ACCOUNTABILITY RESOURCES FOR ESSA STATE PLAN

I.a. Accountability System Indicators – ESSA Requirements

Sec. 1111(c)(4)(B) INDICATORS.
The statewide accountability system shall be based on the challenging State academic standards for reading or language arts and mathematics to improve student academic achievement and school success. In designing such system to meet the requirements of this part, the State shall carry out the following:

Except for the indicator described in clause (iv), annually measure, for all students and separately for each subgroup of students, the following indicators:

> (i) For all public schools in the State, based on the long-term goals established, academic achievement --
>> (I) as measured by proficiency on the annual assessments required; and
>> (II) at the State's discretion, for each public high school in the State, student growth, as measured by such annual assessments.
>
> (ii) For public elementary schools and secondary schools that are not high schools in the State –
>> (I) a measure of student growth, if determined appropriate by the State; or
>> (II) another valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.
>
> (iii) For public high schools in the State, and based on State-designed long term goals establish –
>> (I) the four-year adjusted cohort graduation rate; and
>> (II) at the State's discretion, the extended-year adjusted cohort graduation rate.
>
> (iv) For public schools in the State, progress in achieving English language proficiency, as defined by the State and measured by the assessments described in subsection (b)(2)(G), within a State-determined timeline for all English learners –
>> (I) in each of the grades 3 through 8; and
>> (II) in the grade for which such English learners are otherwise assessed during the grade 9 through grade 12 period, with such progress being measured against the results of the assessments described in subsection (b)(2)(G) taken in the previous grade.
>
> (v)(I) For all public schools in the State, not less than one indicator of school quality or student success that –
>> (aa) allows for meaningful differentiation in school performance;
>> (bb) is valid, reliable, comparable, and statewide (with the same indicator or indicators used for each grade span, as such term is determined by the State); and
>> (cc) may include one or more of the measures described in subclause (II).
>
> (II) For purposes of subclause (I), the State may include measures of –
>> (III) student engagement;
>> (IV) educator engagement;
>> (V) student access to and completion of advanced coursework;
>> (VI) postsecondary readiness;
>> (VII) school climate and safety; and
>> (VIII) any other indicator the State chooses that meets the requirements of this clause.

I.b. Accountability System Indicators – English Language Proficiency Indicator, Statement on WIDA ACCESS 2.0

WIDA is an instructional and assessment framework designed to recognize the assets, contribution, and potential of English learners through a "Can Do Philosophy". Indiana has adopted the WIDA English language development standards as the state English language proficiency standards and assesses these standards annually through the WIDA ACCESS for ELLs assessments (ACCESS for ELLS 2.0, Alternate ACCESS for ELLs, and Kindergarten ACCESS for ELLs). WIDA ACCESS for ELLs 2.0 is the annual English language proficiency assessment adopted by Indiana to assess the Indiana English language proficiency standards for English learners in first through twelfth grades. ACCESS for ELLs 2.0 is an adaptive, online assessment that is administered annually to English learners in Indiana during the months of January and February.

All identified English learners must participate in the state's annual English language proficiency exam, WIDA ACCESS for ELLs. Students who achieve a score of proficient, as defined by the state through longitudinal data analysis and consultation with WIDA, on the annual English language proficiency assessment exit the English learner program and are reclassified as fluent English proficient.

Prior to 2015, Indiana utilized the Las Links assessment, which measured language acquisition in a different manner than WIDA. Indiana administered the WIDA ACCESS assessment for the first time in 2015 with the paper-based WIDA ACCESS for ELLs. In 2016, the WIDA Consortium implemented a new assessment, WIDA ACCESS for ELLs 2.0, which is currently in use. For 2017, the WIDA Consortium reset cut scores for Levels 1.0 through 6.0 on the WIDA ACCESS 2.0 assessment, significantly altering the scoring of the assessment. Due to these changes, Indiana does not have longitudinal WIDA ACCESS data. Indiana will reevaluate any component within its accountability system, including the English language proficiency indicator, as more years of data become available.

I.c. Accountability System Indicators – English Language Proficiency Indicator, Data on English Learners in Indiana

Historical Enrollment of English Learner Students

School Year	Total English Learner Enrollment	% Total Student Enrollment
2007	40,888	3.7%
2008	46,212	4.1%
2009	45,793	4.1%
2010	49,654	4.4%
2011	49,447	4.7%
2012	52,239	4.7%
2013	53,647	4.8%
2014	58,541	5.2%
2015	60,793	5.4%
2016	53,614	4.7%
2017	50,677	4.5%

EL Enrollment, Historical Data
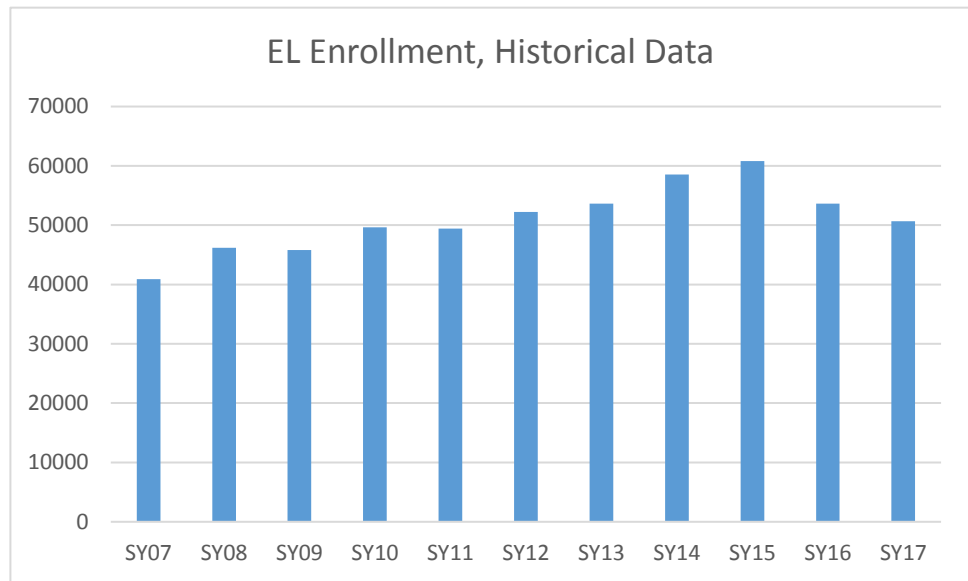
SY 2017 English Learner Enrollment by Grade Span

Grade Span	# ELs	% ELs
K-2	21,129	41.77%
3-8	19,762	39.06%
9-12	9,699	19.17%

Indiana Public School Districts with Largest English Learner Population

Corporation Name	Public EL Student Count	Non-public EL Student Count	Total EL Student Count
Indianapolis Public Schools	4232	802	5034
Perry Township Schools	3366	88	3454
Ft. Wayne Community Schools	2323	274	2597
MSD Wayne Township	2044	20	2064
South Bend Community School Corporation	1566	375	1941
MSD Lawrence Township	1811	49	1860
Elkhart Community Schools	1685	75	1760
School City of Hammond	1491	172	1663
MSD Pike Township	1599	0	1599
MSD Washington Township	1448	107	1555

WIDA Results of English Learners in Indiana

Level	SY15 # Students	SY15 % Students	SY16 # Students	SY16 % Students
1	5,067	8.83%	3,965	8.59%
2	4,816	8.40%	5,103	11.06%
3	14,358	25.03%	11,278	24.44%
4	17,348	30.25%	13,485	29.22%
5	15,767	27.49%	12,318	26.69%

Level 1 = Beginning
Level 2 = Early Intermediate
Level 3 = Intermediate
Level 4 = Advanced
Level 5 = Fluent English Proficient

SY2016 ISTEP+ Pass Percentages for English Learners

Math, Grades 3-8	
Overall Pass Rate	58.9%
EL Pass Rate	53.1%
EL Students Tested	16,738

E/LA, Grades 3-8	
Overall Pass Rate	66.1%
EL Pass Rate	57.0%
EL Students Tested	16,611

Math, Grade 10	
Overall Pass Rate	34.6%
EL Pass Rate	14.0%
EL Students Tested	1,762

E/LA, Grade 10	
Overall Pass Rate	59.0%
EL Pass Rate	24.5%
EL Students Tested	1,774

Historical ISTEP+ Pass Percentage for Former English Learner Students*

MATH	1st Year fluent	2nd Year Fluent	3rd Year Fluent	4th Year Fluent	All Students
SY2012	86.31%				81.20%
SY2013	88.19%	90.41%			83.00%
SY2014	89.32%	91.02%	91.70%		83.50%
SY2015	65.31%	71.24%	71.10%	72.36%	61.00%

E/LA	1st Year fluent	2nd Year Fluent	3rd Year Fluent	4th Year Fluent	All Students
SY2012	83.24%				79.40%
SY2013	86.03%	86.70%			79.50%
SY2014	87.27%	90.26%	89.11%		80.70%
SY2015	73.39%	79.61%	78.64%	78.15%	67.30%

How to read these tables: column on far left represents the cohort of students that exited EL status. Columns regarding fluency show the pass rates of the former English learner cohort during their first, second, third and fourth years of being English language proficient. The last column provides the pass rates of all students in Indiana for comparison. (Example: in SY2015, all students had a pass rate of 61% on the Math ISTEP+. Students in their 3rd year of "former English learner" status had a pass rate of 71.1% on the Math ISTEP+ in SY2015.) Progress of the cohort can be followed along the diagonal.

