

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

(Text that is stricken below was removed because it does not represent what is currently occurring)

Initial Waiver Submission

~~The Indiana Department of Education (IDOE) has worked proactively in taking advantage of its extensive communication network and infrastructure to engage and consult with stakeholders regarding the key components of the state's flexibility plan. This includes initiating dialogue with the leaders of various education interest groups, soliciting input from State Superintendent of Public Instruction Dr. Tony Bennett's numerous advisory groups (including his Superintendents Advisory Council and Principals Advisory Council), all local superintendents in the state, and Indiana's Title I Committee of Practitioners.~~

~~Given the tight timeframe between release of the application and the deadline for submission, IDOE sought to distribute and discuss the state's plan with as many stakeholders as quickly and efficiently as possible. IDOE circulated the draft plan in a targeted manner for review and employed a survey tool to collect feedback in an organized way. IDOE held a meeting via WebEx to discuss the plan and solicit feedback from the Committee of Practitioners.~~

~~Additionally, Dr. Bennett shared details of his plan during a series of teacher forums—which include presentations by Dr. Bennett and other IDOE staff as well as question and answer time with attendees—held in eight cities throughout Indiana in recent weeks.~~

~~The feedback received on the plan to date has been positive, and very few suggestions have been offered. A member of our Title I Committee of Practitioners encouraged IDOE to identify methods to clearly communicate to parents any changes stemming from being granted the requested flexibility, and as a result the IDOE built communication with parents into our ESEA Flexibility communication strategy.~~

~~Since the time of initial submission of the waiver application in November, Dr. Bennett and IDOE staff have communicated with a number of educator groups about the waiver, fielding feedback whenever it is offered. Those groups include the following:~~

- ~~• Email to all teachers in the state via IDOE's periodic teacher electronic newsletter~~
- ~~• Superintendents Advisory Council~~
- ~~• Principals Advisory Council~~
- ~~• Non-Public Education Association representatives~~

- ~~Indiana Education Reform Cabinet~~
- ~~The Educator Learning Link Ambassadors Program (teachers who have volunteered to be IDOE “ambassadors” within their school buildings)~~
- ~~Teacher Advisory Council (Teacher of the Year and Milken winners)~~
- ~~Indiana does not have a formal ELL-related teacher association or group with whom to meet, but see the answer question 2 below for our best efforts at consulting with representatives of this group.~~

~~It is important to note that collaboration and communication are not just activities the IDOE initiated within the past few weeks. In fact, Dr. Bennett has made educator and community outreach a key priority in his strategy to comprehensively transform student outcomes in Indiana.~~

~~Along with collaboration with regard to the state’s flexibility plan, IDOE has gathered input from educators, parents, and the public on every reform initiative—from state accountability metrics and teacher evaluations to Common Core implementation and performance-based compensation systems. Without a doubt, frequent input and constant two-way communication have been instrumental in the successful passage of “Putting Students First,” Indiana’s groundbreaking education agenda passed into law in the spring of 2011.~~

~~To ensure the successful implementation of these reforms, Dr. Bennett has dedicated an unprecedented amount of time and energy to personally meeting with educators throughout the state. He has visited schools in 81 of Indiana’s 92 counties since taking office, engaging in direct dialogue with students, parents, teachers, administrators and community leaders. Since August 2010, Dr. Bennett personally has met with more than 9,000 educators in a variety of settings to present reform proposals, hear feedback and suggestions, and answer important questions regarding the new education laws. He met with educators in many formats, including public forums, informational and small group meetings at schools across the state, teacher/principal/superintendent advisory groups, and one-on-one conversations with school leaders and teachers in his office.~~

~~In addition, Dr. Bennett’s IDOE staff has met with more than 30,000 educators during that same time period, sharing details of exciting new reform initiatives—like Indiana’s trailblazing Growth Model—and supporting educators as they work to implement reforms like locally developed educator evaluations. At the same time, IDOE has seized upon the intersection of the four principles of ESEA flexibility and Indiana’s recently enacted legislation to illustrate to stakeholder groups across Indiana the close alignment between state and federal priorities. This intersection provides local school districts for the first time an unprecedented opportunity to leverage federal and state resources in supporting the challenging work of school innovation and improvement.~~

~~Additionally, the IDOE sends via email biweekly updates directly to about 100,000 teachers and other stakeholders. These updates provided yet another vehicle for IDOE to promote the~~

opportunities of ESEA flexibility and to collect feedback. For example, the state's proposed accountability plan, described in greater detail as part of Principle 2, was greatly enhanced as a direct result of input received in response to these communications to the field.

