
ESEA Flexibility

Request



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Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. Key milestones and activities: Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. Detailed timeline: A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. Party or parties responsible: Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.
4. Evidence: Where required, documentation to support the plan and demonstrate the SEA’s progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.
5. Resources: Resources necessary to complete the key activities, including staff time and additional funding.

6. **Significant obstacles:** Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-5), and assurances (p. 5-6).
- A description of how the SEA has met the consultation requirements (p. 8).
- An overview of the SEA’s request for the ESEA flexibility (p. 8). This overview is a synopsis of the SEA’s vision of a comprehensive and coherent system to improve student achievement and the quality of instruction and will orient the peer reviewers to the SEA’s request. The overview should be about 500 words.
- Evidence and plans to meet the principles (p. 9-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department’s Web site at: <http://www.ed.gov/esea/flexibility>.

Electronic Submission: The Department strongly prefers to receive an SEA’s request for the flexibility electronically. The SEA should submit it to the following address:
ESEAFlexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

SEAs will be provided multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, a date to be announced in mid-February 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

TECHNICAL ASSISTANCE MEETING FOR SEAS

To assist SEAs in preparing a request and to respond to questions, the Department will host a series of Technical Assistance Meetings via webinars in September and October 2011.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAFlexibility@ed.gov.

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For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA’s request, indicate “N/A” instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
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5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	40
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Indiana Department of Education	Requester's Mailing Address: 151 West Ohio Street Indianapolis, IN 46204
State Contact for the ESEA Flexibility Request	
Name: Marcie Brown	
Position and Office: Deputy Chief of Staff	
Contact's Mailing Address: 151 West Ohio Street Indianapolis, IN 46204	
Telephone: 317-232-0551	
Fax: 317-232-8004	
Email address: mbrown@doe.in.gov	
Chief State School Officer (Printed Name): Dr. Tony Bennett	Telephone: 317-232-6610
Signature of the Chief State School Officer: X	Date: November 14, 2011
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

Optional Flexibility:

An SEA should check the box below only if it chooses to request a waiver of the following requirements:

- The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

ASSURANCES

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)
- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to

reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

If the SEA selects Option A or B in section 3.A of its request, indicating that it has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 14. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

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

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

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

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

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

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

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

- Email to all teachers in the state via IDOE’s periodic teacher electronic newsletter
- Superintendents Advisory Council
- Principals Advisory Council
- Non-Public Education Association representatives
- Indiana Education Reform Cabinet
- The Educator Learning Link Ambassadors Program (teachers who have volunteered to be IDOE “ambassadors” within their school buildings)

- Teacher Advisory Council (Teacher of the Year and Milken winners)
- Indiana does not have a formal ELL-related teacher association or group with whom to meet, but see the answer question 2 below for our best efforts at consulting with representatives of this group.

It is important to note that collaboration and communication are not just activities the IDOE initiated within the past few weeks. In fact, Dr. Bennett has made educator and community outreach a key priority in his strategy to comprehensively transform student outcomes in Indiana. Along with collaboration with regard to the state’s flexibility plan, IDOE has gathered input from educators, parents, and the public on every reform initiative—from state accountability metrics and teacher evaluations to Common Core implementation and performance-based compensation systems. Without a doubt, frequent input and constant two-way communication have been instrumental in the successful passage of “Putting Students First,” Indiana’s groundbreaking education agenda passed into law in the spring of 2011.

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

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

Additionally, the IDOE sends via email biweekly updates directly to about 100,000 teachers and other stakeholders. These updates provide yet another vehicle for IDOE to promote the opportunities of ESEA flexibility and to collect feedback. For example, the state’s proposed accountability plan, described in greater detail as part of Principle 2, was greatly enhanced as a direct result of input received in response to these communications to the field.

Dr. Bennett and the department have also maintained an open-door policy with members of

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

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

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

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

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil

rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

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

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

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

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

- Indiana Dual Credit Advisory Council
- Indiana Association of Career and Technical Education Directors
- ESC Director's Advisory Committee
- Superintendents Advisory Council
- Principals Advisory Council
- School Boards Advisory Council
- PTA Advisory Committee
- School Counselors Advisory Committee
- ARC of Indiana
- Indiana Council of Administrators of Special Education
- Non-Public Education Advisory Committee
- Reading Advisory Council

- Indiana Education Reform Cabinet
- The Educator Learning Link Ambassadors Program
- Teacher Advisory Council (Teacher of the Year and Milken winners)
- Textbook Advisory Committee
- Indiana School Board Association
- Indiana Association of School Principals
- Indiana Association of Public School Superintendents
- National Association for the Advancement of Colored People
- National Council on Education Black Children
- Indianapolis Urban League
- Central Indiana Corporate Partnership
- Indiana Chamber of Commerce
- Indianapolis Chamber of Commerce
- Teach Plus

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

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

Corporate partnerships have also played a critical role in Indiana’s reform efforts. Companies like Comcast have partnered with IDOE to rapidly expand the availability of certain technologies, like broadband internet and on-demand educational programming, for Indiana

schools. To help local school districts save money and retain instructional staff to drive more dollars directly to student learning, companies like Cummins (based in Columbus, Indiana) have partnered with IDOE to send corporate Six Sigma experts into schools to identify cost-saving opportunities so more dollars can flow into Indiana’s classrooms. Recently, more than ten additional companies have stepped forward to offer similar efficiency training and support to our local schools. Support such as this from corporate groups helps to undergird the state’s efforts to keep the focus of schools on quality instruction.

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

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA’S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA’s request for the flexibility that:

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement.

Like all Americans, Hoosiers are responding to the call for dramatic change in our education system. This year, Indiana took the biggest step in state history to advance education reform by passing the “Putting Students First” agenda. This comprehensive legislative package, which

focused on teacher quality and flexibility coupled with a marked expansion in educational options for students and families, represented a sea change to the state’s education landscape.

The opportunity to request ESEA flexibility catches Indiana full stride in implementing the bold education reforms within “Putting Students First” – reforms that align completely with the four principles for improving student academic achievement and increasing the quality of instruction for all students. This flexibility will allow Indiana to set the bar high for the state and the nation by raising our standards and expectations for students, educators and school systems without succumbing to the temptation to water down important accountability provisions.

Indiana’s reform strategy reflects the following three tenets of Dr. Bennett: (1) competition, (2) freedom, and (3) accountability. Educational offerings and instructional quality can only improve in an environment of healthy competition; parents must have the freedom to choose the best educational options for their children, while school leaders must have the flexibility to make decisions based on their students’ needs; and all stakeholders must be held accountable for their individual performance.

Building upon “Putting Students First,” ESEA flexibility will help fundamentally shift the role of the IDOE from a compliance-based organization to one that supports educators in carrying out swift-moving and sweeping reforms. IDOE recognizes the need to focus on setting high standards and expectations, supporting bold and innovative practices, and holding schools accountable – and then getting out of their way while they deliver.

Flexibility to discard the 2013-2014 proficiency requirement will allow Indiana to fully utilize new advances in measuring student growth and overall school performance. Indiana’s proposed state accountability plan aligns with federal efforts to support high standards and increase transparency. The accountability framework the state will implement uses easy-to-understand (A-F) categories for school performance, includes measures of both pass/fail and growth, and puts a strong focus on closing the achievement gap by targeting growth for the lowest 25% of students.

Indiana’s coordinated effort to improve teacher quality throughout the state aligns with federal priorities and clearly establishes a sound basis for flexibility related to the Highly Qualified Teacher (HQT) requirement. Indiana is now focused on evaluation systems and tools that analyze student outcomes and provide teachers the professional support needed to ensure growth. Recent legislation ensures all school corporations will utilize annual evaluations of teachers and principals that include student achievement and growth data and support efforts to make sure every child has access to quality instruction.

Efforts to attain other flexibilities focus on similar attempts to realistically and transparently align federal priorities with recent reforms and structural advances at the state and local level.

Indiana is committed to not only meeting NCLB’s and ESEA’s minimal standards but also to going far beyond them to drive meaningful reforms in college and career readiness, school accountability, educator effectiveness, and the reduction of superfluous rules and regulations. This must be the case. Our flexibility plan must be demanding enough to convey the sense of fierce urgency necessary to transform Indiana’s schools and support those who run them and teach in them. Most important, our plan must focus on the students whose lives depend on the quality of learning our schools provide. Nothing matters more than that.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A

The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.

- i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)

Option B

The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.

- i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)
- ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining

access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Indiana has been a leading state in content standards, assessments, and graduation requirements, establishing a strong foundation from which to transition to college and career ready standards.

In 2001, Indiana was one of five states (along with Kentucky, Massachusetts, Nevada, and Texas) selected to participate in the American Diploma Project, a national initiative created to ensure high school graduation standards and assessments across the nation accurately reflect the knowledge and skills that colleges and businesses really require of high school graduates.

Even before the advent of Common Core State Standards, Indiana was considered to have among the strongest state standards in the nation. Later, Indiana was deemed to be one of a few states to have mathematics and E/LA standards rank on par with the CCSS.

Indiana’s Core 40 has been a model of college and career ready high school diploma standards nationally. The Indiana State Board of Education adopted new course and credit requirements for earning a high school diploma. A list is available at <http://www.doe.in.gov/core40/overview.html>. Adopted originally in 1994, the Core 40 system now offers students with the option to earn one of four diploma types:

- General
- Core 40
- Core 40 with Academic Honors
- Core 40 with Technical Honors

Additionally, students who qualify can earn dual honors credentials in both academic honors and technical honors.

The Indiana General Assembly has made completion of Core 40 a graduation requirement for all students beginning with those entering high school in fall of 2007. The law included an opt-out provision for parents who determine that their student could benefit more from the General Diploma. The law also makes Core 40 a minimum college admission requirement for the state’s public four-year universities beginning in the fall of 2011.

On August 3, 2010 and by unanimous agreement, the Indiana State Board of Education adopted the Common Core State Standards (CCSS) for English/Language Arts (E/LA) and grades 6-12 Literacy for Social Studies, History, Science and Technical Subjects, and for Mathematics. See Attachment 4 for a copy of the board minutes that show adoption of the CCSS

Soon after adopting the Common Core State Standards (CCSS) in August 2010, Indiana became

the first state in the nation to align its teacher preparation standards with the CCSS and require colleges to incorporate them into their pre-service preparation programs. The Indiana Professional Standards Advisory Board (whose responsibilities and authority has now been transferred to the state board of education), in conjunction with the IDOE, approved the new developmental and content standards for educators in December 2010. Hundreds of educators and representatives from K-12 and higher education participated in the development of the new teacher preparation standards. For more information, visit <http://www.doe.in.gov/educatorlicensing/ProfessionalTeacherStandards.html>.

Indiana has moved quickly to transition from the Indiana State Standards to the Common Core State Standards. Across the state, educators of kindergarteners have begun providing instruction *only* on the Common Core State Standards in the 2011-12 school year. First and second grade instruction *only* on the Common Core State Standards will roll out in 2012-13. Hoosier students in all remaining grades will receive instruction only on the Common Core State Standards during the 2013-14 school year.

In terms of instructional methods aligned to the Common Core State Standards, Math teachers began implementing the Common Core's Standards for Mathematical Practice for the 2011-12 school year. All teachers began teaching the Common Core Literacy Standards in grades 6-12 for their disciplines during this school year.

By January of 2013, Indiana will align basic skills competencies in reading, writing, and mathematics for admission to teacher preparation programs. Development of the blueprints and actual tests are ongoing now with the state's vendor, Pearson. Further, by September of 2013, all content and pedagogy/development tests will be implemented. All are fully aligned to the new teacher standards and with the CCSS.

Finally, as a governing state in The Partnership for the Assessment of Readiness for College and Careers (PARCC), Indiana will pilot and field test the assessment system prior to the 2014-15 school year.

Alignment

In April 2010, the Mathematics and English/Language Arts specialists at IDOE, in conjunction with a team of teachers and university professors, analyzed the alignment between early drafts of the Common Core State Standards (CCSS) and the Indiana Academic Standards (IAS). This initial analysis yielded a document that was presented to Indiana's Education Roundtable on May 18 of that year. Co-chaired by the Governor and Superintendent of Public Instruction, Indiana's Education Roundtable serves to improve educational opportunity and achievement for all Hoosier students. Composed of key leaders from education, business, community, and government, the Roundtable is charged with doing the following:

- Ensuring the state has world class academic standards for student learning,
- Aligning the *Indiana Statewide Testing for Educational Progress-Plus (ISTEP+)*

assessments that measure student achievement with those standards,

- Setting the passing scores for *ISTEP+*, and
- Making ongoing recommendations focused on improving student achievement to the Governor, Superintendent of Public Instruction, General Assembly, Indiana State Board of Education, and others.

A subsequent analysis was completed for the final released CCSS documents using materials provided by Achieve, Inc., and the results of this analysis were presented to the Education Roundtable and the State Board of Education to assist with their decision to adopt the Common Core Standards on August 3, 2010.

To provide additional information to teachers in the alignment of resources and assessment to the CCSS, IDOE specialists translated the information from these two analyses into documents that summarized not only the level of alignment but also descriptive statements to provide further information on the gaps that existed. These Transition Guidance documents are available at <http://doe.in.gov/commoncore>. A final product of this analysis was a subset of CCSS in both Mathematics and E/LA at each grade that schools should begin building into their curriculum to assist in closing the identified gaps between the IAS and the CCSS.

For the 2010-2011 school year, the Indiana Department of Education updated all course descriptions to align with the CCSS, integrating literacy standards in history, social studies, science, fine arts, physical education, world languages, and technical subjects. The department is working with Indiana Association of Teachers of Foreign Languages to implement the framework for resources for teachers of world languages.

Indiana's Response to Instruction (RTI) work in 2010, culminated in guidance to the field to better identify student knowledge and gaps. This new guidance document, which has been lauded by educators and administrators throughout the state, is available at http://www.doe.in.gov/rti/docs/Rtl_Guidance_Document.pdf. Through RTI, IDOE will ensure we focus on access to the common core state standards and equal opportunity for all Hoosier students.

To increase access to Common Core Standards for Literacy in Technical Subjects for students participating in career and technical education courses, Indiana has set aside funds and has recently released a request for quotes on an academic integration project. Further, Career and Technical Education federal funds available at both local and state level are allocated toward improving student performance on core indicators for CCSS in English/Language Arts and Mathematics.

In Indiana, an estimated one quarter to one third of students taking CTE courses are students with disabilities. These students will certainly benefit from the common core literacy standards via the academic integration project.

Students with Disabilities

Indiana is fully committed to ensuring that English Language Learners and students with disabilities have equal access to the Common Core State Standards so they may grow during their K-12 educational careers. Progress monitoring is one method by which to measure the incremental growth of special education students, and it is a method endorsed by the U.S. Department of Education's Office of Special Education Programs. For more information, visit http://www.osepideasthatwork.org/toolkit/ta_progress_mon.asp.

For our students with disabilities, Indiana's Office of Special Education, pursuant to 34CFR300.703, has utilized funds to provide support and direct services, including technical assistance, personnel preparation, and professional development and training to all LEAs in Indiana. This technical assistance has been defined as an ongoing negotiated relationship between the TA Center staff and the TA recipient in planned, purposeful, series of activities designed to reach an outcome that is valued by the host organization (adapted from U.S. Department of Education Office of Special Education Programs).

Indiana has six technical assistance centers focused on multiple areas of education benefitting students with disabilities. Three of the centers are able to incorporate into their current efforts training and professional development that will support and prepare teachers to educate students with disabilities to the CCSS. These centers currently concentrate on the following: assessment and instruction, with a focus on Universal Design for Learning; Effective and Compliant IEPs, with a focus on writing, implementing, and measuring appropriate goals; and Secondary Transition, with a focus on ensuring that IEPs are written, implemented, and provide meaningful transition to post secondary education and/or careers. These technical assistance centers are an extension of the IDOE Office of Special Education and will ensure that all teachers have the knowledge necessary to educate students with disabilities to the CCSS.

As a part of this technical assistance, Indiana is committed to the analysis of the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity for growth through the college and career ready standards. This will be accomplished in two manners. First, for students who are assessed against grade level academic standards, Indiana will begin to develop a guidance document for LEAs that addresses how to select, administer, and evaluate the use of accommodations for instruction and assessment of students with disabilities. This framework already exists, as developed by the Council of Chief State School Officers, and assistance is available to Indiana in the development of this guidance through the North Central Regional Resource Center.

For students who are assessed against alternate achievement standards, Indiana will utilize the National Alternate Assessment Center's framework for professional development and guidance on the assessment and instruction of students with the most significant cognitive disabilities. The objective of this guidance will be to assess and align grade level content for students with the most significant cognitive disabilities, to identify instructional activities that relate to CCSS for this population of students embedding communication, motor, and social skills into

curriculum, and the identification of appropriate supports to ensure success.

Additionally, Indiana’s Office of Special Education is working collaboratively with parent advocacy groups (the Arc of Indiana and IN*SOURCE) and Indiana’s Effective Evaluation Resource Center (based at the Blumberg Center at Indiana State University), to develop guidance for districts regarding the potential change in assessment options. Through these collaborations, IDOE will develop a tool for LEAs to make appropriate assessment decisions within the case conference committee process, and we will encourage parents to be an integral part of the decision-making process. These supports will ensure that case conference committees across the state consider consistent information when making student assessment decisions, and they will ensure that with the phasing out of Indiana’s modified assessment (IMAST), students are not unjustifiably shifted to the alternate assessment.

Through the utilization of Indiana’s technical assistance centers and the development of guidance surrounding learning and accommodation factors and appropriate assessment decisions, students with disabilities will have the opportunity for growth under college and career ready standards, and their teachers will have a better understanding of how to teach all students to the CCSS.

To better gauge how students with disabilities are performing, schools can utilize a predictive measure to determine whether they will be able to meet those standards set by the CCSS. Currently, about 92% of districts utilize the IDOE-provided Acuity testing as predictive or diagnostic assessments.

IDOE is working with the state’s assessment vendor to provide information regarding how many students with disabilities in each district participate in the Acuity assessments. If the number is substantial, Acuity could be utilized to determine whether special education students are close to or on target to pass a standardized assessment (whether it be the End-of-Course Assessment (ECA) or ISTEP+).

Because IDOE can identify students by Student Testing Number (STN) and determine which students took which assessments, IDOE can identify from Indiana’s electronic IEP data system (which over 95% of schools utilize) what types of accommodations and modifications were provided to each student and make correlations between the two. Student results from the current school year can show who took the Acuity assessments for predictive purposes. These results can be compared with a student’s identified disabilities and accommodations. This information can be utilized throughout a student’s career to tailor instruction to ensure college and career readiness. Aggregated information about the types of accommodations that are being offered to students who are passing assessments can be shared widely throughout Indiana’s educator community with the hopes of spreading practices that work.

Finally, Indiana is committed to ensuring that students who take the alternate assessment are being transitioned to college and career readiness. IDOE has a unique and powerful resource

center focused on secondary transition. This resource center works directly with all LEAs to ensure students with disabilities have good transition goals and assist students with transition.

For all students with disabilities who are either age 14 or in 9th grade, their IEPs must contain post secondary goals. These goals must include, but are not limited to, postsecondary education; vocational education or training, or both; integrated employment, including supported employment; continuing and adult education; adult services; independent living; or community participation. The creation of these IEPs is monitored through the Office of Special Education, and districts struggling to support this group of learners can access support through the Secondary Transition Resource Center. For students who are participating in Indiana's alternate assessment and are likely to go into the workforce or into an alternate post secondary educational environment, their post secondary goals drive their secondary services and planning.

As these students can be more challenging to measure in terms of growth, the Office of Special Education is working collaboratively with IDOE's Office of Student Assessment as well as the Secondary Transition Resource Center and the Effective and Compliant IEP Resource Center to investigate ways in which to have data guide the work of teachers to ensure that students are meeting their post secondary goals. The Secondary Transition Resource Center has partnered with Vocational Rehabilitation to ensure that students with more severe disabilities transitioning to post secondary settings have the necessary skills to obtain meaningful employment as well as independent living opportunities. The Effective and Compliant IEP Resource Center works with all LEAs to ensure that teachers identify appropriate post secondary goals and that there are transition services in place that will allow the student to be college and career ready. The Office of Special Education and the Office of Student Assessment are working to determine what types of data can be obtained from Indiana's alternate assessment that can help drive instruction in order to ensure that all students leave their secondary experience college and career ready.

Indiana uses a modified assessment called IMAST. Students who take IMAST are at grade level and on a track to graduate with a traditional diploma. IDOE will count them in the same manner as the interventions and services. These students are included in the transition to the common core state standards and the assessments aligned to them. IDOE is addressing the needs of students participating in modified assessment in a number of ways.

IDOE's Response to Instruction (RTI) framework, which was developed by IDOE with the National RTI Center, provides a model for supporting all students in high-quality Tier 1 instruction. Indiana moved away from a special education model, but it provides support to teachers in how to track students' progress at all levels – through the use of purposeful assessments (progress monitoring, universal screeners, diagnostics) and Tier 2 and Tier 3 interventions. The framework focuses on providing high-quality Tier 1 instruction for all, and through this, teachers can identify where the kids are and where their gaps are. There are cohorts of schools around the state which received support to implement the framework, and the framework is a reference document and foundation for many department initiatives, such

as the Third Grade Reading initiative and the transition to the CCSS.

The Office of Special Education is working to identify ways to utilize the progress monitoring information that teachers of record are required to collect to examine growth and achievement of students participating in the alternate assessment, and to draw correlations to career readiness skills. Currently, Indiana has a state sponsored IEP tool (IndianaIEP). For the 2011-2012 school year, approximately 95% of Indiana LEAs utilized IndianaIEP. Because all teachers of record must complete progress monitoring within the IEP system, the potential is there to compile progress monitoring information from formal assessments as well as informal assessments statewide, and to provide information to LEAs regarding student progress on goals. The Office of Special Education is currently working with the vendor who created IndianaIEP to determine what types of reports could be generated for students who are participating in Indiana's alternate assessment so that instruction may be better informed, as well as ensuring that instruction being provided will meet the students' post secondary goals.

For students who are participating in Indiana's alternate assessment and whose case conference committee team determines they will take the general assessment (ISTEP+), those students would participate in the plan for the predictive Acuity testing to determine if their current interventions are effectively addressing their instructional needs. Instruction would need to be modified based on the acuity results as well as the progress monitoring that is required. It is intended that the same investigation of progress monitoring that will be utilized for students who participate in Indiana's alternate assessment could be completed for students with disabilities who are participating in the general assessment.

English Language Learners

For our English Language Learners, the IDOE will leverage the work of Great Lakes East Comprehensive Center/American Institutes for Research to conduct an analysis of the correspondence between Indiana Kindergarten English Language Proficiency (ELP) standards and the linguistic demands of the Common Core State Standards. The analysis has now been completed and will be shared with educators around the state by the end of 2011.

Additionally, Indiana is working with GLE in the development of a definitive timeline of activities to support Indiana in the development and dissemination of new ELP standards aligned to the CCSS. The timeline will be complete by the end of April, 2012. In addition to supporting teachers of EL students in the transition to the new ELP standards once they are developed, correlations will be drawn to the CCSS for English/language arts so that both EL teachers and general classroom teachers understand the relationship between these standards, as well as their interdependence in the success of EL students. Training will focus around how the teachers, especially classroom teachers, use the standards to plan instruction for EL students. By effectively supporting teachers in knowing how to plan meaningful instruction for their EL students related to the CCSS in English/language arts, as a result Indiana will additionally be supporting teachers in preparing their EL students for the transition to the new assessment.

Indiana will provide professional development and other supports to prepare teachers to teach all students, including English Learners, to the CCSS. The Center for Applied Linguistics (CAL) would serve as a partner in this work. While there are a number of areas where CAL can provide support, the initial focus will be helping teachers understand how teaching reading to English Learners is different than teaching reading to native speakers. This support would be provided to general classroom and EL teachers as a means of supporting EL students in all educational settings.

Indiana is monitoring the work of a consortium of 28 states participating in World-class Instructional Design and Assessment (WIDA). In early November of 2011, WIDA released a draft of the 2012 English Language Development standards. The results of this work will inform IDOE's analysis of the linguistic demands of the state's college and career ready standards and the revision of grades 1-8 English Language Proficiency Standards by the 2013-2014 school year. To accomplish this, IDOE will do the following during the late fall of 2011 and throughout 2012:

- Recruit and onboard a strong Coordinator of English Learning (EL);
- Utilize the WIDA standards that have been created and aligned with the CCSS;
- Develop an internal Key Stakeholders group that will review the WIDA work (including Coordinator of English Learning, Assistant Directors of College and Career Readiness, content area specialists, and EL specialists);
- Develop an internal/external Work Group (facilitated by a few members of Key Stakeholders and mainly comprised of practitioners) to review/revise/propose changes to the WIDA work (as guided by the Key Stakeholders group);
- Develop an external Advisory Group to provide lend practitioner expertise to the work (facilitated by a member of the Key Stakeholders group and comprised of university, school board, parents, business, and other extended members of the educational community);
- Roll out the revised ELP standards aligned to the CCSS to the field, providing WebEX overview and potential regional workshops and ask for feedback on all;
- Revise as appropriate, with the involvement and support of the Key Stakeholders group, Work Group, and Advisory Group; and
- Formalize and provide additional technical assistance and supports statewide.

The implementation of this plan will ensure all ELL students will have the opportunity to achieve the standards.

To support Indiana's migrant students, IDOE will create a resource center in late 2012 to provide technical assistance to LEAs throughout Indiana. IDOE began preliminary work in fall of 2011, by identifying and reserving sufficient federal migrant education funding to create and provide this technical assistance. The next step is to recruit and onboard a new Coordinator of English Learning, which is expected to be completed within the first few months of 2012.

The CCSS are a benchmark for all students, including special education students. The IDOE's expectation is that special education teachers will utilize the CCSS in their classrooms for students with disabilities on the same schedule as general education teachers, but may teach that curriculum in a method different from those other teachers use. For example, they may be utilizing different modalities to ensure they are reaching all types of learners, they may engage in more small-group instruction, and the pacing of delivering the instruction may be different. The largest challenge is helping students with disabilities reach the level of achievement at the same pace as their general education counterparts. This often is where students in special education struggle; it is not that they cannot obtain those skills, but at times it is the rate at which they can obtain them that becomes problematic. Indiana has begun to analyze the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to achieve to the college and career ready standards. Analysis will be completed in 2012. Thereafter, IDOE will communicate findings on learning and accommodation factors with Special Education stakeholders.

Outreach and Dissemination

Over the past few years, IDOE has built a portal to conduct better outreach and dissemination of information across the state. The Learning Connection portal was developed by IDOE and plays a prominent role in fostering communication to and between Hoosier teachers and in supporting the implementation of IDOE's strategic initiatives, such as the transition to the CCSS. The portal hosts communities of practitioners, with approximately 80 to 90% of all Indiana of teachers registered. Usage is growing – there are over 10,000 members of the literacy community, 3,000 in the curriculum and instruction community, and nearly 2,000 in the mathematics community. About 5,000 total resources are available through these three communities, and salient topics are discussed in forums weekly, monitored by DOE staff members. The IT team is currently working on developing a mechanism for disseminating resources specific to the CCSS developed by Indiana teachers.

By providing data, resources, and tools for school improvement, the functionality of the Learning Connection can be leveraged across IDOE initiatives aimed at improving student learning. The system offers the following four distinct benefits to every teacher:

1. Access to longitudinal student-level data from numerous sources to support instructional decisions and increase student achievement;
2. Opportunities to collaborate with colleagues from across the state through the communication tools in the communities;
3. Online lesson planning and curriculum design capabilities; and
4. A common point of access for information from IDOE.

During the month of August, all public and accredited-private K-12 schools in Indiana receive shipments of materials related to student success and college and career readiness.

