

A series of five blue silhouettes of people are shown walking up a green, curved hill that represents the top of the slide. From left to right, the silhouettes are: a person sitting on the ground, a person walking, a person walking, a person walking, and a person in a graduation cap and gown.

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Indiana Superintendent of Public Instruction

# **Indiana Flexibility Waiver Update**

**March 2015**

**State Board of Education Update**



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# Stakeholder Engagement Re: Renewal Process



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- Renewal Application Due no later than March 31, 2015
- Hosted Superintendent Advisory Team December 2014
- Hosted 1st Legislative Leadership and SBOE staff waiver meeting January 2015
- USED Waiver Call with Indiana Team January 28, 2015
- Superintendent Advisory Team Meeting February 9, 2015
- Hosted Student Advisory Team February 2015
- Hosted Family and Community Engagement Advisory Group meeting on February 24, 2015
- Launched Wavier Renewal draft for public comment February 23, 2015



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- Presentation on 2015 Assessment Changes/Updates to ICIA at CIESC on February 6, 2015.
- Presentation on Assessment and Standard Changes to Indiana Administrator's Leadership Institute on February 10, 2015.
- Listserv to Corporation Test Coordinators announcing availability of new CCR ECA recorded trainings and resources that were posted on the website on February 1, 2015.
- Superintendent Stakeholder meeting on February 9, 2015 at State House: Feedback on Spring 2015 ISTEP+ Parent FAQs.
- Presentation to NAACP Indianapolis Branch on 2014 IAS and Assessments on January 27, 2015.
- Hosted legislative leadership and State Board of education staff wavier update meeting on February 27, 2015.



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- 504 Presentation to Riley Hospital Educators in February, 2015.
- Presentation to Marion County Directors of Guidance in February, 2015.
- School Social Work Ethics workshop at the South Central Region in February, 2015.
- McKinney-Vento presentation at the Indiana School Counselor Association meeting in February, 2015.
- Presentation on Assessment and Standard Changes to Indiana Principal's Leadership Institute on January 27, 2015.



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# Principle 1

## March Update

Standards, ELL, Migrant, Assessment



# Standards Implementation

- Ongoing supports for field hosted in Communities of Practices
- Collaboration with CIESC professional development team and IDOE CCR team for creation of content and professional development opportunities.
- Presentations provided to IASP, INLI regarding Standards and Assessment
- Webinars on Standards and Assessment hosted 1/28/15 and 1/30/15



## Principle I Components Completed - EL

- Specific WIDA online resources are now live on the WIDA website.
- First of three Train the Trainer sessions with 25 participants was completed December 16<sup>th</sup> – 18<sup>th</sup> and the events for April and June have been scheduled.
- Training and information regarding the ACCESS assessment have been disseminated.
- Training and information specific for participating nonpublic schools was conducted.
- WIDA assessment information was distributed and technical assistance has occurred.
- WIDA assessment materials were delivered.
- Thousands of teachers have been trained to administer the WIDA assessment.
- IDOE met with WIDA on the bridge study.



# Principle I Ongoing Supports - EL

- WIDA assessment and standards training, technical assistance, and monitoring.
- Standards and assessment resources for districts, teachers, and parents.
- Data analysis on Language Minority Report and assessment training.
- AMAO accountability support for districts on improvement plans.
- Development of Data Dashboard for English learners.



## **ESEA Consultation Components Completed - EL**

- The EL Monthly Happenings continue to be released with important updates and information to the field.
- IDOE hosted a parent meeting in Anderson on the ESEA flexibility waiver.
- IDOE conducted training for migrant resource centers on family engagement.
- IDOE conducted an ESEA consultation session for the K-12 EL leadership group.



# ESEA Consultation Ongoing Supports - EL

- The Office of Early Learning and Intervention is working closely with the Office of Outreach and the Director of Community and Family Engagement on family and community engagement.
- IDOE will continue to release material through print and digital to share with parents at the LEA level regarding ESEA Flexibility components.
- Data collection on needs and implementation will be conducted.
- Title I and Title III will continue meeting with the Community of Practitioners and the EL Leadership Group in joint and individual meetings.



# Migrant Components Completed - EL

- Indiana Migrant Centers are serving 98% of students.
- IDOE is completing a data analysis to determine changes and improvements.
- Weekly phone call with regional directors have continued and resulted in a significant number of students identified, reduced data errors, and more students served.
- Indiana began the development of the MIDAS App to streamline processes and services.



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# Migrant Ongoing Supports

- Provide, plan, and facilitate professional development meetings and opportunities from the SEA to a wide range of stakeholders (contracted services, internal experts).
- Analyze data on a weekly basis to make decisions that drive the instruction and opportunities provided to migrant students.
- Provide monthly publication to the field via current events and initiatives in the program (Migrant Musings Newsletter, Learning Connection Updates).
- Provide technical assistance and support to MRC directors and staff member via conference calls, monitoring visits, webinars, and in person events).



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## Principle 1- Special Education

- Informational Resources for Parents:
  - <http://www.doe.in.gov/standards/special-populations-students>



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## **Principle 1- Special Education**

- Indiana Resource Network (IRN) collaboration
  - Professional Development (PD) by IRNs
  - Monthly meetings with INSOURCE (Special Education advocacy group)



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## **Special Education**

- Stakeholder meetings and updates – ongoing
  - Update at ICASE Executive meeting on January 15, 2015
- Three Special Education Online Community of Practice (K-6, 6-8, 9-12)



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## **Special Education**

- Internal Cross Collaboration IDOE meetings
  - Standards Updates and Planning meetings
  - Monthly Special Populations meetings
  - Weekly Special Education and Assessment meetings
    - 2 OSE specialists involved in RFP reviews for 2015-16 alternate assessment

## **Assessment – Completed**

- \*Assessment Alignment to College and Career Ready Standards, Published Assessment Blueprint to Field
- \*Published Instructional and Assessment Guidance
- \*Acuity Design Updated to Align to College and Career Ready Standards
- \*Issuance of RFP for Assessment beyond 14/-15
- \*In process of item review and analysis
- \*Completion of Responses on RFP Questions
- \*First stage of RFP review complete
- \*Blueprints for ECAs issued
- \*Field Support for Practice Tests Updated
- \*RFP Vendor Presentations in Process Completed
- \*RFP Proposals Undergoing Final Scoring by IDOA
- \*Ongoing: Administration of ISTEP+ Part 1



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## **Principle 1- Special Education**

- Indiana Resource Network (IRN) collaboration
  - Professional Development (PD) by IRNs
  - Monthly meetings with INSOURCE (Special Education advocacy group)
- Informational Resources for Parents:
  - <http://www.doe.in.gov/standards/special-populations-students>

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## **Special Education**

- Stakeholder meetings and updates
  - General Waiver update at ICASE: February 13
  - Assessment/Accommodation update at ICASE: February 12
  - Assessment/Accommodation Toolkit stakeholder workgroup at ICASE: February 13



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## **Special Education**

- Internal Cross Collaboration IDOE meetings
  - Standards Updates and Planning meetings
  - Monthly Special Populations meetings
  - Weekly Special Education and Assessment meetings
- Three Special Education Online Community of Practice groups (K-6, 6-8, 9-12)



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# **PRINCIPLE 2 UPDATE**

## **March**



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## Principle 2: Focus and Priority Schools Update Winter 2015

- ✓ Creating a district response structure for Focus and Priority Schools to align LEA support with individual struggling school needs (required in new waiver).
- ✓ Expanding work with AdvancED to provide 125 Focus and Priority Schools with targeted assistance and information to improve school improvement planning with an intentional focus
- ✓ Have created 3 Power Turnaround Principles for which we will be offering expanded opportunities for professional development and technical assistance: leadership, high quality instruction, data analysis/intervention
- ✓ Developing a framework for Early Warning Systems to close the high school drop-out rate to be used in identified Focus and/or Priority Schools : more rigorous interventions are required in waiver renewal.



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# Principle 2: Focus and Priority Schools Update Winter 2015

- ✓ Developed protocols to begin intentional family and community engagement support in identified ten Tier 2 and ten Tier 3 schools.
- ✓ Continuing to monitor Focus and Priority Schools while offering technical assistance as schools conduct a root cause analysis and identify goals and interventions to align to the Turnaround Principles.
- ✓ Created a list of indicators and descriptors aligned to research to more clearly communicate expectations for the on-site monitoring: classroom observation form.
- ✓ Provided Outreach Staff with on-going professional development aligned to the Turnaround Principles to continue to build our capacity to support school improvement initiatives.



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# Principle 2: Focus and Priority Schools Update Winter 2015

- ✓ Outreach Coordinators continue to provide targeted professional development and technical assistance to support schools with the development of the Student Achievement Plans while utilizing data. (Continuous improvement is an expectation in waiver renewal)



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# Principle 3- Update March



## Principle 3 Components Completed

- IDOE staff reviewing all evaluation plans submitted to IDOE through Legal Standard 12 and districts will receive feedback
- IDOE staff completed 40 on-site monitoring visits for implementation of evaluation plans in September through January
- Hired a new Educator Effectiveness Specialist to support LEAs in implementation
- Released \$30 million in School Performance Grants to highly effective and effective teachers
- Released 2013-2014 Staff Performance Evaluation Results per IC 20-28-11.5-9
- Assistant Superintendent attended USDE Waiver meeting in December



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## **Principle 3 Ongoing Supports**

- Teacher Leaders met on February 10 to discuss legislative update, summer conference, ESEA waiver and equity plan
- Districts continuing to receive letters for on-site visits for evaluation plan implementation
- IDOE continues to work with Center for Great Teachers and Leaders and Westat for on-site monitoring resources report, data use plan and internal tracking procedures



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## **Principle 3 Ongoing Supports**

- IDOE is working with Great Lakes Comprehensive Center and Center for Great Teacher and Leaders on Indiana's Equity Plan due June 1, 2014
- IDOE sent out survey through DOE Dialogue to gain interest and needs on summer professional development for teacher and principal evaluation implementation
- IDOE submitted interest to n Urban Leaders Summer Fellowship to work with the Educator Effectiveness Division

**Indiana ESEA Flexibility High Quality Plan**

**Consultation - Family and Community Engagement and Outreach**

**Key Components Of Family and Community Engagement for all Principles of ESEA FLEXIBILITY**

1. Ensuring understanding meaningful engagement and solicitation from teachers and their representatives on an ongoing basis to inform SEA implementation of its ESEA flexibility request
2. Ensuring understanding meaningful engagement and solicitation from parents, including parents of students with disabilities and English Learners, and other diverse stakeholders on an ongoing basis to inform SEA implementation of its ESEA flexibility request.

**Key Component #1**

Ensuring understanding meaningful engagement and solicitation from teachers and their representatives and on an ongoing basis to inform SEA implementation of its ESEA flexibility request

Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles
Inform waiver submission through State Board of Education meetings, phone calls with USED involving legislative leadership, Governor's Office and Center for Education and Career Innovation staff	May 1-June 23, 2014	Superintendent IDOE leadership	Meeting presentations, recordings of phone calls, Meeting calendars	Staff	No current obstacles

Conducted summits that had Flexibility plan alignment					
Conduct regular conversations with Superintendent's Stakeholder Advisory Group	Minimum of every other month, or more frequent as topics have necessitated immediate feedback	Superintendent	Agendas Email Correspondence Notes from meetings	Staff and organization representatives	No current obstacles
Conduct meetings with education stakeholder groups	1/2013 and ongoing	Superintendent IDOE staff	Superintendent calendar and IDOE staff calendars	Staff	No current obstacles
Communicate with educators and their representatives via DOE Dialogue, social media and Learning Connection	1/2013 and ongoing	IT and Communications Departments	DOE Dialogues, social media posts, Learning Connection forums	Staff	No current obstacles
Engage legislative leadership	1/2013 and ongoing	Superintendent and Governmental Affairs Department	Communication log	Staff	No current obstacles

Reconnect with identified past Indiana Teachers of the Year, Milken Award Winners, and National Board Certified Teachers to form Superintendent's Teacher Advisory Group	9/2014 and Quarterly	Superintendent and Deputy Superintendent	Invitation Emails Agenda Presentation Materials Minutes/Notes	Funding for time if during school day	No current obstacles
Launch Teacher Communication System	9/2014-Ongoing Quarterly	Communications Team	Quarterly communication	Staff	No current obstacles
Addition of a separate section of DOE Dialogue titled, "ESEA Flexibly Waivr"	7/2014 and ongoing weekly in DOE Dialogue messages	Communications Team	DOE Dialogues	Staff	No current obstacles

Conduct regional and ongoing stakeholder meetings to share ESEA waiver expectations and requirements, including standards, assessments, and accountability.	1/2015-6/2018 Ongoing	Director of Family and Community Engagement	PowerPoint from meetings, agendas, sign-in sheets	IDOE Outreach team and Outreach Division of School Improvement	no current obstacles
Create, coordinate with CCR, and lead a state network to provide support to parents and families in the area of family literacy	1/2015-6/2018 Ongoing	Director of Family and Community Engagement	PowerPoint from meetings, agendas, sign-in sheets	IDOE Staff	no current obstacles
Develop a state-wide FACE advisory group and collaborate with community leaders to connect agency leaders with IDOE initiatives in the area of family and community engagement.	1/2015-6/2018 Ongoing	Director of Family and Community Engagement	PowerPoint from meetings, agendas, sign-in sheets	IDOE Staff	no current obstacles
Collaborate with the Parent Resource Networks to expand opportunities for special needs populations and family and community engagement.	1/2015-6/2018 Ongoing	Director of Family and Community Engagement	PowerPoint from meetings, agendas, sign-in sheets	IDOE Staff	no current obstacles
<b>Key Component #2</b>					
Ensuring understanding, meaningful engagement and solicitation from parents, including parents of students with disabilities and English Learners, and other diverse stakeholders on an ongoing basis to inform SEA implementation of its ESEA flexibility request.					
Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles

Public comment window open on waiver amendments	6/17-24 2014	IT Department staff	Public comments	Staff	No current obstacles
Statewide visits to schools, education forums, and other events with diverse community groups	1/2013 and ongoing	Superintendent	Superintendent's calendar	Staff	No current obstacles
Formal assignment to statewide commission or committees, such as Commission on Improving the Status of Children in Indiana and Indiana Career Council	5/2013-ongoing	Superintendent	Agendas Minutes	Staff	No current obstacles
Conduct stakeholder meetings across the state to diverse stakeholder groups such as 100 Black Men, Chamber of Commerce, PTA associations and member organizations	1/2013-ongoing	Superintendent  IDOE staff as assigned	Agendas Presentation Materials	Staff	No current obstacles
Operationalize Outreach Division of School Improvement	Summer of 2013 and ongoing	Superintendent and IDOE leadership	Materials from Division of Outreach  Hiring of Outreach Coordinators	Staff	No current obstacles
Create of quarterly parent newsletter	9/2014 and ongoing quarterly	IDOE Communications Staff	Quarterly newsletters	Staff	No current obstacles

Create of Superintendent's Student Advisory Group	Meet each semester of 2014-15 school year; ongoing each semester	Superintendent	Superintendent's calendar	Staff	No current obstacle
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**Family and Community Engagement and Outreach for Standards and Assessments**

Key Milestones and activities	Detailed Timeline	Party Responsible	Evidence	Resources	Significant obstacles
Create 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 teachers of students with high ability, English language learners and students with disabilities.	May 2014- Ongoing  <b>Completed</b>	College and career ready cross division team and IT department staff	IDOE website college and career ready resource website with communities of practice active and regularly prompted by subject matter experts at IDOE	Staff	No current obstacles
Development of 2014 Indiana Academic Standards	May 2013- April 2014  <b>Completed</b>	IDOE Staff	Process documents of revision and publication of final standards	Stakeholders Public Comment IDOE Staff SBOE Staff Commission for Higher Education Staff K-12 Panel of Educators National	No current obstacles

				Experts Consultants	
Create field surveys as needed to seek most important resource needs for supporting new college and career ready standards	April 2013- Ongoing  <b>Completed</b>	College and career ready cross division team and IT department staff	Survey results	Staff	No current obstacles
Redesign of standards resource site on Indiana Department of Education website that includes links for Educators, Parents and Communities. <a href="http://www.doe.in.gov/standards/englishlanguage-arts">http://www.doe.in.gov/standards/englishlanguage-arts</a>	April 2014- Ongoing  <b>Completed</b>	College and career ready cross division team and IT department staff	IDOE website with date stamped updates on a regular basis	Staff	No current obstacles
Regional professional development days to focus on implementation of college and career ready standards and aligned assessments. Targeted invitations to parents and business and community stakeholders	Summer of 2014 – ongoing  <b>Completed</b>	College and career ready cross division team	Agenda, sign in sheets and materials	Staff	No current obstacles
Development of content specific groups, such as math, that includes k-12 and higher education, parents, and diverse stakeholder groups to delve into practices and needs for the specific areas.	May 2014- August 2015  <b>On-Going</b>	College and career ready cross division team and IT department staff	Agenda, sign in sheets and materials	Staff	No current obstacles

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.	Completed	College and career ready cross division team with assessment specialist	Meeting dates Publications related to college and career ready assessment	Staff	No current obstacles
On-going communication with Indiana's Testing Advisory Committee at a minimum four times per year. One focus of such collaboration will be updates on Principles and elements of ESEA flexibility that impact assessment.	Ongoing	Assessment Specialists	Agenda and materials	Staff	No current obstacles
Use of the "Assessment Monthly Overview" WebEx format for test coordinators to provide updated information on ESEA flexibility.	Ongoing	Assessment Specialists	Cataloged WebEx presentations and related materials	Staff	No current obstacles

