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

ACCOUNTABILITY SYSTEM REVIEW PANEL

Legislative Services Agency
200 West Washington Street, Suite 301
Indianapolis, Indiana 46204-2789
Tel: (317) 233-0696 Fax: (317) 232-2554

LSA Staff:

Irma Reinumagi, Attorney for the Panel
Allen Morford, Attorney for the Panel
Chuck Mayfield, Fiscal Analyst for the Panel
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 MINUTES[1]

Meeting Date:	**October 4, 2013**
Meeting Time:	**9:00 A.M.**
Meeting Place:	**State House, 200 W. Washington St., Room 233**
Meeting City:	**Indianapolis, Indiana**
Meeting Number:	**1**

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

Members Absent: **Casandra McLeod; Cheryl Ramsey.**

Co-Chairperson Yager called the meeting to order at 9:05 a.m. Co-Chairperson Ritz distributed comments from the State Board of Education (Exhibit A), and briefly discussed transition options for going from the old accountability system to the new system as suggested by the Grew-Sheldrake report (distributed at a previous meeting; available at http://www.in.gov/legislative/ as "Report Examining Indiana's A to F School Accountability Model").

---

[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.

Wes Bruce, Chief Assessment and Accountability Officer, Department of Education (DoE), presented information on growth to proficiency models (Exhibit B). Considerable Panel discussion of the gain, trajectory, categorical, and student growth percentile models occurred. Copies of Alaska's growth model, which is a categorical model, were distributed (Exhibit C). The Panel reviewed the growth model elements on which it had agreed at a previous meeting, and discussed incorporating these elements into a hybrid trajectory and criterion-referenced categorical growth model with more categories. There was agreement that the model should look at a student's growth or lack of growth over the course of a year.

Debbie Daley, Assistant Director of Information Services, DoE, gave a presentation on the accountability framework and components (Exhibit D). The presentation included a review of the components that must be included in a model under federal and state law, and focused on the achievement and growth components. In addition, a model for high school must include graduation rate and college and career readiness components. A model for elementary and middle schools may include additional components. Information prepared by Mr. Bruce concerning the current high school A-F accountability model was distributed (Exhibit E).

Co-Chairperson Ritz adjourned the meeting at 2:34 p.m.

Comments from the State Board of Education regarding A-F Panel

- Offer to the SBOE more than one option, so that the Board can weigh the options and look at the pros and cons of all recommendations
- Look at growth to proficiency as well as growth to standard, so as to provide balance to the struggling schools
- Ensure that there are not different standards/models for different groups of students (ex. students of poverty)
- Consider using a consultant for work on the growth model; perhaps the consultant who worked on the previous model

ACCOUNTABILITY SYSTEM REVIEW PANEL
OCTOBER 4, 2013
EXHIBIT A

IMAGINING the possibilities. MAKING THEM HAPPEN.

Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Growth to Proficiency Models

Gain, Trajectory and Categorical

Gain Model

Simple, Intuitive and Transparent - *does not show growth to proficiency*

What is the difference in a student's score from this year to last year?

Math	Grade 3	Grade 4	Gain
Student 1	339	369	30
Student 2	339	418	79
			Average Gain 54.5

What is the difference between the student's score and the cut score this year compared to that difference last year?

Math	Grade 3	Diff	Grade 4	Diff	Gain
Student 1	339	-74	369	-76	-2
Student 2	339	-74	418	-27	47
Pass Score	**413**		**445**		
	Scale Score Change 3-4 = 32			Average Gain 22.5	

Gain Model - continued

Policy makers determine a "value" for the gain and determine how that will count

Ex. School Average

Percent of students making "expected" or positive gain

Currently not used in state accountability

Not all gains are created equal

Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Pass Score	413	445	463	487	511	537
Difference		32	18	24	24	26

E/la	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Pass Score	417	437	468	478	501	508
Difference		20	31	10	23	7

ACCOUNTABILITY SYSTEM REVIEW PANEL
OCTOBER 4, 2013
EXHIBIT B

Gain Model – Implementation

Policy makers must establish:

- Criteria for high, typical and low growth,
- How the data would be aggregated and
- How the data would be "valued".

