



Early Identification and Remediation Guidance Under HEA 1005-2013

*Adopted by the Indiana State Board of Education July 2013
Amended Proposal Submitted November 2013*

Background and Rationale for Proposed Amended Guidance

The State Board of Education is directed to adopt guidance. This document will serve as *interim guidance* to be effective for SY 13-14 starting July 1, 2013. This guidance is in effect until the interim study is complete, no later than April 2014, upon which time guidance for schools regarding PL268-2013 (HEA1005) will be issued. Please note this date is in advance of the expiration date of the interim guidance (August 2014) to allow for Education Roundtable and State Board of Education input and dissemination of guidance to schools prior to the close of the 2013-14 school year.

PL268-2013 (HEA1005) established requirements for early identification and intervention for students who are likely to require remediation in postsecondary education or require a waiver to graduate from high school. The law directs high schools to give certain students a college- and -career readiness exam ("readiness exam") and to provide additional instruction and support for students who do not demonstrate readiness ("support program"). These guidelines provide additional information to assist high schools in completing this directive.

At a July State Board of Education Meeting interim guidance was adopted. The guidance was to be effective only for the 2013-2014 school year only. This guidance was set to expire on August 2014, at which time the State Board of Education will establish final guidance for the 2014-2015 school year and beyond.

During the September 25, 2013 Education Roundtable Meeting, Representative Robert Behning expressed a need for revision to interim guidance and then echoed that sentiment in a letter from himself and Representative Clere to the State Board of Education. The request was that the State Board of Education entertain a revision to the adopted interim guidance to expand the cohort group of current students who may be eligible for a diagnostic assessment to assist schools in identifying students likely to benefit from remediation efforts.

Therefore, the interim guidance below with respect to the group of students eligible for such readiness exam has been revised and expanded. Some clarification statements have also been revised from the initial interim guidance, and the revisions, are highlighted in yellow.



What student indicators will be used?

The statute directs that these guidelines must include indicators to assist school personnel in determining whether a student may be in need of supplemental instruction or remediation in order to minimize the student’s need for remedial course work at a postsecondary educational institution or workforce training program.

The primary indicator that a student will likely need remediation at the postsecondary level is Did Not Pass performance on the initial Algebra I or English 10 End-of-Course Assessment (ECA) graduation examinations. According to a 2011 College Readiness Report, 85% of waiver recipients required remediation at the post-secondary level.

In addition to performance on the ECAs, research by institutions of higher education supports using a score equal to or less than 46 on the PSAT as a strong indicator of the student’s ability to enter into post-secondary education with the need for remediation.

Therefore, the following chart provides a framework of identification for high school officials to use in identifying eligible students to take ACCUPLACER during the 2013-2014 school year. The purpose of this exam is to gain further student-specific diagnostic information that may be used to guide remediation and intervention efforts.

Students	PSAT Performance	ECA Performance*	Participate in Diagnostic Assessment
Current Seniors (2013-14 only)	Score ≤ 46	OR Score <i>Did Not Pass</i> 3 times	Local Decision with input from parent & student
Current Juniors	Score ≤ 46	OR Score <i>Did Not Pass</i> 2 times	Yes
Current Sophomores	Score ≤ 46	OR Score <i>Did Not Pass</i> 1 time	Yes
Non-Diploma Track Students	Not Applicable		No

*Algebra I or English 10



A student may be waived from this additional diagnostic assessment if the school has already identified the need for early intervention through the lack of progression toward fulfillment of the student's graduation plan evidenced by a score of *Did Not Pass* on Algebra I or English End-of-Course Assessment (ECAs) (IC20-30-4-6) and has placed the students in remediation and has data to support that the student is on target for fulfillment of the graduation plan and readiness for college-and-career.

