



Every Student Succeeds Act (ESSA)

Title I Part A, Sec 1005: State Plan

*Indiana Department of Education Side by Side
ESSA/ESEA/Title 20*



Indiana Department of Education

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The Indiana Department of Education is pleased to provide this overview document of “Required State Plan Components” along with relevant citations to ESSA, the current Indiana ESEA Flexibility Waiver, as well as Indiana Title 20. This document will serve as a guiding tool for the Department as it considers with stakeholder the details for the Indiana ESSA plan.

As the Department considers with stakeholders the required state ESSA plan components, this side by side analysis of current ESEA Flexibility and ESSA requirements will guide the conversation for areas which are currently being “Met,” those which are a “Need” in our state plan, and other areas which may need “Revised.”

“**Met**” = Systems we already have in place (either waiver, Indiana Code, Administrative Rule) to satisfy the requirement

“**Need**” = Systems we do not have in place to satisfy the requirement

“**Revise**” = Systems are in place to satisfy the requirement but may wish to revisit and amend

Challenging State Academic Standards

STATE ACADEMIC STANDARDS

REQUIREMENTS	RELEVANT CITATIONS	MET	NEED	REVISE
Provide assurance that SEA adopted challenging academic content standards	ESSA: 1111(b)(1)(A): p. 22 WAIVER: Principle 1A: p. 45 TITLE 20: IC 20-19-2-14.5: p. 55; IC 20-31-3-1: p. 811			
Provide assurance that SEA aligned academic achievement standards with at least 3 levels of achievement used by the SEA, LEAs and schools	ESSA: 1111(b)(1)(A): p. 22 WAIVER: N/a TITLE 20: N/a			
Standards must apply to all public schools and public school students in the state	ESSA: 1111(b)(1)(B)(i): p. 23 WAIVER: Principle 1A; p. 45 TITLE 20: IC 20-31-3-1: p. 811			
Standards must include the same knowledge, skills and levels of achievement expected of all public school students in the state	ESSA: 1111(b)(1)(B)(ii): p. 23 WAIVER: Principle 1A; p. 45 TITLE 20: IC 20-31-3-6: p. 812			
Must have standards for Math, Reading or Language Arts, and Science	ESSA: 1111(b)(1)(C): p. 23 WAIVER: Principle 1A; p. 45 TITLE 20: IC 20-31-3-2: p. 811			
May have standards for any other subject, as determined by State	ESSA: 1111(b)(1)(C): p. 23 WAIVER: Principle 1A; p. 45 TITLE 20: IC 20-31-3-2(5): p. 811			
Must demonstrate that challenging state academic standards are aligned with entrance requirements for credit-bearing coursework in the public higher education system of the state and relevant state career & tech education standards	ESSA: 1111(b)(1)(D): p. 23 WAIVER: Principle 1A; p. 45 TITLE 20: IC 20-31-3-1: p. 811			

STATE ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS FOR STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES

REQUIREMENTS	RELEVANT CITATIONS	MET	NEED	REVISE
Standards must be adopted through a documented & validated standards-setting process	ESSA: 1111(b)(1)(E)(i): p. 23 WAIVER: Principle 1B: p. 57 TITLE 20: N/a			
Standards must align with challenging state academic content standards	ESSA: 1111(b)(1)(E)(i)(I): p. 23 WAIVER: Principle 1B: p. 57 TITLE 20: N/a			
Standards must promote access to the general education curriculum, consistent with IDEA	ESSA: 1111(b)(1)(E)(i)(II): p. 23 WAIVER: Principle 1B: p. 57 TITLE 20: N/a			
Standards must reflect professional judgment as to the highest possible standards achievable by such students	ESSA: 1111(b)(1)(E)(i)(III): p. 23 WAIVER: Principle 1B: p. 57 TITLE 20: N/a			
Standards must be designated in the IEP for each student as the academic achievement standards that will be used for the student	ESSA: 1111(b)(1)(E)(i)(IV): p. 23 WAIVER: Principle 1B: p. 57 TITLE 20: N/a			
Standards must align to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or employment, consistent with the purposes of Public Law 93-112	ESSA: 1111(b)(1)(E)(i)(V): p. 23 WAIVER: Principle 1B: p. 57 TITLE 20: N/a			

