

INDIANA – NO CHILD LEFT BEHIND

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INDIANA DEPARTMENT OF EDUCATION

EQUITABLE DISTRIBUTION OF QUALIFIED, EXPERIENCED TEACHERS STATE  
PLAN JANUARY 2011

151 W. OHIO STREET  
INDIANAPOLIS, IN 46204

INDIANA

EQUITABLE DISTRIBUTION OF QUALIFIED, EXPERIENCED TEACHERS

***GOAL: Ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified or out-of-field teachers.***

The Equity Task Force is a group of agency staff representing the various initiatives associated with the Equity Plan. The Equity Plan remains a dynamic guiding document toward ensuring the equitable distribution of highly qualified teachers. The Equity Task Force reviews strategies at least bi-annually to determine: 1) which strategies continue to provide value add in contributing to improvements in teacher quality and student learning, 2) which strategies needed to be eliminated, and 3) which initiatives could be added to address newly-defined targeted and measurable objectives.

Equity Task Force review of 2009-2010 Equity Data reveals Indiana is experiencing success in our goal of ensuring poor and minority students are not taught at higher rates than others by inexperienced, unqualified or out-of-field teachers. Indiana has committed to a laser-beam approach with regard to monitoring, evaluating and holding accountable schools that remain out of compliance and consistently fail to meet annual measurable objectives.

	High Poverty Schools	Low Poverty Schools
<b>% Teachers on Emergency Permits</b>	<b>1.50%</b>	<b>1.80%</b>
<b>% Teachers on Reciprocal Permits</b>	<b>0</b>	<b>0</b>
<b>% Teachers on Transition to Teaching Permits</b>	<b>0.10%</b>	<b>0.05%</b>
<b>% Teachers with 0-5 yrs Experience</b>	<b>25.30%</b>	<b>27.70%</b>
<b>% Teachers with 6-10 yrs Experience</b>	<b>18.60%</b>	<b>20.00%</b>
<b>% Teachers with 11-15 yrs Experience</b>	<b>13.80%</b>	<b>14.30%</b>
<b>% Teachers with 16-20 yrs Experience</b>	<b>9.90%</b>	<b>9.70%</b>
<b>% Teachers with &gt;20 yrs Experience</b>	<b>32.40%</b>	<b>28.30%</b>
<b>% Core Academic Subjects taught by Highly Qualified Teachers</b>	<b>96%</b>	<b>97%</b>

We have revamped the way teachers gain and renew their licenses in Indiana to better reflect student needs, ensure content-area expertise and allow highly-qualified career changers more pathways to teach in our highest need communities. We are pleased to see a 28% decrease in number of Emergency Permits from the 2008-09 to the 2009-10 school year. The number of Transition to Teaching Permit holders has increased. The top ten subject areas are mathematics, language arts, mild interventions, reading, life science, chemistry, elementary/primary generalist, historical perspectives, elementary/intermediate generalist, and geographical perspectives.

Indiana Superintendent of Public Instruction, Dr. Tony Bennett, has led the Department of Education in taking a visionary approach to educational transformation in the state. Determined *the academic achievement and career preparation of all Indiana students will be the best in the United States and on par with the most competitive countries in the world*, the Indiana Department of Education continues to work on aggressive achievement goals – goals that are highlighted in the [Indiana Department of Education Action Plan](#). Student learning goals, now referred to as simply “90-25-90,” define rigorous targets for Indiana students in the areas of academic achievement, academic rigor, and high school graduation (**90%** of students pass both Math and English/Language Arts sections of ISTEP+ and End-of-Course Assessments; **25%** of all graduates receive a score of 3, 4, or 5 on at least one Advanced Placement exam, a 4 or higher on an International Baccalaureate exam, or receive the equivalent of 3 semester hours of college credit during their high school years; and **90%** of students graduate from high school). Moving forward, “90-25-90” drives and energizes the work of improving teacher quality across the state.

