STRENGTHENING INDIANA'S HIGH SCHOOL DIPLOMA REQUIREMENTS

Prepared for State Board of Education
October 28, 2015

Goal

- Increased academic rigor
- More intentional college & career planning
- Relevant, flexible pathways for all students

Challenges and Opportunities

Preparation:

- 1/3 of Core 40 graduates need remediation
- 2/3 of General Diploma grads need remediation
- Many employers report students lack essential skills (cognitive and non-cognitive), question value of diploma

Direction:

- 50% of college grads would choose a different major/school if they could do it over again
- Indecision, uniformed choice cost students time & money:
  - Most Indiana college students do not graduate on time
  - An additional year of college costs Hoosier students at least $50,000 in extra tuition/fees, lost wages and related costs

Standard Diplomas in Other States

Rigor:

- Less than 1/4 of states require 40 or fewer credits (20 Carnegie units)
- Most states require between 44-48 credits (22-24 Carnegie units)
  - *Three states require 50 or more credits*

Relevance:

- More states integrating "beyond the classroom" requirements
- Examples include:
  - Career interest courses
  - Service and work-based learning experiences
  - Senior projects, capstones and portfolios

The National Conversation

Council of Chief State School Officers' Report:

- "States must **make career preparation matter to schools and students**."
- "States must develop and make available to all students an array of **high-quality career pathways** spanning secondary and postsecondary levels with an **applied curriculum** and **work-based learning** opportunities, supported by **focused career planning** and guidance"
- "States also need to **re-examine their high school graduation requirements** and scholarship programs to consider whether there are opportunities **to give credit for career-focused courses** and **credentials**."

The National Conversation

Achieve, Inc.:

- "The **research is clear on the benefit of students engaging in mathematics throughout all four years of high school** – but that does not mean all students need to, or should, take pre-calculus or calculus while in high school."

- "Rather, states, districts and schools need to ensure that they are offering courses that include rich and meaningful mathematics—whether in **traditional mathematics courses**, **capstone experiences** or **applied/ technical courses** with rigorous (and identified) **embedded mathematics**"

The Response

The Response

1. **2014 Legislation by Indiana General Assembly (HEA 1213)**
   - Charged Indiana Career Council with reviewing state's diplomas, making recommendations to improve

2. **Career Council established Core 40 Subcommittee**
   - Chaired by State Superintendent of Public Instruction and Commissioner for Higher Education
   - Composed of leaders from education and business

3. **Core 40 Subcommittee work informed by:**
   - Math Pathways Taskforce
   - Diploma Content & Structure Taskforce

Core 40 Subcommittee

Glenda Ritz	Supt. of Public Instruction, Co-chair
Teresa Lubbers	Commissioner for Higher Ed, Co-chair
James Little	Century Career Center, CTE director
Kris Emaus	Retired from NIPSCO (Region 1)
Daniel Tyree	Superintendent (Region 2)
Kathleen Randolph	NE IN Regional Workforce (Region 3)
Brad Rohrer	Subaru (Region 4)
Dave Shane	LDI (Region 5)
Rick Barnett	Indiana Marujun (Region 6)
Heather Moffatt	Vincennes University (Region 7)
TJ Rivard	Indiana University
Chris Lowery	Hillenbrand (Region 9)
Martin Padgett	Clark Memorial Hospital (Region 10)
Matthew Weinzapfel	Jasper Engines (Region 11)
Peggy Wild	Indiana Dept. of Education
John Newby	Ivy Tech Community College
Marcus Robinson	Tindley Accelerated Schools

Math Pathways Taskforce

Todd Bess, Indiana Association of School Principals
Signe Kastberg, Purdue University
Patrick McGrew, Department of Workforce Development
John Newby, Ivy Tech
Kathleen Randolph, NE Indiana Regional Workforce
Cynthia Roach, Indiana State Board of Education
Marcus Robinson, Chancellor, Tindley Accelerated Schools
Ken Sauer, Commission for Higher Education
Matthew Weinzapfel, Jasper Engines
Peggy Wild, Indiana Dept. of Education

