



2026

LEGISLATIVE
SUMMARY

SEA 78 - WIRELESS COMMUNICATION DEVICE POLICY

 Prohibits student device use during the school day

 Pick a Policy:

- No-device policy (students may not bring devices), OR
- Storage policy (devices brought but stored, powered off, inaccessible)

 Publish policy on district website

BYOD - Bring Your Own Device Policy

 After June 30, 2028, School-supplied devices only

 Impact: Ends district discretion to use BYOD as a long-term 1:1 model.

Exceptions & Protections

Permitted Uses

- IEP or 504 plan
- Documented medical condition
- Language translation (prioritizing school-managed devices)
- Emergency use (authorized by superintendent or designee at appropriate time)

Additional Provisions

- DOE will issue model policy guidance
- Schools receive civil immunity for good faith compliance
- Limited allowance for unobtrusive audio note-taking devices (with restrictions)



HEA 1408- EDUCATION MATTERS

- Social Media Provision - Article 16

“Adolescent”

- Indiana resident under age 16
- Does not apply to legally emancipated minors

“Social Media Provider”

Applies to platforms that:

- Enable users to upload/share content
- Use algorithms to recommend content
- Include “addictive features” (infinite scroll, autoplay, likes, livestreaming, etc.)
- Have significant adolescent usage
- Generate \$1B+ in global revenue



HEA 1408- EDUCATION MATTERS

Social Media Company Responsibilities:

Account Creation Requirements

If an Indiana resident under 16 requests an account:

- Platform must use reasonable age verification
- Must obtain verifiable parental consent
- Without consent → account cannot be created

Required Safety Settings for Adolescents

Accounts must be configured to:

- ✗ Block direct messages (except linked accounts)
- ✗ Prevent search visibility (except linked accounts)
- ✗ Prohibit algorithm-based content & advertising
- ✗ Disable addictive features

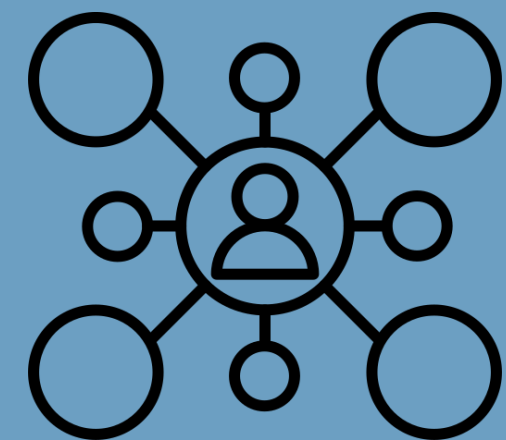
Ongoing Age Verification (@ 1/1/27)

If Indiana user exceeds:

- 25 hours in 6 months → age check required
- 50 hours in 6 months → verification required
- Every additional 100 hours → re-verification

If under 16 without parental consent:

- 7-day notice issued
- 30 days to provide consent or verify age
- Failure → account termination

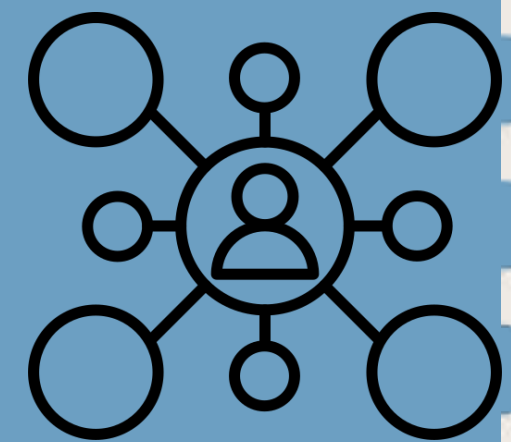


HEA 1408- EDUCATION MATTERS

Parents must be given tools to:

- Monitor time spent
- Set daily/weekly limits
- Control access times
- Access the account

Adolescents may not bypass these settings.



HEA 1004 - VARIOUS EDUCATION MATTERS

*Monstrous reorganization, deregulations and new-regulation package restructuring large portions of Title 20.

