IMAGINING
the possibilities.
MAKING THEM HAPPEN.

Indiana
Department of Education

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The NEW A-F Accountability System

WHY THE CHANGE?

The NEW A-F accountability system:

- **Less complex**
  - Simpler scoring (1-100 scale)
  - Simplified growth calculations (values table)

- **Values BOTH individual growth AND performance**
  - Values performance (% passing tests) **but also values and rewards schools that help:**
    - struggling students get closer to proficiency ("catch up")
    - proficient students stay proficient ("keep up") or perform at higher levels ("move up")
    - high-performing students remain high performing
    - students "stick to it" and graduate, even if it takes five years

- **Based on grade levels, not school type "models"**
  - Recognizes that schools may have a variety of grade configurations
    - Performance is calculated for grades 3-10
    - Growth/improvement is calculated for grades 4-10 and 12
    - Graduation rate & college and career readiness is calculated for grade 12

WHEN DOES THE CHANGE HAPPEN?

OLD A-F accountability system

- Old system still applies for 2014-2015 school grades
- Grades finalized in early 2016

NEW A-F accountability system

- New system starts for 2015-2016 school grades and beyond
- Demo results released to schools in spring 2016
- Final new system results released publicly in fall or winter 2016

NEW ACCOUNTABILITY: Overview

New A-F Accountability is based on:

- Student **PERFORMANCE:** % passing English/Language Arts and Math assessments

  WHY **PERFORMANCE**?

  Recognizes importance of demonstrating ongoing proficiency in Indiana college- & career-ready E/LA and Math standards

- *Individual* student **GROWTH**: awards points based on catching up, keeping up, and moving up (each student's growth COUNTS)

  (There is also an **IMPROVEMENT** measure for students in grade 12)

  WHY **GROWTH**?

  Recognizes differences in individual student performance BUT values moving students in the right direction

- 12th grade student **MULTIPLE MEASURES:** % of 12th graders who graduate from high school and have taken steps to be college and career ready:

  WHY **MULTIPLE MEASURES?**

  Recognizes importance of earning a high school diploma AND demonstrating preparedness for the next step after high school

PERFORMANCE

Student PERFORMANCE

What is student **PERFORMANCE**?

PERFORMANCE combines passing rate and participation rate.

- Passing rate: Percentage of students passing English/Language Arts and Math assessments
- Participation rate: Requires 95% or more eligible students to be assessed
  - If participation rate = 95% or higher, passing rate is not adjusted (use factor of 1)
  - If participation rate is below 95%, passing rate is adjusted

Which students are included in **PERFORMANCE**?

- Students must be enrolled in the school for 162 days or more

  WHY: ensures school is only held accountable for students enrolled at that school at least 90% of the school year

- Students must be in tested grades (grades 3-8 and 10) with valid test score

  WHY: ensures appropriate students are included in the calculations

Student PERFORMANCE: Calculation Example

Elementary School ABC (Grades 3-5)

Passing Rate

Example: 100 students were enrolled for 162 days and were assessed in E/Language Arts and Math
90 students passed English/Language Arts
85 students passed Math
E/LA Passing Rate: 90 / 100 = 90.0%
Math Passing Rate: 85 / 100 = 85.0%

Participation rate:

Example: 110 students were enrolled in grades 3-5 during testing windows
100 students were assessed in English/Language Arts
105 students were assessed in Math
E/LA Participation Rate: 100 / 110 = 90.9% (adjustment needed)
Math Participation Rate: 105 / 110 = 95.5% (no adjustment needed)

Performance Score:

English/Language Arts: Passing Rate (90.0%) * Participation Rate (90.9%) = **81.8%**
Math: Passing Rate (85.0%) * Participation Rate (100%) = **85.0%**

Overall Performance Score: 81.8% + 85.0% / 2 = 83.4 points

GROWTH

Student GROWTH

What is student **GROWTH**?

GROWTH is whether each student is on track to *catch up*, *keep up*, or *move up* on the English/Language Arts and Math assessments. Point values (0-150) are assigned for each student, based on individual student growth from last year to this year.

- For students who were **NOT PROFICIENT** in the prior year:
  - Rewards schools for helping "catch up" and move toward proficiency

- For students who were **PROFICIENT** in the prior year:
  - Rewards schools for helping:
    - "keep up"—stay at the same proficiency (passing) level
    - "move up"—move toward a higher proficiency (passing level)

- For students who were **HIGHLY PROFICIENT** in the prior year:
  - Rewards schools for helping students stay at highly proficient

Student GROWTH

Which students are included in **GROWTH**?

- Students must be enrolled in the school for 162 days or more

  WHY: ensures school is only held accountable for students enrolled at that school at least 90% of the school year
- Students must be in grades 4-8 or 10

  WHY: Grades 4-8 and 10 are tested grades, AND allows for growth analysis from prior year to current year
- Students must have valid assessment scores for current AND prior tested years

  WHY: Growth is assessed based on at least two years of test score data. In order to validly assess growth from one tested year to the next, test scores for each tested year must be valid
- Student must be in the next consecutive tested grade (Example: A student is in grade 5 this year; must have been in grade 4 last year)

  WHY: Growth scores are based on calculations across consecutive tested grade levels

Student GROWTH

Calculating Student **GROWTH** score:

Part A: Assign student to TOP 75% or BOTTOM 25%

Based on prior year scale score, a student is assigned within his/her school and grade level to:

- BOTTOM 25% (those scoring in the bottom 25% of all students in the same grade level, same school)
- TOP 75% (those scoring in the top 75% of all students in the same grade level, same school).

EXAMPLE

- There are 40 students in 5th grade at School ABC. The scale scores of these 40 students are ordered from lowest to highest. The students with the 10 lowest scores are considered the BOTTOM 25%. The students with the other 30 scores are considered the TOP 75%.

Student GROWTH

Calculating Student **GROWTH** score:

Part B: Identify and calculate growth points

For each category (bottom 25% and top 75%):

Step 1: Identify student's assessment category from the prior year
Step 2: Identify the student's observed growth score (from prior year to current year)
Step 3: Using Values Table, identify points assigned
Step 4: Add together points for all eligible students
Step 5: Divide total points by number of students

Student GROWTH: Sample Calculation

Growth Score

Example 1: In the prior year, Student A was in the Did Not Pass 3 category. Student A's observed growth score from last year to this year was 32. Student A is assigned 50 points.

	SAMPLE Observed Growth					
	Negative/Low Movement		Static/Typical/Normal Movement		Positive/High Movement	
Prior Year Status	Target Range	Points	Target Range	Points	Target Range	Points
Pass+ 2	1-41	75	42-66	125	67-99	150
Pass+ 1	1-39	75	40-64	125	65-99	150
Pass 3	1-36	50	37-61	100	62-99	125
Pass 2	1-34	50	35-59	100	60-99	125
Pass 1	1-31	50	32-56	100	57-99	125
Did Not Pass 3	1-29	0	30-54	50	55-99	100
Did Not Pass 2	1-26	0	27-51	50	52-99	100
Did Not Pass 1	1-24	0	25-49	50	50-99	100

Example 2: In the prior year, Student B was in the Pass+ 1 category. Student B's observed growth score from last year to this year was 66. Student B is assigned 150 points.

Add together all points assigned and divide by total number of students who received points. Calculate for Bottom 25% and Top 75% for both English/Language Arts and Math.

Student GROWTH: Sample Calculation

Elementary School ABC (Grades 3-5)

Example (English/Language Arts):

Top 75% group:
80 students were enrolled for 162 days and had consecutive, valid E/LA assessment scores
Each of the 80 students is assigned a point value based on the table
Total of all points values = 8,000
Top 75% E/LA Growth Score = (8,000 / 80) = 100.0

Bottom 25% group:
27 students were enrolled for 162 days and had consecutive, valid E/LA assessment scores
Each of the 27 students is assigned a point value based on the table
Total of all points values = 2,025
Bottom 25% E/LA Growth Score = (2,025 / 27) = 75.0

E/LA Growth Score = 100.0 + 75.0 / 2 = 87.5 points

Math growth score is calculated the same way

For schools **without graduates**, overall growth score = E/LA Growth Score + Math Growth Score / 2

Grade 12 Student IMPROVEMENT

What is Grade 12 Student **IMPROVEMENT**?

Grade 12 **IMPROVEMENT** gives schools credit for moving students from being **non-proficient** in Math and/or English/Language Arts on the Graduation Examination in Grade 10 to being **proficient** by Grade 12.

> *WHY:* To encourage schools to work with students who do not initially pass the Graduation Exam so that they can pass by the time they graduate.

IMPROVEMENT score is the percentage of students in the graduation cohort passing the GQE – the percentage of the same students passing the GQE as 10th graders (times 10)

Example: 91% of students in the graduation cohort at XYZ high school passed the Math Graduation Exam by the end of 12th grade. Of the 91%, 76% passed Math GQE as 10th graders.

Math Grade 12 improvement score = (91% - 76%) = (15%) * 10 = 1.5 points. These points are added to the Math growth score.

For schools that have graduates, the Grade 12 **IMPROVEMENT** score is added to the overall English/Language Arts or Math growth score to create the final growth score.

MULTIPLE MEASURES

Student MULTIPLE MEASURES

What are student **MULTIPLE MEASURES**?

MULTIPLE MEASURES include:

- Graduation rate (four-year) and Graduation rate improvement (increase from four-year to five-year graduation rate)
- College and career readiness: percentage of graduates completing activities that are connected to being more prepared for college and/or careers

Student MULTIPLE MEASURES: Graduation Rate

Graduation Rate:

- Four-year cohort rate: the % of students in a school's cohort who graduate within four years
  - 90% four-year graduation rate = 100 points
  - Less than 90% graduation rate = the rate * 100

    WHY: Graduation within four years is the general expectation for students

- 5-year bonus: for students in the prior year's cohort, the difference between the % of students who graduated within five years vs. those who graduated within four years

    WHY: This measure encourages schools to "stick with" students who weren't able to graduate within four years and still ensure that they get a high school diploma by year five

Student MULTIPLE MEASURES: College & Career Readiness

College and Career Readiness:

- For graduating students in a school's four-year cohort, the % who:
  - Earn a score of 4, 5, 6, or 7 (passing) on an International Baccalaureate exam
  - Earn a score of 3, 4, or 5 (passing) on an Advanced Placement exam
  - Earn at least three dual credit hours from an approved IDOE course
  - Earn an approved Industry Certification from the Department of Workforce Development

    WHY: These elements are connected to increased college or career readiness
- If the total percentage is more than 25%, the school automatically receives 100 points
- If the percentage is below 25%, the score is the percentage times four
  (Example: if 20% of graduates earned a CCR component, the score is 20% * 4 = 80 points)

Student MULTIPLE MEASURES: Sample Calculation

High School XYZ (Grades 9-12)

Example

Graduation Rate:

- 88 of 100 students in the current year cohort graduated in four years

  Four year graduation rate = 88.0%

  Graduation rate score = (88.0% * 100) = 88.0 points
- For last year's cohort, High School XYZ's four-year graduation rate was 92%. For the same cohort, the five-year graduation rate was 97%.

  Graduation rate bonus score = (97 - 92) = 5 points

Overall Graduation Rate Score = (88.0 + 5) = 93.0

College and Career Readiness:

- 44 of 88 students in the graduating four-year cohort earned a college and career readiness measure (passing IB, passing AP, earning dual credit, and/or earning Industry Certification)

College and Career Readiness Score = (44 / 88 = 50%. 50% is > 25%). Above 25% = 100 points

Overall Multiple Measures Score = (93 + 100) / 2 = 96.5 points

FINAL GRADE

CALCULATING THE FINAL GRADE

FINAL A-F grade is based on combining:

- Overall **PERFORMANCE** score
  - Performance on English/Language Arts
  - Performance on Mathematics

- Overall **GROWTH** score
  - Growth in English/Language Arts
  - Growth in Mathematics

- Overall **MULTIPLE MEASURES** score
  - Four-year and five-year graduation rates
  - College and career readiness achievement

Schools are assessed only on the areas for which they have measures.

CALCULATING THE FINAL GRADE

To calculate the final A-F grade:

- <u>For schools that DO NOT have grade 12:</u>
  (Overall Performance Score * 50%) + (Overall Growth Score * 50%) = Final Points

- <u>For schools that DO have grade 12 but DO NOT have any combination of grades K-8:</u>
  (Overall Performance Score * 20%) + (Overall Growth Score * 20%) +
  (Multiple Measures Score * 60%) = Final Points

- <u>For schools that DO have grades 3-10 and 12:</u>
  Calculate % of students in the school enrolled in grades 3-8 ($EW_{3\text{-}8}$)
  Calculate % of students in the school enrolled in grades 9-12 ($EW_{9\text{-}12}$)
  Overall performance score = [($EW_{3\text{-}8}$ * 50% * Performance score) + ($EW_{9\text{-}12}$ * 20% * Performance score)]
  Overall growth score = [($EW_{3\text{-}8}$ * 50% * Growth score) + ($EW_{9\text{-}12}$ * 20% * Growth score)]
  Overall MM score = ($EW_{9\text{-}12}$ * 60% * Multiple Measures score)
  Final Grade = Overall performance score + overall growth score + overall multiple measures score

CALCULATING THE FINAL GRADE

To calculate the final A-F grade:

- Schools are assessed only on the areas for which they have data.

  Example: School XYZ serves grades 9-12. School XYZ can calculate an overall performance score and overall growth score but does not have data needed to calculate an overall multiple measures score. Therefore, School XYZ's grade will be based only on the performance and growth components.

CALCULATING THE FINAL GRADE: AMOs

To calculate the final A-F grade:

- A school cannot receive an “A” unless it has shown that it has reduced achievement gaps in each subgroup.

- What students are included in a subgroup?
    - Economically disadvantaged students (free & reduced lunch)
    - Major racial & ethnic groups (American Indian, Black, Asian, Hispanic, White)
    - Students with disabilities
    - Students with limited English proficiency

CALCULATING THE FINAL GRADE: AMOs

How does a school show it has reduced achievement gaps:

- Meet annual measurable objectives in each subgroup
- Show improvement in performance in each subgroup from the previous year to current year
- Show improvement in growth in each subgroup from the previous year to current year

How will this be determined?

- Did the subgroup meet AMO targets/goals? If YES then school maintains an “A”. If NO—
- Did the subgroup show improvement in performance? If YES then school maintains an “A”. If NO—
- Did the subgroup show improvement in student growth? If YES then the school maintains an “A”. If NO then school did not demonstrate that it is closing achievement gaps.

CALCULATING THE FINAL GRADE: AMOs

Example 1:

- School JKL receives an A. School JKL has students in 3 subgroups (Hispanic, limited English proficient & economically disadvantaged). All three of School JKL's subgroups increased their passing rates on the state assessment from 2015 to 2016. School JKL met one of the criteria for closing achievement gaps (improvement in performance). School JKL maintains an A.

Example 2:

- School PQR receives an A. School PQR has students in 4 subgroups (Hispanic, Black, economically disadvantaged & students with disabilities). School PQR met AMOs for the Hispanic and Black subgroups only. School PQR's other 2 subgroups showed improvement in growth. School PQR meet the criteria for closing achievement gaps and maintains an A.