**Family and Community Engagement and Outreach for English Learners**

Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles
Plan, hold, and facilitate Title III Director meetings(regionally and as a whole), INTESOL Leadership group meetings to ensure they are up to date on the latest information from the SEA including ESEA Flexibility waiver and components	8/2013-6/2018	Office of English Learning and Migrant Education	Meeting agendas and sign in sheets	INTESOL, Staff	No current obstacles
Create and public EL Monthly Happenings Newsletter and share via Learning Connection and the Website (This includes updates from the department including ESEA Flexibility waiver and components)	8/2013-6/2018	Office of English Learning and Migrant Education	Sample newsletters	Staff	No current obstacles

Professional development session shared at education service centers around the state and school districts regarding components of the ESEA Flexibility waiver and regulations for Title I, III, and Title I, Part C	10/2013-6/2018	Office of English Learning and Migrant Education	Materials	Staff, Education Service Centers	No current obstacles
Create print and video materials to share with parents at the LEA level regarding ESEA Flexibility components (all materials will be translated into Spanish)	Summer and fall 2014 Completed	Office of English Learning and Migrant Education	Published materials	Bilingual staff, IDOE technology team	No current obstacles
Collaborate with INTESOL to host a parent breakout session at the annual conference where parents can become familiar with ESEA flexibility waiver, ask questions, and provide feedback. All materials will be provided to the LEAs to use with parents that were unable to attend.	Fall 2014 – and annually Completed	Office of English Learning and Migrant Education	Parent breakout materials	Staff	No current obstacles
Plan, hold, and facilitate Parent Advisory Council meetings around the state to ensure parents or migrants are up to date on the latest information from the SEA including ESEA Flexibility waiver and components	Summer 2014 – 6/2018	Office of English Learning and Migrant Education	Meeting agendas	Title I, part C	No current obstacles
Develop and implement parent surveys as needed that are available online	Fall 2014-6/2018	Office of English Learning and Migrant Education	Survey results	IDOE technology team, Jotform	No current obstacles

**Family and Community Engagement and Outreach for Students with Disabilities**

Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles
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<p>An informational resource, describing the waiver and its implications for LEAs, teachers, and students (including students with disabilities) will be developed and provided to:</p> <ul style="list-style-type: none"> <li>▪ IN*SOURCE</li> <li>▪ About Special Kids (ASK) and</li> <li>▪ ARC of Indiana</li> </ul> <p>for distribution and communication to their parent constituents.  Informational resource (described above) will also be posted on the IDOE Special Education website and provided to the TA resource centers as a resource for parents of students with disabilities</p>	<p>September 2014</p> <p>Completed</p>	<p>Office of Special Education</p>	<p>Resource document  Documentation of distribution to stakeholder groups</p>	<p>Staff</p>	<p>No current obstacles</p>
<p>Meet with and provide information to:</p> <ul style="list-style-type: none"> <li>▪ the executive committee of the Indiana Council of Administrators of Special Education</li> <li>▪ the State Advisory Council on the Education of Children with Disabilities</li> <li>▪ the stakeholder group for the State Systemic Improvement Plan</li> <li>▪ the Education Committee of the ARC of Indiana</li> </ul> <p>to ensure they have current information from the SEA including ESEA flexibility waiver and components</p>	<p>July 2014 and ongoing</p>	<p>Office of Special Education</p>	<p>Notes from meetings and materials shared</p>	<p>Staff</p>	<p>No current obstacles</p>

Key Components of Family and Community Engagement and Outreach for Focus and Priority Schools					
Conducted a stakeholder meeting to explain ESEA waiver implications for Focus and Priority Schools prior to sharing information in regional meetings with school leadership teams	11/2013-12/2013 annually	Outreach Division of School Improvement	Email from stakeholder meeting with agenda	Stakeholders	No current obstacles
Provided school leadership teams comprised of superintendents, principals and teachers, with ESEA requirements, expectations, and implications	12/2013-ongoing	Outreach Division of School Improvement	Training materials from regional meetings	ESEA Flexibility FAQs and Dave English, USED	No current obstacles
Provided professional development to Outreach Coordinators to ensure understanding of ESEA Flex requirements and implications	9/2013-ongoing	Outreach Division of School Improvement leadership	Monitoring handbook, agendas from coordinator PD dates	IDOE Outreach team Mass Insight	No current obstacles
Provided professional development and training to LEAs to ensure understanding of ESEA Flex requirements and implications	12/2013 (regional meetings annually)	Outreach Division of School Improvement	Outreach Division of School Improvement resource guide PowerPoint from meetings	IDOE technology team IDOE Outreach team MA Rooney Foundation	No current obstacles

Formal memo and ongoing follow-up communication to Superintendents and Principals to ensure materials, tools, and ESEA Flex expectations were clearly communicated and disseminated	12/2013-6/2014 annually	Outreach Division of School Improvement	Formal memo and ongoing emails	IDOE Staff	No current obstacles
<b>Family and Community Engagement and Outreach for Teacher and Principal Evaluation and Support Systems</b>					
Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles
Create and share updated teacher and principal implementation documents via Learning Connection and the IDOE's Evaluation Website (This includes updates from the department including ESEA Flexibility waiver and components)	8/2013-ongoing	IDOE Office of Educator Effectiveness and Licensing (EEL)	Files via Learning Connection and IDOE Evaluations Website	EEL and communications staff	No current obstacles
Professional development session shared at education service centers around the state and school districts regarding components of the ESEA Flexibility waiver and teacher and principal evaluation systems	2011-ongoing annually	IDOE EEL staff	Education Service Center flyers, agendas and sign in sheets	Education Service Centers	No current obstacles
Survey to teachers, principals, evaluators and superintendents on implementation of evaluation plans to improve guidance on the Learning Connection and IDOE Evaluation website	2013	IDOE EEL staff	Survey and survey results	IDOE technology team	No current obstacles

LEAs submit evaluation plan for teachers and principals through Legal Standard 12 for Accreditation and post on IDOE website	2012 and submitted annually	IDOE Educator Effectiveness and Licensing (EEL) and Accreditation staff	LEA evaluation plans with LEA superintendent assurance	IDOE Online Legal Standards website  IDOE EEL and Accreditation staff	No current obstacles
SEA posts LEAs submit final evaluation ratings results for teachers and principals	Annually	IDOE EEL staff	IDOE website of final evaluation ratings of 249 LEAS and 1993 schools for teachers and principals, including Higher Ed teacher prep programs by years of experience	IDOE data collection and technology team	No current obstacles
Strategic plan for displaying all historic evaluation ratings data to all stakeholders on IDOE website	Annually starting 2014	IDOE EEL, data collection and technology staff	Final evaluation rating for all principals and teachers by school and LEA on IDOE's COMPASS data website	IDOE data collection and technology team	No current obstacles

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**Indiana ESEA Flexibility High Quality Plan**

**1.B – Transition to College-and Career-Ready Standards**

**Key Components**

1. Review, evaluation, and adoption of college and career ready standards Indiana Academic Standards for E/LA and mathematics (2014).
2. Technical assistance for transition and implementation of college and career ready Indiana Academic Standards for E/LA and mathematics (2014).
3. Monitoring of local implementation of college and career ready Indiana Academic Standards for E/LA and mathematics (2014).

**Key Component #1**

Review, evaluation, and adoption of college and career ready Indiana Academic Standards for E/LA and mathematics (2014).

Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles
Multi-tiered groups of K-16 Indiana educators, parents, business and industry representatives and community partners developed Indiana’s own college and career ready standards.	September of 2013-April of 2014  <b>Completed</b>	K-16 Indiana educators facilitated by IDOE staff in earlier phases and IDOE and SBOE staff for the standards evaluation phase	Final set of standards deemed college and career ready by College and Career Ready panelists	Common Core Standards; Former Indiana Academic Standards; other states’ standards; NCTE standards; and NCTM standards; human and financial resources	No current obstacles

Indiana Education Roundtable reviewed the standards	April 21, 2014  Completed	Roundtable members	Final set of standards that were reviewed and recommended for adoption by the Indiana Education Roundtable	Roundtable Resolution recommending the State Board of Education adopt the new standards	No current obstacles
Indiana State Board of Education adopted the new standards	April 28, 2014  Completed	State Board of Education members	Final set of standards that were published in the IDOE website	State Board of Education adoption of the new standards	No current obstacles
The Commissioner for Higher Education and the Superintendent of Public Instruction certified that Indiana had completed its work in adopting college and career ready standards	May 28, 2014  Completed	Superintendent Ritz and Commissioner Lubbers	Joint letter to Secretary Arne Duncan	CCR evaluators; CCR Panel	No current obstacles
Review and TA provided as needed to assist schools with phase II of implementation (new assessment)	2015-16 SY	CCR staff and cross departmental and division team members	Needs Analysis from current 2014-15 assessment (summer/early fall 2015)	Student/school data from 2014-15 statewide assessment	No current obstacles

Monitor fidelity with standards and CCR aligned assessment; provide TA as needed	2016-17 SY	CCR staff and cross departmental and division team members	Needs and gap analysis from new CCR assessment (summer 2016)	Data from CCR assessment	No current obstacles
New CCR Science standards fully adopted	2016-17 SY	CCR Team and external stakeholders	IDOE standards review process	Education Roundtable and SBOE approval	No current obstacles
Provide TA and best practices PD as needed	2017-18 SY	CCR staff and cross-departmental team members	Current and 3 year analysis of summative assessment data/gap analysis	Data from current and previous years summative assessment	No current obstacles

### Key Component #2

Technical assistance for transition and implementation of college and career ready Indiana Academic Standards for E/LA and mathematics (2014).

- 100% Responsiveness
- 100% Awareness
- 100% Support
- 100% Engagement

Key Milestones and activities	Timeframe	Party Responsible	Evidence	Reurces	Significant obstacles
IDOE presentation to SBOE on statewide implementation plan for technical assistance to LEAs	March 12, 2014  <b>Completed</b>	Superintendent Ritz, Dep. Superintendent, Asst. Superintendent, Director of Assessment, Director of eLearning	PowerPoint presentation	Human resources	No current obstacles

IDOE established a cross functional standards planning team with a project manager	March 2014 and ongoing  <b>Completed and on-going with next phase</b>	Asst. Superintendent of Student Achievement and Improvement	Project management tracking sheet; institutional knowledge captured on IDOE-wide drive	Staff drawn from CCR, Assessment, Early Learning & Intervention, <b>Special Education</b>	No current obstacles
<b>100% Responsiveness</b>					
IDOE issued a needs assessment survey	April 28 – May 10, 2014  <b>Completed</b>	Superintendent Ritz, Dep. Superintendent, Asst. Superintendent, Director of eLearning	Survey Analysis of top three needs: (1) rubrics for lesson plan alignment; (2) model content frameworks; (3) resources for special student populations	Office of eLearning and IDOE technology staff	No current obstacles
IDOE created E/LA and math rubrics for lesson plan alignment and released rubrics	To be completed in July of 2014  <b>Completed</b>	Division of Student Achievement and Improvement	Rubrics	Office of College and Career	No current obstacles
IDOE created model content frameworks and released frameworks	To be completed in July of 2014  <b>Completed</b>	Division of Student Achievement and Improvement	Model Content Frameworks	Office of College and Career	No current obstacles

IDOE created resources for students with disabilities, English learners, and High Ability students	To be completed in July and August of 2014 <b>Completed</b>	Division of Student Achievement and Improvement	Special population-specific resources	Office of Special Education, Office of Early Learning and Intervention, Office of College and Career Readiness	No current obstacles
IDOE will launch additional needs assessments for teachers of students with disabilities and local implementation	July of 2014 and ongoing <b>Completed</b>	Division of Student Achievement and Improvement	Needs assessments	Office of eLearning and IDOE technology staff	No current obstacles
IDOE will develop and launch additional resources based upon survey results	Ongoing <b>Completed</b>	Division of Student Achievement and Improvement	Resources developed	Office of College and Career, Office of Special Education, and Office of Early Learning and Intervention	No current obstacles
<b>100% Awareness</b>					
IDOE created a new logo for the standards	March 12, 2014 <b>Completed</b>	Superintendent Ritz, Dep. Superintendent, Asst. Superintendent, Director of eLearning	New logo	Office of eLearning	No current obstacles

IDOE updates Learning Connection with relevant up to date standards information	April 28, 2014 and ongoing <b>Completed and on-going</b>	Division of Student Achievement and Improvement	Updates	All Offices within Division	No current obstacles
IDOE includes standards and assessment updates in DOE Dialogues	Summer of 2013 and ongoing <b>Completed</b>	Dep. Superintendent, Asst. Superintendent, Director of Assessment	Memos published in DOE Dialogue	All Offices within Division	No current obstacles
Web page hub created that includes official guidance, resources, and information and will be updated on a routine basis	Original page launched April 2014, revised June 26, 2014 <b>On-going revisions and updates as needed</b>	Division of Student Achievement and Improvement	New web pages	All Offices within Division, IDOE technology staff	No current obstacles
19 Regional summer of eLearning conference presentations on standards	June-August, 2014 <b>Completed</b>	Division of Student Achievement and Improvement	Agenda, PowerPoint presentation	All Offices within Division	No current obstacles
7 regional WIDA conferences aimed at meeting the needs of English learners with the new standards	June-July, 2014 <b>Completed</b>	Division of Student Achievement and Improvement	Agenda, PowerPoint presentation	All Offices within Division	No current obstacles

IDOE presentations at the annual large scale Indiana statewide association meetings	June-October, 2014  <b>Completed</b>	Dep. Superintendent Asst. Superintendent	Agendas, PowerPoint presentation	Select staff drawn from CCR Office	No current obstacles
<b>Regional technical assistance surrounding the WIDA standards</b>	<b>8/2014-6/2018</b>	<b>Division of Student Achievement and Improvement</b>	<b>Agenda, PowerPoint presentation</b>	<b>All Offices within Division</b>	<b>No current obstacles</b>
<b>100% Support</b>					
IDOE created and released standards correlation guides	May 2014  <b>Completed</b>	Division of Student Achievement and Improvement	Standards Correlation Guides	CCR and Assessment staff	No current obstacles
IDOE created vertical articulations	May 2014  <b>Completed</b>	Division of Student Achievement and Improvement	Vertical articulations	CCR and Assessment staff	No current obstacles
Educator resource toolkits were presented to the SBOE & released to the public	June 23, 2014 & June 26, 2014, respectively  <b>Completed</b>	Division of Student Achievement and Improvement	Resource toolkits	CCR and Assessment staff	No current obstacles
Mathematics toolkit was published on IDOE website	June 26, 2014  <b>Completed</b>	Division of Student Achievement and Improvement	Mathematics toolkit	CCR and Assessment staff	No current obstacles
E/LA toolkit was published on IDOE website	June 26, 2014  <b>Completed</b>	Division of Student Achievement and Improvement	E/LA toolkit	CCR and Assessment staff	No current obstacles

IDOE created and published the guidance for instruction and assessment	To be completed in August of 2014 <b>Completed</b>	Division of Student Achievement and Improvement	Guidance	Assessment staff	No current obstacles
SPI sent a letter to textbook vendors to encourage them to work with LEAs to supply additional aligned resources	May 28, 2014 <b>Completed</b>	Superintendent Ritz, Dep. Superintendent, Asst. Superintendent,	Letter	Staff	No current obstacles
IDOE staff will make follow up calls to vendors to encourage collaboration with LEAs	To be completed by mid-July of 2014 <b>Completed</b>	Asst. Superintendent	Phone calls	Staff	No current obstacles
List of textbook vendors who will be supplying additional aligned resources will be shared via online communities of practice and published as available	September and ongoing <b>Completed</b>	Division of Student Achievement and Improvement	List of vendors	Specialists in all offices of Division	No current obstacles
100% Engagement					

IDOE established online communities of practice	June 1, 2014 <b>Completed</b>	Division of Student Achievement and Improvement	52 communities and 2001 members as of June 26, 2014	eLearning office	No current obstacles
10 regional professional development opportunities	August-September of 2014 <b>Completed</b>	Division of Student Achievement and Improvement	Draft agenda	Specialists in all offices of Division	No current obstacles
Requested targeted technical assistance on a case-by-case basis	October of 2014 –ongoing <b>Completed</b>	Division of Student Achievement and Improvement	Online request form	Specialists in all offices of Division	No current obstacles
IDOE will develop videos and additional resources for the web page	July of 2014 and ongoing <b>Completed</b>	Division of Student Achievement and Improvement	Videos	Specialists in all offices of Division	No current obstacles
<p><b>Key Component #3</b></p> <p>Monitoring of local implementation of college and career ready Indiana Academic Standards for E/LA and mathematics (2014).</p> <ul style="list-style-type: none"> <li>• Accreditation</li> <li>• Online Community of Practice Monitoring</li> <li>• Embedded Standards Monitoring</li> </ul>					
Key Milestones and activities	Detailed Timeline	Party Responsible	Evidence	Resources	Significant obstacles
Conventional Monitoring Methods					
IDOE collects annual assurances through its accreditation process	Annual	Director of Accreditation	Accreditation dashboard; 511IAC 6.1-5	Staff	No current obstacles

Desktop and onsite cycle monitoring	Ongoing throughout each school year <b>On-going</b>	Office of Grants Management, Monitoring, and Reporting	Cycle Monitoring schedule, monitoring reports	Office of Grants Management Staff	No current obstacles
IDOE provides technical assistance based upon monitoring findings	Ongoing after monitoring reports and communication is complete <b>On-going</b>	College and Career Readiness Director	TA schedule to be created	CCR office Director and staff	No current obstacles
<b>Online Community of Practice Monitoring</b>					
IDOE specialists moderate online communities of practice, allowing for monitoring of statewide trends	Ongoing after the start of the 2014-2015 school year <b>On-going</b>	Division of Student Achievement and Improvement	Online communities	Specialists in all offices of Division	No current obstacles
Analyze statewide trends to glean information about shared resources between peers, emerging needs, and obstacles in the field	Ongoing after the start of the 2014-2015 school year <b>On-going</b>	Director of College and Career Readiness	Analysis report to be developed	Specialists in all offices of Division	No current obstacles

