

# Indiana's Future-Focused Academic Standards

June 7, 2023

 @EducateIN

# HOUSE ENROLLED ACT 1251 (2022)



House Enrolled Act 1251 (2022) called upon the Indiana Department of Education to identify the **key skills and traits** necessary for students to be successful after high school graduation.

IDOE and the State Board of Education launched a **comprehensive research effort**, including:

- Review of scholarly articles, papers, and supplemental literature;
- Analysis of other states and their use of employability skills;
- A scan of postsecondary institutions and national organizations;
- Facilitation of focus groups with representatives from employment, enrollment, and enlistment leading to service; and
- The dissemination and analysis of a survey completed by participants across the state.

# KEY SKILLS & TRAITS RESEARCH STUDY

## 1 COMMUNICATION

### ESS: Indiana GPS

- Graduates possess the ability to clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization (including various forms of communication like writing, speaking, listening, and digital communication).

## 2 COLLABORATION

### ESS: Indiana GPS

- Graduates possess the ability to work well with others in a team to accomplish a common goal, complete a project, or solve a problem.
- Graduates possess the ability to manage conflict and to recognize and manage one's emotions.
- Graduates possess the ability to network with others through a lens of social awareness and cultural competence.

## 3 INITIATIVE AND SELF-ADVOCACY

### IAS ELA: Indiana GPS

- Graduates possess the ability to apply self-motivation and self-direction to work and learning which includes advocating for personal and professional needs (i.e., working to locate resources to support success in learning or on the job).

## 4 PROBLEM SOLVING

### IAS Math: Indiana GPS

- Graduates possess the ability to apply critical and creative thinking to identify possible solutions to challenging tasks and situations.

## 5 PERSEVERANCE (GRIT) AND ADAPTABILITY

### ESS: Indiana GPS Work Ethic

- Graduates possess the ability to complete tasks and projects and demonstrate endurance when challenges or obstacles arise.
- Graduates possess the ability to work in ambiguous or changing situations (i.e., new supervisor, shift in project or task direction).

## 6 INTEGRITY

### ESS: Indiana GPS Work Ethic

- Graduates possess the ability to act in a trustworthy manner and demonstrate a commitment to excellence at all times.

## 7 GROWTH MINDSET

### ESS

- Graduates possess a willingness and desire to continuously pursue and apply new personal, professional, and career learning.

## 8 INFORMATION, DIGITAL, AND FINANCIAL LITERACY

### IAS: Indiana GPS

- Graduates possess the ability to read for comprehension, synthesize messages in various formats (including digital formats like e-mail communication), and validate information and sources for accuracy/legitimacy.
- Graduates possess the ability to develop practical knowledge and skills that encourage financial literacy that will lead to financial security and independence.
- Graduates possess the ability to leverage acquired knowledge and understanding of technology for personal, professional, and societal advancement.

**ESS: Employability Skills Standards**

**IAS: Indiana Academic Standards**

# INDIANA'S **ACADEMIC STANDARDS**

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand **what students need to know and be able to do at each grade level**, and within each content strand, in order to exit high school prepared for lifelong success.

- While the standards have identified the academic content or skills that Indiana students need to be prepared for both college and career, they are **not an exhaustive list**.
- How each standard is taught (curriculum) is determined at the **local level**.

# IMPACTED STANDARDS



## English/Language Arts (K-12)



## Mathematics (K-8, Algebra I, Geometry, Algebra II, Analytical Algebra II)



## Social Studies (K-8, World History & Civilization, Geography & History of the World, U.S. History, U.S. Government, Economics)