- A magazine for grade K-10 students and their families
 - The magazines are jointly produced by the Indiana Commission for Higher Education and the Indiana Department of Education through the state's Learn More Indiana partnership.
 - Each version of the K-10 magazine provides a grade-specific overview of information tied to student success: how plan, prepare and pay for college and career success, tips for a good start this academic year, methods of career exploration, an explanation of the Core 40 options, and more.
 - Content is tied to the Indiana Student Standards for Guidance.
- A magazine for grade 11 and 12 students
 - The magazine provides information on planning, preparing and paying for college success, including tips on scholarship searches, finding a college, and more.
- Graduation Plans for grade 8 and 9 students
 - An online version is available at learnmoreindiana.org/plan.
- College GO! Week kits
 - This year all schools serving grades K-12 will receive College GO! Week materials, including elementary schools.
 - Materials include posters, postcards, banner and starter guides.
 - Visit CollegeGoWeekIndiana.org for more information.

The K-10 magazine began including information about CCSS soon after the adoption of the standards and goes to home with every K-12 student in Indiana.

The Indiana Department of Education's redesigned website will be launched in January of 2012 has pages targeted to families, parents, and student, and will be utilized to offer key information to each audience about the CCSS.

There are nearly 300 school districts across the state in addition to approximately 60 charter schools. Through a partnership with the Curriculum Institute, IDOE has offered a series of three informational sessions around the state regarding the CCSS. Starting in June of 2011 and continuing to date, nearly 900 curriculum directors, district-level administrators, and building-level administrators have participated in professional development sessions. Sessions planned for the end of 2011 through February of 2012 will add instructional coaches to the target audiences. By February 2, 2012, an additional 600 participants will receive professional development on transitioning to the CCSS. The first three sessions focus on curriculum directors, district and building-level administrators, including school principals, and instructional coaches.

The following outlines the sessions' targeted audience, scope, and number of participants.

Session I

Intended Audience: Curriculum directors and district-level administrators

Overview:

- Transitioning to the CCSS with the Indiana multi-year transition plan
- Update on the Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium
- Strategies for utilizing Indiana’s Instructional and Assessment Guidance documents
- Discussion on the requirements of IAS versus the CCSS
- Development of a district-wide action plan

Session I		
Date	Location	Number of Participants
June 17, 2011	Indianapolis, IN	190
June 30, 2011	Indianapolis, IN	45
September 7, 2011	Plymouth, IN	56
September 8, 2011	Decatur, IN	76
October 14, 2011	Highland, IN	61
October 19, 2011	Jasper, IN	28
	TOTAL	456

Session II

Intended Audience: Curriculum directors, district-level administrators, building-level administrators

Overview:

- Update on the PARCC content framework and additional resources
- Major shifts in mathematics and ELA
- Requirements of PARCC assessments versus the *ISTEP+* assessment
- Conducting a close reading of the standards

Session II		
Date	Location	Number of Participants
October 18, 2011	Connersville, IN	36
October 31, 2011	Fort Wayne, IN	172
November 1, 2011	Plymouth, IN	139

November 8, 2011	Highland, IN	52
November 9, 2011	Indianapolis, IN	36
December 6, 2011	Jasper, IN	32 registered thus far
January 24, 2012	West Lafayette, IN	30 registered thus far
	TOTAL	435 (not including the 12/6 & 1/24 sessions)

Session III

Intended Audience: Curriculum directors, district-level administrators, building-level administrators, and instructional coaches

Overview:

- Update on the Indiana transition plan and available resources
- PARCC Model Content Frameworks
- The importance of Disciplinary Literacy, core competencies, and securely held content
- Mathematics Resource Analysis Tool

Session III		
Date	Location	Number of Participants (Current Registrations / Total Capacity)
January 10, 2012	Jasper, IN	19/32
January 11, 2012	Connersville, IN	31/36
January 17-18, 2012	Fort Wayne, IN	128/175
January 25, 2012	Highland, IN	22/100
January 30, 2012	Indianapolis, IN	27/75
January 31, 2012	Plymouth, IN	11/80
February 2, 2012	Plymouth, IN	16/80
	TOTAL	TBD

Participants are now asking for greater specificity regarding the design of curriculum and instruction around the new standards. Future sessions will include specific content and pedagogy related to implementing the Mathematical Practices, disciplinary literacy, the role of argument and evidence-based writing, and so forth.

In February 2012, IDOE will start planning follow up professional development focused on all teachers, as well as school principals. These sessions were specific to mathematics and E/LA CCSS. IDOE will identify which teachers and principals participate, and we will plan to train representatives from each school district in the state, utilizing a train-the-trainer approach to scale up. The Learning Connection will be leveraged to disseminate resources created through the teacher sessions described above.

IDOE will continue to utilize larger conferences to scale up general awareness and professional development on the Common Core State Standards. One expected opportunity is our summer reading conference. In 2011, nearly 1,500 teachers, administrators, and parents attended the conference. IDOE will also utilize large scale events hosted by our partners to raise awareness and understand of the CCSS. Conferences hosted by the American College for Education (ACE) in 2011 trained 500 teachers in mathematical practices and 200 reading teachers trained by Dr. Louisa Moats.

Indiana intends to conduct additional outreach and dissemination of information on the CCSS to key stakeholders to increase awareness and understanding. To do this, with the support of PARCC, the IDOE will hire a full time Project Manager starting in early 2012 to coordinate the work of key action groups responsible for targeted aspects of the work identified below. These groups will phase in over the course of one year, with the initial meeting of the Vision Team in December of 2011. Coordinated by the Project Manager, each group will align its work with the others.

Group	Purpose
Vision Team	<ul style="list-style-type: none"> • Clarify CCSS and PARCC vision for Indiana • Define key messages and expectations • Develop plan for Indiana based on strengths and needs • Determine SEA role • Define graduation implications
Steering Committee	<ul style="list-style-type: none"> • Implement vision • Define Functional Groups and appoint group leaders • Define delivery chain

Functional Work Group	<ul style="list-style-type: none"> • Create and deliver products and processes, as outlined by Steering Committee
Focus Groups	<ul style="list-style-type: none"> • Gather feedback from the field • Ensure appropriate SEA support

A recent partnership between IDOE and the Indiana Commission for Higher Education will forge a coordinated process to carry out outreach to higher education faculty and administrators about the transition to the CCSS and to PARCC. Indiana is one of ten states selected for a grant to assist our K-12 and postsecondary education systems in alignment to the Common Core State Standards and assessments that will measure them.

The grant program, called Core to College: Preparing Students for College Readiness and Success, aims to foster long-term collaborations between state higher education and K-12 entities that will improve student achievement and college readiness and ultimately, increased rates of enrollment and graduation. One key to this success is using the CCSS and assessments to establish a statewide common definition of college readiness to signal a student's preparedness for credit-bearing college courses. Having such a baseline will also inform processes to transition students successfully between high school and higher education environments.

Indiana will serve as a model for other states, demonstrating how to create connections among educational entities that will strongly support the interest of student success.

Professional Development, Supports and Materials

To support students with disabilities, professional development of local directors of special education and administrators will be required to implement the Acuity-Indiana IEP data comparison explained previously in this document. The delivery of this professional development is manageable and achievable in the near term. USDOE's Office of Special Education supports nine resource centers that build capacity in the delivery of instruction. Trainings are already offered on Acuity; more will be added in 2012.

Indiana participates in the General Supervision Enhancement Grant (GSEG) through the National Alternate Assessment Center. This grant is focused on creating a new alternate assessment to replace Indiana's current ISTAR alternate assessment. In 2012, IDOE will explore utilization options for the new assessment. The new assessment will measure students on the alternate standards based on the CCSS.

The GSEG grant requires a specific work group dedicated to substantive professional development, which will focus on how to appropriately and effectively teach students with cognitive impairments. It centers on how to provide appropriate instruction in

English/Language arts, Mathematics, and all academic subjects. The professional development will involve the curriculum, the standards of which will be the "core connections" to the CCSS.

As referenced above, in conjunction with the Curriculum Institute and the state's regional Education Service Centers (ESCs), the IDOE has developed and presented a three-part professional development series on Indiana's plan for transitioning to the CCSS and the PARCC assessments. The purpose of these sessions is to assist district- and building-level administrators in moving from the current set of Indiana Academic Standards and *ISTEP+* to the CCSS and PARCC assessment. The sessions provide updates and discussion on the curriculum alignment guidance documents, instruction and assessment guidance documents, and the PARCC developments. Sessions II and III specifically target the building administrators.

Throughout the 2010-11 school year, IDOE specialists worked with teachers and university faculty to develop transition guidance documents. IDOE has developed sixteen individual videos for Mathematics, E/LA, and 11 content areas. The videos explain the instructional changes that likely need to take place during the implementation of the CCSS as well as identify resources schools can use to better understand and implement these changes.

From October 2010 through February 2011, IDOE worked with Indiana teachers and the Charles A. Dana Center at the University of Texas Austin to evaluate the quality and alignment of Mathematics textbooks and curricular materials to the CCSS. IDOE made these reviews public, and the materials have been used widely to help districts understand the effect of the CCSS on local curriculum and instruction decisions. The state is engaged in a parallel process for the analysis of reading materials to be completed by March 2012, and plans to conduct a similar review for E/LA during the summer of 2012.

IDOE has actively engaged educators in Indiana to support the CCSS in the development and delivery of aligned instructional materials. Last spring the department convened a "curriculum council" that vetted much of the materials the department distributed on the transition to the CCSS. The council helped determine the instructional priorities referenced immediately below. IDOE has developed several instructional materials aligned to the CCSS, exemplified by the following:

- In conjunction with PARCC, IDOE has developed content frameworks that will serve as a strong basis for future work;
- IDOE has evaluated the alignment of Mathematics textbooks to the CCSS and is currently reviewing reading textbooks;
- The IDOE will begin reviewing E/LA materials in the next few months;
- Indiana's state-wide curriculum maps have been revised and include "instructional priority" standards from the CCSS, which shows how to integrate the CCSS with the Indiana standards from now until 2014-15. Each year, IDOE will provide an updated list of "instructional priorities;" and
- In the fall of 2011 IDOE began the process of writing a Secondary Literacy Framework,

which will (1) provide guidance to school leaders on what the CCSS literacy standards mean and guidance on how they can be implemented; and (2) provide guidance to content-area teachers on how to incorporate these standards into existing lessons.

Accelerated Learning Opportunities

The vision of the IDOE is the following: “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 first pillar of the plan for achieving the vision is to “Create and promote a statewide culture of academic excellence, in which at least 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.”

Providing all Indiana children with the academic preparation they will need to navigate a 21st Century global workplace began in earnest with the adoption of the P-16 Plan for Improving Student Achievement developed in 2003 by the Indiana Education Roundtable and the Indiana State Board of Education. The P-16 plan is an integrated approach to ensuring success for students at every level of education, providing an ongoing strategic framework for aligning policies, resources, and strategies in the state.

Indiana leaders in education reform consider Advanced Placement (AP) courses and exams, International Baccalaureate courses and exams, and quality Dual Credits to be an important part of the effort to provide high standards and high expectations for all students. Each year the IDOE informs all district superintendents, high school principals, and high school test coordinators that the administration of the PSAT/NMSQT would be funded by the state for all grade 10 students attending state accredited high schools. This enables extensive use of AP Potential™ to identify students who are likely to experience success in taking AP courses and the related exams. This tool of the PSAT may also be used for identification in all advanced coursework. The IDOE also offers extensive workshops and online trainings for using AP Potential™; schools are then provided user names and passwords to utilize this predictive tool. This encourages schools to expand enrollment in their AP course offerings and dual credit course offerings or perhaps offer courses for the first time. Additional educator workshops will include the Summary of Answers and Skills and the Skills Insight tools free to schools who administer the PSAT. Beginning in July 2009, high schools were encouraged to identify a specific teacher or administrator as an “AP Champion” to further promote more students in both Paid and Free/Reduced Lunch categories to enroll in Advanced Placement classes.

In 1990, Indiana's General Assembly passed legislation that created a Program for the Advancement of Mathematics and Science. This program was established to encourage students to pursue advanced courses in critical fields of career employment such as biomedical sciences and engineering. Mathematics and science courses were judged to be critical for the continued economic welfare of the state. By July 1, 1994, each school corporation was required

to provide Advanced Placement courses in Mathematics and science for students who were qualified to take them, and funds were provided to cover the cost of those exams and training for teachers. In 2011 this was 21,388 exams, up from 19,847 exams in 2010. Federal grant monies have traditionally paid for all AP exams for students on free/reduced lunch – thus eliminating the barrier for low income students (low income students accounted for 6,881 exams in 2011 and 5,588 exams in 2010).

The adoption of the Core 40 diploma has focused additional attention on the AP, International Baccalaureate (IB) and Dual Credit programs and has contributed to increasing numbers of students enrolled in each. Core 40 became the minimum diploma for all students entering high school in 2006. The additional requirements for the Core 40 with Academic Honors diploma include fulfilling one of five options: completion of two Advanced Placement courses and the associated exams, completion of two quality dual credit courses (equivalent to six college credits), a combination of Advanced Placement and dual credit courses to earn the required advanced academic credits, a minimum SAT or ACT score, or earning the full IB Diploma. 79% of Indiana students completed Core 40 curriculum in the 2009-10 academic year. Of these, 30% qualified for the Core 40 with Academic Honors diploma.

In 2010, the Indiana General Assembly passed House Bill 1135/Public Law 91, better known as the “AP Law.” This law provides that starting with the 2011 Advanced Placement exams, a student who earns a score of three or higher shall receive college credit toward his/her degree if he/she attends any Indiana public institution of higher education; this includes all two-year and four- year schools and any accompanying satellites. The actual number of exam scores of three or higher in 2011 was 22,954, which is over 18% more than in 2010. This translates into 68,862 college credit hours and a truly significant amount of college savings for students and their families.

In May, 2011, the Indiana Commission for Higher Education released a policy that limits the fees that public higher education institutions offering dual enrollment courses in the high school may charge high school students. This eliminates financial barriers for high school students taking college-level courses. Additionally Ivy Tech Community College, and all of its fourteen campuses statewide, has made a commitment to provide all dual enrollment courses that are offered in the high school setting to students at no cost.

Indiana has out-paced the national average in growth of students taking Advanced Placement exams, the number of test takers, and scores of three, four, and five:

- Indiana test takers grew by 9.7% in 2010-2011 (38,418 total) and 28.1% in 2009-2010 as compared to the national growth of 7% in 2010-2011 and 9.5% in 2009-2010.
- Growth in the number of exams taken in Indiana was 11.3% in 2010-2011 and 29.2% in 2009-2010 compared to the national growth of 7.6% in 2010-2011 and 10.2% in 2009-2010.
- The number of scores of 3, 4, or 5 increased by 16.8% in 2010-2011 and 13.3% in 2009-2010 as compared to 7.6% nationally in 2010-2011 and 8.3% in 2009-2010.

Access to AP is part of the overall achievement goal –to see increases in both access and success in all student demographic categories. The number of black students who passed an AP exam in Indiana in 2011 increased by 27% in one year and 123 percent in 5 years; Hispanic students who passed an AP exam increased by 25% in one year and 200% in five years.

Indiana has also demonstrated notable growth in the number of high schools that offer the IB Diploma Program for students since the first school was authorized in 1986 to the 100% increase shown below. Twenty high schools around the state now offer the IB Diploma. Additionally three middle schools and three primary schools have been authorized to offer the full IB program for grades K-10. This growth exemplifies the concern of Indiana high schools to offer high-achieving students diverse and ever-broadening opportunities in preparing for success beyond high school.

Growth of Indiana High Schools Authorized to Offer IB Diploma Program

	1986	1995	2002	2004	2006	2007	2008	2009	2011
Number of additional schools		2	1	1	7	1	3	1	0
Total IB schools	1	3	4	7	14	15	18	19	20

Enrollment in IB classes now includes a significant number of low-income students as determined by Indiana’s guidelines for the free and reduced lunch program. The number of low-income students registering for IB exams in May 2011 also indicates a projected increase of 75% from those projected to take the May 2010 exams. This continuing increase is explained primarily by the greater number of low-income IB students in the most recently authorized IB World schools.

To further support high schools and middle schools in the expansion of rigorous college-preparatory coursework, the Indiana General Assembly in 2011 passed the Mitch Daniels Early Graduation Scholarship. This scholarship allows students to graduate from high school in three years and apply the \$4,000 that would have been appropriated to the secondary school to the post-secondary institution on behalf of that student in the form of a scholarship. To make allowance for students to do this, schools may offer high school courses to qualified middle school students. Schools may also award students credit for courses by demonstration of proficiency.

The drive toward better college preparedness includes increasing the percentage of students completing the more rigorous requirements of Indiana’s Core 40 diploma, Core 40 diploma with Academic or Technical Honors, and the IB Diploma. High student achievement is supported through implementing End-of-Course Assessments designed to ensure the quality, consistency, and rigor of Core 40 courses across the state. The state vision to have 25% of all Indiana graduates earn quality college credits has changed the culture of our schools, by asking each to

support the student's success beyond K-12.

Schools in Hendricks County, near Indianapolis, are creating a cooperative to expand their dual credit programs. If one school in the county offers dual credit calculus, students from all other county schools may attend. Another example of culture change is at Speedway High School in Indianapolis where the local education foundation supported payments to students and teachers for passing AP exams. These one-time \$100 payments for each assessment passed changed students' approach to testing and teachers' approach to instruction.

Northwest Indiana schools are collaborating to purchase a membership in the National Student Clearinghouse so they can track their own students' successes in post-secondary enrollment. This tracking will include persistence rates, graduation rates and grade point averages. This data will enable schools to take a close look at how their students fare in higher education.

Additionally, more schools than ever have adopted online providers for AP courses. These online courses are primarily delivered in schools that are too small to house a full AP program or in schools that want to offer the entire menu of AP courses but cannot afford to hire all the staff. This new access to AP for all students is a major shift in practice.

Indiana's new A-F school grading metrics include a College and Career Ready metric. The College and Career Ready (CCR) metric has four indicators: passing an Advanced Placement (AP) exam, passing an International Baccalaureate (IB) exam, earning at three college credits (typically through Dual Credit), and earning an Industry Certification (Cert). Students demonstrating proficiency on any one of those metrics are counted in the numerator of the equation and no student is counted twice on a single metric or across metrics (it is an unduplicated count) – this allows for a percent of graduates at each school demonstrating proficiency on at least one of four very strong indicators of success beyond high school may be measured. The measure was built intentionally with four possible options for students (and schools) to demonstrate proficiency because while every Indiana school is required to deliver at least two AP courses and at least two dual credit courses (see below), some focus more on AP courses while others choose to focus more on dual credit courses. Additionally about twenty-two schools choose to provide IB courses and exams, and Industry Certifications are growing annually.

In 2006, the Indiana General Assembly passed a statute requiring all schools to provide at least two AP courses and at least two Dual Credit courses (IC 20-30-10-4 and IC 20-36-3-5). Concurrently, the legislature enacted legislation to support schools' pursuit thereof, including funding to pay for all math and science AP exams for all students, professional development monies (IC 20-36-3-8), and making sure free/reduced lunch students may take dual credit courses at no cost (IC 21-43-5-11). Free/reduced lunch students may take any AP exam at no cost due to federal appropriations.

In 2009, Dr. Bennett issued statewide goals of 90-25-90: 90% of students must pass the state mandatory annual assessments, 25% of students must graduate high school either passing an

AP exam (scores of 3 or higher), or an IB exam (score of 4 or higher), or earn college credits (dual credits) or industry certifications, and 90% of students must graduate. These expectations apply to all Indiana schools and drive the metrics and methodology for the state’s new accountability model, “A-F.”

The setting of school and statewide goals around tangible targets coupled with mass communication throughout the field of the significant state support for college-level courses proved beneficial to students immediately and is best evidenced by the following data points:

- (1) In 2009, 635 Black Indiana graduates took an AP exam. In 2010, that total jumped to 1,016 (60% growth). The previous one-year high for growth for this subgroup was 28%.
- (2) In 2009, 432 Hispanic Indiana graduates took an AP exam. In 2010, that total jumped to 738 (71% growth). The previous one-year high growth for this subgroup was 13%.

In fact, Indiana’s increase in student AP exam participation in 2010 was highest in the nation and its increase in the percentage of graduates passing an AP exam in 2010 was second highest. Preliminary analyses for 2011 results suggest that Indiana will land in a similar place again nationally.

In 2010, Indiana educational stakeholders formed the Indiana Dual Credit Advisory Council (IDCAC) to primarily handle the “explosion” in dual credit enrollments and the offering of too many courses that do not transfer to at least Indiana colleges. The council is comprised of members from K-12, higher education, think tanks, and the Indiana state legislature. IDCAC was concerned with the proliferation of dual credit offerings and enrollments throughout the state --which was growing too fast – and many of which were not transferable credits. An outcome of the group was the establishment of a list of Priority Liberal Arts and Priority Career and Technical Education courses which were determined based on their record of transferability and high enrollments. These courses receive state support through higher education state appropriations, are capped at a cost of \$25 per credit hour (Ivy Tech Community College, the state community college system, offers all of its classes for free), are the only courses that count for students pursuing the Academic or Technical Honors diploma (beginning for the class of 2016), and are the only courses that count for the College and Career Ready metric in the state’s new accountability measure (effective this year). These policies taken together help focus Indiana’s fast growing dual credit student participation around courses that carry the greatest relevancy and currency for its graduates when they enter post-secondary institutions.

Starting in 2006, Indiana has strategically aligned its resources around building one of the most robust College and Career Ready systems in the country ensuring that schools have the ability to provide these options to all students. This strategic plan is already proving successful and will continue to foster greater student preparedness to succeed in college and/or a career.

Educator Preparation and Licensing

Indiana is engaged in a systematic reform of its education system. Dr. Bennett’s vision is to create an educational system that produces graduates who are able to compete successfully with students from across the nation and around the world. Attaining this vision involves reforms to all facets of Indiana’s educational system, including educator preparation and licensing.

One part of the reform effort has involved educator licensing requirements. The Rules for Educator Preparation and Accountability (REPA), enacted in 2010, revised Indiana’s educator licensing structure to emphasize content knowledge as follows:

- Elementary teachers (K to 6) must earn a baccalaureate degree consisting of an education major with a content-area minor OR a content area-major with an education major.
- Secondary teachers (5 to 12) must earn a baccalaureate degree consisting of any applicable content-area major—as well as a minor in education.

In spring of 2010, the IDOE sought a contractor to develop high quality educator standards to support REPA and to provide guidance to educator preparation programs as they revise their programs to meet the state’s new licensing requirements. The IDOE also stipulated that the standards would be grounded in scientifically-based research and aligned with IAS and the CCSS.

IDOE contracted with Pearson to develop the Indiana Developmental and Content Standards for Educators, which include educator standards in 46 content and administrative areas and at five school setting developmental levels. The standards are grounded in scientifically based research and are aligned with REPA, the IAS, Indiana Core Standards, the CCSS for Mathematics and for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, standards of the International Society for Technology in Education (ISTE), and other relevant standards of national professional organizations.

The Indiana educator standards are custom-designed for Indiana and articulate the IDOE’s expectations regarding the content and pedagogical knowledge and skills that are important for Indiana educators. The primary focus of the 46 content-area standards is the subject-matter knowledge and skills needed to teach effectively in Indiana classrooms or to provide effective leadership in Indiana schools. The primary focus of the five school setting developmental standards is on the pedagogical knowledge and skills needed to teach in various school settings.

These standards can be found using the following link:

<http://www.doe.in.gov/educatorlicensing/standards.html>.

Indiana has standards that specifically address the following areas in the pedagogy standards:

School Setting	Standard Addressing	Standard Addressing	Standard Addressing
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	English Learners	Students with Disabilities	Working with Low-Achieving Students
Early Childhood	1.6, 3.4, 4.5	1.5, 3.4, 4.4, 6.8	4.6
Elementary School	1.6, 3.6, 4.3	1.5, 3.6, 4.3, 6.10	3.10, 4.5
Middle School	1.7, 3.6, 4.3	1.6, 3.6, 4.3, 6.8	3.10, 4.4, 7.2
Secondary School	1.4, 1.6, 3.6, 4.3	1.5, 3.6, 4.3, 6.8	3.10, 4.4, 7.2

In addition, Indiana has licensure content areas for teachers to gain additional certification in exceptional needs: mild intervention, exceptional needs: intense intervention, and teachers of English Learners. Standards for each of these areas are available via the IDOE website:

<http://www.doe.in.gov/educatorlicensing/pdf/EnglishLearners.pdf>

<http://www.doe.in.gov/educatorlicensing/documents/INExceptionalNeeds-Mild.pdf>

<http://www.doe.in.gov/educatorlicensing/documents/INExceptionalNeeds-Intense.pdf>

The IDOE is currently in the process of developing customized licensure assessments in collaboration with Evaluation Systems to measure candidates' mastery of the new teacher standards. Content tests for all licensure areas will be developed and required for licensure. In addition, candidates will also complete a pedagogy assessment for licensure. Implementation of content and pedagogy tests is expected by September 1, 2013. A basic skills test aligned to the CCSS is being developed and will be required for admission to any teacher preparation program in Indiana. This test is expected to begin implementation January 1, 2013.

The IDOE is working closely with Evaluation Systems in the design of the data systems for the new licensure assessment system. Aggregate data on candidate performance per domain (logical groupings of individual standards) will be provided to each teacher preparation program for review and program feedback.

The IDOE is beginning the process of developing an accountability system for teacher preparation programs. The end result will mirror the P-12 accountability system which provides an easily understood A-F letter grade. A teacher preparation advisory group was established in the fall of 2011 and will begin to determine sources of evidence, benchmarks, and applicable metrics recommendations.

Providing teacher preparation programs with a clear blueprint of state expectations through the standards, providing quality assessments and data reporting on candidate competency on these measurements, and reporting outcomes publically in a clearly communicated accountability system will ensure teacher preparation programs will better prepare teachers to teach all students.

New principal and superintendent standards were adopted at the same time the new teacher standards were developed.

<http://www.doe.in.gov/educatorlicensing/pdf/SchoolLeaderBuildingLevel.pdf>

<http://www.doe.in.gov/educatorlicensing/pdf/SchoolLeaderDistrictLevel.pdf>

The administrator standards begin with the following statement:

The School Building Leader standards reflect the most current research on effective educational leadership and advance a new and powerful vision of principal effectiveness. The standards define those skills and abilities that school leaders must possess to produce greater levels of success for all students. Bringing significant improvement to student achievement and teacher effectiveness requires an unapologetic focus on the principal's role as driver of student growth and achievement.

The standards provide a basis for professional preparation, growth, and accountability. However, the standards should not be viewed as ends in themselves; rather, they provide clarity for building leaders about the actions they are expected to take in order to drive student achievement and teacher effectiveness outcomes.

This statement indicates the expectation that the building principal first serve as the driver of student growth. All other roles and responsibilities should be in alignment with this primary function. New licensure assessments are currently being developed, with implementation of new tests beginning September 1, 2013. Test development is customized to standards to ensure candidates have met state expectations as outlined in the standards document.

Indiana's plan to improve the preparation of incoming teachers and principals has three steps.

Step 1 – Provide rigorous, high quality standards that clearly communicate state expectations for teacher licensure programs.

Step 2 – Customize assessments that measure the standards to ensure candidates are well prepared. Provide timely specific outcome data aligned to standards regularly to programs to drive program improvement.

Step 3 – Design metrics for data collection on multiple measures to be applied to all teacher preparation programs to ensure accountability.

Indiana completed Step 1 in 2010, and programs will be required to fully implement those standards by 2013 in 515-IAC-9-1-2 Sec 2(d). Indiana is aggressively working on Step 2 with test implementation beginning September 1, 2013. Initial conversations on Step 3 began in fall of 2011 with the expectation of having an accountability system in place by 2014-2015.

