**College and Career Readiness**

***Meeting Summary***

***Tuesday, October 11th, 2011***

***9:00 a.m. – 12:00 p.m.***

 **Meeting Objectives:** *Overview of Act 163 - HSR Commission Name and Membership Changes*

*College and Career Readiness Report Card*

*Update on* Proposed *Advanced Placement (AP) Policy*

*Update on Seat Time Waiver Policy/Act 660/ASAP*

*Delivery Update*

Commissioners/Proxies Attending: Troy Allen, Jay Augustine, Pat Deaville for Dale Bayard, Jemi Carlone, David Clayton, Michael Faulk, Wayne Fetter, Emily Howell, Linda Johnson, Melicent Lester, Lisa Vosper for Robert Levy, Girard M[illegible] for Mary Livers, Derrick Manns, Diann Moran, Jeanne C. Johnston for Ben Nevers, Stafford Palmieri, William C. Percy, Meg Casper for Jim Purcell, Jim Randels, Debbie Schum, Donna Sedevie, Carol Tall, Ollie S. Tyler

Commissioners Not Attending: Austin Badon, Connie Bradford, Glenny Lee Buquet, Kimberlee Gazzolo, Randy Moffett, Charles Moniotte, Elvin Pradia, Jim Randels

**The Commission meeting commenced at 9:05 a.m. with greetings and introductions by:**

Debbie Schum, Executive Director, College & Career Readiness (CCR)

Linda Johnson, BESE Member, HSR Commission Co-Chairperson

Troy Allen, BESE Member, HSR Commission Co-Chairperson

Commission members introduced themselves.

**HSR to CCR Name Change and New Membership**

Debbie Schum Introduced Act 163 of 2011, which provided for HSR to CCR name change and new membership. This new law streamlined redundancy in organization representation and obsolete membership. The mission has not changed; Debbie reviewed it. She mentioned removal criteria from the commission.

**College and Career Readiness (CCR) Report Card**

Debbie Schum reviewed revised version of CCR Report Card based on feedback received from last meeting.

* + Purpose is to get a snapshot around College and Career Readiness and high school on-time completion.
	+ This version is somewhat streamlined compared to prior version.
	+ **Question**: Is this to be sent out like Accountability Report Cards?
		- Ms. Schum: Initial plan is just to provide to schools and LEAs because currently the data are not easy to find or in a central location, but it is possible in the future.
	+ **Comment**: Business and industry would be very interested in such data. Can we show a 5-year cohort graduation rate?
		- Ms. Schum: We will look at that possibility.
	+ **Comment**: Need to correct “parish” as “district” to include school districts that are not parishes.
	+ **Question**: Will we capture Advanced Placement and International Baccalaureate classes in the dual enrollment number?
		- Ms. Schum: We will address this in a later presentation.
	+ **Comment**: Might want to have separate English and math columns.
	+ **Question**: Why isn’t it feasible to administer WorkKeys to all 11th graders?
		- Ms. Schum: Currently not able to get WorkKeys data disaggregated by school or district.
* Ms. Schum mentioned that we will use the **National Clearinghouse data** to be used to include post-secondary enrollment anywhere in the U.S.
	+ Point: Laura Boudreaux (LDOE) clarified that **First-Time Freshmen** numbers will only include those attending 4-year colleges.
* In response to a question, Ms. Schum invited suggestions as to whether the report will **count *part-time* technical school enrollments or just full-time**. This is of interest to the Office of Juvenile Justice.
	+ **Comment**: Some concern about the increasing challenges of coding, which drives these numbers.
* Ms. Schum state that we are trying to give a draft using what data we have by end of this school year, hoping for it to be live by January 2013.
* **Suggestion**: Districts/schools would probably be interested in breakdowns of the Diploma Pathways – LA Core, Core 4, and Career
* Ms. Schum said we are trying hard to have a partial one (some indicators not completed) by January 2012, but are not sure if staff would have it ready in the format presented. If we get a report produced in January, we think it will help capture information like students who had to wait till after graduating to take an IBC exam (because of age requirements).
* Laura Boudreaux explained the rules around the **ACT** student data. ACT’s data on student participation data are dubious.
	+ **Comment:** It’s problematic to give ACT to so many students in our state. The scores tend to be lower than if this group were less inclusive.
	+ **Ms. Schum**: Still looking at having as many students as possible take ACT and Work Keys or at least offering it.
	+ **Comment**: What can we do to ensure the Areas of Concentration (AOCs) being obtained or what workforce needs? Namely, the LDOE needs to help districts offer AOCs that their regions actually need.
		- A commissioner mentioned the LA Workforce Commission’s occupational forecast.

