



# INDIANA STATE BOARD OF EDUCATION

Business Meeting Agenda  
October 4, 2017  
9:00 AM (ET)  
Indiana Government Center South  
Conference Room B  
302 West Washington St.  
Indianapolis, IN 46204

**Board Members Present:** Dr. Jennifer McCormick (Chair), Mrs. Cari Whicker (Vice Chair), Dr. Byron Ernest (Secretary), Dr. Vince Bertram, Mr. BJ Watts, Mr. Gordon Hendry (by phone), Dr. David Freitas, Dr. Maryanne McMahan, Mr. Tony Walker (by phone), Ms. Katie Mote, and Dr. Steve Yager.

**Board Members Absent:** None

- I. **Call to Order**
  - a. Board members recited the Pledge of Allegiance
- II. **Approval of Agenda**
  - a. Agenda approved by voice vote.
- III. **Approval of Minutes**
  - a. The minutes from September 6 were approved by voice vote.
- IV. **Statement from the Chair**
  - a. Dr. McCormick welcomed Matt Voors to the State Board of Education as the new Executive Director.
  - b. Dr. McCormick also congratulated Candace Dodson for being recognized nationally by Ed Scoop for being a Top 25 tech hero.
- V. **Board Member Comments and Reports**
  - a. Mr. Gordon Hendry congratulated Jerome Flewelling of Crown Point high school for being named teacher of the year.
  - b. Mr. Hendry also expressed condolence Megan Woodward, a teacher at Southport High School, who lost her life in an accident at the school.
  - c. In light of the recent tragedy in Las Vegas, Mr. Hendry called on the leadership in Washington D.C. to address gun laws.
  - d. Mr. Tony Walker also joined with Mr. Hendry in congratulating Jerome Flewelling.
- VI. **General Public Comment**
  - a. Col. Tony Daggett representing VTO Christian Military Academy.
  - b. Erma Lardy dell representing parents in the Gary Community School Corporation.
- VII. **Best Practices – Innovations in Education – Student Success**
  - a. None.
- VIII. **Consent Agenda**
  - a. The Consent Agenda was approved by a voice vote.
- IX. **Adjudications**

a. None.

X. **New Business – Action**

a. Placement of Schools into Grade Categories

i. Maggie Paino from the Indiana Department of Education (IDOE) provided an overview of the A-F system for 16/17 calculations.

ii. Ms. Paino then provided an Audit/Appeals Summary.

1. Both process are established by Indiana Code or State Board regulation. Specifically, Indiana law requires that schools be able to review their data before the State Board officially places schools in a grade category.
2. The IDOE manages that part of the process. All audit reviews were complete by September 27. All audit changes were incorporated into the placements presented to the Board.
3. The second part of the process is the appeals process. Schools/corporations may appeal its accountability placement based on relevant objective factors that demonstrate annual assessment data do not accurately reflect the school's performance. Appeals are handled by the Attorney General's Office.
4. 45 audit request were received. Four schools saw a change in their letter grade as a result of the audit.
5. 40 appeal requests have been received to date.

iii. Ms. Paino then provided a data summary

1. When comparing grades under the new accountability system (16/17 compared 15/16) shows that grades had a fairly even distribution, but overall the total number of A's and B's are the exact same between the two school years.
2. Dr. Steve Yager asked what the Attorney General's office does with the Appeals.
  - a. Depending on the request of the school they will either do a desktop review of the appeals submission by the school or do an in person hearing with the school.
  - b. A desktop reviewer will look at all of the documentation submitted by the school as well as its claim.
3. Dr. Vince Bertram asked what technical knowledge is required to identify possible errors in data at a school level.
  - a. Ms. Paino said the IDOE provides schools with student level data, they can see who is included and excluded; they can look at their attendance records that they submit as well as other data that they have already submitted.
4. 510 schools increased one or more letter grades, 1060 schools received the same grades and 477 schools decreased on more grades.
5. Dr. David Freitas asked if the changes are statistically significant.
  - a. Ms. Paino said she didn't think so for the overall letter grade, but said it is a point of interest to look at in the domains.
  - b. Dr. Freitas asked if overall there was any real change.
  - c. Ms. Paino said that were as a move upwards from B's to A's, but that the total overall number of A's and B's was the same. However, she did say that it was statistically significant within the changes

from B's to A's because a lot more work had to be done to achieve that change.

