

JOINT MEETING
BOARD OF ELEMENTARY AND SECONDARY EDUCATION
AND
BOARD OF REGENTS

JUNE 15, 2011

MINUTES

In accordance with the 1974 Louisiana Constitution, Article VIII, Section 5(D), a joint meeting of the Board of Elementary and Secondary Education and the Board of Regents was called to order at 9:09 a.m. on Wednesday, June 15, 2011, in the Louisiana Purchase Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order by Ms. Penny Dastugue, President of the Board of Elementary and Secondary Education.

The rolls were called and quorums established.

Board of Regents

Present:

Ms. Mary Ellen Roy, Vice-Chair
Ms. Charlotte A. Bollinger, Secretary
Mr. Ed Antie
Mr. J. Scott Ballard
Mr. Joseph P. Farr
Mr. Chris D. Gorman
Mr. Albert D. Sam, II
Mr. Victor T. Stelly
Dr. Harold M. Stokes
Mr. Joseph C. Wiley
Mr. John D. Mineo, IV,
Student Member

Absent:

Mr. Robert W. Levy, Chair
Mr. Robert J. Bruno
Ms. Maurice C. Durbin
Ms. Donna Guinn Klein
Mr. W. Clinton Rasberry, Jr.

Board of Elementary and Secondary Education

Present:

Ms. Penny Dastugue, President
Mr. Jim Garvey, Vice-President
Ms. Glenny Lee Buquet, Secretary-Treasurer
Mr. Dale Bayard
Ms. Connie Bradford
Mr. Keith Guice
Ms. Linda Johnson
Mr. Walter Lee
Mr. Chas Roemer

Absent:

Mr. John Bennett
Ms. Louella Givens

APPROVAL OF BoR/BESE MINUTES OF DECEMBER 2, 2010

On motion of BESE Member Bayard, seconded by BESE Member Bradford, the Boards approved the minutes of the joint meeting of the Board of Regents and the Board of Elementary and Secondary Education held December 2, 2010.

CONSIDERATION OF REMARKS FROM ACTING STATE SUPERINTENDENT OF EDUCATION OLLIE TYLER AND COMMISSIONER OF HIGHER EDUCATION JAMES PURCELL

Ms. Ollie Tyler, Acting State Superintendent of Education, highlighted the following in her address to members of the Board of Elementary and Secondary Education (BESE) and the Board of Regents.

- Acting State Superintendent of Education Tyler extended a special welcome to Dr. Jim Purcell, who was named our new Commissioner of Higher Education in February. She stated that the Louisiana Department of Education (LDE) has had the opportunity to work with Commissioner Purcell and his staff over the last several months, and look forward to continuing collaboration with the Board of Regents (BoR), recognizing that by working together the LDE and BoR can leverage the resources and efforts of each agency for the betterment of students from Pre-K through college.
- In August 2010 the LDE began reorganizing its resources around nine Critical Goals and three Critical Goal Offices – Literacy, STEM, and College and Career Readiness.
 - While the nine goals are largely interdependent and all are designed to support the immediate and life-long academic and career success of Louisiana’s students, two of the goals will be measured in part by whether or not students graduate from high school equipped to enroll and succeed in post-secondary education.
 - These identified objectives are clearly aligned with a charge assigned to the BoR by lawmakers last year by Louisiana’s Grad Act, which was adopted with the aim of boosting college graduation rates by improving performance outcomes at individual colleges and universities.
 - To ensure that students indeed arrive on college campuses prepared to succeed, the LDE, through its partnerships with higher education, is focusing on boosting student participation in several key program areas.

- For example, through Advanced Placement courses, the Louisiana Virtual School, and Dual Enrollment programs, high school students are accessing college level courses or more rigorous electives that are not offered in their own high schools. In some cases, students earn credits that not only count towards their high school diploma requirements, but they get an early start for college by earning college credit or industry-based certifications. Over the last several years, more resources have been invested into these types of programs, and the number of students who are benefitting from these valuable experiences has substantially increased.
 - Through programs, like the Louisiana Counseling Model and Louisiana GEARUP, the LDE, the BoR, and other higher education groups are providing middle and high school students with information about the options and necessary requirements to enroll in various post-secondary institutions and thrive in their career choices, as well as preparing them to transition to the higher education environment.
- Likewise, LDE is relying on the Board of Regents to assist it in advancing key policy changes that will no doubt support the LDE's Pre-K through 12 goals.
- LDE and BoR are working together to align coursework and standards in teacher preparation programs with state standards to ensure high-quality, workforce-ready teachers are graduating from Louisiana's colleges and universities prepared to effectively teach students.
 - In fact, Louisiana was the first state that developed a statewide accountability model to measure the effectiveness of its teacher preparation programs. Louisiana's Teacher Preparation Program Assessment Model, which has earned national accolades, uses value-added data to measure the effectiveness of teacher preparation programs by tying student growth measures to their teachers, and to the colleges and universities that trained those teachers.
- The alignment between teacher preparation programs and PreK-12 education will be even more critical as Louisiana works to implement National Common Core standards by the 2014-2015 school year.
 - Louisiana and 43 other states and territories have agreed to adopt the Common Core State Standards for English Language Arts and mathematics. By adopting the new standards, Louisiana can ensure that its students are prepared to compete successfully with their peers across the state and across the country – as they pursue their post-secondary education and career aspirations.
- The LDE has benefitted from the participation and commitment of the Board of Regents, thereby making certain that the teacher preparation program curricula will be aligned with the new standards and as the LDE seeks to create opportunities for educators already in the field to receive professional development that is aligned to the new Common Core standards.