-
- HEA 1004 contains nearly **all major employment contracting provisions**, including:
 - Use temporary contracts for emergency-permit teachers;
 - **Repeal of the hours-per-day requirement embedded in the legacy teacher-contract template;**
 - Repeal of automatic contract-voiding for overlapping employment situations;
 - Removal of the mandate that special-education directors be employed under the teacher contract statute.
 - **For building-level leaders, the final law clarifies that the teaching-contract form must still be used unless both parties mutually agree otherwise.**
- The Indiana Secured School Fund is expanded to authorize audiovisual monitoring in seclusion and time-out rooms and to allow contracts with private entities—not just nonprofits—for SRO and law-enforcement services.



HEA 1004 - VARIOUS EDUCATION MATTERS

- A substantial number of existing mandates are repealed or scaled back in the HEA, including:
 - Graduation-plan requirements for parent consultation and distribution of copies;
 - Venue-specific AED/SCA plan disclosures;
 - Website-posting mandates for the internet-use policy, wireless-device policy, graduation-rate posting, and early-graduate reporting;
 - IDOE reporting on adjunct teachers, early graduates, and repetitive convictions
 - The school-social-worker master's-degree prerequisite;
 - IPS-specific staff-evaluation statutes (IC 20-25-13);
 - The requirement that many statutory safety/health trainings be provided via an online platform;
 - The statutory clause obligating “actions necessary to preserve and protect instructional programs,” including class-size and curriculum constraints;
 - Annual instruction on alcohol/tobacco/substances is reduced to a minimum of three times per year.

HEA 1004 - VARIOUS EDUCATION

Despite heavy deregulation, the act does ~~and mandates~~ **MATTERS**

- The GPS Dashboard must still be posted “conspicuously.”
- Each school’s technology plan to describe content-blocking, appropriate-use strategies, and parent-control design for non-school devices (p.115 (from SB 159, AM#11)).
- By January 1, 2027, schools must allow parents to strengthen filters or limit off-campus use of school-issued devices under the internet-use policy (SB 159). (Current Contracts may continue until expiration or 7/1/2030)
- The wireless-communication-device policy must prohibit non-instructional use of school-issued devices during instructional time (SB 159).
- Creation of Article 20.5, consolidating/replacing dozens of program statutes governing educational service centers, teacher recruitment, curricular materials, early childhood, alternative education, CTE, robotics, technology grants, workforce pipelines, Science of Reading implementation, and multiple new teacher-training and computer-science development programs.

SEA 76 - IMMIGRATION MATTERS

1) “No-restriction” rules for public entities

Public entities may **not** adopt written or unwritten policies that **restrict employees** from communicating/cooperating with federal immigration officials or sharing/maintaining/exchanging immigration-status information (as allowed by state/federal law).

2) Enforcement + penalties

The **Indiana Attorney General** can sue to compel compliance and seek:

- **Injunctions**, and
- **Civil penalties up to \$10,000 per knowing/intentional violation**

3) Employer provision (staffing implications for districts & vendors)

Creates a new statewide prohibition (starting **July 1, 2026**) on **knowingly/intentionally** recruiting, hiring, or continuing to employ an “unauthorized alien,” with a safe-harbor concept tied to **reasonable diligence** (e.g., federal work authorization verification tools / best practices). Enforcement can escalate into court-ordered penalties for employers.

Bottom line for schools: Review any district/board “non-cooperation” language, ensure staff guidance doesn’t prohibit lawful information-sharing, and tighten HR onboarding/work-authorization practices (including expectations for vendors/contractors where applicable).



SEA 88 – EDUCATION MATTERS



Expands Good Citizenship Instruction

- Adds three required “life-outcomes” topics to existing citizenship instruction:
 - Importance of earning a high school diploma & workforce preparation
 - Securing full-time employment
 - Waiting until marriage to begin having children



Adds the Classic Learning Test (CLT)

- The CLT is added alongside the ACT and SAT across statute:
 - State standards must prepare students for ACT, SAT, or CLT
 - Graduation plans may include CLT as a voluntary assessment
 - Statewide assessments recognize CLT for certain high school subjects
 - Indiana public colleges must accept CLT scores like ACT/SAT



Additional Requirements

- Schools must publicly list on-site testing opportunities (AP, PSAT, SAT, ACT, CLT, ASVAB)
- Graduation planning must begin by grade 8
- Charter schools included in related instructional supports



