DRAFT

SCHOOL ACCOUNTABILITY PANEL

FINAL RECOMMENDATIONS

143 W. Washington Street, Suite 500
Indianapolis, Indiana 46204

Wednesday, October 30, 2019
SCHOOL ACCOUNTABILITY PANEL
2019

Membership Roster

Dr. Byron Ernest
Co-chairperson

Pat Mapes
Co-chairperson

Representative Bob Behning
Chair – House Committee on Education

Senator Jeff Raatz
Chairperson – Senate Committee on
Education & Career Development

Jason Bearce
Business Representative

Malika Butler
Industry Representative

Dr. Matthew Prusiecki
Superintendent

Brian Knight
Principal

Mark Hobbs
Career and Technical Education Director

Kristen Boehnlein
Teacher

Chris Lowery
Ivy Tech Community College

Dr. Drew Findlay
Vincennes University

Teresa Lubbers
Commission for Higher Education

B.J. Watts
Governor’s Appointee

Jody French
Governor’s Appointee

Staff

Chad Ranney
FINAL RECOMMENDATIONS

SCHOOL ACCOUNTABILITY PANEL

I. LEGISLATIVE DIRECTIVE

The School Accountability Panel (“Panel”) is established by IC 20-19-4.1. The Panel is required to submit its final recommendation(s) to the Indiana General Assembly (“IGA”) and the Indiana State Board of Education (“SBOE”). See IC 20-19-4.1-5(b).

Per IC 20-19-4.1-5(b), the Panel is required to do the following:

1. Study the topic of aligning school accountability with graduation pathway requirements under IC 20-32-4-1.5(b)(1); and
2. Recommend new indicators of school performance to replace measures or indicators established under IC 20-31-8-5.4.

II. SUMMARY OF WORK

The Panel met five times over the course of four months. The meetings were held in Indianapolis at the Indiana Government Center South and the House Chamber in the Indiana State House. Public comments were accepted at each of the five meetings.

At the meeting on July 25, 2019, the Panel discussed the following topics:

1. An article titled, Age of Agility: Education Pathways for the Future of Work; and
2. The Panel’s legislative charge.

At the meeting on August 22, 2019, the Panel discussed the following topics related to high school accountability:

1. Postsecondary outcomes;
2. Shared accountability;
3. When accountability for high schools should begin; and
4. The use of “strength of” metrics.

At the meeting on September 5, 2019, the Panel discussed a draft high school accountability framework as well as school accountability metrics related to high school graduation and college and career readiness outcomes.

At the meeting on October 3, 2019, the Panel heard testimony and discussed a revised draft of the high school accountability framework and school accountability metrics related to high school graduation and college and career readiness outcomes. The Panel also discussed the need for increased flexibility within Indiana’s current diploma requirements.

At the meeting on October 22, 2019, the Panel discussed and approved its final recommendations, which include a recommended framework for high school accountability.

The minutes, exhibits, and videos may be accessed at:
https://www.in.gov/sboe/2486.htm
III. PANEL RECOMMENDATIONS

The Panel considered and approved by a vote of 12-3 a recommended high school accountability framework. See Appendix A.

Additionally, the Panel considered and approved by a vote of 12-3 the following recommendations:

1. The Panel recommends a longitudinal dashboard be developed for each high school to highlight key performance indicators related to the postsecondary readiness of the school’s students as well as other key measurements related to the following categories:
   a. Student Achievement and Lifelong Learning;
   b. School Climate, Culture, Resources, Professional Inputs, and Working Conditions;
   c. Career Navigation and Exploration; and
   d. Work, Learn, and Earn Opportunities.
   See Appendix B and Appendix C.

2. The Panel recommends that the longitudinal dashboard replace the current school improvement plan requirements.

3. The Panel recommends further consideration of the feasibility of incorporating the longitudinal dashboard elements into school accountability grades in the future, including a timeline of when those elements will be incorporated.

4. The Panel recommends the continued discussion of elementary and middle school accountability by the IGA and SBOE.

5. The Panel recommends continued discussion of the possibility and feasibility of additional flexibility with respect to Indiana’s current diploma requirements.

