



**IMAGINING**  
the possibilities.  
MAKING THEM HAPPEN.



**Indiana  
Department of Education**

**Glenda Ritz, NBCT**

Indiana Superintendent of Public Instruction

# Long-Term Goals & Measures of Interim Progress under ESSA

# OVERVIEW

A series of black silhouettes of people in various walking and running poses are arranged along a green, curved line that represents a hill or a path. The silhouettes increase in size from left to right.

**Indiana  
Department of Education**

**Glenda Ritz, NBCT**  
Indiana Superintendent of Public Instruction

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

- Must establish long-term goals and measurements of interim progress for *academic achievement, graduation rates, and English language proficiency*
- May establish long-term goals and measurements of interim progress for other areas beyond those required
- Goals must be set for all students and for each subgroup



# §200.19 Identification of Schools

- Targeted Support and Improvement
  - Includes schools identified with consistently underperforming subgroups
    - May be based on subgroups that are not on track to meet the state's long-term goals or are not meeting the measurements of interim progress



# GRADUATION RATE



**Indiana**  
**Department of Education**

**Glenda Ritz, NBCT**  
Indiana Superintendent of Public Instruction

## Requirements

- Establish ambitious *state-designed* long-term goals and interim measures of progress for improved graduation rates for all students and for each student subgroup
- Must be measured by the four-year adjusted cohort graduation rate
- May include an extended-year adjusted cohort graduation rate measure—if state chooses to include, it must set more rigorous long-term goals as compared to long-term goals of four-year rate
- Must set the same multi-year timeline to achieve the long-term goals for all students and for each subgroup
- Must take into account the improvement necessary for lower-achieving subgroups to make significant progress in closing statewide achievement gaps



## Previous State Goal: 90-25-20

- 90% of students to graduate with a meaningful diploma within 8 years



## OPTION 1: 90% graduation rate within 6 years

- Long-term goal set so all schools receive an “A” under Indiana’s accountability system for graduation rate indicator
- Measures of interim progress set in annual, equal increments toward the long-term goal



### OPTION 2: 91% graduation rate within 6 years

- Long-term goal set so all schools receive an “A” under Indiana’s accountability system for graduation rate indicator
- Measures of interim progress set in annual, equal increments toward the long-term goal



### **OPTION 3: cut non-graduate rate in half within 6 years**

- Long-term goal to reduce by half the percentage of students who are not proficient
- Measures of interim progress set in annual, equal increments toward the long-term goal
- Long-term goal may differ by subgroup given baseline for the student subgroup



### OPTION 4: set goal based on 90<sup>th</sup> percentile

- Long-term goal set to bring all students and each subgroup up to those students performing in the 90<sup>th</sup> percentile within 6 years
- Measures of interim progress set in annual, equal increments toward the long-term goal



## QUESTION:

*Which approach should be recommended for the four-year graduation rate goal?*

- *90% graduation rate*
- *91% graduation rate*
- *Halve the non-graduate rate*
- *90<sup>th</sup> percentile*
- *Other*

# ACADEMIC ACHIEVEMENT

A series of black silhouettes of people in various walking and running poses, positioned along a green, curved line that represents a hill or path. The silhouettes increase in size from left to right.

**Indiana  
Department of Education**

**Glenda Ritz, NBCT**  
Indiana Superintendent of Public Instruction

## Requirements

- Establish ambitious *state-designed* long-term goals and interim measures of progress for improved academic achievement for all students and for each student subgroup
- Must be measured by grade-level proficiency on the annual language arts and math assessments respectively
- Must apply the same high standards of academic achievement to all public school students in the state, except for those with the most significant cognitive disabilities
- Must set the same multi-year timeline to achieve the long-term goals for all students and for each subgroup
- Must take into account the improvement necessary for lower-achieving subgroups to make significant progress in closing statewide achievement gaps



## Previous State Goal: 90-25-20

- 90% of students to achieve proficiency on statewide assessments within 8 years

A series of black silhouettes of people in various walking and running poses, positioned along a green, curved line that represents a hill or a path. The silhouettes are of different sizes and are spaced out along the curve.

**Indiana**  
**Department of Education**

**Glenda Ritz, NBCT**  
Indiana Superintendent of Public Instruction

### OPTION #1: 90% of students achieve proficiency on statewide assessments within 6 years

- Long-term goal set so all schools receive an “A” under Indiana’s accountability system for proficiency rate indicator
- Measures of interim progress set in annual, equal increments toward the long-term goal
- 90% goal applies to all students and each subgroup



### OPTION #2: cut non-proficiency rate on statewide assessments by 50% within 6 years

- Long-term goal set to reduce by half the percentage of students who are not proficient
- Measures of interim progress set in annual, equal increments toward the long-term goal
- Long-term goal may differ by subgroup given baseline for the student subgroup



### OPTION #3: set goal based on 90<sup>th</sup> percentile

- Long-term goal set to bring all students and each subgroup up to those students performing in the 90<sup>th</sup> percentile within 6 years
- Measures of interim progress set in annual, equal increments toward the long-term goal

### QUESTION:

*Which approach should be recommended for the academic achievement goal?*

- *90% proficiency rate*
- *Halve the non-proficient rate*
- *90<sup>th</sup> percentile*
- *Other*



# OTHER CONSIDERATIONS



**Indiana  
Department of Education**

The text is positioned above a green, curved line that represents a hill. Along this line, there are several small black silhouettes of people in various walking or running poses, moving from left to right across the hill.

**Glenda Ritz, NBCT**  
Indiana Superintendent of Public Instruction

# Indicators in Accountability System

### 1. Performance Domain

- Proficiency Rate\*
- Participation Rate

### 2. Multiple Measures Domain

- Graduation Rate\*
- College- and Career-Readiness Achievement Rate
- *School Quality & Student Success Indicator/s*

### 3. Growth Domain

- Growth to Proficiency Rate
- *English Language Progress Rate\**



### QUESTION:

*Should it be recommended that Indiana set goals for other indicators in the accountability system beyond what is required under ESSA?*

- *Participation Rate*
- *Growth to Proficiency Rate*
- *College- and Career-Readiness Achievement Rate*
- *School Quality & Student Success Indicators*

### QUESTION:

*Should one of the following be recommended for incorporation in the goal-setting methodology:*

- *Safe Harbor*
  - Allows schools that don't meet interim progress measure but do show a certain amount of progress to be considered as meeting the interim progress goal
- *Goals set based on A-F category*
  - Goals differ based on domain score within accountability system
- *Goals set based on grade span*
  - Goals differ based on grade level (3-5; 6-8; 10)
- *Other*