

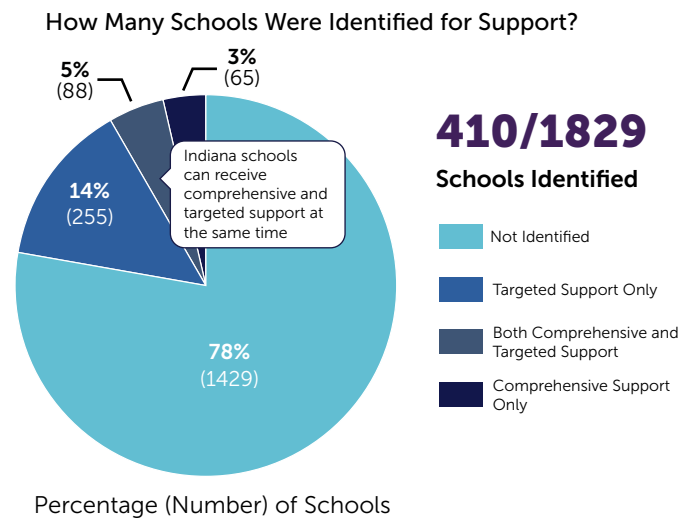
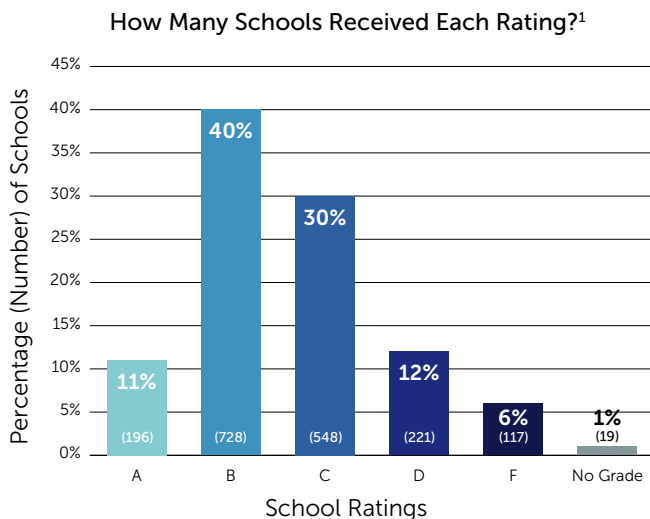
To monitor states' progress in implementing the Every Student Succeeds Act (ESSA), the Alliance for Excellent Education analyzed school ratings and lists of identified schools from the 2018–19 school year (based on 2017–18 data).

