SECOND DRAFT: Future of School Accountability in Indiana

October 15, 2025

TODAY'S AGENDA

Remembering our WHY

Hoosiers Engaged in the Process

Second Draft Overview, Based on Feedback

Student Examples

Rulemaking Timeline & Next Steps

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**.

OUR WHY

In Indiana we are laser-focused on ensuring more students have access to the **knowledge**, **skills**, & **experiences** they need now & in the future.

This work has been *directly* informed by:

- Educators,
- Students,
- Parents and families,
- Community leaders,
- Industry partners,
- And more!

As we continue to expand educational opportunities for students, how we measure school *accountability must also evolve*.

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.*

WHAT WE CAN MEASURE TODAY

Key Characteristics:

	How They Are Measured:
ACADEMIC MASTERY	Reading, Math, Science, Social Studies
CAREER & POSTSECONDARY READINESS: CREDENTIALS & EXPERIENCES	New Diploma Seals
COMMUNICATION & COLLABORATION	*Currently being piloted by several schools*
WORK ETHIC	Regular Attendance
CIVIC, FINANCIAL, & DIGITAL LITERACY	Required Courses for Graduation

WHAT MEASURABLES WE ARE *ACTIVELY* WORKING TO DEVELOP

- How can we *measure skills* like **communication** and **collaboration**?
  - Partnership with Carnegie and ETS – several schools are *piloting* innovative ways to measure these skills

- How can we **best support schools** in *planning for, implementing, and maximizing outcomes for students through* the new accountability model?

ACCOUNTABILITY IN STATE LAW

Per Indiana statute, IDOE must **develop a proposal for a revised school performance designation utilizing an A-F grading scale** that is based on data contained in Indiana GPS by Dec. 31, 2025.

First Regular Session of the 124th General Assembly (2025)

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 2024 Regular Session of the General Assembly.

HOUSE ENROLLED ACT No. 1498

AN ACT to amend the Indiana Code concerning education.

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

SECTION 1. IC 20-19-11-4, AS ADDED BY P.L.2 , 2023, SECTION 28, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2025]: Sec. 4. This chapter expires January 1, 2026. 202 .
SECTION . IC 20-31-8-1 IS REPEALED [EFFECTIVE JULY 1 2025]. Sec. (-) The performance of a school's students on the statewide assessment program test and other criterion referenced benchmark assessments recommended by the department and approved by the state board are the primary and majority means of assessing a school's improvement. The state board may; and is encouraged to; incorporate social studies and science as indicators for assessing school improvement.
(b) The department shall examine and make recommendations to the state board concerning:
(1) performance indicators to be used as a secondary means of determining school progress;
(2) expected progress levels; continuous improvement distributional performance levels; and absolute performance levels for schools; and
(3) an orderly transition from the performance based accreditation system to the assessment system set forth in this article.
(c) The department shall consider methods of measuring improvement and progress used in other states in developing

