



Great Lakes East Comprehensive Assistance Center Special Report

Indiana: Taking the Lead With Districts in Corrective Action

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The [Indiana Department of Education](#) (IDOE) and Great Lakes East recently held the first meeting for districts (or “corporations” as they are called in Indiana) in corrective action. As defined by NCLB, “corrective action” occurs when a district does not make adequate yearly progress (AYP) by the end of the second full school year that it has been identified for improvement. NCLB outlines the following six options for states to take, in addition to the requirement that the state provides the districts with technical assistance:

- Deferring programmatic funds or reducing administrative funds.
- Instituting and fully implementing a new curriculum that includes research-based professional development.
- Replacing district personnel.
- Removing some schools from district jurisdiction and arrange for their public governance.
- Replacing the superintendent and school board with a receiver or trustee.
- Abolishing or restructuring the district.

A review of other states’ selected options for corrective action revealed few states had yet to deal with the issue. Indiana stepped forward and is pioneering the work in this area by selecting the option of “instituting and fully implementing a new curriculum that includes research-based professional development” for its nine districts in corrective action.



Lee Ann Kwiatkowski, director of Title I Programs at IDOE, (standing) works alongside several school corporation members in reviewing their district improvement plan.

During the June 12 meeting, the districts' superintendents, directors of curriculum and instruction, and other administrators met in Indianapolis to receive an explanation of the corrective action and extensive technical assistance from the state and consultants. With the immediate goal of rewriting their district improvement plans to reflect the new state requirements, the district leaders received information on data-driven decision making, research-based professional development, and effective curriculum processes.

Using their own district data, the participants compared the subgroups of students not meeting AYP with their school improvement goals. (District data can be obtained from [Indiana Accountability System for Academic Progress](#), or ASAP). At times, they found a lack of correlation between the improvement goals and the student groups not meeting AYP. After setting district goals, the administrators developed ideas for professional development that related to the student subgroups and to research-based practices of professional development.

Lastly, a discussion ensued about the processes of a curriculum audit, mapping and aligning the curriculum, and surveying the enacted or taught curriculum. Within the next two months, the school corporations will make a case to the state as to which of the processes they believe will assist them in learning about and making changes in the curriculum and eventually, in the instruction, especially for students not scoring in the proficient range on the state assessment.

During this next school year, IDOE and Great Lakes East will continue to provide support and technical assistance to the nine school corporations to enable many more of their schools to achieve AYP status.



District administrators and Great Lakes East Director Barbara Youngren (second from right) analyze the district data from Indiana's ASAP site.

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