Dr. Bennett and the department also maintained an open-door policy with members of the Indiana State Teachers Association as well as other groups representing education professionals. The department held at least seven meetings with ISTA senior officials during the 2011 legislative session and continues to work with teacher representatives at the local and state level. In addition, Dr. Bennett and senior staff members continues to enjoy a productive relationship with the Indiana Association of School Principals and the Indiana Association of Public School Superintendents. Both groups have made substantial contributions to the revamped school accountability process.

IDOE has also created specialized advisory boards and councils so members can contribute significantly to the development of important initiatives and tools as well as share information with other educators and provide regular feedback. For example, The Educator Learning Link (TELL) is a network of educators who volunteer to share with colleagues in their buildings important updates from IDOE. Currently, there are 641 TELL Ambassadors across the state. The Indiana Educator Reform Cabinet (IERC) is another group of eager and committed teachers who devote about thirty hours per year to organizing regional meetings and discussing and providing useful input on education issues and IDOE initiatives. All of these groups have been engaged in the development of the state's flexibility plan.

Educators also played an important role in IDOE's efforts to develop the best possible teacher and principal evaluation legislation and model rubrics, described further in Principle 3. The Educator Evaluation Cabinet helped ensure the proposed laws and tools were fair, rigorous, and multifaceted. As part of IDOE's current efforts to implement Indiana's new educator effectiveness law, the state worked with The New Teacher Project (TNTP) to launch the Indiana Teacher Effectiveness Pilot Program. Administrators, teachers and community members from six school districts are working together to implement new evaluation tools that provide meaningful feedback and recognize the best educators. This important initiative allows the IDOE to provide vital resources to schools while empowering local teachers and school leaders to be the driving force behind policies that will improve student learning and close achievement gaps. Specialized groups of educators—such as ELL teachers, special education teachers, art teachers and music teachers—are also helping to create guidance documents to support local school districts as they develop their own evaluation metrics and tools.

The development of Indiana's new state accountability model was an eighteen-month process that incorporated input from key educational stakeholders in Indiana. In the spring of 2010, the IDOE convened two separate councils to serve as advisory committees for IDOE's development of the new A-F school accountability model. Based on the significantly distinct instruments used to measure the effectiveness of the schools encompassing grades K-8 compared to grades 9-12, it was quickly determined that two discrete models were needed. One group was dedicated to developing the Elementary and Middle Schools (E/MS) model while the other

~~focused on the High Schools (HS) model.~~

June 2014 Amendments and Waiver Extension

Since January 2013, engaging with stakeholders, either formally or informally has been a priority of ~~The Superintendent of Public Instruction Ritz~~ and Indiana Department of Education staff. At the heart of the work of the Department is strong emphasis on supporting educators in college and career ready standards, aligning assessments, support and monitoring all of our schools, and encouraging strong accountability for educators and principals.

The Indiana Department of Education has a comprehensive multifaceted communication approach targeting educators and their representatives designed to meaningfully engage them in the Indiana ESEA waiver. IDOE seeks to engage all stakeholders that may have impact or communication influence with teachers and their representatives.

Since ~~The Superintendent of Public Instruction Ritz~~ began her term in January 2013, addressing the three principles of this waiver has been ongoing with stakeholders, the State Board of Education, the Indiana Education Round Table, Indiana's General Assembly legislative leadership, ~~the Governor Pence and his Center for Education and Career Innovation The State Board of Education~~, and the U.S. Department of Education. Due to legislative action, there have not only been areas to bring into compliance but areas to be developed for amendments.

