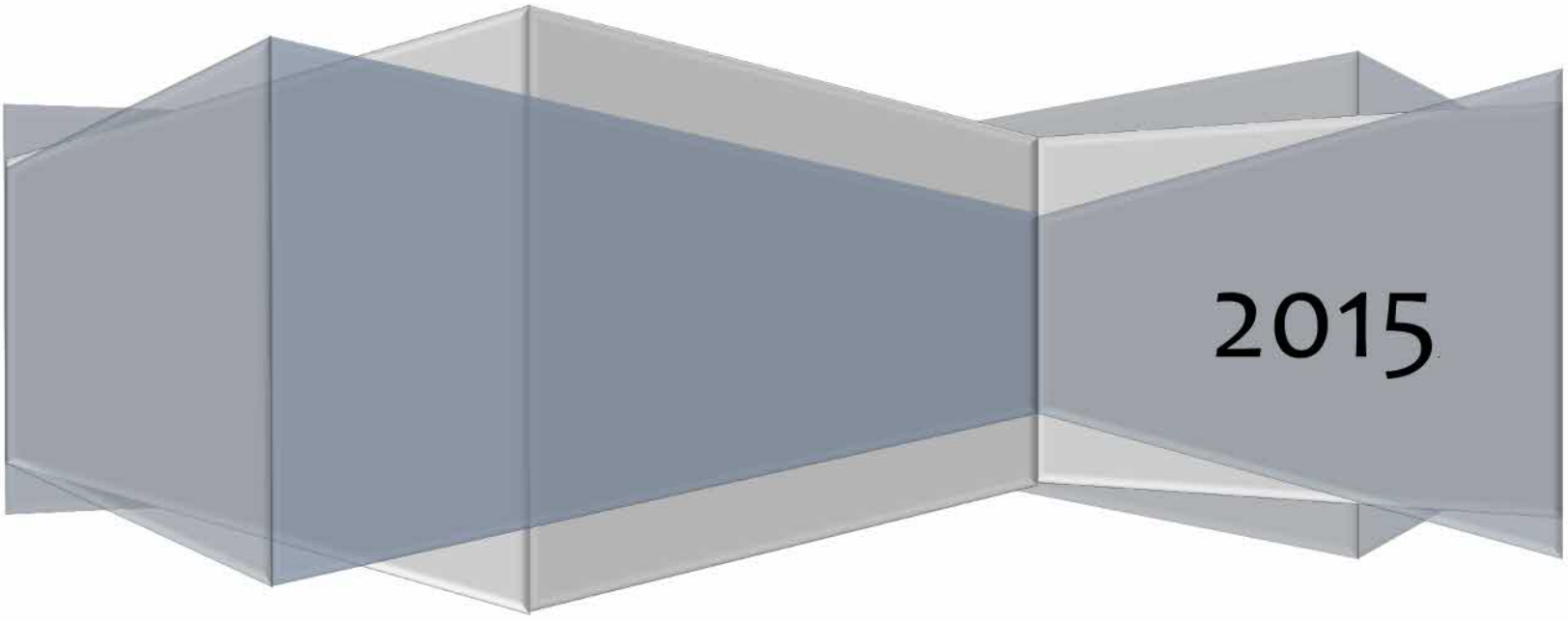
Indiana Department of Education

Excellent Educators for All Initiative

Ensuring Equitable Access to Excellent Educators in Indiana

Division of Educator Effectiveness



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Section 1: Introduction

Plan Overview and SEA Context

In the 2012-13 school year, the Indiana General Assembly mandated the implementation of annual staff performance evaluations for all certificated employees in public school corporations and charter schools (LEAs) across the state. Through IC 20-28-11.5 (Attachment A), an evaluation system was implemented to provide all educators continuous feedback through annual evaluations to improve instruction. Per code, these annual evaluations must result in the designation of each certificated employee in one of the following categories: Highly Effective; Effective; Improvement Necessary; or Ineffective. At present, Indiana has two years of statewide evaluation data for all certificated employees in traditional public LEAs with up-to-date staff performance evaluations per collective bargaining agreements. Indiana also has one year of statewide evaluation data for all certificated employees in public charter schools.

As required by statute, aggregate evaluation data by school and district is posted on the Indiana Department of Education's (IDOE) website: www.doe.in.gov/evaluations. While 89 percent of Indiana educators were rated as Highly Effective or Effective for the 2013-14 school year, this percentage does not trickle down to the schools with the highest numbers of nonwhite students and students receiving free and reduced-price lunch. Furthermore, the rate of retention of our Highly Effective and Effective teachers (Excellent Educators) in high-needs schools is lower than in our low-needs schools. This challenge is Indiana's biggest equity gap. The data analyzed through the development of this plan shows that these Highly Effective and Effective educators are leaving our high-needs schools, possibly transferring to low-needs schools or private schools, moving out of state, or leaving the teaching field altogether. As the chart below demonstrates, Indiana has a high percentage of Excellent Educators. However, through the IDOE's annual data collection, we have found we are losing these teachers each year, and worse yet, those with no experience (first year teachers) are leaving at the highest rate in our high-needs schools. Indiana's educator equity plan focuses on the need to keep our Excellent Educators teaching in our high-needs schools.

2013-14 Statewide Staff Performance Evaluation Results		
Educators Reported	**Rating**	**Percentage**
21,554	HIGHLY EFFEECTIVE	35.47%
32,531	EFFECTIVE	53.54%
1093	IMPROVEMENT NECESSARY	1.80%
212	INEFFECTIVE	0.35%
5,374	NOT APPLICABLE/NOT EVALUATED	8.84%
TOTAL: 60,764		
2012-13 Statewide Staff Performance Evaluation Results		
Educators Reported	**Rating**	**Percentage**
14,658	HIGHLY EFFEECTIVE	26.43%
33,909	EFFECTIVE	61.15%
1,110	IMPROVEMENT NECESSARY	2.03%
218	INEFFECTIVE	0.39%
55,60	NOT APPLICABLE/NOT EVALUATED	10%
TOTAL: 55,455		

In the 2012-13 school year, the Indiana General Assembly also mandated performance-based compensation for teachers. Indiana Code 20-28-9 (Attachment B) requires LEAs to compensate teachers based on a combination of at least two of the following four factors: education and/or experience; leadership; academic needs of students; and evaluation ratings. No more than 33 percent of the calculation used to give teachers a raise can be based on the education and/or experience factor; further, teachers rated in the bottom two categories, Improvement Necessary or Ineffective, cannot receive a raise of any kind. In the 2014-15 school year, 25 percent of LEAs chose to use leadership or academic needs of students as a factor in the overall calculation to receive a raise, but 80 percent used summative evaluation results as one factor. In December of 2014, the IDOE distributed the $30 million performance grant to reward Highly Effective and Effective teachers with a one-time stipend. The IDOE has also leveraged the $2 million Excellence in Performance grant to reward Excellent Educators in targeted high-needs schools. For the 2014-15 school year, this competitive grant awarded a one-time stipend to Highly Effective teachers in leadership roles in Title I Focus and Priority Schools. The grant applications included examples of teacher leadership such as mentoring a beginning teacher, sharing leadership roles with administrators in the building, providing professional development to staff, and becoming a mentor/master teacher. Research[1] shows that providing leadership opportunities will increase retention rates in schools.

We know much more is needed to attract and retain excellent educators in Indiana, specifically in our high-needs schools. The plan will address the retention of our Excellent Educators, particularly those in their first year of teaching, in our high-needs schools. The strategies set forth in this plan will move the state toward the goal of providing every Hoosier student with an excellent educator.

Excellent Educators

Indiana's educator equity plan defines an "Excellent Educator" as a teacher who received a final summative rating of Highly Effective or Effective. In consideration of the rigorous requirements of IC 20-28-11.5 that mandate the use of objective measures of student growth and achievement – in addition to other factors including observations – to significantly inform final summative ratings, we strongly believe educators rated as Highly Effective or Effective are excellent.

Plan Development Process

The IDOE last updated its equity plan in 2010. The IDOE reviewed the 2010 plan along with the educator equity data profile provided to each state by USED based on statistics from the 2011-12 school year Civil Rights Data Collection (CRDC). The equity data profile (Attachment C) did not reveal large equity gaps for inexperienced, unqualified or out of field teachers. Since 2010, Indiana has initiated many data collection requirements for LEAs that better identify true gaps and challenges. It was determined through internal meetings that Indiana would use state data obtained through LEA-submitted data collections rather than the CRDC since this data was more recent and also provided more detail to sharpen the focus on Indiana's equity gaps. Indiana also has two years of educator evaluation data that better defines an Excellent Educator. This data is described in more detail in the following sections.

[1] The Irreplaceables; TNTP 2012

With the continuous support of the Great Lakes Comprehensive Center (GLCC) and the Center on Great Teachers and Leaders (GTL), the IDOE developed data presentations for four stakeholder meetings. The feedback from these meetings guided the IDOE throughout the development of the plan. First, the IDOE gathered all data surrounding educator equity, including student achievement data, retention data, highly qualified teacher data, educator evaluation data, and teacher preparation program data. An analysis of this data formed the foundation of the stakeholder meetings and provided a clear picture of the state's current equity gaps and challenges. After stakeholders reviewed the data, GTL guided the stakeholders in conducting a root cause analysis. The root cause analysis led stakeholders to identify the causes for the current equity gaps that exist in Indiana. After the root cause analysis, stakeholders developed both short- and long-term strategies that will help close the identified equity gaps. The strategies developed expand upon existing frameworks as well as introduce rigorous new initiatives. Following the stakeholder meetings, the IDOE began writing a draft based on stakeholder input, then circulated the draft to elicit further stakeholder feedback prior to submission to the USED. The state involved stakeholders before, during, and after the writing of the plan and will continue to engage the stakeholders through ongoing monitoring and support of the plan.

Section 2: Stakeholder Engagement

Stakeholder Groups and Meetings

The IDOE conducted three face-to-face meetings and one virtual meeting to involve stakeholders in the development of the equity plan. We also conducted a follow-up internal meeting with IDOE specialists prior to the plan submission. To prepare for the stakeholder meetings IDOE staff participated in weekly meetings with two staff of GLCC and GTL, to prepare and disaggregate the data for the four stakeholder meetings. The first meeting included over 15 IDOE staff members with expertise in the areas of school improvement, federal programs, educator licensing, educator preparation, data collection, information technology, educator Effectiveness and special populations. The first internal stakeholder meeting lasted a full day and was facilitated by members of GLCC and GTL. The second stakeholder meeting was attended by members of Indiana's Teacher Appraisal and Support System (INTASS) Advisory Board. The INTASS Advisory Board is comprised of representatives from the Indiana School Boards Association, Indiana Association of Public School Superintendents, Indiana Association of School Principals, Indiana State Teachers Association, Indiana American Federation of Teachers, higher education, IDOE, State Board of Education, and charter schools. The third stakeholder meeting was attended by members of community organizations and practicing educators. Representatives participating in this stakeholder group included Indiana Teachers of the Year, Milken Educators, National Board Certified Teachers, the Indiana Rural Teacher of the Year, Education Service Centers, teacher preparation programs, an LEA-level human resource director and community organizations.

Facilitators utilized resources developed by GTL as well as guidance from the USED to guide all stakeholder meetings. The fourth stakeholder meeting was held virtually for those that could not participate in person. The IDOE Outreach Division of School Improvement coordinators also invited teachers and principals from Focus and Priority Schools to participate in the virtual meeting. The goal of these stakeholder meetings was to provide IDOE with needed information for the development of this plan. We provided stakeholders with background information and data needed to offer informed feedback. Stakeholders then participated in a process of identifying equity gaps, a root cause analysis, and identifying strategies aligned to the Indiana's equity challenge.

Broad and Authentic Engagement

Through the four stakeholder meetings, the IDOE involved a group of participants that offered broad and authentic perspective and engagement as stakeholders. The stakeholders included state level specialists, teachers, principals, superintendents, parents, teacher preparation program staff, LEA- level human resources directors, and members of community organizations. The IDOE felt it was important to ensure all stakeholder perspectives were represented and that their feedback served as the foundation for the development of the educator equity plan. The IDOE hosted three face-to-face meetings as well as a virtual meeting in addition to providing a draft of the plan to stakeholders prior to the final submission. An online survey was also circulated with the draft of the plan to allow stakeholders to submit feedback (Attachment D).

Continuous Engagement

The IDOE will annually survey all stakeholders to garner feedback and input regarding the implementation of the educator equity plan. This survey will ask stakeholders if they feel the plan is being implemented effectively and also request suggestions for updates and revisions. The IDOE will compile make the results of the survey available to all stakeholders. Internally, the IDOE will discuss the results of the survey with members of the Executive Team. Upon receipt of the pre-submission draft of the plan, all stakeholders were invited to be part of Indiana's Educator Equity Plan Committee. This committee will be responsible for monitoring the strategies set forth in this plan and updating the field through communication on the progress of reducing the identified equity gaps. The committee will meet twice each year to discuss the progress of the strategies outline in the equity plan.

