

Indiana High School Graduation Requirements and Opportunities

July 24, 2014

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Core 40 Subcommittee

July 24, 2014



Indiana High School Graduation Requirements & Opportunities

- Diploma types
- Course requirements for each
- Options to earn a diplomas
- Data – diplomas x options x # of graduates
- School schedules, impact on opportunities
- Data – CTE participants and concentrators
- Pathways definition, samples
- Take aways



Diploma Types

CORE 40

CORE 40 with Academic Honors (AHD)

CORE 40 with Technical Honors (THD)

CORE 40 with AHD & THD

General Diploma, Certificate of Completion, GED



Diploma Types - Requirements

CORE 40

English/Language Arts	8
Mathematics	6 + math or QR every year
Science	6
Social Studies	6
PE/Health	3
Electives	11



Indiana High School Graduation Requirements and Opportunities July 24, 2014

Diploma Types - Requirements

CORE 40
Academic Honors 47 credits required

English/Language Arts	8		
Mathematics	8	+ math or QR every year	
Science	6		
Social Studies	6		
PE/Health	2		
World Language	6 or 8	Fine Arts	2
Electives	6 to 8		

Diploma Types - Requirements

CORE 40
Technical Honors 47 credits required

English/Language Arts	8		
Mathematics	6		
Science	6		
Social Studies	6		
PE/Health	3	note options	
Electives	18	6 in a pathway	

Diploma Types - Requirements

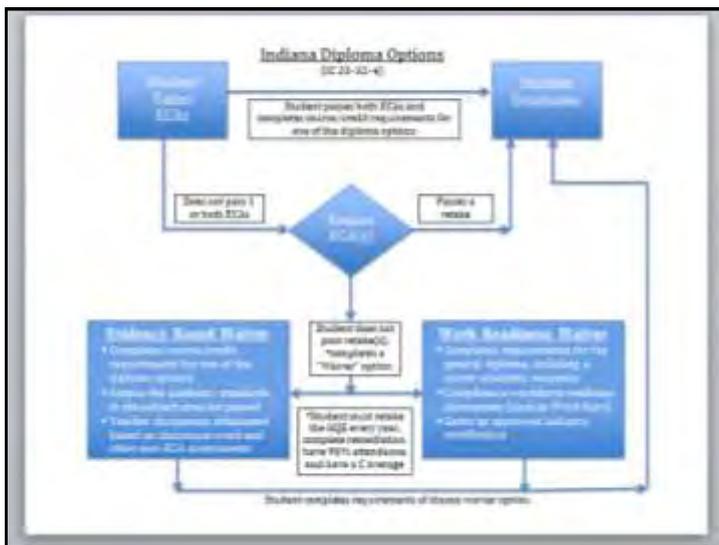
General Diploma

English/Language Arts	8		
Mathematics	4		
Science	4		
Social Studies	4		
PE/Health	3		
Electives	17	pathway course sequence	

Diploma Types / options for graduating

Diploma Types	Passed ECAs	Did not pass ECA(s)	
		Evidence of competency in E/LA and Math	Work readiness evidence
Core 40	X	X	X
Core 40 AHD & THD	X	X	X
Core 40 AHD	X	X	X
Core 40 THD	X	X	X
General	X	X	X

Indiana High School Graduation Requirements and Opportunities July 24, 2014



Students Graduating in 2013

Diploma Types	Passed ECAs	Did not pass ECA(s)	
		Evidence waiver competency in E/LA and Math	Work readiness waiver
Core 40	31,015	1879	111
Core 40 AHD & THD	958	2	1
Core 40 AHD	20,104	14	1
Core 40 THD	801	7	2
General	7786	3399	347

Students Graduating 2013, with CTE Courses

Diploma Types	Passed ECAs	Did not pass ECA(s)	
		Evidence waiver competency in E/LA and Math	Work readiness waiver
Core 40	31,015 / 24,740	1879 / 1372	111 / 89
Core 40 AHD & THD	958 / 943	2 / 2	1 / 0
Core 40 AHD	20,104 / 13740	14 / 14	0 / 0
Core 40 THD	801 / 791	7 / 7	2 / 2
General	7786 / 6488	3399 / 2585	347 / 293

Students Graduating 2013, with CTE Courses %

Diploma Types	Passed ECAs	Did not pass ECA(s)	
		Evidence waiver competency in E/LA and Math	Work readiness waiver
Core 40	31,015 / 80%	1879 / 73%	111 / 80%
Core 40 AHD & THD	958 / 98%	2 / 100%	1 / 0%
Core 40 AHD	20,104 / 68%	14 / 100%	0 / 0%
Core 40 THD	801 / 99%	7 / 100%	2 / 100%
General	7786 / 83%	3399 / 76%	347 / 84%

Indiana High School Graduation Requirements and Opportunities July 24, 2014

Students Graduating 2013, CTE Concentrators

Diploma Types	Passed ECAs	Did not pass ECA(s)	
		Evidence waiver competency in E/LA and Math	Work readiness waiver
Core 40	31,015 / 24,740	1879 / 1372	111 / 89
Core 40 AHD & THD	958 / 943	2 / 2	1 / 0
Core 40 AHD	20,104 / 13740	14 / 14	0 / 0
Core 40 THD	801 / 791	7 / 7	2 / 2
General	7786 / 6488	3399 / 2585	347 / 293

