Louisiana Believes

High School Policy, Planning, and Preparation

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Office of Student Opportunities
The objective for today’s session is to explore High School policy updates and provide guidance for administrators, counselors, and teachers in using key policies, programs, and resources to help students and schools achieve their goals.
Promotion Policy Update
Each school system is required to develop a Pupil Progression Plan for review. Each agency may have slightly different procedures related to retention, advancement, promotion, and graduation.

As a result of the delayed release of the 2017-2018 Pupil Progression Plan template and related promotion policy updates, school systems may elect to:

• **Option 1:** Retain the locally approved 2017-2018 Pupil Progression Plan through the 2018-2019 school year; or

• **Option 2:** Submit an addendum outlining any plan updates for the 2018-2019 school year. Addendums must be submitted no later than **August 31**.

School systems must notify the Department of their decision by submitting the [2018-2019 Pupil Progression Election Form](mailto:ppp@la.gov) to [ppp@la.gov](mailto:ppp@la.gov) by **June 30**.

For more information, please email your request to [ppp@la.gov](mailto:ppp@la.gov).
Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan.

The LDE will provide to each LEA a roster of third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such rosters will assist the LEA in making final determinations relative to students’ required individual academic plans.

Additional Resources:

- Individual Academic Improvement Plan Parent/Guardian Agreement Form
- Promotion Policy Guidance and FAQs
Grade 8 Promotion Policy

• Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subjects in order to be promoted to the ninth grade.

• Students who do not meet the promotion standard after taking the eighth grade state assessments in the spring may be placed on a high school campus in the transitional ninth grade.

• The guidelines set forth shall be used to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade.

• Such placement shall occur no later than October 1 of each school year.
PROMOTION

Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan.

Eighth grade students who do not meet the promotion standard after taking the state assessment in the spring may be placed on a high school campus in the transitional ninth grade.

SUMMER REMEDIATION

School systems shall offer, at no cost, extended, on-grade level instruction through summer remediation to students who, based on a preponderance of evidence of student learning, are considered to be academically struggling, did not take the spring LEAP tests, and failed to meet the standard set forth by BESE.

Teachers rated “Effective: Proficient,” in addition to those rated “Highly Effective,” are able to serve as summer remediation instructors.
The Board of Regents recently approved new minimum requirements for dual enrollment coursework which address course content and rigor, faculty qualifications, and student eligibility.

Additionally, the Board adopted a revision to the minimum requirements for entry-level, college-level mathematics and English. In addition to ACT minimum requirements, alternate assessments with minimum scores are available for college-level enrollment and have been amended to include ACCUPLACER.

A college or university may propose its own alternate placement system, but such a system must be validated on the principle that students shall meet, at a minimum, the same level of academic achievement as would have been defined by equivalent scores on the ACT.
COURSE CONTENT, RIGOR

At the minimum, must be identical to the college course for which credit is granted.

• Collaborative agreements between secondary and postsecondary institutions should address rigor, faculty standards, and student mix, specifically indicating that dual credit courses are clearly at the collegiate level and reflect the standards of postsecondary work.

• Assignments and assessments must be graded at a college level for the college credit, regardless of course delivery method, location, instructor, facilitator or process.

• Academic courses must be listed on the Master Articulation Matrix, with the Common Course Number listed on the syllabus so that students will know where and how the course will transfer.
Dual Enrollment Minimum Requirements

**STUDENT ELIGIBILITY**

High school students have not completed the Regents/TOPS core and, as such, eligibility is more specific than for college students.

With the goal of concentrating on the core foundation and college readiness upon graduation, high school students in need of remediation in mathematics or English/writing must be making progress to complete all required remediation to enroll in any courses on the [Master Articulation Matrix](#).

