
TITLE 511 INDIANA STATE BOARD OF EDUCATION

Proposed Rule
LSA Document #18-7

DIGEST

Adds [511 IAC 6.2-10-0.5](#) concerning the assessment of school and school corporation growth and performance to specify the accountable years to which the rule applies. Adds [511 IAC 6.2-11](#) concerning the assessment of school and school corporation growth and performance to modify the methodology or metrics, or both, that determine the category of school performance, designated by an "A" through "F" grading scale, in which a school or school corporation shall be placed. Effective 30 days after filing with the Publisher, applicable beginning with the 2018-2019 school year.

[IC 4-22-2.1-5 Statement Concerning Rules Affecting Small Businesses](#)

[511 IAC 6.2-10-0.5](#); [511 IAC 6.2-11](#)

SECTION 1. [511 IAC 6.2-10-0.5](#) IS ADDED TO READ AS FOLLOWS:

[511 IAC 6.2-10-0.5](#) Applicability

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

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

Sec. 0.5. This rule applies to accountable years beginning prior to the start of the 2018-2019 accountable year.

(Indiana State Board of Education; [511 IAC 6.2-10-0.5](#))

SECTION 2. [511 IAC 6.2-11](#) IS ADDED TO READ AS FOLLOWS:

Rule 11. Assessing School and School Corporation Growth and Performance; School Years Beginning in 2018 and All Subsequent School Years

[511 IAC 6.2-11-1](#) Applicability

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

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

Sec. 1. This rule applies to the 2018-2019 accountable year and all subsequent accountable years.

(Indiana State Board of Education; [511 IAC 6.2-11-1](#))

[511 IAC 6.2-11-2](#) Definitions

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

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 20-32-5.1](#); [IC 20-33-2](#); [IC 20-36-3-2](#)

Sec. 2. The following definitions apply throughout this rule:

- (1) "Accountable year" means the school year being assessed.
- (2) "Advanced placement examination" or "AP exam" has the meaning set forth in [IC 20-36-3-2](#).
- (3) "Alternative assessment" means the alternative assessment instrument to the mandatory statewide annual assessment that is administered to students with the most significant cognitive disabilities.
- (4) "Attend" has the meaning set forth in [IC 20-33-2-3.2](#) and includes attendance exemptions provided for in [IC 20-33-2-14](#) through [IC 20-33-2-17.7](#).
- (5) "Board" has the meaning of "state board" set forth in [IC 20-18-2-19](#).
- (6) "College and career readiness goal" means the statewide goal, expressed as a percent, established by the board for which a school receives full credit for the college and career readiness achievement

score of the college and career readiness indicator.

(7) "College credit" means credit awarded by a postsecondary institution accredited by an agency recognized by the secretary of the U.S. Department of Education.

(8) "Department" has the meaning set forth in [IC 20-18-2-3](#).

(9) "Elementary school" has the meaning set forth in [IC 20-18-2-4](#).

(10) "Eligible student" means:

(A) for purposes of sections 5 and 11 of this rule, a student who:

(i) was enrolled at the school for at least one hundred sixty-two (162) days during the accountable year;

(ii) was tested on the mandatory statewide annual assessment; and

(iii) obtained a valid test result;

(B) for purposes of section 6 of this rule, a student who:

(i) was enrolled at the school for at least one hundred sixty-two (162) days during the accountable year;

(ii) was tested on the mandatory statewide annual assessment during the accountable year and the school year immediately preceding the accountable year;

(iii) obtained a valid test result; and

(iv) was not retained for the accountable year in the grade level enrolled during the school year immediately preceding the accountable year;

(C) for purposes of section 8 of this rule, a student who:

(i) was an English learner during the accountable year;

(ii) was tested on the mandatory statewide annual English language proficiency assessment during the accountable year, or during the accountable year and the school year immediately preceding the accountable year; and

(iii) obtained a valid test result; and

(D) for purposes of sections 9 and 12 of this rule, a student who was enrolled at the school for at least one hundred sixty-two (162) days in the accountable year.

(11) "English/language arts" means the subject area required to be tested on the mandatory statewide annual assessment under [IC 20-32-5-2\(1\)](#).

(12) "English learner" 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 school or secondary school;

(C) who:

(i) was not born in the United States or whose native language is a language other than English;

(ii) 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

(iii) 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

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:

(i) the ability to meet the challenging state academic standards;

(ii) the ability to successfully achieve in classrooms where the language of instruction is English;

or

(iii) the opportunity to participate fully in society.

(13) "Enrolled" means to be officially registered as an attendee of a school.