Indiana has made considerable strides toward achieving goals to improve student learning and remains committed to ensuring that **every student** has access to world-class educational experiences. More specifically to ensure poor and minority students are not taught at higher rates than others by inexperienced, unqualified or out-of-field teachers. At the state level, the Equity Task Force reviews progress every June and updates the Equity Plan as needed each January (to coincide with the update of state and school report cards). The updated plan is available for public consumption at: [www.doe.in.gov/hqt](http://www.doe.in.gov/hqt).

### **Public Law 221 (PL 221) Results**

In its fifth year of ratings, Indiana’s accountability system showed improvement for many public schools around the state. Passed by Indiana lawmakers in 1999 prior to the federal No Child Left Behind Act of 2001 (NCLB), Public Law 221 places public schools into one of five categories based on three factors: student pass rates on the ISTEP+ tests and End-of-Course Assessments, improvement on these passing rates, and federal Adequate Yearly Progress (AYP) determinations. The State Board of Education voted on May 5, 2010, to adopt A through F letter grades to replace the category labels and to separate the federal AYP system from state accountability determinations. The State Board is currently working to establish the metrics for the letter grades, which will be assigned for the first time based on results from the 2010-11 school year. For more information about PL 221, including a full list of results for local schools, visit <http://www.doe.in.gov/data>.

### PL 221 Results for 2009-10

	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
Percent of all Indiana Public Schools	38%	8 %	27%	13%	14%

### Adequate Yearly Progress (AYP) Results

Once again, Indiana schools saw results improve with 58 percent meeting AYP requirements. The last time AYP was released in 2008, only 50 percent of schools made AYP. For more AYP information, including local corporation/school AYP ratings and interventions for Title I schools in improvement status, visit <http://www.doe.in.gov/data>.

### Indiana's Growth Model

We have rolled out Indiana's Growth Model, and it is the centerpiece of many of our reform efforts. It allows us, for the first time, to measure relative student academic growth over the course of a school year—no matter a student's achievement level, income, race or ZIP code. Perhaps most important, it gives us a more accurate view of which teachers are driving the biggest academic gains in the classroom. Often, the most remarkable success stories are happening in our most disadvantaged communities. While we understand this new tool won't solve all our problems, it has been a game-changer in the way we measure academic success in our state. To see how well students in a community are growing academically, the general public can access corporation- and school-level views of the Growth Model at [www.learnconnection.doe.in.gov/GrowthModel/Search.aspx](http://www.learnconnection.doe.in.gov/GrowthModel/Search.aspx). Beginning with this school year (2010-11), teachers and administrators have secure access to student-level data—information they can use to identify students in need of extra help before they fall behind. Also, parents can request passwords from their child's school that will let them access their child's growth data.

### Data and Reporting Systems

Indiana understands the need to rely on systematic data collections that reveal timely, accurate and valid state, school level, and student-teacher level data. Indiana's continued focus on refining highly qualified definitions and providing ongoing technical assistance to schools during completion of the bi-annual Certified Position (CP) Report, means at present we are able to collect more detailed data in the following areas: 1) number of highly qualified teachers in core academic subjects, 2) number of non-highly qualified teachers in core academic subjects, 3) percentage of core academic subjects taught by non-highly qualified teachers, and 4) number of teachers on temporary permits teaching in core academic subjects. Although these data points are captured, Indiana continues to enhance each annual data collection, validation and data analysis in order to build a sustainable data infrastructure. Furthermore, the state continues to look at dedicating the appropriate level of human resources needed to steward (collect, analyze and explicate) key data. In addition, with our Course Completion (CC) Report, we are able to collect data on the number of students being taught by Highly Qualified or Non-Highly Qualified teachers.

