

This template is an example that may be used for the submission of a request for waivers of accountability, school identification, and related reporting requirements under the Elementary and Secondary Education Act of 1965, as amended. Note that a State educational agency is not required to use this template. For assistance on this accountability waiver template, or to discuss assessment flexibility that a State may need based on the specific circumstances within the State, please contact OESE.Title-I-a@ed.gov.

The Honorable Ian Rosenblum
Deputy Assistant Secretary for Policy and Programs, Delegated the authority to perform the functions and duties of the Assistant Secretary for Elementary and Secondary Education
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Deputy Assistant Secretary Rosenblum:

I am writing to request a waiver, pursuant to section 8401 of the Elementary and Secondary Education Act of 1965 (ESEA), of the following requirements as a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19):

State: *Indiana*

Please check all that apply:

- Accountability and school identification requirements in ESEA sections 1111(c)(4) and 1111(d)(2)(C)-(D): the requirements that a State measure progress toward long-term goals and measurements of interim progress; meaningfully differentiate, on an annual basis, all public schools, including by adjusting the Academic Achievement indicator based on a participation rate below 95 percent; and identify schools for comprehensive, targeted, and additional targeted support and improvement based on data from the 2020-2021 school year.
- Report card provisions related to accountability in ESEA section 1111(h) based on data from the 2020-2021 school year. These include:
 - Section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (*Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools*).
 - Section 1111(h)(1)(C)(iii)(I) (*Other Academic indicator results for schools that are not high schools*).
 - Section 1111(h)(1)(C)(v) (*School Quality or Student Success indicator results*).
 - Section 1111(h)(1)(C)(vi) (*Progress toward meeting long-term goals and measurements of interim progress*).
 - Section 1111(h)(2)(C) with respect, at the local educational agency (LEA) and school levels, to all waived requirements in section 1111(h)(1)(C).

Consistent with the requirements of ESEA section 8401(b)(1)(C), describe how the waiving of such requirements will advance student academic achievement.

It is evident that the COVID-19 pandemic has impacted each student differently and introduced never before seen challenges to schools. There is much that policymakers still do not know regarding the overall impact on the education system due to the pandemic interruptions. As such, a "status quo" accountability system, designed "pre-pandemic", is not equipped to properly assess outcomes because it does not consider or extract the effects of COVID-19 on overall school performance. By waiving such requirements, Indiana will be able to focus its efforts on the analysis of COVID-19's impact on student achievement. Such an analysis will provide for more targeted interventions for communities, schools, and students to assist in recovery or rebuilding efforts, in hopes of advancing student academic achievement long-term.

Consistent with the requirements of ESEA section 8401(b)(1)(F), in order to maintain or improve transparency in reporting to parents and the public on student achievement and school performance in school year 2020-2021, including the achievement of subgroups of students, I assure that:

- The State will make publicly available chronic absenteeism data, either as defined in the State's School Quality or Student Success indicator, if applicable, or ED*FACTS*, disaggregated to the extent such data are available by the subgroups in ESEA section 1111(c)(2), on State and local report cards (or in another publicly available location).
- The State will make publicly available data on student and/or teacher access to technology devices and high-speed internet, disaggregated by the subgroups in ESEA section 1111(c)(2), to the extent such data are collected at the state or LEA level.

All school corporations submit an "Indiana Tech Plan" to the Department. The Tech Plan is designed to provide an annual snapshot of where corporations are with regards to integrating student technology and the infrastructure to support it. The 2020-2021 Tech Plans will be submitted from March 26 through April 23, 2021, and will be published to the Department's website.

Indiana's federal accountability system incorporates student attendance as one of the measures of school quality and student success. Indiana will continue to publish the chronic absenteeism rates for all students and each student group for every public school based on data from the 2020-2021 school year. Further, Indiana collected data regarding the "type" of attendance during the 2020-2021 school year for students (remote/virtual, in-person). The Department intends to analyze these data to provide additional information regarding student attendance during the 2020-2021 school year.

Consistent with the requirements of ESEA section 8401(b)(1)(F), in order to ensure that schools will continue to provide assistance to the same populations served by Title I, Part A (e.g., subgroups in section 1111(c)(2)), I assure that:

- Any school that is identified for comprehensive, targeted, or additional targeted support and improvement in the 2019-2020 school year (i.e., any school that was in that status as of the 2019-2020 school year), except for comprehensive support and improvement schools identified based on low graduation rates that meet the State's exit criteria, will maintain that identification status in the 2021-2022 school year, implement its support and improvement plan, and receive appropriate supports and interventions.

The Department will continue to work with schools currently identified for comprehensive, targeted, or additional targeted support and improvement in the 2019-2020 school year and provide technical assistance, including:

RFI for Technical Assistance Partners: The Department has identified four priority areas related to COVID 19 recovery (1. Accelerated Learning; 2. Supporting Educators; 3. Sustainable Innovation; 4. Strategic Tech & Other Infrastructure) and will conduct an RFI to identify high quality technical assistance partners aligned to each priority.

CNA/SIP Support: The Department will support CSI schools in the process of conducting a comprehensive needs assessment and completing the school improvement planning process informed by the impact of COVID 19.

- The State will identify comprehensive, targeted, and additional targeted support and improvement schools using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

Consistent with the requirements of ESEA section 8401(b)(3)(A), prior to submitting this waiver, the State provided interested LEAs and the public with notice and a reasonable opportunity to comment and provide input on this waiver request and considered the feedback and input in finalizing this request. The comments and input received, as well as the State's description of how it addressed the comments and input, are enclosed with this request.

Thank you for your consideration.

Sincerely,

Chief State School Officer (or Authorized Representative)

Digital Signature



OR

Typed Name and Date

April 6, 2021

By typing my name here, I am affirming submission of this waiver on behalf of the State.

OMB Number: 1810-0752

Expiration Date: September 30, 2021

Public Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0752. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact the Office of School Support and Accountability, 400 Maryland Avenue, SW, LBJ Federal Office Building, Washington, DC, 20202 or OESE.TitleI-a@ed.gov.