- As both agencies strive to improve their ability to efficiently and accurately analyze information, data sharing and the integration of our data systems is crucial. For example, the LDE depends on the BoR to help it determine how students are performing in their first year of post-secondary work.
 - There is no doubt that the efforts of both agencies are not only parallel, but success in meeting important objectives is contingent on continued partnership.
- The LDE looks forward to continuing to build its cherished alliance with the Board of Regents to deliver on its vision to create a world-class education system for all students in Louisiana.

Mr. James Purcell, Commissioner of Higher Education, introduced Representative Pat Smith, thanked her for her support of higher education during this legislative session, and invited her to address the Boards.

Representative Pat Smith highlighted the following in her address to members of BESE and BoR.

- Representative Smith requested that BESE and BoR utilize their resources to continue Dual Enrollment to enable high school students to continue to enroll in post-secondary education opportunities.
- In 2009, 12,300 first-time freshmen enrolled in Louisiana colleges and universities needed remedial education. This information is most significant because in 2004, 38% of first-time full-time college freshmen needed remedial education and five years later the percentage was the same at 38%. Louisiana must increase the educational strength of its students and also ensure that those who need some extra assistance can receive that assistance.
- HB 419 provides and produces an action team to analyze data and to seek data driven solutions for Louisiana and its students.
 - The bill specifically establishes a Remedial Education Commission and outlines the appointments to be made, including those to be appointed by the Commissioner of Higher Education and the State Superintendent of Education.
 - Ms. Debbie Schum, LDE, and Commissioner Jim Purcell, BoR, have agreed to work hand in hand to develop creative and data driven solutions to eliminate the need for students to take remedial education. Representative Smith has requested that the focus be on best practices and strategies in reducing the need for developmental education such as course alignment between high school and college and stronger rigor of courses. For those students in need of assistance, educational intervention should be provided at all levels, from the elementary to post-secondary level, to get students back on track and keep them there and opportunities should exist for students to meet their development education needs through dual enrollment while still enrolled in high school.

- Louisiana has imposed new, higher standards for colleges and universities and students should be able to meet those requirements. By 2014, students needing developmental education will only be admitted to two-year institutions. Many students want to be in a four-year setting. Louisiana is seeking a transition plan to ensure that capacity is in place to meet the needs of all students.
- Representative Smith stated that she looks forward to BESE and BoR working together on solutions for the students of Louisiana.

Mr. Purcell highlighted the following in his address to members of the Board of Elementary and Secondary Education and the Board of Regents.

- In a recent newspaper article, Louisiana was given an 'F' in skilled workers.
 - The number and quality of skilled workers in Louisiana is dismal, according to a recent report evaluating the state's manufacturing abilities.
 - The 2011 Manufacturing and Logistics National Report by the Center for Business and Economic Research at Ball State University in Indiana gave Louisiana a failing grade in the important area of "human capital."
 - All 50 states were included in the study.
- In 1970, 74% of the middle class had a high school diploma or less education.
- In 2007, only 39% of middle class had a high school diploma or less education.
- Middle Class: Family income range from \$35,000 to \$91,000.
- *Unless there are systemic changes, in 2018 Louisiana will:*
 - rank 6th in the nation in the percentage of jobs for high school dropouts,
 - rank 5th in the nation in the percentage of jobs for high school graduates,
 - rank 50th in the nation for jobs requiring an associate degree,
 - rank 45th in the nation in the percentage of jobs for college graduates,
 - rank 47th in the nation in the percentage of jobs for people with graduate degrees, and
 - rank next to last in the percent of Jobs Requiring Postsecondary Education.
- Information from all sources indicates that there must be an educated workforce in order for there to be success.
 - For people and communities to thrive in the new economy they will need to have access to a good K-12 education, a good college, and good health care.

- Recommendations for higher education:
 - work with your local k-12 schools;
 - work with your local businesses to define and build a work-ready community;
 - invest strategically in research;
 - be stewards of your community;
 - engage your community in building its future;
 - be stewards of your fields of study and professions;
 - universities should accept selectivity and affiliate with regional community colleges for remediation; and
 - reengage with adults, especially those with some college credentials.

- Three cities in Louisiana have been identified as top cities for college graduates: Baton Rouge, New Orleans, and Shreveport. Only Texas has been identified with a larger number of top cities for college graduates. In cities with more highly educated populations there will be greater civic involvement, more blood donations will be made, less social assistance will be required, incarceration rates will decrease, poverty will be reduced, unemployment rates will be reduced, home ownership will increase, and average family income will increase.

- At the end of WWII, the U.S made a bold decision to invest in the future of its economy by providing \$1.9 billion annually to the education of returning veterans of the war. This commitment to human capital helped enable the WWII generation to become the “greatest generation.”

- Possibly, Louisiana’s greatest generation is at the schoolhouse door waiting for the opportunity to propel our state into the global economy.

