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 18, 2013**
Meeting Time:	**9:00 A.M.**
Meeting Place:	**State House, 200 W. Washington St., Room 233**
Meeting City:	**Indianapolis, Indiana**
Meeting Number:	**5**

Members Present: **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: **Superintendent Glenda Ritz, Co-Chairperson.**

Co-Chairperson Yager called the meeting to order at 9:04 a.m. and called upon Irma Reinumagi, Legislative Services Agency, to explain the draft final report (Exhibit A).

Michele Walker, Director of Assessment, Department of Education (DoE), and John Wolf, Literacy Specialist, DoE, presented information on reading assessment options for measuring growth (Exhibits B and C), including the Indiana Literacy Frameworks, which are the current practices in the state. Under the Literacy Frameworks, Indiana administers

---

[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.

only one summative assessment for determining reading proficiency, the IRead-3 test at the end of grade 3. The Panel discussed what the members would like to have included in reading assessments.

Deb Dailey, Assistant Director of Information Services, DoE, presented information for the Panel's review on options for frameworks and components of models (Exhibit D). The options were developed by DoE as examples of models based on the Panel's discussions in previous meetings. The Panel held considerable discussion on whether existing student data can be analyzed in a timely fashion to test the feasibility of the Panel's recommendations. The Panel discussed the following:

(1) A model that included five components (performance, growth, indicators, college and career readiness, and graduation rates)
(2) A model that included three components (performance, growth, and college and career readiness).
(3) Variations of the models.
(4) The existing accountability system.

Danielle Shockey, Deputy Superintendent, DoE, facilitated the Panel's afternoon discussion concerning accountability models. The Panel reached a consensus to have the accountability grading system based on a 100 point scale (the current system uses a four point scale), and to have different frameworks for elementary/middle grades and high school grades. The Panel discussed the following options for the high school framework:

A three component framework, with components of performance, growth, and college and career readiness (CCR).

A two component framework, with components of performance and growth.

Under the two component framework, performance indicators include reading, math, English/language arts, and the graduation rate, while growth indicators include reading, math, English/language arts, CCR, and the five-year graduation rate. After further discussion, the Panel began working with a modified model, which the Panel will discuss further at its next meeting.

Dr. Yager adjourned the meeting at 3:00 p.m..

FINAL REPORT

Accountability System Review Panel

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 system 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.

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 SYSTEM REVIEW PANEL
18 OCTOBER 2013
EXHIBIT A

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 growth models of accountability: the gain, the categorical, and the trajectory, and discussed the components of each model, as well as what 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. It considered student data currently collected in Indiana that could be used as measures of achievement, as well as data 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: _____

October 24, 2013: _____

October 28, 2013: _____

III. ACCOUNTABILITY MODELS CONSIDERED

The Panel considered the following accountability models in forming its recommendations:

IV. PANEL RECOMMENDATIONS

WITNESS LIST

Kirstie Andersen, Office of Legal Affairs, Indiana Department of Education

Wes Bruce, Chief Assessment and Accountability Officer, Indiana Department of Education

Jeff Coyne, Director of Federal Relations, Indiana Department of Education

Debbie Dailey, Assistant Director of Information Services, Indiana Department of Education

Amy Horton, Assistant Superintendent of Student Achievement and Improvement, Indiana Department of Education

Cindy Hurst, Title I Coordinator, Indiana Department of Education

Dan Scott, Goodwill Industries

Michele Walker, Director of Student Assessment, Indiana Department of Education

Draft

APPENDICES

IMAGINING the possibilities. MAKING THEM HAPPEN.

Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Current Practices in Indiana

Until all Indiana students acquire the sophisticated reading skills they need to be prepared for college and careers, reading must become and remain a high priority for every school.

The frameworks serve educators throughout the state and provide guidance for effective instruction.

