

Louisiana Believes

High School Policy Updates

Tristen Guillory, M.Ed.
College Readiness Coordinator
Office of Student Opportunities



Overview

The objective for today's session is to inform high school and district leaders of key policies, programs, and resources which will assist students and schools in achieving their goals.

Promotion Policy Update

Promotion Policy Overview

The Department has developed a streamlined [Pupil Progression Plan \(PPP\) template - Version 2.0](#) based on recent promotion [policy revisions approved by BESE](#) for grades 4 and 8.

To support school systems, the Department developed the following templates and associated resources: [individual academic improvement plan template](#), [parent/guardian agreement form](#), [2017-2018 Promotion Guidance](#) and [FAQs](#).

In response to feedback received from local school systems, BESE approved the following revisions to Bulletin 1566 at the [December](#) and [January](#) meetings:

- summer remediation to allow for teachers rated “Effective: Proficient,” in addition to those rated “Highly Effective,” be able to serve as summer remediation instructors
- additional flexibilities for school systems to identify students to whom summer remediation must be offered and to place academically struggling students in transitional ninth grade

As a result of the delayed release, **the submission deadline has been extended to February 1, 2018.**

For additional information, please contact ppp@la.gov.

Grade 4 Promotion Policy

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 Frequency Asked Questions \(FAQs\)](#)

Grade 8 Promotion Policy

Regular Grade 8 Promotion

- 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.
- The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student’s parents.
- Such placement shall occur no later than October 1 of each school year.

Policy Revision Summary

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](#).

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.

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.

Dual Enrollment Policy Update

Dual Enrollment Policy Update

The Louisiana Board of Regents recently approved new [minimum requirements](#) for dual enrollment coursework. The new policy addressed 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. The [revised policy](#) defines the threshold for access to entry-level, college-level courses. The policy allows for a pilot on placement with co-requisite delivery.

Dual Enrollment

Dual enrollment (DE) is the enrollment of a high school student in a college course for which dual credit (both college and high school credit) is attempted and recorded on both the student's secondary and postsecondary academic record. A college course offered for Dual Enrollment is:

1. an on-site or online college course taught by the postsecondary institution, or
2. a specially scheduled college course* taught on a high school campus.

Successful dual enrollment students are more likely to graduate from high school, enroll in college, persist, and graduate with a degree.

**Postsecondary institutions must adhere to Board of Regents Policy and must comply with all accreditation requirements for awarding credit.*

Dual Enrollment

However, in the absence of policies & consistency, the value of the Dual Enrollment experience is compromised.

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The Conversation

Opinion and ideas.

June 6, 2013 by Ken Smith and Diana Nixon



The Dark Side of Dual Enrollment

Different students learn in different ways—we know that. Students know that too.

December 5, 2017

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Are Dual-Enrollment Programs Overpromising?



Dual Enrollment Minimum Requirements

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](#).

Academic Requirements

- 2.5 HS GPA (rising to 2.75 in 2019-20)
- 19 ACT Composite, 19 Math, 18 English

Technical/Work Skills Requirements

Demonstrate an ability to benefit, as defined by the Management Board and its member campuses.

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: 2.5¹ cumulative high school GPA, verified by the high school, to initiate or continue dual enrollment.

	ENGLISH	MATHEMATICS ²
For student ACT scores (May use alternate measure for ACT score earned before 10 th grade.)		
ACT	18	19
For High School Due Enrollment: students who have not yet taken the ACT in high school ³		
ASPIRE	433	431
Pre-ACT	18	19
EOC ⁴	English II: 740	Algebra I: 760, or Geometry: 750

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 measure 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

Weak Area	Student may enroll in	Anticipated Outcome*	Guidelines
<18 English	DE math courses if concurrently addressing reading/writing deficiencies	Student is college ready in English by spring of senior year	Students may concurrently address deficiencies in several ways: <ul style="list-style-type: none"> • by continuing to complete core classes, • participating in online subject area reviews before retaking the assessment, or, • after completing at least three core English/math courses, enrolling in a BESE-approved high school transition or college developmental course for which a grade \geqC will be considered equivalent to the required ACT.
<19 Mathematics	DE English, foreign language, history, introductory social sciences, humanities, or arts survey courses if concurrently addressing mathematics deficiencies	Student is college ready in Math by spring of senior year	

* 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.

Dual Enrollment Minimum Requirements

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.

Dual Enrollment Minimum Requirements

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.

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 update
 - Course content, rigor
 - Student eligibility
 - Instructor requirements
 - Student mix

Contact Information

For more information on
High School Policy and Programs,
please contact: HighSchoolAcademics@la.gov