I.d. Accountability System Indicators – English Language Proficiency Indicator, Proposal

<u>What is the Department's Proposal?</u>

The Department proposes the use of a growth to target model for the English language proficiency indicator. This model answers the question, "What percentage of students are on-track to achieve English language proficiency within the state-defined timeline"? The Department also proposes the inclusion of students who attain English language proficiency in this indicator. The Department proposes that this indicator apply to kindergarten through grade 12.

<u>Why is this the Proposal?</u>

The English learner population is very dynamic, and therefore the Department wanted the indicator to consider as many aspects of the population as possible. For example, research demonstrates that younger students acquire language skills faster than older students.[1] The growth to target model will provide for the consideration of an English learner student's proficiency level upon identification as an English learner; age; grade level; and timeline to attain proficiency.

Other approaches to measuring growth were considered, however, were found to be lacking when it came to capturing the complexities of the English learner population.

<u>How will this work?</u>

The growth to target model is based on the goal of each student attaining English language proficiency within a specified timeline. A trajectory is mapped based on this goal, and annual targets are set based on the trajectory toward proficiency for the student. The annual targets reflect the growth needed to be on track to meeting the ultimate goal of proficiency within the specified timeline. The overall goal and its annual growth trajectory will consider each student's initial proficiency level, age, and grade level. The indicator will separately consider any student who attained proficiency on the WIDA ACCESS 2.0 assessment. Students who met or exceeded annual growth targets and students who attained English language proficiency during the school year will count toward the school's English language proficiency indicator score. Students who attain proficiency and met or exceed their annual growth target will only count once in the indicator score.

$$\frac{\textit{\#ELs achieving/exceeding annual growth target}\ \ +\ \ \textit{\#ELs attaining English language proficiency}}{\textit{Total \#ELs}}$$

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[1] Sahakyan, Narek. *WIDA Research Report: District-Level Analysis of ELL Growth*. Wisconsin Center for Education Research, University of Wisconsin-Madison, May 2013. Hakuta, Kenju; Goto Butler, Yuko; Witt, Daria. *How Long Does it Take English Learners to Attain Proficiency?*, Policy Report 2000-1, The University of California Linguistic Minority Research Institute, January 2000.

I.e. Accountability System Indicators – School Quality/Student Success Indicator, Culture & Climate Assessment Proposal

The Department received much feedback from public meetings as well as its technical workgroup that a culture and climate assessment was the ultimate desire for the school quality/student success indicator. Therefore, the long-term goal for the school quality/student success indicator, as proposed by the Department, is to utilize an assessment that measures school climate and culture. The Department also recognizes that further work needs to be done before a climate and culture assessment may be successfully implemented in a statewide accountability system. As part of its school improvement interventions, the Department plans to required schools identified for comprehensive support and improvement to administer a climate/culture assessment. This will occur for the first time with the 2019 school year with the initial identification of schools for comprehensive support. In doing so, the Department plans to collect information on how to administer such an assessment to schools, and what is valuable to measure in a climate/culture assessment. To prepare for such a rollout, the Department proposes the creation of a committee or the extension of the ESSA workgroup. This group would convene in the Fall of 2017 and continue through the first school year of implementation. The group would be charged with the following:

- o Conduct a study of what existing climate and culture assessments currently measure, and identify what metrics are valued for Indiana to further the state's educational goals;
- o Identify the positives and the concerns with implementing a statewide climate and culture assessment, and how any identified concerns may be addressed;

After the first year of implementation for comprehensive support schools, the following should be considered:

- o Current statewide capacity for administering a climate and culture assessment to schools in the state, identify concerns or issues with current capacity, and propose solutions to address statewide capacity. Such review should consider mode of administration, financial costs to the state and budget needs, and impacts on data collections for schools;
- o A metric that identifies how the climate and culture assessment would be integrated in the statewide accountability system;
- o Other subjects as needed; and

A draft proposal would be provided to the State Board regarding the climate and culture assessment that incorporates the group's findings.

I.f. Accountability System Indicators – Addressing Chronic Absenteeism Indicator Explanation & Data

<u>What is the Department's Proposal?</u>

The Department proposes the use of a measure that addresses chronic absenteeism. The proposed indicator acknowledges students who are demonstrating excellent attendance, and students who working to attend school more often. The Department proposes that this indicator apply to kindergarten through grade 8.
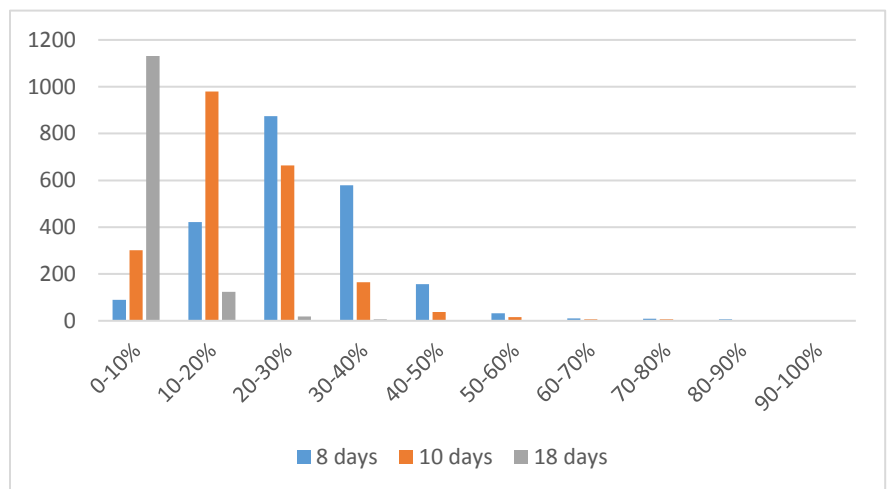
The Department would like to note that this is a proposal to the State Board, and is presented as a starting point based on public feedback, research, and a review of Indiana data. Definitions and thresholds are up for consideration.

<u>Why is this the Proposal?</u>

The Department considered data that were readily available in developing a school quality/student success indicator to implement while the state develops a culture and climate assessment. Attendance data is collected from all public and nonpublic schools in the state, and has been incorporated into public reports such as the Annual Performance Report in previous years. Further, attendance and chronic absenteeism were the only indicators consistently identified by the ESSA accountability workgroup as a potential short-term option for the school quality/student success indicator. The work group also provided feedback that the indicator should not be negative, but should attempt to focus on the positive activities of students and schools when addressing chronic absenteeism. Additionally, there is a wealth of research demonstrating a correlation between student attendance and academic achievement. The Department referred to this research when developing the school quality/student success indicator to address chronic absenteeism.

The definition of "chronic absenteeism" is missing at least 10% of the days enrolled during the school year. The Department looked at how many schools had students missing 18 days or more out of the school year. A review of attendance rates for Indiana schools demonstrated that 88% of schools have students attending school for at least 90% of their enrolled days. It was not until the number of days absent was lowered to eight (8) days that some differentiation was seen. Based on this information, it was determined that using a straightforward definition of chronic absenteeism for the accountability indicator would not provide meaningful differentiation.

# Schools by Percentage of Students Missing X Days during the School Years			
	8 Days	**10 Days**	**18 Days**
0-10%	90	302	1131
10-20%	422	979	124
20-30%	874	664	18
30-40%	579	165	6
40-50%	156	37	2
50-60%	32	16	4
60-70%	10	6	0
70-80%	9	6	0
80-90%	6	4	0
90-100%	1	0	0

<u>How will this work?</u>

The Department defined two types of students to be incorporated in the school quality/student success indicator: persistent attendees and improving attendees. These definitions were based on the 180 instructional day school year.

- *Persistent Attendee*: students with exemplary attendance. The Department started by looking at students who were who in attendance for at least 98% of their enrollment.
- *Improving Attendee*: student demonstrating increases in days attended from prior to current year. The Department started by looking at students who saw an increase of at least 3% in their enrollment from the previous school year.

These definitions take an inverse approach to chronic absenteeism by focusing on positive actions and movement. The percentages for attendance in each definition are preliminary and meant to serve as a starting point for discussions.

The metric for the indicator would be:

$$\frac{\text{\# Persistent Attendees} \quad + \quad \text{\# Improving Attendees}}{\text{Total Number of Students Enrolled}}$$

Using 2016 data for grades 3-8, the Department identified the number of students at each school that are identified as either a persistent or improving attendee based on the trial criteria. The data demonstrate the highest census of schools have between 30-50% of students meeting the definition of either a persistent or improving attendee.

