

Summary of Differences between SBOE Proposed Rule/Indiana Code Requirements & ESSA Plan

Component	Federal Accountability	State Accountability
Academic Achievement Indicator	ESSA Plan: participation rate based on students enrolled \geq 162 days	SBOE Proposed Rule: Participation rate based on students enrolled during test windows
Academic Progress Indicator	ESSA Plan: Growth for High School included	SBOE Proposed Rule: No growth for High School included
Academic Progress Indicator	ESSA Plan: Caps growth points earned at 100.0 points at the overall indicator	SBOE Proposed Rule: Caps growth points earned at 100.0 points at each subject area score
English Language Proficiency Indicator	ESSA Plan: Includes a goal factor/multiplier for the indicator (70%)	SBOE Proposed Rule: Does not include a goal factor/multiplier for the indicator
CCR Indicator	ESSA Plan: Includes AP, IB, DC, and IC as CCR indicators	SBOE Proposed Rule: Includes AP, IB, DC, and IC, & all graduation pathways as CCR indicators
CCR Indicator	ESSA Plan: Indicator based on entire cohort	SBOE Proposed Rule: Indicator based on graduates only
Well Rounded Indicator	ESSA Plan: Does not include the well-rounded indicator	SBOE Proposed Rule: Includes the well-rounded indicator
9 th Grade On-Track Indicator	ESSA Plan: Does not include the 9 th grade on-track indicator	SBOE Proposed Rule: Includes the 9 th grade on-track indicator
Accountability for New Schools	ESSA Plan: New schools receive accountability determination based on growth indicator only for the first 3 years of operation	SBOE Proposed Rule: New schools receive a “NULL” for the first 3 years of operation (note: unclear if this would apply for innovation schools as well)
Accountability for Small Schools	ESSA Plan: Accountability determination will be generated based on an average of the past 3 years of data for all available indicators	Indiana Code/SBOE Proposed Rule: IC 20-31-8-3(b) requires the SBOE to establish a definition of “low population schools” and provides that these schools may receive a “NULL”
Exclusion of Students from Accountability Determinations	ESSA Plan: All students enrolled at a school for at least 90% of the school year are included in accountability determinations	Indiana Code: IC 20-31-8-4.6 provides for the exclusion of students from accountability determinations if they receive dropout recovery education services from an “eligible entity”
Alternate Accountability for Schools Serving Special Populations	ESSA Plan: No alternate accountability system for schools serving special populations incorporated	Indiana Code: IC 20-31-8-4.5 requires the SBOE to establish an alternate accountability system for schools exclusively serving students with developmental, intellectual, and behavioral challenges
Alternate Accountability for Adult High Schools	ESSA Plan: Requires inclusion of all students enrolled \geq 162 days at the school	Indiana Code/SBOE Rule: IC 20-31-8-5.2(c) requires that all students, regardless of age must be included under the adult high school rules, which exclude traditional 9-12 indicators
Indicator Weights	ESSA Plan: EL proficiency weighted at 10% Doesn't account for well-rounded or on-track indicator	SBOE Proposed Rule: EL proficiency weighted at 5% Incorporates well-rounded & on-track indicators

Summary Comparison of State (Indiana Code) & Federal (ESSA) Requirements for Accountability Systems

	STATE REQUIREMENTS	FEDERAL REQUIREMENTS
Basis of Accountability System	Student performance on the statewide assessment program	Challenging academic standards for reading/language arts and math to improve student achievement & school success
Summative Rating	SBOE must use an A-F grading scale to designate performance	No explicit parameters
Schedule/timeline	SBOE shall place each school once annually	SEA must assign summative rating on an annually basis
Measures of Performance/Indicators	<ul style="list-style-type: none"> • Student performance on the statewide assessment & other assessments recommended by DOE are the primary & majority means of assessing school improvement • Must be based on a measurement of individual student academic performance & growth to proficiency 	<ul style="list-style-type: none"> • Academic achievement, measured by proficiency on statewide assessment • Student growth for elementary & middle schools • Four-year graduation rate • English language proficiency progress indicator • At least 1 indicator of school quality/student success • May include growth & extended graduation rate for high schools
Weights of Indicators	No explicit parameters	<ul style="list-style-type: none"> • Must afford substantial weight to each academic indicator (achievement, growth, graduation rate, English language proficiency progress) • In aggregate, must afford much greater weight to academic indicators than is afforded to the school quality/student success indicator/s
Student Inclusion/Exclusion	<ul style="list-style-type: none"> • Must exclude at-risk students enrolled at public school that receives dropout recovery educational services from an eligible school 	<ul style="list-style-type: none"> • Must include all students enrolled in public schools • For academic achievement: must measure at least 95% of all students • May not include student enrolled for less than ½ school year
Data practices/N-Size	No explicit parameters	Must establish a statistically sound minimum number of students the SEA determines necessary to be included to carry out the accountability requirements
Applicability	All public schools & accredited nonpublic schools	All public schools
Alternative Accountability	<ul style="list-style-type: none"> • SBOE must define “low population school” and determine criteria for placing these schools in categories. SBOE may place schools in “null” or “no letter grade” category • SBOE must develop alternative accountability benchmarks for schools exclusively serving students with developmental, intellectual, or behavioral challenges • SBOE must establish an alternative accountability system to assess the performance of an adult high school 	Must have a way of assigning a summative rating to all public schools, but may have differentiated improvement activities for schools that predominantly serve adult populations, and for schools with less than 100 students may permit the LEA to forego implementation of improvement activities
Reporting Requirements	No explicit parameters	Must prepare and disseminate widely to the public an annual State report card that meets minimum requirements of ESSA, including accountability ratings and indicator results
Goals	No explicit parameters	Must establish statewide long-term goals and interim progress measures for academic achievement, graduation rate, and English language proficiency progress

