



Memo

To: Dr. Michele Walker, Director of Student Assessment
From: Brandon Brown, Director of Charter Schools
Date: November 8, 2013
Re: Flanner House Investigation Details

Purpose

The Office of Education Innovation (OEI) is providing the following information in response to the October 8, 2013 memo received from Dr. Walker and the Indiana Department of Education (IDOE).

I. Facts of the Case/Chronology of Events

On Tuesday, September 17, 2013, ISTEP+ results were released on the IDOE website. When compiling individual school results on Mayor-sponsored charter schools from the spreadsheet released publicly, OEI recognized that Flanner House Elementary School (School ID 5872) showed a dramatic increase in ISTEP+ results at all grade levels. The public data released indicated a school total combined proficiency increase from 53.9% in 2012 to 97.6% in 2013. For more information, complete grade level ISTEP+ data for the last three years of testing is provided in Appendix A.

After receiving multiple inquiries related to the increase, the Director of Charter Schools placed a phone call to Sholonda Trice with IDOE on Thursday, September 19. On October 2, the Director of Charter Schools and the Academic Performance Analyst met with the school leader to inform her that OEI would be submitting a testing concern regarding Flanner House Elementary's 2013 ISTEP+ results. On October 3, the Director of Charter Schools submitted the report via e-mail. This report is provided in Appendix B.

On October 8, OEI received a memo from IDOE requesting more information regarding the testing concern (Attachment B). On October 9, the Director of Charter Schools discussed the report with the school's board chair, who indicated her support of the decision to submit a testing concerns report. On October 10, the Academic Performance Analyst discussed the October 8 memo with Ms. Trice to gain further clarification regarding the requested documents. On October 16, the Director of Charter Schools and the Academic Performance Analyst met with Dr. Walker and Ms. Trice at the Department to clarify OEI's role in providing the information requested.

On October 31, OEI requested a myriad of documentation from Flanner House Elementary in a written memo (provided in Attachment B). The school leader and Academic Performance Analyst discussed the memo on a phone call on November 1 to ensure that the school leader would be able to meet the November 4 deadline. On November 4, the school leader delivered the requested documentation to OEI. All submitted documentation is organized in the various appendices.

On November 5, the Director of Charter Schools and Academic Performance Analyst visited Flanner House Elementary School from 9:45 a.m. – 1 p.m. and interviewed the faculty/staff members named in Section II.

An overview of events is provided as a timeline as Appendix D.

II. Contact Information of the Individuals with Information regarding the Breach

The following individuals contributed to the compilation of the information included in this memo and its appendices.

Name	SY12-13 Position	Current Position	Contact Information	
Brandon Brown	Director of Charter Schools		Brandon.brown@indy.gov	317.327.3621
Kristin Hines	Academic Performance Analyst		Kristin.hines@indy.gov	317.327.3111
██████████	School Leader		██████████	██████████
██████████	Title I Teacher/Testing Coordinator		██████████	██████████
██████████	Special Education Teacher		██████████	██████████
██████████	2 nd grade Teacher	Instructional Coach	██████████	██████████
██████████	3 rd grade Teacher	Interventionist	██████████	██████████
██████████	3 rd grade Teacher		██████████	██████████
██████████	4 th grade Teacher		██████████	██████████
██████████	5 th grade Teacher	4 th grade Teacher	██████████	██████████
██████████	6 th grade Teacher		██████████	██████████

III. Summary of the Statements of Individuals with Knowledge of the Breach

Faculty/staff interviews during the site visit indicated a heavy focus on ISTEP+ test preparation at the school last year, particularly in English/Language Arts. The majority of teachers indicated that the Smeckens training they received last year was instrumental in the development of their instructional strategies and increase in achievement results. Faculty/staff also reported that instruction was more structured and organized than ever before, often indicating that for the first time they knew “what to teach when.” Additionally, faculty/staff indicated that looping with their students was incredibly helpful.

Please see full interview transcripts provided in Appendix E.

IV. Identify and Provide Relevant Documents

The following table provides a list of appendices and a list of documentation included in each appendix.

