



INDIANA
DEPARTMENT of
EDUCATION

INDICATOR 3

MONITORING AND COMPLIANCE GUIDE

Indiana Department of Education

Office of Special Education

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Indicator 3: Assessment

Definition

Participation and performance of children with Individualized Education Programs (IEPs) on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade-level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards.

Monitoring Cycle

The data used to calculate Indicator 3A: Participation rate of students with IEPs, 3B: Proficiency rate for children with IEPs against grade-level academic standards, 3C: Proficiency rate for children with IEPs against alternate academic achievement standards, and 3D: Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards comes from enrollment records, calendar records, and attendance records which is collected annually through several data collections made in the statewide Data Exchange (DEX) system.

Measurement

Each sub-indicator has its own measurement for the State Performance Plan (SPP) - Annual Performance Report (APR). They are as follows:

Indicator 3A: Participation rate of students with IEPs

Calculation for percentage of participation:

$$\frac{\text{No. Receiving Outcome Score}}{\text{No. Enrolled During Testing Window}}$$

This calculation is performed for both reading (English/language arts) and mathematics in grades four, eight, and high school, generating six distinct values. Note that “undetermined” is not an outcome score and thus is not included in the numerator of this calculation.

Indicator 3B: Proficiency rate for children with IEPs against grade-level academic achievement standards

Calculation for percentage of proficiency on standard (ILEARN/IAM/SAT) assessment:

$$\frac{\text{No. Receiving Proficient Outcome}}{\text{No. Receiving Outcome Score}}$$

This calculation is performed for both reading (English/language arts) and mathematics in grades four, eight, and high school, generating six distinct values.

Indicator 3C: Proficiency rate for children with IEPs against alternate academic achievement standards

Calculation for percentage of proficiency on alternate (I AM) assessment:

$$\frac{\text{No. Receiving Proficient Outcome}}{\text{No. Receiving Outcome Score}}$$

This calculation is performed for both reading (English/language arts) and mathematics in grades four, eight, and high school, generating six distinct values.

Indicator 3D: Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards

Calculation for percentage of proficiency gap.

$$\text{Pct Proficient All Students} - \text{Pct Proficient Students with Disabilities}$$

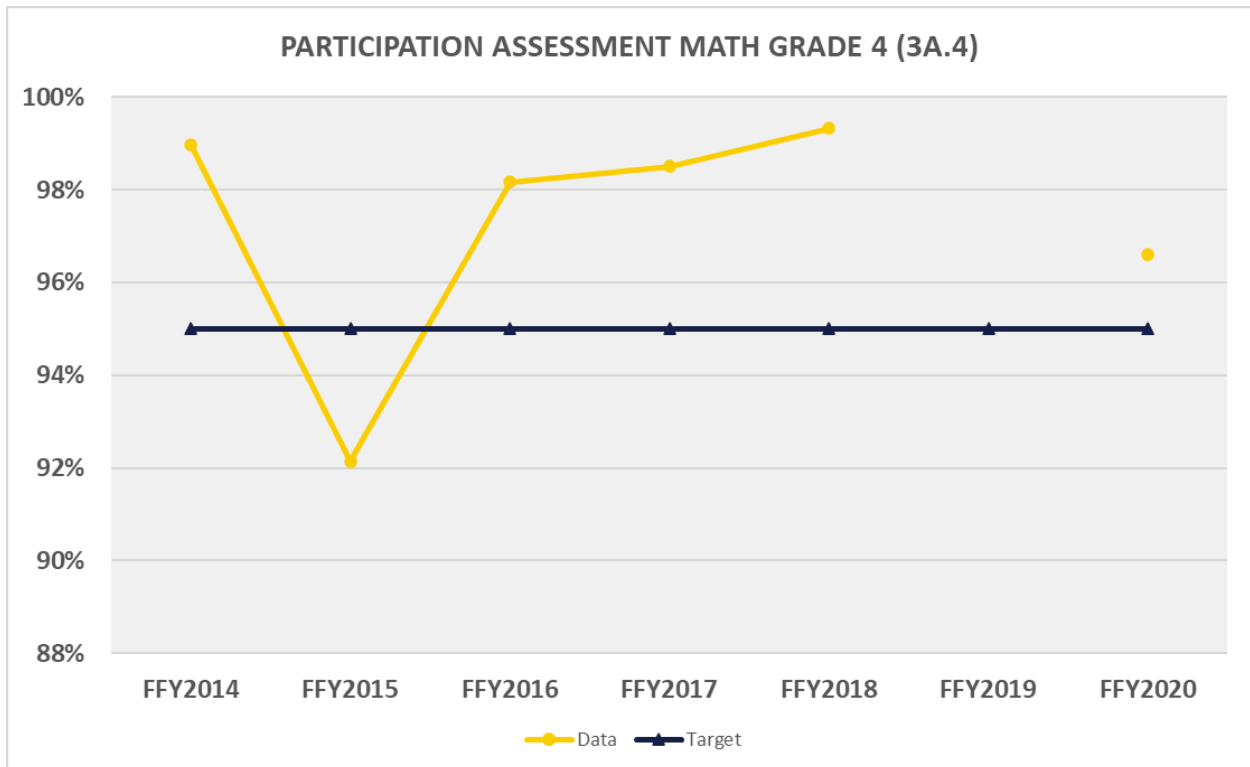
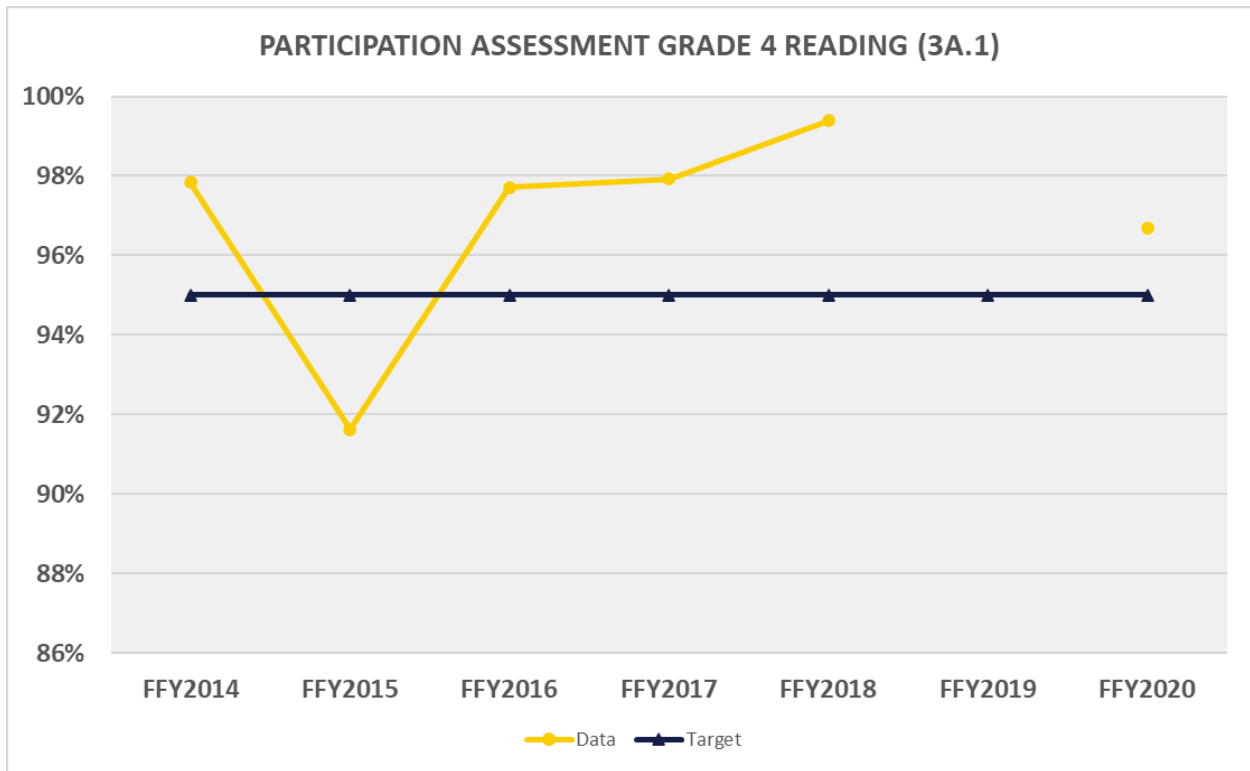
This calculation is performed for both reading (English/language arts) and mathematics in grades four, eight, and high school, generating six distinct values across the regular assessments.

