

# **Executive Summary**

## **BIE Agency Plan**

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act



**U.S. Department of the Interior**  
**Bureau of Indian Education**

**January 14, 2020**

## Introduction

20 U.S.C.A. § 6311 describes the process that States must adhere to in terms of complying with Elementary and Secondary Act (ESSA) State plan requirements. The Bureau of Indian Education (BIE) is not a State as defined in ESSA; the BIE is a federal agency. Consequently, not all provisions applicable to states similarly apply to the BIE. Rather, the Department of the Interior has assumed some roles comparable to that of an SEA, as established through a 2012 Memorandum of Understanding with the Department of Education, and which was most recently revised in 2017.

In developing the BIE Agency Plan, we have considered the many perspectives tribal leaders, parents, our staff, unions, professional associations, and other stakeholders have shared with us through consultations and other outreach efforts. BIE developed its draft BIE Agency Plan and shared it with stakeholders during Tribal consultations held in April 2020. BIE revised the Agency Plan to take into consideration comments received and plans to review the document on a regular basis thereafter. The BIE will use their Agency Plan as a roadmap for school improvement and to support their lowest performing schools. For purposes of this plan, “BIE schools” refers to all BIE funded schools, including Bureau Operated and Tribally Controlled.

During the April 2020 Tribal/Stakeholder Consultation, the BIE received 134 comments from virtual consultation participation and from written submissions. Of the 134 comments; 13 comments were general and 121 related to the BIE Agency Plan. The comments included topics such as: N-Size, Growth, School Quality, Student Success (SQSS), College and Career Readiness standards, English Language Proficiency, Graduation Cohort, Comprehensive School Improvement, Professional Development and Long Term goals. Individual comments and specific recommendations during the April-May Tribal Consultation will be addressed in BIE’s Accountability system in the years following the initial implementation year of 2020-2021. Comments will be posted on the BIE website, [www.bie.edu](http://www.bie.edu).

On March 27, 2020 the U.S. Department of Education waived BIE’s statewide assessments, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19. These events impacted certain timelines in BIE’s Agency Plan that included assessment data from the 2019-2020 school year.

The BIE Agency Plan only applies to the upcoming School Year (SY) 2020-2021. As BIE implements its first ever unified assessment system for SY 2020-2021, BIE will gather consistent baseline data to make informed instructional decisions and to establish new interim and long-term goals.

The BIE Agency Plan was originally submitted on time June 1, 2020. However, final approval by the U.S. Department of Education is pending.

## Stakeholder Feedback

The BIE conducted Tribal and Stakeholder Consultation sessions regarding BIE's ESSA Agency Plan during April and May 2020.

- Monday, April 27, 2020
- Tuesday, April 28, 2020
- Wednesday, April 29, 2020
- Thursday, April 30, 2020
- Friday, May 1, 2020

The BIE plans to host additional listening sessions after the implementation of Standards and Accountability to hear feedback on the revision of the interim and long-term goals, weighing of indicators and the translation of points into the accountability system. BIE will have the outcomes from calculations performed based on the current business rules for the 2020-2021 school year. Such outcomes will provide examples for analysis to improve and make BIE's accountability system more meaningful for students. (See Appendix A: School Year 2020-2021 Business Rules for Accountability Indicators, page 12)

Tribal Consultation comments on the Standards, Assessments and Final Rule related to the incorporation of Tribal Civics into the BIE Standards, Assessments and Accountability System and the addition of a 5-Year Cohort Graduation Rate. BIE plans to begin the development of Tribal Civics standards in future years. BIE plans to include Tribal Civics in the BIE accountability system as a School Quality, Student Success (SQSS) component after standards and an assessment are developed and procured. Additionally, BIE plans to establish a committee to examine the capacity of BIE high schools to offer a fifth year of high school for students to support a 5-Year Graduation Cohort.

## Standards

BIE adopted the College- and Career-Readiness Standards (CCRS) for English Language Arts and Math, Next Generation Science Standards (NGSS) and English Language Development Standards for instructional purposes for School SY 2020-2021.

