

# Rethinking K-12: Now & In the Future

May 10, 2023

 @EducateIN

# LEARNER-CENTERED, **FUTURE-FOCUSED**

*Thankfully, the silos within the American education system are starting to break down. Some high schools are now teaching college curriculums...  
If America is lucky, the manufacturing moonshot may catalyse more of these much-needed changes in education.*

Forbes

Towards A Creative Future: Rethinking Schools For The 21st Century

Reinventing High School with a Focus on Industry-driven Design Projects and It's Influence on Students as they Enter College

High School Transformation is Necessary and Possible

Opinion US economy

America's chip moonshot should take aim at its education system

To build a domestic industry, the US must reform how it teaches its workforce

How High School Should Change for an Era of AI and Robots

Rethinking High School: Upending Traditional Subject Structure in Indiana

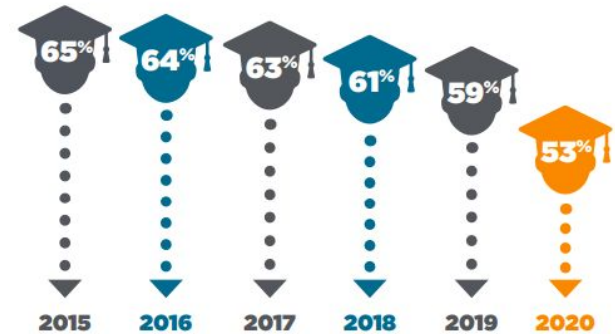
But in this era of rapid technological change marked by artificial intelligence and robots moving into more aspects of work and social life, ***maybe the way teaching is done in high school needs a reboot.***

## CURRENT DATA: ENROLLMENT

- **76%** of Hoosier high school graduates said they intend to go on to some form of higher learning.
- **Only 53%** actually do.
- **40%** of students who receive the Core 40 diploma and **9%** who receive the General diploma enroll in college, compared to **86%** who receive an Academic Honors diploma.
- Overall, **48.3%** of Hoosiers between the ages of 25 and 65 have a postsecondary credential or high-value industry certification beyond high school.

### HIGH SCHOOLERS GOING STRAIGHT TO COLLEGE

Pandemic Worsened Indiana's College-Going Decline



## CURRENT DATA: **EMPLOYMENT**

- **99% of new jobs** created since the Great Recession (2008/2009) go to Americans with *some form of education beyond high school*.
- Over the course of a lifetime, Hoosiers with *some form of education beyond high school* are likely to earn **\$1 million more** than those with only a high school diploma.
- Today, **64% of high school students** earn college credit, placing them *one step closer* to **completing a credential** beyond a high school diploma.
- Almost **5% of these students** earn a college or career credential before graduation, *opening doors of future opportunity*.

# SHARED VISION FOR THE FUTURE OF HIGH SCHOOL

- Indiana's K-12 system prepares every student with the ***knowledge and skills***, as well as the ***connections to college and career pathways*** they need for long-term economic security and opportunity.
- Every student has access to ***rigorous coursework*** that is ***individualized and purposeful*** for their unique path.
- The lines between pre-K-12, higher education, and the workforce are blurred, allowing every student to find the ***right fit for them*** and providing ***seamless transitions*** from one step to the next.



# RETHINKING HIGH SCHOOL: **GUIDING PRINCIPLES**

- Foster a **learner-centered, future-focused** K-12 system that prioritizes individual student growth and development
- Develop **intentional, strategic, and shared definitions** for work-based learning and credentials of value – based on *current and future* workforce demands
- Maximize the four years we have students by allowing for **increased diploma flexibility** and increasing **access to quality work-based learning opportunities and credentials of value**
- Encourage **strategic partnerships** between schools, communities, and the state leading to improved outcomes for all students

# OUR WORK **AHEAD**

## **TODAY:** Indiana Graduation Landscape Analysis

### **Future Updates:**

- Refinement of **Required Courses and Sequences**
- Definition and Process for **Determining Credentials of Value**
- Definition and Framework for **High-Quality Work-Based Learning**
- Proposed **Sequencing/Diploma Framework**
- 2024-2025 SY **Implementation**

