



Reprinted
March 5, 2024

ENGROSSED HOUSE BILL No. 1304

DIGEST OF HB 1304 (Updated March 4, 2024 5:18 pm - DI 110)

Citations Affected: IC 4-3; IC 20-19; IC 20-20; IC 20-28; IC 20-33; IC 20-36; noncode.

Synopsis: Education matters. Requires the office of management and budget to establish a kindergarten through grade 12 data governance team. Establishes the duties of the data governance team, including the submission of a report to legislative council. Requires, not later than July 1, 2024, the department of education (department) to: (1) establish an online, self-paced professional development module with regard to
(Continued next page)

Effective: Upon passage; July 1, 2024.

Teshka, Behning, Goodrich

(SENATE SPONSORS — FREEMAN, ROGERS, RAATZ)

January 10, 2024, read first time and referred to Committee on Education.
January 25, 2024, amended, reported — Do Pass. Referred to Committee on Ways and Means pursuant to Rule 127.
January 30, 2024, amended, reported — Do Pass.
February 1, 2024, read second time, ordered engrossed. Engrossed.
February 5, 2024, read third time, passed. Yeas 98, nays 0.

SENATE ACTION

February 12, 2024, read first time and referred to Committee on Education and Career Development.
February 22, 2024, amended, reported favorably — Do Pass; reassigned to Committee on Appropriations.
February 29, 2024, amended, reported favorably — Do Pass.
March 4, 2024, read second time, amended, ordered engrossed.

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Digest Continued

mathematics; (2) develop math descriptions correlated to proficiency level descriptors to track proficiency at the student level; (3) create and identify dedicated math resources to assist with intervention and enrichment opportunities and instructional strategies; and (4) post the resources on the department's website. Requires, not later than December 1, 2024, the department to submit a plan to the legislative council that includes: (1) strategies for the early identification of students who are at risk of not meeting grade level proficiency in mathematics; and (2) recommendations for high quality intervention policies for mathematics. Defines "literacy coach" and requires literacy coaches to prioritize certain duties. Provides for the availability of certain grants for literacy coaches. Establishes a mastery based education program (program) administered by the department. Provides that school corporations and charter schools may apply to participate in the program. Requires the budget committee to review the program, and the department to make a presentation to the budget committee regarding the progress and results of the program. Provides for the expiration of the program. Establishes certain restrictions and requirements regarding visiting teacher licenses. Requires the department and the commission for higher education, in conjunction with the state board of education (state board), to partner with teacher preparation programs to receive an outside evaluation of teacher preparation reading instruction programs. Requires the department to develop guidelines regarding the use of curriculum or content that prepares elementary school teacher candidates in math instruction. Provides that a student's latest statewide assessment program test results are included on the student's transcript upon request of the student. Provides that successful completion of an International Baccalaureate diploma program course (course) shall count for high school credit. Provides that any rule adopted by the state board or the department concerning certain diplomas must provide that successful completion of a course is credited toward fulfilling the requirements of certain diplomas. Provides that high school students who have taken a course examination and received a score of four or higher on the examination are entitled to postsecondary academic credit at state educational institutions under certain conditions. Amends the requirements to receive a literacy endorsement.

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March 5, 2024

Second Regular Session of the 123rd General Assembly (2024)

PRINTING CODE. Amendments: Whenever an existing statute (or a section of the Indiana Constitution) is being amended, the text of the existing provision will appear in this style type, additions will appear in **this style type**, and deletions will appear in ~~this style type~~.

Additions: Whenever a new statutory provision is being enacted (or a new constitutional provision adopted), the text of the new provision will appear in **this style type**. Also, the word **NEW** will appear in that style type in the introductory clause of each SECTION that adds a new provision to the Indiana Code or the Indiana Constitution.

Conflict reconciliation: Text in a statute in *this style type* or ~~this style type~~ reconciles conflicts between statutes enacted by the 2023 Regular Session of the General Assembly.

ENGROSSED HOUSE BILL No. 1304

A BILL FOR AN ACT to amend the Indiana Code concerning education.

Be it enacted by the General Assembly of the State of Indiana:

- 1 SECTION 1. IC 4-3-22-20, AS ADDED BY P.L.250-2023,
2 SECTION 1, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE
3 UPON PASSAGE]: Sec. 20. (a) **As used in this section, "state
4 agency" has the meaning set forth in IC 4-12-1-2.**
5 (b) Before November 1, 2023, the department of education shall
6 report to the legislative council in an electronic format under IC 5-14-6
7 findings and recommendations for reducing the amount of redundant
8 data that schools are required to submit to state agencies. (~~as defined
9 in IC 4-12-1-2~~).
- 10 (c) **The OMB shall establish a kindergarten through grade 12
11 data governance team comprised of subject matter experts from
12 state agencies that collect data, reports, and other information
13 from schools and school corporations, as determined by the OMB.**
14 (d) **Not later than November 1, 2024, the kindergarten through
15 grade 12 data governance team established by the OMB under
16 subsection (c) shall:**
17 (1) **develop a comprehensive plan to:**

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- 1 (A) address the amount of redundant data that schools and
 2 school corporations are required to submit to state
 3 agencies; and
 4 (B) streamline the collection of data, reports, and other
 5 information from schools and school corporations;
 6 (2) create a kindergarten through grade 12 data inventory
 7 that identifies all data, reports, and other information schools
 8 and school corporations are required to submit to state
 9 agencies;
 10 (3) seek from stakeholders through a stakeholder survey input
 11 and recommendations for reducing the amount of redundant
 12 data that schools and school corporations are required to
 13 submit to state agencies; and
 14 (4) submit a report to the legislative council in an electronic
 15 format under IC 5-14-6 that includes:
 16 (A) the comprehensive plan developed under this
 17 subsection;
 18 (B) the kindergarten through grade 12 data inventory
 19 created under this subsection;
 20 (C) a summary of the input and recommendations received
 21 from stakeholders through the stakeholder survey; and
 22 (D) updated findings and recommendations for reducing
 23 the amount of redundant data that schools and school
 24 corporations are required to submit to state agencies.
 25 (e) This section expires July 1, 2025.
- 26 SECTION 2. IC 20-19-3-35 IS ADDED TO THE INDIANA CODE
 27 AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE
 28 UPON PASSAGE]: Sec. 35. (a) Not later than July 1, 2024, the
 29 department shall do the following:
 30 (1) Establish an online, self-paced professional development
 31 module to support educators in doing the following with
 32 regard to mathematics:
 33 (A) Implementing the Indiana academic standards.
 34 (B) Applying effective teaching strategies.
 35 (C) Emphasizing contextual problem solving.
 36 (D) Fostering collaborative learning environments.
 37 (E) Using universal supports for students.
 38 (2) Develop math descriptions correlated to proficiency level
 39 descriptors to track proficiency at the student level that are:
 40 (A) appropriately aligned to the Indiana academic
 41 standards; and
 42 (B) readily available to educators, parents, and students



- 1 across the state.
- 2 (3) Create and identify dedicated math resources for parents,
3 families, and educators to assist with intervention and
4 enrichment opportunities and instructional strategies.
- 5 (b) Not later than July 1, 2024, the department shall post the
6 resources created and identified under subsection (a)(3) on the
7 department's website.
- 8 (c) Not later than December 1, 2024, the department shall
9 submit a plan to the legislative council in an electronic format
10 under IC 5-14-6 that includes:
- 11 (1) strategies for the early identification of students who are
12 at risk of not meeting grade level proficiency in mathematics;
13 and
- 14 (2) recommendations for high quality intervention policies for
15 mathematics that focus on:
- 16 (A) providing data driven, systematic small group or
17 individualized instruction focused on building student
18 understanding through mathematical learning
19 progressions;
- 20 (B) using materials aligned to daily core instruction; and
21 (C) using evidence based instructional strategies to
22 promote:
- 23 (i) conceptual understanding;
24 (ii) procedural fluency; and
25 (iii) real world problem solving.
- 26 **This subsection expires July 1, 2025.**
- 27 SECTION 3. IC 20-20-43-4, AS AMENDED BY P.L.73-2019,
28 SECTION 4, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE
29 JULY 1, 2024]: Sec. 4. (a) **As used in this section, "literacy coach"**
30 **has the meaning set forth in IC 20-20-49-3.2.**
- 31 (b) After June 30, 2017, a school corporation or charter school may
32 receive a grant to implement the following:
- 33 (1) The System for Teacher and Student Advancement (TAP)
34 teacher performance model program.
- 35 (2) The Opportunity Culture teacher performance model.
- 36 (3) A model teacher performance program approved by a national
37 school employee organization.
- 38 (4) A teacher performance model program that includes the
39 implementation of all the following elements:
- 40 (A) A comprehensive pay progression for teacher leaders
41 based on demonstrated skill development, escalating levels of
42 responsibility and duties, and demonstrated academic



