



# Indiana Department of Education

SUPPORTING STUDENT SUCCESS

To: Indiana Educators

From: Marcie Brown, Deputy Chief of Staff

Re: NCLB Flexibility Information

A number of offices in IDOE have published PowerPoint slides containing information about different portions of the NCLB flexibilities granted to Indiana by the U.S. Department of Education and the plan IDOE submitted in order to obtain those flexibilities. Below is additional information that was not previously covered in another NCLB flexibility resource. Indiana's full application and related documents can be viewed at:  
<http://www.ed.gov/esea/flexibility/requests>.

## Specific Waivers Indiana Received

**Waived:** The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must set AMOs for determining AYP so that 100% of students are proficient by the end of the 2013-14 schools year.

**In return:** IDOE had to set new AMOs in reading/language arts and mathematics to provide meaningful goals that are used to guide the State, LEAs, schools, and student subgroups.

**Waived:** The requirements in ESEA section 1116(b) for an LEA or the SEA to identify schools not meeting AYP for at least 2 years for improvement, corrective action, or restructuring, and for those schools to take defined improvement actions.

**In return:** IDOE had to propose new sets of interventions which we were able to define so that they allow for greater individualization at the school level.

**Waived:** The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. LEAs may implement interventions consistent with the needs of the students in the school.

**In Return:** Nothing in particular was required for Indiana to obtain this waiver.

For the complete list of waivers, see “Updated ESEA Flexibility Request (February 10, 2012)” under ESEA Flexibility Documents on this page: <http://www.ed.gov/esea/flexibility>.

### **Indiana’s Unified Federal and State Accountability System**

Indiana proposed an accountability model that provides grades and targets for each of the following groups: overall, bottom 25%, top 75%, and traditional ESEA subgroups. This is based on the state board of education-approved A-F school grading system.

Each school and LEA will receive an overall grade for each of these subgroups and a breakdown of the results on each of the variables measured in the grade. Consequences and rewards will be associated with the outcomes of each of those subgroups meeting the annual measures of achievement based on the letter grade, improvement to proficiency on the statewide targets (90-25-90) for each metric (E/LA, math, graduation rates, and college and career readiness), and closure of achievement gaps.

### **Indiana’s New AMOs**

- **Each Indiana school, LEA, and subgroup within each school must receive an ‘A’ or improve by two letter grades by 2020** in each component of Indiana’s state accountability model **and hit the proficiency targets outlined below for each ESEA subgroup** for each metric.
- Additionally, each school and LEA must show dramatic progress in the closure of the achievement gap for each ESEA subgroup. Each school and LEA must meet Indiana’s 90-25-90 goals or improve by two letter grades in English, Math, College & Career Readiness, and Graduation Rate for the overall group and each subgroup.
- This is an ambitious and achievable goal that reflects the state’s commitment to ensuring more students are on track for college and careers.

### **More Specifically...**

A school or LEA assigned a grade other than an ‘A’ for the 2011-12 school year must do the following:

- Receive a school grade of an ‘A’ or improve at least one letter grade in each area over the next three ensuing years; AND
- Improve by two letter grades by 2020.

Every school and LEA must do the following:

- Make adequate annual progress on each measureable objective for each metric for each subgroup as outlined in the state targets and demonstrate closure of achievement gaps.

### Timeline

- 2012 – A new baseline grade will be established for each school and LEA, and the subgroups within each school and LEA, based on the grade received for the 2011-12 school year.
- 2015 – Each school is expected to receive an ‘A’ or improve by one letter grade from the 2012 baseline grade for all students (overall) and each subgroup within the school or LEA and meet or exceed the state proficiency targets for each subgroup for each metric.
- 2020 – Each school and LEA is expected to receive an ‘A’ or improve by two letter grades from the 2012 baseline grade for all students (overall) and each subgroup within the school or LEA and meet or exceed the state proficiency targets for each subgroup for each metric.
- Annually – Each school and LEA is expected to meet or exceed the state targets for each subgroup for each metric and demonstrate closure of achievement gaps.