# Indiana Graduation Landscape Analysis

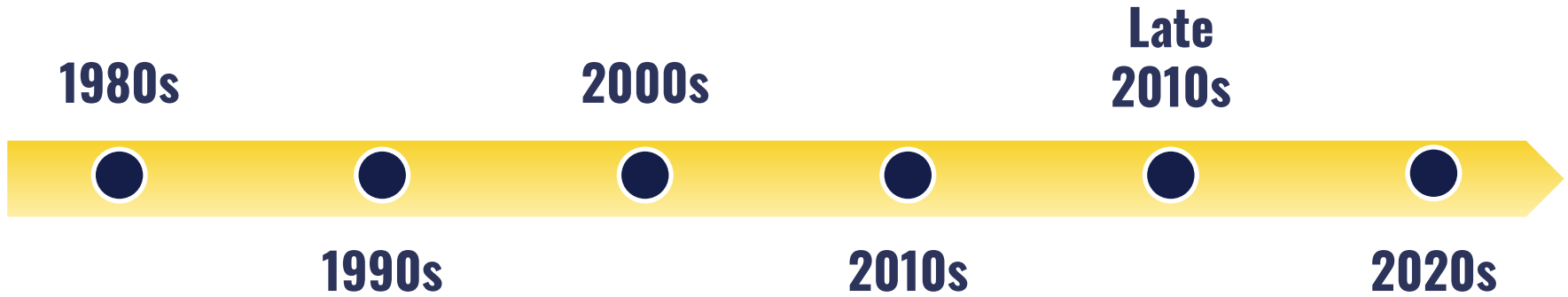


## PURPOSE OF THE ANALYSIS

- Examine how Indiana's graduation pathways and diploma requirements have **evolved over time**
- Work with stakeholders to **identify opportunities** to make high school diploma requirements **more flexible** and **relevant** to students
- Provide **examples of graduation/diploma practices** in other states

# Evolution of Graduation and Diploma Requirements

# MILESTONES: 1980 TO TODAY



# GRADUATION REQUIREMENTS: 1980s

## 1988 Indiana Graduation Requirements

| Area of study                                  | Credit    |
|--|-----------|
| Language Arts                                  | 8         |
| Mathematics                                    | 4         |
| Science  | 4         |
| Social Studies                                 | 4         |
| Health and Safety                              | 1         |
| Basic Physical Education, adapted as necessary | 1         |
| Other courses                                  | 16        |
| <b>Total</b>                                   | <b>38</b> |

*(511 IAC 6-7-6 (a))*

- Specific requirements for 22 of the 38 credits
- Allowed some flexibility for the other courses to be a variety of academic and elective courses
- Adjustments within the course requirements throughout the years to include waivers and increased flexibility
- Diploma types included the General Diploma and the Academic Honors diploma

**“***In 1994, Indiana’s business, industry, labor, higher education, and K-12 communities came together to identify the courses necessary to provide the academic foundation for success in college and the workforce. This common set of courses was called Indiana Core 40.”*

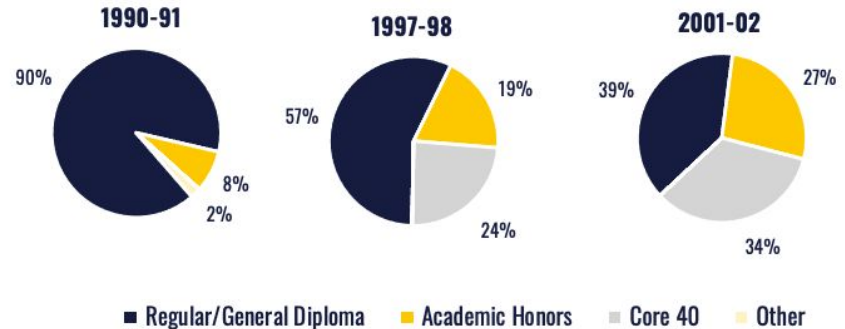
SBOE FAQ for new high school course and credit requirements, 2006

# GRADUATION REQUIREMENTS: 1990s TO EARLY 2000s

Course and credit requirements for graduation were increased from **38 to 40 credits**.

