



NEW A-F METRICS

Frequently Asked Questions

Calculating Grades for Schools and Corporations Serving Grades K-8

1) How is the participation rate calculated? Are all students required to be tested?

All accredited Indiana schools are required to administer a state assessment to all students enrolled at the school.

Under the new A-F metrics, a school must test at least 95% of its students in both the bottom 25% subgroup (based on the previous year's ISTEP+) and all other students in the school (top 75% subgroup along with ISTAR and IMAST test-takers). If a school fails to meet this requirement, the school will have 1.00 point deducted from the final score in the corresponding subject area (i.e. English or math). As such, failing to meet this requirement in both groups would result in a 2.00 point deduction (See the *A-F Approximate Grade Calculation Workbook* to construct an example).

2) How is the proficiency rate for English and math calculated? Do test results from the alternate assessment (ISTAR) and the modified assessment (IMAST) count towards a school's passage rate?

The English and math proficiency rates take into account ISTEP+, IMAST, and ISTAR test results. The formula for calculating the proficiency rate is: $(\# \text{ Pass ISTEP} + \# \text{ Pass IMAST} + \# \text{ Pass ISTAR}) \div (\# \text{ Tested ISTEP} + \# \text{ Tested IMAST} + \# \text{ Tested ISTAR})$.

3) Is there a 'cap' on the number of students that may count as proficient on ISTAR and IMAST for accountability calculations?

There is no cap on the number of students that may *participate*, but there is a cap on the number of students that may *count as proficient*.

For calculating accountability results, a maximum of 1% of students in tested grades within a corporation may be counted as proficient on the ISTAR results and a maximum of 2% may be counted as proficient on IMAST. Any additional students will be counted as non-proficient. Regardless, students keep the score they achieved as part of their personal assessment record. If a corporation exceeds the 1% or 2% cap, the corporation is responsible for determining which students, and for which schools, the excess students will count as non-proficient.

There is no cap on the number of students who may *participate* on ISTAR or IMAST. Students must take the exam deemed appropriate by their case conference committee.

4) Do students need to be enrolled 126 days or 162 days in order to be calculated for the purposes of accountability?

Students must be enrolled at least 162 days. Historically, the confusion between 126 and 162 resulted from differences between state and federal accountability requirements. Moving forward, 162 days is the requirement under both state and federal accountability systems. The 162-day enrollment requirement is based on a student's enrollment at the *conclusion* of the school year.

5) Which students are included in the Growth Model calculations for accountability?

All 4th through 8th grade students that took ISTEP+, have a previous ISTEP+ result, and have been enrolled for at least 162 days are included.

6) How are the bottom 25% and top 75% subgroups determined? Is this determination based only on ISTEP+ results or does it incorporate ISTAR and IMAST performance as well?

The bottom 25% subgroup is based on the previous year's ISTEP+ results and is calculated at the individual grade level.

For example, if a school serves fifth and sixth graders – with 100 students in each level (i.e. 200 students in all) – the bottom 25% subgroup would include the 25 fifth grade students who had the lowest fourth grade ISTEP+ results in English plus the 25 sixth grade students who had the lowest fifth grade ISTEP+ results in English. These 50 students would comprise the school's bottom 25% subgroup for English. All remaining students with a previous ISTEP+ test result would be included in the top 75% subgroup. Similarly, the bottom 25% and top 75% subgroup would be calculated for math.

Currently the Indiana Growth Model calculates growth based on ISTEP+ results.

7) After the bottom 25% and top 75% are identified, how are bonuses (or penalties) determined?

After identifying the students in the bottom 25% and top 75%, growth is analyzed for each student to determine if he/she exhibited high, typical or low growth. The total number of students exhibiting each type of growth is totaled independently for each subgroup and for English/Language Arts and math.

There are established criteria targets established for the bottom 25% and top 75% subgroups in both English and math to determine if a bonus (1.00 point) is awarded. Similarly, there are established criteria targets for the overall group in both English and math to determine if a penalty (-1.00 point) is given (See the *A-F Approximate Grade Calculation Workbook* for the exact targets).

8) How are the high and low growth targets determined?

The growth targets are set independently for each subject area and subgroup (e.g. bottom 25% high growth in math) and are based on the percentage of students within each subgroup who demonstrate high or low growth over a three average by the top quartile of schools.