Proposed Accountability Rule: K-8

ACADEMIC ACHIEVEMENT INDICATOR

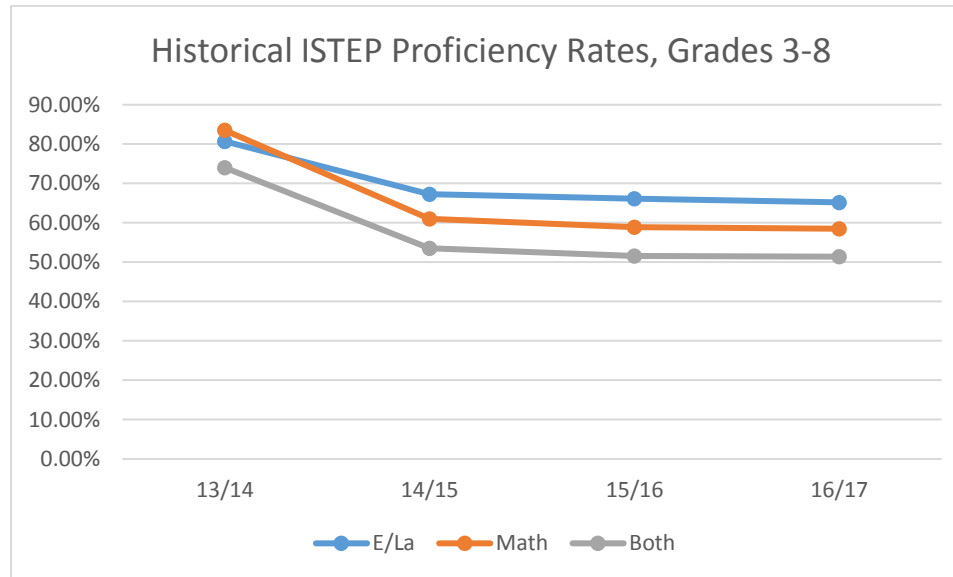
Response to Public Comment #: 14, 21, 69, 79, 82, 91, 94, 99, 100, 118, 122, 123, 180

1.1: Historical ISTEP Proficiency Rates for Grades 3-8 (Table Version)

	E/La Only	Math Only	Both Subjects
2013/2014*	80.7%	83.5%	74.0%
2014/2015	67.3%	61.0%	53.5%
2015/2016	66.1%	58.9%	51.6%
2016/2017	65.2%	58.5%	51.4%

*2013/2014 was the last year the old academic standards were tested on the ISTEP

1.2: Historical ISTEP Proficiency Rates for Grades 3-8 (Chart Version)



Proposed Accountability Rule: K-8

ACADEMIC ACHIEVEMENT INDICATOR

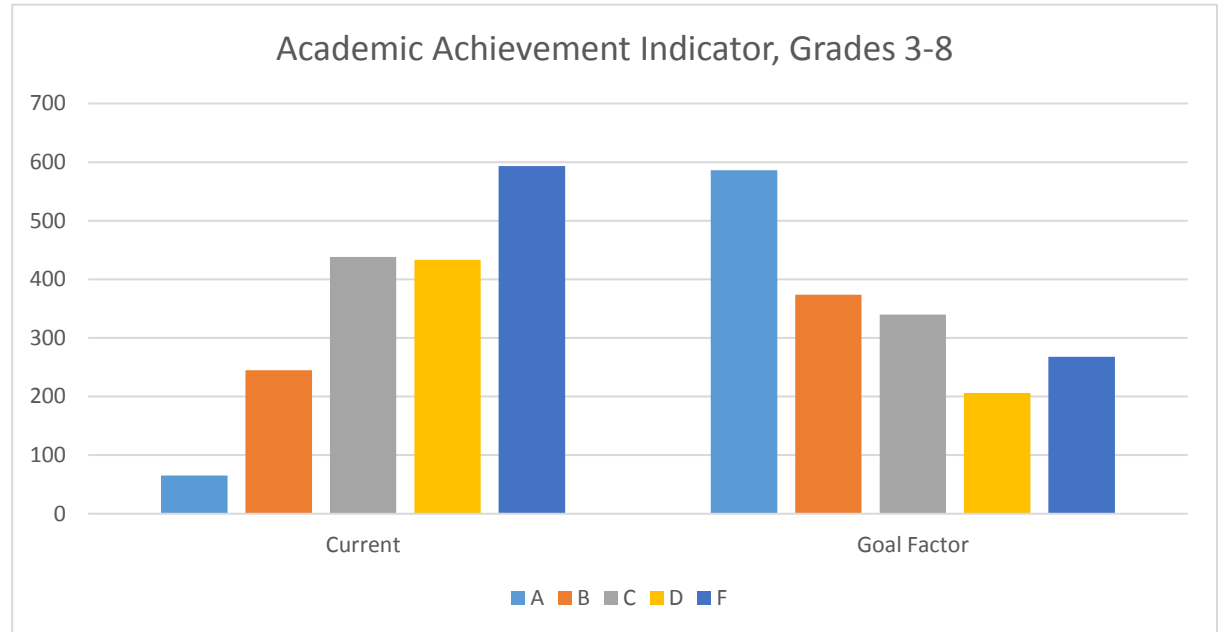
Response to Public Comment #: 14, 21, 69, 79, 82, 91, 94, 99, 100, 118, 122, 123, 180

