ESEA Flexibility

Request

Revised September 28, 2011
This document replaces the previous version, issued September 23, 2011.
(The document was formatted to ease usability on October 14, 2011)

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708
Expiration Date: March 31, 2012

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
1	Notice to LEAs	13
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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
8	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 (if applicable).	55
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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 (TNTP) 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	**Option B**
☒ 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)	☐ 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/RtI_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 verses 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	• 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	• Implement vision • Define Functional Groups and appoint group leaders • Define delivery chain

Functional Work Group	• Create and deliver products and processes, as outlined by Steering Committee
Focus Groups	• 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 o f 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 pursing 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 it 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

	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.

Option A	**Option B**	**Option C**
☐ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☐ 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.	☐ 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. i. Attach evidence that the SEA has submitted these assessments and academic achievement

	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.	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)

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% of 25 = 10
ii. 40% 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.

Option A	**Option B**
☒ 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.	☐ 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: 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.

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**
☐ 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. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ 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. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. 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)

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 4percentage 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.

i. 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 transcripted 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 Tile 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."

Readiness to Learn	**Readiness to Teach**	**Readiness to Act**
• Safety, Discipline, and Engagement • Action Against Adversity • Close Student-Adult Relationships	• Shared Responsibility for Achievement • Personalization of Instruction • Professional Teaching culture	• Resource Authority • Resource Ingenuity • Agility in the Face of Turbulence
Intervention Examples • School culture specialist • Attendance officer • ELA specialist • Community liaison • Family liaison	**Intervention Examples** • 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	**Intervention Examples** • 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
The LEA may propose an intervention not listed above as long as it is anchored in the "Readiness Model" and all turnaround principles.		

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

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	*Indicator(s):* Resource Authority, Resource Ingenuity & Agility in the Face of Turbulence *Essential Questions:* • 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? *Intervention Examples:* • Replace school leader • Redesign school leadership structure to provide appropriate operational flexibility
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	*Domain:* Readiness to Teach *Indicator(s):* Share Responsibility for Achievement, Personalization of Instruction & Professional Teaching Culture *Essential Questions:* • 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? *Intervention Examples:* • 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
Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration	*Domain:* Readiness to Act *Indicator(s):* Resource Authority *Essential Questions:* • Do school leaders have the authority to make mission-driven decisions about people, time, money, and programs? *Intervention Example:* • 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	*Domain:* Readiness to Learn *Indicator(s):* Safety, Discipline & Engagement *Essential Questions:* • Are students inspired and motivated to learn? *Intervention Examples:* • 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	*Domain:* Readiness to Teach *Indicator(s):* Personalization of Instruction *Essential Questions:* • Are teachers and staff delivering individualized teaching based on student data and assessments? *Intervention Examples:* • 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	*Domain:* Readiness to Learn *Indicator(s):* Safety, Discipline & Engagement, Close Student-Adult Relationships *Essential Questions:* • Do students feel secure and safe at school? • Do students have positive and enduring mentor/teacher relationships? *Intervention Example:* • Wrap-around student services
Provide ongoing mechanism for family and community engagement	*Domain:* Readiness to Learn *Indicator(s):* Action Against Adversity *Essential Questions:* • Does the school directly address poverty-driven challenges? *Intervention Examples:* • 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 successful 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

		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." School remains subject to the parent trigger. A "D" or "F" school remains subject to these provisions until the school achieves a "C" or higher for two consecutive years.
Year 4	SEA conducts a Quality Review visit to audit the school against the Mass Insight readiness framework.	SBOE holds a public hearing. SBOE votes on potential interventions. Schools with 4 years of any combination of "D" or "F" remain subject to the parent trigger.
Year 5	LEA implements Quality Review recommendations.	Fully implement interventions. For schools with 5 years of any combination of "D" or "F," SBOE holds a public hearing and votes on potential interventions.
Year 6	SBOE holds a public hearing. SBOE votes on potential interventions. Full implementation of interventions begins in the subsequent year.	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 *Title-I served schools that fail to meet AYP are ranked by an index rating and assigned to comprehensive-intensive, comprehensive or focus status*
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	
	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
2011-12	*Baseline Established*
2012-13	*All Schools:* • Hold a public hearing to notify community of low performance • Modify school improvement plan • May request intervention from IDOE *Additions for **Priority** and **Focus**:* • 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	*All Schools:* • 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 *Additions for **Priority** and **Focus**:* • 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	*All Schools:* • 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 *Additions for **Priority** and **Focus**:* • 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	*All Schools:* • Receive a quality review from IDOE • May enter into a Memorandum of Agreement (MOA) with IDOE *Additions for **Priority** and **Focus**:* • 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	*All Schools:* • Direct intervention, including assignment of a school operator if necessary *Additionally for **Focus** Schools:* • 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 Tile 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	
	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
2011-12	*Baseline Established*
2012-13	*All Schools:* • Hold a public hearing to notify community of low performance • Modify school improvement plan • May request intervention from IDOE *Additions for **Priority** and **Focus**:* • 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	*All Schools:* • 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 *Additions for **Priority** and **Focus**:* • 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	*All Schools:* • 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 *Additions for **Priority** and **Focus**:* • 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	*All Schools:* • Receive a quality review from IDOE

	• May enter into a Memorandum of Agreement (MOA) with IDOE *Additions for **Priority** and **Focus**:* • 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	*All Schools:* • Direct intervention, including assignment of a school operator if necessary *Additionally for **Focus** Schools:* • 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."

Readiness to Learn	**Readiness to Teach**	**Readiness to Act**
• Safety, Discipline, and Engagement • Action Against Adversity • Close Student-Adult Relationships	• Shared Responsibility for Achievement • Personalization of Instruction • Professional Teaching culture	• Resource Authority • Resource Ingenuity • Agility in the Face of Turbulence
Intervention Examples • School culture specialist • Attendance officer	**Intervention Examples** • 8-step process • Formative assessment training	**Intervention Examples** • Performance incentives tied to high-need areas of

• ELA specialist • Community liaison • Family liaison	(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	instruction and/or student performance indicators • Replace principal with one who has a track record of success in school turnaround
The LEA may propose an intervention not listed above as long as it is anchored in the "Readiness Model" and turnaround principles.		

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
Ex. Washington	*Oak HS*	*111111100001*		*C*	
	Maple ES	*111111100002*			*H*
Adams	*Willow MS*	*222222200001*	*A*		
	Cedar HS	*222222200002*			*F*
	Elm HS	*222222200003*			*G*
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	
Reward School Criteria: **A.** Highest-performing school **B.** High-progress school **Priority School Criteria:** **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	**Focus School Criteria:** **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		
	Bottom 25% subgroup	***ESEA subgroups***
	All Schools that receive an overall grade of "A," "B" or "C" *(Non **Priority, Focus and Reward Title I** schools subject herein to interventions are called "**Focus-Targeted**")*	*All Schools that receive an overall grade of "A," "B" or "C"* *(Non **Priority, Focus and Reward Title I** schools subject herein to interventions are called "**Focus-Targeted**")*
2011-12	*Baseline Established*	*Baseline Established*
2012-13	*All Schools:* If a school's bottom 25% subgroup does not receive an "A" or increase at least **one letter grade** from the baseline, it must • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup *Additions for **Focus-Targeted**:* • The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup	*All Schools:* 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): • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup *Additions for **Focus-Targeted**:* • The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup
2013-14	*All Schools:* If a school's bottom 25% subgroup does not receive an "A" or increase at least one letter grade from the baseline, it must • 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 *Additions for **Focus-Targeted**:* • The LEA must send notification to all	*All Schools:* 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): • 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 *Additions for **Focus-Targeted**:*

	students' parents or guardians indicating that the school did not meet expectations for this subgroup	• The LEA must send notification to all students' parents or guardians indicating that the school did not meet expectations for this subgroup
2014-15	*All Schools:* If a school's bottom 25% subgroup does not receive an "A" or increase at least one letter grade from the baseline, it must • 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 *Additions for **Focus-Targeted**:* • 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)	*All Schools:* 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): • 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 *Additions for **Focus-Targeted**:* • 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	*All Schools:* 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 • 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 *Additions for **Focus-Targeted**:* • 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)	*All Schools:* 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): • 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 *Additions for **Focus-Targeted**:* • 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	*All Schools:* If a school's bottom 25% subgroup does not receive an "A" or increase at least two letter grades from the baseline, it must • 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	*All Schools:* 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): • 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

	*Additions for **Focus-Targeted**:* • 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	*Additions for **Focus-Targeted**:* • 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

2017-18	*All Schools:* If a school's bottom 25% subgroup does not receive an "A" or increase at least two letter grades from the baseline, it must • 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 *Additions for **Focus-Targeted**:* • 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	*All Schools:* 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): • 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 *Additions for **Focus-Targeted**:* • 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	*All Schools:* If a school's bottom 25% subgroup does not receive an "A" or increase at least two letter grades from the baseline, it must • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this subgroup	*All Schools:* 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): • Modify school improvement plan for IDOE review and approval to include specific intervention strategies for this

	IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan *Additions for **Focus-Targeted**:* • 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	subgroup • IDOE will offer technical assistance to LEAs to make the appropriate modifications to the school improvement plan *Additions for **Focus-Targeted**:* • 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	*All Schools:* If a school's bottom 25% subgroup does not receive an "A" or increase at least two letter grades from the baseline, it must • 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	*All Schools:* 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): • 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

	*Additions for **Focus-Targeted**:* • 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	*Additions for **Focus-Targeted**:* • 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

* 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		
Intervention or Technical Assistance	*Targeted for English Learners Subgroup*	*Targeted for Special Education Subgroup*
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**
☐ If the SEA has not already developed any guidelines consistent with Principle 3, provide: 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).	☐ If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide: 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	☒ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: 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.

	adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and 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).	

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 be 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 Bettering 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*

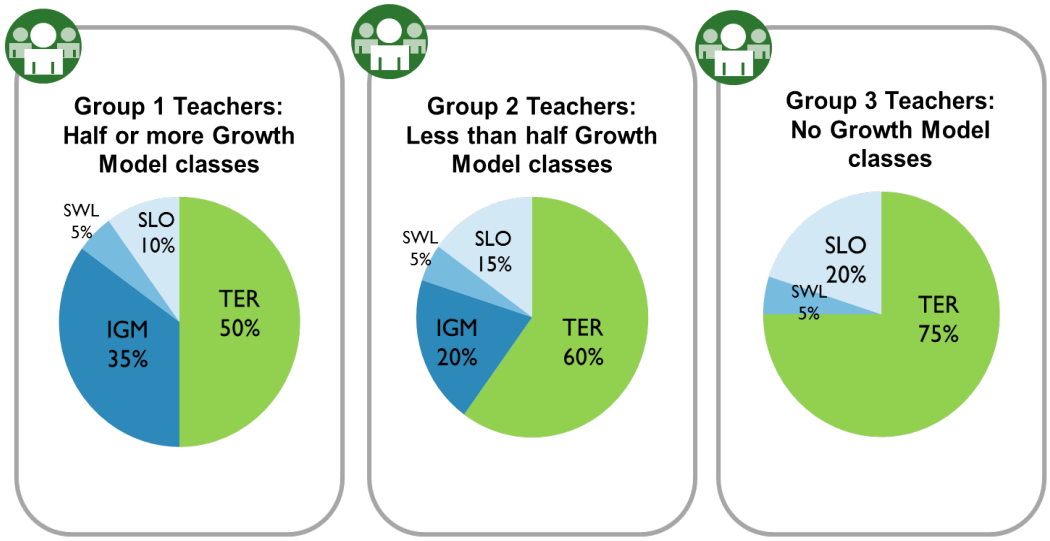
The system was also designed with three key purposes:

- 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.



Key:
TER: Teacher Effectiveness Rubric
IGM: Individual Growth Model
SLO: Student Learning Objective
SWL: School-wide Learning Measure

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.riseindina.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

Marcie Brown

From: sams-bounces@listserv.doe.state.in.us on behalf of Superintendent's Alert and Messaging System [sams@listserv.doe.state.in.us]
Sent: Monday, November 07, 2011 11:00 AM
To: sams@listserv.doe.state.in.us
Subject: [SAMS] DRAFT: Indiana's No Child Left Behind (NCLB) flexibilityapplication
Attachments: IN NCLB waiver.pdf; memo_nclb_flexibility_application.pdf

MEMORANDUM

TO: Superintendents

FROM: Marcie Brown, Deputy Chief of Staff

DATE: November 7, 2011

SUBJECT: DRAFT: Indiana's No Child Left Behind (NCLB) flexibility application

Thank you for reviewing the following DRAFT of Indiana's No Child Left Behind (NCLB) flexibility application. This draft is being constantly updated. Please just focus your comments on the content of the application. We will do an extensive edit for grammar, style, etc. before we submit. Please review the waivers that the USDOE will offer all states whose applications are approved. You can find that information at the following link: www.ed.gov/esea/flexibility . Under "ESEA Flexibility Documents," please view the "ESEA Flexibility" and "ESEA Flexibility Request" documents.

Submit comments via the Survey Monkey at www.surveymonkey.com/s/6NLSB9Z.
All comments must be received by 8 a.m. Thursday, November 10. The deadline for submission is November 14, 2011, so please forgive the extremely short timeline.

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Displaying 10 of 10 respondents « Prev Next » **Jump To:** 10 Go »

Respondent Type: Normal Response
Collector: NCLB Waiver Survey (Web Link)
Custom Value: *empty*
IP Address: 184.18.75.30
Response Started: Thursday, November 10, 2011 9:46:02 AM
Response Modified: Thursday, November 10, 2011 9:57:01 AM

1. Name:
First Name - (b)(6)
Last Name -

2. Affiliation (ex: teacher at Elm Street Elementary in Elmhurst, IN; Executive Director, XYZ Association)
(b)(6)

3. SPECIFIC comments on NCLB Waiver Principle 1: College and Career Ready Expectations for All Students
No Response

4. SPECIFIC comments on NCLB Waiver Principle 2: State-Developed Differentiated Recognition, Accountability and Support System
No Response

5. SPECIFIC comments on NCLB Waiver Principle 3: Supporting Effective Instruction and Leadership
We would like to comment that we hope that the SEA realizes the importance of providing free QUALITY tutoring to the students that fall into the 25% category that may require intervention. We would like the SEA to include in the waiver-request a plan to include (and provide funding for) SMALL GROUP (1instructor:2-3 student ratio) tutoring as a required intervention in all schools, and offered to students in the 25% category who are not showing academic progress. We would like to see a plan for this tutoring that requires the LEA to award a contract for this tutoring to a learning center that has a proven track record with previous student effectiveness data, has strong ties to the community, and uses established research-based,programs that are proven to work with students who are listed in the sub-groups that fall in that 25%, such as ELL and Special Needs. Thank you.

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Displaying 9 of 10 respondents « Prev | Next » **Jump To:** 9 Go »

Respondent Type: Normal Response
Collector: NCLB Waiver Survey (Web Link)
Custom Value: *empty*
IP Address: 165.139.169.189
Response Started: Thursday, November 10, 2011 7:37:44 AM
Response Modified: Thursday, November 10, 2011 7:58:52 AM

1. Name:
First Name (b)(6)
Last Name

2. Affiliation (ex: teacher at Elm Street Elementary in Elmhurst, IN; Executive Director, XYZ Association)
(b)(6)

3. SPECIFIC comments on NCLB Waiver Principle 1: College and Career Ready Expectations for All Students

I believe in common core standards for all students; however many special needs students will not go on to College. I am concerned with the preparation of these non college bound students for entrance into a work world or independent living. I believe we need to be instrumental in helping our disabled students be successful in college, but I feel like we are dismissing most of our students with special needs to give them the skills to be successful in the work place. I think the use of Acuity Testing as a predictive measure for passing a standardized assessment. More training for special education teachers and directors on Acuity should be emphasized. The SEA should provide better professional development to prepare teachers on how to use the data on multiple measures to help inform/determine instruction. Aligning curriculum to the common core standards to me is crucial. I would like the IDOE to create another diploma for the majority of special needs students who cannot meet the Core 40 requirements but are much more competent than a certificate of completion/attendance. Many special needs students can complete many or most of the Core 40 requirements but can not pass ECA even with modifications and adaptation.

4. SPECIFIC comments on NCLB Waiver Principle 2: State-Developed Differentiated Recognition, Accountability and Support System

Some of the comments above can also be placed in Principle 2. Many special needs students can not make a years growth in a years time. Several of our special needs students are also lower SES AND EL. Unfortunately, since I didn't get this until 6:30 this morning and it is due at 8; I haven't had much of a chance to read any more of the document but to just glance at it.

5. SPECIFIC comments on NCLB Waiver Principle 3: Supporting Effective Instruction and Leadership

If the IDOE would really like comments on this document, they would have distributed it much earlier than 3:23pm the day before it's due at 8:00am. Thanks for the opportunity to try and complete it.

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Displaying 8 of 10 respondents « Prev | Next » **Jump To:** 8 Go »

Respondent Type: Normal Response
Collector: NCLB Waiver Survey (Web Link)
Custom Value: *empty*
IP Address: 76.16.246.176
Response Started: Tuesday, November 8, 2011 5:09:39 PM
Response Modified: Tuesday, November 8, 2011 5:13:18 PM

1. Name:
First Name - (b)(6)
Last Name -

2. Affiliation (ex: teacher at Elm Street Elementary in Elmhurst, IN; Executive Director, XYZ Association)
(b)(6)

3. SPECIFIC comments on NCLB Waiver Principle 1: College and Career Ready Expectations for All Students

No Response

4. SPECIFIC comments on NCLB Waiver Principle 2: State-Developed Differentiated Recognition, Accountability and Support System

I applaud the recognition that students in these failing schools will benefit from increased instructional time that supplements the regular school day by organizing tutoring and other related services before, during, and after school, on weekend and during the summer. And I support fDOE's plan to fully utilize technology-based tools to deliver supplemental instruction at the student's home. These interventions are effective for ELL, special ed and T1 students that are performing well-below their peers. Additional specificity is requested to more fully organize the use of XLT. These include the use of external service providers including organizations previously approved to provide SES services.

5. SPECIFIC comments on NCLB Waiver Principle 3: Supporting Effective Instruction and Leadership

No Response

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Displaying 7 of 10 respondents « Prev | Next » Jump To: 7 Go »

Respondent Type: Normal Response
Collector: NCLB Waiver Survey (Web Link)
Custom Value: *empty*
IP Address: 71.178.237.25
Response Started: Tuesday, November 8, 2011 4:17:56 PM
Response Modified: Tuesday, November 8, 2011 4:25:48 PM

1. Name:
First Name - (b)(6)
Last Name -

2. Affiliation (ex: teacher at Elm Street Elementary in Elmhurst, IN; Executive Director, XYZ Association)
(b)(6)

3. SPECIFIC comments on NCLB Waiver Principle 1: College and Career Ready Expectations for All Students

No Response

4. SPECIFIC comments on NCLB Waiver Principle 2: State-Developed Differentiated Recognition, Accountability and Support System

Under the proposed Differentiated Accountability (DA) system Priority Schools that receive a F grade and Focus Schools that receive a D must use at least 3 from among a variety of Readiness interventions including Extended Learning Time (XLT) and tutoring. These interventions are among a list Readiness options that LEAs may selection from among. We applaud the recognition that students in these failing schools will benefit from increased instructional time that supplements the regular school day by organizing tutoring and other related services before, during, and after school, on weekend and during the summer. These interventions are effective for ELL, special ed and T1 students that are performing well-below their peers. Additional specificity is requested to more fully organize the use of XLT, especially adding the requirement that tutoring/extending learning time shall be a required Readiness to Learn intervention used by Priority and Focus schools. In carrying out these supplemental instructional services, LEAs shall use external service providers including organizations previously approved to provide SES services. We make a number of recommendations to raise the quality of these providers including: • evidence that the provider's curricula are aligned to State academic standards; • evidence that they have at least five years of continuous operating experience providing education instruction to youth; • use instructional methods and materials that are research- based; • demonstrate financial stability, which may include a financial audit, evidence of sufficient working capital, or other means; and • employ tutors that meet state-determined qualifications; In organizing XLT, Districts may be allowed to serve as tutoring service providers. However, schools seeking to provide tutoring services under the program must meet the same approval, monitoring and evaluation criteria as all other State-approved providers. Further, where a school or district is approved as a provider, under the program, the state must be required to enforce rules necessary to ensure that LEAs do not exert unfair advantages from their control of schools, administrators, facilities and teachers. • School principals are ultimately accountable for their schools. Principals should have greater input into the number of providers who can operate in their specific schools by setting a limit on the number of providers per school site taking into consideration the providers' preferences for space (based on the Chicago Public Schools model.) • LEAs and tutoring service providers should be required to share student achievement data to ensure better communication with the District, school, and with parents and to better track student performance and maximize attendance. • LEAs shall make space on school grounds available to providers on the same terms and conditions offered to other community organizations. • LEAs shall create a plan to inform eligible students of the availability of high quality academic tutoring which shall include, but not be limited to: (A) Posting the common statewide student application on the agency's website; (B) Conduct enrollment of eligible students throughout the year in conjunction with approved providers and community-based organizations to ensure that eligible students have full opportunities to participate; and • A description of how the LEA will ensure tutoring services are provided in a timely manner, including notification to eligible families, enrolling students, and contracting with providers, to ensure that services begin no later than 60 days after the start of the school year In General Comments: Numerous published studies by third-party researchers and others commissioned by the US Department of Education cite evidence that SES tutoring can raise student academic skills and help close the achievement gap particularly for lower performing students. These same studies also suggest opportunities to strengthen SES and the recommendations describe below draw upon many of the researchers recommendations.

5. SPECIFIC comments on NCLB Waiver Principle 3: Supporting Effective Instruction and Leadership

No Response

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Respondent Type: Normal Response
Collector: NCLB Waiver Survey (Web Link)
Custom Value: *empty*
IP Address: 165.139.139.1
Response Started: Tuesday, November 8, 2011 7:03:50 AM
Response Modified: Tuesday, November 8, 2011 12:17:04 PM

1. Name:
First Name - (b)(6)
Last Name -

2. Affiliation (ex: teacher at Elm Street Elementary in Elmhurst, IN; Executive Director, XYZ Association)
(b)(6)

3. SPECIFIC comments on NCLB Waiver Principle 1: College and Career Ready Expectations for All Students

I read about the A-F high school model being adopted by the State Board of Education, but I did not read that part of the model will be based on college and career readiness (up to 30%) by the year 2014-2015. I think this is a significant piece of college and career accountability. I think that fact should be stated in this section.

4. SPECIFIC comments on NCLB Waiver Principle 2: State-Developed Differentiated Recognition, Accountability and Support System

Isn't the concept of all schools must earn an A or improve by 2 letter grades plagued with the same flaws as NCLB's 2014 unrealistic standards that must now be addressed and fixed? I am struggling to see the difference. It seems that we are trading one unrealistic measure for another.

5. SPECIFIC comments on NCLB Waiver Principle 3: Supporting Effective Instruction and Leadership

Well done. It think this is very relevant and practical.

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Respondent Type: Normal Response
Collector: NCLB Waiver Survey (Web Link)
Custom Value: *empty*
IP Address: 165.139.115.11
Response Started: Monday, November 7, 2011 4:40:57 PM
Response Modified: Monday, November 7, 2011 4:54:03 PM

1. Name:

First Name - (b)(6)
Last Name -

2. Affiliation (ex: teacher at Elm Street Elementary in Elmhurst, IN; Executive Director, XYZ Association)

(b)(6)

3. SPECIFIC comments on NCLB Waiver Principle 1: College and Career Ready Expectations for All Students

Indiana High School Plan *Incoherent *Not based on measuring college and career skills *No ability to measure growth with disconnected instruments *Arbitrary cut scores not based on post-secondary success - just based on guessing *A general disservice to Indiana kids *Not competitive with neighboring states where all students receive a college and workforce credential *No relevant data provided to schools or teachers to inform instructional improvement *No ability to measure teacher impact on student learning *No consistent reading measurement *No math measurement beyond Algebra 1 *Reported 31% of Indiana students college ready on ACT - this is a subset of Indiana students. There is no metric in the state that encompasses all Indiana students and represents college and/or career readiness *Basically - the Indiana High School Plan is woefully insufficient to meet the demands of the 21st century global economy. All surrounding states use national college and workforce instruments - so there is no reason for Indiana to be behind.

4. SPECIFIC comments on NCLB Waiver Principle 2: State-Developed Differentiated Recognition, Accountability and Support System

No Response

5. SPECIFIC comments on NCLB Waiver Principle 3: Supporting Effective Instruction and Leadership

No Response

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Respondent Type: Normal Response
Collector: NCLB Waiver Survey (Web Link)
Custom Value: *empty*
IP Address: 165.138.161.100
Response Started: Monday, November 7, 2011 4:14:26 PM
Response Modified: Monday, November 7, 2011 4:20:50 PM

1. Name:

First Name - (b)(6)

Last Name -

2. Affiliation (ex: teacher at Elm Street Elementary in Elmhurst, IN; Executive Director, XYZ Association)

(b)(6)

3. SPECIFIC comments on NCLB Waiver Principle 1: College and Career Ready Expectations for All Students

I support the concepts. I think that COMMUNICATION will be the key. Information comes at building administrators at break-neck speed. We need to do all that we can to inform principals of CCSS and PARCC. We also need to explore the financial and staffing logistics that impede implementation of AP curriculum and IB programs, especially in rural schools.

4. SPECIFIC comments on NCLB Waiver Principle 2: State-Developed Differentiated Recognition, Accountability and Support System

The focus on the lowest 25% will represent a signficant change, though it's the right approach. I think accountability has to be simplified in order for schools and the public to understand it. I like the concept of the "focus" schools.

5. SPECIFIC comments on NCLB Waiver Principle 3: Supporting Effective Instruction and Leadership

I support the changes that have been made to the evaluation system via SEA 1. Implementation is going to be a challenge, especially for schools that haven't been preparing for it. We're going to be ready at Randolph Central!

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Respondent Type: Normal Response
Collector: NCLB Waiver Survey (Web Link)
Custom Value: *empty*
IP Address: 165.138.120.251
Response Started: Monday, November 7, 2011 12:54:52 PM
Response Modified: Monday, November 7, 2011 1:25:03 PM

1. Name:

First Name (b)(6)
Last Name

2. Affiliation (ex: teacher at Elm Street Elementary in Elmhurst, IN; Executive Director, XYZ Association)

(b)(6)

3. SPECIFIC comments on NCLB Waiver Principle 1: College and Career Ready Expectations for All Students

1.B. page 6. I would not say "Nothing has been done specifically related to this." Rather, " under the umbrella of IDOE vision and legislative mandates, the professional organizations such as the Indiana Public Schools Superintendent Association, Indiana School Board Association, and Indiana Principals Association and universities such as University of Indianapolis CELL, Indiana University Southeast have been providing professional development on these and many other topics. IDOE staff members often are participants in these activities and have been complimented for partnering with practitioners to create learning and sharing opportunities that have been well received. Additionally, IDOE has created a hugely successful information exchange called The Learning Connection. Moderated by SEA subject matter experts, this effort has created a centralized format for sharing information and a forum for exchange of best practice shared by practitioners and educational leaders throughout the state." These grass roots efforts have connected research and theory with practice. Currently, the membership in The Learning Connection alone is XXXXXXX (I dont' know how many but from the email notices I get, it looks like a lot!) ALSO, on page 12, when asked "Does the SEA plan to evaluate....." with subcategory, "Raising the State's academic achievement standards, I believe we should reference the fact that, tracing student achievement through grades k-12, it became rapidly apparent that the pivotal skill was reading and the pivotal grade level was 3rd grade. Therefore, Indiana has implemented I-READ3 (then describe the process or products expected from this additional evaluation tool and subsequent outcomes).

4. SPECIFIC comments on NCLB Waiver Principle 2: State-Developed Differentiated Recognition, Accountability and Support System

No Response

5. SPECIFIC comments on NCLB Waiver Principle 3: Supporting Effective Instruction and Leadership

No Response

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Respondent Type: Normal Response
Collector: NCLB Waiver Survey (Web Link)
Custom Value: *empty*
IP Address: 165.138.76.10
Response Started: Monday, November 7, 2011 11:48:07 AM
Response Modified: Monday, November 7, 2011 11:52:47 AM

1. Name:
First Name - (b)(6)
Last Name -

2. Affiliation (ex: teacher at Elm Street Elementary in Elmhurst, IN; Executive Director, XYZ Association)
(b)(6)

3. SPECIFIC comments on NCLB Waiver Principle 1: College and Career Ready Expectations for All Students
Our state designed and school supplemented requirements for all students meet these requirments in good fashion.

4. SPECIFIC comments on NCLB Waiver Principle 2: State-Developed Differentiated Recognition, Accountability and Support System
The state of Indiana has implemented a very rigorous accountability and grading system regarding school success/performance.

5. SPECIFIC comments on NCLB Waiver Principle 3: Supporting Effective Instruction and Leadership
Again, Indiana has been a strong leader in developing a performance evaluation system for teachers, principals, and all student support staff which supports federal mandates.

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Respondent Type: Normal Response
Collector: NCLB Waiver Survey (Web Link)
Custom Value: *empty*
IP Address: 98.223.67.39
Response Started: Monday, November 7, 2011 11:11:41 AM
Response Modified: Monday, November 7, 2011 11:12:44 AM

1. Name:

First Name - (b)(6)

Last Name -

2. Affiliation (ex: teacher at Elm Street Elementary in Elmhurst, IN; Executive Director, XYZ Association)

(b)(6)

3. SPECIFIC comments on NCLB Waiver Principle 1: College and Career Ready Expectations for All Students

This is very well put together

4. SPECIFIC comments on NCLB Waiver Principle 2: State-Developed Differentiated Recognition, Accountability and Support System

Again, well stated

5. SPECIFIC comments on NCLB Waiver Principle 3: Supporting Effective Instruction and Leadership

Stated strongly

DRAFT: ESEA Flexibility Application

Posted: Fri, 11/11/2011 - 1:44pm Updated: Fri, 11/11/2011 - 1:48pm

The Indiana Department of Education (IDOE) will submit its Elementary and Secondary Education Act (ESEA) flexibility application this Monday, Nov. 14, to the U.S. Department of Education (USDOE).

Indiana's application seeks to secure eleven waivers for outdated provisions of the current ESEA for which the state can demonstrate college-and-career readiness, rigorous accountability metrics that emphasize growth and focus on closing the achievement gap, and support for effective instruction and school leadership.

IDOE has released a draft of its application to educators and other stakeholders for review and feedback via survey at www.surveymonkey.com/s/6NLSB9Z. To view the original draft application, click here: IN NCLB waiver.pdf . To review the waivers the USDOE will offer all states whose applications are approved, please visit www.ed.gov/esea/flexibility.

IDOE's application includes detailed descriptions of Indiana's recent efforts that reflect the guidelines for waiver approval. The application includes notes on department outreach and engagement with education stakeholders. The waivers will provide Indiana schools greater flexibility in exchange for state-level accountability and reform.

The waivers will be granted to states for outdated federal adequate yearly progress (AYP) requirements in exchange for challenging but attainable expectations for student growth and performance; for federal turnaround restrictions and requirements in exchange for state intervention plans based on students' needs; for certain highly qualified teacher provisions in exchange for more meaningful educator evaluations and development; and, for restrictive federal funding guidelines in exchange for state-level funding policies that support excellence and are student focused.

States who receive the federal waivers will be notified in early 2012.

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Indiana State Board of Education
Room 225 State House
Indianapolis, Indiana 46204-2798

MINUTES

INDIANA STATE BOARD OF EDUCATION

August 3, 2010
Department of Education
James Whitcomb Riley Conference Room
151 West Ohio Street
Indianapolis, Indiana 46204

The meeting of the Indiana State Board of Education convened at 1:05 p.m. Board members Dr. Tony Bennett, Jo Blacketor, David Shane, Mike Pettibone, James Edwards, Vicki Snyder, Steve Gabet, and Daniel Elsener were present. Sarah O'Brien, Dr. Gwendolyn Griffith-Adell, and Neil Pickett were not present.

I. Call to Order

Dr. Bennett led the Pledge of Allegiance.

II. Approval of the Minutes

Mr. Elsener moved for approval of the minutes. Mr. Edwards seconded the motion. The motion passed unanimously.

III. Statement of the Chair

Dr. Bennett thanked Board members for attending the Education Roundtable meeting. Two national experts, David Coleman, Founder, Student Achievement Partners; and Matt Gandal, Executive Vice President, Achieve, appeared before members of the Roundtable and discussed Common Core State Standards and cut scores for End of Course Assessments. Dr. Bennett said these are two very important issues that Board members will be asked to approve later in the meeting and also thanked Wes Bruce, Chief Assessment Officer for his hard work.

Dr. Bennett said the Department of Education (DOE) will bring information to the Board in the next couple of months about school corporations whose superintendents did not hold the school corporation accountable for fulfilling the 180 day school year requirement. DOE staff are in the process of collecting information, investigating those reports, and discussing recommendations on how to address this issue.

IV. Spotlight on Learning

V. Board Member Comments

Mr. Elsener discussed the grant received by Marian University to create an academy to prepare school administrators. The university was also notified that the Kern Family Foundation, Madison, Wisconsin, will give Marian University a sum of over $500,000 and they are in the process of recruiting talented people who want to be a part of this leadership academy. Mr. Elsener said a number of national experts will be involved, and Marian University is very grateful for this opportunity.

VI. Adjudications and Hearings

VII. Public Comments

Public comments were provided by Dr. Pavel Polanco-Safadit.

VIII. Discussion

Dr. Stacey Hughes, Assistant Superintendent, introduced Dr. Gina DelSanto, Deputy Commissioner, Department of Workforce Development (DWD), and Jackie Dowd, Adult Education Director. Dr. Hughes said the DOE is working with DWD in administrating adult education services and work place skills so those skills are better aligned.

Dr. DelSanto discussed programmatic and structural changes, including the following:

- Increased funding.
- Transition of administration.
- Regional systems.
- Performance funding.
- Division of labor.
- Focus on occupational certification.

Dr. DelSanto said adult education funding has been increased by over $500,000 by bringing in Workforce Investment Act dollars.

Mr. Zaring said Board members received a list of proposed discussion items. The DOE's legislative discussion will be provided to the Board as soon as there is a clear picture of what is going to happen in the next General Assembly session. The DOE is working on a timeline and metrics for indicators for everything related to its strategic plan.

Board members were also given an accountability timeline. Mr. Zaring said the Department has not yet received federal approval of the proposed waivers that would allow newly identified schools to wait until the second semester to offer choice.

Mr. Zaring said the Memorandum of Agreements (MOA) have not been signed. School corporations involved are currently discussing and considering them. One of the corporation's involved has scheduled a public session with its community to present the MOA, get signatures, and send it to the DOE.

As this process moves forward, Board members will be kept up to date.

Anna Shultz, Reading Consultant, provided an update regarding Read On, Indiana! Board members were given a Third Grade Reading Plan proposal, which now includes information on any fiscal impact that might be involved. A component of the proposal is that school districts will submit to the department a Reading Plan for their district. Ms. Shultz said a template for the Plan schools will be provided will be discussed at the September meeting.

An additional requirement of the law is the development of Indiana's reading framework. The framework will be a template of what reading instruction should look like in terms of instruction and assessment, leadership, professional development, and goals. Opportunity schools were selected; training was conducted in late June; and participants were trained by the Consortium on Reading Effectiveness, which took the lead in writing Indiana's reading framework. The reading framework will be available online this fall.

Dr. Hughes discussed fiscal impact and said the reading standards and the reading framework will have no additional fiscal impact to schools. However, a school that currently does not have a core reading program that teaches the five components of scientifically-based reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) will need to purchase one.

Funding sources available to schools will include remediation funding and summer school funding.

IX. Consent Agenda Items

A. Mr. Zaring presented a request for certification of an amended governing body selection plan for the Sunman-Dearborn Community School Corporation. [Agenda item VI, A]

B. Mr. Zaring presented a request for approval of amendments to textbook adoption lists. [Agenda item X, I]

C. Mr. Zaring presented a request for approval of corrections to Adult Education allocations. [Agenda item X, J].

Mr. Pettibone moved for approval of the consent agenda items. Mr. Shane seconded the motion. The motion passed unanimously.

X. Action

A. Mr. Zaring presented a request for adoption of the Common Core State Standards.

Mr. Pettibone moved for approval. Mr. Shane seconded the motion. The motion passed unanimously.

B. Mr. Bruce presented a request for approval of achievement standards for the Indiana Modified Achievement Standards Test. Mr. Bruce introduced Dr. Ed Roeber, Professor, Michigan State University, and Chair of the Technical Advisory Panel.

Mr. Pettibone moved for approval. Mr. Edwards seconded the motion. The motion passed unanimously.

C. Mr. Bruce presented a request for approval of achievement standards for End of Course Assessments in Algebra I and English 10.

Mr. Shane made a motion to adopt passing scores for the Algebra I and English 10 End of Course Assessments as reflective of the current performance level descriptors. Dr. Bennett made a recommendation that the Education Roundtable, DOE, and the Commission for Higher Education develop a report comparing the Algebra I End of Course Assessment to the skill level required to enter college level math course work without remediation. In addition, the

Commission for Higher Education and DOE should ask the Education Roundtable to consider raising cut scores before the normal six year period is complete. Dr. Bennett's recommendation was accepted a part of the motion. Mr. Elsener seconded the motion. The motion passed unanimously.

D. Mr. Bruce presented a request for approval to move to online assessments by requiring schools to administer ISTEP+ online at their highest grade level in 2010-2011. Schools will have the option of substituting another grade or adding grades. Schools with inadequate capacity will be excused.

Mr. Gabet moved for approval. Mr. Shane seconded the motion. The motion passed unanimously.

E. Mr. Zaring presented a request for approval of LSA Document 09-995, changes in the names of school improvement and performance categories under IC 20-31-8.

Mr. Shane moved for approval. Mrs. Blacketor seconded the motion. The motion passed unanimously.

F. Mr. Zaring presented a request for approval of a rulemaking process for rules scheduled to expire January 1, 2011.

Mrs. Blacketor moved for approval. Mr. Gabet seconded the motion. The motion passed unanimously.

G. Mr. Zaring presented a request for approval of proposed language and a rulemaking process for new rules to establish procedures for technical assistance and intervention under IC 20-31-9.

Mr. Edwards moved for approval. Mr. Gabet seconded the motion. The motion passed unanimously.

XI. Board Operations

Dr. Bennett said he and other DOE staff will be going around the state starting August 4, to 10 different locations, to talk about DOE initiatives.

Mrs. Blacketor moved for adjournment. Mr. Shane seconded the motion. The motion passed unanimously. The meeting adjourned at 3:05 p.m.

APPENDIX (A)(1) – A – xii

INDIANA

MEMORANDUM OF UNDERSTANDING
ADDENDUM 2
ADDENDUM 3

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 11 day of June 2010, (the "Effective Date") by and between the State of **Indiana** and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. Participating State

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. **Proposed Project Management Partner:**

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

   a. Overall design of the assessment system;

   b. Common achievement levels;

   c. Consortium procurement strategy;

   d. Modifications to governance structure and decision-making process;

   e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

      (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

      (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name:Todd Huston, Chief of Staff, Indiana Department of Education

Mailing Address: Room 228 State House, Indianapolis, Indiana 46204-2798

Telephone: 317-232-6614

Fax: 317-232-8004

E-mail: thuston@doe.in.gov

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of **Indiana** hereby joins the Consortium as a ***Governing*** State, and agrees to be bound by all of the assurances and commitments associated with the ***Governing*** State membership classification. Further, the State of **Indiana** agrees to perform the duties and carry out the responsibilities associated with the ***Governing*** State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of:	
Signature of the Governor: M E Daniels, J	
Printed Name: Mitchell Daniels	Date: June 11, 2010
Signature of the Chief State School Officer: (b)(6)	
Printed Name: Dr. Charles A. Bennett	Date: June 10, 2010
Signature of the State Board of Education President (if applicable):	
Printed Name:	Date:

ADDENDUM 2:
INDIANA ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 14, 2010

Plan of Indiana

The Indiana Department of Education has already begun the work necessary to implement both the Common Core State Standards and the Common Assessment System proposed by our consortium.

- July 2010 - Teachers, curriculum specialists, and university professors will work in teams this summer to assess the gaps between Indiana's Academic Standards and the Common Core State Standards.
- August 2010 – The Indiana Education Roundtable and the Indiana State Board of Education adopt the of the Common Core State Standards
- August 2010 to April 2011 – The Indiana Department working with educators from across the state will develop curriculum maps for the Common Core State Standards
- August 2011 – Indiana's diagnostic tools (Wireless and Acuity) will be aligned to Common Core State Standards
- 2011-12 school year – Professional development schools will begin teaching the Common Core State Standards
- 2012-13 school year – supplementary items aligned with the Common Core State Standards will be added to Indiana's current assessment to also provide information on student mastery of the Common Core.
- 2012-13 and 2013-14 school years – Indiana participates in pilot and field test of Common Assessments
- Jan 2013-May 2013 – Legislature adopts biennial state assessment budget which will fund the operational Common Assessment System in 2014-15
- 2013-14 school year The Indiana Education Roundtable and the Indiana State Board of Education adopt the "the form and content" of the Common Assessment System
- 2014-15 school year – Indiana schools administer the Common Assessment System

ADDENDUM 2:

INDIANA ASSURANCE REGARDING PROCESS AND PLANS FOR IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

Potential Barriers

Current law requires parent access to constructed response items, and further gives parents the right to the rescoring of any constructed response item they believe was scored in error. Current law requires the annual release of certain constructed response test items and scoring rubrics.

Funding

Indiana will fund the Common Assessment System with a combination of state assessment funds and federal Title VI funds. The current annual state funding for "Assessment and Remediation" is $39,000,000.

ADDENDUM 3:
Indiana ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of **Indiana** on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that **Indiana** may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.

2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").

3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

    a. Issue the Request for Proposal;
    b. Receive and evaluate responsive proposals;
    c. Make source selection determinations on a best value basis;
    d. Execute a contract with the awardee(s);
    e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.

    a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:

        i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
        ii. Receive and evaluate responsive proposals;
        iii. Make source selection determinations on a best value basis;
        iv. Execute a contract with the awardee(s);
        v. Administer awarded contracts.

    b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Rob Wynkoop, Commissioner, Indiana Department of Administration, in my capacity as the chief procurement official for **Indiana**, confirm by my signature below that **Indiana** may, consistent with the procurement laws and regulations of **Indiana** participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.

(b)(6)

[NAME/TITLE/ **Indiana**

6/1/2010

[DATE]

2010-11 State Assessment Results

	ISTEP+ Assessment (Grades 3-8)			End-of-Course Assessment	
Subgroup	**ELA Pass %**	**Math Pass %**	**ELA & Math Pass %**	**Math Pass %**	**ELA Pass %**
Black	59.2%	57.4%	45.8%	47.9%	44.2%
Hispanic	68.3%	70.9%	58.9%	62.8%	56.2%
White	82.9%	84.7%	76.8%	77.3%	78.0%
Asian	83.4%	87.4%	80.9%	85.2%	66.3%
Free/Reduced price meals	67.9%	69.7%	57.9%	60.0%	56.5%
Non-English Language Learner	80.0%	81.1%	72.7%	73.0%	73.4%
State Total	**78.7%**	**80.1%**	**71.3%**	**72.4%**	**71.9%**

Corporation Name	School ID	School Name	Reward School	Priority School	Focus School
North Adams Community Schools	0037	Northwest Elementary	B		
M S D Southwest Allen County	0046	Whispering Meadow Elem Sch	A		
M S D Southwest Allen County	0072	Covington Elementary School	A		
Fort Wayne Community Schools	121	Kekionga Middle School		C	
Fort Wayne Community Schools	0125	Lakeside Middle School			F
Fort Wayne Community Schools	0128	Miami Middle School		C	
Fort Wayne Community Schools	0133	Portage Middle School		C	
Fort Wayne Community Schools	0134	Weisser Park Elem Sch	A		
Fort Wayne Community Schools	0136	Fairfield Elementary School			F
Fort Wayne Community Schools	0137	Merle J Abbett Elementary Sch			F
Fort Wayne Community Schools	0149	Bloomingdale Elementary Sch		C	
Fort Wayne Community Schools	0157	Forest Park Elementary School			F
Imagine MASTer Academy	0159	Imagine MASTer Academy			F
Fort Wayne Community Schools	0186	Mabel K Holland Elem Sch	B		
Fort Wayne Community Schools	0197	Lindley Elementary School			F
Fort Wayne Community Schools	0205	Maplewood Elementary School			F
Fort Wayne Community Schools	0213	Nebraska Elementary School	B		
Fort Wayne Community Schools	0217	Northcrest Elementary School			F
Fort Wayne Community Schools	0253	South Wayne Elementary School		C	
Imagine MASTer on Broadway	0255	Imagine Schools on Broadway		C	
Fort Wayne Community Schools	0265	Washington Elem School			F
Fort Wayne Community Schools	0269	Washington Center Elem Sch	A		
Fort Wayne Community Schools	0270	Lincoln Elementary School	A		
Fort Wayne Community Schools	0273	Waynedale Elementary School	B		
East Allen County Schools	0303	Prince Chapman Academy		C	
East Allen County Schools	0305	Meadowbrook Elementary School			F
East Allen County Schools	0310	Southwick Elementary School		C	
East Allen County Schools	0317	Village Elementary School		C	
Bartholomew Con School Corp	0328	Clifty Creek Elementary Sch		C	
Bartholomew Con School Corp	0369	Lillian Schmitt Elem School			F
Bartholomew Con School Corp	0377	Taylorsville Elem School			F
Flat Rock-Hawcreek School Corp	0409	Hope Elementary School			F
Zionsville Community Schools	0514	Eagle Elementary School	A		

Corporation Name	School ID	School Name	Reward School	Priority School	Focus School
Zionsville Community Schools	0541	Union Elementary School	A		
Lebanon Community School Corp	0565	Harney Elementary School	A		
Lebanon Community School Corp	0569	Hattie B Stokes Elementary School			F
Brown County School Corporation	0581	Helmsburg Elementary School	A		
Carroll Consolidated Sch Corp	0629	Carroll Elementary	A		
Pioneer Regional School Corp	0645	Pioneer Jr-Sr High School		C	
Southeastern School Corp	0673	Galveston Elementary School	B		
Logansport Community Sch Corp	0713	Columbia Elementary School		C	
Greater Clark County Schools	0801	Northaven Elementary School	B		
West Clark Community Schools	0815	William W Borden Elem Sch	B		
Greater Clark County Schools	0825	Jonathan Jennings Elem Sch	A		
Clarksville Com School Corp	0845	Clarksville Elementary School			F
Greater Clark County Schools	0865	Bridgepoint Elementary School		C	
Clay Community Schools	0941	East Side Elementary School			F
Clay Community Schools	0942	Forest Park Elementary School	B		
Clinton Central School Corp	0961	Clinton Central Elem School	A		
Clinton Prairie School Corp	0981	Clinton Prairie Elem School	A		
Community Schools of Frankfort	1015	Green Meadows Intermediate Elem		C	
Crawford Co Com School Corp	1061	Marengo Elementary School	B		
Crawford Co Com School Corp	1065	Militown School	A		
Washington Com Schools	1103	Lena Dunn Elementary School			F
North Daviess Com Schools	1121	North Daviess Jr-Sr High Sch			F
Greensburg Community Schools	1270	Greensburg Elementary	A		
Garrett-Keyser-Butler Com	1329	J E Ober Elementary School			F
DeKalb Co Eastern Com Sch Dist	1335	Riverdale Elementary School	A		
DeKalb Co Ctl United Sch Dist	1359	Country Meadow Elem School	A		
Hoosier Academy - Muncie	1427	Hoosier Academy - Muncie		C	
Muncie Community Schools	1437	Wilson Middle School		C	
Muncie Community Schools	1470	Grissom Elementary School			F
Muncie Community Schools	1494	Mitchell Elementary School			F
Muncie Community Schools	1509	Sutton Elementary School			F
Muncie Community Schools	1513	East Washington Academy			F
Delaware Community School Corp	1520	Albany Elementary School			F

Corporation Name	School ID	School Name	Reward School	Priority School	Focus School
Campagna Academy Charter School	1534	Campagna Academy Charter School		D	
Charter School of the Dunes	1535	Charter School of the Dunes		C	
Timothy L Johnson Academy	1539	Timothy L Johnson Academy		C	
Veritas Academy	1540	Veritas Academy			G
Southeast Dubois Co Sch Corp	1563	Pine Ridge Elementary School	A		
Goshen Community Schools	1629	Goshen Middle School			F
Goshen Community Schools	1633	Model Elementary School			F
Goshen Community Schools	1641	Waterford Elementary School			F
Fairfield Community Schools	1649	New Paris Elementary School	A		
Elkhart Community Schools	1673	Osolo Elementary School		C	
Concord Community Schools	1725	Concord South Side Elem School		C	
Concord Community Schools	1729	Concord West Side Elem School		C	
Wa-Nee Community Schools	1743	Nappanee Elementary School	A		
Elkhart Community Schools	1763	Pierre Moran Middle School		C	
Elkhart Community Schools	1765	Beardsley Elementary School		C	
Elkhart Community Schools	1769	Beck Elementary School		C	
Elkhart Community Schools	1777	Hawthorne Elementary School		C	
Goshen Community Schools	1833	Chandler Elementary School			F
Goshen Community Schools	1843	Parkside Elementary School			F
Goshen Community Schools	1849	West Goshen Elementary School		C	
New Albany-Floyd Co Con Sch	1961	Green Valley Elementary Sch			F
Franklin County Com Sch Corp	2082	Laurel School			F
Rochester Community Sch Corp	2185	George M Riddle Elem School	A		
East Gibson School Corporation	2201	Francisco Elementary School	A		
South Gibson School Corp	2241	Owensville Community School	A		
Mississinewa Community School Corp	2346	Northview Elementary School	A		
Marion Community Schools	2350	Justice Thurgood Marshall Intrmd		C	
Marion Community Schools	2357	John L McCulloch Junior High Sch		C	
Marion Community Schools	2369	Allen Elementary School		C	
Marion Community Schools	2393	John W Kendall Elem School	A		
Marion Community Schools	2409	Frances Slocum Elem School			F
Dr Robert H Faulkner Academy	2411	Dr Robert H Faulkner Academy			G
Eastern Greene Schools	2433	Eastern Greene Elementary School			F

Corporation Name	School ID	School Name	Reward School	Priority School	Focus School
M S D Shakamak Schools	2449	Shakamak Elementary School			F
White River Valley Sch Dist	2457	Lyons Elementary School	B		
Hamilton Heights School Corp	2478	Hamilton Heights Elem School	A		
Hamilton Southeastern Schools	2482	Sand Creek Elementary	A		
Westfield-Washington Schools	2491	Westfield Middle School	A		
Westfield-Washington Schools	2494	Carey Ridge Elementary Sch	A		
Westfield-Washington Schools	2498	Monon Trail Elementary School	A		
Options Charter School - Carmel	2524	Options Charter School - Carmel			G
Hoosier Academy - Indianapolis	2527	Hoosier Academy - Indianapolis		D	
Options Charter Sch - Noblesville	2551	Options Charter School Noblesville		D	
South Harrison Com Schools	2653	Heth-Washington Elem School			F
South Harrison Com Schools	2667	South Central Elementary			F
Mill Creek Community Sch Corp	2675	Mill Creek East Elementary	A		
North West Hendricks Schools	2685	North Salem Elementary School	A		
Brownsburg Community Sch Corp	2706	Brown Elementary Sch	A		
Brownsburg Community Sch Corp	2711	Eagle Elementary Sch	A		
Brownsburg Community Sch Corp	2718	Delaware Trail Elementary School	A		
Brownsburg Community Sch Corp	2727	Cardinal Elementary Sch	A		
Avon Community School Corp	2739	Pine Tree Elementary School	A		
Plainfield Community Sch Corp	2761	Van Buren Elementary School	A		
Plainfield Community Sch Corp	2763	Brentwood Elementary School	A		
South Henry School Corp	2777	Tri-Elementary School	A		
New Castle Community Sch Corp	2832	Eastwood Elementary School		C	
C A Beard Memorial School Corp	2881	Kennard Elementary School		C	
Kokomo-Center Twp Con Sch Corp	2943	Sycamore Elementary Sch	A		
Kokomo-Center Twp Con Sch Corp	2945	Bon Air Elementary Sch		C	
Kokomo-Center Twp Con Sch Corp	2951	Bon Air Middle Sch			F
Kokomo-Center Twp Con Sch Corp	2969	Lafayette Park Elementary Sch			F
Huntington Co Com Sch Corp	3073	Horace Mann Elementary School			F
Huntington Co Com Sch Corp	3077	Flint Springs Elementary			F
Huntington Co Com Sch Corp	3081	Lincoln Elementary School			F
Seymour Community Schools	3153	Seymour-Jackson Elementary School			F
Jay School Corp	3241	Bloomfield Elementary School	A		

Corporation Name	School ID	School Name	Reward School	Priority School	Focus School
Jay School Corp	3257	Pennville Elementary School			G
Jennings County Schools	3349	Sand Creek Elementary Sch	A		
Nineveh-Hensley-Jackson United	3411	Indian Creek Intermediate Sch	A		
Franklin Community School Corp	3413	Needham Elementary School			F
Clark-Pleasant Com School Corp	3429	Break-O-Day Elementary School	A		
Center Grove Com Sch Corp	3444	Pleasant Grove Elem Sch	A		
Franklin Community School Corp	3461	Northwood Elementary School			F
Vincennes Community Sch Corp	3509	Benjamin Franklin Elem School			F
Vincennes Community Sch Corp	3573	James Whitcomb Riley Elem Sch			G
Vincennes Community Sch Corp	3577	Tecumseh-Harrison Elem Sch		C	
Vincennes Community Sch Corp	3581	Frances Vigo Elementary Sch			F
Warsaw Community Schools	3589	Claypool Elementary School			G
Warsaw Community Schools	3610	Harrison Elementary School			F
Wawasee Community School Corp	3625	North Webster Elementary Sch	A		
Whitko Community School Corp	3642	Pierceton Elementary School			F
Warsaw Community Schools	3665	Lincoln Elementary School	A		
Prairie Heights Com Sch Corp	3686	Prairie Heights Elem Sch		C	
Westview School Corporation	3698	Topeka Elementary School	B		
Lakeland School Corporation	3741	Wolcott Mills Elementary Sch			F
Lakeland School Corporation	3745	Lima-Brighton Elementary			F
Crown Point Community Sch Corp	3769	Douglas MacArthur Elem Sch	A		
Merrillville Community School	3811	Pierce Middle School	B		
Merrillville Community School	3813	Merrillville Intermediate School			F
Merrillville Community School	3822	Homer Iddings Elem Sch		C	
Lake Ridge Schools	3869	Calumet High School			G
Lake Ridge Schools	3885	Longfellow Elementary School			F
Lake Ridge Schools	3889	Hosford Park Elementary		C	
Lake Ridge Schools	3893	Lake Ridge Middle School		C	
Crown Point Community Sch Corp	3903	Lake Street Elementary School	A		
Crown Point Community Sch Corp	3905	Solon Robinson Elementary Sch	A		
Crown Point Community Sch Corp	3915	Colonel John Wheeler Middle Schl	A		
School City of East Chicago	3933	Benjamin Franklin Elem School		C	
East Chicago Urban Enterprise Acad	3935	East Chicago Urban Enterprise Acad			F

Corporation Name	School ID	School Name	Reward School	Priority School	Focus School
School City of East Chicago	3937	Carrie Gosch Elementary School			G
School City of East Chicago	3945	Abraham Lincoln Elementary Sch			G
School City of East Chicago	3961	George Washington Elem School			F
School City of East Chicago	3963	Joseph L Block Jr High School		C	
East Chicago Lighthouse Charter	3971	East Chicago Lighthouse			F
Lake Station Community Schools	3975	Virgil I Bailey Elementary School	B		
West Gary Lighthouse Charter	4008	West Gary Lighthouse		C	
Thea Bowman Leadership Academy	4022	Thea Bowman Leadership Academy			F
Gary Community School Corp	4029	Lew Wallace (Sci, Tech, Eng, Math)		C	
Gary Community School Corp	4033	Theodore Roosevelt Car & Tech Acad		C	
Aspire Charter Academy	4043	Aspire Charter Academy		C	
Gary Community School Corp	4061	Beveridge Elementary School		C	
Gary Community School Corp	4065	Brunswick Elementary School		C	
Gary Community School Corp	4081	Dr Bernard C Watson Acad for Boys		C	
KIPP LEAD College Prep Charter	4097	KIPP LEAD Middle School		C	
Gary Community School Corp	4104	Jefferson Elementary School		C	
Gary Community School Corp	4105	Bailly Preparatory Academy		C	
Gary Community School Corp	4121	Jacques Marquette Elem School			F
Gary Lighthouse Charter School	4130	Gary Lighthouse Charter School		C	
Gary Community School Corp	4163	West Side Leadership Academy		C	
21st Century Charter Sch of Gary	4164	21st Century Charter Sch of Gary	B		
Gary Community School Corp	4165	Daniel Webster Elem Sch			F
Gary Community School Corp	4168	Wm A Wirt/Emerson VPA			F
School Town of Highland	4285	Judith Morton Johnston Elem	A		
School City of Hobart	4317	Liberty Elementary School	A		
Lake Central School Corp	4349	Homan Elementary School	A		
Lake Central School Corp	4351	Peifer Elementary School	A		
Cass Township Schools	4369	Wanatah Public School	A		
School City of Hammond	4425	Henry W Eggers Elem/Md Sch			F
School City of Hammond	4447	Columbia Elementary School		C	
School City of Hammond	4455	Washington Irving Elem Sch		C	
School City of Hammond	4461	Lafayette Elementary School		C	
School City of Hammond	4463	Abraham Lincoln Elem Sch			F

Corporation Name	School ID	School Name	Reward School	Priority School	Focus School
School City of Hammond	4465	Maywood Elementary School		C	
School City of Hammond	4484	Frank O'Bannon Elementary School		C	
New Prairie United School Corp	4693	Rolling Prairie Elem Sch	A		
South Central Com School Corp	4734	South Central Elem School	A		
LaPorte Community School Corp	4749	Hailmann Elementary School	A		
LaPorte Community School Corp	4767	Riley Elementary School	A		
Michigan City Area Schools	4805	Edgewood Elementary School			F
Michigan City Area Schools	4811	Lake Hills Elementary School	B		
Michigan City Area Schools	4825	Knapp Elementary School			F
Michigan City Area Schools	4829	Niemann Elementary School		C	
North Lawrence Com Schools	4857	Fayetteville Elementary Sch			F
North Lawrence Com Schools	4885	Dollens Elementary School	A		
North Lawrence Com Schools	4921	Stalker Elementary School			F
South Madison Com Sch Corp	4935	East Elementary School	A		
Anderson Community School Corp	4977	Tenth Street Elementary Sch		C	
Anderson Community School Corp	5033	Valley Grove Elementary Sch			F
Madison-Grant United Sch Corp	5037	Summitville School	A		
Anderson Preparatory Academy	5092	Anderson Preparatory Academy			F
Anderson Community School Corp	5102	Eastside Elementary School			F
Anderson Community School Corp	5142	Anderson Elementary School			F
Anderson Community School Corp	5146	Erskine Elementary School	B		
Elwood Community School Corp	5157	Elwood Elementary School			F
M S D Decatur Township	5178	Gold Academy			F
M S D Decatur Township	5187	Valley Mills Elementary Sch			F
Franklin Township Com Sch Corp	5202	Arlington Elementary School	A		
Franklin Township Com Sch Corp	5209	Wanamaker Elementary School			F
M S D Wayne Township	5222	Lynhurst 7th & 8th Grade Center		C	
M S D Wayne Township	5223	Maplewood Elementary School		C	
M S D Wayne Township	5241	Garden City Elementary School			F
M S D Wayne Township	5257	McClelland Elementary School			F
M S D Wayne Township	5270	Stout Field Elementary School			F
M S D Wayne Township	5274	Chapelwood Elementary School		C	
Stonegate Early Clg HS for Sci/Tec	5278	Stonegate Early Clg HS for Sci/Tec			G

Corporation Name	School ID	School Name	Reward School	Priority School	Focus School
M S D Lawrence Township	5281	Brook Park Elementary School		C	
Monument Lighthouse Charter School	5282	Monument Lighthouse Charter Schl		C	
M S D Lawrence Township	5285	Crestview Elementary School		C	
M S D Lawrence Township	5289	Harrison Hill Elem Sch			F
M S D Lawrence Township	5295	Winding Ridge Elementary School		C	
M S D Perry Township	5345	Homecroft Elementary School	A		
M S D Pike Township	5352	Deer Run Elementary			F
M S D Pike Township	5354	College Park Elem Sch	B		
M S D Pike Township	5357	Central Elementary School			F
M S D Pike Township	5358	Eagle Creek Elementary School	A		
M S D Pike Township	5359	Eastbrook Elementary School		C	
M S D Warren Township	5369	Eastridge Elementary School			F
M S D Warren Township	5370	Hawthorne Elementary School	A		
M S D Warren Township	5373	Grassy Creek Elementary Sch			F
M S D Warren Township	5375	Lakeside Elementary School		C	
M S D Warren Township	5389	Sunny Heights Elementary Sch			F
M S D Warren Township	5391	Brookview Elementary School			F
M S D Warren Township	5399	Creston Intermediate Academy			G
M S D Warren Township	5401	Stonybrook Intermediate Academy			G
M S D Washington Township	5406	Crooked Creek Elementary Sch	A		
M S D Washington Township	5418	Greenbriar Elementary School			F
M S D Washington Township	5424	John Strange Elementary Sch			F
M S D Washington Township	5427	Nora Elementary School			F
Indiana Math Science Academy North	5444	IN Math & Science Acad North			G
Indianapolis Public Schools	5465	Arlington Community High School		C	
Indianapolis Public Schools	5469	Arsenal Technical High School		D	
Indianapolis Public Schools	5473	Crispus Attucks Medical Magnet		C	
Indianapolis Public Schools	5477	Broad Ripple Mgnt HS for Prfm Arts		C	
Indianapolis Public Schools	5481	Emmerich Manual High School		D	
Indianapolis Public Schools	5483	Northwest Community High School		D	
Imagine Life Sciences Acad - West	5484	Imagine Ind Life Science West		C	
Indianapolis Public Schools	5485	Shortridge Law & Public Policy Mgt		C	
Andrew J Brown Academy	5488	Andrew J Brown Academy			F

Corporation Name	School ID	School Name	Reward School	Priority School	Focus School
Indianapolis Public Schools	5494	John Marshall Community High Sch		C	
Indianapolis Public Schools	5498	Cold Spring School		C	
Indianapolis Public Schools	5514	Washington Irving School 14		C	
Indianapolis Public Schools	5515	Thomas D Gregg School 15		C	
Indpls Lighthouse Charter School	5523	Indpls Lighthouse Charter School			F
Indianapolis Public Schools	5527	Charity Dye School 27		C	
Indianapolis Public Schools	5531	James A Garfield Sch 31		C	
Indianapolis Public Schools	5534	Eleanor Skillen School 34			F
Indianapolis Public Schools	5539	William McKinley School 39			F
Indianapolis Public Schools	5542	Elder W Diggs School 42		C	
Indianapolis Public Schools	5543	James Whitcomb Riley Sch 43		C	
Indianapolis Public Schools	5544	Riverside School 44		C	
Indianapolis Public Schools	5548	Louis B Russell Jr School 48		C	
Indianapolis Public Schools	5549	William Penn School 49			F
Indianapolis Public Schools	5551	James Russell Lowell School 51		C	
Indianapolis Public Schools	5554	Brookside School 54		C	
Indianapolis Public Schools	5555	Eliza A Blaker School 55		C	
Indianapolis Public Schools	5556	Francis W Parker School 56		C	
Indianapolis Public Schools	5557	George W Julian School 57			F
Indianapolis Public Schools	5558	Ralph Waldo Emerson School 58		C	
Indianapolis Public Schools	5560	William A Bell School 60		C	
Indianapolis Public Schools	5563	Wendell Phillips School 63		C	
Indianapolis Public Schools	5565	Raymond F Brandes School 65		C	
Indianapolis Public Schools	5567	Stephen Collins Foster Sch 67			F
Indianapolis Public Schools	5569	Joyce Kilmer School 69		C	
Indianapolis Public Schools	5570	Mary E Nicholson School 70			F
Indianapolis Public Schools	5572	Emma Donnan Middle School		C	
Indianapolis Public Schools	5574	Theodore Potter School 74			G
Indianapolis Public Schools	5577	Merle Sidener Gifted Academy	A		
Indianapolis Public Schools	5579	Carl Wilde School 79	A		
Indianapolis Public Schools	5582	Christian Park School 82			F
Indianapolis Public Schools	5583	Floro Torrence School 83		C	
Indianapolis Public Schools	5588	Anna Brochhausen School 88		C	