ENGLISH LANGUAGE PROFICIENCY STANDARDS

REQUIREMENTS		MET	NEED	REVISE
Standards must be derived from the 4 recognized domains of speaking, listening, reading and writing	ESSA: 1111(b)(1)(F)(i): p. 24 WAIVER: Principle 1B; p. 57 TITLE 20: N/a			
Standards must address the different proficiency levels of English learners	ESSA: 1111(b)(1)(F)(ii): p. 24 WAIVER: Principle 1B; p. 57 TITLE 20: N/a			
Standards must align with the challenging state academic standards	ESSA: 1111(b)(1)(F)(iii): p. 24 WAIVER: Principle 1B; p. 57 TITLE 20: N/a			

GENERAL NOTES ON STANDARDS:

1. State is not required to submit challenging state academic standards to USED for review or approval.
2. If alternate achievement standards are adopted, they shall not be developed or implemented if they do not meet the requirements listed above.
3. State is not required to submit English language proficiency standards to USED for review or approval.
4. State may revise its standards adopted before or after the date of enactment of ESSA.

Academic Assessments

ACADEMIC ASSESSMENT GUIDELINES

REQUIREMENTS	RELEVANT CITATIONS	MET	NEED	REVISE
Must be the same assessments used to measure the achievement of all public school students in the state	ESSA: 1111(b)(2)(B)(i)(I): p. 24 WAIVER: Principle 1B: p. 55 TITLE 20: IC 20-32-5-1: p. 855			
Must be administered to all public elementary and secondary school students in the state	ESSA: 1111(b)(2)(B)(i)(II): p. 24 WAIVER: Principle 1B: p. 55 TITLE 20: IC 20-32-5-1: p. 855			
Must be aligned with challenging state academic standards	ESSA: 1111(b)(2)(B)(ii): p. 24 WAIVER: Principle 1B: p. 55 TITLE 20: IC 20-32-5-6(1): p. 857			
Must provide coherent and timely information about student attainment of standards and whether student is performing at grade level	ESSA: 1111(b)(2)(B)(ii): p. 24 WAIVER: Principle 1B: p. 55 TITLE 20: IC 20-32-7, 8: p. 858			
Must be used for purposes for which the assessment is valid and reliable, consistent with relevant, nationally-recognized professional and technical testing standards	ESSA: 1111(b)(2)(B)(iii): p. 24 WAIVER: Principle 1B: p. 55 TITLE 20: IC 20-32-5-3: p. 856			
Must objectively measure academic achievement, knowledge and skills, and must not evaluate or assess personal or family beliefs and attitudes				
Must not disclose personally identifiable information				
Must be of adequate technical quality for each required purposes, and consistent with federal requirements	ESSA: 1111(b)(2)(B)(iv): p. 25 WAIVER: Principle 1B: p. 55 TITLE 20: IC 20-32-5-3: p. 856			
Must be in the subjects of Math, Reading or Language Arts, and Science	ESSA: 1111(b)(2)(A): p. 24 WAIVER: Principle 1B: p. 55 TITLE 20: IC 20-32-5-2: p. 855			
Must be administered in grades 3-8 and at least once in grades 9-12 (Math and Reading or Language Arts)	ESSA: 1111(b)(2)(B)(v)(I): p. 25 WAIVER: Principle 1B: p. 55 TITLE 20: IC 20-32-5-15: p. 860			

Science assessment must be administered once during 3-5, 6-9 and 10-12	ESSA: 1111(b)(2)(B)(v)(II): p. 25 WAIVER: Principle 1B: p. 55 TITLE 20: IC 20-32-5-15: p. 860			
May choose to administer other subject areas	ESSA: 1111(b)(2)(A): p. 24 WAIVER: Principle 1B: p. 55 TITLE 20: N/a			
Must involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding	ESSA: 1111(b)(2)(B)(vi): p. 25 WAIVER: Principle 1B: p. 55 TITLE 20: IC 20-32-5-3, 4: p. 856			
May include measures of student academic growth				
May be partially delivered in the form of portfolios, projects or extended performance tasks				
Must provide for participation of all students in assessments	ESSA: 1111(b)(2)(B)(vii)(I): p. 25 WAIVER: Principle 1B: p. 55 TITLE 20: IC 20-32-5-1: p. 855			
Must provide appropriate accommodations for children with disabilities necessary to measure academic achievement relative to challenging state standards or alternate academic achievement standards	ESSA: 1111(b)(2)(B)(vii)(II): p. 25 WAIVER: Principle 1B: p. 55 TITLE 20: IC 20-32-5-16: p. 860			
English learners must be assessed in a valid and reliable manner, and provided appropriate accommodations including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what these students know and can do in academic content areas until such students have achieved English language proficiency	ESSA: 1111(b)(2)(B)(vii)(III): p. 25 WAIVER: Principle 1C: p. 155 TITLE 20: N/a			
May be administered through a single summative assessment or through multiple statewide interim assessments during the course of the academic year that result in a single summative score and provides valid, reliable and transparent information on student achievement or growth	ESSA: 1111(b)(2)(B)(viii)(I): p. 26 WAIVER: Principle 1B: p. 55 TITLE 20: IC 20-32-5-15: p. 860			
Must provide for assessments (using tests in English) of reading or language arts of any student who has attended school in the US for 3 or more consecutive school years unless LEA determines, on a case-by case basis that academic assessments in another language/form	ESSA: 1111(b)(2)(B)(ix): p. 26 WAIVER: Principle 1B: p. 55 TITLE 20: N/a			

