



Achieve, Inc.

American Diploma Project Network

*American Diploma Project:
Preparing All Students for College and Careers*

**State Panel: Experiences
Aligning High School Expectations
with the Demands of College and Careers**

Achieve-NCSL Meeting August 2007

Advancing College Prep in Indiana

Prepared by the Indiana Commission for Higher Education

Setting students up for college success

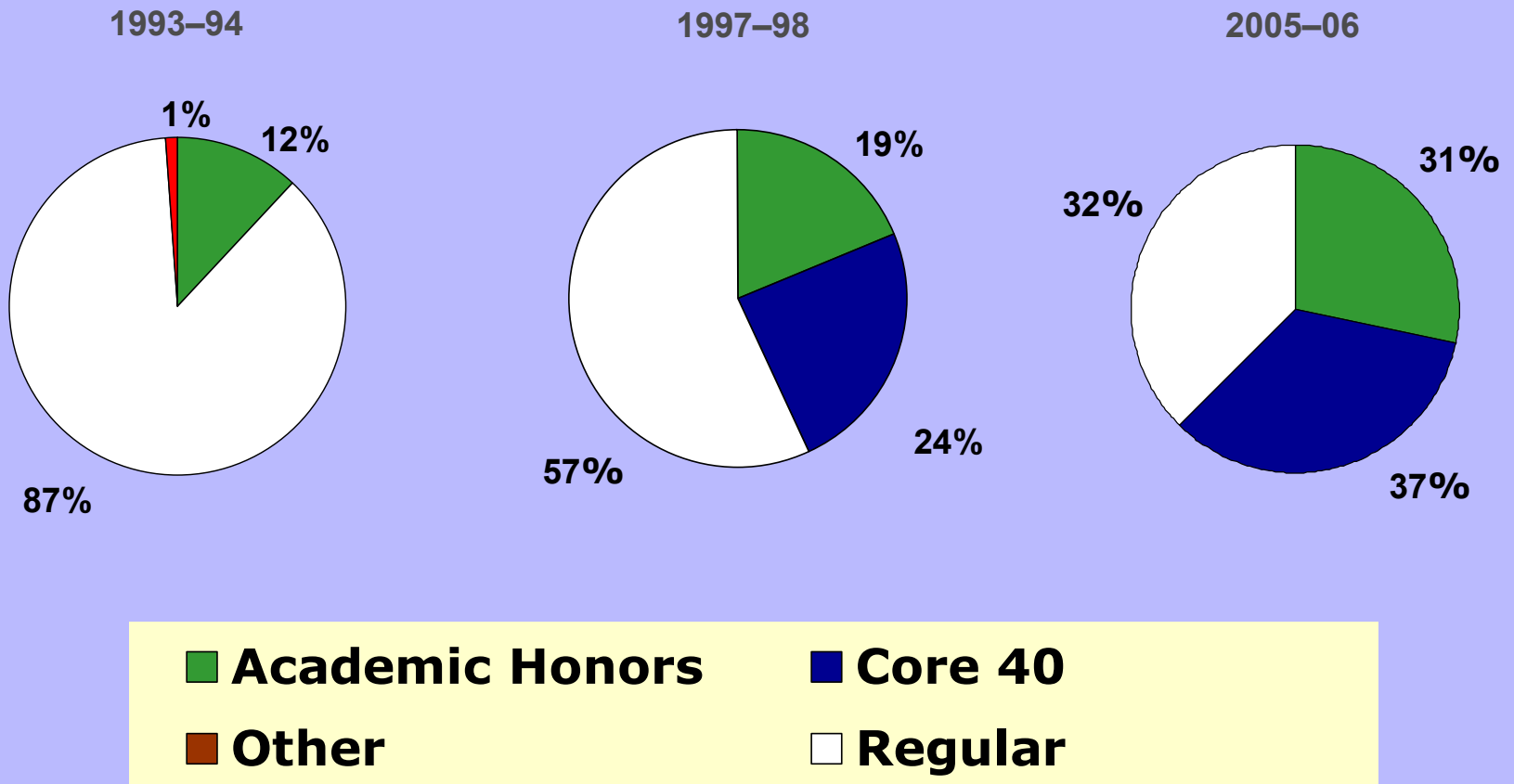
- Without a solid high school academic foundation, students are not prepared to succeed at the college-level...
 - **28%** of college students take a **remedial math or English course** or both
 - **76%** of remedial reading students and **63%** of remedial math do not complete a degree
 - **35%** of students at a public university receive low grades (**D or F**) in or withdraw from their 1st college-level math course

Source: Indiana Commission for Higher Education, Data Warehouse, Student Information Systems, annual data provided by Indiana's public colleges and universities.

