



**National  
Urban League**

**State:** Indiana

## **ESSA State Plan Equity Report Card**

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on [naturbanleague.org](http://naturbanleague.org).



**State:** Indiana

**Plan Approved:** January 8, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p><b>1. Goals and Indicators</b></p> <ul style="list-style-type: none"> <li>Indiana’s long-term goal is to have 79.6% of students proficient in reading and 67.3% of students proficient in math by 2023; Indiana proposes nearly to double student proficiency in math in five years and reduce by half the percentage of students in each subgroup not proficient by 2023.</li> <li>Indiana’s plan lists the following School Quality or Student Success (SQSS) Indicators – for elementary and middle schools: chronic absenteeism; and for high schools: college- and career-readiness indicator (Advanced Placement [AP], International Baccalaureate [IB], college credit, industry certification). School climate and culture assessments/survey are under consideration for inclusion in the state accountability system.</li> </ul>	<input checked="" type="checkbox"/> <b>Excellent</b> <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>2. Subgroup Performance</b></p> <ul style="list-style-type: none"> <li>Subgroups have no effect on a school’s rating.</li> <li>The minimum number for a subgroup of students included in the accountability system is 20.</li> </ul>	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> <b>Poor</b>
<p><b>3. Supports &amp; Interventions for Struggling Schools</b></p> <ul style="list-style-type: none"> <li>The definition used to identify schools for “targeted support and improvement” (TSI) is identical to the one used to identify schools for “additional targeted support and improvement” (ATSI), except that schools must underperform for 2 consecutive years instead of 1 year. This will not result in identification of more schools or in additional students receiving support.</li> <li>Since subgroup performance is not included in the A-F grades, it is possible that schools with low subgroup performance will still receive high ratings and may not be identified for support.</li> </ul>	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> <b>Poor</b>
<p><b>4. Resource Equity</b></p> <ul style="list-style-type: none"> <li>The Indiana Department of Education (IDOE) includes a resource equity indicator for high schools: college- and career-readiness indicator (AP, IB, college credit, industry certification).</li> <li>For each LEA with one or more schools identified as CSI or TSI, the IDOE will review how state, federal and other resources are allocated to examine: per pupil spending, access to and investment in high-quality pre-kindergarten; distribution of effective and certified staff; and access to advanced coursework.</li> <li>Performance results of individual subgroups on the College and Career Readiness Achievement Indicator will be reported out annually.</li> <li>The IDOE should clarify how it will report per pupil spending on its report card as required by law.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> <b>Sufficient</b> <input type="checkbox"/> Poor
<p><b>5. Educator Equity</b></p> <ul style="list-style-type: none"> <li>The IDOE’s plan emphasizes the importance of ongoing, high-quality cultural responsiveness training for all staff, but includes few details.</li> <li>The IDOE’s plan provide useful information about teacher equity, including the SEA’s different definitions for ineffective teacher, out-of-field teacher, and inexperienced teachers and a strategy with timelines for eliminating identified educator equity gaps.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> <b>Sufficient</b> <input type="checkbox"/> Poor



**State:** Indiana

<ul style="list-style-type: none"> <li>The IDOE should consider a strategy to build the teacher and principal diversity pipeline.</li> </ul>	
<p><b>6. Stakeholder Engagement</b></p> <ul style="list-style-type: none"> <li>The IDOE describes efforts to develop its state plan in consultation with parents, families, and communities, including civil rights organizations and other community-based organizations representing underserved communities such as the Urban League, as well as, a plan for continued engagement during implementation.</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>7. Breaking the School to Prison Pipeline</b></p> <ul style="list-style-type: none"> <li>The IDOE’s plan describes efforts to assist schools to improve school conditions for student learning through the reduction of incidences of the overuse of discipline practices that remove students from the classroom, and the use of aversive behavioral interventions that compromise students’ health and safety in a culturally responsive manner.</li> <li>The IDOE can strengthen these efforts by including a school discipline indicator in its accountability system.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>8. Equitable Access to Early Childhood Learning</b></p> <ul style="list-style-type: none"> <li>The IDOE’s plan describes efforts to adopt flexibility given under ESSA to use Title I dollars to create or expand equitable access to early childhood education and Title II dollars to support effective instruction for early childhood education.</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>9. Equitable Implementation of College and Career Standards</b></p> <ul style="list-style-type: none"> <li>The IDOE includes college and career readiness indicators in its accountability system that measures the percent of graduates at the school who demonstrate college- and career-readiness by either passing an Advanced Placement exam; passing an International Baccalaureate exam; earning an approved industry certification; or earning at least three college credit hours from an approved dual credit course.</li> <li>The IDOE will not give schools credit for untested students. Low participation on statewide assessments will affect academic proficiency calculations in the school’s rating system.</li> <li>The IDOE should clarify whether it will require schools that do not meet 95% participation rate to improve or impose additional consequences if the problem persists.</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>10. Out of School Time Learning</b></p> <ul style="list-style-type: none"> <li>The IDOE’s plan prioritizes the use of Title IV funds to “assist students and parents with transition years in the PK-12 continuum, supporting on time promotion, connecting students to career interests and pathways, and building the engagement that decreases the drop-out rate” through afterschool and summer programs.</li> <li>The IDOE should also consider adopting ESSA’s flexibility to use Title I School Improvement funds for afterschool and summer programs.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>11. Equitable Access to High Quality Curricula</b></p> <ul style="list-style-type: none"> <li>The IDOE’s accountability system includes a college and career readiness indicator that measures access to Advanced Placement (AP), International Baccalaureate (IB), Dual Credit (DC), Industry Certification (IC), and Work Based Learning (WBL).</li> <li>The IDOE has prioritized efforts to improve elementary and secondary student achievement and participation in science, technology, engineering, and math (STEM) subjects throughout Indiana.</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Indiana

<ul style="list-style-type: none"><li>The IDOE is considering adding a social and emotional learning indicator in its accountability system to ensure teachers and students have a solid foundation for social and emotional learning.</li></ul>	
<p><b>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</b></p> <ul style="list-style-type: none"><li>The IDOE describes efforts to ensure the results from the indicators in the state's accountability system (Academic performance, Growth, College and Career Readiness Indicator and measure of chronic absenteeism) will be reported for all students and individual subgroups annually.</li><li>The IDOE should include an example of their intended report.</li><li>The IDOE will assign an A-F letter grade rating on the quality of schools in a way that is transparent and easy for parents, teachers and the public to understand.</li></ul>	<p><input checked="" type="checkbox"/> <b>Excellent</b></p> <p><input type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p>
<p><b>Overall Rating</b></p>	<p><b>Sufficient</b></p>