<p>would likely yield more accurate and reliable information on what student knows and can do.</p> <p>LEA may make a determination to assess student in appropriate language other than English for a period that doesn't exceed 2 additional consecutive years provided student hasn't reach a level of English proficiency to yield valid and reliable information on what student knows and can do</p>				
<p>Must provide individual student interpretive, descriptive and diagnostic reports regarding achievement on assessments that allow parents, teachers, principals and other school leaders to understand and address specific academic needs of students, and that are provided to parents, teachers and school leaders as soon as possible after assessment is given, in an understandable and uniform format in a language parents can understand</p>	<p>ESSA: 1111(b)(2)(B)(x): p. 26 WAIVER: Principle 1B: p. 55 TITLE 20: IC 20-32-5-7, 8, 9: p. 857</p>			
<p>Must enable results to be disaggregated with each state, LEA and school by subgroups</p>	<p>ESSA: 1111(b)(2)(B)(xi): p. 26 WAIVER: Principle 1B: p. 55 TITLE 20: IC 20-32-5-7, 8: p. 855</p>			
<p>Must enable itemized score analyses to be produced and reported to LEAs and school so parents, teachers, principals, school leaders and administrators can interpret and address specific academic needs of students</p>	<p>ESSA: 1111(b)(2)(B)(xii): p. 26 WAIVER: Principle 1B: p. 55 TITLE 20: IC 20-32-5-7: p. 857</p>			
<p>Must be developed to the extent practicable using the principles of universal design for learning</p>	<p>ESSA: 1111(b)(2)(B)(xiii): p. 27 WAIVER: Principle 1B: p. 55 TITLE 20: N/a</p>			
<p>May set a target limit on the aggregate amount of time devoted to the administration of assessments for each grade, expressed as a percentage of annual instruction hours</p>	<p>ESSA: 1111(b)(2)(L): p. 27 WAIVER: N/a TITLE 20: N/a</p>			
<p>May either:</p> <ol style="list-style-type: none"> 1. Exclude English learners enrolled in US school for less than 12 months from one administration of reading or language arts assessment and exclude the student's results from any 	<p>ESSA: 1111(b)(3)(A): p. 32 WAIVER: Principle 1C: p. 156-158 TITLE 20: N/a</p>			

<p>required assessments for the first year for state accountability</p> <p>2. Assess and report the performance of the student on the reading or language arts and math assessments in each year of the student's enrollment and for the first year of the student's enrollment, exclude the assessment results for the purposes of state accountability and include proficiency on the assessments in the third year of the student's enrollment and each succeeding year of enrollment</p>				
<p>May include assessment results of a previously identified English learner, and for not more than 4 years after the student ceases to be identified as an English learner, in the English learner subgroup for purposes of state accountability</p>	<p>ESSA: 1111(b)(3)(B): p. 32 WAIVER: N/a TITLE 20: N/a</p>			
<p>May exempt an 8th grade student from Math assessment if student takes 10th grade Math assessment, the student's score is used for accountability purposes & the student is counted as participating for accountability; and in high school, the student takes a Math assessment that's an ECA or other assessment more advanced than the assessment taken in 8th grade and is used to measure the student's achievement for accountability</p>	<p>ESSA: 1111(b)(2)(C): p. 27 WAIVER: N/a TITLE 20: N/a</p>			
<p>LEA may administer locally-selected assessment in lieu of state-designed assessment for 9-12 English/Math and 10-12 Science if the LEA selects a nationally-recognized high school academic assessment approved by the SEA</p>	<p>ESSA: 1111(b)(2)(H): p. 27 WAIVER: N/a TITLE 20: N/a</p>			