IDOE has proactively engaged the legislative leadership outside of legislative session to keep members abreast of waiver information have included face to face conversations hosted by IDOE subject matter staff specialists. (Attachment Con 1 and Attachment Con 2) The Superintendent has also conducted personal conversations with key leaders on subject matter related to the elements of the waiver. (Attachment Con 3)

The communication during the same time period also includes weekly DOE Dialogue newsletters that are sent to all superintendents, principals, and key stakeholder groups, such as Indiana Association of School Principals and Indiana State Teachers Association. (Attachment Con 4,5,6,7) (Attachment Con 8 and 9)

In addition to the written weekly update, IDOE posts daily on social media. IDOE hosts six Facebook sites with over 6,500 followers with an average of over 20,000 views per post and a twitter feed with over 13,000 followers. When appropriate, the posts have included specific communication regarding the Indiana ESEA waiver extension request. (Attachment Con 10)

IDOE has conducted, and will continue to conduct, meetings with the following educator stakeholder groups, discussing many topics contained in this request (either individually and/or as an invitation to a broader stakeholder group meeting). The following attachment reflects direct meetings between the Superintendent and these groups. (attachment Con 11) IDOE staff also meets with these various stakeholder groups on many topics related to principles in this waiver.

Superintendent's Advisory Stakeholder Group
Indiana's Parent Teacher Association (PTA)
ARC of Indiana
Indiana Council of Administrators of Special Education?
Indiana State Teachers Association
American Federation of Teachers, Indiana
Indiana Association of Career and Technical Education Directors
School Counselors Advisory Committee
Indiana Charter School Leadership
Indiana Non-Public School Association
Indiana School Board Association
Indiana Association of School Principals
Indiana Association of Public School Superintendents
Indiana Urban Schools Association
Indiana Small and Rural Association
Hoosier Family of Readers Council and Regional Advisory Groups
Education Service Centers
Indiana Regional Superintendent Councils
Stand for Children
Center for Leadership Development (Indianapolis)
Teach Plus
(Page 19) Family and Community Engagement Advisory Council

There are three additional direct teacher engagement forums that are in the formation process. The first is a Superintendent created group called the Superintendent's Teacher Advisory Group. This will include Teachers of the Year, Milken Award Winners, and National Board Certified Teachers. The Superintendent first engaged this group at her inaugural summit on school improvement, as described below, but now plans to bring them back on a routine basis. The second forum under design is a direct communication to teachers. Currently, IDOE reaches teachers through various social media forums, our IDOE hosted Learning Connection, DOE Dialogue, website and online communities of practice. However, it is our goal to reach 100% of the teachers and plans for how to expedite this process are underway. The third forum will be the addition of a separate section of the DOE Dialogue titled, "ESEA Flexibility Waiver" to draw attention to important updates related to the waiver.

An additional layer of engagement under Superintendent Ritz's leadership has been regional summits with a single content focus. The summits that have flexibility plan alignment have been our summits focused on school improvement, college and career ready mathematics and strengthening community partnerships. (Attachment Con 12)

Since May 1st 2014, when IDOE received the Indiana part B monitoring plan, the engagement

has been focused on next steps as outlined by USED.

There have been many ways of seeking this targeted feedback. This included regular presentations at public State Board of Education meetings.(Attachment Con 13, 14, 15) targeted calls with USED joined by legislative leadership and staff members from the Governor's agency Center for Education and Career Innovation (Attachment Con 16 and 1) and a targeted meeting of the Superintendent's Advisory Stakeholder Group regarding substantive flexibility waiver amendments (Attachment Con 17).

