

**Indiana Department of Education and Department of Child Services**  
**Collaboratively written Foster Care Data Report**  
**2018-2019 School Year**  
**Due April 1, 2020 to State Board of Education**

**Indiana’s Foster Youth Statistics**

The 2020 Indiana KIDS Count Databook identified 30,683 children in Indiana’s foster care system in 2018- (Collected from the Adoption and Foster Care Analysis Reporting System – AFCARS). The total number of unique school age foster youth (Pre-Kindergarten through 12<sup>th</sup> grade) identified by this report is 16,894. The data reported within this document are a result of an enhanced data sharing agreement and collaboration between the Indiana Department of Child Services and the Indiana Department of Education. The difference between the total number of reported foster youth (30,683) and school age foster youth (16,894) is largely accounted for by non-school age youth in the foster care system.

In addition, the numbers of school age foster youth that have been identified in this second annual report has increased dramatically over last year’s report. In the latest match used for this year’s identification, there were positive matches found at a rate of 98%. Nonetheless, the principal data experts from both DCS and IDOE will remain a part of regular collaboration meetings towards the goal of continuous quality improvement practices focusing on the increased accuracy and efficiency of the data matching process.

Local DCS offices provide schools with notification of a child’s foster status by submission of the School Notification (state form 47412) via email to the Local Education Agency’s (LEA) identified Point of Contact. LEAs reported their foster youth data at the end of the academic year to IDOE. As DCS and IDOE continue the process for collecting these data, the agencies will continually refine and improve the reporting and collecting of these data to ensure accuracy and transparency in each forthcoming year.

Of the data reported, the majority of foster care students, approximately 15,121, are enrolled in traditional public schools, with a small percentage attending charters (Table 1).

**School Type (Enrollment Count)**

	<b>Foster Care Student Count</b>	<b>Percentage</b>	<b>All Students</b>	<b>Percentage</b>
Traditional Public	15,121	89.5%	1,004,627	88.0%
Charter	906	5.4%	50,248	4.4%
State Run (Blind, Deaf, Corrections)	56	0.3%	833	0.1%
Non-public*	717	4.2%	85,539	7.5%
Prekindergarten Pilot Program	94	0.6%		

**\*Non-public schools do not report foster care status**

Of the 691 potential foster care youth graduates (see Table 2), 382 (55.3%) graduated in 2019. This is a decrease of 9.3% from the percentage of foster care youth graduates from the initial version of this same report last year. This is significantly less than the graduation rate of all students at 87.3%, which is also a decrease from 2018 of 0.8%. A major contributing factor to this difference is the high mobility rates of foster students, creating gaps in academic knowledge. The data reinforce the importance of fidelity to the ESSA collaboration between the identified DCS and LEA Point of Contacts to determine

the educational best interests for the purpose of ensuring educational stability.

Foster care students did have a substantially higher rate of waivers for graduation requirements than all students – 35.6% of foster care students received a waiver compared to 12.1% of all students. This indicates that more foster care students struggle to meet the proficiency benchmark on ISTEP 10 than their peers. Of those that graduate, the majority of foster care students earn a Core 40 designation (65.7%), which is higher than their peers (50.5%). More foster care students also earn a General designation (23.3%) than their peers (9.5=7%). Foster care students earn fewer Honors designations than their peers. This data demonstrates the gaps are increasing from 2018.

#### Overall Graduation Rate

	Cohort Size	Total Graduates	Graduation Rate
Foster Care	691	382	55.3%
All Students	85,195	74,368	87.3%

#### Waivers for Graduation Requirements

	Waiver Graduates	Graduate Waiver Rate	Non-Waiver Graduates	Non-Waiver Graduation Rate
Foster Care	136	35.6%	246	64.4%
All Students	9,001	12.1%	65,367	87.9%

#### Diploma Type

	Foster Care	% Diploma (Foster)	All Students	% Diploma (All)
General	89	23.3%	7196	9.7%
Core 40	251	65.7%	37,576	50.5%
Core 40 - Academic Honors	36	9.4%	23,921	32.2%
Core 40 - Technical Honors	█	█	1,871	2.5%
Core 40 - Academic and Technical Honors	█	█	3,546	4.8%
International Baccalaureate	0	0%	258	0.3%

Regarding the retention and promotion of students for 2018-19, foster care students (3.2%) were retained in kindergarten through grade 11 more than three times as often when compared to all Indiana students (1%). Students tend to be retained more often in earlier grades – most often in kindergarten and declining through to grade 6 (0.3%) and then with grade 7 (0.9%) the retention rates increase with substantial hike between grade 10 (2.6%) and grade 11 (7.3).

