

Final Rule

LSA Document #14-447(F)

DIGEST

Adds [511 IAC 6.2-10](#) to modify the methodology or metrics, or both, that determine in which of the school accountability categories, "A" through "F" grading scale, schools and school corporations are to be placed. Effective March 1, 2016, applicable beginning in the 2015-2016 school year.

[511 IAC 6.2-10](#)

SECTION 1. [511 IAC 6.2-10](#) IS ADDED TO READ AS FOLLOWS:

Rule 10. Assessing School and School Corporation Growth and Performance

[511 IAC 6.2-10-1](#) Definitions

Authority: [IC 20-19-2-8](#); [IC 20-31-4-17](#); [IC 20-31-8-4](#); [IC 20-31-10-1](#); [IC 20-31-8-5.4](#)

Affected: [IC 20-18-2](#); [IC 20-19-2-14.5](#); [IC 20-26-13-3](#); [IC 20-26-13-6](#); [IC 20-31-2-8](#); [IC 20-31-8](#); [IC 20-32-4](#); [IC 20-32-5-2](#); [IC 20-36-3-2](#)

Sec. 1. The following definitions apply throughout this rule:

- (1) "Accountable year" means the school year being assessed.
- (2) "Achievement" means successful accomplishment of the proficiency goals established by the board.
- (3) "Achievement gap" means the difference in academic performance between subgroups.
- (4) "Advanced placement examination" or "AP exam" has the meaning set forth in [IC 20-36-3-2](#).
- (5) "Alternative assessment" means the alternative assessment instrument to the mandatory statewide annual assessment.
- (6) "Annual measurable objective" means the percentage of students who must be proficient in English/language arts and mathematics in a given year.
- (7) "Atypical school" means a school that lacks sufficient data points to calculate a final accountability category under this rule.
- (8) "Board" has the meaning set forth in [IC 20-18-2-19](#).
- (9) "College and career readiness" has the meaning set forth in [IC 20-19-2-14.5\(a\)\(1\)](#).
- (10) "College and career readiness assessment" means an assessment approved by the board to measure college and career readiness.
- (11) "College and career readiness goal" means the goal established by the board for which a school receives full credit for college and career readiness.
- (12) "College credit" means credit awarded by a postsecondary institution accredited by an agency recognized by the secretary of the U.S. Department of Education.
- (13) "Cumulative aggregate" means the number of eligible students in the accountable year and in each school year immediately preceding the accountable year until the minimum student count necessary to award points under this rule is reached.
- (14) "Department" has the meaning set forth in [IC 20-18-2-3](#).
- (15) "Eligible student" means a student who:
 - (A) was enrolled at the school for at least one hundred sixty-two (162) days in the accountable year;
 - (B) was tested on the mandatory statewide annual assessment, or the end of course assessment;
 - (C) was not a limited English proficient student who had been enrolled in schools in the United States for less than twelve (12) months; and
 - (D) obtained a valid test result.
- (16) "English/language arts" means the subject area required to be tested under [IC 20-32-5-2\(1\)](#) on the mandatory statewide annual assessment.
- (17) "Feeder school" means an elementary school having any combination of kindergarten, grade 1, or grade 2 only.
- (18) "Grade" means data for a cohort of students who are at the same class level in the same year.
- (19) "Grade 10 cohort" means the class of students who are in their second year of high school.
- (20) "Grade 11 cohort" means the class of students who are in their third year of high school.