Students Graduating 2013, CTE Concentrators %

Diploma Types	Passed ECAs	Did not pass ECA(s)	
		Evidence waiver competency in E/LA and Math	Work readiness waiver
Core 40	31,015 / 33%	1879 / 29%	111 / 50%
Core 40 AHD & THD	958 / 78%	2 / 100%	1 / 100%
Core 40 AHD	20,104 / 21%	14 / 7%	0 / 0
Core 40 THD	801 / 83%	7 / 71%	2 / 100%
General	7786 / 38%	3399 / 33%	347 / 45%

Planning for College & Career Opportunities

School Schedules - Variations		# of School Corporations on this Schedule
1	Traditional Schedule Two semesters per year; 6 or 7 periods per day every day; 18 week semester	289
2	Block 4 Four quarters/9 weeks each; 4 classes per day, classes meet every day	13
3	Block 8 Two semesters/18 weeks; 8 class per semester, 4 per day alternating day basis	39
4	Modified Block A mix of Traditional and Block scheduling; varies by school.	32
5	Trimester Three terms; generally divided into 12 week trimesters.	31
	Other	6
Total School Corporations in Indiana (Public, Charter, Private State Run, Special Education, and Vocational schools included in count)		410

Planning for College & Career Opportunities

1. Traditional schedule
 - 6 periods x 2 semesters = 12 credits per year x 4 years = 48 credits
 - 7 periods x 2 semesters = 14 credits per year x 4 years = 56 credits
2. Block 4 schedule
 - 4 periods x 4 quarters = 16 credits per year x 4 years = 64 credits
3. Block 8 schedule
 - 7 periods x 2 semesters = 14 credits per year x 4 years = 56 credits
 - 8 periods x 2 semesters = 16 credits per year x 4 years = 64 credits
4. Modified block
 - Possible credits vary by school
5. Trimester schedule
 - 4 periods x 3 trimesters = 12 credits per year x 4 years = 48 credits
 - 5 periods x 3 trimesters = 15 credits per year x 4 years = 60 credits

Indiana High School Graduation Requirements and Opportunities July 24, 2014

Planning for College & Career Pathways

- ◆ Pathways is a philosophy of intentional planning
 - ◆ Roadmap for high school into college and career
 - ◆ Tie secondary to postsecondary and to industry
 - ◆ Logical sequence of courses, dual credit opportunities
 - ◆ All students benefit from pathway planning
- ◆ State models can be customized and individualized
- ◆ Template can be used to build regional or district pathways
- ◆ The state EXPECTS students to explore careers and develop a pathway plan along with their 4-year graduation plans



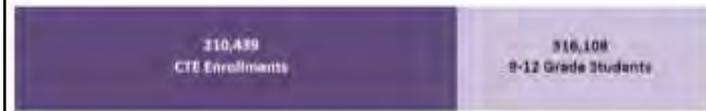
Indiana College and Career Pathway Plan - State Model						
Cluster: Science & Engineering		Pathway: Advanced Biotechnology				
Grade 10 with Honors High School Graduation Plan*						
*This is a sample of one pathway plan for one cluster and grade level. Other clusters and grade levels are offered and available to local districts, counties and students. Students should consult their Parents, Career Counselors, counselors, advisors, and appropriate careers advisors to determine a pathway plan to be done that will meet their individual pathway needs.						
Grade	Required Language Arts	Math	Science	History/Social Studies	CTE/Career-Preparation Courses for this Pathway	Other Cluster Courses for this Pathway
10	English II	Algebra I	Biology	World History (Prerequisite: Physical Ed)	Preparation for College & Career	Cluster Gateway Program (Career Readiness)
11	English III	Geometry	Chemistry	U.S. History (Prerequisite: World History)	Introduction to Biotechnology	Cluster Gateway Program (Career Readiness)
12	English IV	Trigonometry	Physics	U.S. History (Prerequisite: U.S. History)	Advanced Biotechnology	Cluster Gateway Program (Career Readiness)
13	English V	Calculus	Advanced Chemistry	Advanced History	Advanced Biotechnology I	Cluster Gateway Program (Career Readiness)

Prerequisite Courses Aligned for Potential Dual Credit**	
by Tech	University
<ul style="list-style-type: none"> ACCT 101 Financial Accounting ACCT 110 Financial Concepts BLDG 101 Introduction to Building BLDG 102 Introduction to Construction 	<ul style="list-style-type: none"> ACCT 101 Financial Accounting ACCT 102 Introduction to Accounting

Indiana College and Career Pathway Plan - State Model						
Cluster: Science & Engineering		Pathway: General Biotechnology				
Grade 10 with Honors High School Graduation Plan*						
*This is a sample of one pathway plan for one cluster and grade level. Other clusters and grade levels are offered and available to local districts, counties and students. Students should consult their Parents, Career Counselors, counselors, advisors, and appropriate careers advisors to determine a pathway plan to be done that will meet their individual pathway needs.						
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12	English IV	Trigonometry	Physics	U.S. History (Prerequisite: U.S. History)	Advanced Biotechnology	Cluster Gateway Program (Career Readiness)
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1. Two-thirds of all Indiana high school students are enrolled in one or more CTE courses

