Accountability Technical Manual

Bureau of Indian Education

Contents

Introduction

The Bureau of Indian Education (BIE) operates under the U.S. Department of the Interior and serves as the primary agency responsible for delivering education services to American Indian students. The Bureau plays a crucial role in ensuring that students from Indigenous communities have access to quality education. The BIE manages a network of schools that are predominantly situated on or near reservations, catering specifically to the unique cultural and educational needs of Native American students.

BIE strives to educate Native American students and continually assess, monitor, and improve the schools' educational outcomes and overall performance within its jurisdiction. This comprehensive approach reflects a commitment to offering quality education while maintaining accountability and ensuring compliance with relevant regulations. BIE focuses on four key aspects to achieve its goals:

1. Assessing Educational Outcomes: The Bureau is involved in evaluating the academic performance and achievements of students within BIE schools. This assessment helps identify areas of success and areas that may require improvement.
2. Monitoring School and Student Performance: BIE closely monitors the performance of both schools and individual students, including tracking academic progress, attendance rates, and other relevant metrics to ensure that educational goals are being met.
3. Implementing Accountability Measures: BIE establishes and enforces accountability measures to maintain high education standards. Measures may include setting benchmarks for academic achievement and ensuring that schools adhere to established educational standards.
4. Ensuring Compliance with Federal Regulations: The Bureau works to ensure that BIE schools comply with federal education regulations. Compliance includes adherence to curriculum standards, reporting requirements, and other guidelines set forth by the BIE and, as applicable, the U.S. Department of Education.

The Every Student Succeeds Act (ESSA), which amended the Elementary and Secondary Education Act (ESEA) in 2015, introduced several requirements for states regarding accountability toward educational outcomes. ESEA requires states to develop challenging academic standards, implement academic assessments aligned to those standards, and implement a statewide accountability system that measures student achievement on those assessments and other indicators. States must also provide public reporting on student outcomes and learning opportunities, including aggregated student assessment outcomes, graduation rates, and per-pupil expenditures.

The BIE is a federal agency and is not included in ESEA’s definition of a state. Consequently, not all provisions applicable to states apply to the BIE. However, ESEA

requires the BIE to issue regulations defining the standards, assessments, and an accountability system consistent with ESEA's requirements for BIE-funded schools, considering the unique circumstances and needs of the schools and students. In 2020, BIE issued regulations establishing standards, assessments, and an accountability system applicable to BIE-funded schools. A high-level overview of BIE's accountability system can be found in the BIE Agency Plan.

This manual provides additional details about BIE's accountability system—the types of information included in the system, how accountability scores are calculated, and outcomes and requirements for schools based on their accountability score. BIE staff can provide additional support, which is available for all BIE schools. Resources, including training webinars, memorandums, press releases, and presentations, can be found on the BIE Assessment and Accountability website.

Types of Schools Overseen by BIE

As of the 2023–24 school year, there are 183 Bureau-funded elementary and secondary schools on 64 reservations in 23 states, serving approximately 46,000 Indian students. Of these, 55 schools are operated by BIE, and 128 are tribally operated under BIE contracts or grants. The Bureau also funds or operates off-reservation boarding schools and peripheral dormitories near reservations for students attending public schools in addition to the schools mentioned above.

Tribal Waiver Process

According to federal regulations, a tribal governing body or school board may "waive… requirements for standards, assessments, and an accountability system in part or in whole" (25 CFR § 30.112) provided the proposed changes meet the federal requirements for state accountability plans (ESEA section 1111). The tribal governing body or school board must submit a written notice to the Secretary of Interior and Secretary of Education of the intent to waive BIE's requirements and, within 60 days, submit a proposal detailing the requested waiver and how the changes are consistent with ESEA section 1111.

Information about how tribal governing bodies or school boards can apply for a waiver and what must be included in such a request can be found on the BIE's Assessments and Accountability website.

Assessments Included in Accountability

As part of the BIE Standards, Assessments, and Accountability System (SAAS) for BIE-funded schools, BIE administers assessments aligned with the College and Career Readiness Standards (CCRS) and Next Generation Science Standards (NGSS). In addition, BIE's alternate assessments are aligned with the CCRS in English language arts, mathematics, and science. To measure and monitor the progress of English learners, BIE administers the World-class Instructional Design and Assessment (WIDA). A summary of BIE's standards and assessments is listed in Table 1.