- Indiana Birth-5 Reading Framework
- Indiana K-6 Reading Framework
- Indiana 6-12 Literacy Framework

Framework components include:
- Goals
- Instruction
- Assessment
- Professional development
- Leadership
- Commitment

- Leadership Team
- Comprehensive Core Program
- Interventions
- Assessment Plan and Goals
- Parent/Guardian Communication
- Professional Development
- Remediation Structure

ACCOUNTABILITY SYSTEM REVIEW PANEL
18 OCTOBER 2013
EXHIBIT B

Comprehensive Assessment System

Each school should provide a comprehensive assessment system, including:
(a) screening measures to identify students at risk of failure,
(b) diagnostic assessments to identify specific deficiencies,
(c) progress-monitoring tools to determine if students are on track, and
(d) summative assessments to identify whether or not students have met grade-level expectations.

Formative vs. Summative Assessments

Formative

- Drives Instruction
- Informs Small Group Differentiation
- Identifies Intervention and Extension Needs

Summative

- Comprehensive measure of overall reading proficiency

Assessment Purposes

Purpose	Education Question	Key Features
Screening	Is the student at risk of reading problems?	Brief; predictive of reading outcomes
Progress monitoring	Is the student making sufficient progress toward reading goals?	Brief; alternate forms for multiple administrations and sensitive to small changes over time
Curriculum-Embedded Assessments	Are most students learning what is being taught? Do teachers need assistance with selected program components in order to improve student responses?	Directly from the core or intervention curriculum; measure of content taught in specific segments of the curriculum
Diagnosing Instructional Needs	What specific instructional need does a student have that will improve his/her rate of progress toward reading goals?	Provides in-depth instructional profile
Summative Evaluation	Is the student reading at grade level and meeting standards? Is our instruction and/or is the program appropriate?	Comprehensive measure of overall reading proficiency and school performance

IMAGINING the possibilities. MAKING THEM HAPPEN.

Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Reading Assessment Options for Accountability

- Exploring Reading Assessment
- Defining Reading Assessment
- Features / Considerations
- Exploring Accountability Options

- What do we want to measure in terms of reading?

ACCOUNTABILITY SYSTEM REVIEW PANEL
18 OCTOBER 2013
EXHIBIT C

- Assessment components vary
  - Accuracy
  - Fluency
  - Phonemic awareness
  - Phonics
  - Letter-sound knowledge
  - Developmental word knowledge
  - Vocabulary
  - Comprehension
  - Analysis of text
  - Reading interest

- Grade levels
  - K-12
  - Numerous combinations
    - K-2, K-3, K-6, K-8, 1-12, 2-10
- Modes
  - Online (general; computer adaptive)
  - Paper/pencil
- Frequency
  - Monthly
  - 2, 3, 4, or more times a year
- Administration
  - One-on-one
  - Small group
  - Whole group

- Purpose / types
  - Formative
  - Summative
- Content
  - Standards-based
    - Which standards?
  - Literacy components
- Scoring
  - Local vs. vendor
  - Hand vs. machine
  - Subjective vs. objective

- Results / Data
  - Criterion-referenced
    - Raw numbers (e.g., number of words per minute)
    - Diagnostic / benchmark
    - Instructional scores/information
    - Predictive
  - Norm-referenced
    - Percentiles (scores, rank)
    - Grade equivalency

- "Reading Assessments" chart contains 14 examples of reading assessment tools
  - 13 Formative
  - 1 Summative
- Examine features and considerations
  - Reflect on purpose/type, results
    - Formative vs. summative
    - Criterion-referenced vs. norm-referenced
- Determine feasibility of reading assessment in terms of accountability
  - Need a minimum of two data points in order to measure growth