Indiana's Core 40 Curriculum

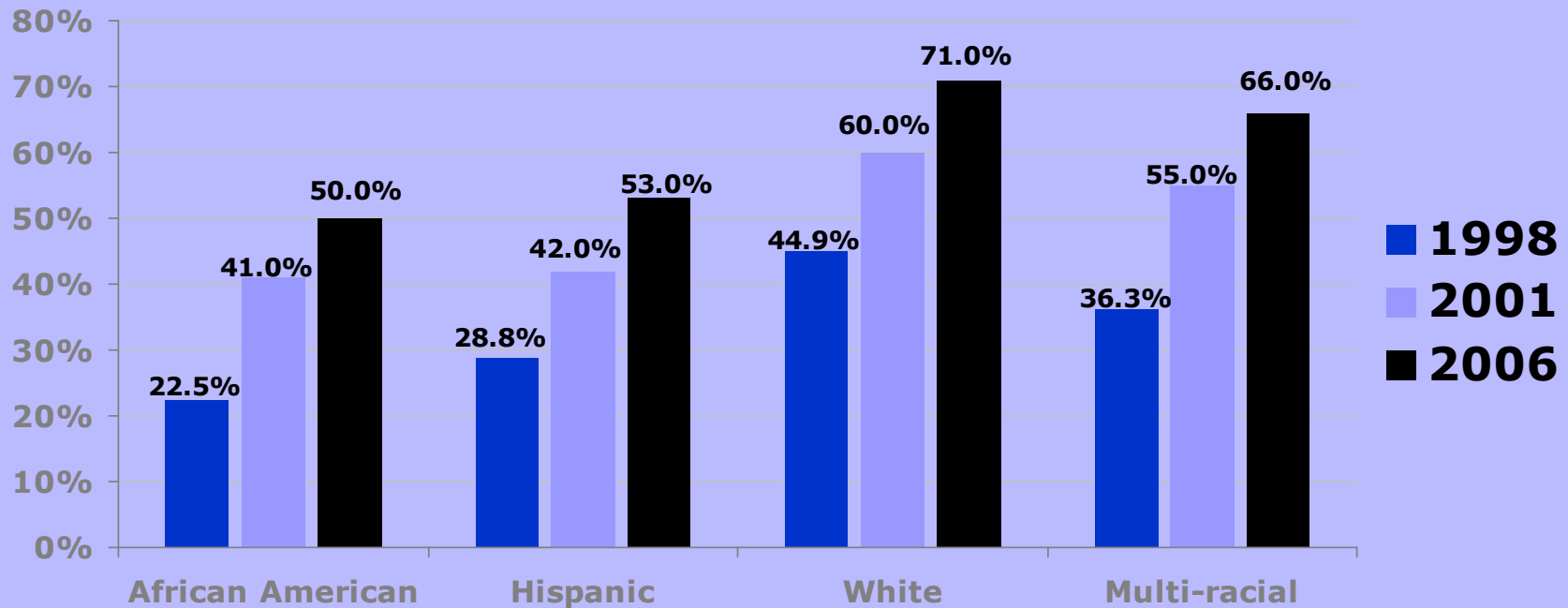
- **1994** - Established as the single high school curriculum designed to give students the best foundation for success in college and the workforce.
- A classic **college prep** curriculum.
- **Adopted** by the State Board of Education, Commission for Higher Education, the higher education and business communities, and the state legislature.
- **Voluntary** for students, but required to be offered by schools, students receive a **Core 40 diploma** that is recorded in the HS transcript and provided to colleges.

Academic Honors and Core 40 together represent 67% of all Indiana high school diplomas after a decade of voluntary participation



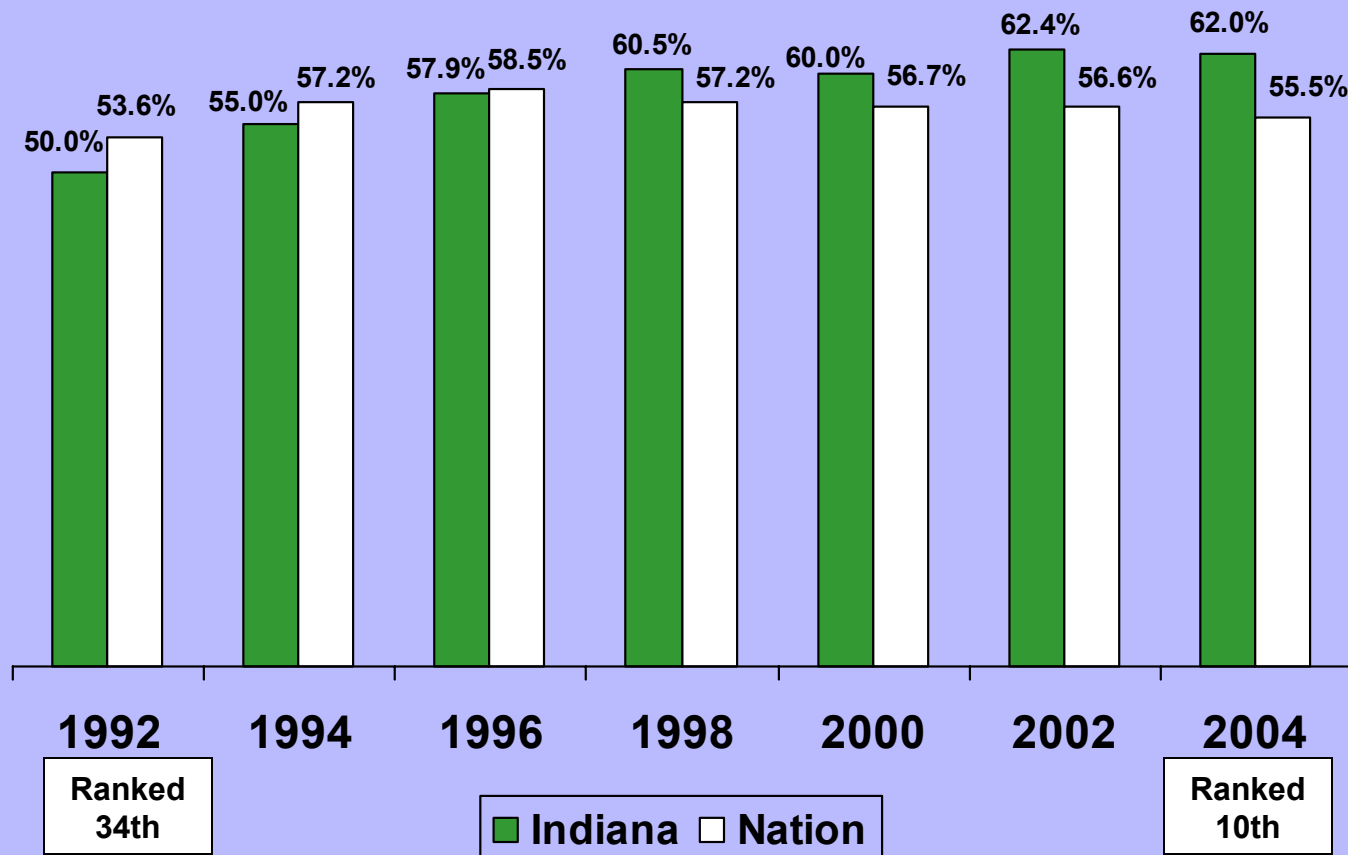
Source: Indiana Department of Education.

Indiana Core 40 diplomas awarded show all races benefit by a more rigorous curriculum



Source: Indiana Commission for Higher Education, Data Warehouse, Student Information Systems, annual data provided by Indiana's public colleges and universities.
Source: Indiana Department of Education.

Percent of high school graduates enrolled the next fall in higher education shows positive effect of Core 40 on college aspirations



Indiana's Core 40 Curriculum

- **2005** - Indiana General Assembly adopted Core 40 as the required curriculum for all students with an opt-out provision.
- Core 40 is the foundation for **Academic Honors** and **Technical Honors**.
- Core 40 will be the minimum course requirement for **admission to Indiana four-year public universities** (for the graduating class of 2011).
- A Core 40 need-based **financial aid bonus** is provided to students similar to Academic Competitiveness Grant.

INDIANA CORE40

Course and Credit Requirements

English/ Language Arts	8 credits Credits must include literature, composition, and speech
Mathematics	6 credits 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math series I, II, and III for 6 credits.</i> <i>All students are required to take a math or physics course during their junior or senior year.</i>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career/Technical
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits <i>(Career Academic Sequence Recommended)</i>

40 Total State Credits Required

Schools may have additional local graduation requirements that apply to all students

* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a Career Academic Sequence (selecting electives in a deliberate manner) to take full advantage of career exploration and preparation opportunities.

Effective beginning with students who enter high school in 2007–08

CORE40 with Academic Honors *(minimum 47 credits)*

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits.
- Earn 2 Core 40 fine arts credits.
- Earn a grade of "C" or above in courses that will count toward the diploma.
- Have a grade point average of "B" or above.
- Complete one of the following:
 - Two Advanced Placement courses and corresponding AP exams
 - Academic, transferable dual high school/college courses resulting in 6 college credits
 - One Advanced Placement course and corresponding AP exam and academic transferable dual high school/college course(s) resulting in 3 college credits
 - Score 1200 or higher combined SAT math and critical reading*
 - Score a 26 composite ACT
 - An International Baccalaureate Diploma.

*SAT requirements will be modified with the addition of the writing section.

CORE40 with Technical Honors *(minimum 47 credits)*

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Complete a career-technical program (related sequence of 8-10 career-technical credits)
- Earn a grade of "C" or above in courses that will count toward the diploma.
- Have a grade point average of "B" or above.
- Complete state recognized certification requirements* by completing two of the options below, one of which must be A or B:
 - A. Take WorkKeys, an industry-driven assessment, and score at or above a designated level on each of the three core readiness subject areas (mathematical reasoning, reading for information, and locating information)
 - B. Technical, transferable dual high school /college credit courses resulting in 6 college credits**
 - C. Professional career internship or cooperative education**
 - D. A state approved industry recognized certification**

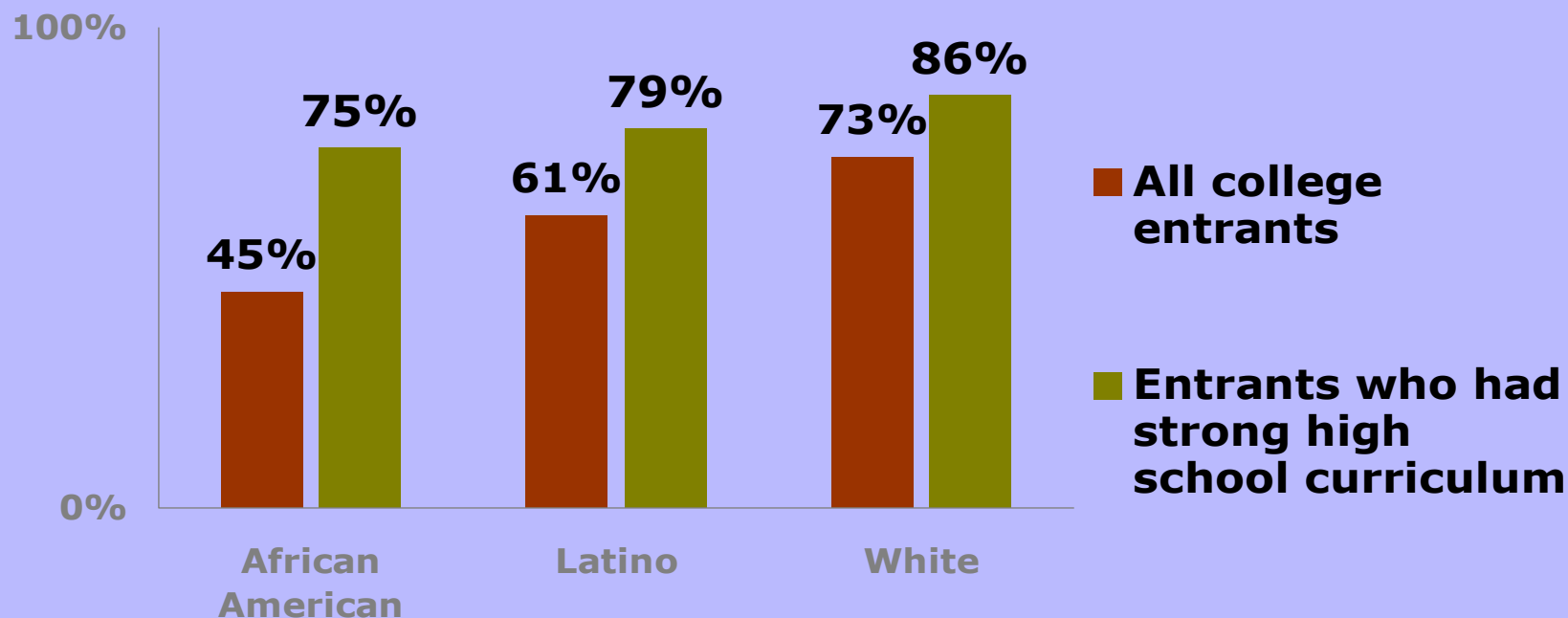
*Anticipated—State Board action to be complete fall 2006.

**Must be in the career-technical program area of study.

(updated 4/25/06)

A strong high school curriculum* improves college completion for all students

% of students who complete college by race

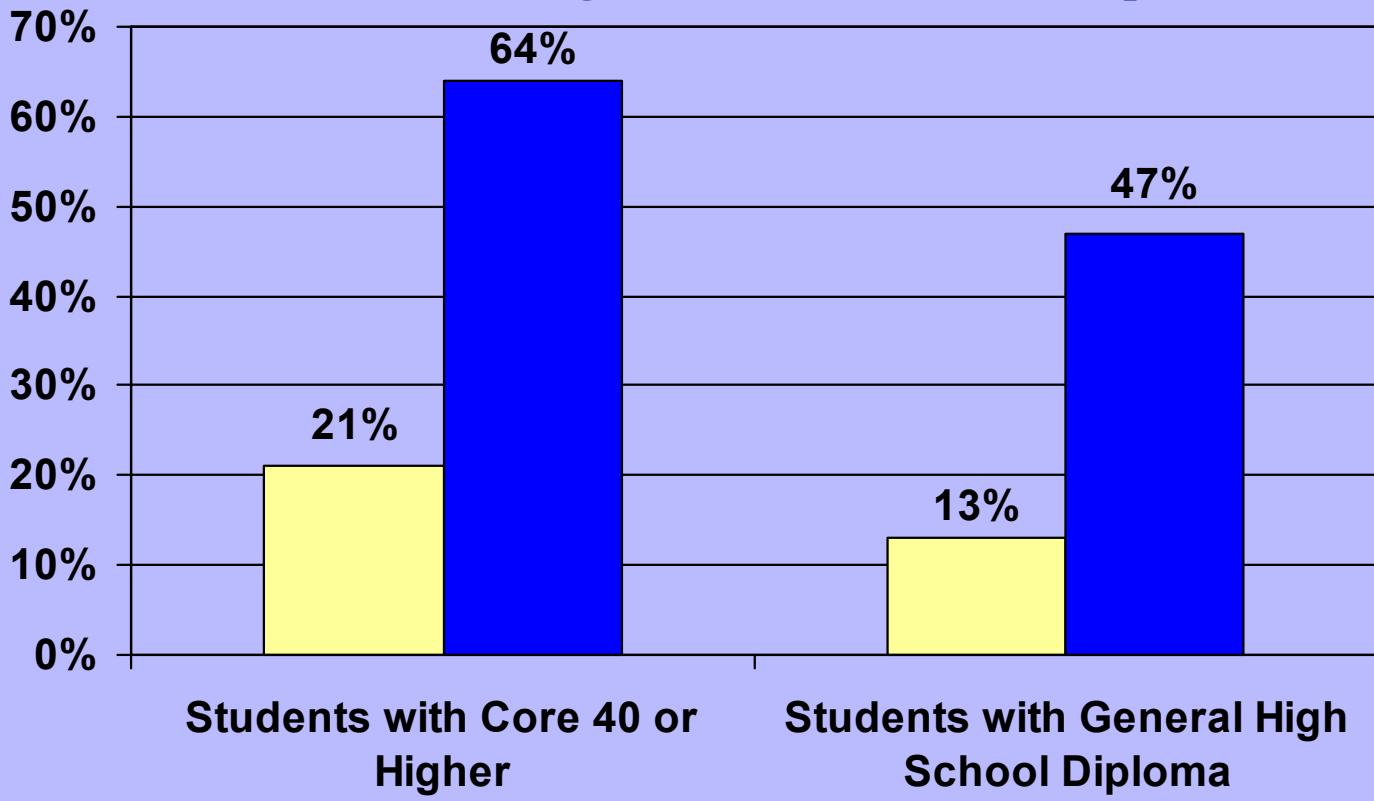


*Completing at least Algebra II plus other courses.

Source: Adapted from Adelman, Clifford, U.S. Department of Education, *Answers in the Toolbox*, 1999.

Core 40 has a positive effect on college graduation rates

Graduation rates of first-time, full-time bachelor's degree-seeking students with Core 40 or Higher at a selective Indiana public university



■ 4-Year Rate ■ 6-Year Rate

Advancing College Prep in North Carolina

The North Carolina State Board of Education

Where were we?

- 4 pathways to a diploma
 - 3 less rigorous
 - ◆ Career, College Tech Prep, and Students with Disabilities
 - 1 university system admissions pathway

Where do we want to go?

- New aggressive and ambitious 21st Century agenda
 - Focus on globalization and high school reform
- All students to have the opportunity to graduate from high school with an Associates Degree or 30 units of college credit
 - Debt-free for all students
- All students to have the opportunity to pursue a Bachelor's degree
 - Debt-free for disadvantaged students

Who helped us and why?

- NC Business Committee for Education
 - Knowledge, skills, and dispositions lacking in graduates
- UNC System
 - Recognizes strong course of study can improve remediation and persistence rates
 - Ultimately increase postsecondary graduation rates
- NC Community College System
 - Students need extensive remediation, especially in math
 - Low persistence rates

Concerns we encountered

- Accusation that we wanted a 4-year university education for all
- Lack of knowledge about increased standards needed for math in technical careers
- Lack of knowledge about admissions requirements and expectations for math in the community college system
- Concern pushing out career and technical education
- Second Language requirement

How we addressed the concerns

- State Board of Education held 8 regional meetings
- Two breakfast meetings with Education Committees in General Assembly
- Private briefings with Education Committees in General Assembly
- Briefings with Superintendents

Lesson learned

- Communication, Communication, Communication
 - More "Before-the-Policy" Communication Work
 - ◆ The “why” in a public way with the business community and community colleges

College- and work-ready expectations

- 4 math, at least through Algebra II competencies
- 4 English Language Arts
- 3 Science
- 3 Social Studies
- 1 Health & PE
- 6 Electives
 - 2 any combination of arts, second language or CTE and strongly recommend 4 unit concentration around student interests
 - ◆ Lost 2 units of second language

Advancing College Prep in Michigan

The Michigan Association of Secondary School Principals

The value of a high school diploma

- Michigan has lost more than 200,000 manufacturing jobs since 2001.
- The new "knowledge economy" is creating enough high-tech, high-paying jobs to replace those we've lost.
 - Most new jobs require education beyond high school—and a shortage of 334,000 well-educated workers is predicted for Michigan within a decade.

A history of local control

- MASSP supported efforts to raise graduation requirements
- Previously we required only one course for our high school graduates: a single semester of civics
 - Among Michigan's 2005 high school graduating class, only 53 percent took a "college preparatory" type of curriculum.
 - Only one-third of local school districts required all students to take even the most basic algebra.