Assessment

Indiana’s assessment system is robust and comprehensive to prepare students at each grade level on their way to becoming college and career ready by the end of high school. Assessments are standards-driven, student-centered, and learning-focused, and the curricular aims prepare students for post-secondary success. The assessment system supports learning-based and data-driven instruction; performance evaluation and improvement; and accountability for educators, schools and school corporations.

Diagnostic Assessments

Indiana’s assessment system begins with diagnostic assessments in grades K-2. Assessments at this level are focused on literacy and numeracy as they assess the student’s ability to read, comprehend, and use numbers. Wireless Generation’s tools, *mCLASS: Reading* and *mCLASS: Math*, are used to measure student progress in K-2.

Diagnostic assessments in grades 3-8 are also part of Indiana’s assessment system. Student learning in the content areas of English/language arts, mathematics, science, and social studies is measured using CTB/McGraw-Hill’s *Acuity* tools. Indiana also provides the *Acuity Algebra* program for schools.

Both *mCLASS* and *Acuity* provide immediate results, actionable reports, and instructional activities, which enable teachers to address the individual learning needs of students. In addition, professional development related to data analysis and using results to inform instruction plays an important role in the use of these diagnostic programs.

Acuity testing is widely used across the state: 90% of school districts use this assessment. Indiana implemented Acuity as a part of an updated assessment system that began in the spring of 2009, and the state budget contains a grant that allows all schools (grades 3-8 and Algebra 1) to use the Acuity assessments in either a diagnostic (4 times a year) or predictive (3 times a year) format, at no cost. The grant requires that all students, except those with the most significant disabilities, participate in the chosen format. Acuity also can be used “on demand” by educators to assess student mastery of standards at any time. Acuity tools not only provide detailed diagnostics but also deliver individualized links to instructional resources. IDOE also provides training to schools, not only on how to administer the test but how to interpret the data and use that to drive instruction.

Acuity is used as a tool that can be taken off grade level, and teachers can identify what

material students have truly mastered. Teachers can do diagnosis any time they want. IDOE has recently launched enhancements to a series of reports that allow users to toggle between an Indiana view and a CCSS view of the current Acuity assessments. IDOE is currently working with our assessment vendor to build a fully-aligned common core specific version of Acuity. As mentioned above, Acuity can be used to determine if special education students are close on track to pass a standardized assessment. There are two versions or delivery formats which schools select from, diagnostic (4 times a year) or predictive (3 times per year). For all students, the sequence of three assessments provides a prediction of how likely the student will be to pass the ISTEP+ test.

Each district must select one format to deliver; either diagnostic or predictive. Once they have the tests, they must be administered to all students. Acuity is not exclusive to a particular group and it does not exclude a group.

Accountability Assessments

Indiana's assessment system includes summative assessments for students in grades 3-8. The *Indiana Statewide Testing for Educational Progress-Plus (ISTEP+)* measures student progress in English/language arts and mathematics at each grade level, in addition to science in grades 4 and 6 and social studies in grades 5 and 7. *ISTEP+* is comprised of two assessment windows: the first window includes open-ended items in the four content areas as well as a writing prompt; the second window consists of multiple-choice items. *ISTEP+* at the high school level is implemented as End-of-Course Assessments (ECAs) in Algebra I, English 10, and Biology I.

Special populations are also part of Indiana's assessment system. The *Indiana Standards Tool for Alternate Reporting (ISTAR)* program measures student achievement in the subject areas of English/language arts, mathematics, science, and social studies based on alternate academic achievement standards. *ISTAR* is a web-based system that utilizes teacher ratings. The Case Conference Committee determines, based on the eligibility criteria adopted by the Indiana State Board of Education and the student's individual and unique needs, whether a student with a disability will be assessed with *ISTAR*.

The *LAS Links* assessment is used to determine a student's level of English proficiency. The placement test, administered upon the student's arrival in the United States, is used to determine the EL services appropriate for the student. The annual assessment, administered in January and February, is used to determine the student's current level of English proficiency and is used for accountability purposes.

Other Assessments

The *Indiana Reading Evaluation and Determination (IREAD-3)* assessment measures foundational reading standards through grade 3. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment developed in accordance with 2010's Public Law 109 which "requires the evaluation of reading skills for students who are in grade three beginning in the

Spring of 2012 to ensure that all students can read proficiently before moving on to grade four."

The *Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness (ISTAR-KR)* is a web-based instrument rated by teachers to measure skills in children from infancy to kindergarten. A derivative of Indiana's Early Learning Standards (which are part of the Foundations to Indiana Academic Standards), *ISTAR-KR* is aligned to the Indiana Standards for Kindergarten in the areas of English/language arts and mathematics and includes three functional areas: physical, personal care and social-emotional skills. Data from *ISTAR-KR* assessments are used for state reporting for PK students receiving special education, and the assessment can be used for local purposes for grades PK through 1.

The *National Assessment of Educational Progress (NAEP)*, also known as "The Nation's Report Card," is used to demonstrate performance over time for a selected sample within Indiana. This assessment is administered annually to students in grades 4, 8, and 12 and can be used to compare student performance across the United States. During selected assessment cycles, *Trends in International Mathematics and Science Study (TIMSS)*, *Program for International Student Assessment (PISA)*, and *Progress in International Reading Study (PIRLS)* are administered in conjunction with the *NAEP* assessment.

The variety of assessment tools encompassed within Indiana's assessment system provide vertical articulation through a student's entire K-12 experience, enabling teachers, parents, schools, and school corporations to anticipate, determine, and address learning as it occurs. Indiana's assessment system drives and measures each student's annual academic progress and overall preparation for post-secondary success.

The first PARCC assessment results describing the college and career readiness of Indiana's high school will not be available until well after the end of the 2014-15 school year. To begin the evolution toward those more demanding assessments based on the CCSS, Indiana has entered into agreements with ACT and College Board to pilot the interim use of their assessment suites as measures of college and career readiness to provide transition to the CCSS expectations for Indiana high schools. Both of the terminal instruments (ACT and SAT) have existing (pre-CCSS) determinations of college readiness. The Indiana graduating class of 2011 had only 31% of students who **chose** to take the ACT meet the all four of ACT's college ready benchmarks. To prepare students, parents, schools, teachers and the community for the rigor of the anticipated PARCC performance standards, all of the IDOE's reporting will use the available "College Ready" benchmarks.

The state's pilot includes the following:

- independent alignment studies of ACT and College Board assessment suites to the CCSS;
- an independent evaluation of the implementation of the assessment suites on a large scale;

- an independent evaluation of the utility of the assessment suites in determining interventions to support students who are not on-track for college and career readiness, or in determining course scheduling to support students who exceed college and career readiness benchmarks;
- the appropriateness for using the assessment suites in classroom, building, and corporation level accountability systems;
- the development of correlation tables to determine how to link achievement levels between 8th grade and high school assessments to provide student growth measurements for high school students; and
- a timeline for making a recommendation at the end of this school year on adopting stronger Indiana college and career readiness tools and indicators for school years 2012-13, 2013-14 and 2014-15 to bridge from the current Graduation Qualifying Exam (GQE) to the PARCC assessments.

Indiana currently pays for all sophomores in the state to take the PSAT. Based on the results of independent studies, Indiana will determine whether this test continues to provide the most beneficial information to students and schools in driving growth of college and career readiness as defined in the CCSS or if another element in either assessment suite provides information better aligned to measuring college and career readiness. If the SAT or ACT is chosen, IDOE would report the metric of college and career readiness for each high school and the state as a whole.

The Indiana Growth Model uses longitudinal student achievement data to estimate student growth. If strong alignment can be established between the 8th grade ISTEP+ assessments and the ACT/CB suites, Indiana would be able to incorporate growth measures into the high school data stream immediately. This will allow Indiana to provide student, classroom and school growth data for decision making and accountability well in advance of its availability from the PARCC assessment system.

Indiana's growth measures are based on ISTEP+ results for students in grades 4-8. This means that students in grades K-3 are excluded from these calculations, as are students taking the ISTAR or IMAST alternative test in lieu of ISTEP+. Most special education students in Indiana take ISTEP+, while only a small percentage takes the ISTAR or IMAST.

It is important to note, however, that all students are calculated in the proficiency component of the new accountability model (ISTEP + IMAST + ISTAR). The proficiency side of the model remains the primary tool of the model while growth serves as a supplement that is utilized to reward schools for showing significant student improvement or to penalize schools that allow students to fall behind their peers.

Given the way ISTAR and IMAST are scaled it is simply not possible to calculate growth from one year to the next on these assessments. Of note, however, is that 97% of special education students in Indiana take the ISTEP+ for accountability purposes and therefore have growth model results and are included in the growth calculations.

At the high school level, Indiana is not able to calculate growth because of the non-linear relationship between the assessments (something we expect the new PARCC assessment will change). Instead, the state accountability model looks at proficiency rates and improvement. These calculations include all secondary students, incorporating the performance of students on the ISTEP+ and ISTAR (IMAST is not an option on the high school assessments).

The only students exempt from growth or improvement calculations are English Language Learner students who are LAS Links Level 1 proficient who are Level 1 for the first time and never tested at a higher level and LAS Links Level 2 proficient students who are Level 2 for the first time and never tested at a higher level – both of these levels of testers lack the language skills to comprehend the questions on ISTEP+. These students are excluded from the calculations only if they show growth on the LAS Links test and no student may exempt for more than two years, regardless of their current proficiency level on the Las Links exam (levels 1-5). The only students that do not have to show growth to be excluded are the first time Level 1 students, which serves as a replacement to the current exemption for students who have been in the country for less than a year.

This change in policy would serve as an added incentive for students to consider “what comes next” as an additional accountability measure for high schools and as a transition to the rigor of measures the CCSS and the PARCC assessment will bring to Indiana high schools.

The state’s pilot includes an independent evaluation and a timeline for making a recommendation at the end of this school year on adopting stronger Indiana college and career readiness tools and indicators for school years 2012-13, 2013-14 and 2014-15.

Indiana has already begun work with content committees and the state’s testing vendor on making changes to the 3-8 assessments within the current requirements of ESEA, current state contracts and available assessment dollars.

1. At each grade level and in both CCSS content areas, Indiana assessment and content specialists have begun the initial process of “double mapping” Indiana’s test items to the CCSS. This winter and spring larger practitioner committees will meet to review and refine the mapping and alignment to CCSS and determine at which grade levels and content areas of the Common Core standards there are sufficient items to report CCSS data in addition to the regular Indiana standards results. These committees will prepare recommendations for Indiana’s Expert Panel on the levels (student, classroom, and or school) which they believe this interim information will provide the most benefit. Indiana will rely on the Expert Panel for guidance on the most appropriate metric and methodology to use in reporting. The state will begin the dual reporting on the additional CCSS information in the spring of 2013.
2. The IDOE is working with the state’s test vendor on the remaining item development in the current contract to move (with the constraints of the current test blueprints) toward more “PARCC-like” items, selecting passages based on the proportion of reading types

required by the CCSS and selecting those passages with a deliberate review of the range of text complexity.

3. Finally, Indiana has joined Achieve, Student Achievement Partners and other states in collaboratively investigating a more systematic and cost effective process to better aligning state tests during this transition period with the common core and with PARCC. A short chain of emails explaining these efforts is located at Attachment 12. The steps involved include the following:
 - Identify the biggest shifts in the CCSS – the standards that result in the most significant changes teachers are likely to experience with regard to expectations for student learning and for instructional practices
 - Help each state determine the priority standards it wishes to incorporate into revised assessments, either as substitutes for existing items or as additions to the existing items.
 - Provide specifications and/or models for items associated with the key standards, including item types, which states can provide to their test vendors. These specifications are already under development for the PARCC item development ITN; consequently the participating states would be asking their vendors to develop items using the same specifications that will guide the development of PARCC assessments. Multiple states can draw on the same specifications to modify their own tests.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement</p>
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	<p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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See Attachment 6 for Indiana’s PARCC MOU.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

“To evaluate schools, it has to be wedded to a simple, clear measurement – A, B, C, D, F.”

– Indiana Governor Mitch Daniels

Description of A-F

Indiana’s new state accountability framework uses traditional A to F letter grades to give parents, educators, and students an easy-to-understand system for understanding student performance. At the same time, letter grades provide a heightened awareness of school performance in local communities throughout the state.

Prior to the 2010-11 school year, Indiana’s framework used an inscrutable labeling system illustrated in the table below:

Current Labels	Old Labels (Prior to 2010-11)
A	Exemplary Progress
B	Commendable Progress
C	Academic Progress
D	Academic Watch
F	Academic Probation

When the IDOE initially introduced letter grades, many schools and school districts that previously gave no pause to being labeled under the old system became vehemently vocal about the new one. As an example, a school could have been in “Academic Progress” for years without protestation, yet once that same school was labeled a “C,” the outcry was fervent and immediate. A stunning ripple effect has occurred in local communities throughout the state as parents and civic groups have begun coalescing around and taking a greater interest in the quality of their schools. The amplified attention to school and student performance would have never happened without the shift to letter grades. The impact has been profound, prompting all stakeholders to ask difficult questions about increasing academic achievement and raising instructional quality within Indiana’s schools.

Beginning with the 2011-12 school year, the A-F grading system will utilize an enhanced methodology that offers a more comprehensive analysis of school performance. This new analysis lends itself to a more meaningful accountability system that is better designed to differentiate, recognize, and support schools across the state. The new methodology reflects several core principles:

- All students can and should learn *at least* a year’s worth of knowledge in a year’s time.
- Student growth is a better measure of effectiveness than is absolute performance. Growth is also the best way to provide for the differentiated recognition of teachers and schools.
- Student achievement and school performance, including the closing of achievement gaps, are strongly correlated to effective teaching and leadership.
- Effective teaching makes a difference in how much a student learns, and how much a student learns is a measure of effective teaching.
- A heavy emphasis on accountability is necessary to create a system that supports the increase in the quality of instruction for students.

Indiana’s A-F system is comprised of an elementary/middle schools model and a high schools model. Both models look at the performance and progress of students over time for all students and all subgroups. A key component of the model is a newer and more efficient way to track the proficiency and progress of traditionally underperforming subgroups and other low performing students by creating a super subgroup that analyzes the bottom 25% of students throughout the state. Focusing on this super subgroup coupled with utilizing Indiana’s revolutionary Growth Model is far more effective at shining a light on exactly where the achievement gaps are occurring and for whom than was the case for subgroups as traditionally contemplated. Indiana believes this bold approach to subgroup identification (i.e. *all* schools have a bottom 25%) promises to directly attack the intractable issue of achievement gaps in a way many states would be more hesitant to utilize. That said, Indiana’s proposed approach does not abandon the value provided by traditional ESEA subgroups. In fact, the state intends to leverage traditional subgroups as a transparent “check” to further ensure no students slip through the cracks (this new check is described later in this section).

Moreover, Indiana’s demographic outlay is such that hundreds of schools have significant traditionally underperforming student populations but too often those same schools have multiple subgroups that do not meet the 30 student count threshold to allow for accountability (e.g. 25 Hispanic students, 28 Black students, 18 Special Education students). As a result, too many underperforming students are slipping through the cracks and falling off the accountability grid. This oversight by the traditional, static definition of subgroups is simply unacceptable. In fact, utilizing the current AYP accountability system under NCLB has resulted in a very modest narrowing of the achievement gaps in Indiana:

Cumulative Percentage Change (Narrowing) of the Achievement Gap in the Past Five Years Under Current NCLB Methodology		
	Change in E/LA Gap	Change in Math Gap
Top 75% Subgroup vs. Bottom 25% Subgroup	-4%	-3%
White Students vs. Minority Students	-3%	-2%
Paid Lunch vs. Free/reduced Lunch Students	-2%	-1%
General Education vs. Special Ed Students	-4%	-5%
Not ELL vs. ELL Students	-4%	-3%

Indiana's new accountability model is designed with greater ambition to demonstrably narrow the achievement gaps of traditionally underrepresented students with more pronounced effect. The backbone of the state's solution couples the benefits of both the bottom 25% super subgroup *and* ESEA subgroups.

Working under the new AMOs, Indiana expects to have the following narrowing of achievement gaps by 2020:

Cumulative Percentage Change (Narrowing) of the Achievement Gap over the Next Eight Years Under Indiana's New Accountability System		
	Change in E/LA Gap	Change in Math Gap
Top 75% Subgroup vs. Bottom 25% Subgroup	-24%	-34%
White Students vs. Black Students	-12%	-13%
White Students vs. Hispanic Students	-9%	-10%
Paid Lunch vs. Free/reduced Lunch Students	-13%	-15%
General Education vs. Special Ed Students	-14%	-15%
Not ELL vs. ELL Students	-12%	-9%

The shift from a singular focus on traditional ESEA subgroups to now include the bottom 25% subgroup is necessary to achieve the goal of NCLB. The original intent of NCLB was to ensure that all students, regardless of race, background, or any educational disadvantages are performing at high levels and that the persistent achievement gaps that exist between different student populations are closed. Unfortunately, little progress has been made with the sole emphasis on traditional ESEA subgroups. The time has come for a more aggressive approach.

Rather than solely focusing on traditional subgroups, Indiana proposes to use them as a transparent safeguard to ensure Special Education students, English Language Learners, and other subgroups that have historically been marginalized are not permitted to slip through the cracks. To be clear, schools and LEAs will still be held accountable for the performance and improvement of their students that fall into traditional ESEA subgroups. Indiana will continue to report the progress these individual subgroups make towards meeting the state's AMO and require schools and LEAs to provide targeted interventions (outlined in the School Improvement Plan) for any ESEA subgroup that is not meeting the AMO and closing the

achievement gap on each metric (E/LA, math, graduation rate, and college and career readiness), ensuring no children are left behind.

Indiana’s new and dynamic super subgroup enables the state to ensure every student is now calculated in each school’s accountability because every school has a bottom 25%. Data show that traditionally underperforming students in Indiana comprise a majority of that bottom 25% population. Indiana schools must improve the proficiency levels and demonstrate significant growth for the new super subgroup, without ignoring ESEA subgroups, to receive an acceptable mark on the state’s new A-F grading scale. Notably, IDOE has run data, shown later in this section, that illustrate the strong potential for a dramatic narrowing of Indiana’s achievement gaps as a result of this focus on the bottom 25%.

More information about the details of the A-F models is included as Attachments 13 and 14. Please note that some information located in Attachment 14 relating to student exclusions has been updated since Indiana’s original ESEA Flexibility request was submitted. That piece of the attachment is no longer reflective of this request.

Creating incentives for a focus on the students who need the most support

A cursory glance at Indiana’s new A-F model shows the system awards equal points for significantly high student growth in either the bottom 25% or top 75% student subgroups. However, it is three times more difficult to receive the grade point bonus for exhibiting high growth for the top 75% subgroup than it is to receive the bonus for the bottom 25% subgroup. The model is intentionally built to provide an incentive for schools and LEAs to focus on the success of their bottom 25% student population, including ESEA subgroups. This incentive is described below.

Initially, schools receive preliminary E/LA and math scores (grades) based on the total number of students scoring proficient on the annual mandatory assessments (ISTEP+, ISTAR and IMAST). Next, the bottom 25% and top 75% subgroups are equally weighted as potential bonuses to augment a school’s proficiency score (grade) on E/LA or math.

For example, if 40% of students in either subgroup (bottom 25% or top 75%) show high growth, the school receives a 1.00 point (one grade level) increase on its preliminary E/LA or math proficiency score. In a school of 100 students, it has 25 students in the bottom 25% and 75 students in the top 75%.

- i. $40\% \text{ of } 25 = 10$
- ii. $40\% \text{ of } 75 = 30$

This sample school must have ten of its bottom 25% students show high growth to receive the 1.00 point increase, or it must have thirty of its top 75% students show high growth to receive the increase (or it may achieve high growth for both subgroups and receive 2.00 points in increases). Which subgroup would a principal or superintendent target first?

In Indiana’s Growth Model, every student’s state assessment result on ISTEP+ is compared to every other student in the state that scored at the same scale score from the prior year, and then each student is plotted in one of three norm-referenced categories (low, typical, or high) based on relative growth to his/her academic peers. Regardless of whether a student is low performing (e.g. 200 scale score) or high performing (e.g. 780 scale score), it is equally challenging for students at every proficiency score to achieve high growth. It is three times more difficult to earn the high growth bonus for the school’s top 75% population (in the example provided above, 30 students hitting the target) than it is to earn it for the bottom 25% population (in the example provided above, 10 students hitting the target). This 3:1 ratio exists at all schools with four or more students assessed for growth.

With this ratio in mind, an administrator would likely focus more attention and resources on the bottom 25% subgroup. The rational focus on the bottom 25% has the added bonus of moving more students over the proficiency bar, which improves the school’s overall grade.

Additionally, if this sample school neglects its bottom 25% and enough of those students show low growth on the state assessments (compared to their academic peers) along with some of the top 75% group showing low growth, the school would receive a 1.00 point reduction in its E/LA or math score.

In sum, Indiana’s new accountability model creates an incentive for all schools and LEAs to focus greater attention and energy on the bottom 25% subgroup, without ignoring ESEA subgroups. This incentive is designed to engender a dramatic increase in proficiency rates across all of Indiana’s traditionally and non-traditionally underperforming populations, especially Special Education students and English Language Learners that may have been overlooked under the old AYP model.

Description of the Indiana Growth Model

Notably, the Elementary and Middle School model is built on the trailblazing Indiana Growth Model, which Dr. Bennett has described as the “game-changer” with regard to school accountability. Indiana has been at the nation’s forefront in ensuring that student progress, or growth, over time provides the foundation for recognizing and supporting student and school performance.

Based on the innovative work initiated in Colorado and developed in partnership with the National Center for the Improvement of Educational Assessment (NCIEA), the Indiana Growth Model is a statistical model used to calculate student progress, or growth, on state assessments. The Indiana Growth Model fundamentally re-conceptualizes the state’s accountability system in two key ways:

1. Growth shines a spotlight on the closing of achievement gaps
2. Growth promotes a focus on all students and not just the “bubble kids”

Moreover, the Indiana Growth Model allows for an unprecedented level of public disclosure of information about individual student, school, and district performance. IDOE is committed to focusing educational reform and school improvement efforts around the Growth Model to raise student achievement for every student and close achievement gaps.

The Growth Model also enables parents, teachers and administrators to understand how individual students are progressing from year to year. This capability is not insignificant, as prior to the implementation of the Growth Model, classroom teachers were the only ones who knew anything about a student’s progress. Now, for the first time, student progress is being made transparent to a broader array of education stakeholders in an easy and readily accessible format. Based on where each individual student begins, IDOE expects all students to achieve at least one grade level of growth in an academic year.

More information about the Indiana Growth Model is included as Attachment 15.

Implementation Plan

Indiana is on track to implement its accountability plan way ahead of the 2012-13 school year. In fact, the A-F category labels were implemented with the 2010-11 school year and will be updated with the following metrics for 2011-12:

Elementary and Middle Schools

- Student achievement (English/Language Arts and Mathematics)
- Student growth
 - The growth of students in the bottom 25%
 - The growth of the remaining 75% of students

High Schools

- Student performance and improvement on the mandatory End-of-Course Assessments
 - English 10
 - Algebra I
- Graduation rate
 - Four-year
 - Five-year
- College and career readiness
 - Advanced Placement (AP) exams

- International Baccalaureate (IB) exams
- Dual/Concurrent Enrollment college credits
- Industry Certifications

The targets, or cut scores, for each of these metrics is aligned with Dr. Bennett’s broader “90-25-90” goals, established shortly after he took office in 2009:

- 90% of students pass the Mathematics and English/Language Arts portion of the state’s annual assessments (*ISTEP+ and ECAs*)
- 25% of graduates pass an AP or IB exam or earn college credit during high school
- 90% of students graduate with a meaningful diploma

The points awarded for each of the targets (indicators of achievement) are as follows:

E/LA and Math Assessments

90.0 – 100.0%	=	4.00 points
85.0 – 89.9%	=	3.50 points
80.0 – 84.9%	=	3.00 points
75.0 – 79.9%	=	2.50 points
70.0 – 74.9%	=	2.00 points
65.0 – 69.9%	=	1.50 points
60.0 – 64.9%	=	1.00 points
0.00 – 59.9%	=	0.00 points

College and Career Readiness

25.0 – 100%	=	4.00 points
18.4 – 24.9%	=	3.00 points
11.7 – 18.3%	=	2.00 points
5.0 – 11.6%	=	1.00 points
0.0 – 4.9%	=	0.00 points

Graduation Rates:

90.0 – 100.0%	=	4.00 points
85.0 – 89.9%	=	3.50 points
80.0 – 84.9%	=	3.00 points
75.0 – 79.9%	=	2.50 points
70.0 – 74.9%	=	2.00 points
65.0 – 69.9%	=	1.50 points
60.0 – 64.9%	=	1.00 points

0.00 – 59.9% = 0.00 points

As described earlier in this application, the development of Indiana’s A-F accountability model was an eighteen-month process that incorporated input from numerous educational stakeholders. The state’s rule-making process for A-F was initiated by the State Board of Education on November 7, 2011. The final rule is expected to be published in spring 2012, which provides sufficient time for 2011-12 implementation.

The bottom 25%: the new “Super Subgroup”

Indiana’s accountability system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students. Based on research conducted by IDOE, Indiana is confident that this bold new system recognizes top performers, targets support to those who struggle, and provides a renewed focus on addressing achievement gaps.

The accountability system’s attention to the bottom 25%, while incorporating the benefits of ESEA subgroups, reflects the state’s commitment to bridging the gap between the highest and lowest performers. Addressing these stubborn achievement gaps is a precondition to significantly raising student achievement and school performance across the state. IDOE has been able to identify the traits of students that makeup the bottom 25% of student achievement on the state’s annual assessment (*ISTEP+*) as defined by scale score at each grade level. IDOE has examined a combination of one-year and three-year results of both the lowest performers in English/Language Arts (ELA) and mathematics to be sure our system directly attacks this problem.

Key characteristics of the bottom 25% include the following:

- 40% minority, compared to 12% of the total student population
- 70% receive free or reduced priced meals, compared to 47% of the total student population
- 28% receive Special Education services, compared to 15% of the total student population
- 10% are Limited English Proficient (LEP), compared to 5% of the total student population

Additionally, nearly 60% of all Special Education and LEP students fall into this bottom 25% subgroup. The remaining 40% of these students that fall into the top 75% subgroup are Special Education students with high cognitive functions and LEP students who are nearly classified as English Proficient; these students have proficiency rates on the state assessments that are dramatically higher than their traditional subgroup peers and exceed the state average.

It is important to note that *every* school in the state of Indiana has a bottom 25%.

The bottom 25% students historically pass the state assessment at a rate 50% lower than the top 75% population. Students in the traditional subgroups that are not included in the bottom 25% population, though still included as part of the state’s overarching accountability

framework, have a cumulative proficiency rate of 90%:

ESEA Subgroup Performance and Representation in the Bottom 25% Subgroup				
	% of Subgroup in Bottom 25%	Proficiency Rate	% of Subgroup in Top 75%	Proficiency Rate
American Indian	34%	8%	66%	90%
Asian	19%	11%	81%	98%
Black	51%	11%	49%	91%
Hispanic	43%	13%	57%	93%
White	20%	14%	80%	94%
Free or Reduced Lunch	36%	12%	64%	92%
Special Education	59%	7%	41%	70%
English Language Learners	57%	13%	43%	83%

These data reaffirm Indiana’s assertion that subgroups should be targeted based on performance rather than just demographics. The relentless focus on performance reflects how serious Indiana is about not just closing achievement gaps but eliminating them outright. It would be accurate and compelling to observe that Indiana’s proposed system leverages the bottom 25% super subgroup and the traditional ESEA subgroups to vigorously attack the gaps for historically marginalized populations, especially Special Education students and English Language Learners.

More information about the bottom 25% is included as Attachment 16.

Merging State (P.L. 221) and Federal (AYP) Accountability Systems

Since Dr. Bennett took office in 2009, student performance on the statewide assessment has steadily risen each year. At the same time, state and national expectations continue to rise for our schools and students. Within the context of heightened accountability, Indiana has shifted to an A-F system as part of an ongoing effort to align the state’s accountability measures with twenty-first century demands and to ensure all Indiana students graduate from high school well-prepared for college or career.

