

DRAFT: The Future of Accountability

January 15, 2024



TODAY'S AGENDA

Refocusing Accountability: Why This Matters

Future Accountability Design Priorities

Current Model vs. Potential Future Comparison

Accountability: Our Work Ahead

Refocusing Accountability: Why This Matters

2021: INDIANA'S PROFILE OF A GRADUATE

In 2021, Indiana engaged stakeholders to identify **five characteristics** that indicate a student's preparation for success after high school.

ACADEMIC MASTERY

**CAREER & POSTSECONDARY READINESS:
CREDENTIALS & EXPERIENCES**

COMMUNICATION & COLLABORATION

WORK ETHIC

CIVIC, FINANCIAL & DIGITAL LITERACY

2022: INDIANA GRADUATES PREPARED TO SUCCEED (GPS) DASHBOARD

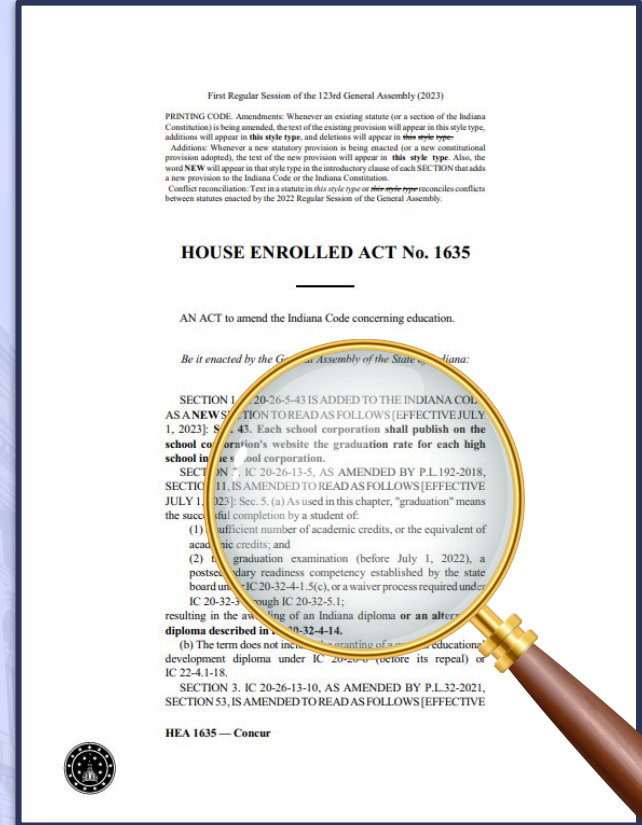
Re-envision how we **strategically measure school and student performance**...focusing on the knowledge *and* skills necessary for lifelong success.

- ✓ Allows the public to **transparently view student population data, longitudinally**...and interact with the data.
- ✓ Combines data across *multiple state agencies* in order to give a **clear picture** of where Indiana students are.
- ✓ *Nimble* to **support continuous improvement** of student learning across the pre-K-12 continuum.



2023: HOUSE ENROLLED ACT (HEA) 1635

Per Indiana statute, IDOE must **develop a proposal for a revised school performance designation utilizing an "A" through "F" grading scale** that is based on data contained in the Indiana Graduates Prepared to Succeed (GPS) dashboard.



First Regular Session of the 123rd General Assembly (2023)

PRINTING CODE: Amendments: Whenever an existing statute (or a section of the Indiana Constitution) is being amended, the text of the existing provision will appear in this style type, additions will appear in this style type, and deletions will appear in this style type.
Additions: Whenever a new statutory provision is being enacted (or a new constitutional provision adopted), the text of the new provision will appear in this style type. Also, the word NEW will appear in that style type in the introductory clause of each SECTION that adds a new provision to the Indiana Code or the Indiana Constitution.
Conflict reconciliation: Text in a statute in this style type or this style type reconciles conflicts between statutes enacted by the 2022 Regular Session of the General Assembly.

HOUSE ENROLLED ACT No. 1635

AN ACT to amend the Indiana Code concerning education.

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

SECTION 1. IC 20-26-5-43 IS ADDED TO THE INDIANA CODE, AS AN ENACTMENT TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]:
SECTION 5-43. Each school corporation shall publish on the school corporation's website the graduation rate for each high school in the school corporation.

