

APPENDIX A(1)

§ 200.13 Long-term goals and measurements of interim progress.

In designing its statewide accountability system under § 200.12, each State must establish long-term goals and measurements of interim progress for, at a minimum, each of the following:

(a) Academic achievement. (1) Each State must describe in its State plan under section 1111 of the Act how it has established ambitious State-designed long-term goals and measurements of interim progress for improved academic achievement, as measured by grade level proficiency on the annual assessments required under section 1111(b)(2)(B)(v)(I) of the Act, for all students and separately for each subgroup of students described in § 200.16(a)(2).

(2) In establishing the long-term goals and measurements of interim progress under paragraph (a)(1) of this section, a State must—

(i) Apply the same high standards of academic achievement to all public school students in the State, except as provided for students with the most significant cognitive disabilities consistent with section 1111(b)(1) of the Act;

(ii) Set the same multi-year timeline to achieve the State's long-term goals for all students and for each subgroup of students;

(iii) Measure achievement separately for reading/language arts and for mathematics; and

(iv) Take into account the improvement necessary for each subgroup of students described in § 200.16(a)(2) to make significant progress in closing statewide proficiency gaps, such that the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving.

(b) Graduation rates. (1) Each State must describe in its State plan under section 1111 of the Act how it has established ambitious State-designed long-term goals and measurements of interim progress for improved graduation rates for all students and separately for each subgroup of students described in § 200.16(a)(2).

(2) A State's long-term goals and measurements of interim progress under paragraph (b)(1) of this section must include—

(i) The four-year adjusted cohort graduation rate consistent with § 200.34(a); and

(ii) If a State chooses to use an extended-year adjusted cohort graduation rate as part of its Graduation Rate indicator under § 200.14(b)(3), the extended-year adjusted cohort graduation rate consistent with § 200.34(d), except that a State must set more rigorous long-term goals for such graduation rate, as compared to the long-term goals for the four-year adjusted cohort graduation rate.

(3) In establishing the long-term goals and measurements of interim progress under paragraph (b)(1) of this section, a State must—

(i) Set the same multi-year timeline to achieve the State’s long-term goals for all students and for each subgroup of students; and

(ii) Take into account the improvement necessary for each subgroup of students described in § 200.16(a)(2) to make significant progress in closing statewide graduation rate gaps, such that a State’s measurements of interim progress require greater rates of improvement for subgroups that graduate high school at lower rates.

(c) English language proficiency. (1) Each State must describe in its State plan under section 1111 of the Act how it has established ambitious State-designed long-term goals and measurements of interim progress for English learners toward attaining English language proficiency, as measured by the English language proficiency assessment required in section 1111(b)(2)(G) of the Act.

(2) The goals and measurements of interim progress under paragraph (c)(1) of this section—

(i) Must set expectations that each English learner will—

(A) Make annual progress toward attaining English language proficiency; and

(B) Attain English language proficiency within a period of time after the student’s identification as an English learner, except that an English learner that does not attain English language proficiency within such time must not be exited from English learner services or status; and

(ii) Must be determined using a State-developed uniform procedure applied consistently to all English learners in the State that takes into consideration, at the time of a student’s identification as an English learner, the student’s English language proficiency level, and may take into consideration, at a State’s discretion, one or more of the following student characteristics:

(A) Time in language instruction educational programs.

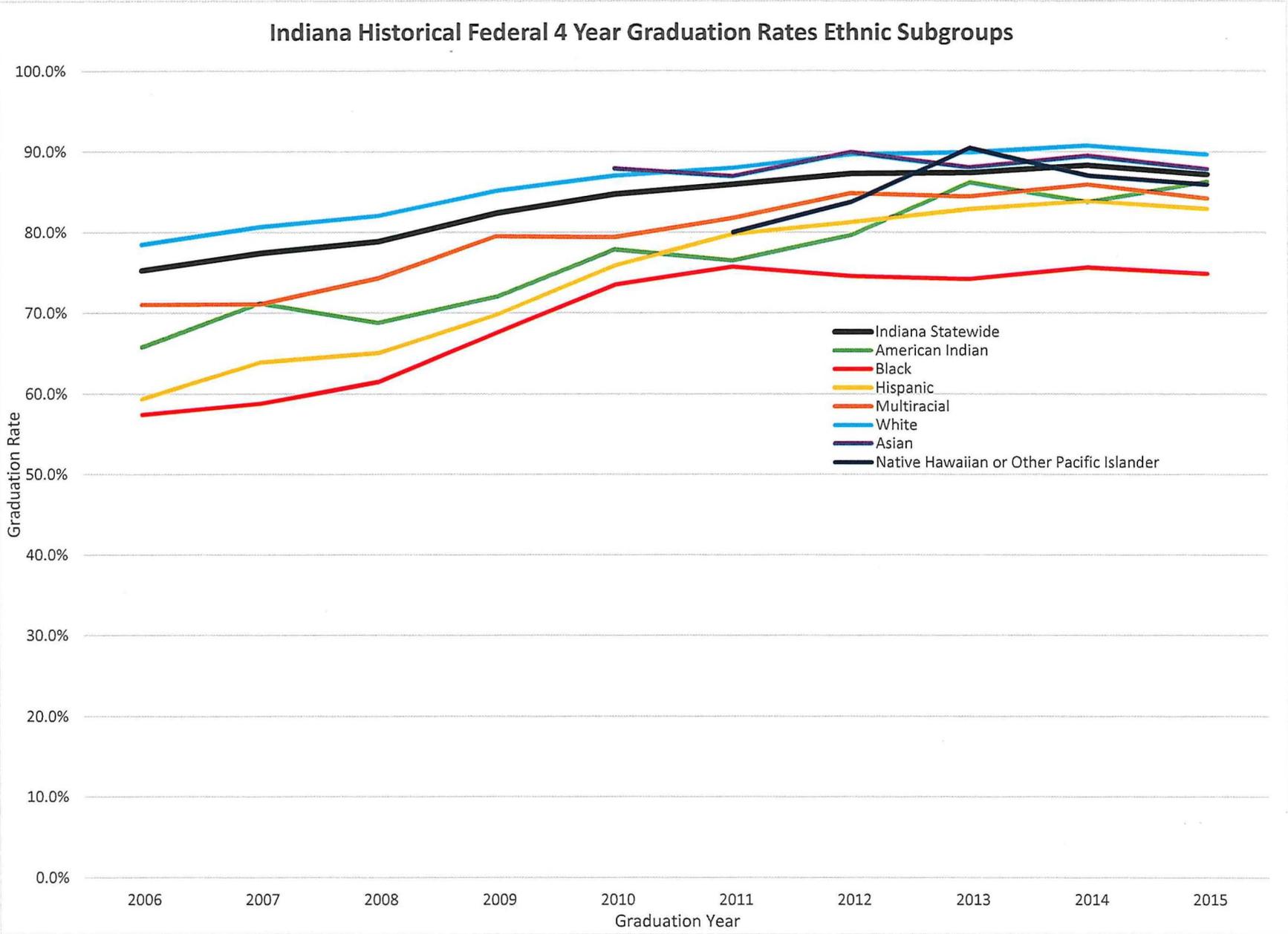
(B) Grade level.

(C) Age.