Percentage of Students "Addressing Chronic Absenteeism"	Number of Schools
90.0 – 100.0%	20
80.0 – 89.9%	7
70.0 – 79.9%	20
60.0 – 69.9%	38
50.0 – 59.9%	138
40.0 – 49.9%	496
30.0 – 39.9%	876
20.0 – 29.9%	477
10.0 – 19.9%	93
0.0 – 9.9%	22

Addressing Chronic Absenteeism
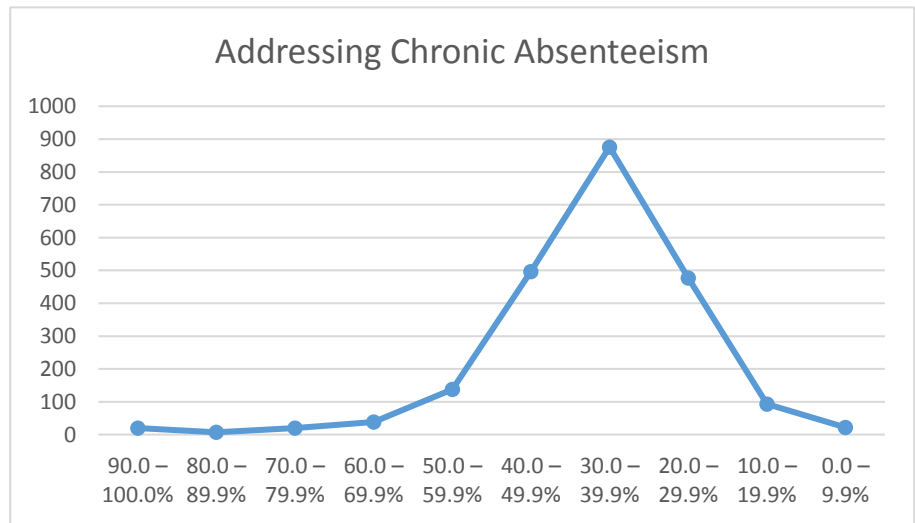
Based on the 2016 distribution seen above, the Department applied a goal of 50% of students addressing chronic absenteeism so that the goal was set in an ambitious manner. Using the 2016 data, Indiana would see the following A-F breakdown:

Letter Grade	Points	# Schools	% Schools
A	90.0 – 100.0	279	17.7%
B	80.0 – 89.9	233	14.8%
C	70.0 – 79.9	330	20.9%
D	60.0 – 69.9	337	21.4%
F	0.0 – 59.9	399	25.3%

Addressing Chronic Absenteeism Indicator, Grades K-8
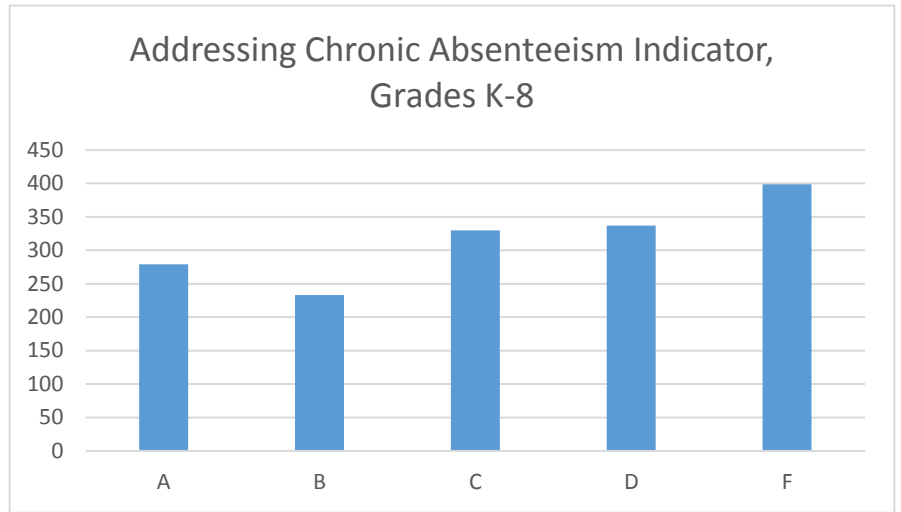
Some questions regarding this indicator:

- Is the definition of "persistent attendee" appropriate?
- Is the definition of "improving attendee" appropriate?
- Is the goal of 50% of students meeting either the definition of "persistent attendee" or "improving attendee" appropriate based on the current results?
- How many days should a student be enrolled at a school to be included in the school's accountability calculation for this indicator?

I.g. Accountability System Indicators – References on Chronic Absenteeism

Many resources on student attendance may be found at http://www.attendanceworks.org/research/all-research. The following list provides specific references that the Department reviewed during the development of the school quality/student success indicator.

Allensworth, E & Easton, J. (2007). *What matters for staying on-track and graduating in Chicago Public Schools: A look at course grades, failures and attendance in the freshman year*. Chicago: Consortium on Chicago School Research at the University of Chicago. Retrieved at https://consortium.uchicago.edu/sites/default/files/publications/07%20What%20Matters%20Final.pdf.

Allensworth, E.; Gwynne, J.; Moor, P.; de la Torre, M. (2014). *Looking forward to high school and college: Middle grade indicators of readiness in Chicago Public Schools*. Chicago, IL: University of Chicago consortium on Chicago school research. Retrieved at https://consortium.uchicago.edu/sites/default/files/publications/Middle%20Grades%20Report.pdf.

Attendance Works. (2014). *Attendance in the early grades: Why it matters for reading*. Retrieved from http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/03/Attendance-in-the-Early-Grades.pdf.

Attendance Works. (2013). *The attendance imperative: How states can advance achievement by reducing chronic absence*. Retrieved from http://www.attendanceworks.org/wordpress/wp-content/uploads/2013/09/AAM-Policy-Brief-Final-9.16.pdf.

Balfanz, R. (2009). *Putting middle grades students on the graduation path, a policy & practice brief*. National Middle School Association. Retrieved from https://www.amle.org/portals/0/pdf/articles/policy_brief_balfanz.pdf.

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Baltimore Education Research Consortium (20110. Destination graduation: sixth grade early warning indicators for Baltimore city schools their prevalence and impact. http://baltimore-berc.org/pdfs/SixthGradeEWIFullReport.pdf.

Bruner, C.; Discher, A.; & Chang, H. (2011). *Chronic elementary absenteeism: A problem hidden in plain sight*. Retrieved from http://www.edweek.org/media/chronicabsence-15chang.pdf.

Chang, H.N. & Romero, M. (2008). *Present, engaged and accounted for: The critical importance of addressing chronic absenteeism in the early grades*. Retrieved from www.nccp.org/publications/pdf/text_837.pdf.

Chen, P. & Rice, C. (2016). *Showing up matters: the state of chronic absenteeism in New Jersey: 2nd annual report*. Retrieved from https://acnj.org/downloads/2016_09_13_chronicabsenteeism_2ndannualreport.pdf.

Ehrlich, S.; Gwynne, J.A.; Pareja, A.S.; & Allensworth E. (2013). *Preschool attendance in Chicago Public Schools: Relationships with learning outcomes and reasons for absences: Research summary*. The University of Chicago Consortium on Chicago School Reform. Retrieved from https://consortium.uchicago.edu/sites/default/files/publications/Pre-K%20Attendance%20Research%20Summary.pdf.

Ginsburg, A.; Jordan P.; & Chang, H. (2014). *Absences add up: How school attendance influences student success*. Retrieved from http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/09/Absenses-Add-Up_090114-1-1.pdf.

Hernandez, D. (2011). *Double jeopardy: How third-grade reading skills and poverty influence high school graduation*. Baltimore: The Annie E. Casey Foundation. Retrieved from http://www.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf.

Mac Iver, M.A & Mac Iver, D.J. (2010). *Gradual disengagement: a portrait of the 2008-09 dropouts in Baltimore City Schools*. Baltimore Education Research Consortium. Retrieved from http://baltimore-berc.org/pdfs/Gradual%20Disengagement%20final.pdf.

Rice, Cynthia. (2015). *Showing up matters: The state of chronic absenteeism in New Jersey*. Retrieved from http://acnj.org/downloads/2015_09_08_chronic_absenteeism.pdf.

Romero, M.; Lee, Y-S. (2007). *A national portrait of chronic absenteeism in early grades*. National Center for Children in Poverty. Retrieved from http://www.nccp.org/publications/pdf/text_771.pdf.

Schanzenbach, D.W.; Mumford, M; & Bauer, L. (2016). *Lessons for broadening school accountability under the Every Students Succeeds Act*. Retrieved from https://www.brookings.edu/wp-content/uploads/2016/10/es_20161027_chronic_absenteeism.pdf.

Utah Education Policy Center. (2012). *Research brief: Chronic absenteeism*. Retrieved from https://daqy2hvnfszx3.cloudfront.net/wp-content/uploads/sites/2/2017/05/23104652/ChronicAbsenteeismResearchBrief.pdf.

II.a. Annual Meaningful Differentiation – ESSA Requirements

<u>Sec. 1111(c)(4)(C)</u> ANNUAL MEANINGFUL DIFFERENTIATION.

The statewide accountability system shall be based on the challenging State academic standards for reading or language arts and mathematics to improve student academic achievement and school success. In designing such system to meet the requirements of this part, the State shall carry out the following:

Establish a system of meaningfully differentiating, on an annual basis, all public schools in the State, which shall –
> (i) be based on all indicators in the State's accountability system, for all students and for each subgroup of students, consistent with the requirements of such subparagraph;
> (ii) with respect to the indicators described in clauses (i) through (iv) of subparagraph (b) afford –
>> (I) substantial weight to each such indicator; and
>> (II) in the aggregate, much greater weight that in afforded to the indicator or indicators utilized by the State and described in subparagraph (B)(v), in the aggregate; and
> (iii) include differentiation of any such school in which any subgroup of students is consistently underperforming, as determined by the State, based on all indicators under subparagraph (B) and the system established under this subparagraph.

II.b. Annual Meaningful Differentiation – College & Career Readiness Indicator, Goal Setting

The following graph and table provide information on the number and percent of public high schools that hit the college and career readiness goal. Currently, 89.3% of public high schools meet or exceed the goal of 25% of graduates demonstrating college or career readiness. The question of whether the current goal "meaningfully differentiates" will need to be addressed by the State Board.

Distribution of College & Career Readiness Grades at Different Goal Levels (2015 Cohort)

*Original = 25%
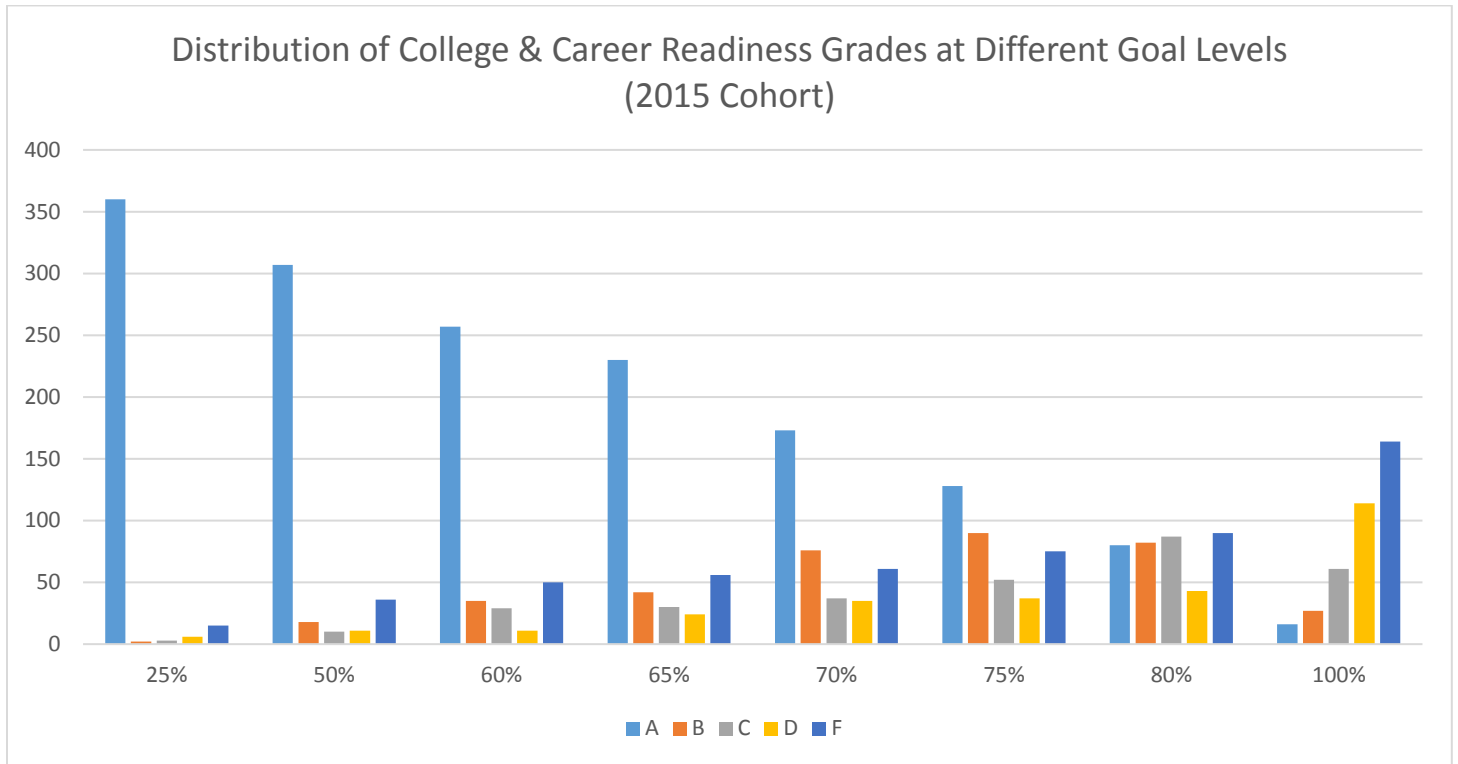
	25%		50%		60%		65%		70%		75%		80%		100%	
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A	360	93.3%	307	79.5%	257	66.6%	230	59.6%	173	44.8%	128	33.2%	80	20.7%	16	4.1%
B	2	0.5%	18	4.7%	35	9.1%	42	10.4%	76	19.7%	90	23.3%	82	21.2%	27	7.0%
C	3	0.8%	10	2.6%	29	7.5%	30	7.8%	37	9.6%	52	13.5%	87	22.5%	61	15.8%
D	6	1.6%	11	2.8%	11	2.8%	24	6.2%	35	9.1%	37	9.6%	43	11.1%	114	29.5%
F	15	3.9%	36	9.3%	50	13.0%	56	14.5%	61	15.8%	75	19.4%	90	23.3%	164	42.5%

Distribution of CCR Indicator at Different Goals – 2015 Cohort

II.c. Annual Meaningful Differentiation – College & Career Readiness Indicator, Dual Credit Factor

The Higher Learning Commission recently amended the qualifications for faculty providing dual credit instruction to high school students. Indiana was approved for an extension of time to come into compliance with these new requirements. The extension granted requires compliance by September 1, 2022. For reference, the Department reviewed the 2016 college and career readiness achievement with dual credit included and excluded. The below information provides a breakdown of the number of public high schools by the percentage of 2016 four-year graduates earning a college or career readiness indicator. The other college and career readiness indicators beyond dual credit include the following: passing score on an Advanced Placement exam; passing score on an International Baccalaureate exam; and earning an industry certification.

Percent Graduates Earning CCR Credit	# Schools, with Dual Credit Included	# Schools, with Dual Credit Excluded
0-9.9%	9	159
10-19.9%	16	131
20-29.9%	16	61
30-39.9%	21	16
40-49.9%	44	7
50-59.9%	64	7
60-69.9%	114	4
70-79.9%	59	0
80-89.9%	27	0
90-100%	16	1
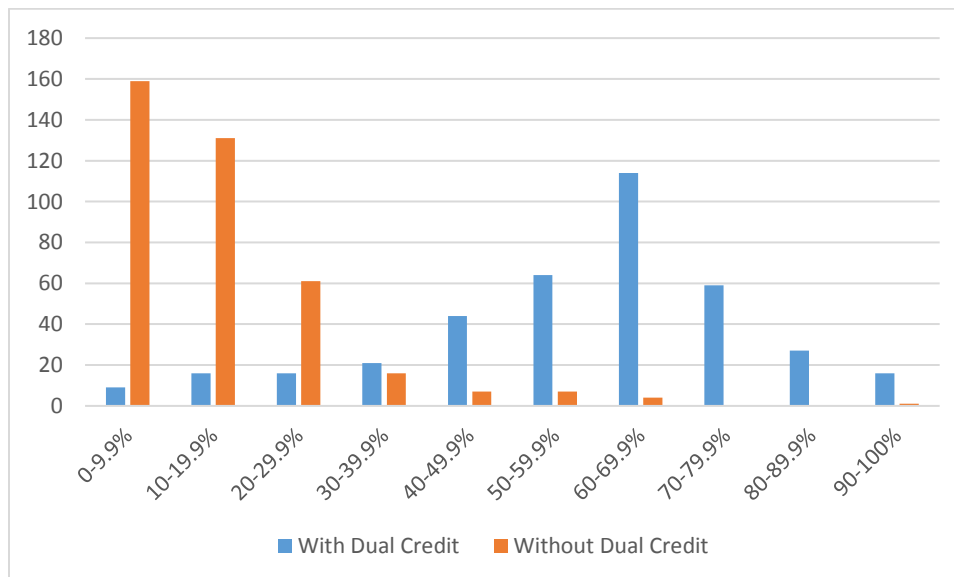
II.d. Annual Meaningful Differentiation – Growth Indicator, Current Information

The following graph and table provide information on the number and percent of public schools earning each letter grade on the academic progress indicator (growth). In 2016, 72.02% of public schools received an 'A' for the academic progress indicator. The question of whether the growth to proficiency table provides for "meaningfully differentiation" will need to be addressed by the State Board.