On motion of BESE Member Buquet, seconded by BESE Member Johnson, the Boards received the remarks from Acting State Superintendent of Education Ollie Tyler, Representative Pat Smith, and Commissioner of Higher Education James Purcell.

CONSIDERATION OF RECOMMENDATIONS FROM THE BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE

The Boards were provided with handouts entitled, “2010-2011 Blue Ribbon Commission for Educational Excellence Year Twelve Report Overview,” “2010-2011 Blue Ribbon Commission for Educational Excellence Year Twelve Report Recommendations,” and “2010-2011 Blue Ribbon Commission for Educational Excellence Recommendations Year Twelve Report.”

Ms. Glenny Lee Buquet, Co-Chair of the Blue Ribbon Commission for Educational Excellence and Member of the Board of Elementary and Secondary Education, gave the following report to members of the Boards.

The Blue Ribbon Commission for Educational Excellence met during 2010-2011 to address the following charge:

To identify changes in counselor certification, preparation, and delivery to drive increases in college and career readiness/attainment among PK-16 students.

The Commission was co-chaired by Ms. Glenny Lee Buquet (Board of Elementary and Secondary Education) and Ms. Mary Ellen Roy (Board of Regents). It was co-directed by Dr. Jeanne Burns (Board of Regents) and Ms. Elizabeth Shaw (Louisiana Department of Education). Ms. Debbie Schum, Ms. Tiffanie Lewis, Ms. Barbara Burke, and Ms. Terry Rinaudo with the Louisiana Department of Education provided the Commission with support in developing the recommendations.

The three State targets that the Commission addressed when developing the recommendations were the following:

- 80% of students graduate high school in four years by 2014,
- 55% of high school graduates enroll in post-secondary institutions by 2016, and
- 15% of high school graduates earn an industry-based certification by 2016.

The questions that the Blue Ribbon Commission members were asked to answer included the following:

- What changes need to occur to provide PK-16 students with the necessary support to successfully complete high school and post-secondary education?
- How can university preparation programs better prepare new counselors to help PK-12 students become career and college ready?
- What changes need to occur to provide school counselors with the necessary support to help PK-12 students be career and college ready?

During the first Blue Ribbon Commission meeting, the members were informed that a state task force met during 2009-2010 and created "*The Louisiana School Counseling Model: A Comprehensive Student Development Program*" (LaSCM). The Blue Ribbon Commission made a decision to build upon the work of the task force and advice from national experts when developing the 2010-2011 recommendations.

On May 3, 2011, the Blue Ribbon Commission members completed the development of nine recommendations and 39 actions for inclusion in the *2010-11 Blue Ribbon Commission for Educational Excellence Year Twelve Report*.

Ms. Mary Ellen Roy, Co-Chair of the Blue Ribbon Commission for Educational Excellence and Secretary of the Board of Regents, stated that The Blue Ribbon Commission for Educational Excellence identified nine primary recommendations and a total of 39 individual actions. In the interest of time, Ms. Roy presented the following nine recommendations:

STANDARDS AND MODEL

Recommendation #1: Identify the school counseling standards and model to be used by all districts in Louisiana.

ROLES AND RESPONSIBILITIES

Recommendation #2: Clearly define the roles and responsibilities of the key personnel responsible for implementing the comprehensive model for school counseling who drive increases in college and career readiness/attainment for PK-20 students.

STATE INFRASTRUCTURE

Recommendation #3: Provide an infrastructure at the state level that will support and enhance school counselors in Louisiana.

PROFESSIONAL DEVELOPMENT

Recommendation #4: Provide meaningful professional development reflective of the Louisiana School Counseling Model: A Comprehensive Student Development Program (LaSCM).

SCHOOL COUNSELOR EVALUATION

Recommendation #5: Evaluate school counseling programs and school counselors at the district and school levels based upon the Louisiana School Counseling Model: A Comprehensive Student Development Program (LaSCM).

SCHOOL COUNSELOR CERTIFICATION

Recommendation #6: Change state certification policy for school counseling to ensure alignment with the identified roles and responsibilities.

SCHOOL COUNSELOR PREPARATION

Recommendation #7: Change school counselor preparation programs to be aligned with the new certification policy as well as state and national standards.

COMMUNICATION

Recommendation #8: Have State leaders clearly articulate the identified roles and responsibilities of school counselors to districts and schools.

BEST PRACTICES

Recommendation #9: Provide schools and districts with best practices to prepare students in PK-20 for college and career readiness and planning.

On motion of Regent Roy, seconded by BESE Member Buquet, the Boards received and endorsed the 2010-2011 report of the Blue Ribbon Commission for Educational Excellence.

CONSIDERATION OF A PRESENTATION ON THE SUPERINTENDENT'S DELIVERY UNIT AND ITS EFFORTS TO SUPPORT THE LOUISIANA DEPARTMENT OF EDUCATION'S CRITICAL GOALS

Dr. George Noell provided the Boards with handouts entitled, "Setting our Aspiration" and "What It Will Take: Assessing our plans against the Critical Goals."

Dr. Noell highlighted the following in his PowerPoint Presentation to the Boards.