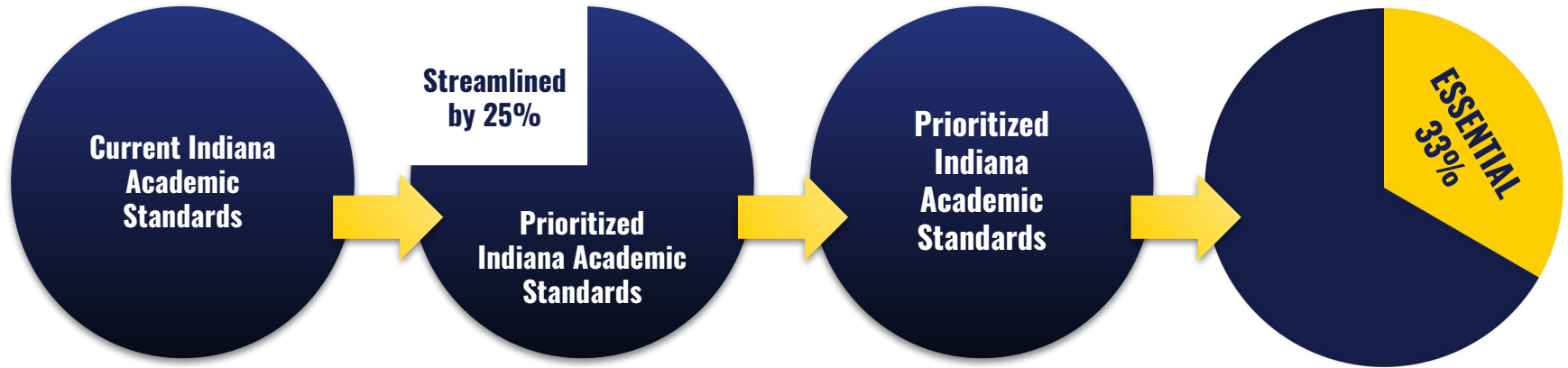
## Science & Computer Science (K-8, Biology I, Integrated Chemistry/Physics, Chemistry I, Physics I, Earth and Space)

**View the Indiana  
Academic  
Standards here.**



# PRIORITIZATION OF STANDARDS

IDOE conducted the process of **streamlining** Indiana's Academic Standards to **focus on the essential knowledge and skills** while promoting a **rigorous learning environment**.



# **PARALLEL EFFORTS**

- **Health, Physical Education, & Fine Arts Standards**
- **Integrated STEM Standards**
- **Early Learning Standards**
- **Content Connectors**

# HEALTH, PE, AND FINE ARTS STANDARDS

## Health, PE, and Fine Arts Overview

Define what students should know and be able to do in the corresponding content area

Regular, six-year review cycle

Minor updates per committee review and public comment processes



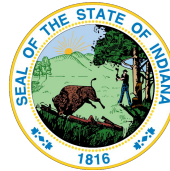
# INTEGRATED STEM STANDARDS

- **Integrated STEM Standards Overview**

- Embedded within instruction across content areas and courses
- Inform the development of a comprehensive STEM learning continuum across students' K-12 experience

- **Why Integrated STEM Standards?**

- Formalize guidance around integrated STEM learning
- Encourage collaboration across disciplines, grade-levels, etc.
- Facilitate opportunities to collect data and measure progress



**INDIANA**  
**DEPARTMENT of**  
**EDUCATION**



# EARLY LEARNING STANDARDS

## Early Learning Standards

- Eight domains for infants to age five
- Regular, six-year review cycle
- Formal adoption following committee review and public comment process

## Importance of Standards

- Define expectations for children
- Shared understanding of expectations among professionals
- Strengthen programming from birth to grade 12
- Emphasize greater accountability for child outcomes

# CONTENT CONNECTORS

- **Content Connectors Overview**
  - Designed to measure the knowledge and skills of students with significant cognitive disabilities
  - Assessed with an alternate assessment
  - Will be updated based on streamlining process
  
- **Development Timeline**
  - **Late 2023/Early 2024:** Educator committee recruitment and engagement, public comment
  - **Spring 2024:** Presented to SBOE for approval

# STANDARD REDUCTION & PRIORITIZATION TIMELINE

## Oct. 2022 - Jan. 2023

IDOE team completes pre-planning work and develops needed documentation and processes.

