



INDIANA STATE BOARD OF EDUCATION

TO: Indiana State Board of Education
FROM: Chad E. Ranney, Deputy General Counsel, Indiana State Board of Education
RE: Accountability – Adoption of Proposed Rule
DATE: January 10, 2018

MEMORANDUM

On July 12, 2017, the Indiana State Board of Education (“Board”) initiated the rulemaking process for the purpose of amending 511 IAC 6.2 (School Performance and Growth; Accountability). The rulemaking process is outlined in law, and will proceed as follows:

- A Proposed Rule is adopted by the Board.
- Once a Proposed Rule is adopted by the Board, it will be published for public comment, and a public hearing will be held. In addition, public comment will be accepted outside of the public hearing.
- The Board will then adopt a Final Rule after considering public comments and recommended technical changes.

The initial paperwork required to begin the rulemaking process has been filed with LSA. To ensure the Proposed Rule accounts for the changes necessitated by the introduction of ESSA, Board staff drafted the Proposed Rule using the Consolidated State Plan developed by the Indiana Department of Education (“Department”) as a starting point. In addition, Board staff worked to ensure the Proposed Rule reflects the ideas expressed by members of the Board.

NOTE: Black font denotes language in the Proposed Rule that reflects the ideas and concepts contained in the Department’s Consolidated State Plan, as submitted to the U.S. Department of Education on September 18, 2018. **Green font** denotes language Board staff developed in response to the ideas expressed by members of the Board.

RECOMMENDATION: To ensure an updated version of 511 IAC 6.2 is in place before the start of the 2018-2019 school year, Board staff recommends the Board adopt the Proposed Rule at the January 10, 2018 Business Meeting. Once adopted, Board staff will prepare the Proposed Rule for publication as required under 4-22-2, and will proceed with the public hearing and a public comment period.



INDIANA STATE BOARD OF EDUCATION

Proposed Rule LSA Document #18-7

SECTION 1. 511 IAC 6.2-10-0.5 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-10-0.5 Applicability

Authority: IC 20-31-10-1

Affected: IC 20-19-2-8; IC 20-31-8

Sec. 0.5. This rule applies to accountable years beginning prior to the start of the 2018-2019 accountable year.

SECTION 2. 511 IAC 6.2-11 IS ADDED TO READ AS FOLLOWS:

Rule 11. Assessing School and School Corporation Growth and Performance; 2018-2019 School Year and Subsequent School Years

511 IAC 6.2-11-1 Applicability

Authority: IC 20-31-10-1

Affected: IC 20-19-2-8; IC 20-31-8

Sec. 1. This rule applies to the 2018-2019 accountable year and all subsequent accountable years.

511 IAC 6.2-11-2 Definitions

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-8-4; IC 20-31-10-1; IC 20-31-8-5.4

Affected: IC 20-18-2; IC 20-19-2-14.5; IC 20-26-13-3; IC 20-26-13-6; IC 20-31-2-8; IC 20-31-8; IC 20-32-4; IC 20-32-5-2; IC 20-36-3-2

Sec. 2. The following definitions apply throughout this rule:

(1) “Accountable year” means the school year being assessed.

(2) “Advanced placement examination” or “AP exam” has the meaning set forth in IC 20-36-3-2.

(3) “Alternative assessment” means the alternative assessment instrument to the mandatory statewide annual assessment that is administered to students with the most significant cognitive disabilities.

(4) “Attend” has the meaning set forth in IC 20-33-2-3.2 and includes attendance exemptions provided for in IC 20-33-2-14 through IC 20-33-2-17.7

(5) “Board” has the meaning of “state board” set forth in IC 20-18-2-19.

(6) “College and career readiness goal” means the statewide goal, expressed as a percent, established by the board for which a school receives full credit for the college and career readiness achievement score of the college and career readiness indicator.



INDIANA STATE BOARD OF EDUCATION

- 1 (7) “College credit” means credit awarded by a postsecondary institution accredited by an
2 agency recognized by the secretary of the U.S. Department of Education.
- 3 (8) “Department” has the meaning set forth in IC 20-18-2-3.
- 4 (9) “Elementary school” has the meaning set forth in IC 20-18-2-4.
- 5 (10) “Eligible student” means:
- 6 (A) for purposes of section 5 and section 11 of this rule, a student who:
- 7 (i) was enrolled at the school for at least one hundred sixty-two (162) days
8 during the accountable year;
- 9 (ii) was tested on the mandatory statewide annual assessment; and
- 10 (iii) obtained a valid test result;
- 11 (B) for purposes of section 6 of this rule, a student who:
- 12 (i) was enrolled at the school for at least one hundred sixty-two (162) days
13 during the accountable year;
- 14 (ii) was tested on the mandatory statewide annual assessment during the
15 accountable year and the school year immediately preceding the
16 accountable year;
- 17 (iii) obtained a valid test result; and
- 18 (iv) was not retained for the accountable year in the grade level enrolled
19 during the school year immediately preceding the accountable year;
- 20 (C) for purposes of section 8 of this rule, a student who:
- 21 (i) was an English learner during the accountable year;
- 22 (ii) was tested on the mandatory statewide annual English language
23 proficiency assessment during the accountable year, or during the
24 accountable year and the school year immediately preceding the
25 accountable year; and
- 26 (iii) obtained a valid test result;
- 27 (D) for purposes of section 9 and section 12 of this rule, a student who was enrolled
28 at the school for at least one hundred sixty-two (162) days in the accountable year.
- 29 (11) “English/language arts” means the subject area required to be tested on the
30 mandatory statewide annual assessment under IC 20-32-5-2(1).
- 31 (12) “English learner” means an individual:
- 32 (A) who is aged 3 through 21;
- 33 (B) who is enrolled or preparing to enroll in an elementary school or secondary
34 school;
- 35 (C) who:
- 36 (i) was not born in the United States or whose native language is a language
37 other than English;
- 38 (ii) who:
- 39 (I) is a Native American or Alaska Native, or a native resident of the
40 outlying areas; and
- 41 (II) comes from an environment where a language other than
42 English has had a significant impact on the individual’s level of
43 English language proficiency; or



