



K-8 ACCOUNTABILITY FRAMEWORK FEEDBACK SUMMARY

This is a summary of key themes reflected in stakeholder comments and feedback in response to the concepts and ideas presented in the SBOE Accountability Framework for kindergarten through grade eight. Each section includes key themes from stakeholder feedback accompanied by a technical response from Board staff, along with additional considerations for the Board to complement the concept and ideas presented in the initial SBOE Accountability Framework.

Adjust Weights Between Growth and Proficiency

Revising Student Growth Points

Key Themes from Feedback (*with Technical Responses*)

Growth serves as a great equalizer and motivates teachers and students to work hard regardless of the challenges they face or their past performance.

This sentiment reflects the foundation of Indiana’s commitment to measuring student growth on ILEARN. Including a growth measure in the State’s accountability model creates healthy incentives for schools to work with all students, regardless of their current performance, and rewards schools for successfully pushing kids closer to and further beyond proficiency. To ensure the state is encouraging growth to proficiency, it is important that growth points reflect meaningful progress towards a college & career ready benchmark as measured by ILEARN. This is an issue with the current growth model. The normative foundation of the current growth model may result in students being designated high growth who are not making the necessary progress relative to proficiency the model was designed to measure.

What is your opinion of setting the maximum growth points to 100?



Support	20	(9.6%)
Somewhat support	34	(16.3%)
Neutral	24	(11.5%)
Somewhat do no support	30	(14.5%)
Do not support	100	(48.1%)
Total	208	

Schools that push students beyond one year of academic progress should receive more than 100 points. If one year’s growth is the expectation, then it is only appropriate to provide additional points beyond that.

This is another sentiment that is embedded in the values articulated in the accountability framework. However, Indiana’s current approach to assigning growth points does not accurately measure the magnitude of learning as it is expressed in this comment (measuring a “year’s worth” of learning). Indiana’s growth to proficiency table establishes percentile ranges for each growth designation (low, typical, and high). Under the current growth table, every student that was previously below proficient that falls between the 55th and 99th percentile on that year’s assessment will be designated as high growth regardless of the actual magnitude of learning. This is best evidenced by the statistical reality that, regardless of the impact of COVID learning loss, 44% of the State’s lowest performing students will be designated high growth and assigned 175 growth points if Indiana were to calculate the growth model based on 2021 assessment data.

Growth is important, but it must be measured towards a meaningful outcome. Growth to proficiency is what is valued most.

This sentiment is widely agreed upon across stakeholder groups. Measuring and assigning points based on the magnitude of learning relative to a proficiency benchmark is critical to addressing historical achievement gaps based on race/ethnicity and socioeconomic status. While initially designed to do so, the State’s current approach to assigning growth points does effectively accomplish this goal for three reasons: 1) universal targets for large groups of students fail to ensure that every student who is designated as high growth is making sufficient progress to proficiency; 2) within-year normative percentiles measure the relative performance of students to their peers as opposed to a criterion benchmark; 3) the growth to proficiency table ensures that a plurality of under-performing students (45%) in a given year will be designated as ‘High Growth’ and assigned 175 growth points, resulting in high growth scores throughout the state regardless of actual progress.



Revising Student Growth Points (Cont'd)

Additional Concepts & Concrete Ideas

Measuring academic progress in addition to proficiency is widely accepted as a positive and successful aspect of Indiana's accountability model. To fulfill the underlying values of Indiana's accountability model (see page 1 of the SBOE Accountability Framework), it is critical that the academic growth metric accurately measures and assigns points based on the progress of individual students towards or beyond a criterion benchmark for college and career readiness. Capping growth points at 100 was introduced to address an issue in the model where maximum points are being assigned even though the necessary academic progress to proficiency was not being attained. While feedback on the concept was mixed, most survey responses and written comments were not in support of the proposal.

