

# Indiana



## Schools

Indiana's TIF schools are located in 16 LEAs, including: 17 elementary schools; 9 middle schools; 9 high schools; 1 middle/high; and 7 academies.

The National Institute for Excellence in Teaching partnered with 43 historically hard-to-staff schools in Indiana.

These TIF schools are located in 16 LEAs: 17 are elementary schools; nine are middle schools; nine are high schools; one is a 'middle/high school'; and seven are "academies." The TIF schools are located in some of the state's most economically deprived inner-city neighborhoods, as well as in small towns and in rural areas of the state. Some of the schools that chose to adopt TIF had been on academic probation for six years. The participating schools have struggled to recruit and retain effective teachers and leaders. During the three years prior to the initiation of TIF, teacher turnover in participating schools was about 20 percent.

With the receipt of a TIF3 grant, the Indiana Department of Education partnered with NIET and the University of Indianapolis's Center of Excellence in Leadership of Learning (CELL) to implement TAP in elementary, middle and high schools. The first year, 2010–2011, was a planning year and TAP implementation began in 2011–2012. Over this time period, Indiana's partnering schools have experienced student achievement growth, as well as increased teacher attitudes and beliefs, alongside increased retention levels. The evaluation for the Indiana partnering schools is conducted by a third-party agency, Interactive, Inc., as well as by NIET's research and evaluation department.

## Key Evaluation Findings<sup>1</sup>

### Student Achievement

The following summarized results indicate that since implementing TAP, Indiana's partnering schools have experienced achievement improvements relative to matched comparison schools.

Propensity-score matching was used to select comparison schools with similar demographic characteristics. A comparison of these schools to TIF schools on 2012–2013 ISTEP ELA and Math test scores revealed that TAP school students generally outperform comparison students. Particularly,

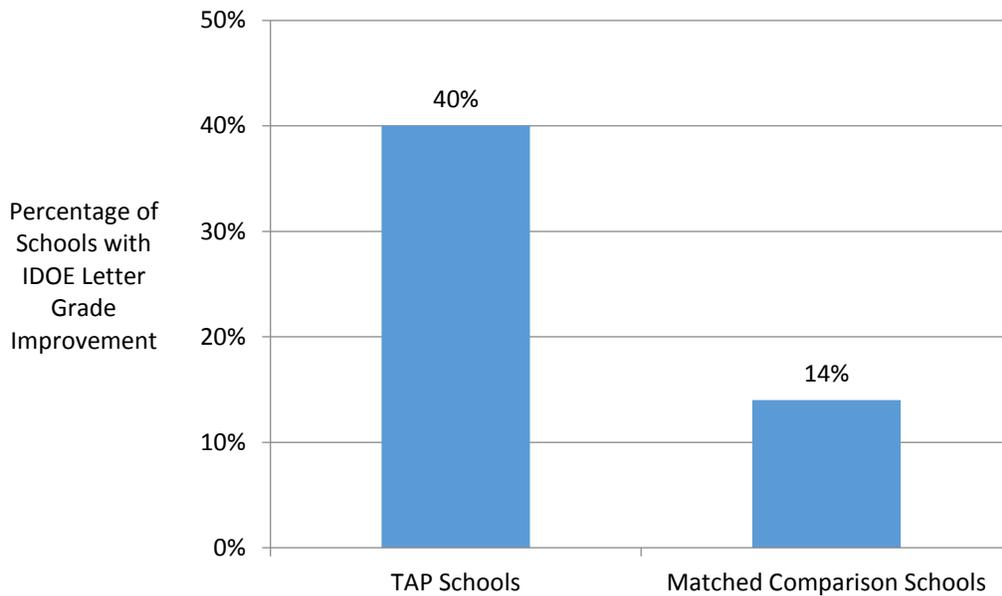
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<sup>1</sup> Data for these findings and results are taken from, Mann, D., & Leutscher, T. (2014). Report of the year two evaluation, and NIET's Research and Evaluation Department.

students transitioning from grades 4 to 5 and 7 to 8 performed better than students in comparison schools. Examination of students in secondary grades showed that TAP students had higher three-subject combined scores (English Grade 10, Algebra 1, and Biology 1) than students at the matched comparison schools.

The Indiana Department of Education assigns schools A through F letter grades for their performance. Between 2012 and 2013, 40 percent of Indiana TAP schools received improved grades. In total, 71 percent of schools either improved or maintained their accountability score.

Table 1: Three Times More TAP Schools Improve IDOE Grade Over Matched Schools



### Teacher Attitudes

- There is great support for TAP in the Indiana TIF grant schools. When asked about whether TAP was on the “right track,” four out of five career teachers and almost all mentor and master teachers and administrators responded positively.
- When asked about how well their school has maintained TIF in Year 2, most respondents said their school was “improving” or “effective and efficient.”
- Career teachers reported specific TAP components that help them improve their instruction, namely the pre- and post-conference discussions, which provide tailored feedback to each person’s practices. Teachers explained that meeting the individual teacher instructional needs translates into improvement for all students.

Teachers across Indiana also provided very high levels of support for the core evaluation elements of the TAP System.

Figure 1: Teacher Reported Support for TAP Core Elements

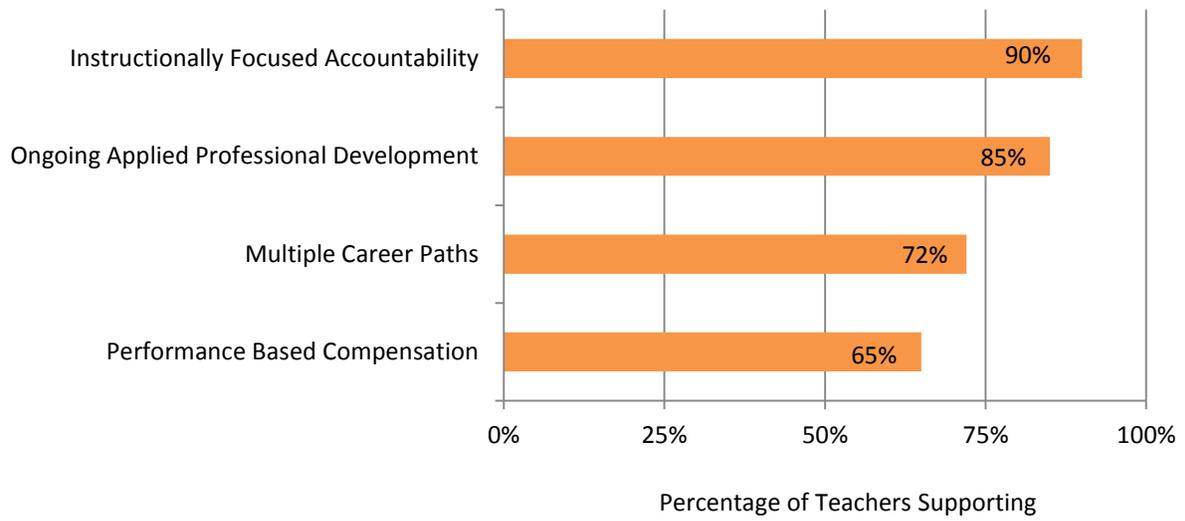


Figure 2: Teacher Reported Support for Collegiality