ACTIVITY	TIMELINE
Local Education Agencies (LEAs) Complete CP Report	After each semester
LEAs and SEA (State Education Agency) Validate Data on CP Report	February and June
SEA Analyzes HQT Data	March and July
SEA Notifies LEA(s) Not Meeting HQT AMO's	July
SEA Updates SEA and LEA Report Cards: <a href="http://www.doe.in.gov/data/">http://www.doe.in.gov/data/</a>	January
LEAs Provide Course Completion Data Collection Report	After Spring Semester, May/June
SEA analyzes AYP Data & SEA Notifies 2141(c) and 2141(a) LEA(s)	July

**Equity Plan Alignment to the Indiana Department of Education Action Plan**

The 2011 Equity Plan is aligned with the Indiana Department of Education Action Plan. Although these are statewide initiatives intended for all schools, many of the initial projects carried out to achieve these goals are directed at schools with the highest percentages of poor and minority students, and schools that are the lowest performing. In most cases, the lowest performing schools share characteristics with schools with the highest proportion of poor and minority student populations. Therefore, these schools are beneficiaries of strategies to ensure poor and minority students obtain equal access to highly qualified, experienced and highly effective teachers. This approach aligns with the greater Indiana state vision, mission and plan for improving student achievement.

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**1. PURSUE AN AGGRESSIVE LEGISLATIVE AGENDA TO FOSTER THE RETENTION OF HIGH-QUALITY TEACHERS BY TACKLING ISSUES AND OTHER BARRIERS TO THEIR SUCCESSES.**

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**Indiana's 2011 Education Agenda: Putting Students First**

- 1.1 Identify and reward great teachers and principals:** Give local leaders flexibility to promote excellence.
- School leaders must have the autonomy to make the improvements necessary to bolster student achievement and should be held responsible for the performance of their schools.
  - Promote excellence by identifying and rewarding great teachers and school principals based on their performance rather than seniority or degrees held—two things research shows have little influence on teacher effectiveness and student achievement.

- Reliable, fair, accurate evaluations, which are informed by student achievement or growth data, should be used each year to assess teachers and administrators, recognize our best educators and identify those who need support for improvement.
- Administrators must use these evaluations to inform decisions about hiring, firing, professional development, compensation, placement, transfers and reductions in force.
- Collective bargaining agreements between school corporations and teachers' unions should focus on salary and wage-related benefits and should be innovation in recognizing performance through compensation.
- Tenure should be awarded to teachers based on performance instead of seniority.
- Senate Bill 575 focuses teachers' contracts on salaries and wage-related benefits and gives administrators full freedom and flexibility to hire and place teachers within their buildings. The bill also requires all incoming teachers to be classified by their demonstrated effectiveness on meaningful evaluations and not solely by the number of years they spend in the classroom.

Legislation before Indiana's General Assembly this session (Senate Bill 1) would require local corporations to be centers of innovation that develop fair, multi-faceted, annual evaluations for teachers and principals that will clearly differentiate effectiveness and consider student performance and growth. Once in place, these evaluations should be used to determine pay increases, classroom placement and professional development requirements.

**1.2 Real accountability and flexibility:** Empower school leaders. Bring success to failing schools.

- Hold all schools accountable for achieving results for students.
- We must demand swift and dramatic improvement from all chronically failing schools and provide the state all the necessary tools to intervene when local leadership has failed to offer a quality education to children.
- Students in our failing schools need the best teachers and leaders to help them catch up to their peers. We must free school leaders in our lowest-performing schools from restrictive collective bargaining agreements between school corporations and teachers' unions that prevent schools from making staffing decisions in the best interest of students.
- We must give all turnaround managers (those tasked with turning around a low performing school) adequate time to demonstrate improvement, but we must also set rigorous annual performance goals and replace ineffective managers as quickly as possible.
- Once schools successfully improve student performance, we must act with care to be sure the school community has the autonomy and freedom to maintain success. The State Board of Education will appoint the first school board to successful turnaround schools and allow the community to decide how best to operate the school once state control is relinquished.
- Create a "Parent Trigger" – if 51% of parents in a school sign a petition, the state can step in early to turn around a failing school.