General Notes on Assessment:

1. Parent's right to opt their student out of taking the assessment is not preempted by state or local law

ALTERNATE ASSESSMENTS FOR STUDENTS WITH MOST SIGNIFICANT COGNITIVE DISABILITIES

REQUIREMENTS	RELEVANT CITATIONS	MET	NEED	REVISE
May provide alternate assessments aligned with challenging state academic standards and alternate academic standards for students with the most significant cognitive disabilities	ESSA: 1111(b)(2)(D)(i): p. 27 WAIVER: Principle 1B: p. 57; Principle 1C: p. 142 TITLE 20: N/a			
For each subject, the total number of students assessed using the alternate assessment must not exceed 1% of the total number of all students in the state who are assessed in the subject	ESSA: 1111(b)(2)(D)(i)(I): p. 27 WAIVER: Principle 1B: p. 57; Principle 1C: p. 142 TITLE 20: N/a			
Parents of students must be clearly informed as part of the IEP development process that the child’s achievement will be measured on alternate standards & that participation in the assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma	ESSA: 1111(b)(2)(D)(i)(II): p. 27 WAIVER: Principle 1B: p. 57; Principle 1C: p. 142 TITLE 20: N/a			
Must promote the involvement and progress of students with significant cognitive disabilities in the general education curriculum	ESSA: 1111(b)(2)(D)(i)(III): p. 28 WAIVER: Principle 1B: p. 57; Principle 1C: p. 142 TITLE 20: N/a			
Must describe the steps taken to incorporate universal design for learning in alternate assessments	ESSA: 1111(b)(2)(D)(i)(IV): p. 28 WAIVER: Principle 1B: p. 57; Principle 1C: p. 142 TITLE 20: N/a			
Must describe that general and special education teachers, and other appropriate staff, know how to administer the alternate assessment & make appropriate use of accommodations for students with disabilities on all required assessments	ESSA: 1111(b)(2)(D)(i)(V): p. 28 WAIVER: Principle 1B: p. 57; Principle 1C: p. 142 TITLE 20: N/a			
Must develop and disseminate information, and promote the use of appropriate accommodations to increase the number of students participating in academic instruction and assessments for the grade level in which the student is enrolled and who are tested based on challenging state standards for the grade level in which student is enrolled	ESSA: 1111(b)(2)(D)(i)(VI): p. 28 WAIVER: Principle 1B: p. 57; Principle 1C: p. 142 TITLE 20: N/a			

Must not preclude a student with the most significant cognitive disabilities who takes an alternate assessment from attempting to complete the requirements for a regular high school diploma	ESSA: 1111(b)(2)(D)(i)(VII): p. 28 WAIVER: Principle 1B: p. 57; Principle 1C: p. 142 TITLE 20: N/a			
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Notes on Alternate Assessments:

1. Case Conference must determine when a child with significant cognitive disabilities shall participate in an alternate assessment aligned with alternate standards
2. USED or SEA cannot impose on LEA a cap on the percentage of students administered an alternate assessment.
3. An LEA exceeding the 1% cap must submit information to the SEA justifying the need to exceed such cap.

LANGUAGE ASSESSMENTS

REQUIREMENTS	RELEVANT CITATIONS	MET	NEED	REVISE
Must identify the languages other than English that are present to a significant extent in the participating student population of the state & indicate the languages for which annual assessments are not available and needed	ESSA: 1111(b)(2)(F)(i): p. 29 WAIVER: N/a TITLE 20: N/a			
Must make every effort to develop such assessments and may request assistance from USED if linguistically accessible academic assessment measures are needed	ESSA: 1111(b)(2)(F)(ii): p. 29 WAIVER: N/a TITLE 20: N/a			

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS

REQUIREMENTS	RELEVANT CITATIONS	MET	NEED	REVISE
Must demonstrate that LEAs will provide an annual assessment of English proficiency for all English learners in schools	ESSA: 1111(b)(2)(G)(i): p. 29 WAIVER: Principle 1B: p. 57; Principle 1C: p. 155 TITLE 20: N/a			
Must be aligned with State’s English language proficiency standards	ESSA: 1111(b)(2)(G)(ii): p. 30 WAIVER: Principle 1B: p. 57; Principle 1C: p. 155 TITLE 20: N/a			

