

Appendix A1: 21st Century Scholars

2014 21st Century Scholarship Data (courtesy of Indiana Commission for Higher Education)

	Statewide	School E	School F	School G
Number of Graduates	70,557			
Number of 21st Century Scholars	11,421			
Percentage of Graduates who completed program	16.2%	3.6%	19.7%	24.5%
Number of 21st Century Scholars who used scholarship	7,718			
Percentage of Graduates who used Scholarship	10.9%	3.1%	11.2%	13.8%

Appendix A2: Dual Credit Impact

Dual Credit 39,436

Number of Students that had both Dual Credit and one of the other Measures

AP 9,043

IC 13,464

IB 102

Average Score for a student with Dual Credit

ACT 23

SAT 1511

Appendix A3: CCR Rates if Dual Credit Eliminated

2015 Percentage of Graduates College and Career Ready

SUBGROUP	State	School E	School F	School G
All	64.9%	78.4%	59.5%	48.1%
American Indian	55.6%	***	***	***
Asian	71.2%	93.3%	***	***
Black	42.8%	***	***	44.1%
Hispanic	56.3%	***	54.8%	***
Multiracial	57.3%	***	***	28.6%
Pacific Islander	67.3%	***	***	***
White	68.8%	73.0%	62.9%	52.8%
Special Education	41.0%	33.3%	29.4%	20.0%
General Education	67.7%	83.3%	62.8%	52.2%
English Learner	40.1%	***	33.3%	***
Non-English Learner	65.7%	78.0%	64.4%	49.0%
Free/Reduced Lunch	53.2%	57.1%	53.4%	45.3%
Paid Lunch	71.2%	80.6%	69.6%	55.3%

**2015 Percentage of Graduates College and Career Ready
(Exclude Dual Credit)**

SUBGROUP	State	School E	School F	School G
All	37.4%	72.6%	24.9%	19.2%
American Indian	34.92%	***	***	***
Asian	52.16%	83.3%	***	***
Black	21.60%	***	***	8.8%
Hispanic	33.01%	***	22.6%	***
Multiracial	33.52%	***	***	21.4%
Pacific Islander	44.90%	***	***	***
White	39.66%	67.6%	25.7%	24.5%
Special Education	23.9%	20.0%	11.8%	20.0%
General Education	39.0%	78.3%	26.3%	19.6%
English Learner	23.4%	***	0.0%	***
Non-English Learner	37.8%	72.0%	29.5%	19.6%
Free/Reduced Lunch	28.7%	42.9%	23.3%	14.1%
Paid Lunch	42.0%	75.5%	27.5%	28.9%

Appendix A4: Replace Dual Credit with ACT/SAT

**2015 Percentage of Graduates College and Career Ready
(SAT & ACT Added)**

SUBGROUP	State	School E	School F	School G
All	65.3%	79.1%	59.5%	49.0%
American Indian	56.1%	***	***	***
Asian	71.7%	93.3%	***	***
Black	42.9%	***	***	44.1%
Hispanic	56.4%	***	54.8%	***
Multiracial	57.8%	***	***	28.6%
Pacific Islander	67.3%	***	***	***
White	69.3%	73.9%	62.9%	54.7%
Special Education	41.1%	33.3%	29.4%	20.0%
General Education	68.1%	84.1%	62.8%	53.3%
English Learner	40.2%	***	33.3%	***
on-English Learner	66.1%	78.7%	64.4%	50.0%
ee/Reduced Lunch	53.4%	64.3%	53.4%	45.3%
Paid Lunch	71.7%	80.6%	69.6%	57.9%

**2015 Percentage of Graduates College and Career Ready
(Dual Credit Replaced by ACT/SAT)**

SUBGROUP	State	School E	School F	School G
All	39.3%	75.8%	24.9%	23.1%
American Indian	36.0%	***	***	***
Asian	53.6%	90.0%	***	***
Black	22.0%	***	***	8.9%
Hispanic	33.7%	***	22.6%	***
Multiracial	34.7%	***	***	21.4%
Pacific Islander	46.9%	***	***	***
White	41.9%	70.3%	25.7%	32.1%
Special Education	24.3%	26.7%	11.8%	20.0%
General Education	41.0%	81.2%	26.3%	23.9%
English Learner	23.6%	***	0.0%	***
on-English Learner	39.8%	75.3%	29.5%	23.5%
ee/Reduced Lunch	29.4%	50.0%	23.3%	18.8%
Paid Lunch	44.5%	78.4%	27.5%	31.6%

Appendix A5: ASVAB Data Use

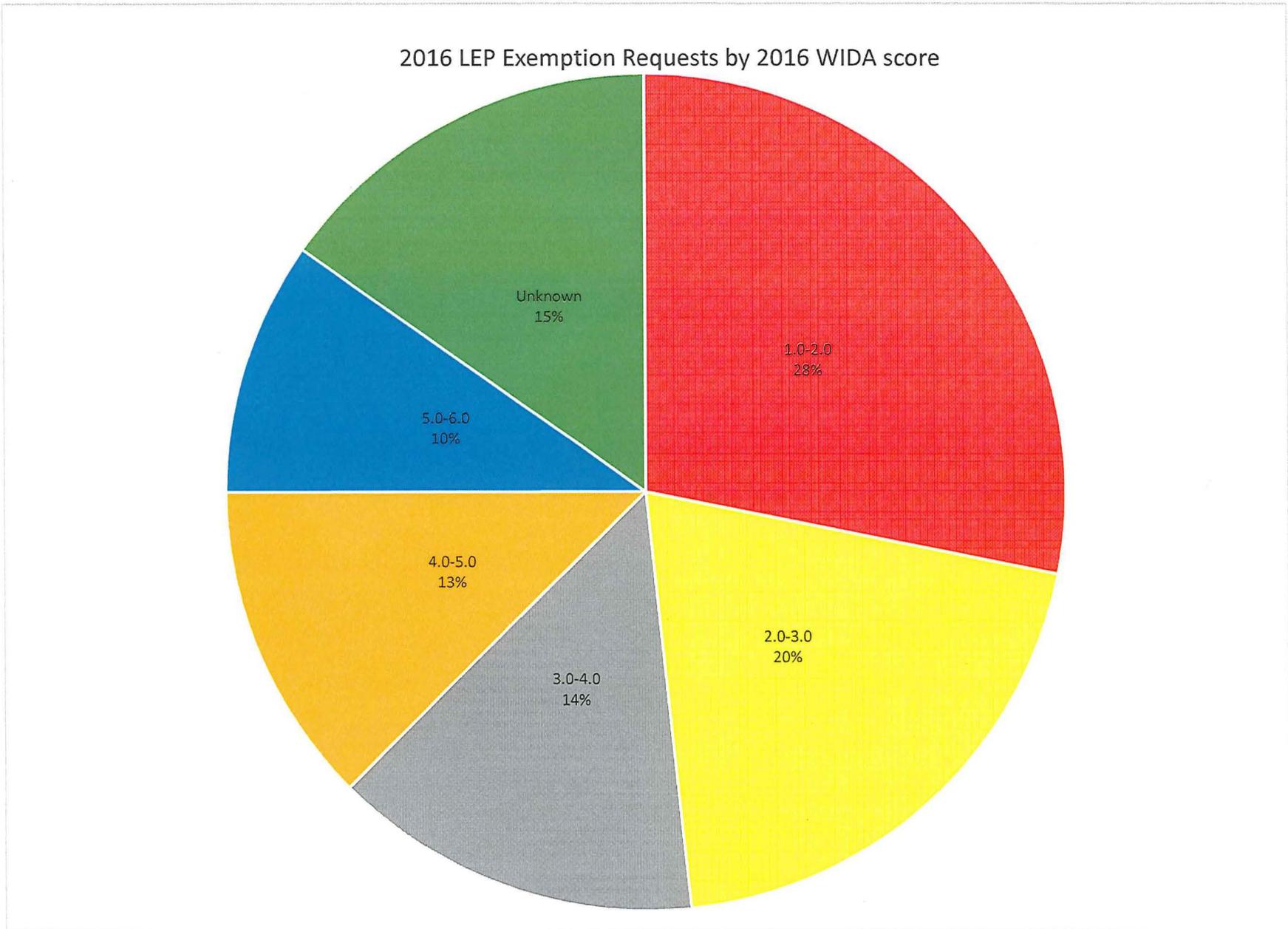
Appropriate Use of ASVAB Test Scores

The Armed Services Vocational Aptitude Battery (ASVAB) is a collection of tests used to qualify military applicants for entrance into the U.S. Military and into training programs for military occupations. ASVAB was designed to predict success in military training and military job performance. It has been validated extensively against Military training performance and found to be a good predictor of training grades. It has also been validated against job performance for a broad range of military occupations, and been found to be a good predictor of job knowledge and hands-on performance. In addition to providing a screen for military enlistment, applicant and recruit scores are tracked over time and used as one indicator of recruit quality and factor into measures of military readiness.

Although there is some overlap between ASVAB content and elementary and secondary school curricula, the ASVAB is not designed to be a measure of educational attainment, high-school achievement, or a measure of preparedness for college or a predictor of college success. ASVAB test scores are routinely collected from both military applicants and from students participating in the ASVAB Career Exploration Program. Since participation in these ASVAB programs is voluntary (there is an element of self-selection from the applicants, students, and/or school's perspectives) a comparison of scores across select subpopulations is likely to be unrepresentative of true subpopulation differences. For example, a comparison of ASVAB score distributions across schools or States is likely to give a distorted picture of true differences because of differential test participation rates caused by selection factors. Further, we find that many students, if they decide to consider military opportunities, will retake the ASVAB after graduation. This suggests that their initial scores may not reflect their best efforts. Since we do not have an independent measure of student motivation, the nature of the testing program and anecdotal evidence suggest caution should be taken if non-applicant ASVAB scores are used as proxy measures of student abilities.

For these reasons, the Department of Defense does not endorse the use of ASVAB scores for purposes other than those for which the test was designed.

