

The Future of K-12 Accountability in Indiana: Final Accountability Rule

March 4, 2026



TODAY'S AGENDA

Remembering our WHY

Hoosiers Engaged in the Process

Final Draft: Developed For Hoosiers, By Hoosiers

Student Examples

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.**



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:

ACADEMIC MASTERY



How They Are Measured:

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

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

SECOND PUBLIC COMMENT PERIOD: STAKEHOLDER FEEDBACK

Accountability Jotform Feedback Responses by Stakeholder Group (Self-Reported)

October 15, 2025-January 5, 2026

Note: Respondents can select *multiple* stakeholder groups.



In addition to feedback received via Jotform (see chart), **numerous focus group discussions** were held, as well as three in-person public hearings.

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

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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 skills. 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 student's accountability grade.

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

Academic Mastery ILEARN Proficiency • ELA • Math	+	Additional Knowledge, Skills, & Experiences Include: <ul style="list-style-type: none">• 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 6

Academic Mastery ILEARN Proficiency • ELA • Math	+	Additional Knowledge, Skills, & Experiences Include: <ul style="list-style-type: none">• Adolescent Reading Proficiency (IREAD)• Proficiency in Science (ILEARN)• Proficiency in Social Studies (ILEARN)• Meeting English-Language Proficiency Goal (WIDA; EL students only)• Regular School Attendance• One Year of Academic Progress (based on ILEARN)• Acceleration in Academic Progress (More than One Year of Academic Progress; based on ILEARN)• Excellence in Academic Progress (Growth to Proficiency; based on ILEARN)
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GRADES 7 THROUGH 8

Academic Mastery ILEARN Proficiency • ELA • Math	+	Additional Knowledge, Skills, & Experiences Include: <ul style="list-style-type: none">• One Year of Academic Progress (based on ILEARN)• Acceleration in Academic Progress (More than One Year of Academic Progress; based on ILEARN)• Excellence in Academic Progress (Growth to Proficiency; based on ILEARN)• Regular School Attendance• Completing a Credential Plan (grade 7)• High School-Level Coursework/Credit (calculated in grade 9)• Meeting English-Language Proficiency Goal (WIDA; EL students only)
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12/16/16

- Includes multiple ways that students can 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 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!**



Updates In Final Rule

X @EducateIN

RECOGNIZING FOUNDATIONS TO LITERACY

Feedback

- Language development is foundational to literacy.
- For students who are just beginning to learn English, in addition to considering passage of IREAD, the accountability model should also consider WIDA assessment, which measures listening, speaking, reading, and writing skills.



Solution: To ensure schools continue prioritizing literacy for all students, **IREAD will be required** for every student, and an additional, **rigorous assessment (WIDA) will be considered** for ELs enrolled in Indiana for less than two years to ensure they are learning English as quickly as possible.

MAINTAINING PROFICIENCY AS OUR PRIMARY GOAL



Feedback

- Academic proficiency is linked to long-term success in K-12 education and beyond.
- In the second draft, academic proficiency and meeting one's individual growth target are weighted equally; achieving proficiency should carry more weight.

Solution: Place greater weight on academic proficiency by recognizing students who are growing and making progress toward proficiency, while ensuring a school will never generate more points for a student who has not achieved proficiency compared to a student who has achieved proficiency.

EXPANDING OPPORTUNITIES TO SHOW MIDDLE SCHOOL SUCCESS

Feedback

- Grade seven has fewer opportunities for students to earn success indicators compared to other grades. This is an opportunity to incentivize steps students can take in middle school to be better prepared for high school.
- Advanced coursework is a key part of high school readiness, but shifting the high school coursework success indicator to grade eight would better align with when most students actually take high school-level classes.



Solution: To strengthen high school readiness, add a new success indicator for students who **complete a graduation plan** in middle school, encouraging students to explore careers and education/training options earlier and select a high school pathway. The **high school coursework indicator** was also adjusted to grade eight to better reflect when most students are academically and developmentally ready for these more rigorous courses.