Diploma Content & Structure Taskforce

Rick Barnett, Indiana Marujun, LLC
Jason Bearce, Commission for Higher Education
Todd Bess, Indiana Association of School Principals
Jennifer Berry, Indiana Dept. of Education
Amanda Culhan, Indiana Dept. of Education
Nichole Detrick, International School of Indiana
Carroll Easterday, Westfield Washington Schools
Kris Emaus, Retired from NIPSCO
Vickie Ferrell, Retired Administrator, Speedway Schools
Pamela Horne, Purdue University
James Little, Logansport Community School Corp.
Chris Lowery, Ivy Tech
Teresa Lubbers, Commission for Higher Education
Marie Mackintosh, Indiana Department of Workforce Development
Heather Moffatt, Vincennes University
Martin Padgett, Clark Memorial Hospital
Glenda Ritz, Superintendent of Public Instruction
TJ Rivard, Indiana University
Brad Rohrer, Subaru
Dave Shane, LDI
Daniel Tyree, Plymouth Community School Corp.
Pam Wright, Indiana Dept. of Education

The Diploma Process

15-month development process included:

1. Analyzing current diplomas and student performance data
2. Examining other states' diploma requirements
3. Reviewing national research and best practices
4. Soliciting input from policymakers, educators and employers

Timeline

- **March 2014**: General Assembly passes HB 1213 calling for the Indiana Career Council to establish the Core 40 Subcommittee to review diplomas and present recommendations.
- **June 2014**: Core 40 Subcommittee meets for the first time.
- **September 2014**: Core 40 Subcommittee's Math Pathways Taskforce established and convenes for first time. *(4 total meetings)*
- **October 2014**: Core 40 Subcommittee's Diploma Content and Structure Taskforce established and convenes for first time. *(6 total meetings)*
- **June 2014 – May 2015**: Core 40 Subcommittee examines existing diplomas and discuss proposed new diplomas *(8 total meetings)*.
- **Dec. 2014 - Present:** At least 50 separate draft diplomas developed

Timeline *(continued)*

- **June 2015:** Online public comment period on proposed diplomas solicited through IDOE website:
  - 1,300 respondents
  - 10,000 comments
- **August 2015:** Indiana Commission for Higher Education unanimously approves proposed high school diploma changes.
- **August 2015:** Indiana's Career Council Pathways Taskforce endorses recommended changes to Indiana's high school diploma requirements.
- **September 2015:** Formal statements of support submitted by groups including: ***Ivy Tech***, ***Indiana Chamber of Commerce***, ***Institute for Working Families***, and ***Indiana School Counselors Association***.
- **September 2015:** State Board of Education considers diplomas, schedules special October meeting to solicit more feedback.

The Proposed Diplomas

Comparison of Indiana Diplomas (& Credits)

Current Diplomas	Proposed Diplomas
General Diploma (40)	Workforce Ready (40)
Core 40 Diploma (40)	College & Career Ready (44)
Core 40 with Academic Honors (47)	College & Career Ready with Honors (48)
Core 40 with Technical Honors (47)	

Workforce Ready Diploma

- Replaces the General Diploma.
- Maintains 40 credit requirement.
- Requires four years of math (minimum 6 credits)
- Integrates “Preparing for College & Careers” and “Personal Financial Responsibility” courses.
- Requires career-focused experiences tailored to students’ chosen workforce path post-graduation.