- 1 leadership.
- 2 (B) A quality teacher assessment system that measures the
- 3 effectiveness of teachers' practice.
- 4 (C) A pay system that supports early career educators by
- 5 incentivizing the following:
- 6 (i) Mentoring and coaching.
- 7 (ii) Reducing teaching loads or providing release time for
- 8 teacher leaders to support professional learning.
- 9 (iii) Reviewing professional portfolios and student
- 10 performance.
- 11 (D) Eligibility for all teachers rated effective and highly
- 12 effective.
- 13 (E) Connection to high quality professional development,
- 14 including release time for teacher leaders providing
- 15 professional development and instructional coaching, that
- 16 provides teachers with the knowledge and skills needed to
- 17 advance student learning.
- 18 (F) A rigorous and transparent advancement criterion that is
- 19 locally developed and implemented with teacher involvement.
- 20 (G) A pay system providing competitive base pay.
- 21 (H) Evidence of teacher support for the proposed teacher
- 22 leadership and pay system, including support from the local
- 23 school employee organization (if applicable).
- 24 (I) Plans for ongoing evaluation of the pay system.
- 25 (J) A sustainable pay system.
- 26 (K) A plan for how teacher leadership positions and ongoing
- 27 training for teacher leaders will improve student achievement.
- 28 (5) The Indiana education residency pilot program established in
- 29 IC 20-20-44.
- 30 **(6) A literacy coaching model program that includes and**
- 31 **implements the following elements:**
- 32 **(A) A system that supports literacy coaches by**
- 33 **incentivizing the following:**
- 34 **(i) Mentoring and training of literacy coaches.**
- 35 **(ii) Reducing literacy coaching loads or providing release**
- 36 **time for literacy coaches to support professional**
- 37 **learning.**
- 38 **(iii) Reviewing professional portfolios and student**
- 39 **performance.**
- 40 **(B) Connection to high quality professional development,**
- 41 **including release time for literacy coaches providing**
- 42 **professional development and instructional coaching, that**



- 1 **provides literacy coaches with the knowledge and skills**
 2 **needed to advance the learning of teachers, administrators,**
 3 **and students.**
- 4 **(b) (c)** To receive a grant, a:
- 5 (1) school corporation, in consultation with the school
 6 corporation's school employee organization; or
 7 (2) charter school, in consultation with the charter school's school
 8 employee organization (if applicable);
- 9 shall apply for the grant in a manner prescribed by the department. The
 10 department shall establish eligibility requirements. However, the
 11 department may not award grants to more than thirty (30) school
 12 corporations or charter schools during any school year. When awarding
 13 grants under this chapter, the department shall select a geographically
 14 diverse set of school corporations and charter schools, including school
 15 corporations and charter schools located in urban, suburban, and rural
 16 areas.
- 17 **(d)** A school corporation or charter school that is awarded a
 18 grant under this chapter shall receive a grant for three (3) consecutive
 19 school years. The amount of the grant may not exceed the costs
 20 incurred by the school corporation or charter school to implement the
 21 program. A school corporation or charter school may receive a
 22 matching grant from a corporation, foundation, or any other entity in
 23 addition to a grant awarded under this chapter.
- 24 SECTION 4. IC 20-20-49-3.2 IS ADDED TO THE INDIANA
 25 CODE AS A NEW SECTION TO READ AS FOLLOWS
 26 [EFFECTIVE JULY 1, 2024]: **Sec. 3.2. (a) This subsection applies**
 27 **before July 1, 2027. As used in this chapter, "literacy coach" refers**
 28 **to an individual whose primary responsibility is to provide literacy**
 29 **training and support to administrators and teachers. This**
 30 **subsection expires July 1, 2027.**
- 31 **(b) This subsection applies after June 30, 2027. As used in this**
 32 **chapter, "literacy coach" means an individual:**
- 33 (1) whose primary responsibility is to provide literacy
 34 training and support to administrators and teachers; and
 35 (2) who has received the literacy endorsement described in
 36 **IC 20-28-5-19.7.**
- 37 SECTION 5. IC 20-20-49-3.5 IS ADDED TO THE INDIANA
 38 CODE AS A NEW SECTION TO READ AS FOLLOWS
 39 [EFFECTIVE JULY 1, 2024]: **Sec. 3.5. A literacy coach shall**
 40 **prioritize the following:**
- 41 (1) **Modeling effective instructional strategies for teachers.**
 42 (2) **Facilitating study groups.**



- 1 **(3) Training teachers in:**
 2 **(A) data analysis; and**
 3 **(B) using data to differentiate instruction.**
 4 **(4) Coaching and mentoring colleagues.**
 5 **(5) Working with teachers to ensure that evidence based**
 6 **reading programs, which include:**
 7 **(A) comprehensive core reading programs;**
 8 **(B) supplemental reading programs; and**
 9 **(C) comprehensive intervention reading programs;**
 10 **are implemented with fidelity.**
 11 **(6) Training teachers to diagnose and address a reading**
 12 **deficiency.**
 13 **(7) Working with teachers in applying evidence based reading**
 14 **strategies in other content areas, including:**
 15 **(A) prioritizing time spent on those teachers;**
 16 **(B) activities and roles that will have the greatest impact**
 17 **on student achievement; and**
 18 **(C) prioritizing coaching and mentoring in classrooms.**
 19 **(8) Helping to increase instructional density to meet the needs**
 20 **of all students.**
 21 **(9) Working with students through:**
 22 **(A) whole and small group instruction; or**
 23 **(B) tutoring;**
 24 **in the context of modeling and coaching in or outside of a**
 25 **teacher's classroom.**
 26 SECTION 6. IC 20-20-49-4, AS ADDED BY P.L.250-2023,
 27 SECTION 10, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE
 28 JULY 1, 2024]: Sec. 4. Money allocated for grants under this chapter
 29 must be used for the following:
 30 (1) Placing literacy ~~instructional~~ coaches in elementary schools
 31 for the purposes of training and supporting teachers and
 32 administrators in order to improve instruction related to the
 33 science of reading.
 34 (2) Training teachers and school principals in instructional
 35 practices aligned with the science of reading.
 36 (3) Increasing instructional time, including summer literacy
 37 programs or high-dosage tutoring, for students who have been
 38 identified as struggling readers based on a diagnostic screening
 39 authorized by the department under IC 20-35.5-2-2.
 40 (4) Elementary schools and school corporations purchasing
 41 curricular materials that:
 42 (A) align with science of reading; and



- 1 (B) receive approval by the department.
 2 (5) Covering costs for teachers to obtain a literacy endorsement
 3 described in IC 20-28-5-19.7.
 4 SECTION 7. IC 20-20-49-5, AS ADDED BY P.L.250-2023,
 5 SECTION 10, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE
 6 JULY 1, 2024]: Sec. 5. (a) Subject to section 6 of this chapter, the
 7 department may, after June 30, 2024, award a grant under this chapter
 8 to a school corporation or charter school that does the following:
 9 (1) Applies for a grant on a form provided by the department.
 10 (2) Submits a detailed description of a plan that:
 11 (A) must include:
 12 (i) placing literacy ~~instructional~~ coaches in elementary
 13 schools for the purposes of training and supporting teachers
 14 and administrators in order to improve instruction related to
 15 the science of reading; and
 16 (ii) training teachers and school principals in instructional
 17 practices aligned with the science of reading; and
 18 (B) may include, if the school corporation or charter school is
 19 requesting grant funds for the purpose described in section
 20 4(3) or 4(4) of this chapter the following, as applicable:
 21 (i) Increasing instructional time, including summer literacy
 22 programs or high-dosage tutoring, for students who have
 23 been identified as struggling readers based on a diagnostic
 24 screening authorized by the department under
 25 IC 20-35.5-2-2.
 26 (ii) Elementary schools and school corporations purchasing
 27 curricular materials that align with the science of reading
 28 and receive approval by the department.
 29 (3) Submits the following information:
 30 (A) Evidence supporting the school corporation's or charter
 31 school's plan under subdivision (2).
 32 (B) The number of elementary school teachers and literacy
 33 ~~instructional~~ coaches employed by the school corporation or
 34 charter school.
 35 (C) Any other pertinent information required by the
 36 department.
 37 (b) Any instruction under a plan that includes increasing
 38 instructional time as described in subsection (a)(2)(B)(i) must align
 39 with the science of reading.
 40 SECTION 8. IC 20-20-49-6, AS ADDED BY P.L.250-2023,
 41 SECTION 10, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE
 42 JULY 1, 2024]: Sec. 6. Upon review of applications received under



1 section 5 of this chapter, the department may award grants to school
 2 corporations and charter schools subject to available money and in
 3 accordance with the following priorities:

4 (1) To the extent possible, to achieve geographic balance
 5 throughout Indiana and to include urban, suburban, and rural
 6 school corporations.

7 (2) To address a documented need for literacy ~~instructional~~
 8 coaches, additional science of reading training, or compliance
 9 with IC 20-26-12-24.5.

10 (3) To provide targeted support for Indiana students experiencing
 11 the greatest reading challenges.

12 SECTION 9. IC 20-20-50 IS ADDED TO THE INDIANA CODE
 13 AS A NEW CHAPTER TO READ AS FOLLOWS [EFFECTIVE
 14 JULY 1, 2024]:

15 **Chapter 50. Mastery Based Education Program**

16 **Sec. 1. As used in this chapter, "dedicated lead partner" means**
 17 **an experienced and specialized individual or entity that provides**
 18 **assistance in implementing mastery based education in a school.**

19 **Sec. 2. As used in this chapter, "mastery" means evidenced**
 20 **attainment of predefined, rigorous learning objectives that:**

21 (1) are transferable; and

22 (2) qualify a student for advancement to subsequent
 23 educational levels or competencies.