1.3 & 1.4: Goal Factors for Grade 3-8 Academic Achievement Indicator Analysis (Table & Chart Versions)

Indicator Score Distribution				
Grade	Current		Goal Factor	
A	65	3.7%	586	33.0%
B	245	13.8%	374	21.1%
C	438	24.7%	340	19.2%
D	433	24.4%	206	11.6%
F	593	33.4%	268	15.1%

Considerations:

- Scores on Academic Indicator Using 16/17 calculated in 2 ways:
 - Straight proficiency rate based on 100 point scale
 - Application of goal factor that aligns with ESSA long-term goal to cut non-proficiency rate in half within 6 years (English/Language Arts: 83.2 points; Math: 79.9 points)
- *Note: goal factor used is an example, not recommendation*



Proposed Accountability Rule: K-8

ACADEMIC PROGRESS INDICATOR

Response to Public Comment #: 6, 12, 13, 14, 19, 23, 24, 26, 29, 37, 40, 63, 105, 107, 113, 118, 123, 124, 135, 136, 140, 157, 158, 159, 166, 169, 171, 178, 185

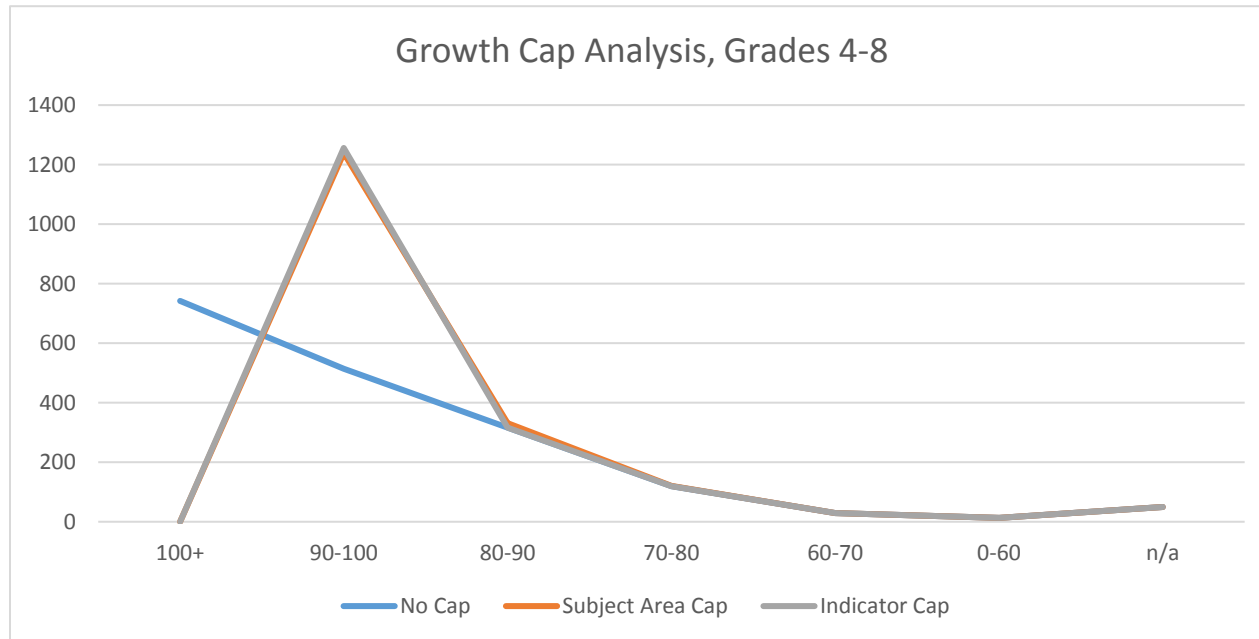
2.1: 2016/2017 Growth Cap Analysis for Grades 4-8 (Table Version)

Number of Points Earned	No Cap		Subject Area Cap		Overall Indicator Cap	
	Count	Percentage	Count	Percentage	Count	Percentage
> 100	742	41.6%	0	0.0%	0	0.0%
90.0 – 100.0	514	28.8%	1239	69.5%	1256	70.5%
80.0 – 89.9	316	17.7%	331	18.6%	316	17.7%
70.0 – 79.9	119	6.7%	121	6.8%	119	6.7%
60.0 – 69.9	29	1.6%	29	1.6%	29	1.6%
00.0 – 59.9	13	0.7%	13	0.7%	13	0.7%
N/A	49	2.7%	49	2.7%	49	2.7%

Considerations:

- Proposed rule & ESSA Plan adjust n-size from 40 students to 20 students, with no aggregation practice
- Proposed rule does not specify how academic progress indicator weight is redistributed if indicator is unable to be calculated

2.2: 2016/2017 Growth Cap Analysis for Grades 4-8 (Chart Version)



Proposed Accountability Rule: K-8

WELL-ROUNDED EDUCATIONAL DEVELOPMENT INDICATOR

Response to Public Comment #: 6, 60, 63, 97, 122, 131, 134, 135, 136, 140, 149, 154, 180

3.1: Historical Proficiency Rates for Science & Social Studies

	2014/2015	2015/2016	2016/2017
Social Studies	70.4%	65.5%	63.5%
Science	69.2%	64.9%	63.2%

3.2: Historical Participation Rates for Science & Social Studies

	2016 Science	2017 Science	2016 Social Studies	2017 Social Studies
≥ 95%	90.6%	91.6%	91.2%	89.9%
90.0% - 94.9%	6.5%	5.9%	6.1%	7.1%
80.0% - 89.9%	1.5%	1.2%	1.6%	1.6%
< 80.0%	1.4%	1.3%	1.1%	1.4%

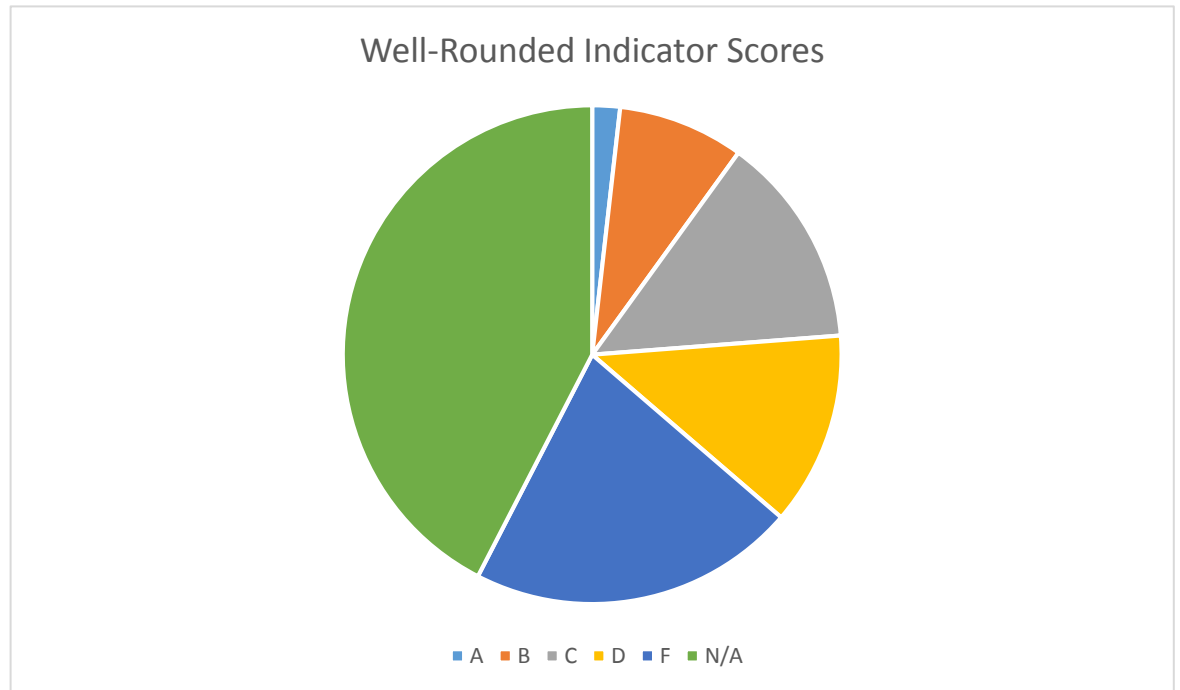
Proposed Accountability Rule: K-8

WELL-ROUNDED EDUCATIONAL DEVELOPMENT INDICATOR

Response to Public Comment #: 6, 60, 63, 97, 122, 131, 134, 135, 136, 140, 149, 154, 180

3.3 & 3.4: Well-Rounded Indicator Scores with 2016/2017 Data (Table & Chart Versions)

Letter Grade	# Schools	% Schools
A	44	2.4%
B	150	8.1%
C	253	13.7%
D	230	12.5%
F	390	21.1%
N/A*	778	42.2%



3.5: *Explanation of N/A Indicator Scores

School did not have 5 th grade <i>and</i> 4 th or 6 th grade	241
School did not have 5 th grade	353
School did not have 4 th or 6 th grade	4
School did not meet n-size for both subjects	180
TOTAL	778

Considerations:

- Participation rates may be lower in science & social studies because there has been no accountability tied to these assessments
- Proposed rule requires both science score & social studies score to calculate the indicator; therefore, a school must have enough students in 4th or 6th grade *and* 5th grade to receive an indicator score
- Proposed rule does not specify where the designated weight for the well-rounded indicator is redistributed if a school is unable to calculate a well-rounded indicator score
- For schools with grades 4-6: social studies will be weighted twice as much as science:
 - Grades 4 & 6 each have 100 students (200 results)
 - Grade 5 has 100 students (100 results)
 - Indicator calculation then averages the 200 science results & 100 social studies results