Stakeholder Input and Feedback Loops

During the four stakeholder meetings, IDOE staff made adjustments for future meetings based on participant feedback. For example, during the last external meetings, the stakeholders focused on aligning the root causes with strategies which were linked to the identified gap. Input from the internal IDOE meeting and the first external stakeholder meeting steered the focus toward teacher retention data rather than student achievement data. Due to the gaps and root causes identified in these first two meetings, the third stakeholder meeting focused on the development of strategies aligned to the root causes that will allow Indiana to reduce the identified equity gaps. The IDOE staff also provided each stakeholder with a draft of the educator equity plan and an opportunity to provide feedback through an online survey prior to the submission to USED. Stakeholders will receive an annual report on the progress of the educator equity plan and the reduction of the equity gaps, including civil rights organizations. The IDOE will also post the annual report via the IDOE's equity plan website. This will allow the plan to remain a living document within the stakeholders as well as hold the IDOE accountable for implementing the strategies set forth in the plan.

Stakeholder Roles and Meeting Outcomes

	Stakeholder Roles	Meeting Outcomes
Internal Meeting	▪ Outreach ▪ special education ▪ English learners ▪ Title I ▪ data collections ▪ information technology ▪ educator preparation	▪ Provided with background information and data needed to offer informed feedback ▪ Participate in a process of identifying equity gaps, root causes, and strategies ▪ Offer perspectives on the data study and root cause analysis processes ▪ Provide IDOE with needed information for the Equity plan to be submitted to USED
External Meeting #1	▪ rural school superintendent ▪ higher education (2) ▪ Indiana Association of School Principals	▪ Provided with background information and data needed to offer informed feedback ▪ Participate in a process of identifying equity gaps, root causes, and strategies ▪ Offer perspectives on the data study and root cause analysis processes ▪ Provide IDOE with needed information for the Equity plan to be submitted to USED
External Meeting #2	▪ Teacher of the Year (3) ▪ Rural Teacher of the Year ▪ Indiana Small Rural Schools Association ▪ Milken Educator (2) ▪ National Board Certified Teacher ▪ Education Service Center ▪ human resources director ▪ teacher preparation	▪ Provided with background information and data needed to offer informed feedback ▪ Provide participants with identified equity gap as developed through previous stakeholder meetings and participate in root causes analysis and strategies to address identified equity gaps ▪ Provide IDOE with needed information for the Equity plan to be submitted to USED
*Virtual Meeting**	▪ teacher leaders ▪ Focus/Priority school principals ▪ student services administrator ▪ Indiana State Board of Education staff ▪ Indiana Association of Public School Superintendents ▪ Indiana School Boards Association ▪ Indiana State Teachers Association ▪ American Federation of Teachers Indiana ▪ charter schools association ▪ parents (5)	▪ Provided with background information and data needed to offer informed feedback ▪ Provide participants with identified equity gap, root causes and strategies as developed through previous stakeholder meetings ▪ Provide IDOE with needed information for the Equity plan to be submitted to USED via online survey

*Participants invited to face-to-face meetings that were unable to attend were sent a recording of the virtual meeting along with a survey to provide feedback

Section 3: Equity Gaps

Key Terminology

A-F Accountability Grade:

Beginning with the 2010-11 academic year, the State Board of Education changed the labels for school levels of achievement based on student performance from the terms Exemplary, Commendable, Academic Progress, Academic Watch and Academic Probation to easy-to-understand letter grades (A, B, C, D and F). The new A-F labels improve transparency by allowing parents and community members to better recognize how well Indiana schools are performing and preparing students to achieve positive academic outcomes. Starting with the 2011-12 academic year, the State Board of Education adopted the use of a new methodology for determining a school or LEA's grade, A-F. Indiana's new A-F model holds schools and LEAs to higher standards and provides a more accurate picture of their performance by incorporating student academic growth and graduation rates, as well as college and career readiness, as measures of success.

Equity Gap:

An equity gap is, at minimum, a five percent difference in the rate at which students in the highest poverty and minority quartiles have access to excellent educators as compared with students in the lowest poverty and minority quartiles. Equity gaps were not demonstrated through an analysis of the rates at which students in these quartiles were taught by inexperienced, out-of-field, or unqualified teachers. Rather, equity gaps surfaced through an analysis of the consistency of access to excellent educators. Students in the lowest poverty and minority quartiles were taught consistently by excellent educators at rates seven to 14 percent higher than those in the highest poverty and minority quartiles.

Excellent Educators:

In Indiana, an "Excellent Educator" is one who receives a summative Effectiveness rating of "Highly Effective" or "Effective." Indiana began implementing annual staff performance evaluations for all certificated employees during the 2012-13 school year. Indiana will begin its fourth year of implementation during the 2015-16 giving all certificated employees an evaluation as required in IC 20-28-11.5 with a final summative rating of Highly Effective, Effective, needs improvement or Ineffective. Each year the IDOE displays on the IDOE website the ratings of all certificated employees by school, LEA, years of experience and by teacher preparation program. This transparent communication of Effectiveness ratings has allowed rich discussion around the definition of an "excellent educator". Through the rigorous requirements of IC 20-28-11.5 that uses student growth and achievement to significantly inform final summative ratings, we believe educators rated as Highly Effective or Effective are excellent.

Focus/Priority Schools:

Focus School

A school earning a "D" is defined as a Focus School regardless of the previous years' letter grade designations; a school earning a "B" or "C" for the 2013-14 school year that received a "D" for the previous (2012-13) school year is also defined as a Focus School.

Priority School

A school that receives an "F" is defined as a Priority School regardless of the previous years' letter grade designations; a school earning a "B", "C", or "D" for the 2013-14 school year that received a "D" or "F" for the previous two years (2011-2012 and 2012-13) is also defined as a Priority School.

Category	*2013-14*	*2012-13*	*2011-12*
Focus	D	A, B, C or D	A, B or C
	B or C	D	A, B or C
Priority	B, C, D or F	D	D
	B, C, D or F	D or F	D or F
	F		

Outreach Division of School Improvement (IDOE)

The Outreach Division of School Improvement provides support through the use of Regional Coordinators while collaborating with the nine educational service centers throughout Indiana. The Assistant Superintendent and Director of Outreach have intentionally created a team with a diverse educational background and depth of experience along with highly developed interpersonal skills. Their background of experience and skills will enable them to provide levels of support for all Indiana Schools: Reward, Focus, and Priority. The Outreach Team's mission is to be supportive, responsive, and proactive. The Outreach Team will provide support and resources that align with the USED's Turnaround Principles.

Improvement Necessary Teacher:

An "Improvement Necessary Teacher" is one who receives a summative Effectiveness rating of "Improvement Necessary" per an evaluation that meets the requirements of IC 20-28-11.5. In Indiana, less than two percent of teachers were rated "Improvement Necessary" for the 2013-14 school year.

Indiana Educator Equity Plan Website:

The IDOE will create an Indiana Educator Equity Plan website. The website will host the educator equity plan and allow stakeholders, LEAs, and community members to access documents related to the plan. The website will also serve as the resource hub for LEAs implementing the strategies as stated in the Timelines and Milestones table. The annual progress report and updated data analysis will also be housed on the website.

Ineffective Teacher:

An "Ineffective Teacher" is one who receives a summative Effectiveness rating of "Ineffective" per an evaluation that meets the requirements of IC 20-28-11.5. In Indiana, less than half of one percent of teachers were rated "Ineffective" for the 2013-14 school year.

Inexperienced Teacher:

"Inexperienced teachers" are defined as those who are in their first year of teaching. The number of years of teaching experience includes the current year but does not include any student teaching or other similar preparation experiences.

Minority:

"Minority" is defined for purposes of this profile as all students who are American Indian/Alaska Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races. The highest minority schools are those in the highest quartile in a state; in Indiana in the 2013-14 school year, these schools had 68 percent minority students. The lowest minority schools are those in the lowest quartile in a state; in Indiana, these schools had 6 percent minority students.

Out-of-Field Teacher:

"Out-of-field teachers" are defined using the total number of FTE teachers not meeting all applicable Indiana teacher certification requirements for a standard certificate (i.e., has a regular/standard certificate / license / endorsement issued by Indiana). A beginning teacher who has met the standard teacher education requirements is considered to meet Indiana requirements even if he or she has not completed the required probationary period; a teacher with an emergency or temporary credential, however, is not considered to meet these requirements and would be considered an "out-of-field" teacher.

Poverty:

"Poverty" is defined using the percentage of students who are eligible for free or reduced-price lunch. The highest poverty schools are those in the highest quartile in a state. In Indiana in the 2013-14 school year, the schools in the highest poverty quartile had 75 percent of students eligible for free or reduced-price lunch. The lowest poverty schools are those in the lowest poverty quartile in the state; in Indiana, these schools had 24 percent of students eligible for free or reduced-price lunch.

Retention:

In Indiana, "retention" is defined as the rate at which teachers remain employed in the same school from one school year to the next. Teachers' employment within schools is reported through "School Personnel Numbers" (SPNs); teachers whose SPNs are reported by a school in both the first and second of two consecutive school years are considered part of the retention rate.

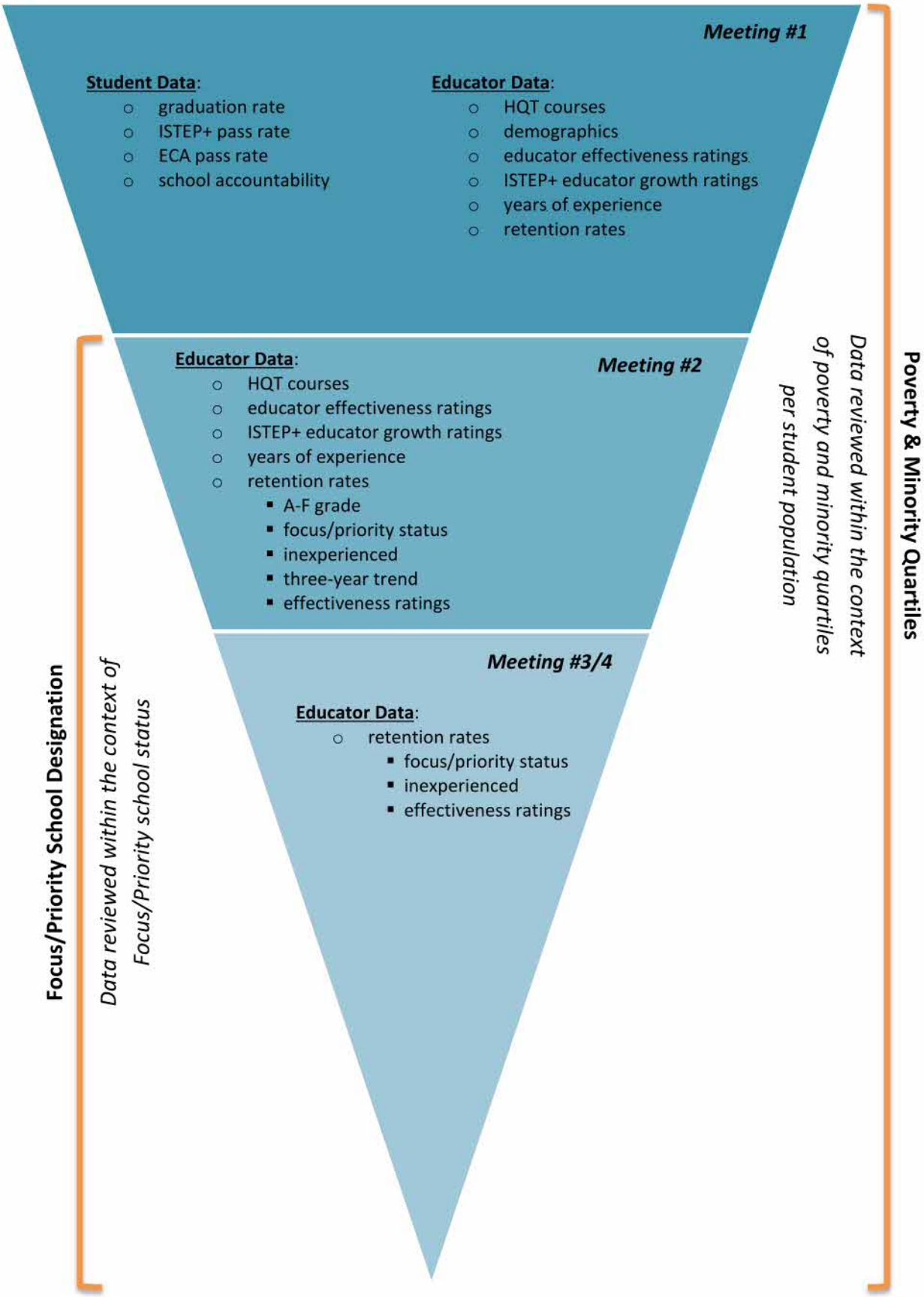
Unqualified Teacher:

Classes taught by teachers who are "unqualified" are core academic classes taught by teachers who do not meet all of the following criteria set forth through No Child Left Behind (NCLB). In general, a "highly qualified teacher" is one who is: (1) fully certified or licensed by the State, (2) holds at least a bachelor's degree from a four-year institution, and (3) demonstrates competence in each core academic subject area in which the teacher teaches through 24 semester hours or testing. When used with respect to any teacher teaching in a public charter school, the term "highly qualified" means that the teacher meets the requirements set forth in the State's public charter school law and the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis. Core academic classes are: English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Data Sources and Calculations

All data used to calculate equity gaps represent the most recent school year (2013-14) at the local district or charter school (LEA) level. These up-to-date data were determined to represent a more accurate depiction of student and educator characteristics; thus, the data provided by ED through the state educator equity profile were not utilized for equity gap identification. LEA level data were subsequently divided into quartiles – four equal groups per student population. Stakeholders then reviewed the data classified as the highest and lowest poverty as well as the highest and lowest minority quartiles across a variety of data sets to determine equity gaps. As demonstrated in the graphic below, some data, including Focus and Priority school and A-F accountability grade data, were reported at the school level and were not divided into quartiles. However, the data were grouped per the same "poverty" and "minority" qualifications. Additionally, with feedback from each stakeholder meeting, the review and analysis of the data became more focused; ultimately, teacher retention data was identified as the most significance source for determining equity gaps. The figure below illustrates the progression of data analyzed through the stakeholder meetings to narrow the focus on Indiana's main equity gap.