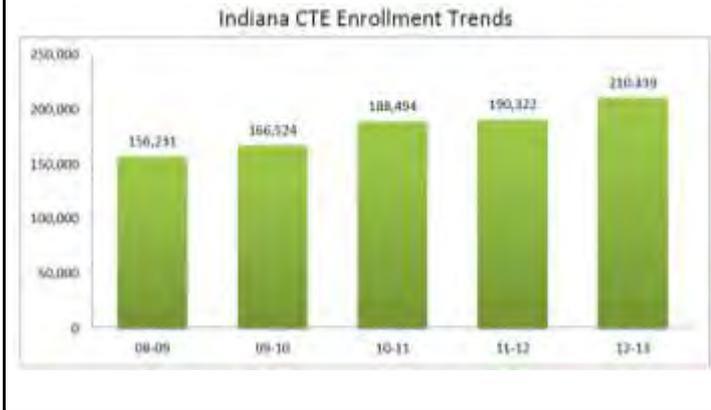


2/3's of ALL Indiana students in CTE in 2012-13

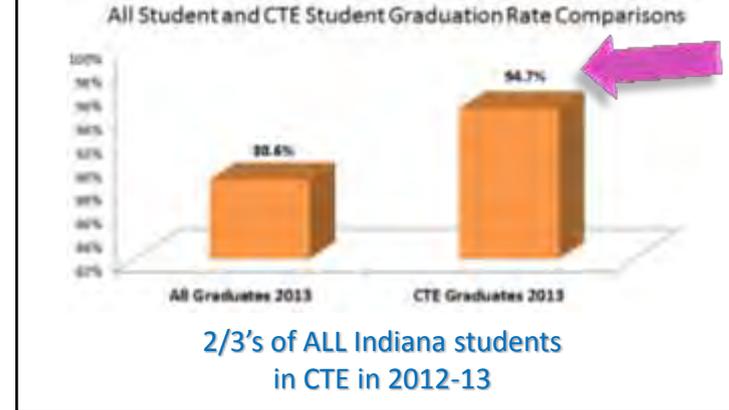


Indiana High School Graduation Requirements and Opportunities July 24, 2014

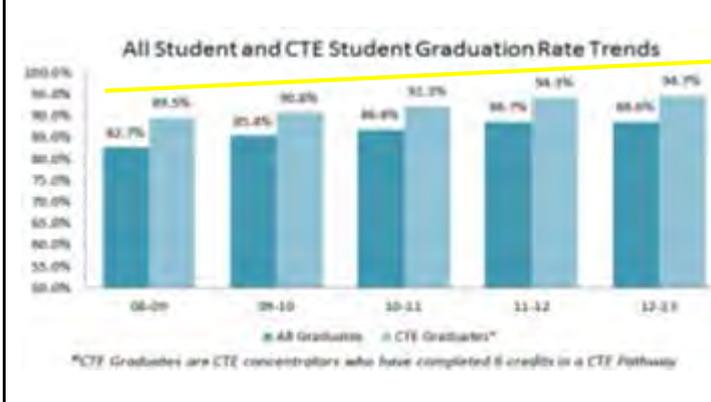
2. *In the last 5 years, CTE enrollments have increased by 35%!*



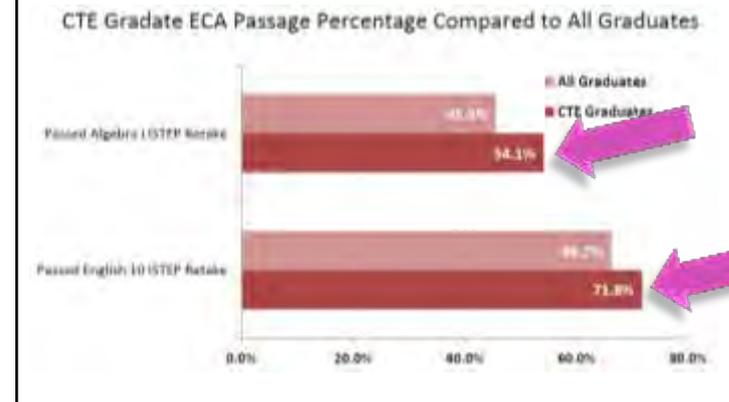
3. *Indiana CTE graduates record their highest graduation rate ever in 2013*



4. *Consistently, graduation rates for CTE concentrators have been 6 to 7 percentage points higher than the average for all students*

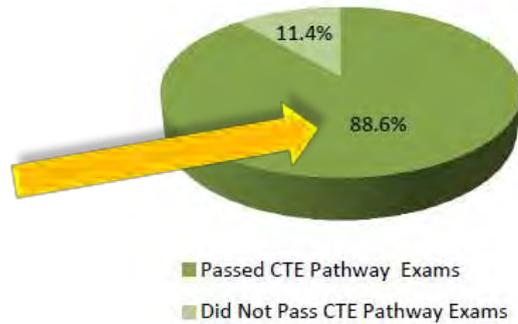


5. *CTE graduates have significantly higher ECA graduation examination passage rates than all other seniors*



Indiana High School Graduation Requirements and Opportunities July 24, 2014

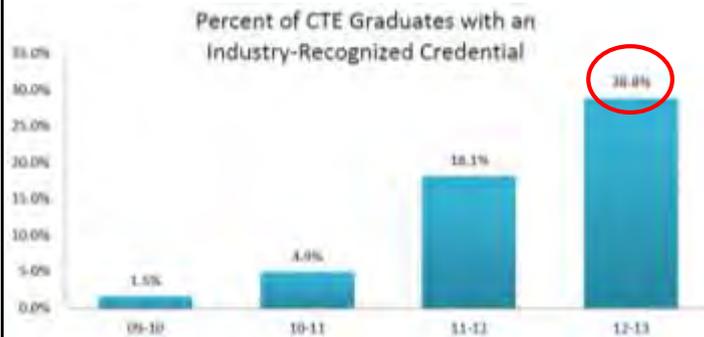
6. *88.6% of CTE students passed their Technical Skills Assessments*



