Indiana Department of Education

SUPPORTING STUDENT SUCCESS

www.doe.in.gov

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2008

# ANNUAL REPORT

Indiana Department of Education

SUPPORTING STUDENT SUCCESS

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## Mission & Objectives



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

### Vision Statement

We lead and support a coordinated education system that is the driving force for a vital Indiana.

### Mission Statement

To ensure knowledgeable and productive citizens, the Indiana Department of Education provides leadership and support for the state's PK-12 education system through coordinated and relevant policies, programs and services, standards, resources, evaluation and analyses.

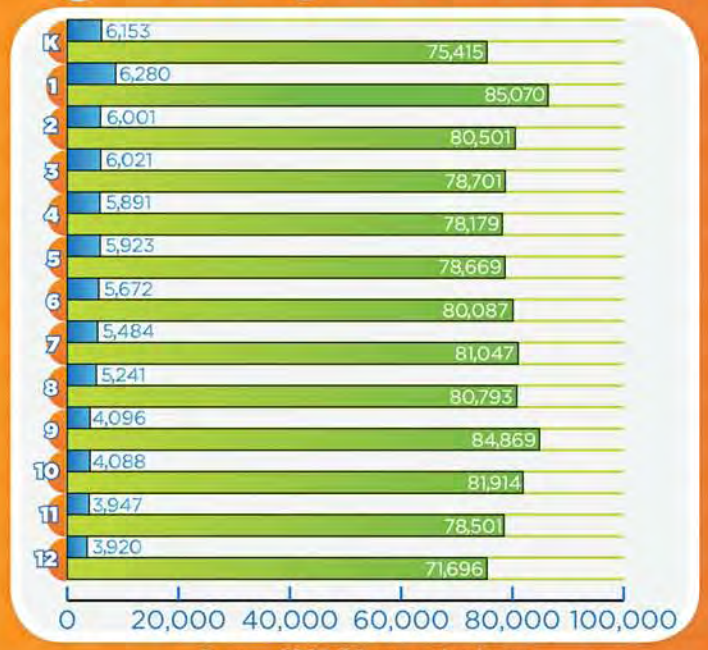
### Indiana's Aims for Education

The State Aims & Indicators represent the combined vision of policymakers, educators, parents, students and business and community leaders for education in Indiana. The aims describe the educational opportunities to be provided students in Indiana schools.

AIM 1: Safe and Caring Schools
AIM 2: High Standards, Assessments and Accountability
AIM 3: A High Performing System Preparing High Performing, Responsible and Responsive Citizens
AIM 4: High Student Achievement
AIM 5: Effective Use of Resources



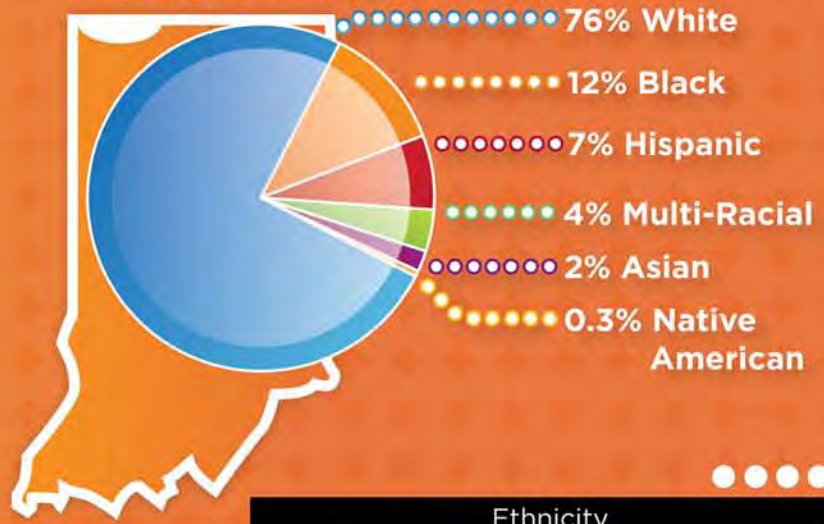
## Enrollment by Grade




Source: 2007-08, www.doe.in.gov



## Enrollment by Ethnicity




| Year | School Type | Ethnicity | | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | White | Black | Hispanic | Multi-Racial | Asian | Native American | |
| 2007-08 | Public Schools | 793,809 | 127,719 | 68,181 | 39,980 | 14,155 | 2,765 | 1,046,609 |
| 2007-08 | Non-Public Schools (State Accredited) | 60,478 | 3,017 | 3,374 | 2,293 | 1,390 | 76 | 70,628 |

