



# Indiana Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated.

- Indiana uses a composite index to calculate an annual summative rating of A, B, C, D, or F for all public schools and to identify schools for comprehensive and targeted support and improvement (CSI/TSI).
- Indiana addresses chronic absenteeism by measuring the percentage of students attending at least 96% of enrolled school days (irrespective of excuse) as well as the percentage of students who demonstrate improved attendance over the previous year.

## Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation		
<input checked="" type="checkbox"/> <b>Annual summative rating</b> (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)		
<input type="checkbox"/> <b>Data dashboard only</b> (CSI/TSI schools identification only)		
Summative Ratings		
A, B, C, D, F		
Accountability Measures	Included in Accountability	
Academic		
Achievement status	✓	
Achievement growth	✓	
<b>GAP</b> Achievement gap		
<b>ELP</b> English language proficiency/progress	✓	
4-year graduation rate	✓	
<b>EAR</b> Early learning		
<b>WRE</b> Well-rounded education		
Persistence		
<b>EXT</b> Extended-year graduation rate(s)	✓	
<b>OTG</b> On-track to graduation		
Dropout rate		
College and career readiness		
<b>COL</b> College enrollment		
<b>ADV</b> Advanced coursework or sequence	✓	
<b>CPT</b> College placement test(s)		
<b>CTE</b> Career and technical education or work-based learning	✓	
Readiness to learn		
<b>CFL</b> Conditions for learning/school climate		
<b>SEL</b> Social-emotional learning		
<b>CHR</b> Chronic absenteeism	✓	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 20 for accountability, N = 10 for reporting)	
Major racial/ethnic subgroups	
African American	
American Indian	
Asian	
Hispanic	
Multiracial	
Native Hawaiian/Pacific Islander	
White	
Other required subgroups	
Economically disadvantaged	
Students with disabilities	
English learners	
Nonrequired subgroups	
Not applicable	

Subjects Used for Accountability			
Subject	Status	Growth	
Math	✓	✓	
Reading/English language arts (ELA)	✓	✓	
Writing			
Science			
Social studies			
Other			



## Annual Differentiation System

Indiana uses a composite index to calculate an annual summative rating of A, B, C, D, or F for all public schools and to identify schools for comprehensive and targeted support and improvement (CSI/TSI; see also “School Improvement Categories”).

### Indiana Composite Index for Determination of Summative Ratings and CSI/TSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Measure Weightings for CSI/TSI Determination Only	
		Elementary/Middle Schools	High Schools
 Academic achievement	Proficiency (ELA, math)	42.5%	15%
 Other academic	Growth to proficiency (ELA, math)	42.5%	15%
	Improvement on graduation exam (ELA, math)	--	
 Graduation rate	4-year graduation rate and 5-year graduation improvement rate	--	30%
ELP English language proficiency progress	On-track to ELP	10%	10%
<b>Academic indicators subtotal</b>		<b>95%</b>	<b>70%</b>
SQSS School quality or student success	College and career readiness	--	30%
	Addressing chronic absenteeism	5%	--
<b>SQSS indicator subtotal</b>		<b>5%</b>	<b>30%</b>
<b>Total</b>		<b>100%</b>	<b>100%</b>

Note: ELA=English language arts

## Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency (ELA, math weighted equally)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
	<i>Participation rate inclusion</i>	Preliminary proficiency score is multiplied by the participation rate to determine the final proficiency score.
 Other academic	Growth to proficiency (ELA, math weighted equally)	Based on a student growth percentile (SGP) that ranks year-to-year change in annual statewide assessment results for each participating student. Students are awarded point values based on SGP and previous year's performance level, which are averaged for final score.
	Improvement on graduation exam (ELA, math weighted equally)	Percentage of high school students who did not pass ELA or math graduation exam previously who pass on a subsequent administration.
 Graduation rate	4-year graduation rate and 5-year graduation improvement rate	Sum of the 4-year graduation rate and the difference between the 5-year graduation rate and the previous year's 4-year graduation rate. For example, if the current 5-year cohort graduation rate is 85% and the same cohort had an 80% 4-year graduation rate in the previous year, the difference is 5%. 4- or 5-year graduation rates are percentage of students within a respective <a href="#">adjusted cohort</a> who graduate within 4 or 5 years with a regular high school diploma.
ELP English language proficiency progress	On-track to ELP	Percentage of students meeting annual individual targets for sufficient progress toward ELP within a state-determined number of years, based on state ELP test results.
SQSS School quality or student success	College and career readiness	Percentage of 4-year graduates who attain 1 of the following benchmarks: <ul style="list-style-type: none"> <li>• Passing score on an Advanced Placement/International Baccalaureate exam</li> <li>• At least 3 college credit hours from an approved course</li> <li>• Approved industry certification</li> </ul>
	Addressing chronic absenteeism	The sum of the percentage of students attending at least 96% of enrolled school days (irrespective of excuse) and the percentage of students who demonstrate improved attendance by attending 3% more school days over the previous year.

Note: ELA=English language arts

## School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> <li>Low-performing school: Bottom 5% of Title I schools, as ranked by composite index score and any school receiving "F" summative rating</li> <li>Low graduation rate school: 4-year graduation rate less than or equal to 67%</li> <li>Chronically underperforming subgroup (i.e., 5 years failure to exit Title I ATS status)</li> </ul>	Any school with consistently underperforming subgroup(s) based on subgroup composite index score below the threshold for the identification of bottom 5% of Title I schools based on all students, for 2 consecutive years	Any school with subgroup composite index score below threshold for the identification of bottom 5% of Title I schools based on all students
First year and frequency of identification	<ul style="list-style-type: none"> <li>2018–19 for low-performing and low graduation rate schools and annually thereafter</li> <li>2022–23 for chronically underperforming subgroup schools and every annually thereafter</li> </ul>	2019–20 and annually thereafter (pending clarification)	2018–19 and annually thereafter
Years of improvement to exit status	2 consecutive years of improvement required to exit CSI status	States are not required to determine exit criteria for consistently underperforming subgroups	1 year of improvement required to exit ATS status

Note: Indiana identifies the bottom 6–10% of Title I schools, based on composite index score for all students, for an "at-risk" list to drive urgency for improvement.

## Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA	Year of Student Enrollment		
	Year 1	Year 2	Year 3
1 (for all recent ELs)	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2 (for all recent ELs)	✓ Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3	Uniform procedure for assigning individual ELs to either Option 1 or Option 2		