(14) "Extended-year adjusted cohort graduation rate" means the fraction:

(A) the denominator of which consists of the number of students who form the original cohort of entering first-time students in grade 9 enrolled in the high school no later than the date by which student membership data must be collected annually by state educational agencies for submission to the National Center for Education Statistics under Section 153 of the Education Sciences Reform Act of 2002 (20 U.S.C. 9543), adjusted by:

(i) adding the students who joined that cohort, after the date of the determination of the original cohort; and

(ii) subtracting the students who left that cohort, after the date of the determination of the original cohort for any one (1) of the following reasons:

(AA) the student has transferred out;

(BB) the student has emigrated to another country;

(CC) the student has transferred to a prison or juvenile facility; or

(DD) the student is deceased; and

(B) the numerator of which:

(i) consists of the sum of the number of students in the cohort who earned a regular high school

diploma before, during, or at the conclusion of one (1) or more additional years beyond the fourth year of high school, or a summer session immediately following the additional year of high school, and all students with the most significant cognitive disabilities assessed using the alternative assessment aligned to alternative academic achievement standards and awarded a state-defined alternative diploma that is standards-based, aligned with the state requirements for the regular high school diploma, and obtained within the time period for which the state ensures the availability of a free appropriate public education under Section 612(a)(1) of the Individuals with Disabilities Act (20 U.S.C. 1412(a)(1)); and

(ii) shall not include any student awarded a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

For a high school that starts after grade 9, the original cohort shall be calculated for the earliest high school grade students attend no later than the date by which student data is collected annually.

(15) "Four-year adjusted cohort graduation rate" means the fraction:

(A) the denominator of which consists of the number of students who form the original cohort of entering first-time students enrolled at the high school by October 1 of grade 9, adjusted by:

(i) adding the students who joined that cohort after the date of the determination of the original cohort; and

(ii) subtracting the students who left the cohort after the date of the determination of the original cohort for any one (1) of the following reasons:

(AA) the student has transferred out;

(BB) the student has emigrated to another country;

(CC) the student has transferred to a prison or juvenile facility; or

(DD) the student is deceased; and

(B) the numerator of which consists of the sum of the number of students in the cohort who earned a regular high school diploma before, during, or at the conclusion of the fourth year of high school, or a summer session immediately following the fourth year of high school.

For a high school that starts after grade 9, the original cohort shall be calculated for the earliest high school grade students attend no later than the date by which student membership data is collected annually.

(16) "Grade" means data for a cohort of students who are at the same class level in the same year.

(17) "Grade span" means the range of grades used to determine the applicable accountability indicators for a school.

(18) "Graduate" means a student who meets all requirements of [IC 20-32-4-1.5\(b\)](#) and earns a regular high school diploma.

(19) "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.

(20) "Graduation rate goal" means the goal established by the board for which a school receives full credit for the four-year graduation rate score.

(21) "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.

(22) "High school" has the meaning set forth in [IC 20-18-2-7](#).

(23) "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 board.

(24) "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.

(25) "Mandatory statewide annual assessment" means the assessment required under [IC 20-32-5.1](#) and any alternatives to that assessment.

(26) "Mandatory statewide annual English language proficiency assessment" means the annual assessment of English language proficiency of all English learners as required under the Every Student Succeeds Act.

(27) "Mathematics" means the subject area required to be tested on the mandatory statewide annual assessment under [IC 20-32-5-2\(2\)](#).

(28) "Participate" means to complete and obtain a valid test result on the mandatory statewide annual assessment.

(29) "Participation rate" means the percentage of students enrolled in the tested grades at the time of test administrations who received a valid test result on the mandatory statewide annual assessment.

(30) "Pupil enrollment" has the meaning of "enrollment" set forth in [IC 20-26-13-3](#).

(31) "Pupil enrollment percentage" means the percentage of students at a school or school corporation enrolled in the kindergarten through grade 8 grade span and the grade 9 through grade 12 grade span, respectively.

(32) "Receiving school" means an elementary school or high school that has at least twenty (20) 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 accountable year.

(33) "Recently arrived English learner" means an English learner who has been enrolled in a school in one (1) of the fifty (50) states in the United States or the District of Columbia for less than twelve (12) months.

(34) "Regular high school diploma" means the standard high school diploma awarded to the preponderance of students in the state that is fully aligned with state standards, or a higher diploma, except that a regular high school diploma shall not be aligned to alternative academic standards and does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

(Indiana State Board of Education; [511 IAC 6.2-11-2](#))

[511 IAC 6.2-11-3](#) 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) Each year, the board shall place each school in a category of school performance and assign to each school a letter grade that corresponds to the category of school performance in which the school was placed.

(b) With the exception of schools described in sections 15, 16, and 17 of this rule, placement in a category of school performance shall be based on the performance of a school's students on the mandatory statewide annual assessment and the performance criteria set forth in this rule. The performance of a school's students on the mandatory statewide annual assessment and the performance criteria used to determine the category of school performance in which a school shall be placed shall be measured using the following performance indicators, where applicable:

- (1) Academic achievement.
- (2) Academic progress.
- (3) Graduation rate.
- (4) English language proficiency.
- (5) Addressing chronic absenteeism.
- (6) College and career readiness.
- (7) Well-rounded educational development.
- (8) High school on-track.

(c) Except as provided in section 4 of this rule, the category of school performance in which a school shall be placed is the category that corresponds to the letter grade determined under STEP TWO of the following process:

STEP ONE: Calculate the weighted average of the indicator scores applicable to the school.

STEP TWO: Compare the number determined under STEP ONE to the following scale:

- (A) 90.0 – 100.0 points = A
- (B) 80.0 – 89.9 points = B
- (C) 70.0 – 79.9 points = C
- (D) 60.0 – 69.9 points = D
- (E) 0.0 – 59.9 points = F.