Source: 2007-08, www.doe.in.gov

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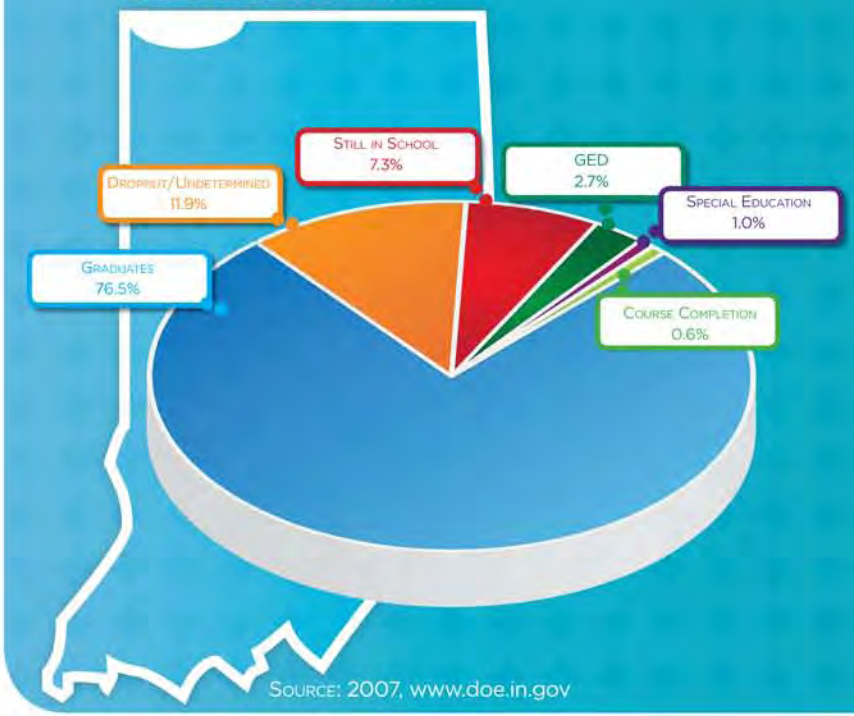
## High School Graduation Rate




Source: 2007, www.doe.in.gov

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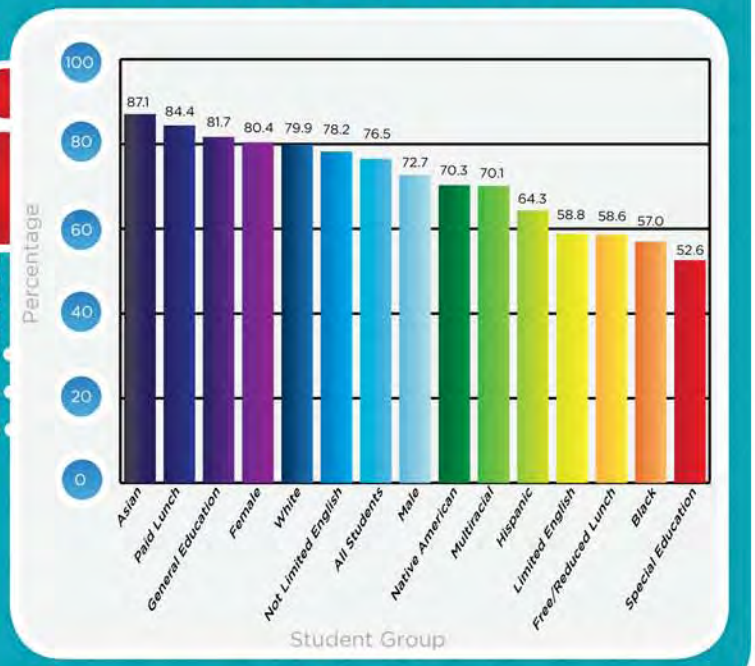
## Graduation Rate by Group




Source: 2007, www.doe.in.gov

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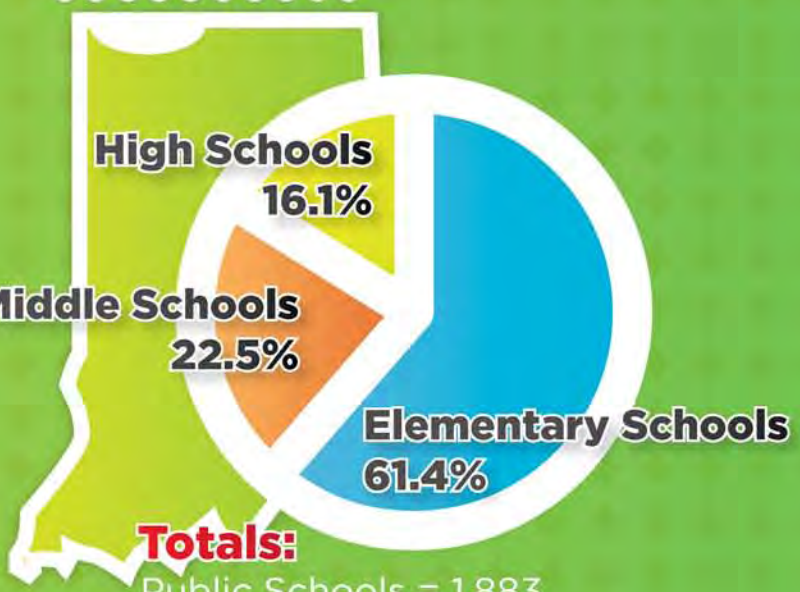
## Indiana K-12 Schools