SEA 199 – VARIOUS EDUCATION MATTERS



Stronger Reading & Literacy Requirements

- Expands determinant reading assessments (Grade 2–7)
- Requires reporting of reading interventions and associated costs
- Raises performance threshold from 70% → 75% passing (3-year average) for certain state actions
- Schools below the threshold may be required to work with the Indiana Literacy Cadre



Civic Literacy Metrics

- Secretary of Education must develop statewide civic literacy metrics for K–postsecondary education
- Report due December 1, 2026



Employee Leave Study

- State will study and report on paid leave policies for school employees (birth, adoption, foster placement, stillbirth)



Teacher Preparation Changes

- Indiana Department of Education may serve as an educator preparation program accreditor
- Requires an external review of reading instruction in teacher preparation programs

SEA 200 - PUBLIC SCHOOL MATTERS

Youth Organization Access

- Schools must provide **at least one opportunity each year** for qualifying youth organizations to share information with students.
- Title 36 - US Code -
<https://www.govinfo.gov/content/pkg/USCODE-2014-title36/html/USCODE-2014-title36.htm#:~:text=U.S.C.,211>.
- If access is denied, organizations may **file a grievance with the Indiana Department of Education**.

Equal Access for Military Representative

- If a school allows **colleges or postsecondary institutions** to present information to students, the school must also allow **military representatives** to present information **in the same manner**.

Vendor Contract Protections

Vendor contracts entered into, amended, or renewed after June 30, 2026 **may NOT include:**

- **Indemnity clauses** shifting liability to the school for vendor actions
- **Out-of-state law clauses** (contracts must follow **Indiana law**)
- **Automatic renewal (“evergreen”) clauses**

These provisions are **void and unenforceable**.



New Legislation Mandates

Required Implementation from the 2026 Legislative Session

These mandates represent new legal requirements passed during the 2026 legislative session. School leaders must ensure timely implementation, compliance, and in many cases, coordination with state agencies and local policies.

REQUIRED ACTIONS

Technology & Student Use Policies

- Prohibit noneducational use of school-issued devices during instructional time in device policy (HEA 1004 / SEA 78)
- By 1/1/27:
 - Update internet use policy to allow parent-controlled filtering and device restrictions (HEA 1004)
 - Exemption applies if provider does not offer this service at no cost until contract renewal
- Ensure all technology contracts include verification vendor is not a prohibited person/foreign adversary (HEA 256)

Parent Communication & Student Support

- Notify parents within 15 days when a student is identified as at-risk in math (HEA 239)
- Include the “Success Sequence” in good citizenship instruction (SEA 88)

Legal & Immigration Compliance

- Ensure no policies (written or unwritten) restrict immigration enforcement (SEA 76)
- Comply with lawful information requests related to immigration enforcement (SEA 76)

Transparency & Public Access

- Conspicuously post GPS Dashboard link on each school website (HEA 1004)



● Changed Mandates

What changed?

These mandates were not eliminated or entirely new—but were significantly modified through the 2026 legislative session. Schools may need to revise policies, timelines, compensation structures, instructional practices, or operational procedures.

CONTINGENT REQUIREMENTS

Technology & Student Device Policies

- Wireless communication device policies must now be either:
 - No-device, or
 - Off, stored, and inaccessible (SEA 78)

Staffing, Contracts & Compensation

- TAG funds may now be used to pay FICA and TRF (HEA 1266)
- Differentiate salary for teachers with a literacy endorsement, including teachers not required to obtain one (HEA 1266)
- Principals and assistant principals may forego the underlying teacher contract if all parties agree to an alternative employment contract (HEA 1004)
- Update 10% “academic needs of students” factor so it is not applied uniformly across bargaining units or blended with other factors (SEA 204)

Curriculum, Instruction & Student Support

- K–5 math standards now require:
 - At least 60 minutes of Tier 1 instruction
 - At least 20 minutes of intervention (HEA 1266)
- Schools averaging below 75% IREAD proficiency over 3 years must comply with literacy instruction requirements (previously 70%) (SEA 199)
- Alcohol, tobacco, and controlled substance education now required:



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The IASP Advocacy Mission

At the Indiana Association of School Principals, advocacy is a year-round commitment to partnership and professional expertise. We believe that the most effective policy is built upon the real-world experience of building-level leaders. While the legislative session brings high-profile debates, our most impactful work often happens during these interim months—through quiet conversations, local school tours, and collaborative research with state policymakers. By serving as a trusted resource for Indiana’s leaders, we ensure that the voice of the principal is present wherever decisions are made that impact our students, our staff, and the future of Hoosier education.