INDIANA STATE BOARD OF EDUCATION

- 1 (iii) who is migratory, whose native language is a language other than
2 English, and who comes from an environment where a language other than
3 English is dominant; and
4 (D) whose difficulties in speaking, reading, writing, or understanding the English
5 language may be sufficient to deny the individual
6 (i) the ability to meet the challenging State academic standards;
7 (ii) the ability to successfully achieve in classrooms where the language of
8 instruction is English; or
9 (iii) the opportunity to participate fully in society.
- 10 (13) “Enrolled” means to be officially registered as an attendee of a school.
11 (14) “Extended-year adjusted cohort graduation rate” means the fraction:
12 (A) the denominator of which consists of the number of students who form the
13 original cohort of entering first-time students in grade 9 enrolled in the high school
14 no later than the date by which student membership data must be collected annually
15 by State educational agencies for submission to the National Center for Education
16 Statistics under section 153 of the Education Sciences Reform act of 2002 (20
17 U.S.C. 9543), adjusted by:
18 (i) adding the students who joined that cohort, after the date of the
19 determination of the original cohort; and
20 (ii) subtracting only those students who left that cohort, after the date of the
21 determination of the original cohort for any one of the following reasons:
22 (AA) the student has transferred out;
23 (BB) the student has emigrated to another country;
24 (CC) the student has transferred to a prison or juvenile facility; or
25 (DD) the student is deceased; and
26 (B) the numerator of which:
27 (i) consists of the sum of the number of students in the cohort who earned a
28 regular high school diploma before, during, or at the conclusion of one or
29 more additional years beyond the fourth year of high school, or a summer
30 session immediately following the additional year of high school, and all
31 students with the most significant cognitive disabilities assessed using the
32 alternate assessment aligned to alternate academic achievement standards
33 and awarded a State-defined alternate diploma that is standards-based,
34 aligned with the State requirements for the regular high school diploma, and
35 obtained within the time period for which the State ensures the availability
36 of a free appropriate public education under section 612(a)(1) of the
37 Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(1)); and
38 (ii) shall not include any student awarded a recognized equivalent of a
39 diploma, such as a general equivalency diploma, certificate of completion,
40 certificate of attendance, or similar lesser credential.
41 (C) For a high school that starts after grade 9, the original cohort shall be
42 calculated for the earliest high school grade students attend no later than the date
43 by which student data is collected annually.
- 44 (15) “Four-year adjusted cohort graduation rate” means the fraction:



INDIANA STATE BOARD OF EDUCATION

- 1 (A) the denominator of which consists of the number of students who form the
2 original cohort of entering first-time students enrolled at the high school by October
3 1 of grade 9, adjusted by:
- 4 (i) adding the students who joined that cohort after the date of the
5 determination of the original cohort; and
6 (ii) subtracting the students who left the cohort after the date of the
7 determination of the original cohort for any one of the following reasons:
8 (AA) transferred out;
9 (BB) emigrated to another country;
10 (CC) transferred to a prison or juvenile facility; or
11 (DD) is deceased; and
- 12 (B) the numerator of which consists of the sum of the number of students in the
13 cohort who earned a regular high school diploma before, during, or at the
14 conclusion of the fourth year of high school, or a summer session immediately
15 following the fourth year of high school.
- 16 (C) For a high school that starts after grade 9, the original cohort shall be
17 calculated for the earliest high school grade students attend no later than the date
18 by which student membership data is collected annually.
- 19 (16) “Grade” means data for a cohort of students who are at the same class level in the
20 same year.
- 21 (17) “Grade span” means the range of grades used to determine applicable accountability
22 indicators for a school.
- 23 (18) “Graduate” means a student who meets all requirements of IC 20-32-4-1.5(b), and
24 earns a regular high school diploma.
- 25 (19) “Graduation cohort” means a class of students that is:
26 (A) considered to have entered grade 9 in the same year; and
27 (B) expected to graduate three (3) years after completing grade 9.
- 28 (20) “Graduation rate goal” means the goal established by the board for which a school
29 receives full credit for the four-year graduation rate score.
- 30 (21) “Growth to proficiency” means the expected annual growth toward a target in
31 English/language arts and mathematics, as established by the board under this rule.
- 32 (22) “High school” has the meaning set forth in IC 20-18-2-7.
- 33 (23) “Industry-recognized credential” means a certification or credential that is:
34 (A) developed or supported by business and industry to verify student mastery of
35 technical skills competencies in an occupational area that aligns with Indiana’s
36 economic sectors; and
37 (B) approved by the board.
- 38 (24) “International Baccalaureate examination” or “IB exam” means the examination
39 created and administered by the International Baccalaureate, a nonprofit educational
40 foundation headquartered at Route des Morillons 15, Grand-Saconnex, Geneva, CH-1218,
41 Switzerland.
- 42 (25) “Mandatory statewide annual assessment” means the assessment required under IC
43 20-32-5.1 and any alternatives to that assessment.



INDIANA STATE BOARD OF EDUCATION

1 (26) “Mandatory statewide annual English language proficiency assessment” means the
2 annual assessment of English language proficiency of all English learners as required under
3 the Every Student Succeeds Act.

4 (27) “Mathematics” means the subject area required to be tested on the mandatory
5 statewide annual assessment under IC 20-32-5-2(2).

6 (28) “Participate” means to complete and obtain a valid test result for the mandatory
7 statewide annual assessment.

8 (29) “Participation rate” means the percentage of students enrolled in the tested grades at
9 the time of test administrations who received a valid test result on the mandatory
10 statewide annual assessment.

11 (30) “Pupil enrollment” has the meaning of “enrollment” set forth in IC 20-26-13-3.

12 (31) “Pupil enrollment percentage” means the percentage of students at a school or school
13 corporation enrolled in the kindergarten through grade 8 grade span and the grade 9 through
14 grade 12 grade span, respectively.

15 (32) “Receiving school” means an elementary school or high school that has at least twenty
16 (20) students who were enrolled in:

17 (A) a feeder school for at least one hundred sixty-two (162) days in the year
18 preceding the year being assessed; and

19 (B) a receiving school for at least one hundred sixty-two (162) days in the
20 accountable year.

