



INDIANA
DEPARTMENT *of*
EDUCATION

Indiana's 1% Waiver Request

ESEA § 111(b)(2)(D) and 34 CFR 200.6(c) and (d)

Indiana Department of Education

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Indiana’s 1.0% Waiver for Reading, Mathematics, and Science
ESSA section 1111(b)(2)(D) and 34 CFR 200.6(c) and (d)
Submission to the U.S. Department of Education
December 29, 2025

Requested suspension to update with update submitted March 9, 2026

In response to data collected since 2017, Indiana has increased efforts to achieve compliance with the 1.0 percent participation cap for alternate assessments aligned with alternate academic achievement standards. Our State’s efforts consider the statistical indication that Indiana’s trajectory toward full compliance has been impacted by the 2023 enactment of a new state statute requiring participation in the alternate assessment to obtain the alternate diploma, a rise in alternate assessment participation beginning in the 2023-2024 school year, and a continued increase in the identification of students with disabilities through strengthened child find and early intervention efforts. To provide a complete picture of student performance, Indiana includes data showing the influence of Indiana Code (IC) 20-32-5.1-7, which requires registered non-public schools to administer state assessments. While ED Facts reporting only reflects public school data, representing this non-public participation is crucial to understanding Indiana’s unique factors, shedding light on how limited federal calculations may not fully represent total student proficiency. In accordance with 34 CFR 200.6(c)(4), Indiana is providing evidence of all requirements to request a 1.0% waiver for Reading, Mathematics, and Science.

Requirement One (ESEA Section 8401 (b)(3)(A)): Public Comment

The Indiana Department of Education (IDOE) sought [public comment](#) for the “Indiana 1% Waiver for Reading, Mathematics, and Science.” The public was notified through Moodle (Indiana’s secure online notification system) and the DOE Newsletter. IDOE has included the public comments, along with IDOE’s response and actions taken with these public comments in [Appendix A](#). Public comments are included in this waiver, which is posted for public access on IDOE’s [Data and Information Technology webpage](#).

Requirement Two (34 CFR 200.6(c)(4)(i): Submission 90 Days Prior to State Testing Window

The Indiana Department of Education is submitting a waiver request to the U.S. Department of Education (USED) 90 days prior to the start of the testing window for the alternative assessment aligned with alternative academic achievement standards (AA-AAAS). Indiana’s statewide assessment, Indiana Alternate Measure (I AM) [testing window](#) for the 2025-2026 school year is scheduled to be open from March 30, 2026, to May 8, 2026.

Requirement Three (34 CFR 200.6(c)(4)(ii): State Level Data

Based on a review of the December 1 Child Count, IDOE has identified participation rates for the AA-AAAS to exceed the federal 1% cap. Verified and confirmed ED Facts data are included in Table One and show the 2024-2025 number and percentage of Indiana students eligible to participate in statewide assessments,

including the AA-AAAS, by subject area and student subgroup. The eligibility to participate in the I AM data indicates that at least 1.0% of students were eligible and assessed with the AA-AAAS in each tested subject for the 2024-2025 school year. Based on these, Indiana anticipates exceeding the 1.0% participation threshold set by the Every Student Succeeds Act (ESSA) for the 2025-2026 school year.

IDOE’s monitoring procedures of local educational agencies (LEAs) is available in the [Special Educations General Supervision Integrated Monitoring Manual](#) located on the Indiana Department of Education website for public access. Indiana’s monitoring process utilizes a tiered response model that includes a continuum of notification through guidance to mandated technical assistance and intensified support when concerns persist over time. LEAs with longstanding or systemic concerns related to indicators, including assessment participation, may be required to participate in sustained technical assistance with progress monitoring to ensure implementation fidelity and continuous improvement.

2024-2025 Statewide Participation Data by Content Area EDFacts data

Table 1: 2024-2025 Overall Rates of Assessment Participation by Content Area (EDFacts)

Group	All students Grades 3-8 and High School R/LA (ELA)	Students with Disabilities Grade 3-8 and High School R/LA (ELA)
Students Assessed	535,580	97,924
Students Enrolled	536,250	98,204
Assessment Participation Rate	99.88%	99.71%
Group	All students Grades 3-8 and High School Math	Students with Disabilities Grade 3-8 and High School Math
Students Assessed	534,598	97,787
Students Enrolled	535,605	98,192
Assessment Participation Rate	99.81%	99.59%
Group	All students Grades 3-8 and High School Science	Students with Disabilities Grade 3-8 and High School Science
Students Assessed	222,940	40,885
Students Enrolled	224,279	41,537
Assessment Participation Rate	99.40%	98.43%

Table 2a: 2024-2025 I AM Participation by Subgroup (ELA) (EDFacts)

I AM ELA Participation: 2024-2025			
Group ELA	Total Number Assessed in Grades 3-8 and High School (HS)	Number Taking I AM in Grades 3-8 & HS	Percent Taking I AM in Grades 3-8 & HS
All Students	531,158	6,633	1.25%
Hispanic or Latino	78,973	984	1.25%
American Indian/Alaskan Native	828	11	1.33%
Asian	16,987	243	1.43%
Black or African American	69,931	1,099	1.57%
Hawaiian/Pacific Islander	544	7	1.29%
White	334,344	3,893	1.16%
Two or More Races	29,551	396	1.34%
Male	272,491	4,420	1.62%
Female	258,667	2213	0.86%

Table 2b: 2024-2025 I AM Participation by Subgroup (Mathematics) (EDFacts)

I AM Mathematics Participation: 2024-2025			
Group Mathematics	Total Number Assessed in Grades 3-8 and HS	Number Taking I AM in Grades 3-8 & HS	Percent Taking I AM in Grades 3-8 & HS
All Students	534,598	6,608	1.24%
Hispanic or Latino	81,024	987	1.22%
American Indian/Alaskan Native	834	11	1.32%
Asian	17,472	245	1.40%
Black or African American	70,722	1,092	1.54%
Hawaiian/Pacific Islander	555	7	1.26%
White	334,455	3,873	1.16%
Two or More Races	29,536	393	1.33%
Male	274,196	4,400	1.60%

Female	260,402	2,208	0.85%
English Learner	49,840	913	1.83%
Students Receiving Free/Reduced Price Meals	254,065	3,662	1.44%

Table 2c: 2024-2025 I AM Participation by Subgroup Science (EDFacts)

I AM Science Participation: 2024-2025			
Group Science	Total Number Assessed in Grades 3-8 and HS	Number Taking I AM in Grades 3-8 & HS	Percent Taking I AM in Grades 3-8 & HS
All Students	222,940	2,918	1.31%
Hispanic or Latino	34,239	443	1.29%
American Indian/Alaskan Native	370	6	1.62%
Asian	7,488	109	1.46%
Black or African American	29,276	463	1.58%
Hawaiian/Pacific Islander	228	6	2.63%
White	139,190	1,736	1.25%
Two or More Races	12,149	155	1.28%
Male	114,268	1,915	1.68%
Female	108,672	1,003	0.92%
English Learner	21,128	397	1.88%
Students Receiving Free/Reduced Price Meals	105,544	1,581	1.50%

2024-2025 Statewide Participation Data by Content Area Indiana Data

[Indiana Code \(IC\) 20-32-5.1-7\(b\)](#) requires every student enrolled full-time in a public school corporation, charter school, state-accredited non-public school, or Choice-participant school in Indiana to participate in statewide assessments.

EDFacts reporting includes assessed students enrolled in public schools. Indiana data reflects parentally placed students at state accredited non-public schools in addition to the public school students. It is important for stakeholders to understand the singular view of EDFacts data results of assessment participation are inflated due to the controlled numerator and denominator excluding the total assessment population under Indiana Code. The Indiana data reflects a

comprehensive view of the state’s assessment participation.

Table 2aa: 2024-2025 I AM Participation by Subgroup (ELA) (Indiana Data included mandated non-pub students assessed)

I AM ELA Participation: 2024-2025			
Group ELA	Total Number Assessed in Grades 3-8 and High School (HS)	Number Taking I AM in Grades 3-8 & HS	Percent Taking I AM in Grades 3-8 & HS
All Students	590,113	6,774	1.15%
Hispanic or Latino	90,102	1,009	1.12%
American Indian/Alaskan Native	886	11	1.24%
Asian	19,661	250	1.27%
Black or African American	75,653	1,126	1.49%
Hawaiian/Pacific Islander	600	7	1.17%
White	370,796	3,971	1.07%
Two or More Races	32,015	400	1.23%
Male	302,020	4,520	1.50%
Female	288,093	2,254	0.78%

Table 2bb: 2024-2025 I AM Participation by Subgroup (Mathematics) (Indiana Data included mandated non-pub students assessed)

I AM Mathematics Participation: 2024-2025			
Group	Total Number Assessed in Grades 3-8 and HS	Number Taking I AM in Grades 3-8 & HS	Percent Taking I AM in Grades 3-8 & HS
All Students	589,782	6,726	1.14%
Hispanic or Latino	90,034	1,002	1.11%
American Indian/Alaskan Native	886	11	1.24%
Asian	19,403	249	1.27%
Black or African American	75,574	1,113	1.47%
Hawaiian/Pacific Islander	600	7	1.17%

White	370,654	3,948	1.07%
Two or More Races	32,382	396	1.17%
Male	301,825	4,483	1.49%
Female	287,957	2,243	0.78%
English Learner	54,406	917	1.69%
Students Receiving Free/Reduced Price Meals	271,816	3,685	1.36%

Table 2cc: 2024-2025 I AM Participation by Subgroup Science (Indiana Data included mandated non-pub students assessed)

I AM Science Participation: 2024-2025			
Group	Total Number Assessed in Grades 3-8 and HS	Number Taking I AM in Grades 3-8 & HS	Percent Taking I AM in Grades 3-8 & HS
All Students	248,491	3011	1.21%
Hispanic or Latino	38,236	455	1.19%
American Indian/Alaskan Native	395	6	1.52%
Asian	8,516	112	1.32%
Black or African American	31,315	475	1.52%
Hawaiian/Pacific Islander	242	6	2.48%
White	156,386	1,797	1.15%
Two or More Races	13,401	160	1.19%
Male	126,926	1,977	1.56%
Female	121,565	1,034	0.85%
English Learner	22,524	406	1.77%
Students Receiving Free/Reduced Price Meals	113,152	1,603	1.42%

Table 3: 2024-2025 I AM Participation Rates by Subject, by year reported

Note: Data submitted for the 2024-2025 is EDFacts consistent. Data from previous years is reflective of what was presented in previous waiver applications.

School Year	ELA	Math	Science
2016-17	1.25%	1.25%	1.30%
2017-18	1.21%	1.21%	1.26%
2018-19	1.14%	1.14%	1.14%
2020-21	1.00%	1.01%	1.00%
2021-22	1.01%	1.01%	0.97%
2022-23	1.08%	1.08%	1.13%
2023-24	1.09%	1.09%	1.15%
2024-25	1.25% (EDFacts) 1.15% (Indiana Data)	1.24% (EDFacts) 1.14% (Indiana Data)	1.31% (EDFacts) 1.21% Indiana Data)

Requirement Four (34 CFR 200.6(c)(4)(iii)): Assurances

In accordance with 34 CFR 200.6 (c)(4)(iii), a waiver must include assurances from the state that it has been verified that each LEA the state anticipates will assess more than 1% of all students assessed in any subject using an AA-AAAS have followed the state’s participation guidelines and will address any disproportionality in the percentage of students in any student group taking the AA-AAAS.

IDOE required written [assurances](#) from all LEAs in the state. The assurances component confirms that special education leadership has reviewed expectations with staff to ensure that only students for whom the alternate assessment is appropriate participate in I AM. LEAs were informed of this participation requirement through the November 21, 2025, Weekly Newsletter from the Department of Education: [Dr. Jenner's Weekly Update](#). Each director of special education (DoSE), or designee, was required to ensure that the LEA has the following in place:

- Identification that this LEA anticipates exceeding the 1.0% Cap in Indiana's alternate assessment, also known as the I AM.
- There are local policies in place that are adhered to address disproportionate identification of students in any subgroup in the alternate assessment.
- Identify all stakeholder roles that reviewed the I AM Alternate Assessment Participation Guidance and agree to adhere to the guidance, defining the criteria that only the most appropriate students will participate in the I AM Assessment.
- Stakeholders (mentioned above) indicate that they have reviewed the participation guidance, understand the criteria, and agree to apply the guidance to decision-making. These stakeholders agree that only students who meet the criteria will participate in the alternate assessment (I AM) during the 2025-2026 school year.

- The signature of the assurance by the LEA affirms that the information provided can be verified at the request of the Indiana Department of Education

Resources included for review are: [IDOE's Alternate Assessment ESSA 1% Cap webpage](#) and [IDOE's I AM webpage](#).

IDOE identified that 50% of LEAs submitted a 2025- 2026 assurance jotform. To the prompt: *Are there local policies in place that are adhered to that address disproportionate identification of students of any subgroup in the alternate assessment-* less than 1% or responses indicated “no.” LEA responses are posted for public access on IDOE’s [Data and Information Technology webpage](#).

Requirement Five: 34 CFR 200.6(c)(3)(ii): Justification

As required by 34 CFR 200.6 (c)(3)(ii), a state must require an LEA to submit information justifying the LEA’s need to assess more than 1.0% of its assessed students in any subject with an alternate assessment.

