

To-Do List

- Select recommendation for EL flexibility options, if any, for accountability purposes
- Select recommendation for long-term goals and measures of interim progress for English language proficiency
- Select recommendation for metric for English language progress indicator in statewide accountability system





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Flexibility Options for English Learners in Accountability

§200.16 Subgroups of Students

- Former EL students may continue to be counted for up to four years in the EL subgroup for academic proficiency measures

- **NOTE:** State may not include former EL students in the EL subgroup for:
 - Any other purpose in the accountability system
 - Purposes of reporting information on report cards

OPTION: Inclusion of proficient ELs in EL subgroup

Former EL students may continue to be counted for up to four years in the EL subgroup for academic proficiency measures ONLY

CONSIDERATIONS:

- *N-Size*
- *Potential “skewing” of EL Subgroup performance*
- *Required, continued monitoring after exit*
- *Getting credit for the work*
- *Funding*
- *Lack of Data*

QUESTION:

Should it be recommended that EL students count in the EL subgroup for the academic proficiency measures:

- *Four Years*
- *Three Years*
- *Two Years*

NOTE: Refer to Appendix B1



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§200.16 Subgroups of Students

State may choose to apply one of the following flexibilities for accountability purposes:

- OPTION ONE:
 - Exempt a recently arrived English learner from the first administration of the E/LA & Math assessments; exclude the student's results when calculating the academic achievement and EL proficiency progress indicators in the first year of enrollment
- OPTION TWO:
 - Year One: Student required to take E/LA & Math assessments; must report performance to public; Results excluded for accountability purposes
 - Year Two: Student required to take E/LA & Math assessments; must report performance to public; Results included for accountability purposes based on a growth measure
 - Year Three: Student required to take E/LA & Math assessments; must report performance to public; Results included for accountability purposes based on actual performance

OPTION: Subgroups of Students

State may choose to apply flexibility for newly arrived English Learners on both English/language arts & Math ISTEP+ assessments

Option 1: Exempt first year/Don't take ISTEP+

- Year One: Participation Only based on WIDA participation
- Year Two: Performance & Participation on ISTEP+
- Year Three: Performance, Participation & Growth on ISTEP+

Option 2: Phase-In

- Year One: Participation Only based on ISTEP+ participation
- Year Two: Participation & Growth on ISTEP+
- Year Three: Performance, Participation & Growth on ISTEP+

QUESTION:

Which flexibility option should be recommended:

- *Exempt first year*
- *Phase-in*

NOTE: Refer to Appendix B2

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§200.15 Participation in Assessments

State may count a recently arrived English learner as a participant in the State assessment in English/language arts for purposes of meeting the 95% participation requirement if the student takes either the English language proficiency assessment or the English/language arts assessment





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Long-Term Goals & Measures of Interim Progress under ESSA

OVERVIEW



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§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



ENGLISH LANGUAGE PROFICIENCY



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Requirements

- Establish ambitious *state-designed* long-term goals and interim measures of progress for English learners toward attaining English language proficiency
- Must be measured by the English language proficiency exam
- Must be determined using state-developed uniform procedure applied consistently to all English learners in the state that takes into consideration the student's English language proficiency level at time of identification
- Must set expectation that each English learner will
 - Make annual progress toward attaining English language proficiency
 - Attain English language proficiency within a period of time after the student's identification as an English learner



OPTION 1: 70% of ELs attain English language proficiency within six years of identification as an EL

- Based on interim progress goal of 0.5 point increase annually

NOTE: Refer to Appendix C1 & C2

OPTION 2: All ELs attain English proficiency within six years of identification as an EL based on growth to target

- Each student is assigned an interim progress goal based on initial EL proficiency level, grade level and age
- Example:
 - Student A: 5th grade, age 10, initial identification = Level 2.1
 - Interim progress goal for Student A = 0.48 point increase



QUESTION:

Which approach should be recommended for the English language proficiency goal?

- *0.5 point increase; 70% proficient long-term*
- *Growth to target approach; all proficient long-term*
- *Other*

NOTE: Refer to Appendices C1 & C2





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English Language Proficiency Progress Indicator

OVERVIEW

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§200.14 Accountability Indicators

Progress in Achieving English Language Proficiency Indicator

- Required for all schools (grades 3-8 and other grades for which English learners are otherwise assessed)
- Must be based on English learner performance on the annual English language proficiency assessment
- Must take into account students' English language proficiency level
- Must use objective and valid measures of progress
- Must be aligned with the state-determined timeline for attaining English language proficiency under the long-term state goal
- May include a measure of proficiency



OPTION 1: English Language Progress Indicator Calculation

1. Determine total # of students with a valid WIDA Access score in both current and prior year
Step 1 = 30 eligible students
2. Determine # of students whose current year WIDA Access score was at least 0.5 points greater than the prior year's WIDA Access score for that same student.
Step 2 = 15 students
3. Determine # of students, not already included under Step 2, who scored at least a 5.0 on the current year WIDA Access exam (attained proficiency).
Step 3 = 7 students
4. Add Step 2 and Step 3 → total # of students that met the standard
Step 4 = 15 + 7 = 22 students
5. Divide Step 4 by Step 1 to determine a percentage that met the standard.
Step 5 = 22 / 30 = 73.3%
6. Convert Step 5 into points on a 0 – 100 point scale for the final EL progress indicator score.
Step 6 = 73.3% = 73.3 points (C)



