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DEPARTMENT OF EDUCATION

*Working Together for Student Success*

To: Superintendents, Principals, Corporation Test Coordinators, and Special Education Directors

From: Dr. Charity Flores, Director of Assessment

Date: February 28, 2020

Subject: School Year 2018-2019 and 2019-2020 Use of ILEARN Scores for Accountability and Teacher Evaluation

The Indiana General Assembly recently passed updates to Indiana Code 20-31-8 (school accountability and teacher evaluations) and Indiana Code 20-24-2 (charter school accountability) defining the use of statewide assessment test scores in state accountability calculations as well as the inclusion of ILEARN test scores in teacher evaluations and pay adjustments.

#### **Use of test scores for state accountability calculations**

IDOE calculated 2018-2019 letter grades based on ILEARN test scores, pursuant to 511 IAC 6.2-10. Letter grades using ILEARN data will only be upheld as a school's "official" 2018-2019 state letter grade if the overall grade is the same or higher when compared to a school's 2017-2018 state letter grade.

Schools will not be subject to school improvement requirements (as listed in IC 20-31-9) based on these accountability ratings. However, schools may apply for a category assignment (as listed in IC 20-31-9) and the accompanying services by petitioning the Indiana State Board of Education.

#### **Use of test scores for teacher evaluations and pay adjustments**

ILEARN test scores will not be used in teacher evaluations unless the inclusion of those scores results in a higher ranking for that professional.

#### **Impact on consequences and uses of ILEARN's 2020 administration**

Schools and teachers should focus on using ILEARN to accurately measure student and school achievement, reflect on any areas of strength and challenge, and create a plan to improve student success. The additional flexibility offered can reduce anxiety and pressure for teachers and students so that focus for the upcoming test administrations can instead be on collection and analysis of data for increased success.

<b>UNDERSTANDING “HOLD HARMLESS” IMPLICATIONS FOR STATE AND FEDERAL ACCOUNTABILITY PURPOSES</b>		
	<b>State Accountability</b>	<b>Federal Accountability</b>
<b>Category Used</b>	<ul style="list-style-type: none"> <li>• A</li> <li>• B</li> <li>• C</li> <li>• D</li> <li>• F</li> </ul>	<ul style="list-style-type: none"> <li>• Exceeds Expectations</li> <li>• Meets Expectations</li> <li>• Approaches Expectations</li> <li>• Does Not Meet Expectations</li> </ul>
<b>Intervention Identification</b>	<ul style="list-style-type: none"> <li>• Based on consecutive “F” grades received by the school</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive Support &amp; Improvement (CSI) <ul style="list-style-type: none"> <li>• Any Title I School with an overall federal rating score in the lowest achieving 5% of all Title I schools</li> <li>• Any public high school with a graduation rate below 67%</li> </ul> </li> <li>• Additional Targeted Support &amp; Improvement (ATSI) <ul style="list-style-type: none"> <li>• Any public school with one or more student groups performing at or below the lowest achieving 5% of Title I schools</li> </ul> </li> </ul>
<b>Intervention Requirements</b>	<ul style="list-style-type: none"> <li>• First “F” grade <ul style="list-style-type: none"> <li>• Issue a public notice of the school’s lack of improvement</li> <li>• Hold a public hearing</li> <li>• Revise school improvement plan to consider shifting resources, changing personnel, or requesting State Board assistance</li> </ul> </li> <li>• Second Consecutive “F” grade <ul style="list-style-type: none"> <li>• Work with State Board’s expert team to revise school improvement plan</li> </ul> </li> <li>• Fourth Consecutive “F” grade <ul style="list-style-type: none"> <li>• Under State Board intervention</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CSI <ul style="list-style-type: none"> <li>• Conduct complete comprehensive needs assessment and complete school improvement plan</li> <li>• Participate in the Climate and Culture Survey using Panorama through IDOE</li> </ul> </li> <li>• ATSI <ul style="list-style-type: none"> <li>• Conduct comprehensive needs assessment and complete school improvement plan, with focus on the needs of identified student groups</li> </ul> </li> </ul>
<b>Hold Harmless Application</b>	<ul style="list-style-type: none"> <li>• Assigns the better grade between the 17/18 and 18/19 school years for the official 18/19 State accountability category; and the better grade between the 17/18, 18/19 and 19/20 school years for the official 19/20 State accountability grade</li> <li>• Does not identify any schools for state interventions based on the 18/19 or 19/20 letter grade</li> <li>• Does not consider the official 18/19 or 19/20 state accountability grades as part of the consecutive “F” grades for intervention identification (number of consecutive “F” grades as of 17/18 will be equal to the number of consecutive “F” grades through the 19/20 school year)</li> <li>• Does not apply state intervention requirements based on the 18/19 or 19/20 letter grade</li> </ul>	<ul style="list-style-type: none"> <li>• Does not apply to federal accountability categories</li> <li>• Does not apply to federal intervention identification determinations</li> <li>• Does not apply to federal intervention requirements</li> </ul>

\*Note for Choice Participant Schools: “Hold Harmless” pauses the consequence timeline based on the 18/19 or 19/20 letter grade