Public Law 221-1999 (P.L. 221) is Indiana’s comprehensive accountability system for K-12 education. Passed by the Indiana General Assembly in 1999 – prior to the federal No Child Left Behind Act of 2001 – the law aimed to establish major educational reform and accountability statewide. To measure progress, P.L. 221 places Indiana schools (both public and accredited non-public) into one of five categories (A, B, C, D or F) based upon student performance and growth data from the state’s mandatory ISTEP+ and End-of-Course Assessments (ECAs), graduation rates, and college and career readiness indicators. Student performance and improvement on Indiana’s alternative assessments, ISTAR and IMAST, are also included in the calculations of school and LEA results.

Schools in the lowest P.L. 221 category (“F”) face a series of interventions designed to provide the additional support needed to improve student achievement. IDOE is pushing an

amendment to P.L. 221 this current legislative session to include “D” schools as well. A chart describing these interventions (current and proposed) is located in 2.D.iii. These interventions become more serious the longer schools remain in the bottom category. Moreover, Indiana’s proposal contemplates a series of supports for struggling schools to be provided far ahead of the the more severe sanctions prescribed under state law. These supports are described in greater detail in 2.D.iii.

One of the key obstacles to student achievement and school performance in our state has been the confusion between P.L. 221 and AYP (i.e. state versus federal accountability). While there is some overlap in the metrics utilized, the two systems are unique enough that it has become customary for the State Superintendent to make “two announcements” each year with regard to school performance – one about how schools fared under P.L. 221 and a separate announcement about AYP status.

Indiana is seeking approval of the state’s new accountability system – transparent letter grades coupled with an aggressive timeline for state support and intervention – to fulfill federal accountability requirements. This flexibility would allow Indiana to make one annual announcement about school performance, thereby providing clearer information to schools and educational stakeholders while eliminating any conflicting messages about state or federal expectations for schools and educators.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>Option B</p> <p><input type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must:</p> <ol style="list-style-type: none"> a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.
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Insert text for Option B here.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
<p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>

Explanation for Option C

Indiana elected option ‘C’ to create “ambitious but achievable AMOs for all LEAs, schools, and subgroups.”

Indiana’s proposed AMO would greatly increase proficiency rates across the state while holding more schools accountable for more students in traditional subgroup populations than option ‘A’ or ‘B’ would have allowed.

By selecting option ‘C,’ Indiana will have a proficiency rate that is 10% higher than under option ‘B,’ while also greatly increasing the state’s graduation and college and career readiness rates, which would have otherwise been unaffected by the AMO under the alternative options. Indiana’s AMO will also lead to more accountability for traditional subgroups while concentrating efforts on all historically underperforming students.

Indiana proposes a model that provides grades and targets for each of the following groups: overall, bottom 25%, top 75%, and ESEA subgroups as described in NCLB 1111(b)(2)(C)(v)(II). Each school and LEA will receive an overall grade for each of these subgroups and a breakdown of the results on each of the variables measured in the grade. Consequences and rewards will be associated with the outcomes of each of those subgroups meeting the annual measures of achievement based on the letter grade, improvement to proficiency on the statewide targets (90-25-90) for each metric (E/LA, math, graduation rates, and college and career readiness), and closure of achievement gaps.

With a concerted focus on a new super subgroup, the bottom 25%, Indiana will see a greater impact (20% increase in proficiency rates and 20% decline in the achievement gap), touch more students (see table below), and target additional resources to the students that need them the most. Indiana’s proposed AMO is the only option that specifically addresses the lowest achieving students and promotes high student growth and proficiency improvement from this population. As a result, Indiana’s AMO will have a greater impact than any of the alternatives.

Comparison of percentage of Indiana schools held accountable for student performance by traditional subgroup: Option ‘A’ or ‘B’ vs. Indiana’s New AMO		
Traditional ESEA Subgroup	Under Option ‘A’ and ‘B’	Under Indiana’s AMO
American Indian	0%	16%
Black	23%	62%
Asian	3%	31%
Hispanic	22%	71%
White	91%	97%
Free/Reduced Priced Lunch	90%	99%
Limited English Proficient	19%	59%
Special Education	57%	99%

As an example, in 2011, 57% of all schools were assessed in AYP in the special education subgroup. Under Indiana’s proposed AMO, 99% of all schools in 2011 would have had special education students captured in the bottom 25% super-subgroup. This translates into an additional 42% of schools that would have been held accountable for their special education students. Indiana’s proposed AMO represents a far more

aggressive approach to identifying and eliminating achievement gaps for all subgroups.

Indiana knows that focusing on the bottom 25% super subgroup will produce far greater results than the current AYP, previous state model, or Options ‘A’ or ‘B’ would produce. However, to ensure no students slip through any cracks, Indiana will continue to report the progress ESEA subgroups make towards meeting the state’s AMO and require schools and LEAs to provide targeted interventions for any subgroup that is not meeting the AMO and closing the achievement gap.

AMO Methodology

Indiana’s accountability model encompasses not only state assessment proficiency levels but also a number of other school and district level indicators to ascertain a clear and comprehensive view of performance. As a result, Indiana has outlined the following AMO that defines a proficient school:

Each Indiana school, LEA, and subgroup within each school must receive an ‘A’ or improve by two letter grades by 2020 in each component of Indiana’s state accountability model **and hit the proficiency targets outlined below for each ESEA subgroup** for each metric. Additionally, each school and LEA must show dramatic progress in the closure of the achievement gap for each ESEA subgroup (see the chart in 2.D.iv titled, *Indiana’s Proposed School Accountability System: Synergy of State and Federal*). Each school and LEA must meet Indiana’s 90-25-90 goals or improve by two letter grades in English, Math, College & Career Readiness, and Graduation Rate for the overall group and each subgroup. This is an ambitious and achievable goal that reflects the state’s commitment to ensuring more students are on track for college and careers.

A school or LEA assigned a grade other than an ‘A’ for the 2011-12 school year must do the following:

- Receive a school grade of an ‘A’ or improve at least one letter grade in each area over the next three ensuing years; AND
- Improve by two letter grades by 2020

Every school and LEA must do the following:

- Make adequate annual progress on each measureable objective for each metric for each subgroup as outlined in the state targets and demonstrate closure of achievement gaps

Timeline

- **2012** – A new baseline grade will be established for each school and LEA, and the subgroups within each school and LEA, based on the grade received for the 2011-12 school year.
- **2015** – Each school is expected to receive an ‘A’ or improve by one letter grade from the 2012 baseline grade for all students (overall) and each subgroup within the school or LEA and meet or exceed the state proficiency targets for each subgroup for each metric.
- **2020** – Each school and LEA is expected to receive an ‘A’ or improve by two letter grades from the 2012 baseline grade for all students (overall) and each subgroup within the school or LEA and meet or exceed the state proficiency targets for each subgroup for each metric.

- Annually – Each school and LEA is expected to meet or exceed the state targets for each subgroup for each metric and demonstrate closure of achievement gaps.

The table below illustrates the expected distribution of school grades across the state based on the new methodology.

Expected School Grades Statewide based on AMO			
	2012	2015	2020
A	28%	58%	73%
B	19%	16%	16%
C	26%	16%	11%
D	16%	5%	0%
F	12%	5%	0%

Notably, Indiana has set a goal of significantly reducing the number of ‘D’ and ‘F’ schools. If the AMO is met by 2020, Indiana could expect a 20% decline in the achievement gap. Additionally, Indiana would expect to have at least 90% of all students passing the state assessment – consistent with the “90-25-90” goals Dr. Bennett has established.

Although Indiana has realized steady improvement on ISTEP+ scores since 2009, the passage rate is currently at 71%. Through the proposed AMO, that rate will increase by 20% by 2020. Indiana is switching the focus from static subgroup performance and the accompanying limitations to the performance of each school’s bottom 25% student population while still holding each school and LEA accountable for the performance of students belonging to traditional ESEA subgroups (as outlined in Indiana’s AMO). Specifically, ESEA subgroups will serve as a transparent check against the bottom 25% – and schools and LEAs will be required to address any gaps in their School Improvement Plans – to ensure subgroup performance is not masked in instances where the bottom 25% as a whole may show solid growth.

Indiana believes this shift is essential to unleash the potential of schools and school districts to close the gap between the highest and lowest performers. Indiana’s bold and aggressive approach provides incentive for schools not only to increase their proficiency levels but also to reward individual student growth. Indiana’s AMO and state accountability model encourages schools to continue to grow each student in the school regardless of proficiency level by rewarding schools for getting high achievers to achieve even higher, low achievers to grow more quickly, and all students to grow at or above grade level. This differentiated strategy allows Indiana students and schools to increase proficiency, graduation, and college and career readiness rates at a faster pace than in previous years. Moreover, Indiana believes this formula could serve as a national model for increasing student performance and tackling the persistent gaps in student achievement.

According to the model, when all Indiana schools achieve the stated AMO of earning an ‘A’ or improving at least two letter grades by 2020, Indiana will see the following aggregate student achievements statewide:

- A proficiency rate of over 90% on the E/LA mandatory assessment
- A proficiency rate of over 90% on the math mandatory assessment

- 40% of all graduates receive postsecondary credit (through AP, IB, or dual credit courses)
- A graduation rate of over 90%

In addition to earning an 'A' or improving by two letter grades by 2020, each school and LEA must demonstrate adequate annual progress on each measurable objective for each metric, or meet the state 2020 target of 90% proficiency, 25% college and career ready, and 90% graduation goal, by each ESEA subgroup as outlined in the state targets in the tables below:

The table below represents Indiana's new statewide AMO for the **overall** subgroup:

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			77%	78%		29%		84%
2012-13			Increase by 2 percentage points	79%	80%	Increase by 2 percentage points	31%	Increase by 2 percentage points	86%
2013-14			Increase by 2 percentage points	81%	82%	Increase by 1 percentage point	32%	Increase by 2 percentage points	88%
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Increase by 2 percentage points	83%	84%	Increase by 1 percentage point	33%	Increase by 2 percentage points	90%
2015-16			Increase by 2 percentage points	85%	86%	Increase by 2 percentage points	35%	Maintain 90% and continue to improve	91%
2016-17			Increase by 2 percentage points	87%	88%	Increase by 2 percentage points	37%	Maintain 90% and continue to improve	92%
2017-18			Increase by 1 percentage point	88%	89%	Increase by 1 percentage point	38%	Maintain 90% and continue to improve	93%
2018-19			Increase by 1 percentage point	89%	90%	Increase by 1 percentage point	39%	Maintain 90% and continue to improve	93%
2019-20	Eight-Year Benchmark	Achieve an 'A' or improve by two letter grades from the 2012 baseline	Increase by 1 percentage point	90%	91%	Increase by 1 percentage point	40%	Maintain 90% and continue to improve	93%

The table below represents Indiana’s new statewide AMO for the new **bottom 25%** subgroup:

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			36%	40%		1%		63%
2012-13			Increase by 8 percentage points in ELA and 7 percentage points in Math	44%	47%	Increase by 1 percentage point	2%	Increase by 2 percentage points	65%
2013-14			Increase by 8 percentage points in ELA and 7 percentage points in Math	52%	54%	Increase by 1 percentage point	3%	Increase by 2 percentage points	67%
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Increase by 8 percentage points in ELA and Math	60%	62%	Increase by 2 percentage points	5%	Increase by 3 percentage points	70%
2015-16			Increase by 2 percentage points in ELA and Math	62%	64%	Increase by 1 percentage point	6%	Increase by 2 percentage points	72%
2016-17			Increase by 2 percentage points in ELA and Math	64%	66%	Increase by 1 percentage point	7%	Increase by 2 percentage points	74%
2017-18			Increase by 3 percentage points in ELA and Math	67%	69%	Increase by 2 percentage points	9%	Increase by 2 percentage points	76%
2018-19			Increase by 3 percentage points in ELA and Math	70%	72%	Increase by 2 percentage points	11%	Increase by 2 percentage points	78%
2019-20	Eight-Year Benchmark	Achieve an 'A' or improve by two letter grades from the 2012 baseline	Increase by 3 percentage points in ELA and Math	73%	75%	Increase by 2 percentage points	13%	Increase by 2 percentage points	80%

The table below represents Indiana’s new statewide AMO for the new top **75%** subgroup

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			91%	92%		37%		91%
2012-13			Maintain 90% and continue to improve	91%	92%	Maintain 25% and continue to improve	38%	Maintain 90% and continue to improve	92%
2013-14			Maintain 90% and continue to improve	91%	92%	Maintain 25% and continue to improve	39%	Maintain 90% and continue to improve	93%
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Maintain 90% and continue to improve	92%	93%	Maintain 25% and continue to improve	41%	Maintain 90% and continue to improve	93%
2015-16			Maintain 90% and continue to improve	92%	93%	Maintain 25% and continue to improve	42%	Maintain 90% and continue to improve	94%
2016-17			Maintain 90% and continue to improve	92%	93%	Maintain 25% and continue to improve	43%	Maintain 90% and continue to improve	94%
2017-18			Maintain 90% and continue to improve	93%	94%	Maintain 25% and continue to improve	44%	Maintain 90% and continue to improve	95%
2018-19			Maintain 90% and continue to improve	93%	94%	Maintain 25% and continue to improve	46%	Maintain 90% and continue to improve	95%
2019-20	Eight-Year Benchmark	Achieve an 'A' or improve by two letter grades from the 2012 baseline	Maintain 90% and continue to improve	93%	94%	Maintain 25% and continue to improve	48%	Maintain 90% and continue to improve	95%

The table below represents Indiana’s new statewide AMO for the **Asian** subgroup:

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			80%	86%		49%		89%
2012-13			Increase by 3 percentage points in ELA and 2 percentage points in Math	83%	88%	Maintain 25% and continue to improve	51%	Increase by 1 percentage point	90%
2013-14			Increase by 4 percentage points in ELA and 3 percentage points in Math	87%	91%	Maintain 25% and continue to improve	53%	Maintain 90% and continue to improve	91%
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Increase by 4 percentage points in ELA and Maintain 90% in Math	91%	94%	Maintain 25% and continue to improve	55%	Maintain 90% and continue to improve	93%
2015-16			Maintain 90% and continue to improve	92%	95%	Maintain 25% and continue to improve	56%	Maintain 90% and continue to improve	93%
2016-17			Maintain 90% and continue to improve	93%	95%	Maintain 25% and continue to improve	57%	Maintain 90% and continue to improve	94%
2017-18			Maintain 90% and continue to improve	94%	96%	Maintain 25% and continue to improve	58%	Maintain 90% and continue to improve	94%
2018-19			Maintain 90% and continue to improve	95%	96%	Maintain 25% and continue to improve	59%	Maintain 90% and continue to improve	95%
2019-20	Eight-Year Benchmark	Achieve an 'A' or improve by two letter grades from the 2012 baseline	Maintain 90% and continue to improve	95%	97%	Maintain 25% and continue to improve	59%	Maintain 90% and continue to improve	95%

The table below represents Indiana’s new statewide AMO for the **Black** subgroup:

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			57%	56%		9%		72%
2012-13			Increase by 4 percentage points in ELA and Math	61%	60%	Increase by 2 percentage points	11%	Increase by 2 percentage points	74%
2013-14			Increase by 5 percentage points in ELA and Math	66%	65%	Increase by 2 percentage points	13%	Increase by 2 percentage points	77%
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Increase by 5 percentage points in ELA and Math	71%	70%	Increase by 3 percentage points	16%	Increase by 3 percentage points	80%
2015-16			Increase by 2 percentage points in ELA and Math	73%	72%	Increase by 2 percentage points	18%	Increase by 2 percentage points	82%
2016-17			Increase by 2 percentage points in ELA and Math	75%	74%	Increase by 2 percentage points	20%	Increase by 2 percentage points	84%
2017-18			Increase by 2 percentage points in ELA and Math	77%	76%	Increase by 2 percentage points	22%	Increase by 2 percentage points	86%
2018-19			Increase by 5 percentage points in ELA and Math	79%	78%	Increase by 2 percentage points	24%	Increase by 2 percentage points	88%
2019-20	Eight-Year Benchmark	Achieve an 'A' or improve by two letter grades from the 2012 baseline	Increase by 3 percentage points in ELA and Math	82%	81%	Increase by 2 percentage points	26%	Increase by 2 percentage points	90%

The table below represents Indiana’s new statewide AMO for the **Hispanic** subgroup:

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			68%	70%		11%		76%
2012-13			Increase by 4 percentage points in ELA and Math	72%	74%	Increase by 3 percentage points	14%	Increase by 1 percentage point	77%
2013-14			Increase by 4 percentage points in ELA and Math	76%	78%	Increase by 3 percentage points	17%	Increase by 2 percentage points	79%
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Increase by 4 percentage points in ELA and Math	80%	82%	Increase by 3 percentage points	20%	Increase by 2 percentage points	81%
2015-16			Increase by 2 percentage points in ELA and Math	82%	84%	Increase by 1 percentage point	21%	Increase by 2 percentage points	82%
2016-17			Increase by 2 percentage points in ELA and Math	84%	86%	Increase by 1 percentage point	22%	Increase by 2 percentage points	84%
2017-18			Increase by 2 percentage points in ELA and Math	86%	88%	Increase by 2 percentage points	24%	Increase by 2 percentage points	86%
2018-19			Increase by 2 percentage points in ELA and Math	88%	90%	Increase by 2 percentage points	26%	Increase by 2 percentage points	88%
2019-20	Eight-Year Benchmark	Achieve an 'A' or improve by two letter grades from the 2012 baseline	Increase by 2 percentage points in ELA and Maintain 90% and continue to improve in Math	90%	92%	Maintain 25% and continue to improve	28%	Increase by 1 percentage point	90%

The table below represents Indiana’s new statewide AMO for the **White** subgroup:

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			81%	83%		32%		86%
2012-13			Increase by 3 percentage points in ELA and Math	84%	86%	Maintain 25% and continue to improve	33%	Increase by 1 percentage point	87%
2013-14			Increase by 3 percentage points in ELA and Math	87%	89%	Maintain 25% and continue to improve	35%	Increase by 1 percentage point	88%
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Increase by 3 percentage points in ELA and 2 percentage points in Math	90%	91%	Maintain 25% and continue to improve	37%	Increase by 2 percentage points	90%
2015-16			Maintain 90% and continue to improve	90%	91%	Maintain 25% and continue to improve	38%	Maintain 90% and continue to improve	90%
2016-17			Maintain 90% and continue to improve	91%	92%	Maintain 25% and continue to improve	39%	Maintain 90% and continue to improve	91%
2017-18			Maintain 90% and continue to improve	92%	93%	Maintain 25% and continue to improve	40%	Maintain 90% and continue to improve	91%
2018-19			Maintain 90% and continue to improve	93%	94%	Maintain 25% and continue to improve	41%	Maintain 90% and continue to improve	92%
2019-20	Eight-Year Benchmark	Achieve an 'A' or improve by two letter grades from the 2012 baseline	Maintain 90% and continue to improve	94%	95%	Maintain 25% and continue to improve	43%	Maintain 90% and continue to improve	92%

The table below represents Indiana’s new statewide AMO for the **Free/Reduced Lunch** subgroup:

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			66%	68%		11%		75%
2012-13			Increase by 3 percentage points in ELA and 4 percentage points in Math	69%	72%	Increase by 3 percentage points	14%	Increase by 2 percentage points	77%
2013-14			Increase by 3 percentage points in ELA and 4 percentage points in Math	72%	76%	Increase by 3 percentage points	17%	Increase by 2 percentage points	79%
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Increase by 4 percentage points in ELA and Math	76%	80%	Increase by 3 percentage points	20%	Increase by 2 percentage points	81%
2015-16			Increase by 2 percentage points in ELA and Math	78%	82%	Increase by 1 percentage point	21%	Increase by 2 percentage points	83%
2016-17			Increase by 2 percentage points in ELA and Math	80%	84%	Increase by 1 percentage point	22%	Increase by 2 percentage points	85%
2017-18			Increase by 2 percentage points in ELA and Math	82%	86%	Increase by 2 percentage points	24%	Increase by 2 percentage points	87%
2018-19			Increase by 2 percentage points in ELA and Math	84%	88%	Increase by 2 percentage points	26%	Increase by 2 percentage points	89%
2019-20	Eight-Year Benchmark	Achieve an 'A' or improve by two letter grades from the 2012 baseline	Increase by 2 percentage points in ELA and Math	86%	90%	Maintain 25% and continue to improve	28%	Increase by 1 percentage point	90%

The table below represents Indiana’s new statewide AMO for the **Limited English Proficient** subgroup:

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			50%	60%		8%		68%
2012-13			Increase by 3 percentage points in ELA and Math	53%	63%	Increase by 1 percentage point	9%	Increase by 2 percentage points	70%
2013-14			Increase by 4 percentage points in ELA and Math	57%	67%	Increase by 2 percentage points	11%	Increase by 2 percentage points	72%
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Increase by 4 percentage points in ELA and Math	61%	71%	Increase by 2 percentage points	13%	Increase by 2 percentage points	74%
2015-16			Increase by 2 percentage points in ELA and Math	63%	73%	Increase by 1 percentage point	14%	Increase by 3 percentage points	77%
2016-17			Increase by 2 percentage points in ELA and Math	65%	75%	Increase by 1 percentage point	15%	Increase by 3 percentage points	80%
2017-18			Increase by 2 percentage points in ELA and Math	67%	77%	Increase by 1 percentage point	16%	Increase by 3 percentage points	83%
2018-19			Increase by 3 percentage points in ELA and 2 percentage points in Math	70%	79%	Increase by 1 percentage point	17%	Increase by 3 percentage points	86%
2019-20	Eight-Year Benchmark	Achieve an 'A' or improve by two letter grades from the 2012 baseline	Increase by 3 percentage points in ELA and 2 percentage points in Math	73%	81%	Increase by 2 percentage points	19%	Increase by 4 percentage points	90%

The table below represents Indiana’s new statewide AMO for the **Special Education** subgroup:

School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2011-12	Baseline			44%	54%		4%		61%
2012-13			Increase by 5 percentage points in ELA and 3 percentage point in Math	49%	57%	Increase by 1 percentage point	5%	Increase by 3 percentage points	64%
2013-14			Increase by 5 percentage points in ELA and 4 percentage point in Math	54%	61%	Increase by 1 percentage point	6%	Increase by 3 percentage points	67%
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Increase by 6 percentage points in ELA and 4 percentage point in Math	60%	65%	Increase by 1 percentage point	7%	Increase by 3 percentage points	70%
2015-16			Increase by 2 percentage points in ELA and Math	62%	67%	Increase by 1 percentage point	8%	Increase by 2 percentage points	72%
2016-17			Increase by 2 percentage points in ELA and Math	64%	69%	Increase by 1 percentage point	9%	Increase by 2 percentage points	74%
2017-18			Increase by 2 percentage points in ELA and Math	66%	71%	Increase by 1 percentage point	10%	Increase by 2 percentage points	76%
2018-19			Increase by 2 percentage points in ELA and Math	68%	73%	Increase by 1 percentage point	11%	Increase by 2 percentage points	78%
2019-20	Eight-Year Benchmark	Achieve an 'A' or improve by two letter grades from the 2012 baseline	Increase by 2 percentage points in ELA and Math	70%	75%	Increase by 1 percentage point	12%	Increase by 2 percentage points	80%

Additionally, Indiana would also see the following:

- A third of all graduates receive an honors diploma
- A 50% decline in the high school dropout rate, for an estimated 2020 dropout rate of only 3%

The table below projects Indiana’s improvement trend along other key indicators:

	Current	2015	2020
% Receiving Honors Diplomas	29%	30%	32%
Dropout Rate	6%	5%	3%

The following table illustrates the number of expected Academic Honors Diplomas:

Students Earning Academic Honors Diplomas			
	# of Graduates	% of Graduates	Increase
2010	19,452	29%	---
2015	20,840	30%	1,388
2020	22,987	32%	3,535

These goals are ambitious but achievable and must be met if Indiana is going to ensure more students are on track for college and careers for every subgroup.

Each school’s and LEA’s annually published report card will include letter grades and proficiency results for each subgroup (overall, bottom 25%, top 75%, and ESEA subgroups). This report card will enable all stakeholders to gain a thorough understanding of where the successes and struggles for each group may lie. It will be impossible for subgroup performance to be masked as full disaggregation is part and parcel of Indiana’s proposal. With this detailed level of information, schools and LEAs will be able to target appropriate supports and interventions and celebrate successes for each group.

- Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.

Indiana’s proposed AMO is based on the state’s robust accountability system. It provides an accurate pattern of LEAs’ and schools’ academic progress by focusing not only on student proficiency but also on individual student growth (i.e. Indiana’s Growth Model) and improvement (i.e. improvement in an LEA’s or school’s percent of students passing state tests from one year to the next), graduation rates, and college and career readiness indicators. Using multiple student performance variables, Indiana provides more robust accountability measures through a combination of key benchmarks and annual goals.

Key Benchmarks

Indiana’s plan sets both a three-year benchmark and an eight-year benchmark within its AMO. These

benchmarks are illustrated in the example below for the overall school results (each school and LEA will additionally have analogous tables for each subgroup). After the first benchmark (2014-15), the expectations for improvement for the bottom 25% and each ESEA subgroup appropriately increase so as to continue a laser focus on closing achievement gaps (see the chart later in this proposal titled, *Indiana’s Proposed School Accountability System: Synergy of State and Federal*). For a school or LEA to meet Indiana’s AMO, a school would have to demonstrate consistent improvement across *all* state measures. This innovative design parallels the state’s A-F accountability system and reflects Indiana’s belief that in order for accountability to be rigorous, student performance cannot be limited to solely one measure. For Elementary/Middle Schools the tables will include the E/LA and math indicators, whereas for High Schools (and combined Elementary/Middle and High Schools) the table will include four indicators - E/LA, math, college and career readiness, and graduation rate - as shown in the example below).

Example: Hoosier High School received a 'D' in 2011-12 under Indiana's state accountability system. That 'D' grade translated into a 60% passage rate on the state assessments (ISTEP+), 5% of graduates being college & career ready (CCR), and a 60% graduation rate. Per Indiana's AMO, the school is required to improve by two letter grades or receive an "A" by 2020. In order to reach this target, Hoosier High School would need to demonstrate annual improvement as shown below.

School Year	Benchmark	Benchmark Goal	Annual State Assessment (Proficiency Goal*)	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal*	CCR %	Annual Graduation Rate Goal*	Grad Rate %
2011-12	Baseline			60.0	60.0		5.0		60.0
2012-13			Increase by 3.3 percentage points	63.3	63.3	Increase by 2.3 percentage points	7.3	Increase by 3.3 percentage points	63.3
2013-14			Increase by 3.3 percentage points	66.6	66.6	Increase by 2.3 percentage points	9.6	Increase by 3.3 percentage points	66.6
2014-15	Three-Year Benchmark	Achieve an 'A' or improve by one letter grade from the 2012 baseline	Increase by 3.4 percentage points	70.0	70.0	Increase by 2.3 percentage points	11.9	Increase by 3.4 percentage points	70.0
2015-16			Increase by 4.0 percentage points	74.0	74.0	Increase by 2.6 percentage points	14.5	Increase by 4.0 percentage points	74.0
2016-17			Increase by 4.0 percentage points	78.0	78.0	Increase by 2.6 percentage points	17.1	Increase by 4.0 percentage points	78.0
2017-18			Increase by 4.0 percentage points	82.0	82.0	Increase by 2.6 percentage points	19.7	Increase by 4.0 percentage points	82.0
2018-19			Increase by 4.0 percentage	86.0	86.0	Increase by 2.6 percentage points	22.3	Increase by 4.0 percentage points	86.0

			points						
2019-20	Eight-Year Benchmark	Achieve an ‘A’ or improve by two letter grades from the 2012 baseline	Increase by 4.0 percentage points	90.0	90.0	Increase by 2.7 percentage points	25.0	Increase by 4.0 percentage points	90.0

**This example is for illustrative purposes only. The annual goal will vary depending on what letter grade the school receives in its baseline year and the grade levels served by the school. A school can increase its grade from the 2012 baseline using any combination of increased proficiency and high student growth/improvement over a sustained period of time. The power of Indiana’s AMO is that it differentiates and is individualized to each LEA and school.*

If Hoosier High School achieved the annual proficiency rate increases in the table above, it would receive an “A” in 2020. This grade translates to a 90% passage rate on the state assessments, 25% of graduates being college or career ready, and a 90% graduation rate – consistent with Dr. Bennett’s “90-25-90” goals.

