



Race to the Top

Technical Review Form - Tier 1

Indiana Application #2640IN-1



A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	51
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	35
(iii) Translating LEA participation into statewide impact	15	11
<p>(A)(1) Reviewer Comments: While Indiana has been making modest gains in education reform in recent years, in the last year they have set the groundwork for Fast Forward, their RTTT application. They have revamped teacher licensing standards, changed laws to use standard assessments in evaluating teacher effectiveness, enforced laws that expand instructional time, blocked an attempt to place a cap on charter schools and established a pilot program for online charter schools. They are promising that rather than "more" they will push "different"—transparency, support, and policies that remove barriers. Their goals are to transform the structure of education and create a critical mass of supporters of this new structure in the classroom. Their strategies: 1) Encourage boldness through financial incentives, shine a light on their data and protect local leaders and educators from political pressures 2) Support districts with the learning from other states that are already further along, streamline services and bring in talent 3) Intercede when districts fail by intervening in persistently low performing schools. The plan is about effecting change at the structural or policy level and opening up options for new talent, from an array of levels that seek RFPs for services, to enhancing the teacher and principal pool with imports. The plan is comprehensive, bold at times, and outlined by clear and achievable goals. 331 LEAs out of 366 have signed the MOU without modification, which accounts for 91% of possible LEAs, and 91% of schools and students in poverty. (FYI, the application narrative has a typo listing the participating number at 231.) Though they only have 62% of the teacher union presidents on board, a quick scan showed that Indiana's largest districts, for the most part, have union presidents that support the plan. Because the participating LEAs account for 91% of the schools and a similar amount of students in poverty, these reforms, if they resonate, have a good change of having a statewide impact. They also point out that since much of the reform plan is structural change, it will apply to all districts whether or not they have signed on, which will also allow for statewide impact. With regard to student achievement and graduation, however, the high school graduation rate is unclear, as compared to the notice. They provide limited data for college enrollment, and they assume this rate will be the same as the high school graduation rate, but this seems very optimistic.</p>		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	23
(i) Ensuring the capacity to implement	20	15
(ii) Using broad stakeholder support	10	8
<p>(A)(2) Reviewer Comments: They believe that the quality of leadership of the grant is so important that rather than assign it, they will request proposals for the administration of the Fast Forward Support and Accountability Office</p>		

which will be responsible for managing and implementing the grant. IDOE will be focused solely on restructuring its staff to support the more lasting effects of reform. IDOE will expect this external partner to bring high caliber human capital, experience in managing large scale and complex organizations, help others access sophisticated technologies and produce results against aggressive targets. They will act as project managers, including bringing in evaluators and recommending funds realignment. As the grant winds down, they will transfer knowledge to IDOE. IDOE will meet quarterly with the Governor and Superintendent of Public Instruction, but this doesn't imply a great deal of leadership or support coming from the top. IDOE will completely adjust its structure and practices to align with RTTT priorities to ensure the reforms become institutionalized. They'll review best practices of districts and schools with significant growth and share the results through a new portal, and discontinue practices that show no improvement. They plan to align federal, state and local funding to the goals of Fast Forward. In addition, IDOE has support from 10 philanthropic organizations who have also agreed to align their funding objectives with RTTT priorities to sustain the reforms. In addition, many of the reforms are not funding-dependent. Others can be supported by repurposed funds. They plan to share successes and failures with supporters and critics and share data broadly. Leaders from the teachers and principal associations participated in planning sessions with the State Superintendent and this collaboration has brought about some big agreements, including an agreement that 51% of a teacher or principal evaluation must be based on student growth data, however, the letter of support from the state union president was very cautious and they also decided that participation should be left up to district level unions though many of whom have already signed on. In addition, they have close to 200 letters of support from the associations, elected officials, community organizations, higher education, foundations and private businesses. While some were merely boilerplate, many of these letters were enthusiastic and invested. The plan has strong leadership from IDOE, an innovative management plan by contracting with an external organization with experience, and support from across sectors.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	21
(i) Making progress in each reform area	5	3
(ii) Improving student outcomes	25	18

(A)(3) Reviewer Comments:
 Though much of the progress has been made in the past year after the RTTT announcement, they have been aggressively making steps forward in each of these areas. They've held 2 summits with math and reading experts to build a plan to roll out standards, received an SLDS grant, invested in diagnostic testing, directed some funds (\$500,000) toward TFA and other teacher programs, and formed turnaround teams to evaluate chronically failing schools led by a consulting firm who developed protocol and trained them. They also set aside a small sum (\$220,000) for teachers, counselors and principals who improve graduation rates. Some of these efforts have been more aggressive or significant than others (i.e. The efforts with standards vs. the fairly minimal amounts set aside for teacher programs and rewards). In 2009, 30% of students in grades 3-8 failed to meet the minimum requirements necessary to pass the English/LA section of the ISTEP+ exam, while 29% failed the math section. As a group, however, students have outpaced the national average in both 4th and 8th grade math and reading. African American students have made strides in recent years increasing test scores but also narrowing the achievement gap: their scores have increased yearly since 2003 on the NAEP math scores, at a rate 3 times faster than white students. 4th graders made progress on the reading, however 8th graders did not. Hispanic students have also narrowed the gap, making progress in 8th grade math and reading and 4th grade math. Gaps have also narrowed in some areas for Free/Reduced Price Lunch students and LEP (ELL) students. From 2006 to 2009, Indiana increased its graduation rate from 76.5% to 81.5%. Every subgroup had its graduation rate increase during the same period, with subgroups such as African Americans and F/R Lunch student experiencing rate increases of over 7%. While the starting points are low in some areas, the state is making progress at narrowing the achievement gap and increasing graduation rates.

Total	125	95
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B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	40
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	20
<p>(B)(1) Reviewer Comments: Indiana is participating in the Common Core State Standards Initiative, led by the NGA and CCSSO. To date, 51 states and territories have signed on. They include a signed copy of the MOA, a draft copy of the standards, the international benchmarks, and a list of state participating in the consortium. They describe the state's legal process for adoption and the plan, progress and timeframe for adoption. The state is reviewing and commenting on the draft, and will present to the Education Roundtable which makes recommendations to the State Board. They expect to consider adoption in July or August 2010.</p>		
(B)(2) Developing and implementing common, high-quality assessments	10	10
<p>(B)(2) Reviewer Comments: Indiana is an active member of the 27 state consortium led by Achieve, Inc; the 36 state Balanced Assessment Consortium led by the CCSSO, and the 17 state RTTT Common Assessment Consortium led by the Florida DOE. IDOE has entered into MOUs to commit to partner with these states. They include the MOU and the lists of states participating.</p>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	20
<p>(B)(3) Reviewer Comments: To support the transition to enhanced standards and assessments, they plan to: 1) Build a robust toolkit of materials bridging the Common Core standards and common assessments. They will work with other states to create these. 2) They will develop a research-based scope and sequence for each subject and grade level in alignment with the standards, as well as curriculum maps, developed by a team of K-12 teachers. The scope and sequence will be distributed to all teachers and principals. 3) A cabinet of top teachers will be convened to gain insight into what other guides and materials would be useful to bring the standards into classrooms. 4) The rollout plan involves training convenient for teachers including WebEx Trainings and video modules distributed through their Learning Connection portal. 5) All schools in participating LEAs will be required to join the Learning Connection and begin to make use of the data provided. 6) Teachers and principals can be trained to be Common Core Certified and the state will keep track of their percentages in each building. 7) They will also work with higher education to integrate this professional development into pre-service training for teachers. Indiana will use its diagnostic assessments until the Common Core Assessments are available and will begin to educate the public about their importance. Participating LEAs will be required to report course and assessment grades side by side on report cards to parents can see any gaps, to counter grade inflation and build awareness of the value of standard assessments. This is a wide ranging and reasonable plan for getting training and tools out to educators and assessing whether and how successfully they are being used. They will reach teachers and principals through in person and web based training, and they will reach new teachers before they enter the classroom.</p>		
Total	70	70

C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	16
<p>(C)(1) Reviewer Comments: 1. Unique student ID number – yes 2. Student demographic, enrollment and program participation information – yes 3. Student transition information P-16 – yes 4. Capacity to communication to higher education data systems -- yes 5. Audit system to ensure data quality.– yes 6. Yearly test records for assessment required under the ESEA – yes 7. Information on students not tested by grade and subject – yes 8. Teacher identifier to match teachers to students –in progress 9. Student level transcripts containing courses and grades – in progress 10. Student scores on college readiness tests – yes 11. Transition data from secondary to higher education – in progress 12. Data on the alignment and adequacy of student preparation for post secondary education – in progress Total=8 complete, 4 in progress</p>		
(C)(2) Accessing and using State data	5	5
<p>(C)(2) Reviewer Comments: The state has built the Learning Connection portal as part of its SLDS grant, and will expand it to serve as a portfolio of student work, including assessment results, courses, grades and planning over a student's K-12 career. It will also include IEPs, teacher and principal evaluation results, and post-secondary feedback. It will also enhance their at-risk indicator tool. IDOE will also make performance against all RTTT metrics broadly available via the web. To make sure the data is getting used, they will offer professional development through WebEx training and videos, and targeted PD for the lowest performing schools. They also include a timeline, activities, list responsible parties and performance measures. This seems like a well-developed plan, adding useful data in accessible ways and targeting extra PD to the most troubled schools and districts.</p>		
(C)(3) Using data to improve instruction	18	15
<p>(C)(3) Reviewer Comments: In an effort to increase acquisition, adoption and use of local instructional improvement systems, the state has been rolling out an adoption of formative assessments that they have developed with Wireless Generation and CTB/McGraw Hill. They have been adopted by half of the state. RTTT will speed adoption and the expansion of the tool (Generation 2) to include information that connects learning gaps to alternative instructional strategies, differentiated instruction and evaluating these efforts to make sure they are helping struggling students. The plan is for teachers to have real time data to make decisions with, and assessments that are closely linked with Common Core standards. Generation 2 would also help teachers improve their lesson planning decisions in response to the data provided, and common planning time that would help them take advantage of the tool. This is a useful tool that will synthesize vast amounts of data for teachers to refer to to guide instruction. In order to support LEAs that are using instructional improvement systems and data, they will issue an RFP to contract with a vendor to provide comprehensive and effective professional development with the goal of ensuring that teachers and leaders understand how to use these tools can be used to improve student learning. The vendor will be held accountable for ensuring the success of the participants. They'll provide professional development and on-the-job training about how to analyze data and use it to improve student learning. Contracting with an external provider is one way for the state to import capacity and encourage innovation on how to provide teachers and principals with the help they need to make use of this new technology. They say they will make "appropriate" data available to researchers, but don't say what that is. States have tended to be guarded in making comprehensive data available for researchers, and this statement doesn't dispel that concern.</p>		
Total	47	36

D. Great Teachers and Leaders

	Available	Tier 1
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	11
<p>(D)(1) Reviewer Comments:</p> <p>The state has statutory provisions that allow for alternative routes to certification that allow candidates from other fields into teaching, however all of these programs are attached to institutions of higher education. They list the elements of each alternative route along with the numbers of program graduates. They have also worked to reform teacher and administrator licensing and have given the Professional Standards Board the authority to approve online and alternative providers. The Transition to Teaching program routes through institutions of higher education and provides the most alternative route teachers (680 last year.) The state also has partnerships with TFA, TNTP and Woodrow Wilson Fellows and each of these programs has chosen partner institutions of higher education to award credit that leads to full teacher certification. These 3 programs combined account for about 100 teachers. The state plans to expand these programs. There do not currently appear to be any alternative certification programs for principals though they have plans for 5 innovative programs to open with RTTT funds. They identify teacher shortage areas through data showing how many emergency teaching permits are issued each year. They allow shortage areas to be determined by local circumstances. This allows them to know what is missing in each locality, rather than averaged across the state. There are no principal shortages, given that there are 14,000 people with principal licenses and only 1,850 schools in the state. They commissioned a study that found that schools of education graduate far more candidates than necessary and that what is really needed is high caliber graduates willing and able to lead struggling and failing schools. They are working with the preparation institutions to increase the standards and rigor of the programs. For teachers, they are working to increase graduates in the shortage areas. In addition, they are expanding 3 programs that fill shortage areas with high quality teachers – TFA, TNTP (ITF) and Wilson fellows. Their process of monitoring shortage is an effective one, noting the differences between districts and schools. Their study and findings about principal degrees provides the justification and push to change principal preparation. Their efforts to expand programs that deal specifically with high poverty, high minority, shortage areas is targeted and nationally respected. These are very solid efforts.</p>		
(D)(2) Improving teacher and principal effectiveness based on performance	58	42
(i) Measuring student growth	5	5
(ii) Developing evaluation systems	15	10
(iii) Conducting annual evaluations	10	10
(iv) Using evaluations to inform key decisions	28	17
<p>(D)(2) Reviewer Comments:</p> <p>Indiana has developed, in partnership with the National Center for the Improvement of Educational Assessment and the Colorado DOE, a sophisticated, meaningful and graphic student growth model that measures student growth from where the student started, not from comparisons to other students. It measures growth and achievement separately and can be distilled to the teacher and principal level. This is one of the more innovative and refined models around. Indiana is working with educators to develop a statewide teacher and principal evaluation that differentiates individual performance into 4 rating categories, with 51% of each individual's rating based on student growth data (the rest will be a mix of elements based on practices an characteristics know to contribute to student learning.) Agreement in principle on the 51% criterion has been reached with both of the state's teachers associations. The 4 rating categories will be: highly effective, effective, needs improvement and ineffective. Participating LEAs have a brief time to develop their own tools which they would need to submit for approval by IDOE or they can participate in the IDOE evaluation tool. However, the agreement is not binding, which really leaves open the question of whether this will ever be</p>		

