**College and Career Readiness Commission**

**Meeting Summary**

**Tuesday, April 10th, 2012**

**9:00 a.m. – 12:00 p.m.**

**Meeting Objectives:** *Overview of Common Core State Standards and Compass (Act 54)*

*Proposed ESEA Waiver*

*Proposed Areas of Concentration (AOC) Changes*

Commissioners/Proxies Attending: Troy Allen, Chair, Jay Augustine, David J. Bondy, Jr., Connie Bradford, Jemi Carlone, David Clayton, Michael Faulk, Wayne Fetter, Emily Howell, Derrick Manns, Diann Moran, Jim Purcell, Donna Sedevie, John White

Commissioners Not Attending: Conrad Appel, Russell Armstrong, Lottie Beebe, Stephen Carter, Kimberlee Gazzolo, Jay Guillot, Melicent Lester, Robert Levy, Kim Mims, Randy Moffett, Charles Moniotte, Kira Orange Jones, William C. Percy, Elvin Pradia, Jim Randels, Carol Tall, Sajada Williams

**The meeting began at approximately 9:00 a.m.**

**Welcome and Introductions**

*Troy Allen, CCR Commission Chairperson*

*Debbie Schum, Deputy Superintendent, College & Career Readiness (CCR)*

**College and Career Readiness** through the follow areas were addressed by John White, State Superintendent of Education:

Proposed Revisions to Accountability System/ESEA Waiver, especially the use of ACT as a major measure, Career and Technical Education, Advanced Placement classes, dual enrollment classes, multiple diploma pathways, braided and innovative funding, and moving from disjointed professional development toward professional development teaming models for teachers and for principals that are cohesive and focused primarily around the Common Core Standards. Professional development for teachers should be seamlessly integrated with teaching.

Questions and comments followed.

**Common Core State Standards (CCSS) and COMPASS/Act 54** presented by Molly Horstman, LDOE (presentation available electronically).Key points:

These goals share 2 core needs:

 1. Shift what is expected of students (CCSS)

 2. Shift teacher practice to align with this change

Delineation of statutory requirements and policy requirements being finalized at the LDOE and BESE levels.

Timeframe for implementation of requirements and LDOE supports to the districts in the coming months

In the summer, LDE will be providing a guidebook and exemplar student learning targets for teachers on its website. For more information, see website [www.betterschoolsla.com](http://www.betterschoolsla.com) or contact Commoncore@la.gov or Compass@la.gov

Questions and comments followed. Responding to concerns about data quality used in evaluations, Ms. Horstman clarified duties that teachers and administrators will need to fulfill to ensure more accurate data.

**The *Elementary and Secondary Education Act* Waiver** that the LDE is pursuing presented by Jessica Tucker, LDOE (presentation available electronically). Key points:

The application that the LDOE recently submitted changed significantly as a result of stakeholder input.

ACT, End-of-Course (EOC) exams, Graduation Rate, and Graduation Index would each count for 25% of high school accountability scores/grades.

Extra points in the Graduation Index for dual enrollment and obtainment of Industry Based Certification address the need to emphasize career pathways.

Questions and comments followed.

Students with Disabilities with Individual Education Plans that allow them to take alternative assessments are also included in the EOC portion of the proposed Accountability changes.

**Area of Concentration (AOC)** changes to be proposed soon presented by Lisa French and Patricia Felder, LDOE (presentation available electronically). Key points:

The proposal is intended to simplify AOCs/Career Clusters and give districts greater flexibility.

To provide for the likelihood that many students will change the AOC they pursue, prerequisite classes will frequently span multiple career clusters.

The *Journey to Careers* course curriculum is very full and heavily project-based, so, although Patricia Felder has been working on trying to create a condensed, 1-semester version of the course, she would be challenged to do so in time for the coming school year without removing substantial components of the curriculum.

Samples of the proposed AOC templates will be sent out to commission members and others very soon, eliciting feedback.

**Final comments and questions**

Audience comment: It is important to ensure that changes in AOC requirements allow students with disabilities to be able to pursue a **diploma** pathway.

Comment: There really needs to be prioritizing of the role and duties of the school counselor.

Comment: For college and career counseling (including dual enrollment), insufficient counseling time due to insufficient counselors and their being spread thin because of clerical and administrative support duties, is still a major problem.

Troy Allen: The problems regarding insufficient counseling as mentioned in the discussion illustrate that it is crucial to have better communication tools, like the proposed new template for AOCs.

**The meeting was adjourned shortly after 12:00 noon.**