HEA 1498 — Concur

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

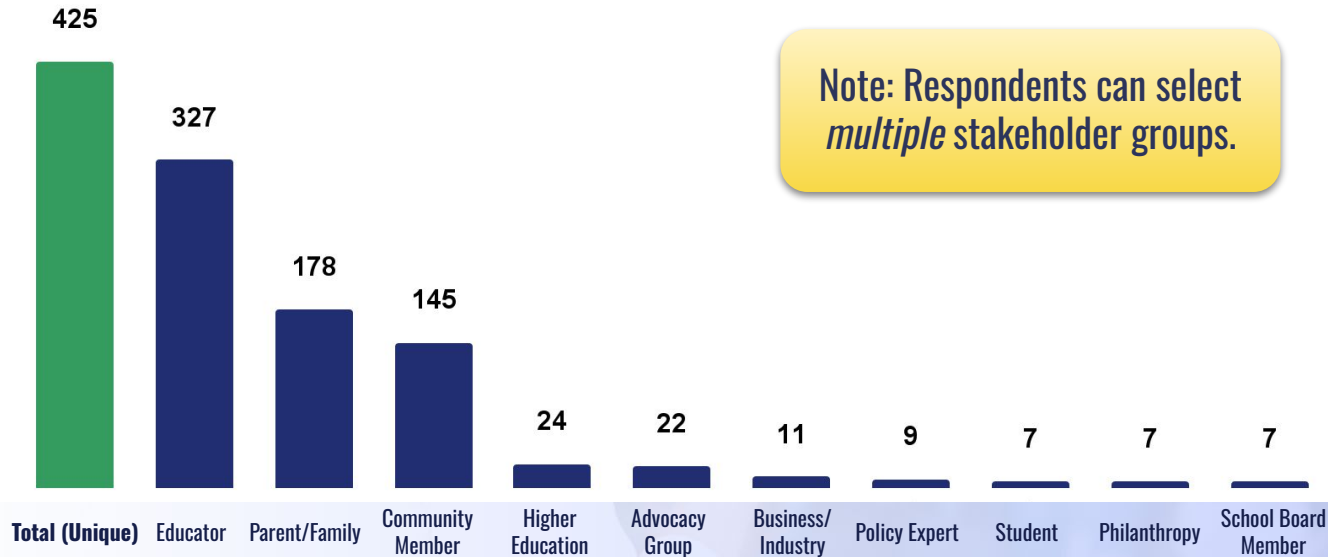Uses longitudinal data to prioritize what matters most to future success

Hoosiers Engaged in the Process

FIRST PUBLIC COMMENT PERIOD: STAKEHOLDER FEEDBACK

Accountability Feedback Responses by Stakeholder Group *(Self-Reported)*
June 4-August 22, 2025

Note: Respondents can select *multiple* stakeholder groups.

Category	Value
Total (Unique)	425
Educator	327
Parent/Family	178
Community Member	145
Higher Education	24
Advocacy Group	22
Business/Industry	11
Policy Expert	9
Student	7
Philanthropy	7
School Board Member	7

In addition to the feedback received via Jotform, **numerous focus group discussions** were held, as well as an in-person public hearing.

KEY THEMES IN STAKEHOLDER FEEDBACK

1 Broad support for elevating a variety of **knowledge, skills, & experiences** that contribute to a student's future success, including additional indicators aligned to specific pathways

2 The importance of prioritizing **proficiency** while encouraging improvement for all students through **academic growth** & **skill development**

3 The need for a **transparent & simple accountability model** that is meaningful to parents/families and provides schools a clear roadmap for continuous improvement

Second Draft Overview, Based on Feedback

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 total points:

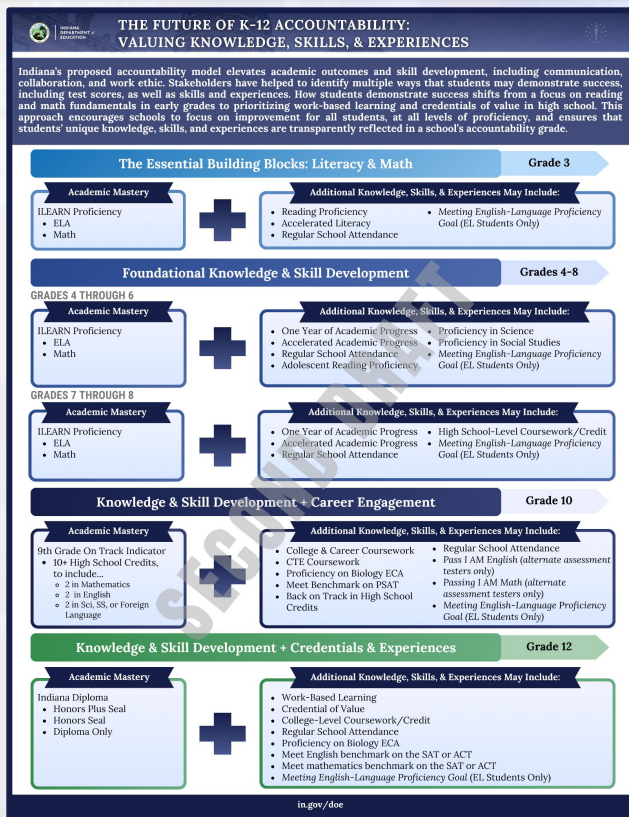**Step 1:** Initial points based on academic mastery