24 **Sec. 3. As used in this chapter, "mastery based education"**
 25 **means an innovative, learner centered approach to teaching and**
 26 **learning that focuses on the mastery of specific skills or knowledge**
 27 **areas rather than the amount of time spent in a classroom.**

28 **Sec. 4. As used in this chapter, "program" refers to the mastery**
 29 **based education program established by section 5 of this chapter.**

30 **Sec. 5. (a) The mastery based education program is established**
 31 **to support a school corporation or charter school that is selected by**
 32 **the department under subsection (b) in implementing mastery**
 33 **based education.**

34 **(b) The department:**

35 (1) shall administer the program; and

36 (2) may select:

37 (A) school corporations;

38 (B) charter schools; or

39 (C) both school corporations and charter schools;

40 that meet the requirements under this chapter to participate
 41 in the program.

42 **Sec. 6. (a) To apply for participation in the program, a school**



1 corporation or charter school shall apply on a form and in a
2 manner established by the department.

3 (b) The department shall approve or deny an application
4 submitted by a school corporation or charter school under this
5 section.

6 **Sec. 7. (a) The department may do the following:**

7 (1) Establish common masteries that may be used by each
8 school participating in the program.

9 (2) Review annually the masteries established under
10 subdivision (1) and, as applicable, do the following:

11 (A) Amend or remove masteries.

12 (B) Establish new common masteries.

13 (3) Create criteria for masteries that are, when applicable,
14 transferable among different subject areas and courses to
15 ensure that a mastery can satisfy multiple requirements.

16 (b) The department may consult with any of the following
17 regarding establishing and reviewing masteries and creating
18 criteria under subsection (a):

19 (1) Dedicated lead partners.

20 (2) School corporations and charter schools participating in
21 the program.

22 (3) Any other individual or entity, as determined by the
23 department.

24 (c) The department may request information from a school
25 corporation or charter school participating in the program for the
26 purpose of assessing the effectiveness of the program.

27 (d) A school corporation or charter school shall respond to a
28 request for information under subsection (c) in a form, manner,
29 and frequency determined by the department.

30 **Sec. 8. (a) Except as provided under subsections (b) and (c), a**
31 **school maintained by a school corporation or charter school that**
32 **participates in the program is exempt from all requirements of this**
33 **title except for requirements under this chapter or requirements**
34 **established under federal law.**

35 (b) A school described in subsection (a) is not exempt from the
36 following:

37 (1) Any of the nonwaivable provisions listed under
38 IC 20-31-4.1-7.

39 (2) IC 20-30-5.6.

40 (3) IC 20-30-2.

41 (c) The department may require a school described in
42 subsection (a) to comply with any requirements described in



1 subsection (a) if the department determines that the school is not
2 meeting academic performance expectations.

3 **Sec. 9. The state board may adopt rules under IC 4-22-2**
4 **necessary to implement this chapter.**

5 **Sec. 10. On or before December 1, 2026, the budget committee**
6 **shall review the program, and the department shall make a**
7 **presentation to the budget committee regarding the progress and**
8 **results of the program.**

9 **Sec. 11. This chapter expires June 30, 2027.**

10 SECTION 10. IC 20-28-3-1, AS AMENDED BY P.L.170-2023,
11 SECTION 16, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE
12 JULY 1, 2024]: Sec. 1. (a) As used in this section, "teacher candidate"
13 means an individual recommended for an initial teaching license from
14 a teacher preparation program located in Indiana.

15 (b) As used in this section, "teacher preparation program" includes,
16 but is not limited to, the following:

17 (1) A teacher education school or department.

18 (2) A transition to teaching program under IC 20-28-4.

19 (3) Any other entity approved by the department to offer a course
20 of study leading to an initial teaching license.

21 (c) The department shall:

22 (1) arrange a statewide system of professional instruction for
23 teacher education;

24 (2) accredit and review teacher preparation programs that comply
25 with the rules of the department;

26 (3) approve content area licensure programs for particular kinds
27 of teachers in accredited teacher preparation programs; and

28 (4) specify the types of licenses for individuals who complete
29 programs of approved courses.

30 (d) The department shall work with teacher preparation programs to
31 develop a system of teacher education that ensures individuals who
32 complete teacher preparation programs are able to meet the highest
33 professional standards.

34 (e) Before July 1, 2015, the department shall establish standards for
35 the continuous improvement of program processes and the performance
36 of individuals who complete teacher preparation programs. The state
37 board shall adopt rules containing the standards not later than two
38 hundred seventy (270) days after the department finishes the standards.

39 (f) The standards established under subsection (e) must include
40 benchmarks for performance, including test score data for each teacher
41 preparation entity on content area licensure tests and test score data for
42 each teacher preparation entity on pedagogy licensure tests.



1 (g) Each teacher preparation program shall annually report the
 2 program's performance on the standards and benchmarks established
 3 under this section to the department. The department shall make the
 4 information reported under this subsection available to the public on
 5 the department's website. Each teacher preparation program shall make
 6 the information reported under this subsection available to the public
 7 on the teacher preparation program's website. In addition to reporting
 8 performance, each teacher preparation program must report to the
 9 department the following:

10 (1) The attrition, retention, and completion rates of teacher
 11 candidates for the previous three (3) calendar years. The teacher
 12 preparation program must also provide underlying data, as
 13 determined by the department, used as part of calculating the
 14 teacher preparation program's retention rates.

15 (2) The number of teacher candidates in each content area who
 16 complete the teacher preparation program during the year,
 17 disaggregated by ranges of cumulative grade point averages.

18 (3) The number of teacher candidates in each content area who,
 19 during the year:

20 (A) do not pass a content area licensure examination; and

21 (B) do not retake the content area licensure examination.

22 (h) In making information available to the public on the
 23 department's website, the department shall include in the report under
 24 subsection (g), in addition to the matrix ratings described in subsection
 25 (i), the following information:

26 (1) Average scaled or standard scores of teacher candidates who
 27 complete teacher preparation programs on basic skills, content
 28 area, and pedagogy licensure examinations.

29 (2) The average number of times teacher candidates who
 30 complete a teacher preparation program take each licensing test
 31 before receiving a passing score and the percentage of teacher
 32 candidates who receive a passing score on each licensing test on
 33 the teacher candidates' first attempts.

34 (i) Not later than July 30, 2016, the department and the commission
 35 for higher education, in conjunction with the state board, the
 36 Independent Colleges of Indiana, Inc., and teacher preparation
 37 programs, shall establish a matrix rating system for teacher preparation
 38 programs based on the performance of the programs as demonstrated
 39 by the data collected under subsections (g) and (h). The matrix rating
 40 system may not rank or compare teacher preparation programs. The
 41 matrix rating system must be based on data collected for teachers who
 42 initially receive their teaching license during the previous three (3)



1 years. The department shall make the matrix ratings available to the
2 public on the department's website.

3 (j) Each teacher preparation program shall report to the department,
4 in a manner prescribed by the department, the teacher preparation
5 program's admission practices, in accordance with:

6 (1) the Council for the Accreditation of Educator Preparation
7 standards, for teacher preparation programs accredited by the
8 Council for the Accreditation of Educator Preparation;

9 (2) rigorous academic entry requirements for admission into a
10 teacher preparatory program that are equivalent to the minimum
11 academic requirements determined by the Council for the
12 Accreditation of Educator Preparation, for teacher preparation
13 programs that are not accredited by the Council for the
14 Accreditation of Educator Preparation; or

15 (3) the Association for Advancing Quality in Educator
16 Preparation standards, for teacher preparation programs
17 accredited by the Association for Advancing Quality in Educator
18 Preparation.

19 The department shall include information reported to the department
20 on the department's website.

21 (k) Not later than July 30, 2016, the department and the commission
22 for higher education, in conjunction with the state board, the
23 Independent Colleges of Indiana, Inc., and teacher preparation
24 programs, shall establish a minimum rating under the matrix rating
25 system established under subsection (i) that teacher preparation
26 programs must achieve to avoid referral under subsection (l).

27 (l) Not later than July 1 of each year, the department shall submit a
28 list of teacher preparation programs that do not meet the minimum
29 rating established under subsection (k) or the requirements of section
30 3.1 of this chapter to the commission for higher education and the
31 Independent Colleges of Indiana, Inc. for one (1) of the following
32 actions:

33 (1) In the case of a state educational institution, the commission
34 for higher education shall place the teacher preparation program
35 on an improvement plan with clear performance goals and a
36 designated period in which the performance goals must be
37 achieved.

38 (2) In the case of a proprietary postsecondary educational
39 institution, the commission for higher education shall recommend
40 to the teacher preparation program an improvement plan with
41 clear performance goals and a designated period in which the
42 performance goals should be achieved.



