INDIANA'S STUDENT-CENTERED ACCOUNTABILITY SYSTEM

Frequently Asked Questions

(Revised September 14, 2017)

1. OVERALL FRAMEWORK

1.1 *What are the categories of performance and growth?*

Schools will be placed in categories of performance and growth awarded by the following letter grades: A, B, C, D, and F.

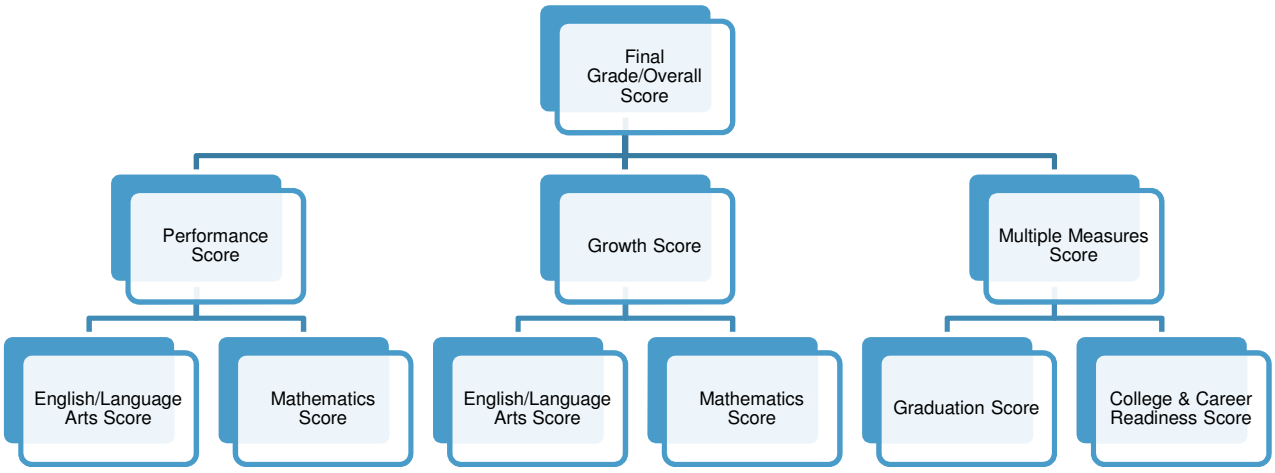
1.2 *What is the point scale that determines placement in each category?*

The following points scale is used to determine a school's placement in one category:

A = 90.0 – 100.0 points
B = 80.0 – 89.9 points
C = 70.0 – 79.9 points
D = 60.0 – 69.9 points
F = 00.0 – 59.9 points

1.3 *What makes up the overall framework of the student-centered accountability system?*

The overall framework includes three domains: performance, growth, and multiple measures. Each domain is comprised of indicators that make up the final score for each domain. The scores for each domain are then weighted accordingly to determine the final performance and growth category.



1.4 *How are the domains weighted in the overall framework?*

The weight of each domain in the overall framework and the school's final grade determination depends upon which domains may be calculated for each school. A domain may not be calculated if a school does not have data available to earn a score for that domain. The following table outlines all possible domain weights:

	PERFORMANCE WEIGHT	GROWTH WEIGHT	MULTIPLE MEASURES WEIGHT
Growth Only	0	100	0
Performance Only	100	0	0
Multiple Measures Only	0	0	100
Performance & Growth Only	50	50	0
Growth & Multiple Measures Only	0	40	60
Performance & Multiple Measures Only	40	0	60
Performance, Growth & Multiple Measures	20	20	60

For example, if a school does not have data to calculate the multiple measures domain but does have data to calculate the performance and growth domains then the school's final grade will be based on the performance domain (50% of the final grade score) and the growth domain (50% of the final grade score).

Generally, schools that do not have a grade 12 will only have the performance and/or growth domains available and schools with a grade 12 will have the performance, growth and/or multiple measures domains available.

1.5 *What happens if a school does not have the data to calculate a domain?*

If a school does not have data to calculate a domain then that domain is not included in the school's overall grade score. For example, if a school does not have data to calculate the multiple measures domain then the overall grade will be based on the performance and growth domains. If a school does not have data to calculate any of the three domains then this school is considered an "atypical school" (*see* **FAQ 1.13**).

