



MEMORANDUM

TO: State Board of Education
FROM: Jon Gubera, Chief Accountability Officer
DATE: January 30, 2012
SUBJECT: LSA #11-51, Performance Categories

Proposed changes to A-F since the State Board of Education meeting on 11/7/11

1. **Use a different Limited English Proficient (LEP) exemption for ISTEP proficiency calculations:** Changed the LEP exemption for calculating proficiency from students that are Las Links levels I or II to allowing it only for the students that have been enrolled in school in the United States for less than 12 months. This is the federal standard. *(see pages: 2, 3, 6, 12, 20)*
2. **Remove the IEP exemption for Graduation Rate calculations:** Removed the up to 3% exemption for students earning a Certificate of Completion in the denominator when calculating graduation rate. This is the federal standard. *(see page 14)*
3. **Add a 1% corporation cap for ISTAR passing rates for proficiency calculations:** Added a corporation cap of 1% for the total percentage of students that may count as proficient on the ISTAR exam when calculating proficiency rates. This is the federal standard. *(see page 20)*
4. **Add a 2% corporation cap for IMAST passing rates for proficiency calculations:** Added a corporation cap of 2% for the total percentage of students that may count as proficient on the IMAST exam when calculating proficiency rates. This is the federal standard. *(see page 20)*

SECTION 1. 515 IAC 6.2-6-0.5 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-0.5 Definitions

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

Affected: IC 20-31-8

Sec 0.5. The definitions in this section apply throughout this rule.

(1) “8th grade English/language arts test” means the English language arts test required under 511 IAC 5-2-3(b)(1) for grade 8 administered through ISTEP+, IMAST, or ISTAR.

(2) “8th grade math test” means the math test required under 511 IAC 5-2-3(b)(1) for grade 8 administered through ISTEP+, IMAST, or ISTAR.

(3) “10th grade cohort” means the class of students who are in their second year of high school.

(4) “Advanced Placement Exam” or “AP exam” means the examination defined in IC 20-36-3-2.

(5) “Algebra I end of course assessment” means the assessment required under 511 IAC 5-2-3(b)(4)(A).

(6) “College credit” means credit awarded by a regionally accredited post-secondary institution in an Indiana Department of Education approved liberal arts or career or technical education dual credit course verifiable by a transcript.

(7) “English 10 end of course assessment” means the assessment required under 511 IAC 5-2-3(b)(4)(B).

(8) “Elementary feeder school” means an elementary school having any combination of kindergarten, grade 1 or grade 2.

(9) “Elementary school” means a school that includes:

(A) grade 1, 2, or 3

(B) grade 1, 2, or 3 in combination with other grades; or

(C) any school that has a grade 6 as its highest grade.

(10) “General diploma” means a diploma awarded pursuant to the minimum graduation requirements established in 511 IAC 6-7.1-4.

(11) “Graduation cohort” means a class of students that is considered to have entered grade 9 in the same year and expected to graduate three years after entering grade 9.

(12) “Graduation rate” has the meaning set forth in IC 20-26-13-6.

(13) “High growth” means student growth that is equal to or greater than the sixty-sixth percentile.

(14) “High school” means a school with any combination of grades 9, 10, 11, or 12.

(15) “High school feeder school” means a high school with only grade 9.

(16) “IMAST” means the Indiana Modified Achievement Standard Test.

(17) “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; and

(B) approved by the department.

(18) “International Baccalaureate Exam” or “IB exam” means the examination created and administered by International Baccalaureate, a non-profit educational

foundation headquartered at Route des Morillons 15, Grenad-Saconnex, Geneve, CH-1218, Switzerland.

(19) "ISTAR" means the Indiana Standards Tool for Alternate Reporting.

(20) "Low growth" means student growth that is equal to or less than the thirty-fourth percentile.

(21) "Mandatory annual assessments" means the assessments required under 511 IAC 5-2-3(b), and any alternatives to those assessment instruments including the Indiana Standards Tool for Alternate Reporting ("ISTAR") and the Indiana Modified Achievement Standards Test ("IMAST").

(22) "Middle school" means a school that includes any grades or combination of grades that is not defined as an elementary school or a high school.

(23) "Performance and improvement category" means the letter grade assigned to a school based on student performance and improvement on the mandatory annual assessments and other criteria established in this rule.

(24) "Receiving school" means an elementary or high school that has at least thirty (30) students who:

(A) were enrolled in the feeder school for at least 162 days in the year preceding the year being assessed; and

(B) were enrolled in the receiving school for at least 162 days in the year being assessed.

(25) "School" refers to any public, non-public, or charter school that the board is required to place in a performance and improvement category.

(26) "Small elementary school" means an elementary school that has fewer than thirty (30) students who:

(A) were enrolled for at least 162 days in the year being assessed;

(B) were assessed on ISTEP+, IMAST, or ISTAR English/language arts and math;

(C) obtained a valid test result; and

(D) were not excluded based on being a Limited English Proficient student that has been enrolled in school in the United States for less than 12 months. ~~LAS Links level I or II Limited English Proficient classification.~~

(27) "Small high school" means a high school that:

(A) does not offer grade 12; and

(B) has fewer than thirty (30) students in the 10th grade cohort who:

(i) were enrolled for at least 162 days in the year being assessed;

(ii) were tested on both the English 10 and Algebra I end of course assessments or ISTAR; and

(iii) were not excluded based on being a Limited English Proficient student that has been enrolled in school in the United States for less than 12 months. ~~LAS Links level I or II Limited English Proficient classification.~~

(28) "Waiver diploma" means a diploma awarded pursuant to the alternative graduation requirements in IC 20-32-4-4 or IC 20-32-4-5.

