



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

MEMORANDUM

TO: State Board of Education

FROM: Will Krebs

DATE: December 28, 2012

SUBJECT: Rulemaking regarding creation of an Alternative Accountability Model under PL221 and Title 511 IAC 6.3

The Indiana Department of Education requests approval from the Indiana State Board of Education to initiate the rulemaking process to create an alternative accountability system for schools serving drop-out recovery populations that do not fit into a traditional cohort. In addition, the Department requests approval of the proposed language for the rule. The language reflects the alternative accountability model that was presented to the State Board on December 5, 2012.

TITLE 511 INDIANA STATE BOARD OF EDUCATION

LSA Document #13-XX

DIGEST

Adds 511 IAC 6.3 to establish alternative accountability for charter schools that serve students who have previously withdrawn from high school.

SECTION 1. 511 IAC 6.3-1 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.3-1-1 Definitions

Sec 1. The following definitions apply throughout this rule:

(1) "Advanced placement examination" or "AP exam" means the examination defined in IC 20-36-3-2.

(2) "Algebra I end of course assessment" means the assessment required under 511 IAC 5-2-3(b)(4)(A).

(3) "Alternative accountability eligible school" means a school that meets the requirements of section 3 of this rule.

(4) "Alternative graduation cohort" means a class of students that is:

(A) in an active cohort as defined under IC 20-26-13; or

(B) in a cohort that has already graduated and reassigned into an alternative graduation cohort based on the first time a student is reported on DOE-RT, beginning with 2011-12 DOE-RT submissions, using the same logic as outlined under IC 20-26-13-4; or

(C) over the age of 18 and never previously assigned to a cohort, the student is assigned into an alternative graduation cohort based on the first time a student is reported on DOE-RT, beginning with 2011-12 DOE-RT submissions, using the same logic as outlined under IC 20-26-13-4.

The alternative graduation cohort is the combined group of students in subsections (A), (B), and (C) that share the same expected graduation year as defined by IC 20-26-13-4.

(5) "Alternative graduation rate" has the meaning set forth in IC 20-26-13-6 with the replacement of "graduation cohort" in IC 20-26-13-6 with the alternative graduation cohort as outlined above in determining the "alternative graduation rate."

(6) "Approved CTE career pathway courses" means that the student:

(A) took an approved CTE career pathway course, approved by the department in collaboration with the Commission for Higher Education; and

(B) earned a two point zero (2.0) or better on a four point (4.0) scale in the course.

(7) "Authorizer" or "sponsor" has the meaning set forth in IC 20-24-1-9.

(8) "College credit" means credit awarded by a regionally accredited post secondary institution in a department approved liberal arts or career or technical education dual credit course verifiable by a transcript.

(9) "English 10 end of course assessment" means the assessment required under 511 IAC 5-2-3(b)(4)(B).

(10) "English GQE" refers to the English Qualifying Exam formerly required under 511 IAC 5-2-3(b)(4)(B).

(11) "General diploma" means a diploma awarded pursuant to the minimum graduation requirements established in 511 IAC 6-7.1-4.

(12) "Grade 10 cohort" means the class of students who are in their second year of high school.

(13) "Graduation cohort" means a class of students that is:

(A) considered to have entered grade 9 in the same year; and

(B) expected to graduate three (3) years after entering grade 9.

(14) "Graduation rate" has the meaning set forth in IC 20-26-13-6.

(15) "Industry certification" means a certificate or credential that is:

(A) developed or supported by business and industry to verify student mastery of technical skills competencies in an occupational area; and

(B) approved by the department.

(16) "International Baccalaureate exam" or "IB exam" means the examination created and administered by International Baccalaureate, a nonprofit educational foundation headquartered at Route des Morillons 15, Grand-Saconnex, Geneve, CH-1218, Switzerland.

(17) "Math GQE" refers to the English Qualifying Exam formerly required under 511 IAC 5-2-3(b)(4)(A).

(18) "Out of cohort" means a student who is in an inactive, already graduated, graduation cohort or pre-dates the existence of graduation cohorts in Indiana as defined under IC 20-26-13.

(19) "Organizer" has the meaning set forth in IC 20-24-1-7.

(20) "Performance and improvement category" means the letter grade assigned to a school based on student performance and improvement on the mandatory annual assessments and other criteria established in this rule.