21 (33) “Recently arrived English learner” means an English learner who has been enrolled in
22 a school in one of the fifty (50) states in the United States or the District of Columbia for
23 less than twelve (12) months.

24 (34) “Regular high school diploma” means the standard high school diploma awarded to
25 the preponderance of students in the State that is fully aligned with State standards, or a
26 higher diploma, except that a regular high school diploma shall not be aligned to alternate
27 academic achievement standards and does not include a recognized equivalent of a
28 diploma, such as a general equivalency diploma, certificate of completion, certificate of
29 attendance, or similar lesser credential.

30 (35) “School” has the meaning set forth in IC 20-31-2-8.

31 (36) “School corporation” has the meaning set forth in IC 20-18-2-16.

32 (37) “School year” has the meaning set forth in IC 20-18-2-17.

33 (38) “Student” has the meaning set forth in IC 20-32-2-3.

34 35 **511 IAC 6.2-11-3 Placement of schools in categories; overall framework**

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

37 Affected: IC 20-31-8

38
39 Sec. 3. (a) Each year, the board shall place each school in a category of school performance
40 and assign to each school a letter grade that corresponds to the category of school performance in
41 which the school was placed.

42 (b) With the exception of schools described in sections 15 and 17 of this rule, placement in
43 a category of school performance shall be based on the performance of a school’s students on the
44 mandatory statewide annual assessment and the performance criteria set forth in this rule. The
45 performance of a school’s students on the mandatory statewide annual assessment and the



INDIANA STATE BOARD OF EDUCATION

1 performance criteria used to determine the category of school performance in which a school shall
2 be placed shall be measured using the following performance indicators, where applicable:

- 3 (1) academic achievement;
- 4 (2) academic progress;
- 5 (3) graduation rate;
- 6 (4) English language proficiency;
- 7 (5) addressing chronic absenteeism;
- 8 (6) college and career readiness;
- 9 (7) well-rounded educational development; and
- 10 (8) high school on-track.

11 (c) Except as provided in section 4 of this rule, the category of school performance in which
12 a school shall be placed is the category that corresponds to the letter grade determined under STEP
13 TWO of the following process:

14 STEP ONE: Calculate the weighted average of the indicator scores applicable to the school.

15 STEP TWO: Compare the number determined under STEP ONE to the following scale:

16 90.0 – 100.0 points = A

17 80.0 – 89.9 points = B

18 70.0 – 79.9 points = C

19 60.0 – 69.9 points = D

20 0.0 – 59.9 points = F.

21 (d) The overall accountability framework and the relative weights assigned to the
22 performance indicators applicable to each grade span shall be as follows:

23 (1) For the kindergarten through grade 8 grade span:

24 (A) the weight of the academic achievement indicator score shall be forty-two and
25 one half percent (42.5%);

26 (B) the weight of the academic progress indicator score shall be forty-two and one
27 half percent (42.5%);

28 (C) the weight of the English language proficiency indicator score shall be five
29 percent (5.0%);

30 (D) the weight of the addressing chronic absenteeism indicator score shall be five
31 percent (5.0%); and

32 (E) the weight of the well-rounded educational development indicator score shall
33 be five percent (5.0%).

34 If a school lacks the data points necessary to calculate an English language proficiency
35 indicator score for the kindergarten through grade 8 grade span, the weight otherwise
36 assigned to the English language proficiency indicator score shall be redistributed to the
37 academic achievement and academic progress indicator scores on a pro rata basis.

38 (2) For the grade 9 through grade 12 grade span:

39 (A) for accountable years beginning prior to the start of the 2022-2023 school year:

40 (i) the weight of the academic achievement indicator score shall be twenty-
41 five percent (25.0%);

42 (ii) the weight of the English language proficiency indicator score shall be
43 five percent (5.0%);

44 (iii) the weight of the graduation rate indicator score shall be thirty percent
45 (30.0%);



INDIANA STATE BOARD OF EDUCATION

- 1 (iv) the weight of the college and career readiness indicator score shall be
2 thirty percent (30.0%); and
3 (v) the weight of the high school on-track indicator score shall be ten percent
4 (10.0%).
5 (B) for the 2022-2023 accountable year and all subsequent accountable years:
6 (i) the weight of the academic achievement indicator score shall be thirty
7 percent (30.0%);
8 (ii) the weight of the English language proficiency indicator score shall be
9 five percent (5.0%);
10 (iii) the weight of the graduation rate indicator score shall be fifty-five
11 percent (50.0%); and
12 (v) the weight of the high school on-track indicator score shall be fifteen
13 percent (15.0%).

14 If a school lacks the data points necessary to calculate an indicator score applicable to the
15 grade 9 through grade 12 grade span, the weight otherwise assigned to such an indicator
16 score shall be redistributed to the remaining applicable indicator scores on a pro rata basis.
17

18 **511 IAC 6.2-11-4 Schools comprised of multiple grade spans; calculation of final grade; 19 calculation of performance indicator scores**

20 Authority: IC 20-19-2-8; IC 20-31-4; IC 20-31-8-4; IC 20-31-10-1
21 Affected: IC 20-31-8
22

23 Sec. 4. (a) For schools comprised of multiple grade spans (the kindergarten through grade
24 8 grade span and the grade 9 through grade 12 grade span), placement in a category of school
25 performance shall be determined using the following formula:

26 STEP ONE: Determine the pupil enrollment percentage for each grade span with
27 associated data.

28 STEP TWO: Calculate the weighted average of the indicator scores applicable to each
29 grade span.

30 STEP THREE: Multiply:

31 (A) each result determined under STEP ONE; by

32 (B) the respective result determined under STEP TWO.

33 STEP FOUR: Calculate the sum of the results determined under STEP THREE.

34 STEP FIVE: Compare the number determined under STEP FOUR to the following scale:

35 (A) 90.0 – 100.0 points = A

36 (B) 80.0 – 89.9 points = B

37 (C) 70.0 – 79.9 points = C

38 (D) 60.0 – 69.9 points = D

39 (E) 0.0 – 59.9 points = F.