1 (3) In the case of a nonprofit college or university, the
 2 Independent Colleges of Indiana, Inc., shall coordinate a peer
 3 review process to make recommendations to the peer institution
 4 in achieving the department's performance metrics.

5 (m) The department shall approve at least two (2) accreditors that:
 6 (1) accredit teacher preparation programs; and
 7 (2) are recognized by the Council for Higher Education
 8 Accreditation;

9 to accredit teacher preparation programs for use in Indiana.

10 **(n) Not later than December 31, 2024, the department and the**
 11 **commission for higher education, in conjunction with the state**
 12 **board, shall partner with teacher preparation programs to receive**
 13 **an outside evaluation by a nationally recognized nonprofit,**
 14 **nonpartisan organization that leverages evidence based approaches**
 15 **on the science of reading to evaluate teacher preparation reading**
 16 **instruction programs.**

17 SECTION 11. IC 20-28-3-3.2 IS ADDED TO THE INDIANA
 18 CODE AS A NEW SECTION TO READ AS FOLLOWS
 19 [EFFECTIVE JULY 1, 2024]: **Sec. 3.2. (a) As used in this section,**
 20 **"teacher candidate" has the meaning set forth in section 3.1(a) of**
 21 **this chapter.**

22 **(b) As used in this section, "teacher preparation program"**
 23 **includes the following:**

24 **(1) A teacher education school or department.**

25 **(2) A transition to teaching program under IC 20-28-4.**

26 **(3) Any other entity approved by the department to offer a**
 27 **course of study leading to an initial teaching license.**

28 **(c) The department shall develop guidelines for accredited**
 29 **teacher preparation programs regarding the use of curriculum or**
 30 **content that prepares elementary school teacher candidates to:**

31 **(1) effectively teach foundational math skills explicitly and**
 32 **systematically;**

33 **(2) implement math instruction using high quality**
 34 **instructional material; and**

35 **(3) understand and use student data to make instructional**
 36 **decisions.**

37 SECTION 12. IC 20-28-5-19.7, AS AMENDED BY SEA 1-2024,
 38 SECTION 5, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE
 39 JULY 1, 2024]: **Sec. 19.7. (a) Not later than July 1, 2024, the state**
 40 **board shall establish and require a literacy endorsement for individuals**
 41 **first licensed after June 30, 2025, to teach a content area involving**
 42 **literacy instruction, including special education, in prekindergarten**



- 1 through grade 5.
- 2 (b) Except as provided in section 19.8(a) of this chapter, beginning
3 July 1, 2027, the department may not renew a practitioner license or an
4 accomplished practitioner license, or a comparable license under prior
5 rules, issued to an individual who, based on the content area for which
6 the individual is licensed, including special education, provides literacy
7 instruction to students in prekindergarten through grade 5 unless the
8 individual receives a literacy endorsement under this section.
- 9 (c) To be eligible to receive a literacy endorsement, an individual
10 must meet the following:
- 11 (1) Complete eighty (80) hours of evidence based professional
12 development that is:
- 13 (A) aligned to the science of reading; ~~and~~
14 **(B) provided by an organization that is:**
15 **(i) accredited by the International Dyslexia Association;**
16 **or**
17 **(ii) aligned with Knowledge and Practice Standards for**
18 **Teachers of Reading (KPS); and**
19 ~~(B)~~ **(C) approved by the department.**
- 20 (2) Demonstrate proficiency in scientifically based reading
21 instruction skills aligned to the science of reading on a written
22 examination or through other procedures prescribed by the
23 department in accordance with this section.
- 24 (d) The eighty (80) hours of evidence based professional
25 development required under subsection (c)(1) must provide
26 individualized and on demand support. The evidence based
27 professional development required under subsection (c)(1) must:
- 28 (1) promote explicit, systematic, and cumulative instruction as the
29 primary approach to literacy instruction;
- 30 **(2) align with both word recognition and language**
31 **comprehension;**
- 32 ~~(2)~~ **(3) promote an understanding of how language, reading, and**
33 **writing relate to each other;**
- 34 ~~(3)~~ **(4) promote strategies for differentiated instruction for:**
35 (A) students with:
36 (i) reading difficulties; or
37 (ii) disabilities; and
38 (B) English language learners;
- 39 ~~(4)~~ **(5) focus on phonemic awareness, phonics, fluency,**
40 **vocabulary, and comprehension; and**
- 41 ~~(5)~~ **(6) allow participants to implement the strategies into a**
42 **classroom environment with the opportunity for feedback**



1 throughout the professional development experience.

2 (e) The written examination required under subsection (c)(2) shall
3 ensure the individual demonstrates the ability to:

4 (1) effectively teach foundational reading skills, phonemic
5 awareness, phonics, fluency, vocabulary, and comprehension;

6 (2) implement reading instruction using high quality instructional
7 materials aligned to the science of reading; and

8 (3) provide effective instruction and interventions for students
9 with reading deficiencies.

10 (f) The department shall approve and provide the evidence based
11 professional development necessary for an individual to receive a
12 literacy endorsement under this section.

13 (g) The department shall establish the procedure for an existing
14 teacher to add the literacy endorsement established under this section
15 to the teacher's license.

16 (h) The state board shall adopt rules under IC 4-22-2 to do the
17 following:

18 (1) Adopt, validate, and implement the examination or other
19 procedures required by subsection (c)(2).

20 (2) Establish examination scores indicating proficiency.

21 (3) Otherwise carry out the purposes of this section.

22 SECTION 13. IC 20-28-5-28 IS ADDED TO THE INDIANA
23 CODE AS A NEW SECTION TO READ AS FOLLOWS
24 [EFFECTIVE JULY 1, 2024]: **Sec. 28. (a) As used in this section,**
25 **"visiting teacher" means a citizen of another country who:**

26 **(1) is or will be visiting the United States; and**

27 **(2) is employed as a teacher at a school corporation in**
28 **Indiana.**

29 **(b) An applicant is eligible to receive a visiting teacher license**
30 **if the applicant meets the requirements established by the state**
31 **board.**

32 **(c) A visiting teacher license issued to a visiting teacher must be**
33 **a five (5) year nonrenewable license.**

34 SECTION 14. IC 20-33-2-13, AS AMENDED BY P.L.160-2023,
35 SECTION 14, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE
36 JULY 1, 2024]: Sec. 13. A school corporation shall record or include
37 the following information in the official high school transcript for a
38 student in high school:

39 (1) Attendance records.

40 (2) **Upon request of the student**, the student's latest statewide
41 assessment program test results.

42 (3) Any secondary level and postsecondary level certificates of



1 achievement earned by the student.

2 (4) Any dual credit courses taken that are included in the core
3 transfer library under IC 21-42-5-4.

4 SECTION 15. IC 20-36-5-1, AS AMENDED BY P.L.10-2019,
5 SECTION 88, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE
6 JULY 1, 2024]: Sec. 1. A student shall receive credits toward
7 graduation or an Indiana diploma with a Core 40 with academic honors
8 designation by demonstrating the student's proficiency in a course or
9 subject area required for graduation or the Indiana diploma with a Core
10 40 with academic honors designation, whether or not the student has
11 completed course work in the subject area, by any one (1) or more of
12 the following methods:

13 (1) Receiving a score that demonstrates proficiency on a
14 standardized assessment of academic or subject area competence
15 that is accepted by accredited postsecondary educational
16 institutions.

17 (2) Successfully completing a similar course at an eligible
18 institution under the postsecondary enrollment program under
19 IC 21-43-4.

20 (3) Receiving a score of three (3), four (4), or five (5) on an
21 advanced placement examination for a course or subject area.

22 (4) Receiving a score of E(e) or higher on a Cambridge
23 International Advanced A or AS level examination for a course or
24 subject area.

25 **(5) Receiving a score of four (4) or higher on an International
26 Baccalaureate examination for a course or subject area.**

27 ~~(5)~~ (6) Other methods approved by the state board.

28 SECTION 16. IC 20-36-7 IS ADDED TO THE INDIANA CODE
29 AS A NEW CHAPTER TO READ AS FOLLOWS [EFFECTIVE
30 JULY 1, 2024]:

31 **Chapter 7. International Baccalaureate Courses**

32 **Sec. 1. As used in this chapter, "International Baccalaureate
33 course" refers to a course from the International Baccalaureate
34 diploma program.**

35 **Sec. 2. As used in this chapter, "International Baccalaureate
36 examination" refers to an International Baccalaureate diploma
37 program examination.**

38 **Sec. 3. (a) Successful completion of an International
39 Baccalaureate course shall count as high school credit toward
40 completing Indiana graduation requirements.**

41 **(b) Any rule adopted by the state board or the department
42 concerning an Indiana diploma with a Core 40 with academic**



1 honors designation must provide that a successfully completed
2 International Baccalaureate course is credited toward fulfilling the
3 requirements of an Indiana diploma with a Core 40 with academic
4 honors designation.

5 (c) If a high school student who takes an International
6 Baccalaureate examination receives a score of four (4) or higher on
7 the examination, the student is entitled to receive postsecondary
8 level academic credit at a state educational institution that counts
9 toward meeting the student's degree requirements if the elective
10 credit is part of the student's degree requirements.