(29) "Limited English Proficient" shall have the definition provided in the *No Child Left Behind Act of 2001*, S. 9101, 25, of Title IX, and means, when used with respect to an individual, means an individual —

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)(i) who was not born in the United States or whose native language is a language other than English;

(ii)(1) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(2) who 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) who 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.

SECTION 2. 515 IAC 6.2-6-4 IS AMENDED TO READ AS FOLLOWS:

511 IAC 6.2-6-4 School improvement **performance** and ~~performance~~ **improvement** categories; placement of school and school corporation in categories; ~~measures used; nonmobile cohort group of students;~~ **growth percentages and passing rate targets**

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

Affected: IC 20-31-8

Sec. 4. ~~(a) The base year for improvement and performance determinations for elementary and middle schools will be the 2003-2004 school year. The base year for high schools will be the 2004-2005 school year.~~

~~(b) (a) Beginning in the 2005-2006 school year, the board annually shall place a school and school corporation in a school improvement and performance **and improvement** category based on results of mandatory annual assessments **and other criteria as set forth in this rule.** English/language arts and mathematics test results will be used initially. Science and social studies test results will be added when those tests are implemented.~~

~~(c) (b) Beginning with the 2011-12 school year, School performance **and improvement** categories shall be designated by the letter grades A, B, C, D, and F as determined under this rule. is based on the percentage of all students who pass mandatory annual assessments in English/language arts and mathematics calculated as an average rate across subject areas and grade levels. Science and social studies test results will be added when those tests are implemented.~~

~~(d) School improvement is based on increases in achievement of a nonmobile cohort group of students as they progress through school. Increases in achievement will be measured by percentage point increases in students who pass mandatory annual assessments in English/language arts and mathematics calculated as an average rate across subject areas and grade levels.~~

~~(e) The nonmobile cohort group of students referred to in subsection (d) includes students enrolled in the school for at least seventy percent (70%) of the school year preceding testing~~

(f)(c) After Beginning with the 2011-2012 school year and until the board determines new targets and scoring weights in accordance with this rule, the targets and scoring weights set forth in this rule shall be utilized in the initial determinations of school and school corporation performance and improvement categories. The level of school improvement shall be determined by the average of the yearly improvement for the three-year period that includes the current year and the two (2) previous years (three-year rolling average).

~~(g) The initial determination of school improvement for a high school will be based on a comparison of the base year to the next year. The second determination shall be based on a two (2) year average.~~

~~(h) The initial determination of school improvement for an elementary school or a middle school will be based on a two (2) year average.~~

(d) For each of the 2012-13, 2013-14, and 2014-15 school years, the board shall do the following:

(1) Increase the weight of the college and career readiness score by at least five (5) percentage points and reduce the weight of the English 10 and Algebra I end of course assessment scores equally to correspond to the increase in the college and career readiness score so that the total for the combined weights equals 1.0. By 2014-15, the weight afforded the college and career readiness score shall be at least .30.

(2) Establish new target percentages for the following:

(A) 511 IAC 6.2-6-5.3(h)(2)(C).

(B) 511 IAC 6.2-6-5.3(m)(2)(C).

(C) 511 IAC 6.2-6-5.3(s)(2)(B).

(e) Except as otherwise provided in this rule, at least every three years the board shall review and, if necessary, establish the following:

(1) New targets for:

(A) 511 IAC 6.2-6-5.1;

(B) 511 IAC 6.2-6-5.2; and

(C) 511 IAC 6.2-6-5.3.

(2) New weights for:

(A) English 10 and Algebra I end of course assessment scores;

(B) Graduation rate scores; and

(C) College and career readiness scores.

(f) New targets and scoring weights shall be published on the department's website no later than December 31 of the school year in which the new targets and weights will be applied.

(g) A school that includes elementary and middle school grades but not high school grades will receive a single performance and improvement category grade under this rule.

(h) A school that includes elementary or middle school grades and high school grades will receive a single performance and improvement category grade as described in subsections (i) through (k).

(i) The performance and improvement category grade for a school described in subsection (h) shall be based on the elementary, middle, and high school scores weighted by the percentages determined by the following:

(1) The number of students enrolled in grades 3 through 8 as reported for Pupil Enrollment ("PE Report") divided by the sum of the number of students reported on the PE Report for grades 3 through 8 and the cohorts for grades 9 through 12.

(2) The number of students in the cohorts for grades 9 through 12 as reported on the PE Report divided by the sum of the number of students reported on the PE Report for grades 3 through 8 and the cohorts for grades 9 through 12.

(j) A school's performance and improvement category grade assigned by the board shall be determined by:

(1) multiplying the average of the English/language arts and math points for the elementary and middle school grades by the percentage in (i)(1);

(2) multiplying the sum of the four weighted scores for the high school by the percentage in (i)(2); and

(3) adding the products of subdivisions (1) and (2).