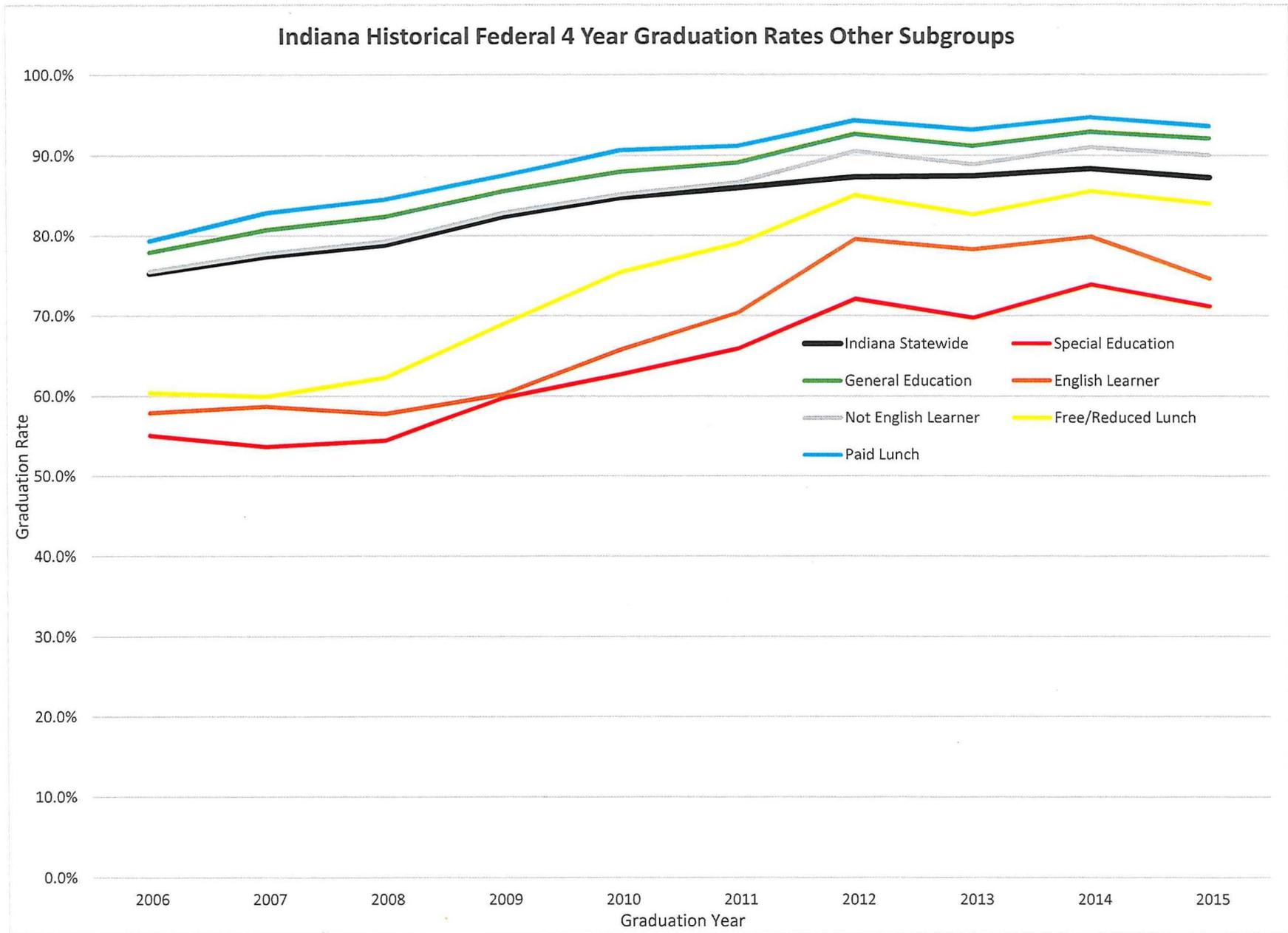
(D) Native language proficiency level.

(E) Limited or interrupted formal education, if any.

Appendix B(1)1



Appendix B(1)2



Indiana Historical Federal 4 Year Graduation Rates

Graduation Year	Indiana Statewide	American Indian	Asian	Asian Or Pacific Islander	Black	Hispanic	Multiracial	Native Hawaiian or Other Pacific Islander	White	Special Education	General Education	English Learner	Not English Learner	Free/Reduced Lunch	Paid Lunch
2006	75.3%	65.8%		78.96%	57.35%	59.34%	70.99%		78.48%	55.07%	77.90%	57.85%	75.53%	60.42%	79.35%
2007	77.4%	71.2%		85.47%	58.76%	63.83%	71.04%		80.66%	53.66%	80.72%	58.66%	77.74%	59.93%	82.84%
2008	78.8%	68.8%		84.08%	61.43%	64.99%	74.27%		82.06%	54.42%	82.34%	57.74%	79.27%	62.26%	84.52%
2009	82.4%	72.0%		87.17%	67.52%	69.75%	79.49%		85.18%	59.72%	85.51%	60.17%	82.80%	68.94%	87.47%
2010	84.8%	77.9%	87.93%		73.45%	75.85%	79.35%		87.07%	62.64%	87.95%	65.72%	85.12%	75.40%	90.67%
2011	85.9%	76.5%	86.99%		75.71%	79.74%	81.73%	80.00%	88.05%	65.85%	89.13%	70.33%	86.59%	78.99%	91.22%
2012	87.3%	79.6%	89.96%		74.55%	81.21%	84.83%	83.78%	89.72%	72.08%	92.73%	79.55%	90.53%	85.03%	94.39%
2013	87.4%	86.2%	88.08%		74.14%	82.83%	84.43%	90.48%	89.98%	69.69%	91.20%	78.21%	88.91%	82.61%	93.26%
2014	88.3%	83.8%	89.52%		75.61%	83.85%	85.90%	87.04%	90.80%	73.86%	93.00%	79.81%	91.04%	85.51%	94.76%
2015	87.2%	86.3%	87.87%		74.82%	82.90%	84.18%	85.96%	89.71%	71.11%	92.15%	74.61%	90.02%	83.98%	93.67%

Appendix B(3)

Interim Progress Measures for 90% Four-Year Adjusted Cohort Graduation Rate within Six Years, by Subgroup

SUBGROUP	2015 Baseline	6 Year Goal	Overall Increase	Annual Increase
Statewide	87.20%	90.00%	+2.80	+0.47
American Indian	86.30%	90.00%	+3.70	+0.62
Asian	87.87%	90.00%	+2.13	+0.36
Black	74.82%	90.00%	+15.18	+2.53
Hispanic	82.90%	90.00%	+7.10	+1.18
Multiracial	84.18%	90.00%	+5.82	+0.97
Pacific Islander	85.96%	90.00%	+4.04	+0.67
White	89.71%	90.00%	+0.29	+0.05
Special Education	71.11%	90.00%	+18.89	+3.15
General Education	92.15%	95.15%	+3.00	+0.50
English Learner	74.61%	90.00%	+15.39	+2.57
Non-English Learner	90.02%	93.02%	+3.00	+0.50
Free/Reduced Lunch	83.98%	90.00%	+6.02	+1.00
Paid Lunch	93.67%	96.67%	+3.00	+0.50

Indiana Federal 4 Year Projected Graduation Rate Targets using Goal of 90%

Graduation Year	Indiana Statewide	American Indian	Asian	Black	Hispanic	Multiracial	Native Hawaiian or Other Pacific Islander	White	Special Education	General Education	English Learner	Not English Learner	Free/Reduced Lunch	Paid Lunch
2015	87.2%	86.3%	87.87%	74.82%	82.90%	84.18%	85.96%	89.71%	71.11%	92.15%	74.61%	90.02%	83.98%	93.67%
2016	87.67%	86.92%	88.23%	77.35%	84.08%	85.15%	86.64%	89.75%	74.26%	92.65%	77.18%	90.52%	84.98%	94.17%
2017	88.14%	87.53%	88.58%	79.88%	85.27%	86.12%	87.31%	89.80%	77.40%	93.15%	79.74%	91.02%	85.99%	94.67%
2018	88.60%	88.15%	88.94%	82.41%	86.45%	87.09%	87.98%	89.85%	80.55%	93.65%	82.31%	91.52%	86.99%	95.17%
2019	89.07%	88.77%	89.29%	84.94%	87.63%	88.06%	88.65%	89.90%	83.70%	94.15%	84.87%	92.02%	87.99%	95.67%
2020	89.53%	89.38%	89.65%	87.47%	88.82%	89.03%	89.33%	89.95%	86.85%	94.65%	87.44%	92.52%	89.00%	96.17%
2021	90.00%	90.00%	90.00%	90.00%	90.00%	90.00%	90.00%	90.00%	90.00%	95.15%	90.00%	93.02%	90.00%	96.67%

*If the 2015 Graduation rate is greater than 90.0%, then assumed incremental increase of 0.5% per year

Appendix B(5)

Interim Progress Measures for 91% Four-Year Adjusted Cohort Graduation Rate within Six Years, by Subgroup

SUBGROUP	2015 Baseline	6 year Goal	Overall Increase	Annual Increase
Statewide	87.20%	91.00%	+3.80	+0.63
American Indian	86.30%	91.00%	+4.70	+0.78
Asian	87.87%	91.00%	+3.13	+0.52
Black	74.82%	91.00%	+16.18	+2.69
Hispanic	82.90%	91.00%	+8.10	+1.35
Multiracial	84.18%	91.00%	+6.82	+1.14
Pacific Islander	85.96%	91.00%	+5.04	+0.84
White	89.71%	91.00%	+1.29	+0.22
Special Education	71.11%	91.00%	+19.89	+3.32
General Education	92.15%	95.15%	+3.00	+0.50
English Learner	74.61%	91.00%	+16.39	+2.73
Non-English Learner	90.02%	93.02%	+3.00	+0.50
Free/Reduced Lunch	83.98%	91.00%	+7.02	+1.17
Paid Lunch	93.67%	96.67%	+3.00	+0.50

Indiana Federal 4 Year Projected Graduation Rate Targets using Goal of 91%

Graduation Year	Indiana Statewide	American Indian	Asian	Black	Hispanic	Multiracial	Native Hawaiian or Other Pacific Islander	White	Special Education	General Education	English Learner	Not English Learner	Free/Reduced Lunch	Paid Lunch
2015	87.2%	86.3%	87.87%	74.82%	82.90%	84.18%	85.96%	89.71%	71.11%	92.15%	74.61%	90.02%	83.98%	93.67%
2016	87.84%	87.08%	88.39%	77.52%	84.25%	85.32%	86.80%	89.92%	74.42%	92.65%	77.34%	90.52%	85.15%	94.17%
2017	88.47%	87.87%	88.92%	80.21%	85.60%	86.45%	87.64%	90.14%	77.74%	93.15%	80.07%	91.02%	86.32%	94.67%
2018	89.10%	88.65%	89.44%	82.91%	86.95%	87.59%	88.48%	90.35%	81.05%	93.65%	82.81%	91.52%	87.49%	95.17%
2019	89.74%	89.43%	89.96%	85.61%	88.30%	88.73%	89.32%	90.57%	84.37%	94.15%	85.54%	92.02%	88.66%	95.67%
2020	90.37%	90.22%	90.48%	88.30%	89.65%	89.86%	90.16%	90.78%	87.68%	94.65%	88.27%	92.52%	89.83%	96.17%
2021	91.00%	91.00%	91.00%	91.00%	91.00%	91.00%	91.00%	91.00%	91.00%	95.15%	91.00%	93.02%	91.00%	96.67%

*If the 2015 Graduation rate is greater than 91.0%, then assumed incremental increase of 0.5% per year

Appendix B(7)

Interim Progress Measures for Cutting Non-Graduate Rate in Half within Six Years, by Subgroup

SUBGROUP	2015 Baseline	6 year Goal	Overall Increase	Annual Increase
Statewide	87.20%	93.60%	+6.40	+1.06
American Indian	86.30%	93.15%	+6.85	+1.14
Asian	87.87%	93.94%	+6.07	+1.01
Black	74.82%	87.41%	+12.59	+2.09
Hispanic	82.90%	91.45%	+8.55	+1.43
Multiracial	84.18%	92.09%	+7.91	+1.32
Pacific Islander	85.96%	92.98%	+7.02	+1.17
White	89.71%	94.85%	+5.14	+0.86
Special Education	71.11%	85.55%	+14.44	+2.41
General Education	92.15%	96.08%	+3.93	+0.66
English Learner	74.61%	87.31%	+12.7	+2.12
Non-English Learner	90.02%	95.01%	+4.99	+0.83
Free/Reduced Lunch	83.98%	91.99%	+8.01	+1.34
Paid Lunch	93.67%	96.84%	+3.17	+0.53

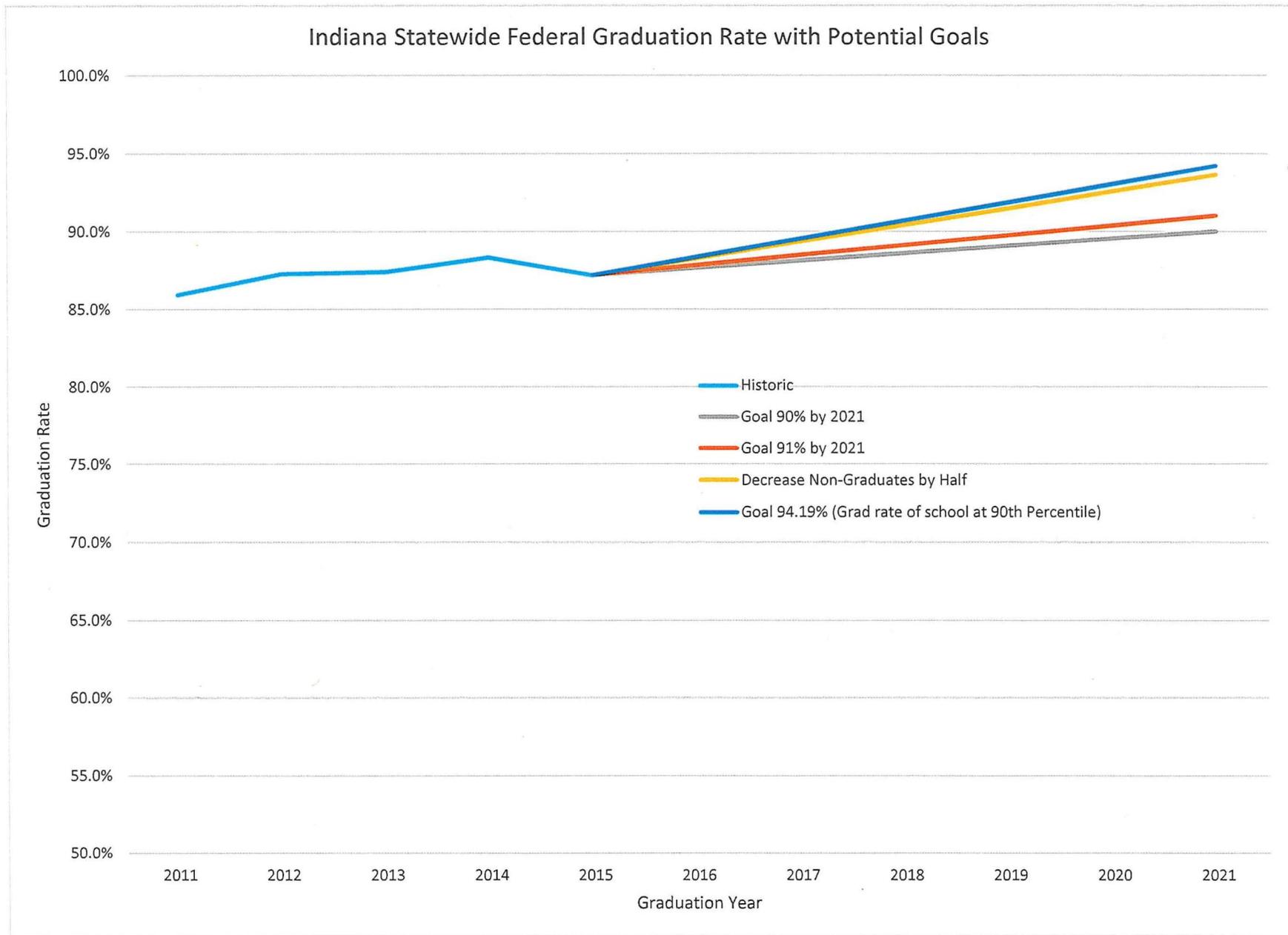
Indiana Federal 4 Year Projected Graduation Rate Targets Decreasing Non-Grad Rate by Half

Graduation Year	Indiana Statewide	American Indian	Asian	Black	Hispanic	Multiracial	Native Hawaiian or Other Pacific Islander		White	Special Education	General Education	English Learner	Not English Learner	Free/Reduced Lunch	Paid Lunch
2015	87.2%	86.3%	87.87%	74.82%	82.90%	84.18%	85.96%	89.71%	71.11%	92.15%	74.61%	90.02%	83.98%	93.67%	
2016	88.27%	87.44%	88.88%	76.92%	84.32%	85.50%	87.13%	90.56%	73.51%	92.81%	76.73%	90.85%	85.32%	94.20%	
2017	89.34%	88.58%	89.89%	79.02%	85.75%	86.82%	88.30%	91.42%	75.92%	93.46%	78.84%	91.68%	86.65%	94.73%	
2018	90.40%	89.73%	90.90%	81.12%	87.17%	88.14%	89.47%	92.28%	78.33%	94.12%	80.96%	92.51%	87.99%	95.25%	
2019	91.47%	90.87%	91.92%	83.21%	88.60%	89.45%	90.64%	93.14%	80.74%	94.77%	83.07%	93.34%	89.32%	95.78%	
2020	92.54%	92.01%	92.93%	85.31%	90.02%	90.77%	91.81%	93.99%	83.15%	95.42%	85.19%	94.18%	90.66%	96.31%	
2021	93.60%	93.15%	93.94%	87.41%	91.45%	92.09%	92.98%	94.85%	85.55%	96.08%	87.31%	95.01%	91.99%	96.84%	

Appendix B(9)

Interim Progress Measures for Four-Year Adjusted Cohort Graduation Rate to Hit 90th Percentile within Six Years, by Subgroup

SUBGROUP	2015 Baseline	6 year Goal	Overall Increase	Annual Increase
Statewide	87.20%	94.19%	+6.99	+1.17
American Indian	86.30%	94.19%	+7.89	+1.32
Asian	87.87%	94.19%	+6.32	+1.05
Black	74.82%	94.19%	+19.37	+3.23
Hispanic	82.90%	94.19%	+11.29	+1.88
Multiracial	84.18%	94.19%	+10.01	+1.67
Pacific Islander	85.96%	94.19%	+8.23	+1.37
White	89.71%	94.19%	+4.48	+0.75
Special Education	71.11%	94.19%	+23.08	+3.85
General Education	92.15%	94.19%	+2.04	+0.34
English Learner	74.61%	94.19%	+19.58	+3.26
Non-English Learner	90.02%	94.19%	+4.17	+0.69
Free/Reduced Lunch	83.98%	94.19%	+10.21	+1.70
Paid Lunch	93.67%	94.19%	+0.52	+0.08

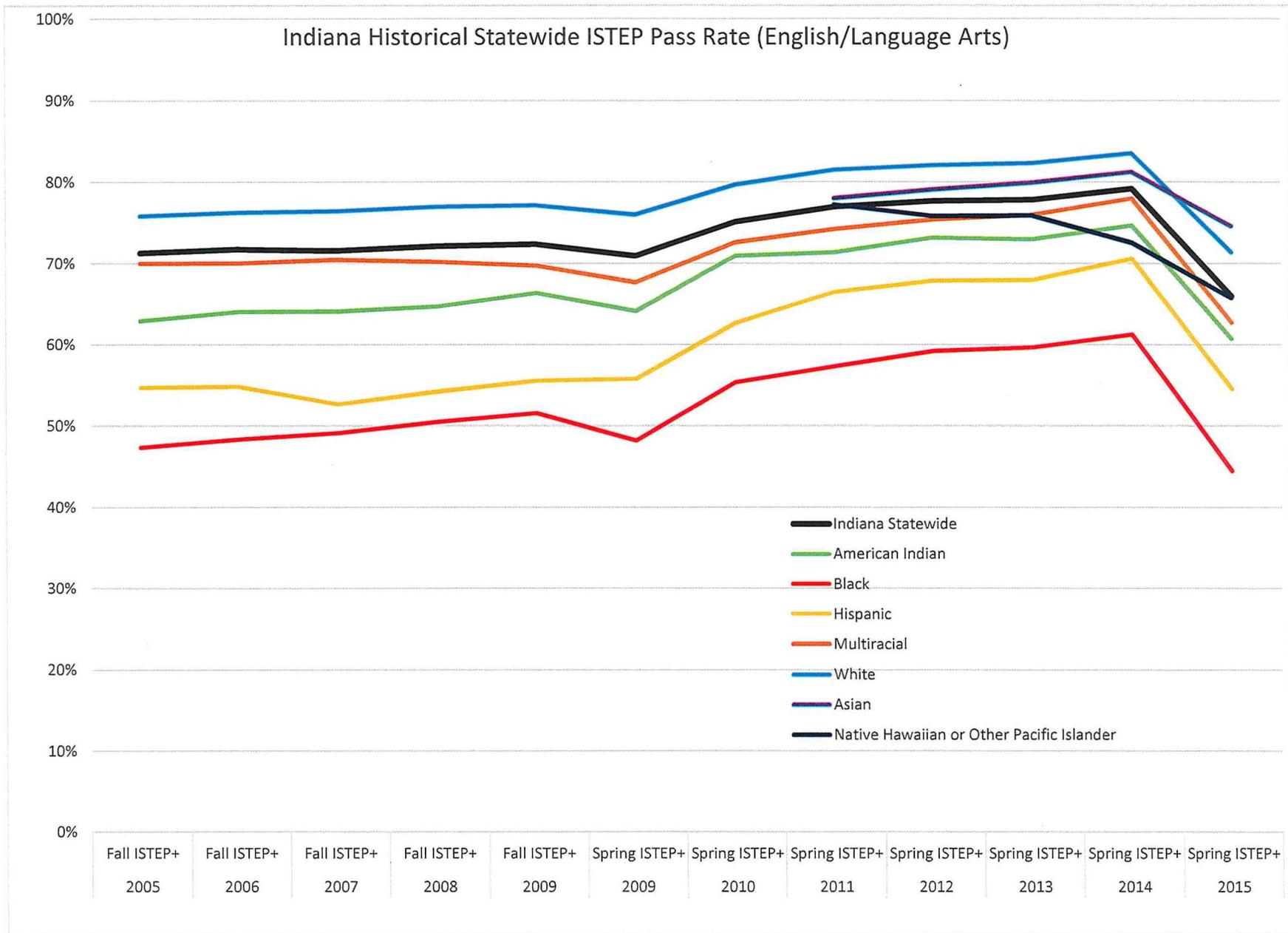


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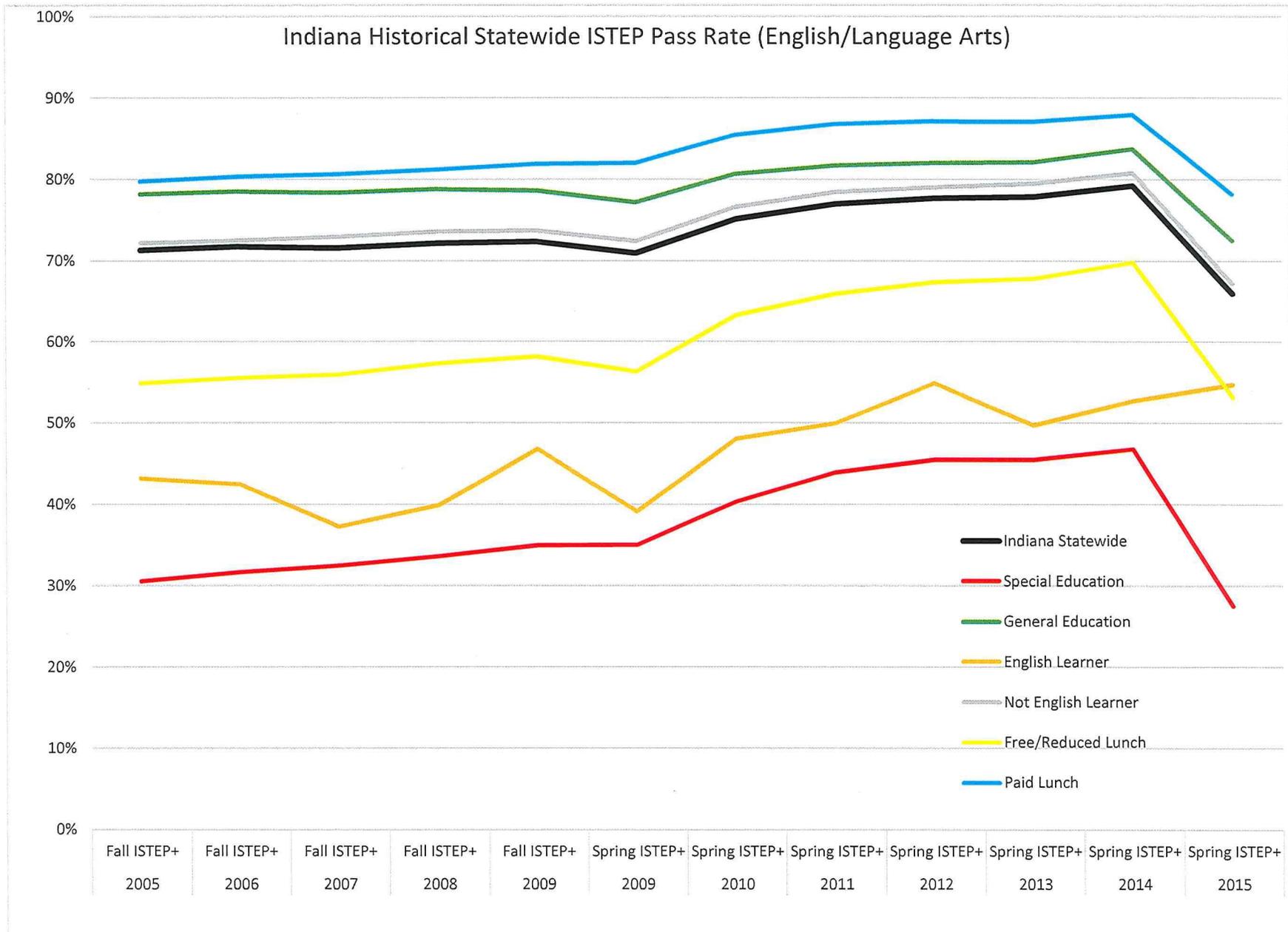
Overall Progress Comparison of Presented Options, Four-Year Adjusted Cohort Graduation Rate

SUBGROUP	2015 Baseline	90% Goal Overall Increase	91% Goal Overall Increase	½ Nongrads Overall Increase	90 th Percentile Goal Overall Increase
Statewide	87.20%	+2.80	+3.80	+6.40	+6.99
American Indian	86.30%	+3.70	+4.70	+6.85	+7.89
Asian	87.87%	+2.13	+3.13	+6.07	+6.32
Black	74.82%	+15.18	+16.18	+12.59	+19.37
Hispanic	82.90%	+7.10	+8.10	+8.55	+11.29
Multiracial	84.18%	+5.82	+6.82	+7.91	+10.01
Pacific Islander	85.96%	+4.04	+5.04	+7.02	+8.23
White	89.71%	+0.29	+1.29	+5.14	+4.48
Special Education	71.11%	+18.89	+19.89	+14.44	+23.08
General Education	92.15%	+3.00	+3.00	+3.93	+2.04
English Learner	74.61%	+15.39	+16.39	+12.7	+19.58
Non-English Learner	90.02%	+3.00	+3.00	+4.99	+4.17
Free/Reduced Lunch	83.98%	+6.02	+7.02	+8.01	+10.21
Paid Lunch	93.67%	+3.00	+3.00	+3.17	+0.52

Appendix C(1)1

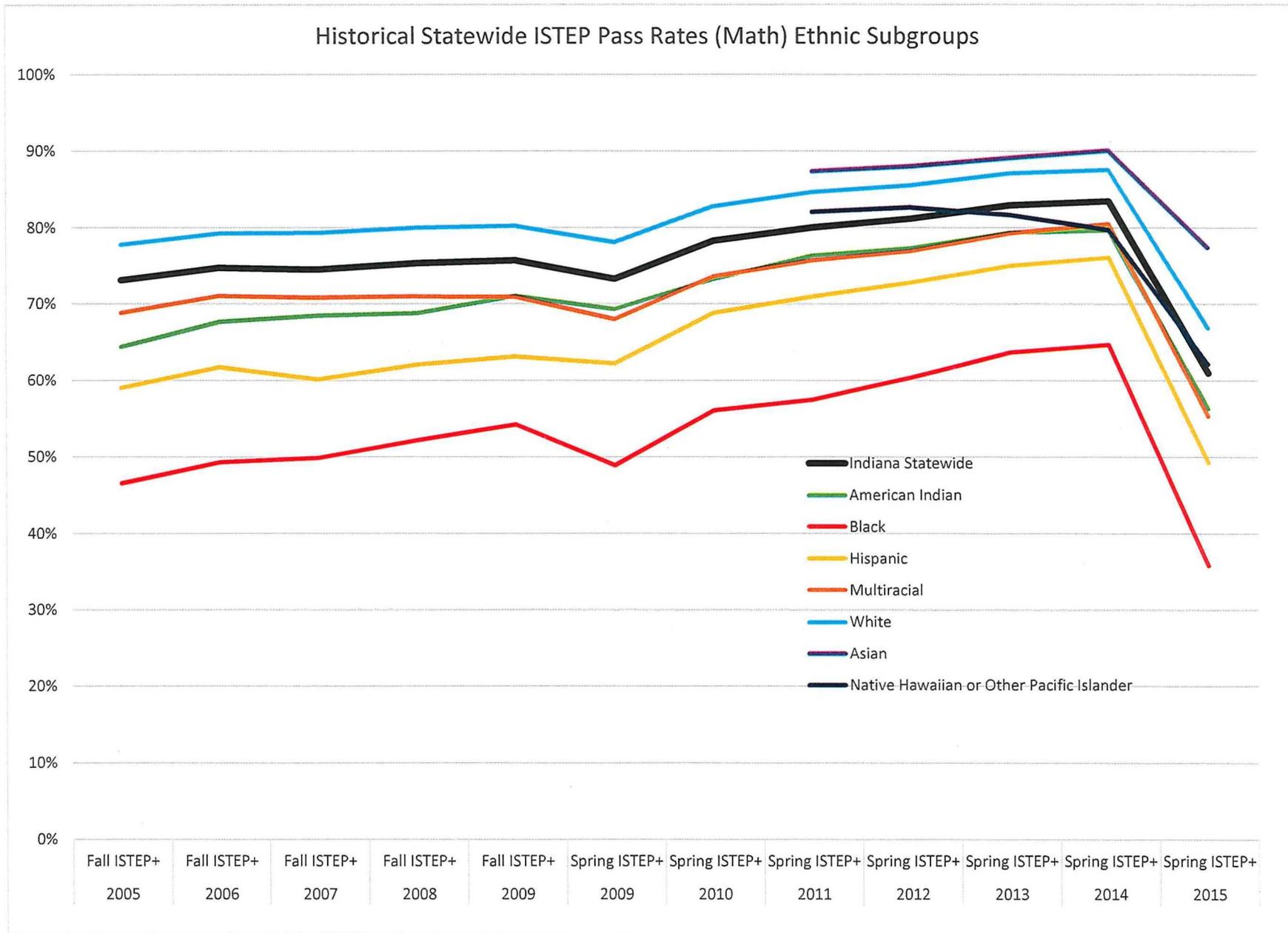


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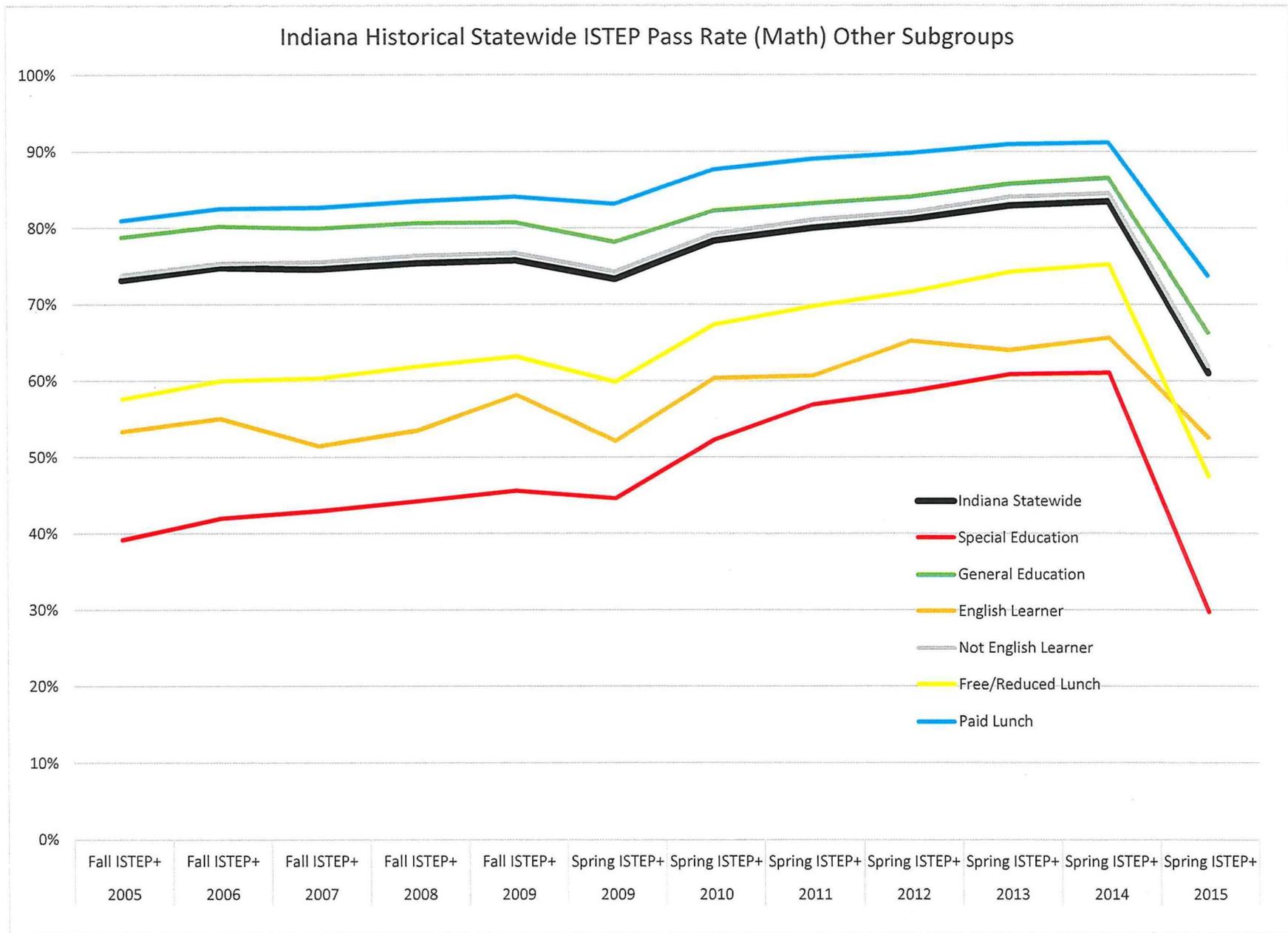


		English/Language Arts ISTEP Pass Percentage														
School		Indiana	American		Asian Or				Native		Special	General	English	Not	Free/	
Year	Test Period	Statewide	Indian	Asian	Pacific	Black	Hispanic	Multiracial	Hawaiian	White	Education	Education	Learner	English	Reduced	Paid Lunch
2005	Fall ISTEP+	71.3%	62.9%		82.1%	47.3%	54.6%	69.9%		75.8%	30.5%	78.2%	43.2%	72.1%	54.9%	79.7%
2006	Fall ISTEP+	71.7%	64.0%		82.2%	48.3%	54.7%	70.0%		76.3%	31.6%	78.5%	42.4%	72.5%	55.5%	80.4%
2007	Fall ISTEP+	71.6%	64.0%		78.3%	49.0%	52.6%	70.4%		76.5%	32.4%	78.4%	37.2%	72.9%	55.9%	80.6%
2008	Fall ISTEP+	72.1%	64.7%		77.8%	50.4%	54.1%	70.2%		77.0%	33.6%	78.8%	39.9%	73.6%	57.3%	81.2%
2009	Fall ISTEP+	72.4%	66.4%		75.9%	51.5%	55.5%	69.6%		77.2%	34.9%	78.7%	46.8%	73.7%	58.2%	81.9%
2009	Spring ISTEP+	70.9%	64.1%		75.0%	48.1%	55.7%	67.6%		76.0%	35.0%	77.2%	39.1%	72.4%	56.3%	82.0%
2010	Spring ISTEP+	75.1%	70.9%		76.9%	55.3%	62.6%	72.5%		79.7%	40.3%	80.7%	48.0%	76.6%	63.2%	85.5%
2011	Spring ISTEP+	77.0%	71.4%	78.0%		57.3%	66.4%	74.2%	77.3%	81.5%	43.9%	81.7%	49.9%	78.5%	65.9%	86.8%
2012	Spring ISTEP+	77.7%	73.2%	79.1%		59.1%	67.8%	75.4%	75.8%	82.1%	45.5%	82.0%	54.9%	79.0%	67.3%	87.2%
2013	Spring ISTEP+	77.9%	73.0%	79.9%		59.6%	67.9%	75.9%	75.9%	82.4%	45.5%	82.1%	49.7%	79.5%	67.8%	87.2%
2014	Spring ISTEP+	79.2%	74.7%	81.2%		61.2%	70.5%	77.9%	72.5%	83.6%	46.7%	83.7%	52.7%	80.8%	69.8%	88.0%
2015	Spring ISTEP+	66.0%	60.7%	74.6%		44.4%	54.5%	62.7%	65.7%	71.4%	27.4%	72.5%	54.7%	67.2%	53.2%	78.2%

Appendix C(2)1



Appendix C(2)2



School Year	Test Period	Math ISTEP Pass Percentage											English Learner	Not English Learner	Free/ Reduced Lunch	Paid Lunch	
		Indiana Statewide	American Indian	Asian	Asian Or Pacific Islander	Black	Hispanic	Multiracial	Hawaiian Native	White	Special Education	General Education					
2005	Fall ISTEP+	73.1%	64.4%			87.9%	46.5%	59.0%	68.8%		77.8%	39.1%	78.8%	53.3%	73.8%	57.6%	81.0%
2006	Fall ISTEP+	74.8%	67.6%			89.4%	49.2%	61.7%	71.0%		79.3%	41.9%	80.2%	55.0%	75.3%	59.9%	82.5%
2007	Fall ISTEP+	74.6%	68.4%			86.7%	49.8%	60.1%	70.8%		79.3%	42.9%	80.0%	51.4%	75.5%	60.3%	82.7%
2008	Fall ISTEP+	75.4%	68.8%			86.1%	52.1%	62.0%	70.9%		80.0%	44.2%	80.7%	53.5%	76.4%	61.9%	83.5%
2009	Fall ISTEP+	75.7%	71.1%			83.3%	54.2%	63.1%	70.9%		80.3%	45.6%	80.8%	58.1%	76.7%	63.2%	84.1%
2009	Spring ISTEP+	73.3%	69.3%			82.9%	48.8%	62.2%	68.0%		78.2%	44.6%	78.2%	52.1%	74.3%	59.9%	83.2%
2010	Spring ISTEP+	78.3%	73.3%			85.4%	56.1%	68.8%	73.6%		82.8%	52.2%	82.3%	60.3%	79.3%	67.3%	87.7%
2011	Spring ISTEP+	80.1%	76.4%	87.4%		57.4%	70.9%	75.7%	82.1%		84.7%	56.9%	83.3%	60.6%	81.1%	69.7%	89.1%
2012	Spring ISTEP+	81.2%	77.3%	88.0%		60.4%	72.8%	76.9%	82.7%		85.6%	58.6%	84.1%	65.2%	82.1%	71.6%	89.8%
2013	Spring ISTEP+	83.0%	79.4%	89.1%		63.6%	75.0%	79.3%	81.7%		87.1%	60.8%	85.8%	64.0%	84.1%	74.2%	91.0%
2014	Spring ISTEP+	83.5%	79.7%	90.1%		64.7%	76.1%	80.4%	79.8%		87.6%	61.0%	86.6%	65.6%	84.6%	75.2%	91.2%
2015	Spring ISTEP+	61.0%	56.4%	77.4%		35.8%	49.2%	55.3%	62.1%		66.9%	29.7%	66.3%	52.5%	61.9%	47.5%	73.8%

Appendix C(4)

Interim Progress Measures for 90% Proficiency Rate in English/Language Arts within Six Years, by Subgroup

SUBGROUP	2015 Baseline	6 year Goal	Overall Increase	Annual Increase
Statewide	66.0%	90%	+24.0	+4.00
American Indian	60.7%	90%	+29.3	+4.88
Asian	74.6%	90%	+15.4	+2.57
Black	44.4%	90%	+45.6	+7.60
Hispanic	54.5%	90%	+35.5	+5.92
Multiracial	62.7%	90%	+27.3	+4.55
Pacific Islander	65.7%	90%	+24.3	+4.05
White	71.4%	90%	+18.6	+3.10
Special Education	27.4%	90%	+62.6	+10.43
General Education	72.5%	90%	+17.5	+2.92
English Learner	54.7%	90%	+35.3	+5.88
Non-English Learner	67.2%	90%	+22.8	+3.8
Free/Reduced Lunch	53.2%	90%	+36.8	+6.13
Paid Lunch	78.2%	90%	+11.8	+1.97

Appendix C(6)

Interim Progress Measures for 90% Proficiency Rate in Mathematics within Six Years, by Subgroup

SUBGROUP	2015 Baseline	6 year Goal	Overall Increase	Annual Increase
Statewide	61.0%	90%	+29.0	+4.83
American Indian	56.4%	90%	+33.6	+5.60
Asian	77.4%	90%	+12.6	+2.10
Black	35.8%	90%	+54.2	+9.03
Hispanic	49.2%	90%	+40.8	+6.80
Multiracial	55.3%	90%	+34.70	+5.78
Pacific Islander	62.1%	90%	+27.90	+4.65
White	66.9%	90%	+23.10	+3.85
Special Education	29.7%	90%	+60.30	+10.05
General Education	66.3%	90%	+23.70	+3.95
English Learner	52.5%	90%	+37.50	+6.25
Non-English Learner	61.9%	90%	+28.10	+4.68
Free/Reduced Lunch	47.5%	90%	+42.50	+7.08
Paid Lunch	73.8%	90%	+16.20	+2.70

		English/Language Arts ISTEP Projected Pass Percentage Targets Using a of decreasing by Half the Non-proficient Percentage														
School			American						Native		Special	General	English	Not English	Free/	Reduced
Year	Test Period	Indiana Statewide	Indian	Asian	Black	Hispanic	Multiracial	Hawaiian	White	Education	Education	Learner	Learner	Lunch	Paid Lunch	
2015	Spring ISTEP+	65.97%	60.71%	74.58%	44.40%	54.48%	62.66%	65.71%	71.38%	27.45%	72.52%	54.71%	67.19%	53.19%	78.24%	
2016	Projected	68.81%	63.99%	76.70%	49.04%	58.27%	65.78%	68.57%	73.76%	33.49%	74.81%	58.48%	69.92%	57.09%	80.05%	
2017	Projected	71.64%	67.26%	78.82%	53.67%	62.07%	68.89%	71.43%	76.15%	39.54%	77.10%	62.26%	72.66%	60.99%	81.87%	
2018	Projected	74.48%	70.53%	80.94%	58.30%	65.86%	72.00%	74.29%	78.53%	45.58%	79.39%	66.03%	75.39%	64.90%	83.68%	
2019	Projected	77.31%	73.81%	83.06%	62.93%	69.65%	75.11%	77.14%	80.92%	51.63%	81.68%	69.80%	78.13%	68.80%	85.49%	
2020	Projected	80.15%	77.08%	85.17%	67.57%	73.45%	78.22%	80.00%	83.30%	57.68%	83.97%	73.58%	80.86%	72.70%	87.31%	
2021	Projected	82.98%	80.36%	87.29%	72.20%	77.24%	81.33%	82.86%	85.69%	63.72%	86.26%	77.35%	83.59%	76.60%	89.12%	

Appendix C(8)

Interim Progress Measures for Cutting Non-Proficiency Rate in Half for English/Language Arts within Six Years, by Subgroup

SUBGROUP	2015 Baseline	6 year Goal	Overall Increase	Annual Increase
Statewide	66.0%	82.98%	+16.98	+2.83
American Indian	60.7%	80.36%	+19.66	+3.28
Asian	74.6%	87.29%	+12.69	+2.11
Black	44.4%	72.20%	+27.80	+4.63
Hispanic	54.5%	77.24%	+22.74	+3.79
Multiracial	62.7%	81.33%	+18.63	+3.11
Pacific Islander	65.7%	82.86%	+17.16	+2.86
White	71.4%	85.69%	+14.29	+2.38
Special Education	27.4%	63.72%	+36.32	+6.05
General Education	72.5%	86.26%	+13.76	+2.29
English Learner	54.7%	77.35%	+22.65	+3.78
Non-English Learner	67.2%	86.59%	+19.39	+3.23
Free/Reduced Lunch	53.2%	76.60%	+23.40	+3.90
Paid Lunch	78.2%	89.12%	+10.92	+1.82

Math ISTEP Projected Pass Percentage Targets Using a of decreasing by Half the Non-proficient Percentage

School Year	Test Period	Indiana Statewide	American Indian	Asian	Black	Hispanic	Multiracial	Hawaiian	White	Education	General Education	English Learner	Not English		Paid Lunch
													Learner	Free/ Reduced	
2015	Spring ISTEP+	61.01%	56.35%	77.41%	35.75%	49.25%	55.33%	62.14%	66.90%	29.67%	66.29%	52.53%	61.92%	47.50%	73.76%
2016	Projected	64.26%	59.99%	79.29%	41.11%	53.48%	59.05%	65.29%	69.66%	35.53%	69.10%	56.49%	65.10%	51.87%	75.94%
2017	Projected	67.51%	63.63%	81.18%	46.46%	57.71%	62.77%	68.45%	72.42%	41.39%	71.91%	60.44%	68.27%	56.25%	78.13%
2018	Projected	70.76%	67.26%	83.06%	51.82%	61.94%	66.50%	71.60%	75.18%	47.25%	74.72%	64.40%	71.44%	60.62%	80.32%
2019	Projected	74.01%	70.90%	84.94%	57.17%	66.17%	70.22%	74.76%	77.93%	53.11%	77.53%	68.35%	74.62%	65.00%	82.50%
2020	Projected	77.26%	74.54%	86.82%	62.52%	70.39%	73.94%	77.91%	80.69%	58.97%	80.34%	72.31%	77.79%	69.37%	84.69%
2021	Projected	80.51%	78.18%	88.71%	67.88%	74.62%	77.66%	81.07%	83.45%	64.84%	83.15%	76.27%	80.96%	73.75%	86.88%

Appendix C(10)

Interim Progress Measures for Cutting Non-Proficiency Rate in Half for Mathematics within Six Years, by Subgroup

SUBGROUP	2015 Baseline	6 year Goal	Overall Increase	Annual Increase
Statewide	61.0%	80.51%	+19.51	+3.25
American Indian	56.4%	78.18%	+21.78	+3.63
Asian	77.4%	88.71%	+11.31	+1.89
Black	35.8%	67.88%	+32.08	+5.35
Hispanic	49.2%	74.62%	+25.42	+4.24
Multiracial	55.3%	77.66%	+22.36	+3.73
Pacific Islander	62.1%	81.07%	+18.97	+3.16
White	66.9%	83.45%	+16.55	+2.76
Special Education	29.7%	64.84%	+35.14	+5.86
General Education	66.3%	83.15%	+16.85	+2.81
English Learner	52.5%	76.27%	+23.77	+3.96
Non-English Learner	61.9%	80.96%	+19.06	+3.18
Free/Reduced Lunch	47.5%	73.75%	+26.25	+4.38
Paid Lunch	73.8%	86.88%	+13.08	+2.18

Appendix C(12)

Interim Progress Measures for Proficiency Rate to Hit 90th Percentile for English/Language Arts within Six Years, by Subgroup