The DOE data team then would have to program the required calculations to produce data and displays. Then it must be incorporated into the final accountability model.

Trajectory Model

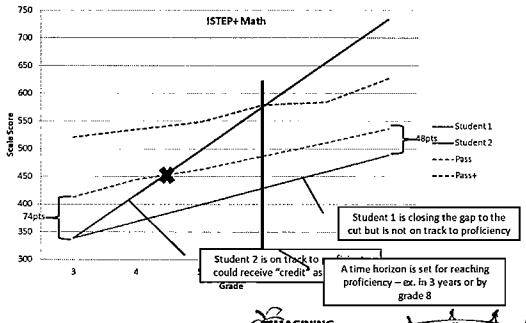
Additional complexity - based on gain does show growth to proficiency

Can be used in several ways:

- Most common use has been with growth to proficiency
- Initial use was for students below proficient
- Within a set time horizon (proficient within 3 years or by grade 8)
- Students "on track" to proficiency can be given credit for proficency

At the simplest it assumes that past performance IS a guarantee of future earnings. This model has been approved by the USDOE for use in accountability. It is currently being used in other states.

Trajectory Model - continued



Trajectory Model – Implementation

Policy makers must establish:

- Criteria for high, typical and low growth
- Establish a time horizon for "on track" to proficiency (ex. 3 years)
- How the data would be aggregated
- How the data would be "valued"

The DOE data team then would have to program the required calculations to produce data and displays. Then it must be incorporated into the final accountability model.

Categorical Model

More complex, Still intuitive – *does not show growth to proficiency*

- Weightings are arbitrary
- Policymakers can signal relative "value" of different categorical changes
- Requires vertical scale
- Loss of precision due to focus on category change
- The number from the value table is not meaningful at the student/parent level

Categorical Model - continued

Based on status change (Pass to Pass+)
For accountability common practice is the use of a "value" table

Student 1 | Student 2

Performance Level in Year 1		Performance Level in Year 2							
		1A	1B	2A	2B	3A	3B	4A	4B
Academic Warning	1A	90	110	140	160	180	195	200	200
	1B	70	85	125	150	170	185	195	200
Below Standards	2A	10	50	90	125	160	175	190	195
	2B	10	30	70	95	130	160	180	190
Meets Standards	3A	10	20	40	75	100	130	160	180
	3B	0	10	20	40	60	110	135	160
Exceeds Standards	4A	0	0	10	30	55	90	115	135
	4B	0	0	0	10	35	65	100	120

Categorical Model – Implementation

Policy makers must establish

- Criteria on which the value table will be constructed
- How the data would be aggregated
- How the data would be "valued"

The DOE data team then would have to program the required calculations to produce data and displays. Then it must be incorporated into the final accountability model.

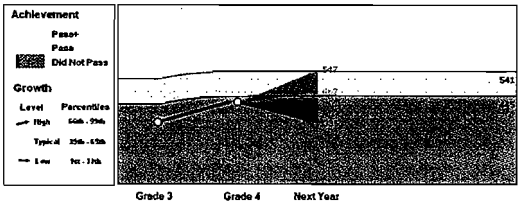
Student Growth Percentiles

Most complex and familiar of four models – *does show growth to proficiency*

- Provides a common metric for student "growth"
- Currently norm referenced – can be criterion referenced
- Can be confused with traditional percentile scores