Setting Our Aspiration

Vision and Mission for Education

VISION: Create a World-Class Education System for All Students in Louisiana

MISSION:

- Ensure Higher Academic Achievement for all Students
- Eliminate all Achievement Gaps
- Prepare Students to be Effective Citizens in Global Market

LDE Critical Goals

75% - Enter Kindergarten Ready to Learn
90% - Literate by 3rd Grade
90% - Enter 4th Grade on Time
90% - ELA and Math Proficient by 8th Grade
85% - Graduate on Time
75% - Post-Secondary or Workforce-Ready
Complete 1 Year Post-Secondary Education

Driving Focus on Student Outcomes

LDOE Goal Imperatives

- Focus
 - Establish the enduring points of focus for the Agency in the whirlwind
- Strategic Plan & Communication
 - Become the bedrock of a K-12 educational comprehensive strategic plan for Louisiana
- Foundation for Assessment
 - Become the benchmarks against which we assess our performance

Development of Our Role

Compliance → Compliance, Accountability → Compliance, Accountability, Support

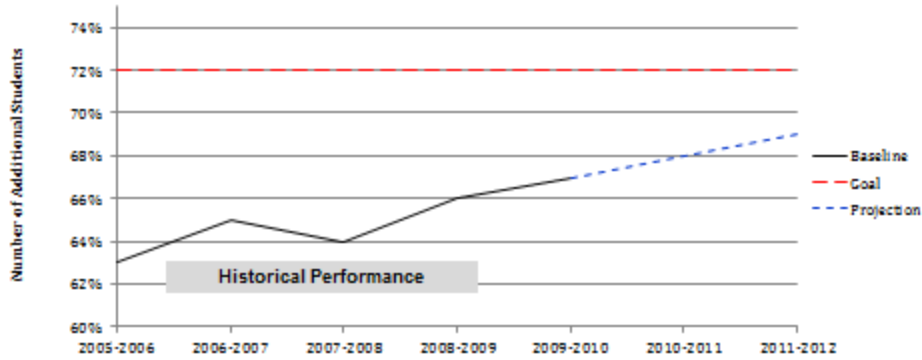
Role of the Delivery Unit

- Develop *tools and processes* to support agency planning, execution, and adaptation
 - Setting goals and monitoring progress
 - Deliver objective assessments of solution sets and performance
 - Support mission-critical offices in driving results for students

UNDERSTAND CURRENT PERFORMANCE

EXAMPLE

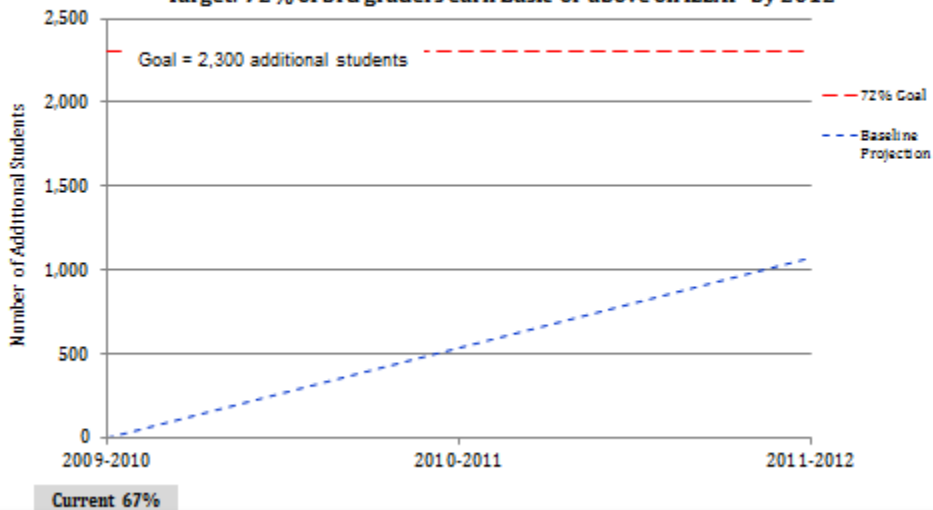
GOAL: 72% of third graders perform basic or above on iLEAP by 2012



Superintendent's Delivery Unit || *Strategic approaches, student results*

QUANTIFY BASELINE GROWTH

Goal: Students are literate by third grade
Target: 72% of 3rd graders earn Basic or above on iLEAP by 2012



Superintendent's Delivery Unit || *Strategic approaches, student results*

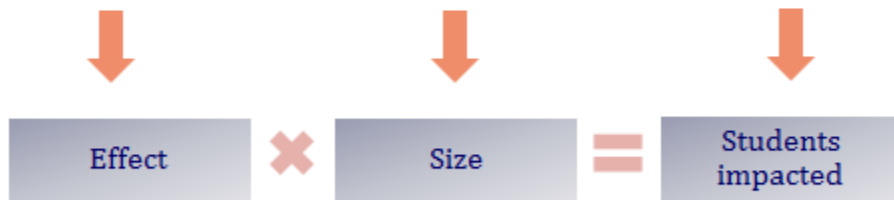
ASSESS STRATEGY IMPACT

LDOE uses data to assess:

1. How effective have policies & programs been in the past

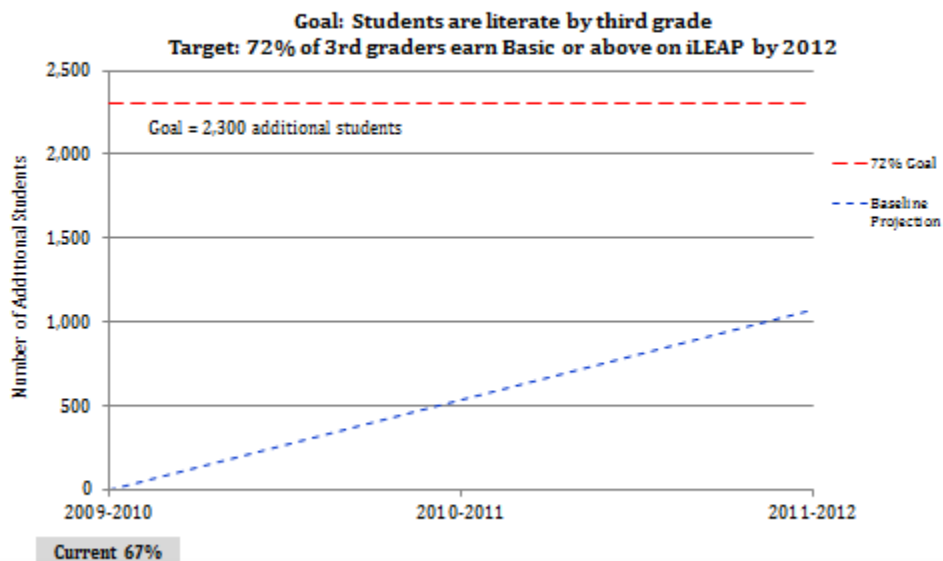
2. How many students we will serve

3. How many additional students could reach our goals



Superintendent's Delivery Unit || Strategic approaches, student results

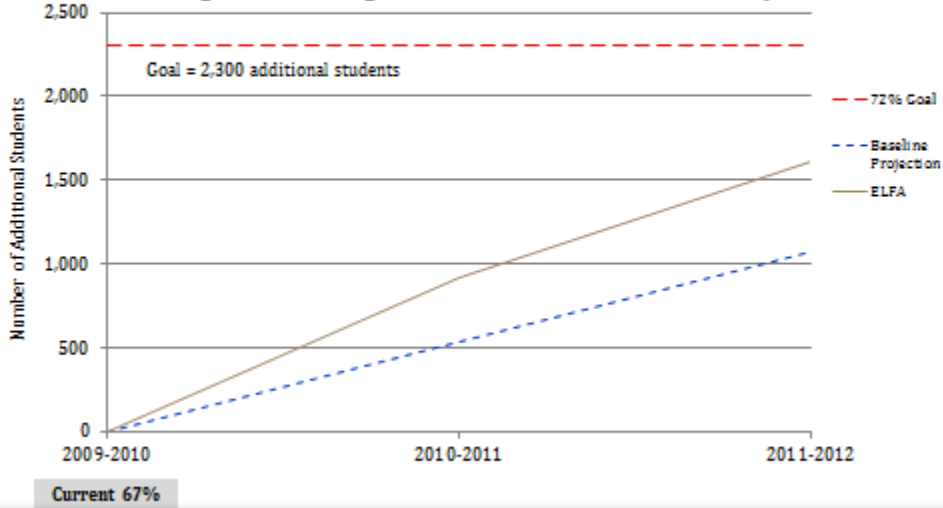
QUANTIFY PROJECTED GROWTH



Superintendent's Delivery Unit || Strategic approaches, student results

QUANTIFY PROJECTED GROWTH

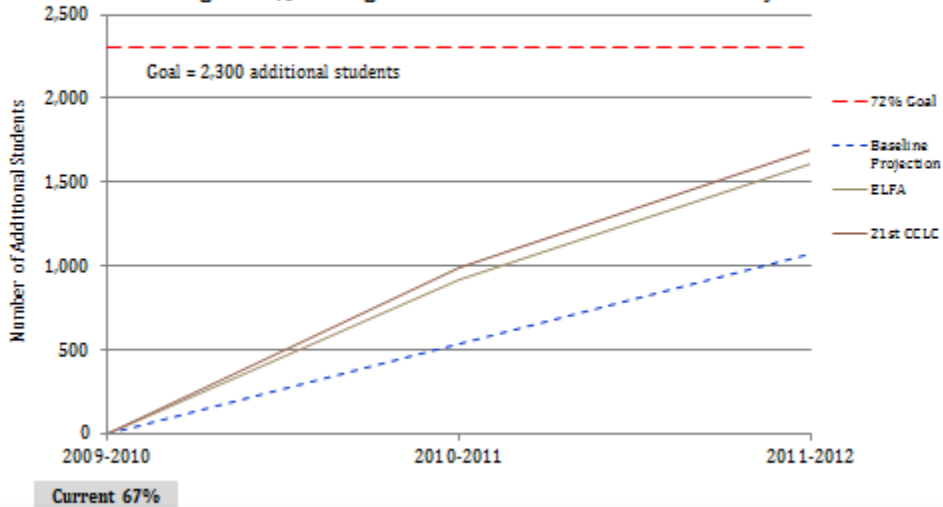
Goal: Students are literate by third grade
 Target: 72% of 3rd graders earn Basic or above on iLEAP by 2012