Appendix B1: LEP Exemption Request



Schools had to either opt in for ALL their students or for NONE of their students

APPENDIX B2

Cohort Data: number & percent of EL students that attained English language proficiency within 6 years, as measured by Las Links

YEAR	# IN COHORT	# TESTED OUT	# REMOVED FOR MOBILITY
2009	10959	953	
2010		1484	1682
2011		743	637
2012		890	422
2013		557	278
2014		650	109
TOTAL	10959	5277	3128

PERCENT OF COHORT THAT ATTAINED PROFICIENCY WITHIN 6 YEARS: 67.4%* (5277 / 7831)

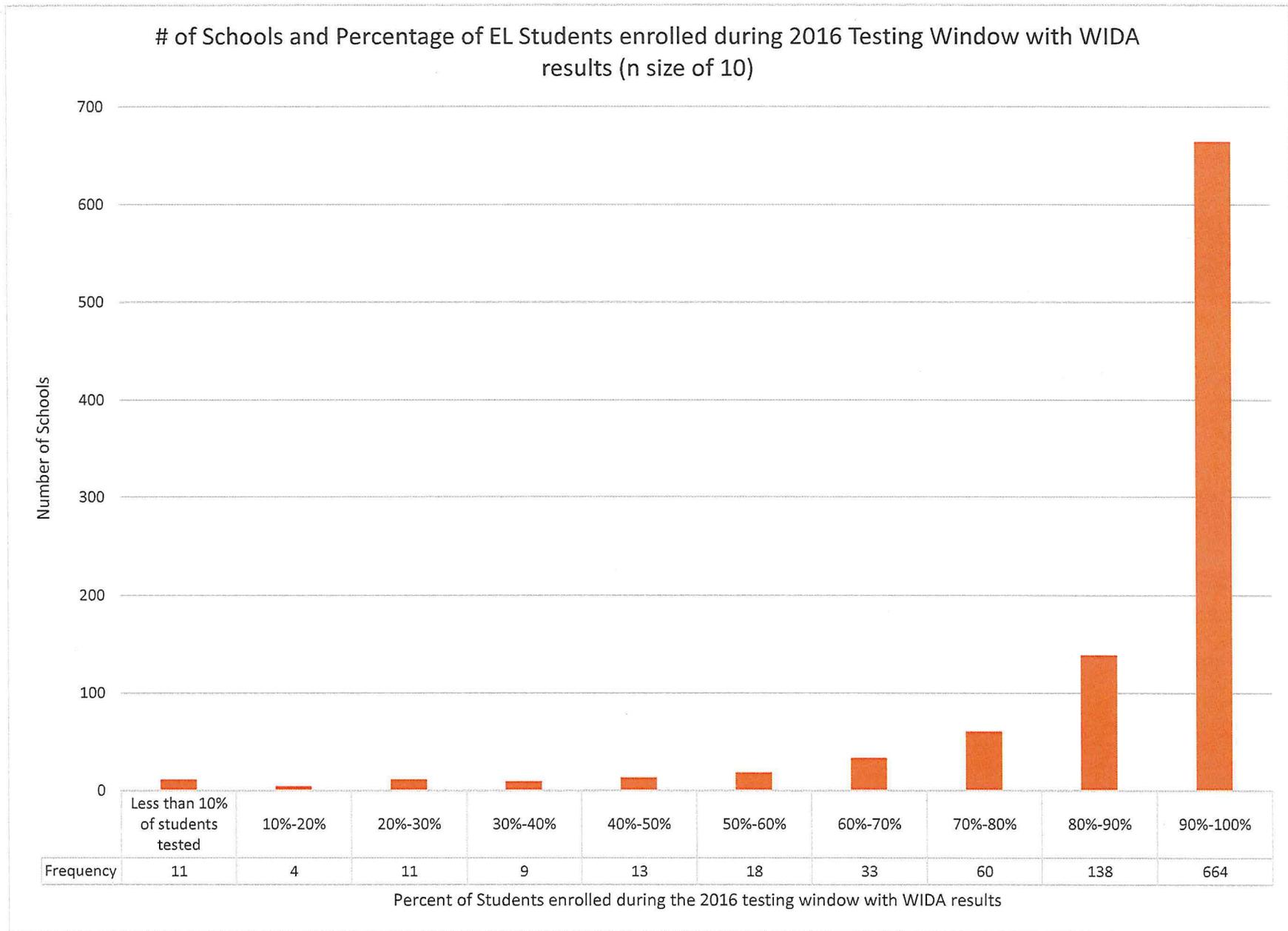
*The denominator excludes students removed for mobility

Appendix B3: Wida Participation

2016 WIDA Participation

SUBGROUP	State Baseline	School A	School C	School D	School E	School G
All	90.5%	100.0%	94.7%	90.6%	95.0%	93.3%
American Indian	82.8%	***	***	***	***	***
Asian	89.4%	100.0%	***	***	100.0%	***
Black	84.6%	***	***	***	***	***
Hispanic	91.8%	100.0%	***	90.5%	***	***
Multiracial	76.9%	***	***	***	***	***
Pacific Islander	96.7%	***	***	***	***	***
White	83.4%	***	***	***	***	***
Special Education	85.9%	100.0%	***	100.0%	***	***
General Education	91.4%	100.0%	100.0%	89.5%	100.0%	100.00%
Free/Reduced Lunch	92.3%	100.0%	***	90.2%	***	92.90%
Paid Lunch	84.3%	100.0%	91.7%	***	92.3%	***

Appendix B4: Wida Participation Histogram



Appendix C1: Multiple Measures Options

CATEGORY	MEASURE	GRADE LEVEL	SOURCE	CURRENTLY AVAILABLE	DISAGGREGATED
Climate/Safety	Average Class Size	E, M	APR	Y	Y
Climate/Safety	Family Friendly Schools Designation	E, M	IC	Y	N
Climate/Safety	Student Climate Surveys	E, M	Brainstorm	N	Y/N
Climate/Safety	Non-Disruptive Learning Environment	E, M	Brainstorm	N	N
Climate/Safety	Stakeholder/Parent Surveys	E, M	Brainstorm	N	N
Climate/Safety	Student Employability Skills	E, M	Brainstorm	N	Y/N
Climate/Safety	Number of Extracurriculars/Sports by Gender	E, M	Other States	N	Y
Climate/Safety	School-Related Arrests	E, M	ESSA; APR	Y	Y
Climate/Safety	# Referrals to Law Enforcement	E, M	ESSA; APR	Y	Y
Climate/Safety	# Violent/Bullying/Harassment Incidences	E, M	ESSA; APR	Y	Y
Student Engagement	Chronic Absenteeism Rate	E, M	ESSA; APR	Y	Y
Student Engagement	Habitual Truancy Rate	E, M	ESSA; APR	Y	Y
Student Engagement	Attendance Rate	E, M	ESSA; APR	Y	Y
Student Engagement	#/% Students in Before/After School Programs or Wraparound Services	E, M	Other States		Y
Student Engagement	#/% Students in Summer Programs	E, M	Other States	Y	Y
Student Engagement	#/% Students in Extracurriculars by Gender	E, M	Other States	N	Y
Student Engagement	In-School Suspension Rates	E, M	ESSA; APR	Y	Y
Student Engagement	Out of School Suspension Rates	E, M	ESSA; APR	Y	Y
Student Engagement	Expulsion Rates	E, M	ESSA; APR	Y	Y
Student Engagement	#/% Students Enrolled in Pre-K Program	E	ESSA	N	Y
Student Engagement	#/% 8th Graders Enrolled in Algebra I	M	APR	N	Y
Student Engagement	#/% 3rd Graders Reading at Grade Level	E	APR	Y	Y

Appendix C1: Multiple Measures Options

CATEGORY	MEASURE	GRADE LEVEL	SOURCE	CURRENTLY AVAILABLE	DISAGGREGATED
Student Engagement	#/% Students identified as high ability	E, M	APR	Y	Y
Student Engagement	#/% Students in Remediation Program	E, M	APR	Y	Y
Student Engagement	Social/Emotional Wellbeing of Students	E, M	Brainstorm; Other States	N	Y
Student Engagement	Participation/Performance of Middle Schoolers in High School Courses	M	Other States	N	Y
Educator Engagement	#/% Inexperienced Teachers	E, M	ESSA	N	N
Educator Engagement	#/% Teachers Teaching with Emergency Permit	E, M	ESSA	Y	N
Educator Engagement	#/% Teachers Teaching in Field Not Licensed	E, M	ESSA; APR	Y	N
Educator Engagement	#/% Certificated Employees	E, M	APR	Y	N
Educator Engagement	#/% Teachers with National Board Certification	E, M	APR	Y	N
Educator Engagement	Staff Retention Rates	E, M	Other States	N	N
Educator Engagement	Professional Development Opportunities & Participation	E, M	Brainstorm	N	N
Educator Engagement	Percent of Staff Work Schedule Devoted to On-Site Professional Development	E, M	Other States	N	N
Educator Engagement	% of Expenditures for Professional Development	E, M	Other States	N	N
Educator Engagement	#/% Teachers Licensed in EL	E, M			
Educator Engagement	#/% Teachers Licensed in High ability	E, M	Brainstorm		
Educator Engagement	% of Grant Funds for Professional Development	E, M	Other States	Y	N
Other	Results on NAEP Compared to National & State Averages	E, M	ESSA	Y	Y

Appendix C1: Multiple Measures Options

CATEGORY	MEASURE	GRADE LEVEL	SOURCE	CURRENTLY AVAILABLE	DISAGGREGATED
Other	#/% Students Taking Alternate Assessment	E, M	ESSA	Y	Y
Other	Curriculum Offerings (Art, Music, Phys. Ed.)	E, M	Brainstorm	N	N
Other	Per-Pupil Expenditures of Federal, State & Local Funds	E, M	ESSA; APR	Y	N
Other	Amount of Current Expenditures not Allocated to School in the LEA	E, M	ESSA; APR	Y	N
Other	Number of Negative Financial Audit Findings	E, M	Other States	N	N
Other	Completion of 6th Grade Graduation Plan	E, M	IC	N	Y
Other	District-Level Measurement based on SIP Goals	E, M	IC	N	Y
Other	Incorporation of State-Level Criteria in SIP Goals	E, M	IC	N	N
Other	Foreign Language Instruction in Elementary School	E	Other States	N	Y
Other	Student Growth for Bottom 25%	E, M	Other States	Y	Y