**Totals:**

Public Schools = 1,883

Non-Public Schools = 299
(State Accredited)

Source: 2007-08, www.doe.in.gov

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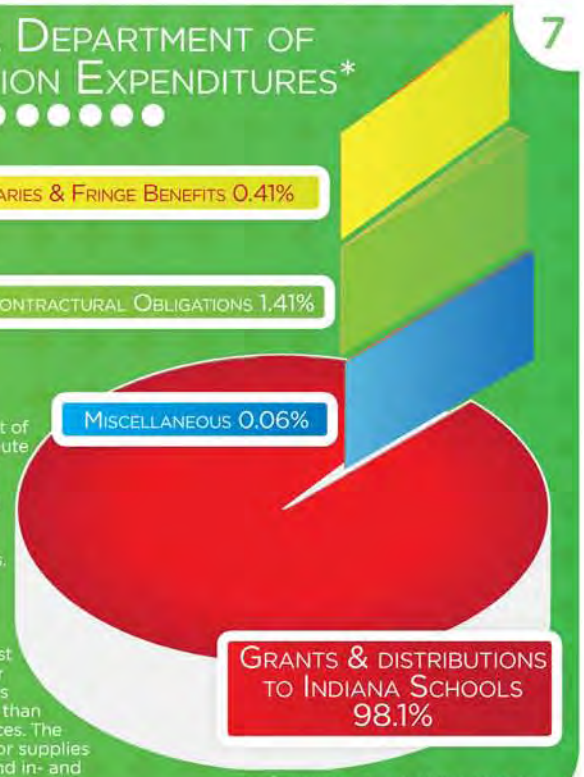
## Indiana Department of Education Expenditures*




### Effective Use of Resources

The Indiana General Assembly appropriates a line item budget that gives the Indiana Department of Education the authority to distribute and spend funds as a part of the budget process. Funds are appropriated from state dedicated sources and the state's General Fund. The Department also receives funds from federal sources. The focus of appropriations made to the Department is on distributions and grants to Indiana's schools, representing over 98 percent of total funds. Just over four-tenths of 1 percent is for Department of Education salaries and fringe benefits. Slightly more than 1.4 percent is for contractual services. The balance of Department funds is for supplies and materials, equipment, rent and in- and out-of-state travel.

* Includes all funding sources.

# A Well-Balanced Year

LANESVILLE – Lanesville Community School Corporation is the only school corporation in Indiana in which all schools follow a balanced calendar, commonly known as "year-round school." The corporation has experienced improved student assessment scores and attendance, a change local educators partially attribute to the calendar.

"I think the two-week breaks prevent burnout or boredom with activities," Liz Schigur, full-day kindergarten teacher at Lanesville, said. "When the kids come back, they're ready to learn more, but the two-week break isn't long enough for them to lose anything."

A balanced year calendar reduces the length of summer break and divides other breaks throughout the school year. More frequent breaks provide continuous learning opportunities as well as options for student remediation or enrichment, called intersessions. Schools still maintain the required 180 days of instructional time.

**Learn more at www.doe.in.gov/accreditation.**

A full-day kindergarten student at Lanesville Elementary practices her writing during a class activity. Lanesville's balanced year calendar features shorter, more frequent breaks.

*"Since our summer is shorter, [the students] have less time to lose what they learned previously, so they'll be better first-graders."*

**Liz Schigur, full-day kindergarten teacher, Lanesville Elementary**

**FACT** There are 17 public schools and 4 charter schools in Indiana that use a balanced year calendar.

*www.doe.in.gov*



First-grade teacher Vikki Bobay uses a personal digital assistant (PDA) to assess first-grader Emili Gutierrez.

**LINKS**

ISTEP+ information: www.doe.in.gov/istep

More assessment information: www.doe.in.gov/assessment



# A Checkup on Student Learning

FORT WAYNE – "Sound it out," said Vikki Bobay, first-grade teacher at Village Elementary. "Point to the word as you sound it out." The student moved her finger along each letter – first saying the name of the letter, then the sound for that letter. Bobay tapped the stylus to her handheld PDA (personal digital assistant) twice, and in less than a minute, she had evaluated the student on one of four reading areas.

