

# **FIRST DRAFT: Future of School Accountability in Indiana**

**June 4, 2025**

# 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
- 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**

**CAREER & POSTSECONDARY READINESS:  
CREDENTIALS & EXPERIENCES**

**COMMUNICATION & COLLABORATION**

**WORK ETHIC**

**CIVIC, FINANCIAL & DIGITAL LITERACY**

## How They Are Measured:

Reading, Math, Science, Social Studies

New Diploma Seals

*Currently being piloted by several schools*

Regular Attendance

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. 2023-2023, SECTION 28, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2025]. Sec. 4. This chapter expires January 1, 2026-2026.

SECTION 2. IC 20-31-8-1 IS REPEALED [EFFECTIVE JULY 1, 2025]. Sec. 4. The performance of a school's students on the statewide assessment program test and other criterion referenced 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 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 all learners

## Data-Driven

Uses longitudinal data to prioritize what matters most to future success

# FUTURE KEY MILESTONES & AREAS OF FOCUS

**THE ESSENTIAL BUILDING BLOCKS: LITERACY & MATH**

**Grade 3**

**FOUNDATIONAL KNOWLEDGE AND SKILL DEVELOPMENT**

**Grades 4-8**

**KNOWLEDGE AND SKILL DEVELOPMENT  
+ CAREER ENGAGEMENT**

**Grade 10**

**KNOWLEDGE AND SKILL DEVELOPMENT  
+ CREDENTIALS & EXPERIENCES**

**Grade 12**

# CALCULATING POINTS

## Calculating total points:

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

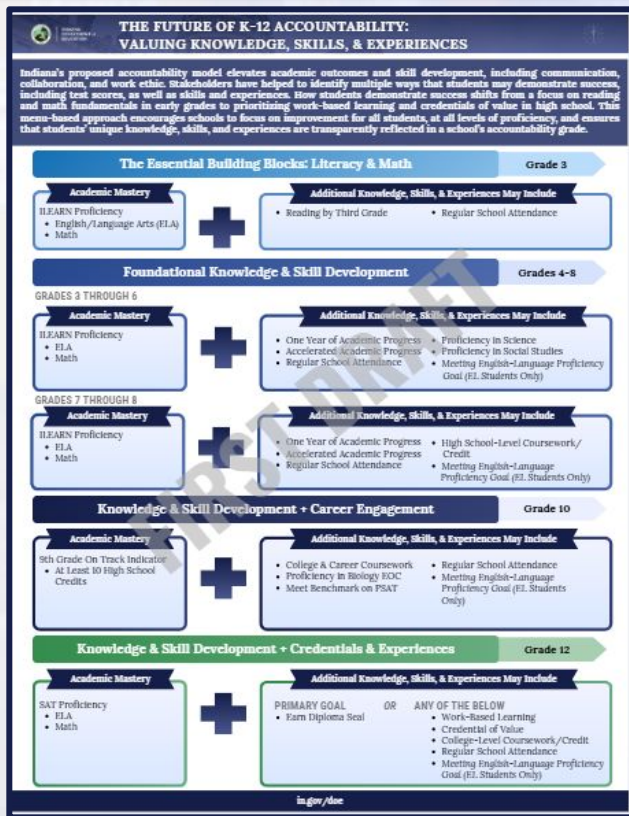
**Step 2:** Additional points for other knowledge, skills, and experiences

**Academic  
Mastery**



**Additional knowledge,  
skills, and experiences**

# CALCULATING POINTS CONTINUED



- Acknowledges that students are more than a test score, while maintaining high academic standards
- 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.

# STUDENT EXAMPLE 1



## Emma, Grade 3

- ILEARN Math Approaching Proficiency
- Reading by Third Grade (IREAD)
- Regular School Attendance

**Current Model**  
**0 points**

Measure of Academic Mastery	Initial Points Based on Academic Mastery	Pass IREAD	Pass IREAD & Meet Attendance Target
ILEARN At or Above Proficiency	75	80	100
ILEARN Approaching Proficiency			90
ILEARN Below Proficiency	0	60	70

**Proposed Model**  
**90 points**

Note: These numbers are placeholders.

## Key Takeaways

- All or nothing does not reflect the complexity of student achievement.
- Students show success in many ways, including key knowledge and skill development – the proposed model captures that.

## STUDENT EXAMPLE 2



Alex, Grade 7

- ILEARN Math Approaching Proficiency
- One Year of Academic Progress
- Regular School Attendance
- Proficiency in Social Studies (ILEARN)

**Current Model**  
**37.5 points**

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	60			100
ILEARN Approaching Proficiency	40			90
ILEARN Below Proficiency	0			60

**Proposed Model**  
**90 points**

Note: These numbers are placeholders.

### Key Takeaways

- Students have varied interests and strengths, this model elevates the uniqueness of every student.
- Most educators would agree that Alex is on track – this model captures that.

## STUDENT EXAMPLE 3



**Stephanie, Grade 12**

- Below SAT Benchmark
- Work-Based Learning
- Credential of Value
- College-Level Coursework/Credit

**Current Model**  
**60 points**

Measure of Academic Mastery	Initial Points Based on Academic Mastery	Additional Knowledge & Skills (x1)	Additional Knowledge & Skills (x2)	Additional Knowledge & Skills (x3)
Met SAT Benchmark	50	70	90	100
Approaching SAT Benchmark	20			90
Below SAT Benchmark	0	20	50	80

**Proposed Model**  
**80 points**

### Key Takeaways

- We have an opportunity in high school to better prepare students for their unique future.
- This model values all pathways, including enrollment, employment, or enlistment & service.

Note: These numbers are placeholders.

# 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

<b>A</b>	90-100
<b>B</b>	80-89
<b>C</b>	70-79
<b>D</b>	60-69
<b>F</b>	0-59

# RULEMAKING TIMELINE

Timing	Action Item
January 2025	SBOE kicks off the process to develop a new school accountability model
January - May 2025	Initial stakeholder input; Legislative updates necessary to implement the new model
June 2025	Present first draft rule, followed by first 30-day public comment period & public hearing
Late Summer/Early Fall 2025	Present second draft rule, followed by second 30-day public comment period & public hearing
December 2025	Adopt final accountability rule

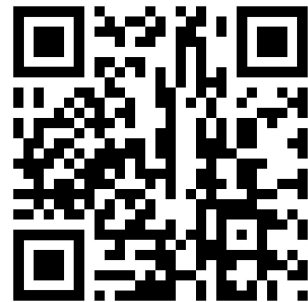
## NEXT STEPS

### Iterative Process & Change Management

- Continued engagement with key stakeholders
- Consistent feedback loop
- Refinement

To learn more about the first draft of Indiana's future accountability model, click [here](#).

Share your  
feedback  
**HERE!**





***THANK YOU!***