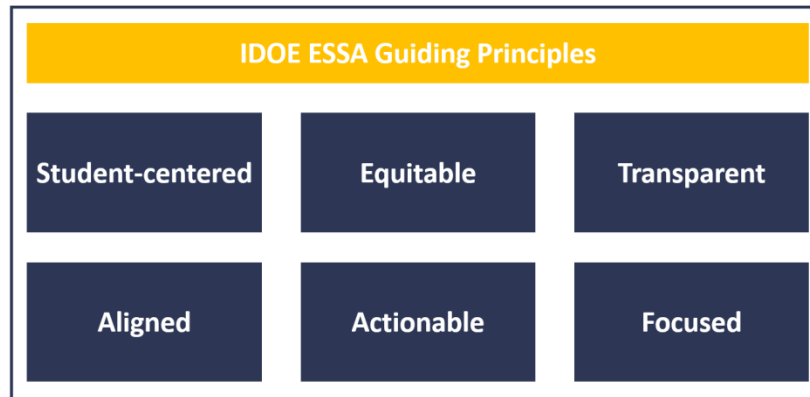


The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015. It reauthorizes the 1965 Elementary and Secondary Education Act (ESEA), which was previously reauthorized as No Child Left Behind (NCLB). The Indiana Department of Education (IDOE) developed a summary of each major section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

Guiding Principles

The IDOE developed guiding principles to drive ESSA plan development:



Supporting All Students Overview

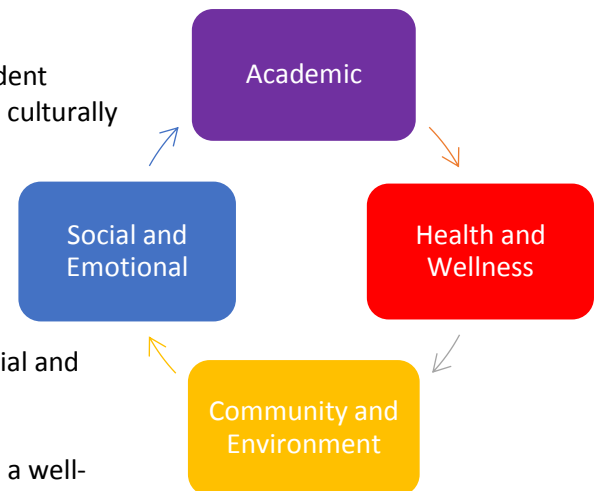
Vision: Working Together for the Success of the Whole Student

Mission: Indiana will purposefully meet the unique needs of the whole student through effective partnerships in order to provide a flexible, equitable, and culturally responsive learning environment.

Within the Supporting All Student Section of Indiana's ESSA plan, a collaborative effort is presented across multiple public and private sectors to emphasize the needs of the whole child. In order for Hoosier students to be successful, an intentional emphasis must be placed upon their academic, health and wellness, community and environment, and social and emotional needs.

The plan addresses Indiana's challenging academic standards and access to a well-rounded curriculum, including STEM, dual credit, CTE, and early learning. The unique needs of diverse students are highlighted, including supports for students with disabilities, English learners, high ability students, foster children and youth, homeless children and youth, minority students, and under achieving students. The demographics of Indiana schools reflect all of these unique needs, and the ESSA plan addresses multiple funding streams that can be meaningfully incorporated to achieve our vision.

The IDOE believes that through a coordinated system of resources, stakeholders, and partnerships, our schools can support all students by working together for student success.



Key Decision Points

Well-Rounded Education

The IDOE emphasizes a well-rounded and supportive education for all students. This requires schools to develop their students' academic skills while attending to health and wellness, community and environment, and social and emotional needs either directly or through collaborative partnerships. A strong curriculum across English/language arts, mathematics, science, and social studies must be complemented by a wide range of appropriate course and curriculum offerings, such as music, arts, career & technical education, STEM, foreign language, and early learning.

The diverse demographics present in schools, including students with disabilities, English learners, high ability students, under achieving students, and minority students, requires schools and systems to focus on an integrated approach while addressing the unique needs of children. System-wide approaches, including multi-tiered systems of support, system of care, mental health framework, and universal design for learning, will support schools as they develop and implement supportive structures for all children.

Improving Conditions for Student Learning & Title IV

The IDOE will assist schools in improving conditions for student learning in regards to school climate and safety. This includes the reduction of incidences of bullying and harassment, the overuse of discipline practices that remove students from the classroom, and the use of aversive behavioral interventions that compromise students' health and safety in a culturally responsive manner. The IDOE will utilize its Title IV, A technical assistance funds, and other funds as appropriate, to improve conditions for student learning through tools and resources provided to LEAs to implement positive behavior intervention systems and culturally responsive discipline practices that do not disproportionately impact gender, race, and other student characteristics.

English Learners

ESSA requires the inclusion of a school accountability indicator for English learners' growth towards proficiency. This elevated level of accountability must be met with additional resources and support in order for English learners to achieve at high levels. More than 112,000 Indiana students speak a language other than English at home, and there are over 275 different languages represented in Indiana schools. Of these, over 50,000 students, representing 5% of Indiana's total student population, need additional support to be academically successful in English. State-level and local supports to improve the academic outcomes for English learners include common entrance and exit procedures, annual data analysis of statewide performance on WIDA ACCESS, intensive leadership training for EL directors, in-person and virtual workshops and resources for teachers.

ESSA Programs

Programs funded under ESSA provide specific supports to eligible children, schools, and communities:

- Title I, Part A funding for schools with high numbers/percentages of children from low-income families to help ensure all children meet challenging state academic standards
- Title I, Part C to support children/families who are temporary, seasonal agricultural workers
- Title I, Part D to support children and youth who are neglected or delinquent
- Title II for supporting effective instruction
- Title III to support English learners
- Title IV, A for student support and academic enrichment
- 21st Century Community Learning Centers for afterschool and summer school programming
- Rural and Low-Income School program to provide assistance to rural schools in increasing achievement
- McKinney-Vento for supports for homeless children and youth

Where Can I Learn More?

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