Below are links to BIE's academic standards:

- BIE College and Career Ready Standards in Math, K-12 (Alternate aligned to CCRS):  
[http://www.corestandards.org/wp-content/uploads/Math\\_Standards1.pdf](http://www.corestandards.org/wp-content/uploads/Math_Standards1.pdf)

- BIE College and Career Ready Standards in English Language Arts, K-12 (Alternate aligned to CCRS): [http://www.corestandards.org/wp-content/uploads/ELA\\_Standards1.pdf](http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf)
- Next Generation Science Standards/BIE College and Career Ready Standards (Alternate aligned to CCRS): <https://www.nextgenscience.org/search-standards>
- English Language Proficiency Development Standards: <https://wida.wisc.edu/teach/standards/eld/2020>

Assessments

BIE procured off-the-shelf assessments aligned to the CCSS to administer for SY 2020-2021. In the procurement process, BIE included Science Assessments aligned to Next Generation Science Standards and Alternate Assessments aligned to CCRS English Language Arts, Math and Next Generation Science Standards.

BIE has already procured WIDA Access for SY 2020-21, an English Language Proficiency Assessment. BIE will review and revise the English Language Proficiency Assessment Scope of Work for administration of a new contract to begin in SY 2021-2022.

The following chart identifies BIE’s Assessments for SY 2020-2021:

**Overview of BIE’s SY 2020-2021 Assessments**

Assessment
BIE English Language Arts and Mathematics Assessment
BIE Alternate Assessments for ELA, Math and Science
BIE Science Assessment
BIE English Language Proficiency Assessment

The following chart depicts BIE’s Standards and Assessments Timeline during Phase One and Phase Two:

**Standards and Assessments Timeline**

	<b>Phase One</b>			
	<b>SY 2020-2021</b>		<b>SY 2021-2022 (Proposed)</b>	
	<b>Standards</b>	<b>Assessments</b>	<b>Standards</b>	<b>Assessments</b>
<b>ELA/Math</b>	CCRS	Commercial, off-the-shelf (Base Year of 5 Year New Contract)	Begin developing modified BIE Standards-CCRS	Commercial, off-the-shelf (Year 1 of 5 Year Contract)
<b>Science</b>	Next Generation Science Standards (NGSS)	Commercial, off-the-shelf (Base Year of 5 Year New Contract)	NGSS	Commercial, off-the-shelf (Year 1 of 5 Year Contract)
<b>Alternate</b>	Linked to grade-level-specific expectations described CCRS	Commercial, off-the-shelf (Base Year of 5 Year New Contract)	Linked to grade-level-specific expectations described CCRS	Commercial, off-the-shelf (Year 1 of 5 Year Contract)
<b>English Language Proficiency</b>	English Language Development Standards	WIDA (Year 4 of 5 Year Contract)	English Language Development Standards	WIDA (Year 5 of 5 Year Contract); Re-compete English Language Proficiency Assessment Contract in Spring 2022
<b>Tribal Civics</b>	N/A	N/A	N/A	N/A

	<b>Phase Two</b>			
	<b>SY 2022-23 (Proposed)</b>		<b>SY 2023-24 (Proposed)</b>	
	<b>Standards</b>	<b>Assessments</b>	<b>Standards</b>	<b>Assessments</b>
<b>ELA/Math</b>	Modified BIE Standards	Add new test items that correspond to BIE modified standards to existing assessment upon approval	Modified BIE Standards	Add new test items that correspond to BIE modified standards to existing assessment upon approval
<b>Science</b>	Begin developing modified BIE Standards	Add new test items that correspond to BIE modified standards to existing assessment upon approval	Modified BIE Standards	Add new test items that correspond to BIE modified standards to existing assessment upon approval
<b>Alternate</b>	Linked to grade-level-specific expectations described in Modified BIE Standards	Add new test items that correspond to BIE modified standards to existing assessment upon approval	Linked to grade-level-specific expectations described in Modified BIE Standards	Add new test items that correspond to BIE modified standards to existing assessment upon approval
<b>English Language Proficiency</b>	English Language Development Standards	English Language Proficiency Assessment Contract (Base Year of 5 Year Contract)	English Language Development Standards	English Language Proficiency Assessment Contract (Year 1 of 5 Year Contract)
<b>Tribal Civics</b>	Develop Tribal Civics Standards	N/A	Develop SOW in SY 23-24	Proposed Tribal Civics assessment in SY 24-25

## Native Language Programs

BIE supports schools and Tribal entities may wish to develop their own Native Language programs. See 25 C.F.R. § 30.100.