40 (b) For schools comprised of multiple grade spans (the kindergarten through grade 8 grade
41 span and the grade 9 through grade 12 grade span), each applicable performance indicator score
42 shall be determined using the following formula:

43 STEP ONE: Determine the pupil enrollment percentage for each grade span with
44 associated data.



INDIANA STATE BOARD OF EDUCATION

1 STEP TWO: Calculate the indicator score for each performance indicator applicable to
2 each grade span.

3 STEP THREE: Multiply:

4 (A) each result determined under STEP ONE; by

5 (B) the respective result determined under STEP TWO.

6 STEP FOUR: Compare each number determined under STEP THREE to the following
7 scale:

8 (A) 90.0 – 100.0 points = A

9 (B) 80.0 – 89.9 points = B

10 (C) 70.0 – 79.9 points = C

11 (D) 60.0 – 69.9 points = D

12 (E) 0.0 – 59.9 points = F.

14 **511 IAC 6.2-11-5 Academic achievement indicator**

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

16 Affected: IC 20-31-8

17
18 Sec. 5. (a) The academic achievement indicator shall consist of an English/language arts
19 score and a mathematics score.

20 (b) A school's academic achievement indicator score shall equal the weighted average of
21 the points awarded for the school's English/language arts score and the school's mathematics
22 score. The weight of the English/language arts score shall be fifty percent (50%) of the academic
23 achievement indicator, and the weight of the mathematics score shall be fifty percent (50%) of the
24 academic achievement indicator. A school's academic achievement indicator score may not
25 exceed one hundred (100.0) points.

26 (c) A school's placement in a category of academic achievement shall be determined by
27 comparing the school's academic achievement indicator score to the following scale:

28 (1) 90.0 – 100.0 points = A

29 (2) 80.0 – 89.9 points = B

30 (3) 70.0 – 79.9 points = C

31 (4) 60.0 – 69.9 points = D

32 (5) 0.0 – 59.9 points = F.

33 (d) A school's English/language arts score shall be determined in accordance with the
34 following:

35 (1) Points shall be awarded for grade 3 through grade 8 and grade 10, respectively, where
36 data are available.

37 (2) A school must have at least twenty (20) eligible students enrolled in grades 3 through
38 grade 8 or grade 10 in the accountable year to receive an English/language arts score.

39 (3) A school's English/language arts score shall equal the product of:

40 (A) the school's English/language arts proficiency rate; and

41 (B) the school's English/language arts participation rate.

42 (4) A school's English/language arts proficiency rate shall equal the quotient of the number
43 of eligible students with a scale score that demonstrates proficiency of the standards tested
44 on the mandatory statewide annual assessment for English/language arts divided by the
45 number of students who took the English/language arts assessment.



INDIANA STATE BOARD OF EDUCATION

1 (5) A school's English/language arts participation rate shall equal the quotient of the
2 number of students who took the English/language arts assessment divided by the number
3 of students enrolled in the tested grades at the time the assessments were administered. A
4 school's English/language arts participation rate shall be modified as follows:

5 (A) If the school's English/language arts participation rate is greater than or equal
6 to ninety-five percent (95%), then the school's English/language arts participation
7 rate shall be one (1).

8 (B) If the school's English/language arts participation rate is less than ninety-five
9 percent (95%), then the school's English/language arts participation rate shall
10 equal the English/language arts participation rate expressed in decimal form.

11 (6) A recently arrived English learner shall not be included in the calculation of a
12 school's English/language arts proficiency rate for the first twenty-four (24) months the
13 recently arrived English learner is enrolled in a school in one of the fifty (50) states in
14 the United States or the District of Columbia. However, a recently arrived English learner
15 shall be included in the calculation of a school's English/language arts participation rate.

16 (7) A student described in IC 20-31-8-4.6 may not be included in the calculation of a
17 school's English/language arts score.

18 (8) A school's English/language arts score may not exceed one hundred (100.0) points.

19 (e) A school's mathematics score shall be determined in accordance with the following:

20 (1) Points shall be awarded for grade 3 through grade 8 and grade 10, respectively, where
21 data are available.

22 (2) A school must have at least twenty (20) eligible students enrolled in grades 3 through
23 grade 8 or grade 10 in the accountable year to receive a mathematics score.

24 (3) A school's mathematics score shall equal the product of:

25 (A) the school's mathematics proficiency rate; and

26 (B) the school's mathematics participation rate.

27 (4) A school's mathematics proficiency rate shall equal the quotient of the number of
28 eligible students with a scale score that demonstrates proficiency of the standards tested on
29 the mandatory statewide annual assessment for mathematics divided by the number of
30 students who took the mathematics assessment.

31 (5) A school's mathematics participation rate shall equal the quotient of the number of
32 students who took the mathematics assessment divided by the number of students enrolled
33 in the tested grades at the time the assessments were administered. A school's mathematics
34 participation rate shall be modified as follows:

35 (A) If the school's mathematics participation rate is greater than or equal to ninety-
36 five percent (95%), then the school's mathematics participation rate shall be one
37 (1).

38 (B) If the school's mathematics participation rate is less than ninety-five percent
39 (95%), then the school's mathematics participation rate shall equal the mathematics
40 participation rate expressed in decimal form.

41 (6) A student described in IC 20-31-8-4.6 may not be included in the calculation of a
42 school's mathematics score.

43 (7) A school's mathematics score may not exceed one hundred (100.0) points.



INDIANA STATE BOARD OF EDUCATION

1 Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-8-4; IC 20-31-10-1
2 Affected: IC 20-31-8
3

4 Sec. 6. (a) The academic progress indicator shall consist of an English/language arts score
5 and a mathematics score.

6 (b) A school's academic progress indicator score shall equal the weighted average of the
7 points awarded for the school's English/language arts score and the school's mathematics score.
8 The weight of the English/language arts score shall be fifty percent (50%) of the academic progress
9 indicator, and the weight of the mathematics score shall be fifty percent (50%) of the academic
10 progress indicator. A school's academic progress indicator score may not exceed one hundred
11 (100.0) points.

12 (c) Points awarded for the academic progress indicator shall be based on a growth-to-
13 proficiency table approved and published by the board. At least thirty (30) days before taking final
14 action to approve a growth-to-proficiency table, the board shall:

- 15 (1) provide public notice of the table; and
- 16 (2) accept and consider public comment.