- (21) "Grade span" means the range of grades within the same school.
- (22) "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 completing grade 9.
- (23) "Graduation rate" has the meaning set forth in [IC 20-26-13-6](#).
- (24) "Growth domain" means the points awarded for scores of an eligible student on the mandatory statewide annual assessment administered in the accountable year, as compared with the scores of the same eligible student on the mandatory statewide annual assessment administered during the school year immediately preceding the accountable year.
- (25) "Growth to proficiency" means the expected annual growth toward a target in English/language arts and mathematics, as established by the board under this rule.
- (26) "Industry-recognized credential" means a certification or credential that is:
- (A) developed or supported by business and industry to verify student mastery of technical skills competencies in an occupational area that aligns with Indiana's economic sectors; and
 - (B) approved by the department of workforce development.
- (27) "International Baccalaureate examination" or "IB exam" means the examination created and administered by the International Baccalaureate, a nonprofit educational foundation headquartered at Route des Morillons 15, Grand-Saconnex, Geneva, CH-1218, Switzerland.
- (28) "Limited English proficient" as set forth in the definition provided in the No Child Left Behind Act of 2001, 20 U.S.C. 7801 (25) (2002), means an individual:
- (A) who is three (3) through twenty-one (21) years of age;
 - (B) who is enrolled or preparing to enroll in an elementary or secondary school;
 - (C) who was not born in the United States or whose native language is a language other than English;
 - (D) who is a Native American or Alaska Native, or a native resident of the outlying areas and:
 - (i) comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (ii) is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
 - (E) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - (i) the ability to meet the state's proficient level of achievement on state assessments described in 20 U.S.C. 6311(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.
- (29) "Mandatory statewide annual assessment" means the assessment required under [IC 20-32-5-2](#) and any alternatives to that assessment.
- (30) "Mathematics" means the subject area required to be tested under [IC 20-32-5-2\(2\)](#) on the mandatory statewide annual assessment.
- (31) "Multiple measures domain" means the points awarded for additional criteria as determined by the board, apart from performance and growth, by which school accountability is determined.
- (32) "Participation" means to complete and obtain a valid test result for the mandatory statewide annual assessment or the college and career readiness assessment option under this rule.
- (33) "Participation rate" means the percentage of students enrolled in the tested grades at the time of test administrations who completed the mandatory statewide annual assessment or the percentage of eligible students who completed the college and career readiness assessment option under this rule.
- (34) "Performance and growth category" means the letter grade awarded to a school or school corporation as determined by the results of the mandatory statewide annual assessment, and other criteria as set forth in this rule.
- (35) "Performance domain" means the points awarded for the pass rate of eligible students on the English/language arts and mathematics portions of the mandatory statewide annual assessment.
- (36) "Pupil enrollment" has the meaning of "enrollment" set forth in [IC 20-26-13-3](#).
- (37) "Rate of improvement" means the number of students who, for each subject, did not pass the mandatory statewide annual assessment by the end of grade 10 but passed the mandatory statewide annual assessment by the end of grade 12, divided by the number of graduates who did not pass the mandatory statewide annual assessment by the end of grade 10.
- (38) "Receiving school" means an elementary school or a high school that has at least thirty (30) students who were enrolled in:
- (A) a feeder school for at least one hundred sixty-two (162) days in the year preceding the year being assessed; and

- (B) a receiving school for at least one hundred sixty-two (162) days in the year being assessed.
- (39) "School" has the meaning set forth in [IC 20-31-2-8](#).
- (40) "School corporation" has the meaning set forth in [IC 20-18-2-16](#).
- (41) "School year" has the meaning set forth in [IC 20-18-2-17](#).
- (42) "Small school" means the following:
- (A) An elementary school that has fewer than thirty (30) students who:
 - (i) were enrolled for at least one hundred sixty-two (162) days in the year being assessed;
 - (ii) were assessed on the mandatory statewide annual assessment in English/language arts and mathematics;
 - (iii) obtained a valid test result; and
 - (iv) were not excluded based on being a limited English proficient student that had been enrolled in school in the United States for less than twelve (12) months.
 - (B) A high school that:
 - (i) does not have data sufficient to calculate a score for grade 12; and
 - (ii) has fewer than thirty (30) students in the grade 10 cohort who were:
 - (AA) enrolled for at least one hundred sixty-two (162) days in the year being assessed;
 - (BB) tested on the mandatory statewide annual assessment;
 - (CC) obtained a valid test result; and
 - (DD) not excluded based on being a limited English proficient student that had been enrolled in school in the United States for less than twelve (12) months.
- (43) "State college and career readiness factor" means the quotient of:
- (A) the total achievable college and career readiness rate, one hundred percent (100%); and
 - (B) the annual college and career readiness goal for the state as established by the board.
- (44) "State college and career readiness participation factor" means the quotient of:
- (A) the total achievable college and career readiness rate, one hundred percent (100%); and
 - (B) the annual college and career readiness participation goal for the state as established by the board with sufficient notice to the graduation cohort.
- (45) "Subgroup" means a group of at least thirty (30) eligible students that falls into at least one of the categories under 34 CFR sec. 200.13(b)(7)(ii) (2015).

