

# BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



## LOUISIANA



Louisiana has addressed six of the 10 Blueprint policies to improve college readiness in the state. It has policies in place for two of the four high school anchor policies. Louisiana is one of 25 states that requires all districts to offer Advanced Placement (AP), International Baccalaureate (IB) or dual enrollment coursework, and one of only four states that requires all districts to offer one or more of these advanced-course options. It also has enacted Common Core-aligned academic standards.

The state has developed standards and policies for three of the four college-anchor policies. It is one of 21 states with statewide remedial education policies and has a uniform transfer policy between community colleges and four-year colleges. It is one of 15 states with a Common course numbering system between colleges. Louisiana has met one of the two bridge policies with a P-20 data pipeline.

POLICY REVIEW	LOUISIANA	NATIONAL
<b>1. CCR STANDARDS</b> AP, IB and/or dual credit required	<b>YES</b> Yes - AP or IB course offerings mandatory	48 states + D.C. 25 states
<b>2. ASSESSMENTS</b>	<b>YES</b> , ACT; End-of-course; Other	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
<b>3. GRADUATION REQUIREMENTS</b> H.S. course requirements match statewide college admissions	<b>NO</b> , policies exist but not aligned	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
<b>4. K-12 ACCOUNTABILITY</b> CCR is indicator in system	<b>NO</b>	24 states use CCR to determine performance
<b>5. ADMISSION STANDARDS</b> Statewide or systemwide	<b>YES</b> Systemwide (single system) GPA; Assessments; High school coursework	28 - common admission standards 15 - systemwide 13 - statewide
<b>6. REMEDIAL AND PLACEMENT POLICIES</b> Statewide or systemwide remedial policies Statewide or systemwide placement policies	<b>YES</b> Statewide Statewide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
<b>7. TRANSFER (3 OUT OF 4 POLICIES)</b> Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	<b>YES</b> Yes Yes Yes Yes	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
<b>8. HIGHER-ED ACCOUNTABILITY (ALL 3)</b> Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	<b>NO</b> Yes Yes No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
<b>9. STATEWIDE CCR DEFINITION</b>	<b>NO</b>	32 states + D.C. have CCR definition
<b>10. P-20 DATA</b> High school feedback report annually	<b>YES</b> Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
<b>TOTAL</b>	<b>6 out of 10</b>	

## STRENGTHS

Louisiana was a leader in developing uniform transfer policies between community colleges and four-year institutions when it enacted **S.B. 285/Act 356** (2009). The law included a statewide policy implementing a core of transferable courses from two-year colleges, a common-numbering system for courses and a guaranteed transfer of an associate degree to a four-year baccalaureate program. In addition, it gave priority admission to students with an associate degree and created a common college transcript that was consistent across all higher education institutions. As a result of the legislation, Louisiana educators created a central database of courses and alternatives that met the requirements for industry certifications, associate degrees and baccalaureate degrees.

Louisiana also has put in place assessments for Common Core Standards and is part of the Partnership for Assessment of Readiness for Colleges and Careers consortium (PARCC). Information from the assessments and other items are captured in Louisiana's statewide data-sharing system. This is a benefit to the state since the exchange of data allows student-level information to help both the high school and state individuals make decisions.

## CONSIDERATIONS

Louisiana has developed standards and course requirements in key subjects for high school graduation. However, it should consider taking the next step to align them with college admission course requirements. Six states have completely aligned course requirements, and 12 others have aligned them in all core subjects except foreign language. Aligning the course requirements can increase the number of high school graduates entering college and improve the transition from high school to institutions of higher education.

Louisiana also should consider statutorily incorporating measures and barometers of college and career readiness into its formula for determining school performance. Louisiana does report on several college and career readiness measures on school report cards. A similar or even more robust set of measures would strengthen the focus on college and career readiness.

## RESOURCES AND STATE EXAMPLES

*Competency-Based Education*, Council for Adult and Experiential Learning (CAEL), <http://www.cael.org/what-we-do/competency-based-education>.

*When Success is the Only Option: Designing Competency-Based Pathways for Next Generation Learning*, <http://net.educause.edu/ir/library/pdf/csd6174.pdf>.

### South Dakota – Using multiple measures

South Dakota's high school graduation requirements and statewide higher education admission policies are good examples of setting competency-based proficiency for courses. A provision in the high school graduation requirements policy (**S.D. Admin. R. 24:43:11:09**) provides course-equivalency exam exceptions for students to take the place of course requirements.

Similarly, the statewide higher education admission policy provides alternate opportunities to meet the minimum course requirements beyond seat time. Students can receive credit by achieving set scores on standardized assessments such as ACT or SAT or on end-of-course exams such as AP tests.

### Washington – Collaboration of high school and college systems

The State Board of Education in 2010 aligned high school graduation and college admission requirements through the establishment of **College Academic Distribution Requirements** (CADRs). They provide high school students with guidelines on what colleges require for admission into four-year higher education institutions. This is a good example of the high school and college systems collaborating to create greater access to postsecondary education.