Corporation Name	School ID	School Name	Reward School	Priority School	Focus School
Indianapolis Public Schools	5590	Ernie Pyle School 90	B		
Indianapolis Public Schools	5593	George H Fisher School 93		C	
Indianapolis Public Schools	5596	Meredith Nicholson School 96		C	
Indianapolis Public Schools	5601	H L Harshman Middle School			F
Indianapolis Public Schools	5603	Francis Scott Key School 103		C	
Indianapolis Public Schools	5605	Charles W Fairbanks Sch 105		C	
Indianapolis Public Schools	5606	Robert Lee Frost School 106		C	
Indianapolis Public Schools	5607	Lew Wallace School 107		C	
Indianapolis Public Schools	5608	Willard J Gambold Middle School		C	
Indianapolis Public Schools	5609	Jonathan Jennings School 109			F
Indianapolis Public Schools	5614	Paul I Miller School 114			F
Indianapolis Public Schools	5619	George S Buck Elementary School		C	
Indianapolis Public Schools	5623	Arlington Woods Elementary School	B		
Indianapolis Public Schools	5631	Key Learning Community		C	
Indianapolis Public Schools	5639	Thomas Carr Howe Comm High School		C	
Indianapolis Public Schools	5643	George Washington Community		C	
Indianapolis Public Schools	5659	Center for Inquiry Ii	A		
Indianapolis Public Schools	5662	Clarence Farrington School 61		C	
Indianapolis Metropolitan High Sch	5664	Indianapolis Metropolitan High Sch		D	
Indianapolis Public Schools	5670	New Horizons Alternative School		C	
Imagine Life Sciences Acad - East	5673	Imagine Indiana Life Sci Aca-East		C	
Indianapolis Public Schools	5674	Frederick Douglass School 19			F
Challenge Foundation Academy	5716	The Challenge Foundation Academy	B		
Padua Academy	5786	Padua Academy			G
The Indianapolis Project School	5848	The Indianapolis Project School		C	
KIPP Indpls College Preparatory	5860	KIPP Indpls College Preparatory			F
Fountain Square Academy	5864	Fountain Square Academy		D	
SE Neighborhood Sch of Excellence	5868	SE Neighborhood Sch of Excellence		C	
Flanner House Elementary School	5872	Flanner House Elem Sch (Charter)		C	
Christel House Academy	5874	Christel House Academy	A		
School Town of Speedway	5897	Carl G Fisher Elem School 1	A		
School Town of Speedway	5901	Arthur C Newby Elem School 2	A		
Plymouth Community School Corp	5933	Menominee Elementary School	A		

Corporation Name	School ID	School Name	Reward School	Priority School	Focus School
Bremen Public Schools	5943	Bremen Elem/Middle School	A		
Plymouth Community School Corp	5956	Riverside Intermediate	A		
Plymouth Community School Corp	5961	Jefferson Elementary School	B		
Plymouth Community School Corp	5969	Webster Elementary School	A		
Peru Community Schools	6093	Blair Pointe Upper Elementary	A		
Richland-Bean Blossom C S C	6153	Edgewood Intermediate School			F
Monroe County Com Sch Corp	6197	Fairview Elementary School		C	
Charles A Tindley Accelerated Schl	6208	Charles A Tindley Accelerated Sch	A		
The Bloomington Project School	6215	The Bloomington Project School			G
North Montgomery Com Sch Corp	6240	Pleasant Hill Elementary School		C	
North Montgomery Com Sch Corp	6243	Lester B Sommer Elem Sch	A		
North Montgomery Com Sch Corp	6246	Sugar Creek Elem Sch	A		
South Montgomery Com Sch Corp	6258	Walnut Elementary School	A		
Crawfordsville Com Schools	6289	Mollie B Hoover Elem Sch	A		
Monroe-Gregg School District	6323	Monrovia Elementary School			F
M S D Martinsville Schools	6357	Paragon Elementary School	B		
Mooresville Con School Corp	6381	Newby Memorial Elem Sch	A		
Mooresville Con School Corp	6387	Northwood Elementary School	A		
North Newton School Corp	6397	Morocco Elementary School	A		
North Newton School Corp	6405	Lake Village Elementary Sch	A		
South Newton School Corp	6431	South Newton Elementary Sch	A		
East Noble School Corp	6465	Rome City Elementary School			F
Paoli Community School Corp	6587	Throop Elementary School	A		
Springs Valley Com School Corp	6591	Springs Valley Elem Sch	A		
Southwest Parke Com Sch Corp	6629	Montezuma Elementary School			F
Cannelton City Schools	6733	Cannelton Elem & High School			G
Michigan City Area Schools	6829	Pine Elementary School	B		
Porter Township School Corp	6837	Boone Grove Elementary School	A		
Porter Township School Corp	6840	Porter Lakes Elementary School	A		
Portage Township Schools	6857	Wallace Aylesworth Elementary	A		
Portage Township Schools	6859	William Fegely Middle School			F
Valparaiso Community Schools	6891	Central Elementary School	A		
Valparaiso Community Schools	6921	Parkview Elementary School	A		

Corporation Name	School ID	School Name	Reward School	Priority School	Focus School
Duneland School Corporation	6928	Bailly Elementary School	A		
New Harmony Town & Twp Con Sch	6993	New Harmony Elem & High Sch			G
Eastern Pulaski Com Sch Corp	6994	Eastern Pulaski Elem Sch	A		
West Central School Corp	7027	West Central Elem Sch			F
Culver Community Schools Corp	7029	Monterey Elementary School			G
North Putnam Community Schools	7041	Bainbridge Elementary School			F
Cloverdale Community Schools	7082	Cloverdale Elementary School			F
Cloverdale Community Schools	7085	Cloverdale Middle School	B		
Union School Corporation	7117	Union Elementary School	B		
Monroe Central School Corp	7152	Monroe Central Elem School	A		
South Bend Community Sch Corp	7313	Hay Primary Center			F
Penn-Harris-Madison Sch Corp	7365	Elsie Rogers Elem Sch	B		
Penn-Harris-Madison Sch Corp	7377	Moran Elementary School	A		
Union-North United School Corp	7400	LaVille Elementary School	A		
South Bend Community Sch Corp	7417	Warren Primary Center			F
South Bend Community Sch Corp	7441	Swanson Primary Center			F
John Glenn School Corporation	7456	North Liberty School	A		
John Glenn School Corporation	7457	Walkerton Elementary School	A		
School City of Mishawaka	7478	Liberty Elementary School	A		
South Bend Community Sch Corp	7533	Coquillard Primary Center			G
South Bend Community Sch Corp	7545	Harrison Primary Center		C	
South Bend Community Sch Corp	7555	Kennedy Primary Academy	A		
South Bend Community Sch Corp	7557	Lafayette Early Childhood Center		C	
South Bend Community Sch Corp	7561	Lincoln Primary Center		C	
Xavier School of Excellence	7571	Xavier School of Excellence		C	
South Bend Community Sch Corp	7573	Madison Primary Center		C	
South Bend Community Sch Corp	7577	Marquette Montessori Academy		C	
South Bend Community Sch Corp	7585	Monroe Primary Center			F
South Bend Community Sch Corp	7588	Wilson Primary Center			F
South Bend Community Sch Corp	7593	Muessel Primary Center		C	
South Bend Community Sch Corp	7597	Navarre Intermediate Center		C	
South Bend Community Sch Corp	7601	Nuner Primary Center			F
South Bend Community Sch Corp	7613	Perley Fine Arts Academy			G

Corporation Name	School ID	School Name	Reward School	Priority School	Focus School
Southwestern Con Sch Shelby Co	7703	Southwestern Elementary Sch	B		
Shelbyville Central Schools	7733	William F Loper Elem Sch	A		
North Spencer County Sch Corp	7751	Chrisney Elementary School	A		
North Spencer County Sch Corp	7753	David Turnham Edl Ctr	A		
South Spencer County Sch Corp	7789	Luce Elementary School	B		
Oregon-Davis School Corp	7818	Oregon-Davis Elementary Sch	A		
M S D Steuben County	7897	Carlin Park Elementary School	B		
Northeast School Corp	7913	Dugger Elementary School	B		
Northeast School Corp	7925	Shelburn Elementary School		C	
Rural Community Schools Inc	7951	Rural Community Academy			G
Switzerland County School Corp	7985	Jefferson-Craig Elem Sch			F
Tippecanoe School Corp	8005	Mayflower Mill Elem Sch	A		
Tippecanoe School Corp	8024	Battle Ground Elem Sch			F
Joshua Academy	8203	Joshua Academy		C	
Evansville Vanderburgh Sch Corp	8251	Lincoln School		C	
Evansville Vanderburgh Sch Corp	8261	Caze Elementary School		C	
Evansville Vanderburgh Sch Corp	8265	Cedar Hall Community School		C	
Evansville Vanderburgh Sch Corp	8270	Academy for Innovative Studies		D	
Evansville Vanderburgh Sch Corp	8285	Delaware Elementary School			F
Evansville Vanderburgh Sch Corp	8291	Evans Middle School		C	
Evansville Vanderburgh Sch Corp	8293	Fairlawn Elementary School		C	
Evansville Vanderburgh Sch Corp	8301	Glenwood Leadership Academy		C	
Evansville Vanderburgh Sch Corp	8329	Lodge Community School		D	
Evansville Vanderburgh Sch Corp	8339	McGary Middle School		C	
Evansville Vanderburgh Sch Corp	8353	Evans School		C	
The Learning Center	8396	The Learning Center		C	
North Vermillion Com Sch Corp	8403	North Vermillion Elem Sch			F
South Vermillion Com Sch Corp	8409	Central Elementary School		C	
South Vermillion Com Sch Corp	8431	Ernie Pyle Elementary School			F
South Vermillion Com Sch Corp	8435	Van Duyn Elementary School			F
Vigo County School Corp	8473	Chauncey Rose Middle Sch		C	
Vigo County School Corp	8561	Meadows Elementary School			F
Vigo County School Corp	8575	Ouabache Elementary School			F

Corporation Name	School ID	School Name	Reward School	Priority School	Focus School
Vigo County School Corp	8609	West Vigo Elementary School			F
M S D Wabash County Schools	8657	Sharp Creek Elementary School	A		
M S D Warren County	8729	Williamsport Elementary Sch	A		
Warrick County School Corp	8773	Lynnville Elementary School	A		
Warrick County School Corp	8777	Loge Elementary School	A		
Warrick County School Corp	8813	Chandler Elementary School	A		
Warrick County School Corp	8819	Sharon Elementary School	A		
Richmond Community Schools	8943	Paul C Garrison Elem Sch	A		
Richmond Community Schools	8947	Highland Heights Elem Sch	A		
Western Wayne Schools	8971	Western Wayne Elem Sch	A		
Galileo Charter School	9018	Galileo Charter School			F
Richmond Community Schools	9038	Elizabeth Starr Acad for Young Ent			F
Richmond Community Schools	9045	Vaile Elementary School		C	
Southern Wells Com Schools	9057	Southern Wells Elem Sch	A		
Northern Wells Com Schools	9085	Lancaster Central School	A		
Whitko Community School Corp	9173	South Whitley Elementary Sch			F

Total # of Title I schools in the State: 958

Total # of Title I-participating high schools in the state with graduation rates less than 60%: 11

Senate Enrolled Act 1 Summary

Meaningful, annual evaluations

- Requires local districts to develop teacher and principal evaluation systems considering multiple measures. Students' academic growth and performance would be on part of a comprehensive evaluation system examining multiple factors.

Performance Rating Categories

- Requires annual performance evaluations to differentiate teachers and principals fairly, accurately, and credibly along four discrete rating categories:
    - Highly Effective;
    - Effective;
    - Improvement Necessary; or
    - Ineffective.
- While educators must be placed in categories, the state will not mandate a certain percentage of educators be placed in each category.

Teacher Pay

- SEA 1 enables school corporations to develop systems that reward great teachers with more pay.
    - Current teacher salaries will not be reduced by SEA 1.
    - Teachers will be able to receive salary increases based on teacher's evaluation results as well as students; needs, leadership roles and seniority/degrees held.
    - Seniority and degrees held together may count for up to one-third of the considerations used to determine teachers' pay increases.
    - No additional funding will be required for these salary increases; this is a new way of thinking about compensation models and the Indiana Department of Education will develop model compensation systems.

Teacher Classifications

- SEA 1 provides protections based on performance rather than seniority. The proposal changes the current non-permanent, semi-permanent and permanent status categories to probationary, professional and established.
- The new titles are better linked to teachers' performance in the classroom.
- All current teachers will be "established" teachers and cannot be dismissed for performance until receiving two consecutive ineffective ratings or three ineffective or improvement necessary ratings in a five-year period.

- All new teachers will be probationary and can be dismissed after one ineffective rating. Probationary teachers earning three effective or highly effective ratings in a five-year period become professional teachers and cannot be dismissed until receiving two ineffective ratings.

Due Process for Teachers

- SEA 1 does not eliminate due process for teachers.
- SEA 1 aims to align teacher due process with current principal due process and make it more focused on demonstrated teacher effectiveness based on locally-developed, multi-faceted evaluations.
- The higher a teacher's status, the more ineffective ratings it takes to remove a teacher from the classroom.
- Teachers facing dismissal are given the right to a conference with the local superintendent and the school board. They may also have representation with them at the conference.

Operational Efficiencies

- Requires IDOE (partnering with outside entities) to develop a program to address operational efficiencies in school corporations.
- Focus will be on procurement, especially in areas like technology.

Parent Accountability

- Current law requires parents to ensure their children attend school.
- SEA 1 requires every school corporation to include a definition of "attendance" in the school policies and to define excused and unexcused absences.
- If a student is in violation of the attendance statute, the parents must receive notification from the superintendent before action can be pursued against the parent.
- SEA 1 expands the options available to a superintendent for delivering personal notice to the parent of a habitually absent child.
- Superintendents or their designees are also required to report habitually absent children to the juvenile court of Department of Child Services.

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

2011 ISTEP+ Results Overview

(Statewide by Grade Level)

English/Language Arts				
Grade	Percent Pass (Total)*	Percent Pass +	Percent Did Not Pass	Percent Undetermined
3	83	13	17	2
4	82	16	18	3
5	75	16	25	3
6	76	24	24	3
7	77	18	23	3
8	72	10	28	3
Average Pass Rate: 78%				

Mathematics				
Grade	Percent Pass (Total)*	Percent Pass +	Percent Did Not Pass	Percent Undetermined
3	78	28	22	2
4	79	24	21	2
5	86	31	14	2
6	80	18	20	2
7	75	24	25	3
8	77	19	23	3
Average Pass Rate: 79%				

Science				
Grade	Percent Pass (Total)*	Percent Pass +	Percent Did Not Pass	Percent Undetermined
4	76	24	24	2
6	62	19	38	2
Average Pass Rate: 69%				

Social Studies				
Grade	Percent Pass (Total)*	Percent Pass +	Percent Did Not Pass	Percent Undetermined
5	67	21	33	2
7	68	27	32	3
Average Pass Rate: 67%				

* "Total" represents the combined percents for *Pass* and *Pass+*

Note: All numbers in the chart are for public schools only and are rounded to the nearest percent.

Go

Information Maintained by the Office of Code Revision Indiana Legislative Services Agency

IC 20-28-11.5

Chapter 11.5. Staff Performance Evaluations

IC 20-28-11.5-1

"Evaluator"

Sec. 1. As used in this chapter, "evaluator" means an individual who conducts a staff performance evaluation. The term includes a teacher who:

(1) has clearly demonstrated a record of effective teaching over several years;

(2) is approved by the principal as qualified to evaluate under the plan; and

(3) conducts staff performance evaluations as a significant part of teacher's responsibilities.

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

IC 20-28-11.5-2

"Plan"

Sec. 2. As used in the chapter, "plan" refers to a staff performance evaluation plan developed under this chapter.

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

IC 20-28-11.5-3

"School corporation"

Sec. 3. As used in this chapter, "school corporation" includes:

(1) a school corporation;

(2) a school created by an interlocal agreement under IC 36-1-7;

(3) a special education cooperative under IC 20-35-5; and

(4) a joint career and technical education program created under IC 20-37-1.

However, for purposes of section 4(a) and 4(b) of this chapter, "school corporation" includes a charter school, a virtual charter school, an eligible school (as defined in IC 20-51-1-4.7).

As added by P.L.90-2011, SEC.39. Amended by P.L.229-2011, SEC.176; P.L.172-2011, SEC.122.

IC 20-28-11.5-4

School corporation plan; plan components

Sec. 4. (a) Each school corporation shall develop a plan for annual performance evaluations for each certificated employee (as defined in IC 20-29-2-4). A school corporation shall implement the plan beginning with the 2012-2013 school year.

(b) Instead of developing its own staff performance evaluation plan under subsection (a), a school corporation may adopt a staff performance evaluation plan that meets the requirements set forth in this chapter or any of the following models:

(1) A plan using master teachers or contracting with an outside vendor to provide master teachers.

(2) The System for Teacher and Student Advancement (TAP).

(3) The Peer Assistance and Review Teacher Evaluation System

(PAR).

(c) A plan must include the following components:

(1) Performance evaluations for all certificated employees, conducted at least annually.

(2) Objective measures of student achievement and growth to significantly inform the evaluation. The objective measures must include:

(A) student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;

(B) methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and

(C) student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.

(3) Rigorous measures of effectiveness, including observations and other performance indicators.

(4) An annual designation of each certificated employee in one (1) of the following rating categories:

(A) Highly effective.

(B) Effective.

(C) Improvement necessary.

(D) Ineffective.

(5) An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected.

(6) A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

(d) The evaluator shall discuss the evaluation with the certificated employee.

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

IC 20-28-11.5-5

Conduct of evaluations

Sec. 5. (a) The superintendent or equivalent authority, for a school corporation that does not have a superintendent, may provide for evaluations to be conducted by an external provider.

(b) An individual may evaluate a certificated employee only if the individual has received training and support in evaluation skills.

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

IC 20-28-11.5-6

Completed evaluation; remediation plan; conference with superintendent

Sec. 6. (a) A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to a certificated employee not later than seven (7) days after the

evaluation is conducted.

(b) If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not

conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection.

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

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

IC 20-28-11.5-7

Student instructed by teachers rated ineffective; notice to parents required

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

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

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

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

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

IC 20-28-11.5-8

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

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

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

(A) the criteria that define each of the four categories of teacher ratings under section 4(b)(3) of this chapter;

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

(C) standards that define actions that constitute a negative impact on student achievement; and

(D) an acceptable standard for training evaluators.

(2) Before January 31, 2012, work with the department to develop a model plan and release it to school corporations. Subsequent versions of the model plan that contain substantive changes must be provided to school corporations.

(3) Work with the department to ensure the availability of ongoing training on the use of the performance evaluation to ensure that all evaluators and certificated employees have access to information on the plan, the plan's implementation, and this chapter.

(b) A school corporation may adopt the model plan without the state board's approval. A school corporation may modify the model plan or develop the school corporation's own plan, if the modified or developed plan meets the criteria established under this chapter. If a school corporation modifies the model plan or develops its

own plan, the department may request that the school corporation submit the plan to the department to ensure the plan meets the criteria developed under this chapter. Each school corporation shall submit its staff performance evaluation plan to the department. The department shall publish the staff performance evaluation plans on the department's Internet web site. A school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter.

(c) This subsection applies to a school corporation that has not adopted a staff performance evaluation plan that complies with this chapter before July 1, 2011. Before submitting a staff performance evaluation plan to the department under subsection (b), the governing body shall submit the staff performance evaluation plan to the teachers employed by the school corporation for a vote. If at least seventy-five percent (75%) of the teachers voting vote in favor of adopting the staff performance evaluation plan, the governing body may submit the staff performance evaluation plan to the department under subsection (b).

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

IC 20-28-11.5-9

Department report of evaluation results

Sec. 9. (a) Before August 1 of each year, each school corporation shall provide the results of the staff performance evaluations, including the number of certificated employees placed in each performance category, to the department. The results provided may

not include the names or any other personally identifiable information regarding certificated employees.

(b) Before September 1 of each year, the department shall report the results of staff performance evaluations to the state board, and to the public via the department's Internet web site, for:

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

(2) the aggregate of graduates of each teacher preparation program in Indiana.

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

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

MEMORANDUM

TO: Members of the State Board of Education

FROM: Mindy Schlegel, Senior Advisor on Educator Effectiveness and Leadership

DATE: November 1, 2011

SUBJECT: Proposed final rule on teacher performance evaluations (LSA #11-405)

In light of public testimony on proposed rules #11-405, there are several slight changes to the regulations after public hearing. While some edits were minor and merely altered the language to read more consistently, there were several suggestions made that clarified the content.

1. Primary measure is now defined
2. Guidelines to be developed by the department are specifically required to be published annually by August 1
3. Amended to use consistent terminology regarding assessment and exam
4. Clarified that locals may select more than one data measure
5. Clarified mandatory assessment (ISTEP) versus state assessment (mClass)
6. Added 511 IAC 10-6-5 to incorporate best practice suggestions from field for professional development, including the use of observations and feedback for formative and summative evaluations

TITLE 511 INDIANA STATE BOARD OF EDUCATION

Proposed Rule
LSA Document #11-405

DIGEST

Amends 511 IAC 10-6 to establish new staff performance evaluation procedures. Effective thirty (30) days after filing with the publisher.

IC 4-22-2.1-5 Statement Concerning Rules Affecting Small Businesses

Rule 6. – Staff Performance Evaluation

511 IAC 10-6-1 ~~Plan development~~ **Definitions**
Authority: IC 20-19-2-8; ~~IC 20-28-11~~ **IC 20-28-11.5-8**
Affected: IC 20-19-2-8; IC 20-31-4; IC 20-35-5; IC 20-37-1-1; IC 36-1-7; **IC 20-28-11.5-8; 20-28-6-7.5; 20-28-7.5; 20-28-9-1**

Sec. 1. ~~Beginning in the 1988-89 school year each:~~
~~(1) school corporation;~~
~~(2) school organized pursuant to an interlocal agreement under IC 36-1-7;~~
~~(3) special education cooperative organized under IC 20-35-5;~~
~~(4) cooperating school corporation for vocational education organized under IC 20-1-18-7 *[IC 20-1 was repealed by P.L.1-2005, SECTION 240, effective July 1, 2005. See IC 20-37-1-1.];*~~ and
~~(5) private school;~~
~~as a condition of accreditation under IC 20-19-2-8(8), must develop and implement a staff performance evaluation plan to evaluate~~
~~the performance of each employee whose position requires a license issued by the state board of education.~~

The following definitions apply throughout this rule:

(1) "Category" means any one of the four categories in 20-28-11.5-4.
(2) "Certified Employee" has the meaning set forth in 20-29-2-4.
(3) "Department" means the Indiana Department of Education.
(4) "Evaluator" has the meaning set forth in 20-28-11.5-1.
(5) "Measures" means the student learning measures as described in section 4 of this rule.
(6) "Plan" has the meaning set forth in 20-28-11.5-2.
(7) "Primary measure" means a measure used that is afforded more weight than other measures utilized in the objective data component of an evaluation plan.
(8) "School Corporation" has the meaning set forth in IC 20-28-11.5-3.
(9) "Summative evaluation" means an evaluation for the purpose of making personnel decisions and for enhancing teaching effectiveness.
(10) "Teacher" has the meaning set forth in 20-18-2-22.

511 IAC 10-6-2 **Plan** ~~approval~~ **development and adoption**
Authority: IC 20-19-2-8; ~~IC 20-28-11~~; **IC 20-28-11.5-8**
Affected: IC 20-31-4; **IC 20-28-11.5-8: IC 20-19-2-8;** IC 20-35-5; IC 20-37-1-1; IC 36-1-7; **20-28-6-7.5; 20-28-7.5; 20-28-9-1**

Sec. 2. ~~(a) The department of education shall approve a staff performance evaluation plan that provides for the following:~~

~~(1) Improvement of the performance of each individual evaluated.~~
~~(2) Growth and development of each individual evaluated.~~
~~(3) An annual assessment of the effectiveness of the plan.~~
~~(4) An evaluation of non-permanent and semi-permanent teachers:~~
~~(A) on or before December 31 each year; and~~
~~(B) if requested by the teacher, an additional evaluation on or before March 1 of the following year.~~
~~(b) A staff performance evaluation plan may provide a basis for employment decisions.~~
~~(c) A staff performance evaluation plan may not use ISTEP scores as a basis for an employee's evaluation~~
(a) For implementation during the 2012-2013 school year, each school corporation shall develop or adopt a staff performance evaluation plan to evaluate the performance of each certified employee per IC 20-28-11.5-4.

(b) Any staff performance evaluation plan shall include the following performance level descriptors and definitions for category designation under the plan. A school corporation may supplement, but not replace, definitions of the performance level descriptors to appropriately reflect the selected or developed evaluation system.

(1) Highly Effective. A highly effective teacher consistently exceeds expectations both in terms of student outcomes and instructional practice. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have exceeded expectations for academic growth and achievement based on guidelines suggested by the department, which shall be published annually by August 1.

(2) Effective. An effective teacher consistently meets expectations both in terms of student outcomes and instructional practice. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the department, which shall be published annually by August 1.

(3) Improvement Necessary. A teacher who is rated as improvement necessary requires a change in performance before he/she meets expectations either in terms of student outcomes or instructional practice. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the department, which shall be published annually by August 1.

(4) Ineffective. An ineffective teacher consistently fails to meet expectations both in terms of student outcomes and instructional practice. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the department, which shall be published annually by August 1.

511 IAC 10-6-3 ~~Department of education function~~ **Evaluator Training**
Authority: IC 20-19-2-8; ~~IC 20-28-11~~; **IC 20-28-11.5-8**

Affected: IC 20-28-11; IC 20-31-4; **IC 20-28-11.5-8; IC 20-35-5; IC 20-37-1-1; IC 36-1-7; 20-28-6-7.5; 20-28-7.5; 20-28-9-1**

Sec. 3. ~~(a) The department of education shall:~~
~~(1) provide guidelines for plan development and implementation;~~
~~(2) collect and disseminate information concerning staff evaluation;~~
~~(3) assist in the training of evaluators;~~
~~(4) review and approve each staff performance evaluation plan submitted;~~
~~(5) provide a written response to each corporation concerning its plan before October 31 of the year in which it is submitted;~~
~~and~~
~~(6) provide technical assistance for plan development and implementation:~~
~~(A) as necessary, to bring the plan into compliance with IC 20-28-11 and 511 IAC 10-6; or~~
~~(B) at the request of the corporation.~~
~~(b) The department may suggest ways to improve a plan that is in compliance with IC 20-28-11 and 511 IAC 10-6.~~

(a) Observation and Analysis of Teacher Practice and Student Learning Measures. Administrators and other administrator-designated individuals shall collect evidence throughout the school year to be used toward a summative evaluation.

(1) Any individual responsible for collecting evidence toward summative evaluations must be provided with training on how to collect and analyze evidence. Such training may include, but is not limited to, training incorporated into professional development programs, supervisor-led training, or virtual training. In developing training programs, a school corporation must incorporate mechanisms to assess evaluators' improvement in collecting and using evidence.

(2) An individual responsible for collecting evidence towards summative evaluations is not required to be certified in administration.

(b) Summative Evaluations. Administrators and other administrator-designated individuals shall be provided training by the school corporation on evaluating evidence provided and shall be responsible for making a final summative evaluation.

(1) Any individual responsible for summative evaluations shall be provided with training on how to evaluate evidence and how to make a final summative judgment. Such training may include, but is not limited to, training incorporated into professional development programs, supervisor-led training, or virtual training. In developing training programs, a school corporation must incorporate mechanisms to assess evaluators' competence in collecting and using evidence.

(2) An individual responsible for summative evaluations is not required to be certified in administration but must have experience in observing and analyzing teacher practice and student learning measures.

511 IAC 10-6-4 ~~Dates for submission of plans~~ **Evaluation Measures**

Authority: IC 20-19-2-8; ~~IC 20-28-11~~; **IC 20-28-11.5-8**

Affected: IC 20-31-4; **IC 20-28-11.5-8; IC 20-19-2-8; IC 20-35-5; IC 20-37-1-1; IC 36-1-7; 20-28-6-7.5; 20-28-7.5; 20-28-9-1**

Sec. 4. ~~(a) Staff performance evaluation plans must be submitted to the department between June 1 and September 1~~
~~immediately preceding the school year in which they are to be implemented.~~
~~(b) Following initial approval and implementation, each corporation must, on or before September 15 of each year, report to~~
~~the department of education any modifications in its staff performance evaluation plan.~~

(a) Measures to be used shall include the following:

(1) Measures provided by the department based on student achievement and/or growth on statewide assessments, or both.

(2) Measures based on other assessments developed or procured by a school corporation for the purpose of showing student growth and/or achievement, ~~or both~~. The department will issue guidance to assist corporations in identifying and developing assessments, which may include commercially available or locally developed assessments, performance tasks, portfolios, or other measures of student growth and achievement.

(3) Measures closely aligned with content standards, as applicable, to reflect ambitious learning goals and proportional representation of content.

(b) Selection and Weight of Measures. The use and weighting of student measures shall directly relate the assessments that most accurately measure student learning according to the following priority:

(1) Where a ~~state exam~~ mandatory state assessment exists, a school corporation must use it as a ~~primary~~ measure of student learning. If that state assessment provides individual growth model data, the school corporation must use it as that teacher's primary measure of student learning.

(2) Where a state ~~exam~~ assessment does not exist, ~~the primary measure shall be an exam~~ an assessment developed or procured by a corporation that is used for common grades and or subjects shall be used as a measure of student learning.

(3) Only when there is no state, corporation or school ~~exam~~ assessment shall a school corporation utilize class-specific, teacher-created ~~exams~~ assessments as a ~~primary~~ measure of student learning for evaluation purposes. ~~If data from state exams are available, that data must be used and weighted more than other sources of student learning measures.~~

(4) ~~Where individual state assessment growth data is available, schools and school corporations must incorporate this data in summative ratings and give this data a higher weight than other student learning measures that may be included.~~ Corporations may use multiple student learning measures. If corporations choose to use multiple sources of data, the primary measure will carry the most weight in relation to the other student learning measures.

(c) Negative Impact on Student Learning shall be defined as follows:

(1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. Cut levels shall be published by August 1.

(2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.

(d) The department will provide guidance to districts on the best selection of assessments.

~~511 IAC 10-6-5 Periodic eEvaluation for professional development~~
~~Authority: IC 20-19-2-8; IC 20-28-11~~
~~Affected: IC 20-28-11; IC 20-31-4~~
~~Sec. 5. A system for the periodic evaluation of licensed employees that is:~~
~~(1) included in a collective bargaining agreement negotiated prior to July 1, 1987; and~~
~~(2) not in compliance with IC 20-28-11 and 511 IAC 10-6;~~

~~is not a basis for denying accreditation to that school or school corporation while that particular agreement is in effect. However if a subsequent agreement contains a system for the periodic evaluation of licensed employees, the evaluation system must comply with IC 20-28-11 and 511 IAC 10-6.~~

Any evaluation plan adopted by a school corporation shall include:

(1) a minimum of two (2) observations as part of formative evaluations that shall take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to a summative evaluation; and

(2) a defined timeline, process, and format for teachers to receive meaningful feedback towards growth opportunities to ensure that evaluations capture progress between the beginning and the end of the school year. Meaningful feedback shall include identified strengths and areas for improvement.

First Regular Session 117th General Assembly (2011)

PRINTING CODE. Amendments: Whenever an existing statute (or a section of the Indiana Constitution) is being amended, the text of the existing provision will appear in this style type, additions will appear in **this style type**, and deletions will appear in ~~this style type.~~
Additions: Whenever a new statutory provision is being enacted (or a new constitutional provision adopted), the text of the new provision will appear in **this style type**. Also, the word **NEW** will appear in that style type in the introductory clause of each SECTION that adds a new provision to the Indiana Code or the Indiana Constitution.
Conflict reconciliation: Text in a statute in *this style type* or ~~*this style type*~~ reconciles conflicts between statutes enacted by the 2010 Regular Session of the General Assembly.

SENATE ENROLLED ACT No. 1

AN ACT to amend the Indiana Code concerning education.

Be it enacted by the General Assembly of the State of Indiana:

SOURCE: IC 11-10-5-2; (11)SE0001.1.1. -->
SECTION 1. IC 11-10-5-2, AS AMENDED BY P.L.246-2005, SECTION 96, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 2. The ~~advisory board of the division of professional standards of the department of education established by IC 20-28-2-2~~ **state board of education** shall, in accord with IC 20-28-4 and IC 20-28-5, adopt rules under IC 4-22-2 for the licensing of teachers to be employed by the department.
SOURCE: IC 11-10-5-3; (11)SE0001.1.2. --> SECTION 2. IC 11-10-5-3, AS AMENDED BY P.L.246-2005, SECTION 97, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 3. Limited certificates valid for one (1) year may be granted, upon the request of the commissioner, according to rules of the ~~advisory board of the division of professional standards of the department of education established by IC 20-28-2-2.~~ **state board of education.** Modification of these rules may be made by the ~~advisory board of the division of professional standards of the department of education established by IC 20-28-2-2~~ **state board of education** in a way reasonably calculated to make available an adequate supply of qualified teachers. A limited certificate may be issued in cases where special education and qualifications warrant the waiver of part of the prerequisite professional education required for certification to teach in the public schools. The limited certificate, however, may be issued

only to applicants who have graduated from an accredited college or university. Teachers of vocational education

need not be graduates of an accredited college or university but shall meet requirements for conditional vocational certificates as determined by the department of education.

SOURCE: IC 20-18-2-16; (11)SE0001.1.3. --> SECTION 3. IC 20-18-2-16, AS AMENDED BY P.L.2-2006, SECTION 77, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 16. (a) "School corporation", for purposes of this title (except IC 20-20-33, IC 20-26-1 through IC 20-26-5, IC 20-26-7, IC 20-30-8, and IC 20-43), means a public school corporation established by Indiana law. The term includes a:

(1) school city;
(2) school town;
(3) school township;
(4) consolidated school corporation;
(5) metropolitan school district;
(6) township school corporation;
(7) county school corporation;
(8) united school corporation; or
(9) community school corporation.

(b) "School corporation", for purposes of IC 20-26-1 through IC 20-26-5 and IC 20-26-7, has the meaning set forth in IC 20-26-2-4.

(c) "School corporation", for purposes of IC 20-20-33 and IC 20-30-8, includes a charter school (as defined in IC 20-24-1-4).

(d) "School corporation", for purposes of IC 20-43, has the meaning set forth in IC 20-43-1-23.

(e) "School corporation", for purposes of IC 20-28-11.5, has the meaning set forth in IC 20-28-11.5-3.

SOURCE: IC 20-18-2-22; (11)SE0001.1.4. --> SECTION 4. IC 20-18-2-22, AS ADDED BY P.L.246-2005, SECTION 126, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 22. (a) "Teacher" means a professional person whose position in a school corporation requires certain educational preparation and licensing **and whose primary responsibility is the instruction of students.**

(b) For purposes of IC 20-28, the term includes the following:

(1) A superintendent.
~~(2) A supervisor.~~
~~(3)~~ **(2)** A principal.
~~(4) An attendance officer.~~
~~(5)~~ **(3)** A teacher.
~~(6)~~ **(4)** A librarian.

SOURCE: IC 20-19-2-8; (11)SE0001.1.5. --> SECTION 5. IC 20-19-2-8, AS AMENDED BY HEA 1429-2011,

SECTION 4, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 8. (a) In addition to any other powers and duties prescribed by law, the state board shall adopt rules under IC 4-22-2 concerning, but not limited to, the following matters:

(1) The designation and employment of the employees and consultants necessary for the department. The state board shall fix the compensation of employees of the department, subject to the approval of the budget committee and the governor under IC 4-12-2.

(2) The establishment and maintenance of standards and guidelines for media centers, libraries, instructional materials centers, or any other area or system of areas in a school where a full range of information sources,

associated equipment, and services from professional media staff are accessible to the school community. With regard to library automation systems, the state board may only adopt rules that meet the standards established by the state library board for library automation systems under IC 4-23-7.1-11(b).

(3) The establishment and maintenance of standards for student personnel and guidance services.

(4) The establishment and maintenance of minimum standards for driver education programs (including classroom instruction and practice driving) and equipment. Classroom instruction standards established under this subdivision must include instruction about:

(A) railroad-highway grade crossing safety; and

(B) the procedure for participation in the human organ donor program;

and must provide, effective July 1, 2010, that the classroom instruction may not be provided to a child less than fifteen (15) years and one hundred eighty (180) days of age.

(5) The inspection of all public schools in Indiana to determine the condition of the schools. The state board shall establish standards governing the accreditation of public schools. Observance of:

(A) IC 20-31-4;

(B) IC 20-28-5-2;

(C) IC 20-28-6-3 through IC 20-28-6-7;

~~(D) IC 20-28-9-7 and IC 20-28-9-8;~~

~~(E) IC 20-28-11;~~ **(D) IC 20-28-11.5;** and

~~(F)~~ **(E)** IC 20-31-3, IC 20-32-4, IC 20-32-5, IC 20-32-6, and IC 20-32-8;

is a prerequisite to the accreditation of a school. Local public

school officials shall make the reports required of them and otherwise cooperate with the state board regarding required inspections. Nonpublic schools may also request the inspection for classification purposes. Compliance with the building and site guidelines adopted by the state board is not a prerequisite of accreditation.

(6) The distribution of funds and revenues appropriated for the support of schools in the state.

(7) The state board may not establish an accreditation system for nonpublic schools that is less stringent than the accreditation system for public schools.

(8) A separate system for recognizing nonpublic schools under IC 20-19-2-10. Recognition of nonpublic schools under this subdivision constitutes the system of regulatory standards that apply to nonpublic schools that seek to qualify for the system of recognition.

(9) The establishment and enforcement of standards and guidelines concerning the safety of students participating in cheerleading activities.

(10) Subject to IC 20-28-2, the preparation and licensing of teachers.

(b) Before final adoption of any rule, the state board shall make a finding on the estimated fiscal impact that the rule will have on school corporations.

SOURCE: IC 20-20-31-10; (11)SE0001.1.6. --> SECTION 6. IC 20-20-31-10, AS ADDED BY P.L.246-2005, SECTION 128, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 10. The state board shall approve an evaluation system for professional development based on recommendations from the department. ~~and the advisory board of the division of professional standards established by IC 20-28-2-2.~~ The department shall develop a means for measuring successful programs and activities in which schools participate. The measurements must include the following:

(1) A mechanism to identify and develop strategies to collect multiple forms of data that reflect the achievement of expectations for all students. The data may include the results of ISTEP program tests under IC 20-31-3, IC 20-32-4, IC 20-32-5, and IC 20-32-6, local tests, classroom work, and teacher and administrator observations.

(2) A procedure for using collected data to make decisions.

(3) A method of evaluation in terms of educator's practice and student learning, including standards for effective teaching and

effective professional development.

SOURCE: IC 20-20-39; (11)SE0001.1.7. --> SECTION 7. IC 20-20-39 IS ADDED TO THE INDIANA CODE AS A **NEW** CHAPTER TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]:

Chapter 39. Operational Efficiency Reviews

Sec. 1. Before October 1, 2011, the department shall develop a program to provide training and evaluations for school corporations in operational efficiency.

Sec. 2. The department may contract with an outside entity to provide quality training for the department, school corporations, and superintendents in the area of efficiency and cost savings.

Sec. 3. A school corporation shall submit to the department any information the department determines is necessary to:

(1) evaluate the school corporation's current operations; and

(2) recommend operational efficiencies and financial savings for the school corporation.

SOURCE: IC 20-24-6-10; (11)SE0001.1.8. --> SECTION 8. IC 20-24-6-10, AS ADDED BY P.L.1-2005, SECTION 8, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 10. (a) The governing body:

(1) must grant a transfer of not more than two (2) years; and

(2) may grant a transfer for a period in addition to the period required in subdivision (1);

to a teacher of a noncharter school in the school corporation who wishes to teach and has been accepted to teach at a nonconversion charter school.

(b) During the term of the transfer under subsection (a):

(1) the teacher's seniority status under law continues as if the teacher were an employee of a noncharter school in the school corporation; and

(2) the teacher's years as a charter school employee shall not be considered for purposes of permanent or semipermanent status with the school corporation under IC 20-28-6, ~~IC 20-28-7,~~ **IC 20-28-7.5,** or IC 20-28-8.

SOURCE: IC 20-24-8-4; (11)SE0001.1.9. --> SECTION 9. IC 20-24-8-4, AS ADDED BY P.L.246-2005, SECTION 130, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 4. Except as specifically provided in this article and the statutes listed in section 5 of this chapter, the following do not apply to a charter school:

(1) An Indiana statute applicable to a governing body or school corporation.

(2) A rule or guideline adopted by the state board.

(3) A rule or guideline adopted by the ~~advisory~~ **state** board ~~of the~~

~~division of professional standards established by IC 20-28-2-2,~~ **concerning teachers,** except for those rules that assist a teacher in gaining or renewing a standard or advanced license.

(4) A local regulation or policy adopted by a school corporation unless specifically incorporated in the charter.

SOURCE: IC 20-24-8-5; (11)SE0001.1.10. --> SECTION 10. IC 20-24-8-5, AS AMENDED BY P.L.154-2009, SECTION 1, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 5. The following statutes and rules and guidelines adopted under the following statutes apply to a charter school:

(1) IC 5-11-1-9 (required audits by the state board of accounts).

(2) IC 20-39-1-1 (unified accounting system).

(3) IC 20-35 (special education).

(4) IC 20-26-5-10 (criminal history).

(5) IC 20-26-5-6 (subject to laws requiring regulation by state agencies).

~~(6) IC 20-28-7-14 (void teacher contract when two (2) contracts are signed).~~

~~(7)~~ **(6)** IC 20-28-10-12 (nondiscrimination for teacher marital status).

~~(8)~~ **(7)** IC 20-28-10-14 (teacher freedom of association).

~~(9)~~ **(8)** IC 20-28-10-17 (school counselor immunity).

~~(10)~~ **(9)** For conversion charter schools only, IC 20-28-6, ~~IC 20-28-7,~~ **IC 20-28-7.5,** IC 20-28-8, IC 20-28-9, and IC 20-28-10.

~~(11)~~ **(10)** IC 20-33-2 (compulsory school attendance).

~~(12)~~ **(11)** IC 20-33-3 (limitations on employment of children).

~~(13)~~ **(12)** IC 20-33-8-19, IC 20-33-8-21, and IC 20-33-8-22 (student due process and judicial review).

~~(14)~~ **(13)** IC 20-33-8-16 (firearms and deadly weapons).

~~(15)~~ **(14)** IC 20-34-3 (health and safety measures).

~~(16)~~ **(15)** IC 20-33-9 (reporting of student violations of law).

~~(17)~~ **(16)** IC 20-30-3-2 and IC 20-30-3-4 (patriotic commemorative observances).

~~(18)~~ **(17)** IC 20-31-3, IC 20-32-4, IC 20-32-5, IC 20-32-6, IC 20-32-8, or any other statute, rule, or guideline related to standardized testing (assessment programs, including remediation under the assessment programs).

~~(19)~~ **(18)** IC 20-33-7 (parental access to education records).

~~(20)~~ **(19)** IC 20-31 (accountability for school performance and improvement).

~~(21)~~ **(20)** IC 20-30-5-19 (personal financial responsibility instruction).

SOURCE: IC 20-26-5-4; (11)SE0001.1.11. --> SECTION 11. IC 20-26-5-4, AS AMENDED BY SEA 495-2011, SECTION 1, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 4. In carrying out the school purposes of a school corporation, the governing body acting on the school corporation's behalf has the following specific powers:

(1) In the name of the school corporation, to sue and be sued and to enter into contracts in matters permitted by applicable law. However, a governing body may not use funds received from the state to bring or join in an action against the state, unless the governing body is challenging an adverse decision by a state agency, board, or commission.

(2) To take charge of, manage, and conduct the educational affairs of the school corporation and to establish, locate, and provide the necessary schools, school libraries, other libraries where permitted by law, other buildings, facilities, property, and equipment.

(3) To appropriate from the school corporation's general fund an amount, not to exceed the greater of three thousand dollars ($3,000) per budget year or one dollar ($1) per pupil, not to exceed twelve thousand five hundred dollars ($12,500), based on the school corporation's previous year's ADM, to promote the best interests of the school corporation through:

(A) the purchase of meals, decorations, memorabilia, or awards;

(B) provision for expenses incurred in interviewing job applicants; or

(C) developing relations with other governmental units.

(4) To:

(A) Acquire, construct, erect, maintain, hold, and contract for construction, erection, or maintenance of real estate, real estate improvements, or an interest in real estate or real estate improvements, as the governing

body considers necessary for school purposes, including buildings, parts of buildings, additions to buildings, rooms, gymnasiums, auditoriums, playgrounds, playing and athletic fields, facilities for physical training, buildings for administrative, office, warehouse, repair activities, or housing school owned buses, landscaping, walks, drives, parking areas, roadways, easements and facilities for power, sewer, water, roadway, access, storm and surface water, drinking water, gas, electricity, other utilities and similar purposes, by purchase, either outright for cash (or under conditional sales or purchase money contracts providing

for a retention of a security interest by the seller until payment is made or by notes where the contract, security retention, or note is permitted by applicable law), by exchange, by gift, by devise, by eminent domain, by lease with or without option to purchase, or by lease under IC 20-47-2, IC 20-47-3, or IC 20-47-5.

(B) Repair, remodel, remove, or demolish, or to contract for the repair, remodeling, removal, or demolition of the real estate, real estate improvements, or interest in the real estate or real estate improvements, as the governing body considers necessary for school purposes.

(C) Provide for conservation measures through utility efficiency programs or under a guaranteed savings contract as described in IC 36-1-12.5.

(5) To acquire personal property or an interest in personal property as the governing body considers necessary for school purposes, including buses, motor vehicles, equipment, apparatus, appliances, books, furniture, and supplies, either by cash purchase or under conditional sales or purchase money contracts providing for a security interest by the seller until payment is made or by notes where the contract, security, retention, or note is permitted by applicable law, by gift, by devise, by loan, or by lease with or without option to purchase and to repair, remodel, remove, relocate, and demolish the personal property. All purchases and contracts specified under the powers authorized under subdivision (4) and this subdivision are subject solely to applicable law relating to purchases and contracting by municipal corporations in general and to the supervisory control of state agencies as provided in section 6 of this chapter.

(6) To sell or exchange real or personal property or interest in real or personal property that, in the opinion of the governing body, is not necessary for school purposes, in accordance with IC 20-26-7, to demolish or otherwise dispose of the property if, in the opinion of the governing body, the property is not necessary for school purposes and is worthless, and to pay the expenses for the demolition or disposition.

(7) To lease any school property for a rental that the governing body considers reasonable or to permit the free use of school property for:

(A) civic or public purposes; or

(B) the operation of a school age child care program for children who are at least five (5) years of age and less than

fifteen (15) years of age that operates before or after the school day, or both, and during periods when school is not in session;

if the property is not needed for school purposes. Under this subdivision, the governing body may enter into a long term lease with a nonprofit corporation, community service organization, or other governmental entity, if the corporation, organization, or other governmental entity will use the property to be leased for civic or public purposes or for a school age child care program. However, if payment for the property subject to a long term lease is made from money in the school corporation's debt service fund, all proceeds from the long term lease must be deposited in the school corporation's debt service fund so long as payment for the property has not been made. The governing body may, at the governing body's option, use the procedure specified in IC 36-1-11-10 in leasing property under this subdivision.

(8) To:

(A) Employ, contract for, and discharge superintendents, supervisors, principals, teachers, librarians,

athletic coaches (whether or not they are otherwise employed by the school corporation and whether or not they are licensed under IC 20-28-5), business managers, superintendents of buildings and grounds, janitors, engineers, architects, physicians, dentists, nurses, accountants, teacher aides performing noninstructional duties, educational and other professional consultants, data processing and computer service for school purposes, including the making of schedules, the keeping and analyzing of grades and other student data, the keeping and preparing of warrants, payroll, and similar data where approved by the state board of accounts as provided below, and other personnel or services as the governing body considers necessary for school purposes.

(B) Fix and pay the salaries and compensation of persons and services described in this subdivision **that are consistent with IC 20-28-9-1.**

(C) Classify persons or services described in this subdivision and to adopt schedules of salaries or compensation **that are consistent with IC 20-28-9-1.**

(D) Determine the number of the persons or the amount of the services employed or contracted for as provided in this subdivision.

(E) Determine the nature and extent of the duties of the persons described in this subdivision.

The compensation, terms of employment, and discharge of teachers are, however, subject to and governed by the laws relating to employment, contracting, compensation, and discharge of teachers. The compensation, terms of employment, and discharge of bus drivers are subject to and governed by laws relating to employment, contracting, compensation, and discharge of bus drivers. The forms and procedures relating to the use of computer and data processing equipment in handling the financial affairs of the school corporation must be submitted to the state board of accounts for approval so that the services are used by the school corporation when the governing body determines that it is in the best interest of the school corporation while at the same time providing reasonable accountability for the funds expended.

(9) Notwithstanding the appropriation limitation in subdivision (3), when the governing body by resolution considers a trip by an employee of the school corporation or by a member of the governing body to be in the interest of the school corporation, including attending meetings, conferences, or examining equipment, buildings, and installation in other areas, to permit the employee to be absent in connection with the trip without any loss in pay and to reimburse the employee or the member the employee's or member's reasonable lodging and meal expenses and necessary transportation expenses. To pay teaching personnel for time spent in sponsoring and working with school related trips or activities.

(10) To transport children to and from school, when in the opinion of the governing body the transportation is necessary, including considerations for the safety of the children and without regard to the distance the children live from the school. The transportation must be otherwise in accordance with applicable law.

(11) To provide a lunch program for a part or all of the students attending the schools of the school corporation, including the establishment of kitchens, kitchen facilities, kitchen equipment, lunch rooms, the hiring of the necessary personnel to operate the lunch program, and the purchase of material and supplies for the lunch program, charging students for the operational costs of the lunch program, fixing the price per meal or per food item. To operate the lunch program as an extracurricular activity, subject to the supervision of the governing body. To participate in a surplus commodity or lunch aid program.

(12) To purchase textbooks, to furnish textbooks without cost or

to rent textbooks to students, to participate in a textbook aid program, all in accordance with applicable law.

(13) To accept students transferred from other school corporations and to transfer students to other school corporations in accordance with applicable law.

(14) To make budgets, to appropriate funds, and to disburse the money of the school corporation in

accordance with applicable law. To borrow money against current tax collections and otherwise to borrow money, in accordance with IC 20-48-1.

(15) To purchase insurance or to establish and maintain a program of self-insurance relating to the liability of the school corporation or the school corporation's employees in connection with motor vehicles or property and for additional coverage to the extent permitted and in accordance with IC 34-13-3-20. To purchase additional insurance or to establish and maintain a program of self-insurance protecting the school corporation and members of the governing body, employees, contractors, or agents of the school corporation from liability, risk, accident, or loss related to school property, school contract, school or school related activity, including the purchase of insurance or the establishment and maintenance of a self-insurance program protecting persons described in this subdivision against false imprisonment, false arrest, libel, or slander for acts committed in the course of the persons' employment, protecting the school corporation for fire and extended coverage and other casualty risks to the extent of replacement cost, loss of use, and other insurable risks relating to property owned, leased, or held by the school corporation. To:

(A) participate in a state employee health plan under IC 5-10-8-6.6 or IC 5-10-8-6.7;

(B) purchase insurance; or

(C) establish and maintain a program of self-insurance;

to benefit school corporation employees, including accident, sickness, health, or dental coverage, provided that a plan of self-insurance must include an aggregate stop-loss provision.

(16) To make all applications, to enter into all contracts, and to sign all documents necessary for the receipt of aid, money, or property from the state, the federal government, or from any other source.

(17) To defend a member of the governing body or any employee of the school corporation in any suit arising out of the performance of the member's or employee's duties for or

employment with, the school corporation, if the governing body by resolution determined that the action was taken in good faith. To save any member or employee harmless from any liability, cost, or damage in connection with the performance, including the payment of legal fees, except where the liability, cost, or damage is predicated on or arises out of the bad faith of the member or employee, or is a claim or judgment based on the member's or employee's malfeasance in office or employment.

(18) To prepare, make, enforce, amend, or repeal rules, regulations, and procedures:

(A) for the government and management of the schools, property, facilities, and activities of the school corporation, the school corporation's agents, employees, and pupils and for the operation of the governing body; and

(B) that may be designated by an appropriate title such as "policy handbook", "bylaws", or "rules and regulations".

(19) To ratify and approve any action taken by a member of the governing body, an officer of the governing body, or an employee of the school corporation after the action is taken, if the action could have been approved in advance, and in connection with the action to pay the expense or compensation permitted under IC 20-26-1 through IC 20-26-5, IC 20-26-7, IC 20-40-12, and IC 20-48-1 or any other law.

(20) To exercise any other power and make any expenditure in carrying out the governing body's general powers and purposes provided in this chapter or in carrying out the powers delineated in this section which is reasonable from a business or educational standpoint in carrying out school purposes of the school corporation, including the acquisition of property or the employment or contracting for services, even though the power or expenditure is not specifically set out in this chapter. The specific powers set out in this section do not limit the general grant of powers provided in this chapter except where a limitation is set out in IC 20-26-1 through IC 20-26-5, IC 20-26-7, IC 20-40-12, and IC 20-48-1 by specific language or by reference to other law.

SOURCE: IC 20-26-5-4.5; (11)SE0001.1.12. --> SECTION 12. IC 20-26-5-4.5 IS ADDED TO THE INDIANA CODE AS A **NEW** SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: **Sec. 4.5. (a) The superintendent is responsible for selecting and discharging principals, central office administrators, business managers, superintendents of building and grounds, janitors, physicians, dentists, nurses, athletic coaches (whether or not they are otherwise employed by the school corporation and whether or not they are licensed under IC 20-28-5), and any other employees necessary to the operation of the school corporation, subject to the approval of the governing body.**

(b) Subject to IC 20-28-7.5, the superintendent and principal are responsible for selecting and discharging teachers, teachers aides, assistant principals, building administrative staff, librarians, and any other employees necessary to the operation of the school, subject to the approval of the governing body.

SOURCE: IC 20-28-2-6; (11)SE0001.1.13. --> SECTION 13. IC 20-28-2-6, AS AMENDED BY P.L.30-2010, SECTION 2, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 6. (a) Subject to subsection (c) and in addition to the powers and duties set forth in IC 20-20-22 or this article, the ~~advisory~~ **state** board may adopt rules under IC 4-22-2 to do the following:

(1) Set standards for teacher licensing and for the administration of a professional licensing and certification process by the department.

(2) Approve or disapprove teacher preparation programs.

(3) Set fees to be charged in connection with teacher licensing.

(4) Suspend, revoke, or reinstate teacher licenses.

(5) Enter into agreements with other states to acquire reciprocal approval of teacher preparation programs.

(6) Set standards for teacher licensing concerning new subjects of study.

(7) Evaluate work experience and military service concerning postsecondary education and experience equivalency.

(8) Perform any other action that:

(A) relates to the improvement of instruction in the public schools through teacher education and professional development through continuing education; and

(B) attracts qualified candidates for teacher education from among the high school graduates of Indiana.

(9) Set standards for endorsement of school psychologists as independent practice school psychologists under IC 20-28-12.

(10) Before July 1, 2011, set standards for sign language interpreters who provide services to children with disabilities in an educational setting and an enforcement mechanism for the interpreter standards.

(b) Notwithstanding subsection (a)(1), an individual is entitled to one (1) year of occupational experience for purposes of obtaining an occupational specialist certificate under this article for each year the individual holds a license under IC 25-8-6.

~~(c) Before publishing notice of the intent to adopt a rule under IC 4-22-2, the advisory board must submit the proposed rule to the state superintendent for approval. If the state superintendent approves the rule, the advisory board may publish notice of the intent to adopt the rule. If the state superintendent does not approve the rule, the advisory board may not publish notice of the intent to adopt the rule.~~

~~(d)~~ **(c)** The ~~advisory~~ **state** board may adopt rules under IC 4-22-2, including emergency rules under IC 4-22-2-37.1, to establish procedures to expedite the issuance, renewal, or reinstatement under this article of a license or certificate of a person whose spouse serves on active duty (as defined in IC 25-1-12-2) and is assigned to a duty station in Indiana. ~~Before publishing notice of the intent to adopt a permanent rule under IC 4-~~

~~22-2, the advisory board must comply with subsection (c).~~

SOURCE: IC 20-28-2-8; (11)SE0001.1.14. --> SECTION 14. IC 20-28-2-8, AS ADDED BY P.L.246-2005, SECTION 144, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 8. (a) The department may, subject to approval by the budget agency, do the following to administer the responsibilities of the department ~~described in section 2 of~~ **under** this chapter:

(1) Establish advisory committees the department determines necessary.

(2) Expend funds made available to the department according to policies established by the budget agency.

(b) The department shall comply with the requirements for submitting a budget request to the budget agency as set forth in IC 4-12-1, for funds to administer the responsibilities of the department described in section 1 of this chapter.

SOURCE: IC 20-28-4-4; (11)SE0001.1.15. --> SECTION 15. IC 20-28-4-4, AS AMENDED BY P.L.2-2007, SECTION 215, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 4. ~~Each accredited teacher education school and department in Indiana shall~~ **An entity approved by the department may** establish a course of study that ~~constitutes the postsecondary education component of the program. The postsecondary education component required~~ **meets the requirements of this section. A program approved** under this section must comply with the following requirements:

(1) Include the following study requirements:

(A) For a program participant who seeks to obtain a license to teach in grades ~~6~~ **5** through 12, up to eighteen (18) credit hours of study or the equivalent that:

(i) prepare a program participant to meet Indiana standards for teaching in the subject areas corresponding to the area in which the program participant has met the education requirements under section 5 of this chapter, unless the program participant demonstrates that the program participant requires fewer credit hours of study to meet Indiana standards for teaching; **and**

(ii) provides the program participants with instruction in scientifically based reading instruction.

(B) For a program participant who seeks to obtain a license to teach in kindergarten through grade ~~5,~~ **6,** twenty-four (24) credit hours of study or the equivalent, which must include at least six (6) credit hours in teaching **scientifically based** reading **instruction,** that prepare a program participant to meet Indiana standards for teaching, unless the program participant demonstrates that the program participant requires fewer credit hours of study to meet Indiana standards for teaching.

(2) Focus on ~~the communication of knowledge to students.~~ **student mastery of standards established by the state.**

(3) Include suitable field or classroom experiences if the program participant does not have teaching experience.

SOURCE: IC 20-28-4-5; (11)SE0001.1.16. --> SECTION 16. IC 20-28-4-5, AS AMENDED BY P.L.2-2007, SECTION 216, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 5. An individual who wishes to participate in the program must have one (1) of the following qualifications:

(1) For a program participant who seeks to obtain a license to teach in grades ~~6~~ **5** through 12, one (1) of the following:

(A) A bachelor's degree or the equivalent with a grade point average of at least three (3.0) on a four (4.0) point scale from an accredited postsecondary educational institution in the subject area that the individual intends to teach.

(B) A graduate degree from an accredited postsecondary educational institution in the subject area **or a related field** that the individual intends to teach.

(C) Both:

(i) a bachelor's degree from an accredited postsecondary educational institution with a grade point average of at least two and five-tenths (2.5) on a four (4.0) point scale; and

(ii) five (5) years professional experience;

in the subject **or a related** area that the individual intends to

teach.

(2) For a program participant who seeks to obtain a license to teach in kindergarten through grade ~~5,~~ **6,** one (1) of the following:

(A) A bachelor's degree or the equivalent with a grade point average of at least three (3.0) on a four (4.0) point scale from an accredited institution of higher education.

(B) Both:

(i) a bachelor's degree from an accredited postsecondary educational institution with a grade point average of at least two and five-tenths (2.5) on a four (4.0) point scale; and

(ii) five (5) years professional experience in an education related field, **as determined by the department.**

SOURCE: IC 20-28-4-6; (11)SE0001.1.17. --> SECTION 17. IC 20-28-4-6, AS AMENDED BY P.L.2-2007, SECTION 217, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 6. The department shall grant an initial ~~standard~~ **practitioner** license to a program participant who does the following:

(1) Successfully completes the ~~postsecondary education component~~ **requirements** of the program.

(2) Demonstrates proficiency through a written examination in:

(A) basic reading, writing, and mathematics;

(B) pedagogy; and

(C) knowledge of the areas in which the program participant is required to have a license to teach;

under IC 20-28-5-12(b).

(3) Participates successfully in a beginning teacher ~~internship~~ **residency** program ~~under IC 20-6.1-8 (repealed)~~ that includes implementation in a classroom of the teaching skills learned in the ~~postsecondary education component of the~~ program.

(4) Receives a successful assessment of teaching skills upon completion of the beginning teacher ~~internship~~ **residency** program under subdivision (3) from the administrator of the school where the beginning teacher ~~internship~~ **residency** program takes place, or, if the program participant does not receive a successful assessment, continues participating in the beginning teacher ~~internship~~ **residency** program.

SOURCE: IC 20-28-4-7; (11)SE0001.1.18. --> SECTION 18. IC 20-28-4-7, AS ADDED BY P.L.246-2005, SECTION 153, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 7. This section applies to a program participant who has a degree **or related experience** described in section 5 of this chapter that does not include all the content areas of a ~~standard~~ **proficient practitioner** license issued by the department.

The department shall issue an initial ~~standard~~ **practitioner** license that is restricted to only the content areas in which the program participant has a degree unless the program participant demonstrates sufficient knowledge in other content areas of the license.

SOURCE: IC 20-28-4-9; (11)SE0001.1.19. --> SECTION 19. IC 20-28-4-9, AS ADDED BY P.L.1-2005, SECTION 12, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 9. After

receiving an initial ~~standard~~ **practitioner** license under section 6 or 7 of this chapter, a program participant who seeks to renew the participant's initial ~~standard~~ **practitioner** license must meet the same requirements **for license renewal** as other candidates for license renewal.

SOURCE: IC 20-28-4-10; (11)SE0001.1.20. --> SECTION 20. IC 20-28-4-10, AS ADDED BY P.L.246-2005, SECTION 154, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 10. (a) The ~~advisory~~ **state** board may adopt rules under IC 4-22-2 to administer this chapter.

(b) Rules adopted under this section must include a requirement that ~~accredited teacher education schools and departments in Indiana~~ **entities approved to offer the program** submit an annual report to the department of the number of individuals who:

(1) enroll in; and

(2) complete;

the program.

SOURCE: IC 20-28-4-11; (11)SE0001.1.21. --> SECTION 21. IC 20-28-4-11, AS AMENDED BY P.L.121-2009, SECTION 9, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 11. (a) This section applies only to:

(1) a school corporation; or

(2) a subject area;

that is designated by the state board as having an insufficient supply of licensed teachers.

(b) The governing body of a school corporation or the appointing authority of an accredited nonpublic school may employ a program participant if the program participant is hired to teach in a subject area or a school corporation to which this section applies.

(c) Before employing a program participant under subsection (b), the superintendent of the school corporation must make a determination that one (1) of the following conditions exists:

(1) There is no fully certified and highly ~~qualified~~ **effective** teacher available for the position.

(2) The program participant is the best qualified candidate for the position.

(d) A program participant who is employed under this section is eligible to receive a transition to teaching permit. The transition to

teaching permit is valid for three (3) years, and may not be renewed.

(e) A program participant who is employed under this section:

(1) shall enter into either:

(A) a regular teacher's contract under IC 20-28-6-5; or

(B) a temporary teacher's contract under IC 20-28-6-6, if replacing a teacher on a leave of absence;

(2) is eligible to participate in a mentor teacher program; and

(3) satisfies the field or classroom experience component of the program under section 4(3) of this chapter.

(f) The state board:

(1) shall review; and

(2) may renew;

the designation of a school corporation or a subject area as having an insufficient supply of licensed teachers not more than two (2) years following the initial designation under subsection (a).

SOURCE: IC 20-28-5-2; (11)SE0001.1.22. --> SECTION 22. IC 20-28-5-2, AS ADDED BY P.L.246-2005, SECTION 156, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 2. The ~~advisory~~ **state** board may adopt rules for:

(1) the issuance of a substitute teacher's license; and

(2) the employment of substitute teacher licensees.

An individual may not serve as a substitute teacher without a license issued by the department.
SOURCE: IC 20-28-5-3; (11)SE0001.1.23. --> SECTION 23. IC 20-28-5-3, AS AMENDED BY P.L.75-2008, SECTION 1, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 3. (a) The department shall designate

~~(1)~~ the grade point average required for each type of license. ~~and~~

~~(2) the types of licenses to which the teachers' minimum salary laws apply, including nonrenewable one (1) year limited licenses.~~

(b) The department shall determine details of licensing not provided in this chapter, including requirements regarding the following:

(1) The conversion of one (1) type of license into another.