implemented. For principals, they will draw from New Leaders for New Schools to examine student outcomes, teacher effectiveness and leadership actions. It will closely mirror the teacher evaluation with growth in student learning counting for at least 51% of the total evaluation. Both of these evaluation systems will be piloted in persistently low-achieving schools. Linking evaluations to student growth is a big step; and if they can get agreement from the local unions would be even more impressive. Evaluations will be based on assessments carried out multiple times throughout each year, with opportunities for feedback and support. Full evaluations are completed annually. Teachers and principals will be provided a dashboard that illustrates student growth data that can be analyzed against classroom growth, school wide growth, district growth and state growth. It will also be used to shape growth plans for teachers and principals, outlining strengths, areas for improvement and next steps for professional development. These evaluations will be annual, linked to student growth and with opportunities for educators to get feedback and support. The dashboard will be a useful tool and the plans for evaluation are solid. They will survey LEAs to benchmark how current systems are used regarding professional development, compensation, promotion retention and removal. This will establish performance measures for LEAs in implementing the common evaluation framework. They will publicly report the survey results. They will support and intervene in LEAs that do not provide a meaningful distribution of teacher and principal effectiveness and publicly report the number and percentage of teachers and principals at each of the 4 performance ratings for each LEA and the distribution within high poverty and low performing schools. For each of the 4 effectiveness ratings, there will be triggers for decision-making across PD, compensation, promotion, retention and removal. This list is straightforward and clear, which will help ensure it gets followed. They will develop key metrics for each of these ratings and track the number of teachers in these categories, which will: 1) help ensure that when layoffs are necessary, the summative evaluations will carry more weight than seniority, 2) new teachers and leaders who are consistently ineffective will face licensing ramifications 3) schools that have a disproportionate number of ineffective teachers will jeopardize their accreditation 4) they will work with LEAs to revise salary schedules, no longer requiring a masters degree to advance, or not pay for advanced degrees, freeing up funds for more effective compensation strategies In addition, PD will be reworked to support evaluation metrics, and much will be put out to bid for outside providers with accountability attached. Teachers and principals will have new ways to advance including "Master" status, trainers, expert evaluators. These are reasonable ideas for aligning PD, and giving educators ways to advance. Educators work under a two-year initial practitioner's license. Anyone receiving less than effective evaluations will not get the 5-year proficiency license. They get 3 tries at this (6 years total) before they lose their chance. 6 years seems like a long time to be underperforming and still teaching students, and the narrative does not actually say they will be terminated. This is not a strong strategy for removing ineffective teachers.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	20
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	10
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	10

(D)(3) Reviewer Comments:

Their plan to get effective teachers and leaders in high poverty schools begins with the revamping of the evaluation system to determine the current distribution of teachers and leaders. They'll increase the numbers of great teachers and leaders through the Governor's Teaching Corps of Excellence (similar to TFA with rigorous entrance and high selectivity) and Lead Indiana, a program to inspire the best leaders to take on the neediest schools, elevating recognition and providing financial incentives. They'll also use "reach extension" efforts to increase the number of student served by the best teachers. Their plans are fairly detailed, with a mix of incentives and rigor, and are targeted at high poverty/high minority schools, however, the numbers they expect to produce (25 annually in the Teaching Corps) are not enough to reach the many schools and classes that they need to (567 low performing schools.) They'll increase use of TFA, TNTP(ITF) and Wilson fellows to place teachers in hard to staff subjects. They'll also use the Governor's Teaching Corps. They'll also expand the reach of their best STEM teachers to creatively teach more students (larger classes, remote lessons, etc.) They'll monitor and disseminate data to districts on their success at improving these ratios. Most of

these programs are already in place and are proving successful. Creativity in sharing the best teachers is a good approach when experience is hard to come by. These plans seem solid and likely to improve the numbers of effective teachers teaching in shortage areas.

(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	10
<p>(D)(4) Reviewer Comments: They want potential teachers to have much better information when choosing preparation programs and principals to have a better idea of which institutions are producing graduates who are well prepared and likely to succeed. IDOE will develop a rigorous, outcome based accountability system for preparation programs. This will be called Head of the Class, and will analyze cohorts of graduates from teacher and principal preparation programs based on the effect those graduates have on student achievement and growth. They detail the methodology of this system and its ability to compare program results side by side to see which programs' graduates produce the highest student achievement and largest growth in student learning. Eventually these data will include scores from the new assessments being developed. They will then develop appropriate progression of consequences for programs whose graduates do not produce measurable student learning gains, including loss of state accreditation if the program continually produces poor results. They have a well thought through plan for tying student growth and achievement to preparation programs and have plans for holding those programs accountable. They plan to allow market forces to increase demands for the best programs—assuming once prospective educators know which programs are the best, they'll want to attend those programs and those programs will presumably expand. They will immediately increase the number of candidates participating in TFA, TNTP and Wilson, all programs known to produce effective teachers. These seem like reasonable plans for expansion, but they are not proactive in expanding the successful programs, leaving it up to the market.</p>		
(D)(5) Providing effective support to teachers and principals	20	20
<p>(D)(5) Reviewer Comments: IDOE has adopted several principles to provide PD: 1) They will only fund PD that focuses on data, instruction and improving student achievement 2) They will invest in programs that have proven successful in other contexts and have a track record of effectiveness 3) They will target supports to new teachers and principals 4) They will support STEM needs 5) They will target teachers and leaders in high need or low achieving schools PD will focus on these initiatives: standards, new evaluation systems, STEM, turnaround models, Governor's Teaching Corps, Lead Indiana, common planning time, career advancement, and new leaders. They are discontinuing random professional development, and instead are gearing their investments to proven methods and toward priorities. This is a sound strategy. A variety of tools will be used to determine what participants know prior to any training and what they know and can do when they exit. They'll assess pre-and post assessments, goal setting, deliverables and follow up actions. They include detailed plans for evaluating each of the professional development initiatives. These seem like thorough approaches to determine effectiveness and to discontinue efforts that are not successful.</p>		
Total	138	103

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10
<p>(E)(1) Reviewer Comments: Under Indiana law, the state has legal authority to intervene directly in schools or LEAs. The application details a clear and comprehensive process of intervention.</p>		
(E)(2) Turning around the lowest-achieving schools	40	35

(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	30
<p>(E)(2) Reviewer Comments: They will start identifying low performing schools by developing a transparent system to identify and differentiate among the state's persistent low achievers by considering student achievement and student growth. They will use an A-F grading system for all schools. Nearly 100 schools have not made AYP for 6 consecutive years and 23 are slated for intervention. Schools will be judged based on performance and improvement, and high schools will also be evaluated based on graduation rates. They will also include a measurement of the learning gains of the lowest 25% of students at every school. This system is a simple but meaningful one and takes into account two important indicators of school performance: growth and achievement. With these facts known, IDOE can make better judgments on the trends at low performing schools, determining which ones need more supports and which ones need direct interventions. The state is focusing on 2 core strategies to turn schools around: 1) They will contract with carefully selected, high capacity turnaround partners who will assume responsibility and gain wide authority (autonomy over staffing, curricula, scheduling and budgeting) for implementing and overseeing restarts and turnarounds. 2) They will provide strong incentives and targeted assistance to schools on a negative trajectory, sending in supports, setting benchmarks for improvement, and entering into rigorous MOUs with school districts to ensure rapid improvement. If they don't improve, the state will intervene directly in the schools with a turnaround management organization. They include timelines, activities and responsible parties. They have used the turnaround model 4 times, school closure 7 times and transformation 8 times since 2004. They have thorough and innovative plans in mind for both of these strategies and are taking advantage of resources that have already proven successful, and partnerships to incubate and create supply of turnaround school management organizations and turnaround school leaders. However, a lot is resting on the success of these turnaround organizations who will have to work within the individual union bargaining agreements, which may hinder their efforts.</p>		
Total	50	45

F. General

	Available	Tier 1
(F)(1) Making education funding a priority	10	8
<p>(F)(1) Reviewer Comments: Indiana increased the percent of the state's general fund budget for K-12 and higher education between 2008 and 2009, from 44.5% to 52.4%. Indiana has a per student foundation-based school funding formula that ensures equitable funding between high-need school districts and other districts, as well as within districts, between high poverty schools and other schools. They use a complexity index that is multiplied by the adjusted student count for each school district. Beyond that, school districts can divide state funds among their schools as they see fit. While they take into account the makeup of the district and its schools when they compute the per pupil funding formula, the district can spend the money however it chooses, and the state has no way to influence that investment to equalize funding across a district.</p>		
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	34
<p>(F)(2) Reviewer Comments: The state law does not restrict the number charter schools that may be approved or opened, the number of students who may enroll, or the amount of funding they may receive. There are no caps on charter schools and in 2009, the biennial budget allowed and funded virtual charter schools for the first time. However there is a limit to the number of students who can currently enroll in a virtual charter</p>		

school. There are currently 53 charter schools in 21 cities and 9 more scheduled to open fall 2010. Indiana's charter school law provides for multiple authorizers, including mayors, universities and school districts. IDOE is also applying to be an authorizer, to become the second one that can operate charter schools statewide. There are boilerplate elements to the application process, and the major authorizers (mayor of Indianapolis and Ball State University) have enhanced the application process and received awards for their innovation and excellence in the approving of charter schools. They have a process for monitoring and accountability that includes goals and evidence of improvement in assessment results, attendance and graduation rates. They give a detailed list of applicants, acceptances and denials and the reasons for denial. In the last 5 years, they have closed 1 school for financial, achievement and governance reasons. They don't mention any effort to encourage charters to serve high needs students. The Indiana Charter school law states that charter schools must receive state tuition support in the same manner as traditional school districts and IDOE ensures that schools receive their commensurate share of federal funds for special education, Title I and other federally funded program areas. In addition, charter schools can apply for an advancement load to cover operating costs of opening or expanding. Importantly, Indiana will change from calendar year tuition support payments to a school year system in July 2011, which will make the loan provisions unnecessary. The General Assembly has also enacted laws to ensure that charter schools receive the same funding for AP testing fees, PD, remediation, alternative education, technology and text book reimbursement. Average tuition support for charter schools = \$6,989, for traditional public schools = \$5,744. IDOE has applied for matching funds in the State Charter School Facilities Incentive Grants Program and was awarded a grant of \$15 million over the next 5 years. Matched by the state, the total is \$30 million dedicated to charter school facilities. Charter schools can also receive Qualified School Construction Bonds and Academy Bonds to fund new facilities or make improvements. The state has found ways to make sure charter schools get funding for facilities. Indiana's freeway school law permits LEAs to enter into contracts with the State Board under which rules and statutes may be waived in exchange for meeting or exceeding certain performance expectations. School boards can also enter into agreements with educational management organizations. Districts can also use time and credit differently, offer flexible attendance, students can attend early college, dual credit and dual enrollment programs. The application includes the codes and laws that allow this freedom of operation to districts.

(F)(3) Demonstrating other significant reform conditions	5	2
(F)(3) Reviewer Comments: The application cites the following: 1) Enforcement of the 180 school day requirement, protecting school days from too many early dismissals 2) Development of the Dropout Prevention Grant to identify students at risk of dropping out and to provide appropriate interventions 3) Establishing the Graduation Performance Reward to promote competition among high schools to reduce the number of dropouts, with financial rewards for staff at winning schools 4) Establishing a pilot incentive program in Indianapolis and Gary to reward schools that increase student performance and college and career readiness. 5) Teacher pay incentives including bonuses for teachers who stay at high needs Indianapolis schools and meet high performance standards Though they admit they were behind to start with, these are basic steps toward starting reform. Combined with their State reform conditions criteria, they add up to progress, but not significant reform conditions.		
Total	55	44

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	0
Competitive Reviewer Comments:		

In offering a rigorous course of study in STEM, Indiana is increasing participation in Project Lead the Way (a curriculum for middle and high schools that forms partnerships with higher education and the private sector to increase engineers and teach professionals), and opening more New Tech High Schools especially in the bottom 5% of schools. The state will expand an existing initiative to help schools select and adopt research based curricular materials that are aligned with the Common Core Standards to support student-centered STEM instruction. Teachers across the state will have access to materials and PD. They are also piloting new courses for schools. They are partnering with I-STEM and have developed a strategic plan to provide access to STEM education experts, professional development opportunities and STEM faculty, curriculum and industry experts. They plan to use RTTT funds to fully develop the infrastructure for the materials support system for hands-on, research based STEM instruction. Attracting the largest number of schools in any state to participate in Project Lead the Way courses and growing it New Tech High Schools are some of the ways the state is helping to prepare student for advanced study and career sin STEM. Their interest and investment in STEM is explained in this section, however it is very lightly touched on in the rest of the application, mentioned only a few times with regard to professional development and turnaround schools. For this reason, I don't think it warrants the 15 competitive priority points.