SEA 25 - SCHOOL BOARD CANDIDATES

Order of Candidates

- Grouped by political party
- Parties are listed based on how their Secretary of State candidate performed in the county
- Top two major parties first
- Other parties next
- Independents last
- Within each party group, candidates are listed alphabetically by last name
- Write-in space appears after listed candidates (write-in names are not printed)

No Party Disclosed?

- If a candidate chooses not to disclose party affiliation,
- a blank space will appear after their name
- This indicates:
 - They are not listing a party
 - They are not identifying as an independent

Straight-Party Voting Changes

- Ballots must include a clearly marked straight-party voting option
- Required instructions must explain how straight-party voting works

Important clarification:

- A straight-party vote does NOT count for school board candidates



HEA 1242 - EDUCATION REPORTS

Section 1: Per-Student Funding Disparities Study

Dept. of Local Government Finance (with DOE) must analyze:

- Per-student operational funding within each county
- Median funding level by county
- Impact of local property tax assessed values
- Cost to bring districts below median up to the median

 **Report due: December 1, 2026**

 **Submitted to: Legislative Council & State Budget Committee**

 **Expires: July 1, 2027**

Section 2: Statewide School Data Report

Department of Education must compile:

- of school corporations & charter schools (by county population)
- Enrollment data
- Chronic absenteeism
- State assessment performance
- Reading determinant evaluation performance
- Teacher salaries

Includes recommendations to:

- Increase administrative efficiency
- Reduce administrative costs
- Improve student outcomes

 **Report due: December 1, 2026**

 **Submitted to: Legislative Council & Interim Study Committee on Education**

 **Expires: December 31, 2026**

HEA 1325 -

SPECIAL EDUCATION

- Requires the Department of Education, in collaboration with Indiana Department of Health, Department of Child Services, and the office of the secretary of Family and Social Services to report and make recommendations concerning certain data regarding residential placement, developmental preschool, and special education.
- Timing = Excellent as next year is a budget year

- Bill Link:

<https://iga.in.gov/pdf-documents/124/2026/house/bills/HB1325/HB1325.04.ENRS.pdf>



HEA 1266 - DOE AND EDUCATION MATTERS

Instruction and Curriculum Changes:

New Data Science Math Pathway

- State must develop a **data science pathway for math** by **Dec. 1, 2026**
- Intended as an **additional pathway alongside traditional math sequences**

Curriculum Materials Oversight

- New state review timelines for curriculum lists
 - Math = 7/1/27, English/ELA by 7/1/28, Science/STEM by 7/1/29
- Publishers must disclose:
 - Pricing
 - Data sharing practices
- **Statewide curriculum survey eliminated**

School Improvement Study

- State report due **Dec. 1, 2026** on strategies to support:
 - Academically struggling schools
 - Financially distressed schools



HEA 1035 - PERMISSIBLE UNSUPERVISED ACTIVITY

Defines “independent activity”

- Traveling on foot, bike or public transport
- Playing Outdoors
- Remaining at home
- Remaining in a stationary vehicle
- A child is not in need of services solely because an adult allows the child to engage in independent activity

Bill Link:

<https://iga.in.gov/pdf-documents/124/2026/house/bills/HB1035/HB1035.04.ENRS.pdf>