In addition to hitting these overall benchmarks (as illustrated above), each school must meet the annual statewide targets for improvement for each subgroup for each metric and close any achievement gaps.

The three-year benchmark calls for each LEA and school to either receive an ‘A’ rating or to improve by one letter grade from its 2012 baseline rating. Each LEA and school will be allowed three years to show improvement due to the rigorous progress that is necessary to increase a school’s or LEA’s grade but will annually be required to implement interventions if any of the subgroups (bottom 25% or ESEA subgroups) are not meeting expectations. The three-year benchmark also requires that each subgroup in the LEA and school reach the AMO by 2015 and meet the state proficiency targets. This approach is unique in that it requires schools and LEAs to focus on each individual student within the school while placing a special emphasis on the bottom 25% and specific ESEA subgroup populations. Without substantial improvement and growth among the bottom 25% and specific ESEA subgroups, groups of students that have historically faced the most educational challenges, it would be impossible for all but a few schools to show the necessary progress within three years. Allowing only three years to reverse a decades-long trend of stagnant low performance within the bottom 25% and specific ESEA subgroup populations, while simultaneously improving all other student proficiency levels, is not only daring but also achievable through the measures and focus Indiana’s AMO lays out.

The eight-year benchmark calls for each LEA and school to either receive an ‘A’ rating or to improve by two letter grades from its 2012 baseline rating. Each LEA and school will be allowed eight years to show the necessary improvement due to the rigorous process required but will annually be required to implement interventions if any of the subgroups (bottom 25% or ESEA subgroups) are not meeting expectations. Specifically, a two letter grade improvement translates into a twenty percentage point increase in proficiency. For LEAs and schools, this figure would also represent an unprecedented reduction in the percentage of students showing low growth and improvement. The eight-year benchmark also requires that each subgroup in the LEA and school reach the AMO by 2020 and meet the state proficiency targets for each metric. To accomplish both of these feats, students at each school and LEA must consistently show substantial improvement and growth over a sustained period of time, with the majority of that

improvement and growth coming from the bottom 25% and specific ESEA subgroups. Realizing the eight-year benchmark would result in a 75% increase (from 40% proficient to 70% proficient) in the proficiency level of these students.

Both Indiana’s three-year and eight-year benchmarks are extremely ambitious given historic statewide proficiency trends. But by building in a laser-like focus on each school’s lowest achievers, the new AMO and accountability system incent a strategic allocation of resources at the local level. Students will no longer slip through the accountability cracks of the traditional subgroup structure. Instead, every school across the state will, for the first time, be held accountable for the performance of all struggling students. This strengthening and streamlining of school and district accountability will allow Indiana to race ahead of other states, put an end to a decades-long trend of poor performance among its bottom 25% subgroup and specific ESEA subgroups, and bridge the gap between the state’s highest and lowest performers.

Annual Goals

Even though Indiana’s AMO provides three-year and eight-year benchmarks, all schools and LEAs will still be assessed annually for progress and performance under Indiana’s state accountability system. Schools will be categorized as Focus, Priority, and Reward (and possibly Focus-Targeted) schools on a yearly basis as well. As outlined previously in this plan, Indiana has developed a rigorous state accountability system that holds schools and LEAs accountable for low growth and for poor proficiency, graduation, and/or college and career readiness rates.

How Indiana’s AMO will Reach Every Student and Increase Performance

Indiana’s state accountability model takes the bold approach of focusing on two new super subgroups while still taking advantage of traditional ESEA subgroups as a safeguard to ensure students do not slip through the cracks. Utilizing ESEA subgroups will also ensure that the performance of any individual student population is not masked by the aggregate performance of any subset of students.

By elevating the focus on the bottom 25%, Indiana will not only concentrate more effort and resources to improving the proficiency of the lowest achieving students in each school and LEA but it will also hold schools accountable for each individual student. Since the inception of NCLB, numerous schools in Indiana have been able to avoid accountability for their lowest performing and most disadvantaged students due to small “n” counts. The inclusion of the bottom 25% subgroup eliminates this much utilized loophole with 99% of schools and LEAs in Indiana having both a bottom 25% and top 75% subgroup.

Indiana’s state accountability model requires that 95% of all students and students within each subgroup participate on the elementary and middle school assessments (see Attachment 13). At the high school level, the accountability model looks at the proficiency level of all students, not just those tested, in calculating the proficiency rates of each school and LEA and subgroups within them (a cohort approach). These two factors ensure that every student will be tested.

Once every student is tested, growth for elementary and middle school students and improvement for all high school students can be calculated. This growth and improvement of individual students is then incorporated back into Indiana’s accountability model and is used in conjunction with proficiency to

determine a school's or LEA's grades in math and English/Language Arts. This methodology ensures that the growth and improvement is included in Indiana's accountability system.

Indiana's model also incorporates a system of "checks" (i.e. against traditional ESEA subgroups), described later in this application in 2F. These checks are designed to ensure that no student population, regardless of "n size," is permitted to fall through the cracks. Specifically, schools will be required to modify their School Improvement Plans for any ESEA subgroup that fails to meet expectations (as defined in the chart in 2.D.iv titled, *Indiana's Proposed School Accountability System: Synergy of State and Federal*). This requirement means that the spotlight on students that have historically been marginalized will continue to be shone brightly upon them – with the goal that their needs are directly addressed.

LEAs, schools, educators, and parents can also view the growth of an individual grade, classroom, or student utilizing Indiana's Learning Connection. The Learning Connection can be used by schools and teachers to identify where each student struggles and how they stack up against similar students, then used to turn each student's individual weaknesses into strengths. Schools also use this information when conducting state mandated teacher evaluations, tying additional accountability to the performance of each individual student.

Indiana is unapologetic in the use of transparency as the lever for rigorous accountability, especially in driving improvement for students in underserved communities. Our state accountability model looks at the overall performance of a school and LEA, the Learning Connection provides for student growth to be easily factored into teacher evaluations, and Indiana's AMO clearly states that each subgroup in a school or LEA must improve by two letter grades in 2020 in English, Math, College & Career Readiness, and Graduation Rates, and meet the annual state targets for each metric. By design, accountability is intentionally woven throughout a system built to be airtight when it comes to reaching every student.

Indiana's Proposed AMO within the Context of "Putting Students First"

Indiana is one of the country's leaders in providing a diverse environment of quality educational options. As part of "Putting Students First," Indiana established the most expansive school choice system in the nation's history. For the first time, all Indiana schools – traditional public, public charter, and private or parochial – are competing for the same students and the accompanying funding. As a result, there are new pressures on the system writ large to ensure every school and LEA continues to improve both their student proficiency levels across all subgroups and their overall grade.

The Indiana State Board of Education will have the ability to increase the required proficiency levels necessary to achieve each grade. IDOE is also in the process of developing an "automatic trigger" to ensure that the proficiency bar remains rigorous for all schools. Additionally, the growth and improvement targets will be re-evaluated at least every three years. In other words, schools will need to continue to improve just to maintain their current grade.

Considering Indiana's accountability system within the new landscape of school choice and competition and the categorization of Title I schools, Indiana schools will be operating in a climate that promotes improvement at unprecedented levels. The pressures and incentives to increase student growth and

achievement will increase while the additional layer of federal accountability standards will no longer act as a barrier to improvement.

To illustrate the potency of this new context, the following are possible scenarios for schools that fail to improve or receive an ‘A’:

- The school could be subject to state intervention, including but not limited to state takeover
- The school could lose state money as a result of students transferring to higher performing public and non-public schools.
- In accordance with federal and state law, the school could have federal money withheld due to being classified as a Focus or Priority School

(See the chart in 2.D.iv titled, *Indiana’s Proposed School Accountability System: Synergy of State and Federal*, for greater details).

On the flip side, high performing schools will be celebrated in new and innovative ways, from preferred access to state grants that reward educator effectiveness to recognition ceremonies held in local communities throughout the state. Earlier this year, the Indiana General Assembly approved a two-year budget that includes \$15 million in competitively allocated state funding to drive educator effectiveness. State legislators have expressed interest continuing to purpose state dollars for the improvement of human capital within schools; those that consistently deliver with regard to raising student performance may receive special consideration from IDOE in applying for these dollars. The expertise of high performers will also be leveraged by IDOE as the state acts to broker best practices in addressing achievement gaps and improving student outcomes.

For these reasons, Indiana schools and districts will be highly motivated to make annual progress and hit both the 2015 and 2020 benchmarks. Indiana’s proposed AMO outlines a bold, new approach toward realizing significant student performance gains by 2020. Our plan requires low-performing LEAs and schools to improve at a rate nearly double the state average while also being realistic about each school’s individual starting point or baseline.

LEAs and schools may also use a combination of proficiency level improvement and growth among their historically underperforming students to increase their grade. With Indiana’s proposal, rigorous measures are coupled with strong supports to ensure each school and district continues to progress on a yearly basis. This combination ensures that Indiana’s proposed AMO is both ambitious and achievable for every school in the state.

- ii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/Language Arts and Mathematics for the “all students” group and all subgroups. (Attachment 8)

See Attachment 8 for a chart outlining average statewide proficiency for all subgroups in 2010-11.

Indiana’s AMO would exceed the intention of both Options A and B.

Indiana’s AMO would result in 41% of all non-proficient students becoming proficient by 2015 and 65% of all

non-proficient students becoming proficient by 2020. It will also require the bottom 25% subgroup to double its proficiency rates while maintaining high growth among the subgroup population.

The AMO calls for each LEA and school to receive an ‘A’ under the state accountability system or make great progress to that end by 2020 and meet annual state targets for each metric. This target would translate into a state proficiency level of 90%. Moreover, each subgroup below that threshold would have made substantial gains and/or shown substantially high growth during that period, resulting in the greatest narrowing of the achievement gap in Indiana’s history.

As outlined in 2.A.ii, Indiana’s AMO is designed to be both ambitious and attainable. It is a bold and considered approach that does not rely on static proficiency targets based on arbitrary percentages. Rather, Indiana’s proposed system is pegged to letter grades – embedded within which is a simple yet sophisticated mechanism for examining school and student performance. The improvement levels laid out in the AMO require LEAs and schools to improve proficiency levels at an achievable rate, while also rewarding them for making substantially high growth among its subgroup populations.

By realizing Indiana’s AMO, the state could expect 12,000 additional students to be college and career ready. Indiana defines a student as college or career ready if the student earns an academic honors diploma, passes an AP or IB exam, earns transcribed college credit, or earns an approved industry certification. Students who meet one or more of these indicators are significantly less likely to require remediation than their counterparts.

Indiana’s AMO would result in 20% more graduates being college or career ready in 2020 – an unprecedented accomplishment.

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools.

Rationale

Within a new culture of accountability in the state, Indiana proposes a differentiated recognition and reward system that engages schools and school districts in taking ownership of their results and drives them toward ongoing improvement. This recognition system, described below, was developed in consultation with multiple stakeholders and reflects the state’s commitment to setting and keeping the bar high. As such, this system will highlight and celebrate the schools to which communities across Indiana can look to find exemplars of excellence.

Highest Performing Schools

Any Title I school that receives an ‘A’ under the state accountability model for at least two consecutive years shall be classified as a *Highest Performing School*. The Highest Performing School designation reflects a firm belief in the importance of not only recognizing schools

that make significant progress within a year but also celebrating the state’s highest achievers who have performed at a remarkably high level over a sustained period of time.

Recognizing both achievement and growth will ensure that all schools, regardless of their overall performance, focus on the improvement of each individual student rather than simply those on the cusp of proficiency (i.e. the “bubble kids”).

High-Progress Elementary & Middle Schools

Any Title I elementary or middle school that shows high growth in its bottom 25% student subgroup in both English/Language Arts and Mathematics shall be designated as a *High Progress Elementary/Middle School*.

The bottom 25% student population captures the lowest performing students within a school on the state assessment (*ISTEP+*). This super subgroup encompasses each school’s lowest performers across all ethnic, socio-economic, special education, and LEP subgroups. By placing a special emphasis on the bottom 25%, High Progress Elementary/Middle Schools will close the achievement gap between top and bottom performers, leading to overall improvement in student proficiency levels.

The focus on the bottom 25%, consistent with Indiana’s state accountability model, is essential to meet Indiana’s proposed AMO by 2020.

High-Progress High Schools

Any Title I high school that shows significant high improvement within its not-proficient student population in both English/Language Arts and Mathematics shall be designated as a *High Progress High School*.

Consistent with current national trends, Indiana does not have yearly state assessments for students in grades 9-12. As a result, High Progress High Schools will be determined using the improvement made by previously not-proficient students. Any student that fails to pass the Algebra I (Mathematics) assessment or the English 10 (ELA) assessment by the completion of grade 10 is deemed to be non-proficient. Only schools that have the highest percentage (the top 25% improvement of all schools statewide) of these students passing both sections of the assessment prior to graduation will be categorized as High Progress High Schools.

Indiana will also recognize any Title I high school that makes a concerted effort to support those students who are not able to graduate within four years, but are able to graduate in five. This recognition does not lower expectations – the emphasis will remain on graduating within four years. However, schools must not give up on those who do not graduate on time and this recognition provides some incentive to keep pressing so that those students also receive a Core 40 diploma.

Indiana's Core 40 is the academic foundation all students need to succeed in college,

apprenticeship programs, military training, and the workforce. More information about Core 40 is available at http://www.doe.in.gov/core40/diploma_requirements.html

At the high school level, Indiana is placing a heightened focus on non-proficient students because research shows that students who fail to pass these assessments by the end of grade 12 are far more likely to drop out of school, less likely to graduate, and – for those that do graduate – significantly more likely to require remedial coursework if they continue on to a postsecondary institution. This focus is also consistent with Indiana’s state accountability model and the state’s goal to produce more high school graduates that are prepared for college and careers.

Indiana is also calling attention to fifth-year graduates as part of the High Progress High School designation, consistent with efforts to support those who do not graduate within a four-year window. This attention recognizes schools that take students who may otherwise be forgotten, endeavor to turn their performance around, and set them on course for a productive future.

The High Progress School recognition, for both elementary/middle and high schools, places a premium on supporting historically low performing students who would have otherwise been on track to drop out, not receive a high school diploma, and not been properly prepared for college or career. This recognition seeks to highlight the schools that are successful in proving what is possible with some of the most challenging student populations.

Reward School Inclusion

Indiana’s definition of *reward schools* satisfies all conditions outlined in the ESEA Flexibility guidance. All Title I schools with the highest proficiency rates in both English and Math are identified as *highest-performing schools*. Additionally, high schools with the highest graduation rates are identified as *highest-performing schools* unless they fail to meet the AMO for all subgroups on each metric. All Title I schools that have high growth (improvement) in both English and Math are identified as *high-progress schools*. Schools can also be identified as *high-progress* if they greatly improve their graduation rate; any such school not identified is due to large achievement gaps or low proficiency rates and performance across all other areas of the school.

See Attachment 9, Table 2 for a list of Indiana’s reward schools.

2.C.ii Provide the SEA’s list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Reward schools will be recognized in a number of ways:

- All reward schools will receive bonus rubric points on their application for the

Excellence in Performance Award for Teachers. This is a state-level competitive grant of \$9M for FY12-13.

- IDOE will pursue greater funding flexibility for reward schools via the State Board of Education and the Indiana General Assembly.
- Best practices of reward schools will be highlighted and disseminated across the state.
- Dr. Bennett and IDOE staff will travel to the Highest Performing Schools to give their official ‘A’ plaque in a school-wide celebration.
- Reward schools will be exempt from certain regulations, such as complying with the administrative functions of Indiana’s 3rd grade reading plan.
- High Progress Schools may be honored at the State Capitol by the Governor or State Superintendent.
- High Progress Schools may be asked to present at the State Board of Education meetings as part of the monthly “Spotlight on Learning” that highlights outstanding schools and educational initiatives.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools.

Any Title I school that receives an ‘F’ or is a persistently low-achieving school shall be classified as a *Priority School*. A persistently low-achieving school is defined as any school that receives a ‘D’ or an ‘F’ for two or more consecutive years.

Schools that meet this definition are among the lowest performing schools in the state and typically have extremely high rates of low growth (improvement) among all student subgroups. In fact, between schools categorized as *priority* and *focus schools*, the entire 15% of schools with the lowest performance would be facing some level of state intervention under proposed definitions. These schools also encompass all Title I schools in the state that have a graduation rate of less than 65%. In fact, these schools have an average graduation rate of less than 50%.

It is essential that these schools get back on track and increase their performance across all areas (state assessments, graduation, and college and career readiness rates). Notably, students in priority schools are 63% less like to pass a state assessment, 55% less likely to graduate, and six times more likely to drop out of school than are students in Indiana’s ‘A’ schools.

According to ESEA flexibility guidance documents, states are required to ensure that at least the bottom 5% of the State’s Title I are identified as priority schools. Statewide, approximately 16% (154 schools) of Title I schools would be identified as priority schools. That Indiana’s school evaluation metrics have identified a significantly larger percentage of schools as priority schools reflects the state’s commitment to intervening and subsequently improving all of its lowest-performing schools. Additionally, Tier I and II schools that are under SIG to

implement school intervention models are also identified as Priority schools. See Attachment 9, Table 2 for a list of Indiana’s priority schools.

2.D.ii Provide the SEA’s list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Background

Indiana’s current Differentiated Accountability model assigns Title I schools which fail to make Adequate Yearly Progress (AYP) to one of three classifications based on how far away the school was from meeting AYP: comprehensive-intensive, comprehensive, and focus. Based on its classification and the number of years it has been in federal school improvement (i.e. failed to make AYP), a school is required to implement certain interventions aligned to the turnaround principles. However, this prescriptive approach to school improvement, despite the fact that the interventions are aligned to the turnaround principles, does not grant districts and schools the flexibility and responsibility to do the following:

- Analyze student- and school-level data to pinpoint its most critical area(s) for improvement
- Based on this analysis, make data-driven decisions about which school improvement interventions are needed
- Develop specific, measurable, ambitious and relevant lagging and leading indicators of transformative school improvement intervention implementation
- Monitor closely progress towards and achievement of said lagging and leading indicators
- Based on this monitoring, modify the rigor and ways in which the intervention is being implemented and the cycle of monitoring and modifying in an iterative manner that tracks against the lagging and leading indicators of success

At district- and school-levels, a less prescriptive approach to the selection of school improvement interventions will promote the following:

- Understanding and awareness of critical area(s) for improvement
- Understanding and awareness of how and why selected interventions are needed
- Ownership and a sense of responsibility for interventions
- Buy-in and intrinsic motivation to ensure interventions are implemented, monitored, and modified with fidelity

School Improvement Interventions – Selection Criteria and Parameters

Under Indiana’s proposal, priority and focus schools will be provided substantive flexibility to implement scientifically-based, student-/school-based data-informed interventions. As

described below, these interventions will be tied to a framework utilized by the IDOE during Technical Assistance Team Quality Reviews – Mass Insight’s “Readiness Model.”

<p>Readiness to Learn</p> <ul style="list-style-type: none"> • Safety, Discipline, and Engagement • Action Against Adversity • Close Student-Adult Relationships 	<p>Readiness to Teach</p> <ul style="list-style-type: none"> • Shared Responsibility for Achievement • Personalization of Instruction • Professional Teaching culture 	<p>Readiness to Act</p> <ul style="list-style-type: none"> • Resource Authority • Resource Ingenuity • Agility in the Face of Turbulence
<p>Intervention Examples</p> <ul style="list-style-type: none"> • School culture specialist • Attendance officer • ELA specialist • Community liaison • Family liaison 	<p>Intervention Examples</p> <ul style="list-style-type: none"> • 8-step process • Formative assessment training (e.g., Acuity) • Revise schedule to build-in time for professional learning communities • Restructure the academic schedule to increase core content or remediation time • Tutoring or extended learning time 	<p>Intervention Examples</p> <ul style="list-style-type: none"> • Performance incentives tied to high-need areas of instruction and/or student performance indicators • Replace principal with one who has a track record of success in school turnaround
<p>The LEA may propose an intervention not listed above as long as it is anchored in the “Readiness Model” and all turnaround principles.</p>		

School Improvement Interventions – Expectations for Implementation

Moreover, the rigor with which an LEA is responsible for implementing these interventions will be tied to the “rigor tiers” outlined below.

Tier 1 Implementation Rigor – Overall

- Designed for all students and/or staff
- Considered requisite for the operation of the school
- Intervention implementation plans may not fall into this tier

Tier 2 Implementation Rigor – Targeted

- Designed to provide strategic, targeted modifications to one or more constitutive elements of the school, such as the following:
 - Core curriculum
 - Data-driven instruction
 - Community partnerships

Tier 3 Implementation Rigor – Highly-Targeted

- Designed as intense intervention to meet demonstrated individual or subgroup needs, such as the following:
 - English language learner support
 - Exceptional learners support
 - Specialized English/Language Arts and/or Mathematics support

School Improvement Interventions – Timeline for Priority Schools

In Year 1, priority schools must do the following:

- Select at least three interventions aligned to all turnaround principles, at least one from each of the three “readiness” domains, and determine how to implement each intervention with at least “Tier 2” rigor
- Submit information to the IDOE outlining each proposed intervention and justifying the selections with evidence from School Improvement Plans and/or student-/school-level data
- Subject to IDOE review and requests for revisions, implement the interventions during Year 1

In Year 2, priority schools must do the following:

- Analyze student-/school-level data to determine necessary modifications to the interventions, the “rigor tier” or fidelity of implementation
 - The number of interventions and their corresponding domains can be adjusted based on demonstrated needs
 - All implementation plans for proposed interventions must be at least “Tier 2” rigor
- Plan to make modifications to proposed interventions, aligned to all turnaround principles, based on mid-year findings from IDOE-provided Technical Assistance Team Quality Review
- Submit information to the IDOE outlining each proposed intervention and justifying the selections with evidence from previous year’s findings as well as School Improvement Plans and/or student-/school-level data
- Subject to IDOE review and requests for revisions, implement the interventions during Year 2
- Participate and comply with IDOE-provided Technical Assistance Team Quality Review
- Based on findings from the Quality Review and IDOE review (subject to requests for revisions), adjust interventions accordingly

In Year 3, priority schools must do the following:

- Implement interventions, aligned to all turnaround principles, and their corresponding “rigor tier” as stipulated by the IDOE, based on findings from the Technical Assistance Team Quality Review

- Consistent with 1003(g) School Improvement Grant funding, LEAs that choose not to comply with this expectation will not continue to be provided with that funding

School Improvement Interventions – Technical Assistance

To ensure successful implementation of these interventions, this more differentiated, locally-driven approach must be paired with an IDOE-delivered frequent, high-touch system of technical assistance and evaluation, both when LEAs are selecting and implementing school improvement interventions aligned to all turnaround principles. To this end, the Office of School Improvement and Turnaround (OSIT) at the Indiana Department of Education will be restructured to ensure the necessary human capital are dedicated to working closely with LEAs and their priority and focus schools (Attachment 20).

OSIT will utilize a technical assistance approach consisting of two phases and four total elements to ensure LEAs with priority and/or focus schools select, monitor, and modify school improvement interventions in a manner that improves student achievement and closes achievement gaps.

Phase I: Selection of School Improvement Intervention

- I. Root Cause Analysis
 - II. Data-Driven Intervention(s) Selection
 - III. Development of Logic Model to Guide Implementation
-
- I. Root Cause Analysis

LEAs with priority and/or focus schools will be required to complete a “root cause analysis” prior to selecting school improvement interventions (Attachment 21). This analysis will be reviewed, assessed, and returned to the LEA with comments and requests for modifications (if needed) by an OSIT School Improvement Specialist. OSIT will provide LEAs with technical assistance to complete this “root cause analysis” through (1) guidance documents with exemplars, (2) webinars, and (3) on-site assistance (if needed). The objective of the “root cause analysis” is to ensure LEAs have identified critical areas for improvement prior to selecting school improvement interventions that are aligned to all turnaround principles.

- II. Data-Driven Intervention(s) Selection

Upon OSIT approval of the “root cause analysis,” the LEA will next complete the “data-driven intervention(s) selection form” (Attachment 22). This analysis will be reviewed, assessed, and returned to the LEA with comments and requests for modifications (if needed) by an OSIT School Improvement Specialist. OSIT will provide LEAs with technical assistance to complete this “data-driven intervention(s) selection form” through (1) guidance documents with exemplars, (2) webinars, and (3) on-site assistance (if needed). The objective of the “data-driven intervention(s) selection form” is to ensure selected school improvement interventions

are aligned to all turnaround principles, anchored in a framework for high-performing, high-poverty schools and an analysis of multiple school- and student-level data sources.

III. Development of Logic Model to Guide Implementation

The third and final phase of the selection process involves the creation of a “logic model” to guide the implementation of the school improvement intervention(s) (Attachment 23). This “logic model” will be reviewed, assessed, and returned to the LEA with comments and requests for modifications (if needed) by an OSIT School Improvement Specialist. OSIT will provide LEAs with technical assistance to complete this “logic model” through (1) guidance documents with exemplars, (2) webinars, and (3) on-site assistance (if needed). The objective of the “logic model” to guide implementation is to ensure that district and school leaders have developed, in advance of implementation, lagging and leading indicators of success as well as methods to track progress towards these benchmarks and goals.

Phase 2: Monitoring and Modification of School Improvement Intervention

IV. Implementation Monitoring

OSIT school improvement specialists will conduct at least two on-site monitoring visits to each priority school during the academic year. These monitoring visits will utilize a mixed-methods approach to tracking the fidelity with which the intervention(s) is/are being implemented (e.g., focus group with staff, interview with school leader, classroom observation). Attachment 24 provides an example of a record book designed to track progress towards lagging and leading indicators as set forth in the “logic model.” Subsequent to these visits, OSIT school improvement specialists will produce reports with actionable feedback for LEAs and schools. Efforts to respond to said feedback will be tracked in a follow-up monitoring visit. The feedback that is provided after the final monitoring visit of the academic year will be expected to be addressed in the LEAs next “root cause analysis” submission if the school does not exit priority or focused status.

Alignment of School Improvement Interventions with Turnaround Principles

Mass Insight’s framework outlines the constitutive elements of high-poverty, high-performing schools. LEAs with priority and focus schools will be required to implement, subject to IDOE approval and monitoring, school improvement interventions which are aligned to this evidence-based framework. The chart below demonstrates how the elements described in Mass Insight’s framework align with the turnaround principles.

