

District Guidance for Developing an Advanced Course Participation Policy

Information Session
March 29, 2022



Agenda

- Legislation
 - Policy requirements
 - Definitions
 - Baseline data
- Guiding Principles
- Guidance Timeline
- Resources



Public Act 21-199

- Requires that by July 1, 2022, boards of education adopt a policy, or revise an existing policy, concerning the **eligibility criteria** for student enrollment in an advanced course or program.
 - Local policies must provide for multiple methods by which a student may satisfy the eligibility criteria for enrollment in an advanced course or program. While a student's prior academic performance may be considered, it must not be the only measure considered for eligibility.
- Each board policy must ensure the creation of an **academic plan** for every student. The Student Success Plan (SSP) can serve as the “academic plan.”
 - The plan must be designed to enroll each student in one or more advanced courses or programs, allowing students to earn college credit or result in career readiness before graduation from high school.



Definition of an Advanced Course or Program

- Honors class;
- Advanced Placement (AP);
- International Baccalaureate program (IB);
- Cambridge International program;
- Dual Enrollment, Dual Credit, or Early College; or
- “any other advanced or accelerated course or program offered by a local or regional board of education in grades nine to twelve, inclusive.”

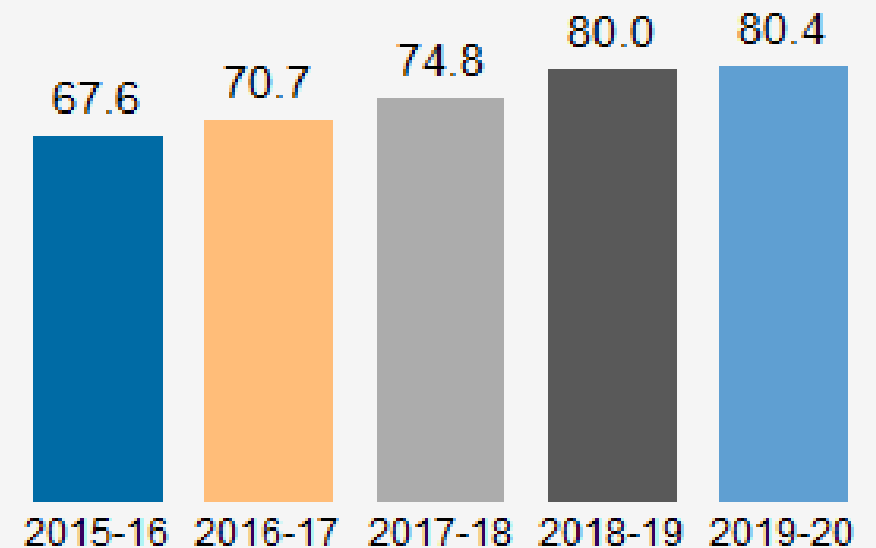


Building on a Solid Foundation

- Indicator 5 of the Next Generation Accountability System measures the percentage of students in Grades 11 and 12 participating in at least one of the following during high school: two Advanced Placement (AP), International Baccalaureate (IB), or dual enrollment courses; two courses in one of the Career and Technical Education (CTE) career clusters; or two workplace experience courses.

College-and-Career-Readiness Course-Taking

Target: 75



Real Benefits from Expanding Access

- In 2018-19, 57.7 percent of Grade 12 students participated in AP/IB/dual enrollment courses, but about 70 percent of graduates are enrolling in a 2- or 4-year postsecondary institution within a year of graduation.
 - Some students are transitioning without the advantage of experiencing college-level work beforehand and the opportunity for realizing substantial savings in college tuition.
- Participation in dual credit courses is uneven across student groups.
 - In 2018-19, 51.7 percent of Grade 11 and 12 students participated in a dual credit course.

Student Group	Participation Rate	Student Group	Participation Rate
Asian	75.0	Black/African American	39.7
White	56.4	Hispanic/Latino	40.5

- Encouraging all students to take on the challenge of dual credit courses in high school will support their successful transition to post-secondary.



Guiding Principles

- Start in Middle School
- Partner with Families
- Reduce Barriers
- Increase Supply



Recommendations for Starting in Middle School

Evidence suggests that the middle school experience in terms of academic achievement and engagement are strong precursors to high school success.

- Through regular communication among faculty districtwide, ensure vertical coordination of standards, instruction, and expectations.
- High school staff can use relevant middle school data rather than collecting new information in Grade 9.
- Leverage existing tools aligned to state standards (SB and NGSS interim assessments) to measure student understanding and adjust instruction in high school.



Recommendations for Partnering with Families

Families help their children navigate high school by staying on top of important dates, monitoring progress, and intervening when necessary. They need information from the school to do this.

- During the middle school years, engage families in the development of the SSP and continue and improve upon effective systems of family engagement throughout high school.
- Communication with families should be ongoing, accessible, and not one-size-fits-all.
- Ensure families are fully aware of all the benefits of taking college courses and earning industry-recognized credentials during high school.



Recommendations for Reducing Barriers

A local policy to identify students who are eligible for advanced coursework must be developed with attention to equity.

- Rosters of students identified by CSDE as having potential for success in rigorous courses are a starting point.
- Share data with faculty showing enrollment trends and disaggregate by student group. Use data to track progress, discuss effective strategies, identify challenges, and generate solutions.
- Pay special attention to student interests and potential rather than past performance.
- If course registration and exam fees can be waived, ensure students know. This includes CSDE covering AP Exam fees for students from low-income families.



Recommendations for Increasing Supply

Providing a range of advanced courses that appeal to the greatest number of students is an important step toward increasing access and participation in advanced coursework.

- Re-evaluate prerequisites so that educators identify what is needed to succeed **IN** the course rather than **BEFORE** the course.
- Promote enrollment in advanced courses to students in all grades. Students are ready at different times. There should be opportunities in every grade.
- Review the current program of studies to identify courses with the potential to be offered in partnership with a college or university.
- Leverage remote options to expand the range of courses available to students.



Survey to Collect Feedback

- Launched March 14, closes April 8
- Items organized by principle
 - Describe the extent to which your district/school is already implementing practices aligned with the principle (selected response).
 - Describe how your district implements the principle (open-ended).
 - Describe/rate the challenge associated with implementing the principle (selected response).
 - Describe potential challenges implementing this principle (open-ended).
- What are the strengths of the guidance?
- What is missing?
- What should be removed or changed?



Guidance Development Timeline

- **March 2, 2022-** Draft guidance sent to an advisory group of school/district practitioners for feedback
- **March 14, 2022-** Revised draft guidance and survey for feedback shared with Superintendents
- **Week of March 21, 2022-** Draft guidance and survey shared with high school principals and other stakeholder groups
- **March 29, 2022-** Optional information session hosted by CSDE
- **April 8, 2022-** Survey to collect feedback closes
- **April/May 2022-** Final guidance issued



Resources

- [Draft *District Guidance for Developing an Advanced Course Participation Policy*](#)
- [Survey](#)

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