Graduation Pathways
101

Benjamin Carter
Director of Workforce and Innovation

Indiana DEPARTMENT OF EDUCATION

Working Together for Student Success

Agenda

- Overview
- Diploma
- Employability Skills
- Postsecondary-Ready Competencies
- Tracking and Reporting
- Accountability
- Questions

Overview

Students in the 2019-2022 cohorts may satisfy the graduation requirements in *one* of four ways.

GQE

Grad Pathways

1.
Pass the GQE (ISTEP+ 10)

2.
Not passing the GQE (ISTEP+ 10), but receiving a waiver

3.
Successfully completing the Graduation Pathway requirements

4.
Unsuccessfully completing the Postsecondary-Ready Competency requirement, but receiving a waiver

Indiana Department of Education

Overview

Complete one option in each area.

1 High School Diploma

2 Learn and Demonstrate Employability Skills

3 Postsecondary-Ready Competencies

Overview

1 **High School Diploma**

Meet the statutorily defined diploma credit and curricular requirements.

- *Core 40*
- *Academic Honors*
- *Technical Honors*
- *General*

Overview

2 Learn and Demonstrate Employability Skills

Students must complete _at least one_ of the following.

- *Project-Based Experience*
- *Service-Based Experience*
- *Work-Based Experience*

***Experience + Work Product

Indiana Department of Education

Overview

2 **Learn and Demonstrate Employability Skills**
Project-Based Experience

Design Principles

1. Challenging Problem or Question
2. Sustained Inquiry
3. Authenticity
4. Student Voice & Choice
5. Reflection
6. Critique and Revision
7. Public Product

BIE
BUCK INSTITUTE
FOR EDUCATION

Overview

2 **Learn and Demonstrate Employability Skills**
Service-Based Experience

Design Principles

1. Meaningful Service
2. Link to Curriculum
3. Reflection
4. Diversity
5. Youth Voice
6. Partnerships
7. Progress Monitoring
8. Duration and Intensity

nylc™
national youth leadership council

Overview

2 **Learn and Demonstrate Employability Skills**
Work-Based Experience

Design Principles

1. Clear WBL partnership agreement and plan
2. Authentic work experience
3. Structured learning component
4. Culminating assessment and recognition of skills

Overview

2 Learn and Demonstrate Employability Skills
Work-Based Experience – Models for WBL

Registered Apprenticeship (DOL)	**School-Based Enterprise**
Pre-Apprenticeship / Youth Apprenticeship	**Employment**
Cooperative	**Internship**
On-the-Job Training	**Additional Recognized:** Governor's Work Ethic Certificate, Jobs for America's Graduates (JAG), JROTC, Extended Labs or Field Experiences

Indiana Department of Education

Employability Skills

2 **Learn and Demonstrate Employability Skills**

Project-based, Service-based, and Work-based Learning Experiences:

What is the work product that is required?
- Examples include but are not limited to: presentation, letter of recommendation, letter of employment verification, resume, reflection of experience, etc.

When can these experiences begin?
- Anytime between July 1 prior to freshman year through September 30 prior to submission of the Graduate Report
- Can be during the school day, after school, during breaks, etc.

Employability Skills

2 Learn and Demonstrate Employability Skills

Project-based, Service-based, and Work-based Learning Experiences:

How long do they have to last?
- There is not a set number of hours for an Employability Skills experience
- Schools and districts must ensure the experience has quality, scope, and value for the student

How do schools validate completion of this requirement?
- By evaluating the student's product and tracking the completion of the experience on the student's transcript or through the school's Student Information System (SIS).

Indiana Department of Education

Employability Skills

2 **Learn and Demonstrate Employability Skills**

Project-based, Service-based, and Work-based Learning Experiences:

How do I know if my experience satisfies the requirements?
- Each experience must be aligned to a specific set of design principles listed in the Policy Guidance Document.

Can courses be used to satisfy this requirement?
- In the Policy Guidance document, courses lending themselves to executing the design principles of each experience are listed, though completion of the courses alone does not fulfill this requirement.
- However, these experiences are not limited to these courses alone. If a student's experience or a course curriculum aligns with the design principles of any of the employability skills experiences, then that experience will qualify for this requirement.

Employability Skills

(2) ## Learn and Demonstrate Employability Skills

Project-based, Service-based, and Work-based Learning Experiences:

Can extracurricular activities satisfy this requirement?
- SBL can include school involvement, such as co-curricular or extracurricular activities or sports. Students must be engaged in these activities meaningfully, as well as complete a student work product and have school validation.

Competencies

3 **Postsecondary-Ready Competencies**

Students must complete _at least one_ of the following.