Turnaround Principles	Corresponding Domain, Indicator(s), Essential Questions and Intervention Examples Based on Mass Insight’s High-Poverty, High-Performing Readiness Model
Provide strong leadership by: (1) reviewing	Domain: Readiness to Act

<p>the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget</p>	<p><i>Indicator(s):</i> Resource Authority, Resource Ingenuity & Agility in the Face of Turbulence <i>Essential Questions:</i></p> <ul style="list-style-type: none"> • Do school leaders have the authority to make mission-driven decisions about people, time, money, and programs? • Are school leaders adept at securing additional resources and leveraging partnerships? • Are school leaders flexible and inventive in responding to challenges? <p><i>Intervention Examples:</i></p> <ul style="list-style-type: none"> • Replace school leader • Redesign school leadership structure to provide appropriate operational flexibility
<p>Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs</p>	<p><i>Domain:</i> Readiness to Teach <i>Indicator(s):</i> Share Responsibility for Achievement, Personalization of Instruction & Professional Teaching Culture <i>Essential Questions:</i></p> <ul style="list-style-type: none"> • Do teachers and staff feel deep accountability for student achievement? • Are teachers and staff delivering individualized teaching based on student data and assessments? • Does meaningful teacher collaboration and job-embedded professional development exist? <p><i>Intervention Examples:</i></p> <ul style="list-style-type: none"> • Replace ineffective teachers and staff • Ensure ineffective teachers are not assigned or reassigned to the school • Ensure the school leader has the authority to hire her/his teachers and staff
<p>Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration</p>	<p><i>Domain:</i> Readiness to Act <i>Indicator(s):</i> Resource Authority <i>Essential Questions:</i></p> <ul style="list-style-type: none"> • Do school leaders have the authority to make mission-driven decisions about people, time, money, and programs? <p><i>Intervention Example:</i></p> <ul style="list-style-type: none"> • Modify the school calendar to ensure

	appropriate time exists for job-embedded professional development or student academic interventions
Strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards	<p><i>Domain:</i> Readiness to Learn <i>Indicator(s):</i> Safety, Discipline & Engagement <i>Essential Questions:</i></p> <ul style="list-style-type: none"> • Are students inspired and motivated to learn? <p><i>Intervention Examples:</i></p> <ul style="list-style-type: none"> • Instructional coaches • Curriculum audit • Formative assessment development
Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data	<p><i>Domain:</i> Readiness to Teach <i>Indicator(s):</i> Personalization of Instruction <i>Essential Questions:</i></p> <ul style="list-style-type: none"> • Are teachers and staff delivering individualized teaching based on student data and assessments? <p><i>Intervention Examples:</i></p> <ul style="list-style-type: none"> • Data coaches • Professional learning communities • Instructional rounds
Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs	<p><i>Domain:</i> Readiness to Learn <i>Indicator(s):</i> Safety, Discipline & Engagement, Close Student-Adult Relationships <i>Essential Questions:</i></p> <ul style="list-style-type: none"> • Do students feel secure and safe at school? • Do students have positive and enduring mentor/teacher relationships? <p><i>Intervention Example:</i></p> <ul style="list-style-type: none"> • Wrap-around student services
Provide ongoing mechanism for family and community engagement	<p><i>Domain:</i> Readiness to Learn <i>Indicator(s):</i> Action Against Adversity <i>Essential Questions:</i></p> <ul style="list-style-type: none"> • Does the school directly address poverty-driven challenges? <p><i>Intervention Examples:</i></p> <ul style="list-style-type: none"> • Family liaison • Community liaison

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each

priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

Current State School Improvement System

Public Law 221-1999 (P.L. 221) is Indiana’s comprehensive accountability system for K-12 education. Passed by the Indiana General Assembly in 1999 – prior to the federal No Child Left Behind Act of 2001 – the law aimed to establish major educational reform and accountability statewide. To measure progress, P.L. 221 places Indiana schools (both public and accredited non-public) into one of five categories (A, B, C, D and F) based upon student performance and growth data from the state’s ISTEP+ and End-of-Course Assessments (ECAs).

Schools in the lowest P.L. 221 category (“F”) face a series of interventions designed to provide the additional support needed to improve student achievement. These consequences become more serious the longer schools remain in the bottom category.

Public Law 221 Timeline for “F” Schools

Year 1	
State Action	The local school board can request that the State Board of Education appoint an outside team to manage the school or assist in the development of a new school improvement plan. If this happens, the state will consider the school to be in Year 4 under P.L. 221. (See section on Years 4 and 5.)
Local Action	Local school board notifies public and conducts hearing. School improvement committee revises improvement plan accordingly.
Years 2 and 3	
State Action	The local school board can request that the State Board of Education appoint an outside team to assist in the development of a new plan. If this happens, the state will consider the school to be in Year 4 under P.L. 221.
Local Action	School implements revised school improvement plan.
Years 4 and 5	
State Action	The State Board of Education appoints a technical assistance team (TAT) to provide schools and their supporters with specific, action-focused feedback on what is working well and clear targets for improvement in order to support the school in their efforts to improve the educational outcomes for all students. Based on public testimony, analysis of previous school evaluations and critiques of student- and school-level performance data, the IDOE will make an intervention recommendation for state intervention to the State Board of Education. The IDOE’s intervention recommendation and subsequent State Board of Education action will be made with the understanding that the LEA has been

	afforded the appropriate time, autonomy and technical assistance to improve its priority school's quality. In short, while there is a menu of potential intervention options, those which do not constitute a school restart (e.g., modifications to the school's improvement plan) are not viable.
Local Action	School considers and implements recommendations of TAT. LEAs can petition the State Board of Education for authority to implement one or more of the "Year 6 Interventions" below in either year 4 or 5.
Year 6	
State Action	State Board of Education conducts a hearing to solicit testimony on options for the school, including merging the school with another school; assigning a special management team to operate all, or part of, the school; Department recommendations; other options expressed at hearing; and revising the improvement plan. If the State Board determines that intervention will improve the school, the school must implement at least one of the options listed above.
Local Action	Implement intervention(s) as determined by the State Board of Education.

Demonstrated Commitment to Enforcing State School Accountability System

In the fall of 2011, for the first time since P.L. 221 was signed into law, seven schools reached their sixth year of academic probation – the lowest performance category (now called "F"). At the August 29, 2011 State Board of Education (SBOE) meeting, the board approved IDOE's intervention recommendations and voted in favor of assigning a special management team to operate five of the seven schools and implementing a lead partner intervention at the remaining two schools.

Prior to the state's action, school reform opponents were highly skeptical and dubious of Dr. Bennett's and the State Board of Education's resolve to intervene. In fact, some publicly questioned what they perceived as a "game of chicken" and one school administrator even remarked, "The State of Indiana will never take over a school. It never has and it never will." To the surprise of these detractors, the SBOE has proven its willingness to exercise the full scope of its authority and act with the sense of urgency needed to quickly and dramatically improve the educational quality in these schools.

As a result of Dr. Bennett's leadership and the SBOE's courage and conviction, a new dawn of school accountability has finally begun in Indiana. Prior to August 29, there was no precedent for this level of state action. Not surprisingly, a clear message has been sent that the state will not stand idly by when schools continue to fail and students are permitted to languish. Perhaps more importantly, the landscape has permanently shifted to one where accountability is real.

The state's process and strategy for intervening in the lowest performing schools is

predicated upon the development of clear goals and measurable success indicators through the lens of a seminal framework developed by Mass Insight and outlined in *The Turnaround Challenge*, which U.S. Education Secretary Arne Duncan has called “the Bible of school turnaround.” Indiana is currently one of a few select states participating in Mass Insight’s School Development Network as part of a concerted effort to trailblaze cutting-edge, best-in-class turnaround policies.

The special management team assigned by the SBOE is also referred to as a Turnaround School Operator (TSO). TSOs run operations for all or part of a school, using the school’s per-pupil funding allocation. The TSO intervention is the most severe of the options available under state statute. It is reserved exclusively for the chronically lowest performing schools. In schools not assigned TSOs, Lead Partners (LPs) work strategically with the leadership appointed through the school district to support and implement targeted improvements. Each TSO has entered into an initial one-year contract with the state, and the SBOE has established aggressive benchmarks that TSOs and LPs must hit to maintain their good standing.

TSOs will spend the rest of the 2011-12 academic year evaluating and preparing to assume full operational control in the 2012-13 school year. Consistent with Mass Insight’s groundbreaking research, benchmarks for this transitional year include a strong focus on community and parent outreach as well as a thorough evaluation of school programs, staff and curriculum. The data collected by TSOs will lay the groundwork for a fast start when they take the wheel from the local school district next year.

Once administrative rules recently initiated by the SBOE become final, the state will have an established process for schools ending the five-year turnaround period. At the end of a TSO’s four-year operational contract (which follows the initial one-year contract), the initial oversight of the school will come from a newly created local governing board. This board will be made up of three members appointed by the highest level official of the political subdivision and four members appointed by the SBOE. The initial governing body will determine the length of terms, term limits, and other governing matters. Notably, the governing body of a school may do any of the following:

1. Enter into an agreement with the school district in which the school is located for the operation of the school. Before an agreement is finalized, the SBOE:
 - (A) must approve the transfer of operations; and
 - (B) may set requirements for the operation of the school district.
2. Join with another school to form a single school.
3. Apply to an appropriate sponsor to become a charter school.
4. Enter into a contract with a management team to operate the school or any part of the school.
5. Enter into a contract with another school to provide educational services.
6. Operate the school.

The flexibility provided to the initial governing body provides a clear exit strategy for IDOE, as the SEA should not be in the long-term business of running schools. Moreover, this process ensures that a school that has been successfully transformed does not return to the original school district by default, especially if it is in a state of chronic dysfunction.

LPs will also engage key stakeholder groups to establish buy-in to the support services provided. They will be held responsible for integrating their work with existing school initiatives and ensuring that the school is on track to dramatically improve. LPs will spend a few months embedding themselves into the school and assessing its needs before initiating services this year.

The TSOs and LPs are under the direct oversight of IDOE and are directly accountable to the State Board of Education. IDOE's Office of School Improvement and Turnaround will conduct constant and ongoing oversight of the TSOs and LPs through weekly meetings, attendance at key events and functions (e.g. community forums), and review of all deliverables, which are subject to IDOE approval. IDOE's engagement with TSOs and LPs will be "high touch," as this is one of Dr. Bennett's key education priorities.

Limited or non-existent community engagement is one of the most frequently cited reasons for the failure of school turnaround. Consequently, IDOE intentionally built-in a transitional year that prioritizes community engagement (e.g. focus groups, community forums, partnerships) in each of the four phases of work required of TSOs during the initial year. This transition affords TSOs critical time to develop a bold and aggressive school transformation plan while building meaningful community will and coalitions that can later be leveraged to sustain ongoing improvement. LPs will also be responsible for engaging their respective communities to generate support for its school turnaround efforts.

More information about the state's turnaround process is included as Attachment 17 and available at <http://www.doe.in.gov/turnaround/>.

Description and Rationale for Accelerated Timeline in State School Accountability System

As dramatically as Indiana's accountability climate has recently shifted, the six-year timeline is far too long considering it is nearly equivalent to a student's entire middle and high school experience. Notwithstanding Dr. Bennett's impatience with mediocrity, the PL 221 timeline must be accelerated to ensure all LEAs with one or more priority schools implement meaningful interventions. Allowing schools to linger in "F" status for six consecutive years before demanding action is an injustice to Indiana's students.

At the same time, it is hardly better to allow "D" schools and those that bounce between "D" and "F" to avoid accountability completely. For example, in the spring of 2011, eighteen schools in Indiana had been designated as "F" for five consecutive years. Eleven of these

eighteen made just enough improvement to escape intervention. As a result, the clock has reset for these eleven schools. If they return to an “F” rating this year, it will take five additional consecutive years of “F” ratings before IDOE and SBOE can apply an intervention. This statutory shortcoming must soon be remedied.

Given the need to boldly intervene in the lowest performing schools, Dr. Bennett is aggressively pursuing an accelerated accountability timeline. Specifically, he seeks one in which schools that are an “F” for four consecutive years or any combination of “D” and “F” for five years without resetting the accountability timeline would face state intervention. Dr. Bennett will ask the Indiana General Assembly to take up the issue during the next legislative session, which commences in January 2012. IDOE is counting on having an accelerated timeline ready to commence in the 2012-13 school year – far ahead of 2014-15.

The only differences between the current and proposed accelerated timeline are the criteria and timing for state intervention assigned to chronically low-performing schools by the SBOE. Regardless of whether Indiana’s school accountability timeline changes, all priority schools will be required to implement meaningful interventions aligned to the turnaround principles beginning with the 2012-2013 academic year.

Even though Indiana’s current school accountability law allows schools that make marginal improvement (e.g. receiving an “F” in 2010 and receiving an “D” in 2011) to reset their school accountability timeline, IDOE will require priority schools to maintain a C grade or better for two consecutive years or earn the status of being a reward school for one year to exit priority status. Section 2.D.v describes how these standards for exiting priority status will require schools to demonstrate significant improvements for two consecutive years, or monumental improvement in one year, both in terms of student performance and growth. This significantly more rigorous accountability system will ensure that those schools exiting priority status have demonstrated sustained and substantive improvement.

PL 221 Timeline – Current versus Proposed

Status	Current timeline*	Proposed timeline (Starting in 2012-13)
Year 1	LEA holds a public hearing	LEA holds a public hearing and forwards minutes to the State Board of Education within 45 days of the hearing. This also applies if the school receives a “D” rating.
Year 2	Nothing additional	Parents of at least 51% of students in an “F” school may petition SBOE to place the school into the equivalent of Year 4 status – allowing SBOE to intervene earlier. This “parent trigger” may be implemented any time between Years 2-4.
Year 3	Nothing additional	SEA conducts a Quality Review visit to audit

		<p>the school against the Mass Insight readiness framework. This Quality Review requirement applies to schools with 3 consecutive years of any combination of “D” or “F.”</p> <p>School remains subject to the parent trigger.</p> <p>A “D” or “F” school remains subject to these provisions until the school achieves a “C” or higher for <u>two</u> consecutive years.</p>
Year 4	SEA conducts a Quality Review visit to audit the school against the Mass Insight readiness framework.	<p>SBOE holds a public hearing. SBOE votes on potential interventions.</p> <p>Schools with 4 years of any combination of “D” or “F” remain subject to the parent trigger.</p>
Year 5	LEA implements Quality Review recommendations.	<p>Fully implement interventions.</p> <p>For schools with 5 years of any combination of “D” or “F,” SBOE holds a public hearing and votes on potential interventions.</p>
Year 6	<p>SBOE holds a public hearing. SBOE votes on potential interventions.</p> <p>Full implementation of interventions begins in the subsequent year.</p>	Continue implementation of interventions.

** The current timeline only applies to “F” schools. The proposed timeline addresses both “D” and “F” schools.*

Introduction to Proposed Synergy of State and Federal School Accountability Systems

In Indiana, Title I-served schools are currently subject to two different (and at times dissonant) accountability systems – state and federal. The state accountability model, as defined under Indiana Public Law 221-1999, ensures schools in the fourth and fifth year of “F” receive direct support, including a “quality review” (i.e. technical assistance and evaluation). As described earlier, the state legislature is currently considering expanding the scope of the accountability system to include “D” schools.

If a school receives an “F” for six consecutive years, the State Board of Education (SBOE) has the authority to intervene directly, including the assignment of a special management team

to operate the school. Because broad consensus exists that six years is far too long a timeline, the state legislature is currently considering shortening this window to provide for earlier intervention.

Given that the current state accountability law focuses on evaluations of and state-mandated interventions in persistently low-achieving schools, the IDOE has leveraged its federal school accountability model, the “Differentiated Accountability model,” to ensure meaningful district- and school-driven interventions, aligned to the turnaround principles, are in place in low-achieving Title I-served schools prior to the application of state-mandated interventions. Schools are assigned to the federal school improvement list based on their failure to make “adequate yearly progress” (“AYP”). The graphic below represents our current model.

Indiana’s Current School Accountability System		
	State “F” schools	Federal <i>Title-I served schools that fail to meet AYP are ranked by an index rating and assigned to comprehensive-intensive, comprehensive or focus status</i>
Years 1-3	Modifications to the school improvement plan	Comprehensive schools are required to implement a set of school improvement initiatives aligned to the turnaround principles and in year three must implement corrective action. Focus schools are required to set aside 10% of their Title I allocation for targeted professional development.
Years 4-5	Quality review and technical assistance provided by IDOE	In addition to sustaining initiatives required in years one through three, comprehensive schools are also required to restructure. Focus schools are required to implement corrective action.
Year 6	State intervention	Comprehensive schools must sustain or modify their corrective action and restructuring plans. Focus schools must sustain or modify their corrective action plan.

Through this flexibility request, the IDOE will collapse Indiana’s two school accountability models into one. Schools in federal school improvement (i.e. priority and focus schools) will be defined in a way that aligns directly to the state’s accountability model (i.e. “D” and “F” schools). In doing so, beginning in their first year of priority or focus status, a low-performing school will be required, as they once were under the “Differentiated Accountability Model,” to implement meaningful school improvement initiatives aligned to the turnaround principles.

Notably, this allows Indiana to proactively provide supports to struggling schools from the outset with the goal of obviating the need for more severe interventions later. Nevertheless,

the state will not hesitate to impose more severe measures if and when they become necessary. The graphic below represents the proposed model.

Indiana’s Proposed School Accountability System – Synergy of State and Federal	
	<i>Each Title I-served school earning an “F” will be defined as a priority school; each earning a “D” will be defined as a focus school</i>
2011-12	<i>Baseline Established</i>
2012-13	<p><i>All Schools:</i></p> <ul style="list-style-type: none"> • Hold a public hearing to notify community of low performance • Modify school improvement plan • May request intervention from IDOE <p><i>Additions for Priority and Focus:</i></p> <ul style="list-style-type: none"> • Implement school improvement interventions aligned to the turnaround principles* • Subject to the Indiana Department of Education (IDOE) review and monitoring of and technical assistance during the selection and implementation of these initiatives
2013-14	<p><i>All Schools:</i></p> <ul style="list-style-type: none"> • Hold a public hearing to notify community of lack of improvement • Modify school improvement plan • May request intervention from IDOE • Parents may trigger state intervention <p><i>Additions for Priority and Focus:</i></p> <ul style="list-style-type: none"> • Both must sustain or modify interventions required in year one* • Priority schools will receive a quality review from IDOE and must plan to modify the interventions and implementation strategies based on findings from the quality review
2014-15	<p><i>All Schools:</i></p> <ul style="list-style-type: none"> • Hold a public hearing to notify community of lack of improvement • Modify school improvement plan • May request intervention from IDOE • Parents may trigger state intervention <p><i>Additions for Priority and Focus:</i></p> <ul style="list-style-type: none"> • Priority schools must modify the interventions and implementation strategies based on findings from the quality review* • Focus schools must sustain or modify interventions required in year one* • Focus schools will receive a quality review from IDOE and must plan to modify the interventions and implementation strategies based on

	findings from that review
2015-16	<p><i>All Schools:</i></p> <ul style="list-style-type: none"> • Receive a quality review from IDOE • May enter into a Memorandum of Agreement (MOA) with IDOE <p><i>Additions for Priority and Focus:</i></p> <ul style="list-style-type: none"> • Priority schools are subject to state intervention* • Focus schools must modify the interventions and implementation strategies based on findings from IDOE’s quality review*
2016-17	<p><i>All Schools:</i></p> <ul style="list-style-type: none"> • Direct intervention, including assignment of a school operator if necessary <p><i>Additionally for Focus Schools:</i></p> <ul style="list-style-type: none"> • Focus schools are subject to state intervention

* Priority schools must implement interventions aligned to all turnaround principles; focus schools must implement interventions aligned to turnaround principles most relevant for their targeted needs for improvement.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

To exit priority status, a school must maintain a ‘C’ grade or better for at least two consecutive years or earn the status of being a reward school for one year. Carrying this out would require a school to show a combination of significant improvement on proficiency rates (between 10% to 20%) and substantially high growth over that two-year period (ranking in the top 25% of all schools in student growth). This type of movement (i.e. grade improvement) would demonstrate that the school has made major changes in the quality of instruction provided, in how the school operates, and the methods used to teach its students. Indiana’s proposed criteria make it impossible to exit priority status without establishing meaningful and long-term strategies that promise to put the students and the school on a path of future success.

Notably, a 10% improvement in proficiency rate and showing high student growth are required to increase a school’s grade to the next level. A school that is able to raise its letter grade by that amount for two or more consecutive years is unlikely to precipitously regress. However, a school would not be able to exit that criteria after two years if the reason they were able to obtain two consecutive scores of “C” or earn reward status was because of the top 75% performance.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.”

Any Title I school that receives a ‘D’ and is not identified as a priority school, or has a graduation rate under 60% for two consecutive years shall be classified as a *Focus School*.

Schools that receive ‘Ds’ under Indiana’s state accountability model also have the largest achievement gaps in the state (i.e. the 5% of schools with the largest achievement gaps). In fact, 95% of the Title I schools with the largest achievement gap between their highest performing students (top 75% subgroup) and their lowest performing students (the bottom 25% subgroup) received ‘Ds’ and would be captured under this definition. These schools contribute to Indiana’s achievement gaps across traditional subgroups as well.

Indiana’s focus schools have both low proficiency rates and significant achievement gaps. It is Indiana’s goal to reduce the number of focus schools by two-thirds (from 16% to 5%) by 2015 and to completely remove the need for this designation by 2020.

According to ESEA flexibility guidance documents, states are required to ensure that at least 10% of the State’s Title I schools are identified as focus schools. Statewide, 16% (154 schools) of Title I schools would be identified as focus schools.

Focus and Priority School Inclusion

Through Indiana’s use of the *focus and priority schools*, Title I schools with the lowest 20% proficiency rate in English and Math; Title I schools with the 12% worst achievement gaps; and 100% of Title I schools with a graduation rate under 60 percent are identified for improvement.

2.E.ii Provide the SEA’s list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA’s focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

See Attachment 9, Table 2 for a list of Indiana’s focus schools.

The chart below displays how Indiana will ensure its LEAs with one or more focus schools will implement school improvement interventions starting in the 2012-13 school year.

Indiana’s Proposed School Accountability System – Synergy of State and Federal	
	<i>Each Title I-served school earning an “F” will be defined as a priority school; each earning a “D” will be defined as a focus school</i>
2011-12	<i>Baseline Established</i>
2012-13	<p><i>All Schools:</i></p> <ul style="list-style-type: none"> • Hold a public hearing to notify community of low performance • Modify school improvement plan • May request intervention from IDOE <p><i>Additions for Priority and Focus:</i></p> <ul style="list-style-type: none"> • Implement school improvement interventions aligned to the turnaround principles • Subject to the Indiana Department of Education (IDOE) review and monitoring of and technical assistance during the selection and implementation of these initiatives
2013-14	<p><i>All Schools:</i></p> <ul style="list-style-type: none"> • Hold a public hearing to notify community of lack of improvement • Modify school improvement plan • May request intervention from IDOE • Parents may trigger state intervention <p><i>Additions for Priority and Focus:</i></p> <ul style="list-style-type: none"> • Both must sustain or modify interventions required in year one • Priority schools will receive a quality review from IDOE and must plan to modify the interventions and implementation strategies based on findings from the quality review
2014-15	<p><i>All Schools:</i></p> <ul style="list-style-type: none"> • Hold a public hearing to notify community of lack of improvement • Modify school improvement plan • May request intervention from IDOE • Parents may trigger state intervention <p><i>Additions for Priority and Focus:</i></p> <ul style="list-style-type: none"> • Priority schools must modify the interventions and implementation strategies based on findings from the quality review • Focus schools must sustain or modify interventions required in year one • Each focus school will receive a quality review from IDOE and must plan to modify the interventions and implementation strategies based on findings from that review
2015-16	<p><i>All Schools:</i></p> <ul style="list-style-type: none"> • Receive a quality review from IDOE

	<ul style="list-style-type: none"> • May enter into a Memorandum of Agreement (MOA) with IDOE <p><i>Additions for Priority and Focus:</i></p> <ul style="list-style-type: none"> • Priority schools are subject to state intervention • Focus schools must modify the interventions and implementation strategies based on findings from IDOE’s quality review
2016-17	<p><i>All Schools:</i></p> <ul style="list-style-type: none"> • Direct intervention, including assignment of a school operator if necessary <p><i>Additionally for Focus Schools:</i></p> <ul style="list-style-type: none"> • Focus schools are subject to state intervention

Currently, schools similar to focus schools only have to set-aside 10% of their Title I budget for professional development. They frequently use these funds to hire instructional coaches to deliver professional development, but there is little if any accountability for achieving results. Under this proposal, IDOE will approve and require schools to select meaningful, rigorously implemented interventions tied to the Mass Insight readiness framework IDOE uses to drive school improvement.

IDOE will require LEAs with one or more focus schools to implement scientifically-based interventions aligned with demonstrated needs supported by quantitative and qualitative data. The process and timeline for these efforts are as follows:

School Improvement Interventions – Selection Criteria and Parameters

Under Indiana’s proposal, priority and focus schools will be provided substantive flexibility to implement scientifically-based, student-/school-based data-informed interventions aligned to the turnaround principles. As described below, these interventions will be tied to the turnaround principles and a framework utilized by the IDOE during Technical Assistance Team Quality Reviews – Mass Insight’s “Readiness Model.”

<p>Readiness to Learn</p> <ul style="list-style-type: none"> • Safety, Discipline, and Engagement • Action Against Adversity • Close Student-Adult Relationships 	<p>Readiness to Teach</p> <ul style="list-style-type: none"> • Shared Responsibility for Achievement • Personalization of Instruction • Professional Teaching culture 	<p>Readiness to Act</p> <ul style="list-style-type: none"> • Resource Authority • Resource Ingenuity • Agility in the Face of Turbulence
<p>Intervention Examples</p> <ul style="list-style-type: none"> • School culture specialist • Attendance officer 	<p>Intervention Examples</p> <ul style="list-style-type: none"> • 8-step process • Formative assessment training 	<p>Intervention Examples</p> <ul style="list-style-type: none"> • Performance incentives tied to high-need areas of

<ul style="list-style-type: none"> • ELA specialist • Community liaison • Family liaison 	<p>(e.g., Acuity)</p> <ul style="list-style-type: none"> • Revise schedule to build-in time for professional learning communities • Restructure the academic schedule to increase core content or remediation time • Tutoring or extended learning time 	<p>instruction and/or student performance indicators</p> <ul style="list-style-type: none"> • Replace principal with one who has a track record of success in school turnaround
<p style="text-align: center;">The LEA may propose an intervention not listed above as long as it is anchored in the “Readiness Model” and turnaround principles.</p>		

School Improvement Interventions – Expectations for Implementation

Moreover, the rigor with which an LEA is responsible for implementing these interventions will be tied to the “rigor tiers” outlined below.

Tier 1 Implementation Rigor – Overall

- Designed for all students and/or staff
- Considered requisite for the operation of the school
- Intervention implementation plans may not fall into this tier

Tier 2 Implementation Rigor – Targeted

- Designed to provide strategic, targeted modifications to one or more constitutive elements of the school, such as the following:
 - Core curriculum
 - Data-driven instruction
 - Community partnerships

Tier 3 Implementation Rigor – Highly-Targeted

- Designed as intense intervention to meet demonstrated individual or subgroup needs, such as the following:
 - English language learner support
 - Exceptional learners support
 - Specialized English/Language Arts and/or Mathematics support

School Improvement Interventions – Timeline for Focus Schools

In Year 1, focus schools must do the following:

- Select at least three interventions aligned to the turnaround principles, at least one

from each of the three “readiness” domains, and determine how to implement each intervention with at least “Tier 2” rigor. The domains and tiers are outlined in section 2.F.