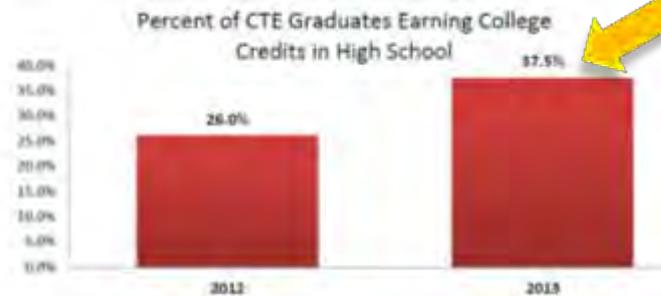
7. *66.6% of students who took a CTE course completed a College and Career Pathway*



8. *Almost 1/3 of Indiana CTE graduates left high school with an industry-recognized certification in 2012-13*



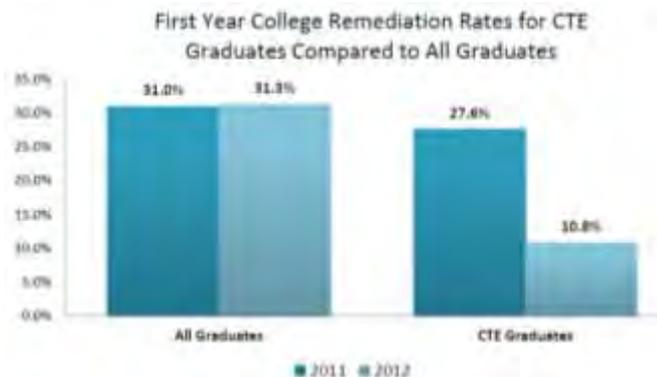
9. *The percentage of CTE graduates earning college credits while in high school rose more than 10% in just one year from 2012 to 2013*



Indiana High School Graduation Requirements and Opportunities July 24, 2014

10.

College remediation rates for CTE graduates are consistently lower than remediation rates for all other students



Planning for College & Career Opportunities

- ✓ Pathway Plans
- ✓ Plan Early
- ✓ Revisit Plan Often
- ✓ Understand Options



High School Graduation Requirements

Subjects/Credits Required	Beginning with 1989 Graduates	Academic Honors 1987	Entering HS in 2000	Entering HS in 2006	Entering HS in 2006	Entering HS in 2006	Entering HS in 2006	Entering HS in 2012	Entering HS in 2012
	Diploma	Diploma	Diploma	General Diploma	Core 40 Diploma	With Academic Honors	With Technical Honors	With Academic Honors	With Technical Honors
Total Credits Required	38	47	40	40	40	47	47	47	47
Language Arts	8	8	8	8	8	8	8	8	8
Social Studies	4	6	4	4	6	6	6	6	6
Mathematics*	4	8	4	4	6	8	6	8	6
Science	4	6	4	4	6	6	6	6	6
Health	1	1	1	1	1	1	1	1	1
Physical Ed	1	1	1	2	2	2	2	2	2
Additional credits or technology proficiency		--	2	--	--	--	--	--	--
World Language		6 or 8				6 or 8		6 or 8	
Fine Arts		2				2		2	
Flex Credits				5	--	--	--	--	--
Directed Electives					5				
CTE program/ Career Pathway							8-10		6
Other Electives	16	8 to 10	16	12	6	6 to 8	8 to 10	6 to 8	12

*Math – 2004 – two credits must be from Algebra I or Integrated Math I, AHD must include Geometry and Algebra II or Integrated II and III

*Math – 2006 – four credits must be earned after student enters high school, must include Algebra I or Integrated Math I; student must earn two credits in either math or physics in their last two years in high school

*Math – 2012 – General: must earn two math or quantitative reasoning credits during junior or senior year. Core 40: must earn six math credits while in high school, must enroll in math or QR every year in high school. AHD and THD: must earn six of the eight math credits after entering high school; must be enrolled in math or QR each year in high school.

INDIANA CORE40

Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

Course and Credit Requirements

English/ Language Arts	8 credits
	Including a balance of literature, composition and speech.
Mathematics	6 credits (in grades 9-12)
	2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math or quantitative reasoning course each year in high school</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 and Technical Education
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits <small>(College and Career Pathway courses recommended)</small>

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 College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

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 (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
 2. 2 credits in AP courses and corresponding AP exams,
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors (minimum 47 credits)

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

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. State approved, industry recognized certification or credential, or
 2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following,
 - A. Any one of the options (A - F) of the Core 40 with Academic Honors
 - B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass; Algebra 66 , Writing 70, Reading 80.