College & Career Ready Diploma

- Replaces the Core 40 diploma.
- Increases total credit requirements to 44.
- Requires four years of math (with multiple math pathways).
- Integrates “Preparing for College & Careers” and “Personal Financial Responsibility” courses.
- Includes relevant college and career-readiness experiences:
  - Career Sequences (based on student interest areas)
  - Graduation Capstone Projects
- Encourages Fine Arts, Word Languages, Advanced Academics

College & Career Ready w/ Honors

- Replaces current Academic & Technical Honors Diplomas
- Requires 48 credits (compared to 47 currently)
- Includes all requirements of the CCR diploma with cumulative GPA of at least 3.0 GPA and C or better in all courses
- Students must complete at least two advanced options:
  - Advanced Coursework
  - Arts and Culture
  - Career Credential
  - College Credits
  - College Entrance Exam

General vs. Workforce Ready

	General*	Workforce Ready*	Change +/-
English/ Language Arts	8	8	—
Math	4	6-8	+2
Science	4	4	—
Social Studies	4	4	—
College & Career	6	8 Personal Financial Responsibility, Preparing for College & Careers	+2
Health/Physical Ed	3	3	—
Electives	6	5-7	+1/-1
Total Credits	**40**	**40**	**—**

** Requires formal opt-out process under state law.*

Core 40 vs. College & Career Ready

	Core 40	College & Career Ready	Change +/-
English/ Language Arts	8	8	—
Math	6	8	+2
Science	6	6	—
Social Studies	6	6	—
College & Career/ Electives	6	8 Personal Financial Responsibility, Preparing for College & Careers	+2
Health/Physical Ed	3	3	—
Directed Electives	5	5	—
Total Credits	**40**	**44**	**+4**

Core 40 Honors vs. College & Career Ready Honors

	Core 40 Honors	CCR Honors	Change +/-
English/ Language Arts	8	8	—
Math	8	8	—
Science	6	6	—
Social Studies	6	6	—
College & Career/ Electives	6	8 Personal Financial Responsibility, Preparing for College & Careers	+2
Health/Physical Ed	3	3	—
Directed Electives	5	5	—
Honors Options		More flexibility in options for earning honors diploma	
Total Credits	**47**	**48**	**+1**

Key Issues and Concerns

Themes from Public Comment

- Widespread support for proposed “Preparing for College and Career” and “Personal Financial Responsibility” courses
- Questions and concerns about math requirements, flexibility, local capacity
- Concerns expressed by arts, world languages and special education communities

Why Change the Diploma Names?

- Provides greater clarity on post-high school options
- Encourages more intentional student planning

College & Career Ready	Workforce Ready
One-year Certificates	Apprenticeships
Two-year Associate Degrees	Industry-Recognized Certifications
Four-Year Bachelors Degrees	Workforce Entry

Flexibility for Local Students and Schools

- **Directed Electives:** Current Core 40 and proposed College & Career Ready Diploma have the **same number** of Directed Electives (6 credits), offering students the same level of flexibility.
- **General Electives:** The 6 credits designated for College & Career Readiness sequences in the new diploma would replace the 6 credits of general electives in the current Core 40 diploma.
  - Students retain the same level of flexibility in choosing these credits
  - "College and Career Pathways" are already encouraged as general electives in the existing Core 40 diploma
- **New Diplomas are ONLY a minimum standard:** Students can take additional courses beyond the state minimum in music, the arts and other areas.

NOTE: Most Indiana schools already exceed state minimum, providing students additional credits/options.

Flexible Structure to Support Student Success

- **High Aspirations for ALL students:** The new CCR diploma would become the default diploma for all students as the Core 40 is currently.
- **Graduating with less than CCR** would require formal parental consent and school principal certification (consistent w/ current law).
- **Diploma Decisions:** Local determinations permitting a student to graduate with the Workforce Ready Diploma could be made no earlier than the end of 10th grade, ensuring students have maximum post-high school options.
- **Math Sequences:** All students would follow same math sequence through grade 10 and most would be on same math sequence through grade 11.