Student Growth Percentiles

Mathematics

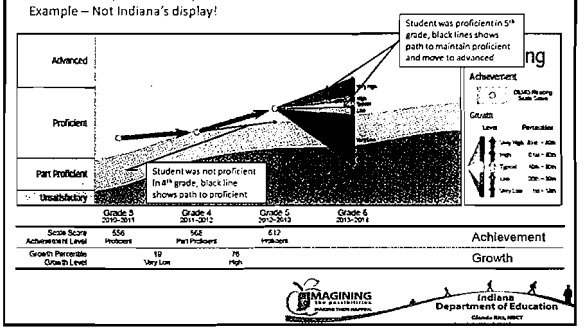


	Spring 2011	Spring 2012
Scale Score	339	418
Growth Percentile	69.0	

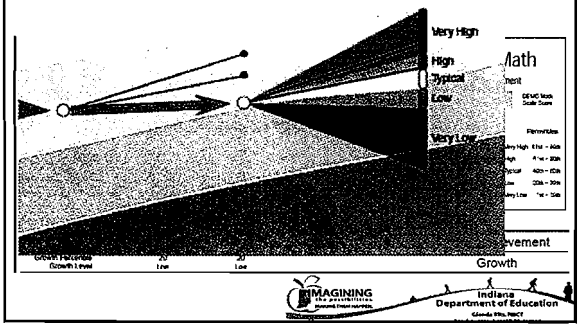
Revised Indiana Student Growth

Growth to proficiency

Example – Not Indiana's display!



Revised Indiana Student Growth



Revised Indiana Student Growth Implementation

Policy makers must establish

- Criteria for high, typical and low
- Establish a time horizon for "on track" to proficiency (ex. 3 years)
- Set criteria for maintaining achievement
- How the data would be aggregated
- How the data would be "valued"
- Create a baselined SGP model

The DOE data team then would have to program the required calculations to produce data and displays. Then it must be incorporated into the final accountability model.

specified interventions aligned with the turnaround principles for a minimum of three years. The State also will identify the next-lowest-performing 10% of Title I schools as focus schools and will work with the school districts to identify specific interventions aligned with the needs of those schools, especially in areas of subgroups or graduation rates. Details about the accountability and support system and the identification of the reward, priority and focus schools will be found in the remaining sections of Principle 2.

NCLB provisions waived

Alaska will be waiving the following provisions of the current NCLB law:

- Alaska will not report whether schools have made Adequate Yearly Progress (AYP).
- Alaska will not identify schools or districts under the current labels of improvement, corrective action, or restructuring.
- Alaska will no longer require the consequences in the current law for schools in improvement, corrective action or restructuring.
- Alaska will no longer require schools to offer public school choice or supplemental educational services (SES) in schools identified for improvement. Districts may offer these options to parents if desired.
- Alaska will no longer require districts to set aside 20% of their Title I allocation to provide SES or transportation to schools of choice. These funds may instead be used, as needed, to provide support to schools identified as Title I priority or focus schools.
- Alaska will no longer require districts to use 10% of their Title I allocation for professional development for districts in improvement.

Alaska School Performance Index

The Alaska School Performance Index (ASPI) represents the overall picture of a school's progress. All schools will receive an overall score on the index. The ASPI is based on an index score that includes college- and career-ready weighted indicators as applicable to the grade span of the school. The overall ASPI score will determine the category or rating of the school. Five-star schools will represent the top-performing schools in the state, while the lowest-performing schools will be rated as 1-star schools.

Each school receives points in the specified indicators, and each indicator is weighted. The overall score will be on a 100-point scale. There are different indicators and weightings of those indicators for elementary/middle schools with students in grades ranging from K-8 and for high schools with students ranging in grades from 9-12. Schools with students that include students from any grades in K-8 and any grades in 9-12 will receive points and weightings on indicators based on the percentage of students enrolled in the school on the first day of testing on the SBAs in April in each grade span. This would include schools with all K-12 grades as well as those with grade spans that cross the grade spans, such as grades 6-12.

All schools include the following indicators in the ASPI score: academic achievement on the reading, writing, and mathematics SBAs, progress in the all-students group and in four primary subgroups as measured by the growth and proficiency index score, and attendance rate Three additional college- and career-ready indicators are included for schools with students in grades 9-12: the graduation rate, an indicator based on the percent of seniors who take and earn scores at designated levels on the ACT, SAT, or WorkKeys assessments, and a participation rate in the

ACCOUNTABILITY SYSTEM REVIEW PANEL
OCTOBER 4, 2013

EXHIBIT C

state-required WorkKeys assessments. These indicators and weightings are explained in further detail below.