Table 1. BIE Standards and Assessments

Subject	Standards	Assessment	Vendor
English Language Arts and Mathematics	Based on CCRS	BIE ELA and Math Assessment	Pearson
Alternate English Language Arts, Mathematics, and Science	Based on CCRS	BIE Alternate Assessment	Cognia or Multi-State Alternate Assessment (MSAA)
Science	NGSS	BIE Science Assessment	Cognia
English Language Proficiency	English Language Development Standards	Access for English Learners	WIDA

Non-BIE Assessment

Schools that choose to waive the administration of the BIE assessment must administer a different summative assessment according to the requirements of the school's tribal waiver. Schools that receive a waiver for the BIE assessment still must participate in BIE's accountability system unless the school also receives an accountability system waiver. Participation in BIE's accountability system requires the provision of certain information by the school to BIE. Specifically, schools with an approved assessment waiver must provide BIE with

- the dates of the assessment administration,
- when student-level assessment outcome data is available and when it will be delivered to BIE, and
- information about score categories or performance levels.

BIE will provide assessment data submission deadlines to schools with assessment waivers. BIE may impose enforcement actions on schools that fail to provide required assessment data.

Student Subgroups

As part of accountability systems, BIE must report data at the agency, school, and student subgroup levels. Due to BIE's unique mission and student population, it has reduced the number of student subgroups that must be reported compared to state education agencies. These student subgroups are measured as a part of BIE's accountability system, with subgroup data reported on each indicator (see the Accountability Indicators section for more details). Additionally, schools can be identified for additional support due to low performance among student subgroups (see Identification of Schools for Additional Support section for more details).

Per the BIE Agency Plan, BIE must report on and include the four student subgroups in the accountability system.

- Students with disabilities
- English learners
- American Indian and Alaska Native students
- Non-American Indian and Alaska Native students

Full Academic Year Status

Students enrolled at the same school for at least half the school year are designated "Full Academic Year" (FAY) students. According to federal regulations, students must be enrolled at a school for at least half of the school year to be included in calculations used to identify the schools needing additional support (see Identification of Schools for Additional Support section for more details). However, ***all*** students enrolled at a school at the time the data is collected, regardless of FAY status, must be included in reporting required by the federal government and on BIE-issued school report cards, as required in 25 CFR § 30.111(j). BIE staff will gather attendance data from all schools to identify any students enrolled at a school for less than half of the year to ensure the accuracy of the FAY status for each student.

Participation

The BIE Agency Plan (in compliance with ESEA Section 1111(c)(4)(E)) requires that 95 percent of all students participate in the year-end summative assessment. If a school tests less than 95 percent of its students, non-participants are counted at the Basic achievement level until the total number of students reaches 95 percent of the total FAY students at the school. These scores are then included in the academic achievement indicator calculation. For example, if an elementary school has a total enrollment of 100 FAY students in 3rd through 6th grades and 90 of those students complete the year-end summative assessment, five additional Basic scores would be included with the 90 completed assessment scores because the school failed to meet the 95 percent participation requirement. BIE publishes the school's participation rate on the school's accountability report card.

The following formula is used to calculate the participation rate for schools:

$$Participation\ Rate = \frac{Number\ of\ test\ participants\ (FAY\ students\ only)}{Total\ students\ required\ to\ take\ the\ summative\ assessment\ (FAY\ students\ only)}$$

Minimum N-Size

BIE defines a minimum number of students, or n-size, of 10 in accountability calculations to ensure maximum student group visibility while protecting student privacy and maintaining reliability. A minimum n-size higher than 10 would make accountability determinations difficult in BIE because many schools have small enrollments. While there may be less stability for schools with a low n-size count, using a higher number would result in too many schools being excluded from the accountability model. The National Center for Educational Statistics (NCES) indicates that a minimum n-size of 10 is acceptable when applying a population perspective to statistical soundness. Additionally, during the Public and Tribal Consultation in April and May 2020, BIE received comments supporting the use of an n-size of 10.