Nearly 600 Indiana schools adopted new K-8 computer-based assessment tools provided by the state in 2008. Designed to identify learning needs before students take the ISTEP+, these tools allow teachers to provide students with one-minute checkups. Students most in need will recieve checkups two to three times a month; once a month for students on target. Village Elementary teachers have been using the PDAs with the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) program for years, said Debra Pollom, Reading First Coach. "When we started using it six years ago, the program was received with a lot of pushback. Teachers asked, 'Who decided this is what we need?' Now, you couldn't pry the [PDA] out of their hand."

Pollom said the new tools were daunting for teachers at first but likened it to visiting a doctor. "We can give you five different medicines and hope that one works, or we can give you a blood test and give you what you need right away."

Before getting the assessment tools, Village Elementary – a school with 82 percent of students on free and reduced-price lunch – had only 25 percent of its third-graders pass the ISTEP+ language arts. Last year, 67 percent passed.

**Learn more at www.doe.in.gov/assessment.**

## Food for Thought

PORTAGE – Second-grader Matt Chappell pulled at the lid of a ranch dressing cup with his teeth. Eagerly ripping open a package of carrots, he dipped them into the dressing and crunched away with his classmates.

Matt's enthusiasm for vegetables isn't unique at Wallace Aylesworth Elementary, a Title I school. All 570 K-5 students are part of a junk food free partnership between the school and the local YMCA of Portage Township. The initiative was first piloted at Central Elementary, then moved to Aylesworth for the past two years. Grants from Eli Lilly and Company and the United Way have helped to cover the costs associated with the program.

When the program began, some students had never eaten a banana, and one boy even bit into one without peeling it, said Lindsey Miller, associate executive director of the Portage Township YMCA.

School records at the pilot school showed a significant decrease in students' overall Body Mass Index (BMI) after only the first year of the pilot. Nine percent more students fell into a normal BMI than at the beginning of the year, 6 percent fewer children were in the at-risk index group and 4 percent fewer students were in the overweight BMI category.

Benefits of better nutrition go beyond reducing obesity rates, according to Jan Black, food and nutritional director for Portage Township Schools. "Teachers reported fewer disciplinary problems and credited some of that change to the program."

"There are two components," Miller added. "One is the healthy snacks at school, the other includes an evening program for fitness that includes education for families after school."

**Learn more at www.doe.in.gov/food.**



**FACT** Students' overall Body Mass Index (BMI) decreased significantly in the first year of a junk food free partnership in Portage. *Portage Township YMCA*

Second-grader Matt Chappell uses his teeth to rip open his ranch dressing dip for his vegetables.



**QUOTE** "Music helps connect things in the brain . . . the focus they learn here carries over into their classes." *Dawn Ashton, music teacher*

Third-grader De'Asia Stewart concentrates on learning the new rhythm as a part of a special drumming class.

Students use low- and high-pitched drums and vary the beat and sound of each by the way they strike the top. By the time students reach fifth grade, they become eligible to be part of performance groups if their behavior and grades are good.



## In Rhythm with ISTEP+

ELKHART – Hawthorne Elementary third-grader Diana Baena, 9, sits with a drum squeezed between her legs. One hand touches the rim, the other is suspended above the drumhead's center as she waits in anticipation to strike the first beat. Music teacher Dawn Ashton then nods to Diana's group. With a second nod, 30 other classmates join in.

Hawthorne uses the drum classes to not only teach music, but to improve behavior, attendance and testing skills that students use on the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) test.

Once a week, students in grades 3 to 6 at Hawthorne Elementary receive drum lessons. A select few students can become part of a traveling drum corps in fifth or sixth grade if they sign a contract that outlines behavior, study habits and attendance. This year 172 students signed such an agreement, Ashton said.

The contracts are not easy, said third-grader Chelse Miller, 9. "You have to keep your grades up and not get into trouble, have good attendance and not bully anyone."

Ashton has examined the test scores of students who are taking drums. Their ISTEP+ scores after the experience are higher than other students in the school that is 93 percent free and reduced-price lunch and 89 percent minority.

"We are finding music helps connect things in the brain," Ashton added. "They must learn to focus to do the rhythms and stay together doing different parts. What's more important is that the focus they learn here carries over into their classes. They learn to listen and that's what you need to do to be successful in class and in life."

**Learn more at www.doe.in.gov/istep.**

# Learning Lincoln's Lessons

Indiana, and the rest of America, are honoring Abraham Lincoln's 200th birthday (February 12, 2009) with a bicentennial celebration that kicked off in February 2008 and continues through 2010. Indiana's Lincoln attractions include his boyhood home and some of the most extensive collections found anywhere in the world. Communities statewide are planning special bicentennial events and tribute projects.