ENSURING ACCOUNTABILITY REFLECTS ALL LEARNERS



Feedback

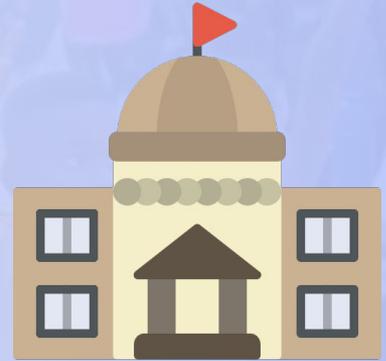
- Students with the most significant cognitive disabilities face barriers to completing statewide assessments.
- Students who participate in Indiana's alternate assessment (I AM) for would have fewer opportunities to generate points. *Note: federal law caps participation in the alternate assessment to 1% of students.*

Solution: Encourage academic mastery for all students by ensuring grade 3-8 and grade 10 students participating in the I AM assessment can **earn points for academic mastery**, with those who demonstrate proficiency earning the maximum possible points.

ELEVATING & MEASURING CIVIC LITERACY

Feedback

- Understanding our nation's government and our individual roles and responsibilities is essential to becoming good, productive citizens.
- The ILEARN U.S. Government End-of-Course Assessment provides an assessment-based measure of civic literacy – one of the five Indiana GPS characteristics – that should be elevated.



Solution: To elevate the importance of civic literacy, a new success indicator was created for students who take U.S. Government in high school and demonstrate a strong understanding of civics and government on the **ILEARN U.S. Government End-of-Course Assessment**.

REFLECTING THE FULL 12TH GRADE COHORT



Feedback

- To truly capture how our schools are preparing students for future success, it should reflect all students in a cohort, not just graduates.
- Tying a school's graduation rate directly to its accountability rating is necessary to meet federal accountability requirements.

Solution: Align our model with federal accountability requirements by making **graduation rate a standalone indicator** worth 10% of a school's grade 12 rating. Schools above 95% will receive the full 100 points. The largest factor impacting a school's overall grade (80%) in grade 12 will continue to be based on readiness seal attainment and demonstrating additional knowledge, skills, and experiences.

INCREASING ACCOUNTABILITY FOR EVERY STUDENT'S PROFICIENCY

Feedback

- Academic proficiency is central to the role of K-12 education, at all grade levels.
- Ensuring every student's high school assessment results are reflected in a school's accountability rating is necessary to meet federal accountability requirements.



Solution: Make **SAT or I AM proficiency a standalone indicator** worth 10% of a school's grade 12 rating, rather than an optional success indicator. Recognizing that students have unique future aspirations, schools with 60% or more students reaching proficiency on SAT will receive 100 points each for Reading and Writing and Math. The largest factor impacting a school's overall grade (80%) in grade 12 will continue to be based on readiness seal attainment and demonstrating additional knowledge, skills, and experiences.

ELEVATING ASSESSMENT-BASED MEASURES IN HIGH SCHOOL



Feedback

- Students may choose a variety of assessment options to demonstrate college and career readiness, based on their future goals.
- In addition to taking the SAT as a standalone indicator, students should be able to earn additional points when demonstrating success on these other assessment options.

Solution: To recognize all ways a student may show college and career readiness, add two new success indicators, which allow students to earn points for the **Classical Learning Test (CLT)** and the **ACT**. This is in addition to the SAT or I AM assessments being a standalone indicator.

Student Examples

K-3 STUDENT-LEVEL EXAMPLE

Measure of Academic Mastery	Pass IREAD	Pass IREAD & Meet an Additional Success Indicator
ILEARN Math Approaching Proficiency	Passed IREAD	Yes

Measure of Academic Mastery	Initial Points Based on Academic Mastery	Pass IREAD or Meet WIDA Target (Newcomers Only)	Pass IREAD & Meet an Additional Success Indicator
ILEARN At or Above Proficiency	75	95	100
ILEARN Approaching Proficiency	65	85	95
ILEARN Below Proficiency	0	65	75

GRADE 4-8 STUDENT-LEVEL EXAMPLE

Measure of Academic Mastery	Additional Knowledge & Skills (x1)	Additional Knowledge & Skills (x2)	Additional Knowledge & Skills (x3)
ILEARN Math Approaching Proficiency	–	Acceleration in Academic Progress	Proficiency in Social Studies (ILEARN)