11 (d) A state educational institution may require a score higher
12 than a score of four (4) on an International Baccalaureate
13 examination if the credit is to be used for meeting a course
14 requirement for a particular major at the state educational
15 institution.

16 SECTION 17. [EFFECTIVE JULY 1, 2024] (a) 511 IAC 16-2-5(a)
17 is void. The publisher of the Indiana Administrative Code and
18 Indiana Register shall remove this subsection from the Indiana
19 Administrative Code.

20 (b) This SECTION expires July 1, 2025.

21 SECTION 18. An emergency is declared for this act.



COMMITTEE REPORT

Mr. Speaker: Your Committee on Education, to which was referred House Bill 1304, has had the same under consideration and begs leave to report the same back to the House with the recommendation that said bill be amended as follows:

Page 1, between the enacting clause and line 1, begin a new paragraph and insert:

"SECTION 1. IC 20-19-4.2 IS ADDED TO THE INDIANA CODE AS A NEW CHAPTER TO READ AS FOLLOWS [EFFECTIVE UPON PASSAGE]:

Chapter 4.2. School Data Reporting

Sec. 1. As used in this chapter, "committee" refers to the committee on school data reporting established by section 3 of this chapter.

Sec. 2. As used in this chapter, "qualified data" means any data collection, report, survey, or other method used by a state agency to collect data regarding assessments, performance, course enrollment, demographics, or any other information from schools or school corporations that is not specifically authorized by statute to be collected by the department or the state board.

Sec. 3. (a) The committee on school data reporting is established to review all regulations or forms required or proposed by any state agency that seek to require a school to report data to a state agency or to the public.

(b) The committee consists of ten (10) members appointed as follows:

- (1) The secretary of education or the secretary of education's designee.**
- (2) One (1) member who is a member of the state board selected by the state board.**
- (3) The chief information officer or designee of the office of technology established by IC 4-13.1-2-1.**
- (4) Seven (7) members appointed by the governor as follows:**
 - (A) One (1) member representing state government who has knowledge of school reporting requirements to state agencies other than the department.**
 - (B) One (1) member who is a representative of school boards nominated by the Indiana School Boards Association.**
 - (C) One (1) member who is a representative of school business officials who is nominated by the Indiana Association of School Business Officials.**



(D) One (1) member who is a representative of accredited nonpublic schools who is nominated by the Indiana Non-Public Education Association.

(E) One (1) member who is a representative of charter schools nominated by an organization representing charter schools.

(F) One (1) member who is a teacher employed by a school corporation nominated by the state superintendent.

(G) One (1) member who is a current school corporation administrator nominated by the Indiana Association of Public School Superintendents.

(c) Each member appointed under subsection (b) shall serve at the will of the member's respective appointing authority. Vacancies in the appointments to the committee shall be filled in like manner as if appointment to such vacant offices were being made originally.

(d) A quorum consists of six (6) members of the committee.

(e) The member described in subsection (b)(1) serves as the chairperson of the committee.

(f) The department shall provide staff and administrative support for the committee.

Sec. 4. (a) A member of the committee is not entitled to the minimum salary per diem provided by IC 4-10-11-2.1(b).

(b) A member of the committee who is not a state employee is entitled to reimbursement for traveling as provided under IC 4-13-1-4 and other expenses actually incurred in connection with the member's duties as provided in the state policies and procedures established by the Indiana department of administration and approved by the budget agency.

(c) A member of the committee who is a state employee is entitled to reimbursement for traveling expenses as provided under IC 4-13-1-4 and other expenses actually incurred in connection with the member's duties as provided in the state policies and procedures established by the Indiana department of administration and approved by the budget agency.

(d) Expenses paid under this section shall be payable from amounts appropriated to the department.

Sec. 5. The committee shall meet at least once every six (6) months and at the call of the chairperson. A member of the committee may participate in a committee meeting using an electronic communication in the manner prescribed in IC 5-14-1.5-3.6.



Sec. 6. (a) After July 31, 2024, all qualified data collections must be expressly approved by the state board after it has been reviewed by the committee under subsection (c) before schools and school corporations are required to submit the information to the state board or the department. The department may not require schools or school corporations to submit any qualified data collection unless the qualified data collection is approved by the state board under this subsection. The department shall maintain on its website a list of all qualified data collections approved by the state board and the deadline by which each school or school corporation shall submit the information.

(b) After July 31, 2024, the state board and the department may not sanction, penalize, or in any way hold a school or school corporation accountable for failing to submit a qualified data collection report if the qualified data collection was not approved by the state board under subsection (a).

(c) Not later than August 1, 2024, the committee, in consultation with the department, shall review current collection of:

- (1) qualified data from accredited schools; and**
- (2) data collection by another public agency (as defined in IC 5-14-1.5-2) of the state from accredited schools.**

Based on the committee's review, the committee shall make recommendations to the state board whether to continue the qualified data collection and ways or methods to streamline qualified data collection and data collection by another public agency of the state from schools, including the development of a standardized school improvement plan template for use by school corporations to prepare school improvement plans. After submitting the committee's initial recommendations regarding current qualified data and data collections to the state board, the committee shall review qualified data collection requests made by the department and the state board after July 31, 2024, and make recommendations to the state board as to whether the qualified data collection is necessary or ways to streamline the qualified data collection. In addition, the committee shall review and make recommendations to the state board under subsection (d) regarding methods to streamline school safety and discipline reporting requirements as well as establishing a streamlined method to uniformly and consistently report instances of bullying throughout Indiana. The committee may not change the data reporting requirements for data used by the state board to place each school in a category or designation of school performance



under IC 20-31-8-4.

(d) The committee shall submit its recommendations under subsection (c) to the state board. Upon receipt of the committee's recommendations, the state board shall vote to either approve or disapprove the qualified data request or recommendations. The decision of the state board is final. The state board shall consider the committee's recommendations at the state board's next meeting after receiving the committee's recommendations under subsection (c).

(e) The committee may recommend the collection of qualified data under subsection (c) and the state board may approve the recommendation under subsection (d) only if the:

- (1) qualified data is not available to the public agency requesting the information from any other source; and
- (2) benefit from the collection of the qualified data is greater than the overall administrative cost of collecting the qualified data.

Sec. 7. (a) Before December 1, 2024, the state board, in consultation with the department and based upon recommendations by the committee, shall review all statutory reporting requirements and qualified data collection and data collection by various public agencies (as defined in IC 5-14-1.5-2) of the state and shall submit a report to the governor and, in an electronic format under IC 5-14-6, to the general assembly. The report must include the following:

- (1) A detailed description of actions that will be taken by the state board and the department to reduce the amount of information schools or school corporations must report to the state.
- (2) A detailed summary describing the actions taken by the department and the state board to combine, streamline, or eliminate duplicative data or information requests from schools and school corporations.
- (3) A detailed description of how the state board is working with other public agencies of the state to minimize or streamline data collection by those agencies.
- (4) Specific legislative recommendations to the general assembly necessary to eliminate duplicative data reporting and any recommended legislative changes that would make school data reporting to various public agencies of the state more efficient and cost effective.

(b) Before December 1, 2025, the state board shall submit an



updated report to the governor and, in an electronic format under IC 5-14-6, to the general assembly containing the progress of the state board and the department to eliminate duplicative data reporting and information requests to schools of any additional recommended legislative changes that would streamline school data reporting to the state that was not included in the state board's report submitted under subsection (a).

Sec. 8. (a) After June 30, 2024, all reports required to be submitted to a public agency (as defined in IC 5-14-1.5-2) of the state by accredited schools must be collected electronically and must be collected through one (1) regularly scheduled consolidated report that is collected no more frequently than on a quarterly basis through an electronic data base administered by the department established by rule under IC 4-22-2.

(b) This section does not apply to:

- (1) any collection of data if the office of management and budget has approved a waiver of the application of this section;
- (2) tax reporting;
- (3) an investigation authorized by federal or state statute or regulation; or
- (4) testing material.

Sec. 9. The state board may adopt rules under IC 4-22-2 necessary to administer this chapter.

Sec. 10. This chapter expires July 1, 2026."

Page 3, line 30, after "administrators" delete ",".

Page 3, line 30, delete "teachers, and" and insert "**and teachers.**".

Page 3, delete line 31.

Page 3, line 34, after "Sec. 3.5." insert "(a)".

Page 3, line 41, delete "a minimum".

Page 3, line 42, delete "of three (3) years of".

Page 4, between lines 1 and 2, begin a new paragraph and insert:

"(b) A literacy coach shall also do all of the following:

- (1) Model effective instructional strategies for teachers.
- (2) Facilitate study groups.
- (3) Train teachers in:
 - (A) data analysis; and
 - (B) using data to differentiate instruction.
- (4) Coach and mentor colleagues.
- (5) Work with teachers to ensure that evidence based reading programs, which include:
 - (A) comprehensive core reading programs;



- (B) supplemental reading programs; and
- (C) comprehensive intervention reading programs; are implemented with fidelity.
- (6) Train teachers to diagnose and address a reading deficiency.
- (7) Work with teachers in applying evidence based reading strategies in other content areas, including, but not limited to:
 - (A) prioritizing time spent on those teachers;
 - (B) activities and roles that will have the greatest impact on student achievement; and
 - (C) prioritizing coaching and mentoring in classrooms.
- (8) Help to increase instructional density to meet the needs of all students.
- (9) Work with students through:
 - (A) whole and small group instruction; or
 - (B) tutoring;
 in the context of modeling and coaching in or outside of a teacher's classroom.