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

Academic Mastery

+

Additional knowledge, skills, and experiences

- Maintains **high academic standards**, while acknowledging that students are **more than a test score**

- Keeps the **focus on reading & math** in early grades; elevates **work-based learning** and **credentials of value** in high school

- Encourages schools to **focus on improvement for all students** at all levels of proficiency

CALCULATING SCHOOL LETTER GRADES

This proposed new model....

- Encourages schools to address the *individual needs* of each student and...

- Ensures 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.

Grading Scale	
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

INCREASING CONSISTENCY & SIMPLICITY

Feedback: While some aspects of the proposed new accountability model are simpler than the current model, <u>additional simplicity is needed</u>, particularly in the points system, to ensure the model is accessible and transparent for all Hoosiers.

Solution: To bring more consistency to the value of each additional success indicator and increase the simplicity of the model for both schools and families, **<u>point values were updated at each milestone</u>**. This also better aligns point values with desired student outcomes.

ACCELERATED LITERACY SUCCESS INDICATOR

Feedback: The state of Indiana has recently placed a strong emphasis on <u>ensuring our youngest students receive the support they need to become proficient readers</u>. The accountability model should reflect this priority and incentivize ongoing, targeted intervention and support for those struggling to read.

Solution: To maintain our urgency in helping more students learn to read, a new **<u>Accelerated Literacy</u>** <u>success indicator</u> was created specifically for students who are identified as At-Risk on IREAD at grade 2 and later pass in grade 3.

ADOLESCENT READING SUCCESS INDICATOR

Feedback: The state of Indiana has recently doubled-down on our commitment to supporting students in becoming proficient readers, beyond grade 3. The accountability model should reflect this priority and incentivize ongoing, targeted intervention and support.

Solution: To maintain our urgency in helping more students learn to read, a new **Adolescent Reading Proficiency** success indicator was created specifically for students who do not pass IREAD in grade 3 and later pass in grades 4-6.

MAXIMIZING FLEXIBILITY FOR HIGH SCHOOLS

Feedback: It often varies across the state when students take certain courses. For example, at some schools, Biology is offered to students in grade 12, rather than grade 9. A potential unintended consequence of the first draft rule would require some schools to shift their schedule to offer Biology earlier to receive points.

Solution: To ensure high schools have the flexibility to offer Biology in any grade and receive points for a student who passes, the **Biology ECA assessment was added as a success indicator in grade 12**, in addition to grade 10. This better reflects the indicator's intent, which is for students to demonstrate proficiency in Biology content before graduation, regardless of when they take the course.

BACK ON TRACK SUCCESS INDICATOR

Feedback: A key part of the proposed new accountability model is encouraging schools to focus on improvement for all students at all levels of academic mastery. Once a student has been identified as <u>off track in grade 9</u>, schools should be incentivized to get that student back on track. These continued supports will help ensure that all students have the best shot at success.

Solution: To encourage schools to continue supporting students who are off track in grade 9, a **<u>Back On Track success indicator</u>** was added in grade 10 to ensure continued focus on accelerating credit attainment.

STRENGTHENING ALIGNMENT WITH NEW DIPLOMA & SEALS

Feedback: To develop the new diploma and readiness seals, partners identified specific recipes for success based on a student's unique future goals. The seals are based on key metrics that directly correlate to long-term success in college, career, and/or enlistment and service. These underline recipes for success should be elevated more based on their currency and value for students.

Solution: Ensure the accountability model aligns to the new diploma requirements by elevating the readiness seals as the **key outcome in grade 12**. A college entrance exam will also be a part of the model.