- **Academic Achievement indicator**: The State will include scores of all students who take the SBAs in reading, writing, and mathematics in the indicator for academic achievement for the school. All students tested will be included in the assessment results for the academic achievement indicator, not just "full academic year" students. This holds schools accountable for ensuring that students who transfer in later in the year receive the same instructional support as continuing students. The school receives points representing the average of the percent of students proficient or above on the three assessments. For example, if the percent of students proficient or above on these assessments were 74% in reading, 69% in writing, and 67% in mathematics, the academic achievement indicator score would be (74 + 69 + 67)/3 or 70 points. While this indicator will be represented by the average of the percent of the all-students group who are proficient on the reading, writing, and mathematics assessments, the performance of all students and all NCLB subgroups will be tracked and reported publicly through the progress toward meeting the AMO targets and through the achievement at each proficiency level as reported in the school and district report cards.

- **School Progress indicator**: The growth and proficiency index will be used as the indicator of progress for students in the school. The index is a score that is given to each school that reflects the progress made by individual students in the school.

  Alaska has a long history of using index table models for accountability purposes. The first model was developed to be used in the initial accountability system that Alaska proposed for Adequate Yearly Progress (AYP) under NCLB. Alaska worked collaboratively with The National Center for the Improvement of Educational Assessment, Inc., known as the Center for Assessment, to present a balanced model consisting of an index table growth model and a status performance model. At the time, growth models were not being considered for AYP so Alaska revised the state accountability plan by removing the index table growth model. Although the model was removed for AYP, Alaska continued to revise it and consider it for state accountability purposes.

  A state initiative in 2006 brought the index table model back into use by adopting and modifying the initial value table to be used for the Alaska State Performance Incentive Program (AKSPIP). This program was designed to reward school staff for increased performance in state-required assessments. The method for identifying growth in schools was well-accepted; however, the program itself was not continued. The AKSPIP ran for three years, ending after the 2008-2009 school year.

  The growth and proficiency index is currently implemented through state regulation 4 AAC 33.500-540 and is used as one measure to identify schools that are lowest-performing and must receive additional analysis by the State to determine the reasons for lack of progress in the school. This index also is used as an indicator of school progress in the definition for the "persistently lowest achieving schools" for the School Improvement Grant program under 1003g. Alaska used slight modifications of the index table for state accountability purposes following a legal decision (*Moore v. State of Alaska*). The settlement of the case required the Alaska Department of Education & Early Development (EED) to provide programs and

significant funding to support the lowest performing schools in the state, as measured by the index table. In 2012 Alaska incorporated the modified the index table into regulations; that table will be used as an indicator in the new Alaska accountability system. (See Attachment 2.1)

For the purposes of the growth and proficiency index, the "below proficient" and "far below proficient" proficiency levels of performance on the SBAs are subdivided into "below proficient plus," "below proficient minus," "far below proficient plus," and "far below proficient minus" to in order to measure student progress within the non-proficient performance levels. The "proficient" performance level is subdivided into "proficient" and "proficient plus" in order to recognize continued growth in students that are scoring above the minimum proficient level.

The value number table displays the points from 0 to 230 in each cell in a matrix that reflects whether the student is maintaining at the same performance level, is progressing, or is declining from the previous year's assessment. A student scoring at the proficient level for two years in a row receives 100 points as that student made the expected growth. Students who move from a below proficient level to proficient or increase from proficient to proficient plus or advanced will earn more than 100 points depending on the amount of progress from their previous proficiency level. For example, a student who scored at the proficient level in the previous year and scored at the proficient plus level in the current year would receive 125 points, and a student who moved from the far below proficient plus level to the proficient level would receive 160 points. Students who decline in proficiency from one year to the next receive less than 100 points and may possibly receive zero points, as indicated by a drop from advanced proficient to below proficient minus. A student who drops in proficiency level from one year to the next may still have increased in his or her learning, but did not make the expected growth of one year of progress, thus the points earned are less than 100 but not necessarily zero. A student who declined from below proficient plus to far below proficient plus would receive only 30 points. The following table shows the values represented for each category of student performance on the assessments from the previous year to the current year. The values shaded in green (above the solid border) represent growth in the proficiency level from the previous year. The values shaded in yellow (in the center diagonal between the solid border and the dashed border) represent students who maintained the same proficiency level from the previous year. The values shaded in red (below the dashed border) represent students who declined in the proficiency level from the previous year. Note that it would be highly unusual for students to improve more than one or two categories per year on the growth and proficiency index value table.