(d) The overall accountability framework and the relative weights assigned to the performance indicators applicable to each grade span shall be as follows:

(1) For the kindergarten through grade 8 grade span:

- (A) the weight of the academic achievement indicator score shall be forty-two and one-half percent

(42.5%);

(B) the weight of the academic progress indicator score shall be forty-two and one-half percent

(42.5%);

(C) the weight of the English language proficiency indicator score shall be five percent (5%);

(D) the weight of the addressing chronic absenteeism indicator score shall be five percent (5%); and

(E) the weight of the well-rounded educational development indicator score shall be five percent (5%).

If a school lacks the data points necessary to calculate an English language proficiency indicator score for the kindergarten through grade 8 grade span, the weight otherwise assigned to the English language proficiency indicator score shall be redistributed to the academic achievement and academic progress indicator scores on a pro rata basis.

(2) For the grade 9 through grade 12 grade span:

(A) for accountable years beginning prior to the start of the 2022-2023 school year:

(i) the weight of the academic achievement indicator score shall be twenty-five percent (25%);

(ii) the weight of the English language proficiency indicator score shall be five percent (5%);

(iii) the weight of the graduation rate indicator score shall be thirty percent (30%);

(iv) the weight of the college and career readiness indicator score shall be thirty percent (30%); and

(v) the weight of the high school on-track indicator score shall be ten percent (10%); and

(B) for the 2022-2023 accountable year and all subsequent accountable years:

(i) the weight of the academic achievement indicator score shall be thirty percent (30%);

(ii) the weight of the English language proficiency indicator score shall be five percent (5%);

(iii) the weight of the graduation rate indicator score shall be fifty percent (50%); and

(iv) the weight of the high school on-track indicator score shall be fifteen percent (15%).

If a school lacks the data points necessary to calculate an indicator score applicable to the grade 9 through grade 12 grade span, the weight otherwise assigned to such an indicator score shall be redistributed to the remaining applicable indicator scores on a pro rata basis.

(Indiana State Board of Education; [511 IAC 6.2-11-3](#))

[511 IAC 6.2-11-4](#) Schools comprised of multiple grade spans; calculation of final grade; calculation of performance indicator scores

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. 4. (a) For schools comprised of multiple grade spans (the kindergarten through grade 8 grade span and the grade 9 through grade 12 grade span), placement in a category of school performance shall be determined using the following formula:

STEP ONE: Determine the pupil enrollment percentage for each grade span with associated data.

STEP TWO: Calculate the weighted average of the indicator scores applicable to each grade span.

STEP THREE: Multiply:

(A) each result determined under STEP ONE; by

(B) the respective result determined under STEP TWO.

STEP FOUR: Calculate the sum of the results determined under STEP THREE.

STEP FIVE: Compare the number determined under STEP FOUR to the following scale:

(A) 90.0 – 100.0 points = A

(B) 80.0 – 89.9 points = B

(C) 70.0 – 79.9 points = C

(D) 60.0 – 69.9 points = D

(E) 0.0 – 59.9 points = F.

(b) For schools comprised of multiple grade spans (the kindergarten through grade 8 grade span and the grade 9 through grade 12 grade span) each applicable performance indicator score shall be determined using the following formula:

STEP ONE: Determine the pupil enrollment percentage for each grade span with associated data.

STEP TWO: Calculate the indicator score for each performance indicator applicable to each grade span.

STEP THREE: Multiply:

(A) each result determined under STEP ONE; by

(B) the respective result determined under STEP TWO.

STEP FOUR: Compare each number determined under STEP THREE to the following scale:

- (A) 90.0 – 100.0 points = A
- (B) 80.0 – 89.9 points = B
- (C) 70.0 – 79.9 points = C
- (D) 60.0 – 69.9 points = D
- (E) 0.0 – 59.9 points = F.

(Indiana State Board of Education; [511 IAC 6.2-11-4](#))

511 IAC 6.2-11-5 Academic achievement indicator

Authority: [IC 20-19-2-8](#); [IC 20-31-4-17](#); [IC 20-31-8-4](#); [IC 20-31-8-4.6](#); [IC 20-31-10-1](#)

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

Sec. 5. (a) The academic achievement indicator shall consist of an English/language arts score and a mathematics score.

(b) A school's academic achievement indicator score shall equal the weighted average of the points awarded for the school's English/language arts score and the school's mathematics score. The weight of the English/language arts score shall be fifty percent (50%) of the academic achievement indicator, and the weight of the mathematics score shall be fifty percent (50%) of the academic achievement indicator. A school's academic achievement indicator score may not exceed one hundred (100.0) points.

(c) A school's placement in a category of academic achievement shall be determined by comparing the school's academic achievement indicator score to 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.

(d) A school's English/language arts score shall be determined in accordance with the following:

(1) Points shall be awarded for grade 3 through grade 8 and grade 10, respectively, where data are available.

(2) A school must have at least twenty (20) eligible students enrolled in grade 3 through grade 8 or grade 10 in the accountable year to receive an English/language arts score.