(c) A literacy coach shall not be assigned a regular classroom teaching assignment."

Page 5, between lines 29 and 30, begin a new paragraph and insert:
 "SECTION 7. IC 20-20-50 IS ADDED TO THE INDIANA CODE AS A NEW CHAPTER TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2024]:

Chapter 50. Mastery Based Education Program

Sec. 1. As used in this chapter, "dedicated lead partner" means an experienced and specialized individual or entity that provides assistance in implementing mastery based education in a school.

Sec. 2. As used in this chapter, "mastery" means evidenced attainment of predefined, rigorous learning objectives that:

- (1) are transferable; and
- (2) qualify a student for advancement to subsequent educational levels or competencies.

Sec. 3. As used in this chapter, "mastery based education" means an innovative, learner centered approach to teaching and learning that focuses on the mastery of specific skills or knowledge areas rather than the amount of time spent in a classroom.

Sec. 4. As used in this chapter, "program" refers to the mastery based education program established by section 5 of this chapter.

Sec. 5. (a) The mastery based education program is established to allow a school corporation or charter school that is selected by the department under subsection (b) to implement mastery based



education in:

- (1) one (1) or more schools maintained by the school corporation; or**
- (2) the charter school.**

(b) The department:

- (1) shall administer the program; and**
- (2) may select:**
 - (A) school corporations;**
 - (B) charter schools; or**
 - (C) both school corporations and charter schools;**

that meet the requirements under section 6 of this chapter to participate in the program.

Sec. 6. (a) To apply for participation in the program, a school corporation or charter school shall do the following:

- (1) Apply on a form and in a manner established by the department.**
- (2) Submit to the department a plan for the establishment and implementation of mastery based education in the school corporation or charter school that:**
 - (A) meets the requirements of section 7 of this chapter; and**
 - (B) includes specific measurable goals or student outcomes the school corporation or charter school intends to achieve.**

(b) The department shall approve or deny a plan submitted by a school corporation or charter school under this section.

Sec. 7. Mastery based education implemented by a school corporation or charter school under this chapter must meet the following requirements:

- (1) A student participating in the mastery based education must:**
 - (A) advance based upon mastery of the subject matter and not based on time in a classroom;**
 - (B) receive timely, differentiated support based on the student's individual learning needs; and**
 - (C) be empowered daily to make important decisions about:**
 - (i) the student's learning experiences and learning environment;**
 - (ii) how the student will create and apply knowledge; and**
 - (iii) how the student will demonstrate learning.**
- (2) Standards in the mastery based education must be broken down into masteries that include rigorous, clear, measurable, and transferable learning objectives that empower students.**



(3) Assessments administered under the mastery based education must focus on evaluating skills and not on memorization.

(4) Learning outcomes for the mastery based education must emphasize masteries that include:

- (A) application and creation of knowledge; and
- (B) the development of work ready skills.

Sec. 8. If a student:

- (1) obtains a credit for mastery based education; and
- (2) subsequently transfers to another school corporation or charter school in Indiana;

the school corporation or charter school to which the student transfers shall count the credit by a previous school corporation or charter school that the student attended toward the student's graduation requirements.

Sec. 9. (a) The department may do the following:

- (1) Establish common masteries that may be used by each school participating in the program.
- (2) Review annually the masteries established under subdivision (1) and, as applicable, do the following:
 - (A) Amend or remove masteries.
 - (B) Establish new common masteries.
- (3) Create criteria for masteries that are, when applicable, transferable among different subject areas and courses to ensure that a mastery can satisfy multiple requirements.

(b) The department may consult with any of the following regarding establishing and reviewing masteries and creating criteria under subsection (a):

- (1) Approved dedicated lead partners.
- (2) School corporations and charter schools participating in the program.
- (3) Any other individual or entity, as determined by the department.

(c) The department may request information from a school corporation or charter school participating in the program for the purpose of assessing the effectiveness of the program.

(d) A school corporation or charter school shall respond to a request for information under subsection (c) in a form, manner, and frequency determined by the department.

Sec. 10. The department shall do the following:

- (1) Approve dedicated lead partners that a school corporation or charter school participating in the program may contract



with in accordance with this chapter.

(2) Create and maintain a list of the approved dedicated lead partners on the department's website.

Sec. 11. The commission for higher education shall work with school corporations and charter schools participating in the program to ensure that:

(1) credits earned through the program are included on the student's high school transcript; and

(2) a student enrolled in the program has access to early college credit.

Sec. 12. (a) Except as provided under subsections (b) and (c), a school maintained by a school corporation or charter school that participates in the program:

(1) is exempt from all requirements of this title except for requirements under this chapter or requirements established under federal law; and

(2) may not award graduation waivers under IC 20-32-3 or IC 20-32-5.1.

(b) A school described in subsection (a) is not exempt from the following:

(1) Except as provided under subsection (d), any of the nonwaivable provisions listed under IC 20-31-4.1-7.

(2) IC 20-30-5.6.

(3) IC 20-30-2.

(c) The department may require a school described in subsection (a) to comply with any requirements described in subsection (a)(1) if the department determines that the school is not meeting the specific measurable goals or student outcomes submitted in the school corporation's or charter school's plan under section 6(a) of this chapter.

(d) A school described in subsection (a) is subject to collective bargaining under IC 20-29 unless the school corporation authorizes the school to opt out of collective bargaining or, if the school is a charter school, the school opts out of collective bargaining.

Sec. 13. Not later than November 1, 2025, and not later than November 1 each year thereafter, the department shall:

(1) compile and prepare a report that includes information regarding the program; and

(2) submit the report to the legislative council in an electronic format under IC 5-14-6.

Sec. 14. The state board may adopt rules under IC 4-22-2



necessary to implement this chapter."

Page 8, line 32, delete "the national council on teacher quality" and insert **"teacher preparation programs to receive an outside evaluation by a nationally recognized nonprofit, nonpartisan organization that leverages evidence based approaches on the science of reading"**.

Page 9, delete lines 13 through 25.

Page 12, between lines 17 and 18, begin a new paragraph and insert: "SECTION 14. IC 20-33-2-13, AS AMENDED BY P.L.160-2023, SECTION 14, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2024]: Sec. 13. A school corporation shall record or include the following information in the official high school transcript for a student in high school:

- (1) Attendance records.
- (2) **Upon request of the student**, the student's latest statewide assessment program test results.
- (3) Any secondary level and postsecondary level certificates of achievement earned by the student.
- (4) Any dual credit courses taken that are included in the core transfer library under IC 21-42-5-4."

Page 12, delete lines 38 through 40.

Page 12, line 41, delete "6." and insert **"5."**

Page 13, line 1, delete "learning goals;" and insert **"Indiana academic standards;"**.

Page 13, delete lines 5 through 26.

Page 13, line 27, delete "3." and insert **"1."**

Page 13, line 28, delete "section 1 of this".

Page 13, line 29, delete "chapter," and insert **"IC 20-20-5.5-2,"**

Page 13, line 36, delete "4." and insert **"2."**

Page 13, line 36, delete "shall" and insert **"shall:**

(1)".

Page 13, line 38, delete "IC 20-20-5.5-2 and section 1 of" and insert **"IC 20-20-5.5-2; and**

(2) select the math instructional material and curricular material described in subdivision (1) at the time of curriculum renewal for the school."

Page 13, delete line 39.

Page 13, delete lines 41 through 42.

Page 14, delete lines 1 through 28.

Page 14, line 29, delete "3." and insert **"1."**

Page 14, line 29, delete "state board" and insert **"department"**.

Page 14, line 31, delete "and monitoring".



Page 14, line 34, delete "websites" and insert "**website**".

Page 14, line 34, delete "the state board and".

Page 14, delete lines 35 through 42.

Page 15, delete lines 1 through 14, begin a new paragraph and insert:

"(b) The statewide assessment program may be used by the department to fulfill the requirement described in subsection (a)(1)."

Page 15, line 16, delete "state board" and insert "**department**".

Page 15, line 17, delete "and monitor".

Page 15, line 23, delete "IC 20-33.5-2-1; and" and insert "**IC 20-20-5.5-2;**

(2) adopt the high quality math instructional material described in subdivision (1) at the time of curriculum renewal for the school; and"

Page 15, line 24, delete "(2)" and insert "**(3)**".

Page 15, line 40, after "intervention" insert ".".

Page 15, line 40, delete "for at least:".

Page 15, delete lines 41 through 42.

Page 16, delete lines 1 through 2.

Page 16, delete lines 38 through 40.

Page 16, line 41, delete "(5)" and insert "**(4)**".

Page 17, delete lines 19 through 42.

Page 18, delete lines 1 through 6.

Page 18, line 7, delete "4." and insert "**5.**".