Growth & Proficiency Index Value Number Table							
Previous Year Level	Current Year Level						
	Far Below Proficient Minus	Far Below Proficient Plus	Below Proficient Minus	Below Proficient Plus	Proficient	Proficient Plus	Advanced
Far Below Proficient Minus	60	90	120	150	180	205	230
Far Below Proficient Plus	40	70	100	130	160	185	210
Below Proficient Minus	20	50	80	110	140	165	190
Below Proficient Plus	0	30	60	90	120	145	170
Proficient	0	10	40	70	100	125	150
Proficient Plus	0	0	20	50	80	105	130
Advanced	0	0	0	30	60	85	110

To determine the school or subgroup growth and index score, all of the individual student point values are totaled and then divided by the total number of students tested during both the previous year and the current year administrations. The previous-year assessment scores are included for all students who took the test, regardless of the school in which the student was enrolled for testing. (Please note that students retained in the same grade are excluded from the growth measure because the system is designed to measure growth from one year's test to the next year's test, and Alaska's current test forms are not scalable. EED will revisit this issue when the new assessment comes online. Retained students' assessment scores are included in the achievement measure, so schools have an incentive to serve these students.) Growth and index scores of 90 or above indicate that a school is showing progress. Growth and index scores of 85 or less show declining achievement. While it is possible for a school to receive a growth and proficiency index score of greater than 100, for the purposes of the ASPI the points received will be capped at 100.

The original index table was designed in 2006 to create an incentive to be above the diagonal line (i.e., make more than one year's growth), and a disincentive to be below the line. In addition, the table creates an incentive to have students be proficient or above. Although conceptually the table could have been designed to have negative numbers below the diagonal, a policy decision was made to not label any students as "negative numbers." In other words, the table could have been normed in a way that resulted in negative numbers below the diagonal, but the resulting index score would be no different. The existing table has been accepted by stakeholders and by an Alaska court in the settlement of a lawsuit over the adequacy of education. Districts have demonstrated that they understand the relative value of points awarded on this table. No stakeholders have suggested that

the table be amended. The department determined that the growth and index table as shown above would be included in the ASPI as a stakeholder accepted measure of student and school progress.

In considering whether to use 100 as a maximum number of points for growth, the state performed impact data analysis. Alaska's concern was that in very small (10-40 tested students) schools, a few very-high-growth students could mask other problems. EED's impact data analysis, however, showed that the masking effect was not prevalent. The impact data also showed that capping the growth score at 100 had little overall effect except to give a few relatively high-performing schools an incentive to improve in areas other than student growth. Alaska determined that capping the growth score within the index at 100 will be a meaningful measure of growth, will provide additional incentives to higher-performing schools to address all areas of the index, and will represent a similar scale (from 0 – 100) as the other elements of the ASPI.

For the State differentiated accountability system, the growth and proficiency index will be calculated for the all-students group and for each of four primary subgroups that are represented in a school with at least five students tested in the subgroup. While Alaska reports AYP results for each of six ethnic subgroups as well as for economically disadvantaged students, students with disabilities, and English learners (otherwise known as limited English proficient) students, there are four subgroups that represent either the largest percent of students in the state or those that are the lowest-performing: Alaska Native/American Indian (AN/AI), economically disadvantaged (ECD), students with disabilities (SWD), and English learners (EL). These subgroups will be included in the ASPI if at least five students in the subgroup participated in the SBAs. This ensures that more students in each subgroup will be included in the State's accountability system, as the current minimum size for a subgroup for AYP is 26. It will provide an incentive for schools to ensure that all students' needs are being addressed in order to improve the school progress indicator of the ASPI and therefore raise the ASPI score.

The following chart shows both the percent of the all-students group represented by all currently required Alaska NCLB subgroups and the percent of students in each group at the proficient or advanced level in reading, writing, and mathematics in 2012. The highlighted cells show the lowest-performing subgroups and the subgroups of the most significant size statewide. While some schools will have ethnic subgroups that are not included in the four primary subgroups, the performance of the students in those subgroups will be tracked and reported both for meeting the AMO targets and for the student achievement section of the school district and school report cards.