6. The Panel recommends that the IGA consider the feasibility of replacing the 8th grade ILEARN exam with an 8th grade exam provided by the same vendor selected to provide the statewide high school assessment.

7. The Panel recommends that the IGA review and consider changes to the calculation used to determine a school’s graduation rate.

PUBLIC COMMENT LIST

Steve Baker, Bluffton High School
Todd Bess, Indiana Association of School Principals
Adam Bogs, Teach Plus
Chris Lagoni, Indiana Small and Rural Schools Association
John O’Neal, Indiana State Teachers Association
Maggie Paino, Indiana Department of Education
Kim Payne-Shearer, Lawrence Township Schools
Stephanie Sample, Indiana Commission for Higher Education
Terry Spradlin, Indiana School Boards Association
Elizabeth Walters, Indiana Association of School Principals
APPENDIX A

RECOMMENDED HIGH SCHOOL ACCOUNTABILITY FRAMEWORK

1. Academic Proficiency Indicator
Measures whether students have met the "college- and career-ready" proficiency benchmark on Indiana’s statewide high school assessment and establishes a goal for which a school receives full credit for proficiency. The weighting for academic proficiency should be 15% of a school’s overall grade.
- The goal for the first year of implementation shall be the statewide average of students meeting the "college- and career-ready" proficiency benchmark, and this goal shall be reviewed annually for continuous improvement.
- A school’s proficiency score shall only be based on a single administration of the statewide high school assessment in the 11th grade.
- Academic proficiency must be based on the percentage of students meeting the "college- and career-ready" proficiency benchmark on Indiana’s statewide high school assessment.

2. High School Graduation Indicator
Measures whether students have met all Indiana graduation requirements, including Indiana diploma requirements and graduation pathway requirements.
- This measure should exclude students who received a waiver.
- The weighting for the High School Graduation Indicator should be 15% of a school’s overall grade.

3. College & Career Readiness Indicator
Measures whether students have satisfied the requirements of at least one of the postsecondary outcomes (Enrollment, Employment, and Enlistment) listed below. Goal targets should be established for the bolded options in order for a school to receive maximum points.

<table>
<thead>
<tr>
<th>ENROLLMENT</th>
<th>EMPLOYMENT</th>
<th>ENLISTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Students Who:</td>
<td>Percent of Students Who:</td>
<td>Percent of Students Who:</td>
</tr>
<tr>
<td>• Earn a General Education Certificate (STGEC)¹ by high school graduation; <strong>OR</strong></td>
<td>• Earn an Industry-Recognized Certification³ by high school graduation; <strong>OR</strong></td>
<td>• Enlist and serve in military with qualifying Armed Services Vocational Aptitude Battery (ASVAB) score upon high school graduation</td>
</tr>
<tr>
<td>• Earn a short- or long-term workforce certificate² by high school graduation; <strong>OR</strong></td>
<td>• Earn a short- or long-term workforce certificate⁴ by high school graduation; <strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td>• Enroll in postsecondary education without remediation upon high school graduation</td>
<td>• Be employed through an apprenticeship (or comparable on-the-job training program)⁵ upon high school graduation</td>
<td></td>
</tr>
</tbody>
</table>

**BOLD TYPE** to be reported in the graduation report due annually in the fall immediately following high school graduation year.

¹ Statewide Transfer General Education Core (includes qualifying Advanced Placement, International Baccalaureate, and Dual Credits)
² At least 15 career-technical education credits in a single certificate path, resulting in a postsecondary credential
³ List of qualifying industry certifications approved by the Governor’s Workforce Cabinet
⁴ At least 15 career-technical education credits in a single certificate path, resulting in a postsecondary credential
⁵ Program must be recognized by the state and culminate in a postsecondary credential
APPENDIX B

RECOMMENDED DASHBOARD REQUIREMENTS

1. Enrollment, Employment, or Enlistment
   - Number of students who earn the college-ready benchmark score on the high school statewide assessment.
   - Number of students who are employed at a competitive wage or are participating in a work and learn experience.
   - Number of students who serve in the military with qualifying Armed Forces Qualification Test score upon high school graduation.