Appendix C2.1: Potential Multiple Measures Indicators

CLIMATE/SAFETY INDICATORS

INDICATOR	GRADE SPANS	CURRENTLY AVAILABLE	APPENDIX	NOTES
Student Climate Surveys	E M	X		<ul style="list-style-type: none"> • Need to issue RFP for survey • May not be ready for 16/17 accountability • Cost Factor • Concerns with subjectivity • Need to ensure survey is not anonymous so results may be disaggregated • Bias or influence over student results may occur— could consider incorporating into mandatory statewide assessment to prevent influence
Student Employability Skills	E M	X		<ul style="list-style-type: none"> • Requires another assessment or survey • Need to issue RFP for assessment or survey • May not be ready for 16/17 accountability • Cost Factor • Concerns with subjectivity
Social/Emotional Learning	E M	X		<ul style="list-style-type: none"> • State may consider adopting SEL standards for instruction • May require self-evaluation & self-reporting • Need to issue RFP • May not be ready for 16/17 accountability • Cost Factor • Concerns with subjectivity
School-Related Arrests	E M	✓		<ul style="list-style-type: none"> • May personally identify students (would not be able to disaggregate by subgroup) • Inflated data at schools with certain educational programs • May de-incentivize schools from reporting incidences if used for high-stakes accountability
Referrals to Law Enforcement	E M	✓		<ul style="list-style-type: none"> • May personally identify students (would not be able to disaggregate by subgroup) • Inflated data at schools with certain educational programs • May de-incentivize schools from reporting incidences if used for high-stakes accountability
Violent, Bullying, Harassment Incidences	E M	✓		<ul style="list-style-type: none"> • Not all schools reporting data • Inflated data at schools with certain educational programs • May de-incentivize schools from reporting incidences if used for high-stakes accountability

STUDENT CLIMATE, CULTURE, ENGAGEMENT SURVEY EXAMPLES

EXAMPLE 1: SURVEY A

SURVEY A's student engagement framework is built upon five important goals to which we believe all teachers should aspire. Each of our engagement constructs—behavioral engagement, emotional engagement, and motivational mindsets—is designed to capture classroom-level progress toward these goals while also recognizing that student engagement is responsive to both the instructional climate and peer dynamics of each classroom. While SURVEY A's student engagement indicators are not used to measure teaching practices, they can provide important insight into classroom learning conditions and student experiences.

- **Trust:** all students should feel trusting, safe, and welcome in the classroom. SURVEY A measures classroom trust through our *emotional engagement construct*, which captures what is often called a *sense of belonging or relatedness*.
- **Cooperation:** All students should behave respectfully and abide by school rules. SURVEY A measures classroom cooperation through our *behavioral engagement construct*. This dimension of *behavioral engagement* is concerned with student *conduct*.
- **Ambition:** All students should be highly motivated to master their studies and feel optimistic about prospects for success. SURVEY A measures ambition in each classroom through our *motivational mindset construct*, which captures both mastery and performance oriented goals.
- **Diligence:** All students should work diligently and remain resilient in response to setbacks. SURVEY A measures classroom diligence through our *behavioral engagement construct*. This dimension of behavioral engagement is concerned with effort and persistence in learning.
- **Satisfaction:** All students should experience a sense of fulfillment and increased efficacy in the classroom. Satisfaction is the *emotional reward or motivational payoff* that students achieve by being cooperative, ambitious, and diligent.

Appendix C2.2: Climate Survey Examples

EXAMPLE 2: SURVEY B

SURVEY B's Success Skills & Mindsets and Peer Support frameworks cover classroom-level dynamics. Our three-module suite of School Climate measures how different students—and different groups of students—experience school safety, youth culture, and civility norms differently. All of these modules document students' mindsets and experiences in ways geared to support school improvement.

- Success skills & mindsets: These measures pertain to classroom-level growth in mindsets. They bring together concepts associated with *executive functioning* (i.e., self-regulation), *growth mindset*, and *future orientation*—key foundations for *grit*.
- In-class peer support: All students should support one another instead of teasing or discouraging classmates. *Peer support* captures behaviors that are often invisible to a teacher but can undermine student motivation and discourage cooperation, diligence, and help seeking.
- School safety: This module measures whether students perceive the school as a physically safe place versus a place where peers are bullies, fights are an ever-present possibility, and there are reasons to be fearful.
- Youth culture: These indicators measure positive qualities of youth culture, such as whether students trust schoolmates and have high self-esteem, in addition to problematic qualities, such as whether they fear being perceived as too serious about school, resent high achievers, and have self-handicapping habits.
- Civility norms: This module measures whether students perceive that adults in the building treat them respectfully in the hallways and whether students feel included to be cooperative with adults who are not their teachers.

Appendix C2.2: Climate Survey Examples

EXAMPLE 3: SURVEY C

SURVEY C measures factors with links to student success, giving educators a tool beyond test scores that supports their quest to engage students today and make them ready for tomorrow. SURVEY C is designed to aid educators in providing a more focused education. One that builds engagement, creates hope for the future, fosters talent, and prepares students to participate meaningfully in our nation's economy by finding—or creating—a good job one day. The items in SURVEY C measure several dimensions of student success, including engagement with school, hope for the future, entrepreneurial aspiration, and career/financial literacy.

- Engagement: The involvement in and enthusiasm for school. Engaged students are excited about what's happening at their school and what they're learning. Engaged students contribute to the learning environment, and they are psychologically committed to their school.
- Hope: The ideas and energy students have for the future. Hope has been linked to student success in school. Hopeful students are positive about the future, goal-oriented and can overcome obstacles in the learning process, enabling them to navigate a pathway to achieve their goals.
- Entrepreneurial aspiration: The talent and energy for building businesses that survive, thrive and employ others. By identifying and nurturing students' innate entrepreneurial talent, educators can empower the next generation of innovators to spur and sustain long-term economic energy.
- Career/financial literacy: The information, attitudes and behaviors that students need to practice for healthy participation in the economy. Wise economic choices can contribute to a thriving life.

Appendix C2.2: Climate Survey Examples

EXAMPLE 4: SURVEY D

SURVEY D is a student-focused classroom observation instrument for continuous improvement. SURVEY D measures and quantifies active student engagement by focusing on seven key learning environments:

- Equitable learning
- High expectations
- Supportive learning
- Active learning
- Progress monitoring and feedback
- Well-managed learning
- Digital learning

In essence, SURVEY D measures the extent to which there is observable evidence (or no evidence) that students are engaged in certain activities or demonstrate certain knowledge in a classroom during a defined period of time as measured on a four-point scale. SURVEY D allows you to gauge the effectiveness of instruction through the eyes of students and allows educators to analyze trends by comparing observations across subjects and grade levels, providing quantifiable data that focuses on students, and informs the improvement efforts to create the most optimal environments for student learning.

SURVEY D is comprised of 29 items grouped within seven key areas:

- Making sure students are getting what they need and are treated fairly
- Expectations for learning
- Being supported
- Taking part
- Checking in
- Classroom atmosphere
- Using laptops, smartphones, tables, or other digital tools for learning.

When taking the survey, students are asked to rate items based on their personal experience in the classroom. A combination of response types and rating scales are used to ensure data captured most accurately reflect student experiences. Through the collection of student experience data using SURVEY D, it's possible to identify areas of strength and areas in need of improvement at both the classroom and school level.

Appendix C2.2: Climate Survey Examples

EXAMPLE 5: SURVEY E

SURVEY E is a diagnostic assessment of school effectiveness. Through student and teacher surveys, survey scoring, individualized reports, and professional learning sessions for school leadership teams, SURVEY E helps schools organize, prioritize, evaluate, and achieve sustainable improvement. SURVEY E expands the conversation in education to include critical social elements aligned to what matters most for improved student learning:

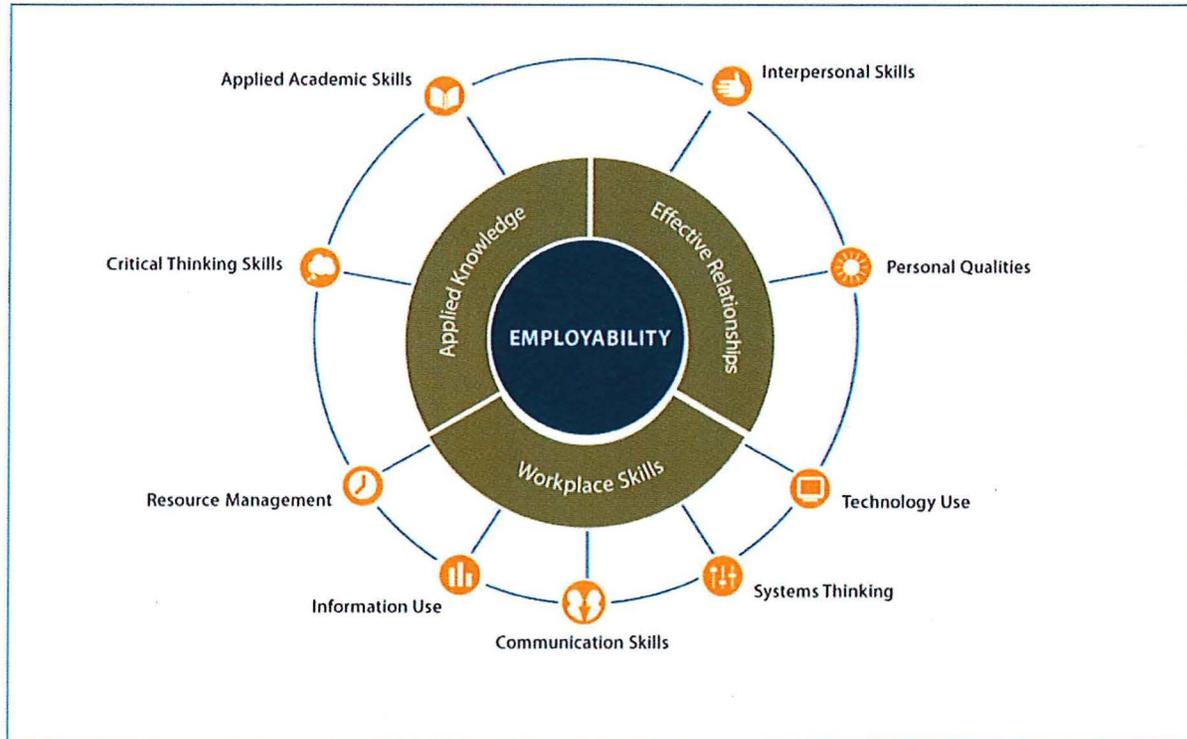
- Effective leaders: The principal works with teachers to implement a clear and strategic vision for school success
- Collaborative teachers: The staff is committed to the school, receives strong professional development, and works together to improve the school
- Involved families: The entire school staff builds strong relationships with families and communities to support learning
- Supportive environment: The school is safe and orderly; Teachers have high expectations for students; Students are supported by their teachers and peers
- Ambitious instruction: Classes are academically demanding and engage students by emphasizing the application of knowledge