State Targets

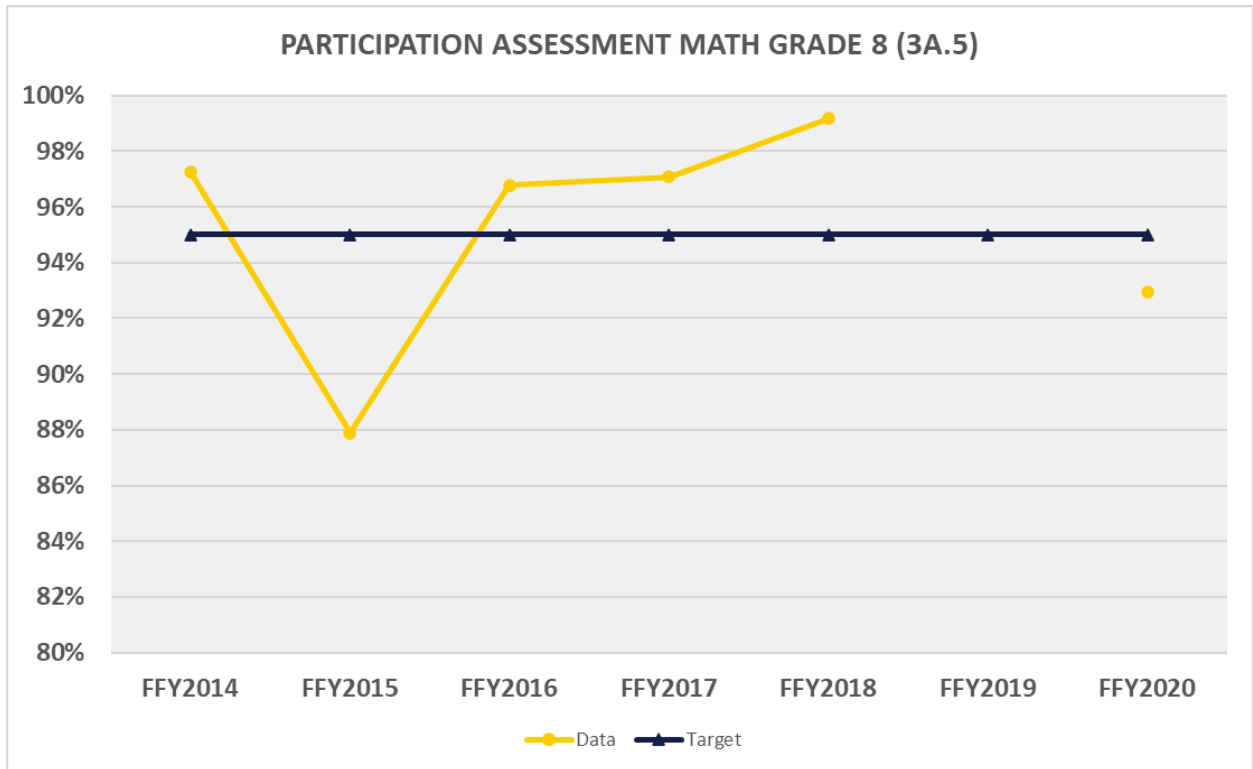
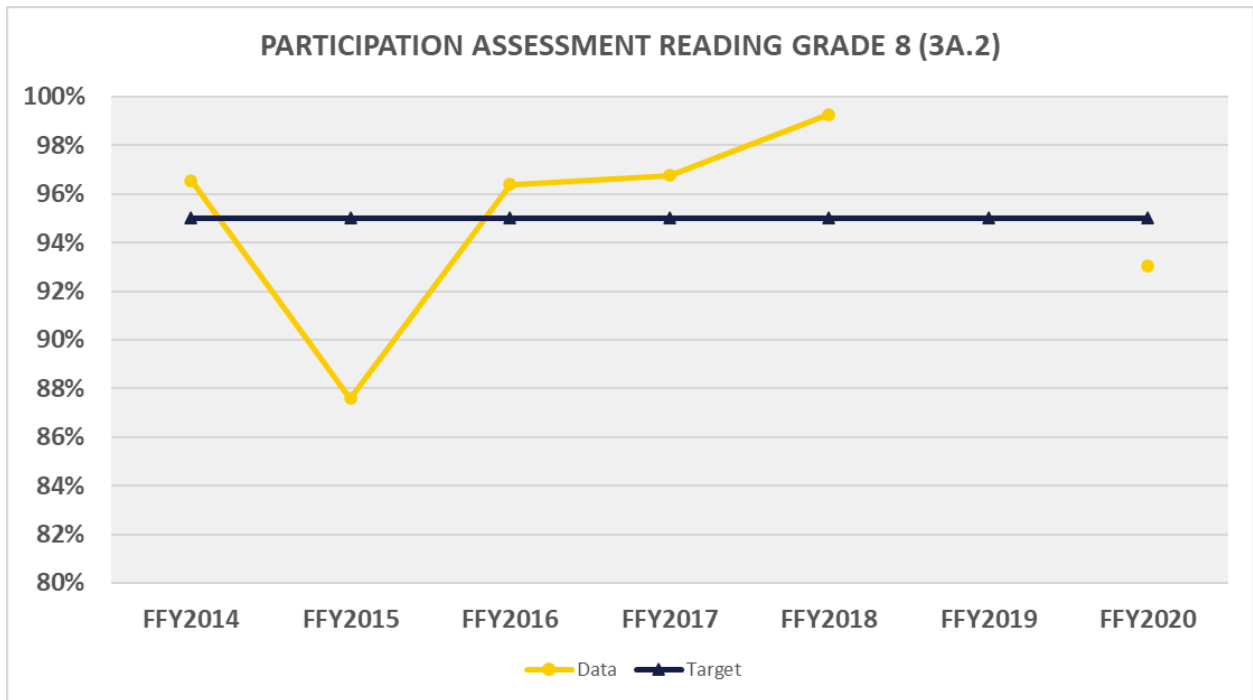
Historical Data