Our proposed legislation creates a clear roadmap for turning around our lowest achieving schools by outlining procedures for state intervention and giving school operators at our worst schools the freedom to make the bold moves necessary for swift, dramatic improvement. The legislation would also create a “Parent Trigger” that would allow a majority of students’ parents in a school to petition for early state intervention in a failing school.

**1.3 High quality options for families:** Offer equal educational opportunities to all children. Give parents a voice.

- Every student should have the opportunity to attend an excellent school.
- Allow students to graduate early and offer them a college scholarship equal to the amount the state would have spent on the last year of high school.
- Ensure state education dollars follow the needs of students so parents can select the best possible educational options for their children.
- Create an Indiana Charter School Board to authorize new charters across the state.
- Allow private higher education institutions to apply to the State Board of Education to authorize new charters.
- Increase accountability for all charter authorizers. Only let the best open, and close poor performing charters.
- Expand virtual charter schools to reach underserved student and to fill gaps in the traditional system.
- Eliminate caps on charters and help them access safe and appropriate public facilities.
- Grant schools and communities more authority to convert failing schools to charters.

Legislation is currently before our General Assembly to enforce stricter accountability for charter schools, create more quality charter authorizers, and create a needs-based opportunity scholarship for families to take a percentage of state funding to educate their children in participating non-government schools. The legislation would also create a “Parent Trigger” that would allow a majority of students’ parents in a school to petition for conversion to a charter school at any time.

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## 2. PROMOTE THE INCREASE OF EFFECTIVE AND QUALIFIED EDUCATORS

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2.1 ***New Teacher licensing rules:*** Revisions for Educator Preparation and Accountability (REPA) <http://www.doe.in.gov/educatorlicensing>

- Requires emphasis on content-knowledge.
  - Elementary teachers (K through 6) must earn a baccalaureate degree consisting of an education major with a content-area minor OR a content-area major with an education minor.

- Secondary teachers (grades 5 through 12) must earn a baccalaureate degree consisting of any applicable content-area major – as well as a minor in education.
  - Requires testing of every new teacher before entering the classroom.
    - Teaching candidates must pass certain tests to demonstrate competence in content-area knowledge and pedagogy
    - Teachers can add content areas to their licenses by passing a content-area exam that tests subject knowledge.
  - Simplifies licensing process for career changers.
    - Encourage highly knowledgeable adults looking to enter the teaching profession.
    - A teaching candidate with a baccalaureate degree may obtain an Education minor and pass a content area knowledge test for licensure.
- 2.2 **Teach for America** - Teach For America is playing a critical role in improving schools and communities. TFA alumni are leaders in the classroom, in education more broadly, and across all sectors. Together, they are making educational equity a reality in Indianapolis and Lake County. <http://teachforamerica.org>
- 2.3 **New Teacher Project Indianapolis Teaching Fellows** -The program recruits and trains accomplished career changers and recent graduates to teach in high-need schools. To date, The New Teacher Project has recruited 197 new teachers for the city’s highest-need schools. <http://tntp.org>
- 2.4 **Woodrow Wilson Teaching Fellowship** - Woodrow Wilson Teaching Fellows hold baccalaureate degrees in math or science and are high achievers, academically and professionally. They complete an intensive, field-based master’s program in teacher education at a participating university, overseen by both the university’s STEM faculty and its education faculty in cooperation with partner school districts. Fellows receive \$30,000 during the Fellowship year and commit to teach for three years, with on-site mentoring, in some of the state’s high-need urban or rural secondary schools. [www.woodrow.org](http://www.woodrow.org)
- 2.5 **Transition to Teaching** – Transition to Teaching programs have been around since prior to 2001; however, a renewed effort is taking place to ensure that institutions are offering programs according to legislated guidelines (For example, ensuring **compliance** with those portions of the mandate that limits the number of credit hours required in education coursework). Additionally, the state offers a Transition to Teaching permit to individuals enrolled in an approved program. The permit allows career changers the opportunity to work in schools while completing the alternate route program as well as to be considered highly qualified for their assignments in core academic subjects. Over the past four years (2007-2010), while the number of temporary Emergency Permits issued each school year declined, the number of Transition to Teaching Permits continued to increase.
- 2.6 In 2008, new legislation encouraged content area experts with some teaching experience (including teaching experience within higher education) to seek teaching