Total	15	0
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Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform .		Yes

Absolute Reviewer Comments:

The application is coherent and comprehensive in its efforts to address the 4 education reform areas. Their emphasis is on structure, believing that if they get innovative and effective management involved in each of the 4 areas, they'll be able to have statewide impact in improving student achievement. To this end, they are relying heavily on the use of external vendors and contractors, hoping to foster innovation and excellence, and importing expertise from other fields. They have convened broad support for the plan, and notably have support from the teachers unions for basing evaluations at least 51% on student growth. Their plans make causal links to increasing student achievement, narrowing the achievement gap and increasing graduation rates.

Total		0
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Grand Total	500	393
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A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	47
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	30
(iii) Translating LEA participation into statewide impact	15	12

(A)(1) Reviewer Comments:

The State has outlined and explained a very comprehensive reform agenda. It is very clearly summarized in this section, and there are references to other sections of the proposal for more detailed information. The State has already begun to address some of the initiatives of RTT. The money allocated through RTT will further enhance and expand what has already started and the dollars will create more urgency and focus. The signatures of the Governor, the Chief State School Officer, and the Attorney General all appear on the application assurances page. The Chief State School Officer has also signed as the President of the State Board of Education. There is no mention of the state board's support of this proposal in the narrative. The letter from the State Board of Education, which is included in the appendix, is on letterhead, but it does not have any signatures. This raises questions as to the support of the board of education. If the board is appointed by the Governor, then this may not be an issue. The State has begun to ready itself for reform through legislative and policy changes that ensure no caps on charters, revamp teacher licensing standards, and revise statutory language that prohibited use of standard assessments in evaluating effectiveness and for enforcing existing laws to expand instructional time. From what is written in the proposal, a substantial number (approximately 65% or two thirds of school districts) are ready for reform. All of the 231 (331) of the 358 (360) participating LEA's have signed the MOU without modification. The State was inconsistent in listing the numbers of districts throughout the proposal and especially in this section. Of the 231 (331) which were signed, almost 100% had superintendent and board president signatures, while only about 1/3 of them had a union president signature. This leaves the full participation of 2/3 of the districts up to local negotiation. In addition to the lack of local signatures, the state president of the union writes in the letter of support that the union is concerned that it was not given an opportunity to review the final draft of this RTT proposal. The letter also states that participation will be left to the individual local district unions. While this issue of participation may be resolved eventually, it is possible that 2/3 of the districts would not choose to participate because of a union concern. At this point in time, the leadership support from across the district is clearly not being demonstrated at a high level. The state is planning to include teachers and other education stakeholders on teams to provide input and then be available to inform others within the state of the progress, process, resources and opportunities of RTT reform. The State is proposing a good professional development plan in order to roll out the RTT reform initiatives. It is planning to first implement with those districts which have all signatures and a full commitment to reform. Once these districts are successful in the 4 areas, then other districts will choose to participate. Realizing that all students should have equal access and that there might be some 'hold outs', there is also a contingency plan to tie participation to school accreditation so that eventually all schools in all districts will be participants.

(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	23
(i) Ensuring the capacity to implement	20	16
(ii) Using broad stakeholder support	10	7
<p>(A)(2) Reviewer Comments: The State is planning to first implement with those districts which have all signatures and a full commitment to reform. Once these districts are successful in the 4 areas, then other districts will choose to participate. The State will intercede directly with failing schools as the licensing and accreditation standards are in line with RTT priorities and the State has the authority to intercede directly. There is a time line included, but a detailed implementation plan to ensure that appropriate outcomes, at specific points in time, are being met is not included. Change will take place at a structural or policy level so that the change will persist after the funding has ended. The State is developing an RFP for an external support and accountability office to manage and implement the grant with provisions in Years 3 and 4 to transfer knowledge and tools to the State. Payment of the contract will be based in part on delivery against each of the proposed activities. There will be an external evaluator, but the organization being awarded the contract for the support and accountability office will be the one securing the evaluation entity which could present a conflict of interest. The State will change the way it serves the local school districts. This will cause a shift to a service model which will need to be monitored for capacity building. By having the contractor include the capacity building as an outcome, the State will be driven to a more service oriented agency. The State has already begun this process of reform. The State has the broad support of many agencies. There is documented participation (signed letters of commitment and participation) of at least 200 stakeholders in the educational process. By sharing the results of the success of the initiative with a variety of stakeholders including the legislators, support (time, money and resources) beyond the RTT funds will be more easily attainable. The State has stated that not only will the participating districts be served, but there will be opportunities for non participating districts to begin the reform process. The State is showing its capacity to implement the grant and is using broad stakeholder support, although, the level of participation of the unions still remains uncertain at the district level in a large number of districts.</p>		
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	16
(i) Making progress in each reform area	5	4
(ii) Improving student outcomes	25	12
<p>(A)(3) Reviewer Comments: To date, the State has made substantial progress in each reform area. This lays a great foundation for the work still to be completed with the RTT funds. The State has shown an increase in scores since 2003. These results are in subgroups. It is difficult to compare the scores accurately over time because of the change in state testing. On NAEP, LEP students have shown substantial gains since 2007. The State intends to close the achievement gap with or without RTT funds, but it declares this will happen more quickly with the funding. While it is anticipated that progress will be 10 times greater with the funds, a 10% growth over a 4 year time span is achievable, but not ambitious. The State has already begun to focus on increasing the graduation rate with an incentive plan that redirects money to be available for stipends for rewarding teachers, counselors, and principals who are demonstrating improved graduation rates. The State has only given 4 year targets, not yearly benchmarks. The proposal lacks detail in how the improvement in achievement of English Language Learners will be addressed.</p>		
Total	125	86

B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	38
(i) Participating in consortium developing high-quality standards	20	18
(ii) Adopting standards	20	20
<p>(B)(1) Reviewer Comments: The State is participating in (and has a signed Memorandum of Agreement with) the Common Core Standards Consortium (Council of Chief State School Officers and the National Governors Association Center for Best Practices). This is a very large group which has 49 members. The September 2009 draft of the College and Career Ready Standards is available. International Benchmarking has been included in the development. The international benchmarking has only included English speaking countries. A focus on learners with differing needs--special education, English Language Learners, those from other cultural groups, gifted and talented, slow learners is discussed, but not at a level that will assist educators. The State will invite review of the standards by all stakeholders between Feb 2010 and June 2010. The State intends to have the standards ready for approval by the Education Round Table by August 2010.</p>		
(B)(2) Developing and implementing common, high-quality assessments	10	9
<p>(B)(2) Reviewer Comments: The State is a member of 3 assessment consortia—Race to the Top, Balanced Assessment and the Achieve Assessment Consortium and has signed a Memorandum of Understanding with 26 other states. This consortium will develop assessments comparing student performance on common college and career ready standards. The assessment will be aligned with common core standards, can be used within a statewide assessment system and be summative but will also include interim and formative assessments as part of the system. There does not appear to be a signed Memorandum of Understanding with the Balanced Assessment consortium as with the others. It is also not clear how these 3 groups will work together, or, if working separately, how differences/overlaps will be addressed.</p>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	16
<p>(B)(3) Reviewer Comments: The State plans to issue an RFP for a provider of high quality professional development for participating and non participating LEAs (which will use their local dollars) for the training. The State Department of Education will work with the State Board of Education to create a rule requiring a certain percentage of participation in this professional development as part of the school accreditation process. The State plans to develop curriculum maps to be shared with all teachers and administrators. These will be for each grade level, subject level and each speciality group. The State has included a detailed roll out plan which specifies that comprehensive, job embedded professional development will take place. The State expects that by the end of the RTT funding that 95% of teachers and administrators will become common core certified. The time line does not include how higher education will be involved, nor does it discuss the alignment of high school exit criteria and college entrance requirements.</p>		
Total	70	63

C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	12

<p>(C)(1) Reviewer Comments: Although the State says that it has 8 (1,2,3,4,5,6,7,10) of the 12 components 100% complete, there are really only 6 which are 100% complete. In addition to 8, 9, 11 and 12 which the State lists as in progress, 1 and 4 are also in progress. The capacity to communicate with higher education data systems (4) is not yet complete based on the State's own description of that component. The State expects it to be done during the 2010-2011 school year. Also, the unique student identifier (1) is only being used K-12. The State is working on getting this same identifier number into the higher education system, but that has not yet been completed and no date for completion is included. So actually 6 of the 12 components are in progress. The State has been aggressive in working on a longitudinal data system with all components and states that it will be fully implemented within a year, but some components won't be addressed and functional by 2013.</p>		
(C)(2) Accessing and using State data	5	4
<p>(C)(2) Reviewer Comments: Aggregated data is already available on the school accountability website for the general public. Use of the Learning Connection will be further expanded in 2010 so that all RTT metrics and state performance will be available to the public via the website. The State is also implementing web professional development so that using the data is addressed, especially for the lowest performing schools. The State has included a time line which states that post secondary data will be incorporated by 2013 delaying the implementation for P-16 or P-20. It also has included an optional chart of performance measures. The State has included a time line addressing the ramping up of the data access and use. All components will be addressed and functional by 2013. The State has articulated a quality plan to address this section.</p>		
(C)(3) Using data to improve instruction	18	15
<p>(C)(3) Reviewer Comments: The State is serious about using data to improve instruction and is already in year 2 of a 4 year plan to address this at the teacher level. The RTT dollars will be used to support teachers in learning how to best use data to inform instructional decision-making. Teachers will be able to improve their lesson planning based on the accessible data. Participating LEAs will be fully using the technology by Fall 2012 and all others will be using by 2014. The State has been diligent in its thinking of how to move from some districts/schools to all districts/schools. A Help Desk will be created to assist teachers, and as developed, it will be available at times convenient to teachers. Those students with differentiated needs---English Language Learners, Special education students, those who learn more slowly or more quickly have not been adequately addressed. The State will make appropriate data available and easily accessible to researchers. This concept of appropriate is not defined. Data driven research will be used for continuous improvement. The plan focuses on K-8 without addressing the transition to the high school and how that will be accomplished</p>		
Total	47	31

D. Great Teachers and Leaders

	Available	Tier 1
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	12
<p>(D)(1) Reviewer Comments: The State has statutory provision that allows for alternative routes to certification. 680 people completed the program during 2008-2009. A variety of areas are listed in Appendix D1. Administrators are not listed nor are teachers of English Language Learners. A new law passed in Jan 2010 and taking effect in July 2010 will give online and other providers an opportunity to provide alternative paths to certification. It is not stated whether these new providers will address the missing areas. There is still a requirement of 18 hours of coursework and up to 25 hours of coursework for a K-5 license. This does</p>		

not allow for non traditional providers to be competitive with higher education providers. Teacher shortage areas are identified through data showing how many emergency teaching permits are issued each year. There could be more if the positions go unfilled, and it is not stated that those are counted. The State does not have a shortage of principals. In fact, a 3rd party report supported by the Wallace Foundation found that there are 14,090 people licensed as principals compared to the 1,850 schools in the State. Although teacher shortage areas are defined, there is not a high quality plan and/or a process included. This will be done for the first time in 2010.

(D)(2) Improving teacher and principal effectiveness based on performance	58	43
(i) Measuring student growth	5	5
(ii) Developing evaluation systems	15	10
(iii) Conducting annual evaluations	10	10
(iv) Using evaluations to inform key decisions	28	18

(D)(2) Reviewer Comments:

This State is one of a few that measures individual student learning and student growth. The State is in the midst of a 3 phase process which was developed in partnership with the National Center for the Improvement of Educational Assessment and the Colorado Department of Education. There is a signed agreement. The State will be supporting LEA's in the development of multiple tools based on a common framework and ultimately approving those meeting the criteria. The deadline for required adoption will be 2012. It also is working in conjunction with 4 other states to improve key policies related to effectiveness. The State will develop a model evaluation for principals which will be linked to the work of New Leaders for New Schools. Evidence of student learning will be a significant criterion in determining teacher and leader effectiveness. This State has been very purposeful in its planning and in its involvement of LEA's in the process. 51% of the total evaluation for principals and teachers will be linked to growth in student learning. A chart is included which defines how the State will assist LEA's in using annual evaluation data in key decision-making and all of the RTT areas are addressed. The issue of the unions, which have not yet signed agreements with their districts, was not addressed in this section. The State has also planned implementation of the new evaluation framework and has tied it to licensure, and accreditation. A time line for implementation is also included with public reporting of results by 2013. A matrix is included which specifically shows how the system will be tied to compensation, promotion, retention and removal. It says that the State will encourage LEAs to factor these into key decision-making. Encouraging is not ensuring.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	19
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	13
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	6

(D)(3) Reviewer Comments:

The State has planned several initiatives to encourage effective teachers and principals to work in high needs schools. The Governor's Teaching Corps of Excellence and Lead Indiana will both provide incentives. Unfortunately, with 567 high need/high poverty schools and only 100 participants over the course of 4 years, this will not come close to meeting the need. In addition, other programs will be expanded to draw effective teachers and principals. Both the expansion and the start up dollars are included in the RTT budget request. The Appendix has a full explanation of the programs. The start ups have a very aggressive time line and will be difficult to implement before the systems for determining effectiveness are in place. The State has no baseline data on effectiveness, but has a process outlined for the collection of data to begin the collection of information. With the emphasis on STEM, the state has a workable plan to intersect the two initiatives so that the hard to staff subject areas and the effective teachers in those areas are given incentives to teach in the high poverty and/or high minority schools. Some of the incentives include larger classrooms to have more students for more pay so that those with the content knowledge aren't drawn away from education. There is no detail included about

the other speciality areas such as English Language Learners, culturally different, and Special Education students.		
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	7
<p>(D)(4) Reviewer Comments: The State has worked with Louisiana to develop a system for evaluating first and second year teachers and compare them with others who have graduated from the same schools. A vendor will be chosen by bid to develop a data system. Data will be collected on all FY09 teacher graduates. Teachers will be given initial 2 year certificates. They will have 3 opportunities for renewal. This has the potential for 6 years of a non effective teacher in a classroom. There was not sufficient information in the proposal to explain how this will be monitored. There is a plan to revoke accreditation by 2013 if student gains are not demonstrated. There is not sufficient detail in the roles of higher education, the roles of other groups besides traditional colleges and universities or in the description of the process of evaluation to be able to see this as achievable within the time frame proposed. Speciality areas such as English Language Learners and Special Education are not addressed.</p>		
(D)(5) Providing effective support to teachers and principals	20	12
<p>(D)(5) Reviewer Comments: Professional Development plans are included for all of the key components of RTT. The descriptions of the professional development are uneven. Many of the plans describe continuous, sustained, job embedded development that can be evaluated for results i.e. The New Teacher Center mentor training among others. Other training described lacks enough detail to know what will be addressed, and if it will be addressed in the same comprehensive manner, i.e. the Governor's Teaching Corps of Excellence. While STEM is included, speciality areas such as English Language Learners and Special Education are not addressed. The Office of Support and Accountability will be responsible for evaluating the effectiveness of the professional development. There are opportunities for this office to work with the vendors to address found deficiencies.</p>		
Total	138	93

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10
<p>(E)(1) Reviewer Comments: The State may intervene in the lowest-achieving schools and LEAs. Under state law the State can intervene directly in the schools in a variety of ways. This process has already begun with the first review, and it is already causing at least one district to to remove personnel and implement a turnaround plan for 2 schools. The State can put a district on probation when a school is placed in either of the lower two categories of school improvement and performance. If the district doesn't move the school out of the category and into one of the top three categories within one year, the State submits recommendations to the General Assembly concerning operation and administration of the school district. In 88 of the 92 county school districts the State Superintendent may propose further school reorganization.</p>		
(E)(2) Turning around the lowest-achieving schools	40	35
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	30
<p>(E)(2) Reviewer Comments: The State has identified the lowest 5% of schools. There is a plan and a process to then place the</p>		

schools into one of four intervention models. No schools will be eligible for State intervention and implementation of one of the four models until 2010-2011. There will be an RFP to a turnaround management organization to oversee this portion of RTT. There is also an organization, Mind Trust, which encourages entrepreneurs in the schools. This is headed by the former Mayor who was successful in chartering schools. The state will also identify principals who have been successful at turning around schools and will give them a stipend to assist struggling schools. Nearly 100 of the schools serving about 50,000 students have not made federal adequate yearly progress for six years. The State has already begun the process of intervening in these schools through an initial review. The State has a well thought out process for addressing this issue and is already seeing some initial results with just the first review. The State has the ability to intervene in 88 of 92 county school districts but has only done this in 19 schools to date. It states that it recognizes that the incremental processes of the past do not work.

Total	50	45
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F. General

	Available	Tier 1
(F)(1) Making education funding a priority	10	7

(F)(1) Reviewer Comments:
 While the total of the State's General Funds has decreased between FY08 and FY09, the percentage and the actual dollars for the State's General Fund Budget for education have increased indicating support by the General Assembly. The State has a complex school funding formula to ensure equity in funding between high need and other districts. This foundation also increased on a per student basis between CY2008 and CY2009. It is unclear why CY was used here and FY was used in the other calculation. The state allows each school district to determine how money is appropriated among schools within their districts. The State is allowing this process to continue. There is no indication as to whether districts are making equitable funding decisions among schools within their districts.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	36
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(F)(2) Reviewer Comments:
 The proposal has a 3rd party endorsement included which states that the State received a "B" on the 2010 Charter School Law Rankings and Scorecard. There are no legislative caps on charter schools; laws ensure that charter schools receive the same funding as traditional schools for professional development, technology, textbook reimbursement, Advanced Placement testing fees and remediation. Funding for charter schools is not restricted by policy or legislation. Per pupil funding (average tuition support) is higher than for school districts. Charter Schools are provided facilities acquisition assistance to fund new or make improvements to existing facilities. There is a federal grant with matching state funds as a grant. This should assist charters with the credit issue for building or renovating facilities, but the amount of money allocated is not nearly enough to really cover the cost of building a state of the art facility. Virtual charter schools are currently being piloted for a limited number of students. So far they show promise as another way to deliver instruction through charter schools. The State will need to ensure that there will not be caps on virtual charter schools beyond the pilot stage as it appears that the current legislation does not cover them. Only 1 charter school has been closed, but almost two thirds of the applications for charter schools have been denied. The State (with a partner) will create a charter school incubator to increase the number and quality of charter schools. This process should decrease the number of denials. Currently, there is only one statewide authorizer, but by 2012, the State DOE will seek to begin authorizing statewide. Although there are multiple authorizers, they are all connected to higher education or soon the state department of education. 9 new charter schools opening in 2010 have signed agreements and will be participating in the RTT reforms. The State does have legislation that allows LEA's to enter into contracts that waive certain rules and statutes in exchange for high

performance expectations from these innovative schools which are still within the traditional school governance structure. The State has ensured successful conditions for high performing charter and other innovative schools.

(F)(3) Demonstrating other significant reform conditions	5	5
(F)(3) Reviewer Comments: The State reallocated funding from long established programs that failed to increase student achievement. The State shed responsibilities that distracted State staff from a focus on RTT reform areas. The State invested in an online portal that serves as a Best Practices Clearinghouse. The State has established a separate fund center for the receipt of RTT funds so the monitoring will be easy and effective. Participating LEA's will be required to establish their own separate fund center accounts for State disbursement of RTT funds. 51% of teacher or principal evaluations must be based on student growth data.		
Total	55	48

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	15
Competitive Reviewer Comments: The state has created a strategic plan involving business, community, non profits, universities and educators. The legislature has invested state funds in the most recent budget for a STEM high school model to expand statewide. The state has the highest number of schools nationally participating in Project Lead the Way, courses for middle school students which focus on increasing engineers and technical professionals. A plan to continue having STEM as a priority is included in the proposal. The STEM initiative was addressed in several sections of the proposal. For example, when describing teacher shortage areas; when discussing academic achievement (going beyond math and reading); in the overview; when discussing high school graduation rate, etc. The plan does not adequately address underrepresented groups. The State has not documented how the STEM plan will address low achievement.		
Total	15	15

Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		Yes
Absolute Reviewer Comments: The State will review data on a quarterly basis for diagnostic decisions and on an annual basis for summative assessments. Ineffective programs and practices will be identified and recommendations will be made to discontinue. The State has already begun many of the RTT initiatives on its own and is well poised to meet the RTT reform in all areas. The State has comprehensively and coherently addressed all four areas. It has committed state funds to this process and intends to continue to meet the ambitious yet achievable goals it has set with or without the funding.		
Total		0

Grand Total	500	381
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Race to the Top

Technical Review Form - Tier 1

Indiana Application #2640IN-2



A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	55
(i) Articulating comprehensive, coherent reform agenda	5	4
(ii) Securing LEA commitment	45	40
(iii) Translating LEA participation into statewide impact	15	11
<p>(A)(1) Reviewer Comments: A1i - The application has articulated a plan that addresses the four education areas to improve student outcomes statewide and is consistent with the specific reforms plans described throughout the application. A1ii - The MOU and Scope-of-Work descriptions are included in the appendix and reflect strong commitment and require participating LEAs to implement all portions of the State's RTTT plan and reflect their strong commitment to the goals. The percentage of signatures from LEA superintendents and board presidents is very high (100% and 99.7% respectively); however the percentage of signatures of union leaders is fairly low (62.4%) which raises concerns about implementing the teacher accountability requirements. A1iii - The percentage of LEAs participating is high (approximately 92% - although numbers of LEAs overall [358, 360] and participating [231, 331 {both are likely a typographical error but the different numbers presents a concern}] are different in different parts of the application), represent 91% of all students and 92% of students in poverty. As a result, it is likely that the implementation of the RTTT plan will translate into broad statewide impact. The plan presents goals for each of the four required areas; however, because limited data are available to develop college enrollment targets, IDOE has projected that Indiana will increase college enrollment rates and college credit rates statewide at the same rate or higher as Indiana's high school graduation rate goal, which is not necessarily a reasonable assumption. Also, it is not clear that the high school graduation rate indicated in the application is the same as the definition of the notice. The contrast between what the goals would look like if the State did not receive a RTTT award and if it did, are clearly presented.</p>		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	20
(i) Ensuring the capacity to implement	20	12
(ii) Using broad stakeholder support	10	8
<p>(A)(2) Reviewer Comments: A2i- The plan addresses each required element in the application but details of the implementation are minimal. The plan describes that the state will contract with an outside partner to manage the administration of Fast Forward, as well as other vendors to implement several key aspects of the reform effort such as professional development and turnaround efforts. As proposed the RTTT effort does not appear to be well integrated with the ongoing IDOE efforts, and it is not readily apparent that the capacity of the state will be built to sustain many of the reform efforts described. The description of how promising practices are to be identified is simplistic and does not appear to take into consideration the population of students or fidelity of program implementation and the length of time taken to assess</p>		

effectiveness. Also, the federal government has a What Works Clearinghouse that identifies and describes 'promising practices'; it is not clear why a Best Practices Clearinghouse specific to Indiana is needed or what it would add. Dissemination as described is primarily accomplished by posting these promising practices to a web portal. The plan describes that it will hold LEAs accountable by redirecting RTTT dollars to LEAs that have demonstrated success, but it is not clear how the state will support LEAs in replicating effective practices before their funds may be redirected. The application indicates that they will contract with an outside partner to manage the grant in a manner similar to their management of other federal funds. The plan describes the alignment of federal funds as well as funds from foundations and other philanthropic organizations to the RTTT goals. The plan for sustaining successful RTTT efforts after the period of funding has ended is weak. It states that the 'single most important thing it must do is to maintain buy-in from stakeholders' and plans to do that by regularly sharing information and progress updates. Particularly in light of contracting out major components of the reform plan, this communication strategy is insufficient. A2ii - The application includes strong letters of support from a broad group of stakeholders; however, the information regarding the support of the teachers' associations is not very strong and, in light of the lack of LEA union signoff, presents a concern.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	19
(i) Making progress in each reform area	5	3
(ii) Improving student outcomes	25	16
<p>(A)(3) Reviewer Comments:</p> <p>A3i - The plan describes Indiana's work in the development of the SLDS beginning in 2007 and also efforts in the development of state standards and assessments. In 2009 the state repurposed funds to create and reward effective teachers and principals, improve graduation rates and initiate turnaround efforts. However, evidence of progress in each area is not clear. A3ii - The application demonstrates that some student achievement gains have been realized since 2003 – in terms of increasing proficiency, closing the gaps between most subgroups and increasing the graduation rates. The data presented to demonstrate student gains since 2003 were somewhat unclear. In the charts in the narrative the ISTEP+ scores were presented in terms of proficiency but the NAEP scores were presented in terms of Basic, even though the application states that IDOE does not consider Basic an adequate benchmark, and the tables in the Appendix state goals in terms of proficiency. The narrative describes NAEP scores in terms of all three performance levels so it only partially matched data in the chart. The plan adequately presented information regarding the achievement gaps on both the NAEP and ESEA assessments. The chart presenting the graduation rate data required much analysis to arrive at what was very straightforward information; it would have been helpful to have all data for all groups and each disaggregated group. Finally, give the progress the state has made in increasing the graduation rate (and it is not clear that the definition of graduation rate is the one used in the notice) since 2006, the target of 90% for all seniors seems unrealistic.</p>		
Total	125	94

B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	40
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	20
<p>(B)(1) Reviewer Comments:</p>		

B1i - Indiana is participating in the Common Core Standards Initiative consortium (which includes 48 States) that is developing and disseminating standards in ELA and mathematics (as defined by the notice). The MOU and list of participating states is included as an appendix in the application. B1ii - The process for adopting standards was described and Indiana is prepared to adopt the CCS when approved, as early as August 2010.

(B)(2) Developing and implementing common, high-quality assessments	10	9
<p>(B)(2) Reviewer Comments: B2 - The materials in the appendix indicate that Indiana is participating in three Assessment Consortia – Race to the Top (17 participating states, signed MOU included), Balanced Assessment consortium (36 participating states listed – no signed MOU), and Achieve Assessment Consortium (27 participating states – letter indicating participation). Although the plan indicates that assessments that are aligned to the CCS will be used, it is not clear exactly how the state will incorporate the results of these three assessment efforts.</p>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	5
<p>(B)(3) Reviewer Comments: The application describes the development of a "robust toolkit of high-quality materials" (instructional resources, research-based scope and sequence, and curriculum maps) that link the new standards to the common assessments (although initially these links will be to existing assessments and it is unclear if these materials will be revised with the adoption of new assessments). IDOE is identified as the entity that will be leading this effort but the specific department or structure for this effort is not described. The plan indicates that IDOE will "develop and deliver comprehensive, job-embedded and ongoing professional development" but it further describes the training as being delivered exclusively via WebEx trainings and video modules, which would not appear to be either comprehensive or job-embedded. The plan indicates that IDOE will "forge new relationships" with partnering IHEs so that the partners can begin integrating the professional development into their existing courses, but does not provide any additional detail about what this means or how it will happen. Achieving this goal would be groundbreaking and the manner in which this is simply stated as though new relationships will make it happen is not realistic. The plan mentions teachers and principals becoming "Common Core Certified" and that certification will require an assessment of each individual's understanding of and preparedness to implement the Common Core standards but does not articulate how this assessment will be conducted and by whom; that is the details of how this will be implemented are non-existent.</p>		
Total	70	54

C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	14
<p>(C)(1) Reviewer Comments: Indiana's Longitudinal Data System has seven completed America Competes elements and they are described in the plan; completed elements for which the application received points were 1,2,3,5,6,7 and 10. The completion of item 4 was not clear.</p>		
(C)(2) Accessing and using State data	5	3
<p>(C)(2) Reviewer Comments: The plan describes the current access to IDOE's school accountability website for educators, parents and stakeholders, and articulates the continued development of its comprehensive data system as it will exist through their Learning Connection. As described, IDOE plans to align all performance metrics to the RTTT metrics. A limitation of this plan is that the professional development is described as</p>		

exclusively web-based videos, and the performance measures indicate that by the end of the grant only 80% of enrolled educators will be active users. If the Learning Connection is essential to the implementation of this plan, having only 80% be active users seems to be too low.

(C)(3) Using data to improve instruction	18	11
<p>(C)(3) Reviewer Comments: C3i - The application describes the development and use of a diagnostic tool to help guide instructional improvement, currently in year 2 of a 4-year implementation plan with approximately 50% of K-8 schools using it. RTTT funds would be used to accelerate the use of this system and an enhancement of the capabilities to provide functionality that sounds overly ambitious – including “easily and immediately connect learning gaps to alternative instructional strategies” and “track instructional steps, evaluate their success, and prevent struggling students from falling further behind”. While the diagnostic tool may provide information, the teacher must still implement the instructional changes so this implementation is a key step that appears to be understated. The plan describes participation of highly effective teachers and leaders in the development of various aspects of this program. C3ii - The professional development required for successful implementation of this program will be essential. The plan indicates that IDOE will contract with an external vendor to develop and deliver this professional development so the details of the training, other than it will be provided via WebEx, videos, and conferences, are not included which is a weakness of this proposal. C3iii - The plan does not clearly articulate any kind of differentiated strategy for translating this K-8 effort to high schools, or any details of how the State will make this data system available and accessible to researchers for the purposes of evaluating the effectiveness of the programs implemented.</p>		
Total	47	28

D. Great Teachers and Leaders

	Available	Tier 1
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	7
<p>(D)(1) Reviewer Comments: D1i - The key statutory provision that allows for alternative routes to teacher certification is identified. It appears that all are connected to IHEs at this point in time. Alternative routes for principals are not described. D1ii The Appendix lists all of the programs for alternative certification for teachers and the numbers of graduates during the 08-09 academic year but the elements of each alternative route are not clearly presented nor is any of this information presented for principals. D1iii - The application indicates that the process for monitoring and identifying areas of teacher and principal shortage is through tracking and reviewing the number of emergency and transition to teaching permits issued by the state (total of 2146 permits). The plan identifies 3 programs intended to concentrate on filling these shortage areas, but in 2009 only 426 individuals were enrolled in these programs so it is not clear that implementing the programs will meet the needs, and specifically effective teachers for ELL students. The plan describes that there is no shortage of individuals certified to serve as principals; however, the fact that there are enough individuals certified does not address the issue of whether effective leaders available for schools in need. The plan describes several innovative leadership development programs but does not indicate the number of potential participants. The descriptions of the programs in the appendices do not articulate that the graduates of all of these programs are committed to serving in high needs schools.</p>		
(D)(2) Improving teacher and principal effectiveness based on performance	58	30
(i) Measuring student growth	5	3
(ii) Developing evaluation systems	15	10

(iii) Conducting annual evaluations	10	7
(iv) Using evaluations to inform key decisions	28	10
<p>(D)(2) Reviewer Comments:</p> <p>D2i - It appears that Indiana is proposing a system for measuring student growth for each individual student and currently has efforts underway to make that system more robust but it is not clearly articulated in the Appendix. D2ii - The plan indicates that IDOE will work with teachers and principals to develop a common evaluation framework in which student achievement growth will count for at least 51% of the total evaluation (and that both of the State's teachers associations have agreed). It does not appear that there is any binding agreement currently in place in this regard. A timeline for implementation that describes each goal, activity, rationale, frequency and responsible party is included in the appendix – most of the activities are very broad and specific (important) details of implementation are not described. D2iii - The state plan describes required annual evaluations of teacher and principals that utilize components that meet the definition of the notice. The narrative describes classroom observations and other performance assessments that should be included in the annual evaluations, but that those tools are not defined, nor is the important aspect of implementation a part of the implementation table in the appendix. D2iv - The state plan states that the annual evaluations will be used as primary factor in decisions regarding professional development, compensation, promotion, retention and removal but the details of how those actions would take place is only addressed in a cursory way in both the narrative and the appendix. The plan indicates that professional development aligned with educator evaluations will be provided by an outside vendor who will be held accountable for results, which appears to be a high-risk strategy - if the professional development is not effective the funds will already be spent. Finally, while the plan states that IDOE will provide supports to help ineffective teachers improve, and supports for principals to act courageously in dismissing persistently ineffective teachers, there is very little detail of what these supports would be. The lack of full union support raises concerns about how realistic it will be to implement the described plan.</p>		
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	11
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	6
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	5
<p>(D)(3) Reviewer Comments:</p> <p>D3i - The plan uses definitions of high-minority and low minority schools that are in compliance with the notice. However, since there are no current performance measures, it is unclear how the targets were established. D3ii - The plan identifies significant monetary incentives for both teachers and principals to work for 3-5 years in a high-needs school. It describes two programs designed to increase the number of effective teachers in these schools; however, the teacher component would only identify 100 teachers to work in these high needs schools and that appears to be insufficient to meet the needs. The turnaround principal program would identify and develop principals with a proven track record of raising performance in failing schools. Current research suggests that not many of these leaders exist and the leadership skills required to turn around chronically low-performing schools are not the same leadership skills required to increase student learning in other organizations, so it is not necessarily the case that principals who are successful in one school will be successful in a chronically low-performing school.</p>		
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	7
<p>(D)(4) Reviewer Comments:</p> <p>D4i -The application describes a plan in which the new teacher identifier is completely linked with the student test data by fall of 2010 so that the state will be able to assess the effectiveness of the teachers who were prepared in various IHEs across the state by student growth. The assessment as described seemed very simplistic and did not describe taking into consideration the existing socioeconomic or achievement conditions of schools. While the plan indicates that the state will</p>		

publish the performance of teachers prepared by different institutions and revoke accreditation status if the institution cannot "produce results" it does not clearly articulate what state support and interventions would be provided to institutions prior to loss of state accreditation. D4ii-The application identifies the development (by an external vendor) of a data system that will enable the state to assess teacher and principal preparation programs and identify those that make the greatest contribution to raising student achievement and closing the achievement gap as the key to expanding those that are successful in producing effective teachers and principals. However, there is no baseline data linking teacher/principal effectiveness to increased student achievement, so making this connection and projecting performance measures seems highly speculative.

(D)(5) Providing effective support to teachers and principals	20	5
(D)(5) Reviewer Comments: D5i -The articulated plan for providing effective support to teachers and principals is very general. A chart indicating the program, specific professional development, number of participants, timelines and individuals responsible would have strengthened this plan. D5ii - The plan for measuring, evaluating and continuously improving the effectiveness of the supports in this section is vague. It indicates that a variety of tools for pre and post assessments will be used but does not describe what these might be.		
Total	138	60

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10
(E)(1) Reviewer Comments: The plan clearly describes that the state has the statutory authority to and can intervene directly both in schools and districts, and describes the possible state actions.		
(E)(2) Turning around the lowest-achieving schools	40	15
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	10
(E)(2) Reviewer Comments: E2i - The application described a plan for identifying the lowest-achieving schools using the definitions in the notice. E2ii - The plan identifies contracting with external turnaround management organizations as the strategy for providing support for LEAs implementing one of the four school intervention models. However, contracting with an external entity does not describe what will be implemented in these persistently low-performing schools, nor does it provide any indication of how schools will improve. It also describes that IDOE will "enlist a qualified independent partner to serve as the evaluator of the State's overall turnaround strategy and interventions in individual schools". It is not clear what supports will be provided or what evaluation criteria (other than student achievement) will be used in the evaluation.		
Total	50	25

F. General

	Available	Tier 1
(F)(1) Making education funding a priority	10	7
(F)(1) Reviewer Comments:		

F1i (5) - The application indicates that the percentage of the total revenues available to the state to support public education for 2009 was greater than in 2008. F1ii (2) - As articulated in the application, while state funding policies of LEAs is equitable, LEAS make decisions regarding the distribution of state funds and currently there is "no provision for the state to intercede in that distribution" which indicates that there is no assurance of equitable funding between schools.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	34
(F)(2) Reviewer Comments: F2i - The State charter school law does not prohibit or inhibit the number of high-performing charter schools. F2ii - The application provides information about the number of charter school applications, the number approved, and the reasons for denial, closure or non-renewal (only 1 out of 111 was closed or non-renewed). The criteria for these decisions appears to be unique to each authorizing agency and student achievement was not mentioned as a significant factor in determining non-renewal or closure, nor was serving high needs students indicated as a priority. F2iii - As described in the application, the State's charter schools receive equitable funding when compared to traditional public schools. F2iv - The application described funding for charter school facilities and did not appear to limit access to public facilities or in any way impose stricter criteria for facility-related requirements. F2 v - The plan adequately describes a variety of other legislation that allows LEAs to operate innovative schools other than charter schools.		
(F)(3) Demonstrating other significant reform conditions	5	3
(F)(3) Reviewer Comments: As described in the application, the State appears able and willing to allow LEAs to operate innovative, autonomous public schools other than charter schools (network model schools and virtual schools). Evidence of the success of these schools to provide significant reform is not clear.		
Total	55	44

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	15
Competitive Reviewer Comments: The application describes a plan that adequately addresses the three priority areas required for this STEM initiative but additional details included throughout the plan would have demonstrated the priority as a strong component of the overall reform effort. The plan only minimally described how STEM programs would address the needs of underrepresented groups; additional information in this area would strengthen the application.		
Total	15	15

Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		Yes
Absolute Reviewer Comments: The plan addresses each of the four areas but the implementation details are vague in many areas.		
Total		0

Grand Total	500	320
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Race to the Top

Technical Review Form - Tier 1

Indiana Application #2640IN-4



A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	53
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	37
(iii) Translating LEA participation into statewide impact	15	11
<p>(A)(1) Reviewer Comments: Indiana has set forth a comprehensive and coherent reform agenda but did not, in this section, articulate goals for implementing reform in the four ARRA areas targeted to improve student outcomes statewide or address how they will establish a clear and credible path to achieving these goals that is consistent with the specific reform plans proposed. Goals and their paths were, however, articulated in other sections of the application. A strong representation of LEAs, more than ninety percent (331 of 360) agreed to participate in the reform effort. There is also a high proportion of students in poverty (92.3%). This positions Indiana to achieve statewide impact. Each of 331 participating LEAs signed a Memorandum of Understanding (MOU) committing to each element of the state reform plans, a strong commitment to reform. MOUs were signed by all superintendents and all but two board presidents, strong leadership support. Approximately sixty percent (62.4) of the union leaders signed the MOU. The president of the state teacher union, in a letter of support, specifically pointed out that collective bargaining related to reform rests with each LEA. An explanation about the types and sizes of the districts where union leaders signed the memorandum is needed to provide a better understanding of the extent to which the signed MOUs will translate into statewide impact. It is important to know, for example, if union leaders in large and high poverty districts signed the agreement. In sum, the support by LEA leaders and boards is strong but the failure of nearly forty per cent of the teacher union leaders to sign the MOU weakens the potential for statewide impact. The extent to which collective bargaining impacts statewide impact and how to promote success in bargaining need to be addressed.</p>		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	23
(i) Ensuring the capacity to implement	20	15
(ii) Using broad stakeholder support	10	8
<p>(A)(2) Reviewer Comments: IDOE provides a budget and narrative that explains the budget and how it connects to the state's plan. IDOE acknowledges that its capacity for supporting implementation is hindered by a weak salary schedule and cumbersome human resource policies. It proposes competitive bidding to identify and select a strong program management partner to the Support and Accountability Office and support Indiana's reform, Fast Forward. The application describes the grant-specific activities for which contract services will be responsible. These include general program oversight, evaluation, and fund realignment. IDOE has made personnel changes and reallocated funds to promote statewide reform. It proposes more changes and reallocation of funds. These have promise for increasing capacity. Given the importance of this strategy more information and evidence that supports the viability of this</p>		

managing partnership is needed. Selection, orientation, and organization of staff to be ready to implement the grant in 100 days need more explanation. How the partner will work with the Deputy Superintendent when both have responsibility for oversight and how the performance contract will be implemented when the partner is responsible for evaluation needs clarification. IDOE also asserts that during the third year there will be a transfer of knowledge and tools and IDOE will assume responsibilities following the fourth and final year of the grant. It is not clear how IDOE will then develop the capacity to continue implementation. There were more than 200 letters of support including teacher unions, community organizations, private foundations, corporations, and institutions of higher education. This strong support by stakeholders is evidence of the potential for partnership and support needed to carry out the state's ambitious education reform.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	21
(i) Making progress in each reform area	5	5
(ii) Improving student outcomes	25	16
<p>(A)(3) Reviewer Comments: There is evidence that Indiana has undertaken reform initiatives in the four areas that Race to the Top identified as crucial for improving student achievement. For example, the state hosted summits on standards, strengthened their data system through grants and focused on teacher development through fellowships, Teach for America, and The New Teacher Project, and other strategies. It also identified teams to support low achieving schools using a protocol developed for that purpose. There is also evidence that much has been done to improve evaluation system and improve teacher and principal performance and inform decision making. The state has completed eight of the 12 America COMPETES requirements with the four others in progress. Indiana's NAEP scores are in the top upper half nationally. Scale scores of fourth grade students have steadily risen in mathematics over six years. The five point scale rise is not dramatic but progress was steady. It was also noted that scores dropped 2 scale points from 2007 to 2009. The scale scores of eighth grade students rose 2 scale points in six years. The state did not experience scale score gains in reading from 2003 to 2009. There is a persistent achievement gap of slightly more than thirty percentile points when measuring the achievement of white students compared to that of blacks on NAEP reading and mathematics scores at both grade levels. Hispanic students' performance in reading and mathematics falls short of white students but Hispanic students generally outperform black students in reading and mathematics by ten or more NAEP scale points. An even more pronounced gap exists for students with disabilities. These gaps also surface when the ESEA component, ISTEP, is examined. ISTEP measures percentage of students passing English language arts and mathematics. ISTEP scores have been generally flat from 2003 to 2009 and there is a 30 percent achievement gap among racial/ethnic subgroups. Progress has been made in closing the gap between special education students and the other subgroups from 2006 to 2009. Indiana increased its graduation rate from 76.5 percent to 81 percent. It decreased the gap between African American students and white students who graduate from high school by 3 percent and reduced the gap for free and reduced lunch students by five percent. The narrative provides a useful analysis of the data. In sum, Indiana has made modest progress in improving student outcomes and some steady progress in increasing the graduation rate.</p>		
Total	125	97

B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	40
(i) Participating in consortium developing high-quality standards	20	20

(ii) Adopting standards	20	20
<p>(B)(1) Reviewer Comments: The state signed a memorandum of agreement as a member of the national consortium of states committed to the process of developing and adopting a common core of rigorous, internationally benchmarked standards in English Language Arts and mathematics that is aligned to college and work force readiness. By statute IDOE is required to prescribe uniform content and performance standards for the common core of knowledge and skills for each grade level. These standards are reviewed by Indiana Education Roundtable. IDOE asserts that Indiana's standards have been lauded nationally. Indiana is in the process of adopting Common Core standards with a plan and processes in place to complete the work by February or March of 2010. State board approval is expected in July or August.</p>		
(B)(2) Developing and implementing common, high-quality assessments	10	10
<p>(B)(2) Reviewer Comments: There is a signed memorandum that documents Indiana is one of 36 states participating in a consortium to develop a balanced system of assessments for evaluating student achievement in meeting common core standards. It also is a member of a 17 state Race To The Top Common Assessment Consortium.</p>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	18
<p>(B)(3) Reviewer Comments: Indiana acknowledges that their high standards have not translated into student achievement. Their plan to provide effective support to teachers and building leaders to increase student achievement includes elements and activities that address enhanced standards and high quality assessments. This effort began with the engagement of a partner, The Indiana Commission of Higher Education. This partnership has played a key role in providing them specific information about the areas where remediation is needed and in providing information about Indiana student's success in higher education coursework. It will be shared with LEAs. The partnership with higher education strengthens the transition effort. The plan to support the transition to enhanced standards and high quality assessments employs three important strategies: (1) develop and implement a comprehensive toolkit, (2) develop and implement a rollout plan, and (3) plan and implement a plan to transition to common assessments. The plan to implement these strategies includes outreach to teachers, building leaders, other educators and parents, a capstone project, and professional development. Key activities have been identified: (a) develop scope and sequence frameworks, (b) develop curriculum maps aligned to Common Core standards, (c) provide professional development and certification process, and (d) integrate student assessment with student report card. A May 2011 completion date is proposed. The plan is sound and the timelines, activities, and performance measures are ambitious and realistic. The plan is of high quality. It includes elements and key activities needed to promote a successful transition and demonstrates that the effort is well designed and can be executed properly. Additional detail is needed to clarify how the plan will be implemented.</p>		
Total	70	68

C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	16
<p>(C)(1) Reviewer Comments: IDOE has made progress in implementing a statewide data system. Eight of the 12 America COMPETES Act elements are completed. Indiana acknowledges that elements eight, nine, eleven, and twelve are in progress.</p>		

(C)(2) Accessing and using State data	5	5
<p>(C)(2) Reviewer Comments: The plan to access and use state data to inform and engage key stakeholders in their continuous improvement efforts has sound goals to improve access and use of data. They target improving access, identifying additional data sets, revamping the public website, providing professional development, enhancing at-risk tools, building data analysis tools and reports, and including post-secondary data. The Learning Connection is a viable vehicle for engaging teachers and enhancing implementation. Activities for each goal are appropriate and the timelines, performance measures, and responsible parties are clear and appropriate.</p>		
(C)(3) Using data to improve instruction	18	16
<p>(C)(3) Reviewer Comments: IDOE's plan to strengthen the use of data to improve instruction is designed to increase support to LEAs and provide the diagnostic tools LEAs need to improve instruction. Indiana is in the second year (<i>Generation 2</i>) of a four-year statewide adoption plan designed to embed diagnostic tools in instructional systems. Generation 2 diagnostics will help teachers and building leaders connect instructional strategies to learning gaps, make informed decisions on instruction, and track their strategies to further understand how to reach struggling students. It will enable schools already using the diagnostic assessment to employ enhanced technologies that promote ease of use, flexibility and comprehensiveness of the tools used for testing, and grading and displaying data. IDOE proposes to "shift the paradigm – from one that emphasizes process and delivery of instruction to one that is relentless and unapologetic about achieving results". Steps include (1) use of a formative tool that will enable educators to identify strengths and weaknesses of individual students through the use of formative assessments and, (2) providing other instructionally-relevant data that are available in real time. IDOE proposes to build on their track record in diagnostic assessments and asserts Indiana has been a leader in the development and use of diagnostic assessments. Indiana is currently in year two of a four-year statewide adoption plan for improving their instructional improvement systems through diagnostic tools and has a plan to reach 100% adoption and build upon existing assessment infrastructure, IDOE will use the grant to accelerate statewide adoption of these systems and partner with assessment vendors to develop the next generation of diagnostic assessment technology. This system is designed to improve access and provide teachers the capability of tailoring interventions to individual students. The Generation 2 system also addresses interim/benchmark assessments, curriculum-embedded formative assessments, and teacher-generated quizzes and can be administered online. IDOE recognizes the importance of the vendor and has specific strategies to ensure capacity. They have plans for rollout that include teacher involvement. Activities, timelines, and responsible parties are effectively addressed. The plan employs strategies and activities with promise for increasing the acquisition, adoption, and use of local instruction systems, providing effective professional development, and making data available and accessible to researchers. In sum, IDOE has identified important target areas for improving the use of data to improve instruction and has provided a credible, high quality plan to implement its strategy in K-8 but more needs to be provided about how data use will be enhanced to reach high school students.</p>		
Total	47	37

D. Great Teachers and Leaders

	Available	Tier 1
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	6
<p>(D)(1) Reviewer Comments: IDOE asserts that Indiana statutes promote alternative routes to teaching. It provides a chart that identifies these routes by subject area. Indiana statutes that provide direction on alternative routes to</p>		

certification were referenced but the statute was not provided. Indiana's Transition to Teaching (TtT) requirement was recently established to facilitate the transition into the teaching profession of competent professionals in fields other than teaching. Certification and the program itself do not meet alternative pathways as defined in the notice; they are tied to institutions of higher education. Evidence that there are alternative pathways for principals is needed. The Turnaround Leaders Academy recruits and trains school leaders but it is not clear how they become certified. It is also not clear if there are principal shortages and if alternative routes are provided. In sum, evidence was lacking that clarifies that Indiana has alternative pathways for aspiring teachers and principals as defined in the Race to the Top notice. IDOE provides evidence of commitment and plans to increase opportunities to become certified teachers but (D)(1)(i) and (ii) of the notice focus on the extent to which pathways are in place. Indiana teacher shortages are identified by examining emergency permits. Schools may hire a teacher on an Emergency Permit (EP) when it can not find a qualified teacher. Or it may hire a teacher who is currently in Transition to Teaching (TtT). In 2008-2009 nearly 1500 EPs were issued. The areas where teacher shortages are greatest were identified. Indiana presently utilizes three programs to provide highly qualified teachers in shortage areas. IDOE has a program in place to decrease teacher shortages but the pathways as defined in the notice are not in place. Data clarifying the number of principals and teachers certified each year are needed.

(D)(2) Improving teacher and principal effectiveness based on performance	58	42
(i) Measuring student growth	5	5
(ii) Developing evaluation systems	15	11
(iii) Conducting annual evaluations	10	10
(iv) Using evaluations to inform key decisions	28	16

(D)(2) Reviewer Comments:

IDOE identified four goals to improve teacher and principal effectiveness based on performance. They are aligned with (D) (i)-(iii) in the notice. There is a sound plan to meet these goals. Indiana is presently engaged in a three-phased rollout implementing a plan to measure student growth at the individual student level. The state began exploring this approach in 2008 and plans to complete the rollout in spring 2010. The plan for measuring student growth addresses the elements in the Race to the Top definition. Indiana employs a growth model (statewide) that places individual students in one of four quadrants based on level of student achievement tied to a median student growth percentile. This is promising. The teacher evaluation framework proposes the inclusion of key performance metrics linked by research to student learning, effective instructional techniques, and professional leadership. It will be coupled with student growth and learning data to differentiate teacher effectiveness across a four-category ratings spectrum designed to recognize and reward teachers and promote sharing. IDOE proposes to annually collect, analyze and report data from LEAs about the distribution of teachers across each of their category ratings and related to equitable distribution across each of the high-poverty and low-performing schools. Participating LEAs will be given a brief timeframe within which to create their own tools and have them approved by IDOE or may adopt IDOE's evaluation tool, which IDOE will develop in partnership with a multi-state collaborative comprised of "at least" Indiana, Florida, Illinois, and Louisiana and focuses on improving key policies related to teacher and leader effectiveness and pooling intellectual resources and design capacity. IDOE proposes developing a model evaluation for principals in accordance with an evidence-based, multi-pronged definition of effectiveness. The plan for developing and evaluation system and conducting and using the evaluation to inform key decisions is ambitious. IDOE has provided a workable process and has a promising conceptual framework for utilizing student growth to promote high quality teaching, inform key decisions, and provide informative reports to stakeholders. It also raises concerns. More information about the state collaborative is needed. How state development of an evaluation instrument and LEA development of an instrument, done over a short period of time, will mesh is not clear. While IDOE is identified as the responsible party for all activities there is no mention

of the role of the contracted partner in this effort. Given the scope of work more information about the contracted partner's role is needed.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	13
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	7
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	6

(D)(3) Reviewer Comments:
 There are 567 high-poverty high-minority schools in Indiana serving more than 18,000 students. Indiana asserts that it will establish an effective system with incentives to attract effective teachers and leaders to work in high poverty/high minority schools and it will sanction LEAs that do not take bold action to reduce the number of ineffective teachers in those schools. IDOE proposes establishment of the Governor's Teaching Corps of Excellence that will provide incentives for 100 teachers over four years. It also proposes development and implementation of other initiatives to recruit and inspire principals to take on the challenges of leading their schools and teachers committed to excellence in teaching in the state's lowest achieving schools. IDOE asserts it will create a prestigious program with rigorous selection criteria and also launch Lead Indiana to provide financial incentives for principals to work in low performing schools. It also proposes changing licensure to reduce the number of ineffective teachers on low performing schools. The state does not have information on the quality of teachers in low performing schools. While IDOE asserts that there will be sanctions imposed on low performing schools more is needed to better understand the sanctions to be imposed and how they will support equitable distribution of teachers and principals. Key activities, timelines, and responsible parties address the evaluation system are provided but do not provide sufficient information to understand how it will work to directly impact equitable distribution. For example, IDOE proposes to "match highly effective teachers with open positions to impact specialty areas." It is not clear how it will be accomplished and what the impact will be.

(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	8
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(D)(4) Reviewer Comments:
 IDOE proposes the use of Head of Class, an outcomes-based accountability system for teacher and principal preparation programs. It is modeled on Louisiana's system. Data will be broken out for each teacher education program and results tied to student growth provided for first and second year teachers for all subjects and grades reported. ESEA measure, ISTEP+, and End of Course assessments will be used first. A strategy for making side-by-side comparisons of teacher preparation programs will be employed. IDOE will make the data public. These are effective strategies. It also proposes working with the Professional Standards Board (PSB) that has statutory power to accredit teacher education programs. It specifies that (1) sanctions will be imposed on programs unable to demonstrate the level of effectiveness required, and (2) data will be brought to the PSB and used to make accreditation decisions and improve programs. IDOE asserts that PSB has the authority to accredit programs. It does not make clear that they have authority to revoke accreditation. It appears to propose that IDOE will work PSB to that end. This approach raises a number of questions. These revolve around PSB's willingness to act, current certification regulations that must be dealt with, and how the preparation programs will be engaged so they are part of the solution. More information to support or clarify how the approach will deal with the difficult challenges inherent in changing or improving preparation programs is needed.

(D)(5) Providing effective support to teachers and principals	20	15
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(D)(5) Reviewer Comments:
 IDOE identified three guiding principals for supporting teachers and leaders that target providing effective data-informed professional development: (1) only support professional development that focuses on data, instruction, and improving student achievement, (2) all training must aim for raising the bar and have a track record of effectiveness, and (3) place a premium on robust support to new teachers and principals. Initiatives that flow from these principles are appropriate and are connected to

teacher support. The initiatives also provide effective activities for measuring, evaluating, and continuously improving the effectiveness of the support. The state notes that in providing support focus will be on ensuring an "unabashed adherence to core principles focused on clear outcomes and goals." This is an important principle for state departments of education to articulate and follow. The plan and activities to provide effective support are clear, well designed, and performance measures are provided. The performance measures use ratings but more information about the validity of such ratings or ways to ensure that there is increased effectiveness is needed. More specificity about how the initiatives will reach teachers and principals is needed.

Total	138	84
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E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10

(E)(1) Reviewer Comments:
 Indiana statutes provide the State Board of Education authority and broad powers to intervene directly in the state's lowest performing schools. It also provides them authority to reach into LEAs if low performing schools do not improve. The first limited intervention in schools occurs in the fourth year that a school is placed in the lowest category of Indiana's five-tiered school rating scheme. IDOE's authority during that period includes reallocation of resources, removal or reassignment. It remains in intervention for two years after which the state may exercise options which that merging with other schools, being managed by a special management team, or taking "other actions on IDOE's recommendation or proposals from public hearing." This provides them authority to use any or all of the models defined in the Race to the Top notice. There are presently 23 schools in the lowest school performance category. Because the program started in 2009 step two in the process can not be employed until 2011.

(E)(2) Turning around the lowest-achieving schools	40	31
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	26

(E)(2) Reviewer Comments:
 Nearly 100 Indiana schools representing 50,000 students have not made adequate AYP progress for six years. In November 2009 the state identified 23 of the state's 100 lowest schools. It asserts that it has made significant progress in these 23 schools. Needed are data or additional evidence to show progress made in these schools. IDOE provided a plan to propose a new and different approach than the one currently in use. The key strategy is the use of an established National Turnaround Management Organization Model to create the conditions for success in the lowest achieving schools. IDOE will contract with an external turnaround management organization that will, in turn, contract with carefully selected school operators or leaders to carry out dramatic restarts and turnaround. Details about how this will be implemented are provided. IDOE also proposes a number of incentives and specific approaches for dramatically increasing support for these schools. Key activities are provided and described in detail. The performance measures indicate that about 20 schools per year will be added to the list. It is clear that restarts and other elements aligned to the Race to the Top school intervention models are included. The use of a management partner to turn around schools is a unique approach with many unknowns. These unknowns include but are not limited to the availability of turnaround organizations with the expertise and capacity to work with a number of Indiana's K-12 schools and the reaction of the community and other stakeholders to an external contractor as manager of school improvement. Information that identifies and addresses factors that may impact use of this approach and strategies to deal with them is needed.

Total	50	41
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F. General

	Available	Tier 1
(F)(1) Making education funding a priority	10	7
<p>(F)(1) Reviewer Comments: Indiana's K-12 educational allocation increased from FY 2008 to FY 2009. It allocated an additional 800 million dollars and went from 31.8 percent of the general budget to 38.8 percent. The state's funding formula takes into account wealth, student need, and towns with low wealth. The information provided does not make clear that funding to schools is equitable. It was stated that LEA's can distribute monies received from the state as they see fit. It ensures equitable funding between high need districts and other districts and between schools within the district and high poverty schools.</p>		
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	30
<p>(F)(2) Reviewer Comments: Indiana currently does not have laws that prohibit or effectively inhibit increasing the number of high performing charter schools, and there is no cap on the number of charter schools. The state encourages charters and innovative schools. The state recently funded and is piloting virtual charter schools but it appears that some limits are present. The average tuition support for charter schools per student exceeds the average for traditional school districts by more than twelve hundred dollars and funding for facilities is equitable. These elements support positive conditions for charter and other innovative schools. There are 53 charter schools in Indiana. The state has a process for approval of charters; 17 of 27 were not approved in 2009. Progress in charter schools is monitored and charter schools have been closed. There also are provisions that allow charters that exceed expectations to have a number of rules and regulations waived so that they can experiment and innovate. In sum, Indiana has a number of things in place that create success conditions for high performing charter schools. Bridge money, allowing new charter start-up funding was not addressed in the application.</p>		
(F)(3) Demonstrating other significant reform conditions	5	5
<p>(F)(3) Reviewer Comments: A number of state programs have been created through law, regulation, or policy to promote statewide reform: (1) enforcement of the 180 day school year, (2) dropout prevention grant, (3) performance incentives for high school graduation and, (4) pay for performance in selected districts including Indianapolis, Elkhart, and Lafayette. These programs enhance reform conditions and increase the state's ability to increase graduation rates and narrow the achievement gap.</p>		
Total	55	42

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	0
<p>Competitive Reviewer Comments: Indiana has in place a number of programs and schools that impact STEM and it has integrated some strategies to to enhance STEM in its Race to the Top plan. They have a rigorous course of study. More evidence needs to be provided to support the state's plan to cooperate with industry, experts, museums, universities, research centers, or STEM capable partners. Plans for strengthening content</p>		

across grades and disciplines, and for preparing more students for advanced study and careers need to be strengthened in the application.

Total	15	0
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Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		Yes

Absolute Reviewer Comments:

Indiana's application demonstrates the state and its LEAs are taking a systematic approach to state reform. The application comprehensively and coherently addresses each of the four education reform areas specified in the ARRA as well as the State Success Factor Criteria. The state's plans and funds target increased student achievement, closing the gap, and increasing graduation rates.

Total		0
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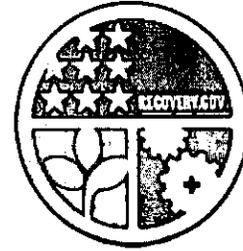
Grand Total	500	369
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Race to the Top

Technical Review Form - Tier 1

Indiana Application #2640IN-5



A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	49
(i) Articulating comprehensive, coherent reform agenda	5	4
(ii) Securing LEA commitment	45	35
(iii) Translating LEA participation into statewide impact	15	10
<p>(A)(1) Reviewer Comments:</p> <p>(i) Applicant has bold language that portrays an appropriate impatience about the need to raise student achievement. The introduction does not do a particularly good job, however, of laying out the components of a comprehensive, coherent reform agenda in this particular section. That said, the remainder of the application does address the main goals of this grant program. (ii) Applicant reports that 331/360 LEAs signed on the the application. (Note that the numbers of eligible districts are not consistent throughout.) All participating LEAs signed the standard MOU, the terms of which indicate that the participating LEAs are strongly committed to the state's plans and to relatively effective implementation of reform in the four education areas. Approximately two-thirds of participants had all three signatures, with 1/3 lacking union support. The extent of the superintendent and local school board support demonstrates strong leadership commitment within the participating LEAs, and this commitment should help to ensure successful roll out of the various initiatives described in the application. (iii) Over ninety percent of LEAs, which educate over 90 percent of students, have signed on to the plan. Applicant has done a good job to set targets for statewide performance by subject and subgroup on NAEP. There is some concern that the lack of union support could undermine the ability of the plan to have as far-reaching and dramatic of an impact as is intended:</p>		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	22
(i) Ensuring the capacity to implement	20	16
(ii) Using broad stakeholder support	10	6
<p>(A)(2) Reviewer Comments:</p> <p>(i) Applicant asserts that IDOE has attracted high-quality personnel in recent months but recognizes that IDOE needs to bring even better human capital to implement such a bold reform plan. Moreover, applicant intends to partner with a "preeminent program manager" through a competitive bid process. Applicant understands that it should not expand state government if it cannot and need not sustain those staffing levels. Applicant also describes the intent to evaluate school improvement based on student achievement growth, to identify successful and unsuccessful practices designed to raise student achievement, and to share those lessons broadly using an online portal. There is reason to question as to how applicant will ensure implementation of effective practices once they are identified. (ii) The applicant demonstrates that it has relatively broad stakeholder support. The applicant provides nearly 200 letters of support, which it reports have come "from stakeholders across the state. These stakeholders include the Indiana State Board of Education, Indiana State Teachers Association, Indiana PTA, 17 elected officials, 35 community organizations, 24 institutions of higher education, 11</p>		

private foundations, 77 Hoosier corporations, and educational entrepreneurs." Thus, applicant generally has broad stakeholder support. However, when analyzing the content of some of these letters, it is clear that not all stakeholders are as committed the plan as the applicant reports. For example, the letter from the Indiana State Teachers Association actually states, "ISTA's objective is to provide its best thinking and advice on policy issues so that Indiana's prospects for a bright future are secured by actions that will best serve the schoolchildren and school communities within our state. I assume that once I see the plan there will be aspects of the plan that ISTA cannot fully support; however, I acknowledge the need for cooperation among education stakeholders for Indiana to succeed." Moreover, the fact that a significant number of union locals have not signed on may inhibit the reform process intended in the plan.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	19
(i) Making progress in each reform area	5	4
(ii) Improving student outcomes	25	15
<p>(A)(3) Reviewer Comments: Applicant reports that it has made progress in building its Statewide Longitudinal Database System, has worked with alternate route teacher providers, has begun to evaluate schools as to their suitability for turnaround interventions, and has invested in raising graduation rates. In assessments, Indiana reports progress on the ISTEP+ by introducing a new exam, a new timeline (moving test administration fall to spring), a new process, and new cut scores. These change are intended to raise standards for proficiency. While warning against making comparisons in performance over time using the ISTEP+ because it is a new exam, applicant reports some progress in closing racial, income level, LEP, gender, and special needs achievement gaps, but not uniformly. The criteria in this section in part call for the applicant to demonstrate significant progress in improving student outcomes overall and by subgroup since at least 2003. The applicant provides evidence of some progress by submitting results on NAEP. These NAEP tables show general trends of increase, with the exception of a slight drop in Grade 4 Math in the last test administration. These data, and the accompanying narrative, appear to suggest that the state is making steady gains in many areas, but the applicant fails to provide comparisons to national trends over the same time period. The applicant does say: "Since 2003, Indiana has regularly ranked in the top half of the nation in both mathematics and reading, while consistently outpacing the national average in both 4th grade and 8th grade math and reading NAEP assessments. Indiana has especially shown progress in mathematics, for which Hoosier students have increased the state composite score and percent of students scoring at least Basic, Proficient, and Advanced for both 4th and 8th grade. Nearly 90% of 4th grade students and 80% of 8th grade students scored at least Basic on NAEP math assessments." So, while it is possible to see what happened within the state, it is not possible to gauge the magnitude of these gains through clear and thorough comparison to progress outside of the state. To make the point more clear, even though the applicant boasts of an increase in math, it could be that all states are having increases in math. Moreover, it could be that the national gains are outpacing Indiana's. Thus, Indiana has not met the burden of proof by providing incomplete analysis.</p>		
Total	125	90

B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	38
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	18

(B)(1) Reviewer Comments: Applicant is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation. Applicant provides evidence of this describing its participation in the Common Core State Standards Initiative and having an internal review body to ensure that the standards that issue forth from this process will be rigorous and improve Indiana's current standards. Applicant reports that state has signed CCSSO and NGA MOU. Applicant has a plan to review and adopt common standards, but applicant does not make clear all the potential obstacles that might exist to their adoption. In total, applicant makes a strong case that it generally meets the intent of this criteria.		
(B)(2) Developing and implementing common, high-quality assessments	10	10
(B)(2) Reviewer Comments: Applicant is participating in several consortia to partner with other states to develop and adopt high-quality common assessments. Applicant describes a high-quality plan that demonstrates its commitment to and progress toward adopting a common set of K-12 standards within the acceptable time frame.		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	17
(B)(3) Reviewer Comments: Applicant reports having strong standards but admits that merely setting the standards has not resulted in dramatic student achievement gains. Applicant makes a compelling argument about its commitment to enhanced standards when it writes: "For too long, the education community has believed that the fundamentals of mathematics or reading are somehow different across a state line or in a neighboring school district, when in fact, the only way students will ever know whether they have arrived is if states, higher education institutions and LEAs have a shared understanding of the destination. Just as fifty states need not establish standards for college and career success, the more than 350 LEAs throughout Indiana need not duplicate efforts by developing their own roadmap and related tools to reach this goal." Applicant reports that it will develop a toolkit to help the common standards to be understood at the classroom level. The description of the rollout of the training materials lacks some detail, as it is not clear that the described process of making materials available will translate into implementation of new practices that will increase student achievement. The Common Core Certified project is compelling as one way to promote understanding at the teacher level. Applicant is to be praised for participating in the IES and Learning Point program to study the effectiveness and validity of its assessments. Applicant appears to understand the value of common assessments for comparing student performance across states.		
Total	70	65