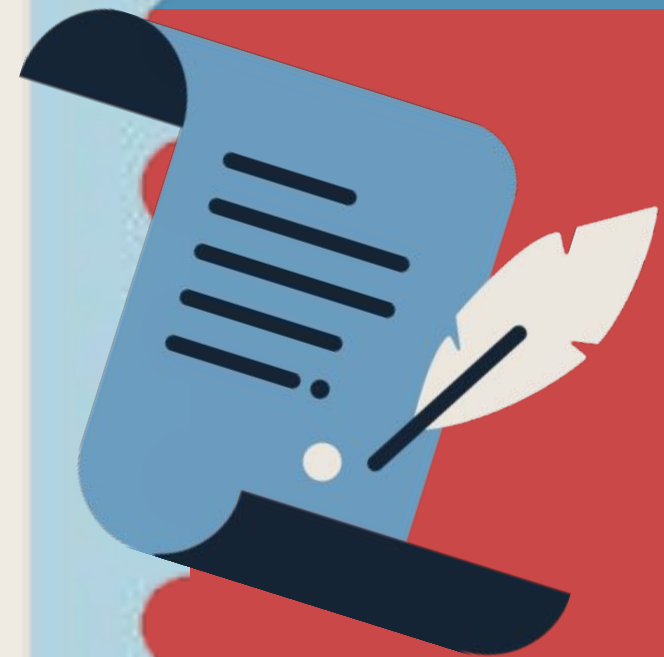


HEA 1036 - CHILDREN IN NEED OF SERVICES

- Requires the department of child services, subject to certain procedural safeguards, to have in-person contact with an alleged victim of child abuse or neglect: (1) before concluding an assessment; and (2) before dismissing or terminating a pending child in need of services case with the juvenile court.

Bill Link:

https://iga.in.gov/pdf-documents/124/2026/house/bills/HB1036/HB1036_05.ENRS.pdf



SEA 15 - FOSTER YOUTH

Clarifies “Foster Youth” Definitions

- Splits the existing definition into two categories
- Keeps current definition for certain benefits (park waivers, insurance, DCS certifications)
- Creates a new definition for:
 - Youth ages 12–23
 - Youth in collaborative care
 - Youth in out-of-home placements

Creates a Foster Youth Bill of Rights

Department of Child Services must:

- Collaborate with:
 - A formerly in-care adult
 - A child placing agency
 - Other experts
- Develop and update a Foster Youth Bill of Rights
- Distribute annually to foster youth
- Provide to foster parents
- Post publicly on DCS website
- Translate for limited English proficiency youth



HEA 1098 -

WORK BASED LEARNING LIABILITY



New Chapter: “Agreements with Work-Based Learning Employers”

- Applies only to programs with:
 - Ongoing work responsibilities
 - Employer-controlled physical worksite
- Excludes:
 - Virtual/remote placements, Primarily off-site work, Short-term career awareness experiences

New Requirements

- Written agreement required when a school/intermediary connects a student with an employer
- Employer assumes workers’ compensation responsibility
- May comply through a third-party employer-of-record

Workers’ Compensation Structure

- Students (paid or unpaid) remain covered under workers’ comp
- Exclusive-remedy protections apply
- Unpaid students:
 -  No temporary disability benefits
 -  Eligible for medical, impairment, and death benefits



HEA 1195

HIGH SCHOOL EQUIVALENCY DIPLOMAS

- Timelines for pilots have been extended to 2028
- Students earning HSE diplomas must complete the Indiana Career Explorer program and an assessment approved by the DOE that measures Indiana high school equivalency test readiness.
- Implement upon passage

Bill Link:

<https://iga.in.gov/pdf-documents/124/2026/house/bills/HB1195/HB1195.04.ENRS.pdf>



HEA 1202 - VARIOUS PUBLIC SAFETY MATTERS

What the Bill Does

- Consolidates building & fire safety inspections under the Department of Homeland Security (DHS)
- Directly links DHS inspection findings to licensure and enforcement
- Removes statutory consultation requirement (Commission standards still apply)

Who This Impacts

- School-based pre-K & licensed child care centers
- Initial license requires DHS inspection confirming substantial compliance
- Failure to comply with a DHS order becomes standalone grounds for license revocation
- Unlicensed registered child care ministries
- DHS inspection required for initial registration
- Ongoing DHS inspections required
- Most recent inspection must be posted publicly

Practical Takeaway for Schools

- DHS becomes the primary gatekeeper
- Inspection compliance more directly tied to ability to operate
- Greater operational weight on DHS findings



HEA 1423 -

INDIANAPOLIS PUBLIC EDUCATION CORPORATION

What the Act Does:

- Creates IPEC (the Indianapolis Public Education Corporation)
- New municipal entity within IPS geographic boundaries
- 9-member mayor-appointed board
- Designed to centralize:
- 🚌 Student transportation
- 🏫 School property management
- 📊 School performance framework

Major Powers of IPEC primarily beginning in 2028–29:

- Control school property management & operations
- Lead a unified transportation system
- Create a unified enrollment system
- Establish a single school performance framework
- Recommend closure of chronically low-performing or inefficient buildings
- (Appeal available to State Board)

IPEC may:

- Buy, lease, sell property
- Hire staff & set salaries
- Issue bonds (with limits)
- Contract with schools



SEA 119 - GROOMING

Restrictions on Registered Sex Offenders

Registered sex offenders may not enter:

- **School property**
- Facilities or events **primarily directed toward children under 18**

This includes locations where:

- Attendance is limited to minors, or
- Minors attend with a parent or guardian

Expanded “Sexual Grooming” Offense

An adult commits grooming if they:

- Engage in **repeated or continuous contact** with a child under 14
- With intent to make the child **less resistant to future sexual conduct**

The law now explicitly includes **communication through phones, cellular networks, and wireless devices.**



SEA 163 - VARIOUS PROPERTY TAX MATTERS

Extends County Option Circuit Breaker Credit

- Credit extended **through Dec. 31, 2028**
- Reduces property-tax collections for **all taxing units**, including schools
- May increase **tax-cap (circuit breaker) losses** where the credit is used
- Currently adopted in **Marion County** and **St. Joseph County**



SEA 204 - VARIOUS EDUCATION MATTERS



New Teacher Licensure Pathways

- Creates **additional pathways to teacher licensure**
- Charter school teachers may teach while working toward licensure
- After **2 years of demonstrated effectiveness**, individuals may obtain an **initial practitioner license**
- Expands **alternative licensure options** with GPA, training, and field experience requirements

Teacher Compensation

District compensation plan:

- 10% weight of Student Needs remains
- Student needs can't apply to all teachers

Districts must submit a **local compensation plan for state review.**

Additional Higher Education Changes

- New oversight for low-enrollment degree programs
- Expanded transfer-credit rules across Indiana colleges (AP Scores of 3, 4, or 5)
- New reporting requirements on tuition, enrollment, and DEI staffing

SEA 254 - IVY TECH COMMUNITY COLLEGE

Ivy Tech Positioned as Indiana's Workforce Engine

- Reorients Ivy Tech's mission toward **workforce training and employer needs**
- Focus on **high-demand industries** and career pathways

New Education-to-Employment Research Program

- Collects and analyzes **labor-market and workforce data**
- Used for:
 - Workforce planning
 - Program alignment
 - Return-on-investment (ROI) analysis
- Includes **multi-sector oversight and public reporting**

Stronger Industry & Governance Connections

- Trustee qualifications expanded to include expertise in:
 - Logistics
 - Information technology
 - Life sciences
- Campus governance must include **greater employer involvement**

Implications for K-12

- Expanded focus on **dual credit and workforce credentials**
- Greater alignment between **high school pathways and industry demand**
- Increased emphasis on **data-driven career preparation**



Thank
you!



INDIANA'S ACCOUNTABILITY RULE 2026

Indiana Association of
School Principals

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**

Grading Scale

(1) For an accountability year beginning with 2025-2026:

(A) 85.0. to 100.0 points = A.

(B) 75.0 to 84.99 = B

(C) 65.0 to 74.99 = C

(D) 55.0 to 64.99 = D

(E) 0.0 to 54.99 = F

- Notwithstanding section 40(b)(l) of this rule, if more than twenty-five percent (25%) of schools are placed in the highest “accountability category, then the scale for each accountability category outlined in section 40(b)(l) of this rule shall be raised by 2.5 points for the following accountability year, and each year after, until the minimum score to receive an A is 90.00

ELEMENTARY (K-3)

3rd Grade Accountability						
		Student Success Indicators				
		Initial Points		Pass IREAD WIDA Growth or Proficiency		Pass IREAD & Earn a Success Indicator
Academic Mastery: ILEARN ELA and MATH	At or Above Proficiency	75		95 85		100
	Approaching Proficiency	65		85 75		95
	Below Proficiency	0		65 45		75

- Success Indicators
- Reading Proficiency (IREAD)
 - Accelerated Literacy (IREAD)
 - Attendance
 - Meeting English-Language Proficiency Goal

- I AM Alternate Assessment Students
- At or Above = 100 points
 - Approaching = 75 points

ELEMENTARY (4-6)

4th-6th Grade Accountability with Performance Only

		Student Success Indicators				
		0 Success Indicators		1 Success Indicator		2 Success Indicators
Academic Mastery: ILEARN	At or Above Expectation	90		95		100
	Approaching Expectation	45		80		90
	Below Expectation	0		65		75