<table>
<thead>
<tr>
<th>Academic Requirements</th>
<th>Technical/Work Skills Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2.5 HS GPA (rising to 2.75 in 2019-20)</td>
<td>Demonstrate an ability to benefit, as defined by the Management Board and its member campuses.</td>
</tr>
<tr>
<td>• 19 ACT <strong>Composite</strong>, 19 Math, 18 English</td>
<td></td>
</tr>
</tbody>
</table>
## Dual Enrollment Minimum Requirements

**MINIMUM REQUIREMENTS FOR ACADEMIC COURSES**

### 2018 – 2019 AND BEYOND

Beginning in 2018-2019 and beyond, as established by the Louisiana Board of Regents, the minimum requirements for Dual Enrollment are as follows.

**Academic Requirement:** 2.5\(^1\) cumulative high school GPA, verified by the high school, to initiate or continue dual enrollment.

### For Students with ACT Scores (may use alternate measures for ACT score earned before 10\(^{th}\) grade)

<table>
<thead>
<tr>
<th>Test</th>
<th>English</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>SAT</td>
<td>25 WL</td>
<td>500</td>
</tr>
</tbody>
</table>

### For High School Dual Enrollment: students who have not yet taken the ACT in high school\(^3\)

<table>
<thead>
<tr>
<th>Test</th>
<th>English</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASPIRE</td>
<td>433</td>
<td>431</td>
</tr>
<tr>
<td>Pre-ACT</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Pre-SAT</td>
<td>25 WL</td>
<td>500</td>
</tr>
<tr>
<td>EOC(^4)</td>
<td>English II: 740</td>
<td>Algebra I: 760, or Geometry: 750</td>
</tr>
</tbody>
</table>

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1. 2.75, effective Fall 2019
2. For College Algebra, >20 ACT, 435 Aspire, 22 Pre-ACT Math, 770 Algebra I EOC, or 760 Geometry EOC is recommended.
3. ACT confirms that ASPIRE and Pre-ACT are predictive measures to aid in focusing high school instruction and do not replace ACT: if a student has taken the ACT in high school, the ACT score must be used as the placement measure.
4. LEAP 2025 minimum English and Mathematics scores are currently under consideration by the Board of Regents.
# Dual Enrollment Minimum Requirements

## Addressing Deficiencies

<table>
<thead>
<tr>
<th>Weak Area</th>
<th>Student may enroll in</th>
<th>Anticipated Outcome*</th>
<th>Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;18 English</td>
<td>DE math courses if concurrently addressing reading/writing deficiencies</td>
<td>Student is college-ready in English by spring of senior year</td>
<td>Students may concurrently address deficiencies in several ways:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- continuing to complete core classes;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- participating in online subject area reviews before retaking the assessment; or</td>
</tr>
<tr>
<td>&lt;19 Mathematics</td>
<td>DE English, foreign language, history, introductory social sciences, humanities, or arts survey courses if concurrently addressing mathematics deficiencies</td>
<td>Student is college-ready in Math by spring of senior year</td>
<td>- enrolling in a BESE-approved high school transition or college developmental course for which a grade ≥C will be considered equivalent to the required ACT (after completing at least three core English/math courses)</td>
</tr>
</tbody>
</table>

*Because it is important that DE students graduate college-ready, before enrolling in any course on the Master Articulation Matrix in the Spring semester/term of the senior year, a student must be able to demonstrate college readiness in both English and mathematics.*

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INSTRUCTOR REQUIREMENTS

Expected qualifications for a high school dual enrollment instructor are the same for that of any other postsecondary on-campus instructor, regardless of the course delivery method.

• All individuals delivering or facilitating DE instruction must receive appropriate formal training by the postsecondary institution on delivery of the particular course.

• The teacher must meet with a postsecondary departmental representative (or participate in a workshop offered by the institution) within 12 months preceding the start of class to review the curriculum, course content, measurement, and student outcomes.
STUDENT MIX

College courses offered for dual enrollment, credit should be differentiated from regular high school courses in content and performance expectations.

All high school students participating in a dual enrollment course should be fully participating at the college level.