Reading Assessments

Assessment Name	Grade Level (s)	Summative/ Formative (S/F)	What Does it Measure?	Mode Online or Paper/pencil Computer Adaptive Y/N	Frequency of Administration	Administration (i.e., one-on-one (1-1), small-/whole-group (G)) Length of Administration	Scored Locally? Y/N	Results/Data Available (i.e., criterion referenced, norm referenced, cut scores/ benchmarks, objective data)
Academic Intervention Monitoring System (AIMS)	K-12	F	Early literacy skills, reading, and language arts	PP	monthly	1-1, G; 10-15 min	Y	Criterion-referenced, growth norms available: Score based on assessment results in raw numbers. Task based. (Example: words read per minute)
Accelerated Reader	K-12	F	Reading comprehension	OL, N	Varies	G; varies	N	Norm-referenced: Reports indicating Instructional Reading Level (IRL) using STAR Reading, Zone of Proximal Development (ZPD), percent fiction/nonfiction reading the student has done, quizzes passed, average ATOS book level
Acuity (diagnostic and predictive)	3-8 Alg I, Eng 10	F	Vocabulary, structural features of text, comprehension and analysis of test, writing process and features, writing applications, language conventions	OL, N	Diagnostic- 4 times a year Predictive- 3 times a year	G, one class period	N	Criterion-referenced: Diagnostic- achievement by academic standard Predictive- achievement by academic standard, expected student performance on the subsequent ISTEP+ or ECA test, Acuity scaled scores
Degrees of Reading Power	1-12	F	Student's ability to read and understand increasingly complex text with focus on key ideas & details, knowledge of vocabulary, and analysis of ideas developed within the text	OL, PP N	twice a year- fall and spring	G, varies- typically a single class period	PP-Y OL-N	Criterion-referenced and norm referenced results available: 3 diagnostic scores indicate the student's comprehension of key ideas and details, knowledge of vocabulary, and analysis of ideas developed within the text. Also provides Instructional and Independent DRP Scores.

Reading Assessments

Developmental Reading Assessment	K-8	F	Phonics, phonemic awareness, fluency, comprehension	OL (iPad only)/PP	twice a year- fall and spring	mainly 1-1, G at higher levels; varies	Y	Criterion- referenced: Student score by grade level equivalency: K Emergent, 1st Early, 1-2 Transitional, 2-3 Extending, and 4-8 Intermediate/Middle school
Fountas & Pinnell Benchmark Assessment System	K-8	F	Accuracy, fluency, comprehension with optional assessments measuring phonemic awareness, phonics, letter learning, and high frequency word knowledge	PP	3 times a year (BOY, MOY, EOY)	1-1; varies	Y	Criterion-referenced: Class reports with Benchmark Independent Level, Benchmark Instructional Level and Recommended Placement Level
IREAD K-2	K-2	F	Phonological awareness, letter name and letter-sound knowledge, word reading, and comprehension	PP	end-of-year	1-1 with some G; varies	Y	Criterion-referenced: Data collected and scored locally for skill-level understanding
IREAD 3	3	S	IAS Reading Standards 1, 2, and 3	OL/PP, N	end-of-year	G, 72 min.	N	Criterion-referenced: Pass cut score of 446 and performance by academic standard: vocabulary, nonfiction/info text, literary text
i-Ready	K-12	F	Phonological awareness, high-frequency words, phonics, vocabulary, comprehension	OL, Y	3-4 times a year	G; 45 min.	N	Criterion-referenced: District and school level view of overall performance and extent of intervention needed, class reports with key areas to target for each student and how to group students for instruction, individual student reports with analysis of proficiency levels
mCLASS: Reading 3D (DIBELS and TRC)	K-6	F	Phonics, phonemic awareness, fluency, comprehension	OL, Teacher enters student responses via device, software prompts next questions	3 times a year (BOY, MOY, EOY)	mainly 1-1, some G ; varies	Teacher enters student responses via device; software generates scores/results	Criterion-referenced: Student benchmark score (Benchmark, Strategic, Intensive), ORF measure, Lexile range, approximate guided reading level, TRC measure