Page 18, after line 13, begin a new paragraph and insert:

"SECTION 18. An emergency is declared for this act."

Re-number all SECTIONS consecutively.

and when so amended that said bill do pass.

(Reference is to HB 1304 as introduced.)

BEHNING

Committee Vote: yeas 9, nays 0.



COMMITTEE REPORT

Mr. Speaker: Your Committee on Ways and Means, to which was referred House Bill 1304, has had the same under consideration and begs leave to report the same back to the House with the recommendation that said bill be amended as follows:

Page 3, line 1, after "traveling" insert "**expenses**".

Page 3, line 19, delete "collections" and insert "**collection**".

Page 18, line 8, delete "Beginning" and insert "**Except as provided in section 19.8(a) of this chapter, beginning**".

Page 19, between lines 24 and 25, begin a new paragraph and insert:

"SECTION 12. IC 20-28-5-19.8 IS ADDED TO THE INDIANA CODE AS A **NEW** SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2024]: **Sec. 19.8. (a) An individual described in section 19.7(b) of this chapter who cannot comply with the requirements of section 19.7 of this chapter may apply for a waiver from the department in a form and manner prescribed by the department.**

(b) Subject to subsection (d), if the department determines that an individual described in subsection (a) cannot comply with the requirements of section 19.7 of this chapter, the department may grant the individual a waiver that provides an exception to the requirements.

(c) The department may grant a waiver under this section to an individual that:

- (1) is not more than one (1) year; and**
- (2) does not extend beyond July 1, 2028.**

However the department may extend the waiver described in this subsection if the department determines a hardship exists for the individual in meeting the requirements under section 19.7 of this chapter.

(d) Before the department may grant a waiver under this section, the department shall submit a report not later than December 1, 2026, to the legislative council in an electronic format under IC 5-14-6 that contains the following information:

- (1) The progress made by the department toward the requirements in section 19.7 of this chapter.**
- (2) The progress made by the department toward the goal of student literacy in Indiana.**
- (3) Barriers and challenges that remain for all individuals described in section 19.7(b) of this chapter to achieving the requirements of section 19.7 of this chapter.**
- (4) The reasons the department's waiver authority under this**



section is necessary.

(5) Any other recommendations the department may have for educators, communities, parents, schools, teacher preparation programs, and the general assembly for achieving:

(A) full compliance with the requirements of section 19.7 of this chapter; and

(B) student literacy goals of the state."

Page 22, line 9, delete "system" and insert "**systems**".

Page 22, line 14, delete "Sec. 5." and insert "**Sec. 2.**".

Page 22, line 14, after "charter school" insert "**may screen student progress toward grade level math using a math assessment system. If a school corporation or charter school screens student progress toward grade level math using a math assessment system, the school corporation or charter school**".

Page 22, line 16, delete "3" and insert "**1**".

Page 22, line 16, delete "to screen student progress toward grade level" and insert ".".

Page 22, delete line 17.

Renumber all SECTIONS consecutively.

and when so amended that said bill do pass.

(Reference is to HB 1304 as printed January 25, 2024.)

THOMPSON

Committee Vote: yeas 21, nays 0.

COMMITTEE REPORT

Madam President: The Senate Committee on Education and Career Development, to which was referred House Bill No. 1304, has had the same under consideration and begs leave to report the same back to the Senate with the recommendation that said bill be AMENDED as follows:

Page 1, delete lines 1 through 17, begin a new paragraph and insert: "SECTION 1. IC 4-3-22-20, AS ADDED BY P.L.250-2023, SECTION 1, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE UPON PASSAGE]: Sec. 20. **(a) As used in this section, "state agency" has the meaning set forth in IC 4-12-1-2.**

(b) Before November 1, 2023, the department of education shall

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report to the legislative council in an electronic format under IC 5-14-6 findings and recommendations for reducing the amount of redundant data that schools are required to submit to state agencies. (as defined in IC 4-12-1-2).

(c) The OMB shall establish a kindergarten through grade 12 data governance team comprised of subject matter experts from state agencies that collect data, reports, and other information from schools and school corporations, as determined by the OMB.

(d) Not later than November 1, 2024, the kindergarten through grade 12 data governance team established by the OMB under subsection (c) shall:

- (1) develop a comprehensive plan to:
 - (A) address the amount of redundant data that schools and school corporations are required to submit to state agencies; and
 - (B) streamline the collection of data, reports, and other information from schools and school corporations;
- (2) create a kindergarten through grade 12 data inventory that identifies all data, reports, and other information schools and school corporations are required to submit to state agencies;
- (3) seek from stakeholders through a stakeholder survey input and recommendations for reducing the amount of redundant data that schools and school corporations are required to submit to state agencies; and
- (4) submit a report to the legislative council in an electronic format under IC 5-14-6 that includes:
 - (A) the comprehensive plan developed under this subsection;
 - (B) the kindergarten through grade 12 data inventory created under this subsection;
 - (C) a summary of the input and recommendations received from stakeholders through the stakeholder survey; and
 - (D) updated findings and recommendations for reducing the amount of redundant data that schools and school corporations are required to submit to state agencies.

(e) This section expires July 1, 2025.

SECTION 2. IC 20-19-3-35 IS ADDED TO THE INDIANA CODE AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE UPON PASSAGE]: **Sec. 35. (a) Not later than July 1, 2024, the department shall do the following:**

- (1) Establish an online, self-paced professional development



module to support educators in doing the following with regard to mathematics:

- (A) Implementing the Indiana academic standards.
 - (B) Applying effective teaching strategies.
 - (C) Emphasizing contextual problem solving.
 - (D) Fostering collaborative learning environments.
 - (E) Using universal supports for students.
- (2) Develop math descriptions correlated to proficiency level descriptors to track proficiency at the student level that are:
- (A) appropriately aligned to the Indiana academic standards; and
 - (B) readily available to educators, parents, and students across the state.
- (3) Create and identify dedicated math resources for parents, families, and educators to assist with intervention and enrichment opportunities and instructional strategies.

(b) Not later than July 1, 2024, the department shall post the resources created and identified under subsection (a)(3) on the department's website.

(c) Not later than December 1, 2024, the department shall submit a plan to the legislative council in an electronic format under IC 5-14-6 that includes:

- (1) strategies for the early identification of students who are at risk of not meeting grade level proficiency in mathematics; and
- (2) recommendations for high quality intervention policies for mathematics that focus on:
 - (A) providing data driven, systematic small group or individualized instruction focused on building student understanding through mathematical learning progressions; and
 - (B) using evidence based instructional strategies to promote:
 - (i) conceptual understanding;
 - (ii) procedural fluency; and
 - (iii) real world problem solving.

This subsection expires July 1, 2025."

Delete pages 2 through 5.

Page 6, delete line 1.

Page 7, delete lines 41 through 42, begin a new paragraph and insert:

"SECTION 4. IC 20-20-49-3.2 IS ADDED TO THE INDIANA



CODE AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2024]: **Sec. 3.2. (a) This subsection applies before July 1, 2027. As used in this chapter, "literacy coach" refers to an individual whose primary responsibility is to provide literacy training and support to administrators and teachers. This subsection expires July 1, 2027.**

(b) This subsection applies after June 30, 2027. As used in this chapter, "literacy coach" means an individual:

- (1) whose primary responsibility is to provide literacy training and support to administrators and teachers; and**
- (2) who has received the literacy endorsement described in IC 20-28-5-19.7.**

SECTION 5. IC 20-20-49-3.5 IS ADDED TO THE INDIANA CODE AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2024]: **Sec. 3.5. A literacy coach shall prioritize the following:**

- (1) Modeling effective instructional strategies for teachers.**
- (2) Facilitating study groups.**
- (3) Training teachers in:**
 - (A) data analysis; and**
 - (B) using data to differentiate instruction.**
- (4) Coaching and mentoring colleagues.**
- (5) Working with teachers to ensure that evidence based reading programs, which include:**
 - (A) comprehensive core reading programs;**
 - (B) supplemental reading programs; and**
 - (C) comprehensive intervention reading programs;****are implemented with fidelity.**
- (6) Training teachers to diagnose and address a reading deficiency.**
- (7) Working with teachers in applying evidence based reading strategies in other content areas, including:**
 - (A) prioritizing time spent on those teachers;**
 - (B) activities and roles that will have the greatest impact on student achievement; and**
 - (C) prioritizing coaching and mentoring in classrooms.**
- (8) Helping to increase instructional density to meet the needs of all students.**
- (9) Working with students through:**
 - (A) whole and small group instruction; or**
 - (B) tutoring;****in the context of modeling and coaching in or outside of a**



teacher's classroom."

Delete page 8.

Page 9, delete lines 1 through 5.

Page 11, line 11, delete "allow" and insert **"support"**.

Page 11, line 12, delete "to implement" and insert **"in implementing"**.

Page 11, line 13, delete "education in:" and insert **"education."**

Page 11, delete lines 14 through 16.

Page 11, line 23, delete "section 6 of".

Page 11, delete lines 25 through 34, begin a new paragraph and insert:

"Sec. 6. (a) To apply for participation in the program, a school corporation or charter school shall apply on a form and in a manner established by the department."