If a dual enrollment course includes students not taking the course for college credit, local school systems should be prepared to offer a compelling explanation as to how the collegiate level rigor of the course is ensured.
Post-Secondary Transition Courses

ACT 250 (2017)

Act 250 of the 2017 regular legislative session requires, beginning in 2018-2019 and beyond, that each high school senior not having achieved the established college readiness standards for English and mathematics shall be given the opportunity to take an appropriate transition course.

BESE, in collaboration with public school governing boards and post secondary management boards, shall publish a list of English and Math transition courses designed to improve identified student academic weaknesses. Courses shall align with applicable state content standards.
Approved Transition Courses

<table>
<thead>
<tr>
<th>English</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU Expository Reading and Writing Curriculum</td>
<td>Transition to College Mathematics (Dana Center)</td>
</tr>
<tr>
<td>LCTCS, LSUE, or SUSLA Developmental English I</td>
<td>LCTCS, LSUE, or SUSLA Developmental Math I</td>
</tr>
<tr>
<td>LCTCS, LSUE, or SUSLA Developmental English II</td>
<td>LCTCS, LSUE, or SUSLA Developmental Math II</td>
</tr>
<tr>
<td>SREB Literacy Transition</td>
<td>SREB Math Ready</td>
</tr>
<tr>
<td>English III (Jump Start Career Diploma students)</td>
<td>Statistical Reasoning</td>
</tr>
<tr>
<td>English IV (Jump Start Career Diploma students)</td>
<td>Intensive Algebra I Elective</td>
</tr>
</tbody>
</table>

In ensure compliance with ACT 250, each public school governing authority shall:

1. Identify rising high school seniors who do not meet established college readiness standards.
2. Provide applicable rising seniors with information on available transition courses designed to address identified college readiness academic weaknesses.
3. Use course assessment data to determine student attainment.
4. Provide appropriate professional development to teachers of transition courses.
Updated Proficiency Credit Reporting

School systems must annually report to the Department proficiency exams used to award Carnegie credit to students per state policy.

Beginning in the 2018-2019 school year there is a new, streamlined form which should be used to report these exams.

The form can be accessed here or on the Louisiana Believes website under Graduation Requirements.

For additional information contact stephanie.marcum@la.gov.
Jump Start LA STEM Pathways
Unlike other Jump Start pathways, the Pre-Engineering pathway requires students to complete the eight courses listed below.

All courses below are offered in partnership with LSU.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Intro to Engineering Design: LSU Partnership*</td>
<td>110801</td>
</tr>
<tr>
<td></td>
<td>Intro to Computational Thinking for STEM: LSU Partnership</td>
<td>061140</td>
</tr>
<tr>
<td>10th</td>
<td>Principles of Engineering: LSU Partnership</td>
<td>110811</td>
</tr>
<tr>
<td></td>
<td>Programming for Engineers: LSU Partnership</td>
<td>144300</td>
</tr>
<tr>
<td>11th</td>
<td>Robotics: LSU Partnership</td>
<td>150731</td>
</tr>
<tr>
<td></td>
<td>Data Manipulation and Analysis: LSU Partnership</td>
<td>080532</td>
</tr>
<tr>
<td>12th</td>
<td>Engineering Economy: LSU Partnership</td>
<td>144200</td>
</tr>
<tr>
<td></td>
<td>Engineering Design &amp; Development: LSU Partnership</td>
<td>110861</td>
</tr>
</tbody>
</table>
2017-2018
LSU Pre-Engineering Pathway

- For 2017-2018, the LSU Pre-Engineering pathway was implemented in 8 schools in 6 districts, impacting over 400 students.

- 17 additional schools are in the process of planning for implementation during the 2018-2019 school year.