ABOUT INDIANA'S ESSA ACCOUNTABILITY SYSTEM

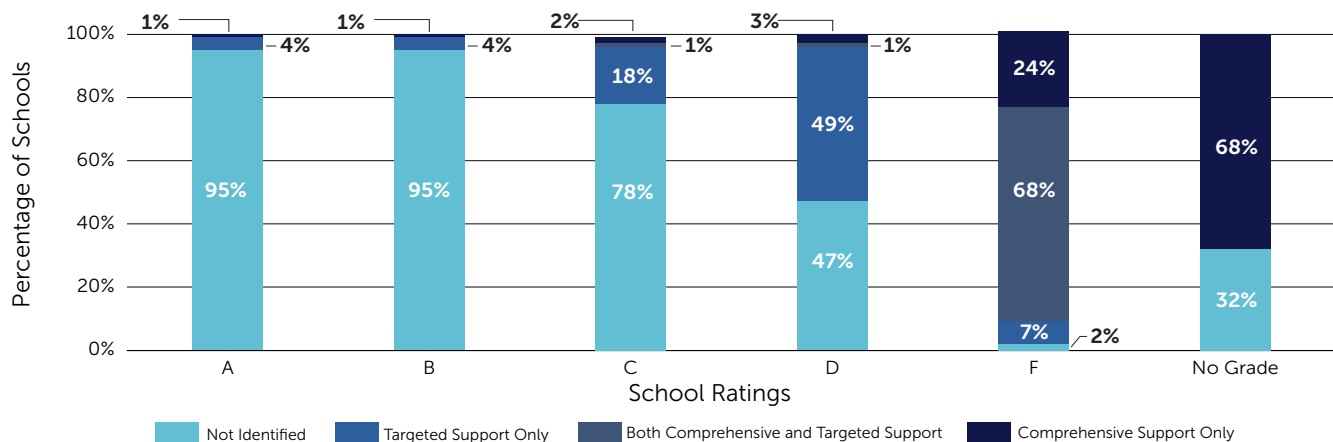
- **School rating type:** A–F grades¹
- **Indicators included in ratings:** (1) achievement: English language arts (ELA) and math; (2) growth: ELA and math (for elementary and middle schools); (3) progress in English language proficiency; (4) high school graduation rate; (5) chronic absenteeism; and (6) college and career readiness: students passing advanced courses or earning industry-approved certifications (for high schools)
- **Subgroup performance included in ratings:** ratings based on “all students” data only²
- **Categories of schools identified for support under ESSA:** (1) comprehensive support and improvement (CSI) due to low performance or low graduation rates schoolwide and (2) targeted support and improvement (TSI) due to low-performing groups of students³
- **How schools are identified for targeted support:** schools with a group of students performing at or below the threshold used to identify CSI schools require additional targeted support; schools with a group of students that has an overall score in the lowest 10% for that group and receive an overall rating of “does not meet expectations” for two years will be identified for a consistently underperforming subgroup
- **School year in which schools were first identified for support:** 2018–19, based on 2017–18 data

SCHOOL RATINGS AND IDENTIFICATION FOR SUPPORT

In Indiana, **more than two-thirds of schools (70%)** received a B or C grade and about **one-fifth (22%)** of schools were identified for support.⁴



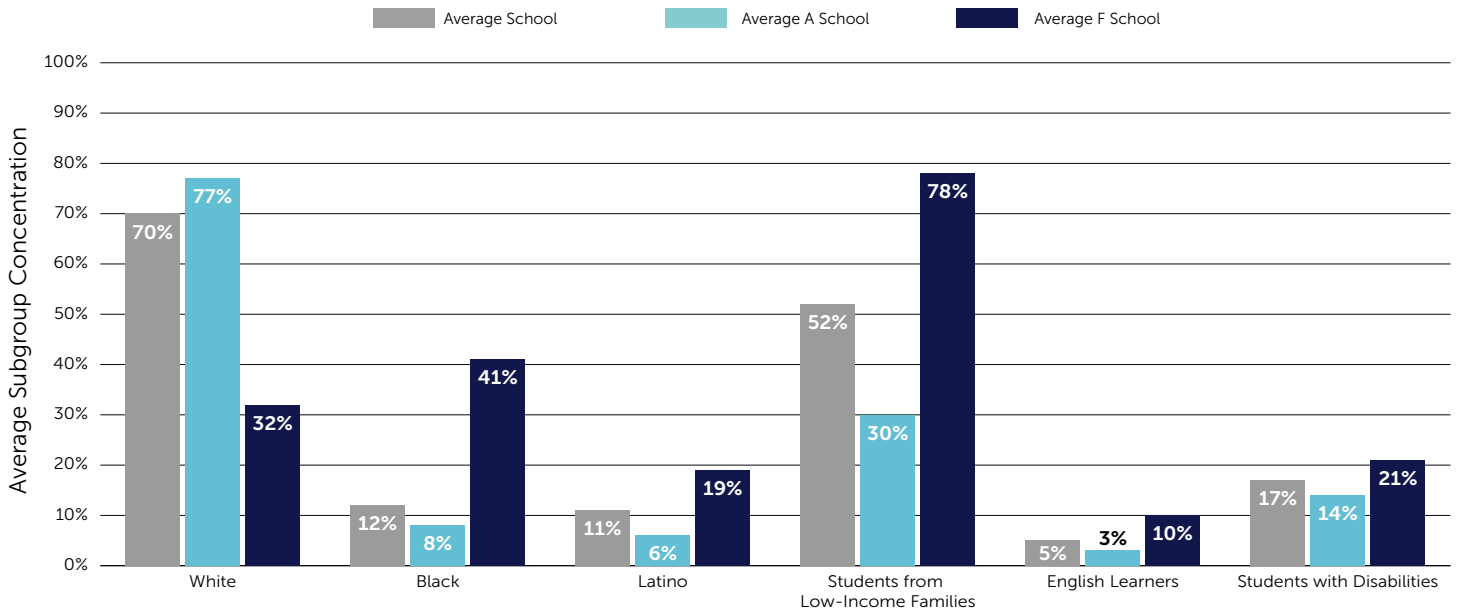
Were Schools with Low Ratings Overlooked for Support?
2% of F schools and **47%** of D schools were not identified for support.



PERFORMANCE OF STUDENT SUBGROUPS

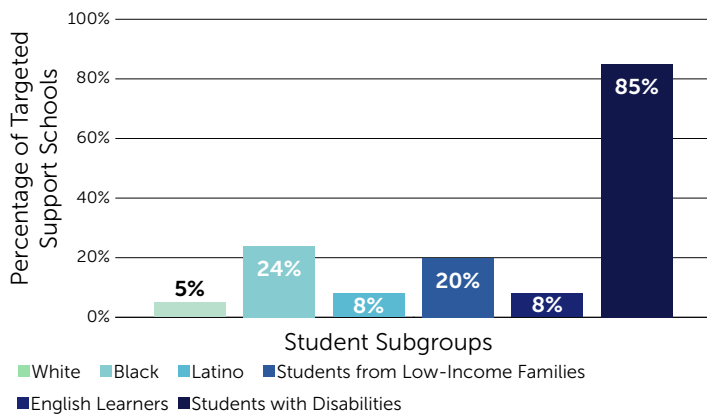
Like in most states, historically underserved students were more concentrated in schools with low ratings.

For example, in an **average school 52%** of students were from low-income families. Yet in an average **A school 30%** of students were from low-income families, while in the average **F school 78%** were from low-income families.



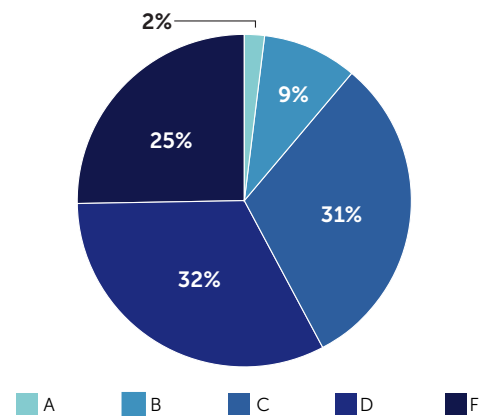
Which Student Subgroups Needed Extra Support?

An overwhelming majority of targeted support schools (85%) were identified for needing to provide support to **students with disabilities**. In addition, **Black students** and **students from low-income families** needed extra support in at least 20% of targeted support schools.



To What Extent Did High Ratings Mask Outcomes for Low-Performing Subgroups?

Among targeted support schools **2%** received an A grade and **9%** received a B grade.



For more information about Indiana’s ESSA plan, visit all4ed.org/essa/essa-in-your-state/.

Endnotes

- 1 Indiana used both a state and a federal accountability system, each of which provided schools with an A–F grade in 2018–19. The school grades examined in this analysis are those used in Indiana’s federal system. Schools with “no grade” include schools that received a rating of “no grade” (6 schools) and schools that did not receive a grade but were identified for support (13 schools).
- 2 Federally required subgroups (e.g., racial/ethnic groups) received a separate A–F rating exclusively for identifying schools for support.
- 3 All of Indiana’s TSI schools in this analysis meet the state’s definition for additional targeted support.
- 4 Some graphs in this document may not total 100 percent due to rounding of percentages.

The **Alliance for Excellent Education** (All4Ed) is a Washington, DC–based national policy, practice, and advocacy organization dedicated to ensuring that all students, particularly those underperforming and those historically underserved, graduate from high school ready for success in college, work, and citizenship. all4ed.org