(Indiana State Board of Education; [511 IAC 6.2-10-1](#); filed Jun 15, 2015, 3:46 p.m.: [20150715-IR-511140447FRA](#), eff Mar 1, 2016)

[511 IAC 6.2-10-2](#) Growth to proficiency table

Authority: [IC 20-19-2-8](#); [IC 20-31-4-17](#); [IC 20-31-8-4](#); [IC 20-31-10-1](#)
Affected: [IC 20-31-8](#)

Sec. 2. (a) Growth domain points shall be based on a growth to proficiency table as approved and published by the board.

(b) Prior to taking final action to approve the growth to proficiency table, the board shall do the following:

- (1) Provide public notice of the growth to proficiency table at least thirty (30) days prior to taking final action.
- (2) Accept and consider public comment.

(c) In taking final action to approve the growth to proficiency table, the board shall establish the date the growth to proficiency table is to take effect.

(Indiana State Board of Education; [511 IAC 6.2-10-2](#); filed Jun 15, 2015, 3:46 p.m.: [20150715-IR-511140447FRA](#), eff Mar 1, 2016)

[511 IAC 6.2-10-3](#) Placement of schools in categories; overall framework

Authority: [IC 20-19-2-8](#); [IC 20-31-4](#); [IC 20-31-8-4](#); [IC 20-31-10-1](#)
Affected: [IC 20-31-8](#)

Sec. 3. (a) The board shall place a school in an accountability category annually. With the exception of schools that qualify for and elect the application of section 10 of this rule, placement shall be based on

the results of the mandatory statewide annual assessment and other criteria as set forth in this rule.

(b) Performance and growth categories shall be awarded by the letter grades A, B, C, D, and F. Placement in a category is determined by the weighted averages of the performance domain, growth domain, and multiple measures domain as set forth in this rule. The following scale shall be used to determine a school's performance and growth category placement:

- (1) 90.0 – 100.0 points = A
- (2) 80.0 – 89.9 points = B
- (3) 70.0 – 79.9 points = C
- (4) 60.0 – 69.9 points = D
- (5) 0.0 – 59.9 points = F.

(c) The accountability framework used to calculate a school's performance and growth category shall include the following designated domains, as set forth in this rule:

- (1) Performance.
- (2) Growth.
- (3) Multiple measures.

(d) The weights of the performance, growth, and multiple measures domains, as set forth in this rule, shall be awarded as follows:

(1) Pupil enrollment percentage shall be determined for the grade spans with associated data:

- (A) grade 3 through grade 8; and
- (B) grade 9 through grade 12.

(2) The weight of the performance domain for a school or school corporation shall be the sum of the following:

(A) The product of the pupil enrollment percentage for grades 3 through 8 and one (1) of the following:

- (i) Fifty percent (50%) for a school with sufficient data points to calculate the growth domain.
- (ii) One hundred percent (100%) for a school lacking sufficient data points to calculate growth domain.

(B) The product of the pupil enrollment percentage for grades 9 through 12 and one (1) of the following:

- (i) Twenty percent (20%) for a school with sufficient data points to calculate the growth domain and multiple measures domain.
- (ii) Fifty percent (50%) for a school with sufficient data points to calculate the growth domain but lacks sufficient data points to calculate the multiple measures domain.
- (iii) Forty percent (40%) for a school with sufficient data points to calculate the multiple measures domain but that lacks sufficient data points to calculate the growth domain.
- (iv) One hundred percent (100%) for a school lacking sufficient data points to calculate the growth domain and multiple measures domain.