- d. Dr. Freitas asked if the policy change that the Board implemented years ago has had positive impact.
  - e. Ms. Paino said that was up to the Board for their interpretation as they review the data.
6. Ms. Paino then offered a breakdown between traditional, charter public and nonpublic schools.
  7. Ms. Paino proceeded to go through the rest of her presentation by charts in her presentation addressing letter grades by configuration, students served, performance domain, growth domain, multiple measures domain Grade 9-12 domain wrapping up with a school improvement summary.
  8. Dr. Freitas asked if she had looked at letter grades vis a vis schools size or school corporation size. He asked if there an alignment or some kind of connection between those.
    - a. Ms. Paino said that it hadn't been done for this school year yet, but that it has been something IDOE has done in the past. However that information could be provided.
    - b. Dr. Freitas said that he would like to see that information from a public policy perspective. He said he would like to see it by types of populations.
      - i. Dr. Yager asked if the entire Board would be getting that info. Ms. Paino said they would. And that it would be broken down into urban, small town, rural, suburban.
      - ii. The information could be provided in time for the November meeting.
  9. Dr. Freitas made note of the percentage of schools that were C, D, and F. He said that was a very high percentage. And that as a Board they need to take a longer look at that performance domain data. He then asked the Superintendent if this could be brought back for discussion at a future meeting for more of a deep dive.
    - a. Dr. McCormick said that you're not comparing apples to apples because there hasn't been any trend data because the accountability systems haven't been the same.
    - b. Dr. Freitas asked if schools are getting both grades or are they getting aggregate grades of both.
    - c. Ms. Paino said that schools are seeing each grade independently, but see the overall grade as well.
    - d. Dr. Freitas suggested that schools get two grades. One for performance and one for growth.
    - e. Mr. Walker said that it's not fair to look at the scores as a 50/50 equal since growth scores are not capped.
- iv. The Board voted 11-0 to approve Indiana Department of Education's recommendations of placement of schools into grade categories.
  - v. [Discussion starts at 13:09.](#)
- b. Approval of IPS Turnaround Academy Closures

- i. Dr. Lewis Ferebee provided an overview of their academic plan to better prepare their students for their next phase of life after high school.
- ii. He provided an overview of their new model, including next steps to how they empower students to make informed career decisions, increase student engagement and develop pipelines for unfilled high-wage, high-demand jobs in central Indiana.
- iii. IPS Facilities Utilization Taskforce – Determined that IPS would operate at approximately 37% capacity across its seven high schools in 2017/2018 and recommended the corporation operate only four high schools, beginning in 2018/2019.
- iv. Community & Stakeholder Engagement – Facilitated five community meetings and 16 staff/community engagement sessions and reviewed over 4,000 public comments, all of which informed the final recommendation.
- v. Community & Stakeholder Engagement – Facilitated five community meetings and 16 staff/community engagement sessions and reviewed over 4,000 public comments, all of which informed the final recommendation.
- vi. Career-Themed Academies & High School Choice – Based on the approved plan, IPS high school students will have the option to select from 45 different academic choice offerings across the four remaining high schools.
- vii. Financial & Operational Efficiency – Estimated that IPS will save \$7 million annually between high school expenditures from the general, operations, maintenance, and capital funds. Locating high schools near the city center will streamline transportation, and student choice will limit mobility by allowing students to remain in their school despite moving around the city.
- viii. Student Transition Plan - A district transition team consisting of representatives from diverse backgrounds and expertise will be created to provide guidance and support transition teams at each school. School transition teams will provide embedded support to individual students and parents. Additionally, parent and community advisory groups will support the district and school-level transition teams.
- ix. Mr. Walker asked if the state has created sufficient pathways to address the licensing issue.
  1. For IPS that hasn't been as much of an issue.
- x. Dr. Freitas expressed support for the IPS plan, but followed up with two questions.
  1. Once a student decides on a particular high school are they able to transfer to different schools if they change their mind.
    - a. They are aware that students may change their mind, but they are considering limiting student's ability to be flexible depending on how far they are down their pathway and it impacting their ability to graduate on time.
  2. Regardless of the high school that they attend, are there are set of core competencies that cut across all the high schools.
    - a. Yes, there will be core competencies across all high schools.
- xi. Dr. McCormick asked what is the plan if there is a significant number of students interested in one particular area of interest and want to go do the school that offers that, what happens when you don't have an even distribution of students.
  1. Dr. Ferebee said that the beauty of their facility challenge is that they have space. They are also willing to offer popular programs as multiple sites.

