

**CELL**

CENTER OF EXCELLENCE IN  
LEADERSHIP OF LEARNING

UNIVERSITY OF INDIANAPOLIS

# INDIANA DEPARTMENT OF EDUCATION: A-F ACCOUNTABILITY

**Presenter:**

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Deputy Director & Commissioner  
Indiana Department of Education

**INDIANA EARLY  
COLLEGE SUMMIT**



## **TODAY'S AGENDA**

**Remembering our WHY**

**Summary of Final Accountability Rule**

**Deep Dive Into Student Success Indicators**

**Looking Ahead to Implementation**

# ALIGNING ACCOUNTABILITY TO WHAT MATTERS MOST FOR STUDENTS



## Our Shared Vision & Goal

To develop an accountability model in Indiana that values **all the characteristics essential to student success**, as well as **every student's unique pathway.**



# INDIANA'S GRADUATES PREPARED TO SUCCEED (GPS) CHARACTERISTICS

Hoosiers consistently agree that these **five characteristics** are most important to a student's lifelong success.

**ACADEMIC MASTERY**

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

**COMMUNICATION & COLLABORATION**

**WORK ETHIC**

**CIVIC, FINANCIAL, & DIGITAL LITERACY**

# MEASURING WHAT MATTERS MOST FOR STUDENTS

Indiana GPS helps drive the good work happening in our schools by measuring 18 indicators across:



PreK - Grade 2



Grades 3 - 8



Grades 9 - 12



Graduation & Beyond

We signal value through what we measure. *What gets measured, gets done.*

# DESIGN PRIORITIES

## Transparency

Provides a simple design that is easy for schools and parents to understand

## Academic & Skills Focused

Values academic outcomes, as well as skills and experiences

## Student-Centered

Encourages schools to focus on improvement for each individual student (our N size is 1!)

## Data-Driven

Uses longitudinal data to prioritize what matters most to future success

# Final Draft: Developed For Hoosiers, By Hoosiers

# FUTURE KEY MILESTONES & AREAS OF FOCUS

**THE ESSENTIAL BUILDING BLOCKS: LITERACY & MATH**

**K-Grade 3**

**FOUNDATIONAL KNOWLEDGE AND SKILL DEVELOPMENT**

**Grades 4-8**

**KNOWLEDGE AND SKILL DEVELOPMENT  
+ CAREER ENGAGEMENT**

**Grades 9-10**

**KNOWLEDGE AND SKILL DEVELOPMENT  
+ CREDENTIALS & EXPERIENCES**

**Grades 11-12**

# CALCULATING POINTS: EVERY STUDENT MATTERS

## Calculating total points:

**Step 1:** Initial points based on academic mastery

**Step 2:** Additional points for other knowledge, skills, and experiences

**Academic  
Mastery**



**Additional knowledge,  
skills, and experiences**

# CALCULATING POINTS: EVERY STUDENT MATTERS CONTINUED

**THE FUTURE OF K-12 ACCOUNTABILITY: VALUING KNOWLEDGE, SKILLS, & EXPERIENCES**

Illiana's proposed accountability model elevates academic outcomes and skill development, including communication, collaboration, and work ethic. Stakeholders have helped to identify multiple ways that students can demonstrate success, including test scores, as well as skills and experiences. The model prioritizes reading and math benchmarks, as well as opportunities for skill development, such as work-based learning and earning credentials of value in high school. This approach encourages schools to focus on improvement for all students, at all levels of proficiency, and ensures that students' unique knowledge, skills, and experiences are transparently reflected in a school's accountability grade.

### The Essential Building Blocks: Literacy & Math K - Grade 3

<b>Academic Mastery</b> I-EARN Proficiency • ELA • Math	<b>Additional Knowledge, Skills, &amp; Experiences Include:</b> • Reading Proficiency (IREAD) • Accelerated Literacy (based on IREAD) • Regular School Attendance • Meeting English-Language Proficiency Goal (WIDA; EL students only)
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### Foundational Knowledge & Skill Development Grades 4-8

