



Indiana State Board of Education Accountability Work Session 2nd Session

October 2, 2018
Columbus, IN

[POST-SESSION NOTES]

GettoGroup
Innovation | Collaboration | Acceleration

Indiana State Board of Education Accountability Work Session
2nd Session Overview
11 am – 4 pm
October 2, 2018

Meeting Attendees:

Jennifer McCormick
BJ Watts
Vince Bertram
Byron L. Ernest
David Freitas
Kathleen Mote
Tony Walker
Cari Whicker
Maryanne McMahon

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Respectfully submitted,
Janet Getto

Meeting Notes

Process Comment: The meeting began with an introduction and Pledge of Allegiance. This was followed with a brief reminder of the project scope, meeting process and innovation guidelines to be used in finding a solution to accountability measures for Indiana schools.

The meeting then focused on the overall challenge of “How might we Indiana?” starting with a review of converged on facts from 1st session and new information generated from 1st session action plan. From this, the SBOE launched a set of insights and additional opinions and facts based on this content.

Insights

1. Indiana still has a lot of room to innovate around accountability
2. We’ve been hearing from schools; look for other things other than tests
3. Accountability is one piece in a puzzle – what indicators should we focus on that will advance use. In a holistic fashion (Perkins 5).
4. We can create an innovative accountability system or accountability system that encourages innovation
5. Just looking at test scores just puts remediation on it.
6. Don’t know how innovative we can be with Fed dictating the funds
7. Feds maybe can inhabit innovation – What are restrictions from Fed and are they going to change?
8. SBOE – has to develop State criteria
9. Don’t have to align state system with Fed system
10. As long as we meet state statues – we can go forward
11. Indiana is meeting requirement of ESSA plan
12. We still have to meet federal requirements
13. We might not want to tie state system with federal money
14. Energy is limited, if state & federal priorities are too different, in reality schools will have to decide how to focus resources if resources don’t allow for equal pursuit of priorities (Perkins 5).
15. We haven’t, as a board, spent time on Perkins 5.

Process Comment: The Board took the information and insights into account as they generated challenges for moving ahead. The challenges were generated using divergent thinking.

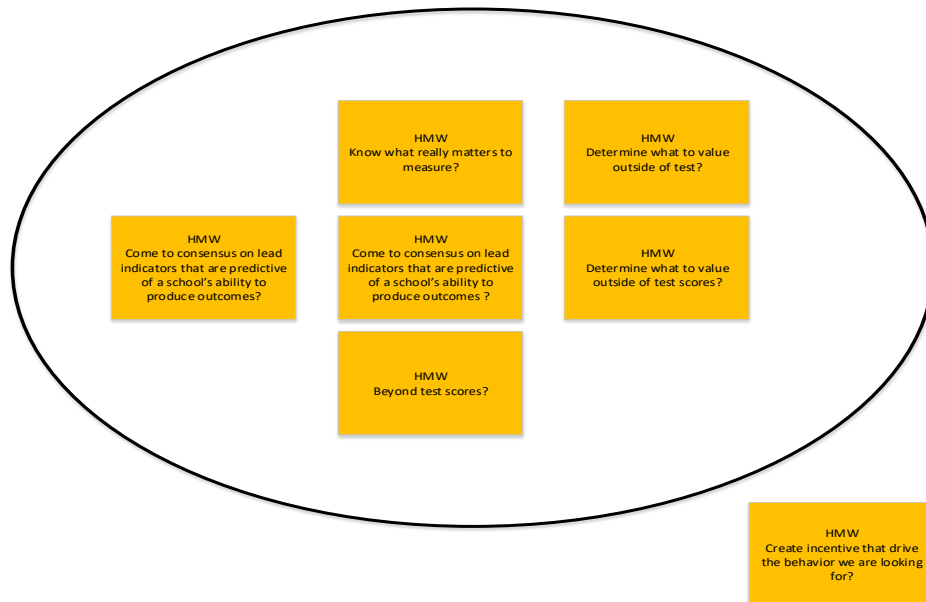
Challenges

1. How might we establish an effective instruction & curriculum across state?
2. How might we build/create consistency in curriculum
3. How might we accept/encourage inconsistency in curriculum & instruction?
4. How might we know what “good” inconsistency looks like?
5. How might we determine what to value outside of test scores?
6. How might we identify what really matters to measure?

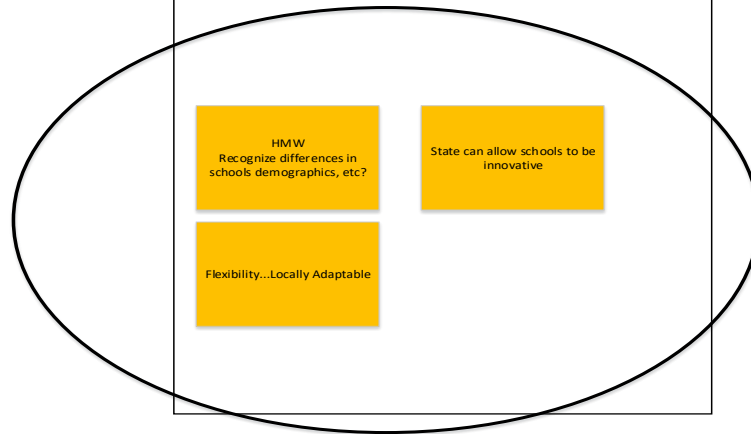
7. How might we align systems (policy, money) to signal what we believe is important?
8. How might we create incentives that drive behavior we're looking for?
9. How might we develop a system where employers are able to know what they're getting in a student?
10. How might we create a system by which we can guarantee a student until established in his or her career?
11. How might we create a system by which our schools can be innovative to move students from dependent to independent to interdependent?
12. How might we ensure students have transferable skills to be interdependent?
13. How might we recognize differences in schools, demographics and students?
14. How might we count experiences for students as something we value?
15. How might we make sure students have rich work based learning programs?
16. How might we ensure students have a rich career exploration experience?
17. How might we come up with a system that is easily understandable and easily communicated?