Proposed Accountability Rule: K-8

OVERALL A-F DISTRIBUTION

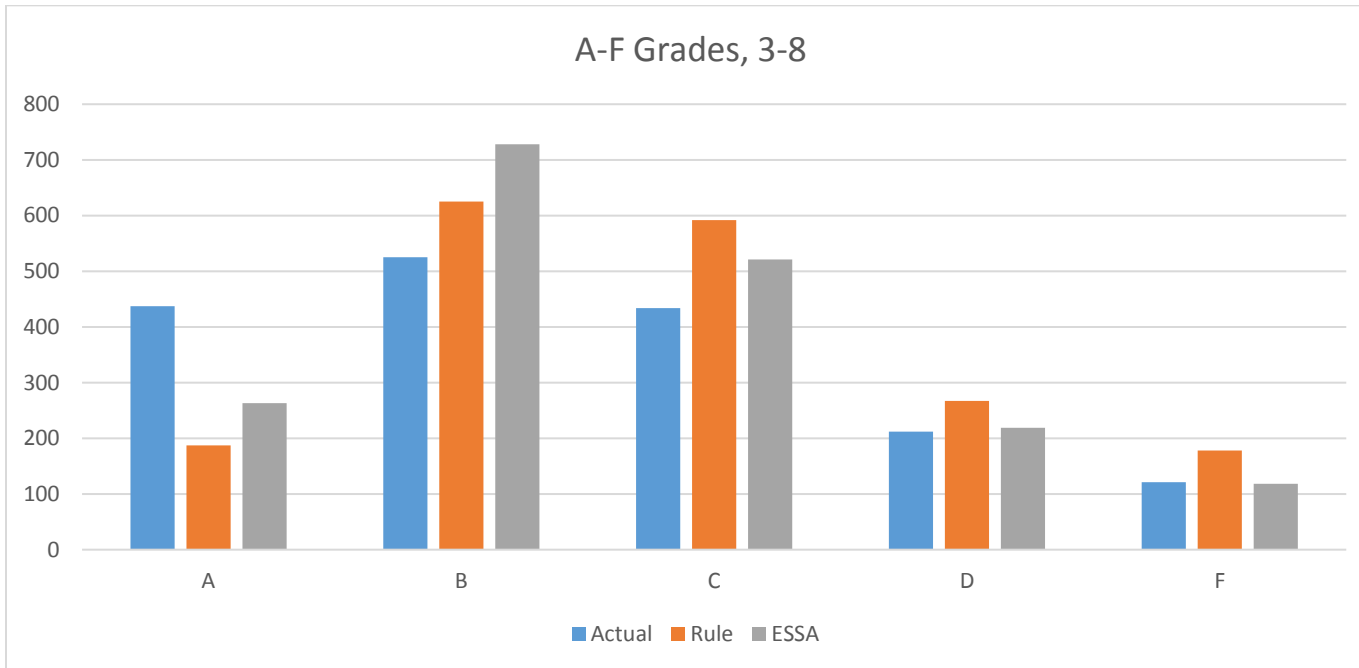
4.1: Overall 2016/2017 A-F Scores Comparison, Grades 3-8 (Table Version)

Letter Grade	16/17 Actual		16/17 with Proposed Rule		16/17 with ESSA Plan	
A	437	25.3%	187	10.1%	263	14.2%
B	525	30.4%	625	33.8%	728	39.4%
C	434	25.1%	592	32.0%	521	28.2%
D	212	12.3%	267	14.4%	219	11.8%
F	121	7.0%	178	9.6%	118	6.4%

Considerations:

- Data do not include ELP indicator
- If school had both 3-8 & 9-12, only 3-8 grades were included in data (e.g., 5-12 school included in table based on score for grades 5-8)
- Proposed rule does not consider what happens if a school is unable to calculate academic progress indicator
- Proposed rule does not consider what happens if a school is unable to calculate well-rounded indicator

4.2: Overall 2016/2017 A-F Scores Comparison, Grades 3-8 (Chart Version)



Proposed Accountability Rule: 9-12

ACADEMIC ACHIEVEMENT INDICATOR

Response to Public Comment #: 14, 21, 79, 69, 82, 91, 94, 99, 100, 102, 118, 120, 122, 123, 124, 148, 180

5.1: 2017 Cohort SAT Participation Information

Total Number of Test Takers	41,817
Percentage of 2017 Cohort Taking SAT	51.1%

Considerations:

- Performance data on SAT considers only half of the 2017 cohort students
- No ACT data included because summary data were not able to be compiled in time

5.2: 2017 Cohort SAT CCR Benchmark Performance

Math SAT	
Met Benchmark	50.8%
Did Not Meet Benchmark	49.2%
School Average \geq 530	54.7%
School Average $<$ 530	45.3%

English/Reading/Writing SAT	
Met Benchmark	76.1%
Did Not Meet Benchmark	23.9%
School Average \geq 480	95.5%
School Average $<$ 480	4.5%