BIE recognizes that protecting the privacy of students and personally identifiable information is of the utmost importance. BIE ensures the minimum number is sufficient to not reveal any personally identifiable information by using a system of controls to protect the information. A minimum n-size of 10 students allows the accountability system to maximize the number of indicators that can be calculated for a school and the performance of student subgroups while maintaining statistical soundness and protecting student privacy. This means that data for schools and subgroups with fewer than 10 students will not be reported on the school report card or any other publicly available information. Please see the Weighting of Indicators section for details about

how a school's overall accountability score will be adjusted if there are fewer than 10 students for an indicator.

Accountability Indicators

BIE's accountability system has six different indicators that measure various aspects of school and subgroup performance. These indicators, including how these indicators are calculated and scored, are described below.

Academic Achievement: 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 use student performance on the BIE mathematics and ELA assessments as the Academic Achievement Indicator to measure performance levels for all 3rd through 8th and 11th grade students. Scores from all students who take the assessment and are enrolled at the school for at least half the number of the total days in a school year will be used to calculate school and student subgroup academic achievement scores to be used in the accountability system.

Data Used to Calculate the Academic Achievement Indicator

For schools that use the BIE Comprehensive Assessment System: The Academic Achievement Indicator uses scores from the BIE ELA and math assessments to calculate an academic achievement score for each school. BIE will receive all student scores directly from the assessment vendor.

For schools that receive a tribal waiver: Schools that utilize a non-BIE-provided summative assessment must obtain the student-level data file and information about score categories and performance levels directly from their assessment vendor and submit the information to BIE via a secure portal. Schools are responsible for submitting this information by the deadline provided by BIE. The deadline for submitting assessment data and instructions on how to do so will be provided annually by BIE staff.

School Role in Ensuring Accurate Academic Achievement Indicator Data

Regardless of waiver status, all schools are responsible for ensuring accurate student data by validating student information in the assessment system. The assessment vendor will identify the data validation process and timeframe. For schools using the BIE

Comprehensive Assessment System, BIE will provide information about the timeframe to validate student assessment data and support for schools in this process. Schools that receive a waiver must confirm the data validation time window with their assessment vendor. Additionally, schools should ensure student data in the Native American Student Information System (NASIS) is accurate throughout the year, as this data is provided to assessment vendors to populate student rosters. Inaccurate data in NASIS will often lead to inaccurate student assessment information and can lead to more staff time devoted to data cleaning.

Academic Achievement Indicator Calculation

BIE will employ an index approach, where each student's proficiency level translates into an index score. BIE will create an average index score for each school using individual index scores. This average index score will determine points earned in the Academic Achievement Indicator. The index score is tied to the proficiency level the student scores on the assessment, not the student's scale score. Each student's index score will be determined as indicated in Table 2.

Table 2. Academic Achievement Proficiency Level Based on Assessment Results Index Score

Proficiency Level	Index Score
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) Academic Achievement Indicator points. ELA and mathematics academic achievement are calculated separately using the formula in Table 3 below. Those two scores are added together to form the overall Academic Achievement Indicator score. Indicator points will be reported as whole numbers with no decimal places. Indicator points for schools with an average index score between 100 and 700 will be rounded up to the next whole number. For example, 10.3 points (or any other score between 10 and 11 points) would be rounded up to and reported as 11 points for this indicator.

Table 3. Academic Achievement Indicator Points

School or Subgroup Average Index Score	Points Received
700 or higher	25 points
Between 100–700	$(Average\ Index\ Score - 100) \div 24$ *rounded up to the next whole number*
100	0 points

The sum of all student index scores is divided by the number of students taking the assessment to calculate each school's average index score. Table 4 provides examples clarifying how proficiency levels impact the average index score. Each school below has an average index score of 500, with 100 students taking the assessment.