Progression of Data Review with Stakeholders



Student Data

A review of student data on statewide assessments and both the waiver and non-waiver graduation rates surfaced disparities between the highest and lowest poverty and minority quartiles. Eighty-one percent of grades 3-8 students in the lowest poverty quartile passed both the English/Language Arts and Mathematics assessments while only 56 percent of grades 3-8 students in the highest poverty quartile passed both assessments. The difference between the pass rates of the lowest and highest minority quartiles – 76 percent and 57 percent respectively – was less than that shown between the lowest and highest poverty quartiles.

The total graduation rate (which includes both waiver and non-waiver graduation) for students in the lowest poverty quartile was 94 percent while the rate for students in the highest poverty quartile was 82 percent. Similar to the assessment performance comparison, the difference between the graduation rates of the lowest and highest minority quartiles – 90 percent and 82 percent respectively – was less than that shown between the lowest and highest poverty quartiles.

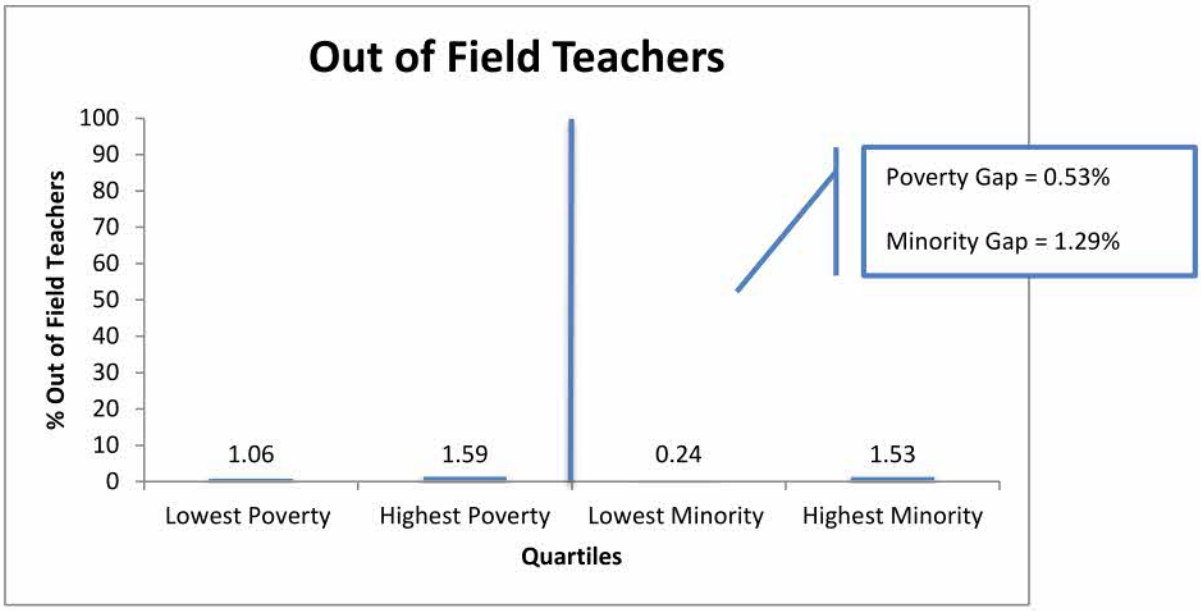
Although equity gaps surfaced through the student performance and graduation data analysis were deemed to be significant, we were unable to directly link educators' levels of Effectiveness to these particular student outcomes (considering many educators are not "accounted" for through state assessments and graduation rate; further the state assessment results reviewed reveal achievement rather than growth scores and show "success/failure" in only two academic areas).

Educator Data

A review of educator data, however, proved more pertinent for the identification of equity gaps with regard to access to "excellent" educators. As previously stated, in Indiana, an "excellent educator" is one who receives a summative evaluation rating of "Highly Effective" or "Effective."

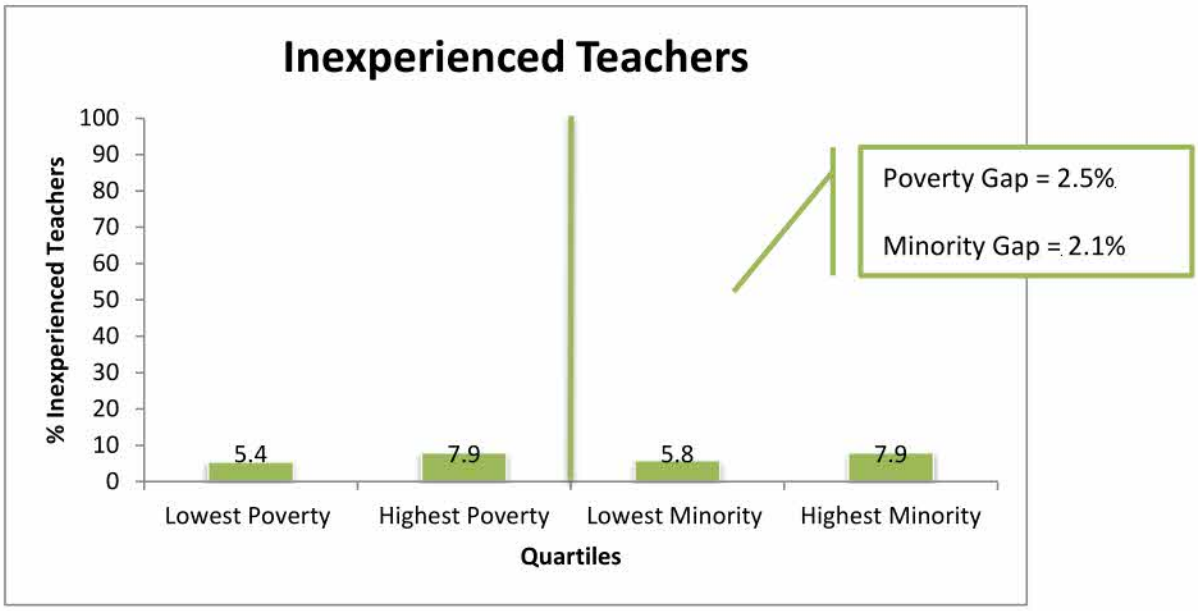
Out of Field Teacher Data

The first review of this educator data included an examination of out-of-field, inexperienced, and unqualified teachers. Just over one percent of teachers of students in the lowest poverty quartile were considered to be teaching out of field, and just over one and a half percent of teacher of students in the highest poverty quartile were considered to be teaching out of field. Similarly, just under half of one percent of teachers of students in the lowest minority quartile were considered to be teaching out of field, and just over one and a half percent of teachers of students in the highest minority quartile were considered to be teaching out of field.



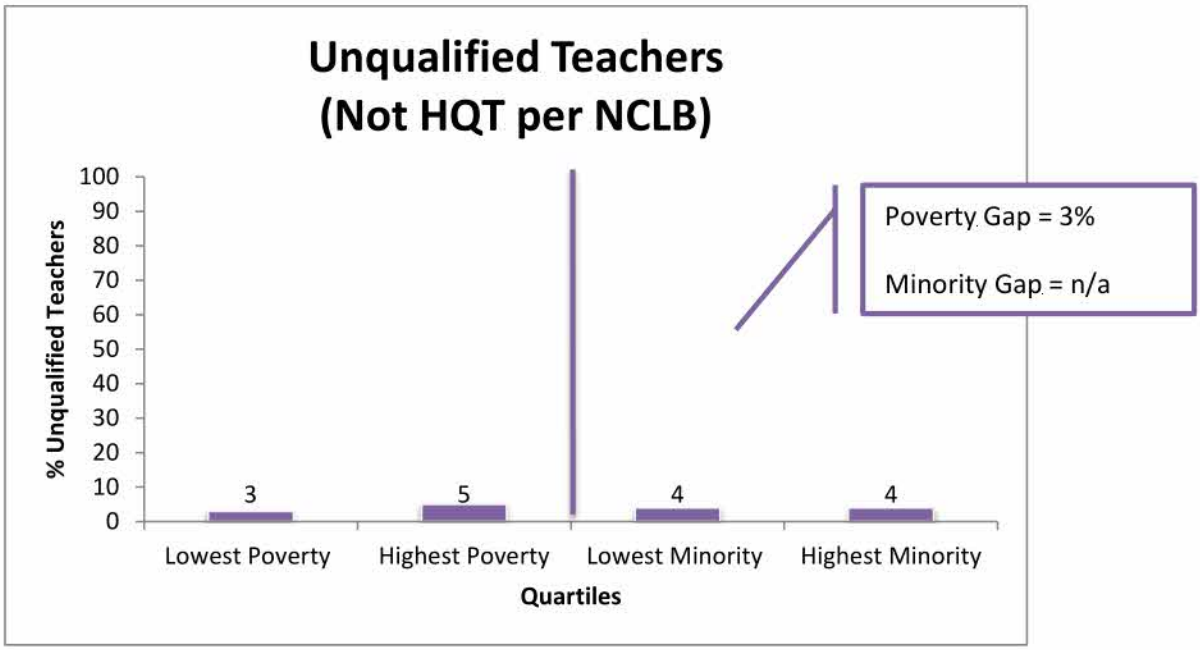
Inexperienced Teacher Data

Fewer than six percent of students in the lowest poverty quartile were taught by inexperienced teachers, and fewer than eight percent in the highest poverty quartile were taught by inexperienced teachers. Similarly, fewer than six percent of students in the lowest minority quartile and fewer than eight percent in the highest minority quartile were taught by inexperienced teachers. In regard to inexperienced teachers, it was determined that no equity gaps exist, as the differences in the percentages of students taught by inexperienced teachers in the lowest versus the highest poverty and minority quartiles were insignificant.



Unqualified Teacher Data

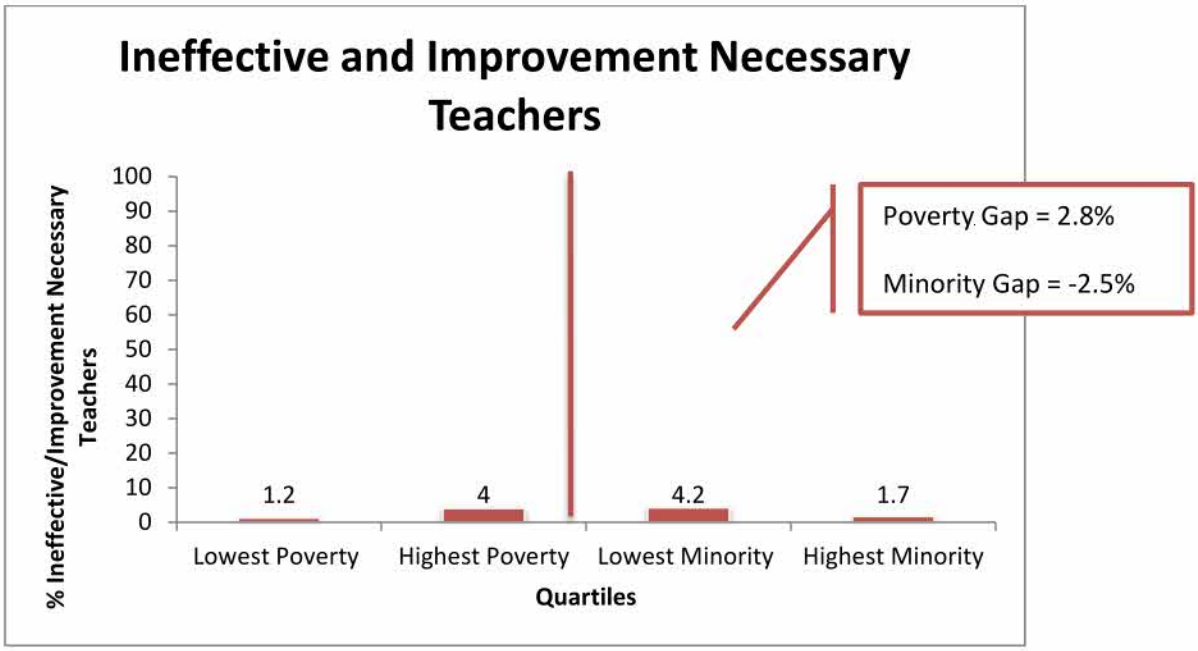
An examination of Highly Qualified Teacher (HQT) status as defined in No Child Left Behind (NCLB) revealed minimal or no difference between the lowest and highest poverty and minority quartiles. Two percent of the courses in the lowest poverty quartile were taught by teachers not meeting the HQT criteria, and only five percent of the courses in the highest poverty quartile were taught by teachers not meeting the HQT criteria. No difference was shown between the lowest and highest minority quartiles—courses taught by teachers not meeting the HQT criteria totaled four percent in both the lowest and highest minority quartiles.