(3) A school's English/language arts score shall equal the product of:

- (A) the school's English/language arts proficiency rate; and
- (B) the school's English/language arts participation rate.

(4) A school's English language arts proficiency rate shall equal the quotient of:

- (A) the number of eligible students with a scale score that demonstrates proficiency of the standards tested on the mandatory statewide annual assessment for English/language arts; divided by

- (B) the number of students who took the English/language arts assessment.

(5) A school's English/language arts participation rate shall equal the quotient of:

- (A) the number of students who took the English/language arts assessment; divided by
- (B) the number of students who enrolled in the tested grades at the time the assessments were administered.

(6) A school's English/language arts participation rate shall be modified as follows:

- (A) If the school's English/language arts participation rate is greater than or equal to ninety-five percent (95%), then the school's English/language arts participation rate shall be one (1).
- (B) If the school's English/language arts participation rate is less than ninety-five percent (95%), then the school's English/language arts participation rate shall equal the English/language arts participation rate expressed in decimal form.

(7) A recently arrived English learner shall not be included in the calculation of a school's English/language arts proficiency rate for the first twenty-four (24) months the recently arrived English learner is enrolled in a school in one (1) of the fifty (50) states in the United States or the District of Columbia. However, a recently arrived English learner shall be included in the calculation of a school's English/language arts participation rate.

(8) A student described in [IC 20-31-8-4.6](#) may not be included in the calculation of a school's English/language arts score.

(9) A school's English/language arts score may not exceed one hundred (100.0) points.

(e) A school's mathematics score shall be determined in accordance with the following:

(1) Points shall be awarded for grade 3 through grade 8 and grade 10, respectively, where data are available.

(2) A school must have at least twenty (20) eligible students enrolled in grade 3 through grade 8 or grade 10 in the accountable year to receive a mathematics score.

(3) A school's mathematics score shall equal the product of:

(A) the school's mathematics proficiency rate; and

(B) the school's mathematics participation rate.

(4) A school's mathematics proficiency rate shall equal the quotient of:

(A) the number of eligible students with a scale score that demonstrates proficiency of the standards tested on the mandatory statewide annual assessment for mathematics; divided by

(B) the number of students who took the mathematics assessment.

(5) A school's mathematics participation rate shall equal the quotient of:

(A) the number of students who took the mathematics assessment; divided by

(B) the number of students enrolled in the tested grades at the time the assessments were administered.

(6) A school's mathematics participation rate shall be modified as follows:

(A) If the school's mathematics participation rate is greater than or equal to ninety-five percent (95%), then the school's mathematics participation rate shall be one (1).

(B) If the school's mathematics participation rate is less than ninety-five percent (95%), then the school's mathematics participation rate shall equal the mathematics participation rate expressed in decimal form.

(7) A student described in [IC 20-31-8-4.6](#) may not be included in the calculation of a school's mathematics score.

(8) A school's mathematics score may not exceed one hundred (100.0) points.

(Indiana State Board of Education; [511 IAC 6.2-11-5](#))

[511 IAC 6.2-11-6](#) Academic progress indicator

Authority: [IC 20-19-2-8](#); [IC 20-31-4-17](#); [IC 20-31-8-4](#); [IC 20-31-8-4.6](#); [IC 20-31-10-1](#)

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

Sec. 6. (a) The academic progress indicator shall consist of an English/language arts score and a mathematics score.

(b) A school's academic progress indicator score shall equal the weighted average of the points awarded for the school's English/language arts score and the school's mathematics score. The weight of the English/language arts score shall be fifty percent (50%) of the academic progress indicator, and the weight of the mathematics score shall be fifty percent (50%) of the academic progress indicator. A school's academic progress indicator score may not exceed one hundred (100.0) points.

(c) Points awarded for the academic progress indicator shall be based on a growth-to-proficiency table approved and published by the board. At least thirty (30) days before taking final action to approve a growth-to-proficiency table, the board shall:

(1) provide public notice of the table; and

(2) accept and consider public comment.

In taking final action to approve a growth-to-proficiency table, the board shall establish the date on which the growth-to-proficiency table is to take effect.

(d) A school's placement in a category of academic progress shall be determined by comparing the school's academic progress indicator score to 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.

(e) A school's English/language arts score shall be determined in accordance with the following:

- (1) Points shall be awarded for grade 4 through grade 8 where data are available.
- (2) A school's English/language arts score shall equal the quotient of:
 - (A) the sum of the points earned by all eligible students, as determined by the growth-to-proficiency table approved by the board; divided by
 - (B) the total number of eligible students.
- (3) A recently arrived English learner shall not be included in the calculation of a school's English/language arts score for the first twelve (12) months the recently arrived English learner is enrolled in a school in one (1) of the fifty (50) states in the United States or the District of Columbia. However, a recently arrived English learner shall still be included in the calculation of a school's mathematics score as described in subsection (f).
- (4) A student described in [IC 20-31-8-4.6](#) may not be included in the calculation of a school's English/language arts score.
- (5) A school's English/language arts score may not exceed one hundred (100.0) points.