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

(Text that is stricken below was removed because it does not represent what is currently occurring)

Initial Waiver Submission

~~Dr. Bennett's Superintendents Advisory Committee, Principals Advisory Committee, School Boards Advisory Committee, ARC of Indiana and Indiana Council of Administrators of Special Education (ICASE) were all consulted and asked for feedback. A draft was published for review and a survey tool was established to collect organized feedback. A WebEx conference call was held to solicit discussion and feedback from the Committee of Practitioners. IDOE also shared a draft of the application with our local Stand for Children chapter to ensure buy in— particularly surrounding altered accountability requirements.~~

~~Since the time of initial submission of the waiver application in November, Dr. Bennett and staff have communicated with a number of groups about the waiver, fielding feedback whenever it offered. Those groups include the following:~~

- ~~● PTA Advisory Committee~~
- ~~● ARC of Indiana~~
- ~~● Indiana Council of Administrators of Special Education~~
- ~~● National Council on Educating Black Children~~
- ~~● Indianapolis Urban League~~
- ~~● Central Indiana Corporate Partnership~~
- ~~● Indiana Chamber of Commerce~~
- ~~● Stand for Children~~
- ~~● While it only met twice a year and has not been scheduled to meet during the waiver process, IDOE plans to work with the state's migrant parent advisory council at its next meeting to fully communicate about the waiver.~~

In fact, the state under Dr. Bennett's leadership enjoys a vast network of grassroots-oriented groups ready to contribute to important initiatives. The following entities have been established by the department or invited to provide regular input to support efforts to increase communication and collaboration between the department and field:

- Indiana Dual Credit Advisory Council
- Indiana Association of Career and Technical Education Directors
- ESC Director's Advisory Committee
- Superintendents Advisory Council
- Principals Advisory Council
- School Boards Advisory Council
- PTA Advisory Committee
- School Counselors Advisory Committee
- ARC of Indiana
- Indiana Council of Administrators of Special Education
- Non-Public Education Advisory Committee
- Reading Advisory Council
- Indiana Education Reform Cabinet
- The Educator Learning Link Ambassadors Program
- Teacher Advisory Council (Teacher of the Year and Milken winners)
- Textbook Advisory Committee
- Indiana School Board Association
- Indiana Association of School Principals
- Indiana Association of Public School Superintendents
- National Association for the Advancement of Colored People
- National Council on Education Black Children
- Indianapolis Urban League
- Central Indiana Corporate Partnership
- Indiana Chamber of Commerce
- Indianapolis Chamber of Commerce
- Teach Plus

As with his outreach to educators, Dr. Bennett has made stakeholder outreach and engagement a priority during his tenure. To engage families, IDOE has partnered with Indiana's Parent Teacher Association to make sure parents and guardians receive important information about IDOE's efforts to provide more educational options, increase accountability, recognize and reward great educators, and increase local flexibility. Dr. Bennett and IDOE recognize the important role families play in educating their children. To help encourage and support parental involvement, IDOE created and introduced The Parent Pledge, a contract between teachers and parents meant to foster greater parental engagement. To date, more than 4,000 parents in more than 200 schools have signed the pledge, and several schools have developed their own locally tailored versions of this written commitment.

In the development of the state's flexibility plan, IDOE has made every effort to engage stakeholders, gather information, and build upon partnerships with a variety of community groups. For example, the Arc of Indiana, established in the mid-1950s by parents of children with intellectual and other developmental disabilities, has worked with IDOE in all aspects of the state's education reform agenda. These partnerships are particularly powerful when it comes to the state's efforts to turn around its chronically underperforming schools and school districts, which often have a higher concentration of at-risk and high-needs students. To help organize public meetings and share important information with parents and community members in these school communities, IDOE has worked closely with civic organizations such as the Urban League, the NAACP, Indiana's Commission on Hispanic and Latino Affairs, and the Indiana Civil Rights Commission. Based on the positive feedback from these groups as part of the state's early turnaround efforts, IDOE has made community outreach and engagement a key accountability metric for schools under state intervention.

Corporate partnerships have also played a critical role in Indiana's reform efforts. Companies like Comcast have partnered with IDOE to rapidly expand the availability of certain technologies, like broadband internet and on-demand educational programming, for Indiana schools. To help local school districts save money and retain instructional staff to drive more dollars directly to student learning, companies like Cummins (based in Columbus, Indiana) have partnered with IDOE to send corporate Six Sigma experts into schools to identify cost-saving opportunities so more dollars can flow into Indiana's classrooms. Recently, more than ten additional companies have stepped forward to offer similar efficiency training and support to our local schools. Support such as this from corporate groups helps to undergird the state's efforts to keep the focus of schools on quality instruction.