2016 Growth Indicator, Grades 4-8		
A+	644	41.90%
A	463	30.12%
B	281	18.28%
C	105	6.83%
D	35	2.28%
F	9	0.59%
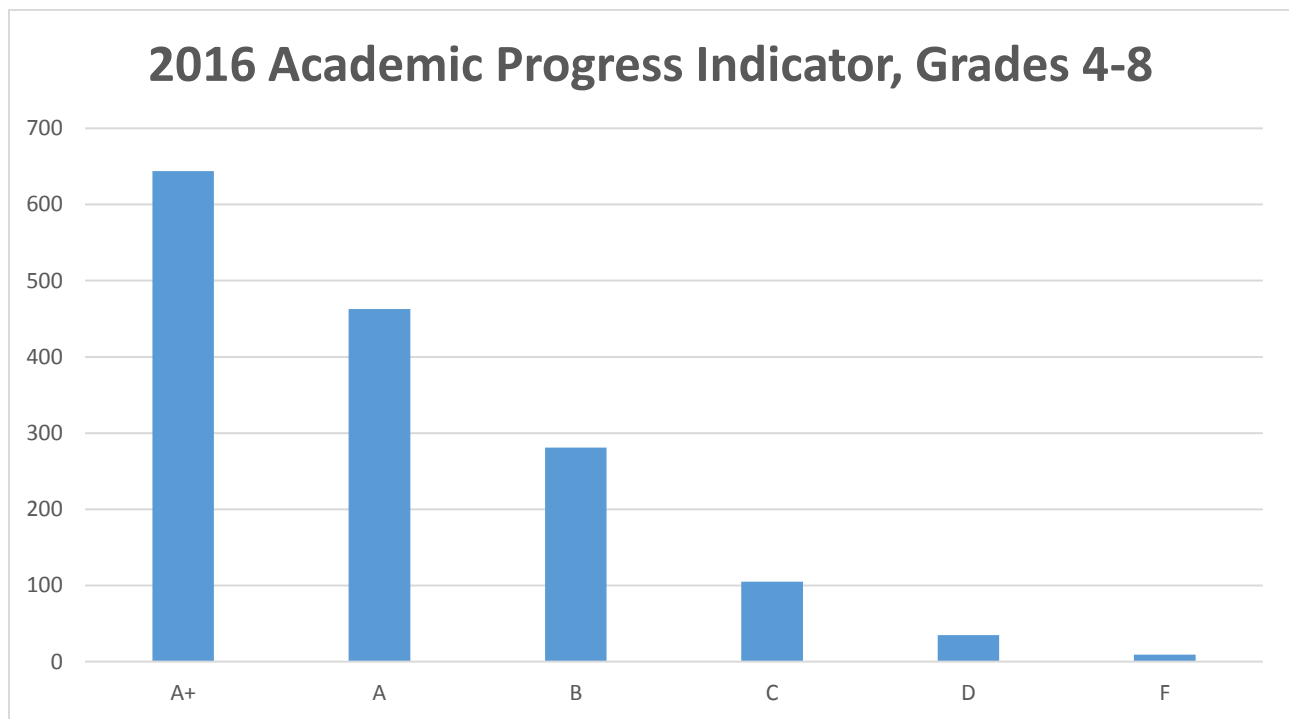
2016 Academic Progress Indicator, Grades 4-8

Growth to Proficiency Table

	LOW MOVEMENT		STANDARD MOVEMENT		HIGH MOVEMENT	
PRIOR YEAR STATUS	Target Range	Points Awarded	Target Range	Points Awarded	Target Range	Points Awarded
PP2	0-45	50	46-64	100	65-99	150
PP1	0-45	50	46-64	100	65-99	150
P3	0-45	50	46-64	100	65-99	150
P2	0-44	50	45-62	100	63-99	150
P1	0-43	50	44-59	100	60-99	150
DNP3	0-35	0	36-54	75	55-99	175
DNP2	0-30	0	31-54	75	55-99	175
DNP1	0-25	0	26-54	75	55-99	175

II.e. Annual Meaningful Differentiation – Growth Indicator, Growth to Proficiency Table

In order to provide the Board with some context into what would happen to school achievement on the academic progress indicator with changes to the points awarded, the Department ran some scenarios. These scenarios are shared to provide a starting point for the Board, and to assist with any deliberation regarding meaningful differentiation. Please note that this information only covers public schools.

Scenario One:

- Decrease Pass & Pass+ low movement points by 25
- Decrease all standard movement points by 25
- Decrease all high movement points by 50

PRIOR YEAR STATUS	LOW MOVEMENT		STANDARD MOVEMENT		HIGH MOVEMENT	
	Target Range	Points Awarded	Target Range	Points Awarded	Target Range	Points Awarded
PP2	0-45	25	46-64	75	65-99	100
PP1	0-45	25	46-64	75	65-99	100
P3	0-45	0	46-64	75	65-99	100
P2	0-44	0	45-62	75	63-99	100
P1	0-43	0	44-59	75	60-99	100
DNP3	0-35	0	36-54	50	55-99	125
DNP2	0-30	0	31-54	50	55-99	125
DNP1	0-25	0	26-54	50	55-99	125

Scenario 1 Distribution		
A+	0	0.00%
A	6	0.40%
B	25	1.68%
C	157	10.58%
D	521	35.10%
F	775	52.24%

Scenario 1 Distribution
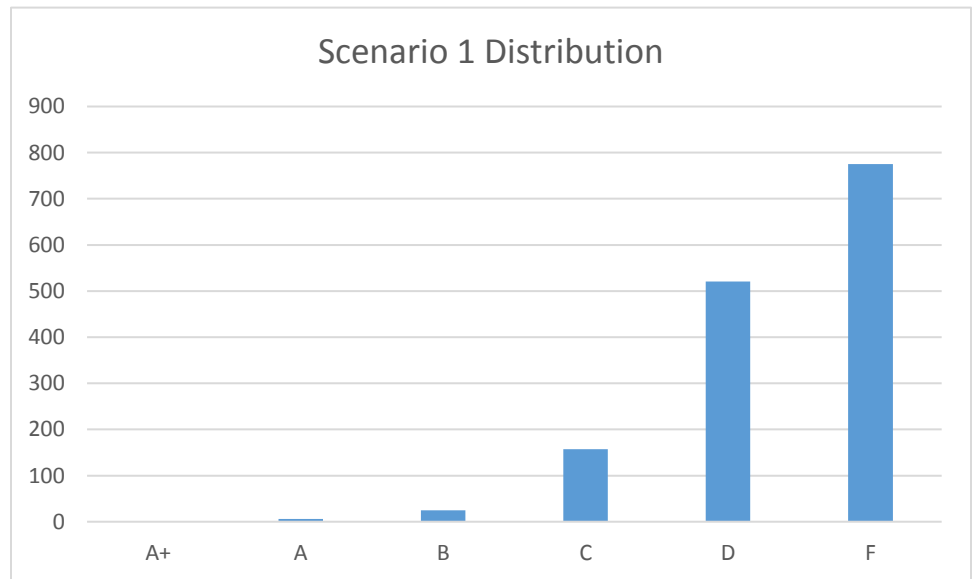
Scenario Two:

- Decrease Pass 1-3 low movement points by 25
- Decrease all standard movement points by 25
- Decrease all high movement points by 50

	LOW MOVEMENT		STANDARD MOVEMENT		HIGH MOVEMENT	
PRIOR YEAR STATUS	Target Range	Points Awarded	Target Range	Points Awarded	Target Range	Points Awarded
PP2	0-45	50	46-64	75	65-99	100
PP1	0-45	50	46-64	75	65-99	100
P3	0-45	25	46-64	75	65-99	100
P2	0-44	25	45-62	75	63-99	100
P1	0-43	25	44-59	75	60-99	100
DNP3	0-35	0	36-54	50	55-99	125
DNP2	0-30	0	31-54	50	55-99	125
DNP1	0-25	0	26-54	50	55-99	125

| Scenario 2 Distribution		
A+	0	0.00%
A	14	0.94%
B	95	6.40%
C	513	34.57%
D	590	39.77%
F	272	18.32%

Scenario 2 Distribution
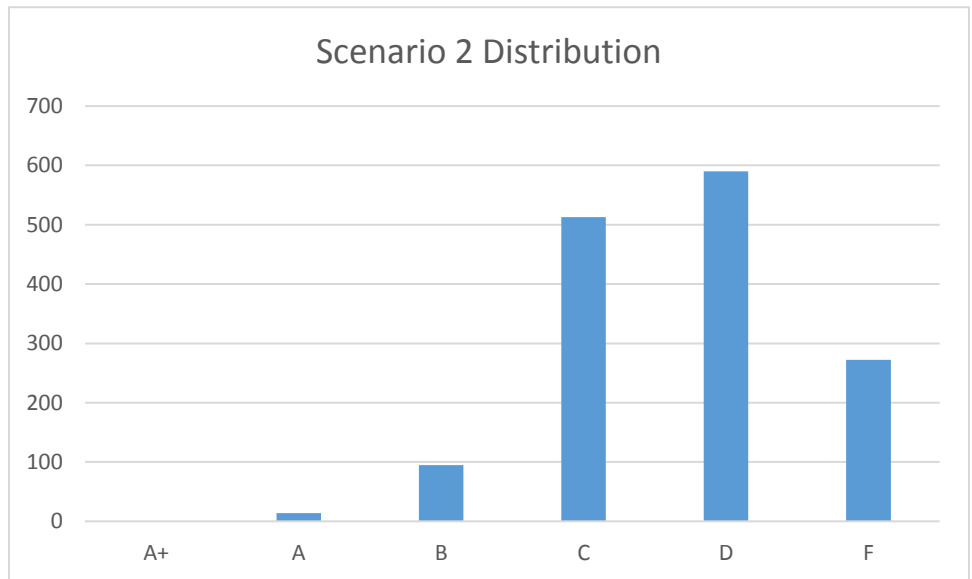
Scenario Three:

- Decrease Pass 1-3 low movement points by 25
- Decrease P 1-3 and PP 1,2 standard movement points by 10
- Decrease P 1-3 and PP 1,2 high movement points by 40
- Decrease DNP 1-3 high movement points by 50

PRIOR YEAR STATUS	LOW MOVEMENT		STANDARD MOVEMENT		HIGH MOVEMENT	
	Target Range	Points Awarded	Target Range	Points Awarded	Target Range	Points Awarded
PP2	0-45	50	46-64	90	65-99	110
PP1	0-45	50	46-64	90	65-99	110
P3	0-45	25	46-64	90	65-99	110
P2	0-44	25	45-62	90	63-99	110
P1	0-43	25	44-59	90	60-99	110
DNP3	0-35	0	36-54	75	55-99	125
DNP2	0-30	0	31-54	75	55-99	125
DNP1	0-25	0	26-54	75	55-99	125

Scenario 3 Distribution		
A+	3	0.20%
A	35	2.36%
B	280	18.87%
C	624	42.04%
D	395	26.62%
F	147	9.91%

Scenario 3 Distribution
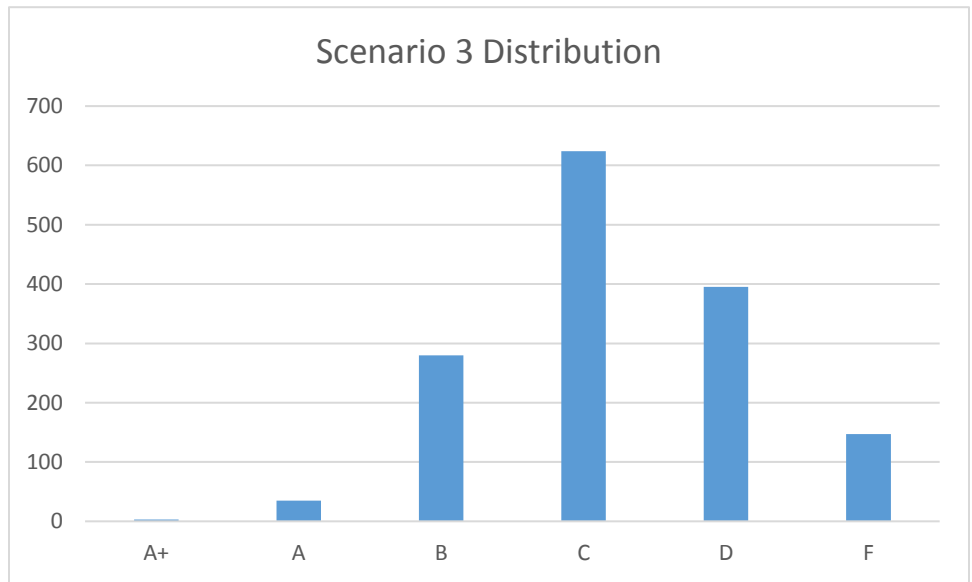
II.f. Annual Meaningful Differentiation – Graduation Rate Indicator, Federal Graduation Rate

<u>Sec. 8002(25)</u> FOUR-YEAR ADJUSTED COHORT GRADUATION RATE
    (A) IN GENERAL. – The term 'four-year adjusted cohort graduation rate' means the fraction –
        (i) the denominator of which consists of the number of students who form the original cohort of entering first-time students in grade 9 enrolled in the high school no later than the date by which student membership data is collected annually by the State educational agencies for submission to the National Center for Education Statistics, adjusted by--
            (I) adding the students who joined that cohort, after the date of the determination of the original cohort; and
            (II) subtracting only those students who left that cohort, after the date of the determination of the original cohort, as described in subparagraph (B); and
        (ii) the numerator of which—
            (I) consists of the sum of--
                (aa) the number of students in the cohort, as adjusted, who earned a regular high school diploma before, during, or at the conclusion of—
                    (AA) the fourth year of high school; or
                    (BB) a summer session immediately following the fourth year of high school; and
                (bb) all students with the most significant cognitive disabilities in the cohort, as adjusted, assessed using the alternate assessment aligned to alternate academic achievement standards and awarded a State-defined alternate diploma that is—
                    (AA) standards-based;
                    (BB) aligned with the State requirements for the regular high school diploma; and
                    (CC) obtained within the time period for which the State ensures the availability of a free appropriate public education; and
            (II) shall not include any student awarded a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.
    (B) COHORT REMOVAL. – To remove a student from a cohort, a school or local educational agency shall require documentation, or obtain documentation from the State educational agency, to confirm that the student has transferred out, emigrated to another country, or transferred to a prison or juvenile facility, or is deceased.
    (C) TRANSFERRED OUT. –
        (i) IN GENERAL. – For purposes of this paragraph, the term 'transferred out' means that a student, as confirmed by the high school or local educational agency, has transferred to—
        (I) another school from which the student is expected to receive a regular high school diploma; or
        (II) another educational program from which the student is expected to receive a regular high school diploma or an alternate diploma that meets the requirements.

<u>Sec. 8002(43).</u> REGULAR HIGH SCHOOL DIPLOMA
The term 'regular high school diploma'—
    (A) means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards; and
    (B) does not include a recognized equivalent of a diploma, such as a general equivalency, certificate of completion, certificate of attendance, or similar lesser credential.

II.g. Annual Meaningful Differentiation – Changes in Graduation Rate Calculations

CHANGES IN GRADUATION RATE FOR ACCOUNTABILITY PURPOSES

Due to changes under the Every Student Succeeds Act, Indiana must utilize the federal graduation rate metric for statewide accountability calculation purposes. The change is required to go into effect beginning with 2017-18 accountability calculations (utilizing the 2017 graduation cohort). This document provides information on the changes that Indiana high schools will see in the graduation rate calculation.

The "current" diploma types and mobility codes will be used for 2016-17 accountability calculations that use the 2016 graduation cohort. The "new" diploma types and mobility codes will be used moving forward.

CURRENT Eligible Diploma Types	NEW Eligible Diploma Types
• General • Core 40 • Academic Honors • Technical Honors • International Baccalaureate	• Core 40 • Academic Honors • Technical Honors • International Baccalaureate

CURRENT Applicable Mobility Codes	NEW Applicable Mobility Codes
• Transferred to another school awarding diploma (in-state, out of state, out of country) • Removed by parent to homeschool • Transferred to prison/juvenile facility • Deceased • Withdrawal due to long term medical condition • Placement by court order • Missing	• Transferred to another school awarding diploma (in-state, out of state, out of country) • Emigrated to another country • Transferred to prison/juvenile facility • Deceased

Who will be included in a school's graduation rate?	• All students who enter 9th grade in the same year & enrolled in the high school no later than the date of pupil enrollment (October 1) • All students who enroll at the school after the 9th grade year of the cohort
Who will not be included in a school's graduation rate?	• Students who transferred to another school that awards state diplomas • Students who were transferred to prison/juvenile facility • Students who emigrated to another county • Students who are deceased
Who counts as a graduate?	• Students who earn a Core 40, Academic Honors, Technical Honors or International Baccalaureate Diploma
Who does not count as a graduate?	• Students who earn a General Diploma, GED/HSE, Certificate of Completion or similar lesser credential

II.h. Annual Meaningful Differentiation – Graduation Rate Comparison, Disaggregated by Subgroup

All Schools			
	2016 State Rate	2016 Federal Rate	Difference
Overall Graduation Rate	89.1%	72.6%	-16.5
American Indian	85.1%	65.4%	-19.7
Asian	92.6%	83.1%	-9.5
Black	79.6%	60.9%	-18.7
Hispanic	86.3%	69.0%	-25.4
Multiracial	86.7%	69.0%	-17.7
Native Hawaiian/Pacific Islander	89.6%	75.9%	-13.7
White	90.9%	74.8%	-16.1
Special Education	73.1%	42.5%	-30.6
Free/Reduced price meals	86.5%	66.6%	-19.9
English Language Learner	75.0%	50.2%	-24.8

Public Schools Only			
	2016 State Rate	2016 Federal Rate	Difference
Overall Graduation Rate	88.8%	71.7%	-17.1
American Indian	85.0%	64.9%	-20.1
Asian	92.7%	83.0%	-9.7
Black	79.3%	60.1%	-19.2
Hispanic	86.2%	68.4%	-17.8
Multiracial	86.6%	68.2%	-18.4
Native Hawaiian/Pacific Islander	88.4%	75.5%	-12.9
White	90.7%	73.9%	-16.8
Special Education	72.7%	41.8%	-30.9
Free/Reduced price meals	86.5%	66.3%	-20.2
English Language Learner	75.3%	49.8%	-25.5

Non-Public Schools Only			
	2016 State Rate	2016 Federal Rate	Difference
Overall Graduation Rate	93.4%	88.2%	-5.2
American Indian	***	***	***
Asian	92.0%	83.7%	-8.3
Black	86.4%	80.3%	-6.1
Hispanic	88.7%	81.7%	-7.0
Multiracial	88.3%	81.3%	-7.0
Native Hawaiian/Pacific Islander	***	***	***
White	94.8%	90.1%	-4.7
Special Education	91.0%	74.3%	-16.7
Free/Reduced price meals	85.0%	78.0%	-7.0
English Language Learner	68.1%	62.7%	-5.4

