

Q&A ABOUT INDIANA'S NEW PROPOSED ACADEMIC STANDARDS

April 14, 2014

| TOPIC | RESPONSE | BACKGROUND |
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| What is a standard? | A standard is a learning outcome. Standards specify what students should know by content area and by grade level. Standards are not curriculum, lesson plans or textbooks. | <ul style="list-style-type: none"> Standards are learning outcomes developed by Indiana educators and subject matter experts, and approved by the State Board of Education at the recommendation of the Education Roundtable. Curriculum is what teachers use to apply standards in the classroom. Curriculum includes instructional content (i.e., what is taught in the classroom), textbooks, resources and materials. Curriculum is determined at the local level, although the state provides technical assistance and resource documents to support schools and districts. |
| How were the new standards developed? | The Indiana Department of Education (“IDOE”) and the Center for Education & Career Innovation (“CECI”) collaborated to design and implement a comprehensive evaluation and standards development process that drew from the best available sources. | <ul style="list-style-type: none"> The impetus for the development of new standards was Public Law 86-2013 [HEA 1427], which required the SBOE to adopt new standards following a “comprehensive evaluation” of the Common Core State Standards (“CCSS”), which were adopted by Indiana in 2010. Following unanimous adoption of a resolution on December 20, 2013, the State Board of Education directed CECI and IDOE staff to design and implement a blind evaluation process of existing standards (the CCSS), former Indiana Academic Standards, and other non-CCSS sources. The State Board also directed the Evaluation Panels to consist of K-12 educators as well as higher education subject matter experts. The State Board also tasked the College & Career Ready (“CCR”) Panel with determining whether or not the standards developed by the Evaluation Panels meet the expectations of Indiana colleges & universities, and also employers. Finally, the State Board directed the use of national evaluators to help inform the work of the Evaluation and CCR Panels. |
| How was “college and career readiness” defined during this | Education experts from the Indiana Education Roundtable, Department of Education, Center for Education | <ul style="list-style-type: none"> The definition of “college and career readiness” defined by Indiana education and workforce state agencies is as follows: <i>“College- and career-ready means an individual has the knowledge, skills, and</i> |

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| <p>process?</p> | <p>& Career Innovation, Commission for Higher Education and the Department of Workforce Development created a definition of “college and career readiness.”</p> | <p>abilities to succeed in post-secondary education and economically-viable career opportunities.”</p> <ul style="list-style-type: none"> Public Law 31-2014 [SEA 91] defines college and career readiness educational standards as “the standards that a high school graduate must meet to obtain the requisite knowledge and skill to transition without remediation to postsecondary education or training, and ultimately into a sustainable career.” |
| <p>Are the new standards a “cut-and-paste” of Common Core State Standards?</p> | <p>No. The proposed standards represent a joint effort by highly qualified Indiana K-12 teachers, higher education faculty, and subject matter experts to develop rigorous college-and-career-ready standards.</p> | <ul style="list-style-type: none"> It is important to remember that the work of the Evaluation and CCR Panels was grounded in Indiana’s own definition of college and career readiness, and a blind evaluation process was conducted (i.e., evaluation teams reviewed standards from many sources, selecting the most rigorous standard in each category, without an identification of the origin of any standard). The Evaluation Panel members spent time individually or in Panel meetings totaling close to 60 hours per person (and more than 6,000 hours in aggregate for the Panel). College and Career Ready Panel members spent time individually or in Panel meetings totaling 30-40 hours per person. While the standards originated from both the CCSS and the former Indiana Academic Standards, along with standards from other states and sources, the final set of standards in its entirety is the collective work of all of the Hoosier stakeholders involved in the process. |
| <p>If the standards are not cut-and-paste CCSS, then how will the US Department of Education (“USDE”) determine that these new standards meet the definition of “college and career ready” for purposes of Indiana’s</p> | <p>The reason a College & Career Ready Panel was utilized in the process is that sign-off from Indiana’s higher education institutions is required in order to provide assurances to the USDE that the standards are indeed college and career ready.</p> | <ul style="list-style-type: none"> The CCR Panel met for a final time on April 11, and each member affirmed that the standards were college and career ready. The Indiana Department of Education and the Indiana Commission for Higher Education will certify that the standards meet the definition of “college and career ready” by relying on the expert input from the CCR Panel members. After the Indiana Education Roundtable’s approval of the standards resolution, Indiana Commissioner for Higher Education, Teresa Lubbers, and Superintendent of Public Instruction, Glenda Ritz, will |