## Subgroups

BIE proposes the following subgroups to be included in the Accountability System who may meet the proposed minimum-n: Students with Disabilities, English Learners, Economically Disadvantaged, American Indian or Alaska Native, and non-American Indian or Alaska Native.

## Minimum n-size

The minimum n-size is 10 students for all indicators and for reporting and accountability. A minimum n-size higher than 10 would make accountability determinations difficult in BIE because there are approximately 16 schools that serve small populations. While there may be less stability for schools with a low n-size count, using a higher number would create a bias against larger school because, due to the number of small schools in BIE, more would be excluded from the accountability model.

Having a minimum n-size of 10 ensures maximum inclusion of all students and each subgroup while protecting against identification of an individual student's educational outcomes.

## Participation Rate

The participation requirement is 95%. Non-participants in excess of 5% are counted as "not proficient" on the state assessment and will be included in the Achievement indicator. The participation rate is computed for all students with an active enrollment in the school during the test window.

## Long-Term and Interim Goals

BIE's long-term goals require 75 percent of all students and each identified subgroup of students will reach proficiency in both English Language Arts and Mathematics by SY 2038-2039.

The long-term goals for English Language Arts and Math are based on assessment data from SY 2018-2019 when BIE had a 23-part accountability system. BIE may recalculate goals determined by new baseline data starting with implementation of the SY 2020-2021 BIE unified assessment system.

BIE's decision to set ELA and Math long-term goals out to the SY 2038-2039 is to provide schools with realistic, attainable, increasing targets for students leading up to 2039.

In order for 75% of all students and all identified subgroups of students to reach proficiency on ELA and mathematics, all students and identified subgroups of students will gradually increase the number of students proficient by 2-5% annual interim goals increments. BIE may recalculate

interim goals based on new baseline data starting with the implementation of the SY 2020-2021 BIE unified assessment system. See charts below.

The following chart identifies BIE’s Interim and Long-Term Goals for English Language Arts:

**Academic Achievement: English Language Arts – Interim and Long-Term Goals**

Academic Achievement Interim Goals: English Language Arts Proficiency Rates (Percent Proficient)																					
Subgroups*	ELA Base -line Data 18-19 ***	ELA 19-20	ELA 20-21 new base line data	ELA 21-22	ELA 22-23	ELA 23-24	ELA 24-25	ELA 25-26	ELA 26-27	ELA 27-28	ELA 28-29	ELA 29-30	ELA 30-31	ELA 31-32	ELA 32-33	ELA 33-34	ELA 34-35	ELA 35-36	ELA 36-37	ELA 37-38	ELA 38-39
All Students	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60	63	66	69	72	75
Students with Disabilities	7	12	18	22	25	28	31	34	37	40	43	46	49	52	55	58	62	65	69	72	75
English Learners	13	14	16	18	19	22	26	29	33	36	40	43	47	50	54	57	61	64	68	72	75
Economically Disadvantaged **	15	18	21	23	27	30	33	36	39	42	45	45	51	54	57	60	63	66	69	72	75
American Indian/Alaskan	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60	63	66	69	72	75
Non-American Indian/Alaska Native	20	23	26	29	32	35	38	41	44	47	50	53	56	59	62	65	67	69	71	73	75

The following chart identifies BIE’s Interim and Long-Term Goals for Mathematics:

**Academic Achievement: Mathematics – Interim and Long-Term Goals**

Academic Achievement Interim Goals: Mathematics Proficiency Rates (Percent Proficient)																					
Subgroups*	ELA Base -line Data 18-19 ***	ELA 19-20	ELA 20-21 new base line data	ELA 21-22	ELA 22-23	ELA 23-24	ELA 24-25	ELA 25-26	ELA 26-27	ELA 27-28	ELA 28-29	ELA 29-30	ELA 30-31	ELA 31-32	ELA 32-33	ELA 33-34	ELA 34-35	ELA 35-36	ELA 36-37	ELA 37-38	ELA 38-39
All Students	10	13	16	19	22	25	28	31	34	37	40	43	47	50	54	57	61	64	68	71	75
Students with Disabilities	4	8	11	14	18	21	25	29	32	35	39	42	46	50	53	57	60	64	67	71	75
English Learners	7	10	13	16	19	22	26	29	33	35	40	43	47	50	54	57	61	64	68	71	75
Economically Disadvantaged **	10	13	16	19	22	25	28	31	34	37	40	43	47	50	54	57	61	64	68	71	75
American Indian/Alaska Native	10	13	16	19	22	25	28	31	34	37	40	43	47	50	54	57	61	64	68	71	75
Non-American Indian/Alaska Native	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60	63	66	69	72	75

\*The BIE is currently working with their Student Information System vendor to align data collection with ESSA requirements.