17 In taking final action to approve a growth-to-proficiency table, the board shall establish the date
18 on which the growth-to-proficiency table is to take effect.

19 (d) A school's placement in a category of academic progress shall be determined by
20 comparing the school's academic progress indicator score to the following scale:

- 21 (1) 90.0 – 100.0 points = A
- 22 (2) 80.0 – 89.9 points = B
- 23 (3) 70.0 – 79.9 points = C
- 24 (4) 60.0 – 69.9 points = D
- 25 (5) 0.0 – 59.9 points = F.

26 (e) A school's English/language arts score shall be determined in accordance with the
27 following:

- 28 (1) Points shall be awarded for grades 4 through grade 8 where data are available.
- 29 (2) A school's English/language arts score shall equal the quotient of the sum of the points
30 earned by all eligible students, as determined by the growth-to-proficiency table approved
31 by the board, divided by the total number of eligible students.
- 32 (3) A recently arrived English learner shall not be included in the calculation of a school's
33 English/language arts score for the first twelve (12) months the recently arrived English
34 learner is enrolled in a school in one of the fifty (50) states in the United States or the
35 District of Columbia. However, a recently arrived English learner shall still be included in
36 the calculation of a school's mathematics score as described in subsection (f) below.

37 (4) A student described in IC 20-31-8-4.6 may not be included in the calculation of a
38 school's English/language arts score.

39 (5) A school's English/language arts score may not exceed one hundred (100.0) points.

40 (f) A school's mathematics score shall be determined in accordance with the following:

- 41 (1) Points shall be awarded for grades 4 through grade 8 where data are available.
- 42 (2) A school's mathematics score shall equal the quotient of the sum of the points earned
43 by all eligible students, as determined by the growth-to-proficiency table approved by the
44 board, divided by the total number of eligible students.



INDIANA STATE BOARD OF EDUCATION

1 (3) A recently arrived English learner shall be included in the calculation of a school's
2 mathematics score under this section.

3 (4) A student described in IC 20-31-8-4.6 may not be included in the calculation of a
4 school's mathematics score.

5 (5) A school's mathematics score may not exceed one hundred (100.0) points.
6

7 **511 IAC 6.2-11-7 Graduation rate indicator**

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

9 Affected: IC 20-31-8
10

11 Sec. 7. (a) The graduation rate indicator shall consist of a four-year graduation rate score
12 and a five-year graduation rate improvement score.

13 (b) A school's graduation rate indicator score shall equal the sum of the points awarded for
14 the four-year graduation rate score and the points awarded for the five-year graduation rate
15 improvement score. A school's graduation rate indicator score may not exceed one hundred
16 (100.0) points.

17 (c) A school's placement in a graduation rate performance category shall be determined by
18 comparing the school's graduation rate indicator score to the following scale:

19 (1) 90.0 – 100.0 points = A

20 (2) 80.0 – 89.9 points = B

21 (3) 70.0 – 79.9 points = C

22 (4) 60.0 – 69.9 points = D

23 (5) 0.0 – 59.9 points = F

24 (d) A school's four-year graduation rate score shall be determined in accordance with the
25 following:

26 (1) Points shall be awarded for grade 12 where graduate data are available.

27 (2) A school must have at least twenty (20) students in the most recently finalized
28 adjusted graduation cohort to receive a four-year graduation rate score.

29 (3) A school's four-year graduation rate score shall be equal to the school's four-year
30 adjusted cohort graduation rate, modified as follows:

31 (A) If the school's four-year adjusted cohort graduation rate is greater than or equal
32 to ninety percent (90.0%), then the school's four-year graduation rate score shall
33 be one hundred (100.0) points.

34 (B) If the school's four-year adjusted cohort graduation rate is less than ninety
35 percent (90.0%), then the school's four-year graduation rate score shall equal the
36 four-year adjusted cohort graduation rate expressed in decimal form.

37 (4) For accountable years beginning prior to the start of the 2020-2021 school year, the
38 numerator of the four-year adjusted cohort graduation rate shall include students who earn
39 a general diploma, as described in IC 20-32-4, in addition to those who earn a regular high
40 school diploma.

41 (e) A school's five-year graduation rate improvement score shall be determined in
42 accordance with the following:

43 (1) A school must have a four-year graduation rate score to receive a five-year graduation
44 rate improvement score.



INDIANA STATE BOARD OF EDUCATION

1 (2) A school must have at least twenty (20) students in the most recently finalized extended
2 year adjusted graduation cohort to receive a five-year graduation rate improvement score.

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

5 (4) To the extent possible, a school's five-year graduation rate improvement score will be
6 included in the school's graduation rate indicator score. However, a five-year graduation
7 rate improvement score is not required to calculate a school's graduation rate indicator
8 score. As such, a school's graduation rate indicator score may equal the school's four-year
9 graduation rate score. For purposes of calculating the school's graduation rate indicator
10 score, if a school's five-year graduation rate improvement score cannot be calculated, the
11 five-year graduation rate improvement score shall be zero (0.0).

12 (5) A school's five-year graduation rate improvement score shall equal the difference
13 between the school's four-year adjusted cohort graduation rate and the school's extended
14 five-year adjusted cohort graduation rate for the same cohort.

15 (f) A student described in IC 20-31-8-4.6 may not be included in the calculation of a
16 school's graduation rate indicator score.

17 **511 IAC 6.2-11-8 English language proficiency indicator**

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

19 Affected: IC 20-31-8

20
21
22 Sec. 8. (a) The English language proficiency indicator shall consist of an English language
23 proficiency score. A school's English language proficiency indicator score may not exceed one
24 hundred (100.0) points.

25 (b) A school's placement in an English language proficiency category shall be determined
26 by comparing the school's English language proficiency indicator score to the following scale:

27 (1) 90.0 – 100.0 points = A

28 (2) 80.0 – 89.9 points = B

29 (3) 70.0 – 79.9 points = C

30 (4) 60.0 – 69.9 points = D

31 (5) 0.0 – 59.9 points = F

32 (c) A school's English language proficiency score shall be determined in accordance with
33 the following:

34 (1) Points shall be awarded for grades 1 through grade 12, respectively, where data are
35 available.