IDOE requires each LEAs that was determined to exceed the 1% cap in the 2024-2025 assessment to have submit information to the state justifying the need to exceed the federal 1.0% threshold. This justification document is to support LEAs to verify that students receiving an [Alternate Diploma](#) first meet eligibility for the Indiana Alternate Assessment, rather than receiving the diploma solely to meet [graduation requirements](#). Any LEA that exceeds the 1% participation threshold in any of the subtest domains (ELA, Math, or Science) is required to complete a justification survey. The justification component collects additional information after the assessment window to explain factors contributing to the LEA’s participation rate above 1%. LEAs exceeding the threshold are candidates for an annual audit that includes a random review of IEPs, as well as IEPs for students who exited in the previous year with an Alternate Diploma. IDOE identified that 97% of LEAs required to submit a jotform based on the districts verified 2024-2025 ED Facts participation rate. Responses to the justification jotforms are posted for public access on IDOE’s [Data and Information Technology webpage](#).

Requirement Six: (34 CFR 200.6(c)(4)(iv)(A)(B)(C)): Plan and Timeline

In accordance with 34 CFR 200.6 (c)(4), the waiver request from a state must include a plan and a timeline by which the state will improve the implementation of the state’s guidelines for participation in the AA-AAAS.

34 CFR 200.6(c)(4)(iv)(A)Improve Implementation of the State’s Guidelines

Existing Training, Information, Guidance, and Documents

IDOE’s Existing Support and Guidance for Indiana’s Alternate Measure (I AM)

The following resources are developed and under IDOE review to support educators and LEAs in overseeing administration and determination for participation in the alternate assessment.

- IDOE’s Office of Special Education implements a results-driven general supervision system as outlined in the publicly available [Special Education General Supervision Integrated Monitoring Manual](#). The manual, most recently updated in 2025, describes

Indiana’s integrated monitoring framework, which combines annual and cyclical monitoring activities within a multi-tiered system of support to ensure compliance and improve outcomes for students with disabilities.

- IDOE annually monitors and collects the State Special Education (DOE-SE) data submission. The IDOE Alternative Assessment: Every Student Succeeds Act (ESSA) 1% Cap [compliance guidance](#) was first posted in 2021 and includes the 1% cap definition, monitoring cycle, measurement formula, and historical data, how it is calculated in the LEA Results Driven Accountability (RDA) score, and links to IDOE’s [public waiver information webpage](#) and [Request for Technical Assistance](#) Jotform.
- As part of Indiana’s monitoring process, each LEA reports students who participate in Indiana’s Alternate Measure (I AM) when the Case Conference Committee team determines that the student meets the alternative assessment criteria in the IEP document and collects additional data during the assessment window. Participation data is captured through the assessment portal at the start of test administration and is used to calculate state and local participation rates. Before the testing window, LEAs are required to complete IDOE-provided [assurance documentation](#). LEAs were informed of the assurances statement requirements and provided a link in November 2025, with the expectation of completion by December 5, 2025. IDOE identified a 50% response rate from the LEAs for the 2025-2026 window.
- **Accessibility and Accommodations Training:** IDOE provides accessibility and accommodations training overviews for statewide assessments, including the [2025-2026 Accessibility & Accommodations for Statewide Assessments](#). This document includes topics such as universal accessibility tools, designated accessibility tools, and accommodations available to students. Viewing this training is an annual requirement for Test Administrators (TAs) and Corporation Test Coordinators (CTCs).
- **Statewide Assessment Webpages:** IDOE’s [Assessment webpage](#), [I AM webpage](#), and [Indiana Assessment Portal](#) house information, resources, training materials, and links for special education professionals supporting students with disabilities. The webpages and portal are updated throughout the school year to provide the most relevant information regarding I AM.
- **CTC Pretest Workshops:** IDOE’s Office of Assessment provides pretest workshops for all statewide assessments before the opening of the testing window. For I AM testing, the Spring 2024 Pretest Workshop contains important administration information for CTCs to prepare their corporation for testing. This workshop is held annually in the Moodle Test Coordinator Corner and began on February 7, 2025.
- **PowerSchool:** IDOE’s Office of Special Education has selected a new vendor for the management of IEPs. During the 2023-2024 school year, multiple strategic meetings were held to discuss the needs of the state to ensure accurate reporting and service provision for students and staff. The discussion has addressed the needs of students with significant disabilities, specifically, those participating in the alternate assessment, and how to capture the needs of these students and record their participation in I AM. PowerSchool was launched for statewide IEP implementation in the 2025-2026 school year, providing more efficient and direct access to information to make relevant educational decisions.
- **I AM Test Administrator Certification, and First Year I AM Test Administrator (TA) Training:** TAs administering the I AM assessment must complete annual recertification requirements. The I AM Test Administrator Certification Course is assessment-specific and becomes available on the [Indiana Assessment Portal](#) annually in January. Additionally, TAs administering I AM for the first time must have completed a first-year training webinar, which will be held in February. The recording of the live training will be available on the [Indiana Assessment Portal](#).
- **Understanding I AM Webinar:** Annually, IDOE and Cambium Assessment, Inc. (CAI)

- release a webinar providing an overview of the assessment titled [Understanding I AM](#). The webinar for the 2025-2026 will be live. The target audience consists of educators, administrators, and other school personnel involved in administering the alternate assessment. This webinar is housed on the [Indiana Assessment Portal](#).
- **Q&A Webinars:** IDOE's held two Q&A webinar sessions to address the field's frequently asked questions (FAQs) regarding the administration of I AM. Any administrator or educator was able to attend one of these live webinars. The 2024-2025 I AM Q&A sessions were hosted on March 19 and 20, 2025. The sessions were recorded and shared with CTCs in listservs from IDOE.
 - **I AM Practitioner Virtual Panel:** Stakeholders participated in a virtual panel to provide feedback on the through-year design of the new I AM. Individuals participated in discussions on test items, test format, accommodations, and accessibility. These meetings were held monthly.
 - **I AM Participation Guidance:** IDOE sought input from stakeholders on the participation criteria documents, including Participation Guidance in [English](#) and [Spanish](#) and Participation FAQs in [English](#) and [Spanish](#). These documents explain participation in the alternate assessment and are posted on IDOE's [I AM webpage](#).
 - **Indiana Learning Lab:** The Indiana Learning Lab is a free digital learning platform to support teachers and staff directly in the field and is open to the public.. Users register for a free login. They can even use Google as a single sign on option. Specifically, LEA administration can assign resources from the Learning Lab to their teams for Professional Learning Communities. IDOE disseminates weekly posts regarding high-leverage practices, RDA, indicators, monitoring supports, and other relevant information to the field. Presentations included on this platform include:
 - [ESSA 1% Cap on Alternate Assessment](#)
 - [Spread the Word: Alternate Diploma](#)
 - [English Learners with Significant Cognitive Disability](#)
 - **Directors Symposium:** IDOE's Office of Special Education hosts monthly Director Symposium webinars to provide relevant policy updates and resources to guide directors toward higher rates of compliance in their corporation's reporting. In February 2025, information was shared regarding low-incidence disabilities: [Improved outcomes for students with Significant Disabilities](#).
 - **ICASE Indiana Department of Education updates:** Communication of 1% data and impact was presented to the Indiana Council of Administrators of Special Education (ICASE) in August 2025.
 - **New Directors Training:** IDOE held [New Directors Training](#) for special education directors in July 2025, preparing them for the 2025-2026 school year. This in-person training introduces new directors to the policies and procedures related to I AM and support for students with significant cognitive disabilities. Approximately 50 new directors were in attendance for this training event.
 - The [Alternative Assessment Information for Parents](#) was developed and will be shared in May 2026.
 - **Content Connectors Revisions:** Following the reduction and [streamlining of the Indiana Academic Standards](#), the Indiana Content Connectors are currently under review to be adjusted accordingly. IDOE staff, including content experts and special education specialists, will review the Content Connectors for vertical alignment and accessibility for the intended population. Educators from the field reviewed the Standards. They will be presented for public comment in the coming months before being formally reviewed by the Indiana State Board of Education.
 - IDOE collaborates with key stakeholders, utilizing diverse feedback to improve the accessibility, accuracy, and usefulness of alternate assessment training resources. By ensuring that these resources contain relevant information for educators and school

decision-makers and accurately reflect legislation surrounding the alternate assessment, Indiana can continue to reduce the participation rate for I AM. Resource engagement is carefully monitored, and IDOE works to incorporate feedback into improving these practices.

Collaborative State Efforts

Below is a summary of resources and activities to support the appropriate determination of participation in the alternate assessment.

- **IDOE’s Alternate Assessment Specialist and Accessibility and Accommodations Specialists:** These two specialists, located in the Office of Student Assessment, serve as liaisons between LEAs on I AM and accessibility needs. Specialists work closely with the Intense Intervention Specialist in the Office of Special Education to oversee appropriate participation in I AM. The Office of Student Assessment also contracts with a nationally recognized accessibility expert to provide guidance and input on policies and procedures. A statewide advisory group comprising various special education and accommodations specialists meets twice a year to review policies and procedures.
- **IDOE’s Technical Assistance Specialists:** These specialists support the field in supporting students with disabilities, including students with low-incidence disabilities. These specialists utilize and disseminate resources from federal resource networks such as the TIES Center (Increasing Time, Instructional Effectiveness, Engagement, and State Support for Inclusive Practices for Students with Significant Cognitive Disabilities), NTACT (National Technical Assistance Center on Transition), and NCEO (National Center on Educational Outcomes) to support students, families, and educators.
- **Multi-State Collaborative Groups:** IDOE participates in the NCEO 1% cap community of practice bi-monthly webinars and the Council of Chief State School Officers (CCSSO) State Collaborative on Assessment and Student Standards (SCASS) meetings, specifically Special Education Students (ASES) meetings.
- **Peer Learning Groups Effective Communication of Assessment Data:** The IDOE’s intense interventionist has participated in a peer learning group facilitated by the University of Minnesota/NCEO to support state education agency (SEA) staff in providing assessment data to stakeholders using methods that are meaningful and accurate. Topics include considering the stakeholders’ present level of understanding and using accurate terminology and strategies to enable understanding.
- **Stakeholder Feedback:** IDOE shares information, collaborates, and seeks feedback from stakeholders regarding the 1% cap on alternate assessment participation. Stakeholders include LEAs, Indiana’s Council of Administrators of Special Education (ICASE), State Advisory Council on Education of Children with Disabilities (SAC), IN*SOURCE, and IDOE’s Assessment Implementation Advisory Group (AIAG). AIAG is a small group of administrators and data managers who meet monthly to discuss updates for assessments, provide feedback on procedures, and review information regarding legislative changes and research being completed.
- **National Technical Assistance Center on Transition (NTACT), Complex Support Needs Community of Practice Group:** IDOE’s intense intervention specialist participated in monthly meetings facilitated by NTACT to address the needs of college students with complex support needs. Content provides information that can be applied to high school students to improve support before college and ensure the best outcomes for students with significant cognitive disabilities.
- **Indiana Council of Administrators of Special Education (ICASE) Town Hall:** ICASE facilitated a one-day meeting in February 2024 with special education professionals across

the state to make introductions of the state staff, provide a forum for asking and answering questions, and provide the field with information on upcoming changes.

- **Three-Year Review Process for No Mode of Communication (NMC) Guidance:** IDOE has shared guidance within the [Indiana Assessments Policy Manual](#) regarding the three-year review process and IEP audit for students with NMC.
- **Indiana’s Special Education Annual Determination:** As part of the state’s general supervision system, each LEA is assigned an annual determination that includes measures of compliance, results, and data timeliness. The results measure consists of growth and proficiency on the general assessment and participation in the alternate assessment. Indiana achieved the “meets requirement” set by the U.S. Department of Education following the previous SPP/APR submission.
- **IEP Data and the Test Information Distribution Engine (TIDE):** IEP data from Indiana IEP, along with TIDE, the testing information platform for the I AM assessment, reinforce information regarding which students should be tested using the alternate assessment.
- **INDATA:** IDOE’s technical assistance specialist is a member of the INDATA advisory council. Easterseals Crossroads partnered with IDOE and the Bureau of Rehabilitative Services to establish the Indiana Assistive Technology Act (INDATA) Project. The INDATA Project is one of 56 similar federally funded projects designed to increase access and awareness of assistive technology. Quarterly meetings include discussions on how to support students with significant cognitive disabilities through the use of technology, specifically through the Easterseals ATLAS Project.

The Plan of Action initiated by the Indiana Department of Education

To address improvement in implementation of the State’s guidelines for participation in the AA-AAAS, IDOE has outlined additional steps to support and provide appropriate oversight to each LEA that has or is anticipated to assess more than 1.0 percent of all students assessed in each subject in compliance with [34 CFR 200.6\(c\)\(4\)\(iv\)\(A\)\(B\)](#).

Beginning in November 2025, IDOE created the 1% Meaningful Effort Team (1% M.E.T.) to address a siloed approach to supporting Indiana’s LEAs in following 1% I AM participation cap guidelines. This team was assembled with members’ roles including: IDOE Chief of Operations, OSE Division Director, IDOE Director of Federal Programs, IDOE Director of Monitoring and Compliance, OSE Assistant Director of Program Performance and Reporting, OSE Assistant Director (Monitoring), IDOE Senior Education Specialist (Pathways Title I), IDOE Assistant Director (Pathways Title 1), IDOE School Counseling Specialist (IDOE Innovation), IDOE Education Specialist/IDOE Academics (Accommodations), IDOE Educational Specialist (Assessment), OSE Education Specialist (Data), and an OSE Technical Assistance Specialist.