As with our plans to continue our collaborative efforts with teachers, IDOE will also maintain efforts to reach out and engage education stakeholders. One way Indiana has expanded its collaborative and outreach efforts, by adding an Educator Effectiveness Communications and Outreach Manager as well as an Educator Effectiveness Communications Specialist. These two new positions will work together to develop, organize and execute outreach and engagement strategies for Indiana educators (including strategies aimed at parents and students) and will worked to partner with key community stakeholders.

June 2014 Amendments and Waiver Extension

Superintendent Ritz has made it her own personal priority and It is a priority and mission of for all the IDOE staff to maintain and further grow meaningful engagement of diverse communities, including students, parents, community based organizations, civil rights organizations and organizations representing students with disabilities and English learners and business organizations. Outlined here, and then again in greater detail within each principle, IDOE has made certain stakeholders understand the priorities of IDOE and commitment to learning of all students.

Since January 2013, the Superintendent has visited schools, education forums, Rotary clubs, Kiwanis groups, United Way and other not-for-profit group events, parent events, education, civil rights and community organizations, and city and town community events in 75 of the 92 Indiana counties.

~~Superintendent Ritz~~ **The Superintendent** also serves on key state committees/commissions where diverse stakeholders also serve (Indiana Commission for the Improvement of the Status of Children, Indiana Career Council, and the Indiana Education Round Table.) Conversations in ~~some of~~ these meetings ~~includes conversations have had focus~~ on standards development, service to children in our Title I schools, assessments, **accountability** and teacher quality. (Attachment Con 11)

In addition, the Indiana Department of Education **and the Director of Family and Community Engagement** conducts meetings with the following stakeholders, discussing many topics contained in this request (either individually and/or as an invitation to a broader stakeholder group meeting) (Attachment Con 11)

Superintendent's Advisory Stakeholder Group
Indiana's Parent Teacher Association (PTA)
ARC of Indiana
Indiana Council of Administrators of Special Education
Indiana Chamber of Commerce
Indiana State Teachers Association
American Federation of Teachers, Indiana
Indiana Association of Career and Technical Education Directors
School Counselors Advisory Committee
Indiana Charter School Association
Indiana Non-Public School Association
Indiana School Board Association
Indiana Association of School Principals
Indiana Association of Public School Superintendents
National Association for the Advancement of Colored People
Indianapolis Urban League
Indiana Urban Schools Association
Indiana Small and Rural Association
Indianapolis Chamber of Commerce
Hoosier Family of Readers Council and Regional Advisory Groups
100 Black Men
Education Service Centers
Concerned Clergy of Indianapolis
Indiana Regional Superintendent Councils
Teach Plus
Stand for Children

Center for Leadership Development (Indianapolis)

(Page 23) Family and Community Engagement Advisory Council

Indiana College Admission and Counseling

Indiana Student Guidance Standards Review Committee

Indiana School Counseling Association-Commission for Higher Education Advisory Council

Infant Mortality and Child Health Commission Task Force

Indiana Association of School Nurse's

Indiana Public Health Training Center Advisory Council

Coalition for Homelessness Intervention and Prevention

Building Brighter Futures (Homeless Committee)

Suicide Prevention for the Department of Health

Charter School Administrators

National Council for Educating Black Children

Indiana Afterschool Network

United Way – Bridges to Success

Boys and Girls Club

United Negro College Fund

The Mind Trust

Indiana Commission on Hispanic and Latino Affairs

IUPUI School Of Education

PBIS Indiana/Restorative Practices - Center on Education and Lifelong Learning

Indiana Institute on Disability and Community

Goodwill Industries of Central Indiana

ELAC – Early Learning Advisory Committee on Family Engagement

Family Community Life Center

The Equity Project – Indiana University

Committee of Practitioners

Teacher Leader Group

The most targeted change at the Indiana Department of Education that has direct impact regarding improved communication and input since January 2013 has been the creation of the Outreach Division of School Improvement (Page 24) and appointing a Director of Family and Community Engagement.