Composite SAT	
Met Both Benchmarks	48.7%
Did Not Meet Either Benchmark	21.7%

5.3: Historical ISTEP+ 10 Proficiency Rates

	2015/2016	2016/2017
English/Language Arts	59.0%	60.5%
Math	34.6%	36.8%

Proposed Accountability Rule: 9-12

ACADEMIC ACHIEVEMENT INDICATOR

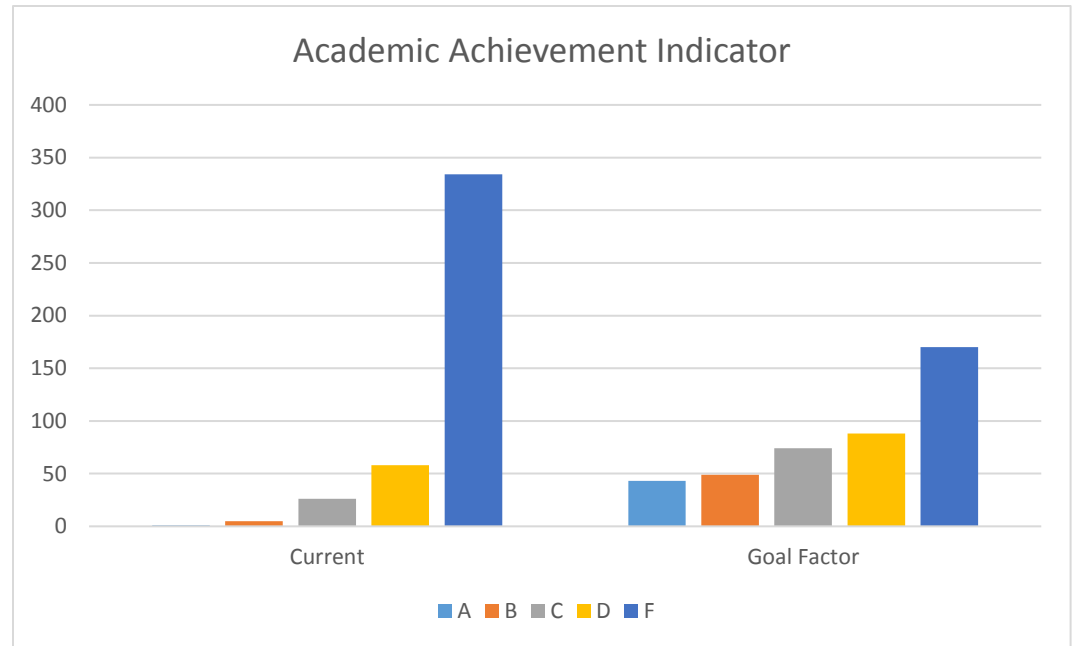
Response to Public Comment #: 14, 21, 79, 69, 82, 91, 94, 99, 100, 102, 118, 120, 122, 123, 124, 148, 180

5.4 & 5.5: Goal Factors for Grade 10 Academic Achievement Indicator Analysis (Table & Chart Versions)

Indicator Score Distribution				
Grade	Current		Goal Factor	
A	1	0.2%	43	10.1%
B	5	1.2%	49	11.6%
C	26	6.1%	74	17.5%
D	58	13.7%	88	20.8%
F	334	78.8%	170	40.0%

Considerations:

- Scores on Academic Indicator Using 16/17 calculated in 2 ways:
 - Straight proficiency rate based on 100 point scale
 - Application of goal factor that aligns with ESSA long-term goal to cut non-proficiency rate in half within 6 years (English/Language Arts: 76.6 points; Math: 67.3 points)
- *Note: goal factor used is an example, not recommendation*