\*\*SY 2018-19 Baseline Data is based on a 23-part assessment and accountability system. BIE may recalculate the interim goals with new baseline data starting with the implementation of the

SY 2020-2021 BIE unified assessment system.

Graduation Rate

The four-year adjusted cohort graduation rate will be used as the graduation rate indicator for SY 2020-2021. The cohort rate is a standardized way to measure graduation rates among schools and across the BIE. The rate is computed annually for all students and separately for each subgroup of students. A long-term goal for all students and each identified subgroup is 80% and is ambitious because meeting the goal requires an approximately 20% overall gain. The annual percentage growth for all students and all subgroups is 2-3% to reach the long-term goal of 80% by SY 2032.

**Graduation Rate for 4-Year Cohort: Interim and Long-Term Goals**

<b>Graduation Rates – Interim Goals (By Percent)</b>													
Subgroups*	SY 18-19 Base-line	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 26-27	SY 27-28	SY 28-29	SY 29-30	SY 30-31	SY 31-32
All Students	59	60	61	62	63	65	67	69	71	73	75	77	<b>80</b>
Students with Disabilities	52	54	56	58	60	62	64	66	68	71	74	77	<b>80</b>
English Learners	*	*	*	*	*	*	*	*	*	*	*	*	<b>80</b>
Economically Disadvantaged	*59	60	61	62	63	65	67	69	71	73	75	77	<b>80</b>
American Indian/Alaskan	59	60	61	62	63	65	67	69	71	73	75	77	<b>80</b>
Non-American Indian/Alaska Native	64	66	68	70	72	74	75	76	76	77	78	79	<b>80</b>

\*The BIE is currently working with their Student Information System vendor to align data collection with ESSA requirements. Long-term goals set by the BIE for all BIE funded students reflect reasonable and achievable targets for all subgroups for annual success. BIE will re-evaluate goals in subsequent years as additional baseline data become available for identified sub-groups. Once data is obtained for each of the sub-groups identified, measures of interim progress will be indicated based on the baseline.

BIE received multiple comments during the consultation period related to adding a 5-Year cohort graduation rate, in addition to a 4-Year cohort graduation rate. BIE will explore the best practices of phasing in a 5-Year graduation cohort through a school task force. Long-term goals for a 5-Year cohort graduation rate will be more rigorous than the 4-Year cohort graduation rate. Once BIE has more data on the 5-Year cohort graduation rate, BIE will begin implementation and set long-term goals for all students and subgroups.

English Language Proficiency and Progress

BIE determines a student’s eligibility as an English Learner in a multi-step process, beginning with an initial home language survey, completed at the time of registration. If the home language survey indicates a language other than English is the primary language spoken at home, the student is then assessed using the WIDA ACCESS Placement Test (W-APT). The student’s



results from this screener determine eligibility and inform the student’s plan for developing English language skills.

The ACCESS assessment is administered to all identified English Learners, annually, and includes the four domains of reading, writing, listening, and speaking. A student receives an overall composite score and a scale score in each of the four domains. The reading and writing domains are weighted 35% each in the overall composite, while the speaking and listening are weighted 15% each in the overall composite.

Following the SY2020-21 ACCESS administration, a student will be considered proficient when they receive a composite score equal to or greater than 4.2, with a minimum score of 3.5 in the domains of reading, writing, and listening, and a minimum score of 1 in the speaking domain.

BIE has determined a 5-year timeline for students to acquire English language proficiency. The expected time to English Language Proficiency serves educators in the development of the student’s EL plan in setting realistic and attainable growth targets, with a focus on meeting students where they are and moving students where they need to be, so they can successfully access academic content and be college and career ready.