That said, the issues associated with assigning growth points in our existing model persist. These issues call into question whether Indiana's current approach to measuring student growth reflects the values and priorities we share related to student achievement. Therefore, based on stakeholder feedback and further analysis into Indiana's current approach to calculating student growth, the Board should consider the following in addition to the concepts presented in the original framework:

1. Indiana's Consolidated State ESSA Plan (Academic Progress Indicator) – The academic progress indicator included in Indiana's Consolidated State ESSA Plan uses individual growth targets tailored to the unique academic history of each student. Unlike Indiana's Growth to Proficiency Table, which establishes static percentile ranges for large groups of students across grade levels, the academic progress indicator establishes individual growth targets, informed by the student's current grade level and achievement history, that must be achieved in order to demonstrate measurable growth to proficiency. The targets established for this indicator are still based on student growth percentiles but establishing them at the individual student level increases the accuracy and reliability of metric. Additionally, instead of designating students as 'high,' 'typical,' or 'low' growth, the academic progress indicator simply measures whether a student is making sufficient progress or not. This approach aligns with how many schools measure and monitor student progress on local assessments, which may help increase educator buy-in and understanding.
2. Establishing a Baseline Cohort for Student Growth Percentiles – Indiana should commit to assessment continuity in grades 3 through 8 to collect the required amount of longitudinal assessment data to establish a baseline cohort for comparison when determining individual student growth percentiles. Currently, scores are normatively compared within the same school year due to the lack of comparable longitudinal assessment data. This approach results in half of students scoring above and half below the 50th percentile each year regardless of actual performance. Once a baseline cohort is established, it will be possible for more than half of the students to score above the 50th percentile each year because individual scores will be compared to a scale established prior to the test administration.

Weighting Proficiency & Growth by Consecutive Years of Enrollment

Key Themes from Feedback (*with Technical Responses*)

Mobility has a significant impact on student achievement, especially for students that move in and out of schools throughout the year. The attempt to account for the number of consecutive years a student is enrolled seems like worthwhile pursuit; however, this approach seems overly complex and confusing.

One of the most important aspects of a school accountability system is that it can be understood and internalized across stakeholder groups. While there is support for the concept of accommodating for student mobility, concerns about clarity of the specific model presented in the framework should be carefully considered before moving forward. It may be most appropriate to begin reporting out on these data to build familiarity with the information and study the results prior to considering the indicator for inclusion in the State's accountability model.



Weighting Proficiency & Growth by Consecutive Years of Enrollment (Cont'd)

Key Themes from Feedback (with Technical Responses)

Increasing the weight of student growth for students new to a school building is a good concept; however, weighting for growth should never drop below 50% regardless of the number of consecutive years a student has been enrolled.

The concept of dynamic weighting is rooted in the foundational principles of Indiana's growth model. Specifically, Indiana's expectation that each student who is below proficient demonstrates the necessary academic progress to reach the college and career ready benchmark within three years. For dynamic weighting to effectively capture this principle, the model would have to weight proficiency more than growth after a student has been consistently enrolled in a school for three or more years. Increasing the weight for growth in the initial years without simultaneously increasing the weight of proficiency in the later years will move Indiana's model further away from measuring and reporting out on meaningful academic progress towards proficiency.

This concept needs additional clarification. It is unclear whether a student changing schools within a corporation will qualify as mobile or if a student must move between school corporations. It is also unclear how the state will define a full academic year when determining the consecutive number of years a student has been enrolled.

The SBOE Accountability Framework was meant to initiate conversations by presenting high level concepts linked to a set of core values we share as a state. As the process of developing the next iteration of Indiana's accountability model progresses, the details expressed in the feedback should be carefully considered. For example, Indiana currently defines a 'full academic year' as being enrolled for 90% (or 162 days) of the required 180 school days. As a result, thousands of students are not considered in any school's accountability rating each year because they were not enrolled in a single school for required 162 days. Understanding who these students are, geographic trends as to where they are located, and other important characteristics may motivate the Board to revisit the definition of a full academic year. Additionally, understanding the prevalence of interdistrict mobility versus intradistrict mobility will help inform decisions related to this indicator as well.