(3) The weight of the growth domain for a school or school corporation shall be determined by the following:

(A) The product of the pupil enrollment percentage for grades 3 through 8 and fifty percent (50%) for a school with sufficient data points to calculate the performance domain and growth domain.

(B) The product of the pupil enrollment percentage for grades 9 through 12 and one (1) of the following:

- (i) Twenty percent (20%) for a school with sufficient data points to calculate the multiple measures domain.
- (ii) Fifty percent (50%) for a school that lacks sufficient data points to calculate the multiple measures domain.

(4) The weight of the multiple measures domain for a school or school corporation shall be determined as follows:

(A) For graduation rate, the product of the pupil enrollment percentage for grades 9 through 12 and one (1) of the following:

- (i) Fifty percent (50%) for a school lacking sufficient data points to calculate the performance and growth domains.
- (ii) Thirty percent (30%) for the graduation rate for a school with sufficient data points to calculate performance or growth domains.

(B) For college and career readiness, the product of the pupil enrollment percentage for grades 9

through 12 and one (1) of the following:

(i) Fifty percent (50%) for a school lacking sufficient data points to calculate performance and growth domains.

(ii) Thirty percent (30%) for a school with sufficient data points to calculate performance or growth domains.

(e) A school shall not be awarded a letter grade of A unless it reduces achievement gaps in each subgroup by:

(1) meeting annual measurable objectives in each subgroup; or

(2) showing improvement in performance in each subgroup as compared to prior year; or

(3) showing improvement in growth in each subgroup as compared to prior year.

(f) Schools that meet the criteria for a letter grade of A, but fail to reduce achievement gaps in each subgroup as required by subsection (e) of this rule, shall be awarded a letter grade of B.

(g) If a school has too few students for an accountability category to be calculated, its accountability category shall be "null". A null designation by itself may not be used to intervene in the school or to impose financial or other consequences.

(Indiana State Board of Education; [511 IAC 6.2-10-3](#); filed Jun 15, 2015, 3:46 p.m.: [20150715-IR-511140447FRA](#), eff Mar 1, 2016)

[511 IAC 6.2-10-4](#) Performance domain

Authority: [IC 20-19-2-8](#); [IC 20-31-4-17](#); [IC 20-31-8-4](#); [IC 20-31-10-1](#)

Affected: [IC 20-31-8](#)

Sec. 4. (a) The performance domain shall consist of an English/language arts indicator and a mathematics indicator. A school's final performance domain category placement shall be determined based on the weighted average of the awarded performance indicator points. The weight of the English/language arts indicator shall be fifty percent (50%) of the performance domain, and the weight of the mathematics indicator shall be fifty percent (50%) of the performance domain. Grades shall be assigned in accordance with the following points scale:

(1) 90.0 – 100.0 points = A

(2) 80.0 – 89.9 points = B

(3) 70.0 – 79.9 points = C

(4) 60.0 – 69.9 points = D

(5) 0.0 – 59.9 points = F.

(b) The English/language arts indicator for performance shall be determined in accordance with the following:

(1) Points shall be awarded for grades 3 through 10, respectively, where data are available. Points shall not be awarded for grades 11 and 12.

(2) A school must have at least thirty (30) eligible students in the accountable year to obtain English/language arts points.

(3) If a school does not have at least thirty (30) eligible students in the accountable year, the school's English/language arts points will be based on the results of the mandatory annual assessments of a cumulative aggregate of eligible students.

(4) Points awarded for English/language arts shall equal the product of eligible students that passed the mandatory statewide annual assessment for English/language arts and the assessment participation rate as follows:

(A) If the assessment participation rate on the English/language arts portion of the mandatory annual assessments is greater than or equal to ninety-five percent (95%), then the participation rate shall be one (1).

(B) If the assessment participation rate on the English/language arts portion of the mandatory annual assessments is less than ninety-five percent (95%), then the participation rate shall equal the participation rate in decimal form.

