

**APPENDIX A1 – SAMPLE SCHOOL DEMOGRAPHICS**

**Sample School Demographics**

Identifier	Grade Span	Locale Classification	Percentage of Enrollment				
			White	Black	Hispanic	FRL	ELL
A	PK – 5	URBAN	21%	12%	29%	86%	41%
B	7-8	RURAL	95%	0%	3%	39%	0%
C	PK – 4	SUBURBAN	67%	8%	21%	28%	4%
D	K-8	URBAN	1%	57%	37%	97%	33%
E	7-12	SUBURBAN	63%	6%	5%	13%	2%
F	9-12	RURAL	55%	1%	42%	40%	12%
G	9-12	URBAN	43%	36%	4%	34%	2%

APPENDIX A2 – ESSA PROPOSED REGULATORY LANGUAGE

§ 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:

(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.

§ 200.14 Accountability indicators.

(a) In its statewide accountability system under §200.12, each State must, at a minimum, include four distinct indicators for each school that—

APPENDIX A2 – ESSA PROPOSED REGULATORY LANGUAGE

(1) Measure performance for all students and separately for each subgroup of students under § 200.16(a)(2); and

(2) Use the same measures within each indicator for all schools in the State, except as provided in paragraph (c)(2) of this section.

(b) A State must annually measure the following indicators consistent with paragraph (a) of this section:

(4) For all schools, a Progress in Achieving English Language Proficiency indicator, based on English learner performance on the annual English language proficiency assessment required under section 1111(b)(2)(G) of the Act in each of grades 3 through 8 and in grades for which English learners are otherwise assessed under section 1111(b)(2)(B)(v)(I)(bb) of the Act, that—

(i) Takes into account students' English language proficiency level and, at a State's discretion, one or more student characteristics in the same manner in which the State determines its long-term goals for English learners under § 200.13(c)(2)(ii);

(ii) Uses objective and valid measures of progress such as student growth percentiles;

(iii) Is aligned with the State-determined timeline for attaining English language proficiency under § 200.13(c)(2)(i)(B); and

(iv) May also include a measure of proficiency (e.g., an increase in percentage of English learners scoring proficient on the English language proficiency assessment required under section 1111(b)(2)(G) of the Act compared to the prior year).

(c) A State must demonstrate in its State plan under section 1111 of the Act that each measure it selects to include within an indicator under this section—

(1) Is valid, reliable, and comparable across all LEAs in the State;

(2) Is calculated in the same way for all schools across the State, except that measures within the indicator of Academic Progress and within any indicator of School Quality or Student Success may vary by each grade span;

(3) Is able to be disaggregated for each subgroup of students described in § 200.16(a)(2); and

(4) Is used no more than once in its system of annual meaningful differentiation under §200.18.

§ 200.15 Participation in assessments and annual measurement of achievement.

(4) A State may count a recently arrived English learner as defined in section 1111(b)(3)(A) of the Act as a participant in the State assessment in reading/language arts for purposes of meeting the requirements in paragraph (a) of this section if he or she takes either the State’s English language proficiency assessment under section 1111(b)(2)(G) of the Act or reading/language arts assessment under section 1111(b)(2)(B)(v)(I) of the Act.

§ 200.16 Subgroups of students.

(b) English learners. (1) With respect to a student previously identified as an English learner who has achieved English language proficiency consistent with the standardized, statewide entrance and exit procedures in section 3111(b)(2)(A) of the Act—

(i) A State may include such a student’s performance within the English learner subgroup under paragraph (a)(2)(iv) of this section for not more than four years after the student ceases to be identified as an English learner for purposes of calculating the Academic Achievement indicator if the State develops a uniform statewide procedure for doing so that includes all such students and includes them—

(A) For the same State-determined period of time; and

(B) In determining if a school meets the State’s minimum number of students for the English learner subgroup under § 200.17(a)(1).

(ii) A State may not include such a student within the English learner subgroup under paragraph (a)(2)(iv) of this section for—

(A) Any purpose in the accountability system, except as described in paragraph (b)(1)(i) of this section; or

(B) Purposes of reporting information on State and LEA report cards under section 1111(h) of the Act, except for providing information on each school’s level of performance on the Academic Achievement indicator consistent with § 200.18(b)(3).

(2) With respect to an English learner with a disability for whom there are no appropriate accommodations for one or more domains of the English language proficiency assessment required under section 1111(b)(2)(G) of the Act because the disability is directly related to that particular domain (e.g., a non-verbal English learner who cannot take the speaking portion of the assessment) as determined by the student’s individualized education program (IEP) team or 504 team on an individualized basis, a State must, in measuring performance against the Progress in Achieving English Language Proficiency indicator, include such a student’s performance on the

English language proficiency assessment based on the remaining domains in which it is possible to assess the student.

(3) With respect to a recently arrived English learner as defined in section 1111(b)(3)(A) of the Act, a State must include such an English learner’s results on the assessments under section 1111(b)(2)(B)(v)(I) of the Act upon enrollment in a school in one of the 50 States or the District of Columbia (hereafter “a school in the United States”) in calculating long-term goals and measurements of interim progress under § 200.13(a), annually meaningfully differentiating schools under § 200.18, and identifying schools under § 200.19, except that the State may either-

(i)(A) Exempt such an English learner from the first administration of the reading/language arts assessment;

(B) Exclude such an English learner’s results on the assessments under section 1111(b)(2)(B)(v)(I) and 1111(b)(2)(G) of the Act in calculating the Academic Achievement and Progress in Achieving English Language Proficiency indicators in the first year of such an English learner’s enrollment in a school in the United States; and