Additional Concepts & Concrete Ideas

Indiana's expectations for academic growth are that students performing below grade level are on track to achieve proficiency within three years; however, our current model only accounts for performance within a single year. Without additional analysis, the state has no way to gauge whether measurable academic progress is leading to Indiana's overall goal of a college and career ready benchmark. Based on stakeholder feedback, the Board should consider the feasibility of reporting student performance by consecutive years enrolled as a component of a performance dashboard. Reporting these data in the dashboard will allow the state to monitor a key long-term performance indicator (growth to proficiency) without adding additional complexity to the accountability model. Moreover, reporting these data in a dashboard will allow the state to identify and monitor important trends like student mobility/stability which may inform the distribution of resources and support.



Measuring Student Performance

Student Performance Index

Key Themes from Feedback (*with Technical Responses*)

The performance index is a step in the right direction. It allows students across the performance continuum to contribute to a school’s performance rating, even if they do not reach proficiency. Additionally, this approach more closely reflects how teachers analyze data at the school level, focusing on performance across multiple categories as opposed to a pass/fail analysis.

This sentiment reflects the main purpose behind considering a performance index. In adopting an additional performance level for ILEARN, Indiana has developed a reliable cut score that can support a performance index model. Prior to adopting this model, and shifting away from proficiency rate, the Board should consider whether assigning partial points for ‘Approaching Proficient’ will meaningfully contribute to the State’s overall goal of college and career readiness for all students and lead to a summative rating that more accurately represents the quality of a school.

What is your opinion of setting the maximum growth points to 100?



Support	32	(15.3%)
Somewhat support	54	(26.0%)
Neutral	22	(10.6%)
Somewhat do not support	33	(15.9%)
Do not support	67	(32.2%)
Total	208	

No student should receive zero points. A student that performs ‘Below Proficient’ may not have missed all of the questions and should therefore receive some points. Also, assigning zero points has a significant impact when calculating an average and therefore should not be included in the index. Students that perform ‘Below Proficient’ should receive 25 points.

This feedback reflects a completely different approach to measuring performance which looks at individual student scale scores when calculating a school’s overall performance rating. While this approach ensures students receive credit for demonstrating even partial mastery of grade-level standards, it increases the complexity and moves the model away from Indiana’s overall goal that all students achieve the college and career ready benchmark. With a performance index points are assigned based on the cut scores established as a part of the research-based standard-setting process, not based on an individual student scale scores. Much like a student who performs ‘Below Proficient’ may not miss every single question, a student who performs above the ‘Proficient’ cut score and receives 100 points does not get every question correct. Despite missing some questions, the performance index assigns the full 100 points because the student has met the State’s expectation.

Shifting to a performance index model will help schools transition to the more rigorous expectations of the ILEARN assessment; however, it may ultimately lower expectations and shift the focus away from grade-level proficiency for all students. Instead of adopting a permanent solution for the temporary challenges associated with the transition to ILEARN, Indiana should consider adjusting the overall expectations for the percentage of students that are proficient (similar to how we calculate overall ratings for the CCR indicator) for a short period of time.

This raises important points for the Board’s consideration; however, the assumption that the performance index is being considered solely to address the recent statewide drops in proficiency is not completely accurate. When Indiana adopted the ILEARN assessment, the State also added an additional performance category a student may achieve, ‘Approaching Proficient’. The Indiana Department of Education uses the same research-based process for setting the ‘Approaching Proficient’ cut score as they do for setting the ‘Proficient’ cut score. So, the key consideration is whether or not Indiana places enough value on the ‘Approaching Proficient’ cut score to assign points towards a school’s overall performance rating, and if doing so aligns to the State’s overall goals of college and career readiness.