3A: Participation rate of students with IEPs

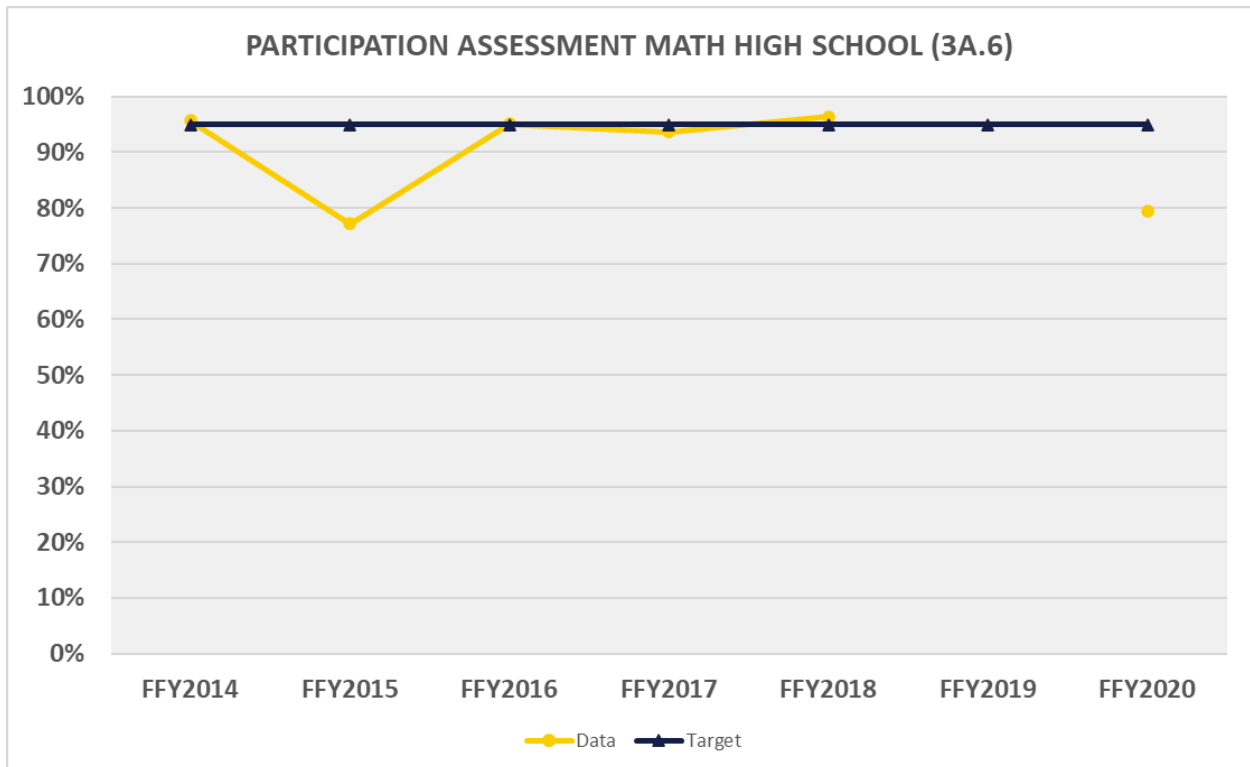
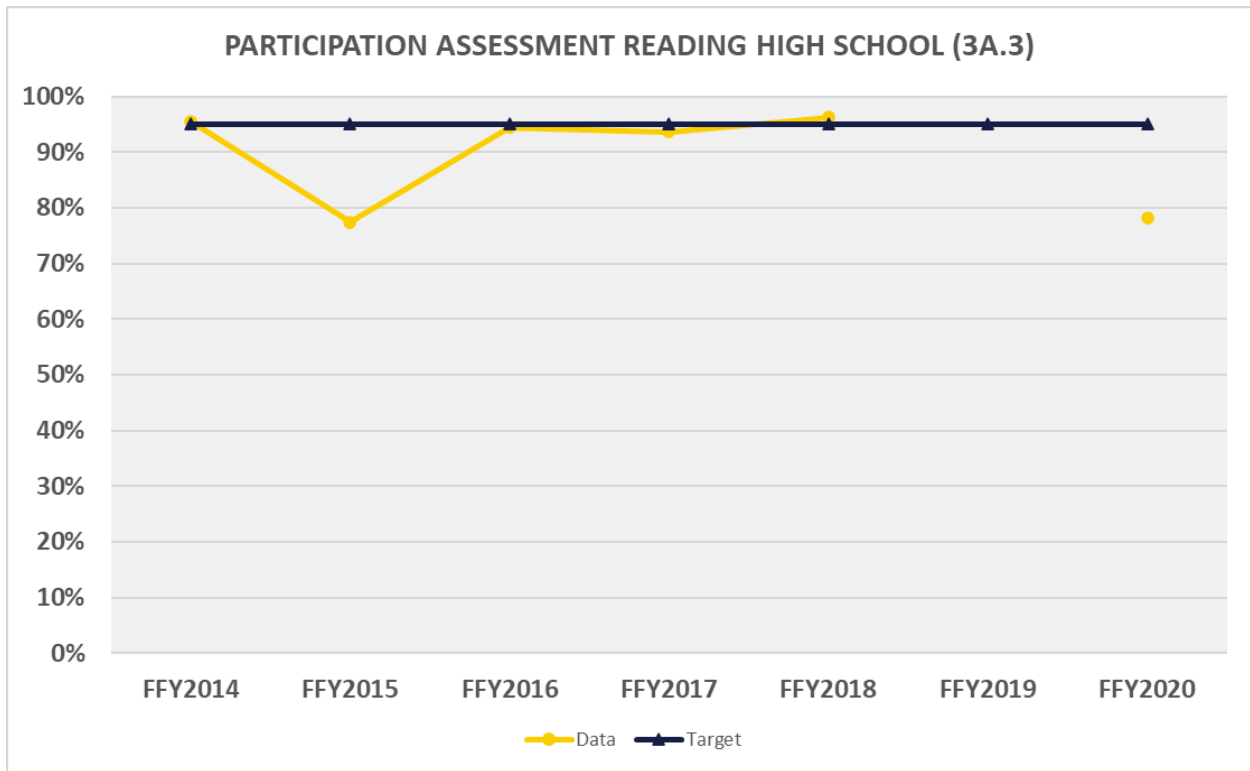
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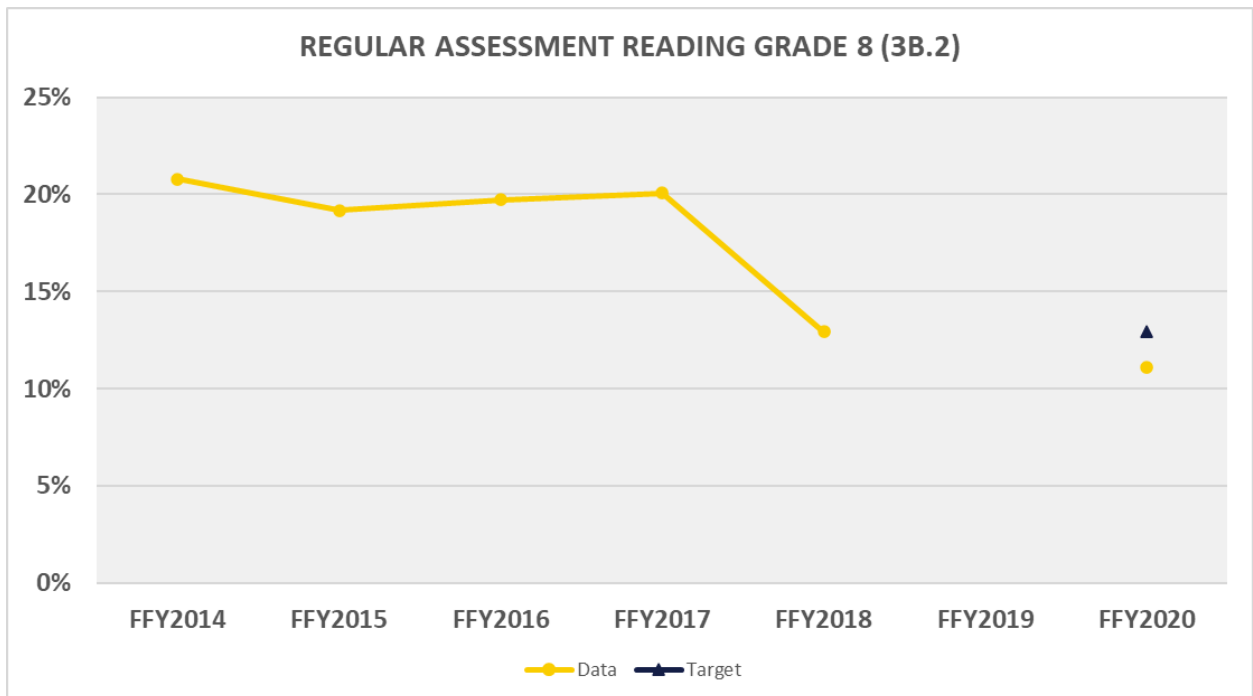
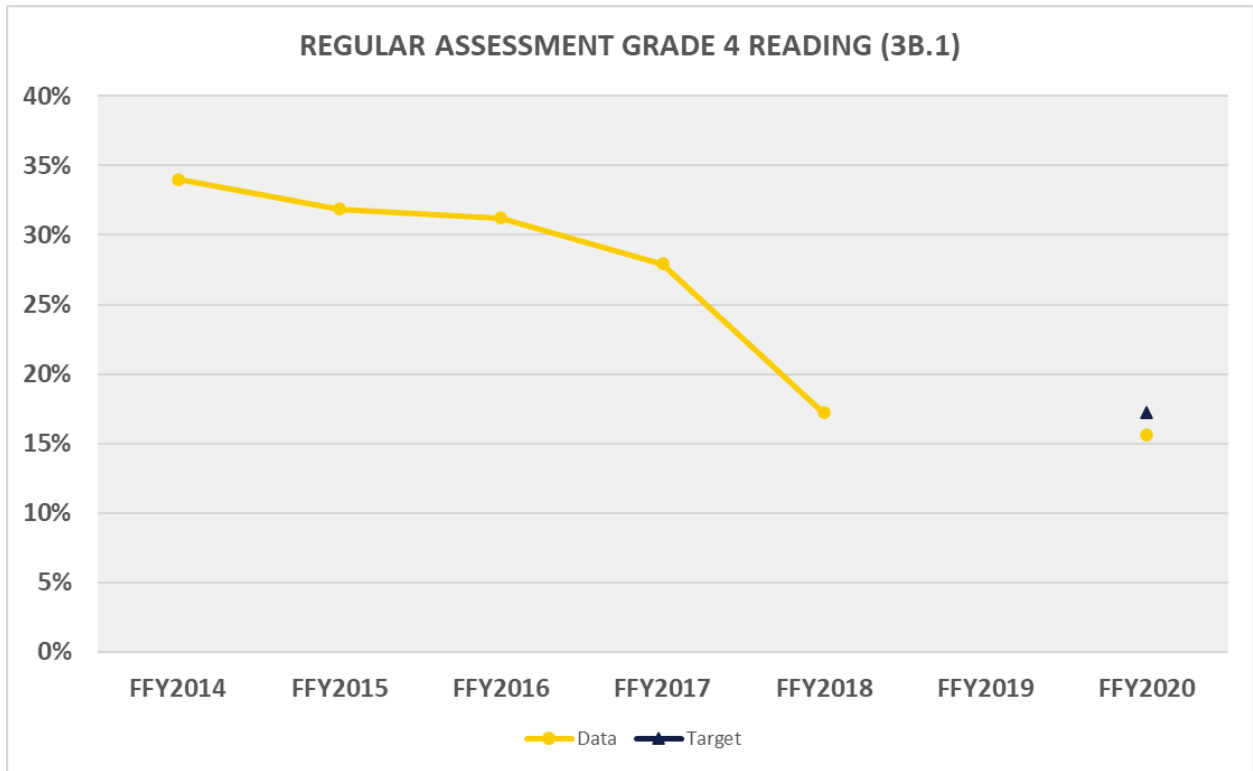
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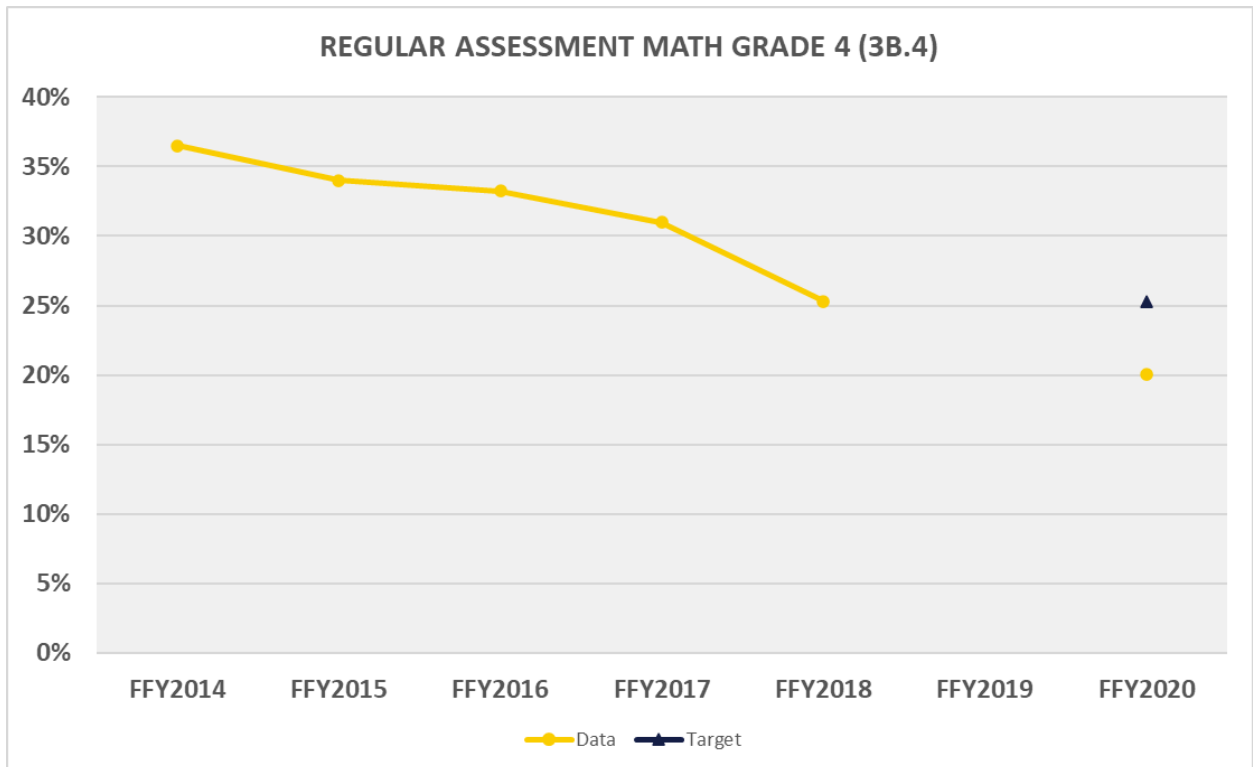