(C) Include such an English learner’s results on the assessments under section 1111(b)(2)(B)(v)(I) and 1111(b)(2)(G) of the Act in calculating the Academic Achievement and Progress in Achieving English Language Proficiency indicators in the second year of such an English learner’s enrollment in a school in the United States and every year of enrollment thereafter; or

(ii)(A) Assess, and report the performance of, such an English learner on the assessments under section 1111(b)(2)(B)(v)(I) of the Act in each year of such an English learner’s enrollment in a school in the United States;

(B) Exclude such an English learner’s results on the assessments under section 1111(b)(2)(B)(v)(I) of the Act in calculating the Academic Achievement indicator in the first year of such an English learner’s enrollment in a school in the United States;

(C) Include a measure of such an English learner’s growth on the assessments under section 1111(b)(2)(B)(v)(I) of the Act in calculating the Academic Progress indicator, in the case of an elementary or middle school, and the Academic Achievement indicator, in the case of a high school, in the second year of such an English learner’s enrollment in a school in the United States; and

(D) Include a measure of such an English learner’s proficiency on the assessments under section 1111(b)(2)(B)(v)(I) of the Act in calculating the Academic Achievement indicator in the third year of such an English learner’s enrollment in a school in the United States and every year of enrollment thereafter.

(4) A State may choose one of the exceptions described in paragraphs (b)(3)(i) or (ii) of this section for recently arrived English learners and must—

(i)(A) Apply the same exception to all recently arrived English learners in the State; or

(B) Develop and consistently implement a uniform statewide procedure for all recently arrived English learners that, in determining whether such an exception is appropriate for an English learner, considers the student’s English language proficiency level and that may, at a State’s discretion, consider one or more of the student characteristics under § 200.13(c)(2)(ii)(B) through (E); and

(ii) Report on State and LEA report cards under section 1111(h) of the Act the number and percentage of recently arrived English learners who are exempted from taking such assessments or whose results on such assessments are excluded from any indicator under § 200.14 on the basis of each exception described in paragraphs (b)(3)(i) and (ii) of this section.

(c) State plan. Each State must describe in its State plan under section 1111 of the Act how it has met the requirements of this section, including by describing any subgroups of students used in the accountability system in addition to those in paragraph (a)(2) of this section, its uniform procedure for including former English learners under paragraph (b)(1)(i) of this section, and its uniform procedure for including recently arrived English learners under paragraph (b)(4) of this section, if applicable.

APPENDIX B1 - ISTEP Pass Percentages for Students Exiting EL Status

ISTEP Pass Percentages for Students Exiting EL Status

Math

	1st Year	2nd Year	3rd Year	4th Year	All Students
2011-2012	86.31%				81.20%
2012-2013	88.19%	90.41%			83.00%
2013-2014	89.32%	91.02%	91.70%		83.50%
2014-2015	65.31%	71.24%	71.10%	72.36%	61.00%

ELA

	1st Year	2nd Year	3rd Year	4th Year	All Students
2011-2012	83.24%				79.40%
2012-2013	86.03%	86.70%			79.50%
2013-2014	87.27%	90.26%	89.11%		80.70%
2014-2015	73.39%	79.61%	78.64%	78.15%	67.30%

How to read these charts: 86.31% of the students who were exited from the EL program in the 2011-12 school year , passed the Math ISTEP that year. That same "cohort" of students had 90.41% pass the second year.

APPENDIX B2 - LEP FLEXIBILITY

School Year	Number of Students (3-8, 10) Voluntarily Submitted for LEP Flexibility (exempt)*
2011-12	688
2012-13	809
2013-14	<b>842</b>
2014-15	1,137
2015-16	1,463

\*Unaudited

Student Results 2 years after they were submitted for LEP Flexibility 2013-14		
	2015 Percent Passing (Option 1)	2015 Average Growth Points (Option 2)
ELA	23.05%	
Math	33.39%	116

All Students		
	2015 Percent Passing	2015 Average Growth Points
ELA	67.30%	97.2
Math	61.00%	97.2

APPENDIX C1 - EL STANDARD OPTIONS

2016 WIDA Results

Percent of students who either achieved Proficiency or had an increase in WIDA score of .5

SUBGROUP	State	School A	School B	School C	School D	School E	School F	School G
All	62.37%	66.67%		85.71%	57.89%	63.64%	61.11%	81.82%
American Indian	60.98%	***		***	***	***	***	***
Asian	73.02%	77.89%		***	***	***	***	***
Black	65.25%	***		***	***	***	***	***
Hispanic	60.01%	51.47%		***	58.02%	***	61.11%	***
Multiracial	61.17%	***		***	***	***	***	***
Pacific Islander	46.46%	***		***	***	***	***	***
White	70.94%	***		***	***	***	***	***
Special Education	44.42%	43.75%		***	62.50%	***	50.00%	***
General Education	65.21%	68.53%		90.00%	57.02%	***	65.15%	81.82%
Free/Reduced Lunch	61.06%	64.71%		***	59.68%	***	58.75%	81.82%
Paid Lunch	67.11%	***		***	***	***	***	***

Percent of students who either achieved Proficiency or had an increase in WIDA score of .6

