

Summary of Proposed Changes to Indiana’s Consolidated State Plan

General Changes

- The term “subgroup” was replaced by the term “student group”.
- Grammar, punctuation, and formatting was updated.

Section 1: Long-Term Goals

A. Academic Achievement

- The baseline year for determining long-term goals is amended from 2016-2017 to 2018-2019 since Indiana is administering a new summative assessment beginning with the 2018-2019 school year. The goals will be adjusted once 2018-2019 assessment data are available.
- The timeline to achieve the long-term goals is amended from six (6) years to four (4) years to accommodate the new baseline year.

B. Graduation Rate

- The baseline year for determining long-term goals is amended from the 2016 cohort to the 2018 cohort to align with other long-term goal timelines.
- The timeline to achieve the long-term goals is amended from six (6) years to four (4) years to accommodate the new baseline year.

Section 2: Consultation

- 2.1.B.ii. Reference to a Request for Proposal (RFP) for LEAs and institutions of higher education committed to fostering and strengthening mutually beneficial partnerships to promote ongoing collaboration to develop high quality teacher candidates is removed due to recognition that an RFP is unnecessary to provide this support.

Section 3: Academic Assessments

Introduction. A request to provide flexibility for the administration of the high school Biology end-of-course assessment.

Section 4: Accountability, Support, and Improvement for Schools

4.1.A. Accountability System

- The description of the indicators is amended to reflect the following changes:
 - Academic Achievement Indicator:
 - The references to the statewide assessment have been updated to reflect the new ILEARN assessment and its alternate assessment, I AM.
 - The indicator calculation is amended to indicate alignment to the state long-term goal by utilizing a state goal factor to determine the final indicator score.
 - The indicator calculation is amended to indicate changes to the growth calculation for grade 10. The calculation has been amended to measure the percentage of students demonstrating adequate annual growth, as determined through the establishment of annual targets toward proficiency.
 - The reference to the A-F rating is removed and replaced with the new ratings.
 - Academic Progress Indicator:
 - The references to the statewide assessment have been updated to reflect the new ILEARN assessment and its alternate assessment, I AM.

- The indicator calculation is amended to indicate alignment to the state long-term goal by utilizing a state goal factor to determine the final indicator score.
- The indicator calculation is amended to indicate changes to the growth calculation for grade 10. The calculation has been amended to measure the percentage of students demonstrating adequate annual growth, as determined through the establishment of annual targets toward proficiency.
- The reference to the A-F rating is removed and replaced with the new ratings.
- Graduation Rate Indicator
 - The indicator calculation is amended to remove the five-year improvement metric.
 - An explanation of how the graduation rate indicator absorbs the former college and career readiness indicator has been provided.
 - The indicator calculation is amended to indicate alignment to the state long-term goal by utilizing a state goal factor to determine the final indicator score.
 - An explanation of how Indiana intends to incorporate students with the most significant cognitive disabilities who earn an alternate diploma will be included in the graduation rate indicator.
 - The reference to the A-F rating is removed and replaced with the new ratings.
- English Language Proficiency Progress Indicator
 - Clarification has been added regarding the application of the indicator by grade span.
 - The explanation of the indicator calculation in general has been streamlined to provide for a clearer summary.
 - The reference to the A-F rating is removed and replaced with the new ratings.
- School Quality/Student Success Indicator: College and Career Readiness
 - This indicator has been removed because it has been absorbed as part of the Graduation Rate Indicator score.
- School Quality/Student Success Indicator: Addressing Chronic Absenteeism
 - The applicability of the indicator has expanded from kindergarten through grade 8 to kindergarten through grade 12.
 - The reference to the A-F rating is removed and replaced with the new ratings.
- School Quality/Student Success Indicator: Closing Achievement Gaps
 - The addition of the closing achievement gaps indicator is provided.
 - The indicator measures the adequate growth of the lowest performing 25 percent of students at a school and aligns to the state long-term goal by utilizing a state goal factor to determine the final indicator score.
 - The calculation measures the percentage of students demonstrating adequate annual growth, as determined through the establishment of annual targets toward proficiency.
 - A final rating is assigned for the indicator based on the new terminology used for all indicators.
- School Quality/Student Success Indicator: Strength of Diploma
 - The addition of the strength of diploma indicator is provided.
 - The indicator measure the percent of graduates earning more rigorous designations of diplomas and aligns to the state long-term goal by utilizing a state goal factor to determine the final indicator score.
 - A final rating is assigned for the indicator based on the new terminology used for all indicators.
- 4.1.B. Subgroups
 - Clarification regarding the inclusion of recently arrived English learners in accountability indicator calculations has been provided.
- 4.1.C. Minimum Number of Students