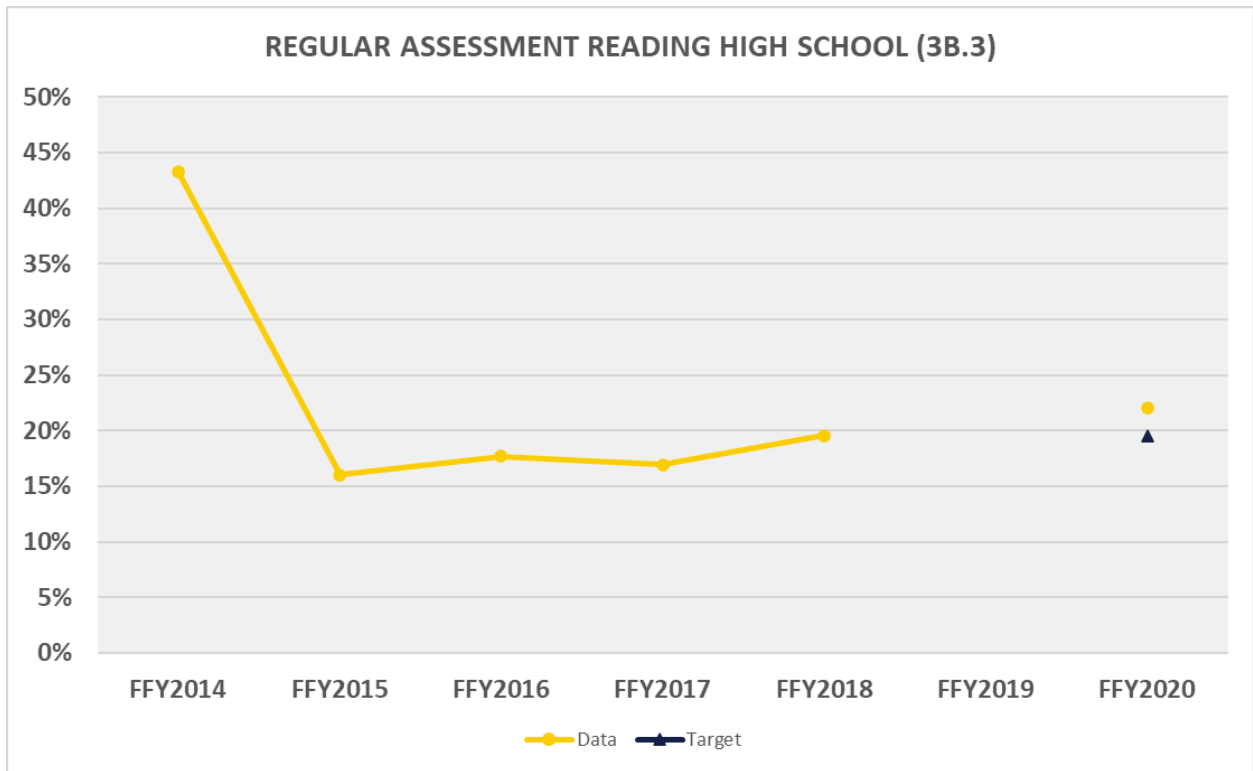
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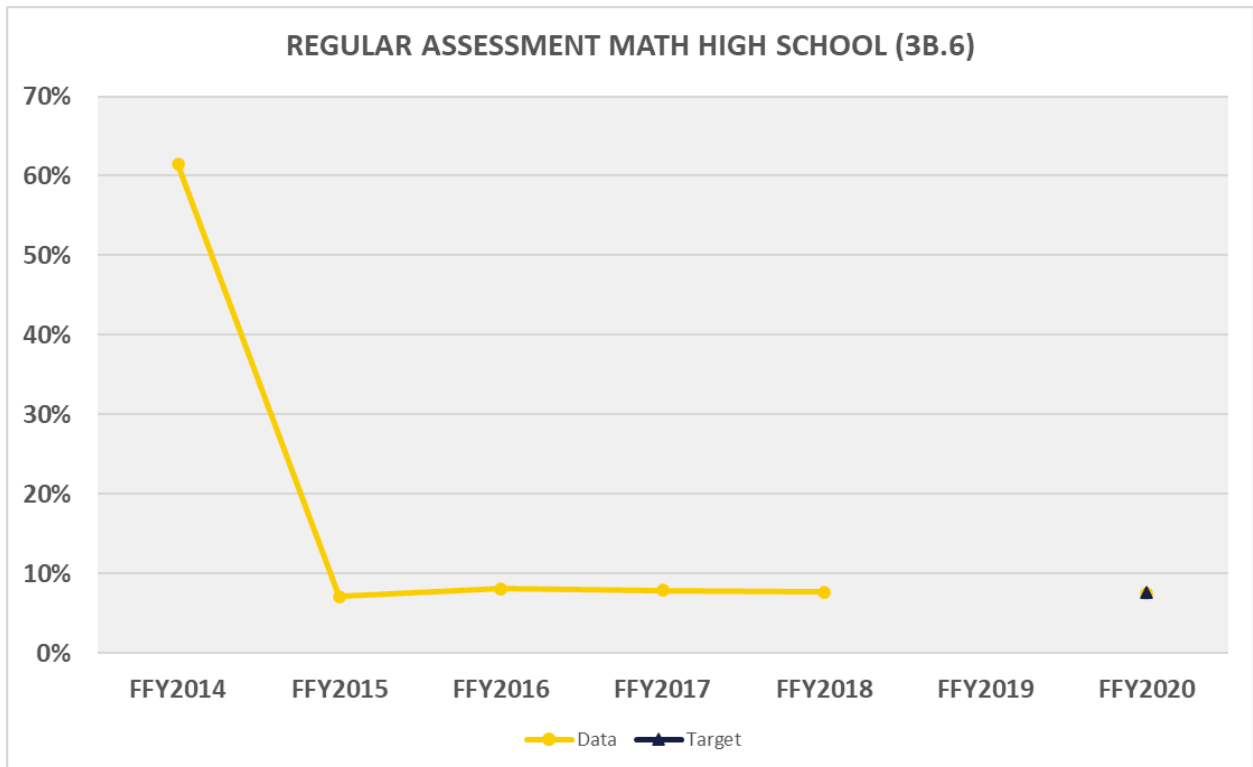
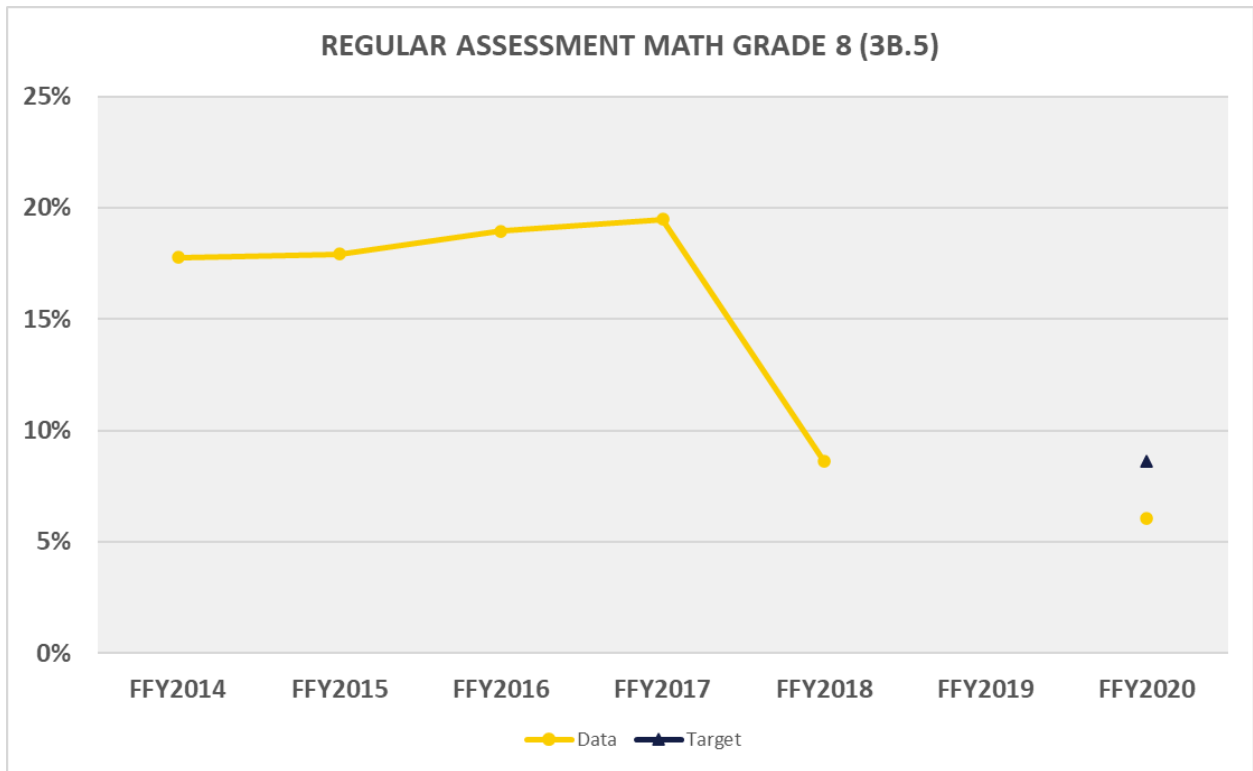
3B: Proficiency rate for children with IEPs against grade-level academic achievement standards



