

**BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE
COMMISSION OUTCOME FOR FEBURARY 16, 2012**

1. Should the same cut-off score on the new PARCC assessment for placement in entry-level credit-bearing courses in mathematics and English be the same for technical colleges, community colleges, and four year post-secondary programs?

Yes

- Yes. Student achievement on the assessment should be uniform. If all understand that in order to achieve entry-level credit-bearing courses in math & English - it is a state standard score - all students understand expectations.
- Yes. Reading & writing.
- Yes, if it's for the same courses. Algebra should be algebra, not algebra for 2-year colleges or algebra for 4-year colleges; also necessary for articulation agreements.
- Absolutely!! In order for students to transfer from technical/community colleges to four-year colleges & not have to retake/retest. Articulation agreements already in place - changing/having different levels of admission for credit could cause issues.
- It is my understanding from the PARCC documents I read that in mathematics "college and career ready" is defined to mean ready to take a College Algebra course. If this is the case, then the cut-off score must be the same. Also it is my understanding that the only thing the final PARCC Algebra II test assesses is readiness for College Algebra. I do not believe that it make any sense whatsoever to claim that with a certain score one is ready for College Algebra, with a slightly lower score for Contemporary Math and so on. The PARCC EOC test in Algebra II is not being designed this way and therefore cannot and should not be used this way. The PARCC EOC test in Algebra II is not a diagnostic test designed to measure a students' abilities in math. It is designed to determine whether or not a student is ready for College Algebra. If we want something different, then we should quit PARCC and go with STARTER assessments.
- I think they should be the same for community college and 4-year. Technical college bound students should have scores reflecting reading ability, writing ability, and lead towards IBC's. Salaries in maritime industry are such that liberal arts backgrounds are skipped by these students.

Yes/No

- I think that might be appropriate for technical and community colleges but not 4-year colleges - actually, I believe we need to see PARCC to be able to evaluate its effectiveness as a tool for determining college readiness.
- Yes, but for equivalent courses (i.e., College Algebra regardless of campus) - other cut-off scores for courses other than College Algebra.

No

- No. Standards and core competencies for “professional” training are vastly different for core competencies for vocational/technical training. As such, the cut-off score should take this into consideration.
- No. A variety of standards or curriculum should be developed for students entering community colleges.
- There should be a different curriculum for those attending vocational/community college who can become certified with practical English/math; thereby keeping 70%+ of the student population in school, engaged on the path to his/her own pursuit of happiness.
- The cut-off score should be different for each level. Practically if we move to streamlining courses based on a particular course track. There should be a high standard maintained at each level with differing criteria for the cut-off scores.
- No. I like the flexibility Bruce Vandal articulated. Let students take what they need to achieve their goals. If they choose (after preliminary success) to go to a different course of study that requires a higher level course, then they should take that course.
- I don’t think they should be the same because not every student will be going into colleges; they will not all be entering the same field when they leave high school.

2. What options should be made available to high school students who attain passing grades in Algebra I, Algebra II, and Geometry but did not attain readiness scores for entry-level, credit bearing course prior to high school graduation?

Assessment and Support Within High Schools

- Those who do not attain readiness scores should be provided additional review and testing to assure proficiency. The incorporation of distant learning with the high school teachers acting as course facilitators would and should be able to bring these students up before graduation.
- Since they’ve probably been cheated out of 3 years of rigorous math study, every opportunity for remediation and/or fast track coursework should be made available.
- Offer an early measure of assessment and depending on area of planned studies - determine remediation courses in grade 12.
- “Boot camp” idea makes sense. Access to online teachers in those students’ courses - could be a teacher (the best) that is made available virtually to all students.
- A course at senior level that allows for individualized instructions in each student’s area(s) of weakness - may be technology-based.
- Remediation course paid with MFP dollars.
- If it is prior to high school graduation then high school needs to have course (tutoring available to them to give them the help they need) prescriptive.