## Feb. - May. 2023

Committee work & public comment for K-12 standards reductions, STEM Standards, and Early Learning Standards.

## June 2023

SBOE meets to approve K-12 standards reductions, STEM Standards, and Early Learning Standards.

## June - Sept. 2023

Updated guidance and resources for standards (e.g., frameworks, vertical articulation guides).

## Aug. - Sept. 2023

IDOE and ESCs host summits as PD opportunities for educators.

## Fall 2023 - Spring 2024

- Continued PD (asynchronous and synchronous).
- Revision and support of Content Connectors.

# UPDATED STANDARDS **RESOURCES**

## New documents reflect:

- All prioritized standards confirmed through the review process; and
- All standards designated as “essential” for mastery by the end of the grade level or course (signified by gray shading and “E”).

*Note: Some domain names and learning outcome statements have been revised. Remaining standards have been renumbered to reflect streamlining and to accommodate domain name changes.*

2023 Indiana Academic Standards: Grade 7 Mathematics

### Grade 7 Mathematics

Standards identified as essential for mastery by the end of the grade level are indicated with shading and an “E.” The learning outcome statement for each domain immediately precedes each set of standards.

#### Number Sense

**Learning Outcome:** Students connect earlier learning to express the prime factorization of whole numbers using exponents, understand the inverse relationship between perfect squares and square roots, and use number lines to compare and order rational and irrational numbers.

7.NS.1	Show on a number line that a number and its opposite have a sum of 0 (are additive inverses). Find and interpret sums of rational numbers in real-world contexts.
7.NS.2	Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
7.NS.3	Use the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. (E)
7.NS.4	Explain that if $p$ and $q$ are integers, then $-(p/q) = (-p)/q = p/(-q)$ for all nonzero integers. (E)
7.NS.5	Find the prime factorization of whole numbers and write the results using exponents.
7.NS.6	Apply the inverse relationship between squaring and finding the square root of a perfect square whole number. Find square roots of perfect square whole numbers.
7.NS.7	Compute fluently with rational numbers using an algorithmic approach. (E)

# PROFESSIONAL DEVELOPMENT

**Extensive professional development will be provided in collaboration with ESCs of Indiana.**

- **September:** Five regional, in-person IAS Summits and one virtual IAS Summit
- **October through March:** Hybrid events that complement summit content
- **On-Demand Opportunities:** Asynchronous courses for individual extended learning as well as deployment in Professional Learning Communities
  - Mathematics, English/Language Arts, Science, Social Studies, Integrated STEM, and Early Learning

# **ILEARN Assessment Redesign**

Academic  
Standards  
Streamline

Legislation

Expanded  
Uses for Test  
Scores

Continual  
Improvement  
(Student, Teacher, and  
Family Experiences  
and Needs)

