

Members

Superintendent Glenda Ritz, Co-Chairperson
Dr. Steve Yager, Co-Chairperson
Steve Baker
Melanie Park
Derek Redelman
Dr. Jim Snapp
Robert Lugo
Casandra McLeod
Claire Fiddian-Green
Dr. Shane Robbins
Sheila Seedhouse
Jessica Dunn Feeser
Scott Bess
Keith Gambill
Cheryl Ramsey
Dr. E. Ric Frataccia
Michele Walker



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ACCOUNTABILITY SYSTEM REVIEW PANEL

Legislative Services Agency
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David Lusan, Fiscal Analyst for the Panel

Authority: Memorandum of Understanding
issued by President Pro Tempore Long, Speaker
Bosma, Governor Pence, and Superintendent Ritz

MEETING MINUTES¹

Meeting Date: October 28, 2013
Meeting Time: 9:00 A.M.
Meeting Place: State House, 200 W. Washington
St., Room 233
Meeting City: Indianapolis, Indiana
Meeting Number: 7

Members Present: Superintendent Glenda Ritz, Co-Chairperson; Dr. Steve Yager, Co-Chairperson; Steve Baker; Melanie Park; Derek Redelman; Dr. Jim Snapp; Robert Lugo; Casandra McLeod; Claire Fiddian-Green; Dr. Shane Robbins; Sheila Seedhouse; Jessica Dunn Feeser; Scott Bess; Keith Gambill; Cheryl Ramsey; Dr. E. Ric Frataccia; Michele Walker.

Members Absent: None.

Co-Chairperson Yager called the meeting to order at 9:03 a.m. and reviewed the goals for the meeting. Danielle Shockey, Deputy Superintendent, Department of Education (DoE), presented information about decisions the Panel has taken at previous meetings and decisions that remain to be made (Exhibit A).

Deb Dailey, Assistant Director of Information Services, DoE, led the Panel in discussion

¹ These minutes, exhibits, and other materials referenced in the minutes can be viewed electronically at <http://www.in.gov/legislative>. Hard copies can be obtained in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for hard copies may be mailed to the Legislative Information Center, Legislative Services Agency, West Washington Street, Indianapolis, IN 46204-2789. A fee of \$0.15 per page and mailing costs will be charged for hard copies.

about how points should be assigned for student growth from grade 8 through grade 10 during the transition period from the current accountability model to the recommended accountability model. Under the current model, the performance of a percentage of a student cohort is considered for growth; under the new model, the performance of individual students within a cohort will be considered.

On the question of super subgroups under the federal waiver, for which Indiana uses top 75% - bottom 25% subgroups, Utah and Louisiana use proficient and nonproficient students as their subgroups instead of set percentages. No action was taken on the issue.

On the question of weights for domains and indicators, Ms. Dailey distributed charts of school report cards, calculated using student data from 2012, to show how the new model will impact existing A, C, and F graded schools (Exhibit B). For the purpose of the charts, weights were arbitrarily determined. The Panel decided that for participation, if the percentage of participation is 95% or higher, the school will receive a full credit; if the percentage is 94.9% or lower, the school will receive a partial credit equal to the percentage. Schools will not be penalized for less than 95% participation, and the elementary and high school models will treat participation in the same manner.

The Panel held considerable discussion concerning growth to proficiency: how it will be determined, whether a better way of stating "growth to proficiency" for a school is "students meeting targeted proficiency", the necessity of having a statistical analysis to determine appropriate time frames for students to move to proficiency, and whether a categorical model is sufficient to determine growth to proficiency.

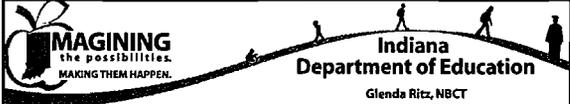
The Panel reviewed the draft final report (Exhibit C), and made changes and corrections to the report. In making the changes, Exhibits D and E were distributed for the Panel's review.

The Panel examined unique school situations under the current model and made recommendations for the new model. Under the current model, small schools (with classes below the size required for the model) are graded by going back up to three years to establish a cohort of a sufficient size. The Panel recommended that practice be continued. For new schools, no recommendations were made. For dropout recovery schools, the changes made to the high school model should also be made for dropout recovery schools during the transition period. For school configurations with no tested grades (for example, a K-2 school or a grade 9 only school): while eventually all grades will be tested in at least some areas, during the transition, the feeder school model, in which the school receives the grade of the school into which it sends students, will be continued.

The Panel decided to have DoE develop flags to identify anomalies in the accountability system's assignment of grades to schools.

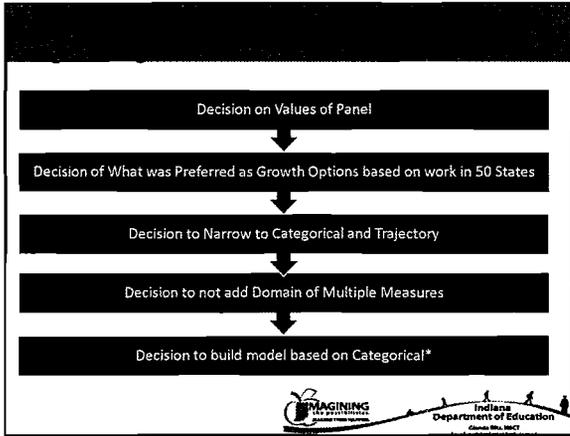
In discussing the final report, Mr. Redelman raised concerns about the lack of data in evaluating recommendations for a model and the lack of agreement on a matrix for the categorical model. He also questioned the definition of "targeted growth" added to the report. Ms. Fiddian-Green pointed out that if a quorum of members of the Panel attend the State Board of Education meeting on November 8, a meeting can be held to correct errors in the final report. The final report was adopted on a voice vote of 16-1.

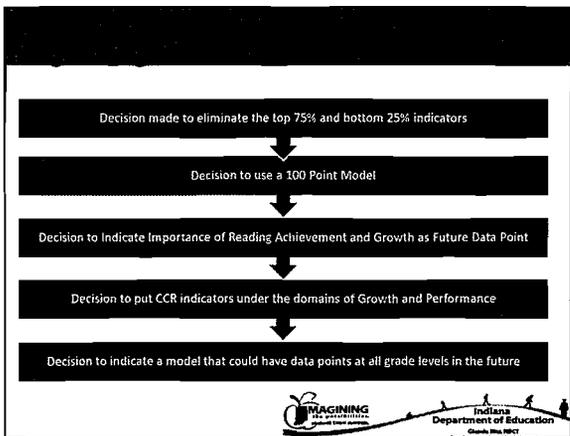
The meeting was adjourned at 5:26 p.m.



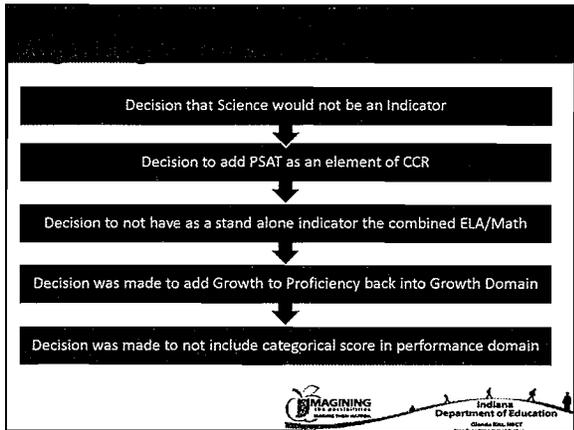
Indiana Department of Education
Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

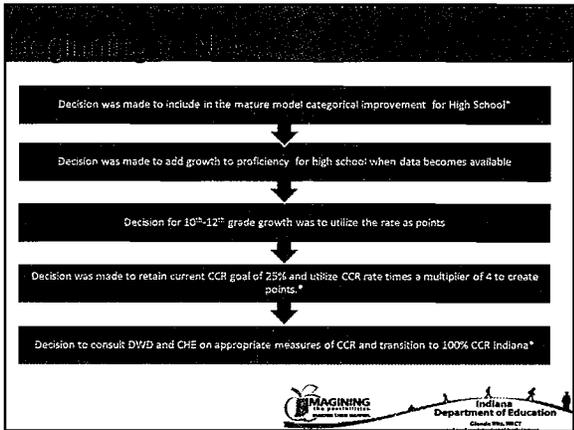
Decisions to Date

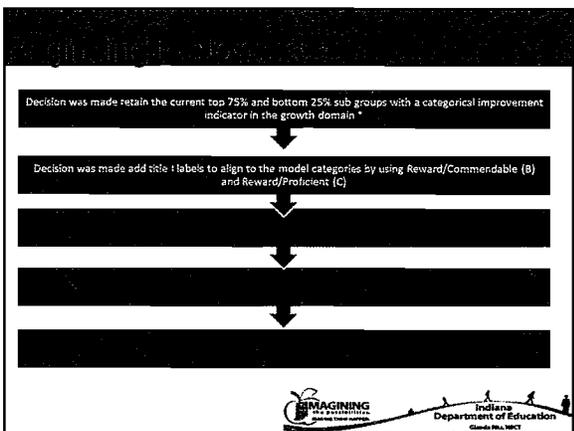




ACCOUNTABILITY SYSTEMS REVIEW PANEL
28 OCTOBER 2013
EXHIBIT A









Indiana
Department of Education
Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Decisions for Today

1. During transition how will points for improvement 8th grade to 10th grade be assigned?*
2. Weights for domains and indicators



Indiana
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Glenda Ritz, NBCT

- How to handle school with unique situations?
 - configurations with no tested grades?
 - small schools- counts below 'N' size
 - options for new schools
 - dropout recovery schools
 - other



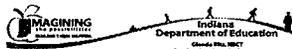
Indiana
Department of Education
Glenda Ritz, NBCT

Accompany Model

- Panel requests that during beta testing period experts will be invited to work along side IDOE and SBOE
- Updates to the Panel and opportunities to meet between now and end of MOU should be created
- Within model some recommendations, such as sub group indicator require federal input, so recommendation should allow for such adjustments

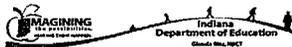


Purpose: Recommendations to the State Board of Education that would provide guidance during the beta testing period. Quality guardrails will be used as a measuring stick for recommended model. Intent is that beta testing will be done along side current model and congruent to rule making to allow for adjustments in the recommended model elements may indicate something "JDLR." These would be shared with outside experts in accountability model design so as they work with IDOE to build the model specifications they understand the intent.