- Success Indicators (both ELA & Math)
- Reading Proficiency (IREAD)
 - Science Proficiency (ILEARN)
 - Social Studies Proficiency (ILEARN)
 - Attendance
 - Meeting English-Language Proficiency Goal

- I AM Alternate Assessment Students
- At or Above Proficiency = 100 points
 - Approaching Proficiency = 75 points

MIDDLE SCHOOL (7 - 8)

7th-8th Grade Accountability with Performance Only

		Student Success Indicators				
		0 Success Indicators		1 Success Indicator		2 Success Indicators
Academic Mastery: ILEARN	At or Above Expectation	90		95		100
	Approaching Expectation	45		80		90
	Below Expectation	0		65		75

Success Indicators

- Attendance
- Completing a Graduation Plan (7th)
- High School-Level Coursework/Credit (8th)
- Meeting English-Language Proficiency Goal

I AM Alternate Assessment Students

- At or Above = 100 points
- Approaching = 75 points

10th Grade Accountability

Student Success Indicators: Attendance Target (94%), PSAT/NMSQT, Biology ECA, 2 CCR Credits (9-10) or 2 CTE Principles Credits, 3 CTE Courses (must include at least 1 advanced CTE Course), LEP WIDA

Academic Mastery		0 Success Indicators		1 Success Indicator		2 Success Indicators		3 Success Indicators
HS Credits, end of 9th Grade (including Summer School)	Above Expectations: 14+ Credits; 2 ELA, 2 Math, 2 Combo	75		85		95		100
HS Credits, end of 9th Grade (including SS)	At Expectation: 10-13 Credits; 2 ELA, 2 Math, 2 Combo	65		75		85		95
HS Credits, end of 10th Grade (including SS)	At Expectation: 20+ Credits; 4 ELA, 4 Math, 4 Combo	65		75		85		95
HS Credits, end of 9th Grade (including SS)	Approaching Expectations: At Least 8 Credits	0		25		55		65
HS Credits, end of 9th Grade (including SS)	Below Expectation (0-7 Credits)	0		25		55		65

Grades 9-10 Student Success Indicators:

- Attendance Target (94%)
- PSAT/NMSQT - Fall Administration - aggregate national college ready benchmark
- Biology ECA - score at or above proficiency
- Two (2) credits of dual credit, Advanced Placement, International Baccalaureate, or Cambridge International; **or** Two (2) credits of CTE coursework designated as a principles course or above
- 3 CTE Courses (must include at least 1 advanced CTE Course)
- WIDA - meet expected growth or reach language proficiency

Grades 11-12 Student Success Indicators:

- ACT/CLT Math
- ACT/CLT ELA
- US Govt Final Exam
- Biology ECA
- Attendance Target (94%)
- College and Career Readiness Coursework

Complete one (1) of the following:

- (i) Earn four (4) AP credits and take the exams;
- (ii) For college credits earned prior to the 2029-2030 school year, earn six (6) college credits. For college credits earned during the 2029-2030 school year and each subsequent school year, earn six (6) college credits in courses listed in the Core Transfer Library established under [IC 21-42-5](#) or that are listed on the dual credit priority course list;
- (iii) Earn four (4) International Baccalaureate credits and take the exams;
- (iv) Earn four (4) Cambridge International credits and take the exams;

- 150 hrs Work Based Learning
- Credential of Value - [Click here for list](#)
- WIDA - meet expected growth or reach language proficiency

HIGH SCHOOL GRADES AND COHORTS

Grade Issued	12th Grade Cohort Grid & Grad Rate	11th Grade Cohort SAT Proficiency	10th Grade Cohort	9th Grade Cohort
2026	2025	2027	2028	2029
2027	2026	2028	2029	2030
2028	2027	2029	2030	2031
2029	2028	2030	2031	2032
2030	2029	2031	2032	2033
2031	2030	2032	2033	2034
2032	2031	2033	2034	2035

HIGH SCHOOL (11-12)

12th Grade Accountability: Cohorts 2025 - 2028; Accountability 2026 - 2029

Student Success Indicators: ACT/CLT Math, ACT/CLT ELA, US Gov't Final Exam, Biology ECA, Attendance Target (94%), CCR Coursework, 150 hrs WBL, Cred of Value, LEP WIDA