Page 11, line 35, delete "a plan" and insert **"an application"**.

Page 11, delete lines 37 through 42.

Page 12, delete lines 1 through 27.

Page 12, line 28, delete "9." and insert **"7."**

Page 12, line 41, delete "Approved dedicated" and insert **"Dedicated"**.

Page 13, delete lines 10 through 30, begin a new paragraph and insert:

"Sec. 8. (a) Except as provided under subsections (b) and (c), a school maintained by a school corporation or charter school that participates in the program is exempt from all requirements of this title except for requirements under this chapter or requirements established under federal law."

Page 13, line 39, delete "(a)(1)" and insert **"(a)"**.

Page 13, line 40, delete "the specific measurable goals or student outcomes" and insert **"academic performance expectations."**

Page 13, delete lines 41 through 42.

Page 14, delete lines 6 through 11.

Page 14, line 12, delete "14." and insert **"9."**

Page 17, line 38, after "material;" insert **"and"**.

Page 17, delete lines 39 through 40.

Page 17, line 41, delete "(4)" and insert **"(3)"**.

Delete pages 18 through 19.

Page 20, delete lines 1 through 22.

Page 20, between lines 29 and 30, begin a new paragraph and insert:

"(b) The department may issue a visiting teacher license only to a visiting teacher who has successfully completed an educational training program from an accredited institution."



Page 20, line 30, delete "(b)" and insert "(c)".

Page 22, delete lines 3 through 42.

Delete pages 23 through 24.

Page 25, delete lines 1 through 16, begin a new paragraph and insert:

"SECTION 15. IC 20-36-5-1, AS AMENDED BY P.L.10-2019, SECTION 88, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2024]: Sec. 1. A student shall receive credits toward graduation or an Indiana diploma with a Core 40 with academic honors designation by demonstrating the student's proficiency in a course or subject area required for graduation or the Indiana diploma with a Core 40 with academic honors designation, whether or not the student has completed course work in the subject area, by any one (1) or more of the following methods:

(1) Receiving a score that demonstrates proficiency on a standardized assessment of academic or subject area competence that is accepted by accredited postsecondary educational institutions.

(2) Successfully completing a similar course at an eligible institution under the postsecondary enrollment program under IC 21-43-4.

(3) Receiving a score of three (3), four (4), or five (5) on an advanced placement examination for a course or subject area.

(4) Receiving a score of E(e) or higher on a Cambridge International Advanced A or AS level examination for a course or subject area.

(5) Successfully completing an International Baccalaureate course under IC 20-36-7-3.

~~(5)~~ (6) Other methods approved by the state board.

SECTION 16. IC 20-36-7 IS ADDED TO THE INDIANA CODE AS A NEW CHAPTER TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2024]:

Chapter 7. International Baccalaureate Courses

Sec. 1. As used in this chapter, "International Baccalaureate course" refers to a course from the International Baccalaureate diploma program.

Sec. 2. As used in this chapter, "International Baccalaureate examination" refers to an International Baccalaureate diploma program examination.

Sec. 3. (a) Successful completion of an International Baccalaureate course shall count as high school credit toward completing Indiana graduation requirements.



(b) Any rule adopted by the state board or the department concerning an Indiana diploma with a Core 40 with academic honors designation must provide that a successfully completed International Baccalaureate course is credited toward fulfilling the requirements of an Indiana diploma with a Core 40 with academic honors designation.

(c) If a high school student who takes an International Baccalaureate examination receives a score of four (4) or higher on the examination, the student is entitled to receive postsecondary level academic credit at a state educational institution that counts toward meeting the student's degree requirements if the elective credit is part of the student's degree requirements.

(d) A state educational institution may require a score higher than a score of four (4) on an International Baccalaureate examination if the credit is to be used for meeting a course requirement for a particular major at the state educational institution."

Renumber all SECTIONS consecutively.

and when so amended that said bill do pass and be reassigned to the Senate Committee on Appropriations.

(Reference is to HB 1304 as printed January 30, 2024.)

RAATZ, Chairperson

Committee Vote: Yeas 10, Nays 2.

COMMITTEE REPORT

Madam President: The Senate Committee on Appropriations, to which was referred Engrossed House Bill No. 1304, has had the same under consideration and begs leave to report the same back to the Senate with the recommendation that said bill be AMENDED as follows:

Page 10, between lines 8 and 9, begin a new paragraph and insert:

"Sec. 10. On or before December 1, 2026, the budget committee shall review the program, and the department shall make a presentation to the budget committee regarding the progress and results of the program.

Sec. 11. This chapter expires June 30, 2027."

Page 14, delete lines 6 through 42.

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Page 15, delete lines 1 through 6.
Renumber all SECTIONS consecutively.

and when so amended that said bill do pass.

(Reference is to EHB 1304 as printed February 23, 2024.)

MISHLER, Chairperson

Committee Vote: Yeas 7, Nays 5.

SENATE MOTION

Madam President: I move that Engrossed House Bill 1304 be amended to read as follows:

Page 15, delete lines 2 through 3, begin a new line block indented and insert:

"(5) Receiving a score of four (4) or higher on an International Baccalaureate examination for a course or subject area."

(Reference is to EHB 1304 as printed March 1, 2024.)

FREEMAN

SENATE MOTION

Madam President: I move that Engrossed House Bill 1304 be amended to read as follows:

Page 13, between lines 40 and 41, begin a new paragraph and insert:

"SECTION 12. IC 20-28-5-19.7, AS AMENDED BY SEA 1-2024, SECTION 5, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2024]: Sec. 19.7. (a) Not later than July 1, 2024, the state board shall establish and require a literacy endorsement for individuals first licensed after June 30, 2025, to teach a content area involving literacy instruction, including special education, in prekindergarten through grade 5.

(b) Except as provided in section 19.8(a) of this chapter, beginning July 1, 2027, the department may not renew a practitioner license or an accomplished practitioner license, or a comparable license under prior rules, issued to an individual who, based on the content area for which



the individual is licensed, including special education, provides literacy instruction to students in prekindergarten through grade 5 unless the individual receives a literacy endorsement under this section.

(c) To be eligible to receive a literacy endorsement, an individual must meet the following:

(1) Complete eighty (80) hours of evidence based professional development that is:

(A) aligned to the science of reading; ~~and~~

(B) provided by an organization that is:

(i) accredited by the International Dyslexia Association;

or

(ii) aligned with Knowledge and Practice Standards for Teachers of Reading (KPS); and

~~(B)~~ (C) approved by the department.

(2) Demonstrate proficiency in scientifically based reading instruction skills aligned to the science of reading on a written examination or through other procedures prescribed by the department in accordance with this section.

(d) The eighty (80) hours of evidence based professional development required under subsection (c)(1) must provide individualized and on demand support. The evidence based professional development required under subsection (c)(1) must:

(1) promote explicit, systematic, and cumulative instruction as the primary approach to literacy instruction;

(2) align with both word recognition and language comprehension;

~~(2)~~ **(3)** promote an understanding of how language, reading, and writing relate to each other;

~~(3)~~ **(4)** promote strategies for differentiated instruction for:

(A) students with:

(i) reading difficulties; or

(ii) disabilities; and

(B) English language learners;

~~(4)~~ **(5)** focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

~~(5)~~ **(6)** allow participants to implement the strategies into a classroom environment with the opportunity for feedback throughout the professional development experience.

(e) The written examination required under subsection (c)(2) shall ensure the individual demonstrates the ability to:

(1) effectively teach foundational reading skills, phonemic awareness, phonics, fluency, vocabulary, and comprehension;



(2) implement reading instruction using high quality instructional materials aligned to the science of reading; and

(3) provide effective instruction and interventions for students with reading deficiencies.

(f) The department shall approve and provide the evidence based professional development necessary for an individual to receive a literacy endorsement under this section.

(g) The department shall establish the procedure for an existing teacher to add the literacy endorsement established under this section to the teacher's license.

(h) The state board shall adopt rules under IC 4-22-2 to do the following:

(1) Adopt, validate, and implement the examination or other procedures required by subsection (c)(2).

(2) Establish examination scores indicating proficiency.

(3) Otherwise carry out the purposes of this section."

Renumber all SECTIONS consecutively.

(Reference is to EHB 1304 as printed March 1, 2024.)

FREEMAN

SENATE MOTION

Madam President: I move that Engrossed House Bill 1304 be amended to read as follows:

Page 3, line 19, delete "and".

Page 3, between lines 19 and 20, begin a new line double block indented and insert:

"(B) using materials aligned to daily core instruction; and".

Page 3, line 20, delete "(B)" and insert "(C)".

Page 14, delete lines 6 through 8, begin a new paragraph and insert:

"(b) An applicant is eligible to receive a visiting teacher license if the applicant meets the requirements established by the state board."

(Reference is to EHB 1304 as printed March 1, 2024.)

RAATZ



SENATE MOTION

Madam President: I move that Engrossed House Bill 1304 be amended to read as follows:

Page 9, line 36, delete "Except as provided under subsection (d), any" and insert "**Any**".

Page 10, delete lines 2 through 6.

(Reference is to EHB 1304 as printed March 1, 2024.)

TOMES