9) How much can a school's score be raised or lowered due to growth?

A school's score can be raised by up to 2.00 points in both English and math while its score can only be lowered 1.00 point in each of those subjects (See the *A-F Approximate Grade Calculation Workbook* to construct an example). Simply put, a school has the potential of *improving by two* letter grades or *dropping one* letter grade depending on student growth.

10) Are grades calculated separately for English and math? Will a school have just one grade or multiple grades?

Yes. Each school will receive an English and a math grade. The point totals for both of these subjects will then be averaged to create a final point total and summative grade that will be used for accountability purposes.

Calculating Grades for Schools and Corporations Serving Grades 9-12

11) Is there a minimum participation rate for the Algebra I and English 10 End of Course Assessments?

No. The ECA proficiency rate is based on the percentage of the cohort that passed the exams by the end of 10th grade. Using a cohort calculation means students that do not participate are calculated as Did Not Pass. Therefore, there is no need for a separate participation rate score at the high school level.

12) How is the proficiency rate for English and math calculated?

The English proficiency rate is based on the English 10 ECA, and the math proficiency rate is based on the Algebra I ECA. The proficiency rate is determined by the percentage of the 10th grade cohort that passed each ECA by the end of 10th grade (this does not include summer testing results after 10th grade). So the 2011-12 letter grades will reflect the percentage of students in the 2014 cohort that passed each ECA by the end of the 2011-12 school year. This calculation includes students that take and pass the ECA prior to their 10th grade year (e.g. if they passed the Algebra I ECA in 8th grade).

13) Do test results from alternative assessments count towards a school's passage rate?

The English and math proficiency rates also take into account ISTAR test results. For example, the final proficiency rate for the 2014 cohort is calculated using the following formula: (# Pass the ECA + # Pass the ISTAR) ÷ 2014 Cohort.

14) Are summer End of Course Assessment (ECA) results included in the English and math proficiency rates?

No. Results for any student that takes an ECA during the summer testing window of his or her 10th grade year will not count towards the school or corporation proficiency rate. However, those results will be part of the 10th grade to graduation bonus metric that provides an opportunity for schools to earn points if they have students that pass the ECAs by graduation that did not do so by the end of 10th grade.

15) Is there a 'cap' on the number of students who may count as proficient on ISTAR for accountability calculations?

There is no cap on the number of students that may *participate*, but there is a cap on the number of students that may *count as proficient*.

For calculating accountability results, up to a maximum of 1% of students in tested grades within a corporation may be counted as proficient on the ISTAR results. Any additional students will be counted as non-proficient. Regardless, students keep the score they achieved as part of their personal assessment record. If a corporation exceeds the 1% cap, the corporation is responsible for determining which students, and for which schools, the excess students will count as non-proficient.

There is no cap on the number of students that may *participate* on ISTAR. Students must take the exam deemed appropriate by their case conference committee.

16) Does the Biology I End of Course Assessment factor into a school's grade?

Currently, only the Algebra I and English 10 ECAs are included in the accountability grade.

17) Is there a bonus for Improvement on the End of Course Assessments?

Yes. There are two bonuses for each ECA (i.e. English and math).

The first bonus is for 8th grade to 10th grade improvement. This looks at the percentage of students in the 2014 cohort that passed the ECAs (or ISTAR) by the end of 10th grade compared to the percentage of those same students that passed the 8th grade ISTEP+ (or ISTAR or IMAST). For example: 80% of the 2014 cohort passed the Algebra I ECA or ISTAR by the end of 10th grade. Two years prior, those same students passed the Math portion of the 8th grade ISTEP+/IMAST/ISTAR at a rate of 75%. So the school improved by five percentage points from 8th grade to 10th grade (See the *A-F Approximate Grade Calculation Workbook* to construct an example).

The second bonus is for 10th grade to graduation improvement. This looks at only those students who did not pass the ECA by the end of 10th grade. The improvement is then calculated based on the percentage of non-proficient students in 10th grade that pass the ECA by the time their cohort graduates. For example: a school has 100 students in the 2014 cohort; 80 of these students passed the Algebra I ECA or ISTAR by the end of 10th grade. This bonus now looks at only those 20 students who were non-proficient. If the school gets 12 of those 20 students to pass the Algebra I ECA by the time the cohort graduates in 2014, then the school would have a 10th grade to graduation improvement rate of 60% (See the *A-F Approximate Grade Calculation Workbook* to construct an example).