(f) A school's mathematics score shall be determined in accordance with the following:

- (1) Points shall be awarded for grade 4 through grade 8 where data are available.
- (2) A school's mathematics score shall equal the quotient of:
 - (A) the sum of the points earned by all eligible students, as determined by the growth-to-proficiency table approved by the board; divided by
 - (B) the total number of eligible students.
- (3) A recently arrived English learner shall be included in the calculation of a school's mathematics score under this section.
- (4) A student described in [IC 20-31-8-4.6](#) may not be included in the calculation of a school's mathematics score.
- (5) A school's mathematics score may not exceed one hundred (100.0) points.

(Indiana State Board of Education; [511 IAC 6.2-11-6](#))

[511 IAC 6.2-11-7](#) Graduation rate indicator

Authority: [IC 20-19-2-8](#); [IC 20-31-4-17](#); [IC 20-31-8-4](#); [IC 20-31-8-4.6](#); [IC 20-31-10-1](#)
Affected: [IC 20-31-8](#); [IC 20-32-4](#)

Sec. 7. (a) The graduation rate indicator shall consist of a four-year graduation rate score and a five-year graduation rate improvement score.

(b) A school's graduation rate indicator score shall equal the sum of the points awarded for the four-year graduation rate score and the points awarded for the five-year graduation rate improvement score. A school's graduation rate indicator score may not exceed one hundred (100.0) points.

(c) A school's placement in a graduation rate performance category shall be determined by comparing the school's graduation rate indicator score to 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.

(d) A school's four-year graduation rate score shall be determined in accordance with the following:

- (1) Points shall be awarded for grade 12 where graduate data are available.
- (2) A school must have at least twenty (20) students in the most recently finalized adjusted graduation cohort to receive a four-year graduation rate score.
- (3) A school's four-year graduation rate score shall be equal to the school's four-year adjusted cohort graduation rate, modified as follows:
 - (A) If the school's four-year adjusted cohort graduation rate is greater than or equal to ninety

percent (90%), then the school's four-year graduation rate score shall be one hundred (100.0) points.

(B) If the school's four-year adjusted cohort graduation rate is less than ninety percent (90%), then the school's four-year graduation rate score shall equal the four-year adjusted cohort graduation rate expressed in decimal form.

(4) For accountable years beginning prior to the start of the 2020-2021 school year, the numerator of the four-year adjusted cohort graduation rate shall include students who earn a general diploma, as described in [IC 20-32-4](#), in addition to those who earn a regular high school diploma.

(e) A school's five-year graduation rate improvement score shall be determined in accordance with the following:

(1) A school must have a four-year graduation rate score to receive a five-year graduation rate improvement score.

(2) A school must have at least twenty (20) students in the most recently finalized extended year adjusted graduation cohort to receive a five-year graduation rate improvement score.

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

(4) To the extent possible, a school's five-year graduation rate improvement score will be included in the school's graduation rate indicator score. However, a five-year graduation rate improvement score is not required to calculate a school's graduation rate indicator score. As such, a school's graduation rate indicator score may equal the school's four-year graduation rate score. For purposes of calculating the school's graduation rate indicator score, if a school's five-year graduation rate improvement score cannot be calculated, the five-year graduation rate improvement score shall be zero (0.0).

(5) A school's five-year graduation rate improvement score shall equal the difference between the school's four-year adjusted cohort graduation rate and the school's extended five-year adjusted cohort graduation rate for the same cohort.

(f) A student described in [IC 20-31-8-4.6](#) may not be included in the calculation of a school's graduation rate indicator score.

(Indiana State Board of Education; [511 IAC 6.2-11-7](#))

[511 IAC 6.2-11-8](#) English language proficiency indicator

Authority: [IC 20-19-2-8](#); [IC 20-31-4-17](#); [IC 20-31-8-4.6](#); [IC 20-31-10-1](#)

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

Sec. 8. (a) The English language proficiency indicator score shall consist of an English language proficiency score. A school's English language proficiency indicator score may not exceed one hundred (100.0) points.

(b) A school's placement in an English language proficiency category shall be determined by comparing the school's English language proficiency indicator score to 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.

(c) A school's English language proficiency score shall be determined in accordance with the following:

(1) Points shall be awarded for grade 1 through grade 12 where data are available.

(2) A school must have at least twenty (20) eligible students in the English learner subgroup in the accountable year to obtain an English language proficiency indicator score.

(3) A school's English language proficiency score shall be determined using the following formula:

STEP ONE: Determine the number of eligible students in the English learner subgroup that demonstrated English proficiency on the mandatory statewide annual English language proficiency assessment.

STEP TWO: Add:

- (i) the number determined under STEP ONE; and
- (ii) the number of eligible students in the English learner subgroup that met or exceeded their annual growth targets.

STEP THREE: Divide:

- (i) the sum determined under STEP TWO; by
 - (ii) the total number of eligible students in the English learner subgroup.
- (4) For purposes of calculating a school's English language proficiency score, an English learner may be counted as proficient or as meeting or exceeding their annual growth target, but not both.
- (5) A student described in [IC 20-31-8-4.6](#) may not be included in the calculation of a school's English language proficiency score.