**BREAK**

**CCR Report Card (Continued)**

Ms. Johnson invited voting to recommend the CCR Report Card to BESE.

* + David Clayton recommended that BESE approve, with the stipulation that LDOE staff look at making the changes discussed today. There were no objections, and the motion carried.

**Lisa French, CCR Deputy Director**

Debbie Schum introduced Lisa French, new CCR Deputy Director, whose focus is on the post-secondary enrollment/completion goals.

**Over-Age Status**

Debbie Schum reported on over-age status again, also looking at data going back into grades 5 – 8.

* + **Question**: How many of these students in 7th and 8th grade are in alternative education?
	+ Ms. Schum: We will get those numbers and see if we can disaggregate those who are just academically behind (rather than in alternative education).

**Strategic Plans - Trajectories**

Debbie Schum presented trajectories of our strategic plans. We will look at changing what needs to be changed – gave JAG as an example. Emphasized Connections Process as intervention for average students – no grade requirement.

* + **Comment**: If they’re that average, they need opportunities to obtain Carnegie Units and take the End-of-Course tests in *middle school* – not just opportunities to take a few electives.
	+ **Ms. Schum**: Connections is essential to get kids caught up with necessary math and English/reading skills to succeed in high school classes.
		- CCR Phase 2 will involve more strategic focusing and targeting of strategies and resources.

**Accelerated Student Achievement Pathway (ASAP)**

Jeff Hand gave a presentation on ASAP: Act 660 led to Bulletin 741 seat 2317, which allows for accelerated/early graduation and prevents LEAs from prohibiting students from doing so and emphasizes the paramount importance of a mentor in a successful accelerated graduation program.

* Jeff asked Pat Deville to give an overview of the “Condensed Accelerated Curriculum” seen at a school in Texas. It did take a lot of money.
* **Question**: Will waiver apply to all kids or just average?
	+ - **Answer**: ALL
* **Question**: Will kids be protected from truancy law?
	+ - **Ms. Schum**: It has already been updated.
* **Question**: A lot of implications around this (especially for Accountability scores, etc.). Bulletin 741 changes will be needed.
	+ - Ms. Schum: We will work on this, especially after this pilot.
		- Jeff explained that a strong program is only really manageable at about 15 students per group in a school.

**Advanced Placement (AP)**

Ken Bradford presented on Advanced Placement (AP) offerings and policy.

* Convening stakeholders group to see what we need to do to get this Louisiana’s AP participation to the national average.
* **Highlight**: AP participation and success have shown to very substantially improve college success rate for various groups, including low income.
* **Comment**: Currently, there is not really an incentive for taking AP exams. Suggested that CTE weight in MFP be changed to “CCR” weight, which would then include AP participation.
* **Comment**: In Calcasieu, they’ve seen a big advantage in students taking the AP exam. There are various incentives in place – GPA, financial incentive, etc.
* There was some discussion around plan.
* **Question**: Lower income students tend to have less access to ACT prep, so have we looked at the potential impact of weighting this more heavily?
	+ - **Nancy Beben**: Most all LEAs approved higher grading scale than BESE selected.
	+ **Comment**: The bottom line is that we still need to incentivize/not disincentivize students taking AP classes or the AP exam.
	+ **Comment**: It is important to have Pre-AP emphasis in grades 6 – 10.
	+ **Comment**: Various ways to give post secondary credit, but post secondary institutions need to help remove (ACT, Dual Enrollment, etc.) obstacles.

**Closing**

Ms. Schum mentioned that we will bring the CCR Report Card to BESE in October and invited written feedback. She also invited suggestion for future CCR Commission meeting topics.

**The meeting was adjourned at 12 noon.**