TRANSITION PERIOD FOR GRADE 12

Feedback: As schools work towards <u>implementation of the new Indiana diploma and readiness seals</u>, schools that do not opt in prior to the class of 2029 should also be incorporated into the model.

Solution: To better align with the implementation timeline of the new Indiana diploma and readiness seals, the **<u>existing suite of Core 40 diplomas have been incorporated into the model</u>** for graduating cohorts up to 2028.

Student Examples

STUDENT EXAMPLE 1

Kate, Grade 3

- ILEARN ELA & Math: **Approaching Proficiency**
- IREAD at Grade 2: **At-Risk**
- IREAD at Grade 3: **Pass**
- Regular School Attendance: **No**

Old Model - 3rd Grade

Opportunity for points based solely on ILEARN scores

Pass ILEARN: ❌ ELA   ❌ Math

Proposed Model - 3rd Grade

Multiple opportunities to earn points beyond a single test score

Academic Mastery: ILEARN ELA & Math

- ❏ At or Above Proficiency
- ✔ Approaching Proficiency
- ❏ Below Proficiency

Additional Knowledge, Skills, & Experiences

- ✔ Reading Proficiency

- PLUS ONE OF THE FOLLOWING -

- ✔ Accelerated Literacy
- ❏ Regular School Attendance (94%+)
- ❏ English Language Acquisition (EL Only)

STUDENT EXAMPLE 2

Michael, Grade 5

- ILEARN ELA & Math: **Approaching Proficiency**
- Academic Progress: **One Year**
- Regular School Attendance: **Yes**
- ILEARN Social Studies: **At Proficiency**

Old Model - 5th Grade

Opportunity for points based solely on ILEARN scores

- ❌ Pass ILEARN ELA & Math
- ✅ One-Year of Academic Progress (ELA & Math)
- ❌ One-Plus Years of Academic Progress (ELA & Math)

Proposed Model - 5th Grade

*Multiple opportunities to earn points
beyond a single test score*

Academic Mastery: ILEARN ELA & Math

- ❏ At or Above Proficiency
- ✅ Approaching Proficiency

- ❏ Below Proficiency

Additional Knowledge, Skills, & Experiences

- ✅ One-Year of Academic Progress (ELA & Math)
- ❏ One-Plus Years of Academic Progress (ELA & Math)
- ✅ Regular School Attendance (94%+)
- ✅ ILEARN Social Studies or Science
- ❏ English Language Acquisition (EL Only)

Maxine, Grade 12

- Honors Seal: **Employment Honors**
- SAT Benchmark Math: **Yes**   Reading/Writing: **No**
- Work-Based Learning: **Yes**
- Attendance Target: **No**
- Credential of Valuet: **Yes**

Old Model - 12th Grade

Opportunity for points based solely on college readiness and graduation

Pass SAT: ❌ ELA   ✅ Math
✅ College/Career Coursework
✅ Graduated On-Time

Proposed Model - 12th Grade

Multiple opportunities to earn points aligned to a student's unique path

Key Outcome: Diploma Seals

- ☐ No seal
- ✅ Honors Seal
- ☐ Honors Plus Seal

Additional Knowledge, Skills, & Experiences

Pass SAT/ACT: ☐ ELA   ✅ Math
✅ Credential of Value
✅ 150 Hours of Work-Based Learning
☐ Regular School Attendance (94%+)
✅ College/Career Coursework
☐ English Language Acquisition (EL Only)

Rulemaking Timeline & Next Steps

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RULEMAKING TIMELINE

Timing	Action Item
October 15 - November 17, 2025	Second 30-day public comment period
November 17, 2025 at 11 a.m. ET	Public hearing at the Indiana State Library, History Reference Room
December 2025	Adopt final accountability rule

NEXT STEPS

Iterative Process & Change Management

- Continued engagement with key stakeholders

- Consistent feedback loop

- Refinement

To learn more about the *second draft* of Indiana's future accountability model, click here.

Share your feedback **HERE**!

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THANK YOU!