Appendix		Contents	Source
A		Flanner House Elementary Academic Data	
Part I (Excel)	1	2011 – 2013 ISTEP+ Results by Grade	IDOE Website
	2	2012 – 2013 Student Level Results (Acuity & ISTEP+)	School / OEI
Part II (PDF)	3	2012 and 2013 A-F Accountability Report Cards	School / OEI
	4	Acuity Class Reports & IDOE Communication	School
	5	2012 – 2013 Pacing Guide Assessment Results	School
	6	2012 – 2013 DIBELS Reports	School
B		Memos & Communication	
	1	Testing Concerns & Security Violations Report (from OEI)	OEI
	2	IDOE Memorandum to OEI	OEI
	3	OEI Memo to Flanner House requesting Documentation	OEI
	4	Email from Testing Coordinator to OEI	OEI
C		Documentation of Testing Procedures/Security	
	1	Written Testing Security Policy	School
	2	Documentation of Faculty/Staff Training	
	3	2012-2013 Test Security Agreements for 2013 Proctors	
	4	ISTEP+ Sign-Out Sheets	
D		Additional Documentation	
	1	Timeline of Events	OEI
	2	School’s Written Chronology of Events	School
	3	2012-2013 Teacher Schedules	School
	4	Current Teacher Schedules	School
E		OEI Site Visit Documentation	
	1	Site Visit Agenda	OEI
	2	Interview Transcripts	OEI

V. Analysis of the Breach

A. Summary of the Specific Rules and Regulations that were not Followed as it relates to:

1. IDOE's Guidelines/Manuals/Training Materials/Policies

From the documentation gathered (and subsequently provided with this report), it appears the school has not developed a local test security policy.

2. The School's Guidelines/Manuals/Training Materials/Policies

There were no written school-specific guidelines, manuals or policies provided.

B. A Summary Describing How Pervasive/Extensive Was the Breach

There has been no determination whether or not a breach occurred.

C. A Summary of the Ramifications of the Breach

There has been no determination whether or not a breach occurred.

D. A Summary of the Actions taken by the Mayor's Office or School

As described in the narrative in Section I and the timeline in Appendix D, the Mayor's Office submitted a testing concern report to IDOE, requested documentation from the school and conducted faculty/staff interviews on site. The Mayor's Office is also providing this report and documentation to IDOE, as requested in the October 8 memo.

The school provided a myriad of documentation and participated in the interviews at the request of the Mayor's Office.

E. Costs (Monetary/Other)

There were no costs incurred beyond the expense of OEI and school staff's time.

VI. Analysis of Accountability Data & IMAST Testing

Upon reviewing the school's submitted documentation, OEI realized that the preliminary accountability data provided by the school (showing a 97.7% proficiency rate in ELA and 93.2% in math) did not account for the 2% IMAST proficiency cap. If a 2% IMAST proficiency cap is imposed (which equates to 2 students, assuming 102 students enrolled in testing grades), proficiency rates fall to 84% in ELA and 82.9% in Math, suggesting that the gains reported at Flanner House may not be as large as the public release of data indicated.

Based on the data reported in Flanner House's 2013 Report Card roster pulled from the Learning Connection, Flanner House had 16 students participate in IMAST testing in 2013, 15 of whom were enrolled for 162 or more days. Of those 15 students, 14 passed ELA and 11 passed Math. If 12 of the 14 students are deducted from the numerator of the ELA performance indicator (to allow only 2 to count as proficient), the numerator falls to 74. The performance category is then 74/88 students, which is a proficiency rate of 84.0%. If 9 of the 11 students who passed math are deducted from the numerator of the Math performance indicator (to allow only 2 to count as proficient), the numerator falls to 73. The performance category for Math is then 73/88 students, which is a proficiency rate of 82.9%. With these



altered proficiency rates, Flanner House Elementary only shows an increase of 15.5% in ELA and 8.9% in Math. The table below shows the original 2013 preliminary data next to the altered data shaded in light blue.

	2012 Accountability Performance	Original 2013 Performance	Initial Increase	Altered 2013 Performance	Increase with Altered Performance
	English/Language Arts				
Numerator	50	86	29.2%	74	15.5%
Denominator	73	88		88	
Percent	68.5%	97.7%		84.0%	
	Mathematics				
Numerator	54	82	19.2%	73	8.9%
Denominator	73	88		88	
Percent	74.0%	93.2%		82.9%	