Indiana General High School Diploma

The completion of Core 40 is an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) must meet to discuss the student's progress.
- The student's Graduation Plan (including four year course plan) is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

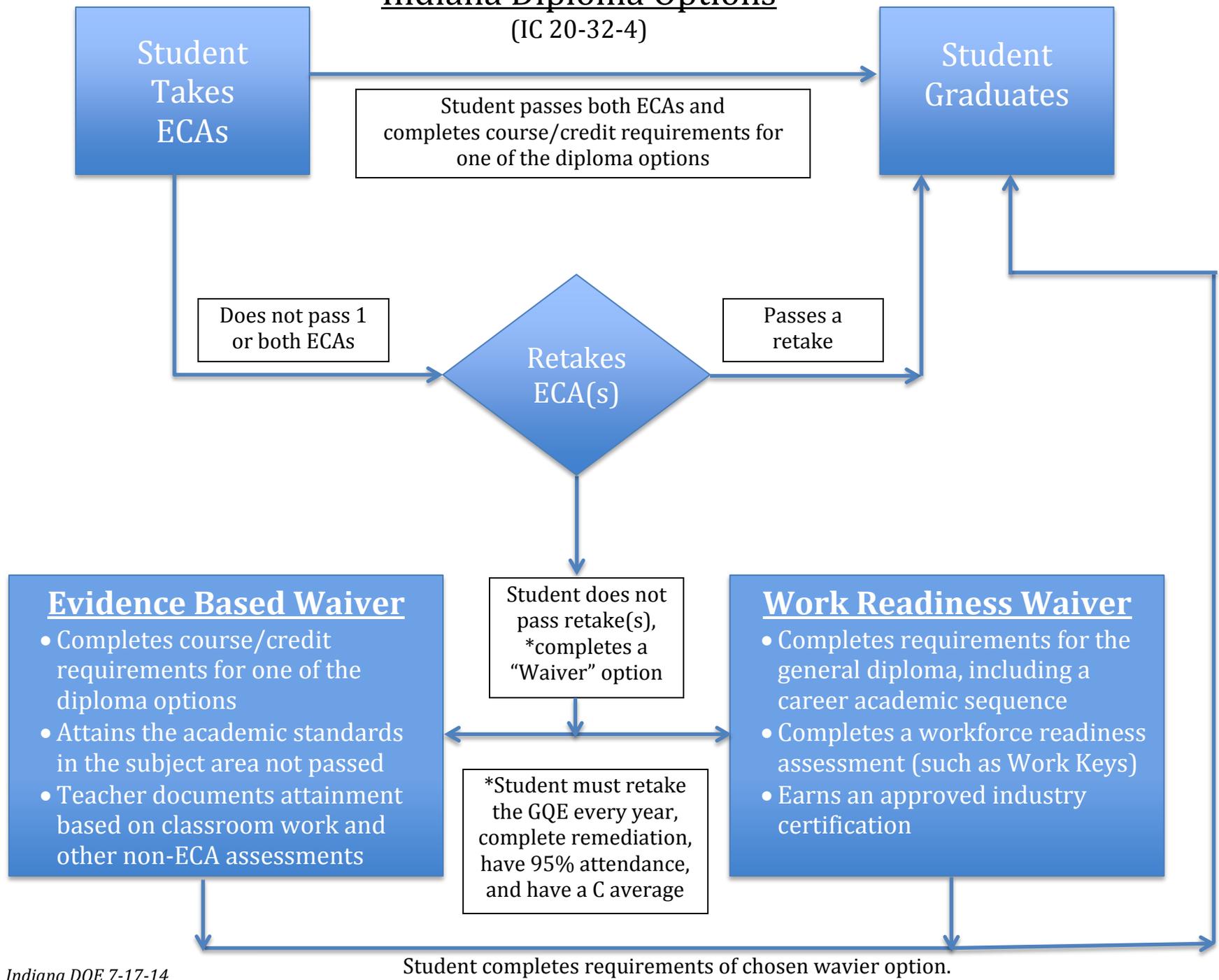
Course and Credit Requirements (Class of 2016 & Beyond)

English/Language Arts	8 credits
	Credits must include literature, composition and speech
Mathematics	4 credits
	2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course
	General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.
Science	4 credits
	2 credits: Biology I 2 credits: Any science course
	At least one credit must be from a Physical Science or Earth and Space Science course
Social Studies	4 credits
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	2 credits
Health and Wellness	1 credit
College and Career Pathway Courses Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	6 credits
Flex Credit	5 credits
	Flex Credits must come from one of the following: <ul style="list-style-type: none"> • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
Electives	6 credits Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.

40 Total Credits Required

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

Indiana Diploma Options (IC 20-32-4)



IC 20-32-4**Chapter 4. Graduation Requirements****IC 20-32-4-1****Graduation requirements; graduation examination; Core 40 curriculum**

Sec. 1. (a) Except as provided in subsection (b), a student must meet:

- (1) the academic standards tested in the graduation examination; and
- (2) any additional requirements established by the governing body of the student's school corporation; to be eligible to graduate.

(b) Except as provided in sections 4, 5, 6, 7, 8, 9, and 10 of this chapter, beginning with the class of students who expect to graduate during the 2010-2011 school year, each student is required to meet:

- (1) the academic standards tested in the graduation examination;
- (2) the Core 40 course and credit requirements adopted by the state board under IC 20-30-10; and
- (3) any additional requirements established by the governing body; to be eligible to graduate.

As added by P.L.1-2005, SEC.16. Amended by P.L.105-2005, SEC.3.

IC 20-32-4-2**Additional examinations**

Sec. 2. A student who does not meet the academic standards tested in the graduation examination shall be given the opportunity to be tested during each semester of each grade following the grade in which the student is initially tested until the student achieves a passing score.

As added by P.L.1-2005, SEC.16.

