



INDIANA STATE BOARD OF EDUCATION

Indiana State Board of Education
Business Meeting Minutes
September 7, 2016 9:00 AM (EDT)
Indiana Government Center South Auditorium
302 West Washington St.
Indianapolis, IN 46204

Board Members Present: Superintendent Glenda Ritz (Chair), Ms. Cari Whicker (Vice-Chair), Dr. Byron Ernest, Dr. David Freitas, Mr. Gordon Hendry, Dr. Lee Ann Kwiatkowski, Mr. Eddie Melton, Mr. B.J. Watts, and Dr. Steve Yager.

Board Members Absent: Dr. Vince Bertram.

I. CALL TO ORDER

- A. Superintendent Ritz called the meeting to order.
- B. The pledge of allegiance was recited.

II. APPROVAL OF THE CONSENT AGENDA

- A request was made to move the NASBE ESSA presentation to after general public comment.
- Approval of the agenda by voice vote.

III. APPROVAL OF MINUTES

- A. August 9 minutes approved by voice vote.
- B. August 10 minutes approved by voice vote.

IV. STATEMENT FROM THE CHAIR

- Superintendent Ritz gave an update of the East Chicago situation.
 - Daily reports were communicated with the updating of schools and the lead situation.
 - The flexibility with Title I and II funds and special education were discussed.
 - A \$2.8 million loan was approved and is ready for processing.
- 20 new promising practices were distributed.
- The 2017 top 10 finalists for teachers of the year were announced.
- The state has released \$1.7 million career and technical education rural grants

V. BOARD MEMBER COMMENTS AND REPORTS

- A. Dr. Yager revisited his concerns over the Higher Learning Commission (HLC) standards threatening dual credit programs in 2022.
 1. He asked for data comparing how students who transitioned through dual credit and who did not performed in their college course work. In addition he'd like to know what kind of data HLC used to make its final determination.

2. Superintendent Ritz said that that information was sent out for an upcoming meeting on September 21, 2016 on the Dual Credit Program.
 3. Assistant Superintendent Danielle Shockey said that a report had been released by the Commissioner on Higher Education (CHE), but that the metric he was seeking was not part of the study. However, the DOE reached out to CHE to see if that is a metric they could provide.
 4. CHE has offered to contact Dr. Yager personally to make sure that they understand his request correctly.
 5. Dr. Yager stated that since he brought up the issue of Dual Credit at the August 10, 2016 meeting, he has received many studies about Dual Credits.
 6. Dr. Yager then provided copies of a study done by the Community College Research Center by the Teachers College of Columbia University supporting the value of Dual Credit Programs in high school.
- B. Dr. Yager revisited his comments from the August 10, 2016 meeting about not all diplomas/valedictorians being valued equally, whether from an “F” rated school or an “A” rated school
1. Dr. Yager asked for Danielle Shockey to provide him the names of those parents who claim that universities rejected their students because they graduated from an “F” rated school.
 2. Dr. Yager said that he received a letter from Purdue University that said that they do not look at A-F grades for schools when they look at students for acceptance to their university.
- C. Dr. Yager thanked Supt. Ritz for her efforts in helping with the situation in East Chicago.
- D. Dr. Freitas said it was his understand that the decision on dual credit was not form the CHE, but from the regional accrediting body.
1. Dr. Yager confirmed that that was his understanding as well.
 2. Dr. Freitas then asked if Dr. Yager was going to bring approaches on how to deal with the regional board. He wants to work with Dr. Yager to address the issue, but believes solutions need to be brought to the table.
 3. Dr. Yager said he believes the State Board should act, but cannot not act until he has the data from HLC.
 4. Supt. Ritz said that this can be addressed at the Sept. 21, 2016 meeting.
 5. Supt. Ritz encouraged setting up a meeting with Teresa Lubbers, the Indiana Commissioner for Higher Education.

VI. GENERAL PUBLIC COMMENT

- A. Todd Bess, representing the Indiana Association of School Principals, spoke about the ISTEP scores.

- B. Boddie Dell thanked the board for moving quickly to address the lead issue in East Chicago.
- C. Maryanne Schlegel-Ruger spoke about a playground that is across the street from a charter school that has been left to become overgrown.