Reading Assessments

Next Step Guided Reading Assessment	K-6	F	Reading interest, developmental word knowledge, listening comprehension, decoding skills, fluency, and reading comprehension	PP	3 times a year (BOY, MOY, EOY)	1-1 and G; varies	Y	Criterion-referenced: Class reports indicating instructional level for each student, progress reports
Northwest Evaluation Association	2-10 (tests are grade independent)	F	Word recognition, fluency, vocabulary development, structural features of text, comprehension and analysis of text	OL, Y	up to 4 times a year	G; varies (about an hour)	N	Norm-referenced: Percentile scores, achievement scores, growth scores
Scholastic Reading Inventory	K-12	F	Comprehension of literary and expository texts of varying degrees of difficulty	OL, Y	4 times a year (BOY, MOY, EOY)	G; 20 min.	N	Norm-referenced: Reading levels based on Lexile Framework for Reading, prediction of state test results, percentile rank
STAR Reading Enterprise	1-12	F	Word Knowledge and Skills, Comprehension	OL, Y	3-5 times year	G; 15 min	N	Norm-referenced: Student Growth Percentiles (results as percentiles); displays grade equivalency, percentile rank, and instructional reading level

IMAGINING the possibilities. MAKING THEM HAPPEN.

Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Framework/Components Options

• The following items have been identified by the panel to potentially be included in the new accountability model:

Framework/Components

	Math	Performance, Participation, Categorical Improvement
	ELA	Performance, Participation, Categorical Improvement
	Reading	Performance, Participation
	Math Growth	Top 75%, Bottom 25%
	ELA Growth	Top 75%, Bottom 25%
	Reading Growth	
	Math 8 to 10 Improvement	
	ELA 8 to 10 Improvement	
	Math 10 to 12 Improvement	
	ELA 10 to 12 Improvement	
	Science	Performance, Participation, Categorical Improvement
	Passing both Math and ELA	Performance, Participation, Categorical Improvement
	ICR Achievement	IB, AP, DC, IC
	SAT/PSAT Achievement	
	Four Year Graduation Rate	
	Five Year Graduation Rate	

• Using the elements selected through the work of the accountability panel, IDOE has created options for an accountability framework.

• The accountability panel should
  • Select the framework of accountability to recommend the variables.
  • Select organization and grouping of elements.
  • Recommend guideline for the accountability system including weights and quality assurance measures.

• The State Board of Education will further evaluate the statistical impact of formulas using the defined variables during the rule making process.

ACCOUNTABILITY SYSTEM REVIEW PANEL

18 OCTOBER 2013

EXHIBIT D

Highlights:

- 5 Components
  - Performance
  - Growth
  - Indicators
  - College and Career Readiness
  - Graduation

- Elements weights applied to component score; component weights applied to overall score.

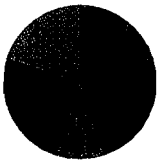
- Based on 100 point scale.

- Where applicable, points awarded are equal to calculated rate or score; example: ELA performance points equals ELA performance rate.

- Overall school points awarded for each Component and each content area; previous accountability model does not provide an overall performance score for a content area.

IMAGINING — Indiana Department of Education

Accountability Framework: Option A



- Performance
- Growth
- Indicators
- CCR
- Graduation

Graduation
- Four Year Graduation Rate
- Five Year Graduation Rate

Performance
- Math
- English/Language Arts
- Reading

Growth
- Math Growth
- ELA Growth
- Math Improvement 8 to 10
- Math Improvement 10 to 12

CCR
- CCR Achievement
- SAT/PSAT Achievement

Indicators
- Science
- Both ELA and Math

Indiana Department of Education

2014-15 Accountability Report Card

ABC School of Indiana (1234)

