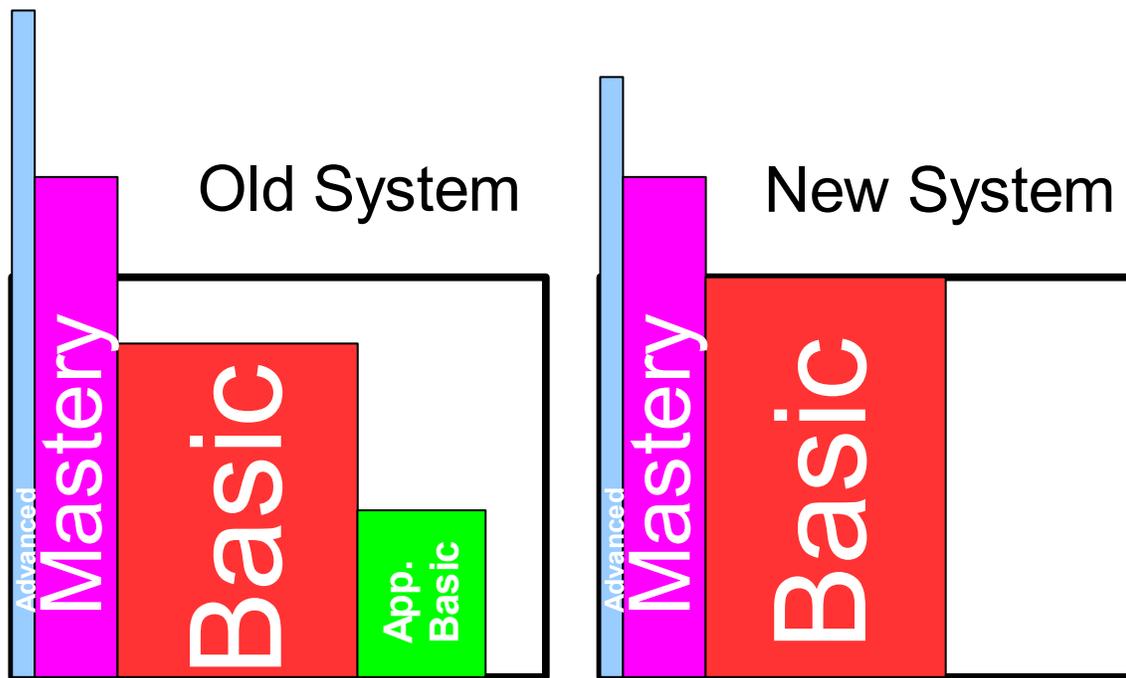


Figure 3

In this graphic, the area of the black box represents an A. For a school to earn an A, the area of the colored columns must be sufficient to fill the black box. The height of each column indicates its value. The height of the box represents the point value for an A. Note that in the old system, the Basic column is not as tall as the box. There, Basic earned 100 points where it took 120 points for an A. The width of each column represents how many students earned that that achievement level. We would expect more students to have Basic skills than any other level. Thus, in the new system, since Basic is the broadest category, its increased value helps to offset the elimination of Approaching Basic and the lower value put on Advanced.

The graphic above is based on 2011 statewide 8th grade LEAP data.

While Students earning Basic are given greater value, there is a decreased emphasis on students earning Mastery and Advanced.

This is apparent when we look at pairings of students who average to an A in each system. For example, under the old system, 3 students scoring Advanced could pull up 2 students scoring Unsatisfactory.

$$(3 \text{ Adv.} * 200) + (2 \text{ Uns.} * 0) = 600 \text{ points. } 600 \text{ points} / 5 \text{ students} = 120 \text{ A average.}$$

With the new system, it takes 4 students scoring Advanced to pull up 2 students scoring Unsatisfactory. Since more students scoring Advanced are required to pull up the same number of students scoring Unsatisfactory, this demonstrates the lower value put on the high achieving students.

$$(4 \text{ Adv.} * 150) + (2 \text{ Uns.} * 0) = 600 \text{ points. } 600 \text{ points} / 6 \text{ students} = 100 \text{ A average.}$$

Figure 4 below shows the various pairings of low and high achievements needed to average an A.

Old System	New System
3 Adv raise 2 Uns	4 Adv raise 2 Uns
1 Adv raises 1 App Bas	2 Adv raise 1 App Bas
4 Mas raise 1 Uns	4 Mas raise 1 Uns
3 Mas raise 1 App Bas	4 Mas raise 1 App Bas

Figure 4

Pairing of students at different achievement levels that average to an A in the old and new Assessment Systems.

Note that in three of the four pairings, under the new system, more Advanced or Mastery are required to pull up the same number of Unsatisfactory or Approaching Basic. **This shows the decreased valuation of Advanced and Mastery in the new system.** Still, for most schools, this decrease is offset by the increased value of Basic. This does, however, cause the scores of the highest performing schools to be lowered, although usually not below the threshold for an A.

Figure 5 below represents the effect of the new system on schools around the threshold of passing. While the new system - relative to an A - slightly lowers the scores of high performing schools, it raises scores - relative to passing - for low performing schools. This design narrows the gap between high and low performing schools without any change in actual achievement.

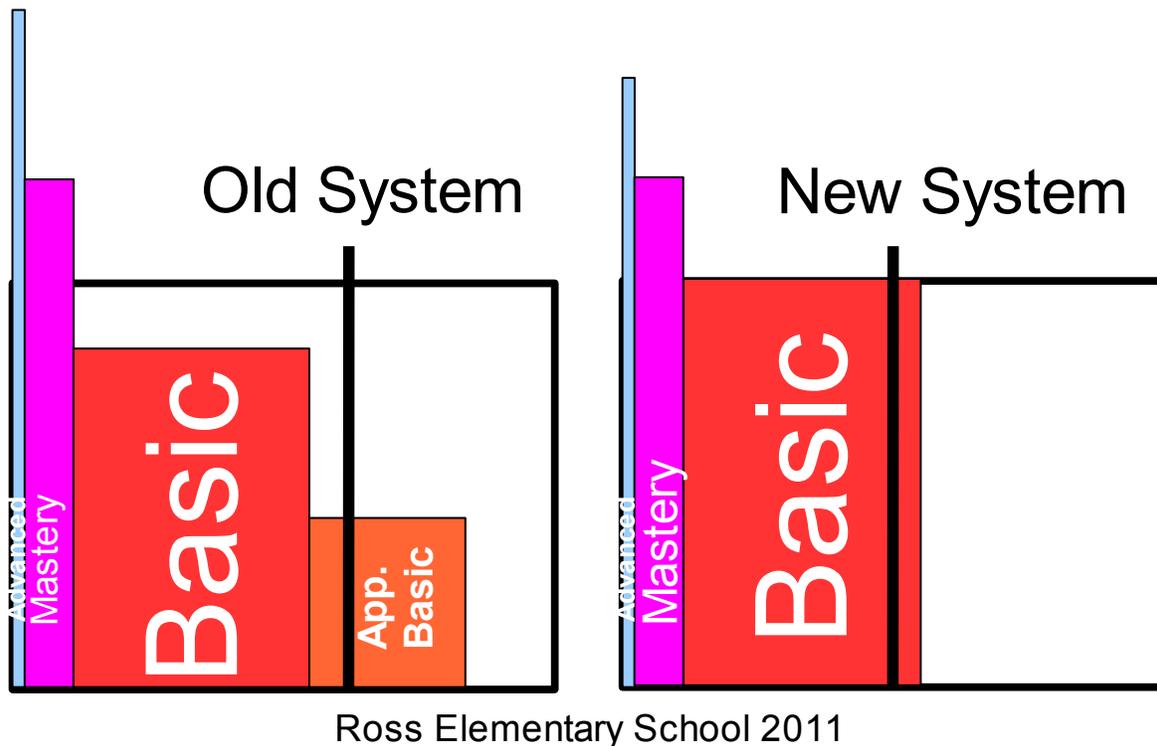


Figure 5

In this graphic, the vertical black line near the middle of each box creates a left hand side of the box that represents a passing grade. Note that the left hand region under the old system is

larger than that under the new system. That is the result of the lowered grade scale of the new system. This school receives a higher score - relative to passing - under the new system.

Pairings that lead to passing (a minimum of a D) are a little more generous toward Mastery and Advanced in the new system, thanks to the lowered grade scale.

Old System	New System
3 Adv raise 5 Uns	3 Adv raise 6 Uns
2 Mas raise 2 Uns	2 Mas raise 3 Uns
1 Adv raises 5 App Bas	1 Adv raises 2 App Bas
1 Mas raises 3 App Bas	2 Mas raise 3 App Bas
3 Bas raise 1 Uns	1 Bas raises 1 Uns
1 Bas raises 1 App Bas	1 Bas raises 1 App Bas

Figure 6

Pairings of students at different achievement levels that average to the lowest D in the old and new Assessment Systems.

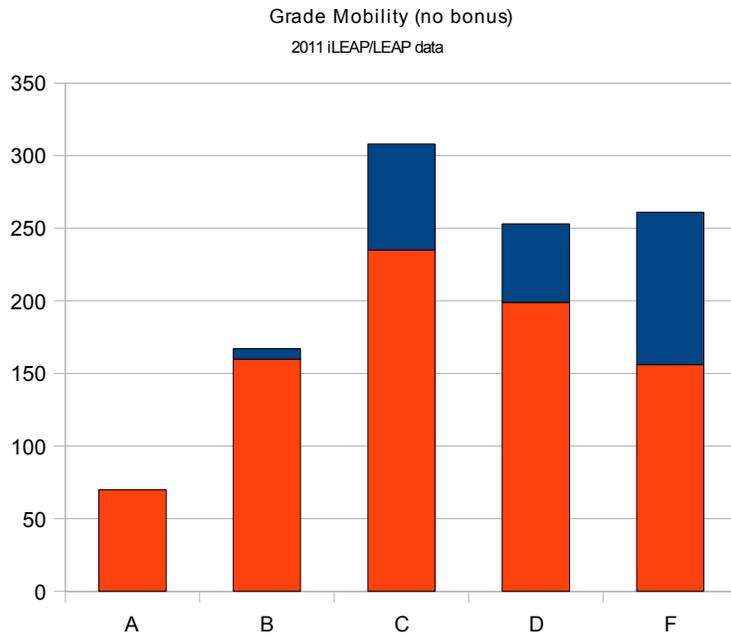
Toward the goal of passing, the new system gives Advanced and Mastery more power to pull up Unsatisfactory but still less power to pull up Approaching Basic. The most significant difference under the new system is the greatly increased power of Basic to pull up Unsatisfactory. That combination of changes to the pulling power of the different achievement levels will tend to raise the scores of lower performing schools more so than the high performing schools.

Ultimately, the strongest comparison of the two systems can be made by applying each to the same school-level student achievement data. 2011 was the last year LDOE reported full information about both the number and percent of students at each achievement level in its published school-level data, so 2011 data is used here for the comparison.

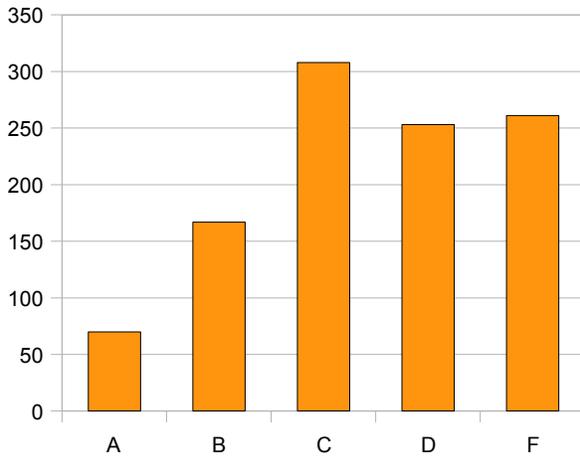
Figure 7 below shows the impact of the new assessment system on School Letter Grades. In it, the old and new systems are applied to the same (2011) student achievement data to establish the scores.

Not only is the new system designed to raise K-8 grades overall, but it also tends to raise more F's to D's than B's to A's. 105 F's are raised to D's by the implementation of the new Assessment System, but only 7 B's are raised to A's. 54 D's are raised to C's, and 74 C's are raised to B's. One school each is lowered from an A to B, B to C, and C to D (not pictured in the chart.)

This grade inflation is BEFORE we take into account the new system of Bonus Points.



2011 Grade Distribution Old System



2011 Grade Distribution New System

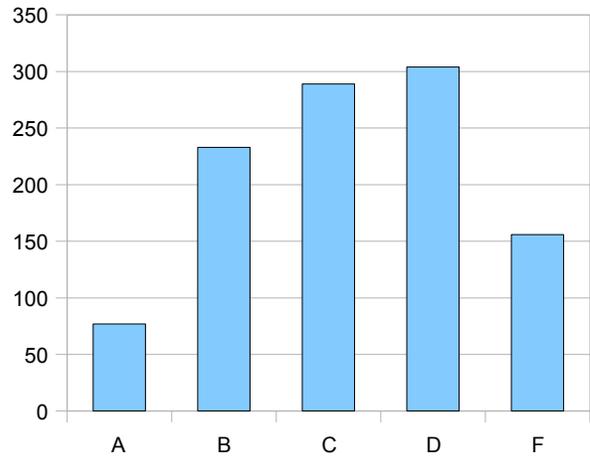


Figure 7

*At top, grade distribution based on applying the old Assessment System to the LDOE published 2011 iLEAP and LEAP data. Included are all schools with iLEAP and LEAP scores. The total height of each column represents the number of schools at that letter grade. **The portion in dark blue would have rated one grade higher under the new system.** In total, 239 of 1059 schools would have rated one grade higher. Not pictured are the 3 schools that would have had a grade one letter lower under the new system. At bottom are charts showing the resulting grade distribution under the old and new systems. Note the decrease in the number of F's and the increase of B's in the new system.*

STAND for Children calls this "Raising the Bar."

The new **Super Sub-Group Bonus** will award bonus points to large and poor performing schools disproportionately.

Only students who are "non-proficient" (i.e. Approaching Basic or Unsatisfactory) are eligible to earn bonus points. Points earned are based on "the number or percent", - **whichever is higher** - of non-proficient students who exceed their Value-Added Model expectations. 0.1 Bonus Points are awarded per student or percentage point, whichever yields the higher score. Here is an example of how it works:

School One:

School One has only 60 non-proficient students. 40% of those exceed their VAM expectation and earn bonus points for the school.

Now 40% of 60 students is $60 * 0.4 = 24$ students. 40 is greater than 24, so $40 * 0.1 = 4$ bonus points are awarded.

School Two:

School Two has 250 non-proficient students. 40% of those exceed their VAM expectation and earn bonus points.

Now 40% of 250 students is $250 * 0.4 = 100$ students. 100 is greater than 40, so $100 * 0.1 = 10$ bonus points are awarded.

School One gets 4 Bonus Points for its 40% achievement.

School Two gets 10 Bonus Points for its 40% achievement.

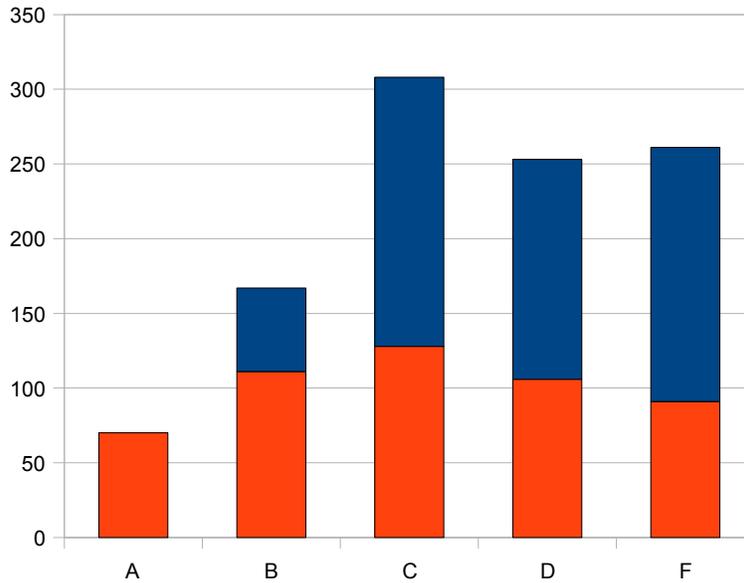
Now clearly there is an advantage to having many non-proficient students. This happens if a school is large or poor performing. Thus, this design provides more of a boost to poor-performing schools than high-performing schools. If a school has less than 10 non-proficient students, it is not eligible for any bonus points.

Sorry, South Highlands Elementary Magnet School (the highest performing elementary school in the state in 2012), you are not eligible for bonus points because you do not have ten non-proficient students.

Computing the effect of Bonus Points involves some speculation.

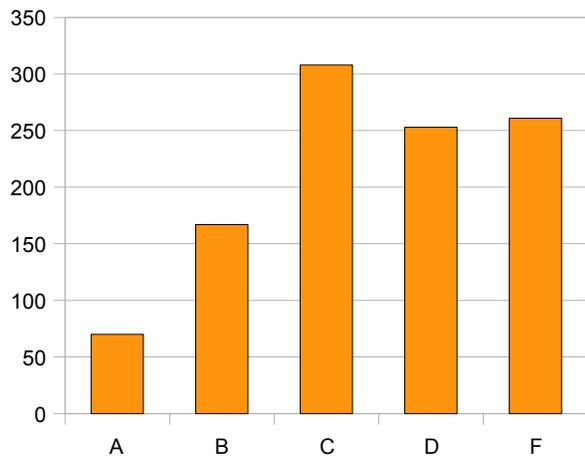
We do not have VAM data available, eligibility for Bonus Points depends on prior year performance, and there is some overlap of students who are non-proficient in more than one subject. Nonetheless, based on the students in a school who would have been eligible to earn bonus points in 2011 and figuring a 50% overlap, the following charts result (figure 8):

Grade Mobility (40% bonus)
2011 iLEAP/LEAP data



2011 Grade Distribution New System

2011 Grade Distribution Old System



40% Bonus Applied

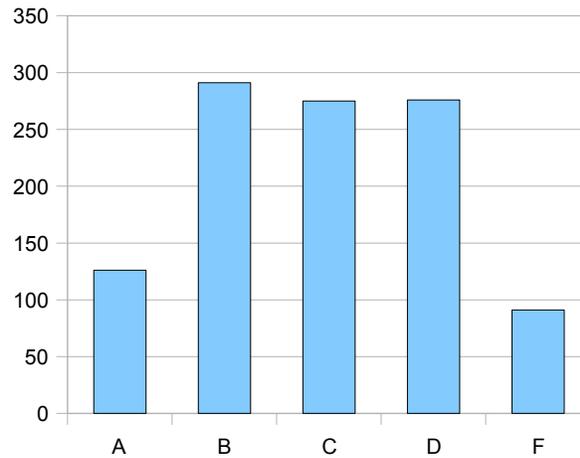


Figure 8

*At top, grade distribution based on applying the old Assessment System with Bonus Points applied for 40% of eligible students to the LDOE published 2011 iLEAP and LEAP data. Included are all schools with iLEAP and LEAP scores. The total height of each column represents the number of schools at that letter grade. **The portion in dark blue would have rated one grade higher under the new system with Bonus Points applied.** In total, 553 of 1059 schools would have rated one grade higher. None would be rated lower.*

At bottom are charts showing the resulting grade distribution under the old and new systems. Note the significant rise in the number of B's and A's and the large decrease in the number of F's under the new system.

STAND for Children calls this "Raising the Bar."

In figure 8 above, **over half of the schools would have rated one letter higher under the new system. Well over half of the failing schools would no longer be failing.** This is without any change in student achievement or school performance. The same data was used by each system; the new system simply yields higher results.

STAND for Children calls this "Raising the Bar."

So the new School Assessment System promises to wildly inflate the K-8 School Performance Scores and the chart below shows the end result of the SPS inflation (with Bonus Points applied):

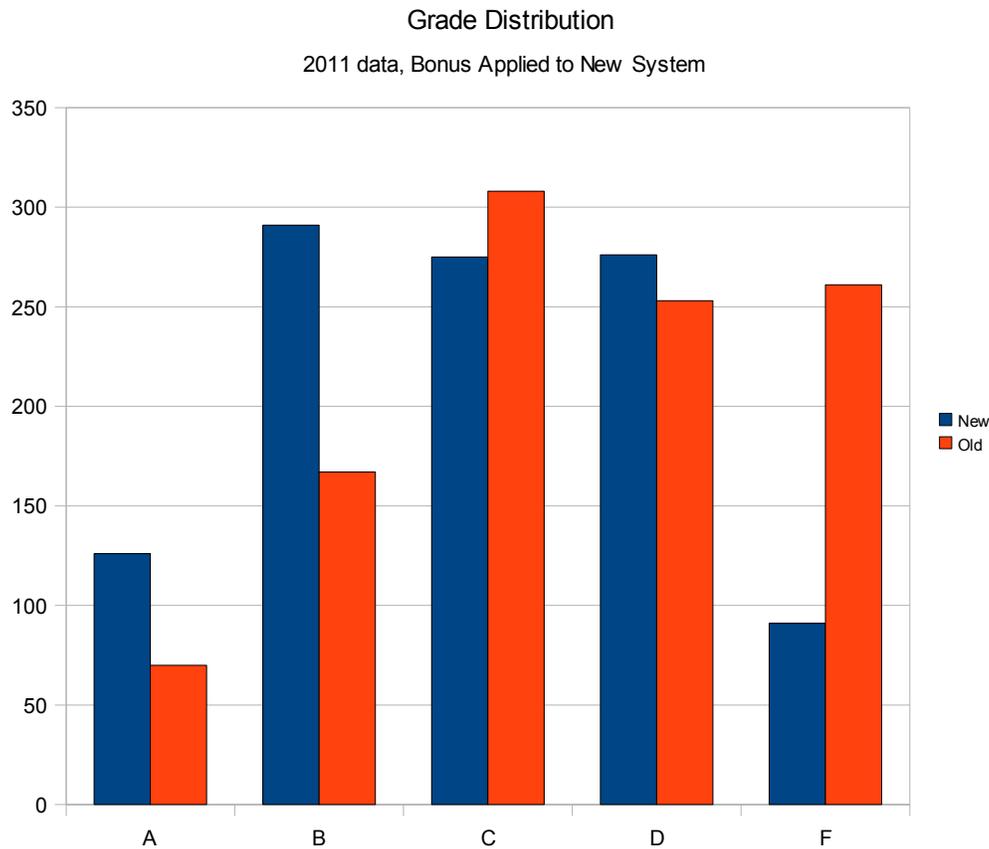


Figure 9

Grade Distribution of the new and old Assessment Systems based on the 2011 data with bonus points applied to the new system. Note that failing (F) goes from second most numerous to last in the different grade distributions. Note also the overall inflation of the new (blue) vs the old (red). There is no change in school performance here, only the implementation of a new, less rigorous grade scale.

STAND for Children calls this "Raising the Bar."

How will the new School Assessment System affect schools with grades 9-12?

The new 9-12 School Assessment System is so different from the old that any direct comparison is difficult at best. Still, we can examine the philosophy behind the new system and explore what it would take to pass and the make an A.

First let me note that I have documented 11.6 points of grade inflation out of a 13.8 average increase in the 2012 High School SPSs. 7.6 points of the inflation were due to the changeover from the GEE to the EOC. An additional 4.0 points were due to John White's tinkering with the cohort graduation rate adjustment factor. For a detailed explanation, see my report, "[Effects of BESE Bulletin 111 Revisions on the Louisiana 2012 High School Performance Scores](#)".

STAND for Children dictated that the 9-12 SPS would be calculated in four equal parts.

EOC scores will now count as 25% of the SPS instead of 70% for which they counted in 2012.
ACT scores, for the first time ever, will count 25% of the SPS.
The Graduation Index, much revised, will count 25% instead of 30%.
The Cohort Graduation Rate will account for the final 25%.

STAND for Children appears to have been stymied by the the EOC scoring system.

The iLEAP and LEAP tests use five student achievement categories. The EOC only uses four.

For the revaluing of the iLEAP and LEAP, **STAND for Children** lowered the values for the top two categories and set the bottom two to zero. However, it increased the value of the middle (Basic) category as shown above.

In revaluing the EOC results, **STAND for Children** lowered the values for the top two categories and set the bottom two to zero. However, there was no middle category to increase.

Achievement Level	Old System	New System
Excellent	200	150
Good	135	100
Fair	75	0
Needs Improvement	0	0

Figure 10

Points awarded for students at each achievement level under the old and new Assessment Systems.

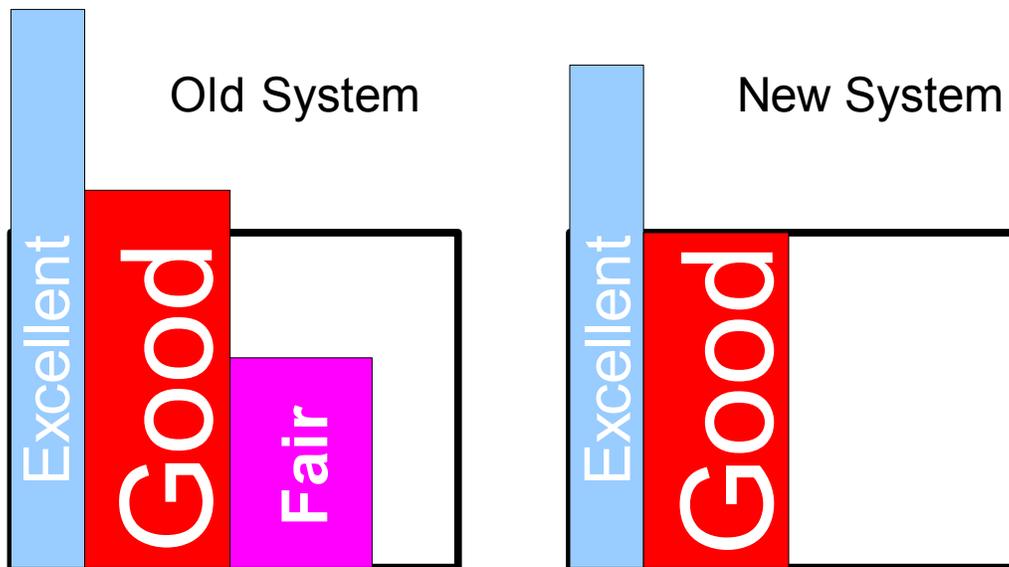


Figure 11

*In this graphic, the area of the black box represents an A. For a school to earn an A, the area of the colored columns must be sufficient to fill the black box. The height of each column indicates its value. The height of the box represents the point value for an A. The graphic clearly shows how under the new system, values for every category are lowered. For the EOC portion of the high school SPS assessment, scores must go down under the new system. **Unlike the new system for the iLEAP/LEAP where Basic was increased in value, there is no category here that receives an increased value.***