Maintain Test  
Integrity and  
Security

Design

**WHY MAKE CHANGES?**



## CORRESPONDING **LEGISLATION**

### Indiana Code (IC) 20-31-3-1

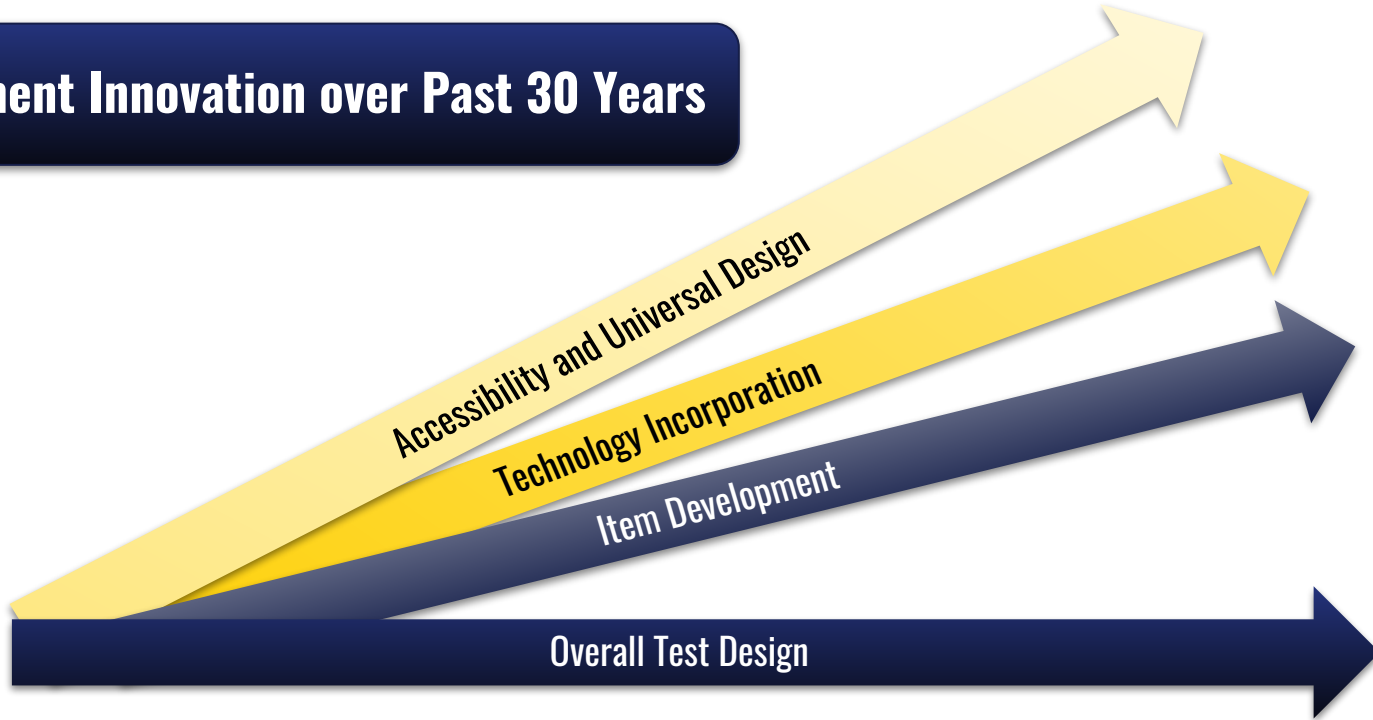
Key skills and traits study; reduction of number of academic standards...

*c) A realignment of the ILEARN assessment reflecting the reduction must be completed not later than March 1, 2025.*