(c) The mathematics indicator for performance shall be determined in accordance with the following:

- (1) Points shall be awarded for grades 3 through 10, respectively, where data are available. Points shall not be awarded for grades 11 and 12.
- (2) A school must have at least thirty (30) eligible students in the accountable year to obtain mathematics points.
- (3) If a school does not have at least thirty (30) eligible students in the accountable year, the school's mathematics points will be based on the results of the mandatory annual assessments of a cumulative aggregate of eligible students.
- (4) Points awarded for mathematics shall equal the product of eligible students that passed the mandatory statewide annual assessment for mathematics and the assessment participation rate as follows:
 - (A) If the assessment participation rate on the mathematics portion of the mandatory annual assessments is greater than or equal to ninety-five percent (95%), then the participation rate shall be one (1).
 - (B) If the assessment participation rate on the mathematics portion of the mandatory annual assessments is less than ninety-five percent (95%), then the participation rate shall equal the participation rate in decimal form.

(Indiana State Board of Education; [511 IAC 6.2-10-4](#); filed Jun 15, 2015, 3:46 p.m.: [20150715-IR-511140447FRA](#), eff Mar 1, 2016)

[511 IAC 6.2-10-5](#) Growth domain

Authority: [IC 20-19-2-8](#); [IC 20-31-4-17](#); [IC 20-31-8-4](#); [IC 20-31-10-1](#)

Affected: [IC 20-31-8](#)

Sec. 5. (a) The growth domain shall consist of an English/language arts indicator and a mathematics indicator. A school's final growth domain placement shall be determined based on the weighted average of the indicator points. The weight of the English/language arts indicator shall be fifty percent (50%) of the growth domain, and the weight of the mathematics indicator shall be fifty percent (50%) of the growth domain. Grades shall be assigned in accordance with the following points scale:

- (1) 90.0 – 100.0 points = A
- (2) 80.0 – 89.9 points = B
- (3) 70.0 – 79.9 points = C
- (4) 60.0 – 69.9 points = D
- (5) 0.0 – 59.9 points = F.

(b) The English/language arts indicator for growth shall be determined in accordance with the following:

- (1) Points shall be awarded for grades 4 through 10, and grade 12, where test data are available.
- (2) Points shall be awarded to grades 4 through 10 based on the average of the scores of all eligible students in the top seventy-five percent (75%) and the bottom twenty-five percent (25%) of each grade as follows:
 - (A) A school must have at least forty (40) eligible students in the accountable year to obtain growth points for the top seventy-five percent (75%) and bottom twenty-five percent (25%) of students.
 - (B) The bottom twenty-five percent (25%) must contain at least ten (10) of the forty (40) students.
 - (C) If a school does not have at least forty (40) eligible students in the accountable year, the school's growth points shall be based on the results of the mandatory annual assessments of a cumulative aggregate of eligible students.
- (3) Points shall be awarded to grades 11 and 12 in a manner equal to the rate of improvement of students on the mandatory statewide annual assessment between the student's grade 10 cohort year and the student's expected graduation year. A school must have at least ten (10) students in the graduation cohort identified as not passing the mandatory statewide annual assessment by the end of the student's grade 10 cohort year, and identified as passing the mandatory statewide annual assessment by the student's expected graduation year as follows:
 - (A) Rate of improvement from grade 10 to grade 12 shall be calculated as follows:
 - (i) Subtract the percentage of students in grade 10 that passed the English/language arts assessment from the percentage of this same cohort of students that passed by the end of grade 12.
 - (ii) Multiply that value by 10.
 - (B) If a school does not have at least ten (10) eligible students in its graduation cohort, the school's

rate of improvement will be based on a cumulative aggregate of eligible students in its graduation cohort.

(C) Regardless of where a student in grade 10 took the mandatory statewide annual assessment under subdivision (3) [*this subdivision*], the student's passing score in grade 12 shall apply to the points received by the school where the student graduates.

(4) The overall points for English/language arts shall be the sum of all applicable grade span points.

(c) The mathematics indicator for growth shall be determined in accordance with the following:

(1) Points shall be awarded for grades 4 through 10, and grade 12, where test data are available.