18) How are the improvement targets determined? How much can a school's score be raised or lowered due to improvement?

The improvement targets are set independently for each area (e.g. 8th grade to graduation improvement) and are based on the percentage of students within each area that achieve sufficient levels of improvement.

A school's score can be raised by up to 1.00 point in both English and math while its score can only be lowered up to 0.50 point in each of those areas. Simply put, a school has the potential of *improving by two* letter grades or *dropping one* letter grade depending on student improvement.

19) Is it possible for a school to receive both bonus and penalty points in the same area?

In some uncommon cases a school may receive one of the improvement bonuses and the low improvement penalty. The improvement bonus would be added to the original proficiency point total and then the low improvement penalty would be deducted from the total before the overall English/math score and summative grade are calculated.

20) How is the College and Career Readiness (CCR) rate calculated?

The CCR rate looks at the percentage of graduates that scored a 3, 4, or 5 on an Advanced Placement (AP) exam, or scored a 4, 5, 6, or 7 on an International Baccalaureate (IB) exam, or earned at least 3 transcribed college credit hours (dual credit) from an approved IDOE course, or earned an IDOE-approved industry certification. The CCR rate is an unduplicated count; each student may only count once in the numerator (e.g. if a student passes three AP exams or passes an AP exam and earns an industry certification, he/she counts *once* in the numerator for the calculation).

21) Does College and Career Readiness (CCR) only look at 12th grade? If a student transfers, who receives the credit for that student's AP, IB, etc?

The CCR rate looks at the entire time a student is enrolled in Indiana. So any AP, IB, dual credit, or industry certification a student earns throughout high school will count towards the CCR rate.

A student's entire high school performance in CCR is stored and then calculated as part of a school's grade when the student graduates. His/her results are credited to the school of graduation only.

22) How is the graduation rate determined?

The new metrics use Indiana's statutory four year graduation rate (click for more details: <http://www.doe.in.gov/improvement/accountability/graduation-cohort-rate>). As such, all students within the cohort will count towards the graduation rate for accountability purposes.

23) Are any students removed from the graduation rate calculation?

No. Indiana originally sought to include an exclusion provision for students that received a certificate of completion, but this component of Indiana's approved NCLB waiver was not allowed by the US Department of Education.

24) How do honors and general diplomas along with waivers factor into the graduation rate?

For accountability calculations, honors and general diplomas along with waiver diploma recipients will be treated equally as non-waiver and Core 40 diploma recipients. In 2014-15, there will be possible bonuses and penalties associated with diploma type.

25) When do the graduation rate bonuses and penalty go into effect?

The graduation rate bonuses and penalty go into effect for the 2014-15 accountability calculation. Beginning in 2014-15, a school will have the opportunity to receive up to two bonuses and one penalty.

26) How are the graduation rate bonuses calculated?

The first possible bonus is for five-year graduates. This bonus looks at students who do not graduate within four years. For these specific students, the formula looks at what percentage of these students a school graduates by the end of the fifth year of high school. For example, a school has 100 students in the 2015 cohort and 80 of these students graduate within four years. The formula looks at the remaining 20 students and calculates the five-year improvement based on the percentage of those remaining 20 students that graduate within a fifth year of high school.

The second bonus is for diploma type. This bonus looks at the percentage of graduates that received a non-waiver honors diploma: academic, technical and IB diplomas. If a school meets the target of having a certain percentage of graduates earn an honors diploma, the school would receive a 1.00 bonus.

A school may also lose points due to the type and number of diplomas they issue. This formula looks at the percentage of graduates that receive a waiver or general (non-Core 40) diploma. Schools that exceed the allowable percentage of graduates with a waiver or general diploma would lose 1.00 point.

27) Why is improvement used at the high school level instead of growth?

Indiana's Growth Model does not currently incorporate any grades beyond 8th grade. As such, improvement is the best measure available at the high school level. If and when Indiana has a growth measure for high schools, the Indiana Department of Education will consider making changes to the improvement/growth component.

28) Are all areas weighted equally? How is the final score and grade determined?