VII. NASBE ESSA PRESENTATION

- A. Kristen Amundson, Executive Director from the National Association of State Boards of Education presented about implementation of the Every Student Succeeds Act (ESSA).
- B. She addressed the four big responsibilities of ESSA
 - Assessments
 - **States must** – Meet 13+ requirements including assessment of higher-order thinking skills and understanding.
 - Special provisions apply to English learners in the country for less than 12 months.
 - Allow locally-selected assessments to replace state designed high school assessments with conditions.
 - Report results by subgroup including 3 new subgroups: homeless students, foster children, and military-connected students.
 - **States may** - Give a single summative test or break up the assessment into smaller components given throughout the year.
 - Exempt 8th graders from middle grades math assessments under certain conditions
 - Use adaptive assessments with conditions
 - Include portfolios or performance tasks as part of the overall assessment
 - Accountability
 - **States must** - Develop accountability systems that
 - Align with state academic standards
 - Focus on student academic achievement and school success
 - Include performance goals for each subgroup
 - Annually measure student performance based on state assessments
 - For high schools: annually measure graduation rates
 - Include indicators focused on:
 - Academic achievement – proficiency on annual assessments
 - Student growth measures or another reliable and valid statewide indicator for elementary schools and non-high-school secondary schools
 - The 4-year adjusted cohort grad rate (plus extended, at state’s discretion)

- Progress in English language proficiency
 - The fifth indicator - Not less than 1 additional indicator of school quality or student success
 - School climate and safety (how to measure)
 - Educator engagement (again, how to measure)
 - Attendance (average daily? Chronic absenteeism?)
 - i. 6.5 million students—13 percent of all students—missed 15 days or more of school in 2013-14
 - Access to (or completion of) advanced coursework
 - Social and Emotional Learning
 - State and local plans must be developed with timely and meaningful consultation with state board of education members, teachers, principals, charter school leaders, parents, other school personnel, and others
- Teacher Evaluation
 - **Requirements** - States may continue to use their existing teacher evaluation system, but they are under no obligation to do so.
 - Opportunities:
 - “Highly qualified teacher” requirement is eliminated
 - Teacher equity even more important under ESSA – states can use Title II formula funds for this purpose
 - Student test scores not required to be part of teacher evaluation – but many states will stay the course
- School Improvements – Requirements
 - Annually identify schools for “Targeted Support and Improvement”:
 - All schools with consistently underperforming subgroups
 - Use 7 percent of Title I allocations for school improvement activities
 - Every 3 years, identify schools for “Comprehensive Support and Improvement”:
 - The lowest performing 5 percent of Title I schools
 - All high schools with graduation rates at or below 67 percent
 - Schools with very low-performing subgroups that are not improving
 - States approve and monitor LEA plans for Comprehensive Support & Improvement.
 - LEA plans must:
 - Be informed by all accountability indicators

- Include evidence-based interventions
 - Be based on a school-level needs assessment
 - Identify resource inequities and
 - Be approved by the school and LEA
- C. Dr. Freitas asked about the role of the SBOE in developing, consulting on, and approving the ESSA plan.
- Ms. Amundson then provided examples of what other states are doing and how closely the state boards and the state education chiefs are working.
 - Ms. Amundson said that she would discuss what meaningful consultation really means.
- D. Supt. Ritz provided some background, including a robust timeline, including the formation of multiple committees, a statewide listening tour, and the assessment review that is currently taking place.
- E. Supt. Ritz stated that it is the goal of the IDOE to submit its ESSA state plan in March of 2017 with the goal of having it approved by the U.S.E.D. before the fall school year.
- F. Dr. Freitas inquired about Congress' investigation into the implementation of ESSA and how that could affect things.
- Ms. Amundson said that Congress is quite clear that when they said "states will decide," but ultimately that what we're seeing is a battle of the "old guard vs. the states". What you will see is that states will step up to the plate and back up their commitment to equity.
- G. Dr. Ernest asked that with all the groups and committees that have been formed in Indiana to inform on the assessment review and ESSA plan creation, how the State Board becomes a part of all the meaningful conversation that is going on.
- Ms. Amundson encouraged asking questions at Board meetings and scheduling meetings to discuss these issues further.
 - She mentioned that Colorado has a working group with stakeholders that include elected representatives, teachers and people within state government.
 - Supt. Ritz suggested that since the plan that IDOE is working on is in four parts that they could bring each part to the board for discussion.
 - Ms. Whicker suggested that elements of the plan could be influenced by the Strategic Planning Committee.
- H. Mr. Melton inquired about the equity portion of Ms. Amundson's presentation.
- Ms. Amundson said that Civil Rights groups were involved. Those who were represented were the ones that reflect students where studies show certain achievement gaps with their other peers.