Lincoln spent 14 of his most formative years - age 7 to 21 - in Southern Indiana. From humble beginnings, Lincoln rose to become the 16th president of the United States. The honesty, leadership and determination that shaped his legacy were formed during his youth in the Hoosier state.

To help Hoosiers learn about Lincoln's life and heritage, the Indiana Department of Education created an online resource guide, "One State, One Story: Indiana Learns about Lincoln." Available at www.doe.in.gov/lincoln, the interactive site offers teachers innovative approaches for Lincoln-themed lessons, student projects and activities aligned to state academic standards. Like Lincoln's legacy, the site is a living resource that will expand over time.

**Learn more at www.doe.in.gov/lincoln.**



**FACT** Lincoln spent 14 of his most formative years – from age 7 to 21 – in Southern Indiana.
*www.in.gov/lincoln*

Hoosier artist Tom Kennedy signs his painting, titled "The Life of Abraham Lincoln," that features scenes from Lincoln's life and legacy.



Garrison Elementary School fifth-grader Shelby Helton, 11, counts money to be deposited into another student's account.

More than two in 10 Americans keep little or no track of where their money goes each month. *www.nfcc.org* **FACT**



# Counting on Financial Literacy

RICHMOND – Garrison Elementary students are learning how to be financially responsible at a young age. For two years, this Richmond Community School has partnered with West End Bank to offer students a chance to save for their futures.

The bank is open Tuesday morning before school with the main goal being to strengthen financial literacy across grades K-6. Besides saving for college or future goals, the program has many positive side effects as well. "One standard is to learn how to count money and to be proficient in counting money," said Kelly Andrews, principal. "It also supports us in teaching kids about saving. It's a fast-paced world, and teaching kids early on to save is a huge asset to their futures."

The bank is completely student-run. To become a teller, students have to fill out an application and go through an interview process just like in a real job. Once chosen, the student tellers count the money and fill out deposit slips. West End Bank employees are around for guidance, but the students are in charge.

The Indiana Department of Education has developed standards to teach financial literacy to middle school students and is in the process of developing standards across all grades. The standards are designed to help students learn how to make wise financial decisions, develop budgets, keep records, manage credit and debt and build long-term security through saving and investing.

**Learn more at www.doe.in.gov/financialliteracy.**

## Targeting Physical Education

HAYDEN – Thwap. The arrow hits the target; the bowstring reverberates back to its original position. Two-time elementary school state archery champion Kayla Kirkpatrick steps back with a smile. Once again, the sixth-grader nailed the bull's-eye for 10 points.

Archery, long hailed as only a gym class activity, is reaching a new level of popularity in Jennings County Schools. The sport's recently elevated status is credited in large part to a pilot program started two years ago in conjunction with National Archery in the Schools.

"The goal is to get students to try new things and give their best effort," said Jason Gambrel, a physical education teacher at Hayden, who coaches the archery team. "The activity might be something that can carry over in their life and become a life sport, enabling them to stay healthier."

Students can shoot competitively or recreationally at any age, which can contribute to lifetime involvement in sports and outdoor recreation.

"You don't have to be the fastest runner, the highest jumper or the best pitcher," Gambrel said. "Archery can open some doors for some kids to get outdoors more and find success in a sport or skill dealing with athletics."

The Indiana Department of Education recognizes the many benefits of partnering current health and physical education with a lifetime approach to wellness. This approach helps students make healthier decisions in the future and improves classroom performance and community collaboration. Hayden Elementary, for example, has seen students more committed to their academic work and parents who are more supportive and involved in school programs.

**Learn more at www.doe.in.gov/physicaleducation.**

Sixth-grader Kyleigh Nelson tries to improve her aim during archery practice.

**FACT** Sixty-six percent of students like physical education class better after doing archery.
*National Archery in the Schools Program*



**FACT** In Indiana, 97 percent of high schools, 31 percent of middle schools and 2.3 percent of elementary schools offer world languages. *www.doe.in.gov*

Riley Higgins, from Craig Middle School, examines the properties of a semi-solid mixture.



## Going Global

INDIANAPOLIS – Nora Zeng, 13, wiggled a spoon back and forth into a semi-solid white mass of corn starch and water – known as oobleck. She then lifted the spoon high, tilted it and the white glob poured like liquid into a bowl.

In Spanish, Nora explained, "It is a semi-solid when it is horizontal and liquid when it is vertical." The science experiment helps students understand why continents can float on a mass of molten magma without sinking and why vertically oriented magma remains liquid in a volcano.

