

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 show 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**

**December 2014  
State Board of Education Update**

A green, curved line representing a hill spans across the top of the slide. Five dark blue silhouettes of people are positioned along the curve, appearing to walk up the hill from left to right. The silhouettes represent a child, a young person, an adult, another adult, and a graduate in a cap and gown.

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# General Updates

## December 2014

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

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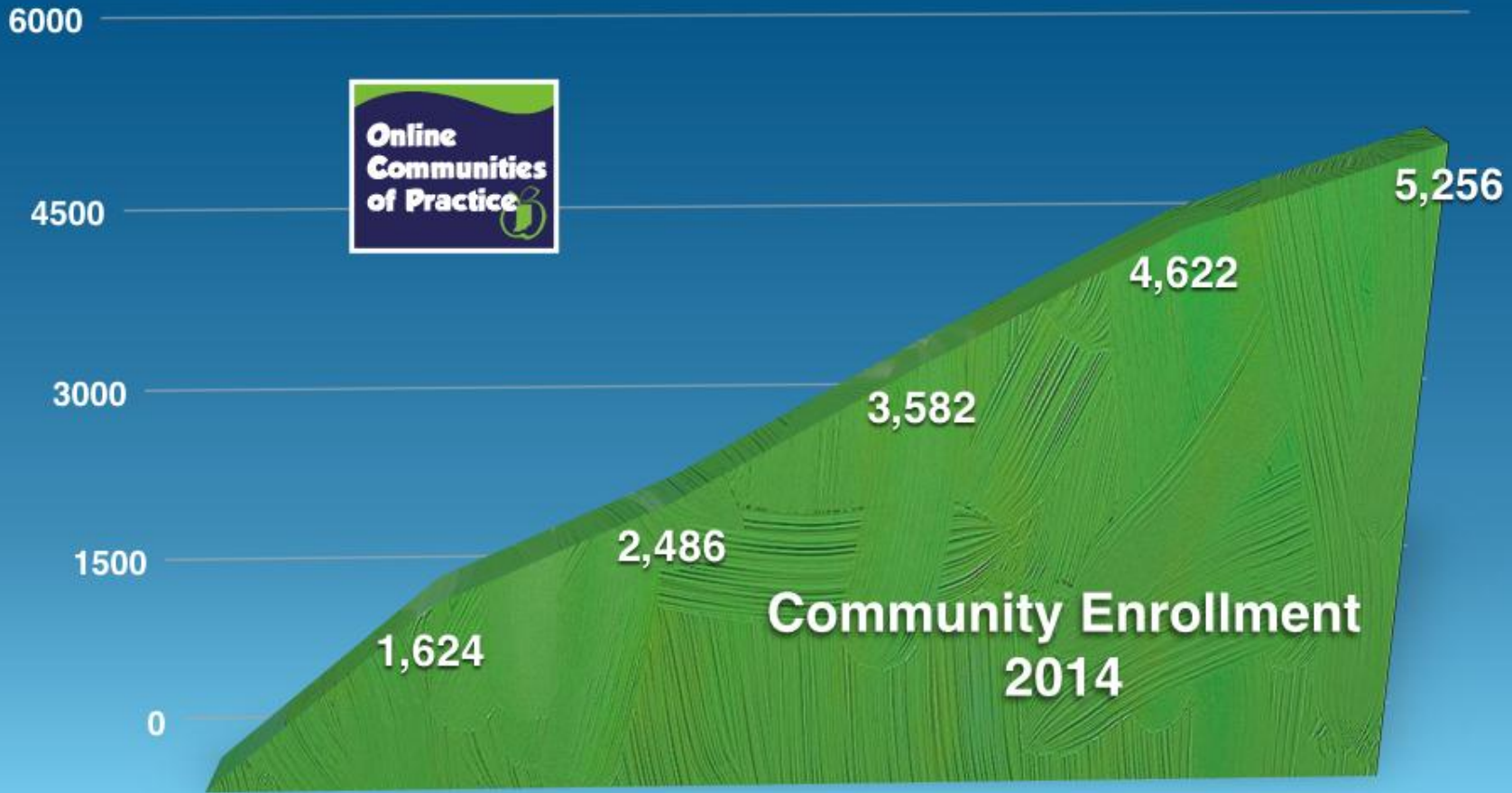
An SEA requests for renewal of ESEA flexibility no later than  
March 31, 2015.