- Submit information to IDOE outlining of each proposed intervention and a justification for the selections with evidence from School Improvement Plans and/or student-/school-level data
- Subject to IDOE review and requests for revisions, implement the interventions during Year 1

In Year 2, focus schools must do the following:

- Analyze student-/school-level data to determine necessary modifications to the interventions, the “rigor tier” or fidelity of implementation
 - The number of interventions, aligned to the turnaround principles, and their corresponding domains can be adjusted based on demonstrated needs (i.e. at least three interventions, one from each of the “readiness” domains, are no longer required)
 - All implementation plans for proposed interventions must be at least “Tier 2” rigor
- Submit information to the IDOE outlining each proposed intervention and justifying the selections with evidence from previous year’s findings as well as School Improvement Plans and/or student-/school-level data
- Subject to IDOE review and requests for revisions, implement the interventions during Year 2

In Year 3, focus schools must do the following:

- Analyze student-/school-level data to determine necessary modifications to the interventions, the “rigor tier” or fidelity of implementation
 - The number of interventions and their corresponding domains can be adjusted based on demonstrated needs (i.e. at least three interventions, one from each of the “readiness” domains, are no longer required)
 - All implementation plans for proposed interventions must be at least “Tier 2” rigor
- Plan to make modifications to proposed interventions based on mid-year findings from IDOE-provided Technical Assistance Team Quality Review
- Submit information to the IDOE outlining each proposed intervention and justifying the selections with evidence from previous year’s findings as well as School Improvement Plans and/or student-/school-level data
- Subject to IDOE review and requests for revisions, implement the interventions during Year 3
- Participate and comply with IDOE-provided Technical Assistance Team Quality Review
- Based on findings from the Quality Review and IDOE review (subject to requests for revisions), adjust interventions accordingly

In year 4, focus schools must do the following:

- Implement interventions and their corresponding “rigor tier” as stipulated by the IDOE, based on findings from the Technical Assistance Team Quality Review
- LEAs that choose not to comply with this expectation will not be provided school improvement funding

School Improvement Interventions – Technical Assistance

To ensure successful implementation of these interventions, this more differentiated, locally-driven approach must be paired with an IDOE-delivered frequent, high-touch system of technical assistance and evaluation, both when LEAs are selecting and implementing school improvement interventions aligned to the turnaround principles. To this end, the Office of School Improvement and Turnaround (OSIT) at the Indiana Department of Education will be restructured to ensure the necessary human capital are dedicated to working closely with LEAs and their priority and focus schools (Attachment 20).

OSIT will utilize a technical assistance approach consisting of two phases and four total elements to ensure LEAs with priority and/or focus schools select, monitor, and modify school improvement interventions in a manner that improves student achievement and closes achievement gaps.

Phase I: Selection of School Improvement Intervention

- I. Root Cause Analysis
- II. Data-Driven Intervention(s) Selection
- III. Development of Logic Model to Guide Implementation

- I. Root Cause Analysis

LEAs with priority and/or focus schools will be required to complete a “root cause analysis” prior to selecting school improvement interventions aligned to the turnaround principles (Attachment 21). This analysis will be reviewed, assessed, and returned to the LEA with comments and requests for modifications (if needed) by an OSIT School Improvement Specialist. OSIT will provide LEAs with technical assistance to complete this “root cause analysis” through (1) guidance documents with exemplars, (2) webinars, and (3) on-site assistance (if needed). The objective of the “root cause analysis” is to ensure that LEAs have identified critical areas for improvement prior to selecting school improvement interventions.

- II. Data-Driven Intervention(s) Selection

Upon OSIT approval of the “root cause analysis,” the LEA will next complete the “data-driven intervention(s) selection form” (Attachment 22). This analysis will be reviewed, assessed, and returned to the LEA with comments and requests for modifications (if needed) by an OSIT

School Improvement Specialist. OSIT will provide LEAs with technical assistance to complete this “data-driven intervention(s) selection form” through (1) guidance documents with exemplars, (2) webinars, and (3) on-site assistance (if needed). The objective of the “data-driven intervention(s) selection form” is to ensure selected school improvement interventions are aligned to the turnaround principles and anchored in a framework for high-performing, high-poverty schools and an analysis of multiple school- and student-level data sources.

III. Development of Logic Model to Guide Implementation

The third and final phase of the selection process involves the creation of a “logic model” to guide the implementation of the school improvement intervention(s) (Attachment 23). This “logic model” will be reviewed, assessed, and returned to the LEA with comments and requests for modifications (if needed) by an OSIT School Improvement Specialist. OSIT will provide LEAs with technical assistance to complete this “logic model” through (1) guidance documents with exemplars, (2) webinars, and (3) on-site assistance (if needed). The objective of the “logic model” to guide implementation is to ensure that district and school leaders have developed, in advance of implementation, lagging and leading indicators of success as well as methods to track progress towards these benchmarks and goals.

Phase 2: Monitoring and Modification of School Improvement Intervention

IV. Implementation Monitoring

OSIT school improvement specialists will conduct at least two on-site monitoring visits to each priority school during the academic year. These monitoring visits will utilize a mixed-methods approach to tracking the fidelity with which the intervention(s) is/are being implemented (e.g., focus group with staff, interview with school leader, classroom observation). Attachment 24 provides an example of a record book designed to track progress towards lagging and leading indicators as set forth in the “logic model.” Subsequent to these visits, OSIT school improvement specialists will produce reports with actionable feedback for LEAs and schools. Efforts to respond to said feedback will be tracked in a follow-up monitoring visit. The feedback that is provided after the final monitoring visit of the academic year will be expected to be addressed in the LEAs next “root cause analysis” submission if the school does not exit priority or focused status.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

To exit focus status, a school must maintain a ‘C’ grade or better for at least two years or earn the status of being a reward school for one year and the grade improvement or reward status is derived by the improvement of the subgroup(s) that originally fostered the school categorization as focus. If a school moves from being a ‘D’ school up to at least a ‘C’ for two years, this attainment means it has made significant gains in student growth and

achievement. If a school can move one letter grade and sustain that level of achievement for two years, it is likely that substantive changes were made to the instructional quality at the school.

As described in 2.D.v, carrying this out would require a school to show a combination of significant improvement on proficiency rates (between 10 to 20%) and substantially high growth over that two-year period (ranking in the top 25% of all schools in student growth).

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

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

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOL

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

Total # of Title I schools in the State: _____

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

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

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Incentives and Supports

Title I schools that are not in priority or focus status will have flexibility and autonomy to select and monitor the implementation of their selected school improvement interventions and will also have the option to receive all elements of the technical assistance IDOE provides to priority and focus Title I schools (as described in 2.D.iii and 2.E.iii).

To incent LEAs to continue to work with the IDOE to monitor the selection and implementation of school improvement initiatives in other Title I schools, the IDOE will automatically consider schools that accept technical assistance for Indiana’s Distinguished Title I Schools award. This annual competition recognizes Title I schools that demonstrate high student performance or high student growth. A winner and select group of finalists are selected for both high student performance and high student growth. All award recipients, including finalists, receive a grant award and recognition from the State Superintendent. Through this incentive, Title I schools that partner with the IDOE to ensure their school improvement interventions are selected, monitored, and modified with fidelity could potentially receive additional funding and at the very least will receive supplementary technical assistance.

Monitoring and Accountability for Continuous Improvement

In addition to the integration of state and federal school improvement models (described in 2.D.iv), Indiana will also provide two additional levels of “checks” for non-priority, focus and reward Title I schools. These checks are designed to prevent any student population from slipping through the cracks – by ensuring improved student achievement and the closure of achievement gaps through the close monitoring of student performance in both the bottom 25% subgroup and in the traditional ESEA subgroups. Moreover, these checks prevent the masking of individual subgroup performance by any subset of students. Following is a chart describing these checks and their constitutive supports and interventions for other Title I schools not meeting expectations for a particular subgroup.



Indiana's Proposed School Accountability System – Subgroup Checks		
	<i>Bottom 25% subgroup</i>	<i>ESEA subgroups</i>
	<p><i>All Schools that receive an overall grade of “A,” “B” or “C”</i></p> <p><i>(Non Priority, Focus and Reward Title I schools subject herein to interventions are called “Focus-Targeted”)</i></p>	<p><i>All Schools that receive an overall grade of “A,” “B” or “C”</i></p> <p><i>(Non Priority, Focus and Reward Title I schools subject herein to interventions are called “Focus-Targeted”)</i></p>
2011-12	<i>Baseline Established</i>	<i>Baseline Established</i>
2012-13	<p><i>All Schools:</i> If a school’s bottom 25% subgroup does not receive an “A” or increase at least one letter grade from the baseline, it must</p> <ul style="list-style-type: none"> • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup <p><i>Additions for Focus-Targeted:</i></p> <ul style="list-style-type: none"> • The LEA must send notification to all students’ parents or guardians indicating that the school did not meet expectations for this subgroup 	<p><i>All Schools:</i> For any ESEA subgroup** that does not meet expectations (i.e. two letter grades or greater behind the overall group or does not meet annual state targets of achievement):</p> <ul style="list-style-type: none"> • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup <p><i>Additions for Focus-Targeted:</i></p> <ul style="list-style-type: none"> • The LEA must send notification to all students’ parents or guardians indicating that the school did not meet expectations for this subgroup
2013-14	<p><i>All Schools:</i> If a school’s bottom 25% subgroup does not receive an “A” or increase at least one letter grade from the baseline, it must</p> <ul style="list-style-type: none"> • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup <p>IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan</p> <p><i>Additions for Focus-Targeted:</i></p> <ul style="list-style-type: none"> • The LEA must send notification to all 	<p><i>All Schools:</i> For any ESEA subgroup** that does not meet expectations (i.e. two letter grades or greater behind the overall group or does not meet annual state targets of achievement):</p> <ul style="list-style-type: none"> • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup • IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan <p><i>Additions for Focus-Targeted:</i></p>

	<p>students' parents or guardians indicating that the school did not meet expectations for this subgroup</p>	<ul style="list-style-type: none"> The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup
2014-15	<p><i>All Schools:</i> If a school's bottom 25% subgroup does not receive an "A" or increase at least one letter grade from the baseline, it must</p> <ul style="list-style-type: none"> Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan <p><i>Additions for Focus-Targeted:</i></p> <ul style="list-style-type: none"> The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s) 	<p><i>All Schools:</i> For any ESEA subgroup** that does not meet expectations (i.e. two letter grades or greater behind the overall group or does not meet annual state targets of achievement):</p> <ul style="list-style-type: none"> Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan <p><i>Additions for Focus-Targeted:</i></p> <ul style="list-style-type: none"> The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s)

2015-16	<p><i>All Schools:</i> If a school's bottom 25% subgroup does not receive an "A" or increase at least two letter grades* (note shift) from the baseline, it must</p> <ul style="list-style-type: none"> • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup <p>IDOE will offer technical assistance to LEAs to make the appropriate modifications to their school improvement plan</p> <p><i>Additions for Focus-Targeted:</i></p> <ul style="list-style-type: none"> • The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup • Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup • IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s) 	<p><i>All Schools:</i> For any ESEA subgroup** that does not meet expectations (i.e. two letter grades or greater behind the Overall group, or does not meet annual state targets of achievement):</p> <ul style="list-style-type: none"> • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup • IDOE will offer technical assistance to LEAs to make the appropriate modifications to their school improvement plan <p><i>Additions for Focus-Targeted:</i></p> <ul style="list-style-type: none"> • The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup • Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup • IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s)
2016-17	<p><i>All Schools:</i> If a school's bottom 25% subgroup does not receive an "A" or increase at least two letter grades from the baseline, it must</p> <ul style="list-style-type: none"> • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup <p>IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan</p>	<p><i>All Schools:</i> For any ESEA subgroup** that does not meet expectations (i.e. two letter grades or greater behind the overall group or does not meet annual state targets of achievement):</p> <ul style="list-style-type: none"> • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup • IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan



<p>Additions for <i>Focus-Targeted</i>:</p> <ul style="list-style-type: none">• The LEA must send notification to all students’ parents or guardians indicating that the school did not meet expectations for this subgroup• Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup• IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s)• LEA must complete quarterly monitoring reports that provide evidence of progress towards goals tied to the specific intervention strategies for this subgroup	<p>Additions for <i>Focus-Targeted</i>:</p> <ul style="list-style-type: none">• The LEA must send notification to all students’ parents or guardians indicating that the school did not meet expectations for this subgroup• Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup• IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s)• LEA must complete quarterly monitoring reports that provide evidence of progress towards goals tied to the specific intervention strategies for this subgroup
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2017-18	<p><i>All Schools:</i> If a school’s bottom 25% subgroup does not receive an “A” or increase at least two letter grades from the baseline, it must</p> <ul style="list-style-type: none"> • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup <p>IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan</p> <p><i>Additions for Focus-Targeted:</i></p> <ul style="list-style-type: none"> • The LEA must send notification to all students’ parents or guardians indicating that the school did not meet expectations for this subgroup • Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup • IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s) • LEA must complete quarterly monitoring reports that provide evidence of progress towards goals tied to the specific intervention strategies for this subgroup 	<p><i>All Schools:</i> For any ESEA subgroup** that does not meet expectations (i.e. two letter grades or greater behind the overall group or does not meet annual state targets of achievement):</p> <ul style="list-style-type: none"> • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup • IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan <p><i>Additions for Focus-Targeted:</i></p> <ul style="list-style-type: none"> • The LEA must send notification to all students’ parents or guardians indicating that the school did not meet expectations for this subgroup • Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup • IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s) • LEA must complete quarterly monitoring reports that provide evidence of progress towards goals tied to the specific intervention strategies for this subgroup
2018-19	<p><i>All Schools:</i> If a school’s bottom 25% subgroup does not receive an “A” or increase at least two letter grades from the baseline, it must</p> <ul style="list-style-type: none"> • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup 	<p><i>All Schools:</i> For any ESEA subgroup** that does not meet expectations (i.e. two letter grades or greater behind the overall group or does not meet annual state targets of achievement):</p> <ul style="list-style-type: none"> • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this

	<p>IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan</p> <p><i>Additions for Focus-Targeted:</i></p> <ul style="list-style-type: none"> • The LEA must send notification to all students’ parents or guardians indicating that the school did not meet expectations for this subgroup • Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup • IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s) • LEA must complete quarterly monitoring reports that provide evidence of progress towards goals tied to the specific intervention strategies for this subgroup • Receive a quality review from IDOE and must plan to modify the interventions and implementation strategies based on findings from that review 	<p>subgroup</p> <ul style="list-style-type: none"> • IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan <p><i>Additions for Focus-Targeted:</i></p> <ul style="list-style-type: none"> • The LEA must send notification to all students’ parents or guardians indicating that the school did not meet expectations for this subgroup • Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup • IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s) • LEA must complete quarterly monitoring reports that provide evidence of progress towards goals tied to the specific intervention strategies for this subgroup • Receive a quality review from IDOE and must plan to modify the interventions and implementation strategies based on findings from that review
2019-20	<p><i>All Schools:</i> If a school’s bottom 25% subgroup does not receive an “A” or increase at least two letter grades from the baseline, it must</p> <ul style="list-style-type: none"> • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup <p>IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan</p>	<p><i>All Schools:</i> For any ESEA subgroup** that does not meet expectations (i.e. two letter grades or greater behind the overall group or does not meet annual state targets of achievement):</p> <ul style="list-style-type: none"> • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup • IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan



<p>Additions for <i>Focus-Targeted</i>:</p> <ul style="list-style-type: none"> • The LEA must send notification to all students’ parents or guardians indicating that the school did not meet expectations for this subgroup • Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup • IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s) • LEA must complete quarterly monitoring reports that provide evidence of progress towards goals tied to the specific intervention strategies for this subgroup • Receive a quality review from IDOE and must plan to modify the interventions and implementation strategies based on findings from that review 	<p>Additions for <i>Focus-Targeted</i>:</p> <ul style="list-style-type: none"> • The LEA must send notification to all students’ parents or guardians indicating that the school did not meet expectations for this subgroup • Modify relevant federal grant application (e.g., Title II, Title III) to include specific intervention strategies for this subgroup • IDOE will offer technical assistance to LEAs to make the appropriate modifications to the federal grant application(s) • LEA must complete quarterly monitoring reports that provide evidence of progress towards goals tied to the specific intervention strategies for this subgroup • Receive a quality review from IDOE and must plan to modify the interventions and implementation strategies based on findings from that review
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* Schools have three years to raise the bottom 25% subgroup one grade because for most schools this group is significantly below the proficiency bar (the average passing percentage is 40%, which is 20% below the threshold to earn a “D” on proficiency in the model). As such, schools will need time to dramatically improve these results. Similarly they are given the same consideration for raising this group’s performance two grades in eight years. To be clear, both of these targets reflect very high expectations.

** Even if a school has fewer than thirty students in a subgroup that is not meeting expectations (as defined in the preceding chart), Indiana will still require it to fulfill the requirements and accept the technical assistance described in the chart titled, *Indiana’s Proposed School Accountability System – Subgroup Checks* to ensure that no ESEA subgroup, regardless of “n size,” is overlooked.

The subgroup checks are designed to trigger required school improvement interventions and to provide technical assistance aimed at a particular student population. As such, these interventions and technical assistance will be tailored to the specific subgroup in need of improvement. As an illustration, the chart below describes how interventions and technical assistance will be tailored if triggered as a result of English learner or special education

subgroup performance.

Targeted Interventions and Technical Assistance Resulting From Triggering of Subgroup Checks – English Learners and Special Education		
<i>Intervention or Technical Assistance</i>	<i>Targeted for English Learners Subgroup</i>	<i>Targeted for Special Education Subgroup</i>
Modifying school improvement plan	Must include professional development that is at least monthly, progress monitored by LEA, provided to all teachers and selected from a menu of approved topics from Title III office (these approved topics will be created with advisement from the committee of practitioners and content experts such as the Center for Applied Linguistics)	Must work with the Indiana Resource Network (i.e. nine resource centers designed to support LEAs not meeting IDEA’s federal indicator targets) to complete a needs assessment and create an action plan specifying mandatory interventions for the school that triggered the special education subgroup check
Impact on Federal programs	Technical assistance offered by Title III specialists, in conjunction with assistance from Great Lakes East and the Center for Applied Linguistics, to ensure an LEA’s Title III application describes at the school-level how targeted professional development will meet the criteria listed in the table cell above	For LEAs not compliant with their required corrective actions and/or continued issues with their data (i.e. from resource centers for implementation), delay of funding will be considered
Quality review from IDOE	Conducted jointly by representatives from Title III and the Office of School Improvement and Turnaround, utilizing an adapted framework for high-poverty, high-quality schools to reflect English learners’ needs (adapted in collaboration with Mass Insight)	Conducted jointly by representatives from Title III and the Office of School Improvement and Turnaround, utilizing the special education program area review of indicators and support from SEA-sponsored special education resource centers

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
- ii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools; and
- iii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

- i. **timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;**

To bolster IDOE’s monitoring of and technical assistance for LEA implementation of interventions in priority and focus schools, additional structures and supports will be built around the proposed interventions. For priority and focus schools, the LEA will be required to submit an intervention plan each year, which in turn will be reviewed by the IDOE and subject to necessary revisions. This additional check will provide meaningful monitoring and technical assistance to ensure the interventions selected from the menu of options are data-driven and reflective of the school’s demonstrated needs. This review and potential revision process persists for priority schools until year 3 and for focus schools until year 4, when the LEA must align its interventions to the IDOE’s recommendations based on the findings of the Technical Assistance Team Quality Review.

Rather than creating another compliance exercise, this process is designed to align federal and state improvement efforts into a singular, coherent strategy. IDOE is serious about ensuring that all plans, interventions and uses of funds (federal and state) are closely aligned. More importantly, all plans and funds must directly address the needs of the students and be firmly grounded in relevant performance data.

- ii. **holding LEAs accountable for improving school and student performance, particularly for turning around priority schools; and**

Indiana’s current school accountability law does not grant IDOE the authority to provide meaningful technical assistance to an LEA until a school’s fourth consecutive year of “F” status. It is not until a school’s sixth consecutive year of “F” status that the IDOE, in

conjunction with the SBOE, can substantively intervene to turnaround a priority school that an LEA has failed to improve.

The model proposed in this section and previously in 2.D.iii and 2.E.iii dramatically increases the urgency and degree of LEA accountability for improving school and student performance in priority and focus schools. To receive school improvement funds, LEAs must forfeit authority to select and manage the implementation of school improvement interventions when a Title I school enters into its third year of priority status or its fourth year of focus status. When schools enter into either of these stages of improvement, the IDOE will do the following:

1. Assign school improvement interventions rooted in findings from the previous academic year's Technical Assistance Team Quality Review
2. Closely monitor and adjust as needed the implementation of school improvement interventions

IDOE will also hold LEAs accountable for turning around priority schools by continuing to enforce the interventions prescribed in P.L. 221, including changing the priority school's governance structure. Specifically, if an LEA fails to utilize the resources and authority at its disposal across a six-year trajectory for turning around its priority schools, IDOE and SBOE will take the appropriate actions to ensure a dramatic course correction is applied.

As described in 2.D.iii., Indiana recently demonstrated this commitment by directly intervening in seven of the state's persistently lowest performing schools. Five of these schools are no longer a part of the LEA and are now designated "Turnaround Academies" under the auspices of the SBOE. For a Turnaround Academy to rejoin the LEA, the SBOE will need to see that the LEA has, in the time that the Turnaround Academy has been operated by a TSO, demonstrated significant improvement in its other priority and focus schools as well as made appropriate district-level changes in staffing and structure to better support its low-performing schools. When determining the next steps for a Turnaround Academy at the end of the TSO's four-year operational contract, the SBOE will have a menu of options from which to select, including renewing the TSO's contract.

The assignment of TSOs constitutes a school restart, one of the four federal turnaround models. A recent analysis of School Improvement Grant recipients identified that less than 3% of all SIG interventions utilize the restart model. The fact that IDOE and SBOE selected the restart model for over two-thirds of the schools within its jurisdiction highlights the urgency that both groups bring to the critical job of turning around Indiana's lowest-performing schools. Even the application of a lead partner intervention, certainly not a mild intervention by any means, at the remaining two schools is designed to hold the LEA accountable for improving its priority schools.

Priority schools assigned a lead partner intervention by the SBOE remain under the LEA's jurisdiction. But if the priority school does not demonstrate measured and agreed upon gains

and/or if the LEA impedes upon the LP's work, the SBOE has the authority and conviction to modify the intervention as soon as it deems necessary. As a result, the LEA is compelled to work collaboratively and support LPs to both retain LEA authority and ensure the marked improvement of priority schools.

The IDOE believes local communities and leaders are best suited to address education challenges at the local level. Individuals intertwined in the local culture, opportunities and problems are best situated for maximum influence, and systemic change is more sustainable with the support of local leaders and community members. To this end, the IDOE will provide resources where necessary to help local communities get their schools on the right track.

Pursuant to IC 20-31-9-3 and 20-31-9-4 (Public Law 221-1999), the governing body of a school corporation may petition the Indiana State Board of Education (SBOE) to immediately restructure a school where, in the third year after initial placement in the lowest category or designation, the school remains in the lowest category or designation.

The governing body may petition the SBOE by presenting a written plan setting forth the proposed intervention for the school. The petitioner may select one intervention method or a combination of methods, subject to the approval of the SBOE. Interventions are defined by IC 20-31-9-4 and include the following:

- (a) Merging the school with a nearby school that is in a higher category of school improvement under IC 20-31-8 and 511 IAC 6.2-6.
- (b) Assigning a special management team to operate all or part of the school.
- (c) Implementing the department's recommendations for improving the school.
- (d) Implementing other options for school improvement expressed at the public hearing, including closing the school.
- (e) Revising the school's plan in any of the following areas:
 - i. School procedures or operations.
 - ii. Professional development.
 - iii. Intervention for individual teachers or administrators.

As governed by IC 20-31-9-3, if the SBOE approves the petition, the school will operate under the applicable sections of IC 20-31-9.5 and will remain in the same performance category or designation where the school was placed at the time the SBOE accepted the plan.

- iii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under IDOE's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

As a part of their proposals to the IDOE for school improvement interventions in their priority or focus schools, LEAs will be required to complete a “Funding and Intervention Alignment” worksheet (Attachment 19). The purpose of this requirement is to ensure that LEAs are leveraging appropriate available federal and state funds to support and sustain school improvement interventions.

Interventions selected by priority and focus schools will undergo a rigorous review process by the IDOE and its Office of School Improvement and Turnaround. This review process will not be compliance driven but rather rooted in high expectations that proposed interventions will be decided upon based on a theory of action and anchored in relevant quantitative and qualitative data. Moreover, IDOE will require LEAs to clearly describe its implementation plans for proposed interventions in terms of three tiers of rigor (discussed in 2.F).

If the plan is approved, IDOE specialists in the Office of School Improvement and Turnaround will conduct monitoring visits to ascertain the fidelity with which the intervention is truly being implemented. This information will in turn inform subsequent IDOE and SBOE decisions for state intervention. In the short-term, monitoring of intervention selection and implementation will inform how much flexibility LEAs are given to determine their own interventions; in the long-term, it will shape the SBOE’s recommendation for state intervention.

Summary

IDOE has thoughtfully and carefully designed its new accountability system to differentiate recognition, accountability, and support. The A-F letter grades – built on top of a robust growth model and a bottom 25% focus that targets the achievement gap – coupled with a state accountability statute (P.L. 221) that provides for an aggressive state support and intervention mechanism fit together as part of a coherent and comprehensive system that supports continuous school improvement.

When it comes to the state’s chronically lowest performing schools, Indiana proposes a tiered intervention system aligned to the latest research and best practices in school turnaround. Working alongside the SEA, successful schools and LEAs are provided greater support, flexibility, and latitude. Conversely, those that persistently struggle will receive interventions of increasing severity, proportional to the level of need at the school.

Moreover, the efficacy of this system is promising within Indiana’s new education climate – one that promotes strong school choice and competition. As part of “Putting Students First,” parents and families can compare traditional public, public charter, and private school options because all receive letter grades as part the state’s broader effort to increase the engagement and involvement of all stakeholders.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B	Option C
<p><input type="checkbox"/> If the SEA has not already developed any guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p><input type="checkbox"/> If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); iii. the SEA’s plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; iv. a description of the process used to involve teachers and principals in the development of the 	<p><input checked="" type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.



	<p>adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and</p> <p>v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).</p>	
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- i. a copy of the guidelines IDOE has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students;**
- **evidence of the adoption of the guidelines (Attachment 11); and**

First and foremost, IDOE’s priority with regard to improving student achievement and the quality of instruction for 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 opportunity to fundamentally reshape the quality of feedback provided to educators and to develop robust evaluation systems that shine a spotlight on excellence.

As part of “Putting Students First,” IDOE recently established bold 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 effective teachers and leaders across the state. Nowhere is this task more urgent and important than in high-poverty and high-minority schools that have been historically marginalized. Addressing this inequity and eliminating the achievement gap are the civil rights issues of our time.

Indiana’s new evaluation system provides a transparent way to validate the quality of a school’s human capital by coupling professional accountability with school accountability. For example, an “A” school with over 90% of its teachers rated effective or highly effective is far less problematic than an “F” school with a similar distribution. Examining the new evaluation system alongside the new A-F accountability framework provides a unique check and balance that will allow IDOE to continue supporting the field in this new and innovative approach to transforming schools.

Through legislation passed during the 2011 session of the Indiana General Assembly, all LEAs must establish a teacher evaluation system by July 1, 2012. Public Law 90 (PL 90) details

several clear and rigorous guardrails for evaluations that are outlined below. Specifically, evaluations must reflect the following state priorities:

- Be conducted at least annually
- Include objective measures of student data
- Include multiple measures
- Differentiate across four discrete category ratings (i.e. highly effective, effective, improvement necessary, ineffective)
- Include valuable feedback that is tied directly to professional development

Recognizing the importance of PL 90, the state legislature included funding in the state budget to provide a monetary incentive for LEAs to embrace the primacy of educator effectiveness. Six million dollars in pay for performance grants are competitively available to school districts that wish to reward high performing teachers by implementing rigorous evaluation systems. An additional nine million dollars in performance-based compensation grants are available the following year. IDOE has been charged with administering this grant and will do so to drive the development of innovative evaluation systems that best promise to boost student achievement and growth.

P.L. 90 also mandates that evaluations directly support teachers by identifying areas of improvement to be targeted via professional development. The goal is to increase the frequency and quality of feedback to Indiana's educators so that they can leverage this information to improve their instructional practice and raise student performance.

