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Department of Education**

**Glenda Ritz, NBCT**

Indiana Superintendent of Public Instruction

# **ESSA Final Regulations for Accountability**

# LONG-TERM GOALS



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## § 200.13 Academic Achievement Goal

- In establishing the long-term goals and measurements of interim progress, a State must—
  - Apply the same academic achievement standards to all public school students in the State, except as provided for students with the most significant cognitive disabilities, whose performance may be assessed against alternate academic achievement standards



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## ACCOUNTABILITY INDICATORS

## § 200.14 Accountability Indicators

- Academic Achievement, EL Proficiency, Graduation Rate
  - Must be based on State's long-term goals
- Academic Achievement Indicator
  - May include measures of student performance on state assessments above or below the proficient level
- EL Proficiency Indicator
  - Does not have to be disaggregated beyond the EL subgroup
- School Quality/Student Success Indicator
  - May use an indicator more than once
  - Must demonstrate that SQSS indicator (and growth indicator) is supported by research that high performance or improvement on the measure is likely to increase student learning





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**SUBGROUPS**

## § 200.16 English Learner Subgroup

- Students previously identified as English Learners who have attained English proficiency may have their performance included in the EL subgroup for up to 4 years for any indicator that uses state assessment data
- Recently Arrived English Learners
  - May apply chosen flexibility option for the first administration of the reading/language arts assessment



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## § 200.16 Children with Disabilities Subgroup

- Students previously identified as children with disabilities who have exited special education services may have their performance included in the children with disabilities subgroup for up to 2 years after the student ceases to be identified as a child with a disability for purposes of calculating any indicator that uses state assessment data



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# **ANNUAL MEANINGFUL DIFFERENTIATION**

## § 200.18 Annual Meaningful Differentiation

- Each indicator must have at least 3 distinct and discrete levels of school performance consistent with attainment of long-term goals
- Differentiation system must provide information on a school's level of performance on each indicator separately (e.g., through a data dashboard)
- Differentiation system must result in a single summative determination from among at least 3 distinct categories for each school
  - Must meaningfully differentiate between schools based on differing levels of performance on the indicators
  - May include the two categories of comprehensive and targeted support to describe a school's overall performance





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# IDENTIFICATION OF SCHOOLS

# § 200.19 Comprehensive Support

Types of Schools	Description	Timeline for Identification	Initial Year of Identification
Lowest-performing	Lowest-performing 5% of schools in the state participating in Title I	At least once every three years	2018-2019
Low high school graduation rate	Any public high school in the state with a 4 year graduation rate or below 67%, or below a higher percentage selected by the state, or no more than 3 years	At least once every 3 years	2018-2019
Chronically low-performing subgroup	Any school participating in Title I that was: <ol style="list-style-type: none"> <li>a. Identified for targeted support and improvement because it had a subgroup of students performing at or below the performance of all students in the lowest-performing schools</li> <li>b. Did not improve after implementing a targeted support plan over a state-determined number of years</li> </ol>	At least once every three years	State-determined



# § 200.19 Targeted Support

Types of Schools	Description	Timeline for Identification	Initial Year of Identification
Consistently Underperforming Subgroup	Any school with one or more consistently underperforming subgroups	Annually	2019-2020
Low-performing subgroup	<p>Any school in which one or more subgroups of students is performing at or below the performance of all students in the lowest-performing schools. These schools must receive additional targeted support under the law.</p> <p>If this type of school is a Title I school that does not improve after implementing a targeted support plan over a state determined number of years, it becomes a school that has a chronically low-performing subgroup &amp; is identified for comprehensive support</p>	At least once every three years, on same schedule as identification of comprehensive support	2018-2019





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## DATA PROCESSES

## § 200.20 Partial Enrollment

- In calculating performance on indicators, a State must include all students who were enrolled in the same school within an LEA for at least half of the academic year
- All students, regardless of their length of enrollment in a school within an LEA during the academic year, must be included for purposes of reporting on the State and LEA report cards







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## GRADUATION RATE



## § 200.34 Students with the Most Significant Cognitive Disabilities

- Process for assigning to a cohort
  - Assign the student to the cohort of entering first-time students in grade 9 and ensure that the student remains in that cohort through grade 12
  - Remove the student from the original cohort if the student does not graduate after 4 years but continues to be enrolled, and continues to pursue the alternate diploma
  - Reassign the student who graduates with an alternate diploma after more than 4 year to the cohort of students graduating in that year, and include the student in the numerator and denominator of the graduation rate calculation for that cohort
  - Reassign the student who does not graduate with an alternate diploma to the cohort of students graduating in that year, and include the student in the denominator of the graduation rate calculation for that cohort





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## TIMELINE INFORMATION

## § 200.19, § 200.30 & § 200.31

- State & LEA Report Cards
  - First report card based on SY 17/18 must be disseminated by December 31, 2018
- Identification for Comprehensive & Targeted Support
  - Schools must be identified for support beginning with SY 18/19
  - Based on 17/18 performance