- Students could select from Language Arts, Math, Science, or Social Studies or earn credits in a technology competency
- Diploma types included the General Diploma, Academic Honors, and Core 40 diplomas

### Percent of High School Graduates by Diploma Type



Source: IDOE: Indiana Commission for Higher Education, Indiana's Framework for Policy and Planning Development in Higher Education, 2003

“

*Around 2002, Indiana’s Education Roundtable came together to put policies and strategies in place to move more of Indiana’s students out of the general diploma track and into the more rigorous Core 40 curriculum. In 2004, after nearly two years of study, public input, and discussion, the Roundtable passed a series of key resolutions emphasizing the important preparation for college and the workforce provided by Core 40.”*

SBE FAQ for new high school course and credit requirements, 2006

## GRADUATION REQUIREMENTS: MID-LATE 2000s

- For students entering high school in 2006 and after, shifts to the graduation requirements focused on:
  - improving diploma requirements with a greater emphasis on *increasing learning and experiences* within **math and science and career and postsecondary readiness**;
  - making **Core 40** the *default curriculum* for all students, with an opt-out provision;
  - adding a **Core 40 with Technical Honors** diploma;
  - completing a **graduation plan** in consultation with a guidance counselor and parents.
- Core 40 also became the *minimum requirement* for admission to the state's public four-year institutions and for students entering high school to receive state financial aid to attend these institutions.
- **Graduation Qualifying Exam:** ISTEP starting in 10<sup>th</sup> grade year for English/Language Arts and Math 10



# GRADUATION REQUIREMENTS: MID-LATE 2000s - 2010s

## High School Graduates Enrolled in Indiana Public Colleges Needing Remediation

(by diploma type; based on % of total enrolled in Indiana public colleges)

|                 | 2008  | 2009  | 2010  | 2011  | 2012  | 2013  |
|-----------------|-------|-------|-------|-------|-------|-------|
| No Remediation  | 78.1% | 70.1% | 67%   | 68.7% | 71.9% | 77.1% |
| Honors Diploma  | 1.7%  | 6.9%  | 6.5%  | 6.9%  | 6.7%  | 5.3%  |
| Core 40 Diploma | 25.2% | 36.9% | 41.1% | 40.7% | 38.3% | 32.8% |
| General Diploma | 66.9% | 75.7% | 79.2% | 82.6% | 77.8% | 66.6% |

# GRADUATION REQUIREMENTS: **EARLY-MID 2010s**

Throughout this time, there was an increased focus on *preparing students for college and career.*

## **Public law 286 (2013)**

- Introduced Indiana College and Career Readiness standards
- Required SBOE to adopt standards that met national and international benchmarks for college and career readiness, aligned to postsecondary educational expectations, and prepared students for college and career success to include the ACT and SAT

## **Public Law 46 (2014)**

- Schools can replace high school courses with dual credit, Cambridge, IB, or AP courses
- Schools can count work-based learning (WBL) and career and technical education (CTE) courses, programs, or experiences as satisfying the diploma requirements for the Core 40 with Academic honors designation or other designation
- Required a CTE diploma subcommittee to be formed to review the current Core 40 diploma course offerings and make recommendations to the State Board

# CTE DIPLOMA **SUBCOMMITTEE RECOMMENDATIONS** (2015)

| <b>Current Diplomas</b>            | <b>Proposed Diplomas</b>                |
|------------------------------------|---|
| 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) |   |

Source: *Strengthening Indiana's High School Diploma Requirements, 2015*

# GRADUATION REQUIREMENTS: **LATE 2010s**

## **Public Law 242 (2017)**

- Added the Graduation Pathway as a requirement that would take effect after June 30, 2018 beginning with the class of 2023
- Required SBOE to create Graduation Pathway requirements for students

## **Public Law 192 (2018)**

- Consolidated the four diplomas to one diploma with designations
- Allowed SBOE to consider math course requirements other than Algebra II that have comparable levels of rigor and preparation for postsecondary

# GRADUATION PATHWAYS PANEL

Between 2017-2018 SBOE convened a Graduation Pathways panel to put forward recommendations. These recommendations sought to provide every student with:

- a broad **awareness** of and **engagement** with individual career interests and associated career options,
- a strong foundation of **academic** and **technical skills**, and
- **demonstrable employability skills** that lead directly to meaningful opportunities for postsecondary education, training, and gainful employment

