

SREB TRANSITIONAL COURSES PILOT
JEFFERSON DISTRICT MEETING
NOTES

June 3, 2013 (10:00 AM - 12:00 PM)

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| I. Welcome and Brief Introductions | Jared Avery
Louisiana Board of Regents |
| II. Update of Transitional Courses Pilot | Jeanne Burns
Louisiana Board of Regents |

III. Discussion of Initial Steps

- Identify students to participate in transitional courses

The LW Higgins High School teachers have not yet identified students to participate in the transitional courses, but they do have an understanding of who should be enrolled in them. The high school teachers wanted more clarity regarding what was expected of them before they actively recruited students. They also mentioned over 40 English and mathematics students as possible candidates for the courses, which far exceeds the number originally documented on the proposal. The decision regarding the actual number of students in each classroom was left to the discretion of the pilot school.

Also, due to the block scheduling used in the district, concerns regarding the courses being offered as a ½ credit or full credit were also discussed. The use of supplemental instructional materials and the process of students re-taking the ACT upon completion of the transitional courses were also discussed. In addition to covering the exam fee, an administrator from LW Higgins high school recommended busing and providing breakfast for the students on the assigned test date as a way to attract and retain participants.

- Further define roles and responsibilities of teachers and post-secondary education faculty

Before the roles and responsibilities of the secondary education teachers could be clearly defined, the LW Higgins High School teachers asked the question, "Where do we want to go?" A firmer understanding of future outcomes was needed in order to align expectations with outcomes. Additionally, the meeting participants agreed that the post-secondary education faculty could assist the teachers in assessing pre and post vocabulary and writing score samples. Other considerations mentioned by the meeting participants included understanding the teaching experiences and pedagogical practices of both the high school teachers and post-secondary education faculty to see how they can better complement each other's instruction style.

- Receive and use SREB training materials to develop plans for transitional courses

The meeting participants will use the materials to find out what works and what should be done. The information learned from the training session should be used to better inform teachers about what the transitional courses are intended to accomplish.

- Discuss process associated with approval of transitional courses as an elective

The meeting participants initially mentioned concerns teaching the courses in conjunction with the other districts due to their unique "block" scheduling. However, their concerns were alleviated when they were assured that in terms of the time it will take to teach the courses, flexibility would be given to districts based on their unique functioning structure.

- Communicate with students and parents regarding transitional courses

The meeting participants recommended using "snail mail," phone calls, parent portal, and websites as a means to communicate information about the transitional courses. Little to no information was offered to students and parents about the transitional courses prior to the current meeting.

- Establish contracts for transitional courses funding

A representative from the Board of Regents mentioned that the contracts for the transitional courses funding will be set-up with Mark Bailey (district administrator). The contracts may also include the costs associated with the buses and the purchase of breakfast items for the students retaking the ACT. The contracts will be set up directly with the higher education faculty members.

- Identify indicators for data collection

The meeting participants agreed that the student's grade point average, ACT score, and their first-year college performance in entry-level credit bearing course should be included as indicators for data collection. In addition to the pre and post ACT scores, they also mentioned individual ACT Scores in all four sections of the exam as other indicators. The students' socio-economic status and the teachers' level of experience/expertise can also be useful demographic information captured during the data collection process.

IV. Additional Steps

Follow-up meetings will take place immediately after the teacher training workshop in Charlotte between district and school administrators to coordinate next steps regarding the identification and selection of student participants. The school administrator will also meet with the teachers to debrief the information discussed at the workshop. Internal meetings with higher education partners and secondary education partners will also soon follow. In

addition to transportation, meal vouchers for students retaking the ACT were also discussed as additions for future contract amendments.