Considering the two percent gap shown between the poverty quartiles and the nonexistence of a gap shown between the minority quartiles in regard to HQT status, educator Effectiveness ratings proved to be a more accurate representation of excellent educator status.

Ineffective/Improvement Necessary Teacher Data

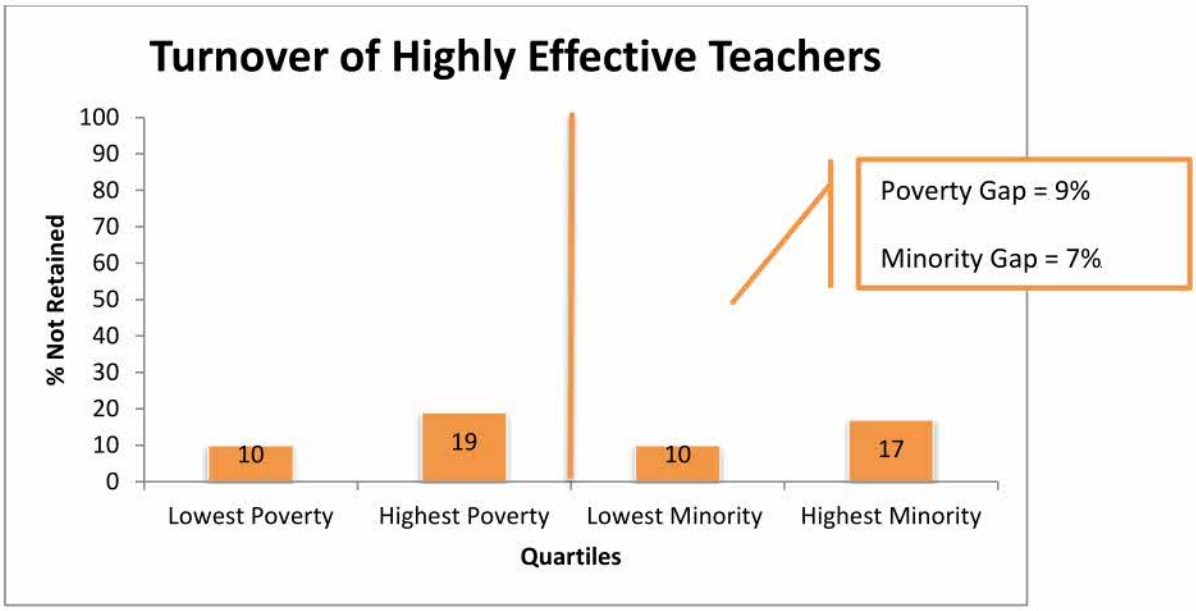
Less than two percent of teachers in the lowest poverty quartile were rated "Ineffective" or "Improvement Necessary"; four percent of teachers in the highest poverty quartile were rated in these bottom two categories. In contrast, over four percent of teachers in the lowest minority quartile and fewer than two percent of teachers in the highest minority quartile were rated "Ineffective" or "Improvement Necessary".

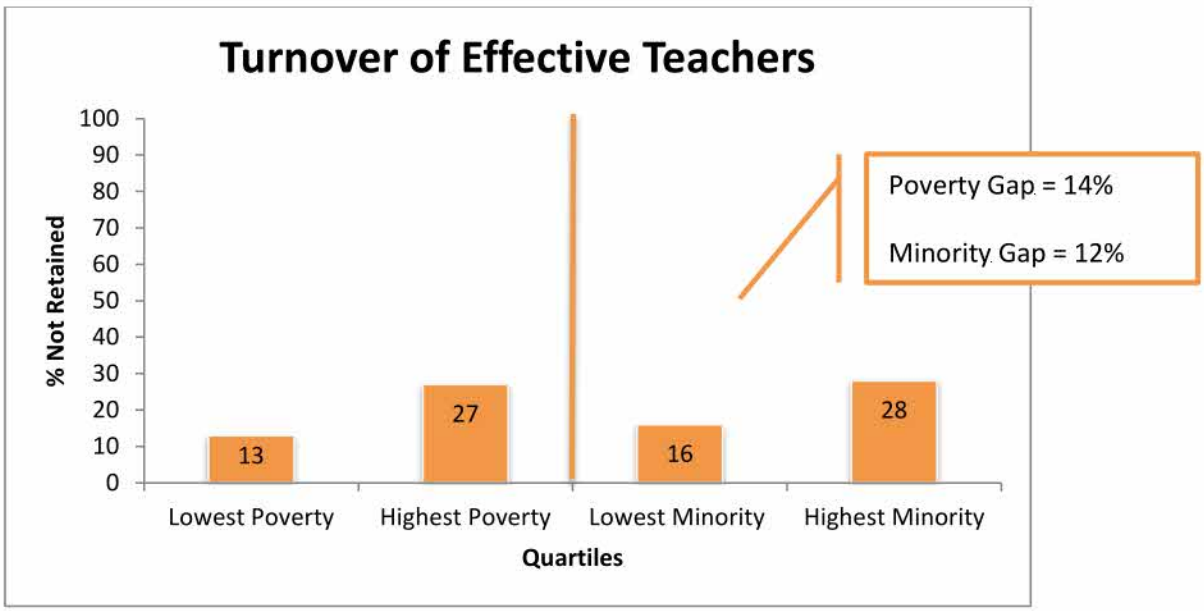


The gaps between the lowest and highest poverty and minority quartiles in terms of educator effectiveness ratings were almost equal (and equally insignificant) to all other gaps identified for the out-of-field, inexperienced, and unqualified categories. This overall lack of significant equity gaps prompted a more comprehensive review of additional data within the context of educator effectiveness, as this measure was deemed to be the most indicative of Excellent Educators.

Teacher Retention Data

This more comprehensive review of educator Effectiveness ratings revealed that the retention rate of "Highly Effective" or "Effective" teachers was much lower in the highest poverty and minority quartiles. The average retention rates of Highly Effective and Effective teachers in the lowest poverty quartile were 90 and 87 percent respectively. The average retention rates of these Excellent Educators in the highest poverty quartile were 81 and 73 percent respectively. In the lowest and highest minority quartiles, a similar disparity was revealed. Averages of only 72 percent of Effective and 83 percent of Highly Effective teachers in the highest minority quartile were retained while 84 percent and 90 percent of these highly qualified teachers in the lowest minority quartile were retained.





Gaps in the average retention rates of Highly Effective and Effective teachers also appeared among the highest and lowest performing schools per the state's school accountability grading system and Focus/Priority status designation. Priority schools with more than 50 percent poverty retained Highly Effective and Effective teachers at average rates of 76 percent and 73 percent respectively. Priority schools with more than 75 percent poverty retained these Excellent Educators at average rates of 74 percent and 70 percent respectively.

Furthermore, these average retention rates of Excellent Educators in high poverty priority schools have decreased over the past two years.

Equity Gap Identification

Highly Effective teachers in low poverty schools were retained at an average rate 9 percent higher than those in high poverty schools. Effective teachers in low poverty schools were retained at an average rate 14 percent higher than those in high poverty schools.

Highly Effective teachers in low minority schools were retained at an average rate 7 percent higher than those in high minority schools. Effective teachers in low minority schools were retained at an average rate 12 percent higher than those in high minority schools.

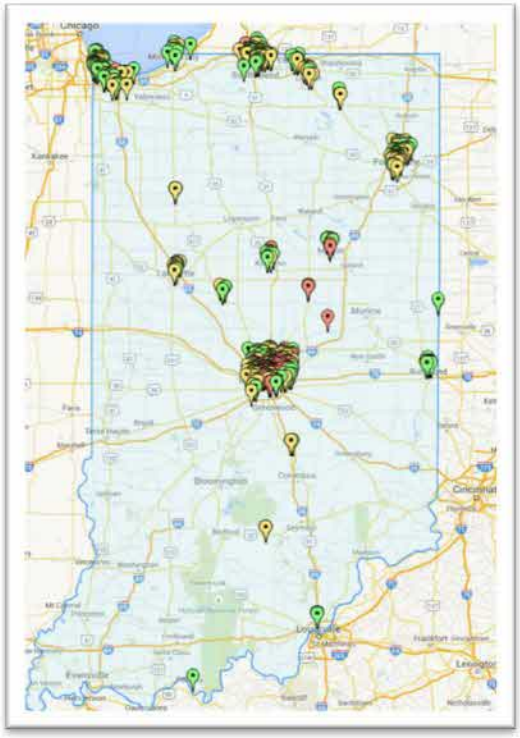
Students in low poverty and minority schools are taught more consistently by Highly Effective and Effective teachers year to year as compared with students in high poverty and minority schools.

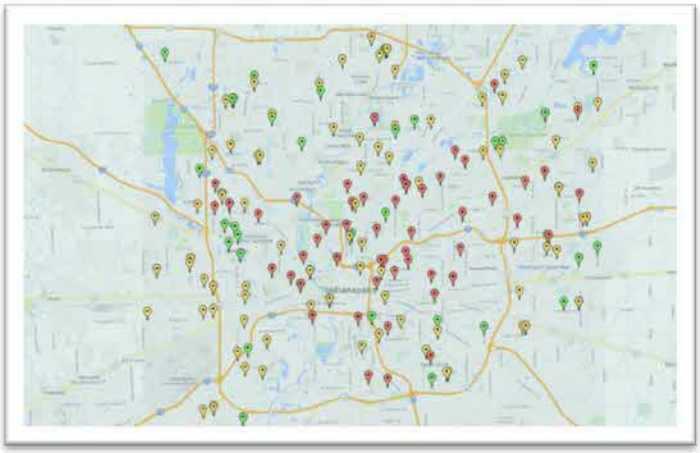
Geographic Representation of Equity Gap

The interactive map displays retention rates within the highest poverty and minority schools across the state: http://j.mp/1d3PXEI. The bottom of the map can display all ranges of retention or a single range at a time (high-green, medium-yellow, low-red). Sample views of the map are provided below.

Below are the retention ranges used to determine the high, medium, low/color categories. The average retention rate for the lowest poverty and minority schools is around 85%; therefore, 85% was deemed a "high" retention rate for the highest poverty and minority schools as it is comparable with the retention rates of the lowest poverty and minority schools.

RED = < 65% retention
YELLOW = 65-85% retention
GREEN = > 85% retention





Section 4: Strategies for Eliminating Equity Gaps

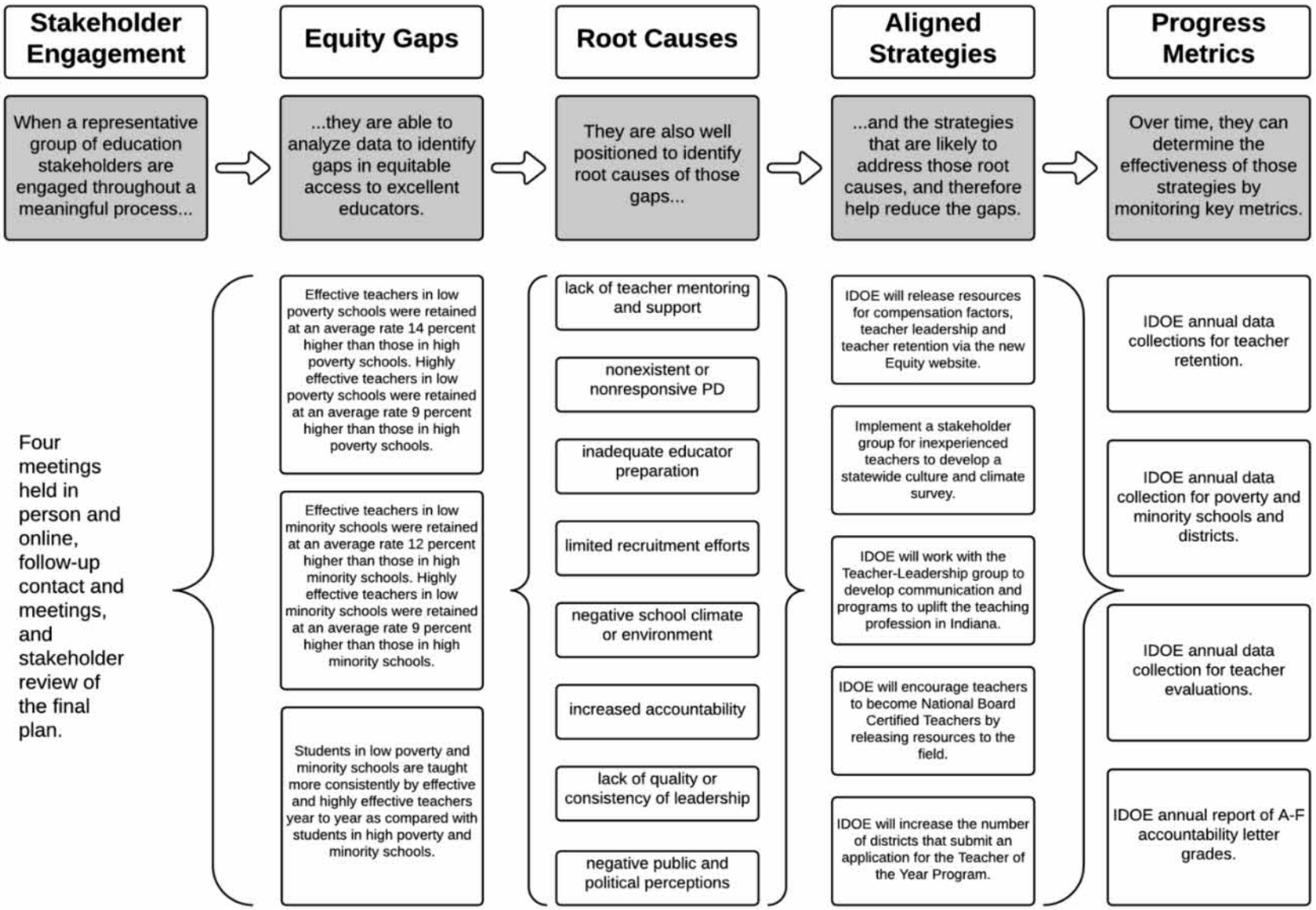
Logic Model

Annual staff performance evaluations are carried out consistent with the principles and timelines in the ESEA Flexibility Waiver and IC 20-28-11.5. The IDOE's priority with regard to improving student achievement and the quality of instruction for all students is to recognize great teaching and leadership. Few states are as well positioned as Indiana to lead the way in the important work of improving teacher and principal support systems. Indiana has fully embraced this challenge and the opportunity to substantially improve the quality of feedback provided to educators and to promote evaluation systems that shine a spotlight on excellence. Indiana continues to produce Excellent Educators that have increased academic achievement throughout the state.