Component	Grades 03-08		Grades 09-12		Overall		
Performance							
	Points	Enrollment Ratio	Points	Enrollment Ratio	Points	Weighting	Final Points
English/Language Arts	95	0.4	99	0.4	95.00	0.333	31.667
Math	90	0.4	99	0.4	90.00	0.333	30.000
Reading	92	1	NA	NA	92.00	0.333	30.666
				Total Performance Points:		1.000	92.333
Indicators							
Science	75	0.6	80	0.4	77.00	0.500	38.500
Non English/Language Arts and Math	85	0.6	85	0.4	85.00	0.500	42.500
				Total Indicator Points:		1.000	81.000
Growth							
	Points	Enrollment Ratio	Points	Enrollment Ratio	Points	Weighting	Final Points
English/Language Arts	85	0.4	85	0.4	85.00	0.333	28.333
Math	85	0.4	85	0.4	85.00	0.333	28.333
Reading	[illegible]	[illegible]	[illegible]	[illegible]	85.00	NA	NA
				Total Growth Points:		0.667	85.000
College and Career Readiness							
	Points	Enrollment Ratio	Points	Enrollment Ratio	Points	Weighting	Final Points
CCR Achievement	[illegible]	[illegible]	[illegible]	[illegible]	90.00	0.500	45.000
SAT/PSAT Achievement	[illegible]	[illegible]	[illegible]	[illegible]	85.00	0.500	42.500
				Total College and Career Readiness Points:		1.000	87.500
Graduation							
Four Year Graduation Rate	[illegible]	[illegible]		[illegible]	90.00	0.500	45.000
Five Year Graduation Rate	[illegible]	[illegible]		[illegible]	93.00	0.500	46.500
				Total Graduation Points:		1.000	91.500
				Performance:	92.33	0.200	18.467
				Indicators:	81.00	0.100	8.100
				Growth:	85.00	0.250	21.250
				College and Career Readiness:	87.50	0.250	21.875
				Graduation:	91.50	0.200	18.300
			Overall Grade:	B		Overall Points:	87.992

Indiana Department of Education
2014-15 Accountability Report Card
AJC School of Indiana (1294)

Component	Grades 03 - 08					Grades 09 - 12				Overall		
Performance	Performance Score	Improvement Score	Participation Factor	Points	Enrollment Rate	Performance Score	Participation Factor	Points	Enrollment Rate	Points	Weighting	Final Points
English/Language Arts	100	100	1.00			100	1.00			100.00	0.333	33.333
Math	100	100	1.00			100	1.00			100.00	0.333	33.333
Reading	100	[illegible]	1.00			100	1.00			100.00	0.333	33.333
									Total Performance Points:		1.000	100.000
Indicators												
Science	100	[illegible]	1.00			100	1.00			100.00	0.500	50.000
Both English/Language Arts and Math	100	[illegible]	1.00			100	1.00			100.00	0.500	50.000
									Total Indicator Points:		1.000	100.000
Growth	Growth in Proficiency Top 75%	Growth in Proficiency Bottom 25%		Points	Enrollment Rate	Improvement Grade 08 to Grade 10	Improvement Grade 10 to Grade 12	Points	Enrollment Rate	Points	Weighting	Final Points
English/Language Arts	100	100				100	100			#REF!	0.333	#REF!
Math	100	100				100	100			#REF!	0.333	#REF!
Reading	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	#REF!	0.333	#REF!
									Total Growth Points:		1.000	#REF!
College and Career Readiness	Performance Score			Points	Enrollment Rate	Performance Score		Points	Enrollment Rate	Points	Weighting	Final Points
CCR Achievement	[illegible]			[illegible]	[illegible]	100			[illegible]	#REF!	0.500	#REF!
SAT/PSAT Achievement	[illegible]			[illegible]	[illegible]	100			[illegible]	#REF!	0.500	#REF!
									Total College and Career Readiness Points:		1.000	#REF!
Graduation												
Four Year Graduation Rate	[illegible]			[illegible]	[illegible]	100			[illegible]	#REF!	0.500	#REF!
Five Year Graduation Rate	[illegible]			[illegible]	[illegible]	100			[illegible]	#REF!	0.500	#REF!
									Total Graduation Points:		1.000	#REF!
									Performance:	100.00	0.200	20.000
									Indicators:	100.00	0.100	10.000
									Growth:	100.00	0.250	25.000
									College and Career Readiness:	100.00	0.250	25.000
									Graduation:	100.00	0.200	20.000
									Overall Grade: A	Overall Points:		100.000

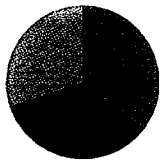
Highlights:

- 3 Components
  - Performance
  - Growth
  - College and Career Readiness
- Based on 100 point scale.
- Elements weights applied to component score; component weights applied to overall score.
- Where applicable, points awarded are equal to calculated rate or score; example: ELA performance points equals ELA performance rate.
- Overall school points awarded for each Component and each content area; previous accountability model does not provide an overall performance score for a content area.

