

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.

ENROLLMENT	EMPLOYMENT	ENLISTMENT
Percent of Students Who: <ul style="list-style-type: none"> • Earn a General Education Certificate (STGEC)¹ by high school graduation; OR • Earn a short- or long-term workforce certificate² by high school graduation; OR • Enroll in postsecondary education without remediation upon high school graduation 	Percent of Students Who: <ul style="list-style-type: none"> • Earn an Industry-Recognized Certification³ by high school graduation; OR • Earn a short- or long-term workforce certificate⁴ by high school graduation; OR • Be employed through an apprenticeship (or comparable on-the-job training program)⁵ upon high school graduation 	Percent of Students Who: <ul style="list-style-type: none"> • Enlist and serve in military with qualifying Armed Services Vocational Aptitude Battery (ASVAB) score upon high school graduation

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			
<ul style="list-style-type: none"> • 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			
<p>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. <i>See</i> 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.</p>			
Student Achievement and Lifelong Learning	School Climate, Culture, Resources, Professional Inputs, and Working Conditions	Career Navigation and Exploration	Work, Learn, and Earn Opportunities

APPENDIX C

LOCALLY DEVELOPED IMPROVEMENT METRICS⁶

Student Achievement and Lifelong Learning	School Climate, Culture, Resources, Professional Inputs, and Working Conditions	Career Navigation and Exploration	Work, Learn, and Earn Opportunities
<ul style="list-style-type: none"> • Meaningful, in-depth experiences for students with service learning and career interests • Project Based Learning Programs • Formative assessment growth and typical growth benchmarks • Individual Learning Plans (ILPs) • Career plans • e Portfolio development • On track indicators • Graduation rate • Interventions for ILEARN student learning • Student equity • Academic performance of students with special needs 	<ul style="list-style-type: none"> • Social Emotional Learning (SEL) programming • Student perception survey results • Family/stakeholder perception survey results • Appropriate and smaller class sizes • Administrative feedback to educators • Student attendance • Discipline rates/School safety • Well-rounded curriculum opportunities (PE, arts, extracurricular options, innovative course options) • Family engagement • Student graduation rates • Student retention rates • Professional Development opportunities on-site and during contract hours (or others depending on local options across districts); • Teacher retention rates • Teacher/staff attendance rates • Teacher leader development • Career ladder development • Cultural competency 	<ul style="list-style-type: none"> • Number of students who take Preparing for College & Careers course • Number of students who participate in an extracurricular, service activity, or service-based learning experience • Number of students who select a career pathway • Number of students who take a career interest assessment • Number of students who obtain work-based learning experience • Number of students who attend a college affordability workshop • School/students review occupational demand • Number of students who take a workforce readiness exam • Number of students who take PSAT • Number of students who visit a college campus and workplace • Number of students who attend a college fair • Number of students who participate in a mock interview • Number of students who create a resume • Number of students who create a financial aid plan • Number of students who earn a work ethic certificate • Number of students who model a career for a class presentation • Demonstration of Employability Skills Standards 	<ul style="list-style-type: none"> • Apprenticeships • Business partnerships • University partnerships • Governor’ Work Ethic Certificate • Career and Technical Student Organizations (CTSOs) • Entrepreneurship programs • Internships • Longitudinal student outcome data • CTE program and certification program development

⁶The Locally Developed Improvement metrics are included because the list was referenced in the Panel’s approved recommendations.