(2) Points shall be awarded to grades 4 through 10 based on the average of the scores of all eligible students in the top seventy-five percent (75%) and the bottom twenty-five percent (25%) of each grade as follows:

(A) A school must have at least forty (40) eligible students in the accountable year to obtain growth points for the top seventy-five percent (75%) and bottom twenty-five percent (25%) of students.

(B) The bottom twenty-five percent (25%) must contain at least ten (10) of the forty (40) students.

(C) If a school does not have at least forty (40) eligible students in the accountable year, the school's growth points shall be based on the results of the mandatory annual assessments of a cumulative aggregate of eligible students.

(3) Points shall be awarded to grades 11 and 12 in a manner equal to the rate of improvement of students on the mandatory statewide annual assessment between the student's grade 10 cohort year and the student's expected graduation. A school must have at least ten (10) students in the graduation cohort identified as not passing the mandatory statewide annual assessment by the end of the student's grade 10 cohort year, and identified as passing the mandatory statewide annual assessment by the student's expected graduation year as follows:

(A) Rate of improvement from grade 10 to grade 12 mathematics shall be calculated as follows:

(i) Subtract the percentage of students in grade 10 that passed the mathematics assessment from the percentage of this same cohort of students that passed by the end of grade 12.

(ii) Multiply that value by 10.

(B) If a school does not have at least ten (10) eligible students in its graduation cohort, the school's rate of improvement will be based on a cumulative aggregate of eligible students in its graduation cohort.

(C) Regardless of where a student in grade 10 took the exam under subdivision (3) [*this subdivision*], the student's passing score in grade 12 shall apply to the points received by the school where the student graduates.

(4) The overall points for mathematics shall be the sum of all applicable grade span points.

(Indiana State Board of Education; [511 IAC 6.2-10-5](#); filed Jun 15, 2015, 3:46 p.m.: [20150715-IR-511140447FRA](#), eff Mar 1, 2016)

[511 IAC 6.2-10-6](#) Multiple measures domain

Authority: [IC 20-19-2-8](#); [IC 20-31-4-17](#); [IC 20-31-8-4](#); [IC 20-31-10-1](#)

Affected: [IC 20-31-8](#)

Sec. 6. (a) The multiple measures domain shall consist of a college and career readiness indicator and a graduation indicator. The weight of the college and career readiness indicator shall be fifty percent (50%) of the multiple measures domain, and the weight of the graduation indicator shall be fifty percent (50%) of the multiple measures domain. Points shall be assigned in accordance with the following scale:

(1) 90.0 – 100.0 points = A

(2) 80.0 – 89.9 points = B

(3) 70.0 – 79.9 points = C

(4) 60.0 – 69.9 points = D

(5) 0.0 – 59.9 points = F.

(b) The college and career readiness indicator for the multiple measures domain shall equal the product of the college and career readiness achievement score and the college and career readiness participation rate score. The maximum college and career readiness score is one hundred (100.0) points as follows:

(1) The college and career readiness achievement score shall be the product of the college and career readiness achievement rate and the state college and career readiness factor as follows:

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

(B) A school must have at least ten (10) students in the graduation cohort to obtain a college and career readiness achievement score. If a school does not have at least ten (10) students in its graduation *[sic]* cohort, the school's rate of improvement will be based on a cumulative aggregate of students in its graduation cohort.

(C) A school's college and career readiness achievement rate shall be based on the percentage of students described in this subsection who accomplished any of the following:

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

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

(iii) Earned three (3) college credits as defined in section 1 of this rule.

(iv) Obtained an industry-recognized credential as defined in section 1 of this rule.

(D) A school's college and career readiness factor is determined by dividing one hundred (100) by the expected college and career readiness goal as defined by the board.

(2) The college and career readiness participation rate score shall be determined only if a school has college and career readiness assessment data available at grade 11 to receive a college and career readiness participation rate score as follows:

(A) The grade 11 cohort who were enrolled in the school for at least one hundred sixty-two (162) days of the school year shall be used in determining a school's college and career readiness participation rate score.