On-going family communication is imperative and is set forth as a requirement in IC20-30-4-6 that a meeting with the parent or guardian of a student who is not progressing toward fulfillment of the student's graduation plan due to not passing an ECA/GQE must be held. This meeting is to occur with a counselor, parents and teacher of the subject for which the student did not pass the ECA/GQE to discuss available remediation and create a plan to meet the graduation requirements and college-and-career readiness. This meeting should also allow for time to discuss the student results on the diagnostic assessment, if available, as well as, and the school's plan for remediation.

Further, IC 20-30-4-6, as amended by HEA 1005-2013, specifies that a student who is not progressing toward fulfillment of the student's graduation plan due to not passing the ECA shall have a meeting with the counselor, parents, and teacher of the subject to discuss available remediation and plan to meet the graduation requirements. Utilizing the existing RtI, (Response to Instruction) system, an expectation of on-going family communication is imperative, therefore. If a student fails an ECA and does not have a written RtI plan in place then one will be initiated, including communication with the parent with regards to the plan for intervention and graduation requirements.

If a student who is already on an individualized written RtI plan fails an ECA exam, then the school will organize a meeting with the student, teacher, family and counselor to discuss possible revisions to the RtI plan.

Who determines student participation in the readiness exam?

The statute directs that guidelines must include a description of the school official who may make a determination to assess a student for additional instruction or remediation. The official who makes the determination must follow the indicators listed in the above section when making the determination.

Each school will designate personnel who will make such determination. The Department of Education recommends that this person be the same person selected to attend diagnostic assessment training. The training will be offered in January and/or February of 2014.



What constitutes a readiness exam?

The current high school indicators accepted by the State Board of Education being used for college and career readiness are ECA/GQE and PSAT scores. ~~in addition to IDOE supported assessments of Acuity and Accuplacer in pilot schools.~~ At this time of interim study, the readiness exam available to schools will be the ACCUPLACER.

When should the readiness exam be administered?

During the interim guidance period, the readiness exam will be given in the winter term of the 2013-2014 school year. Therefore, intervention efforts could begin in the spring semester of the 2013-14 school year and continue into the school year 2014-15. ~~students going into the 11th grade in the fall of 2013/2014 who had 2 ECA failures in the 10th grade year will be given the Accuplacer exam as part of an extension of the pilot program.~~

What threshold on the readiness exam qualifies the student for the support program?

Based on the identifiers of eligible students for the administration of the readiness exam, there are no additional thresholds.

Interim Period Study

During the interim the Department of Education will continue collaboration with the CHE, the DWD and the Education Roundtable to study the following:

- Implementation levels of the statewide system of RtI (Response to Instruction) support for students in the K-12 system with an emphasis on secondary.
- Systems of early warning indicators that can inform the RtI process.
- Examine best practices to provide remediation.
- Math pathways and high school credit structures with regards to math course offerings.
- Best practices for counseling/mentoring supports for middle school and high school students.
- Admissions standards, remediation evaluations and threshold scores used by each institution (public and private) that offers remediation at the post-secondary level, which are currently being altered.
- Resources that the schools may need to reallocate to meet the remedial needs of their students.
- Results of the study of predictors for college readiness, using linked IDOE and CHE data being conducted by the American Institutes of Research on behalf of CHE.
- Statewide description of college and career readiness.
- Academic standards and aligned assessments that can evaluate student performance under those standards (after the review required by HEA 1427-2013).

A green, curved line representing a hill. On the hill, there are five black silhouettes of people walking from left to right. The first is a small child, followed by a person, then a person, then a person, and finally a person in a graduation cap and gown.

Indiana Department of Education

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- Results of the 2012-13/2013-2014 pilot of the ACCUPLACER exam and subsequent remediation efforts.
- ~~Results at the end of the 2013-2014 school year of the proposed extension of pilot based on second time failures of exam by current 2012/2013 10th graders. They will be given the ACCUPLACER upon return to school in fall 2013 and a follow up exam in spring of 2014 to measure RtI impact.~~

Findings will be shared with the State Board of Education by the Department before final guidance is approved by the Board.

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