

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015. It reauthorizes the 1965 Elementary and Secondary Education Act (ESEA), which was previously reauthorized as No Child Left Behind (NCLB). The Indiana Department of Education (IDOE) developed a summary of each major section within our state's ESSA plan.

## Guiding Principles

The IDOE developed guiding principles to drive ESSA plan development:



## Accountability System Overview

The development of Indiana's accountability system was based upon the following tenants. Our system must:

- Drive student achievement and measure the relative effectiveness of schools in a valid, reliable, comprehensible and actionable manner. The system must simultaneously identify contributors to high performance, as well as areas of concern requiring additional support and resources;
- Set achievement targets and goals that incentivize high performance and yield high student achievement, and move schools toward those performance targets; and
- Focus attention on schools that need support in order to provide all Indiana students with an equitable academic experience that contributes to postsecondary and workforce success.

## Key Decision Points

### ***Inclusion of a School Quality/Student Success Indicator for Kindergarten through Grade 8***

ESSA requires a measure of school quality or student success for elementary and middle schools. Beginning with the 2017-18 school year, this indicator will address chronic absenteeism as demonstrated through excellent or improved attendance rates of students. Schools will receive points based on the percentage of students that meet one of two definitions of a "model attendee:" (a) persistent attendee (i.e., attended at least 95% of days enrolled during school year); or (b) improving attendee (increases at least 3% in days attended based on the student's enrollment from the previous school year). The statewide goal is that at least 80% of students in kindergarten through 8<sup>th</sup> grade will be model attendees, demonstrating that schools are adequately addressing chronic absenteeism.

This metric was chosen based on the research demonstrating the importance of regular school attendance to the academic and social and emotional advancement of students. Further, attendance/chronic absenteeism is an early warning indicator for identifying students at risk of dropping out of school in the future.

### ***Inclusion of an English Language Proficiency Indicator for Kindergarten through Grade 12***

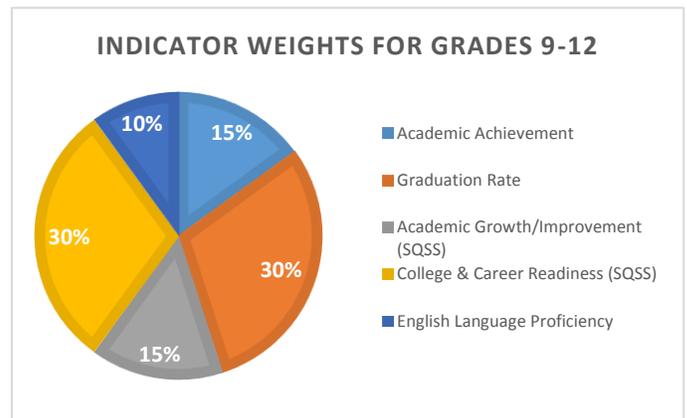
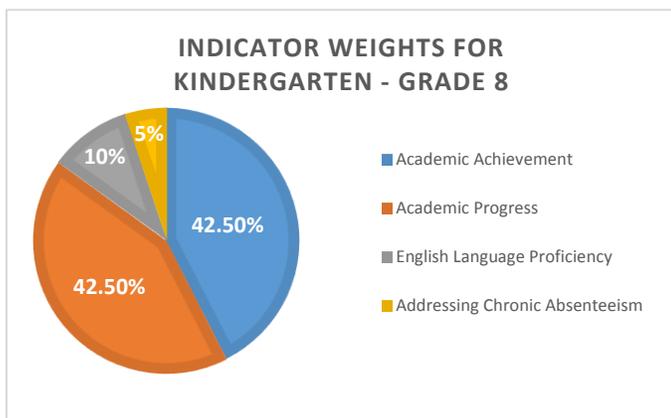
The ESSA requires a measure of progress for English learners toward attaining English language proficiency for elementary, middle and high schools. Beginning with the 2017-18 school year, this indicator will measure the growth and proficiency of English learners on the WIDA ACCESS 2.0 assessment. The indicator is established in alignment with the long-term goal that English learner students attain English language proficiency within six (6) years of initial identification as an English learner. Schools will receive points based on the percentage of English learners that either meet their annual growth target toward attaining proficiency within six years or attain English language proficiency during the school year. This indicator applies to English learners in kindergarten through 12<sup>th</sup> grade.

### ***Minimum Number of Students Required for Accountability Determinations***

The ESSA requires the State to establish a minimum number of students it determines are necessary to be included in accountability calculations. Beginning with the 2017-18 school year, a school must have at least 20 students to calculate any individual indicator within the accountability system. The determination was made to establish the minimum number at 20 because it balances the desire to ensure statistical validity and the desire to include as many students as possible in accountability decisions. A minimum number of 10 will be used for public reporting purposes on the annual report card.

### ***Weights of Indicators in the Overall Accountability System***

Beginning with the 2017-18 school year, the weights of individual indicators in the overall accountability system will be adjusted to accommodate for the inclusion of new, additional accountability indicators. The tables below demonstrate the distribution of weights by indicator for kindergarten through 8<sup>th</sup> grade, and 9<sup>th</sup> grade through 12<sup>th</sup> grade.



### **Where Can I Learn More?**

- To view other ESSA section summaries, or review the entire draft plan, visit: <https://www.doe.in.gov/essa>
- For additional information, contact:
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