Analysis report will lead to IDOE action items, such as the identification & prioritization of development of new resources, PD, and TA	Ongoing after analysis report completed  <b>On-going</b>	Director of College and Career Readiness	Report	Specialists in all offices of Division	No current obstacles
<b>Embedded Standards Monitoring</b>					
IDOE offices will design common standards monitoring protocol, questions, and evidence collection for the embedded onsite and desktop standards monitoring	September – October of 2014  <b>Completed</b>	Division of Student Achievement and Improvement, Office of Grants Management	Protocol, questions, evidence to be collected	Specialists in all offices of Division, Office of Grants Management Director and specialists	No current obstacles
IDOE specialists will conduct embedded standards monitoring	November of 2014 – end of 2014-2015 SY  <b>On-going</b>	Division of Student Achievement and Improvement, Office of Grants Management	Protocol, questions, evidence to be collected	Grants Management Specialists and specialists in all offices of Division	No current obstacles
Collected evidence and data will be reported to the Director of College and Career Readiness	December of 2014 – end of 2014-2015 SY  <b>On-going</b>	Division of Student Achievement and Improvement, Office of Grants Management	Monitoring report	Grants Management Specialists and specialists in all offices of Division	No current obstacles

<p>Director of College and Career Readiness will meet the Director of Special Education and Director of Early Learning and Intervention to ensure local level access of students with disabilities and English Learners to new standards</p>	<p>December of 2014 – end of 2014-2015 SY</p> <p>Monitoring Document created; data collection and review is on-going</p>	<p>Division of Student Achievement and Improvement</p>	<p>Recurring meetings</p>	<p>Three Directors listed in 1<sup>st</sup> column</p>	<p>No current obstacles</p>
<p>Director of College and Career Readiness will analyze collected data and report back to the cross functional standards planning team</p>	<p>December of 2014 – end of 2014-2015 SY</p> <p>On-going</p>	<p>Division of Student Achievement and Improvement</p>	<p>Recurring meetings</p>	<p>Standards planning team and PM</p>	<p>No current obstacles</p>
<p>IDOE staff and cross functional standards planning team will utilize monitoring data for action</p>	<p>December of 2014 – end of 2014-2015 SY</p> <p>On-going</p>	<p>Division of Student Achievement and Improvement</p>	<p>Recurring meetings</p>	<p>Standards planning team and PM and specialists in all offices of the Division</p>	<p>No current obstacles</p>

**Indiana ESEA Flexibility High Quality Plan-Special Education**

**1.B – Transition to College-and Career-Ready Standards: Technical Assistance to ensure transition to new standards for students with disabilities**

**Key Components**

1. Technical assistance and professional development for implementation of new standards for students with disabilities
2. Monitoring of implementation of new standards for students with disabilities

**Key Component #1**

Technical assistance and professional development for the implementation of standards for students with disabilities

Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles
Project SUCCESS regional trainings to LEA personnel on instruction based on new academic standards and assessments using National Center and State Collaborative resources	Summer 2014  <b>Completed</b>	Project SUCCESS Office of Special Education	Training agendas, materials, and attendance sheets	Project SUCCESS expertise Office of Student Assessment	No current obstacles
Launch survey to identify specific and meaningful resources for general and special education teachers	July 2014  <b>Completed</b>	IDOE Policy and Research staff with assistance from Office of Special Education	Survey instrument and results	Staff	No current obstacles

Development of key resource documents for teachers based on needs assessment survey	August and September 2014  <b>Completed</b>	Office of Special Education staff lead with assistance from other IDOE offices and TA resource centers	Notes from planning and development meetings Resource documents	Staff Expertise from TA resource centers	No current obstacles
Development of informational document for parents of students with disabilities explaining new academic standards and what it means for students with disabilities	7/1/2014 through 9/1/2014  <b>Completed</b>	Office of Special Education staff lead with assistance from IN*SOURCE	Notes from planning and development meetings Resource document(s)	Staff Expertise from IN*SOURCE	No current obstacles
Conduct presentation in <b>each of</b> the ten regional professional development sessions	August and September 2014  <b>Completed</b>	Office of Special Education staff lead with assistance from <b>special education cooperative staff and</b> TA resource centers	Presentation agenda Presentation materials	Staff	No current obstacles

Review and, if necessary, revise guidance documents (Statewide Assessment Resource Guide and Toolkit)	Summer 2014  <b>Completed</b>	Office of Special Education and Office of Student Assessment lead staff	Revised/final Statewide Assessment Resource Guide and Toolkit)	Staff	No current obstacles
Complete series of five webinars on Transitioning from IMAST	July 2014  <b>Completed</b>	Office of Special Education and Office of Student Assessment lead staff	Webinars available on IDOE/Special Education website	Staff Expertise of IEP Resource Center and PATINS	No current obstacles
Develop and provide informational materials to parents on NCSC alternate assessment	September 2014  <b>Completed</b>	Office of Special Education and Office of Student Assessment lead staff	FAQ for parents regarding NCSC alternate assessment	Staff NCSC expertise Project SUCCESS expertise	No current obstacles

**Key Component #2**

Monitoring of implementation of new academic standards for students with disabilities

Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles
Desktop and onsite monitoring of implementation of new academic standards for students with disabilities implementation through Title consolidated monitoring	September 2014 – May 2015  <b>Completed</b>	IDOE LEAs	Monitoring reports	IDOE Grants Management staff	No current obstacles

**Indiana ESEA Flexibility High Quality Plan**

**1.B – Transition to College-and Career-Ready Standards – State will adopt English language proficiency standards that correspond to the State’s college-and-career standards and that reflect the academic language skills necessary to access and meet new college-and career- ready standards**

**Key Components**

1. Analysis and adoption of college and career ready English language development (ELD) standards
2. Technical assistance and professional development for implementation of the WIDA ELD standards
3. Monitoring of implementation of WIDA ELD Standards

**Key Component #1**

Analysis and adoption of college and career ready English language development (ELD) standards

Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles
Partnership with INTESOL EL Leadership group and Great Lakes Comprehensive Center to deliver white paper proposal to adopt WIDA ELD standards	8/2012-11/2012 <b>Completed</b>	INTESOL EL Leadership; GLCC; IDOE	White Paper	INTESOL Leadership members’ expertise	No current obstacles

External Work Group, Internal Work Groups, and External Advisory Group reviewed WIDA standards and alignment from previous Indiana English language proficiency standards	7/2013-8/2013 <b>Completed</b>	Office of English Learning and Migrant Education	Work group sign in sheets and standards report	Stipends for participants	No current obstacles
Internal Work Group met to review the work done by the other groups and provide opinion on next steps; Internal work group agreed the standards should be posted for public comment in their current form	8/2013 <b>Completed</b>	Office of English Learning and Migrant Education  College and Career Readiness  Office of Student Assessment	Sign in sheets, report, public comment plan	IDOE technology team	No current obstacles
WIDA ELD Standards posted for public comment	8/2013 <b>Completed</b>	Office of English Learning and Migrant Education	Public comment	IDOE technology team	No current obstacles
Internal Work Group and Advisory Group analyze and discuss public comment to determine next steps for adoption	9/2013 <b>Completed</b>	Office of English Learning and Migrant Education	Comments and notes from work group meeting and report	No additional resources needed	No current obstacles

Adopted WIDA ELD Standards based upon alignment study and work group recommendations	11/2013 Completed	Office of English Learning and Migrant Education	WIDA license agreement	IDOE legal team	HEA 1427 language prohibited Indiana from joining a consortium.  An official Attorney General opinion was provided, that allowed movement forward.
Formal memo and announcement was released to Superintendents, Title III Directors, and other stakeholders concerning the adoption via DOE Dialogue, Learning Connection, and the ELME website.	12/2013 Completed	Office of English Learning and Migrant Education	Formal memo and announcement	No additional resources needed	No current obstacles
LEAs will implement WIDA standards	Fall 2014 – 6/2018	LEAs	Monitoring reports	WIDA website, IDOE website, and implementation materials	No current obstacles
Standards alignment study	Fall 2014 Completed	IDOE	Alignment study	Alignment study exemplars	No current obstacles

**Key Component #2**

Technical assistance and professional development for the implementation of the WIDA ELD standards

Key Milestones and activities	Timeframe	Party Responsible	Evidence	Resources	Significant obstacles
Solicit input from INTESOL EL Leadership team regarding WIDA ELD, ACCESS, and data analysis professional development rollout	10/30/13-6/2018	IDOE INTESOL EL Leadership Team	Meeting agendas	INTESOL member expertise	No current obstacles
WIDA training for INTESOL EL Leadership Group	2/28/2014 Completed	WIDA Consortium- Jesse Markow	Meeting agenda, sign in sheet	\$5,000 for 100 district leaders, coaches, principals, university professionals	No current obstacles
Technical assistance documents released: WIDA Implementation Guide, Resource Guide, and correlated lessons with Indiana Academic Standards 2014	3/2014-6/2014 Completed	IDOE	Implementation guide, resource guide, and correlated lessons	IDOE Standards implementation team	No current obstacles
Review, revise, and supplement technical assistance resources	6/2014-6/2018	IDOE	Resource guides, etc.	IDOE Standards implementation team	No current obstacles

Summer 2014 WIDA Standards Training Workshops for over 800 attendees	6/2014-7/2014 <b>Completed</b>	IDOE	Training materials, sign in sheets	\$55,000 for WIDA Starter Packs for over 800 attendees	No current obstacles
WIDA Supplemental Professional Development Grant	6/2014-7/2014 <b>Completed</b>	IDOE	Supplemental grant release memo	\$200,000 for LEA implementation and planning for WIDA ELD standards	No current obstacles
In-depth WIDA ELD trainings	8/2014-6/2018	WIDA Consortium	Training materials and sign in sheets	Included in WIDA contract	No current obstacles
Survey for LEAs for further professional development needs	12/2014 - 6/2018	IDOE	Survey and survey results	IDOE technology team	No current obstacles
<b>Key Component #3</b>					
Monitoring of implementation of WIDA ELD Standards					
Key Milestones and activities	Detailed Timeline	Party Responsible	Evidence	Resources	No current obstacles
Request LEA plans for WIDA implementation through Title III and state NESP grants <b>to analyze and plan additional support</b>	8/2014-6/2018	IDOE LEAs	Title III application example	IDOE technology team	No current obstacles
Onsite monitoring of WIDA implementation through Title consolidated onsite visits	9/2014-6/2018	IDOE LEAs	Onsite monitoring reports	IDOE Grants Management staff	No current obstacles

Analyze percentage of LEA staff trained on WIDA ELD standards through data collection to analyze and plan additional support	11/2014-6/2018	IDOE LEAs	Data collection reports	IDOE Data staff	No current obstacles
Survey LEAs and alter technical assistance, further state or WIDA led professional development	8/2014-6/2018	IDOE LEAs WIDA Consortium	Survey results	IDOE technology team	No current obstacles

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**Indiana ESEA Flexibility High Quality Plan-Special Education**

**1.B – Transition to College-and Career-Ready Standards: Technical Assistance to ensure transition to new standards for students with disabilities**

**Key Components**

- 3. Technical assistance and professional development for implementation of new standards for students with disabilities
- 4. Monitoring of implementation of new standards for students with disabilities

**Key Component #1**

Technical assistance and professional development for the implementation of standards for students with disabilities

Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles
Project SUCCESS regional trainings to LEA personnel on instruction based on new academic standards and assessments using National Center and State Collaborative resources	Summer 2014  Completed	Project SUCCESS Office of Special Education	Training agendas, materials, and attendance sheets	Project SUCCESS expertise Office of Student Assessment	No current obstacles
Launch survey to identify specific and meaningful resources for general and special education teachers	July 2014  Completed	IDOE Policy and Research staff with assistance from Office of Special Education	Survey instrument and results	Staff	No current obstacles
Development of key resource documents for teachers based on needs assessment survey	August and September 2014  Completed	Office of Special Education staff lead with assistance from other IDOE offices and TA resource centers	Notes from planning and development meetings Resource documents	Staff Expertise from TA resource centers	No current obstacles

Development of informational document for parents of students with disabilities explaining new academic standards and what it means for students with disabilities	7/1/2014 through 9/1/2014  Completed	Office of Special Education staff lead with assistance from IN*SOURCE	Notes from planning and development meetings Resource document(s)	Staff Expertise from IN*SOURCERCE	No current obstacles
Conduct presentation in <del>each of</del> the ten regional professional development sessions	August and September 2014  Completed	Office of Special Education staff lead with assistance from special education cooperative staff and TA resource centers	Presentation agenda Presentation materials	Staff	No current obstacles
Review and, if necessary, revise guidance documents (Statewide Assessment Resource Guide and Toolkit)	Summer 2014  Completed	Office of Special Education and Office of Student Assessment lead staff	Revised/final Statewide Assessment Resource Guide and Toolkit)	Staff	No current obstacles
Complete series of five webinars on Transitioning from IMAST	July 2014  Completed	Office of Special Education and Office of Student Assessment lead staff	Webinars available on IDOE/Special Education website	Staff Expertise of IEP Resource Center and PATINS	No current obstacles
Develop and provide informational materials to parents on NCSC alternate assessment	September 2014  Completed	Office of Special Education and Office of Student Assessment lead staff	FAQ for parents regarding NCSC alternate assessment	Staff NCSC expertise Project SUCCESS expertise	No current obstacles

**Key Component #2**

Monitoring of implementation of new academic standards for students with disabilities

Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles
Desktop and onsite monitoring of implementation of new academic standards for students with disabilities implementation through Title consolidated monitoring	September 2014 – May 2015  Completed	IDOE LEAs	Monitoring reports	IDOE Grants Management staff	No current obstacles

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**Indiana ESEA Flexibility High Quality Plan**

**1.B – Transition to College-and Career-Ready Standards – Create a migrant resource center**

**Key Components**

1. Ensure 100% of all migrant students are identified and served while in Indiana through the creation migrant resource centers and the employment of full-time Identification and Recruitment Field Specialists

2. Collaborate with stakeholders, community members, and school districts to meet the unique needs of migrant students

3. Collect and analyze data through the MIDAS database

**Key Component #1**

Ensure 100% of all migrant students are identified and served while in Indiana through the creation migrant resource centers and the employment of full-time Identification and Recruitment Field Specialists

Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles
Discuss non-RFP model for migrant including status update on Title I, Part C funds and surplus	6/2013-7/2013 <b>Completed</b>	Office of English Learning and Migrant Education	Meeting notes	2.5 million-Surplus 5.5 million-Allocation	No current obstacles
Complete Migrant Regional Center (MRC) proposal and present to 7 potential locations	7/2013-8/2013 <b>Completed</b>	Office of English Learning and Migrant Education	Proposals	No additional resources needed	No current obstacles

Meet with IDOE HR to discuss, post, and hire 8 full-time Identification and Recruitment Field Specialist (ID&R) positions	7/2013-8/2013 Completed	Office of English Learning and Migrant Education	ID&R job descriptions and Knowledge Services documentation	\$750,000	No current obstacles
Release and review MRC grants to ensure alignment with mission and vision and finalize Regional Center participation for 2013-2014 school year	8/2013-10/2013 Completed	Office of English Learning and Migrant Education	Grants	\$3,000,000	No current obstacles
Migrant Regional Center Kick-off event to provide professional development to newly hired team members and school districts	10/2013 Completed	Office of English Learning and Migrant Education	Meeting agenda and materials	No current resources needed	No current obstacles

<p>Create high quality materials via Migrant website to raise awareness of the newly restructured program (Recruiter bio, Directory, Regional map, Asset map, Migrant Guidebook)</p>	<p>11/2013-1/2014 <b>Completed</b></p>	<p>Office of English Learning and Migrant Education</p>	<p>Material samples</p>	<p>\$5,000</p>	<p>No current obstacles</p>
<p>Provide technical assistance and support to MRC directors and staff member via conference calls, monitoring visits, webinars, and in person events)</p>	<p>1/2014-6/2018</p>	<p>Office of English Learning and Migrant Education</p>	<p>Monitoring reports</p>	<p>No additional resources needed</p>	<p>No current obstacles</p>
<p><b>Key Component #2</b></p> <p>Collaborate with stakeholders, community members, and school districts to meet the unique needs of migrant students</p>					
<p>Key milestones and activities</p>	<p>Timeframe</p>	<p>Party responsible</p>	<p>Evidence</p>	<p>Resources</p>	<p>Significant obstacles</p>

Organize, plan, and execute PAC meetings around the state to ensure parents have the opportunity to provide feedback about the program (State has at least 3 each year, which smaller events held regionally)	7/2013-6/2018	Office of English Learning and Migrant Education	Meeting agendas	\$5,000	No current obstacles
Collaborate with other SEAs to provide professional development and training to recruiters and migrant education staff members (Pennsylvania, Tennessee)	9/2013, 3/2014 Completed	Office of English Learning and Migrant Education	Materials and travel documentation	\$10,000	No current obstacles

Collaborate with migrant specific experts through consulting with META and attending national migrant conferences	7/2013-6/2018	Office of English Learning and Migrant Education	Meeting agendas	\$200,000	No current obstacles
Provide monthly publication to the field via current events and initiatives in the program (Migrant Musings Newsletter, Learning Connection Updates)	12/2013-6/2018	Office of English learning and Migrant Education	Monthly publications	No additional resources needed	No current obstacles
Provide, plan, and facilitate professional development meetings and opportunities from the SEA to a wide range of stakeholders (contracted services, internal experts)	10/2013-6/2018	Office of English Learning and Migrant Education	Materials and agendas	Fees through contracted consultant company META	No current obstacles
<b>Key Component #3</b>					
Collect and analyze data through the MIDAS database					

Key Milestones and activities	Detailed Timeline	Party Responsible	Evidence	Resources	Significant obstacles
Create new state level migrant database to ensure proper data is collected and reported	1/2014 Completed	Office of English Learning and Migrant Education	<a href="https://midas.doe.in.gov/">https://midas.doe.in.gov/</a>	MIDAS technology team	No current obstacles
Analyze data on a weekly basis to make decisions that drive the instruction and opportunities provided to migrant students	2/2014-6/2018	Office of English Learning and Migrant Education	Data reports	MIDAS technology team	No current obstacles

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## Indiana ESEA Flexibility High-Quality Plan for Assessments: ISTEP+ for Grades 3-8 and End of Course Assessments

### 1.C Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth

Indiana will ensure implementation of a high-quality plan that details the steps IDOE will take to administer in the 2014-2015 school year high-quality assessments, as defined in the USED ESEA Flexibility document.