IMAGINING THE POSSIBILITIES

Indiana Department of Education

Accountability Framework: Option B



- Performance
- Growth
- CCR

CCR
- CCR Achievement
- SAT/PSAT Achievement
- Four Year Graduation Rate
- Five Year Graduation Rate

Performance
- Math
- English/Language Arts
- Science
- Both ELA and Math
- Reading

Growth
- Math Growth
- ELA Growth
- Math Improvement 8 to 10
- Math Improvement 10 to 12

Indiana Department of Education
2014-15 Accountability Report Card
ABC School of Indiana [1234]

Component	Grades 03-08		Grades 09-12		Overall		
Performance							
	Points	Enrollment Ratio	Points	Enrollment Ratio	Points	Weighting	Final Points
English/Language Arts					100.00	0.250	25.000
Math					100.00	0.250	25.000
Reading					100.00	0.250	25.000
Science					100.00	0.125	12.500
Both English/Language Arts and Math					100.00	0.125	12.500
					Total Performance Points:	1.000	100.000
Growth							
	Points	Enrollment Ratio	Points	Enrollment Ratio	Points	Weighting	Final Points
English/Language Arts					#REF!	0.333	#REF!
Math					#REF!	0.333	#REF!
Reading					#REF!	0.333	#REF!
					Total Growth Points:	1.000	#REF!
College and Career Readiness							
	Points	Enrollment Ratio	Points	Enrollment Ratio	Points	Weighting	Final Points
ECA Achievement					#REF!	0.250	#REF!
SAT/PSAT Achievement					#REF!	0.250	#REF!
Four Year Graduation Rate					#REF!	0.250	#REF!
Five Year Graduation Rate					#REF!	0.250	#REF!
					Total College and Career Readiness Points:	1.000	#REF!
					Performance:	100.00 0.300	30.000
					Growth:	100.00 0.350	35.000
					College and Career Readiness:	100.00 0.350	35.000
					Overall Points:		100.000
					Overall Grade:		A

Indiana Department of Education
2014-15 Accountability Report Card
ABC School of Indiana [1234]

Component	Grades 03 - 08					Grades 09 - 12				Overall		
Performance												
	Performance Score	Participation Rate	Disaggregated Improvement Score	Points	Enrollment Ratio	Performance Score	Participation Rate	Points	Enrollment Ratio	Points	Weighting	Final Points
English/Language Arts	100	100	100			100	100			100.00	0.250	25.000
Math	100	100	100			100	100			100.00	0.250	25.000
Reading	100	100	#REF!			100	100			100.00	0.250	25.000
Science	100	100	#REF!			100	100			100.00	0.125	12.500
Both English/Language Arts and Math	100	100	#REF!			100	100			100.00	0.125	12.500
										Total Performance Points:	1.000	100.000
Growth												
	Growth to Proficiency Sub. Pts.	Growth to Proficiency Indicator RTI		Points	Enrollment Ratio	Improvement Grade 08 to Grade 10	Improvement Grade 10 to Grade 12	Points	Enrollment Ratio	Points	Weighting	Final Points
English/Language Arts	100	100				100	100			#REF!	0.333	#REF!
Math	100	100				100	100			#REF!	0.333	#REF!
Reading	#REF!	#REF!		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	0.333	#REF!
										Total Growth Points:	1.000	#REF!
College and Career Readiness												
	Performance Score			Points	Enrollment Ratio	Performance Score		Points	Enrollment Ratio	Points	Weighting	Final Points
ECA Achievement	#REF!	#REF!		#REF!	#REF!	100				#REF!	0.250	#REF!
SAT/PSAT Achievement	#REF!	#REF!		#REF!	#REF!	100				#REF!	0.250	#REF!
Four Year Graduation Rate	#REF!	#REF!		#REF!	#REF!	100				#REF!	0.250	#REF!
Five Year Graduation Rate	#REF!			#REF!	#REF!	100				#REF!	0.250	#REF!
										Total College and Career Readiness Points:	1.000	#REF!
										Performance:	100.00 0.300	30.000
										Growth:	100.00 0.350	35.000
										College and Career Readiness:	100.00 0.350	35.000
										Overall Points:		100.000
										Overall Grade:		A