**Expected Progress Indicators on the WIDA ACCESS**

<b>Initial ACCESS ELP Level</b>	<b>Target</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
6 Reaching	Considered English Language Proficient in BIE					
5 Bridging	Considered English Language Proficient in BIE					
4 Emerging	Expected Proficiency Level	Level 4	Level 4			
	Expected Progress	4.0-4.1	4.2+			
3 Developing	Expected Proficiency Level	Level 3	Level 3-4	Level 4		
	Expected Progress	3.0-3.5	3.6-4.1	4.2+		
2 Expanding	Expected Proficiency Level	Level 2	Level 3	Level 3-4	Level 4	
	Expected Progress	2.5-2.9	3.0-3.5	3.6-4.1	4.2+	
1 Entering	Expected Proficiency Level	Level 1	Level 2	Level 3	Level 3-4	Level 4
	Expected Progress	1.5-1.9	2.0-2.9	3.0-3.5	3.6-4.1	4.2+

BIE has set a long-term goal of 82.71% in 2023 for increases in the percentage of students making progress in achieving English language proficiency as measured by the WIDA ACCESS. This long-term goal of 82.71% is realistic and attainable while being ambitious given the current estimated baseline data of 74.07%. BIE expects to reexamine the goals and measurements of interim progress upon completion of the data analysis of the SY20-21 ACCESS results.

**ELP Progress Long-Term Goal and Measurements of Interim Progress**

<b>2018 Estimated Baseline</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
74.07%	75.80%	77.53%	79.26%	80.98%	82.71%

Academic Achievement Indicator

BIE will utilize proficiency on Math and ELA assessments as the Academic Achievement indicator as well as proficiency on Science assessments for the Other Academic Indicator beginning in SY 2020-2021 for all students and all subgroups. BIE plans to add a growth model in later years when BIE gathers sufficient ELA and Math assessment data.

BIE will utilize Science Proficiency as the Other Academic Indicator in elementary grades. Science proficiency is calculated the same way in all grades and the scores are valid and reliable. BIE intends to assess all students in required grades tested for Science.

Science has been included as an academic indicator insofar as a level of science literacy is important and an area in which BIE students are currently required to be assessed. The weight of the science indicator will be 20 out of 100 points for schools that include elementary grades. Student scores will be reported only in respect to proficiency due to the federal requirements that frame the administration of this assessment. BIE will administer a new unified assessment system, including Science during SY 2020-2021.

Growth

BIE plans to replace Science proficiency as the Other Academic Indicators with a growth model in later years when BIE gathers sufficient ELA and Math assessment data. Potential Growth models the BIE is considering are the Year-to-Year Growth model and Within-Year Growth model. This topic will be part of the Listening Sessions after the first year of implementing BIE’s unified assessment and accountability system.

School Quality or Student Success Indicator

For SY 2020-2021, BIE will use Chronic Absenteeism as the only School Quality or Student Success Indicator for all grade spans in school grading and meaningful differentiation of schools. BIE defines Chronic Absenteeism as being absent (excused and unexcused) from school for 10% or more of school days per student within a school year.

In future years, BIE will transition Science from being the Other Academic Indicator to a School Quality or Student Success Indicator. Furthermore, BIE will also add Tribal Civics as an SQSS. BIE will prepare to utilize Tribal Civics by developing standards and an assessment prior to adding Tribal Civics as an SQSS.

Annual Meaningful Differentiation

The statements and paragraphs below describe BIE’s plan to outline the system of annual differentiation of schools. However, BIE plans to form a Technical Advisory Committee (TAC) that will convene to discuss and revise business rules for BIE’s accountability system and recommend appropriate algorithms as well as run simulations after results are received from BIE unified assessment system implemented in SY 20-21. Although BIE outlines a point system that is aligned with levels for additional support, BIE will revisit and possibly recalculate the weighting of indicators and the corresponding levels of support and interventions based on data gathered from the unified assessment system in SY 20-21.

The purpose of BIE’s accountability system is to identify schools that could benefit from additional supports and interventions. The indicators used for accountability determinations are listed in the table below.

**BIE Indicators for SY 2020-2021**

Federally Required Indicators	SY 2020-2021 (Transition)	
	K-8	H.S.
Accountability Indicators		
1. Academic Achievement-proficiency on statewide mathematics and ELA assessments	50 Pts.	50 Pts.
2. Other Academic Indicator: Science (proficiency on statewide Science assessments)	20Pts.	N/A
3. English Learner Progress-applied to all schools with 10 or more English Learners	15 Pts.	15 Pts.
4. a. Four-Year cohort graduation rate	N/A	20 Pts
5. SQSS Chronic Absenteeism	15 Pts.	15 Pts.
Total	100	100

The accountability above, with the exception of the English language proficiency indicators, will be calculated for all students and all identified subgroups. As noted earlier in this plan, the BIE is currently working with their Student Information System vendor to align data collection with ESSA requirements for race/ethnicity subgroup information.