Student Performance Index (Cont'd)

Additional Concepts & Concrete Ideas

The concept of a performance index outlined in the SBOE Accountability Framework reflects a large shift from Indiana's current approach to measuring student performance and should be carefully reviewed in the context of statewide priorities and Indiana's educational attainment goals. Based on stakeholder feedback and further analysis, the Board should consider the following in addition to the concepts presented in the original framework:

1. Aligning the Accountability Model to Indiana's Goals and Priorities – Indiana has articulated clear goals to increase the educational attainment of Hoosiers at all levels. In K-12, this means increasing the number of students who are graduating having demonstrated mastery of college and career ready academic standards and who are prepared for postsecondary success. When evaluating the concept of a performance index, the Board should consider whether such a policy would create the right incentives so that more students are being pushed to achieve academically, regardless of their current achievement level, and schools are recognized for successfully doing so.
2. Review and Analyze the 'Approaching Proficient' Performance Level Descriptors – The Indiana Department of Education uses a performance level descriptor to guide the standard setting process for the ILEARN assessment. These descriptors provide a narrative explanation of the performance level required to achieve each benchmark. In considering the effectiveness of a performance index, the Board should ask the Indiana Department of Education to provide an explanation of the 'Approaching Proficient' performance level descriptor in relation to 'Below Proficient' and 'Proficient'. This explanation will help guide the Board's decision whether to adopt the performance index model and assign partial points for achieving the 'Approaching Proficient' cut score.

Multiple Measures

Key Themes from Feedback (with Technical Responses)

3rd Grade Literacy

Third grade literacy is a research-based leading indicator of long-term academic success. Increasing the focus on this indicator by including it in the accountability model will benefit students.

This sentiment was shared across stakeholders. Third grade is the culmination of three or four years of literacy instruction. It is important that the state and local communities have clear and accessible information regarding student success in these formative years.

Indiana does not need additional assessments. The state should look to leverage existing assessments if the Board adopts this indicator, as opposed to adding more tests.

The SBOE Accountability Framework did not suggest an assessment to measure this indicator; however, it is clear from stakeholder feedback that there is little interest in additional assessments. The Board should work with the Indiana Department of Education to determine the most appropriate way to measure third grade literacy with the goal of using existing ILEARN or IREAD assessments.

Science & Social Studies

Science and Social Studies are important; however, including these assessments in the accountability model is not an effective way to ensure these subjects are covered in kindergarten through grade 8. Placing additional stakes on existing assessments will place additional stress on educators and leave only time for teachers to 'cover' core curriculum, as opposed to go in depth on anything.

The Board should evaluate whether each indicator will create the appropriate incentives and improve transparency about school performance. In relation to Science and Social Studies, this means evaluating whether including student performance on these existing assessments is likely to result in a more well-rounded education for Hoosier students.

Indiana does not need any more statewide assessments. Including Science and Social Studies into the accountability framework will lead to additional testing and test prep.

The SBOE Accountability Framework suggests using existing Science and social Studies assessments; however, the Board should consider whether these existing assessments are sufficient to measure this indicator.



Key Themes from Feedback (*with Technical Responses*)

Advanced Mathematics

Advanced math in middle school is a meaningful metric that will contribute to Indiana's efforts to increase the number of students who are graduating with meaningful postsecondary credentials; however, concerns exist about students missing critical middle school math standards.

The Indiana Department of Education can provide a detailed explanation of the sequence of standards and whether taking advanced math in middle school would disrupt a student's learning trajectory. The Board should request this information if this indicator is considered for the final model.

Not all schools offer advanced math courses in middle school due to resource limitations or inability to recruit qualified educators. These schools disproportionately serve low-income, and/or minority students which could result in disparate impact on these communities.

Lack of access and opportunity for historically marginalized students has significant effects on postsecondary outcomes which perpetuate inequities that exist in our state. Including this indicator as a multiple measure is aimed at addressing these inequities, but it must be accompanied with resources and support to ensure advanced courses are accessible to all students.

Career Navigation & Exploration

It is unclear how and when this indicator would be measured. While there is value in meaningful career navigation and exploration, it is unclear how the state could create an effective, universal measurement for this indicator.

This is an important consideration that was not addressed in the SBOE Accountability Framework. In addition to looking into direct measures of career exploration, the Board may consider measuring proxies such as completion of 21st Century Scholar applications, earning high school credit while in middle school, or other objective metrics that illustrate a student is exploring post-secondary options while in middle school.