1. Honors Diploma
2. ACT
3. SAT
4. ASVAB
5. Industry Cert
6. Apprenticeship
7. CTE Concentrator
8. AP/IB/Dual Credit/Cambridge Int./CLEP
9. Locally Created Pathways

Competencies

3 Postsecondary-Ready Competencies

Honors Diploma
- Fulfill all requirements of either the Academic or Technical Honors designation

ACT
- Currently 18 in English, 22 in Reading, 22 in Math, and 23 in Science; students must meet at least 2 of the 4 score requirements, either the 18 in English or 22 in Reading AND either the 22 in Math or 23 in Science

SAT
- Currently 480 in Evidence-Based Reading and Writing (ERW) and 530 in Math; students must meet the individual scores in each subject

Competencies

3 Postsecondary-Ready Competencies

ASVAB
- Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military The minimum score a student must earn is 31; individual branch scores are the following: Army is 31, Marines is 31, Navy is 35, Air Force is 36, and Coast Guard is 45

State- and Industry-recognized Credential or Certification
- The list of state- and industry-recognized credentials and certifications is posted on the DOE's website

Federally-recognized Apprenticeship
- The list of federally recognized apprenticeships is posted on the DOE's website

Competencies

3 **Postsecondary-Ready Competencies**

Career-Technical Education Concentrator
- Must earn a C average in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study
- CTE Concentrator is a student who completes at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study.
- This new Graduation Pathways Policy Guidance November 16, 2018 10 definition will begin with the 2023 graduating cohort (freshmen beginning in 2019-20).
- The Indiana Department of Education provides course frameworks for these clusters and courses, which include a course description, specifications, standards and sequencing.
- Concentrators for Graduation Pathways must take the same CTE course sequences as those concentrators submitted for the Carl D. Perkins Act.

Competencies

③ Postsecondary-Ready Competencies

AP/IB/Dual Credit/Cambridge International courses or CLEP Exams
- Must earn a C average or higher in at least three (3) courses
- If a student is taking AP/IB/Dual Credit courses to meet the postsecondary-ready competency, either:

1. One of the three courses must be in a core content area. The Core Transfer Library defines "core content" for dual credit/AP/IB requirement. Students pursuing liberal arts tracks must have at least one course corresponding with the CTL.
2. All three (3) courses must be part of a defined CTE sequence. A defined CTE sequence of courses is based on the Indiana College and Career Pathways. These courses must correspond with the CTE Technical Dual Credit Crosswalk.

Competencies

3 Postsecondary-Ready Competencies

Locally Created Pathways
- Developed in accordance with the framework adopted by the SBOE and is approved by the SBOE
- The Board has approved two Locally Created Pathways (LCPs) thus far.
- As demonstrated in the 2018 graduation data, schools are beginning to adopt these pathways to suit their students' needs
- To help clarify and simplify the components of each LCP, SBOE, and IDOE staff developed guidance for schools and districts to follow
- The guidance is posted on the DOE's website

Competencies (Waiver)

A student may receive a waiver from the Postsecondary-Ready Competencies

(1) If:

    a) the student was unsuccessful in completing the postsecondary readiness competency by the conclusion of the senior year, including a student who was in the process of completing a competency at one school that was not offered by the school to which the student transferred;
    b) the student attempted to achieve at least three separate postsecondary readiness competencies;

OR

(2) If a student transfers to a school during the senior year from a non-accredited nonpublic school or an out-of-state school and the student:

    (a) attempted to achieve at least one postsecondary readiness competency **and**
    (b) was unsuccessful in completing the attempted competency.

Indiana Department of Education

Competencies (Waiver)

To receive a waiver from the Postsecondary-Ready Competencies, the student must:

1. maintain at least a "C" average or its equivalent throughout the high school career in courses required to graduate;
2. maintain a school attendance rate of at least 95 percent with excused absences not counting against the rate;
3. satisfy all other state and local graduation requirements beyond the postsecondary readiness competency requirements; **and**
4. demonstrate postsecondary planning (approved by school principal), including:
   a) college acceptance;
   b) acceptance in an occupational training program;
   c) workforce entry; or
   d) military enlistment.

Tracking and Reporting

- Schools can locally determine how to track experiences and competencies.
- Schools and districts will report how students fulfilled the Graduation Pathways through the Graduation Report (GR).

1 High School Diploma

Student's transcript with courses completed and diploma designation noted

2 Learn and Demonstrate Employability Skills

A student's product

3 Postsecondary-Ready Competencies

Exam scores, certificates, or course list

Accountability

How does this impact my letter grade?

The A-F grade will continue to include a performance domain component, which currently measures the proficiency rate of the 10th grade cohort on the ISTEP+ Grade 10 assessment. All students in the 10th grade cohort must take the ISTEP+ Grade 10 assessment for accountability purposes, regardless of whether the student pursues the Graduation Pathways.

Accountability

Do students still have to take the ISTEP?

All students should take the ISTEP+ Grade 10 during their grade 10 year, regardless of whether they pursue Graduation Pathways. Beyond grade 10, there is no requirement for the student to continue to retake the assessment, if pursuing the Graduation Pathways in lieu of the graduation exam. While students don't have to continue to re-test, to qualify for a graduation exam waiver, the student has to take the assessment(s) not passed at least once each school year after the first year of administration.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
8TH GRADE	ISTEP+ 8	ILEARN 8	ILEARN 8	ILEARN 8	ILEARN 8	ILEARN 8
9TH GRADE	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed
10TH GRADE	ISTEP+ 10	ISTEP+ 10	ISTEP+ 10	**Not Assessed**	Not Assessed	Not Assessed
11TH GRADE	ISTEP+ 10 (retest)	ISTEP+ 10 (retest)	ISTEP+ 10 (retest)	ISTEP+ 10 (retest)	**College Entrance Exam**	College Entrance Exam
12TH GRADE	ECA (retest)	ISTEP+ 10 (retest)	ISTEP+ 10 (retest)	ISTEP+ 10 (retest)	ISTEP+ 10 (retest)	College Entrance Exam (retest)

Questions

Questions?

For additional information visit:
https://www.doe.in.gov/graduation-pathways

Email
DOEGradpathways@doe.in.gov