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# **Principle 1- Update December CCR, EL, Special Education and Assessment**



# Community Enrollment 2014

30-May

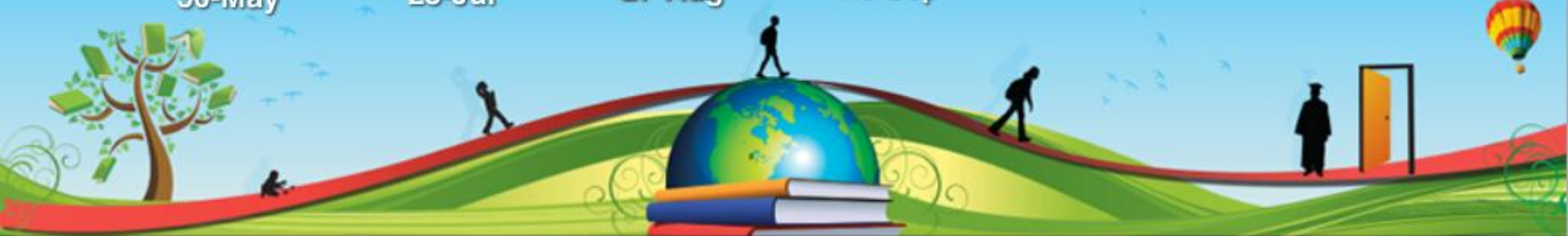
28-Jul

27-Aug

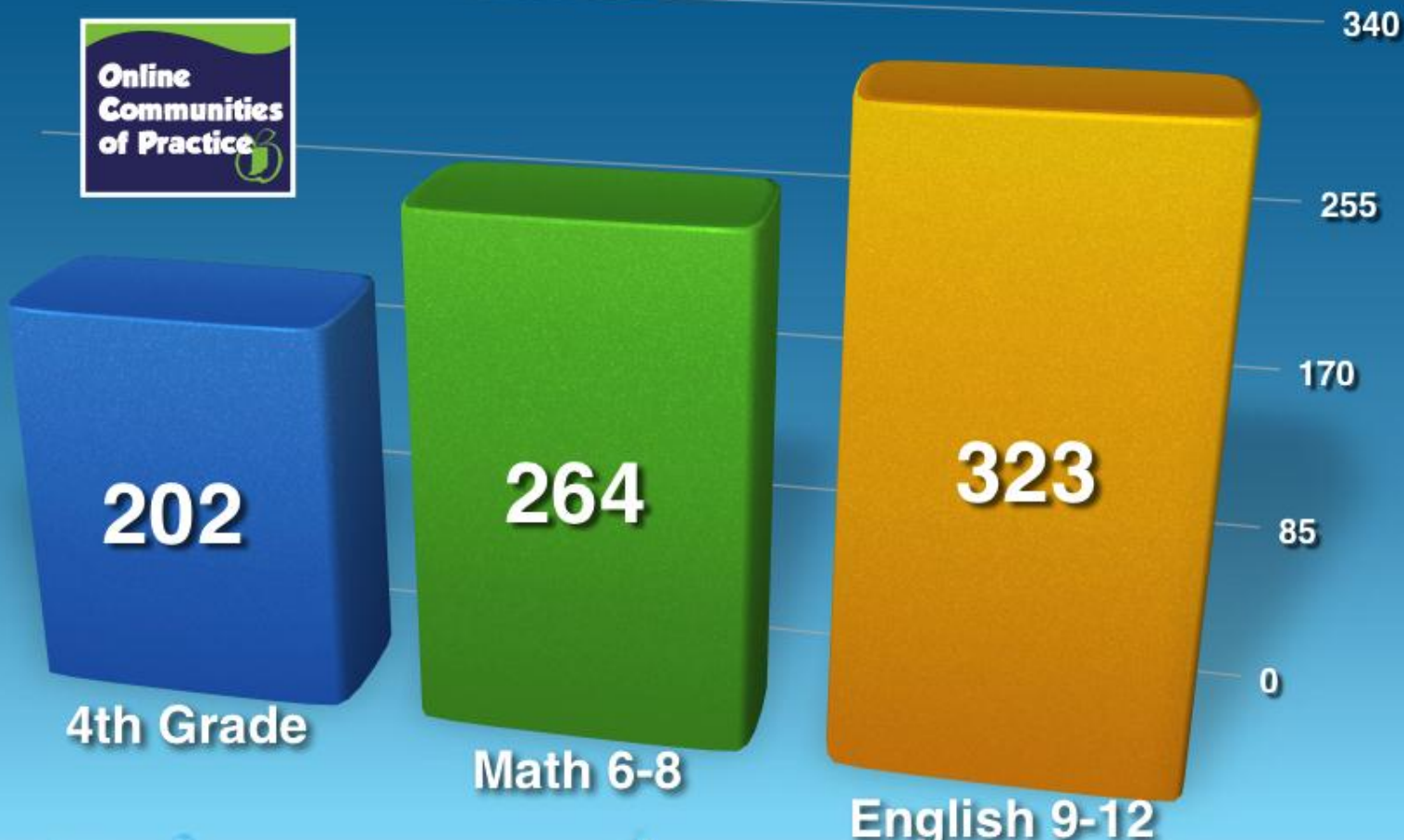
26-Sep

15-Oct

20-Nov









**Holly Frye**

Discussion ▾ - Sep 30, 2014

#Curriculum

We are currently gathering information on service models for high ability in K-12. Are there any districts in central Indiana interesting/willing to host a site visit to see your program and curriculum in action?

+1



Hide comments ^



**Gina Boyd** Sep 30, 2014

I teach a self-contained 4/5 high ability class in Lafayette and would welcome a site visit!



**Mark Heiden** Oct 1, 2014 +1

Franklin Community Schools in Franklin, Indiana has been on a four your journey that has included a new and researched ID process, a new differentiated E/LA curriculum and materials, robust PD for teachers, 7

[Read more](#)

Add a comment...



**Keshia Seitz**

Discussion ▾ - Oct 23, 2014

#Curriculum

Hi! My school's social studies department is exploring options for an online, digital curriculum tool to use to either (A) supplement the textbooks that they are using currently, or (B) replace the need for textbooks at textbook adoption time for next year. What do your schools use?

+1



Hide comments ^



**Michael Hutchison** Oct 24, 2014

Keshia,

Our social studies department at Lincoln High School (Vincennes) has been totally digital for about six years now. We originally purchased a large number of digital resources from Social Studies School Service for US, World, Government, Econ, and Geography. Since 2012, we've been using SSSS's "Active Classroom", which is a totally online portal for US, World, Government, and Geography (Econ will be integrated in January, 2015).

I'd be glad to forward you contact information if you want to test drive Active Classroom or get more information. Feel free to let me know.

Michael Hutchison

Show less



**Keshia Seitz** Oct 24, 2014

Yes, that would be great! Thank-you so much!



**Michael Hutchison** Oct 26, 2014

Hi, Keshia,

As I mentioned, Active Classroom is an online resource that is basically a



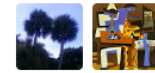


**Cherie Mack**

Discussion ▾ - Nov 13, 2014

#Writing

I'm searching for examples of writing prompts for 3-5 grades that would closely align to the expectations on the 2015 ISTEP. Expository/Persuasive would be most helpful!