ADAPTIVE ASSESSMENTS

REQUIREMENTS	RELEVANT CITATIONS	MET	NEED	REVISE
May develop and administer computer adaptive assessments so long as these assessments meet the guidelines	ESSA: 1111(b)(2)(J)(i): p. 31 WAIVER: N/a TITLE 20: N/a			
Must measure, at a minimum, each student’s academic proficiency based on the state standards for the student’s grade level and growth toward such standards; may measure the student’s level of academic proficiency and growth using items above or below the student’s grade level, including for use as part of the accountability system	ESSA: 1111(b)(2)(J)(i)(II): p. 31 WAIVER: N/a TITLE 20: N/a			
Must ensure that computer adaptive assessments meet requirements of alternate assessments and assess student’s academic achievement to measure whether the student is performing at grade level	ESSA: 1111(b)(2)(J)(ii)(I): p. 32 WAIVER: N/a TITLE 20: N/a			
Must ensure that computer adaptive assessment meets the requirements for language, and assesses student’s language proficiency, which may include growth towards proficiency in order to measure the student’s acquisition of language	ESSA: 1111(b)(2)(J)(ii)(II): p. 32 WAIVER: N/a TITLE 20: N/a			

Statewide Accountability System

REQUIREMENTS	RELEVANT CITATIONS	MET	NEED	REVISE
Must describe the minimum number of students the state determines are necessary to be included to carry out requirements when disaggregated; how that number is statistically sound; how the minimum number was determined; how state ensures that minimum number is sufficient to not reveal any personally identifiable information. Minimum number must be the same for all subgroups	ESSA: 1111(c)(3)(A): p. 33 WAIVER: N/a TITLE 20: N/a			
Must be based on state standards for Math and reading or language arts to improve student academic achievement and school success	ESSA: 1111(c)(4): p. 34 WAIVER: Principle 2A: p. 233 TITLE 20: IC 20-31-8: p. 824			
Must establish long-term goals set by state for: <ol style="list-style-type: none"> 1. Academic achievement measures by proficiency on annual assessment 2. 4 year graduation rate & extended year adjusted cohort rate 3. Increases in the percentage of students making progress in achieving English language proficiency Terms for goals must be the same length for all students and subgroups	ESSA: 1111(c)(4)(A): p. 34 WAIVER: Principle 2B: p. 250 TITLE 20: IC 20-19-2-14: p. 55			
Must include interim progress measurements toward meeting long-term goals for all students and for each subgroup For subgroups starting out behind track, goals and progress must take into account the improvement necessary to make significant progress in closing statewide proficiency and graduation rate gaps				
Must annually measure for all students and subgroups academic achievement through proficiency on annual assessment	ESSA: 1111(c)(4)(B)(i)(I): p. 35 WAIVER: Principle 2A: p. 233 TITLE 20: IC 20-31-8-1: p. 824			
Must annually measure for all students and subgroups a measure of student growth or another valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance (non-high schools)	ESSA: 1111(c)(4)(B)(ii): p. 35 WAIVER: Principle 2A: p. 233 TITLE 20: IC 20-31-8: p. 824			