IDOE is committed to creating equitable and high quality opportunities for all Indiana students by providing levels of support and intervention to Indiana schools. The Outreach Division of School Improvement accomplishes this mission of support through the use of regional coordinators partnering with a support staff at the IDOE. There are thirteen regional coordinators who are based in the nine educational service centers throughout Indiana.

The mission of Outreach is to be supportive, responsive, and proactive. The uniqueness in design of Outreach that relationships can be built in the local communities that can only come through a close personal relationship with an Outreach Coordinator who knows the unique

needs of all the stakeholders in the community. Outreach Coordinators live and work within the region that they serve.

As such, IDOE has found many partners throughout the state who are concerned and interested in assisting with the education of all Hoosier children. The Outreach Coordinators serve as the bridge for community partners and Indiana educators. This local, personalized link between the community and needs of the schools has allowed IDOE to reach out to the educators and community specific organizations, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English learners and business organizations in a targeted way.

The Outreach Coordinator in each area typically attends local school board meetings, chamber of commerce meetings, Indiana Works Councils meetings and other local events sharing the vision and mission of IDOE. In addition the Outreach Coordinators publish local newsletters with important information from IDOE tailored to each region. (Attachment Con 18)

Each region has unique strengths and challenges and assistance is differentiated to schools as a response to the needs. By sharing resources, concerns and celebrations at the monthly Outreach Coordinator meetings, IDOE is able to connect schools in need of services and support with one another. (Attachment Con 19)

The Outreach Division of School Improvement recently finished a full cycle (18 months) of providing grass-root supports to all schools. Focus and Priority schools received additional assistance and on-site monitoring from the IDOE. The results of this new IDOE structure, has shown immediate success. Insert chart of growth, and link to full by region report.

The Outreach staff, along with communication and collaboration among the various IDOE divisions has provided communication to stakeholders and gathered input to inform the content of this waiver.

There are two additional direct stakeholder engagement forums that are in the formation process. The first new forum that was created of a quarterly parent newsletter video to be disseminated through IDOE's appropriate stakeholder groups, IDOE's parent portal on the website and social media. The second forum is the creation of a Superintendent's Student Advisory Group. This group will meet each semester to engage high school students in various topics regarding education.

In addition to the stakeholder engagement forum, a state-wide parent involvement survey is in the formation process. In collaborating with LEA's, along with parent and family organizations throughout the state, the parent involvement survey will gauge parent's attitudes and perceptions about the school in which their child attends.

In addition to engaging with the Title I Committee of Practitioners IDOE conducted an online survey organized by principle to gather public comment. The comment window was June 17-24

2014. The foci of these have been for formal input with regards to the Indiana extension request and key amendments. The feedback provided by these comments informed the work of IDOE on subsequent drafts of each section of the waiver. (Attachment Con 20 , 21)

Regarding this consultation section of the waiver, public comments were made that the draft did not include enough evidence to demonstrate the involvement of diverse stakeholders. As a result, the draft was rewritten to encompass IDOE's breadth and depth of communication and engagement with diverse stakeholders.

As part of IDOE's overall high quality plan for Family and Community Engagement and Outreach, there are also separate Family and Community Outreach plans for each principle of this waiver. Below is a summary of the Family and Community Engagement and Outreach plan elements by principle. In addition, each principle narrative section describes family and community engagement and outreach. Incorporation of public comment into this document is also included in the sections below.

Since the submission of the ESEA Flexibility one year extension in June of 2014, the IDOE staff has continued to further maintain and grow meaningful engagement of diverse communities, including students, parents, community based organizations, civil rights organizations, business organization, and organizations representing students with disabilities and English learners. IDOE has been able to expand our footprint to stakeholders by creating the position of the Director of Family and Community Engagement in our Outreach Division. The Director of Family and Community Engagement serves as the IDOE's primary liaison to our stakeholders.