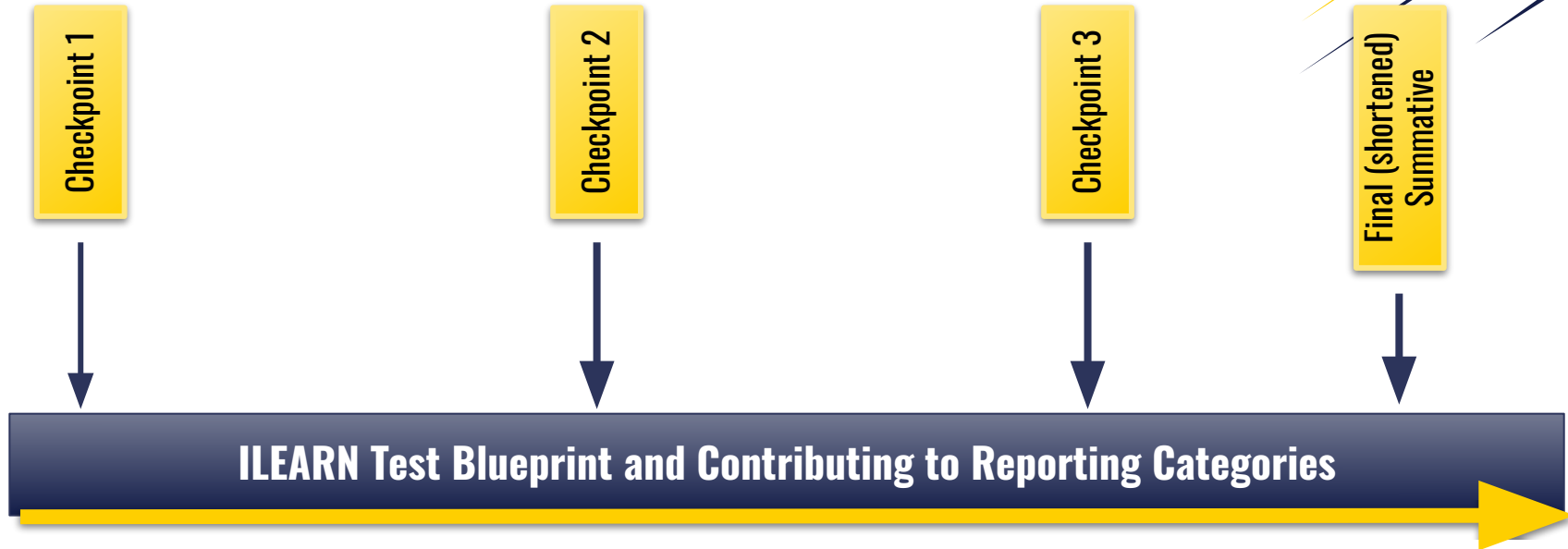


# ASSESSMENT **BACKGROUND**

## Assessment Innovation over Past 30 Years



## Flexible scheduling based on learning progression of standards, local scope and sequence, curriculum maps



### Through-Year Assessment Design:

- 2024-2025 Opt-in (Checkpoints + Current Summative)
- 2025-2026 Statewide (Checkpoints + Shortened Summative)

# GOALS OF ILEARN REDESIGN

Provide actionable data for educators and families (see next slide for details).

Shorten the summative assessment at the end of the year.

Connect teachers directly to instructional supports for students. Incorporate AI opportunities.

Provide end-of-year reports that consider student performance across the entire year.

Reduce testing overall by incorporating required data points into a single system.

Provide quality PD for assessment, instruction, and data literacy.

**Improve the quality and usefulness of state assessment systems through innovation.**

## GOALS OF ILEARN REDESIGN CONTINUED

Provide a dynamic reporting system for educators.

Provide a family portal explaining results and connecting families directly to relevant support materials.

Provide year-round information for instructional response.

Highlight learning progressions, mastery of standards at the time of learning.

Provide 100% alignment to IAS and direct prediction to performance on the summative assessment.

Promote relaxed testing and additional learning experiences through “second chance” assessment.

**Provide actionable data for educators and families.**



1. Same Blueprint
2. Unit Modules
3. Scope and Sequence





Standards in  
Essential  
Need of  
Support  
(SENS)

Centralized  
Reporting  
System

Checkpoints  
(2 Forms: A & B)

Reporting:  
Educators  
and Parents

**ACADEMIC RECOVERY/STANDARDS MASTERY**

# RESOURCES IN DEVELOPMENT

- **Learning Progressions**
  - Review of data and blueprint construction, 80% of corporations responded
- **Blueprints**
  - Structure and priority of the updated standards will match state assessments
  - Committees convene on Wednesday, June 14 (Math) and Thursday, June 15 (ELA)
- **Scores and Data Structures (Review with TAC, Tuesday, June 13)**
  - Connect checkpoints and summative data (inform, predict)
  - Improved resources for educators and families
  - Support existing needs and uses (groups, high ability identification)



# IMPACTS ON **FORMATIVE ASSESSMENT**

- **Formative (remediation) grant funds: current process through 2025-2026**
  - Support K-10 students, Math, ELA, dyslexia screening (K-2)
- **Formative grant funds: future process, 2026-2027 and beyond**
  - Support K-2 and 9-10 students, math, ELA, dyslexia screeners (K-2)
  - Schools rethink the need for additional assessments in grades 3-8
- **Advisory group feedback regarding data needs.**



***THANK YOU!***