This indicator may be best combined with advanced mathematics to form a middle school college and career readiness indicator.

Given the challenges associated with measuring career navigation, the Board may consider adopting a similar indicator to what is currently used for college and career readiness in high school. The indicator would include a series of objective metrics that each demonstrate a meaningful experience while in middle school, including earning high school credit.

Attendance & Chronic Absenteeism

Student attendance and chronic absenteeism is not an academic indicator. Including this indicator in the accountability model shifts focus away from key measurements of college and career readiness.

Research shows that students who miss fifteen or more days of school are at serious risk of falling behind in school, especially in urban districts. Chronic absenteeism is a leading indicator of future academic challenges but is not a measurement of academic success by itself. When considering this and other non-academic indicators, the Board should evaluate the likelihood that improving outcomes on these leading indicators will contribute to measurable improvements in academic achievement. Additionally, careful attention should be paid to the extent to which including an indicator may influence the local distribution and prioritization of resources. For example, including an attendance indicator may lead corporations to shift resources towards efforts targeted at increasing performance on this indicator (like hiring attendance officers) and away from instructional or other supports.

Student attendance is impacted by out-of-school factors over which the school has no control. Additionally, a school has limited authority to enforce compulsory attendance law making it difficult for schools to address serious issues of chronic absenteeism.

Research suggests a primary deterrent to attendance is an inhospitable school culture. While external factors play a significant role, a school can impact student attendance rates by making school a safe and secure environment. Whatever indicators are included in the next accountability model, it is important that the Board clearly communicate the research-based justification for each indicator and provide information and resources to support the field.



School Climate and Culture Surveys

Some stakeholders expressed support for the use of climate and culture surveys in the state accountability model. These research-based tools gauge parent, student, and staff perceptions and feelings about a school. The SBOE Accountability Framework provides four key limitations of using these tools in an accountability model, all of which should be carefully considered prior to incorporating climate and culture surveys into the model.

Additional Concepts & Concrete Ideas

There is broad support for including additional measures of school quality (multiple measures) in the accountability model for grades K through 8. Which indicators, and how many, are included in the accountability model is an important decision for the Board to make. The SBOE Accountability Framework provides a series of questions for evaluating whether an individual indicator should be included in the accountability model. In addition to these questions, and based on stakeholder feedback, the Board should consider the following in addition to the concepts presented in the original framework:

1. Alignment to Academic Outcomes – In order for summative ratings to reflect student achievement relative to statewide values and priorities, it is important that all indicators included in the accountability model are directly tied to academic outcomes. Each multiple measure should be analyzed for its alignment to meaningful academic outcomes and relationship to indicators of postsecondary success. This analysis should include a review of relevant research and study of longitudinal data in Indiana to understand these relationships within the context of our state.
2. Reliable and Valid Measurement Tools – The SBOE Accountability Framework presents multiple indicators for the Board's consideration. When considering these and other potential multiple measures, it is important that careful attention be paid to the ability to reliably measure the outcome without undue burden and achieve valid results. The Indiana Department of Education is equipped to provide the Board information about current data collection processes and procedures and explain the state's current capacity to reliably measure any indicator the Board may consider.
3. Resource Equity and Availability – Adding an indicator to the accountability model places a statewide expectation that all schools pursue a shared outcome. Even when multiple paths to success are made available, resource limitations may make it difficult for schools to provide an adequate opportunity for student success at no fault of their own. Course access is a good example. If the accountability model is going to promote participation and completion of advanced coursework, efforts must be made at the state level to provide all students access to those courses. Reporting out and increasing transparency about an indicator without including it in the calculation of A-F letter grades can be an effective way to shine light on important areas without placing new mandates or requirements.



HIGH SCHOOL ACCOUNTABILITY FRAMEWORK FEEDBACK SUMMARY

This is a summary of the key themes reflected in stakeholder comments and feedback related to the concepts and ideas presented in the SBOE Accountability Framework for high schools. Each section includes key themes from stakeholder feedback accompanied by a technical response from Board staff, along with additional considerations for the Board to complement the concept and ideas presented in the initial SBOE Accountability Framework.