1.6 *How are grades determined for schools with both elementary/middle school and high school grade levels?*

A pupil enrollment percentage is determined for grades 3-8 and grades 9-12. The established pupil enrollment percentage is then multiplied by each domain score for the respective grade spans. The weighted scores are then added together to reach a final score for the domain. For example, a school receives 85 points for the performance domain for grades 3-8 and 75 points for the performance domain for grades 9-12. The school has 300 students in grades 3-8 and 200 students in grades 9-12. Since 60% of the students the school serves are in grades 3-8, the score for grades 3-8 compromises 60% of the school's overall score for the performance domain. The score for grades 9-12 comprises 40% of the school's overall score for the performance domain. The final score for this school's performance domain would equal 81 points. The final score for this school's performance domain is represented as follows:

Grades 3-8 Performance Score multiplied by pupil enrollment percentage = 85 * .60 = 51
Grades 9-12 Performance Score multiplied by pupil enrollment percentage= 75 * .40 = 30
Weighted 3-8 Performance Score plus weighted 9-12 Performance Score=51 + 30 = 81 Points

1.7 ***What determines whether a student will be included in the accountability calculations for a school?***

For the performance and growth domains, only "eligible students" are included in the calculation. An eligible student is any student who:

- Was enrolled at the school for at least 162 days in the accountable year;
- Was tested on the mandatory statewide annual assessment;
- Was not a limited English proficient student, as defined in the No Child Left Behind Act of 2001, 20 U.S.C. 7801 (25) (200) enrolled in schools in the United States for less than 12 months; and
- Obtained a valid test result.

For the multiple measures domain, the most recently published graduation cohort is included in the calculation.

1.8 ***What happens if a school does not demonstrate that it is closing the achievement gap for subgroups?***

The rule prohibits a school from receiving an "A" if they have failed to close the achievement gap for all subgroups using a comparison of subgroup performance to the Annual Measurable Objective (AMO) goals. Since Indiana has not set AMOs as a result of the Every Student Succeeds Act (ESSA), we will not be implementing this part of the rule.

1.9 ***Are test results from alternate assessments considered for accountability purposes?***

Yes, the performance domain takes into account ISTAR test results.

1.10 ***Is there a cap on the number of students that may count as proficient on ISTAR for accountability purposes?***

There is no cap on the number of students that may *participate*, but there is a cap on the number of students that may count as *proficient*. Students must take the exam deemed appropriate by their case conference committee.

For calculating accountability results, up to 1% of students in tested grades within a corporation may be counted as proficient on the ISTAR results. Any additional students will be counted as non-proficient. If a corporation exceeds the 1% cap, the corporation is responsible for determining which students, and for which schools, the excess students will count as non-proficient.

1.11 ***How is a grade determined for a school that does not have grades 3-12?***

Schools that service grades K-2 only are called "feeder schools." The grade for a feeder school is based solely on the average performance domain scores of the receiving schools (where the students attend grade 3). The maximum number of receiving schools that may be used in the calculation is five. If a feeder school sends students to more than five schools for

grade 3 and beyond then the feeder school's grade will be based only on the five schools that receive the most students from the feeder school.

1.12 ***How is a grade determined for a "new" school?***

Any school that has been open for 3 years or less may elect to have a grade calculated based on domains (performance, growth, multiple measures) capable of being calculated, or elect to have a grade calculated based solely on the growth domain.

1.13 ***What is an atypical school? What is the process for determining the grade for an atypical school?***

An atypical school is defined as a school that lacks sufficient data points to calculate a final performance and growth category. Any school that does not have data to calculate a final score for all of the domains will be classified as an atypical school. An example of when an atypical school may exist is if the school has a small student population and even when data is aggregated the school still cannot meet the minimum number of student requirements to calculate a domain.

The performance and growth category designation for atypical schools will be determined by the state board based on the findings of the Department and information on the grade levels served by the school and any available data.

1.14 ***What schools receive a school performance and growth category?***

Per IC 20-31-1-1, all public schools, including charter schools, and nonpublic schools that voluntarily become accredited under IC 20-19-2-8 must receive a school performance and growth category. Additionally, all nonpublic schools participating in the Choice Scholarship program must receive a school performance and growth category.