Superintendent's Delivery Unit || Strategic approaches, student results

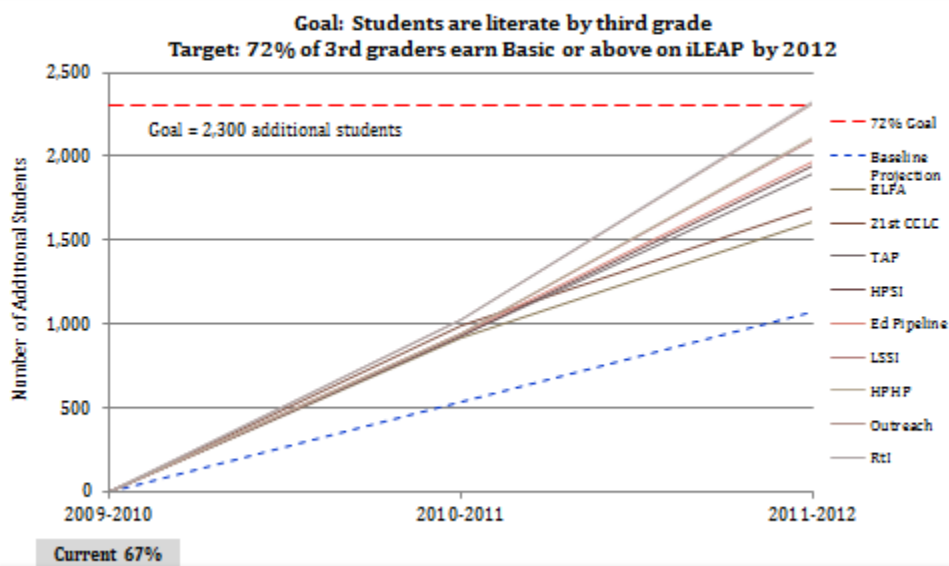
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Goal: Students are literate by third grade
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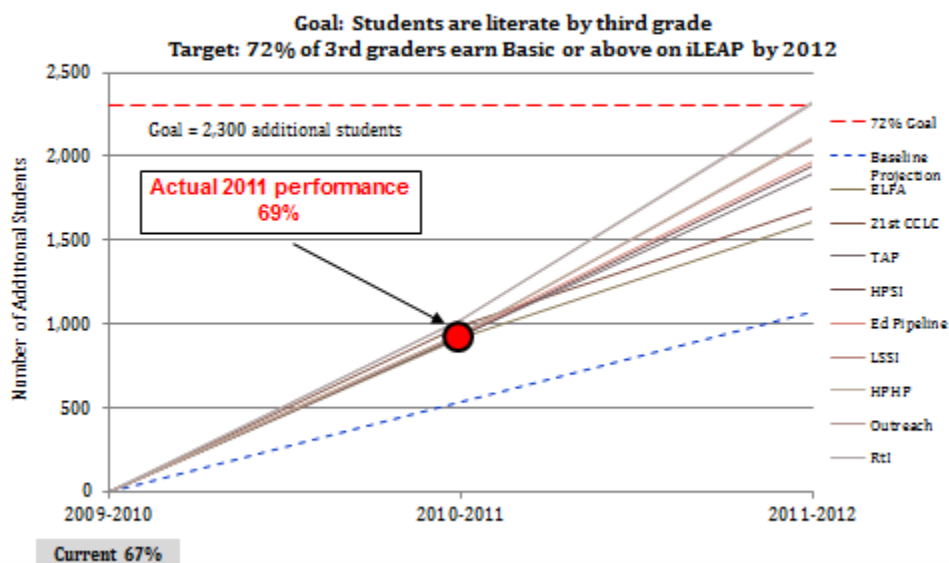
Superintendent's Delivery Unit || Strategic approaches, student results

QUANTIFY PROJECTED GROWTH



Superintendent's Delivery Unit || Strategic approaches, student results

ASSESS PERFORMANCE AGAINST TRAJECTORY



Superintendent's Delivery Unit || Strategic approaches, student results

NEXT STEPS

Refine Strategic Plans

- Complete analyses with new data
- Revise plans to address gaps and weaknesses
- Revise goals

Execute and Adapt

- Implement with fidelity
- Continuously review impact on students
- Learn from the data and improve support

Superintendent's Delivery Unit || *Strategic approaches, student results*

On motion of BESE Member Bradford, seconded by BESE Member Buquet, the Boards received the report regarding the Superintendent's Delivery Unit and its efforts to support the Louisiana Department of Education's Critical Goals.

