



GENERAL CONSIDERATIONS

COMMITMENT TO SUMMATIVE RATING

Indiana should maintain its commitment to assigning an A through F summative performance rating to schools across the state, as is required by state law. Issuing a fair and transparent summative rating ensures communities can quickly assess school performance and establishes effective incentives for schools.

STUDENT PERFORMANCE DASHBOARDS

Indiana should develop a student performance dashboard to complement the summative performance rating. The dashboard should include indicators of student success that can be used to inform school improvement efforts and long-term postsecondary outcomes that measure student success beyond high school.

STATE AND FEDERAL ACCOUNTABILITY

Indiana should design a state accountability system that prioritizes Hoosier values and strive to use the same indicators for the state and federal models as is allowable under law. Schools and communities deserve a single, summative school performance rating that is transparent and easily understood.

The Indiana State Board of Education (“Board”) should consider the following when determining indicators to be included in the calculation of a summative rating:

- Is the indicator valid, reliable, and directly related to improved student achievement?
- Does the indicator differentiate among schools?
- What perverse incentives might result from including the indicator?
- Does the indicator measure something the school can influence?
- Will adding the indicator dilute the emphasis on student outcome measures?
- Is the indicator applicable and valuable to all students, schools, and communities?
- Is the indicator aligned to the overall policy goals of the state’s education system?

K - 8 ACCOUNTABILITY FRAMEWORK

This framework includes a summary of input from education stakeholders, a review of existing state and federal accountability models, and additional research and analysis related to best practices in school accountability. The framework should be viewed as a resource in the development of the next iteration of Indiana’s accountability model, not as a complete accountability model in and of itself.

KEY K-8 CONSIDERATIONS

STUDENT MOBILITY

MULTIPLE MEASURES

COLLEGE AND CAREER CONTINUUM

PROMOTING SUCCESS FOR ALL



ACCOUNTABILITY CONCEPTS AND CONCRETE INDICATORS

Adjust Weights Between Growth and Proficiency

Revising Student Growth Points

Indiana should consider revising the growth to proficiency table to cap student growth at 100 points. In 2017 and 2018, the median school growth score was 99 points. In other words, nearly half of Indiana schools earned 100 or more points for growth. Allowing growth to exceed 100 points results in growth playing a greater role in the summative rating than intended. The Board may consider one of the following options to address this issue:

- 1 Reduce the maximum amount of points that can be earned on the Growth Table;
- 2 Cap total student growth points at 100 per subject (math and ELA) in the final calculation; and/or
- 3 Cap overall growth points at 100 in the final calculation.

Weighting Proficiency and Growth by Consecutive Years of Enrollment

To account for student mobility, summative ratings for schools that serve a highly mobile student population should be weighted more towards student growth; however, a summative rating for a school that serves a stable student population should be weighted more towards proficiency.

One way to accomplish this is through dynamic weighting, where the weights for performance and growth are based on the average number of consecutive years each student has been enrolled.

Mobility Weighting		
Consecutive Years Enrolled	Growth	Performance
1 Year	75%	25%
2 Consecutive Years	50%	50%
3+ Consecutive Years	25%	75%

Measuring Student Performance

Student Performance Index

Indiana should consider the benefit of using a performance index in place of the existing pass/fail, proficiency indicator. A performance index assigns a varying point value to each of the four achievement levels on the

Sample Performance Index	
Performance Level	Points
Above Proficient	125*
At Proficient	100
Approaching Proficient	50
Below Proficient	0

ILEARN assessments for math and English language arts. This calculation functions like Indiana’s current growth to proficiency table, where each student is assigned a point value based on the student’s achievement and the school receives an overall index rating based on the average of the point values. Indiana should maintain its commitment to transparency and continue reporting student proficiency rates, but evaluate schools using a more sophisticated performance indicator.

* Special attention should be paid to assigning extra points on a performance index as to avoid having a few high performing students outweigh or mask low performance. Arkansas’ Performance Index only assigns extra points based on the net increase of advanced students from year to year, which is something Indiana may consider.



Multiple Measures

The Board should select additional student success indicators to include in the calculation of a school's summative rating, not to exceed 20%. The following list is a starting point for the development of the next accountability model and should not be considered exhaustive or a final recommendation.

3rd Grade Literacy

Indiana should consider a 3rd grade literacy indicator to complement the performance index. Research has consistently found strong correlations between a child's ability to read proficiently by the end of third grade and the child's likelihood of graduating on time. Measuring 3rd grade literacy in isolation provides important data on the effectiveness of a school's primary literacy program and encourages schools to make investments early in a student's academic career.

Career Navigation & Exploration

Indiana should consider a statewide measure of employability standards and/or the completion of a rigorous career exploration program in the K-8 accountability model (specifically grades 7 and 8). Research has identified middle school as a time when students can benefit most from career exploration. Incorporating such a metric will better-align the accountability model to statewide priorities for postsecondary success and promote meaningful career exploration opportunities where they matter the most.