GRADES 4 THROUGH 8

<b>Academic Mastery</b> I-EARN Proficiency • ELA • Math	<b>Additional Knowledge, Skills, &amp; Experiences Include:</b> • Adolescent Reading Proficiency (IREAD) • Proficiency in Science (I-EARN) • Proficiency in Social Studies (I-EARN) • Meeting English-Language Proficiency Goal (WIDA; EL students only) • Regular School Attendance • One Year of Academic Progress (based on I-EARN) • Acceleration in Academic Progress (More than One Year of Academic Progress; based on I-EARN) • Excellence in Academic Progress (Growth to Proficiency; based on I-EARN)
	<b>Additional Knowledge, Skills, &amp; Experiences Include:</b> • One Year of Academic Progress (based on I-EARN) • Acceleration in Academic Progress (More than One Year of Academic Progress; based on I-EARN) • Excellence in Academic Progress (Growth to Proficiency; based on I-EARN) • Regular School Attendance • Earning a Credential Plan (grade 7) • High School-Level Coursework/Credit (calculated in grade 8) • Meeting English-Language Proficiency Goal (WIDA; EL students only)

[il.gov/isa](#)



- Includes multiple ways that students demonstrate success, as elevated by stakeholders
- Keeps the focus on reading & math in early grades; elevates work-based learning and credentials of value in high school.

# CALCULATING POINTS: EVERY STUDENT MATTERS CONTINUED

Points are assigned for each student based on their academic mastery and additional knowledge/skills.

## STEP 1

Determine Level of Academic Mastery

Measure of Academic Mastery	Initial Points Based on Academic Mastery	Additional Knowledge & Skills (x1)	Additional Knowledge & Skills (x2)	Additional Knowledge & Skills (x3)
ILEARN At or Above Proficiency	90	95	95	100
ILEARN Approaching Proficiency	45	65	80	90
ILEARN Below Proficiency	0	45	65	75

## STEP 2

Determine Additional Knowledge & Skills

# GRADE 7 STUDENT EXAMPLE

Measure of Academic Mastery	Additional Knowledge & Skills (x1)	Additional Knowledge & Skills (x2)	Additional Knowledge & Skills (x3)
ILEARN Math Approaching Proficiency	Typical Academic Progress	Regular School Attendance	Completed Graduation Plan w. Parent Approval

Measure of Academic Mastery	Initial Points Based on Academic Mastery	Additional Knowledge & Skills (x1)	Additional Knowledge & Skills (x2)	Additional Knowledge & Skills (x3)
ILEARN At or Above Proficiency	90	95	95	100
ILEARN Approaching Proficiency	45	65	80	90
ILEARN Below Proficiency	0	45	65	75

1. Complete this process for ELA and Math separately in Grades 3-8.
2. Repeat this process for every eligible student.
3. Determine the average score across eligible students for ELA and math.
4. A school's final grade span score is the average of ELA and math total scores.

# GRADE 8 STUDENT-LEVEL EXAMPLE

## Current System

The current system focuses on metrics, boxing students into a one-size-fits-all mold.



Metric #1



Metric #2



Metric #3



Metric #4

## Proposed System

The new system focuses on individualized student Success indicators, defined by data-informed milestones for long-term success.

Success Indicator #1

Success Indicator #2



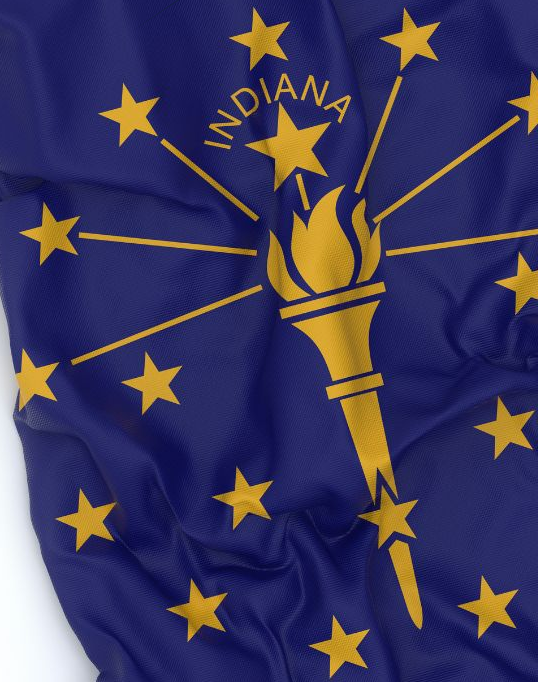
Success Indicator #3

# CALCULATING SCHOOL LETTER GRADES

Every student matters in this new model by....