Examples:

- "If a school has less than ____ % of achievement then they shall not have a grade greater than ____"
- "No more than ____% of the schools in the state may fall into same grade band"
- If schools that have historically been an ____ suddenly fall to ____.



Indiana Department of Education
2014-15 Accountability Report Card
ABC School of Indiana (1234)

Component	Grades 01-08				Grades 09 - 11				Grade 12			Overall				
	Participation		Enrollment		Participation		Enrollment		Rate	Enrollment		Points	Weighting	Final Points		
	Pass Rate	Rate	Points	Ratio	Pass Rate	Rate	Points	Ratio		Points	Ratio					
English/Language Arts	31.6	0.919	29	0.6	26.9	1	26.9	0.4				28.18	0.111	3.132		
Math	42.6	0.929	39.6	0.6	38.6	1	38.6	0.4				39.19	0.111	4.354		
Reading	60	0.95	57	0.6	60	1	60	0.4				58.20	0.111	6.467		
CCR Achievement (IC,IB,DC,AP,PSAT)*									11.1			44.4	1	44.40	0.333	14.800
Graduation									60.4			60.4	1	60.40	0.333	20.133
Total Performance Points:												1.000	48.885			

Component	Growth to Proficiency	Higher Performing (Categorical)	Lower Performing (Categorical)	Enrollment Points	Enrollment Ratio	Growth to Proficiency*	Higher Performing (Categorical)*	Lower Performing (Categorical)*	Enrollment Points	Enrollment Ratio	Improvement Grade 10 to Grade 12**	Improvement Rate	Points	Enrollment Ratio	Points	Weighting	Final Points
Math	60	70	65	65	0.6	70			70	0.3	64.1		64.1	0.1	66.41	0.111	7.379
Reading	60	70	65	65	0.6	70			70	0.4					67.00	0.111	7.444
CCR Achievement (IC,IB,DC,AP,PSAT)												85	85	1	85.00	0.333	28.333
Graduation												77.5	77.5	1	77.50	0.333	25.833

*Retain Improvement 08 to 10 during transition

Total Growth Points: 1.000 76.330

Performance:	48.89	0.600	29.331
Growth:	76.33	0.400	30.532

Overall Points: 59.864
Overall Grade: F

ACCOUNTABILITY SYSTEMS REVIEW PANEL
28 OCTOBER 2013
EXHIBIT B

Indiana Department of Education
2014-15 Accountability Report Card
ABC School of Indiana (1234)

Component	Grades 01-08					Grades 09 - 11					Grade 12				Overall				
Performance																			
	Participation		Enrollment		Participation		Enrollment		Rate	Enrollment		Final							
	Pass Rate	Rate	Points	Ratio	Pass Rate	Rate	Points	Ratio		Points	Ratio	Points	Weighting	Points					
English/Language Arts	71.6	1	71.6	0.6	67	1	67	0.4				69.76	0.111	7.751					
Math	75.9	1	75.9	0.6	65	1	65	0.4				71.54	0.111	7.949					
Reading	85	0.95	80.8	0.6	85	1	85	0.4				82.45	0.111	9.161					
CCR Achievement (IC,IB,DC,AP,PSAT)*												100	1	100.00	0.333	33.333			
Graduation												86.1	1	86.10	0.333	28.700			
Total Performance Points:													1.000	86.894					
Growth																			
	Growth to Proficiency	Higher Performing (Categorical)	Lower Performing (Categorical)	Enrollment Points	Enrollment Ratio	Growth to Proficiency*	Higher Performing (Categorical)*	Lower Performing (Categorical)*	Enrollment Points	Enrollment Ratio	Improvement Grade 10 to Grade 12**	Improvement Rate	Enrollment Points	Enrollment Ratio	Points	Weighting	Final Points		
English/Language Arts	85	93.1	85	87.7	0.6	85			85	0.3	81.8		81.8	0.1	86.30	0.111	9.589		
Math	85	91.6	82.1	86.2	0.6	85			85	0.3	86.4		86.4	0.1	85.88	0.111	9.542		
Reading	85	100	90	91.7	0.6	85			85	0.4					89.00	0.111	9.889		
CCR Achievement (IC,IB,DC,AP,PSAT)												85	85	1	85.00	0.333	28.333		
Graduation												92.3	92.3	1	92.30	0.333	30.766		
*Retain Improvement 08 to 10 during transition																			
Total Growth Points:															1.000	88.119			
Performance:															86.89	0.600	52.137		
Growth:															88.12	0.400	35.248		
Overall Points:															87.385				
Overall Grade:															B				

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Component	Grades 01-08				Grades 09 - 11				Grade 12				Overall		
	Participation		Enrollment		Participation		Enrollment		Rate	Enrollment		Points	Weighting	Final Points	
Pass Rate	Rate	Points	Ratio	Pass Rate	Rate	Points	Ratio	Points		Ratio					
English/Language Arts	80.7	0.996	80.4	0.6	86.3	1	86.3	0.4				82.75	0.111	9.194	
Math	87.6	0.997	87.3	0.6	98.1	1	98.1	0.4				91.64	0.111	10.182	
Reading	95	0.95	90.3	0.6	90	1	90	0.4				90.15	0.111	10.017	
CCR Achievement (IC,IB,DC,AP,PSAT)*									51.1		100	1	100.00	0.333	33.333
Graduation									96.9		96.9	1	96.90	0.333	32.300
Total Performance Points:											1.000		95.026		

Component	Grades 01-08				Grades 09 - 11				Grade 12				Overall				
	Growth to Proficiency	Higher Performing (Categorical)	Lower Performing (Categorical)	Enrollment Points	Ratio	Growth to Proficiency*	Higher Performing (Categorical)*	Lower Performing (Categorical)*	Enrollment Points	Ratio	Improvement Grade 10 to Grade 12**	Improvement Rate	Enrollment Points	Ratio	Points	Weighting	Final Points
English/Language Arts	85	105	95	94.3	0.6	85			85	0.3	90		90	0.1	91.08	0.111	10.120
Math	85	102	99	95.3	0.6	85			85	0.3	89.5		89.5	0.1	91.65	0.111	10.183
Reading	85	100	90	91.7	0.6	85			85	0.4					89.00	0.111	9.889
CCR Achievement (IC,IB,DC,AP,PSAT)												85	85	1	85.00	0.333	28.333
Graduation												98.1	98.1	1	98.10	0.333	32.700

*Retain Improvement 08 to 10 during transition

Total Growth Points: 1.000 91.225

Performance:	95.03	0.600	57.016
Growth:	91.23	0.400	36.490

Overall Points: 93.506
Overall Grade: A

Indiana Department of Education
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Component	Grades 01-08				Grades 09 - 11				Grade 12				Overall				
Performance																	
	Participation		Enrollment		Participation		Enrollment		Rate		Enrollment		Final				
	Pass Rate	Rate	Points	Ratio	Pass Rate	Rate	Points	Ratio			Points	Ratio	Points	Weighting	Points		
English/Language Arts	NA	NA	NA	0	37.4	1	37.4	1					37.40	0.111	4.156		
Math	NA	NA	NA	0	54.6	1	54.6	1					54.60	0.111	6.067		
Reading	NA	NA	NA	0	60	1	60	1					60.00	0.111	6.667		
CCR Achievement (IC,IB,DC,AP,PSAT)*										10			40	1	40.00		
Graduation										64.3			64.3	1	64.30		
Total Performance Points:													1.000	51.655			
Growth																	
	Growth to Proficiency	Higher Performing (Categorical)	Lower Performing (Categorical)	Enrollment Points	Enrollment Ratio	Growth to Proficiency*	Higher Performing (Categorical)*	Lower Performing (Categorical)*	Enrollment Points	Enrollment Ratio	Improvement Grade 10 to Grade 12**	Improvement Rate	Points	Ratio	Points	Weighting	Final Points
English/Language Arts	NA	NA	NA	NA	0	70			70	0.75	65.5		65.5	0.25	68.88	0.111	7.653
Math	NA	NA	NA	NA	0	70			70	0.75	67.2		67.2	0.25	69.30	0.111	7.700
Reading	NA	NA	NA	NA	0	70			70	1					85.00	0.111	9.444
CCR Achievement (IC,IB,DC,AP,PSAT)												75	75	1	75.00	0.333	25.000
Graduation												65.7	65.7	1	65.70	0.333	21.900
*Retain Improvement 08 to 10 during transition																	
Total Growth Points:													1.000	71.697			
Performance: 51.66 0.600 30.993 Growth: 71.70 0.400 28.679																	
Overall Points: 59.672																	
Overall Grade: F																	

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Component	Grades 01-08				Grades 09 - 11				Grade 12			Overall			
	Participation		Enrollment		Participation		Enrollment		Rate	Enrollment		Points	Weighting	Final Points	
	Pass Rate	Rate	Points	Ratio	Pass Rate	Rate	Points	Ratio		Points	Ratio				
English/Language Arts	NA	NA	NA	0	37.9	1	37.9	1				37.90	0.111	4.211	
Math	NA	NA	NA	0	72.4	1	72.4	1				72.40	0.111	8.044	
Reading	NA	NA	NA	0	65	1	65	1				65.00	0.111	7.222	
CCR Achievement (IC,IB,DC,AP,PSAT)*									18.9		75.6	1	75.60	0.333	25.200
Graduation									45.5		45.5	1	45.50	0.333	15.167
Total Performance Points:												1.000		59.844	

Component	Grades 01-08				Grades 09 - 11				Grade 12				Overall				
	Growth to Proficiency	Higher Performing (Categorical)	Lower Performing (Categorical)	Enrollment Points	Enrollment Ratio	Growth to Proficiency*	Higher Performing (Categorical)*	Lower Performing (Categorical)*	Enrollment Points	Enrollment Ratio	Improvement Grade 10 to Grade 12**	Improvement Rate	Enrollment Points	Enrollment Ratio	Points	Weighting	Final Points
English/Language Arts	NA	NA	NA	NA	0	75			75	0.75	57.1		57.1	0.25	70.53	0.111	7.836
Math	NA	NA	NA	NA	0	75			75	0.75	64.3		64.3	0.25	72.33	0.111	8.036
Reading	NA	NA	NA	NA	0	75			75	1					75.00	0.111	8.333
CCR Achievement (IC,IB,DC,AP,PSAT)												70	70	1	70.00	0.333	23.333
Graduation												69.9	69.9	1	69.90	0.333	23.300

*Retain Improvement 08 to 10 during transition

Total Growth Points: 1.000 70.838

Performance:	59.84	0.600	35.907
Growth:	70.84	0.400	28.336

Overall Points: 64.242
Overall Grade: D

Indiana Department of Education
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ABC School of Indiana (1234)

Component	Grades 01-08				Grades 09 - 11				Grade 12				Overall		
	Participation		Enrollment		Participation		Enrollment		Rate	Enrollment		Points	Weighting	Final Points	
	Pass Rate	Rate	Points	Ratio	Pass Rate	Rate	Points	Ratio		Points	Ratio				
English/Language Arts	NA	NA	NA	0	62.2	1	62.2	1				62.20	0.111	6.911	
Math	NA	NA	NA	0	68.7	1	68.7	1				68.70	0.111	7.633	
Reading	NA	NA	NA	0	65	1	65	1				65.00	0.111	7.222	
CCR Achievement (IC,IB,DC,AP,PSAT)*									12.4			49.6	1	49.60	
Graduation									79.6			79.6	1	79.60	
Total Performance Points:													1.000	64.833	

	Growth to Proficiency	Higher Performing (Categorical)	Lower Performing (Categorical)	Enrollment Points	Enrollment Ratio	Growth to Proficiency*	Higher Performing (Categorical)*	Lower Performing (Categorical)*	Enrollment Points	Enrollment Ratio	Improvement Grade 10 to Grade 12**	Improvement Rate	Points	Enrollment Ratio	Points	Weighting	Final Points
	English/Language Arts	NA	NA	NA	NA	0	80			80	0.75	69.2		69.2	0.25	77.30	0.111
Math	NA	NA	NA	NA	0	80			80	0.75	75		75	0.25	78.75	0.111	8.750
Reading	NA	NA	NA	NA	0	80			80	1					80.00	0.111	8.889
CCR Achievement (IC,IB,DC,AP,PSAT)												85	85	1	85.00	0.333	28.333
Graduation												72.1	72.1	1	72.10	0.333	24.033

*Retain Improvement 08 to 10 during transition

Total Growth Points: 1.000 78.594

Performance:	64.83	0.600	38.900
Growth:	78.59	0.400	31.438

Overall Points: 70.338
Overall Grade: C

Indiana Department of Education
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ABC School of Indiana (1234)

Component	Grades 01-08					Grades 09 - 11					Grade 12				Overall		
Performance																	
	Participation		Enrollment			Participation		Enrollment			Rate		Enrollment		Points	Weighting	Final Points
	Pass Rate	Rate	Points	Ratio		Pass Rate	Rate	Points	Ratio		Rate	Points	Ratio				
English/Language Arts	NA	NA	NA	0		74.8	1	74.8	1					74.80	0.111	8.311	
Math	NA	NA	NA	0		81.5	1	81.5	1					81.50	0.111	9.055	
Reading	NA	NA	NA	0		80	1	80	1					80.00	0.111	8.889	
CCR Achievement (IC,IB,DC,AP,PSAT)*											70.9			100	1	33.333	
Graduation											91.7			91.70	0.333	30.566	
Total Performance Points:														1.000		90.155	
Growth																	
	Growth to Proficiency	Higher Performing (Categorical)	Lower Performing (Categorical)	Enrollment Points	Enrollment Ratio	Growth to Proficiency*	Higher Performing (Categorical)*	Lower Performing (Categorical)*	Enrollment Points	Enrollment Ratio	Improvement Grade 10 to Grade 12**	Improvement Rate	Enrollment Points	Enrollment Ratio	Points	Weighting	Final Points
English/Language Arts	NA	NA	NA	NA	0	85			85	0.75	75		75	0.25	82.50	0.111	9.167
Math	NA	NA	NA	NA	0	85			85	0.75	76.2		76.2	0.25	82.80	0.111	9.200
Reading	NA	NA	NA	NA	0	85			85	1					85.00	0.111	9.444
CCR Achievement (IC,IB,DC,AP,PSAT)												85	85	1	85.00	0.333	28.333
Graduation												88.8	96.3	1	96.30	0.333	32.100
*Retain Improvement 08 to 10 during transition																	
Total Growth Points:														1.000		88.244	
Performance:														90.16	0.600	54.093	
Growth:														88.24	0.400	35.298	
Overall Points:														89.391			
Overall Grade:														B			

Indiana Department of Education
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ABC School of Indiana (1234)

Component	Grades 01-08				Grades 09 - 11				Grade 12				Overall		
	Participation		Enrollment		Participation		Enrollment		Rate	Enrollment		Points	Weighting	Final Points	
	Pass Rate	Rate	Points	Ratio	Pass Rate	Rate	Points	Ratio		Points	Ratio				
English/Language Arts	NA	NA	NA	0	76.2	1	76.2	1				76.20	0.111	8.467	
Math	NA	NA	NA	0	89.5	1	89.5	1				89.50	0.111	9.944	
Reading	NA	NA	NA	0	90	1	90	1				90.00	0.111	10.000	
CCR Achievement (IC,IB,DC,AP,PSAT)*									43.8		100	1	100.00	0.333	33.333
Graduation									92.2		92.2	1	92.20	0.333	30.733
Total Performance Points:												1.000	92.477		

Component	Growth to Proficiency	Higher Performing (Categorical)	Lower Performing (Categorical)	Enrollment Points	Enrollment Ratio	Growth to Proficiency*	Higher Performing (Categorical)*	Lower Performing (Categorical)*	Enrollment Points	Enrollment Ratio	Improvement Grade 10 to Grade 12**	Improvement Rate	Enrollment Points	Enrollment Ratio	Points	Weighting	Final Points
Math	NA	NA	NA	NA	0	85			85	0.75	74.6		74.6	0.25	82.40	0.111	9.155
Reading	NA	NA	NA	NA	0	85			85	1					85.00	0.111	9.444
CCR Achievement (IC,IB,DC,AP,PSAT)												85	85	1	85.00	0.333	28.333
Graduation												96.3	96.3	1	96.30	0.333	32.100

*Retain Improvement 08 to 10 during transition

Total Growth Points: 1.000 88.199

Performance:	92.48	0.600	55.487
Growth:	88.20	0.400	35.280

Overall Points: 90.767
Overall Grade: A

Indiana Department of Education
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Component	Grades 01-08					Grades 09 - 11					Grade 12				Overall		
Performance																	
	Participation		Enrollment		Participation		Enrollment		Rate		Enrollment		Final				
	Pass Rate	Rate	Points	Ratio	Pass Rate	Rate	Points	Ratio	Rate	Points	Ratio	Points	Weighting	Final Points			
English/Language Arts	55	0.949	52.2	1	NA	NA	NA	0				52.2	0.200	10.440			
Math	48.5	0.983	47.7	1	NA	NA	NA	0				47.7	0.200	9.540			
Reading	55	0.95	52.3	1	NA	NA	NA	0				52.3	0.200	10.460			
CCR Achievement (IC,IB,DC,AP,PSAT)*									NA								
Graduation									NA								
Total Performance Points:												0.600	30.440				
Growth																	
	Growth to Proficiency	Higher Performing (Categorical)	Lower Performing (Categorical)	Enrollment Points	Enrollment Ratio	Growth to Proficiency*	Higher Performing (Categorical)*	Lower Performing (Categorical)*	Enrollment Points	Enrollment Ratio	Improvement Grade 10 to Grade 12**	Improvement Rate	Enrollment Points	Enrollment Ratio	Points	Weighting	Final Points
English/Language Arts	60	70	65	65	1	NA	NA	NA	NA	0			0		65.00	0.200	13.000
Math	60	70	65	65	1	NA	NA	NA	NA	0			0		65.00	0.200	13.000
Reading	60	70	65	65	1	NA	NA	NA	NA	0			0		65.00	0.200	13.000
CCR Achievement (IC,IB,DC,AP,PSAT)													0				
Graduation													0				
*Retain Improvement 08 to 10 during transition												Total Growth Points:		0.600	39.000		
Performance:												50.73	0.400	20.293			
Growth:												65.00	0.600	39.000			
Overall Points:												59.293					
Overall Grade:												F					

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ABC School of Indiana (1234)

Component	Grades 01-08				Grades 09 - 11				Grade 12			Overall		
	Participation		Enrollment		Participation		Enrollment		Rate	Enrollment		Points	Weighting	Final Points
	Pass Rate	Rate	Points	Ratio	Pass Rate	Rate	Points	Ratio		Points	Ratio			
English/Language Arts	62.3	0.99	61.7	1	NA	NA	NA	0				61.7	0.200	12.340
Math	68.1	0.993	67.6	1	NA	NA	NA	0				67.6	0.200	13.520
Reading	65	0.95	61.8	1	NA	NA	NA	0				61.8	0.200	12.360
CCR Achievement (IC,IB,DC,AP,PSAT)*									NA		0			
Graduation									NA		0			
Total Performance Points:												0.600	38.220	

	Higher Performing		Lower Performing		Growth to Proficiency*		Higher Performing		Lower Performing		Improvement Grade 10 to Grade 12**		Points	Weighting	Final Points	
	Growth to Proficiency	(Categorical)	(Categorical)	Points	Ratio	(Categorical)*	(Categorical)*	Points	Ratio	Improvement Rate	Points	Ratio				
English/Language Arts	65	75	70	70	1	NA	NA	NA	NA	0			0	70.00	0.200	14.000
Math	65	75	70	70	1	NA	NA	NA	NA	0			0	70.00	0.200	14.000
Reading	65	85	80	76.7	1	NA	NA	NA	NA	0			0	76.70	0.200	15.340
CCR Achievement (IC,IB,DC,AP,PSAT)													0			
Graduation													0			

*Retain Improvement 08 to 10 during transition

Total Growth Points: 0.600 43.340

Performance:	63.70	0.400	25.480
Growth:	72.23	0.600	43.340

Overall Points: 68.820
Overall Grade: D

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Component	Grades 01-08					Grades 09 - 11					Grade 12				Overall		
Performance																	
	Participation		Enrollment		Participation		Enrollment			Enrollment		Enrollment		Final			
	Pass Rate	Rate	Points	Ratio	Pass Rate	Rate	Points	Ratio	Rate	Points	Ratio	Points	Weighting	Points			
English/Language Arts	70.7	0.976	69	1	NA	NA	NA	0				69.00	0.200	13.800			
Math	71	0.978	69.4	1	NA	NA	NA	0				69.40	0.200	13.880			
Reading	75	0.95	71.3	1	NA	NA	NA	0				71.30	0.200	14.260			
CCR Achievement (IC,IB,DC,AP,PSAT)*									NA								
Graduation									NA								
Total Performance Points:												0.600	41.940				
	Growth to Proficiency	Higher Performing (Categorical)	Lower Performing (Categorical)	Enrollment Points	Enrollment Ratio	Growth to Proficiency*	Higher Performing (Categorical)*	Lower Performing (Categorical)*	Enrollment Points	Enrollment Ratio	Improvement Grade 10 to Grade 12**	Improvement Rate	Enrollment Points	Enrollment Ratio	Points	Weighting	Final Points
English/Language Arts	80	93.1	85	86	1	NA	NA	NA	NA	0			0		86.00	0.200	17.200
Math	80	91.6	82.1	84.6	1	NA	NA	NA	NA	0			0		84.60	0.200	16.920
Reading	80	95	85	86.7	1	NA	NA	NA	NA	0			0		86.70	0.200	17.340
CCR Achievement (IC,IB,DC,AP,PSAT)													0				
Graduation													0				
*Retain Improvement 08 to 10 during transition																	
Total Growth Points:												0.600	51.460				
Performance:												69.90	0.400	27.960			
Growth:												85.77	0.600	51.460			
Overall Points:												79.420					
Overall Grade:												C					

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Component	Grades 01-08				Grades 09 - 11				Grade 12			Overall		
	Participation		Enrollment		Participation		Enrollment		Rate	Enrollment		Points	Weighting	Final Points
	Pass Rate	Rate	Points	Ratio	Pass Rate	Rate	Points	Ratio		Points	Ratio			
English/Language Arts	85.6	0.992	84.9	1	NA	NA	NA	0				84.90	0.200	16.980
Math	86.2	0.994	85.7	1	NA	NA	NA	0				85.70	0.200	17.140
Reading	85	0.95	80.8	1	NA	NA	NA	0				80.80	0.200	16.160
CCR Achievement (IC,IB,DC,AP,PSAT)*									NA					
Graduation									NA					
Total Performance Points:												0.600	50.280	

	Growth to Proficiency	Higher Performing (Categorical)	Lower Performing (Categorical)	Enrollment Points	Enrollment Ratio	Growth to Proficiency*	Higher Performing (Categorical)*	Lower Performing (Categorical)*	Enrollment Points	Enrollment Ratio	Improvement Grade 10 to Grade 12**	Improvement Rate	Enrollment Points	Enrollment Ratio	Points	Weighting	Final Points
	English/Language Arts	85	102.3	80.5	89.3	1	NA	NA	NA	NA	0			0		89.30	0.200
Math	85	100.3	78.4	87.9	1	NA	NA	NA	NA	0			0		87.90	0.200	17.580
Reading	85	100	90	93.3	1	NA	NA	NA	NA	0			0		93.30	0.200	18.660
CCR Achievement (IC,IB,DC,AP,PSAT)													0				
Graduation													0				

*Retain Improvement 08 to 10 during transition

Total Growth Points: 0.600 54.100

Performance: 83.80 0.400 33.520

Growth: 90.17 0.600 54.100

Overall Points: 87.620

Overall Grade: B

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ABC School of Indiana (1234)

Component	Grades 01-08				Grades 09 - 11				Grade 12			Overall		
Performance	Participation		Enrollment		Participation		Enrollment		Rate	Enrollment		Points	Weighting	Final Points
	Pass Rate	Rate	Points	Ratio	Pass Rate	Rate	Points	Ratio		Points	Ratio			
English/Language Arts	95.8	0.968	92.7	1	NA	NA	NA	0				92.70	0.200	18.540
Math	93.1	0.989	92.1	1	NA	NA	NA	0				92.10	0.200	18.420
Reading	95	0.95	90.3	1	NA	NA	NA	0				90.30	0.200	18.060
CCR Achievement (IC,IB,DC,AP,PSAT)*									NA					
Graduation									NA					
Total Performance Points:												0.600	55.020	

Component	Growth to Proficiency	Higher Performing (Categorical)	Lower Performing (Categorical)	Enrollment Points	Enrollment Ratio	Growth to Proficiency*	Higher Performing (Categorical)*	Lower Performing (Categorical)*	Enrollment Points	Enrollment Ratio	Improvement Grade 10 to Grade 12**	Improvement Rate	Enrollment Points	Enrollment Ratio	Points	Weighting	Final Points
	English/Language Arts	85	107.5	90.5	94.3	1	NA	NA	NA	NA	0			0		94.30	0.200
Math	85	105.2	85.5	91.9	1	NA	NA	NA	NA	0			0		91.90	0.200	18.380
Reading	85	100	90	91.7	1	NA	NA	NA	NA	0			0		91.70	0.200	18.340
CCR Achievement (IC,IB,DC,AP,PSAT)													0				
Graduation													0				

*Retain Improvement 08 to 10 during transition

Total Growth Points: 0.600 55.580

Performance:	91.70	0.400	36.680
Growth:	92.63	0.600	55.580

Overall Points: 92.260
Overall Grade: A

Indiana Department of Education
2014-15 Accountability Report Card
ABC School of Indiana (1234)

Component	Grades 01-08				Grades 09 - 11				Grade 12			Overall		
	Participation		Enrollment		Participation		Enrollment		Rate	Enrollment		Points	Weighting	Final Points
	Pass Rate	Rate	Points	Ratio	Pass Rate	Rate	Points	Ratio		Points	Ratio			
English/Language Arts														
Math														
Reading														
CCR Achievement (IC,IB,DC,AP,PSAT)*														
Graduation														
Total Performance Points:												0.000	0.000	0.000

	Growth to Proficiency	Higher Performing (Categorical)	Lower Performing (Categorical)	Enrollment Points	Enrollment Ratio	Growth to Proficiency*	Higher Performing (Categorical)*	Lower Performing (Categorical)*	Enrollment Points	Enrollment Ratio	Improvement Grade 10 to Grade 12**	Improvement Rate	Enrollment Points	Enrollment Ratio	Points	Weighting	Final Points
	English/Language Arts																
Math																	
Reading																	
CCR Achievement (IC,IB,DC,AP,PSAT)																	
Graduation																	

*Retain Improvement 08 to 10 during transition

Total Growth Points: 0.000 0.000
HS

Performance:		70.000	
Growth:		30.000	

Overall Points: 0.000
Overall Grade: A

FINAL REPORT

Accountability System Review Panel

(Note: An appendix with definitions of terms used is attached to this report.)

I. INTRODUCTION

The Accountability System Review Panel (Panel) was created by a Memorandum of Understanding (MOU) entered into by the Governor, the Speaker of the House, the President Pro Tempore of the Senate, and the State Superintendent of Public Instruction.

The MOU established the Panel to carry out the following duties:

1. Make recommendations regarding the A-F accountability system, including recommendations regarding measurements based on individual academic performance and growth to proficiency and avoiding recommendations based on measurement of student performance or growth compared with peers.
2. Consider a wide range of data in making its recommendations.
3. Examine other states' accountability systems to look for innovative solutions.
4. Ensure the fairness of any recommended accountability system.
5. Compose a final report with recommendations no later than November 1, 2013.
6. Exist until after the deadline for such report until December 31, 2013, for the purpose of receiving and investigating any clarifying questions posed by the State Board of Education, the Indiana Department of Education, the Governor, the House, or the Senate, unless otherwise extended or disbanded by the terms of the MOU.

Each signatory to the MOU appointed four members: one teacher, one principal, one superintendent, and one technical advisor. In addition, the State Superintendent of Public Instruction, Glenda Ritz, served as a member and Co-Chairperson. Dr. Steve Yager, Superintendent of Northwest Allen County Schools, served as the other Co-Chairperson.

Under Indiana's current school accountability system, schools are assessed for performance under two standard models - an elementary and middle school model and a high school model. (There is an allowance made for schools that do not conform to a traditional model, such as a combined school.) The elementary and middle school

model measures student passage rates on state-wide English/language arts and math tests; it also rewards schools for student growth. The high school model includes four measures:

- (1) Passage rates on 10th grade end of course assessments (ECA) in English 10 and Algebra 1, as well as student growth in these subjects.
- (2) Passage rates on both ECA tests by students who initially did not pass these tests in 10th grade, but pass before graduation.
- (3) High school graduation rates.
- (4) College and career readiness (CCR) based on student achievement of the following indicators: (1) A passing score on at least one Advanced Placement (AP) examination. (2) A passing score on at least one International Baccalaureate (IB) examination. (3) The completion of at least three college credit hours through a dual credit course. (4) The receipt of an industry certification.

(Note: A brief explanation of the how school scores are determined under the current school accountability model is included as Appendix B.)

In developing a new or revised school accountability system, the Panel followed IC 20-31-8-3, as amended by HEA 1427-2013, which requires the State Board of Education to "establish a number of categories, using an "A" through "F" grading scale, to designate performance based on the individual student academic performance and growth to proficiency in each school.". In addition, IC 20-31-8-1(a) provides that "The performance of a school's students on the ISTEP program test and other assessments recommended by the education roundtable and approved by the state board are the primary and majority means of assessing a school's improvement.".

Indiana has a waiver from the requirements of the federal "No Child Left Behind" statutes that requires certain elements in the state's school accountability system, including the following:

- The system must look at student achievement for all defined subgroups of students in at least reading/language arts and math, graduation rates, and school performance and progress over time.
- Once the state has adopted a high-quality assessment, it must take into account student growth for all subgroups. A state must report both its pass rate and participation rate on the assessment.
- Set new ambitious but achievable measurable objectives for all subgroups in at least reading/language arts and math.
- Provide incentives and recognition for success, including, if possible, rewarding Title I schools making the most progress and identifying the schools as Title I

"reward schools".

- Effect dramatic, systematic change in the lowest-performing schools, identifying the schools as Title I "priority schools" and ensuring meaningful interventions.
- Work to close achievement gaps by identifying schools with the greatest achievement gaps as Title I "focus schools" and ensuring interventions based on reviews of the specific academic needs of the school and its students.
- Provide incentives and supports to ensure continuous improvement in Title I schools that are not making progress in improving student achievement and narrowing achievement gaps.
- Build capacity to improve student learning in all schools.

Under the current federal waiver, for accountability purposes, Indiana reports data for two "super" subgroups of students - the top 75% and the bottom 25% - instead of data for ten subgroups of students that would be required in the absence of the waiver. The data for the ten subgroups are reported for monitoring purposes. Indiana's waiver expires in 2014; it is likely that Indiana will apply for a new waiver.

II. SUMMARY OF WORK PROGRAM

The Panel met seven times before November 1, 2013.

September 19, 2013: The Panel received information on the Indiana Open Door Law and the MOU. A historical perspective on Indiana's accountability system was presented, as well as information concerning federal and state legal requirements for accountability systems and Indiana's waiver from certain federal accountability requirements. The Panel began discussion concerning what elements the members would like to see included in a system as well as elements that the members would not like to include in a system, taking into account policy needs, development needs, and implementation.

September 24, 2013: The Panel began ranking the elements to be included in an accountability system. The Panel received information concerning the role of assessments in accountability systems, particularly in models that focus on growth to proficiency, which is required under Indiana statute. The Panel began examining three existing growth models of accountability: the gain, the categorical, and the trajectory, and discussed the components of each model, as well as components Indiana's model should include.

October 4, 2013: The Panel considered transition options for going from Indiana's current accountability system to a new system, and held considerable discussion of the

gain, trajectory, categorical, and student growth percentile models, including considering other states' accountability systems. There was agreement that Indiana's model should look at a student's growth or lack of growth over the course of a year. A hybrid growth model, combining elements of the trajectory model and a criterion-referenced categorical model, was discussed.

October 8, 2013: The Panel received and discussed information concerning the current high school achievement model, and information on multiple measures of achievement. Several members of the Panel expressed concerns with the penalty aspects of the current high school model, and considered student data currently collected in Indiana that could be used as measures of achievement, as well as data that could potentially be collected. The Panel received worksheets for developing an accountability framework to determine performance indicators and the weight to be given to specific indicators, and looked at models developed by Panel members based upon discussions held at the previous meetings.

October 18, 2013: The Panel received information on reading assessments for determining growth. The Panel reviewed options for frameworks and components for accountability system models, and discussed whether existing student data can be analyzed in a timely fashion to test the feasibility of the Panel's recommendations. The members reached a consensus to have the accountability grading system based on a 100 point scale instead of the current four point scale, and to have different frameworks for elementary/middle grades and high school grades.

October 24, 2013: The Panel worked through a number of questions concerning elements to be included in the accountability system model, and came to a consensus concerning the following:

- To include a trajectory component in the growth domain of the model to satisfy the statutory requirement of determining "growth to proficiency".
- A categorical element should not be included in the performance domain of the model.
- Categorical improvement in growth in high school should be a part of the final model, but the current use of improvement for grades 8 through 10 should be continued until new assessments that support the final system are in place.
- The current method of determining improvement for grades 10 through 12 should be used until new assessments are adopted, after which improvement between the grade in which the assessment is administered and grade 12 should be rewarded.
- As a performance indicator, the current system of awarding points should be transitioned through the use of a multiplier over the course of several years to a system in which the percentage of students who have attained a CCR indicator is used. For growth in CCR indicators, the increase in the number of students who have CCR indicators in grade 10 to the number of students who have CCR indicators in grade 12 should be used.
- To continue to use categorical scores as measures of growth for the two super

subgroups, rather than using the ten subgroups.

- Weights for the domains of performance and growth: in the high school portion of the accountability system, the weights should be 70% performance and 30% growth.

October 28, 2013: The Panel

III. MATERIALS CONSIDERED

The Panel developed the following framework of values for an accountability system:

1. Growth for all students is valued more highly than performance and schools should be rewarded for individual student growth. Valuing growth acknowledges the diversity of background of each school's students.
2. The model should be simple to be clear and understandable, fair, and transparent. Schools should be able to understand the statistical calculations and be able to use the data to inform instruction.
3. Multiple data points should inform both growth and performance.
4. The model should allow for flexibility for changes in assessments, allow for all configurations of schools, and align with federal Title I category requirements.

The Panel had access to the Council of Chief School Officers report of accountability system comparisons across 38 states that have a No Child Left Behind flexibility waiver. Among these states, the elements of the following states' systems were adopted by the Panel:

- Colorado (the addition of a trajectory model within Indiana's current growth component to indicate "catch up, keep up, move up" once a baseline model has been created to calculate growth scores).
- Alaska & Illinois (expand Indiana's current categorical model from 3 categories to 6 - 8 categories and to allow for school points for individual student growth progression from category to category)
- Alaska and other states (use easy to understand 100-point scale)
- New Mexico (revise Indiana's super subgroup labels)

A Practitioner's Guide to Growth Models by Andrew D. Ho, Harvard Graduate School of Education and Katherine E. Castellano, University of California, was used to expand the Panel's knowledge base and determine effective yet simple means to measuring growth. The Panel determined that Indiana should show student growth using both categorical and trajectory approaches. While Indiana's system showed minimal student growth across 3 categories (Do Not Pass, Pass, and Pass +), the Panel decided to fully develop the categorical portion by expanding the categories to include 6 - 8 categories for the purpose of awarding growth points for individual growth crossing categories. In addition, in order to meet the requirements of HEA 1427-2013 to show growth to

proficiency, the Panel decided that the trajectory approach already established within Indiana's current growth model should be revised to reflect a criterion approach as opposed to the current percentile approach, which does not comply with the requirement of IC 20-31-8-3 to be based on individual student performance.

Recommendations from the report "The Examination of Indiana's A to F School Accountability Model", September 6, 2013, by John Grew and William Sheldrake, also served as a catalyst for considering multiple data points for accountability in addition to ISTEP testing.

The Panel reviewed the following data points for consideration within the two domains of performance and growth:

Data Points	Accepted by Panel?	Performance or Growth?
Math Performance (1-10)	YES	P
Math Growth (2-12)	YES	G
Math Participation	YES	P
ELA Performance (1-10)	YES	P
ELA Growth (2-12)	YES	G
ELA Participation	YES	P
Science Performance	NO	
Science Participation	NO	
Reading Performance (1-11)	YES	P
Reading Growth (2-12)	YES	G
CCR Performance	YES	P
CCR Growth	YES	G
Graduation Rate	YES	P
Graduation Growth	YES	G
Attendance	NO	
Suspension/Expulsion Rate	NO	

Data Points	Accepted by Panel?	Performance or Growth?
Classroom size, bullying rate, student engagement, principal and teacher effectiveness, parent engagement, student, career employment "soft skills"	NO	

IV. ACCOUNTABILITY SYSTEM RECOMMENDATIONS

The Panel recommends the following interdependent components for the Indiana school accountability system:

- (1) The grading scale for the A - F system, currently a 4-point scale, will be changed to a 100-point scale.
- (2) The accountability system model will have different frameworks for grades 1 - 8, grades 9 - 11, and grade 12.
- (3) The accountability system will have two (2) domains: performance and growth.
- (4) The model will allow for assessments changes.
- (5) As required under IC 20-31-8-1, the performance of a school's students on the ISTEP program test and other assessments recommended by the education roundtable and approved by the state board are the primary and majority means of assessing a school's improvement.
- (6) The model will include the data points to measure reading growth and performance in grades 1-11.
- (7) The model will measure college and career indicators in both domains of performance and growth.
- (8) The college and career indicators will include the PSAT as a data point.
- (9) The model will measure growth to proficiency.
- (10) The model will measure categorical growth improvement.
- (11) The model will allow growth to proficiency to be measured for high school when

data becomes available.

(12) The model will use improvement rates as data points for growth in the 10th to 12th grade.

(13) The model will retain college and career ready goal at 25% student participation (the current level) and the data will be multiplied by 4 to create points.

(14) The model will allow for a gradual increase in significance of college and career ready goal to move from 25% to 100% student participation.

(15) The model will use a categorical improvement indicator for the super-subgroups in the growth domain.

(16) The model will align with Title I category descriptors by identifying terms that align with A-F categories of the accountability system.

(17) The model will be developed to have vertical scale alignment with assessment in grades 1-10 (possibly to grade 11).

(18) The model will expand to 6 - 8 performance categories from the current 3 performance categories to show improvement in growth.

V. ACCOUNTABILITY MODEL - IMPLEMENTATION RECOMMENDATIONS

1. The complete recommended accountability model should be used to assess all schools with tested grades starting in school year 2014-15.

2. Point scale

a. The model should use a 0.0 to 100.0 scale

b. Category placements are established based on total points (weighted average of domain points) assigned to a school using the following scale:

SCALE NEEDS TO BE DETERMINED

3. Total points assigned to a school should be a weighted average of the designated domains within the accountability framework.

A. Performance

i. The performance domain will be assigned a weight in the overall framework.

ii. Total performance points will be the sum of the domain indicators final

points.

iii. Domain placements are established based on domain points (weighted average of indicator points) assigned using the following scale:

SCALE NEEDS TO BE DETERMINED

iv. Indicators to be included are:

1. English/Language Arts

- a. Points are to be assigned for grades 01-11 where test data is available.
- b. Points are not awarded for grade 12
- c. Points awarded in each grade span should equal the product of the state assessment pass rate and the participation rate.
- d. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.
- e. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.

2. Math

- a. Points are to be assigned for grades 01-11 where test data is available.
- b. Points are not awarded for grade 12
- c. Points awarded in each grade span should equal the product of the state assessment pass rate and the participation rate.
- d. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.
- e. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.

3. Reading

- a. Points are to be assigned for grades 01-11 where test data is available.
- b. Points are not awarded for grade 12
- c. Points awarded in each grade span should equal the product of the state assessment pass rate and the participation rate.
- d. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.
- e. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.

4. College and Career Readiness Achievement

- a. Points are to be assigned for grade 12.
- b. Points are not awarded for grades 1-11.
- c. Points awarded in each grade span should equal the product of the College and Career Readiness Rate and the

state readiness factor. State Readiness Factor should be determined through the following:

- i. The readiness factor should be the quotient of total achievable and the annual goal. Currently $100/25=4$.
 - ii. The current goal presented to Indiana schools is 25%. The accountability panel recommends review of the current goal including recommendations from the Department of Workforce Development and the Commission for Higher Education as to an obtainable goal and additional accurate measures of college and career readiness.
- d. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.
 - e. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.

5. Graduation

- a. Points are to be assigned for grade 12.
- b. Points are not awarded for grades 1-11.
- c. Points awarded in each grade span should equal the four year graduation rate.
- d. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.
- e. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.

B. Growth

i. The growth domain will be assigned a weight in the overall framework.

- ii. Total growth points will be the sum of the domain indicators final points.
- iii. Domain placements are established based on domain points (weighted average of indicator points) assigned using the following scale:

SCALE NEEDS TO BE DETERMINED

iv. Indicators to be included are:

1. English/Language Arts

- a. Points are to be assigned for grades 2-12 where test data is available.
- b. Points awarded in each grade span should be assigned as follows:
 - i. Grades 2-11 points should be the average of three growth indicators:
 1. Growth to Proficiency points should be awarded equal to the percent of

students achieving the expected annual growth.

a. Currently data is only available for grades 3-8.

b. In absence of continuous data on a vertical scale, growth for the indicator should be measured as improvement from grade 8 to grade 10.

2. Higher Performing Categorical Growth Improvement points should be awarded equal to the average categorical score for students within the top 75 percent of prior year performance.

3. Higher Performing Categorical Growth Improvement points should be awarded equal to the average categorical score for students within the bottom 25 percent of prior year performance.

ii. Grade 12 points should be awarded equal to the rate of improvement of students on graduation qualifying exams between the primary administration year and graduation.

c. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.

d. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.

2. Math

a. Points are to be assigned for grades 2-12 where test data is available.

b. Points awarded in each grade span should be assigned as follows:

i. Grades 2-11 points should be the average of three growth indicators:

1. Growth to Proficiency points should be awarded equal to the percent of students achieving the expected annual growth.

a. Currently data is only available for grades 3-8.

b. In absence of continuous data on a vertical scale, growth for the indicator should be measured as improvement from grade 08 to grade 10.

2. Higher Performing Categorical Growth Improvement points should be awarded equal to the average categorical score for students within the top 75 percent of prior year performance.

3. Higher Performing Categorical Growth Improvement points should be awarded equal to the average categorical score for students within the bottom 25 percent of prior year performance.

ii. Grade 12 points should be the awarded equal to the rate of improvement of students on graduation qualifying exams between the primary administration year and graduation

c. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.

d. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.

3. Reading

a. Points are to be assigned for grades 2-11 where test data is available.

b. Points awarded in each grade span should be assigned as follows:

i. Grades 2-11 points should be the average of three growth indicators:

1. Growth to Proficiency points should be awarded equal to the percent of students achieving the expected annual growth.

2. Higher Performing Categorical Growth Improvement points should be awarded equal to the average categorical score for students within the top 75 percent of prior year performance.

3. Higher Performing Categorical Growth Improvement points should be awarded equal to the average categorical score for students within the bottom 25 percent of prior year performance.

ii. Grade 12 no points awarded.

c. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.

d. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.

4. College and Career Readiness Achievement

a. Points are to be assigned for grade 12.

- b. Points are not awarded for grades 1-11.
- c. Points awarded in each grade span should equal the rate in which graduates improved College and Career Readiness status from non-achievement by the end of the 10th grade year to achievement by graduation.
- d. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.
- e. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.

5. Graduation

- a. Points are to be assigned for grade 12.
- b. Points are not awarded for grades 1-11.
- c. Points awarded in each grade span should equal the five year graduation rate.
- d. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.
- e. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.