- The minimum number of students for reporting purposes has been amended from ten (10) to twenty (20) students to provide for consistency between the minimum number of students utilized for accountability calculations and reporting purposes.

4.1.D. Meaningful Differentiation

- References to the A-F grading system have been removed and replaced with the new summative ratings of “Exceeds Expectations”, “Meets Expectations”, “Approaches Expectations”, and “Does Not Meet Expectations”.
- An explanation of how the overall summative rating is determined based on indicator scores, including the weights of each respective indicator in the overall summative rating, is provided.

4.1.F. Data Averaging

- Clarification regarding the State’s uniform procedure for averaging data across school years and combining data across grades has been provided.

4.1.G. Including All Public Schools in a State’s Accountability System

- Clarification regarding the determination of accountability for schools in which no grade level is assessed is provided, and an addition of determinations for grade 9 only schools is provided.
- Clarification regarding the grade spans, particularly adjusting the span of grade 3 through grade 8 is amended to kindergarten through grade 8, is provided.
- Clarification regarding the accountability determinations for small schools is provided.
- The accountability system for adult high schools is amended to reflect the inclusion of a college and career readiness indicator.
- The accountability determinations of newly opened schools has been amended from utilizing the academic progress indicator score only for the first three (3) years of operations to not assigning an accountability determination for the first year of operation and then determining accountability ratings based on all available indicators beginning with the second year of operation and beyond.

4.2.A. Identification of Schools—Comprehensive Support and Improvement Schools

- References to A-F ratings have been removed from the identification criteria for the lowest-performing Title I schools.
- Identification based on graduation rate has been amended to be based on annual graduation rate rather than a three-year average.
- Identification of schools with chronically underperforming student groups has been amended to reflect the changes to the targeted support identification criteria.
- An explanation that the list of schools identified for comprehensive support will be refreshed utilizing 2018-2019 determinations and data has been provided given the changes to the accountability system in general.
- References to A-F ratings have been removed from the exit criteria for comprehensive support, and new exit criteria has been provided to replace the A-F rating.

4.2.B. Identification of Schools—Targeted Support and Improvement Schools

- The definition of a “consistently underperforming student group” has been amended to any student group with an overall rating that falls at or below the lowest performing ten percent of the student group for two consecutive years.
- The identification method for additional targeted support has been amended to identify any student group with an overall rating that falls at or below the lowest performing ten percent of the student group for two consecutive years.
- References to A-F ratings have been removed from the exit criteria for targeted support, and new exit criteria has been provided to replace the A-F rating.

4.3.B. State Support and Improvement for Low-Performing Schools

- An explanation that Indiana will provide differentiated improvement activities for schools that predominantly serve a population that belongs to a graduation cohort that has already graduated; or are over the age of eighteen at the time the student was enrolled at the school has been added.

Section 5: Supporting Excellent Educators

5.2.A. Resources to Support State-level Strategies

- The section has been amended to remove the Reference to a Request for Proposal (RFP) for LEAs and institutions of higher education committed to fostering and strengthening mutually beneficial partnerships to promote ongoing collaboration to develop high quality teacher candidates due to recognition that an RFP is unnecessary to provide this support.

Section 6: Supporting All Students

6.2D.i. Description of the SEA's standardized entrance and exit procedures for English learners

- The section has been amended to better clarify the standardized entrance and exit procedures for English learners.