(k) The board shall assign the performance and improvement category grade based on the final score resulting from the application of subsections (i) and (j) in accordance with the following:

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.

SECTION 3. 511 IAC 6.2-6-5.1 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-5.1 Elementary and Middle Schools Open Four Years or More; 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

Sec. 5.1. (a) Except as provided in subsection (b), this section applies to the following elementary and middle schools beginning with the 2011-2012 school year:

(1) Schools that have been open four (4) years or more.

(2) Schools that have been open three (3) years or less that elect to have this section applied.

(b) This section does not apply to a feeder school or a small school.

(c) The process for a school to elect application of this section includes the following:

(1) The department shall calculate a new school's performance and improvement category grade under this section and 511 IAC 6.2-6-5.2 and notify the school of the results.

(2) The school shall choose the section under which the school's final grade will be determined.

(3) If the school elects a grade determination under this section, the school shall be subject to this section in subsequent years and may not elect out.

(4) If the school elects a grade determination under 511 IAC 6.2-6-5.2, the process described in this section will be repeated each year until the school has been open more than three (3) years.

(d) Except as provided in section (e), the results of the mandatory annual assessments of students who were enrolled in the school for at least 162 days of the school year being assessed shall be used in determining the school's English/language arts and math grades.

(e) The test results for the following students shall not be included:

~~LAS Links Level 1 Limited English Proficient students who have been enrolled in schools in the United States for less than 12 months~~

~~(A) have not been Level 1 Limited English Proficient students for more than one school year; and~~

~~(B) previously have not been classified as LAS Links Level 2 or higher.~~

~~(4) LAS Links Level 2 Limited English Proficient students who have not been Level 2 Limited English Proficient students for more than one school year.~~

(f) To obtain a preliminary English/language arts score, the school must have at least thirty (30) students who:

(1) were enrolled for at least 162 days in the school year being assessed;

(2) were tested in English/language arts on ISTEP+, IMAST, or ISTAR;

(3) were not excluded pursuant to subsection (e); and

(4) obtained a valid test result.

(g) A school's English/language arts grade shall be determined by the following:

(1) A preliminary score is established, based on the combined ISTEP+, IMAST, and ISTAR English/language arts test passing percentage of the students described in subsection (d), in accordance with the following:

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.

(2) Except as provided in subsections (h) and (i), points shall be added to or deducted from the preliminary score based on the following:

(A) One (1.00) point shall be added if at least 42.5% of the lowest 25% of students taking the ISTEP+ English/language arts test and obtaining a valid test result demonstrated high growth.

(B) One (1.00) point shall be added if at least 36.2% of the top 75% of students taking the ISTEP+ English/language arts test and obtaining a valid test result demonstrated high growth.

(C) One (1.00) point shall be deducted if at least 39.8% of all students taking the ISTEP+ English/language arts test and obtaining a valid test result demonstrated low growth.

(D) One (1.00) point shall be deducted if fewer than 95% of the students performing in the lowest 25% on the prior year's ISTEP+ English/language arts assessment were tested on the English/language arts component of the mandatory annual assessments in the year being assessed.

(E) One point (1.00) shall be deducted if:

- (i) there are at least forty (40) students performing in the lowest 25% on the prior year's ISTEP+ English/language arts assessment; and**
- (ii) fewer than 95% of the students not included in that lowest 25% subgroup were tested on the English/language arts component of the mandatory annual assessments in the year being assessed**

(F) One (1.00) point shall be deducted if:

- (i) no points were deducted pursuant to clauses (D) or (E); and**
- (ii) fewer than 95% of the students enrolled in the school were tested on the English/language arts component of the mandatory annual assessments in the year being assessed.**

(h) Points shall not be added or deducted as described in subsection (g)(2)(A), (B), or (C) if a school has fewer than ten (10) students who:

- (1) were enrolled for at least 162 days in the year being assessed;**
- (2) were tested in English/language arts on ISTEP+;**
- (3) were not excluded pursuant to subsection (e); and**
- (4) were assessed for growth.**

(i) Points shall not be deducted as described in subsection (g)(2)(D), (E), or (F) if the identified group has fewer than forty (40) students.

(j) The school's English/language arts grade shall be determined by the final score resulting from the application of subsection (g) in accordance with the following:

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.

(k) To obtain a preliminary math score, the school must have at least thirty (30) students who:

- (1) were enrolled for at least 162 days in the school year being assessed;**
- (2) were tested in math on ISTEP+, IMAST, or ISTAR;**
- (3) were not excluded pursuant to subsection (e); and**
- (4) obtained a valid test result.**

(l) A school's math grade shall be determined by the following:

(1) A preliminary score is established, based on the combined ISTEP+, IMAST, and ISTAR math test passing percentages for the students described in subsection (d) in accordance with the scale in subsection (g)(1).

(2) Except as provided in subsections (m) and (n), points shall be added to or deducted from the preliminary score based on the following:

(A) One (1.00) point shall be added if at least 44.9% of the lowest 25% of students taking the ISTEP+ math test and obtaining a valid test result demonstrated high growth.