Process Comment: The Board evaluated the challenges and individually selected the most important to keep in mind as they moved ahead. These individually selected challenges were reviewed for affinity. Key themes emerged from this work.

What indicators might we measure?



How might we have an accountability system that can differentiate in it's application?



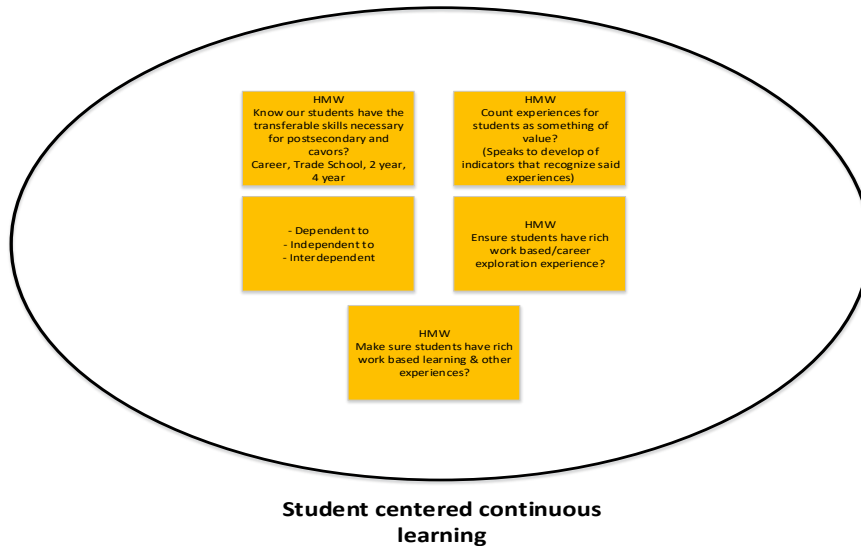
HMW
Encourage alignment of everything?

HMW
Learn from looking back to make wise educational decisions/recommendations?

How might we allow local schools to drive to state for feedback (Local)?



How might we move beyond Skill & Drill?



Process Comment: Since additional Board members joined the meeting at this point, the Board decided to move forward to select one challenge to begin to generate potential solutions. It was agreed that no decisions would be made or solutions selected until the next session to allow Board to continue to find options. The first challenge selected was **How might we have an accountability system that can differentiate at local schools?**

How might we have an accountability system that can differentiate at local schools?

Ideas

1. Use priority points to incentivize source of innovative practice.
2. Adapt Fed gov ESSA Strategy
3. Set data points with menu of local options to choose.
4. Identify what equity data points are & create a methodology to calculate in equity points in core menu
5. Ask districts to decide if they want same plan @ district level or differentiate by schools
6. Tie in accountability plan with submission of PL2-21 (SIP)
7. Create pathways (Grad Pathway)
8. Tie grad pathways into accountability
9. Distribution of students in pathways designed to ensure student success & student interest
10. Align pathways & outcomes at local level
11. SBOE develops standard & allow schools to device how to meet

12. Develop 6-9th grade statue around college career plan into accountability metric.
13. Use lens of does/does not encourage innovation
14. Eliminate SAT/ACT as test of accountability
15. Conduct a climate survey @ community
16. Align accountability with job creation
17. Stay out of local school accountability
18. Anything thought of or tried come without negative consequences
19. Give schools no rules – allow them to decide
20. Show students they are more than an output test score
21. Show students all options for post-secondary endeavors
22. Pull statutory career plans in 6-9th grade
23. Recognize schools that are going above & beyond helping students achieve
24. Outline the outcomes & allow schools to decide journey
25. Build into system things that support schools in getting to outcomes
26. Create a framework around outcomes for schools - outcome-based
27. Outcomes: Grad pathway

Process Comment: In addition to ideas generated, the Board spent some time discussing and generating potential outcomes the indicators will be directing. The Board did select the most important outcomes to assist them in future evaluation of accountability measure.

Outcomes

- Post-Secondary Ready
- Competencies – Grad Pathways
- Entrepreneurship
- Honors
- Diplomas – Graduation Rate
- Career Plan - Skills to be ready for:
 - Enrollment
 - What data points for K-12?
 - Enlistment
 - Employment
 - Certification
- Some industry-wide recognition
- Consider knowledge, experience, skills
- Dispositions – IN Academic Standards
- Reward schools with number of students above standards
- Adaptive growth test – emotional intelligence

Process Comment: Finally, an action plan was developed for next steps.

Action Items / Next Steps to Get Us Started

WHAT	HOW	BY WHEN	BY WHOM (owner)
Share specific indicators (tactics in place now) that lead to key outcomes	Bring to next meeting	@Next meeting when scheduled	Board members
Build consensus on final outcomes desired	Review outcomes generated and bring chosen options with you	@Next meeting when scheduled	Board members
Establish date of next meeting	Circulate potential dates		Matt Voors