#### Key Components

1. The process and timeline for development of test blueprints and item specifications
2. The review and selection of items for inclusion in the assessments
3. Scaling and scoring procedures to be used
4. Test administration procedures, including selection and use of appropriate accommodations
5. Data analyses proposed to document validity and reliability of the assessments
6. An independent evaluation of alignment of the assessments with the State's college- and career-ready standards
7. The process and timeline for setting college- and career-ready achievement standards and the method and timeline to validate those achievement standards
8. Meaningful report formats to communicate results to students, parents, and educators
9. Next steps in terms of 2015-16 assessment

#### Key Component #1

The process and timeline for development of test blueprints and item specifications

Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles
The fully operational assessments based on college- and career- ready standards are being designed in partnership with Indiana's vendors, CTB/McGraw-Hill (CTB) and Questar Assessment, Incorporated (QAI). During meetings facilitated by CTB for ISTEP+ and QAI for ECAs, Assessment Content Specialists from the Indiana Department of Education (IDOE) work alongside Indiana educators to establish item specifications and clarifications. The work on item specifications and standards prioritization is assisting the IDOE in deriving the test blueprints.	ISTEP+: May/June 2014 ECAs: August 2014 <b>COMPLETE</b>	Office of Student Assessment; CTB/McGraw-Hill; Questar Assessment	Meeting invitations and secure specification documents	Office of Student Assessment Subject Matter Experts	No current obstacles
Depth of Knowledge (DOK) is assigned to each standard, reflecting the complexity of the standard, rather than the difficulty. In addition, each standard is assigned a "weight" in order to determine prioritization. An	ISTEP+: May/June 2014 ECAs: August 2014 <b>COMPLETE</b>	Office of Student Assessment; CTB/McGraw-Hill; Questar Assessment	Meeting invitations and secure specification documents	Office of Student Assessment Subject Matter Experts	No current obstacles

assignment of “3” represents essential content and skills that students must know and be able to do in order to be successful at the next level of learning—whether that is for the next grade level or course, or for the next topic within the content domain. An assignment of “2” represents important content and skills that students must learn; an assignment of “1” represents introductory content that students must be familiar with; and an assignment of “0” represents content and skills that are best assessed in the classroom.					
Educators are also assigning item formats to each standard. Item formats include the following: multiple-choice, gridded-response, constructed-response, extended-response, a writing prompt and technology-enhanced items. In addition, educators are developing specifications and limits in order to clarify the intention of each standard, to describe appropriate ways in which to assess each standard, to identify appropriate language and vocabulary, to establish any content limits, and to provide examples of appropriate content and contexts.	ISTEP+: May/June 2014 ECAs: August 2014 <b>COMPLETE</b>	Office of Student Assessment; CTB/McGraw-Hill; Questar Assessment	Meeting invitations and secure specification documents	Office of Student Assessment Subject Matter Experts	No current obstacles
During meetings facilitated by CTB and QAI, Assessment Content Specialists from the IDOE work alongside Indiana educators to analyze and identify appropriate college- and career-ready reading passages. Both single- and paired-passages are selected for the item development phase of test design.	ISTEP+: Early June 2014 ECAs: September 2014 <b>COMPLETE</b>	Office of Student Assessment; CTB/McGraw-Hill; Questar Assessment	Meeting invitations and secure passage selection documents	Office of Student Assessment Subject Matter Expert	No current obstacles
Professional item writers will create items specifically aligned to Indiana’s college- and career-ready 2014 Indiana Academic Standards based on the specifications and limits identified by Indiana educators. Items will meet all interoperability requirements.	ISTEP+: June/July 2014 ECAs: September/ October 2014 <b>COMPLETE</b>	CTB/McGraw-Hill; Questar Assessment	Secure items provided for IDOE review	Office of Student Assessment Subject Matter Experts	No current obstacles

**Key Component #2**

The review and selection of items for inclusion in the assessments (including through piloting)

Key milestones and activities	Timeframe	Party responsible	Evidence	Resources	Significant obstacles
Educators and other stakeholders from across the state will attend Content Review Meetings and Bias/Sensitivity Review Meetings. Participants will verify that each item is: 1) aligned to a college- and career- ready Indiana Academic Standard; 2) accurate and appropriate for grade level and difficulty range; 3) clearly stated and unambiguous; 4) appropriate for the assigned DOK; and 5) free of bias or content that is sensitive to one or more population subgroups.	ISTEP+: Early August 2014 ECAs: November 2014 <b>COMPLETE</b>	Office of Student Assessment; CTB/McGraw-Hill; Questar Assessment	Meeting invitations and secure specification documents	Office of Student Assessment Subject Matter Experts	No current obstacles
Indiana will pilot new items during the Early Winter ECA retest administration to obtain preliminary statistics that will assist in item selection for administration of the Spring 2015 ECAs.	ECAs: December 2014 – January 2015 <b>COMPLETE</b>	Office of Student Assessment; Questar Assessment	Secure test forms	Office of Student Assessment staff; Questar Assessment staff	Technology availability in schools
CTB and IDOE Assessment Content Specialists will work to select items and build test forms. Also, ancillary documents will be created and published, including Examiner's Manuals, Practice Tests, and reference sheets.	ISTEP+: Fall 2014 ECAs: Late January/ early February 2015 <b>COMPLETE</b>	Office of Student Assessment; CTB/McGraw-Hill; Questar Assessment	Secure test maps and forms	Office of Student Assessment Subject Matter Experts	No current obstacles
Beginning in late summer and extending throughout the fall, the IDOE will provide professional development designed to assist teachers in understanding how the new English/Language Arts and Mathematics standards will be assessed on ISTEP+. Teacher training will focus on a variety of topics, including how to use the <i>Instructional and Assessment Guidance</i> released in August to prioritize content standards, as well as how to plan classroom assessment activities that encompass the full Depth of Knowledge (DOK) range.	ISTEP+: Late Summer/ Fall 2014 <b>COMPLETE</b>	Office of Student Assessment	Professional development materials	Office of Student Assessment staff	No current obstacles
Providing assessment-related resources is essential to ensuring teacher and student preparedness for the ISTEP+ assessment based on new English/Language Arts and Mathematics college-and-career ready	ISTEP+: September 2014 – June 2015 <b>Ongoing</b>	Office of Student Assessment; CTB/McGraw-Hill	Practice materials, sample items, formative assessments	Office of Student Assessment staff	No current obstacles

<p>Indiana Academic Standards.</p> <ul style="list-style-type: none"> <li>• In September, the IDOE will share sample applied skills items for classroom use. These sample items and their accompanying rubrics will provide an opportunity for teachers and students to interact with more rigorous open-ended items.</li> <li>• In October, the IDOE will make available a set of technology-enhanced items also for classroom use. These items will be hosted by CTB in an <i>Experience College-and-Career Ready Assessment</i> environment. Students will engage with each of the technology-enhanced item types that will be part of the Spring 2015 ISTEP+ assessment. The answer key will enable teachers to help students make timely adjustments in their learning.</li> <li>• During the 2014-15 school year, the Acuity English/Language Arts and Mathematics diagnostic/formative assessments for students in grades 3-8 will focus exclusively on the new standards in order to monitor student progress and provide teachers with meaningful feedback regarding student learning.</li> </ul>					
<p>In terms of piloting the new test items, the Spring 2015 ISTEP+ assessment will follow an operationalized field test design. Other states, such as Maryland and Colorado, have adopted this psychometric method of test design for which CTB has extensive experience. In Maryland, for example, all operationalized field test items have been included in the Maryland School</p>	<p>ISTEP+: Spring 2015 Ongoing</p>	<p>Office of Student Assessment; CTB/McGraw-Hill</p>	<p>Secure test forms</p>	<p>Office of Student Assessment staff; CTB/McGraw-Hill staff</p>	<p>Technology availability in schools</p>

Assessment (MSA), and in the Colorado Transitional Assessment Program (TCAP), about 25% of the forms include operationalized items. For the ISTEP+ 2015 test design, IDOE and CTB will carefully consider students' testing time, the number of test forms, and required number of items per form for score reporting and standard setting.					
The Spring 2015 ISTEP+ test forms will include field test items only. IDOE Content experts, CTB Content experts, and CTB Research will analyze students' performance on these items to carefully select the operational items by considering the statistical and psychometric quality of the items and the 2015 test blueprints, based on the new college- and career-ready Indiana Academic Standards which were adopted in April 2014.	Spring 2015 Ongoing	Office of Student Assessment; CTB/McGraw-Hill	Secure test forms	Office of Student Assessment staff; CTB/McGraw-Hill staff	Technology availability in schools
The Spring 2015 ISTEP+ field test items include new types of items that will be thoroughly reviewed and considered. Additional items of each type will be included on the Spring 2015 ISTEP+ assessment to ensure plenty of quality items are available. All field test items will be meticulously checked by IDOE Content experts and CTB Content experts during a comprehensive item review process to ensure quality of new item types.	Spring 2015 Ongoing	Office of Student Assessment; CTB/McGraw-Hill	Secure test forms	Office of Student Assessment staff; CTB/McGraw-Hill staff	Technology availability in schools
Beginning in late fall and extending through January, the IDOE will provide professional development designed to assist teachers in understanding how the new English/Language Arts and Mathematics standards will be assessed on the ECAs. Teacher training will focus on providing <i>Opportunity to Learn</i> for students and on ensuring that practitioners understand the need to update current ECAs. Additionally, the professional development will include specifics on how to plan classroom assessment activities that encompass the full Depth of Knowledge (DOK) range.	ECAs: November 2014 – March 2015 COMPLETE	Office of Student Assessment; Questar Assessment	Practice materials, sample items, formative assessments	Office of Student Assessment staff	No current obstacles

<p>Providing assessment-related resources is also essential to ensuring teacher and student preparedness for the ECA assessments based on new English/Language Arts and Mathematics college-and-career ready Indiana Academic Standards.</p> <ul style="list-style-type: none"> <li>• In December, the IDOE will share sample applied skills items for classroom use. These sample items and their accompanying rubrics will provide an opportunity for teachers and students to interact with more rigorous open-ended items.</li> <li>• In January, the IDOE will make available a set of technology-enhanced items for classroom use, as student engagement with these new item types is essential.</li> <li>• The IDOE is currently working with the Acuity vendor, CTB, regarding the potential to add college- and career-ready content experiences into the existing Acuity Algebra I and Acuity English 10 programs to support teaching and learning.</li> </ul>					
<p>As the ECAs serve as Indiana's Graduation Qualifying Examination (GQE), the transition includes curricular and instructional alignment, with a focus on the legal and policy issues regarding a diploma as a property right. The IDOE is working with QAI to supplement existing ECAs with one or more sessions to expand the content of test items, enabling Indiana to assess the full range of the college- and career-ready Indiana Academic Standards in the spring of 2015 as required by Indiana's ESEA Flexibility Waiver. Indiana will pilot new items during the</p>	<p>ECAs: Early Winter 2014-15; Spring 2015 Ongoing</p>	<p>Office of Student Assessment; Questar Assessment</p>	<p>Secure test forms</p>	<p>Office of Student Assessment staff; Questar Assessment staff</p>	<p>Technology availability in schools;  Clear communication regarding the Algebra I and English 10 End of Course Assessments as the graduation examination and as accountability</p>

<p>Early Winter ECA retest administration to obtain preliminary statistics that will assist in item selection for administration of the Spring 2015 ECAs.</p> <p>Student performance on the ECAs will be measured in two ways beginning in the spring of 2015:</p> <ol style="list-style-type: none"> <li>1) Student performance on ECA items aligned to Indiana's new college- and career-ready standards will be used to calculate accountability.</li> <li>2) Student performance on the "current ECA content" that comprises Indiana's Graduation Qualifying Examination (GQE) will determine whether the student has met the graduation examination requirement.</li> </ol> <p>The ECAs will continue to serve as the GQE until a new assessment is developed in 2015-16. A phased-in approach will be utilized when Indiana implements a new GQE in order to provide students with sufficient notice regarding their graduation examination requirement.</p>					assessments
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**Key Component #3**

Scaling and scoring procedures to be used

Key Milestones and activities	Detailed Timeline	Party Responsible	Evidence	Resources	Significant obstacles
<p>Item Response Theory (IRT) refers to the theory underlying a family of statistical models. The statistical model analyzes the data obtained from test questions, or items. For the ISTEP+ test, two models will be used. The three-parameter logistic (3PL) and two-parameter partial-credit (2PPC) Item Response Theory (IRT) models will be applied to scaling ISTEP+ items. The 3PL model will be used for multiple-choice (MC) items, and 2PPC model will be used for the open-ended items, such as constructed-response items.</p>	Summer 2015	CTB/McGraw-Hill	Scaling and scoring procedures in Technical Report	Office of Student Assessment staff	No current obstacles

<p>gridded-response items, and technology-enhanced items. The two models will be used in combination with test data to characterize items and generate student scale scores. Both models use the data to determine how difficult each item is and how well each item distinguishes students who do and do not have the skill being tested by the item. The 3PL model also describes the degree to which students can guess the correct answer to each item.</p>					
<p>The ISTEP+ assessment design will meet two primary needs for scaling multiple forms of tests across grades on a common scale via vertical linking. Vertical scaling, which is one type of linking, is a process of placing scores from two or more tests on the same score scale when those tests differ in difficulty and content but are similar in the constructs measured. Vertical linking will be accomplished using the common item design across grades. Through vertical linking, a common scale will be set up across grades 3 to 8.</p>	<p>Summer 2015</p>	<p>CTB/McGraw-Hill</p>	<p>Scaling and scoring procedures in Technical Report</p>	<p>Office of Student Assessment staff</p>	<p>No current obstacles</p>
<p>The 3PL model will be used to score the ECAs, and students' scores on both ISTEP+ and ECAs will be estimated using the pattern scoring method based on IRT. IRT pattern scoring incorporates item information, such as how difficult an item is for students to formulate a correct response. In contrast, raw scoring or number-correct scoring simply notes whether the student answered the item correctly. With pattern scoring, students who have the same number correct scores can have different scale scores.</p>	<p>Summer 2015</p>	<p>CTB/McGraw-Hill; Questar Assessment</p>	<p>Scaling and scoring procedures in Technical Report</p>	<p>Office of Student Assessment staff</p>	<p>No current obstacles</p>

**Key Component #4**  
 Test administration procedures, including selection and use of appropriate accommodations

Key Milestones and activities	Detailed Timeline	Party Responsible	Evidence	Resources	Significant obstacles
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<p>Indiana schools will administer ISTEP+ and ECAs based on college- and career-ready standards. Item types will include writing prompts, constructed-response, extended-response, multiple-choice, gridded-response, and technology-enhanced.</p>	<p>Spring 2015 Ongoing</p>	<p>Office of Student Assessment; Office of Special Education; CTB/McGraw-Hill; Questar Assessment</p>	<p>Test materials, examiner's manuals, test coordinator manual, WebEx trainings</p>	<p>Office of Student Assessment Staff; Office of Special Education Staff</p>	<p>No current obstacles</p>
<p>In an effort to ensure fidelity of the administration and to build staff confidence, the IDOE will provide detailed directions for the assessment. Policies and procedures will be communicated via WebEx presentations, Question and Answer sessions, and written materials. The Test Coordinator's Manual will provide guidance to district- and school-level staff responsible for the administration of the assessment. The Examiner's Manual will contain session-specific directions, as well as appropriate practices before, during, and after testing. Test Coordinators, Examiners and Proctors will be required to attend assessment-related training.</p>	<p>Spring 2015 Ongoing</p>	<p>Office of Student Assessment; CTB/McGraw-Hill; Questar Assessment</p>	<p>Test materials, examiner's manuals, test coordinator manual</p>	<p>Office of Student Assessment Staff</p>	<p>No current obstacles</p>
<p>The Office of Student Assessment will collaborate with the Office of Special Education and the Office of English Learning and Migrant Education to identify, clarify, and disseminate guidance regarding appropriate and acceptable accommodations for Students with Disabilities and English Learners. An appendix in the Indiana Assessment Program Manual will be dedicated to providing guidance in order to maximize student access to the assessment. Accommodations policies and procedures will be communicated via WebEx presentations, Question and Answer sessions, and written materials.</p>	<p>July 2014 – February 2014 COMPLETE</p>	<p>Office of Student Assessment; Office of Special Education</p>	<p>Test materials, examiner's manuals, test coordinator manual, WebEx trainings</p>	<p>Office of Student Assessment Staff; Office of Special Education Staff</p>	<p>No current obstacles</p>
<p>Test security will be taken seriously, and as part of the Indiana Code of Ethical Practices, any staff member who will be associated with test administration will be required to attend test security training and sign the <i>Testing Integrity and Security Agreement</i>. Indiana will implement a</p>	<p>August 2014 – June 2015 Ongoing</p>	<p>Office of Student Assessment</p>	<p>WebEx trainings, Indiana Assessment Program Manual</p>	<p>Testing issues and irregularities report forms</p>	<p>No current obstacles</p>