- Encouraging schools to address the *individual needs of each student* and...
- Ensuring that students' unique knowledge, skills, and experiences are **transparently reflected** in a school's accountability grade.

Each school's letter grade will be determined based on the average points generated by all students. **Our N size is 1!**



# Deep Dive into Success Indicators

# DEEP DIVE INTO SUCCESS INDICATORS: GRADE 7

## Foundational Knowledge & Skill Development

- One Year of Academic Progress (SGP of 45+)
- Acceleration in Academic Progress (SGP of 65+)
- Excellence in Academic Progress (Meet SGP Target)
- Regular School Attendance (Student attends 94%+)
- **Completing a Graduation Plan (grade 7)**
- High School-Level Coursework/Credit (grade 8)
- Meeting English-Language Proficiency Goal (WIDA; EL students only)

Grad Plan Guidance



- Same grad plan currently required for all 8th grade students.
- Accountability incentivises earlier deadline and parent signature.
- IDOE Knowledge Hub includes guidance on how to report to IDOE.

# DEEP DIVE INTO SUCCESS INDICATORS: GRADE 8

## Foundational Knowledge & Skill Development

- One Year of Academic Progress (SGP of 45+)
- Acceleration in Academic Progress (SGP of 65+)
- Excellence in Academic Progress (Meet SGP Target)
- Regular School Attendance (Student attends 94%+)
- Completing a Graduation Plan (grade 7)
- **High School-Level Coursework/Credit (grade 8)**
- Meeting English-Language Proficiency Goal (WIDA; EL students only)

- Students can accumulate high school credits in 7th and 8th grade.
- Credits follow students who change schools.
- Must be used for graduation requirements and receive an A-F grade.

# GRADE 8 STUDENT-LEVEL EXAMPLE

Measure of Academic Mastery	Additional Knowledge & Skills (x1)	Additional Knowledge & Skills (x2)	Additional Knowledge & Skills (x3)
ILEARN Math Approaching Proficiency	Typical Academic Progress	Acceleration in Academic Progress	Advanced Coursework

Measure of Academic Mastery	Initial Points Based on Academic Mastery	Additional Knowledge & Skills (x1)	Additional Knowledge & Skills (x2)	Additional Knowledge & Skills (x3)
ILEARN At or Above Proficiency	90	95	95	100
ILEARN Approaching Proficiency	45	65	80	90
ILEARN Below Proficiency	0	45	65	75

# DEEP DIVE INTO ACADEMIC MASTERY: GRADE 10

## Knowledge & Skill Development + Career Engagement

### 9th Grade On Track (by end of Summer)

#### Above On-Track

**14+ Total Credits**

INCLUDING

2 ELA

2 Math

2 Sci/SS/Foreign Lang.

#### On-Track

**10+ Total Credits**

INCLUDING

2 ELA

2 Math

2 Sci/SS/Foreign Lang.

#### Off-Track

**< 10 Total Credits**

OR

< 2 ELA

OR

< 2 Math

OR

< 2 Sci/SS/Foreign Lang.

- Pulled from SIS course data certified to IDOE in July & October.
- Students can get “back on track” in grade 10 by doubling requirements to be on track in grade 9.
- Course eligibility outlined annually in the Indiana Course Titles & Descriptions.

# DEEP DIVE INTO SUCCESS INDICATORS: GRADE 10

## Foundational Knowledge & Skill Development

- **College & Career Coursework (AP, IB, Cambridge, CTE, dual credit)**
- CTE Coursework (3 total courses, with one being an advanced course)
- Proficiency on ILEARN Biology ECA
- Meet Benchmark on PSAT
- Regular School Attendance (94%+ in either Grade 9 or 19)
- Meeting English-Language Proficiency Goal (WIDA; EL students only)

- Students need only earn 2 credits prior to the end of grade 10.
- Must earn a C or better in the course.\*
- CTE Credits must not be base diploma requirements (Comp Sci, Prep CC, etc)

Feedback  
Requested

# DEEP DIVE INTO SUCCESS INDICATORS: GRADE 10

## Foundational Knowledge & Skill Development

- College & Career Coursework (AP, IB, Cambridge, CTE, dual credit)
- **CTE Coursework (3 total courses, with one being an advanced course)**
- Proficiency on ILEARN Biology ECA
- Meet Benchmark on PSAT
- Regular School Attendance (94%+ in either Grade 9 or 19)
- Meeting English-Language Proficiency Goal (WIDA; EL students only)

- In addition to the College & Career Coursework indicator.
- Same principle course rule applies, but one of the three courses must be a concentrator course.
- Meant to encourage students to begin a pathway prior to the end of grade 10 while allowing for exploration.