Beginning with legislation in 2011, the IDOE established new guidelines for holding principals and teachers accountable for their students' performance and achievement through meaningful evaluations. These guidelines are designed to assist schools and LEAs in their efforts to increase teacher and leader effectiveness, close the achievement gap, and promote the equitable distribution of excellent teachers and leaders across the state.

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

The figure below illustrates the connections between the stakeholders, equity gaps, root causes, strategies and progress monitoring. This visual allows all stakeholders to understand the importance of the connections made during the meetings and the ongoing efforts to reduce the equity gaps identified in this plan.


Stakeholder Engagement
When a representative group of education stakeholders are engaged throughout a meaningful process...
Equity Gaps
...they are able to analyze data to identify gaps in equitable access to excellent educators.
Root Causes
They are also well positioned to identify root causes of those gaps...
Aligned Strategies
...and the strategies that are likely to address those root causes, and therefore help reduce the gaps.
Progress Metrics
Over time, they can determine the effectiveness of those strategies by monitoring key metrics.
Four meetings held in person and online, follow-up contact and meetings, and stakeholder review of the final plan.
Effective teachers in low poverty schools were retained at an average rate 14 percent higher than those in high poverty schools. Highly effective teachers in low poverty schools were retained at an average rate 9 percent higher than those in high poverty schools.
Effective teachers in low minority schools were retained at an average rate 12 percent higher than those in high minority schools. Highly effective teachers in low minority schools were retained at an average rate 9 percent higher than those in high minority schools.
Students in low poverty and minority schools are taught more consistently by effective and highly effective teachers year to year as compared with students in high poverty and minority schools.
lack of teacher mentoring and support
nonexistent or nonresponsive PD
inadequate educator preparation
limited recruitment efforts
negative school climate or environment
increased accountability
lack of quality or consistency of leadership
negative public and political perceptions
IDOE will release resources for compensation factors, teacher leadership and teacher retention via the new Equity website.
Implement a stakeholder group for inexperienced teachers to develop a statewide culture and climate survey.
IDOE will work with the Teacher-Leadership group to develop communication and programs to uplift the teaching profession in Indiana.
IDOE will encourage teachers to become National Board Certified Teachers by releasing resources to the field.
IDOE will increase the number of districts that submit an application for the Teacher of the Year Program.
IDOE annual data collections for teacher retention.
IDOE annual data collection for poverty and minority schools and districts.
IDOE annual data collection for teacher evaluations.
IDOE annual report of A-F accountability letter grades.

Root Causes

Stakeholders discussed a wide range of possible root causes for the lower retention rates of Effective and Highly Effective teachers in high poverty and minority schools. An initial list of root causes included: lack of teacher mentoring and support; nonexistent or nonresponsive professional development; inadequate educator preparation; compensation; limited recruitment efforts; negative school climate or environment; increased accountability; lack of quality or consistency of leadership; and negative public and political perceptions.

Upon review of these many possible root causes, stakeholders grouped and narrowed the ideas, referring back to the disparities in retention.

Identification Metrics

Educator Effectiveness ratings data and the Excellent Educator retention data drove the root cause analysis and strategy development. In consideration of the greater needs of students in high poverty and minority schools, stakeholders determined that Highly Effective and Effective teachers were more likely to leave their schools as a result of deficiencies in professional development (including mentorship and support), working conditions, and a negative public and political perception. The resulting strategies and progress monitoring plans were based on these three identified root causes.

Strategies were then categorized by responsibility and implementation timeline; each strategy includes an indication of SEA, LEA, or "other" responsibility for development and implementation as well as a goal, annual target, and evaluation and progress monitoring methods. The 90-day, one year, two year, and three year timelines were determined based in part upon the availability of additional educator Effectiveness data.

Targeted Strategies and Current Initiatives and Policies

Professional Development, Mentoring, Induction

To address high quality responsive professional development, including mentorship and induction programs, stakeholders suggested several strategies that incorporate higher education, the Indiana Education Service Centers (ESCs), and the National Board for Professional Teaching Standards.

Stakeholders proposed that the SEA provide guidance and recommendations on compensation models the include credit for teachers taking on professional development roles within their schools, which includes additional compensation for "mentor" and "master" teachers. It was recommended that the SEA consider this model as a starting point for providing such guidance and recommendations. Additional recommendations included the development of an official mentoring program – similar to the one that was previously funded by the state which was dismantled in 2006 – and a communications protocol to share resources and best practices to the identified high poverty and minority schools. In an effort to disseminate these communications, the IDOE will continue its partnership with the ESCs to relay information within their regions regarding opportunities for professional development sessions as well as peer-to-peer support teacher cohorts.

At the LEA level, stakeholders recommended a calibration of evaluation practices, particularly in terms of providing feedback and targeted support. Indiana does not mandate a particular evaluation model, but does mandate several components that must be included in the chosen model. Specifically, LEAs must focus their efforts on three requirements: recommendations for improvement; targeting professional development; and other improvement supports to specific areas of need.

The IDOE Community "Developing New Indiana Evaluations" can be found at: https://learningconnection.doe.in.gov/UserGroup/GroupDetail.aspx?gid=1652 and is free and open to join. IDOE Communications Office shares information about ESEA waiver flexibility requirements relative to evaluations and accountability through social media and the Educator Effectiveness staff regularly present at conferences and public meetings around the state. Data and information specific to LEAs and their performance is readily accessible to parents and communities on the IDOE website. Discussions with the State Board of Education relative to the ESEA flexibility waiver and educator Effectiveness are streamed live and archived on the State Board of Education website.

In addition to over 60 resources available via IDOE's website, educators can access guidance, FAQs and post questions and comments in professional communities and forums on the Learning Connection. *The Learning Connection IDOE Community: Developing New Indiana Evaluations* currently has 2,386 members. This Community is informed on announcements, guidance and resources. This Community also has a forum where educators can discuss concerns or questions related to the new evaluation requirements. Information on Indiana's Equity Plan will also be posted in this learning community. Currently, the Community has over 26 files on different resources for educators related to the compliance and implementation of IC 20-28-11.5. These resources include WebEx recordings, RISE training modules, legal guidance on the six evaluation requirements, rubrics, and sample documents that LEAs can use to comply with the law. To gauge educators' reactions to the first year of statewide implementation for teacher and principal evaluation, IDOE surveyed educators in Fall 2013. Over 700 educators responded, providing IDOE with data used to improve guidance on the Learning Connection and the website.

IDOE staff redesigned Indiana's Title II(a) application to help guide schools in leveraging their federal dollars in support of targeted professional development. Workshops and webinars were conducted to communicate how to shift from a highly qualified focus to a teacher Effectiveness focus. The IDOE believes professional development decisions need to be made at the local level to address needs determined by individual school corporations.

Higher education institutions were also identified as a possible partner for developing and expanding mentoring and induction opportunities or requiring a fifth year internship or residency program that provides a full year of clinical practice. Some Indiana universities, such as Butler University, currently have a program that supports its teacher education graduates into their first couple of years of employment in Indiana schools. The IDOE is working to highlight this support program to give other teacher preparation programs ideas on how to put together more support programs within the teacher preparation community.

Working Conditions

Particularly for teachers working in the highest poverty schools, research[2] demonstrates that a palatable school culture and climate are crucial for retaining high quality educators. To improve working conditions in these schools, stakeholders recommended a state-level collection of climate surveys, promotion of teacher leadership and success stories, and support for building-level administrators. The IDOE has partnered with AdvancED to assist Focus and Priority schools in school improvement planning. AdvancED currently has a staff climate survey that schools in improvement complete and the IDOE will have access to these surveys and results. The IDOE will build upon these surveys and make a survey available via the Equity Plan website. The IDOE Educator Effectiveness staff gathered representative Indiana Teachers of the Year, Milken Educators, and National Board Certified Teachers to form the Teacher Leader Group which meets four times a year to share questions and concerns they are hearing from the field. The IDOE does not currently collect working conditions data but has already begun collaborating with the GTL Center to develop and disseminate climate surveys.

Stakeholders also recommended that LEAs develop and support health and wellness awareness programs to assist with response to stress and encouraged them to engage in team- and consensus-building among all teachers and administrators.

Finally, local businesses and community organizations were identified as possible partners to provide schools and teachers with financial and material resources integral for improving their working environments.

Public Perception

To increase positive perception of teachers, stakeholders encouraged more support for and advertisement of teacher recognition programs as well as a communications plan for highlighting teacher successes. The Superintendent of Public Instruction (SPI) sends a weekly newsletter (DOE Dialogue) to all superintendents and principals with a wide range of information from both inside and outside the IDOE. However, this communication is sent only to the aforementioned administrators. Stakeholders shared that a farther reach and more public notification would support such an increase in positive perception.

The IDOE is partnering with AT&T and N2N Services to develop a new and innovative mobile application, INschool. INschool offers a revolutionary way to communicate, share education related information, data, and learning opportunities with parents, educators, and those interested in student learning and parent engagement. The app is available to all Hoosiers at no cost. Once downloaded, data and information about specific school and school districts, links to other state agencies' education and youth programs, videos, a calendar of important events, and much more will be available. The IDOE will use INschool to communicate to the field about the educator equity plan.

[2] Keeping Irreplaceables in D.C. Public Schools; TNTP 2012

Theory of Action

If…

PROFESSIONAL LEARNING

- …compensation models include credit for teachers doing PD within schools…
- …IDOE develops communications protocol to share resources and best practices with identified high poverty and minority schools…
- …LEAs provide feedback and support based on evaluation data…
- …IDOE partners with higher education institutions to develop or expand mentoring and induction opportunities or 5th year internships/residencies…

WORKING CONDITIONS

- …high poverty schools have a more palatable school culture and climate…
- …IDOE develops a climate survey for educators to complete and submit directly…
- …LEAs develop and support health and wellness awareness programs…
- …a partnership is formed with local businesses and community organizations…

PUBLIC PERCEPTION

- …IDOE provides more support for and advertisement of teacher recognition programs and teacher success…

Then…

PROFESSIONAL LEARNING

- …additional compensation can be included for "mentor" and "master" teachers…
- …high poverty and minority schools will be able to test these resources and practices for overall school and educator improvement…
- …there will be a greater focus on recommendations for improvement, targeting professional development, and other improvement supports to specific areas of need…
- …teachers with little to no experience will have more support within those beginning and ongoing years to become highly effective and effective teachers…

WORKING CONDITIONS

- …high poverty schools will retain high quality educators…
- …IDOE can assist in school improvement plans, promotion of teacher leadership and support for building-level administrators…
- …Educators will know how to respond to stress and LEAs can encourage Educators to engage in team and consensus-building among all teachers and administrators…
- …schools and teachers will be provided with the support of financial and material resources for improving working conditions…

PUBLIC PERCEPTION

- …perception of the teaching profession will improve and moral will be lifted…

…which will address ROOT CAUSE(S) most directly related to…

- lack of teacher mentoring
- nonexistent or nonresponsive PD
- inadequate educator preparation
- limited recruitment efforts
- negative school climate or environment
- increased accountability
- lack of quality or consistency of leadership
- negative public and political perceptions

Over time, this will reduce the equity gap(s) in high poverty and high minority schools of…

- Highly Effective and Effective teachers in high poverty schools are retained at a lower average rate than Highly Effective and Effective teachers in low poverty schools.
- Highly Effective and Effective teachers in high minority schools are retained at a lower average rate than Highly Effective and Effective teachers in low minority schools.
- Students in high poverty, high minority schools are taught less consistently by Highly Effective and Effective teachers than students in low poverty, low minority schools.

Reducing these gaps will likely result in…

…improving consistent access to excellent educators year round for all students across the state of Indiana regardless of the school's poverty and/or minority status.