<p>formal process for schools and districts to report testing issues and irregularities.</p>					
<p>The IDOE will clearly delineate roles of staff with regard to assessments, including the following: Superintendent</p> <ul style="list-style-type: none"> <li>● Oversees educational program, including assessments</li> <li>● Ensures development of a <i>test security policy</i> for the corporation and each individual school</li> <li>● Implements ethical testing practices and procedures</li> <li>● Designates Corporation Test Coordinator (CTC) and School Test Coordinator(s) (STC)</li> </ul>	<p>August 2014 – June 2015 Ongoing</p>	<p>Office of Student Assessment</p>	<p>WebEx trainings, Indiana Assessment Program Manual</p>	<p>Roles and responsibilities document</p>	<p>No current obstacles</p>
<p>Corporation Test Coordinator (District-level)</p> <ul style="list-style-type: none"> <li>● Provides direct oversight of assessment processes</li> <li>● Disseminates guidance related to assessment programs</li> <li>● Develops, communicates and implements procedures, protocols and training relative to test security, test access and accommodations, custody of secure materials, and ethical testing practices</li> <li>● Serves as point-of-contact for the community (i.e., parents and media) related to assessment programs</li> <li>● Maintains documentation of all test-related training at the corporation level, including training for School Test Coordinators</li> <li>● Communicates expectations and procedures for reporting unethical behavior</li> </ul>	<p>August 2014 – June 2015 Ongoing</p>	<p>Office of Student Assessment</p>	<p>WebEx trainings, Indiana Assessment Program Manual</p>	<p>Roles and responsibilities document</p>	<p>No current obstacles</p>

<ul style="list-style-type: none"> <li>Ensures accurate and timely reporting of results</li> <li>Facilitates communication between the corporation and the IDOE</li> </ul>					
<b>Examiner/Proctor</b> <ul style="list-style-type: none"> <li>Attends required corporation and/or school assessment training</li> <li>Reviews all examiner protocols and materials and administers assessments per examiner’s manual instructions</li> <li>Communicates to STC any testing irregularities or security concerns</li> <li>Ensures implementation of ethical testing practices at all times</li> <li>Monitors students throughout test sessions</li> <li>Implements appropriately assessment accommodations, per the student’s IEP, ILP, Section 504 Plan or Service Plan</li> <li>Reports any unethical practices or behavior before, during, and after testing</li> </ul>	August 2014 – June 2015 <b>Ongoing</b>	Office of Student Assessment	WebEx trainings, Indiana Assessment Program Manual	Roles and responsibilities document	No current obstacles

**Key Component #5**  
 Data analyses proposed to document validity and reliability of the assessments

Key Milestones and activities	Detailed Timeline	Party Responsible	Evidence	Resources	Significant obstacles
<b>Reliability</b> The <i>Standards for Educational and Psychological Testing</i> (AERA, APA & NCME, 1999) refer to reliability as the “consistency of [a measure] when the testing procedure is repeated on a population of individuals or groups.” A reliable assessment is one that would produce stable scores if the same group of students were to take the same test repeatedly without any fatigue or memory of the test. As detailed below,	Summer 2015	CTB/McGraw-Hill; Questar Assessment	Validity and reliability components in Technical Report	Office of Student Assessment staff (time to review validity and reliability statements/ arguments)	No current obstacles

<p>the reliability of the ISTEP+ assessment will be estimated in four ways:</p> <ul style="list-style-type: none"> <li>• Internal consistency is assessed using Cronbach’s alpha;</li> <li>• Conditional standard error of measurement (CSEM), as the reciprocal of the square root of the test information function, is assessed at each scale score point;</li> <li>• Classification consistency and accuracy are estimated to assess the reliability of achievement level classifications; and</li> <li>• Item Information Function (IIF) is determined for each item.</li> </ul> <p>Cronbach’s alpha, CSEM, classification consistency/accuracy, and IIF provide multiple methods to examine the reliability of the assessments. Cronbach’s alpha operates at the content level and provides estimates of reliability for student scores on a test. CSEM and classification consistency/accuracy provide important information related to the achievement level classifications. IIF provides measurement error information based on the IRT model at the item level.</p>					
<p><b>Validity</b>  <i>The Standards for Educational and Psychological Testing</i> define validity as “The degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests. Validity is, therefore, the most fundamental consideration in developing and evaluating tests.” (AERA, APA, &amp; NCME, 1999, p. 9)  The purpose of test score validation is not to validate the test itself but to validate interpretations of the test scores for particular purposes or uses. Test score validation is not a quantifiable property but is an ongoing process, beginning at initial conceptualization and continuing throughout the entire</p>	<p>Summer 2015</p>	<p>CTB/McGraw-Hill; Questar Assessment</p>	<p>Validity and reliability components in Technical Report</p>	<p>Office of Student Assessment staff (time to review validity and reliability statements/ arguments)</p>	<p>No current obstacles</p>

<p>assessment process. Every aspect of an assessment provides evidence in support of (or as a challenge to) its validity, including design, content specifications, item development, psychometric quality, and inferences made from the results. There are multiple sources of validity evidence, which are summarized below.</p> <p><b>Evidence Based on Test Content.</b> Documentation of the content domain, how the content is sampled and represented, and alignment of items to content standards will be articulated in the Technical Report in the Item and Test Development section. This will illustrate how test specification documents derived from earlier developmental activities, including the optimal test assembly process, guide the final phases of test development to achieve the operational tests. It will also document the participation of Indiana educators in the item and test development process to support the content and design of the ISTEP+ assessment. The knowledge, expertise, and professional judgment offered by Indiana educators will support the content validity of the ISTEP+ test.</p> <p><b>Evidence Based on Response Processes.</b> The Technical Report's Item and Test Development section will describe how items for the ISTEP+ test are carefully developed to measure at specific depths of knowledge so that higher levels of thinking are actually measured by items making such claims.</p> <p><b>Evidence based on internal structure.</b> Differential item functioning (DIF) and unidimensionality will be examined and documented. DIF analyses will be conducted for two grouping factors: gender (male and female) and ethnicity (White and African American). The two kinds of DIF statistics will be Mantel-Haenszel and standardized mean difference (SMD). The</p>					
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unidimensionality (or essential unidimensionality) assumption, which is important to apply the IRT model, is a testable hypothesis that is commonly evaluated through Principal Components Analysis (PCA). This analysis, using the correlation matrix, seeks evidence that a single primary factor, which is the first principal component that accounts for much of the relationship among test items, exists.					
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**Key Component #6**  
An independent evaluation of alignment of the assessments with the State's college- and career-ready standards

Key Milestones and activities	Detailed Timeline	Party Responsible	Evidence	Resources	Significant obstacles
Indiana will contract with independent evaluators to analyze the alignment of ISTEP+ and ECAs with college- and career-ready 2014 Indiana Academic Standards in English/Language Arts and Mathematics.	Summer 2015	Independent third-party	Alignment Report	Indiana Academic Standards	No current obstacles

**Key Component #7**  
The process and timeline for setting college- and career-ready achievement standards and the method and timeline to validate those achievement standards

Key Milestones and activities	Detailed Timeline	Party Responsible	Evidence	Resources	Significant obstacles
Performance Level Descriptors (PLDs) provide information to describe student performance. To help validate college- and career-ready achievement standards, PLDs are developed to describe levels of performance. Educator committees, partnering with the IDOE Assessment Content Specialists, work from the standards and define the skills that typify what students can do at designated levels (e.g., Advanced, Proficient, Novice). PLDs provide additional information/descriptions to show where students are along a continuum of achieving goals in the college- and career- ready achievement standards. A variety of assessment item types can	Summer 2015	Office of Student Assessment; CTB/McGraw-Hill; Questar Assessment	Meeting invitations and secure standard setting materials	Office of Student Assessment Subject Matter Experts	No current obstacles

<p>be used to validate achievement standards as well. From traditional multiple-choice to open-ended responses to technology-enhanced items (e.g., multiple-correct response, select text, drag-and-drop format, equation and expression entry), inferences can be made about student performance based on the evidence received from the test questions. Each item type extracts evidence in unique ways to get a fuller picture of student achievement (a picture of how students are progressing toward mastering college- and career-ready goals/standards).</p> <p>In terms of setting cut scores, Indiana will use the Bookmark Standard Setting procedure in the summer of 2015. Facilitated by CTB and QAI measurement experts, Indiana educators will play an important role in establishing expected student performance at designated levels.</p>					
<p>Students' scores will be tracked longitudinally to validate increasing degree of college- and career-readiness over time.</p>	<p>Spring 2016 and beyond</p>	<p>Office of Student Assessment; test contractor</p>	<p>Longitudinal data regarding college- and career-readiness of students as measured by assessments in subsequent grade levels</p>	<p>N/A</p>	<p>No current obstacles</p>

**Key Component #8**

Meaningful report formats to communicate results to students, parents, and educators

Key Milestones and activities	Detailed Timeline	Party Responsible	Evidence	Resources	Significant obstacles
<p>Indiana will provide data from ISTEP+ and the ECAs in the summer of 2015 to districts, schools, teachers, students and parents in order to document student performance and to inform instruction. One copy of the Individual Student Report will be printed per student and delivered to sites for distribution to students/parents.</p> <p>Online portals will provide individual student results and state, district and school summary reports to educators. An option will be provided for school/district administrators to download a test results file electronically, via the online portal.</p>	<p>Summer 2015</p>	<p>Office of Student Assessment; CTB/McGraw-Hill; Questar Assessment</p>	<p>Feedback regarding utility of assessment results from schools, districts, and parents</p>	<p>Office of Student Assessment staff</p>	<p>No current obstacles</p>

Secure access to the online portal will be provided to all appropriate stakeholders. Access to different report types will be driven by the login level privileges set, such as Administrator, User, and Teacher.					
The IDOE will use the data from ISTEP+ and the ECAs to design specific statewide technical support and professional development for administrators and teachers, and will provide resources for parents based on information gained from the launch of the new college- and career-ready assessments.	Fall 2015	Office of Student Assessment	Professional development materials; parent-based resources	Office of Student Assessment staff	No current obstacles
The ISTEP+ Group Performance Matrix report will be delivered to teachers, showing a year-to-year growth of their students by subject area. The model for this report is based on a vertical scaling approach and comparing Scale Score and Performance level across current and previous year results.	Spring 2015	Office of Student Assessment; CTB/McGraw-Hill	Report copies	Data collection to match teachers with students	No current obstacles

**Key Component #9**

Next steps in terms of 2015-16 assessment

Key Milestones and activities	Detailed Timeline	Party Responsible	Evidence	Resources	Significant obstacles
<p>Indiana will seek one or more vendors to provide high-quality assessments based on Indiana's college- and career-ready Academic Standards for 2015-16 and beyond. Indiana will require assessments that match the depth, breadth, and rigor of Indiana's standards; accurately measure student progress toward college- and career-readiness; and provide valid data to inform teaching and learning. Indiana will require new vendor(s) to clearly delineate the way in which they propose to build future high-quality assessments for the purposes of informing instruction and providing accountability measures.</p> <p>Indiana will utilize valuable resources from CCSSO in designing the request for proposal and in analyzing responses</p>	<p>July 2014 – December 2014 <b>COMPLETE</b></p>	Office of Student Assessment	Meeting agendas	Background on Indiana's current assessment system; information regarding assessments moving forward	No current obstacles

to the RFP, including <i>States' Commitment to High-Quality Assessments Aligned to College- and Career-Readiness and Criteria for Procuring and Evaluating High-Quality Assessments</i> . Indiana will collaborate with CCSSO staff members throughout the procurement and implementation phases to maximize the expertise available to states while transitioning to new assessment vendor(s) as current contracts expire in the summer of 2015.					
In early spring of 2014, Superintendent Ritz appointed members of the State Board of Education to serve on the Assessment Subcommittee. This group is involved in the process of selecting vendor(s) to deliver Indiana's assessments beginning in 2015-16 and beyond. The information below provides details of Indiana's plan moving forward regarding assessments.	July 2014 – November 2014 <b>COMPLETE</b>	Office of Student Assessment	Request for Proposals document	Rubric created to use in analyzing and evaluating responses	No current obstacles
Release Response for Information (RFI) in late May	Deadline for responses: June 6, 2014, 3:00 p.m. Eastern <b>COMPLETE</b>	Office of Student Assessment	Indiana Department of Administration documentation	CCSSO publications, <i>States' Commitment to High-Quality Assessments Aligned to College- and Career-Readiness and Criteria for Procuring and Evaluating High-Quality Assessments</i>	No current obstacles
Presentations from six vendors to further explain RFI responses	Assessment Subcommittee members attended presentations on June 12, 2014. <b>COMPLETE</b>	Office of Student Assessment	Secure RFI responses	List of questions for Assessment Subcommittee members to ask during presentations	No current obstacles
Assessment-related resolution presented to Indiana's Education Roundtable for review and approval	Staff from the Indiana Department of Education and State Board of Education collaborated on decisions that need to be made as new assessments	Office of Student Assessment	Meeting minutes	Resolution	No current obstacles

	are designed and developed for resolution presented on June 23, 2014. <b>COMPLETE</b>				
Assessment-related resolution presented to State Board of Education for review and approval	Meeting scheduled for July 9, 2014 <b>COMPLETE</b>	Office of Student Assessment	Meeting minutes	Resolution	No current obstacles
Release of Response for Proposals (RFP)	Staff from the Indiana Department of Education and State Board of Education will collaborate on the development of this document, and release is expected by late July/early August. <b>COMPLETE</b>	Office of Student Assessment	Indiana Department of Administration documentation	CCSSO publications, <i>States' Commitment to High-Quality Assessments Aligned to College- and Career-Readiness</i> and <i>Criteria for Procuring and Evaluating High-Quality Assessments</i>	No current obstacles
Review/evaluate RFP responses	It is anticipated that RFP responses will be due late summer/early fall. A committee of educators will review the RFP responses. A rubric based on CCSSO's <i>Criteria for Procuring and Evaluating High-Quality Assessments</i> will be used to evaluate the responses.	Office of Student Assessment	Meeting agendas; evaluation forms	Rubric created to use in analyzing and evaluating responses	No current obstacles

	COMPLETE				
Vendor presentations / recommendations to Indiana Department of Administration (IDOA)	Presentations by vendor finalists will occur in the fall of 2014. Recommended vendor(s) will be submitted to IDOA for the next step in Indiana's procurement process. COMPLETE	Office of Student Assessment	Meeting agendas; evaluation forms	Rubric created to use in analyzing and evaluating responses	No current obstacles
IDOA continues procurement process	Additional review of proposals from recommended vendor(s) is conducted by IDOA, applying specific criteria, including Indiana economic impact, in mid-to late-fall. Ongoing; process was delayed	Office of Student Assessment	Indiana Department of Administration documentation	RFP responses	No current obstacles
Vendor selection	Negotiations with selected vendor(s) occurs in late fall. Ongoing; process was delayed	Office of Student Assessment	Indiana Department of Administration documentation	RFP responses and Indiana Department of Administration forms/documents	No current obstacles
Contract award(s)	One or more vendors are awarded a contract to	Office of Student Assessment	Indiana Department of Administration documentation	RFP responses and any additional addendums from vendor(s)	No current obstacles

	deliver Indiana's assessments for 2015-16 and beyond, based on negotiated contract length. Award(s) are anticipated in late fall. Ongoing; process was delayed				
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**Indiana ESEA Flexibility High Quality Plan**

**1.C – Alternate Assessment**

**Key Components**

1. Develop and administer no later than the 2014-15 school year, alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent and aligned with State's college- and career-ready standards

Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles
Community of Practice (CoP)	6/2011 – 4/2013	NCSC staff, Office of Student Assessment and Office of Special Education	NCSC-Newsletter-Volume-1 (Alternate Assessment 1)	Staff	No current obstacles

<p>Subject matter experts worked with NCSC staff on Design patterns, Task templates, Curriculum/Instruction/PD design and pilot; Technology architecture design.</p>	<p>9/2011 - 3/2014</p>	<p>NCSC staff and IDOE state leads</p>	<p>The information is secure and is posted on the NCSC shared drive. <a href="http://www.ncscpartners.org/resources">http://www.ncscpartners.org/resources</a></p>	<p>Staff</p>	<p>No current obstacles</p>
<p>New Indiana Resource Network is created - Project SUCCESS. It supports teachers and administrators in the design and implementation of Indiana Academic Standards in curriculum and instruction for students with significant cognitive disabilities. This includes providing critical background information and access to instructional and resource materials developed by NCSC.</p>	<p>4/2013 - ongoing</p>	<p>Office of Special Education</p>	<p>Project Success website and resources (<a href="http://projectsuccessindiana.com/">http://projectsuccessindiana.com/</a>)</p>	<p>Staff and funding</p>	<p>No current obstacles</p>

State leads worked on item specifications/item development/item reviews, Draft grade level Performance Level Descriptors (PLDs).	2/2012-8/2013	NCSC staff, Office of Student Assessment and Office of Special Education	The information is secure and is posted on the NCSC shared drive. <a href="http://www.ncscpartners.org/resources">http://www.ncscpartners.org/resources</a>	Staff	No current obstacles
Project SUCCESS Summer Regional Trainings.	6/2013 – 8/2013	Project Success staff and Office of Student Assessment and Office of Special Education	Agenda and application (Alternate Assessment 2 & 3)	Staff and funding	No current obstacles
Pilot Phase 1: 221 teachers volunteered and assessed 717 students.	4/2014 – 5/2015	NCSC and Office of Student Assessment	List (Alternate Assessment 4)	Staff	No current obstacles

Project SUCCESS Regional Training Sessions.	6/2014 – 7/2014	Project Success staff and Office of Student Assessment and Office of Special Education	<a href="http://projectsuccessindiana.com/content/index.php?option=com_content&amp;view=article&amp;id=57:summer-training-june-5-decatur&amp;catid=21:events&amp;Itemid=484">http://projectsuccessindiana.com/content/index.php?option=com_content&amp;view=article&amp;id=57:summer-training-june-5-decatur&amp;catid=21:events&amp;Itemid=484</a>	Staff and funding	No current obstacles
National sample, generate item statistics Finalize blueprints, revise items, assemble forms	6/2014 – 10/2014	NCSC and Office of Student Assessment	The information is secure and is posted on the NCSC shared drive.	Staff	No current obstacles
Pilot Phase 2: Representative Sample	10/2014 – 11/2014	NCSC and Office of Student Assessment	TBD	Staff	No current obstacles
Online trainings for operational assessment	Fall 2014- Winter 2015	NCSC staff, Office of Student Assessment	Online training (currently under development)	Staff	No current obstacles

Operational Alternate Assessment for Spring 2015	TBD	NCSC staff, Office of Student Assessment and Office of Special Education	TBD	Staff	No current obstacles
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<b>Indiana ESEA Flexibility High Quality Plan</b>					
<b>1.C – Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that measure Student Growth - State will develop and administer ELP assessments aligned with the State’s ELP standards</b>					
<b>Key Components</b>					
1. Analysis and adoption of college and career ready English language proficiency assessment					
2. Technical assistance and professional development for implementation of ACCESS for the 2014-2015 school year					
3. Monitoring of the implementation of ACCESS					
<b>Key Component #1</b>					
Analysis and adoption of college and career ready English language proficiency assessment					
<b>Key Milestones and activities</b>	<b>Detailed timeline</b>	<b>Party responsible</b>	<b>Evidence</b>	<b>Resources</b>	<b>Significant obstacles</b>

Partnership with INTESOL EL Leadership group and Great Lakes Comprehensive Center to deliver white paper proposal to adopt WIDA ELD standards	8/2012-11/2012 <b>Completed</b>	INTESOL EL Leadership; GLCC; IDOE	White Paper	INTESOL Leadership members' expertise	No current obstacles
Sole Source approved to contract with the Wisconsin Center for Education Research	7/2013 <b>Completed</b>	Office of English Learning and Migrant Education	Sole Source	IDOE Legal team	No current obstacles
Contract submitted to join WIDA consortium and was denied due to HEA 1427	7/2013 <b>Completed</b>	Office of English Learning and Migrant Education	Contract documents	IDOE Legal team	HEA 1427 language prohibited Indiana from joining a consortium.  An official Attorney General opinion was provided, that allowed movement forward.