SUBGROUP	2015 Baseline	6 year Goal	Overall Increase	Annual Increase
Statewide	66.0%	85.20%	+19.20	+3.20
American Indian	60.7%	85.20%	+24.50	+4.08
Asian	74.6%	85.20%	+10.60	+1.77
Black	44.4%	85.20%	+40.80	+6.80
Hispanic	54.5%	85.20%	+30.70	+5.12
Multiracial	62.7%	85.20%	+22.50	+3.75
Pacific Islander	65.7%	85.20%	+19.50	+3.25
White	71.4%	85.20%	+13.80	+2.30
Special Education	27.4%	85.20%	+57.80	+9.63
General Education	72.5%	85.20%	+12.70	+2.12
English Learner	54.7%	85.20%	+30.50	+5.08
Non-English Learner	67.2%	85.20%	+18.00	+3.00
Free/Reduced Lunch	53.2%	85.20%	+32.00	+5.33
Paid Lunch	78.2%	85.20%	+7.00	+1.17

Appendix C(14)

Interim Progress Measures for Proficiency Rate to Hit 90th Percentile for Mathematics within Six Years, by Subgroup

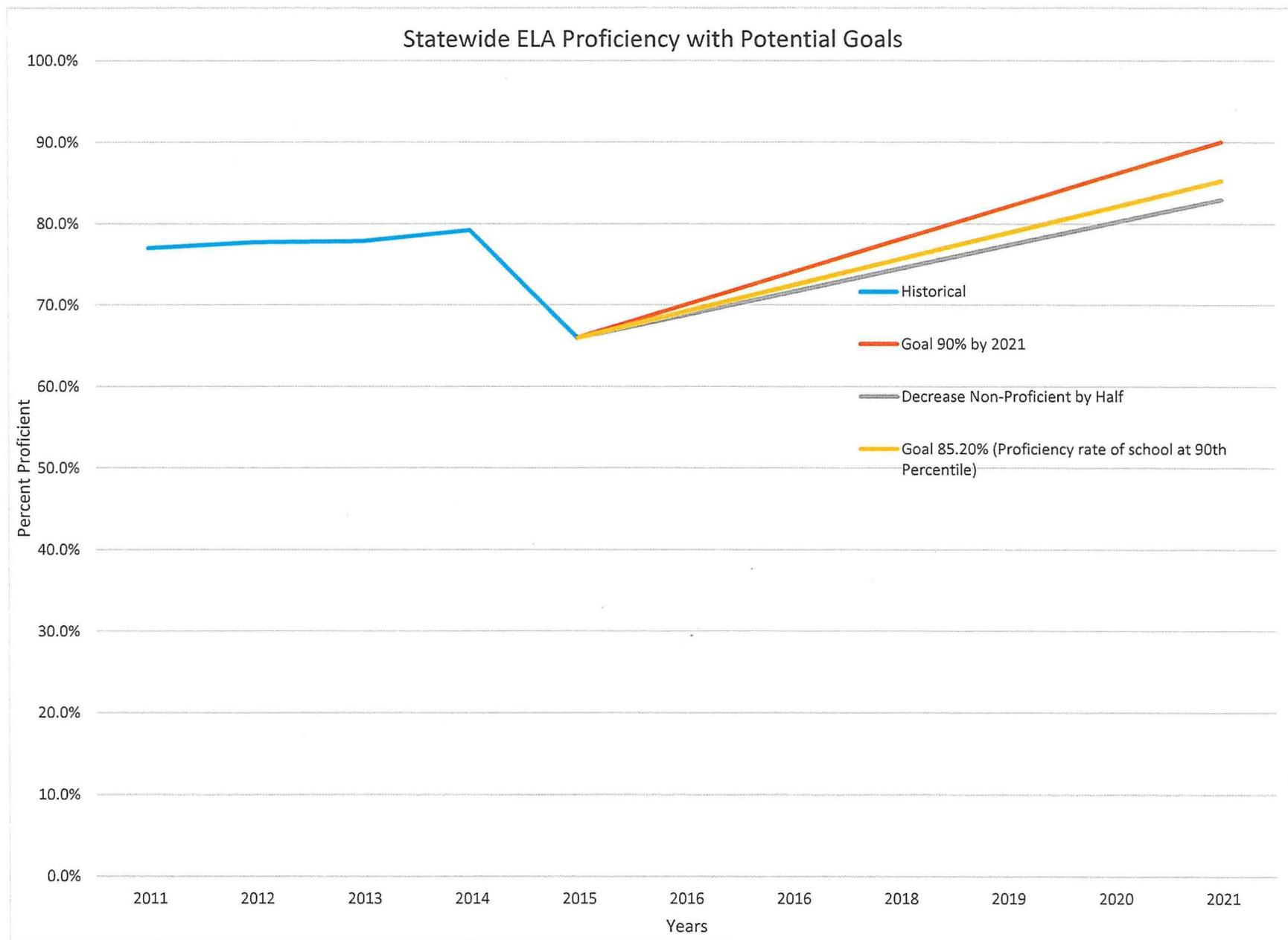
SUBGROUP	2015 Baseline	6 year Goal	Overall Increase	Annual Increase
Statewide	61.0%	81.40%	+20.40	+3.40
American Indian	56.4%	81.40%	+25.00	+4.17
Asian	77.4%	81.40%	+4.00	+0.67
Black	35.8%	81.40%	+45.60	+7.60
Hispanic	49.2%	81.40%	+32.20	+5.37
Multiracial	55.3%	81.40%	+26.10	+4.35
Pacific Islander	62.1%	81.40%	+19.30	+3.22
White	66.9%	81.40%	+14.50	+2.42
Special Education	29.7%	81.40%	+51.70	+8.62
General Education	66.3%	81.40%	+15.10	+2.52
English Learner	52.5%	81.40%	+28.90	+4.82
Non-English Learner	61.9%	81.40%	+19.50	+3.25
Free/Reduced Lunch	47.5%	81.40%	+33.90	+5.65
Paid Lunch	73.8%	81.40%	+7.60	+1.27

Appendix C(15)

Overall Progress Comparison of Presented Options, English/Language Arts Proficiency Rate

SUBGROUP	2015 Baseline	90% Goal Overall Increase	½ Nonproficient Overall Increase	90 th Percentile Goal Overall Increase
Statewide	66.0%	+24.0	+16.98	+19.20
American Indian	60.7%	+29.3	+19.66	+24.50
Asian	74.6%	+15.4	+12.69	+10.60
Black	44.4%	+45.6	+27.80	+40.80
Hispanic	54.5%	+35.5	+22.74	+30.70
Multiracial	62.7%	+27.3	+18.63	+22.50
Pacific Islander	65.7%	+24.3	+17.16	+19.50
White	71.4%	+18.6	+14.29	+13.80
Special Education	27.4%	+62.6	+36.32	+57.80
General Education	72.5%	+17.5	+13.76	+12.70
English Learner	54.7%	+35.3	+22.65	+30.50
Non-English Learner	67.2%	+22.8	+19.39	+18.00
Free/Reduced Lunch	53.2%	+36.8	+23.40	+32.00
Paid Lunch	78.2%	+11.8	+10.92	+7.00

Appendix C(16)



Appendix C(17)

Overall Progress Comparison of Presented Options, Mathematics Proficiency Rate

SUBGROUP	2015 Baseline	90% Goal Overall Increase	½ Nonproficient Overall Increase	90 th Percentile Goal Overall Increase
Statewide	61.0%	+29.0	+19.51	+20.40
American Indian	56.4%	+33.6	+21.78	+25.00
Asian	77.4%	+12.6	+11.31	+4.00
Black	35.8%	+54.2	+32.08	+45.60
Hispanic	49.2%	+40.8	+25.42	+32.20
Multiracial	55.3%	+34.70	+22.36	+26.10
Pacific Islander	62.1%	+27.90	+18.97	+19.30
White	66.9%	+23.10	+16.55	+14.50
Special Education	29.7%	+60.30	+35.14	+51.70
General Education	66.3%	+23.70	+16.85	+15.10
English Learner	52.5%	+37.50	+23.77	+28.90
Non-English Learner	61.9%	+28.10	+19.06	+19.50
Free/Reduced Lunch	47.5%	+42.50	+26.25	+33.90
Paid Lunch	73.8%	+16.20	+13.08	+7.60

Appendix C(18)