OPTION 2: English Language Progress Indicator Calculation

1. Determine total # of students with a valid WIDA Access score in both current and prior year
Step 1 = 50 eligible students
2. Determine # of students who attained their individual interim growth target.
Step 2 = 38 students
3. Determine # of students who scored at least a 5.0 on the current year WIDA Access exam (attained proficiency).
Step 3 = 3 students
4. Add Step 2 and Step 3 → total # of students that met the standard
Step 4 = 38 + 3 = 41 students
5. Divide Step 4 by Step 1 to determine a percentage that met the standard.
Step 5 = 41 / 50 = 82.0%
6. Convert Step 5 into points on a 0 – 100 point scale for the final EL progress indicator score.
Step 6 = 82.0% = 82.0 points (B)



QUESTION:

Which approach should be recommended for the English language proficiency indicator?

- *0.5 point increase*
- *Growth to target approach*
- *Other*

NOTE: refer to Appendix D1



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OPTION: Include a Participation Multiplier

- Multiply English language progress indicator score by percentage of EL students participating in WIDA Access assessment
 - Example 1:
 - *School B received 73.3 points on the EL Progress Indicator*
 - *School B tested 98% of EL students on WIDA Access (goal = 100%)*
 - *73.3 points * 98% = 71.8 points = final EL progress indicator score*
 - Example 2:
 - *School G received 82.0 points on the EL Progress Indicator*
 - *School G tested 95% of EL students on WIDA Access (goal = 100%)*
 - *82.0 points * 95% = 77.9 points = final EL progress indicator score*

QUESTION:

Should it be recommended that a participation rate component be included in the English language proficiency progress indicator calculation?



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Multiple Measures Domain for High School

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§ 200.14 Accountability Indicators

Indicators must

- Measure performance for all students and for each subgroup
- Use the same measures within each indicator for all schools, except for the school quality and student success indicator
- Meaningfully differentiate schools
- Be broken out by each subgroup and available statewide
- Have at least three levels of performance
- Be used only once in the accountability system
- Be valid, reliable, and comparable across the state



GRADUATION RATE INDICATOR



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Requirements

- Must measure the four-year adjusted cohort graduation rate
- May measure the extended-year adjusted cohort graduation rate
- Must be an indicator for all high schools

NOTE: Refer to Appendix E1



511 IAC 6.2-10-6(c)

- Graduation Rate Indicator incorporated under the Multiple Measures Domain
 - 50% of Multiple Measures Domain for high schools
 - 30% of overall A-F grade
- Equals the sum of the four-year graduation rate score and the five year graduation rate score
 - Four-year graduation rate score = state graduation rate
 - Five-year graduation rate score = difference between a cohort's five-year & four-year state graduation rate

COLLEGE- AND CAREER-READINESS INDICATOR



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Requirements

- Must include one or more indicators of school quality or student success
- May vary by each grade span
- May include indicators of one or more of the following:
 - Student access to and completion of advanced coursework
 - Postsecondary readiness
 - School climate and safety
 - Student engagement
 - Educator engagement
 - Any other indicator the state chooses that meets ESSA requirements



511 IAC 6.2-10-6(b)

- CCR Indicator incorporated under the Multiple Measures Domain
 - 50% of Multiple Measures Domain for high schools
 - 30% of overall A-F grade
- Equals the product of the CCR achievement score and the CCR participation score
 - CCR achievement score = percentage of graduates who pass an AP exam, pass an IB exam, earn dual credit, or obtain an industry certification
 - CCR participation score = percentage of students in grade 11 who have participated in a CCR assessment (not currently in use)



QUESTION:

Should it be recommended that the CCR participation rate:

- Be removed from the CCR indicator?*
- Be incorporated into the CCR achievement rate as another indicator for CCR achievement rate*

NOTE: Refer to Appendices F1 & F2

QUESTION:

Should it be recommended that additional indicators be added to the CCR achievement rate?

NOTE: Refer to Appendix F3



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OTHER INDICATORS



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QUESTION:

Should it be recommended that the multiple measures domain for high schools include other indicators beyond graduation rate and CCR achievement?

- Postsecondary readiness
- School climate and safety
- Student engagement
- Educator engagement
- Other indicators



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

GRADUATION RATE



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Recommended Goal: 90% four-year graduation rate within 6 years

- Comparison of state and federal rates
- Five-year graduation rate goal setting

NOTE: Refer to Appendices E1 & G1

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ACADEMIC ACHIEVEMENT



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Recommended Goal: cut non-proficiency rate by set percentage within 6 years

- Other percentage options

NOTE: refer to Appendices G2 – G4

FLEXIBILITY OPTIONS



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Recommendation: apply some flexibility option, or combination thereof, for goals

- Safe Harbor
 - Confidence Interval
 - Growth Domain Goal Achievement

NOTE: Refer to Appendices G5 & G6