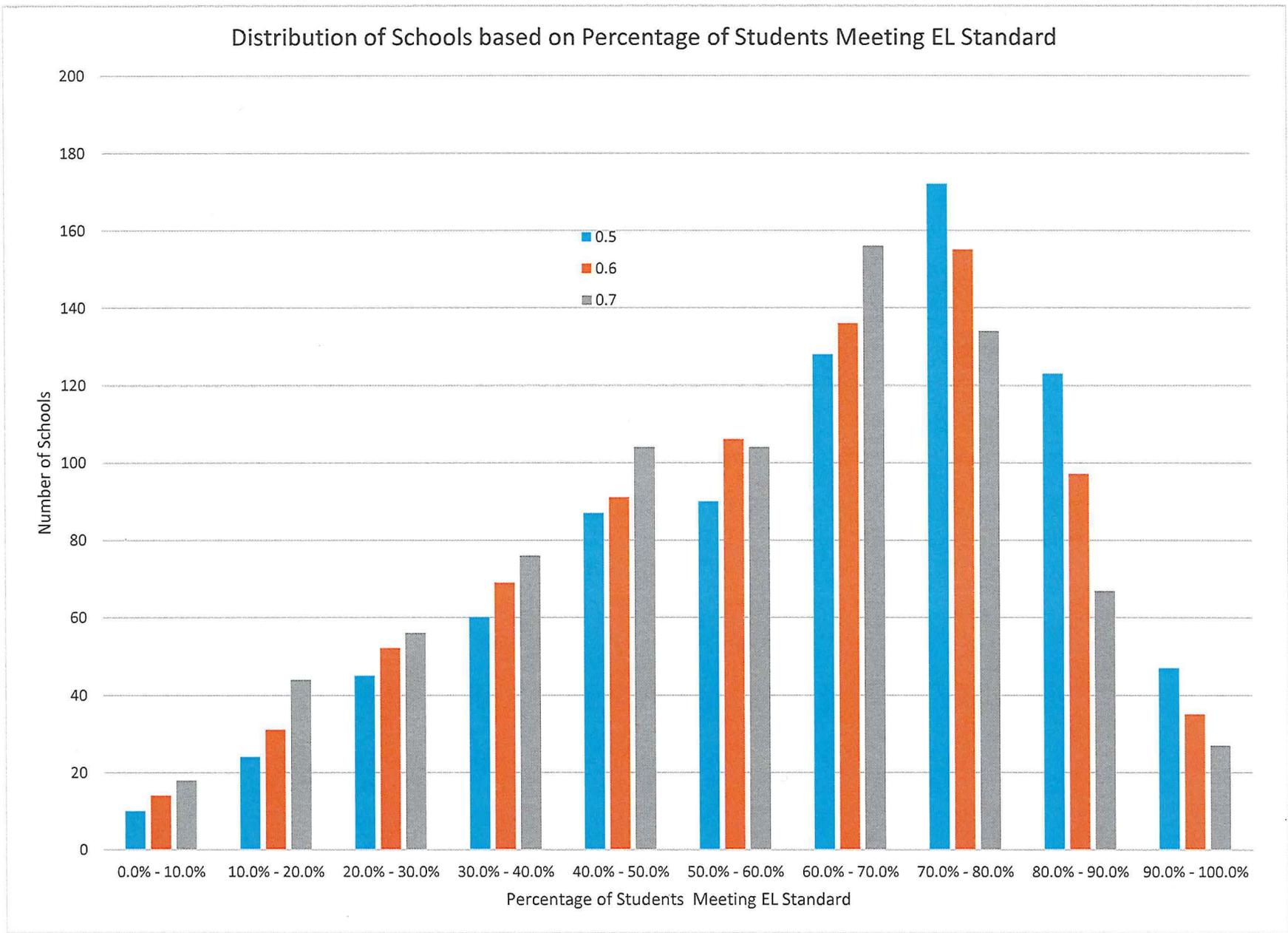
SUBGROUP	State	School A	School B	School C	School D	School E	School F	School G
All	58.97%	63.10%		85.71%	55.64%	63.64%	58.89%	81.82%
American Indian	56.10%	***		***	***	***	***	***
Asian	69.86%	74.74%		***	***	***	***	***
Black	61.53%	***		***	***	***	***	***
Hispanic	56.50%	47.06%		***	55.73%	***	58.89%	***
Multiracial	59.71%	***		***	***	***	***	***
Pacific Islander	44.44%	***		***	***	***	***	***
White	68.50%	***		***	***	***	***	***
Special Education	40.81%	43.75%		***	56.25%	***	45.83%	***
General Education	61.82%	65.03%		90.00%	55.26%	***	63.64%	81.82%
Free/Reduced Lunch	57.55%	61.44%		***	57.26%	***	56.25%	81.82%
Paid Lunch	64.17%	***		***	***	***	***	***

Percent of students who either achieved Proficiency or had an increase in WIDA score of .7

SUBGROUP	State	School A	School B	School C	School D	School E	School F	School G
All	55.48%	57.14%		85.71%	51.13%	63.64%	52.22%	72.23%
American Indian	51.22%	***		***	***	***	***	***
Asian	65.91%	67.37%		***	***	***	***	***
Black	58.51%	***		***	***	***	***	***
Hispanic	53.04%	42.65%		***	51.15%	***	52.22%	***
Multiracial	57.28%	***		***	***	***	***	***
Pacific Islander	41.41%	***		***	***	***	***	***
White	65.32%	***		***	***	***	***	***
Special Education	36.53%	31.25%		***	50.00%	***	41.67%	***
General Education	58.49%	59.44%		90.00%	51.75%	***	56.06%	72.23%
Free/Reduced Lunch	54.05%	55.56%		***	53.23%	***	51.25%	72.23%
Paid Lunch	60.78%	***		***	***	***	***	***

\*\*\* Data Suppressed

APPENDIX C2 - DISTRIBUTION OF SCHOOLS DEPENDING ON EL STANDARD



## APPENDIX D1 – Explanation of Potential EL Indicator

1. Determine the total number of Students with a valid WIDA Access score in both the current year and the immediately preceding year.
2. Determine the number of Students whose current year WIDA Access score was at least 0.5 point (0.6 or 0.7 are also options) greater than the preceding year's WIDA score for that student.
3. Determine the number of Students (who were not already counted in Step 2) who scored at least a 5.0 on the current year WIDA Access exam.
4. Add the values in Step 2 and Step 3 ~ this is the total number of students that met the standard
5. Divide Step 4 into Step 1 to determine a percentage of students that met the standard.
6. The percentage calculated in Step 5 is then converted into points on a scale of 0 – 100.