(21) "Quality diploma" refers to a student that receives:

(A) a non-waiver Core 40, Academic Honors, or Technical Honors Diploma;

(B) a waiver diploma and takes an approved CTE career pathway course;
or

(C) a general diploma and takes an approved CTE career pathway course.

(22) "School" refers to any charter school authorized by an approved Authorizer.

(23) "Waiver diploma" means a diploma awarded pursuant to the alternative graduation requirements in IC 20-32-4-4 or IC 20-32-4-5.

SECTION 2. 515 IAC 6.3-1-2 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-1-2 Purpose

(1) The alternative accountability model outlined is meant to supplement the state accountability system described in 511 IAC 6.2-6.

(2) The purpose of the alternative accountability model is to provide a more accurate mechanism by which to determine school performance and improvement categories for schools in which the majority of the student population(s) served cannot be accurately assessed under 511 IAC 6.2.

(3) Schools meeting the requirements in order to be assessed a grade under the alternative accountability model shall continue to be awarded a school performance and improvement category grade under 511 IAC 6.2-6-5.3, but the school grade resulting from the alternative accountability model shall be used when determining school consequences under 511 IAC 6.2-8 and state board action under IC 20-24-2.2-3..

(4) Beginning with the 2014 school accountability grades, the state board shall determine alternative accountability grades concurrently with the A-F school accountability grades under 511 IAC 6.2-6-5.3.

(5) Schools may appeal the results of any grade issued by following the process outlined under 511 IAC 6.2-6-12.

(6) The alternative accountability grade shall be published on the Indiana Department of Education's website alongside the P.L. 221 school status and 511 IAC 6.2-6 accountability grade and made available to local media and community members.

(7) Alternative accountability grades shall not be used to determine accountability status or intervention under Title I, Part A of the Elementary and Secondary Education Act or as outlined under the Indiana No Child Left Behind Flexibility Waiver granted to the department in February 2012 and effective through the 2013-2014 school year.

SECTION 3. 515 IAC 6.3-1-3 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.3-1-3 Applicability

Sec. 3. (a) Schools eligible to be assessed a grade under this model must meet one of the following:

(1) Have no fewer than sixty percent (60%) of the enrolled students:

(A) Belong to a graduation cohort that has already graduated; or

(B) Are over the age of 18, at the time the student was first enrolled at the school; or

(2) Have enrolled students in grade 12 and not serve students in grades K-8.

(b) An alternative accountability eligible school may not report a student as a grade 13 student at the time of the student's initial enrollment, as reported on DOE-RT.

(c) An Authorizer must petition the board on behalf of a charter school organizer between October 1 and December 31 of the school year being assessed to receive a grade under this alternative model.

SECTION 4. 511 IAC 6.2-1-4 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-1-4 Alternative accountability grade assignment

Sec. 4. (a) Beginning with the 2013-14 school year, the board annually shall place a school, meeting the criteria set forth in section (3) of this rule, in a school performance and

improvement category, designated by letter grades A, B, C, D, and F under this rule, based on results of mandatory annual assessments and other criteria as set forth in this rule.

(b) By December 31 each year, the board shall review the performance and improvement scales, targets, and bonuses to determine if they should be raised or lowered.

SECTION 5. 511 IAC 6.2-1-5 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-1-5 Alternative accountability grade

Sec. 5. (a) This section only applies to schools meeting the eligibility requirements stipulated in section (3).

(b) Except as provided in subsections (c), (d) and (e), a school's alternative accountability grade shall be based on the following:

- (1) English assessment score
- (2) Math assessment score
- (3) Alternative graduation rate score
- (4) College and career readiness score.

(c) The alternative accountability grade of a school that does not have at least ten (10) graduates in the alternative graduation cohort shall be based solely on the alternative graduation score as determined under this section.

(d) The alternative accountability grade of a school that does not satisfy the conditions provided in subsection (a), shall be based solely on the alternative graduation rate and college and career readiness scores. The alternative graduation rate score shall be weighted with a multiplier of .60. The college and career readiness score shall be weighted with a multiplier of .40. The alternative accountability grade assigned by the board shall be determined by the sum of the two weighted scores in accordance with the scale in section 9 of this rule.

