ESSA Survey Feedback

The Indiana Department of Education released the state's draft ESSA plan on June 30th, 2017. We are grateful to all Hoosiers who provided input during the public comment period, as well as those who shared their feedback during the town halls and work group meetings.

The majority of survey respondents were teachers, community members, parents, or district leaders.			

Total Survey Respondents	Accountability and School Improvement	Supporting Excellent Educators	Supporting All Students
523	314	105	104

The Department received feedback acknowledging some of the strengths of the plan, such as establishing the long-term goals to close achievement gaps, offering the state assessment in multiple languages and emphasizing social emotional support for all students. There were also questions about measuring growth for students with disabilities and English language learners, the next steps related to exploring the school culture and climate index, and resources for additional librarians. In some instances, we received feedback on areas that are outside the scope of ESSA or unaligned to ESSA requirements. The following represents the major themes in feedback we received throughout the ESSA planning process.

Assessments and Accountability

Many respondents acknowledged the need for assessments, while emphasizing the importance of a well-rounded education. Top concerns (written responses) regarding statewide assessments included high school math assessments, time spent on testing, and assessment accessibility for English learners.

Applicable Math	▪ Many stakeholders are interested in assessments focused on real-world math (e.g. finances) rather than an Algebra I end-of-course assessment ▪ Stakeholders have questions about the implementation of advanced math coursework and assessments for middle school students
Reduce Testing Time	▪ Numerous stakeholders want testing time to be reduced
Equitable Access	▪ For the most part, stakeholders appreciated the fact that state assessments would be available in multiple languages, however more clarification is needed about the details and purpose of this service

Based on written responses, stakeholders support the proposed accountability metrics, though there are some concerns with the feasibility of reaching the 2023 goals outlined in the plan.

Accountability Metrics Feedback

Closing Achievement Gaps	Growth Model	Graduation Rates
▪ Although there were disagreements about how to get there, all stakeholders supported the emphasis placed on closing achievement gaps for historically underserved students	▪ While some think the 50% gap closure goal is unrealistic (too high), others believe it is not ambitious enough ▪ Some respondents are looking for more to be done on the growth model for students with disabilities	▪ There were questions and concerns about how the General Diploma will factor into graduation rates ▪ Similar to the growth model, some stakeholders thought the proposed graduation goals were too high, while others thought it was too low

How will Indiana meet the accountability goals?

In general, stakeholders appreciated the 2023 student achievement goals, the growth model of measurement, and the focus on closing achievement gaps. However, many stakeholders expressed concern with how Indiana plans on reaching these goals with the current statewide funding system: "Targeted groups that need more growth to close the gap will also need more funding."

In terms of measuring school progress, stakeholders were asked, **"To what extent does this approach [indicator] align with Indiana's guiding principles?"** The majority of respondents believe the English Language Proficiency and Chronic Absenteeism indicators generally or completely align with Indiana's guiding principles.

Accountability Indicators			
Indicator	Alignment to Indiana's guiding principles	Should K-Grade 2 be included in metric?	Notes
▪ **English Language Proficiency:** Student growth on the WIDA 2.0 assessment will be the basis of this domain measure	✓	✗	▪ 72% said indicator generally or completely aligned ▪ 54% did not think K-Grade 2 should be included
▪ **Chronic Absenteeism:** The overall goal is for each school to have at least 50% of its student body meeting the definition of a model attendee	✓	✓	▪ 72% said it generally or completely aligned ▪ 53% said indicator should be expanded to K-Grade 2
▪ **School Culture and Climate:** Indiana will work with stakeholders to develop a proposal for this indicator by summer of 2018	✗	N/A	▪ Only 34% said it was generally or completely aligned

School Improvement

Stakeholders were asked to select the top three types of support the Department should prioritize providing to districts and schools from the following list: (1) Provide technical assistance; (2) Develop an approved list of evidence-based strategies; (3) Create opportunities to network with other districts; (4) Provide professional development opportunities aligned to school/district needs; (5) Other- please explain.