# GRADE 9-10 STUDENT-LEVEL EXAMPLE

Measure of Academic Mastery	Additional Knowledge & Skills (x1)	Additional Knowledge & Skills (x2)	Additional Knowledge & Skills (x3)
On-Track in 9th Grade	College & Career Coursework	Advanced CTE	-

Measure of Academic Mastery	Initial Points Based on Academic Mastery	Additional Knowledge & Skills (x1)	Additional Knowledge & Skills (x2)	Additional Knowledge & Skills (x3)
Exceeding 9th Grade On-Track	75	85	95	100
9th Grade On-Track	65	75	85	95
Off-Track in 9th Grade	0	25	55	65

# DEEP DIVE INTO ACADEMIC MASTERY: GRADE 12

Knowledge & Skill Development +  
Credentials & Experiences



**HONORS  
PLUS  
SEAL**



**HONORS  
SEAL**

**BASE  
DIPLOMA**

- A transition point table exists for Core 40 diplomas through class of 2028.
- Grade 12 Success Indicators are intentionally aligned to Seal requirements.
- Grade 12 scores will always be a year in arrears.

# DEEP DIVE INTO SUCCESS INDICATORS: GRADE 12

## Foundational Knowledge & Skill Development


- **Work-Based Learning (150 hours)**
- Credential of Value (Including ICC)
- College & Career Coursework (AP, IB, Cambridge, CTE, dual credit)
- Proficiency on ILEARN U.S. Government ECA
- Regular School Attendance (94%+ grade 11 or 12)
- Proficiency on ILEARN Biology ECA
- Meet English Benchmark on the ACT or CLT
- Meet Mathematics Benchmark on the ACT or CLT
- Meeting English-Language Proficiency Goal (WIDA; EL students only)

- Adopts the same WBL standard as diploma seals.
- Minimum of 150 hours of WBL - aligned to Employment Honors Seal.
- Verified through INTERS & course data (some CTE course codes require 150 or more WBL hours)

# DEEP DIVE INTO SUCCESS INDICATORS: GRADE 12

## Foundational Knowledge & Skill Development

- Work-Based Learning (150 hours)
- Credential of Value (Including ICC)
- **College & Career Coursework (AP, IB, Cambridge, CTE, dual credit)**
- Proficiency on ILEARN U.S. Government ECA
- Regular School Attendance (94%+ grade 11 or 12)
- Proficiency on ILEARN Biology ECA
- Meet English Benchmark on the ACT or CLT
- Meet Mathematics Benchmark on the ACT or CLT
- Meeting English-Language Proficiency Goal (WIDA; EL students only)

- 
- Adopts the same standard as the Honors Enrollment Seal.
  - Important to note that the diploma requires dual credit courses to be on the CTL prioritized course list beginning in 29/30.
  - Students must take AP exams, but do not have to receive a passing score.

# DEEP DIVE INTO SUCCESS INDICATORS: GRADE 12

## Foundational Knowledge & Skill Development

- Work-Based Learning (150 hours)
- Credential of Value (Including ICC)
- College & Career Coursework (AP, IB, Cambridge, CTE, dual credit)
- **Proficiency on ILEARN U.S. Government ECA**
- Regular School Attendance (94%+ grade 11 or 12)
- Proficiency on ILEARN Biology ECA
- Meet English Benchmark on the ACT or CLT
- Meet Mathematics Benchmark on the ACT or CLT
- Meeting English-Language Proficiency Goal (WIDA; EL students only)

- Optional assessment required to be offered for free to Hoosier schools.
- Taken when the student takes US Gov't. Currently only a Spring assessment window.
- Students receive this indicator if they pass - failing the assessment has not impact on the school's performance.

# DEEP DIVE INTO SUCCESS INDICATORS: GRADE 12

## Foundational Knowledge & Skill Development

- Work-Based Learning (150 hours)
- Credential of Value (Including ICC)
- College & Career Coursework (AP, IB, Cambridge, CTE, dual credit)
- Proficiency on ILEARN U.S. Government ECA
- Regular School Attendance (94%+ grade 11 or 12)
- Proficiency on ILEARN Biology ECA
- **Meet English Benchmark on the ACT or CLT**
- **Meet Mathematics Benchmark on the ACT or CLT**
- Meeting English-Language Proficiency Goal (WIDA; EL students only)

- The Classical Learning Test (CLT) is not paid for by the state, but is required to be accepted by Indiana's public colleges and universities.
- Standard setting will take place for next school year.
- Schools are NOT required to administer this assessment. SAT remains the state's mandatory HS assessment.

# GRADE 11-12 STUDENT-LEVEL EXAMPLE

Measure of Academic Mastery	Additional Knowledge & Skills (x1)	Additional Knowledge & Skills (x2)	Additional Knowledge & Skills (x3)
Honors Enrollment Seal	College/Career Coursework	Credential of Value	Passing the ACT Math

Measure of Academic Mastery	Initial Points Based on Academic Mastery	Additional Knowledge & Skills (x1)	Additional Knowledge & Skills (x2)	Additional Knowledge & Skills (x3)
Honors Plus Enrollment Seal & Employment Seal	-	-	-	100
Honors Plus Enlistment Seal	-	-	95	100
Honors Seal	-	75	85	90
Diploma, No Seal	50	65	75	85

# Looking Ahead to Implementation

# WHY IS A TRANSITION PLAN ESSENTIAL?

Indiana's new K-12 accountability model....

- Provides *parents and families* with **honest, transparent information** about how their child's school is performing and
- Provides *educators* with a system that **recognizes growth, excellence, and continuous improvement.**

Our transition plan allows schools, families, and communities to **clearly see how performance is measured, where they are starting today, and *what it takes* to improve for students.**

# A TRANSITION PLAN TO DRIVE REAL IMPROVEMENT

Indiana's approach to implementation will **drive real and continuous improvement for students** by prioritizing....