Measuring Student Performance

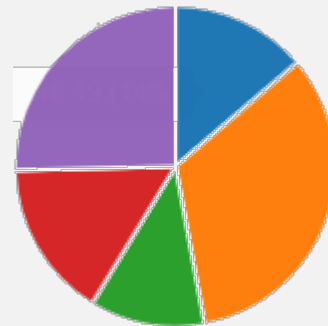
Student Performance Index

Key Themes from Feedback (*with Technical Responses*)

The performance index is a good approach to measuring performance as Indiana shifts to the SAT for all 11th grade students. It is unclear how the specific cut scores will be determined, or if the performance levels will parallel those used for the ILEARN assessment.

State law prescribes the method through which the proficiency benchmark will be established for the SAT. The proficiency benchmark must be approved by the commission for higher education, in consultation with the state educational institutions, and may not be lower than the national college ready benchmark established by College Board. It is unclear whether additional performance levels will be established for the SAT, and what standard-setting process or recommendation will be used to establish those benchmarks. The Indiana Department of Education administers the standard setting process for statewide assessments and can provide guidance to the Board on the most effective and appropriate means of defining additional performance levels.

What is your opinion of setting the maximum growth points to 100?



Support	19	(13.8%)
Somewhat support	46	(33.3%)
Neutral	16	(11.6%)
Somewhat do no support	22	(15.9%)
Do not support	35	(25.4%)
Total	138	

No student should receive zero points. A student that performed ‘Below Proficient’ may not have missed all the questions and should receive points that reflect the actual performance level. Also, assigning zero points has a significant impact when calculating an average and therefore should not be included in the index. Students that perform ‘Below Proficient’ should receive 25 points.

This feedback reflects a completely different approach to measuring performance which looks at individual student scale scores. While this approach ensures students receive credit for demonstrating even partial mastery of grade-level standards, it increases the complexity and moves the model away from Indiana’s overall goal of all students achieving the college and career ready benchmark. In a performance index, point totals are assigned not based on an individual scale score, but the cut scores established as a part of the research-based standard-setting process. Much like a student who performs ‘Below Proficient’ may not miss every single question, a student who performs above the ‘Proficient’ cut score and receives 100 points did not get every question correct. The performance index assigns the full 100 points because the student has met the benchmark established by the state, not based on the student’s individual scale score.

Additional Concepts & Concrete Ideas

The concept of a performance index outlined in the SBOE Accountability Framework reflects a large shift from Indiana’s current approach to measuring student performance and should be carefully reviewed in the context of statewide priorities and Indiana’s educational attainment goals. Based on stakeholder feedback and further analysis, the Board should consider the following in addition to the concepts presented in the original framework:



Student Performance Index (Cont'd)

1. Establishing Multiple Performance Levels – State law outlines the process and sets limitations as to how the proficiency benchmark will be established for the SAT, but it is silent on additional performance levels. To adopt a performance index, the Indiana Department of Education must conduct standard-setting or adopt an existing nationally recognized benchmark for 'Approaching' or 'Advanced'. The Board should work closely with the Indiana Department of Education to determine the feasibility and validity of establishing additional cut scores prior to adopting the performance index model.
2. Clarifying the Purpose of the SAT – While the comments were not included in the summary above, many stakeholders expressed concern related to the SAT serving as the statewide assessment. These comments illustrate a broad misunderstanding of the purpose of the SAT assessment, what it measures, and how it is meaningful to all students regardless of postsecondary aspirations. Additional efforts should be directed towards building statewide understanding among stakeholders and increase investment from educators and families in the belief that all students can achieve on the assessment.

Multiple Measures

Key Themes from Feedback (*with Technical Responses*)

College and Career Readiness (CCR)

Very few schools can offer the State Transfer General Education Core (STGEC) and Technical Certification. The new requirements from the Higher Learning Commission that teachers must have an advanced degree to teach dual credit courses will create even more constraints as many teachers lose their eligibility to teach dual credit courses.