(B) One (1.00) point shall be added if at least 39.2% of the top 75% of students taking the ISTEP+ math test and obtaining a valid test result demonstrated high growth.

(C) One (1.00) point shall be deducted if at least 42.4% of all students taking the ISTEP+ math test and obtaining a valid test result demonstrated low growth.

(D) One (1.00) point shall be deducted if fewer than 95% of the students performing in the lowest 25% on the prior year's ISTEP+ math assessment were tested on the math component of the mandatory annual assessments in the year being assessed.

(E) One point (1.00) shall be deducted if:

(i) there are at least forty (40) students performing in the lowest 25% on the prior year's ISTEP+ math assessment; and

(ii) fewer than 95% of the students not included in that lowest 25% subgroup were tested on the math component of the mandatory annual assessments in the year being assessed.

(F) One (1.00) point shall be deducted if:

(i) no points were deducted pursuant to clauses (D) or (E); and

(ii) fewer than 95% of the students enrolled in the school were tested on the math component of the mandatory annual assessments in the year being assessed.

(m) Points shall not be added or deducted as described in subsection (l)(2)(A), (B), or (C) if a school has fewer than ten (10) students who:

(1) were enrolled for at least 162 days in the year being assessed;

(2) were tested in math on ISTEP+;

(3) were not excluded pursuant to subsection (e); and

(4) were assessed for growth.

(n) Points shall not be deducted as described in subsection (l)(2)(D), (E), or (F) if the identified group has fewer than forty (40) students.

(o) The school's math grade shall be determined by the final score resulting from the application of subsection (l) in accordance with scale in subsection (j).

(p) Except as provided in 511 IAC 6.2-6-4, the school's final performance and improvement category grade assigned by the board shall be determined by the average of the school's English/language arts and math final scores in accordance with the following:

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.

SECTION 4. 511 IAC 6.2-6-5.2 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-5.2 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

Sec. 5.2 (a) Except as provided in subsection (b), this section applies to elementary and middle schools, beginning with the 2011-2012 school year, that:

- (1) have been open three (3) years or less; and**
- (2) have not elected application of 511 IAC 6.2-6-5.1(a)(2).**

(b) This section does not apply to a feeder school or a small school.

(c) The results of the mandatory annual assessments of the students described in 511 IAC 6.2-6-5.1(d) shall be used in determining the school's English/language arts and math grades.

(d) To obtain an English/language arts grade, a school must have at least thirty (30) students who:

- (1) were enrolled for at least 162 days in the year being assessed;**
- (2) were tested in English/language arts on ISTEP+;**
- (3) were not excluded under 511 IAC 6.2-6-5.1(e); and**
- (4) were assessed for growth.**

(e) A school's English/language arts grade shall be determined by the following:

(1) A preliminary English/language arts score is established, based on the percentage of students showing high growth on the ISTEP+ English/language arts test in accordance with the following:

40.7 – 100%	=	4.00 points
34.6 -- 40.6%	=	3.00 points
29.4 -- 34.5%	=	2.00 points
00.0 -- 29.3%	=	1.00 point

(2) Except as provided in subsection (f), points shall be deducted from the preliminary score based on the following:

(A) One (1.00) point shall be deducted if both of the following apply:

(i) at least 39.8% of the top 75% of students taking the ISTEP+ English/language arts test and obtaining a valid test result demonstrated low growth; and

(ii) at least 39.9% of the lowest 25% of students taking the ISTEP+ English/language arts test and obtaining a valid test result demonstrated low growth.

(B) One (1.00) point shall be deducted if fewer than 95% of the students performing in the lowest 25% of the prior year's ISTEP+ English/language arts assessment were tested on the English/language arts component of the mandatory annual assessments in the year being assessed.

(C) One (1.00) point shall be deducted if:

(i) there are at least forty (40) students performing in the lowest 25% on the prior year's ISTEP+ English/language arts assessment; and

(ii) fewer than 95% of the students not included in that lowest 25% were tested on the English/language arts component of the mandatory annual assessments in the year being assessed.

(D) One (1.00) point shall be deducted if:

- (i) no points were deducted pursuant to clauses (B) or (C); and
- (ii) fewer than 95% of the students enrolled in the school were tested on the English/language arts component of the mandatory annual assessments in the year being assessed.

(f) Points shall not be deducted as described in subsection (e)(2)(B), (C), or (D) if the identified group has fewer than forty (40) students.

(g) The school's English/language arts grade shall be determined by the final score resulting from the application of subsection (e) and in accordance with scale in 511 IAC 6.2-6-5.1(j).

(h) To obtain a math grade, the school must have at least thirty (30) students who:

- (1) were enrolled for at least 162 days in the year being assessed;
- (2) were tested in math on ISTEP+;
- (3) were not excluded under 511 IAC 6.2-6-5.1(e); and
- (4) were assessed for growth.

(i) A school's math grade shall be determined by the following:

(1) A preliminary math score is established, based on the percentage of students showing high growth on the ISTEP+ math test, in accordance with the following:

44.1 – 100%	=	4.00 points
34.0 – 44.0%	=	3.00 points
25.8 – 34.8%	=	2.00 points
00.0 – 25.7%	=	1.00 point

(2) Except as provided in subsection (j), points shall be deducted from the preliminary score based on the following:

(A) One (1.00) point shall be deducted if both of the following apply:

- (i) at least 42.4% of the top 75% of students taking the ISTEP+ math test and obtaining a valid test result demonstrated low growth; and
- (ii) at least 40.0% of the lowest 25% of students taking the ISTEP+ math test and obtaining a valid test result demonstrated low growth.