IDOE will identify a stakeholders group of 10- 12 individuals representing LEA participants in Case Conference Committees to provide input regarding the five identified action goals of the 1% M.E.T. Plan. Members can include directors of special education, school psychologists, special education teachers of record, special education coordinators, school counselors, and building administrators. This stakeholder group will meet monthly to review progress and data collection to validate efficacy of actions.

IDOE’s Action Plan focuses on six areas of development to identify and address additional local district needs of support and provide appropriate oversight to each LEA’s implementation of IDOE’s 1%

alternate assessment participation guidance :

- 1) IDOE inter-divisional collaborative committee (1% M.E.T.)
 - A. Create an [SEA collaborative team to address 1% concerns](#).
 - B. Identify five targets of action to address.
 - C. Create a plan of action to address Indiana’s concerns with 1% cap excess.
 - D. Identify a timeline of execution of the plan of action.
 - E. Meet monthly to review progress and data collection to validate efficacy of actions.
- 2) [Information and Training](#)
 - A. Identify IDOE’s existing training presentations, recorded trainings in the Indiana Learning Lab, guidance documents, informational “one-pagers,” and office hour agendas.
 - B. Review IDOE’s existing training presentations, recorded trainings in the Indiana Learning Lab, guidance documents, informational “one-pagers,” and office hour agendas.
 - C. Remove and update information to reflect the current information, policies, and procedures.
 - D. Create new training presentations, recorded trainings in the Indiana Learning Lab, guidance documents, informational “one-pagers,” and office hour agendas.
 - E. Collaborate in training with IDOE cooperative partners such as ([INSOURCE](#) (IDOE’s parent training institute).
 - F. Continued collaboration with OESE, NCEO bi-monthly meetings, and other states to support action plan development.
- 3) Communication
 - A. Review the procedures for determining the platforms the SEA utilizes to distribute information and communicate with stakeholders (LEA directors, superintendents, educators, partner agencies, and parents) to identify efficacy of the information distribution. IDOE distributes all information through a variety of platforms including:
 - a. Moodle (a protected Indiana platform for directors and educators);
 - b. The IDOE website (publicly accessible),
 - c. Director’s Symposium series monthly (a technical assistance platform of live interaction (directors across Indiana),
 - d. Office hours ,
 - e. Recorded trainings through Indiana Learning Lab (available to the public),
 - f. Information/training provided through partner agencies such as [INSOURCE](#) (IDOE’s parent training institute),
 - B, Develop guidelines for IDOE to map content communication across department divisions.
 - a. Create improved visibility of critical 1% announcements, training, guidance, and information as determined through stakeholder feedback.
 - b. Publish links to announcements, trainings, guidance, and information through a variety of division efforts.
- 4) Collect “use/ participation data”
 - A. Identify stakeholder access to and engagement with 1% related information, communication and training needs.
 - B. Collect attendance/engagement for 90% of in-person/virtual information sessions regarding alternative assessment, alternative diploma, diploma pathways, general education state assessments, and monitoring provided by

IDOE.

- C. Review data to determine present attendance and engagement of IDOE in-person/live trainings and office hours, including information regarding alternative assessment, alternative diploma, general education state assessments, and monitoring.
- D. Utilize data to determine reach and efficacy of IDOE 's information regarding alternative assessment, alternative diploma, general education state assessments, and monitoring.
- E. Implement data findings to adjust steps three and four of the plan accordingly.

5) LEA Monitoring

Over the next year, IDOE will intentionally leverage the integrated monitoring system.

- A. Review and identify and address factors contributing to LEA alternate assessment participation rates that approach or exceed the 1% threshold.

Indiana utilizes a tiered response model that ranges from notification and guidance to mandated technical assistance and intensified support when concerns persist over time. LEAs with longstanding or systemic concerns related to indicators, including assessment participation, may be required to participate in sustained technical assistance with progress monitoring to ensure implementation fidelity and continuous improvement. Consistent with Indiana's results-driven accountability system, participation in the alternate assessment is incorporated into overall LEA risk and performance considerations and may prompt monitoring attention even when an LEA does not receive a formal Indicator 3 notification..

- A. Monitoring activities will include:

- a. Targeted review of LEA alternative assessment policies, procedures, and practices including: Child Count Committee processes and assessment eligibility determinations.

- C. Where risk is identified, IDOE may require:

- a. LEAs to engage in root cause analysis.
- b. LEAs may be required to develop and implement action plans with clearly defined timelines and evidence of implementation.
- c. Support through structured technical assistance, including ongoing consultation and regularly scheduled meetings with IDOE monitoring specialists and technical assistance specialists.
- d. LEAs with longstanding or systemic concerns related to indicators, including assessment participation, may be required to participate in sustained technical assistance with progress monitoring to ensure implementation fidelity and continuous improvement.

- D. Review and update statewide monitoring guidance documents that support LEA understanding and implementation of assessment participation requirements.

- a. Alternate Assessment Every Student Succeeds Act 1% Cap document, which outlines the I AM participation rate calculation and aligns with the formula used for annual EDFacts reporting.

6) IDOE Data Calculation

Indiana has experienced an increasing number of non-public schools that are registered as public schools. Under Indiana code, these non-public schools are mandated to participate in state assessments. Non-public assessment participation is not included in the ED Facts assessment participant numerators and denominators, which has been found to inflate Indiana’s ED Facts results. ED Facts reporting alone does not include the complete view representing the increasing number of students moving to registered non-public schools in Indiana.

- A. Provide information, guidance, and support for understanding data at the LEA level.

Annual Timeline established by the Indiana Department of Education

<p>Quarter 3 (July 2025- September 2025)</p>	<ul style="list-style-type: none"> ● ICASE- 1% Waiver and Title relationship presentation to ICASE Director members (ICASE Indiana Department of Education update) ● Alternative Assessment Milestones Schedule
<p>Quarter 4- (October 2025- December 2025)</p>	<ul style="list-style-type: none"> ● New 1% project point person established *point person began participation in NCEO bi- monthly meetings ● 2025-2026 Assurance form updated and sent out to LEAs ● 2025-2026 Justification forms updated after research of /collaboration with on other state models ● 2025-2026 Waiver posted for public comment ● 2025-2026 1% participation Cap Waiver submitted (before 90 day assessment window) ● December 1 Count collected ● SEA 1% M.E.T. multi-divisional team established ● Bi-monthly NCEO meeting (with email and virtual meetings with Director and Assistant Director for Waiver support) ● Collaboration with other state 1% project leads <p><i>Information and Training</i></p> <ul style="list-style-type: none"> ● Identify IDOE’s existing training presentations, recorded trainings in Indiana Learning Lab, guidance documents, informational “one-pagers,” and office hour agendas. <p><i>Data Calculation</i></p> <ul style="list-style-type: none"> ● Provide information, guidance, and support for understanding data at the LEA level through monthly TA supported Directors Symposium series.
<p>Quarter 1- (January 2026- March 2026)</p>	<ul style="list-style-type: none"> ● December 1 Counts verified ● Complete waiver posted for public comment ● Complete waiver submitted to OESE <p>1% M.E.T. initial meeting (monthly meetings scheduled)</p> <ul style="list-style-type: none"> ● Identify five areas of Indiana focus established to reduce 1% and increase LEA support along with an annual plan and timeline.

	<p><i>Information and Training</i></p> <ul style="list-style-type: none"> ● I AM ● Identify IDOE’s existing training presentations, recorded trainings in Indiana Learning Lab, guidance documents, informational “one-pagers,” and office hour agendas. ● Review of interdivision understanding of application of 1% participation guidelines. ● Review IDOE’s existing training slide presentations, Recorded training in Indiana Learning Lab, guidance documents, informational “One-Pagers”, and office hour agendas. ● Update information to reflect the current information, policies, and procedures. ● Collaborate in training with IDOE cooperative partners such as INSOURCE (IDOE’s parent training institute). <p><i>Communication</i></p> <ul style="list-style-type: none"> ● Review the procedures for determining the platforms IDOE utilizes to distribute information and communicate with stakeholders (LEA directors, superintendents, educators, partner agencies, and parents) to identify efficacy of the information distribution. ● Update of Indiana waiver status presented to ICASE (February) ● Update of 1% status presented to new directors (February) ● Review of IDOE 1% Participation Guidelines presented to Directors Symposium, New Directors Chat, and Lead and Listen (March) <p><i>Collect use/ participation data</i></p> <ul style="list-style-type: none"> ● Collect attendance/engagement in in-person/virtual information regarding alternative assessment, alternative diploma, diploma pathways, general education state assessments, and monitoring provided by IDOE. <p><i>Monitoring</i></p> <ul style="list-style-type: none"> ● Identify, and address factors contributing to LEA alternate assessment participation rates that approach or exceed the 1% threshold. ● Review and update statewide monitoring guidance documents that support LEA understanding and implementation of assessment participation requirements. <p><i>IDOE data calculation</i></p> <ul style="list-style-type: none"> ● Verify Edfacts data. ● Seek input of other state agencies on data inclusion of non-pub school alternative assessment participation. ● Provide information, guidance, and support for understanding data at the LEA level through monthly TA supported Directors Symposium series. <p><i>Ongoing</i></p> <ul style="list-style-type: none"> ● Bi-monthly NCEO meeting attendance ● Meet with OESE ● Monthly 1% MET meeting
<p>Quarter 2 (April 2026- June 2026)</p>	<p><i>Information and Training</i></p> <ul style="list-style-type: none"> ● Review IDOE’s existing training slide presentations, recorded training in Indiana Learning Lab, guidance documents, Informational “One-Pagers”, and office hour agendas.

	<ul style="list-style-type: none"> ● Update information to reflect the current information, policies, and procedures. ● Create new training slide presentations, recorded trainings in Indiana Learning Lab, guidance documents, informational “One-Pagers”, and office hour agendas. ● Collaborate in training with IDOE cooperative partners such as INSOURCE (IDOE’s parent training institute). <p><i>Information and Training</i></p> <ul style="list-style-type: none"> ● Review data to determine present attendance and engagement of IDOE in-person/live trainings and office hours, including information regarding alternative assessment, alternative diploma, general education state assessments, and monitoring. ● Utilize data to determine reach and efficacy of IDOE ‘s information regarding alternative assessment, alternative diploma, general education state assessments, and monitoring. ● Implement data findings to adjust steps three and four of the plan accordingly. <p><i>Communication</i></p> <ul style="list-style-type: none"> ● Collect use/participation data. ● Collect attendance/engagement in in-person/virtual information regarding alternative assessment, alternative diploma, diploma pathways, general education state assessments, and monitoring provided by IDOE. ● Review data to determine present attendance and engagement of IDOE in-person/live trainings and office hours, including information regarding alternative assessment, alternative diploma, general education state assessments, and monitoring. ● Utilize data to determine reach and efficacy of IDOE’s information regarding alternative assessment, alternative diploma, general education state assessments, and monitoring. ● Implement data findings to adjust steps three and four of the plan accordingly. <p><i>Monitoring</i></p> <ul style="list-style-type: none"> ● Identify, and address factors contributing to LEA alternate assessment participation rates that approach or exceed the 1% threshold. ● Review and update statewide monitoring guidance documents that support LEA understanding and implementation of assessment participation requirements. ● Review I AM results. <p><i>IDOE data calculation</i></p> <ul style="list-style-type: none"> ● Provide information, guidance, and support for understanding data at the LEA level. <p><i>Ongoing</i></p> <ul style="list-style-type: none"> ● 1% Stakeholders group established ● Bi-Monthly NCEO meeting attendance ● Monthly 1% MET meeting
<p>Quarter 3 (July 2026- September 2026)</p>	<ul style="list-style-type: none"> ● 2026-2027 Assurance Form released for LEA feedback ● 2026-2027 Justification Form released for LEA feedback <p><i>Information and Training</i></p> <ul style="list-style-type: none"> ● Review IDOE’s existing Training slide presentations, Recorded

	<p>training in Indiana Learning Lab, Guidance documents, Informational “One-Pagers”, and Office Hour Agendas.</p> <ul style="list-style-type: none"> ● Remove and update information to reflect the current information, policies, and procedures. ● Create new Training slide presentations, Recorded trainings in Indiana Learning Lab, Guidance documents, Informational “One-Pagers”, and Office Hour Agendas. ● Collaborate in training with IDOE cooperative partners such as (INSOURCE (IDOE’s parent training institute). <p><i>Monitoring</i></p> <ul style="list-style-type: none"> ● Creation of 1% portfolio guidance identifying oncoming documents to be collected by LEAs supporting justification of a 1% Participation Cap excess. <p><i>Communication</i></p> <ul style="list-style-type: none"> ● Utilize data to determine reach and efficacy of the IDOE ‘s information regarding alternative assessment, alternative diploma, general education state assessments, and monitoring. ● Implement data findings to adjust steps three and four of the plan accordingly. ● Develop practices for inter divisional cross - sharing of information and training available by the IDOE. <p><i>Monitoring</i></p> <ul style="list-style-type: none"> ● Identify, and address factors contributing to LEA alternate assessment participation rates that approach or exceed the 1% threshold. ● Review and update statewide monitoring guidance documents that support LEA understanding and implementation of assessment participation requirements. <p><i>Ongoing</i> Stake holder monthly meetings Bi-Monthly NCEO meeting attendance Monthly 1% MET meeting</p>
<p>Quarter 4 (October 2026- December 2026)</p>	<p>2026-2027 waiver posted for public comment</p> <p><i>Information and Training</i></p> <ul style="list-style-type: none"> ● Review IDOE’s existing Training slide presentations, Recorded training in Indiana Learning Lab, Guidance documents, Informational “One-Pagers”, and Office Hour Agendas. ● Remove and update information to reflect the current information, policies, and procedures. ● Create new Training slide presentations, Recorded trainings in Indiana Learning Lab, Guidance documents, Informational “One-Pagers”, and Office Hour Agendas. ● Collaborate in training with IDOE cooperative partners such as (INSOURCE (IDOE’s parent training institute). <p><i>Communication</i></p> <ul style="list-style-type: none"> ● Implement practices for inter divisional cross - sharing of information and training available by the IDOE. <p><i>Monitoring</i></p> <ul style="list-style-type: none"> ● Identify, and address factors contributing to LEA alternate assessment participation rates that approach or exceed the 1% threshold.