While the state views actionable feedback and measurement of student growth and achievement as primary to our goals, IDOE understands the next step is using this information to help teachers improve their instructional practice. Thus, Educator Effectiveness staff has redesigned Indiana's Title II(a) application to help guide school in leveraging their federal dollars in support of targeted professional development. Workshops and webinars were conducted in the fall of 2011 to communicate how to shift from a highly qualified focus to a teacher effectiveness focus, and additional training to support this work is being planned for the spring of 2012. IDOE believes professional development decisions need to be made at the local level to address initiatives determined by the needs of individual school corporations.

As described earlier in this proposal, Indiana is one of only a handful of states in the country with a clear approach to measuring student growth at the individual student level. As part of the evaluation guidelines required by P.L. 90, LEAs must include objective measures of student data as part of their evaluation of teachers and principals. When available, LEAs are strongly encouraged to use student growth data as part of a teacher's evaluation.

Currently, growth data is available for Mathematics and English/Language Arts teachers in grades 4 through 8. Using growth model data, IDOE will provide a rating based on the four

categories (4=highly effective, 3=effective, 2=improvement necessary, 1=ineffective) for teachers working with students with growth model data. For teachers in untested subject areas, the state is developing guidelines around best assessments, sources of data and how to utilize that information for the purposes of teacher evaluation. Although school districts have some flexibility with how data is weighted, PL 90 mandates that any teacher with a negative impact on student growth cannot receive a rating of effective or highly effective (regardless of the tool or weighting in place at the local level). Moreover, the definition of negative impact is determined by IDOE.

See Attachments 10 and 11 for an explanation of how these guidelines are likely to lead to the development of evaluation and support systems and for evidence of their adoption.

ii. a description of the process IDOE used to involve teachers and principals in the development of these guidelines.

Educators played an important role in the state's efforts to develop the best possible teacher and principal evaluation legislation and model rubrics. IDOE staff traveled across the state presenting and facilitating discussions with over 30,000 teachers to help inform legislative policy and implementation plans for changes in evaluation practice. In working to develop a model tool, the state convened an Educator Evaluation Cabinet to help ensure proposed laws and tools were fair, multifaceted and comprehensive. This group met monthly for over eighteen months and continues to do so as the tool gets piloted throughout the state and as training sessions are developed. The Educator Evaluation Cabinet represents a diverse cross-section of educators and education advocates:

- *J. Matthew Walsh*: Brownsburg Community School Corporation Director of Curriculum and Professional Development, 2003 Milken National Educator
- *Keith Gambill*: President, Evansville Teachers Association
- *Steve Baker*: Indiana Association of School Principals President, Principal in Bluffton-Harrison MSD
- *Anna Shults*: IDOE Literacy Specialist, 2007 Indiana Teacher of the Year
- *Lorinda Kline*: 2009 Indiana Teacher of the Year Runner Up, District Mathematics Coach, Warsaw Community Schools
- *Alicia D. Harris*: 2001 Milken Educator, Assistant Principal in MSD Washington Township
- *Jim Larson*: Teach Plus Policy Fellow, Charles A. Tindley Accelerated School, 2009-2010 Tindley Teacher of the Year
- *Tom Keeley*: Director of Business and Personnel, Beech Grove City Schools
- *Mindy Schlegel*: IDOE Senior Policy Advisor for Educator Effectiveness

The evaluation tool developed through this process is known as RISE. As part of current efforts to implement Indiana's new educator evaluation law and test RISE, the IDOE has launched the 2011-2012 Indiana Evaluation Pilot. The pilot will do the following:

1. Establish that evaluation systems (including the state model as well as other diverse models currently in use) can incorporate state priorities and are fair, accurate and feasible,

2. Gather key lessons about systems and implementation to improve resources and outcomes in the statewide rollout, and
3. Create a community of early adopters of state priorities to share information and problem solve in real time.

IDOE recognized that there were school districts in the state already using rigorous evaluation systems. Some of these districts were also included in the pilot. As a result, the state pilot runs on two tracks:

- Track 1 is for districts interested in piloting the state model (i.e. RISE) district-wide.
- Track 2 is for districts interested becoming early adopters incorporating state priorities into their current district evaluation tool (e.g. annual evaluations, the use of student growth data, and summative ratings in four categories).

The pilot was deliberately structured to include evaluation tools school districts were already using. This design was intentional so the state could promote best practices and lessons learned from not only the state's tool but also those gleaned from the best locally developed tools already in use. In the coming year, as more LEAs begin to consider changes to their current systems, they will have access to lessons learned from this year's pilot.

There are six LEAs participating in the pilot, reflecting two distinct cohorts. The first cohort is comprised of the three LEAs implementing RISE. The second constitutes the three LEAs implementing their own models with adjustments that ensure alignment to the state priorities outlined in PL 90. LEAs were selected to reflect diversity in size/population, geographic region and socio-economic status. Qualitative and quantitative data sources will be collected during the pilot year, culminating in a mid-year and summative report that will be published and made available via the IDOE website.

Methodology for the reporting will include multiple data sources and a combination of analyses. A primary data source will be confidential administrator and teacher surveys that will probe viewpoints on teacher evaluation systems. The information from these surveys will be linked to district data sources on teacher evaluation. The study will compare the responses of teachers based on effectiveness ratings as well as other relevant factors (such as level of school need, seniority, etc.). In addition to surveys, interviews and focus groups will be conducted with key stakeholders. These interviews will provide important qualitative data to help round out findings from the report, specifically those related to challenges and successes regarding implementation.

The pilot provides IDOE an opportunity to build guidance and support materials as we prepare for state-wide implementation. For example, IDOE intends to collect best practice professional development provided during the pilot and use exemplars to update guidance materials available to support statewide implementation.

Indiana's school districts have already expressed excitement with regard to RISE

implementation. For many, the need to explore a revamping of teacher and principal evaluations systems is long overdue. This sentiment is reflected in the sampling of quotes below, which attests to the promise of RISE and the state’s commitment to overhauling educator evaluation systems:

“We developed a process that has been effective in turning around our 11 LEAD Schools that includes a four-step support system. Because of our relationship with the state, we signed on to pilot its Teacher Effectiveness rubric that is closely aligned to the evaluation tool we are already using. This will also give us the opportunity to validate our support system to improve instruction.”

– Dr. Wendy Robinson, Superintendent, Fort Wayne Community Schools

“Beech Grove City Schools is excited to be part of the IDOE pilot to enhance teaching and learning in our school district. The pilot will provide the opportunity to be involved in the new model of staff evaluation from the ground floor. Our involvement will assist school districts throughout the entire state of Indiana.”

– Dr. Paul Kaiser, Superintendent, Beech Grove City Schools

“The goal is to carefully develop a teacher evaluation process and instrument, pilot the instrument and train the evaluators and teachers in the implementation. We are looking to develop a reliable and valid process and instrument that will provide data that can be transformed into meaningful information.”

– Russ Mikel, Superintendent, Bremen Public Schools

RISE represents the tip of the spear in ensuring evaluation systems across the state are markedly improved. This pilot paves the path for strengthening the teaching profession, because it offers a unique opportunity to put best practices into action and enables IDOE to further support teacher and principal improvement down the line. The state will study the successes and challenges of each pilot district and leverage this information to support evaluation reforms statewide.

In an ongoing effort to develop customized guidance for school districts, IDOE has identified working groups of teachers to research and recommend appropriate assessments for districts to use in assessing student growth in their subject area. In particular, the state has established working advisory groups for some of the non-tested subject areas including special education, career and technical education, art, music, and physical education. These working groups are producing guidance documents on assessments, quality data sources, and issues to consider specific to their content area. IDOE is confident this collaboration with the field will build credibility in the model across the state. Moreover, the wisdom, knowledge and practical experience these practitioners have brought to bear to this process has been invaluable.

Teachers and principals are accountable to students and parents for employing high

expectations and world-class standards to drive student achievement each day. Now, these professionals will be evaluated annually and rewarded for their performance based on objective data on student learning. Working side-by-side with some of the state's finest educators, Indiana is laying the groundwork for becoming the best state in the union in establishing a positive culture where professional support, cultivation and training are second to none.

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

As part of Dr. Bennett's call to shift IDOE from a compliance-based organization to one that supports educators in carrying out swift-moving and sweeping reforms, IDOE was again reorganized in July 2011 to align with the demands of "Putting Students First." A new division, the Office of Educator Effectiveness and Leadership, was created specifically to address the new initiatives called for with the implementation of P.L. 90. With the establishment of this office, IDOE has committed resources and personnel to adequately staff the work needed to ensure successful statewide implementation.

The Office of Educator Effectiveness and Leadership will support districts as they embark on this groundbreaking work, develop training modules and support documents, and provide assessment support for areas not covered by state exams. P.L. 90 provided districts with one school year for the planning and development of tools to meet the new expectations for teacher and principal evaluation. IDOE is creating guidance support in helping districts understand and implement the steps needed. Moreover, IDOE representatives presented information at each of the state's regional superintendent meetings this fall in order to ensure school districts are on track with the timeline and changes required.

Educator Effectiveness and Leadership representatives presented information on RISE and P.L. 90 across the state as part of "Roadshow" communication efforts. Roadshows are open forum meetings held across the state. Between July and December of 2011, presentations were made to stakeholder groups by Educator Effectiveness and Leadership representatives to approximately 6,031 educators across the state. In total, the Office of Educator Effectiveness and Leadership added eight full-time staff members to work on supporting state-wide implementation of this work.

IDOE recognizes that creating a thorough process in identifying high performing and struggling teachers is the first step in addressing teacher and leader quality in the state. Once identified, LEAs face the challenge of tapping into their most talented people and addressing the

deficiencies of their struggling teachers. IDOE have three initiatives in place to help alleviate some of that burden.

- For TAP districts and schools, IDOE was awarded Teacher Incentive Fund grant in 2010. The state allocated money to districts interested in implementing TAP in their schools. These schools invest in master and mentor teachers help lead professional development for teachers throughout the building on a daily basis; identifying the needs of staff. Currently 44 schools (9 districts and 9 charters) in Indiana are involved in this project.
- Teacher preparation programs will be trained in the RISE model. New standards for teacher and principal licensure programs were adopted in December 2010. These new standards are aligned to the teacher/principal effectiveness state initiatives. New principal assessment licensure test is currently in the process of being developed and will align to the Principal Effectiveness Rubric. This will assist in holding principal preparation programs accountable for meeting state expectations.
- All of the training for the state evaluation model has been standardized. All trainers participate in a session modeled for them before they deliver any component. All slide decks are provided to trainers so the same content is delivered statewide. The state attends an early first session for any training module and provides feedback for quality control. The IDOE participates in call-in question/answer sessions for every RISE overview event to help ensure consistent and accurate messaging is provided.

Regional Educational Service Centers (ESCs) currently offer professional development to districts throughout the state. Because of their close relationships with districts and regional placement, IDOE is partnering with ESCs to deliver all training for the state's model (RISE); directly building capacity statewide for continued support and professional development in years to come.

Educator Evaluations

The following requirements are provided under state law due to the passage of PL 90. A school district may adopt the model plan (RISE) without the SBOE's approval, or the district may modify the model plan or develop the school district's own plan, so long as it fulfills the state's priorities for all evaluations. If a school district modifies the model plan or develops its own, the district must have 75% of teachers approve the plan in order to apply for state pay for performance grant monies. IDOE will ensure these plans meet the minimum criteria. Each school district must submit its plan to IDOE, which will publish all plans on IDOE's website.

Every school district must annually provide to IDOE the results of the staff performance evaluations, including the number of certificated employees placed in each of the four performance categories. IDOE will annually report the results of staff performance evaluations to SBOE and will publish aggregate information on the IDOE's website. As described earlier in

3.A.ii., the collection and display of teacher evaluation data in combination with the A-F grading system will make the alignment of teacher effectiveness to school achievement transparent. Failing schools with high percentages of effective or highly effective teachers will easily be identified for remediation. Identifying any disconnect between school accountability and professional accountability will enable IDOE to target assistance and support in a strategic manner. These two key indicators run parallel to one another and should work in conjunction so parents and community members have access to clear and transparent information about their schools and the teachers that work in them.

While districts are obligated to comply with legislative mandates, the state also installed sound mechanisms to ensure that districts could take ownership in improving their systems. The performance grants, described earlier, will incent districts to do just this. These competitive grants will increase in amount over the next two years with early indication that additional dollars will be allocated in the future.

The performance grant application is included as Attachment 18 and also available at: http://www.doe.in.gov/puttingstudentsfirst/documents/performance_grant_application.pdf.

Additionally, evaluation guidance will direct districts to develop a review system as a part of the evaluation plans they must submit to the state. School districts will outline a clear process for review and refinement to ensure they are moving towards high quality evaluations, professional development, and improved instructional practice for all teachers and leaders.

While evaluations will be used to inform professional development, they must also be leveraged to ensure all students are receiving instruction from an effective teacher. The information provided to administrators through evaluations will be used to make human capital decisions in their buildings. Specifically, evaluations are now tied to a teacher’s contract status, which for all intents and purposes is analogous to tenure. The chart below describes possible status changes based on evaluation ratings.

STATUS	RATING	ACTION
Professional	Ineffective	Status Changed to Probationary
Probationary	Ineffective or 2 times Improvement Necessary	Contract may be cancelled

Any teacher hired after July 1, 2012 (probationary teacher) must demonstrate a pattern of effectiveness (i.e. by receiving three effective or highly effective ratings in any five-year period) to receive professional status. One ineffective or two consecutive improvement necessary ratings can lead to (though does not automatically require) the dismissal of a probationary teacher. Professional status can be lost with one ineffective rating. These teachers then move to probationary status. These status changes reflect Indiana’s new paradigm for teacher tenure.

Professional status is the new equivalent to obtaining tenure; however, tenure is no longer automatic or permanent – it must be earned. Moreover, tenure can always be lost if effectiveness in the classroom dips.

IDOE recognizes that having effective teachers is just one piece of the equation. Schools must also have strong and effective leadership. In PL 90, principal evaluations were designed to mirror the teacher evaluation system described above. A principal evaluation system includes all of the same components as teacher evaluations. The Educator Evaluation Cabinet also developed a model principal evaluation rubric. As with the Teacher Effectiveness Rubric, the Principal Effectiveness Rubric was based on exemplars from across the country.

RISE: the state's model tool

As described in 3.A.iii., IDOE is currently piloting the model teacher evaluation system, named RISE, in three school districts of varying sizes and geographic locations. Information on the state model is available for school districts to use via the IDOE's website at www.riseindiana.org.

RISE is a differentiated system of teacher evaluation that defines effective teaching in a rubric across four domains and 24 components of practice. It incorporates measures of student learning for teachers and principals. As mentioned earlier, RISE was developed in collaboration with a statewide advisory evaluation cabinet of practicing teachers and administrators. The RISE Evaluator and Teacher Handbook and RISE How it Works document are included as Attachment 18

The development of RISE and the Teacher Effectiveness Rubric were informed by numerous sources, including the following:

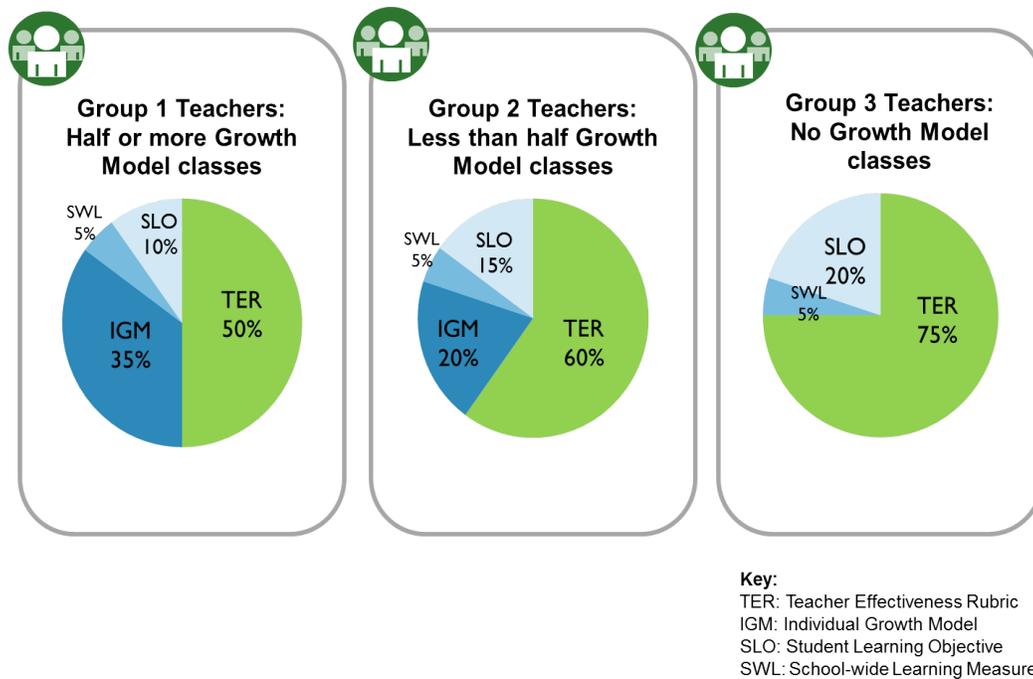
- Charlotte Danielson's *Framework for Teachers*
- Iowa's *A Model Framework*
- KIPP Academy's *Teacher Evaluation Rubric*
- Robert Marzano's *Classroom Instruction that Works*
- Massachusetts' *Principles for Effective Teaching*
- Kim Marshall's *Teacher Evaluation Rubrics*
- National Board's *Professional Teaching Standards*
- North Carolina's *Teacher Evaluation Process*
- Doug Reeves' *Unwrapping the Standards*
- Research for Better Teaching's *Skillful Teacher*
- Teach For America's *Teaching as Leadership Rubric*
- Texas' *TxBess Framework*
- Washington DC's *IMPACT Performance Assessment*
- Wiggins &McTighe's *Understanding by Design*

The system was also designed with three key purposes:

- To shine a spotlight on great teaching

- The rubric is designed to assist principals and teachers in their efforts to increase teacher effectiveness and ensure a differentiated distribution of great teachers across the state.
- To provide clear expectations for teachers
 - The rubric defines and prioritizes the actions that effective teachers use to achieve gains in student achievement.
- To support a fair and transparent evaluation of effectiveness
 - The rubric provides a foundation for accurately assessing teacher effectiveness along four discrete ratings, in addition to growth data.

There are three possible measures of student learning in RISE for teachers: an individual growth model score (where available), a school wide learning score, and a student learning objective score. How these data points roll up into a summative rating is shown below.



As the chart above illustrates, teachers are assigned into one of three groups. This trifurcated design, based on the feedback of educators across the state, was intentional in order to maximize the differentiation of teachers and in recognition of the variability of data sources currently available. The component weighting assigned to each group will be closely examined as part of the pilot, though as assessment systems and measures improve over time, the state anticipates that more teachers will move from Group 3 into Group 2 and from Group 2 into Group 1.

P.L. 90 requires evaluations of all certificated staff to include significant factors of student growth and achievement. P.L. 90 also requires all evaluations to include any mandated state assessment results. Embedded in this requirement is also the notion of weighting growth

model data more than other student data if other measures are included. These requirements ensure all LEAs utilize state mandated assessments, which cover all students, including students with special needs and ELL students. It also ensures that the Indiana Growth Model data as a significant portion of evaluations for certificated staff. The Indiana Growth Model includes all students with disabilities, including ELL, except those who take alternative assessments (ISTAR and IMAST).

For students who take IMAST, the results are not included in the Indiana Growth Model, but teachers are still required to use the results of this assessment. Therefore, in RISE, teachers are asked to set Student Learning Objectives (SLO) based on the results of this state level exam (see RISE Student Learning Objective handbook for more details.)

For students who take ISTAR, LEAs must develop a way to include their academic achievement and growth into evaluations. The state is developing guidance around the use of state and local assessments in order to do this. IDOE does not recommend LEAs use ISTAR results as a factor in evaluations, but rather use student learning objectives based on other assessments (individual, classroom, and IEP goals) that are appropriate for students and are better designed to illustrate growth across an academic year. A special education working group has been working for months on developing guidance for teachers in order to guide them in selecting the most appropriate assessments and developing a process for setting rigorous goals based on those assessments. This working group has identified two possible ways to connect student to data to special education teachers under the RISE system:

1. Group Special Education teachers in Group 3 (see above graphic) write two SLOs for students on their case load. Teachers work to group students based on disability and monitor progress to connect data. This may be that all students in grade 7 with fluency issues will be on one SLO while the other objective may focus on students with computation issues. Currently, many if not most of our pilot districts are using this method of data collection.
2. Group Special Education teachers in Group 3 (see graphic above) write a Primary and Secondary Learning Objective. The Primary Learning Objective would require a different method of grouping students however. Teachers look at all the students on their case load and group students into High, Medium and Low levels of historical growth. The teacher then reviews historical trend data found in the IEP paperwork to determine if the student is typically producing higher levels of growth or has not grown a grade level for many years. Once these students have been grouped, the teacher then determines how many of the students achieve growth on their IEP goals. This would then be written into the SLO form. These teachers write a SLO by grouping a certain set of students with similar disabilities that require similar assessments and interventions.

Evaluations must include data from all students – no students are exempt from teacher and principal accountability based on subgroup. IDOE is working to help LEAs select or develop the most appropriate assessments for different groups of students – particularly for those students

who do not fit easily into subjects already tested by state assessments. RISE does this as a model for all districts and will train observers in the process of identifying and selecting the right assessments for administrator approval, along with providing guidance around setting goals.

English Language Learners in the state take the ISTEP+ (they are not exempt from the state exam and thus are included in teacher accountability for those teachers that teach in a tested area). In RISE pilot districts, teachers are also using growth on the LAS Links to set Student Learning Objectives.

Guidance on these multiple measures was distributed to school districts this fall. This document is included as Attachment 18. The RISE website provides resources on implementation of quality measures including an assessment handbook. Training on the RISE model will be provided statewide prior to the beginning of the 2012-13 school year.

Moving from the pilot to a statewide scale will include multiple support measures to ensure smooth implementation. Training on the RISE model will take place statewide during spring and summer 2012, prior to the beginning of the 2012-13 school year. Training will be available regionally provided by the ESCs which will be trained by the IDOE. This approach provides regional support for foundational level training as well as follow-up regional support as needed. While RISE training is more focused on training primary and secondary evaluators, IDOE is working on on-line modules targeting teachers on topics of interest. These modules are scheduled to be available in spring 2012. The pilot mid-year and final report will be strong resources for statewide implementation. The reorganization of the IDOE and creation of the Educator Effectiveness and Leadership Division (EEL) provides additional SEA support to school corporations. Currently each ESC region in the state is assigned two EEL representatives to assist with technical support for issues related to teacher evaluation implementation. www.riseindiana.org is an invaluable resource with the most current information available for all stakeholders.

Leadership Practice

The Educator Evaluation Cabinet led the development of a model principal evaluation rubric. As with the Teacher Effectiveness Rubric, the Principal Effectiveness Rubric was developed from multiple sources and for the same three key purposes:

- To shine a spotlight on great leadership
 - The rubric is designed to assist schools and districts in their efforts to increase principal effectiveness and promote the equitable distribution of great leaders across the state.
- To provide clear expectations for principals
 - The rubric defines and prioritizes the actions that effective principals must engage in to lead breakthrough gains in student achievement.
- To support fair and transparent evaluation of effectiveness
 - The rubric provides the foundation for accurately assessing school leadership

along four discrete proficiency ratings with student growth data used as the predominant measure.

While drafting the Principal Effectiveness Rubric, the development team examined leadership frameworks from numerous sources, including:

- *Achievement First's Professional Growth Plan for School Principals*
- *CHORUS's Hallmarks of Excellence in Leadership*
- *Clay Christensen's Disrupting Class*
- *Discovery Education's Vanderbilt Assessment of Leadership in Education (VAL-ED)*
- *Doug Reeves' Leadership Performance Matrix*
- *Gallup's Principal Insight*
- *ISLLC's Educational Leadership Policy Standards*
- *Kim Marshall's Principal Evaluation Rubrics*
- *KIPP's Leadership Competency Model*
- *Mass Insight's HPHP Readiness Model*
- *National Board's Accomplished Principal Standards*
- *New Leaders for New Schools' Urban Excellence Framework*
- *NYC Leadership Academy's Leadership Performance Standards Matrix*
- *Public Impact's Turnaround Leaders Competencies*
- *Todd Whitaker's What Great Principals Do Differently*

The Principal Effectiveness Rubric is comprised of two domains and thirteen individual indicators. A copy of the rubric is included as Attachment 18. The student learning measures for principal evaluation are still in development, but currently include whole school growth, A-F school accountability grade, district goals, and school goals. Once the weighting and final measures are finalized, principals will receive a summative rating in the same four categories as teachers.

Summary

Over the last eighteen months, Indiana has worked collaboratively with an array of stakeholders to develop and build support for a comprehensive teacher and principal evaluation system that recognizes and rewards excellence. The state understands that the development of a robust system is an iterative process. As IDOE continues to work closely with school districts and gets further into the weeds, the state will leverage its unique position as the SEA to provide resources and disseminate best practices across the state.

Both the teacher and principal evaluation models include a collaborative goal-setting component for teachers and principals to set growth goals specific to student achievement and teacher or principal effectiveness. This design reflects Indiana's belief in the power of evaluations to support the improvement of human capital and ensure a pipeline of great teachers in every classroom and strong leaders in every building.

In addition to using student growth to evaluate teachers and principals, IDOE is a strong

proponent of using student growth and performance to evaluate the institutions that train teachers and principals. In collaboration with state institutions of higher education, the state's evaluation framework will be taught in teacher and principal preparation programs. These programs will be held accountable for producing effective teachers and leaders. Modeled after Louisiana's initiative, Indiana plans to tie student growth data into a chain of evaluation that reaches all the way to teacher colleges. Those with a pattern of weak performance would face shake-ups or, in extreme cases, more severe sanctions.

Among other things, the state's evaluation support system includes (a) the pilot of a statewide evaluation protocol, collaboratively developed with top educators, based on the latest research and best practices; (b) the refinement and possible expansion of current evaluation systems with a proven track record of identifying and differentiating exceptional human capital; (c) clear guardrails for the implementation of evaluation systems, regardless of where they originated or how they were developed; and (d) the increased frequency of high quality feedback to drive the improvement of student achievement and provision of high quality instruction.

Conclusion

Indiana is one of only a few states that are aggressively advancing education reforms. The state's plan for ESEA flexibility accelerates the bold and innovative initiatives called for as part of "Putting Students First" that will dramatically close the achievement gap and have a lasting impact on education in this state.

Indiana's proposal raises the bar on the original 2013-2014 proficiency requirement called for in No Child Left Behind by utilizing new advances in measuring student growth and overall school performance. Indiana's A-F framework closely aligns with federal efforts to support high standards without compromising on accountability. Moreover, Indiana's focus on the bottom 25% hones in on the need to close the achievement gap and prevent more students from slipping through the cracks in the current accountability system.

RISE and the state's efforts to improve educator effectiveness improve upon the Highly Qualified Teacher (HQT) requirement and exceed HQT's original intent of ensuring that every student receives a high quality education. By prioritizing effectiveness over qualifications, Indiana is now focused on indicators that directly relate to a teacher or principal's performance. This shift from inputs to outputs and outcomes reflects Dr. Bennett's firm conviction that student performance is the ultimate measure of success.

Working collaboratively with schools and LEAs, IDOE will continue to move swiftly and deliberately in pursuit of our vision for academic achievement and global competitiveness, encouraging fresh new ideas and out-of-the-box thinking. Contrary to what other states may be contemplating, Indiana's efforts to attain these flexibilities does not reflect a desire to slow down or back off of the importance of accountability. In fact, Indiana intends to use these flexibilities to provide fuel for Indiana's reform efforts and align federal priorities with recent structural changes at the state and local level. Indiana's commitment to high standards and



accountability has never been greater. The urgency to improve has never been higher and the focus on putting students first has never been stronger.

SAMPLE FORMAT FOR PLAN

Below is one example of a format an SEA may use to provide a plan to meet a particular principle in the *ESEA Flexibility*.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles