

Rule 6. Assessing School Improvement and Performance

511 IAC 6.2-10-1 Definitions

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-8-4; IC 20-31-10-1

Affected: IC 20-26-13-6; IC 20-31-8; IC 20-32-4; IC 20-32-4-5; IC 20-36-3-2

Sec. 1. The following definitions apply throughout this rule:

- (1) "Accountable year" means the school year being assessed.
- (2) "Achievement" means successful accomplishment of the proficiency goals established by the board.
- (3) "Advanced placement examination" or "AP Exam" has the meaning set forth in IC 20-36-3-2.
- (4) "Alternative Assessment" means the alternative assessment instrument to the mandatory statewide annual assessment.
- (5) "Atypical school" means a school that, for purposes of calculating a final accountability score under this rule, lacks:
 - (A) A Grade, or
 - (B) Available data within a Grade.
- (6) "Board" has the meaning set forth in IC 20-18-2-19.
- (7) "College and career readiness" means has the meaning set forth in IC 20-19-2-14.5(a)(1).
- (8) "College and career readiness goal" means the goal established by the Board for which a school receives full credit within the applicable indicator.
- (9) "College credit" means credit awarded by a regionally accredited postsecondary institution in a department approved liberal arts or career or technical education dual credit course verifiable by a transcript.
- (10) "Department" has the meaning set forth in IC 20-18-2-3.
- (11) "Eligible student" means a student who:
 - (A) was enrolled at the school for at least one hundred sixty-two (162) days in the accountable year;
 - (B) was tested on the mandatory annual statewide assessment or the end of course assessment;
 - (C) was not a Limited English Proficient student who has been enrolled in schools in the United States for less than twelve (12) months; and
 - (D) obtained a valid test result.
- (12) "English/Language Arts" means the subject area required to be tested under IC 20-32-5-2(1) on the mandatory annual statewide assessment.
- (13) "Grade" means data for a cohort of students who are at the same class level in the same year within a school.
- (14) "Grade 10 cohort" means the class of students who are in their second year of high school based on the students' graduation cohort year.
- (15) "Grade 11 cohort" means the class of students who are in their third year of high school.
- (16) "Grade span" means the range of grades within the same school.

- (17) "Graduation cohort" means a class of students that is:
- (A) considered to have entered grade 9 in the same year; and
 - (B) expected to graduate three (3) years after entering grade 9.
- (18) "Graduation rate" has the meaning set forth in IC 20-26-13-6.
- (19) "Growth" means the points awarded for scores of eligible students on the mandatory annual statewide assessment administered in the accountable year, as compared to the scores of the same eligible students on the mandatory annual statewide assessment administered during the school year immediately preceding the accountable year.
- (20) "Growth to proficiency" means the expected annual growth toward a target in English/Language arts and Mathematics, as established by the board under this rule.
- (21) "Industry certification" means a certificate or credential that is:
- (A) developed or supported by business and industry to verify student mastery of technical skills competencies in an occupational area that aligns with the high wage, high demand sectors established by the Department of Workforce of Development; and
 - (B) approved by the board.
- (22) "International Baccalaureate examination" or "IB exam" means the examination created and administered by the International Baccalaureate, a nonprofit educational foundation headquartered at Route des Morillon 15, Grand-Saconnex, Geneva, CH-1218, Switzerland.
- (23) "Limited English proficient" has the meaning set forth in the definition provided in the No Child Left Behind Act of 2001, 20 U.S.C. 7801 (25), of Title IX, and means an individual who:
- (A) is aged 3 through 21;
 - (B) is enrolled or preparing to enroll in an elementary or secondary school;
 - (C)(i) was not born in the United States or whose native language is a language other than English;
 - (ii)(1) is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (2) comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
 - (D) whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual:
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.
- (24) "Mandatory statewide annual assessments" means the assessments required under 511 IAC 5-2-3(b), and any alternatives to those assessment instruments.