II.i. Annual Meaningful Differentiation – Graduation Indicator Scores

The following tables and graphs display the distribution of scores on the accountability system for the graduation rate indicator only. This information does not reflect changes in the overall A-F grade. The information also does not consider the additional points awarded for the five-year graduation rate component in the accountability system. The five-year graduation rate points were excluded to provide a more straightforward portrait of the impact the changes that the adjusted graduation rate definition will have on accountability scores.
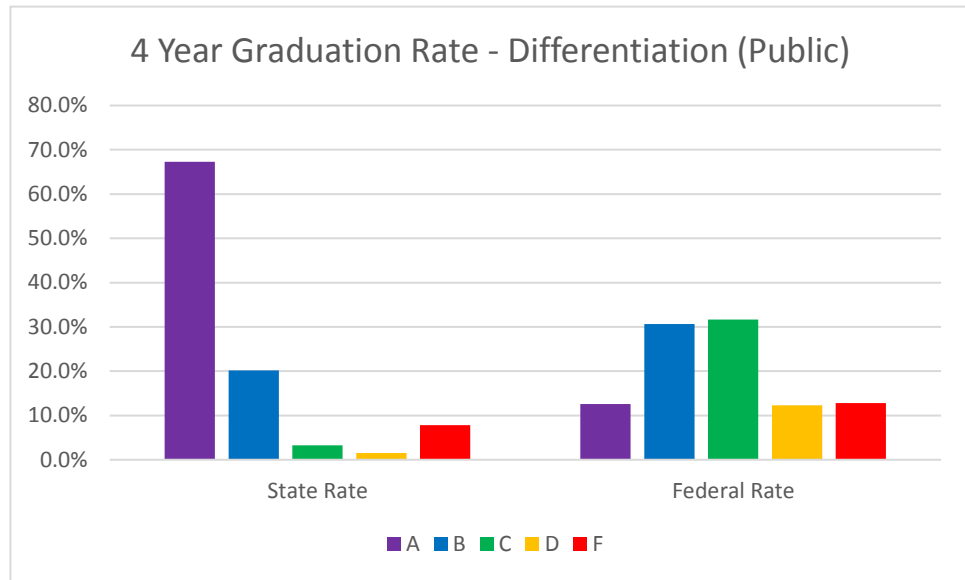
<u>2015-16 A-F Score for Graduation Rate Indicator, All Schools</u>

	Current Rate		New Rate	
A	325	70.3%	99	21.3%
B	82	17.7%	127	27.4%
C	14	3.0%	129	27.8%
D	6	1.3%	50	10.8%
F	35	7.6%	59	12.7%
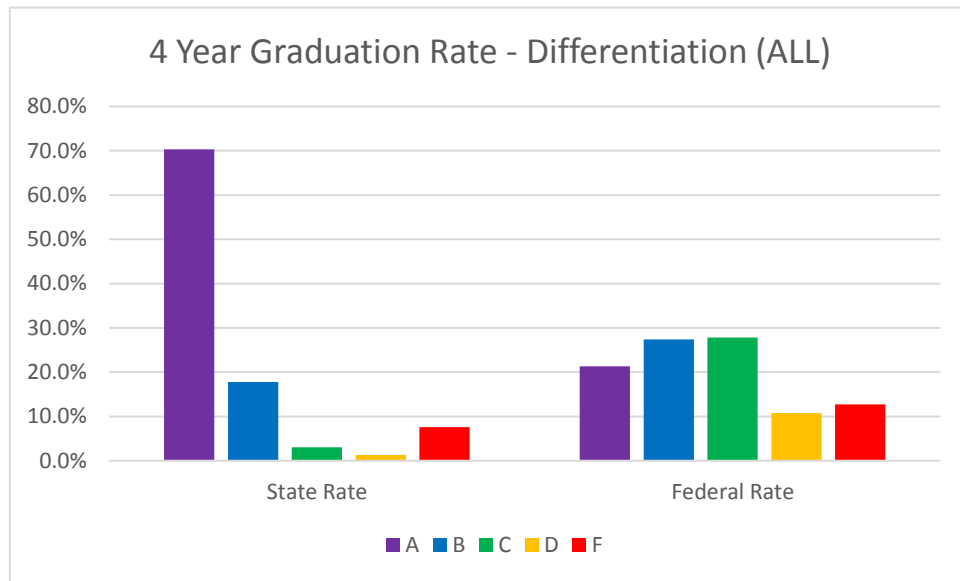
2015-16 A-F Score for Graduation Rate Indicator, Public Schools

	Current Rate		New Rate	
A	267	67.3%	50	12.6%
B	80	20.2%	122	30.7%
C	13	3.3%	126	31.7%
D	6	1.5%	49	12.3%
F	31	7.8%	51	12.8%

4 Year Graduation Rate - Differentiation (Public)

2015-16 A-F Score for Graduation Rate Indicator, Non-Public Schools

	Current Rate		New Rate	
A	58	89.2%	49	74.2%
B	2	3.1%	6	7.6%
C	1	1.5%	3	4.5%
D	0	0.0%	1	1.5%
F	4	6.2%	8	12.1%

4 Year Graduation Rate - Differentiation (Non-Public)
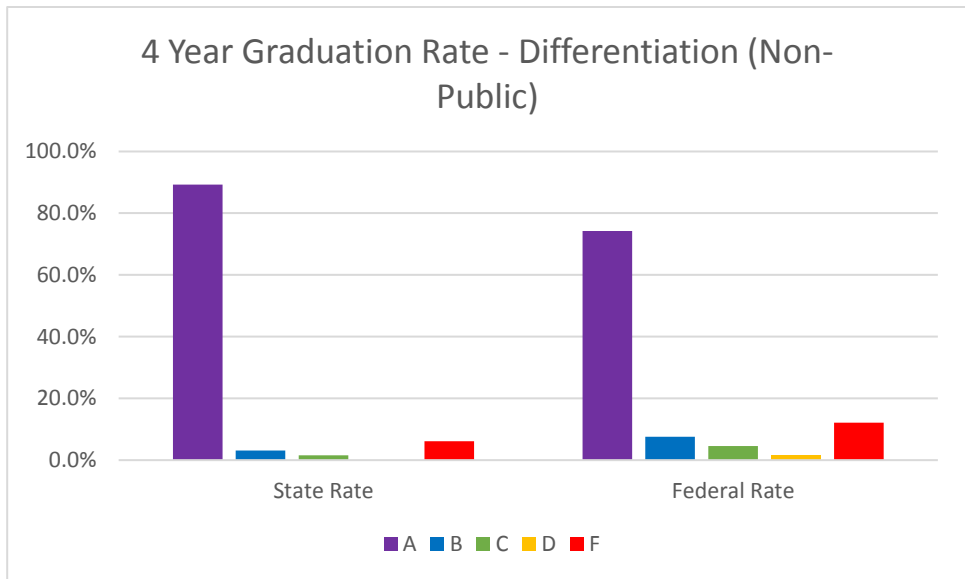
III.a. Data Practices – ESSA Requirements

<u>Sec. 1111(c)(3).</u> MINIMUM NUMBER OF STUDENTS

Each State shall describe—

(A) with respect to any provisions under this part that require disaggregation of information by each subgroup of students—

(i) the minimum number of students that the State determines are necessary to be included to carry out such requirements and how that number is statistically sound, which shall be the same State-determined number for all students and for each subgroup of students in the State;

(ii) how such minimum number of students was determined by the State, including how the State collaborated with teachers, principals, and other school leaders, parents, and other stakeholders when determining such minimum number; and

(iii) how the State ensures that such minimum number is sufficient to not reveal any personally identifiable information.

III.b. Data Practices – Statement on N-Size

Accountability Systems that Fairly Capture the Performance of All Students: How can Indiana move toward a full-participation accountability system?

There are many reasons why a state might want to have a system of accountability for schools that accept state tax dollars. A very basic reason might be to provide a review framework for a significant expenditure of public dollars. Another reason might be to provide the public with information about the relative performance of schools. Yet another could be to encourage or discourage behaviors or to promote particular policy goals. Certainly, there may be other reasons to add to this list.

Self-respecting accountability systems share common traits. A non-exhaustive list of such traits would include:

- **Consistency:** System is stable over time—few if any changes from year to year.
- **Clear measures:** Clearly articulated metrics—repeatable and verifiable measurements.
- **Transparency:** Simple calculations and formulas that do not depend on experts and which rely on easily accessible data.
- **Inclusiveness:** Measurements include as many students as possible.
- **Fairness:** System is applied fairly to all schools and students

If any of these features are weak or absent from the accountability system, public confidence in the system will decay and the intended benefits of having an accountability system will not materialize. Inclusiveness is one of the challenges facing the development of great accountability systems, and a feature of current accountability debates within Indiana.

Inclusiveness

In general, people subscribe to the idea that accountability systems should include all students. It is just that putting this idea into practice is surprisingly difficult. This difficulty is highlighted in the tension between the desire to include all students in accountability and the desire to ensure that accountability measures are not unduly influenced by particular students or very small groups of students.