SURVEY E does the following:

- Reliably measures changes in a school organization through its School Improvement Survey of teachers and students
- Predicts schools' success through research-tested diagnostic analysis
- Creates individualized web-based reports that offer a comprehensive picture of the school environment and provide a framework for understanding the 100-plus survey questions
- Supports school leadership teams with rigorous, engaging training sessions to help educators better utilize SURVEY E data for improvement. Through the use of norms, protocols, and reflection, the sessions establish a psychologically safe environment that enables practitioners to strategically analyze, plan, act, reflect, and adjust in productive ways

EMPLOYABILITY SKILLS FRAMEWORK

www.cte.ed.gov/employabilityskills



Applied Knowledge: the thoughtful integration of academic knowledge and technical skills, put to practical use in the workplace

- Applied Academic Skills
 - Uses reading skills
 - Uses writing skills
 - Uses mathematical strategies & procedures
 - Uses scientific principles & procedures
- Critical Thinking Skills
 - Thinks critically
 - Thinks creatively
 - Makes sound decisions
 - Solves problems
 - Reasons
 - Plans & organizes

Effective Relationships: the interpersonal skills and personal qualities that enable individuals to interact effectively with clients, coworkers, and supervisors

- Interpersonal Skills
 - Understands teamwork & works with others

Appendix C2.3: Employability

- Responds to customer needs
- Exercises leadership
- Negotiates to resolve conflicts
- Respects individual differences
- Personal Qualities
 - Demonstrates responsibility & self-discipline
 - Adapts & shows flexibility
 - Works independently
 - Demonstrates a willingness to learn
 - Demonstrates integrity
 - Demonstrates professionalism
 - Takes initiative
 - Displays positive attitude & sense of self-worth
 - Takes responsibility for professional growth

Workplace Skills: the analytical and organizational skills and understandings that employees need to successfully perform work tasks

- Resource Management
 - Manages time
 - Manages money
 - Manages materials
 - Manages personnel
- Information Use
 - Locates information
 - Organizes information
 - Uses information
 - Analyzes information
 - Communicates information
- Communication Skills
 - Communicates verbally
 - Listens actively
 - Comprehends written material
 - Conveys information in writing
 - Observes carefully
- Systems Thinking
 - Understands & uses systems
 - Monitors systems
 - Improves systems
- Technology Use
 - Understands & uses technology

EMPLOYABILITY SKILLS FRAMEWORK- SOURCE MATRIX

Resource	Applied Knowledge		Effective Relationships		Workplace Skills				
	Applied Academic Skills	Critical Thinking Skills	Interpersonal Skills	Personal Qualities	Resource Management	Information Use	Communication Skills	Systems Thinking	Technology Use
21st Century Skills for Workplace Success, NOCTI	X	X	X	X			X	X	X
Arizona's New Workplace Skills, Arizona Department of Education		X	X	X	X		X	X	
Assessing 21st Century Skills, Board on Testing and Assessment, the National Research Council		X	X	X	X		X		
Assessment and Teaching of 21st Century Skills, Cisco, Intel, and Microsoft		X	X	X	X				X
Career Clusters Framework, National Association of State Directors of Career Technical Education Consortium	X	X	X	X	X	X	X	X	X
Citizenship Foundation Skills and Knowledge Clusters, U.S. Citizenship and Immigration Services	X	X	X	X		X	X		X
Comparative Analysis of Soft Skills: What is Important for New Graduates? U.S. Department of Agriculture		X	X	X	X		X	X	X
Employability Assessment Rubric, Chicago Public Schools		X	X	X		X	X		X
Employability Skills 2000+, Conference Board of Canada	X	X	X	X		X	X		
Employability Skills Blueprint, SkillsUSA			X	X	X		X		X
Equipped for the Future, Center for Literacy Studies, University of Tennessee	X	X	X	X		X	X		X
Industry Competency Models, Employment and Training Administration, U.S. Department of Labor	X	X	X	X	X	X	X	X	X
Maryland Skills for Success, Maryland State Department of Education		X	X	X	X		X		X
National Career Readiness Certificate, ACT	X	X	X	X		X			
National Work Readiness Credential		X	X	X			X	X	X
O*NET, Employment and Training Administration, U.S. Department of Labor	X	X	X	X	X		X	X	X
Partnership for 21st Century Skills	X	X	X	X		X	X	X	X
Secretary's Commission on Achieving Necessary Skills (SCANS), U.S. Department of Labor	X	X	X	X	X	X	X	X	X
Workforce Skills Certification System, CASAS and Learning Resources, Inc.	X	X	X	X					

NOTE: These examples represent a sample of employability standards and assessments compiled during an inventory of employability skills conducted in 2012. They do not represent an exhaustive list of employability skills but rather include sources that are widely cited. The content of these sources may change over time to address skills that are not reflected in the above matrix.

This page contains links to resources created and maintained by outside organizations that may be useful to the reader. The Department is not responsible for the accuracy of the information contained therein. Inclusion of this information does not constitute an endorsement by the U.S. Department of Education of any products or services offered or views expressed.

WHAT IS SOCIAL AND EMOTIONAL LEARNING?

(www.casel.org – Collaborative for Academic, Social, and Emotional Learning)

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

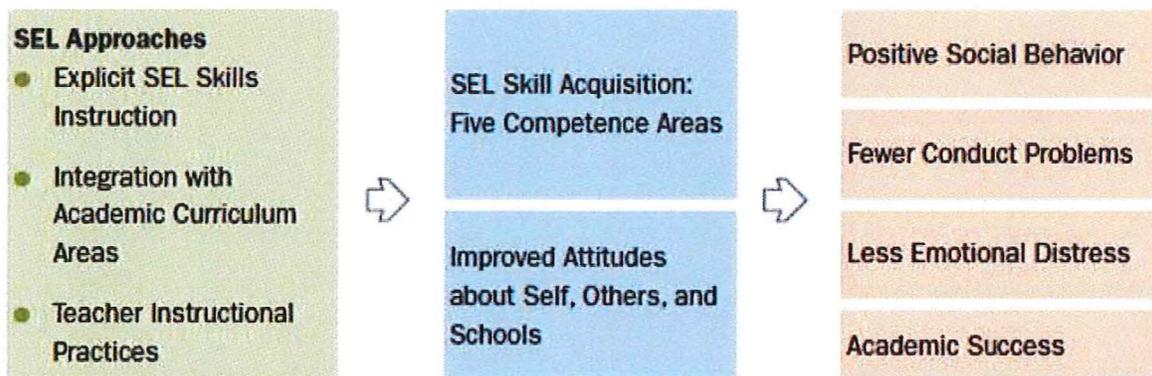
SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful.

Social and emotional skills are critical to being a good student, citizen, and worker. Many risky behaviors (e.g., drug use, violence, bullying, and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community information in program planning, implementation, and evaluation.

Effective SEL programming begins in preschool and continues through high school.

The short-term goals of SEL programs are to: one, promote students' self-awareness, self-management, social awareness, relationship, and responsible decision-making skills; and two, improve student attitudes and beliefs about self, others, and school.

These, in turn, provide a foundation for better adjustment and academic performance as reflected in more positive social behaviors and peer relationships, fewer conduct problems, less emotional distress, and improved grades and test scores.



There is a growing awareness in the U.S. among educators and policymakers about the importance of social and emotional development for successful student performance in preschool and elementary

Appendix C2.5: Social Emotional Learning

school. The five sets of SEL competencies are important from very early in life but are especially relevant as children begin to spend time with adults outside the home and to socialize with peers.

Social and emotional skills play a role in determining how well-equipped children will be to meet the demands of the classroom. They also help determine whether students are able to engage fully in learning and benefit from instructions.

Research shows that SEL can have a positive impact on school climate and promote a host of academic, social, and emotional benefits for students. Durlak, Weissberg et al.'s recent meta-analysis of 213 rigorous studies of SEL in schools indicates that students receiving quality SEL instruction demonstrated:

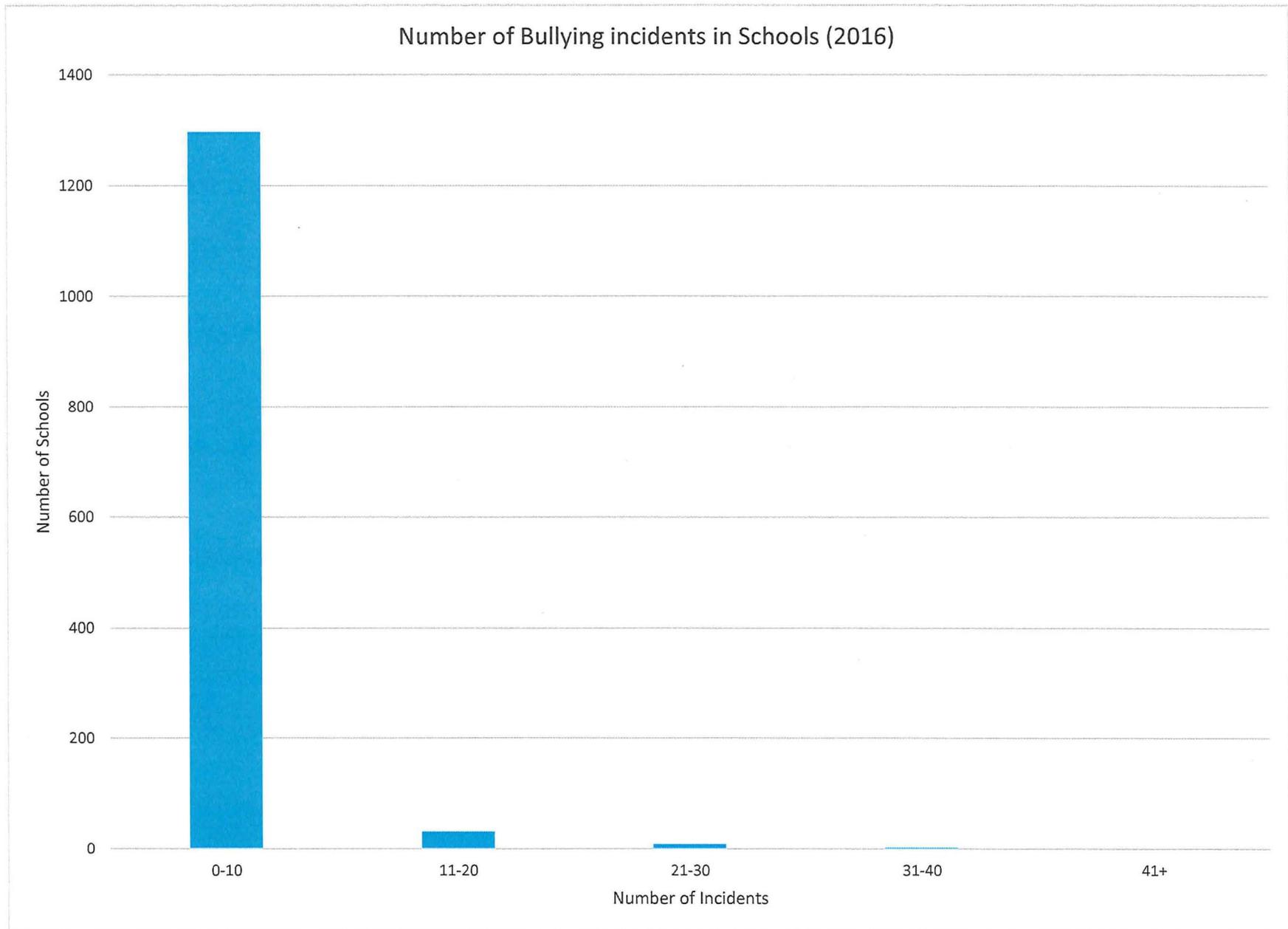
- **Better academic performance:** achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction;
- **Improved attitudes and behaviors:** greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior;
- **Fewer negative behaviors:** decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals; and
- **Reduced emotional distress:** fewer reports of student depression, anxiety, stress, and social withdrawal.