Table 4. Academic Achievement Indicator Index Score Examples

School A	School B	School C
• 28 students score proficient • 51 students score nearing proficient • 21 students score basic	• 4 students score advanced • 8 students score proficient • 77 students score nearing proficient • 11 students score basic	• 100 students score nearing proficient
Average Index Score = 500	Average Index Score = 500	Average Index Score = 500

Other Academic Indicator: Science Proficiency

Total Points = 20

BIE also includes another indicator to measure student performance at kindergarten through grade 8 (K–8) schools (or schools with both K–8 and high school grades; see the Weighting of Indicators section below) on the annual science assessment. Students in 5th, 8th, and 11th grades take the science assessment. For schools where the Science Proficiency Indicator applies, scores from all students who take the assessment and are enrolled at the school for at least half the number of the total days in a school

year will be used to calculate school and student subgroup academic achievement scores to be used in the accountability system.

Data Used to Calculate the Science Proficiency Indicator

For schools that use the BIE Comprehensive Assessment System: The Science Proficiency Indicator uses scores from the BIE Science Assessment to calculate a science proficiency score for each school. BIE will receive all student scores directly from the assessment vendor.

For schools that receive a tribal waiver: Schools that utilize a non-BIE-provided summative assessment will need to get the student-level data file and information about score categories and performance levels directly from their assessment vendor and submit the information to BIE via a secure portal. Schools are responsible for submitting this information by the deadline provided by BIE. The deadline for submitting assessment data and instructions on how to do so will be provided annually by BIE staff.

School Role in Ensuring Accurate Science Proficiency Indicator Data

Regardless of waiver status, all schools are responsible for ensuring accurate student data by validating student information in the assessment system. The assessment vendor will identify the data validation process and timeframe. For schools using the BIE Comprehensive Assessment System, BIE will provide information about the timeframe to validate student assessment data and support for schools in this process. Schools that receive a waiver must confirm the data validation time window with their assessment vendor. Additionally, schools should ensure student data in NASIS is accurate throughout the year, as this data is provided to assessment vendors to populate student rosters. Inaccurate data in NASIS will often lead to inaccurate student assessment information and can lead to more staff time devoted to data cleaning.

Science Proficiency Indicator Calculation

BIE will employ an index approach, where each student's proficiency level translates into an index score. BIE will create an average index score for each school using individual index scores. This average index score will determine points earned in the Academic Achievement Indicator. The index score is tied to the proficiency level the student scores on the assessment, not the student's scale score. Table 5 shows how each student's index score will be determined.

Table 5. Science Proficiency Level Based on Assessment Results Index Score

Proficiency Level	Index Score
Advanced	1000
Proficient	800
Nearing Proficient	500
Basic (or did not test up to 95%)	100

Individual student index scores will be averaged to determine a school's (or subgroup's) points in the Science Proficiency Indicator, as shown in Table 6. Indicator points will be reported as whole numbers with no decimal places. Indicator points for schools with an average index score between 100 and 700 will be rounded up to the next whole number. For example, 10.3 points (or any other score between 10 and 11 points) would be rounded up to and reported as 11 points for this indicator.

Table 6. Science Proficiency Indicator Points

School or Subgroup Average Index Score	Points Received
700 or higher	20 points
Between 100–700	$(Average\ Index\ Score - 100) \div 30$ *rounded up to the next whole number*
100	0 points

School index scores are calculated the same way for the Science Proficiency Indicator as for the Academic Achievement Indicator. Please refer to the previous section for examples of how to calculate the school average index score.

Graduation Rate

Total points = 20

As required by ESEA and 25 CFR § Part 30, BIE will track the percentage of students who graduate with a high school diploma for all schools that have 12th grade. To calculate graduation rates for each school, BIE will utilize a four-year adjusted cohort graduation rate for all students and each subgroup of students. The long-term goal is to achieve an 80 percent four-year adjusted cohort graduation rate by 2031–2032.

Data Used to Calculate the Graduation Rate Indicator

NASIS student records provide the data used to calculate the Graduation Rate Indicator. Before the data submission deadline, BIE staff will provide training to schools that identify specific codes used in NASIS that will be counted as "graduates" to calculate the Graduation Rate Indicator.

School Role in Ensuring Accurate Graduation Rate Indicator Data

Schools are responsible for entering all graduation data in NASIS by September 1 for the cohort that graduated during the previous school year. For example, schools would have until September 1, 2024, to enter graduation data for the 2023–24 school year. During September, BIE will make the graduation data validation report available to schools. At this point, schools will have two weeks to run the report and correct any errors. The deadline to verify graduation data and correct errors will be October 31 each year.