(e) If a school has fewer than 10 students in the alternative graduation cohort from the year being assessed, then the alternative accountability grade is based on the results from both the current alternative graduation cohort and previous alternative graduation cohort(s) tallied together until the requirements provided in subsection (b), (c), or (d) are fulfilled.

SECTION 6. 511 IAC 6.2-1-6 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-1-6 English assessment scores

Sec. 6. (a) To obtain an English assessment score, the school must have at least thirty (30) graduates in the alternative graduation cohort who were tested on the English GQE or English 10 end of course assessment, at any time or place, prior to graduation.

(b) The English assessment score reflects the assessment performance of graduates from the previous cohort than the school year being assessed.

(c) A school's English assessment score shall be determined by the following:

(1) A preliminary score is established based on the percentage of graduates that passed the English GQE or English 10 end of course assessment prior to graduation, in accordance with the following:

90.0 - 100.0% = 4.00 points

85.0 - 89.9% = 3.50 points

80.0 - 84.9% = 3.00 points

75.0 - 79.9% = 2.50 points

70.0 - 74.9% = 2.00 points

65.0 - 69.9% = 1.50 points

60.0 - 64.9% = 1.00 points

0.0 - 59.9% = 0.00 points.

(2) For the 2013-14 school year, and all subsequent years until such point as the board implements a bonus under subsection (c)(3), the score resulting from subsection (c)(1) shall be the final English assessment score.

(3) Following the 2013-14 school year, the board in collaboration with the recommendations of schools assessed under this model and the recommendations of Authorizers of those schools, shall review the English assessment performance of participating schools for the purpose of establishing a bonus for improvement on English assessment performance.

(A) The bonus, if implemented, as a result of subsection (c)(3) shall be worth an additional 0.50 points for schools meeting/exceeding the threshold set forth.

(B) The maximum English assessment score a school can receive is four (4.00) points.

(C) The board shall notify the Indiana Department of Education and the parties listed under subsection (c)(3) of the implementation of a bonus and the requirements that must be met in order for a school to receive the bonus. Any additional public notification or alterations to this rule are not required.

(D) The score resulting from the application of subsection (c)(1) and subsections (c)(2) or (c)(3) constitutes the school's English assessment score.

SECTION 7. 511 IAC 6.3-1-7 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.3-1-7 Math assessment scores

Sec. 7 (a) To obtain a Math assessment score, the school must have at least thirty (30) graduates in the alternative graduation cohort who were tested on the Math GQE or Algebra I end of course assessment, at any time or place, prior to graduation.

(b) The Math assessment score reflects the assessment performance of graduates from the previous cohort of the school year being assessed.

(c) A school's Math assessment score shall be determined by the following:

(1) A preliminary score is established based on the percentage of graduates that passed the Math GQE or Algebra I end of course assessment prior to graduation, in accordance with the following:

90.0 - 100.0% = 4.00 points

85.0 - 89.9% = 3.50 points

80.0 - 84.9% = 3.00 points

75.0 - 79.9% = 2.50 points

70.0 - 74.9% = 2.00 points

65.0 - 69.9% = 1.50 points

60.0 - 64.9% = 1.00 points

0.0 - 59.9% = 0.00 points.

(2) During the 2013-14 year, and all subsequent years until such point as the board implements a bonus under subsection (c)(3), the score resulting from subsection (c)(1) shall be the final Math assessment score.

(3) Following the 2013-14 school year, the board in collaboration with the recommendations of schools assessed under this model and the recommendations of Authorizers of those schools, shall review the Math assessment performance of participating schools for the purpose of establishing a bonus for improvement on Math assessment performance.

(A) The bonus, if implemented, as a result of subsection (c)(3) shall be worth an additional 0.50 points for schools meeting/exceeding the threshold set forth.

(B) The maximum Math assessment score a school can receive is four (4.00) points.

(C) The board shall notify the Indiana Department of Education and the parties listed under subsection (c)(3), of the implementation of a bonus and the requirements that must be met in order for a school to receive the bonus.

(D) The score resulting from the application of subsection (c)(1) and subsections (c)(2) or (c)(3) constitutes the school's Math assessment score.

SECTION 8. 511 IAC 6.3-1-8 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.3-1-8 Alternative graduation rate scores

Sec. 8 (a) The alternative graduation cohort shall be used in determining a school's alternative graduation rate score.