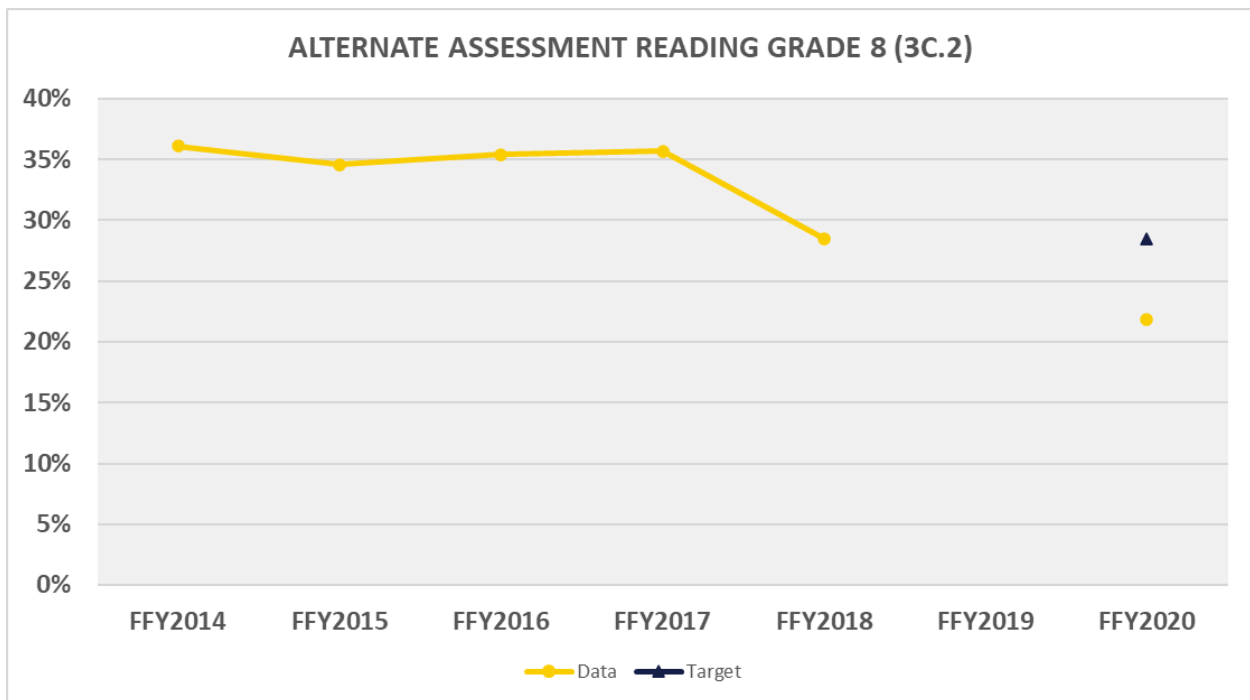
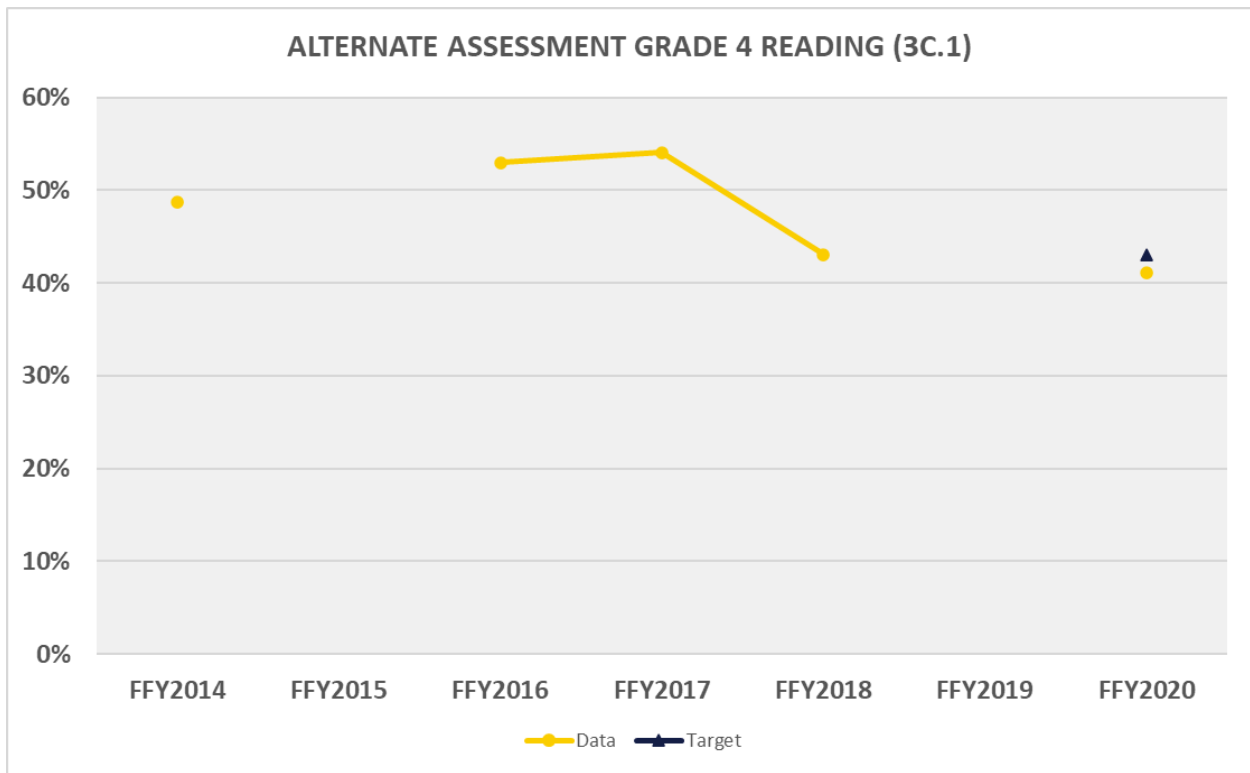
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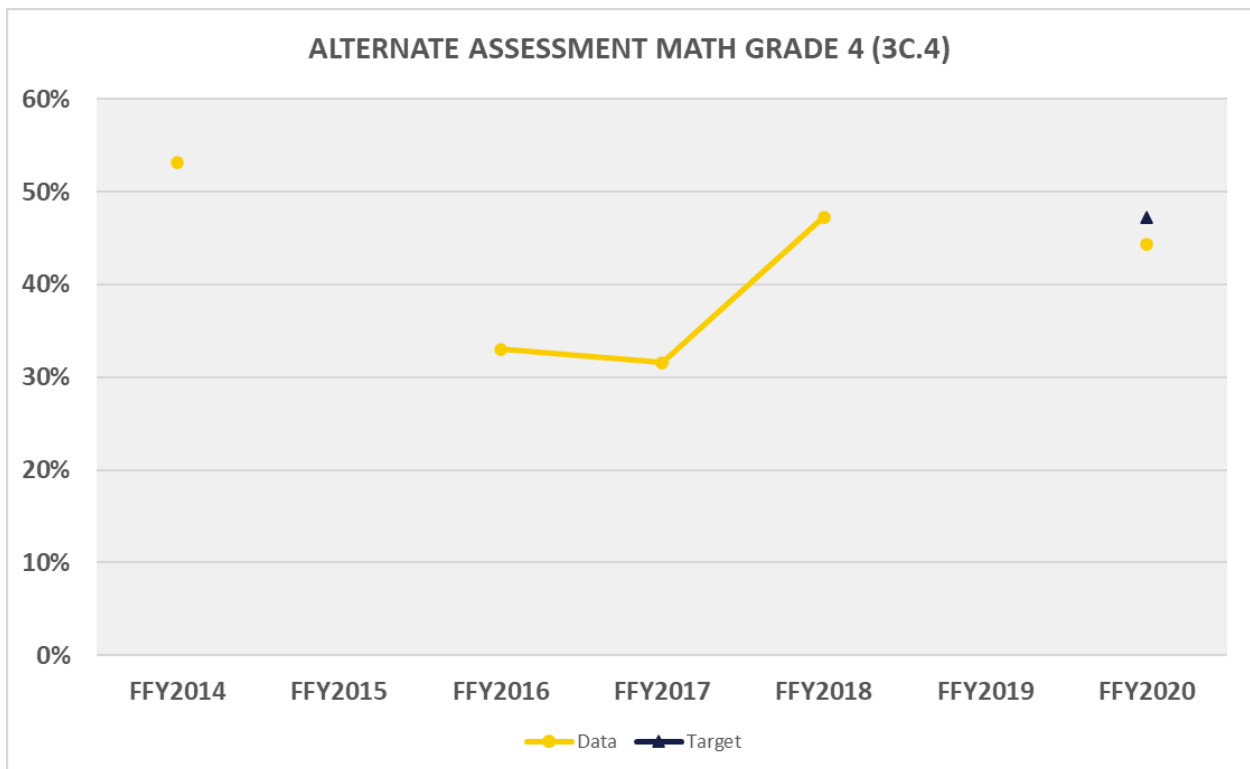
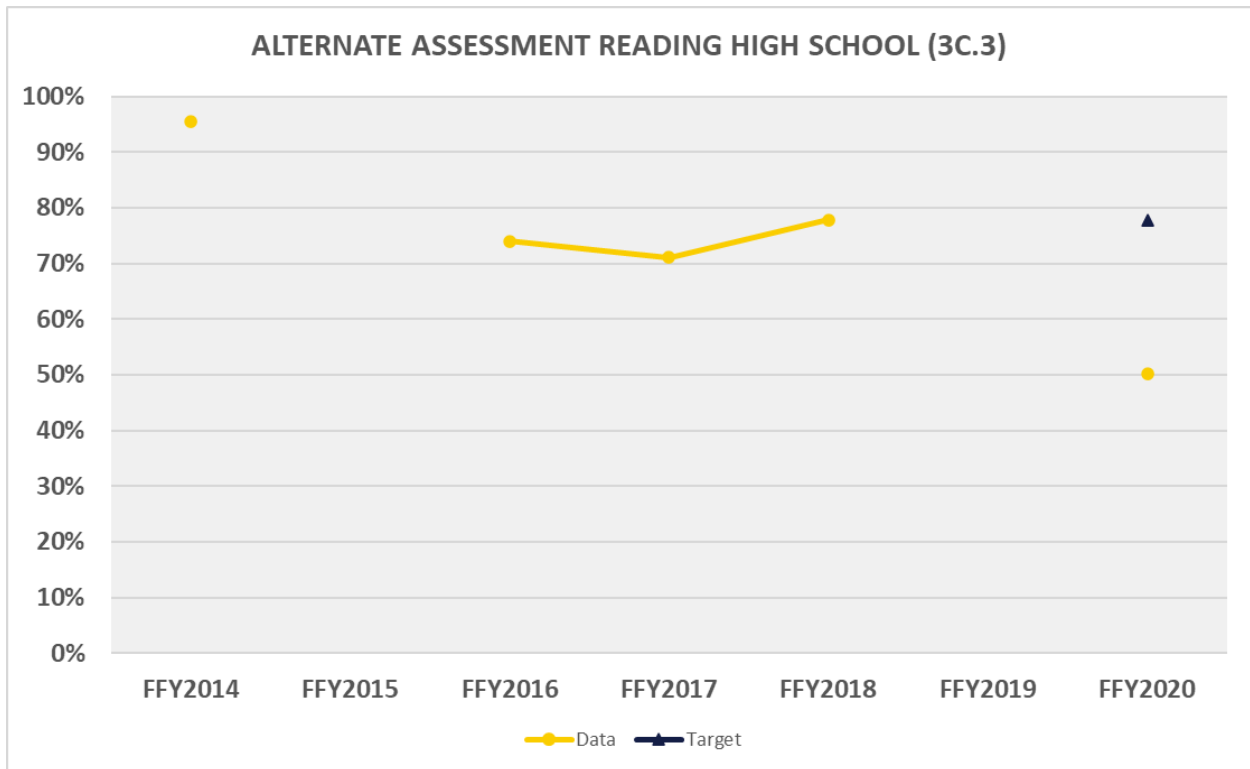