	<ul style="list-style-type: none"> Review and update statewide monitoring guidance documents that support LEA understanding and implementation of assessment participation requirements. <p><i>IDOE data calculation</i></p> <ul style="list-style-type: none"> December Child count finalized and verified. Provide information, guidance, and support for understanding data at the LEA level. <p><i>Ongoing</i></p> <p>Stakeholder monthly meetings Bi-Monthly NCEO meeting attendance Monthly 1% MET meeting</p>
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Requirement Seven: Demonstrate that the State reduced its AA-AAAS participation rates in each subject for which the State is seeking a waiver.

During the 2024-2025 assessment window, Indiana documented no decrease in I AM participation rates in total or in individual subgroups.

Disproportionality

Indiana initially proactively addresses disproportionality at the source, beginning with the identification of students eligible for special education services as monitored through indicators nine and 10. Indiana’s most recent description of practices and corrective action steps when disproportionality is identified is explained in the [STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act For reporting on FFY 2023](#).

To better understand and address any disproportionality in the percentage of students taking the I AM, IDOE has selectively reviewed ELA results through a risk ratio between the student target group and the student remainder for the population due to reasonable correlation among ELA, Math, and Science. The disproportionality ratio calculation is similar to what is used under IDEA. The risk ratio has been shared with LEAs in the past to enable LEA level action to address disproportionality at the LEA level.

Table 4: Diproportionality assessed through ELA Risk Ratio Calculation

Student Population	2024-2025 Risk Ratio rate
Hispanic or Latino	1.0
American Indian/Alaskan Native	1.06
Asian	1.15
Black or African American	1.31
Hawaiian/Pacific Islander	1.03

White	0.84
Two or More Races	1.08
Male	1.90
Female	0.53
English Learner	1.55
Students Receiving Free/Reduced Price Meals	1.12

A 2.0 risk ratio is what IDOE would consider to be disproportionate. For the 2024-2025 testing window, the state did not exceed the risk ratio threshold.

Confounding Factors

Table 5: Decreased enrollment while increased identification of students with special needs eligibility.

	Total Enrolled	Total CWD served under IDEA
2024-2025	1,036,108	199,266
2023-2024	1,032,723	193,838
2022-2023	1,040,190	188,078

Other Critical Data:

Table 6: Students identified on the Alternative Diploma track

	Total number of Alternate Diplomas issued*
2024-2025	927
2023-2024	695
2022-2023	556

**Please note this data is a leading indicator for exiting data submitted under IDEA. Students awarded an alternate diploma can go on to receive services until the case conference committee decides they are no longer warranted or they age out.*

Impact of changes to Medicaid coverage of ABA services

The Secretary of the Indiana Family and Social Services Administration (FSSA) released an announcement on November 25, 2025, outlining a timeline for the impact of Medicaid coverage on Applied Behavior Analysis (ABA) services that require focused attention.

- 2015–2017: Indiana began covering ABA therapy under Medicaid.
- 2017–2023: As autism diagnoses increased and ABA therapy expanded, costs ballooned to \$611 million by 2023—an almost 3,000% increase in six years. Managed Care Entities raised alarms, but the program had already grown to an unmanageable size.
- January 2024: Standardized rates were introduced. A State Plan Amendment (SPA) was then proposed to cap ABA therapy at three years, which would have removed half of the children from services by April 2025, because the three-year therapy limitation on services was to be applied retroactively. Upon taking office, Governor Braun stated Indiana would not retroactively apply ABA therapy limitations to allow for appropriate transitions for children and their families.
- November 2025: The Governor issued an Executive Order, directing FSSA, in collaboration with the IDOE, to form the ABA Working Group to evaluate and develop cost containment strategies that minimize the negative impact on ABA enrollees and their families.

Indiana has diligently worked to improve the participation rate in the alternate assessment since the 2016-2017 school year. Through new and ongoing initiatives, Indiana will continue to hold LEAs accountable and maintain high expectations for students with significant cognitive disabilities.

Appendix A: IDOE’s release of public notice and comment period

Public Notice:

The 1% cap on alternative assessment participation proposed waiver application was posted December 5, 2025- Dec 26, 2025 on IDOE’s Special Education webpage located in a specifically designated prominent position for special notices.

The screenshot shows the Indiana Department of Education website. At the top, it says "September 30, 2027" and "Search DOE". The main content area has a light blue background and contains the following text:

The application and its components are posted for public review from March 21, 2025, to May 21, 2025.

Please note the following when reviewing the application and budget:

- The application is in a format required by OSEP.
- Indiana is providing general assurances to OSEP that the state will be implementing the provisions of state and federal regulations for Part B of IDEA 2004.
- The dollar amounts listed in Section III, Use of Funds, are for *State-level Administration and Targeted Initiatives* and are not the total cost of special education services in Indiana.
- The dollar amounts in Indiana's application do not include the allocations for individual school corporations.

Documents

- [Part B Application](#)
- [Updated GEPA Section 427 Form](#)
- [State MFS](#)
- [Interactive Spreadsheet Initial Posting](#)

Special Notice

DOE Seeking Public Comment On Waiver Extension Request To Federal 1% Cap On Alternate Assessments

IDOE is seeking public comment on its request for a waiver extension on the number of students who can be tested using an alternate assessment on annual statewide tests.

The Elementary and Secondary Education Act of 1965 (ESEA) permits a State to assess not more than 1.0 percent of students with an AA-AAAS (ESEA section 1111(b)(2)(D)(i)). ESEA section 1111(b)(2)(D)(ii) affords an opportunity for States to request a waiver of the 1.0 percent cap, consistent with ESEA section 8401.

Indiana requires all students enrolled in public and non-public K-12 schools be assessed either with accommodations, without accommodations, or with an alternate assessment. For each subject for which assessments are administered, the total number of students assessed in that subject using an alternate assessment may not exceed 1% of the total number of students in the State. The proposed waiver extension request is available for review [here](#). Any individual or organization may submit [public comment](#) on the proposed waiver extension pursuant to 34 C.F.R. §200.6(c)(4). Public comment will be accepted through Friday, December 26, 2025. Please direct any questions to [the Office of Special Education](#).

Communication of the 1% Cap Waiver application posted for public comment was announced at the IDOE technical assistance specialist-hosted Directors Symposium December 11, 2025.

The screenshot shows the Indiana Department of Education website. At the top, it says "Office of Special Education" and "December Lead and Listen Collaborative Document". There is a QR code on the right side. The main content area has a dark blue background and contains the following text:

[Process and Considerations for Issuing a GCE](#)

[IREAD Remediation Support](#)

[2025-2026 IREAD FAQ](#)

[IDOE Memo: Third Grade Good Cause Exemption and Retention Guidance](#)

GCE Parent Letter Template ([English](#)) ([Spanish](#))

[Indiana SEPAC 3Summit 2026](#)

[Lead and Listen Question form](#)

Other News

[OSE Newsletter Link](#), [Moodle Link](#)

- **IDOE Seeking Public Comment on Waiver Extension Request to Federal 1% Cap on Alternate Assessments:** IDOE is seeking public comment on its request for a waiver extension on the number of students who can be tested using an alternate assessment on annual statewide tests. *The Elementary and Secondary Education Act of 1965 (ESEA) permits a State to assess not more than 1.0 percent of students with an AA-AAAS (ESEA section 1111(b)(2)(D)(i)). ESEA section 1111(b)(2)(D)(ii)(IV) affords an opportunity for States to request a waiver of the 1.0 percent cap, consistent with ESEA section 8401.* Indiana requires all students enrolled in public and non-public K-12 schools to be assessed either with accommodations, without accommodations, or with an alternate assessment. For each subject for which assessments are administered, the total number of students assessed in that subject using an alternate assessment may not exceed 1% of the total number of students in the State. The proposed waiver extension request is available for review [here](#). Any individual or organization may submit [public comment](#) on the proposed waiver extension pursuant to 34 C.F.R. §200.6(c)(4). Public

The State Advisory Council was informed on [December 19, 2025](#) that IDOE had the current 1% Cap waiver request posted for public comment and briefed on last year's waiver and current status. No questions or concerns were shared during the meeting.



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Agenda

Indiana State Advisory Council on the Education of Children with Disabilities

<http://www.doe.in.gov/specialed/state-advisory-council>

Friday, December 19, 2025

Central Indiana Educational Service Center, Horizon Room- P2

3500 Depaw Blvd, Indianapolis, IN 46268

9:30 A.M. Eastern Time

YouTube Link: <https://youtube.com/live/xmYkuhqKtJ0?feature=share>

Meeting Agenda

- A. Call to Order
 - a. Welcome and Opening Remarks
- B. Action Items:
 - a.
- C. Informational Items:
 - a. IC 5-14-1.5-3.5: Public meeting statute
 - b. Reimbursement for SAC-related expenses
 - c. Dr. Penny Gregory: NEW State Personnel Development Grant- SPDG
 - d. 1% Waiver Extension Request
- D. Discussion Items:

Public Comments:

Public comments received verbatim:

The needs of students have significantly changed. My district will more than likely exceed 1%. Staff have done a deep dive into students taking alternative assessment and case conferences have determined that it is appropriate. The 1% cap needs to be explored further.

In our district, we currently have a large group of 3rd-5th graders in our moderate/intense disabilities programming who are causing us to be over the 1% cap. These students each meet the alt assessment criteria with confidence, and will continue to meet it through the end of the grade when statewide testing is no longer required. I anticipate that our district will continue to be over the 1% cap for several years to come as this population bubble moves through the testing grades. Additionally, these students would be eligible for an Alt Diploma or local CoC in high school, so even if they were to take the traditional ILEARN assessment in elementary and middle school, we'd need to move them to the alt assessment/IAM at some point to make them eligible for the Alt Diploma. It seems like the best student-focused decision is to take IAM from the beginning

when their needs are so great and established. ILEARN would be highly inappropriate for the disability related needs.

The Alt Diploma requirement to take the alt assessment/IAM seems to be a place where we may be able to find wiggle room as state. Sometimes our students earning this diploma have participated in ILEARN and SAT while in high schools, and we move them to the Alt Diploma later. It seems odd to go back and retake IAM when they have already participated in ILEARN/SAT, especially when we are close to our 1% cap. This might help some districts avoid the 1% cap. I don't think this would help us overall because the majority of our alt testers are at the elementary age right now.

I support a waiver for the 1% cap on participation in the alternate assessment. This decision should be based on student need and not federal regulations.

As a Director of Special Education for a Cooperative consisting of 5 districts, we have seen a significant growth in the number of students with significant cognitive disabilities who need to participate in the alternate assessment based on their learning needs and overall ability levels. We maintain due diligence to ensure the participation criteria is followed according to the guidance provided by the Department of Education. Despite limiting the participation to truly the most significant cognitive disabilities, we find ourselves exceeding the 1% cap each year. This is mainly due to a high number of students being identified with significant cognitive disabilities, along with students moving into the area from other districts, as well as open enrollment students who come to our district because of the good reputation we have in our programs. Due to all these factors, a waiver extension is absolutely warranted, because I know there are other districts around the state who are dealing with the same issues. The alternate assessment is necessary for our students with the most significant cognitive disabilities, and capping the number of students who may participate in the alternate assessment is not what is best for students. If this is what a certain student appropriately needs, then the school districts (nor the state) should be penalized for an arbitrary percentage figure.

As a district administrator, I strongly support the extension of the waiver. We are a small district which makes not exceeding 1% very difficult. A lot of other small districts are in the same position. Additionally, we have a lot of students move in who are already taking the alternate assessment. It is very difficult to move them back to the traditional assessment at that point.

The number of students who are in need of the alternate assessment and access to content connectors across the state of Indiana exceeds the 1%. The needs of students with disabilities has drastically changed set this federal standard was set and it is now unrealistic. Teachers, administrators, and parents ALL want to do what it best for students and do so without regard for the 1% and to penalize distrcits for providing students what they need is not student centered.

We have a higher population at this time of students with severe intellectual disabilities which has lead to us being over the 1%. It would be great to see some additional considerations for districts who are experiencing this increase.

Having 2 children with cognitive disabilities that are on alternative diploma track I support the request for waiver. The alternate assessment should be given on need of student after careful discussion with iep team and not a set number of students. Schools do need to evaluate what constitutes the most severe cognitive disabilities that they are not overusing assessment.

I support Indiana's request for a waiver extension to the 1% cap on alternate assessments for the 2025–2026 school year.

As an educator working closely with students who have significant cognitive disabilities, I see firsthand that assessment decisions must be driven by individual student needs, not numerical limits. While the 1% cap was designed to protect against inappropriate placement in alternate assessments, it does not always reflect the actual population of students who legitimately qualify based on federal criteria.

In districts with higher concentrations of students with significant cognitive disabilities, including those served in specialized programs or regional placements, the 1% cap can unintentionally create pressure to test students using general assessments that are not accessible or meaningful for them. This undermines the intent of ESEA, which emphasizes appropriate assessment aligned to individualized needs.