Monitoring and Evaluating Progress

The IDOE will use the protocols for the evaluation onsite monitoring as stated in Indiana's ESEA Flexibility waiver to monitor LEAs' implementation of the strategies directly related to the equity gaps. The evaluation onsite monitoring document is updated for the 2015-2016 school year to include Section E that is solely devoted to monitoring the implementation of Indiana's Equity Plan. After each year, the IDOE analyzes the areas of improvement from the reports from the onsite monitoring to develop resources for LEA implementation. The IDOE will include in the analysis data from Section E pertaining to Indiana's Equity Plan to monitor LEAs. Annually the IDOE will survey the original stakeholders to receive feedback on the implementation of the strategies set forth in this plan. The survey results will be shared with stakeholders and will allow the IDOE to assess the awareness and Effectiveness of the strategies. The IDOE will also release an annual report on the progress toward the goals and implementation of the strategies stated in this plan. The annual report will be distributed to stakeholders as well as posted on the IDOE's equity plan website. After each annual report is published, the IDOE will reassess the strategies, review new data available and make course corrections to the equity plan as needed.

Annual Equity Gap Target	Measures To Be Used	Connection of Root Causes and Strategies
By the end of the 2016 school year: • Highly Effective teachers in low poverty schools were retained at an average rate 8 percent – reduced from 9 percent – higher than those in high poverty schools. Effective teachers in low poverty schools were retained at an average rate 13 percent – reduced from 14 percent – higher than those in high poverty schools. • Highly Effective teachers in low minority schools were retained at an average rate 8 percent – reduced from 9 percent – higher than those in high minority schools. Effective teachers in low minority schools were retained at an average rate 11 percent – reduced from 12 percent – higher than those in high minority schools.	• IDOE annual data collections for teacher retention • IDOE annual data collection for poverty and minority schools and districts • IDOE annual data collection for teacher evaluations • IDOE annual report of A-F accountability letter grades	**Root Causes:** • lack of teacher mentoring and support; • nonexistent or nonresponsive professional development; • inadequate educator preparation; limited recruitment efforts; • negative school climate or environment; • increased accountability; • lack of quality or consistency of leadership; • and negative public and political perceptions **Strategies:** • IDOE will release resources for LEAs to use for compensation factors, teacher leadership and teacher retention via the new Equity website • Implement a stakeholder group for inexperienced teachers to develop a statewide culture and climate survey • IDOE will work with the Teacher-Leadership group to develop communication and programs to uplift the teaching profession in Indiana. • IDOE will encourage teachers to become National Board Certified Teachers by releasing resources to the field • IDOE will increase the number of districts that submit an application for the Teacher of the Year Program • IDOE will continue to analyze data and drill down to specific districts and schools based on equity gaps

Annual Equity Gap Target	Measures To Be Used	Connection of Root Causes and Strategies
By the end of the 2017 school year: • Highly Effective teachers in low poverty schools were retained at an average rate 7 percent – reduced from 8 percent – higher than those in high poverty schools. Effective teachers in low poverty schools were retained at an average rate 12 percent – reduced from 13 percent – higher than those in high poverty schools. • Highly Effective teachers in low minority schools were retained at an average rate 7 percent – reduced from 8 percent – higher than those in high minority schools. Effective teachers in low minority schools were retained at an average rate 10 percent – reduced from 11 percent – higher than those in high minority schools.	• IDOE annual data collections for teacher retention • IDOE annual data collection for poverty and minority schools and districts • IDOE annual data collection for teacher evaluations • IDOE annual report of A-F accountability letter grades	**Root Causes:** • lack of teacher mentoring and support; • nonexistent or nonresponsive professional development; • inadequate educator preparation; limited recruitment efforts; • negative school climate or environment; • increased accountability; • lack of quality or consistency of leadership; • and negative public and political perceptions **Strategies:** • The IDOE will work within the perimeters of the Excellence in Performance grant to help recruit and retain excellent educators to high-needs schools • IDOE will partner with the Education Services Centers (ESCs) to form an inexperienced teacher group • The IDOE will compile anecdotal and research-based best practices from successful high need schools for building and district administration • The IDOE will release a statewide culture and climate survey and disaggregate the results • IDOE will analyze local salary scales and develop resources for districts to help attract and retain excellent educators to high-needs schools • Provide a statewide exit survey as a resources for LEAs to use to inform decisions on retaining excellent teachers • The IDOE will work with the Teacher-Leadership group to develop communication and programs to uplift the teaching profession in Indiana. • IDOE will continue to analyze data and drill down to specific districts and schools based on equity gaps

Annual Equity Gap Target	Measures To Be Used	Connection of Root Causes and Strategies
By the end of the 2018 school year: • Highly Effective teachers in low poverty schools were retained at an average rate 6 percent – reduced from 7 percent – higher than those in high poverty schools. Effective teachers in low poverty schools were retained at an average rate 11 percent – reduced from 12 percent – higher than those in high poverty schools. • Highly Effective teachers in low minority schools were retained at an average rate 6 percent – reduced from 7 percent – higher than those in high minority schools. Effective teachers in low minority schools were retained at an average rate 9 percent – reduced from 10 percent – higher than those in high minority schools.	• IDOE annual data collections for teacher retention • IDOE annual data collection for poverty and minority schools and districts • IDOE annual data collection for teacher evaluations • IDOE annual report of A-F accountability letter grades	**Root Causes:** • lack of teacher mentoring and support; • nonexistent or nonresponsive professional development; • inadequate educator preparation; limited recruitment efforts; • negative school climate or environment; • increased accountability; • lack of quality or consistency of leadership; • and negative public and political perceptions **Strategies:** • The IDOE will establish standards for the continuous improvement of program processes and the performance of individuals who complete educator preparation programs in Indiana • Work with the Great Lakes Equity Center to increase the pipeline of diverse and Effective educator workforce • IDOE will survey teachers (1-3 years' experience) and principals to evaluate the Effectiveness of the educator preparation programs in Indiana • The IDOE produce resources of best practices for cadet teaching in high schools to increase the pipeline • IDOE will continue to analyze data and drill down to specific districts and schools based on equity gaps

Resources

The IDOE will engage its Educator Effectiveness (including educator preparation and licensing), Title I, School Improvement and Outreach staff in the planning, development, and implementation of all strategies that require state-level support. The IDOE will also leverage existing partnerships and state and federal funds to provide financial support for additional professional development and/or compensation.

Timelines and Milestones

By December 31, 2015					
Strategy	**Goal**	**Annual Target**	**Monitoring Progress**	**Stakeholders Involved**	**Reporting Progress**
Professional development	- IDOE will release resources for LEAs to use for compensation factors, teacher leadership and teacher retention via the new Educator Equity website	- IDOE will post on the Equity website resources and tools for the LEAs to use for compensation, teacher leadership and teacher retention.	- Through the annual survey and onsite monitoring, IDOE will monitor the website "clicks" of the Educator Equity website and resources available to LEAs. The annual survey of stakeholder will collect data to determine if the resources on IDOE website are Effective for reducing the equity gaps in Indiana.	Educator Effectiveness, Outreach, ESCs, educator preparation programs, LEAs	- IDOE will report data from survey via Equity Plan website - IDOE will update field on resources on Equity plan website via DOE Dialogue and other Department communications channels
Working conditions	- Implement a stakeholder group for inexperienced teachers to develop a statewide culture and climate survey	- IDOE will release a statewide culture and climate survey to all certificated employees to obtain more working conditions data to use in equity challenges	- The annual survey will be released through the DOE Dialogue along with our teacher email listserv to ensure all educators have access to the survey. IDOE staff will analyze results to determine additional resources needed to help retain excellent educators	Educator Effectiveness, IDOE Communications team, Teacher Leader Group, teacher associations and LEAs	- IDOE will report data from survey via Equity Plan website and other Department communications channels
Public perception	- IDOE will work with the Teacher-Leadership group to develop communication and programs to uplift the teaching profession in Indiana. - IDOE will encourage teachers to become National Board Certified Teachers by releasing resources to the field - IDOE will increase the number of districts that submit an application for the Teacher of the Year Program	- Teacher-Leadership group will meet quarterly with one professional development summit each summer - IDOE will release an informational video on the website to provide detailed information on the importance of becoming a NBCT. IDOE will also release a grant for teacher leadership that a district may apply to use for NBCT fees - IDOE will increase the number of districts that submit a nomination for the Teacher of the Year program	- IDOE will annually survey the Teacher-Leadership members to gain the impact of the group on improving the public perception of teachers in Indiana - IDOE will monitor the number of teachers becoming NBCT and have an increase in (re)certifications each year. - IDOE will collect data on which districts submit nominations for the Teacher of the Year program and provide support to the districts that do not submit.	Educator Effectiveness, Superintendent of Public Instruction, IDOE Communications team, Title II, Teacher Leader Group	- IDOE will share data from survey with Teacher-Leader Group during quarterly meetings - IDOE will report number of teachers gaining NBCT certifications via IDOE's NBCT website. - IDOE will share data with TOY applications with Indiana TOY Selection Committee

By August 31, 2016					
Strategy	**Goal**	**Annual Target**	**Monitoring Progress**	**Stakeholders Involved**	**Reporting Progress**
Professional development	- IDOE will work within the parameters of the Excellence in Performance grant to help recruit and retain excellent educators to high-needs schools - IDOE will partner with the Education Services Centers (ESCs) to form an inexperienced teacher group - IDOE will compile anecdotal and research-based best practices from successful high need schools for building and district administration	- IDOE will issue guidance and resources for Effective strategies to help recruit and retain excellent teachers in high-needs schools - Inexperienced teacher group will meet at least twice (in person and/or virtually) to provide feedback and additional strategies to the IDOE to help retain excellent inexperience teachers in high-needs schools - IDOE will report the data via the Equity website	- IDOE will continue to work with legislators to ensure that all performance grants help recruit and retain excellent teachers in Indiana - IDOE will attend the inexperienced teacher group meetings to ensure the program is of high quality and helps Indiana support and retain more young teachers - IDOE survey stakeholders to ensure resources on the Equity website are useful and helping Indiana reduce the equity gap	Educator Effectiveness, Outreach, ESCs, educator preparation programs, LEAs	- IDOE will post eligibility requirements and FAQ for performance grant via Educator Effectiveness website - IDOE will take notes during the meetings report feedback via new resources on the Equity Plan
Working conditions	- IDOE will release a statewide culture and climate survey and disaggregate the results - IDOE will analyze local salary scales and develop resources for districts to help attract and retain excellent educators to high-needs schools. - Provide a statewide exit survey as a resources for LEAs to use to inform decisions on retaining excellent teachers	- IDOE will collaborate with GLCC and GTL to ensure the statewide annual culture and climate survey is research based and will provide information to help Indiana reduce the equity gaps - The IDOE will display annually local salary scales and compensation model analysis via the Equity website - The IDOE will release a research-based exit survey for LEAs to use via the Equity website	- IDOE Educator Equity website will house the results of the survey and continue to post data trends to make the results transparent to the public - IDOE will release a report via the Educator Equity Plan website of local salary ranges and resources districts can use to help attract and retain excellent educators to high-needs schools - IDOE will monitor the success of the exit survey through onsite monitoring via Section E of the onsite monitoring document	Educator Effectiveness, Teacher Leader Group, LEAs, GLCC and GTL	- IDOE will post results of survey via Equity plan website - The IDOE will display annually local salary scales and compensation model analysis via the Equity website - Exit survey will be posted via Equity Plan website and monitored for implementation during onsite visits
Public perception	- IDOE will work with the Teacher-Leadership group to develop communication and programs to uplift the teaching profession in Indiana.	- Teacher-Leader group will meet a minimum of four times a year with one professional development summit each summer	- IDOE will annually survey the Teacher-Leadership members to gain the impact of the group on improving the public perception of teachers in Indiana	Educator Effectiveness, IDOE Communications team, Teacher Leader Group	- IDOE will take notes during meeting and post resources from conference via Equity website

By August 31, 2017					
Strategy	**Goal**	**Annual Target**	**Monitoring Progress**	**Stakeholders Involved**	**Reporting Progress**
Professional development	- IDOE will establish standards for the continuous improvement of program processes and the performance of individuals who complete educator preparation programs in Indiana - Work with the Great Lakes Equity Center to increase the pipeline of diverse and Effective educator workforce	- Not later than July 30, 2016, the department and the commission for higher education, in conjunction with the state board, the Independent Colleges of Indiana, Inc., and teacher preparation programs, shall establish a matrix rating system for teacher preparation programs based on the performance of the programs as demonstrated by the data collected - IDOE will meet with members of the Great Lakes Equity Center to develop research, data and resources for LEAs to recruit and retain a diverse workforce	- IDOE will publish via the website a matrix of all educator preparation programs report the benchmarks for performance toward the continuous improvement of the educator preparation program - IDOE will release the data, research and resources via the Equity website	Educator Effectiveness, Outreach, ESCs, educator preparation programs, LEAs and the Great Lakes Equity Center	- Educator preparation program standards and benchmarks will be posted on IDOEs website - IDOE will link Great Lakes Equity Center website to IDOEs Equity plan website
Working conditions	- IDOE will survey teachers (1-3 years' experience) and principals to evaluate the Effectiveness of the educator preparation programs in Indiana	- Beginning November 1, 2016, and before September 1 of each year thereafter, the department shall report to educator preparation program teachers with three (3) or fewer years of experience and principals surveys about the preparedness of the educator preparation for the teacher.	- IDOE will report the analysis of the surveys to the educator preparation program as well as post the data on the website	Educator Effectiveness, Teacher Leader Group, LEAs, local businesses	- IDOE will release results of survey via Equity plan website
Public perception	- IDOE will produce resources of best practices for cadet teaching in high schools to increase the pipeline	- IDOE will release the best practices resources for cadet teaching via the Equity website	- IDOE will annually survey the stakeholders s to gain of the on improving the public perception of teachers in Indiana and increasing cadet teaching in high schools across Indiana	Educator Effectiveness, IDOE Communications team, Teacher Leader Group	- Resources will be posted on Equity plan website

Section 5: Ongoing Monitoring and Support

Technical Assistance, Monitoring, and Feedback

The IDOE will be creating a page on the IDOE's website solely for updates, resources and technical assistance for Indiana's equity plan. The website will be linked from the Evaluations website as well as from the Outreach Division's website that works with our high-needs schools. The equity website will host the final equity plan, resources developed from the strategies and the annual evaluation of the equity plan progress toward goals. Through onsite monitoring, the IDOE will also provide technical assistance as stated in Section E of the onsite monitoring document. The IDOE will also conduct annual surveys to all stakeholders that participated in the original four meetings to receive feedback on the equity plan and the implementation of the strategies.