No. For 2011-12, English, math, and graduation rate each constitute 30% of the final score while college and career readiness (CCR) comprise the remaining 10%. Each score is multiplied by its weight and then all four scores are added together to generate the school's overall score which is then translated into a grade. For example:

English score	$(3.00 * .30) +$
Math score	$(3.00 * .30) +$
Grad rate score	$(4.00 * .30) +$
CCR Score	$(4.00 * .10) =$ a final score of 3.40 which is a B grade.

Beginning with the 2012-13 grades, the CCR weighting will increase by five percentage points each year while the English and math weighting shall each decrease by 2.5 percentage points annually.

29) Do schools with multiple configurations (i.e. schools that serve students in both K-8 and 9-12) receive two grades? If not, then how are they weighted?

Schools with multiple configurations will receive one final grade. This final grade is based on separate *preliminary* grades these schools will receive under both the K-8 and 9-12 models.

The preliminary scores under each model are weighted based on the school’s enrollment in grades 3-8 and the cohort enrollment for grades 9-12. For example, a school receives a 3.00 under the elementary and middle school model and a 2.50 under the high school model. This school has 300 students in grade 3-8 and 200 cohort students in grades 9-12. Since 60% of the students the school serves are in grades 3-8 (i.e. 300/500), the elementary and middle school score is worth 60% of the schools overall grade. The high school score is worth 40% of the overall grade. This school would have a final score of: $(3.00 * .60) + (2.50 * .40)$ which equals a final score of 2.80 (See the *A-F Approximate Grade Calculation Workbook* to construct an example).

30) Do corporations receive two grades?

The corporation grades are calculated in the same manner as schools with multiple configurations (i.e. schools that serve students in both K-8 and 9-12). (See *previous question*).

Students Exempt from Grade Calculations

31) Who is included in the new A-F calculations?

Students enrolled 162 days or more in a school or corporation are included in the *proficiency* rate calculations. If a student is enrolled for less than 162 days in a given school, he/she will not be included in any of the proficiency, growth, or improvement calculations. However, a student who is enrolled for less than 162 days at a given school would still count towards the *corporation* proficiency rate if he/she is enrolled at one or more schools within the corporation for at least 162 days.

Notably, all students enrolled during the testing period - regardless of number of days enrolled - are counted in the *participation* calculations.

The only exceptions to the 162-day rule for proficiency calculations are that all students within the cohort will count towards the graduation rate and college and career readiness (CCR) scores regardless of how long they were enrolled at the school.

32) Are any other students – besides those enrolled for less than 162 days – removed from the calculations?

Limited English Proficient (LEP) students that have attended school for less than twelve (12) months in the United States are removed from the English/Language Arts (E/LA) and math *proficiency* calculations.

Important note: all LEP students must take the math ISTEP+ and the LAS Links exam. For the abovementioned LEP students only, they may also take the E/LA ISTEP+; if they only take the LAS Links exam that will still count

for *participation*. However, all other LEP students must take the E/LA ISTEP+ exam (along with LAS Links). All LEP students are counted in the *participation* calculations.

Other Questions:

33) My school only has students in grades K-2, how is my grade calculated?

Schools with students only in grades K-2 are called “feeder schools” and their grade is determined by an average of the results of the grades of the schools to which their students attend for grade three. The maximum number of schools used in the calculation is five. If your feeder school sends students to more than five schools for grade three and beyond, only the five schools that receive the most students from the feeder school are included in the calculation to determine your school’s grade.

34) How will the No Child Left Behind (NCLB) waiver affect PL 221 and AYP?

Indiana’s NCLB waiver was approved in February by the US Department of Education (USDOE). This waiver allows Indiana to merge state (PL 221) and federal (AYP) accountability systems into a single model. More information will be shared as additional guidance is received from the USDOE.

35) Where can I find more information on these changes or ask questions?

For more information on the recent changes and the new metrics, please visit:

<http://www.doe.in.gov/improvement/accountability/f-accountability>. Here you will find summary information, a detailed PowerPoint presentation, a WebEx on the new A-F metrics, the A-F Approximate Grade Calculation Workbook, and more! If you have any additional questions that cannot be answered with the materials available, feel free to contact schoolaccountability@doe.in.gov.