careers using the Advanced Degree licensure option. For more regarding Advanced Degree Licensure visit [http://www.doe.in.gov/dps/advanced\\_license.html](http://www.doe.in.gov/dps/advanced_license.html).

- 2.7 Highlight resources available to current and potential educators through Teach Indiana website: <http://www.doe.in.gov/teachindiana>
- 2.8 **Financial Aid/Scholarships:** Minority Teacher Scholarship, Hispanic Scholarship Fund <http://www.doe.in.gov/teachindiana/scholarships.html>
- 2.9 **Educator Job Bank** <http://www.doe.in.gov/peer>
- 2.10 **Teacher Incentive Fund-** The Indiana Department of Education will receive approximately \$45 million over five years through the competitively awarded federal Teacher Incentive Fund to implement the System for Teacher and Student Advancement, also known as TAP. Forty-five high-need schools from across the state have signed on to partner with IDOE to give their teachers and principals the opportunity to earn up to \$5,000 per year in performance-based bonuses. These schools have lower student achievement than comparable schools and have trouble recruiting and retaining high-qualified and effective educators, especially in hard-to-staff subjects. For teachers in tested subjects and grades, Indiana’s TAP system would require 50% of annual teacher bonuses based on classroom evaluation results, 30% based on classroom student achievement growth and 20% based on school-wide growth. Teachers in untested subjects and grades would have their bonuses determined based on the following: 50% on their evaluations and 50% on school-wide growth or a voluntary association with a partner grade or subject. Principal compensation for TAP schools will be based 50% on school-wide student growth scores; 30% based on a valid and reliable 360-degree survey; and 20% based on the TAP Leadership Team Rubric.

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**3. USE TITLE II AND RELATED FUNDING STRATEGICALLY TO SUPPORT RELEVANT, EFFECTIVE PROFESSIONAL DEVELOPMENT OPPORTUNITIES THAT PROMOTE INNOVATIVE STRATEGIES FOR INSTRUCTION AND ARE DESIGNED TO IMPACT INSTRUCTIONAL QUALITY IN A SUSTAINABLE AND MEASURABLE WAY.**

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3.1 Literacy – one of the most pressing professional development needs involves ensuring literacy skills for all children grades K-3. In 2010, Indiana’s General Assembly passed PL109 which is designed to eradicate social promotion in favor of promoting on the basis of 3<sup>rd</sup> grade reading proficiency. Indiana has developed K-6 Reading Framework which is being piloted in 15 schools. The Indiana K-6 Reading Framework includes six organizing components and is based on scientifically-based reading research:

1. Goals
2. Instruction
3. Assessment
4. Professional Development

- 5. Leadership
- 6. Commitment

The pilot schools were provided a week of intensive training in the summer of 2010 on the framework and have had on-going coaching throughout the year and have a consultant working with them to provide additional support. As the new law goes into effect for the 2011 school year, the reading specialists at IDOE are developing online modules with national experts on the five components of reading research. These modules will be available for all teachers for professional growth points to help teachers develop their capacity to implement the framework as required in the new rule. Additionally, nine modules are being developed with the Educational Service Centers to be provided in each region to support other aspects of the reading framework.

IDOE is also developing a Disciplinary Literacy Framework for secondary literacy instruction to support teachers in implementing the Common Core State Standards for Literacy. Training on the framework and how to use Lexile data to inform instruction and make text selections will be provided through the services centers and through university partnerships.

- 3.2 Math Initiatives – For information regarding current mathematics-focused initiatives, please visit <http://www.doe.in.gov/esea/mathscience/profiles0809/welcome.html>. Additionally, IDOE math specialists designed a Primary Algebra Readiness workshop to develop and strengthen teacher content knowledge in the related areas below. Math experts from across our state were brought in for training coordinated by the I-STEM Resource Network. These trainers then held sessions regionally through the Educational Service Centers. These sessions will continue to be provided to increase elementary teachers’ content knowledge and pedagogy. Participants were trained to have a deeper understanding of mathematics and to use instructional strategies designed to deepen students’ understanding of mathematics.

The Primary Algebra Readiness workshop is an intensive training that was designed to increase teacher content knowledge, as well as provide various instructional strategies that may be applied to any math program. Content from the 2000 Indiana Academic Standards, Common Core Standards, and the National Math Panel was addressed. The workshop will focused on:

**Grades K-2:**

- Number sense and relationships
- Operations
- Patterns and Functions

**Grades 3-5:**

- Whole numbers and operations
- Rational numbers
- Patterns and Function

- 3.3 Science Summit - 2010 marked the year Indiana began reforming science education. The 2010 Indiana Science Summit focused on the need for a system of sustained development to support inquiry-based science education and practical advice and methods for implementing research-based science curriculum <http://www.doe.in.gov/sciencesummit/>

The IDOE has joined with I-STEM Resource Network to formulate and implement a plan for comprehensive reform. Currently, Indiana's Academic Standards for Science were revised, and a comprehensive instructional materials review was conducted to assist districts in their adoption of new science curricular materials in the spring of 2011. Professional development for instructors, industry and academic community support, and ongoing evaluation has begun and will continue over the next few years. These supports will be crucial to the success of the new materials, which will be the primary science resource in Indiana's classrooms for six years.

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**4. INSTITUTE A TEACHER PORTAL TO PUT LOGITUDNAL ACHIEVEMENT DATA IN THE HANDS OF TEACHERS, FACILITATE THE SHARING OF BEST PRACTICES, AND PROVIDE ACCESS TO RICH LEARNING RESOURCES ALIGNED WITH INDIANA'S ACADEMIC STANDARDS.**

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- 4.1 ***The Learning Connection*** - The Learning Connection is a secure web portal provided by the Indiana Department of Education. Through The Learning Connection, the Department provides student-level data to Indiana classrooms. The Learning Connection also supports professional collaboration between educators across schools and corporations and provides standards-based instruction tools, assessment tools and access to digital content. To date, there are 38,000 teachers and 850 learning communities using the Learning Connection. 913 schools (50%) of schools are uploading student data. Teachers will be able to see this year's class until November of the next school year so that they can view how their students performed on ISTEP+. Learn more at <https://learningconnection.doe.in.gov>.
- 4.2 ***Data Warehouse*** – The Data Warehouse Project provides comprehensive school personnel data associated with a school personnel number. Data collected in this manner increases the state's capacity to configure data requests that align teacher data with student achievement data and teacher data with teacher preparation program, employment, and experience data. The ultimate goal involves creating a central data collection/reporting framework to resolve incongruities associated with currently disparate data systems across the department.
- 4.3 ***PD 360 Pilot Project***- 6000 teachers are participating in the PD360 pilot project which provides on-line, high quality, and on demand professional development. Teachers will be able to catalog professional development in the system toward Professional Growth Points for license renewal.

**Conclusion**

Indiana continues to place emphasis on refining the data collections associated with HQT in order to ensure appropriate data are driving decisions as well as strategizing ways to make real improvements in teacher quality and student achievement through innovative, sustainable professional development. Moving forward, Indiana continues to work toward increased teacher effectiveness and to focus teacher quality initiatives in areas where student achievement is most urgent.