Your Final Grade 12 Score
 10% - Graduation Rate
 10% - SAT Proficiency
 80% - Academic Mastery / Success Indicator Points

		0 Success Indicators	1 Success Indicator	2 Success Indicators	3 Success Indicators
Academic Mastery: Diploma Attainment	Academic Honors or Technical Honors	-	75	85	100
	Core 40 Diploma	55	65	75	85
	General Diploma	25	55	65	75

HIGH SCHOOL (11-12)

12th Grade Accountability: Cohort 2029; Accountability 2030

Student Success Indicators: ACT/CLT Math, ACT/CLT ELA, US Gov't Final Exam, Biology ECA, Attendance Target (94%), CCR Coursework, 150 hrs WBL, Cred of Value, LEP WIDA

Your Final Grade 12 Score
 10% - Graduation Rate
 10% - SAT Proficiency
 80% - Academic Mastery / Success Indicator Points

Eligible Students	(Expectations)	0 Success Indicators		1 Success Indicator		2 Success Indicators		3 Success Indicators
Academic Mastery: Seal Attainment	(Above) Honors Plus Seal	-		-		95		100
	(At) Honors Seal	-		75		85		90
	(Approaching) Diploma	50		65		75		85

Indiana Principal Leadership Institute

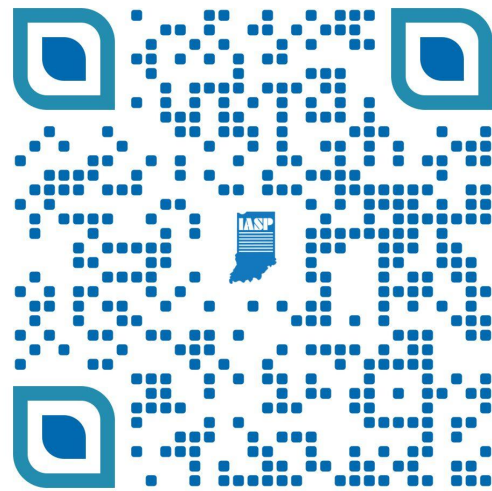
Year 1 will focus on increasing the principal's leadership capacity and will utilize the School Leader Paradigm to support this work in the areas of Personal, Systems, and Social Intelligence

Year 2 will bring two teacher leaders to the seminars to focus on improving school outcomes with the principal. IPLI utilizes the School Leader Paradigm to support this work in the areas of Culture, Learning and Systems.

IPLI is open to Principals and Assistant Principals and the following guidelines are recommended for participation in the program.

Principals: Should have a minimum of 3 years of experience in the Principal's role.

Assistant Principals: Should have a minimum of 5 years of building-level administrative experience and be currently highly involved in a majority of roles within your current building.



Aspiring



Launching



Building



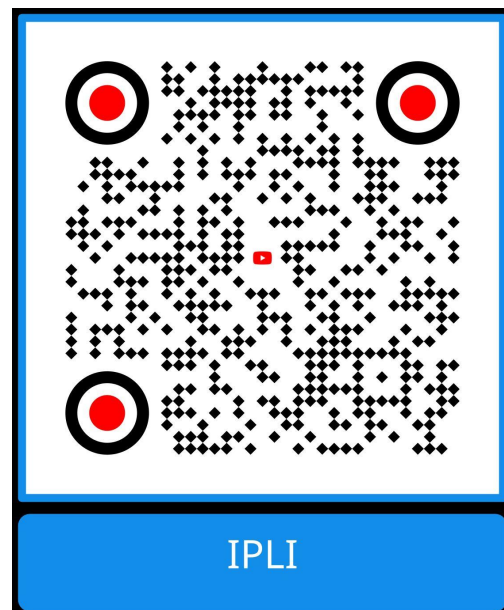
Mastering



Indiana New Administrator Leadership Institute

The Indiana New Administrator Leadership Institute (INALI) is designed to help new or early career administrators become effective instructional leaders and to quickly and comfortably assume the responsibilities of building administration. INALI is a two-year professional development program that includes mentoring by retired or seasoned administrators, seminars and conferences, and regional cohort meetings. With all of these interactions, INALI members have a monthly touchpoint that allows them to build camaraderie, connection and a commitment to this next phase of their career.

Cohort 13 is now OPEN.



Aspiring



Launching



Building



Mastering