(Indiana State Board of Education; [511 IAC 6.2-11-8](#))

[511 IAC 6.2-11-9](#) Addressing chronic absenteeism indicator

Authority: [IC 20-19-2-8](#); [IC 20-31-4-17](#); [IC 20-31-8-4.6](#); [IC 20-31-10-1](#)

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

Sec. 9. (a) The addressing chronic absenteeism indicator shall consist of a model attendee score. A school's model attendee score may not exceed one hundred (100.0) points.

(b) A school's placement in an addressing chronic absenteeism performance category shall be determined by comparing the school's model attendee score to 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.

(c) A school's model attendee score shall be determined in accordance with the following:

- (1) Points shall be awarded for kindergarten through grade 8, where data are available.
- (2) A school must have at least twenty (20) eligible students enrolled in kindergarten through grade 8 in the accountable year to receive a model attendee score.
- (3) A school's model attendee score shall equal the product of:
 - (A) the school's model attendee rate; and
 - (B) the state model attendee factor.
- (4) A school's model attendee rate shall be determined using the following formula:
STEP ONE: Determine the number of eligible students that attended the school for at least ninety-six percent (96%) of the student's enrolled days during the accountable year.
STEP TWO: Add:
 - (i) the number determined under STEP ONE; and
 - (ii) the number of students that demonstrated an increase in attendance at the school of at least three percent (3%) from the school year immediately preceding the accountable year and the accountable year.STEP THREE: Divide:
 - (i) the sum determined under STEP TWO; by
 - (ii) the total number of students enrolled at the school during the accountable year.
- (5) The state model attendee factor shall equal the quotient of:
 - (A) one hundred (100.0); divided by
 - (B) the statewide model attendee goal established under section 13 of this rule.
- (6) For purposes of calculating a school's model attendee rate, a student may be counted as attending at least ninety-six percent (96%) of the time or as increasing attendance by at least three percent (3%), but not both.
- (7) A student described in [IC 20-31-8-4.6](#) may not be included in the calculation of a school's model attendee score.

(Indiana State Board of Education; [511 IAC 6.2-11-9](#))

[511 IAC 6.2-11-10](#) College and career readiness indicator

Sec. 10. (a) This section applies to accountable years beginning prior to the start of the 2023-2024 school year.

(b) The college and career readiness indicator shall consist of a college and career readiness achievement score. A school's college and career readiness achievement score may not exceed one hundred (100.0) points.

(c) A school's placement in a college and career readiness performance category shall be determined by comparing the school's college and career readiness achievement score to 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.

(d) A school's college and career readiness achievement score shall be determined in accordance with the following:

- (1) Points shall be awarded for grade 12 where data are available.
- (2) The most recently finalized four-year adjusted graduation cohort shall be used to determine a school's college and career readiness achievement score. A school must have at least twenty (20) graduates in the most recently finalized four-year adjusted graduation cohort to receive a college and career readiness achievement score.
- (3) A school's college and career readiness achievement score shall equal the product of:
 - (A) the school's college and career readiness achievement rate; and
 - (B) the state college and career readiness achievement factor.
- (4) A school's college and career readiness achievement rate shall equal the quotient of:
 - (A) the number of students that have demonstrated college and career readiness as described in subdivision (6); divided by
 - (B) the total number of students in the school's most recently finalized four-year adjusted graduation cohort.
- (5) The state college and career readiness achievement factor shall equal the quotient of:
 - (A) one hundred (100.0) points; divided by
 - (B) the statewide college and career readiness achievement goal established under section 13 of this rule.
- (6) A student has demonstrated college and career readiness if upon graduation the student has accomplished any one (1) of the following:
 - (A) Passed an AP exam with a score of 3, 4, or 5.
 - (B) Passed an IB exam with a score of 4, 5, 6, or 7.
 - (C) Earned at least three (3) college credits.
 - (D) Obtained an industry-recognized credential.
 - (E) Completed a graduation pathway requirement established by the board under [IC 20-32-4-1.5](#).
- (7) A student described in [IC 20-31-8-4.6](#) may not be included in the calculation of a school's college and career readiness achievement score.

(e) For purposes of calculating a school's college and career readiness achievement rate, a student may be counted as having demonstrated college and career readiness only once.

(f) For purposes of calculating a school's college and career readiness achievement rate, a student that demonstrates college and career readiness by achieving a sufficient score on an approved exam may be counted as having demonstrated college and career readiness only if the scores were achieved on an exam that was administered and paid for by the school at which the student is enrolled.

(Indiana State Board of Education; [511 IAC 6.2-11-10](#))

[511 IAC 6.2-11-11](#) Well-rounded educational development indicator

Sec. 11. (a) The well-rounded educational development indicator shall consist of a science score and a social studies score.

(b) A school's well-rounded educational development indicator score shall equal the weighted average of the points awarded for the school's science score and the school's social studies score. The weight of the science score shall be fifty percent (50%) of the well-rounded educational development indicator, and the weight of the social studies score shall be fifty percent (50%) of the well-rounded educational development indicator. A school's well-rounded educational development indicator score may not exceed one hundred (100.0) points.

(c) A school's placement in a well-rounded educational development performance category shall be determined by comparing the school's well-rounded educational development score to 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.