VIII. CONSENT AGENDA

- A. Approved by voice vote.

IX. ADJUDICATIONS

A. None

X. NEW BUSINESS – ACTION

- A. Resolution to Recognize Speedway as an Exemplary District for Educator Evaluation Systems – Resolution passes 8-0. Dr. Ernest was absent.
- B. Resolution to Recognize MSD Washington Township as an Exemplary District for Educator Evaluation Systems – Resolution passes 8-0. Dr. Ernest was absent.
- C. Hoosier Academy Virtual Charter School Hearing
- Robert Mara, Executive Director of the Office of Charter Schools with Ball State University presented.
 - He provided a list of external plans and evaluations the Hoosier Academy has gone through since April of 2015. He also provided a list of “Guiding Principles”.
 - Dr. Mara mentioned that in the IDOE Monitoring Feedback report of April 2015 that Hoosier Academy Virtual Charter School is on pace with Priority Areas of Improvement 1, 2 and 3.
 - In April of 2016 IDOE scored Hoosier Academy Virtual Charter School a level 3-Effective/ Implemented with Fidelity on all eight Turnaround Principles.
 - Hoosier Academy Virtual Charter School used the AdvancED ASSIST process to submit both its BSU Renewal Application and its IDOE School Improvement Plan.
 - Hoosier Academy Virtual Charter School has been accredited by AdvancED/NCA CASI through June 30, 2021.
 - Both the April 2015 and April 2016 IDOE Reports score Hoosier Academy Virtual Charter School a level 3-Effective/ Implemented with Fidelity on all eight Turnaround Principles.
 - Dr. Cassandra M. Cole, Director, Center for Education and Lifelong Learning, Indiana University was then asked to address Hoosier Academy’s teacher evaluation process and their system.
 - Prior to Dr. Ernest’s request, Hoosier Academy had no real way to evaluate teachers.
 - Throughout discussions they determined they needed to figure out what would an effective support system for teachers look like in a virtual environment?
 - They had a town meeting with all teachers to get their feedback on what they needed as teachers to help improve instruction.
 - They created an evaluation plan that designed around INTASS’ framework.
 - The teachers wanted good feedback and instruction to be able to be successful in a virtual environment.
 - Dr. Mara returned to talk about Hoosier Academy’s renewal process.

- He then addressed Hoosier Academy's credit deficiency.
- Hoosier Academy enrolls students at all grade levels who are skill and/or credit deficient and have come to Hoosier Academy performing significantly below state grade level expectations.
- Mr. Melton asked how Hoosier Academy knows why parents choose to send their kids to Hoosier Academy.
 - Cindy Carter-Wright said that they ask the parents why they are choosing to send their child to an online school. This is part of the onboarding process. Most of the time the parents will offer up this information without being asked.
 - Mr. Melton followed up by asking how Hoosier Academy knows that students have the proper support system at home.
 - This happens from the moment they first call and ask the proper questions. They also have Family Academic Support Team (FAST) are on the ground with the families so that teachers can focus on the education part of it.
- Supt. Ritz asked Dr. Mara to go over the credit recovery plan.
 - They use the K12 plan, however, credit recovery is not always the best option. They have been able to address that by assigning the student few classes with the block schedule so that they can hyper-focus on areas so that the student has less to juggle.
 - However, students do need prior knowledge of a course for credit recovery. It's not a matter of putting someone in a six week course and recapturing that credit.
 - Dr. Kwiatkowski asked about the FAST team and what it takes to help students to keep up with their work load and what data they are keeping regarding this matter.
 - The FAST Team works on multiple levels of data including how many times a student logs in, how many times they take the intro to online learning as turning in an assignment online is very different than traditional outlets and they have an internal system protective email system to keep in contact with teachers and better understand online learning.
 - Dr. Kwiatkowski asked if a student has trouble with classes or quizzes what that process is.
 - There is synchronized instruction time that allows a student to interact with a teacher during classroom instruction time. The FAST Team will also be helping remedially.
 - Dr. Yager asked are students ever declined enrollment and are students ever dismissed.

- Hoosier Academy has open enrollment, but during the enrollment process there are frank discussions with parents and students about what is required to be successful and to understand the commitment they are making.
 - There have been instances where students have been expelled for not maintaining a commitment to online courses.
 - Dr. Yager asked if there were any fees.
 - Hoosier Academy is a free online public education.
 - Supt. Ritz noted to Dr. Yager that the SBOE staff had supplied enrollment an expulsions stats to board members.
- Dr. Mara then addressed Hoosier Academy's 2016 renewal decision. Based upon the academic, financial and organizational performance of Hoosier Academy – Indianapolis, OCS made the following renewal decision:
 - Hoosier Academies Virtual Charter School was granted a two year charter renewal
 - Renewal application on October 1, 2017
 - Only data points from the 2015-16 and 2016-17 school year will be available, upon which to base its renewal decision.
 - Insight School of Indiana, a virtual alternative charter school, 7-12, was granted a 3-year charter.
- Supt. Ritz asked then if there were going to be two charter schools in the same space.
 - Dr. Mara explained that there would be two school corporation numbers.
 - Supt. Ritz then asked if they were taking a certain segment of their students and creating a separate charter school.
 - Dr. Mara confirmed this.
 - Supt. Ritz asked which accountability system that second school is functioning under.
 - By breaking the students out Dr. Mara believes that there will be greater transparency.
 - Dr. Mara said that there would be discussions with parents about which school students will attend.
 - Ms. Carter-Wright said that the need for the second charter was to allow students who need more time with certain subjects can get that attention. They can spend more time on certain courses, but take a smaller course load. It was clarified by Ms. Carter-Wright that the new charter is for grades 7-12.

- Supt. Ritz then wanted clarification on the data points. That the 2015-16 data points would be for all of the students in the Hoosier Academy Virtual Charter, but that 2016-17 would only take a portion of those students to calculate their grade. So Hoosier Academy Virtual Charter will not have the same clientele as it once did.
- Supt. Ritz asked if students will be able to transfer in between schools.
 - Ms. Carter-Wright answered no, due to the student cap.
- Supt. Ritz said that the Board was conducting a hearing on Hoosier Academy Virtual Charter, but that with this new school the data points will change for the following year, basically allowing Hoosier Virtual to avoid getting another “F” grade.
- Mr. Hendry asked when the second charter school was created.
 - Dr. Mara said that it was created for this school year and established on July 1.
 - Mr. Hendry asked whose idea it was to start the new school
 - Dr. Mara said everyone involved with Hoosier Virtual Academy and Ball State as the authorizer were in the discussion. It wasn’t one person’s idea.
 - Mr. Hendry asked about the difference between the two Charters.
 - Dr. Mara said that one is a K12 school and the other is a 7-12 alternative school with additional resources that takes a different approach to deliver an education.
 - Mr. Hendry asked if Ball State put anything in the new charter that has different accountability standards.
 - Dr. Mara said that no they did not.
 - Mr. Hendry said that other than a school within a school there is no difference between the two charters.
 - Mr. Hendry questioned the timing of the creation of the new charter school.
 - Supt. Ritz said that Hoosier Virtual should have the new charter before the board back in March.
- Supt. Ritz’s assumption is, that based on the data that many of those in the Hoosier Academy Virtual School would be moved over to the new Insight School.
 - When the original needs assessment was done over 1,200 students would have qualified, though not all have moved. It’s a choice that the parents and students need to make because it comes with more student support.
 - Supt. Ritz asked if the curriculum would stay the same. The answer was yes, but that there are different paths to teach the same curriculum.

- Supt. Ritz asked why the same support and the different paths can't be offered in the same school, saying public schools do it all the time.
- Mr. Melton asked if the staff was different, and it is.
- Mr. Melton was trying to figure out why, when Hoosier Virtual has had five years of failing grades, that all of the resources put in forming a new charter school were not used in improving Hoosier Virtual.
- Dr. Freitas asked legal counsel if the Board is allowed to take action on Hoosier Virtual Academy based on other criteria other than the letter grade the school has received.
 - Tim Schultz, General Counsel for the SBOE stated that statute, IC 20-24-2.2-3(b), dictates the three criteria with which the Board must use to when considering a decision, but the board is not limited to those three criteria. In short, it is ok to review other criteria in addition to those specified by statute.
 - Supt. Ritz added the board did that a year ago with Hoosier Virtual Academy.
- Dr. Freitas then asked what role does Ball State have, as the authorizer in Hoosier Virtual Academy, for improvement after five failing years?
 - Dr. Mara said that Ball State has reduced its load of charter schools because of performance. And if Ball State hadn't seen continued improvement and have the needed resources in Hoosier Virtual Academy, then it wouldn't continue as an authorizer.
- Dr. Freitas asked Mr. Schultz, as legal counsel, if one of the options of the board is to reduce the amount of money that they provide to Ball State and reallocate it directly to Hoosier Virtual Academy.
 - Mr. Schultz said that was a statutorily allowed option. Currently Ball State receives three percent of the administrative fee, which is the highest allowable for authorizers.
 - Dr. Freitas asked if reducing it to one percent and then allocate two percent to Hoosier Virtual Academy for turnaround changes would be allowable.
 - Mr. Schultz said that it is if the board chose to do so.
 - Dr. Freitas asked if that if the board acted in choosing to change the financial allocation, would it help?
 - Dr. Mara said that while more money always helps, they believe the steps that they have taken will lead to greater improvement.
 - Dr. Freitas said that he doesn't see the evidence that improvement has taken place based on the existing allocation, but an infusion could lead to better results.

- Mr. Hendry asked if the IDOE could provide an overview of the on-the-ground monitoring that has taken place since 2015.
 - Supt. Ritz said that in 2015 that IDOE would do more extensive monitoring and that the real turnaround work did begin. Supt. Ritz then asked Dy. SPI Danielle Shockey to provide more insight into that.
 - Ms. Shockey said that Andrea Robinson, the Outreach Coordinator, has been conducting monthly meeting with the school leadership, and she has done classroom monitoring visits and has made technical assistance asks.
 - Mr. Hendry said that reviews from IDOE have been somewhat positive regarding turnaround strategies.
 - Ms. Shockey said that there needs to be more study of the turnaround strategies even though they have been effective. However, those are different than student outcomes.
 - Dr. Mara said that the report does include some “Needs Improvement” in the IDOE’s generally positive review, but that overall the changes that are taking place are addressing those areas of improvement.
- Mr. Hendry asked how would the proposed reduction in the administrative fee impact the charter.
 - Dr. Mara said that they try to redirect the administrative fee back to the school by paying for AdvancED and an NWEA assessment, board training, as well as resources for oversight, but if the board decided to reduce the administrative fee that they would have readjust their budget.
 - Mr. Hendry asked what percentage of the administrative fee is redirected back to the school.
 - Dr. Mara said that he wasn’t sure he could give the exact number.
- Mr. Watts asked when there would be a grade broken out for Hoosier Virtual Academy and for Insight.
 - Supt. Ritz said that would likely arrive for the Dec. board meeting.
 - Mr. Watts said that it would detrimental to the school for the board to take an action before all the information is available.
- Supt. Ritz called for the speakers who were there to speak on behalf of Ball State’s charter. The speakers included Ms. Cheryl Clemons, Ms. Cindy Carter, who spoke earlier, Patricia Webber, Ann Allman.
- Supt. Ritz named off the options the board could take.
 - Transfer the charter school to a different authorizer
 - Order the authorizer to close the charter school at the end of the school year