- Review options presented.
- Discuss other options, element alignments, additional concepts. Models presented are for illustration purposes; other ideas are welcome.
- Select accountability framework.

IMAGINING the possibilities
Indiana Department of Education

- Description:
  - Current A-F Accountability models utilize a 0.0 to 4.0 point scale to establish categories A-F:
    - 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
  - The Accountability Panel has discussed the use of a 0.0 to 100.0 point scale to establish categories A-F:
    - 90.00 -100.00 points=A
    - 80.00 - 89.99 points =B
    - 70.00 - 79.99 points =C
    - 60.00 - 69.99 points =D
    - 0.00 - 59.99 points =F
- Question:
  - Which point scale does the Panel recommend using?
    - 0.0 to 4.0
    - 0.0 to 100.0
  - What point spans does the Panel recommend to establish categories?

IMAGINING the possibilities — Indiana Department of Education

Performance

- Performance Score
  - Pass Rate = Number of students passing test / Number of students taking test
  - Use pass rate as score
- Participation Score or Factor
  - Participation Rate = Number of students with valid test result / Number of students eligible to take test
  - Need: Determine use of participation rate as factor or score
- Categorical Improvement
  - Categorical Improvement Score = Average score of student categorical improvement
  - Need: Determine statistically valid cut scores for category sub divisions; create improvement chart to award points for category changes

IMAGINING the possibilities — Indiana Department of Education

Indicators

- Performance Score
  - Pass Rate = Number of students passing test / Number of students taking test
  - Use pass rate as score
- Participation Score or Factor
  - Participation Rate = Number of students with valid test result / Number of students eligible to take test
  - Need: Determine use of participation rate as factor or score

IMAGINING the possibilities — Indiana Department of Education

Growth

- Math and ELA Growth
  - Assign points 0.00 to 100.00
  - **Need:** Determine use of the criterion growth score through statistical analysis; options include awarding points based on median growth score or using the percent of students with growth score greater than specified value as the growth score.
- Reading Growth
  - Assign points 0.00 to 100.00 as available
  - **Need:** State testing to provide data necessary to calculate reading growth
- Math and ELA 8 to 10 Improvement
  - Assign points 0.00 to 100.00
  - **Need:** Establish method to award points
- Math and ELA 10 to 12 Improvement
  - Assign points 0.00 to 100.00
  - **Need:** Establish method to award points; potentially use percent as score

IMAGINING the possibilities — Indiana Department of Education

College and Career Readiness

- CCR Achievement
  - Assign points 0.00 to 100.00
  - Achievement Rate = Number of students receiving IC, IC, DC, or AP / Number of Graduates
  - **Need:** Establish method to award points engaging the Commission for Higher Education
- SAT/PSAT
  - Assign points 0.00 to 100.00 as available
  - **Need:** Establish method to award points engaging the Commission for Higher Education

IMAGINING the possibilities — Indiana Department of Education

Graduation

- Four Year Graduation
  - Rate = Number of four year graduates / Number of students in cohort
  - Use four year rate for score
- Five Year Graduation
  - Rate = Number of five year graduates / Number of students in cohort
  - Use four year rate for score

IMAGINING the possibilities — Indiana Department of Education

- Schools with no tested grades
- Small schools with student counts falling below minimum "n" size
- Options for new schools (open less than 4 years)
- Dropout recovery schools