Proposed Accountability Rule: 9-12

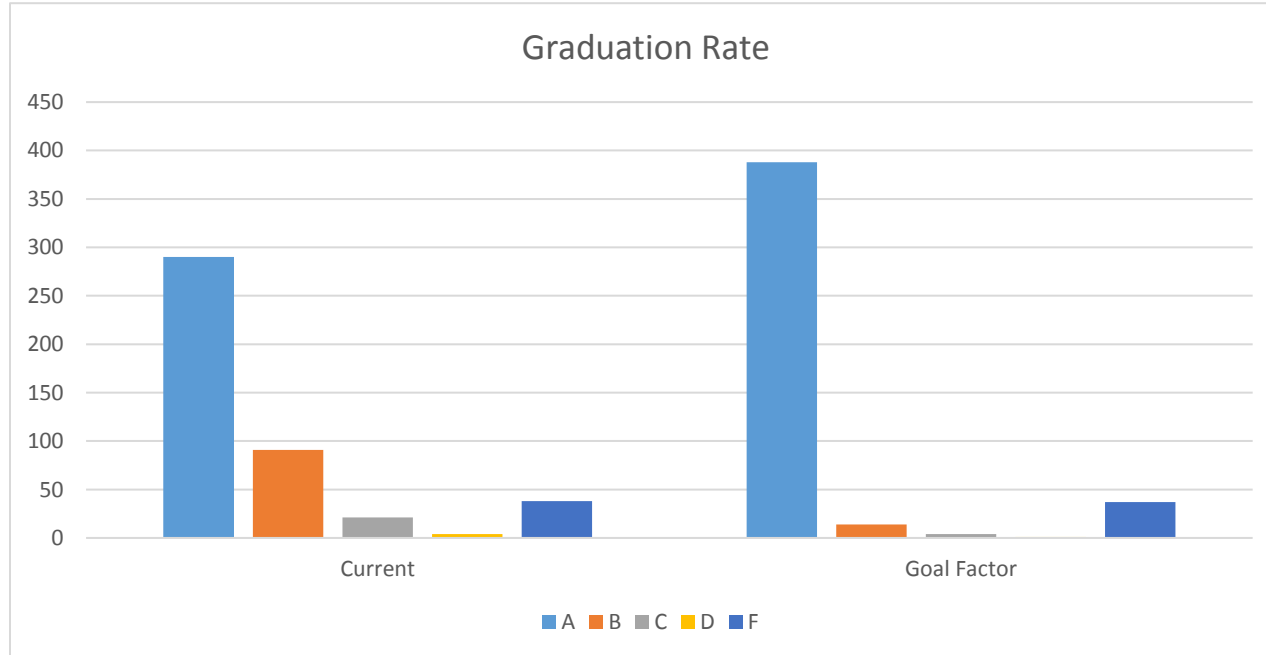
GRADUATION RATE INDICATOR

Response to Public Comment #: 11, 14, 69, 82, 91, 93, 99, 100, 117, 118, 123, 124

5.1: Goal Factors for Graduation Rate Indicator Analysis (Table Version)

Graduation Rate Analysis with 2016 Cohort				
Grade	Current Practice		Goal Factor	
A	290	65.3%	388	87.4%
B	91	20.5%	14	3.2%
C	21	4.7%	4	0.9%
D	4	0.9%	1	0.2%
F	38	8.6%	37	8.3%

5.2: Goal Factors for Graduation Rate Indicator Analysis (Chart Version)



Considerations:

- Scores on Graduation Rate Indicator Using 2016 cohort calculated in 2 ways:
 - Straight four-year graduation rate with de facto goal factor of 90% (current practice)
 - Application of goal factor that aligns with ESSA long-term goal to cut non-graduate rate in half within 6 years (goal = 87.6% graduation rate)
- *Note: goal factor used is an example, not recommendation*

Proposed Accountability Rule: 9-12

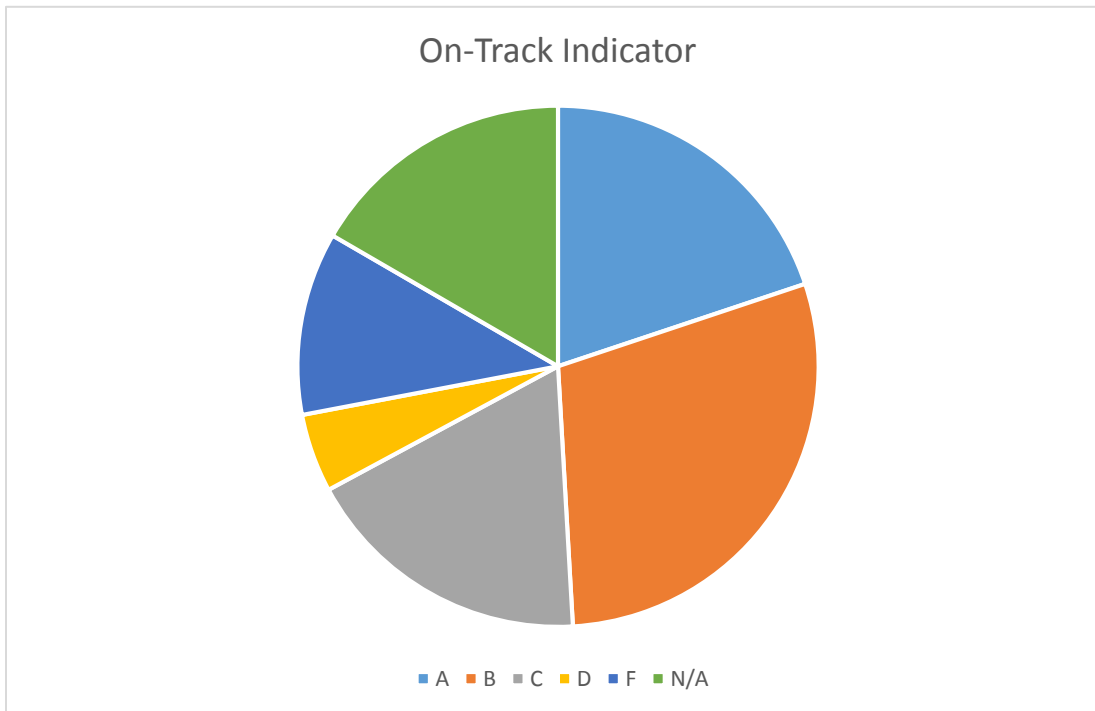
9TH GRADE ON-TRACK INDICATOR

Response to Public Comment #: 16, 17, 20, 22, 69, 71, 79, 82, 91, 97, 99, 111, 122, 137, 138, 151, 180

5.1: On-Track Indicator Scores with 2016/2017 Data (Table Version)

Letter Grade	# Schools	% Schools
A	98	19.8%
B	144	29.2%
C	89	18.0%
D	25	5.1%
F	56	11.3%
N/A	82	16.6%

5.2: On-Track Indicator Scores with 2016/2017 Data (Chart Version)