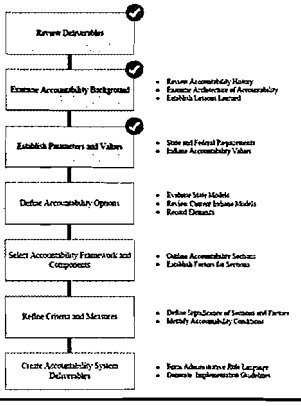
IMAGINING the possibilities. MAKING THEM HAPPEN.

Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Accountability Framework/Components

Accountability Recommendations Milestone Process Flow



NCLB Principles

State accountability systems should adhere to the following USDOE core principles to pass Peer Review and be accepted for Federal accountability:

1. ~~Ensure that all students are proficient by 2014; and set annual goals to ensure that the achievement gap is closing for all groups of students;~~ *(waived under ESEA flexibility)*

2. Set expectations for annual achievement based on meeting grade-level proficiency, not on student background or school characteristics;

3. Hold schools accountable for student achievement in reading / language arts and mathematics;

4. Ensure that all students in tested grades are included in the assessment and accountability system, hold schools and districts accountable for the performance of each student subgroup, and include all schools and districts;

5. Include assessments in each of grades 3-8 and in high school for both reading/language arts and mathematics, and ensure that they have been operational for more than one year and receive approval through the NCLB peer review process for the 2005-06 school year. The assessment system must also produce comparable results from grade to grade and year to year;

6. Track student progress as part of the state data system; and

7. Include student participation rates and student achievement on a separate academic indicator in the State accountability system.

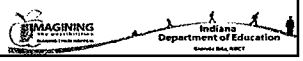
IMAGINING the possibilities. MAKING THEM HAPPEN. Indiana Department of Education

ACCOUNTABILITY SYSTEM REVIEW PANEL
OCTOBER 4, 2013
EXHIBIT D

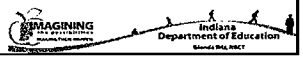
Basic Program Requirements

Academic Standards, Academic Assessments, and Accountability

http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html



Each State shall develop and implement a single, statewide accountability system that will be effective in ensuring that all local educational agencies, public elementary schools, and public secondary schools make adequate yearly progress.



The accountability system shall:

- be based on academic standards and academic assessments set forth in, and adopted under, NCLB and take into account the achievement of all public school students;
- be the same accountability system used for all public schools; and
- include sanctions and rewards, such as bonuses and recognition, to hold schools accountable for student achievement and for ensuring that students make *adequate yearly progress*, as defined in ESEA section 1111(b)(2)(C).

- Under ESEA's flexibility requirements, a State Educational Agency must develop and implement a system of differentiated recognition, accountability, and support for all local educational agencies in the State and for all Title I schools in those LEAs.
- The systems must look at student achievement in at least reading/language arts and math; graduation rates; and school performance and progress over time.
- Once an SEA has adopted a high-quality assessment, it must take into account student growth.
- The system must create incentives and include differentiated interventions and support to improve student achievement and graduation rates.

IMAGINING THE POSSIBILITIES — Indiana Department of Education

Accountability Framework/Components

- Define options for domains of accountability
- Define options for elements within each domain

Framework/Components					Elementary/Middle School								High School			
		Flagged as Value	Rec'd	Currently in A-F	KG	01	02	03	04	05	06	07	08	09	10	11	12
Component 1																	
	Element 1																
	Element 2																
	Element 3																
Component 2																	
	Element 1																
	Element 2																
	Element 3																
Component 3																	
	Element 1																
	Element 2																
	Element 3																
Component 4																	
	Element 1																
	Element 2																
	Element 3																

IMAGINING THE POSSIBILITIES — Indiana Department of Education

Achievement

Framework/Components					Elementary/Middle School								High School			
		Flagged as Value	Rec'd	Currently in A-F	KG	01	02	03	04	05	06	07	08	09	10	11	12
Achievement																	
	Math Performance and Participation		Y	3-8, 10		X	X	X	X	X	X	X	X		X		
	ELA Performance and Participation		Y	3-8, 10		X	X	X	X	X	X	X	X	X	X	X	X
	Science Performance and Participation	Y							X		X				X		
	Social Performance and Participation	Y				X	X	X	X	X	X	X	X	X	X	X	

KEY

X	Data currently collected by IDOE
X	Data not collected previously by IDOE; will be collected in future
X	Data not available; discussed as plausible to obtain
	Data not available; no proposed solution to acquire data

IMAGINING THE POSSIBILITIES — Indiana Department of Education

Growth

Framework/Components		Flagged as Value	Bag'd	Currently in A-F	Elementary/Middle School								High School			
					KG	01	02	03	04	05	06	07	08	09	10	11	12
Growth																	
	Math Growth	Y	Y	4-8			X	X	X	X	X	X	X				
	ELA Growth	Y	Y	4-8			X	X	X	X	X	X	X	X	X	X	X
	Reading Growth						X	X	X	X	X	X	X	X	X	X	
	Math 8 to 10 Improvement (Change)			10											X		
	ELA 8 to 10 Improvement			10											X		
	Math 10 to 12 Improvement (Change)			12													X
	ELA 10 to 12 Improvement			12													X

KEY

X	Data currently collected by IDOE
	Data not collected previously by IDOE; will be collected in future
X	Data not available; discussed as plausible to obtain
	Data not available; no proposed solution to acquire data

IMAGINING the possibilities

Indiana Department of Education

IMAGINING the possibilities. MAKING THEM HAPPEN.

Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

High School A-F Accountability

High School Achievement

Achievement is measured in four areas

- English 10 ECA (30%)
- Algebra 1 ECA (30%)
- Graduation Rate (30%)
- College & Career Readiness (10%)
  - (% of students with AP, IB, Dual Credit, or Industry Certification)

*2012 weights shown above

High School Achievement ECA Grade

- English 10 and Algebra I ECAs + ISTAR

90.0 – 100.0%	4.00 points
85.0 – 89.9%	3.50 points
80.0 – 84.9%	3.00 points
75.0 – 79.9%	2.50 points
70.0 – 74.9%	.00 points
65.0 – 69.9%	1.50 points
60.0 – 64.9%	1.00 points
0.00 – 59.9%	0.00 points

ACCOUNTABILITY SYSTEM REVIEW PANEL
OCTOBER 4, 2013
EXHIBIT E

High School Graduation Rate

- Graduation Rate – 4 year rate

90.0 – 100.0%	4.00 points
85.0 – 89.9%	3.50 points
80.0 – 84.9%	3.00 points
75.0 – 79.9%	2.50 points
70.0 – 74.9%	2.00 points
65.0 – 69.9%	1.50 points
60.0 – 64.9%	1.00 points
0.00 – 59.9%	0.00 points

High School Achievement

- College & Career Readiness (CCR)

  Percent of graduates obtaining one of the CCR credentials

  (AP, IB, Dual, Industry Certification)

25.0 - 100%	4.00 points
18.4 - 24.9%	3.00 points
11.7 - 18.3%	2.00 points
05.0 - 11.6%	1.00 points
00.0 - 4.9%	0.00 points

High School Achievement

- Weighted grades (points) are determined:

  English 10 ECA Score x 30%
  Algebra I ECA Score x 30%
  Graduation Rate Score x 30%
  College & Career Readiness Score x 10%

  (CCR set to increase in weight ECAs decrease)

- A final grade is determined by summing the points

3.51 - 4.00 points	A
3.00 - 3.50 points	B
2.00 - 2.99 points	C
1.00 - 1.99 points	D
0.00 - 0.99 points	F

High School "Growth"

Improvement/change (0.5 *bonus)*

- 8th grade ISTEP to 10th grade ECA Improvement Target
  - E/LA change (10.3%)
  - Math change (17.1%)
- 10th grade to graduation (% improvement from DNP 10th – 12th)
  - E/LA change (59.3%)
  - Math change (62.8%)

High School Achievement

Achievement is measured in four areas

- English 10 ECA (30%)
- Algebra 1 ECA (30%)
- Graduation Rate (30%)
- College & Career Readiness (10%)
  - (% of students with AP, IB, Dual Credit, or Industry Certification)