### Expected distribution of school grades across the state based on the new methodology

Expected School Grades Statewide based on AMO			
	2012	2015	2020
A	28%	58%	73%
B	19%	16%	16%
C	26%	16%	11%
D	16%	5%	0%
F	12%	5%	0%

Indiana has set a goal of significantly reducing the number of ‘D’ and ‘F’ schools. If the AMO is met by 2020, Indiana could expect a 20% decline in the achievement gap. Additionally, Indiana would expect to have at least 90% of all students passing the state assessment – consistent with the “90-25-90” goals Dr. Bennett has established.

### An Example

Hoosier High School received a 'D' in 2011-12 under Indiana's state accountability system. That 'D' grade translated into a 60% passage rate on the state assessments (ISTEP+), 5% of graduates being college & career ready (CCR), and a 60% graduation rate. Per Indiana's AMO, the school is required to improve by two letter grades or receive an “A” by 2020. In order to reach this target, Hoosier High School would need to demonstrate annual improvement as shown below.

School Year	Benchmark	Benchmark Goal	Annual State Assessment (Proficiency Goal*)	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal*	CCR %	Annual Graduation Rate Goal*	Grad Rate %
2011-12	Baseline			60.0	60.0		5.0		60.0
2012-13			Increase by 3.3 percentage points	63.3	63.3	Increase by 2.3 percentage points	7.3	Increase by 3.3 percentage points	63.3
2013-14			Increase by 3.3 percentage points	66.6	66.6	Increase by 2.3 percentage points	9.6	Increase by 3.3 percentage points	66.6
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Increase by 3.4 percentage points	70.0	70.0	Increase by 2.3 percentage points	11.9	Increase by 3.4 percentage points	70.0
2015-16			Increase by 4.0 percentage points	74.0	74.0	Increase by 2.6 percentage points	14.5	Increase by 4.0 percentage points	74.0
2016-17			Increase by 4.0 percentage points	78.0	78.0	Increase by 2.6 percentage points	17.1	Increase by 4.0 percentage points	78.0
2017-18			Increase by 4.0 percentage points	82.0	82.0	Increase by 2.6 percentage points	19.7	Increase by 4.0 percentage points	82.0
2018-19			Increase by 4.0 percentage points	86.0	86.0	Increase by 2.6 percentage points	22.3	Increase by 4.0 percentage points	86.0
2019-20	Eight-Year Benchmark	Achieve an 'A' or improve by two letter grades from the 2012 baseline	Increase by 4.0 percentage points	<b>90.0</b>	<b>90.0</b>	Increase by 2.7 percentage points	<b>25.0</b>	Increase by 4.0 percentage points	<b>90.0</b>

*\*This example is for illustrative purposes only. The annual goal will vary depending on what letter grade the school receives in its baseline year and the grade levels served by the school. A school can increase its grade from the 2012 baseline using any combination of increased proficiency and high student growth/improvement over a sustained period of time. The power of Indiana's AMO is that it differentiates and is individualized to each LEA and school.*

*If Hoosier High School achieved the annual proficiency rate increases in the table above, it would receive an "A" in 2020. This grade translates to a 90% passage rate on the state assessments, 25% of graduates being college or career ready, and a 90% graduation rate – consistent with Dr. Bennett's "90-25-90" goals.*

### **Annual Goals**

- Even though Indiana's AMO provides three-year and eight-year benchmarks, all schools and LEAs will still be assessed annually for progress and performance under Indiana's state accountability system.
- Schools will be categorized as Focus, Priority, and Reward, or Focus-Targeted schools on a yearly basis as well. As outlined previously in this plan, Indiana has developed a rigorous state accountability system that holds schools and LEAs accountable for low growth and for poor proficiency, graduation, and/or college and career readiness rates.
- More information about the new system of rewards and consequences can be viewed in a series of WebEx's conducted by IDOE's Office of School Improvement and Turnaround, located at: <http://www.doe.in.gov/improvement/turnaround/esea-flexibility-waiver>.