- Order the reduction in administrative fees collected by the authorizer
- Delay taking action until they have information needed regarding graduation and test scores for 2015-16
- Could also be a combination of the four options
- Mr. Watts suggested waiting until May to take a vote on formal action against the school.
 - Supt. Ritz suggested Hoosier Virtual Academy coming before the board before May to provide updates.
 - The concerns of Ms. Whicker and Mr. Watts is to make sure the students have quality teachers and to not leave students in the lurch.
 - Mr. Hendry said that it would be unwise to take action against Hoosier Virtual Academy without having all the data that is still being collected by IDOE at AdvancED and to delay action until May.
 - Supt. Ritz suggested moving that Ball State come back in January for an interim report, then return in April for the Board to provide a full decision on what to do on Hoosier Virtual Academy and in addition possibly a reduction in administrative fees.
 - Mr. Watts asked if the board could wait until November when the board can review the new school data to take make a decision on a reduction in administrative fees. Dr. Freitas concurred.
 - Dr. Kwiatkowski also suggested a report from IDOE on achievement data.
- Supt. Ritz moved that Ball State come back in January for an interim progress report and then again in April for a final decision. Mr. Watts seconded.
- Motion passed 8-0. Dr. Ernest recused himself from voting, and was not present for the discussion.

D. Resolution Honoring Sarah O'Brien – Resolution passed 6-0. Dr. Freitas, Dr. Kwiatkowski and Mr. Hendry were absent.

XI. DISCUSSION AND REPORTS

A. Assessment Update

- Dr. Michelle Walker provided the Assessment update from IDOE on the Formative Assessment, the Fall Assessments as well as an ISTEP+ update.
- ISTEP+ Results Time
 - September 2 - Including mode adjustments and rescore results:
 - Release of student results data files to the IDOE and corporations

- Delivery of Individual Student Report (ISR) copies via PDF for schools
 - September 16 - Including mode adjustments and rescore results:
 - Delivery of Individual Student Report (ISR) paper copies and labels for students' permanent files
 - Phase 2 Reports: Academic Standards Summary Report, Proficiency Grouping Report, Academic Standards Frequency Distribution, Applied Skills Frequency Distribution, Summary Files, Disaggregation Files
 - October 14 - Including mode adjustments and rescore results:
 - Disaggregation Summary Reports
- B. Pearson Update
 - Rich Young from Pearson was there to present.
 - Was there to talk about “Pearson Perspective” which is a new tool for schools. It is meant to bring assessment, instruction and learning all into one place.
 - The next TAC meeting will be November 17-18.
- C. TAC Update
 - Cynthia Roach from the SBOE staff provided a TAC update which provided a summary from the previous TAC meeting.
- D. Accountability update
 - None
- E. ESSA Update
 - Panel to Study Alternatives to the ISTEP Program Test Update
 - Supt. Ritz read the Vision Statement that was provided by the ISTEP Panel.
 - Said that there has been a robust conversation on a variety of topics.
 - Superintendent's ESSA Accountability Advisory Committee
 - IDOE provided an update on the Committee
 - A list of members was provided as well as the agenda of the first meeting of the committee on August 22 including reviewing data and determining long term goals and interim measures of progress for all students and each subgroup and timeline for achieving set goals for graduation rates and academic achievement.
 - Other long term goals as well as upcoming meeting dates were provided.
 - Dr. Freitas asked when IDOE's ESSA plan would be presented to the board.

- Supt. Ritz explains the timeline of when the final report needs to be submitted to the US Department of Education and who needs to review it along the way. And that the IDOE will be the entity submitting the report.
- Dr. Freitas said that he would hope that the board would get an opportunity to review the final plan before it is submitted to the Governor's office
- Dr. Freitas then made a motion that 30 days prior to the submission to the Governor's office that the plan would be submitted to the board for approval.
- Dr. Yager asked if the board was legally allowed to do this.
- Mr. Schultz said that since this is federal law and not state law that there would need to be time to review the law before making a recommendation.
- Dr. Freitas said that he would be willing to withdraw the motion if the board gets the data for the next board meeting or the meeting after and that it is an agenda item for an upcoming meeting so that a decision can be based on data.
- The motion was withdrawn.

XII. BOARD OPERATIONS

A. None

XIII. ADJOURNMENT

Board voted by voice vote to adjourn.