**Clear Expectations**



**Transparent Data**



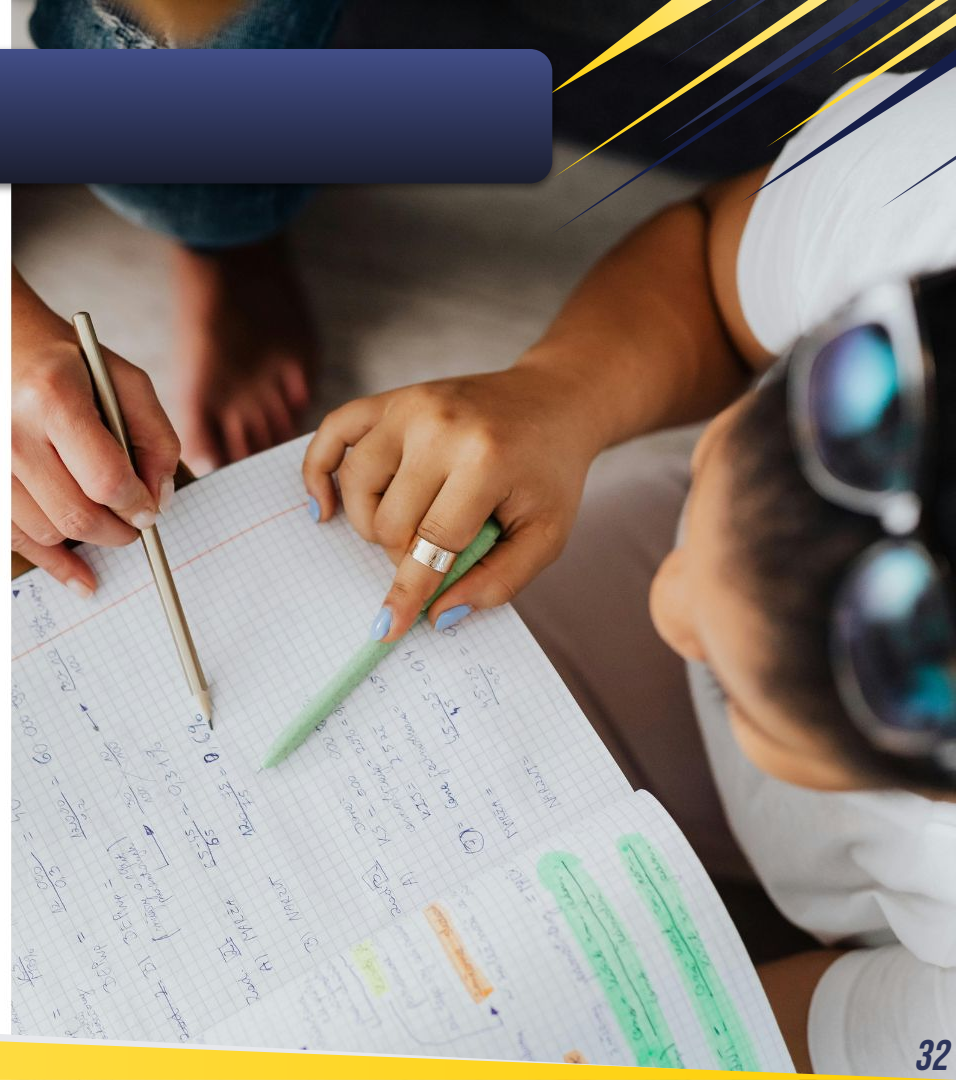
**Intentional Supports**

## A NEW BASELINE

The first year of letter grades will be referred to as **year zero** and will set a *clear baseline*.

This is **different than any past A-F years**. Schools are implementing the new diploma and readiness seals, as well as ILEARN checkpoints.

As we have learned from other states, **a transition plan is essential** to both short- and long-term success.



## A STRATEGIC, AGGRESSIVE TRANSITION PLAN CONTINUED

	Initial Grading Scale	Final Grading Scale
<b>A</b>	85-100	90-100
<b>B</b>	75-84.9	80-89
<b>C</b>	65-74.9	70-79
<b>D</b>	55-64.9	60-69
<b>F</b>	<54.9	<59

*Note: To ensure rigor continues, if 25% of schools earn an A, the grading scale will **increase by 2.5 points**. This can occur twice before the scale reaches the final grading scale of 90-100.*

## OUR SHARED GOAL: CONTINUOUS IMPROVEMENT



Schools will be able to clearly see where they can improve and have **support in developing a plan to get there.**

This is about *transparently* showing where we are today and being **clear about where we need to go in the future.**

Together, we must keep our focus on *continuous improvement* for **every community, every school, and most importantly, every student.**

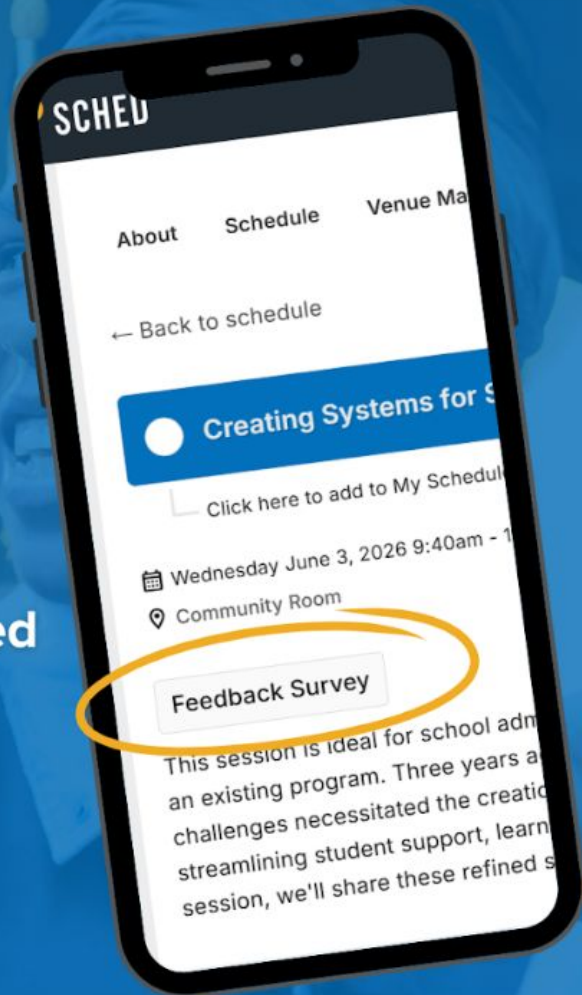
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## SURVEY REMINDER

Please complete a survey in Sched  
for each session you attend.



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