- Through the pilot, we learned that:
  
  (1) schools need more flexibility in the 8 course requirement and

  (2) students should not be dis-incentivized to take high level math and science AP courses because of taking pre-engineering courses

- To address those concerns, we are proposing to restructure the pathway so that student are required to take 4 core pre-engineering courses but then can choose from a “bucket” of high level science, math, and engineering courses for the remaining 4 requirements.
### LSU Pre-Engineering Pathway
*(Proposed Restructure for 2018-2019)*

<table>
<thead>
<tr>
<th>Required Course Titles (4)</th>
<th>Additional Course Titles (Choose 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Engineering Design (DE)</td>
<td>Engineering Economy</td>
</tr>
<tr>
<td>Intro to Computational Thinking</td>
<td>Principles of Engineering</td>
</tr>
<tr>
<td>Intro to Robotics</td>
<td>Programming for Engineers</td>
</tr>
<tr>
<td>Engineering Design and Development</td>
<td>Data Manipulation and Analysis</td>
</tr>
<tr>
<td></td>
<td>AP Calculus</td>
</tr>
<tr>
<td></td>
<td>Statistical Reasoning or AP Statistics</td>
</tr>
<tr>
<td></td>
<td>AP Computer Science Principles</td>
</tr>
<tr>
<td></td>
<td>AP Computer Science A</td>
</tr>
<tr>
<td></td>
<td>Biology DE, Biology II, or AP Biology</td>
</tr>
<tr>
<td></td>
<td>Chemistry DE, Chemistry II, or AP Chemistry</td>
</tr>
<tr>
<td></td>
<td>AP Physics</td>
</tr>
<tr>
<td></td>
<td>AP Environmental Science Coastal Studies</td>
</tr>
</tbody>
</table>
Jump Start Pathways in Development: Environmental Protection and Sustainability

- It is estimated that Louisiana lost nearly 1868 square miles of coastal land between 1932 and 2010. In the next five decades, the Louisiana coast is expected to lose another 700 square miles.

- The Environmental Protection and Sustainability Pathway is being established to provide students with the knowledge and skills necessary to provide solutions to combat coastal erosion as well as to prepare them for the workforce that will be tasked with implementing these solutions.

- The ultimate goal of this pathway is to allow students the opportunity to understand the geology and ecology that is specific to our coastline in order to prepare for the future of our state.
Jump Start Pathways in Development:
LSU Digital Design and Emergent Media
Pathways in Technology
Early College High Schools
(P-TECH)
P-TECH Louisiana

• **Pathways in Technology Early College High Schools (P-TECH)** for grades 9-14 is coming to Louisiana this fall and will be located in East and West Baton Rouge Parishes. The schools are the result of a partnership established between IBM, DOW Chemical, the Louisiana Department of Education and the Louisiana Community and Technical College System.

• P-TECH is a public-private partnership model that blends classroom learning with workplace experiences, giving youth an opportunity to earn both a high school diploma and an associate degree in a technology discipline.

• Businesses that are engaged with P-TECH schools provide students with mentorships, paid internships, and structured workplace visits -- as well as first-in-line consideration for job interviews for students who successfully complete the program.

• Pilots for 2018-2019 include the CyberSTEM Academy, co-located at Tara High School in East Baton Rouge, and will work with IBM. Port Allen and Brusly High Schools in West Baton Rouge will work with Dow.

• Schools interested in piloting a P-TECH program for the 2019-2020 school year should contact HighSchoolAcademics@la.gov for more information.
Next Steps
Planning for Policy Implementation

In summary, school systems should begin gathering resources and planning for policy implementation with these key points in mind:

1. Promotion policy updates for grades 4 and 8
   - Grade 4 - Individual academic improvement plans
   - Grade 8 – Promotion to the high school campus
   - Student supports

2. Dual Enrollment policy
   - Course content, rigor
   - Student eligibility
   - Instructor requirements
   - Student mix

3. Act 250 Transition Courses
   - Identify rising high school seniors who do not meet established college readiness standards.
   - Provide applicable rising seniors with information on available transition courses designed to address identified college readiness academic weaknesses.
   - Use course assessment data to determine student attainment.
   - Provide appropriate professional development to teachers of transition courses

4. Schools interested in piloting a P-TECH program for the 2019-2020 school year should contact HighSchoolAcademics@la.gov for more information.
For more information on High School Policy and Programs, please contact: HighSchoolAcademics@la.gov