Percentages have been useful tools in understanding performance across schools and groups but for more than a decade there has been a focus prying apart percentages to look within groups at subgroups. This was the active ingredient in No Child Left Behind—the performance of a majority group could no longer be used to mask the performance of a subgroup. However, it was recognized early on that one of the problems with this approach was that subgroups are often comprised of small numbers of students where each student represents a greater share of the percentage than a student within a larger group. So, the question became, "How big must a group be to be included in accountability measures?"

Now, it should be clear that there is not one correct answer to this question. Otherwise every policy making body faced with this question would seek out and find the one true answer. As it stands, states across the nation have landed on different answers and these answers seem to be driven more by precedent, philosophy, and public sentiment than by a concrete point of reference. Commonly referred to as "N size", the size of a group big enough to be included in accountability systems ranges from 0 to 30 depending on the state[2].

The argument for smaller N-sizes in Indiana

The Department supports the use of an N-size of 20 for accountability purposes.

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[2] The larger N-size threshold also provides some additional anonymity for students in these groups that fall below the N-size threshold.
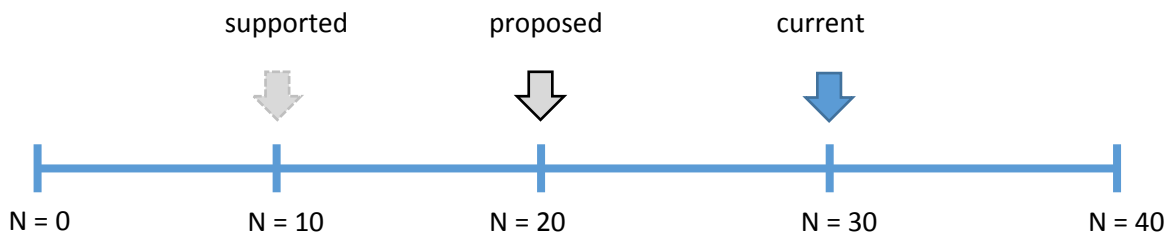
As the N-size threshold moves up, schools that are larger and more diverse could see their accountability calculations look very different than the calculations for small fairly homogeneous schools due to the fact that small homogeneous schools may not meet the N-size threshold for one or more components of the accountability calculation. This reality can shift the accountability discussion from "what outcomes are our students achieving?" to "which students count in our calculations and which ones don't?" Stated less positively, larger diverse schools may feel they are being held accountable for the challenges of serving their diverse population while smaller schools fly under the radar and may not have their accountability placements influenced by portions of their student population.

Since many, if not all accountability systems in the U.S., K-12 environment are based on multiple criteria, one of the criteria dropping out of a calculation due to insufficient N-size increases the relative contribution of the other criteria in the calculation. As the N-size increases fewer and fewer students are included in the overall accountability system due to the fact that students in small schools may not collectively meet the N-size requirements. The effect of the larger N size is felt in small, homogeneous schools and districts of which there are many in Indiana.

One measure that could be used to mitigate the challenges of moving to a smaller N-size is a three-year rolling average. In such a case, all schools would have measurements based on a 3-year average measurement for a particular dimension of the accountability system. This approach would mute the effect of any one student or group. However, this approach would also have the challenge of trailing effects with each year's performance influencing three years of accountability measurements. This averaging effect would also make the accountability system more complex. In other words, the measure could be more stable but could amplify the effect of low performance and subdue the effect of high performance by blending over a three-year period.

If such an approach is contemplated, we would urge that it would be applied to all schools and used in conjunction with the N-size of 20.

From time to time, support for a larger N-size threshold has been based on the notion that an N-size of 30 is required for statistical validity within the accountability calculation. Statistical validity is important in research settings where correlation and causality are of primary importance. Modern accountability measures are typically drawn from multiple variables and go through a weighting process resulting in a derived score, grade, or category placement. Statistical significance is not an unimportant construct—but care should be taken to ensure real outcomes for real students are not wiped away due to some rigid adherence to a theoretical construct not apropos of the use context.

Accountability scores and placements are an amalgam of measurements weighted to reflect priorities of policy makers. Accountability is not measuring a single phenomenon in our schools—if it was, statistical significance would be of more importance. Rather, accountability measures are a collection of proxies for understanding the performance of schools relative to one another. There are examples (New Mexico) that do not establish an N-size threshold because of their belief that all students should be included in accountability no matter what the size of their school. This further illustrates that the N-size threshold is philosophical in nature.

III.c. Data Practices – Minimum N-Size Options

Number & Percent of Schools that cannot be assigned an A-F Letter Grade at Each Minimum N-Size

	N=10		N=20		N=30	
Public Traditional	34	1.86%	44	2.41%	57	3.12%
Public Charter	13	17.10%	18	23.68%	25	32.89%
Non-Public	56	16.67%	78	23.21%	100	29.76%

Number of Public Traditional Schools that would not receive Individual Indicator Scores

	N=10	N=20	N=30
Performance, 3-8	9	11	15
Performance, 10	22	31	40
Growth	4	9	21
Graduation Rate	10	12	21
CCR Rate	15	24	39
ELL	722	972	1090

Number of Public Charter Schools that would not receive Individual Indicator Scores

	N=10	N=20	N=30
Performance, 3-8	1	2	6
Performance, 10	10	15	18
Growth	0	3	9
Graduation Rate	7	7	11
CCR Rate	9	13	20
ELL	30	39	42

Number of Non-Public Schools that would not receive Individual Indicator Scores

	N=10	N=20	N=30
Performance, 3-8	17	27	39
Performance, 10	32	49	56
Growth	14	31	49
Graduation Rate	32	46	59
CCR Rate	41	53	30
ELL	113	141	150

IV.a. Identification for School Improvement – ESSA Requirements

Sec. 1111(c)(4)(D). IDENTIFICATION OF SCHOOLS.
Based on the system of meaningful differentiation, establish a State-determined methodology to identify—
>   (i) beginning with school year 2017-2018, and at least once every three school years thereafter, one statewide category of schools for comprehensive support and improvement, which shall include--
>>   (I) not less than the lowest-performing 5 percent of all schools receiving funds under this part in the State;
>>   (II) all public high schools in the State failing to graduate one third or more of their students; and
>>   (III) public schools in the State described under subsection (d)(3)(A)(i)(II); and
>   (ii) at the discretion of the State, additional statewide categories of schools.

Sec. 1111(d)(2). TARGETED SUPPORT AND IMPROVEMENT
(A) Each State educational agency receiving funds under this part shall, using the meaningful differentiation of schools—
>   (i) notify each local educational agency in which any subgroup of students is consistently underperforming; and
>   (ii) ensure such local educational agency provides notification to such school with respect to which subgroup or subgroups of students in such school are consistently underperforming.
(B) Each school receiving a notification described in this paragraph, in partnership with stakeholders (including principals and other school leaders, teachers and parents), shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system, for each subgroup of students that was subject of notification that--
>   (i) is informed by all indicators, including student performance against long-term goals;
>   (ii) includes evidence-based interventions;
>   (iii) is approved by the local educational agency prior to implementation of such plan;
>   (iv) is monitored, upon submission and implementation, by the local educational agency; and
>   (v) results in additional action following unsuccessful implementation of such plan after a number of years determined by the local educational agency.
(C) A plan described in subsection (B) that is developed and implemented in any school receiving a notification under this paragraph from the local educational agency in which any subgroup of students, on its own, would lead to identification for comprehensive support and improvement shall also identify resource inequities (which may include a review of local educational agency and school level budgeting), to be addressed through implementation of such plan.

Sec. 1111(d)(3). CONTINUED SUPPORT FOR SCHOOL AND LOCAL EDUCATIONAL AGENCY IMPROVEMENT
To ensure continued progress to improve student academic achievement and school success in the State, the State educational agency—
(A) shall--
>   (i) establish statewide exit criteria for—
>>   (I) schools identified by the State for comprehensive support and improvement, which, if not satisfied within a State-determined number of years (not to exceed four years), shall result in more rigorous State0determined action, such as the implementation of interventions (which may include addressing school-level operations); and
>>   (II) schools identified in paragraph (2)(C), which, if not satisfied within a State-determined number of years, shall, in the case of such schools receiving assistance under this part, result in identification of the school by the State for comprehensive support and improvement.

IV.b. Identification for School Improvement – School Improvement System under ESSA

The following tables provide information on how many schools would be identified for comprehensive and targeted support. The information is broken out by Title I and non-Title I public schools for comparison purposes. Information regarding the total number of 'F' grades is also provided.

Comprehensive Support Summary based on 2016 data

BOTTOM 5%	
Total # Title I Schools in Bottom 5%	51
Total # All Public Schools in Bottom 5%	91
Total # Title I Schools with 'F'	85
Total # All Public Schools with 'F'	98

GRADUATION RATE	
Total Schools Identified	26
Already identified in bottom 5%	17
Already identified w/ F	17
Not already identified for CSI	9

Targeted Support Summary based on 2016 data

UNDERPERFORMING SUBGROUP		
Approach	Total # Schools	# Schools Already Identified for Comprehensive Support
Total # Schools with Subgroups in Bottom 5% of Title I Schools	93	63
Total # Schools with Subgroups in Bottom 5% of All Public Schools	173	78
Total # Schools with Subgroups receiving an F	189	78