

Indiana Graduates Prepared to Succeed (GPS)

INDIANA GRADUATES PREPARED TO SUCCEED (GPS)

Guiding Principles:

- Foster **learner-centered, future-focused** systems that prioritize individual student growth and development
- Create **access to pathways and opportunities** that prepare students for **employment, enrollment, or enlistment leading to service**
- Encourage **strategic partnerships** between schools, communities, and the state leading to improved outcomes for students
- Develop a dashboard that is **transparent and nimble** as the global marketplace continues to change and as technology continues to advance

INDIANA GPS LEVEL-SET

- This is a major **paradigm shift**, in terms of accountability, for the state of Indiana.
- Students are so much more than a **single test score**.
 - Moving forward, we will measure a **number of key characteristics** critical to a student's lifelong success.
- These characteristics are **not new**, but will be **elevated** in the future, based on stakeholder feedback regarding how much **knowledge and skills matter!**

INDIANA GPS **LEVEL-SET** CONTINUED

- The goal of this accountability system will be to provide us a **more robust view** of student performance on a **variety of important indicators**, including both leading AND lagging data points.
- **Extensive stakeholder engagement** to gather feedback has been a critical part of this process, and it will continue to be important **every step** of the way.
- This is designed by Hoosiers, **for Hoosiers**, putting information all in **one place!**
- This framework is designed to **empower** state and local collaboration to **best serve students!**

VISION FOR THE **FUTURE**

- Authentic measures of student experiences will require **time, research and development to implement.**
- While some of the proposed dashboard measures already exist and are reported by IDOE, **some are new and require innovative methods for collecting or accessing new data.**
- To accomplish the vision of Indiana GPS, **some measures are aspirational and need to be developed:** the measures don't yet exist and will need to be built through a **multi-year research and development process.**
- Additional future considerations, based on feedback, could include **educator pipeline and financial dashboards.**
- **Indiana educators will continue to be involved** in this project from start to finish, and Indiana GPS will ultimately help guide support to educators.

CHARACTERISTICS: GRADUATES PREPARED TO SUCCEED

ACADEMIC MASTERY

CAREER & POSTSECONDARY READINESS: CREDENTIALS & EXPERIENCES

COMMUNICATION & COLLABORATION

WORK ETHIC

CIVIC, FINANCIAL & DIGITAL LITERACY

HEADLINE AND INFORMATIONAL METRICS

Headline Metrics

- Appear on the primary landing page for each school. Dashboard users will see and interact first with these metrics.
- Intended to signal school performance in the dashboard, though they may not be included in the A-F letter grade calculation.

Informational Metrics

- Provide additional context about schools. Dashboard users may have to click through to access these metrics.
- Provide important context about schools aligned to the GPS characteristics, but are not intended to signal school performance or quality to the degree that headline metrics do.

Goal: User will be able to disaggregate both headline and informational metrics by student population.

INDIANA GPS: KEY COMPONENTS

ACADEMIC MASTERY

- Demonstrate proficiency in academic content required by state standards (ex. foundational knowledge; literacy and STEM).
- Ability to process complex information, identify problems, make informed decisions, and present creative solutions.
- Demonstrate willingness to work, learn, and continually apply new knowledge.

HOW COULD WE **MEASURE** IT?

Headline Metric Examples for Academic Mastery

- Kindergarten Readiness (*FSSA, IDOE, aspirational*)
- Kindergarten Enrollment & Retention (*IDOE*)
- ILEARN (ELA/Math) Performance & Progress (*IDOE*)
- Early Childhood Literacy (*IDOE*)
- Science Proficiency (*IDOE*)
- Social Studies Proficiency (*IDOE*)
- Language Proficiency for English Learners (*IDOE*)
- 9th Grade On Track (*IDOE*)
- Credit Accumulation (*IDOE*)
- School-Level STEM Certification (*IDOE*)
- Postsecondary Outcomes & Impact (*National Student Clearinghouse; CHE; GWC; aspirational*)
- Dual Credit Completion (*IDOE*)
- School AP, IB, Dual Credit, Cambridge International Participation/Results (*IDOE*)
- Strength of Diploma/Diploma Type (*IDOE*)
- SAT/ACT Performance and Progress (*IDOE*)

HOW COULD WE **MEASURE** IT?