Monitoring Responsibilities

The Office of Educator Effectiveness and Licensing (EEL) will be responsible for the ongoing monitoring of Indiana's educator equity plan. Educator Effectiveness, School Improvement and Outreach staff conducts onsite visits, present at conferences, and provide technical assistant to the field in the areas of licensing, evaluations and compensation. This places over 20 IDOE staff members in the field providing support to LEAs, especially the high-needs schools. EEL staff also coordinates with award programs such as the Teacher of the Year, Milken Educator and Indiana's Teacher-Leader Group. From the feedback survey that was given to the stakeholders prior to Indiana submitting the equity plan, all stakeholders were invited to be part of Indiana's Equity Plan Committee. This committee will be responsible for monitoring the strategies set forth in this plan to update the field through communication of the progress in reducing the equity gaps in Indiana. The committee will meet twice each year to discuss the progress of the strategies outline in the equity plan.

Monitoring Frequency

Per Indiana's ESEA Flexibility Waiver, the IDOE conducts ongoing onsite monitoring of annual staff performance evaluations each year. The IDOE visits each LEA and charter school once every four years to check for compliance and implementation of teacher and principal evaluations. The IDOE will be updating the onsite monitoring document for annual staff performance evaluations to include a section on educator equity. The new section will include questions pertaining to teacher retention, teacher leadership pipelines, culture and climate surveys, and mentoring opportunities for new and first year teachers. This monitoring will allow IDOE to receive direct feedback from LEAs and charters concerning the challenges and the best practices concerning teacher retention, teacher leadership, culture, and climate audits and mentoring.

Reporting Progress

The IDOE will annually monitor the progress of the implementation of strategies through data analysis and stakeholder surveys; the IDOE will display the annual report of this progress on the Educator Equity Plan website. The IDOE will release the announcement of the formation of the Educator Equity Plan website via the DOE Dialogue sent to a listserv of all superintendents and principals in Indiana. The IDOE will also announce the formation of the Educator Equity Plan website via the Learning Connection Communities. Finally, the IDOE will provide the annual report to all stakeholders for them dissemination across the field.

Performance Metrics

The IDOE will revisit the equity plan after the 2016-2017 school year to ensure the plan progress meets the goals and annual targets for each strategy listed in the plan. Updating the plan in two years will also be important as Indiana will be entering into the next biennial budget. USED will also provide states with an updated State Educator Equity Profile which the IDOE will analyze and make the necessary revisions to the state's equity plan.

Section 6: Conclusion

Summary

Indiana believes all students deserve access to Excellent Educators year after year. Through a rigorous review of data, root cause analyses, and the development of targeted strategies outlined in the plan, Indiana is on course to achieve the goal that all students are taught consistently by an Excellent Educator. Indiana included a wide variety of stakeholders to help develop the equity plan. Indiana will continue to use the stakeholders throughout the implementation of the plan and will reduce the gap of high-needs schools not retaining Highly Effective teachers. Indiana continues to be a leader in addressing the gaps and implementing strategies to ensure all students achieve. Indiana looks forward to implementing this equity plan and monitors the outcomes.

Section 7: Attachments

Attachment A

IC 20-28-11.5
Chapter 11.5. Staff Performance Evaluations
IC 20-28-11.5-1
"Evaluator"
Sec. 1. As used in this chapter, "evaluator" means an individual who conducts a staff performance evaluation. The term includes a teacher who:
(1) has clearly demonstrated a record of Effective teaching over several years;
(2) is approved by the principal as qualified to evaluate under the plan; and
(3) conducts staff performance evaluations as a significant part of teacher's responsibilities.
As added by P.L.90-2011, SEC.39.
IC 20-28-11.5-2
"Plan"
Sec. 2. As used in the chapter, "plan" refers to a staff performance evaluation plan developed under this chapter.
As added by P.L.90-2011, SEC.39.
IC 20-28-11.5-3
"School corporation"
Sec. 3. As used in this chapter, "school corporation" includes:
(1) a school corporation;
(2) a school created by an interlocal agreement under IC 36-1-7;
(3) a special education cooperative under IC 20-35-5; and
(4) a joint career and technical education program created under IC 20-37-1.
However, for purposes of section 4(a) and 4(b) of this chapter, "school corporation" includes a charter school, a virtual charter school, an eligible school (as defined in IC 20-51-1-4.7).
As added by P.L.90-2011, SEC.39. Amended by P.L.229-2011, SEC.176; P.L.172-2011, SEC.122.
IC 20-28-11.5-4
School corporation plan; plan components
Sec. 4. (a) Each school corporation shall develop a plan for annual performance evaluations for each certificated employee (as defined in IC 20-29-2-4). A school corporation shall implement the plan beginning with the 2012-13 school year.
(b) Instead of developing its own staff performance evaluation plan under subsection (a), a school corporation may adopt a staff performance evaluation plan that meets the requirements set forth in this chapter or any of the following models:
(1) A plan using master teachers or contracting with an outside vendor to provide master teachers.
(2) The System for Teacher and Student Advancement (TAP).
(3) The Peer Assistance and Review Teacher Evaluation System (PAR).

(c) A plan must include the following components:
(1) Performance evaluations for all certificated employees, conducted at least annually.
(2) Objective measures of student achievement and growth to significantly inform the evaluation. The objective measures must include:
(A) student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;
(B) methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and
(C) student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.
(3) Rigorous measures of Effectiveness, including observations and other performance indicators.
(4) An annual designation of each certificated employee in one (1) of the following rating categories:
(A) Highly Effective.
(B) Effective.
(C) Improvement Necessary.
(D) Ineffective.
(5) An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected.
(6) A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly Effective or Effective.
(d) The evaluator shall discuss the evaluation with the certificated employee.
As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-5

Conduct of evaluations

Sec. 5. (a) The superintendent or equivalent authority, for a school corporation that does not have a superintendent, may provide for evaluations to be conducted by an external provider.
(b) An individual may evaluate a certificated employee only if the individual has received training and support in evaluation skills.
As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-6

Completed evaluation; remediation plan; conference with superintendent

Sec. 6. (a) A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to a certificated employee not later than seven (7) days after the evaluation is conducted.
(b) If a certificated employee receives a rating of Ineffective or Improvement Necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school

days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an Effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection.

(c) A teacher who receives a rating of Ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of Ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-7

Student instructed by teachers rated Ineffective; notice to parents required

Sec. 7. (a) This section applies to any teacher instructing students in a content area and grade subject to IC 20-32-4-1(a)(1) and IC 20-32-5-2.

(b) A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as Ineffective under this chapter in the school year immediately before the school year in which the student is placed in the respective teacher's class.

(c) If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating under this chapter for the most recent year in which the teacher instructed students, instead of for the school year immediately before the school year in which students are placed in the teacher's class, shall be used in determining whether subsection (b) applies to the teacher.

(d) If it is not possible for a school corporation to comply with this section, the school corporation must notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated Ineffective under this chapter. The parent must be notified before the start of the second consecutive school year.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-8

State board actions; model plan; approval of plan by teachers

Sec. 8. (a) To implement this chapter, the state board shall do the following:

(1) Before January 31, 2012, adopt rules under IC 4-22-2 that establish:

(A) the criteria that define each of the four categories of teacher ratings under section 4(c)(4) of this chapter;

(B) the measures to be used to determine student academic achievement and growth under section 4(c)(2) of this chapter;

(C) standards that define actions that constitute a negative impact on student achievement; and
(D) an acceptable standard for training evaluators.
(2) Before January 31, 2012, work with the department to develop a model plan and release it to school corporations. Subsequent versions of the model plan that contain substantive changes must be provided to school corporations.
(3) Work with the department to ensure the availability of ongoing training on the use of the performance evaluation to ensure that all evaluators and certificated employees have access to information on the plan, the plan's implementation, and this chapter.
(b) A school corporation may adopt the department's model plan, or any other model plan approved by the department, without the state board's approval.
(c) A school corporation may substantially modify the model plan or develop the school corporation's own plan, if the substantially modified or developed plan meets the criteria established under this chapter. If a school corporation substantially modifies the model plan or develops its own plan, the department may request that the school corporation submit the plan to the department to ensure the plan meets the criteria developed under this chapter. If the department makes such a request, before submitting a substantially modified or new staff performance evaluation plan to the department, the governing body shall submit the staff performance evaluation plan to the teachers employed by the school corporation for a vote. If at least seventy-five percent (75%) of the voting teachers vote in favor of adopting the staff performance evaluation plan, the governing body may submit the staff performance evaluation plan to the department.
(d) Each school corporation shall submit its staff performance evaluation plan to the department. The department shall publish the staff performance evaluation plans on the department's Internet web site. A school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter.
As added by P.L.90-2011, SEC.39. Amended by P.L.160-2012, SEC.50.

IC 20-28-11.5-9

Department report of evaluation results

Sec. 9. (a) Before November 15 of each year, each charter school (including a virtual charter school) and school corporation shall provide the disaggregated results of staff performance evaluations by teacher identification numbers to the department.
(b) Before August 1 of each year, each charter school and school corporation shall provide to the department:
(1) the name of the teacher preparation program that recommended the initial license for each teacher employed by the school; and
(2) the annual retention rate for teachers employed by the school.
(c) Not before the beginning of the second semester (or the

equivalent) of the school year and not later than August 1 of each year, the principal at each school described in subsection (a) shall complete a survey that provides information regarding the principal's assessment of the quality of instruction by each particular teacher preparation program located in Indiana for teachers employed at the school who initially received their teaching license in Indiana in the previous two (2) years. The survey shall be adopted by the state board and prescribed on a form developed not later than July 30, 2016, by the department that is aligned with the matrix system established under IC 20-28-3-1(i). The school shall provide the surveys to the department along with the information provided in subsection (b). The department shall compile the information contained in the surveys, broken down by each teacher preparation program located in Indiana. The department shall include information relevant to a particular teacher preparation program located in Indiana in the department's report under subsection (f).

(d) During the second semester (or the equivalent) of the school year and not later than August 1 of each year, each teacher employed by a school described in subsection (a) in Indiana who initially received a teacher's license in Indiana in the previous three (3) years shall complete a form after the teacher completes the teacher's initial year teaching at a particular school. The information reported on the form must:

(1) provide the year in which the teacher was hired by the school;

(2) include the name of the teacher preparation program that recommended the teacher for an initial license;

(3) describe subjects taught by the teacher;

(4) provide the location of different teaching positions held by the teacher since the teacher initially obtained an Indiana teaching license;

(5) provide a description of any mentoring the teacher has received while teaching in the teacher's current teaching position;

(6) describe the teacher's current licensure status; and

(7) include an assessment by the teacher of the quality of instruction of the teacher preparation program in which the teacher participated.

The form shall be prescribed by the department. The forms shall be submitted to the department with the information provided in subsection (b). Upon receipt of the information provided in this subsection, the department shall compile the information contained in the forms and include an aggregated summary of the report on the department's Internet web site.