Hide comments ^



**Mickey Speicher** Nov 13, 2014

Try Googling Webb's Depth of Knowledge. This is Bloom's Taxonomy revamped. From what we are hearing, quite a bit of ISTEP will focus on level 2 and 3 type questions and contain verbs such as specify, explain, apply,

[Read more](#)



**Cherie Mack** Nov 13, 2014

Thanks, Mickey - I'm aware of the DOK that ISTEP is exposing the students to for 2015 testing. The IDOE has a few samples out there. I'm looking for actual prompts that follow along with the higher DOK without having to make them up.



**Mickey Speicher** Nov 13, 2014

I'll be watching this post too for some ideas!!

Add a comment...



## Principle I Components Completed - EL

- Provide admin training at CIESC on October 3, 2014.
- Held joint Title I and Title III Community of Practitioner meeting.
- Three Train the Trainer sessions with 30 participants each have been scheduled for WIDA standards training.
- Training and information regarding the ACCESS assessment have been disseminated.
- Indiana spoke at the national WIDA conference for two sessions.
- Released additional WIDA resources including an implementation guide, training videos, and frameworks have been developed for use as tools to help further implementation, conversation, and training.
- The Title III grants have been approved and include updated pertinent information concerning the WIDA implementation plan for each district.
- Held director training at CIESC.
- Held parent meeting in Anderson on ESEA Flexibility Waiver.



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# Principle I Components Completed continued - EL

- Staff from the Office of English Learning and Migrant Education has conducted on-site, in-depth WIDA training events with districts.
- NESP grants include pertinent information concerning the WIDA implementation plan for each district.
- Additional administration and Title III Director's training was conducted on the transition to new standards and assessment.
- Language Minority collection opened with WIDA training sign-off.
- Completed PD plan with Great Lakes for 2014-2015.
- Trained SIOP cohort #2 in November.
- Held the INTESOL conference with over 500 participants on November 15<sup>th</sup>.
- Spoke at the Indiana Nonpublic School Conference on WIDA.
- Developed and released the parent WIDA letter in English and Spanish.