Informational Metric Examples for Academic Mastery

- Student, parent, teacher, and administration surveys (*aspirational*)
- Pre-K Access (*FSSA, IDOE, aspirational*)
- Enrollment in High-Quality Pre-K Program (*FSSA, IDOE, aspirational*)
- Graduation Rate (*IDOE*)
- Locally-Developed Lead & Lag Indicators (*local*)

INDIANA GPS: KEY COMPONENTS

CAREER & POSTSECONDARY READINESS: CREDENTIALS & EXPERIENCES

- Develop and complete intentional coursework and credentialing requirements aligned to student skills and interests.
- Invest in and develop foundational skills that allow for completion of required diploma types and credentials of currency leading to enrollment, employment, or enlistment leading to service.
- Develop short- and long-term milestones to achieve personal post-graduation goals.

HOW COULD WE **MEASURE** IT?

Headline Metric Examples for Career & Postsecondary Readiness

- Kindergarten Readiness (*FSSA, IDOE, aspirational*)
- Kindergarten Enrollment & Retention (*IDOE*)
- GPA (*aspirational*)
- Postsecondary Outcomes & Impact (*National Student Clearinghouse; CHE; GWC; aspirational*)
- SAT/ACT Performance and Progress (*IDOE; aspirational*)
- College or Career Credentials Earned (*CHE/GWC*)
- Employability Skills Pathways (*aspirational*)
- High Quality Career Exploration Programs Completion (e.g. JA BizTown) (*aspirational*)
- 21st Century Scholars Enrollment & Completion (*CHE*)
- Advanced Coursework Completion (*IDOE*)
- School-Level STEM Certification (*IDOE*)
- Strength of Diploma/Diploma Type (*IDOE*)
- FAFSA Completion (*CHE*)
- Work-Based Learning Participation (*IDOE; in progress*)
- Median Earnings Post-Graduation (*DWD*)

HOW COULD WE **MEASURE** IT?

Informational Metric Examples for Career & Postsecondary Readiness

- Course Enrollment (*IDOE*)
- Pre-K Access (*FSSA, IDOE, aspirational*)
- Enrollment in High-Quality Pre-K Program (*FSSA, IDOE, aspirational*)
- Financial Aid and Scholarships (*aspirational*)
- 529 Account (*Treasurer's Office*)
- Graduation Rates (*IDOE*)
- Student, Parent, Teacher, and Administration Surveys (*aspirational*)
- Locally-Developed Lead & Lag Indicators (*local*)

INDIANA GPS: KEY COMPONENTS

COMMUNICATION & COLLABORATION

- Apply skills to clearly, effectively, and convincingly express ideas and messages to others appropriate to the environment.
- Demonstrate the ability to build relationships with a variety of different people.
- Work well with others in a team.

HOW COULD WE **MEASURE** IT?

Headline Metric Examples for Communication & Collaboration

In partnership with local school pilots, IDOE will commit time and resources to develop aspirational measures. This will **require a multi-year research and development process.**

- **Micro-Credentialing Badges** *(aspirational; in progress)*
- **Service-Based Learning Participation** *(IDOE; in progress)*
- **Work-Based Learning Participation** *(IDOE; in progress)*
- **Project-Based Learning Participation** *(IDOE; in progress)*
- **Extracurricular Participation Rate** *(aspirational)*

HOW COULD WE **MEASURE** IT?