36 (2) A school must have at least twenty (20) eligible students in the English learner
37 subgroup in the accountable year to obtain an English language proficiency indicator
38 score.

39 (3) A school's English language proficiency score shall be determined using the following
40 formula:

41 STEP ONE: Determine the number of eligible students in the English learner
42 subgroup that demonstrated English language proficiency on the mandatory
43 statewide annual English language proficiency assessment.

44 STEP TWO: Add:

45 (i) the number determined under STEP ONE; and



INDIANA STATE BOARD OF EDUCATION

- 1 (ii) the number of eligible students in the English learner subgroup that met
2 or exceeded their annual growth targets.

3 STEP THREE: Divide:

- 4 (i) the sum determined under STEP TWO; by
5 (ii) the total number of eligible students in the English learner subgroup.

6 (4) For purposes of calculating a school's English language proficiency score, an English
7 learner may be counted as proficient or as meeting or exceeding their annual growth target,
8 but not both.

9 (5) A student described in IC 20-31-8-4.6 may not be included in the calculation of a
10 school's English language proficiency score.

11

12 **511 IAC 6.2-11-9 Addressing chronic absenteeism indicator**

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

14 Affected: IC 20-31-8

15

16 Sec. 9. (a) The addressing chronic absenteeism indicator shall consist of a model attendee
17 score. A school's model attendee score may not exceed one hundred (100.0) points.

18 (b) A school's placement in an addressing chronic absenteeism performance category shall
19 be determined by comparing the school's model attendee score to the following scale:

20 (1) 90.0 – 100.0 points = A

21 (2) 80.0 – 89.9 points = B

22 (3) 70.0 – 79.9 points = C

23 (4) 60.0 – 69.9 points = D

24 (5) 0.0 – 59.9 points = F.

25 (c) A school's model attendee score shall be determined in accordance with the following:

26 (1) Points shall be awarded for kindergarten through grade 8, where data are available.

27 (2) A school must have at least twenty (20) eligible students enrolled in kindergarten
28 through grade 8 in the accountable year to receive a model attendee score.

29 (3) A school's model attendee score shall equal the product of:

30 (A) the school's model attendee rate; and

31 (B) the state model attendee factor.

32 (4) A school's model attendee rate shall be determined using the following formula:

33 STEP ONE: Determine the number of eligible students that attended the school for
34 at least ninety-six percent (96.0%) of the student's enrolled days during the
35 accountable year.

36 STEP TWO: Add:

37 (i) the number determined under STEP ONE; and

38 (ii) the number of students that demonstrated an increase in attendance at
39 the school of at least three percent (3.0%) between the school year
40 immediately preceding the accountable year and the accountable year.

41 STEP THREE: Divide:

42 (i) the sum determined under STEP TWO; by

43 (ii) the total number of students enrolled at the school during the
44 accountable year.

45 (5) The state model attendee factor shall equal the quotient of:



INDIANA STATE BOARD OF EDUCATION

- 1 (A) one hundred (100.0); divided by
2 (B) the statewide model attendee goal established under section 13 of this rule.
3 (6) For purposes of calculating a school's model attendee rate, a student may be counted
4 as attending at least ninety-six percent (96.0%) of the time or as increasing attendance by
5 at least three percent (3.0%), but not both.
6 (7) A student described in IC 20-31-8-4.6 may not be included in the calculation of a
7 school's model attendee score.
8

9 **511 IAC 6.2-11-10 College and career readiness indicator**

10 Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-8-4; IC 20-31-10-1; IC 20-32-4-1.5
11 Affected: IC 20-31-8
12

13 **Sec. 10. (a) This section applies to accountable years beginning prior to the start of the**
14 **2023-2024 school year.**

15 (b) The college and career readiness indicator shall consist of a college and career readiness
16 achievement score. A school's college and career readiness achievement score may not exceed one
17 hundred (100.0) points.

18 (c) A school's placement in a college and career readiness performance category shall be
19 determined by comparing the school's college and career readiness achievement score to the
20 following scale:

- 21 (1) 90.0 – 100.0 points = A
22 (2) 80.0 – 89.9 points = B
23 (3) 70.0 – 79.9 points = C
24 (4) 60.0 – 69.9 points = D
25 (5) 0.0 – 59.9 points = F.

26 (d) A school's college and career readiness achievement score shall be determined in
27 accordance with the following:

- 28 (1) Points shall be awarded for grade 12, where graduate data are available.
29 (2) The most recently finalized four-year adjusted graduation cohort shall be used to
30 determine a school's college and career readiness achievement score. A school must have
31 at least twenty (20) graduates in the most recently finalized four-year adjusted graduation
32 cohort to receive a college and career readiness achievement score.
33 (3) A school's college and career readiness achievement score shall equal the product of:
34 (A) the school's college and career readiness achievement rate; and
35 (B) the state college and career readiness achievement factor.
36 (4) A school's college and career readiness achievement rate shall equal the quotient of:
37 (A) the number of students that have demonstrated college and career readiness as
38 described in subsection (d)(6); divided by
39 (B) the total number of students in the school's most recently finalized four-year
40 adjusted graduation cohort.
41 (5) The state college and career readiness achievement factor shall equal the quotient of:
42 (A) one hundred (100.0); divided by
43 (B) the statewide college and career readiness achievement goal established under
44 section 13 of this rule.



INDIANA STATE BOARD OF EDUCATION

1 (6) A student has demonstrated college and career readiness if upon graduation the student
2 has accomplished any one of the following:

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

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

5 (C) Earned at least three (3) college credits.

6 (D) Obtained an industry-recognized credential.

7 (E) Completed a graduation pathway requirement established by the board under
8 IC 20-32-4-1.5.

9 (7) A student described in IC 20-31-8-4.6 may not be included in the calculation of a
10 school's college and career readiness achievement score.

11 (e) For purposes of calculating a school's college and career readiness achievement rate, a
12 student may be counted as having demonstrated college and career readiness only once.

13 (f) For purposes of calculating a school's college and career readiness achievement rate, a
14 student that demonstrates college and career readiness by achieving a sufficient score on an
15 approved exam may be counted as having demonstrated college and career readiness only if the
16 scores were achieved on an exam that was administered and paid for by the school at which the
17 student is enrolled.