#### 2018-19 Total Grade Promotion/Retention (K-11)

	Student Count	Retained	Retained %	Promoted	Promotion %
Foster Care	14,106	446	3.2%	13,660	96.8%
All Students	980,509	9,524	1%	970,985	99%

All Free/Reduced Lunch Students	468,450	6,785	1.4%	461,665	98.6%
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**2018-19 and 2019-20 Total Grade Promotion/Retention Disaggregated by Grade**

	Student Count	Retained	Retained %	Promoted	Promotion %
Kindergarten	1,610	164	10.2%	1,446	89.8%
Grade 1	1,444	80	5.5%	1,364	94.5%
Grade 2	1,248	33	2.6%	1,215	97.4%
Grade 3	1,250	17	1.4%	1,233	98.6%
Grade 4	1,144	■	■	1,137	99.4%
Grade 5	1,115	10	0.9%	1,105	99.1%
Grade 6	1,042	■	■	1,039	99.7%
Grade 7	1,080	10	0.9%	1,070	99.1%
Grade 8	1,118	13	1.2%	1,105	98.8%
Grade 9	1,218	25	2.1%	1,193	97.9%
Grade 10	1,057	27	2.6%	1,030	97.4%
Grade 11	780	57	7.3%	723	92.7%

There appears to be differences in student retention of the American Indian/ Alaskan Native (8.2%) and special education (4.0% vs. 2.8% general education) subgroups of foster care students.

**2018-19 and 2019-20 Grade Promotion/Retention Disaggregated by Subgroup**

	Student Count	Retained	Retained %	Promoted	Promotion %
American Indian/ Alaskan Native	49	***	***	***	***
Black	2,420	76	3.1%	2,344	96.9%
Asian	43	***	***	***	***
Hispanic Ethnicity*	1,167	38	3.3%	1,129	96.7%
White	9,252	294	3.2%	8,958	96.8%
Multiracial (two or more races)	1,168	33	2.8%	1,135	97.2%
Native Hawaiian or Other Pacific Islander	■	***	***	***	***
Female	6,727	188	2.8%	6,539	96.2%
Male	7,379	258	3.5%	7,121	96.5%
Free/Reduced Lunch	12,663	393	3.1%	12,270	96.9%
Special Education	4,377	177	4.0%	4,200	96.0%
General Education	9,729	269	2.8%	9,460	97.2%

\*Hispanic Ethnicity and of any race

Comparatively, a higher percentage of foster care students are suspended (23.3%) and expelled (1.08%) compared to all students (9.3% and 0.25%, respectively). Expulsion rates are more than four times higher and suspension rates are more than two and one half times higher as compared to general population students.

### Discipline (Public Schools)

	Students Suspended	Suspension %	Students Expelled	Expulsion %	Total number of students
Foster Care	3,939	23.3%	182	1.1%	16,892
All Students	100,527	9.3%	2,682	0.3%	1,076,827
All Free/ Reduced Lunch Students	68,791	13.4%	1,808	0.4%	512,072

Foster care students appear to have high suspension rates in each grade level with a significant spike in grade 8. The expulsions seem to begin around grade 5, with the largest percentage of youth expelled in grade 10. Black, male, and those students with special education needs, tend to be on the receiving end of more disciplinary action than their peers.

### Discipline Disaggregated by Grade

	Students Suspended	Students Expelled	Total Students
Pre-Kindergarten	████████	0	542
Kindergarten	167 (9.7%)	████████	1716
Grade 1	159 (10.4%)	0	1534
Grade 2	185 (14.0%)	0	1322
Grade 3	174 (13.2%)	0	1320
Grade 4	182 (15.1%)	0	1203
Grade 5	252 (21.3%)	████████	1182
Grade 6	366 (32.6%)	11 (0.9%)	1122
Grade 7	449 (38.1%)	25 (2.1%)	1178
Grade 8	503 (41.2%)	28 (2.3%)	1222
Grade 9	532 (36.9%)	36 (2.5%)	1442
Grade 10	500 (35.2%)	46 (3.2%)	1419
Grade 11	338 (27.1%)	26 (2.1%)	1247
Grade 12	142 (20.6%)	████████	691

### Discipline Disaggregated by Subgroup

	Students Suspended	Students Expelled	Total Students
American Indian/ Alaskan Native	***	***	57
Black	1,046 (33.8%)	40 (1.3%)	3,096
Asian	***	***	56
Hispanic Ethnicity *	326 (23.7%)	11 (0.8%)	1,377
White	2,225 (20.4%)	111 (1%)	10,898
Multiracial (two or more races)	329 (23.5%)	20 (1.4%)	1,400
Native Hawaiian or Other Pacific Islander	***	***	█
Female	1,388 (17.5%)	63 (0.8%)	7,947
Male	2,551 (28.5%)	119 (1.3%)	8,945
Free/Reduced Lunch	3,678 (23.7%)	167 (1.1%)	15,502
Special Education	1,551 (28.9%)	32 (0.6%)	5,369
General Education	2,388 (20.7%)	150 (1.3%)	11,523

\*Hispanic Ethnicity and of any race

Similar to graduation rates, waivers, and diploma types, ILEARN scores for foster care students (23.1% and 24.2% in English and math, respectively) are also substantially lower than their peers (47.4% and 47.2%), again reiterating a significant gap in students' academic achievement and success. Foster care students' proficiency rates are lower in English/Language Arts than math until grade six and then they switch with both rates declining. The lowest passage rate at 12.1% is grade 8 math. Of the foster care students who pass ILEARN, American Indian, Black, and Special education have the lowest passage rates in both English and math.

### Total ILEARN Passage Rates (Grade 3-8)

	English/Language Arts			Math		
	Tested Students	Students Passing	Pass Rate	Tested Students	Students Passing	Pass Rate
Foster Care	6695	1547	23.1%	6682	1614	24.2%
All Students	507013	240515	47.4%	506971	239454	47.2%
All Free/ Reduced Lunch Students	245,587	81,825	33.3%	245,543	81,467	33.2%

### ILEARN Passage Rates (Grade 3-8) Disaggregated by Grade

	English/Language Arts			Math		
	Tested Students	Students Passing	Pass Rate	Tested Students	Students Passing	Pass Rate
Grade 3	1,273	319	25.1%	1,273	500	39.3%
Grade 4	1,144	284	24.8%	1,143	370	32.4%
Grade 5	1,126	267	23.7%	1,125	258	22.9%
Grade 6	1,038	232	22.4%	1,032	203	19.7%
Grade 7	1,034	211	20.4%	1,037	153	14.8%
Grade 8	1,080	234	21.7%	1,072	130	12.1%

**ILEARN Passage Rates (Grade 3-8) Disaggregated by Subgroup**

	English/Language Arts			Math		
	Tested Students	Students Passing	Pass Rate	Tested Students	Students Passing	Pass Rate
American Indian/Alaskan Native	30	***	***	30	***	***
Black	1,084	124	11.4%	1,085	137	12.6%
Asian	17	***	***	17	***	***
Hispanic Ethnicity*	563	118	21.0%	562	119	21.2%
White	4,434	1,167	26.3%	4,422	1,224	27.7%
Multiracial (two or more races)	562	132	23.5%	561	123	21.9%
Native Hawaiian or Other Pacific Islander	█	***	***	█	***	***
Female	3,186	866	27.2%	3,189	778	24.4%
Male	3,509	681	19.4%	3,493	836	23.9%
Special Education	2,065	150	7.3%	2,058	203	9.9%
General Education	4,546	1,383	30.4%	4,540	1,400	30.8%
Free/ Reduced Lunch Students	5,954	1,387	23.3%	5,938	1,477	24.9%

\*Hispanic Ethnicity and of any race

The passing rate for students taking ILEARN for the first time is similarly as low as ILEARN in grades 3-8. Compared to their peers, foster care students have significantly lower achievement on the high school examination, with 29.2% passing English and 7.3% passing math the first time.

**ILEARN Grade 10 (First Time)**

	English/Language Arts			Math		
	Tested Students	Students Passing	Pass Rate	Tested Students	Students Passing	Pass Rate
Foster Care	857	250	29.2%	867	63	7.3%
All Students	78,320	48,904	62.4%	78,455	27,711	35.3%
All Free/ Reduced Lunch Students	31,771	14,813	46.6%	31,874	6,157	19.3%

**ILEARN Grade 10 Disaggregated by Subgroups (First Time)**

	English/Language Arts			Math		
	Tested Students	Students Passing	Pass Rate	Tested Students	Students Passing	Pass Rate
American Indian/Alaskan Native	█	***	***	█	***	***
Black	167	34	20.4%	164	5	3.0%
Asian	█	***	***	█	***	***
Hispanic Ethnicity	74	25	33.8%	76	█	█
White	540	167	30.9%	547	47	8.6%

### ILEARN Grade 10 Disaggregated by Subgroups (First Time) Continued

	English/Language Arts			Math		
	Tested Students	Students Passing	Pass Rate	Tested Students	Students Passing	Pass Rate
Multiracial (two or more races)	65	19	29.2%	68	■	■
Native Hawaiian or Other Pacific Islander	0			0		
Female	436	153	35.1%	443	35	7.9%
Male	421	97	23.0%	424	28	6.6%
Special Education	285	27	9.5%	288	■	■
General Education	572	223	39.0%	579	60	10.4%
Free/ Reduced Lunch Students	713	210	29.5%	723	56	7.7%

Foster care students score lower in English than math on ILEARN grade 3, which leads to an overall lower pass rate on IREAD-3 when compared to all students, with foster care students at 77.1% versus all students at 87.3%.

#### IREAD-3

	Tested Students	Students Passing	Pass Rate
Foster Care	1,249	963	77.1%
All Students	82,646	72,139	87.3%
All Free/ Reduced Lunch Students	41,354	33,888	81.9%

A-F grades for 2018-2019 school year were not placed due to the implementation of the ILEARN exam, which changed from ISTEP.

#### School Accountability Grades

	A	B	C	D	F	No Grade/Appeal Pending
Foster Care Student Count and %	n/a	n/a	n/a	n/a	n/a	n/a
All Students Count and %	n/a	n/a	n/a	n/a	n/a	n/a

#### Prekindergarten Pilot Program

For the 2018-2019 school year, the On My Way (OMW) Pre-K pilot program had 94 children who were enrolled and identified as foster population youth, with eight of those youth receiving services through the local education agency. The Family Social Services Administration does not track discipline or promotion/retention rates of the students who participate in the OMW pilot program.

#### Free and Reduced Lunch Program:

Foster children are categorically eligible for free meal benefits per the USDA Food and Nutrition Services Eligibility Manual.