IC 20-32-4-4**Graduation eligibility requirements for students not passing graduation examination**

Sec. 4. A student who does not achieve a passing score on the graduation examination and who does not meet the requirements of section 1 of this chapter may be eligible to graduate if the student does all the following:

- (1) Takes the graduation examination in each subject area in which the student did not achieve a passing score at least one (1) time every school year after the school year in which the student first takes the graduation examination.
- (2) Completes remediation opportunities provided to the student by the student's school.
- (3) Maintains a school attendance rate of at least ninety-five percent (95%) with excused absences not counting against the student's attendance.
- (4) Maintains at least a "C" average or the equivalent in the courses comprising the credits specifically required for graduation by rule of the state board.
- (5) Otherwise satisfies all state and local graduation requirements.
- (6) Either:

(A) completes:

- (i) the course and credit requirements for a general diploma, including the career academic sequence;
- (ii) a workforce readiness assessment; and
- (iii) at least one (1) industry certification that appears on the state board's approved industry certification list, which must be updated annually with recommendations from the department of workforce development established by IC 22-4.1-2-1; or

(B) obtains a written recommendation from a teacher of the student in each subject area in which the student has not achieved a passing score on the graduation examination. The written recommendation must be aligned with the governing body's relevant policy and must be concurred in by the principal of the student's school and be supported by documentation that the student has attained the academic standard in the subject area based on:

- (i) tests other than the graduation examination; or
- (ii) classroom work.

As added by P.L.1-2005, SEC.16. Amended by P.L.105-2005, SEC.4; P.L.185-2006, SEC.11; P.L.268-2013, SEC.6.

IC 20-32-4-5

Children with disabilities; eligibility to graduate

Sec. 5. (a) This section applies to a student who is a child with a disability (as defined in IC 20-35-1-2).

(b) If the student does not achieve a passing score on the graduation examination, the student's case conference committee may determine that the student is eligible to graduate if the case conference committee finds the following:

(1) The student's teacher of record, in consultation with a teacher of the student in each subject area in which the student has not achieved a passing score, makes a written recommendation to the case conference committee. The recommendation must:

- (A) be aligned with the governing body's relevant policy;
- (B) be concurred in by the principal of the student's school; and
- (C) be supported by documentation that the student has attained the academic standard in the subject area based on:
 - (i) tests other than the graduation examination; or
 - (ii) classroom work.

(2) The student meets all the following requirements:

- (A) Retakes the graduation examination in each subject area in which the student did not achieve a passing score as often as required by the student's individualized education program.
- (B) Completes remediation opportunities provided to the student by the student's school to the extent required by the student's individualized education program.
- (C) Maintains a school attendance rate of at least ninety-five percent (95%) to the extent required by the student's individualized education program with excused absences not counting against the student's attendance.
- (D) Maintains at least a "C" average or the equivalent in the courses comprising the credits specifically required for graduation by rule of the state board.
- (E) Otherwise satisfies all state and local graduation requirements.

As added by P.L.1-2005, SEC.16. Amended by P.L.268-2013, SEC.7.

IC 20-32-4-6

Students with disabilities

Sec. 6. A decision with regard to whether a student who is a child with a disability (as defined in IC 20-35-1-2) is subject to the requirements of section 1(b)(2) of this chapter shall be made in accordance with the student's individualized education program and federal law.

As added by P.L.105-2005, SEC.5.

IC 20-32-4-7

Parent's request to exempt student from Core 40 requirement

Sec. 7. Upon the request of a student's parent, the student may be exempted from the Core 40 curriculum requirement set forth in section 1 of this chapter and be required to complete the general curriculum to be eligible to graduate. Except as provided in section 10 of this chapter, the student's parent and the student's counselor (or another staff member who assists students in course selection) shall meet to discuss the student's progress. Following the meeting, the student's parent shall determine whether the student will achieve greater educational benefits by:

- (1) continuing the general curriculum; or
- (2) completing the Core 40 curriculum.

As added by P.L.105-2005, SEC.6.

IC 20-32-4-8

Student not passing at least three Core 40 courses

Sec. 8. This section applies to a student who does not pass at least three (3) courses required under the Core 40 curriculum. Except as provided in section 10 of this chapter, the student's parent and the student's counselor (or another staff member who assists students in course selection) shall meet to discuss the student's progress. Following the meeting, the student's parent shall determine whether the student will achieve greater educational benefits by:

- (1) continuing in the Core 40 curriculum; or
- (2) completing the general curriculum.

As added by P.L.105-2005, SEC.7.

IC 20-32-4-9

Students scoring within twenty-fifth percentile or lower on graduation examination

Sec. 9. This section applies to a student who receives a score on the graduation examination that is in the twenty-fifth percentile or lower when the student takes the graduation examination for the first time. Except as provided in section 10 of this chapter, the student's parent and the student's counselor (or another staff member who assists students in course selection) shall meet to discuss the student's progress. Following the meeting, the student's parent shall determine whether the student will achieve greater educational benefits by:

- (1) continuing in the Core 40 curriculum; or
- (2) completing the general curriculum.

As added by P.L.105-2005, SEC.8.

IC 20-32-4-10

Student whose parent does not attend meeting with student and counselor

Sec. 10. This section applies if the parent of a student to whom section 8 or 9 of this chapter applies does not attend a meeting with the student and the student's counselor after receiving two (2) written requests to attend a meeting. If the student's parent does not attend a meeting described in section 8 or 9 of this chapter, the student and the student's counselor shall meet and:

- (1) the student's counselor shall make a recommendation to the student as to whether the student will achieve greater educational benefits by:
 - (A) continuing in the Core 40 curriculum; or
 - (B) completing the general curriculum; and
- (2) the student shall determine which curriculum the student will complete.