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| No Child Left Behind (NCLB) waiver? | | assure in writing to the USDE that the Indiana Academic Standards meet the Indiana and federal definition of College and Career Ready. |
| Is there a copyright infringement concern if a portion of the new Indiana standards are sourced from the CCSS? | No. There is no copyright infringement issue if a portion of Indiana’s new standards are CCSS. | <p>CECI spoke with Richard Laine, Director of the Education Division for National Governors Association (NGA). NGA, along with CCSSO (Council of Chief State School Officers), filed the copyright for Common Core State Standards on behalf of those states that choose to adopt Common Core. According to Mr. Laine, the intent of the copyright is to ensure that states don’t adopt lower quality standards that they subsequently brand as Common Core. Because Indiana intends to adopt rigorous college and career ready standards (regardless of their origin), there is no copyright infringement issue. Mr. Laine added that the copyright holders would not file a lawsuit against Indiana if the origin of some of the new Indiana standards is Common Core.</p> <p>Mr. Laine also directed us to the License Grant section of the Public License page of the Common Core State Standards website. The License Grant section states: “The NGA Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) hereby grant a limited, non-exclusive, royalty-free license to copy, publish, distribute, and display the Common Core State Standards for purposes that support the Common Core State Standards Initiative. These uses may involve the Common Core State Standards as a whole or selected excerpts or portions.” [Emphasis added]. As long as we appropriately cite all of our sources, Mr. Laine did not see any problems with Indiana using excerpts or portions of the Common Core State Standards within Indiana’s standards.</p> |
| Were the former Indiana Academic Standards used to help develop the Common Core State Standards, which were adopted as Indiana’s standards in 2010? | Indiana’s former academic standards were one of several states’ standards used to develop the CCSS. | <ul style="list-style-type: none"> • Before the CCSS were developed, Indiana was one of a small number of states that developed what were referred to as the American Diploma Project (“ADP”) benchmarks, adopted in 2004. Because Indiana’s standards were highly rated by Fordham Institute and Achieve, the CCSS drafting team borrowed from Indiana’s Academic Standards as they existed prior to the adoption of CCSS. In particular, the CCSS borrowed from Indiana’s 2009 Mathematics standards. |

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| <p>Why can't we just go back to the former Indiana Academic Standards, which were rated highly by Fordham Institute?</p> | <p>Indiana's former academic standards never went through a process in their entirety during which a CCR Panel determined they meet the college and career ready threshold.</p> | <ul style="list-style-type: none"> • By design, the former Indiana Academic Standards (Math 2000 and 2009, and English Language Arts 2006) were included in the blind evaluation process. • Through this process, a number of former IAS were selected by the Evaluation and CCR Panels. • It is important to note that there are many similarities between the CCSS and the former Indiana Academic Standards. Even if wording differs, the concepts are similar and in some cases identical. |
| <p>Do the new standards cover the same material as the CCSS?</p> | <p>No. While the new standards include all of the areas that were covered by the CCSS, they improve upon the CCSS in several important ways.</p> | <ul style="list-style-type: none"> • For example, in Math, the CCSS reflect Algebra I, some parts of Algebra II and Geometry. In an effort to ensure Indiana's standards are rigorous, there are now standards for students who elect to take Trigonometry, Finite Math, Probability and Statistics, Pre-Calculus and Calculus. |
| <p>How many people served on the panels?</p> | <p>More than 100 K-12 teachers, university faculty and business representatives.</p> | <ul style="list-style-type: none"> • A total of 118 educators served on the technical, advisory and evaluation teams. • 38 higher education and industry and business representatives served on the CCR Panel. There was some intentional overlap with the Evaluation Panel members. |
| <p>How many public comments were received?</p> | <p>More than 2,000. Out of these, more than 1,200 comments were from Hoosier educators.</p> | <p>Below is the breakdown of comments from Hoosier educators.</p> <ul style="list-style-type: none"> • K-5 ELA Standard-specific comments = 377 Hoosier educators • 6-12 ELA Standard-specific comments = 86 Hoosier educators • K-5 Math Standard-specific comments = 471 Hoosier educators • 6-8 Math standard-specific comments = 100 Hoosier educators • 9-12 Math standard-specific comments = 91 Hoosier educators • Generic Comments = 314 Hoosier educators |
| <p>Why wasn't there more time for public comments on the final version of the standards going to the Roundtable?</p> | <p>Public comments have historically always been gathered on an early version of the standards, to inform the work of the educators and subject matter experts tasked with developing the standards. It is up to the Roundtable to make final modifications.</p> | <ul style="list-style-type: none"> • The level of transparency of this process is unprecedented. Not only were public comments sought early on, but three regional public hearing were held. That has never before happened in the history of standards development in Indiana. • All of the Evaluation and CCR Panel meetings were open to the public. The standards were projected onto a screen so members of the public could observe the work in action. • The team went even further by seeking input from national |

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| | | evaluators on two versions of the draft standards. The reports from national evaluators were discussed during public meetings held by the CCR Panel. |
| Was the process too rushed? Why not work through June, given the July 1 deadline? | <p>The process was intensive, but not rushed.</p> <p>Because the standards are not a “cut-and-paste” of CCSS, time is needed to ensure a quality transition for schools. Schools start in late July/early August in Indiana.</p> | <p>Steps that need to occur after the SBOE’s adoption of new standards:</p> <ul style="list-style-type: none"> • The IDOE content specialists must complete the technical assistance and resource documents for schools. • The IDOE content specialists will present at 19 regional conferences over the summer about the new standards. • Schools will need to budget appropriately for new instructional materials. The fiscal year starts July 1. • Teachers and curriculum specialists will need time to develop new lesson plans aligned with the new standards. <p>This work cannot take place with quality in only the month of July – hence the reason we are aiming for the SBOE to approve the new standards on April 28.</p> |
| Does this mean ISTEP+ will change? | ISTEP+ will be administered in Spring of 2014 and Spring of 2015, as required by HEA 1427 and SEA 91. | A new assessment aligned with the new academic standards will be recommended by the Indiana Education Roundtable for State Board of Education approval, and implemented in the Spring of 2016. |