Graduation Rate Indicator Calculation

BIE uses a four-year adjusted cohort model to calculate school and student subgroup graduation rates. The four-year adjusted cohort is created by taking the number of first-time 9th graders in the fall three years earlier, plus the number of students who transferred into the school during the subsequent three years, minus the number of students who transferred out. The graduation rate is then calculated by dividing the number of students who graduate within four years, including the summer following their fourth year of high school, with a regular high school diploma by the number of students who form the adjusted cohort for that graduating class. This calculation is provided in the formula below.

$$\text{4-year Graduation Rate} = \frac{\text{\# of students who graduate within four years}}{\text{Four} - \text{year adjusted cohort}}$$

$$\textit{(\# of first-time 9th graders in the fall 3 years earlier} + \textit{\# of students who transferred in} - \textit{\# of students who transferred out during the past 4 years)}$$

Schools with an 80 percent or higher graduation rate receive the full 20 points possible for the Graduation Rate Indicator. Schools with a graduation rate of less than 50 percent receive zero points. Schools that have graduation rates between 50 and 80 percent receive points according to the formula in Table 7. Indicator points will be reported as whole numbers with no decimal places. Indicator points for schools with graduation rates between 50 and 80 percent will be rounded up to the next whole number. For example, 10.3 points (or any other score between 10 and 11 points) would be rounded up to and reported as 11 points for this indicator.

Table 7. Graduation Rate Indicator Points

School or Subgroup Graduation Rate	Points Received
80 percent or higher	20 points
50 percent or higher but under 80 percent	$((Graduation\ Rate \times 100) - 50) \times {}^{2}/_{3}$ *rounded up to the next whole number*
Less than 50 percent	0 points

English Learner Progress

Total points = 15

BIE administers the ACCESS 2.0 assessment (developed by WIDA) as the English Language Proficiency assessment. The English Learner Progress Indicator focuses on student growth in moving toward English proficiency, with a goal of all English learners becoming proficient in English within five years. The ACCESS assessment is administered annually to all identified English learners and assesses student reading, writing, listening, and speaking skills. Though English learners in all grades take the ACCESS assessment, the English Learner Progress Indicator includes *only students in grades 3 through 8 and the high school grades for which such English learners are otherwise assessed in ELA and math.* Additionally, only students enrolled at a school for at least half of the total days in the school year will be included in a school's score for this indicator. A student receives an overall composite and scale scores in the four domains. The reading and writing domains are weighted 35 percent each in the overall composite score, while the speaking and listening are weighted 15 percent each in the overall composite score.

Data Used to Calculate the English Learner Progress Indicator

The English Learner Progress Indicator uses scores from the ACCESS assessment to calculate a progress rate for each school. BIE will receive all student scores directly from the assessment vendor. Though students in all grades take the ACCESS assessment, the accountability system will only include scores from grades 3 through 8 and the high school grades for which such English learners are assessed in ELA and math.

School Role in Ensuring Accurate English Learner Progress Indicator Data

All schools are responsible for ensuring accurate student data by validating student information in the assessment system. The assessment vendor will identify the data validation process and timeframe. BIE will provide information about the timeframe to

validate student assessment data and support schools in the validation process. Additionally, schools should ensure student data in NASIS is accurate throughout the year, as this data is provided to assessment vendors to populate student rosters. Inaccurate data in NASIS will often lead to inaccurate student assessment information and can lead to more staff time devoted to data cleaning.

English Learner Progress Indicator Calculation

BIE defines a student as English language proficient when they achieve a composite score equal to or greater than 4.2, with a minimum score of 3.5 in the reading, writing, and listening domains and a minimum score of 1 in the speaking domain. Students are defined as making progress if they either achieve a proficient score (as defined above) or attain growth of 0.5 points or greater in their overall ACCESS score during that school year. This calculation requires that students have taken the ACCESS assessment at least twice so scores can be compared to measure progress. Students who do not have ACCESS data from the prior year will not be included in this calculation. However, students who had previously taken the ACCESS assessment at a different school will be included in their current school's calculation for this indicator if they have taken it in both the previous and current school years.