Source: *Graduation Pathways Panel, 2018*

# TODAY: **GRADUATION PATHWAYS**

**Graduation Pathway  
Requirement 1**  
High School  
Diploma

**Graduation Pathway  
Requirement 2**  
Learn & Demonstrate  
Employability Skills

**Graduation Pathway  
Requirement 3**  
Postsecondary Ready  
Competencies

# TODAY: INDIANA GRADUATES PREPARED TO SUCCEED

## Innovating to better understand characteristics of value for students:

- Academic Knowledge
- Skill Development
- Pre-K-12 bridging to employment, enrollment, or enlistment leading to service

ACADEMIC MASTERY

CAREER & POSTSECONDARY READINESS: CREDENTIALS & EXPERIENCES

COMMUNICATION & COLLABORATION

WORK ETHIC

CIVIC, FINANCIAL & DIGITAL LITERACY

# Stakeholder Engagement: Increasing Flexibility and Relevance



## HOOSIERS **ENGAGED** IN PROCESS

To inform our efforts to rethink K-12 education in Indiana, IDOE continues to conduct extensive stakeholder outreach and engagement to seek feedback. These stakeholders represent:

- educators
- community organizations
- other state agencies
- colleges and universities
- philanthropy
- parents
- advocacy groups
- business and industry
- the Indiana General Assembly
- policy experts

## MAJOR THEMES IN STAKEHOLDER FEEDBACK

- Need to make high school experience more **learner-centric and relevant**
- Consider 11th and 12th grades as opportunities for **personalizing pathways and experiences**
- Consider a “**diploma plus**” approach to pathways that goes beyond a check-list of graduation requirements
- Increase focus on learner **skills and competencies**, as opposed to courses (i.e, the Carnegie unit)
- Consider **several applied math course sequences** aligned to learner pathways

# MAJOR THEMES IN STAKEHOLDER FEEDBACK

## CONTINUED

- Systematize and capture in data systems **experiential learning** and **work-based learning**
- Increase focus on foundational coursework/career exploration in middle school to **free up time and learning experiences in high school**
- Reconsider/rebrand the high school diploma as a **learner profile with earned credentials and competencies**
- Integrate graduation requirements into a **cohesive pathway**

# MAJOR THEMES IN STAKEHOLDER FEEDBACK

## CONTINUED

- Credentials, including micro-credentials, need to have **value and relevance** for students
- Address **teacher professional learning** in support of a learner-centric approach
- Focus on the K-12 and postsecondary competencies that matter most to **current and future employers**
- **Evaluate and align existing policies and supports** to help schools transition to a more learner-centric approach

# Spotlight: Diploma Work Happening in Other States

# OTHER STATES' GRADUATION & DIPLOMA PRACTICES

- **Diploma Plus** - Setting additional requirements for graduation beyond a diploma, including credit and non-credit experiences that students must meet in order to demonstrate readiness for graduation.
- **Personalization/Flexibility** - Providing students with numerous, flexible options for graduation pathways that hold comparable levels of rigor and outcomes for students to gain meaningful employment and/or enroll in postsecondary. Students can personalize how they meet graduation requirements, based on their interests, strengths, and future goals.
- **Career Readiness** - Including meaningful career preparation experiences as a component of the graduation requirements, whether these include credentials, work-based learning experiences, or other experiential opportunities targeted toward careers.

## BEYOND THE TRADITIONAL DIPLOMA: IDAHO

**To meet graduation requirements, students must (among other requirements):**

- Obtain 46 credits based on courses
- Complete a civics and government proficiency, and
- Complete a senior project

## BEYOND THE TRADITIONAL DIPLOMA: OHIO

**To meet graduation requirements, students must (among other requirements):**

- Obtain 20 credits (*Note: One credit in Ohio is the equivalent of two credits in Indiana*)
- Meet a competency score for Algebra I and ELA II End of Course Exam, and
- Earn at least two Diploma Seals, with at least one being a state-defined seal



## PERSONALIZATION AND FLEXIBILITY: ARIZONA

- **Algebra II credit can be met through comparable course content**
  - i.e., computer science, CTE, economics, and science courses
- **CTE program completers can earn a maximum of 5.5 credits toward English, math, science, and economics requirements for graduation**