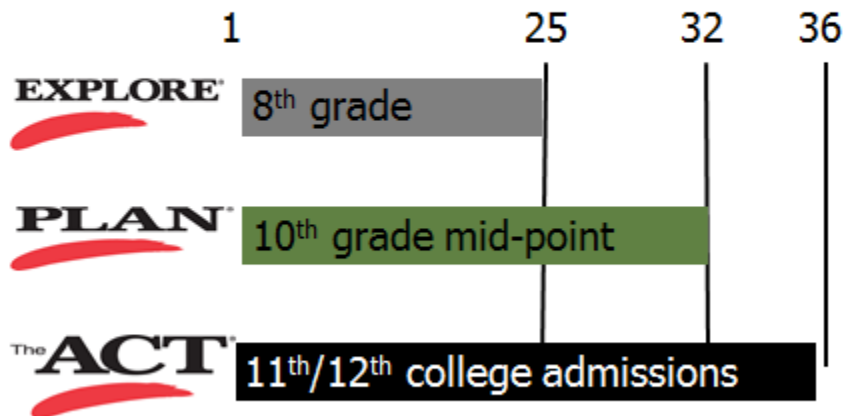
CONSIDERATION OF AN OVERVIEW OF THE 2010-2011 EDUCATIONAL PLANNING AND ASSESSMENT SYSTEM (EPAS) STATE REPORT

Ms. Heather Poole, Assistant Commissioner for Assessment and Economic Development and Interim Dean, Rapides Parish Learning Center, provided the Boards with a PowerPoint Presentation entitled, "Louisiana EPAS Preparing ALL Students for Post-High School Success." The following are highlights of Ms. Poole's report.

Louisiana EPAS Purposes:

- Raise academic standards, expand college access and success for all students consistent with the Master Plan.
- Improve student preparation for important transitions.
- Foster effective school improvement programs.
- Improve articulation between secondary and postsecondary education/training.

EPAS Common Score Scale



Louisiana EPAS Components:

Assessment in

- English
- Mathematics
- Reading
- Science

Student Planning

Instructional Support

Evaluation

Louisiana EPAS Participants

2010 - 2011

		<u>Number</u>
EXPLORE	8th Graders	40,046
PLAN	10th Graders	38,235

Highlights

- The EXPLORE and PLAN Composite scores have never been higher.
- With the exception of the Fall 2005 (post-Katrina) anomaly of PLAN.
- Tenth graders who previously took EXPLORE have significantly higher PLAN scores than students who do not.
- 81% of PLAN-tested students stated that they plan to go to college or technical school. (10% indicating technical or community college)

Louisiana EPAS 2010-2011

EXPLORE

8th graders

	Fall 2010	Fall 2009	Fall 2005	Nat'l Norm
English	13.9	13.5	13.7	14.2
Mathematics	14.8	14.0	14.2	15.1
Reading	13.8	13.4	13.0	13.8
Science	15.8	15.3	15.4	15.9
Composite	14.7	14.2	14.2	14.9

Louisiana EPAS 2010-2011

PLAN

10th Graders

	Fall 2010	Fall 2009	Fall 2005	Nat'l Norm
English	16.1	16.2	16.7	16.9
Mathematics	16.8	16.4	16.5	17.4
Reading	16.1	15.7	16.0	16.9
Science	17.2	17.4	17.4	18.2
Composite	16.7	16.5	16.8	17.5

	English	Math	Reading	Science	Composite
2009-10 EXPLORE	13.5	14.0	13.4	15.3	14.2
2010-11 EXPLORE	13.9	14.8	13.8	15.8	14.7
Change	+0.4	+0.8	+0.4	+0.5	+0.5

	English	Math	Reading	Science	Composite
2009-10 PLAN	16.2	16.4	15.7	17.4	16.5
2010-11 PLAN	16.1	16.8	16.1	17.2	16.7
Change	-0.1	+0.4	+0.4	-0.2	+0.2

ACT's College and Career Readiness Benchmarks

Test	College Course(s)	EXPLORE	PLAN	The ACT
English	English Composition	13	15	18
Math	Algebra	15	17	19
Reading	Social Sciences	15	17	21
Science	Biology	20	21	24

Louisiana Remediation Benchmarks

Test	College Course(s)	EXPLORE	PLAN	The ACT
		43,485	38,235	35,601
		13	15	18
English	English Composition	53%	65%	65%
		15	17	19
Math	Algebra	49%	44%	49%

MATHEMATICS (continued)		COLLEGE READINESS STANDARDS		
Score Range		Basic Operations & Applications	Probability, Statistics, & Data Analysis	Numbers: Concepts & Properties
16-19	Standards	<ul style="list-style-type: none"> Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some one-step arithmetic problems 	<ul style="list-style-type: none"> Calculate the average of a list of numbers Calculate the average, given the number of data values and the sum of the data values Read tables and graphs Perform computations on data from tables and graphs Use the relationship between the probability of an event and the probability of its complement 	<ul style="list-style-type: none"> Recognize one-digit factors of a number Identify a digit's place value
	Ideas for progress	<ul style="list-style-type: none"> solve that perc mod cont repr do r ratio 	<ul style="list-style-type: none"> interpret data and use appropriate measures of central tendency to find unknown values find the probability of a compound event in a variety of settings gather, organize, display, and analyze data in a variety of ways to use in problem solving conduct simple probability experiments, use a variety of counting techniques (e.g., tree diagrams, Fundamental Counting Principle, organized lists), and represent results from data using different formats 	<ul style="list-style-type: none"> apply elementary number concepts, including identifying

Statements that describe what students are likely to know and be able to do...