Approximately 1,300 high school students earned the STGEC or Technical Certificate in 2019. As the Board considers these more rigorous expectations for the CCR indicator, attention must be paid to prioritizing course access to overcome teacher eligibility restrictions, promoting successful programs that already exist in the state, and providing technical support for new and emerging early college programs.

The postsecondary ready competencies included in the new graduation pathways should replace the CCR indicator.

The CCR indicator was designed to increase access to more rigorous learning opportunities and introduce a new minimum requirement for high school students. With these requirements now incorporated into graduation pathways, the Board should consider whether the accountability model is the most appropriate method to increase access and opportunity to complete the STGEC and/or Technical Certificate, which go beyond Indiana's minimum expectations.

9th Grade On-Track

The 9th grade on-track metric is an important leading indicator of success early in a student's high school career; however, the Board should only require a minimum number of credits and not specific courses.

When considering this indicator the Board should rely on the research-based framework provide by the University of Chicago which defines 'on-track' as accumulating five full course credits and receiving no more than one semester F (that is, one-half of a full credit) in a core subject (English, math, science, or social studies).

Improving graduation rates is a priority for all stakeholders and adding additional focus on 9th grade students will help ensure potential issues are identified early in a student's career.

This comment reflects the main reason why this indicator was included in the SBOE Accountability Framework. The current accountability model focuses solely on 10th grade (ISTEP 10) and 12th grade (graduation rate/CCR). Adopting this indicator will expand measures of student success across additional years of a student's traditional high school experience.



Weighted Graduation Index

While the weighted graduation index addresses concerns about under-accredited students enrolling in a high school late in their career, it creates new concerns about a school being negatively impacted for successfully supporting a student their 9th or 10th grade year if they transfer to another high school and then do not graduate.

The Board should carefully consider this concern when determining whether to include this or a similar indicator in the accountability model. An initial analysis by the Indiana Department of Education revealed, on average, 78.8% of cohort students attend one school for all 4 years of high school, 15% attend 2 schools during all 4 years of high school, 4.2% attend 3 schools, 1.3% attend 4 schools, and 0.6% attend 5 or more schools. The Board may want to request additional data analysis into student transfer trends among high schools from the Indiana Department of Education to determine the extent of this issue, and whether it is significant enough to warrant such a shift in graduation rate calculation.

The graduation index is overly complex and will be difficult to administer. It is also difficult to understand how 5th and 6th year graduates will be incorporated into this metric.

Graduation rate is a widely accepted and understood high school performance indicator. The Board should consider how adopting a graduation index in lieu of the traditional calculation will impact the transparency of the model, and how doing so will impact more technical aspects like 5th and 6th year graduates.

Additional Concepts & Concrete Ideas

The current high school accountability model must be revised to accommodate for recent changes to graduation requirements and the shift to the SAT as the statewide assessment for high school students beginning in the Spring of 2021. Based on stakeholder feedback and further analysis, the Board should consider the following in addition to the concepts presented in the original framework:

1. Alignment to Purpose & Underlying Values – Before including an indicator as a multiple measure, the Board should evaluate its alignment with the purpose and underlying values of Indiana’s accountability model and determine if it is the most appropriate and effective option to achieve the desired outcome. There are multiple strategies the Board can use to achieve the state’s educational attainment goals and the accountability model is just one of them.
2. Course Completion Indicator – The concept of a graduation index received positive feedback; however, the details were less popular among stakeholders. One proposal included in the feedback was to combine the concept of the graduation index and 9th grade on-track into a credit accumulation indicator for all grades. Data availability and integrity will play an important role in the State’s ability to accurately measure credit accumulation and the Board may request support from the Indiana Department of Education to determine current capacity to implement such an indicator within the context of an accountability model.
3. Monitoring Equity and Access to Graduation Pathways – The recent adoption of graduation pathways has transformed Indiana’s graduation requirement and will have a significant impact on students’ high school careers. The policy was designed to ensure students graduate college and career ready, equipped with essential knowledge, competencies, and experiences; however, the Board should request ongoing updates on equity across pathways and longitudinal data to