

October 2009

BESE BRIEF

A Summary of Several Key Actions Taken by the **State Board of Elementary and Secondary Education** on October 15, 2009

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Report by State Superintendent of Education Paul G. Pastorek

Superintendent Pastorek highlighted the following in his remarks to the Board:

The Department released the 2009 State Performance Score of 91.0.

- When the state launched its accountability program in 1999, Louisiana set a goal to have every school in the state earn a performance score of 100 in 10 years. While the state is slightly short of its 10-year goal, the score of 91 represents a significant gain from the score of the 69.4 achieved in 1999, as well as a 4.7 gain from the 2008 score of 86.3.
- The percentage of schools hitting the mark of 100 SPS has more than doubled. In 1999, 11 percent of schools earned an SPS of 100 or higher. Today, 28.4 percent of our schools have achieved that goal.
- All but three districts have improved their DPS this year. And the number of schools with a SPS score below 60 in 1999 was 388 or 32.7 percent. Today that number has dwindled to 55 schools, or 4.3 percent.
- Over a 10-year period, the performance gap between black and white students narrowed by 10.3 percent in English and 9.8 percent in Math. At the same time, from 1999 to 2009, the gap between economically disadvantaged students and their peers also narrowed by 3.5 percent in English and 4.4 percent in Math.
- There are still 912 schools with a School Performance Score below 100 - meaning that at least 25 percent of their students are not performing at grade level. Given Louisiana's goal to have students performing at grade level by 2014 - aggressive action must be taken to raise student achievement in these schools as well - not just the state's lowest performing schools.

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Board Approved Action

The Board approved the policy language for curriculum, switching pathways, and discipline for entrance requirements related to the **Career Diploma**, as presented by the LDE, including the following:

Curriculum

- English and Math remediation courses will count as an elective credit.
- A science course from the physical science curriculum will be required.
- Financial Math and Senior Applications in English will not be required, but can be optional.

Switching Pathways

- Switching from the Career Diploma Pathway to the College and Career Diploma Pathway:
 - Student has met all entrance requirements for the College and Career Diploma Pathway.
 - Student scored Unsatisfactory on either the Math or ELA component of the 8th grade LEAP.
 - Student must pass either the 8th grade LEAP Placement test or the first EOC test in the content area in which the student scored Unsatisfactory.
- Switching from the College and Career Diploma Pathway to the Career Diploma Pathway or vice versa:
 - Student shall have the written permission of his/her parent after a consultation with the school guidance counselor or other school administrator.
 - Student and parent must be informed of the advantages and disadvantages of the different diploma pathways.
 - Principal shall also sign the form acknowledging that appropriate counseling has taken place.

Discipline for Entrance Requirement

- Student must meet the behavior requirements contained in the local district Pupil Progression Plan.

Further, the Board retained this item on the agenda and, for this year only, allowed students enrolled in the Career Diploma Pathway (and required to take a remedial English and/or remedial Math course) to take the remedial English or Math course for elective credit and a core English or Math credit course in the same school year.

The Board of Elementary and Secondary Education is not scheduled to meet in November 2009.

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