(B) One (1.00) point shall be deducted if fewer than 95% of the students performing in the lowest 25% of the prior year's ISTEP+ math assessment were tested on the math component of the mandatory annual assessments in the year being assessed.

(C) One (1.00) point shall be deducted if:

- (i) there are at least forty (40) students performing in the lowest 25% on the prior year's ISTEP+ math assessment; and
- (ii) fewer than 95% of the students not included in that lowest 25% were tested on the math component of the mandatory annual assessments in the year being assessed.

(D) One (1.00) point shall be deducted if:

- (iii) no points were deducted pursuant to clauses (B) or (C); and

(iv) fewer than 95% of the students enrolled in the school were tested on the math component of the mandatory annual assessments in the year being assessed.

(j) Points shall not be deducted as described in subsection (i)(2)(B), (C), and (D) if the identified group has fewer than forty (40) students.

(k) The school's math grade shall be determined by the final score resulting from the application of subsection (i) and in accordance with scale in 511 IAC 6.2-6-5.1(j).

(l) Except as provided in 511 IAC 6.2-6-4, the school's final performance and improvement category grade assigned by the board shall be determined by the average of the school's English/language arts and math scores in accordance with the following:

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.

SECTION 5. 511 IAC 6.2-6-5.3 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-5.3 High Schools; End of course assessment scores; Graduation rate scores; College and career readiness scores; Performance and improvement category grade

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

Affected: IC 20-31-8

Sec. 5.3. (a) This section does not apply to a feeder school or a small school.

(b) Except as provided in subsections (c) and (d), a high school's performance and improvement grade shall be based on the following:

(1) English 10 end of course assessment score.

(2) Algebra 1 end of course assessment score.

(3) Graduation rate score.

(4) College and career readiness score.

(c) The performance and improvement category grade of a high school that does not include grade 12 shall be based solely on the English 10 and Algebra 1 end of course assessment scores as determined under this section. Each score shall be weighted with a multiplier of 0.50. The grade assigned by the board shall be determined by the sum of the two weighted scores in accordance with the scale in subsection (z).

(d) The performance and improvement category grade of a high school that includes only grades 11 and 12 shall be based solely on the graduation rate and college and career readiness scores as determined under this section. The graduation rate score shall be weighted with a multiplier of 0.70. The college and career readiness score shall be weighted with a multiplier of 0.30. The grade assigned by the board shall be determined by the sum of the two weighted scores in accordance with the scale in subsection (z).

(e) Except as provided in subsection (f), the end of course assessment and ISTAR results of students in the 10th grade cohort who were enrolled in the school for at least 162 days of the school year being assessed shall be used in determining a school's English 10 and Algebra I end of course assessment scores. The results of the end of course assessments

administered during the summer testing window will be included only in the school year subsequent to that administration.

(f) The test results for the following students shall not be included:

~~LAS Links Level 1 Limited English Proficient students who have been enrolled in schools in the United States for less than 12 months~~

~~(C) have not been Level 1 Limited English Proficient students for more than one school year; and~~

~~(D) previously have not been classified as LAS Links Level 2 or higher.~~

~~(2) LAS Links Level 2 Limited English Proficient students who have not been Level 2 Limited English Proficient students for more than one school year.~~

(g) To obtain an English 10 end of course assessment score, the school must have at least thirty (30) students in the 10th grade cohort who:

- (1) were enrolled for at least 162 days in the school year being assessed;
- (2) were tested on the English 10 end of course assessment;
- (3) were not excluded pursuant to subsection (f); and
- (4) obtained a valid test result.

(h) A school's English 10 end of course assessment score shall be determined by the following:

(1) A preliminary score is established, based on the percentage of students passing the English 10 end of course assessment or ISTAR by the end of the grade 10, in accordance with the following:

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.

(2) Subject to subsections (i) and (j), points shall be added to or deducted from the preliminary score based on the following:

(A) One-half (0.50) point shall be added if the percentage of students passing the English 10 end of course assessment or ISTAR is at least 10.3 percentage points higher than the passing percentage for the same students on the 8th grade English/language arts test who meet all of the following:

- (i) were enrolled in the school for at least 162 days during the year being assessed;
- (ii) were not excluded under 511 IAC 6.2-6-5.1(e);
- (iii) have valid English 10 end of course assessment or ISTAR results for the current year or passed the English 10 end of course assessment in a prior year; and
- (iv) have valid 8th grade English/language arts test results.

(B) One-half (0.50) point shall be deducted if the percentage of students passing the English 10 end of course assessment or ISTAR is at least 0.1 percentage points lower than the same students on the 8th grade English/language arts test who meet the criteria in clause (A).

(C) One-half (0.50) point shall be added if:

(i) at least ten (10) students in the graduation cohort are identified as not passing the English 10 end of course assessment or ISTAR by the end of grade 10; and

(ii) at least 59.3 percent of the students in the graduation cohort identified as not passing the English 10 end of course assessment or ISTAR by the end of grade 10 passed the assessments by the time the cohort graduates from high school.