## PERSONALIZATION AND FLEXIBILITY: **FLORIDA**

- **Students can receive a standard diploma by completing an assessment and one of five diploma options pathways.**
- **Students can opt to use multiple options to satisfy math and science requirements.**
  - Example: a computer science credit may substitute for up to one math or science credit (except for Algebra 1, Geometry, and Biology 1)
  - Example: industry certifications that lead to college credit may substitute for up to two math credits and one science credit (except for Algebra 1, Geometry, and Biology 1)

# INCREASING CAREER READINESS: OREGON

**To meet graduation requirements, students must (among other requirements):**

- Obtain 24 Credits (*Note: One credit in Oregon is the equivalent of two credits in Indiana*)
- Demonstrate Essential Skills\* proficiency
- Complete Personalized Learning
  - The Education Plan and Profile
  - Career-Related Learning Experiences
  - Extended application

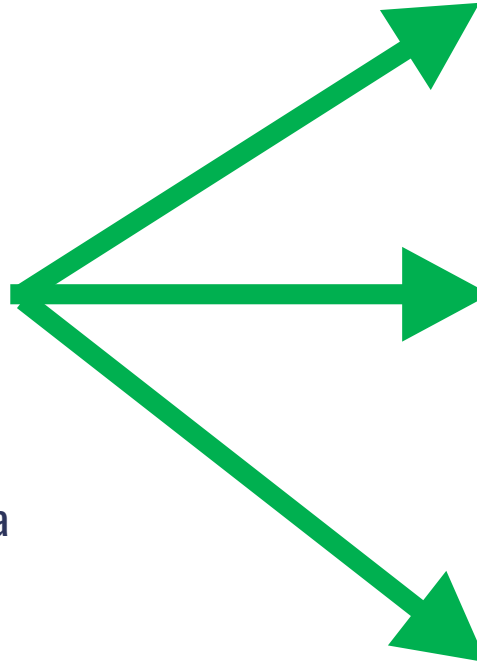
**Opportunity  
Ahead**

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# THE OPPORTUNITY



Opportunity = When students graduate, they have a *clear, seamless transition* to **employment**, **enrollment**, or **enlistment leading to service**



## WHERE DO WE **START?**

- **Diploma requirements** - Make high school diploma requirements **more flexible and relevant** to students
- **High-quality work-based learning** - Improve **access to high-quality work-based learning** opportunities
- **Credentials of Value** - Increase **access to high-value postsecondary credentials** *before high school graduation*, as well as the number of students earning these credentials

# TIMELINE & NEXT STEPS

|                     |  |
|---------------------|--|
| <b>Spring</b>       | Stakeholder Engagement & Landscape Analysis  |
| <b>Early Summer</b> | Public Presentation to SBOE  |
| <b>Summer-Fall</b>  | Refinement of Required Courses and Sequences<br>Definition and Process for Determining Credentials of Value<br>Definition and Framework for High-Quality Work-Based Learning |
| <b>Fall</b>         | Progress Update to SBOE  |
| <b>Fall-Winter</b>  | Proposed Sequencing/Diploma Framework Presented to SBOE  |
| <b>2024-2025 SY</b> | Implementation (Code/Policy/Resources/Data)  |

**As we work through this process, stakeholder engagement will continue to be prioritized at each step.**



***THANK YOU!***



# RESOURCES ANALYZED

- Indiana Code Title 20, Education
- Indiana Administrative Code, Article 6
- Indiana Commission for Higher Education's Framework for Policy and Planning Development in High Education, College Readiness Report and Dashboard, and Indiana Career Council
- Interviews with IDOE staff and state representative
- Indiana State Board of Education FAQs, presentations, panel recommendations, resolutions, policy guidance, and other resources
- Indiana Department of Education Memos, dashboards, and assessment resources
- Idaho State Administrative Code and Idaho State Department of Education resources
- Ohio Revised Code and Ohio Department of Education resources
- Arizona Administrative Code and Arizona Department of Education resources
- Florida state statutes and Florida Department of Education resources
- Oregon Administrative Rule, Senate Bill 744, and Oregon Department of Education Resources