SECTION 2. IC 20-26-13-5, AS AMENDED BY P.L.192-2018, SECTION 11, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]:
Sec. 5. (a) As used in this chapter, "graduation" means the successful completion by a student of:

- (1) a sufficient number of academic credits, or the equivalent of academic credits; and
 - (2) a graduation examination (before July 1, 2022), a postsecondary readiness competency established by the state board under IC 20-32-4-1.5(c), or a waiver process required under IC 20-32-3 through IC 20-32-5.1;
- resulting in the awarding of an Indiana diploma or an alternative diploma described in IC 20-32-4-14.

(b) The term does not include the awarding of a postsecondary development diploma under IC 20-20-0 (before its repeal) or IC 22-4-1-18.

SECTION 3. IC 20-26-13-10, AS AMENDED BY P.L.32-2021, SECTION 53, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE

HEA 1635 — Concur



2024: NEW DIPLOMA REQUIREMENTS

Indiana's new diploma requirements include:

- **One base diploma**
 - Minimum, flexible requirements for all students
- **Opportunities for students to earn readiness seals**
 - Aligned with their unique path
 - Enrollment, employment, enlistment & service

*Note: The federally-required **alternate diploma** for students in special education with a significant cognitive disability is still available.*



Schools can opt in beginning in SY 25-26. Per statute, the new diploma is effective for all graduating seniors in SY 28-29.

2024: NEW DIPLOMA REQUIREMENTS CONTINUED

Honors & Honors Plus Seals



ENROLLMENT

Developed with the **Indiana Commission for Higher Education**, in conjunction with **colleges and universities**



EMPLOYMENT

Developed with the **Indiana Chamber of Commerce** and insights from **Ascend Indiana's** work with employers, in conjunction with **business representatives** across multiple industries



ENLISTMENT & SERVICE

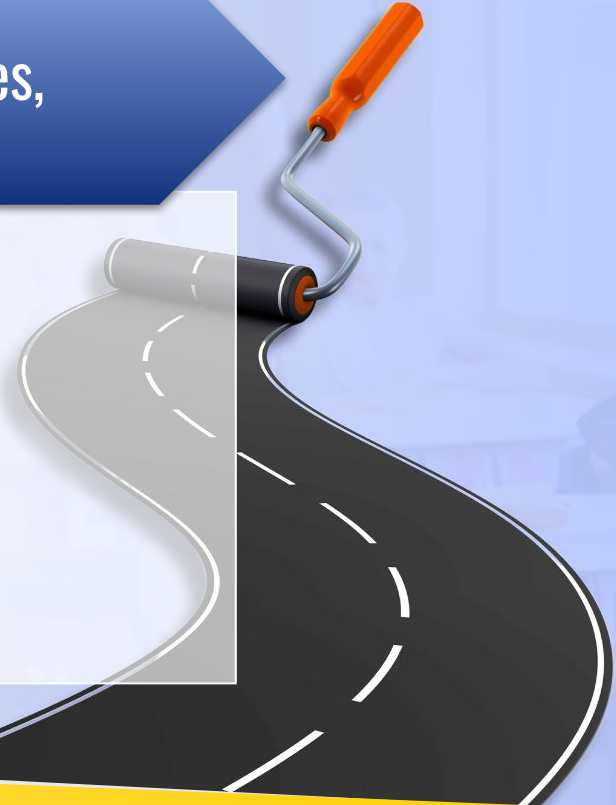
Developed with the **Indiana National Guard**, in conjunction with representatives from **each military branch**, as well as **public safety officials**

ACCOUNTABILITY: OUR WORK AHEAD

TODAY

Framing the future of accountability to continue driving positive student outcomes, based on:

- Stakeholder feedback,
- Outcomes-based data,
- Indiana GPS,
- State statute, and
- New diploma requirements.



ACCOUNTABILITY: OUR WORK AHEAD CONTINUED

This is intended to be a recommended framework.

What you will see today has been informed by initial conversations with a variety of stakeholders and will drive ongoing conversations about our future accountability model.

We want *your feedback!*

Stakeholder feedback will continue over the coming months as we iterate and work towards a final draft.



Future Accountability Design Priorities

FUTURE ACCOUNTABILITY DESIGN PRIORITIES

Student-Centered

Elevates the range of knowledge, skills, and experiences that students need depending on their unique goals

Increases Transparency

Increases transparency through a simple design that is easy for schools as well as parents to understand

Provides Actionable Feedback

Sets clear expectations and provides actionable feedback to schools and parents to drive continuous improvement

Data-Driven

Uses objective, longitudinal data to prioritize what matters most to a student's future success

Current Model vs. Potential Future Comparison

WHEN MIGHT SUCCESS BE MEASURED? CURRENT MODEL VS. POTENTIAL FUTURE

Current

ELEMENTARY &
MIDDLE SCHOOL MODEL

Grades 3-8

HIGH SCHOOL
MODEL

Grades 9-12

Potential Future

THE ESSENTIAL BUILDING BLOCKS:
LITERACY & MATH

Grade 3

FOUNDATIONAL KNOWLEDGE AND
SKILL DEVELOPMENT

Grades 4-8

KNOWLEDGE AND SKILL DEVELOPMENT
+ CAREER ENGAGEMENT

Grade 10

KNOWLEDGE AND SKILL DEVELOPMENT
+ CREDENTIALS & EXPERIENCES

Grade 12

HOW MIGHT SUCCESS BE MEASURED? CURRENT MODEL

Current

**ELEMENTARY &
MIDDLE SCHOOL MODEL**

Grades 3-8

**English/Language
Arts and Math
Assessment (ILEARN)**

- Academic Performance
- Academic Growth

**HIGH SCHOOL
MODEL**

Grades 9-12

**English/Language
Arts and Math
Assessment (SAT)**

- Academic Performance

**Additional Indicators
of Success**

- College & Career Readiness
- Graduation Rates

HOW MIGHT SUCCESS BE MEASURED? FUTURE (GRADE 3)

THE ESSENTIAL BUILDING BLOCKS: LITERACY & MATH

Grade 3

Academic Mastery

English/Language Arts and
Math Assessment (ILEARN)



Indiana GPS Indicators To Consider

Third Grade Literacy

Student Attendance; Improved Chronic
Absenteeism Rates

All students would focus on academic mastery in the same key areas, building a strong foundation for all future learning.

HOW MIGHT SUCCESS BE MEASURED? FUTURE (GRADES 4-8)

FOUNDATIONAL KNOWLEDGE AND SKILL DEVELOPMENT

Grades 4-8

Academic Mastery

English/Language Arts and
Math Assessment (ILEARN)



Indiana GPS Indicators To Consider

ILEARN Growth Math
ILEARN Growth ELA
Advanced Coursework

Student Attendance;
Improved Chronic
Absenteeism Rates

Other potential considerations...

ILEARN Science (Grades 4 & 6)

ILEARN Social Studies (Grade 5)

Students would focus on more advanced foundational learning, setting them up for success in high school.

HOW MIGHT SUCCESS BE MEASURED? FUTURE (GRADE 10)

KNOWLEDGE AND SKILL DEVELOPMENT + CAREER ENGAGEMENT

Grade 10

Academic Mastery

9th Grade on Track



Indiana GPS Indicators To Consider

Advanced Coursework

Student Attendance;
Improved Chronic
Absenteeism Rates

Other potential considerations...

Biology ECA

Score of 860+ on PSAT

College Visit/Career Fair

Students would spend early high school engaging with pathway-aligned courses and experiences.

HOW MIGHT SUCCESS BE MEASURED? FUTURE (GRADE 12)

KNOWLEDGE & SKILL DEVELOPMENT + CREDENTIALS & EXPERIENCES

Grade 12

Academic Mastery

English/Language Arts and
Math Assessment (SAT)



Indiana GPS Indicators To Consider

Diploma Seals

Work-Based Learning

Credentials of Value

Advanced Coursework

Student Attendance;

Improved Chronic
Absenteeism Rates

Students would spend grade 12 taking pathway-aligned courses, experiencing work-based learning, working towards a credential of value, and earning a readiness seal.

Accountability: Our Work Ahead

ACCOUNTABILITY: OUR WORK AHEAD

TODAY & ONGOING

Framing the future of accountability to continue driving positive student outcomes, based on:

- Stakeholder feedback,
- Outcomes-based data,
- Indiana GPS,
- State statute, and
- New diploma requirements.





THANK YOU!