Nora is one of about 45 seventh-graders at MSD Lawrence Township's Craig Middle School who studies language arts, science and social studies in language immersion classes. About 120 sixth-, seventh- and eighth-graders at Craig began immersion language studies at Forest Glen Elementary. The students will continue immersion language studies in selected courses at Lawrence North High School, said Concha Marin, a Spain native who has been teaching science in Spanish at the school for about 10 years.

The language immersion initiative was developed to address the growing need for multilingual and culturally competent global citizens. The opportunities are not lost on students like Olivia McClure, 13, and Christian Neal, 12. "It will provide us better jobs," Christian said.

"People will pay you for being bilingual," said Olivia, whose older sister also took the immersion route.

Two of the three immersion teachers at Craig Middle School are the result of a teacher exchange partnership the Indiana Department of Education formed with the Spanish Ministry of Education.

**Learn more at www.doe.in.gov/internationaleducation.**

# Learn Green, Live Green

RENSSELAER – Ben Phillips knows exactly what to do when it comes to rebuilding computers – and he's only 14 years old.

"I know how to take off everything on a hard drive, hook up cables for the Internet and install memory," said Ben, an eighth-grader. "I started doing this in seventh grade because it seemed like fun, and I've always wanted to work with computers."

Ben is part of an innovative recycling program started two years ago at Rensselaer Central Middle School called Bombers StRUT (Students Recycling Used Technology). The program teaches students how to refurbish and donate computers to their classmates who do not have a computer at home. Research shows a link between access to a home computer and increased student academic performance.

Mark Heinig, a former sixth-grade science teacher who now serves as director of educational technology, developed the idea. "[The school] was recycling the old computers with the city anyway," said Heinig. "Then, I thought it would be great to give students who don't have computers the old ones."

The program not only teaches students about recycling, but offers them future real-life skills, said Heinig. "Technology is here, whether people like it or not, and it's the way of the future."

Bombers StRUT is just one local program featured by Learn Green, Live Green, an ongoing effort launched by the Indiana Department of Education to help communities discover practical, cost-effective ways to model environmentally responsible behavior in and out of the classroom.

**Learn more at www.doe.in.gov/green.**

Rensselaer Central Middle School student Zach Horner sweeps out a computer while fellow student Ben Phillips installs memory as part of the Bombers StRUT program (Students Recycling Used Technology).

**FACT** 2.5 million tons of annual waste are produced by discarded consumer electronics (TVs, computers, phones, etc.). *U.S. Environmental Protection Agency, 2007*



**FACT** In 1992, Indiana ranked 34th nationally for the percentage of high school graduates going to college. Today, Indiana ranks 10th. *www.postsecondary.org*

Jeffrey Williams of Hamilton Southeastern High School in Fishers was chosen as Learn More Indiana's Student Spokesperson.



# Learn More Indiana

High school is an important time for students to plan for the future. To make sure ninth-graders have the opportunity to go to college and get the future they want, there are four key steps they need to take:

**Push themselves.** Core 40 provides a solid academic foundation, but it's becoming increasingly important for students to push themselves beyond Core 40 to complete Core 40 with Academic Honors or Core 40 with Technical Honors. Taking "tough" courses – like Advanced Placement, dual credit, world languages and advanced math – helps prepare students for college success.

**Find the right fit.** "College" includes many different possibilities: apprenticeship programs, military service and two- and four-year degrees. When it comes to deciding what to do after school, it is important for students to get the right education for the right career.

**Put their hands on some cash.** Between now and their senior year of high school, students will get a lot of information on paying for college. Right now, they can learn about different options and financial aid programs from their school counselor or by calling 1.800.992.2076 to order *Indiana's Guide to Paying for College: An Introduction for Families and Students.*

LEARNMORE INDIANA
*Your college and career connection!*
www.learnmoreindiana.org

**Be a pain, in a good way – ask for help.** Every student needs a caring adult who can help them through the college preparation process. You can help kids know how to go to college by joining Indiana's College Success Coalition at www.learnmoreindiana.org/coalition.

**Learn more at www.learnmoreindiana.org.**

## High Mileage from Education

INDIANAPOLIS – Strapping on a helmet, sophomore Meghan Newman scrunches her body into the tiny gap of a driver's seat for Team Winamac's bright yellow car. The two members of her pit crew fasten the top of the car down and wait for the signal to begin the challenge.

As a driver in the 13th annual Super Mileage Challenge, sponsored by the Indiana Department of Education (IDOE) and the Indiana Mathematics Science and Technology Alliance (IMSTEA), Meghan is doing more than trying to break last year's mark of 1,365.41 miles per gallon (mpg). She's demonstrating how today's students can be the innovators and problem-solvers of the future.