To calculate the English Learner Progress Indicator for a school or student subgroup, the number of English learner students that made progress is divided by the total number of English learner students. Schools with 75 percent or more of English learners making progress receive the full 15 points possible for the English Learner Progress Indicator. Schools with progress rates between zero and 74 percent receive points according to the formula in Table 8. Indicator points will be reported as whole numbers with no decimal places. Indicator points for schools with English learner progress percentages between 0 and 75 percent will be rounded up to the next whole number. For example, 10.3 points (or any other score between 10 and 11 points) would be rounded up to and reported as 11 points for this indicator.

Table 8. English Learner Progress Indicator Points

School or Subgroup ELP Percentage	Points Received
75 percent of ELs or more	15 points
Between 0 and 75 percent of English learners	$ELP\ Percentage \div 5$ *rounded up to the next whole number*
0 percent of English learners	0 points

School Quality and Student Success Indicator: Chronic Absenteeism

Total points = 15

The Chronic Absenteeism Indicator measures the percentage of students enrolled at a school who are absent for 10 percent or more days when classes are in session. Only students enrolled at the school for at least half of the total days in the school year are included in a school's score on this indicator. Both excused and unexcused absences are used in this indicator's calculation.

Data Used to Calculate the Chronic Absenteeism Indicator

NASIS student attendance records provide the data used to calculate this indicator. Throughout the year and before the data submission deadline, BIE staff will provide training to schools to ensure accurate categorization and coding of attendance data in NASIS, including accurate coding of cultural and ceremonial absences not included in the chronic absenteeism definition.

School Role in Ensuring Accurate Chronic Absenteeism Indicator Data

Schools are responsible for entering all attendance data in NASIS by August 1 for the previous school year. For example, schools would have until August 1, 2024, to enter the 2023–24 school year attendance data. BIE NASIS specialists will support schools in validating attendance data throughout the year. Schools should strive to maintain accurate attendance data in NASIS year-round and avoid data entry backlogs that could introduce missing or erroneous data.

Chronic Absenteeism Indicator Calculation

To calculate the chronic absenteeism rate for a school or subgroup, students are assigned to two categories: chronically absent (if they were absent for 10 percent or more of total school days) or not (absent for less than 10 percent of school days). Then, the number of chronically absent students is divided by the total number of students enrolled at the school for at least half of the days in the school year to calculate the chronic absenteeism rate.

Schools with fewer than 20 percent of students categorized as chronically absent will receive the full 15 points possible for the Chronic Absenteeism Indicator. Schools with chronic absenteeism rates above 20 percent but less than 50 percent receive points according to the formula in Table 9. Schools with a 50 percent or higher chronic absenteeism rate receive zero points. Indicator points will be reported as whole numbers with no decimal places. Indicator points for schools with chronic absentee rates between 20 and 50 percent will be rounded up to the next whole number. For

example, 10.3 points would be rounded up to and reported as 11 points for this indicator.

Table 9. Chronic Absenteeism Indicator Points

School or Subgroup Chronic Absenteeism Rate	Points Received
20 percent of students or less	15 points
More than 20 percent of students but less than 50 percent of students	$(50 - (Chronic\ Absenteeism\ Rate \times 100)) \div 2$ *rounded up to the next whole number*
50 percent of students or more	0 points

Weighting of Indicators

After scoring each indicator and summing the point totals, schools will each receive a total score. While the indicators differ based on the grade levels served, all schools can earn 100 possible points if every indicator applies to the school. A dash means that the indicator does not apply to that type of school.

If an indicator does not apply to a specific school (for example, if the school's n-size is less than 10), the possible points for that school will be decreased by the total amount of points for that indicator. For example, if a school does not have enough English learners to earn an English Learner Progress Indicator score, that school's total possible points will decrease from 100 to 85. All other categories will be calculated as described above. This school's overall score will be converted back to a 100-point score using the following formula below. The conversion awards the same proportion of points earned by a school while also creating a consistent scale that can be used for school identification across all BIE schools. *This conversion also ensures that schools are not penalized if they do not have all indicator scores due to small n-sizes, as the removed indicator does not contribute to the accountability score's numerator or denominator.*

