

COMMISSION FOR HIGHER EDUCATION

Friday, September 9, 2011

DISCUSSION ITEM B: Education Roundtable Update

Staff Recommendation For discussion purposes only.

Background

The Education Roundtable has the statutory responsibility to recommend to the State Board of Education the content and format of the Indiana Statewide Test for Educational Progress (ISTEP), including the graduation exam, and the grade-level passing scores [IC 20-19-4-10 (2)]. The Roundtable will consider a resolution concerning K-12 education assessments at its September 6, 2011 meeting.

The adoption and implementation of college-and-career ready assessments will result in the earlier identification of students who are college and career ready, who are making substantial progress to be college and career ready, or who have yet to achieve proficiency of the college-and-career readiness academic standards. The secondary education and postsecondary education systems then can be aligned and integrated so that opportunities are open for every student to achieve one or more of the following results:

- Complete a high school diploma with a foundation of academic skills sufficient to enroll in college or workforce training without remediation.
- Graduate from high school by the end of the 11th grade with a state scholarship to enroll in post-secondary education (without needing remediation).
- Complete a high school diploma and a BA/BS degree in seven to eight years or less.
- Complete a high school diploma and an AA/AS/AAS degree in five to six years or less.
- Complete a high school diploma and an occupational certification within four years.

The alignment of secondary and postsecondary education can change the current system of separate silos in which most high school students who consistently demonstrate college and career readiness have limited opportunities to accelerate their academic progress, while many students who do not demonstrate college and career readiness are admitted to postsecondary education without a significant likelihood to graduate.

Instead, the convergence of secondary education and postsecondary education could expand opportunities for college and-career-ready high school students to attain college degrees and occupational certifications in less time and at a lower cost, while students not yet ready for postsecondary education could strengthen their academic foundations while in high school, not only substantially increasing their likelihood of succeeding in postsecondary education, but also doing so without utilizing state and federal student financial assistance for remedial coursework and without incurring heavy debt. A new system of secondary and postsecondary education, including workforce training, represents a major opportunity for Indiana to educate a world-class workforce.

Supporting Document

Attached

INDIANA'S EDUCATION ROUNDTABLE

TO: Indiana Education Roundtable
FROM: Dan Clark, Executive Director
RE: College-and-Career Readiness
DATE: 8/29/2011

Pursuant to a recommendation of the Education Roundtable, the Indiana State Board of Education has adopted the Common Core State Standards for math and English/language arts as the K-12 academic standards. These standards define the knowledge and skills students should acquire during their K-12 education so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. Forty-four states have voluntarily adopted the Common Core State Standards.

Indiana first adopted academic standards and assessments with the A+ education reform program in 1987, and in 1999, P.L. 221 specified that the state's academic standards be comparable to national and international academic standards (IC 20-31-3-1).

The Indiana Department of Education is working with teachers and administrators to align Indiana's current academic standards with the Common Core State Standards and to incorporate the Common Core State Standards in locally-developed curriculum plans and instructional strategies. Local educators will remain responsible for the implementation of curriculum and instruction.

The Education Roundtable has the statutory responsibility to recommend to the State Board of Education the content and format of the Indiana Statewide Test for Educational Progress (ISTEP), including the graduation exam, and the grade-level passing scores [IC 20-19-4-10 (2)].

The Roundtable will consider a resolution concerning K-12 education assessments at its September 6, 2011 meeting.

In light of Indiana's K-12 education accountability laws, the judicial requirement to incorporate the Common Core State Standards into Indiana's K-12 education curriculum for three (3) years prior to implementing college-and-career-readiness assessments means that revised assessments would be implemented in the 2014-15 academic year.

The purpose of adopting a college-and-career-readiness assessment resolution in 2011 is to anticipate and fulfill our obligation to address the academic needs of students who are not yet ready for college and careers and to enhance the instructional opportunities for students who are ready so that all students will have a greater chance of success.

Because approximately two-thirds of jobs in the U.S. economy will require postsecondary education by 2018, a student must attain a high school diploma and a college degree or an occupational certification with labor market value in order to be prepared for work in the global economy.

U.S. Census Bureau data indicate that 33.4% of Indiana’s population ages 25-64 has attained a college degree. Because data about the number and quality of occupational certifications is incomplete, the proportion of Indiana’s workforce that has attained an occupational certification with labor market value is estimated to be 10% to 15%.

The Education Roundtable’s immediate mission to advance education policies that result in a world-class workforce acknowledges that improvements in the quality, productivity and efficiency of Indiana’s K-12 education, postsecondary education and workforce training systems are necessary. Indiana and the U.S. should endeavor to regain preeminence in high school education, technical education and lower-division undergraduate education.