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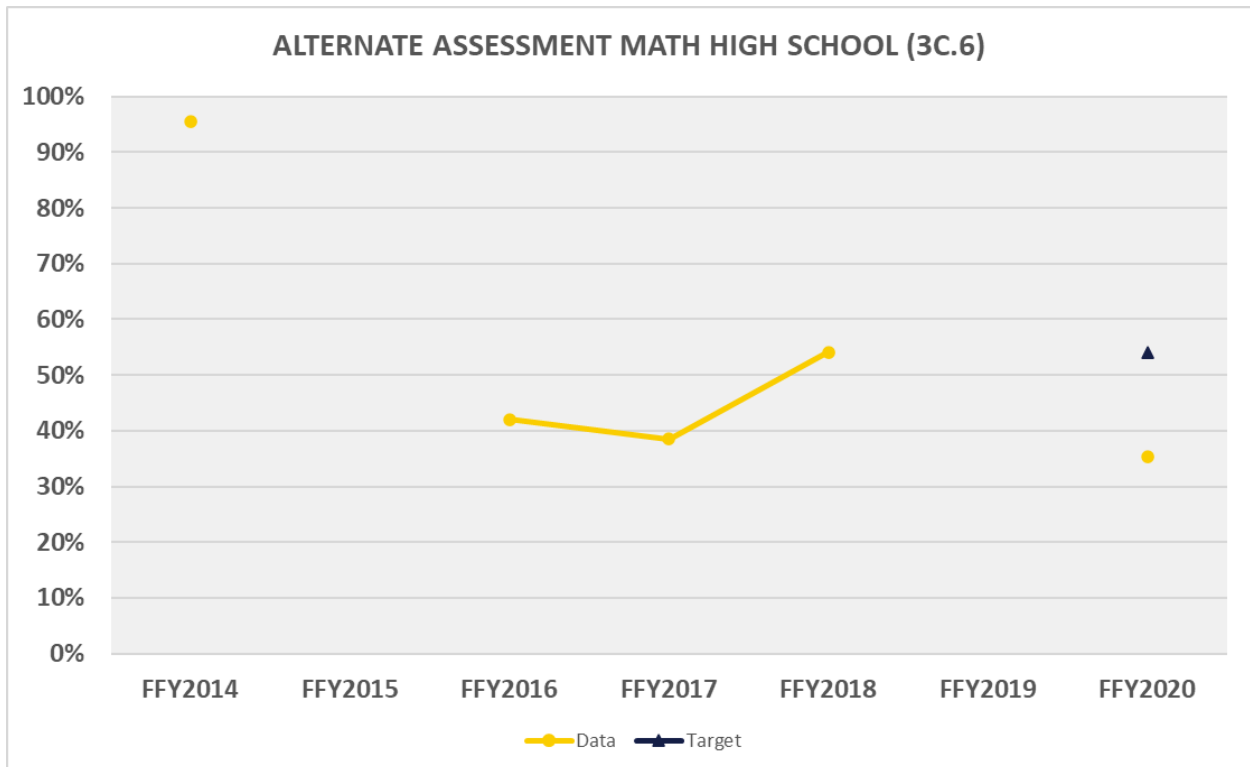
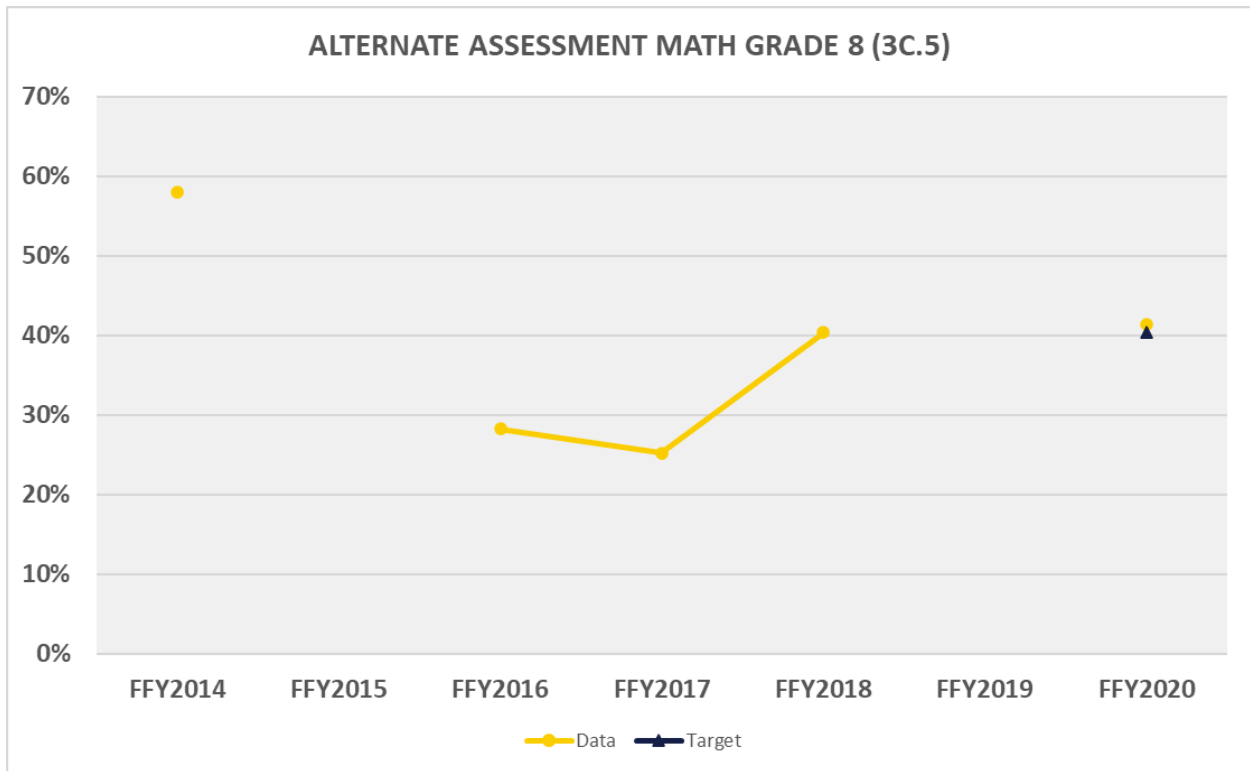
3C: Proficiency rate for children with IEPs against alternate academic achievement standards