(b) To obtain an alternative graduation rate score, the school must have at least ten (10) students in the alternative graduation cohort that were expected to graduate in the year prior to the year being assessed.

(c) The alternative graduation rate score reflects the graduation status from the previous alternative graduation cohort than the year being assessed.

(d) A school's alternative graduation rate score shall be determined by the following:

(1) A preliminary score is established based on the percentage of students that graduated from the alternative graduation cohort within four (4) years, in accordance with the following:

75.0 - 100.0% = 4.00 points

67.5 - 74.9% = 3.50 points

60.0 - 67.4% = 3.00 points

52.5 - 59.9% = 2.50 points

45.0 - 52.4% = 2.00 points

37.5 - 44.9% = 1.50 points

30.0 - 37.4% = 1.00 points

0.0 - 29.9% = 0.00 points.

(2) One (1.00) point shall be added to the preliminary score if:

(A) At least ten (10) students in the alternative graduation cohort failed to graduate in four (4) years; and

(B) At least thirteen and two-tenths percent (13.2%) of the students in the graduation cohort who failed to graduate in four (4) years graduated in five (5) years in accordance with the graduation rate calculations.

(C) The maximum graduation rate score is four (4.00) points.

(e) The score resulting from subsection (d)(1) and (d)(2) constitutes the school's alternative graduation rate score.

SECTION 9. 511 IAC 6.3-1-9 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.3-1-9 College and career readiness scores.

(a) The alternative graduation cohort, exclusive of any students who did not graduate in four (4) years or less, shall be used in determining a school's college and career readiness rate score.

(b) To obtain a college and career readiness rate score, the school must have at least ten (10) students in the alternative graduation cohort that were expected to graduate in the year prior to the year being assessed.

(c) The college and career readiness score reflects the college and career readiness rate of graduates from the previous alternative graduation cohort than the year being assessed.

(d) A school's college and career readiness score shall be based on the percentage of students described in subsections (a) and (c) who accomplished any of the following:

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

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

(3) Earned three (3) college credits as defined under section 2.2 of this rule.

(4) Passed an approved CTE pathway course as defined under section 2.2 of this rule.

(5) Obtained an industry certification as defined by section 2.2 of this rule.

(e) A school's college and career readiness score shall be determined by the percentage of students described in subsection (d) in accordance with the following:

50.0 - 100.0% = 4.00 points

36.8 - 49.9% = 3.00 points

23.4 - 36.7% = 2.00 points

10.0 - 23.3% = 1.00 points

0.0 - 9.9% = 0.00 points

(f) The score resulting from subsection (e) constitutes the school's college and career readiness score.

SECTION 10. 511 IAC 6.3-1-10 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.3-1-10 Alternative accountability grade calculations

(a) The English assessment scores, math assessment scores, alternative graduation rate scores, and college and career readiness scores shall be weight in accordance with the following:

(1) The English assessment score multiplied by fifteen-hundredths (0.15).

(2) The Math assessment score multiplied by fifteen-hundredths (0.15).

(3) The alternative graduation rate score multiplied by forty-hundredths (0.40).

(4) The college and career readiness score multiplied by thirty-hundredths (0.30).

(b) The sum of the scores in subsection (s) represents the preliminary alternative accountability score.

(c) A school may have one (1.00) point removed from the preliminary score due to poor diploma quality, if each of the following is met:

(1) Twenty percent (20.0%) or more of graduates from the alternative graduation cohort being assessed received a general or waiver diploma; and

(2) Did not pass an approved CTE pathway course or earn an approved industry certification.

(3) This threshold will be raised to twelve and five-tenths percent (12.5%) or more during the 2013-14 academic year and increases to five percent (5.0%) or more during the 2014-15 academic year and beyond.

(4) A school cannot receive a cumulative preliminary score of less than zero (0.00) points.

(d) The school's final alternative accountability grade is based on the score resulting from subsections (c) and (e).

(e) The school's final alternative accountability grade assigned by the board shall be determined by the resulting score from subsection (d) and in accordance with the following:

3.51 - 4.00 points = A

3.00 - 3.50 points = B

2.00 – 2.99 points = C

1.00 – 1.99 points = D

0.00 – 0.99 points = F