School	Percentage of Students Met Standard	Points
A	66.67%	66.67
C	85.71%	85.71
D	57.89%	57.89
E	63.64%	63.64
F	61.11%	61.11
G	81.82%	81.82

### Potential Variations

- Participation Multiplier – if a school did not meet a minimum threshold of students being tested then the percentage of students that did participate is multiplied by the percentage of students that met the standard to determine the points.
  - Example: Hypothetical School tested 95% of their ELs (Threshold of 100%)
    - $73.3 * .95 = 69.6$  points
- Increase (0.5, 0.6, 0.7) should match increase chosen for Goal (if applicable)

APPENDIX E1 - COMPARISON OF STATE AND FEDERAL GRAD RATE

	2015 Indiana Grad Rate			2015 Federal Grad Rate		
	Graduates	Students in Cohort	Rate	Graduates	Students in Cohort	Rate
Total Cohort	70,026	78,774	88.9%	70,026	80,299	87.2%
American Indian	189	218	86.7%	189	219	86.3%
Asian	1,413	1,514	93.3%	1,413	1,608	87.9%
Black	6,844	8,660	79.0%	6,844	9,147	74.8%
Hispanic	5,395	6,313	85.5%	5,395	6,508	82.9%
Multiracial	2,485	2,900	85.7%	2,485	2,952	84.2%
Native Hawaiian or Other Pacific Islander	49	55	89.1%	49	57	86.0%
White	53,651	59,114	90.8%	53,651	59,808	89.7%
Special Education	6,689	9,285	72.0%	6,689	9,407	71.1%
General Education	63,020	67,454	93.4%	63,020	68,385	92.2%
Non-English Language Learner	68,172	74,806	91.1%	68,172	75,732	90.0%
English Language Learner	1,537	1,933	79.5%	1,537	2,060	74.6%
Paid Meals	46,217	48,952	94.4%	46,217	49,339	93.7%
Free/Reduced price meals	23,420	27,424	85.4%	23,420	27,887	84.0%

APPENDIX F1 - PARTICIPATION RATES ON SAT AND ACT

Percentage of 2015 Graduates who took the SAT

SUBGROUP	State	School E	School F	School G
All	61.59%	91.50%	56.07%	38.46%
American Indian	51.05%	***	***	***
Asian	78.07%	90.00%	***	***
Black	52.11%	***	***	38.24%
Hispanic	52.54%	***	54.84%	***
Multiracial	58.51%	***	***	35.71%
Pacific Islander	72.55%	***	***	***
White	63.44%	92.79%	56.19%	35.85%
Special Education	27.96%	66.67%	5.88%	20.00%
General Education	65.32%	94.20%	61.54%	41.30%
English Learner	36.76%	***	29.63%	***
Non-English Learner	62.31%	91.33%	60.96%	39.22%
Free/Reduced Lunch	47.85%	85.71%	49.51%	37.50%
Paid Lunch	68.81%	92.09%	65.22%	42.11%

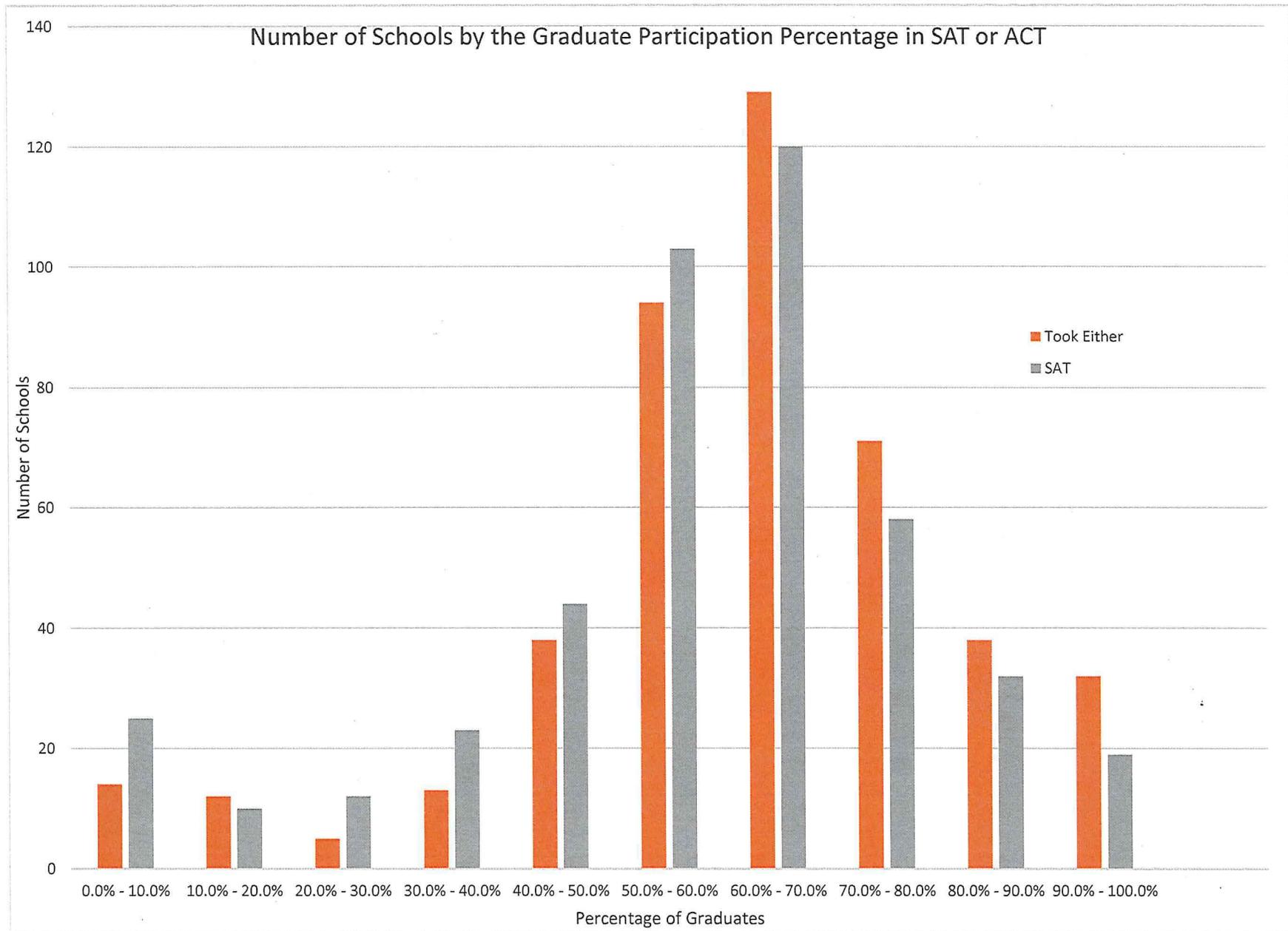
Percentage of 2015 Graduates who took the ACT

SUBGROUP	State	School E	School F	School G
All	20.20%	34.64%	8.67%	32.69%
American Indian	22.63%	***	***	***
Asian	28.84%	53.33%	***	***
Black	17.28%	***	***	29.41%
Hispanic	16.25%	***	11.29%	***
Multiracial	17.75%	***	***	21.43%
Pacific Islander	23.53%	***	***	***
White	20.84%	29.73%	7.62%	37.74%
Special Education	10.00%	6.67%	0.00%	0.00%
General Education	21.35%	37.68%	9.62%	36.96%
English Learner	7.74%	***	3.70%	***
Non-English Learner	20.55%	34.67%	9.59%	33.33%
Free/Reduced Lunch	12.80%	7.14%	7.77%	29.69%
Paid Lunch	24.05%	37.41%	10.14%	39.47%

Percentage of 2015 Graduates who took either the ACT or the SAT

SUBGROUP	State	School E	School F	School G
All	66.76%	95.42%	57.23%	54.81%
American Indian	61.58%	***	***	***
Asian	81.38%	100.00%	***	***
Black	58.99%	***	***	50.00%
Hispanic	58.23%	***	54.84%	***
Multiracial	64.50%	***	***	50.00%
Pacific Islander	80.39%	***	***	***
White	68.33%	94.59%	58.10%	56.60%
Special Education	34.00%	73.33%	5.88%	20.00%
General Education	70.42%	97.83%	62.82%	59.78%
English Learner	40.40%	***	29.63%	***
Non-English Learner	67.53%	95.33%	62.33%	55.88%
Free/Reduced Lunch	52.84%	97.83%	50.49%	51.56%
Paid Lunch	74.10%	73.33%	66.67%	63.16%

APPENDIX F2 - NUMBER OF SCHOOLS BY PARTICIPATION PERCENTAGE IN SAT OR ACT



APPENDIX F3 – CCR RESEARCH

- **ESSA Requirements**
  - Reliable
  - Valid
  - Consistent across all schools
  - Able to be disaggregated
  - Differentiated across schools
- **Current Indicators**

# of 2014 Graduates Earning Each CCR Indicator				
	AP	IB	DC	IC
AP	12,141	192	8,500	1,847
IB	192	363	61	13
DC	8,500	61	37,538	10,375
IC	1,847	13	10,375	13,021

- **Ideas for Additional Indicators (no particular order)**
  - **Military**
    - Example: JROTC
      - Currently 22 Indiana schools (1722 nationwide) participate
        - Prorated number of students 3800 enrolled in Indiana
      - 3 year program with optional 4<sup>th</sup> year
        - Prorated number of students 332 complete per year
      - Currently not expanding
    - Example: ASVAB
      - Described as a “comprehensive career exploration and planning program that includes a multiple aptitude test battery, an interest inventory, and various career planning tools designed to help students explore the world of work
  - **STEM**
    - Example: Project Lead the Way
      - To earn AP + PLTW “recognition” a student must:
        - Complete 1 AP course
        - Complete 1 PLTW course
        - Complete a 3<sup>rd</sup> court (either AP or PLTW)
        - Pass the AP exam
        - Pass the PLTW EoC assessment
  - **College Readiness/Entrance Exam**
    - Example: SAT
      - Costs \$45/test (basic)

- Purdue Average SAT score: 1773 (new 1270)
- IU Average SAT score: 1740 (new 1250)
- 1750 is one of the criteria of the Academic Honors Diploma (old scale)
- 6856 of the 2014 graduates received a 1750 on the SAT
  - 4858 also received DC
  - 248 also passed IB exam
  - 5524 also passed an AP exam
  - 1041 also received IC
  - 240 did not receive any other CCR

	Average Score for Students that Achieved	Average Score for Students that Did Not Achieve
AP	1745	1377
IB	1875	1470
DC	1515	1400
IC	1457	1476

- Example: ACT
  - Costs \$42.50/test (basic)
  - Purdue Average ACT score: 27
  - IU Average ACT score: 27
  - 26 is one of the criteria of the Academic Honors Diploma
  - 2898 of the 2014 graduates received at least a 26 on the ACT
    - 2174 also received DC
    - 74 also passed IB exam
    - 1814 also passed AP exam
    - 520 also received IC
    - 102 did not receive any other CCR

	Average Score for Students that Achieved	Average Score for Students that Did Not Achieve
AP	26.46	19.77
IB	27.72	21.62
DC	22.49	20.05
IC	21.75	21.65

- Example: PSAT
  - State of Indiana paid for 10<sup>th</sup> and 11<sup>th</sup> graders to take the test for 2016-2017
- Graduation
  - Example: Diploma Type

- Academic honors diploma has similar requirements to existing CCR indicators
- Could award points for Academic Honors, Technical Honors, Academic & Technical Honors, IB Diplomas
- Audited by State Board of Accounts
- Already tied to funding
- Example: Graduation Plan
  - Statutory Requirements
    - Initial graduation plan must be developed in 6<sup>th</sup> grade
    - Stating in 9<sup>th</sup> grade, should be reviewed annually
- **Access to CTE Programs & Enrichment Opportunities**
  - Example: Future Farmers of America
    - Intracurricular student organization for those interested in agriculture and leadership
- **Qualifying Workforce Assessment**
  - Example: WorkKeys
    - Skills assessment that helps employers select, hire, train, develop, and retain a quality workforce
- **21<sup>st</sup> Century Scholars**
  - Requirements
    - Create a graduation plan
    - Participate in an extracurricular service or activity
    - Watch “Paying for College 101”
    - Take a career interests assessment
    - Get workplace experience
    - Estimate the costs of college
    - Visit a college campus
    - Take ACT/SAT
    - Search for scholarships
    - Submit your college application
    - Watch “College Success 101”
    - File FAFSA
    - Earn a 2.5 (out of 4.0) GPA
    - Earn a Core 40 diploma
    - Income guidelines

APPENDIX G1 - 5 YEAR GRADUATION DATA

**2014 Federal 4 Year Grad Rate**

SUBGROUP	Statewide	School E	School F	School G
ALL	88.34%	98.47%	89.10%	87.85%
American Indian	83.78%	***	***	***
Asian	89.52%	100.00%	***	***
Black	75.61%	***	***	89.83%
Hispanic	83.85%	100.00%	91.55%	***
Multiracial	85.90%	***	***	76.67%
Pacific Islander	87.04%	***	***	***
White	90.80%	97.81%	87.22%	90.80%
Special Education	73.86%	88.24%	82.35%	84.00%
General Education	93.00%	100.00%	94.54%	90.73%
English Learner	79.81%	***	91.67%	***
Non-English Learner	91.04%	98.95%	93.75%	90.29%
Free/Reduced Lunch	85.51%	94.12%	88.54%	87.83%
Paid Lunch	94.76%	99.44%	98.08%	95.00%

**5 Year Grad Rate Differential (Percentage of 2014 Cohort that did not graduate in 4 years that graduated in 5 Years)**

SUBGROUP	Statewide	School E	School F	School G
ALL	8.24%	***	0.00%	4.55%
American Indian	19.44%	***	***	***
Asian	9.43%	***	***	***
Black	6.26%	***	***	***
Hispanic	10.97%	***	***	***
Multiracial	7.09%	***	***	***
Pacific Islander	***	***	***	***
White	8.48%	***	0.00%	***
Special Education	7.32%	***	***	***
General Education	8.93%	***	0.00%	7.14%
English Learner	15.34%	***	***	***
Non-English Learner	8.02%	***	0.00%	5.88%
Free/Reduced Lunch	9.02%	***	0.00%	7.14%
Paid Lunch	9.15%	***	***	***

APPENDIX G2 - INTERIM PROGRESS OPTIONS - MATH

Interim Progress Measure Options for cutting Non-Proficiency Rates in 6 years  
Math

Cut in Half

SUBGROUP	2015 Baseline*	6 year Goal	Overall Increase	Annual Increase
Statewide	62.4%	81.00%	18.60	3.10
American Indian	57.0%	78.60%	21.60	3.60
Asian	78.4%	89.20%	10.80	1.80
Black	37.4%	68.60%	31.20	5.20
Hispanic	50.4%	75.00%	24.60	4.10
Multiracial	56.8%	78.40%	21.60	3.60
Pacific Islander	63.1%	81.70%	18.60	3.10
White	67.9%	84.10%	16.20	2.70
Special Education	30.7%	65.50%	34.80	5.80
General Education	67.6%	83.80%	16.20	2.70
English Learner	53.5%	76.90%	23.40	3.90
Non-English Learner	63.3%	81.90%	18.60	3.10
Free/Reduced Lunch	48.6%	74.40%	25.80	4.30
Paid Lunch	74.6%	87.20%	12.60	2.10

Cut by a Quarter

SUBGROUP	2015 Baseline*	6 year Goal	Overall Increase	Annual Increase
Statewide	62.4%	72.00%	9.60	1.60
American Indian	57.0%	67.80%	10.80	1.80
Asian	78.4%	83.80%	5.40	0.90
Black	37.4%	53.00%	15.60	2.60
Hispanic	50.4%	63.00%	12.60	2.10
Multiracial	56.8%	67.60%	10.80	1.80
Pacific Islander	63.1%	72.10%	9.00	1.50
White	67.9%	75.70%	7.80	1.30
Special Education	30.7%	48.10%	17.40	2.90
General Education	67.6%	76.00%	8.40	1.40
English Learner	53.5%	64.90%	11.40	1.90
Non-English Learner	63.3%	72.30%	9.00	1.50
Free/Reduced Lunch	48.6%	61.20%	12.60	2.10
Paid Lunch	74.6%	81.20%	6.60	1.10