- xii. Mr. B.J. Watts asked if one of the schools reaches capacity, is there a lottery program to address that?
  - 1. Dr. Ferebee confirmed that the solution would be a lottery. However, they will be deferential to students who are far along in their pathway (i.e. Juniors and Seniors).
  - 2. However, if students don't get their first choice, they will try to get them their second choice.
- xiii. Mr. Walker asked if the IPS Board had made a decision as to what they will do with Manual and Howe High School.
  - 1. Dr. Ferebee said that part of this proposal was that they would not operate Manual and Howe as high schools should those facilities be returned to IPS; however should those plans change that they will inform the SBOE.
- xiv. Dr. Bertram asked after the plan is in effect, how many net unused facilities will IPS have.
  - 1. There are two facilities that are currently operating as high school and middle school (Broad Ripple and John Marshall) which they intend to lease to sale. There are a number of central service facilities that will be leased to sale and those services will be spread out to the schools.
- xv. Mr. Hendry commended Dr. Ferebee on IPS' plan.
- xvi. The Board voted 11-0 on a resolution to release Arlington High School and John Marshall Middle School from Turnaround status.
- xvii. [Discussion Starts at 54:26](#)
- c. Approval of 2018 SBOE Meeting Dates
  - i. The Board voted 11-0 to approved of the 2018 meeting dates.
  - ii. Discussion starts at [1:34:54](#)

## XI. **Discussion and Reports**

- a. Next Generation Hoosier Educators Scholarship Update
  - i. Zach Smith, the Legislative and Program manager for the Commission on Higher Education presented an update on the Next Generation Hoosier Educators Scholarship.
  - ii. Mr. Smith gave credit to Mr. Hendry for working with Indiana House Speaker Brian Bosma on creating this scholarship.
  - iii. Mr. Smith provided basic background of the program as well as a Teacher Scholarships and Recruitment report.
    - 1. Were able to identify 28 states will teacher scholarship or loan programs.
    - 2. Interviewed 10 programs most similar to Next Gen.
    - 3. When reviewing case studies North and South Carolina stood out due to their strong outcomes.
  - iv. Mr. Smith offered a summary of what occurred during the first year of the program including the application and interview process, notification of the finalists and including describing the promotional campaign. He also provide a breakdown of the Year 1 finalists and recipients.
  - v. Wrapping up, Mr. Smith provided an overview of what will be taking place in Year 2 of the program while comparing it to what took place in Year 1.
  - vi. To find more information check out [www.LearnMoreIndiana.org/NextTeacher](http://www.LearnMoreIndiana.org/NextTeacher) or email [NextTeacher@che.in.gov](mailto:NextTeacher@che.in.gov)
  - vii. Dr. Bertram asked if the scholarship converts to a loan.

1. Mr. Smith said that if you don't finish the five years as a teacher, then the scholarship converts to a loan.
- viii. Dr. Yager appreciated the presentation of the information in this update. He also appreciated Mr. Hendry's role in the creation of this scholarship.
- ix. Mr. Hendry thanked Mr. Smith for providing the update and recognized the challenge of year one of the program.
- x. Discussion starts at [1:47:17](#)
- b. Gary Community School Corp. Turnaround Update
  - i. Peggy Hinckley, the Emergency Manager for the Gary School Corporation provided an update on what has been taking place since she became the Emergency Manager just six weeks prior to the meeting.
  - ii. When they entered this phase of the intervention, they established three statements:
    1. We have to act with a sense of urgency
    2. An unwavering commitment to student achievement
    3. Drastic change is necessary
  - iii. With those principles in place, they focused on two areas:
    1. Why are students not more successful
    2. They looked at the quality of teaching
  - iv. Significant upgrades have been made, from communications with teachers and parents, to providing students the textbooks they need, to providing tools the teachers need to better prepared themselves and their students.
  - v. There will also be an increased amount of instructional development for teachers. Schools days will also be increased two hours a day three days a week starting November 1. There will also be principal mentorships.
  - vi. Due to teacher absences, they are working on creating teacher incentive programs to attract new teachers to the district.
  - vii. Cheryl Ramsey from Beveridge also provided a report.
    1. School attendance boundaries have dramatically enlarged based on closures over past few years
    2. Schools merged into Beveridge over past few years were also persistently low-achieving
    3. Staffed with several long-term assignment substitutes in key grades in 2016-2017
    4. Overall, continued decline in Language Arts, Math
    5. Math has dropped to single digit passing rate
    6. Goal 1: By Spring 2018, Beveridge Elementary students in grades 3-6 will achieve an increase in language arts performance by 20% as measured by ISTEP+.
    7. Objective 1: To increase student knowledge of Indiana Academic Standards by targeting specific learning outcomes in E/LA by teaching a 90-minute block that will allow for targeted instruction in reading comprehension
    8. Goal 2: By Spring 2018, Beveridge Elementary students in grades 3-6 will achieve an increase in mathematics performance by 15% as measured by ISTEP+.
    9. Objective 2a: To increase student knowledge of Indiana Academic Math Standards by improving instruction in the math block that has been

- increased from 60-90 minutes and by extending the instructional time 3 hours/week for targeted math instruction
10. Objective 2b: To improve teacher attendance
  11. Objective 2c: To recruit certified teachers to replace substitutes in long term assignments
  12. Goal 3: By Spring 2018, Beveridge Elementary students in grades 4-6 will achieve an increase in mathematics growth performance by 10% and an increase in language arts growth by 15% as measured by ISTEP+.
  13. Objective 3: To increase test performance on ISTEP+ in E/LA and Math by increasing opportunities for enrichment and maintenance of instruction through targeted instruction during success periods.
  14. Goal 4: By Spring 2018, Beveridge Elementary School students will maintain a 96% or higher attendance rate.
  15. Objective 4: To increase student attendance by recognizing perfect and improved attendance as well as communicating with families to resolve issues contributing to chronic absences.
- viii. Angela Johnson from Jacques Marquette Elementary provided a report.
1. 75% Free, Reduced Lunch
  2. 11% Special Needs population
  3. School has had 5 principals in the past 5 years
  4. Improved passing rates in Language Arts (34%) and Math (18.5%)
  5. Passing rates remain below expectations
  6. Goal 1: By Spring 2018, Jacques Marquette Elementary students in grades 3-6 will achieve an increase in language arts (literacy) performance by 20% as measured by ISTEP+.
  7. Objective 1: To increase student performance on Indiana Academic Standards by targeting specific learning outcomes in E/LA by increasing instructional time by adding an additional Success Period and Extended Day learning for two hours, three days per week
  8. Goal 2: By Spring 2018, Jacques Marquette Elementary students in grades 3-6 will achieve an increase in mathematics (numeracy) performance by 15% as measured by ISTEP+.
  9. Objective 2: To increase student performance of Indiana Academic Standards by targeting specific learning outcomes in Math by teaching in a 90-minute block that will allow for targeted instruction in math processes, application and numeracy by increasing instructional time by adding an additional Success Period and Extended Day learning for two hours, three days per week.
  10. Goal 3: By Spring 2018, Jacques Marquette Elementary students in grades 4-6 will achieve an increase in mathematics (numeracy) growth performance by 10% and an increase in language arts (literacy) growth by 15% as measured by ISTEP+.
  11. Objective 3: To increase test performance on ISTEP+ in E/LA and Math by increasing opportunities for remediation, maintenance, and enrichment of instruction through targeted instruction during two Success Periods.
  12. Goal 4: By Spring 2018, Jacques Marquette Elementary will increase the number of highly-qualified teachers in the classroom.

13. Objective 4: To increase the quality of instruction at Marquette by replacing Long-Term Assignment teachers with highly-qualified, certified teachers.
- ix. Mr. Walker commended Peggy Hinckley for the job that they have done so far, realizing it is a crisis situation.
  - x. Dr. Freitas asked what is that scope her authority with personnel and financial.
    1. Ms. Hinckley said that the Emergency Manager has the authority of the School Board and the Superintendent. The Superintendent serves a resource to the Emergency Manager. She is responsible to the Distressed Unit Appeals Board (DUAB) and give them monthly updates in person as well as weekly calls. There is also a Fiscal Management Board which advises the Emergency Manager. She also meets with the School Board monthly who can make recommendations to her.
    2. Dr. Freitas asked what has been the reaction from parents and student to changing the culture.
    3. Ms. Hinckley said that whenever there is dramatic change there are always those who are resistant. But she believes that parents are in a wait and see mode.
  - xi. Mr. Walker asked with all the financial and personnel problems what is the path going forward?
    1. While the path can be difficult to see the expectation of the DUAB is to get monthly expenditures under control is the first task.
    2. Dr. Bertram asked what the structure of the debt is.
    3. There are unpaid vendor bills, 20 court judgment against them for non-payment, transportation costs, internal revenue obligations, \$40 million owed to the state and another \$40 million to the banks.
  - xii. Discussion starts at [2:18:51](#)
- c. Graduation Panel Update
    - i. Todd Bess representing the Indiana Association of School Principals provided General Public Comment.
    - ii. Dr. Byron Ernest provided an update on the Graduation Pathways Panel.
      1. Themes have begun to emerge, but those will be provided to the Board. The meetings have included conversations with teachers, counselors, CTE directors, principals, administrators, superintendents, advocates, national specialists, local specialists, non-profits, businesses, institutions of higher education, parents, and students to help inform these themes.
      2. He said that themes include flexibility, fundability and a framework.
      3. Exploration of careers starting in kindergarten was a theme that has also emerged.
      4. A draft of recommended pathways will be forthcoming.
      5. On November 7 the panel will vote on final recommendations that will be sent to the Board for their vote.
      6. Dr. Ernest applauded Board staff, especially Alicia Kielmovitch who has been vital to the process.
      7. Dr. Bertram agreed that we need to get to our students early and studies back this up.