IDOE submitted request to Attorney General in regards to the ability to join a consortium outside of PARCC	11/2013 <b>Completed</b>	IDOE Legal Office of English Learning and Migrant Education	Official request	IDOE Legal team	No current obstacles
LAS Links Meeting to discuss new changes to assessments and WIDA alignment with CTB McGraw-Hill	2/28/2014 <b>Completed</b>	IDOE Assessment and Office of English Learning and Migrant Education	CTB presented and provided materials	No additional resources needed	No current obstacles
IDOE request for further data analysis from CTB McGraw-Hill	2/18/2014 <b>Completed</b>	IDOE Office of English Learning and Migrant Education	CTB Response	No additional resources needed	No current obstacles
Attorney General Final Approval	4/2014 <b>Completed</b>	IDOE Legal	IDOE received official notice that joining consortium will not violate 1427	No additional resources needed	No current obstacles
Contract and consortium work is handed over to IDOE office of assessment	5/2014 <b>Completed</b>	IDOE Office of English Learning and Migrant Education and the Office of Assessment	IDOE office of assessment will take over to complete the contract	No additional resources needed	No current obstacles

Contact multiple states to discuss process and what to include and do – lessons learned	5/2014-6/2014 <b>Completed</b>	IDOE Office of English Learning and Migrant Education	IDOE contacted Nevada, Wyoming, and Virginia on process and lessons learned	No additional resources needed	No current obstacles
Contract completed to join the WIDA consortium	Summer 2014 <b>Completed</b>	IDOE Office of English Learning and Migrant Education, Office of Assessment, WIDA	Completed contract	IDOE Office of Student Assessment and IDOE Office of Finance	No current obstacles
LEAs will administer the W-APT placement test	8/1/2014 - 6/2018	IDOE Office of English Learning and Migrant Education, Office of Assessment, LEAs	Training participation reports	IDOE Office of Student Assessment and Office of English Learning and Migrant Education	No current obstacles
Alignment study	Fall 2014 <b>Completed</b>	IDOE Office of English Learning and Migrant Education, Office of Assessment, LEAs	Alignment report	IDOE Office of Student Assessment and Office of English Learning and Migrant Education	No current obstacles

LEAs will administer ACCESS	1/2015-6/2015 Completed	IDOE Office of English Learning and Migrant Education, Office of Assessment, LEAs	ACCESS reports	WIDA, other states' lesson learned	No current obstacles
Bridge study	Spring 2015-Fall 2015	IDOE Office of English Learning and Migrant Education, Office of Assessment, LEAs	Completed Bridge Study	WIDA, other state reports	No current obstacles
LEAs will administer ACCESS 2.0	1/2016-3/2018	IDOE Office of English Learning and Migrant Education, Office of Assessment, LEAs	ACCESS 2.0 reports	WIDA	No current obstacles

Analyze assessment data and provide targeted technical assistance to LEAs	Summer 2015 - 6/2018	IDOE Office of English Learning and Migrant Education, Office of Assessment, LEAs	ACCESS 2.0 reports	WIDA	No current obstacles
<b>Key Component #2</b>					
Technical assistance and professional development for the implementation of the WIDA ELD standards					
Key milestones and activities	Timeframe	Party responsible	Evidence	Resources	Significant obstacles
Launch timeline to the W-APT and ACCESS to LEAs through various communication mechanisms	6/2014-8/2014 Completed	IDOE Offices of English Learning and Migrant Education and Assessment	IDOE ELME, Assessment, and WIDA	No additional resources needed	No current obstacles
ACCESS - WIDA Assessment WebEX to include information on W-APT, ACCESS, and transition	Summer 2014 Completed	IDOE Offices of English Learning and Migrant Education and Assessment	Posted on Learning Connection and announced with a memo. Recorded and posted for later review at viewers convenience.	Assessment is working on the contract with WIDA for the ACCESS assessment.	No current obstacles

ACCESS training Webinars	8/14 – 10/14 (multiple sessions and dates during the month) <b>Completed</b>	IDOE Offices of English Learning and Migrant Education and Assessment	Karen currently announces and completes Webinars for EL assessment training. (See attached memo as further evidence of how we will proceed with proper training of EL staff).	IDOE technology staff	No current obstacles
Provide regional assessment training for ACCESS	Fall 2014 <b>Completed</b>	IDOE Offices of English Learning and Migrant Education and Assessment	Training materials and sign in sheets	10 days are provided through WIDA consortium. Additional days can be considered.	No current obstacles
On-going WIDA professional development (assessment training)	8/14 – 6/2018	IDOE Offices of English Learning and Migrant Education and Assessment, WIDA	Technical assistance materials and sign in sheets	LEAs can use the jotform to request a visit from our office <a href="http://www.doe.in.gov/elme/request-idoe-expertise">http://www.doe.in.gov/elme/request-idoe-expertise</a>	No current obstacles

IDOE technical assistance	7/14 – 6/2018	IDOE Offices of English Learning and Migrant Education and Assessment, WIDA	Technical assistance samples	IDOE technology team	No current obstacles
<b>Key Component #3</b>					
Monitoring of implementation of WIDA ELD Standards					
Key Milestones and activities	Detailed Timeline	Party Responsible	Evidence	Resources	Significant obstacles
Monitor through the LM collection	11/2014 – 6/2018	IDOE Offices of English Learning and Migrant Education and Assessment	LM data reports	Office of Technology and Data	No current obstacles
Monitor the Corporation Test Coordinator's registration and assessment management via the WIDA access system	Fall 2014 – 6/2018	Office of English Learning and Migrant Education	Monitoring reports	WIDA	No current obstacles

Consolidated monitoring visits, Title III monitoring visits, and desktop monitoring	Fall 2014 – 6/2018	IDOE Offices of English Learning and Migrant Education and Assessment	Monitoring reports	Offices of Grants Management, Title III, and Title I	No current obstacles
Surveys of implementation of the W-APT, ACCESS, and training	Fall 2014 – 6/2018	IDOE Offices of English Learning and Migrant Education and Assessment	Survey results	Jotform and IDOE technology team	No current obstacles
Data analysis of ACCESS and ACCESS 2.0	Spring 2015 – 6/2018	IDOE Offices of English Learning and Migrant Education and Assessment	Test data and analysis	Office of Accountability	No current obstacles

**Indiana ESEA Flexibility High Quality Plan**

**2.E – Focus Schools**

**Key Components**

1. Adjusting and aligning IDOE School Improvement Plan to facilitate the determination of whether Focus Schools are implementing interventions selected based on the performance of its lowest-performing ESEA subgroup(s).
2. Adjusting and aligning IDOE monitoring processes to facilitate the determination of whether Focus Schools are implementing interventions selected based on the performance of its lowest-performing ESEA subgroup(s).

**Key Component #1**

Adjusting and aligning IDOE’s School Improvement Plan to facilitate the determination of whether Focus Schools are implementing interventions selected based on the performance of its lowest-performing ESEA subgroup(s).

Key Milestones and activities	Detailed Timeline	Party Responsible	Evidence	Resources	Significant obstacles
Created a School Improvement Plan supplement for Focus Schools, the Student Achievement Plan (SAP), which required schools to use data and perform a root cause analysis to determine subgroup performance needs	9/2013-6/2018 Ongoing annually	Outreach Division of School Improvement	The SAP was used by all Focus and Priority Schools	ESEA Flexibility FAQs and <del>Dave English</del> , USED	no current obstacles
Developed planning, monitoring, and training tools for LEAs which accurately describe the eight Turnaround Principles and SAP alignment requirements, including intervention selection	9/2013-6/2018	Outreach Division of School Improvement	Monitoring handbook, training materials from regional meetings	ESEA Flexibility FAQs and <del>Dave English</del> , USED	no current obstacles

Provided professional development to Outreach Coordinators to ensure understanding of Focus School requirements, SAPs, Turnaround Principles and consistent monitoring state-wide	9/2013-ongoing	Outreach Division of School Improvement leadership	Monitoring handbook, agendas from coordinator PD dates	IDOE Outreach team, MA Rooney Foundation, Mass Insight	no current obstacles
Provided professional development and training to LEAs to ensure understanding of expectations and requirements of Turnaround Principles and providing intervention to the lowest performing subgroup(s)	12/2013 to 6/2018 (regional meetings annually)	Outreach Division of School Improvement	Outreach Division of School Improvement resource guide PowerPoint from meetings	IDOE technology team, IDOE Outreach team, MA Rooney Foundation	no current obstacles
Monitored and conducted one on-site visit of Focus Schools using the identified Turnaround Principles and completed a summative rubric outlining progress with implementation of interventions and the SAP	1/2014-6/2018 annually	Outreach Division of School Improvement	Summative monitoring reports, emails to LEAs with schedules, and surveys returned following visits	Outreach Division of School Improvement	no current obstacles
Provided a follow-up survey for LEAs to respond to monitoring visits and provide feedback to the SEA	2/2014-6/2018 ongoing	Outreach Division of School Improvement	Returned surveys	Outreach Division of School Improvement	no current obstacles
Formal memo and ongoing follow-up communication to superintendents and principals to ensure materials, tools, and expectations were clearly communicated and disseminated	12/2013-6/2014 annually	Outreach Division of School Improvement	Formal memo and ongoing emails	N/A	no current obstacles
<b>Key Component #2</b>					
Adjusting and aligning the IDOE monitoring processes to facilitate the determination of whether Focus Schools are implementing interventions selected based on the performance of its lowest-performing ESEA sub-group(s).					

Key Milestones and activities	Timeframe	Party Responsible	Evidence	Resources	Significant obstacles
Developed a rubric and priority areas of improvement feedback form to provide LEAs with technical assistance on intervention selection and implementation	10/2013-6/2018	Outreach Division of School Improvement	Monitoring handbook and documents provided to LEAs	IDOE Outreach Division and Dave English, USED	no current obstacles
Technical assistance and monitoring documents released to LEAs during regional meetings	12/2013-6/2018 ongoing	Outreach Division of School Improvement	Monitoring handbook and documents provided to LEAs	Outreach Division of School Improvement, MA Rooney Foundation	no current obstacles
Outreach Coordinators monitored Focus Schools for implementation of appropriate interventions aligned with the data to meet the needs of the lowest performing subgroup(s) and provided LEAs with feedback	1/2014-6/2018 ongoing	Outreach Division of School Improvement	Summative reports and monitoring visit feedback	Outreach Division of School Improvement	Travel and timeframe for LEA monitoring; Some regions have more Focus Schools than others and staff capacity is an issue
Outreach Coordinators provided schools with support to select appropriate interventions aligned to the data and school needs based on a root cause analysis to address the lowest performing subgroup(s)	12/2013-6/2018 annually	Outreach Division of School Improvement	Completed Student Achievement Plans and notes from monitoring visits	Outreach Division of School Improvement, Mass Insight	Districts had a short timeframe to make changes; going forward this is not an anticipated obstacle

**TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS**

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

priority, or focus school.

**TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOL**

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
<i>Ex. Washington</i>	<i>Oak HS</i>	<i>111111100001</i>		<i>C</i>	
	<i>Maple ES</i>	<i>111111100002</i>			<i>H</i>
<i>Adams</i>	<i>Willow MS</i>	<i>222222200001</i>	<i>A</i>		
	<i>Cedar HS</i>	<i>222222200002</i>			<i>F</i>
	<i>Elm HS</i>	<i>222222200003</i>			<i>G</i>
<b>TOTAL # of Schools:</b>					

Total # of Title I schools in the State: \_\_\_\_\_

Total # of Title I-participating high schools in the State with graduation rates less than 60%: \_\_\_\_\_

<b>Key</b>	
<p><b>Reward School Criteria:</b></p> <ul style="list-style-type: none"> <li>A. Highest-performing school</li> <li>B. High-progress school</li> </ul> <p><b>Priority School Criteria:</b></p> <ul style="list-style-type: none"> <li>C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group</li> <li>D. Title I-participating or Title I-eligible high school with graduation rate less than 60% over a number of years</li> <li>E. Tier I or Tier II SIG school implementing a school intervention model</li> </ul>	<p><b>Focus School Criteria:</b></p> <ul style="list-style-type: none"> <li>F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate</li> <li>G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate</li> <li>H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school</li> </ul>

<p><b>Indiana ESEA Flexibility High Quality Plan Additions to 2015 Waiver</b></p>
<p><b>2.E – Focus Schools</b></p>
<p><b>Key Components</b></p> <ol style="list-style-type: none"> <li>1. Describe the process for identifying schools that have not made sufficient progress to exit focus status.</li> <li>2. Describe how the SEA will ensure increased rigor of interventions and supports in these (non-exiting) schools by the start of the 2015-16 school year.</li> </ol>
<p><b>Key Component #1</b></p> <p>Describe the process for identifying schools that have not made sufficient progress to exit focus status.</p>

Key Milestones and activities	Detailed Timeline	Party Responsible	Evidence	Resources	Significant obstacles
Developed and implemented a tracking sheet to identify schools not making sufficient progress.	3/2014-6/2018 Ongoing annually	Outreach Division of School Improvement	The Tracking Sheet is used for all Focus and Priority Schools	ESEA Flexibility FAQs	no current obstacles
Created a process with School Improvement Team to use excel sheet to track accountability criteria.	2/2015-6/2018	Outreach Division of School Improvement	School Improvement excel tracking sheet and process	ESEA Flexibility FAQs	no current obstacles
Provided professional development to Outreach Coordinators to ensure understanding of rubric and how to identify if a school is on track.	4/2015- 6/2018 ongoing	Outreach Division of School Improvement leadership	Monitoring handbook, agendas from coordinator PD dates	IDOE Outreach team, Mass Insight	no current obstacles
Provided professional development and training to LEAs to ensure understanding of expectations and requirements of Turnaround Principles	12/2013 (regional meetings)- 6/2018 annually	Outreach Division of School Improvement	Outreach Division of School Improvement resource guide, PowerPoint from meetings	IDOE technology team, IDOE Outreach team, MA Rooney Foundation	no current obstacles
Provided professional development and training to LEAs to assist with understanding ESEA exit criteria.	11/2013- 6/2018 ongoing	Outreach Division of School Improvement	Regional training for LEAs; emails to LEAs	Outreach Division of School Improvement	no current obstacles

**Key Component #2**

Describe how the SEA will ensure increased rigor of interventions and supports in these (non-exiting) schools by the start of the 2015-16 school year.

Key Milestones and activities	Timeframe	Party Responsible	Evidence	Resources	Significant obstacles
The IDOE developed a tiered system of interventions and supports for schools that remain in the lowest category.	2/2015-6/2018	Outreach Division of School Improvement	Monitoring handbook and documents provided to LEAs	IDOE Outreach Division	no current obstacles
Developed and implemented a “District Commitment” response requirement from LEAs to demonstrate district support for Focus Schools.	1/2015-6/2018 On-going	Outreach Division of School Improvement	Tracking Sheet	IDOE Outreach Division	no current obstacles
Technical assistance documents released to LEAs during regional meetings	12/2013 to 6/2018 Regional meetings annually	Outreach Division of School Improvement	Monitoring handbook and documents provided to LEAs	Outreach Division of School Improvement, MA Rooney Foundation	no current obstacles

2D. vi Family and Community Engagement and Outreach for Focus and Priority Schools; The SEA will have a high quality plan to ensure that all parents, including those of special populations, teachers and other stakeholders understand flexibility implications. Additionally implement a high quality plan to engage teachers, their reps and other stakeholders on an ongoing basis and use their input in flexibility implementation.