Cut by a Third

SUBGROUP	2015 Baseline*	6 year Goal	Overall Increase	Annual Increase
Statewide	62.4%	75.00%	12.60	2.10
American Indian	57.0%	71.40%	14.40	2.40
Asian	78.4%	85.60%	7.20	1.20
Black	37.4%	58.40%	21.00	3.50
Hispanic	50.4%	67.20%	16.80	2.80
Multiracial	56.8%	71.20%	14.40	2.40
Pacific Islander	63.1%	75.70%	12.60	2.10
White	67.9%	78.70%	10.80	1.80
Special Education	30.7%	54.10%	23.40	3.90
General Education	67.6%	78.40%	10.80	1.80
English Learner	53.5%	69.10%	15.60	2.60
Non-English Learner	63.3%	75.30%	12.00	2.00
Free/Reduced Lunch	48.6%	66.00%	17.40	2.90
Paid Lunch	74.6%	83.00%	8.40	1.40

\*Only students enrolled in a Corporation for at least 162 days are included in this analysis

Interim Progress Measure Options for cutting Non-Proficiency Rates in 6 years  
English/Language Arts

Cut in Half

SUBGROUP	2015 Baseline*	6 year Goal	Overall Increase	Annual Increase
Statewide	68.5%	84.10%	15.60	2.60
American Indian	63.1%	81.70%	18.60	3.10
Asian	79.6%	89.80%	10.20	1.70
Black	47.6%	74.00%	26.40	4.40
Hispanic	56.9%	78.50%	21.60	3.60
Multiracial	65.4%	82.80%	17.40	2.90
Pacific Islander	69.2%	84.80%	15.60	2.60
White	73.3%	86.50%	13.20	2.20
Special Education	29.3%	64.70%	35.40	5.90
General Education	74.9%	87.50%	12.60	2.10
English Learner	57.5%	78.50%	21.00	3.50
Non-English Learner	69.7%	84.70%	15.00	2.50
Free/Reduced Lunch	55.5%	77.70%	22.20	3.70
Paid Lunch	79.9%	90.10%	10.20	1.70

Cut by a Quarter

SUBGROUP	2015 Baseline*	6 year Goal	Overall Increase	Annual Increase
Statewide	68.5%	76.30%	7.80	1.30
American Indian	63.1%	72.10%	9.00	1.50
Asian	79.6%	85.00%	5.40	0.90
Black	47.6%	60.80%	13.20	2.20
Hispanic	56.9%	67.70%	10.80	1.80
Multiracial	65.4%	73.80%	8.40	1.40
Pacific Islander	69.2%	77.00%	7.80	1.30
White	73.3%	79.90%	6.60	1.10
Special Education	29.3%	46.70%	17.40	2.90
General Education	74.9%	80.90%	6.00	1.00
English Learner	57.5%	68.30%	10.80	1.80
Non-English Learner	69.7%	77.50%	7.80	1.30
Free/Reduced Lunch	55.5%	66.90%	11.40	1.90
Paid Lunch	79.9%	84.70%	4.80	0.80

Cut by a Third

SUBGROUP	2015 Baseline*	6 year Goal	Overall Increase	Annual Increase
Statewide	68.5%	79.30%	10.80	1.80
American Indian	63.1%	75.70%	12.60	2.10
Asian	79.6%	86.20%	6.60	1.10
Black	47.6%	65.00%	17.40	2.90
Hispanic	56.9%	71.30%	14.40	2.40
Multiracial	65.4%	76.80%	11.40	1.90
Pacific Islander	69.2%	79.40%	10.20	1.70
White	73.3%	82.30%	9.00	1.50
Special Education	29.3%	52.70%	23.40	3.90
General Education	74.9%	83.30%	8.40	1.40
English Learner	57.5%	71.90%	14.40	2.40
Non-English Learner	69.7%	79.90%	10.20	1.70
Free/Reduced Lunch	55.5%	70.50%	15.00	2.50
Paid Lunch	79.9%	86.50%	6.60	1.10

\*Only students enrolled in a Corporation for at least 162 days are included in this analysis

APPENDIX G4 - 2015 ISTEP RESULTS WITH SAMPLE SCHOOLS

2015 Math ISTEP Proficiency Rates

SUBGROUP	State Baseline	School A	School B	School C	School D	School E
All	62.4%	44.2%	53.5%	63.6%	28.8%	81.7%
American Indian	57.0%	***	***	***	***	***
Asian	78.4%	46.8%	***	***	***	91.9%
Black	37.4%	35.3%	***	48.0%	31.5%	40.0%
Hispanic	50.4%	30.3%	***	58.1%	23.6%	63.2%
Multiracial	56.8%	61.5%	***	***	23.1%	96.6%
Pacific Islander	63.1%	***	***	***	***	***
White	67.9%	64.6%	53.9%	67.1%	28.6%	81.7%
Special Education	30.7%	5.6%	12.0%	44.4%	9.4%	33.3%
General Education	67.6%	51.3%	53.2%	68.6%	31.0%	86.9%
English Learner	53.5%	36.8%	***	54.2%	24.4%	84.9%
Non-English Learner	63.3%	54.6%	53.0%	64.8%	30.5%	80.9%
Free/Reduced Lunch	48.6%	41.7%	42.2%	55.6%	25.5%	58.1%
Paid Lunch	74.6%	80.0%	61.5%	66.9%	66.7%	84.8%

2015 English/Language Arts ISTEP Proficiency Rates

SUBGROUP	State Baseline	School A	School B	School C	School D	School E
All	68.5%	53.8%	71.8%	81.8%	36.0%	81.3%
American Indian	63.1%	***	***	***	***	***
Asian	79.6%	56.4%	***	***	***	84.9%
Black	47.6%	54.5%	***	84.0%	40.7%	35.0%
Hispanic	56.9%	35.5%	***	77.4%	26.5%	83.3%
Multiracial	65.4%	61.5%	***	***	30.8%	89.7%
Pacific Islander	69.2%	***	***	***	***	***
White	73.3%	77.1%	71.3%	82.2%	28.6%	82.9%
Special Education	29.3%	17.1%	20.0%	57.7%	6.1%	31.4%
General Education	74.9%	60.5%	77.7%	88.0%	39.7%	86.5%
English Learner	57.5%	45.7%	***	70.8%	27.5%	80.0%
Non-English Learner	69.7%	64.6%	71.7%	83.2%	39.2%	81.5%
Free/Reduced Lunch	55.5%	51.9%	67.7%	80.1%	34.4%	59.5%
Paid Lunch	79.9%	80.0%	74.8%	82.2%	54.2%	84.1%

Only students enrolled for at least 162 days are included in this analysis

\*\*\* - Data suppressed

## Concepts of Safe Harbor & Confidence Interval in Accountability

### Safe Harbor

Setting statewide goals for graduation rate or proficiency rate that are ambitious yet achievable for the majority of schools often will create goals that are not achievable for some schools. Let's look at the following example.

For 2012, the State Graduation Rate was 88.4%, the goal was 90% by 2016. This would result in incremental goals of

Year	Goal
2013	88.8%
2014	89.2%
2015	89.6%
2016	90.0%

These goals can be considered ambitious yet achievable for the State and for those schools that had Graduation rates close to the average for 2012. However, if School A had a Graduation rate of 55.0% in 2012, then getting to 88.8% by 2013 is not realistic. That is where the concept of Safe Harbor can come into play.

Safe Harbor basically says, if a school makes significant progress toward the goal, but falls short of making the actual goal, the school will be considered having met the goal.

#### *Safe Harbor Example (Using data above)*

Safe Harbor requires a minimum of 10% decrease in non-graduation rate.

School A had a non-graduation rate of 45% (ie. a graduation rate of 55%) in 2012. If they could decrease that to 40.5 (ie. had a graduation rate of 59.5% or higher) for 2013, they would be eligible for Safe Harbor and will be considered as having met the goal.

### Confidence Interval

Confidence intervals are a range of statistical values within which a result is expect to fall with a specific probability.<sup>1</sup> The confidence interval is similar to the margin of error that is often associated with opinion polls. The size of the confidence interval is heavily influenced by the sample size. Schools with large numbers of valid test scores will have smaller confidence intervals than schools with small numbers of valid test scores. Generally, the school is considered having met the goal if the goal falls within the confidence interval.

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<sup>1</sup> <http://eddataexpress.ed.gov/definitions.cfm>

## APPENDIX G5 – SAFE HARBOR AND CONFIDENCE INTERVAL

### *Confidence Interval Example*

Goal of 65% Proficiency with a 95% Confidence Level<sup>2</sup>:

	Number of Valid Tests	Bottom of Confidence Interval	Top of Confidence Interval
School A	50	51.78%	78.22%
School B	225	58.77%	71.23%

Using the table above, if School A had a proficiency rate of 55%, they would have met the goal due to confidence interval, while if School B had a proficiency rate of 55%, they would have still not met the goal.

### **Safe Harbor and Confidence Interval**

Yet another approach is to combine the two concepts and require a confidence interval as part of the Safe Harbor Calculation.

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<sup>2</sup> <https://www.mccallum-layton.co.uk/tools/statistic-calculators/confidence-interval-for-proportions-calculator/>

APPENDIX G6 - 2015 AVERAGE GROWTH POINTS PER STUDENT

**2015 Average Growth Points - Math**

<b>SUBGROUP</b>	<b>Statewide</b>	<b>School A</b>	<b>School B</b>	<b>School C</b>	<b>School D</b>	<b>School E</b>
ALL	97.2	92.9	73.1	94.8	78.1	102.7
American Indian	95.0					
Asian	112.1	122.4	62.5	125		113.8
Black	88.9	85	50	105	82.8	91.2
Hispanic	95.5	74.4	50	76.6	67.1	85.3
Multiracial	96.0	97.5	78.6	85	72.5	111.1
Pacific Islander	103.9					
White	98.3	94.4	73.5	98	85	100.5
Special Education	89.2	42.9	113.2	57.9	75	78.1
General Education	98.3	98.7	69.9	102.4	78.4	105.3
English Learner	99.1	94.5	50	109.1	69	115.3
Non-English Learner	97.0	90.8	73.6	93.3	81.4	100
Free/Reduced Lunch	92.5	92.5	79.2	92.7	77.4	101.3
Paid Lunch	101.1	97.5	68.9	95.6	84.1	102.9

**2015 Average Growth Points - ELA**

<b>SUBGROUP</b>	<b>Statewide</b>	<b>School A</b>	<b>School B</b>	<b>School C</b>	<b>School D</b>	<b>School E</b>
ALL	97.2	116.9	93.2	102	88.3	83.2
American Indian	95.1					
Asian	112.6	129.3	137.5	116.7		90.8
Black	91.7	117.5	100	102.5	89.4	66.2
Hispanic	98.4	115.1	100	84.4	83.8	65.6
Multiracial	95.7	120	78.6	90	92.5	78.7
Pacific Islander	102.8					
White	97.5	108.9	92.7	107.2	100	84.1
Special Education	83.3	94.6	119.1	73.7	75	74.2
General Education	99.0	119.7	91.1	107.9	89.4	84.1
English Learner	102.2	122	160	104.5	82.7	88.8
Non-English Learner	96.7	111.3	91.7	101.8	90.2	82.1
Free/Reduced Lunch	93.3	119.4	97.6	102.4	86.6	78.5
Paid Lunch	100.4	87.5	90.1	101.9	102.3	83.8