And statements that provide suggestions to progress to a higher level of achievement

Transformative Professional Development for Louisiana Secondary School Educators



EDCI 494C: Improving School Performance With ACT's College Readiness System

Contact Dr. Glenn Beer at gbeer@latech.edu or 318-257-2866

Making a Difference in Louisiana

- 15,964 Louisiana students qualified for Early Start Dual Enrollment for English courses based on their PLAN scores.
- 11,807 Louisiana students qualified for Early Start Dual Enrollment for math courses based on their PLAN scores.

10th graders ready for Louisiana TOPS Opportunity:

Year	Percent	Number
2010	18.2%	6,942
2005	19.0%	5,766
2002	16.3%	6,043

Making a Difference in Louisiana

- ACT Research shows that EPAS increases ACT scores for all students, but particularly for minority students.
- 2010-tested Louisiana African-American students scored .3 percent higher on their ACT composite than their national African-American counterparts.

LA Minority Scores vs. National Minority Scores

	LA Scores		Nat'l Scores
English	16.4		15.7
Math	17.1		17.1
Science	17.0		16.8
Reading	17.8		17.2
Composite	17.2		16.9

Additional Benefits of EXPLORE and PLAN

- Louisiana Standards matched to ACT's College Readiness Standards
- Documented high correlation to Common Core Standards
- Career Interest Inventory to help students plan coursework and postsecondary options
- Roster reports that identify students by name in danger of dropping out of school
- Roster reports identifying students not planning to attend college but possessing skills indicating potential success
- Reported needs of students collected individually and by aggregate
- Dashboard Reporting System operational for 2011-2012 school year

Dashboard Report Views

College Readiness by Benchmarks

EXPLORE and PLAN test items, both the question and response options along with aggregate response statistics

College Readiness Standards

ACT College Readiness Standards tagged to each EXPLORE and PLAN test item

Common Core State Standards tagged to each EXPLORE and PLAN test item

Growth at the school, district, and state levels (based on matched student populations for EXPLORE to PLAN and PLAN to ACT).

EPAS Provides Access

ACT Research shows that EPAS increases ACT scores for all students, but particularly for minority students.

2010-tested Louisiana African-American students scored .3 percent higher on their ACT composite than their national African-American counterparts.

In no assessed area did the national group score higher than Louisiana African-American students.

ACT Research

Using EPAS:

1. Increases educational achievement
2. Encourages students to take more college-preparatory courses
3. Increases students' college readiness
4. Promotes educational and career planning
5. Promotes college readiness of underrepresented students
6. Promotes educational achievement, college enrollment, and persistence in college.

On motion of BESE Member Bradford, seconded by BESE Member Garvey, the Boards received the information regarding the 2010-2011 Education Planning and Assessment System (EPAS) State Report.

CONSIDERATION OF A REPORT REGARDING COLLEGE AND CAREER READINESS.

Ms. Debbie Schum, Chief of LDE's Office of College and Career Readiness, and Dr. Sharon Southall, BoR's Senior Policy Advisor, addressed the Board regarding College and Career Readiness. Members of the Board were provided with a handout entitled, "Targeting Collaboration." The following are highlights of the report given by Ms. Schum and Dr. Southall.

College and Career Readiness

College Readiness - *Means a high school graduate has the reading, writing, and math knowledge and 21st century skills to qualify for and succeed in entry level, credit bearing, college degree (1,2, or 4 year) courses without the need for remedial classes.*

Career Readiness - *Means a high school graduate can read, comprehend, interpret, and analyze complex technical materials; can use mathematics to solve problems in the 21st century workplace; and can pass a state approved industry certification or licensure exam in their field.*

Louisiana Regional Coordinating Council

- To promote local, regional and statewide economic development, improved schools, viable communities, and public participation; and
- Make actionable recommendations to local and state boards on the skills, systems, resources, and alignment efforts required to graduate students that are college and career ready.

Membership

- **Included, but not limited to representatives from the following:**
 - Postsecondary institutions
 - Elementary/secondary education
 - Local government
 - Public affairs organizations
 - Economic development councils
 - Leaders of labor, business, and industry
 - Workforce Investment Boards

Measures to Demonstrate Success

Increasing Postsecondary Educational Attainment:

- Student will enroll in postsecondary education – 55% first-time freshmen rate by 2016
- Increase the number of adults age 25 and older enrolled in postsecondary education programs by 2025
- The educational attainment of the state's adult population will increase to the Southern Regional Education Board States' average by 2025
- The number of high school students with Industry Based Certification (IBC) in career/technical skills courses will increase to 15 percent by 2016 (Currently at 5%)
- Increase the number of students awarded Career Readiness Certificates by 2025

Potential Action Items:

- Partnership for the identification of and delivery of training and services to meet the workforce needs
- Remediation in Postsecondary Education
- Early Childhood Commitments
- Common Core Standards
- Partnership for the Assessment of Readiness of College and Careers
- Longitudinal P20 Data System
- Perkins Programs of Study
- Drop-Out Prevention (Postsecondary Retention)
- Complete College America

On motion of Regent Farr, seconded by BESE Member Buquet, the Boards received the report regarding College and Career Readiness and approve in concept the Louisiana Regional Coordinating Council.

ADJOURNMENT

With no further business to come before the Boards, the joint meeting of the Board of Elementary and Secondary Education and the Board of Regents adjourned at 10:40 a.m.