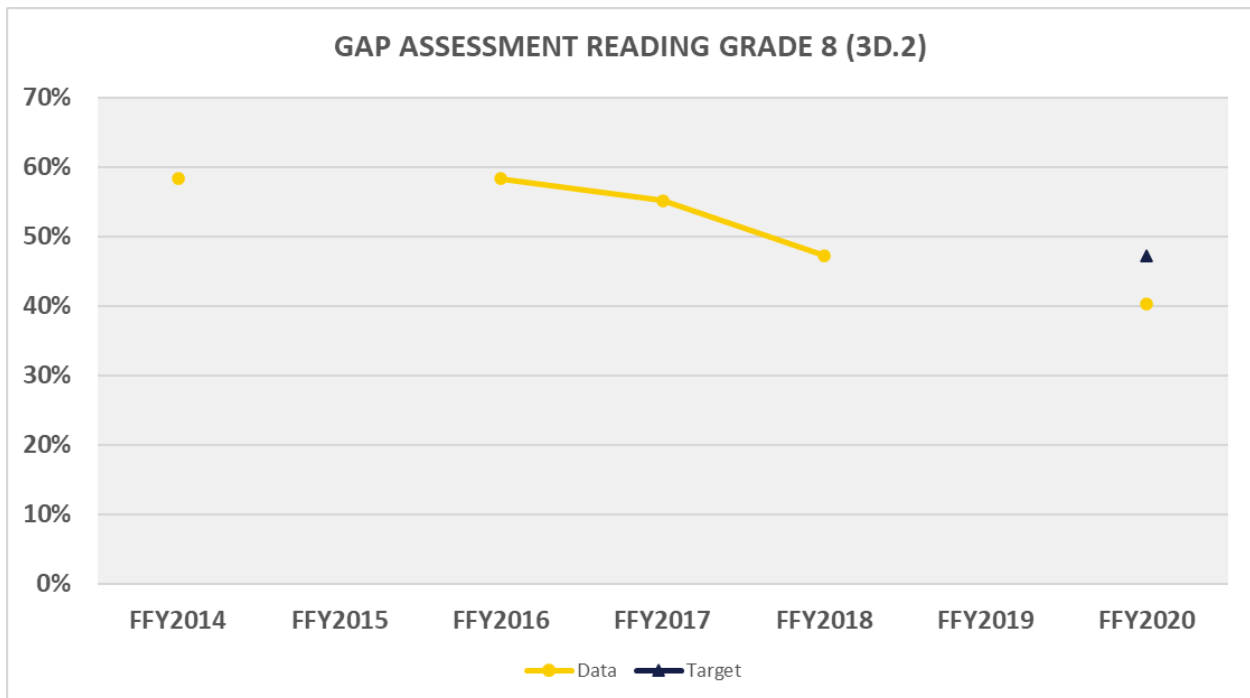
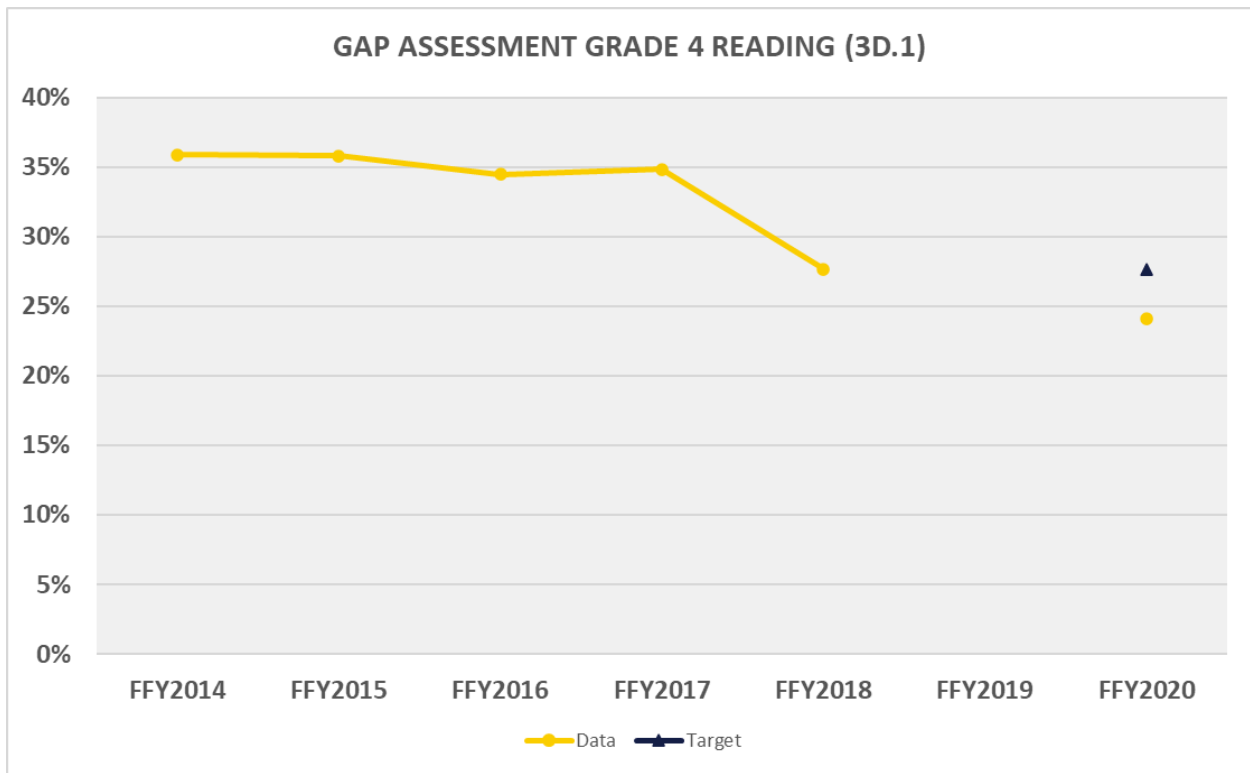
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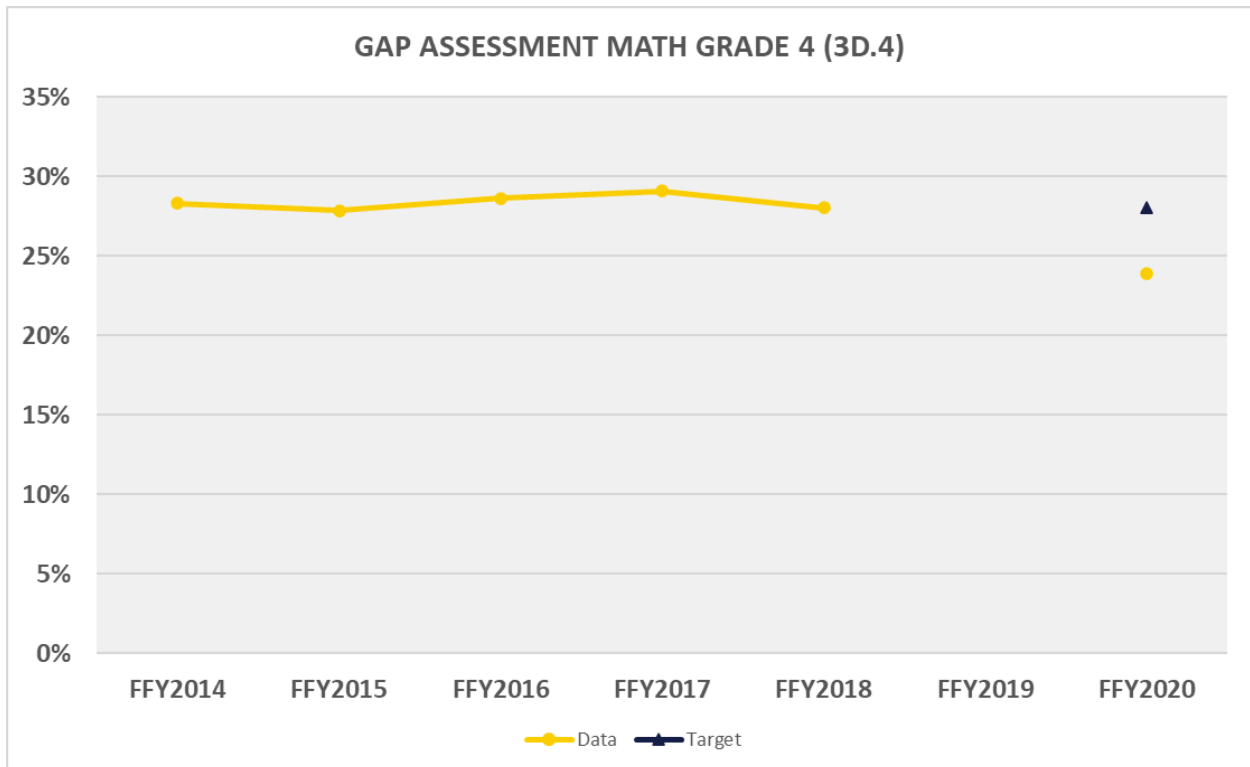
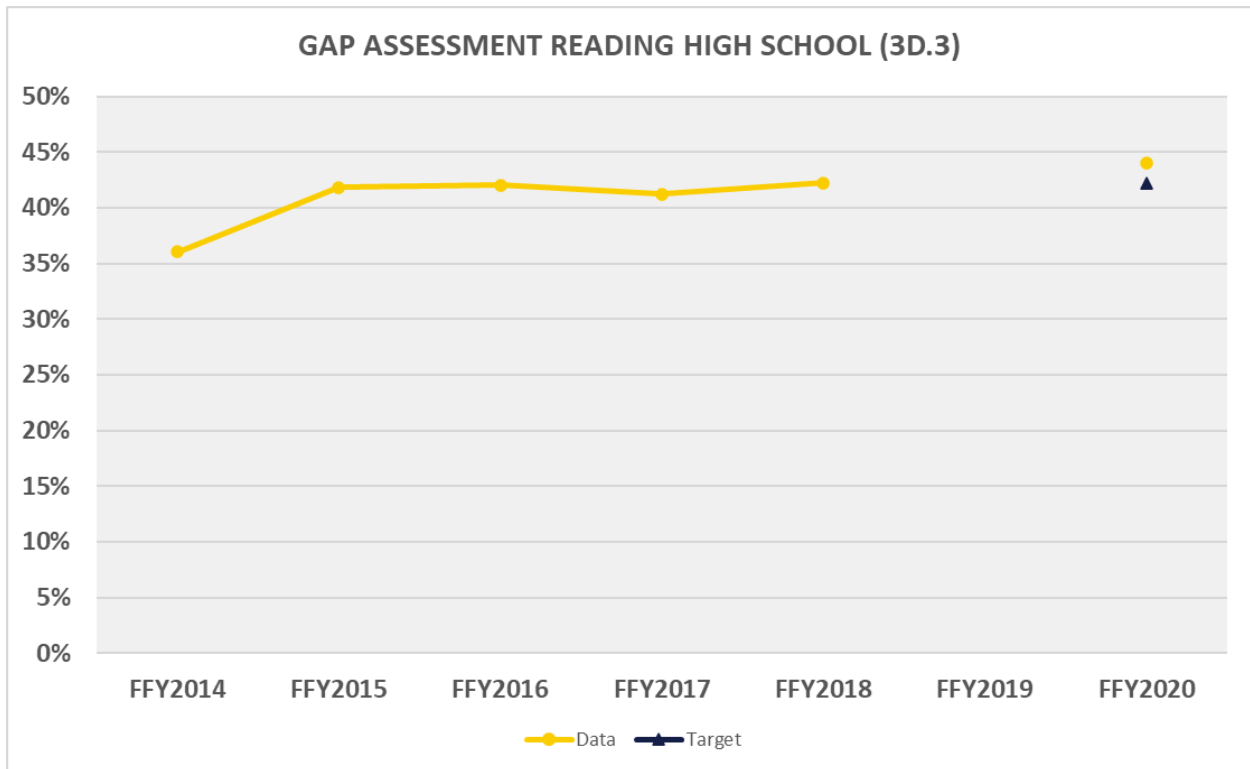
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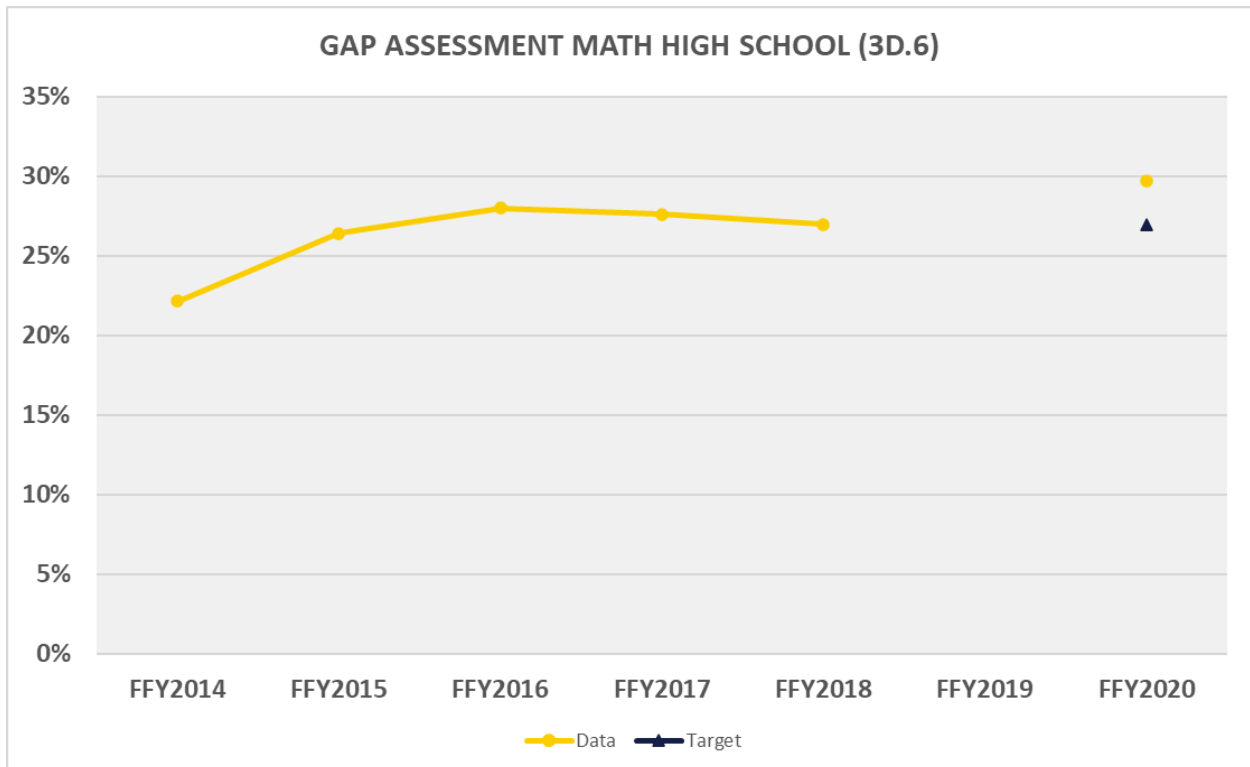
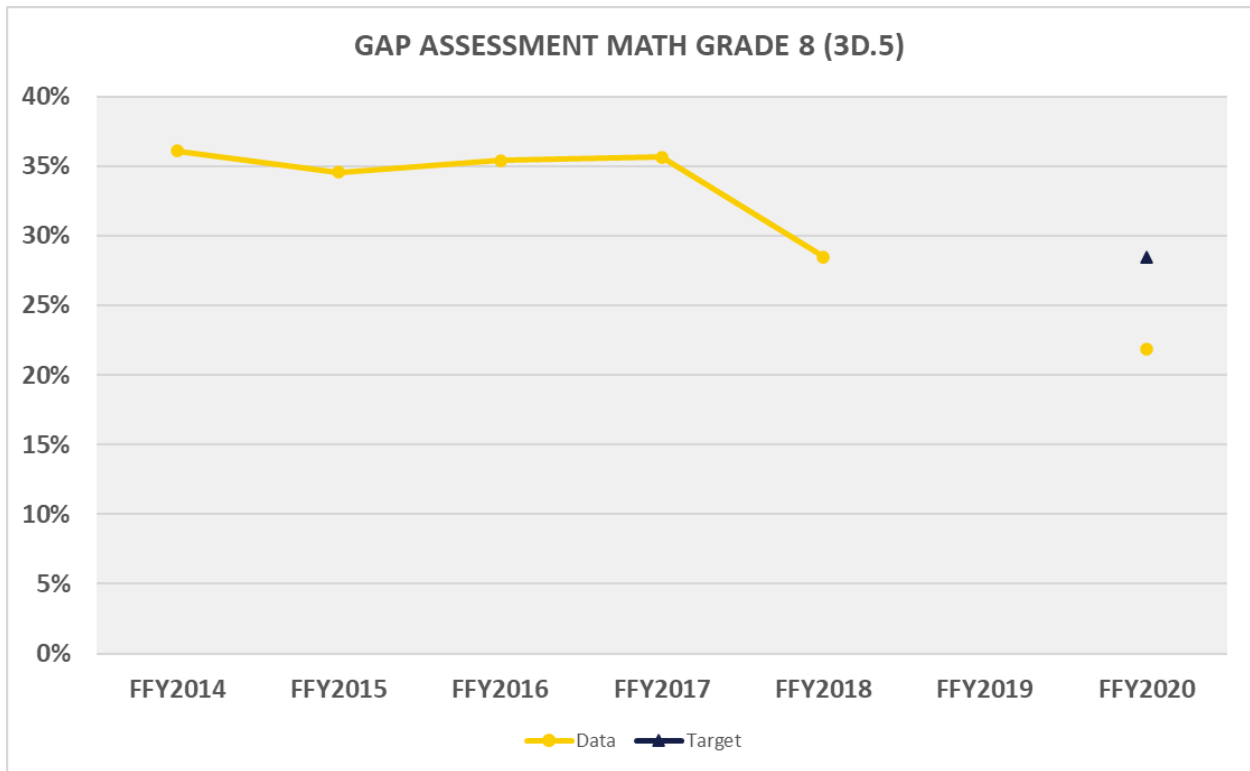
3D: Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards



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Target Data**3A: Participation rate of students with IEPs**

Reading and Math					
Target Year	2021	2022	2023	2024	2025
Target Data Grade Four	95.00%	95.00%	95.00%	95.00%	95.00%
Target Data Grade Eight	95.00%	95.00%	95.00%	95.00%	95.00%
Target Data Grade 11	95.00%	95.00%	95.00%	95.00%	95.00%

3B: Proficiency rate for children with IEPs against grade level academic achievement standards

Reading					
Target Year	2021	2022	2023	2024	2025
Target Data Grade Four	19.22%	20.22%	21.22%	22.22%	23.22%
Target Data Grade Eight	14.93%	15.93%	16.93%	17.93%	18.93%
Target Data Grade 11	21.55%	22.55%	23.55%	24.55%	25.55%

Math					
Target Year	2021	2022	2023	2024	2025
Target Data Grade Four	27.30%	28.30%	29.30%	30.30%	31.30%
Target Data Grade Eight	10.62%	11.62%	12.62%	13.62%	14.62%
Target Data Grade 11	9.66%	10.66%	11.66%	12.66%	13.66%

3C: Proficiency rate for children with IEPs against alternate academic achievement standards

Reading					
Target Year	2021	2022	2023	2024	2025
Target Data Grade Four	45.05%	46.05%	47.05%	48.05%	49.05%
Target Data Grade Eight	49.31%	50.31%	51.31%	52.31%	53.31%
Target Data Grade 11	79.85%	80.85%	81.85%	82.85%	83.85%

Math					
Target Year	2021	2022	2023	2024	2025
Target Data Grade Four	49.30%	50.30%	51.30%	52.30%	53.30%
Target Data Grade Eight	42.33%	43.33%	44.33%	45.33%	46.33%
Target Data Grade 11	56.09%	57.09%	58.09%	59.09%	60.09%

3D: Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards

Reading					
Target Year	2021	2022	2023	2024	2025
Target Data Grade Four	26.67%	26.17%	25.67%	25.17%	24.67%
Target Data Grade Eight	35.52%	35.02%	34.52%	34.02%	33.52%
Target Data Grade 11	41.25%	40.75%	40.25%	39.75%	39.25%

Math					
Target Year	2021	2022	2023	2024	2025
Target Data Grade Four	27.04%	26.54%	26.04%	25.54%	25.04%
Target Data Grade Eight	27.50%	27.00%	26.50%	26.00%	25.50%
Target Data Grade 11	25.98%	25.48%	24.98%	24.48%	23.98%

Results Driven Accountability (RDA)

Each sub indicator of Indicator 3 is included within RDA, although not all components are scored. Each is calculated as follows:

Indicator 3A (Participation):

Local education agencies (LEAs) are given a score of 1, 3, or 5. LEAs with less than or equal to 1% participation in the alternate assessment are awarded five points; LEAs with participation above 1% but up to and including the statewide rate are awarded a three; LEAs with participation above the statewide rate are awarded one point.

Alternate Assessment Participation Rate (1% cap)	
Participation Rate	Points
Less than or equal to 1% participation	5
1.01% up to statewide rate	3
More than statewide rate	1

Indicator 3B (Regular Assessment Proficiency):

For RDA, assessments are reported separately (ILEARN, IAM, SAT) and include all assessed grades. The calculation is performed by English/language arts and mathematics. IREAD-3 is also included as an additional measure of Indicator 3B. The calculations are as follows (for students with disabilities only):

ILEARN (grades 3-8) (ELA and mathematics):

$$\frac{\text{No. Receiving Proficient or Approaching Proficient Outcome}}{\text{No. Receiving Outcome Score}}$$

SAT (high school) (ELA and mathematics):

$$\frac{\text{No. Receiving Proficient or Approaching Proficient Outcome (First Administration Only)}}{\text{No. Receiving Outcome Score}}$$

IREAD-3:

$$\frac{\text{No. of Third Graders Passing on First or Second Administration}}{\text{Unduplicated No. of Third Graders Receiving Outcome Score}}$$

Scoring/Quintiles: A score is generated for ILEARN (ELA and mathematics separately) and IREAD-3. ISTEP+/SAT is not included as a scored component in the Results Matrix. It is included in the unscored section for information purposes only. Scoring is completed as follows:

Each LEA is assigned to a size group based on its total enrollment count using the pupil enrollment data collection (DOE-PE); it is adjusted by interlocals as follows:

- Large: more than 10,000
- Medium: 2,501-10,000
- Small: 1,000 -2,500
- Extra Small: 1,000 and below (excluding charter schools, lab schools, and state schools)

- Charter/Lab/State: Under 1,000

Each LEA with 10 or more students in a category is scored. If less than 10 students are in the category, a score of N/A is awarded. Only schools that meet the N-size of 10 are included in the population for calculation of quintiles within each group, which forms the basis for scoring. Points are then awarded as follows:

5 Separate Enrollment Groups	
Quintile	Score
Top 20% of LEAs	5
Next 20%	4
Next 20%	3
Next 20%	2
Bottom 20%	1

Indicator 3C (Alternate Assessment):

I AM is calculated for all assessed grades (grades four, eight, and 11). The calculation is performed by ELA and mathematics. The calculation is as follows:

$$\frac{\text{No. Receiving Proficient or Approaching Proficient Outcome}}{\text{No. Receiving Outcome Score}}$$

Indicator 3D (Proficiency Gap):

RDA calculation includes all tested grades. The calculation is done for both ELA and Mathematics across all the regular assessments (ILEARN and ISTEP+/SAT).

$$\text{Pct Prof. or Approaching Prof. All Students} - \text{Pct Prof. or Approaching Prof. Students with Disabilities}$$

The proficiency gap is not scored and is used as an information-only measure.

Technical Assistance

Level	Resources
Universal	Request Technical Assistance using this form .
Targeted	
Intensive	