May annually measures for all students and subgroups student growth as measured by annual assessments (high schools)	ESSA: 1111(c)(4)(B)(i)(II): p. 35 WAIVER: Principle 2A: p. 233 TITLE 20: IC 20-31-8: p. 824			
Must annually measure for all students and subgroups the 4 year graduation rate, and may include extended-year adjusted cohort graduation rate	ESSA: 1111(c)(4)(B)(iii): p. 35 WAIVER: Principle 2A: p. 233 TITLE 20: IC 20-31-8: p. 824			
Must annually measure for all students and subgroups progress in achieving English language proficiency in grades 3-8 and what grades are assessed in 9-12	ESSA: 1111(c)(4)(B)(iv): p. 35 WAIVER: Principle 2A: p. 233 TITLE 20: IC 20-31-8: p. 824			
Must annually measures at least one indicator of school quality or student success that allows for meaningful differentiation in school performance; is valid, reliable, comparable, and statewide	ESSA: 1111(c)(4)(B)(v): p. 35 WAIVER: N/a TITLE 20: N/a			
Must have an annual, meaningful system of differentiation	ESSA: 1111(c)(4)(C): p. 36 WAIVER: Principle 2A: p. 233 TITLE 20: IC 20-31-8-3: p. 825			
Differentiation system must be based on all indicators in state's accountability system for all students and subgroups	ESSA: 1111(c)(4)(C)(i): p. 36 WAIVER: Principle 2A: p. 233 TITLE 20: IC 20-31-8-3: p. 825			
Differentiation system must give substantial weight to non-school quality/student success indicators, and in the aggregate much greater weight to such indicators than the state-selected quality/student success indicator	ESSA: 1111(c)(4)(C)(ii): p. 36 WAIVER: Principle 2A: p. 233 TITLE 20: N/a			
Differentiation system must include differentiation of any school in which any subgroup is consistently underperforming based on all indicators	ESSA: 1111(c)(4)(C)(iii): p. 36 WAIVER: Principle 2A: p. 233 TITLE 20: N/a			
Beginning with SY 17/18, must have statewide categories to identify schools for comprehensive support and improvement	ESSA: 1111(c)(4)(D)(i): p. 36 WAIVER: Principle 2Di: p. 275 TITLE 20: IC 20-31-8-4: p. 825			
Must identify at least 5% of the lowest performing schools	ESSA: 1111(c)(4)(D)(i)(I): p. 36 WAIVER: Principle 2Di: p. 275 TITLE 20: IC 20-31-8-4: p. 825			
Must identify all high schools failing to graduate at least 1/3 of students in 4 years or less	ESSA: 1111(c)(4)(D)(i)(II): p. 36 WAIVER: Principle 2Di: p. 275 TITLE 20: IC 20-31-8-4: p. 825			

Must identify targeted support schools that haven't satisfied requirements within state-determined number of years and become identified for comprehensive support and improvement	ESSA: 1111(c)(4)(D)(i)(III): p. 36 WAIVER: Principle 2Di: p. 275 TITLE 20: IC 20-31-8-4: p. 825			
Must annually measures achievement of at least 95% of all students and 95% of all subgroups on assessments	ESSA: 1111(c)(4)(E)(i): p. 36 WAIVER: Principle 2A: p. 233 TITLE 20: N/a			
Must provide clear and understandable explanation of how the state will factor the requirement to identify schools into the statewide accountability system	ESSA: 1111(c)(4)(E)(iii): p. 36 WAIVER: Principle 2A: p. 233 TITLE 20: IC 20-31-8-3: p. 825			
May not use student in accountability determinations if student hasn't attended the same school for at least half the school year; must be used for purposes of state and local reports for the school year	ESSA: 1111(c)(4)(F)(i): p. 37 WAIVER: N/a TITLE 20: N/a			
May assign high school student that hasn't attended the same school for at least half the school year and exited high school without a diploma and without transferring to another high school that grants diplomas to the high school at which the student was enrolled for the greatest proportion of school days while enrolled in 9-12 or in which the student was most recently enrolled	ESSA: 1111(c)(4)(F)(ii): p. 37 WAIVER: N/a TITLE 20: N/a			

School Support and Improvement Activities

REQUIREMENTS	RELEVANT CITATIONS	MET	NEED	REVISE
Must notify each LEA for any school identified for comprehensive support and improvement	ESSA: 1111(d)(1)(A): p. 37 WAIVER: Principle 2Di: p. 275 TITLE 20: IC 20-31-8-4: p. 825			
Must approve LEA comprehensive support and improvement plan, and monitor and periodically review plan	ESSA: 1111(d)(1)(B)(v): p. 37 WAIVER: Principle 2D: p. 273 TITLE 20: IC 20-31-5: p. 818			
May permit differentiated improvement activities for high schools that predominantly serve students that return to high school after dropping out or didn't receive a diploma, or are significantly off-track to meet high school graduation requirements and in schools that have a total enrollment of less than 100 students may permit LEA to forego implementation of required improvement activities	ESSA: 1111(d)(1)(C): p. 38 WAIVER: Principle 2Diii: p. 276 TITLE 20: IC 20-31-9: p. 829			
Must notify each LEA of any school in which any subgroup of students is consistently underperforming & must ensure LEA provides notice to school regarding which subgroups are consistently underperforming	ESSA: 1111(d)(2)(A): p. 38 WAIVER: Principle 2E: p. 308 TITLE 20: IC 20-31-8-4: p. 825			
Beginning with SY 17/18, must notify LEAs of schools in which any subgroup, on its own, would lead to identification as in need of comprehensive support and improvement	ESSA: 1111(d)(2)(D): p. 39 WAIVER: N/a TITLE 20: N/a			
Must establish exit criteria for the following: <ol style="list-style-type: none"> 1. Identified schools for comprehensive support and improvement that do not satisfy the exit criteria within a state-determined number of years, not to exceed 4 years, must result in more rigorous state-determined action/intervention 2. Identified schools for additional targeted support that do not satisfy exit criteria within a state-determined number of years must result in identification of the school for comprehensive support and improvement 	ESSA: 1111(d)(3)(A)(i): p. 39 WAIVER: Principle 2Dv: p. 294 TITLE 20: N/a			

Must periodically review resource allocation to support school improvement in LEAs serving a significant number of schools identified for comprehensive or targeted support and improvement	ESSA: 1111(d)(3)(A)(ii): p. 40 WAIVER: Principle 2Dvii: p. 295; Principle 2Evi: 322 TITLE 20: N/a			
Shall provide technical assistance to each LEA with a significant number of schools implementing comprehensive or targeted support and improvement plans	ESSA: 1111(d)(3)(A)(iii): p. 40 WAIVER: Principle 2Dvii: p. 295; Principle 2Evi: 322 TITLE 20: N/a			
May take action to initiate additional improvement in any LEA that has a significant number of schools consistently identified for comprehensive support or improvement and do not meet exit criteria, or a significant number of schools implementing plans for targeted support	ESSA: 1111(d)(3)(B)(i): p. 40 WAIVER: Principle 2Dvii: p. 295; Principle 2Evi: 322 TITLE 20: N/a			
May establish alternative evidence-based state determined strategies consistent with state law that can be used by LEAs to assist a school identified for comprehensive support and improvement	ESSA: 1111(d)(3)(B)(ii): p. 40 WAIVER: Principle 2Dvii: p. 295; Principle 2Evi: 322 TITLE 20: N/a			

General Notes on School Support and Improvement:

1. LEAs may provide students enrolled in a school identified for comprehensive support and improvement with the option to transfer to another public school served by the LEA, unless state law prohibits this. LEAs must give priority to the lowest achieving children from low-income families, as determined by the LEA.
2. LEAs notified of being a targeted support school must work with stakeholders to develop and implement a targeted support and improvement plan to improve student outcomes based on state accountability indicators for each subgroup, and must also identify resource inequities to be addressed through implementation of the plan.

Other State Plan Provisions

REQUIREMENTS	RELEVANT CITATIONS	MET	NEED	REVISE
Describe how state will provide assistance to LEAs and schools choosing to fund early childhood education programs	ESSA: 1111(g)(1)(A): p. 42 WAIVER: N/a TITLE 20: Unknown			
Describe how low-income and minority children are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers Describe measures SEA will use to evaluate and publicly report the progress of the SEA on this matter	ESSA: 1111(g)(1)(B): p. 42 WAIVER: N/a TITLE 20: Unknown			
Describe how SEA will support LEAs receiving assistance to improve school conditions for student learning: <ol style="list-style-type: none"> 1. Reduce bullying/harassment incidences 2. Reduce overuse of discipline practices that remove students from classroom 3. Reduce use of aversive behavioral interventions that compromise student health and safety 	ESSA: 1111(g)(1)(C): p. 42 WAIVER: N/a TITLE 20: Unknown			
Describe how SEA will support LEAs in meeting needs of students at all levels of school, especially middle & high school age Describe how SEA will work with LEAs to provide effective transitions of students to middle and high school to decrease risk of dropping out	ESSA: 1111(g)(1)(D): p. 43 WAIVER: N/a TITLE 20: Unknown			
Describe steps taken by SEA to ensure collaboration with state agency that administers Title IV of the Social Security Act to ensure educational stability of children in foster care including a number of assurances	ESSA: 1111(g)(1)(E): p. 43 WAIVER: N/a TITLE 20: Unknown			
Describe how SEA will provide support to LEAs in identification, enrollment, attendance and school stability of homeless children and youth	ESSA: 1111(g)(1)(F): p. 43 WAIVER: N/a TITLE 20: Unknown			