1.15 ***How is the grade for a charter school that serves adult students (18+) determined?***

Per IC 20-31-8-5.2, the state board is required to establish an alternative accountability system for "adult high schools". Adult high schools are defined as charter schools that have a majority of students enrolled that belong to a graduation cohort that has already graduated or are of the age of 18 years of age at the time the student was first enrolled at the school.

The rule establishing the alternative accountability system is 511 IAC 6.3.

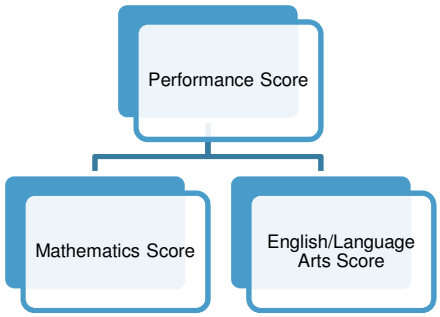
1.16 ***How are corporation grades calculated?***

Corporation grades are calculated by utilizing the same overall framework that is used to calculate school grades. However, the final corporation grade is weighted based on the enrollment of students in grades 3-8 and grades 9-12.

2. PERFORMANCE

2.1 ***What indicators make up the performance domain?***

The performance domain is made up of two indicators: English/language arts indicator and Mathematics indicator. A score will be calculated for each indicator and scores will be averaged to determine the overall score of the performance domain.



2.2 ***What grades are included in the performance domain score?***

Eligible students in grades 3 – 10 are included in the performance domain score. A school must have at least 30 eligible students in the accountable year to obtain a score for each indicator. If a school does not have at least 30 eligible students then the score will be based on a cumulative aggregate of eligible students. This means that the score will include eligible students from previous school years until a total of 30 eligible students has been obtained and a score may be calculated.

2.3 ***How is the performance domain calculated?***

A score is calculated for each indicator (English/Language art and Mathematics). The score is based on the percentage of eligible students passing the assessment for each respective indicator and the percentage of students that participate in the assessment for each respective indicator. The calculation is presented as:

$$\frac{\text{\# of students passing assessment}}{\text{\# of students taking assessment}} \times \frac{\text{\# of students taking assessment}}{\text{\# of students required to participate}}$$

2.4 ***What is participation rate? How does this factor in to the performance domain?***

Participation is defined as completing and obtaining a valid test result. Participation rate is defined as the percentage of students enrolled in the tested grades at the time of test administrations who completed the assessment. The participation rate is not limited to only "eligible students."

The participation rate is incorporated in the performance domain as a multiplier. The pass rate for the school for each respective indicator is multiplied by the participation rate for each respective indicator. If the participation rate is at least 95% then it becomes a multiplier of "1". If the participation rate is less than 95% then it equals the decimal (90% participation rate = .90 multiplier).

Examples:

Passage Rate	Participation Rate	Calculation	Final Score
85%	97%	.85 x 1.0	.85 = 85 Points
85%	90%	.85 x .90	.765 = 76.5 Points

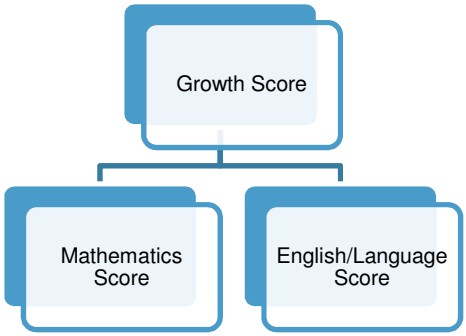
2.5 *Do test results from alternative assessments count toward a school's passage rate?*

The English/Language Arts and Mathematics indicators for the performance domain take into account ISTAR test results.

3. GROWTH

3.1 *What indicators make up the growth domain?*

The growth domain is made up of two indicators: English/language arts indicator and Mathematics indicator. A score will be calculated for each indicator and scores will be averaged to determine the overall score of the growth domain.



3.2 *What grades are included in the growth domain score?*

Eligible students in grades 4 – 10 are included in the growth domain score. A school must have at least 40 eligible students in the accountable year to obtain a score for each indicator. If a school does not have at least 40 eligible students then the score will be based on a cumulative aggregate of eligible students. This means that the score will include eligible students from previous school years until a total of 40 eligible students has been obtained and a score may be calculated.