C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	14
(C)(1) Reviewer Comments: Applicant reports having eight of the twelve components specified by the America COMPETES Act and that it is working on the other four. Despite the claim that component number 4 is fully in place at the current time, the description does not provide convincing evidence that this is in fact the case. As such, applicant does not receive credit for that component.		
(C)(2) Accessing and using State data	5	3

(C)(2) Reviewer Comments: Applicant has a number of initiatives, including the Learning Connection's "electronic backpack", underway to improve the use of data on student performance by stakeholders. Applicant understands that data availability and its use are not the same thing. Unfortunately, its plan to ensure that Indiana's educators are appropriately trained to use these data tools effectively is not particularly ambitious.		
(C)(3) Using data to improve instruction	18	15
(C)(3) Reviewer Comments: Applicant reports the widespread use of formative assessments and has a compelling plan to improve its technology around diagnostic assessments. Here, the applicant does describe a plan to bring in consultants to provide "comprehensive and effective professional development on how to use these systems." The helpdesk concept is compelling. Unfortunately, the strength of the applicant's commitment to making student achievement data sufficiently available to all stakeholders, including outside researchers, is not clear.		
Total	47	32

D. Great Teachers and Leaders

	Available	Tier 1
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	10
(D)(1) Reviewer Comments: There are legal provisions that allow for alternative routes to certification for teachers and principals. However, the laws that govern alternate routes for teachers are not ideal, as alternate route teachers may be required to take up to 18 hours of additional coursework for a grade 6-12 license and up to 24 hours for a K-5 license. Further, currently it appears that the primary providers for alternate routes are the IHEs. Although the state is working to develop and approve high-quality alternate routes for principals and more alternative routes for teachers other than those provided by IHEs, the criteria call for points to be awarded for current conditions in the state. As for monitoring and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these shortage areas, applicant is somewhat reactive. Applicant asserts that there is not a shortage of leaders being produced in the state. There is also reason to question about the quality of these graduates and their ability to turn around failing schools.		
(D)(2) Improving teacher and principal effectiveness based on performance	58	37
(i) Measuring student growth	5	4
(ii) Developing evaluation systems	15	10
(iii) Conducting annual evaluations	10	7
(iv) Using evaluations to inform key decisions	28	16
(D)(2) Reviewer Comments: (i) Applicant asserts that it has a clear approach to measuring student growth, based on the Colorado growth model. Applicant reports that it will be able to tie student performance to individual teachers by the end of the 2010 schools year. There is some question as to whether this model will provide sufficient precision to make judgments about the effectiveness of individual teachers. (ii) Applicant is currently working to design and implement a rigorous evaluation system to differentiate effectiveness. Applicant states: "agreement in principle on the 51% criterion has been reached with both of the State's teachers associations." This agreement is notable, but applicant previously stated that many of these changes must be adopted at the local level. It is not sufficiently clear about local buy in and the magnitude of the challenges to adoption of such systems at the local level. (iii) Applicant claims that		

"IDOE will require participating LEAs to ensure that classroom observations and other performance assessments are carried out multiple times throughout each school year, and full evaluations are completed annually (see Appendix D-7, Goal 3 for goals, activities, timelines and responsible parties)." Unfortunately, the appendix cited does not provide evidence as to how applicant will in fact require this to occur. Again, given that the applicant has noted that one-third of union locals did not sign on to the application, there is some question as to whether the state currently has authority to mandate local processes around teacher evaluations. The use of the dashboard is a compelling idea. (iv) Applicant intends to use evaluations to inform key decisions and has set useful metrics to gauge the effective implementation of the process. Applicant lays out a number of sanctions for persistent and widespread ineffective teacher and principal performance. Although applicant is not sufficiently clear on how it will incentivize LEAs "to revise their salary schedules so as not to require a master's degree for educator to advance and/or not pay differentials for advanced degrees, [thereby] freeing up funds that can be redirected to more effective compensation strategies," this is an excellent idea. The intent not to confer full licensure upon teachers or principals without the demonstration of effectiveness is consistent with the priorities of this grant program. However, the time period allowed to demonstrate effectiveness is too lengthy. There is also some concern that IDOE is tasking itself with the key activities, without specifying the key supports it will employ to build its own capacity, in its implementation timeline.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	16
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	10
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	6

(D)(3) Reviewer Comments:

To a moderate extent, the applicant has demonstrated it has a high-quality plan, informed by reviews of prior actions and data, to ensure the equitable distribution of highly effective teachers and principals for students in high-poverty and/or high-minority schools and that such students are not served by ineffective teachers and principals at higher rates than other students. Applicant reports that it intends "to incent effective teachers and leaders to work with students in high-poverty and/or high minority schools and [to] sanction those LEAs that do not take bold action to dramatically reduce the numbers of ineffective teachers and leaders working with high needs students." Applicant describes how it will develop programs that include monetary bonuses to attract and retain high quality teachers and leaders for service in the toughest schools. Applicant will also work with the nation's leading teacher quality programs to attract talent into hard-to-staff schools. The ideas around expanding the influence of highly effective STEM teachers are exciting, but their implementation plan is insufficiently clear. Moreover, the understanding that the state needs to develop programs to tap into human capital in other STEM fields is well placed, but similarly undeveloped.

(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	10
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(D)(4) Reviewer Comments:

Applicant describes a program called Head of the Class, which will be designed to analyze the effectiveness of teacher preparation program graduates by evaluating the graduates' ability to raise student achievement and which will link their performance to their preparation program. Applicant has been learning from another state that has developed this kind of analysis. Agencies and authorities in Indiana will be considering what consequences should result for programs whose graduates do not produce measurable student achievement gains. Indiana will publicize program ratings. Applicant also lays out a credible implementation strategy. Thus, applicant has a strong plan. (7/7) However, though in a praiseworthy manner the applicant asserts that it aims to sanction low performing programs, applicant does not specify its plan to expand the most effective traditional programs. It does describe the intent to expand some of the non-traditional programs and therefore earns points for that. (3/7)

(D)(5) Providing effective support to teachers and principals	20	12
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(D)(5) Reviewer Comments:

(i) Applicant describes intent to support teachers by having the IDOE provide professional development around use of data. Applicant describes a number of professional development programs it will employ. It is unclear from the narrative that IDOE has strong capacity to provide effective professional development, however. Applicant does explain its intent contract with some professional development experts in appendix D-12. In particular, applicant receives points for its intent to provide support to that will enable teachers and principals to implement the TAP model. (7/10) Applicant's plan to collaborate with participating LEAs to measure the effectiveness of the professional development provided relies on internal capacity and that of the providers themselves. The failure to include high-quality external researchers in this evaluation process may undermine its quality and its credibility. That said, applicant does get points for recognizing that is important that participants are involved in evaluation and understand how well the programs they are choosing to participate in are functioning. However, in the end, the fleeting reference to use of pre-post evaluation designs undertaken by contractors themselves or the IDOE does not meet the threshold for quality evaluation. (5/10)

Total	138	85
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E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10
<p>(E)(1) Reviewer Comments: Applicant reports that the State has the legal authority to intervene directly in the State's persistently lowest achieving schools. Applicant describes the process of placing schools into 5 categories based on student performance. There is already a process underway to create an improvement plan for 23 of state's lowest performing schools. If after two years the school is still in the lowest category, the State Board has broad authority to intervene. Options for intervention include merging the school with a higher performing school or even replacing the management and inviting charter operators. The state may also intervene directly into the the LEAs under certain circumstances.</p>		
(E)(2) Turning around the lowest-achieving schools	40	30
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	25
<p>(E)(2) Reviewer Comments: Applicant has good plan for identifying persistently lowest-achieving school by looking at absolute performance and growth. Applicant reports that it is aware that: "Nearly 100 Indiana schools, representing 50,000 students, have not made federal adequate yearly progress for six consecutive years." As for the plans to turn around the schools that are identified as lowest performing, applicant recognizes that bold action requires political courage. Indiana's intervention efforts so far are not particularly impressive, as applicant reports that only 19 schools have had state intervention over the past 5 years. This lack of concerted and bold intervention in the past does somewhat undermine the credibility of the plan moving forward. Perhaps the most promising two strategies that the applicant describes involve expanding charter-like autonomy to more schools and recruiting an external party to set up a turnaround academy. The larger strategy of bringing in external turnaround management organizations is generally compelling. Applicant describes how these consultants will help with closing chronically low-performing schools but also with minimizing the negative impact of school closure. The initiative to incubate more high-quality charter providers to serves students who were in low performing schools is strong, though it is not clear that a fifteen-month \$200,000 stipend is necessary to attract strong talent.</p>		
Total	50	40

F. General

	Available	Tier 1
(F)(1) Making education funding a priority	10	6
<p>(F)(1) Reviewer Comments:</p> <p>(i) Applicant has made education funding a priority by increasing actual dollars and the percent of the budget devoted to K-12 and Higher Education. The percentage (52.3%) for education across all levels appears reasonable. (5/5) (ii) Applicant describes its funding formula which is designed to provide vertical equity. However, because applicant does not provide standard indices for judging the magnitude of funding equity, it is difficult to judge how effective this formula is in creating funding equity. Moreover, applicant reports that the state makes no effort to ensure that funding for high-poverty students actually follows those students to their schools. For both reasons, applicant has received a low score. (1/5)</p>		
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	24
<p>(F)(2) Reviewer Comments:</p> <p>(i) Although the applicant states that the legislature has not imposed overall caps on charter schools, the applicant does indicate that there may be, at the current time, a restriction on the number of students who may attend virtual charter schools. This limitation may be considered at least mildly inhibiting, as it may have the effect to limit access to charter schools for students in rural areas. (4/8)(ii) Applicant reports that the State has laws that allow for multiple authorizers, and those authorizers have established policies regarding approval, monitoring, and reauthorization of charter schools. Applicant describes an exciting plan to provide an incentive to up to two state universities with the greatest potential to become high-quality statewide authorizers. Application does not make it clear that the state requires growth in student achievement to factor strongly into approval and reauthorization process. (5/8)(iii) Applicant reports that state law "is clear that charter schools must receive state tuition support in the same manner as traditional school districts." Applicant's description of the need and intent to change how payments are made to charter schools makes it clear that currently the charter schools actually do not receive tuition support in the same manner in practice. Applicant explains that state charter school funding policies have led some charter schools to have to take out bridge loans. Notwithstanding the admission of need for changes, applicant reports that the ultimate result of funding policies is that charter schools are receiving more money for tuition on average than regular public schools. So, charter school funding process in Indiana appears to have both strong and weak aspects. (6/8); (iv) State has provided competitive grants and loan programs to help charter schools with their facilities funding needs; these are positive programs, but it is not clear that these programs result in equal funding for charter schools regarding their facilities needs. (4/8)(v) The state enables LEAs to operate innovative, autonomous public schools; however, the evidence provided in the application does not make a compelling case that this law is resulting in schools that have strong autonomy over essential local school functions, such as: defining their instructional models and associated curriculum; selecting and replace staff; and controlling their budgets. The applicant does describe how this provision is leading to schools that are exerting control over seat time. Applicant states that the State Board is exploring ways to improve this policy. (5/8)</p>		
(F)(3) Demonstrating other significant reform conditions	5	3
<p>(F)(3) Reviewer Comments:</p> <p>To a medium extent the applicant, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes. Among the additional things that Indiana has done to improve student achievement is the passage of a law to increase the length of the school year from 175 to 180 days. Additionally, Indiana has instituted its first dropout prevention program to</p>		

help identify at-risk students and to provide appropriate interventions. Applicant also reports that the state has recently created a reward program for increasing graduation rates at schools with the lowest rates.

Total	55	33
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Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	0

Competitive Reviewer Comments:

(i) Applicant cites stagnant NAEP scores as one reason to increase the rigor of its course of study in math, the sciences, technology, and engineering and the fact that some IHEs in Indiana have raised their admission standards to require greater amounts of coursework in math and science as a second reason. Applicant explains that more students are participating in Project Lead the Way, a STEM-focused course of study. Unfortunately, applicant fails to provide evidence that PLTW or the other potential courses of study have been shown in rigorous evaluations to raise student achievement in STEM fields. Additionally, applicant intends to continue to pilot more rigorous STEM courses based on its work with the DANA center at the University of Texas. Further, applicant argues that the adoption of the core standards will have a positive impact on support for student-centered STEM instruction. (ii) Applicant describes how the I-STEM resource network helps support professional development of teachers in STEM teaching. Applicant lists a number of partnership projects as evidence that it understands the need to raise the quality of STEM preparation for its high school graduates. (iii) Applicant again cites the role of PLTW and NTHS as vehicles for high-quality STEM instruction as a way to prepare students for advanced study and careers in STEM. Applicant does not provide any evidence that these are research-based programs that actually result in having more students prepared for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics. Applicant does not provide sufficient evidence that it is particularly focused on addressing the needs of underrepresented groups of women and girls in STEM. Because applicant's STEM plan does not completely address all three factors listed in this competitive preference, it has not earned the 15 points.

Total	15	0
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Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		Yes

Absolute Reviewer Comments:

To a sufficient extent to meet this priority, the state's application has comprehensively and coherently addressed all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The state has demonstrated in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans. In addition, the applicant has described how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

Total		0
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Grand Total	500	345
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