- (25) “Mathematics” means the subject area required to be tested under IC 20-32-5-2(2) on the mandatory annual statewide assessment.
- (26) “Multiple measures” means additional criteria apart from performance and growth by which school performance is appraised.
- (27) “Participation” means to complete the mandatory statewide assessment, or the optional college and career readiness assessment under this rule.
- (28) “Participation rate” means the percentage of eligible students who completed the mandatory annual statewide assessment, or the optional college and career readiness assessment under this rule.
- (29) “Performance” means the points awarded for the pass rate of students enrolled for 162 days on the English/Language Arts and Mathematics portions of the mandatory statewide annual assessment.
- (30) “Performance and improvement category” means the letter grade assigned to a school or school corporation based on findings from the assessment of performance and academic growth, as determined by the results of mandatory statewide annual assessments, and other criteria as set forth in this rule.
- (31) “Pupil Enrollment” has the meaning of “enrollment” set forth in IC 20-26-13-3.
- (32) “School” has the meaning set forth in IC 20-31-2-8.
- (33) “School corporation” has the meaning set forth in IC 20-18-2-16.
- (34) “School performance report card” means the public record of a school’s accountability letter grade as determined under this rule, including the subcomponents used to determine the grade.
- (35) “School year” has the meaning set forth in IC 20-18-2-17.
- (36) “State college and career readiness factor” means the quotient of the total achievable college and career readiness rate (100%) and the annual college and career readiness goal.
- (37) “State readiness factor” means the quotient of total achievable points, expressed as a percentage, of the annual college and career readiness rate divided by the annual college and career readiness goal.

511 IAC 6.2-10-2 Relationship to academic standards

Authority: IC 20-31-10-1

Affected: IC 20-19-2-8; IC 20-19-4-2; IC 20-24; IC 20-26-15-6; IC 20-31-8; IC 20-32-5; IC 20-32-8

Sec. 2. The new Indiana Academic Standards were adopted in 2014 in Mathematics and English/Language Arts. These standards were first tested in 2015. The scores to pass these tests will be set at the levels necessary for students to demonstrate solid academic performance on the standards. The passing scores shall be established based upon statistically valid and reliable methods as recommend to the board by independent testing experts selected by the board. These scores will not be set or skewed for the reason to cause more or fewer students to pass or more or fewer schools to rise or

fall in category placements. The education roundtable may recommend and the board may set additional higher levels of proficiency to encourage increased achievement for advanced students.

511 IAC 6.2-10-3 Growth to proficiency table

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-8-4; IC 20-31-10-1
Affected: IC 20-31-8

Sec. 3. (a) Beginning with the 2014-15 school year, growth points shall be determined in accordance with the "Growth to Proficiency Table" as approved by the board and published in this section.

511 IAC 6.2-10-4 School performance and improvement categories; Placement of schools in categories; Overall framework

Authority: IC 20-19-2-8; IC 20-31-4; IC 20-31-8-4; IC 20-31-10-1
Affected: IC 20-31-8

Sec. 4.(a) The board shall place a school in a performance and improvement category annually. Placement shall be based on findings from the assessment of performance and academic growth, as determined by the results of mandatory statewide annual assessments and other criteria as set forth in this rule.

(b) Performance and improvement categories shall be assigned by the letter grades A, B, C, D, and F. Placement in a category is determined by the established weighted averages of the designated domains as set forth in this rule. The following scale shall be used to determine a school's overall performance and improvement category placement:

- (1) 90.0 – 100.0 points = A
- (2) 80.0 – 89.9 points = B
- (3) 70.0 – 79.9 points = C
- (4) 60.0 – 69.9 points = D
- (5) 0.0 – 59.9 points – F.

(b) The overall accountability framework used to calculate a school's performance and improvement category shall include the following designated domains, as set forth in this rule:

- (1) Performance
- (2) Growth
- (3) Multiple measures.

(d) The weights of the designated domains, as set forth in this rule, shall be assigned as follows:

- (1) The weight of the performance domain for a school or corporation shall be determined by:
 - (A)
- (2) The weight of the growth domain for a school or corporation shall be determined by:
 - (A)

(3) The weight of the multiple measures domain for a school or corporation shall be determined by:

(A)

(e) If one or more of the domains is missing, weighting will be determined by **[a method to be determined by the Board]**.

511 IAC 6.2-10-5 School performance and improvement categories; Performance domain

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-8-4; IC 20-31-10-1

Affected: IC 20-31-8

Sec. 5.(a) The performance domain shall consist of an English/Language Arts indicator and a Mathematics indicator. A school's final performance domain category placement shall be determined based on the weighted average of the awarded performance indicator points. Points shall be assigned in accordance with the following scale:

- (1) 90.0 – 100.0 points = A
- (2) 80.0 – 89.9 points = B
- (3) 70.0 – 79.9 points = C
- (4) 60.0 – 69.9 points = D
- (5) 0.0 – 59.9 points = F.

(b) The English/Language Arts indicator for performance shall be determined in accordance with the following:

(1) Points shall be assigned for grades 3 – 10 respectively, where data is available. Points shall not be awarded for grades 11 and 12.

(2) A school must have at least thirty (30) eligible students in the accountable year to obtain English/Language Arts points.

(3) If a school does not have at least thirty (30) eligible student in the accountable year, the school's English/Language Arts points will be based on the results of the mandatory annual assessments of a cumulative aggregate of eligible students.

(A) The cumulative aggregate shall be comprised of eligible students in the accountable year and in each school year immediately preceding the accountable year until the cumulative aggregate is equal to or greater than thirty (30) students.

(5) Points awarded for English/Language Arts shall equal the product of the mandatory statewide annual assessment passing percentage for English/Language Arts and the assessment participation factor.

(A) If the assessment participation rate on the English/Language Arts portion of the mandatory annual assessments is greater than or equal to 95%, then the participation factor shall be one (1).

(B) If the assessment participation rate on the English/Language Arts portion of the mandatory annual assessments is less than 95%, then the participation factor shall equal the participation rate in decimal form.

(c) The Mathematics indicator for performance shall be determined in accordance with the following:

- (1) Points shall be assigned for grades 3 – 10 respectively, where data is available. Points shall not be awarded for grades 11 and 12.
- (2) A school must have at least thirty (30) eligible students in the accountable year to obtain Mathematics points.
- (3) If a school does not have at least thirty (30) eligible students in the accountable year, the school's Mathematics points will be based on the results of the mandatory annual assessments of a cumulative aggregate of eligible students.
- (4) The cumulative aggregate shall be comprised of eligible students in the accountable year and in each school year immediately preceding the accountable year until the cumulative aggregate is equal to or greater than thirty (30) students.
- (5) Points awarded for Mathematics shall equal the product of the combined mandatory statewide annual assessment passing percentages for Mathematics and the assessment participation factor.
 - (A) If the assessment participation rate on the Mathematics portion of the mandatory annual assessments is greater than or equal to 95%, then the participation factor shall be one (1).
 - (B) If the assessment participation rate on the Mathematics portion of the mandatory annual assessments is less than 95%, then the participation factor shall equal the participation rate in decimal form.

511 IAC 6.2-10-6 School performance and improvement categories; Growth domain

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-8-4; IC 20-31-10-1
 Affected: IC 20-31-8

Sec. 6.(a) The growth domain shall consist of an English/Language Arts indicator and a Mathematics indicator. A school's final growth domain placement shall be determined based on the weighted average of the indicator points. Points shall be assigned in accordance with the following scale:

- (1) 90.0 – 100.0 points = A
- (2) 80.0 – 89.9 points = B
- (3) 70.0 – 79.9 points = C
- (4) 60.0 – 69.9 points = D
- (5) 0.0 – 59.9 points = F.

(b) The English/Language Arts indicator for growth shall be determined in accordance with the following:

- (1) Points shall be assigned for grades 4 – 12, where test data is available.
- (2) Points shall be awarded to grades 4 – 10 based on the average of the following:
 - (A) Higher performing observed growth points shall be awarded in a manner equal to the average value score for eligible students within the top seventy-five percent (75%) of the prior school year's performance.
 - (B) Lower performing observed growth points shall be awarded in a manner equal to the average value score for eligible students within the bottom twenty-five (25%) of the prior school year's performance.

(3) Points shall be awarded to grade 12 in a manner equal to the rate of improvement of students on the mandatory annual statewide assessment between the student's 10th grade cohort year and the student's graduation year.

(4) The overall points shall be the sum of all applicable grade span points weighted to reflect the pupil enrollment in each grade span.

(c) The Mathematics indicator for growth shall be determined in accordance with the following:

(1) Points shall be assigned for grades 4 – 12, where test data is available.

(2) Points shall be awarded to grades 4 – 10 based on the average of the following:

(A) Higher performing observed growth points shall be awarded in a manner equal to the average value score for eligible students within the top seventy-five percent (75%) of the prior school year's performance.

(B) Lower performing observed growth points shall be awarded in a manner equal to the average value score for eligible students within the bottom twenty-five (25%) of the prior school year's performance.

(3) Points shall be awarded to grade 12 in a manner equal to the rate of improvement of students on the mandatory annual statewide assessment between the student's 10th grade cohort year and the student's graduation year.

(4) The overall points shall be the sum of all applicable grade span points weighted to reflect the pupil enrollment in each grade span. **[Will the grade 12 include enrollment in grades 11 and 12? How are the top 75, bottom 25, and Grade 12 scores combined for an overall score?]**

511 IAC 6.2-10-7 School performance and improvement categories; Multiple measures domain

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-8-4; IC 20-31-10-1

Affected: IC 20-31-8

Sec. 7.(a) The multiple measures domain shall consist of a college and career readiness indicator and a graduation indicator. A school's final multiple measures domain placement shall be determined based on the weighted average of the indicator points. Points shall be assigned in accordance with the following scale:

(1) 90.0 – 100.0 points = A

(2) 80.0 – 89.9 points = B

(3) 70.0 – 79.9 points = C

(4) 60.0 – 69.9 points = D

(5) 0.0 – 59.9 points = F.

(b) The college and career readiness indicator for the multiple measures domain shall equal the product of the college and career readiness achievement score and the college and career readiness participation rate score. The maximum college and career readiness score is one hundred (100.0) points.

(1) The college and career readiness achievement score shall be the product of the college and career readiness achievement rate and the state college and career readiness factor.

(A) The graduation cohort, exclusive of any students who did not graduate in four (4) years or less, shall be used in determining a school's college and career readiness achievement score.

(B) A school must have at least ten (10) students in the graduation cohort to obtain a college and career readiness achievement score.

(C) A school's college and career readiness achievement score shall be based on the percentage of students described in this subpart who accomplished any of the following:

(i) Passed an AP exam with a score of 3, 4, or 5.

(ii) Passed an IB exam with a score of 4, 5, 6, or 7.

(iii) Earned three (3) college credits as defined in section 1 of this rule.

(iv) Obtained an industry certification as defined in section 1 of this rule.

[Should JROTC be considered, and any other objective measure of military admission? Currently it's not.]

(vi) Any other benchmarks approved by the board.

(2) The college and career readiness participation rate score shall equal the product of the college and career readiness participation percentage and the college and career readiness expected participation factor. A school must have college and readiness achievement data available to receive a college and career readiness participation rate score. **[Participation rate needs to be discussed by the Board.]**

(A) The grade 11 cohort who were enrolled in the school for at least one hundred sixty-two (162) days of the school year shall be used in determining a school's college and career readiness participation rate score.

(B) A school's college and career readiness participation percentage shall be based on the percent of students described in subpart C who have participated in a college and career readiness assessment during the accountable year.

(c) The graduation indicator for the multiple measures domain shall equal the sum of the graduation rate score and the five (5) year graduation improvement score.

(1) The graduation rate score shall be determined based on the percentage of students that graduated from high the high school in four (4) years or less.

(A) A school must have at least ten (10) students in the most recently finalized graduation cohort to obtain a graduation rate score.

(B) A school with a graduation rate that is at least 90% shall receive 100 points. A school with a graduation rate less than 90% shall receive points equal to the school's graduation rate.

(2) The five (5) year graduation improvement score shall be determined based on the difference in the four (4) year graduation rate and the five (5) year graduation rate for the graduation cohort. A school must have graduation rate points available to receive a five (5) year graduation score.

(A) A school must have at least ten (10) students in the most recently finalized graduation cohort to obtain a graduation rate score.

(B) The graduation cohort immediately preceding the most recently finalized graduation cohort shall be used to determine a school's 5 year graduation improvement rate score.

- (C) Five year graduation improvement points shall be equal to the five-year graduation improvement rate. **[Not sure of the meaning of this sentence. Needs Board discussion.]**
- (D) Five year graduation improvement points are not required to calculate the graduation indicator of the multiple measures domain.

511 IAC 6.2-10-10 School corporations; performance and improvement category grade

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-8-4; IC 20-31-10-1
Affected: IC 20-31-8

Sec. 8. (a) The board shall assign each school corporation an overall performance and improvement category in accordance with section 4 of this rule.

(b) Not more than one percent (1%) of the total tested population of students in the corporation may be counted as proficient on the alternative assessment to the mandatory statewide annual assessment.

511 IAC 6.2-10-11 School changes due to opening, reopening, reconfiguring or redistribution of students; new accountability baselines

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-10-1
Affected: IC 20-31-8

Sec. 9. (a) This section applies to schools that:

- (1) Open;
- (2) Reopen;
- (3) Reconfigure; or
- (4) Redistribute students.

(b) To obtain a new accountability baseline, a school described in subsection (a) must clearly demonstrate all of the following:

- (1) A change of at least seventy percent (70%) of the student population from the previous year, either by elimination or addition.
- (2) A significant change in educational philosophy, curriculum, or staffing.
- (3) A change is not being made to avoid accountability.

511 IAC 6.2-10-12. Elementary and middle schools open three years or less; performance and improvement category grade determination

Authority: IC [20-19-2-8](#) ; IC [20-31-4-17](#) ; IC [20-31-10-1](#)

Affected: IC 20-31-8

[The language of the growth-only model for elementary and middle schools open three years or less will be included, but must be revised to reflect the new method of calculating growth.]

[Appeals procedure coming.]