As added by P.L.105-2005, SEC.9.

IC 20-30-10**Chapter 10. College Preparation Curriculum****IC 20-30-10-1****College preparation curriculum models**

Sec. 1. The department shall develop and recommend to the state board for adoption the Core 40 college preparation curriculum models.

As added by P.L.1-2005, SEC.14.

IC 20-30-10-2**Adoption of models and teacher and staff training**

Sec. 2. (a) The state board shall adopt the following:

(1) College/technology preparation curriculum models that may include all or part of the college preparation curriculum models developed by the department under section 1 of this chapter.

(2) Teacher and staff training to implement the college/technology preparation curriculum models.

(b) The college/technology preparation curriculum models that the state board adopts under subsection (a) must meet the conditions listed in section 3 of this chapter.

As added by P.L.1-2005, SEC.14. Amended by P.L.286-2013, SEC.98.

IC 20-30-10-3**Curriculum models; conditions**

Sec. 3. The college/technology preparation curriculum models must meet the following conditions:

(1) Be performance based.

(2) Allow for dual credit, advanced study, and cooperative agreements.

(3) Provide a student with:

(A) the subject and skill areas required by a state educational institution to gain admittance into the respective state educational institution; and

(B) the skills necessary to gain employment upon the student's completion of formal education; upon the satisfactory fulfillment of the curriculum.

(4) Relate to a broad scope of subject areas and include all the subject areas required to be taught under Indiana law.

(5) Be designed to satisfy the graduation requirements established by the state board.

As added by P.L.1-2005, SEC.14.

IC 20-30-10-4**Curriculum models; course offerings**

Sec. 4. Each high school must provide at least two (2) of each of the following course offerings to high school students who qualify to enroll in the courses:

(1) Dual credit.

(2) Advanced placement.

As added by P.L.185-2006, SEC.9.



 Diploma Type		Indiana High School Diplomas 2012 & 2013 Graduation Data									
		2012					2013				
		# of Grads earning this diploma	# of Grads earning who took CTE Course(s)	% of Grads earning who took CTE Course (s)	# of CTE Concentrators earning this diploma	% of Grads earning who were CTE Concentrators	# of Grads earning this diploma	# of Grads earning who took CTE Course (s)	% of Grads earning who took CTE Course(s)	# of CTE Concentrators earning this diploma	% of Grads earning who were CTE Concentrators
Core 40 ONLY	Passed GQE	30321	24207	80%	9772	32%	31015	24740	80%	10137	33%
	Evidenced Based Waiver	1753	1289	74%	520	30%	1879	1372	73%	538	29%
	Work Readiness Waiver	181	119	66%	62	34%	111	89	80%	55	50%
Core 40 AHD & THD	Passed GQE	625	622	100%	422	68%	958	943	98%	749	78%
	Evidence Based Waiver	1	1	100%	1	100%	2	2	100%	2	100%
	Work Readiness Waiver	0	0	0%	0		1	0	0%	0	0%
Core 40 AHD	Passed GQE	19159	12741	67%	3602	19%	20104	13740	68%	4168	21%
	Evidence Based Waiver	23	18	78%	6	26%	14	15	107%	1	7%
	Work Readiness Waiver	1	1	100%	0	0%	0	0		0	
Core 40 THD	Passed GQE	711	711	100%	564	79%	801	791	99%	668	83%
	Evidence Based Waiver	8	8	100%	5	63%	7	7	100%	5	71%
	Work Readiness Waiver	0	0	0%			2	2	100%	2	100%
General Diploma	Passed GQE	8440	7336	87%	3317	39%	7786	6477	83%	2970	38%
	Evidence Based Waiver	3885	3260	84%	1470	38%	3399	2585	76%	1120	33%
	Work Readiness Waiver	395	339	86%	204	52%	347	293	84%	157	45%
IB Diploma		139	23	17%	4	3%	156	18	12%	7	4%
Course Completion			190		53			146		48	
Certificate			649		232			643		208	
GED			315		43			156		35	
Total Grads		65642	51829	79%	20277	31%	66582	52019	78%	20870	31%



Schedule Variations		# of School Corporations on this Schedule
1	Traditional Schedule Two semesters per year; 6 or 7 periods per day every day; semester length is 18 weeks.	289
2	Block 4 Four quarters per year; 4 classes per day and classes meet every day; each quarter is 9 weeks in length.	13
3	Block 8 Semesters; 8 class periods per semester, 4 per day on an alternating day basis; semester length is 18 weeks.	39
4	Modified Block A mix of Traditional and Block scheduling; varies by school.	32
5	Trimester Three terms; generally divided into 12 week trimesters.	31
	Other	6
Total School Corporations in Indiana Public, Charter, Private State Run, Special Education, and Vocational schools Included in count		410