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# Principle I Ongoing Supports - EL

- IDOE staff will continue to provide WIDA assessment and standards training
- An alignment study
- Parent resources were completed and released
- Data collection on needs and implementation
- Google+ communities of practice



# ESEA Consultation Components Completed - EL

- The EL Monthly Happenings continue to be released with important updates and information to the field.
- IDOE partnered with INTESOL and hosted a parent breakout session at the annual conference on November 15<sup>th</sup>.
- IDOE hosted a parent meeting in Anderson on the ESEA flexibility waiver.



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# ESEA Consultation Ongoing Supports - EL

- IDOE staff will implement parent surveys that are available online.
- IDOE will continue to release material through print and video to share with parents at the LEA level regarding ESEA Flexibility components.
- Data collection on needs and implementation will be conducted.





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# Migrant Components Completed - EL

- Indiana Migrant Centers are serving 90% of students.
- IDOE is completing a data analysis to determine changes and improvements.
- Weekly phone call with regional directors have been started.
- Conference calls were held with MRC directors about the release of the new grant.



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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)

A green curved line representing a hill, with five blue silhouettes of people at various stages of climbing it, from a person sitting on the ground to a person in a graduation cap at the peak.

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## **Principle 1- Special Education**

- Informational Resources for Parents:
  - Guidance for participation in ISTEP vs Alternate Assessment
  - <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
  - Posted sessions from Special Education Virtual Professional Development webinar on 10/28/14:
    - <http://www.doe.in.gov/specialed/virtual-professional-development>
  - Monthly meetings with INSOURCE (Special Education advocacy group)



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## **Special Education**

- Stakeholder meetings and updates – ongoing
  - Presentation to ARC of Indiana Education Committee on November 5, 2014
  - Participated in INSOURCE training lunch panel on November 3, 2014
  - Presentation to Indiana Curriculum and Instruction Association on November 7, 2014
  - Alternate Assessment Pilot 2 observations at 2 local LEAs on November 11, 2014
  - Update at Special Education State Advisory Council on November 14, 2014
  - Update at ICASE Executive meeting on November 20, 2014



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## **Special Education**

- Internal Cross Collaboration IDOE meetings
  - Bi-weekly Standards Updates and Planning meetings
  - Monthly Special Populations meetings
  - Weekly Special Education and Assessment meetings





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## **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: RFP proposal reviews



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# **PRINCIPLE 2 UPDATE**

## **December**



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# Principle 2: Focus and Priority Schools Update

## Fall 2014

- ✓ Conducting a Leadership Series of 6 professional development days to provide principals of Focus and Priority Schools knowledge and resources to assist them with school improvement work.
- ✓ Continuing work with AdvancED to provide Focus and Priority Schools with targeted assistance and information to improve school improvement planning with an intentional focus
- ✓ Created a series of Webinars to assist school leaders with implementing each of the 8 Turnaround Principles.
- ✓ Developed a library of resources aligned to all Turnaround Principles and posted on our website.



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## Principle 2: Focus and Priority Schools Update Fall 2014

- ✓ Student Achievement Plans, a School Improvement Plan supplement, were due November 30 for all Focus and Priority Schools to address the Turnaround Principles.
- ✓ 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 Fall 2014

- ✓ 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.
- ✓ A new position, Director and Family and Community Engagement , was filled by Leroy Robinson and will allow Outreach to more intentionally support schools with Turnaround Principle 8, Family and Community Engagement, while also responding to this critical need across Indiana.

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# Principle 3- Update December





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# Principle 3 Components Completed

- IDOE staff reviewing all evaluation plans submitted to IDOE through Legal Standard 12 and districts will receive feedback within 60 days
- IDOE staff completed 19 onsite monitoring visits for implementation of evaluation plans in September through November
- Redesigned the IDOE Evaluation website to find resources aligned to and supporting the onsite monitoring plan
- First Teacher-Leaders meeting was November 13, 2014



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## **Principle 3 Ongoing Supports**

- Next Teacher Leaders meeting will be set for early 2015
- Districts continuing to receive letters for onsite visits for evaluation plan implementation
- IDOE continues to work with Center for Great Teachers and Leaders and Westat for onsite monitoring resources report, data use plan and internal tracking procedures