$$\frac{Total\ Accountability\ Score \times 100}{85}$$

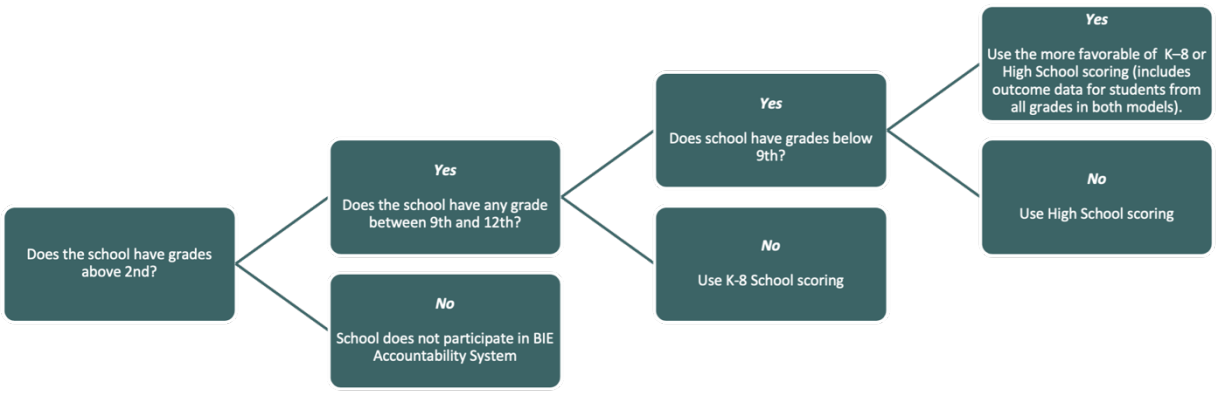
Two scoring systems are used to produce final accountability scores for K–8 and high schools, as shown in Table 10. Any school with students enrolled only in 8th grade or below and above 2nd grade will use the K–8 school model. Any school with students enrolled only in grades 9 through 12 will use the high school model. In schools that enroll students in kindergarten through grade 12 (K–12) (or other combinations of

elementary and high school grades), BIE will calculate accountability results using both the K–8 and high school models. For example, at a K–12 school, outcome data from FAY students across all grades at the school will be used to calculate total scores for both the K–8 and high school models. Whichever model produces the more favorable result will be used as the final accountability score for that school. Figure 1 details which scoring model schools will use based on the school's grade level enrollment.

Table 10. Accountability Scoring Models by School Type

Indicator	K–8 School	High School
Academic Achievement (ELA & Math)	50	50
Other Academic Indicator (Science)	20	–
English Learner Progress	15	15
Graduation Rate	–	20
Chronic Absenteeism	15	15
Total	**100**	**100**

Figure 1. How to Determine a School's Accountability Scoring Model



Identification of Schools for Additional Support

ESSA requires that state educational agencies identify schools that need additional support based on the results of the accountability system. Three levels of additional support are identified: Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI). The process for identifying schools for each level of support and how schools exit that status are detailed below.

Comprehensive Support and Improvement

The BIE Agency Plan identifies CSI schools in three ways.

- Schools with total accountability scores in the lowest 5 percent of all Title I schools across BIE. (See the Weighting of Indicators section for details on how the total accountability score is calculated.)
    - To calculate the lowest 5 percent of schools, the total accountability scores for each school are summed across the previous three years. The bottom 5 percent of schools in this calculation are identified as CSI.
- Any high school with a graduation rate below 67 percent.
- Any schools that fail to exit ATSI status (see ATSI section below) for three consecutive years will be identified as a CSI school for the following year.

Schools are identified for CSI status every three years. This three-year cycle allows schools time to implement interventions and programs that aim to improve student outcomes. School improvement strategies and systems of support can be found on the BIE DPA website.

Exiting CSI Status

The exit criteria for CSI status depend on how the school was identified for CSI status. Schools that had accountability scores in the lowest 5 percent of all schools must meet three criteria to exit CSI status.