8. Dr. McCormick just cautioned the Panel to keep in mind to be smart with our resources and that we don't set schools up for implementation that is difficult when resources are going a different direction.
- iii. Discussion starts at [3:13:38](#)
- d. Assessment Update
  - i. Dr. Charity Flores provided an Assessment Update.
  - ii. ISTAR Reporting
    1. State data received on 9/8
    2. Questar delays in generating student, school and corporation level data
    3. Available beginning 9/27
  - iii. Response Analysis
    1. Pearson annually delivers a file defining groups of students with answer changes from wrong to right
    2. Using statistical analysis, standard deviations are applied to characterize two tiers
    3. Description
      - a. Tier one - Testing groups at a grade level and content area within a school whose average number of wrong to right answer changes is between four to six standard deviations greater than the state average.
      - b. Tier two - Testing groups at a grade level and content area within a school whose average number wrong to right answer changes is more than six standard deviations greater than the state average.
  4. Action
    - a. Tier one - Review of data and submission of Tier 1 Request for Information Form.
    - b. Tier two - Review of data for groups identified and submission of Tier 2 Request for Information Form.
  5. Submission timeline
    - a. Tier one - Data review and Tier 1 Request for Information Form must be completed/submitted to the Department within 30 calendar days. The Department will evaluate and determine if further investigation or corrective action is needed.
    - b. Tier two - Initial data review and submission of Tier 2 Request for Information Form must be completed/submitted within 14 calendar days. The Department will evaluate and determine if further investigation or corrective action is needed.
  6. Mr. Hendry asked if she was talking about cheating on the test.
    - a. Dr. Flores said that at this point we're not sure. That because of other factors they may be reasons why answers change.
    - b. Dr. McCormick clarified that the IDOE is not accusing anyone of cheating, but that the Department is doing its due diligence to investigate.
    - c. Mr. Hendry said that if it's Tier one or two that it has to be highly suspect of cheating.

- d. Dr. Flores said that they really better need to understand this specific population of students.
  - e. Mr. Hendry asked if Dr. Flores can give a better sense of how many schools and tests were talking about.
  - f. Dr. Flores said that there are 22 sites that are impacted and 767 students. Generally speaking it is a small number, but a thoughtful process is taking place before any conclusions are brought forth.
  - g. Dr. Freitas asked if there was any rational explanation that would be accepted.
  - h. Dr. Flores said that there are a lot test taking strategies that exists and going back and changing answers is one, but it would have to be an instructional approach that caused that.
  - i. Dr. Freitas asked what the timeline was to get back to the Board.
  - j. Depending on the severity that impact when the information is collected, but generally speaking an update could occur by the December meeting.
  - k. Dr. Yager asked if it was possible to get a list of who the schools are.
  - l. Dr. McCormick said that IDOE would talk to their legal team to see what could be made available to the Board.
  - m. Dr. Freitas asked if some of the schools are in the grades that were just approved by the Board.
  - n. Dr. Flores said that the potential exists for that to be true.
  - o. Dr. Freitas then asked legal counsel would it be possible to rescind those grades of the schools who may have issues.
  - p. Tim Schultz, General Counsel for the Board said he will research the matter.
- iv. Alternate Assessment RFP
    - 1. Under final stages of development
    - 2. Based on ILEARN as a model to ensure a cohesive system
    - 3. Finalizing feedback from State Board, TAC and AIAG review
    - 4. Request approval for release during November 1 meeting
  - v. Discussion starts at [3:34:00](#)

**XII. Adjournment**

- a. The meeting was adjourned by a voice vote.