(B) A school's college and career readiness participation percentage shall be based on the percent of students described in clause (A) who have participated in a college and career readiness assessment during the accountable year.

(C) If the college and career readiness participation rate is greater than or equal to ninety-five percent (95%), then the participation rate shall be one (1).

(D) If the college and career readiness participation rate is less than ninety-five percent (95%), then the participation rate shall equal the participation rate in decimal form.

(E) If no college and career readiness participation rate data is available then the college and career readiness indicator *[sic]* shall equal the college and career readiness achievement score.

(c) The graduation indicator for the multiple measures domain shall equal the sum of the graduation rate score and the five (5) year graduation rate score as follows:

(1) The graduation rate score shall be determined based on the percentage of students that graduated from high school in four (4) years or less as follows:

(A) A school must have at least ten (10) students in the most recently finalized graduation cohort to obtain a graduation rate score. If a school does not have at least ten (10) eligible students in its graduation cohort, the school's rate of improvement will be based on a cumulative aggregate of eligible students in its graduation cohort.

(B) A school with a graduation rate that is at least ninety percent (90%) shall receive one hundred (100) points. A school with a graduation rate less than ninety percent (90%) shall receive points equal to the school's graduation rate.

(2) The five (5) year graduation rate score shall be determined based on the difference in the four (4) year graduation rate and the five (5) year graduation rate for the graduation cohort. A school must have four (4) year graduation rate points available to receive a five (5) year graduation score as follows:

(A) A school must have at least ten (10) students in the most recently finalized graduation cohort to obtain a five (5) year graduation rate score.

(B) The graduation cohort immediately preceding the most recently finalized graduation cohort shall be used to determine a school's five (5) year graduation rate score.

(C) Five (5) year graduation rate points shall be equal to the five (5) year graduation rate.

(D) Five (5) year graduation improvement points are not required to calculate the graduation indicator of the multiple measures domain.

(Indiana State Board of Education; 511 IAC 6.2-10-6; filed Jun 15, 2015, 3:46 p.m.: 20150715-IR-511140447FRA, eff Mar 1, 2016)

511 IAC 6.2-10-7 Feeder schools

Authority: [IC 20-19-2-8](#); [IC 20-31-4-17](#); [IC 20-31-8-4](#); [IC 20-31-10-1](#)

Affected: [IC 20-31-8](#)

Sec. 7. (a) A feeder school's accountability category shall be based on the performance domain only.

(b) A feeder school's performance domain shall be based on the English/language arts and mathematics scores of the receiving school or schools.

(c) If more than five (5) receiving schools are identified for the feeder school, the five (5) schools with the highest census of feeder school students will be used to determine the feeder school's performance domain.

(d) A feeder school's English/language arts score is the percentage of eligible students that have passed the English/language arts exam in the receiving school or schools multiplied by one hundred (100).

(e) A feeder school's mathematics score is the percentage of eligible students that have passed the mathematics exam in the receiving school or schools multiplied by one hundred (100).

(f) Grades shall be assigned in accordance with the following points scale:

- (1) 90.0 – 100.0 points = A**
- (2) 80.0 – 89.9 points = B**
- (3) 70.0 – 79.9 points = C**
- (4) 60.0 – 69.9 points = D**
- (5) 0.0 – 59.9 points = F.**

(Indiana State Board of Education; [511 IAC 6.2-10-7](#); filed Jun 15, 2015, 3:46 p.m.: [20150715-IR-511140447FRA](#), eff Mar 1, 2016)

[511 IAC 6.2-10-8](#) School corporations; performance category grade

Authority: [IC 20-19-2-8](#); [IC 20-31-4-17](#); [IC 20-31-8-4](#); [IC 20-31-10-1](#)

Affected: [IC 20-31-8](#)

Sec. 8. (a) The board shall assign each school corporation an overall performance and growth category in accordance with section 3 of this rule.

(b) Not more than one percent (1%) of the total tested population of students in the corporation may be counted as proficient on the alternative assessment to the mandatory statewide annual assessment.

