

Approved Growth to Proficiency Table

On March 16, 2016, the Indiana State Board of Education approved a version of the growth to proficiency table that is used to determine growth points for the new student-centered accountability system. Below is the table approved by the Board and currently posted for public comment. The Board will adopt the final table at its April 15, 2016 business meeting.

Prior Year Status	LOW MOVEMENT		STANDARD MOVEMENT		HIGH MOVEMENT	
	Target Range	Points Awarded	Target Range	Points Awarded	Target Range	Points Awarded
PP2	0-43	50	44-61	100	62-99	150
PP1	0-43	50	44-61	100	62-99	150
P3	0-43	50	44-61	100	62-99	150
P2	0-42	50	43-59	100	60-99	150
P1	0-41	50	42-56	100	57-99	150
DNP3	0-39	0	40-62	75	63-99	175
DNP2	0-36	0	37-61	75	62-99	175
DNP1	0-34	0	35-59	75	60-99	175

Overall Grade Distribution for 2014-2015 A-F

	Perf Only	% A-F	Perf + Growth	% A-F
A	45	3%	350	22%
B	199	12%	498	31%
C	403	25%	431	27%
D	440	27%	212	13%
F	516	32%	112	7%

Overall Grade Distribution for 2014-2015 A-F by Free/Reduced Lunch Population Percentage

	A	B	C	D	F
<=25%	64%	32%	11%	1%	2%
26%-50%	26%	40%	27%	6%	1%
51%-75%	10%	32%	38%	15%	5%
>75%	6%	13%	23%	33%	26%

Growth to Prior Performance Correlation: 0.41

Alignment of Approved Table to the Values of the Accountability System Review Panel

Value 1: Individual student growth should be utilized in the accountability system.

The approved table satisfies this value because the observed growth metric used to calculate growth, embedded in the target ranges, allows for a comparison of each individual student against that student's own data.

Value 2: Student growth should be a criterion metric within the accountability system.

The approved table satisfies this value because the target ranges establish the goals for students to reach or maintain a specified achievement outcome.

Value 3: Growth should be a unique metric independent of school performance status. The metric should have a low correlation to performance.

The approved table satisfies this value because the growth component is separate and independent of the performance component in the student-centered accountability system. The correlation between growth and performance for the approved table is relatively low at 0.41. This correlation supports the independence of growth from performance. Additionally, the consistency in points awarded for all "Pass" and "Pass Plus" subcategories further separates performance from growth because points are not more heavily weighted based on prior year proficiency status.

Value 4: Growth should incentivize progress toward proficiency in non-proficient students and continued growth in proficient students.

The approved table satisfies this value through the point values assigned for each prior year status/movement combination. The table incentivizes continued growth in proficient students by awarding full points for proficient students showing standard movement, and awarding additional points for proficient students showing high movement. The table also incentivizes progress toward proficiency by awarding 75 points to nonproficient students that showed standard movement, or met the expectation to make at least one year's worth of growth. Additionally, nonproficient students that showed high movement are awarded the most points in order to recognize the great strides toward proficiency made by the student.

Value 5: Growth should deter a decline in individual student performance levels.

The approved table satisfies this value through the number of points awarded for low movement. Students categorized as "low movement" show less than one year's worth of growth and move away from proficiency. By awarding less than full points for students with a prior year status of "Pass" or "Pass Plus", the table encourages students and schools to work harder to improve performance. The table also awards no points for students with a prior year status of "Did Not Pass" that show low movement because these students are moving away from proficiency rather than toward proficiency. The awarding of fewer points is a motivation to make progress toward proficiency.

Next Steps

March 16 – April 14, 2016	Public comment window
April 15, 2016	SBOE final adoption of table
April – May 2016	<ul style="list-style-type: none">• Share 14/15 grades calculated on new system with schools for informational purposes• Conduct professional development on new A-F model, growth calculation, and report card layout
June 2016	Conduct analysis of target ranges upon receipt of 2015/2016 ISTEP+ results
July 2016	If necessary, publish table for 15/16 accountability with updated target ranges