-AND-

2. Locally Developed Improvement Metrics
   Schools, in conjunction with local stakeholders, develop a local plan using four items from each of the four areas of focus. Three of the four items must be from the list of Locally Developed Improvement Metrics and one can be locally created. See Appendix C. The local plan committee must contain the school superintendent, school principal(s), teacher(s), parent(s), student(s), local civic leader(s), school board member(s), and a significant number of local employers.

<table>
<thead>
<tr>
<th>Student Achievement and Lifelong Learning</th>
<th>School Climate, Culture, Resources, Professional Inputs, and Working Conditions</th>
<th>Career Navigation and Exploration</th>
<th>Work, Learn, and Earn Opportunities</th>
</tr>
</thead>
</table>
## APPENDIX C

**Locally Developed Improvement Metrics**

<table>
<thead>
<tr>
<th>Student Achievement and Lifelong Learning</th>
<th>School Climate, Culture, Resources, Professional Inputs, and Working Conditions</th>
<th>Career Navigation and Exploration</th>
<th>Work, Learn, and Earn Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meaningful, in-depth experiences for students with service learning and career interests</td>
<td>• Social Emotional Learning (SEL) programming</td>
<td>• Number of students who take Preparing for College &amp; Careers course</td>
<td>• Apprenticeships</td>
</tr>
<tr>
<td>• Project Based Learning Programs</td>
<td>• Student perception survey results</td>
<td>• Number of students who participate in an extracurricular, service activity, or service-based learning experience</td>
<td>• Business partnerships</td>
</tr>
<tr>
<td>• Formative assessment growth and typical growth benchmarks</td>
<td>• Family/stakeholder perception survey results</td>
<td>• Number of students who select a career pathway</td>
<td>• University partnerships</td>
</tr>
<tr>
<td>• Individual Learning Plans (ILPs)</td>
<td>• Appropriate and smaller class sizes</td>
<td>• Number of students who take a career interest assessment</td>
<td>• Governor’ Work Ethic Certificate</td>
</tr>
<tr>
<td>• Career plans</td>
<td>• Administrative feedback to educators</td>
<td>• Number of students who obtain work-based learning experience</td>
<td>• Career and Technical Student Organizations (CTSOs)</td>
</tr>
<tr>
<td>• e Portfolio development</td>
<td>• Student attendance</td>
<td>• Number of students who attend a college affordability workshop</td>
<td>• Entrepreneurship programs</td>
</tr>
<tr>
<td>• On track indicators</td>
<td>• Discipline rates/School safety</td>
<td>• School/students review occupational demand</td>
<td>• Internships</td>
</tr>
<tr>
<td>• Graduation rate</td>
<td>• Well-rounded curriculum opportunities (PE, arts, extracurricular options, innovative course options)</td>
<td>• Number of students who take a workforce readiness exam</td>
<td>• Longitudinal student outcome data</td>
</tr>
<tr>
<td>• Interventions for ILEARN student learning</td>
<td>• Family engagement</td>
<td>• Number of students who take PSAT</td>
<td>• CTE program and certification program development</td>
</tr>
<tr>
<td>• Student equity</td>
<td>• Student graduation rates</td>
<td>• Number of students who visit a college campus and workplace</td>
<td></td>
</tr>
<tr>
<td>• Academic performance of students with special needs</td>
<td>• Student retention rates</td>
<td>• Number of students who attend a college fair</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Professional Development opportunities on-site and during contract hours (or others depending on local options across districts);</td>
<td>• Number of students who participate in a mock interview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teacher retention rates</td>
<td>• Number of students who create a resume</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teacher/staff attendance rates</td>
<td>• Number of students who create a financial aid plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teacher leader development</td>
<td>• Number of students who earn a work ethic certificate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Career ladder development</td>
<td>• Number of students who model a career for a class presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cultural competency</td>
<td>• Demonstration of Employability Skills Standards</td>
<td></td>
</tr>
</tbody>
</table>

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*The Locally Developed Improvement metrics are included because the list was referenced in the Panel’s approved recommendations.*