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

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	Regular School Attendance	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

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



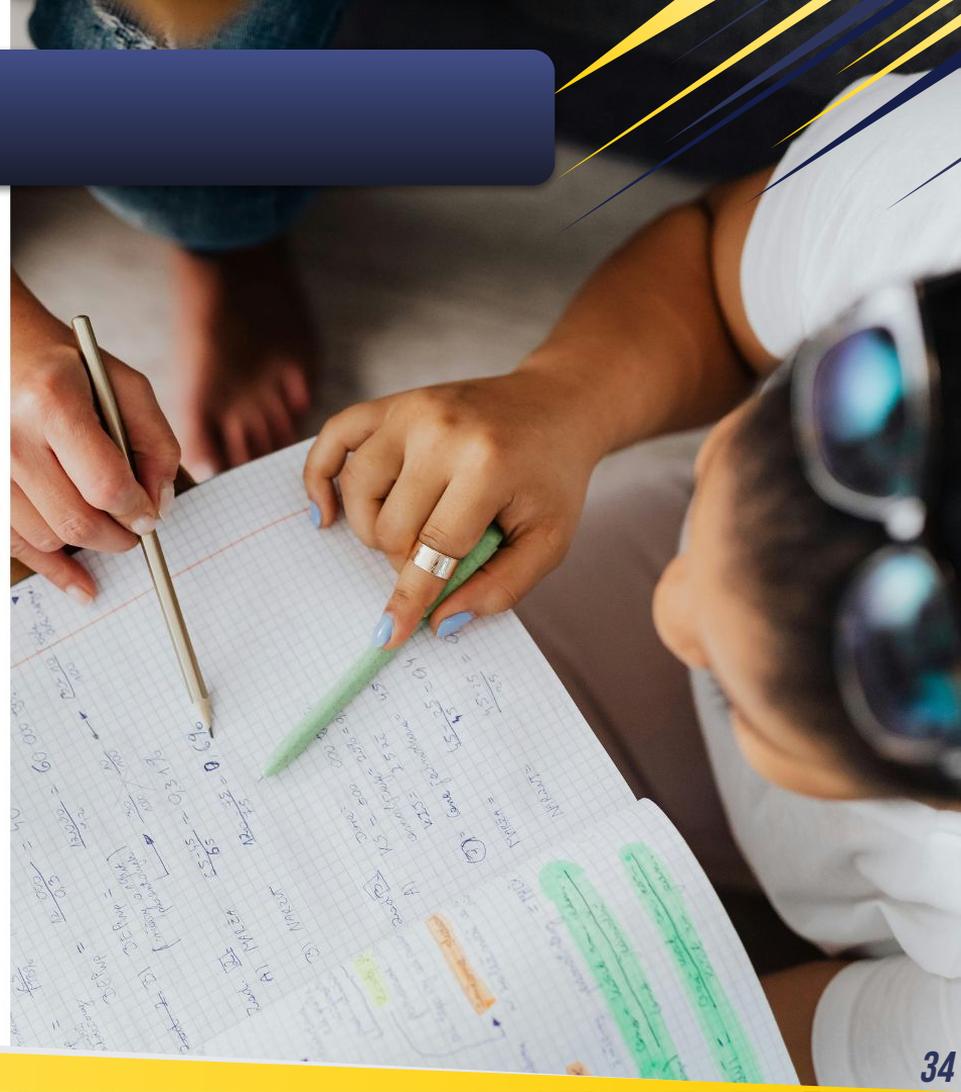
Intentional Supports

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
A	85-100	90-100
B	75-84.9	80-89
C	65-74.9	70-79
D	55-64.9	60-69
F	<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.**

IMPLEMENTATION **RESOURCES** *COMING SOON*

- A comprehensive **success indicator dictionary**
- A **data reference guide** showing schools exactly which data reports are used to determine their accountability grade
- Informational **webinars** and a **frequently asked questions** document for district and school leaders, teachers, school board members, as well as parents and families
- **Data analysis tools** for district and school leaders
- A resource to help schools and communities **understand summative grades**
- And **more!**

THANK YOU!