Under the old Assessment System a score of Excellent earned 66.7% above an A. Under the new system, Excellent earns only 50% above an A. In terms of "pulling power", Excellent has less under the new system. Under the old system, Good earned 15 points above an A; under the new system, Good earns only the exact number of points required for an A. Fair earned points in the past but not under the new system. **High School scores can only go down on the EOC portion of the SPS under the new system.**

Fair will remain a passing score for students who must pass the EOC to graduate; points toward the SPS, however, will no longer be earned for that achievement. This is philosophically inconsistent with the value placed on Basic in the K-8 iLEAP/LEAP results. **In K-8, achieving a minimal grade level skill earns an A; in 9-12, achieving a minimal grade level skill earns an F.**

Including ACT results in the SPS is new. No points will be awarded for scores below 18. From scores of 18 to 36 there is a sliding scale from 100 to 150 points. If a school reflects the national distribution of scores, it will earn an score of about 83 points where 100 is required for an A.

This, too, is philosophically inconsistent with the new values given the iLEAP and LEAP for the K-8 grades. For the high schools, earning ACT scores that reflect the national "average" distribution yields a C. Yet for the elementaries, reaching only a Basic skill yields an A.

Bias will be a problem with the ACT scores. All students will take the ACT in their junior year, paid for by the state/district. However, for those who pay to take the ACT on their own, the highest score earned will count. **This will give an advantage to schools with students who can afford to take the test multiple times. Some districts may find creative ways to fund retesting in order to increase scores.**

Philosophically, this also seems to be the opposite of the bias that the Super Sub-Group Bonus will provide to low performing schools in the K-8 grades. There low performing schools (likely to be lower socioeconomic schools) have an advantage through the "number or percent, whichever is higher" language. For the high schools, however, higher socioeconomic schools will more likely benefit from ACT retesting.

In the Graduation Index, under both the old and new systems, students are tracked from the ninth grade until graduation or dropout. Different numbers of points are awarded for different diploma and achievement levels.

In the old system, 120 points were awarded for each student who graduated with a regular diploma. 140 points were awarded for TOPS Tech awards, and 160 points for TOPS Opportunity. 180 points could be earned with an academic or career endorsement. A student earning a GED earned 90 points.

In the new graduation index, 100 points are awarded for each student who graduates with a regular diploma within four years of starting the ninth grade. 110 points are awarded if a student attempts an AP or IB course. 150 points are awarded if the student earns a qualifying score on the AP or IB test for the course. A GED now earns 25 points.

Note - the data used in the graduation index runs a year behind the assessment data used in determining the SPS. For this reason, LDOE has adopted a special one-year modification to the (2013) graduation index that awards a modified number of points for TOPS achievements. In 2014 all points for TOPS achievements will be dropped.

STAND for Children's dictate that the graduation index from the previous system be scrapped is quite tone deaf to Louisiana Students. In the old system, schools were rewarded in the SPS if students completed the requirement for TOPS. TOPS guarantees qualifying students eight semesters of college tuition.

Under the old system, completion of TOPS requirements was an indicator that the schools were preparing students for college. Statewide in 2011, 49% of Louisiana high school graduates were eligible for TOPS.

The new system emphasizes Advanced Placement (AP) courses and International Baccalaureate (IB) courses as the indicator of college readiness. With AP and IB students can earn college credits while still in high school.

Nationally, in 2011, 18.1% of high school students took an AP course and scored a 3 or above on the AP exam (thus likely earning a college credit) at some point in their high school career. However, even if students earn a semester's worth of credits through AP and IB courses, the value to the student is only one-eighth that of the four-year (eight semester) TOPS award.

STAND for Children seems more interested in promoting spending on AP tests than ensuring that Louisiana high schools will focus on qualifying students for the four year TOPS awards.

This is consistent with its dictate that the ACT be administered to all Juniors.

STAND for Children shamelessly promotes the standardized testing industry at the expense of local school districts and the children of Louisiana.

With the Assessment portions of the High School SPS made more difficult, what then is required for a passing SPS?

An 84% cohort graduation rate alone guarantees a minimum Letter Grade of D under the new system.

An 84% cohort graduation rate implies that 84% of students who entered in the 9th grade graduated with a minimum of a standard diploma within four years. In the graduation index, that guarantees a minimum score of 84 points.