Indiana has taken important steps to ensure that only students with the most significant cognitive disabilities participate in alternate assessments through eligibility criteria, training, and oversight. A waiver extension allows the state to continue these safeguards while ensuring that students are assessed in a way that is valid, respectful, and instructionally appropriate.

Granting this waiver extension is in the public's best interest because it prioritizes accurate measurement of student learning, protects students from inappropriate assessment practices, and supports schools in making data-driven decisions that reflect the realities of their student populations. I encourage the U.S. Department of Education to approve Indiana's request for the 2025–2026 school year.

To Whom It May Concern,

I am submitting this comment in opposition to the proposed 1% cap currently under consideration.

A fixed percentage cap assumes uniformity across districts, providers, and service needs that does not reflect the realities on the ground. Costs associated with staffing, compliance, transportation, specialized supports, and legally required services have increased at rates well above 1%. A cap of this nature effectively functions as a service reduction, even if framed as a cost-containment measure.

Indiana schools and affiliated service systems are already operating under significant strain. Imposing an arbitrary cap without a demonstrated, evidence-based rationale risks destabilizing programs that are already struggling to recruit and retain qualified staff and to meet student needs safely and lawfully.

If the goal is fiscal responsibility, a more appropriate approach would include:

- A transparent analysis of actual cost drivers,*
- Consideration of regional and programmatic variability,*
- And stakeholder input from those responsible for implementation and compliance.*

Absent these safeguards, the proposed 1% cap appears disconnected from operational reality and may ultimately increase risk, noncompliance, and long-term costs to the state.

I respectfully urge the Department to reconsider this proposal or, at minimum, pause implementation until a data-driven and context-sensitive framework is developed.

Thank you for the opportunity to comment.

Sincerely,

As an intensive special education teacher, we have seen such a large influx of students with significant cognitive disabilities enter the public school system in recent years. As an example, just 5 years ago, I was the only intensive teacher for my school and had a caseload of around 6. Fast forward to this year, we have added an intensive room and have 28 intensive students just in our school alone (we don't have corporation special programs, each student attends their homeschool regardless of need). With a 1% cap, this leaves MANY students who qualify for alternate assessment unable to access it due to numbers, but also unable to access the general curriculum, even with maximized accommodations and supports.

Our goal as special educators is to make school accessible for children with disabilities. The state of Indiana has recently made school less accessible for students with learning disabilities. Increasing the 1% cap allows for more students to access alternative assessments and reach graduation goals.

Please grant the waiver. As a special education teacher, I know my students. If they need to use the alternative form then it is harmful to their social and emotional well being to test them using only the accommodated test. There shouldn't be a cap. Listen to educators!

As a parent garden of a special new child who had IEP had, my son been tested on the standardized testing without his accommodations there would've been no way that he would've passed any other state testing through his accommodations. He was able to pass some of the subjects and ended up graduating with his high school diploma with an IQ of just 62. This is a lot for his determination in the support that he was given through the education system and family support as an IEP student myself I was given accommodations as well. the accommodations means so much for multiple students not just a special need students, but you're looking at ADHD students students that have testing anxiety. These accommodations are so important to all of the students who have any type of accommodation not just as a parent guardian but as a community member and a healthcare worker, I have seen many students and people within my local community and surrounding communities, the struggle with anxiety, social anxiety, learning disabilities, special needs mental illness, and other health issues and social issues that just this extra step of taking the time that these individuals need make a huge impact or maybe just the lack of stimulus dimming the lights let music play other simple accommodations make a huge impact on the outcome for all these individuals so please allow for extension in the waiver for accommodations for students with any standardized testing or non-standardized testing. On an additional note school systems need to support parents more and help parents find the accommodations in Support that the students need after a student ages out or graduates from high school my local school system gave me no leads or help after my child graduated. I had to do extensive research to find the health that my child needs and we are still struggling to find the home support and family support that he needs. Had it not been for me being in healthcare and knowing some knowledge of where to look and where to turn, I would not be able to work due to lack of support that my son requires for me to be able to hold a full-time job. Thank you for your time and reading my comments.

The decision to grant alternative assessment should be based on students that meet the qualifications to receive alternative assessments, not on a percentage of any kind.

Extension to Federal 1% Cap on Alternate Assessment

In a school district of approximately 1,400 students, maintaining compliance with the federal 1% cap on alternate assessment participation is not feasible due to the actual population of students with significant cognitive disabilities. Within my current caseload alone, I serve 15 students who have documented moderate to severe cognitive disabilities and who meet the eligibility criteria for alternate assessment participation based on comprehensive evaluations, instructional needs, and IEP team determinations.

These students require instruction aligned to alternate academic standards and demonstrate needs that cannot be appropriately measured through the general assessment, even with accommodations. Excluding eligible students from alternate assessment participation solely to meet a numerical cap would be inconsistent with IDEA requirements and would result in assessments that do not accurately reflect student learning, progress, or functional abilities.

The 1% guideline does not account for natural fluctuations in student populations or the disproportionate impact on smaller districts. In districts of this size, even a small number of students with significant cognitive disabilities can exceed the 1% threshold. Therefore, exceeding the 1% cap reflects the authentic needs of the student population rather than over-identification or inappropriate placement.

With more demand of student needs and student level due to increase in disabilities such as autism. I strongly don't believe there should be a cap on a certain percentage of students that can take the alternative assessment. I've also personally seen a higher number of students with autism in my school versus other districts around us. We should be able to do what's best for the student without repercussions to help them to be successful.

Law makers and the powers that be need to understand that not all children are like their own. To ask a severely disabled student to participate in state testing just to check a box is inhumane.... putting a cap on the number of students who can take an alternative assessment is just legalized child abuse. Find another way to get your rocks off. Let the teachers and parents who actually know these children's names decide what's best for them.... not someone sitting in an office eating lunch on taxpayers dollars that has no idea or care who these children are and what they are capable of.

All Special Needs students should be evaluated using the best option for that student. Capping it to 1% of the school population is the stupidest thing I have ever heard of. Why would you penalize any school that has a higher population of special needs students???

As a Former School Board Member, I would like to know what you would like to achieve by this change ? The information provided here in sounds Ridiculous at Best. As a parent and grandparents, we have a grandchild that has received extremely important assistance through this program. We already have at least one and possibly two COVID classes of children that don't seem to be doing very well. Why would you even consider this ? Please either leave it alone or expand the program. Thank you

Having a cap on the number of students eligible to take the alternate assessment or require accommodations is like saying only 1% of people who need glasses can have them.

I am not in favor of having a cap on the number of assessments. Unfortunately the number of special needs kids is increasing and it's ridiculous to cap them for an alternate assessment. So if the federal government has mandated a 1% cap then I'm in favor of requesting a waiver.

It is ridiculous to limit alternate assessments. Every student that qualifies should be allowed to take advantage of that help. Are we not in the business of helping students succeed?

Having a cap on the number of students eligible to take the alternate assessment or require accommodations is like saying only 1% of people who need glasses can have them. The need is great. We need to provide services to all students who need them. That is what our taxes are for.

It is ridiculous to limit alternate assessments. Every student that qualifies should be allowed to take advantage of that help. Are we not in the business of helping students succeed?

Having a cap on the number of students who are eligible to take the alternate assessment or require accommodations is like saying only 1% of people who need glasses can have them.

My district has more students who really need to take IAM than what the 1% rule allows. In smaller districts that have a high poverty rate the limit is not serving our students who are then mandated to take ILEARN and not show growth at all.

Over the past 25 years, I have seen a significant increase in the number of children with significant disabilities surviving life expectancies due to advancements in the medical field. This is wonderful for our families and our precious children, but the archaic caps set for alternate assessments must be reconsidered. Shouldn't we always do what is best for children? Our developmental preschool numbers have increased significantly and even with early intervention these students still require a significant amount of support. Taking the ILEARN would not be appropriate. Taking the alternate assessment is most appropriate but a 1% cap is not realistic. This cap has put us in a bad situation with parents who insist that their child not be subjected to an unrealistic expectation such as ILEARN. Some have pulled their children out of school altogether just to avoid standardized testing. This is not what is best for our most vulnerable population.

Public Comment Response:

IDOE OSE responded to each submitted public comment with an email included on the public response jot form submission.

The Indiana Department of Education (IDOE) appreciates the comment on the *Waiver Extension Request To Federal 1% Cap On Alternate Assessments*.

The IDOE recognizes that there may be legitimate reasons for a district to have more than 1% of its student body participating in the AA-AAAS (IAM). IDOE supports Local Education Agencies (LEAs) in implementing IEPs that are tailored to meet each student's individual needs. The [Case Conference Committee \(CCC\) is the decision-making body that must determine if the student has the "most significant cognitive disability" and meets the participation requirements for the IAM.](#)

Thank you,

Office of Special Education

Technical Assistance Team

Indiana Department of Education

spedassistance@doe.in.gov

www.doe.in.gov Feedback: [How are we doing?](#)

CONFIDENTIALITY NOTICE: This communication is for the sole use of the intended recipient(s) and may contain information that is confidential, privileged, or otherwise exempt from disclosure under applicable law. If you are not the intended recipient(s), the dissemination, distribution, or copying of this message is strictly prohibited. If you have received this communication in error, please contact the sender immediately and destroy all copies of the original message and any attachments. Receipt by anyone other than the named recipient(s) does not constitute a waiver of any applicable privilege.

Summary of Action taken by IDOE:

These public comments were shared with our 1% action team and taken into consideration in the development of the 1% Cap action plan.

Appendix B: Link Visuals/ Documents

[Public comment notice](#)

The screenshot shows the Indiana Department of Education website. At the top, there is a navigation bar with the state logo and the text "Indiana Department of Education". Below this is a search bar labeled "Search DOE". A "Documents" section lists several links: "Part B Application", "Updated GEPA Section 427 Form", "State MFS", and "Interactive Spreadsheet Initial Posting". The main content area features a "Special Notice" titled "DOE Seeking Public Comment On Waiver Extension Request To Federal 1% Cap On Alternate Assessments". The notice text states: "IDOE is seeking public comment on its request for a waiver extension on the number of students who can be tested using an alternate assessment on annual statewide tests. The Elementary and Secondary Education Act of 1965 (ESEA) permits a State to assess not more than 1.0 percent of students with an AA-AAAS (ESEA section 1111(b)(2)(D)(i)(I)). ESEA section 1111(b)(2)(D)(ii)(IV) affords an opportunity for States to request a waiver of the 1.0 percent cap, consistent with ESEA section 8401. Indiana requires all students enrolled in public and non-public K-12 schools be assessed either with accommodations, without accommodations, or with an alternate assessment. For each subject for which assessments are administered, the total number of students assessed in that subject using an alternate assessment may not exceed 1% of the total number of students in the State. The proposed waiver extension request is available for review [here](#). Any individual or organization may submit [public comment](#) on the proposed waiver extension pursuant to 34 C.F.R. §200.6(c)(4). Public comment will be accepted through Friday, December 26, 2025. Please direct any questions to [the Office of Special Education](#)."

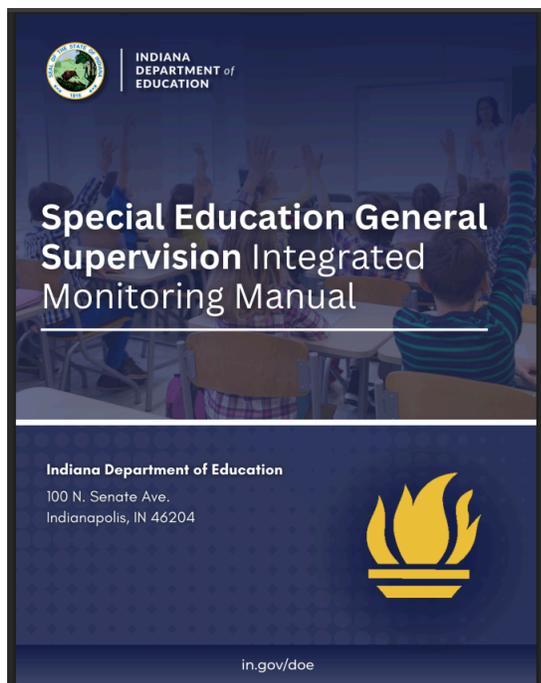
[I AM Testing Window](#) <https://www.in.gov/doi/files/2025-2026-Assessment-Windows.pdf>

The document is titled "2025-2026 Indiana Assessment Windows" and is from the Indiana Department of Education, Dr. Katie Jenner, Secretary of Education. It contains a table with the following data:

Assessment	Window Opens	Window Closes
ILEARN Summative		
ILEARN Biology ECA Fall Administration	December 1, 2025	December 19, 2025
ILEARN Biology ECA Winter Administration	February 2, 2026	February 20, 2026
ILEARN 3-8	April 13, 2026	May 8, 2026
ILEARN Biology ECA and Optional U.S. Government ECA Spring Administration ¹	April 13, 2026	May 15, 2026
ILEARN Checkpoints		
ILEARN Checkpoint One ²	September 15, 2025	November 14, 2025
ILEARN Checkpoint Two ²	November 17, 2025	February 6, 2026
ILEARN Checkpoint Three ²	February 9, 2026	April 10, 2026
SAT		
SAT Primary Administration	March 2, 2026	March 13, 2026
PSAT/NMSQT		
PSAT/NMSQT Administration	October 1, 2025	October 31, 2025
IREAD		
IREAD Spring Administration	March 2, 2026	March 13, 2026
IREAD Summer Administration	May 11, 2026	June 26, 2026
I AM		
I AM	March 30, 2026	May 8, 2026
WIDA ACCESS		
WIDA ACCESS Annual Assessments	January 12, 2026	February 27, 2026

¹ The optional ILEARN U.S. Government is an online only test administration.
² The second opportunity for each ILEARN Checkpoint window continues through April 10, 2026.

Special Educations General Supervision Integrated Monitoring Manual



Assurances



**INDIANA
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1.0% Cap on Alternate Assessment (I AM) Assurance Survey: 2025-2026

Title I of the Elementary and Secondary Education Act of 1965 (ESEA) requires that:

- Only students with the most significant cognitive disabilities take an alternate assessment;
- No more than 1.0% of all students assessed participate in the alternate assessment.

The Indiana Department of Education is requiring all local education agencies to provide assurances in I AM participation by indicating if it is anticipated that participation in I AM will exceed the 1.0% cap in the 2026 assessment administration.

For each subject for which I AM assessments are administered, the total number of students assessed in that subject using an alternate assessment may not exceed 1.0% of the total number of students in the state who are assessed in that subject.

Please note that the results of this survey will be shared publicly on the Indiana Department of Education's (IDOE's) website.

All corporations must complete this survey by December 5, 2025.

At the conclusion of the assessment window any Local Education Agency demonstrating participation exceeding the cap will provide a justification. Please look for a notification from

[Dr. Jenner's Weekly Update](#)

[Community in Moodle](#) under Common School Funds -- Fall. Contact IDOE's [Office of School Finance](#) with any questions.

Offices of Special Education, English Learning, and Migrant Education

NEW: Early Childhood Placement Office Hours

IDOE will host an open office hour to answer questions about early childhood placement, early childhood alternative placement, and Least Restrictive Environment on Tuesday, December 9, from 11 a.m. to 12 p.m. ET. Join the office hour via this [link](#), ask any questions you may have, and consider reviewing the [Spread the Word: Preschool Environments](#) prior to the office hour. Please direct any questions to osemonitoring@doe.in.gov.

NEW: I AM Assurances Survey Required from All Local Educational Agencies (LEAs)

LEAs are required to complete an I AM [Assurance Survey](#) as part of the state and federal monitoring process. The survey is used to ensure LEAs understand the [justification criteria](#) and indicate if they may exceed the 1.0% participation cap in the upcoming assessment administration. All LEAs must complete this brief survey by Friday, December 5. Contact IDOE's [Office of Special Education technical assistance team](#) with questions.

[IDOE's Alternate Assessment ESSA 1% Cap Webpage](#)

The screenshot shows the top portion of a web page. At the top, there is a navigation bar with the IN.GOV logo, the text 'An official website of the Indiana State Government', and links for 'Accessibility Settings', 'Language Translation', and 'Governor Mike Braun'. Below this is the Indiana Department of Education logo and a search bar labeled 'Search DOE'. The main header area features a large image of a classroom with a red apple in the foreground and the title 'Alternate Assessment ESSA 1% CAP'. Below the header, there is a breadcrumb trail: 'DOE > Data and Information Technology > Accountability Dashboard > Alternate Assessment ESSA 1% CAP'. The main content area is titled 'Participation Resources' and contains a paragraph explaining that a Case Conference Committee may determine that Indiana's Alternate Measure (I AM) is the most appropriate assessment. Below this are three sections: 'Participation Guidance and Flowchart: English | Spanish', 'Waiver Extension 2024-2025' (with links for '2024-2025 Waiver Extension to USED', 'Indiana 1% Waiver Denial from USED', '1% Cap on Alternate Assessment Justifications', and '1% Cap on Alternate Assessment Assurances'), 'Waiver Extension 2023-2024' (with links for '2023-2024 Waiver Extension to USED', 'Indiana 1% Waiver Approval from USED', and '1% Cap on Alternate Assessment Participation Survey December 2023'), and 'Waiver Extension 2022-2023' (with links for '2022-2023 Waiver Extension to USED', 'Indiana 1% Waiver Approval from USED', and '1% Cap on Alternate Assessment Participation Survey December 2022').

[IDOE's I AM Webpage](#)

I AM

Indiana's Alternate Measure (I AM) assesses student achievement and growth according to Indiana's Content Connectors aligned to the Indiana Academic Standards. I AM is the summative accountability assessment for students with significant cognitive disabilities in grades three through eight and high school. It assesses English/Language Arts (Grades 3-8 and 10), Mathematics (Grades 3-8 and 10), Science (Grades 4, 6, and Biology), and Social Studies (Grade 5).

- Frequently Asked Questions
- Additional I AM Resources and Guidance
- I AM Test Blueprints
- I AM Item Specifications
- Sample Items, Scoring, and Reporting Resources
- Additional Testing Resources

[Indiana Department of Education/ Data and Information Technology page.](#)

Alternate Assessment ESSA 1% CAP

Participation Resources

A Case Conference Committee may determine that Indiana's Alternate Measure (I AM) is the most appropriate assessment utilizing Indiana's Alternate Assessment Participation Criteria. More information regarding participation in the alternate assessment can be found below.

- Participation Guidance and Flowchart: [English](#) | [Spanish](#)

Waiver Extension 2024-2025

- [2024-2025 Waiver Extension to USED](#)
- [Indiana 1% Waiver Denial from USED](#)
- [1% Cap on Alternate Assessment Justifications](#)
- [1% Cap on Alternate Assessment Assurances](#)

Waiver Extension 2023-2024

- [2023-2024 Waiver Extension to USED](#)
- [Indiana 1% Waiver Approval from USED](#)
- [1% Cap on Alternate Assessment Participation Survey December 2023](#)

Waiver Extension 2022-2023

- [2022-2023 Waiver Extension to USED](#)
- [Indiana 1% Waiver Approval from USED](#)
- [1% Cap on Alternate Assessment Participation Survey December 2022](#)



INDIANA
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1.0% Cap on Alternate Assessment (I AM) Justification Survey: 2025-2026

Background

Section 1111 (b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), authorizes that a state may not assess using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS) more than 1.0% of the total number of assessed students in the state.

Requirement

Pursuant to 34 CFR § 200.6(c)(3)(ii) and (iv): All corporations assuring or demonstrating I AM participation rates that exceed 1.0% are required to complete and submit this Justification Document by Jan 22, 2026.

Participation rates may be found by visiting the Results Driven Accountability (RDA) dashboard. The RDA dashboard is a web-based application located in the IDOE Link Portal.

Alternate Diploma



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SPREAD THE WORD: ALTERNATE DIPLOMA

In May 2021, the Indiana State Board of Education approved a proposed rule amendment for 511 IAC 6-7.1 (Graduation Requirements) to establish an Alternate Diploma and make corresponding changes to the existing regulatory language in 511 IAC 7. The Alternate Diploma is standards-based and will be available to students with significant cognitive disabilities that are participating in the alternate assessments and satisfy graduation requirements. The first exiters able to take advantage of the Alternate Diploma will be the 2022-2023 cohort (Class of 2023). *Note: Administrative Rulemaking Action (LSA 2-325) for the Alternate Diploma is not complete.*

Graduation Rate

Students who receive the Alternate Diploma will be counted towards the overall graduation rate of the school or school corporation they are exiting.

Alternate Diploma

Nothing in the proposed rule shall limit a school corporation's authority to award a locally developed certificate, such as a certificate of completion, to those students who do not meet the graduation requirement set forth in IC 20-32-4.

The Case Conference Committee (CCC) determines, based on the criteria provided and the student's individual and unique needs, whether a student with disabilities will participate in general education assessments with or without testing accommodations, or in the alternate assessment with or without accommodations. The alternate assessment is based on alternate academic achievement standards/content connectors. The CCC must be informed that the decision to participate in an alternate assessment means the student will have limited or modified exposure to the grade level standards that may have a significant impact on the student's academic outcomes and postsecondary opportunities.

www.in.gov/dec/



INDIANA
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EDUCATION

SPREAD THE WORD: ALTERNATE DIPLOMA

For the purpose of identifying students eligible to participate in the statewide alternate assessment program in lieu of participation in the general assessment program, the student's CCC must determine that the student is a student with the most significant cognitive disability.

Guidelines

A comprehensive understanding of the whole student, including a review of educational considerations and data obtained through the individualized education program (IEP) process, is required to make this determination. The CCC must agree that the student:

- has a disability that significantly impacts intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life;
- requires extensive, repeated, individualized direct instruction and substantial support that is not of a temporary nature; and
- requires substantially adapted materials and individualized methods of accessing information in alternative ways to achieve measurable gains on the state academic content standards for the grade in which the student is enrolled.

⚠️The CCC may not base its decision for determining participation in the alternate assessment solely on any of the following: a disability category or label; poor attendance; native language; social, cultural or economic difference; expected poor performance on the general education assessment; special education placement and services; emotional, behavioral, or physical challenges; English language learner (ELL) status; impact of student scores on accountability system; or need for accommodation to participate in the assessment process.

www.in.gov/dec/

Graduation Requirements

IN.GOV An official website of the Indiana State Government

Accessibility Settings Language Translation Governor Mike Braun

Indiana Department of Education Search DOE

Diploma Requirements

DOE > Student Learning and Pathways > Graduation Pathways > Diploma Requirements

The Indiana State Board of Education adopts course and credit requirements for earning a high school diploma. Current course and credit requirements went into effect for students who entered high school in the fall of 2012 (Class of 2016). Students have the option of earning an Indiana Diploma with the following designation(s):

- General;
- Core 40;
- Core 40 with Academic Honors (AHD); or
- Core 40 with Technical Honors (THD).
- Alternate Diploma

Graduation Pathways are required starting with the class of 2023.

Course & Credit Requirements

- [Indiana Diploma with Core 40 and Honors Designation Requirements](#)
- [Indiana Diploma with Core 40 and Honors Designation Requirements - SPANISH](#)
- [Indiana Diploma with General Designation Requirements](#)
- [Indiana Diploma with General Designation Requirements - SPANISH](#)
- [Opt-out Provision: Opt-out Provision in Spanish](#)

The Indiana General Assembly made completion of the Indiana Diploma with Core 40 designation a requirement for all students beginning with those who entered high school in the fall of 2007. The law includes an [opt-out provision](#) for parents who determine their students could benefit more from the Indiana Diploma with [General Designation](#). The legislation also made Core 40 a minimum college admission requirement for the state's public four-year universities beginning in the fall of 2011.

High schools must offer students the opportunity to earn any diploma designation approved by the State Board of Education and cannot require students with a disability to complete locally-required credits that exceed state credit requirements to earn a diploma, unless otherwise required as part of the student's Individual Education Program (IEP). More information can be found [here](#).

Resources

Special Education General Supervision Integrated Monitoring Manual

1 / 13 75% +

INDIANA DEPARTMENT of EDUCATION

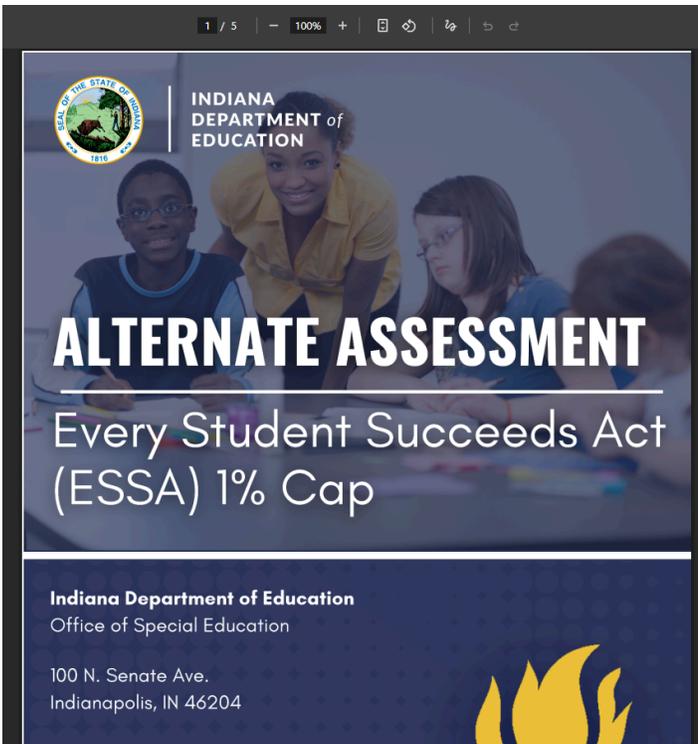
Special Education General Supervision Integrated Monitoring Manual

Indiana Department of Education
100 N. Senate Ave.
Indianapolis, IN 46204

in.gov/dae

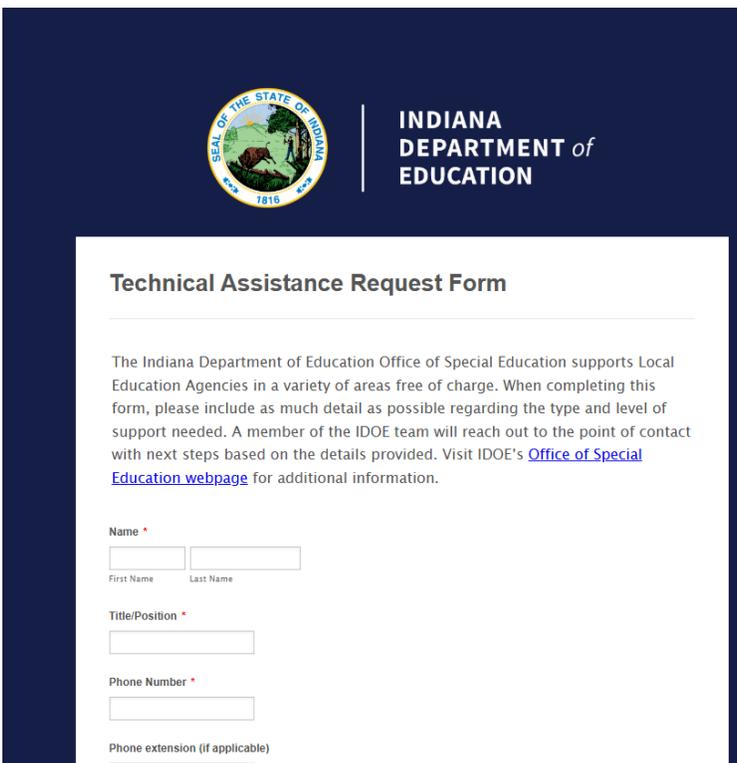
Indiana Department of Education Special Education General Supervision Integrated Monitoring Manual

1% Cap [Compliance Guidance](#)



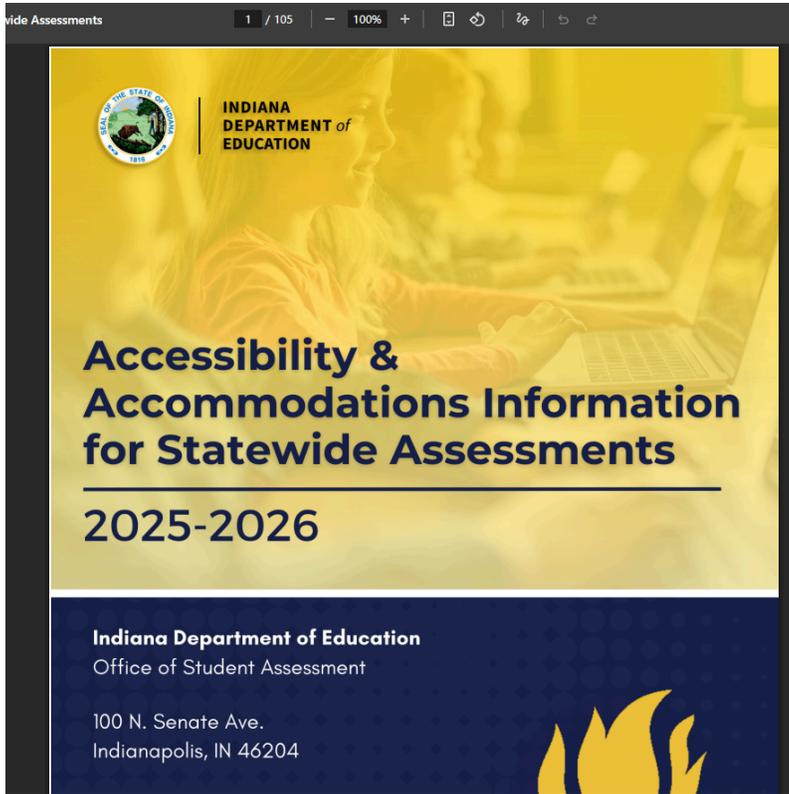
The screenshot shows a presentation slide with a dark blue background. At the top left is the Indiana Department of Education logo, which includes the text 'SEAL OF THE STATE OF INDIANA' and '1816'. To the right of the logo is the text 'INDIANA DEPARTMENT of EDUCATION'. The main title of the slide is 'ALTERNATE ASSESSMENT' in large, white, bold letters. Below the title is the subtitle 'Every Student Succeeds Act (ESSA) 1% Cap'. At the bottom left, the text reads 'Indiana Department of Education', 'Office of Special Education', and '100 N. Senate Ave. Indianapolis, IN 46204'. A yellow flame graphic is visible at the bottom right.

[Request for Technical Assistance](#)

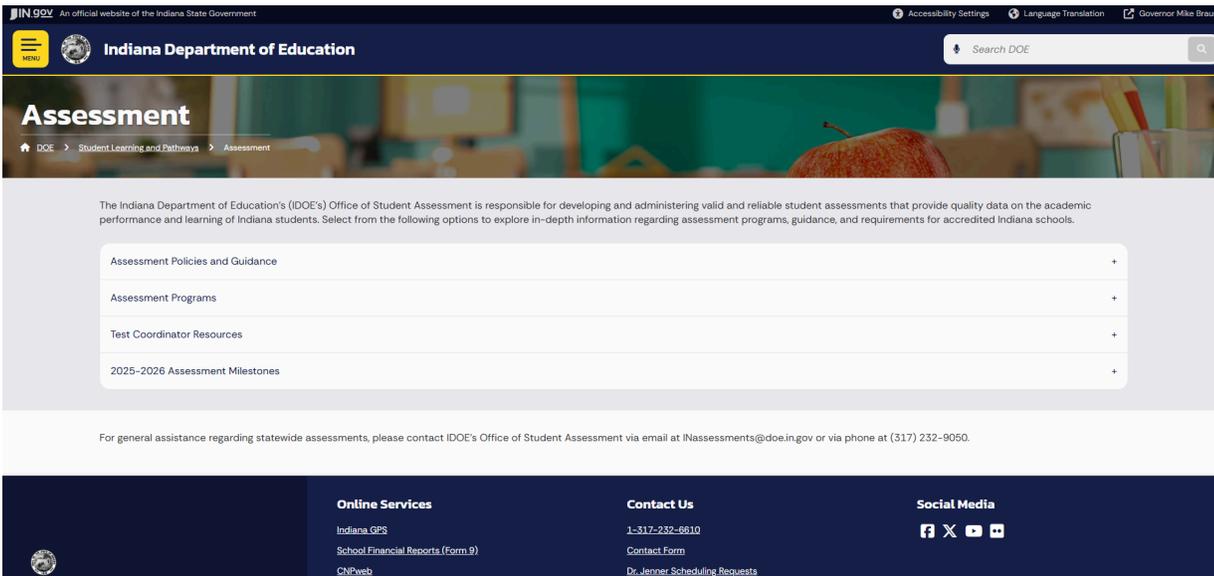


The screenshot shows a 'Technical Assistance Request Form' on a dark blue background. At the top left is the Indiana Department of Education logo, which includes the text 'SEAL OF THE STATE OF INDIANA' and '1816'. To the right of the logo is the text 'INDIANA DEPARTMENT of EDUCATION'. The title of the form is 'Technical Assistance Request Form'. Below the title is a paragraph of text: 'The Indiana Department of Education Office of Special Education supports Local Education Agencies in a variety of areas free of charge. When completing this form, please include as much detail as possible regarding the type and level of support needed. A member of the IDOE team will reach out to the point of contact with next steps based on the details provided. Visit IDOE's [Office of Special Education webpage](#) for additional information.' Below the text are several input fields: 'Name' (with sub-fields for 'First Name' and 'Last Name'), 'Title/Position', 'Phone Number', and 'Phone extension (if applicable)'. Each field has a red asterisk indicating it is required.

2025-2026 Accessibility & Accommodations for Statewide Assessments



Assessment Webpage



I AM Webpage

Indiana Department of Education Search DOE

I AM

Indiana's Alternate Measure (I AM) assesses student achievement and growth according to Indiana's Content Connectors aligned to the Indiana Academic Standards. I AM is the summative accountability assessment for students with significant cognitive disabilities in grades three through eight and high school. It assesses English/Language Arts (Grades 3-8 and 10), Mathematics (Grades 3-8 and 10), Science (Grades 4, 6, and Biology), and Social Studies (Grade 5).

Frequently Asked Questions

When is the I AM assessment held?
The I AM assessment window is held within April and May annually. View this year's assessment windows on the Indiana Department of Education (IDOE) [Assessment webpage](#).

What is the test design for I AM?
I AM is an online, one-on-one, stage-adaptive test for all content areas. This means that the assessment will be delivered in two parts. In Part 1, all students will receive the same test form, consisting of items from a range of complexities. Performance on Part 1 determines placement into one of three tiered forms for Part 2. Each tiered form contains a combination of items from adjacent levels. Performance on items from both parts are combined for a final summative student score.

Who participates in I AM?
A case conference committee may determine that I AM is the most appropriate assessment utilizing the criteria for determining eligibility to participate. More information regarding participation in the alternate assessment can be found below.

- Participation Guidance: [English](#) | [Spanish](#)
- Participation Frequently Asked Questions: [English](#) | [Spanish](#)

For more information about ESSA's 1% cap on participation in the alternate assessment, please visit the Alternate Assessment ESSA 1% Cap page [here](#).

How will students receive scores?
Scores will become available to relevant users through the Cambium Assessment, Inc. (CAI) Centralized Reporting System (CRS). Schools are responsible for providing results to students and families locally using the Individual Student Report (ISR).

Indiana Assessment Portal

Home Students and Families Programs Resources Search here...

INDIANA DEPARTMENT of EDUCATION

Welcome to Indiana's Assessment Portal

This portal contains information about Indiana's ILEARN, IREAD, and I AM assessment programs.

Announcements

INFORMATIONAL
November 4 2025 - ILEARN and IREAD Paper Materials Use
Nov 4, 2025
TAs administering a paper-and-pencil ILEARN Summative or IREAD assessment to students with a paper- and-pencil accommodation must follow specific instructions with regard to paper materials during and after paper testing in order for paper materials to be scored.

INFORMATIONAL
March 18, 2025 - Microphone Functionality on Chromebooks ChromeOS v.133, v.134
Mar 20, 2025
Students testing on 32-bit Chromebooks who require a microphone during testing may experience issues with microphone functionality if their Chromebook is running the new ChromeOS versions 133 or 134.

SYSTEM

Student Released Items Repository Site
Become familiar with the testing system and types of questions on the Indiana state assessments.

Test Administration Certification
Complete required TA training to use the TA Interface and administer tests.

INFORMATION

Family Portal
Access for families to their children's IREAD, ILEARN, and I AM scoring information.

Testing Calendar
View the annual testing calendar for all Indiana assessments.

Understanding I AM



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Important Dates

[Home](#) > [Important Dates](#) > [Understanding I AM Webinar Available: I AM Spring 2026](#)

[< Back](#)

GENERAL

Understanding I AM Webinar Available: I AM Spring 2026

Oct 6, 2025 - Oct 6, 2025

The Understanding I AM Webinar on the Indiana Assessment Portal provides an overview of the I AM assessment.

Topics: [I AM](#) [2025-2026](#)

[Download .ics](#)

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INDIANA
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ALTERNATE ASSESSMENT PARTICIPATION GUIDANCE

A case conference committee (CCC) determination based on the identified participation criteria and the student's individual needs is used to determine whether a student with disabilities will participate with or without accommodations in the general education assessment(s) or Indiana's Alternate Measure (I AM) assessment.



I AM is based on the Alternate Indiana Academic Achievement Standards, known as Indiana Content Connectors. CCCs must be informed that the decision to participate in I AM means that the student will have limited modified exposure to the grade-level standards, which could result in a significant impact on the student's academic outcomes and post-secondary opportunities.

All three criteria below must be met and accurately characterize a student's current educational needs. If the CCC indicates the student possesses the most-significant cognitive disability, the student is then eligible to participate in I AM in lieu of the general education assessment.

Indiana's Alternate Assessment Participation Criteria

1	Review of the student's record indicates a disability that significantly impacts intellectual functions and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
2	The student requires extensive, repeated, individualized direct instruction and substantial support that is not of a temporary nature.
3	The student requires substantially adapted materials and individualized methods of accessing information in alternative ways to achieve measurable gains on the state academic content standards for the grade in which the student is enrolled.