The IDOE has made it a mission and top priority of our organization to successfully maintain and continue to grow meaningful engagement of diverse communities, including students, parents, community based organizations, civil rights organizations and organizations representing students with disabilities and English learners and business organizations.

Principle I:

As a result of public comment, Principle 1 was reorganized to reflect the highly quality plan format. IDOE included additional communication strategies to teachers regarding assessment blueprints and specific ECA implementation activities.

IDOE fully engaged stakeholders in the development of Indiana's 2014 college and career ready standards To facilitate comprehensive educator awareness of the new college and career ready standards and assessment, IDOE will use desktop delivery models to provide easy access to information, leveraging the viral nature and efficiency of social media. IDOE's communication tools such as its website, the Learning Connection, and DOE Dialogue will continue to convey all official resources to education stakeholders. It is important to note that Indiana was an early adopter of the Common Core State Standards has been working with educators since 2011 in transitioning classroom practice and standards to align to college and career ready expectations. Therefore, there were many lessons learned during that transition from Indiana

Academic Standards to Common Core, and IDOE has designed our strategies for supporting our educators in this most recent adoption in a very targeted approach.

A new Indiana Academic Standards for English/Language Arts & Mathematics (2014) web page hub: www.doe.in.gov/standards has been developed to consolidate all official IDOE standards and assessment related guidance and documents into one user-friendly location. This new hub will be populated and updated with guidance, test blueprints, and resources for all student populations and stakeholders on a routine and intentional basis.

Additional means for meaningful consultation and engagement with stakeholder groups for the work of Principle I includes the following:

College and Career Ready Standards and Assessments:

- Field surveys to seek most important resource needs for supporting new college and career ready standards
- Creation of online communities of practice to link educators on topic specific resources to support college and career ready standards and assessments. These include grade level and content specific groups including special needs teachers by specialty, teachers of students with high ability, second language learners and students with disabilities.
- Redesign of standards resource site on IDOE website that includes links for Educators, Parents and Communities. <http://www.doe.in.gov/standards/englishlanguage-arts>
- Specialized group field surveys, such as for teachers of students with disabilities to determine specific resource needs
- Regional professional development days to focus on implementation of college and career ready standards and aligned assessments. There will be targeted invitations to parents and business and community stakeholders.
- Development of content specific groups, such as math, that include k-12 and higher education, parents, and diverse stakeholder groups to delve into practices and needs for the specific areas.
- Maintain system for educator involvement in assessment creation from specification and test blueprint development, to passage review, content and bias sensitivity review and standard setting.
- On-going communication with Indiana's Testing Advisory Committee at a minimum four times per year. One focus of such collaboration including updates on Principles and elements of ESEA flexibility that impact assessment.
- Use of the "Assessment Monthly Overview" WebEx format for test coordinators to provide updated information on ESEA flexibility.
- Use of the DOE Dialogue to release the CCRA for ECAs updates
- Communicated with LEA's by using training Webinars and posted CCR Algebra I and English 10 resource materials on ECA website
- Presentation to stakeholders on Assessment and Standard Changes to Indiana Principal's Leadership Institute
- Listserv re: Update on release of ECA Experience CCRA Tool
- Posted CCRA link on ECA website

- CCR Algebra 1 and English 10 ECA recorded trainings and resource materials related to Instructional & Assessment Guidance, Item Samplers, and ECA Experience CCRA posted on website
- Presentation to stakeholders on 2015 Assessment Changes/Updates to ICIA at CIESC
- Presentation to stakeholders on Assessment and Standard Changes to Indiana Administrator's Leadership Institute on February 10, 2015 at MSD Lawrence School Corporation office.
- Used Listserv to communicate to corporation Test Coordinators announcing availability of new CCR ECA recorded trainings and resources that were posted on the website
- Feedback on Spring 2015 ISTEP+ Parent FAQs discussed at SPI stakeholder meeting

Special Education

- Develop differentiated resource materials and distributed through IN*Source, About Special Kids and ARC of Indiana as well as through school communities
- Host informative meetings regarding Principles and elements of the ESEA flexibility waiver with Indiana Council of Administrators of Special Education, State Advisory Council on the Education of Children with Disabilities, state stakeholder group for the Indiana Systemic Improvement Plan, and the Education Committee of the ARC of Indiana.
- All of the highlighted information has occurred and will be either updated annually or as needed.

English Learners

- Facilitate Title III Director and INSTESOL Leadership meetings (regionally and statewide) and provide focused information from the SEA including updates on the ESEA waiver.
- Maintain communication through the "EL Monthly Happenings" newsletter that is shared via Learning Connection and the IDOE website.
- Utilize the Indiana Education Service Centers to host conversations with LEA leaders and teachers, including Title I, Title III and Title I Part C specialized with one focus of meetings to be updates on ESEA waiver.
- Share print and video materials with parents at the LEA level regarding ESEA flexibility (all materials will be translated in Spanish as well)
- Partnerships for Early Learners meeting to share updates on key developments with respect to Partnerships for Early Learners
- Hosted Title I Community of Practitioners state-wide stakeholder meeting
- K-12 EL Leadership Group
- INTESOL Board
- INTESOL Presentation and feedback
- Contacted individual university professors for feedback

Principle II:

As a result of public comment, Principle 2 incorporated suggestions to more fully describe Outreach for School Improvement and its capacity to address low performing schools. In addition, IDOE provided more specific explanations regarding Turnaround Principles with respect to school leadership changes.

The state's process and strategies for intervening in the lowest performing schools is predicated upon the development of clear goals and measurable success indicators through the lens of a seminal framework developed by Mass Insight and outlined in *The Turnaround Challenge*, which U.S. Education Secretary Arne Duncan has called "the Bible of school turnaround." Indiana is currently one of a few select states participating in Mass Insight's School Development Network as part of a concerted effort to trailblaze cutting-edge, best-in-class turnaround policies. Indiana has continued its work with Mass Insight and has created a network designed to support schools with similar needs in various stages of school improvement. The attached report from Mass Insight outlines Indiana's progress in turnaround as of April 2014, with the new model of Outreach melded with the work initiated by the former Office of School Improvement and Turnaround. Indiana will implement suggestions from the Mass Insight Diagnostic report during the 2014-15 school year. (Attachment Con 4)

Additional means for meaningful consultation and engagement with stakeholder groups for the work of principle II included the following:

- ESEA Waiver Implementation meetings for Focus and Priority school leadership
- Clear communication plan to Outreach Coordinators regarding principles and elements of the ESEA waiver
- Professional Development delivered to LEAS to ensure understanding of ESEA flexibility requirements
- Formal memos to LEA Superintendents and Principals to ensure ESEA flex expectations were understood.

Principle III:

As a result of public comment, Principle 3 incorporated language regarding monitoring and support for school evaluation systems and providing professional development regarding SLO measures and instructional best practices.

Indiana's evaluation system provides a transparent way to validate the quality of a school's human capital by coupling professional accountability with school accountability. Examining the new evaluation data system relative to the new A-F accountability framework provides a unique perspective as IDOE continues to support the field in this new and innovative approach to transforming schools and developing more effective teachers and leaders. This check and balance between school accountability and educator accountability is transparent to the public; aggregate teacher evaluation results by school are posted on the IDOE website with each school's accountability grade at: www.doe.in.gov/evaluations.

Additional means for meaningful consultation and engagement with stakeholder groups for the work of Principle III includes the following:

- Sharing site hosted on the IDOE website will include routinely updated tools for teachers and

principals to support evaluation.

- Partnership with education service centers across the state to provide professional development for teacher and principals and respective evaluation systems.
- Surveys to teachers, principals, evaluators and superintendents on feedback for the IDOE resources site
- Creation of site for historic display of all evaluation ratings data for the public

In summary, IDOE has been, and will continue to, maintain its commitment to engaging meaningfully with teachers and their representatives and other diverse communities in the formats described in this consultation section.

DRAFT