Math Pathways

- Both colleges and employers report that students and workers need greater math proficiency
- Math must be aligned with expectations of program of study or career field
- Math throughout high school is key
  - Senior-year math "vacation" increases odds of remediation
  - Most differences in proposed math sequences occur during students' senior year, providing students' maximum flexibility

Math Pathways

Calculus	Quantitative Reasoning	Technical Math
Algebra I	Algebra I	Algebra I
Geometry	Geometry	Algebra II, Geometry or Math 10
Algebra II	Algebra II	Technical/Applied Math Courses
Pre-Calculus or Trigonometry	Quantitative Reasoning or Probability/Statistics	

Sample Math/Career Pathways

Calculus	Quantitative Reasoning	Technical Math
Business and Economics	Arts and Humanities	Construction/Trades
STEM	Social & Behavioral Sciences	Information Technology
Health (MD, Physical/ Occupational Therapy)	Health (Nursing and Public Health)	Manufacturing
Education (High School or College Math and Science)	Education (K-8, non-Math/Science in High School or College)	Transportation

Math: Key Points

- New diplomas provide more math options: new Quantitative Reasoning (QR), Math 10, technical math courses

- **Math 10:** Proposed as blend of Algebra, Geometry and other math (basic statistics, measurement, etc.)
  - Available with teacher approval based on diagnostic results
  - Aligned with state assessment expectations
  - Smooths transition to technical math courses

- **QR** is a course. **Technical math** is a course category:
  - Accounting,
  - Computer Science,
  - Precision-machining, etc.

Sample Career Pathway Sequences
STEM: Science

CTE-Focused	Academic-Focused	Blended-Focus
Intro to Health Careers	Anatomy and Physiology	Intro to Health Sciences
Health Science Education I	AP Biology	Anatomy and Physiology
Health Science Education II: Nursing	AP Chemistry	AP Biology

Arts & World Languages?

- Indiana's current Core 40 diploma does not require fine arts or world languages—only the Academic Honors Diploma does.

- **New College & Career Ready Diploma:**
  - "College-bound students should complete at least 4 credits in the same world language."
  - Fine arts included as directed elective

- New Honors Diploma includes "Arts & Culture" option that's consistent with current Academic Honors Diploma:
  - 6 world language credits (minimum) **and**
  - 2 fine arts credits

Summary

- **Greater clarity for students:** "Workforce Ready" and "College & Career Ready" labels differentiate expectations between higher education and entry-level workforce.
- **Increased rigor:** Having two diplomas enables Indiana to strengthen credit requirements for all students and create flexible math pathways aligned with career aspirations.
- **More Flexibility:** New diplomas provide flexible pathways, more meaningful options for all students.
- **Clearer math pathways:** Calculus, QR and Tech Math sequences ensure math is aligned with career aspirations and postsecondary expectations
- **Raising credit requirements** from 40 to 44 for College & Career Ready Diploma (new Core 40) **aligns Indiana with other leading states.**

Summary

- **Greater Structure:** More focused use of elective credits aligned with workforce needs and college expectations
- **Graduation Capstone:** Capstone experience requires students to demonstrate competency beyond the classroom (demanded by employers)
- **More intentional planning:** "*Preparing for College & Careers*" course ensures students understand career options and education/training requirements
- **Increased relevance:** College & Career Readiness Sequences help students prepare for rigors of college/workplace and reduce major changes in college
  - Data suggests that students who complete a 6-credit career sequence are better prepared for workforce and less likely to need remediation
- **Increased financial literacy:** "*Personal Financial Responsibility*" course prepares students to manage $ effectively, limit debt and avoid loan defaults

Next Steps

- Define course content and standards for new offerings (Quantitative Reasoning, Math 10, Applied/Tech Math courses)
- Create guidelines for Career Sequences, Career Experiences and Graduation Capstones
- Explore competency-based delivery options and added teacher credentialing flexibility for some courses
- Consider options for strengthening current Certification of Completion to reflect employability skills
- Collaborate with local schools, colleges and employers to build statewide capacity for career pathways