VI. RECOMMENDATIONS FOR TRANSITION BETWEEN THE CURRENT SCHOOL ACCOUNTABILITY SYSTEM AND THE NEW SCHOOL ACCOUNTABILITY SYSTEM

The Panel recommends full implementation of the new school accountability system in 2015-16.

The Panel recognizes that it may be asked to conduct follow-up recommendations in addition to the work included in this report. The Panel recognizes that work conducted for additional recommendations will include more extensive use of subject matter experts as the statistical aspect of the accountability system is realized.

The Panel recommends that the model should be validated by various methods, including beta testing, during the rules development process to insure accuracy of the accountability system. Validation should use actual past years of data.

The Panel recommends that procedures be developed in rule that automatically places a school in a review process if the overall grade changes by two (2) or more grades in one year.

One of the concerns of transitioning to a new accountability system is to buffer schools from significant changes in category placement until the accountability model is mature. Although schools may be experiencing large changes in their performance or growth, or both, due to their own actions, safeguards should be in put in place to protect schools from unforeseen deficiencies in the model.

The Panel recommends that protocols and procedures should be developed for addressing any grade configurations issue when not adequately addressed by rule. Although the model presented in the Panel's recommendation factors in different current configurations, past experience shows that it is difficult to insure rules for the accountability system will address all configuration complexities.

The Panel recommends a web-based "calculator" be developed for local school administrator use. School administrators should be able to replicate and explain how their schools grades were calculated.

The Panel recommends that steps for an appeal process for the overall category placement be simple and clear. The Panel recommends that schools shall receive a written notice of appeal findings. The written notice shall include the reason for the findings and if the remedy affects the overall category placement.

Grew/Sheldrake Report Transition Recommendations

The Panel is in agreement with the following recommendations from the Grew/Sheldrake report, "Examination of Indiana's A to F School Accountability Model", September 6, 2013, relevant to the Panel's scope of duties:

Developing a Revised Accountability System Under HEA 1427-2013: The authors observe and recommend:

The authors observe that the recently announced memorandum of understanding between the Governor, the General Assembly, and the Superintendent for establishing a collaborative process for development of a new accountability rule is an excellent step towards increasing support by the educational community and the public.

The process of development of a new system should:

1. Provide for extensive involvement by experts and practitioners from the education community.
2. Provide for transparency in all decision-making.
3. Result in development of a new system that is as simple as possible, more easily understood, and equitable.

In compliance with HEA 1427 - 2013, the new accountability system should incorporate measures that involve less reliance on standardized tests passage rates and more reliance on individual student growth based on criterion- referenced measures.

Further Recommendations regarding the Revised Accountability System:

Additional measures for the elementary/middle school model should be

included, besides the two student test measures, which provide additional indicators of school performance.

Because of the complexity involved in implementing any new accountability system, the system should be piloted prior to implementation, if possible, permitting the Department of Education to solicit and receive extensive feedback from schools, adequately perform programming tests, and evaluate policy components incorporated into the system.

In order to ensure that the General Assembly has the capability to perform analyses on the new accountability system, Legislative Services Agency staff should be provided with ongoing access to all data and computer programming necessary for the agency to replicate results and respond to various inquiries from legislators about the system.

Until the new accountability system required by HEA 1427-2013 is implemented, state policymakers should consider not subjecting a school to state interventions described in IC 20-31-9-4 due to a sixth consecutive year of placement in the lowest category or designation of school performance.

WITNESS LIST

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APPENDICES

(1) Appendix A: Definitions

(2) Appendix B: Simple Explanation of Indiana A-F Accountability System

APPENDIX A

DEFINITIONS (AS USED IN THIS REPORT)

Categorical model: Evaluates students moving from one performance category to another. Requires the use of cut scores.

College and Career Readiness (CCR): For a high school, measures of student college and career readiness include the number of students attaining International Baccalaureate degrees, successfully completing Advanced Placement courses, successfully completing dual credit courses, receiving industry certifications, or attaining satisfactory scores on PSAT exams. For a student, successfully achieving one or more of the CCR components.

Criterion referenced: A test in which an individual's performance is compared to a performance standard and not to the performance of other individuals in a peer group.

Cut score: A score used to determine the minimum competency level needed to pass a test.

Graduation rate: Four year rate: The percentage of students within a cohort who graduate during their expected graduation year. (The cohort is the class of students who are considered to have entered grade 9 in the same year and expected to graduate three years after entering grade 9.)

Five year rate: The percentage of students within a cohort who graduate during either their expected graduation year or within one year after their expected graduation year. Under Indiana statutes, the four year graduation rate is determined under IC 20-26-13-10; the five year graduation rate is determined under IC 20-26-13-10.2. Under federal law, only the four year graduation rate is reported.

Growth to proficiency: A student's progress towards meeting and passing established proficiency levels, as demonstrated by at least two data points.

within a content area as determined for the individual student
Improvement: For a school, positive change in: (1) the percentage of students passing an assessment; and (2) the number of students achieving CCR.

Indicators: Measures of performance that are not student test scores.

Norm referenced: A test in which an individual's performance is compared to the performances of other individuals in a peer group.

Multiple measures: Multiple indicators and sources of evidence of student learning, of various kinds, gathered at multiple points in time.

Performance: For a student, primarily determined by the student's score on one or more assessments. For a school, determined by the performance of all students, in addition to other established indicators (such as attendance, graduation rate, etc.).

Title I: A federal program that provides additional funding for schools with high poverty levels among students. Title I schools are subject to additional regulation and requirements by the federal government.

Trajectory model: A model in which a student's growth towards a goal and future achievement of the goal is determined using at least two data points.

Targeted growth -

APPENDIX B

Simple Explanation of Indiana A-F Accountability System

(From the "Examination of Indiana's A to F School Accountability Model", September 6, 2013, prepared by John R. Grew and William J. Sheldrake, Appendix D)

Elementary & Middle School (EMS) Model

A School's grade is based on English/Language arts and math test results and various adjustments according to the following steps:

1. *Preliminary* scores for both English/Language Arts (ELA) math tests are based on the percentage of a school's students that passed ISTEP+, IMAST and ISTAR. The preliminary score is determined using a proficiency grading scale awarding a grade for a given passage rate:

90.0 – 100% = 4.00 points	70.0 – 74.9% = 2.00 points
85.0 – 89.9% = 3.50	65.0 – 69.9% = 1.50
80.0 – 84.9% = 3.00	60.0 – 64.9% = 1.00
75.0 — 79.9% = 2.50	0.00 – 59.9% = 0.00

2. A school's preliminary score for both ELA and math may be raised or lowered based on student academic growth:

- a. The preliminary score is raised by 1.00 if at least 42.5% of the school's lowest performing students on ISTEP+ (the bottom 25%) score high growth on the ELA test and for the math test, at least 44.9% of students score high growth.
- b. The preliminary score is raised by 1.00 if at least 36.2% of the school's remaining students on ISTEP+ (the top 75%) score high growth on the ELA test and for the math test, at least 36.2% of students score high growth.
- c. The preliminary score may be lowered by 1.00 if 39.8% or more of all students taking ISTEP+ score low growth on the ELA test and for math test, less than 42.4% of students score low growth.

3. A school's score will also be lowered by 1.00 if student participation in testing is:

- a. Less than 95% of their lowest performing students (bottom 25%) take ISTEP+.
- b. Less than 95% of their remaining students (top 75%) take ISTEP+, ISTAR, and IMAST.

4. To determine the final grade for an EMS, sum the ELA and Math grades and divide by two.

High School (HS) "A-F" Model

The high school grade is determined by calculating scores on four weighted measures:

1. English 10 End of Course Assessment (ECA) – weighted at 30%
2. Algebra I ECA – weighted at 30%
3. Graduation Rate – weighted at 30%
4. College & Career Readiness – weighted at 10%

The steps in determining the high school score are as follows:

1 & 2. Determining English10 and Algebra I ECA Scores:

- a. Schools receive a preliminary score based on the percentage of their students in the 10th grade cohort that passed the ECA or ISTAR. The same proficiency grading scale (above) for EMS ELA and math is used to determine the preliminary score (e.g. a 90% passage rate = 4.00 points).
- b. The preliminary score is raised by 0.50 if there is at least a 10.3 percentage point improvement in the English passage rate and by 0.50 if there is at least a 17.1% percentage point improvement in the math passage rate (from the 8th grade passage rates for ISTEP+, IMAST or ISTAR to the 10th grade ECA or ISTAR).
- c. The preliminary score is lowered by 0.50 if there is -0.1 percentage point or greater decline in the English or math passage rate (from the 8th grade ISTEP+, IMAST or ISTAR to the 10th grade ECA or ISTAR).
- d. The preliminary score shall be raised by 0.50 if at least 59.3% of students taking English or 62.8% of students taking math tests that did not pass the ECA or ISTAR in 10th grade do so by graduation.

3. Determining the Graduation Rate Score:

Schools receive a preliminary score based on their four-year graduation cohort rate. A proficiency grading scale (same as that used for EMS ELA and math) is used to determine the preliminary score (e.g. a 90% or higher passage rate = 4.00 points). For school years prior to 2014-15, the preliminary score is the final graduation rate score.