19 **511 IAC 6.2-11-11 Well-rounded educational development indicator**

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

21 Affected: IC 20-31-8

22
23 Sec. 11. (a) The well-rounded educational development indicator shall consist of a science
24 score and a social studies score.

25 (b) A school's well-rounded educational development indicator score shall equal the
26 weighted average of the points awarded for the school's science score and the school's social
27 studies score. The weight of the science score shall be fifty percent (50%) of the well-rounded
28 educational development indicator, and the weight of the social studies score shall be fifty percent
29 (50%) of the well-rounded educational development indicator. A school's well-rounded
30 educational development indicator score may not exceed one hundred (100.0) points.

31 (c) A school's placement in a well-rounded educational development performance category
32 shall be determined by comparing the school's well-rounded educational development score to the
33 following scale:

34 (1) 90.0 – 100.0 points = A

35 (2) 80.0 – 89.9 points = B

36 (3) 70.0 – 79.9 points = C

37 (4) 60.0 – 69.9 points = D

38 (5) 0.0 – 59.9 points = F.

39 (d) A school's science score shall be determined in accordance with the following:

40 (1) Points shall be awarded for grades 3 through grade 8, where data are available.

41 (2) A school must have at least twenty (20) eligible students enrolled in grades 3 through
42 8 in the accountable year to receive a science score.

43 (3) A school's science score shall equal the product of:

44 (A) the school's science proficiency rate; and

45 (B) the school's science participation rate.



INDIANA STATE BOARD OF EDUCATION

1 (4) A school's science proficiency rate shall equal the quotient of the number of eligible
2 students with a scale score that demonstrates proficiency of the standards tested on the
3 mandatory statewide annual assessment for science divided by the number of students who
4 took the science assessment.

5 (5) A school's science participation rate shall equal the quotient of the number of students
6 who took the science assessment divided by the number of students enrolled in the tested
7 grades at the time the assessments were administered. A school's science participation rate
8 shall be modified as follows:

9 (A) If the school's science participation rate is greater than or equal to ninety-five
10 percent (95%), then the school's science participation rate shall be one (1).

11 (B) If the school's science participation rate is less than ninety-five percent (95%),
12 then the school's science participation rate shall equal the participation rate
13 expressed in decimal form.

14 (6) A student described in IC 20-31-8-4.6 may not be included in the calculation of a
15 school's science score.

16 (7) A school's science score may not exceed one hundred (100.0) points.

17 (e) A school's social studies score shall be determined in accordance with the following:

18 (1) Points shall be awarded for grades 3 through grade 8, where data are available.

19 (2) A school must have at least twenty (20) eligible students enrolled in grades 3 through
20 grade 8 in the accountable year to receive a social studies score.

21 (3) A school's social studies score shall equal the product of:

22 (A) the school's social studies proficiency rate; and

23 (B) the school's social studies participation rate.

24 (4) A school's social studies proficiency rate shall equal the quotient of the number of
25 eligible students with a scale score that demonstrates proficiency of the standards tested on
26 the mandatory statewide annual assessment for social studies divided by the number of
27 students who took the social studies assessment.

28 (5) A school's social studies participation rate shall equal the quotient of the number of
29 students who took the social studies assessment divided by the number of students enrolled
30 in the tested grades at the time the assessments were administered. A school's social studies
31 participation rate shall be modified as follows:

32 (A) If the school's social studies participation rate is greater than or equal to ninety-
33 five percent (95%), then the school's social studies participation rate shall be one
34 (1).

35 (B) If the school's social studies participation rate is less than ninety-five percent
36 (95%), then the school's participation rate shall equal the participation rate
37 expressed in decimal form.

38 (6) A student described in IC 20-31-8-4.6 may not be included in the calculation of a
39 school's social studies score.

40 (7) A school's social studies score may not exceed one hundred (100.0) points.

41 42 **511 IAC 6.2-11-12 High school on-track indicator**

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

44 Affected: IC 20-31-8

45



INDIANA STATE BOARD OF EDUCATION

1 Sec. 12. (a) The high school on-track indicator shall consist of a high school on-track
2 achievement score. A school's high school on-track achievement score may not exceed one
3 hundred (100.0) points.

4 (b) A school's placement in a high school on-track performance category shall be
5 determined by comparing the school's high school on-track achievement score to the following
6 scale:

7 (1) 90.0 – 100.0 points = A

8 (2) 80.0 – 89.9 points = B

9 (3) 70.0 – 79.9 points = C

10 (4) 60.0 – 69.9 points = D

11 (5) 0.0 – 59.9 points = F.

12 (c) A school's high school on-track achievement score shall be determined in accordance
13 with the following:

14 (1) Points shall be awarded for grade 9, where data are available.

15 (2) A school must have at least twenty (20) eligible students in grade 9 in the accountable
16 year to receive a high school on-track achievement score.

17 (3) A school's high school on-track achievement score shall equal the product of:

18 (A) the school's high school on-track achievement rate; and

19 (B) the state high school on-track achievement factor.

20 (4) A school's high school on-track achievement rate shall be determined using the
21 following formula:

22 STEP ONE: Determine the number of students from the grade 9 cohort who are on-
23 track as described in subsection (c)(6).

24 STEP TWO: Divide:

25 (i) the number determined under STEP ONE; by

26 (ii) the number of students from the original cohort of entering first-time
27 students enrolled at the school during the accountable year.

28 (5) The state high school on-track achievement factor shall equal the quotient of:

29 (A) one hundred (100.0); divided by

30 (B) the statewide high school on-track achievement goal established under section
31 13 of this rule.

32 (6) For purposes of this section, a student is on-track if, by the end of the student's first
33 year of high school, the student has:

34 (A) accumulated at least ten (10) course credits; and

35 (B) received no more than one (1) "F" in any of the following subjects:

36 (i) English/language arts.

37 (ii) Mathematics.

38 (iii) Science.

39 (iv) Social studies.

40 (7) A student described in IC 20-31-8-4.6 may not be included in the calculation of a
41 school's high school on-track achievement score.