(i) Points shall not be added or deducted as described in subsection (h) if a school has fewer than ten (10) students in the 10th grade cohort who:

(1) were enrolled for at least 162 days in the year being assessed;

(2) were assessed on the English 10 end of course assessment;

(3) were not excluded pursuant to subsection (f); and

(4) were assessed for improvement.

(j) The maximum English 10 end of course assessment score is 4.00 points.

(k) The score resulting from the application of subsection (h) constitutes the school's English 10 end of course assessment score.

(l) To obtain an Algebra I end of course assessment score, the school must have at least thirty (30) students in the 10th grade cohort who:

(1) were enrolled for at least 162 days in the school year being assessed;

(2) were assessed on the Algebra I end of course assessment;

(3) were not excluded pursuant to subsection (f); and

(4) obtained a valid test result.

(m) A school's Algebra I end of course assessment score shall be determined by the following:

(1) A preliminary score is established, based on the percentage of students passing the Algebra I end of course assessment or ISTAR by the end of the grade 10, in accordance with 511 IAC 6.2-6-5.3(h)(1).

(2) Subject to subsections (n) and (o), points shall be added to or deducted from the preliminary score based on the following:

(A) One-half (0.50) point shall be added if the percentage of students passing the Algebra I end of course assessment or ISTAR is at least 17.1 percentage points higher than the passing percentage for the same students on the 8th grade math test who meet all of the following:

(i) were enrolled in the school at least 162 days during the year being assessed;

(ii) were not excluded under 511 IAC 6.2-6-5.1(e);

(iii) have valid Algebra I end of course assessment or ISTAR results for the current year or passed the Algebra I end of course assessment in a prior year; and

(iv) have valid 8th grade math test results.

(B) One-half (0.50) point shall be deducted if the percentage of students passing the Algebra I end of course assessment or ISTAR is at least 0.1 percentage points lower than the same students on the 8th grade math test who meet the criteria in clause (A).

(C) One-half (0.50) point shall be added if:

(i) at least ten (10) students in the graduation cohort are identified as not passing the Algebra I end of course assessment or ISTAR by the end of grade 10; and

(ii) at least 62.8 percent of the graduation cohort identified as not passing the Algebra I end of course assessment or ISTAR passed the assessments by the time the cohort graduates.

(n) Points shall not be added or deducted as described in subsection (m) if a school has fewer than ten (10) students in the 10th grade cohort who:

(1) were enrolled for at least 162 days in the year being assessed;

(2) were assessed on the Algebra I end of course assessment;

(3) were not excluded pursuant to subsection (f); and

(4) were assessed for improvement.

(o) The maximum Algebra I end of course assessment score is 4.00 points.

(p) The score resulting from the application of subsection (m) constitutes the school's Algebra I end of course assessment score.

~~(q)~~ Except as provided in subsection (r), the graduation cohort shall be used in determining a school's graduation rate score. To obtain a graduation rate score, a school must have at least ten (10) students in the graduation cohort, **exclusive of students excluded pursuant to subsection (r).**

~~(r) Students with IEPs documenting that the student is not expected to receive a high school diploma and receiving a certificate of completion shall not be included in the graduation cohort. The number of students excluded from the cohort pursuant to this section shall not exceed 3% of the school's total graduation cohort.~~

(q) A school's graduation rate score shall be determined by the following:

(r) A preliminary score is established, based on the percentage of students that graduated from high school in four (4) years, in accordance with the following:

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

0.0 – 59.9% = 0.00 points.

(s) Beginning with the 2014-15 school year, points shall be added to or deducted from the preliminary score based on the following:

(A) One (1.00) point shall be added if at least 34.4% of four-year graduates received one of the following non-waiver diplomas:

(i) Academic Honors.

(ii) Technical Honors.

(iii) Academic and Technical Honors.

(iv) International Baccalaureate.

(B) One (1.00) point shall be deducted if at least 32.8% of four-year graduates received either a general diploma or a waiver diploma, unless the percentage of four-year graduates receiving a general or waiver diploma

concurrently with an industry certification is equal to or greater than the percentage established by the board under section 4 of this rule.

(C) One (1.00) point shall be added if:

- (i) at least ten (10) students in the graduation cohort failed to graduate in four years; and
- (ii) at least 13.2 percent of the students in the graduation cohort who failed to graduate in four years graduated in five years in accordance with the graduation rate calculations.

(t) The maximum graduation rate score is 4.00 points.

(u) For the 2011-12, 2012-13, and 2013-14 school years, the preliminary score pursuant to subsection (s)(1) constitutes the school's graduation rate score. Beginning with the 2014-15 school year, the score resulting from the application of subsection (s)(2) constitutes the school's graduation rate score.

(v) 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 score. To obtain a college and career readiness score, a school must have at least ten (10) students in the graduation cohort described in this subsection.

(w) A school's college and career readiness score shall be based on the percentage of students described in subsection (v) who accomplished any of the following:

- (1) Passed an AP exam with a score of 3, 4, or 5.
- (2) Passed an IB exam with a score of 4, 5, 6, or 7.
- (3) Earned three (3) college credits as defined in section 0.5 of this rule.
- (4) Obtained an industry certification as defined in section 0.5 of this rule.
- (5) Any other benchmarks approved by the board and published in accordance with 511 IAC 6.2-6-4.