Describe any other factors the SEA determines to be appropriate to provide students an opportunity to achieve the knowledge and skills described in the state standards	ESSA: 1111(g)(1)(G): p. 43 WAIVER: N/a TITLE 20: Unknown			
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Assurances

REQUIREMENTS	RELEVANT CITATIONS	MET	NEED	REVISE
SEA will make public any methods or criteria used to measure teacher, principal, school leader effectiveness for the purposes of satisfying the equity provision [1111(g)(1)(B)]	ESSA: 1111(g)(2)(A): p. 43 WAIVER: Principle 3: p. 349 TITLE 20: IC 20-28-11.5: p. 711			
SEA will notify LEAs, schools, teachers, parents, public of state standards, assessments and accountability system	ESSA: 1111(g)(2)(B): p. 44 WAIVER: Principle 2A: p. 233 TITLE 20: IC 20-31-8: p. 824			
SEA will assist each LEA and school affected by state plan to meet requirements of plan	ESSA: 1111(g)(2)(C): p. 44 WAIVER: N/a TITLE 20: N/a			
SEA will participate in biennial state academic assessments in reading & math for grades 4 & 8 of NAEP	ESSA: 1111(g)(2)(D): p. 44 WAIVER: N/a TITLE 20: IC 20-32-5-21: p. 862			
SEA will modify or eliminate state fiscal and accounting barriers so schools can easily consolidate funds from other sources to improve education opportunities and reduce unnecessary fiscal and accounting requirements	ESSA: 1111(g)(2)(E): p. 44 WAIVER: N/a TITLE 20: Unknown			
SEA will support the collection and dissemination to LEAs and schools of effective parent and family engagement strategies	ESSA: 1111(g)(2)(F): p. 44 WAIVER: Principle 2Dvi: p. 294 TITLE 20: Unknown			
SEA will provide the least restrictive and burdensome regulations for LEAs and schools	ESSA: 1111(g)(2)(G): p. 44 WAIVER: N/a TITLE 20: Unknown			
SEA will ensure that LEAs will work in consultation with outside intermediary organizations that have practical expertise in development or use of evidence-based strategies or programs to improve teaching, learning and schools	ESSA: 1111(g)(2)(H): p. 44 WAIVER: N/a TITLE 20: Unknown			
SEA has appropriate procedures and safeguards in place to ensure validity of assessment process	ESSA: 1111(g)(2)(I): p. 44 WAIVER: Principle 1C: p. 127 TITLE 20: IC 20-32-5: p. 855			

SEA will ensure that all teachers and paraprofessionals working in program meet applicable state certification and licensure requirements	ESSA: 1111(g)(2)(J): p. 44 WAIVER: Principle 1B: p. 52 TITLE 20: IC 20-28-5: p. 669			
SEA will coordinate activities under with other federal activities as appropriate	ESSA: 1111(g)(2)(K): p. 44 WAIVER: N/a TITLE 20: Unknown			
SEA has involved committee of practitioners in developing the plan and monitoring its implementation	ESSA: 1111(g)(2)(L): p. 44 WAIVER: N/a TITLE 20: Unknown			
SEA has professional standards for paraprofessionals working in a program support with funds	ESSA: 1111(g)(2)(M): p. 44 WAIVER: Principle 1B: p. 52 TITLE 20: IC 20-28-5: p. 669			
SEA will provide to public in easily accessible and user-friendly manner that can be cross-tabulated by each major racial and ethnic group, gender, English proficiency status and children with/without disabilities the following information: <ol style="list-style-type: none"> 1. Achievement on assessments for all students and disaggregated by accountability subgroups, homeless status, status as a child in foster care, and students with parents in the Armed Forces on active duty 2. Non-high school indicator and high school graduation rates for all students and disaggregated by accountability subgroups, homeless status and status as a child in foster care 3. The percentage of students assessed and not assessed for all students and disaggregated by accountability subgroups 	ESSA: 1111(g)(2)(N): p. 45 WAIVER: Principle 1C: p. 138 TITLE 20: IC 20-32-5-7, 8: p. 857			

The Indiana Plan Timeline: **Submit to USED March 2017**

February 2017-March 2017	Governor Review Opportunity
January 2017-February 2017	Draft State Plan Posted for Public Review
June 2016- December 2016	Multiple Opportunities for Engagement and Indiana Plan Input