- In a **traditional schedule**, students typically enroll in 6 courses so can earn 12 credits per year. Some students will take 7 courses so can earn 14 credits per year.
 - $6 \text{ periods} \times 2 \text{ semesters} = 12 \text{ credits per year} \times 4 \text{ years} = 48 \text{ credit}$
 - $7 \text{ periods} \times 2 \text{ semesters} = 14 \text{ credits per year} \times 4 \text{ years} = 56 \text{ credits}$
- In a **block 4 schedule**, students typically enroll in 4 courses each block so can earn 16 credits per year.
 - $4 \text{ periods} \times 4 \text{ quarters} = 16 \text{ credits per year} \times 4 \text{ years} = 64 \text{ credits}$
- In a **block 8 schedule**, students typically enroll in 7 courses so can earn 14 credits per year. Some students will take 8 courses so can earn 16 credits per year.
 - $7 \text{ periods} \times 2 \text{ semesters} = 14 \text{ credits per year} \times 4 \text{ years} = 56 \text{ credits}$
 - $8 \text{ periods} \times 2 \text{ semesters} = 16 \text{ credits per year} \times 4 \text{ years} = 64 \text{ credits}$
- Number of courses and credits vary by school in the **modified block schedules**.
 - Numbers will vary*
- In a **trimester schedule**, students typically enroll in 5 courses so can earn 15 credits per year. Some students will take 4 courses per trimester so would earn 12 credits per year.
 - $4 \text{ periods} \times 3 \text{ trimesters} = 12 \text{ credits per year} \times 4 \text{ years} = 48 \text{ credits}$
 - $5 \text{ periods} \times 3 \text{ trimesters} = 15 \text{ credits per year} \times 4 \text{ years} = 60 \text{ credits}$

Indiana College and Career Pathway Plan – State Model

Cluster: Business & Marketing

Pathway: Business Administration

Concentration: Accounting & Finance

Core 40 with Honors High School Graduation Plan*

*This is a SAMPLE plan for schools to use in planning. Course sequences and grade level in which courses are offered may vary according to local policies, practices and resources.

Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their individual Pathway Plans.

SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	Preparing for College & Careers; Elective		Digital Citizenship; Personal Financial Responsibility	World Language
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	Introduction to Business; Elective		Fine Arts	World Language
	11	English 11	Algebra II	3 rd Core 40 Science	US History	**Accounting	**Principles of Business Management		World Language
	12	English 12	Math or Quantitative Reasoning		Government Economics	**Financial Services		**Business Law & Ethics	
State specified Pathway Assessment: Dual Credit Finals									
Industry Recognized Certification: None									

Postsecondary Courses Aligned for Potential Dual Credit**

**See individual Course Frameworks for alignment of high school course standards and postsecondary course objectives

Ivy Tech	Vincennes University
<ul style="list-style-type: none"> • ACCT 101 Financial Accounting • ACCT 118 Financial Concepts • BUSN 101 Introduction to Business • BUSN 102 Business Law 	<ul style="list-style-type: none"> • ACCT 100 Basic College Accounting • MGMT 100 Introduction to Business

Indiana College and Career Pathway Plan – State Model

Cluster: Manufacturing
Pathway: Advanced Manufacturing

Core 40 with Honors High School Graduation Plan*

*This is a SAMPLE plan for schools to use in planning. Course sequences and grade level in which courses are offered may vary according to local policies, practices and resources.

Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their individual Pathway Plans.

SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	Preparing for College & Careers;		Digital Citizenship, Personal Financial Responsibility	World Language
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	Introduction to Advanced Manufacturing & Logistics	Computers in Design & Production or Intro to Engineering Design or Principles of Engineering		World Language
	11	English 11	Algebra II	3 rd Core 40 Science	US History	** Advanced Manufacturing I			World Language
	12	English 12	Math or Quantitative Reasoning		Government Economics	** Advanced Manufacturing II			Fine Arts
State specified Pathway Assessment: Dual credit assessment from Ivy Tech or Vincennes University or MSSC assessment (all 4 exams)									
Industry Recognized Certification: MSSC									

Postsecondary Courses Aligned for Potential Dual Credit**

**See individual Course Frameworks for alignment of high school course standards and postsecondary course objectives

Ivy Tech Community College	Vincennes University
ADMF 101 Key Principles of ADMF ADMF 102 Technology in ADMF ADMF 113 Electrical and Electronic Principles for Manufacturing ADMF 116 Automation & Robotics in Manufacturing ADMF 103 Graphic Communications for Manufacturing	CIMT 100/L Electronics for Automation CIMT 125/L Intro to Robotics and Automation PMTD 110/L Manufacturing Processes



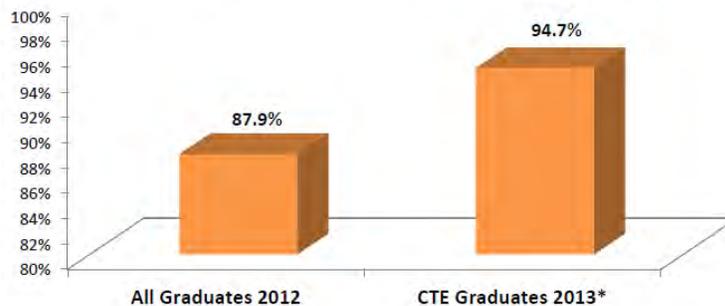
Diploma Pathways & CTE Takeaways

CTE Enrollment

Students 9-12 Grade	
Total Enrollment: 316,108	Enrolled in CTE: 210,439

- **2/3's of Indiana students were enrolled in CTE during 2012-13**
- **In the last 5 years, CTE enrollment has increased by 35%!**
- **Indiana CTE graduation rate is 6.8% higher than statewide graduation rate!**

All Student and CTE Student Graduation Rate Comparisons



- **The most frequently offered CTE Pathways in the state are related to careers in Automotive, Health and Construction**



- **88.6% of CTE students passed their Technical Skills Assessments**



- **66.6% of CTE students completed a College and Career Pathway!**

- **Almost 1/3 of Indiana CTE graduates left high school with an industry-recognized certification in 2012-13**