(Indiana State Board of Education; [511 IAC 6.2-10-8](#); filed Jun 15, 2015, 3:46 p.m.: [20150715-IR-511140447FRA](#), eff Mar 1, 2016)

[511 IAC 6.2-10-9](#) School changes due to opening, reopening, reconfiguring, or redistributing students; new accountability baselines

Authority: [IC 20-19-2-8](#); [IC 20-31-4-17](#); [IC 20-31-10-1](#)

Affected: [IC 20-31-8](#)

Sec. 9. (a) This section applies to schools that:

- (1) open;**
- (2) reopen;**
- (3) reconfigure; or**
- (4) redistribute students.**

(b) To obtain a new accountability baseline, a school described in subsection (a) must clearly demonstrate all of the following:

- (1) An increase or decrease of at least seventy percent (70%) in the student population from the previous year.**
- (2) A significant change in educational philosophy, curriculum, or staffing.**

(3) A change is not being made to avoid accountability.

(Indiana State Board of Education; [511 IAC 6.2-10-9](#); filed Jun 15, 2015, 3:46 p.m.: [20150715-IR-511140447FRA](#), eff Mar 1, 2016)

[511 IAC 6.2-10-10](#) New schools

Authority: [IC 20-19-2-8](#); [IC 20-31-4-17](#); [IC 20-31-10-1](#)

Affected: [IC 20-31-8](#)

Sec. 10. (a) Except as provided in subsection (b), this section applies to schools that have:

- (1) been open three (3) years or less; and**
- (2) not elected application of section 3 of this rule.**

(b) This section does not apply to a feeder school or a small school.

(c) Section 5 of this rule shall be the exclusive means used in determining the school's final accountability category.

(Indiana State Board of Education; [511 IAC 6.2-10-10](#); filed Jun 15, 2015, 3:46 p.m.: [20150715-IR-511140447FRA](#), eff Mar 1, 2016)

[511 IAC 6.2-10-11](#) Review of category placement

Authority: [IC 20-19-2-8](#); [IC 20-31-4-17](#); [IC 20-31-10-1](#)

Affected: [IC 20-31-8](#)

Sec. 11. A school or school corporation may petition for review of its accountability category placement based on objective factors the school or school corporation considers relevant because the annual assessment data do not accurately reflect school performance, growth, or multiple measures, as applicable. Objective factors include significant demographic changes in the student population, errors in data, or other significant issues including, but not limited to, errors in the application of this rule to determine an accountability category.

(Indiana State Board of Education; [511 IAC 6.2-10-11](#); filed Jun 15, 2015, 3:46 p.m.: [20150715-IR-511140447FRA](#), eff Mar 1, 2016)

[511 IAC 6.2-10-12](#) Atypical schools

Authority: [IC 20-19-2-8](#); [IC 20-31-4-17](#); [IC 20-31-10-1](#)

Affected: [IC 20-31-8](#)

Sec. 12. (a) For each atypical school, the department shall, without waiting for a request from the board, immediately provide to the board the following information for the grade levels served and available data:

- (1) Grade levels served by the school.**
- (2) Data available.**
- (3) Available models with current sample data for reference.**

(b) Based on the findings of the department and any other information available to the board, the board shall determine the school's accountability category.

(Indiana State Board of Education; [511 IAC 6.2-10-12](#); filed Jun 15, 2015, 3:46 p.m.: [20150715-IR-511140447FRA](#), eff Mar 1, 2016)

LSA Document #14-447(F)

Notice of Intent: [20141029-IR-511140447NIA](#)

Proposed Rule: [20150204-IR-511140447PRA](#)

Hearing Held: February 25, 2015; February 26, 2015; and February 27, 2015

Approved by Attorney General: June 4, 2015

Approved by Governor: June 12, 2015

Filed with Publisher: June 15, 2015, 3:46 p.m.

Documents Incorporated by Reference: None Received by Publisher

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Posted: 07/15/2015 by Legislative Services Agency

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