Note: Beginning with the 2014-15 school year, the preliminary score will be adjusted as follows:

- a. The preliminary score is raised if 34.4% or more students receive non-waiver Honors Diplomas.

b. The preliminary score is lowered if 32.8% or more students receive general or waiver diplomas.

c. The preliminary score is raised if 13.2% of students that did not graduate within four years do so in five years.

4. Determining the College & Career Readiness Score:

Schools receive a score based on the percentage of graduates who receive at least one of the following:

- a. a passing score (3, 4, or 5) on an AP exam; or
- b. a passing score (4, 5, 6, or 7) on an IB exam; or
- c. three (3) verifiable college credits from the Priority Liberal Arts or CTE course lists; or
- d. a IDOE approved industry certification.

The college and career readiness score is based on the percentage of students achieving one of the above activities using a different proficiency scale than above:

25.0 – 100% - 4.00 points	5.0 – 11.6% = 1.00 points
18.4 – 24.9% = 3.00	0.0 – 4.9% = 0.00
11.7 – 18.3% = 2.00	

Determining a Final Grade for a High School

The school's final grade is determined by summing the weighted scores from steps 1-4 above.

Determining a School Corporation Combined Score

1. Determine the % of total school corporation students enrolled in EMS (grades 3-8) and H.S. (grades 9-12).
2. Multiply the % of EMS students by the average grade for all EMS schools.
3. Multiply the % of H.S. students by the average grade for all HS schools.
4. Sum steps 2 and 3 to determine the combined score.

Accountability Model-Technical Recommendations

1. The complete recommended accountability model should be used to assess all schools with tested grades starting in school year 2014-15.
2. Point scale
 - a. The model should use a 0.0 to 100.0 scale
 - b. Category placements are established based on total points (weighted average of domain points) assigned to a school using the following scale:
 - i. 90.0 to 100.0 A
 - ii. 80.0 to 89.9 B
 - iii. 70.0 to 79.9 C
 - iv. 60.0 to 69.9 D
 - v. 0.0 to 59.9 F
3. Total points assigned to a school should be a weighted average of the designated domains within the accountability framework.
 - a. Performance
 - i. The performance domain will be assigned a weight in the overall framework.
 - ii. Total performance points will be the sum of the domain indicators final points.
 - iii. Domain placements are established based on domain points (weighted average of indicator points) assigned using the following scale:
 1. 90.0 to 100.0 A
 2. 80.0 to 89.9 B
 3. 70.0 to 79.9 C
 4. 60.0 to 69.9 D
 5. 0.0 to 59.9 F
 - iv. Indicators to be included are:
 1. English/Language Arts
 - a. Points are to be assigned for grades 01-11 where test data is available.
 - b. Points are not awarded for grade 12
 - c. Points awarded in each grade span should equal the product of the state assessment pass rate and the participation rate.
 - d. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.
 - e. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.
 2. Math
 - a. Points are to be assigned for grades 01-11 where test data is available.
 - b. Points are not awarded for grade 12
 - c. Points awarded in each grade span should equal the product of the state assessment pass rate and the participation rate.
 - d. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.
 - e. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.
 3. Reading
 - a. Points are to be assigned for grades 01-11 where test data is available.
 - b. Points are not awarded for grade 12

dgdailey 10/27/13 2:26 PM
Comment [1]: Need to approve scale

dgdailey 10/25/13 10:03 AM
Comment [2]: Need to address weights

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- c. Points awarded in each grade span should equal the product of the state assessment pass rate and the participation rate.
 - d. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.
 - e. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.
4. College and Career Readiness Achievement
- a. Points are to be assigned for grade 12.
 - b. Points are not awarded for grades 01-11.
 - c. Points awarded in each grade span should equal the product of the College and Career Readiness Rate and the state readiness factor. State Readiness Factor should be determined through the following:
 - i. The readiness factor should be the quotient of total achievable and the annual goal. Currently $100/25=4$.
 - ii. The current goal presented to Indiana schools is 25%. The accountability panel recommends review of the current goal including recommendations from DWD and CHE as to an obtainable goal and additional accurate measures of college and career readiness.
 - d. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.
 - e. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.
5. Graduation
- a. Points are to be assigned for grade 12.
 - b. Points are not awarded for grades 01-11.
 - c. Points awarded in each grade span should equal the four year graduation rate.
 - d. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.
 - e. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.

b. Growth

- i. The growth domain will be assigned a weight in the overall framework.
- ii. Total growth points will be the sum of the domain indicators final points.
- iii. Domain placements are established based on domain points (weighted average of indicator points) assigned using the following scale:
 - 1. 90.0 to 100.0 A
 - 2. 80.0 to 89.9 B
 - 3. 70.0 to 79.9 C
 - 4. 60.0 to 69.9 D
 - 5. 0.0 to 59.9 F
- iv. Indicators to be included are:
 - 1. English/Language Arts
 - a. Points are to be assigned for grades 02-12 where test data is available.
 - b. Points awarded in each grade span should be assigned as follows:

dgdalley 10/25/13 9:52 PM

Comment [3]: Need to address weights

- i. Grades 02-11 points should be the average of three growth indicators:
 - 1. Growth to Proficiency points should be awarded equal to the percent of students achieving the expected annual growth.
 - a. Currently data is only available for grades 03-08.
 - b. In absence of continuous data on a vertical scale, growth for the indicator should be measured as improvement from grade 08 to grade 10.
 - 2. Higher Performing Categorical Growth Improvement points should be awarded equal to the average categorical score for students within the top 75 percent of prior year performance.
 - 3. Higher Performing Categorical Growth Improvement points should be awarded equal to the average categorical score for students within the bottom 25 percent of prior year performance.
- ii. Grade 12 points should be the awarded equal to the rate of improvement of students on graduation qualifying exams between the primary administration year and graduation.
- c. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.
- d. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.

dgdailey 10/25/13 10:23 PM
Comment [4]: Need to define metric

2. Math

- a. Points are to be assigned for grades 02-12 where test data is available.
- b. Points awarded in each grade span should be assigned as follows:
 - i. Grades 02-11 points should be the average of three growth indicators:
 - 1. Growth to Proficiency points should be awarded equal to the percent of students achieving the expected annual growth.
 - a. Currently data is only available for grades 03-08.
 - b. In absence of continuous data on a vertical scale, growth for the indicator should be measured as improvement from grade 08 to grade 10.
 - 2. Higher Performing Categorical Growth Improvement points should be awarded equal to the average categorical score for students within the top 75 percent of prior year performance.
 - 3. Higher Performing Categorical Growth Improvement points should be awarded equal to the average categorical score for students within the bottom 25 percent of prior year performance.
 - ii. Grade 12 points should be the awarded equal to the rate of improvement of students on graduation qualifying exams between the primary administration year and graduation
- c. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.
- d. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.

dgdailey 10/25/13 10:26 PM
Comment [5]: Need to define metric

3. Reading

- a. Points are to be assigned for grades 02-11 where test data is available.
 - b. Points awarded in each grade span should be assigned as follows:
 - i. Grades 02-11 points should be the average of three growth indicators:
 - 1. Growth to Proficiency points should be awarded equal to the percent of students achieving the expected annual growth.
 - 2. Higher Performing Categorical Growth Improvement points should be awarded equal to the average categorical score for students within the top 75 percent of prior year performance.
 - 3. Higher Performing Categorical Growth Improvement points should be awarded equal to the average categorical score for students within the bottom 25 percent of prior year performance.
 - ii. Grade 12 no points awarded.
 - c. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.
 - d. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.
4. College and Career Readiness Achievement
- a. Points are to be assigned for grade 12.
 - b. Points are not awarded for grades 01-11.
 - c. Points awarded in each grade span should equal the rate in which graduates improved College and Career Readiness status from non-achievement by the end of the 10th grade year to achievement by graduation.
 - d. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.
 - e. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.
5. Graduation
- a. Points are to be assigned for grade 12.
 - b. Points are not awarded for grades 01-11.
 - c. Points awarded in each grade span should equal the five year graduation rate.
 - d. Overall Points should be the sum all applicable grade span points weighted to reflect enrollment in each span.
 - e. Overall Final Points for the indicator should be the product of the Indicator Points and the Indicator Weighting.

(Add to section V.)

4. The accountability model should use the following weights to determine final school points:
 - a. For grade span 01 to 08
 - i. The Performance domain should be weighted 30%
 1. Assessment indicators should be weighted equally as available to equal 100%:
 - a. English/Language Arts
 - b. Math
 - c. Reading
 2. Other
 - ii. The Growth domain should be weighted 70%
 1. Content area growth indicators should be weighted equally as available to equal 100%:
 - a. English/Language Arts
 - b. Math
 - c. Reading
 2. Other
 - b. For grade span 09 to 012
 - i. The Performance domain should be weighted 70%
 1. Assessment indicators should be weighted equally as available to equal 40%:
 - a. English/Language Arts
 - b. Math
 - c. Reading
 2. College and Career Readiness should be weighted 30%
 3. Graduation should be weighted 30%
 - ii. The Growth domain should be weighted 30%
 1. Content area growth indicators should be weighted equally as available to equal 40%:
 - a. English/Language Arts
 - b. Math
 - c. Reading
 2. College and Career Readiness should be weighted 30%
 3. Graduation should be weighted 30%

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