Informational Metric Examples for Communication & Collaboration

- Enrollment in High-Quality Pre-K Program (*FSSA, IDOE, aspirational*)
- Student, Parent, Teacher, and Administration Surveys (*aspirational*)
- Locally-Developed Lead & Lag Indicators (*local*)

INDIANA GPS: KEY COMPONENTS

WORK ETHIC

- **Self Discipline:** Demonstrate self-control and behave in accordance with rules with minimal direction.
- **Independence:** Successfully carry out expectations with minimal supervision.
- **Perseverance:** Demonstrate endurance and capacity to complete tasks.
- **Time Management and Organization:** Plan and organize long and short-term goals while understanding how to balance school, home and community activities.
- **Adaptability:** Manage transitions and adjust to changing situations and responsibilities.
- **Integrity:** Act in a trustworthy and honest manner.
- **Professionalism:** Demonstrate skills and behaviors appropriate for school and work environments.

HOW COULD WE **MEASURE** IT?

Headline Metric Examples for Work Ethic

In partnership with local school pilots, IDOE will commit time and resources to develop aspirational measures. This will require a multi-year research and development process.

- Governor's Work Ethic Certificate (*DWD*)
- Advanced Coursework Completion (*IDOE*)
- Strength of Diploma/Diploma Type (*IDOE*)
- Service-Based Learning Participation (*IDOE; in progress*)
- Work-Based Learning Participation (*IDOE; in progress*)
- Extracurricular Participation Rate (*aspirational*)
- Postsecondary Outcomes & Impact (*National Student Clearinghouse; CHE; GWC; aspirational*)

HOW COULD WE **MEASURE** IT?

Informational Metric Examples for Work Ethic

- Attendance & Chronic Absenteeism (*IDOE*)
- Student, Parent, Teacher, and Administration Surveys (*aspirational*)
- Locally-Developed Lead & Lag Indicators (*local*)

INDIANA GPS: KEY COMPONENTS

CIVIC, FINANCIAL & DIGITAL LITERACY

- Make meaningful contributions to society based on a strong understanding of systems of government and individual responsibilities as citizens.
- Develop practical knowledge and skills that encourage financial literacy that will lead to financial security and independence.
- Leverage acquired knowledge and understanding of technology for personal, professional, and societal advancement.

HOW COULD WE **MEASURE** IT?

Headline Metric Examples for Civic, Financial & Digital Literacy

In partnership with local school pilots, IDOE will commit time and resources to develop aspirational measures. This will require a multi-year research and development process.

- Civic, Financial or Digital Literacy Courses Taken Per Student (*aspirational*)
- High Quality Civic, Financial or Digital Literacy Programs (e.g. We The People) (*aspirational*)
- Service-Based Learning Participation (*IDOE; in progress*)
- FAFSA Completion (*CHE*)
- Postsecondary Outcomes & Impact (*National Student Clearinghouse; CHE; GWC; aspirational*)

HOW COULD WE **MEASURE** IT?

Informational Metric Examples for Civic, Financial & Digital Literacy

- Financial Aid and Scholarships (*aspirational*)
- 529 Account (*Treasurer's Office*)
- Course Enrollment (*IDOE*)
- Student, Parent, Teacher, and Administration Surveys (*aspirational*)
- Voter Registration (*SOS*)
- Civics Assessment Participation and Performance (*IDOE*)
- Locally-Developed Lead & Lag Indicators (*local*)

TIMELINE AND NEXT STEPS

Finalizing Indiana Graduates Prepared to Succeed (GPS)

Aug - Sept	Stakeholder engagement & draft continuum	✓
Sept - Oct	Targeted research & design on how to best measure continuum benchmarks	✓
Oct	Public comment & final continuum to SBOE	✓
Nov	Discuss indicators relative to GPS continuum	
Dec	Propose dashboard indicators to SBOE	
Spring 2022	Refine new indicators/metrics	
Ongoing	Gather stakeholder feedback; align programs & support to GPS Continuum	
TBD	Design, build & launch dashboard	



THANK YOU!