Top three types of support the department should prioritize providing to districts and schools:

**①** **Professional Development**   **②** **Other**   **③** **Evidenced-Based Strategies**

Three themes emerged from the 'Other' category:
- Support for certified librarians
- Financial resources for low performing schools in form of PD as well as wraparound services
- Supporting low performing schools and grants for innovative teaching

When asked about how many years a school should have before shifting to comprehensive support, 71% of respondents selected two or three years.

How many years should a school have before shifting to comprehensive support?

Percentage of Respondents — Years

Years	1	2	3	4	5	6
%	3%	29%	42%	5%	17%	1%
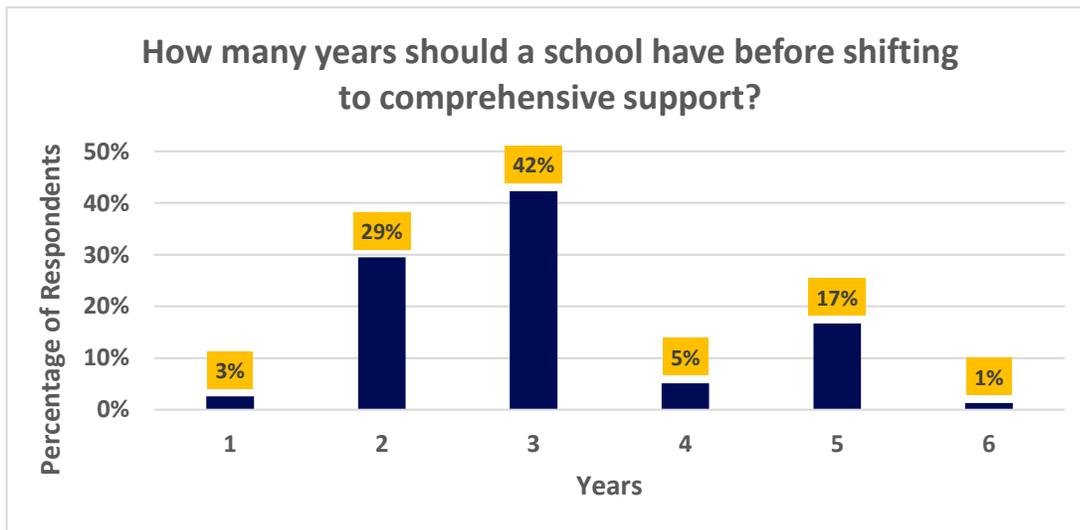
N-size = 78. The majority of respondents selected 1-6 years; Zero respondents selected 7-9 years, one respondent selected 10 years

Supporting Excellent Educators

Stakeholders were asked to select teacher recruitment, preparation and induction strategies they believed to be most effective.

Stakeholders shared recommendations on supporting teacher recruitment and retention efforts.

Teacher Recruitment

→ 42% of respondents believe Indiana should implement and sustain a Recruitment and Retention Campaign focused on reframing the public narrative around being a teacher in the state

Teacher Preparation

→ Many respondents advocated for partnerships with higher education institutions to ensure high quality teacher candidates

→ By far, teachers and school leaders felt that an extended residency experience is essential to developing successful and culturally competent teachers

Teacher Induction

→ 78% believe new teachers need more individualized support and mentorship from a qualified teacher who understands the local context

Supporting All Students

While there were several areas where stakeholders felt the needs of all students were met, there were other areas of the plan stakeholders identified as needing more explicit detail regarding the types of supports students will receive.

Strengths	More Information Needed
There were several areas that stakeholders felt that the ESSA plan adequately addresses: ■ Meeting the unique educational needs of **migratory children** through Title I-C, including the coordination of services and the use of funds ■ Supporting **out of school learning time** through the use of Title IV-B, 21st Century Schools ■ Supporting **homeless children and youth** through the use of Title VII-B, McKinney-Vento	There were also areas that the some stakeholders wanted the ESSA plan to address in greater detail: ■ Meeting the unique needs of **English learners**, including common entrance and exit procedures, state support, monitoring, and technical assistance ■ Providing **student support and academic enrichment** through the use of Title IV-A ■ Supporting **rural and low income schools** through the use of Title V-B Rural and Low-Income School Program