The accountability indicators will be calculated as follows:

- Academic Achievement: Calculated as the percentage of students achieving proficiency on the ELA and Math Assessment.

- Other Academic Indicator: Until BIE has multiple years of assessment data for growth, BIE will use Science proficiency as the Other Academic Indicator in elementary grades.
- Progress of English Learners: The percent of students who show annual progress at each school will then be issued as the measure to evaluate the progress in achieving English language proficiency indicator.
- Graduation Rate: Uses the four-year adjusted cohort graduation rate.
- Chronic Absenteeism: The percentage of students absent for 10% or more of the days during the school year.

Schools will generally be evaluated on five indicators, though small schools may not meet the minimum n-size on each indicator, and so may be evaluated by other means. These indicators will apply uniformly to all schools in the BIE.

### Small Schools

When a school does not have at least ten students on at least two of the accountability indicators, a small school review is conducted to protect student-level information. In order for a school to be assigned a school performance level the school must meet the minimum n-size of 10 students on at least two indicators. Schools with scores on just one indicator or no indicators will undergo a small school review.

During a small school review, schools receive their performance data, and their school improvement plan, and other relevant data such as their absenteeism data, English Proficiency data, graduation rate data, fiscal monitoring data, etc. The data is reviewed by BIE staff to ensure that their goals align to the indicators within the accountability model. School schools earn a determination of *Met* or *Not Met* on their school improvement plan, and they are identified for comprehensive or targeted support and improvement, as appropriate, when their improvement plan earns a determination of *Not Met*.

### Identification of Schools

BIE will use the accountability indicators described above to determine a ranking for schools in order to identify the lowest performing percent of Title I schools, for comprehensive support and improvement. Under the waiver received from the U.S. Department of Education, mentioned in the Introduction, any school that is identified for comprehensive or targeted support and improvement or additional targeted support and improvement in the 2019-2020 school year will maintain that identification status in the 2020-2021 school year and continue to receive supports and interventions consistent with the school's support and improvement plan in the 2020-2021 school year.

BIE will differentiate all schools by levels of support: universal support, targeted support, and red comprehensive support to identify school status determinations. The process of annual

meaningful differentiation will utilize previously mentioned federally required indicators and include all students and all subgroups. BIE is currently working with their Student Information System vendor regarding a report card format for future determinations.

**Appendix A: School Year 2020-2021 Business Rules for Accountability Indicators**

**English language arts (ELA) and Mathematics Proficiency**

**(Total Combined ELA and Math Points = 50; Maximum Points for ELA = 25; Maximum Points for Math = 25)**

BIE will employ an index approach, where each student’s proficiency level translates into an index score. Average index score will determine points earned in the academic achievement indicator. The index score is not the student’s scale score on the assessment. Each student’s index score will be determined as follows:

<b>Proficiency Level based on Assessment Results</b>	<b>Index Score</b>
Advanced	1000
Proficient	800
Nearing Proficient	500
Basic (or did not test/up to 95%)	100

All student index scores will be averaged to determine a school’s (or subgroup’s) points in the academic achievement indicator.

<b>Average Index Scores*</b>	<b>Points Received (Maximum 25 pts. each – ELA and mathematics)</b>
700 or higher	25
Between 100-700	(SCHOOL AVERAGE - 100) / 24, rounded up to the next whole number.
100	0

\*Averages apply to schools and subgroups.

Consider the following examples. A school that receives full points still has students that are not proficient. Example A: a school where 2/3 are proficient and 1/3 is nearing proficient = 700; Example B: a school where 1/4 of the students are advanced and 1/4 of the students are proficient and the remaining 1/2 are nearing proficient = 700; Example C: a school where 100% of students are proficient = 800.

**Other Academic Indicator - Science Proficiency**

**(Total Points = 20)**

BIE will employ an index approach, where each student’s proficiency level translates into an index score. The index score is not the student’s scale score on the assessment. Each student’s index score will be determined as follows:

<b>Proficiency Level based on Assessment Results</b>	<b>Index Score</b>
Advanced	1000
Proficient	800
Nearing Proficient	500
Basic (or did not test/up to 95%)	100

All student index scores will be averaged to determine a school's (or subgroup's) points in the Other Academic Indicator.