(e) Before December 15 of each year, the department shall report the results of staff performance evaluations in the aggregate to the state board, and to the public via the department's Internet web site for:

(1) the aggregate of certificated employees of each school and school corporation;

(2) the aggregate of graduates of each teacher preparation

program in Indiana;
(3) for each school described in subsection (a), the annual rate of retention for certificated employees for each school within the charter school or school corporation; and
(4) the aggregate results of staff performance evaluations for each category described in section 4(c)(4) of this chapter. In addition to the aggregate results, the results must be broken down:
(A) by the content area of the initial teacher license received by teachers upon completion of a particular teacher preparation program; or
(B) as otherwise requested by a teacher preparation program, as approved by the state board.
(f) Beginning November 1, 2016, and before September 1 of each year thereafter, the department shall report to each teacher preparation program in Indiana for teachers with three (3) or fewer years of teaching experience:
(1) information from the surveys relevant to that particular teacher education program provided to the department under subsection (c);
(2) information from the forms relevant to that particular teacher preparation program compiled by the department under subsection (d); and
(3) the results from the most recent school year for which data are available of staff performance evaluations for each category described in section 4(c)(4) of this chapter with three (3) or fewer years of teaching experience for that particular teacher preparation program. The report to the teacher preparation program under this subdivision shall be in the aggregate form and shall be broken down by the teacher preparation program that recommended an initial teaching license for the teacher.
As added by P.L.90-2011, SEC.39. Amended by P.L.6-2012, SEC.138; P.L.254-2013, SEC.3; P.L.192-2014, SEC.5

Attachment B

IC 20-28-9
Chapter 9. Salary and Related Payments
IC 20-28-9-0.2
Application of certain amendments to prior law
Sec. 0.2. The amendments made to IC 20-6.1-5-14 (before its repeal, now codified at section 20 of this chapter) by P.L.46-1985 do not affect contracts entered into before, and in effect on, July 1, 1986.
As added by P.L.220-2011, SEC.335.
IC 20-28-9-1
Repealed
(Repealed by P.L.48-2011, SEC.39; P.L.286-2013, SEC.89.)
IC 20-28-9-1.5
Teacher's minimum salary; basis
Sec. 1.5. (a) This subsection applies to a contract in effect July 1, 2012, or upon the expiration of a contract in existence on July 1, 2011, whichever is earlier, and governs salary increases for a teacher employed by a school corporation on or after the date this subsection takes effect. Compensation attributable to additional degrees or graduate credits earned before the Effective date of the local salary schedule created under this chapter shall continue. Compensation attributable to additional degrees for which a teacher has started course work before July 1, 2011, and completed course work before September 2, 2014, shall also continue.
(b) Increases or increments in a local salary scale must be based upon a combination of the following factors:
(1) A combination of the following factors taken together may account for not more than thirty-three percent (33%) of the calculation used to determine a teacher's increase or increment:
(A) The number of years of a teacher's experience.
(B) The attainment of either:
(i) additional content area degrees beyond the requirements for employment; or
(ii) additional content area degrees and credit hours beyond the requirements for employment, if required under an agreement bargained under IC 20-29.
(2) The results of an evaluation conducted under IC 20-28-11.5.
(3) The assignment of instructional leadership roles, including the responsibility for conducting evaluations under IC 20-28-11.5.
(4) The academic needs of students in the school corporation.
(c) A teacher rated Ineffective or Improvement Necessary under IC 20-28-11.5 may not receive any raise or increment for the following year if the teacher's employment contract is continued. The amount that would otherwise have been allocated for the salary increase of teachers rated Ineffective or Improvement Necessary shall be allocated for compensation of all teachers rated Effective and Highly Effective based on the criteria in subsection (b).
(d) A teacher who does not receive a raise or increment under subsection (c) may file a request with the superintendent or

superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of Ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.
(e) Not later than January 31, 2012, the department shall publish a model salary schedule that a school corporation may adopt.
(f) Each school corporation shall submit its local salary schedule to the department. The department shall publish the local salary schedules on the department's Internet web site.
(g) The department shall report any noncompliance with this section to the state board.
(h) The state board shall take appropriate action to ensure compliance with this section.
(i) This chapter may not be construed to require or allow a school corporation to decrease the salary of any teacher below the salary the teacher was earning on or before July 1, 2012, if that decrease would be made solely to conform to the new salary scale.
(j) After June 30, 2011, all rights, duties, or obligations established under IC 20-28-9-1 before its repeal are considered rights, duties, or obligations under this section.
As added by P.L.286-2013, SEC.90.

Attachment C

Educator Equity Profile — Indiana

2011–12 Data

This profile compares certain characteristics of educators in schools with high and low concentrations of students from low-income families and minority students. These data are the best available to the Department. In working to ensure that all students have access to excellent teachers and leaders, states and districts are encouraged to supplement these data with additional measures of educator quality.

About this State

Number of Schools	1,912
In each quartile	*about 478*
Number of Districts	373
Total Student Enrollment	1,037,779
Total Number of Teachers [1]	60,351

Average Percent Students in Poverty [2]	
All Schools	48%
Highest Poverty Quartile Schools (HPQ)	80%
Lowest Poverty Quartile Schools (LPQ)	22%

Average Percent Minority [3] Students	
All Schools	27%
Highest Minority Quartile Schools (HMQ)	66%
Lowest Minority Quartile Schools (LMQ)	4%

Educator and Classroom Characteristics

Other metrics

States are encouraged to add other measures of educator quality using their own data (e.g., teacher and principal effectiveness ratings and turnover rates).

Chart reads: In the quartile of schools with the highest percentage of students in poverty (HPQ), 5.7 percent of teachers were in their first year of teaching, compared to 4.3 percent of teachers in the quartile of schools with the lowest percentage of students in poverty (LPQ). In the quartile of schools with the highest percentage of minority students (HMQ), 5.8 percent of teachers were in their first year of teaching, compared to 4 percent of teachers in the quartile of schools with the lowest percentage of minority students (LMQ). Among teachers in all schools, 4.8 percent were in their first year of teaching.

Note: Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.

Educator Equity Profile

Indiana – District and Locale
Highest Poverty Quartile Schools
2011–12 Data

State's Highest Poverty Schools – by District and Locale

	Number of State's highest poverty schools	Total number of schools	Percent of teachers in first year in State's highest poverty schools	Percent of teachers without certification or licensure in State's highest poverty schools	Percent of classes taught by teachers who are not highly qualified in State's highest poverty schools	Percent of teachers absent more than 10 days in State's highest poverty schools	Adjusted average teacher salary in State's highest poverty schools
District							
Indianapolis	56	68	5.7	0.0 ✓	0.0 ✓	18.1 ✓	$34,087
Fort Wayne	31	51	4.0 ✓	0.0 ✓	1.1 ✓	0.0 ✓	$55,436 ✓
South Bend	26	38	3.6 ✓	0.0 ✓	5.4	70.4	$46,641
School City Of Hammond	19	21	4.9	0.7	1.9	0.0 ✓	$55,125 ✓
Evansville Vanderburgh	19	39	5.1	0.8	1.2	30.4	$52,538 ✓
Gary	15	20	0.0 ✓	5.2	3.7	12.4 ✓	$54,791 ✓
MSD Wayne Township	12	17	6.9	0.0 ✓	0.0 ✓	22.5 ✓	$49,109
MSD Warren Township	11	18	17.6	0.0 ✓	0.0 ✓	20.0 ✓	$54,491 ✓
Elkhart	11	20	2.2 ✓	0.0 ✓	0.0 ✓	44.5	$60,479 ✓
Vigo County	11	29	4.0 ✓	0.0 ✓	0.0 ✓	52.2	$52,508 ✓
Michigan City Area Schools	9	14	6.7	0.4 ✓	0.8 ✓	2.5 ✓	$57,881 ✓
Richmond	9	14	3.9 ✓	0.0 ✓	7.0	38.3	$42,918
Muncie	9	15	7.9	0.0 ✓	0.0 ✓	60.4	$49,120
School City Of East Chicago	8	8	4.0 ✓	0.0 ✓	5.1	52.9	$47,619
Anderson	8	9	0.0 ✓	23.4	2.5	42.2	$50,126 ✓
Locale *							
City	286	490	5.5	1.4	1.5	25.9 ✓	$47,993
Suburb	84	362	5.7	0.4 ✓	2.4	27.1 ✓	$50,801 ✓
Town	52	311	8.1	0.2 ✓	1.3	28.1 ✓	$47,868
Rural	46	749	5.1	0.6	4.6	30.1	$52,256 ✓
For comparison							
State average for lowest poverty schools			**4.3**	**0.4**	**1.1**	**28.7**	**$49,832**

How to read this table:
Among the State's highest poverty schools, 56 are located in Indianapolis. In those schools, 5.7 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest poverty schools in the State (4.3 percent). Among the State's highest poverty schools, 286 are located in cities. In those schools, 5.5 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest poverty schools in the State (4.3 percent).

Note: Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.

✓ Indicates that the State's highest poverty schools in that district (or locale) have equal or lower percentages for each characteristic (or higher salary), on average, than the lowest poverty schools across the entire State.

Educator Equity Profile

Indiana – District and Locale
Highest Minority Quartile Schools
2011–12 Data

State's Highest Minority Schools – by District and Locale

	Number of State's highest minority schools	Total number of schools	Percent of teachers in first year in State's highest minority schools	Percent of teachers without certification or licensure in State's highest minority schools	Percent of classes taught by teachers who are not highly qualified in State's highest minority schools	Percent of teachers absent more than 10 days in State's highest minority schools	Adjusted average teacher salary in State's highest minority schools
District							
Indianapolis	62	68	5.7	0.0 ✓	0.0 ✓	18.3 ✓	$34,083
Fort Wayne	41	51	3.5 ✓	0.0 ✓	1.3 ✓	0.0 ✓	$36,496 ✓
South Bend	36	38	3.3 ✓	0.0 ✓	5.2	70.5	$46,348
School City Of Hammond	20	21	4.7	0.6	1.9	0.0 ✓	$35,365 ✓
MSD Warren Township	17	18	14.2	0.0 ✓	0.0 ✓	20.0 ✓	$36,732 ✓
Gary	17	20	0.0 ✓	4.8	6.2	13.2 ✓	$33,847 ✓
Elkhart	16	20	2.7 ✓	0.0 ✓	0.0 ✓	43.3	$38,666 ✓
MSD Lawrence Township	15	16	5.0	0.0 ✓	0.0 ✓	34.4	$32,518 ✓
MSD Wayne Township	14	17	7.4	0.0 ✓	0.0 ✓	21.9 ✓	$30,862 ✓
Evansville Vanderburgh	14	39	6.4	0.8	1.7 ✓	25.5 ✓	$33,187 ✓
MSD Pike Township	13	13	6.1	0.4 ✓	0.3 ✓	31.8	$32,868 ✓
MSD Washington Township	12	13	4.4	0.0 ✓	0.2 ✓	35.1	$33,015 ✓
Michigan City Area Schools	12	14	7.8	0.3 ✓	0.9 ✓	2.3 ✓	$60,495 ✓
Goshen	9	10	5.9	0.0 ✓	1.0 ✓	34.6	$65,357 ✓
Lafayette	9	11	2.1 ✓	0.0 ✓	0.7 ✓	38.2	$34,971 ✓
Locale *							
City	304	490	5.7	0.9	1.6 ✓	24.8 ✓	$49,444
Suburb	111	362	5.0	0.3 ✓	3.8	31.1	$51,447 ✓
Town	21	311	10.7	0.2 ✓	0.6 ✓	21.2 ✓	$49,849
Rural	31	749	6.8	0.0 ✓	1.0 ✓	29.1 ✓	$36,428 ✓
For comparison							
State average for lowest minority schools			**4.0**	**0.5**	**1.8**	**30.1**	**$49,982**

How to read this table:
Among the State's highest minority schools, 62 are located in Indianapolis. In those schools, 5.7 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest minority schools in the State (4 percent). Among the State's highest minority schools, 304 are located in cities. In those schools, 5.7 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest minority schools in the State (4 percent).

Note: Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.

✓ Indicates that the State's highest minority schools in that district (or locale) have equal or lower percentages on each characteristic (or higher salary), on average, than the lowest minority schools across the entire State.

Attachment D

Stakeholder Feedback Survey

1. How strongly do you agree or disagree with the following statements about the State's outreach to stakeholders?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. The State contacted a reasonable number of stakeholders.	○	○	○	○
b. The State involved a wide variety of relevant viewpoints.	○	○	○	○
c. The State allowed sufficient time to gather a meaningful response.	○	○	○	○
d. The engagement is sufficient to build buy-in and long-term partnerships with stakeholders.	○	○	○	○

2. How might the State improve its outreach in order to cultivate long-term and engaging partnerships with stakeholders?

3. Does the State define all key terms, including:

	Yes	No
a. Inexperienced teacher	○	○
b. Unqualified teacher	○	○
c. Out-of-field teacher	○	○
d. Poor student	○	○
e. Minority student	○	○

4. How strongly does the State define teacher effectiveness for the purposes of equity, if at all?

- ○ Very Strong
- ○ Moderately Strong
- ○ Mildly Strong
- ○ Not Strong at All

5. Does the State plan identify gaps with respect to poor and minority students for all three statutory terms?

	Yes	No
a. Inexperienced	○	○
b. Unqualified	○	○
c. Out-of-field	○	○

6. How strong and logical is the methodology the State uses to calculate equity gaps, including data sources?

- ○ Very Strong and logical
- ○ Moderately Strong and logical
- ○ Mildly Strong and logical
- ○ Not Strong and logical at All

7. Does the State plan discuss root causes for all identified gaps?

- ○ Yes
- ○ No
- ○ I'm not sure

If not, please list which gaps are not included.

8. Did the State describe the strategies it will implement to eliminate the identified equity gaps with respect to poor and minority students?

- ○ Yes
- ○ No
- ○ I'm not sure

9. To what extent are the proposed strategies measurable and reasonable?

- ○ Very measurable and reasonable
- ○ Measurable and reasonable
- ○ Not very measurable or reasonable
- ○ Other

10. How strong and clear is the rationale for why these strategies will be effective in addressing the root causes?

11. Are any root causes not addressed with strategies?

- Yes
- No

If yes: strategies are missing?

12. Does the State have a plan to regularly monitor implementation of their proposed equity strategies?

- Yes
- No
- I'm not sure

13. The State will make information on the equity plan accessible to key stakeholders such as parents, teachers and community groups.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

14. The State made connections to its strategic vision and ongoing work (i.e. through the State's strategic plan, ESEA flexibility, educator effectiveness, or school improvement systems).

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

15. Overall coherence of the proposed plan is easy to follow and read.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree