

American Diploma Project Network (ADP) Indiana Action Plan

The Challenge

Our high schools are failing to prepare enough students for success in college and the workplace. Nearly a quarter of students drop out of high school without graduating, and large numbers of those who do earn a diploma often find that they are not adequately prepared for the next step. Nearly one-third of high school graduates who go to college are immediately enrolled in remedial courses due to gaps in their preparation. Employers also report that a significant number of those they hire right out of high school have serious deficiencies in mathematics, reading, and writing skills.

For every 100 ninth-grade students in Indiana, only 68 graduate from high school on time, only 43 enroll immediately in college, only 32 are still enrolled in their sophomore year, and only 22 graduate from college. This is particularly problematic at a time when experts say that roughly two-thirds of new jobs will require some education beyond high school (college, work, apprenticeships, or military).

As Thomas Friedman (*The World is Flat*), Bill Gates and many others have observed, nations such as China and India have recognized that educational excellence is the key to future economic prosperity and have organized themselves accordingly. Unfortunately, too few of our graduates are academically competitive and the gap between the U.S. and other countries is widening. Without significant improvements to our educational system, the future well-being of our economy and communities are at risk.

Employers know it; they estimate that about half of high school graduates do not have the skills to advance beyond low-paying, entry-level jobs. College professors know it; they estimate that more than 4 in 10 entering freshmen are not prepared for college courses. The American public knows it; strong majorities favor sweeping improvements to high schools. And students know it; less than one-quarter say they were significantly challenged in high school and more than two-thirds wish they had worked harder.

Indiana recognizes these realities and is taking significant steps toward improving student achievement. Acting on recommendations called for by Indiana's Education Roundtable in the P-16 Plan for Improving Student Achievement (*See Attachment A*), the State has put the following foundational policies in place to ensure all students are prepared for college and workforce success:

- Indiana's requirements for high school graduation have been aligned with the demands of college and work, providing students with the academic foundation necessary for the success in college and a knowledge-based economy.
- The state's differentiated diploma requirements have been externally benchmarked and are now among the best in the nation.
- Indiana Core 40, a rigorous college- and work-prep curriculum, has become the default high school course and credit requirement for all students.
- The state has implemented Core 40 End-of-Course Assessments (ECAs) in Algebra I and English 11 to ensure quality, consistency, and alignment of high school curriculum and instruction to Indiana's Academic Standards. Additional ECAs are being developed.
- The completion of Core 40 has been made a minimum college admissions requirement for the State's four-year public universities, ensuring that students who are admitted are prepared to succeed.

These significant steps position Indiana for accelerated improvement. Additional work lies ahead as Indiana continues to work to ensure all students graduate well prepared.

Indiana's Response

Indiana has joined with 21 other states in the American Diploma Project (ADP), an effort to raise expectations and achievement in high schools so that all students graduate with the knowledge and skills they need to be successful in college and work.

The ADP agenda embodies four imperatives. Indiana has achieved the following ADP imperatives with work to realize the remaining two under way:

- Alignment of academic standards in high school with the expectations for college and workplace success, so that all students who meet the standards are prepared for their next steps in life.
- Improvement of high school course requirements so that all students are required to complete a college- and work-ready curriculum in order to earn a high school diploma.

Over the next three years, Governor Mitch Daniels and Dr. Suellen Reed, State Superintendent of Public Instruction, will work with Indiana's Education Roundtable and other leaders from the K-12 and postsecondary education communities, the business community and the civic community to realize the two remaining ADP imperatives on behalf of Indiana's students:

- Further development and implementation of the Core 40 assessment system including streamlining assessments so that the tests students take in high school also can serve as readiness tests for college and work.
- Development of a more comprehensive accountability system to hold high schools and colleges accountable for the success of their students.

In order to continue to make the changes in policy and practice necessary to improve the preparation of our high school students, Indiana has formed an ADP Action Team consisting of state and local government officials, as well as representatives of higher education, K-12 education, the business community, and civic and community organizations. Central to this team is Indiana's Education Roundtable. As one of the original five ADP states, the Roundtable has been, and will continue to be, a committed force in pushing for the changes called for to improve our high schools for all students.

Indiana's ADP Action Team (listed at the back of this plan) is a growing group of key supporters that will be instrumental in shaping and carrying out Indiana's ADP agenda.

SUMMARY OF INDIANA ADP ACTION PLAN

Alignment of High School Expectations with Demands of College and Work

Indiana has aligned high school diploma requirements with the knowledge and skills required for success in postsecondary education and work. Indiana has:

- Made high school course curriculum requirements (courses and respective academic standards) more challenging so that they prepare students to succeed in college and high skill jobs.
- Put in place state policies that require all high school students to complete Core 40, a college- and work- ready curriculum, in order to earn a diploma.
- Made the completion of Core 40 a minimum requirement for college admissions to the State's four-year universities, so that students who are admitted are prepared to succeed.

Indiana's high school standards are aligned with the demands of college and work. As one of the original five state partners in the American Diploma Project, high school teachers, postsecondary faculty, and employers from across the state worked together to verify alignment of student expectations. Using ADP protocol, a gap analysis was conducted on Indiana's high school academic standards in English and mathematics, including the ranking and prioritization of standards. In addition, college placement exams and employment practices were analyzed. This information was used in developing test blueprints for the State's Core 40 End-of Course Assessments.

Indiana has a long history of focusing on alignment. 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, and currently more than 65% of Hoosier students graduate having completed Core 40 – of these students 29% complete additional requirements to graduate with Academic Honors.

To ensure Core 40 expectations have kept pace with the demands of college and work as part of the State's P-16 Plan for Improving Student Achievement, Indiana's Education Roundtable spent more than a year focusing on Indiana's requirements for high school graduation. As part of this work, ADP/Achieve was asked to review the state's high school course and credit requirements. With this work completed, the state's differentiated diploma requirements are now among the best in the nation.

Recognizing that the academic foundation necessary for success in college, the workforce, military training and apprenticeship programs have converged, Indiana's Education Roundtable committed to putting 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. After nearly two years of study, public input, and discussion, the Roundtable passed in fall 2004 a series of key resolutions emphasizing the important preparation for college and the workforce provided by Core 40.

The resolutions called for: (1) improving diploma requirements; (2) making Core 40 the default curriculum for all students with an opt-out provision; (3) adding a Core 40 with Technical Honors diploma; and (4) requiring Core 40 completion for admission to the state's four-year universities and to receive state financial aid to attend 4-year institutions.

The State Board of Education acted in February 2005 on the Roundtable's resolution and adopted improvements to the course and credit requirements for a high school diploma, effective with students entering high school in 2006 (Graduating Class of 2010). The Indiana General Assembly took action to make Core 40 the required curriculum for all students with an opt-out provision and a minimum requirement for admission to Indiana four-year public universities by passing legislation April 2005. This action will affect students entering high school in 2007 (Graduating Class of 2011). (*See Attachment B – Course and Credit Requirements*)

High School and College Testing and Accountability

Indiana plans to further develop its system for holding high schools accountable for graduating students who are prepared for college and work. The system will include:

- Administering tests of college-readiness that all students will take in high school to ensure they have been taught the academic content necessary for success.
- Streamlining student assessments across systems by aligning high school tests with college admissions and placement tests where possible.
- Linking and reporting data across the K-12 and postsecondary systems in ways that improve the transition from high school to college, including sharing college persistence data with respective feeder high schools to inform instructional practice and curriculum alignment; and sharing new teacher competency information with respective feeder university school of education.

Indiana plans to put in place additional strategies at the college level to improve student success and to develop an accountability system to hold colleges and universities accountable for the success of students they have enrolled. The system will include:

- Working to improve the experiences students have after they enroll in college—the full range of institutional policies and practices that support achievement, persistence, and success.
- Implementing a college report card to place greater public emphasis on the importance of seeing students through to degree completion.
- Exploring best practices for institutional incentives and sanctions tied to improvements in degree completion.

Traditionally Indiana, like most states, has relied on a market-based accountability system for higher education. In addition, a loose set of incentives exist to support improvements in the performance of the state's postsecondary institutions including a formula-driven research support adjustment to incent growth in research and a formula-driven enrollment change adjustment that rewards enrollment growth.

Indiana's Education Roundtable has recommended greater accountabilities for the state's higher education system. Specifically, the Roundtable recommended a public report card for higher education. The Indiana Commission for Higher Education, a coordinating board, has compiled a set of data regarding more than a hundred performance indicators. This first publication is called *Indiana's Postsecondary Indicators – 2005*. It is available online at www.che.state.in.us.

Indiana policy-makers understand that high school preparation is a significant predictor of college success. Implementing Core 40 as the required high school curriculum for all students and as an admissions requirement for the State's four-year public universities are key policies aimed at improving college persistence and completion rates. In addition to focusing on improving the K-12 portion of the pipeline, the state believes that increased attention by higher education institutions needs to be given to the important issue of seeing students through to degree completion.

INDIANA'S PLAN FOR IMPLEMENTING REMAINING ADP IMPERATIVES BY 2008

High School and College Testing and Accountability

August 2005 – August 2008 (36 month work plan)

Over the next three years, Governor Mitch Daniels and Dr. Suellen Reed, State Superintendent of Public Instruction, will work with Indiana's Education Roundtable and other leaders from the K-12 and postsecondary education communities, the business community and the civic community to realize the following two remaining ADP imperatives focused on high school and college testing and accountability:

- ◆ Indiana will further develop the Core 40 assessment system, including streamlining assessments so that the tests students take in high school also can serve as readiness tests for college and work, and strengthen the state's current accountability system under P.L. 221 to more fully hold high schools accountable for graduating students who are college- and work-ready.
- ◆ Indiana will develop a system to hold postsecondary institutions accountable for student success once enrolled.

Steps to be taken focused on: Testing

- Further development and implementation of Indiana's Core 40 assessment system for assessing academic college- and work-readiness of all high school students.
 - Continue the operational administration of Algebra I and English 11 End-of-Course Assessments.
 - Continue current test development, piloting, and planned operational administration of additional End-of Course Assessments for Algebra II, Biology I, and U.S. History.
 - Continue work to deliver and score End-of-Course Assessments online.
 - Develop strategic plan for ensuring all high schools have the technology capacity necessary for online test administration and scoring.
 - Continue to participate with other states in the ADP Network Algebra II collaborative test development project.
 - Continue analysis of other existing assessment tools (ACT, PLAN, SAT, PSAT, Accuplacer, Compass, Work Keys, etc.) in the development of Indiana's Core 40 assessment system.
 - Following review and discussion of assessment options, determine specific state assessments aligned to Indiana's academic standards to be given at the high school level, (including type of test, subjects/content to be tested, clear purpose/use for each assessment, and associated development-to-full administration timeline).
 - Determine funding needed to implement envisioned Core 40 assessment system including technology requirements.
 - Develop plan for securing necessary funding.

- Identify changes necessary to streamline student assessments across K-12 and postsecondary systems.
 - Conduct another review of college admissions and placement tests being used by Indiana colleges to assess current practices.
 - Expand involvement of secondary and college faculty in test development work to enable assessments to be used statewide for dual-purpose wherever possible.
 - Convene high school and college faculty to develop instructional resources and teacher professional development to support success of all students in Core 40 curriculum.
 - Develop operational plan and associated timeline for using new high school exams for college placement purposes where possible.
- Determine additional ways to make high school assessments matter for students.
 - Work to include student scores on high school transcripts, including the state's new Indiana e-Transcript, to enable colleges to utilize assessment scores in placement decisions.
 - Encourage employers to use transcripts in hiring decisions.
 - Consider phasing in Core 40 college- and work-ready assessments as part of the State's high school graduation requirements.
- Inform and engage stakeholders throughout the process. Communicate policy changes widely and consistently.

Steps to be taken focused on: Accountability

- Seek legislative changes necessary to include results of Core 40 assessments as primary indicators of high school performance for all schools in Indiana's current P.L. 221 school accountability system.
- Link and report data across the K-12 and postsecondary systems in ways that can foster improved student achievement.
 - Establish longitudinal data system to track student progress from elementary through middle and high school and into postsecondary education.
 - Share college persistence and success data with high schools to inform instructional practice and curriculum alignment.
 - Share new teacher competency data and information with universities to inform teacher preparation practice.
- Continue work to link data from K-12 and postsecondary education to labor market information in ways that can foster improved student achievement.
 - Establish data-bridge to track student progress including available employment, security and wage record information.
- Continue roll-out and development of Indiana e-Transcript, an electronic high school transcript system to transfer student data between high schools, postsecondary institutions, and eventually employers.

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- Identify college success strategies needed to improve the experiences students have after they enroll in college. Begin work to implement identified strategies.
- Identify changes in state and institutional policy and practice that will be necessary to support positive student outcomes. Begin work to make identified changes.
- Identify targeted institutional performance indicators and publish college report cards to highlight progress and challenges.
- Explore best practices for institutional incentives and sanctions tied to improvements in degree completion.
- Inform and engage stakeholders throughout the process. Communicate policy changes widely and consistently.

Indiana ADP Action Team

In order to continue to make the changes in policy and practice necessary to improve the preparation of our high school students, Indiana has formed an ADP Action Team consisting of state and local government officials, as well as representatives of higher education, K-12 education, the business community, and civic and community organizations. Central to this team is Indiana's Education Roundtable (see Attachment C). As one of the original five ADP states, the Roundtable has been, and will continue to be, a committed force in pushing for the changes called for to improve our high schools for all students.

Indiana's ADP Action Team is made up of members of the Education Roundtable and a growing number of additional key supporters that will be instrumental in shaping and carrying out Indiana's ADP agenda.

(Draft) Members as of 1-8-06

Governor Mitch Daniels
Dr. Suellen Reed, Superintendent of Public Instruction
Stan Jones, Commissioner for Higher Education
Senator Teresa Lubbers, Chair of the Senate Education Committee
Senator Earline Rogers, Ranking Minority Member of the Senate Education Committee
Representative Robert Behning, Chair of the House Education Committee
Representative Greg Porter, Ranking Minority Member of the House Education Committee
Dan Peterson, Vice President of Industry and Government Affairs Cook Group, Inc.
Kevin Brinegar, President of the Indiana Chamber of Commerce
Pat Kiely, Executive Director of the Indiana Manufacturing Association
Ben Ramsey, Executive Director of the Indiana State Building and Construction Trades
Christel DeHaan, Chair Christel DeHaan Family Foundation
William Stanzcykiewicz, President and CEO Indiana Youth Institute
Ronald Stiver, Commissioner Indiana Department of Workforce Development
Kevin Burke, Mayor of Terre Haute
Donald Henderson, President Pendleton Town Council
Mickey Maurer, President Indiana Economic Development Corporation
Steve Dwyer, CEO Rolls Royce USA
Tiffany Olson, President and CEO Roche Diagnostics Corp
Thomas Hefner, Owner Hefner Investments
Steve Ferguson, CEO, Cook Group, Inc. and President Board of Trustees Indiana University
Gerald Gettlefinger, Bishop Archdiocese of Evansville
Mickey Lentz, Vice President, Indiana Nonpublic Education Association
John Ellis, Executive Director Indiana Association of Public School Superintendents
Wendy Robinson, Superintendent, Ft. Wayne Community Schools
Eugene White, Superintendent, Indianapolis Public Schools
Steve Heck, Executive Director Indiana Association of School Principals
Vince Bertram, Principal, Lafayette Jefferson High School
Dan Clark, Deputy Executive Director Indiana State Teachers Association
Judy Briganti, President Indiana State Teachers Association
Sally Sloan, Executive Director Indiana Federation of Teachers
Patrick O'Rourke, Indiana Federation of Teachers and President of Hammond Federation of Teachers
Frank Bush, Executive Director Indiana School Boards Association
Darren Washington, President Gary Community School Board
Sue Reynolds, Executive Director Indiana Student Achievement Institute
Matt Fleck, Academic & Career Specialist, Indiana Department of Education
Sean Sriver, Division of Professional Standards, Indiana Department of Education
Bob Marra, Association Superintendent for Exceptional Learners, Indiana Department of Education
Marilyn Jones, Immediate Past President Indiana PTA
Dee Jones, President Indiana PTA
David Shane, Governor's Senior Education Advisor
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Martin Jischke, President Purdue University
H. Ray Hoops, President University of Southern Indiana
Gerald Lamkin, President Ivy Tech Community College of Indiana
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