(2) The accreditation of teacher education schools and departments.

(3) The exchange and renewal of licenses.

(4) The endorsement of another state's license.

(5) The acceptance of credentials from teacher education institutions of another state.

(6) The academic and professional preparation for each type of license.

(7) The granting of permission to teach a high school subject area related to the subject area for which the teacher holds a license.

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(8) The issuance of licenses on credentials.

(9) The type of license required for each school position.

(10) The size requirements for an elementary school requiring a licensed principal.

(11) Any other related matters.

The department shall establish at least one (1) system for renewing a teaching license that does not require a graduate degree.

(c) This subsection does not apply to an applicant for a substitute teacher license. After June 30, 2007, the department may not issue an initial ~~teaching~~ **practitioner** license at any grade level to an applicant for an initial ~~teaching~~ **practitioner** license unless the applicant shows evidence that the applicant:

(1) has successfully completed training approved by the department in:

(A) cardiopulmonary resuscitation that includes a test demonstration on a mannequin;

(B) removing a foreign body causing an obstruction in an airway; and

(C) the Heimlich maneuver;

(2) holds a valid certification in each of the procedures described in subdivision (1) issued by:

(A) the American Red Cross;

(B) the American Heart Association; or

(C) a comparable organization or institution approved by the advisory board; or

(3) has physical limitations that make it impracticable for the applicant to complete a course or certification described in subdivision (1) or (2).

(d) The department shall periodically publish bulletins regarding:

(1) the details described in subsection (b);

(2) information on the types of licenses issued;

(3) the rules governing the issuance of each type of license; and

(4) other similar matters.

SOURCE: IC 20-28-5-8; (11)SE0001.1.24. --> SECTION 24. IC 20-28-5-8, AS AMENDED BY P.L.121-2009, SECTION 10, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 8. (a) This section applies when a prosecuting attorney knows that a licensed employee of a public school or a nonpublic school has been convicted of an offense listed in subsection (c). The prosecuting attorney shall

immediately give written notice of the conviction to the following:

(1) The state superintendent.

(2) Except as provided in subdivision (3), the superintendent of

the school corporation that employs the licensed employee or the equivalent authority if a nonpublic school employs the licensed employee.

(3) The presiding officer of the governing body of the school corporation that employs the licensed employee, if the convicted licensed employee is the superintendent of the school corporation.

(b) The superintendent of a school corporation, presiding officer of the governing body, or equivalent authority for a nonpublic school shall immediately notify the state superintendent when the individual knows that a current or former licensed employee of the public school or nonpublic school has been convicted of an offense listed in subsection (c), or when the governing body or equivalent authority for a nonpublic school takes any final action in relation to an employee who engaged in any offense listed in subsection (c).

(c) The department, after holding a hearing on the matter, shall permanently revoke the license of a person who is known by the department to have been convicted of any of the following felonies:

(1) Kidnapping (IC 35-42-3-2), if the victim is less than eighteen (18) years of age.

(2) Criminal confinement (IC 35-42-3-3), if the victim is less than eighteen (18) years of age.

(3) Rape (IC 35-42-4-1), if the victim is less than eighteen (18) years of age.

(4) Criminal deviate conduct (IC 35-42-4-2), if the victim is less than eighteen (18) years of age.

(5) Child molesting (IC 35-42-4-3).

(6) Child exploitation (IC 35-42-4-4(b)).

(7) Vicarious sexual gratification (IC 35-42-4-5).

(8) Child solicitation (IC 35-42-4-6).

(9) Child seduction (IC 35-42-4-7).

(10) Sexual misconduct with a minor (IC 35-42-4-9).

(11) Incest (IC 35-46-1-3), if the victim is less than eighteen (18) years of age.

(12) Dealing in or manufacturing cocaine or a narcotic drug (IC 35-48-4-1).

(13) Dealing in methamphetamine (IC 35-48-4-1.1).

(14) Dealing in a schedule I, II, or III controlled substance (IC 35-48-4-2).

(15) Dealing in a schedule IV controlled substance (IC 35-48-4-3).

(16) Dealing in a schedule V controlled substance (IC 35-48-4-4).

(17) Dealing in a counterfeit substance (IC 35-48-4-5).

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(18) Dealing in marijuana, hash oil, or hashish (IC 35-48-4-10(b)).

(19) Possession of child pornography (IC 35-42-4-4(c)).

(20) Homicide (IC 35-42-1).

(d) The department, after holding a hearing on the matter, shall permanently revoke the license of a person who is known by the department to have been convicted of a federal offense or an offense in another state that is comparable to a felony listed in subsection (c).

~~(d)~~ **(e)** A license may be suspended by the state superintendent as specified in ~~IC 20-28-7-7.~~ **IC 20-28-7.5.**

~~(e)~~ **(f)** The department shall develop a data base of information on school corporation employees who have been reported to the department under this section.

SOURCE: IC 20-28-5-12; (11)SE0001.1.25. --> SECTION 25. IC 20-28-5-12, AS ADDED BY P.L.246-2005, SECTION 163, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 12. (a) Subsection (b) does not apply to an individual who held an Indiana limited, reciprocal, ~~or~~ standard

teaching license on June 30, 1985.

(b) The department may not grant an initial ~~standard~~ **practitioner** license to an individual unless the individual has demonstrated proficiency in the following areas on a written examination or through other procedures prescribed by the department:

(1) Basic reading, writing, and mathematics.

(2) Pedagogy.

(3) Knowledge of the areas in which the individual is required to have a license to teach.

(4) If the individual is seeking to be licensed as an elementary school teacher, comprehensive **scientifically based** reading instruction skills, including:

(A) phonemic awareness; ~~and~~

(B) phonics instruction;

(C) fluency;

(D) vocabulary; and

(E) comprehension.

(c) An individual's license examination score may not be disclosed by the department without the individual's consent unless specifically required by state or federal statute or court order.

(d) The ~~advisory~~ **state** board shall adopt rules under IC 4-22-2 to do the following:

(1) Adopt, validate, and implement the examination or other procedures required by subsection (b).

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(2) Establish examination scores indicating proficiency.

(3) Otherwise carry out the purposes of this section.

(e) The **state** board shall adopt rules under IC 4-22-2 establishing the conditions under which the requirements of this section may be waived for an individual holding a valid teacher's license issued by another state.

SOURCE: IC 20-28-5-13; (11)SE0001.1.26. --> SECTION 26. IC 20-28-5-13, AS ADDED BY P.L.1-2005, SECTION 12, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 13. (a) This section applies to an examination required for teacher licensure under this chapter.

(b) If an individual does not demonstrate the level of proficiency required to receive a license on all or a part of an examination, the examination's scorer must provide the individual with the individual's test scores. ~~including subscores for each area tested.~~

SOURCE: IC 20-28-5-14; (11)SE0001.1.27. --> SECTION 27. IC 20-28-5-14, AS ADDED BY P.L.246-2005, SECTION 164, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 14. If the department is notified by the department of state revenue that an individual is on the most recent tax warrant list, the department may not grant ~~an initial standard~~ **a** license to the individual until:

(1) the individual provides the department with a statement from the department of state revenue indicating that the individual's delinquent tax liability has been satisfied; or

(2) the department receives a notice from the commissioner of the department of state revenue under IC 6-8.1-8-2(k).

SOURCE: IC 20-28-6-7; (11)SE0001.1.28. --> SECTION 28. IC 20-28-6-7, AS ADDED BY P.L.1-2005, SECTION 12, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 7. (a) As used in this section, "teacher" includes an individual who:

(1) holds a substitute teacher's license; and

(2) provides instruction in a joint summer school program under IC 20-30-7-5.

(b) The supplemental service teacher's contract shall be used when a teacher provides professional service in evening school or summer school employment, except when a teacher or other individual is employed to supervise or conduct noncredit courses or activities.

(c) If a teacher serves more than one hundred twenty (120) days on a supplemental service teacher's contract in a school year, the following apply:

(1) Sections 1, 2, 3, and 8 of this chapter.

(2) IC 20-28-10-1 through ~~IC 20-28-10-2.~~ **IC 20-28-10-5.**

~~(3) IC 20-28-7-3 through IC 20-28-7-5.~~

~~(4) IC 20-28-7-7 through IC 20-28-7-12.~~

~~(5) IC 20-28-7-14.~~

~~(6) IC 20-28-10-1 through IC 20-28-10-5.~~

(d) The salary of a teacher on a supplemental service contract ~~must equal the salary of a teacher on the regular salary schedule of the school corporation where the teacher will serve. Part-time service on the supplemental service contract is computed on the basis of six (6) hours as a full day of service.~~ **shall be determined by the superintendent. The superintendent may, but is not required to, base the salary on the regular salary schedule for the school corporation.**

SOURCE: IC 20-28-6-7.5; (11)SE0001.1.29. --> SECTION 29. IC 20-28-6-7.5 IS ADDED TO THE INDIANA CODE AS A **NEW** SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: **Sec. 7.5. (a) A teacher who is subject to section 8 of this chapter is not subject to this section.**

(b) After June 30, 2011, a teacher who:

(1) serves under contract as a teacher in a public school corporation;

(2) has not received a rating in an evaluation under IC 20-28-11.5 or receives a rating of ineffective in an evaluation under IC 20-28-11.5;

(3) has not at any time before July 1, 2012, entered into a teaching contract for further service with the school corporation; and

(4) has not received three (3) ratings in a five (5) year period of effective or highly effective in an evaluation under IC 20-28-11.5;

shall be considered a probationary teacher.

(c) After June 30, 2011, a teacher who receives a rating of:

(1) effective;

(2) highly effective; or

(3) a combination of both subdivisions (1) and (2);

in an evaluation under IC 20-28-11.5 for at least three (3) years in a five (5) year or shorter period becomes a professional teacher by entering into a contract described in section 2 of this chapter.

(d) A professional teacher who receives a rating of ineffective in an evaluation under IC 20-28-11.5 shall be considered a probationary teacher but is not subject to the cancellation of the teacher's contract unless at least one (1) of the following criteria applies:

(1) The teacher receives a rating of ineffective in an evaluation under IC 20-28-11.5 in the year immediately

following the teacher's initial rating of ineffective.

(2) The teacher's contract cancellation is due to a justifiable decrease in the number of teaching positions under IC 20-28-7.5-1(b)(3).

(3) The teacher's contract cancellation is due to conduct set forth in IC 20-28-7.5-1(b).

SOURCE: IC 20-28-6-8; (11)SE0001.1.30. --> SECTION 30. IC 20-28-6-8, AS AMENDED BY P.L.43-2010, SECTION 1, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 8. (a) An individual who:

(1) serves under contract as a teacher in a public school corporation ~~for at least five (5) successive years;~~ **before July 1, 2012;** and

(2) at any time **before July 1, 2012,** enters into a teacher's contract for further service with the school corporation;

becomes, by entering into the contract described in subdivision (2), ~~a permanent~~ **an established** teacher of the school corporation. When a contract between the school corporation and ~~a permanent~~ **an established** teacher expires by the contract's terms, the contract is considered to continue indefinitely as an indefinite contract, **subject to IC 20-28-7.5.**

(b) An indefinite contract remains in force until the indefinite contract is:

(1) replaced by a new contract signed by both parties; or

(2) canceled as provided in ~~IC 20-28-7.~~ **IC 20-28-7.5.**

SOURCE: IC 20-28-7.5; (11)SE0001.1.31. -->

SOURCE: IC 20-28-7.5. --> SECTION 31. IC 20-28-7.5 IS ADDED TO THE INDIANA CODE AS A **NEW** CHAPTER TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]:

Chapter 7.5. Cancellation of Teacher Contracts

Sec. 1. (a) This chapter applies to a teacher in a school corporation (as defined in IC 20-18-2-16(a)).

(b) A principal may decline to continue a probationary teacher's contract under sections 2 through 4 of this chapter if the probationary teacher:

(1) receives an ineffective designation on a performance evaluation under IC 20-28-11.5;

(2) receives two (2) consecutive improvement necessary ratings on a performance evaluation under IC 20-28-11.5; or

(3) is subject to a justifiable decrease in the number of teaching positions or any reason relevant to the school corporation's interest.

(c) Except as provided in subsection (e), a principal may not decline to continue a professional or established teacher's contract

unless the teacher is subject to a justifiable decrease in the number of teaching positions.

(d) After June 30, 2012, the cancellation of teacher's contracts due to a justifiable decrease in the number of teaching positions shall be determined on the basis of performance rather than seniority. In cases where teachers are placed in the same performance category, any of the items in IC 20-28-9-1(b) may be considered.

(e) A contract with a teacher may be canceled immediately in the manner set forth in sections 2 through 4 of this chapter for any of the following reasons:

(1) Immorality.

(2) Insubordination, which means a willful refusal to obey the state school laws or reasonable rules adopted for the governance of the school building or the school corporation.

(3) Justifiable decrease in the number of teaching positions.

(4) Incompetence, including receiving:

(A) an ineffective designation on two (2) consecutive performance evaluations under IC 20-28-11.5; or

(B) an ineffective designation or improvement necessary rating in three (3) years of any five (5) year period.

(5) Neglect of duty.

(6) A conviction for an offense listed in IC 20-28-5-8(c).

(7) Other good or just cause.

Sec. 2. (a) Before a teacher is refused continuation of the teacher's contract, the teacher has the

following rights:

(1) The principal shall notify the teacher of the principal's preliminary decision. The notification must be:

(A) in writing; and

(B) delivered in person or mailed by registered or certified mail to the teacher at the teacher's last known address.

(2) The notice in subdivision (1) must include a written statement, subject to IC 5-14-3-4, giving the reasons for the preliminary decision.

(3) Notification due to a reduction in force must be delivered between May 1 and July 1.

(b) For a cancellation of a teacher's contract for a reason other than a reduction in force, the notice required under subsection (a)(1) must inform the teacher that, not later than five (5) days after the teacher's receipt of the notice, the teacher may request a private conference with the superintendent. The superintendent must set the requested meeting not later than ten (10) days after

the request.

(c) At the conference between the superintendent and the teacher, the teacher may be accompanied by a representative.

(d) After the conference between the superintendent and the teacher, the superintendent shall make a written recommendation to the governing body of the school corporation regarding the cancellation of the teacher's contract.

(e) If the teacher does not request a conference under subsection (b), the principal's preliminary decision is considered final.

(f) For items listed in section (1)(e)(3), (1)(e)(4), or (1)(e)(6) of this chapter, if the teacher files a request with the governing body for an additional private conference not later than five (5) days after the initial private conference with the superintendent, the teacher is entitled to an additional private conference with the governing body before the governing body makes a final decision, which must be in writing, concerning the cancellation of the teacher's contract.

(g) For items listed in section (1)(e)(1), (1)(e)(2), (1)(e)(5), or (1)(e)(7) of this chapter, if, not later than five (5) days after the initial private conference with the superintendent, the teacher files a request with the governing body for an additional private conference, the teacher is entitled to an additional private conference with the governing body before the governing body makes a final decision. The final decision must be in writing and must be made not more than thirty (30) days after the governing body receives the teacher's request for the additional private conference. At the private conference the governing body shall do the following:

(1) Allow the teacher to present evidence to refute the reason or reasons for contract cancellation and supporting evidence provided by the school corporation. Any evidence presented at the private conference must have been exchanged by the parties at least seven (7) days before the private conference.

(2) Consider whether a preponderance of the evidence supports the cancellation of the teacher's contract.

Sec. 3. At the first public meeting following a private conference with:

(1) the governing body under section 2(f) of this chapter; or

(2) the superintendent under section 2(b) of this chapter, if no conference with the governing body is requested;

the governing body may cancel a contract with a teacher by a majority vote evidenced by a signed statement in the minutes of the

board. The decision of the governing body is final.

Sec. 4. Pending a final decision on the cancellation of a teacher's contract, the teacher may be suspended from duty.

Sec. 5. The time periods set out in section 2 of this chapter shall be extended for a reasonable period:

(1) when a teacher or school official is ill or absent from the school corporation; or

(2) for other reasonable cause.

Sec. 6. A contract entered into by a teacher and a school employer continues in force on the same terms and for the same wages, unless increased under IC 20-28-9-1, for the next school term following the date of the contract's termination unless one (1) of the following occurs:

(1) The school corporation refuses continuation of the contract under this chapter.

(2) The teacher delivers in person or by registered or certified mail to the school corporation the teacher's written resignation.

(3) The contract is replaced by another contract agreed to by the parties.

Sec. 7. (a) This chapter shall be construed to:

(1) limit the provisions of a collective bargaining agreement negotiated under IC 20-29; and

(2) prohibit the negotiation of contracts that violate the requirements of this chapter and IC 20-28-9-21 through IC 20-28-9-23.

(b) This chapter prohibits a school employer and an exclusive representative (as defined in IC 20-29-2-9) from collectively bargaining contracts that alter the requirements of this chapter and IC 20-28-9-21 through IC 20-28-9-23.

(c) This chapter shall be construed to prohibit a school employer and an exclusive representative from mutually agreeing to binding arbitration concerning teacher dismissals.

Sec. 8. (a) This section does not apply to an individual who works at a conversion charter school (as defined in IC 20-24-1-5) for purposes of the individual's employment with the school corporation that sponsored the conversion charter school.

(b) A contract entered into after August 15 between a school corporation and a teacher is void if the teacher, at the time of signing the contract, is bound by a previous contract to teach in a public school. However, another contract may be signed by the teacher that will be effective if the teacher:

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(1) furnishes the principal a release by the employer under the previous contract; or

(2) shows proof that thirty (30) days written notice was delivered by the teacher to the first employer.

(c) A principal may request from a teacher, at the time of contracting, a written statement as to whether the teacher has signed another teaching contract. However, the teacher's failure to provide the statement is not a cause for subsequently voiding the contract.

SOURCE: IC 20-28-9-1; (11)SE0001.1.32. --> SECTION 32. IC 20-28-9-1, AS ADDED BY P.L.246-2005, SECTION 165, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 1. (a) ~~A teacher's minimum salary each school year must be computed based on the teacher's education, experience, and degree completed as of the teacher's first day of service.~~

~~(b) If a teacher is licensed by the department on:~~

~~(1) the first day of service in the current school year; or~~

~~(2) another date as agreed by the school employer and the exclusive representative under IC 20-29;~~

~~the teacher's minimum salary is computed under section 2 of this chapter.~~ **This subsection takes effect July 1, 2012, or upon the expiration of a contract in existence on July 1, 2011, whichever is earlier, and**

governs salary increases for a teacher employed by a school corporation on or after the date this subsection takes effect. Compensation attributable to additional degrees or graduate credits earned before the effective date of the local salary schedule created under this chapter shall continue.

(b) Increases or increments in a local salary scale must be based upon a combination of the following factors:

(1) A combination of the following factors taken together may account for not more than thirty-three percent (33%) of the calculation used to determine a teacher's increase or increment:

(A) The number of years of a teacher's experience.

(B) The attainment of either:

(i) additional content area degrees beyond the requirements for employment; or

(ii) additional content area degrees and credit hours beyond the requirements for employment, if required under an agreement bargained under IC 20-29.

(2) The results of an evaluation conducted under IC 20-28-11.5.

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(3) The assignment of instructional leadership roles, including the responsibility for conducting evaluations under IC 20-28-11.5.

(4) The academic needs of students in the school corporation.

(c) A teacher rated ineffective or improvement necessary under IC 20-28-11.5 may not receive any raise or increment for the following year if the teacher's employment contract is continued. The amount that would otherwise have been allocated for the salary increase of teachers rated ineffective or improvement necessary shall be allocated for compensation of all teachers rated effective and highly effective based on the criteria in subsection (b).

(d) A teacher who does not receive a raise or increment under subsection (c) may file a request with the superintendent or superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

(e) Not later than January 31, 2012, the department shall publish a model salary schedule that a school corporation may adopt.

(f) Each school corporation shall submit its local salary schedule to the department. The department shall publish the local salary schedules on the department's Internet web site.

(g) The department shall report any noncompliance of this section to the state board.

(h) The state board shall take appropriate action to ensure compliance with this section.

(i) This chapter may not be construed to require or allow a school corporation to decrease the salary of any teacher below the salary the teacher was earning on or before July 1, 2012, if that decrease would be made solely to conform to the new salary scale.

SOURCE: IC 20-28-9-21; (11)SE0001.1.33. --> SECTION 33. IC 20-28-9-21, AS ADDED BY P.L.1-2005, SECTION 12, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 21. (a) This section and sections 22 through 23 of this chapter apply to the suspension of a teacher without pay when the procedure for the cancellation of the teacher's contract under ~~IC 20-28-7-3 through IC 20-28-7-5 do~~ **IC 20-28-7.5 does** not apply.

(b) A teacher may be suspended from duty without pay only for the following reasons:

(1) Immorality.

(2) Insubordination, which means the willful refusal to obey the state school laws or reasonable rules prescribed for the

government of the school corporation.

(3) Neglect of duty.

(4) Substantial inability to perform teaching duties.

(5) Good and just cause.

SOURCE: IC 20-28-10-1; (11)SE0001.1.34. --> SECTION 34. IC 20-28-10-1, AS ADDED BY P.L.1-2005, SECTION 12, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 1. (a) A school corporation may grant a teacher a leave of absence not to exceed one (1) year for:

(1) a sabbatical;

(2) a disability leave; or

(3) a sick leave.

(b) The school corporation may grant consecutive leaves to a teacher.

(c) A school corporation may grant partial compensation for a leave in an amount the school corporation determines. However, if a teacher on a sabbatical serves an employer that agrees to reimburse the school corporation in whole or in part of the amount of the teacher's regular salary, the school corporation may grant full or partial compensation.

(d) A teacher who is pregnant shall be granted a leave of absence for the period provided in and subject to section 5 of this chapter.

(e) Except where a contract is not required under ~~IC 20-28-7~~ **IC 20-28-7.5** in a situation that occurs before or after the commencement of leave, the teacher and the school corporation shall execute a regular teacher's contract for each school year in which any part of the teacher's leave is granted.

(f) The teacher has the right to return to a teaching position for which the teacher is certified or otherwise qualified under the rules of the state board.

SOURCE: IC 20-28-10-2; (11)SE0001.1.35. --> SECTION 35. IC 20-28-10-2, AS ADDED BY P.L.1-2005, SECTION 12, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 2. (a) Except as provided in section 1 of this chapter, rights existing at the time a leave commences that arise from a teacher's:

(1) status as a ~~permanent~~ **professional or established** teacher;

(2) accumulation of successive years of service;

(3) service performed under a teacher's contract under IC 20-28-6-8; or

(4) status or rights negotiated under IC 20-29;

remain intact.

(b) During a leave the teacher may maintain coverage in a group insurance program by paying the total premium including the school corporation's share, if any, attributable to the leave period. The school corporation may elect to pay all or part of the cost of the premium as an adopted or negotiated fringe benefit to teachers on leave.

(c) During a leave extending into a part of a school year, a teacher accumulates sick leave under IC 20-28-9-9 through IC 20-28-9-12, or a salary schedule of the school corporation that provides greater sick leave, in the same proportion that the number of days the teacher is paid during the year for work or leave bears to the total number of days for which teachers are paid in the school corporation.

(d) Except as provided in section 1 of this chapter, during a leave of a ~~nonpermanent~~ **probationary** teacher, the period of probationary successive years of service under a teacher's contract that is a condition precedent to becoming a ~~permanent~~ **professional or established** teacher under IC 20-28-6-8 is uninterrupted for that teacher. However, this probationary period may not include an entire school year spent on leave.

(e) All or part of a leave granted for sickness or disability, including pregnancy related disability, may be charged at the teacher's discretion to the teacher's available sick days. However, the teacher is not entitled to

take accumulated sick days when the teacher's physician certifies that the teacher is capable of performing the teacher's regular teaching duties. The teacher is entitled to complete the remaining leave without pay.

SOURCE: IC 20-28-10-4; (11)SE0001.1.36. --> SECTION 36. IC 20-28-10-4, AS ADDED BY P.L.1-2005, SECTION 12, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 4. (a) A school corporation may place a teacher, with or without written request, on a disability or sick leave not to exceed one (1) year.

(b) A teacher placed on a disability or sick leave without a written request is entitled to a hearing on that action under ~~IC 20-28-7-1 and IC 20-28-7-3 through IC 20-28-7-5.~~ **IC 20-28-7.5.**

SOURCE: IC 20-28-10-7; (11)SE0001.1.37. --> SECTION 37. IC 20-28-10-7, AS ADDED BY P.L.1-2005, SECTION 12, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 7. A ~~permanent~~ **professional or established** teacher:

(1) with an indefinite contract under IC 20-28-6-8; and

(2) who is described in section 6(a) of this chapter;

is granted a leave of absence during the defense service.

SOURCE: IC 20-28-10-8; (11)SE0001.1.38. --> SECTION 38. IC 20-28-10-8, AS ADDED BY P.L.1-2005, SECTION 12, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 8. (a) If a ~~nonpermanent~~ **probationary** teacher who is described in section 6(a) of this chapter enters the defense service, the teacher's contract as a teacher and the teacher's rights to

probationary successive years under contract are preserved with the school corporation as the teacher had them when entering the defense service.

(b) The period of probationary successive years of service under a teacher's contract that is a condition precedent to becoming a ~~permanent~~ **professional or established** teacher under IC 20-28-6-8 is considered uninterrupted for a teacher to whom this section applies. However, this probationary period may not include the time spent in defense service. The teacher is granted a leave of absence during the defense service.

SOURCE: IC 20-28-11.5; (11)SE0001.1.39. --> SECTION 39. IC 20-28-11.5 IS ADDED TO THE INDIANA CODE AS A **NEW** CHAPTER TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]:

Chapter 11.5. Staff Performance Evaluations

Sec. 1. As used in this chapter, "evaluator" means an individual who conducts a staff performance evaluation. The term includes a teacher who:

(1) has clearly demonstrated a record of effective teaching over several years;

(2) is approved by the principal as qualified to evaluate under the plan; and

(3) conducts staff performance evaluations as a significant part of teacher's responsibilities.

Sec. 2. As used in the chapter, "plan" refers to a staff performance evaluation plan developed under this chapter.

Sec. 3. As used in this chapter, "school corporation" includes:

(1) a school corporation;

(2) a school created by an interlocal agreement under IC 36-1-7;

(3) a special education cooperative under IC 20-35-5; and

(4) a joint career and technical education program created under IC 20-37-1.

However, for purposes of section 4(a) and 4(b) of this chapter, "school corporation" includes a charter school and a virtual charter school.

Sec. 4. (a) Each school corporation shall develop a plan for annual performance evaluations for each certificated employee (as defined in IC 20-29-2-4). A school corporation shall implement the plan

beginning with the 2012-2013 school year.

(b) Instead of developing its own staff performance evaluation plan under subsection (a), a school corporation may adopt a staff performance evaluation plan that meets the requirements set forth in this chapter or any of the following models:

(1) A plan using master teachers or contracting with an outside vendor to provide master teachers.

(2) The System for Teacher and Student Advancement (TAP).

(3) The Peer Assistance and Review Teacher Evaluation System (PAR).

(c) A plan must include the following components:

(1) Performance evaluations for all certificated employees, conducted at least annually.

(2) Objective measures of student achievement and growth to significantly inform the evaluation. The objective measures must include:

(A) student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;

(B) methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and

(C) student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.

(3) Rigorous measures of effectiveness, including observations and other performance indicators.

(4) An annual designation of each certificated employee in one (1) of the following rating categories:

(A) Highly effective.

(B) Effective.

(C) Improvement necessary.

(D) Ineffective.

(5) An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected.

(6) A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

(d) The evaluator shall discuss the evaluation with the certificated employee.

Sec. 5. (a) The superintendent or equivalent authority, for a school corporation that does not have a superintendent, may provide for evaluations to be conducted by an external provider.

(b) An individual may evaluate a certificated employee only if the individual has received training and support in evaluation skills.

Sec. 6. (a) A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to a certificated employee not later than seven (7) days after the evaluation is conducted.

(b) If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation,

the principal may direct the use of the certificated employee's license renewal credits under this subsection.

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

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

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

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

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

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

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

(A) the criteria that define each of the four categories of teacher ratings under section 4(b)(3) of this chapter;

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

(C) standards that define actions that constitute a negative impact on student achievement; and

(D) an acceptable standard for training evaluators.

(2) Before January 31, 2012, work with the department to develop a model plan and release it to school corporations. Subsequent versions of the model plan that contain substantive changes must be provided to school corporations.

(3) Work with the department to ensure the availability of ongoing training on the use of the performance evaluation to ensure that all evaluators and certificated employees have access to information on the plan, the plan's implementation, and this chapter.

(b) A school corporation may adopt the model plan without the state board's approval. A school corporation may modify the model plan or develop the school corporation's own plan, if the modified or developed plan meets the criteria established under this chapter. If a school corporation modifies the model plan or develops its own plan, the department may request that the school corporation submit the plan to the department to ensure the plan meets the criteria developed under this chapter. Each school corporation shall submit its staff performance evaluation plan to the department. The department shall publish the staff performance evaluation plans on the department's Internet web site. A school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter.

(c) This subsection applies to a school corporation that has not adopted a staff performance

evaluation plan that complies with this chapter before July 1, 2011. Before submitting a staff performance evaluation plan to the department under subsection

(b), the governing body shall submit the staff performance evaluation plan to the teachers employed by the school corporation for a vote. If at least seventy-five percent (75%) of the teachers voting vote in favor of adopting the staff performance evaluation plan, the governing body may submit the staff performance evaluation plan to the department under subsection (b).

Sec. 9. (a) Before August 1 of each year, each school corporation shall provide the results of the staff performance evaluations, including the number of certificated employees placed in each performance category, to the department. The results provided may not include the names or any other personally identifiable information regarding certificated employees.

(b) Before September 1 of each year, the department shall report the results of staff performance evaluations to the state board, and to the public via the department's Internet web site, for:

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

(2) the aggregate of graduates of each teacher preparation program in Indiana.

SOURCE: IC 20-31-4-6; (11)SE0001.1.40. --> SECTION 40. IC 20-31-4-6, AS ADDED BY P.L.1-2005, SECTION 15, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 6. The department shall determine whether the school has complied with the following legal standards for accreditation:

(1) Health and safety requirements.

(2) Minimum time requirements for school activity.

~~(3) Staff-student ratio requirements.~~

~~(4)~~ **(3)** Curriculum offerings.

~~(5)~~ **(4)** Development and implementation of a staff evaluation plan under ~~IC 20-28-11.~~ **IC 20-28-11.5.**

~~(6)~~ **(5)** Completion of a school improvement plan ~~that:~~ **that complies with requirements developed by the state board and:**

~~(A) analyzes the strengths and weaknesses of the school;~~

~~(B) outlines goals of the school community to which school improvement activities will be directed; and~~

~~(C) identifies objectives of the school and programs designed to achieve those objectives.~~

(A) focuses on academic performance; and

(B) is consistent with metrics for improvement.

SOURCE: IC 20-33-2-3.2; (11)SE0001.1.41. --> SECTION 41. IC 20-33-2-3.2 IS ADDED TO THE INDIANA CODE AS A **NEW** SECTION TO READ AS FOLLOWS

[EFFECTIVE JULY 1, 2011]: **Sec. 3.2. As used in this chapter, "attend" means to be physically present:**

(1) in a school; or

(2) at another location where the school's educational program in which a person is enrolled is being conducted;

during regular school hours on a day in which the educational program in which the person is enrolled is being offered.

SOURCE: IC 20-33-2-14; (11)SE0001.1.42. --> SECTION 42. IC 20-33-2-14, AS AMENDED BY P.L.185-2006, SECTION 13, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 14. (a) This section and sections 15 through 17.5 of this chapter apply to a student who attends either a public school or a nonpublic school.

(b) The governing body of each school corporation shall have a policy outlining the conditions for excused and unexcused absences. The policy must include the grounds for excused absences required by sections 15 through 17.5 of this chapter or another law. Any absence that results in a person not attending at least one hundred eighty (180) days in a school year must be in accordance with the governing body's policy to qualify as an excused absence.

~~(b)~~ **(c)** Service as a page for or as an honoree of the general assembly is a lawful excuse for a student to be absent from school, when verified by a certificate of the secretary of the senate or the chief clerk of the house of representatives. A student excused from school attendance under this section may not be recorded as being absent on any date for which the excuse is operative and may not be penalized by the school in any manner.

SOURCE: IC 20-33-2-25; (11)SE0001.1.43. --> SECTION 43. IC 20-33-2-25, AS ADDED BY P.L.1-2005, SECTION 17, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 25. The superintendent or an attendance officer having jurisdiction ~~may~~ **shall** report a child who is habitually absent from school in violation of this chapter to an intake officer of the juvenile court **or the department of child services.** The intake officer **or the department of child services** shall proceed in accord with IC 31-30 through IC 31-40.

SOURCE: IC 20-33-2-27; (11)SE0001.1.44. --> SECTION 44. IC 20-33-2-27, AS ADDED BY P.L.1-2005, SECTION 17, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 27. (a) It is unlawful for a parent to fail to ensure that the parent's child attends school as required under this chapter.

(b) Before proceedings are instituted against a parent for a violation of this section, personal notice of the violation shall be served on the parent by the superintendent or the superintendent's designee:

(1) having jurisdiction over the public school where the child has

legal settlement; or

(2) of the transferee corporation, if the child has been transferred.

(c) **For purposes of this section, service of** personal notice ~~must consist of and take place at the time of the occurrence of one of the following events:~~ **a violation may be made upon a parent by any of the following means:**

(1) ~~The date of personal delivery~~ **Delivering a copy of the** notice **to the parent personally. Personal notice shall be treated as occurring under this subdivision on the date of delivery.**

(2) ~~The date of receipt~~ **Any other means of sending a copy** of the notice ~~sent by certified mail.~~ **to the parent. Personal notice shall be treated as occurring under this subdivision on the date of delivery.**

(3) ~~The date of~~ Leaving **a copy of the** notice at the last and usual place of the residence of the parent. **Personal notice shall be treated as occurring under this subdivision on the date the notice is left at the residence.**

(4) Communicating notice of the violation to the parent by any other means, if the communication is made by the superintendent for the school or the superintendent's designee. Personal notice shall be treated as occurring under this subdivision on the earliest date that the communication is made.

If the violation is not terminated not more than one (1) school day after this notice is given, or if another violation is committed during the notice period, no further notice is necessary. Each day of violation constitutes a separate offense.

SOURCE: IC 20-33-2-35; (11)SE0001.1.45. --> SECTION 45. IC 20-33-2-35, AS ADDED BY P.L.1-2005, SECTION 17, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 35. If the governing body of a school corporation elects not to appoint an attendance officer under section 31 of this chapter or an appointing authority elects not to appoint an attendance officer under section 33 of this chapter, the superintendent shall serve as an ex officio attendance officer. A superintendent acting in this capacity may

designate one (1) or more ~~teachers~~ **school employees** as assistant attendance officers. These assistant attendance officers shall act under the superintendent's direction and perform the duties the superintendent assigns. Ex officio attendance officers and assistant attendance officers appointed under this section shall receive no additional compensation for performing attendance services.

SOURCE: IC 20-33-2-42; (11)SE0001.1.46. --> SECTION 46. IC 20-33-2-42, AS ADDED BY P.L.1-2005, SECTION 17, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE

JULY 1, 2011]: Sec. 42. The state superintendent shall:

(1) prescribe duties for the state attendance officer not provided by law;

~~(2) fix qualifications for local attendance officers;~~

~~(3)~~ **(2)** design and require use of a system of attendance reports, records, and forms necessary for the enforcement of this chapter; and

~~(4)~~ **(3)** perform all other duties necessary for the complete enforcement of this chapter.

SOURCE: IC 20-35-5-9; (11)SE0001.1.47. --> SECTION 47. IC 20-35-5-9, AS ADDED BY P.L.1-2005, SECTION 19, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 9. A teacher who:

(1) is employed by a special education cooperative; and

(2) previously taught in a participating school corporation;

retains all rights and privileges under IC 20-28-6, ~~IC 20-28-7,~~ **IC 20-28-7.5,** IC 20-28-8, IC 20-28-9, and IC 20-28-10 to the same extent as if the teacher had continued teaching in the participating school corporation.

SOURCE: IC 20-35-5-10; (11)SE0001.1.48. --> SECTION 48. IC 20-35-5-10, AS ADDED BY P.L.1-2005, SECTION 19, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 10. A teacher who:

(1) is employed by a special education cooperative; and

(2) does not have existing years of service in any of the participating school corporations;

shall be considered to be employed by the special education cooperative and is entitled to the same rights and privileges under IC 20-28-6, ~~IC 20-28-7,~~ **IC 20-28-7.5,** IC 20-28-8, IC 20-28-9, and IC 20-28-10 as if the teacher were employed by a school corporation.

SOURCE: IC 20-35-5-12; (11)SE0001.1.49. --> SECTION 49. IC 20-35-5-12, AS ADDED BY P.L.1-2005, SECTION 19, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 12. If:

(1) a teacher loses the teacher's job in a special education cooperative due to:

(A) a reduction in services of;

(B) a reorganization of;

(C) the discontinuance of; or

(D) a withdrawal in whole or in part of a participating school corporation from;

the special education cooperative; and

(2) the teacher is employed by a participating school corporation as described in section 11 of this chapter;

the teacher retains the rights and privileges under IC 20-28-6,

~~IC 20-28-7,~~ **IC 20-28-7.5,** IC 20-28-8, IC 20-28-9, and IC 20-28-10 that the teacher held at the time the teacher lost the job in the special education cooperative as described in subdivision (1).

SOURCE: IC 20-25-13-1; IC 20-28-1-1.5; IC 20-28-2-2; IC 20-28-2- 3; IC 20-28-2-4; IC 20-28-2-5; IC 20-28-5-11; IC 20-28-6-10; IC 20- 28-7; IC 20-28-9-2; IC 20-28-9-3; IC 20-28-9-4; IC 20-28-11; IC 20- 29-6-11.

; (11)SE0001.1.50. --> SECTION 50. THE FOLLOWING ARE REPEALED [EFFECTIVE JULY 1, 2011]: IC 20-25-13-1; IC 20-28-1-1.5; IC 20-28-2-2; IC 20-28-2-3; IC 20-28-2-4; IC 20-28-2-5; IC 20-28-5-11; IC 20-28-6-10; IC 20-28-7; IC 20-28-9-2; IC 20-28-9-3; IC 20-28-9-4; IC 20-28-11; IC 20-29-6-11.

SOURCE: ; (11)SE0001.1.51. --> SECTION 51. [EFFECTIVE UPON PASSAGE] **(a) The Indiana state board of education may adopt temporary rules in the manner provided for adopting an emergency rule under IC 4-22-2-37.1 to implement IC 20-28-11.5-7, as added by this act. A temporary rule adopted under this SECTION expires on the earliest of the following:**

(1) The date specified in the temporary rule.

(2) The date another temporary rule or a permanent rule repeals or supersedes the previously adopted temporary rule.

(3) July 1, 2012.

(b) This SECTION expires July 1, 2012.

SOURCE: ; (11)SE0001.1.52. --> SECTION 52. **An emergency is declared for this act.**

SEA 1 _ Concur

Figure

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Marcie Brown

From: Alissa Peltzman [apeltzman@achieve.org]
Sent: Thursday, November 03, 2011 4:41 PM
To: Wes Bruce; Emily.barton@tn.gov; tamara.reavis@dc.gov; pagarwal@isbe.net; jeffrey.hauger@doe.state.nj.us; MacCormack, Penny (penny.maccormack@doe.state.nj.us); joyce_defehr@sde.state.ok.us; khuff@mail.nysed.gov; JMason@mde.k12.ms.us
Cc: Katie Tilley; Laura Slover; Mike Cohen
Subject: Suggestions for transitioning current assessments to CCSS and PARCC by 2014-2015

Good afternoon,

We were delighted by your preliminary interest in collaborating to advance your efforts to transition your current state assessments to increase their rigor and bring them into better alignment with the Common Core State Standards. To date, we have heard possible interest from eight states including DC, Illinois, Indiana, Mississippi, New Jersey, New York, Oklahoma and Tennessee. We recognize that many of you are moving quickly to finalize your state waiver requests prior to the November 14th submission date and may want to reference this work in your request. To that end, we are organizing a quick and preliminary conversation on **Monday, November 7th** . While it would be ideal for all of us to get on the phone at the same time, we recognize that is likely not possible.

We will host two conversations on Monday, November 7th:
10:30am-11:15am EST/9:30am-10:15am CST
11:45am – 12:30pm EST/10:45am – 11:15am CST

We hope you are able to join us for one of these time slots (*there is no need to join both*). To join either call, **please dial (866) 766-1742 and use passcode 574 343 2515**. The objective of the call will be to clarify the work, discuss your level of interest, and discuss a game plan for getting started.

For planning purposes, **please let Katie Tilley, copied here, know if you or one of your colleagues are able to join us for either conversation**. Please note, scheduling conflicts with these call times will not preclude your state's ability to participate in this effort. Katie can work to find a time for us to touch base with you individually next week.

We look forward to connecting with you next week.

Regards,
Alissa

From: Laura Slover
Sent: Thursday, October 27, 2011 9:09 PM
To: Bob Bickerton; Christopher Barnes; Gayle Potter; Heather Neal; James Mason; Janet Bagsby; Jeff Hauger; Jim Palmer; Joyce DeFehr; Kamlyn Keith; Kris Ellington; Kristen Huff; Leslie Wilson; Liz Davis; Maridyth McBee; Martha Reichrath; Mary Ann Snider; Melissa Fincher; Penny MacCormack; Pete Goldschmidt; Phyllis Lynch; Pooja Agarwal; Roberta Alley; Scott Norton; Steve Chrostowski; Susie Morrison; Tamara Reavis; Todd Clark; Todd Huston; Vince Verges; Wes Bruce; Zachary Rossley
Cc: Alissa Peltzman
Subject: FW: Suggestions for transitioning current assessments to CCSS and PARCC by 2014-2015

Hi all,

I wanted to be sure you had seen Mike's email (below) offering Achieve's assistance to PARCC states via advice and technical support as you transition their current state assessments to increase their rigor and bring them into better alignment with the Common Core State Standards, and with the PARCC assessments.

To date, we've heard interest from two states, Tennessee and New Jersey, and we wanted to see if there are others that are interested at this time. We'll move forward to schedule a call with interested states in the near future.

If you have any questions, please do not hesitate to call me or Alissa Peltzman (cc'd here).

Laura

From: Mike Cohen
Sent: Friday, October 21, 2011 10:58 AM
To: Bernard Sadusky; Chris Cerf; Chris Koch; Deborah Gist; Gerard Robinson; Hanna Skandera; Hosanna Mahaley; Janet Barresi; John Barge; John Huppenthal; John King; Kevin Huffman; Mitchell Chester; Ollie Tyler; Tom Kimbrell; Tony Bennett; Bob Bickerton; Christopher Barnes; Gayle Potter; Heather Neal; Janet Bagsby; Jeff Hauger; Jim Palmer; Joyce DeFehr; Kamlyn Keith; Kris Ellington; Kristen Huff; Leslie Wilson; Liz Davis; Martha Reichrath; Mary Ann Snider; Melissa Fincher; Nancy Viall; Phyllis Lynch; Pooja Agarwal; Roberta Alley; Scott Norton; Steve Chrostowski; Susie Morrison; Tamara Reavis; Todd Clark; Todd Huston; Vince Verges; Wes Bruce; Zachary Rossley
Cc: Mike Cohen; Laura Slover; Jeff Nellhaus; Alissa Peltzman; Katie Tilley; Dominique Wigglesworth; Anne Coonradt; Becky Woodie; Carol Groves; Courtney Sullivan; Debbie Downing; Debbie Drankiewicz; Hayley Jamroz; Helene Leona; Janice Mann; Jennifer Outlaw; Joan Campbell; MaryAnn VanBlarcom; Nyla Benjamin; Phyllis Stewart; tbutler@doe.K12.ga.us; Beth Dievendorf; Cathy Tonray; Daphne Daley; Delanah Gebhart; Dineen Casilli; Eugenia Schulze; LaDonna Woodworth; Melissa Cabral; Michelle Croft; Renee Kever
Subject: Suggestions for transitioning current assessments to CCSS and PARCC by 2014-2015

Dear PARCC Governing Board Chiefs and Leadership Team Members --

In the last several days a number of states have contacted Achieve, asking for help and advice to transition their current state assessments to increase their rigor and bring them into better alignment with the Common Core State Standards, and with the PARCC assessments. Below we present some ideas of how we might approach this.

We understand that many states have already developed and begun to execute plans to accomplish this purpose, and other states will find good approaches that differ from what we suggest below. We don't see the approach below as "one size fits all"; rather, it is one that can have promising payoff between now and 2014-2015 and that Achieve can support efficiently. We want to share this with all PARCC Governing States because the approach directly builds on work PARCC has done and will continue to do, and because it may be possible to incorporate into your own approaches.

Briefly, we think there is an opportunity for interested states to work collaboratively, and with Achieve, toward several important objectives:

- Better aligning state tests with the common core and with PARCC
- Early piloting of PARCC-like items in state tests
- Potentially, developing model instructional units aligned with changes in the assessments

Specifically, here is what we have in mind to help interested states. Building on PARCC work already well underway, Achieve and Student Achievement Partners could:

- Identify the biggest shifts in the common core standards – 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. This work is all but done.

- 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.

- Review the items developed by each vendor for alignment to the standards and fidelity to the specifications.

- Provide technical advice to states regarding how best to incorporate the items into the existing tests.

We think this approach has several advantages for PARCC states. It provides the best possible opportunity for state tests to accurately signal what PARCC assessments are likely to demand. By building on PARCC work already underway, it saves time for both SEA staff and vendors. It *may* provide leverage for states with the same vendor to control costs for the changes to the tests.

This approach also has several advantages for PARCC. It provides early opportunities to "test" the PARCC item specifications, and identify any needed modifications before large scale development of PARCC items occurs. It also provides opportunities for early piloting of a number of PARCC-like items. Depending on what we learn from those field tests, some or all of these items could be incorporated into the PARCC item bank. In addition, this approach will provide your vendors with an incentive to do the best possible work in transitioning state tests, as they are likely to see this as something of a try-out for PARCC.

We believe that Achieve will be able to use (non PARCC) grant funds to support the work described above for interested states. However, it is possible that we may ask participating states to help defray some of the costs. Once we have a better idea of how many states are interested in this opportunity, we will be clearer about the overall costs to Achieve, and whether we can cover the costs entirely on our own.

We are also interested in exploring the possibility of helping participating states develop model instructional units that aligned with the standards that will drive changes in state assessments. The idea would be to provide educators with instructional tools that will help them prepare students to do well on the new components in the state assessment. This development work might be funded with RTTT funds, with state funds or, potentially with PARCC funds already set aside for developing model instructional tools. The PARCC Governing Board would need to determine if this is an appropriate use of those funds.

Please also note that Achieve is planning to help a larger group of states – both in and outside PARCC – to collaborate on development of model instructional units. You will hear more about this shortly.

The approach we've proposed is not the only way to transition state assessments, though we think it has real advantages. We are also happy to help states think through alternative strategies. Feel free to call me, Laura Slover or Alissa Peltzman if you have any questions or want to discuss this. Please let me know if you are interested in pursuing this opportunity. For those states that are seeking waivers, let us know if you need language to insert into your waiver request.

Thanks,

Mike

Michael Cohen
President
Achieve
1400 16th St NW, Suite 510, Washington DC 20036

202-419-1543, mcohen@achieve.org

Executive Assistant - Bonnie Verrico
202-419-1566, fax 202-828-0911, bverrico@achieve.org

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SECTION 1. 515 IAC 6.2-6-0.5 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-0.5 Definitions

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-10-1

Affected: IC 20-31-8

Sec 0.5. The definitions in this section apply throughout this rule.

(1) "8th grade English/language arts test" means the English language arts test required under 511 IAC 5-2-3(b)(1) for grade 8 administered through ISTEP+, IMAST, or ISTAR.

(2) "8th grade math test" means the math test required under 511 IAC 5-2-3(b)(1) for grade 8 administered through ISTEP+, IMAST, or ISTAR.

(3) "10th grade cohort" means the class of students who are in their second year of high school.

(4) "Advanced Placement Exam" or "AP exam" means the examination defined in IC 20-36-3-2.

(5) "Algebra I end of course assessment" means the assessment required under 511 IAC 5-2-3(b)(4)(A).

(6) "College credit" means credit awarded by a regionally accredited post-secondary institution in an Indiana Department of Education approved liberal arts or career or technical education dual credit course verifiable by a transcript.

(7) "English 10 end of course assessment" means the assessment required under 511 IAC 5-2-3(b)(4)(B).

(8) "Elementary feeder school" means an elementary school having any combination of kindergarten, grade 1 or grade 2.

(9) "Elementary school" means a school that includes:

(A) grade 1, 2, or 3

(B) grade 1, 2, or 3 in combination with other grades; or

(C) any school that has a grade 6 as its highest grade.

(10) "General diploma" means a diploma awarded pursuant to the minimum graduation requirements established in 511 IAC 6-7.1-4.

(11) "Graduation cohort" means a class of students that is considered to have entered grade 9 in the same year and expected to graduate three years after entering grade 9.

(12) "Graduation rate" has the meaning set forth in IC 20-26-13-6.

(13) "High growth" means student growth that is equal to or greater than the sixty-sixth percentile.

(14) "High school" means a school with any combination of grades 9, 10, 11, or 12.

(15) "High school feeder school" means a high school with only grade 9.

(16) "IMAST" means the Indiana Modified Achievement Standard Test.

(17) "Industry certification" means a certificate or credential that is:

(A) developed or supported by business and industry to verify student mastery of technical skills competencies in an occupational area; and

(B) approved by the department.

(18) "International Baccalaureate Exam" or "IB exam" means the examination created and administered by International Baccalaureate, a non-profit educational

foundation headquartered at Route des Morillons 15, Grenad-Saconnex, Geneve, CH-1218, Switzerland.

(19) "ISTAR" means the Indiana Standards Tool for Alternate Reporting.

(20) "Low growth" means student growth that is equal to or less than the thirty-fourth percentile.

(21) "Mandatory annual assessments" means the assessments required under 511 IAC 5-2-3(b), and any alternatives to those assessment instruments including the Indiana Standards Tool for Alternate Reporting ("ISTAR") and the Indiana Modified Achievement Standards Test ("IMAST").

(22) "Middle school" means a school that includes any grades or combination of grades that is not defined as an elementary school or a high school.

(23) "Performance and improvement category" means the letter grade assigned to a school based on student performance and improvement on the mandatory annual assessments and other criteria established in this rule.

(24) "Receiving school" means an elementary or high school that has at least thirty (30) students who:

(A) were enrolled in the feeder school for at least 162 days in the year preceding the year being assessed; and

(B) were enrolled in the receiving school for at least 162 days in the year being assessed.

(25) "School" refers to any public, non-public, or charter school that the board is required to place in a performance and improvement category.

(26) "Small elementary school" means an elementary school that has fewer than thirty (30) students who:

(A) were enrolled for at least 162 days in the year being assessed;

(B) were assessed on ISTEP+, IMAST, or ISTAR English/language arts and math;

(C) obtained a valid test result; and

(D) were not excluded based on LAS Links level I or II Limited English Proficient classification.

(27) "Small high school" means a high school that:

(A) does not offer grade 12; and

(B) has fewer than thirty (30) students in the 10th grade cohort who:

(i) were enrolled for at least 162 days in the year being assessed;

(ii) were tested on both the English 10 and Algebra I end of course assessments or ISTAR; and

(iii)were not excluded based on an LAS Links level I or II Limited English Proficient classification.

(28) "Waiver diploma" means a diploma awarded pursuant to the alternative graduation requirements in IC 20-32-4-4 or IC 20-32-4-5.

SECTION 2. 515 IAC 6.2-6-4 IS AMENDED TO READ AS FOLLOWS:

511 IAC 6.2-6-4 School performance and improvement categories; placement of school and school corporation in categories; growth percentages and passing rate targets

Authority: IC 20-19-2-8; IC 20-31-4; IC 20-31-10-1

Affected: IC 20-31-8

Sec. 4.

(a) The board annually shall place a school and school corporation in a school performance and improvement category based on results of mandatory annual assessments and other criteria as set forth in this rule.

(b) Beginning with the 2011-12 school year, performance and improvement categories shall be designated by the letter grades A, B, C, D, and F as determined under this rule.

(c) Beginning with the 2011-2012 school year and until the board determines new targets and scoring weights in accordance with this rule the targets and scoring weights set forth in this rule shall be utilized in the determinations of school and school corporation performance and improvement categories. For each of the 2012-13, 2013-14, and 2014-15 school years, the board shall do the following:

(1) Increase the weight of the college and career readiness score by at least five (5) percentage points and reduce the weight of the English 10 and Algebra I end of course assessment scores equally to correspond to the increase in the college and career readiness score so that the total for the combined weights equals 1.0. By 2014-15, the weight afforded the college and career readiness score shall be at least .30.

(2) Establish new target percentages for the following:

(A) 511 IAC 6.2-6-5.3(h)(2)(C).

(B) 511 IAC 6.2-6-5.3(m)(2)(C).

(C) 511 IAC 6.2-6-5.3(s)(2)(B).

(d) Except as otherwise provided in this rule, at least every three years the board shall review and, if necessary, establish the following:

(1) New targets for:

(A) 511 IAC 6.2-6-5.1;

(B) 511 IAC 6.2-6-5.2; and

(C) 511 IAC 6.2-6-5.3.

(2) New weights for:

(A) English 10 and Algebra I end of course assessment scores;

(B) Graduation rate scores; and

(C) College and career readiness scores.

(e) New targets and scoring weights shall be published on the department's website no later than December 31 of the school year in which the new targets and weights will be applied.

(f) A school that includes elementary and middle school grades but not high school grades will receive a single performance and improvement category grade under this rule.

(g) A school that includes elementary or middle school grades and high school grades will receive a single performance and improvement category grade as described in subsections (i) through (k).

(h) The performance and improvement category grade for a school described in subsection (h) shall be based on the elementary, middle, and high school scores weighted by the percentages determined by the following:

(1) The number of students enrolled in grades 3 through 8 as reported for Pupil Enrollment ("PE Report") divided by the sum of the number of students reported on the PE Report for grades 3 through 8 and the cohorts for grades 9 through 12.

(2) The number of students in the cohorts for grades 9 through 12 as reported on the PE Report divided by the sum of the number of students reported on the PE Report for grades 3 through 8 and the cohorts for grades 9 through 12.

(j) A school's performance and improvement category grade assigned by the board shall be determined by:

(1) multiplying the average of the English/language arts and math points for the elementary and middle school grades by the percentage in (i)(1);

(2) multiplying the sum of the four weighted scores for the high school by the percentage in (i)(2); and

(3) adding the products of subdivisions (1) and (2).

(k) The board shall assign the performance and improvement category grade based on the final score resulting from the application of subsections (i) and (j) in accordance with the following:

3.51 – 4.00 points = A
3.00 – 3.50 points = B
2.00 – 2.99 points = C
1.00 – 1.99 points = D
0.00 – 0.99 points = F.

SECTION 3. 511 IAC 6.2-6-5.1 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-5.1 Elementary and Middle Schools Open Four Years or More; Performance and Improvement Category Grade Determination

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-10-1
Affected: IC 20-31-8

Sec. 5.1. (a) Except as provided in subsection (b), this section applies to the following elementary and middle schools beginning with the 2011-2012 school year:

(1) Schools that have been open four (4) years or more.

(2) Schools that have been open three (3) years or less that elect to have this section applied.

(b) This section does not apply to a feeder school or a small school.

(c) The process for a school to elect application of this section includes the following:

(1) The department shall calculate a new school's performance and improvement category grade under this section and 511 IAC 6.2-6-5.2 and notify the school of the results.

(2) The school shall choose the section under which the school's final grade will be determined.

(3) If the school elects a grade determination under this section, the school shall be subject to this section in subsequent years and may not elect out.

(4) If the school elects a grade determination under 511 IAC 6.2-6-5.2, the process described in this section will be repeated each year until the school has been open more than three (3) years.

(d) Except as provided in section (e), the results of the mandatory annual assessments of students who were enrolled in the school for at least 162 days of the school year being assessed shall be used in determining the school's English/language arts and math grades.

(e) The test results for the following students shall not be included:

(1) LAS Links Level 1 Limited English Proficient students who:

(A) have not been Level 1 Limited English Proficient students for more than one school year; and

(B) previously have not been classified as LAS Links Level 2 or higher.

(2) LAS Links Level 2 Limited English Proficient students who have not been Level 2 Limited English Proficient students for more than one school year.

(f) To obtain a preliminary English/language arts score, the school must have at least thirty (30) students who:

(1) were enrolled for at least 162 days in the school year being assessed;

(2) were tested in English/language arts on ISTEP+, IMAST, or ISTAR;

(3) were not excluded pursuant to subsection (e); and

(4) obtained a valid test result.

(g) A school's English/language arts grade shall be determined by the following:

(1) A preliminary score is established, based on the combined ISTEP+, IMAST, and ISTAR English/language arts test passing percentage of the students described in subsection (d), in accordance with the following:

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.

(2) Except as provided in subsections (h) and (i), points shall be added to or deducted from the preliminary score based on the following:

(A) One (1.00) point shall be added if at least 42.5% of the lowest 25% of students taking the ISTEP+ English/language arts test and obtaining a valid test result demonstrated high growth.

(B) One (1.00) point shall be added if at least 36.2% of the top 75% of students taking the ISTEP+ English/language arts test and obtaining a valid test result demonstrated high growth.

(C) One (1.00) point shall be deducted if at least 39.8% of all students taking the ISTEP+ English/language arts test and obtaining a valid test result demonstrated low growth.

(D) One (1.00) point shall be deducted if fewer than 95% of the students performing in the lowest 25% on the prior year's ISTEP+ English/language arts assessment were tested on the English/language arts component of the mandatory annual assessments in the year being assessed.

(E) One point (1.00) shall be deducted if:

(i) there are at least forty (40) students performing in the lowest 25% on the prior year's ISTEP+ English/language arts assessment; and

(ii) fewer than 95% of the students not included in that lowest 25% subgroup were tested on the English/language arts component of the mandatory annual assessments in the year being assessed

(F) One (1.00) point shall be deducted if:

(i) no points were deducted pursuant to clauses (D) or (E); and

(ii) fewer than 95% of the students enrolled in the school were tested on the English/language arts component of the mandatory annual assessments in the year being assessed.

(h) Points shall not be added or deducted as described in subsection (g)(2)(A), (B), or (C) if a school has fewer than ten (10) students who:

(1) were enrolled for at least 162 days in the year being assessed;

(2) were tested in English/language arts on ISTEP+;

(3) were not excluded pursuant to subsection (e); and

(4) were assessed for growth.

(i) Points shall not be deducted as described in subsection (g)(2)(D), (E), or (F) if the identified group has fewer than forty (40) students.

(j) The school's English/language arts grade shall be determined by the final score resulting from the application of subsection (g) in accordance with the following:

3.51 – 4.00 points = A
3.00 – 3.50 points = B
2.00 – 2.99 points = C
1.00 – 1.99 points = D
0.00 – 0.99 points = F.

(k) To obtain a preliminary math score, the school must have at least thirty (30) students who:

(1) were enrolled for at least 162 days in the school year being assessed;

(2) were tested in math on ISTEP+, IMAST, or ISTAR;

(3) were not excluded pursuant to subsection (e); and

(4) obtained a valid test result.

(l) A school's math grade shall be determined by the following:

(1) A preliminary score is established, based on the combined ISTEP+, IMAST, and ISTAR math test passing percentages for the students described in subsection (d) in accordance with the scale in subsection (g)(1).

(2) Except as provided in subsections (m) and (n),points shall be added to or deducted from the preliminary score based on the following:

(A) One (1.00) point shall be added if at least 44.9% of the lowest 25% of students taking the ISTEP+ math test and obtaining a valid test result demonstrated high growth.

(B) One (1.00) point shall be added if at least 39.2% of the top 75% of students taking the ISTEP+ math test and obtaining a valid test result demonstrated high growth.

(C) One (1.00) point shall be deducted if at least 42.4% of all students taking the ISTEP+ math test and obtaining a valid test result demonstrated low growth.

(D) One (1.00) point shall be deducted if fewer than 95% of the students performing in the lowest 25% on the prior year's ISTEP+ math assessment were tested on the math component of the mandatory annual assessments in the year being assessed.

(E) One point (1.00) shall be deducted if:

(i) there are at least forty (40) students performing in the lowest 25% on the prior year's ISTEP+ math assessment; and

(ii) fewer than 95% of the students not included in that lowest 25% subgroup were tested on the math component of the mandatory annual assessments in the year being assessed.

(F) One (1.00) point shall be deducted if:

(i) no points were deducted pursuant to clauses (D) or (E); and

(ii) fewer than 95% of the students enrolled in the school were tested on the math component of the mandatory annual assessments in the year being assessed.

(m)Points shall not be added or deducted as described in subsection (l)(2)(A), (B), or (C) if a school has fewer than ten (10) students who:

(1) were enrolled for at least 162 days in the year being assessed;

(2) were tested in math on ISTEP+;

(3) were not excluded pursuant to subsection (e); and

(4) were assessed for growth.

(n) Points shall not be deducted as described in subsection (l)(2)(D), (E), or (F) if the identified group has fewer than forty (40) students.

(o) The school's math grade shall be determined by the final score resulting from the application of subsection (l) in accordance with scale in subsection (j).

(p) Except as provided in 511 IAC 6.2-6-4, the school's final performance and improvement category grade assigned by the board shall be determined by the average of the school's English/language arts and math final scores in accordance with the following:

3.51 – 4.00 points = A
3.00 – 3.50 points = B
2.00 – 2.99 points = C
1.00 – 1.99 points = D
0.00 – 0.99 points = F.

SECTION 4. 511 IAC 6.2-6-5.2 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-5.2 Elementary and Middle Schools Open Three Years or Less; Performance and Improvement Category Grade Determination

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-10-1

Affected: IC 20-31-8

Sec. 5.2 (a) Except as provided in subsection (b), this section applies to elementary and middle schools, beginning with the 2011-2012 school year, that:

(1) have been open three (3) years or less; and

(2) have not elected application of 511 IAC 6.2-6-5.1(a)(2).

(b) This section does not apply to a feeder school or a small school.

(c) The results of the mandatory annual assessments of the students described in 511 IAC 6.2-6-5.1(d) shall be used in determining the school's English/language arts and math grades.

(d) To obtain an English/language arts grade, a school must have at least thirty (30) students who:

(1) were enrolled for at least 162 days in the year being assessed;

(2) were tested in English/language arts on ISTEP+;

(3) were not excluded under 511 IAC 6.2-6-5.1(e); and

(4) were assessed for growth.

(e) A school's English/language arts grade shall be determined by the following:

(1) A preliminary English/language arts score is established, based on the percentage of students showing high growth on the ISTEP+ English/language arts test in accordance with the following:

40.7 – 100% = 4.00 points
34.6 -- 40.6% = 3.00 points
29.4 -- 34.5% = 2.00 points
00.0 -- 29.3% = 1.00 point

(2) Except as provided in subsection (f), points shall be deducted from the preliminary score based on the following:

(A) One (1.00) point shall be deducted if both of the following apply:

(i) at least 39.8% of the top 75% of students taking the ISTEP+ English/language arts test and obtaining a valid test result demonstrated low growth; and

(ii) at least 39.9% of the lowest 25% of students taking the ISTEP+ English/language arts test and obtaining a valid test result demonstrated low growth.

(B) One (1.00) point shall be deducted if fewer than 95% of the students performing in the lowest 25% of the prior year's ISTEP+ English/language arts assessment were tested on the English/language arts component of the mandatory annual assessments in the year being assessed.

(C) One (1.00) point shall be deducted if:

(i) there are at least forty (40) students performing in the lowest 25% on the prior year's ISTEP+ English/language arts assessment; and

(ii) fewer than 95% of the students not included in that lowest 25% were tested on the English/language arts component of the mandatory annual assessments in the year being assessed.

(D) One (1.00) point shall be deducted if:

(i) no points were deducted pursuant to clauses (B) or (C); and

(ii) fewer than 95% of the students enrolled in the school were tested on the English/language arts component of the mandatory annual assessments in the year being assessed.

(f) Points shall not be deducted as described in subsection (e)(2)(B), (C), or (D) if the identified group has fewer than forty (40) students.

(g) The school's English/language arts grade shall be determined by the final score resulting from the application of subsection (e) and in accordance with scale in 511 IAC 6.2-6-5.1(j).

(h) To obtain a math grade, the school must have at least thirty (30) students who:

(1) were enrolled for at least 162 days in the year being assessed;

(2) were tested in math on ISTEP+;

(3) were not excluded under 511 IAC 6.2-6-5.1(e); and

(4) were assessed for growth.

(i) A school's math grade shall be determined by the following:

(1) A preliminary math score is established, based on the percentage of students showing high growth on the ISTEP+ math test, in accordance with the following:

44.1 – 100% = 4.00 points
34.0 – 44.0% = 3.00 points
25.8 – 34.8% = 2.00 points
00.0 – 25.7% = 1.00 point

(2) Except as provided in subsection (j), points shall be deducted from the preliminary score based on the following:

(A) One (1.00) point shall be deducted if both of the following apply:

(i) at least 42.4% of the top 75% of students taking the ISTEP+ math test and obtaining a valid test result demonstrated low growth; and

(ii) at least 40.0% of the lowest 25% of students taking the ISTEP+ math test and obtaining a valid test result demonstrated low growth.

(B) One (1.00) point shall be deducted if fewer than 95% of the students performing in the lowest 25% of the prior year's ISTEP+ math assessment were tested on the math component of the mandatory annual assessments in the year being assessed.

(C) One (1.00) point shall be deducted if:

(i) there are at least forty (40) students performing in the lowest 25% on the prior year's ISTEP+ math assessment; and

(ii) fewer than 95% of the students not included in that lowest 25% were tested on the math component of the mandatory annual assessments in the year being assessed.

(D) One (1.00) point shall be deducted if:

(iii)no points were deducted pursuant to clauses (B) or (C); and

(iv) fewer than 95% of the students enrolled in the school were tested on the math component of the mandatory annual assessments in the year being assessed.

(j) Points shall not be deducted as described in subsection (i)(2)(B), (C), and (D) if the identified group has fewer than forty (40) students.

(k) The school's math grade shall be determined by the final score resulting from the application of subsection (i) and in accordance with scale in 511 IAC 6.2-6-5.1(j).

(l) Except as provided in 511 IAC 6.2-6-4, the school's final performance and improvement category grade assigned by the board shall be determined by the average of the school's English/language arts and math scores in accordance with the following:

3.51 – 4.00 points = A
3.00 – 3.50 points = B
2.00 – 2.99 points = C
1.00 – 1.99 points = D
0.00 – 0.99 points = F.

SECTION 5. 511 IAC 6.2-6-5.3 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-5.3 High Schools; End of course assessment scores; Graduation rate scores; College and career readiness scores; Performance and improvement category grade

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-10-1
Affected: IC 20-31-8

Sec. 5.3. (a) This section does not apply to a feeder school or a small school.

(b) Except as provided in subsections (c) and (d), a high school's performance and improvement grade shall be based on the following:

(1) English 10 end of course assessment score.
(2) Algebra 1 end of course assessment score.
(3) Graduation rate score.
(4) College and career readiness score.

(c) The performance and improvement category grade of a high school that does not include grade 12 shall be based solely on the English 10 and Algebra 1 end of course assessment scores as determined under this section. Each score shall be weighted with a multiplier of 0.50. The grade assigned by the board shall be determined by the sum of the two weighted scores in accordance with the scale in subsection (z).

(d) The performance and improvement category grade of a high school that includes only grades 11 and 12 shall be based solely on the graduation rate and college and career readiness scores as determined under this section. The graduation rate score shall be weighted with a multiplier of 0.70. The college and career readiness score shall be weighted with a multiplier of 0.30. The grade assigned by the board shall be determined by the sum of the two weighted scores in accordance with the scale in subsection (z).

(e) Except as provided in subsection (f), the end of course assessment and ISTAR results of students in the 10th grade cohort who were enrolled in the school for at least 162 days of the school year being assessed shall be used in determining a school's English 10 and Algebra I end of course assessment scores. The results of the end of course assessments

administered during the summer testing window will be included only in the school year subsequent to that administration.

(f) The test results for the following students shall not be included:

(1) LAS Links Level 1 Limited English Proficient students who:

(A) have not been Level 1 Limited English Proficient students for more than one school year; and

(B) have not previously been classified as LAS Links Level 2 or higher.

(2) LAS Links Level 2 Limited English Proficient students who have not been Level 2 Limited English Proficient students for more than one school year.

(g) To obtain an English 10 end of course assessment score, the school must have at least thirty (30) students in the 10th grade cohort who:

(1) were enrolled for at least 162 days in the school year being assessed;

(2) were tested on the English 10 end of course assessment;

(3) were not excluded pursuant to subsection (f); and

(4) obtained a valid test result.

(h) A school's English 10 end of course assessment score shall be determined by the following:

(1) A preliminary score is established, based on the percentage of students passing the English 10 end of course assessment or ISTAR by the end of the grade 10, in accordance with the following:

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.

(2) Subject to subsections (i) and (j), points shall be added to or deducted from the preliminary score based on the following:

(A) One-half (0.50) point shall be added if the percentage of students passing the English 10 end of course assessment or ISTAR is at least 10.3 percentage points higher than the passing percentage for the same students on the 8th grade English/language arts test who meet all of the following:

(i) were enrolled in the school for at least 162 days during the year being assessed;

(ii) were not excluded under 511 IAC 6.2-6-5.1(e);

(iii) have valid English 10 end of course assessment or ISTAR results for the current year or passed the English 10 end of course assessment in a prior year; and

(iv) have valid 8th grade English/language arts test results.

(B) One-half (0.50) point shall be deducted if the percentage of students passing the English 10 end of course assessment or ISTAR is at least 0.1 percentage points lower than the same students on the 8th grade English/language arts test who meet the criteria in clause (A).

(C) One-half (0.50) point shall be added if:

(i) at least ten (10) students in the graduation cohort are identified as not passing the English 10 end of course assessment or ISTAR by the end of grade 10; and

(ii) at least 59.3 percent of the students in the graduation cohort identified as not passing the English 10 end of course assessment or ISTAR by the end of grade 10 passed the assessments by the time the cohort graduates from high school.

(i) Points shall not be added or deducted as described in subsection (h) if a school has fewer than ten (10) students in the 10th grade cohort who:

(1) were enrolled for at least 162 days in the year being assessed;

(2) were assessed on the English 10 end of course assessment;

(3) were not excluded pursuant to subsection (f); and

(4) were assessed for improvement.

(j) The maximum English 10 end of course assessment score is 4.00 points.

(k) The score resulting from the application of subsection (h) constitutes the school's English 10 end of course assessment score.

(l) To obtain an Algebra I end of course assessment score, the school must have at least thirty (30) students in the 10th grade cohort who:

(1) were enrolled for at least 162 days in the school year being assessed;

(2) were assessed on the Algebra I end of course assessment;

(3) were not excluded pursuant to subsection (f); and

(4) obtained a valid test result.

(m)A school's Algebra I end of course assessment score shall be determined by the following:

(1) A preliminary score is established, based on the percentage of students passing the Algebra I end of course assessment or ISTAR by the end of the grade 10, in accordance with 511 IAC 6.2-6-5.3(h)(1).

(2) Subject to subsections (n) and (o), points shall be added to or deducted from the preliminary score based on the following:

(A) One-half (0.50) point shall be added if the percentage of students passing the Algebra I end of course assessment or ISTAR is at least 17.1 percentage points higher than the passing percentage for the same students on the 8th grade math test who meet all of the following:

(i) were enrolled in the school at least 162 days during the year being assessed;

(ii) were not excluded under 511 IAC 6.2-6-5.1(e);

(iii) have valid Algebra I end of course assessment or ISTAR results for the current year or passed the Algebra I end of course assessment in a prior year; and

(iv) have valid 8th grade math test results.

(B) One-half (0.50) point shall be deducted if the percentage of students passing the Algebra I end of course assessment or ISTAR is at least 0.1 percentage points lower than the same students on the 8th grade math test who meet the criteria in clause (A).

(C) One-half (0.50) point shall be added if:

(i) at least ten (10) students in the graduation cohort are identified as not passing the Algebra I end of course assessment or ISTAR by the end of grade 10; and

~~(ii)~~ at least 62.8 percent of the graduation cohort identified as not passing the Algebra I end of course assessment or ISTAR passed the assessments by the time the cohort graduates.

(n) Points shall not be added or deducted as described in subsection (m) if a school has fewer than ten (10) students in the 10th grade cohort who:

(1) were enrolled for at least 162 days in the year being assessed;

(2) were assessed on the Algebra I end of course assessment;

(3) were not excluded pursuant to subsection (f); and

(4) were assessed for improvement.

(o) The maximum Algebra I end of course assessment score is 4.00 points.

(p) The score resulting from the application of subsection (m) constitutes the school's Algebra I end of course assessment score.

(q) Except as provided in subsection (r), the graduation cohort shall be used in determining a school's graduation rate score. To obtain a graduation rate score, a school must have at least ten (10) students in the graduation cohort, exclusive of students excluded pursuant to subsection (r).

(r) Students with IEPs documenting that the student is not expected to receive a high school diploma and receiving a certificate of completion shall not be included in the graduation cohort. The number of students excluded from the cohort pursuant to this section shall not exceed 3% of the school's total graduation cohort.

(s) A school's graduation rate score shall be determined by the following:

(1) A preliminary score is established, based on the percentage of students that graduated from high school in four (4) years, in accordance with the following:

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.

(2) Beginning with the 2014-15 school year, points shall be added to or deducted from the preliminary score based on the following:

(A) One (1.00) point shall be added if at least 34.4% of four-year graduates received one of the following non-waiver diplomas:

(i) Academic Honors.

(ii) Technical Honors.

(iii) Academic and Technical Honors.

(iv) International Baccalaureate.

(B) One (1.00) point shall be deducted if at least 32.8% of four-year graduates received either a general diploma or a waiver diploma, unless the percentage of four-year graduates receiving a general or waiver diploma

concurrently with an industry certification is equal to or greater than the percentage established by the board under section 4 of this rule.

(C) One (1.00) point shall be added if:

(i) at least ten (10) students in the graduation cohort failed to graduate in four years; and

(ii) at least 13.2 percent of the students in the graduation cohort who failed to graduate in four years graduated in five years in accordance with the graduation rate calculations. The maximum graduation rate score is 4.00 points.

(t) For the 2011-12, 2012-13, and 2013-14 school years, the preliminary score pursuant to subsection (s)(1) constitutes the school's graduation rate score. Beginning with the 2014-15 school year, the score resulting from the application of subsection (s)(2) constitutes the school's graduation rate score.

(u) The graduation cohort, exclusive of any students who did not graduate in four (4) years or less shall be used in determining a school's college and career readiness score. To obtain a college and career readiness score, as school must have at least ten (10) students in the graduation cohort described in this subsection.

(v) A school's college and career readiness score shall be based on the percentage of students described in subsection (v) who accomplished any of the following:

(1) Passed an AP exam with a score of 3, 4, or 5.

(2) Passed an IB exam with a score of 4, 5, 6, or 7.

(3) Earned three (3) college credits as defined in section 0.5 of this rule.

(4) Obtained an industry certification as defined in section 0.5 of this rule.

(5) Any other benchmarks approved by the board and published in accordance with 511 IAC 6.2-6-4.

(x) A school's college and career readiness score shall be determined by the percentage of students described in subsection (w) in accordance with the following:

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.

(y) The end of course assessment, graduation rate, and college and career readiness scores shall be weighted in accordance with the following:

(1) The English 10 end of course assessment score multiplied by 0.30.

(2) The Algebra I end of course assessment score multiplied by 0.30.

(3) The graduation rate score multiplied by 0.30.

(4) The college and career readiness score multiplied by 0.10.

(z) Except as provided in 511 IAC 6.2-6-4, the high school's final performance and improvement category grade assigned by the board shall be determined by the sum of the four weighted scores in accordance with the following:

3.51 – 4.00 points = A
3.00 – 3.50 points = B
2.00 – 2.99 points = C
1.00 – 1.99 points = D
0.00 – 0.99 points = F

SECTION 6. 511 IAC 6.2-6-5.4 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-5.4 Elementary feeder schools; Performance and improvement category grade

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-10-1
Affected: IC 20-31-8

Sec. 5.4. (a) This section applies to elementary feeder schools.

(b) A feeder school's English/language arts and math grades shall be based on the English/language arts and math grades of the receiving schools.

(c) If more than five (5) receiving schools are identified for the feeder school, the five (5) schools with the highest census of feeder school students will be used to determine the feeder school's performance and improvement category grade.

(d) A feeder school's English/language arts grade is the average of the sum of the scores used as the basis of the receiving schools' English/language arts grades.

(e) A feeder school's math grade is the average of the sum of the scores used as the basis of the receiving schools' math grades.

(f) A feeder school's final performance and improvement category grade, as assigned by the board, shall be determined by the average of the feeder school's English/language arts and math scores in accordance with the following:

3.51 – 4.00 points = A
3.00 – 3.50 points = B
2.00 – 2.99 points = C
1.00 – 1.99 points = D
0.00 – 0.99 points = F.

SECTION 7. 511 IAC 6.2-6-5.5 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-5.5 High school feeder schools; Performance and improvement category grade

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-10-1
Affected: IC 20-31-8

Sec. 5.5. (a) This section applies to high school feeder schools.

(b) A feeder school's performance and improvement category grade shall be based solely on end of course assessment scores.

(c) A feeder school's English 10 and Algebra I end of course assessment scores shall be based on the English 10 and Algebra I end of course assessment scores of the receiving schools.

(d) If more than five (5) receiving schools are identified for the feeder school, the five (5) schools with the highest census of feeder school students will be used to determine the feeder school's performance and improvement category grade.

(e) A feeder school's English 10 end of course assessment score is the average of the sum of the receiving schools' English 10 end of course assessment scores.

(f) A feeder school's Algebra I end of course assessment score is the average of the sum of the receiving schools' Algebra I end of course assessment scores.

(g) A feeder school's end of course assessment scores shall each be weighted with a multiplier of 0.50.

(h) A feeder school's final performance and improvement category grade, as assigned by the board, shall be determined by the average of the feeder school's end of course assessment scores in accordance with the following:

3.51 – 4.00 points = A
3.00 – 3.50 points = B
2.00 – 2.99 points = C
1.00 – 1.99 points = D
0.00 – 0.99 points = F.

SECTION 8. 511 IAC 6.2-6-5.6 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-5.6 Small elementary and middle schools; Performance and improvement category grade

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-10-1
Affected: IC 20-31-8

Sec. 5.6. (a) This section applies to small elementary and middle schools as defined in this rule.

(b) A small school shall not receive an English/language arts grade until it has at least thirty (30) students who meet the criteria in 511 IAC 6.2-6-5.1(f).

(c) A small school shall not receive a math grade until it has at least thirty (30) students who meet the criteria in 511 IAC 6.2-6-5.1(k).

(d) If a school does not have at least thirty (30) students who meet the criteria in 511 IAC 6.2-6-5.1(f) or (k) in the school year being assessed, the school's English/language arts and math grades will be based on the results of the mandatory annual assessments of a cumulative aggregate of students who meet the criteria.

(e) The cumulative aggregate shall be comprised of students who meet the criteria in the school year being assessed and in each school year immediately preceding the year being assessed until the cumulative aggregate is equal to or greater than thirty (30) students.

(f) A small school's English/language arts preliminary score shall be based on the combined ISTEP+, IMAST, and ISTAR passing percentages for the cumulative aggregate in accordance with the following:

90.0 – 100.0% = 4.00 points
80.0 - 89.9% = 3.00 points
70.0 - 79.9% = 2.00 points
60.0 - 69.9% = 1.00 points
0.00 – 59.9% = 0.00 points

(g) One point (1.00) shall be deducted from a small school's preliminary English/language arts score if:

(1) The cumulative aggregate described in subsection (f) includes at least forty (40) students; and

(2) fewer than 95% of the students in the cumulative aggregate were tested on the English/language arts component of the mandatory annual assessments.

(h) A small school's English/language arts grade shall be determined by the final score resulting from the application of subsections (f) and (g) in accordance with the following:

3,51 - 4.00 points = A
3.00 - 3.50 points = B
2.00 – 2.99 points = C
1.00 – 1.99 points = D
0.00 – 0.99 points = F.

(i) A small school's preliminary math score shall be based on the combined ISTEP+, IMAST, and ISTAR passing percentages for the cumulative aggregate in accordance with the scale in subsection (f).

(j) One point (1.00) shall be deducted from a small school's preliminary math score if:

(1) the cumulative aggregate described in subsection (f) includes at least forty (40) students; and

(2) fewer than 95% of the students in the cumulative aggregate were tested on the math component of the mandatory annual assessments.

(k) A small school's math grade shall be determined by the final score resulting from the application of subsections (i) and (j) in accordance with the scale in subsection (h).

(l) The board shall assign the small school's performance and improvement category grade as determined by one of the following:

(1) The grade in the subject area if only one subject area is graded.

(2) The average of the sum of the points for the English/language arts and math grades in accordance with the following:

3.51– 4.00 points = A
3.00 – 3.50 points = B
2.00 – 2.99 points = C
1.00 – 1.99 points = D
0.00 – 0.99 points = F.

SECTION 9 511 IAC 6.2-6-5.7 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-5.7 Small high schools; Performance and improvement category grade

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-10-1

Affected: IC 20-31-8

Sec. 5.7. (a) This section applies to small high schools as defined in this rule.

(b) The performance and improvement category grade of a small high school shall be based on student performance on English 10 and Algebra I end of course assessments

(c) A small school shall not receive an English 10 or Algebra 1 end of course assessment score until it has at least thirty (30) students in the 10th grade cohort who meet the criteria in 511 IAC 6.2-6-5.3(g)

(d) If a school does not have at least thirty (30) students who meet the criteria in 511 IAC 6.2-6-5.3(g) in the school year being assessed, the school's end of course assessment scores will be based on the end of course assessment and ISTAR results of a cumulative aggregate of students who meet the criteria.

(e) The cumulative aggregate shall be comprised of students who meet the criteria in the school year being assessed and in each school year immediately preceding the year being assessed until the cumulative aggregate is equal to or greater than thirty (30) students.

(f) A small high school's English 10 end of course assessment score shall be based on the percentage of the cumulative aggregate of students passing the English 10 end of course assessment or ISTAR by the end of the grade 10, in accordance with the following:

90.0 – 100.0% = 4.00 points
80.0 - 89.9% = 3.00 points
70.0 - 79.9% = 2.00 points
60.0 - 69.9% = 1.00 points
0.00 – 59.9% = 0.00 points.

(g) A small high school's Algebra I end of course assessment score shall be based on the percentage of the cumulative aggregate of students passing the Algebra I end of course assessment or ISTAR by the end of the grade 10, in accordance with the scale in subsection (f).

(h) A small high school's performance and improvement category grade, as assigned by the board, shall be determined by the average of the small high school's English 10 and Algebra I end of course assessment scores, in accordance with the following:

3.51 – 4.00 points = A
3.00 – 3.50 points = B
2.00 – 2.99 points = C
1.00 – 1.99 points = D
0.00 – 0.99 points = F.

SECTION 10. 511 IAC 6.2-6-5.8 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-5.8 School Corporations; Performance and improvement category grade

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-10-1
Affected: IC 20-31-8

Sec. 5.8. (a) The board shall assign each school corporation:

(1) an elementary and middle school performance and improvement category grade;

(2) a high school performance and improvement category grade; and

(3) a corporation performance and improvement category grade.

(b) Except as provided in section (c), the results of the mandatory annual assessments of the students in grades three through twelve who were enrolled in one or more schools within the school corporation for at least 162 days of the school year being assessed shall be used in determining the school's English/language arts and math grades.

(c) The test results for the following students shall not be included:

(1) LAS Links Level 1 Limited English Proficient students who:

(A) have not been Level 1 Limited English Proficient students for more than one school year; and

(B) have not previously been classified as LAS Links Level 2 or higher.

(2) LAS Links Level 2 Limited English Proficient students who have not been Level 2 Limited English Proficient students for more than one school year.

(d) A corporation's elementary and middle school English/language arts and math scores and grades shall be determined in accordance with 511 IAC 6.2-6-5.1.

(e) A corporation's elementary and middle school performance and improvement category grade assigned by the board shall be based on the average of the corporation's English/language arts and math scores in accordance with 511 IAC 6.2-6-5.1(p).

(f) A corporation's high school performance and improvement grade assigned by the board shall be determined in accordance with 511 IAC 6.2-6-5.3.

(g) The performance and improvement category grade for a school corporation shall be based on the elementary, middle, and high school scores weighted by the percentages determined by the following:

(1) The number of students enrolled in grades 3 through 8 as reported for Pupil Enrollment ("PE Report") divided by the sum of the number of students reported on the PE Report for grades 3 through 8 and the cohorts for grades 9 through 12.

(2) The number of students in the cohorts for grades 9 through 12 as reported on the PE Report divided by the sum of the number of students reported on the PE Report for grades 3 through 8 and the cohorts for grades 9 through 12.

(h) A school corporation's performance and improvement category grade assigned by the board shall be determined by:

(1) multiplying the average of the English/language arts and math points for the elementary and middle school grade by the percentage in (g)(1);

(2) multiplying the sum of the four weighted scores for the high school by the percentage in (g)(2); and

(3) adding the products of subdivisions (1) and (2).

(i) The board shall assign the performance and improvement category grade for the school corporation based on the final score resulting from the application of subsections (g) and (h) in accordance with the following:

3.51 – 4.00 points = A
3.00 – 3.50 points = B
2.00 – 2.99 points = C
1.00 – 1.99 points = D
0.00 – 0.99 points = F.

SECTION 11. 511 IAC 6.2-6-5.9 IS ADDED TO READ AS FOLLOWS:

511 IAC 6.2-6-5.9 School changes due to opening, reopening, reconfiguring, or redistribution of students; New accountability baselines

Authority: IC 20-19-2-8; IC 20-31-4-17; IC 20-31-10-1
Affected: IC 20-31-8

Sec. 5.9. (a) Beginning with the 2011-12 school year, this section applies to schools that:

(1) open;
(2) reopen;
(3) reconfigure; or
(4) redistribute students.

(b) To obtain a new accountability baseline, a school described in subsection (a) must clearly demonstrate all of the following:

(1) A change of at least 70 percent of the student population from the previous year, either by elimination or addition.
(2) A significant change in educational philosophy, curriculum, or staffing.
(3) A change is not being made to avoid accountability.

SECTION 12. THE FOLLOWING ARE REPEALED: 511 IAC 6.2-6-5; 511 IAC 6.2-6-6.1.

New **Elementary & Middle School (E/MS)** "A-F" Model[1]

Calculating English/Language Arts and Math Grades

- E/MS Performance:
  - Schools receive *preliminary* English/Language Arts (ELA) and Math scores based on the percentage of their students that passed ISTEP+, IMAST and ISTAR.

- E/MS Growth:
  - A school's score may be raised or lowered based on the academic growth of their students on the ISTEP+.

    1) The *preliminary* score may be raised based on the percentage of the **lowest performing** (25%) students showing **high growth**.

    2) The *preliminary* score may be raised based on the percentage of the **remaining** (75%) students showing **high growth**.

    3) The *preliminary* score may be lowered based on the percentage of **all** (100%) students showing **low growth**.

- E/MS Participation:
  - A school's score shall be lowered if it does not test at least **95%** of their **lowest performing** (25%) or the **remaining** (75%) groups of students on the required assessments.

Determining a Final Grade for an Elementary/Middle School

- Add the ELA grade to the Math grade and divide by two for a FINAL Grade.

[1]Summary of **proposed rule** approved by the Indiana State Board of Education on 11.7.11, and is subject to change

New **High School (HS)** "A-F" Model[1]

Overview of Performance and Improvement

- High schools receive **weighted** points in four areas:
  1. English 10 ECA (30%)*
  2. Algebra I ECA (30%)*
  3. Graduation Rate (30%)
  4. College & Career Readiness (10%)*

1 & 2. Calculating English10 and Algebra I ECA Scores

- High schools receive a *preliminary* score based on the percentage of their students in the 10th grade cohort that passed the ECA or ISTAR.
  - A school's score may be raised or lowered based on student **improvement** from the 8th grade ISTEP+, IMAST or ISTAR to the 10th grade ECA or ISTAR.
  - A school's score may be raised based on student **improvement** on the ECA or ISTAR from 10th grade to graduation.

3. Calculating a Graduation Rate Score

- High schools receive a *preliminary* score based on their **4 YR** graduation cohort rate.
  - A school's score may be raised based on the number of students receiving non-waiver **Honors Diplomas**.^
  - A school's score may be lowered based on the number of students receiving **General** or **waiver diplomas**.^
  - A school's score may be raised based on number of students graduating in **five** (5) **years** that did not do so in four (4) years.^

4. Calculating a College & Career Readiness Score

- High schools receive a score based on the percentage of graduates who receive at least one of the following:
  - a passing score (3, 4, or 5) on an **AP** exam; or
  - a passing score (4, 5, 6, or 7) on an **IB** exam; or
  - three (3) verifiable **college credits** from an IDOE approved course; or
  - an IDOE approved **industry certification**.

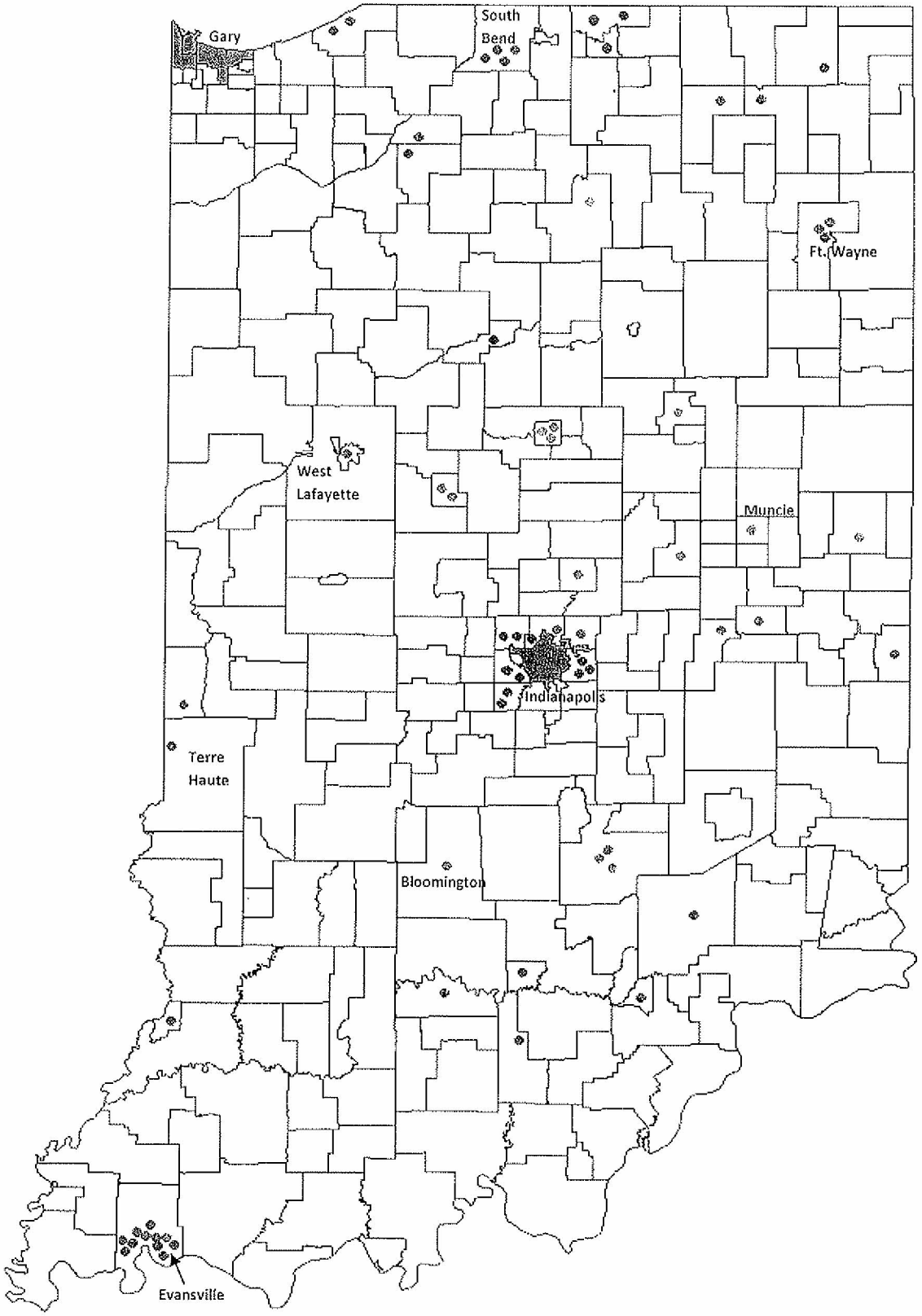
Determining a Final Grade for a High School

- Add the final weighted scores together from the four areas for a FINAL Grade.

**The College & Career Readiness weight shall increase each year at least 5% and its increases will be offset by the equivalent decrease spread evenly over the English 10 and Algebra I ECAs weights.*
^These particular components of the model begin in 2014-15.

[1]Summary of **proposed rule** approved by the Indiana State Board of Education on 11.7.11, and is subject to change

Where Indiana's 'F' Schools are Located



The RED dots represent a school that would have received an 'F' under Indiana's accountability model.
School corporations with a high density of 'F' schools are highlighted in RED.

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

A-F ACCOUNTABILITY

2011-2012 School Report Card

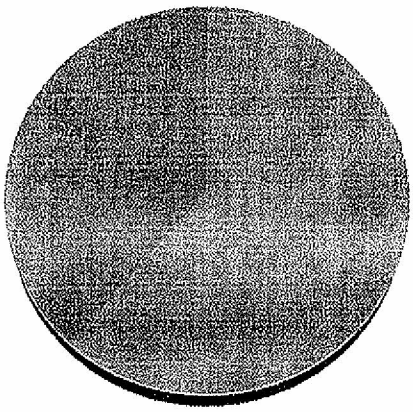
School XY (1234)
School Corporation KLM (0005)

B School Grade
3.00 points

	Points	Grade	Weighting
English/Language Arts + Click to expand	2.00 points	C	50%
Mathematics + Click to expand	4.00 points	A	50%

Grading Scale:

3.51-4.00	=	A
3.00-3.50	=	B
2.00-2.99	=	C
1.00-1.99	=	D
0.00-0.99	=	F



Pass Did Not Pass

61.3% of students passed BOTH English/Language Arts and Math assessments

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

A-F ACCOUNTABILITY

2011-2012 School Report Card

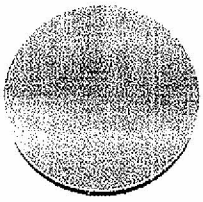
School XY (1234)
School Corporation KLM (0005)

B School Grade
3.00 points

C

Performance

% of Students Passing Elementary & Middle School Assessments: 73.5%



Growth

% of lowest performing students with *high growth*:.....43.2%
Target is ≥ 42.5%

% of highest students with *high growth*: 24.3%
Target is ≥ 36.2%

% of ALL students with *low growth*: 40.9%
Target is < 39.8%

Participation

% of lowest performing students participating in assessments: 96.4%
Target is ≥ 95.0%

% of remaining students participating in assessments:..95.1%
Target = ≥ 95.0%

	Preliminary Score
	2.00 points
	Bonus Points
+1.00 point	
+0.00 points	
-1.00 point	

Final Score	**2.00 points**

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

A-F ACCOUNTABILITY

2011-2012 School Report Card

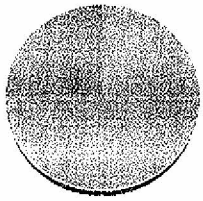
School XY (1234)
School Corporation KLM (0005)

B School Grade
3.00 points

A

Performance

% of Students Passing Elementary & Middle School Assessments: 81.6%



Growth

	Bonus Points
% of lowest performing students with *high growth*:.....41.6% Target is ≥ 44.9%	+0.00 point
% of highest students with *high growth*: .....39.4% Target is ≥ 39.2%	+1.00 points
% of ALL students with *low growth*: .....32.7% Target is < 42.4%	+0.00 point

Participation

% of lowest performing students participating in assessments: .....96.8% Target is ≥ 95.0%	-----
% of remaining students participating in assessments:...95.2% Target is ≥ 95.0%	-----

	Preliminary Score
	3.00 points

Final Score ..... **4.00 points**

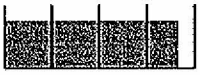
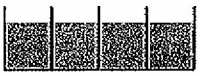
Indiana Department of Education
SUPPORTING STUDENT SUCCESS

A-F ACCOUNTABILITY

2011-2012 School Report Card

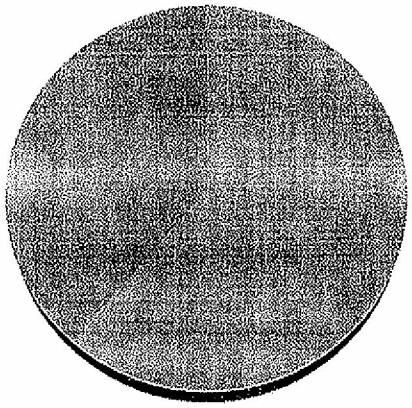
School QZ (6789)
School Corporation KLM (0005)

B School Grade
3.05 points

		Points	Grade	Weighting
English 10 ECA + Click to expand		3.50 points	B	30%
Algebra I ECA + Click to expand		2.00 points	C	30%
Graduation Rate + Click to expand		4.00 points	A	30%
College & Career Readiness + Click to expand		2.00 points	C	10%

Grading Scale:

3.51-4.00	=	A
3.00-3.50	=	B
2.00-2.99	=	C
1.00-1.99	=	D
0.00-0.99	=	F



Pass Did Not Pass

61.3% of students passed BOTH English/Language Arts and Math assessments

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

A-F ACCOUNTABILITY

2011-2012 School Report Card

School QZ (6789)
School Corporation KLM (0005)

B School Grade
3.05 points

3.50 points

	Preliminary Score
Performance	
% of Students Passing the English 10 ECA or ISTAR: 83.2%	3.00 points
▨ Pass ▨ Did Not Pass	
	Bonus Points
Improvement	
8th grade to 10th grade Improvement: .....11.1% Target = > 10.3	+0.50 points
10th grade to 12th grade Improvement: .....32.2% Target = ≥ 59.3	+0.00 points
Final Score	**3.50 points**

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

A-F ACCOUNTABILITY

2011-2012 School Report Card

School QZ (6789)
School Corporation KLM (0005)

B

School Grade
3.05 points

2.00 points

	Preliminary Score
Performance	
% of Students Passing the Algebra I ECA or ISTAR: 72.5%	2.00 points
Pass Did Not Pass	*Bonus Points*
Improvement	
8th grade to 10th grade Improvement: .....-0.3% Target = > 17.1	-0.50 points
10th grade to 12th grade Improvement:.....63.0% Target = ≥ 62.8	+0.50 points
Final Score	**2.00 points**

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

A-F ACCOUNTABILITY

2011-2012 School Report Card

School QZ (6789)
School Corporation KLM (0005)

B

School Grade
3.05 points

4.00 points

4-Year Graduation Rate

	Score
4-Year Graduation Rate: 95.9%	4.00 points
Final Score	**4.00 points**

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

A-F ACCOUNTABILITY

2011-2012 School Report Card

School QZ (6789)
School Corporation KLM (0005)

B School Grade
3.05 points

2.00 points

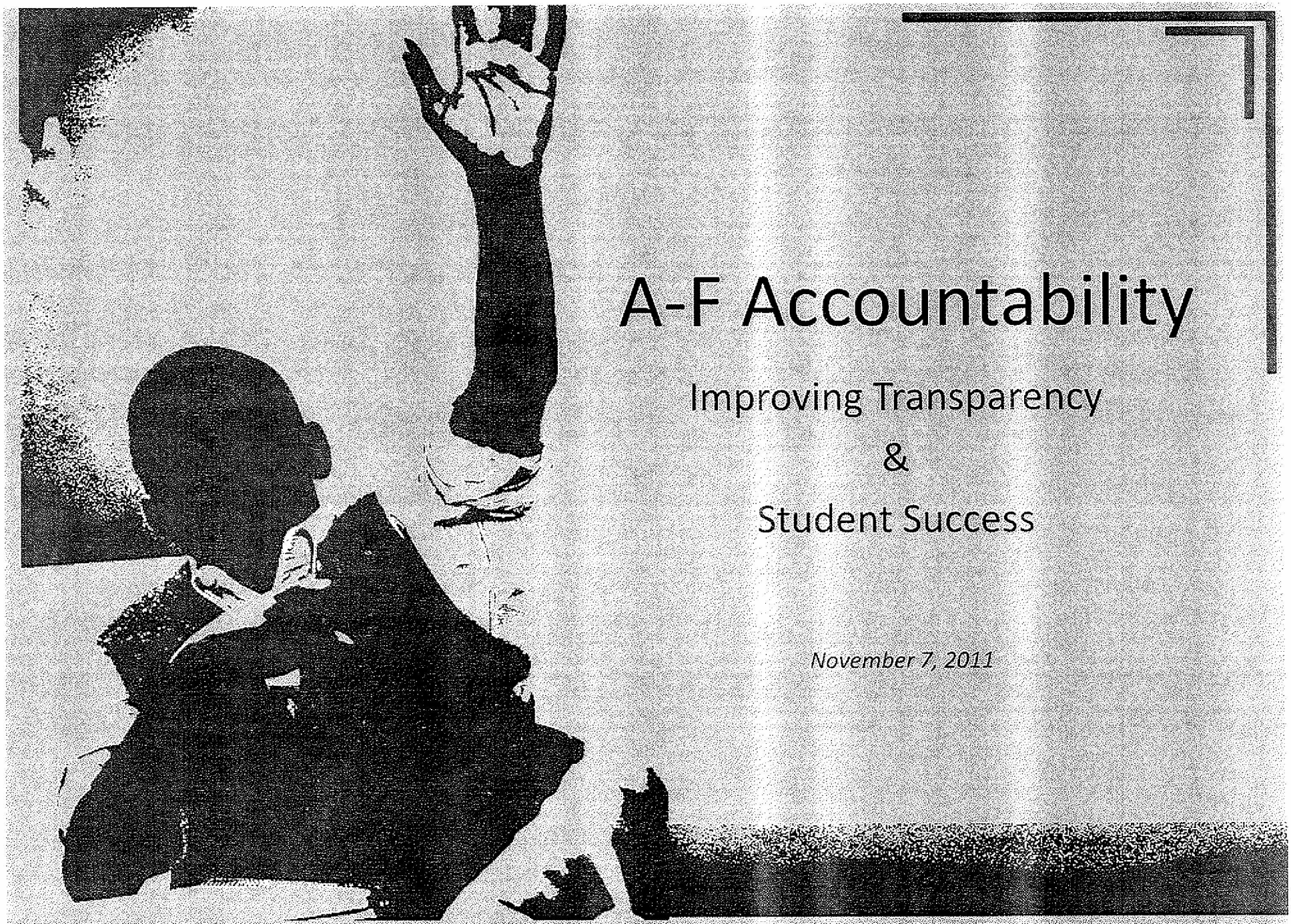
Number of Graduates who:

Passed an Advanced Placement Exam 21
Passed an International Baccalaureate Exam.....6
Received at least 3 Hours of College Credit 7
Received an Industry Certification 2

Performance

	Score
% of grades who passed an AP or IB Exam, received at least 3 hours of college credit received Industry Certification: 13.4%	2.00 points

Final Score ..... 2.00 points



A-F Accountability

Improving Transparency

&

Student Success

November 7, 2011

The new A–F model

The information in this presentation reflects the proposed rule approved by the Indiana State Board of Education on 11.7.11 and is subject to change.

The new A–F model

- Simplifies designations awarded to schools
- Incorporates Indiana **Growth** Model into accountability (*elementary & middle schools*)
  - ***Focuses on closing achievement gaps***
  - ***Focuses on <u>all</u> students, not just the "bubble kids"***
- Recognizes **4- *and* 5-year** graduation rates (*high schools*)
- Includes **College & Career Readiness** as a measure of school success (*high schools*)

A-F

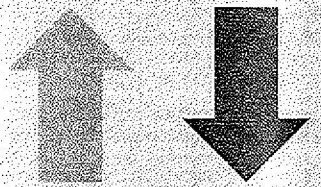
Which Schools are Assessed?

- Public schools (Traditional & Charter)
- Accredited non-public schools
- Nonpublic schools accredited by an entity recognized by the Indiana State Board of Education that participate in the voucher system

A-F

Growth & Improvement Targets

- Preliminary scores may be **raised or lowered** based on schools meeting set targets



- Targets are based on the three-year average **growth or improvement** of the top or bottom quartile of schools*

*For AY 2011-12 the ECA targets are based on a two-year average and will be updated for AY 2012-13 based on a three-year average.

A-F

Two Models

- Elementary & Middle School Model (E/MS)
- High School Model (HS)

*Schools that educate students in both E/MS and HS will be assessed using both models and receive a **combined** final grade that will incorporate the weighted enrollment from each model for the final calculation

A-F

Elementary & Middle School Model

- Student **Performance** on ISTEP+, IMAST, and ISTAR, and

- Student Academic **Growth** on ISTEP+
  - **High** Growth of the
    - Bottom 25% of students
    - Top 75% of students
  - **Low** Growth of
    - 100% of students

A-F

Elementary & Middle School Model

Calculating Grades

- Separate grades are determined for English/Language Arts and Math

- A final grade is determined by **averaging** the English/Language Arts and Math grades

A-F

Elementary & Middle School Model

Calculating an English/Language Arts Grade

Excluded in the calculations for **performance** & **growth** for E/LA are:

- Students that were enrolled for less than **162 days**
- Students who are Limited English Proficient, tested as LAS Links **Level 1 LEP** and have NOT been Level 1 LEP for more than one year, and previously have NOT been classified as LAS Links Level 2 or higher.
- Students who are Limited English Proficient, tested as LAS Links **Level 2 LEP** and have NOT been Level 2 LEP for more than one year.

A-F

Elementary & Middle School Model

Calculating an English/Language Arts Grade

Step 1: Assign a *preliminary* score based on the percentage of students who **passed** the E/LA ISTEP+, IMAST, or ISTAR:

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

A-F

Elementary & Middle School Model

Calculating an English/Language Arts Grade

Step 2: The preliminary score may be **raised** based on **high** academic **growth** of students who were in the bottom 25% for performance on ISTEP+.

- **Raise** by one 1.00 points if ≥ 42.5% of the bottom 25% showed **high growth**

*A school must have a minimum of 10 students in the bottom 25% to be eligible for points in this area.

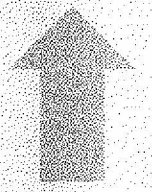
A-F

Elementary & Middle School Model

Calculating an English/Language Arts Grade

Step 3: The preliminary score may be **raised** based on **high** academic **growth** of students who were in the top 75% for performance on ISTEP+.

- **Raise** by 1.00 points if **≥ 36.2%** of the top 75% of students showed **high growth**



*A school must have a minimum of 10 students in the top 75% to be eligible for points in this area.

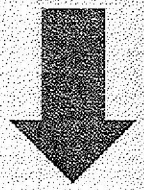
A-F

Elementary & Middle School Model

Calculating an English/Language Arts Grade

Step 4: The score may be **lowered** based on **low** academic **growth** of <u>100%</u> of the students on ISTEP+.

- **Lower** by 1.00 points if **≥** 39.8% of <u>100%</u> of the students showed **low growth**



*A school must have a minimum of 10 students to be eligible for possible loss of points in this area.

A-F

Elementary & Middle School Model

Calculating an English/Language Arts Grade

Step 5: The score may be **lowered** if student **participation** is too low on the annual mandatory assessments.

- **Lower** by 1.00 points if **<** 95.0% of students in either subgroup take the ISTEP+, IMAST or ISTAR exams.

*A school must have a minimum of 40 students in the subgroups to be eligible for loss of points in this area.

A-F

Elementary & Middle School Model

Calculating a Math Grade

Excluded in the calculations for **performance** & **growth** in Math are:

- Students that were enrolled for less than **162 days**
- Students who are Limited English Proficient, tested as LAS Links **Level 1 LEP** and have NOT been Level 1 LEP for more than one year, and previously have NOT been classified as LAS Links Level 2 or higher.
- Students who are Limited English Proficient, tested as LAS Links **Level 2 LEP** and have NOT been Level 2 LEP for more than one year.

A-F

Elementary & Middle School Model

Calculating a Math Grade

Step 1: Assign a *preliminary* score based on the percentage of students who **passed** the Math ISTEP+, IMAST, or ISTAR:

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

A-F

Elementary & Middle School Model

Calculating a Math Grade

Step 2: The preliminary score may be **raised** based on **high** academic **growth** of students who were in the bottom 25% for performance on ISTEP+.

- **Raise** by 1.00 points if ≥ 44.9% of the bottom 25% showed **high growth**

*A school must have a minimum of 10 students in the bottom 25% to be eligible for points in this area.

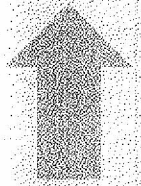
A-F

Elementary & Middle School Model

Calculating a Math Grade

Step 3: The score may be **raised** based on the **high** academic **growth** of the top 75% of students on ISTEP+.

- **Raise** by one letter grade if **≥ 39.2%** of the top 75% students showed **high growth**



*A school must have a minimum of 10 students in the top 75% to be eligible for points in this area.

A-F

Elementary & Middle School Model

Calculating a Math Grade

Step 4: The score may be **lowered** based on **low** academic **growth** of <u>100%</u> of students on ISTEP+.

- **Lower** by one letter grade if **≥** 42.4% of <u>100%</u> of the students showed **low growth**

*A school must have a minimum of 10 students to be eligible for possible loss of points in this area.

A-F

Elementary & Middle School Model

Calculating a Math Grade

Step 5: The score may be **lowered** if student **participation** is too low on the annual mandatory assessments.

- **Lower** by 1.00 points if **<** 95.0% of students in either subgroup take the ISTEP+, IMAST or ISTAR exams.

*A school must have a minimum of 40 students in the subgroups to be eligible for loss of points in this area.

A-F

Elementary & Middle School Model

Calculating a FINAL Grade

Step 1: Add together the final English/Language Arts and Math scores and calculate the averaged points received

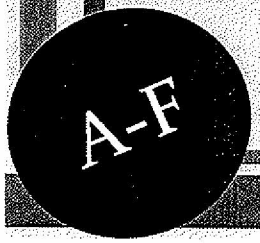
A-F

Elementary & Middle School Model

Calculating a FINAL Grade

Step 2: Convert the averaged points to a letter grade, using the following scale to determine a **FINAL** Elementary & Middle School grade:

A	=	3.51 - 4.00 points
B	=	3.00 - 3.50 points
C	=	2.00 - 2.99 points
D	=	1.00 - 1.99 points
F	=	0.00 - 0.99 points



High School Model

- Schools are assessed in 4 areas:
  - English 10 ECA (30%)
  - Algebra 1 ECA (30%)
  - Graduation Rate (30%)
  - College & Career Readiness (10%)

- The scores of all assessed areas are **weighted** to determine a final grade.

A-F

High School Model

- English 10 and Algebra 1 ECAs
  - Student **Performance**
  - Student **Improvement**
    - 8th grade to 10th grade
    - 10th grade to graduation
- Graduation Rate
  - **4-year** rate
  - **5-year** rate

A-F

High School Model

- College & Career Readiness
  - **AP exams**
  - **IB exams**
  - **Dual credits**
  - **Industry certifications**

*Scores for each area are capped

- Maximum = 4.00 points
- Minimum = 0.00 points

A-F

Elementary & Middle School Model

Calculating an English 10 ECA Score

Excluded in the calculations for **performance** & **improvement** in English 10 ECA are:

- Students that were enrolled for less than **162 days**
- Students who are Limited English Proficient, tested as LAS Links **Level 1 LEP** and have NOT been Level 1 LEP for more than one year, and previously have NOT been classified as LAS Links Level 2 or higher.
- Students who are Limited English Proficient, tested as LAS Links **Level 2 LEP** and have NOT been Level 2 LEP for more than one year.

A-F

High School Model

Calculating an English 10 ECA Score

Step 1: Assign a *preliminary* score based on the percentage of students in the 10th grade cohort who **passed** the English 10 ECA or ISTAR:

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

A-F

High School Model

Calculating an English 10 ECA Score

Step 2: The score may be **raised or lowered** based on student **improvement** from 8th grade ISTEP+, IMAST, or ISTAR to English 10 ECA or ISTAR.

- **Raise** score by **0.50** points if the percentage of students from the 10th grade cohort that **passed** the ECA **≥ 10.3** percentage points higher than the percentage of the same students who **passed** the E/LA portion of ISTEP+, IMAST, or ISTAR in 8th grade.

*A school must have a minimum of 10 students to be eligible for points in this area.

A-F

High School Model

Calculating an English 10 ECA Score

Step 2 (cont.): The score may be **raised or lowered** based on student **improvement** from 8th grade ISTEP+, IMAST, or ISTAR to English 10 ECA or ISTAR.

- **Lower** the score by **0.50** points if the percentage of students from the 10th grade cohort that **passed** the ECA **<** 0.0 percentage points lower than the percentage of the same students who **passed** the E/LA portion of the ISTEP+, IMAST or ISTAR in 8th grade.

*A school must have a minimum of 10 students to be eligible for possible loss of points in this area.

A-F

High School Model

Calculating an English 10 ECA Score

Step 3: The new score may be **raised** based on student **improvement** on the English 10 ECA or ISTAR from 10th grade to graduation.

- **Raise** the score by **0.50** points if **≥ 59.3%** of students in the graduation cohort that did not pass the English 10 ECA or ISTAR at the end of 10th grade pass those assessments by the time the cohort graduates.

*A school must have a minimum of 10 students to be eligible for points in this area.

A-F

High School Model

Calculating an Algebra I ECA Score

- The Algebra I ECA score is calculated in the same manner as an English 10 ECA Score, but with **different targets**.

A-F

Elementary & Middle School Model

Calculating an Algebra I ECA Score

Excluded in the calculations for **performance** & **improvement** in Algebra I ECA are:

- Students that were enrolled for less than **162 days**
- Students who are Limited English Proficient, tested as LAS Links **Level 1 LEP** and have NOT been Level 1 LEP for more than one year, and previously have NOT been classified as LAS Links Level 2 or higher.
- Students who are Limited English Proficient, tested as LAS Links **Level 2 LEP** and have NOT been Level 2 LEP for more than one year.

A-F

High School Model

Calculating an Algebra I ECA Score

Step 2: The score may be **raised or lowered** based on student **improvement** from 8th grade ISTEP+, IMAST, or ISTAR to Algebra I ECA or ISTAR.

- **Raise** the score by **0.50** points if the percentage of students from the 10th grade cohort that **passed** the ECA **≥ 17.1** percentage points higher than the percentage of the same students who **passed** the Math portion of ISTEP+, IMAST, or ISTAR in 8th grade

*A school must have a minimum of 10 students to be eligible for points in this area.

A-F

High School Model

Calculating an Algebra I ECA Score

Step 2 (cont.): The score may be **raised or lowered** based on student **improvement** from 8th grade ISTEP+, IMAST, or ISTAR to Algebra I ECA or ISTAR.

- **Lower** the score by **0.50** points if the percentage of students from the 10th grade cohort that **passed** the ECA **<** 0.0 percentage points lower than the percentage of the same students who **passed** the math portion of the ISTEP+, IMAST or ISTAR in 8th grade.

*A school must have a minimum of 10 students to be eligible for possible loss of points in this area.

A-F

High School Model

Calculating an Algebra I ECA Score

Step 3: The new score may be **raised** based on student **improvement** on the Algebra I ECA or ISTAR from 10th grade to graduation.

- **Raise** the score by **0.50** points if **≥ 62.8%** of students in the graduation cohort that did not pass the Algebra I ECA or ISTAR at the end of 10th grade pass those assessments by the time the cohort graduates from high school.

*A school must have a minimum of 10 students to be eligible for points in this area.

A-F

High School Model

-Graduation Rate-
Which Students Are Not Included?

- Up to **3%** of students with special needs who are on the Certificate of Completion track may be excluded from calculations

- The total number of excluded students **may not exceed 3%** of the school's total graduation cohort

A-F

High School Model

Calculating a Graduation Rate Score

Step 1: Calculate a *preliminary* score based on the percentage of **graduates** from the graduation cohort:

$$\frac{\text{Total \# of Graduates in Cohort}}{\left(\text{Total \# Students in Cohort} - \text{Total \# Students Excluded}\right)}$$

*A school must have a minimum of 10 students to be eligible for points in this area.

A-F

High School Model

Calculating a Graduation Rate Score

Step 2: Assign a *preliminary* score based on the percentage of **graduates** from the graduation cohort:

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

A-F

High School Model

Calculating a Graduation Rate Score

Step 3: The score may be **raised** based on the percent of students who received non-waiver Honors Diplomas*

- **Raise** the score by **1.00** points if **≥ 34.4%** of **four-year** graduates received a non-waiver Honors diploma.*

*This will not be applied until AY 2014-15. The target number is subject to change. A school must have a minimum of 10 students to be eligible for points in this area.

A-F

High School Model

Calculating a Graduation Rate Score

Step 4: The score may be **lowered** based on the percent of students who received General and waiver diplomas*

- **Lower** the score by **1.00** points if **≥** 32.8% of **four-year** graduates receive General and waiver diplomas*

*This will not be applied until AY 2014-15. The target number is subject to change. An Industry Certification target number will also be applied to this subgroup in AY 2014-15 as a mechanism for a school to not incur the 1.00 penalty. A school must have a minimum of 10 students to be eligible for points in this area.

A-F

High School Model

Calculating a Graduation Rate Score

Step 5: The score may be **raised** based on a school's **five-year** graduation rate

- **Raise** the score by **1.00** points if at least **13.2%** of students for the cohort that did not graduate within four years do so in five years.

*This will not be applied until AY 2014-15. The target number is subject to change. A school must have a minimum of 10 students to be eligible for points in this area.

A-F

High School Model

-College & Career Readiness-
Which Students Are/Not Included?

- Only **graduates** from the graduation cohort are included in the College and Career Readiness Score.

*A school must have a minimum of 10 students to be eligible for points in this area.

A-F

High School Model

Calculating a College & Career Readiness Score

Step 1: Calculate the percentage of graduates from the graduation cohort who **passed** an AP **or** IB Exam; **or earned** 3 college credits; **or earned** an industry certification:

$$\frac{\left(\begin{array}{l}\text{\# Cohort Grads who Passed an AP Exam} \\ + \\ \text{\# Cohort Grads who Passed an IB Exam} \\ + \\ \text{\# Cohort Grads who Received 3 College Credits} \\ + \\ \text{\# Cohort Grads who Received Industry Certification}\end{array}\right)}{\text{Total \# Cohort Graduates}}$$

* Each student may count only once in the numerator.

A-F

High School Model

Calculating a College & Career Readiness Score

Step 2: Assign a score based on the percentage of graduates from the graduation cohort who demonstrated College & Career Readiness:

25.0 - 100%	=	4.00 points
18.4 - 24.9%	=	3.00 points
11.7 - 18.3%	=	2.00 points
05.0 - 11.6%	=	1.00 points
00.0 - 04.9%	=	0.00 points

A-F

High School Model

Calculating a FINAL Grade

Step 1: Once all categories have a final score, find the weighted total of the scores.

English 10 ECA:	(score x 0.30)
Algebra I ECA:	(score x 0.30)
Graduation Rate:	(score x 0.30)
College & Career Readiness	(score x 0.10) +

↓

Total Points

A-F

High School Model

Calculating a Final Grade

Step 2: Convert the score to a letter grade using the following scale to determine a **FINAL** High School grade:

3.51-4.00 points	=	A
3.00-3.50 points	=	B
2.00-2.99 points	=	C
1.00-1.99 points	=	D
0.00-0.99 points	=	F

A-F

Corporation

Calculating Grades

- Separate grades are determined for Elementary/ Middle Schools and High Schools (the **same methodology** is used for the corporation-level as is used for the school-level)

- A corporation will receive *one* **FINAL** grade by adding the final two scores from both models (E/MS + HS) together after multiplying those scores by the enrollment percentages accordingly.

A-F

A-F Accountability

Questions?

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

A Technical Overview of the Student Growth Percentile Methodology: Student Growth Percentiles and Percentile Growth Projections/Trajectories

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August 12, 2011

Introduction: Why Student Growth?

Accountability systems constructed according to federal adequate yearly progress (AYP) requirements currently rely upon annual "snap-shots" of student achievement to make judgments about school quality. Since their adoption, such *status measures* have been the focus of persistent criticism (Linn, 2003; Linn, Baker, & Betebenner, 2002). Though appropriate for making judgments about the achievement level of students at a school for a given year, they are inappropriate for judgments about educational *effectiveness*. In this regard, status measures are blind to the possibility of low achieving students attending effective schools. It is this possibility that has led some critics of No Child Left Behind (NCLB) to label its accountability provisions as unfair and misguided and to demand the use of growth analyses as a better means of auditing school quality.

A fundamental premise associated with using student growth for school accountability is that "good" schools bring about student growth in excess of that found at "bad" schools. Students attending such schools—commonly referred to as highly effective/ineffective schools—tend to demonstrate extraordinary growth that is causally attributed to the school or teachers instructing the students. The inherent believability of this premise is at the heart of current enthusiasm to incorporate growth into accountability systems. It is not surprising that the November 2005 announcement by Secretary of Education Spellings for the Growth Model Pilot Program (GMPP) permitting states to use growth model results as a means for compliance with NCLB achievement mandates and the Race to the top competitive grants program were met with great enthusiasm by states. (Spellings, 2005).

Following these use cases, the primary thrust of growth analyses over the last decade has been to determine, using sophisticated statistical techniques, the amount of student progress/growth that can be justifiably attributed to the school or teacher—that is, to disentangle current *aggregate* level achievement from effectiveness (Braun, 2005; Rubin, Stuart, & Zanutto, 2004; Ballou, Sanders, & Wright, 2004; Raudenbush, 2004). Such analyses, often called *value-added* analyses, attempt to estimate the teacher or school contribution to student achievement. This contribution, called the *school* or *teacher effect*, purports to quantify the impact on achievement that this school or teacher would have, on average, upon similar students assigned to them for instruction. Clearly, such analyses lend themselves to accountability systems that hold schools or teachers responsible for student achievement.

Despite their utility in high stakes accountability decisions, the causal claims of teacher/school

effectiveness addressed by value-added models (VAM) often fail to address questions of primary interest to education stakeholders. For example, VAM analyses generally ignore a fundamental interest of stakeholders regarding student growth: How much growth did a student make? The disconnect reflects a mismatch between questions of interest and the statistical model employed to answer those questions. Along these lines, Harris (2007) distinguishes value-added for program evaluation (VAM-P) and value-added for accountability (VAM-A)—conceptualizing accountability as a difficult type of program evaluation. Indeed, the current climate of high-stakes, test-based accountability has blurred the lines between program evaluation and accountability. This, combined with the emphasis of value-added models toward causal claims regarding school and teacher effects has skewed discussions about growth models toward causal claims at the expense of description. Research (Yen, 2007) and personal experience suggest stakeholders are more interested in the reverse: description first that can be used secondarily as part of causal fact finding.

In a survey conducted by Yen (2007), supported by the author's own experience working with state departments of education to implement growth models, parents, teacher, and administrators were asked what "growth" questions were most of interest to them.

Parent Questions:

- Did my child make a year's worth of progress in a year?
- Is my child growing appropriately toward meeting state standards?
- Is my child growing as much in Math as Reading?
- Did my child grow as much this year as last year?

Teacher Questions:

- Did my students make a year's worth of progress in a year?
- Did my students grow appropriately toward meeting state standards?
- How close are my students to becoming Proficient?
- Are there students with unusually low growth who need special attention?

Administrator Questions:

- Did the students in our district/school make a year's worth of progress in all content areas?
- Are our students growing appropriately toward meeting state standards?
- Does this school/program show as much growth as that one?
- Can I measure student growth even for students who do not change proficiency categories?
- Can I pool together results from different grades to draw summary conclusions?

As Yen remarks, all these questions rest upon a desire to understand whether observed student progress is "reasonable or appropriate" (Yen, 2007, p. 281). More broadly, the questions seek a description rather than a parsing of responsibility for student growth. Ultimately, questions may turn to who/what is responsible. However, as indicated by this list of questions, they are not the starting point for most stakeholders.

In the following student growth percentiles and percentile growth projections/trajectories are introduced as a means of understanding student growth in both normative and a criterion referenced ways. With these values calculated we show how growth data can be utilized in both a norm- and in a criterion-referenced manner to inform discussion about education quality. We assert that

the establishment of a normative basis for student growth eliminates a number of the problems of incorporating growth into accountability systems providing needed insight to various stakeholders by addressing the basic question of how much a student has progressed (Betebenner, 2008, 2009).

Student Growth Percentiles

It is a common misconception that to quantify student progress in education, the subject matter and grades over which growth is examined must be on the same scale—referred to as a vertical scale. Not only is a vertical scale not necessary, but its existence obscures concepts necessary to fully understand student growth. Growth, fundamentally, requires change to be examined for a single construct like math achievement across time—*growth in what?*.

Consider the familiar situation from pediatrics where the interest is on measuring the height and weight of children over time. The scales on which height and weight are measured possess properties that educational assessment scales aspire towards but can never meet.[1]

> An infant male toddler is measured at 2 and 3 years of age and is shown to have grown 4 inches. The magnitude of increase—4 inches—is a well understood quantity that any parent can grasp and measure at home using a simple yardstick. However, parents leaving their pediatrician's office knowing only how much their child has grown would likely be wanting for more information. In this situation, parents are not interested in an absolute criterion of growth, but instead in a normative criterion locating that 4 inch increase alongside the height increases of similar children. Examining this height increase relative to the increases of similar children permits one to diagnose how (a)typical such an increase is.

Given this reality in the examination of change where scales of measurement are perfect, we argue that it is absurd to think that in education, where scales are at best quasi-interval, one can/should examine growth differently.[2]

Going further, suppose that scales did exist in education similar to height/weight scales that permitted the calculation of absolute measures of annual academic growth for students. The response to a parent's question such as, "How much did my child progress?", would be a number of scale score points—an answer that would leave most parents confused wondering whether the number of points is good or bad. As in pediatrics, the search for a description regarding changes in achievement over time (i.e., growth) is best served by considering a norm-referenced quantification of student growth—*a student growth percentile* (Betebenner, 2008, 2009).

A student's growth percentile describes how (a)typical a student's growth is by examining his/her current achievement relative to his/her *academic peers*—those students beginning at the same place. That is, a student growth percentile examines the current achievement of a student relative to other students who have, in the past, "walked the same achievement path". Heuristically, if the state assessment data set were extremely large (in fact, infinite) in size, one could open the infinite data set and select out those students with the exact same prior scores and compare how the selected student's current year score compares to the current year scores of those students with the same prior year's scores—his/her academic peers. If the student's current year score exceeded the scores of most of his/her academic peers, in a normative sense they have done as well. If the student's

[1] Height and weight scales are interval (actually, ratio scales) where a unit increase reflects an equivalent increase in the underlying quality being measured no matter where on the scale the increase occurs.

[2] The scales on which students are measured are often assumed to possess properties similar to height and weight but they don't. Specifically, scales are assumed to be interval where it is assumed that a difference of 100 points at the lower end of the scale refers to the same difference in ability/achievement as 100 points at the upper end of the scale. See Lord (1975) and Yen (1986) for more detail on the interval scaling in educational measurement.

current year score was less than the scores of his/her academic peers, in a normative sense they have not done as well.

The four panels of Figure 1 depict what a student growth percentile represents in a situation considering students having only two consecutive achievement test scores.[3]

Upper Left Panel Considering all pairs of prior year and current year scores for all students in the state yields a bivariate (two variable) distribution. The higher the distribution, the more frequent the pair of scores.

Upper Right Panel Taking account of prior achievement (i.e., conditioning upon prior achievement) fixes a the value of the prior year scale score (in this case at 600) and is represented by the red slice taken out of the bivariate distribution.

Lower Left Panel Conditioning upon prior achievement defines a *conditional distribution* which represents the distribution of outcomes on the current year test assuming a prior year score of 600. This distribution is indicated with the solid red curve.

Lower Right Panel The conditional distribution provides the context against which a student's current year achievement can be examined and understood in a norm-referenced fashion. Students with achievement in the upper tail of the conditional distribution have demonstrated high rates of growth relative to their academic peers whereas those students with achievement in the lower tail of the distribution have demonstrated low rates of growth. Students with current achievement in the middle of the distribution could be described as demonstrating "average" or "typical" growth.

In Figure 1, the student scores approximately 650 on the current year test. Within the conditional distribution, the value of 650 lies at the 75th percentile. Thus the student's growth from 600 in the prior year to 650 in the current year met or exceeded that of approximately 70 percent of students starting from the same place. Thus, relative to others with the same prior achievement score, this 50 point increase is above average. It is important to note that characterizing a student growth percentile as "adequate", "good", or "enough" requires a qualitative judgment to be rendered—growth standard setting. Later in this paper growth adequacy standards are investigated *vis-à-vis* state achievement levels.

Figure 1 also serves to illustrate the relationship between a vertical scale and student growth percentiles. Using the vertical scale implied by Figure 1, the student grew 50 points (from 600 to 650) between the prior and current year. This 50 points represents the absolute magnitude of change. Quantifying the magnitude of change is scale dependent. For example, different vertical achievement scales in the prior and current year would yield different annual scale score increases: A scale score increase of 50 could be changed to a scale score increase of 10 using a simple transformation of the vertical scale on which all the students are measured. However, relative to other students, his/her growth has not changed—the growth percentile is invariant to scale transformations common in educational assessment (Briggs & Betebenner, 2009). Student growth percentiles normatively situate achievement change bypassing questions associated with the magnitude of change, and directing attention toward relative standing.

To fully understand how many states intend to use growth percentiles to make determinations about whether a student's growth is sufficient, the next section details specifics of how student growth percentiles are calculated. These calculations are subsequently used to calculate percentile growth

[3]By default, the SGP package (Betebenner & Iwaarden, 2011) uses the entire achievement history of the student subject to some suitability conditions. Figure 1 is presented with just a single prior score to facilitate representing a conditional distribution.

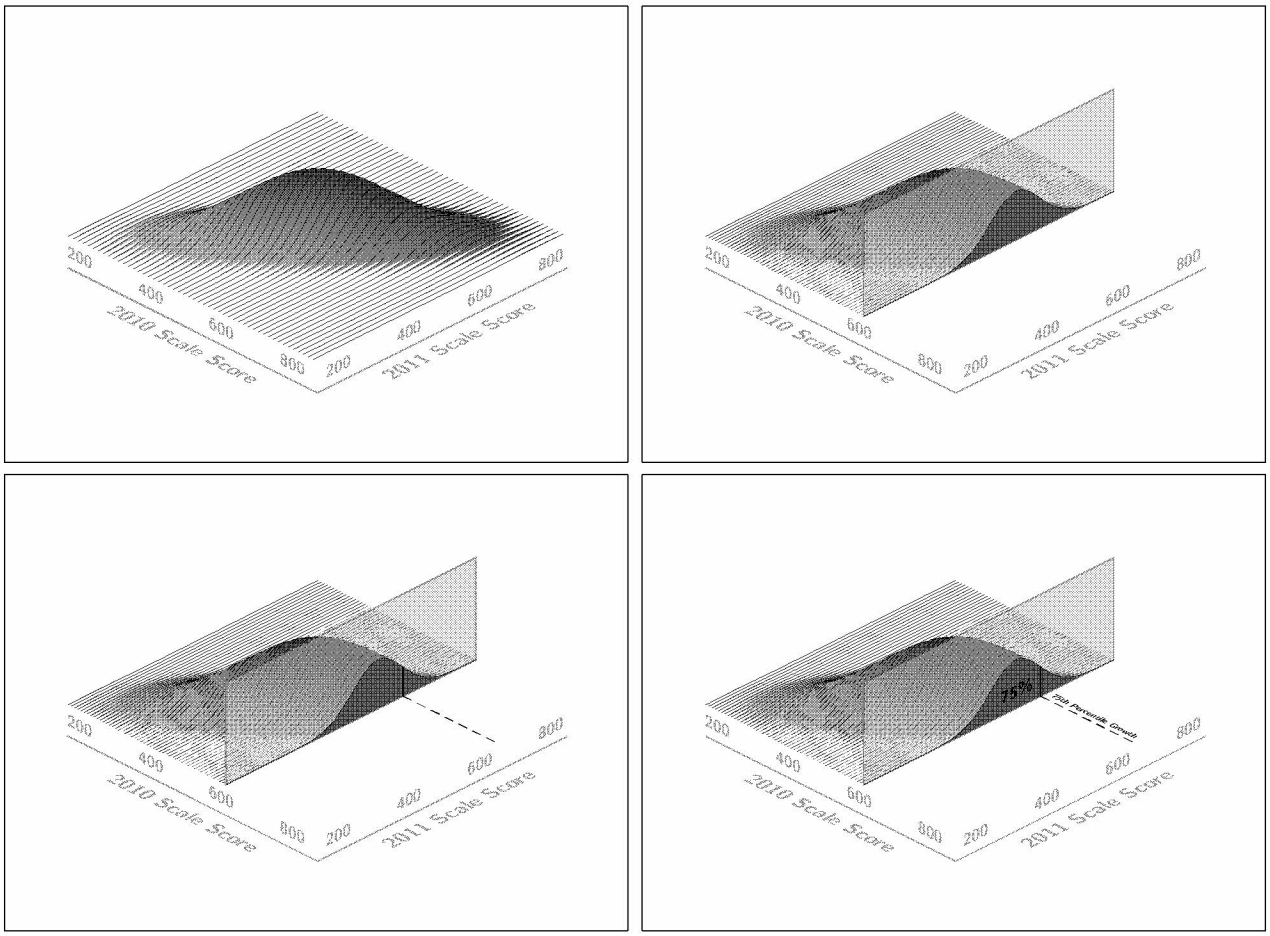

Figure 1: Figures depicting the distribution associated with 2010 (prior year) and 2011 (current year) student scale scores together with the conditional distribution and associated growth percentile

projections/trajectories that are used to establish how much growth it will take for each student to reach his/her achievement targets.

Student Growth Percentile Calculation

Quantile regression is used to establish curvi-linear functional relationships between the cohort's prior scores and the cohort's current scores. Specifically, for each grade by subject cohort, quantile regression is used to establish 100 (1 for each percentile) curvi-linear functional relationships between the students grade 3, grade 4, grade 5, and grade 6 prior scores and their grade 7 scores.[4] The result of these 100 separate analyses is a single coefficient matrix that can be employed as a look-up table relating prior student achievement to current achievement for each percentile. Using the coefficient matrix, one can plug in *any* grade 3, 4, 5, and 6 prior score combination to the functional relationship to get the percentile cutpoints for grade 7 conditional achievement distribution associated with that prior score combination. These cutpoints are the percentiles of the conditional distribution associated with the individual's prior achievement

Consider a student with the following reading scores:

[4]For the mathematical details underlying the use of quantile regression in calculating student growth percentiles, see the Appendix *Student Growth Percentile Estimation* on 16.

Grade 3/2004	Grade4/2005	Grade 5/2006	Grade 6/2007	Grade 7/2008
519	518	587	589	601

Table 1: Scale scores for a hypothetical student across 5 years in reading

Using the coefficient matrix derived from the quantile regression analyses based upon grade 3, 4, 5, and 6 scale scores as independent variables and the grade 7 scale score as the dependent variable together with this student's vector of grade 3, 4, 5, and 6 grade scale scores provides the scale score percentile cutpoints associated with the grade 7 conditional distribution for these prior scores.

1st	2nd	3rd	···	10th	···	25th	···	50th	51st	···	75th	···	90th	···	99th
514.8	534.9	543.9	···	566.9	···	584.8	···	600.5	601.3	···	616.9	···	630.1	···	653.8

Table 2: Percentile cutscores for grade 7 reading based upon the grade 3, 4, 5, and 6 reading scale scores given in Table 1

The percentile cutscores for 7th grade reading in Table 2 are used with the student's *actual* grade 7 reading scale score to establish his/her growth percentile. In this case, the student's grade 7 scale score of 601 lies above the 50th percentile cut and below the 51st percentile cut, yielding a growth percentile of 50. Thus, the progress demonstrated by this student between grade 6 and grade 7 exceeded that of 50 percent of his/her academic peers—those students with the same achievement history. States can qualify student growth by defining ranges of growth percentiles. For example, the Colorado Growth Model designates growth percentiles between 35 and 65 as being *typical*. Using Table 2, another student with the exact same grade 3, 4, 5, and 6 prior scores but with a grade 7 scale score of 530, would have a growth percentile of 1, which is designated as *low*.

This example provides the basis for beginning to understand how growth percentiles in the SGP Methodology are used to determine whether a student's growth is *(in)adequate*. Suppose that in grade 6 a one-year (i.e., 7th grade) achievement goal/target of proficiency was established for the student. Using the lowest proficient scale score for 7th grade reading, this target corresponds to a scale score of 619. Based upon the results of the growth percentile analysis, this one year target corresponds to 78th percentile growth. Their growth, obviously, is less than this and the student has not met this individualized growth standard.

Percentile Growth Projections/Trajectories

Building upon the example just presented involving only a one-year achievement target translated into a growth standard, this section extends this basic idea and shows how multi-year growth standards are established based upon pre-established achievement targets/goals. That is, by defining a future (e.g., a 3 year) achievement target for each student, we show how growth percentile analyses can be used to quantify what level of growth, expressed as a per/year growth percentile, is required by the student to reach his/her achievement target. Unique to the SGP Methodology is the ability to stipulate *both* what the growth standard is as well as how much the student actually grew in a metric that is informative to stakeholders.

Defining Adequate Growth

Establishing thresholds for growth for each student that can be used to make adequacy judgments requires pre-established achievement targets and a time-frame to reach the target for each student against which growth can be assessed (i.e., growth-to-standard). Adequacy in many contexts has been defined as *catching-up* and *keeping-up*:

Catch-Up Those students currently not proficient are expected to reach proficient within 4 years following the establishment of the achievement target or by grade 10, whichever comes sooner.[5]

Keep-Up Those students currently at or above proficient are expected to remain at or above proficient in all of the 4 years following the establishment of the achievement target or by grade 10, whichever comes sooner.

Move-Up Those students currently proficient are expected to reach advanced within 4 years following the establishment of the achievement target or by grade 10, whichever comes sooner.

The previous definitions specify "4 years following the establishment of the achievement target" as the time frame. For example, an non-proficient 3rd grader would be expected to be proficient by 7th grade, assuming a 1 grade/year progression. The first check of the student's progress occurs in 4th grade, when the student's growth over the last year is compared against targets calculated to assess their progress along a multi-year time-line. The question asked following the 4th grade for the student is: Did the student become proficient and if not are they on track to become proficient within 3 years?

Achievement targets are not unique. For example, in the currently un-implemented version the Colorado Growth Model approved by the federal government for AYP purposes, less rigorous achievement targets than those established by Colorado's Senate Bill 163 are proposed:

- Unsatisfactory students are expected to be NCLB proficient (Colorado partially proficient) within 4 years following the establishment of the achievement target or by grade 10, whichever comes sooner.
- NCLB proficient students are expected to remain NCLB proficient for at least the next 4 years following the establishment of the achievement target or by grade 10, whichever comes sooner.
- Colorado proficient students are expected to remain Colorado proficient for at least the next 4 years following the establishment of the achievement target or by grade 10, whichever comes sooner.
- Advanced students are expected to remain at or above Colorado proficient for at least the next 4 years following the establishment of the achievement target or by grade 10, whichever comes sooner.

It is important to note that each student's achievement targets and time-frame to reach these targets are fixed. However, depending upon the student's interim rates of growth, the growth percentiles required to reach his/her fixed achievement target are likely going to be adjusted. For example, a 3rd grade non-proficient student in reading (with an achievement target of proficient in reading by the 7th grade) might demonstrate sizable growth between 3rd and 4th grade and still

[5]The time frame of 4 years following the establishment of the achievement target is equivalent to within 3 years of when the first growth adequacy judgment is established for the student.

remain non-proficient. However, the question of relevance for state departments of education, given that they did not reach proficiency in 4th grade, is whether they are on track to become proficient within 3 years. Following the 5th grade, if the student isn't proficient a determination will be made as to whether they are on track to become proficient with 2 years. And following the 6th grade, a determination will be made as to whether they are on track to become proficient in 1 year if they are not already proficient. The destination and the time frame to reach it remain fixed.

Calculation of Growth Percentile Targets

As mentioned previously, the calculation of student growth percentiles across all grades and students results in the creation of numerous coefficient matrices that relate prior with current student achievement. These matrices constitute an annually updated statewide historical record of student progress. For the SGP Methodology, they are used to determine what level of percentile growth is necessary for each student to reach future achievement targets. For example, in the calculation of student growth percentiles in 2008 in Colorado, the following coefficient matrices are produced:[6]

Grade 4 Using grade 3 prior achievement.

Grade 5 Using grade 4 and grades 3 & 4 prior achievement.

Grade 6 Using grade 5, grades 4 & 5, and grades 3, 4, & 5 prior achievement.

Grade 7 Using grade 6, grades 5 & 6, grades 4, 5, & 6, and grades 3, 4, 5, & 6 prior achievement.

Grade 8 Using grade 7, grades 6 & 7, grades 5, 6, & 7, grades 4, 5, 6, & 7, and grades 3, 4, 5, 6, & 7 prior achievement

Grade 9 Using grade 8, grades 7 & 8, grades 6, 7, & 8, grades 5, 6, 7, & 8, and grades 4, 5, 6, 7, & 8 prior achievement.

Grade 10 Using grade 9, grade 8 & 9, grades 7, 8, & 9, grades 6, 7, 8, & 9, and grades 5, 6, 7, 8, & 9 prior achievement

To describe how these numerous coefficient matrices are used together to produce 1, 2, 3, and 4 year growth targets, consider, for example, a 2008 4th grade student in reading with 3rd and 4th grade state reading scores of 450 (Unsatisfactory) and 500 (Unsatisfactory), respectively. The following are the steps that transpire over 4 years to determine whether this student is on track to reach proficient.

August 2007 Accountability clock begins requiring students to reach state defined achievement targets within 4 years or by grade 10. In this example, the unsatisfactory 3rd grade (in 2007) student under consideration is expected to be proficient by grade 7 in 2011.

August 2008 Employing the coefficient matrices derived in the calculation of 2008 student growth percentiles:

- First, the coefficient matrix relating grade 4 with grade 3 prior achievement is used to establish the percentile cuts (i.e., one-year growth percentile projections/trajectories). If the student's actual 2008 growth percentile exceeds the percentile cut associated with

[6] Note that because testing began in 2003 in Colorado, at present there is a maximum number of 5 consecutive prior achievement scores.

proficient, then the student's one year growth is enough to reach proficient.[7] If the student reaches his/her achievement goal, then the accountability clock is reset for this student, with a new achievement goal of remaining proficient for the next 4 years.

- Next, the 2 year growth percentile projections/trajectories are calculated, from 2007 to 2009. The student's actual grade 3 scale score together with the 99 hypothetical one-year growth percentile projections/trajectories derived in the previous step are plugged into the most recently derived coefficient matrix relating grade 5 with grade 3 & 4 prior achievement. This yields the percentile cuts (i.e., 2 year growth percentile projections/trajectories) for the student indicating what consecutive two-year 1st through 99th percentile growth (based upon the most recent student growth histories in the state) will lead to. Using the August 2007 achievement targets (proficient by 7th grade, for this student), 2 year growth sufficient to reach the target is determined and the student's growth percentile is compared to this target. If the student's growth percentile exceeds this target, then the student is deemed on track to reach proficient.
- Next, the 3 year growth percentile projections/trajectories are established. The student's actual grade 3 scale score together with the 99 hypothetical 1 and 2 year growth percentile projections/trajectories derived in the previous step are plugged into the coefficient matrix relating grade 6 with grade 3, 4, & 5 prior achievement. This yields the percentile cuts (i.e., 3 year growth percentile projections/trajectories) for each student indicating what consecutive three-year 1st through 99th percentile growth (based upon the most recent student growth histories in the state) will lead to in terms of future achievement. Using the August 2007 achievement targets (proficient by 7th grade, for this student), 3 year growth sufficient to reach the target is determined and the student's growth percentile is compared to this target. If the student's growth percentile exceeds this target then the student is deemed on track to reach proficient.
- Last, the 4 year growth percentiles projections/trajectories are established. The student's actual grade 3 scale score together with the 99 hypothetical 1, 2, and 3 year growth percentile projections/trajectories derived in the previous step are plugged into the coefficient matrix relating grade 7 with grade 3, 4, 5, & 6 prior achievement. This yields the percentile cuts (i.e., 4 year growth percentile projections/trajectories) for each student indicating what consecutive four-year 1st through 99th percentile growth (based upon the most recent student growth histories in the state) will lead to in terms of future achievement. Using the August 2007 achievement targets (proficient by 7th grade for this student), 4 year growth sufficient to reach the target is determined and the student's growth percentile is compared to this target. If the student's growth percentile exceeds this target then the student is deemed on track to reach proficient.

August 2009 Employing the coefficient matrices derived in the calculation of 2009 student growth percentiles:

- First, with the student now presumably completing grade 5, the coefficient matrix relating grade 5 with grade 3 & 4 prior achievement is used to establish 99 percentile cuts (i.e., one-year growth percentile projections/trajectories). If the student's actual 2009 growth percentile exceeds the cut associated with proficient, then the student's one year growth

[7] Checking growth adequacy using one-year achievement targets is equivalent to confirming whether the student reached his/her one-year achievement target since the coefficient matrices used to produce the percentile cuts are based on current data.

was enough to reach proficient.[8] If the student reaches his/her achievement goal, then the accountability clock is reset for this student, with a new achievement goal of remaining proficient for the next 4 years.

- Next, the student's grade 3 & 4 actual scores together with the 99 hypothetical one-year growth percentile projections/trajectories derived in the previous step are plugged into the coefficient matrix relating grade 6 with grade 3, 4, & 5 prior achievement. This yields 99 percentile cuts (i.e., 2 year growth percentile projections/trajectories) for the student indicating what consecutive two-year 1st through 99th percentile growth (based upon the most recent student growth histories in the state) will lead to in terms of future achievement. Using the August 2007 accountability achievement targets (proficient by 7th grade for this student), 2 year growth sufficient to reach the target is determined and the student's growth percentile is compared to this target. If the student's growth percentile exceeds this target then the student is deemed on track to reach proficient.
- Finally, the student's grade 3 & 4 actual scores together with the 99 hypothetical 1 & 2 year growth percentile projections/trajectories derived in the previous steps are plugged into the coefficient matrix relating grade 7 with grade 3, 4, 5, & 6 prior achievement. This yields 99 percentile cuts (i.e., 3 year growth percentile projections/trajectories) for the student indicating what consecutive three-year 1st through 99th percentile growth (based upon the most recent student growth histories in the state) will lead to in terms of future achievement. Using the August 2007 accountability achievement targets (proficient by 7th grade for this student), 3 year growth sufficient to reach the target is determined and the student growth percentile is compared to this target. If the student's growth percentile exceeds this target then the student is deemed on track to reach proficient.
- No 4 year targets are utilized because they exceed the time-frame initially established for the student to reach proficient.

August 2010 Employing the coefficient matrices derived in the calculation of 2009 student growth percentiles:

- First, with the student now presumably completing grade 6, the coefficient matrix relating grade 6 with grade 3, 4, & 5 prior achievement is used to establish 99 percentile cuts (i.e., one-year growth percentile projections/trajectories). If the student's actual 2010 growth percentile exceeds the cut associated with proficient, then the student's one year growth was enough to reach proficient.[9] If the student reaches his/her achievement goal, then the accountability clock is reset for this student, with a new achievement goal of remaining proficient for the next 4 years.
- Next, the student's grade 3, 4, & 5 actual scores together with the 99 hypothetical one-year growth percentile projections/trajectories derived in the previous step are plugged into the coefficient matrix relating grade 7 with grade 3, 4, 5, & 6 prior achievement. This yields 99 percentile cuts (i.e., 2 year growth percentile projections/trajectories) for the student indicating what consecutive two-year 1st through 99th percentile growth (based upon the most recent student growth histories in the state) will lead to in terms of future achievement. Using the August 2007 accountability achievement targets (proficient by 7th grade for this student), 2 year growth sufficient to reach the target is determined and the

[8] Note, this is equivalent to just checking whether the student reached proficient in 2009 since the coefficient matrices used to produce the 99 percentile cuts are based on 2009 data.

[9] Note, this is equivalent to just checking whether the student reached proficient in 2010 since the coefficient matrices used to produce the 99 percentile cuts are based on 2010 data.

student's growth percentile is compared to this target. If the student's growth percentile exceeds this target then the student is deemed on track to reach proficient.

- No 3 or 4 year targets are utilized because they exceed the time-frame initially established for the student to reach proficient.

August 2011 Employing the coefficient matrices derived in the calculation of 2011 student growth percentiles:

- Because 2011 is the terminal year of the 4 year time frame established for the student to reach proficient the student is deemed to have grown sufficiently if they have reached proficient.
- No 2, 3, or 4 year targets are utilized because they exceed the accountability time-frame initially established for the student to reach proficient.

The complexity of the process just described is minimized by the use of the R software environment in conjunction with an open source software library SGP developed by the state Department of Education to calculate student growth percentiles and percentile growth projections/trajectories (R Development Core Team, 2010; Betebenner & Iwaarden, 2011). Every year, following the loading of the data into the state Department of Education data warehouse, student growth percentiles and percentile growth trajectories are calculated for each student. Once calculated, these values are easily used to make the yes/no determinations about the adequacy of each student's growth relative to his/her fixed achievement targets. These yes/no determinations are then used in aggregate to determine whether schools have met their AYP targets.

System-wide Growth and Achievement Charts

Operational work calculating student growth percentiles with state assessment data yields a large number of coefficient matrices derived from estimating Equation 2. These matrices, similar to a lookup table, "encode" the relationship between prior and current achievement scores for students in the norming group (usually an entire grade cohort of students for the state) across all percentiles and can be used both to qualify a student's current level growth as well as predict, based upon current levels of student progress, what different rates of growth (quantified in the percentile metric) will yield for students statewide.

When rates of growth necessary to reach performance standards are investigated, such calculations are often referred to as "growth-to-standard". These analyses serve a dual purpose in that they provide the growth rates necessary to reach these standards and also shed light on the standard setting procedure as it plays out across grades. To establish growth percentiles necessary to reach different performance/achievement levels, it is necessary to investigate what growth percentile is necessary to reach the desired performance level thresholds based upon the student's achievement history.

Establishing criterion referenced growth thresholds requires consideration of multiple future growth/achievement scenarios. Instead of inferring that prior student growth is indicative of future student growth (e.g., linearly projecting student achievement into the future based upon past rates of change), predictions of future student achievement are contingent upon initial student status (where the student starts) and subsequent rates of growth (the rate at which the student grows). This avoids fatalistic statements such as, "Student X is projected to be (not) proficient in three years" and instead promotes discussions about the different rates of growth necessary to reach future achievement targets: "In order that Student X reach/maintain proficiency within three years, she will have to demonstrate nth percentile growth consecutively for the next three years." The change

is phraseology is minor but significant. Stakeholder conversations turn from "where will (s)he be" to "what will it take?"

Parallel growth/achievement scenarios are more easily understood with a picture. Using the results of a statewide assessment growth percentile analyses, Figures 2 and 3 depict future growth scenarios in math and reading, respectively, for a student starting in third grade and tracking that student's achievement time-line based upon different rates of annual growth expressed in the growth percentile metric. The figures depict the four state achievement levels across grades 3 to 10 in shades of dark to light gray (e.g., unsatisfactory, partially proficient, proficient and advanced) together with the 2011 achievement percentiles (inner most vertical axis) superimposed in white. Beginning with the student's achievement starting point at grade 3 a grade 4 achievement projection is made based upon the most recent growth percentile analyses derived using prior 3rd to 4th grade student progress. More specifically, using the coefficient matrices derived in the quantile regression of grade 4 on grade 3 (see Equation 2), predictions of what 10th, 20th, 40th, 50th, 60th, 80th, and 90th percentile growth lead to are calculated. Next, using these seven projected 4th grade scores combined with the student actual 3rd grade score, 5th grade achievement projections are calculated using the most recent quantile regression of grade 5 on grades 3 and 4. Similarly, using these seven projected 5th grade scores, the 6 projected 4th grade scores with the students actual third grade score, achievement projections to the 6th grade are calculated using the most recent quantile regression of grade 6 on grades 3, 4, and 5. The analysis extends recursively for grades 6 to 10 yielding the *percentile growth trajectories* in Figures 2 and 3. The figures allow stakeholders to consider what consecutive rates of growth, expressed in growth percentiles, yield for students starting at different points.

Figure 2 depicts percentile growth trajectories in mathematics for a student beginning at the threshold between achievement level 1 and achievement level 2. i Based upon the *achievement* percentiles depicted (the white contour lines), approximately 7 percent of the population of 3rd graders rate as unsatisfactory. Moving toward grade 10, the percentage of unsatisfactory students increases dramatically to near 35 percent. The black lines in the figure represent seven different growth scenarios for the student based upon consecutive growth at a given growth percentile, denoted by the right axis. At the lower end, for example, consecutive 10th percentile growth leaves the student, unsurprisingly, mired in the unsatisfactory category. Consecutive 20th, 40th, 50th 60th, and 80th percentile growth also leave the student in the unsatisfactory category. This demonstrates how difficult probabilistically, based upon current rates of progress, it is for students to move up in performance level in math statewide. Considering a goal of reaching proficient or career and college readiness (next to top region) by 10th grade, a student would need to demonstrate growth percentiles consecutively in excess of 80 to reach this achievement target indicating how unlikely such a event currently is. In light of NCLB universal proficiency mandates, the growth necessary for non-proficient students to reach proficiency, absent radical changes to growth rates of students statewide, is likely unattainable for a large percentage of non-proficient students.

Figure 3 depicts percentile growth trajectories in reading for a student beginning at the partially proficient/proficient threshold in grade 3. In a normative sense, the performance standards in reading are less demanding than those in mathematics (particularly in the higher grades) with approximately 30 percent of students below proficient in grades 3 to 10. The black lines in the figure represent seven growth scenarios for the hypothetical student based upon consecutive growth at a the given growth percentile. Compared with the growth required in mathematics, more modest growth is required to maintain proficiency in reading. Typical growth (50th percentile growth) appears adequate for such a student to move up slightly into the proficiency category.

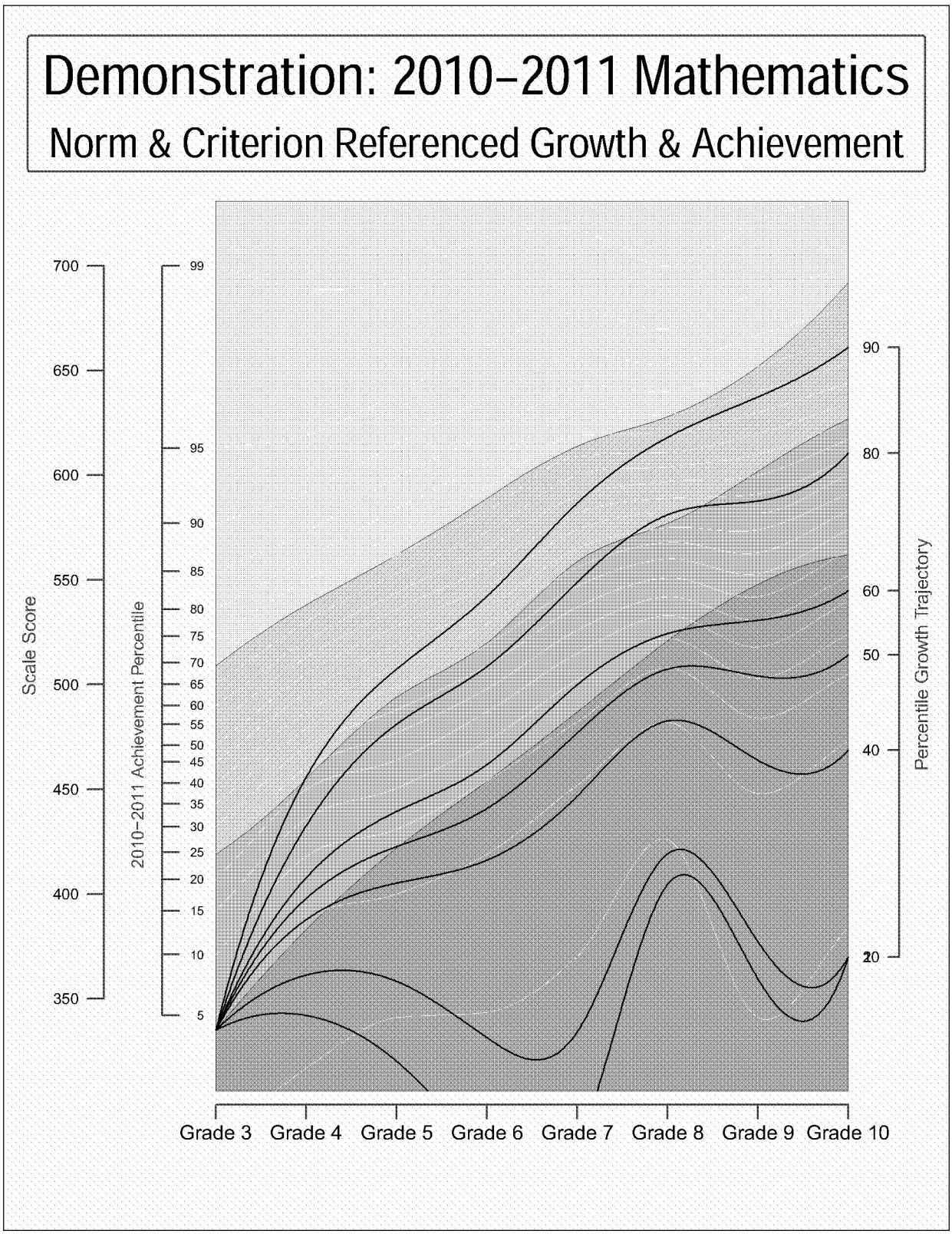

Figure 2: Growth chart depicting future mathematics achievement conditional upon consecutive 10th, 20th, 40th, 50th, 60th, 80th, and 90th percentile growth for a student beginning the third grade at the cutpoint between lowest and next to lowest achievement levels

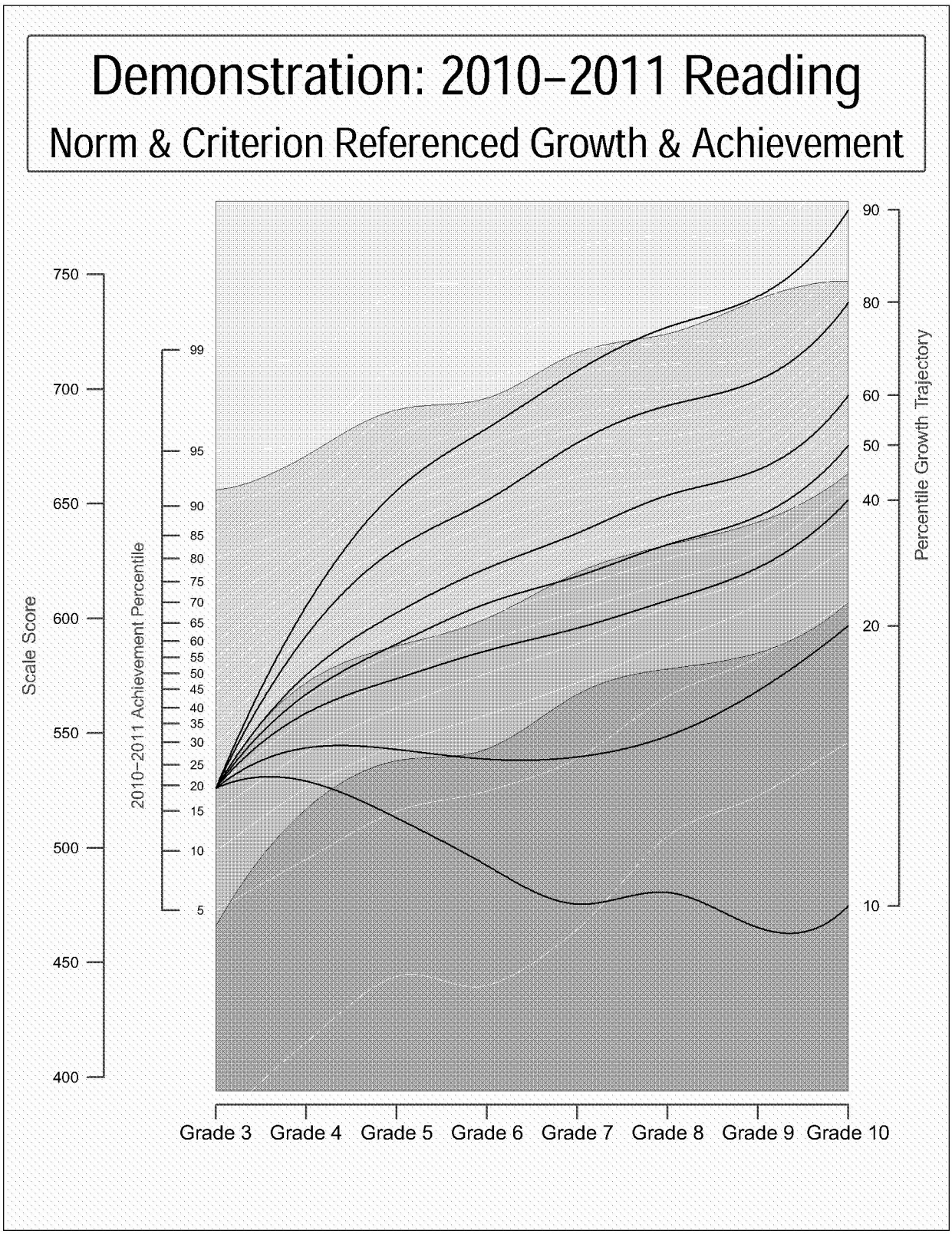

Figure 3: Growth chart depicting future reading achievement conditional upon consecutive 10th, 20th, 40th, 50th, 60th, 80th, and 90th percentile growth for a student beginning the third grade at the cutpoint between the achievement level 2 and achievement level 3

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Student Growth Percentile Estimation

Calculation of a student's growth percentile is based upon the estimation of the conditional density associated with a student's score at time t using the student's prior scores at times $1, 2, \ldots, t-1$ as the conditioning variables. Given the conditional density for the student's score at time t, the student's growth percentile is defined as the percentile of the score within the time t conditional density. By examining a student's current achievement with regard to the conditional density, the student's growth percentile normatively situates the student's outcome at time t taking account of past student performance. The percentile result reflects the likelihood of such an outcome given the student's prior achievement. In the sense that the student growth percentile translates to the probability of such an outcome occurring (i.e., rarity), it is possible to compare the progress of individuals not beginning at the same starting point. However, occurrences being equally rare does not necessarily imply that they are equally "good." Qualifying student growth percentiles as "(in)adequate," "good," or as satisfying "a year's growth" is a standard setting procedure requiring external criteria (e.g., growth relative to state performance standards) combined with the wisdom and judgments of stakeholders.

Estimation of the conditional density is performed using quantile regression (Koenker, 2005). Whereas linear regression methods model the conditional mean of a response variable Y , quantile regression is more generally concerned with the estimation of the family of conditional quantiles of Y. Quantile regression provides a more complete picture of both the conditional distribution associated with the response variable(s). The techniques are ideally suited for estimation of the family of conditional quantile functions (i.e., reference percentile curves). Using quantile regression, the conditional density associated with each student's prior scores is derived and used to situate the student's most recent score. Position of the student's most recent score within this density can then be used to characterize the student's growth. Though many state assessments possess a vertical scale, such a scale is not necessary to produce student growth percentiles.

In analogous fashion to the least squares regression line representing the solution to a minimization problem involving squared deviations, quantile regression functions represent the solution to the optimization of a loss function (Koenker, 2005, p. 5). Formally, given a class of suitably smooth functions, $\mathcal{G}$, one wishes to solve

$$\arg\min_{g \in \mathcal{G}} \sum_{i=1}^{n} \rho_\tau(Y(t_i) - g(t_i)), \tag{1}$$

where t_i indexes time, Y are the time dependent measurements, and ρ_τ denotes the piecewise linear loss function defined by

$$\rho_\tau(u) = u \cdot (\tau - I(u < 0)) = \begin{cases} u \cdot \tau & u \geq 0 \\ u \cdot (\tau - 1) & u < 0. \end{cases}$$

The elegance of the quantile regression Expression 1 can be seen by considering the more familiar least squares estimators. For example, calculation of $\arg\min \sum_{i=1}^{n} (Y_i - \mu)^2$ over $\mu \in \mathbb{R}$ yields the sample mean. Similarly, if $\mu(x) = x'\beta$ is the conditional mean represented as a linear combination of the components of x, calculation of $\arg\min \sum_{i=1}^{n} (Y_i - x_i'\beta)^2$ over $\beta \in \mathbb{R}^p$ gives the familiar least squares regression line. Analogously, when the class of candidate functions $\mathcal{G}$ consists solely of constant functions, the estimation of Expression 1 gives the τth sample quantile associated with Y. By conditioning on a covariate x, the τth conditional quantile function, $Q_y(\tau|x)$, is given by

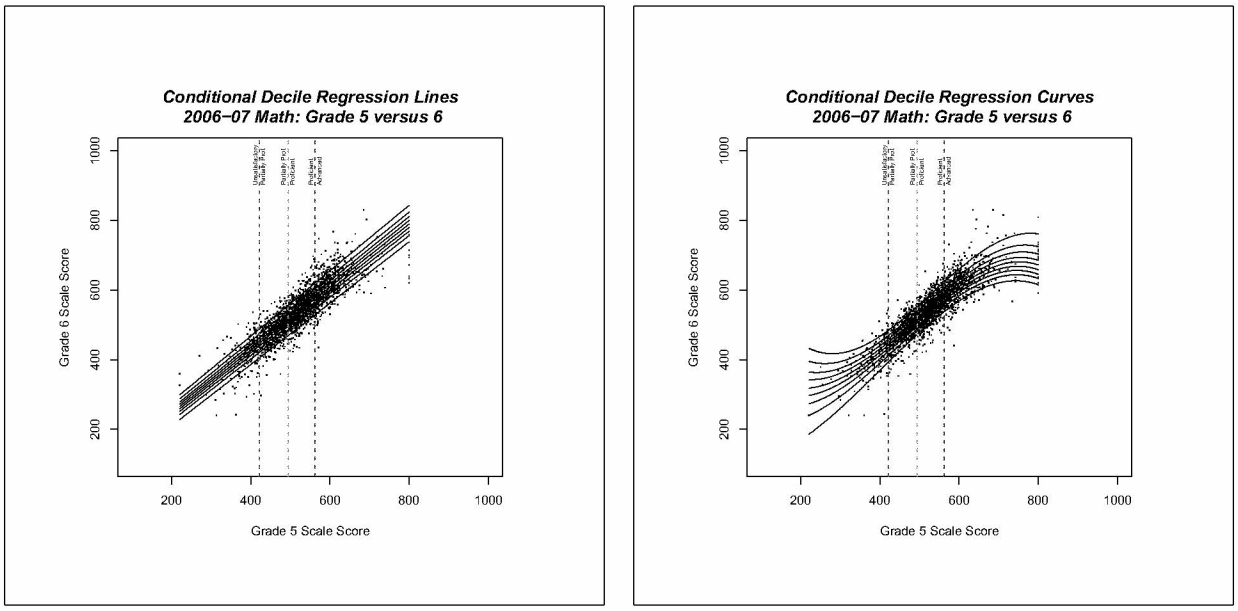


Figure 4: Linear and B-spline conditional deciles based upon bivariate math data, grades 5 and 6

$$Q_y(\tau|x) = \arg\min_{\beta \in \mathbb{R}^p} \sum_{i=1}^{n} \rho_\tau(y_i - x_i'\beta).$$

In particular, if $\tau = 0.5$, then the estimated conditional quantile line is the median regression line.[10]

Following Wei & He (2006), we parametrize the conditional quantile functions as a linear combination of B-spline cubic basis functions.. B-splines are employed to accommodate non-linearity, heteroscedasticity and skewness of the conditional densities associated with values of the independent variable(s). B-splines are attractive both theoretically and computationally in that they provide excellent data fit, seldom lead to estimation problems (Harrell, 2001, p. 20), and are simple to implement in available software.

Figure 4 gives a bivariate representation of linear and B-splines parametrization of decile growth curves. The assumption of linearity imposes conditions upon the heteroscedasticity of the conditional densities. Close examination of the linear deciles indicates slightly greater variability for higher grade 5 scale scores than for lower scores. By contrast, the B-spline based decile functions better capture the greater variability at both ends of the scale score range together with a slight, non-linear trend to the data.

Calculation of student growth percentiles is performed using R (R Development Core Team, 2010), a language and environment for statistical computing, with SGP package (Betebenner & Iwaarden, 2011). Other possible software (untested with regard to student growth percentiles) with quantile regression capability include SAS and Stata. Estimation of student growth percentiles is conducted using all available prior data, subject to certain suitability conditions. Given assessment scores for t occasions, $(t \geq 2)$, the τ-th conditional quantile for Y_t based upon $Y_{t-1}, Y_{t-2}, \ldots, Y_1$ is given by

$$Q_{Y_t}(\tau|Y_{t-1}, \ldots, Y_1) = \sum_{j=1}^{t-1} \sum_{i=1}^{3} \phi_{ij}(Y_j)\beta_{ij}(\tau), \tag{2}$$

[10]For a detailed treatment of the procedures involved in solving the optimization problem associated with Expression 1, see Koenker (2005), particularly Chapter 6.

where $\phi_{i,j}$, $i = 1, 2, 3$ and $j = 1, \ldots, t-1$ denote the B-spline basis functions. Currently, bases consisting of 7 cubic polynomials are used to "smooth" irregularities found in the multivariate assessment data. A bivariate rendering of this is found is Figure 4 where linear and B-spline conditional deciles are presented. The cubic polynomial B-spline basis functions model the heteroscedasticity and non-linearity of the data to a greater extent than is possible using a linear parametrization.

Discussion of Model Properties

Student growth percentiles possess a number of attractive properties from both a theoretical as well as a practical perspective. Foremost among practical considerations is that the percentile descriptions are familiar and easily communicated to teachers and other non-technical stakeholders. Furthermore, implicit within the percentile quantification of student growth is a statement of probability. Questions of "how much growth is enough?" or "how much is a year's growth?" ask stakeholders to establish growth percentile thresholds deemed adequate. These thresholds establish growth standards that translate to probability statements. In this manner, percentile based growth forms a basis for discussion of rigorous yet attainable growth standards for all children supplying a normative context for Linn's (2003) existence proof with regard to student level growth.

In addition to practical utility, student growth percentiles possess a number of technical attributes well suited for use with assessment scores. The more important theoretical properties of growth percentiles include:

Robustness to outliers Estimation of student growth percentiles are more robust to outliers than is traditionally the case with conditional mean estimation. Analogous to the property of the median being less influenced by outliers than is the median, conditional quantiles are robust to extreme observations. This is due to the fact that influence of a point on the τ-th conditional quantile function is not proportional (as is the case with the mean) to the distance of the point from the quantile function but only to its position above or below the function (Koenker, 2005, p. 44).

Uncorrelated with prior achievement Analogous to least squares derived residuals being uncorrelated with independent variables, student growth percentiles are not correlated with prior achievement. This property runs counter to current multilevel approaches to measuring growth with testing occasion nested within students (Singer & Willett, 2003). These models, requiring a vertical scale, fit lines with distinct slopes and intercepts to each student. The slopes of these lines represent an average rate of increase, usually measured in scale score points per year, for the student. Whereas a steeper slope represents more learning, it is important to understand that using a normative quantification of growth, one cannot necessarily infer that a low achieving student with a growth percentile of 60 "learned as much" as a high achieving student with the same growth percentile. Growth percentiles bypass questions associated with magnitude of learning and focus on normatively quantifying changes in achievement.

Equivariance to monotone transformation of scale An important attribute of the quantile regression methodology used to calculate student growth percentiles is their invariance to monotone transformations of scale. This property, denoted by Koenker (2005) as *equivariance to monotone transformations* is particularly helpful in educational assessment where a variety of scales are present for analysis, most of which are related by some monotone transformation. For example, it is a common misconception that one needs a vertical scale in order to calculate growth. Because vertical and non-vertical scales are related via a monotone transformation, the student growth percentiles do not change given such alterations in the underlying scale.

This result obviates much of the discussion concerning the need for a vertical scale in measuring growth.[11]

Formally, given a monotone transformation h of a random variable Y,

$$Q_{h(Y)|X}(\tau|X) = h(Q_{Y|X}(\tau|X)).$$

This result follows from the fact that $\Pr(T < t|X) = \Pr(h(T) < h(t)|X)$ for monotone h. It is important to note that equivariance to monotone transformation does not, in general, hold with regard to least squares estimation of the conditional mean. That is, except for affine transformations h, $E(h(Y)|X) \neq h(E(Y|X))$. Thus, analyses built upon mean based regression methods are, to an extent, scale dependent.

[11] As already noted with regard to pediatrics, the existence of nice "vertical" scales for measuring height and weight still leads to observed changes being normed.

Attachment 16

Bottom 25% Information

Key characteristics of the bottom 25% include the following:

- 40% minority
- 70% receive free or reduced priced meals
- 28% receive Special Education services
- 10% are Limited English Proficient (LEP)

The charts below (Charts A & B) analyze the ethnic composition of the bottom 25%. Over the past three years the ethnic breakdown of Indiana's lowest achievers has remained consistent. Notably, Black students in Indiana comprise 12% of the student population yet they count for nearly a quarter of the bottom 25% population in ISTEP+ performance.

Chart A

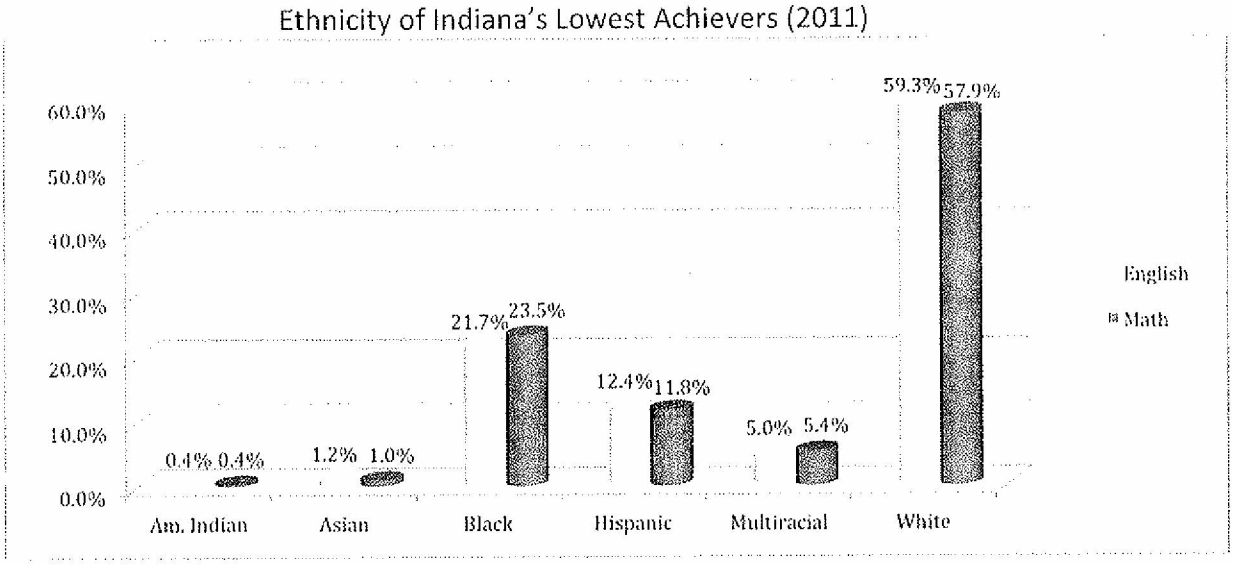
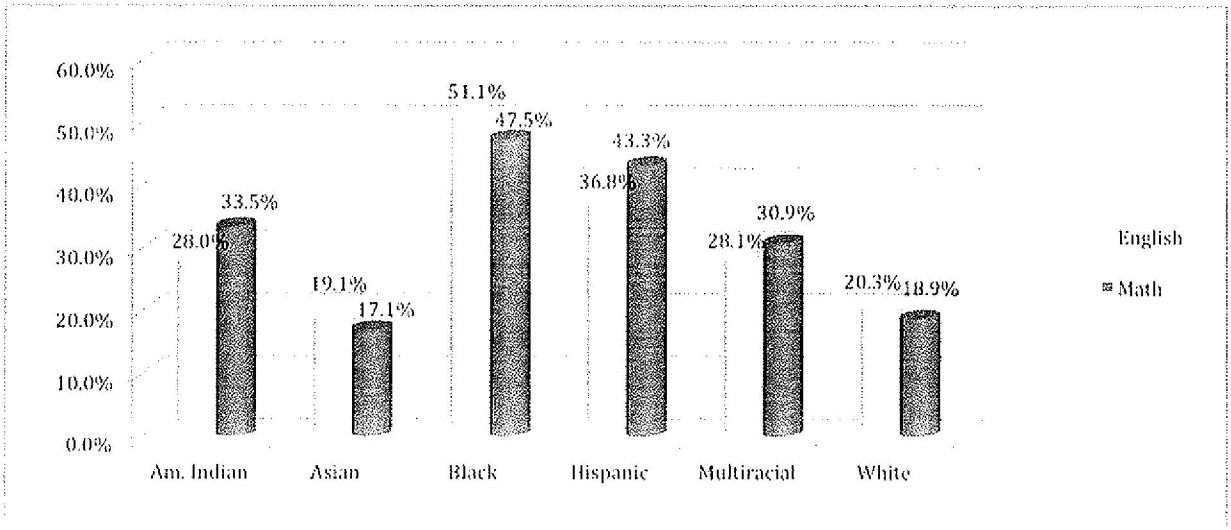


Chart B

Percentage of Student Population Group that Finished in the Bottom 25% of all Students in ISTEP+ Performance in 2011



Other notable findings include the following:

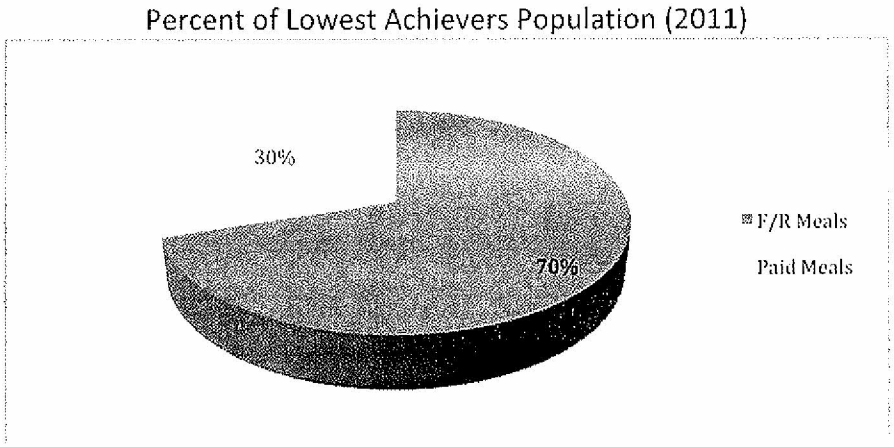
- About 50% of all Black students are in the Bottom 25% on ISTEP+.
- About 40% of all Hispanic students are in the Bottom 25% on ISTEP+
- About 30% of all American Indian students are in the Bottom 25% on ISTEP+

The chart shows a significant achievement gap in traditionally underrepresented populations in Indiana. Moreover, it supports the design of Indiana's accountability system in its prioritization of the super subgroup as a central focus and the means through which student achievement gaps are most effectively addressed.

Charts B and C examine the socio-economic status of the bottom 25%. Again, the data is particularly compelling with regard to targeting the right students as part of a broader accountability system. In each of the past three years, the percentage of students in the bottom 25% that received Free or Reduced priced meals has increased from the previous year. In fact, the percentage has increased from 66% in 2009 to 71% in 2011.

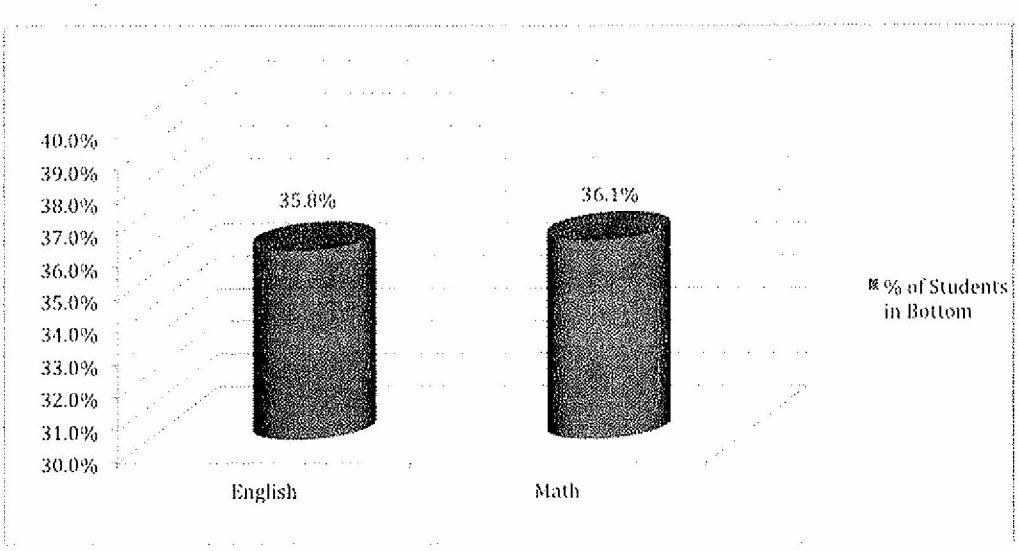
During the 2010-11 school year, about 50% of Indiana students received Free or Reduced priced meals yet they comprised 70% of the Bottom 25% subgroup.

Chart C



Percentage of Student Population Group that Finished in the Bottom 25% of all Students in ISTEP+ Performance in 2011

Chart D



- This data show that more than a third of students that received Free or Reduced priced meals in 2001 had ISTEP+ performance levels that ranked in the bottom 25% of all students.

Charts E and F look at Special Education students and those that are Limited English Proficient (LEP). In examining the performance of Special Education within the context of the super subgroup, the number of Special Education students that rank in the

bottom 25% with regard to Mathematics has decreased in each of the past three years. However, similar progress has not occurred in ELA.

Chart E

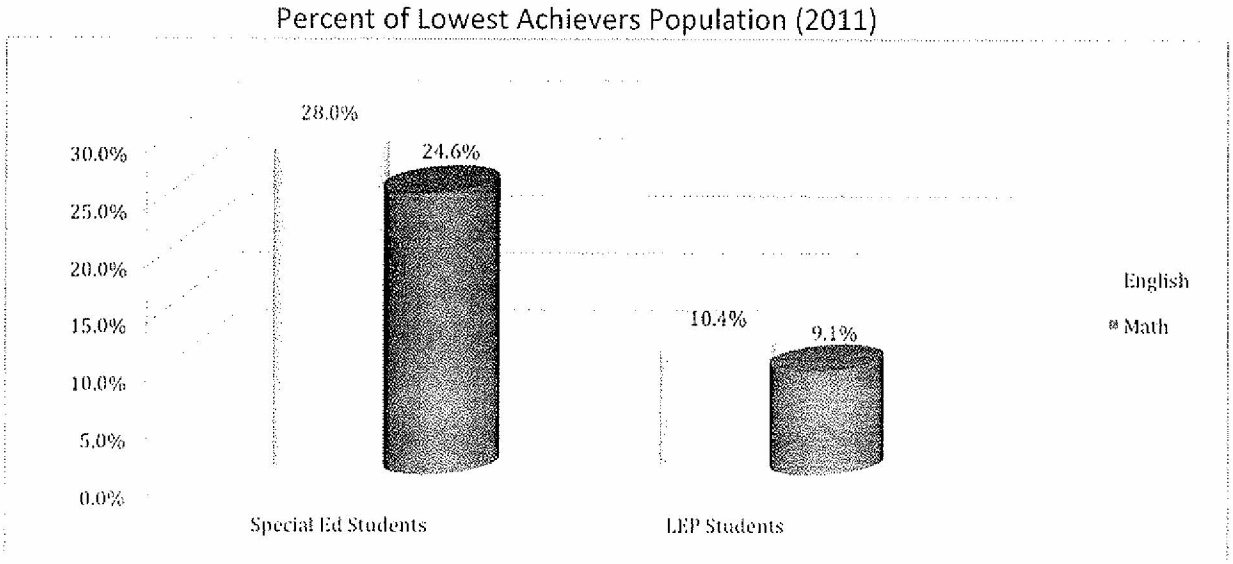
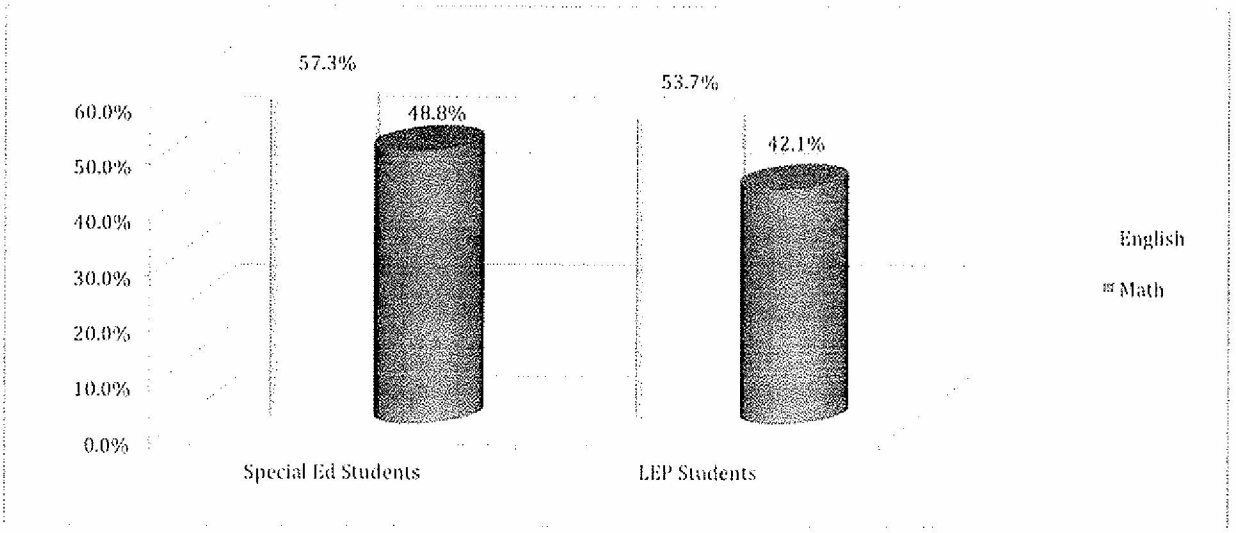


Chart F

Percentage of Student Population Group that Finished in the Bottom 25% of all Students in ISTEP+ Performance in 2011



About half of all Special Education students perform in the bottom 25% of all student scores in both ELA and Mathematics portions. The performance of LEP students is similarly poor.

Indiana Department of Education

SUPPORTING STUDENT SUCCESS

School Quality Reviews:

Guidance Document

October 2011

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Part I: Principles of the School Quality Review

A. Indiana Public Law 221: Schools in Year 4

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Schools identified as in Academic Probation, Year 4 receive a School Quality Review from the Indiana Department of Education (IDOE).

B. Purpose of the School Quality Review

The purpose of the School Quality Review is to provide both internal and external viewpoints through the use of multiple instruments to determine the quality of the education that the school provides in three key domains. The results provide a clear and triangulated view of the school's strength and areas that need improvement.

C. Key Domains of the Review

The basis of IDOE's School Quality Review is an analysis of the research by educational non-profit Mass Insight Education. The organization determined actions taken by high-poverty, low-performing schools that allowed the schools to become high-performing. Mass Insight determined nine characteristics in that transition, which "enable schools to acknowledge and foster students' *Reading to Learn*, enhance and focus staff's *Readiness to Teach*, and expand teachers' and administrators' *Readiness to Act* in dramatically different ways than in more traditional schools" (Retrieved 10/20/10 from http://www.massinsight.org/publications/turnaround/50/file/1/pubs/2010/04/15/TheTurnaroundChallenge_ExecSumm.pdf)

The specific strategies for each domain are listed below. The nine strategies or characteristics will serve as the focus areas of the multiple review instruments for the School Quality Review Rubric (Appendix A, p. 11).

Domain 1 and Strategies: Acknowledge and foster students' *Readiness to Learn*

a. Safety, discipline and engagement: Students feel secure and inspired to learn
b. Action against adversity: School directly addresses poverty-driven deficits
c. Close student-adult relationships: Students have positive and enduring mentor/ teacher relationships

Domain 2 and Strategies: Enhance and focus staff's *Readiness to Teach*

a. Shared responsibility for achievement: Staff feel deep accountability and a missionary zeal for student achievement
b. Personalization of instruction: Individualized teaching and based on diagnostic assessment and adjustable time on task

c. Professional teaching culture: Continuous improvement through collaboration and job-embedded learning

Domain 3 and Strategies: Expand teachers' and administrators' *Readiness to Act*

a. Resource authority: School leaders can make mission-driven decisions regarding people, time, money, and programs
b. Resource ingenuity: Leaders are adept at securing additional resources and leveraging partner relationships
c. Agility in the face of turbulence: Leaders, teachers, and systems are flexible and inventive in responding to constant unrest

D. Technical Assistance Team (TAT)

As described earlier the School Quality Review provides both internal and external viewpoints through the use of multiple instruments. The external viewpoint is gained from the Technical Assistance Team (TAT). The team consists of Indiana educators, community representatives, and IDOE staff members. The use of an outside team provides objective validation of the school's strengths and areas that need improvement based on Mass Insight's nine characteristics. TAT members operate under the core values of Respect & Humility, Assume the Best in Others, Seek to Understand and Integrity. All members are trained in order to increase the reliability and validity of their use of the review instruments.

E. Instruments: Evaluation Scale and Descriptors

As multiple instruments are used to triangulate and retrieve data from multiple sources, it is critical that the (a) standards, (b) evaluation scale, and (c) descriptors are the same for all respondents. The standards are identical as noted above based on IDOE's adoption of Mass Insight's Turnaround Challenge Model and the nine characteristics. The evaluation scale is an ordinal scale of 1-4 with 4 being the highest as shown in the table below. The descriptors of occurrence are also given below.

Table 1. Instruments: Evaluation Scale and Instruments

Ordinal	Meaning	Descriptor of occurrence	Relationship to Standard from Quality Review Rubric
4	Acceptable	This occurs routinely and consistently.	Meets the standard
3	Fair	This is present, but occurs limitedly or inconsistently.	Is making progress towards the standard
2	Poor	There is minimal evidence that this is occurring.	Demonstrates attempt to meet standard
1	Unacceptable	There is no evidence that this is occurring.	Demonstrates no attempt to meet the standard

Part II: Preparing for the Review: Principal's Role and Initial Instruments

A. Principal's Role

Once schools are identified, the IDOE Turnaround Director discusses the School Quality Review with the principal and district staff. The principal meets with all school staff to ensure their awareness and understanding of the school's P.L. 221 status and the resulting School Quality Review. IDOE sends the "School Leaders' Self Evaluation" to the principal and the "Teachers' Survey" to the teachers. Both instruments are to be completed and returned to the IDOE before the TAT visit. In addition, the principal needs to:

- Make appropriate contacts and arrangements with those that will be participating in the focus groups.
- Design an overall two-day calendar for the TAT team visit and share it with the IDOE Turnaround Director.
- Provide a meeting room for TAT to use during the visits.

Additional tasks are listed in the Appendix D (page 41) "Principal's Checklist."

B. Teachers' Survey

Before the TAT visit, IDOE will send the teachers an online survey (Appendix B, page 25) (a) to gain the teachers' perspective about the school and (b) to allow each teacher an opportunity to participate in the review. The survey questions correspond to the School Quality Review Rubric. All results are kept confidential and the results are tabulated as a whole.

C. Parents' Survey

Before the TAT visit, IDOE will send the school hard copies of a parent survey (Appendix C, page 31) (a) to gain the parents' perspective about aspects of the school which relate to them and (b) to allow each parent an opportunity to participate in the review. The survey questions correspond to the School Quality Review Rubric. All results are kept confidential and the results are tabulated as a whole.

D. School Leaders' Self-Evaluation

Also before the visit, IDOE sends the School Leaders' Self Evaluation to the principal. This evaluation (Appendix D, page 34) provides background information, such as the number of students and teachers, followed by more critical self perception of how well the school believes it meets the quality review standards. The principal determines both who will participate in the evaluation and the process for doing so. Most schools complete the evaluation collaboratively with a school leadership team, but this is not always possible. The evaluation is not considered to be an elaborate self study yet requires the school to include the sources of the evidence in their responses, (e.g., suspension report).

III. School Quality Review

The on-site review of the school occurs over two days and includes numerous methods of gathering information, data and perspectives from various stakeholders. Each method is described here along with details or instructions that the principal and others need to follow.

A. Classroom Visits

One of the most important activities is observing how well students learn as a result of the teaching and instructional tasks they receive. Classroom visits are a cornerstone activity in evaluating the effectiveness of the school.

IDOE's expects that:

- The principal and/or a key member of the school leadership team accompanies TAT during each class visit in order to dialogue about what is being seen in class and the extent to which the reviewer and administration share a common understanding of the learning taking place.
- A suitable range of classes are available to visit.
- The teachers do not prepare or do anything differently than they normally do.
- Lesson plans are available on the teacher's desk (if this is the principal's or district's expectation).

Teachers may expect:

- Reviewers to converse with students during the visits if appropriate, but will not otherwise interrupt the flow of the lesson.
- Feedback to not be provided to them after lesson observations.
- Visits of 15-20 minutes in length per classroom.

B. Collaborative Meetings Among Teachers

Given the strong focus of the review on the extent to which staff work collaboratively, it will be helpful if reviewers could sit in for a short period of time on any collaborative meeting that is planned to occur during the review. This should be a real-time example of a group of teachers and staff that is part of the school's normal pattern of team meetings or activities. This might be a collaborative planning meeting, a grade level meeting, the sharing and evaluating of student work, or something similar.

C. Meeting with District Representatives

The principal arranges for one or more district staff to meet with the TAT. The purpose of the meeting is to explore the corporation's role and impact for strategic support in line with the review standards. Ideally, the meeting occurs during the first day of the TAT visit and is scheduled to last approximately 45 minutes.

D. Meeting with and Engaging Students

TAT uses multiple methods to engage students' opinions and experiences. One method is taking opportunities while moving throughout the school to ask students about their understanding and knowledge of various aspects of study, their attitudes towards their schoolwork and their general feelings about how well the school helps them achieve. A second way to hear from students is through "Student Work Reviews." Students bring examples of their work and TAT discusses it with them. Thirdly, students' voices are heard through a student focus group with the following characteristics:

- 6-8 students
- Represent range of age groups and student demographics
- Not attended by any members of the school staff
- Lasts about 45 minutes

E. Meeting with and Engaging Teachers

As with students, TAT uses multiple methods to learn from the teachers about the school. As described earlier, TAT interacts with teachers during the classroom visits. Secondly, some teachers are asked to bring lesson plans, if these are part of the school's expectations and discuss them with TAT. Lastly, a teacher focus group meets with TAT members to gather additional information about the school:

- 6-8 teachers
- Represent various grades and content areas
- Members of the administrative team do not attend
- Lasts about 45 minutes

F. Meeting with Parents

Parents provide a valuable insight into the quality of education their children receive based on the review standards. Characteristics of the parents' focus group are:

- 6-8 parents
- None should be employees of the school district
- Members of the administrative team do not attend
- Consider having some light refreshments for the parents
- Lasts about 50 minutes

G. Meeting with Community Partners

The role of community partners is critical to school improvement. The purpose of meeting with a small group of community representatives is to explore their role in supporting the school's drive to secure resources and how well the school utilizes the partners. The principal invites partners that the school works with on a regular basis and allows for approximately 45 minutes for the meeting.

H. Meeting with School's Administration/Instructional Team

Meetings with the principal, school leadership, and administration teams are an important element of the review. TAT asks key questions linked to the domains of the review including discussion about the School Leaders' Self Evaluation. This enables TAT to understand how well the school knows itself. TAT often arranges with the principal to meet other key staff such as guidance counselors and coaches.

I. Additional Data Gathering

Depending upon the data gathered in the past two days, TAT may request additional data from previous sources or to meet with additional staff (e.g., graduation coach, attendance clerk, guidance counselor).

J. Example of TAT Visit 2-Day Calendar

The following schedule is an example of the calendar arranged by the principal for the two-day TAT site visit. Prior to the visit the principal and the IDOE Director of School Turnarounds agree on the details of the calendar.

Time	Day 1
7:30 - 9:00	o Meet with Principal o Review School Leaders' Self-Evaluation
9:00-11:00	o Class visits (8 visits x 15 minutes)
11:00-11:45	o Group A TAT: Collaborative Teachers' Meetings
	o Group B TAT: Meeting with School Corporation Representative
11:45-12:00	o TAT – Lunch and Team Reflection
12:00-12:45	o Teacher Focus Group
12:45-1:30	o Students Focus Group
1:30-2:15	o Class Visits (3 x 15 minutes)
2:15-3:00	o Discussion with Administration/ Instructional Team
3:00-3:45	o Group A TAT: Observe After-School Sessions
	o Group B TAT: Community Members Focus Groups
3:45-4:00	o Review of Day with Principal

Time	Day 2
7:30 – 8:00	o Meet with Principal
8:00-9:00	o Parent Focus Group
9:00-9:30	o Class Visits (2 x 15 minutes)
9:30-10:30	o Group A TAT: Teacher Planning Review
	o Group B TAT: Student Work Review
10:30-11:45	o Class Visits (5 x 15 minutes)
11:45-12:00	o Lunch and Team Reflection
12:00-1:30	o Additional Data Gathering
1:30-2:15	o Reviewer/Team Reflection
2:15-3:00	o Feedback to Principal and District Representative

K. Verbal Feedback

Throughout the visit, TAT meets with the principal regularly to give feedback on the progress of the review, check on and clarify understandings and request any additional information necessary to help the review process. An overview of the observations made on teaching is discussed following each classroom visit.

Part IV: The Final Report and Post Review Action Planning

At the end of the visit, TAT provides initial feedback to the principal on overall school strengths and areas for improvement. The principal should invite a representative of the school corporation to this session. It may be helpful, however, for the principal to have others from the school leadership team present. This will enable the principal to listen, direct all his/her attention to the messages given, ask questions and seek clarification where necessary.

A. Final Report

A draft report will be sent to the school within 20 days, for a factual check, with the final report being delivered within 30 days of the end of the site visit. In writing the report, the lead reviewer synthesizes the evidence gathered to reflect the analysis of the school's strengths and areas for improvement. It also provides an evaluation of how well the school meets each of the three domains according to the evaluation scale. The judgments are made collaboratively by the Technical Assistance Team using the evidence presented and therefore these judgments are final.

B. Developing a Memorandum of Agreement

The state superintendent of public instruction meets with district officials to discuss the final report. This is followed by the development of a Memorandum of Agreement (MOA) between the School Corporation and IDOE. This MOA will provide an outline of a structure, agreed upon by the School Corporation and IDOE, whereby the school will commit to implementing the recommendations outlined in the final report. Under this structure, the school corporation will be responsible for implementing the specified interventions, and IDOE will provide support to reach this goal. Specific terms and conditions may vary depending on the identified needs of the school.

C. Action Planning

After receiving the report, the principal and leadership team may request the assistance of IDOE to prepare strategic, focused action plans and critical next steps based on the Quality Review. This support may be provided to help the team review and revise the school's improvement plan with student learning at the forefront of its thinking.

Part V: Quality Assurance

IDOE has established methods to ensure that the School Quality Review is of high quality and consistent thus increasing its reliability and validity.

- Recruiting high quality educators with excellent observation and communication skills
- Providing training on the School Quality Rubric to ensure inter-rater reliability
- Using consistent process and practices across all schools
- Supporting and monitoring the team's work on site by the lead reviewer
- Using a consensus-based approach for the Technical Assistance Team
- Implementing multiple instruments and combining the results from numerous data sources to reach final conclusions.
- Reviewers' signing of a code of conduct (Appendix E, page 42). If a school believes that this code has not been adhered to during the School Quality Review, the matter should be discussed initially with the TAT lead reviewer. The lead reviewer will communicate concerns to the IDOE Director of School Turnaround.

Domain 1: Readiness to Learn

1.1: Safety, Discipline, and Engagement

	Is the school environment safe; conducive to learning?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent that		
1.1a	students are effectively encouraged to behave well, relate well to others and have positive attitudes toward learning.	__ Inconsistent promotion of equality of opportunity, cultural respect and a sense of fairness and students perform poorly in these areas. __ Many students have a negative attitude to learning. __ Behavior inconsistent and challenging. __ School's systems for tackling vandalism, bullying, violence, sexism or racism lack rigor and/or consistency of implementation. __ As a result, some students are either exposed to or perpetrate inappropriate and challenging behaviors. __ Some students do not feel safe in school.	__ Consistent promotion of equality of opportunity, cultural respect and a sense of fairness and students' abilities in these areas are good. __ Students behave well and have positive attitudes to learning. __ School effectively addresses vandalism, bullying, violence, sexism and racism so that there are few incidents and are eliminated immediately. __ Agreed policies and procedures support students and protect them from harm, abuse and neglect. __ Students feel safe in school.
1.1b	classrooms and hallways provide an attractive and stimulating environment fostering high academic and personal expectations.	__ Limited display of student work in hallways with little rationale for the display. __ Display may be untidy or superficial or commercially produced. __ Many classrooms are overly teacher-centered with few examples of student work evident.	__ Well-displayed student work in halls, display areas and throughout the school. __ Reason for display is evident, including rubrics, teacher/student evaluation, feedback. __ Display is fresh and pertinent; rooms are student-centered, interactive, engaging and inviting.

	Is the school environment safe; conducive to learning?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
1.1c	school routines and rules are implemented consistently and communicated clearly to students, parents and staff.	__ Codes of behavior and school routines are not clearly articulated. __ Communications with students, families and community members are not consistently in a language they best understand. __ Supervision of students can sometimes be less than what is required to maintain a safe and well-ordered environment.	__ School has clear codes of behavior and well defined but flexible routines which are applied consistently. __ Codes and routines are transparent to all students, parents and staff. __ Supervision of students is at a premium at all times during the school day.
1.1d	the school has effective measures for promoting good attendance and eliminating truancy and tardiness.	__ Has ineffective policies and procedures for promoting good attendance and tardiness. __ Links between achievement and students' attendance are not routinely analyzed. __ Student and teacher attendance and punctuality are poor.	__ School has effective policies and procedures for promoting good attendance and tardiness. __ Links between achievement and students' attendance are routinely analyzed. __ Student and teacher attendance and punctuality are good.
1.1e	a robust core program ensures that students develop key learning and personal skills.	__ Little coherence within or between content areas. __ Little planning is done to ensure continuity for students. __ Vertical articulation of curriculum is weak. __ Limited use of technology or to developing 21st Century skills. __ Limited opportunities for students to engage in extended pieces of project work or to collaborate in pairs or groups. __ As a result, students' skills and understanding are not developing quickly enough.	__ Laser-like focus on reading, writing, math. __ Vertical and horizontal articulation of curriculum for coherent/consistent progress. __ Often use thematic & project-based teaching. __ Power standards identified and explicitly addressed with students. __ Curriculum uses and develops technology and 21st Century skills. __ Student collaborative learning is common, and students are taught how to cooperate successfully in groups. __ Students' skills and understanding are developing well.

	Is the school environment safe; conducive to learning?	**Poor – minimal progress towards standard** **(2)**	**Acceptable – meets standard** **(4)**
	The extent that		
1.1f	the school provides a well-rounded curriculum with enrichment activities to add interest and relevance.	__ Is narrow and provides limited opportunities for student participation in a broad range of learning experiences. __ Does little to meet the academic and cultural needs and interests of the students. __ Enrichment and support activities may occur, but are not appropriate or not carefully planned into the subject or grade long-term plan.	__ Curriculum is relevant, diverse and culturally sensitive. __ Includes broad range of learning experiences. __ Is set in a coherent, planned enrichment and support program that is embedded within the curriculum for each grade or subject. __ Leads to highly motivating activities and to student engagement.
1.1g	career education and personal goal setting are used to raise student aspirations and motivation.	__ Personal goals may or may not be set, but routine review does not occur expect at year's end. __ Few opportunities for students to consider possible careers and to develop their understanding of academic and skill requirements so that their learning often remains out of context. __ Access to counselors or other adults is limited.	__ Opportunities for students to set and review their personal goals are frequent and part of a planned schedule. __ Visits, visitors and content teachers are all part of a coherent approach to developing students' understanding of careers and opportunities. __ Students have good access to counselors.

1.2 Action Against Adversity

	Does the school directly address students' poverty-driven deficits?	**Poor – minimal progress towards standard (2)**	**Acceptable – meets standard (4)**
	The extent to which		
1.2a	the school knows and understands students' personal and academic needs address race, ethnicity, poverty, English language learners and students with disabilities	___ Lack of clear communication and understanding of the students' backgrounds and needs due to systems and structures not in place or inappropriate. This limits the ability of the school to set suitable goals with students. ___ School has some connections with local service providers but they do not consistently help to address students' social and personal needs.	___ Systems and structures in place that facilitate clear communication and understanding of the students' backgrounds and needs. ___ School connects with a broad range of health and social service providers to directly address student needs. ___ Personalized goals are well focused and appropriate.
1.2b	the school addresses the needs of families so that they can better support student learning.	___ Occasional workshops are held for parents to help them develop their own skills, although these do not fit into a comprehensive plan of meeting family needs. ___ School posts basic guidance about accessing available support within the community.	___ Parent classes to develop their skills related to employability or parenting skills are programmed throughout the school year. ___ School communicates with students and families through multiple means regarding guidance, including career and college guidance.
1.2c	the school develops students' skills, behaviors and values that enable them to effectively advocate for themselves.	___ School offers only a limited range of courses and experiences to directly confront student needs. As a result, it is ineffective in promoting the development of maturity and self-confidence among students such that they are able to overcome adversity.	___ School offers a variety of courses and experiences to directly confront student needs. Examples include conflict resolution, anger management and life skills. These experiences effectively promote the development of maturity and self-confidence among students such that they are able to overcome adversity.

1.3 Close Student-Adult Relationships

	Do students have positive and enduring mentor/teacher relationships?	**Poor – minimal progress towards standard (2)**	**Acceptable – meets standard (4)**
	The extent to which		
1.3a	the school works with parents to build positive relationships and to engage them as partners in their children's learning.	__ Limited or weak communication with parents. __ Teachers know how to contact students' families but families retain the initiative to do so. __ Few workshops explain the work of the school, learning changes taking place or what can be done at home to support learning. __ Provides basic guidance about accessing available support within the community.	__ Information is sent out regularly to parents; is clear, comprehensive, user-friendly and available in languages of students' parents – written or orally. __ School understands its hard-to-reach families and has a variety of strategies to increase parental engagement in the school. __ Workshops are routinely held to keep families informed of curriculum developments and what can be done at home to support learning.
1.3b	the school is successful in implementing a variety of strategies specifically designed to promote a sense of connection between students and adults.	__ Student-to-adult relationships are often fragile, may lack warmth, and may not be respectful at all times, sometimes being tense and/or inappropriate. __ The school has adopted a few strategies, although they are not implemented with rigor or consistency, to promote student-to-adult connections. . __ Students report that they do not have an adult in the building to whom they would turn.	__ Relationships throughout the school are warm and relaxed, demonstrating high levels of trust. __ Positive personal relationships are evident among students and adults. __ A variety of strategies, such as advisory time, looping, and small learning communities, are successfully used to promote student-to -adult connections. __ Students report that they have an adult in the building to whom they would turn if necessary.

Domain 2: Readiness to Teach

2.1: Shared Responsibility for Achievement

	Does the school have a strong organizational culture, characterized by trust, respect and mutual responsibility?	**Poor – minimal progress towards standard (2)**	**Acceptable – meets standard (4)**
	The extent to which		
2.1a	the principal ensures that there is strong accountability for student achievement throughout the school.	__ Principal is insufficiently rigorous or concerned about accountability for student achievement throughout the school. __ He/she does not maintain full attention on student achievement.	__ Principal is relentless in ensuring a strong sense of accountability for student achievement throughout the school. __ He/she has a laser-like focus on student achievement.
2.1b	the staff feels deep accountability and a missionary zeal for student achievement.	__ Staff are not committed to improving student outcomes and do not hold themselves accountable. __ Staff are not consistently focused on improving student achievement	__Staff consistently holds themselves accountable for the impact and outcomes of their work __ Staff constantly focuses on improving student achievement; nothing allowed to detract from mission.
2.1c	a shared commitment to a vision of the school includes challenging goals for all students.	__ Not all staff understand or share a common vision which underpins the challenging goals and personalized instruction required for students.	__ All staff shares the vision for the school and are committed to flexible approaches to ensure that students can meet their personalized goals.
2.1d	the school corporation drives the accountability agenda.	__ The school corporation is insufficiently rigorous in promoting a shared responsibility for student achievement.	__ School corporation is relentless about ensuring that there is a strong sense of accountability for student achievement throughout the school.

2.2: Personalization of Instruction

	Are diagnostic assessments used frequently and accurately to inform instruction and promote student learning?	**Poor – minimal progress towards standard (2)**	**Acceptable – meets standard (4)**
	The extent to which		
2.2a	the school utilizes a coherent system to provide detailed tracking and analysis of assessment results.	___ Procedures for collecting and analyzing student performance and personal data do not exist or are inconsistent. ___ Dissemination of data results is infrequent or not given to teachers in a timely manner, leading to an unclear understanding of student performance.	___ Procedures for collecting and analyzing student performance and personal data are rigorous and systematic. ___ Regular and timely dissemination of data leads to a clear and well-rounded understanding of performance and progress over time.
2.2b	teachers use data gathered from multiple assessments to plan instruction and activities that match the learning needs of students.	___ Formative assessments used infrequently. ___ Are not implemented with fidelity. ___ Results are interpreted incorrectly; teachers do not have a clear understanding of the problem areas for students ___ As a result, teachers are not adapting their teaching quickly enough to ensure that students are able to grasp concepts that are difficult for them.	___ Teachers regularly use formative assessments. ___ Formative assessments are implemented with fidelity. ___ Results are interpreted correctly by teachers. ___ Are used to adapt teaching and to re-teach to enable students to grasp difficult concepts.
2.2c	teachers give feedback to students; involve them in the assessment of their work and in the setting of achievement goals.	___ Feedback to students is infrequent or delayed so they are unsure how well they are doing. ___ Students have limited opportunities to assess their own learning, with many students often unclear as to what they need to do to improve.	___ Feedback to students is immediate. ___ Students have the opportunity and ability to assess their own learning. ___ Students understand what the need to do to improve, are able to work independently and use initiative in working towards their achievement goals.

	Are diagnostic assessments used frequently and accurately to inform instructional decisions and promote student learning?	**Poor – minimal progress towards standard (2)**	**Acceptable – meets standard (4)**
2.2d	the schedule is used flexibly to ensure that individual student needs are met effectively.	__ Intervention programs are in place to meet the identified needs of students, although they retain a set pattern and are rarely adapted to the changing needs of a cohort. __ The daily schedule remains intact even though students may need additional support.	__ The use of instructional time is modified to provide different schedules and time slots that quickly and effectively address the needs identified through the school's assessment systems.
2.2e	the overall impact of planning, instruction and assessment leads to effective student learning.	__ There are limited links between assessment, planning and instruction which means that students' learning and progress is not as good as it should be.	__ The constructive links between assessment, planning and instruction result in effective learning and good student progress.

2.3: Professional Teaching Culture

	Does the professional culture promote faculty and staff participation, collaboration and training to enhance student learning?	**Poor – minimal progress towards standard (2)**	**Acceptable – meets standard (4)**
	The extent to which		
2.3a	the faculty works together, incessantly and naturally to help each other improve their practice.	__ Limited opportunities for and/or a reluctance for collaboration among staff. Opportunities provided are used at a basic level, such as organization of resources. __ Some staff not committed to developing/sharing their practice. As a result, there is little consistency within teams and no clear and agreed understanding of expectations of student learning.	__ Frequent opportunities for collaboration among staff, which focus on reviewing student outcomes and using this to inform planning. __ Staff committed to developing/sharing practice; look for ways to improve their skills. Inter-visitations are common. Leads to high degree of consistency with shared understanding of expectations of student learning.
2.3b	the principal uses classroom observation and analysis of learning outcomes to improve teaching and learning.	__ Principal uses classroom observations of teachers to inform performance management decisions, but does not relate them to student data and work. __ Principal feedback to teachers is limited and has little impact on teachers' instructional skills.	__ Principal uses analysis of student data, student work and classroom observations to make performance management decisions. __ Principal provides continual and constructive feedback for teachers to improve their work.
2.3c	professional development is job-embedded and directly linked to changing instructional practice in order to improve student achievement.	__ Professional development activities are not fully aligned to implementing the curricula or meeting identified student and adult learning needs. __ Outcomes from training have limited impact on classroom practice as teachers are not held accountable for improving student learning.	__ All professional development activities are planned collaboratively and aligned to implementing curricula and meeting identified student and adult learning needs. __ Classroom practice improves due to teachers implementing professional development and taking responsibility for student learning.

Domain 3: Readiness to Act

3.1: Resource Authority

	Does the principal have the freedom to make streamlined, mission-driven decisions regarding people, time, money and program?	**Poor – minimal progress towards standard (2)**	**Acceptable – meets standard (4)**
	The extent to which		
3.1a	the principal has the authority to select and assign staff to positions in the school without regard to seniority.	__ Principal's staff selection procedures are restrictive, limiting principal's authority to hire suitably qualified and experienced personnel. __ Principal's ability to assign staff to most appropriate positions is limited.	__ Well-constructed staff selection procedures ensure principal's hiring of highly competent teachers and administrators. __ Principal has ability to make strategic allocation of staff roles and responsibilities, maximizing their skills. .
3.1b	the school has developed adequate human resource systems.	__ Limited self and peer reflection. __ Administration dialogue not focused on supporting individual or school-wide improvement. __ Professional development only partially addressed by individual and whole-school needs. __ Limited support, guidance and mentoring for teachers new to the school.	__ Staff continually engaged in monitoring and evaluating impact of their work. __ Constant dialogue with district leadership. __ Generic and individualized professional development directly relates to teacher needs and the academic goals of school. __ Strategic induction for teachers new to the school.
3.1c	the principal has the authority to implement controversial yet innovative practices.	__ Some attempt to recognize and reward highly successful staff, although these are limited because of the restricted authority given to the principal.	__ A variety of innovative mechanisms, such as performance-related pay or incentives for staff teaching in challenging schools; includes intrinsic rewards that are highly motivating.

	Does the principal have the freedom to make streamlined, mission-driven decisions regarding people, time, money and program?	**Poor – minimal progress towards standard (2)**	**Acceptable – meets standard (4)**
3.1d	the school corporation enables the principal to have the freedom to make decisions.	__ School corporation has limited knowledge of school's strengths and development needs. __ School autonomy is restricted and this constrains the flexibility afforded the principal.	__ School corporation has very good understanding of school, based on continual dialogue, monitoring and evaluation. __ Within this outcome and impact-driven context, principal is afforded high levels of autonomy, enabling site-based decision making and flexibility.
3.1e	the school corporation directs resources, including staffing, to schools differentiated on the basis of need.	__ School corporation has a strategy for needs-based resourcing, but this does not extend to ensuring that schools with students facing most challenges are staffed with the teachers most able to effect student growth.	__ School corporation has a strategy for delivering needs-based resourcing. This ensures that the school has been strategically staffed with the most suitable teachers to effect student growth.

3.2: Resource Ingenuity

	Is the principal adept at securing additional resources and leveraging partner relationships?	**Poor – minimal progress towards standard (2)**	**Acceptable – meets standard (4)**
	The extent to which		
3.2a	external partnerships have been strategically developed to engender academic improvement.	__ Some community partnerships, but do not consistently contribute to academic achievement; may even distract from student learning. __ Some adult volunteers but limited to a few classes or to providing support for visits and fieldwork.	__ School is tireless at finding people, skills, funds, time, equipment to meet its improvement goals. __ Adult volunteers are commonplace in the school. These partnerships clearly enhance student learning.
3.2b	the community is encouraged to participate in the decision-making and improvement work of the school.	__ Parents and community members have few opportunities to provide feedback about the quality and impact of the school's work. __ Parents have limited opportunities to participate in school committees and their input carries little weight in the final decisions.	__ Surveys and other means routinely used to gain feedback from parents and community members on value and quality of the school's work. __ Parents and community views are listened to and acted upon. __ They serve as active members of leadership group; actively engage in setting improvement agenda/goals and in monitoring progress.
3.2c	the principal promotes resourcefulness and ingenuity in order to meet student needs.	__ School leadership is staid and rarely seeks ways to increase its funding sources or develop innovative recruitment and curriculum practices. __ Staff is rarely encouraged to take risks and develop flexible approaches to their instruction to meet student needs.	__ School leadership is relentlessly seeking ways to increase its funding sources and develop innovative recruitment and curriculum practices. __ Staff is consistently encouraged to take risks and develop flexible approaches to their instruction in order to meet student needs.
3.2d	the school corporation has district-wide structures and strategies to maximize external resources.	__ School corporation has developed some partnerships which attract additional resources and energy. However, these partnerships are not strategically matched to school's needs. As a result, their impact is diminished.	__ School corporation has a strategic plan for identifying, developing and distributing external support and resources. __ Partnerships are allocated in direct response to school's needs. This has a positive impact on the work of the school and lessens the time required of the school to manage external partnerships.

3.3: Agility in the Face of Turbulence

	Is the principal flexible and inventive in response to conflicts and challenges?	**Poor – minimal progress towards standard (2)**	**Acceptable – meets standard (4)**
	The extent to which		
3.3a	the principal has the capacity to ensure school improvement.	__ Principal displays lack of skills and understanding of school improvement which means that s/he spends too much time dealing with crises and emergencies.	__ Principal demonstrates a good grasp of school improvement strategies such that the school is well focused on tackling underachievement through clearly identified actions.
3.3b	the principal provides competent stewardship and oversight of the school.	__ Principal has a vision for school improvement, but this is not shared sufficiently with the school community or focused on a clear strategic direction for the school. __ Daily routines are not well established and/or are not implemented consistently by all staff. __ Staff spend too much time dealing with conflicts and challenges.	__ Principal is outcome- and impact-driven and works collaboratively to create a strategic vision for continuous development. __ S/he engages with stakeholders in developing high expectations for student achievement and school improvement. __ Daily routines are well embedded/ implemented consistently by all staff. Time is well focused on student learning and school priorities.
3.3c	decisions are made and plans are developed on the basis of rigorous monitoring and evaluation.	__ School leaders infrequently collect and analyze achievement and other data to evaluate and monitor student and teacher outcomes. __ Little strategic planning based on the evaluations.	__ School leaders systematically collect and analyze data, including effectiveness of instruction and student work, to accurately evaluate and monitor student and teacher outcomes. __ The data is used to construct a well focused strategic plan to tackle areas for improvement.
3.3d	key faculty members have the capacity to support the work that is needed.	__ Leadership responsibilities are not effectively distributed to individuals and professional learning communities, and thus, a lack of clarity about roles and responsibilities for action planning. __ Key faculty members show limited skills in their ability to promote and implement change. __ Monitoring and evaluation lack rigor.	__ Leadership is effectively distributed to individuals and professional learning communities for clarity about roles and responsibilities for action planning. __ Key faculty members show good skills in their ability to promote and implement change. __ Monitoring and evaluation are rigorous.

	Is the principal flexible and inventive in response to conflicts and challenges?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
3.3e	the principal reshapes and incorporates local projects and special initiatives to meet students' needs.	__ Initiatives are implemented, but with little adaptation to meet the identified needs of students. __ School is not sufficiently discriminating in its adoption of projects to address student achievement. Thus, there is only limited impact, even when initiatives are implemented with fidelity.	__ All external projects and initiatives are carefully considered, modified and adapted to ensure support and reinforcement of school's goals and strategies for improvement. __ School effectively eliminates competing initiatives and/or those that do not directly address student achievement.
3.3f	the school corporation has the capacity to drive school improvement initiatives.	__ School corporation demonstrates limited skills and understanding of school improvement such that its support for and impact on the work of the school is limited.	__ School corporation demonstrates good levels of skills and understanding of school improvement such that its support for and impact on the work of the school is significant.
3.3g	the school corporation supports and enables flexibility and inventiveness within the school.	__ The district-wide plan acknowledges the needs of the school, but restricts the actions of the principal. __ Planning requirements of the school are rigid and take little account of its context or strategic plans.	__ The district-wide strategic plan demonstrates a good understanding of the school's needs and is focused on enabling the school to successfully implement its plans. __ Planning requirements enable the principal to develop one set of strategic plans that are fully in line with development needs and goals.

Appendix B

School Quality Review
Teachers' Survey

Indiana Department of Education

Instructions: This is a confidential survey for teachers whose schools are in the Technical Assistance Team (TAT) process. The purpose is to gather feedback from teachers on the school's educational programs. All responses are gathered as a group and all responses are strictly confidential. You will not be asked to identify yourself in any way.

1. Select the name of your school:
   - ❑ Dickinson Fine Arts Academy
   - ❑ Glenwood Leadership Academy

2. What grade level(s) do you teach? (Check all that apply).

❑ K	❑ 3	❑ 6
❑ 1	❑ 4	❑ 7
❑ 2	❑ 5	❑ 8

3. What subject(s) do you teach? (Check all that apply).

❑ English language arts	❑ Foreign language
❑ Mathematics	❑ Visual/performing arts
❑ Science	❑ Special education
❑ Social Studies/History	❑ English language learners

   - ❑ Other, please specify: _____

4. How many years have you been teaching?

❑ 0 – 2 years	❑ 20 – 29 years
❑ 3 – 5 years	❑ 30 or more years
❑ 6 – 9 years	❑ Other, please specify _____
❑ 10 – 19 years	

5. How many years have you been teaching *at this school*?

❑ Less than a full year	❑ 4 – 6 years
❑ 1 year	❑ 7 - 9 years
❑ 2 – 3 years	❑ 10 or more years

6. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our students are effectively encouraged to behave well, relate well to others and have positive attitudes toward learning.				
b) The school facility is clear and well kept.				
c) Our classrooms and hallways provide an attractive and stimulating environment fostering high academic and person expectations.				
d) Our school routines and rules are implemented consistently and communicated clearly to students, parents and staff.				
e) Our school has effective measures for promoting good attendance and eliminating truancy and tardiness.				

7. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our school has a robust core program ensures that students develop key learning and personal skills.				
b) Our school provides a well-rounded curriculum with enrichment activities to add interest and relevance.				
c) Our school provides career education and personal goal setting that are used to raise student aspirations and motivation.				

8. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) The adults at our school know and understand students' personal and academic needs related to race, ethnicity, poverty, the learning of English, and disabilities.				
b) Our school addresses the needs of families so that they can better support their children's learning.				
c) Our school develops students' skills, behaviors and values that enable them to effectively advocate for themselves.				

9. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our school works with parents to build positive relationships and to engage them as partners in their children's learning.				
b) Our school is successful in implementing a variety of strategies specifically designed to promote a sense of connection between students and adults.				

10. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our principal ensures that there is strong accountability for student achievement throughout the school.				
b) The staff feels deep accountability and a missionary zeal for student achievement.				
c) Our school's vision includes a shared commitment of challenging goals for all students.				
d) Our school corporation (district) drives the accountability agenda.				

11. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our school utilizes a coherent system to provide detailed student assessment day and analysis of results.				
b) Teachers in our school use data gathered from multiple types of assessments to plan instruction and activities that match the learning needs of the students.				
c) Teachers give feedback routinely to students and provide opportunities for them to assess their own learning.				

12. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our school schedule is flexible to ensure that individual student needs are met effectively.				
b) At our school, constructive links exist between planning, instruction and assessment resulting in leads to effective learning and good student progress.				

13. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our faculty works together, continually and naturally to help each other improve his//her professional practices.				
b) Our principal uses classroom observation and analysis of student data and work to provide teachers with continual and constructive feedback.				
c) Our professional development is job-embedded and is directly linked to changing instructional practice in order to improve student achievement.				

14. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly	I don't know
a) Our principal has the authority to select and assign staff to positions in the school without regard to seniority.					
b) Our school has developed adequate human resource systems, (e.g., hiring of effective teachers, mentoring of new teachers, evaluating our own work).					
c) Our principal has the authority to implement innovative practices, (e.g. recognition of staff through performance pay for teaching in challenging schools).					

15. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly	I don't know
a) The school corporation enables our principal to have the freedom to make decisions at a high level.					
b) Our school corporation directs resources, including staffing, to schools differentiated on the basis of need.					

16. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our school has strong external strategic partnerships with people, funding sources, and community resources leading our school to meet its school improvement goals.				
b) Our community is encouraged to participate in the decision-making and improvement work of the school.				
c) Our principal and other school leaders promote resourcefulness and ingenuity in order to meet student needs.				
d) Out school corporation has district-wide structures and strategies to maximize external resources.				

17. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our principal has the capacity (ability) to ensure school improvement.				
b) Our principal provides competent stewardship and oversight of the school.				
c) The principal and other school leaders make decisions and plans based on rigorous monitoring and evaluation.				
d) Key faculty members have the capacity to support the work that is needed.				

18. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our principal reshapes and incorporates local projects and special initiatives to meet students' needs, (e.g., eliminates initiatives that do not directly impact student achievement).				
b) The school corporation has the capacity to drive school improvement initiatives.				
c) The school corporation supports and enables flexibility and inventiveness for our school.				

19. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) I clearly understand what is expected of me when it comes to student achievement.				
b) The school provides me with the instructional resources necessary to ensure high quality instruction.				
c) The school ensures that additional instruction and learning time is provided for all students who require it to meet academic standards.				

20. What instructional resources do you use REGULARLY?

- ❑ Core text books (e.g., published by Holt, Prentice Hall)
- ❑ Trade books (e.g., novels, expository books)
- ❑ Newspapers, magazines,
- ❑ Teacher-created materials
- ❑ Supplemental materials from textbook companies (e.g., CDs, posters)
- ❑ Overhead slides
- ❑ Technology (e.g., computers, Smart board, internet, Facebook)
- ❑ Handouts, worksheets
- ❑ Manipulatives
- ❑ Other, please specify: _____

21. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) The school has a reasonable and attainable number of initiatives.				
b) The school's initiatives related to and support the instructional vision.				
c) The principal visits my classroom regularly.				
d) The principal is actively involved in teaching and learning.				
e) The principal provides me with regular feedback and support.				

22. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) I feel safe sharing my practices with my peers.				
b) I find collaborating with the peers useful.				
c) There is a formal time for me to collaborate with my peers.				

23. Who are you most likely to approach when you are seeking professional support?
    a) Another teacher
    b) The principal
    c) The assistant principal
    d) An instructional coach
    e) Other, please specify _____

24. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) I regularly require my students to use higher order thinking skills.				
b) I am confident that my students are actively engaged during class.				
c) I have intentionally set up my classroom as an effective learning environment.				
d) My students can accurately describe to what degree they have mastered content standards for my course.				

25. Is there anything else you would to add about your school?

Appendix C

School Quality Review
Parents' Survey

Indiana Department of Education

Instructions: This is a confidential survey for parents whose students attend a school in the Technical Assistance Team (TAT) process. The purpose is to gather feedback from parents on the school's community and parent outreach initiatives. All responses are gathered as a group and all responses are strictly confidential. You will not be asked to identify yourself in any way.

1. Select the name of your school:
   - ❑ Dickinson Fine Arts Academy
   - ❑ Glenwood Leadership Academy

2. What grade level(s) does your student(s) attend? (Check all that apply).

❑ K	❑ 3	❑ 6
❑ 1	❑ 4	❑ 7
❑ 2	❑ 5	❑ 8

3. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
d) The adults at our school know and understand students' personal and academic needs related to race, ethnicity, economic challenges, the learning of English, and disabilities.				
e) Our school addresses the needs of families so that they can better support their children's learning.				
f) Our school develops students' skills, behaviors and values that enable them to effectively advocate for themselves.				

4. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
c) Our school works with parents to build positive relationships and to engage them as partners in their children's learning.				
d) Our school is successful in implementing a variety of strategies specifically designed to promote a sense of connection between students and adults.				

5. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
e) Our community is encouraged to participate in the decision-making and improvement work of the school.				
f) Our principal and other school leaders promote resourcefulness and ingenuity in order to meet student needs.				
g) Out school corporation has district-wide structures and strategies to maximize external resources.				

6. Who are you most likely to approach when you are seeking support or information from the school?
   a) A Teacher. Which teacher (Optional)? _____
   b) The principal
   c) The assistant principal
   d) The Parent Liaison
   e) Other, please specify _____

7. Is there anything else you would to add about your school?

Appendix D

School Quality Review
School Leaders' Self-Evaluation

Indiana Department of Education

Name of principal:	
Name of school:	

- Please complete with as much relevant detail as you can. The form might be completed as a staff professional development exercise, if appropriate.
- Send the completed form electronically by **October 14, 2011** to Jim Larson: jlarson@doe.in.gov
- The form will help your school to prepare for the discussions both before and during the review and will help the review team better know you and your school.

Instructions for Completing the Form

- Be evaluative, rather than descriptive, with a focus on student outcomes.
- Include the sources of the evidence, e.g. "Tenth grade boys performed better in Algebra than 10th grade girls according to end of course assessments", "according to parents' questionnaires from 2008."
- Be brief (for example, use bullet points or note form).
- Keep to the document to a maximum of 10, one-sided pages.
- Enter an "X" into the appropriate box (1-4) which most accurately reflects your judgment of overall quality in response to the questions.
- Please omit sections where you feel that you are not in a position to respond.
- Section 3 is summative and asks for your self evaluation of the school overall. Please do not spend time repeating what you have already said elsewhere.

Scale	Description	Interpretation
4	acceptable	routine and consistent - meets standard.
3	fair	present, though limited and/or inconsistent – making progress towards standard.
2	poor	minimal evidence of this happening in the school – attempt to meet the standard.
1	unacceptable	no evidence of this happening in the school – no attempt to meet standard.

How should the evaluation rating be determined?

You may find it helpful to refer to "Poor" and "Acceptable" statements in the School Quality Review Rubric.

What approach should we take?

Schools have adopted different approaches. In some schools, the principal and the leadership team have completed the form as a part of one of their regular meetings. Other schools have devoted part of a faculty meeting as a way of involving all members of staff.

School Profile		
School name: School address: School telephone number: Principal's direct phone number: Principal's e-mail:		
	2010-2011	2011-2012
Grades:		
Number of students enrolled:		
Number of general education students:		
Percentage of special education students:		
Percentage of English language learner students:		
Suspensions:		
Expulsions:		
Percentage of students that are free/reduced lunch eligible:		
Total number of teachers:		
Total number of teachers that did not return from previous year:		
Attendance rate:		
Ethnic make-up of the students (percentages):		

1a. What is distinctive about your school?

1b. Students and parents hold the school in high regards.						
		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable
How do you know? What do (a) students and (b) parents most like about the school? What do they feel needs improvement, and what action is being taken?						

1c. Student achievement is continuously improving, especially in the core subjects.

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

In which subjects and grades do students do best, and why?

In which subjects and grades is improvement needed, and what action is being taken?

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken? (e.g. Boys are performing better than girls in math.)

2.1. The school culture and environment is safe and conducive to learning, with clear routines and procedures implemented consistently.

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

2.2. The school uses a well-rounded curriculum with enrichment activities to add interest and inspire students to learn.

		4	3	2	1	
School Self-Evaluation	acceptable					Unacceptable

How do you know?

2.3. The school understands and implements strategies to address the unique personal and academic needs of students' race, ethnicity, poverty, English language learners, and students with special needs.

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

2.4 Students in the school have positive and enduring mentor/ teacher relationships.

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

2.5. The school has a strong organizational culture, characterized by trust, respect and mutual responsibility for all faculty and staff.

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

2.6. The school has coherent systems to gather, analyze and track student performance, using diagnostic, formative and summative assessment data to differentiate instruction.

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

2.7. A professional teaching culture exists within the school, which promotes faculty and staff participation, collaboration and training to enhance student learning.

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

2.8. The principal has the freedom to make streamlined, mission-driven decisions regarding people, time, money, and program.

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

2.9. The principal is adept at securing additional resources and leveraging partner relationships to meet particular student needs.

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

2.10. The principal is flexible and inventive in responding to conflicts and challenges; including, but not limited to, adjusting the schedule, incorporating local projects, leveraging community partnerships.

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

3a. How effective is your school overall?

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

What are its notable strengths?

What are the main priorities for improvement?

3b. What are the most significant aids and/or barriers to raising achievement and progress?

3c. The school works in partnership with the school corporation.

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

What are the strongest features?

What aspects could be improved?

3d. Is there anything else you would like reviewers to know before they arrive at your school?

Appendix E

School Quality Review
Classroom Observation Form

Indiana Department of Education

SCHOOL: _____ OBSERVER: _____
TEACHER: _____ GRADE/SUBJECT: _____
DATE OF OBSERVATION: _____ START TIME: _____ END TIME: _____
Directions: Beneath each of the five categories is a list of items to consider. Familiarize yourself with each list to activate your own schema and provide a framework for your Rating and Evidence. Then complete the right-hand column.

		or Related Notes
Classroom Management	**Classroom Environment** Safety, order, visible and invisible structures, academic atmosphere, student-centeredness, peer support, purposeful/practical space arrangement, student-work displays	Low 1 2 3 4 High
	Classroom Culture High expectations, achievement, rigor, relationships, respect, tolerance, collaboration, urgency	Low 1 2 3 4 High
	Behavior Management Efficiency, effectiveness, respect, rules and routines, consistency, compliance	Low 1 2 3 4 High
Academics	**Instructional Execution** Objective-driven, knowledge or skill development, levels of connections being made, rigor, differentiation, student practice, scaffolded concepts, pacing, progress charting, higher order thinking, students interests and backgrounds	Low 1 2 3 4 High
	Engagement Compliance level, "on-taskness", students' personal interest level, making relevant connections, Instruction-CFU-Lesson Modification Cycle	Low 1 2 3 4 High

	0:05				0:10				0:15				0:20			
FRACTION OF CLASS ENGAGED	< ½	½	¾	ALL	< ½	½	¾	ALL	< ½	½	¾	ALL	< ½	½	¾	ALL
WHAT IS HAPPENING IN THE ROOM?																

Notes	

Appendix F

School Quality Review
Principal's Check-List

Indiana Department of Education

Before the Visit

- ☐ Meet with staff; discuss school status and Quality School Review
- ☐ Complete School Leaders' Self-Evaluation
- ☐ Develop visit calendar and communicate with IDOE Director of School Turnaround
- ☐ Invite school district representative to attend appropriate sessions
- ☐ Select and schedule parents' meeting
- ☐ Select and schedule community meeting
- ☐ Select and schedule teachers' focus group
- ☐ Select and schedule teachers to share lesson planning
- ☐ Select and schedule students' focus group
- ☐ Select and schedule students' to share work
- ☐ Determine rooms for meetings and for TAT to use
- ☐ Plan to participate in the 2-day site visit

➢ **During the Visit**

- ☐ Be available for all classroom visits
- ☐ Attend meeting with TAT at end of each day
- ☐ Provide additional information to TAT as requested

➢ **After the Visit**

- ☐ Receive report from IDOE
- ☐ District engages in conversation with IDOE about MOA
- ☐ Request assistance from IDOE in revising school improvement plan

Appendix G

TAT: Code of Conduct

When conducting the Indiana School Quality Review, I will to the best of my ability:

- Evaluate objectively and impartially
- Report honestly, accurately, fairly; ensure judgments accurately and reliably reflect the school's work
- Work with integrity, treating everyone with courtesy and respect
- Do all I am able to minimize stress of staff being observed or demanding unreasonable amounts of paperwork
- Act with the best interests and well-being of students and staff
- Communicate clearly, frankly and sensitively in order to ensure understanding between the review team and those interviewed
- Listen respectfully to the evidence presented by the school and within the team
- Respect the confidentiality of information
- Accept and comply with IDOE's monitoring and quality assurance policy

_____ _____

Print Name Date

_____

Sign Name

Appendix H

School Quality Review
TAT Core Values

Indiana Department of Education

IDOE Vision:

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.

TAT Mission:

The Technical Assistance Team will provide accurate, actionable feedback to each school in year 4 of academic probation in order to help them improve the educational outcomes for students.

TAT Core Values:

- **Respect & Humility**

  We value the strengths, experiences and perspectives of others, and recognize our own limitations as a third party review team. We are committed to developing effective partnerships with schools and the communities they serve to ensure that our work advances the broader good for the students in the building.

- **Assume the Best**

  The Technical Assistance Team operates with a positive lens during all interactions with internal and external audiences. We assume the best in others and believe we all work with the best interests of the students and the goals we have set for our schools in the forefront of our minds.

- **Seek to Understand**

  As a third party reviewer, the Technical Assistance Team operates to understand the complex and unique aspects of each school through observation and question cycles. The team will make recommendations for each school only after developing a comprehensive understanding of the school, its faculty, and its current situation.

- **Integrity**

  The Technical Assistance Team will operate with a sense of wholeness, deriving from honesty and rightness of character. In our relationships with each other and school and district personnel we will be honest and respectful, always focused on our mission of providing accurate and actionable feedback to schools in order to improve the educational experience of each student.

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Technical Assistance Teams

School Quality Review Rubric

Domain 1: Readiness to Learn

1.1: Safety, Discipline, and Engagement

	Is the school environment safe; conducive to learning?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent that		
1.1a	students are effectively encouraged to behave well, relate well to others and have positive attitudes toward learning.	__ Inconsistent promotion of equality of opportunity, cultural respect and a sense of fairness and students perform poorly in these areas. __ Many students have a negative attitude to learning. __ Behavior inconsistent and challenging. __ School's systems for tackling vandalism, bullying, violence, sexism or racism lack rigor and/or consistency of implementation. __ As a result, some students are either exposed to or perpetrate inappropriate and challenging behaviors. __ Some students do not feel safe in school.	__ Consistent promotion of equality of opportunity, cultural respect and a sense of fairness and students' abilities in these areas are good. __ Students behave well and have positive attitudes to learning. __ School effectively addresses vandalism, bullying, violence, sexism and racism so that there are few incidents and are eliminated immediately. __ Agreed policies and procedures support students and protect them from harm, abuse and neglect. __ Students feel safe in school.
1.1b	classrooms and hallways provide an attractive and stimulating environment fostering high academic and personal expectations.	__ Limited display of student work in hallways with little rationale for the display. __ Display may be untidy or superficial or commercially produced. __ Many classrooms are overly teacher-centered with few examples of student work evident.	__ Well-displayed student work in halls, display areas and throughout the school. __ Reason for display is evident, including rubrics and teacher or student evaluation and feedback. __ Display is fresh and pertinent; rooms are student-centered, interactive, engaging and inviting.

	Is the school environment safe; conducive to learning?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
1.1c	school routines and rules are implemented consistently and communicated clearly to students, parents and staff.	__ Codes of behavior and school routines are not clearly articulated. __ Communications with students, families and community members are not consistently in a language they best understand. __ Supervision of students can sometimes be less than what is required to maintain a safe and well-ordered environment.	__ School has clear codes of behavior and well defined but flexible routines which are applied consistently. __ Codes and routines are transparent to all students, parents and staff. __ Supervision of students is at a premium at all times during the school day.
1.1d	the school has effective measures for promoting good attendance and eliminating truancy and tardiness.	__ Has ineffective policies and procedures for promoting good attendance and tardiness. __ Links between achievement and students' attendance are not routinely analyzed. __ Student and teacher attendance and punctuality are poor.	__ School has effective policies and procedures for promoting good attendance and tardiness. __ Links between achievement and students' attendance are routinely analyzed. __ Student and teacher attendance and punctuality are good.
1.1e	a robust core program ensures that students develop key learning and personal skills.	__ Little coherence within or between content areas. __ Little planning is done to ensure continuity for students. __ Vertical articulation of curriculum is weak. __ Limited use of technology or to developing 21st Century skills. __ Limited opportunities for students to engage in extended pieces of project work or to collaborate in pairs or groups. __ As a result, students' skills and understanding are not developing quickly enough.	__ Laser-like focus on reading, writing and math. __ Vertical and horizontal articulation of curriculum ensures that progress is coherent and consistent. __ Often use thematic and project-based teaching. __ Power standards identified and explicitly addressed with students. __ Curriculum makes effective use of technology and development of 21st Century skills. __ Student collaborative learning is common, and students are taught how to cooperate successfully in groups. __ Students' skills and understanding are developing well.

	Is the school environment safe; conducive to learning?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent that		
1.1f	the school provides a well-rounded curriculum with enrichment activities to add interest and relevance.	__ Is narrow and provides limited opportunities for student participation in a broad range of learning experiences. __ Does little to meet the academic and cultural needs and interests of the students. __ Enrichment and support activities may occur, but are not appropriate or not carefully planned into the subject or grade long-term plan.	__ Curriculum is relevant, diverse and culturally sensitive. __ Includes broad range of learning experiences. __ Is set in a coherent, planned enrichment and support program that is embedded within the curriculum for each grade or subject. __ Leads to highly motivating activities and to student engagement.
1.1g	career education and personal goal setting are used to raise student aspirations and motivation.	__ Personal goals may or may not be set, but routine review does not occur expect at year's end. __ Few opportunities for students to consider possible careers and to develop their understanding of academic and skill requirements so that their learning often remains out of context. __ Access to counselors or other adults is limited.	__ Opportunities for students to set and review their personal goals are frequent and part of a planned schedule. __ Visits, visitors and content teachers are all part of a coherent approach to developing students' understanding of careers and opportunities. __ Students have good access to counselors.

1.2 Action Against Adversity

	Does the school directly address students' poverty-driven deficits?	**Poor – minimal progress towards standard (2)**	**Acceptable – meets standard (4)**
	The extent to which		
1.2a	the school knows and understands students' personal and academic needs address race, ethnicity, poverty, English language learners and students with disabilities	__ Lack of clear communication and understanding of the students' backgrounds and needs due to systems and structures not in place or inappropriate. This limits the ability of the school to set suitable goals with students. __ School has some connections with local service providers but they do not consistently help to address students' social and personal needs.	__ Systems and structures in place that facilitate clear communication and understanding of the students' backgrounds and needs. __ School connects with a broad range of health and social service providers to directly address student needs. __ Personalized goals are well focused and appropriate.
1.2b	the school addresses the needs of families so that they can better support student learning.	__ Occasional workshops are held for parents to help them develop their own skills, although these do not fit into a comprehensive plan of meeting family needs. __ School posts basic guidance about accessing available support within the community.	__ Parent classes to develop their skills related to employability or parenting skills are programmed throughout the school year. __ School communicates with students and families through multiple means regarding guidance, including career and college guidance.
1.2c	the school develops students' skills, behaviors and values that enable them to effectively advocate for themselves.	__ School offers only a limited range of courses and experiences to directly confront student needs. As a result, it is ineffective in promoting the development of maturity and self-confidence among students such that they are able to overcome adversity.	__ School offers a variety of courses and experiences to directly confront student needs. Examples include conflict resolution, anger management and life skills. These experiences effectively promote the development of maturity and self-confidence among students such that they are able to overcome adversity.

1.3 Close Student-Adult Relationships

	Do students have positive and enduring mentor/teacher relationships?	**Poor – minimal progress towards standard** (2)	**Acceptable – meets standard** (4)
	The extent to which		
1.3a	the school works with parents to build positive relationships and to engage them as partners in their children's learning.	__ Limited or weak communication with parents. __ Teachers know how to contact students' families but families retain the initiative to do so. __ Few workshops explain the work of the school. learning changes taking place or what can be done at home to support learning. __ Provides basic guidance about accessing available support within the community.	__ Information is sent out regularly to parents; is clear, comprehensive, user-friendly and available in languages of students' parents – written or orally. __ School understands its hard-to-reach families and has a variety of strategies to increase parental engagement in the school. __ Workshops are routinely held to keep families informed of curriculum developments and what can be done at home to support learning.
1.3b	the school is successful in implementing a variety of strategies specifically designed to promote a sense of connection between students and adults.	__ Student-to-adult relationships are often fragile, may lack warmth, and may not be respectful at all times, sometimes being tense and/or inappropriate. __ The school has adopted a few strategies, although they are not implemented with rigor or consistency, to promote student-to-adult connections. . __ Students report that they do not have an adult in the building to whom they would turn.	__ Relationships throughout the school are warm and relaxed, demonstrating high levels of trust. __ Positive personal relationships are evident among students and adults. __ A variety of strategies, such as advisory time, looping, and small learning communities, are successfully used to promote student-to -adult connections. __ Students report that they have an adult in the building to whom they would turn if necessary.

Domain 2: Readiness to Teach

2.1: Shared Responsibility for Achievement

	Does the school have a strong organizational culture, characterized by trust, respect and mutual responsibility?	**Poor – minimal progress towards standard (2)**	**Acceptable – meets standard (4)**
	The extent to which		
2.1a	the principal ensures that there is strong accountability for student achievement throughout the school.	__ Principal is insufficiently rigorous or concerned about accountability for student achievement throughout the school. __ He/she does not maintain full attention on student achievement.	__ Principal is relentless in ensuring a strong sense of accountability for student achievement throughout the school. __ He/she has a laser-like focus on student achievement.
2.1b	the staff feels deep accountability and a missionary zeal for student achievement.	__ Staff are not committed to improving student outcomes and do not hold themselves accountable. __ Staff are not consistently focused on improving student achievement	__Staff consistently holds themselves accountable for the impact and outcomes of their work __ Staff constantly focuses on improving student achievement; nothing allowed to detract from mission.
2.1c	a shared commitment to a vision of the school includes challenging goals for all students.	__ Not all staff understand or share a common vision which underpins the challenging goals and personalized instruction required for students.	__ All staff shares the vision for the school and are committed to flexible approaches to ensure that students can meet their personalized goals.
2.1d	the school corporation drives the accountability agenda.	__ The school corporation is insufficiently rigorous in promoting a shared responsibility for student achievement.	__ School corporation is relentless about ensuring that there is a strong sense of accountability for student achievement throughout the school.

2.2: Personalization of Instruction

	Are diagnostic assessments used frequently and accurately to inform instructional decisions and promote student learning?	**Poor – minimal progress towards standard (2)**	**Acceptable – meets standard (4)**
	The extent to which		
2.2a	the school utilizes a coherent system to provide detailed tracking and analysis of assessment results.	__ Procedures for collecting and analyzing student performance and personal data do not exist or are inconsistent. __ Dissemination of data results is infrequent or not given to teachers in a timely manner, leading to an unclear understanding of student performance.	__ Procedures for collecting and analyzing student performance and personal data are rigorous and systematic. __ Regular and timely dissemination of data leads to a clear and well-rounded understanding of performance and progress over time.
2.2b	teachers use data gathered from multiple assessments to plan instruction and activities that match the learning needs of students.	__ Formative assessments used infrequently. __ Are not implemented with fidelity. __ Results are interpreted incorrectly; teachers do not have a clear understanding of the problem areas for students __ As a result, teachers are not adapting their teaching quickly enough to ensure that students are able to grasp concepts that are difficult for them.	__ Teachers regularly use formative assessments. __ Formative assessments are implemented with fidelity. __ Results are interpreted correctly by teachers. __ Are used to adapt teaching and to re-teach to enable students to grasp difficult concepts.
2.2c	teachers give feedback to students; involve them in the assessment of their work and in the setting of achievement goals.	__ Feedback to students is infrequent or delayed so they are unsure how well they are doing. __ Students have limited opportunities to assess their own learning, with many students often unclear as to what they need to do to improve.	__ Feedback to students is immediate. __ Students have the opportunity and ability to assess their own learning. __ Students understand what the need to do to improve, are able to work independently and use initiative in working towards their achievement goals.

	Are diagnostic assessments used frequently and accurately to inform instructional decisions and promote student learning?	**Poor – minimal progress towards standard (2)**	**Acceptable – meets standard (4)**
2.2d	the schedule is used flexibly to ensure that individual student needs are met effectively.	__ Intervention programs are in place to meet the identified needs of students, although they retain a set pattern and are rarely adapted to the changing needs of a cohort. __ The daily schedule remains intact even though students may need additional support.	__ The use of instructional time is modified to provide different schedules and time slots that quickly and effectively address the needs identified through the school's assessment systems.
2.2e	the overall impact of planning, instruction and assessment leads to effective student learning.	__ There are limited links between assessment, planning and instruction which means that students' learning and progress is not as good as it should be.	__ The constructive links between assessment, planning and instruction result in effective learning and good student progress.

2.3: Professional Teaching Culture

	Does the professional culture promote faculty and staff participation, collaboration and training to enhance student learning?	**Poor – minimal progress towards standard (2)**	**Acceptable – meets standard (4)**
	The extent to which		
2.3a	the faculty works together, incessantly and naturally to help each other improve their practice.	__ Limited opportunities for and/or a reluctance for collaboration among staff. Opportunities provided are used at a basic level, such as organization of resources. __ Some staff not committed to developing/sharing their practice. As a result, there is little consistency within teams and no clear and agreed understanding of expectations of student learning.	__ Frequent opportunities for collaboration among staff, which focus on reviewing student outcomes and using this to inform planning. __ Staff committed to developing/sharing practice; look for ways to improve their skills. Inter-visitations are common. Leads to high degree of consistency with shared understanding of expectations of student learning.
2.3b	the principal uses classroom observation and analysis of learning outcomes to improve teaching and learning.	__ Principal uses classroom observations of teachers to inform performance management decisions, but does not relate them to student data and work. __ Principal feedback to teachers is limited and has little impact on teachers' instructional skills.	__ Principal uses analysis of student data, student work and classroom observations to make performance management decisions. __ Principal provides continual and constructive feedback for teachers to improve their work.
2.3c	professional development is job-embedded and directly linked to changing instructional practice in order to improve student achievement.	__ Professional development activities are not fully aligned to implementing the curricula or meeting identified student and adult learning needs. __ Outcomes from training have limited impact on classroom practice as teachers are not held accountable for improving student learning.	__ All professional development activities are planned collaboratively and are aligned to implementing the curricula and to meeting identified student and adult learning needs. __ Classroom practice improves as a result of teachers implementing the professional development and their adopting responsibility for improving student learning.

Domain 3: Readiness to Act

3.1: Resource Authority

	Does the principal have the freedom to make streamlined, mission-driven decisions regarding people, time, money and program?	**Poor – minimal progress towards standard (2)**	**Acceptable – meets standard (4)**
	The extent to which		
3.1a	the principal has the authority to select and assign staff to positions in the school without regard to seniority.	__ Principal's staff selection procedures are restrictive, limiting principal's authority to hire suitably qualified and experienced personnel. __ Principal's ability to assign staff to most appropriate positions is limited.	__ Well-constructed staff selection procedures ensure principal's hiring of highly competent teachers and administrators. __ Principal has ability to make strategic allocation of staff roles and responsibilities, maximizing their skills. .
3.1b	the school has developed adequate human resource systems.	__ Limited self and peer reflection. __ Administration dialogue not focused on supporting individual or school-wide improvement. __ Professional development only partially addressed by individual and whole-school needs. __ Limited support, guidance and mentoring for teachers new to the school.	__ Staff continually engaged in monitoring and evaluating impact of their work. __ Constant dialogue with district leadership. __ Generic and individualized professional development directly relates to teacher needs and the academic goals of school. __ Strategic induction for teachers new to the school.
3.1c	the principal has the authority to implement controversial yet innovative practices.	__ Some attempt to recognize and reward highly successful staff, although these are limited because of the restricted authority given to the principal.	__ A variety of innovative mechanisms, such as performance-related pay or incentives for staff teaching in challenging schools; includes intrinsic rewards that are highly motivating.

	Does the principal have the freedom to make streamlined, mission-driven decisions regarding people, time, money and program?	**Poor – minimal progress towards standard (2)**	**Acceptable – meets standard (4)**
3.1d	the school corporation enables the principal to have the freedom to make decisions.	__ School corporation has limited knowledge of school's strengths and development needs. __ School autonomy is restricted and this constrains the flexibility afforded the principal.	__ School corporation has very good understanding of school, based on continual dialogue, monitoring and evaluation. __ Within this outcome and impact-driven context, principal is afforded high levels of autonomy, enabling site-based decision making and flexibility.
3.1e	the school corporation directs resources, including staffing, to schools differentiated on the basis of need.	__ School corporation has a strategy for needs-based resourcing, but this does not extend to ensuring that schools with students facing most challenges are staffed with the teachers most able to effect student growth.	__ School corporation has a strategy for delivering needs-based resourcing. This ensures that the school has been strategically staffed with the most suitable teachers to effect student growth.

3.2: Resource Ingenuity

	Is the principal adept at securing additional resources and leveraging partner relationships?	**Poor – minimal progress towards standard (2)**	**Acceptable – meets standard (4)**
	The extent to which		
3.2a	external partnerships have been strategically developed to engender academic improvement.	__ Some community partnerships, but do not consistently contribute to academic achievement: may even distract from student learning. __ Some adult volunteers but limited to a few classes or to providing support for visits and fieldwork.	__ School is tireless at finding people, skills, funds, time, equipment to meet its improvement goals. __ Adult volunteers are commonplace in the school. These partnerships clearly enhance student learning.
3.2b	the community is encouraged to participate in the decision-making and improvement work of the school.	__ Parents and community members have few opportunities to provide feedback about the quality and impact of the school's work. __ Parents have limited opportunities to participate in school committees and their input carries little weight in the final decisions.	__ Surveys and other means routinely used to gain feedback from parents and community members on value and quality of the school's work. __ Parents and community views are listened to and acted upon. __ They serve as active members of leadership group; actively engage in setting improvement agenda/goals and in monitoring progress.
3.2c	the principal promotes resourcefulness and ingenuity in order to meet student needs.	__ School leadership is staid and rarely seeks ways to increase its funding sources or develop innovative recruitment and curriculum practices. __ Staff is rarely encouraged to take risks and develop flexible approaches to their instruction to meet student needs.	__ School leadership is relentlessly seeking ways to increase its funding sources and develop innovative recruitment and curriculum practices. __ Staff is consistently encouraged to take risks and develop flexible approaches to their instruction in order to meet student needs.
3.2d	the school corporation has district-wide structures and strategies to maximize external resources.	__ School corporation has developed some partnerships which attract additional resources and energy. However, these partnerships are not strategically matched to school's needs. As a result, their impact is diminished.	__ School corporation has a strategic plan for identifying, developing and distributing external support and resources. __ Partnerships are allocated in direct response to school's needs. This has a positive impact on the work of the school and lessens the time required of the school to manage external partnerships.

3.3: Agility in the Face of Turbulence

	Is the principal flexible and inventive in response to conflicts and challenges?	**Poor – minimal progress towards standard (2)**	**Acceptable – meets standard (4)**
	The extent to which		
3.3a	the principal has the capacity to ensure school improvement.	__ Principal displays lack of skills and understanding of school improvement which means that s/he spends too much time dealing with crises and emergencies.	__ Principal demonstrates a good grasp of school improvement strategies such that the school is well focused on tackling underachievement through clearly identified actions.
3.3b	the principal provides competent stewardship and oversight of the school.	__ Principal has a vision for school improvement, but this is not shared sufficiently with the school community or focused on a clear strategic direction for the school. __ Daily routines are not well established and/or are not implemented consistently by all staff. __ Staff spend too much time dealing with conflicts and challenges.	__ Principal is outcome- and impact-driven and works collaboratively to create a strategic vision for continuous development. __ S/he engages with stakeholders in developing high expectations for student achievement and school improvement. __ Daily routines are well embedded/ implemented consistently by all staff. Time is well focused on student learning and school priorities.
3.3c	decisions are made and plans are developed on the basis of rigorous monitoring and evaluation.	__ School leaders infrequently collect and analyze achievement and other data to evaluate and monitor student and teacher outcomes. __ Little strategic planning based on the evaluations.	__ School leaders systematically collect and analyze data, including effectiveness of instruction and student work, to accurately evaluate and monitor student and teacher outcomes. __ The data is used to construct a well focused strategic plan to tackle areas for improvement.
3.3d	key faculty members have the capacity to support the work that is needed.	__ Leadership responsibilities are not effectively distributed to individuals and professional learning communities, and thus, a lack of clarity about roles and responsibilities for action planning. __ Key faculty members show limited skills in their ability to promote and implement change. __ Monitoring and evaluation lack rigor.	__ Leadership is effectively distributed to individuals and professional learning communities for clarity about roles and responsibilities for action planning. __ Key faculty members show good skills in their ability to promote and implement change. __ Monitoring and evaluation are rigorous.

	Is the principal flexible and inventive in response to conflicts and challenges?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
3.3e	the principal reshapes and incorporates local projects and special initiatives to meet students' needs.	__ Initiatives are implemented, but with little adaptation to meet the identified needs of students. __ School is not sufficiently discriminating in its adoption of projects to address student achievement. Thus, there is only limited impact, even when initiatives are implemented with fidelity.	__ All external projects and initiatives are carefully considered, modified and adapted to ensure support and reinforcement of school's goals and strategies for improvement. __ School effectively eliminates competing initiatives and/or those that do not directly address student achievement.
3.3f	the school corporation has the capacity to drive school improvement initiatives.	__ School corporation demonstrates limited skills and understanding of school improvement such that it's support for and impact on the work of the school is limited.	__ School corporation demonstrates good levels of skills and understanding of school improvement such that it's support for and impact on the work of the school is significant.
3.3g	the school corporation supports and enables flexibility and inventiveness within the school.	__ The district-wide plan acknowledges the needs of the school, but restricts the actions of the principal. __ Planning requirements of the school are rigid and take little account of its context or strategic plans.	__ The district-wide strategic plan demonstrates a good understanding of the school's needs and is focused on enabling the school to successfully implement its plans. __ Planning requirements enable the principal to develop one set of strategic plans that are fully in line with development needs and goals.

What is a Turnaround School Operator?

The goal of school turnaround is to realize significant improvement over a short time. This requires swift attention to school-level autonomy, including the freedom to select the administrative team, teachers and staff, and flexibility with educational programming and school budgeting. While the school can have open enrollment, students in the attendance boundary area must be offered educational services.

The primary responsibility of a Turnaround School Operator is to implement an instructional program that results in improved student performance. The State Board will establish performance targets for each school. The TSO will manage a school and is responsible for all aspects of administration including but not limited to personnel, budget decisions, food service, information technology, and extracurricular supports. In overseeing the school, the TSO will, among other duties outlined in any contract established between the state and the TSO, be responsible for the following:

- Meeting agreed upon performance criteria and acceptance of the consequences for failing to do so.

- Providing data about interim and annual school-level results, including both leading and lagging indicators of success and failure.

- Developing a community engagement strategy to help build support for dramatic change in the school.

- Recruiting a diverse population of teachers and leaders who have a proven record of success in increasing student achievement.

- Engaging in community support to garner human resources needed for reform.

- Establishing the school calendar according to student needs.

- Identifying and engaging supporting partners (e.g. mental health organization) to address social, emotional and behavioral issues.

- Managing the school using a budget based on available per pupil amount proportionate share of federal funding (i.e., Title I, Title II, Title III, Education Technology, Special Education).

- Ensuring compliance with all applicable federal program requirements, including but not limited to Title I, Title, II, Title III, and the Individuals with Disabilities Education Act (as adopted in 511 IAC 7).

Turnaround School Operators v. Lead Partners

Turnaround School Operator (TSO)

- The 2011-2012 will be an observational year, where TSOs will observe, evaluate and gather data to make informed decisions to best design an effective school model.
- TSOs will be given control of school operations in their entirety starting in the 2012-2013 school year.
- The TSO will receive the per pupil state funding that had previously gone to the School Corporation.
- Faculty and staff who work at a turnaround academy will be employed by the TSO, not the LEA.
- TSOs will receive a 4 year contract following the initial observational year to operate the school.

- All schools will continue to be evaluated under the state's accountability system as any other public school would.
- The School Corporation retains ownership of the school facilities.
- IDOE will support the implementation of these interventions with school improvement funds for the initial year.
- Contact the IDOE School Improvement and Turnaround Office at turnaround@doe.in.gov with any questions.

Lead Partner (LP)

- LPs will spend a few months integrating themselves into the school and assessing its needs, but will begin providing during the 2011-2012 school year.
- The School Corporation will remain in control of school operations and continue receiving the per pupil funding from the state.
- LPs will be funded throughout their contract through school improvement funds.
- Faculty and staff employed at a school with a LP will remain an employee of the School Corporation.
- LPs will provide targeted support to a school based on recommendations from IDOE. The LP will have autonomy to design the intervention identified in their contract.
- LPs will receive a one year contact, at this time renewable up to three years.

Indiana Department of Education
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Turnaround School Operator Frequently Asked Questions

Universal Questions

Q: What is the timeline for the turnaround process?

A: Turnaround School Operators will spend the rest of this academic year evaluating and planning in preparation for the 2012-2013 academic year. Lead Partners will spend a few months integrating themselves into the school and assessing its needs before beginning to provide services.

Q: What occurs during the transition year?
A: During the transition year, Turnaround School Operators will complete four phases of work, each of which is designed to contribute to the development of a comprehensive school turnaround plan.

- In phase one, the Turnaround School Operator will reach out to key stakeholders, including community members, to acquire a full assessment of the school.
- In phase two, the TSO will develop and begin to implement plans for evaluating staff.
- In phase three, the TSO will conduct a thorough evaluation of the school's core components such as curriculum, professional development, and community partners.
- Utilizing information gathered from the first three phases, the TSO will create a school turnaround plan in phase four that comprehensively describes its plan for transforming the school.

Q: How will the state pay for these interventions?

A: The Indiana Department of Education will support the implementation of these interventions with school improvement funds. The Turnaround School Operators will utilize ADM funds when providing direct service in the 2012-2013 academic year.

Q: How will Turnaround School Operators and Lead Partners be held accountable for their progress?

A: Turnaround Academies operated by TSOs will be evaluated under the state's accountability system as any other public school would. Working with the TSOs and Lead Partners, the Indiana Department of Education will establish annual goals for student achievement and growth as well as other key indicators of success such as non-waiver graduation rate and the percentage of students passing Advanced Placement exams.

Q: Who do I talk to if I have questions or suggestions?

A: Please contact the Office of School Improvement and Turnaround at turnaround@doe.in.gov.

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Turnaround School Operator Frequently Asked Questions

Teacher Focused Questions

Q: At the end of the transition year, what is the hiring/rehiring process?

A: During the observation year, Turnaround School Operators will thoroughly and fairly evaluate each staff member. Each Turnaround School Operator will submit its staff evaluation plans and procedures to the Indiana Department of Education for review and approval prior to implementation. Turnaround School Operators will have the flexibility to build the most effective staff, utilizing returning and new teachers.

Q: How will teachers in turnaround schools be evaluated and compensated?

A: Teachers in turnaround schools will be evaluated as in any other public school in Indiana. All corporations must develop an evaluation and compensation plan that complies with Senate Enrolled Act 1. This includes using evidence-based methods that provide teachers meaningful and prompt feedback designed to improve their classroom effectiveness. These evaluations must be annual, include objective measures of student achievement and growth, and rate teachers in one of four categories. While compensation models will vary by turnaround school operator, each will reward teachers for student growth and achievement.

Q: If the curriculum changes, when will teachers have access to new materials?

A: During the observation year, Turnaround School Operators will rigorously review the school's curriculum and make appropriate modifications. Turnaround School Operators will work closely with teachers as soon as possible to provide training and access to updated curriculum.

Q: Will teacher benefits and pensions continue?

A: If employed by a Turnaround School Operator, the teacher's salary and benefits will be provided by this organization. Teachers may continue to participate in TERF.

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Turnaround School Operator Frequently Asked Questions

Family Focused Questions

Q: Will I be required to keep my student in their current school?

A: All families in the state of Indiana have diverse options from which to select the most appropriate education for their child. Families may keep their child at their current school, apply to a charter or magnet school, attend a voucher-approved private school or apply to transfer to a school outside of their district.

Q: Will the school continue to have extra-curricular activities?

A: The Turnaround School Operator (TSO) will strive to maintain established extra-curricular programs and activities that are beneficial to the students in the school.

Q: At the end of the observation year, what will happen to my student's teacher?

A: The TSO will comprehensively and fairly evaluate each staff member by the end of the observational year, in order to create the most effective staff of teachers.

Q: Will the school continue to have honors, Advanced Placement, or International Baccalaureate classes?

A: In order to ensure college-readiness, programs that enhance academic excellence will not only be maintained, but expanded.

Q: Will the school continue to offer elective courses such as band and choir?

A: During the observation year, the TSO will determine which electives will be offered based on capacity, with the understanding that well-established elective programs benefit both students and the community.

Q: Will the school's name change?

A: The goal of the TSO is the reinvigorate the current program while preserving the heritage and pride of the school and community. Therefore, the school's name will not change.

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Turnaround School Operator Frequently Asked Questions

Community Partner and Vendor Focused Questions

Q: Will my program continue or be cut?

A: All programs will be evaluated by the Turnaround School Operator (TSO) for their effectiveness during the observational year.

Q: How do I engage the TSO to continue or introduce my program?

A: The TSO will have a heavy onsite presence throughout the observational year to build relationships with community partners and programs currently active at the school. During the school year, the TSO will reach out to all program representatives. New programs will have ample opportunities to engage with and present their ideas to the TSO for consideration.

School Turnaround

"Our children should not be forced to attend schools that cannot prepare them for success in life. Yet, year after year, thousands of Hoosier students are failed by our state's chronically low-achieving schools. Now, more than a decade after passing Indiana's school accountability law, we are finally taking swift and aggressive action to improve instructional quality and provide all students the educational opportunities they deserve. Our number one priority as we begin our efforts to turn these schools around will be recruiting the very best teachers and leaders who will help our students grow and succeed."
-- Tony Bennett, Indiana State Superintendent of Public Instruction

More information is coming soon

Click here to Jump to a Topic:

About the Office of School Improvement and Turnaround (OSIT)

The Office of School Improvement and Turnaround (OSIT) leads numerous federal and state initiatives to dramatically improve Indiana's persistently low-achieving schools. On a federal level, OSIT is charged with overseeing both the 1003a and 1003g school improvement grants. 1003a school improvement grants are awarded to schools that have been Title I served for at least two consecutive years and have failed to meet AYP for at least two consecutive years. These school improvement grants require schools to provide certain services according to Indiana's "Differentiated Accountability Model." 1003g school improvement grants are awarded to schools who have been identified as Tier I or Tier II schools. The Indiana Department of Education contacts districts who are eligible for this competitive grant. The purpose of the 1003(g) School Improvement Grant, authorized by the Elementary and Secondary Education Act (ESEA) (20 U.S.C. 6303 (g)), is to provide public school districts with additional funds and resources to assist their persistently lowest-achieving schools.

OSIT is also charged with implementing school interventions required under Public Law 221-1999, including quality reviews of schools in the fourth consecutive year of academic probation and follow-up site visits of schools in the fifth consecutive year of academic probation. If a school reaches a sixth consecutive year of academic probation, OSIT (working with numerous other divisions of the IDOE, the LEA, and community stakeholders) is responsible for overseeing the implementation of an intervention, approved by the State Board of Education, to dramatically improve the school. These interventions could include closing the school and sending students to a nearby higher-performing school, assigning a Turnaround School Operator to run part or all of the school, other recommendations as determined by the Indiana Department of Education (e.g., lead partners), ideas expressed at a community hearing, or modifying the school's improvement plan. Ultimately, through numerous federal (e.g., 1003a and 1003g) and state (e.g., school quality reviews and

follow-up visits) efforts, OSIT provides targeted technical assistance and monitoring in an effort to curb the number of persistently low-achieving schools in the state of Indiana.

Technical Assistance Teams' School Quality Review

Technical Assistance Teams (TAT) are an outcome of Public Law 221 (P.L. 221) - 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 into one of five categories based upon student pass rates on state ISTEP+ tests. Those in the lowest category are visited by TAT whose responsibilities conducting a School Quality Review to: (1) assist the school in revising the schools' plan and (2) to recommend changes that will promote improvement.

IDOE Resources

- P.L. 221 Fact Sheet
- TAT Mission Statement
- TAT Guidance Doc
- School Quality Review Rubric
- TAT Member Responsibilities
- TAT Reviewers' Training
- Principal and District Training
- Application Process for Community Members
- School Self Eval
- Teacher Survey
- Parent Survey
- 2009-2010 Reports
- Memorandum of Agreement

Turnaround School Operator

Please contact the Office of School Improvement and Turnaround with any questions via email at turnaround@doe.in.gov or by phone at 317-232-0007.

Overview

- What is a Turnaround School Operator?
- TSO v. Lead Partner

- General FAQs

Charter Schools USA

- History
- Results & Profiles of Relevant Schools

Edison Learning

- History
- Results & Profiles of Relevant Schools

EdPower

- History
- Results & Profiles of Relevant Schools

Lead Partners

Overview

- What is a Lead Partner?
- TSO v. Lead Partner
- General FAQs

Scholastic Achievement Partners

- **History**
  Scholastic Achievement Partners (SAP) brings together Scholastic Education, the International Center for Leadership in Education (ICLE), and Math Solutions to offer a powerful team capable of working across a broad range of needs to impact student achievement and improve low-performing schools. The result is school turnaround and transformation that is research-based, proven effective, and designed for scale and sustainability. Our team of partners has deep experience in helping to positively impact student achievement. For over 90 years, Scholastic's mission has been to make every student a better reader, learner, and citizen. For the last 10 years, Scholastic Education has partnered with 1,500+ districts of all sizes and 18,000+ classrooms to enable scalable, sustainable literacy improvement for struggling low income, minority, special education, limited English proficient, and low achieving students. ICLE, founded by leading school improvement expert Bill Daggett, has 20 years of experience in helping to improve schools, strengthen instructional culture, and bolster teaching practices. Math Solutions, founded by renowned math educator Marilyn Burns, has been improving mathematics teacher effectiveness since 1984.

- Results & Profiles of Relevant Schools

Wireless Generation

- **History**
  Since 2003, Wireless Generation has worked to provide comprehensive support to many of the lowest-performing schools in the country. Wireless Generation has been a national pioneer in the field of data-driven instruction; building tools and providing services that have helped accelerate student achievement and promote teacher effectiveness. Over the past five years, in a wide range of states and school districts, Wireless Generation has further focused their services on intensive, on-site support that help principals and teachers build collaborative, results-oriented support structures and better align their work with the personal needs of each individual student.
- Results & Profiles of Relevant Schools

The New Teacher Project

- **History**
  The New Teacher Project (TNTP) is nationally recognized as an expert in recruiting new teachers for shortage-area subjects, such as math, science and special education. Since the program's inception in 2000, nearly 26,500 Teaching Fellows have been hired in more than 38 U.S. cities. TNTP's Indianapolis Teaching Fellows (ITF) program, one of the state's first alternative certification programs, has transformed 197 recent career grads and professionals into talented teachers since 2007, filling critical vacancies in dozens of Indianapolis-area public and charter schools. Given its extensive experience and ongoing presence in the Indiana, TNTP is uniquely well-positioned to help the IDOE build on this progress and ensure that students in the state's lowest-performing schools have access to the outstanding teachers that they need and deserve.
- Results & Profiles of Relevant Schools

School Improvement Grants (SIG)

School Improvement Grants 1003(g) are authorized by the US Department Education through the Elementary and Secondary Education Act of 1965. Under this law, the Indiana Department of Education (IDOE) applies to receive the grant and, if received, awards subgrants to school districts through a competitive process with funding to be used for persistently lowest-performing schools.

Recruitment of Principals and Teachers - Coming soon!

Research has shown that teacher quality is the single most important variable impacting student learning with principals being the *second most important variable*.

IDOE Resources

- Incredible Educators - *coming soon!*

External Resources

Public Impact

- School turnaround leaders: Competencies for success

Mass Insight.

- When bold steps are needed: What does it really take to turn around schools?
- The turnaround challenge: Why America's opportunity to dramatically improve student achievement lies in our worst performing schools
- The turnaround challenge: Creating internal lead partners for turnaround.
- The turnaround challenge: School turnaround models - Emerging turnaround strategies and results.

Learning Point Associates.

- School restructuring: What works when - A guide for education leaders (3rd ed.).

Institute of Education Sciences

- Turning around chronically low-performing schools: A practical guide.

Center on Innovation and Improvement

- Handbook on effective implementation of school improvement grants

Schools

Arlington Community High School

- School Overview and Data
- TSO School-Specific FAQs including "Why EdPower for Arlington?"
- EdPower Web site
- Calendar

Broad Ripple Magnet High School

- School Overview and Data
- Why Scholastic Achievement Partners and The New Teacher Project?
- Scholastic Achievement Partners Web site
- The New Teacher Project Web site
- Calendar

Emma Donnan Middle School

- School Overview and Data
- Why Charter Schools USA?
- Charter Schools Web site
- Calendar

George Washington Community High School

- School Overview and Data
- Why Wireless Generation and The New Teacher Project?
- Wireless Generation Web site
- The New Teacher Project Web site
- Calendar

T.C. Howe Community High School

- School Overview and Data
- Why Charter Schools USA?
- Charter Schools USA Web site
- Calendar

Emmerich Manual High School

- School Overview and Data
- Why Charter Schools USA?
- Charter Schools USA Web site
- Calendar

Theodore Roosevelt Career and Technical Academy

- School Overview and Data
- Why Edison Learning?
- Edison Learning Web site

- Calendar

Indiana Department of Education
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EXCELLENCE IN PERFORMANCE AWARDS FOR TEACHERS

Application

Purpose: The Excellence in Performance Awards for Teachers Grant Program will be administered by the Indiana Department of Education ("IDOE") and awarded to school corporations and charter schools ("corporations"). It must be used to make cash awards to effective and highly effective teachers as part of a corporation's locally developed compensation plan. To be eligible to receive a performance grant as part of this program, a school corporation must adopt an evaluation plan for teachers that meets the requirements for evaluation plans established in IC 20-28-11.5.

Contact: Ruth Pollak
Attn: Excellence in Performance Awards for Teachers
rpollak@doe.in.gov (317)232-8004

Procedure:

Timeline: All applications must be received at the address below by IDOE no later than 4:00 p.m. Eastern Time on December 30, 2011. No exceptions will be made. Each applicant must submit one hard copy and one electronic copy. The applicant's response may be posted on the IDOE website, if recommended for award. All applications must be addressed to:

Indiana Department of Education
Attn: Excellence in Performance Awards for Teachers
151 West Ohio Street
Indianapolis, IN 46204-2798

If you hand-deliver your application:

All visitors to the Indiana Department of Education must present photo identification and register as a visitor. The office is located at 151 West Ohio Street, Indianapolis, Indiana 46204. Office hours are 8:00 a.m. to 4:30 p.m. Eastern Time.

If you ship or mail your application:

United States Postal Express and Certified Mail are both delivered to the Government Center Central Mailroom, and not directly to IDOE. It is the responsibility of the applicant to make sure that applications are received by IDOE at the Department's reception desk on or before the designated time and date. Late submissions will not be accepted.

No more than one proposal per corporation may be submitted. All proposals submitted to the State should be double-sided.

Eligibility: All public school corporations and public charter schools are eligible to apply.

Resources: In November, the IDOE will host a WebEx conference call to answer questions about the grant application process. Specific information pertaining to the WebEx will be disseminated through the IDOE's SAMs and PAMs email system.

Parameters: All funding allocated from the IDOE to winning corporations must be used to make cash awards to effective and highly effective teachers as identified by the corporation's evaluation plan guided by IC 20-28-11.5 and via the corporation's locally developed compensation plan guided by IC 20-28-9. Funding *may not* be used for any other purpose.

"Teachers" are individuals who are required to meet certain licensure and educational standards, whose primary responsibility is the instruction of students, and whose salary increases are determined through the locally developed combination of experience/education, performance rating, instructional leadership positions, and ability to meet the academic needs of the students in the corporation (as identified in IC 20-28-9). Anyone meeting the statutory definition of "teacher" and paid through its performance pay system is eligible to receive cash awards through this grant program.

Scoring and Selection:

Selection: The Excellence in Performance Awards for Teachers grant program is a competitive grant process. Meeting the statutory guidelines of IC 20-28-11.5 is necessary but not automatically sufficient to secure a grant. Grant recipients will be selected based on the quality of the evaluation system described in the application in terms of ability to accurately differentiate teacher effectiveness; support, develop, and retain excellent educators; and ultimately drive student performance.

Scoring: Applications will be scored in four domains: The Employee Evaluation Plan; The Overall Evaluation System; Grant Procedures, and Data Reporting. The requirements of IC 20-28-11.5 are embedded in the first two domains. As such, evaluation systems failing to meet the standards for metrics within these two domains will receive 0 points.

Weighted values for scoring are based on the significance of the indicator in terms of creating evaluations that can accurately differentiate teacher effectiveness; support, develop, and retain excellent educators; and ultimately drive student performance.

Each application will be scored by reviewers, who will be IDOE staff and potentially outside experts trained on the metrics of this application.

Information and feedback may be provided to all applicants following the scoring process.

Grant Amounts: The size of awards allocated to winning corporations will depend on several factors, including but not limited to the following: number of corporations receiving grants, size of the applying corporation, quality of the application, and the potential impact of grant funding on implementation of evaluation plans and performance pay systems.

Reporting: Corporations receiving grants through this program will be required to collect data on the distribution of cash awards as well as the impact of cash awards on student achievement and/or growth and on teacher recruitment, retention, development, and effectiveness.

A corporation receiving grants will enter an agreement with the IDOE to communicate details regarding the distribution of cash awards to effective and highly effective teachers and the impact of cash awards.

Application:

Required Documentation: In addition to the components described in the following sub-sections, corporations are required to submit the following documentation:

- Corporation descriptive information;
- Desired Impact of Cash Awards on the Recruitment, Retention, and Development of Teachers;
- Contractual language and documents pertaining to the allocation of cash awards to effective and highly effective teachers;
- Documentation of support from stakeholders within the corporation, such as teacher associations;
- Letter of assurance from superintendent of school corporation to comply with all statutory requirements and commitments made by the corporation in the application as a condition for receiving an award (should one be made);
- If the applying corporation is adopting an evaluation plan that (1) was not in place prior to July 1, 2011 and (2) is locally developed OR locally modified, then the corporation must include documentation indicating the evaluation plan described in the evaluation was submitted for a vote of corporation teachers and received at least 75% affirmative votes of those teachers voting;
- All forms, tools, and documents composing the employee evaluation system;
- The corporation's system used to allocate compensation increases.

Narrative: Applications are to include detailed narratives describing the evaluation system in place. Detailed instructions for completing the narrative section of the application are included in this document.

Appendices: In addition to the aforementioned required documents, corporations are encouraged to include evidence that supports the application narrative. The evidence should be included in an appropriately labeled appendix(ces) that is/are cross-referenced with the appropriate narrative section.

Indiana Department of Education
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Corporation Descriptive Information

1. Corporation #	2. Corporation Name	
3. Corporation Address (Street, City, State, Zip)		4. Telephone
5. Contact Person's Name	6. Contact Person's Email Address	
7. Contact Person's Address (Street, City, State, Zip)		8. Contact Person's Telephone
9. Superintendent's Name	10. Superintendent's Email Address	
11. Number of Students in Corporation	13. Number of Teachers in Corporation	

Desired Impact of Cash Awards on the Recruitment, Retention, and Development of Teachers

In four or fewer pages, please describe the desired impact of cash awards on the recruitment, retention, and development of the teachers in the school corporation. Specifically indicate how funding from this grant program will create significant opportunities to positively impact the corporation's teaching staff. Include a brief description of how compensation increases were allocated prior to the transition to the performance pay system established in IC 20-28-9. Provide information on funding sources currently used to support performance pay systems, such as the Teacher Incentive Fund. Also provide information on currently available resources, such as Title II funds, that could be aligned with the performance pay system in the future to sustain the positive impact of cash awards allocated through this grant.

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Grant Application Narrative Instructions

The following pages describe the four domains of the Excellence in Performance Awards for Teachers grant program. Each domain comprises several indicators, each of which represents a statutory requirement of IC 20-28-11.5. Applications must satisfy all statutory requirements to be eligible to receive funding through the grant program and as such must also meet the standard for each indicator.

Applications should include narratives describing the capability of the corporation's evaluation plan to meet the indicator standards. Artifacts, documents, and/or other evidences included to support the applicant's narratives should be attached as an appropriately labeled and indexed narrative. Included in the descriptions of the indicators are suggestions for possible sources of evidence.

Indicators will be scored individually, and included in this document are the maximum values possible for each. The range between the score received for meeting an indicator's standard and the maximum value possible for each indicator represents the opportunity for applicants to earn additional points based on the quality of the evaluation system.

Domain: Employee Evaluation Plan

Indicator 1.1: Annual Evaluations

Source: IC 20-28-11.5-4(c)(1)

Narrative: The extent to which the corporation's application indicates the following:

- The ability to evaluate the effectiveness of all certificated employees in the school corporation at least once annually.

Possible sources of evidence:

- Who is to be evaluated in the corporation
- Who will be the evaluators in the corporation
- Logistical and timing information pertaining to evaluations
- Frequency of evaluations for all certificated staff

Standard: Evaluation plan includes ability to evaluate every certificated employee at least once annually and with fidelity.

Maximum points available for this indicator: 20
Points awarded for meeting standard: 12

Domain: Employee Evaluation Plan

Indicator 1.2: Objective measures of student achievement and growth

Source: IC 20-28-11.5-4(c)(2)

Narrative: The extent to which the corporation's application indicates the following:

- 1.2.1 Objective measures of student achievement and growth are significantly included in the evaluation plan.
- 1.2.2 Student performance results from statewide assessments are included in evaluations of employees whose primary responsibility is teaching tested subjects.
- 1.2.3 Methods of assessing student growth are included in evaluations of employees who do not teach tested subjects.
- 1.2.4 Student assessment results from locally developed assessments and other test measures are included in evaluations of all employees.

Possible sources of evidence:

- Weighting schedules for performance data in employee evaluations for all employees
- Rationale for weights assigned to performance data in employee evaluations as it applies to driving student performance
- Process for including school-wide measures of student performance in individual employee evaluations (if applicable)
- Methodology for measuring student academic growth for teachers of non-tested subjects
- Process for determining weighting of student performance data for teachers who teach tested subjects *as well as* non-tested subjects
- Process for ensuring that locally developed measures of student learning are rigorous, valid, reliable, and administration of assessments is secure

Standards:

1.2.1 – Objective measures of student achievement and growth are included in evaluation plans to the extent that teacher effectiveness is differentiated by performance data.

1.2.2 – Evaluations of all employees who teach subjects assessed by the ISTEP+ or other statewide standardized assessment include growth and achievement data from these assessments. Weighting of data is such that these assessments are the primary indicators of student performance.

1.2.3 – Evaluations of employees who do not teach subjects assessed by the ISTEP+ or other statewide standardized assessment include growth and achievement data from assessments that have adequate content coverage and standards alignment, consistency, stretch (*ability to capture nuances in student performance at both high and low ends)* and security.

1.2.4 – Evaluations of all employees include measures of student performance generated from locally developed assessments that have adequate content coverage and standards alignment, consistency, stretch and security, or other school-wide test measures.

Maximum points available for individual sub-indicator: 15
Maximum points available for indicator *(aggregate score of all sub-indicators)*: 60
Points awarded for meeting sub-indicator standard: 9
Points awarded for meeting indicator standards *(aggregate score of all sub-indicators)*: 36

Domain: Employee Evaluation Plan

Indicator 1.3: Measures of Teacher Effectiveness

Source: IC 20-28-11.5-4(c)(3)

Narrative: The extent to which the corporation's application indicates the following:

- Evaluation plans include rigorous measures of effectiveness, including observations and other performance indicators.

Possible sources of evidence:

- All observation protocol rubrics and forms serving as measures of teacher effectiveness
- Research base of observation protocol
- Process by which inter-rater reliability was established for the observation protocol
- Standards on which observation is based when applicable

Standard: The evaluation plan includes rigorous measures that can accurately differentiate employee effectiveness. Rigorous means the following: effectiveness can be differentiated through observation rubrics that define teacher/student behaviors for each metric at each performance category; rubrics are based on student actions and outcomes that are identified as leading indicators of student learning; and rubrics include a research base and inclusion of state standards when applicable. Performance indicators other than observation rubrics must also be implemented and follow the same standard for rigor.

Maximum points available for this indicator: 25
Points awarded for meeting standard: 15

Domain: Employee Evaluation Plan

Indicator 1.4: Designation in rating category

Source: IC 2028-11.5-4(c)(4) and (6)

Narrative: The extent to which the corporation's application indicates the following:

- Each evaluated employee will receive a summative rating as either highly effective, effective, improvement necessary, or ineffective.
- A final summative rating is modified if and when a teacher negatively affects student growth.
- All evaluation components, including but not limited to student performance data and observation results, are factored into the final summative rating.

Possible sources of evidence:

- Methodology for aggregating results of all evaluation components to determine a final summative rating
- Definitions applied to each rating category
- Definition of "negatively affecting student achievement and growth"
- Methodology of identifying teachers who negatively affect student achievement and growth
- Process by which final summative ratings are modified if necessary for teachers who negatively affect student achievement and growth

Standard: The final rating for each evaluated employee is one of the four categories required in statute; all measures included in the evaluation, such as student data and observation results, determine final rating; systems are in place to allow teachers who negatively affect student growth to be identified and re-categorized.

Maximum points available for this indicator: 15
Points awarded for meeting standard: 9

Domain: Employee Evaluation Plan

Indicator 1.5: Evaluation Feedback

Source: IC 20-28-11.5-4(c)(5) and IC 20-28-11.5-4(d)

Narrative: The extent to which the corporation's application indicates the following:

- Recommendations for improvement are made and include the time in which improvement is expected.

Possible sources of evidence:

- System for developing, implementing, and monitoring recommendations as translated from evaluation results
- Intended relationship between recommendations and student performance
- Systems and processes to create opportunities for discussion of feedback and recommendations
- Means through which evaluations will be used as formative tools

Standard: Evaluation plans include process for providing recommendations for improvement, how these recommendations will be explained, and the time in which improvements are necessary. Recommendations are driven by results of evaluation.

Maximum points available for this indicator: 20
Points awarded for meeting standard: 12

Domain: Overall Evaluation System

Indicator 2.1: Evaluators

Source: IC 20-28-11.5-1; IC 20-28-11.5-5(b); and IC 20-28-11.5-8(a)(1)(D)

Narrative: The extent to which the corporation's application indicates the following:

- Only individuals who have received training and support in evaluation skills may evaluate certificated employees.
- If a teacher is to serve as an evaluator, he or she must clearly demonstrate a record of effective teaching over several years, be approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of his or her responsibilities.
- Training for evaluators must follow the regulations for training evaluators as defined by the State Board of Education.

Possible sources of evidence:

- System for selecting evaluators
- Process by which evaluators are trained
- Process by which trainers of evaluators are trained
- Evaluator job description
- Logistics for the training process
- Systems by which effectiveness of evaluators is monitored

Standard: Evaluators are trained following the regulations developed by the SBOE and the training guidelines established in the evaluation plan; teachers serving as evaluators meet statutory requirements.

Maximum points available for this indicator: 5
Points awarded for meeting standard: 3

Domain: Overall Evaluation Plan

Indicator 2.2: Feedback and Remediation Plans

Source: IC 20-28-11.5-6

Narrative: The extent to which the corporation's application indicates the following:

- All evaluated employees receive documented feedback from the evaluation within seven business days from the evaluation.
- Remediation plans are assigned to teachers rated as ineffective or improvement necessary.
- Remediation plans include the use of employee's license renewal credits.
- A teachers rated as ineffective has means through which a private conference can be requested with the superintendent.

Possible sources of evidence:

- System for communicating evaluation results to evaluated employees
- Example remediation plans
- Process by which remediation plans are developed, including the use of evaluation results to determine the most appropriate plan for individual employees
- Intended affect on student performance created through remediation plans
- Procedures by which remediation plans will be assigned and monitored
- Methodology for incorporating license renewal credits into remediation plans
- Procedure for requesting a private conference

Standard: All evaluated employees receive documented feedback from the evaluation within seven business days from the evaluation; remediation plans are assigned to teachers rated as ineffective or improvement necessary; remediation includes the use of employee's license renewal credits; and a teacher rated as ineffective has means through which a private conference can be requested with the superintendent.

Maximum points available for this indicator: 15
Points awarded for meeting standard: 9

Domain: Overall Evaluation System

Indicator 2.3: Instruction delivered by teachers rated ineffective

Source: IC 20-28-11.5-7

Narrative: The extent to which the corporation's application indicates the following:

- The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective.
- The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable.

Possible sources of evidence:

- Method for tracking student progression through teachers to identify potential occurrences in which consecutive teachers rated as ineffective could be assigned
- Method for communicating to parents unavoidable occurrences when consecutive teachers rated as ineffective will be assigned

Standard: Procedures are in place to avoid situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective and to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable.

Maximum points available for this indicator: 10
Points awarded for meeting standard: 6

Domain: Overall Evaluation System

Indicator 2.4: Communication with the IDOE

Source: IC 20-28-11.5-9

Narrative: The extent to which the corporation's application indicates the following:

- The evaluation plan includes the process by which the corporation will submit the aggregate number of teachers in each category per school and the teacher preparation program for each teacher to the IDOE.

Possible sources of evidence:

- Method by which corporation evaluation plans will be submitted
- Method by which corporation will provide the required information to the IDOE concerning number of teachers in rating categories and teacher preparation program for each teacher

Standard: Procedures are in place to report to the IDOE the aggregate number of teachers in each category per school, as well as the number of teachers placed in each rating category organized by the teacher preparation programs attended.

Maximum points available for this indicator: 10
Points awarded for meeting standard: 6

Domain: Grant Procedures

Indicator 3.1: Distribution of cash awards

Source: Grant Application

Narrative: The extent to which the corporation's application indicates the following:

- The desired impact of cash awards to effective and highly effective teachers on student performance;
- The desired impact of a performance pay system on teacher recruitment, retention, and recognition; and
- The local compensation plan used to determine the timing, amount, and distribution of cash awards to highly effective and effective teachers.

Possible sources of evidence:

- Performance pay system, including consideration and weighting of statutorily permissible components
- Compensation model used to determine cash awards

Standard: The desired impact of cash awards is to positively affect student achievement and/or growth via teacher recruitment, retention, and/or recognition. Cash awards are distributed through a compensation model that meets statutory requirements.

Maximum points available for this indicator: 5
Points awarded for meeting standard: 3

Domain: Grant Procedures

Indicator 3.2: Monitoring of cash awards

Source: Grant Application

Narrative: The extent to which the corporation's application indicates the following:

- Specified systems allow for the impact of cash awards on student performance, teacher effectiveness, and overall school performance to be monitored over time.

Possible sources of evidence:

- Methodology for monitoring impact of cash awards

Standard: Procedures are in place to monitor and track the impact of cash awards on student performance, teacher effectiveness (including recruitment, retention, and/or recognition when applicable), and overall school performance.

Maximum points available for this indicator: 5
Points awarded for meeting standard: 3

Domain: Data Reporting

Indicator 4.1: Distribution and monitoring of cash awards

Source: Grant Application

Narrative: The extent to which the corporation's application indicates the following:

- Systems and plans are included to collect data pertaining to distribution and impact of cash awards; and
- Corporation will follow IDOE procedures to report data to the department.

Possible sources of evidence:

- Procedures for collecting required data

Standard: Procedures are in place to allow information pertaining to the distribution of cash awards, such as how many individuals will receive awards, the amounts of awards, the systems and procedures determining the recipients, amounts, and the short- and long-term impact of cash awards to be collected.

Maximum points available for this indicator: 10
Points awarded for meeting standard: 6

Indiana Department of Education
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Scoring Overview

Employee Evaluation Plan	Score	Weight	Maximum Value		Applicant's Score	
1.1 Annual Evaluations		x4	20			
1.2 Objective Measures			60			
1.2.1		x3	15	*Aggregated total is score for indicator 1.2*		
1.2.2		x3	15			
1.2.3		x3	15			
1.2.4		x3	15			
				Total:		
1.3 Multiple Measures		x5	25			
1.4 Rating Categories		x3	15			
1.5 Feedback		x4	20			
		TOTAL	140		_____	

Overall Evaluation System	Score	Weight	Maximum Value	Applicant's Score
2.1 Evaluators		x1	5	
2.2 Feedback Plans		x3	15	
2.3 Instruction teachers rated ineffective		x2	10	
2.4 Communications		x2	10	
		TOTAL	40	_____

Grant Procedures	Score	Weight	Maximum Value	Applicant's Score
3.1 Distributions		x1	5	
3.2 Monitoring		x1	5	
		TOTAL	10	_____

Data Reporting	Score	Weight	Maximum Value	Applicant's Score
4.1 Distributions		x2	10	
		TOTAL	10	_____

Employee Evaluation Plan	Score	
Overall Evaluation System	Score	
Grant Procedures	Score	
Data Reporting	Score	
	TOTAL	_____/200

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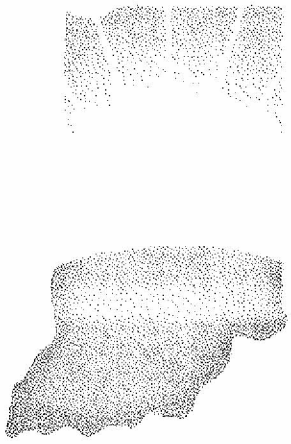

RISE

Evaluation and Development System

Evaluator and Teacher Handbook

This is a draft version of the RISE Handbook. Several Indiana school corporations are piloting the RISE System in the 2011-2012 academic year. Information collected from the pilot year will inform subsequent versions of this handbook.

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MID-YEAR CHECK-IN FORM 34
FINAL TEACHER PRACTICE RATING 37
PROFESSIONAL DEVELOPMENT PLAN 40
TEACHER EFFECTIVENESS RUBRIC 43

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Indiana Teacher Evaluation: Senate Enrolled Act 1

The 2011 Education Agenda puts students first byfocusing on the individuals who make the biggest impact on student learning every day—teachers. Indiana's teachers are hard-working and devoted to the success of every student. It's time we treat them like the professionals they are and take special care to identify and reward greatness in the classroom.

To do this, we need fair, credible and accurate annual evaluations to differentiate teacher and principal performance and to support their professional growth. With the help of teachers and leaders throughout the state, the Indiana Department of Educationhas developed an optional model evaluation system named RISE. Whether corporations choose to adopt RISE or a model of their own, the Department's goal is to assist corporations in developing or adopting models that both comply with Senate Enrolled Act 1 and are fair, credible and accurate. Regardless of model or system, evaluations must:

- **Be annual:** Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis.

- **Include Student Growth Data:** Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures.

- **Include Four Rating Categories:**To retain our best teachers and principals, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

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Background/Context

RISE was designed to provide a quality system that local corporations can adopt in its entirety, or use as a model as they develop evaluations to best suit their localcontext. RISE was developed over the course of a year by the Indiana Teacher Evaluation Cabinet, a diverse group of educators and administrators from around the state, more than half of whom have won awards for excellence in teaching. These individuals dedicated countless hours to developing a system that represents excellence in instruction and serves to guide teacher development. To make sure that their efforts represented the best thinking from around the state, their work was circulated widely to solicit feedback from educatorsthroughoutIndiana.

A meaningful teacher evaluation system should reflect a set of core convictions about good instruction. From the beginning, the Indiana Teacher Evaluation Cabinet sought to design a model evaluation system focused on good instruction and student outcomes. RISE was designed to be fair, accurate, transparent, and easy-to-use. IDOE staff and the Indiana Teacher Evaluation Cabinet relied on three core beliefs about teacher evaluation during the design of RISE:

- **Nothing we can do for our students matters more than giving them effective teachers.** Research has proven this time and again. We need to do everything we can to give all our teachers the support they need to do their best work, because when they succeed, our students succeed. Without effective evaluation systems, we can't identify and retain excellent teachers, provide useful feedback and support, or intervene when teachers consistently perform poorly.

- **Teachers deserve to be treated like professionals.** Unfortunately, manyevaluations treat teachers like interchangeable parts—rating nearly all teachers good or great and failing to give teachers the accurate, useful feedback they need to do their best work in the classroom. We need to create an evaluation system that gives teachers regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We're committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.

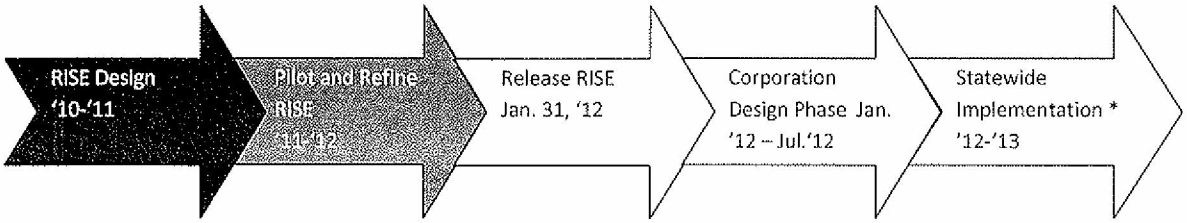
- **A new evaluation system will make a positive difference in teachers' everyday lives.** Novice and veteran teachers alike can look forward to detailed, constructive feedback, tailored to the individual needs of their classrooms and students. Teachers and principals will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized development plan to meet those goals.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.RISEIndiana.org

Timeline for Development

The timeline below reflects the roll-out of the state model for teacher evaluation. Senate Enrolled Act 1 requires statewide implementation of new or modified evaluation systems compliant with the law by school year 2012-2013. To assist corporations in creating evaluation models of their own, the state is piloting RISE in school year 2011-2012. Key learnings from the pilot will drive model refinement, and the state will release therefined, revised model to all corporations in January, 2012. Corporations may then choose to adopt RISE wholesale, draw on components from the model, or create their own system for implementation in school year 2012-2013.

Figure 1: Timeline for RISE design and implementation



* Note: Statewide implementation refers to corporations adopting new evaluations systems in line with Senate Enrolled Act 1 requirements. RISE is an option and resource for corporations, but is not mandatory.

Performance Level Ratings

Each teacher will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective:**A *highly effective* teacher consistently exceeds expectations both in terms of student outcomes and instructional practice. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have exceeded expectations for academic growth and achievement based on guidelines suggested by the department.

- **Effective**: An *effective* teacher consistently meets expectations both in terms of student outcomes and instructional practice. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the department.

- **Improvement Necessary**: A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations either in terms of student outcomes or instructional practice. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with

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positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the department.

- **Ineffective:**An *ineffective* teacher consistently fails to meet expectations both in terms of student outcomes and instructional practice. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the department.

Overview of Components

Every teacher is unique, and the classroom is a complex place. RISE relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of an educator's performance. All educators will be evaluated on two major components:

1. **Professional Practice** – Assessment of instructional knowledge and skills that impact student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.

2. **Student Learning** – Educator's contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including Indiana Growth Model data as well as progress towards specific student learning objectives using state, district, or school-wide assessments.

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Component 1: Professional Practice

Indiana Teacher Effectiveness Rubric: Background and Context

The Teacher Effectiveness Rubric was developed for three key purposes:

1. **To shine a spotlight on great teaching:** The rubric is designed to assist principals in their efforts to increase teacher effectiveness, recognize teaching quality, and ensure that all students have access to great teachers.

2. **To provide clear expectations for teachers:** The rubric defines and prioritizes the actions that effective teachers use to makegains in student achievement.

3. **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing teacher effectiveness along four discrete ratings.

While drafting the Teacher Effectiveness Rubric, the development team examined teaching frameworks from numerous sources, including:

- 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 Bettering 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*

In reviewing the current research during the development of the teacher effectiveness rubric, the goal was not to create a teacher evaluation tool that would try to be all things to all people. Rather, the rubric focuses on evaluating the teacher's primary responsibility: engaging students in rigorous academic content so that students learn and achieve. As such, the rubric focuses on evaluating the effectiveness of instruction, specifically through observable actions in the classroom.

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Indiana Teacher Effectiveness Rubric: Overview

The primary portion of the Teacher Effectiveness Rubric consists of three domains and nineteen competencies.

Figure 2: Domains 1-3 and Competencies

Domain 1: Planning

1.1 Utilize Assessment Data to Plan
1.2 Set Ambitious and Measurable Achievement Goals
1.3 Develop Standards-Based Unit Plans and Assessments
1.4 Create Objective-Driven Lesson Plans and Assessments
1.5 Track Student Data and Analyze Progress

Domain 2: Instruction

2.1 Develop Student Understanding and Mastery of Lesson Objectives
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
2.3 Engage Students in Academic Content
2.4 Check for Understanding
2.5 Modify Instruction as Needed
2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work
2.7 Maximize Instructional Time
2.8 Create Classroom Culture of Respect and Collaboration
2.9 Set High Expectations for Academic Success

Domain 3: Leadership

3.1 Contribute to School Culture
3.2 Collaborate with Peers
3.3 Seek Professional Skills and Knowledge
3.4 Advocate for Student Success
3.5 Engage Families in Student Learning

In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth domain, referred to as the Core Professionalismdomain, which reflect the non-negotiable aspects of a teacher's job.

The Core Professionalism domain has four indicators:

- Attendance
- On-Time Arrival
- Policies and Procedures
- Respect

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The Indiana Teacher Effectiveness Rubric

In the Appendix section of this guidebook, you will find the Teacher Effectiveness Rubric, as well as all supporting observation and conference documents and forms.

Observation of Teacher Practice: Questions and Answers for Teachers

How will my proficiency on the Indiana Teacher Effectiveness Rubric be assessed?

Your proficiency will be assessed by a primary evaluator, taking into account information collected throughout the year during extended observations, short observations, and conferences performed by both your primary evaluator as well as secondary evaluators.

What is therole of the primary evaluator?

Your primary evaluator is responsible for tracking your evaluation results and helping you to set goals for your development. The primary evaluator must perform at least one of your short and at least one of yourextended observations during the year. At the end of the year, the primary evaluator will look at information collected by all evaluators throughout the year and determine your summative rating. He or she will meet with you to discuss this final rating in an end-of-year conference.

What is a secondary evaluator?

A secondary evaluator may perform extended or short observations as well as work with teachers to set Student Learning Objectives. The data this person collects is passed on to the primary evaluator responsible for assigning a summative rating.

What is an extended observation?

An extended observation lasts a minimum of 40 minutes. It may be announced or unannounced. It may take place over one class or span two consecutive class periods.

Are there mandatory conferences that accompany an extended observation?

a. Pre-Conferences: Pre-Conferences are not mandatory, but by request of teacher or evaluator. Any mandatory pieces of information that the evaluator would like to see during the observation (lesson plans, gradebook, etc.), must be requested of the teacher prior to the extended observation.

b. Post-Conferences: Post-Conferences are mandatory and must occur within five school days of the extended observation. During this time, the teacher must be presented with written and oral feedback from the evaluator.

How many extended observations will I have in a year?

All teachers must have a minimum of two extended observations per year – one per semester.

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Who is qualified to perform extended observations?

Any trained primary or secondary evaluator may perform an extended observation. The primary evaluator assigning the final, summative rating must perform a minimum of one of the extended observations.

What is a short observation?

A short observation lasts a minimum of 10 minutes and should not be announced. There are no conferencing requirements around short observations, but a post-observation conference should be scheduled if there are areas of concern. A teacher must receive written feedback following a short observation withintwo school days.

How many short observations will I have in a year?

All teachers will have a minimum of three short observations – at least one per semester. However, many evaluators may choose to visit classrooms much more frequently than the minimum requirement specified here.

Who is qualified to perform short observations?

Any primary evaluator orsecondaryevaluator may perform a short observation. The primary evaluator assigning the final, summative rating must perform a minimum of one of the short observations.

Is there any additional support for struggling teachers?

It is expected that a struggling teacher will receive observations above and beyond the minimum observations required by RISE. This may be any combination of extended or short observations and conferences that the primary evaluator deems appropriate. It is recommended that primary evaluators place struggling teachers on a professional development plan.

Will my formal and informal observations be scored?

Both extended and short observations are times for evaluators to collect information. There will be no summative rating assigned until all information is collected and analyzed at the end of the year.However, all evaluators are expected to provide specific and meaningful feedback onperformance following all observations. For more information about scoring using the Teacher Effectiveness Rubric, please see the scoring section of this guidebook.

Domain 1: Planning and Domain 3: Leadershipare difficult to assess through classroom observations. How will I be assessed in these Domains?

Evaluators must collect material outside of the classroom to assess these domains. Teachers should also be proactive in demonstrating their proficiency in these areas. Examples of material for these domains may include (but are not limited to):

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a. Domain 1: Planning - lesson and unit plans, planned instructional materials and activities, assessments, and systems for record keeping
b. Domain 3: Leadership - documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events

What is a professional developmentplan?

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for teachers to assess their own performance and set development goals. In this sense, a professional development plan supports teachers who strive to improve performance, and can be particularly helpful for new teachers. Although every teacher is encouraged to set goals around his/her performance, only teachers who score an "Ineffective" or "Improvement Necessary" on their summative evaluation the previous year are required to have a professional developmentplan monitored by an evaluator. This may also serve as the remediation plan specified in Senate Enrolled Act 1.

If I have a developmentplan, what is the process for setting goals and assessing my progress?

Teachers needing a professional developmentplanwork with an administrator to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals is formally discussed during a mid-year conference, at which point the evaluator and teacher discuss the teacher's performance thus far and adjust individual goals as necessary. Professional developmentgoals should be directly tied to areas of improvement within the Teacher Effectiveness Rubric and to professional development activities, on which teachers with professional development plans are required to use license renewal credits.

Is there extra support in this system for new teachers?

Teachers in their first few years are encouraged to complete a professional development plan along with their primary evaluator. These teachers will benefit from early and frequent feedback on their performance. Evaluators should adjust timing of observations and conferences to ensure these teachers receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

Observation of Teacher Practice: Scoring

At the end of the year, primary evaluators must determine a final, professional practice rating and discuss this rating as well as the final student growth rating with teachers during a summative evaluation conference. The final professional practice rating will be calculated by the evaluator in a four step process:

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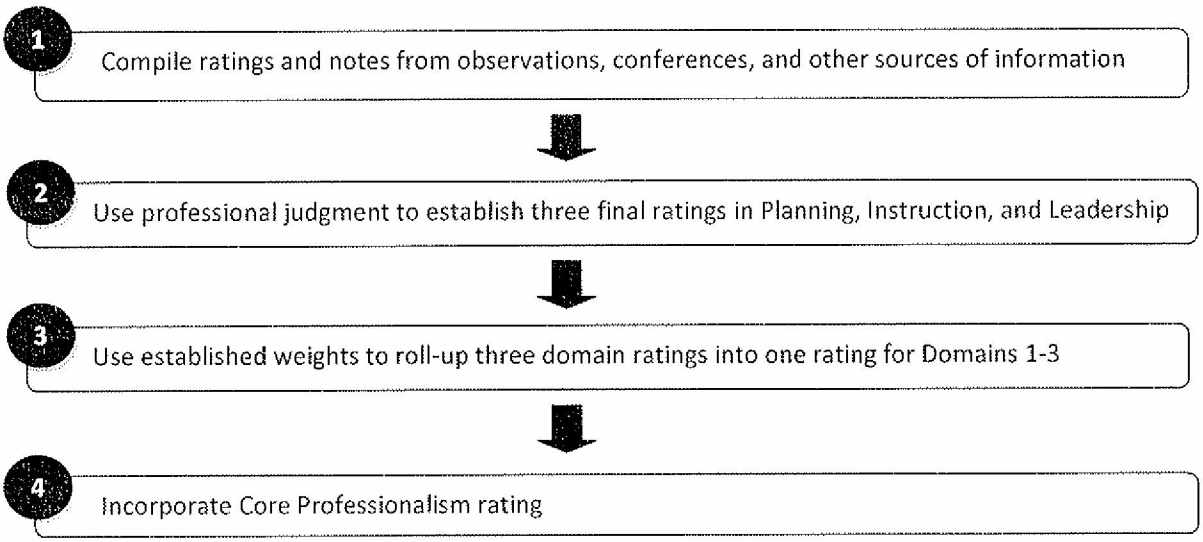

Each step is described in detail below.

1 Compile ratings and notes from observations, conferences, and other sources of information.

At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information from every person that observed the teacher during that year. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc. To aid in the collection of this information, schools should consider having files for teachers containing evaluation information such as observation notes and conference forms, and when possible, house this information electronically.

Because of the volume of information that may exist for each teacher, some evaluators may choose to assess information mid-way through the year and then again at the end of the year. A mid-year conference can help give teachers an idea of where they stand half-way through the year as well as serve as a midway point for evaluators to assess information they have collected thus far.

2 Use professional judgment to establish three, final ratings in Planning, Instruction, and Leadership

After collecting information, the primary evaluator must assess where the teacher falls within each competency and use professional judgment to assign teacher ratings in each of the first three domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for teachers in different

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contexts and how teachers have evolved over the course of the year. The final, three domain ratings should reflect the body of information available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision.

At this point, each evaluator should have ratings in the first three domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1:Planning	D2: Instruction	D3: Leadership
Final Ratings	3 (E)	2 (IN)	3 (E)

Scoring Requirement: Planning and Instruction go hand-in-hand. Therefore, if a teacher scores a 1 (I) or 2 (IN) in Instruction, he or she cannot receive a rating of 4 (HE) in Planning.

3 **Use established weights to roll-up three domain ratings into one rating for domains 1-3**

At this point, each of the three final domain ratings is weighted according to importance and summed together to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 2: Instruction. Good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes. As such, the Instruction Domain is weighted significantly more than the others, at 75%. Planning (10%) and Leadership (15%) are then weighted accordingly to complete the calculation.

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	3	10%	0.3
Domain 2: Instruction	2	75%	1.5
Domain 3: Leadership	3	15%	0.45
	Final Score		**2.25**

The calculation here is as follows:

1) Rating x Weight = Weighted Rating

2) Sum of Weighted Ratings = Final Score

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4 Incorporate Core Professionalism

At this point, the teacher practice rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator here uses available information and professional judgment to decide if a teacher has not met the standards for any of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in *at least one* of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

Outcome 1: Teacher meets all Core Professionalism standards. Final Practice Score = 2.25

Outcome 2: Teacher does not meet all Core Professionalism standards. Final Practice Score (2.25-1) = 1.25

Scoring Requirement: If, after deducting a point from the teacher's final practice score, the outcome is a number less than 1,then the evaluator should replace this score with a 1. For example, if a teacher has a final practice score of 1.75, but then loses a point because not all of the core professionalism standards were met, the Final Practice Score should be 1 instead of 0.75.

The Final Practice Score is then combined with the scores from the teacher's student learning measures in order to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

The Role of Professional Judgment

Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No observation rubric, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages. Accordingly, the Teacher Effectiveness Rubric provides a comprehensive framework for observing teachers' instructional practice that helps evaluators synthesize what they see in the classroom, while simultaneously encouraging evaluators to consider all information collected holistically.

Evaluators must use professional judgment when assigning a teacher a rating for each competency as well as when combining all competency ratings into a single, overall score. Using professional judgment, evaluators should consider the types of and extent to which teachers' practice grew over the year, teachers' responses to feedback, how teachers adapted their practice to the their current students, and the many other appropriate factors that cannot be directly accounted for in the Teacher Effectiveness Rubric before settling on a final rating. In short, evaluators' professional judgment bridges the best practices codified in the Teacher Effectiveness Rubric and the specific context of a teacher's school and students.

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Component 2: Student Learning

Student Learning: Overview

Many parents' first question over the course of a school year is: "How much is my child learning?" Student learning is the ultimate measure of the success of a teacher, instructional leader, school, or district. To meaningfully assess the performance of an educator or a school, one must examine the growth and achievement of their students, using multiple measures.

Achievement is defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards

- *Achievement* is a set point or "bar" that is the same for all students, regardless of where they begin

Growth is defined as improvingskills required to achieve mastery on a subject or grade level standard over a period of time

- *Growth* differentiates mastery expectations based upon baseline performance.

Available Measures of Student Learning

There are multiple ways of assessing both growth and achievement. When looking at available data sources to measure student learning, the goalsinclude finding measurements that:

- Are **accurate** in assessing student learning and teacher impact on student learning
- Provide **valuable and timely data** to drive instruction in classrooms
- Are **fair** to teachers in different grades and subjects
- Are as **consistent** as possible across grades and subjects
- Allow **flexibility** for districts, schools, and teachers to make key decisions surrounding the best assessments for their students

The Indiana Growth Model is the most common method of measuring growth. This model will be used to measure the student learning of all math and ELA teachers in grades in 4-8. To complement the Growth Model, and to account for those teachers who do not have such data available, RISE also includes measures of students' progress toward specific growth or achievement goals, known as Student Learning Objectives.

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Student Learning Objectives involve setting rigorous learning goals for students around common assessments. All teachers will have Student Learning Objectives. For teachers who have a Growth Model rating, these Objectives will serve as additional measures of student achievement. For teachers who do not have a Growth Model rating, the Student Learning Objectives will form the basis for the student learning measures. More details on how each type of student learning measure affects a teacher's final rating can be found in the Summative Teacher Evaluation Scoring section.

Indiana Growth Model

The Indiana Growth Modelindicates a student's academic progress over the course of a year.It takes a student's ISTEP+ score in "year 1" and finds all other students in the state who received exactly that same score, for example, in math. Then it looks at all of the "year 2" math scores for the same group of students to see how the student scored compared to the other students in the group. Student growth is reported in percentiles.

Indiana teachers are accustomed to looking at growth scores for their students, but these scores will now also be calculated at the classroom level and across classes for use in teacher evaluation. Individual growth model measures are only available for students and teachers in ELA/Math in grades 4-8. For these teachers, students' growth scores will be used to situate teachers in one of thefour rating categories.This process of translating growth scoresinto summative ratings is currently being modeled with a sampleof Indiana schools. Once refined, the finalized method will be released before the 2012-2013 academic year.

School-wideLearning

Because it is important for teachers to have a common mission of improving student achievement, *all* teachers will also have a component of their evaluation score tied to school-wide student learning by aligning with Indiana's new A – F accountability model. The A – F accountability model is still in draft form and will be finalized this fall, as well as the way in which it will situate teachers in one of the four rating categories. All teachers in the same school will receive the same rating for this measure.

Student Learning Objectives

Effective teachers have learning goals for their students and use assessments to measure their progress toward these goals. They review state and national standards, account for students' starting points, give assessments aligned to those standards, and measure how their students grow during the school year. For those who teach 4th through 8th grade math or ELA, information on the extent to which students grow academically is provided annually in the form of growth model data. Yet teachers of other grades and subjects do not have such information available. The RISE system helps account for these information gaps by requiring Student Learning Objectives.

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A **Student Learning Objective** is a long-term academic goal that teachers and evaluators set for groups of students. It must be:

- Specific and measureable
- Based on available prior student learning data
- Aligned to state standards when available
- Based on growth and achievement whenever possible

For subjects without growth model data, student learning objectives provide teachers the necessary standards-aligned goals and assessments to measure student progress that allow forplanning backward from an end vision of student success, ensuring that every minute of instruction is pushing teachers and schools toward a common vision of achievement. By implementing Student Learning Objectives, the RISE system seeks to make these best practices a part of every teacher's planning.

More detailed information on the Student Learning Objectives process along with examples can be found in the *Student Learning Objectives Handbook*, available at www.RISEindiana.org.

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Summative Teacher Evaluation Scoring

Review of Components

Each teacher's summative evaluation score will be based on the following components and measures:

1) Professional Practice – Assessment of instructional knowledge and skills

Measure: Indiana Teacher Effectiveness Rubric (TER)

2) Student Learning – Contribution to student academic progress

Measure: Individual Growth Model (IGM)*

Measure: School-wide Learning Measure (SWL)

Measure: Student Learning Objectives (SLO)

* This measure only applies to teachers of grades 4 through 8 who teach ELA or math.

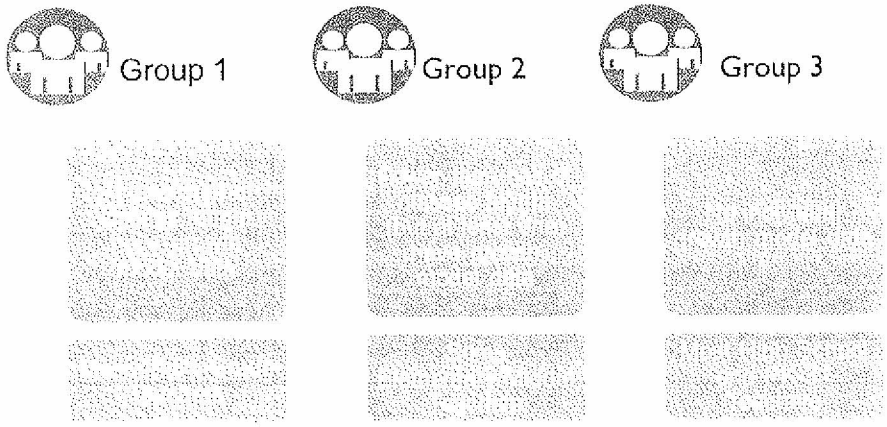
The method for scoring each measure individually has been explained in the sections above. This section will detail the process for combining all measures into a final, summative score.

Weighting of Measures

The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. This particular weighting method does this in a few ways:

- Wherever possible, it aims to take a teacher's mix of grades and subjects into account
- It gives the most weight to the measures that are standardized across teachers
- It includes the same measures (whenever possible) for each teacher

At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER), Individual Growth Model (IGM) (if available), School-wide Learning Measure (SWL), and Student Learning Objectives (SLO). How these measures are weighted depends on a teacher's mix of classes and the availability of growth data. This can be simplified into three groups of teachers (in-depth definitions of these groups can be found in the Glossary).



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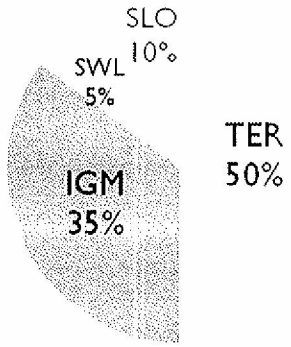
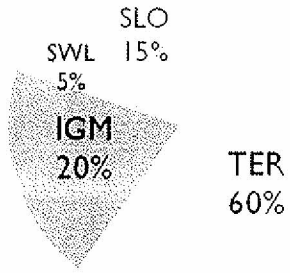
Each group of teachers has a separate weighting scheme. Each is summarized in the charts below.

Key:
TER – Teacher Effectiveness Rubric IGM – Individual Growth Model Data
SWL – School-wide Learning Measure SLO – Student Learning Objectives

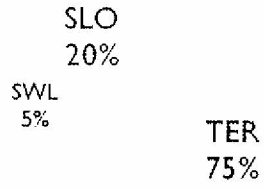
Group 1: Teachers who have individual growth model data for at least half of classes taught



Group 2: Teachers who have individual growth model data for fewer than half of classes taught (but at least one class with growth model data)



Group 3 Teachers: Teachers who do not teach any classes with growth model data



These are pilot year percentages. For now, the growth model and rubric data are given increased weight because of experience with these measures. Student Learning Objectives are a new and difficult process for many. This percentage may increase over time, once teachers and principals are given sufficient practice and training on writing rigorous Student Learning Objectives.

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Compared across groups, the weighting looks as follows:

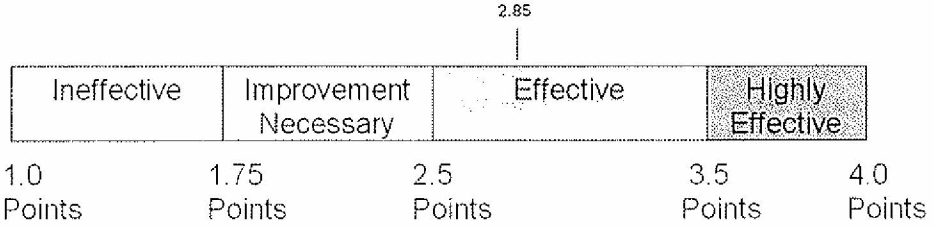
Component	G1: Half or more GIO classes	G2: Less than half GIO classes	G3: Non-GIO classes only
Teacher Effectiveness Rubric	50%	60%	75%
Individual Growth Model Data	35%	20%	N/A
Student Learning Objectives	10%	15%	20%
School-wide learning measure	5%	5%	5%

Once the weights are applied appropriately, an evaluator will have a final decimal number. Below is an example from a Group 1 teacher:

Component	Raw score	Weight	Weighted score
Teacher Effectiveness Rubric	2.6	X 50%	= 1.3
Individual Growth Model Data	3	X 35%	= 1.05
Student Learning Objectives	4	X 10%	=0.4
School-wide Learning Measure	2	X 5%	=0.1
Sum of the weighted scores			2.85

* To get the final weighted score, simply sum the weighted scores from each component.

This final weighted score is then translated into a rating on the following scale.



Note: Borderline points always round up.

In this example, 2.85 maps to a rating of "Effective".

Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide the conversation is provided in theAppendix.

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APPENDIX

GLOSSARY OF RISE KEY TERMS

Achievement: Defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or "bar" that is the same for all students, regardless of where they begin.

Beginning-of-Year Conference: A conference in the fall during which a teacher and primary evaluator discuss the teacher's Self-Assessment and Professional Development Plan (if applicable).

Competency: There are nineteen competencies, or skills of an effective teacher, in the Indiana Teacher Effectiveness Rubric. These competencies are split between the four domains. Each competency has a list of observable indicators for evaluators to look for during an observation.

District-Wide Assessment: A common assessment given to all schools in the district. May have either been created by teachers within the district or purchased from an assessment vendor.

Domain: There are four domains, or broad areas of instructional focus, included in the Indiana Teacher Effectiveness Rubric: Planning, Instruction, Leadership, and Core Professionalism. Under each domain, competencies describe the essential skills of effective instruction.

End-of-Course Assessment: An assessment given at the end of the school year to measure mastery in a given content area. The state currently offers end-of-course assessments in Algebra I, English 10, and Biology I. However, many districts and schools have end-of-course assessments that they have created on their own.

Extended Observation: An announced observation lasting a minimum of 40 minutes.Extended observations are accompanied by optional pre-conferences and mandatory post-conferences including written feedback within five school days of the observation.

Group 1 Teacher: For the purpose of summative weighting, a group 1 teacher is a teacher for whom half or more of their "classes" have growth model data. More specifically, this includes any teacher in grades 4-8 that teaches both ELA and Math OR any teacher in grades 4-8 that teaches either ELA or Math for half or more of time spent teaching during the day.

Group 2 Teacher: For the purpose of summative weighting, a group 2 teacher is a teacher who does not qualify as a group 1 teacher and for whom less than half of their "classes" have growth model data. More specifically, this includes any teacher in grades 4-8 that teaches either ELA or Math for less than half of time spent teaching during the day.

Group 3 Teacher: For the purpose of summative weighting, a group 3 teacher is a teacher for whom none of their classes have growth model data. This currently represents all PK-3rd teachers and all high school teachers. It also may represent any teachers in grades 4-8 that teach neither math nor ELA.

Growth: Improving skills required to achieve mastery on a subject or grade-level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.

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Indiana Growth Model: This growth rating is one of two methods used to measure student learning. The other method is Student Learning Objectives. For teachers, the IN Growth Model rating is calculated by measuring the progress of students in a teacher's class to students throughout the state who have the same score history (their academic peers). To increase the accuracy and precision of this growth rating, the score will reflect two years' worth of assessment data. All teachers will have a small component of their evaluation based on school-wide growth model data.

Indiana Teacher Effectiveness Rubric: The Indiana Teacher Effectiveness Rubric was written by an evaluation committee of education stakeholders from around the state. The rubric includes nineteen competencies and three primary domains: Planning, Instruction, and Leadership. It also includes a fourth domain: Core Professionalism, used to measure the fundamental aspects of teaching, such as attendance.

Indiana Teacher Evaluation Cabinet: A group of educators from across the state, more than half of whom have won awards for teaching, who helped design the RISE model, including the Indiana Teacher Effectiveness Rubric.

Indicator: These are observable pieces of information for evaluators to look for during an observation. Indicators are listed under each competency in the Indiana Teacher Effectiveness Rubric.

ISTEP+: A statewide assessment measuring proficiency in Math and English Language Arts in grades 3-8, Social Studies in grades 5 and 7, and Science in grades 4 and 6. The Indiana Growth model uses ISTEP scores in Math and ELA to report student growth for these two subjects in grades 4-8.

Mid-Year Conference: A conference in the middle of the year in which the primary evaluator and teacher meet to discuss performance in professional practice thus far.

Peer Evaluator: A teacher who is trained to do informal observations. Usually, a peer evaluator is a department-head or grade leader.

Post-Conference: A mandatory conference that takes place after a formal observation during which the evaluator provides feedback verbally and in writing to the teacher.

Pre-Conference: An optional conference that takes place before a formal observation during which the evaluator and teacher discuss important elements of the lesson or class that might be relevant to the observation.

Primary Evaluator: The person chiefly responsible for evaluating a teacher. This evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the spring. Each teacher has only one primary evaluator. The primary evaluator must perform a minimum of one extended and one short observation.

Professional Development Goals: These goals, identified throughself-assessment and reviewing prior evaluation data, are the focus of the teacher's Professional Development Plan over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.

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Professional Development Plan: The individualized plan for educator professional development based on the Self-Assessment and prior evaluation data. Each plan consists of Professional Development Goals and clear action steps for how each goal will be met.The only teachers in RISE who must have a Professional Development Plan are those who received a rating of Improvement Necessary or Ineffective the previous year.

Professional Judgment: A primary evaluator's ability to look at information gathered and make an informed decision on a teacher's performance without a set calculation in place. Primary evaluators will be trained on using professional judgment to make decisions.

Professional Practice: Professional Practice is the first of two major components of the summative evaluation score (the other is Student Learning). This component consists of information gathered through observations using the Indiana Teacher Effectiveness Rubric and conferences during which evaluators and teachers may review additional materials.

School-Wide Assessment: A school-wide assessment is common to one school, but not given across schools. It is usually created by a team of teachers within the school, but may have been purchased by an outside vendor. It is administered to all students in a given grade or subject. For an assessment to be considered school-wide, it must be given by more than one teacher.

Secondary Evaluator: An evaluator whose observations, feedback, and information gathering informs the work of a primary evaluator.

Self-Assessment: Teachers will complete a self-assessment at the beginning of the year and will review it prior to each conference. This self-assessment will ask educators to reflect on their past performance, relevant student learning data, prior evaluation data and professional goals for the upcoming year.

Short Observation: An unannounced observation lasting a minimum of 10 minutes. There are no conferencing requirements for short observations. Feedback in writing must be delivered within two school days.

Statewide Assessment: The ISTEP is the only statewide assessment with growth model data at the moment. However, a statewide assessment refers to any mandatory or optional assessment offered by the state. Examples of this in Indiana include: ISTEP, ECAs, LAS Links, etc.

Student Learning Objectives:A Student Learning Objective is a specificlearning outcome measuring student achievement and/or growth throughout the year. In year 1 each teacher will have two student learning objectives, to be decided upon in December. This number may increase in subsequent years, with a goal of having all students covered by a student learning objective. More details on Student Learning Objectives, including how they will be set, measured, and scored will be provided during Student Learning Objectives training in the fall.

Student Learning: Student Learning is the second major component of the summative evaluation score (the first is Professional Practice). Student Learning is measured by a teacher's individual Indiana Growth Model data (when available), school-wide Indiana Growth Model data, and Student Learning Objectives. These elements of student learning are weighted differently depending on the mix of classes a teacher teaches.

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Summative Conference: A conference in the spring where the primary evaluator and teacher discuss performance from throughout the year leading to a summative rating.

Summative Rating: The final summative rating is a combination of a teacher's Professional Practice Rating and the elements of Student Learning. These elements of the summative rating are weighted differently depending on the mix of classes a teacher teaches. The final score is mapped on to a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement Necessary, and Ineffective.

Teacher-Created Assessment: A teacher-created assessment is an individual exam developed and administered by an individual teacher. Please note that a teacher-created assessment does not refer to an assessment created by and administered by *groups* of teachers (see school-wide assessment)

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OBSERVATION FORM 1- BY COMPETENCY

Note: It is not expected that every competency be observed during every observation. This form may be used for formal or information observations per evaluator preference.

SCHOOL: _____ OBSERVER: _____

TEACHER: _____ GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____ START TIME: _____ END TIME: _____

Use the text boxes below to take notes and collect information for each category. The bullets tie back to the Effectiveness Rubric.

TIME	FRACTION OF STUDENTS ENGAGED				GENERAL OBSERVATION: WHAT IS HAPPENING IN THE ROOM?
0:00	< ½	½	¾	ALL	
0:15	< ½	½	¾	ALL	
0:30	< ½	½	¾	ALL	

2.1 OBJECTIVE	
- Objective is: • Specific and measurable • Aligned to standards • Written to convey what students are learning and what they will be able to do • Written in a student friendly manner • Clearly communicated	
2.2 CONTENT	
Content is: • Factually correct • Clear, concise, well-organized - Teacher: • Restates/rephrases as necessary to increase understanding • Emphasizes key points/main ideas • Uses developmentally appropriate language	

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2.3 ENGAGEMENT	
- Students: • Work hard and are active • Have necessary prerequisite knowledge -Teacher: • Provides multiple ways of engaging with content • Provides accommodations for ELL/IEP students • Has a dynamic presence	
2.4 UNDERSTANDING	
- Teacher: • Checks for understanding at key moments and gains sufficient information to modify instruction • Uses a variety of methods to check for understanding • Uses wait time effectively and doesn't let students opt-out without cycling back • Assesses understanding at the end of the lesson to help plan subsequent lessons	
2.5 MODIFY INSTRUCTION	
- Teacher: • Modifies instruction based on checks for understanding • Uses strategies to differentiate instruction for multiple types of learners • Effectively increases the level of understanding • Doesn't give up on students who lack understanding	

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2.6 RIGOR	
- Teacher: • Creates a lesson that is both accessible and challenging to all students • Uses effective questioning to push thinking forward • Encourages students to persist through challenges • Provides opportunities for students to practice and demonstrate learning	
2.7MAXIMIZE INSTRUCTIONAL TIME	
- Students: • Arrive on-time/Class starts on-time • Follow routines, procedures, and transitions with minimal teacher direction • Are generally on-task and follow directions • Are rarely idle • Rarely disrupt the class - Teacher: • Addresses disruptions without impeding lesson progress	
2.8CLASSROOM CULTURE	
- Students: • Are respectful of each other and of the teacher • Collaborate frequently and are supportive of each other - Teacher: • Reinforces good behavior and character • Has good rapport with students	

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2.9 HIGH EXPECTATIONS	
- Students: • Are invested in their work and value success • Are not afraid to take on challenges and risks - Teacher: • Sets high expectations • Praises and displays high quality work	

Overall Strengths:

Overall Areas for Improvement:

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OBSERVATION FORM 2 - RUNNING RECORD

Note: This form may be used for formal or informal observations per evaluator preference.

SCHOOL: _____ OBSERVER: _____

TEACHER: _____ GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____ START TIME: _____ END TIME: _____

Time:	Student Actions	Teacher Actions

Overall Strengths:

Overall Weaknesses:

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PRE-OBSERVATION FORM - TEACHER

Note: This form may be used in conjunction with a pre-conference, but can also be exchanged without a pre-conference prior to the observation.

SCHOOL: _____ OBSERVER: _____

TEACHER: _____ GRADE/SUBJECT: _____

DATE AND PERIOD OF SCHEDULED OBSERVATION: _____

Dear Teacher,

In preparation for your formal observation, please answer the questions below and attach any requested material.

1) What learning objectives or standards will you target during this class?

2) How will you know if students are mastering/have mastered the objective?

3) Is there anything you would like me to know about this class in particular?

4) Are there any skills or new practices you have been working on that I should look for?

Please attach the following items for review prior to your scheduled observation:

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POST-OBSERVATION FORM - EVALUATOR

Instructions: The primary post-observation document should simply be a copy of the observation notes taken in the classroom. This form is designed to summarize and supplement the notes.

SCHOOL: _____ OBSERVER: _____

TEACHER: _____ GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____ START TIME: _____ END TIME: _____

Domain 2: Areas of Strength Observed in the Classroom (identify specific competencies):

Domain 2: Areas for Improvement Observed in the Classroom (identify specific competencies):

Domain 1: Analysis of information (including strengths and weaknesses) in Planning:

Domain 3: Analysis of information (including strengths and weaknesses) in Leadership:

Action Steps for Teacher Areas of Improvement:

This section should be written by the teacher and evaluator during the post conference.

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POST-OBSERVATION FORM – TEACHER

SCHOOL: _____ OBSERVER: _____

TEACHER: _____ GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____ START TIME: _____ END TIME: _____

Dear Teacher,

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

1) How do you think the lesson went? What went well and what didn't go so well?

2) Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? If not, why do you think it did not go as planned?

3) If you were to teach this lesson again, what would you do differently?

4) Did the results of this lesson influence or change your planning for future lessons?

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MID-YEAR CHECK-IN FORM

SCHOOL: _____ SUMMATIVE EVALUATOR: _____

TEACHER: _____ GRADE/SUBJECT: _____

DATE: _____

Note: Mid-year check-in conferences are optional for any teacher without a professional practice plan, but can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far.It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, circle N/A.

Number of Formal Observations Prior to Mid-Year Check-in: _____

Number if Informal Observations Prior to Mid-Year Check-in: _____

Domain 1: Planning	Mid-Year Assessment of Domain 1
1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable 1.3 Achievement Goals 1.4 Develop Standards-Based Unit Plans and Assessments 1.5 Create Objective-Driven Lesson Plans and Assessments 1.6 Track Student Data and Analyze Progress	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

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Domain 2: Instruction	Mid-Year Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students 2.3 Engage Students in Academic Content 2.4 Check for Understanding 2.5 Modify Instruction as Needed 2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work 2.7 Maximize Instructional Time 2.8 Create Classroom Culture of Respect and Collaboration 2.9 Set High Expectations for Academic Success	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**

Domain 3: Leadership	Mid-Year Assessment of Domain 3
3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**

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Domain 4: Professionalism	Mid-Year Assessment of Domain 4
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	
Mid-Year Rating (Circle One)	Meets Standards Does Not Meet Standards

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FINAL TEACHER PRACTICE RATING

SCHOOL: _____ SUMMATIVE EVALUATOR: _____

TEACHER: _____ TEACHER ID: _____

GRADE/SUBJECT: _____ DATE: _____

Note: This form should be completed based on information collected and assessed throughout the year. Evaluators should complete this form and make a copy for the teacher to discuss results during the end-of-year summative conference.

Number of Formal Observations: _____

Number if Informal Observations: _____

Domain 1: Planning	Final Assessment of Domain 1
1.6 Utilize Assessment Data to Plan 1.7 Set Ambitious and Measurable Achievement Goals 1.8 Develop Standards-Based Unit Plans and Assessments 1.9 Create Objective-Driven Lesson Plans and Assessments 1.10Track Student Data and Analyze Progress	
Final Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

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Domain 2: Instruction	Final Assessment of Domain 2
2.10Develop Student Understanding and Mastery of Lesson Objectives 2.11Demonstrate and Clearly Communicate Content Knowledge to Students 2.12Engage Students in Academic Content 2.13Check for Understanding 2.14Modify Instruction as Needed 2.15Develop Higher Level Understanding Through Rigorous Instruction and Work 2.16Maximize Instructional Time 2.17Create Classroom Culture of Respect and Collaboration 2.18Set High Expectations for Academic Success	
Final Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

Domain 3: Leadership	Final Assessment of Domain 3
3.6 Contribute to School Culture 3.7 Collaborate with Peers 3.8 Seek Professional Skills and Knowledge 3.9 Advocate for Student Success 3.10Engage Families in Student Learning	
Final Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

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Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		10%	0
Domain 2		75%	0
Domain 3		15%	0
	Weighted	**100%**	-
	Final TP Rating		-

Note: If you double click the table above and then enter 1-4 in the second column: "Rating (1-4)", the table will calculate the final teacher practice rating. If this does not work, follow the following formula to calculate by hand:

1) Rating * % Weight = Weighted Rating
2) Sum of Weighted Ratings = Weighted Score
3) Rounded Weighted Score (.5 or above round up, .49 or below round down) = Final TP Rating

Final Teacher Practice Score, Domains 1-3: _____

Core Professionalism

Domain 4: Professionalism	**Final Assessment of Domain 4**
5. Attendance 6. On-Time Arrival 7. Policies and Procedures 8. Respect	
Final Rating (Circle One)	**Meets Standards** **Does Not Meet Standards**

Directions: If theteacher"Meets Standards" above, deduct 0 points. The final Teacher Practice score remains the same as in the previous step. If the teacher "Does Not Meet Standards", deduct 1 point from the score calculated in the previous step.

Final Teacher Practice Score, Domains 1-4: _____

Teacher Signature

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: _____ Date: _____

Evaluator Signature

I have met with this teacher to discuss the information on this form and provided a copy.

Signature: _____ Date: _____

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PROFESSIONAL DEVELOPMENT PLAN

Using your self-assessment, relevant student learning data, evaluation feedback and previous professional development learning, establish at least 3 areas of professional growth below. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Achieved?
1.	
2.	
3.	

Name:			
School:		**District:**	
Grade Level(s):		**Subject(s):**	
Date Developed:		**Date Revised:**	
Primary Evaluator Approval	*X*	*Teacher Approval*	*X*

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Professional Growth Goal #1

Overall Goal: *Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)*	Action Steps and Data: *Include detailed steps and the data you will use to determine whether each benchmark is met*	Benchmarks and Data: *Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.*				Evidence of Achievement: *How do you know that your goal has been met?*
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

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Professional Growth Goal #2						
Overall Goal: *Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)*	Action Steps and Data: *Include detailed steps and the data you will use to determine whether each benchmark is met*	Benchmarks and Data: *Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.*				Evidence of Achievement: *How do you know that your goal has been met?*
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

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Professional Growth Goal #3						
Overall Goal: *Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)*	Action Steps and Data: *Include detailed steps and the data you will use to determine whether each benchmark is met*	Benchmarks and Data: *Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.*				Evidence of Achievement: *How do you know that your goal has been met?*
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

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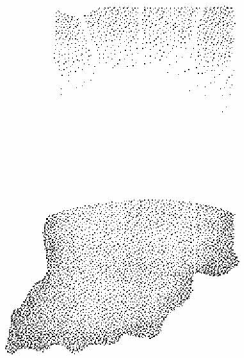


RISE

Evaluation and Development System

Indiana Department of Education

Indiana Teacher Effectiveness Rubric

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, AND lesson plans	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	Set Ambitious and Measurable Achievement Goals	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans an ambitious annual student achievement goal	Teacher develops an annual student achievement goal that is: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: - Measurable The goal may *not:* - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	Develop Standards-Based Unit Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit Teacher may *not:* -Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.
1.4	Create Objective-Driven Lesson Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. Teacher may *not:* - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.

1.5	Track Student Data and Analyze Progress	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day	Teacher uses an effective data tracking system for: - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals	Teacher uses an effective data tracking system for: - Recording student assessment/ progress data - Maintaining a grading system Teacher may *not:* - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1:	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
Develop student understanding and mastery of lesson objectives	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:;* - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective	- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective	- Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
Demonstrate and Clearly Communicate Content Knowledge to Students	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	- Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development	-Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development	- Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage students in academic content	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content	-3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Teacher sustains the attention of the class by maintaining a dynamic presence - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	- Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	- Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
3. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: Check for Understanding	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding - Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly - Teacher uses a variety of methods to check for understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	- Teacher sometimes checks for understanding of content, but misses several key moments - Teacher mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly - Teacher may not use a variety of methods to check for understanding, when doing so would be helpful - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning	- Teacher rarely or never checks for understanding of content, or misses nearly all key moments - Teacher rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:

- Checks for Understanding: thumbs up/down, cold-calling
- Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: Modify Instruction As Needed	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	- Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)	- Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	- Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Teacher may not always use questioning as an effective tool to increase understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	- Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

1. Examples of types of questions that can develop higher-level understanding:
   - Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
   - Asking students to explain their reasoning
   - Asking students to explain why they are learning something or to summarize the main idea
   - Asking students to apply a new skill or concept in a different context
   - Posing a question that increases the rigor of the lesson content
   - Prompting students to make connections to previous material or prior knowledge
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: Maximize Instructional Time	Teacher is highly effective at maximizing instructional time *For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	Teacher is effective at maximizing instructional time - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.	Teacher needs improvement at maximizing instructional time - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem	Teacher is ineffective at maximizing instructional time - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson - Classroom management is generally poor and wastes instructional time

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8: Create Classroom Culture of Respect and Collaboration	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	- Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9: Set High Expectations for Academic Success	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teacher is ineffective at setting high expectations for student success.
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	- Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work. - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and displays high quality academic work	- Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom	- Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

Note:
1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student workplans, etc.

DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

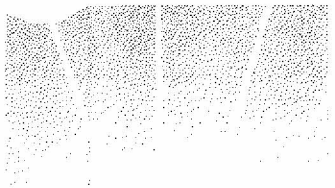
Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class	Teacher will: - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class	Teacher will: - Contribute occasional ideas and expertise to further the school's mission and initiatives Teacher may *not*: - Frequently dedicates time to help students and peers efficiently outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	Collaborate with Peers	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	Teacher will: - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	Teacher will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed Teacher may *not:* - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	Seek Professional Skills and Knowledge	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	Teacher will: - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	Teacher will: - Attend all mandatory professional development opportunities Teacher may *not:* - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning
3.4	Advocate for Student Success	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success	Teacher will: - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs	Teacher will: - Display commitment to the education of all his/her students Teacher may *not:* - Advocate for students' needs	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.

3.5	Engage Families in Student Learning	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	Teacher will: - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	Teacher will: - Respond to contact from parents - Engage in all forms of parent outreach required by the school Teacher may *not:* - Proactively reach out to parents to engage them in student learning	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

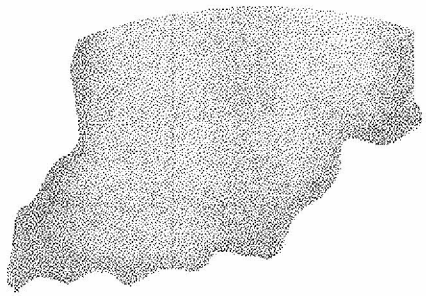
Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual hasnot demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner



HOW RISE WORKS



www.riseindiana.org | October 2011

Designed by educators for educators, RISE takes a fair, accurate, comprehensive look at classroom performance.

RISE
Evaluation and Development System

How RISE Works

The classroom is a complex place, and every teacher is unique. Designed in collaboration with educators across Indiana, RISE looks at a teacher's **professional practice** as well as evidence of **student learning** to paint a fair, accurate, and comprehensive picture of an educator's performance. By using multiple sources of information, RISE identifies strengths and areas for improvement, which can help teachers grow year after year. After all, when teachers succeed, students succeed.

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RISE was designed around three core beliefs.

CORE BELIEFS	HOW RISE WORKS
1 Nothing we can do for our students matters more than giving them effective teachers capable of driving student learning outcomes.	RISE incorporates **multiple measures of student learning.**
2 Teachers deserve to be treated like professionals. We need a system that differentiates teacher performance in order to give accurate and applicable support and recognition for excellence.	The Indiana Teacher Effectiveness Rubric provides an **in-depth description of four performance levels.**
3 A new evaluation system will make a positive difference in teachers' everyday lives by providing detailed, constructive feedback, tailored to the individual needs of their classrooms and students.	Evaluators will spend more time in the classroom in order to provide **frequent, actionable feedback.**

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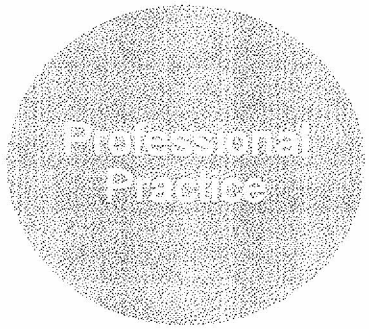
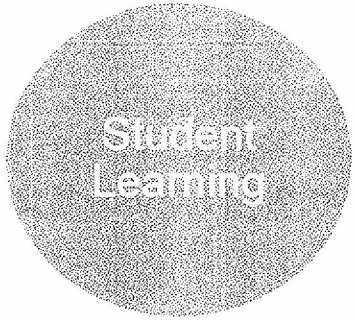
There are two major components of the RISE evaluation system.





Summative
Evaluation
Rating

RISE

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The first component of the RISE evaluation system is Professional Practice.

Professional Practice

What is professional practice?

- The assessment of instructional knowledge and skills
- Includes performance in Planning, Instruction, Leadership, and Core Professionalism

How is professional practice measured in RISE?

- Classroom observation and other evidence such as lesson plans, etc.
- Information is organized and performance is assessed using the Indiana Teacher Effectiveness Rubric

RISE

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The second component of the RISE evaluation system is Student Learning.

2 Student Learning

What is student learning?

- Student learning is a teacher's contribution to academic progress over the course of the school year.

How is student learning measured in RISE?

- Student learning is measured in three ways
  - Individual Growth Model Data (where available)
  - School-wide Learning Measure
  - Student Learning Objectives

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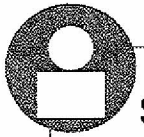
Two types of evaluators contribute to the collection of evidence.

Primary Evaluator: The person chiefly responsible for the summative evaluation of a teacher. This evaluator is responsible for collecting evidence themselves and reviewing evidence collected by any secondary evaluators. Each teacher has only one primary evaluator.



Secondary Evaluator: An evaluator who may supplement the work of a primary evaluator by conducting observations, providing feedback or gathering evidence and artifacts of student learning. Each teacher may have more than one secondary evaluator.

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There are four summative rating levels in RISE.

Highly Effective: A *highly effective* teacher consistently exceeds expectations both in terms of student achievement as well as professional contribution to the school or corporation. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have exceeded expectations for academic growth.

Effective: An *effective* teacher consistently meets expectations both in terms of student achievement as well professional contribution to the school or corporation. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have achieved acceptable rates of academic growth.

Improvement Necessary: A teacher who *needs improvement* has room for growth in meeting expectations for student achievement and professional contribution to school or corporation. This is a teacher who, as determined by a trained evaluator, needs improvement in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have achieved below acceptable rates of academic growth.

Ineffective: An *ineffective* teacher consistently fails to meet expectations for student achievement and contribution to school or corporation. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have achieved low levels of academic growth.

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Both RISE components have measures. Scores from these measures will be inputs for the summative rating.

1) Professional Practice – Assessment of instructional knowledge and skills

Measure: Indiana Teacher Effectiveness Rubric (TER)

2) Student Learning – Contribution to student academic progress

Measure: Individual Growth Model (IGM)*

Measure: School-wide Learning Measure (SWL)

Measure: Student Learning Objectives (SLO)

* Only teachers in grades 4-8 ELA/Math have individual growth model data

The summative rating calculation is based on four principles

1.) Teachers should be treated as similarly as possible.
2.) Classes that aren't covered by growth-model data should not be excluded or drastically underrepresented in the final weighting.
3.) A teacher's mix of growth model and non-growth model classes should be reflected in the calculation.
4.) Data in which we have most confidence is given the most weight.

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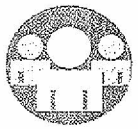
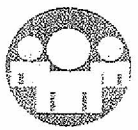
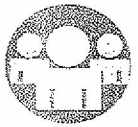
Teachers fall into one of three groups for the purpose of calculating a rating.



Group 1



Group 2



Group 3

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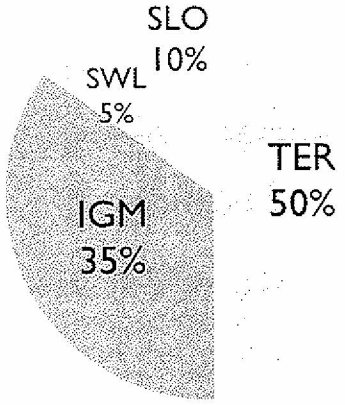
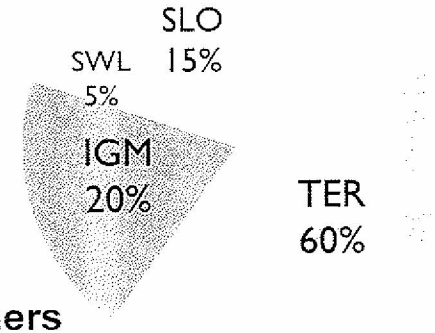
Each group uses a different weighting scheme.

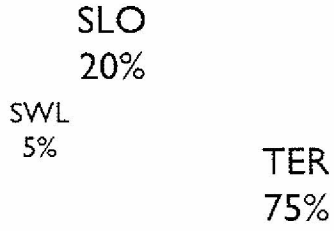
Group 1 Teachers
Half or more GM classes



Group 2 Teachers
Less than half GM classes



Group 3 Teachers
No GM classes



Key:
TER: Teacher Effectiveness Rubric
IGM: Individual Growth Model
SLO: Student Learning Objective
SWL: School-wide Learning Measure

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Weighting Example

• Mrs. Smith teaches three sections of 8th grade ELA and three sections of 8th grade Social Studies.

•Because half or more of her classes taught have individual growth model data, she is a **Group 1** Teacher.

•We use the **Group 1** weights from the previous slide to calculate her summative score.

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	2.6	x 50%	= 1.3
Individual Growth Model Data	3	x 35%	= 1.05
Student Learning Objectives	4	x 10%	= .4
School-wide Learning Measure	2	x 5%	= .1
Sum of the Weighted Scores			**2.85**

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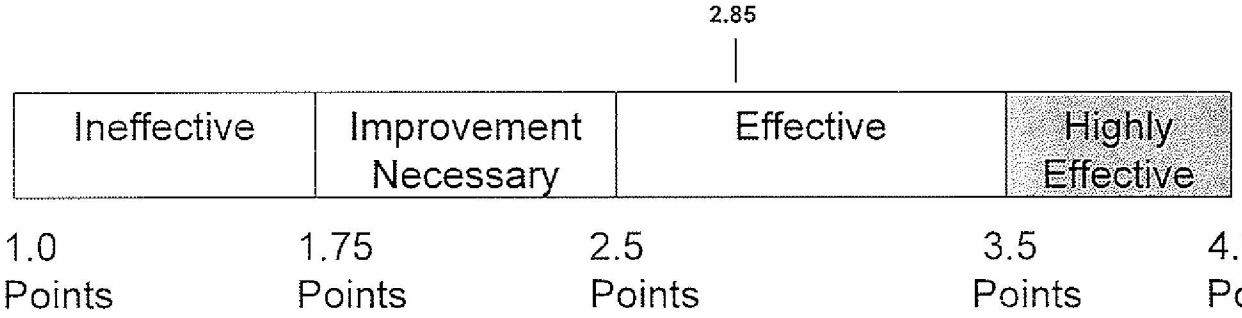
The weighted score determines the final rating.*

- **In the Mrs. Smith example, the weighted score of 2.85 is mapped to this scale. The final rating is "Effective".**



Note: Borderline points always round up.

* Further training on summative scoring will occur in the winter/early spring.

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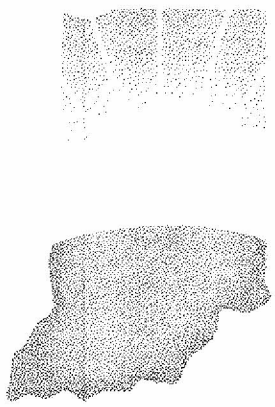

RISE

Evaluation and Development System

Indiana Department of Education

Indiana Teacher Effectiveness Rubric

2011-2012 PILOT VERSION

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DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	**Teacher uses prior assessment data to formulate:** - Achievement goals, unit plans, AND lesson plans	**Teacher uses prior assessment data to formulate:** - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	Set Ambitious and Measurable Achievement Goals	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans an ambitious annual student achievement goal	**Teacher develops an annual student achievement goal that is:** - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	**Teacher develops an annual student achievement goal that is:** - Measurable **The goal may *not:*** - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	Develop Standards-Based Unit Plans and Assessments	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit **Teacher may *not:*** -Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

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1.4	Create Objective-Driven Lesson Plans and Assessments	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. **Teacher may *not:*** - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	Track Student Data and Analyze Progress	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Maintaining a grading system **Teacher may *not:*** - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

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DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1:	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
Develop student understanding and mastery of lesson objectives	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective	- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective	- Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
Demonstrate and Clearly Communicate Content Knowledge to Students	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	- Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development	-Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development	- Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions..

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3: Engage students in academic content	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content	-3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Teacher sustains the attention of the class by maintaining a dynamic presence - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	- Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	- Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
3. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.or district-wide PD sessions.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: Check for Understanding	Teacher is highly effective at checking for understanding *For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	Teacher is effective at checking for understanding - Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding - Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly - Teacher uses a variety of methods to check for understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	Teacher needs improvement at checking for understanding - Teacher sometimes checks for understanding of content, but misses several key moments - Teacher mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly - Teacher may not use a variety of methods to check for understanding, when doing so would be helpful - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning	Teacher is ineffective at checking for understanding - Teacher rarely or never checks for understanding of content, or misses nearly all key moments - Teacher rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:

- Checks for Understanding: thumbs up/down, cold-calling
- Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: Modify Instruction As Needed	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	- Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: **Develop Higher Level of Understanding through Rigorous Instruction and Work**	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)	- Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	- Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Teacher may not always use questioning as an effective tool to increase understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	- Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

1. Examples of types of questions that can develop higher-level understanding:
   - Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
   - Asking students to explain their reasoning, why they are learning something, or to summarize the main idea
   - Asking students to apply a new skill or concept in a different context, or prompting students to make connections to previous material or prior knowledge
   - Posing a question that increases the rigor of the lesson content
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: Maximize Instructional Time	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs improvement at maximizing instructional time	Teacher is ineffective at maximizing instructional time
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	- Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.	- Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem	- Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson - Classroom management is generally poor and wastes instructional time

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Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8: **Create Classroom Culture of Respect and Collaboration**	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	- Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9: Set High Expectations for Academic Success	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teacher is ineffective at setting high expectations for student success.
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	- Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work. - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and displays high quality academic work	- Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom	- Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

Note:

1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

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DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class	Teacher will: - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class	Teacher will: - Contribute occasional ideas and expertise to further the school's mission and initiatives Teacher may *not*: - Frequently dedicates time to help students and peers efficiently outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	Collaborate with Peers	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	Teacher will: - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	Teacher will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed Teacher may *not:* - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	Seek Professional Skills and Knowledge	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	Teacher will: - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	Teacher will: - Attend all mandatory professional development opportunities Teacher may *not:* - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

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3.4	Advocate for Student Success	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success	**Teacher will:** - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs	**Teacher will:** - Display commitment to the education of all his/her students **Teacher may *not:*** - Advocate for students' needs	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.
3.5	Engage Families in Student Learning	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	**Teacher will:** - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	**Teacher will:** - Respond to contact from parents - Engage in all forms of parent outreach required by the school **Teacher may *not:*** - Proactively reach out to parents to engage them in student learning	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

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Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	**Attendance**	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
2	**On-Time Arrival**	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	**Policies and Procedures**	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	**Respect**	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

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Multiple Measures Memo

Measures are the components that make up a teacher's evaluation. Together, all of the components, or measures, of a teacher's evaluation are combined to make up his or her final rating (highly effective, effective, improvement necessary or ineffective). There are different types of measures that can be considered for teacher evaluation. Some of the most popular are described in the chart below.

Types of Measures	Examples of Data Collected for Measures	How are Measures Rated
Student Learning Measures Linked to Individual Teachers	• Growth Model data • Value-added data • Performance on school- or corporation-wide tests • Performance on teacher-created tests or projects • Portfolios of students' work or performance	Some measures of student performance such as growth model data and value added are statistical models constructed to capture students' learning growth. Because these models typically do not cover all teachers, some evaluation systems also use locally created assessments as part of a student learning measure. In these instances, corporations, school administrators, or teachers often must agree on a measure of student growth and/or achievement for a teacher to be rated in each of several categories. Some evaluation systems will include more than one student learning measure per teacher.
Student Learning Measures Linked to Entire Schools	• Growth model data aggregated to the school-level • Value-added data aggregated to school level • School-level accountability ratings	Evaluation systems may include a school-level measure of student learning in each teacher's evaluation. This measure is intended to bring faculty together in a common mission of helping students achieve. Rating these measures can be similar to those used for individual teachers above, but calculated at the school level instead. Alternatively, a school may choose to use the state accountability measure to ensure alignment across school, principal, and teacher evaluation.
Instructional Practice Measures	• Classroom observations • Planning strategies and materials	In most cases, classroom observations and planning materials are mapped back to a rubric outlining what performance levels look like in each of several domains and/or competencies. For example, what should one see in the classrooms of teachers who are highly effective, effective, need improvement, and ineffective at developing higher levels of student understanding, using assessments to plan lessons, etc.?
Professionalism Measures	• Attendance • Evidence of respect for students, colleagues, and administrators • Evidence of following procedures and policies	Some evaluation systems use a rubric that delineates what professionalism looks like in different competencies. For example, what types of actions do effective teachers display that represent a respect for colleagues, and how does this differ for ineffective or highly effective teachers? Other systems make professionalism a pass/fail "non-negotiable" measure.
School and Educational Community Measures	• Evidence of involvement in school-wide professional groups • Evidence of meaningful collaboration with colleagues • Evidence of leadership in multiple arenas, including faculty, external professional groups, and student groups (e.g., club sponsor or program creator) • Engagement with parents	Most evaluation systems use a detailed rubric that indicates what community participation looks like in different competencies. This includes what an evaluator should see in the classroom or be presented with as evidence. For example, what types of teacher-artifacts can be used to judge whether a teacher is highly effective, effective, needs improvement, or ineffective at engaging parents in student learning? In some places, surveys of parents and students are used to answer questions like the preceding.

Types of measures are not limited to those listed above. Measures span a wide gamut, representing the different ways evaluators can collect information on a teacher's practice. Because teaching is complex work, teacher evaluation systems should not rely on a single measure. Instead, multiple measures should be collected, rated individually on a 4 or 5 scale, and then combined to form an overall rating of a teacher's effectiveness. Each type of measure provides an important, though somewhat restricted, indicator of a teacher's practice. By using multiple measures in an evaluation system, especially measures of different types, evaluators can be more confident that they are gaining enough information to form a comprehensive picture of a particular teacher's practice.

Corporations are encouraged to choose measures that best assess their teachers' practice and that are aligned with their mission and educational philosophy. The National Comprehensive Center for Teacher Quality has published a tool to assist in developing teacher evaluation systems entitled A Practical Guide to Designing Comprehensive Teacher Evaluation Systems. It has information on research and best practices in developing comprehensive teacher evaluation systems.

See the chart below for examples of how other states, districts, and external providers have utilized multiple measures in their new evaluation systems.

	Measures Used (Each of these is an example of multiple measures.)	Link

DC IMPACT Model	Not every teacher has the same measures depending on available data. The measures for the two most common types of teachers –general-ed with and without value-added data – are provided below, but follow the link in this table to see how IMPACT evaluates all types of teachers, including special education, early childhood, and more.
	
	• Individual teachers' student performance measures from
	  o Individual value-added data based on DC CAS Scores (when available)
	  o Teacher Assessed Student Achievement data
	• Instructional practice measures from
	  o Classroom observations mapped to a comprehensive Teaching and Learning Framework
	• School community measure
	  o Commitment to School Community Rubric
	• School-level student performance measures from
	  o School value-added student achievement data based on DC CAS Scores
		http://www.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/IMPACT+(Performance+Assessment)

TAP: The System for Teacher and Student Advancement	• Individual teachers' student performance measure from
	  o Individual value-added or growth model data based on state assessments
	• Instructional Performance and Professionalism measure
	  o Classroom observations mapped to 19 areas of effective instructional practice for an overall "Skills, Knowledge, and Responsibilities (SKR)" score.
	• School-level student performance measure from
	  o School value-added or growth model data from state assessments
		http://www.tapsystem.org/
		
		http://www.tapsystem.org/publications/eval_lessons.pdf

Houston, TX	• Individual teachers' student performance measures. This must include at least two measures of student learning from the following five potential measures:
	  1. Value-Added Growth based on ECAAS scores
	  2. Comparative growth on EOC/EOY assessments
	  3. Students' progress on district-wide or evaluator-approved EOC/EOY assessments
	  4. Students' progress using culminating, EOC/EOY performance tasks/work products
	  5. Students' attainment on an appraiser-approved or district-wide EOC/EOY assessment
	• Instructional practice measures from
	  o Classroom observations and conferences mapped to a 13-competency rubric
	• Professionalism measure from
	  o Review of evidence mapped to a 9-comptency rubric
		http://houstoneffectiveteachers.org/final-appraisal-and-development-system-proposal

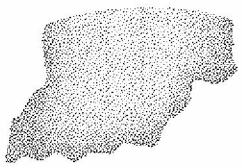
Rhode Island	• Individual teachers' student performance measures from:
	  o Rhode Island Growth Model data when available
	  o Performance on Student Learning Objectives set on externally created tests, district- or school-wide common assessments, or teacher-made exam, student portfolios, writing pieces approved by an evaluator
	• Instructional practice measures from:
	  o Classroom observations and artifact review mapped to a 19-competency Teacher Professional Practice Rubric
	• Professionalism measure from:
	  o Classroom observations and artifact review mapped to a 10-comptency Educator Professional Responsibilities Rubric
		http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation/Docs/RIModelGuide.pdf

Evanston, IL	• Individual teachers' student performance measure from:
	  o Student growth as indicated by the number of students that have grown a year or more (defined as having at least a 50th percentile ranking on a potential mix of national, state, and locally created assessments. State and national percentile rankings are used when available, otherwise local norms for grade levels and courses are used.
	• Instructional practice measure from:
	  o Classroom observations and conferences mapped to the Danielson Framework (Planning & preparation; Classroom environment; Instruction; Professional responsibilities)
	  o Artifact review and other documentation, as appropriate
		http://www.district65.net/community/Appraisal/6013%24C24C.0/Handout-Evanston-Skokie%20District%2065%20Professional%20Appraiser%20.pdf

New Haven, CT	• Individual teachers' student achievement measures:
	  ○ Extent to which teachers' students meet set learning goals on multiple assessments including external and state standardized assessments, district-wide assessment aligned to guiding principles, portfolio-based assessment of 21st Century Competencies, teacher and evaluator selected assessments
	• Instructional practice measure from:
	  ○ Planning and preparation: Conferences, classroom observations and document reviews of a teacher's effectiveness mapped to a 6-competency rubric
	  ○ Classroom practice: Classroom observations mapped to a 10-competency rubric
	  ○ Reflection: Conferences and document reviews mapped to a 3-competency rubric
	• Professionalism measure:
	  ○ Judgments of observed teacher behavior that address a set of characteristics including collegiality and high expectations for students
		http://www.nhps.net/node/2328

Austin, TX	This system is currently being piloted and has yet to be finalized for all of Austin schools and teachers.
	
	• Individual teachers' student performance measure from:
	  ○ Value-added scores on state standardized assessments
	  ○ Performance on district-approved assessments
	  ○ Student learning objectives
	• School-level student performance measure from
	  ○ School-level value added data
	• Instructional Practice and Classroom Culture based on
	  ○ At least two classroom observations by administrator and at least two classroom observations by colleague mapped to an 8- and 5-competency rubric for instructional practice and classroom culture respectively
	• Professionalism measure from:
	  ○ Administrators' evaluation of teacher's professional expectations on a 4-competency rubric.
		http://archive.austinisd.org/inside/initiatives/compensation/evaluation.html

Tennessee	• Individual teachers' student performance measure from:
	  ○ Value-added measure of growth whenever possible. Subject-specific growth measure for non-value-added subjects and grade levels. These measures are currently being developed. Some non-tested areas will have measures available for the coming school year, and others for the 2012-13 school year. While additional assessments are under development and review, school-wide value-added data will be used for this category.
	  ○ Another student achievement measure which teachers may choose, in cooperation with their administrator, from a list of state board approved options. The chosen measures should reflect the educator's primary responsibility as directly as possible.
	• Instructional Performance and Professionalism measure based on TAP protocol (see above for more information on TAP)
		http://www.tn.gov/firsttothetop/areas_teams_committee.html



RISE

Evaluation and Development System

Indiana Department of Education

Indiana Principal Effectiveness Framework

DRAFT VERSION – August 3, 2011

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PLEASE NOTE: THIS MODEL EVALUATION RUBRIC IS STILL IN DRAFT FORM. [illegible] However, because DOE believes the timing [illegible] DOE will not require any [illegible] the state to develop the most effective system [illegible] model rubric would [illegible]

Overview

What is the purpose of the Principal Effectiveness Rubric?

The Principal Effectiveness Rubric was developed for 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 ensure 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 a 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.

Who developed the Principal Effectiveness Rubric?

A representative group of teachers and leaders from across the state, along with staff from the Indiana Department of Education (IDOE), contributed to the development of the rubric.

What research and evidence support the Principal Effectiveness Rubric?

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*

PLEASE NOTE: THIS MODEL EVALUATION RUBRIC IS STILL IN DRAFT FORM. The rubric was developed over the course of [illegible] and modified based on feedback received [illegible]. However, because of the variance and the high level of interest shown in the rubric, we wanted to share it with you as soon as possible so that you can see what the rubric can look like. The IDOE will not require any [illegible] to use this rubric or adopt a specific model. We [illegible] to develop this model in support of [illegible] and [illegible] to develop [illegible] model [illegible] when collaborating [illegible] and [illegible] the IDOE [illegible] the FINAL version of this model.

How is the Principal Effectiveness Rubric organized?

The rubric is divided into two domains:

Domain 1: Teacher Effectiveness
Domain 2: Leadership Actions

Discrete competencies within each domain target specific areas that effective principals much focus upon.

What about other areas (e.g. student discipline, school climate and safety)?

It is undeniable that a principal is required to wear many hats, from instructional leader and disciplinarian to budget planner and plant manager. As the job becomes more demanding and complex, the question of how to fairly and effectively evaluate principals takes on greater importance.

In reviewing leadership frameworks as part of the development of the Principal Effectiveness Rubric, the goal was not to create a principal evaluation that would try to be all things to all people. Rather, the rubric focuses unapologetically on evaluating the principal's role as driver of student growth and achievement through their leadership skills and ability to manage teacher effectiveness in their buildings. Moreover, this focus reflects a strong belief that if a principal is evaluated highly on this particular instrument, he/she will likely be effective in areas not explicitly touched upon in the rubric such as school safety or school operations.

This is not to say that principals should not be evaluated in these other areas. In fact, schools and districts that elect to utilize the rubric are encouraged to add or develop additional indicators. Any additions should supplement, not supplant, the indicators already outlined in the rubric

How do I ensure the effective implementation of the Principal Effectiveness Rubric?

The devil is in the details. Even the best principal evaluation tool can be undermined by poor implementation. Successful implementation of the Principal Effectiveness Rubric will require a focus on four core principles[1]:

1. **Training and support:** Administrators responsible for the evaluation of principals must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.

2. **Accountability:** The differentiation of principal effectiveness must be a priority for district administrators, including the superintendent, and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.

3. **Credible distribution:** If the rubric is implemented effectively, ineffective ratings will not be anomalous, surprising, or without clear justification. The performance distribution of principals must be closely monitored and a vehicle established to declare evaluations invalid if results are inflated.

4. **Decision-making:** Results from the principal evaluation must be fully integrated with other district systems and policies and a primary factor in decisions such as how principals are assigned and retained, how principals are compensated and advanced, what professional development principals receive, and when and how principals are dismissed.

[1] Informed by The New Teacher Project's *The Widget Effect* (2009)

PLEASE NOTE: THIS MODEL EVALUATION RUBRIC IS STILL IN DRAFT FORM! The rubric will be piloted in the [illegible] 2012 as a uniform basis for feedback. However, because DOE understands the high level of interest across the state with regard to evaluation, we wanted to share this DRAFT in advance of the [illegible] development of what a principal evaluation rubric can look like. The DOE will not require any district/school to use this or any specific evaluation tool. We do hope districts will adopt this model rubric as it [illegible] [illegible] including incorporating from across the state to refine this rubric to support local conversations to [illegible] the best possible evaluation tool to fit the needs of each district to help [illegible] DOE [illegible] [illegible] [illegible]

Domain 1: Teacher Effectiveness

Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager					
1.1.1	Hiring and retention	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; – Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; – Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).	Principal recruits, hires, and supports teachers by: – Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; – Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; – Aligning personnel decisions with the vision and mission of the school.	Principal recruits, hires, and supports effective teachers by: – Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; – Demonstrating ability to increase some teachers' effectiveness; – Occasionally applying the school's vision/mission to HR decisions.	Principal <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by: – Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions[2]; – Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; – Rarely or never applying the school's vision/mission to HR decisions.
1.1.2	Evaluation of teachers	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.	Principal prioritizes and applies teacher evaluations by: – Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; – Following processes and procedures outlined in the corporation evaluation plan for all staff members	Principal prioritizes and applies teacher evaluations by: – Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to partially differentiate the performance of teacher; – Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	Principal <u>does not</u> prioritize and apply teacher evaluations by: – Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Rarely or never using teacher evaluation to differentiate the performance of teachers ; – Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.

[2] For new teachers, the use of student teaching recommendations and data results is entirely appropriate.

PLEASE NOTE: THIS MODEL EVALUATION RUBRIC IS STILL IN DRAFT FORM [illegible] [illegible] [illegible]

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.3	Professional development	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Frequently creating learning opportunities in which highly effective teachers support their peers; – Monitoring the impact of implemented learning opportunities on student achievement; – Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	Principal orchestrates professional learning opportunities by: – Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; – Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. – Providing differentiated learning opportunities to teachers based on evaluation results.	Principal orchestrates aligned professional learning opportunities tuned to staff needs by: – Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; – Providing learning opportunities with little variety of format; – Providing differentiated learning opportunities to teachers in some measure based on evaluation results.	Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by: – Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; – Providing no variety in format of learning opportunities; – Failing to provide professional learning opportunities based on evaluation results.
1.1.4	Leadership and talent development	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Encouraging and supporting teacher leadership and progression on career ladders; – Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; – Recognizing and celebrating emerging leaders.	Principal develops leadership and talent by: – Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; – Providing formal and informal opportunities to mentor emerging leaders; – Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.	Principal develops leadership and talent by: – Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; – Providing formal and informal opportunities to mentor some, but not all, emerging leaders; – Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.	Principal <u>does not</u> develop leadership and talent by: – Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school; – Rarely or never provides mentorship to emerging leaders; – Providing no support and encouragement of leadership and growth; – Frequently assigns responsibilities without allocating necessary authority.
1.1.5	Delegation	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Encouraging and supporting staff members to seek out responsibilities; – Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.	Principal delegates tasks and responsibilities appropriately by: – Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Monitoring the progress towards success of those to whom delegations have been made; – Providing support to staff members as needed.	Principal delegates tasks and responsibilities appropriately by: – Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; – Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; – Providing support, but not always as needed.	Principal <u>does not</u> delegate tasks and responsibilities appropriately by: – Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; – Rarely or never providing support.

PLEASE NOTE: THIS MODEL EVALUATION RUBRIC IS STILL IN DRAFT FORM

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.6	Strategic assignment[3]	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.	Principal uses staff placement to support instruction by: – Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; – Strategically assigning support staff to teachers and classes as necessary to support student achievement.	Principal uses staff placement to support instruction by: – Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.	Principal <u>does not</u> use staff placement to support instruction by: – Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
1.1.7	Addressing teachers who are in need of improvement or ineffective	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Staying in frequent communication with teachers on remediation plans to ensure necessary support; – Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.	Principal addresses teachers in need of improvement or ineffective by: – Developing remediation plans with teachers rated as ineffective or in need of improvement; – Monitoring the success of remediation plans; – Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	Principal addresses teachers in need of improvement or ineffective by: – Occasionally monitoring the success of remediation plans; – Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	Principal <u>does not</u> address teachers in need of improvement or ineffective by: – Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; – Rarely or never monitoring the success of remediation plans; – Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

[3] This indicator obviously assumes there is ability of leader to make these decisions.

PLEASE NOTE: THIS MODEL EVALUATION RUBRIC IS STILL IN DRAFT FORM. [illegible] will be [illegible] as the [illegible] as the [illegible] which [illegible] state will report [illegible] and [illegible] as the "draft" to give [illegible] [illegible] any guidance about [illegible] or any spot for [illegible] [illegible] [illegible]

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership					
1.2.1	Mission and vision	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Defining long, medium, and short-term application of the vision and/or mission; – Monitoring and measuring progress toward the school's vision and/or mission; – Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; – Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.	Principal supports a school-wide instructional vision and/or mission by: – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely instructional goal(s); – Defining specific instructional and behavioral actions linked to the school's vision and/or mission; – Ensuring all key decisions are aligned to the vision and/or mission; – Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.	Principal supports a school-wide instructional vision and/or mission by: – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Making significant key decisions without alignment to the vision and/or mission; – Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.	Principal <u>does not</u> support a school-wide instructional vision and/or mission by: – Failing to adopt a school-wide instructional vision and/or mission; – Defining a school-wide instructional vision and/or mission that is not applied to decisions; – Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.
1.2.2	Classroom observations	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; – Monitoring the impact of feedback provided to teachers.	Principal uses classroom observations to support student academic achievement by: – Visiting all teachers frequently (announced and unannounced) to observe instruction; – Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; – Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	Principal uses classroom observations to support student academic achievement by: – Occasionally visiting teachers to observe instruction; – Occasionally analyzing student performance data to drive instruction evaluate instructional quality; – Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	Principal uses classroom observations to support student academic achievement by: – Rarely or never visiting teachers to observe instruction; – Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; – Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3	Teacher collaboration	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Monitoring collaborative efforts to ensure a constant focus on student learning; – Tracking best collaborative practices to solve specific challenges; – Holding collaborating teams accountable for their results.	Principal supports teacher collaboration by: – Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; – Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; – Aligning teacher collaborative efforts to the school's vision/mission.	Principal supports teacher collaboration by: – Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; – Supporting and encouraging teamwork and collaboration in a limited number of ways; – Occasionally aligning teacher collaborative efforts to instructional practices.	Principal <u>does not</u> support teacher collaboration by: – Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; – Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; – Rarely or never aligning teacher collaborative efforts to instructional practices.

PLEASE NOTE: THIS MODEL EVALUATION RUBRIC IS STILL IN DRAFT FORM.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning					
1.3.1	Planning and Developing Student Learning Objectives	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; – Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; – Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; – Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; – Revisiting the use and design of teacher and school-wide tracking tools.	Principal supports the planning and development of Student Learning Objectives (SLOs) by: – Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; – Collaborating with teachers to identify standards or skills to be assessed; – Collaborating with teachers to develop/select assessments to evaluate overall student progress, utilizing assessments that accurately and reliably measure student learning; – Helping teachers to assess baseline student performance to drive the development of SLOs that appropriately take students' starting points into account; – Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. – Utilizing a tracking tool to monitor school-wide progress on SLOs; – Ensuring teachers utilize a tracking tool to show student progress towards SLOs.	Principal supports the creation of Student Learning Objectives (SLOs) by: – Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; – Occasionally collaborating with teachers to identify standards or skills to be assessed; – Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; – Working with teachers only occasionally throughout the year to measure progress towards goals; – Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.	Principal <u>does not</u> support the creation of Student Learning Objectives by: – Failing to organize/provide opportunities for teacher collaboration; – Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; – Not meeting with teachers throughout the year to look at progress towards goals.
1.3.2	Rigorous Student Learning Objectives	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; – Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.	Principal creates rigor in SLOs by: – Ensuring teachers' SLOs define desired outcomes; – Ensuring assessments used correspond to the appropriate state content standards; – Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; – Ensuring an analysis of previous year's student performance is included in the development of SLOs; – Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards -as measured by achievement and/or growth.	Principal creates rigor in SLOs by: – Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; – Assessing baseline data that may not be effectively used to assess students' starting points; – Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	Principal creates rigor in SLOs by: – Allowing for outcomes to be benchmarked to less than typical growth; – Failing to assess baseline knowledge of students; – Failing to select assessments that are appropriately aligned to content standards.

PLEASE NOTE: THIS MODEL EVALUATION RUBRIC IS STILL IN DRAFT FORM. The rubric will be revised and finalized prior to [illegible] 2011-12 school year and has been based on feedback received during the first level of interest surveys and stakeholder meetings. The rubric is shared in draft form to provide districts an understanding of what a principal evaluation rubric can look like. The DOE will not require districts and charter schools to use this or any specific evaluation rubric. While local districts and charter schools may choose to adopt this rubric, they may also [illegible] to develop their own rubrics or explore the most appropriate evaluation rubric to meet the needs of their students, faculty and community. The DOE encourages districts and charter schools to engage in collaboration with teachers, administrators, and other appropriate stakeholders as they [illegible]

1.3.4	Instructional time	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	Principal supports instructional time by: – Removing all sources of distractions of instructional time; – Promoting the sanctity of instructional time; – Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	Principal supports instructional time by: – Removing major sources of distractions of instructional time; – Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; – Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	Principal <u>does not</u> support instructional time by: – Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; – Rarely or never promoting the sanctity of instructional time; – Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

PLEASE NOTE: THIS MODEL EVALUATION RUBRIC IS STILL IN DRAFT FORM. The rubric was developed by a group of principals, assistant principals, and other school leaders from across the state with regard to evaluation. We decided to share this DRAFT to give educators an idea of what a rubric could look like. The rubric will not be finalized until the pilot is complete. We do not envision that every school in the pilot will use the same rubric/evaluation tool. We do envision that individual districts will develop their own rubrics or adopt a rubric that is developed by other districts. We encourage districts participating in the pilot to work collaboratively with their teachers and principals to develop a rubric that works best for them. We have provided this model rubric as a resource to districts as they begin their conversations in creating the best possible evaluation rubric to meet the needs of their students and their district. We encourage districts to work collaboratively with their teachers and principals to develop a rubric that works best for them. We have provided this model rubric as a resource to districts as they begin their conversations in creating the best possible evaluation rubric to meet the needs of their students and their district. We encourage districts to work collaboratively with their teachers, administrators, and other education stakeholders as complete.

Domain 2: Leadership Actions

Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the *personal behavior* that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a schoolwide *culture of achievement* aligned to the school's vision of success for every student.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior					
2.1.1	Professionalism	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; – Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times	Principal displays professionalism by: – Modeling professional, ethical, and respectful behavior at all times; – Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.	Principal supports professionalism by: – Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; – Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.	Principal does not support professionalism by: – Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; – Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2	Time management	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; – Monitoring use of time to identify areas that are not effectively utilized;	Principal manages time effectively by: – Establishing yearly, monthly, weekly, and daily priorities and objectives; – Identifying and consistently prioritizing activities with the highest-leverage on student achievement.	Principal manages time effectively by: – Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; – Occasionally prioritizes activities unrelated to student achievement.	Principal manages time effectively by: – Rarely or never establishing timely objectives or priorities; – Regularly prioritizing activities unrelated to student achievement;
2.1.3	Using feedback to improve student performance	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; – Identifying the most efficient means through which feedback can be generated.	Principal uses feedback to improve student performance by: – Actively soliciting feedback and help from all key stakeholders; – Acting upon feedback to shape strategic priorities to be aligned to student achievement.	Principal uses feedback to improve student performance by: – Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; – Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.	Principal does not use feedback to improve student performance by: – Regularly avoiding or devaluing feedback; – Rarely or never applying feedback to shape priorities.

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		– Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.			
2.1.4	Initiative and persistence	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Exceeding typical expectations to accomplish ambitious goals; – Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; – Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement.	**Principal displays initiative and persistence by:** – Consistently achieving expected goals; – Taking on voluntary responsibilities that contribute to school success; – Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; – Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	**Principal displays initiative and persistence by:** – Achieving most, but not all expected goals; – Occasionally taking on additional, voluntary responsibilities that contribute to school success; – Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; – Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	**Principal <u>does not</u> display initiative and persistence by:** – Rarely or never achieving expected goals; – Rarely or never taking on additional, voluntary responsibilities that contribute to school success; – Rarely or never taking risks to support students in achieving results; – Never seeking out potential partnerships.

PLEASE NOTE: THIS MODEL EVALUATION RUBRIC IS STILL IN DRAFT FORM. The model will be revised during the [illegible] based on feedback received, because IDOE cannot require the use of this model, or any other specific evaluation tool. While local leaders have flexibility to choose the tool that best meets their needs, IDOE encourages districts to consider the following principles when selecting a tool: [illegible] the state is providing this model to support local conversations to define the best possible evaluation system to meet the needs of each student and school. [illegible] of this model should be used when aligned with teacher, administrator, and other education stakeholder input.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships					
2.2.1	Culture of urgency	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;	Principal creates an organizational culture of urgency by: – Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; – Leading a relentless pursuit of these expectations.	Principal creates an organizational culture of urgency by: – Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; – Occasionally leading a pursuit of these expectations.	Principal <u>does not</u> create an organizational culture of urgency by: – Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; – Failing to identify the efforts of students and teachers, thus unable to align these efforts.
2.2.2	Communication	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – To the extent possible, messaging key concepts in real time; – Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; – Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	Principal skillfully and clearly communicates by: – Messaging key concepts, such as the school's goals, needs, plans, success, and failures; – Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; – Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	Principal skillfully and clearly communicates by: – Messaging most, but not all, key concepts; – Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; – Utilizing a limited number of means and approaches to communication.	Principal <u>does not</u> skillfully and clearly communicate by: – Rarely or never messaging key concepts; – Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; – Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.
2.2.3	Forging consensus for change and improvement	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Guides others through change and addresses resistance to that change; – Monitors the success of strategies and revises based on strengths and weaknesses; – Creates cultural changes that reflect and support building a consensus for change.	Principal creates a consensus for change and improvement by: – Using effective strategies to work toward a consensus for change and improvement; – Systematically managing and monitoring change processes; – Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	Principal creates a consensus for change and improvement by: – Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; – Managing change and improvement processes without building systems and allies necessary to support the process; – Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.	Principal <u>does not</u> create a consensus for change and improvement by: – Failing to identify areas in which agreement and/or consensus is necessary; – Rarely or never managing or developing a process for change and/or improvement; – Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.

PLEASE NOTE: THIS MODEL EVALUATION RUBRIC IS STILL IN DRAFT FORM. [illegible] level of interest and in the ways in which regard to evaluation is to be evaluated to ensure the DRAFT to [illegible] any individual school to use this or any similar evaluation tool. Model [illegible] conversations in making the best basis for evaluation rubric to meet the needs of [illegible] other countries or principals.

[illegible] [illegible] [illegible] [

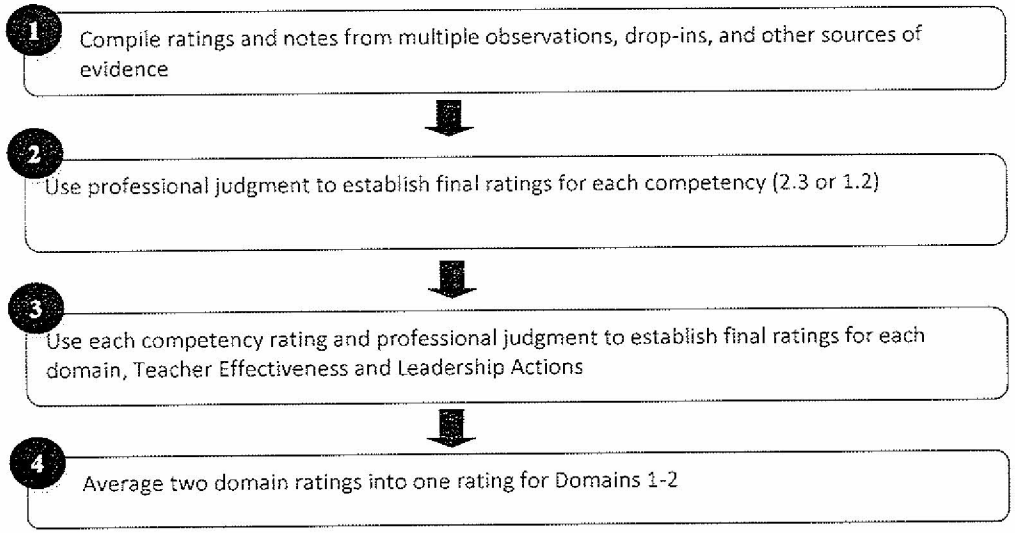
Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement					
2.3.1	High expectations	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; – Benchmarking expectations to the performance of the state's highest performing schools; – Creating systems and approaches to monitor the level of academic and behavior expectations; – Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.	**Principal creates and supports high academic and behavior expectations by:** – Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; – Empowering students to set high and demanding expectations for themselves; – Ensuring that students are consistently learning, respectful, and on task; – Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; – Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	**Principal creates and supports high academic and behavioral expectations by:** – Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; – Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	**Principal <u>does not</u> create or support high academic and behavior expectations by:** – Accepting poor academic performance and/or student behavior; – Failing to set high expectations or sets unrealistic or unattainable goals.
2.3.2	Academic rigor	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	**Principal establishes academic rigor by:** – Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	**Principal establishes academic rigor by:** – Creating academic goals that are nearing the rigor required to meet the school's academic goals; – Creating academic goals but occasionally deviates from these goals in the face of adversity.	**Principal <u>has not</u> established academic rigor by:** – Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; – Consistently sets and abandons ambitious academic goals.
2.3.3	Data usage in teams	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Data used as basis of decision making is transparent and communicated to all stakeholders; – Monitoring the use of data in formulating action plans to identify areas where additional data is needed.	**Principal utilizes data by:** – Orchestrating frequent and timely team collaboration for data analysis; – Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.	**Principal utilizes data by:** – Occasionally supporting and/or orchestrating team collaboration for data analysis; – Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.	**Principal <u>does not</u> utilize data by:** – Rarely or never organizing efforts to analyze data; – Rarely or never applying data analysis to develop action plans.

PLEASE NOTE: THIS MODEL EVALUATION RUBRIC IS STILL IN DRAFT FORM

SUMMARY AND RATING

At the end of the year, evaluators may want to determine a final professional practice rating. **PLEASE NOTE: The rating described here only refers to professional practice and does not include school wide measures of student learning. Per Senate Bill 1, a summative evaluation rating for principals must include measures of student learning. For the RISE model, the rating obtained here will feed into a larger calculation for the summative score which involves multiple measures of school wide data. Information regarding this scoring system for RISE will be released no later than January 31, 2012.**

The final professional practice rating for RISE will be calculated by the evaluator in a four step process:



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1 Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. To aid in the collection of this evidence, corporations should consider through the process of establishing a regular bi-weekly walk through and monthly conferences between leaders and their evaluators. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

2 Use professional judgment to establish final ratings for each competency.

After collecting evidence, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year.

3 Use professional judgment to establish final ratings in Teacher Effectiveness and Leadership Actions

After collecting evidence, the evaluator must assess where the principal falls within each in each of the two domains. The final, two domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the leader, using evidence to support the final decision.
At this point, each evaluator should have ratings in the two domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1:Teacher Effectiveness	D2: Leadership Actions
Final Rating	3 (E)	2 (IN)

PLEASE NOTE: THIS MODEL EVALUATION RUBRIC IS STILL IN DRAFT FORM

4

Average two domain ratings into one final practice score.

At this point, each of the two final domain ratings is averaged together to form one score.

3÷2/2=2.5 final practice score

* Remember the final practice score then feeds in to a larger calculation for an overall summative rating including school wide measures of student learning.

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