SOCIAL AND EMOTIONAL LEARNING CORE COMPETENCIES



- **Self-awareness:** the ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others

Appendix C2.6: Bullying Data



IC 20-33-8

Chapter 8. Student Discipline

IC 20-33-8-0.2

“Bullying”

Sec. 0.2. (a) As used in this chapter, “bullying” means overt, unwanted, repeated acts of gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggregation, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:

- (1) Places the targeted student in reasonable fear of harm to the targeted student’s person or property;
- (2) Has a substantially detrimental effect on the targeted student’s physical or mental health;
- (3) Has the effect of substantially interfering with the targeted student’s academic performance; or
- (4) Has the effect of substantially interfering with the targeted student’s ability to participate in or benefit from the services, activities, and privileges provided by the school.

(b) The term may not be interpreted to impose any burden or sanction on, or include in the definition of the term, the following:

- (1) Participating in a religious event.
- (2) Acting in an emergency involving the protection of a person or property from an imminent threat of serious bodily injury or substantial danger.
- (3) Participating in an activity consisting of the exercise of a student’s rights protected under the First Amendment to the United States Constitution or Article I, Section 31 of the Constitution of the State of Indiana, or both.
- (4) Participating in an activity conducted by a nonprofit or governmental entity that provides recreation, education, training, or other care under the supervision of one (1) or more adults.
- (5) Participating in an activity undertaken at the prior written direction of the student’s parent.
- (6) Engaging in interstate or international travel from a location outside Indiana to another location outside Indiana.

IC 20-34-6

Chapter 6. Student Safety Reporting

IC 20-34-6-1

School corporation reports; department reports

Sec. 1. (a) By July 1 of each year, each school corporation shall submit a report to the department detailing the following information for the current school year for each school in the school corporation and for the entire school corporation:

(1) The number of arrests of students on school corporation property, including arrests made by law enforcement officers, security guards, school safety specialists, and other school corporation employees, and any citizen arrests.

(2) The offenses for which students were arrested on school corporation property.

(3) The number of contacts with law enforcement personnel from a school corporation employee that have resulted in arrests of students not on school corporation property.

(4) Statistics concerning the age, race, and gender of students arrested on school corporation property and categorizing the statistics by offenses.

(5) Whether the school corporation has established and employs a school corporation police department under IC 20-26-16, and if so, report:

(A) the number of officers in the school corporation police department; and

(B) the training the officers must complete.

(6) If the school corporation employees private security guards to enforce rules or laws on school property, a detailed explanation of the use of private security guards by the school corporation.

(7) If the school corporation has an agreement with a local law enforcement agency regarding procedures to arrest students on school property, a detailed explanation of the use of the local law enforcement agency by the school corporation.

(8) The number of reported bullying incidents involving a student of the school corporation by category. However, nothing in this subdivision may be construed to require all bullying incidents to be reported to a law enforcement agency.

(b) By August 1 of each year, the department shall submit a report to:

(1) the legislative council;

(2) the board for the coordination of programs serving vulnerable individuals established by IC 4-23-30.2-8; and

(3) the criminal justice institute;

Providing a summary of the reports submitted to the department under subsection (a). The report to the legislative council must be in an electronic format under IC 5-14-6.

(c) By August 1 of each year, the department must post the reports described in subsections (a) and (b) on the department's Internet web site.

Appendix C3.1: Potential Multiple Measures Indicators

STUDENT ENGAGEMENT INDICATORS

INDICATOR	GRADE SPANS	CURRENTLY AVAILABLE	APPENDIX	NOTES
Chronic Absenteeism Rate; Habitual Truancy Rate	E M	✓		<ul style="list-style-type: none"> • Data are already collected • Data and research show direct correlation between attendance and performance
In-School Suspension Rate; Out of School Suspension Rate; Expulsion Rate	E M	✓		<ul style="list-style-type: none"> • Data are already collected • May have schools that don't implement in-school suspensions
#/% 3 rd Graders Passing IREAD-3	E	✓		<ul style="list-style-type: none"> • Data are already collected
Participation, Performance of Middle Schoolers in High School Courses	M	✓		<ul style="list-style-type: none"> • Participation data are collected • Need to add or expand data collections to include performance data

Appendix C3.2: Chronic Absenteeism & Habitual Truancy

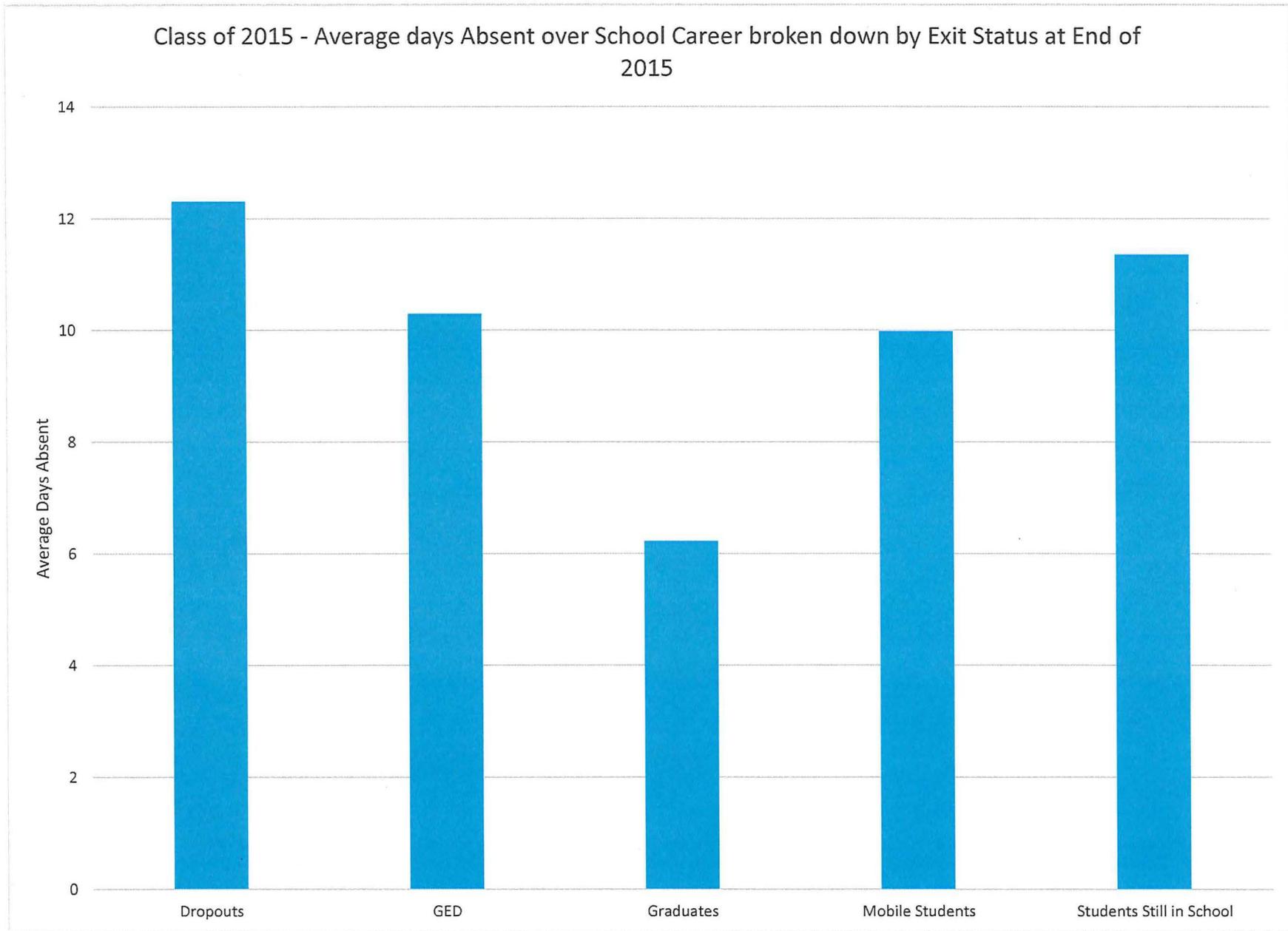
Percentage of Students With Chronic Absenteeism

Definition	State	School A	School B	School C	School D	School E	School F	School G
8 days	28.2%	11.7%	22.6%	33.7%	41.0%	19.6%	41.3%	20.2%
10 days	20.4%	8.0%	15.3%	23.6%	33.7%	13.2%	34.6%	15.3%
18 days	6.4%	1.7%	4.0%	5.6%	14.8%	3.1%	16.4%	7.0%