In November 2013, the Indiana Association of School Superintendents, Indiana State Teacher’s Association, Indiana Federation of Teachers, Indiana Association of School Principals, and Indiana School Board’s Association were invited to a meeting with the Superintendent of Public Instruction and IDOE executive team to discuss the ESEA waiver and the implications for Focus and Priority Schools. IDOE shared the guidelines and expectations in the waiver and asked for their assistance with communicating the requirements with their memberships. The professional organizations in attendance were appreciative of IDOE providing them with the information and offered input on ways to communicate most effectively with the field. These groups are contacted on an ongoing basis and their input is often used to facilitate implementation and communication of key initiatives. (2D Attachment 30)

In December 2013, six regional meetings were conducted for teacher leaders, principals and superintendents throughout Indiana to share the ESEA flexibility waiver requirements and expectations for Focus and Priority Schools. Technical assistance and guidance were provided to enable the schools to successfully meet the requirements contained in the waiver.

<b>Indiana ESEA Flexibility High Quality Plan</b>					
<b>2.D – Priority Schools</b>					
<b>Key Components</b>					
1. Accurately describing the ESEA flexibility turnaround principles within related tools, documents, training materials, and other supports					
2. Aligning planning and monitoring tools to facilitate the determination of whether each school is concurrently implementing all ESEA flexibility Turnaround Principles for three years					
3. Reviewing the performance and qualifications of non-SIG priority school principals at the SEA level and determining whether the current principal has demonstrated a past track record of improving achievement and has the ability to lead the turnaround effort					
<b>Key Component #1</b>					
Accurately describing the ESEA flexibility turnaround principles within related tools, documents, training materials, and other supports					
Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles

<p>Developed Student Achievement Plan (SAP) for Priority Schools to use to supplement the School Improvement Plan. The SAP requires the use of data, a root cause analysis, SMART goals, and interventions explicitly aligned to all eight Turnaround Principles. This will be used each year.</p>	<p>9/2013-6/2018 Ongoing annually</p>	<p>Outreach Division of School Improvement</p>	<p>The SAP was used by all Focus and Priority Schools</p>	<p>ESEA Flexibility FAQs and Dave English, USED</p>	<p>no current obstacles</p>
<p>Developed planning, monitoring, and training tools for LEAs which accurately describe the eight Turnaround Principles</p>	<p>9/2013-11/2013 Completed</p>	<p>Outreach Division of School Improvement</p>	<p>Monitoring handbook, training materials from regional meetings</p>	<p>ESEA Flexibility FAQs and Dave English, USED</p>	<p>no current obstacles</p>
<p>Provided professional development to Outreach Coordinators to ensure understanding of Turnaround Principles and consistent monitoring state-wide</p>	<p>9/2013-6/2018</p>	<p>Outreach Division of School Improvement leadership</p>	<p>Monitoring handbook, agendas from coordinator PD dates</p>	<p>IDOE Outreach team, MA Rooney Foundation, Mass Insight</p>	<p>no current obstacles</p>

Provided professional development and training to LEAs to ensure understanding of expectations and requirements of Turnaround Principles	12/2013 (regional meetings)- annually to 6/2018	Outreach Division of School Improvement	Outreach Division of School Improvement resource guide, PowerPoint from meetings	IDOE technology team, IDOE Outreach team, MA Rooney Foundation	no current obstacles
Monitored and conducted two on-site visits of Priority Schools using the eight Turnaround Principles and completed a summative rubric outlining progress with implementation of interventions	1/2014-6/2018 ongoing	Outreach Division of School Improvement	Summative monitoring reports, emails to LEAs with schedules, and surveys returned following visits	Outreach Division of School Improvement	no current obstacles
Provided a follow-up survey for LEAs to respond to monitoring visits and provide feedback to the SEA	2/2014-6/2018	Outreach Division of School Improvement	Returned surveys	Outreach Division of School Improvement	no current obstacles

<p>Formal memo and ongoing follow-up communication to superintendents and principals to ensure materials, tools, and expectations were clearly communicated and disseminated</p>	<p>12/2013-6/2018 annually</p>	<p>Outreach Division of School Improvement</p>	<p>Formal memo and ongoing emails</p>	<p>N/A</p>	<p>no current obstacles</p>
<p>Contracted with Mass Insight to become a member of the State Development Network to build the capacity of our Outreach Division of School Improvement staff. IDOE will utilize the State Diagnostic Report from Mass Insight to inform our next steps and goals going forward.</p>	<p>2/2014-ongoing</p>	<p>IDOE</p>	<p>State Diagnostic Report from Mass Insight</p>	<p>Mass Insight staff</p>	<p>no current obstacles</p>
<p><b>Key Component #2</b></p> <p>Aligning planning and monitoring tools to facilitate the determination of whether each school is concurrently implementing all ESEA flexibility Turnaround Principles for three years</p>					
<p>Key milestones and activities</p>	<p>Timeframe</p>	<p>Party responsible</p>	<p>Evidence</p>	<p>Resources</p>	<p>Significant obstacles</p>

Developed a rubric and priority areas of improvement feedback form to provide LEAs with technical assistance on intervention selection and implementation	10/2013-12/2013 Completed	Outreach Division of School Improvement	Monitoring handbook and documents provided to LEAs	IDOE Outreach Division and Dave English, USED	no current obstacles
Developed a tracking system internally to ensure Priority School LEAs are concurrently implementing all ESEA flexibility Turnaround Principles for three years	1/2014-6/2018 On-going	Outreach Division of School Improvement	Tracking Sheet	IDOE Outreach Division and Dave English, USED	no current obstacles
Technical assistance documents released to LEAs during regional meetings	12/2013 Regional meetings annually To 6/2018	Outreach Division of School Improvement	Monitoring handbook and documents provided to LEAs	Outreach Division of School Improvement, MA Rooney Foundation	no current obstacles
Outreach Coordinators monitored schools for implementation of interventions and provided LEAs with feedback	1/2014-6/2018 ongoing	Outreach Division of School Improvement	Summative reports and monitoring visit feedback	Outreach Division of School Improvement	no current obstacles

Outreach Coordinators provided schools with support to select appropriate interventions aligned to the data and school needs based on a root cause analysis	12/2013-6/2018 ongoing	Outreach Division of School Improvement	Completed Student Achievement Plans and notes from monitoring visits	Outreach Division of School Improvement, Mass Insight	no current obstacles
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**Key Component #3**

Reviewing the performance and qualifications of non-SIG Priority School principals at the SEA level and determining whether the current principal has demonstrated a past track record of improving achievement and has the ability to lead the turnaround effort

Key Milestones and activities	Detailed Timeline	Party Responsible	Evidence	Resources	Significant obstacles
Communication with LEA superintendents to ensure an understanding of the requirements for Priority School principals	11/2013-6/2018 annually	Outreach Division of School Improvement	December memo, Meeting with stakeholders, Agenda from regional meetings	Outreach Division of School Improvement, Indiana State Teacher's Association, Indiana Association of Public School Superintendents, Indiana Association of School Principals, Indiana Federation of Teachers, Indiana School Boards Association	no current obstacles

Provided superintendents with an evaluation tool aligned with the Turnaround Principles to facilitate the requirement of ability to do the turnaround work	1/2014-6/2018 ongoing	Outreach Division of School Improvement	Evaluating tool	Outreach Division of School Improvement Dave English, USED	no current obstacles
Provided school and district leadership teams with technical assistance and professional development to understand Turnaround Principle One: Ensuring Strong Leadership	12/2013-6/2018	Outreach Division of School Improvement	Regional meeting agenda and training materials	Outreach staff	no current obstacles
Provided documents to facilitate the determination of a principal's past track record of student success and evidence requirements	12/2013-6/2018 annually	Outreach Division of School Improvement	Ensuring strong leadership documents	Outreach staff	no current obstacles
Provided superintendents with ensuring strong leadership documents and verification forms requiring signatures and submittal to IDOE	12/2013-6/2018 annually	Outreach Division of School Improvement	Evidence documents and verification forms	Outreach staff	no current obstacles

Utilized a rubric internally to evaluate the evidence submitted from LEAs to IDOE	3/2014-6/2018 annually	Outreach Division of School Improvement	Rubric documents	Outreach staff	no current obstacles
Provided internal IDOE staff training to effectively and consistently evaluate LEA leadership documents	3/2014-6/2018 ongoing	Outreach Division of School improvement	Examples used in training of staff	Outreach and Legal staff	no current obstacles
Responded to LEAs by April 15, regarding determinations made by IDOE after reviewing evidence and allowed LEAs two weeks to resubmit missing evidence	4/2014-6/2018 annually	Outreach Division of School Improvement	Yes and No letters	Outreach and Legal staff	no current obstacles
Provided LEAs with a final determination and ensured strong leadership for all Priority Schools prior to the 2015-16 school year	Annually through 6/2018	Outreach Division of School Improvement	Yes and No letters	Outreach and Legal staff	no current obstacles

(2D Attachment 31)

**Indiana ESEA Flexibility High Quality Plan Additions to 2015 Waiver**

**2.D – Priority Schools**

## Key Components

1. Describe process for identifying any schools that, after 3 years of interventions, have not made sufficient progress to exit Priority status.
2. Describe how the SEA will ensure increased rigor of interventions and supports in these (non-exiting) schools by the start of the 2015-16 school year.
3. Describe statewide strategy to support and monitor LEA implementation of the system of differentiated recognition, accountability, and support; include the process for holding LEAs accountable for improving school and student performance.

### Key Component #1

Describe process for identifying any schools that, after 3 years of interventions, have not made sufficient progress to exit Priority status.

Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles
Developed and implemented a tracking sheet to identify schools not making sufficient progress.	3/2014-6/2018 Ongoing annually	Outreach Division of School Improvement	The Tracking Sheet is used for all Focus and Priority Schools	ESEA Flexibility FAQs	no current obstacles
Created a process with School Improvement Team to use excel sheet to track accountability criteria.	2/2015-6/2018	Outreach Division of School Improvement	School Improvement excel tracking sheet and process	ESEA Flexibility FAQs	no current obstacles

Provided professional development to Outreach Coordinators to ensure understanding of rubric and how to identify if a school is on track.	4/2015-6/2018 ongoing	Outreach Division of School Improvement leadership	Monitoring handbook, agendas from coordinator PD dates	IDOE Outreach team, Mass Insight	no current obstacles
Provided professional development and training to LEAs to ensure understanding of expectations and requirements of Turnaround Principles	12/2013 (regional meetings)-6/2018 annually	Outreach Division of School Improvement	Outreach Division of School Improvement resource guide, PowerPoint from meetings	IDOE technology team, IDOE Outreach team, MA Rooney Foundation	no current obstacles
Provided professional development and training to LEAs to assist with understanding ESEA exit criteria.	11/2013-6/2018 ongoing	Outreach Division of School Improvement	Regional training for LEAs; emails to LEAs	Outreach Division of School Improvement	no current obstacles
<p><b>Key Component #2</b></p> <p>Describe how the SEA will ensure increased rigor of interventions and supports in these (non-existing) schools by the start of the 2015-16 school year.</p>					
Key milestones and activities	Timeframe	Party responsible	Evidence	Resources	Significant obstacles

The IDOE developed a tiered system of interventions and supports for schools that remain in the lowest category.	2/2015-6/2018	Outreach Division of School Improvement	Monitoring handbook and documents provided to LEAs	IDOE Outreach Division	no current obstacles
Developed and implemented a "District Commitment" response requirement from LEAs to demonstrate district support for Priority Schools.	1/2015-6/2018 On-going	Outreach Division of School Improvement	Tracking Sheet	IDOE Outreach Division	no current obstacles
Technical assistance documents released to LEAs during regional meetings	12/2013 to 6/2018 Regional meetings annually	Outreach Division of School Improvement	Monitoring handbook and documents provided to LEAs	Division of School Improvement, MA Rooney Foundation	no current obstacles
<p><b>Key Component #3</b></p> <p>Describe statewide strategy to support and monitor LEA implementation of the system of differentiated recognition, accountability, and support; include the process for holding LEAs accountable for improving school and student performance.</p>					
<b>Key Milestones and activities</b>	<b>Detailed Timeline</b>	<b>Party Responsible</b>	<b>Evidence</b>	<b>Resources</b>	<b>Significant obstacles</b>

The IDOE has created a tiered level of supports for LEAs which provides more accountability for districts with schools that have multiple years of remaining in the lowest category.	2/2015-6/2018 annually	School Improvement Division	Support chart included in waiver	Division of School Improvement,	no current obstacles
Created a State Development Network to provide more robust supports for districts with higher numbers or percentages of Focus and Priority Schools.	6/2015-6/2018 ongoing	School Improvement	SDN regional meetings	Outreach Division of School Improvement	no current obstacles
Created and implemented an Early Warning System to assist LEAs with sub group gap and data analysis.	6/2015-6/2018 ongoing	School Improvement	Regional meeting agenda and training materials	School Improvement Staff, REL Early Warning Alliance	no current obstacles
Provided local schools and LEAs with technical assistance to understand how to select interventions to align with the root cause analysis.	12/2013-6/2018 annually	School Improvement	Monitoring Handbook	Outreach staff	no current obstacles

Developed and assisted local schools and LEAs with technical assistance to respond to individual student intervention needs.	12/2013-6/2018 annually	Division of School Improvement	Evidence documents RTI documents RTI Committee	Outreach staff	no current obstacles
The IDOE is creating a system to provide more recognition for reward schools.	3/2015-6/2018 annually	School Improvement	Reward School guidance documents	School Improvement Title Team	no current obstacles
Developing and implementing an IDOE "Case Manager" to assist with providing districts with wrap around services to address needs.	3/2015-6/2018 ongoing	Outreach Division of School improvement	Examples used in training of staff	Outreach and Legal staff	no current obstacles
IDOE has reorganized internally to provide a system of school improvement resources and personnel to LEAs.	9/2014-6/2018	School Improvement Division	Organization Chart	Human Resources	no current obstacles

**Indiana ESEA Flexibility High Quality Plan**

**3.B- Provide technical assistance to LEAs regarding the design and implementation of teacher and principal evaluation systems based on reviews of LEA evaluation systems and results of monitoring activities, including steps for developing SEA capacity to provide such support.**

**Key Components**

1. Building SEA capacity to provide ongoing technical assistance to provide support to LEAs regarding the design and implementation of teacher and principal evaluation systems.
2. Providing technical assistance to LEAs regarding design and implementation of teacher and principal evaluation systems based on comprehensive compliance check and onsite monitoring.

**Key Component #1**

Building SEA capacity to provide ongoing technical assistance to provide support to LEAs regarding the design and implementation of teacher and principal evaluation systems.

Key milestones and activities	Timeframe	Party responsible	Evidence	Resources	Significant obstacles
IDOE partners with the nine Educational Service Centers (ESC) for training of evaluators and technical assistance	Began in 2011 and <b>continues through 2017-2018</b>	IDOE EEL staff Educational Service Centers	ESC Training flyers, sign in sheets, agendas	Educational Service Centers Directors and Trainers	No current obstacles
Survey to teachers, principals, evaluators and superintendents on implementation of evaluation plans to improve guidance on the Learning Connection and IDOE Evaluation website	October 2013 and <b>February 2015 Completed</b>	IDOE EEL staff	Survey and survey results	IDOE technology team	No current obstacles

<p>To build SEA capacity to provide technical assistance continue partnerships with Great Lakes East Comprehensive Center (GLECC), the Center for Great Teachers and Leaders (GTL) and Council for Chief State Superintendents Organization (CCSSO) to build SEA Capacity for technical assistance</p>	<p>Ongoing partnership started in January 2014 <b>and continue through 2017-2018</b></p>	<p>IDOE EEL staff and GLECC and GTL staff</p>	<p>Agenda from meeting and conference calls, strategic planning documents</p>	<p>GLECC and GTL staff</p>	<p>No current obstacles</p>
<p>Outreach Coordinators conducted implementation checks and provide technical assistance to 200 Priority and Focus schools through teacher and principal evaluations</p>	<p>2013-2014 school year <b>and continue through 2017-2018</b></p>	<p>IDOE EEL and Outreach Coordinators  Priority and Focus Schools</p>	<p>Outreach monitoring documents, school improvement plan feedback, classroom observations</p>	<p>Final evaluation results  A-F performance data</p>	<p>No current obstacles</p>
<p>Partnering with Indiana Teacher Appraisal Support System (INTASS) and using data from comprehensive compliance check and onsite monitoring, provide ongoing technical assistance to LEAs (ex. principal professional development on providing effective feedback)</p>	<p>Beginning September 15, 2014 and ongoing throughout 14-15 and 15-16 school year</p>	<p>IDOE EEL staff will provide technical assistance with IDOE Title III staff, Outreach Coordinators, and School Improvement Staff LEAs</p>	<p>IDOE Internal compliance tracking sheet  Indiana Teacher Appraisal Support System (INTASS) rubric</p>	<p>Indiana Principal and Superintendent Associations  INTASS</p>	<p>No current obstacles</p>

## Key Component #2

Building SEA capacity to provide ongoing technical assistance to provide support to LEAs regarding the design and implementation of teacher and principal evaluation systems.