The Super Mileage Challenge charges students with engineering a solution for our nation's energy needs today. Combining classroom skills with real-world experience is the main goal of challenging students to achieve the highest number of mpg using a one-person, fuel-efficient car.

Mike Fitzgerald, IDOE Technology Education Specialist, has seen the learning opportunities the event brings firsthand. "Essentially, what this challenge does is teach the kids to apply the abstract concepts of math, science and engineering to a real-world setting," he said. "They are also learning to integrate academics with hands-on, minds-on learning."

Meghan's team placed second in the challenge out of 24 teams, achieving 960.57 miles per gallon, and also won the Sportsmanship Award. As a direct result of her Super Mileage Challenge experience and the skills learned in an engineering course, Meghan has decided to pursue a college degree in engineering.

**Learn more at www.doe.in.gov/techeducation.**



**LINKS**

Indiana's Super Mileage Challenge: www.imstea.org
Project Lead the Way: www.pltw.org

Winamac High School's car races around the track at the O'Reilly Raceway Park in Indianapolis during the annual Super Mileage



**FACT**

In 2007-08, 76 percent of Indiana alternative education students graduated, earned a GED or made progress toward individual goals. *www.doe.in.gov*

Making casts to make a mask for art class is one of many hands-on lessons that help students like Ashley Gussler, a student at Booker T. Washington Alternative School in Terre Haute, become more engaged in learning.



## An Alternative Approach

TERRE HAUTE – When he arrived four years ago, Brian – not his real name – avoided students and staff at Booker T. Washington Alternative School in Vigo County School Corporation. He made a point of walking along the hallway walls, as far from others as he could. Knowing that Brian would struggle in a traditional setting, his middle school counselors had referred him to the alternative program.

Now, Brian smiles, laughs and will initiate conversation. When asked how he did on the SAT, Brian smiled broadly. He scored higher than many teachers there ever did.

"If he hadn't come here, he would not have succeeded," said principal Karen Andrews. "He is a well-read senior today who has bonded with teachers and the librarian. He's going to be OK."

Vigo County School Corporation is one of just a few Indiana school corporations that have two stand-alone alternative schools. "If we can get them here, we can do a lot with them," Andrews said. Every staff member at Booker T. Washington works to know each student's individual circumstances and challenges, an approach that appears to be working. The percentage of their students passing ISTEP+ and graduating improved by 25 and 32 points respectively over a one-year period.

Booker T. Washington was originally started as a school for pregnant and parenting teens. Today, graduates from the alternative program often are joined on stage with their children who have earned a diploma of their own – a certificate of completion from the school nursery.

**Learn more at www.doe.in.gov/alternative.**

# Hands-on Lesson in Medicine

INDIANAPOLIS – Walking into "BODIES . . . the Exhibition" and seeing preserved dissected human specimens, 18-year-old Shelby Patterson said this field trip taught her more than she could ever learn from an anatomy textbook. Approximately 70 students from Area 30 Career Center in Greencastle, who are considering entering the medical field, visited the exhibit last October as part of their coursework. Educators Genevieve Short and Ann Weatherford said the career center stresses hands-on learning.

"There is no comparison between seeing pictures in a textbook and seeing a real body up close," said Short, adding practical experience is a must in the medical field.

"We partner with Ivy Tech in Terre Haute, and students are allowed to do hands-on activities with massage therapy, paramedic skills and really see how procedures are done," added Weatherford.

Area 30 Career Center provides half-day career and technical education programs for high school juniors and seniors, at least 16 years of age, who are enrolled in Cloverdale, Eminence, Greencastle, North Putnam, Owen Valley and South Putnam high schools. The career and technical education programs prepare students for careers by teaching core technical proficiencies, employability skills and job-seeking skills while integrating Indiana's Academic Standards.

"It's been a great opportunity for me," said Shelby. "I plan to become a neonatal nurse, and the hands-on experience has taught me how to take care of somebody. You can't learn how to take care of someone from a textbook."

**Learn more at www.doe.in.gov/careereducation.**



**QUOTE** "You can see all the way around a real body. This is the best way to learn." *Shelby Patterson*

Twelfth-grader Shelby Patterson looks at lungs affected by cigarette smoke.

South Bend English as a New Language teacher Tania Harman speaks with the media about being selected as the 2008 Indiana Teacher of the Year.

Milken Educator Nicole Law, principal of Garden City Elementary in Indianapolis, poses with her $25,000 check.