(d) A school's science score shall be determined in accordance with the following:

- (1) Points shall be awarded for grade 3 through grade 8, where data are available.
- (2) A school must have at least twenty (20) eligible students enrolled in grade 3 through grade 8 in the accountable year to receive a science score.
- (3) A school's science score shall equal the product of:
 - (A) the school's science proficiency rate; and
 - (B) the school's science participation rate.
- (4) A school's science proficiency rate shall equal the quotient of:
 - (A) the number of eligible students with a scale score that demonstrates proficiency of the standards tested on the mandatory statewide annual assessment for science; divided by
 - (B) the number of students who took the science assessment.
- (5) A school's science participation rate shall equal the quotient of:
 - (A) the number of students who took the science assessment; divided by
 - (B) the number of students enrolled in the tested grades at the time the assessments were administered.
- (6) A school's science participation rate shall be modified as follows:
 - (A) If the school's science participation rate is greater than or equal to ninety-five percent (95%), then the school's science participation rate shall be one (1).
 - (B) If the school's science participation rate is less than ninety-five percent (95%), then the school's science participation rate shall equal the participation rate expressed in decimal form.
- (7) A student described in [IC 20-31-8-4.6](#) may not be included in the calculation of a school's science score.
- (8) A school's science score may not exceed one hundred (100.0) points.

(e) A school's social studies score shall be determined in accordance with the following:

- (1) Points shall be awarded for grade 3 through grade 8 where data are available.
- (2) A school must have at least twenty (20) eligible students enrolled in grade 3 through grade 8 in the accountable year to receive a social studies score.
- (3) A school's social studies score shall equal the product of:
 - (A) the school's social studies proficiency rate; and
 - (B) the school's social studies participation rate.
- (4) A school's social studies proficiency rate shall equal the quotient of:
 - (A) the number of eligible students with a scale score that demonstrates proficiency of the standards tested on the mandatory statewide annual assessment for social studies; divided by
 - (B) the number of students who took the social studies assessment.
- (5) A school's social studies participation rate shall equal the quotient of:
 - (A) the number of students who took the social studies assessment; divided by

- (B) the number of students enrolled in the tested grades at the time the assessments were administered.
- (6) A school's social studies participation rate shall be modified as follows:
 - (A) If the school's social studies participation rate is greater than or equal to ninety-five percent (95%), then the school's social studies participation rate shall be one (1).
 - (B) If the school's social studies participation rate is less than ninety-five percent (95%), then the school's social studies participation rate shall equal the participation rate expressed in decimal form.
- (7) A student described in [IC 20-31-8-4.6](#) may not be included in the calculation of a school's social studies score.
- (8) A school's social studies score may not exceed one hundred (100.0) points.

(Indiana State Board of Education; [511 IAC 6.2-11-11](#))

[511 IAC 6.2-11-12](#) High school on-track indicator

Authority: [IC 20-19-2-8](#); [IC 20-31-4-17](#); [IC 20-31-8-4](#); [IC 20-31-8-4.6](#); [IC 20-31-10-1](#)

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

Sec. 12. (a) The high school on-track indicator shall consist of a high school on-track achievement score. A school's high school on-track achievement score may not exceed one hundred (100.0) points.

(b) A school's placement in a high school on-track performance category shall be determined by comparing the school's high school on-track achievement score to 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.

(c) A school's high school on-track achievement score shall be determined in accordance with the following:

- (1) Points shall be awarded for grade 9, where data are available.
- (2) A school must have at least twenty (20) eligible students in grade 9 in the accountable year to receive a high school on-track achievement score.
- (3) A school's high school on-track achievement score shall equal the product of:
 - (A) the school's high school on-track achievement rate; and
 - (B) the state high school on-track achievement factor.
- (4) A school's high school on-track achievement rate shall be determined using the following formula:
STEP ONE: Determine the number of students from the grade 9 cohort who are on-track as described in subdivision (6).
STEP TWO: Divide:
 - (i) the number determined under STEP ONE; by
 - (ii) the number of students from the original cohort of entering first-time students enrolled at the school during the accountable year.
- (5) The state high school on-track achievement factor shall equal the quotient of:
 - (A) one hundred (100.0); divided by
 - (B) the statewide high school on-track achievement goal established under section 13 of this rule.
- (6) For purposes of this section, a student is on-track if, by the end of the student's first year of high school, the student has:
 - (A) accumulated at least ten (10) course credits; and
 - (B) received no more than one (1) "F" in any of the following subjects:
 - (i) English/language arts.
 - (ii) Mathematics.
 - (iii) Science.
 - (iv) Social studies.
- (7) A student described in [IC 20-31-8-4.6](#) may not be included in the calculation of a school's high school on-track achievement score.

(Indiana State Board of Education; [511 IAC 6.2-11-12](#))

[511 IAC 6.2-11-13](#) Goals established by the board

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

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

Sec. 13. (a) Before the start of each school year, the board shall establish and publish the following statewide goals:

- (1) The statewide model attendee goal.
- (2) The statewide college and career readiness achievement goal.
- (3) The statewide high school on-track achievement goal.