- Schools must improve their three-year cumulative accountability score above the bottom 5 percent of all BIE schools at the end of the three-year identification cycle.
- Schools must demonstrate an improvement in the overall state assessment score greater than or equal to 3 percent of the gap between the baseline state assessment score and 100.
    - The improvement mentioned above is measured from a baseline of the highest state assessment score in the three years leading to the school being identified for CSI status. The baseline score is then compared to the

score at the end of the school's three-year cycle after being identified for CSI status.
    - For example, if a school had a baseline score of 15, 20, and 18 percent proficiency rates during the three-year cycle that identified the school for CSI, that school's baseline score would be 20. The school must improve its proficiency rate by at least 2.4 percentage points (this represents the difference between 100 and the baseline score of 20 [100 – 20 = 80], times 3 percent [80 x 0.03 = 2.4]) over the baseline score (20 + 2.4 = 22.4 percent proficient) by the school's third year in CSI status to meet this exit standard.
- Schools must implement evidence-based strategies as written in the school's CSI Program Plan.

Schools identified for CSI status due to low graduation rates must meet two exit criteria.

- Schools must implement evidence-based strategies aimed at increasing graduation rates as written in the school's CSI Program Plan.
- Schools must improve their graduation rates in one of two ways.
    - Attain a four-year adjusted cohort graduation rate greater than 67 percent for a minimum of two years, with an increasing rate each year compared to the prior year.
        - For example, a CSI-identified school with 65 percent, 68 percent, and 70 percent graduation rates during the three-year cycle following identification would exit CSI status because they had two years with a graduation rate over 67 percent, and the rate increased each year. A school that has graduation rates of 75 percent, 70 percent, and 65 percent would not exit CSI status because the school's graduation rate did not increase over time, and the school did not meet any other exit criteria.
    - Attain a graduation rate greater than 80 percent each year for two consecutive years, regardless of whether the graduation rate increased or decreased from year to year.

Schools identified for CSI status after three consecutive years of ATSI status designation must meet the same exit criteria as schools that scored in the lowest 5 percent of all schools (see criteria above), except only applied to the specific student subgroup that led to the school's original ATSI identification as opposed to the entire school.

Additional Targeted Support and Improvement

The ATSI designation aims to identify schools that have not been designated as a CSI school but still have one or more "consistently underperforming" subgroups of students.

To identify underperforming subgroups of students, BIE staff calculates a total accountability score for the previous three years for each subgroup (identified in the Student Subgroups section of this manual) at each school. Any subgroup at a school not identified as CSI with a total accountability score at or below the schoolwide level of the lowest performing 5 percent of schools is designated as "consistently underperforming" and designates that school with ATSI status.

Exiting ATSI Status

Schools identified for ATSI status must meet two exit criteria.

- All student subgroups at the school must attain total accountability scores above the level of the lowest 5 percent of all schools.
- For the subgroup(s) that triggered the ATSI identification, at least 50 percent of all indicator scores must increase. (See the Accountability Indicators section for more details about the indicators.)
    - For example, if the subgroup that led to an elementary school's ATSI designation improves its scores on the Academic Achievement and Chronic Absenteeism Indicators, that school would meet these exit criteria because it improved its scores on two of the four possible indicators.
    - For the calculation above, indicators not scored due to not achieving the minimum n-size are not included in the total number of indicators available for the subgroup to improve. For example, if the subgroup in the elementary school above does not meet the minimum n-size for the English Learner Progress Indicator, the subgroup would only have three possible indicators to improve.

Targeted Support and Improvement

As currently written, the BIE Agency Plan uses the same data and criteria to identify schools as both ATSI and TSI, and both ATSI and TSI identifications are made annually. See the ATSI section for details on the identification criteria used for TSI designation. Future amendments to the Agency Plan may create a distinction between ATSI and TSI designation processes. If that occurs, this manual will be updated to reflect those changes.

Exiting TSI Status

While the identification criteria for ATSI and TSI designation are the same, the exit criteria differ. Schools identified for TSI status must meet two exit criteria.

- In the following year, the school does not meet the identification criteria for TSI status.

- For the subgroup that triggered the TSI identification, the school's three-year average growth in subgroup proficiency in both ELA and mathematics exceeds the target proficiency growth rate projected for the same subgroup across BIE.
    - Target proficiency growth rates for subgroups can be found in BIE's Agency Plan.