Decisions for determining participation in the alternate assessment must **not** be based solely on any of the following:

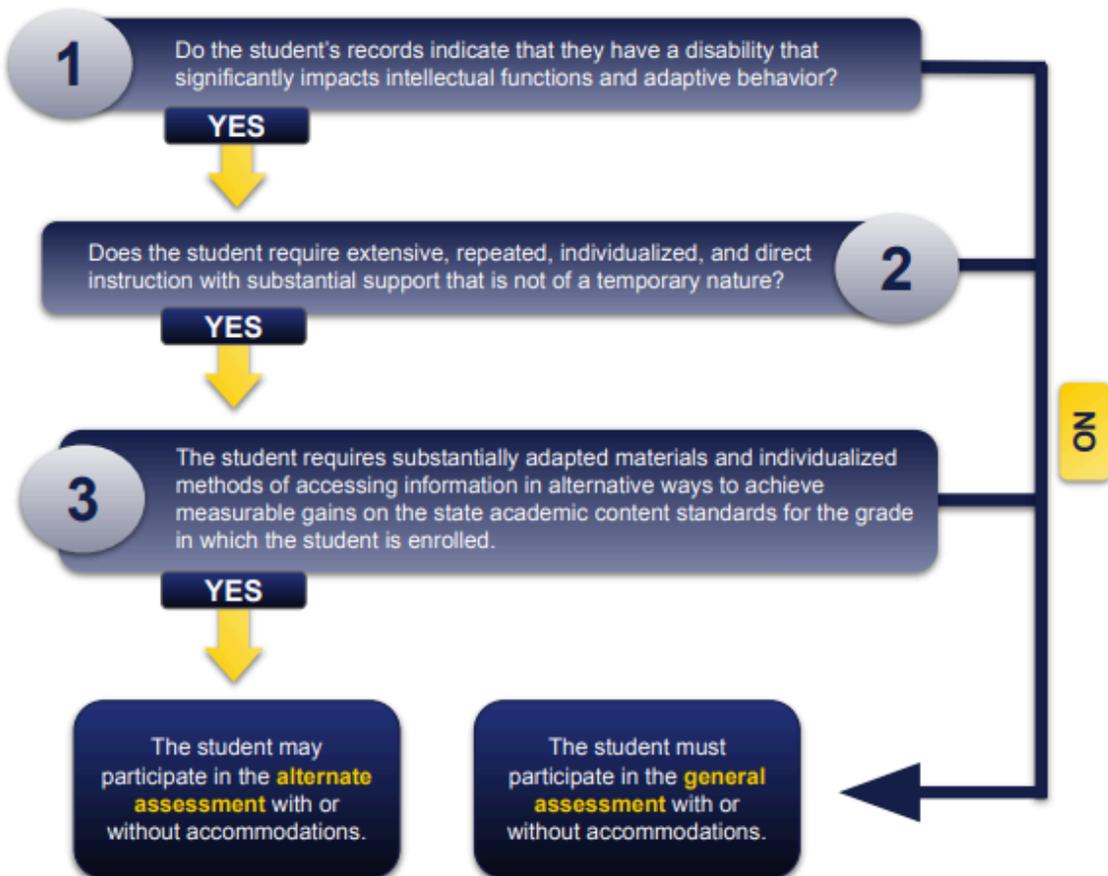
- Disability category/label
- Poor attendance or extended absences
- Native language/social/cultural or economic difference
- Expected poor performance on the general education assessment
- Academic and other services student receives
- Educational environment/setting
- Amount of time receiving special education
- English language learner (ELL) status
- Low reading achievement level
- Anticipated disruptive behavior
- Impact of scores on accountability system
- Administrator decision
- Anticipated emotional distress
- Emotional, behavioral, or physical challenges
- Need for accommodations (e.g., assistive technology/augmentative and alternative communication) to participate in assessment process

Indiana's Alternate Assessment: I AM Participation Decision Flowchart



Students must participate in either all general education assessments or all alternate assessments in a given year, not parts of both. Consider the following for students enrolled in grades three through 12 with a current Individualized Education Program (IEP):

- Results of cognitive ability tests, adaptive behavior skills assessments, achievement tests, district alternate assessments, and English learner assessments;
- Data from research-based interventions, progress monitoring, informal assessments, observations, and checklists;
- Examples of curriculum, instructional objectives, and work samples from programs;
- Present levels of academic and functional performance, objectives, and post-school outcomes from the IEP and Transition Plan.





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GUÍA DE PARTICIPACIÓN EN LA EVALUACIÓN ALTERNATIVA

Se utiliza la determinación del Comité de Conferencia del Caso (CCC) basada en los criterios de participación identificados y las necesidades individuales del estudiante para determinar si un estudiante con discapacidades participará con o sin adaptaciones en las evaluaciones de educación general o la evaluación de Medida Alternativa de Indiana (I AM).



I AM se basa en los Estándares Alternativos de Rendimiento Académico de Indiana, conocidos como Conectores de Contenido. Se debe informar a el CCC que la decisión de participar en I AM significa que el estudiante tendrá una exposición modificada limitada a los estándares del nivel de grado, lo que podría tener un impacto significativo en los resultados académicos del estudiante y sus oportunidades posteriores a la secundaria.

Los tres criterios a continuación deben cumplirse y caracterizar con precisión las necesidades educativas actuales de un estudiante. Si el CCC indica que el estudiante posee la discapacidad cognitiva más significativa, el estudiante es elegible para participar en I AM en lugar de la evaluación de educación general.

Criterios de participación en la evaluación alternativa de Indiana	
1	La revisión del expediente del estudiante indica una discapacidad que afecta significativamente las funciones intelectuales y el comportamiento adaptativo. El comportamiento adaptativo se define como esencial para que alguien viva de forma independiente y funcione de manera segura en la vida diaria.
2	El estudiante requiere instrucción directa extensa, repetida e individualizada y apoyo sustancial que no sea de naturaleza temporal.
3	El estudiante requiere materiales sustancialmente adaptados y métodos individualizados de acceso a la información de maneras alternativas para lograr avances medibles en los estándares de contenido académicos estatales para el grado en el que el estudiante está inscrito.

Las decisiones para determinar la participación en la evaluación alternativa no deben basarse únicamente en ninguno de los siguientes elementos:

- Categoría/etiqueta de discapacidad
- Asistencia baja o ausencias prolongadas
- Idioma nativo/diferencia social/cultural o económica
- Bajo rendimiento esperado en la evaluación de educación general
- Servicios académicos y de otro tipo que recibe el estudiante
- Entorno/ambiente educativo
- Tiempo recibiendo educación especial
- Estado de aprendiz del idioma inglés
- Bajo nivel de rendimiento en lectura
- Comportamiento disruptivo anticipado
- Impacto de las puntuaciones en el sistema de rendición de cuentas
- Decisión del administrador
- Angustia emocional anticipada
- Desafíos emocionales, conductuales o físicos
- Necesidad de adaptaciones (p. ej., tecnología de asistencia/comunicación aumentativa y alternativa) para participar en el proceso de evaluación

Evaluación Alternativa de Indiana IAM Diagrama de Flujo de Decisión y Participación



Los estudiantes deben participar en todas las evaluaciones de educación general o en todas las evaluaciones alternativas en un año determinado, no en partes de ambas. Considere lo siguiente para los estudiantes matriculados en los grados 3-12 con un Plan de Educación Individualizado (IEP) actual:

- Resultados de pruebas de capacidad cognitiva, evaluaciones de habilidades de comportamiento adaptativo, pruebas de rendimiento, evaluaciones alternativas del distrito y evaluaciones de estudiantes de inglés;
- Datos de intervenciones basadas en investigaciones, monitoreo de progreso, evaluaciones informales, observaciones y listas de verificación;
- Ejemplos de currículum, objetivos de instrucción y muestras de trabajo de los programas;
- Presentar los niveles de rendimiento académico y funcional, los objetivos y los resultados posteriores a la escuela del IEP y el Plan de Transición.



ESSA 1% Cap on Alternate Assessment



Resources Collections

REGISTER

LOGIN



ESSA 1% Cap on Alternate Assessment

In this collection provided by the Indiana Department of Education, find resources for families and educators about the Every Student Succeeds Act (ESSA) and the 1% cap on alternate assessment.

- admin
- grades 3-5
- grades 6-8
- grades 9-12
- special education

Collection Resources

Total Time: 00:39:00		Points: 39
1.	ESSA: One-Pager For Families [UNPUBLISHED]	00:05:00

Spread the Word: Alternate Diploma



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SPREAD THE WORD: ALTERNATE DIPLOMA

In May 2021, the Indiana State Board of Education approved a proposed rule amendment for 511 IAC 6-7.1 (Graduation Requirements) to establish an Alternate Diploma and make corresponding changes to the existing regulatory language in 511 IAC 7. The Alternate Diploma is standards-based and will be available to students with significant cognitive disabilities that are participating in the alternate assessments and satisfy graduation requirements. The first exiters able to take advantage of the Alternate Diploma will be the 2022-2023 cohort (Class of 2023). *Note: Administrative Rulemaking Action (LSA 2-325) for the Alternate Diploma is not complete.*

Graduation Rate Students who receive the Alternate Diploma will be counted towards the overall graduation rate of the school or school corporation they are exiting.

Alternate Diploma Nothing in the proposed rule shall limit a school corporation's authority to award a locally developed certificates, such as a certificate of completion, to those students who do not meet the graduation requirement set forth in IC 20-32-4.

The Case Conference Committee (CCC) determines, based on the criteria provided and the student's individual and unique needs, whether a student with disabilities will participate in general education assessments with or without testing accommodations, or in the alternate assessment with or without accommodations. The alternate assessment is based on alternate academic achievement standards/content connectors. The CCC must be informed that the decision to participate in an alternate assessment means the student will have limited or modified exposure to the grade level standards that may have a significant impact on the student's academic outcomes and postsecondary opportunities.

www.in.gov/dae/



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SPREAD THE WORD: ALTERNATE DIPLOMA

For the purpose of identifying students eligible to participate in the statewide alternate assessment program in lieu of participation in the general assessment program, the student's CCC must determine that the student is a student with the most significant cognitive disability.

Guidelines

A comprehensive understanding of the whole student, including a review of educational considerations and data obtained through the individualized education program (IEP) process, is required to make this determination. The CCC must agree that the student:

- has a disability that significantly impacts intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life;
- requires extensive, repeated, individualized direct instruction and substantial support that is not of a temporary nature; and
- requires substantially adapted materials and individualized methods of accessing information in alternative ways to achieve measurable gains on the state academic content standards for the grade in which the student is enrolled.

NBThe CCC may not base its decision for determining participation in the alternate assessment solely on any of the following: a disability category or label; poor attendance; native language; social, cultural or economic difference; expected poor performance on the general education assessment; special education placement and services; emotional, behavioral, or physical challenges; English language learner (ELL) status; impact of student scores on accountability system; or need for accommodation to participate in the assessment process.

www.in.gov/dae/

[English Learners with Significant Cognitive Disability](#)



Resources Collections Community Learning Hubs



The image shows a YouTube video player interface. The video title is "English Learners with Significant Disabilities: Part 2". The video thumbnail features the text "English Learners with Significant Cognitive Disabilities" in a large, black, serif font, with "Part 2" written in a smaller, black, cursive font below it. A red play button icon is centered over the text. The video player includes standard YouTube controls: a "Watch later" button, a "Share" button, and a "Watch on YouTube" button. At the bottom of the player, there are icons for "Incomplete", "For Later", and "Favorite", along with a "Points 43" badge.

[Improved Outcomes for Students with Significant Disabilities presentation](#)

The image is a presentation slide with a yellow background and a dark blue geometric shape on the left side. The text on the slide reads: "Improved Outcomes for Students with Significant Cognitive Disabilities" in a large, white, bold, sans-serif font. Below this, in a smaller, white, sans-serif font, is "Indiana Department of Education" and "Elevating Education: Improving Outcomes for All". The date "November 28, 2023" is also present. At the bottom left, there is a Twitter icon followed by the handle "@EducatelN".



AGENDA



- Welcome
- Special Education updates
- Part B Fiscal
- Integrated Monitoring
- Technical Assistance
- Data

- Special Education Excess Cost (SEEC)
- Medicaid
- Dispute Resolution
- Special Programs System
- Wrap up

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Content Connectors Revisions: [Streamlining of the Indiana Academic Standards](#)

Indiana Content Connectors for K-12 Social Studies: Revision Process

2025-2026

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VISION AND GOAL

Vision: Standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. The expectations set forth by the academic standards reflect the core belief that all students can achieve at a high level.

Goal: Review and update the Indiana Content Connectors (CCs) for K-12 Social Studies by following protocol aligned with Indiana Code and Indiana State Board of Education (SBOE) policy.



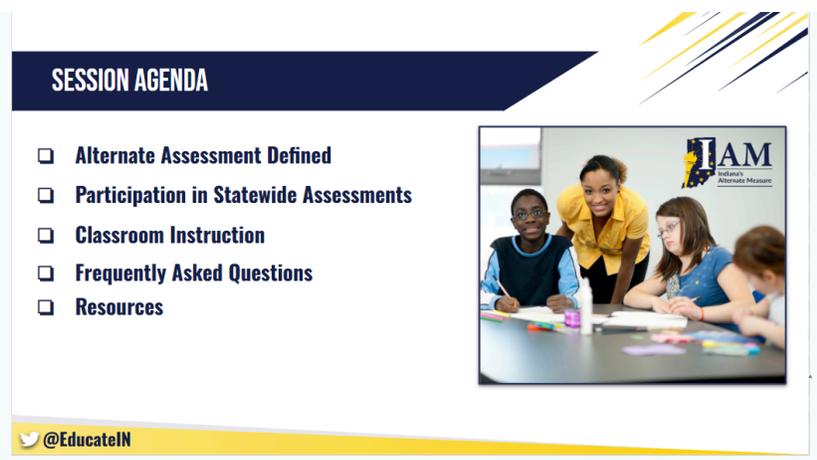
INDIANA DEPARTMENT of EDUCATION



INDIANA Academic STANDARDS

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[Alternative Assessment Information for Parents](#)



[INSOURCE](#) (IDOE's parent training institute)

["https://insource.org/efect/special-education-parent-advisory-councils/"](https://insource.org/efect/special-education-parent-advisory-councils/)

FAMILY ENGAGEMENT CERTIFICATION

CLOSING THE LOOP

▶ **TRAINING EVENTS**

RESOURCES

▶ **MODEL SITES**

TIER II SUPPORT

RESEARCH DESIGN

ADVISORY COMMITTEE

PARENT ADVISORY COUNCILS (SEPACS)

INDIANA FAMILY EFFECT (IN*FE)

Special Education Parent Advisory Council (SEPAC) Resources

[30 minute overview video: From Vision to Action: Family Engagement and School Partnerships](#)

[National Guide to SEPACs](#)

[SEPAC Special Education Director information](#)

[SEPAC Parents and Community Stakeholders information](#)

IN*SOURCE SEPAC Advisory Consultation

Looking to launch or strengthen a Special Education Parent Advisory Committee (SEPAC) in your district? IN*SOURCE is proud to partner with Coolabilities to offer dedicated advisory service hours for Local Education Agencies (LEAs). Through this consultation, schools can receive guidance on the foundational steps for starting a SEPAC, best practices for family engagement, and strategies for fostering meaningful collaboration between parents and educators.

Learn more about how to request SEPAC advisory support here: [IN*SOURCE SEPAC Advisory Consultation – Coolabilities](#)