That 84% cohort graduation rate turns into 118 points when the formula for cohort graduation rates over 60% is applied (*source: LA Register Nov. 2012 notice of intent for BESE Bulletin 111 revision*):

$$\begin{aligned}(\text{CGR} * 2) - 50 &= \text{Cohort Grad Index} \\(84 * 2) - 50 &= \\(168) - 50 &= 118\end{aligned}$$

Now 118 points for the cohort graduation rate and 84 points for the graduation index totals 202 points. Even if the ACT and EOC indices are 0, the SPS would be $202 / 4 = 50.5$ D.

Now, suppose a school reaches a graduation rate of 84%, has 20% (2% above the national average of 18%) of students earn credits through AP tests, earns 98 points (15 points higher than the national "average") on the ACT index, and earns 77.33 points (20 points higher than statewide average of 57.33 based on 2011 data) from the EOC.

Graduation Index	94	
Cohort Graduation Index	118	
ACT Index	98	
<u>EOC Index</u>	<u>77.3</u>	
Total	387.3	Avg = 97.575 B

So a high school well above state and national averages with a graduation rate exceeding the 2014 target of 80% earns a B.

On the other hand, a high school that merely passes out diplomas earns a passing grade.

This by design narrows the gap between the high and low performing schools.

The Super Sub-Group Bonus is available to high schools as well; the hypothetical school above could very possibly earn enough bonus points to earn an A. This again shows the shift of emphasis off of the high achievers. It is only the non-proficient students that can provide the needed boost for the School Performance Score.

In summary, the new School Assessment System shifts emphasis from improving all students to focusing on only those who are below grade level. The lowered values given high achievers (Advanced for the iLEAP/LEAP, Excellent for the EOC) tends to lower the scores of highest performing schools; the lowered grade scale tends to boost more low performing schools out of the F category. Without any change in student achievement, this narrows the gap through the design of the system. What change in student achievement that it does encourage focuses only on the low performing students.

The narrowing of the gap and the coming K-8 grade inflation will not reflect any improvements in our schools. They will merely be the spin of a curve ball thrown by the astro-turf **STAND for Children** organization. The new School Assessment System at first glance seems tougher than the old and the narrative offered by John White leads us in that direction. Further examination shows that, at least for the K-8 schools, it is quite the opposite.

In its purest essence, the new School Assessment System is just another manipulation of School Performance Scores to further the narrative of the school reform / privatization movement. It does not focus on all students, and it pushes increased spending on standardized tests at the expense of local school districts and students.

A maxim for promoting student success in the classroom is for the teacher to be "firm, fair, and consistent." That message seems lost on John White and **STAND for Children**.

The idea of measuring school growth toward a firm long-term goal is lost. The Super Sub-Group Bonus is inherently unfair. And the greatest shame of the change is that there will be no consistency with past School Performance Scores. In no real way can the coming new scores be compared to the old scores.

All that is left is the measurement of the whims of the so-called reformers and the continual upheaval of "change".

Endnote:

* (from page 4) For a more detailed comparison see [Raising the Bar: Increasing Expectations, Increasing Student Achievement](#). In the new system, test results will count 100% of the SPS for K-7 schools and 95% for schools with an eighth grade. Under the old system, the test results counted 90% of the SPS with the remaining 10% was based on attendance and dropout data.

In the calculations of the grade distributions that follow, correct weightings were given to the different subjects and grade levels, and the 2012 standard of 75 out of 120 for a D was applied, however, test results were used to establish 100% of the SPS both in the new and old systems. Attendance and dropout data were not considered.

Combination schools (schools with both K-8 and 9-12 grades) with iLEAP/LEAP data were also included. Combination schools essentially receive a K-8 SPS and a 9-12 SPS which are averaged to produce the final SPS. In the grade distribution charts, the K-8 SPS for Combination schools is reported without considering the 9-12 SPS.

The purpose of examining the grade distributions is to better understand the philosophy underlying the new point values and grade scale. The redistribution of grades -- based on point values which are being manipulated -- reveals the shift in philosophy.

The 2012 LDOE reports of school-level iLEAP/LEAP data (and EOC data) include only the percent of students at each achievement level. In all previous years, both the **number and percent** of students at each achievement level were reported. To accurately weight the scores for the grade distributions, data about the **number** of students at each achievement level was needed. **Therefore 2011 data was the most recent data with sufficient detail to perform the calculations.**

The timing of dropping the reporting of the exact numbers coincides with the implementation of the Super Sub-Group Bonus (discussed on page 9) which awards bonus points to schools based on the **number or percent, whichever is higher"** of non-proficient students who exceed their VAM expectations. Since the number and percent were reported **every year** before 2012, not reporting the number of students at each achievement level in the school-level data is an inexcusable omission. The obvious purpose is to hide data from the public that would show which schools will disproportionately benefit from the bonus point system.