Example 3:

- School STU receives an A. School STU has students in 2 subgroups (economically disadvantaged & Black). School STU met AMOs for the economically disadvantaged subgroup. However, School STU did not meet AMOs, improve performance or improve growth for the Black subgroup. School STU receives a B because it did not meet criteria for closing achievement gaps.

OTHER CONSIDERATIONS

CALCULATING THE FINAL GRADE

Feeder School:

- **What is it?**
  - A school with grades K-2 only.
- **How is the grade determined?**
  - The grade is based on the average performance scores of all schools where students attend 3rd grade.

Atypical School:

- **What is it?**
  - A school that cannot receive a grade because it doesn't have a performance, growth or multiple measures score.
- **How is the grade determined?**
  - The state board will determine the grade based on the IDOE's findings and other available data.

HOW DOES AN ACCOUNTABILITY GRADE IMPACT MY SCHOOL?

New School:

- **What is it?**
  - A school that has been open 3 years or less is considered a new school.
- **How is the grade determined?**
  - The school may choose to have the grade based on all available scores (performance, growth, multiple measures), or have the grade based solely on the growth score.

Adult High School:

- **What is it?**
  - A charter school that has a majority of students that should have already graduated or are 18 years or older when first enrolled at the charter school.
- **How is the grade determined?**
  - The state board has established an alternative accountability system for adult high schools.

HOW DOES AN ACCOUNTABILITY GRADE IMPACT MY SCHOOL?

FOR CHOICE SCHOOLS

- Choice scholarship payments are suspended for 1 year if your school receives 2 consecutive “F” grades
- Choice scholarship payments are suspended until your school receives a “C” or higher for 2 consecutive years if your school receives 3 consecutive “D” or “F” grades
- Choice scholarship payments are suspended until your school receives a “C” or higher for 3 consecutive years if your school receives 3 consecutive “F” grades

FOR CHARTER SCHOOLS

- Minimum standards for charter renewal and to avoid closure require that charter schools not remain an “F” for 4 consecutive years.
- Charter & innovation network school grant program utilizes A-F grades for eligibility purposes
- A-F grade may determine if a charter school requires federal monitoring

FOR TRADITIONAL PUBLIC SCHOOLS

- State intervention timeline is based on the number of consecutive “F” grades a school receives
- A-F grade determines if a school requires federal monitoring

ACCOUNTABILITY AND EDUCATORS

The A-F accountability system is considered in the following:

- RISE & other teacher evaluation models

  A school's A-F grade makes up 5% of the overall teacher evaluation score under the RISE model

  Other models may also utilize A-F as a measure of student achievement

- Excellence in Performance Grant

  Awards effective and highly effective teachers educating in focus and priority schools

- School Performance Grant

  Awards effective and highly effective teachers

WHAT DOES ACCOUNTABILITY TELL ME ABOUT A SCHOOL?

The A-F accountability system DOES show you how well the school is:

- performing in English/Language Arts and Mathematics
- helping students “catch up”, “keep up”, or “move up” in English/Language Arts and Mathematics
- graduating its students (within four years and within five years)
- Helping students complete things to make them more college and career ready (for example, AP and IB tests, dual credit, and Industry Certifications

WHAT DOES ACCOUNTABILITY NOT TELL ME ABOUT A SCHOOL?

The A-F accountability system DOES NOT show you:

- How students are performing in subjects such as Science, Social Studies, Art, Music, Career and Technical Education, and World Languages
- How well the school is doing at helping students grow in proficiency in those subjects
- Other difficult to measure components, such as school culture, safety, program offerings, extracurricular offerings, etc.

WHO TO CONTACT

<u>If you have questions on Indiana's new student-centered accountability system:</u>

Visit: http://www.doe.in.gov/accountability/indiana-student-centered-accountability

Email: schoolaccountability@doe.in.gov

Join: http://learningconnection.doe.in.gov (school accountability community)