(b) At least thirty (30) days before taking final action to establish a statewide goal under this section, the board shall:

- (1) provide public notice of the statewide goal; and
- (2) accept and consider public comment.

(Indiana State Board of Education; [511 IAC 6.2-11-13](#))

[511 IAC 6.2-11-14](#) School corporations; charter school organizers; placement in categories

Authority: [IC 20-19-2-8](#); [IC 20-31-4-17](#); [IC 20-31-8-4](#); [IC 20-31-8-7](#); [IC 20-31-10-1](#)

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

Sec. 14. (a) Each year, the board shall:

- (1) place each school corporation and each charter school organizer in a performance category; and
- (2) assign to each school corporation and each charter school organizer a letter grade that corresponds to the performance category in which the school corporation or charter school organizer was placed.

(b) The placement of a school corporation or charter school organizer in a performance category and the assignment of a letter grade shall be done in accordance with section 3 of this rule.

(Indiana State Board of Education; [511 IAC 6.2-11-14](#))

[511 IAC 6.2-11-15](#) New schools; null designation

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

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

Sec. 15. (a) Notwithstanding section 3 of this rule, a school that has been open for not more than three (3) years may elect to:

- (1) have the board place the school in a category of school performance in accordance with section 3 of this rule; or
- (2) receive a "null" designation.

(b) The department shall determine whether a school receiving a null designation under subsection (a) shall be identified for comprehensive support and improvement, target support and improvement, or neither. The determination shall be made in accordance with sections 3 and 4 of this rule.

(Indiana State Board of Education; [511 IAC 6.2-11-15](#))

[511 IAC 6.2-11-16](#) Small schools; null designation

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. 16. (a) If a school has too few students, such that a category of school performance cannot be determined under section 3 of this rule, the school's placement in a category of school performance shall

be designated as "null." A null designation by itself may not be considered:

- (1) when determining the appropriateness of board intervention in the school; or
- (2) to impose financial or other consequences.

(b) The department shall determine whether a school receiving a null designation under subsection (a) shall be identified for comprehensive support and improvement, targeted support and improvement, or neither.

(c) For purposes of determining whether a school receiving a null designation shall be identified for comprehensive or targeted support and improvement under subsection (b), the department shall calculate the indicator scores applicable to the school in a manner consistent with this rule. However, when calculating the indicator scores, the department may disregard any provision establishing a minimum threshold for the number of eligible students required for the calculation.

(Indiana State Board of Education; [511 IAC 6.2-11-16](#))

[511 IAC 6.2-11-17](#) 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. 17. (a) The board shall place each feeder school in a category of school performance and assign to each feeder school a letter grade that corresponds to the category of school performance in which the feeder school was placed.

(b) A feeder school's placement in a category of school performance shall be based on the academic achievement indicator.

(c) A feeder school's academic achievement indicator score shall consist of the English/language arts score or scores and the mathematics score or scores of the feeder school's receiving school or schools. If six (6) or more receiving schools are identified for a feeder school, the five (5) receiving schools with the largest census of the feeder school's students will be used to determine the feeder school's academic achievement indicator score.

(d) A feeder school's placement in a category of academic achievement shall be determined by comparing the school's academic achievement indicator score to 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.

(Indiana State Board of Education; [511 IAC 6.2-11-17](#))

[511 IAC 6.2-11-18](#) 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. 18. (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 each of the following:

- (1) The school experienced an increase or decrease of at least seventy percent (70%) in the number of students attending the school from the immediately preceding school year or the last school year in which the school was open.
- (2) The school has experienced a significant change in:
 - (A) educational philosophy;
 - (B) curriculum; or
 - (C) staffing.
- (3) A change is not being made to avoid accountability.

(Indiana State Board of Education; [511 IAC 6.2-11-18](#))

[511 IAC 6.2-11-19](#) 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. 19. A school or school corporation may petition for review of its placement in a category of school performance based on objective factors. Objective factors include, but are not limited to, the following:

- (1) Significant demographic changes in the student population.
- (2) Errors in data.
- (3) Errors in the application of this rule that impact a school or school corporation's placement in a category of performance.
- (4) Factors that demonstrate the annual assessment data do not accurately reflect the school or school corporation's:
 - (A) academic achievement;
 - (B) academic progress; or
 - (C) achievement with respect to the other performance criteria set forth in this rule.
- (5) Any other significant issue that impacts a school or school corporation's placement in a category of performance.

(Indiana State Board of Education; [511 IAC 6.2-11-19](#))

[511 IAC 6.2-11-20](#) Data auditing

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

Sec. 20. (a) The department shall have the authority to audit any and all data necessary to ensure the accurate placement of a school in a category of school performance under this rule.

(b) The department may correct any data the department identifies as erroneous or incorrect. However, before correcting the data, the department shall:

- (1) notify the school of the department's findings; and
- (2) provide the school the opportunity to respond to the department's findings.

(c) A school may petition for review of its placement in a category of school performance under section 19 of this rule based on the department's findings from an audit conducted under this section.

(Indiana State Board of Education; [511 IAC 6.2-11-20](#))

[Notice of Public Hearing](#)

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