Louisiana Believes

High School Graduation Pathways and Credentials

DEPARTMENT of EDUCATION

Overview

The objective for today's session is to explore High School policy updates for teachers in using key policies, programs, and resources to help students and schools achieve their goals.

Agenda

- Diploma Pathways

- Dual Enrollment Updates

- Post-secondary Transition Courses

- Proficiency Credit

- STEM Pathways

Diploma Pathways

Pathways to a Louisiana High School Diploma

TOPS University Pathway

- Ensures that students going to four-year colleges have take a true college preparatory curriculum while in high school and have every chance possible to receive TOPS scholarships
- Students are rewarded for completing more rigorous AP, IB, and dual enrollment coursework with increased weights in the calculation of the TOPS GPA
- The TOPS GPA determines eligibility for the TOPS award and additional financial support during college
- ACT Requirements

Jump Start TOPS Tech Pathway

- Students of all interests and capabilities can graduate high school by earning industry credentials that provide new opportunities for a successful adulthood
- Students who complete a Jump Start TOPS Tech Pathway will have attained an industry credential and will also be prepared to continue to their post-secondary education
- Students must complete a career pathway consisting of 9 dedicated CTE Units
- ACT Requirements

Dual Enrollment Policy Update

Dual Enrollment Policy Update

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.

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	Technical/Work Skills Requirements
• 2.5 HS GPA (rising to 2.75 in 2019-20) • 19 ACT Composite, 19 Math, 18 English	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: 2.5[1] cumulative high school GPA, verified by the high school, to initiate or continue dual enrollment		
	ENGLISH	MATHEMATICS[2]
For Students with ACT Scores (may use alternate measures for ACT score earned before 10th grade)		
ACT	18	19
SAT	25 WL	500
For High School Dual Enrollment: students who have not yet taken the ACT in high school[3]		
ASPIRE	433	431
Pre-ACT	18	19
Pre-SAT	25 WL	500
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: • continuing to complete core classes; • participating in online subject area reviews before retaking the assessment; or • 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)
<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.

Post-Secondary Transition Courses

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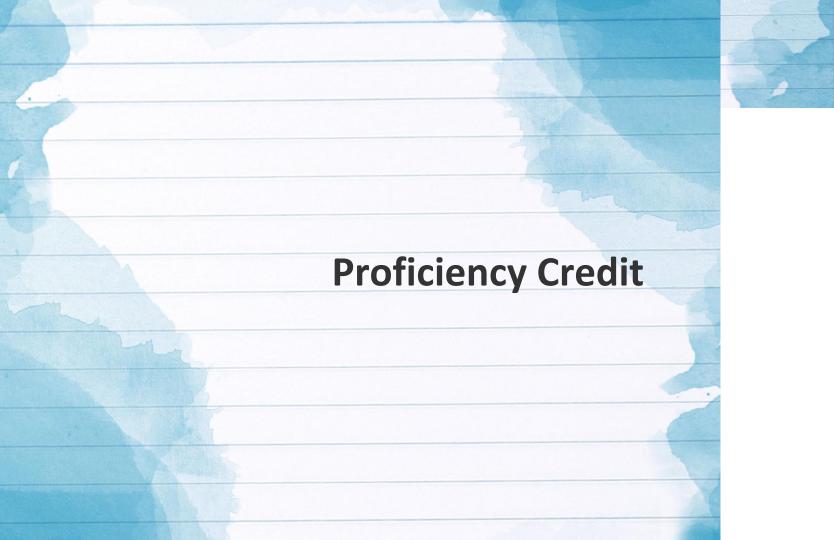
BESE, in collaboration with public school governing boards and post secondary management boards, shall publish a list of English and Math transition courses designed to improve identified student academic weaknesses. Courses shall align with applicable state content standards.

Approved Transition Courses

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

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.
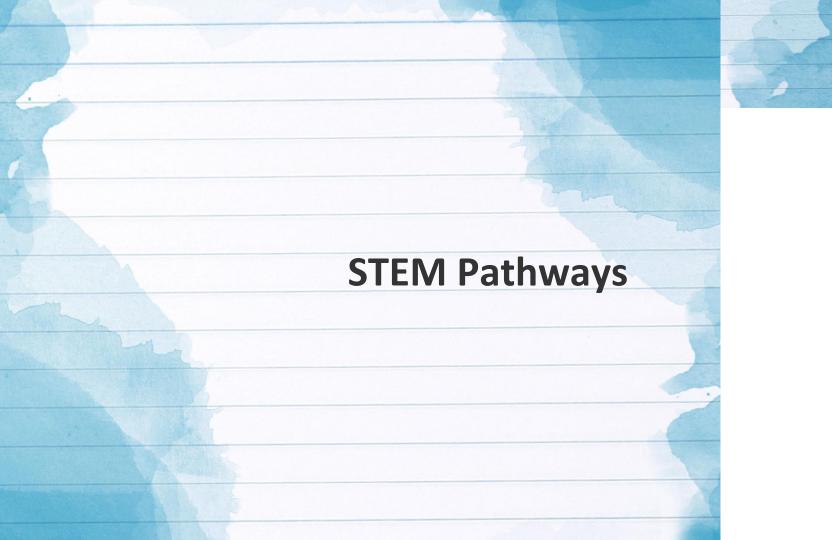
Proficiency Credit

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.

STEM Pathways

New STEM Jump Start Pathways

BESE approved two new STEM Jump Start Pathways at their June meeting. The STEM Pathways better prepare students to seek a STEM degree in college or enter the workforce having earned certifications in high-wage career sectors. STEM Pathways are designed for students seeking either a TOPS Tech Diploma or University Diploma.

- Environmental Protection and Sustainability
- Digital Design and Emergent Media

If you have questions about the development or implementation of the STEM Pathways, please contact STEM@la.gov.

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.

Contact Information

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