**FACT** There were 62,196 public school teachers working in Indiana classrooms in the 2007-08 school year. *www.doe.in.gov*



# Exemplary Educators

Finding, developing and retaining effective teachers is more essential today than ever. National research shows that about one-half of teachers leave the profession within the first five years of their careers. Research also shows that a quality teacher is perhaps the most important school-related factor in raising student achievement. Regardless of family income, parental education level or other outside circumstances, students make progress when taught by quality teachers while students with just three consecutive weak teachers tend to perform poorly.

To promote outstanding efforts in the classroom, the state annually honors educators through the Indiana Teacher of the Year program and the Milken Educator Award. All school communities are encouraged to recommend deserving local educators for these prestigious honors.

**Learn more at www.doe.in.gov/toy and www.doe.in.gov/milken.**

Milken Educator Chris Kates of Avon Intermediate School East holds his check for $25,000.

# STUDENTS

## What do I need to know?

Indiana's K-12 Academic Standards are widely recognized as among the best in the nation for clearly outlining what you need to know and be able to do in each grade and subject.
**www.doe.in.gov/standards**

## What if I need extra help?

If you don't understand something in school or feel like you're falling behind, ask your teacher or parents for help now. Indiana also has online resources to help get you back on track.
**www.learnmoreindiana.org/studenthelp**

## How do I prepare for the future?

Everyone needs some sort of education beyond high school. The only question is: which kind? Make sure you know your options and start taking the steps needed to make it happen.
**www.learnmoreindiana.org/knowyouroptions**



# SCHOOLS

## How do I contact local schools?

Updated throughout the school year, the Indiana School Directory is an online resource providing current contact information for local school corporations, public schools and accredited nonpublic schools.
**www.doe.in.gov/schooldirectory**

## How do I find current school data?

The Indiana Department of Education provides a Web page for every Indiana school that includes student demographics, performance data, teacher information, test results, high school graduation rates and more.
**www.doe.in.gov/schooldata**

## How can I get education news?

The Indiana Department of Education offers free access to the latest news in K-12 education in a variety of formats, including e-newsletters, news releases, podcasts, videos and more.
**www.doe.in.gov/news**



# TEACHERS

## What resources are available?

The Indiana Department of Education offers a variety of learning resources including the new Core Standards – a companion to the Academic Standards – that help teachers prioritize instruction and connect the "big ideas" students need to know in order to advance.
**www.doe.in.gov/standards**

## How do I find out about my license?

The Indiana Department of Education provides a variety of licensing resources for current and future K-12 teachers, including requirements, renewal options, professional development, details on Indiana's transition-to-teaching and mentoring programs and more.
**www.doe.in.gov/educatorlicensing**

## How do we honor teachers?

Indiana recognizes outstanding teachers through the state's Teacher of the Year program. All school corporations are encouraged to help recognize excellence by nominating one local teacher for this honor.
**www.doe.in.gov/toy**



# PARENTS

## What does my student need to know?

Indiana's K-12 academic standards are widely recognized as among the best in the nation for clearly outlining what students should know and be able to do at each grade and subject.
**www.doe.in.gov/standards**

## How's my local school doing?

The Indiana Department of Education provides a Web page for every Indiana school that includes contact information, performance data, teacher information, high school graduation rates and more.
**www.doe.in.gov/schooldata**

## How can I help?

Is your child struggling in school? Step in as soon as you think there's a problem – before he or she falls too far behind. Start by talking to your child's teachers about getting extra help. If you need more assistance, Indiana has resources to help.
**www.learnmoreindiana.org/parenthelp**

# Helpful Links

**Adult Education**
www.doe.in.gov/adulted

**Communications**
www.doe.in.gov/communications

**Curriculum & Instruction**
www.doe.in.gov/curriculum

**Early Learning & Literacy**
www.doe.in.gov/earlylearning

**Educator Licensing & Development**
www.doe.in.gov/educatorlicensing

**English Language Learning & Migrant Education**
www.doe.in.gov/englishlearners

**High Ability Education**
www.doe.in.gov/highability

**Human Resources**
www.doe.in.gov/hr

**Learning Resources**
www.doe.in.gov/learningresources

**Legal Affairs**
www.doe.in.gov/legal

**Legislative & Governmental Relations**
www.doe.in.gov/legislative

**School & Community Nutrition**
www.doe.in.gov/food

**School Data Collection & Reporting**
www.doe.in.gov/datareporting

**School Financial Management**
www.doe.in.gov/finance

**School Leadership Development**
www.doe.in.gov/schoolleadership

**School Transportation & Emergency Planning**
www.doe.in.gov/transportation

**Special Education**
www.doe.in.gov/specialeducation

**Student Assessment**
www.doe.in.gov/assessment

**Student Learning Choices**
www.doe.in.gov/learningchoices

**Student Services**
www.doe.in.gov/studentservices

**Title I Academic Support**
www.doe.in.gov/titleI

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