Advanced Mathematics in Middle School

Indiana should consider an indicator of advanced math completion for middle school students. Successful completion of advanced math courses such as Algebra I in middle school has a direct impact on college readiness and intentions to pursue a bachelor's degree. While "Algebra-for-All" policies have had negative consequences, research suggests many students, particularly students from disadvantaged backgrounds, lack access to advanced courses in middle school or are overlooked by discretionary assignment policies.

Attendance and Chronic Absenteeism

Indiana's ESSA plan currently includes an attendance and chronic absenteeism indicator, and the Board may consider adopting a similar indicator for the state model. Chronic absenteeism is defined as missing 10 percent or more of one's enrolled days during the school year. The chronic absenteeism snowball begins in kindergarten and grade 1, where research has shown that chronic absenteeism in these early grades reduces one's chances of reading proficiency by grade 3.

Science and Social Studies Proficiency

Indiana should consider an indicator of student proficiency in science and social studies (including civics). Incorporating this indicator may encourage schools to adopt a well-rounded curriculum and expand cross-curricular integration. In 2019, statewide performance on both assessments was below 50%, suggesting there is a need to increase student achievement on these standards.



Additional Federal Indicators

Gap Closure Goal

Indiana’s ESSA plan should adopt a gap closure indicator based on the performance and growth for each student subgroup. This indicator should mirror how Indiana calculates growth and proficiency for all students.

English Language Proficiency

Indiana’s ESSA plan should maintain its current approach to measuring the progress of English language learners, which is required by federal law. This focus aligns to Indiana’s recent efforts to support English learners by providing funding to schools that serve students with limited English proficiency, and will help ensure additional school improvement resources are targeted towards addressing language proficiency.

9 - 12 ACCOUNTABILITY FRAMEWORK

This framework includes a summary of input from education stakeholders, a review of existing state and federal accountability models, and additional research and analysis related to best practices in school accountability. The framework should be viewed as a resource in the development of the next iteration of Indiana’s accountability model, not as a complete accountability model in and of itself.

Key Considerations



ACCOUNTABILITY CONCEPTS & CONCRETE INDICATORS

Measuring Student Performance

Student Performance Index

Sample Performance Index	
Performance Level	Points
Advanced CCR	125*
CCR Benchmark	100
Approaching CCR	50
Below CCR	0

Indiana should consider the benefit of using a performance index to replace the existing pass/fail proficiency indicator as the state transitions to the SAT as the high school assessment. This calculation functions like Indiana’s current growth to proficiency table, where each student is assigned a point value based on the student’s achievement and the school receives an overall index rating based on the average of the point values. Indiana would need to establish multiple cut scores on the SAT and should adopt the College and Career Readiness Benchmarks established by College Board as the proficiency cut score.

* Special attention should be paid to assigning extra points on a performance index as to avoid having a few high performing students outweigh or mask low performance. Arkansas’ Performance Index only assigns extra points based on the net increase of advanced students from year to year, which is something Indiana may consider.



Multiple Measures

College and Career Readiness (CCR)

The recently adopted graduation pathways have incorporated the current outcomes included in the CCR indicator, rendering the metric duplicative and obsolete. The Board should consider replacing the current metrics included in the CCR indicator with more rigorous outcomes and credentials and set a rigorous, yet attainable goal for schools.

9th Grade on Track

The Board should consider incorporating a 9th grade on-track indicator into the 9-12 accountability model. Research has consistently demonstrated that students who complete their freshman year having accumulated the required number of credits to be on-track are significantly more likely to graduate from high school.

Weighted Graduation Index

Indiana should consider adopting a graduation index to replace the graduation rate calculation. One concept is to distribute the four years a student is included in a graduation cohort across each school in which the student was enrolled. A school would be accountable for one quarter of the graduation rate for each year a student was enrolled for a full academic year, and points would be awarded at the time a student's cohort was expected to graduate. This would ensure the graduation indicator was distributed across all four years of high school as opposed to where a student is enrolled on June 30 of the student's senior year.

Additional Federal Indicators

Gap Closure Goal

Indiana's ESSA plan should adopt a gap closure indicator based on SAT performance for each student subgroup. Gaps exist in access and achievement on the SAT by race, income level, special learning needs, and English proficiency. As Indiana shifts to this more rigorous expectation for college and career readiness in high school, special attention should be paid to ensuring all students have an opportunity to achieve the benchmark.

English Language Proficiency

Indiana's ESSA plan should maintain its current approach to measuring the progress of English language learners, which is required by federal law. This focus aligns to Indiana's recent efforts to support English learners by providing funding to schools that serve students with limited English proficiency, and will help ensure additional school improvement resources are targeted towards addressing language proficiency.

Graduation Rate

ESSA requires states to use the four-year adjusted cohort graduation rate when identifying schools for additional support and improvement. If Indiana decides to adopt a weighted graduation index for the state model, the four-year adjusted cohort graduation rate will have to be included in Indiana's ESSA plan unless the state receives a waiver of this requirement. This indicator would only be used to identify schools for additional support and would not impact a school's overall performance rating under the state model.