42 **511 IAC 6.2-11-13 Goals established by the board**

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

45 Affected: IC 20-31-8



INDIANA STATE BOARD OF EDUCATION

1
2 Sec. 13. (a) Before the start of each school year, the board shall establish and publish the
3 following statewide goals:

- 4 (1) The statewide model attendee goal.
5 (2) The statewide college and career readiness achievement goal.
6 (3) The statewide high school on-track achievement goal.

7 (b) At least thirty (30) days before taking final action to establish a statewide goal under
8 this section, the board shall:

- 9 (1) provide public notice of the statewide goal; and
10 (2) accept and consider public comment.

11
12 **511 IAC 6.2-11-14 School corporations; charter school organizers; placement in categories**

13 Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-8-4; IC 20-31-8-7; IC 20-31-10-1

14 Affected: IC 20-31-8

15
16 Sec. 14. (a) Each year, the board shall:

17 (1) place each school corporation and each charter school organizer in a performance
18 category; and

19 (2) assign to each school corporation and each charter school organizer a letter grade that
20 corresponds to the performance category in which the school corporation or charter school
21 organizer was placed.

22 (b) The placement of a school corporation or charter school organizer in a performance
23 category and the assignment of a letter grade shall be done in accordance with section 3 of this
24 rule.

25
26 **511 IAC 6.2-11-15 New schools; null designation**

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

28 Affected: IC 20-31-8

29
30 Sec. 15. (a) Notwithstanding section 3 of this rule, a school that has been open for not more
31 than three (3) years may elect to:

32 (1) have the board place the school in a category of school performance in accordance with
33 section 3 of this rule; or

34 (2) receive a null designation as described in section 4 of this rule.

35 (b) The department shall determine whether a school receiving a null designation under
36 subsection (a) shall be identified for comprehensive support and improvement, targeted support
37 and improvement, or neither. The determination shall be made in accordance with section 4 of this
38 rule.

39
40 **511 IAC 6.2-11-16 Small schools; null designation**

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

42 Affected: IC 20-31-8

43
44 Sec. 16. (a) If a school has too few students, such that a category of school performance
45 cannot be determined under section 3 of this rule, the school's placement in a category of overall



INDIANA STATE BOARD OF EDUCATION

1 school performance shall be designated as “null.” A null designation by itself may not be
2 considered:

- 3 (1) when determining the appropriateness of board intervention in the school; or
- 4 (2) to impose financial or other consequences.

5 (b) The department shall determine whether a school receiving a null designation shall be
6 identified for comprehensive support and improvement, targeted support and improvement, or
7 neither.

8 (c) For purposes of determining whether a school receiving a null designation shall be
9 identified for comprehensive or targeted support and improvement under subsection (b), the
10 department shall calculate the indicator scores applicable to the school in a manner consistent with
11 this rule; however, when calculating the indicator scores, the department may disregard any
12 provision establishing a minimum threshold for the number of eligible students required for the
13 calculation.

14 15 **511 IAC 6.2-11-17 Feeder schools**

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

18
19 Sec. 17. (a) The board shall place each feeder school in a category of school performance
20 and assign to each feeder school a letter grade that corresponds to the category of school
21 performance in which the feeder school was placed.

22 (b) A feeder school’s placement in a category of school performance shall be based on the
23 academic achievement indicator.

24 (c) A feeder school’s academic achievement indicator score shall consist of the
25 English/language arts score or scores and the mathematics score or scores of the feeder school’s
26 receiving school or schools. If six (6) or more receiving schools are identified for a feeder school,
27 the five (5) receiving schools with the highest census of the feeder school’s students will be used
28 to determine the feeder school’s academic achievement indicator score.

29 (d) A feeder school’s placement in a category of academic achievement shall be determined
30 by comparing the school’s academic achievement indicator score to the following scale:

- 31 (1) 90.0 – 100.0 points = A
- 32 (2) 80.0 – 89.9 points = B
- 33 (3) 70.0 – 79.9 points = C
- 34 (4) 60.0 – 69.9 points = D
- 35 (5) 0.0 – 59.9 points = F.

36 37 **511 IAC 6.2-11-18 School changes due to opening, reopening, reconfiguring, or** 38 **redistributing students; new accountability baselines**

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

41
42 Sec. 18. (a) This section applies to schools that:

- 43 (1) open;
- 44 (2) reopen;
- 45 (3) reconfigure; or



INDIANA STATE BOARD OF EDUCATION

1 (4) redistribute students.

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

4 (1) The school experienced an increase or decrease of at least seventy percent (70.0) in the
5 number of students attending the school from the immediately preceding school year or the
6 last school year in which the school was open;

7 (2) The school has experienced a significant change in:

8 (A) educational philosophy;

9 (B) curriculum; or

10 (C) staffing; and

11 (3) A change is not being made to avoid accountability.

12 13 **511 IAC 6.2-11-19 Review of category placement**

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

15 Affected: IC 20-31-8

16
17 Sec. 19. A school or school corporation may petition for review of its placement in a
18 category of school performance based on objective factors. Objective factors include, but are not
19 limited to, the following:

20 (1) significant demographic changes in the student population;

21 (2) errors in data;

22 (3) errors in the application of this rule that impact a school or school corporation's
23 placement in a category of performance;

24 (4) factors that demonstrate the annual assessment data do not accurately reflect the school
25 or school corporation's:

26 (A) academic achievement;

27 (B) academic progress; or

28 (C) achievement with respect to the other performance criteria set forth in this rule;
29 and

30 (5) any other significant issue that impacts a school or school corporation's placement in a
31 category of performance.

32 33 **511 IAC 6.2-11-20 Data auditing**

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

35 Affected: IC 20-31-8

36
37 Sec. 20. (a) The department shall have the authority to audit any and all data necessary to
38 ensure the accurate placement of a school in category of school performance under this rule.

39 (b) The department may correct any data the department identifies as erroneous or
40 incorrect. However, before correcting the data, the department shall:

41 (1) notify the school of the department's findings; and

42 (2) provide the school the opportunity to respond to the department's findings.

43 (c) A school may petition for review of its placement in a category of school performance
44 under section 19 of this rule based on the department's findings from an audit conducted under
45 this section.