Considerations:

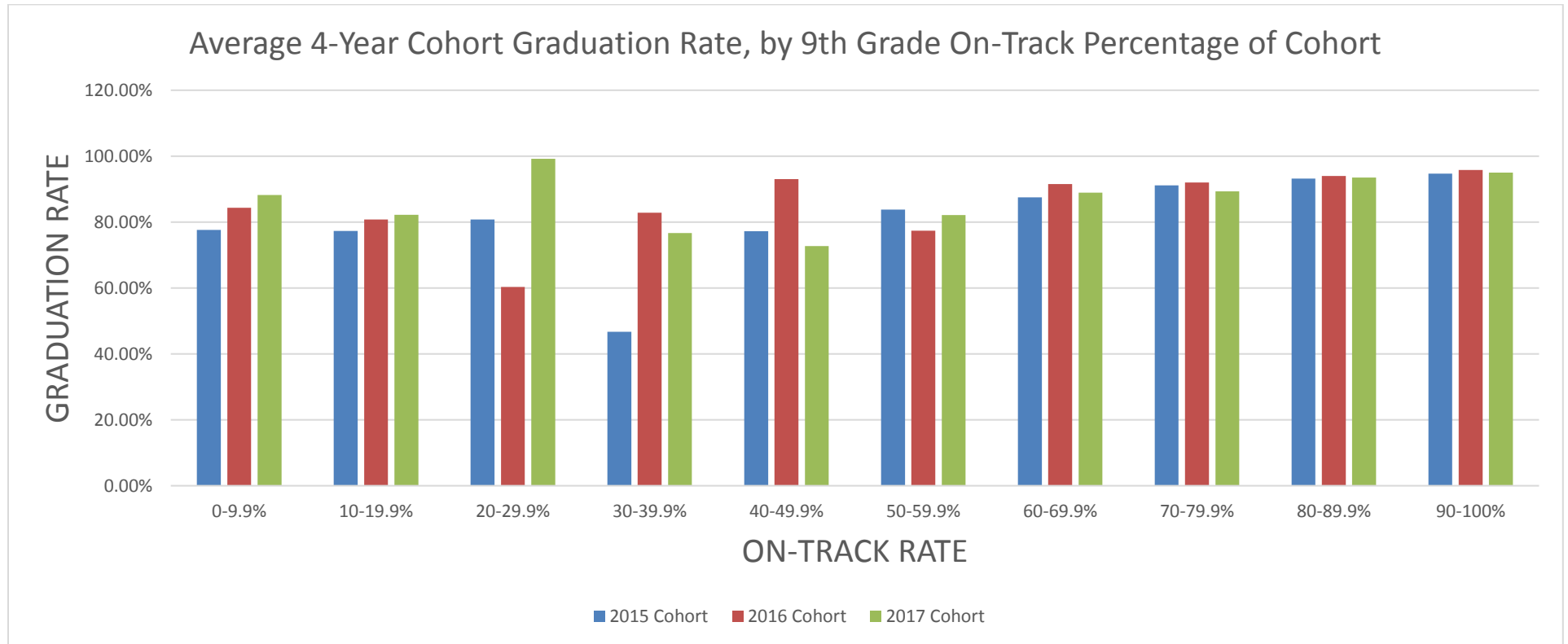
- Students enrolled ≥ 162 days but do not finish school year with the school will count against the school because credits from 2nd semester have not been completed
- Course grading scales differ by school/corporation
- Students earn credits prior to 9th grade year. The rule is not explicit as to whether these credits count toward the indicator.
- Students earn credits during summer semester after 9th grade. These credits are not captured because the Department does not collect this information.
- The Department is unable to capture credits earned out of state.
- Data set for this indicator (“C-Collection”) has never been used for accountability, therefore producing unreliable results

Proposed Accountability Rule: 9-12

9TH GRADE ON-TRACK INDICATOR

Response to Public Comment #: 16, 17, 20, 22, 69, 71, 79, 82, 91, 97, 99, 111, 122, 137, 138, 151, 180

5.3: On-Track Percentages Compared to Four-Year Graduation Rate, by Cohort



How to Read this Chart:

This chart demonstrates the percentage of students on track in 9th grade as compared to the four-year graduation rate for the same score of students. For example, for the 2017 cohort, schools with 20-29.9% of the 2017 cohort on-track in 9th grade had a four-year graduation rate of almost 100%.

Proposed Accountability Rule: 9-12

OVERALL A-F DISTRIBUTION

6.1: Overall 2016/2017 A-F Scores Comparison, Grades 9-12 (Table Version)

Letter Grade	16/17 Actual		16/17 with Proposed Rule		16/17 with ESSA Plan	
A	204	43.8%	48	9.6%	229	45.8%
B	185	39.7%	254	50.8%	157	31.4%
C	36	7.7%	80	16.0%	9	1.8%
D	15	3.2%	13	2.6%	16	3.2%
F	26	5.6%	105	21.0%	89	17.8%

Considerations:

- Data do not include ELP indicator
- If school had both 3-8 & 9-12, only 9-12 grades were included in data (e.g., 5-12 school included in table based on score for grades 9-12)

4.2: Overall 2016/2017 A-F Scores Comparison, Grades 9-12 (Chart Version)