The urgency

- We believed it necessary to choose the right path for our children and our state without delay
 - The educational imperative
 - The economic imperative
- Led to partnership between multiple stakeholders

Michigan Merit Standard

Effective for the Students in the Class of 2011

- *Why?* To ensure that Michigan high school graduates have the necessary skills to succeed either in postsecondary education or in the workplace.
- *What?* Sixteen mandatory credits - aligned with recommended college/work ready curriculum.
- *How?* Awarding credit is based on proficiency in expectations, not seat time and can be earned prior to a student entering high school or by testing-out
- MDE develop subject area content expectations and subject assessments.
- Alternative instructional delivery methods expected.

College- and work-ready expectations

- 4 credits in English language arts
- 4 credits in math, including Geometry and Algebra I and II. At least one math course must be taken during the student's senior year
- 3 credits in science, with use of labs, including biology and chemistry or physics
- 3 credits in social sciences including U.S. History & Geography, World History & Geography, .5 Civics, .5 Economics.
- 1 credit in Visual, Performing and Applied Arts.
- 1 credit in Physical Education and Health.
- All high school students must also participate in an online course or learning experience.
 - Effective for the class of 2016, the credit requirement will increase to 18 credits, to include two credits in world languages. Students may receive credit if they have had a similar learning experience in grades K-12.

Michigan Merit Standard

MATHEMATICS - 4 Credits

Algebra I
Algebra II

Geometry
One math course in final year of high school

ENGLISH LANGUAGE ARTS - 4 Credits

English Language Arts 9
English Language Arts 10

English Language Arts 11
English Language Arts 12

LANGUAGE OTHER THAN ENGLISH - 2 Credits

In grades 9-12; OR an equivalent learning experience in grades K-12 effective for students entering third grade in 2006 (Class 2016)

Michigan Merit Standard

SCIENCE - 3 Credits

Biology
Physics or Chemistry

One additional science credit

SOCIAL STUDIES - 3 Credits

.5 credit in Civics
U.S. History and Geography

.5 credit in Economics
World History and Geography

PHYSICAL EDUCATION & HEALTH - 1 Credit

VISUAL, PERFORMING AND APPLIED ARTS - 1 Credit

ONLINE LEARNING EXPERIENCE
Course, Learning or Integrated Learning Experience

Advancing College Prep in Oklahoma

The Oklahoma Business and Education Coalition

Making the case

- Oklahoma stood to benefit from increasing the quality and level of education of its citizens
 - Higher levels of educational attainment lead to a decrease in crime and increases in both taxable income and civic participation
- Goals
 - Prepare all graduates for success in college and careers
 - Business and economic development

Leadership – persistent and patient

- Governor Henry, OBEC
- Met with stakeholders across the state
- Illustrated positive relationship between education and taxable income, civic participation, workforce and economic development and low crime rates
- Bi-partisan support
- Legislation developed in two phases

Achieve Classroom Excellence (ACE)

- Legislature and governor appointed the ACE Task Force to study and make recommendations on a critical set of policies
 - Align standards to college and work ready expectations
 - Develop and implement end-of-instruction assessments
 - Raise graduation course requirements

Supporting students

■ Focus on remediation

- 2007 appropriation provided funding for remediation of seventh grade students scoring limited knowledge or unsatisfactory on Spring 2007 mathematics and reading criterion-referenced tests.

Anticipate and address concerns

- Pushback
- Career and technical education
- Other electives

College- and work-ready expectations

- 4 courses English Language Arts
- 3 courses in math, including Algebra, Geometry, Algebra II and any courses above Algebra that are approved for college admission requirements
- 3 lab science courses, including Biology, Chemistry, Physics
- 3 social studies courses, including 0.5 U.S. History, 0.5 Oklahoma History, 0.5 U.S Government
- 2 courses in Foreign Language or Computer Technology
- 1 Fine Arts or Speech
- 1 Career Tech or academic course
- 6 electives courses

College- and work-ready expectations

- All students must pass 4 of 7 End of Instruction (EOI) exams
 - 2 of which must include algebra I and English II
 - May choose 2 more from algebra II, geometry, English III, biology, or U.S. History



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