Key milestones and activities	Timeframe	Party responsible	Evidence	Resources	Significant obstacles
Augment Guidance Materials for the development and implementation of SLOs for EL and SPED for transition to new standards and assessments (NCSC and WIDA)	Updated SLO guidance and samples will be available for the 2014-15 school year <b>Completed</b>	IDOE EEL staff will provide technical assistance with IDOE EL and SPED Specialist	Current SLO handbook and guidance	IDOE EEL, EL and SPED Specialist  IDOE technology and media team	Connecting SLOs with new WIDA standards and assessments within timeline
<b>Develop SLOs for English learners based upon additional assessment data as needed</b>	<b>2/2015-6/2018</b>	<b>IDOE EEL staff will provide technical assistance with IDOE EL and SPED Specialist</b>	<b>Current SLO handbook and guidance</b>	<b>IDOE EEL, EL and SPED Specialist</b>  <b>IDOE technology and media team</b>	<b>Connecting SLOs with new WIDA standards and assessments within timeline</b>
Targeted technical assistance to Priority and Focus Schools for gaps between evaluation results and school A-F accountability data	Process beginning 2014-2015 school year <b>and continue through 2017-2018</b>	IDOE EEL and Outreach staff  Priority and Focus Schools	Onsite monitoring document  Outreach school improvement plan template	A-F accountability data  Final evaluation rating results  Training from EEL staff	No current obstacles
Survey to principals on evaluation implementation	May/June 2014  Analysis	IDOE EEL staff	Memo to principals for survey link,	IDOE technology and communications	Receiving completed evaluations

	Summer 2014 Completed		survey and survey results and analysis	team	from a high percentage of applicable participants
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<b>Indiana ESEA Flexibility High Quality Plan</b>					
<b>3.B- Review teacher and principal evaluation systems submitted by LEAs and monitor their implementation, including ensuring that systems meet all ESEA flexibility requirements, beginning in the 2014-2015 school year.</b>					
<b>Key Components</b>					
<ol style="list-style-type: none"> <li>1. Comprehensive Compliance Check</li> <li>2. Final Evaluation Rating Results/Data</li> <li>3. Onsite Monitoring</li> </ol>					
<b>Key Component #1</b>					
Review teacher and principal evaluation systems submitted by LEAs and monitor their implementation, including ensuring that systems meet all ESEA flexibility requirements, beginning in the 2014-2015 school year.					
Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles
LEAs submit evaluation plan for teachers and principals through Legal Standard 12 for Accreditation and post on IDOE	September 2012 and submitted annually through 2017-2018	IDOE Educator Effectiveness and Licensing (EEL) and Accreditation staff  LEAs	LEA evaluation plans with LEA superintendent assurance	IDOE Online Legal Standards website  IDOE EEL and Accreditation staff	No current obstacles

website					
IDOE reviews LEA compensation plans that are tied to evaluations	Annually starting with 2012-2013 school year <b>and continue through 2017-2018</b>	IDOE EEL staff LEAs, bargaining units, Indiana Education Employee Relations Board, State Board of Education	Annual final reports to State Board of Education Compensation Plans posted on IDOE website Communication to LEAs on compliance	IDOE EEL staff and third party vendor	No current obstacles
Excellence in Performance Awards	Excellence in Performance Grants 2011-12 \$6 million, 2012-13 \$10 million, 2013-14 \$ 2 million and 2014-15 \$30 million and \$2 million <b>Completed</b>	IDOE EEL staff State Board of Education and State Budget Committee LEAs	Contracts with LEAs Memos and award notices to LEAs	IDOE EEL, legal and finance staff	No current obstacles
Comprehensive Compliance check of all LEA evaluation plans submitted to IDOE through Legal Standard 12 for Accreditation	Compliance check to start no later than September 15, 2014 and LEAs receive feedback from IDOE within 60 days	IDOE EEL staff will coordinate work with IDOE Title III staff, Outreach Coordinators, and School Improvement Staff (total of 23 staff members)	Comprehensive Compliance Checklist Legal Standard 12 Assurance IDOE internal tracking sheet of	10 IDOE staff members review all evaluation plans and provide compliance feedback within 60 days of September 15, 2014 submission	No current obstacles

	Continue annually through 2017-2018	LEAs	compliance		
<b>Key Component #2</b>					
LEAs submit annual final evaluation ratings for all teachers and principals with a 1-4 rating (Highly Effective, Effective, Needs Improvement and Improvement Necessary) to the IDOE. The data is published on the IDOE's website.					
Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles
LEAs submit final evaluation ratings for teachers and principals	Annually starting with April 2014 and continue through 2017-2018	IDOE EEL staff LEAs	IDOE website of final evaluation ratings of 249 LEAs and 1993 schools for teachers and principals, including Higher Ed teacher prep programs by years of experience	IDOE data collection and technology team	No current obstacles
Strategic plan for displaying all historic evaluation ratings data to all stakeholders on IDOE website	Annually starting December 2014 Completed and updated annually through 2017-2018	IDOE EEL, data collection and technology staff	Final evaluation rating for all principals and teachers by school and LEA on IDOE's COMPASS data website	IDOE data collection and technology team	No current obstacles

**Key Component #3**

Conduct onsite monitoring to LEAs implementing teacher and principal evaluations for evidence of implementation, including all systems meet ESEA flexibility requirement for the 2014-2015 school year.

Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles
Onsite monitoring of LEAs for evidence of implementation of evaluations	On-site monitoring to begin in the 2014-15 school year and continue each subsequent school year through 2017-2018  Each LEA will be reviewed per onsite monitoring once every four years	IDOE EEL staff will coordinate monitoring with IDOE Title III staff, Outreach Coordinators, and School Improvement Staff  LEAs	Onsite monitoring document  Onsite monitoring reports to LEAs  IDOE internal tracking of implementation of required components	IDOE EEL, Title II, Outreach and School Improvement staff	Continue feedback loop to ensure ongoing effectiveness of implementation of evaluations

<p>Communicate with LEAs that are not fully implementing teacher and principal evaluation the financial consequences for Highly Effective and Effective Teachers</p>	<p>Two letters sent during the 2014-2015 school year and will continue to notify LEAs annually through 2017-2018</p>	<p>IDOE EEL, Legal and Communications staff  LEAs</p>	<p>Memos to 40 LEAs, phone call notes, agendas and sign in sheets from meetings</p>	<p>Excellence in Performance Grants 2011-12 \$6 million, 2012-13 \$10 million, 2013-14 \$ 2 million and 2014-15 \$30 million and \$2 million  IDOE EEL, Legal and Communications staff</p>	<p>Getting LEAs to bargain prior to expiration date of contracts</p>
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**Indiana ESEA Flexibility High Quality Plan**

**3.B- A high-quality plan for how it will ensure that its principal evaluation system will be used to inform personnel decisions based on 2015-2016 ratings.**

**Key Components**

1. Informing them of principal evaluation results mirror teacher evaluation results in use of personnel decisions.
2. Reviewing the performance and qualifications of non-SIG priority school principals at the SEA level and determining whether the current principal has demonstrated a past track record of improving achievement and has the ability to lead the turnaround effort.

**Key Component #1**

Review teacher and principal evaluation systems submitted by LEAs and monitor their implementation, including ensuring that systems meet all ESEA flexibility requirements, beginning in the 2014-2015 school year.

Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles
Informing principal evaluation results mirror teachers to inform personnel decisions per IC 20-28-8 based on the 2015-2016 ratings	July 1, 2014 <b>Completed</b>	IDOE EEL and Legal staff	Memo to field through DOE Dialogue	IDOE technology and communications team	Ensuring all stakeholders receive information and continue to mirror teacher and principal evaluations to personnel decisions

IDOE data analysis of principal evaluation ratings submitted by LEAs to inform personnel decisions	Summer 2014-ongoing through 2017-2018	IDOE EEL and data collection staff  LEAs	Data tracking sheet of principal evaluation ratings for each year submitted	IDOE EEL and data collection staff	No current obstacles at this time
<b>Component #2</b>					
Reviewing the performance and qualifications of non-SIG Priority School principals at the SEA level and determining whether the current principal has demonstrated a past track record of improving achievement and has the ability to lead the turnaround effort.					
Key milestones and activities	Detailed timeline	Party responsible	Evidence	Resources	Significant obstacles
Communication with LEA superintendents to ensure an understanding of the requirements for Priority School Principals	11/2013-2/2014 Completed	Outreach Division of School Improvement	December memo, Meeting with stakeholders, Agenda from regional meetings	Outreach Division of School Improvement, Indiana State Teacher's Association, Indiana Association of Public School Superintendents, Indiana Association of School Principals, Indiana Federation of Teachers, Indiana School Board Association	Quick timeframe and need to reach schools throughout the state

Provided superintendents with an evaluation tool aligned with the Turnaround Principles to facilitate the requirement of ability to do the turnaround work	1/2014-3/2014 Completed	Outreach Division of School Improvement	Evaluating tool	Outreach Division of School Improvement Dave English, USED	Quick timeframe and need to communicate with many different stakeholders
Provided school and district leadership teams with technical assistance and professional development to understand Turnaround Principle One: Ensuring Strong Leadership	12/2013-ongoing through 2017-2018	Outreach Division of School Improvement	Regional meeting agenda and training materials	Outreach staff	Implementing a new process
Created documents to facilitate the determination of a principal's past track record of student success and evidence requirements	12/2013-1/2014 Completed	Outreach Division of School Improvement	Ensuring strong leadership documents	Outreach staff	Aligning documents to FAQ requirements
Provided superintendents with ensuring strong leadership documents and verification forms requiring signatures and submittal to the IDOE by February 28, 2014	12/2013-2/2014 Completed	Outreach Division of School Improvement	Evidence documents and verification forms	Outreach staff	Communicating expectations and following up with LEAs
Utilized a rubric internally to evaluate the evidence submitted from LEAs to the IDOE	3/2014-4/2014 Completed	Outreach Division of School Improvement	Rubric documents	Outreach staff	Training internal IDOE staff to evaluate evidence consistently

Provided internal IDOE staff training to effectively and consistently evaluate LEA leadership documents	3/2014 Completed	Outreach Division of School improvement	Examples used in training of staff	Outreach and Legal staff	Finding a common time for training
Responded to LEAs by April 15, 2014, regarding determinations made by the IDOE after reviewing evidence and allowed LEAs two weeks to resubmit missing evidence	4/14 Completed	Outreach Division of School Improvement	Yes and No letters	Outreach and Legal staff	Quick timeframe and staff capacity to evaluate evidence
Provided LEAs with a final determination and ensured strong leadership for all Priority Schools prior to the 14-15 school year	5/14 Completed	Outreach Division of School Improvement	Yes and No letters	Outreach and Legal staff	Quick timeframe and staff capacity to evaluate evidence

**Indiana ESEA Flexibility High Quality Plan**

**2.B – Achievable Annual Measureable Objectives**

**2.C – Reward Schools**

**2.F – Other Title I Schools**

**Key Components**

1. Increase proficiency rates across the state while holding more schools accountable for more students in traditional subgroup populations.
2. Identifying and recognizing Title I Reward Schools in an effort to identify exemplars of excellence via Highest Performing Schools and High Progress Schools.
3. Identifying and recognizing Title I Distinguished Schools demonstrating high student performance and high student growth.
4. Non Priority, Focus, or Reward schools that earn letter grades of A, B, or C and have low growth and low achievement in one or more subgroups of students will be designated as Targeted to ensure that all schools are meeting high expectations for all groups of students.

**Key Component #1**

Increase proficiency rates across the state while holding more schools accountable for more students in traditional subgroup populations

Key Milestones and activities	Detailed Timeline	Party Responsible	Evidence	Resources	Significant obstacles
Establish new baseline AMO benchmarks and goals after Spring 2015 testing with new assessments and standards and submit an amendment to USED with new data and updated information	Fall 2015	Outreach Division of School Improvement Accountability Student Assessment	ISTEP+ scores from Spring 2015 will be used to establish AMO	Current ESEA Flexibility AMOs ISTEP+ scores from Spring 2015	If test scores are delayed in anyway, establishing AMOs will be delayed as well

**Key Component #2**

Identifying and recognizing Title I Reward Schools in an effort to identify exemplars of excellence via Highest Performing Schools and High Progress Schools.

Key Milestones and activities	Timeframe	Party Responsible	Evidence	Resources	Significant obstacles
<p>Indiana will recognize Title I schools as Reward schools based on two areas: Highest Performing and High Progress</p>	<p>Winter of 2013 and 2014, and ongoing in the fall of each year – 6/2018</p>	<p>Outreach Division of School Improvement Accountability</p>	<p>Yearly ISTEP+ scores, AMO data, and other school data</p>	<p>AMO goals, ISTEP+ scores, and school data</p>	<p>no current obstacles</p>
<p>IDOE will recognize Title I Reward schools via the following criteria:</p> <p><b>All Schools:</b> 2 or more years of “A” grade via accountability – <i>High Performing</i></p> <p><b>Elem/MS:</b> High Growth bottom 25% both ELA/Math - <i>High Progress</i></p> <p><b>HS:</b> Significant High Improvement w/ non-proficient (those who have not passed Alg I or Eng 10 by 10<sup>th</sup> grade) both ELA/Math – <i>High Progress</i></p> <p><b>HS:</b> top 25% improvement statewide of students passing both sections of assessment prior to graduation – <i>High Progress</i></p>	<p>Winter of 2013 and 2014, and ongoing in the fall of each year – 6/2018</p>	<p>Outreach Division of School Improvement Accountability</p>	<p>Yearly Reward List</p>	<p>AMO goals, ISTEP+ scores, and school data</p>	<p>no current obstacles</p>

<p>Highlight Reward Schools</p> <ul style="list-style-type: none"> <li>- Best practices of Reward schools will be highlighted and posted on IDOE website</li> <li>- Identify strong leaders and effective practices being successfully implemented in Reward Schools</li> </ul>	<p>Fall of each year – 6/2018</p>	<p>Outreach Division of School Improvement</p>	<p>Videos Learning Connection Communities Website</p>	<p>Outreach Division of School Improvement Principals</p>	<p>no current obstacles</p>
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**Key Component #3**

Identifying and recognizing Title I Distinguished Schools demonstrating high student performance and high student growth.

Key Milestones and activities	Timeframe	Party Responsible	Evidence	Resources	Significant obstacles
<p>Generate an initial list of eligible schools each year – based on previous school year data and accountability grade. Criteria:</p> <ul style="list-style-type: none"> <li>- “A” on Indiana’s Accountability System</li> <li>- Minimum of 40% poverty and operating as a Schoolwide Title I Program</li> <li>- Have at least 2 subgroups, including at least 1 ESEA subgroup</li> <li>- Meet criteria outlined by National Association of State Title I Directors (NASTID)</li> </ul>	<p>Fall of 2013 and 2014, and ongoing in the fall of each year – 6/2018</p>	<p>Outreach Division of School Improvement</p>	<p>Eligible School Lists</p>	<p>NASTID guidance School data</p>	<p>no current obstacles</p>

Conduct phone interviews with each school identified to learn more about the school, instructional strategies, professional development, and community and family engagement	Fall of 2013 and 2014, and ongoing in the fall of each year – 6/2018	Outreach Division of School Improvement	Documentation from interviews	NASTID guidance List of questions for each school	no current obstacles
Rank schools based on the phone interview and do site visits to the top scoring schools	Fall of 2013 and 2014, and ongoing in the fall of each year – 6/2018	Outreach Division of School Improvement	School Lists	Documentation from interviews School data	no current obstacles
Select and honor two schools to represent each category at NASTID	Fall of 2013 and 2014, and ongoing in the fall of each year – 6/2018	Outreach Division of School Improvement	Final Selection Memo and letters	Outreach Division of School Improvement	no current obstacles
Highlight Distinguished Schools <ul style="list-style-type: none"> <li>- Honored at NASTID conference</li> <li>- School Ceremony with members of IDOE</li> <li>- School Videos</li> <li>- Distinguished Principal Network</li> </ul>	Fall of 2013 and 2014, and ongoing in the fall of each year – 6/2018	Outreach Division of School Improvement	Videos PD Sessions Learning Connection Communities Website	NASTID Outreach Division of School Improvement Principals	no current obstacles

**Key Component #4**

Non Priority, Focus, or Reward schools that earn letter grades of A, B, or C and have low growth and low achievement in one or more subgroups of students will be designated as Targeted to ensure that all schools are meeting high expectations for all groups of students.

Key Milestones and activities	Timeframe	Party Responsible	Evidence	Resources	Significant obstacles
Establish new baseline AMO benchmarks and goals after Spring 2015 testing with new assessments and standards	Fall 2015 – 6/2018	Outreach Division of School Improvement Accountability Student Assessment	ISTEP+ scores from Spring 2015 will be used to establish AMO	Current ESEA Flexibility AMOs ISTEP+ scores from Spring 2015	If test scores are delayed in anyway, establishing AMOs will be delayed as well
Schools will be identified as Targeted based on each spring assessment	Winter of 2013 and 2014, and ongoing in the fall of each year – 6/2018	Outreach Division of School Improvement Accountability	Yearly ISTEP+ scores, AMO data, and other school data	AMO goals, ISTEP+ scores, and school data	All Reward, Focus, and Priority schools must be determined prior to Targeted school designations
Schools will be identified for corrective action if AMOs missed for Title III (If applicable)	Fall of each year – 6/2018	Outreach Division of School Improvement Accountability	Yearly ISTEP+ scores, AMO data, and other school data	AMO goals, ISTEP+ scores, and school data	no current obstacles

<p>Schools will use data to conduct a needs assessment and identify specific needs and concerns around low-performing subgroups; update/revise school improvement plans to ensure needs are being addressed; update/revise Title grants to ensure that funds are being used to implement strategies that support the needs of low-performing subgroups</p>	<p>Winter of 2013 and 2014, and ongoing in the fall of each year – 6/2018</p>	<p>LEAs and Schools</p>	<p>Updated school improvement plans and Title grants</p>	<p>ESEA waiver Guidance provided by IDOE</p>	<p>no current obstacles</p>
<p>IDOE will develop and provide guidance and technical assistance on updating and submitting/resubmitting school improvement plans; on effective use of federal funds to address needs of specific groups; and identify best practices from high performing schools</p>	<p>1/2014 – 6/2018 on-going each fall</p>	<p>Outreach Division of School Improvement</p>	<p>Videos Guidance Documents TA Sessions Website Menu of resources</p>	<p>ESEA waiver Guidance provided by IDOE</p>	<p>no current obstacles</p>
<p>LEAs and SEA will monitor implementation of school improvement plans and specific strategies identified for low-performing subgroups</p>	<p>Fall 2015 – 6/2018</p>	<p>Outreach Division of School Improvement</p>	<p>Monitoring protocols</p>	<p>LEA and SEA monitoring protocols</p>	<p>no current obstacles</p>