To be college-and-career-ready, a high school student must demonstrate proficiency of college-and-career-readiness academic standards, complete a college-and-career-ready diploma and then not need remediation for postsecondary education. Indiana has three high school diplomas that are aligned with college-and-career readiness standards, and two diplomas and two certifications that are indicative of high school completion:

High school performance rate by diploma type and other outcomes

College-and-career-ready diplomas	% of total cohort	(of diploma recipients needing college remediation)
Academic Honors Diploma	25%	1%
Technical Honors Diploma	1%	
<u>Core 40 Diplomas</u>	<u>33%</u>	23%
Total	59%	
% of total cohort that attains a high school college-and-career ready diploma and then needs college remediation	4%	
High school diplomas and completion certificates		
General Diploma	21%	55%
General Education Diploma (GED)	2%	
Special Education Certificate	1%	
<u>Course Completion</u>	<u>1%</u>	
Total	25%	
Dropouts	16%	

In 2010, 55% of the students who entered high school in 2006 attained a college-and-career-ready diploma without then needing postsecondary remediation.

Indiana has 14 public university campuses that award bachelor’s degrees (four years) and two institutions with 15 campuses that award associate degrees (two years). In 2009, the graduation rates were:

	<u>4 yr. grad. rate*</u>	<u>6 yr. grad. rate*</u>
Flagship campuses (high research)	45%	72%
BA-BS/MA-MS/Ph.D. campuses	21%	43%
BA-BS/MA-MS campuses (regional)	10%	25%
	<u>3 yr. grad. rate</u>	
AA/AS/AAS institutions/campuses	4% - 25%	

*unweighted averages

If 55 of every 100 Indiana high school graduates who have attained a college-and-career ready diploma enrolled in Indiana’s public universities awarding Bachelor’s degrees:

- Five to 25 might attain a bachelor’s degree in four years.
- 14 to 40 might attain a bachelor’s degree in six years.

If high school students who attained any diploma enrolled in a public college awarding Associate’s degrees, three to 19 might attain an Associate’s degree in three years.

If a world-class workforce requires two-thirds of individuals to complete postsecondary education, then at least 80% of K-12 students must graduate from high school with a college-and-career-ready diploma, and then at least 75% must graduate from college or an occupational certification program.

Accelerating Growth: Indiana’s Strategic Economic Development Plan underscores the significance not only of aligning education with the state’s economic future, but also of reforming secondary and postsecondary education systems so that substantially more students are prepared for work in the global economy.

Successful 21st Century employment and economic growth depend on increasing the skill and knowledge levels of current and future Hoosier workers...Indiana’s educational systems historically have been structured from the institution out, operating on the assumption that the systems’ offerings match the economic development needs of the regions of the state, and on the basis that it is the student’s obligation to fit in and find his or her way through the systems. These both need to and can be reversed.

Other states and nations are educating a world-class workforce more effectively than Indiana, especially

among the youngest age cohort now entering the workforce. According to the Organization for Economic Development and Cooperation, the U.S. ranking of the percentage of the workforce completing a college degree is lowest in the youngest age cohort:

U.S. Rank: % Completing Tertiary Education (college degree)	
Ages 55-64	3 rd
Ages 45-54	5 th
Ages 35-44	6 th
Ages 25-34	12 th

In the U.S., 38 states have a greater proportion of adults with a college degree than Indiana.

The adoption and implementation of college-and-career ready assessments, especially from grades 8 through 11, will result in the earlier identification of students who are college and career ready, who are making substantial progress to be college and career ready, or who have yet to achieve proficiency of the college-and-career readiness academic standards. The secondary education and postsecondary education systems then can be aligned and integrated so that opportunities are open for every student to achieve one or more of the following results:

- Complete a high school diploma with a foundation of academic skills sufficient to enroll in college or workforce training without remediation.
- Graduate from high school by the end of the 11th grade with a state scholarship to enroll in post-secondary education (without needing remediation).
- Complete a high school diploma and a BA/BS degree in seven to eight years or less.
- Complete a high school diploma and an AA/AS/AAS degree in five to six years or less.
- Complete a high school diploma and an occupational certification within four years.

The alignment of secondary and postsecondary education can change the current system of separate silos in which most high school students who consistently demonstrate college and career readiness have limited opportunities to accelerate their academic progress, while many students who do not demonstrate college and career readiness are admitted to postsecondary education without a significant likelihood to graduate. Instead, the convergence of secondary education and postsecondary education could expand opportunities for college-and-career-ready high school students to attain college degrees and occupational certifications in less time and at a lower cost, while students not yet ready for postsecondary education could strengthen their academic foundations while in high school, not only substantially increasing their likelihood of succeeding in postsecondary education, but also doing so without utilizing state and federal student financial assistance for remedial coursework and without incurring heavy debt. A new system of secondary and postsecondary education, including workforce training, represents a major opportunity for Indiana to educate a world-class workforce.