(x) A school's college and career readiness score shall be determined by the percentage of students described in subsection (w) in accordance with the following:

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

(y) The end of course assessment, graduation rate, and college and career readiness scores shall be weighted in accordance with the following:

- (1) The English 10 end of course assessment score multiplied by 0.30.
- (2) The Algebra I end of course assessment score multiplied by 0.30.
- (3) The graduation rate score multiplied by 0.30.
- (4) The college and career readiness score multiplied by 0.10.

(z) Except as provided in 511 IAC 6.2-6-4, the high school's final performance and improvement category grade assigned by the board shall be determined by the sum of the four weighted scores in accordance with the following:

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

SECTION 6. 511 IAC 6.2-6-5.4 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-5.4 Elementary feeder schools; Performance and improvement category grade

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

Affected: IC 20-31-8

Sec. 5.4. (a) This section applies to elementary feeder schools.

(b) A feeder school's English/language arts and math grades shall be based on the English/language arts and math grades of the receiving schools.

(c) If more than five (5) receiving schools are identified for the feeder school, the five (5) schools with the highest census of feeder school students will be used to determine the feeder school's performance and improvement category grade.

(d) A feeder school's English/language arts grade is the average of the sum of the scores used as the basis of the receiving schools' English/language arts grades.

(e) A feeder school's math grade is the average of the sum of the scores used as the basis of the receiving schools' math grades.

(f) A feeder school's final performance and improvement category grade, as assigned by the board, shall be determined by the average of the feeder school's English/language arts and math scores in accordance with the following:

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.

SECTION 7. 511 IAC 6.2-6-5.5 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-5.5 High school feeder schools; Performance and improvement category grade

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

Affected: IC 20-31-8

Sec. 5.5. (a) This section applies to high school feeder schools.

(b) A feeder school's performance and improvement category grade shall be based solely on end of course assessment scores.

(c) A feeder school's English 10 and Algebra I end of course assessment scores shall be based on the English 10 and Algebra I end of course assessment scores of the receiving schools.

(d) If more than five (5) receiving schools are identified for the feeder school, the five (5) schools with the highest census of feeder school students will be used to determine the feeder school's performance and improvement category grade.

(e) A feeder school's English 10 end of course assessment score is the average of the sum of the receiving schools' English 10 end of course assessment scores.

(f) A feeder school's Algebra I end of course assessment score is the average of the sum of the receiving schools' Algebra I end of course assessment scores.

(g) A feeder school's end of course assessment scores shall each be weighted with a multiplier of 0.50.

(h) A feeder school's final performance and improvement category grade, as assigned by the board, shall be determined by the average of the feeder school's end of course assessment scores in accordance with the following:

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.

SECTION 8. 511 IAC 6.2-6-5.6 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-5.6 Small elementary and middle schools; Performance and improvement category grade

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

Affected: IC 20-31-8

Sec. 5.6. (a) This section applies to small elementary and middle schools as defined in this rule.

(b) A small school shall not receive an English/language arts grade until it has at least thirty (30) students who meet the criteria in 511 IAC 6.2-6-5.1(f).

(c) A small school shall not receive a math grade until it has at least thirty (30) students who meet the criteria in 511 IAC 6.2-6-5.1(k).

(d) If a school does not have at least thirty (30) students who meet the criteria in 511 IAC 6.2-6-5.1(f) or (k) in the school year being assessed, the school's English/language arts and math grades will be based on the results of the mandatory annual assessments of a cumulative aggregate of students who meet the criteria.

(e) The cumulative aggregate shall be comprised of students who meet the criteria in the school year being assessed and in each school year immediately preceding the year being assessed until the cumulative aggregate is equal to or greater than thirty (30) students.

(f) A small school's English/language arts preliminary score shall be based on the combined ISTEP+, IMAST, and ISTAR passing percentages for the cumulative aggregate in accordance with the following:

90.0 – 100.0% = 4.00 points

80.0 - 89.9% = 3.00 points

70.0 - 79.9% = 2.00 points

60.0 - 69.9% = 1.00 points

0.00 – 59.9% = 0.00 points

(g) One point (1.00) shall be deducted from a small school's preliminary English/language arts score if:

- (1) The cumulative aggregate described in subsection (f) includes at least forty (40) students; and
- (2) fewer than 95% of the students in the cumulative aggregate were tested on the English/language arts component of the mandatory annual assessments.
- (h) A small school's English/language arts grade shall be determined by the final score resulting from the application of subsections (f) and (g) in accordance with the following:
 - 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.

(i) A small school's preliminary math score shall be based on the combined ISTEP+, IMAST, and ISTAR passing percentages for the cumulative aggregate in accordance with the scale in subsection (f).

(j) One point (1.00) shall be deducted from a small school's preliminary math score if:

- (1) the cumulative aggregate described in subsection (f) includes at least forty (40) students; and
- (2) fewer than 95% of the students in the cumulative aggregate were tested on the math component of the mandatory annual assessments.
- (k) A small school's math grade shall be determined by the final score resulting from the application of subsections (i) and (j) in accordance with the scale in subsection (h).
- (l) The board shall assign the small school's performance and improvement category grade as determined by one of the following:
 - (1) The grade in the subject area if only one subject area is graded.
 - (2) The average of the sum of the points for the English/language arts and math grades in accordance with the following:

- 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.