<b>Average Index Scores*</b>	<b>Points Received (Maximum 20 pts.)</b>
700 or higher	20
Between 100-700	(SCHOOL AVERAGE - 100) / 30, rounded up to the next whole number.
100	0

\*Averages apply to schools and subgroups.

Consider the following examples. If no one in a school scores proficient or above, then the highest score that a school could receive would be 500. Example A: a school where 2/3 are proficient and 1/3 is nearing proficient = 700; Example B: a school where 1/4 of the students are advanced and 1/4 of the students are proficient and the remaining 1/2 are nearing proficient = 700.

### **Progress in Achieving English Language Proficiency Indicator**

**(K-8 = 15 Total Points; HS = 15 Total Points)**

Schools with 75% or more of their students achieving progress receive full points. Schools with 0% progress receive 0 points.

K-8 School points = (PERCENTAGE) / 5, rounded up to the next higher number.

High School points = (PERCENTAGE) / 5, rounded up to the next higher number.

<b>Average Percentage</b>	<b>K-8: Points Received (Maximum 15 pts.)</b>	<b>HS: Points Received (Maximum 15 pts.)</b>
Schools with 75% students or more making identified progress	15	10
Schools with 0 to 74% students making identified progress	(PERCENTAGE) / 5, rounded up to the next whole number	(PERCENTAGE) / 5, rounded up to the next whole number

Schools with 0% students making identified progress	0	0
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**School Quality or Success Indicator - Chronic Absenteeism**

**(K-8 = 15 Total Points; HS = 15 Total Points)**

Schools with 20% of students or less identified as chronically absent will receive full points.  
 Schools with 50% of students or more will receive 0 points.

Schools with 20%-50% of students identified as chronically absent:

K-8 School points =  $(50 - \text{CHRONIC}) / 2$ , rounded up to the next whole number

High School points =  $(50 - \text{CHRONIC}) / 2$ , rounded up to the next whole number

Average Percentage*	K-8: Points Received (Maximum 15 pts.)	HS: Points Received (Maximum 15 pts.)
Schools with 20% students or less identified as chronically absent	15	15
Schools with 20% - 50% students identified as chronically absent	$(50 - \text{CHRONIC}) / 2$ , rounded up to the next whole number	$(50 - \text{CHRONIC}) / 2$ , rounded up to the next whole number
Schools with 50% students or more identified as chronically absent	0	0

\*Averages apply to schools and subgroups.

Following this methodology will award schools points on the chronic absenteeism indicator based on their share of chronically absent students. BIE identifies a student as chronically absent if the student has been absent – excused and unexcused – for 10 or more instructional days during the school year. A school’s chronic absenteeism rate is the percentage of students who are chronically absent. The chronic absenteeism rate ranges from 0 percent to 88 percent during School Year 2019-2020. Using BIE’s formula, this would result in 15 accountability points in the first case and 0 accountability points in the second case. At the extremes, schools with 20% of students or less identified as chronically absent will receive 15 points. Schools with more than 50% of students or more will receive 0 points, and schools in between will receive between 0-15



points. This differential awarding of accountability points allows for meaningful differentiation in school performance.

**4-Year Cohort Graduation**

**(HS Total Points = 20)**

Schools with 80% or higher graduation rate receive full points. Schools with less than 67% graduation rate receive 0 points.

High School points = (GRAD RATE-67)\*1.5, rounded up to the next higher number.

Average Percentage*	K-8: Points Received (Maximum 0 pts.)	HS: Points Received (Maximum 20 pts.)
Schools with 80% or more of students graduating	N/A	20
Schools with 67% - 79% students	N/A	(GRAD RATE-67)*1.5, rounded up to the next higher number
Schools with less than 67%	N/A	0

\*Averages apply to schools and subgroups.

In K-12 schools and other instances where a school has elementary and high school grades, BIE will calculate accountability results using both K-8 and HS approaches and see which one produces the more favorable results. BIE will use the accountability approach that produces the most total points for the school.

**Translating Accountability Points/Weights to Accountability Status:**

Accountability Status	Combined Points/Weights from ELA/Math Proficiency, Science Proficiency, EL Progress, 4-Year Cohort Graduation Rate and Chronic Absenteeism
Meets or Exceeds Expectations	70-100
Approaching Expectations	40-69
Needs Improvement	0-39