The growth domain also includes a metric for 10-12 improvement, which considers students who did not pass the graduation qualifying exam by the end of 10th grade but did pass before the expected graduation data. A school must have at least 10 students in the cohort to points for 10-12 improvement.

It is important to note that eligible students must also have a valid assessment score for the current and prior year, and must have matriculated to the next grade (e.g., from 4th grade to 5th grade) in order to be included in the growth score.

3.3 *How is the growth domain calculated?*

A score is calculated for each indicator (English/Language art and Mathematics). Each eligible student is awarded observed growth based on the observed growth values table. The individual student scores are then totaled and divided by the total number of eligible students receiving observed growth points. The overall score considers the growth of students performing in the top 75% on the assessment and the growth of students performing in the bottom 25% on the assessment. The following calculation applies to the calculations for grades 4-10:

Top 75% Student Subgroup Group Growth:

$$\frac{\text{Sum(Observed Growth Points per student)} * .5}{\text{\# students receiving Observed Growth Points}}$$

Bottom 25% Student Subgroup Group Growth:

$$+ \frac{\text{Sum(Observed Growth Points per student)} * .5}{\text{\# students receiving Observed Growth Points}}$$

Points are also awarded for 10-12 improvement. The following calculation applies to the calculation for 10-12 improvement:

(% Passing GQE by end of 12th grade – % Passing GQE by end of 10th grade)*10

3.4 ***How are the bottom 25% and top 75% subgroups determined? Is this determination based solely on ISTEP results or does it incorporate ISTAR performance as well?***

The bottom 25% subgroup is based on the previous year's ISTEP+ results and is calculated at the individual grade level.

For example, if a school serves 5th and 6th grades with 100 students in each level (total of 200 students) the bottom 25% subgroup would include the 35 5th grade students who had the lowest 4th grade ISTEP results in Math **plus** the 25 6th grade students who had the lowest 5th grade ISTEP+ results in Math. All remaining students with a previous ISTEP+ test would be included in the top 75% subgroup.

3.5 ***What is the observed growth values table?***

The observed growth values table was a product of the work of the Accountability System Review Panel. To calculate the growth metric for a school, points are first awarded at the individual student level using the observed growth values table. The values table uses each student's prior year assessment status and current year observed growth to demonstrate growth toward proficiency.

3.6 ***How do students earn points on the observed growth values table?***

Growth scores are calculated from the values table based on a 5 step process:

1. Identify student's assessment category from the prior year.
2. Identify the student's growth score (from prior year to current year)
3. Using the Values Table, identify the points awarded to the student.
4. Add together points for all eligible students.
5. Divide the total points of all students by the number of students.

	LOW MOVEMENT		STANDARD MOVEMENT		HIGH MOVEMENT	
Prior Year Status	Target Range	Points Awarded	Target Range	Points Awarded	Target Range	Points Awarded
PP2	0-45	50	46-64	100	65-99	150
PP1	0-45	50	46-64	100	65-99	150
P3	0-45	50	46-64	100	65-99	150
P2	0-44	50	45-62	100	63-99	150
P1	0-43	50	44-59	100	60-99	150
DNP3	0-35	0	36-54	75	55-99	175
DNP2	0-30	0	31-54	75	55-99	175
DNP1	0-25	0	26-54	75	55-99	175

EXAMPLE: In the prior year Student A was in the Did Not Pass 3 category. Student A's growth score from last year to this year was 40. Student A is assigned 75 points.

In the prior year, Student B was in the Pass+ 1 category. Student B's growth score from last year to this year was 66. Student B is assigned 150 points.

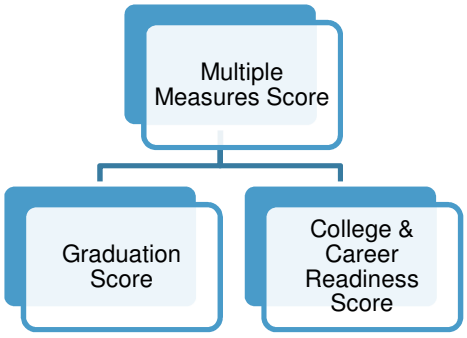
3.7 ***Is there a difference in how growth is calculated for school accountability purposes and teacher evaluation purposes?***

Yes. Growth is calculated by utilizing projected targets for teacher evaluation purposes. This approach takes a student's ISTEP+ scores in the previous year or years and finds all other students in the state who received the same score(s). Then it looks at all of the current year math scores for the same group of students to see how the student scored compared to the other students in the group. Student growth is then reported in percentiles to represent how a student's current year ISTEP+ scores compare to the students who had scored similarly in previous ISTEP+ tests.