SECTION 9 511 IAC 6.2-6-5.7 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-5.7 Small high schools; Performance and improvement category grade
Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-10-1
Affected: IC 20-31-8

- Sec. 5.7. (a) This section applies to small high schools as defined in this rule.**
- (b) The performance and improvement category grade of a small high school shall be based on student performance on English 10 and Algebra I end of course assessments**
- (c) A small school shall not receive an English 10 or Algebra 1 end of course assessment score until it has at least thirty (30) students in the 10th grade cohort who meet the criteria in 511 IAC 6.2-6-5.3(g)**

(d) If a school does not have at least thirty (30) students who meet the criteria in 511 IAC 6.2-6-5.3(g) in the school year being assessed, the school's end of course assessment scores will be based on the end of course assessment and ISTAR results of a cumulative aggregate of students who meet the criteria.

(e) The cumulative aggregate shall be comprised of students who meet the criteria in the school year being assessed and in each school year immediately preceding the year being assessed until the cumulative aggregate is equal to or greater than thirty (30) students.

(f) A small high school's English 10 end of course assessment score shall be based on the percentage of the cumulative aggregate of students passing the English 10 end of course assessment or ISTAR by the end of the grade 10, in accordance with the following:

90.0 – 100.0% = 4.00 points

80.0 - 89.9% = 3.00 points

70.0 - 79.9% = 2.00 points

60.0 - 69.9% = 1.00 points

0.00 – 59.9% = 0.00 points.

(g) A small high school's Algebra I end of course assessment score shall be based on the percentage of the cumulative aggregate of students passing the Algebra I end of course assessment or ISTAR by the end of the grade 10, in accordance with the scale in subsection (f).

(h) A small high school's performance and improvement category grade, as assigned by the board, shall be determined by the average of the small high school's English 10 and Algebra I end of course assessment scores, in accordance with the following:

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.

SECTION 10. 511 IAC 6.2-6-5.8 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-5.8 School Corporations; Performance and improvement category grade

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

Affected: IC 20-31-8

Sec. 5.8. (a) The board shall assign each school corporation:

(1) an elementary and middle school performance and improvement category grade;

(2) a high school performance and improvement category grade; and

(3) a corporation performance and improvement category grade.

(b) Except as provided in section (c), the results of the mandatory annual assessments of the students in grades three through twelve who were enrolled in one or more schools within the school corporation for at least 162 days of the school year being assessed shall be used in determining the school's English/language arts and math grades.

(c) The test results for the following students shall not be included:

~~(1) LAS Links Level 1 Limited English Proficient students who have been enrolled in schools in the United States for less than 12 months~~

~~(E) have not been Level 1 Limited English Proficient students for more than one school year; and~~

~~(F) previously have not been classified as LAS Links Level 2 or higher.~~

~~LAS Links Level 2 Limited English Proficient students who have not been Level 2 Limited English Proficient students for more than one school year.~~

(2) No more than one percent (1%) of the total tested population of students in the corporation may be counted as proficient on the ISTAR exam

(3) No more than two percent (2%) of the total tested population of students in the corporation may be counted as proficient on the IMAST exam

(d) A corporation's elementary and middle school English/language arts and math scores and grades shall be determined in accordance with 511 IAC 6.2-6-5.1.

(e) A corporation's elementary and middle school performance and improvement category grade assigned by the board shall be based on the average of the corporation's English/language arts and math scores in accordance with 511 IAC 6.2-6-5.1(p).

(f) A corporation's high school performance and improvement grade assigned by the board shall be determined in accordance with 511 IAC 6.2-6-5.3.

(g) The performance and improvement category grade for a school corporation shall be based on the elementary, middle, and high school scores weighted by the percentages determined by the following:

(1) The number of students enrolled in grades 3 through 8 as reported for Pupil Enrollment ("PE Report") divided by the sum of the number of students reported on the PE Report for grades 3 through 8 and the cohorts for grades 9 through 12.

(2) The number of students in the cohorts for grades 9 through 12 as reported on the PE Report divided by the sum of the number of students reported on the PE Report for grades 3 through 8 and the cohorts for grades 9 through 12.

(h) A school corporation's performance and improvement category grade assigned by the board shall be determined by:

(1) multiplying the average of the English/language arts and math points for the elementary and middle school grade by the percentage in (g)(1);

(2) multiplying the sum of the four weighted scores for the high school by the percentage in (g)(2); and

(3) adding the products of subdivisions (1) and (2).

(i) The board shall assign the performance and improvement category grade for the school corporation based on the final score resulting from the application of subsections (g) and (h) in accordance with the following:

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.

SECTION 11. 511 IAC 6.2-6-5.9 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-5.9 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. 5.9. (a) Beginning with the 2011-12 school year, 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 70 percent 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.**

SECTION 12. THE FOLLOWING ARE REPEALED: 511 IAC 6.2-6-5; 511 IAC 6.2-6-6.1.