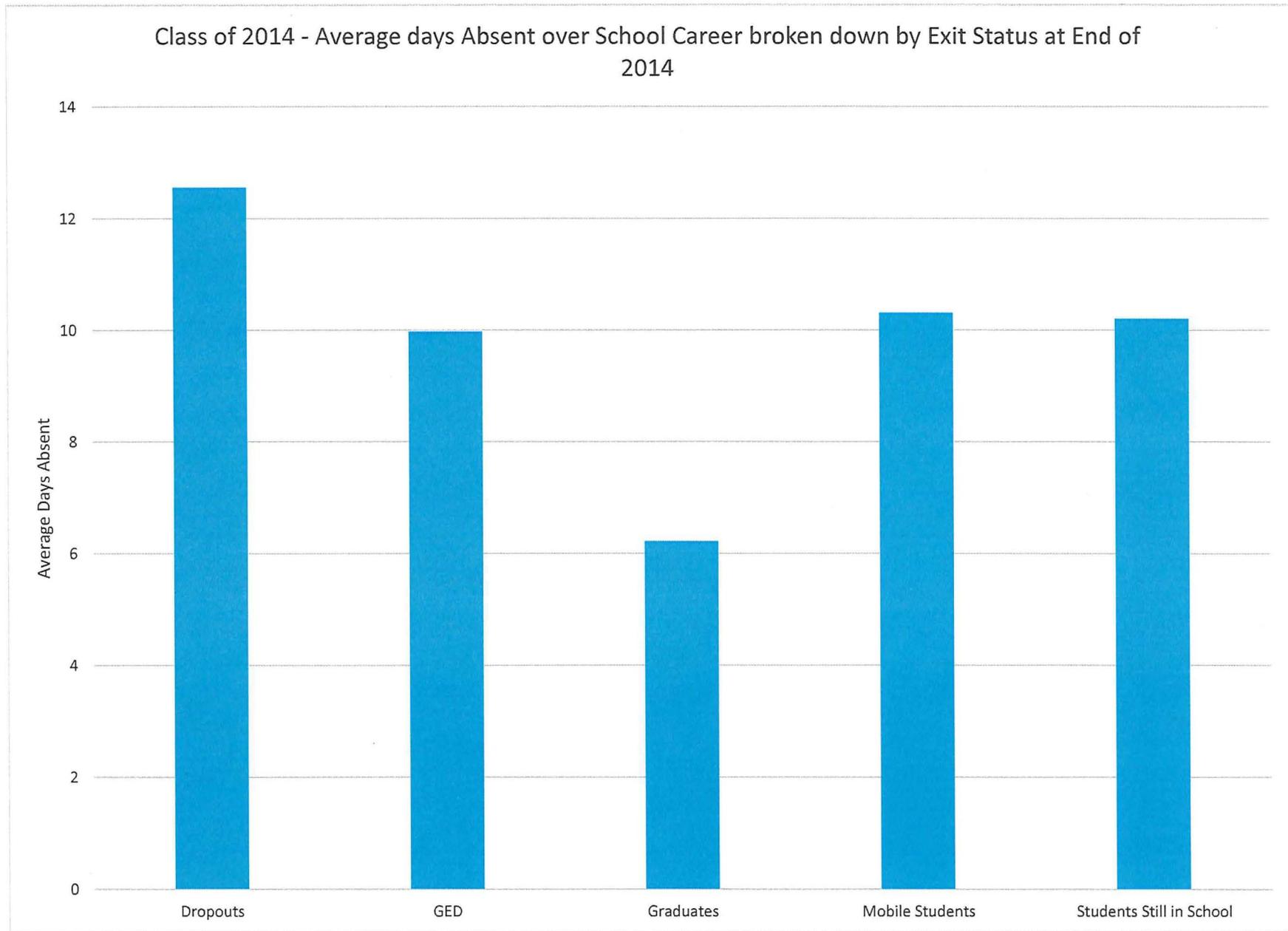
Percentage of Students Habitually Truant

Definition	State	School A	School B	School C	School D	School E	School F	School G
10 days unexcused	5.9%	2.7%	0.0%	0.0%	25.5%	0.0%	7.8%	13.2%

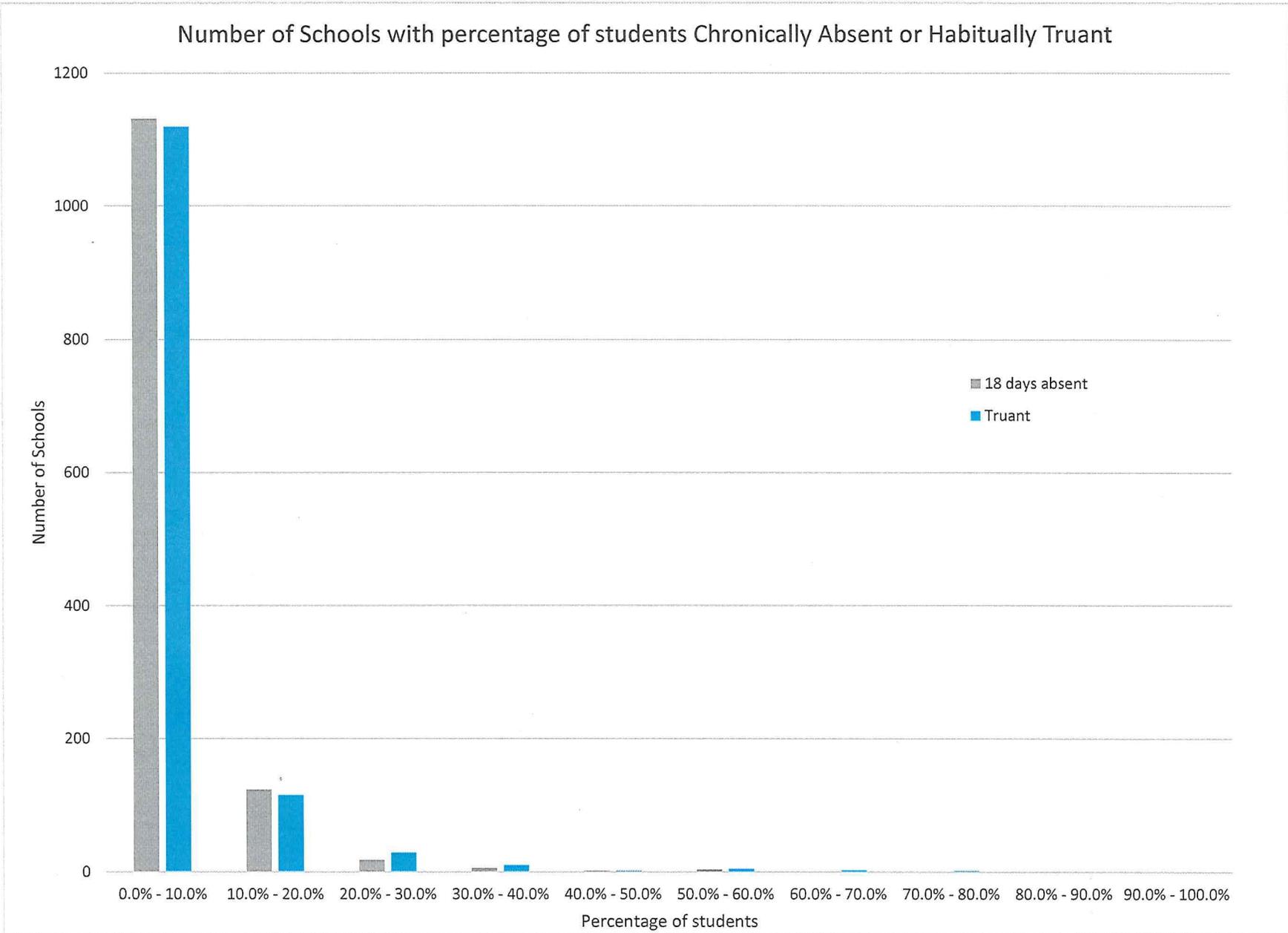
Appendix C3.3: Correlation of Absences to Graduation



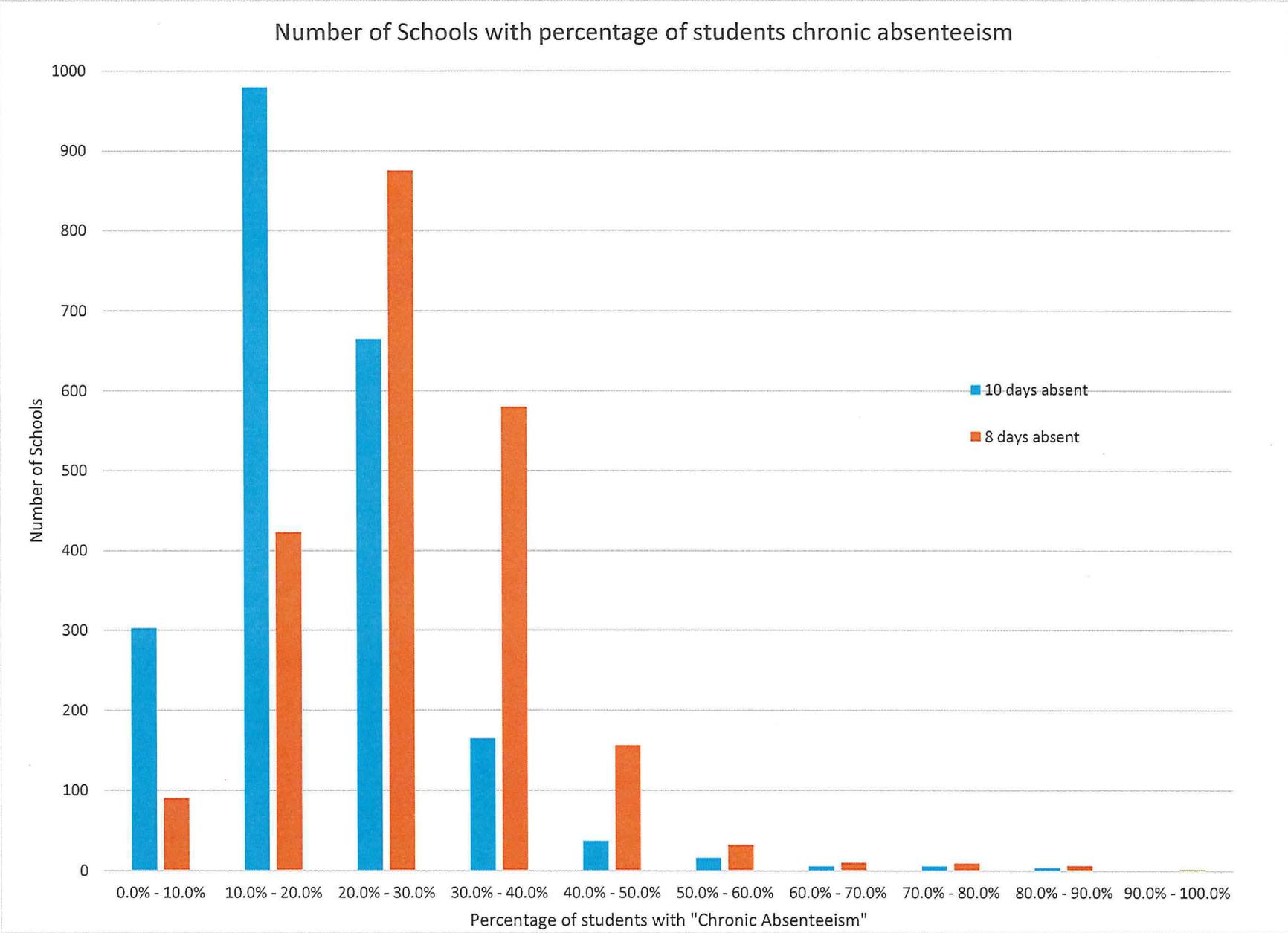
Appendix C3.3: Correlation of Absences to Graduation



Appendix C3.4: Chronically Absent and Habitually Truant Legal Definition Histogram



Appendix C3.5: Chronic Absenteeism Other Options



Appendix C3.6: Discipline

Unduplicated Count of Students receiving discipline divided by the Unduplicated Count of Students Attended

Overall Rate	State	School A	School B	School C	School D	School E	School F	School G
Expulsion	0.001	0	0.002	0	0	0	0.001	0
In-School Suspension	0.004	0.007	0.006	0.005	0.006	0	0.006	0
Out-of-School Suspension	0.006	0.001	0.009	0.002	0.01	0.009	0.005	0.02

Unduplicated Count of Students receiving discipline divided by the Unduplicated Count of Students Attended

Median	State
Expulsion	0.000
In-School Suspension	0.003
Out-of-School Suspension	0.006

Count of Students receiving discipline divided by the Unduplicated Count of Students Attended

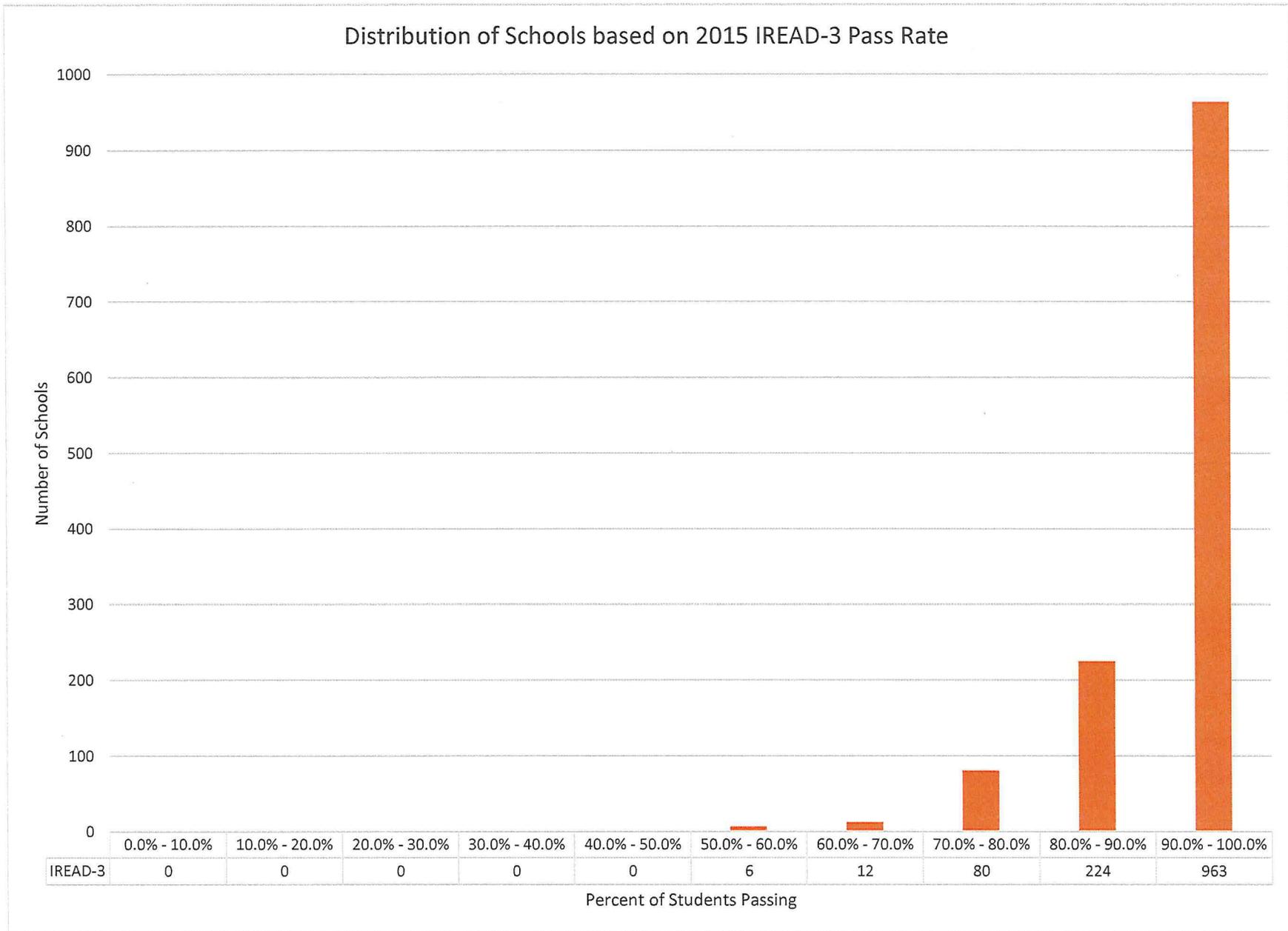
Overall Rate	State	School A	School B	School C	School D	School E	School F	School G
Expulsion	0.002	0.000	0.002	0.000	0.000	0.000	0.001	0.000
In-School Suspension	0.052	0.014	0.011	0.006	0.047	0.000	0.034	0.000
Out-of-School Suspension	0.059	0.001	0.045	0.006	0.247	0.022	0.017	0.189

Count of Students receiving discipline divided by the Unduplicated Count of Students Attended

Median	State
Expulsion	0.000
In-School Suspension	0.004
Out-of-School Suspension	0.026

Note: Discipline data is not currently being collected from Non-Public Schools

Appendix C3.7: IREAD-3 Histogram

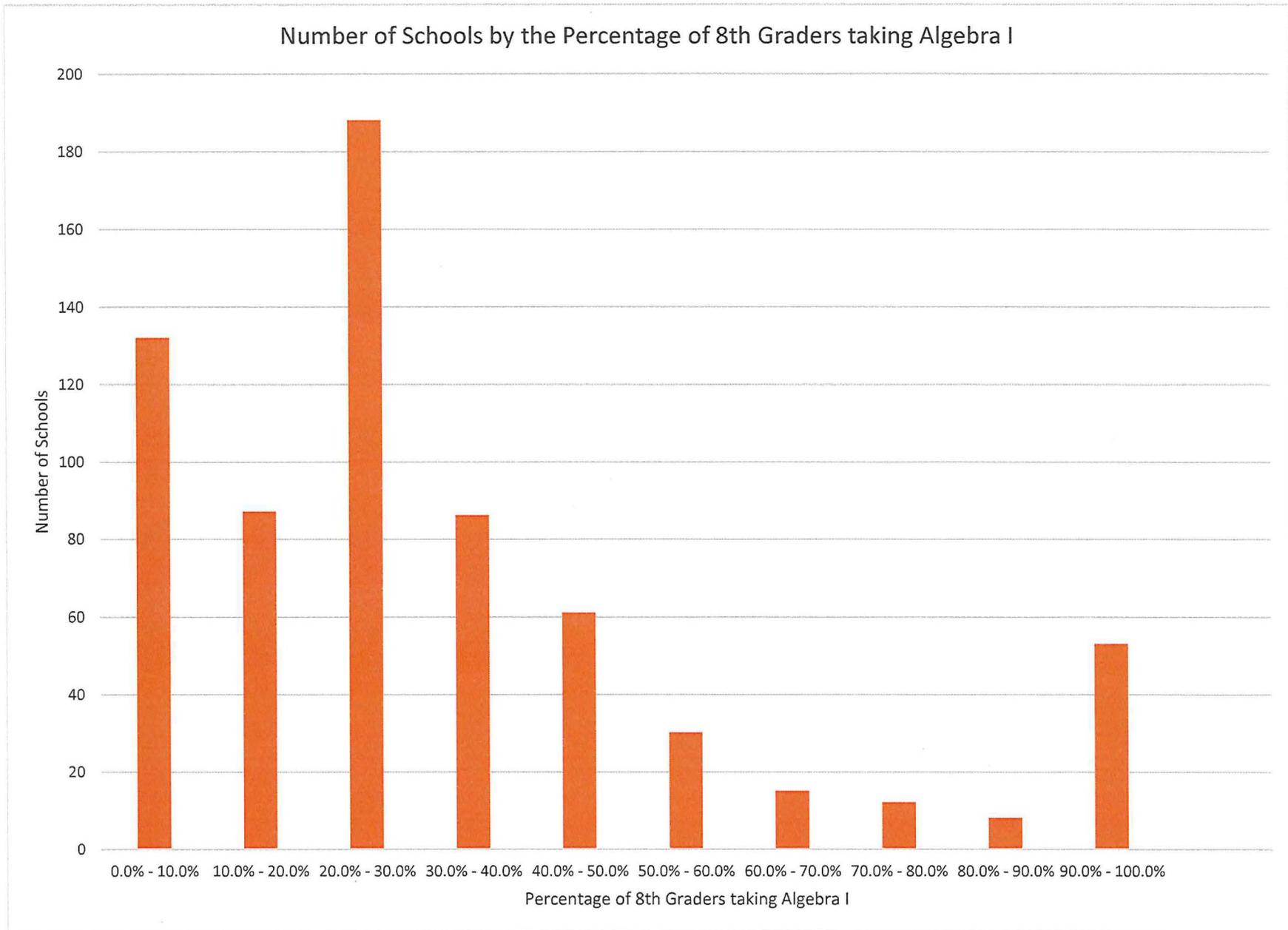


Appendix C3.8: IREAD-3

2015 Percentage of Students Passing IREAD-3

SUBGROUP	State	School A	School C	School D
All	92.3%	74.8%	95.3%	69.9%
American Indian	92.7%	***	***	***
Asian	89.2%	70.6%	***	***
Black	85.4%	92.3%	100.0%	77.4%
Hispanic	85.2%	59.4%	100.0%	41.2%
Multiracial	92.8%	***	***	***
Pacific Islander	93.0%	***	***	***
White	95.1%	95.2%	93.3%	***
Special Education	68.8%	50.0%	86.4%	***
General Education	96.2%	80.0%	97.7%	71.6%
English Learner	74.5%	50.0%	***	41.2%
Non-English Learner	93.6%	94.7%	95.2%	78.6%
Free/Reduced Lunch	88.3%	73.2%	90.9%	68.6%
Paid Lunch	96.3%	100.0%	97.3%	***

Appendix 3.9: 8th Graders taking Algebra I Histogram



Appendix C3.10: 8th Graders taking Algebra I

2015 8th Grade Algebra Enrollment

SUBGROUP	State	School B	School D
All	27.7%	16.1%	0.0%
American Indian	21.2%	***	
Asian	39.9%	***	
Black	17.6%	***	
Hispanic	19.1%	***	
Multiracial	23.7%	***	
Pacific Islander	26.5%	***	
White	30.4%	16.2%	
Special Education	6.1%	***	
General Education	31.2%	18.0%	
English Learner	8.1%	***	
Non-English Learner	28.6%	16.2%	
Free/Reduced Lunch	17.6%	14.3%	
Paid Lunch	36.1%	17.3%	

Appendix C4.1: Potential Multiple Measures Indicators

OTHER INDICATORS

INDICATOR	GRADE SPANS	CURRENTLY AVAILABLE	APPENDIX	NOTES
Completion of 6 th Grade Graduation Plan	E M	X		<ul style="list-style-type: none"> • Need to add data collection • Unclear whether this would provide meaningful differentiation
District-Level Measurement based on SIP Goals	E M	X		<ul style="list-style-type: none"> • Not standardized throughout state—would have to standardize in order to utilize for accountability • May be a cost factor • Unclear whether this would provide meaningful differentiation
Student Growth for Bottom 25%	E M	✓		<ul style="list-style-type: none"> • Already collect • Allows for continued focus on super subgroup in accountability • Could be seen as duplication of indicators

IC 20-30-4

Chapter 4. Student Graduation Plan

IC 20-30-4-1

"Student"

Sec. 1. As used in this chapter, "student" refers to a student who is enrolled in a school corporation in at least grade 6.

As added by P.L.1-2005, SEC.14. Amended by P.L.140-2008, SEC.2.

IC 20-30-4-1.5

Grade 6 initial graduation plan

Sec. 1.5. (a) In grade 6, a student and the student's parent shall develop an initial graduation plan. The plan must include the following:

- (1) A statement of intent to graduate from high school.
- (2) An acknowledgment of the importance of:
 - (A) good citizenship;
 - (B) school attendance; and
 - (C) diligent study habits.
- (b) The plan must become part of the student's permanent school record.

As added by P.L.140-2008, SEC.3.

IC 20-30-4-2

Consultation with school counselor and parents; graduation plan; student duties

Sec. 2. In consultation with the student's school counselor, after seeking consultation with each student's parents, and not later than the date on which the student completes grade 9, each student shall further develop the graduation plan developed in grade 6 under section 1.5 of this chapter to also include the following:

- (1) The subject and skill areas of interest to the student.
- (2) A program of study under the college/technology preparation curriculum adopted by the state board under IC 20-30-10-2 for grades 10, 11, and 12 that meets the interests and aptitude of the student.
- (3) Assurances that, upon satisfactory fulfillment of the plan, the student:
 - (A) is entitled to graduate; and
 - (B) will have taken at least the minimum variety and number of courses necessary to gain admittance to a state educational institution.
- (4) An indication of assessments (other than ISTEP and the graduation examination) that the student plans to take voluntarily during grade 10 through grade 12, and which may include any of the following:
 - (A) The SAT Reasoning Test.
 - (B) The ACT test.
 - (C) Advanced placement exams.
 - (D) College readiness exams approved by the department.
 - (E) Workforce readiness exams approved by the department of workforce development established under IC 22-4.1-2.

As added by P.L.1-2005, SEC.14. Amended by P.L.2-2007, SEC.220; P.L.140-2008, SEC.4; P.L.233-2015, SEC.224.

IC 20-30-4-3

Students with disabilities; individualized education programs

Sec. 3. Any decisions regarding the requirements under this chapter for a student who is a student with a disability under IC 20-35 shall be made in accordance with the individualized education program for that student and federal law.

As added by P.L.1-2005, SEC.14. Amended by P.L.233-2015, SEC.225.

IC 20-30-4-4

Modification of plan

Sec. 4. A graduation plan may be modified after initial development. However, the modifications may not interfere with the assurances described in section 2(3) of this chapter.

As added by P.L.1-2005, SEC.14. Amended by P.L.140-2008, SEC.5.

IC 20-30-4-5

Individual courses or programs

Sec. 5. This chapter may not be construed to prevent a student who chooses a particular curriculum under IC 20-30-12 or IC 20-30-10 from including within the student's graduation plan individual courses or programs that:

- (1) are not included within the student's chosen curriculum; and
- (2) the student is otherwise eligible to take.

As added by P.L.1-2005, SEC.14. Amended by P.L.140-2008, SEC.6.

IC 20-30-4-6

Review of plan

Sec. 6. (a) A student's school counselor shall, in consultation with the student and the student's parent, review annually a student's graduation plan that was developed in grade 9 under section 2 of this chapter to determine if the student is progressing toward fulfillment of the graduation plan.

(b) If a student is not progressing toward fulfillment of the graduation plan, the school counselor shall provide counseling services for the purpose of advising the student of credit recovery options and services available to help the student progress toward graduation.

(c) If a student is not progressing toward fulfillment of the graduation plan due to not achieving a passing score on the graduation examination, the school counselor shall meet with the:

- (1) teacher assigned to the student for remediation in each subject area in which the student has not achieved a passing score on the graduation examination;
- (2) parents of the student; and
- (3) student;

to discuss available remediation and to plan to meet the requirements under IC 20-32-4.

As added by P.L.185-2006, SEC.8. Amended by P.L.140-2008, SEC.7; P.L.268-2013, SEC.2; P.L.233-2015, SEC.226.

IC 20-31-5

Chapter 5. Strategic and Continuous School Improvement and Achievement Plan

IC 20-31-5-1

Development of initial plan

Sec. 1. (a) The principal of each school shall coordinate:

- (1) the development of an initial three (3) year strategic and continuous school improvement and achievement plan; and
- (2) an annual review of the plan.

(b) The initial plan and annual review must be made with input from a committee of persons interested in the school, including administrators, teachers, parents, and community and business leaders appointed by the principal. Teacher appointments to the committee must be made in accordance with IC 20-29.

IC 20-31-5-2

Charter used as strategic and continuous school improvement and achievement plan

Sec. 2. (a) This section applies to a charter school.

(b) A charter entered into under IC 20-24-4 may be used as a charter school's three (3) year plan.

IC 20-31-5-3

Superintendent's review of plan

Sec. 3. (a) The committee must submit a school's initial plan to the superintendent by March 1 of the school year before the year of implementation. The superintendent:

- (1) shall review the plan to ensure that the plan aligns with the school corporation's objectives, goals, and expectations;
- (2) may make written recommendations of modifications to the plan to ensure alignment; and
- (3) shall return the plan and any recommendations to the committee by April 1 of the school year before the year of implementation.

(b) A committee may modify the plan to comply with recommendations made by the superintendent under subsection (a).

(c) A committee shall submit:

- (1) the plan; and
- (2) the written recommendations of the superintendent;

to the governing body by May 1 of the school year before the year of implementation.

(d) An initial plan must be established by June 1 of the school year before the year of implementation by approval of the governing body. The governing body shall approve a plan for each school in the school corporation. When a plan is presented to the governing body, the governing body must either accept or reject the plan and may not revise the plan. A plan is established when written evidence of approval is attached to the plan.

IC 20-31-5-4

Requirements of plan

Sec. 4. (a) A plan must:

- (1) state objectives for a three (3) year period; and
- (2) be annually reviewed and revised to accomplish the achievement objectives of the school.

(b) A plan must establish objectives for the school to achieve.

(c) A plan must address the learning needs of all students, including programs and services for exceptional learners.

(d) A plan must specify how and to what extent the school expects to make continuous improvement in all areas of the education system where results are measured by setting benchmarks for progress on an individual school basis.

(e) A plan must note specific areas where improvement is needed immediately.

IC 20-31-5-5

Waiver of applicability

Sec. 5. (a) A plan may include a request for a waiver of applicability of a rule or statute to a school.

(b) The governing body may waive any rule adopted by the state board for which a waiver is requested in a plan, except for a rule that is characterized as follows:

- (1) The rule relates to the health or safety of students or school personnel.
- (2) The rule is a special education rule under 511 IAC 7.
- (3) Suspension of the rule brings the school into noncompliance with federal statutes or regulations.
- (4) The rule concerns curriculum or curricular materials.

(c) Upon request of the governing body and under a plan, the state board may waive for a school or a school corporation any statute or rule relating to the following:

- (1) Curriculum.
- (2) Selection of curricular materials.

IC 20-31-5-6

Repealed

IC 20-31-5-7

Availability of plans

Sec. 7. The department shall make effective plans available to school corporations as models to use in developing and carrying out plans.

Appendix C4.4: Growth of Bottom 25%

Average Growth Points of Bottom 25% - ELA

	State	School A	School B	School C	School D	School E
Bottom 25%	93.8	110.5	94	88.4	81.5	84.3

Average Growth Points of Bottom 25% - Math

	State	School A	School B	School C	School D	School E
Bottom 25%	95.1	90.9	89	88.4	61.6	93.1