Co-requisite Courses

- More flexibility for post high school education entry with co-requisite tutoring to assure appropriate assistance for students success - co-requisite wouldn't be remediation but required assistance/extension for students who are on the "bubble," like Spanish lab for Spanish students, co-requisite = not defined for remediation but for support - maybe after a pretest or diagnostic test.
- Co-register.

Remedial Education

- Remediation. Emphasis on variety of options available!! Need to revisit those classes - are they aligned with assessment(s)?
- Test should be aligned so this doesn't happen. If it does - remediation during senior year should take place on high school campus. Credit recovery also.
- Development of pre-requisite courses, provide more early assessments, require students to take courses related to their particular interest.
- Consider various sources of criteria, not just PARCC assessment. Offer remedial courses in grade 12 if area of study is not related to criteria based PARCC assessments.
- Remedial education should be offered.

Instruction

- Courses & preparation. What about the faculty - assuming this is only a student problem?
- First we need to check the teacher whose class this students took and determine whether other students had the same fate - teacher issue. If this is not the case - believe students will have to be retested after some remediation.
- Provision of more academic support, teacher-professional development.

Other

- This is the main problem that has to be determined. I would suggest some additional meetings to come up with a list of reasonable suggestions.

3. What options should be made available to high school students who attain readiness scores on the PARCC assessments for entry-level, credit bearing courses prior to their senior year in high school?

Early College Enrollment

- Early graduation and opportunities for college level courses while in high school paid with MFP funds.

- Without penalty (loss of privileges to become an honor graduate) students should be encouraged and classes offered for dual enrollment opportunities whenever possible. Fast track when possible!
- Students could have the option of registering to take credit bearing course, at night or at school if available.
- Dual enrollment paid with MFP dollars.
- Dual enrollment? Without being penalized for grades/TOPS early graduation & entry into post-secondary.
- Dual enrollment without punishment or negative consequence.
- They should be able to either take those entry-level courses or attend a local college when nearby. They should be able to graduate with honors if it is earned.
- They should be allowed dual credit - take enrichment courses in their senior year or more on to college campus if parents consent. Schools should not put up artificial barriers to keep MFP money with no benefit to students. TOPS should be available early for those students.
- Start college early, dual enrollment, let them provide tutoring to others.

Distant Learning

- The opportunity to provide advanced coursework could be made available to these students through distant learning. Testing provided at their high school and therefore permitting them to earn college credit while still in senior year.

Advanced Placement

- AP and other opportunities to earn college credit for advanced work.
- Need to look at barriers for students who make the choice to take Advanced Placements.

Industry Level Certification

- Similar to the current or concurrent enrollment with high school students attending “traditional” 4-year schools, advanced study/credit should be awarded for industry level certifications.

Combination of Strategies

- More use of existing strategies, dual enrollment, more AP course offering and support for completion of the AP exam, more Advanced Placement courses. Courses more aligned with the college curriculum, implemented prerequisite courses.
- Widespread options for dual enrollment, online, & virtual learning. One mandatory AP course per school district is not sufficient.
- Effective career counseling - AP and other opportunities to earn college-credit for advanced work.

4. Other General Comments

Vision for Waiver Application

- Vision - I agree it needs change to address all students.
- Vision for Louisiana's children: Redo!! All students will stay engaged and on track to attain a post-secondary degree or succeed in a skilled worker or professional career.

ACT

- ACT? Used for teacher performance?? WHAT?? Why not use PARCC assessments Research? Supporting valued-added.
- ACT to represent 50% of high school evaluation?
- I do not believe that teachers should be given a value added score on the ACT test at all!!
- Additional idea: career aptitude testing/planning in his or her college entrance, 8th grade may be too early for serious assessments of aptitude. 10th grade PLAN - much better indicator- students are more serious. I hope high schools will use this tool; possibly in a high school elective.

Counseling

- Counselor/student 1-300 ratio.

Other

- Missing pieces here is culture - education has not been a focus in this state - need to change.