4. MULTIPLE MEASURES

4.1 ***What indicators make up the multiple measures domain?***

The multiple measures domain is made up of two indicators: college and career readiness indicator and graduation indicator. A score will be calculated for each indicator and scores will be averaged to determine the overall score of the multiple measures domain.



4.2 ***What grades are included in the multiple measures domain?***

The most recently published graduation cohort is included in the multiple measures domain.

4.3 ***How is the multiple measures domain calculated?***

A score is calculated for each indicator (college and career readiness and graduation). The score for the college and career readiness indicator is based on the number of students in the most recently published cohort that completed one of the following:

- Received a 3, 4, or 5 on the Advanced Placement Exam (passed the exam)
- Received a 4, 5, 6, or 7 on the International Baccalaureate Exam (passed the exam)
- Earn Dual College Credit in an approved subject
- Earned an Industry Certification in an approved area

The calculation is presented as follows:

$$\frac{\text{\# Passed Ap Exam} + \text{\# Passed IB Exam} + \text{\# Dual College Credits} + \text{\# Industry Certification}}{\text{Total \# of Cohort Graduates}} * \text{Goal Factor}$$

The score for the graduation indicator is based on the number of students in the most recently published cohort that graduated in 4 years and the number of students in the 5 year cohort that graduated. The calculation is presented as follows:

$$\frac{\text{\# of graduates in cohort}}{\text{\# of students in cohort}} + \frac{\text{\# of 5 year graduates in cohort}}{\text{\# of students in 5 year cohort}}$$

4.4 ***How is the four year graduation rate determined?***

The metrics for calculating the 4 year graduation rate are established in IC 20-26-13-10. Pursuant to IC 20-26-13-6, the graduation rate is the percentage of students within a cohort who graduate during their expected graduation year. The expected graduation year is defined as three (3) years after a student is first considered to have entered grade 9.

4.5 ***How is the five year graduation rate determined? Which cohort is used to determine this rate?***

The metrics for calculating the 5 year graduation rate are established in IC 20-26-13-10.2.

4.6 ***How many students are required to calculate the four and five year graduation rates?***

A school must have at least ten (10) students in the most recently finalized graduation cohort to be utilized in the A-F calculation. If a school does not have at least ten (10) students then the score will be based on a cumulative aggregate of students. This means that the score will include students from previous cohorts until a total of 10 students has been obtained and a score may be calculated.

4.7 ***Can a school receive points for the five year graduation rate if it does not have points for the four year graduation rate?***

No, a school must be able to receive points for the four year graduation rate in order to receive points for the five year graduation rate. However, a school does not have to be able to receive points for the five year graduation rate in order to receive points for the four year graduation rate.

4.8 ***What happens to early graduates for accountability purposes?***

A school gets credit for early graduates. However, those students remain part of their expected cohort and will be counted as graduates for the year in which the students were expected to graduate.

4.9 ***What is the CCR assessment? How is this incorporated in a school's multiple measures domain score? What happens if there is no CCR assessment?***

Currently, there is no CCR assessment in place. Therefore, this data point does not exist and will not be incorporated in any school's college and career readiness score. There will be no negative impact on schools since there will be no data for the CCR assessment.

5. MISCELLANEOUS

5.1 ***How do I access the rule that outlines the student-centered accountability system?***

The final rule language, 511 IAC 6.2-10, may be found on the IDOE's website at http://www.doe.in.gov/accountability/indiana-student-centered-accountability under the "Resources for New Accountability Model (2016 & Beyond)" section.

5.2 ***Where can I find more information on the new student-centered accountability system?***

For more information on Indiana's new student-centered accountability system, please visit: http://www.doe.in.gov/accountability/indiana-student-centered-accountability, or the School Accountability community on Learning Connection.

5.3 ***Who do I contact if I have questions about the new student-centered accountability system?***

Any questions on the new student-centered accountability system that are not answered with the resource materials available may be directed to schoolaccountability@doe.in.gov.